

Standard 1: Effective Teaching

Descriptions of Effective Professional Practice

Standard 1

The knowledge and skills for effective teaching which ensure student learning by:

1(a) Using instructional strategies that make learning meaningful and show positive impact on student learning;

Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
Article I.	Article II.	Article III.
<ul style="list-style-type: none">• 1.Students know there are many ways to approach learning and are able to verbalize their own approaches. Students understand the ways others approach learning and use those strategies to enhance their repertoire.• 2.Students practice explanations and illustrations for learning in a variety of ways. Students see, question, and interpret ideas from diverse perspectives.• 3.Students actively engage in tasks that are meaningful, reflect their own life experiences, and are directly related to the learning targets.• 4.Students engage in a variety of learning tasks, such as direct, indirect, cooperative, and independent. Students know how to	<ul style="list-style-type: none">• Students have limited awareness of different learning approaches and the implications for their learning. Students experience little accommodation for individual learning needs.• Students explore explanations of key ideas and concepts from one perspective.• Students engage in activities without direct knowledge of how they are related to the learning targets or their lives.• Students use a limited number of strategies while practicing their learning. Student work is primarily done in isolation with only occasional assistance from peers.	

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At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
<p>articulate, demonstrate, and apply the appropriate skills and strategies to be successful in each type of learning task.</p> <ul style="list-style-type: none"> • 5.Students engage in making learning choices; pursue knowledge on their own; and work cooperatively or independently to develop, research, and complete learning tasks. 	<ul style="list-style-type: none"> • Students participate in predetermined learning tasks with little or no personal investment. 	

1(a) Reflective Questions
<ul style="list-style-type: none"> • What instructional strategies do you use to make learning meaningful? • In what ways do you determine [assess] the relevance and meaning of the instructional strategies? • How do you gauge positive impact on student learning?

1(a) Evidence Ideas
<ul style="list-style-type: none"> • Student survey: how I learn best (learning style), student journal entries of how the learning session met their needs according to their learning style and what they did when it wasn't, parent survey regarding students' learning styles, reflection/plan regarding how students used others' style to enhance their own when attacking a learning task • Teacher artifact of variety of ways students practice various concepts with student work attached, examples of the same class problem being addressed from different perspectives from various class members, video discussion where diverse opinions and perspectives are practiced • Examples of students explaining something from one perspective and then from another and evaluating the value of each and problem with each, video of debates where students construct questions and argue different points of view or perspectives on a variety of subjects • Applied learning project, group project where students connect project to specific learning targets and independently devise strategies to achieve them

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- Student reflections on personal achievement related specifically to content goals, student-led conferences, goal-setting journals, class notes, learning fair where students display how their outcome meets learning goals including analysis and reflection

1(a) Resources

Christy, Janice. *Building Respect in the Culturally Diverse Literature and Language Arts Classroom*. Teaching Today
http://www.glencoe.com/sec/teachingtoday/subject/building_respect.phtml

Erickson, Lynn H. (2002). *Concept-Based Curriculum and Instruction: Teaching Beyond the Facts*. Thousand Oaks, CA: Corwin Press

Falk, Beverly & Blumenreich, Megan. (2005). *The Power of Questions: A Guide to Teacher and Student Research*. Portsmouth, NH: Heinemann. (Especially chapter 6: Data Collection Tools - guides to collecting classroom evidence -- all of standard 1.)

Hopkins, Gary. (1997). *Students Teach Students: Using Student Essays to Build Coping Skills and Self-Esteem*. Education World.

Hubbard, Ruth & Power, Brenda Miller (1999). *Living the Question: A Guide for Teacher Researchers*. Portland, Maine: Stenhouse Publishers.

Instructional Strategies Reflecting Cultural Respect, Council on Exceptional Children, <http://ericec.org/minibibs/eb23.html>

Marzano, Robert J., Debra J. Pickering, Jane E. Pollock (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, Virginia: Association of Supervision & Curriculum Development.

Marzano, Robert J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, Virginia: Association of Supervision & Curriculum Development.

Routman, R. (2003). *Reading Essentials: The Specifics You Need to Know to Teach Reading Well*. Portsmouth: Heinemann

Wiggins, Grant & McTighe, Jay. (1998). *Understanding by Design*. Alexandria, Virginia: Association of Supervision & Curriculum Development.

Wormeli, Rick. (2001). *Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher*. Westerville, Ohio: Stenhouse Publishers,

1(a) OSPI Resources

The OSPI On-line Grade Level Resources website is a valuable resource for educators throughout the state. Currently the site includes mathematics, reading, science, communication, and writing with the addition of social studies coming soon. Grade Level Expectations (GLEs) are intended to help teachers and administrators understand and teach the state's EALRs and align written, taught, and tested curriculum.

