

Standard #1: Learner Development	<p>1.1 Identifies and draws on school and community resources that foster the understanding of how diversity impacts student learning</p> <ul style="list-style-type: none"> • Identifies unique strengths and positive aspects of every student • Focuses on student linguistic and cultural diversity as resources • Identifies, consults with, 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
	<p>1.2 Creates developmentally appropriate learning opportunities</p> <ul style="list-style-type: none"> • Uses teaching approaches that take into account the knowledge and abilities of local families • Includes student and family preferences in classroom or lessons • Lesson plans include activities that reflect the age and individual needs of each child
	<p>1.3 Plans developmentally appropriate opportunities to teach motivation, risk-taking, and self-management</p> <ul style="list-style-type: none"> • 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
	<p>1.4 Provides scaffolds that support the acquisition of the targeted concept or skill</p> <ul style="list-style-type: none"> • Steps to learning are clearly identified in lesson plan • Levels and types of scaffolding are based on learner development • Types of scaffolds include content scaffolding, task scaffolding, and material scaffolding • Students are offered ample opportunity to practice with scaffolds before moving on
Standard #2: Learner Differences	<p>2.1 Paces instruction appropriately for lesson and developmental stage of learners</p> <ul style="list-style-type: none"> • Attends to individual student participation, understanding, and engagement • Adjusts the pace of the lesson based on observation of student participation, understanding, and engagement
	<p>2.2 Interacts with students in a manner that demonstrates high expectations for all</p> <ul style="list-style-type: none"> • 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
	<p>2.3 Implements accommodations and modifications to instruction, curriculum, and management based on individual student strengths and needs</p> <ul style="list-style-type: none"> • Identifies and supports the learning differences of each child • Gather and organize information about learner differences from critical documents such as 504, IEPs, Highly Capable Plans, ELL Plans • Seeks information from others regarding learner’s differences such as specialists, family, student, prior teachers • Integrates individual 504 and IEP goals, accommodations, and modifications in all aspects of a student’s day

	<p>2.4 Teaches lessons that are sensitive to diverse populations or perspectives</p> <ul style="list-style-type: none"> • Helps students develop self-confidence and competence using students' strengths as a basis for growth • Uses diverse examples and content drawn from students' life experience, views, opinions • Includes multiple perspectives in lesson plan and content • Incorporates materials and objects that represent all students
	<p>2.5 Participates in writing an IEP with the IEP team</p> <ul style="list-style-type: none"> • Develops IEP goals derived directly from assessment data • Organizes information logically, using valid student performance data • Writes summaries of assessment data as concise statements of student performance • Writes IEP goals appropriate to student's learning needs and academic goals • Contributes information to the team regarding student progress in the general education classroom • Attends and participates in IEP meetings • Writes a draft of an IEP
<p>Standard #3: Learning Environments</p>	<p>3.1 Creates a warm welcoming environment where each student is respected and included</p> <ul style="list-style-type: none"> • Communicates equitable and appropriate expectations • Provides equitable opportunities to participate • Works to promote group cohesion and interaction • Utilizes strategies to personalize interactions such as using student names, greeting students at the door, etc.
	<p>3.2 Designs and implements positive, proactive group management</p> <ul style="list-style-type: none"> • Establishes behavior expectations with student input • Reviews expectations routinely and as needed • Reinforces behavior expectations consistently • Implements and practices clear signals for attention • Intervenes to prevent and/or stop bullying, intimidation, and harassment • Organizes physical environment to support learning for all students • Designs seating arrangements to support inclusion and individual instructional needs • Communicates expectations for partner and group work before lessons and activities • Identifies management strategies that support the age and skill level of students • Teaches and practices routines for transitions, seeking help, student talk, and movement • Actively supervises /monitors student behavior by scanning, moving around the room, and using proximity
	<p>3.3 Designs and implements effective, specific supports that promote pro-social behaviors for individual students</p> <ul style="list-style-type: none"> • Acknowledges and reinforces appropriate behavior frequently and fairly • Designs management based on student needs and academic goals • Provides antecedent supports and teaches replacement behaviors/social skills as needed to strengthen appropriate behavior • Uses positive reinforcement that is frequent, contingent, varied, and individual • Avoids repeated reminders, shaming, blaming • Intervenes with strategies that are consistent, equitable, and predictable • Creates realistic individual behavior plans that emphasize positive interventions • Designs instruction that explicitly teaches how to engage in pro-social behaviors • Seeks to understand the motivation and function behind behaviors

