



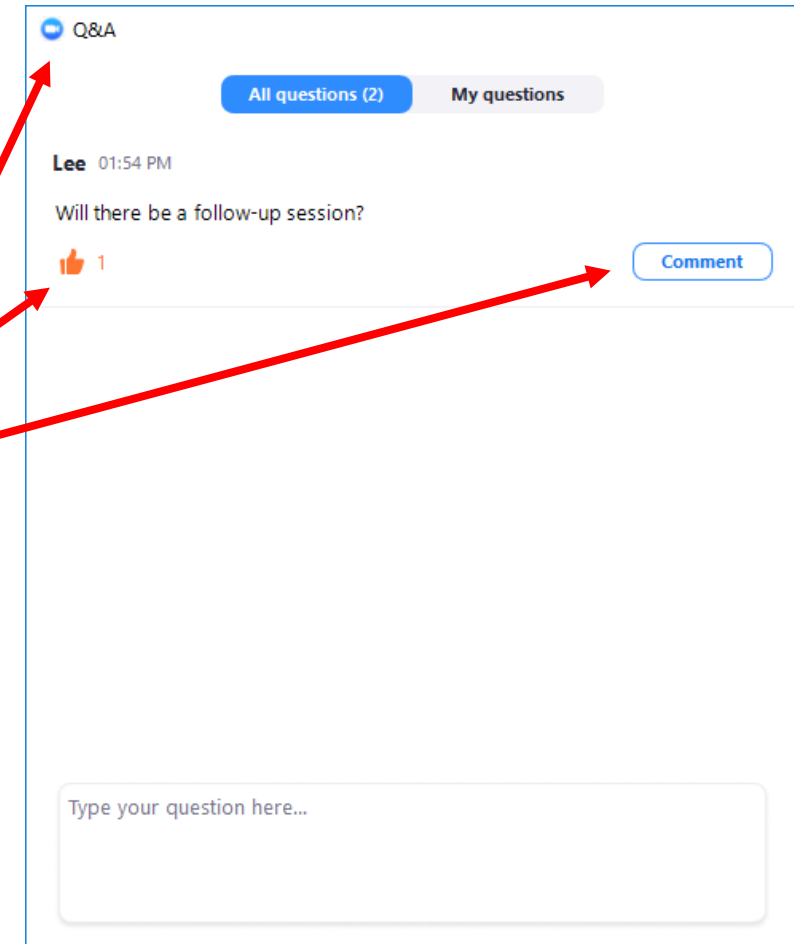
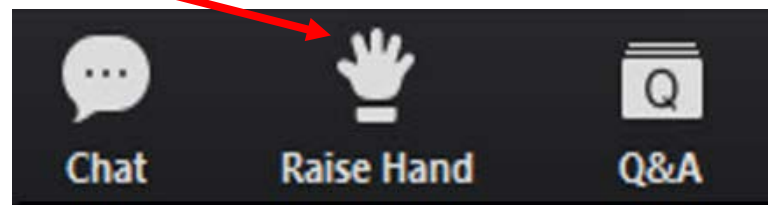
Thank you for joining us today to discuss Special Education Personnel Qualifications and Staffing Guidance!

We will begin the webinar in a few minutes.



# Engagement Options for This Session

- This session will be recorded and posted to the [OSPI Website HERE](#)
- The link to the slides will be dropped into the chat periodically.
- Use the Q & A Screen for the following actions:
  - Thumbs up: Yes, I have the same question.
  - Comment on an existing question.
  - Ask a question.
  - Raise your hand.



# Land Acknowledgement



Text 855-917-5263 to identify  
Tribal lands on which  
you are currently located



We acknowledge the pain and trauma of these past months and over 400 years of racism in the United States.

We stand with our communities of color. We also acknowledge the intersectionality of those who identify both as persons of color and individuals with disabilities.

We commit to centering our work to dismantle systemic racism and disrupt ableist structures.





# OSPI's Priorities for Improving Outcomes for Students with Disabilities



## Leadership

Support students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.



## Growth Mindset

Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, and IEP-related decisions, and post school outcomes).



## Evidence-Based Practices

Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.



## Professional Development

Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members).



## Resource Allocation

Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data based decision making.



