

Professional Certification Pre-Assessment Seminar 2008-09

Instructors: Everett Public Schools Instructors:

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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.

Textbook(s) and/or Assigned Readings:

1. Candidates are expected to subscribe to ASCD's [Education Leadership](http://shop.ascd.org/membership/subscription.cfm). 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 will read and be prepared to discuss at least one **on-topic** article published in Educational Leadership for each class session.

2. The Office of the Superintendent of Public Instruction's on-line Professional Certificate Handbook is available at: <http://www.k12.wa.us/certification/teacher/ProCert-Handbook.aspx>
3. **Required Professional Certificate Portfolio Coversheet** ([word](#)) ([pdf](#))

Grading Scale: S/U (Satisfactory/Unsatisfactory)

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.wvu.edu/depts/drs/.

Everett Course Attendance Policy:

Attendance is required in this course. We recognize that emergent situations beyond your control may require you to miss part or all of a class.

For those times – the following apply:

1. On the first class where time is missed you must complete the following:
 - a. **Go to district website – review agenda** – complete all activities and assignments
 - b. **Research topics** discussed during absence and bring in additional text(s) with margin notes relating points in article to your teaching assignment/context.
 - c. **Stay after** the very next session to review your work with an instructor.
2. If your circumstances cause you to miss class time on more than two occasions; you will need to schedule a time with the instructors to re-evaluate continuing in this course at this time.

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.

- **Standard One** focuses on the impact of professional practices on student learning as shown through student work/behaviors.
- **Standards Two and Three** focus on your professional development and contributions to the profession.

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 Requirements:

A successful candidate will:

- Research current teaching context including broad characteristics of community at-large, district and school. Identify within current classroom/assignment student strengths and unique learning needs, desired characteristics of the environment, and potential challenges related to the development of the desired classroom environment.
 - Use findings to write a **Student Learning Context Profile** ([word](#)) ([pdf](#))
- Develop a **Professional Growth Plan [PGP]** ([word](#)) ([pdf](#)) based on a review of best practices and self-assessment related to Washington State Professional Certification Standards.
 - The plan must include three to five objectives that focus on Professional Certificate criteria relevant to your specific teaching assignment.
 - The plan is developed in collaboration with the **Professional Growth Team** ([word](#)) ([pdf](#)).
- Complete the initial stages of a **Professional Growth Record** ([word](#))