EVERGREEN

THE EVERGREEN STATE COLLEGE

Master in Teaching

PROGRAM REVIEW REPORT

Professional Certificate Program

Submitted September 21, 2007

by

Dr. Sherry Walton, Director

Acknowledgements

The MIT Program is indebted to the following people for their generous and thoughtful attention to the development of this report!

Eric Hargrave – Webmaster Extraordinaire

Maggie Foran, Sonja Wiedenhaupt, Anita Lenges, Scott Coleman and PEAB members – Reviewers, Editors, Consultants

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INTRODUCTION

In 2002, the Evergreen State College Professional Education Advisory Board, the Director, faculty and staff of the Master in Teaching Program, and administrators from throughout the college worked together to develop and submit for approval a plan for a Professional Certificate Program (Appendix A). The plan was submitted to the State Board of Education and approved at the March 19-21, 2003 State Board of Education meeting (Appendix B). The MIT director was designated as the Program Administrator of the Professional Certificate Program. Professional Certificate Program classes are administered through the Master in Teaching program and offered under the umbrella of Extended Education at Evergreen, which is responsible for registering students and collecting fees.

Evergreen's program was designed with the two original ideals of Professional Certification in Washington State in mind. First, that teachers should carefully assess their professional practices after 2-4 years of teaching and then, in close collaboration with representatives from their school, district and the college, focus on 2-4 areas of professional growth that would be of most benefit to themselves and their students. Second, recognizing the importance of a systematic assessment of teacher skills and knowledge, that teachers should complete a portfolio with meaningful and convincing evidence of all-around competence. In addition, because of Evergreen's strong commitment to social justice issues, the program design included a "summer seminar" in which early career teachers would work together to assess and improve their own capacities to foster social justice in their classrooms.

Evergreen's program consists of 3 credits of pre-assessment seminar, which focuses on self-assessment and the development of the professional growth plan, 10 credits of core, which includes 4 credits of summer seminar and 6 credits uniquely designated by each teacher's professional growth plan, and 2 credits of culminating seminar, which focuses on putting together an electronic portfolio to demonstrate mastery of all twelve of the professional certificate criteria.

Evergreen's program uses a cohort model. The first cohort began in April 2003 and completed the culminating seminar in June 2004. Since then cohorts have begun in April 2005, January 2006, and January 2007. Regular MIT faculty (which includes the MIT director) have taught the pre-assessment seminar, summer seminar, and culminating seminars with some assistance from experienced K-12 practitioners (specifically, K-12 teachers and administrators have assisted in reviewing portfolios and, in Winter 2007, assisted in teaching the pre-assessment seminar).

As Professional Certification in Washington has evolved, Evergreen's program has also evolved. When the decision was made that all programs would offer at least 3 credits of pre-assessment seminar, Evergreen's program added a third credit to its pre-assessment seminar. When the Professional Certificate criteria were revised, Evergreen's portfolio requirements changed accordingly. And, as representatives from all the colleges offering Professional Certificate Programs across the state have met to build consensus and respond to changing mandates, Evergreen's Professional Certificate Directors (originally Dr. Scott Coleman and currently Dr. Sherry Walton) have been involved.

Table 1 provides information about the number of candidates who have enrolled in each cohort since 2003, the number of Advance Track participants, the number of candidates who have

completed the Professional Certificate, and the number who are still working on their Professional Growth Plans and portfolios.

TABLE 1

PROFESSIONAL CERTIFICATE CANDIDATES' ENROLLMENT AND COMPLETION

Start Date	Regular	Advance Track	Completed by 8/23/07	Still Enrolled	Dropped
4/12/03	6	1	7	0	0
4/02/05	10	5	10	4	1
1/07/06	9	1	4	5	1
1/08/07	8	3	2 (Advance Track – others not expected to complete until 2008)	9	0
Totals	**33**	**10**	**23**	**18**	**2**

STANDARD I

PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB) – PROFESSIONAL CERTIFICATION FOR TEACHERS
WAC 181-78A-515(1)

Introduction. The Master in Teaching Program's Professional Education Advisory Board (PEAB) serves as the professional advisory board for Evergreen's Professional Certificate Program. Beginning with planning the first pilot Professional Certificate Program that began in April 2003 and recommending its approval to the State Board, the PEAB has approved, provided feedback about, and reviewed reports about the program. Professional Certificate faculty and staff and members of the PEAB meet regularly, share important information, insights, and suggestions, and work collaboratively.

Extensive data that provides evidence for each criterion of the <u>entire</u> PEAB standard is available in the Evidence Room and at <u>http://www2.evergreen.edu/wikis/teacheraccred/index.php?title=Standard_I</u>.

The summary below refers specifically to the PEAB as it relates to the Professional Certificate Program.

The PEAB:

- was established in accordance with WAC 181-78A-209 (see link to Standard 1 above for full documentation)

- participated in the development of the professional certificate program and recommended approval of the proposed program prior to its submission, as evidenced in Appendix A, Professional Certificate Program Materials Approval page 6, and in The Evergreen State College Teacher PEAB Report, 2002-03, in the summaries of minutes for January 9, 2003 and March 6, 2003 (<u>http://www.evergreen.edu/mit/accred2007/PEAB/PEAByearlyreports/peab_2003_supp.doc</u>)

- reviewed the annual summaries on the status of all candidates as documented in the PEAB minutes for May 17, 2007 and May 18, 2006 (<u>http://www.evergreen.edu/mit/accred2007/PEAB/agendasminutes/minutes0506.doc#standardVI</u>)

  (<u>http://www.evergreen.edu/mit/accred2007/PEAB/agendasminutes/minutes0507.doc#standardVI</u>)

- made no recommendations for changes in the ProCert program.

Based on our evaluation of the data supplied in this report, on the MIT Accreditation web page, and in the Evidence Room, the ProCert program meets or exceeds standard for criteria in Standard I.

STANDARD II

ACCOUNTABILITY – PROFESSIONAL CERTIFICATION FOR TEACHERS
WAC 181-78A-515(2)

Introduction: The program administrator and faculty for the Professional Certificate Program at The Evergreen State College have, each year since the program's inception, attended state meetings and carefully reviewed and implemented the requirements for the Professional Certificate Program. The structure, content, and expectations of the current program are derived from OSPI's *Professional Certification Handbook.* Program evaluations, conversations with cohort members, and information from follow-up surveys are used to make improvements in the program.

1) <u>Submission for approval of performance-based program:</u> The Evergreen State College submitted a plan for the Professional Certificate Program to the State Board of Education in March 2003 (Appendix A). Evergreen's ProCert program for teachers includes the program components specified in WAC 181-78A-535, as outlined below.

   - Our Program Application form and Certification File Review ensure that people admitted to the program meet eligibility requirements (Appendix C). The Certification Officer maintains complete files in her office on program participants. Each person's file includes:
     - ➢ a copy of a valid Washington teaching certificate,
     - ➢ verification of the completion of provisional status employment or statement to support entry into the program from the candidate's employer,
     - ➢ applicable transcripts,
     - ➢ documentation of the successful completion of the Pre-Assessment Seminar and an approved Professional Growth Plan,
     - ➢ documentation that all required competencies in WAC 180-78A-540 have been demonstrated,
     - ➢ completed and signed Professional Growth Records, and,
     - ➢ documentation of the successful completion of the Culminating Seminar

   - The program was made available to all qualified candidates by including an Advance Track option for qualified applicants (Appendix D).

   - The program was developed in conjunction and with the approval of the PEAB for the MIT program at Evergreen, which also serves as the PEAB for the ProCert Program. Please see Appendix A, Professional Certificate Program Materials Approval page 6, and The Evergreen State College Teacher PEAB Report, 2002-03, in the summaries of minutes for January 9, 2003 and March 6, 2003 http://www.evergreen.edu/mit/accred2007/PEAB/PEAByearlyreports/peab_2003_supp.doc

   - As evidenced in syllabi (Appendix E) and Professional Growth Plans available in the Evidence Room, the program uses the descriptions of practice related to the criteria for the professional certificate.

   - Information in our publication, *Professional Certificate Program* (Appendix D) and in syllabi for the 2007, 2006, and 2005 cohorts indicate that Evergreen's ProCert

Program meets the stipulations under WAC 181-78A-535(d) of Program Design for Teachers.

➢ Our information publication states, "The Professional Certificate Program starts with a Pre-Assessment Seminar (3 credits) and typically concludes approximately a year and a half later with a Culminating Seminar (2 credits). Between the Pre-Assessment and Culminating Seminars is the program "core" consisting of a 4-credit Summer Seminar and 6 additional credits that have been approved by the professional Growth Team. The majority of work for all three seminars takes place on Evergreen's Olympia Campus. The additional 6 credits can be taken at any college or university, or, if approved and transcriptable, through a school district, ESD, or other professional organization." Additional information in this publication provides specific details about the purpose and content of each seminar, as well as information for candidates with five or more years of out-of-state experience. Each cohort follows this outline of experiences.

➢ The syllabi (Appendix E), provide clear documentation that the Pre-assessment Seminar guides participants to evaluate their teaching strengths and areas for growth through self-evaluation, feedback from the Professional Growth Team, teaching experiences, context within which the candidate teaches, and evidence, using the Descriptions of Practice, of how the candidate positively impacts student learning. The candidates use this information to evaluate the *Three Standards and Twelve Criteria for Professional Certification*, and to determine two or three focus areas for development in their Professional Growth Plans. The college instructor reviews the candidates' Professional Growth Plans, provides feedback and advice, and meets with the candidates and their Professional Growth Teams to finalize and approve the plans. The Professional Growth Plans are written using the forms in the *Professional Certification Handbook* provided by OSPI, thus meeting the criteria outlined in WAC 181-78A-535.

➢ The Culminating Seminar for each cohort is scheduled approximately a year and a half after the conclusion of the Pre-Assessment Seminar (this scheduling was finalized in 2006). Candidates spend the majority of the quarter finalizing their portfolios and providing documented verification of the completion of their PGP studies. The college representative, a peer in the program, and a public school teacher or administrator designated by the college representative review and evaluate the portfolios. As stated in the syllabi for the Culminating Seminars for 2006 and 2007, "The peer and outside reviewers will evaluate portfolios to determine if they show evidence of effective teaching (criteria 1-7), professional development (criteria 8-10), and professional contributions (criteria11-12) that are consistent with the definitions of the 12 criteria and the "at standard" descriptions in the *Descriptions of Practice* document. If a portfolio is found to be "incomplete" (that is, it lacks sufficient evidence), specific feedback will be given for improvement by June 16. The portfolio can then be resubmitted for review by June 30 for review. For portfolios not approved as complete by June 30, an additional charge of $150 will be assessed for a later review." Please see *Professional Certificate Portfolio Review Forms* in the Evidence Room for further documentation.

2) <u>Documentation of PEAB involvement:</u> Please see the third bullet under # 1 above for documentation that the PEAB participated in and approved the proposal for the Professional Certificate Program.

3) <u>Professional Certificate Administrator:</u> The Program Administrator's position is held by the Director of the Master in Teaching Program, currently Dr. Sherry Walton, who taught the Pre-Assessment Seminar in 2007. Dr. Scott Coleman, the previous MIT Director and administrator of the Professional Certificate Program, taught all Pre-Assessment and Culminating Seminars in 2003, 2004, 2005, and 2006. He also taught a Culminating Seminar in 2007.

4) <u>Program Administrator's responsibilities:</u> The program administrator has responsibility for the following:
   - Regularly communicating with and responding to the PEAB and the Master in Teaching Program core faculty with regards to the Professional Certificate Program
   - Overseeing admissions to the program, including reviewing and updating application materials
   - Advising applicants and candidates about the program and about the professional certificate itself
   - Development and implementation of the core program elements, including the creation of the professional growth plan during the pre-assessment seminar, the creation and assessment of the portfolio throughout the program, and the overall design of the pre-assessment seminar, culminating seminar, and summer seminar
   - Maintaining records of all candidates
   - Serving as the contact with OSPI to stay current on the Professional Certificate
   - Coordinating with the various units on campus on any financial issues affecting the program, in particular, the Associate Vice President for Academic Budget and Finance Planning, and the Dean of Extended Education
   - Selecting and advising instructors for the pre-assessment seminar, culminating seminar, and summer seminar

   The Master in Teaching Program's two professional support staff – a Field Experience Officer and a Certification Officer – as well as the Graduate Program secretaries, and staff in Extended Education, support the program administrator, and the program. The Field Experience Officer assists in recruiting and advising applicants, gathering and reviewing applications to the program, and registering candidates for the classes. The Certification Officer advises current students about certification regulations and applications procedures, coordinates with OSPI and ESD 113 in issuing the professional certificate, stays current on certification rules and changes affecting professional certification, and maintains a written file on each candidate and graduate.

5) <u>Admissions criteria:</u> Please see the first bullet under #1 above for admissions criteria.

6) <u>Successful demonstration:</u> As stated above, the syllabi for cohorts in 2006 and 2007 clearly reference, and the program abides by, the stipulations in OSPI's *Professional Certification Handbook* for determining that candidates have successfully demonstrated the standards and criteria for the Professional Certificate. Also, please see the completed *Professional Certificate Portfolio Review Forms,* as well as sample portfolios,

in the Evidence Room.

Positive Impact on Student Learning: Faculty teaching the program, and candidates, understand the meanings of "positive impact on student learning." From its beginning in 2003, the program has required an *Impact on Student Learning Project* (see Teacher Professional Certificate Program Annual Report; syllabi from 2005, 2006, and 2007; and candidate portfolios in the Evidence Room). This project allows candidates to demonstrate a positive impact on student learning as described in WAC 181-78A-010(8): "A positive impact on student learning means that a teacher through instruction and assessment has been able to document students' increased knowledge and/or demonstration of a skill or skills related to the state goals and/or essential academic learning requirements."

In a sense, the project is a small classroom-based, action research project. The candidate selects three to five students to follow during the implementation of a curriculum unit that is clearly aligned with specified EALRs, GLEs, and/or Frameworks. Candidates pre-assess student knowledge and conceptions; use that information to inform instruction; then teach and employ formative and summative assessments. Using data from the students identified, the candidates assess the effectiveness of the unit for each student, and use the data to draw conclusions, plan next steps, and reflect on her/his impact on student learning.

When OSPI articulated student behaviors (Descriptions of Practice - DOP) that demonstrated that students had been positively impacted by the teacher's instruction and assessment, the *Impact on Student Learning Project* was adjusted to include the use of DOP's in candidates' reflections. Current and future cohorts will also be asked to ensure that their students can articulate the learning goals, steps toward the goal and resources available, and the perceived value of what was to be learned.

Use of Data: Program evaluations were collected at the end of the program in 2006 and 2007. The cohort that began in January 2007 will not complete the Culminating Seminar until June 2008. In addition, a survey was sent to all teachers who had enrolled in the program in 2003, 2005, and 2006 (no cohort was started in 2004). A database of the areas candidates addressed in their Professional Growth Plans is maintained and used to track areas of emphasis.

PGP Data Base: Table 2 provides information about the criteria candidates from 2005-2007 selected for improvement for their Professional Growth Plans. The area most frequently chosen for improvement was Standard 1(b) "Using a variety of assessment strategies and data to monitor and improve instruction; 57% of the candidates sought to improve their skills in this area. The second most frequently selected area was Standard 1(f) "Integrating technology into instruction and assessment" (46%), and the third most frequent was Standard 1(a) "Using instructional strategies that make learning meaningful and show positive impact on student learning" (32%). During this time period, no one chose to focus on Standard 2(a) or on criteria in Standard 3.

