# Standard 1. Professional Development

*A successful teacher candidate demonstrates capacity of the knowledge and skills for professional development, which ensure a positive impact on student learning.*

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| PD.01 | Participates in collegial activities designed to make the entire school a productive learning environment.   * Builds rapport and trust with families and colleagues * Presents ideas and suggestions in a positive, non-confrontational manner * Uses collaborative decision-making strategies, problem-solving processes, and conflict resolution * Communicates student progress with families and teachers on a regular basis (e.g. progress reports, report cards, conferences) * Willingly adjusts schedule to accommodate others * Uses a variety of techniques to communicate with families on a regular basis |
| PD.02 | Collaborates with colleagues to obtain feedback and uses it for professional growth.   * Establishes positive working rapport with specialists, general educators, support staff, and administrative personnel * Coordinates activities of school personnel to maximize benefits of specially designed instruction and/or model techniques and coach others in the use of instructional methods and accommodations * Collaborates with school personnel and community members to integrate and accommodate individuals with disabilities into various settings * Displays sensitivity and balance when addressing controversial issues in curriculum, placement, and instruction |
| PD.03 | Identifies and draws on school and community resources that foster the understanding of how diversity impacts student learning.   * Coordinates with community agencies providing concurrent services and for transitions to/from school, with attention to written consent from parents to do so. * Uses teaching approaches that take into account the knowledge and abilities of local families. * Sees students as whole people. * Engages students in developing abilities to contribute to diverse communities. * Focuses on student linguistic and cultural diversity as resources. * Identifies and refers families to local, state, and federal resources that match student and family needs, such as financial supports, home language publications, culturally specific organizations |
| PD.04 | Uses student growth data evidence through multiple measures to self-assess and reflect on teaching practices and set on-going professional improvement goals.   * Collects evidence of student development over time * Collects student growth data through multiple measures of performance * Engages in evaluation conferencing (with students and mentors). * Uses collected evidence and data to self-assess, reflect on practice, and set on-going professional improvement goals. |

**Standard 2.** **Teaching as a Profession and Professional Contributions**

*A successful teacher candidate demonstrates understanding of teaching as a profession.*

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| TP.01 | Meets expectations of scheduled commitments, productivity and effort and adheres to established standards for dress and grooming.   * Maintains teacher hours and schedules * Dresses like a teacher * Submits plans and other information when requested * Displays initiative by utilizing a variety of resources, including IDES and WWU Internship Handbook * Assumes personal responsibility for performance * Interacts with students verbally and physically in an adult/professional manner |
| TP.02 | Interacts with everyone in a courteous, fair, sensitive, and professional manner.   * Maintains a civil and professional manner in dealing with parents, faculty, and others * Is honest * Listens to both sides of a story and gathers appropriate information before responding * Consults/clears with the proper authorities if becoming involved in a controversial issue, or if planning to teach material that might be considered by some to be sensitive * Teaches potentially controversial subject matter so that both sides are fairly represented, (e.g. class speakers would represent each point of view) |
| TP.03 | Uses effective, appropriate, and professional problem-solving strategies at all times and with all audience.   * Demonstrates active/reflective listening skills when others share problems or concerns * Uses effective skills for expressing sensitive information and presenting concerns * Uses standard conventions, correct grammar, and vocabulary in written and verbal communications * Maintains confidentiality of student and family information * Contacts families and colleagues to share successes as well as concerns * Exhibits a sensitive, warm demeanor * Respects family preferences for communication and scheduling * Respects varied views and is open to suggestion * Incorporates families’ preferences for communication * Learns and observes important cultural communication conventions |
| TP.04 | Establishes respectful communication with parents/guardians and develops relationships to support students’ learning and well-being.   * Establishes positive working rapport with families, colleagues, and members of the community * Solicits family input and perspective with regard to assessment, curriculum, and scheduling * Provides multiple and varied opportunities for family participation * Incorporates family preferences and priorities into written documents and program implementation * Uses People First Language consistently and correctly * Uses locally appropriate terms to describe/discuss ethnicity, race, religion, language, family, SES, sexual orientation, and disability * Describes students’ strengths and skills in addition to deficits * Avoids assumptions based on language, exceptionality, sexual orientation, religion, or cultural background * Avoids labels unless educationally relevant |
| TP.05 | Demonstrates an ability to work collaboratively with families, teachers, paraprofessionals, specialists, and members of the greater community.   * Is able to identify community resources and work with providers * Works well with families/guardians, teachers, paraprofessionals, etc. in a respectful, professional manner |

