

Updated 8.10.22

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 • Utilizes strategies such as visual supports, manipulatives, seating/proximity, etc. • Seeks information from others regarding learner’s differences such as student, family, prior teachers, specialists • Integrates individual 504 and IEP goals, accommodations, and modifications in all aspects of a student’s day • Gather and organize information about learner differences from critical sources such as benchmarking data, classroom assessments, 504, IEPs, Highly Capable Plans, ELL Plans

	<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 developing an IEP with the IEP team</p> <ul style="list-style-type: none"> • Attends and participates in IEP meetings • 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 • Writes a draft of an IEP
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">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

	<ul style="list-style-type: none"> 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 misunderstandings or errors Identifies and addresses where students get stuck in their pathway to understanding Uses student errors as a learning tool Utilizes current research about content specific misconceptions Identifies type of student error or misunderstanding that has occurred (conceptual, procedural, prior knowledge, etc)
	<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 • Supports students in identifying and learning about issues that are of concern/important to them and their community
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 such as reading support teachers, gifted and talented teachers, tribal liaisons, ELL/multilingual teachers
	<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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Standard #7: Planning 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

	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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
Standard #9: Professional Learning and Ethical Practice	<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
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Standard #10: Leadership and Collaboration</p>	<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
	<p>10.4 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
	<p>10.5 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

	<p>environment</p> <ul style="list-style-type: none"> • 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