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Welcome to the ProTeach Portfolio Candidate Guide. It was developed to help you understand the history, background, general overview and specific details needed to develop and submit the three entries of your ProTeach Portfolio.

The ProTeach Portfolio was developed by a team of exemplary Washington educators. On behalf of the Professional Educator Standards Board (PESB), appreciation is extended to the following members of the content development team:

- Angela Kirchner, Tacoma School District
- Barbara Clausen, Washington State University, Vancouver
- Colleen Fairchild, North Kitsap School District
- Daniel Alderson, Lake Stevens School District
- Deborah Palfenier, Central Valley School District
- Dianna Coile, Seattle Pacific University
- Jesse Jones, Bethel School District
- Jim Meadows, Washington Education Association
- Larry Lashway, Professional Educator Standards Board
- Marilyn Simpson, Consultant
- Mary Jo Larsen, Lesley University, Tacoma Community College
- Sapna Sethi, Tacoma School District
- Sara Crinnion, Lake Washington School District
- Sheila Fox, Western Washington University
- Shirlee Jellum, White Salmon Valley School District

Appreciation is also extended to the Educational Testing Service consultants who facilitated the development process: Project Director, Katherine Bassett; and Assessment Developers, Steve Schreiner and Annette DeLuca.

In addition to the Washington educators listed above, high praise is also given to the 103 teachers who bravely participated in the pilot assessment, the 32 educators who painstakingly scored and benchmarked the pilot portfolios, and the 14 educators with whom bias/fairness review was conducted.

On behalf of the Professional Educator Standards Board, I wish you success in your goal toward earning the professional certificate. Our highest desire is that the experience is educative and supportive as well as a commendation of your effective teaching practice.

Sincerely,

Esther Baker
Program Director, Teacher Assessments
Professional Educator Standards Board
General Overview

What is the ProTeach Portfolio?
The ProTeach Portfolio is an online evidence-based assessment designed for teachers seeking the Washington professional certificate. Teachers who hold a valid residency certificate must meet or exceed the passing score set on the ProTeach Portfolio in order to earn their professional certificate. The ProTeach Portfolio evaluates teachers on their ability to enhance student learning as stated in the 3 standards — effective teaching, professional development and professional contributions — and 12 criteria for the professional certificate approved by the Professional Educator Standards Board (PESB). See the Professional Certification for Teachers standards at www.k12.wa.us/Certification/Teacher/ProCert-Standards.aspx.

All of the activities for building and submitting your portfolio occur online. Beginning with registration, you work within an online environment to establish your ProTeach Portfolio account and access a private, secure website to create and build your evidence-based portfolio over time. You submit your work when you are satisfied with the contents of your portfolio, or when you arrive at your selected submission deadline date. Your portfolio is scored online by rigorously trained Washington educators, and you access your scores online via your private, secure ProTeach Portfolio website.

Who authorized and developed the ProTeach Portfolio?
In 2007 the Washington Legislature enacted SSSB 5955, Chapter 402, to direct the PESB to set standards and to develop, pilot and implement an external and uniform assessment. As a result, teachers are required to meet or exceed the passing score on the ProTeach Portfolio in order to earn the professional certificate.

To meet the passing score on the ProTeach Portfolio, teachers must demonstrate the required knowledge and skills (WAC 181-79A-207) that demonstrate a positive contribution on student learning. The Washington Administrative Code (WAC) further clarifies that such a teacher is defined as “a teacher, through instruction and assessment, who 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” (WAC 181-78A-010(8)). The professional certificate was implemented to change the state certification system to an evidence-based system and is intended to build the capacity of teachers to provide quality learning opportunities to all students. The professional certification standards and criteria define the performance in which our P–12 students need to be engaged and the capacity needed by teachers in order to provide those learning opportunities.

How/why was the ProTeach Portfolio created?
The ProTeach Portfolio was designed by Washington educators for Washington educators. The content development team, consisting of P–12 practitioners, higher education faculty and other crucial stakeholders, designed the entry directions, rubrics and other scoring materials in alignment with the professional certificate 3 standards and 12 criteria. Educational Testing
Service (ETS) provided guidance in assessment design, validity, fairness and reliability throughout the process.

**What does the ProTeach Portfolio measure?**

The *ProTeach Portfolio* is developed to provide teachers holding a residency certificate with an evidence-based, uniform assessment through which teachers can demonstrate the knowledge and skills required (WAC 181-79A-207) to have a positive effect on student learning. The Washington Administrative Code (WAC) further clarifies (WAC 181-79A-030) that such a teacher is defined as “a teacher, through instruction and assessment, who 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.”

The *ProTeach Portfolio* measures the professional certificate 3 standards and 12 criteria (WAC 181-79A-207).

**What are the Standards and Criteria?**

As established by the PESB, the 3 standards and 12 criteria are:

1. The knowledge and skills for **effective teaching** that ensure student learning by:
   a. using instructional strategies that make learning meaningful and show positive impact on student learning
   b. using a variety of assessment strategies and data to monitor and 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 a 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

2. The knowledge and skills for **professional development** by:
   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
3. **Professional contributions** to the improvement of the school, the community and the profession by:

   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

For further information on the Standards and Criteria, please go to: [www.k12.wa.us/certification/teacher/ProCert-Standards.aspx](http://www.k12.wa.us/certification/teacher/ProCert-Standards.aspx)

**How do I know the ProTeach Portfolio is a valid, reliable and fair measure of my performance?**

The ProTeach Portfolio is an evidence-based assessment that adheres to industry standards regarding teacher licensure assessment. The portfolio design and requirements have undergone rigorous review not only by Washington educators, but also by a 5-member Technical Advisory Committee composed of state and national experts on teacher licensure assessment. ETS, the contractor engaged in the development, implementation and administration of the ProTeach Portfolio, is a worldwide leader in the development of valid, reliable and fair assessments of educator performance.

The process of completing the portfolio should be an educative one; it is designed to help you develop and implement best practices to promote a student-centered learning environment as well as to nurture your growth as a teacher over the time you spend with students.

During this process you will study standards and best practices, analyze your teaching and your impact on student learning, try new strategies to promote a student-centered learning environment and give and receive feedback. These activities should promote your continued professional growth and support your professional practice.

**Where can I turn for guidance in building my portfolio, if I need it?**

A number of ProTeach Portfolio support provider groups are available to assist you in building your portfolio. Go to [www.pesb.wa.gov](http://www.pesb.wa.gov) for a list of support providers.

**Who must complete the ProTeach Portfolio?**

All teachers holding a Washington residency certificate must meet or exceed the passing score on the ProTeach Portfolio in order to earn their professional certificate.

**How is my eligibility established so I can register for the ProTeach Portfolio?**

As approved by the PESB, eligibility to register for the ProTeach Portfolio is established when you have taught for a minimum of 2 years and accumulated at least 1.5 FTE (Full Time)
Equivalent) of teaching experience. Annually on October 1, teacher employment data are reported by school districts to the Office of the Superintendent of Public Instruction (OSPI). Verification of teacher eligibility occurs through daily data feeds between the ProTeach Portfolio registration website and OSPI. Verification of your eligibility should be immediate at the time of registration. Follow the instructions on the screen if you receive an ineligible/exceptions message.

**When can I start my ProTeach Portfolio?**

You must hold a valid Washington residency certificate. You may begin your ProTeach Portfolio at the beginning of your third year of service if you have accumulated at least 1.5 FTE. However, because all information about the ProTeach Portfolio is available free-of-charge online, you can begin your preparation by reviewing the standards, criteria and assessment instructions at any time.

**When can I apply for my professional certificate?**

If you meet the ProTeach Portfolio passing score and have completed 2 full years of service accruing at least 1.5 FTE, you may apply for your professional certificate.
Building Your Portfolio

You will create, build and submit your portfolio in your private, secure ProTeach Portfolio website, accessible only by you via your username and password. You will be able to upload and warehouse artifacts as well as edit, save, delete and change information over time. As soon as you are confident that your entries satisfy the 3 standards, 12 criteria and corresponding rubrics, you can submit your completed portfolio at any time on or before your submission deadline date.

