STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

MEMORANDUM

TO: PESB Members

FROM: Esther Baker, Program Director, Teacher Assessments

DATE: October 26, 2009

SUBJECT: TAB 8 – Calibrated Standards at Every Level of Teacher Certification (November 12, 2:15-3:00 p.m.)

BACKGROUND INFORMATION / PREVIOUS BOARD ACTION

Date	Action
Adopted December 2005	WAC 181-79A-011 entitled, "Knowledge and Skill Requirements of the Performance-Based Certification System—Teachers" was passed: Knowledge and skills required for the preparation and certification of teachers shall relate to one or more of the following three standards that all teachers will be required to demonstrate: *effective teaching*, *professional development*, and *professional contributions*. The emphasis shall be on: • effective teaching in the preservice preparation programs; • divided among each of the three categories for the professional certificate; • professional development and professional contributions during the remainder of the teacher's career.
July 2007	The PESB approved the new Standard V knowledge and skills standards for teachers. Changes included an increase in the emphasis on personalization of education, a carefully integrated focus on cultural understanding, and the clear focus on math integrated into all content areas. The panel also discussed the shift from a performance-based model to an evidence-based model.
2009 Legislation	ESHB 2261 Section 402 (1)(a) specified, "By January 1, 2010, the professional educator standards board shall adopt a set of articulated teacher knowledge, skill, and performance standards for effective teaching that are evidence-based, measurable, meaningful, and documented in high quality research as being associated with improved student learning.

	The standards shall be calibrated for each level of certification and along the entire career continuum. In developing the standards, the board shall, to the extent possible, incorporate standards for cultural competency along the entire continuum.
May 2009	PESB accepted a request from Washington Association of Colleges for Teacher Education (WACTE) to consider recommendations for changes to Standard V that would enhance clarity and improve alignment with the professional certificate.
July 2009	WACTE presented revisions to Standard V. The PESB declined the proposal to replace Standard V language with professional certificate language at this time. Other WACTE recommendations were taken under advisement / further review. PESB encouraged continued work on benchmarking/calibration of standards as directed in ESHB 2261.
September & October 2009	• Nine-member work group of stakeholders convened to refine the standards, criteria, descriptions of practice and format document. • Presented document to WACTE Executive Committee

ANTICIPATED OUTCOME

The PESB will move on the set articulated teacher knowledge, skill, and performance standards for effective teaching calibrated for each level of certification and along the entire career continuum.

Policy Issue: ESHB 2261

Work Plan Goal:

Goal 4—An agreed upon and widely understood system for review and revision of high and relevant preparation standards and certification requirements for all educators.

Ends Policy: All Washington educators will be prepared and certified according to high and rigorous standards to ensure they are effective in helping students meet or exceed state learning goals.

Teacher Residency Certificate Standards	Teacher Professional Certification Standards	Master Teacher Standards
1. A successful teacher candidate shows the knowledge and skills for <u>effective teaching</u> which ensure a positive impact on student learning by:	**1. A successful candidate shall demonstrate the knowledge and skills for <u>effective teaching</u> which ensure a positive impact on student learning by:**	**1. Master teachers consistently, skillfully and intentionally demonstrate the knowledge and skills for <u>effective teaching</u> which ensure a positive impact on student learning by:**
1a. Using multiple instructional strategies that address student ability levels and *cultural and linguistic backgrounds*. 1b. Integrating mathematical, scientific, and aesthetic reasoning subject matter across content areas.	1a. Using instructional strategies that make learning meaningful and show positive impact on student learning.	1a. Identifying standards, targeting learning outcomes and selecting instructional strategies that are carefully chosen to reach the standard appropriate for the particular learning needs of assigned students. Differentiating instruction to reach the range of students' strengths in which all students are expected to meet high academic standards and demonstrate measurable and meaningful growth. Articulating focused outcomes that systematically contribute to achievement of standards in language that helps student's articulate outcomes in their own words. Making instructional choices that engage all students in meaningful learning.
1c. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction.	1b. Using a variety of assessment strategies and data to monitor and improve instruction.	1b. Providing constant, effective feedback that helps student's improve as they continuously revise their work towards meeting ever higher standards. Selecting and implementing ongoing formative and summative assessment strategies to inform instruction. Monitoring and analyzing multiple sources of data with collaborative teams to improve instruction. Empowering students to

		use and apply data to inform their own learning.
1d. Implementing classroom/school centered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others,	1c. Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment.	1c. Intentionally creating and/or using systems to facilitate equitable, fair and safe access and participation in the learning process; using varied and appropriate classroom management approaches based on individual and group learning contexts and needs; applying consistent and intentional approaches to classroom management which directly support engagement and learning; founding classroom management policies upon a well-articulated philosophy of the relationship between teaching, learning climate, and management practices.