The number of areas chosen for development in the Professional Growth Plans decreased between 2005 and 2007. In 2005, for example, most candidates selected three or four criteria to address, with one person choosing five and another seven. In 2006, the norm was three areas, with one person choosing to improve in four areas. By 2007, all candidates chose to focus deeply on two criteria. Verbal feedback from the

2007 cohort members, as well as their pre-assessment work, indicated that, based on the Descriptions of Practice, they and their Professional Growth Teams were satisfied that their evidence of having demonstrated competence on the three standards and twelve criteria justified the selection of two areas for focus.

TABLE 2

PROFESSIONAL GROWTH PLAN FOCI
2005-2007

Cohort	Last Name	Status	1a	1b	1c	1d	1e	1f	1g	2a	2b	2c	3a	3b
4/05	Akin	Completed		▓				▓			▓			
4/05	Allen	Completed	▓	▓	▓	▓		▓				▓		
4/05	Baker	In program	A.T.											
4/05	Baker	Completed	A.T.											
4/05	Bennett (De Leon)	Completed	A.T.											
4/05	Cooper	Completed			▓			▓				▓		
4/05	Dorwin	In program	A.T.											
4/05	Excell-Rehm	Completed	A.T.											
4/05	Gudger	Dropped 5/05												
4/05	Gunther	In program		▓		▓		▓						
4/05	Lyons	Completed	▓	▓				▓	▓					
4/05	Menichelli	Completed		▓			▓	▓				▓		
4/05	Parker	Completed		▓				▓				▓		
4/05	Trejo	Completed	▓	▓					▓					
4/05	Wilson-Peterson	In program	▓					▓						
1/06	Casler	In program		▓								▓		
1/06	Chandler	In program					▓	▓	▓					
1/06	Goings	Withdrew after Pre												
1/06	Kaiyala	Completed						▓				▓		
1/06	Lavold	In program												
1/06	McKaughan	In program				▓			▓			▓		
1/06	O'Donnell	Completed						▓						
1/06	Samson	In program		▓		▓								
1/06	Schriner	Completed	▓	▓							▓			
4/06	Whittaker	Completed		▓		▓		▓				▓		
1/07	Cruikshank	In program	▓									▓		
1/07	Curtiss	In program	▓					▓						
1/07	Eliot	In program		▓	▓									
1/07	McFadden	In program	A.T.											
1/07	Payseno	In program	▓											
1/07	Phillips	Completed	A.T.											
1/07	Shearard	Completed	A.T.											
1/07	Simenstad	In program		▓		▓								
1/07	Stine	In program				▓			▓					
1/07	Vander Lugt	In program		▓		▓								
1/07	Wold	In program		▓				▓						

Program Evaluation: Fifteen teachers, five of who were in the Advance Track, enrolled in the 2005 Pre-Assessment Seminar. Ten completed the program by August 23, 2007, four are still working on their PGP's and portfolios, and one person dropped the program. Eight of these teachers completed a program evaluation.

Ten teachers, one of who was in the Advance Track, enrolled in the 2006 Pre-Assessment Seminar. Four completed the program by August 23, 2007, five are still working on their PGP's and portfolios, and one person dropped the program. Eight of these teachers completed a program evaluation.

Table 3 provides a summary of information gathered from the program evaluations. The original evaluations are in the Evidence Room.

TABLE 3
SUMMARY OF PROGRAM EVALUATIONS

QUESTION	2006	2007
How useful was your Professional Certificate program to you as a means to your continuing growth as a teacher?	Very Useful - 1 Useful - 7	Very Useful - 3 Useful – 4 Somewhat useful - 1
RATE YOUR SATISFACTION WITH EACH OF THE FOLLOWING:		
• Pre-Assessment Seminar	Very Satisfied - 5 Somewhat Satisfied - 3	Very Satisfied - 6 Somewhat Satisfied – 1 Not Satisfied - 1
• Summer Seminar	Very Satisfied – 3 Somewhat Satisfied – 2 Not Satisfied – 3	Very Satisfied – 1 Somewhat Satisfied – 4 Uncertain - 1 Not Satisfied – 2
• Core Classes and Activities	Very Satisfied – 5 Somewhat Satisfied – 2 No Response – 1	Very Satisfied – 8
• Culminating Seminar	Very Satisfied – 6 Somewhat Satisfied – 2	Very Satisfied – 6 Somewhat Satisfied – 1 Not Satisfied - 1
How strongly would you recommend the Evergreen Professional Certificate Program to a colleague?	Highly Recommend - 8	Highly Recommend – 7 Mildly Recommend - 1

Each question used a four point scale from "not useful" to "very useful" for the first question; from "not satisfied" to "very satisfied" for questions about satisfaction; and from "not recommend" to "highly recommend" for the last question.

In the 2006 evaluations, five people commented on the value of creating a Professional Growth plan and taking time to evaluate and improve their teaching; two people commented favorably on the technology aspect of the program. One person felt pressured to complete the PGP while also teaching; two people had concerns about the summer seminar; and some commented on needing more clarity about the final portfolio.

In the 2007 evaluations, four people commented on the importance and relevance of examining one's teaching and planning for improvement; two people commented on the challenge of the technology aspect of the program; one person felt more options should be available in place of the summer seminar.

Follow-Up Survey: Despite contacting all participants who enrolled in 2003, 2005, and 2006 three times by email, only five people completed the survey. This could be because the 2005 and 2006 program completers submitted program evaluations at the end of their programs.

Those who responded commented favorably on the organization and length of the program. Several people also commented favorably on the faculty member's flexibility, skill, and availability during the year to offer feedback. The complaints focused on the duplication for MIT graduates of information in the Summer Seminar and on the rigor of the state's requirements given that those who finish the program receive no compensation. Please follow this link to see the full text of the comments (http://www.evergreen.edu/mit/accred2007/procert/survey/procertsurcom.doc)

Program Changes Based on Feedback: After reading the 2006 evaluations and talking with program participants, Dr. Coleman concluded that he needed to be more specific about the content and structure of the portfolios. He commented that the 2007 feedback indicated that he had been successful in ensuring greater clarity. Based on her conversations with teachers who enrolled in the 2007 Pre-Assessment Seminar, program evaluations, and the surveys that were returned, the current program administrator, Dr. Walton, intends to:
- o talk with the faculty about the nature of the Summer Seminar to determine if any changes are necessary, and,
- o consider the extent to which the demands of learning how to use e-portfolios and web-based portfolios support, or hamper, work for the Culminating Seminar.

7) Please see Standard 1 above for the link that documents that an annual summary of the status of all candidates in the program is submitted annually to the PEAB.

8) Please see Standard 1 above for links to PEAB minutes and conversations about the Professional Certificate Program.

9) The State Board of Education did not request on on-site review. Documentation for the current review is available in the Evidence Room and at http://www2.evergreen.edu/wikis/teacheraccred

Based on our evaluation of the data supplied in this report, on the MIT Accreditation web page, and in the Evidence Room, the ProCert program meets or exceeds standard for criteria in Standard II.

STANDARD III

RESOURCES – PROFESSIONAL CERTIFICATION FOR TEACHERS
WAC 181-78A-515(3)

1) Qualified Administrator and Faculty: The administrators and faculty are highly qualified and dedicated educators who model best practices in assessment and teaching. Support for this assertion is most clearly obvious in the program evaluations, which can be seen in the Evidence Room. The previous and current program administrators, who also teach in the program, hold terminal degrees, have been teachers in K-12 schools, and regularly attend OSPI meetings for ProCert administrators. Visiting educators hired to teach in the program and/or to evaluate final portfolios hold at least the master's degree and are practicing or recently retired public school teachers or administrators. Résumé's for Scott Coleman, Sherry Walton, Gery Gerst, and Chris Sharp may be seen at http://www2.evergreen.edu/wikis/teacheraccred/index.php?title=Standard_III_Criteria_B%283%29   Lester Krupp's resume' is at http://www.evergreen.edu/mit/accred2007/unit/resumes/krupp_resume.doc

    The Evergreen State College is, first and foremost, an institution that is about teaching and learning. Educators come to Evergreen because they know that supporting learning is what the college is about. ProCert faculty, like MIT faculty, are dedicated to creating learning experiences that reflect what Evergreen's first president, Charles McCann, envisioned when he said:

    > We hoped to outline an environment which stimulates the learning process, encourages the student to come to grips with his mind and ideas . . . . , expects him to know not only the facts but how they are found, how to deal with them and how to articulate them. . . . We assumed that the most valuable service a college can offer a student is to initiate a process of continuing learning: by preparing him with the methods of learning and experimentation, by encouraging independence in pursuing inquiries that interest and motivate him, by providing him with resources to test his knowledge and ability (Archives, The Evergreen State College).

    The faculty are skilled at creating learning experiences that support candidates in aspiring to McCann's vision. An essential aspect of those learning experiences is the process of self-evaluation – all faculty and candidates regularly review, assess, and critique their work.

2) Fiscal records for 2005, 2006, and 2007 follow. The Professional Certification Program is funded through candidates' tuition payments, applications fees, and through institutional support in terms of secretarial support, support from Extended Education, and library and computer support. When the program administrator teaches the Pre-Assessment or Culminating Seminar, his/her salary is included in the budget for the Master in Teaching Program. This is also true when MIT's Field Placement Officer and Certification Officer provide services.

	Period Ending Jun 30, 2007, as of Sep 06, 2007	
Account	**Account Title**	**FY07/PD14 Year to Date**
52501	Application Fees	90.00
52504	Administration Fees	1,335.00
5706	Other Revenue	4,623.00
61225	Part-Time/Faculty/Other	1,300.00
61227	Part-Time/Faculty/Temporary	250.00
6201	OASI	117.96
6204	TIAA/CREF	24.77
6210	Medical Aid	1.46
6211	Industrial Insurance	2.01
723101	Office Supplies	233.42
723120	Miscellaneous Supplies and Material	90.00
723601	Duplicating Copy Center	483.50
725104	In-State Private Auto Mileage	285.67
Report Total (of all records)		3,259.21

	Period Ending Jun 30, 2006, as of Sep 06, 2007	
Account	**Account Title**	**FY06/PD14 Year to Date**
52504	Administration Fees	3,173.00
5706	Other Revenue	2,937.00
61215	Full-Time/Faculty/Other	750.00
61225	Part-Time/Faculty/Other	200.00
61227	Part-Time/Faculty/Temporary	1,275.00

6146	Student/On-Campus/Institutional	1,395.60
6201	OASI	168.33
6204	TIAA/CREF	198.35
6210	Medical Aid	10.45
6211	Industrial Insurance	13.07
723101	Office Supplies	29.43
725104	In-State Private Auto Mileage	48.96
725107	In-State Other	26.31
725201	Out-Of-State Subsistence, Lodging	366.68
725202	Out-Of-State Air Transportation	211.80
Screen total		1,416.02

Period Ending Jun 30, 2005, as of Sep 06, 2007

Account	Account Title	FY05/PD14 Year to Date
52504	Administration Fees	1,695.00
5702	Investment Income-Local	10.66
5706	Other Revenue	3,678.00
6146	Student/On-Campus/Institutional	702.00
6210	Medical Aid	3.94
6211	Industrial Insurance	4.46
723101	Office Supplies	154.25
723604	Printing Off-Campus	52.87

3) The same resources are available to candidates in the Professional Certificate Program as to the candidates in the MIT Program, such as library, computer, and media resources. Please see Standard III K (9): Unit Facilities in the *Institutional Report for Program Re-approval* for information about, and links to, resources.

Based on our evaluation of the data supplied in this report, on the MIT Accreditation web page, and in the Evidence Room, the ProCert program meets or exceeds standard for criteria in Standard III.

STANDARD IV

PROGRAM DESIGN – PROFESSIONAL CERTIFICATION FOR TEACHERS
WAC 180-78A-535

Introduction: As stated earlier, the design of the Professional Certificate Program at The Evergreen College draws from specifications found in WAC 180-78A-535 and OSPI's *Professional Certification Handbook.* In addition to the Pre-Assessment Seminar, Professional Growth Plan and related activities, the Culminating Seminar, and successful demonstration of the candidates' abilities to provide documentation about the Three Standards and Twelve Criteria as well as positive impact on student learning, the program requires a Summer Seminar at Evergreen. This seminar addresses current and critical issues in education in relation to Criteria 5, cultural sensitivity, and Criteria 11, advocating for the diverse needs of students. This seminar reflects the commitment of Evergreen, the Master in Teaching Program, and the Professional Certificate Program to examine and address the needs of the diverse students who attend public schools in our country.

1a. & 1b. Please see comments in this report under Standard II (1) & (4) concerning evidence that candidates hold appropriate contracts and have taught for the required period of time for admission to the program. The Certification Officer, Maggie Foran, keeps complete files in her office on each program participant.

2 – 10. Standard II (1) above outlines the structure and content of the Professional Certification Program. Syllabi for 2005, 2006, and 2007 are available in Appendix E. These syllabi document the program's careful adherence each year to the standards that governed the program, as well as changes in the program as the state evolved the requirements and guidelines. All of the criteria in the rubric MET column for items 2 through 10 of the Approval Standards for the Professional Certificate may be verified by perusing the syllabi for the Pre-Assessment and Culminating Seminars, and by reading candidates' Professional Growth Plans, and the Professional Certificate Program Portfolio Review evaluations available in the Evidence Room.

Based on our evaluation of the data supplied in this report, on the MIT Accreditation web page, and in the Evidence Room, the ProCert program meets or exceeds standard for each criterion in Standard IV.

STANDARD V

KNOWLEDGE AND SKILLS – PROFESSIONAL CERTIFICATION FOR TEACHERS
WAC 181-78A-540

All of the knowledge and skills outlined in the MET column of the Professional Certificate rubric for program approval are demonstrated through syllabi and assignments, candidates' web portfolios, and the rubrics used to evaluate the portfolios. Syllabi and assignments can be found in Appendix E of this report. The other sources of documentation will be available in the Evidence Room during the site visit.

Based on our evaluation of the data supplied in this report, on the MIT Accreditation web page, and in the Evidence Room, the ProCert program meets standard for each criterion in Standard V.

APPENDICES

Appendix A – Professional Certificate Program Approval Materials

Appendix B – State Board of Education Approval for the Professional Certificate Program at The Evergreen State College

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Professional Certificate Program Approval Materials

Submitted to the
<u>Washington State Board of Education</u>

By

<u>The Evergreen State College</u>

Scott Coleman, Director
Master in Teaching Program

March 2003

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The Evergreen State College

Overview

Introduction

The Evergreen State College Professional Certificate Program is an integrated 15-credit program that begins with a Pre-Assessment Seminar and ends with a Culminating Seminar. Typically the program would be completed in one to two years. Between the Pre- and Culminating Seminars, candidates complete a Core that utilizes a variety of educational experiences that meet the guidelines established for the candidate during the Pre-Assessment Seminar (as documented in the Professional Growth Plan). One unique feature of the Evergreen program is the requirement that all candidates attend a Professional Certificate Summer Seminar as part of the Core.