## Recruitment & Retention

Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction and support for students with disabilities

## Staffing Discussion

- ❖ What are you experiencing with staffing for special education programming?
- ❖ What strategies have you tried?
- ❖ What practices are in place that have been helpful?





# Staffing Options

- Options include:
  - Use ESSER/ ARP funds to support contracts and/or teletherapy services
  - Supplemental contracts for school district employees
  - Contracting with licensed or certificated staff or other educational entities
  - Working with other school district staff to provide services under the direct supervision and monitoring of special education staff
  - Consolidating/re-assigning staff to increase capacity and reach
  - Collaborating with neighboring school districts and educational service districts (ESDs)
  - Recruiting family and community members



# Special Education Personnel Qualifications and Staffing Guidance

Webinar and Q&A Session  
October 26<sup>th</sup>, 2021, 3:00-4:30 PM





# Today's Presenters



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# Today's Discussion:

- ❑ Special Education Endorsement Options
- ❑ Personnel Qualifications W AC and Guidance
- ❑ Special Education Staffing Options
  - ❑ Updated Pre-Endorsement Waiver Process
- ❑ Q&A



# Special Education Endorsement Options

[Guidance Update for Special Education Personnel Qualifications and Staffing](#)

# What special education endorsement options exist?

1. Special education endorsement
2. Early childhood special education endorsement
3. Deaf education endorsement (NEW)
4. Deaf education with American Sign Language (ASL) proficiency endorsement (NEW)
5. Teacher of the visually impaired (TOVI) endorsement (NEW)



# Who can provide special education and related services?

All school district personnel providing special education services and/or related services shall meet the following qualifications\*:

- a. Hold such credentials, licenses, certificates, endorsements or permits required by the professional educator standards board (PESB) for their position of employment
- b. Special education teachers providing, designing, supervising, monitoring or evaluating the provision of special education shall possess "substantial professional training." evidenced by the **appropriate special education endorsement** (or early childhood special education, deaf education endorsement deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) on an individual teaching certificate
- c. Teachers participating in an alternative route to a special education certification program meet (a) and (b)
- d. Related services personnel must meet standards of the educational staff associate rules of PESB



# What is general function and competencies of each endorsement option?

Special Education Roles		
Endorsement	Type	General Description of Function and Competencies
<a href="#">Special Education</a>	Regular	Provide special education services generally for all students K–12.**
<a href="#">Early Childhood Special Education</a>	Regular	Provide special education services generally for all students, birth through eight.
<a href="#">Teacher of the Visually Impaired (TOVI)</a>	Specialty	Provide special education services to support the vision related needs of students who are blind or have vision impairments.
<a href="#">Deaf Education</a>	Regular	Provide special education services to support the specialized needs of students who are deaf or hard of hearing using listening and spoken language primarily for instruction.
<a href="#">Deaf Education with ASL proficiency</a>	Regular	Provide special education services to support the specialized needs of students who are deaf or hard of hearing using ASL primarily for instruction.

\* Each of the special education endorsements are able to teach out of endorsement as long as PESB policy is followed.

\*\* Preference for an early childhood special education assignment must be given first to employees having early childhood special education endorsement but may be assigned to an individual with a special education endorsement.



# How should schools and districts interpret the updates to [WAC 392-172A02090\(1\)](#) Personnel Qualifications for Special Education and Related Services?

- If a teacher is fully certified with any of special education endorsements they are considered to be fully qualified to provide special education services to students as a general statement
- The district is responsible for making individual decisions to staff classrooms with teachers with **appropriate** special education endorsement to meet the needs of students and this could include other competencies based on student need.

For example, a teacher with only a teacher of the visually impaired endorsement may not be considered **appropriately qualified** to design, supervise, monitor and evaluate the **special education services** for a student who does not have vision related needs, just as a school Speech Pathologist may not be appropriately qualified for students who do not have speech and language needs





# Other Staffing Options for Special Education



# What options exist for districts who are unable to recruit and hire an individual who has a special education endorsement?

