
WASHINGTON STANDARDS FOR BEGINNING TEACHERS **(WAC 181-78A-270)**

Effective Teaching

- i. Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds;
- ii. Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning;
- iii. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction;
- iv. Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others;
- v. Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student;
- vi. Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them;
- vii. Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology;
- viii. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society;
- ix. Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies;
- x. Using technology that is effectively integrated to create technologically proficient learners; and
- xi. Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance.

Professional Development

- i. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.
- ii. Demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements.
 - Examination of Washington's evaluation requirements, criteria, four-tiered performance rating system, and the preferred instructional frameworks used to describe the evaluation criteria.
 - Self-assessment, goal setting, and reflective practices;
 - Evidence gathering over time;
 - Use of student growth data and multiple measures of performance;
 - Evaluation conferencing; and
 - Use of an online tool to review observation notes and submit materials to be in evaluation.

Teaching as a Profession

- i. Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.
- ii. Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.

Performance Assessment

- i. All candidates will complete and pass the teacher performance assessment per WAC 181-78A-264 as authorized by the professional educator standards board.
- ii. All candidates shall exit the residency certificate program with a draft professional growth plan oriented toward the expectations for the professional certificate.

Reference - apps.leg.wa.gov/wac/default.aspx?cite=181-78A-270