

**Standard V Program Re-approval Template**  
 Submit completed form to your liaison by January 31, 2009.

Institution: University of Washington, Tacoma

Date: 1/22/09

Dean/Director: Karen Landenburger    Signature: 

PEAB Chair: Jose Rios                      Signature: 

**What would be the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals?**

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p><b>A. Content driven.</b> All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p> <p><b>B. Aligned with curriculum standards and outcomes.</b> All students know the learning targets and their progress towards meeting them.</p> <p><b>C. Integrated across content areas.</b> All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p>Interns are required to align lessons with State &amp; national (NCTM) standards. Interns demonstrate competency through the Mathematics Inquiry &amp; Lesson Plan, Community Walk &amp; Lesson Plan, &amp; Mathematics Mini Unit &amp; Analysis.</p> <p>Interns develop lesson plans that are aligned with State standards for reading comprehension. Interns demonstrate competency through lesson plans for comprehension, strategy, &amp; instruction.</p> <p>Interns create a unit for teaching one genre of writing that is aligned with GLEs and EALRS for a specific grade level. Interns demonstrate competency through the Writing Teaching assignment.</p>	<p>Students can identify the lesson objective and are given the opportunity to summarize their progress toward the lesson objective. Intern progress in providing this opportunity to students is documented in the Lesson Observation Tool.</p>

	<p>The intern develops a Social Studies unit plan that integrates the four disciplines of Social Studies (i.e., Civics, Economics, Geography, &amp; History) &amp; provides the opportunity for integration across other disciplines, e.g., Math, Art, Science, etc. Interns demonstrate competency through the Social Studies Unit Plan.</p> <p>Interns develop a unit plan that responds to standards as set by the State or district. Interns demonstrate competency through the Social Studies Unit Plan.</p> <p>Interns align instructional content with science standards. Interns demonstrate competency through the Science Unit Proposal &amp; Project and Lesson Plan for Basic Science Skills.</p> <p>Instructional planning allows for the integration of science content with other subject area standards as appropriate, e.g., Math, Writing. Interns demonstrate competency through the Predict, Observe, Explain (POE) project, the Lesson Plan for Basic Science Skills, and the Science Unit Proposal &amp; Project.</p> <p>Interns utilize content area text books to plan instruction for reading and comprehending written material across content areas. Interns demonstrate competency through the Content Area Text Activity Assignment.</p> <p>Interns design and implement reading lessons in alignment with state and national standards. Interns demonstrate competency through the Reading Lesson.</p>	
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	<p>Interns research and synthesize evidence based practices for the teaching of reading. Interns demonstrate competency through the Reading Research Paper.</p> <p>Interns evaluate reading curricula in light of state and national standards (i.e., National Reading Panel). Interns demonstrate competency through the Reading Curriculum Evaluation Assignment.</p>	
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## What would be the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching?

<p>Criteria - <i>Teacher candidates positively impact student learning that is:</i></p>	<p>Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i></p>	<p>Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i></p>
<p><b>A. Informed by standards-based assessment.</b> All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p><b>B. Intentionally planned.</b> All students benefit from standards-based planning that is personalized.</p> <p><b>C. Influenced by multiple instructional strategies.</b> All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p><b>D. Informed by technology.</b> All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<p>Interns develop an assessment plan to compare students' academic performance to state &amp; national standards. Interns demonstrate competency through RTI Project, Show What You Know Performance Assessment, and final comprehensive exam.</p> <p>Interns develop an assessment plan that includes formative &amp; summative strategies. Interns demonstrate competency through the Mathematics Mini Unit &amp; Analysis.</p> <p>Interns develop lessons in light of linguistic needs, cultural backgrounds, &amp; the ability levels of their students. Interns demonstrate competency through lesson plans for Comprehension Strategy Instruction.</p> <p>Interns conduct an assessment of reading comprehension that is individually administered &amp; documents student performance in light of standards. Interns demonstrate competency through Reading Comprehension Assessment assignment.</p> <p>Results are used to identify students who are not at standard so that instruction can be designed to help those students meet standards. Interns demonstrate competency through RTI Project, Show What You Know Performance Assessment, and final comprehensive exam.</p> <p>Interns design instruction in light of State &amp; national (NCTM) standards. Interns demonstrate competency through the Mathematics Mini Unit &amp; Analysis, Community Walk &amp; Lesson Plan, &amp; Mathematics Inquiry &amp; Lesson Plan.</p>	<p><b>Positive Impact Evidence:</b> Interns are to provide evidence that they have made a difference (positive impact) in students' learning.</p> <ul style="list-style-type: none"> <li>● <u>Evidence may consist of:</u> <ul style="list-style-type: none"> <li>✓ Pre and post test results</li> <li>✓ On-going assessment measures (e.g., fluency measures).</li> <li>✓ Evaluated samples of student work e.g., writing samples evaluated in terms of 6 Traits and a post instruction set of samples evaluated on the same 6 Traits).</li> </ul> </li> <li>● <u>The Positive Impact section includes:</u> <ul style="list-style-type: none"> <li>✓ A description of instruction (e.g., lesson plan).</li> <li>✓ A description of students' knowledge or skills prior to instruction and their relationship to GLEs.</li> <li>✓ A description of students' knowledge or skills after instruction.</li> <li>✓ A graphic presentation of the data. (evidence)</li> <li>✓ Examples of students' work. (evidence)</li> </ul> </li> </ul> <p>Interns provide an example of accommodations made to address ability, cultural, or linguistic backgrounds of their students. Evidence is provided in intern's portfolio.</p>