You will be attaching artifacts to your written responses within each entry to provide additional evidence. The following file types may be used in attaching these artifacts:

- .doc
- .xls
- .ppt
- .pdf
- .jpeg
- .gif
- .png
- .txt

Any other file type will NOT be scored.

The ProTeach Portfolio online system provides a variety of online tools and instructions to help you understand the processes of uploading, correctly referencing and attaching your artifacts. Please make certain to review the ProTeach Portfolio Technical Guide for instructions on using the online portfolio. It includes screen shots to help guide you through the process of building your portfolio online. This guide is on the website (www.waproteach.org) in the Guides and Documentation section.
Registration and Submission

How do I register?
Online registration begins January 4, 2010, and is open every day of the year thereafter. You need only two items to register:

1. your Washington residency certificate number, and
2. an electronic method of payment (e.g., credit card [American Express®, Discover®, MasterCard®, Visa®], e-check).

Your eligibility will be instantly verified at the time of your registration. Once verified, you can proceed to create a username and password to create your personal ProTeach Portfolio account. Full fee payment at the time of registration will enable your access to your private, secure ProTeach Portfolio website.

What gets submitted?
The ProTeach Portfolio consists of your responses to the three entries, each of which contains guiding prompts designed to help you build a portfolio that demonstrates your mastery of the professional certificate 3 standards and 12 criteria.

When do I submit my entries?
The ProTeach Portfolio offers choice and flexibility to accommodate your busy schedule. During registration, you will choose between 2 submission deadline dates. The length of time you choose to spend building your ProTeach Portfolio depends on the time between when you choose to register and your selected submission deadline date. It can range from 60 days to 14 months. Review the assessment calendar and portfolio requirements to choose a submission deadline date that works best for you. You will work on the entries at your own pace, keeping in mind your submission deadline date.

- If you are submitting your portfolio for the first time, you will be required to submit all three entries at the same time, on or before the submission deadline date you selected during registration.
- Once submitted, your entries cannot be modified in any way.
- Submissions and resubmissions are built and submitted entirely online.

CDs, flash drives and other media will NOT be accepted for submission.
Submission Deadline Dates

The choice of 2 submission deadline dates is defined by the date on which you register. Before registering, consider your teaching schedule and set a reasonable timeline to plan your entries, collect evidence, write your commentary and submit your portfolio. Your personal schedule will be a major factor in the choice of a submission deadline date and, hence, your registration date.

You must select a submission deadline date when you register. You can choose from 2 submission deadline dates (January 31 or June 28). After beginning work, if you are unable to meet that submission deadline date and if your registration window has not yet closed, you can choose to submit your portfolio on the alternate date presented within that registration window for a fee of $75.

Your portfolio must be submitted online no later than 11:59 p.m. (Pacific Time) on the submission deadline date that you chose.

No changes to your portfolio are permitted after you have submitted it for scoring. However, you will always be able to view your portfolio via your confidential and secure ProTeach Portfolio website, even after your entries are submitted for scoring.

Resubmitting Entries

In the event you choose to resubmit one or more entries, the online authoring process is identical to that which you used for your initial portfolio submission. However, you will be assessed a resubmission fee, whose cost will depend on the entry(ies) you resubmit.

Resubmission Guidelines

You can resubmit any or all entries, regardless of the score(s) previously received. All of your initial criterion scores are automatically banked, and the highest score earned on each criterion will always be used in calculating your composite score, regardless of when an entry is submitted.

The entire entry must be prepared for resubmission, even if you are strengthening only select criteria within an entry. You can use the same lesson or assignment originally submitted, but the written commentary and artifacts must be different. Resubmitted entries cannot show overlap with a previous entry. Resubmissions that do not adhere to these guidelines will not receive a score. To protect from bias, scorers will not know they are scoring a resubmitted entry.

Note: Software scans all written commentary for overlap with previous submissions and with all of candidate submissions. Scores may be voided and an investigation with the ETS Office of Testing Integrity may be initiated if overlap is detected and confirmed. Results of all investigations conducted are forwarded to PESB (WAC 181-87-050, Misrepresentation or Falsification in the Course of Professional Practice).
Candidates with Disabilities

The State of Washington is committed to serving ProTeach Portfolio candidates with disabilities by providing services and accommodations that are reasonable and appropriate given the documentation of disability provided. Nonstandard accommodations are available for candidates with disabilities who meet the requirements set forth by ETS, in alignment with the Federal American with Disabilities Act standards. To request nonstandard accommodations, you must apply through ETS and have the accommodations approved prior to submission of your portfolio. You can apply for an accommodation by completing an application found in an instruction guide.

Send all completed requests for accommodations to:

ETS Disability Services
PO Box 6054
Princeton, NJ 08541-6054

Contacting ETS Disability Services
Monday – Friday 8:30 a.m. – 5 p.m. Eastern Time
5:30 a.m. – 2 p.m. Pacific Time

Phone
1-609-771-7780
1-866-387-8602 (toll-free)

E-mail
stassd@ets.org

TTY
1-609-771-7714

Fax
1-609-771-7165

Mail
ETS Disability Services
PO Box 6054
Princeton, NJ 08541–6054
Scoring

How is my portfolio scored?
Your portfolio submission will be scored by P–12 Washington educators and higher education faculty who meet the qualifications established by PESB and ETS. Each entry is scored by a trained scorer who is an expert in that entry. In addition, 1 of your three entries will be scored by another expert scorer. Therefore, at least 4 different scorers will be scoring your portfolio. The scorers do not know whose work they are scoring. All identifying information is removed from your portfolio submission and steps are taken to ensure that scorers do not score submissions of teachers known to them.

How is my score determined?
Your response to each criterion is judged on a 4-point rubric. Each of the 12 criteria receives a separate score and these scores are summed to create a composite score. The PESB will work with Washington educators to set a passing composite score, which you must meet or exceed in order to earn your professional certificate.

When can I expect to receive my scores?
Within 8 weeks after your submission deadline date, you will receive an e-mail stating that your scores can be accessed via your private, secure ProTeach Portfolio website. In addition, your scores will be provided automatically to the PESB and the Certification Office of the OSPI. Scores will also be sent to any support provider group you may have designated at the time of registration.

What happens if I don’t meet the passing score?
All of your scores are automatically banked and you can choose to resubmit one, two or all three of your entry responses. Your score report will contain helpful guidance for making these choices. All of your scores will be automatically held for you in your ‘score bank’. Additionally, the highest score earned on each criterion within the response will always be used to calculate the composite score, regardless of whether the highest score was earned on an initial or a resubmitted submission.

You will need to re-register and pay for resubmission, select a new submission deadline date and rebuild your portfolio by concentrating on the entry(ies) you selected to resubmit. Each entry you choose to resubmit will be scored in its entirety by 2 different scorers and you will receive a new composite score for your portfolio. As long as you remain eligible for the assessment, you may resubmit entries as many times as you wish in order to meet or exceed the passing score.

Will resubmitted entries be scored differently than initial entries?
No. Scorers will not know whether the candidate whose portfolio submission they are scoring is an initial candidate or a resubmission candidate.
Entries Overview

About the Portfolio: An Emphasis on Student Voice
The ProTeach Portfolio provides an opportunity to demonstrate your effective teaching, professional development and professional contributions through student-based evidence in three entries:

- Entry 1 – Professional Growth and Contributions
- Entry 2 – Building a Learning Community
- Entry 3 – Curriculum, Instruction and Assessment

The ProTeach Portfolio is a compilation of evidence and commentary demonstrating your positive contribution to student learning through reflective practice. A critical component of the portfolio, and of Washington reform, is the ways in which the teacher provides evidence of practice through student voice. Student voice is a particular type of evidence or artifact. It refers to evidence of learning from the students’ perspective(s) and relates to students’ expression of their understanding of their learning process. The term “voice” is not meant to imply that this evidence must be oral or even verbal.

What are the components of this assessment?
The portfolio assessment is comprised of three entries. The 3 standards and 12 criteria are measured across the three entries.