As required by state guidelines, the Professional Certificate Program is performance-based and, accordingly, assessment-based. The assessment process makes use of the ten state-developed Performance Indicators that cumulatively assess the 17 Professional Certificate criteria (WAC 180-78A-540).

Candidates are formally admitted to the program after their second year of teaching (or later); they can complete the Pre-Assessment Seminar component before that time. Candidates who have 5 or more years of documented K-12 teaching experience in another state and who demonstrate during the Pre-Assessment Seminar that they have met all 17 of the Professional Certificate Criteria, would not be required to complete the Core or Culminating Seminar components of the program.

Program Components

Pre-Assessment Seminar

This initial component is typically completed in one quarter and most centrally involves the development and approval of a Professional Growth Plan that documents the skills and knowledge the candidate must develop and document during the remainder of the Professional Certificate Program. The Professional Growth Plan is developed in collaboration with a Professional Growth Team consisting of the candidate, a school administrator, a school colleague, and a college representative. During the Pre-Assessment Seminar the candidate is introduced to all ten Performance Indicators, and four of these indicators, the Professional Growth Plan, the Comprehensive Learning Instructional Plan, the Positive Impact Plan, and the Classroom Inquiry Plan, are fully developed and then assessed. This component accounts for 2 of the 15 program credits. The school colleague and administrator members of the Professional Growth Team are responsible for providing input and consulting with the other members of the team as the Professional Growth Plan is developed and approved. The responsibility of the school colleague and administrator members of the team ends with the approval of the Professional Growth Plan.

Core A: Summer Seminar

This seminar is taken as part of the Core, after the Pre-Assessment Seminar and before the Culminating Seminar. It is a highly interactive, student-centered seminar that follows the highly successful Evergreen seminar model. The content of the seminar will vary depending on the needs of the specific seminar group, but it will emphasize three of the Professional Certificate Performance Indicators: the Reflective Analysis: Classroom Environment, the Reflective Analysis: Democratic Principles, and the Written Statement of Advocacy. These three Performance Indicators are fully developed and assessed during this component of the program. This component accounts for 4 of the 15 program credits.

Core B: Other Coursework

This component of the program consists of completing and documenting the equivalent of seven credits of coursework that follow and fulfill the Professional Growth Plan. This specific coursework is, to the extent possible, approved by the Professional Growth Team during the Pre-Assessment Seminar. Where this is not possible, the coursework is approved before it is taken by the administrator of the Evergreen Professional Certificate Program or his/her designee. After the coursework is taken, documentation of successful completion will be submitted to the Certification Officer at Evergreen.

Culminating Seminar

This component is completed in the final quarter of the Professional Certificate Program. During this quarter the completion of all requirements specified in the Professional Growth Plan are documented in a portfolio. As part of the portfolio, the Family Involvement Plan, the Leadership Activities Plan and the Reflective Analysis: Communication Skills are fully developed during this seminar. This component accounts for 2 of the 15 program credits.

Partial Completion of the Program

Should a candidate wish to end the program before completion (for example, because they relocate and wish to complete the program elsewhere), verification as to which Performance Indicators have been successfully completed will be officially documented.

Program Approval Descriptors

1. Professional Educational Advisory Board

The Evergreen State College PEAB has been supportive of an Evergreen Professional Certificate Program for the past two years and has been closely involved in planning Evergreen's Professional Certificate Program. Our PEAB highly recommends that the State Board approve the current proposal, which not only meets the guidelines and spirit of the Washington's Professional Certificate, but also has some uniquely Evergreen components that add additional strength.

Ms. May Veasey,
PEAB Member and Chair

Note: see signed letter as Appendix A [of original document]

2. Accountability
   a. Program Admission: All teachers who meet the current requirements for admission to a Professional Certificate Program will be eligible for admission. Evidence of applicant eligibility will be provided by the applicant.
   b. Assessment Procedures: The ten Performance Indicators will be used to determine each candidate's performance related to the 17 Professional Certificate Criteria. Each indicator is given particular emphasis during a specific program component, as follows:

During the Pre-Assessment Component

Professional Growth Plan (finalized)
Comprehensive Learning Instruction Plan
Positive Impact Plan
Classroom Inquiry Plan

During the Summer Seminar Component

Reflective Analysis: Classroom Environment
Reflective Analysis: Democratic Principles
Written Statement of Advocacy

During the Culminating Component

Professional Growth Plan (completion documented through a portfolio)
Family Involvement Plan
Leadership Activities Plan
Reflective Analysis: Communication Skills

3. Resources

   a. List of Teacher Education Faculty with Academic Preparation and K-12 Experience

   Scott Coleman, Ph.D., Instructional Systems Technology, Indiana University, 1989, 10 years K-12 teaching, 12 years in K-12 teacher preparation

   Elizabeth Diffendal, Ph.D., Applied Anthropology, The Union Institute, 1986, 6 years in K-12 teacher preparation

   Terry Ford, Faculty Ph.D., Literacy Education, Washington State University, 1993, 8 years K-12 teaching, 11 years in K-12 teacher preparation

Janice Kido, Ph.D., Communication: Speech Communication/Cross-Cultural Communication/Multicultural Education, The Union Institute, 1995, 8 years in K-12 teacher preparation

Stephanie Kozick, Ph.D., Human Development/Family Studies, Oregon State University, 1986, 5 years K-12 teaching, 10 years in K-12 teacher preparation

Masao Sugiyama, Ph.D., Washington State University, 1975, 4 years K-12 teaching, 3 years in K-12 teacher preparation

Michael Vavrus, Ph.D., Education: Instructional Development and Technology, Michigan State University, 1978, 6 years K-12 teaching, 18 years in K-12 teacher preparation

Sherry Walton, Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980, 5 years K-12 teaching experience, 26 years in K-12 teacher preparation

b. Resource Generation and Allocation
This program will be self-supporting, relying on fees collected from the candidates and the sharing of resources already available through the existing teacher education program. Resources will be generated through registration fees, an assessment fee and summer tuition. Registration fees will be used to support registration and record-keeping and facilities use. The assessment fee will provide funds for assessment and associated administrative and instructional costs. The summer tuition fee will pay for instructional and infrastructure costs associated with the Summer Seminar. (Note: other potential Core costs, such as tuition and fees for any other courses designated in the Professional Growth Plan, would also need to be paid by the candidate).

c. Other Resources
The significant human and facility resources that already support teacher education at Evergreen would also support the Professional Certificate Program. This includes administrative and professional staff as well as an excellent library and computer facilities. For specifics, please see www.evergreen.edu

4. Program Design
a. Verification of contract status: the candidate must supply a letter from their district or school verifying their contract status.

b. Ensuring access: Our goal is to make the program available to all qualified candidates. Web and e-mail technology will be used heavily during the Pre-Assessment and Culminating Seminars to minimize the amount of travel time for candidates. Out-of-area candidates can take the program as long as they are able to attend the Summer Seminar. Efforts will be made to make arrangements with districts so that many of their regular in-service offerings and other professional growth opportunities can be used to support the Professional Certificate Programs of their teachers.

c. Portability: Candidates who must switch programs will have their efforts-to-date officially

documented, explicitly listing the performance Indicators that have been achieved and describing the Professional Growth Plan.

d. Involvement of the Professional Growth Team in the Development of the Professional Growth Plan: The candidate will first develop a draft of a Professional Growth Plan describing his/her teaching context along with a self-assessment narrative describing his/her skills and knowledge in relation to each of the 17 criteria. The draft would also specifically describe areas where growth is needed, and specifies plans for further development in those areas. The draft (especially the self-analysis) must be supported with formal or informal written feedback from mentors/administrators. Once this draft is completed, it will be reviewed by all members of the Professional Growth Team who will make suggestions for improvement based on both the written draft and their knowledge of the candidate. Plan approval requires a consensus of all members of the team. It is anticipated that the review, revision, and approval of the plan will take place through e-mail.

e. Pre-Assessment Seminar: this initial component would typically be completed in one quarter and most centrally involves the development and approval of a *Professional Growth Plan,* in collaboration with a Professional Growth Team (a school administrator, a school colleague, and a college representative), that defines what skills and knowledge the candidate must develop and document during the remainder of the Professional Certificate Program. During the Pre-Assessment Seminar the candidate is introduced to all ten performance Indicators, but four of these Indicators, the Professional Growth Plan, the Comprehensive Learning Instructional Plan, the Positive Impact Plan, and the Classroom Inquiry Plan, are fully developed by the candidate and assessed. This component accounts for 2 of the 15 program credits.

f. Culminating Seminar: this concluding component is typically completed in the final quarter of the Professional Certificate Program. During this seminar, all remaining Indicators must be completed by the candidate and assessed. This component accounts for 2 of the 15 program credits.

g. Positive Impact on Student Learning: During the first quarter of the program (Pre-Assessment Seminar) the candidate will develop a Positive Impact Plan and a Classroom Inquiry Plan that will provide data of positive impact on student learning and, if needed, will lead to the requirement in the Professional Growth Plan that the candidate demonstrate additional competency by the final quarter of the program (Culminating Seminar).

5. Knowledge and Skills
   a. Some Major Learning Opportunities
      - Pre-Assessment Seminar – During this portion of the program the candidate will develop a Professional Growth Plan that will then guide his/her efforts during the rest of the program. The candidate will first develop a draft PGP based on a self-assessment and a description of the teaching context. The Professional Growth Team will review candidate lesson plans and student assessment processes/results, as well as consider a wide variety of feedback related to the candidate's teaching, content knowledge, and leadership – and then provide guidance for PGP revision.

      - Core: Summer Seminar – This component of the program provides the candidate with the opportunity to deeply reflect on her/his teaching through reading, thinking, writing, and collaborative discussion. In particular, the Reflective Analysis: Classroom Environment, the Reflective Analysis: Democratic Principles, and the Written Statement of Advocacy will be developed and discussed with peers and in light of issues of high relevance to the teaching of seminar participants.

      - Core B – This is the most individualized component of the program and provides the candidate the opportunity to gain the skills and knowledge identified in the Professional Growth Plan through coursework at any university, college, or community college, through district inservice development opportunities, as well as through internships and other educational opportunities.

      - Culminating Seminar – During this final portion of the program the candidate will organize and share a portfolio that documents her/his completion of all Professional Growth Plan expectations. In the portfolio, the candidate will provide evidence of having met the standards and criteria of the Professional Certificate and accomplished the specifics described in her/his specific PGP.

   b. Process By Which Assessment Data Will Be Used For Program Improvement
      A database will be kept with data derived from each candidate's approved Professional Growth Plan – outlining the areas in which each candidate is seeking improvement. During the Culminating Seminar, as part of the exit procedure from the program, the candidate will self-assess improvement in each of these areas and make suggestions for program improvement. This data will be summarized and shared regularly with all faculty and staff involved in the Professional Certificate Program to help inform changes in the program.

March 27, 2003

Dr. Scott Coleman, Director
Master-In-Teaching Programs
The Evergreen State College
2700 Evergreen Parkway NW
Olympia, WA 98505

Dear Dr. Coleman:

At the March 19-21, 2003, meeting the State Board of Education approved the Professional Certificate Program offered by The Evergreen State College. Congratulations.

The program was approved as in compliance with State Board standards set forth in WAC 180-79A-515 through 540. Approval is effective for five years from the date of approval. Review of the Professional Certificate program will be included with all site visits beginning in 2004.

We appreciate the time and effort dedicated to this task. We enjoyed your presentation.

We look forward to working with you in the future and encourage you to contact Connie Reichel, the Professional Education staff member who serves as liaison to The Evergreen State College, if you have any questions.

Best wishes.

Sincerely yours,

Bobbie May, President
State Board of Education

Cc: Dr. Les Purce, President
    Dr. Enrique Riveros-Schafer, Vice-President and Provost
    Dr. Andrew Griffin, OSPI
    Dr. Lin Douglas, OSPI
    Mr. Larry Davis, SBE
    Ms. Connie Reichel, OSPI

Bobbie May, President • Phyllis Bunker Frank, Vice President • Dr. Terry Bergeson, Chief Executive Officer and State Superintendent of Public Instruction
Kenneth D. Ames • Gary Gainer • Linda W. Lamb • Tom Parker • Warren T. Smith, Sr. • Carolyn Tolas • Dana C. Twight • Ron Woldeit

Larry Davis, Executive Director • (360-725-6025) • TTY (360-664-3631) • FAX (360-586-2357) • Email: sbe@ospi.wednet.edu • www.sbe.wa.gov

The Evergreen State College
Professional Certificate Program Application

GENERAL INFORMATION

Name: _____

PREVIOUS EVERGREEN STUDENT? __ Yes __ No TESC ID# _____ DOB: _____

Address: _____

Work Phone: _____ Home Phone:_____

Cell Phone: _____ Email Address:_____

Washington Residency Teacher Certificate Number: _____ Expiration Date: _____

When do you plan to begin the Professional Certificate Program? __ January 2007 ___ After January 2007

EDUCATIONAL EXPERIENCE
BACHELOR DEGREE

Institution: _____ City: _____ State: _____

Degree Earned: _____ Major: _____ Date Earned: _____

GRADUATE DEGREE

Institution: _____ City: _____ State: _____

Degree Earned: _____ Specialization: _____ Date Earned: _____

EMPLOYMENT HISTORY
CURRENT EMPLOYMENT

School District: _____School: _____Employment Dates: _____

Phone Number: _____Grade Level:_____ Principal: _____

PREVIOUS EMPLOYMENT

School District: _____School: _____Employment Dates: _____

Phone Number: _____Grade Level:_____ Principal: _____

PROFESSIONAL GROWTH TEAM

Name of colleague who will be part of your Professional Growth Team: _____

Name of school district representative of your Professional Growth Team: _____

PLEASE SUBMIT THE FOLLOWING DOCUMENTATION WITH THIS APPLICATION:

- ❑ Provisional Status/Employer Support Verification (FORM SPI 4421)
- ❑ Copy of Valid Residency Teaching Certificate
- ❑ Professional Growth Team Member Information and Responsibilities form for each colleague and district representative

Return completed forms with your $50.00 application fee to:

Loren E. Petty
Professional Certification Program
The Evergreen State College
2700 Evergreen Parkway NW, S2-E2115
Olympia, WA 98505

For additional information, please contact: Loren Petty, 360.867.6573 or pettyl@evergreen.edu

Professional Growth Team Member Information & Responsibilities

Name: _____

Address: _____

Work Phone: _____ **Home Phone:**_____

Cell Phone: _____ **Email Address:**_____

Your role on the Professional Growth Team (check one)
    ___Colleague member
    ___School district representative

Information and Responsibilities
As a member of the Professional Growth Team you will communicate and collaborate with other members of the Team to reach consensus regarding the content of the candidate's Professional Growth Plan. At the conclusion of this seminar, your obligation to participate in this candidate's Professional Certificate Program ends. You will be asked to provide input and assistance as follows:

a. Assisting in the assessment of the candidates abilities in relation to the Professional Certificate criteria, specifically:
- Using instructional strategies that make learning meaningful and show positive impact on student learning.
- Using a variety of assessment strategies and data to monitor and improve instruction.
- Using appropriate classroom management principles, processes, and practices to foster a safe, positive, student focused learning environment.
- Designing and/or adapting challenging curriculum that is developmentally appropriate.
- Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members.
- Integrating technology into instruction and assessment.
- Informing, involving, and collaborating with families and the community as partners in the educational process.
- Evaluating the effects of his/her teaching through feedback and reflection.
- Using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities.
- Remaining current in subject areas, theories, practice, research, and ethical practice.
- Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student
- Participating collaboratively in school improvement activities and contributing to collegial decision-making

b. Approving the areas in which the candidate must improve during this Professional Certificate Program

c. Approving the learning experiences (courses) that will make up the six-credit elective core.