1e. Using intentionally planned curricula that include standards-based planning that is personalized to the _discrete needs of each student_. 1f. Aligning instruction to curriculum standards and outcomes so all students know the learning targets and their progress toward meeting them.	1d. Designing and/or adapting challenging curriculum that is based on the diverse needs of each student.	1d. Understanding the diverse and special needs of students and employing intentional assessment strategies to understand variations within diverse and special needs population of learners and then responding with specific and appropriately challenging curriculum including supports/extensions for individual students; clearly articulating standards-based lesson/unit goals and implementing multiple appropriate paths toward achieving those goals ; using practices, strategies, curriculum and materials that target variances in student needs within the classroom population. Developing a responsive curriculum plan or may that shows the major units taught throughout the school year, the major learning goals for those units, and the assessments, both formative and summative used in those units.
1g. Using curricula that are content driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology. _Also, 1j._		
1h. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.		

1i. Using learner centered curricula that engage students in a variety of _culturally responsive_, developmentally, and age appropriate strategies	1e. Demonstrating _cultural sensitivity in teaching and in relationships with students, families, and community members_.	1e. Demonstrating _cultural competency_ in teaching and in relationships with students, families and communities and using this knowledge to select engaging, relevant learning goals and activities. Recognizing the complexities of identity and community that impact the students and families they serve and is aware of common issues that affect diverse students and family experiences of school. Consistently integrating this knowledge and awareness into the design of relevant, rigorous and differentiated learning.
1j. Using technology that is effectively integrated to create technologically proficient learners. _Also, 1g._	1f. Integrating technology into instruction and assessment.	1f. Consistently, skillfully and intentionally integrating available technology to design & deliver instruction and assessment. Using technology seamlessly and purposefully to enhance and deepen student learning. Helping students access technology resources independently & appropriately; identify, articulate and evaluate credible resources available for their ongoing work.
1k. Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student achievement and performance.	1g. Informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.	1g. Establishing regular, ongoing, two-way communication with students' families. Engaging families in students' learning in a variety of ways. Actively engaging and pursuing partnerships within and beyond their teaching context, including parent and community partnerships that result in greater educational opportunities.

2. Successful teacher candidates demonstrate the knowledge and skills for <u>professional development</u> which ensure a positive impact on student learning by:	2. A successful candidate shall demonstrate the knowledge and skills for <u>professional development</u> which ensure a positive impact on student learning by:	2. A master teacher shall consistently, skillfully and intentionally demonstrate knowledge and skills for <u>professional development</u> that directly or indirectly impacts student learning by:
2a. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.	2a. Evaluating the effects of his/her teaching through feedback and reflection.	2a. Evaluating the effects of his/ her teaching by seeking feedback from families, students, colleagues, administrators and through self-reflection
	2b. Using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities.	2b. Drawing on a variety of data sources to assess professional performance, articulating short and long-term professional learning goals, implementing a PGP and evaluating the impact of that learning on classroom performance.
Also, 1g. and 3b.	2c. Remaining current in subject area(s), theories, practice, research and ethical practice.	2c. Seeking out new learning from the field and applying to teaching assignment and student learning. Reading professional literature to remain current about research, best practice and professional ethics pertaining to current classroom challenges. Seeking information to understand the influences that impact students, schools and community, and sharing knowledge with students, families, colleagues and administrators.

3. A successful teacher candidate shall demonstrate understanding of <u>teaching as a profession</u> by:	3. A successful candidate shall demonstrate <u>professional contributions</u> to the improvement of the school, community, and the profession by:	3. A master teacher shall consistently, skillfully and intentionally demonstrate <u>professional contributions</u> to the improvement of the school, community, and the profession by:
	3a. Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student.	3a. Championing development or selection of curricula, programs, instructional materials or assessments that challenge all students to meet high academic standards, including those who have special education needs or language differences.
3a. Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.	3b. Participating collaboratively in school improvement activities and contributing to collegial decision-making.	3b.Demonstrating competency involved with teaching adult learners in order to appropriately collaborate and lead in workgroups, professional learning communities, workshops, or other contexts. Sharing the impact of professional learning on student learning.
		3c. Serving in formal and informal leadership roles, such as a team leader, teacher educator, mentor instructional coach, professional development facilitator or school improvement team leader, peer reviewer or contributing to education policy at the local, state, or national level.
		3d. Providing meaningful feedback that helps colleague's improve as they continuously revise their work toward meeting ever-higher standards.
3b. Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.		