Option:	1. Pre-Endorsement Waiver (PEW)	2. Temporary out of Endorsement Assignment
<b>Process:</b>	Completion of an <a href="#">OSPI application</a>	Completed at the district level and approved by formal vote of local school board
<b>Requirements:</b>	A candidate to be a certified teacher who has completed two hundred forty <u>clock hours</u> (or the equivalent of 24 quarter or 16 semester credits) applicable to one or more of the <u>5 Washington state special education teaching certificates</u> .	Available when the individual to be assigned has completed six semester hours or nine quarter hours of coursework applicable to one or more of the 5 Washington state special education teaching certificates.
<b>Role:</b>	May independently perform all the duties of a special education teacher	May be assigned to the role of a special education teacher but a special education endorsed individual within the district must review and monitor the IEPs of the students
<b>WAC</b>	<a href="#">WAC 392-172A-02090(2)(a)</a>	<a href="#">WAC 392-172A-02090(2)(b)(ii)</a>



# New Pre-Endorsement Waiver (PEW) Application

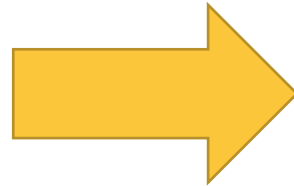
- Is updated to reflect the new special education endorsement options
- Starting October 1, 2021, the PEW application and approval letter will be special education endorsement specific.
- Now a Fillable PDF



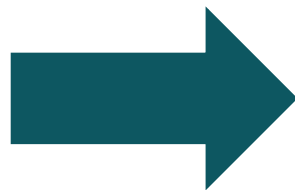
SECTION B	
TO BE COMPLETED BY TEACHER PREPARATION PROGRAM	
<p>The above-named is an applicant for a Special Education Pre-Endorsement Waiver in Washington state. In order to grant the waiver request, information in Section B regarding this applicant must be complete. This form must be signed by the chairperson of the education department. Please verify with the <b>official</b> school seal.</p> <p><b>RETURN THIS FORM TO THE APPLICANT.</b></p> <p>1. The applicant currently has completed <input type="text" value="16"/> (check one) <input type="checkbox"/> quarter or <input checked="" type="checkbox"/> semester or <input type="checkbox"/> clock hours</p> <p><small>Total credits/hours</small></p> <p>These hours are directly related to the selected special education certificates listed below (check all that apply and fill-in applicable credits/hours):</p> <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> special education (fill-in credits/hours) <input type="text"/></li> <li>• <input type="checkbox"/> early childhood special education (fill-in credits/hours) <input type="text"/></li> <li>• <input type="checkbox"/> teacher of the visually impaired (fill-in credits/hours) <input type="text"/></li> <li>• <input checked="" type="checkbox"/> deaf education (fill-in credits/hours) <input type="text" value="16"/></li> <li>• <input type="checkbox"/> deaf education with ASL proficiency (fill-in credits/hours) <input type="text"/></li> </ul>	
NAME OF TEACHER PREPARATION PROGRAM	DATE
ADDRESS	
CITY/STATE/ZIP	EMAIL
NAME (PRINTED)	TELEPHONE
SIGNATURE AND TITLE (Chairperson of Education Department)	
<p>TEACHER PREPARATION PROGRAM SEAL</p> <p>This form must bear an <b>original</b> seal.</p>	

# PEW Application: Page 12

Guidance



Application  
Instructions



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

Old Capitol Building  
PO Box 47200  
Olympia, WA 98504-7200

k12.wa.us



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
Chris Reykdal, Superintendent

## Pre-Endorsement Waiver for Special Education Teacher

The pre-endorsement waiver is available to a certified teacher, who has completed two hundred forty clock hours (or the equivalent of 24 quarter hours OR 16 semester hours) directly related to one or more of the following Washington state special education teaching certificates:<sup>1</sup>

- Special education endorsement
- Early childhood special education endorsement
- Deaf education endorsement
- Deaf education with American Sign Language (ASL) proficiency endorsement
- Teacher of the visually impaired (TOVI) endorsement

The pre-endorsement waiver is specific to one or more of the previously mentioned special education roles and enables the teacher to be employed as a special education teacher in the areas to which they are appropriately qualified.<sup>2</sup> The remaining clock hours/credits and all endorsement requirements must be completed within five years.

Certified teachers include teachers with residency, professional, initial, continuing, substitute or limited\* certificates. (\*Limited teaching certificates include conditional, emergency substitute, intern substitute, and teacher.)