Your signature, indicating that you have read and accept the responsibilities:

_____   _____
           Signature   **date**

> *This form is to be completed and signed by each Professional Growth Team Member and returned to the candidate, to be then included in the application materials*

For your participation during this Pre-Assessment Seminar, you are eligible to earn 10 credits of continuing education credit from the Office of the Superintendent of Public Instruction.

Professional Growth Team Member Information & Responsibilities

Name: _____

Address: _____

Work Phone: _____ **Home Phone:**_____

Cell Phone: _____ **Email Address:**_____

Your role on the Professional Growth Team (check one)
 ___Colleague member
 ___School district representative

Information and Responsibilities

As a member of the Professional Growth Team you will communicate and collaborate with other members of the Team to reach consensus regarding the content of the candidate's Professional Growth Plan. At the conclusion of this seminar, your obligation to participate in this candidate's Professional Certificate Program ends. You will be asked to provide input and assistance as follows:

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- Using a variety of assessment strategies and data to monitor and improve instruction.
- Using appropriate classroom management principles, processes, and practices to foster a safe, positive, student focused learning environment.
- Designing and/or adapting challenging curriculum that is developmentally appropriate.
- Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members.
- Integrating technology into instruction and assessment.
- Informing, involving, and collaborating with families and the community as partners in the educational process.
- Evaluating the effects of his/her teaching through feedback and reflection.
- Using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities.
- Remaining current in subject areas, theories, practice, research, and ethical practice.
- Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student
- Participating collaboratively in school improvement activities and contributing to collegial decision-making

b. Approving the areas in which the candidate must improve during this Professional Certificate Program

c. Approving the learning experiences (courses) that will make up the six-credit elective core.

Your signature, indicating that you have read and accept the responsibilities:

_____   _____
    Signature   **date**

> *This form is to be completed and signed by each Professional Growth Team Member and returned to the candidate, to be then included in the application materials*

For your participation during this Pre-Assessment Seminar, you are eligible to earn 10 credits of continuing education credit from the Office of the Superintendent of Public Instruction.

PROVISIONAL STATUS/EMPLOYER SUPPORT VERIFICATION
(WAC 180-78A-505)

Use this form to verify: (1) completion of provisional status employment **or** (2) support for an individual to enroll in the Professional Certificate program, if the individual has not completed provisional status employment.

SECTION 1: To be completed by the teacher candidate

1. NAME LAST FIRST MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS	3. DATE OF BIRTH
4. CITY/STATE/ZIP	5. SOCIAL SECURITY NO. (OPTIONAL)
6. TELEPHONE Business ( ) Home ( )	7. WA CERTIFICATE NO.	8. E-MAIL ADDRESS

SECTION 2: Part A **OR** B to be completed by the teacher candidate's employing school district, approved private school, or state agency providing educational services to students

Part A. Verification of completion of Provisional Status Employment

_____ employed as a teacher in the
(Name of Teacher Candidate)

_____ School District, approved private school, or state agency
(Name of school district, approved private school, or state agency)

providing educational services for student, completed provisional status employment on _____
(Date)

_____   _____   _____
(Signature of Superintendent or Personnel Director)   (Title)   (Date)

Part B. Statement supporting the teacher candidate's enrollment in the Professional Certificate Program

Based on our knowledge/evaluation of this teacher candidate, we believe _____.
(Teacher Candidate's Name)

employed as a teacher in the _____ School District,
(Name of school district, approved private school, or state agency providing educational services)

approved private school, or state agency providing educational services to students, is ready to benefit from the professional

growth activities contained in the Professional Certificate program and we support his/her enrollment in the Professional

Certificate program at _____ College or University.
(Name of college/university)

_____   _____   _____
(Signature of Superintendent or Personnel Director)   (Title)   (Date)

FORM SPI 4421 (7/03)

DATE_____

Certification File Review
Required Materials: Professional Teaching Certificate

STUDENT'S NAME: _____

COLLEGE/UNIVERSITY

Advanced Track ☐ Yes ☐ No

WA TEACHING CERT. NUMBER

1. ___Application signed and dated

2. ___Fee paid

3. ___If applicable
   a. ___Character and Fitness Supplement Form (4020B)
   b. ___Verification of Good Standing in Other States (4020C)
   c. ___Fingerprint clearance
   d. ___Dean's affidavit

4. ___Copy of valid WA teaching certificate

5. ___Applicable transcripts are on file

6. ___Pre-Assessment seminar has been completed and documentation verifying approval of the professional growth plan is on file.

7. ___Verification of the completion of provisional status employment or a statement of support to enter the program from the individual's employer is on file.

8. ___All required competencies have been demonstrated as outlined in WAC 180-78A-540. The completed and signed Professional Growth Record will provide the documentation for this statement.

9. ___The Culminating Seminar has been completed (not required for Advanced Track candidates).

10/13/05

Professional Certificate Program

As of September 1, 2000, all beginning teachers and most teachers from out-of-state receive Residency Certificates as their first Washington teaching certificate. Within five years of full time teaching, teachers are expected to enroll in a program to earn the advanced certificate, The Professional Certificate. The ultimate goal of the Professional Certification is to help teachers demonstrate the positive impact they have on student learning while supporting the teacher's continued growth goals.

The Professional Certificate Program starts with a Pre-Assessment Seminar (3 credits), and typically concludes approximately a year and a half later with a Culminating Seminar (2 credits). Between the Pre-Assessment and Culminating Seminars is the program "core": consisting of a 4 credit Summer Seminar and 6 additional credits that have been approved by the Professional Growth Team. The majority of work for all three seminars takes place on Evergreen's Olympia campus. The additional 6 credits can be taken at any college or university, or, if approved and transcriptable, through a school district, ESD, or other professional organization.

PRE-ASSESSMENT SEMINAR

The Pre-Assessment Seminar activities form the first phase of the program and include an orientation to the program and structured self-reflection. During this initial phase of the program professional colleagues help the candidate carefully assess his/her professional capacities, including identifying any that need to be further developed in order to reach the professional certificate standards. The pre-assessment seminar ends with the development of an approved professional growth plan.

SUMMER SEMINAR

In the Summer Seminar an in-depth look is taken at current and critical issues in education that are closely aligned with the Professional Certificate criteria, particularly criteria 5 (cultural sensitivity) and 11 (advocating for the diverse needs of students). The purpose of this summer seminar is for the teacher to reflect deeply on the philosophical underpinnings of their practice, especially as it relates to their current practice and the lives of their students.

CULMINATING SEMINAR

The Culminating Seminar is centered around developing and refining evidence about the candidate's teaching through an electronic portfolio containing video and printed support material. The evidence in the portfolio serves to verify that the candidate has met the Professional Certificate criteria.

CANDIDATES WITH FIVE OR MORE YEARS OF OUT-OF-STATE EXPERIENCE

Candidates who have completed 5 or more years of successful out-of-state certificated teaching prior the beginning the Professional Certificate Program are eligible for the "Advanced Track". Candidates on this track take the Pre-Assessment Seminar, and are involved in the same experiences during this course as those in the regular track — however at the end of this seminar their professional growth team has the optioning of waiving all or some of the remaining professional certificate program requirements.

Tentative Start of the next Pre-Assessment Seminar is January 2007

FOR MORE INFORMATION
www.evergreen.edu/mit/pc

LOREN PETTY
pettyl@evergreen.edu
360.867.6573

EVERGREEN
THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON

Appendix E – Syllabi from Professional Certificate Program Pre-Assessment and Culminating Seminars

Professional Certificate Pre-Assessment Seminar
The Evergreen State College, Spring 2005
Seminar A 2109, Saturdays
Scott Coleman, Ph.D.
colemans@evergreen.edu, 360-867-6130

The Pre-Assessment Seminar provides an opportunity for teachers to carefully reflect on their practice with support from a variety of professional colleagues. It is the first phase of the Professional Certificate Program and provides the foundation for rest of the Professional Certificate professional development activities. The specific outcomes of this seminar are:

- Gaining familiarity with the 12 Professional Certificate standards/criteria
- Understanding the evidence needed to document competency for each standard/criteria
- Developing a Professional Growth Plan, a document that indicates the level of competence for each standard/criteria and outlines relevant professional growth activities
- Gathering evidence to support the Professional Growth Plan

The Pre-Assessment Seminar can also be viewed as preparation for the end-of-the-quarter meeting with the candidate's four-member Professional Growth Team. During this late Spring meeting the candidate submits a Professional Growth Plan which is then reviewed based on information and documentation provided by the candidate and each team member's direct knowledge of the candidate's teaching competence.

Advanced Track
Candidates who have completed five or more years of full time certificated teaching are eligible for the Advanced Track option. For Advanced Track candidates, the activities of the Pre-Assessment Seminar are the very similar to those for all other candidates; however, the nature of the end-of-the-quarter Professional Growth team meeting is different for Advanced Track candidates. During the end-of-the-quarter meeting with the Professional Growth Team, a decision will be made regarding whether or not to exempt an Advanced Track candidate from some or all of the remaining Professional Certificate credit requirements (up to 12 credits). This decision will be based on the candidate's ability to provide evidence that he/she is "at standard" for all 12 Professional Certificate standards/criteria. Advanced Track candidates whose teams exempt them from some or all of the remaining credit requirements will still need to complete the same quality of documentation as other candidates to verify their competency. If this documentation is not fully completed by the end-of-the-quarter meeting it will need to be submitted for evaluation later to an Evaluation Team for an additional $200 fee. The Evaluation Team (this Team is different than the candidate's Professional Growth Team) cannot "overturn" the decision of the Professional Growth Team, but can decide after their review that the evaluation evidence needs to be improved and resubmitted.

Professional Certificate Evidences
April 2, 2005

Each candidate's Professional Certificate evidence will be organized using two products: a web-based portfolio and a videotape. Together, these two products document the candidate's competence in the 12 Professional Certificate criteria/standards. The portfolio contains print documentation including several written statements about your practice and professional preparation, a lesson plan, and a description of a project that demonstrates your impact on student learning. The videotape contains classroom footage showing you teaching and interacting with your students, interviews of you talking about your practice, and an interview with one or more of your colleagues.

All participants in the Pre-Assessment Seminar will develop some preliminary pieces of the portfolio and video during the Pre-Assessment seminar as evidence for their Professional Growth Team; those eligible for the Advanced Track are encouraged to gather as much of this evidence as possible before their end-of-the-quarter meeting with their team.

The specifications for the portfolio and video are described in more detail in the following table.

	Performance / Criteria / Standard	Evidence of Performance
1	Use a variety of instructional strategies effectively	• Classroom video scene(s) that demonstrate your use of effective instructional strategies (5-7 minutes) • A brief written description or outline that tells the reader which instructional strategies you use, when, and why. (This also will serve as evidence for your Professional Growth Team and notes for your video interview.) • Interview on video (2 minutes) explaining which strategies you use and your rationale for using them (ideally this will be incorporated as part of the audio track for above video);
2	Use assessment to adjust teaching and improve student learning	• Documentation of student learning (*Impact on Student Learning Project* – see more details following this table) during a unit of instruction, that includes pre-assessment and post-assessment results. • A brief written description or outline of your assessment system for your portfolio (This also will serve as evidence for your Professional Growth Team.)
3	Create a supportive learning environment	• Classroom video scene(s) (5-7 minutes) that highlights your interaction with students and their interactions with each other that provides evidence that your learning environment is supportive;

		• Interview on video (2 minutes) in which you discuss what you do in your classroom to create a supportive learning environment. This can be incorporated as part of the audio track for the above video. • A brief written description or outline of your classroom management plan This also will serve as evidence for your Professional Growth Team and as a resource during the Summer Seminar.
4	Effectively plan instruction	• A written lesson plan for a lesson you recently taught that includes post-teaching reflections and which provides clear evidence of your ability to plan effective instruction. An early version of this category of evidence this will be collected during the Pre-Assessment Seminar for your Professional Growth Team's review. More detail on this is given following this table.
5	Respond appropriately to the diversity of individuals in the classroom and community	• Interview on video (2 minutes): how you respond to the diversity of students in your classroom. This will be completed <u>during the Summer Seminar.</u> • A brief statement for your Professional Growth team telling how you respond to the diversity of individuals in your classroom and community.
6	Integrate technology into the learning process	• Interview and classroom scenes on video (1-2 minutes): that shows your use of technology and in which you discuss how you use technology in your teaching • A brief written description or outline that tells how you use technology (This also serves as evidence for your Professional Growth Team and as notes for your interview)
7	Involve families in the education process	• Interview on video (2 minutes): how you involve families in your teaching. A version of this video will be done during the Pre-Assessment Seminar. • A collection of documents that together tell the story of your communication with parents. You can show these documents in the video or include them in the portfolio. You should collect at least one or two documents during the Pre-Assessment seminar as evidence for your Professional Growth Team.
8	Reflect on your teaching practice	• Interview on video (2 minutes): In this video segment you will describe, as an illustrative example, one experience in which you reflected on your practice and changed what you did based on

		that reflection. During the video you are asked to show some supportive evidence, such as plans or a journal.
9	Engage in professional growth activities	• A annotated list of your recent professional growth activities. You should complete a version of this during the Pre-Assessment Seminar for your Professional Growth Team.
10	Demonstrate a strong knowledge of content	• Create a list or table that shows the relation between your content background and the EALRs, GLEs, benchmarks, etc. that you work with at your grade level(s). You should prepare a preliminary version of this document (at least listing your content preparation courses and experiences) for your Professional Growth team.
11	Advocate for students	• Interview on video (2 minutes): Describe one or more specific examples of incidents in which you made a special effort to advocate for one or a group of students
12	Collaborate with peers	• Peer interview on video (2 minutes): videotape one or more of your peers/colleagues recounting specific incidents of your collaboration with them.

More Details About the Portfolio

- *Description of Your Teaching Assignment*
  You will begin to work on this portfolio component by drafting and sharing a description of your teaching assignment (what and who you are teaching) to introduce yourself to other members of the Professional Certificate cohort. This will later be developed into a more formal document for your PGP meeting and portfolio. You need to describe the classroom in which you are teaching, including the classroom rules and routines, physical arrangements, and grouping patterns that affect learning and teaching. You also need to describe the students in the classroom, including the number of students and their ages and gender, range of abilities, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, and special needs. You should specifically note students who are on Individualized Education Plans (IEPs) and the objectives cited in the IEPs that pertain to the lesson you are teaching.

- *Professional Growth Plan*
  Completing this plan and having it approved by your Professional Growth Team is the primary objective of the Pre-Assessment Seminar. During our first meeting, as a starting point for your Professional Growth Plan, you will do a brief self-assessment that describes what facets of your teaching you would like to improve over the next 2 years, using the 12 Professional Certificate Criteria to guide your reflections. In its final form your PGP must be informed by a consideration of your district, school, grade level, or other improvement plans you are participating in now as well as by a careful assessment of your skills in relation to the

12 Professional Certificate. The written plan is organized using the 12 criteria one column and your current skill/knowledge level and specific plans for improvement in those areas needing improvement as the other two columns. During the Culminating Seminar this plan is updated and becomes a professional development plan for the next 5 years.