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| TP.06 | Understands and adheres to all professional, legal, and ethical responsibilities and policies.   * Displays knowledge of current state and federal special education laws and procedures, including IDEA and relevant WACs * Describes relationship of special education and general education, including relevant aspects of NCLB * Accurately describes requirements for highly qualified special education teachers * Learns school district procedures for special education eligibility, state testing * Uses appropriate security procedures to protect student records and other privileged and confidential information * Avoids engaging in “teacher room talk” about children and families * Reports suspected child abuse/neglect and follows guidelines for mandated reporters * Conducts self ethically and honestly, according to CEC code of ethics, state and federal laws, and school policies |
| TP.07 | Maintains high expectations for students.   * Communicates high expectations to all students via positive interactions * Provides equitable opportunities for all students to participate * Respects and honors varied views, opinions, and approaches * Provides scaffolds |
| TP.08 | Identifies, plans for, and monitors instructional roles of paraprofessionals.   * Daily paraprofessional schedule is planned * Lessons/activities to be delivered by paraprofessional are planned * Services of paraprofessionals, aides, volunteers, peer tutors, mentors are used/coordinated |

**Standard 3.** **Effective Teaching**

*A successful teacher candidate demonstrates the knowledge and skills for effective teaching which ensure a positive impact on student learning.*

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| ET.01 | Uses assessment information to plan instruction   * Selects and uses assessment instruments that are reliable, valid, non-biased, and efficient * Collaborates with families, related service personnel, and others in assessment * Uses information to guide instructional decisions, learning objectives, learning activities * Uses information to make eligibility, program, and placement decisions |
| ET.02 | Identifies and plans for connections among IEP goals, related standards, content objectives, and instructional strategies.   * Identifies appropriate standards * Integrates IEP goals/objectives with general education curriculum * Works with general education teachers to identify connections and content objectives |
| ET.03 | Plans for opportunities to teach motivation and self-management.   * Applies research-based theory on student motivation * Teaches problem solving and other cognitive strategies * Encourages and teaches self-management * Helps students become responsible citizens who contribute positively to the community |
| ET.04 | Writes lesson, activity and unit objectives that are clear, specific, measurable, and aligned with students’ IEP goals and common core standards.   * Aligns lesson/activity/unit objectives with appropriate standards * Links lesson objectives with IEP/IFSP goals and objectives * Selects/writes objectives that are meaningful and appropriate for students |
| ET.05 | Identifies and plans for communication demands of lessons or activities.   * Identifies appropriate academic language demands * Teaches academic language demands and provides supports and scaffolds |
| ET.06 | Selects appropriate instructional models & methods based on content & student skills & needs.   * Uses a variety of models of instruction, such as direct instruction, structured discovery * Chooses appropriate instructional model for lesson/activity content and student needs * Instruction is at the appropriate level of difficulty * Monitors and adjusts teaching based upon student understanding * Implements appropriate accommodations and modifications * Uses strategies for facilitating and maintaining generalization of skills across learning environments |