	<p>3.4 Communicates and reinforces behavioral expectations at beginning of lesson and provides reminders as needed</p> <ul style="list-style-type: none"> • Lesson opening orients students to behavioral expectations • Provides reinforcement for appropriate behaviors exhibited by students • Provides visual supports for expectations such as looks like/sounds like
Standard #4: Knowledge of Content	<p>4.1 Selects instructional models and methods based on content and student skills and needs</p> <ul style="list-style-type: none"> • Plans for the appropriate level of difficulty • Selects instructional model that is appropriate for content and student needs • Links new concepts to familiar concepts, makes connections • Makes informed decisions about the use of curricular materials • Seeks disciplinary and content knowledge
	<p>4.2 Identifies and plans for communication demands of lessons or activities</p> <ul style="list-style-type: none"> • Identifies key terms/vocabulary, defined in student-friendly language and supported by clear, easy to understand visual supports • Plans student specific supports
	<p>4.3 Creates opportunities for students to learn, practice, and master academic language</p> <ul style="list-style-type: none"> • Identifies appropriate academic language demands • Teaches academic language demands and provides supports and scaffolds
	<p>4.4 Anticipates, recognizes, and addresses learner misconceptions</p> <ul style="list-style-type: none"> • Plans instruction to proactively address common misconceptions • Uses student misconceptions as a learning tool • Utilizes current research about content specific misconceptions
	<p>4.5 Presents information in multiple ways/formats to assist students in understanding content</p> <ul style="list-style-type: none"> • Represents content in multiple ways to make the discipline accessible to all students
Standard #5: Application of Content	<p>5.1 Implements long range plans for mastery and generalization</p> <ul style="list-style-type: none"> • Demonstrate capacity for long range planning and student progress • Plans reflect appropriate standards, measurable learning objective, instruction, and supports • Plans have clearly identifiable and measurable objectives and aligned assessments • Plans based on evidence of student performance
	<p>5.2 Designs learning experiences that require students to engage with content collaboratively and from multiple perspectives</p> <ul style="list-style-type: none"> • Teaches skills for collaboration • Allows space for differences of opinion • Facilitates learners' ability to develop diverse social and cultural perspectives
	<p>5.3 Provides questions that promote higher order thinking appropriate for lesson and learners</p> <ul style="list-style-type: none"> • Engages learners in generating and evaluating new ideas and novel approaches • Engages students in seeking inventive solutions to problems and developing original work

	<p>5.4 Supports critical reading and thinking skills for all students</p> <ul style="list-style-type: none"> • Seeks multiple perspectives in preparation of content • Teaches the importance of questioning • Teaches questioning strategies • Supports these skills in all content areas
	<p>5.5 Provides opportunities for students to make connections</p> <ul style="list-style-type: none"> • Connects standards to real world content • Engages learners in creative problem solving about local and global issues
Standard #6: Assessment	<p>6.1 Uses a variety of formative assessments and checks for understanding throughout the lesson</p> <ul style="list-style-type: none"> • Asks questions to uncover student thinking • Monitors student practice • Utilizes formative assessment tools such as exit tickets, white boards, digital tools • Provides multiple assessments in each lesson • Involves students in self-assessment
	<p>6.2 Uses appropriate and accurate error correction</p> <ul style="list-style-type: none"> • Provides corrective feedback and specific praise as appropriate • Rechecks incorrect and incomplete responses
	<p>6.3 Provides guided and independent practice that is aligned with learning objectives</p> <ul style="list-style-type: none"> • Assures that practice opportunities match the learning objective
	<p>6.4 Provides specific feedback that furthers student learning</p> <ul style="list-style-type: none"> • Aligns feedback with learning objective • Provides feedback that is specific to student performance • Provides constructive feedback that promotes student growth
	<p>6.5 Adapts and modifies individualized assessment strategies for students with diverse skill levels, and for those from diverse cultural and linguistic backgrounds</p> <ul style="list-style-type: none"> • Provides a range of accommodations, adaptations, and alternative assessment formats • Coordinates with support personnel
	<p>6.6 Collects and reports data on students' academic, functional, and social-emotional skills</p> <ul style="list-style-type: none"> • 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 • Understands the characteristics, uses, advantages, and limitations of different types of assessments for measuring student academic/social-emotional/functional skills • Uses a variety of techniques to collect data, including direct observations, interviews, rating scales, and checklists • Routinely and systematically collects data for purposes of tracking student progress