The On-line Grade Level Resources website may be accessed directly at www.k12.wa.us/Ealrs or by going to the OSPI home page (www.k12.wa.us) and clicking on the On-line Grade Level Resources icon. This interactive resource provides the following features:

- GLE Reports (grade level, grade spans, K-10 GLEs)
- Links to GLE glossary
- Aligned instructional support
- Integration links to other content areas
- Support for classroom-based assessments
- Links to WASL strands, learning targets, released items
- Search capability to identify which GLEs contain specific skills

K-12 Reading Model <http://www.k12.wa.us/CurriculumInstruct/Reading/default.aspx>



K-12 Reading Model Implementation Guide ([pdf](#)) ([Ordering Information](#))

The Washington State K-12 Reading Model Implementation Guide provides a framework from which to embark on systemic reform of reading instruction.

Math Helping Core <http://www.k12.wa.us/curriculuminstruct/mathematics/MHC/default.aspx>

The Washington State Math Helping Corps (MHC) Program is designed to assist schools in becoming better at teaching mathematics by providing a mentor to work intensively with building staff for two years.

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1(b) Using a variety of assessment strategies and data to monitor and improve instruction

Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
<ul style="list-style-type: none"> • 1.Students use a variety of assessment tools, and know how those tools measure their performance of the learning targets. • 2.Students understand the scoring criteria being used, and that the assessment tools being used are fair and equitable. • 3.Students keep and review with their teacher records of their learning progress to identify <i>their own</i> specific needs for growth • 4.Students regularly use their work to examine and reflect on their achievement of learning targets. Students set individual goals and outline the steps required to reach those goals. • 5. Students are regularly guided through strategies to monitor, evaluate, and self-regulate their process of learning and express it verbally and in writing. Students can articulate what worked, what did not, and what they need to do differently next time. 	<ul style="list-style-type: none"> • Students have limited understanding of the assessments used to evaluate their learning. • Students know that some students may be treated differently in the assessment process, but do not understand why. • Students rely on their teachers to track and record their progress. • Students’ source of information about their learning is primarily teacher feedback. • Students are generally only assessed formally, and at the end of units; learning is not consistently monitored so that immediate adjustments can be made. Students have limited knowledge of how to monitor the effectiveness of their learning strategies. 	

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<ul style="list-style-type: none">• 6.Students actively work with their teacher to decide how best to demonstrate their progress and capabilities, and to identify their best work.• 7.Students participate in communication with parents/guardians and in decision-making about their learning progress and assessment data.• 8.Students create and use scoring criteria to assess their own and others' work.	<ul style="list-style-type: none">• Students' work is primarily assessed by the teacher.• Student participation in communication is limited to bringing home test results, grades, and invitations to parent conferences.• Students have limited experiences in giving and receiving feedback on their work from their peers.	
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1(b) Reflective Questions
<ul style="list-style-type: none">• How are your students involved in developing scoring criteria such as rubrics?• What formative assessments do you use? What summative assessments?• In what ways do you use formative and summative assessments to make instructional decisions?

1(b) Evidence Ideas
<ul style="list-style-type: none">• Samples of various assessments used on a variety of learning targets, student articulation of why the assessment was used to measure this particular performance of a learning target• Survey of fairness of assessments and judgments of their work and behavior, samples of assessment tools being used by the students• Peer assessments, artifact of peer assessment process, scoring criteria, video of students discussing each other's work• Video of conferences with teacher, reflections of how best work is used by teacher for assessment, notes from conference with teacher about learning, journal entries about comparing records with teacher, analysis attached to every evidence chosen by student for portfolio of why this is best work• Evaluation of data received from action research and how used to modify instruction (include several examples), observation notes on how teacher used feedback during instruction to modify instruction

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- Artifact of strategies to use with variety of assessments; student work demonstrating practicing assessment of own work; portfolio entries with student reflections; written entries on what they achieved, what they learned well, what is missing, what they need to do to complete learning, what need to do differently next time
- Artifacts of record keeping by students and reflection using records

1(b) Resources

Berghardt, Victoria (1998). *Data Analysis for Comprehensive Schoolwide Improvement*. Larchmont, NY: Eye on Education, Inc.

Carr, Judy F. & Harris, Douglas E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning*. Alexandria, VA: ASCD Publications.

Marzano, Robert J., Marzano, Jana; & Pickering, Debra J. (2003). *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Alexandria, VA: ASCD Publications.

Stiggins, Rick. (1996) *Student-Centered Classroom Assessment*. Merrill Publishing Company

Stiggins, R. (2001) *Student-Involved Classroom Assessment*. New Jersey: Pearson Merrill Prentice Hall.

1(b) OSPI Resources

Assessment Information <http://www.k12.wa.us/assessment/default.aspx>

This webpage includes an overview about the Washington State Assessment System, information about the WASL, and a links/resources page.

Student2Student: Student 2 Student (S2S) is a student-driven project to help entering high school students understand what they need to do to graduate and help them make the most of their high school years. S2S helps students make school relevant to their life outside the classroom and beyond graduation.

