

# Creating a Culture of Evidence-Based Practice: Professional Certificate

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# Typical Pro Cert Candidates

- 2-5 years of teaching
- Have established survival skills
- Teaching practices are still fluid...
- But are now driven less by conformity to an abstract “ideal” model and more by an eclectic search for anything that will help *their* students in *their* classrooms

# The Pro Cert Challenge:

How do we channel teacher professional growth toward practices centered on evidence of student learning?

# The teaching standards

- **The knowledge and skills for effective teaching which ensure student learning by:**
- (a) Using instructional strategies that make learning meaningful and show positive impact on student learning;
- (b) Using a variety of assessment strategies and data to monitor and improve instruction;
- (c) Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment;

# The standards

- (d) Designing and/or adapting challenging curriculum that is based on the diverse needs of each student;
- (e) Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members;
- (f) Integrating technology into instruction and assessment; and
- (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.

# The structure

- Pre-Assessment Seminar
- Core
- Culminating seminar

# What do we mean by evidence?

- Principle I: The *form* of the evidence will vary depending on the teacher's context
- However, the process is guided by “descriptions of practice”

## For example...

- Standard: *using instructional strategies that make the learning meaningful and show positive impact on student learning*
- To meet standard, there must be evidence that “Students practice explanations and illustrations for learning in a variety of ways. Students see, question, and interpret ideas from diverse perspectives.”

- Principle II: The evidence will focus on *student* behaviors rather than teacher behaviors
- Example: for the standard *using a variety of assessment strategies and data to monitor and improve instruction*, desirable evidence will show that “Students keep and review with their teacher records of their learning progress to identify *their own* specific needs for growth”

- Principle III: Evidence of “positive impact” is not limited to test scores
- For example, the standard *demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members* requires evidence that “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.”

# Beyond Pro Cert....

Properly implemented, the professional certificate provides evidence that teachers have the *capacity* to engage in evidence-based practice. How will the system ensure that this capacity is encouraged, supported, and deepened through the teacher's career?