Residency Certificate Knowledge and Skills Standards, Criteria, Descriptions of Practice

This document is designed to be a tool and guide for analysis and reflection. It includes **samples** reflective questions for teacher candidate-based and student-based evidence alongside the standards, criteria and descriptions of practice for the residency certificate.

		Samples of Reflective Questions	
Standard 1: Effective Teaching *Successful teacher candidates show the knowledge and skills for <u>effective teaching</u> which ensure student learning by:*	**Descriptions of Practice**	**Teacher Candidate-Based Evidence** *Teacher candidates demonstrate capacity to provide effective learning experiences.*	**Student-Based Evidence** *Students demonstrate engagement in effective learning opportunities.*
Criteria: **1a.** Using multiple instructional strategies that address student ability levels and cultural and linguistic backgrounds. **1b.** Integrating mathematical, scientific, and aesthetic reasoning subject matter across content areas. **1c.** Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction. **1d.** Implementing classroom/school centered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others, **1e.** Using intentionally planned curricula that include	*1. Teacher candidates design/adapt developmentally appropriate instruction that is informed by the following: GLEs, curriculum standards, enduring understanding of content, and depth of thinking.* *2. 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*	• In what ways does the content in the unit plan reflect enduring understandings and depth of thinking, which is aligned with curriculum standards? • In what ways does the candidate provide opportunity for integration of reading, writing, and mathematics across content areas? • In what ways does assessment inform your instructional planning? • In what ways does assessment inform you about your students? • In what ways do you know about your students and their families?	• In what ways do students communicate their learning targets and their progress toward them? • In what ways do students communicate the relationship between assessment and learning targets? • In what ways do students demonstrate responsible citizenship for an environmentally sustainable, globally interconnected, and diverse society • In what ways do students review their performance and set personal learning goals based on those assessments?

standards-based planning that is personalized to the diverse needs of each student. **1f.** Aligning instruction to curriculum standards and outcomes so all students know the learning targets and their progress toward meeting them. **1g.** Using curricula that are content driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology. **1h.** Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society. **1i.** Using learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies. **1j.** Using technology that is effectively integrated to create technologically proficient learners. **1k.** Informing, involving, and collaborating with families, neighborhoods, and communities in each student's educational process, including using information about student achievement and performance.	*determine effectiveness of instruction, and modify teaching practices based on assessment results.* *3. 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.*	• In what ways does your instruction help your students become better problem solvers? • In what ways have you analyzed student data to inform your instruction? • In what ways is your instruction open to adjustment during the lesson to student needs? • In what ways does your instruction prepare your students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society? • In what ways do you create relationships with students and their families? • In what ways do you put in place routines and procedures to support a productive learning environment? • In what ways do your	• In what ways do students communicate the support and resources that they can access to help them achieve the learning targets? • In what ways do students articulate the thinking strategies they used to achieve the learning targets? • In what ways do students use a variety of learning strategies and explain the effectiveness of their choices? • In what ways do students draw on personal experiences and interests to inform the learning process? • In what ways do students use technology to support their learning? • In what ways do students demonstrate problem-solving abilities?

		instructional plans reflect instruction that is differentiated to meet individual needs of students?	• In what ways do students communicate the development and maintenance of a learning community?
		• In what ways do you use your knowledge of content to inform your instruction?	• In what ways do students communicate how the learning from a series of lessons connects with communities within and outside of the school?
		• In what ways does your instruction reflect information obtained from multiple communities?	
		• In what ways does your instruction consider student learning in the context of social, political, environmental, economic systems.	
		• In what ways does your instruction create opportunities to participate in responsible civic engagement?	
		• In what ways do you develop a climate of appropriate self-governance?	
		• In what ways do you prepare students to be technologically proficient?	

		- In what ways do you engage students in understanding their learning targets and progress towards meeting the targets? - In what ways do you prepare students to use technology appropriately and responsively? - In what ways do your plans reflect use of student based evidence?	