<http://www.k12.wa.us/S2S/default.htm>

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1(c) Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment

Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
<ul style="list-style-type: none"> • 1.Students have a voice regarding classroom standards, rules, and consequences. Classroom standards are evident as demonstrated by student behavior. • 2.Students consistently accept responsibility for their behavior individually and as group members. Students positively respond to teacher suggestions and corrections in order to make adjustments to behaviors. • 3.Students are actively engaged in productive learning interactions and activities. They move between learning tasks in an efficient fashion and manage materials effectively. • 4.Students contribute individually and as group members to a positive, safe, and supportive learning environment. Students and teachers demonstrate mutual respect, sincerity, warmth, and humor while interacting positively. • 5.Students receive individually-directed 	<ul style="list-style-type: none"> • Students are aware of the posted behavior expectations and consequences. • Students are easily distracted and demonstrate little response to corrections. Students respond ineffectively to boundaries • Students use classroom space, materials, and learning time with little regard for order, for others, or for learning. • Some students are not contributing in the classroom and are hesitant to take learning and interpersonal risks. • Students accept practices of exclusion and/or over-attention as a normal part of the learning environment. • Students work in groups to complete various tasks without special training in 	

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<p>specific feedback. All students receive assistance, encouragement, and recognition that promote an equitable and inclusive learning environment.</p> <ul style="list-style-type: none">• 6.Students display the skills needed to take a leadership role in some part of collaborative work.	<p>how to work collaboratively. Students take either leadership or passive roles, depending on their comfort level.</p>	
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1(c) Reflective Questions
<ul style="list-style-type: none">• How do you involve students in decision making?• What strategies do you use to give students feedback on their behavior?• What methods do you use for assessing students' sense of safety in your classroom?• How do you structure collaborative work among your students? How are roles chosen or assigned? How do you assess collaborative work?

1(c) Evidence Ideas
<ul style="list-style-type: none">• Observation, student reflection on group interaction and respect for the classmates• Video of classroom, observation of peer or principal• Video of students reporting on their cultural traditions, etc., posters made by students reflecting cultural traditions, student-created book about a variety of cultures, reports on contributions made by people of various cultures to various content areas• Student debriefing notes of group interaction, interview, video of group discussion following group work• Posters of rules, student journal of rules and the student's participation in making them, video of classroom discussion making rules and consequences, audio interview of a couple of students• Behavior contracts with students, student journal of teacher suggestions and what they did to correct behavior• Observation• Cooperative learning notes, video of cooperative groups with various students taking leadership roles, journal entries of strengths and weaknesses and how used strengths in a group project

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1(c) Resources

- Apple, Michael W. and James A. Beane, ed. (1995). *Democratic Schools*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Arnold, Harriett. (2001). *Succeeding in the Secondary Classroom: Strategies for Middle and High School Teachers*. Thousand Oaks: Corwin Press.
- Charles, C.M. (2004). *Classroom Management for Middle-Grades Teachers*. Boston: Pearson,
- Collis, Mark and Dalton, Joan. (1990). *Becoming Responsible Learners: Strategies for Positive Classroom Management*. Portsmouth, N.H.: Heinemann.
- Cummings, Carol. (1990). *Managing a Cooperative Classroom*. Edmonds, WA: Teaching, Inc.
- Delpit, Lisa. (1996). *Other People's Children: Cultural Conflict in the Classroom*. New York: New Press.
- Faye, Jim and Funk, David. (1995). *Teaching with Love & Logic: Taking Control of the Classroom*, C): Golden, CO: Love & Logic Press.
- Kohn, Alfie. (1996). *Beyond Discipline: From Compliance to Community*. Alexandria, VA: Association of Curriculum Development & Supervision.
- Kriete, R. (2002). *The morning meeting book*. Turners Falls, MA: Northeast Foundation for Children.
- Wong, H, & Wong, R. (2001). *The First Days of School*. Mountain View, CA: Harry K. Wong Publications.

1(c) OSPI Resources

OSPI sponsors the School Safety Center Web Site <http://www.k12.wa.us/Safetycenter/>. An array of documents and links are available for teachers to develop and promote safe school environments.

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1(d) Designing and/or adapting challenging curriculum that is based on the diverse needs of each student;

Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
<ul style="list-style-type: none"> • 1.Students can articulate the required learning targets. • 2. Students know what is needed to move to the next level of performance. • 3.Students are aware of and utilize resources for assistance, remediation, acceleration, or enrichment, as appropriate. • 4.Students articulate how the new learning builds on their prior knowledge and individual needs. Students understand the importance of their learning and why it is useful to them. • 5.Students engage in high- level thinking skills, demonstrating a variety of strategies to analyze information and solve problems. • 6.Students reflect on their thinking strategies, communicate what strategies worked well and what strategies did not, and adjust as necessary. 	<ul style="list-style-type: none"> • Students work on assignments with limited knowledge of the related learning targets • Students are unaware of the progression of steps to successfully reach the learning targets. • Students have little awareness of the options they have to get support when needed. • Students have limited awareness of how the learning is useful to them or in what ways the required tasks will help them in their own lives. • Students use a narrow range of thinking strategies and can complete learning activities without engaging in high-level thinking processes. • Students have limited ways to monitor the effectiveness of their thinking strategies. 	

