

### Vision Statement

The Washington Education Association (WEA) Teacher Residency Program envisions increased visible representation of teachers who mirror Washington State’s diverse learners and communities, who are highly qualified and reflective, “classroom ready” educators that can prepare and deliver effective education programs and inclusionary educational opportunities for all students in the State of Washington.

Our vision is for program staff and residents to experience the kind of rigor and joy that results in creating passionate, vibrant educators who celebrate students every day.

### Mission Statement

The Washington Education Association (WEA) Teacher Residency Program provides individualized pathways to certification, preparing educators, who are a reflection of Washington’s diverse learners and communities, to serve and advocate for students while disrupting and dismantling institutional systems that cause harm to students and teachers; ensuring educator credence and excellence through application-based learning that centers inclusive, equitable practices, and prioritizes student/family centered asset-based approaches that culminate in student success.

### Core Values



The WEA Teacher Residency Program believes in a diverse, inclusive, and equitable school community, where all students, families, and educational stakeholders work collaboratively to uphold students’ rights and dignity and to dismantle unjust inequitable practices, by supporting residents’ use of culturally responsive teaching methods and scientific pedagogy. Providing a

quality education prepares students to actively participate in a complex and interconnected society and creates individual pathways to postsecondary success.



## Collaboration and Connection

We believe in cultivating collaborative practices, where educators develop connections with our stakeholders through collectively questioning, adapting, drawing upon the expertise of experienced educators, students and their families, and by supporting one another.



## Reflection

We believe that a culture of reflective practice and assessment create a strong foundation for continuously improving teaching and learning. Reflective thinking leads educators to act deliberately and intentionally, rather than randomly and reactively.



## Impact

We believe what educators “do” or “do not do” in the school setting directly relates to the success of our students’ social, emotional, and academic learning. As role models, the interactions that educators have with students impact the way that students see and feel about themselves for the rest of their lives.



## Strategic and Intentional Instruction

We believe educators are the duty bearers of the educational system and must have a mindset that presumes competence, maintains high expectations for student achievement, and allows for the continued work of learning about quality education, as it relates to the intentional delivery of scientific pedagogy and the art of teaching.

In addition, we believe in adopting adult-learning theory strategies in our residency model of instruction to implement equitable and culturally responsive teaching practices, Universal Design for Learning (UDL), Culturally Competent Diversity Equity and Inclusion (CCDEI) standards, Special Education Competency standards, and pedagogical approaches that engage and empower all residents to learn.



## Student and Family Centered

We believe that every student has a fundamental right to belong, to engage in cognitively rich and motivating learning experiences, and to meaningfully participate in the general education environment and the broader community. Educational experiences should be centered around students’ unique personal and cultural strengths, family, and community, with educators holding the responsibility to include student and family voice in identifying relevant and meaningful educational experiences.



## Dignity and Integrity

We believe that every student and educator brings funds of knowledge to the learning environment, where individual voices are honored, respected, and embraced. All students are entitled to a quality education, free from biased beliefs that removes educational barriers, honors human diversity, and presumes competence, with empathy and kindness. As a result, acting with integrity and advocating for justice become a way of life.