	<p>Interns design and complete a strategy/ accommodation plan for presentation. Interns demonstrate competency through Strategy/Accommodation Presentation.</p> <p>Interns develop a plan to assess academic, social, &amp; language development and plan lessons in light of this information. Interns demonstrate competency through the Mathematics Mini Unit &amp; Analysis.</p> <p>Interns use technology, e.g., AIMS web and BAM, to track student progress towards state &amp; national standards to inform instructional decisions. Interns demonstrate competency through RTI Project and final comprehensive exam. Interns use technology to locate appropriate curriculum based assessments. Interns demonstrate competency through Show What You Know Performance Assessment.</p> <p>Interns use 6-Trait and WASL writing assessments to assess individual student writing performance. Interns demonstrate competency through the Writing Assessment assignment.</p> <p>Interns address ability levels and cultural and linguistic needs of students in lesson plans for writing instruction. Interns demonstrate competency through the Writing Teaching assignment.</p> <p>Interns design a plan to use curriculum based assessment for the evaluation of State standards. Interns demonstrate competency through their Social Studies Unit Plan.</p> <p>Interns may integrate technology in the assessment of their own learning. Interns demonstrate competency through the Major Assessment assignment of Schools &amp; Society.</p>	
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	<p>Interns develop formative, summative, and self-assessment strategies to inform instructional planning. Interns demonstrate competency through the Lesson Plan for Basic Science Skills and the Science Unit Proposal &amp; Project.</p> <p>Interns include a variety of instructional and assessment strategies that attend to the ability, cultural, and linguistic backgrounds of their students. Interns demonstrate competency through the Lesson Plan for Basic Science Skills, and the Science Unit Proposal &amp; Project.</p> <p>Interns assess classroom features to plan an ideal classroom setting for students of various ability levels and cultural and linguistic backgrounds. Interns demonstrate competency through Map of Classroom assignment and Alternative Vision of Ideal Classroom for Students of Various Backgrounds assignment, Classroom Reflection Activity Assignment.</p> <p>Interns integrate technology into instruction as demonstrated through the Socially Just Curriculum Presentation.</p> <p>Interns demonstrate knowledge of formative and summative assessment aligned with state standards. Interns demonstrate competency through Weekly Reading Quizzes.</p>	
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**What would be the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts?**

Criteria - Evidence of teacher candidate practice reflect planning, instruction, and communication that is:	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p><b>A. Learner centered.</b> All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p><b>B. Classroom/school centered.</b> Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p><b>C. Family/Neighborhood centered.</b> Student learning is informed by collaboration with families and neighborhoods.</p> <p><b>D. Contextual community centered.</b> All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p>Interns articulate how lessons connect to knowledge about the community. Interns demonstrate competency through the Mathematics Mini Unit &amp; Analysis &amp; Community Walk &amp; Lesson Plan, Mathematics Learning Case Study, &amp; Mathematics Inquiry &amp; Lesson Plan.</p> <p>Interns use an individually administered survey on reading to determine individual, classroom, school, family, neighborhood, &amp; community variables that form the context of the learning environment.</p> <p>Interns observe, interview, &amp; reflect on students' math learning. Interns demonstrate competency through the Mathematics Learning Case Study.</p> <p>Classroom Management Plan – Students examine ways to create a physical and social environment to promote positive behavior in the classroom (e.g., rules, procedures, incentive systems).</p> <p>Portfolio Assignment: Classroom Environment– Students write an essay detailing how they maintain a safe and caring environment and how respect for each individual is established. This includes classroom management, teaching students respectful behavior, establishing situations in which students work with a variety of peers, requiring responsible behavior from the students, etc.</p> <p>Interns identify possible accommodations based on ability levels and cultural and linguistic needs of students in lesson plans for writing instruction. Interns demonstrate competency through the Writing Teaching assignment.</p>	<p>Portfolio Assignment: Communication– Interns collect examples of teacher communication/ collaboration with parents and/or community about student achievement. Examples: progress reports, phone calls, portfolios, conferences using student work samples. Interns document how input feedback was used to assist their students.</p> <p>Interns provide evidence of student participation in the development of a classroom community utilizing democratic principles. Evidence may consist of minutes of class meetings included in their portfolio.</p>