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1(d) Reflective Questions

- How do you communicate learning targets to students? In what ways do you determine if they know and understand the learning targets?
- What opportunities do you provide for students to reflect on their own learning and thinking strategies? What strategies do you use to assist students in their reflection?
- What are ways you can adapt a curriculum to appropriately challenge all students?
- What strategies do you use to determine the diverse needs of *each* student?

1(d) Evidence Ideas

- Student journals, assessment rubrics, video tapes, audio tapes, observations, learning target on assignments, poster of learning targets observed
- Continuum of learning visual, individual student learning plans with continuum, outcome timelines, reflections of students of what was required and in what ways they met the learning targets. Journal reflection question: What skills prepared me for this lesson, what are the skills I learned in this lesson, and what will I be learning next?
- Student journal entries on how they determined that they needed help or enrichment and how they got the needed help, list of options for help, criteria for students to decide if they need to ask for help and who or where appropriate help can be accessed, reflection question: what strategies used to obtain help when needed, videotaped interview or discussion of students
- Graphic organizers, reflection papers, rubrics used for evaluating thinking used and student reflection on where they placed themselves and why; student writing of how they will solve a problem and why; student list of possible strategies to use and why they chose the ones they did to solve a problem, teacher artifact of thinking needed to complete a lesson and student work demonstrating it; WASL problem practice with reflection and revision; student journal or reflection on applying the scientific process of predict, collect data, draw conclusion
- Video of discussions eliciting high-level thinking, class brainstorming on variety of possible ways to solve a problem and resulting student work, examples of open-ended questions for students to work on and resulting student work, examples of various students solving the problems differently
- Student journal entries of reflection: What thinking strategies did you use, did those work well for you, why or why not, what would you do differently next time? Student reflection on making needed adjustments, student work demonstrating adjusting their work with explanation of why they made that adjustment

1(d) Resources

Galda, Lee & Beach, Richard. (2001). Response to Literature as a Cultural Activity-Theory into Practice. *Reading Research Quarterly*, 36, 1. <http://www.reading.org/Library/Retrieve.cfm?D=10.1598/RRQ.36.1.4&F=RRQ-36-1-Galda.pdf>

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Heacox, Diane. (2002). *Differentiated instruction in the regular classroom: How to reach and teach all learners, grades 3-12*. Minneapolis: Free Spirit Publishing, Inc.

How to Differentiate Instruction. (2000, September). *Educational Leadership*, 58. (entire issue)

Closing Achievement GAPS. (2004, November). *Educational Leadership*

Tabors, Patton O. (1997). *One Child, Two Languages: Children Learning English as a Second Language*. Baltimore: Brookes Publishing Co.

Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, Virginia: Association of Supervision & Curriculum Development, 1999.

1(d) OSPI Resources

Curriculum and Instruction Office <http://www.k12.wa.us/CurriculumInstruct/default.aspx>

Washington State's Curriculum and Instruction office is located at the Office of Superintendent of Public Instruction, Olympia, Washington. The Curriculum and Instruction Division's mission is to provide leadership, service and support for the development and implementation of research-based curriculum to ensure that all learners achieve at high levels.

Navigation 101

OSPI contracts with staff at the Franklin Pierce School District to help teachers and districts around the state understand and implement an approach to personalized student planning that FPSD calls Navigation 101. Staff is available to make presentations at districts by request and to support implementation of the program.

<http://www.k12.wa.us/navigation101/default.aspx>

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1(e) Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members

Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
<ul style="list-style-type: none"> • 1.Students listen to all group members and are learning to respect and value divergent ideas while settling differences through compromise. • 2.Students regularly experience cultural diversity through learning materials and activities. They demonstrate culturally diverse knowledge, attitudes, and skills in their learning/daily lives. Students are supported with resources from a wide range of cultural communities. • 3.Students share cultural traditions and customs that reflect their varied backgrounds and experiences. They consistently use respectful language and behavior toward their own and other’s cultural identities. • 4. Students of all cultural backgrounds are able to connect <i>personal</i> experiences to new learning. • 5.Students articulate criteria to differentiate between culturally respectful/demeaning wording and portrayals found in media, print and other resources. They use the criteria to analyze their learning resources and interactions. 	<ul style="list-style-type: none"> • Students work in groups, and group leaders do the majority of the speaking and working. • Students engage in learning that demonstrates the values of the dominant culture, with limited acknowledgement of others, and are rarely exposed to other cultures. • Students have limited opportunities to share their personal cultures, discuss bias and prejudice, or develop attitudes of respect. • Students have limited opportunities to relate their cultural background to learning activities. • Students have limited opportunities to know about culturally demeaning messages that may be present in books or other materials they use. 	

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1(e) Reflective Questions

- How do you get to know your students including their previous experiences, prior learning, interests, and learning styles?
- How do you teach respect for differences?
- How do you teach your students about other cultures and backgrounds that may or may not be represented in your class?

