

Professional Certification Pre-Assessment Seminar 2007-08

Instructors: Everett Public Schools Instructor: JoAnne Buiteweg & Tessa O'Connor
Western Washington University Instructor: Mary Ann Stine

Course Description:

Orientation to professional teacher certification processes and standards; investigation and identification of professional teacher resources; instruction in methods for collecting and analyzing evidence. Participants develop and implement a self-assessment study.

Targeted Professional Certification Standards and Criteria ([Word](#)) ([pdf](#)):

I. Effective Teaching:

- (a) using instructional strategies that make the learning meaningful and show positive impact on student learning
- (b) using a variety of assessment strategies and data to improve instruction
- (c) using appropriate classroom management principles, processes, and practices to foster a safe, positive, student-focused learning environment
- (d) designing and/or adapting challenging curriculum that is based on the diverse needs of each student
- (e) demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members
- (f) integrating technology into instruction and assessment
- (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

II. Professional Development:

- (a) evaluating the effects of his/her teaching through feedback and reflection
- (b) using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities
- (c) remaining current in subject area(s), theories, practice, research, and ethical practice

III. Professional Contributions:

- (a) advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student
- (b) participating collaboratively in school improvement activities and contributing to collegial decision-making

Course Objectives:

A successful candidate will:

- Complete a **Personal Capacity Worksheet** ([word](#)) ([pdf](#)) and use the results during the selection of **Professional Growth Plan** ([word](#)).
- Create a **Professional Growth Team** ([word](#)) ([pdf](#)).
- Develop a **Professional Growth Plan** ([word](#)) ([pdf](#)) (PGP) in collaboration with the Professional Growth Team. The plan must include three to five objectives that focus on Professional Certificate criteria relevant to your specific teaching assignment.
- Write a **Student Learning Context Profile** ([word](#)) ([pdf](#)) that describes current teaching environment, current student strengths and unique learning needs, desired characteristics of the environment, the school and community at-large, and goals/potential challenges related to the development of the desired classroom environment.
- Participate in discussions about the professional literature base that supports professional practice represented in the **Professional Certificate Criteria** ([word](#)) ([pdf](#)).

Textbook(s) and/or Assigned Readings:

1. Candidates are expected to subscribe to ASCD's [Education Leadership](#). Subscription information is available at this website: <https://shop.ascd.org/membership/subscription.cfm>.

Current and archived reports from this periodical will be a major source of information during seminar discussions about research underlying professional practice. Candidates should read and be prepared to discuss at least one **on-topic** article published in [on Leadership](#) for each criterion scheduled for discussion at each seminar. A list of criteria that will be discussed in each seminar follows in the course outline. The criteria may be introduced out of alphabetical sequence, so be sure to consult the outline.

2. The Office of the Superintendent of Public Instruction's on-line Professional Certificate Handbook is available at: <http://www.k12.wa.us/Certification/ProfEd/handbook.aspx>

Assessments/Assignments:

1. A written **Student Learning Context Profile** (word) narrative that describes your student and classroom characteristics, the relevant characteristics of your school and district, and the relevant characteristics of your community.
2. Develop a **Professional Growth Plan** (word) that focuses on three-to-five criteria as agreed upon by the **Professional Growth Team** (word) and with consideration of your school district's School Improvement Program, strategic plan, the results of your **Personal Capacity Worksheet** (word) and your own professional development goals. Goals on your Professional Growth Plan will be re-visited as you select elective coursework in the core component of this program and again when you report on your progress in the Culminating Seminar.
 - a. Create a **Professional Growth Team** (word) no later than the fourth seminar meeting. The team will collaborate in the development of the **Professional Growth Plan** (word) and must consist of:
 - A District Representative – principal, Professional Development Director, or other administrator who understands the goals of the school district
 - A Representative from the University – may be your seminar instructor
 - You, the Candidate and
 - A Colleague (Advocate) who understands the expectations of your teaching assignment..
3. Complete the initial stages of a **Professional Growth Record** (word)

Note: The plan must be submitted to your instructor on a State of Washington **Professional Growth Plan** (word) form.

Grading Scale: S/U (Satisfactory/Unsatisfactory)

Course Overview:

This seminar provides an “Introduction to reflective practice and the Professional Certification requirements. The candidate reflects on all 12 criteria to identify areas in which she/he has strengths and the areas in which she/he needs to increase capacity.”

Professional development is a continuum spanning an educator's entire career. The Professional Certificate component of the continuum asks that you think about professional practice in your current teaching assignment with a special emphasis on what you do that makes a positive impact on student learning. Professional Certificate Standards and Criteria are not about elegant teacher presentation styles – they are about providing evidence that your students have the skills and knowledge necessary to be efficient and continuous learners.