- **Entry 1, Professional Growth and Contributions**, measures your analysis of and reflection on professional growth and its impact on student learning.
- **Entry 2, Building a Learning Community**, measures your description and analysis of the learning environment established in the single class or classroom.
- **Entry 3, Curriculum, Instruction and Assessment**, measures your analysis of and reflection on your curriculum, instruction and assessment, as well as your impact on the learning of 3 focus students.

How should my portfolio be built?
You will be required to submit responses to all three entries. The directions for each entry list the criteria that are measured by that entry. While additional criteria may seem to fit well within a given entry, your response will be scored only for those criteria listed as measured within the entry.

Although the three entries are stand-alone documents, Entry 1 is designed to offer guidance as you work through Entries 2 and 3. Entry 1 emphasizes the process of professional growth; describing, analyzing and reflecting on your practice to determine the strengths of your skills and content knowledge. You do not need to do Entry 1 in its entirety first, but it is suggested
that you start with Entry 1 to reflect on your practice before working on the other two entries. Once you have completed the Needs Assessment and established your goals as directed in Entry 1, you should go on to respond to the other entries.

Before responding to each entry, read all associated materials to gain a thorough understanding of the elements of the entry. These include:

- Entry Directions, including:
  - Entry Overview
  - Standards and Criteria Measured in This Entry
  - What You Have to Do for This Entry
  - How to Compose Your Written Commentary
  - Steps to Completing the Entry
  - Guiding Prompts
- Rubrics for Criteria Measured
- Needs Assessment (used for Entry 1)
- Professional Growth Activities Log (used for Entry 1)
- Student and Adult Release Forms
- Glossary

What do I have to write for the entries?

Entry Responses
The heart of your portfolio will be the evidence you submit in response to the three entries that demonstrate your practice relative to the 3 standards and 12 criteria. Each entry will contain your written commentary as well as artifacts from your teaching practice, including teacher and student work samples in student voice, or evidence of learning from the student perspective. Specifically for Entry 3, Curriculum, Instruction and Assessment, your submission will focus on your capacity to engage students in analyzing and reflecting on their learning, and use this evidence to analyze your impact on their learning. In your written commentary, you must provide evidence of your impact on student learning as it has taken place over time.

About the Portfolio: An Emphasis on Student Voice
The ProTeach Portfolio is a compilation of evidence and commentary demonstrating your positive impact on student learning through reflective practice. A critical component of the portfolio, and of Washington reform, is the ways in which the teacher provides evidence of practice through student voice. Student voice is a particular type of evidence or artifact. It refers to evidence of learning from the students’ perspective(s). The term “voice” is not meant to imply that this evidence must be oral or even verbal.

Each entry requires written commentary as well as artifacts from your teaching practice, including teacher and student work samples in student voice, or evidence of learning from the student perspective. Select and include evidence of reflection and feedback from the learner, both on their learning and on their learning process (use of students’ perspective).
Examples of Student Voice

Consider, for example, a persuasive writing lesson. Students may be divided into two groups, one that will write a *pro* argument for school uniforms while the other group writes the *con* argument against school uniforms. While the intent is for students to develop persuasive writing skills, students may easily think the point of the lesson is about whether the school’s authority to require school uniforms is right or wrong. If the teacher engages in dialogue about the purpose of this activity and elicits students’ comments about the learning targets — in this case, making a persuasive argument in writing — he or she is taking the steps to collect evidence of student voice. Without intentionally seeking evidence in student voice, these more subtle student misunderstandings may go completely undetected and unaddressed.

Students are using voice when they are analyzing and evaluating their own work against a standard and are able to articulate what they can and still may need to do. Goal writing is one way for students to show they are reaching a standard.

Another example of student voice evidence: students evaluate work (e.g., math problem-solving or work in any other content area) against a rubric that was created as the result of student/teacher collaboration. Students indicate directly on the rubric their own understanding, or lack of understanding, of the concept presented. Students then write a summary statement that reflects the amount of understanding evidenced in their own work.

On the following pages are additional examples of evidence of student voice.
**Sample Writing Rubric:** Student checks off the skills demonstrated in his/her writing paper.

![Sample Writing Rubric](image-url)

<table>
<thead>
<tr>
<th>Content</th>
<th>Writing style</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Everything listed under 3. -Ends with a question that leads into the report.</td>
<td>-Everything listed under 3. -Some sentences start with adverbs or -ing words. -Voice -Interesting word choice</td>
<td>-Perfect spelling, punctuation and capitalization. -No run-on or fragment sentences. -Not too long, but not too short (about 4 sentences). -Typed and double-spaced</td>
</tr>
<tr>
<td>-Starts with a great hook. -Interesting or surprising fact, quotation, share a brief story about the subject or ask a question. -Includes what the topic is. -Let them wonder a little first, but then tell them. -Tells the main idea (the main focus of your report).</td>
<td>-Don’t say “I’m going to tell you about” or “My report is about...” -Sentences start differently. -Stay on topic—be organized when listing facts and ideas. -Sentences are longer but don’t include severalands.</td>
<td>-One spelling, punctuation, or capitalization error. -No run-on or fragment sentences. -Not too long, but not too short (about 4 sentences). -Typed and double-spaced</td>
</tr>
<tr>
<td>-Uninteresting hook. -Includes what the topic is. -No main idea.</td>
<td>-Say “I’m going to tell you about” or “My report is about...” -Some sentences start with the same word. -Some details seem unorganized. -One sentence is short and/or includes severalands.</td>
<td>-Two to three spelling, punctuation, or capitalization errors. -One run-on or fragment sentence. -A bit too long or a bit too short (2-3 sentences). -Typed but not double-spaced.</td>
</tr>
<tr>
<td>-No hook. -Topic not included. -No main idea.</td>
<td>-Say “I’m going to tell you about” or “My report is about...” -All sentences start with the same word. -Details are unorganized. -All sentences are short and/or include severalands.</td>
<td>-Several spelling, punctuation, or capitalization errors. -Several run-on or fragment sentences. -Too long or too short (1 sentence). -Handwritten</td>
</tr>
</tbody>
</table>
Two additional examples of student understanding of learning targets are below and on the next page. The first example is in the form of a letter. The second example is in the form of a journal entry. As you read the students’ work, note the learning targets each student is addressing.

**Learning Targets:**
1. Knowing the learning targets and how to demonstrate them
2. Knowing the progression of learning to reach the learning targets
3. Knowing how to access additional resources when needed

**Dear Mom and Dad,**

I am writing this letter to tell you about my progress with our long-term assignment called the City Studies Project. Please read over my progress and then be prepared to write me a letter back with your feedback.

My class began the City Studies Project back in January. We decided that we could use this project to meet several of our Social Studies and Language Arts standards. We looked at our standards for 9th grade and the GLEs, and I picked the ones that matched the project. We need to assess where we are on these before the end of the year. You will see how I did in my portfolio at the Student-Led conference next week. We posted our learning targets so that we could target the grade level expectation and district standards in our goals. For example, we did research on a major city (our research standard) and then developed a persuasive speech (communication GLE) explaining why it was the best city for an organization to move to. We presented our speech to the class. We made a brochure about our city and made maps and other visuals for our speech. Even though this was not a group project, my table group looked at each other’s progress and gave suggestions. We did this Project progress check about once every two weeks. As you can see, this was a very big project.

I accomplished a lot! I think the goal setting really helped me be successful. I used the strategy to do a timeline for the assignment. I broke it down into small tasks. I had to think about a good way to do this. I had to decide what needed to be done first, second, third, etc. I had to look at all that time and figure it out. I now know about the characteristics of cities and how to present data in a way that would show off the best points of the city. I learned about London and what it was like to live in this city. I researched in the library and on the internet. I wrote to the British Consulate for information also. I especially enjoyed making the visuals including the PowerPoint presentation and data visuals. I improved my technology skills because I had to apply what we learned in the lab. I think I did a really good job on the presentation. As you know, I practiced quite a bit and was just a little nervous until I got into it. I really feel confident about being able to organize myself for a long-term project. I am very capable in using PowerPoint. I am capable of making a persuasive speech. I think I can write a pretty good persuasive essay now. I know that this is a standard for seventh grade and doing the speech will help me do this task next year. I am still working on some of my goals because I have not accomplished them. I think I can do a better job at analyzing data. I had a good display of data but didn’t really dig into what it meant. I think I can improve on my empathy. I am so independent and competitive that I sometimes don’t take the time to think about how my comments might be affecting my classmates who have more trouble with the reading assignments.