- *Impact on Student Learning Project*
  To demonstrate proficiency for criteria 2, each candidate is required to provide an in-depth written description documenting his/her impact on student learning. The candidate selects 3-5 students of various ability levels to follow throughout a curricular unit. The candidate also selects one or two learning targets that are clearly connected to the State Essential Academic Learning Requirements and associated GLEs or benchmarks. Minimum documentation must include:
  - Pre-assessment of each selected student's knowledge and skills in relation to the selected learning target(s)
  - Formative assessment of student learning during the delivery of the curricular unit
  - Summative assessment of student learning at the conclusion of lesson
  - A written narrative explaining to what degree each selected student demonstrated learning in relation to the selected learning targets during the curricular unit

- *Lesson Plan*
  To demonstrate proficiency for criteria 4, each candidate is required to provide a written lesson plan with reflections after the lesson has been taught. The format of the lesson plan is flexible, but the plan must include the following:
  - Learning targets clearly stating what you expect students to know and be able to do as a result of the lesson. You should select learning targets appropriate to the EALRs and state learning goals, district goals, or school and classroom goals. Your learning targets must be meaningful, developmentally and instructionally appropriate.
  - Assessment strategies that measure the outcomes reflected in the learning targets and indicate how you will provide feedback to the students about their performance
  - Seating arrangement that describes how you will group students for instruction during this lesson
  - Learning experiences that describe the specific learning experiences you will use to support student learning of the outcomes delineated in the learning targets.
  - Instructional Materials, Resources, and Technology that describe the resources you plan to use for the lesson. You should describe the community resources you will use for the lesson, as well as the technology that you will use to support and enhance instruction and student learning.
  - Reflections that discuss the extent to which your learning targets were met by your students (based on your assessment results), what worked well and what did not work well, and how you would revise this lesson should you teach it again.

Pre-Assessment Seminar Schedule – Draft, April 2, 2005
We will select from these dates for meetings 2,3,and 4: April 9, 23, 30, May 7, 14

Meeting	Topics and Activities	Outside of Class Activities to be done before next class
1 April 2	- Introductions: take a few minutes to describe your teaching context in writing then share it with the group - Current status of Professional Certification state-wide including current information about the Advanced Track - A look at the 12 criteria through the lens of the *Descriptions of Practice* document - Another look at the 12 criteria through the lens of the evidence/products required to demonstrate each of them – groups of two discuss and then present each criteria - Create a1st draft PGP that suggests what coursework you will do and what areas of growth you will target - Show a video clip and a portfolio – imagine that you are on an evaluation team evaluating these - First draft of an outline of your instructional strategies (criteria 1) - Set remaining dates	- Word process the draft Description of Your Teaching Assignment - Word process the first draft of your Professional Growth Plan - Word process your outline of instructional strategies - Explore possible dates for meeting with your team in May and June - Explain to your team that they will be approving the PGP at the meeting based on evidence you provide – for those doing Advance Track, explain that the team will decide whether additional credits need to be taken to complete the Professional Certificate.
2	- Discussion and questions for work completed since last meeting - Criteria 2-5 – drafts of products and discussion: Impact on student learning project Your assessment system Your classroom management system Lesson plan Your diversity statement - Discussion and examples of web pages	- Confirm date for meeting with team - Complete your draft of your assessment system - Complete your draft of your management system - Locate or develop an exemplary lesson plan - Complete your diversity statement draft
3	- Discussion and questions for work completed since last meeting - Criteria 6-9 – drafts of products and discussion Technology use Family communication documents Evidence of reflection Draft of recent professional development activities	- Check with team to be sure they understand their role in the PGP meeting - Complete technology document - Locate family communication document(s) - Locate or create an example

	• Discussion and examples of video scenes • Begin draft version of "communications with families" video	of reflection on your teaching • Complete draft of professional development activities • Optional: edit draft version of "communications with families" video
4	• Discussion and questions for work completed since last meeting • Criteria 10-12- drafts of products and discussion • Complete draft versions of"communications with families" video • Final preparation for PGP meetings: be prepared to discuss / provide support for your self-assessment of your competence relative to each of the 12 criteria.	• Review, update professional growth plan and other evidence for PGP meeting, if possible, share documents ahead of time with team, remind team of meeting time and place
PGP meeting at your school site May 9- June 15	• Bring draft PGP and support documents and copies (if you have not yet distributed them to you team members.	

Professional Certificate Pre-Assessment Seminar
The Evergreen State College, Winter 2006
Saturdays 9:00 –1:00
Seminar 2D 2109
Scott Coleman, Ph.D.
colemans@evergreen.edu, 360-867-6130

The Pre-Assessment Seminar is the first phase of the Professional Certificate Program. Those interested in taking this seminar must first complete an application to the Professional Certificate Program and must then receive written approval to take the Pre-Assessment Seminar from the Professional Certificate Coordinator.

The Pre-Assessment Seminar provides an opportunity for teachers to carefully reflect on their own professional practice with support from a variety of colleagues. It is the first phase of the Professional Certificate Program and provides the foundation for the rest of the Professional Certificate professional development activities. The specific outcomes of this seminar are:

- Gaining familiarity with the 12 Professional Certificate criteria
- Understanding the evidence needed to document competency for each standard/criteria
- Developing a Professional Growth Plan, a document that outlines the professional growth activities to be completed during the core of this program and which is based on your current level of competence for each criteria, your specific teaching assignment, and your school/district improvement plans
- Gathering evidence to support your proposed Professional Growth Plan (PGP) and to document your level of competence relative to each of the 12 criteria.

The Pre-Assessment Seminar is most essentially a process of thorough self- and peer-reflection on one's own professional practice in preparation for an end-of-the-quarter meeting with the four-member Professional Growth Team. At this final meeting the team reviews the proposed growth plan and the evidence gathered to support it, and finalizes the PGP -- which then establishes the requirements for the remainder of the program.

Advanced Track
Candidates who have completed five or more years of out-of-state full time certificated teaching are eligible for the Advanced Track option. For Advanced Track candidates, the activities of the Pre-Assessment Seminar are very similar to those for all other candidates; however, the nature of the end-of-the-quarter Professional Growth team meeting is different for Advanced Track candidates. During the end-of-the-quarter meeting with the Professional Growth Team, a decision will be made regarding whether or not to exempt an Advanced Track candidate from some or all of the remaining Professional Certificate credit requirements. This decision will be based on the candidate's ability to provide compelling evidence that he/she is "at standard" for all 12 Professional Certificate standards/criteria. Advanced Track candidates whose teams exempt them from some or all of the remaining credit requirements will still need to complete the same quality of documentation as other candidates to verify their competency. If this documentation is not fully completed by the end-of-the-quarter meeting it will need to be submitted for evaluation

later to an Evaluation Team for an additional $200 fee. The Evaluation Team (this Team is different than the candidate's Professional Growth Team) cannot "overturn" the decision of the Professional Growth Team, but can decide after their review that the evaluation evidence needs to be improved and resubmitted.

Professional Certificate Evidences

During the Culminating Seminar, the final course in the program, each candidate's Professional Certificate evidence will be organized using a web-based portfolio that integrates text and video clips. The purpose of the portfolio is to document the candidate's competence in relation to the 12 Professional Certificate criteria. The portfolio includes written statements about the candidate's professional practice and preparation, lesson plans, a description of a project that demonstrates positive impact on student learning, video footage that demonstrates instructional skills and classroom environment, and interviews with one or more of the candidate's colleagues.

All participants in the Pre-Assessment Seminar will develop some preliminary pieces of the portfolio during the Pre-Assessment seminar as evidence for their Professional Growth Team; those eligible for the Advanced Track are encouraged to gather as much of this evidence as possible before their end-of-the-quarter meeting with their team.

The specifications for the Professional Certificate portfolio are described in the table below.

Italicized items are to be completed during the Pre-Assessment Seminar quarter.

	Performance / Criteria / Standard	**Evidence of Performance**
	Portfolio Introduction / Contextual Information	• *A written description of your teaching assignment (see details in the next section).* • *The Professional Growth Plan approved at the end of the Pre-Assessment Seminar quarter (see details in the next section).*
1	Use a variety of instructional strategies effectively	• *A written statement that describes the principal teaching strategies you use in your teaching, including an explanation of your rationale for using them. This also will serve as evidence for your Professional Growth Team.* • Classroom video scene(s) that demonstrate your use of effective instructional strategies (5 minutes). • Interview on video (2 minutes) explaining which strategies you use and your rationale for using them (this can also be incorporated as part of the audio track for above video).
2	Use assessment to adjust teaching and improve student learning	• *An overview of the processes you use to assess your students—including explanations about how you learn about your students before, during and after instruction and how you use that information*

		to help your students learn and to improve your teaching. This also will serve as evidence for your Professional Growth Team. • Documentation of student learning through the <u>Impact on Student Learning Project</u> – see more details following this table.
3	Create a supportive learning environment / classroom management	• *A written description of your classroom management plan that includes information about your guiding philosophy of classroom management and the specific processes you use to build your classroom learning environment. This also will serve as evidence for your Professional Growth Team and as a resource for the Summer Seminar.* • Classroom video scene(s) (5 minutes) that highlight your interaction with students and their interactions with each other, providing evidence of your classroom management skills and showing that your learning environment is supportive of student learning. • Interview on video (2 minutes) in which you discuss what you do in your classroom to create a supportive learning environment. This can be incorporated as part of the audio track for the above video.
4	Effectively plan instruction	• Two written lesson plans – *one for a lesson taught during the pre-assessment seminar* and one later in the program. These plans must include post-lesson reflections and provide evidence of your ability to plan effective instruction. One of these plans must be available for your Professional Growth Team's review. More detail on the requirements for lesson plans is given following this table.
5	Respond appropriately to the cultural diversity of individuals in the classroom and community	• *A statement, written during the Pre-Assessment seminar quarter, that describes the cultural diversity in your classroom and community and explains how you respond to it in your teaching.* • Evidence of your study and learning in the area of cultural diversity from the Summer Seminar.

6	Integrate technology into instruction and assessment	• *A brief written description that tells how you use technology in instruction and assessment . This also serves as evidence for your Professional Growth Team.* • Interview and classroom scenes on video (2 minutes) that show your use of technology and in which you discuss how you use technology in your teaching.
7	Communicate and collaborate with families in the education process	• *Interview on video (1 minute) in which you discuss how you communicate and work with the families of your students. A script for this video clip (or the clip itself) is created during the Pre-Assessment Seminar quarter.* • A collection of documents that tell the story of your communication with parents, including such items as classroom newsletters, invitations to parents, and telephone or email logs. *You will collect at least one document showing your communication with parents during the Pre-Assessment seminar quarter.*
8	Evaluate and improve teaching through feedback and reflection	• *A written account, in the form of journal entries, that specifically recounts a series of experiences wherein you taught, gathered feedback on the results of your teaching, reflected on that feedback, and changed your teaching in some way based on your reflections. This account is written during the Pre-Assessment seminar quarter.* • Interview on video (2 minutes) in which you share one or more additional examples of how you have improved your teaching practice through evaluation of your own practice.
9	Engage in professional growth activities consistent with professional standards and district and school expectations	• *A annotated list of the professional growth activities you have participated in since completing your teacher certification program. This should be completed during the Pre-Assessment Seminar quarter for your Professional Growth Team,* and may be updated during the Culminating Seminar. • A "culminating" Professional Growth Plan", using the state-approved format, that describes the professional development activities (and rationale) you expect to pursue following completion of the Professional Certificate Program.
10	Demonstrate a strong knowledge of content	• *Select your primary content area (pick one) that you teach regularly and describe some of the*

	being taught, including remaining current in relevant subject areas and the standards, theories and practice related to teaching it	*courses, workshops, life experiences, etc. that have prepared you to teach in that content area. This includes both content preparation, and methodology preparation connected to that content area. This should be completed during the Pre-Assessment Seminar quarter.* • *A statement describing how you use the state EALRs, GLEs, benchmarks, etc. in your planning and teaching, that refers to at least some specific EALRs and GLEs. In your statement you must illustrate to the reader that you are familiar with the EALRs and use them in your planning and teaching. This should be completed during the Pre-Assessment Seminar quarter.*
11	Advocate for learning environments that meet the diverse needs of students	• *A written account that gives an example of an incident in which you made a special effort to advocate for a student or a group of students. This should be completed during the Pre-Assessment seminar quarter.* • An interview on video (1-2 minutes) in which you provide one or more additional examples of your advocacy for students.
12	Participate collaboratively with peers in school improvement activities and collegial decision making	• *A written account briefly describing an example of collaboration with peers in your school setting. This should be completed during the Pre-Assessment Seminar quarter.* • An video interview with one or more peers (2 minutes) recounting specific incidents of your collaboration with them.

More Details About the Portfolio

• *Description of Your Teaching Assignment*
This is a detailed description of your current teaching assignment. It includes specifics about the classroom in which you are teaching, including the classroom rules and routines, physical arrangements, and grouping patterns you use. It also includes the basic demographics of your students, including the number of students you teach, their ages and genders, and their cultural and socioeconomic backgrounds, native language(s), levels of English proficiency, and special needs.

• *Professional Growth Plan*
Completing this plan and having it approved by your Professional Growth Team is the primary objective of the Pre-Assessment Seminar quarter. During our first meeting, as a starting point for your Professional Growth Plan, you will do a self-assessment that describes what facets of your teaching you would like to improve over the next 1-2 years, using the 12 Professional Certificate Criteria to guide your reflections. In its final form your PGP must be

informed by your district, school, grade level, or other improvement plans you are participating in now, as well as by a careful assessment of your skills in relation to the 12 Professional Certificate Criteria. The written plan you will submit to your team will typically include 2-4 areas of focus, will describe your current level of performance in each focus area and the specific growth activities you will undertake to improve in each area. During the Culminating Seminar quarter another professional development plan for the subsequent 5 years is developed.

- *Impact on Student Learning Project*

This is an in-depth written description that systematically documents your impact on student learning. You will select 3-5 students of various ability levels to follow through a curricular unit (3-10 lessons) and focus on one or two learning targets in that unit that are clearly connected to the State Essential Academic Learning Requirements and associated GLEs or benchmarks. This project is typically done after the Pre-Assessment Seminar quarter (and before or during the Culminating Seminar quarter). Documentation must include:

- A description of the unit that includes the learning outcomes, the student activities, and the teacher activities.
- Pre-assessment of each selected student's knowledge and skills in relation to the selected learning targets.
- Formative assessment of student learning during the delivery of the curricular unit.
- Summative assessment of student learning at the conclusion of lesson.
- A written narrative explaining to what degree each selected student demonstrated learning in relation to the selected learning targets during the curricular unit.

- *Lesson Plans*

The format of the 2 lesson plans you will include in your portfolio is flexible, but the plan must include the following:

- Learning targets clearly stating what you expect students to know and be able to do as a result of the lesson. You should select learning targets appropriate to the EALRs and state learning goals, district goals, or school and classroom goals. Your learning targets must be meaningful, and developmentally and instructionally appropriate.
- Assessment strategies that measure the outcomes reflected in the learning targets. You should also indicate how you will provide feedback to the students about their performance.
- Describe the specific learning experiences you will use to support student learning.
- Describe the resources you plan to use for the lesson. Include instructional materials and community resources you will use for the lesson, as well as the technology that you will use to support and enhance instruction and student learning.
- Reflections that discuss the extent to which your learning targets were met by your students (based on your assessment results), what worked well and what did not work well, and how you would revise this lesson should you teach it again.