Standard 2: Professional Development *Successful teacher candidates demonstrate the knowledge and skills for <u>professional development</u> to positively impact learning of all students by:*	Descriptions of Practice	Teacher Candidate-Based Evidence *Teacher candidate demonstrates capacity to provide effective learning experiences.*
Criteria: **2a.** Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.	**4.** *Teacher candidate 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.*	• In what ways do the assessment(s) selected provide useful information for instruction and advancing knowledge of your students? • In what ways do you adjust instruction to meet student needs based on professional reflection? • In what ways do you use reflection to identify areas of professional growth? • In what ways does your professional growth planning process incorporate the use of evidence-based tools of inquiry? • In what ways do you use evidence to inform your professional growth? • In what ways do the strategies you use improve your practice? • In what ways do you use assessment results to inform subsequent instruction? • In what ways do your plans move students who are not at standard to standard? • In what ways is instruction designed to purposefully consider context, the standards base, and the research base?

		• In what ways do you focus on student learning strategies to reach the standard? • In what ways do you integrate technology into instruction and assessment?

Standard 3: Teaching as a Profession - *Successful teacher candidates demonstrate understanding of <u>teaching as a profession</u> by:*	Descriptions of Practice	Teacher Candidate-Based Evidence *Teacher candidate demonstrates capacity to provide effective learning experiences.*
Criteria: **3a.** Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication. **3b.** Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.	*5. 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.*	• In what ways do candidates participate in collaborative learning communities and develop collegial relationships? • In what ways do candidates demonstrate dispositions that enhance learning and professional development? • In what ways do candidates articulate their understanding of the Washington State Code of Professional Conduct? • In what ways do candidates articulate their understanding of the issues related to abuse and neglect, the mandated reporting procedures, and other issues of educational law and policy? • In what ways do candidates demonstrate appropriate, respectful, and professional verbal and written communication?

Professional Certificate Standards, Criteria and Descriptions of Practice

This document is a tool and guide for analysis and reflection on the standards and criteria of effective professional practice. This is not an exhaustive list of the descriptions of practice for both "at standard" and "standard not yet met."

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
I. Effective Teaching		
1a. Using instructional strategies that make the learning meaningful and show positive impact on student learning	• Students know there are many ways to approach learning and are able to verbalize their own approaches. Students understand the ways others approach learning and use those strategies to enhance their repertoire. • Students practice explanations and illustrations for learning in a variety of ways. Students see, question, and interpret ideas from diverse perspectives. • Students actively engage in tasks that are meaningful, reflect their own life experiences, and are directly related to the learning targets. • Students engage in a variety of learning tasks, such as direct, indirect, cooperative, and independent. Students know how to articulate, demonstrate, and apply the appropriate skills and strategies to be successful in each type of learning task. • Students engage in making learning choices; pursue knowledge on their own; and work cooperatively or independently to develop, research, and complete learning tasks.	• Students have limited awareness of different learning approaches and the implications for their learning. Students experience little accommodation for individual learning needs. • Students explore explanations of key ideas and concepts from one perspective. • Students engage in activities without direct knowledge of how they are related to the learning targets or their lives. • Students use a limited number of strategies while practicing their learning. Student work is primarily done in isolation with only occasional assistance from peers. • Students participate in predetermined learning tasks with little or no personal investment.

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
1b. Using a variety of assessment strategies and data to monitor and improve instruction	• Students use a variety of assessment tools, and know how those tools measure their performance of the learning targets. • Students understand the scoring criteria being used, and that the assessment tools being used are fair and equitable. • Students keep and review with their teacher records of their learning progress to identify *their own* specific needs for growth • Students regularly use their work to examine and reflect on their achievement of learning targets. Students set individual goals and outline the steps required to reach those goals. • Students are regularly guided through strategies to monitor, evaluate, and self-regulate their process of learning and express it verbally and in writing. Students can articulate what worked, what did not, and what they need to do differently next time. • Students actively work with their teacher to decide how best to demonstrate their progress and capabilities, and to identify their best work. • Students participate in communication with parents/guardians and in decision-making about their learning progress and assessment data. • Students create and use scoring criteria to assess their own and others' work.	• Students have limited understanding of the assessments used to evaluate their learning. • Students know that some students may be treated differently in the assessment process, but do not understand why. • Students rely on their teachers to track and record their progress. • Students' source of information about their learning is primarily teacher feedback. • Students are generally only assessed formally, and at the end of units; learning is not consistently monitored so that immediate adjustments can be made. Students have limited knowledge of how to monitor the effectiveness of their learning strategies. • Students' work is primarily assessed by the teacher. • Students have limited experiences in giving and receiving feedback on their work from their peers. • Student participation in communication is limited to bringing home test results, grades, and invitations to parent conferences.

