

Status Report on Student Learning Outcomes
Department of Instructional Development & Leadership
December 1, 2008

Initial Teacher Preparation Programs:

In July, 2007, the Office of Superintendent of Public Instruction (OSPI) and the Professional Education Standards Board (PESB) approved a set of standards for all teacher preparation programs in Washington state. These standards, which outline the knowledge, skills, and dispositions required of teachers. The Department of Instructional Development & Leadership is currently using these outcomes for aligning all of our initial teacher preparation programs (Undergraduate, MA with Certification, and Alternative Routes) and in our development of a unit wide assessment system. The standards cover four broad areas of teaching effectiveness and are listed below with their respective indicators:

Standard 5.1: Knowledge of Subject Matter and Curriculum Goals

- A. Content Driven.** All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.
- B. Aligned with curriculum standards and outcomes.** All students know the learning targets and their progress towards meeting them.
- C. Integrated across content areas.** All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.

Standard 5.2: Knowledge of Teaching

- A. Informed by standards-based assessment.** All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.
- B. Intentionally planned.** All students benefit from standards-based planning that is personalized.
- C. Influenced by multiple instructional strategies.** All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.
- D. Informed by technology.** All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.

Standard 5.3: Knowledge of Learners and their Development in Social Contexts

- A. Learner centered.** All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.
- B. Classroom/school centered.** Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.

C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.

Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

Standard 5.4: Understanding of Teaching as a Profession

A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.

B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.

C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.

Principal Program:

In 2002, the Washington State Board of Education (the decision making body prior to the establishment of the PESB) adopted the Interstate School Leaders Licensure Consortium (ISLLC) – a program of the Council of Chief State School Officers. These standards became law in September, 2004. Based on these initial standards, OSPI developed the following set of criteria that are now part of all principal programs in the state.

Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community:

- A. The candidate will be able to articulate purposes and rationale for a school vision and demonstrate how one develops the vision for a school.
- B. The candidate will be able to identify objectives and strategies to implement a school vision; to analyze how systems are affected by a school vision and suggest changes to an existing system; to use systems theory to understand the dynamics of change.
- C. The candidate will understand the principal's role as keeper of the vision; identify ways, including technology, to evaluate the match between vision and students within the learning community; understands how to use the vision to facilitate effective communication, to nurture and maintain trust, and to develop collaboration among stakeholders.

Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth:

- A. The candidate will understand theories of how
 - a. student learning is structured for understanding

- b. learning experiences are designed to engage and support all students in learning
 - c. assessment is used to direct learning
 - d. effective learning environments are maintained
 - e. students are prepared to live and work in our changing world
- B. The candidate will know how to use a continuous cycle of analysis and technology to ensure that all students have equitable opportunities to learn and to meet high standards.
- C. The candidate will understand the process for using data to create professional development systems; understand that professional development is embedded within a continuous learning process, including technology proficiency; know processes for effective use of School Improvement Plans to support professional development; know processes for coaching teachers and conducting staff evaluation using a professional growth plan to improve student learning

Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment:

- A. The candidate will understand how to use a continuous and repeating cycle of analysis for evaluating the effectiveness of school programs, systems, and examining school issues. The continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, using data to outline options for action, and implementing chosen action and gathering data to check progress and to judge effectiveness.
- B. The candidate will be able to demonstrate understanding of organizational theories and apply these to analyzing structures within a building that promote school safety, classroom and school-wide behavior management, and other site-specific issues; and demonstrate understanding of developmentally appropriate behavior expectations and discipline policies that are balanced with students' emotional and personal needs.
- C. The candidate will be able to demonstrate understanding of legal and ethical issues impacting school operations, bargaining and other contractual agreements, group process and consensus-building, and problem-framing and problem-solving skills necessary to the establishment of effective building-wide procedures.
- D. The candidate will be able to demonstrate understanding of procedures necessary to the management and maintenance of a clean and orderly learning environment; identify the responsibilities related to financial, human, and materials resources as required by state law, board policy, and employee contracts; engage in the creation or implementation of a School Improvement Plan to ensure responsible management of the resources.

Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- A. The candidate understands that parental support affects student success in school and that sustaining successful partnerships with parents is not easy; know the critical partnership issues that must be addressed, the barriers to success, and ways , including technology, to overcome them; demonstrates collaboration and partnership skills with diverse students and families in support of student academic performance.
- B. The candidate recognizes the diversity within the community; understands the complex characteristics of US ethnic, racial, and cultural groups; understands that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which students live and work; demonstrates understanding of the importance of all students having opportunities to participate in extra and co-curricular activities that are congruent with the academic and interpersonal goals of the school.
- C. The candidate recognizes the importance of funding and distribution of resources, including technology, to ensure that all students have equal opportunities to access learning; engages in the creation or implementation of a School Improvement Plan to obtain adequate resources; investigates potential community resources appropriate to the furthering of the Plan.

Standard 5: Through professional leadership by acting with integrity, fairness, and in an ethical manner.

- A. The candidate understands the standards, responsibilities, and indicators for the principal’s role in a democratic school; knows how to create a professional growth plan, identify needed growth, plan professional growth activities, and gather data to document that professional growth has led to improvements in school systems and increased student learning.
- B. The candidate understands the career expectation for working within legal; and moral frameworks; articulates one’s personal values and beliefs to guide actions; treats people fairly, equitably, and with dignity.

Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- A. The candidate understands the role of education in renewing a democratic society and the career expectation that the leader influence the larger political, social, economic, legal, and cultural context.

Instructional Leadership:

Beginning in summer, 2009, the department has established a master’s program for certified teachers who have recently completed their professional certification. The standards for the program are listed below with their specific outcome indicators following each standard:

Standard 1: An instructional leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- A. Demonstrates that he/she operates from a clear sense of purpose and belief that all students can learn
- B. Participates in collaboratively developing and reviewing the vision of the school
- C. Provides leadership in aligning resources to support the school vision
- D. Models behavior consistent with the vision of the school

Standard 2: An instructional leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- A. Ensures leadership in instruction
- B. Collaborates with others to develop an instructional program to support school improvement
- C. Considers diversity and equity in developing learning experiences
- D. Uses effective coaching models when interacting with and leading staff
- E. Models lifelong learning and encourages and leads staff development
- F. Uses multiple sources of information when assessing student performance

Standard 3: An instructional leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- A. Works effectively with school families
- B. Models community collaboration for staff
- C. Shows active involvement in outreach efforts to the larger community
- D. Participates in a well-defined and effective public relations plan

Standard 4: An instructional leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

- A. Treats people fairly, equitably, and with dignity and respect
- B. Demonstrates a personal and professional code of ethics
- C. Diplomatically honors confidentiality while promoting teacher growth
- D. Recognizes situations that break the professional code of conduct
- E. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- F. Supports the development of a caring community