Winter Pre-Assessment Seminar Schedule (subject to change)
January 7, January 21, February 4, February 11

Meeting Date	Topics and Activities	Outside of Class Activities to be done before next class
January 7	- Introductions: take a few minutes to describe your "teaching context" in writing then share it with the group as a way of getting to know each other - Syllabus overview - As a full group, take a look at the 12 criteria through the lens of the *Descriptions of Practice* document - In pairs, take another look at the 12 criteria through the lens of the evidence/products required to demonstrate each of them (included in the syllabus) – pairs will then present each of the criteria - Do a preliminary self-assessment using the self-assessment form - Show professional growth plan examples - Show portfolio examples - Complete a first draft of your description of instructional strategies (criteria 1) – followed by sharing and discussion about this description.	- Complete and word process the draft Description of Your Teaching Assignment – email this to colemans@evergreen.edu - Word process a first draft of your Professional Growth Plan (pick 2-4 areas, indicate your current level of proficiency, indicate what you might do to increase in proficiency) – share this draft with the members of your professional growth team at your school - Complete and word process your description of instructional strategies - Explore possible dates for meeting with your team in March - Explain to your team that they will be approving your PGP at a late February or March meeting based on evidence you provide – for those doing Advance Track, explain that the team will decide whether you have met all 12 criteria at that meeting.
January 21	- Tentative sign up for PGP meetings in March. - Discussion and questions for work completed since last meeting - Products associated with Criteria 2-5, explained and begun in class: - Assessment overview - Impact on student learning project - Classroom management plan - Lesson plan format - Diversity statement	- Confirm date for meeting with team - Complete, word process and email your draft of your assessment system - Complete and email your management system description - Locate or develop an exemplary lesson plan (your own)

		• Complete and email your diversity statement

February 4	• Discussion and questions for work completed since last meeting
	• Products associated with Criteria 6-9, explained and begun in class:
	   o Technology description
	   o Script describing your communication with families
	   o Family communication documents
	   o Written account (a series of journal-like entries) of an example of your teaching -feedback-reflection-improved practice
	   o Annotated list of recent professional development activities
	
	• We will also discuss and see examples of how to document your teaching using video for your portfolio later in the program
	• And we will use video cameras and iMovie to create some examples showing how we will use the "communications with families" script
		• Check with team to be sure they understand their role in the PGP meeting
		• Complete and email technology document
		• Complete and email communications with families script
		• Locate family communication document(s)
		• Locate or write a description of reflection on your teaching, and its subsequent impact on your teaching
		• Complete and email of professional development activities document

February 11	• Discussion and questions for work completed since last meeting
	• Products associated with Criteria 10-12, explained and begun in class:
	   o Content preparation document
	   o EALR use document
	   o Advocacy example
	   o Collaboration example
	(Note: these four products should be completed and emailed before the end of February.)
	• We will also do some specific preparation for PGP meetings: be prepared to discuss:
	   o Which 2-4 areas of focus you would like to select for your PGP
	   o Support for your self-assessment for all 12 criteria.
	   o Information about your school or district improvement plans
		• Complete a full draft of your professional growth plan (PGP). This draft should be finished and shared will all the members of the Professional Growth Team by the end of February. Be sure to consider your school/district improvement plans in developing your PGP.
		• Organize and, if feasible, share and discuss the evidence you have developed this quarter in support of your PGP and your competence in all 12 procert criteria with your team members.
		• Please remind your team members about the meeting time and place

March meeting at your school	• Bring your draft PGP and support documents (and additional copies of each if you think your team members will not have them otherwise).	

Professional Certificate Pre-Assessment Seminar

The Evergreen State College
Winter 2007
Saturdays 9:00 –1:00
SEM2 E2109

January 13, January 20, January 27, February 10, February 24
Early March meeting with Professional Growth Team

Sherry Walton, Ph.D.
waltonsl@evergreen.edu
Loren Petty
pettyl@evergreen.edu
Lester Krupp
kruvog@comcast.net

The Pre-Assessment Seminar is the first phase of the Professional Certificate Program. It provides the foundation for the rest of the Professional Certificate professional development activities by creating an opportunity for teachers to carefully reflect on their own professional practice with support from a variety of colleagues. The specific outcomes for participants in this seminar are:

- Gaining familiarity with the 3 Standards and 12 Criteria of the Professional Certificate
- Understanding the evidence needed to document competency for each standard and criteria
- Developing a Professional Growth Plan, a document that outlines the professional growth activities to be completed during the core of this program and which is based on your current level of competence for each criteria, your specific teaching assignment, and your school/district improvement plans
- Gathering evidence to support your proposed Professional Growth Plan (PGP) and to document your level of competence relative to each of the 12 criteria.

The Pre-Assessment Seminar is most essentially a process of thorough self- and peer-reflection about one's own professional practice in preparation for an end-of-the-quarter meeting with the four-member Professional Growth Team (PGT). At this final meeting the team reviews the proposed growth plan and the evidence gathered to support it, and finalizes the PGP, which then establishes the requirements for the remainder of the program.

All participants in the Pre-Assessment Seminar will develop some preliminary pieces of the portfolio during the Pre-Assessment seminar as evidence for their Professional Growth Team (PGT); those eligible for the Advanced Track (see information at the end of the syllabus) are encouraged to gather as much of this evidence as possible before their end-of-the-quarter meeting with their team.

Specifications for the Professional Certificate Portfolio

Directions for the content and organization of the portfolio begin on page 2-12 of *The Professional Certification Handbook*. For the twelve criteria listed in the table below, candidates must provide evidence to demonstrate the impact of their work on student learning (see pages 2-42 through 2-48 of *The Professional Certification Handbook* for information about what constitutes quality evidence). We will preview and work on as many of the requirements as possible during the Pre-Assessment Seminar. However, the candidate is responsible for reading *The Professional Certification Handbook* and the requirements listed below and following the stated guidelines.

As indicated in *The Professional Certification Handbook* (page 2-15), the body of the portfolio is comprised of *Entries* specifically connected to the twelve criteria of the three standards*.* Each Entry includes:
- The goal and rationale that address what the teacher hoped to accomplish in order to impact student learning. This piece must include how your goal was data driven, research-based, appropriate to your context, and connected to your School Improvement Plan or building or district goals.
- The processes you used to reach your goal, the decisions you made, the actions you took and the learning that resulted.
- Evidence in the form of artifacts and data that demonstrates that you had a positive impact on student learning.
- An analysis and reflection about how this data will inform your teaching practices in the future, resources that might help you, and your next steps.

The italicized items in the following table are to be completed during the Pre-Assessment Seminar quarter in order to:

       1. support the process of creating Portfolio Entries, and,
       2. provide initial evidence for the Professional Growth Team about areas in which you feel you can meet standard and the areas you plan to strengthen.

	Performance / Criteria / Standard	**Evidence of Performance**
	Portfolio Introduction / Contextual Information	*A written description of your teaching assignment/student learning context (see page 2-14 "Student Learning Context Profile" of The Professional Certification Handbook, as well as the information under <u>More Details About the Portfolio</u> that follows this table).* *The Professional Growth Plan approved at the end of the Pre-Assessment Seminar quarter (see pages 3-3 through 3-6 of The Professional Certification Handbook).*
Standard 1	**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	• *A written statement that describes the principal teaching strategies you use in your teaching, including your rationale for using them. This statement, or a version of it, can be used in appropriate Portfolio Entries to describe goals and rationale as well as your processes. It also will serve as evidence for your Professional Growth Team (PGT).* • Classroom video scene(s) that demonstrate your use of effective instructional strategies (5 minutes). This is intended to document processes and to provide evidence for relevant Entries. • Interview on video (2 minutes) explaining which strategies you used, your rationale for using them, and the specific student behaviors that cause you to believe that the instruction is having a positive impact on student learning (this can also be incorporated as part of the audio track for above video). This interview provides evidence and reflection/analysis for relevant Portfolio Entries. • Video/audio clip of one or more of your students explaining what they have learned/are learning from the instruction highlighted in the classroom scenes and how they know (2 or 3 minutes). This is intended to provide evidence for Entries.
(b)	Using a variety of assessment strategies and data to monitor and improve instruction	• *A <u>list</u> of the processes you use to assess your students, including BRIEF explanations about how you learn about your students before, during and after instruction and how you use that information to help your students learn and to improve your teaching. Also include information about how you help your students learn to self-assess. This statement, or a version of it, can be used in appropriate Portfolio Entries to describe goals and rationale as well as processes. This will serve as evidence for your PGT.* • Documentation of your impact on student learning through the <u>Impact on Student Learning Project</u> – see more details following this table. This project is a vehicle to demonstrate rationale, processes, evidence, and analysis/reflection. **It could very well incorporate and address multiple criteria.**
(c)	Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused environment	• *A written description of your classroom management plan that includes information about your guiding philosophy of classroom management and the specific processes you use to build your classroom learning environment. This statement, or a version of it, can be used in appropriate Portfolio Entries to describe goals and*

		rationale as well as your processes. This will serve as evidence for your PGT and as a resource for the Summer Seminar. • Classroom video scene(s) (5 minutes) that highlight your interaction with students and their interactions with each other, providing evidence of your classroom management skills and showing that your learning environment is supportive of student learning. This video may demonstrate processes and should provide evidence for your portfolio. • Interview on video (2 minutes) in which you discuss what you do in your classroom to create a supportive learning environment. This can be incorporated as part of the audio track for the above video. This video is intended to provide analysis and reflection for Portfolio Entries. • An audio/video clip in which your students discuss how the management strategies in your classroom support their learning (2 to 3 minutes). This video is intended to provide evidence for Portfolio Entries.
(d)	Designing and/or adapting challenging curriculum that is based on the diverse needs of each student	• Two written lesson plans – *one for a lesson taught during the time of the pre-assessment seminar* and one later in the program. These plans must include post-lesson reflections and provide evidence of your ability to plan effective, challenging instruction. <u>One of these plans must be available for your Professional Growth Team's review.</u> More detail on the requirements for lesson plans is given following this table. *These lessons can be used in appropriate Portfolio Entries to describe goals and rationale and processes, and to document reflection/analysis. They may become part of the Impact on Student Learning Project.* • Evidence from students that demonstrates that these lesson plans challenged their thinking and met diverse needs. This provides evidence for Portfolio Entries.
(e)	Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members	• *A statement written during the Pre-Assessment seminar quarter that describes the diversity in your classroom and community and explains how you respond to it in your teaching. Diversity refers to racial, ethnic, cultural, religious, language, sexual orientation, SES, gender, and learning needs differences. This can be used in Portfolio Entries to describe goals and rationale and processes, and to document reflection/analysis. This will serve as evidence for your PGT.*

		**Please note the description of your Teaching Assignment/Student Learning Context (see More Details About Portfolio #1) could be used for this piece of evidence IF you address diversity. • Evidence of your study and learning in the area of cultural diversity from the Summer Seminar. These documents may provide evidence and analysis/reflection for Portfolio Entries. • Evidence from student work that your approach to cultural diversity positively impacts student learning. These documents should provide evidence and demonstrate reflection/analysis for Portfolio Entries.
(f)	Integrating technology into instruction and assessment	• *A BRIEF written description OR bulleted list that tells how you use technology in instruction and assessment. This statement can be used in appropriate Portfolio Entries to describe goals/rationale and processes. It could become part of the Impact on Student Learning Project. This serves as evidence for your PGT.* • Interview and classroom scenes on video (2 minutes) that show your use of technology and in which you discuss how you use technology in your teaching and how you know that your choices have a positive impact on student learning. These scenes should provide evidence*,* and document reflection/analysis for Portfolio Entries.
(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	• *Interview on video (2 minutes) in which you discuss how you communicate and work with the families of your students and why this matters to your students' learning. A script for this video clip (or the clip itself) is created during the Pre-Assessment Seminar quarter. This video should document your goals, rationale, processes, and reflection/analysis for appropriate Portfolio Entries.* • A collection of documents that tell the story of your communication with parents, including such items as classroom newsletters, invitations to parents, collaborations with parents and community, and telephone or email logs. *You will collect at least one document showing your communication with parents during the Pre-Assessment seminar quarter.* You must include student evidence that your communication has positively impacted student learning. These artifacts provide evidence for Portfolio Entries.
Standard	**A successful candidate for the professional certificate shall**	

2	demonstrate the knowledge and skills for *professional development* by:	
(a)	Evaluating the effects of his/her teaching through feedback and reflection	• *A written account, in the form of journal entries, that specifically recounts a series of experiences wherein you taught, gathered feedback on the results of your teaching, reflected on that feedback, and changed your teaching in some way based on your reflections related to student learning. This account is written during the Pre-Assessment seminar quarter. This account focuses on processes and analysis/reflection for Portfolio Entries.* • Interview on video (2 minutes) in which you share one or more additional examples of how you have improved your teaching practice through evaluation of your own practice based on evidence about student learning. *This video focuses on processes and analysis/reflection for Portfolio Entries.*
(b)	Using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities	• *An annotated list of the professional growth activities you have participated in since completing your teacher certification program. This should be completed during the Pre-Assessment Seminar quarter for your PGT,* and may be updated during the Culminating Seminar. • A "culminating" Professional Growth Plan", using the state-approved format, that describes the professional development activities (and rationale) you expect to pursue following completion of the Professional Certificate Program.
(c)	Remaining current in subject area(s), theories, practice, research, and ethical practice	• *Select the primary content area (pick one) that you teach regularly and describe some of the courses, workshops, life experiences, etc. that have prepared you to teach in that content area. This includes both content preparation and methodology preparation connected to that content area. This should be completed during the Pre-Assessment Seminar quarter.* • *A statement describing how you use the state EALRs, GLEs, benchmarks, etc. in your planning and teaching, that refers to at least some specific EALRs and GLEs. In your statement you must illustrate to the reader that you are familiar with the EALRs and use them in your planning and teaching. This should be completed during the Pre-Assessment Seminar quarter. **Please note that you could include or make reference to your lesson plans as part of this statement. This*

		statement provides evidence for Portfolio Entries. • Evidence that reveals the theories and research that support your teaching choices along with a reflective statement about why these theories and research help you to positively impact student learning. These provide evidence and reflection/analysis for the Portfolio Entries.
Standard 3	**A successful candidate for the professional certificate shall demonstrate *professional contributions* to the improvement of the school, community, and the profession by:**	
(a)	Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student	• A written account that gives an example of an incident in which you made a special effort to advocate for a student or a group of students and that discusses how this advocacy positively impacted their learning. This account provides goal/rationale, processes, evidence and reflection/analysis for Portfolio Entries. • An interview on video (1-2 minutes) in which you provide one or more additional examples of your advocacy for students and evidence that this advocacy positively impacted student learning. *This interview provides goal/rationale, processes, evidence and reflection/analysis for Portfolio Entries.*
(b)	Participating collaboratively in school improvement activities and contributing to collegial decision making	• *A written account briefly describing an example of collaboration with peers in your school setting and how that collaboration improved your ability to be an effective teacher. This should be completed during the Pre-Assessment Seminar quarter. This account may provide processes and reflection/analysis for your Portfolio Entries.* • A video interview with one or more peers (2 minutes) recounting specific incidents of your collaboration with them and how the collaboration improved your ability to be an effective teacher. . This video should illustrate processes and demonstrate reflection/analysis for your Portfolio Entries.

