

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 <i>Successful teacher candidates show the knowledge and skills for <u>effective teaching</u> which ensure student learning by:</i>	Descriptions of Practice	Teacher Candidate-Based Evidence <i>Teacher candidates demonstrate capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>Criteria:</p> <p>1a. Using multiple instructional strategies that address student ability levels and cultural and linguistic backgrounds.</p> <p>1b. Integrating mathematical, scientific, and aesthetic reasoning subject matter across content areas.</p> <p>1c. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction.</p> <p>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,</p> <p>1e. Using intentionally planned curricula that include</p>	<p>1. <i>Teacher candidates design/adapt developmentally appropriate instruction that is informed by the following: GLEs, curriculum standards, enduring understanding of content, and depth of thinking.</i></p> <p>2. <i>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</i></p>	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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?

<p>standards-based planning that is personalized to the diverse needs of each student.</p> <p>1f. Aligning instruction to curriculum standards and outcomes so all students know the learning targets and their progress toward meeting them.</p> <p>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.</p> <p>1h. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p> <p>1i. Using learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p>1j. Using technology that is effectively integrated to create technologically proficient learners.</p> <p>1k. Informing, involving, and collaborating with families, neighborhoods, and communities in each student's educational process, including using information about student achievement and performance.</p>	<p><i>determine effectiveness of instruction, and modify teaching practices based on assessment results.</i></p> <p>3. <i>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.</i></p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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?
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		<p>instructional plans reflect instruction that is differentiated to meet individual needs of students?</p> <ul style="list-style-type: none"> • In what ways do you use your knowledge of content to inform your instruction? • 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? 	<ul style="list-style-type: none"> • In what ways do students communicate the development and maintenance of a learning community? • In what ways do students communicate how the learning from a series of lessons connects with communities within and outside of the school?
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Standard 2: Professional Development <i>Successful teacher candidates demonstrate the knowledge and skills for <u>professional development</u> to positively impact learning of all students by:</i>	Descriptions of Practice	Teacher Candidate-Based Evidence <i>Teacher candidate demonstrates capacity to provide effective learning experiences.</i>
Criteria: 2a. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.	4. <i>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.</i>	<ul style="list-style-type: none"> • 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?

		<ul style="list-style-type: none">• 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?
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Standard 3: Teaching as a Profession - <i>Successful teacher candidates demonstrate understanding of <u>teaching as a profession</u> by:</i>	Descriptions of Practice	Teacher Candidate-Based Evidence <i>Teacher candidate demonstrates capacity to provide effective learning experiences.</i>
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. <i>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.</i>	<ul style="list-style-type: none"> • 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?