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
1c. Using appropriate classroom management principles, processes, and practices to foster a safe, positive, student-focused learning environment.	• Students have a voice regarding classroom standards, rules, and consequences. Classroom standards are evident as demonstrated by student behavior. • Students consistently accept responsibility for their behavior individually and as group members. Students positively respond to teacher suggestions and corrections in order to make adjustments to behaviors. • Students are actively engaged in productive learning interactions and activities. They move between learning tasks in an efficient fashion and manage materials effectively. • Students contribute individually and as group members to a positive, safe, and supportive learning environment. Students and teachers demonstrate mutual respect, sincerity, warmth, and humor while interacting positively. • Students receive individually-directed specific feedback. All students receive assistance, encouragement, and recognition that promote an equitable and inclusive learning environment. • Students display the skills needed to take a leadership role in some part of collaborative work.	• Students are aware of the posted behavior expectations and consequences. • Students are easily distracted and demonstrate little response to corrections. Students respond ineffectively to boundaries • Students use classroom space, materials, and learning time with little regard for order, for others, or for learning. • Some students are not contributing in the classroom and are hesitant to take learning and interpersonal risks. • Students accept practices of exclusion and/or over-attention as a normal part of the learning environment. • Students work in groups to complete various tasks without special training in how to work collaboratively. Students take either leadership or passive roles, depending on their comfort level.

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
1d. Designing and/or adapting challenging curriculum that is based on the diverse needs of each student	• Students can articulate the required learning targets. • Students know what is needed to move to the next level of performance. • Students are aware of and utilize resources for assistance, remediation, acceleration, or enrichment, as appropriate. • Students articulate how the new learning builds on their prior knowledge and individual needs. Students understand the importance of their learning and why it is useful to them. • Students engage in high- level thinking skills, demonstrating a variety of strategies to analyze information and solve problems. • Students reflect on their thinking strategies, communicate what strategies worked well and what strategies did not, and adjust as necessary.	• Students work on assignments with limited knowledge of the related learning targets • Students are unaware of the progression of steps to successfully reach the learning targets. • Students have little awareness of the options they have to get support when needed. • Students have limited awareness of how the learning is useful to them or in what ways the required tasks will help them in their own lives. • Students use a narrow range of thinking strategies and can complete learning activities without engaging in high-level thinking processes. • Students have limited ways to monitor the effectiveness of their thinking strategies.

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
1e. Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members.	• Students listen to all group members and are learning to respect and value divergent ideas while settling differences through compromise. • Students regularly experience cultural diversity through learning materials and activities. They demonstrate culturally diverse knowledge, attitudes, and skills in their learning/daily lives. Students are supported with resources from a wide range of cultural communities. • Students share cultural traditions and customs that reflect their varied backgrounds and experiences. They consistently use respectful language and behavior toward their own and other's cultural identities. • Students of all cultural backgrounds are able to connect *personal* experiences to new learning. • Students articulate criteria to differentiate between culturally respectful/demeaning wording and portrayals found in media, print and other resources. They use the criteria to analyze their learning resources and interactions.	• Students work in groups, and group leaders do the majority of the speaking and working. • Students engage in learning that demonstrates the values of the dominant culture, with limited acknowledgement of others, and are rarely exposed to other cultures. • Students have limited opportunities to share their personal cultures, discuss bias and prejudice, or develop attitudes of respect. • Students have limited opportunities to relate their cultural background to learning activities. • Students have limited opportunities to know about culturally demeaning messages that may be present in books or other materials they use.
1f. Integrating technology into instruction and assessment	• Students use a variety of technological skills and select technologies appropriate to instructional and assessment tasks. • Students use technology as a tool to enhance learning, increase personal productivity and foster self-expression. • Students learn and demonstrate the responsible and ethical use of technology.	• Students have limited opportunities to learn to use available technologies. • Students use technology as a separate experience from other content. • Students use technology under supervision.