	<p>Interns participate in a community centered service learning project. Interns demonstrate competency through a Service Learning Project.</p> <p>Interns create service learning opportunities in light of nationally recognized standards of service learning. Interns demonstrate competency through the Social Studies Unit Plan.</p> <p>Interns design instruction in light of learners' classroom, school, family/neighborhood, community features. Interns demonstrate competency through the context of the classroom component of the Science Unit Proposal &amp; Project.</p> <p>Interns identify methods to remove structural teaching &amp; assessment barriers to promote equity and success for every student. Interns demonstrate competency through the final Multicultural Inquiry Project, Classroom Reflection Activity Assignment.</p> <p>Interns articulate ethical and reflective responses to social-cultural issues such as those involving families, student identities, language, etc. Interns demonstrate competency through the Socially Just Curriculum Presentation, Alternative Vision of Ideal Classroom for Students of Various Backgrounds assignment, Engaging All Students component of the Mid-Term Essay, final Multicultural Inquiry Project, &amp; the Socially Just Curriculum Presentation, Multicultural Research Paper.</p>	
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**What would be the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession?**

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence
<p><b>A. Informed by professional responsibilities and policies.</b> All students benefit from a collegial and professional school setting.</p> <p><b>B. Enhanced by a reflective, collaborative, professional growth-centered practice.</b> All students benefit from the professional growth of their teachers.</p> <p><b>C. Informed by legal and ethical responsibilities.</b> All students benefit from a safe and respectful learning environment.</p>	<p><i>Teacher demonstrates capacity to provide effective learning experiences.</i></p> <p>Incorporated in Classroom Management Plan.</p> <p>Interns collaborate to develop lesson plans. Interns demonstrate competency through the Community Walk &amp; Lesson Plan, &amp; Mathematics Mini Unit &amp; Analysis.</p> <p>Interns construct a position paper on reading comprehension instruction that is used to inform their Professional Growth Plan.</p> <p>Draft Professional Growth Plan</p> <p>Classroom Management Plan &amp; Positive Behavior Intervention Plan – The purpose of this project is to give students experience identifying problem behavior, analyzing the context in which the behavior occurs, developing an intervention based on information from the FBA and that is feasible for them to implement, and developing a monitoring system to evaluate student progress.</p> <p>Interns construct a white paper on a major issue in education where they are required to defend their position based on ethics, law, the history of education, &amp; the purpose of education.</p> <p>Interns participate in safety awareness demonstrations throughout the science education course.</p> <p>Interns reflect on their own philosophy for promoting equity &amp; social justice in learning communities. Interns demonstrate competency through the final Multicultural Inquiry Project, Multicultural Reaction Paper.</p> <p>Interns participate in an educational multicultural community event. Interns demonstrate competency through the Multicultural Community Event Assignment.</p>

1. Briefly summarize the changes in course content to meet the new standard criterion.  
 Science Concept Map project will require interns to address science standards.  
 Interns will integrate technology into instruction and demonstrate through the Socially Just Curriculum Presentation.  
 Interns provide an example of accommodations made to address ability, cultural, or linguistic backgrounds of their students. Evidence is provided in intern's portfolio.  
 Interns provide evidence of student participation in the development of a classroom community utilizing democratic principles. Evidence may consist of minutes of class meetings included in their portfolio.

Seminar classes will include reflective activities following guest speakers.

Unit planning will include differentiation of instruction.

Theory classes will include more standards based planning.

Content area classes will highlight differentiation of instruction that is responsive to cultural, developmental, and age needs.

Collaborative activities will include group/peer assessment.

2. Describe how the candidates will be prepared to generate, analyze and respond to student-based evidence.

Science interns participate in a collaborative process of generating, analyzing, and responding to student based evidence in the science ed student teaching seminar.

All other interns participate in a process of generating, analyzing, and responding to student based evidence in the assessment courses.

3. Indicate characteristics of field experiences.

A. Student teaching

--If student teaching occurs within one academic term: Number of weeks full-time student teaching

--If student teaching occurs over multiple academic terms:

Number of weeks of full-time student teaching 8 weeks

Number of FTE weeks of part-time student teaching\* 10 weeks

\*E.g., 2 days of student teaching for 10 weeks would be  $20 \text{ days} / 5 = 4 \text{ FTE weeks}$

B. Other field experiences

--Number of fieldwork hours required for admission to program 40 hours

--Number of other required fieldwork hours prior to student teaching

C. Describe the ways in which candidates are given opportunities to discuss/reflect on:

--Student teaching Reflection following each lesson taught, Reflective Seminar, portfolios

--Other fieldwork

4. Briefly describe PEAB involvement in redesign of the program.

PEAB members were updated on the progress toward the Standard V reapproval process.

PEAB Members requested better alignment between the positive impact piece of the portfolio and the positive impact requirements of the professional certificate.

5. Describe how P-12 partners have been involved in the implementation.

None to date

6. At this point, what appear to be the major issues and/or barriers that remain to be resolved before completion of implementation? What forms of assistance/support from OSPI and PESB would be helpful?

We would like very solid models of what OSPI is looking for in terms of student based evidence as the various grade levels.

We would like OSPI to provide a showcase of multiple portfolio models.