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| ET.07 | Prepares lesson/activity plans that are complete, correct, appropriate, and evidence-based.   * Plan contains a clearly written, logical progression of steps/material to be taught, and based on evidence of student performance * Plan includes academic language, defined in student-friendly language and supported by clear, easy to understand visual supports * Plan reflects a set-up which includes an appropriate signal for attention and clear communication of behavioral expectations * Plan reflects an opening which connects lesson content to student background, a review of prior learning, and a statement of objective and relevance * Lesson body includes planning for organized and complete presentation of information, use of examples/non-examples, active participation, and checks for understanding * Steps are modeled using research-based best instructional practices * The instructional plan includes opportunities for students to practice lesson objectives individually, and a reasonable plan for extended practice * The instructional plan includes a closing which has students actively engaged in review and evaluation of their own learning * Plans for congruence among standards, objectives, instruction, practice, and evaluation |
| ET.08 | Implements long range plans.   * Demonstrate capacity for long range planning and student progress * Plans reflect appropriate standards, measurable daily objective, instruction, and supports * Plans have clearly identifiable and measurable objectives and aligned assessments * Plans based on evidence of student performance |
| ET.09 | Plans include accommodations and modifications to instruction, curriculum, and management based on individual student strengths and needs.   * Uses a variety of models of instruction, such as direct instruction, structured discovery * Chooses appropriate instructional model for lesson/activity content and student needs * Instruction is at the appropriate level of difficulty * Monitors and adjusts teaching based upon student understanding * Implements appropriate accommodations and modifications * Uses strategies for facilitating and maintaining generalization of skills across learning environments |
| ET.10 | Presentations are interesting; teacher is enthusiastic.   * Teaches uses clear presentation, modeling, and visual supports * Teaches relevant content specific and/or academic vocabulary * Promotes and/or uses students’ first languages in instruction (see also: IDES#s 4, 5, & 7) * Provides prompts, cues, and wait time * Lesson activities are engaging * Voice and body actions communicate enthusiasm |
| ET.11 | Teaches lessons that are sensitive to diverse populations or perspectives.   * Respects and honors varied views, opinions, and approaches * Shows respect for the diverse talents of all learners. * Is committed to helping students develop self-confidence and competence and is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning. * Accesses students’ thinking and experiences as a basis for instructional activities. * Uses diverse examples and content drawn from students’ life experiences * Includes multiple perspectives in lesson plan and content * Incorporates materials and objects that represent all students |
| ET.12 | Uses effective openings for lessons and activities.   * Plans for openings that connect students to their lessons * Openings are engaging and help students focus |
| ET.13 | Uses clear, complete and accurate explanations of content.   * Presents information that is timely, accurate and complete * Explains content clearly, using alternative explanations when necessary * Defines and illustrates key terms or vocabulary using visual supports |
| ET.14 | Includes effective demonstrations/modeling whenever necessary.   * Uses a variety of models of instruction, such as direct instruction, structured discovery * Chooses appropriate instructional model for lesson/activity content and student needs |
| ET.15 | Provides congruent supervised and extended practice opportunities with feedback.   * Provides supervised student practice * Monitors student practice * Provides appropriate extended practice * Aligns practice activities with standard, objective, and instruction * Uses a variety of active participation strategies * Uses appropriate pacing * Checks each student’s understanding frequently * Facilitate involvement of all students * Ties subject matter to student experience/knowledge * Ties new information to prior learning |
| ET.16 | Uses a hierarchy of questioning strategies and appropriate error correction.   * Words questions clearly and specifically * Asks simple and complex questions as appropriate * Uses wait-time effectively * Provides corrective feedback and specific praise as appropriate * Scaffolds responses using prompts, probes, and redirection, * Rechecks incorrect and incomplete responses |
| ET.17 | Uses appropriate technology to supplement explanations and demonstrations (including assistive and augmentative technology).   * Demonstrates knowledge of state, local, and commercial resources for technology * Keeps up with advances in instructional applications of software and hardware, electronic media, and distance technology * Demonstrates knowledge of alternative methods and devices for computer access and input * Demonstrates knowledge of various types of assistive technologies to support mobility, environmental control, computer access, and communication * Participates in the assessment, selection, implementation, and evaluation of assistive devices * Describes and uses the full range of assistive technology, from low to high tech * Functionally integrates the use of assistive and augmentative technologies into student programs |
| ET.18 | Uses a variety of active participation strategies and uses them frequently.   * Uses appropriate pacing * Checks each student’s understanding frequently * Facilitate involvement of all students * Provides multiple and varied opportunities for participation |