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
1g. Informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.	• The teacher uses effective structures to form partnerships with parents and families in order to support student learning. The teacher demonstrates how s/he addresses the barriers to successful family involvement. • The teacher uses a range of available methods (including technology) to gather, record, and report information on student progress to parents regularly. • The teacher uses research data that includes data on traditionally underserved populations (racial, ethnic, low socioeconomic, ELL) to collaborate with families to determine specific learning and assessment needs for each student. • The teacher regularly communicates to parents and families the learning progress of their child, identifying areas of strength and areas needing improvement. Regular, two-way communication forms a partnership that helps to ensure the success of the student.	• The teacher sends home report cards and invitations to parent conferences, but no other significant attempts to communicate with parents occur. • The teacher uses only a grade book to gather, record, and report student progress. • The teacher has little information on special needs of the traditionally underserved populations, and all students receive the same learning and assessment processes. • The teacher provides only summative reports to parents in the form of report cards and district or state test scores to notify families of student learning progress.

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
II. Professional Development		
2a. Evaluating the effects of his/her teaching through feedback and reflection	• The teacher conducts assessments during instruction to monitor student understanding and makes immediate adjustments to instruction as necessary. • The teacher uses multiple sources of classroom-based summative assessments, including school, district, and state data, to strengthen what worked well, identify needed changes, and make necessary instructional adjustments. • The teacher systematically seeks and receives feedback from a variety of sources, including parents, students, peers, and administrators. The teacher engages in reflective analysis of the best use of the information, and determines the appropriate response.	• The teacher plans and delivers instruction without monitoring student understanding and modifying instruction as necessary. • The teacher makes instructional decisions without reading, interpreting, or using classroom, district, school, or state summative or formative data. • The teacher receives feedback from others and responds to it.

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
2b. Using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities	• The teacher uses criteria, including education research and professional standards, to assess professional performance and to set professional goals. The teacher's goals are evolving and s/he adapts them to respond to new information and experiences. • The teacher develops a comprehensive learning plan for each growth area, realistic methods for obtaining that growth, and a clearly articulated timeline of anticipated activities and resources. • The teacher collects evidence that illustrates how student learning opportunities and achievement are connected with the teacher's professional growth efforts.	• The teacher uses a limited range of resources to inform the analysis of his/her teaching practices. S/he primarily bases growth on own intuition and interpretation of classroom experiences. • The teacher does not adequately or realistically plan for professional growth, or does not follow through on plans. • The teacher relies on her/his own experiences and is not influenced by external feedback.
2c. Remaining current in subject area(s), theories, practice, research, and ethical practice	• The teacher consistently demonstrates depth and breadth of knowledge for each content area s/he teaches, and can articulate the scope and progression of student learning. • The teacher consistently demonstrates knowledge and understanding of the Essential Learnings and/or Grade Level Expectations and connects them to the content and processes required for students to meet the standards. • The teacher articulates the connection between intentional, research-based decisions and their impact on student learning.	• The teacher is learning the content for each subject while teaching to the students. • The teacher has limited knowledge of the Essential Academic Learnings (EALRs) and inconsistently matches lessons to the Grade Level Expectations (GLEs). • The teacher has limited knowledge of research-based teaching practices and limited ability to apply those practices to student learning.

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
III. Professional Contributions		
3a. Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student; and	• The teacher identifies educational issues and raises awareness in order to support improved learning for all students. The teacher reflects on the effectiveness of the action(s) taken.	• The teacher does not advocate for improved learning for students.
3b. Participating collaboratively in school improvement activities and contributing to collegial decision-making	• The teacher uses performance data and research of best practice to participate in collegial efforts to ensure optimum implementation of the instructional program. • The teacher honors school-wide agreements and expectations in support of school improvement efforts. The teacher shares responsibility for nurturing positive relationships and crafting a safe environment where autonomy, belonging, and competence are experienced by all. • The teacher applies effective collaboration and communication strategies in a group decision-making context. • The teacher gains knowledge from the professional teaching community and/or community organizations and shares with colleagues.	• The teacher's efforts to improve instructional programs relate to his/her classroom only. • The teacher attends required staff meetings. • The teacher has limited awareness of relevant professional and/or community organizations. • The teacher attends meetings and discusses ideas with some staff.

Washington Professional Certification for Teachers
Curriculum, Instruction and Assessment
Rubrics
NOTE: "T" / "S" refers to BOTH teacher and student evidence.

