

Comparison of Second Tier Teaching Certificate Process for Washington and Oregon

Washington Residency → Professional	Oregon Initial → Continuing
<ul style="list-style-type: none"> • Complete an approved program • Three standards, 17 criteria <ul style="list-style-type: none"> ◇ Effective Teaching ◇ Professional Development ◇ Leadership • Emphasis on “positive impact on student learning” • May pursue certificate as “certificate only” or part of a master’s degree • May use NBPTS to meet requirements • Master’s degree not required • No minimum teaching experience requirement; must be fully contracted to be eligible for admission to a program • Common program format and rubrics used by institutions 	<ul style="list-style-type: none"> • Complete an approved program • Ten Standards <ul style="list-style-type: none"> ◇ Curriculum Planning, Instruction, Classroom Management, Assessment, and Professionalism • Emphasis on “achieving student learning results” • May pursue license separate from or in conjunction with a master’s degree • May use NBPTS or doctorate in education to meet requirements • Master’s degree required • Teaching experience of at least half time for three years in Oregon • Seven points of agreement for institutions; common scoring guide

**Alignment of Washington Professional Certificate Standards
With Oregon Continuing Certificate Standards**

Washington	Oregon
<p>(a) The knowledge and skills for effective teaching which ensure student learning by:</p> <ul style="list-style-type: none"> (i) Using effective teaching practices, including classroom management; (ii) Using assessment to monitor and improve instruction; (iii) Establishing and maintaining a positive, student-focused, learning environment; (iv) Designing and/or adapting challenging curriculum that is developmentally appropriate; (v) Demonstrating cultural sensitivity in teaching and in relationships with students, parents, and community members; (vi) Using information about student achievement and performance to advise and involve students and families; (vii) Integrating technology into instruction and assessment; (viii) Informing, involving, and collaborating with parents and families as partners in the educational process instrumental to student success; and (ix) Employing democratic principles in instruction. 	<ul style="list-style-type: none"> (1) Candidates assess knowledge and skills of students in relation to long-term content goals and district standards, and determining the knowledge and skills each student needs to accomplish them. (2) Candidates design instructional plans that incorporate knowledge of students' developmental levels, interests, abilities, and learning accomplishments consistent with content goals and district standards (3) Candidates establish a classroom climate conducive to learning, e.g., positive classroom management, a safe and developmentally appropriate environment, efficient organization of time and materials, and effective transition (4) Candidates implement instructional plans that employ knowledge of subject matter and use research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures, and encourage parent participation (5) Candidates collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and to their families, if needed to promote student learning (7) Candidates document and report the progress of students in achieving content goals and district standards
<p>(b) A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:</p> <ul style="list-style-type: none"> (i) Evaluating the effects of his/her teaching through feedback and reflection; (ii) Designing and implementing professional growth programs, including new directions in career development and goals; and (iii) Remaining current in subject area(s), theories, practice, research and ethical practice. 	<ul style="list-style-type: none"> (6) Candidates evaluate student progress in learning, refine plans for instruction, and establish alternative goals or environments for learning when necessary (8) Candidates use emerging research on teaching, learning and school improvement to enhance practices
<p>(c) A successful candidate for the professional certificate shall demonstrate leadership that contributes to the improvement of the school, community, and the profession by:</p> <ul style="list-style-type: none"> (i) Participating in activities within the school community to improve curriculum and instructional practices; (ii) Participating in professional and/or community organizations; (iii) Advocating for curriculum, instruction, and learning environments which meet the diverse needs of students; (iv) Demonstrating communication skills and/or strategies that facilitate group decision making; and (v) Participating collaboratively in school improvement activities. 	<ul style="list-style-type: none"> (9) Candidates participate in designing, evaluating, and improving opportunities for teaching and learning in an educational institution. (10) Candidates collaborate with one's colleagues to enhance job performance and advance teaching as a profession.