	<p>6.7 Interprets assessment information to monitor progress and identify goals, including IEP goals</p> <ul style="list-style-type: none"> • Measures progress directly using assessments that are clearly aligned with IEP and other learning goals • Draws accurate conclusions about student performance • Involves students in setting goals based on data • Understands measurement theory and assessment related issues, such as validity, reliability, bias, and scoring concerns
<p>Standard #7: Panning for Instruction</p>	<p>7.1 Plans instruction based on multiple forms of assessment information</p> <ul style="list-style-type: none"> • Collects data frequently • Uses data to make decisions and change programs • Adjusts/modifies programs based upon data performance/measures • 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
	<p>7.2 Writes learning objectives that are clear, specific, measurable, and aligned to common core standards; for SPED, also aligns learning objectives with IEP goals</p> <ul style="list-style-type: none"> • 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 • Identifies appropriate standards • Integrates IEP goals/objectives with general education curriculum • Works with general education teachers to identify connections and content objectives
	<p>7.3 Prepares lesson/activity plans that are complete, correct, appropriate, and evidence-based</p> <ul style="list-style-type: none"> • 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

	<p>7.4 Planning includes accommodations and modifications to instruction, curriculum, management, and assessment based on individual student strengths and needs</p> <ul style="list-style-type: none"> • 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
Standard #8: Instructional Strategies	<p>8.1 Uses effective openings for lessons and activities</p> <ul style="list-style-type: none"> • Plans for openings that connect students to their lessons • Engages students' interest and curiosity and help students focus • Includes activation of prior knowledge • Orients students to learning goals, targets and outcomes
	<p>8.2 Includes effective demonstrations and modeling to enhance student understanding</p> <ul style="list-style-type: none"> • Uses a variety of models of instruction, such as explicit instruction, structured discovery • Varies role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and needs of learners • Organizes and delivers content to maximize student learning • Presents content clearly and effectively
	<p>8.3 Embeds multiple active participation strategies in each lesson</p> <ul style="list-style-type: none"> • Facilitate involvement of all students • Utilizes multiple and varied opportunities for participation in every lesson • Enables students to respond in a wide variety of modes, such as verbal response, drawing, written, movement
	<p>8.4 Uses strategies to support and expand language and vocabulary development</p> <ul style="list-style-type: none"> • Teaches key terms/vocabulary in student-friendly language • 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 • Provides supports such as graphic organizers, anchor charts or sentence stems to assure student learning and participation
	<p>8.5 Uses a variety of appropriate visual supports to help students access the content</p> <ul style="list-style-type: none"> • Writes and illustrates steps in a process • Demonstrates and models products and processes • Provides anchor charts, graphic organizers, technology
	<p>8.6 Uses a hierarchy of questioning strategies to deepen students' understanding of content</p> <ul style="list-style-type: none"> • Words questions clearly and specifically • Asks simple and complex questions • Uses ample wait-time that allow students to formulate responses • Scaffolds responses using prompts, probes, and redirection • Rechecks incorrect and incomplete responses • Engages all learners in critical thinking and problem solving • Engages students in meta-cognition and explanation of thinking

	<p>8.7 Provides opportunities for students to take ownership of their learning and increase independence</p> <ul style="list-style-type: none"> • Provides opportunities for student choice • Creates opportunities for students to engage in meaningful interaction and dialogue • Allows students to provide input regarding their own learning • Designs structures that allow for increased responsibility <p>8.8 Provides opportunities for students to use materials, technology, and resources to enhance students' learning</p> <ul style="list-style-type: none"> • 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, including various types of assistive technologies to support mobility, environmental control, 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 <p>8.9 Uses effective closings for lessons and activities</p> <ul style="list-style-type: none"> • Checks student understanding at the end of each lesson • Engages students to think about their learning and next steps • Reviews target • Leads into next target
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Standard #9: Professional Learning and Ethical Practice</p>	<p>9.1 Understands and adheres to all professional, legal, and ethical responsibilities and policies</p> <ul style="list-style-type: none"> • Displays knowledge of current state and federal special education laws and procedures, including IDEA and relevant WACs • Participates in a collaborative relationship between special education and general education • Maintains collaborative relationship with support personnel • Learns school district procedures for special education eligibility, state testing • Uses appropriate security procedures to protect student records and other privileged and confidential information, including adherence to FERPA • Speaks supportively of students, families, and others in the school community • Reports suspected child abuse/neglect and follows guidelines for mandated reporters • Conducts self ethically and honestly, according to code of ethics, state and federal laws, and school policies • Adheres to all safety policies • Uses standard conventions, correct grammar, and vocabulary in written and verbal communications <p>9.2 Actively seeks information, resources, and other professional learning opportunities to expand knowledge</p> <ul style="list-style-type: none"> • Participates in and contributes to professional development opportunities • Seeks a wide variety of opportunities on different topics and from different providers <p>9.3 Uses student growth data evidence through multiple measures to self-assess and reflect on teaching practices and set on-going professional improvement goals</p> <ul style="list-style-type: none"> • Takes responsibility for student learning • Reflects on own personal biases that may impact student learning • Reflects on questions of ethics and equity to assess the effects of own choices on learners • Sets goals that have a meaningful impact on all students learning