I would like you to write me back a brief letter with your feedback, suggestions and comments.

Sincerely, Jennifer
The following is a journal entry (another way to show student voice) reflecting the same learning targets as above, but from the perspective of a different student.

**Math – January 25**  
I am learning to multiply two digit numbers. Yesterday I got confused and didn’t do them right because I started with the number on the left first. Today the teacher put up a picture on the wall that has a circle around the number to start with. I didn’t know why we had to start with that number. Sean didn’t know either and he asked the teacher how come. Sean and I will practice with beads in a box today. We can put same number of beads in each box as on the paper. When we are finished the teacher will check with us to see if we did it right. I hope I do it right.

**Writing – January 26**  
We are writing a short story about anything we want. I am writing about going up in the mountains to snowboard with my Dad. I’m supposed to follow the rubrics. First I need an introductory paragraph for my story. Then I need three paragraphs telling three neat things about going up snowboarding. I end my story with why those things were fun. It will be a really good story because I liked my weekend. Tomorrow I will check each thing on the rubric to make sure I didn’t forget anything. I will try to use words that make it sound fun because it was really awesome.
Another approach for collecting evidence of student voice is the use of exit slips that are completed by students at the end of each class session and returned to the teacher before leaving the classroom. An example is provided below.

This teacher collects student reflection by using pre-printed “Reflection Post-Its” that are affixed to all assignments before students submit them.

---

**Randy #22**

**Exit Pass Questions:**

Our learning targets today were:

- Understand laws have to protect everyone, not just some people.
- Laws are not always fair, like white people making Indians do stuff they way.
- When there were more Indians they didn’t get mad and make settlers leave so all the bad stuff won’t happen.
- Why Indians couldn’t help make laws so they could do them.

What I know I learned well today was:

The resources I used were:

None.

What I didn’t understand at all today was:

The learning target for this assignment were:

Create chain of events = cause and effect.

What I needed to do to reach the target was:

Read story about Ranold MacDonald. Find what happened at end and all stuff that made it happen.

I feel I (circle one) reached, almost reached, missed the target because I:

Listed all the stuff but I missed one thing. My order did not show how one thing caused the next thing.

What I need to do next time is:

Next time use the chart so I pay attention that one thing made next thing happen.
The Standards and Criteria

What does ProTeach Portfolio measure?
The ProTeach Portfolio measures the professional certificate 3 standards and 12 criteria (WAC 181-79A-207).

What are the Standards & Criteria?

As established by the Professional Educator Standards Board (PESB), the 3 standards and 12 criteria are:

1. The knowledge and skills for effective teaching that ensure student learning by:
   a. using instructional strategies that make learning meaningful and show positive impact on student learning
   b. using a variety of assessment strategies and data to monitor and 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 a challenging curriculum that is based on the diverse needs of each student
   e. demonstrating cultural sensitivity/competence 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

2. The knowledge and skills for professional development by:
   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

3. Professional contributions to the improvement of the school, the community and the profession by:
   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
The chart below provides a map of the 12 criteria measured within each entry:

<table>
<thead>
<tr>
<th>ENTRY</th>
<th>CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1a 1b 1c 1d 1e 1f 1g 2a 2b 2c 3a 3b</td>
</tr>
<tr>
<td>Professional Growth and Contributions:</td>
<td>Measures analysis of and reflection on professional growth and its impact on student learning.</td>
</tr>
<tr>
<td>Building a Learning Community:</td>
<td>Measures description and analysis of the learning environment established in the single class or classroom.</td>
</tr>
<tr>
<td>Curriculum, Instruction and Assessment:</td>
<td>Measures analysis of and reflection on curriculum, instruction and assessment, as well as impact on the learning of 3 focus students.</td>
</tr>
</tbody>
</table>
Entry 1: Professional Growth and Contributions

Entry 1 measures analysis of and reflection on professional growth and its impact on student learning. Entry 1 gives you an opportunity to show in what ways you:

- analyze your practice and reflect on the strength of your skills and content knowledge (Criteria 2b and 2c)
- advocate for curriculum that meets the needs of each student (Criterion 3a)
- collaborate in school improvement and decision making (Criterion 3b)

For this entry, you will provide written commentary and artifacts that describe your practice and the ways in which you have impacted student learning.

Before responding to this entry, read all associated materials to gain a thorough understanding of the elements of the entry. These include:

- ProTeach Portfolio Candidate Guide
- Entry Directions, including:
  - Entry Overview
  - Standards and Criteria Measured in This Entry
  - What You Have to Do for This Entry
  - How to Compose Your Written Commentary
  - Steps to Completing the Entry
  - Guiding Prompts
- Rubrics for Criteria Measured
- Needs Assessment
- Professional Growth Activities Log
- Student and Adult Release Forms
- Glossary

The Needs Assessment

The Needs Assessment is a tool to help you determine your focus goals for Entry 1. It is to be used as a reference and is NOT submitted for scoring. Through use of the Entry 1 rubric, the Needs Assessment helps you examine your current practice and reflect on 2 questions:

1. Does my current practice result in a score at the “Criterion Met” level?
2. What in my current practice would result in a score at the “Criterion Not Met” or “Criterion Partially Met” levels?
Entry 2: Building a Learning Community

Entry 2 measures your description and analysis of the learning environment established in your classroom. Entry 2 gives you an opportunity to show in what ways your knowledge and skills pertain to:

- classroom management (Criterion 1c)
- cultural sensitivity/competence with students and families (Criterion 1e)
- the involvement of parents/guardians and other community members in student learning (Criterion 1g)

For this entry, you will describe and analyze your practice and your students will analyze and reflect on their learning, their relationships and the classroom environment.

Before responding to this entry, read all associated materials to gain a thorough understanding of the elements of the entry. These include:

- ProTeach Portfolio Candidate Guide
- Entry Directions, including:
  - Entry Overview
  - Standards and Criteria Measured in This Entry
  - What You Have to Do for This Entry
  - How to Compose Your Written Commentary
  - Steps to Completing the Entry
  - Guiding Prompts
- Rubrics for Criteria Measured
- Student and Adult Release Forms
- Glossary

Entry 3: Curriculum, Instruction and Assessment

Entry 3 measures your knowledge and skills of curriculum, instruction, assessment and technology and your use of student feedback and reflection to enhance learning. You will choose 3 students who represent the range of learners in your class. Entry 3 gives you an opportunity reflect on:

- instructional strategies (Criterion 1a)
- assessment strategies (Criterion 1b)
- the design of a challenging curriculum (Criterion 1d)
- the integration of technology (Criterion 1f)
- the evaluation of your own teaching practice (Criterion 2a)

For this entry, your written commentary and artifacts should clearly demonstrate your methods of instruction, means of assessment, integration of technology and how you use each of these to actively engage students in their own learning and pursuit of the learning targets.
Before responding to this entry, read all associated materials to gain a thorough understanding of the elements of the entry. These include:

- *ProTeach Portfolio* Candidate Guide
- Entry Directions, including:
  - Entry Overview
  - Standards and Criteria Measured in This Entry
  - What You Have to Do for This Entry
  - How to Compose Your Written Commentary
  - Steps to Completing the Entry
  - Guiding Prompts
- Rubrics for Criteria Measured
- Student and Adult Release Forms
- Glossary

Following this general overview section, the full entries and their rubrics will be provided for you. You will notice that we have color-coded the entries; all materials for a specific entry will be color-coded to make it easier for you to organize your entry materials. The color codes are as follows:

- **Entry 1** – Professional Growth and Contributions: Green
- **Entry 2** – Building a Learning Community: Yellow
- **Entry 3** – Curriculum, Instruction and Assessment: Blue
Required Submission for Each Entry

The charts on this page and the next page provide a visual depiction of the requirements for each of the three entries.

Entry 1

The first 4 steps are connected to one another and to the Needs Assessment.