More Details About the Portfolio

1. *Description of Your Teaching Assignment/Student Learning Context*
This is a detailed description of your current teaching assignment. It includes specifics about the classroom in which you are teaching, including the classroom rules and routines, physical arrangements, and grouping patterns you use. It also includes the basic demographics of your students, including the number of students you teach, their ages and genders, and their cultural and socioeconomic backgrounds, native language(s), levels of English proficiency, and special needs. *See page 2-14 "Student Learning Context Profile" of The Professional Certification Handbook* for more of the specifics that should be included in this piece of writing.

2. *Professional Growth Plan*
Completing this plan and having it approved by your Professional Growth Team is the primary objective of the Pre-Assessment Seminar quarter. During our first meeting, as a starting point for your Professional Growth Plan (PGP), you will begin a self-assessment that identifies areas of strength and describes what facets of your teaching you would like to improve over the next 1-2 years, using the 12 Professional Certificate Criteria to guide your reflections. In its final form your PGP must be informed by your district, school, grade level, or other improvement plans you are participating in now, as well as by a careful assessment of your skills in relation to the 12 Professional Certificate Criteria. The written plan you will submit to your team will typically include 2-4 areas of focus, will describe your current level of performance in each focus area and the specific growth activities you will undertake to improve in each area. During the Culminating Seminar quarter another professional development plan for the subsequent 5 years is developed. *See pages 3-3 through 3-6 of The Professional Certification Handbook for the form to be used to complete your PGP.*

3. *Impact on Student Learning Project*
This is an in-depth written description that systematically documents your impact on student learning. You will select 3-5 students of various ability levels to follow through a curricular unit (3-10 lessons) and focus on one or two learning targets in that unit that are clearly connected to the State Essential Academic Learning Requirements and associated GLEs or Frameworks. This project is typically done after the Pre-Assessment Seminar quarter (and before or during the Culminating Seminar quarter). Documentation must include:
- A description of the unit that includes the learning outcomes, the student activities, and the teacher activities.
- Pre-assessment of each selected student's knowledge and skills in relation to the selected learning targets.
- Formative assessment of student learning during the delivery of the curricular unit.
- Summative assessment of student learning at the conclusion of lesson.
- A written narrative explaining to what degree each selected student demonstrated learning in relation to the selected learning targets during the curricular unit and how your instructional choices supported the student's learning.

4. *Lesson Plans*
The format of the 2 lesson plans you will include in your portfolio is flexible, but the plan must include the following:
- Learning targets clearly stating what you expect students to know and be able to do as a result of the lesson. You should select learning targets appropriate to the EALRs and

state learning goals, district goals, or school and classroom goals. Your learning targets must be meaningful, and developmentally and instructionally appropriate.
- Assessment strategies that measure the outcomes reflected in the learning targets. You should also indicate how you will provide feedback to the students about their performance.
- Describe the specific learning experiences you will use to support student learning.
- Describe the resources you plan to use for the lesson. Include instructional materials and community resources you will use for the lesson, as well as the technology that you will use to support and enhance instruction and student learning.
- Reflections that discuss the extent to which your learning targets were met by your students (based on your assessment results), what worked well and what did not work well, and how you would revise this lesson to more effectively support student learning.

WINTER PRE-ASSESSMENT SEMINAR SYLLABUS

January 13, January 20, January 27, February 10, February 24
Early March meeting with PGT

January 13

- Introductions: Help us learn a bit about who you are, why you have chosen to be a teacher, and how you think this seminar might support your continued development as a teacher. (15 min)

- In class writing/mapping:
  - Who are you as a teacher? What are your strengths? What is most challenging to you as a teacher? In what areas would you like to improve your knowledge or skills? (10 min.)

    Walk and talk ☺ (10 min.)

- Describe the community and school where you teach. Who are the students, parents, teachers, and administrators? What are the economic, cultural, and religious contexts of the community? What would you like to learn about these contexts? (10 min.)

    Group mapping of contexts and questions (15 min.)

- Read over the piece of student work you brought with you. What are this student's strengths? What is currently developing for this student? What are your immediate goals for this student? What in this piece of student work provides evidence that you have had a positive impact on this student's learning? (15 min.)

Break (15 minutes)

3. Reflection: Take a few minutes to look over what you have written. What ideas about human nature and models of learning are embedded in your writing? What did you capture

about what is important to you in teaching and learning? How do you know that you positively impact student learning? What is missing? What do you now see as strengths and areas of need? (10 min.)

4. Small Group: Share with a small group some of the ideas that surfaced in your writing about your student's work and your reflection. Help each other clarify areas of strength and need by posing questions that help extend/elaborate each person's ideas. Be prepared to share with the whole group. (30 min.)

5. Course overview (60 minutes)
    - Introductory slides – Why ProCert?
    - What are the 3 Standards and 12 Criteria?
    - What is required in the Professional Certificate Portfolio and when?
    - What resources are available in the *Professional Certification Handbook* – Small groups work on each section and then present to whole group.
    - What is quality evidence?

BREAK (15 minutes)

6. Beginning the Individual Self-Assessment
    - Quickly browse the handout provided about the 12 Criteria. Use a code of your choice to note the criteria *you feel strong in* (that is, the criteria for which you think you can already provide documentation of meeting standard) AND the *areas you think you may need to strengthen.* (5 minutes)
    - Then turn to page 2-17 in the *Professional Certification Handbook.* Pages 2-17 through 2-41 provide information for each criterion about what it means to meet standard or not meet standard. Continue your self-assessment of strengths and areas of need by choosing ONE area of strength and ONE area of need that you marked on the handout and examine them more carefully by reading the *At Standard* and *Standard Not Yet Met* descriptions. (10 minutes)

7. Examples of professional growth plans (content AND required form pages 3-4 through 3-6 of the *Professional Certification Handbook).* (10 min.)

8. Preview work to be completed by January 20th. (10 min.)

ASSIGNMENTS

DUE JANUARY 20

- **Building on the writing you began in class**, complete a draft description of your teaching assignment using the Student Learning Context Profile on page *2-14* of *The Professional Certification Handbook* and the information under <u>More Details About the Portfolio.</u> *(*A revised and final copy of this work will be included in your portfolio for the Professional Growth Team meeting.)

- **Complete the preliminary self-assessment** you began in class. You may want to use the Personal Capacity Worksheet, page 4-4 in the *Professional Certification Handbook* to help you finish your self-assessment. For now, focus on the criteria in Standard 1: Effective Teaching.

- **Next,** select two to four criteria in Standard 1 for personal growth. For **<u>one</u>** of these criteria, write a paper that
  - o describes one of your student's current ability, practices, and knowledge   in relation to the criterion (assessment);
  - o explains in some detail why you have chosen this criterion as an   area for personal growth, including what specific skills or knowledge you hope to strengthen and how, and   (goals/rationale)
  - o envisions what your newly gained strengths will enable you to   do to support student learning (evidence/reflection/analysis).

- **Use this piece of writing to create** a first draft of your Professional Growth Plan focusing on the 2 to 4 areas you intend to strengthen. The additional criteria may come from Standards 1, 2, or 3. Use copies of the form on pages 3-4 through 3-6 of the *Professional Certification Handbook* to write your plan. *(*A revised and final copy of this work will be included in your portfolio for the Professional Growth Team meeting.)

- **Write a description of your** instructional strategies. You may want to write this in paragraph form or simply create a bulleted list of 5 – 10 of the strategies you most commonly use. Select 3 or 4 of these strategies and write a paragraph that explains your rationale for using the strategy.

- **Explore possible dates for meeting with your team in early March**. Explain to your team that they will be approving your PGP at an early March meeting based on evidence you provide – for those doing Advance Track, explain that the team will decide whether you have met all 12 criteria at that meeting. Bring possible dates to class.

<u>DUE JANUARY 27TH</u>

Read the two articles provided in class:
1. *Vygotsky's Contribution to Pedagogical Theory*
2. *Can Teaching Poor Children to Act More Like Middle-Class Children Help Close the Education Gap?*

Jot down notes/ideas/questions that arise as you read, as well as speculations about how the ideas in these articles relate to the quest to improve our abilities to positively impact student learning.

Bring ideas for other readings/resources that can support our development as teachers.

<u>January 20</u>

1. Checking In – What questions came up as you began working on the portfolio elements?

2. Questions for Loren

3. Peer Feedback and Discussion
   - Teaching Assignment/Student Learning Context Profile
   - Instructional Strategies and Rationale

- Relationship of a student's work to your choice of a criterion for professional growth
- PGP draft

4. Whole group discussion and questions
   about Profile, Instructional Strategies, paper, PGP drafts

5. Developing Quality Evidence
   - Slide show examples and discussion
   - Individual work on selected Standard 1

6. Sign up for PGP meetings in March.

7. Overview of assignments for January 27.
   - Diversity statement
   - Classroom management plan
   - Assessment overview
   - Lesson plan format

8. Impact on Student Learning project

ASSIGNMENTS DUE JANUARY 27

- **Reading assignment (articles distributed in class Week 1)**

- **Confirm date** for meeting with PGT

PLEASE NOTE: It may be that the papers described below about diversity, classroom management, and assessment can be developed as one integrated paper. That's fine! Each of these should affect the other. However, if it works better for you to develop three different statements, that's fine, too.

- **Draft your diversity** statement. *This statement describes the cultural diversity in your classroom and community and explains how you respond to it in your teaching. Diversity refers to ethnic, racial, cultural, religious, sexual orientation, language, SES, gender, and learning needs differences. This will serve as evidence for your PGT. **Please note that your description of your Teaching Assignment/Student Learning Context (see More Details About Portfolio #1) could be used for this piece of evidence IF you address diversity.*

- **Write a description** of your management system*. This description should include information about your guiding philosophy of classroom management and the specific processes you use to build your class-room learning environment. This paper will serve as evidence for your PGT and as a resource for the Summer Seminar.*

- **Describe** your assessment system. *This paper should provide a list of the processes you use to assess your students, including explanations about how you learn about your students before, during and after instruction and how you use that information to help your students learn and to improve your teaching. Also include information about how you help your students learn to self-assess. This will serve as evidence for your PGT.*

- **Locate or develop** an exemplary lesson plan WRITTEN BY YOU. For further information, see section called <u>More Details About Portfolio</u>

- **Read** pages 2-42 through 2-48 in the *Professional Certification Handbook* and complete the practice exercises in order to clarify OSPI's expectations about what constitutes quality evidence to document the twelve criteria.

- **Then select** evidence from your work with students to document two or three criteria from Standard 1. Bring to class for discussion.

- **Bring a CD or Jump Drive** of work you have completed so far. We'll spend some time next week in the computer center setting up the e-portfolios. You need access to some of your work so you can begin linking evidence in your portfolio.

<u>January 27</u>

1. Checking In – What questions came up as you continued working on the portfolio documents and evidence?

2. Seminar on assigned articles and resource sharing

3. Peer Feedback and Discussion
   - Diversity statement
   - Classroom management plan
   - Assessment overview
   - Lesson plan

4. Whole group questions about diversity statement, classroom management plan, assessment overview, lesson plans

5. Pairs – Assessing the quality of the evidence you selected for two or three criteria.

6. Computer Lab – Developing E-Portfolios

<u>ASSIGNMENTS DUE FEBRUARY 10</u>

- **Check with your PGT** team to be sure they understand their role in the PGP meeting

- **Continue gathering quality evidence** to document the 12 criteria. *Remember to refer to pages 2-42 through 2-48 in <u>The Professional Certification Handbook</u> as you make your decisions about quality evidence.*

The following documents will need to be included in your portfolio for your PGT meeting. Keep working on them and linking them to your e-portfolio. *<u>Remember that it is fine to integrate any of these into a single document when appropriate.</u>* If you want feedback on any of these, bring to class.

- Technology document: *written description that explains how you use technology in instruction and assessment.*
- Communication-with-families script: *Script or interview on video (2 minutes) in which you discuss how you communicate and work with the families of your students and why this matters to your students' learning.*
- Family communication document(s): A collection of documents that tell the story of your communication with parents, including such items as classroom newsletters, invitations to parents, collaborations with parents and community, and telephone or email logs. *You will collect at least one document showing your communication with parents during the Pre-Assessment seminar quarter.* You must include student evidence that your communication has positively impacted student learning.
- Reflection on your teaching, and its subsequent impact on your teaching: *A written account, in the form of journal entries, that specifically recounts a series of experiences wherein you taught, gathered feedback on the results of your teaching, reflected on that feedback, and changed your teaching in some way based on your reflections related to student learning.*
- Professional development activities document: *An annotated list of the professional growth activities you have participated in since completing your teacher certification program.*
    - Content preparation document: *Select the primary content area (pick one) that you teach regularly and describe some of the courses, workshops, life experiences, etc. that have prepared you to teach in that content area. This includes both content preparation and methodology preparation connected to that content area.*
    - EALR use document: *A statement describing how you use the state EALRs, GLEs, benchmarks, etc. in your planning and teaching, that refers to at least some specific EALRs and GLEs. In your statement you must illustrate to the reader that you are familiar with the EALRs and use them in your planning and teaching.*
    - Collaboration example: *A written account briefly describing an example of collaboration with peers in your school setting and how that collaboration improved your ability to be an effective teacher.*

February 10

1. Checking In – What questions came up as you continued working on the portfolio documents and evidence?

2. Work groups - During this work-time you can get feedback on the documents you're preparing or on the quality of the evidence you've selected to document the 12 criteria.

3. Preparation for PGP meetings. Be prepared to discuss:
    - The 2 to 4 areas of focus you would like to select for your PGP
    - Support for your self-assessment for all 12 criteria.
    - Information about your school or district improvement plans

ASSIGNMENTS DUE FEBRUARY 24

Complete a full draft of your professional growth plan (PGP) using the form on pages 3-4 through 3-6 of the *Professional Certification Handbook*. Bring to class for presentation. As you develop your PGP, be sure to consider your school/district improvement plans AND what **you** need to improve in order to positively affect student learning.

Note: Your PGP draft should be *finished and shared* with all the members of the Professional Growth Team *before* our meeting in March. Incorporate their feedback in the draft you bring to the meeting.

February 24

1. Dry Run Simulation – Professional Growth Team Meeting

2. Computer Lab – You'll have time today to continue working on your e-portfolio

DUE AT PROFESSIONAL GROWTH TEAM MEETING IN MARCH

Find out if you will be able to show your team your work via the e-portfolio. Bring hard-copies of your work if needed. Be prepared to discuss the evidence you have developed this quarter in support of your PGP and your competence in all 12 criteria with your team members.

Please remind your team members about the meeting time and place.

MARCH MEETING AT YOUR SCHOOL

Bring your PGP and support documents for the twelve criteria either in hard copy or in e-portfolio format (and additional copies of each if you think your team members will not have them otherwise). Be prepared to discuss the evidence you have developed this quarter in support of your PGP and your competence in all 12 criteria with your team members.

