

## Standard V

### Standard 5.1: Knowledge of Subject Matter and Curriculum Goals

<b>Criteria - <i>Teacher candidates positively impact student learning that is:</i></b>	<b>Teacher-Based Evidence</b> <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	<b>Student-Based Evidence</b> <i>Students demonstrate engagement in effective learning opportunities.</i>
<p><b>A. Content driven.</b> All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p> <p><b>B. Aligned with curriculum standards and outcomes.</b> All students know the learning targets and their progress towards meeting them.</p> <p><b>C. Integrated across content areas.</b> All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p>The content in the unit plan reflects enduring understandings and depth of thinking which is aligned with curriculum standards.</p> <p>The candidate provides opportunity for integration of reading, writing, and mathematics across content areas.</p>	<p>Communicate the learning targets and their progress toward them.</p> <p>Communicate the support and resources that can be accessed to help them achieve the learning targets.</p> <p>Articulate the thinking strategies used to achieve the learning targets.</p>

**Description of Practice:** *Teacher candidates design/adapt developmentally appropriate instruction that is informed by the following: GLEs, curriculum standards, enduring understanding of content, and depth of thinking.*

## Standard 5.2: Knowledge of Teaching

<b>Criteria - Teacher candidates positively impact student learning that is:</b>	<b>Teacher-Based Evidence</b> <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	<b>Student-Based Evidence</b> <i>Students demonstrate engagement in effective learning opportunities.</i>
<p><b>A. Informed by standards-based assessment.</b> All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p><b>B. Intentionally planned.</b> All students benefit from standards-based planning that is personalized.</p> <p><b>C. Influenced by multiple instructional strategies.</b> All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p><b>D. Informed by technology.</b> All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<p>The assessment(s) selected provide useful information.</p> <p>The assessment results inform subsequent instruction.</p> <p>Plans are made to move students who are not at standard to standard.</p> <p>Instruction is designed purposefully considering context, the standards base, and the research base.</p> <p>Focus on student learning strategies to reach the standard.</p> <p>Integrates technology into instruction and assessment.</p>	<p>Review their performance and set personal learning goals based on those assessments.</p> <p>Communicate the relationship between assessment and learning targets.</p> <p>Use a variety of learning strategies and can explain the effectiveness of their choice.</p> <p>Articulate how proper and efficient use of technology enhances learning.</p>

**Description of Practice:** *Teacher candidates use instructional strategies to develop critical thinking, problem solving, application and understanding of curricular content. They differentiate instruction to meet individual needs and use content knowledge to inform instructional practice. They apply multiple formative and summative assessment strategies to assess student learning and inform their instruction, use assessment results to determine effectiveness of instruction, and modify teaching practices based on assessment results.*

### Standard 5.3: Knowledge of Learners and their Development in Social Contexts

<b>Criteria - Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</b>	<b>Teacher-Based Evidence</b> <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	<b>Student-Based Evidence</b> <i>Students demonstrate engagement in effective learning opportunities.</i>
<p><b>A. Learner centered.</b> All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p><b>B. Classroom/school centered.</b> Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p><b>C. Family/Neighborhood centered.</b> Student learning is informed by collaboration with families and neighborhoods.</p> <p><b>D. Contextual community centered.</b> All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p>The instructional plans reflect the context of the learner, including individual variables as well as classroom, school, family, neighborhood, and community.</p> <p>Teaching practices are modified by contextual information including assessment results, school community context, family context, and community context.</p> <p>The classroom climate demonstrates an understanding of democratic principles.</p> <p>Lesson plans reflect understanding of research based best practice, demonstrate reflection and adjustment of instruction, and lead to identification of areas for professional growth</p>	<p>Communicate the development and maintenance of a learning community.</p> <p>Communicate how the learning from a series of lessons connects with communities within and outside of the school.</p>

**Description of Practice:** *Teacher candidates merge knowledge of learning, child/adolescent development, and their diverse learners with a repertoire of teaching and communication strategies to make instructional decisions. They seek information from multiple communities; consider student learning in the context of social, political, environmental, and economic systems; and create opportunities for students to participate in responsible civic engagement, including developmentally appropriate self-governance.*

## Standard 5.4: Understanding of Teaching as a Profession

<b>Criteria - <i>Teacher candidates positively impact student learning that is:</i></b>	<b>Teacher-Based Evidence</b> <i>Teacher demonstrates capacity to provide effective learning experiences.</i>
<p><b>A. Informed by professional responsibilities and policies.</b> All students benefit from a collegial and professional school setting.</p> <p><b>B. Enhanced by a reflective, collaborative, professional growth-centered practice.</b> All students benefit from the professional growth of their teachers.</p> <p><b>C. Informed by legal and ethical responsibilities.</b> All students benefit from a safe and respectful learning environment.</p>	<p>Participate in collaborative learning communities and develop collegial relationships.</p> <p>Complete regular needs-based self reflection resulting in a draft professional growth plan.</p> <p>Demonstrate dispositions that enhance learning and professional development.</p> <p>Abide by the Washington State Code of Professional Conduct.</p> <p>Understand the issues related to abuse and neglect as well as mandated reporting procedures.</p>

**Description of Practice:** *Teacher candidates demonstrate dispositions that enhance learning and professional development. They demonstrate knowledge about professional and ethical responsibilities, know relevant law and policy, and use appropriate and respectful verbal and written communication. They additionally increase knowledge of key concepts, tools of inquiry, effective interventions, and assessments for the subjects they teach; and adjust instruction based on reflection in practice.*