Step 1
- Complete the Needs Assessment to determine 1 goal for each of the 12 criteria
- Identify the standards and criteria you will address in your goals
- Select 2 goals as the focus for Steps 2-4 in this entry

Step 2
- State the new skills, knowledge and/or abilities you need to meet your 3 focus goals
- Identify research and literature you will use as you work to meet your 3 focus goals
- Develop a plan to demonstrate that your professional growth was a positive impact on student learning
- Create an activities timeline, listing at least 16 specific professional growth activities in which you will engage to acquire the new skills, knowledge and/or abilities to meet your 3 focus goals

Step 3
- Analyze all of your listed professional growth activities
- Analyze the connection between your professional growth activities and each of your 3 focus goals, as well as the impact of these activities on student learning

Step 4
- Document and analyze feedback that you received that impacted your professional growth activities and your students learning

You are not required to focus on your Needs Assessment for Step 5.

Step 5
- Identify a need and describe the ways you addressed for curriculum, instruction, learning needs and/or environments that meet the diverse needs of your students, reflect on the impact of this advocacy on student learning
- Provide evidence of collaboration with colleagues and reflect on the impact of this collaboration on student learning
Entry 2

Step 1
- Explain the factors most influencing your students' learning environment in the community, in the school, and in the classroom.

Step 2
- Describe the ways your students have a voice in establishing classroom norms and contributing to the learning environment.
- Describe the ways you ensure all students receive feedback to promote an equitable and inclusive learning environment.
- Explain the ways you know your students understand and use this feedback.
- Analyze the artifacts you attached as evidence.

Step 3
- Describe what you know about the diversity of your students and explain the ways you use this information to inform instructional decisions that have a positive impact on student learning.
- Describe the ways you foster respect for divergent ideas, individual differences, and diverse cultures among your students.
- Describe the ways you facilitate and encourage your students to contribute and connect their personal experiences or backgrounds to their own learning.
- Describe the ways you develop culturally sensitive relationships with families and community members, as well as the impact of these relationships on student learning.
- Analyze the artifacts you attached as evidence.

Step 4
- Describe your two-way communication strategies used to inform, involve, and collaborate with families about student progress.
- Describe the ways you collaborate with resource people in your community to support and improve student learning in your classroom.
- Analyze the artifacts you attached as evidence.

Entry 3

Step 1
- Select 3 focus students.
- Describe no more than 3 factors inside your learning environment that most influence your instructional decisions for the 3 focus students.
- Describe no more than 3 factors outside your learning environment that most influence learning for your entire class.
- Describe the instructional implications of the factors on the 3 focus students, include their initial performance levels and their social/behavioral range.

Step 2
- Identify the learning targets you chose for each of the 3 focus students, citing data from the students' prior learning.
- State evidence that demonstrates student understanding of the learning targets prior to instruction, identify and summarize trends in student performance.
- Discuss the ways you varied instructional strategies to facilitate learning for the 3 focus students in order to meet their learning targets.
- Describe in what ways you used learning targets to design assessments for the 3 focus students; analyze the connections between the learning targets and the assessment design.
- Discuss the ways you used classroom assignments and formative assessments to measure progress toward the learning targets.
- Describe the ways assessment results were used to help the 3 focus students know progress toward their own learning targets; analyze the impact of their learning.
- Describe your ability to develop and/or modify curriculum to foster your 3 focus students' use of critical thinking, problem-solving, reflection, and/or adaptive methods.
- Describe the ways you used available technology as a learning and assessment tool in your classroom; analyze the ways you incorporated this technology to address the learning targets of the 3 focus students.

Step 3
- Describe the ways the work and self-assessments of your 3 focus students provide evidence of your strategies for students to evaluate their own work, analyze evidence that students' and self-assessment impacted their learning.
- Describe in what ways you assessed that each of the 3 focus students understood holistic progress toward the learning targets; reflect on your next steps to foster students' continued understanding of progress toward their learning targets.
Getting Started

The following tips are designed to help you prioritize your activities and organize your thinking as you build your ProTeach Portfolio.

♦ Choose a ProTeach Portfolio registration window that best suits your personal and professional needs. For each registration window, you can choose from 2 submission deadline dates.
♦ Register and pay the fee to gain access to the private, secure website in which you will build and submit your portfolio.
♦ Review the directions for each entry (Entry 1, Entry 2, Entry 3) and the corresponding rubric (Rubric 1, Rubric 2, Rubric 3).
♦ Read the resource documents for ProTeach Portfolio.
♦ Get a calendar and work backward from your submission deadline date to set an entry completion schedule.
♦ We recommend starting with the Needs Assessment and Entry 1 because the material you include in Entry 1 will influence Entries 2 and 3.
♦ Develop a simple task analysis that lists what you are going to do, the evidence you need and by when you will complete the task (see suggested sample below).

<table>
<thead>
<tr>
<th>What do I need to do?</th>
<th>What evidence do I need?</th>
<th>Completion date</th>
</tr>
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<tbody>
<tr>
<td>• (List)</td>
<td>• (List)</td>
<td>(Date)</td>
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</tr>
</tbody>
</table>

♦ Build each entry on your private, secure website.
♦ Review your responses to ensure that you have demonstrated the knowledge and skills required in the 3 standards and 12 criteria.
♦ Score your responses against the rubrics.
♦ Ask a colleague or support provider to read your entries and score them with the rubrics.
♦ Submit your portfolio no later than your selected submission deadline date.
Writing Guidelines

Writing About Teaching
The entries in your ProTeach Portfolio require 3 kinds of writing: descriptive, analytic and reflective. The evidence you select to demonstrate your practice should provide a view of what is happening in your classroom, your rationale for the activities and processes, and the impact of your teaching on student learning. For example, primary teachers might describe, analyze and reflect on their students’ developmental levels and academic achievement as part of the rationale for teaching reading comprehension strategies. Secondary teachers might describe, analyze and reflect on providing instruction for a range of students while differentiating instruction for specific students in a heterogeneously grouped class.

Writing Description, Analysis and Reflection
There are essential differences between descriptive, analytic and reflective writing. As you compose your written commentary, keep the differences in mind. Basic definitions of these terms appear below, followed by more detailed explanations of each type.

**Descriptive Writing: A retelling of what happened in a classroom situation or event.**
Descriptive writing needs to set the scene. Your description should be organized and detailed to provide a good sense of your classroom situation. This provides important context for scorers as they consider your analysis and reflection. Description is called for when you are asked to state, list or describe.

**Analytic Writing: A review of data or other evidence, with an interpretation of results, supported by concrete evidence.**
Analytic writing shows the thought processes used to arrive at your conclusions about a teaching situation or event. State the significance of your submitted evidence through analytic writing. In some cases, it will include the student-achievement results that come from the lesson you taught. Or, it could also be your discussion of results from a survey where you solicited feedback from various sources.

**Reflective Writing: The thought process that occurs after analyzing the evidence of a teaching situation.**
This is the time when you think deeply about what did and did not occur during the experience described, then make decisions about how you would approach these similar situations in the future. You can decide to do something in the same way, differently or not at all. Your reflective writing must show how the learning you gained from your teaching experiences was used to inform and improve your future practice.
How Analytic Writing and Reflective Writing Overlap

The processes of analysis and reflection do overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by data or evidence. Reflection is introspection or retrospection of one’s practice.

When you are asked to analyze or reflect, you should write thoroughly about your process. For example, if you are asked to analyze the success of a particular lesson or some specific instructional strategy, explaining what happened is not enough. That is descriptive writing. Analytic writing is not simply stating a conclusion (“The lesson was a success!”). Also saying you observed the accomplishment of your learning goals without giving evidence or examples to support the statement is not analytic writing. Scorers need to know what data or evidence you analyzed to obtain interpretation of lesson results. You need to state your interpretation of the evidence (analysis) as well as your understanding of what should come next (reflection). You must explain the significance of your evidence and not expect the scorer to draw conclusions.