Standard 1 A successful candidate for the professional certificate shall demonstrate the knowledge and skills for <u>effective teaching</u> which ensure student learning by:	Criterion Not Met	Criterion Partially Met	Criterion Met	Exceeds Criterion
Criterion A Using instructional strategies that make learning meaningful and show positive impact on student learning	• Teacher and student evidence demonstrates minimal and/or ineffective use of a variety of appropriate instructional strategies • Teacher and student evidence demonstrates minimal and/or ineffective use of appropriate instructional accommodations/ modifications • Teacher and student evidence demonstrates minimal and/or ineffective use of individual learning approaches	• Teacher and student evidence demonstrates limited or vague use of a variety of appropriate instructional strategies • Teacher and student evidence demonstrates limited or vague use of appropriate instructional accommodations/ modifications • Teacher and student evidence demonstrates infrequent or routine use of individual learning approaches	• Teacher and student evidence demonstrates clear and appropriate use of a variety of appropriate instructional strategies • Teacher and student evidence demonstrates clear and effective use of appropriate instructional accommodations/ modifications • Teacher and student evidence demonstrates effective and varied use of individual learning approaches	• Teacher and student evidence demonstrates consistent and thorough use of a variety of appropriate instructional strategies • Teacher and student evidence demonstrates consistent and substantive use of appropriate instructional accommodations/ modifications • Teacher and student evidence demonstrates consistent and targeted use of individual learning approaches
Criterion B Using a variety of assessment strategies and data to monitor and improve instruction	• Teacher evidence demonstrates minimal and/or ineffective use of assessments to monitor/adjust instruction • Teacher evidence demonstrates minimal and/or ineffective use of appropriate	• Teacher evidence demonstrates limited or confusing use of assessments to monitor/adjust instruction • Teacher evidence demonstrates limited or sketchy use of appropriate classroom	• Teacher evidence demonstrates clear and varied use of appropriate assessments to monitor/adjust instruction • Teacher evidence demonstrates clear and effective use of appropriate classroom	• Teacher evidence demonstrates consistent and thorough use of appropriate assessments to monitor/adjust instruction • Teacher evidence demonstrates consistent and

Standard 1 A successful candidate for the professional certificate shall demonstrate the knowledge and skills for <u>effective teaching</u> which ensure student learning by:	Criterion Not Met	Criterion Partially Met	Criterion Met	Exceeds Criterion
	classroom assignments and formative assessments to measure the learning progress	assignments and formative assessments to measure the learning progress	assignments and formative assessments to measure the learning progress	substantive use of appropriate classroom assignments and formative assessments to measure the learning progress
	• Student work provides evidence of minimal and/or unconvincing use of assessment results to know their own learning progress toward the learning targets	• Student work provides evidence of limited or vague use of assessment results to know their own learning progress toward the learning targets	• Student work provides evidence of clear and effective use of assessment results to know their own learning progress toward the learning targets	• Student work provides evidence of consistent and thorough use of assessment results to know their own learning progress toward the learning targets
	• Teacher provides evidence of minimal and/or ineffective use of reflection on the assessment data	• Teacher provides evidence of limited or sketchy use of reflection on the assessment data	• Teacher provides evidence of clear and appropriate use of reflection on the assessment data	• Teacher provides evidence of consistent and worthwhile use of reflection on the assessment data
Criterion B Using a variety of assessment strategies and data to monitor and improve instruction	• Teacher provides minimal and/or misinformed rationale for instructional decisions based upon student work/self-assessments	• Teacher provides limited or vague rationale for instructional decisions based upon student work/self-assessments	• Teacher provides clear and detailed rationale for instructional decisions based upon student work/self-assessments	• Teacher provides consistent and substantive rationale for instructional decisions based upon student work/self-assessments
	• Student work/self-assessments provide evidence of minimal and/or ineffective use of appropriate strategies to evaluate their own work	• Student work/self assessments provide evidence of limited or partial use of appropriate strategies to evaluate their own work	• Student work/self assessments provide evidence of clear and detailed use of appropriate strategies to evaluate their own work	• Student work/self assessments provide evidence of consistent and thorough use of appropriate strategies to evaluate their own work
	• Teacher provides evidence of minimal and/or ineffective analysis of the student self-evaluation feedback	• Teacher provides evidence of limited or vague analysis of the student self-evaluation feedback	• Teacher provides evidence of clear and effective analysis of the student self-evaluation feedback	• Teacher provides evidence of consistent and thorough analysis of the student self-evaluation feedback