	<p>9.4 Collaborates with colleagues to obtain feedback and uses it for professional growth</p> <ul style="list-style-type: none"> • Seeks feedback from a wide range of professionals, including those with different perspectives • Accepts feedback openly and professionally • Uses feedback to improve practice • Recognizes that feedback results in improvement even if it is difficult to hear
	<p>9.5 Interacts with all members of the school community (students, colleagues, families) in a courteous, fair, sensitive, and professional manner</p> <ul style="list-style-type: none"> • Maintains a civil and professional manner in dealing with parents, faculty, and others • Demonstrates honesty and integrity • Seeks support regarding controversial issues or sensitive situations • Teaches potentially controversial subject matter so that multiple perspectives are fairly represented
Standard #10: Leadership and Collaboration	<p>10.1 Meets expectations of professional responsibility, conduct, scheduled commitments, productivity, and effort and adheres to established standards for professionalism</p> <ul style="list-style-type: none"> • Maintains teacher hours and schedules • Submits plans and other information when requested • Takes initiative to gather information, find resources, and problem solve • Assumes personal responsibility for performance • Interacts with students verbally and physically in an adult/professional manner
	<p>10.2 Collaborates effectively with families, teachers, paraprofessionals, specialists, and members of the greater school community to support student learning</p> <ul style="list-style-type: none"> • Utilizes effective communication skills such as listening to understand, I statements • Establishes positive working rapport with families, colleagues, and members of the community • Finds solutions that benefit all parties • Keeps students at the center of decision making
	<p>10.3 Establishes respectful communication with parents/guardians and develops relationships to support students' learning and well-being within the family's culture</p> <ul style="list-style-type: none"> • Solicits family input and perspective on all aspects of the learner's experience • Provides multiple and varied opportunities for family participation • Incorporates family preferences and priorities into written documents and program implementation • Incorporates families' preferences for communication • Uses People First Language consistently and correctly • Uses appropriate language related to ethnicity, race, religion, language, family, SES, sexual orientation, and disability • Uses a strength-based stance when addressing student needs • Avoids assumptions based on language, exceptionality, sexual orientation, religion, or cultural background • Addresses students by their requested name, pronoun, and gender designation (per OSPI) • Avoids labels unless educationally relevant • Learns and observes important cultural communication conventions

10.4	<p>Uses effective, appropriate, and professional problem-solving strategies with all audiences</p> <ul style="list-style-type: none"> • Demonstrates active/reflective listening skills when others share problems or concerns • Uses effective skills for expressing sensitive information and presenting concerns • Contacts families and colleagues to share successes as well as concerns • Exhibits a sensitive demeanor • Respects varied views and is open to suggestion
10.5	<p>Engages collaboratively in the school-wide effort to build a shared vision and supportive culture</p> <ul style="list-style-type: none"> • Learns about the initiatives and vision of the school • Aligns classroom practices with the school's vision • Participates in collegial activities designed to make the entire school a productive learning environment • Participates in activities and events outside of the classroom
10.6	<p>Identifies, plans for, and monitors instructional roles of paraprofessionals</p> <ul style="list-style-type: none"> • Collaborates with teacher to understand the role of each paraprofessional • Collaborate with paraprofessionals to develop plans • Writes clear plans for paraprofessionals • Coordinates services of paraprofessionals, mentors, volunteers, and other personnel • Supports implementation of plans and adjusts as needed • Recognizes and validates the importance of the paraprofessional's role