Cite evidence of student work that provides a context to show your effect on student learning. Then ask yourself these analytic and reflective questions:

- What does the evidence show about the knowledge and skills of my students before this teaching/learning experience? (analysis)
- What does the evidence show about the learning my students gained from this teaching/learning experience? (analysis)
- From my analysis of the evidence, what do I know regarding my students’ learning and my practice from this teaching/learning experience? (reflection)
- What is my plan for teaching it in the future? (reflection)

Revising and Editing Your Work

An important step in writing, regardless of the skill or experience of the writer, is to take time to review the writing with an objective eye. Even professional writers can become so involved in their writing that they sometimes leave out important details, evidence or facts. For some, reviewing with objectivity requires “distance,” or time to let the document “cool off.” Pace your writing so you can set it aside for a day or two and then come back to it with fresh eyes. The next time you read it, you should have an easier time seeing where important information, description, analysis, clarity or a transition is needed. A third read may be helpful to edit the language, spelling and other mechanics of writing.

Ask another trusted colleague to read your work with a critical eye. This person should review your written commentary along with your evidence and the rubric for each individual entry. By having someone else read your work, you will discover where a lack of clarity exists as perceived by a second party. (If you ask a colleague at your school, however, be certain he or she does not “read in” information because of familiarity with the learning context.)
Summary of Key Points for Composing Your Entries

Address the Guiding Prompts
For each entry, there are guiding prompts to which you will respond in your written commentary. Make sure you read each guiding prompt and its related rubric criteria carefully. Work to understand what you must address and how it will be measured.

Organize Your Information
Be certain your evidence is as clear and concise as possible. Scorers will read your portfolio submission supportively. This means that they are reading your submission expecting that you have earned a passing score. They will look for information within your submission that you have met the passing criteria in the rubric. Presenting your evidence in a clear and straightforward way helps scorers to do their job more effectively.

Check Your Evidence Against the Rubric
This is a very important step in making sure that your portfolio fully addresses the entry requirements. Score your own entries against the rubrics. Ask a trusted colleague to read your response and match it with the rubric in order to give additional feedback.

Delete Identifying Information
Do not use any identifying names or titles. In order to score responses fairly and to protect the identity of students, it is extremely important that you not identify yourself, your students, your colleagues, your administrators, your school, your district or the city/town in which your school is located. Instead, refer to students as Student A, Student B, Student C, etc. Refer to places as “my school” or “my district.” Remove all identifiers from student work samples — you can do this simply by crossing them out with permanent black felt pen.
Thinking About Evidence

You will be required to submit different types of evidence in the form of artifacts and student work samples for each of the three entries. Such evidence could include timelines, logs, feedback from others about your practice, professional development courses taken, student work samples and more.

In addition, you will be providing answers to guiding questions through a written commentary, which is also part of your evidence. Your evidence must address the criteria being measured. In addition, your written commentary must explain the interactions with the student(s) by whom the student work was generated. There will be limits to the amount of evidence that you can submit for each entry. For each entry, you will be limited to the following number of characters (typed letters and spaces) in your written commentary:

- **Entry 1:** 21,000 characters (approximately 14 typed pages)
- **Entry 2:** 21,000 characters (approximately 14 typed pages)
- **Entry 3:** 24,000 characters (approximately 16 typed pages)

As you are typing your written commentary online, an automatic counter will be visible on your screen to show you how many characters you have used out of the allowable number of characters.

There are also limits within each entry for the number of other artifacts that you can submit:

- **Entry 1:** 10 artifacts (student work and/or teacher instructional), plus 2 pages of your Professional Growth Activities Log
- **Entry 2:** 12 artifacts (student work and/or teacher instructional)
- **Entry 3:** 15 student work artifacts and 7 teacher instructional artifacts

The guidelines below clarify the types of evidence needed to describe, analyze and reflect on your positive impact on student learning. Your evidence should support what you say in your written commentary and provide a window into your practice.

**Evidence Gathering**

1. **One piece of evidence can be used to demonstrate multiple criteria; it is acceptable to refer to the same piece of evidence in more than one entry.** Your evidence should reflect that each criterion is connected to and interrelated with the others.

2. Evidence of your practice should allow you to describe, analyze and reflect on the ways in which you provided opportunities for all students to analyze and reflect on their learning. The evidence should also include a plan for reaching students shown to be not engaged in the learning process.

3. Gathering evidence should be accomplished in the natural flow of your classroom day. In other words, evidence should be the natural harvest of the regular
interactions *in which you and your students are engaged*. You should not have to “stage” learning situations in order to produce or gather evidence.

4. Planning evidence collection — pivotal questions to ask yourself:
   a. What specific student activities will produce the evidence needed to respond to the guiding questions?
   b. What specific actions will your students engage in to demonstrate learning? What types of evidence will be representative of this achievement? (“How will both the student and I know when learning occurs?”)
   c. What are the indicators that show mastery of the learning? (How will students show what they have learned, how will they demonstrate reflection on the learning, how will we — the student and I — use that reflection to plan the next learning steps?)
   d. What evidence will I collect and analyze to verify that students understand their learning? (What form of evidence will best demonstrate this?)

Each of the three entries requires different forms of evidence, and it is important to carefully review what kinds of artifacts and other evidence are required in building your response to each entry.

**Assessing the Quality of Evidence**

In order to assess whether the evidence provided is a part of the authentic learning experience of your classroom, your evidence must:

1. Reflect student voice
   - **Examples, not limited to**: student work, student reflections, pictures of students with captions describing their learning
   - **Examples to avoid**: blank assignments, lesson plans, student work from only one assignment, teacher statements

2. Demonstrate that all students benefit from the learning opportunities (NOTE: A single piece of evidence may be adequate to show that all students are engaged.)
   - **Examples, not limited to**: student work samples from a range of students, items generated by the whole class and/or small groups
   - **Examples to avoid**: teacher assertions and generalizations without examples

3. Demonstrate that learning opportunities are happening over time

4. Demonstrate that learning opportunities occur in more than one context or are applied in different ways
   - **Example: Criterion 1(c)** “After our first meeting, students went to recess and returned enthusiastically, calling it ‘the best recess ever’ after they had heard from one another about things that had been hurtful and made changes accordingly.”
Entry 1

Needs Assessment
To be used as a reference for Entry 1 and not submitted for scoring.

Purpose
The Needs Assessment is a tool to help you determine your 3 focus goals for Entry 1: Professional Growth and Contributions. Your 3 focus goals from Section 3 of the Needs Assessment are used to complete Textbox 1.1.1 of Entry 1.

Organization
The Needs Assessment is organized into 3 sections:

- **Section 1** provides a table for each of the 12 criterion, where you complete an analysis of your areas of strength and areas needing improvement.
- **Section 2** provides a summary table of your 12 goals.
- **Section 3** provides a table where you state the 3 focus goals to be used in Entry 1, along with the supporting teacher instructional and student voice evidence/data. Evidence/data can consist of student reflections, student work, observations, transcripts of conversation with students, assessment data, and other examples of tools that provide evidence of impact on student learning.
Needs Assessment Completion Steps

**Step 1:** Read the Washington Professional Educator Standard Board (PESB) approved standards and criteria. These standards and criteria are the basis for all 3 entries and the rubrics.

**Step 2:** Read Entry 1 and the rubric (focusing on the Criterion Met level).

**Step 3:** Read Section 1 below. Reflect on the bulleted questions in Box A for each criterion to help build your lists within the table. You may use bullets and phrases instead of complete sentences.

**Step 4:** After reflection on the bulleted questions in Box A and your review of the Criterion Met level rubric, determine and list in Box B what you do now in your practice that would earn a score **at** the Criterion Met level. Include teacher instructional and/or student voice data in Box C to support your list in Box B.

**Step 5:** Repeat Step 4 to determine and list in Box D what areas need improvement and, therefore, would earn a score **below** the Criterion Met level. Include teacher instructional and/or student voice data in Box E to support your list in Box D.

**Step 6:** Based on your lists completed in Steps 4 and 5, write a professional growth goal(s) for the specific criterion and place it in Box F.

**Step 7:** Copy and paste each professional growth goal in Box F of each criterion into the Section 2 table entitled “Summary Table of Your 12 Professional Growth Goals.”

