

WAC 131-16-094



CERTIFICATION OF  
PROFESSIONAL AND  
TECHNICAL FACULTY



# REQUIREMENTS FOR WAC 131-16-094

- INITIAL CERTIFICATION –upon hire
  - Good for 3 years
  - CPR and First Aid
  - Applies to full-time faculty
  - Applies to part-time faculty teaching two-thirds full-time load for more than three quarters
  - Documented professional development plan addressing at a minimum
    - Student instruction (Skill Standard D)
    - Supervise learning environments (Skill Standard A)
    - Implement curriculum, outcomes, and assessments (Skill Standard B)

# WAC REQUIREMENTS

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- STANDARD CERTIFICATION (continual)
    - Must be renewed every five years
    - CPR and First Aid
    - Applies to full-time faculty
    - Applies to part-time faculty teaching two-thirds full-time load for more than three quarters
    - Documented professional development plan addressing at a minimum
      - Student instruction (Skill Standard D)
      - Supervise learning environments (Skill Standard A)
      - Implement curriculum, outcomes, and assessments (Skill Standard B)
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# PROFESSIONAL DEVELOPMENT PLAN

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- Self and administrator's assessment of strengths and opportunities for growth
  - Focus on reaching professional goals as a facilitator of learning – outcomes/competency based rather than seat-time based
  - Individualized and customized to the needs of each professional teacher
  - Measurable outcomes linked to skill standards
  - Minimum of five activities in the plan
  - Timeline for successful achievement of outcomes
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# Comprehensive Skill Standards Inventory: Standard A

<u>Level of importance</u> How important or relevant is this activity for my job?					Critical Function A: Manage Learning Environments	<u>Self Assessment</u> How well am I performing this activity for my job?					
N/A	Low	Mod	High	Very High		Key Activity and Description	N/A	Low	Mod	High	Very High
	X				A1: Obtain required equipment, systems, tools, supplies, and materials						X
	X				A2: Set up instructional systems, equipment and/or tools						X
	X				A3: Maintain instructional systems, equipment and/or tools					X	
	X				A4: Develop a growth and replacement plan for systems, equipment and/or tools			X			
		X			A5: Supervise learning environments					X	
				X	A6: Research, select, and evaluation off-campus learning environments		X				
	X				A7: Evaluate and monitor the safety of the instructional areas and practices					X	
Notes and Comments:											

# Comprehensive Skill Standards Inventory: Standard B

<u>Level of importance</u> How important or relevant is this activity for my job?					Critical Function B: Manage Learning Environments	<u>Self Assessment</u> How well am I performing this activity for my job?					
N/A	Low	Mod	High	Very High		Key Activity and Description	N/A	Low	Mod	High	Very High
				X	B1: Identify, evaluate, and modify current outcomes		X				
				X	B2: Create, evaluate, and modify curriculum			X			
				X	B3: Create, evaluate, and modify assessments			X			
				X	B4: Implement curriculum, outcomes, and assessments		X				
			X		B5: Integrate curriculum with other faculty in the department and in other instructional areas/institutions		X				
Notes and Comments: <i>I'm not informed about industry skill standards. I'm not clearly familiar with the college's outcomes and assessment model.</i>											

# Comprehensive Skill Standards Inventory: Standard D

<u>Level of importance</u> How important or relevant is this activity for my job?					Critical Function D: Manage Learning Environments	<u>Self Assessment</u> How well am I performing this activity for my job?					
N/A	Low	Mod	High	Very High		Key Activity and Description	N/A	Low	Mod	High	Very High
				X	D1: Prepare and/or gather current instructional materials and equipment					X	
				X	D2: Provide individual and group instruction					X	
				X	D3: Initiate, develop, and implement student assessments			X			
				X	D4: Modify instructional material and methods based on student and industry assessments and feedback					X	
Notes and Comments: <i>D2. I would like to learn more methods for facilitation of learning rather than lecture.</i>											

# Sample

## Initial 3-Year Professional and Technical Certification Plan

### *Performance Outcomes 1:*

Update outcomes for the Criminal Justice program  
Update course learning outcomes in my courses  
Establish quality assessments that match learning course learning outcomes.

### *Activities:*

- Research skill standards in criminal justice by December 2004
- Attend workshops on skill standards as offered throughout the next two years
- Attend outcomes and assessment workshops as offered throughout the next two years
- Work with faculty mentor to ensure that outcomes and assessment link to the college's core abilities throughout the next three years
- Review, rewrite, or create outcomes or assessments based on skill standards (if appropriate) and that link to college's core abilities by March 2006

### *Skill Standards Addressed:*

- |    |   |
|----|---|
| B1 | Identify, evaluate, and modify current outcomes |
| B2 | Create, evaluate, and modify curriculum         |
| B3 | Create, evaluate, and modify assessments        |
| B4 | Implement curriculum, outcomes, and assessments |



# Sample

## Initial 3-Year Professional and Technical Certification Plan

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### *Performance Outcome 2:*

Evaluate off-campus learning environments

### *Activities*

Observe instruction of part-time faculty and provide feedback regarding strengths and opportunities for growth, throughout next three years

Create and implement regular meeting schedule of all site supervisors and part-time faculty, by December 2004.

Create and implement a continuous assessment process of all courses held at off-campus sites by May 2005.

### *Skill Standards Addressed:*

A 6            Research, select, and evaluate off-campus learning environments.

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QUESTIONS?