Teachers with pre-endorsement waivers are not considered fully qualified under IDEA; however, they may perform the duties of a special education teacher (e.g., write Individualized Education Programs (IEP)s and commit district resources as the district's designee) with "substantial professional training" per WAC 392-172A-02090 when appropriate. It is recommended that districts maintain records documenting the professional learning and supervision requirements have been met.


In order to apply for a pre-endorsement waiver, the attached application packet must be completed in full. The packet includes two forms: *District Request for Special Education Pre-Endorsement Waiver (SPI 1533)* and *Verification of Teacher Program Enrollment (SPI 1534)*.

The following steps should be taken to complete the application:

1. **District** MUST initiate the process by:
  - a. Completing Section B of the *District Request for Special Education Pre-Endorsement Waiver*; and
  - b. Returning the completed form to the Applicant
2. **Applicant** MUST:
  - a. Complete all necessary information in Section A of both required forms;
  - b. Submit the Verification of Teacher Program Enrollment form to the college or preparation program to complete Section B, which must be accompanied by the list of course work completed, with a request to have the completed form returned to applicant;

# PEW Application: Page 3

- Must have a Washington State Teaching Certificate to qualify for the Pre-endorsement waiver


 Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
**DISTRICT REQUEST FOR SPECIAL EDUCATION  
 PRE-ENDORSEMENT WAIVER  
 (WAC 392-172A-02090)**

Do you currently hold a Washington State teaching certificate?  Yes  No (If No, refer to packet instructions.)

If yes, Certificate Type \_\_\_\_\_ Certificate # \_\_\_\_\_

Date of issue \_\_\_\_\_ Date of expiration \_\_\_\_\_

I understand that the endorsement requirements must be completed within five years of service as a Special Education teacher.

Applicant Signature \_\_\_\_\_

**SECTION A**


TO BE COMPLETED BY APPLICANT			
1. NAME LAST	FIRST	MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS			3. DATE OF BIRTH
CITY/STATE/ZIP			4. SOCIAL SECURITY NO. (OPTIONAL)
5. TELEPHONE BUSINESS	HOME		6. E-MAIL

**SECTION B**

TO BE COMPLETED BY DISTRICT SUPERINTENDENT OR PERSONNEL DIRECTOR ONLY	
I certify and verify there is no other qualified person who holds a Special Education Endorsement for this position and that the position is essential to the delivery of special education and related services and circumstances warrant consideration of issuance of a Special Education Pre- Endorsement Waiver.	
I hereby request that _____ be granted a Special Education Pre- Endorsement Waiver. (applicant's name)	
NAME OF DISTRICT	DATE
ADDRESS	
CITY/STATE/ZIP	
TELEPHONE	EMAIL ADDRESS
NAME (PRINTED)	SIGNATURE AND TITLE

# PEW Application: Page 4

- The teacher preparation program must:
  - ✓ Check the type unit
  - ✓ Check which endorsement option the candidate is seeking the waiver for
  - ✓ Include the number of units that apply towards that endorsement
  - ✓ Include a visible seal
- One application can be used to seek the waiver of multiple endorsements if the applicant meets the unit requirement for each endorsement option selected

	Washington Office of Superintendent of <b>PUBLIC INSTRUCTION</b>
<b>VERIFICATION OF TEACHER PROGRAM ENROLLMENT</b>	

Complete Section A of this form. Send it to the education department of the college/university where you are or have been enrolled in order to complete your special education endorsement program. This form, when returned to you, must be included with your application packet.

### SECTION A

TO BE COMPLETED BY APPLICANT			
1. NAME LAST	FIRST	MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS			3. DATE OF BIRTH
CITY/STATE/ZIP			4. SOCIAL SECURITY NO. (OPTIONAL)
5. TELEPHONE BUSINESS		HOME	6. DATE OF ENROLLMENT
7. MAJOR			8. E-MAIL
9. STUDENT #, if known		10. PROGRAM ADVISOR, if known	