1(e) Evidence Ideas

- Artifacts of learning materials, student work, reflections of students about cultural diversity within the learning experience, video of discussion about culturally diverse ideas, papers written reflecting thoughts about cultural diversity, student work from another cultural perspective, video of debate with students taking different cultural perspectives
- Written reports about a country and the perspectives found there and how they contrast with our own, cultural fair, interviews of families from different backgrounds and what they learned from them, ways resources from various cultural communities were used to enhance learning
- Video or written work by students about harmful demeaning language and behaviors or cultural slurs, video discussion of showing respect for other cultures and attitudes, reflections on meaningful interactions with others

1(e) Resources

Education Dept. Teaching Tolerance. Southern Poverty Law Center, Box 548, Montgomery, AL 36101-0548.

Facing History and Ourselves National Foundation. Facing History & Ourselves. 16 Hurd Rd., Brookline MA 02445.

Finn, Patrick J. (1999). *Literacy with an attitude: Educating Working-Class Children in Their Own Self-Interest*. Albany: State University of New York Press

Iceland, John. (2003). *Poverty in America: A Handbook*. Berkley: UC Press

Johnson, Allan G. (2001). *Privilege, Power, and Difference*. Mountain View, CA: Mayfield Publishing Company

Ladson-Billings, Gloria. (1994). *The Dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass

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Publishers.

Kuykendall, Crystal. (2004). *From Rage to Hope: Strategies for Reclaiming Black & Hispanic Youth*. Bloomington: National Education Service.

McIntosh, P. (1993). White privilege: unpacking the invisible knapsack. In V. Cyrus (Ed) *Experiencing race, class, and gender in the United States* (pp. 209-213). Mountain View: CA: Mayfield Publishing Company.

Payne, Ruby. (1998) *Frameworks for Understanding Poverty*. Texas: RFT Publishing Co., Revised Edition.

Race, Class, & Culture. (1999, April). *Educational Leadership*. 56. (entire issue)

Teaching with Respect and Sensitivity. Website with framework and resources for teaching about Native American cultures.
<http://www.plimoth.org/learn/education/teacher/respect.asp>

Ten Activities for teaching students empathy, anger management, and effective conflict resolution. (2001). Education World.
http://www.education-world.com/a_lesson/lesson/lesson191.shtml

Working Class Bibliography: Extensive bibliography from the Youngstown Center for Working Class Studies includes research, literature, personal accounts/autobiographies, film and more.
<http://www.as.yosu.edu/~cwcs/Bibliography.htm>

1(f) Integrating technology into instruction and assessment

Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
<ul style="list-style-type: none"> • 1.Students use a variety of technological skills and select technologies appropriate to instructional and assessment tasks. • 2.Students use technology as a tool to enhance 	<ul style="list-style-type: none"> • Students have limited opportunities to learn to use available technologies. • Students use technology as a separate experience from other content. 	

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<p>learning, increase personal productivity and foster self-expression.</p> <ul style="list-style-type: none">• 3.Students learn and demonstrate the responsible and ethical use of technology.	<ul style="list-style-type: none">• Students use technology under supervision.	
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1(f) Reflective Questions

- What technology is available at your school and district?
- Do you have instructional technology specialists at your school or district?
- In what ways do you utilize technology as an instructional tool?
- In what ways do you integrate technology into assignments, projects, or assessments?

1(f) Evidence Ideas

- Publishing student work on computers listing variety of programs used, copiers, transparencies, student’s power point presentations, use of Excel programs, internet research or use, assignments using calculators, video, animations, art, graphics, data collection
- Student-created rules for proper use of equipment, video/discussion of proper student use and transport of equipment, students reflection on care of equipment, students troubleshooting problems together

1(f) Resources

Doyle, Al. (1999, September). “A Practitioner’s Guide to Snaring the Net,” *Educational Leadership*.

Kajder, Sara B. (2003). *The Tech-Savvy English Classroom*. Westerville, Ohio: Stenhouse Publishers.

Schwartz, Linda M. & Willing, Kathlene R (2004). *Computer Activities for the Cooperative Learning Classroom*. Westerville, Ohio: Stenhouse Publishers.

Simkins, Michael; Cole, Karen; Tavalin, Fern; & Means, Barbara. (2002). *Increasing Student Learning Through Multimedia Projects*. Alexandria, Virginia: Association of Supervision & Curriculum Development.

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<p>1(f) OSPI Resources</p> <p>Together with WSU/CAPPS, CTE offers professional development workshops for CTE IT instructors (although all teachers are welcome to attend) each year through its IT training offerings. Workshops are designed to share best practices and update curriculum statewide. The latest training brochure (2005) can be found at: http://capps.wsu.edu/ospi</p>
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1(g) Informing, involving, and collaborating with families and community members as partners in each student’s educational process, including using information about student achievement and performance.

Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
<ul style="list-style-type: none"> • 1.The teacher uses effective structures to form partnerships with parents and families in order to support student learning. The teacher demonstrates how s/he addresses the barriers to successful family involvement. • 2.The teacher uses a range of available methods (including technology) to gather, record, and report information on student progress to parents regularly. • 3.The teacher uses research data that includes data on traditionally underserved populations (racial, ethnic, low socioeconomic, ELL) to collaborate with families to determine specific learning and assessment needs for each student. 	<ul style="list-style-type: none"> • The teacher sends home report cards and invitations to parent conferences, but no other significant attempts to communicate with parents occur. • The teacher uses only a grade book to gather, record, and report student progress. • The teacher has little information on special needs of the traditionally underserved populations, and all students receive the same learning and assessment processes. 	

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<ul style="list-style-type: none">• 4.The teacher regularly communicates to parents and families the learning progress of their child, identifying areas of strength and areas needing improvement. Regular, two-way communication forms a partnership that helps to ensure the success of the student.	<ul style="list-style-type: none">• The teacher provides only summative reports to parents in the form of report cards and district or state test scores to notify families of student learning progress.	
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1(g) Reflective Questions
<ul style="list-style-type: none">• What have been your most successful strategies for communicating with parents? What have been some challenges?• When you have a strategy that is not very effective, what are your next steps?• What are some other strategies you might try to communicate with and involve parents and families?• What are some strategies you use to actively involve parents and families in the education process? What might be some additional strategies?• How do you solicit information about a student from parents or families?

1(g) Evidence Ideas
<ul style="list-style-type: none">• Teacher structures for creating positive interactions with parents and reflections of how these structures impact student learning, teacher reflections on the barriers and how he/she overcomes them• Plan for addressing the under-served population and results when implemented• Communication plan and results when implemented• Parent conferences, notes from parents, computer communication• Examples of ways using technology to communicate progress of students with parents, parent letters, websites, electronic transfer of information

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1(g) Resources

Banks, J.A. and Banks, C.A.M. (Eds.). (2004). *Multicultural education: Issues and perspectives*, 5th Edition. New York: Jossey-Bass.

Berhardt, Victoria (1998). *Data Analysis for Comprehensive Schoolwide Improvement*. Larchmont, NY: Eye on Education, Inc.

Bressler, Kate Arleen, et. al. (1989). *Teacher/parent Partnerships Handbook*. New York: Impact II The Teachers Network.

Epstein, Joyce; Sanders, Mavis; Simon, Beth; Salinas, Karen; Jansorn, Natalie; & Voorhis, Francis. (2002). *School, Family, & Community Partnerships: Your Handbook for Action*. Second Edition. Thousand Oaks, CA: Corwin Press.

Goodling Institute for Research in Family Literacy, Pennsylvania State University, 2003, Annotated Bibliography by Eunice N. Askov, etc. Retrieved February, 2005 from http://www.ed.psu.edu/goodlinginstitute/pdf_files/annotated%20bibliography%203-17-04.pdf

Knuth, R. A. & Jones, B. F. (1991). *What Does Research Say About Reading?: Activities for Schools, Parents, and Community Members*. Oak Brook: North Central Regional Educational Laboratory. Retrieved February, 2005 from http://www.ncrel.org/sdrs/areas/stw_esys/str_read.htm

Lareau, Annette. (2003). *Unequal Childhoods: Class, Race, and Family Life*. Berkley: UC Press.

McEwan, Elaine K. (1998). *How to Deal with Parents Who Are Angry, Troubled, Afraid, or Just Plain Crazy*. Thousand Oaks, CA: Corwin Press.

Swap, Susan McAllister. (1993). *Developing Home-School Partnerships: From concepts to practice*. New York: Teachers College Press.

1(g) OSPI Resources

The Center for the Improvement of Student Learning has several resources for working with parents, families, and community members. These resources include an English-Spanish glossary of education terms, brochures, and much more.

<http://www.k12.wa.us/CISL/default.aspx>

Standard 2: Professional Development
A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:

2(a) Evaluating the effects of his/her teaching through feedback and reflection

Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
<ul style="list-style-type: none"> • 1. The teacher conducts assessments during instruction to monitor student understanding and makes immediate adjustments to instruction as necessary. • 2. The teacher uses multiple sources of classroom-based summative assessments, including school, district, and state data, to strengthen what worked well, identify needed changes, and make necessary instructional adjustments. • 3. The teacher systematically seeks and receives feedback from a variety of sources, including parents, students, peers, and administrators. The teacher engages in reflective analysis of the best 	<ul style="list-style-type: none"> • The teacher plans and delivers instruction without monitoring student understanding and modifying instruction as necessary. • The teacher makes instructional decisions without reading, interpreting, or using classroom, district, school, or state summative or formative data. • The teacher receives feedback from others and responds to it. 	

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use of the information, and determines the appropriate response.		
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2(a) Reflective Questions
<ul style="list-style-type: none">• What are your sources of feedback? In what ways do you solicit and gather this feedback?• What are additional feedback channels that may be helpful?• What is your system for analyzing data? What actions result from this analysis?