In this seminar, you will review three Professional Certificate Standards, twelve criteria and the supporting professional literature. As each criterion in **Standard One** is introduced you'll be asked to consider these two essential questions:

- What clear and convincing student evidence (not teacher evidence!) would verify that students have benefited from your mastery of this criterion?
- What implications does this criterion have for your personal professional practice?

In Standards Two and Three you are asked to consider:

- What clear and convincing teacher evidence would verify that your students, your school district, and you personally have benefited from mastery of the criteria?
- What implications do these criteria have for your personal professional development now and in the future?

Academic Dishonesty Policy:

Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the WWU Academic Dishonesty Policy and Procedure (see Appendix D of the University Bulletin).

Reasonable Accommodation Policy:

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disAbility Resources for Students at 360-650-3844 or www.wwu.edu/depts/drs/.

Everett Course Attendance Policy:

1. On the first class missed we ask that you do some reading, write a one page response to how the reading plays out in your work and meet half an hour prior or after one of the next two classes.
2. A second missed class will require finding and participating in a minimum 3-hour training related to the content missed during the second class and follow-up conversation with an instructor to discuss the training.

Seminar Outline

Session	Topic	Essential Questions
Session One Thursday 9/27/07 4-7 pm	<ul style="list-style-type: none">• Introductions• Explanation of Professional Certificate sequence, overview, standards, criteria, and seminar outcomes (State Link (Word))• Standard II Professional Development• II. (b) Using Professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities• Review of the Descriptors of Practice (word) and completion of the Personal Capacity Worksheet (word) and reflection on current personal professional practice• Student Learning Context (Word) Rubric (Word) NEW 12-11-07<ul style="list-style-type: none">○ Model○ Brainstorm○ Partner & share• Registration and paperwork	<p>Overview of <u>Educational Leadership</u> https://shop.ascd.org/membership/subscription.cfm</p> <ul style="list-style-type: none">• What is the value of professional literature in a busy day-to-day professional practice schedule? <p>Homework Read</p> <p>Seven Practices by O'Connor & McTighe (word)</p>

<p>Session Two Thursday 10/11/07 4-7 pm</p>	<p>Discussion of Pre-Assessment Growth Plan and roles of Professional Growth Team members</p> <p>I. (b) Using a variety of assessment strategies and data to monitor and improve instruction;</p>	<p>Examine the Descriptors of Practice (word) for this criterion and then discuss:</p> <ul style="list-style-type: none"> • What clear and convincing <u>student</u> evidence would verify that students have benefited from your mastery of this criterion? • What implications does this criterion have for your personal professional practice? <p>Homework Read</p> <ul style="list-style-type: none"> • <i>Guiding the Innate Constructivist</i> by Caine, Caine, and McClintic (word) <p>Draft</p> <ul style="list-style-type: none"> ▪ Assessment Professional Growth Plan Goal ▪ Student Learning Context
<p>Session Three Thursday 11/8/07 4-7 pm</p>	<p>Assignment Due: Draft of Assessment Goal Student Learning Context Draft</p> <p>Check in – Progress on Professional Growth Teams (Roster of members due next meeting)</p> <p>I. (a) Using instructional strategies that make learning meaningful and show positive impact on student learning;</p> <p>I. (d) Designing and/or adapting challenging curriculum that is based on the diverse needs of each student;</p> <p>Standard II Professional Development</p> <p>II. (c) Remaining current in subject area(s), theories, practice, research, and ethical practice</p>	<p>1. Discussion about the role of each individual on the Professional Growth Team – including written information for team members</p> <p>2. Relationship between Pre-Assessment Growth Plan goals and Core Seminar elective credits</p> <p>Examine the Descriptors of Practice (word) for this criterion and then discuss:</p> <ul style="list-style-type: none"> • What clear and convincing <u>student</u> evidence would verify that students have benefited from your mastery of this criterion? • What implications does this criterion have for your personal professional practice? <p>Homework Read</p> <ul style="list-style-type: none"> • <i>Guiding the Innate Constructivist</i> by Caine, Caine, and McClintic (word) <p>Draft</p> <ul style="list-style-type: none"> • Assessment Professional Growth Plan Goal • Student Learning Context