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| ET.19 | Uses a variety of checks for understanding and uses them often (CFUs - formative assessment).   * End of lesson CFUs * During lesson CFUs * Able to adjust based on CFUs |
| ET.20 | Uses a variety of appropriate visual supports to help students access the content.   * Writes and illustrates steps in a process, when appropriate * Demonstrates and models products and processes, as needed * Teaches uses clear presentation, modeling, and visual supports |
| ET.21 | Uses effective closings for lessons and activities.   * Checks student understanding at the end of each lesson * Engages students to think about their learning and next steps |
| ET.22 | Uses strategies to support language and vocabulary development   * Plan includes key terms/vocabulary, defined in student-friendly language and supported by clear, easy to understand visual supports * Implements adaptations in instruction, curriculum, and management to support individual student success, including use of students’ first languages * Defines and illustrates key terms or vocabulary using visual supports * Teaches uses clear presentation, modeling, and visual support |
| ET.23 | Creates a warm welcoming environment where all students are respected and included.   * Communicates equitable and appropriate expectations * Provides equitable opportunities to participate * Promotes equitable interactions * Works to promote group cohesion and intervenes immediately if disrespectful behavior occurs |
| ET.24 | Designs and implements positive, proactive group management.   * Behavior expectations are stated and written * A clear signal for attention is written into plan * Plan specifies supportive strategies for transitions within and between lessons * Intervenes to prevent and/or stop bullying and harassment * Organizes physical environment to support desirable behavior * Designs seating arrangements to support inclusion and individual instructional needs * Establishes, teaches, and clarifies rules and routines as needed for appropriate group structure * Clearly communicates expectations for partner and group work before lessons and activities * Provides directions for transitions, seeking help, student talk, and movement * Actively supervises /monitors student behavior by scanning, moving around the room, and using proximity |
| ET.25 | Designs and implements effective management of individual student behavior.   * Acknowledges and reinforces appropriate behavior frequently and fairly * Designed management based on student needs and academic goals * Provides antecedent supports and teaches replacement behaviors/social skills as needed to strengthen appropriate behavior * Systematically uses positive reinforcement that is frequent, contingent, varied, and individual * Uses systematic warnings and avoids repeated reminders * Intervenes at the lowest appropriate level to weaken inappropriate behavior * Intervenes with strategies that are consistent, fair, and predictable * Creates realistic individual behavior plans that emphasize positive interventions |

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| ET.26 | Collects data on both students’ academic/social/functional skills.   * Understands the characteristics, uses, advantages, and limitations of different types of assessments for measuring student academic/social/functional skills * Understands measurement theory and assessment related issues, such as validity, reliability, bias, and scoring concerns. |
| ET.27 | Makes decisions in instruction and management based on student data.   * Implements procedures for assessing and reporting both appropriate and problematic behaviors * Uses a variety of techniques to collect data, including direct observations, interviews, rating scales, and checklists * Collects data frequently * Uses data to make decisions and change programs * Adjusts/modifies programs based upon data performance/measures |
| ET.28 | Adapts and modifies individualized assessment strategies for students with diverse skill levels, and for those from diverse cultural and linguistic backgrounds.   * Provides a range of accommodations, adaptations, and alternative assessment formats * Coordinates with ESL teacher and/or arranges for English language proficiency screening for ELL students * Involves students in self-assessment |
| ET.29 | Uses assessment data to modify instruction.   * Collects frequent data to evaluate learning * Measures progress directly using assessments that are clearly aligned with IEP goals * Makes adjustments to instruction based on data |
| ET.30 | Records and reports assessment and evaluation information.   * Records assessment data using appropriate formats, including skill checklists, timings, error identification, task analyses, observation protocols, and commercial test records * Keeps well-organized confidential records of all assessments * Completes all reports in a timely and accurate manner and reports information to appropriate parties |
| ET.31 | Collects and interprets assessment information for Individualized Education Plans (IEPs).   * Measures progress directly using assessments that are clearly aligned with IEP goals and collects data systematically * Draws accurate conclusions about student performance |
| ET.32 | Write a draft of an IEP(s) based on student data.   * Develops IEP goals derived directly from assessment data * Organizes information logically, using valid student performance data * Summarizes curriculum-based measures as progress trends * Writes summaries of assessment data as concise statements of student performance * Writes IEP goals appropriate to student’s learning needs and academic goals |