# 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
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| 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
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| 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
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| 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.
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**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
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| 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)
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| 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
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| 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
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| 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
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| 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
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| 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
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**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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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.
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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