### SECTION B

TO BE COMPLETED BY TEACHER PREPARATION PROGRAM	
<p>The above-named is an applicant for a Special Education Pre-Endorsement Waiver in Washington state. In order to grant the waiver request, information in Section B regarding this applicant must be complete. This form must be signed by the chairperson of the education department. Please verify with the <b>official</b> school seal.</p> <p><b>RETURN THIS FORM TO THE APPLICANT.</b></p> <p>1. The applicant currently has completed <input type="text"/> (check one) <input type="checkbox"/> quarter or <input checked="" type="checkbox"/> semester or <input type="checkbox"/> clock hours <small>Total credits/hours</small></p> <p>These hours are directly related to the selected special education certificates listed below (check all that apply and fill-in applicable credits/hours):</p> <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> special education (fill-in credits/hours) <input type="text"/></li> <li>• <input type="checkbox"/> early childhood special education (fill-in credits/hours) <input type="text"/></li> <li>• <input type="checkbox"/> teacher of the visually impaired (fill-in credits/hours) <input type="text"/></li> <li>• <input type="checkbox"/> deaf education (fill-in credits/hours) <input type="text"/></li> <li>• <input type="checkbox"/> deaf education with ASL proficiency (fill-in credits/hours) <input type="text"/></li> </ul>	
NAME OF TEACHER PREPARATION PROGRAM	DATE
ADDRESS	
CITY/STATE/ZIP	EMAIL
NAME (PRINTED)	TELEPHONE
SIGNATURE AND TITLE (Chairperson of Education Department)	
<b>TEACHER PREPARATION PROGRAM SEAL</b>  This form must bear an <b>original</b> seal.	

# PEW Application: Page 5

- The application must also include a list of coursework completed towards the endorsements selected
- The total number of credits or clock hours entered on page 5 should match the total number entered on page 4.

Coursework completed towards the identified special education endorsement(s). **Coursework must be completed as of date of application.** Courses not completed cannot be counted toward credit or clock hour requirement:

Course Prefix	Course Number	Number of Credits or Clock Hours



**RETURN THIS FORM TO THE APPLICANT.**

1. The applicant currently has completed  (check one)  quarter or  semester or  clock hours

Total credits/hours

These hours are directly related to the selected special education certification listed below. (check all that apply and fill in)

# Frequently Asked Questions

Special Education Personnel Qualifications and Pre-Endorsement Waiver:  
Common Questions and Answers for Districts

If a teacher has a conditional teaching certificate that lists “special education” under the endorsement areas, does that mean the teacher is able to independently perform all of the duties of a special education teacher (e.g., write IEPs, conduct IEP meetings)?

- No.
- Areas listed under “Endorsements” on a conditional teaching certificate indicate the areas to which the teacher may be assigned to teach in a classroom.
- These individuals are **not** considered “fully qualified” under special education regulations and must have an endorsed or licensed staff member assigned to write IEPs, serve in the role of special education teacher at an IEP and other meetings, as well as monitor and evaluate student progress towards IEP goals.
- The district should use the temporary out-of-endorsement assignment process or request a special education pre endorsement waiver depending on the number of credits the applicant has obtained.



Can I apply for an extension for my pre-endorsement waiver?

- No.
- Per WAC 18-182-110 the requirements for a special education endorsement must be completed within 5 years of the date of your pre-endorsement waiver approval letter.
- There is not an option to extend or renew the pre-endorsement waiver.

If a candidate does not yet have the all the required credits for the pre-endorsement waiver can they apply for the temporary out-of-endorsement assignment?

- Yes.
- A candidate could get a temporary out-of-endorsement, while they wait to gain the needed clock hours/credits for the pre-endorsement waiver.
- The temporary out-of-endorsement assignment allows educators to be assigned to the role of special education teacher but a special education endorsed individual within the district must design and supervise the instruction, as well as monitor and evaluate the progress of students assigned to the unendorsed individual (WAC 392-172A 02090(1)(g)).
- Once the candidate received the pre-endorsement waiver, they would be considered independently able to do the aforementioned.

Who can I reach out to if I still have questions?

- Questions on certification policy are best directed to the **Professional Educators Standard Board (PESB)** at [PESB@k12.wa.us](mailto:PESB@k12.wa.us)
- Questions about certification requirements, applications and implications are best directed to the **OSPI Certification Office**. You can [submit a question](#) to certification or call at 360-725-6400.
- Questions about the pre endorsement waiver, or special education personnel qualifications for special education services are best directed to the **Special Education Office**. You can email your question to [speced@k12.wa.us](mailto:speced@k12.wa.us) or call 360-725-6075.