**Step 8:** Review each of your 12 professional growth goals listed in the Section 2 summary table. Select your **3** focus goals to be used in Entry 1.
Sample Table for Section 1

*Suggestion: Use bullets and phrases instead of complete sentences.*

<table>
<thead>
<tr>
<th>Standard and Criteria</th>
<th>BOX A</th>
<th>BOX B</th>
<th>BOX C</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bulleted Questions</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>At Criterion Met Level</th>
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<tbody>
<tr>
<td></td>
<td>BOX D</td>
<td>BOX E</td>
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</table>

<table>
<thead>
<tr>
<th>Below Criterion Met Level</th>
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</thead>
<tbody>
<tr>
<td>BOX F</td>
<td></td>
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<tr>
<td>Based on my lists above, I would set the following professional growth goal(s) for myself:</td>
<td></td>
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</tbody>
</table>
Section 1

Standard 1: The knowledge and skills for effective teaching which ensure student learning by:

Criterion a: using instructional strategies that make learning meaningful and show positive impact on student learning

- What instructional strategies do you use to make learning meaningful?
- In what ways do you determine [assess] the relevance and meaning of the instructional strategies?
- In what ways do your instructional strategies show a positive impact on student learning?

After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.

<table>
<thead>
<tr>
<th>BOX A</th>
<th>BOX B</th>
<th>BOX C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>List what you and your students do at the Criterion Met level</td>
<td>List supporting teacher instructional and/or student voice evidence/data</td>
</tr>
</tbody>
</table>

After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.

<table>
<thead>
<tr>
<th>BOX D</th>
<th>BOX E</th>
</tr>
</thead>
<tbody>
<tr>
<td>List what you and your students do that is below Criterion Met level</td>
<td>List supporting teacher instructional and/or student voice evidence/data</td>
</tr>
</tbody>
</table>

Based on my lists above, I would set the following professional growth goal(s) for myself:
BOX A

**Standard 1:** The knowledge and skills for effective teaching which ensure student learning by:

**Criterion b:** using a variety of assessment strategies and data to monitor and improve instruction

- What formative and summative assessments do you use?
- In what ways do you use formative and summative assessment results to make instructional decisions?
- In what ways are your students involved in developing scoring criteria such as rubrics?

<table>
<thead>
<tr>
<th>BOX B</th>
<th>BOX C</th>
</tr>
</thead>
<tbody>
<tr>
<td>List what you and your students do at the Criterion Met level</td>
<td>List supporting teacher instructional and/or student voice evidence/data</td>
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</table>

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Based on my lists above, I would set the following professional growth goal(s) for myself:</td>
</tr>
</tbody>
</table>
**BOX A**

**Standard 1:** The knowledge and skills for effective teaching which ensure student learning by:

**Criterion c:** using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused environment
- What principles, processes and practices do you use to foster a safe, positive, student-focused environment to ensure high levels of achievement for all students?
- In what ways do you involve students in decision making?
- What strategies do you use to give students feedback on their behavior?
- What methods do you use for assessing students’ sense of safety in your classroom?
- In what ways do you structure collaborative work among your students? How are roles chosen or assigned? How do you assess collaborative work?
- In what ways does your classroom environment fit your instructional goals?

**After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.**

<table>
<thead>
<tr>
<th>BOX B</th>
<th>BOX C</th>
</tr>
</thead>
<tbody>
<tr>
<td>List what you and your students do at the Criterion Met level</td>
<td>List supporting teacher instructional and/or student voice evidence/data</td>
</tr>
</tbody>
</table>

**After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.**

<table>
<thead>
<tr>
<th>BOX D</th>
<th>BOX E</th>
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<tbody>
<tr>
<td>List what you and your students do that is below Criterion Met level</td>
<td>List supporting teacher instructional and/or student voice evidence/data</td>
</tr>
</tbody>
</table>

**BOX F**

Based on my lists above, I would set the following professional growth goal(s) for myself:
<table>
<thead>
<tr>
<th>BOX A</th>
<th>BOX B</th>
<th>BOX C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: The knowledge and skills for effective teaching which ensure student learning by:</td>
<td>List what you and your students do at the Criterion Met level</td>
<td>List supporting teacher instructional and/or student voice evidence/data</td>
</tr>
<tr>
<td><strong>Criterion d: designing and/or adapting challenging curriculum that is based on the diverse needs of each student</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What strategies do you use to determine the diverse needs of each student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In what ways do you communicate learning targets to each student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In what ways do you determine if each student knows and understands the learning targets?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What opportunities do you provide for each student to reflect on his/her own learning and thinking strategies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What strategies do you use to assist each student in his/her reflection?</td>
<td></td>
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<tr>
<td>• In what ways do you adapt a curriculum to appropriately challenge each student?</td>
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</table>

<table>
<thead>
<tr>
<th>BOX D</th>
<th>BOX E</th>
</tr>
</thead>
<tbody>
<tr>
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</thead>
<tbody>
<tr>
<td>Based on my lists above, I would set the following professional growth goal(s) for myself:</td>
</tr>
</tbody>
</table>
# Standard 1: The knowledge and skills for effective teaching which ensure student learning by:

**Criterion e: demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members**

- In what ways do you develop rapport with your students by learning about their previous experiences, prior learning, interests and learning styles?
- In what ways do you teach your students about other cultures and backgrounds that may or may not be represented in your class?
- In what ways do you teach sensitivity about cultural diversity?

## BOX A

After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.

## BOX B

List what you and your students do at the Criterion Met level

## BOX C

List supporting teacher instructional and/or student voice evidence/data

## BOX D

List what you and your students do that is below Criterion Met level

## BOX E

List supporting teacher instructional and/or student voice evidence/data

## BOX F

Based on my lists above, I would set the following professional growth goal(s) for myself:
**BOX A**

**Standard 1:** The knowledge and skills for effective teaching which ensure student learning by:

**Criterion f: integrating technology into instruction and assessment**
- In what ways do you utilize technology as an instructional tool?
- In what ways do you involve your students with technology as a learning tool?
- In what ways do you integrate technology into assignments, projects, or assessments?
- In what ways do you teach responsible and ethical use of technology?

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<table>
<thead>
<tr>
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<tbody>
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<tbody>
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</table>

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**BOX F**

Based on my lists above, I would set the following professional growth goal(s) for myself:
**Standard 1:** The knowledge and skills for effective teaching which ensure student learning by:

**Criterion 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

- What have been your most successful strategies for informing, involving and collaborating with families and community members as partners?
- What have been some challenges?
- When you have a strategy that is not very effective, what are your next steps?

<table>
<thead>
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<th>BOX A</th>
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<tbody>
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Based on my lists above, I would set the following professional growth goal(s) for myself:
**BOX A**

**Standard 2:** A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:

**Criterion a:** evaluating the effects of his/her teaching through feedback and reflection
- What are your sources of feedback?
- In what ways do you gather and reflect on feedback?
- In what ways do you use feedback and reflection to evaluate the effects of your teaching?

<table>
<thead>
<tr>
<th><strong>BOX B</strong></th>
<th><strong>BOX C</strong></th>
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</thead>
<tbody>
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</table>

**BOX D**
List what you and your students do that is below Criterion Met level

**BOX E**
List supporting teacher instructional and/or student voice evidence/data

**BOX F**
Based on my lists above, I would set the following professional growth goal(s) for myself:
**BOX A**

**Standard 2:** A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:

**Criterion b:** using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities

- In what ways do you use professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities?
- When you implement your plan for appropriate growth activities, in what ways do you know your plan had an impact on student learning (either positive or challenging)?

After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.

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After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.

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**BOX F**

Based on my lists above, I would set the following professional growth goal(s) for myself:
**BOX A**

Standard 2: A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:

**Criterion c: remaining current in subject area(s), theories, practice, research and ethical practice**

- In what ways do you remain current in your subject area(s), theories, practice, research and ethical practice?
- In what ways do you use research on best practices to inform your decision making and planning?

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After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.

Based on my lists above, I would set the following professional growth goal(s) for myself:
**Box A**

**Standard 3:** A successful candidate for the professional certificate shall demonstrate professional contributions to the improvement of the school, community and the profession by:

**Criterion a: advocating for curriculum, instruction and learning environments that meet the diverse needs of each student**

- In what ways do you advocate for curriculum, instruction and learning environments that meet the diverse needs of each student in your school and community?
- In what ways do you advocate for curriculum, instruction and learning environments that improve the profession?