** Advanced Track - Candidates who have completed five or more years of out-of-state, full time certificated teaching are eligible to apply for the Advanced Track option. For Advanced Track candidates, the activities of the Pre-Assessment Seminar are very similar to those for all other candidates; however, the nature of the end-of-the-quarter Professional Growth team meeting is different for Advanced Track candidates. During the end-of-the-quarter meeting with the Professional Growth Team, a decision will be made regarding whether or not to exempt an Advanced Track candidate from some or all of the remaining Professional Certificate credit requirements. This decision will be based on the candidate's ability to provide compelling evidence that he/she is "at standard" for all 12 Professional Certificate standards/criteria. Advanced Track candidates whose teams exempt them from some or all of the remaining credit requirements will still need to complete the same quality of documentation as other candidates to verify their competency. If this documentation is not fully completed by the end-of-the-quarter meeting it will need to be submitted for evaluation later to an Evaluation Team for an additional $200 fee. The Evaluation Team (this Team is different than the candidate's Professional Growth Team) cannot "overturn" the decision of the Professional Growth Team, but can decide after their review that the evaluation evidence needs to be improved and resubmitted.

Professional Certificate Culminating Seminar

The Evergreen State College, Spring 2006
Saturdays, Seminar II A 3109 and LIB 2619
Scott Coleman, Ph.D.
colemans@evergreen.edu, 360-867-6130

Description
The Culminating Seminar is the final phase (final quarter) of the Professional Certificate Program. The primary activity of this 2 credit hour offering is the development of an electronic portfolio that provides evidence showing that all Professional Certificate criteria have been met.

Outcomes and Activities
This seminar begins with an April 8 meeting in the Macintosh Computer Classroom to review the requirements for the portfolio and to practice the skills needed to construct it. Over the next month the participants will gather and edit video footage and revise the written documents that comprise the portfolio. On May 6 participants will bring a partially completed draft of the portfolio to share and work on during our second meeting in the Macintosh classroom. During this early May meeting, we will have the opportunity to get technical assistance and will also review work in progress in relation to the portfolio rubric (*Descriptions of Practice*). Over the next four weeks portfolios will be completed, for presentation to the class and outside reviewers on June 3 (in SEM II A 3109).

Verifying PGP Completion
During the Culminating Seminar students should verify the completion of any of the activities (coursework, etc.) specified on their Professional Growth Plans (PGP) that have already been completed. For college coursework, official transcripts from the college should be mailed to Maggie Foran, Graduate Studies, The Evergreen State College, Olympia, WA 98505. Photocopies verifying completion of clock hour earning experiences can be mailed to Maggie or turned in during class on May 6 or June 3. (Note: For any courses or clock hour experiences specified on the PGP not completed by the end of the quarter, please send transcripts / clock hour forms to Maggie as soon as those experiences have been completed.) For PGP requirements other than coursework, you will need to meet with the instructor one-on-one to review your documentation of completion; please make an appointment during the quarter to do so, and meet before the end of June.

Portfolio Evaluation
On June 3 students will present their portfolios to the other members of the class and a small team of outside reviewers. The peer and outside reviewers will evaluate portfolios to determine if they show evidence of effective teaching (criteria 1-7), professional development (criteria 8-10), and professional contributions (criteria 11-12) that are consistent with the definitions of the 12 criteria and the "at standard" descriptions in the *Descriptions of Practice* document. If a portfolio is found to be "incomplete" (that is, it lacks sufficient evidence), specific feedback will be given for improvement by June 16. The portfolio can then be resubmitted by June 30 for re-review. For portfolios not approved as complete by June 30, an additional charge of $150 will be assessed for a later review.

Professional Certificate Culminating Seminar

The Evergreen State College, Spring 2007
2 credits
Saturdays 9 AM – 1 PM
Library Building:Macintosh Classroom &
Seminar 2B 2109
Scott Coleman, Ph.D.
colemans@evergreen.edu, 360-867-6130

Description
The Culminating Seminar is the final phase (final quarter) of the Professional Certificate Program. The primary activity and outcome of this 2 credit hour offering is the development of an electronic portfolio that provides evidence showing that all Professional Certificate criteria have been met. This course is open only to teachers who have completed the Professional Certificate Pre-Assessment and Summer Seminars.

Specific Activities
This seminar begins with our first meeting on April 7 in the Macintosh Computer Classroom to review the requirements for the portfolio and to learn and practice the skills needed to construct it. After we carefully discuss the portfolio requirements, you will have time to work on your portfolio by customizing your home page and incorporating some of the documents you created during the pre-assessment seminar.

Between the first and second meetings you will gather video footage, revise (if necessary) all the written documents drafted during the pre-assessment seminar and add them to the portfolio, and begin to create the additional written documents needed for the portfolio. The computer facilities and technical support will be available on Saturday mornings through April and May in the Macintosh Classroom or you can contact Scott to set up a time for individual help.

May 5, our second formal meeting date, will be conducted in workshop format, with a primary focus on video editing. You will bring some video footage to work on as well as your "in progress" portfolio. Those familiar with iMovie and making good progress towards completing their videos will be encouraged to share their work and help their peers. All those who have access to a video camera are asked to bring it to class this day. During this meeting, you will also have the opportunity to get technical assistance with your web page and review your work in progress in relation to the portfolio rubric (*Descriptions of Practice*).

Between the second and third meetings you will need to complete your portfolio. The computer classroom will be available Saturday mornings for your use and, again, you are invited to schedule one or more individual meetings with Scott if needed. <u>You will need to email, mail, or drop off your electronic portfolio so it is received by Scott by Thursday morning, May 31</u>.

On June 2 we will share and assess the electronic portfolios.

Verifying PGP Completion

During the Culminating Seminar students can submit evidence of any of the professional growth activities (specifically, submit transcripts) specified on their Professional Growth Plans (PGPs) that have been completed. For college coursework, official transcripts from the college should be mailed to Maggie Foran, Graduate Studies, The Evergreen State College, Olympia, WA 98505. Photocopies verifying completion of clock hour earning experiences should be mailed to Maggie or delivered to her office in Seminar 2E 3135. (Note: For any courses or clock hour experiences specified on the PGP not completed by the end of the quarter, please send transcripts / clock hour forms to Maggie as soon as those experiences have been completed.) For PGP requirements other than coursework, you will need to schedule an appointment to meet with the instructor one-on-one to review your documentation of completion – ideally this will be done during an afternoon meeting between June 4 and June 14.

Portfolio Evaluation

In June students will present their portfolios to the other members of the class and a small team of outside reviewers. The peer and outside reviewers will evaluate portfolios to determine if they show evidence of effective teaching (criteria 1-7), professional development (criteria 8-10), and professional contributions (criteria 11-12) that are consistent with the definitions of the 12 criteria and the "at standard" descriptions in the *Descriptions of Practice* document. If a portfolio is found to be "incomplete" (that is, it lacks sufficient evidence), specific feedback will be given for improvement by mid June. The portfolio can then be resubmitted by June 30 for re-review. For portfolios not approved as complete by June 30, an additional charge of $150 will be assessed for a later review.

Professional Certificate Portfolio Contents

Items in italics were done during the Pre-Assessment Seminar
Items in Bold are to be done during the Culminating Seminar
P1—P15 refer to items that were done in the pre-assessment seminar that need to be converted to web pages (after being updated, if needed). You may have combined some of these items and so have less than 15 separate documents, which is OK.
V1 – V6 refer to video clips
N1 – N5 refer to new documents you will be adding

	criteria	Evidence
	Portfolio Introduction / Contextual Information	• *P1-- A written description of your teaching assignment (see details in the next section).* • *P2-- The Professional Growth Plan approved at the end of the Pre-Assessment Seminar quarter (see details in the next section).*
1a	Use a variety of instructional strategies effectively	• *P3-- A written statement that describes the principal teaching strategies you use in your teaching, including an explanation of your rationale for using them. This also will serve as evidence for your Professional Growth Team.* • **V1 - Classroom video scene(s) that demonstrate your use of effective instructional strategies (3-5 minutes). This classroom footage needs to be accompanied with an interview of you on video (1-2 additional minutes) explaining which strategies you use and your rationale for using them. This segment of you talking can instead be integrated with your classroom footage as an audio track rather than being placed at the start or end of your classroom footage.**
1b	Use assessment to adjust	• *P4-- An overview of the processes you use to assess your students—including explanations about how you learn about your students before, during and after instruction and how you use that information to help your students learn and to*

	teaching and improve student learning	*improve your teaching. This also will serve as evidence for your Professional Growth Team.* • **N1 - Documentation of student learning through the Impact on Student Learning Project – see more details following this table.**
1c	Create a supportive learning environment / classroom management	• *P5-- A written description of your classroom management plan that includes information about your guiding philosophy of classroom management and the specific processes you use to build your classroom learning environment. This also will serve as evidence for your Professional Growth Team and as a resource for the Summer Seminar.* **V2 - Classroom video scene(s) (3-5 minutes) that highlight your interaction with students and their interactions with each other, providing evidence of your classroom management skills and showing that your learning environment is supportive of student learning. This classroom footage needs to be accompanied with an interview of you on video (1-2 additional minutes) explaining what you do in your classroom to create a supportive learning environment. This segment of you talking can instead be integrated with your classroom footage as an audio track rather than being placed at the start or end of your classroom footage.**
1d	Effectively plan instruction	• P6 / N2 - Two written **lesson plans** – *one for a lesson taught during the pre-assessment seminar* and one later in the program. These plans must include post-lesson reflections and provide evidence of your ability to plan effective instruction. One of these plans must be available for your Professional Growth Team's review. More detail on the requirements for lesson plans is given following this table.
1e	Respond appropriately to the cultural diversity of individuals in the classroom and community	• *P7 -- A statement, written during the Pre-Assessment seminar quarter, that describes the cultural diversity in your classroom and community and explains how you respond to it in your teaching.* • **N3 - One or more documents you created during the Summer Seminar that provide evidence of your study and learning in the area of cultural diversity.**
1f	Integrate technology into instruction and assessment	• *P8-- A brief written description that tells how you use technology in instruction and assessment . This also serves as evidence for your Professional Growth Team.* • **V3 - Interview and classroom scenes on video (1-3 minutes) that show your use of technology and in which you discuss how you use technology in your teaching.**

1g	Communicate and collaborate with families in the education process	• *V4 -- Interview on video (1 minute) in which you discuss how you communicate and work with the families of your students. A script for this video clip (or the clip itself) is created during the Pre-Assessment Seminar quarter.* • **N4 - Two documents that help tell the story of your communication with parents, including such items as classroom newsletters, invitations to parents, and telephone or email logs.** *You will have collected at least one document showing your communication with parents during the Pre-Assessment seminar quarter.*
2a	Evaluate and improve teaching through feedback and reflection	• *P10 -- A written account, in the form of journal entries or in some other form, that specifically recounts a series of experiences wherein you taught, gathered feedback on the results of your teaching, reflected on that feedback, and changed your teaching in some way. This account is written during the Pre-Assessment seminar quarter.* • **V5 - Interview of you on video (1-2 minutes) in which you share an additional example of how you have improved your teaching practice through evaluation of your own practice.**

2b	Engage in professional growth activities consistent with professional standards and district and school expectations	• *P11-- A annotated list of the professional growth activities you have participated in since completing your teacher certification program. This should be completed during the Pre-Assessment Seminar quarter for your Professional Growth Team,* and may be updated during the Culminating Seminar. • **N5 - A "culminating" Professional Growth Plan, that describes the professional development activities you expect to pursue following completion of the Professional Certificate Program. The specific information you need to include in this PGP is described following this table.**
2c	Demonstrate a strong knowledge of content being taught, including remaining current in relevant subject areas and the standards, theories and practice related to teaching it	• *P12 -- Select your primary content area (pick one) that you teach regularly and describe some of the courses, workshops, life experiences, etc. that have prepared you to teach in that content area. This includes both content preparation, and methodology preparation connected to that content area. This should be completed during the Pre-Assessment Seminar quarter.* • *P13 -- A statement describing how you use the state EALRs, GLEs, benchmarks, etc. in your planning and teaching, that refers to at least some specific EALRs and GLEs. In your statement you must illustrate to the reader that you are familiar with the EALRs and use them in your planning and teaching. This should be completed during the Pre-Assessment Seminar quarter.*
3a	Advocate for learning environments that meet the diverse needs of students	• *P14 -- A written account that gives an example of an incident in which you made a special effort to advocate for a student or a group of students. This should be completed during the Pre-Assessment seminar quarter.* • **V6 - An interview on video (1-2 minutes) in which you provide one or more additional examples of your advocacy for students.**
3b	Participate collaboratively with peers in school improvement activities and collegial decision making	• *P15 -- A written account briefly describing an example of collaboration with peers in your school setting. This should be completed during the Pre-Assessment Seminar quarter.* • **V7 - A video interview with one or more peers (1-3 minutes) recounting specific incidents of your collaboration with them.**

Additional Details About the Portfolio Contents
- *Description of Your Teaching Assignment*
This is a detailed description of your current teaching assignment. It includes specifics about the classroom in which you are teaching, including the classroom rules and routines, physical arrangements, and grouping patterns you use. It also includes the basic demographics of your students, including the number of students you teach, their ages and genders, and their cultural and socioeconomic backgrounds, native language(s), levels of English proficiency, and special needs. **If your teaching assignment has changed since the pre-assessment seminar, you should update this document.**

- *Original Professional Growth Plan*

This is the plan approved by your Professional Growth Team during the Pre-Assessment Seminar. **If you have growth activities other than courses or workshops listed on this PGP, you should include evidence of completion for those activities as part of your electronic portfolio.**

- **Updated Professional Growth Plan**

This is a plan that describes the major professional growth activities you are likely to focus on over the next 5 years. You can follow the same basic format you used for your original Professional Certificate professional growth plan -- being sure to include 2-4 areas of targeted growth (focus areas), the rationale for choosing each area, the new learning you anticipate, and the anticipated impact on student learning (the evidence that will help you know whether or not your efforts resulted in increases student learning).

- **Impact on Student Learning Project**

This is a written description that systematically documents your impact on student learning. You will select 3 students of various ability levels to follow through a curricular unit (3-10 lessons) and focus on one or two learning targets in that unit that are clearly connected to the State Essential Academic Learning Requirements and associated GLEs or benchmarks.. This project must include:
- **A 1-2 page description of the unit that includes the learning outcomes, the student activities, and the teacher activities.**
- **Pre-assessment instrument(s) description and its results for each selected student's knowledge and skills in relation to the selected learning targets.**
- **Summative assessment instrument(s) description and its results for each selected student's learning at the conclusion of lesson.**
- **A 1 page narrative, based on the assessment data, discussing student learning in connection with the selected learning targets.**
- **One or more samples of student work that help provide evidence of learning during the unit.**

- *Lesson Plans*

The format of the 2 lesson plans you will include in your portfolio is flexible, but the plan must include the following:
- *Learning targets clearly stating what you expect students to know and be able to do as a result of the lesson. You should select learning targets appropriate to the EALRs and state learning goals, district goals, or school and classroom goals. Your learning targets must be meaningful, and developmentally and instructionally appropriate.*
- *Assessment strategies that measure the outcomes reflected in the learning targets. You should also indicate how you will provide feedback to the students about their performance.*
- *Describe the specific learning experiences you will use to support student learning.*
- *Describe the resources you plan to use for the lesson. Include instructional materials and community resources you will use for the lesson, as well as the technology that you will use to support and enhance instruction and student learning.*
- *Reflections that discuss the extent to which your learning targets were met by your students (based on your assessment results), what worked well and what did not work well, and how you would revise this lesson should you teach it again.*