Standard 2- A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by	Criterion Not Met	Criterion Partially Met	Criterion Met	Exceeds Criterion
Criterion D Designing and/or adapting challenging curriculum that is based on the diverse needs of each student	• Student evidence demonstrates minimal and/or insignificant use of higher level thinking, problem solving and reflection, or adaptive methods • Student work provides evidence of a minimal and/or ineffective understanding of the learning targets and their progress • Teacher provides evidence of a minimal and/or disjointed ability to design/modify challenging curriculum to meet learner needs and facilitate growth • Teacher evidence demonstrates minimal and/or ineffective use of higher order thinking skills, problem solving, and/or strategies to maximize student learning.	• Student evidence demonstrates limited or sketchy use of higher level thinking, problem solving and reflection, or adaptive methods • Student work provides evidence of a limited or vague understanding of the learning targets and their progress • Teacher provides evidence of a limited or superficial ability to design/modify challenging curriculum to meet learner needs and facilitate growth • Teacher evidence demonstrates limited or vague use of higher order thinking skills, problem solving, and/or strategies to maximize student learning.	• Student evidence demonstrates appropriate and effective use of higher level thinking, problem solving and reflection, or adaptive methods • Student work provides evidence of an accurate and closely connected understanding of the learning targets and their progress • Teacher provides evidence of a varied and informed ability to design/modify challenging curriculum to meet learner needs and facilitate growth • Teacher evidence demonstrates detailed and appropriate use of higher order thinking skills, problem solving, and/or strategies to maximize student learning.	• Student evidence demonstrates consistent and dynamic use of higher level thinking, problem solving and reflection, or adaptive methods • Student work provides evidence of thorough and firmly-grounded understanding of the learning targets and their progress • Teacher provides evidence of a consistent and substantive ability to design/modify challenging curriculum to meet learner needs and facilitate growth • Teacher evidence demonstrates consistent and substantive use of higher order thinking skills, problem solving, and/or strategies to maximize student learning.

Standard 2- A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by	Criterion Not Met	Criterion Partially Met	Criterion Met	Exceeds Criterion
Criterion F Integrating technology into instruction and assessment	• Teacher evidence demonstrates minimal and/or insignificant use of available technology as an effective learning and assessment tool • Student work provides evidence of a minimal and/or ineffective use of technology as an effective learning and assessment tool • Teacher evidence demonstrates minimal and/or ineffective teaching of the responsible and ethical use of available technology • Teacher evidence demonstrates minimal and/or ineffective use of reflection on technology as a tool for learning	• Teacher evidence demonstrates limited or vague use of available technology as an effective learning and assessment tool • Student work provides evidence of a vague or limited use of technology as an effective learning and assessment tool • Teacher evidence demonstrates partial or tangential teaching of the responsible and ethical use of available technology • Teacher evidence demonstrates limited or vague use of reflection on technology as a tool for learning	• Teacher evidence demonstrates appropriate and varied use of available technology as an effective learning and assessment tool • Student work provides evidence of a clear and connected use of technology as an effective learning and assessment tool • Teacher evidence demonstrates clear and effective teaching of the responsible and ethical use of available technology. • Teacher evidence demonstrates appropriate and effective use of reflection on technology as a tool for learning	• Teacher evidence demonstrates consistent and thorough use of available technology as an effective learning and assessment tool • Student work provides evidence of a dynamic and high quality use of technology as an effective learning and assessment tool • Teacher evidence demonstrates consistent and thorough teaching of the responsible and ethical uses of available technology • Teacher evidence demonstrates consistent and thorough use of reflection on technology as a tool for learning

Standard 2- A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by	Criterion Not Met	Criterion Partially Met	Criterion Met	Exceeds Criterion
Criterion A Evaluating the effects of his/her teaching through feedback and reflection	• Teacher evidence demonstrates a minimal and/or ineffective ability to reflect on future possible instructional adjustments • Teacher evidence demonstrates minimal and/or ineffective use of student assessment data and feedback from students to determine growth steps • Teacher evidence shows minimal and/or ineffective use of reflection on student engagement in instruction	• Teacher evidence demonstrates a limited or sketchy ability to reflect on future possible instructional adjustments • Teacher evidence demonstrates limited or sketchy use of student assessment data and feedback from students to determine growth steps • Teacher evidence shows limited or uneven use of reflection on student engagement in instruction	• Teacher evidence demonstrates a clear and effective ability to reflect on future possible instructional adjustments • Teacher evidence demonstrates clear and appropriate use of student assessment data and feedback from students to determine growth steps • Teacher evidence shows clear and detailed use of reflection on student engagement in instruction	• Teacher evidence demonstrates a consistent and thorough ability to reflect on future possible instructional adjustments • Teacher evidence demonstrates consistent and thorough use of student assessment data and feedback from students to determine growth steps • Teacher evidence shows consistent and thorough use of reflection on student engagement in instruction