<p>Session Four Thursday 12/13/07 4-7 pm</p>	<p>Assignment Due:</p> <ul style="list-style-type: none"> ▪ Find article related to technology or differentiation. ▪ Draft of 3 goals from last session ▪ Turn in 1 goal for feedback <p>I. (f) Integrating technology into instruction and assessment;</p> <p>I. (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</p> <p>Advance Track Work Session</p> <ul style="list-style-type: none"> ▪ Growth Team Members Named ▪ Goals to Focus On ▪ Inquiry Project Ideas 	<p>Examine the Descriptors of Practice (word) for this criterion and then discuss:</p> <ul style="list-style-type: none"> • What clear and convincing <u>student</u> evidence would verify that students have benefited from your mastery of this criterion? • What implications does this criterion have for your personal professional practice? <p>Homework Read <i>The Key to Classroom Management by Marzano and Marzano (from Educational Leadership, September 2003)</i></p> <p>Revise</p> <ul style="list-style-type: none"> ▪ Student Learning Context
<p>Session Five Thursday 1/10/08 4-7 pm</p>	<p>Assignment Due:</p> <ul style="list-style-type: none"> ▪ Read article on classroom management ▪ Revised Student Learning Context <p>I. (c) Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment;</p> <p>Review of criteria 1(a), 1(b), 1(c), 1(d), 1(f), 1(g), 2(c)</p> <p>Mid-Term Evaluation</p> <p>Advance Track Work Session (Professional Growth Plan Drafts Due)</p>	<p>Examine the Descriptors of Practice (word) for this criterion and then discuss:</p> <ul style="list-style-type: none"> • What clear and convincing <u>student</u> evidence would verify that students have benefited from your mastery of this criterion? • What implications does this criterion have for your personal professional practice? <p>Homework Reading</p> <p>Draft goals</p>

<p>Session Six Thursday 1/24/08 4-7 pm</p>	<p>Assignment Due:</p> <ul style="list-style-type: none"> ▪ Read article related to advocating for students and/or connecting to family/community ▪ Drafts of PGP 1c, 1f, & 1g 	<p>Examine the Descriptors of Practice (word) for this criterion and then discuss:</p> <ul style="list-style-type: none"> • What clear and convincing <u>student</u> evidence would verify that students have benefited from your mastery of this criterion? • What implications does this criterion have for your personal professional practice? <p>Homework Reading Draft goals</p>
	<p>I. (e) Demonstrating cultural sensitivity in teaching and in relationships with students, families and community members;</p> <p>I. (g) Informing, involving, and collaborating with families and community members as partners in each student's educational process, including information about student achievement and performance.</p> <p>Standard III: Professional Contributions</p> <p>III. (a) Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student; and</p> <p>Advance Track Work Session</p> <ul style="list-style-type: none"> ▪ Inquiry Project Design ▪ Professional Growth Plan "At Standard" 	

<p>Session Seven Thursday 2/28/08 4-7 pm</p>	<p>Assignment Due:</p> <ul style="list-style-type: none"> ▪ Read article related to professional development and teacher leadership ▪ Drafts of PGP 1e, & 3a <p>Check in – Progress on Professional Growth Plans (Due next session)</p> <p>Standard II Professional Development II. (a) Evaluating the effects of his/her teaching through feedback and reflection;</p> <p>Standard III: Professional Contributions</p> <p>III. (b) Participating collaboratively in school improvement activities and contributing to collegial decision making</p>	<p>Examine the Descriptors of Practice (word) for this criterion and then discuss:</p> <ul style="list-style-type: none"> • What clear and convincing <u>student</u> evidence would verify that students have benefited from your mastery of this criterion? • What implications does this criterion have for your personal professional practice? <p>Homework Reading</p> <p>Draft goals</p>
<p>Session Eight Thursday 3/13/08 4-7 pm</p>	<p>Assignment Due: Professional Growth Plan Drafts</p> <ul style="list-style-type: none"> • “Like goal” review groups • What evidence might I use? <p>Advance Track Work Session (Two Pieces of Evidence Due)</p>	<p>Examine the Descriptors of Practice (word) for this criterion and then discuss:</p> <ul style="list-style-type: none"> • What clear and convincing <u>student</u> evidence would verify that students have benefited from your mastery of this criterion? • What implications does this criterion have for your personal professional practice? <p>Homework Reading</p> <p>Revise PGP as needed</p>
<p>Session Nine Thursday 4/10/08 4-7 pm</p>	<p>Assignment: Professional Growth Plan Revisions</p> <ul style="list-style-type: none"> • Action Research – Inquiry Project • Portfolio Review 	<p>Examine the Descriptors of Practice (word) for this criterion and then discuss:</p> <ul style="list-style-type: none"> • What clear and convincing <u>student</u> evidence would verify that students have benefited from your mastery of this criterion? • What implications does this criterion have for your personal professional practice? <p>Homework Reading</p> <p>Revise PGP as needed</p>

<p>Session Ten Thursday 5/8/08 4-7 pm</p>	<ul style="list-style-type: none"> • Advance Track presents portfolios • Share growth plans • What is CORE? When should I take it? • Evaluation <p>Advance Track Work Session (Portfolios Due)</p>	<p>Examine the Descriptors of Practice (word) for this criterion and then discuss:</p> <ul style="list-style-type: none"> • What is your plan for continuing your professional certification? • What implications does that have for your next steps? Summer? Next Year? • What further support do you need from Western or Everett Public Schools?
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