2(a) Evidence Ideas
<ul style="list-style-type: none">• Description of method for getting feedback with examples of feedback received, reflection on response to feedback and why, parent suggestion forms at conferences• Various sources of summative data (state tests, national tests, multiple classroom assessments) and interpreted data to inform instructional planning (include specific examples) with action research to demonstrate how impacted student learning

2(a) Resources
Calhoun, E.F. (1993). <i>“Action Research: Three Approaches.”</i> Educational Leadership 51, 2: 62-65.
Costantino, Patricia & De Lorenzo, Marie. (2002). <i>Developing a Professional Teaching Portfolio: A Guide to Success.</i> Boston: Allyn Bacon.
Moore, Rita A. (2004). <i>Classroom Research for Teachers: A Practical Guide.</i> Norwood, Massachusetts: Christopher Gordon Publishers, Inc.
Zeichner, K. & Liston, D. (1996). <i>Reflective teaching: An introduction.</i> Mahwah, NJ: Lawrence Erlbaum.

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Zemelman, Steven; Daniels, Harvey; & Hyde, Arthur. (1993). *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann. (Note: may be newer edition.)

2(b) Using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities; and

Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
<ul style="list-style-type: none"> • 1.The teacher uses criteria, including education research and professional standards, to assess professional performance and to set professional goals. The teacher’s goals are evolving and s/he adapts them to respond to new information and experiences. • 2.The teacher develops a comprehensive learning plan for each growth area, realistic methods for obtaining that growth, and a clearly articulated timeline of anticipated activities and resources. • 3.The teacher collects evidence that illustrates how student learning opportunities and achievement are connected with the teacher’s professional growth efforts. 	<ul style="list-style-type: none"> • The teacher uses a limited range of resources to inform the analysis of his/her teaching practices. S/he primarily bases growth on own intuition and interpretation of classroom experiences. • The teacher does not adequately or realistically plan for professional growth, or does not follow through on plans. • The teacher relies on her/his own experiences and is not influenced by external feedback. 	

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2(b) Reflective Questions
<ul style="list-style-type: none"> • What are work related challenges that you think about all the time? • What are your greatest successes? • How will you know that your impact on student learning has increased?

2(b) Evidence Ideas
<ul style="list-style-type: none"> • Professional Growth Plan from Professional Certification • PGP from TAP and evidence of increased student learning • Professional Development and Career goals beyond Professional Certification

2(b) OSPI Resources
<p>Washington State Professional Development Planning Guide This Guide has been developed in response to the many requests from schools and districts for help in sifting through the research to isolate the most important concepts and processes that will assure that the valuable resources dedicated to professional development will result in increased student learning and teacher retention. http://www.k12.wa.us/ProfDev/default.aspx</p> <p>School Improvement Resources http://www.k12.wa.us/SchoolImprovement/pubdocs/SIPGuide-AppD.doc</p>

2(c) Remaining current in subject area(s), theories, practice, research and ethical practice

Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
<ul style="list-style-type: none"> • 1.The teacher consistently demonstrates depth and breadth of knowledge for each content area s/he teaches, and can articulate 	<ul style="list-style-type: none"> • The teacher is learning the content for each subject while teaching to the students. 	

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<p>the scope and progression of student learning.</p> <ul style="list-style-type: none">• 2.The teacher consistently demonstrates knowledge and understanding of the Essential Learnings and/or Grade Level Expectations and connects them to the content and processes required for students to meet the standards.• 3.The teacher articulates the connection between intentional, research-based decisions and their impact on student learning.	<ul style="list-style-type: none">• The teacher has limited knowledge of the Essential Academic Learnings (EALRs) and inconsistently matches lessons to the Grade Level Expectations (GLEs).• The teacher has limited knowledge of research-based teaching practices and limited ability to apply those practices to student learning.	
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2(c) Reflective Questions
<ul style="list-style-type: none">• How do you remain current in your subject area(s)?• How do you use research on best practices to inform your decision making and planning?

2(c) Evidence Ideas
Syllabi or descriptions from courses or workshops

2(c) Resources
<p>Most teaching areas have professional organizations. Their websites are an excellent resource. The listing below is just a sampling of these organizations.</p> <p>American Association of School Administrators (AASA)</p>

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[American Educational Research Association \(AERA\)](#)

[Association for the Advancement of Computing in Education \(AACE\)](#)

[Association for Supervision and Curriculum Development \(ASCD\)](#)

[Northwest Educational Technology Consortium \(NETC\)](#)

[American Library Association](#)

[National Art Education Association](#)

[National Council for Geographic Education](#)

[National Council of Teachers of English](#),

[National Council for Teachers of Math](#)

[National Science Teachers Association](#)

[Teachers of English to Students of Other Languages \(TESOL\)](#)@

National Council for the Social Studies <http://www.ncss.org/>

International Reading Association, <http://www.reading.org/>

National Council for Agricultural Education <http://www.teamaged.org/councilindex.cfm>

National Association for Music Education <http://www.menc.org/>

2(c) OSPI Resources

Grants

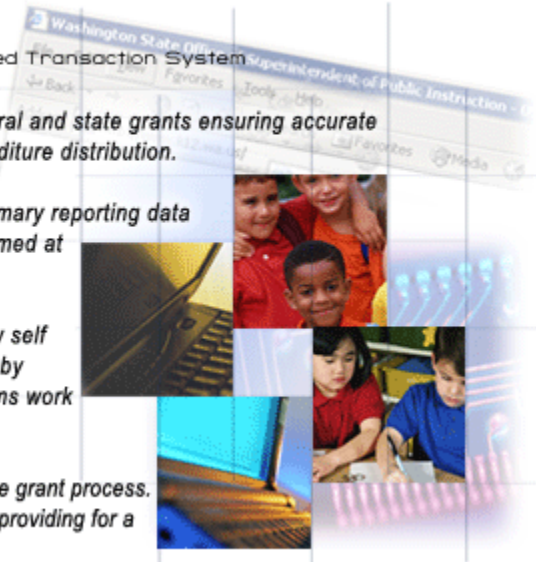
Grants, Reporting, Analytical, Net-Based Transaction System

Grants is designed to collect and process federal and state grants ensuring accurate allocation, appropriate program design and expenditure distribution.

Grants is designed to collect and process summary reporting data that reflects student service delivery, ultimately aimed at improved student achievement.

Grants contains a consolidated program review self study designed to encourage collaborative efforts by promoting a greater understanding of how programs work together.

These three components make up the full cycle of the grant process. Because it is available on-line, it plays a vital role in providing for a more efficient state government.



<http://igrants.ospi.k12.wa.us/default.aspx>

Standard 3: Professional Contributions
A successful candidate for the professional certificate shall demonstrate professional contributions to the improvement of the school, community, and the profession by:

3(a) Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student

3(a) Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
<ul style="list-style-type: none"> 1. The teacher identifies educational issues and raises awareness in order to support improved learning for all students. The teacher reflects on the effectiveness of the action(s) taken. 	<ul style="list-style-type: none"> The teacher does not advocate for improved learning for students. 	

3(a) Reflective Questions

- How do you ensure that students with special needs have access to curriculum, instruction, and learning environments that meet their needs?
- When you have concerns or ideas about curriculum or learning environments, what do you do?
- Is there a student or group of students you have “gone to bat” for? What was the situation and what was the outcome for student learning?

3(a) Evidence Ideas

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- Video, observation, teacher reflection, peer feedback
- Letters or emails to school, district, or school board

3(a) Resources

Fullan, M. (1999). *Change Forces: The Sequel*. New York: Falmer Press, Taylor and Francis.

Katzenmeyer, M. & Moller, G. (2001). *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders*. Thousand Oak, California: Corwin Press, Inc.

McKibben, Stephen. (April 2004). *The Power of Student Voice*. Educational Leadership Vol. 61 #7.

Patterson, Janice and Patterson, Jerry. (April 2004). *Sharing the Lead*. Educational Leadership. Vol. 61 #7.

3(a) OSPI Resources

Programs and Services <http://www.k12.wa.us/Programs/default.aspx>
A listing of programs sponsored by OSPI ranging from Advanced Placement to Community Outreach to Migrant/Bilingual Education to Professional Development and more.

3(b) Participating collaboratively in school improvement activities and contributing to collegial decision-making

3(b) Descriptions of Practice

At Standard Descriptions	Standard Not Yet Met	Ideas/Notes
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<ul style="list-style-type: none"> • 1. The teacher uses performance data and research of best practice to participate in collegial efforts to ensure optimum implementation of the instructional program. • 2. The teacher honors school-wide agreements and expectations in support of school improvement efforts. The teacher shares responsibility for nurturing positive relationships and crafting a safe environment where autonomy, belonging, and competence are experienced by all. • 3. The teacher applies effective collaboration and communication strategies in a group decision-making context. • 4. The teacher gains knowledge from the professional teaching community and/or community organizations and shares with colleagues. 	<ul style="list-style-type: none"> • The teacher's efforts to improve instructional programs relate to his/her classroom only. • The teacher attends required staff meetings. • The teacher has limited awareness of relevant professional and/or community organizations. • The teacher attends meetings and discusses ideas with some staff. 	
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3(b) Reflective Questions
<ul style="list-style-type: none"> • What are some ways you collaborate with your grade level team, department, or other job-alike group in your building? In what ways do you focus on student learning together? • In what ways do you collaborate with educators with different roles than yours? (For example, if you are classroom teacher, how

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do you collaborate with specialists or vice versa.)

- How have you shared your new learning, materials, or experiences with colleagues?

3(b) Evidence Ideas

- Agendas, outline of plans, results of implementation, group facilitator notes
- video of presentations or discussions, description of process
- something that lists you as presenter or facilitator, way participated verified by supervisor

3(b) Resources

Lambert, Linda. (2003). *Leadership Capacity for Lasting School Improvement*. Alexandria, Virginia: Association of Supervision & Curriculum Development.

3(b) OSPI Resources

School Improvement <http://www.k12.wa.us/SchoolImprovement/default.aspx>