<table>
<thead>
<tr>
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</tr>
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Standard 3: A successful candidate for the professional certificate shall demonstrate professional contributions to the improvement of the school, community and the profession by:

Criterion b: participating collaboratively in school improvement activities and contributing to collegial decision-making
- In what ways do you collaborate with your grade-level team, department or other similar groups in your building?
- In what ways does this collaboration impact student learning?
- In what ways do you collaborate with educators in different roles than yours? (For example, if you are classroom teacher, how do you collaborate with specialists or vice versa?)
- In what ways have you shared your new learning, materials or experiences with colleagues?

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</tbody>
</table>
Section 2

Write all 12 of your professional growth goals from Section1 in the summary table below.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a</td>
</tr>
<tr>
<td>1</td>
<td>b</td>
</tr>
<tr>
<td>1</td>
<td>c</td>
</tr>
<tr>
<td>1</td>
<td>d</td>
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<td>1</td>
<td>e</td>
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<td>1</td>
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<td>2</td>
<td>b</td>
</tr>
<tr>
<td>2</td>
<td>c</td>
</tr>
<tr>
<td>3</td>
<td>a</td>
</tr>
<tr>
<td>3</td>
<td>b</td>
</tr>
</tbody>
</table>
Section 3

Now that you have completed the Needs Assessment, identify the 3 focus goals that you will use in building your response to Entry 1.

<table>
<thead>
<tr>
<th>Standard and Criterion</th>
<th>State your 3 focus goals to be used in Entry 1, Textbox 1.1.1, along with the supporting teacher instructional artifacts and student work, including student voice artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Entry 1 – Professional Growth and Contributions

Entry Overview
Entry 1 is the starting point for building your portfolio where you must demonstrate professional growth and contributions over a period of time. You can work on the remaining two entries at the same time.

In Entry 1 you will demonstrate your knowledge and skills in the areas of professional growth and contributions to the school, community and the profession by engaging in professional growth planning and implementation. You will examine your practice, identify your learning needs and plan and implement your professional growth. You will provide written commentary and artifacts that describe your practice and the ways in which you have impacted student learning.

The Needs Assessment is a tool to help you determine your focus goals for Entry 1. It is to be used as a reference and is NOT submitted for scoring. Through use of the Entry 1 rubric, the Needs Assessment helps you examine your current practice and reflect on 2 questions:

1. Does my current practice result in a score at the “Criterion Met” level?
2. What in my current practice would result in a score at the “Criterion Not Met” or “Criterion Partially Met” levels?

Before you begin Entry 1, first complete the Needs Assessment. Then review the Candidate Guide and the following materials to make sure you have a deep understanding of all the requirements of this entry, what evidence you have to submit, and how your evidence will be scored. Evidence includes both your written commentary and your artifacts.

Needs Assessment
Writing Guidelines
Student Voice
Professional Growth Activities Log
Rubric
Glossary
Standards and Criteria
The following Washington Professional Teaching Standards and Criteria represent the focus of this entry. The evidence you submit needs to address and will be scored according to the following:

**Standard 2:** A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by
   (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

**Standard 3:** A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional contributions to the improvement of the school, community and profession by
   (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

**What You Have to Do for this Entry**
For this entry, you must submit the following evidence:
1. Written commentary of a maximum of 21,000 characters including spaces (approximately equivalent to 14 pages double-spaced) that:
   - Responds to all parts of the guiding prompts
   - Provides written evidence of your competencies within each criterion
   - References your teacher instructional artifacts and student work artifacts, including student voice artifacts to support your written evidence
   - Describes your skills, knowledge and/or abilities that specifically relate to the guiding prompts
   - Analyzes in what ways and why your evidence demonstrates your competencies for each criterion measured by this entry
   - Reflects in what ways your professional growth and contributions impact student learning
2. Two types of artifacts to a maximum of 10 single-paged attachments* that:
   o Provide teacher instructional artifacts appropriate to the guiding prompts
   o Provide student work artifacts, including student voice artifacts (e.g., attitudes, perceptions, responses to feedback) appropriate to the guiding prompts

* Only the 1st page of each attachment will be scored; content exceeding the 1 page per attachment limit will not be scored.

**How to Compose your Written Commentary**
This entry contains 5 steps with guiding prompts to help you provide evidence that supports the rubric. Your response must address all parts of the guiding prompts.

**Step 1:** Needs Assessment and 3 Focused Goals Selection  
**Step 2:** Proposed New Learning: Research, Knowledge/Skills and Application  
**Step 3:** Analysis of Completed Professional Growth Activities  
**Step 4:** Analysis and Reflection of Evidence  
**Step 5:** Professional Contributions: Advocacy and Collaboration

Use the textboxes to compose your responses. As you respond to each of the guiding prompts, consider what supporting artifacts (teacher instructional and student work, including student voice) should be included. Upload your artifacts, and then attach and reference them in each textbox, as appropriate.
Entry 1 – Guiding Prompts and Written Commentary

(maximum 21,000 characters including spaces)

**Step 1: Needs Assessment and 3 Focused Goals Selection**

<table>
<thead>
<tr>
<th>Textbox 1.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Needs Assessment and 3 Focused Goals Selection – Guiding Prompts</strong></td>
</tr>
<tr>
<td>State your 3 focus goals that you identified in Section 3 of the Needs Assessment and provide an explanation of why you selected those goals. These 3 focus goals will be used in Steps 2-4.</td>
</tr>
<tr>
<td>To prepare your response, respond to the following questions:</td>
</tr>
<tr>
<td>- In what ways are your professional goals connected to your Needs Assessment?</td>
</tr>
<tr>
<td>- In what ways did you use data from your Needs Assessment to support your goal selection?</td>
</tr>
<tr>
<td>- In what ways did you use analysis of current professional research and literature to identify new learning to reach your 3 focus goals?</td>
</tr>
<tr>
<td>- In what ways will these resources help you to gain new skills, knowledge and/or abilities?</td>
</tr>
</tbody>
</table>

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]
**Step 2: Proposed New Learning: Research, Knowledge/Skills, and Application**

**Textbox 1.2.1**

**Proposed New Learning: Research, Knowledge/Skills, and Application – Guiding Prompts**

- State the new skills, knowledge and/or abilities you will need in order to meet your 3 focus goals.

- What current professional research and literature will you use as you work to meet your 3 focus goals?

- What specific evidence will you need to collect in order to demonstrate your professional growth has had a positive impact on student learning?

  Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets.

  Example: [studentvoice.doc]

  Type your response
Textbox 1.2.2

Professional Growth Activities Timeline – Guiding Prompts

Create an activities timeline, listing a maximum of 10 specific professional growth activities in which you, the teacher, will engage to acquire the new skills, knowledge and/or abilities to meet your 3 focus goals. Include dates for starting and completing these activities. The majority of these activities shall occur during completion of this entry. These should be activities that you are going to do to acquire new learning, not a list of planned student activities.

As you complete each activity, record the date, activity and a brief reflection of the correlation between the proposed professional growth activities and your new skills, knowledge and/or abilities, as recorded in your Professional Growth Activities Log.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Step 3: Analysis of Completed Professional Growth Activities

Textbox 1.3.1

Professional Growth Activities Analysis, Connection and Impact – Guiding Prompts

Consider the timeline for the 10 (maximum) professional growth activities you provided in Textbox 1.2.2. Analyze the connection between these activities and each of your 3 focus goals, providing evidence that shows the ways your new skills, knowledge and/or abilities impact student learning.

Select evidence that will clearly show student voice and your growth in new skills, knowledge and/or abilities over time.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Attach 2 representative (not necessarily sequential) pages from your Professional Growth Activities Log to this textbox to support your analysis of your new learning and its impact on student learning. Example: [studentvoice.doc]

Type your response
Textbox 1.3.2

Feedback from Colleagues – Guiding Prompt

Describe the ways you solicited and used feedback from colleagues (e.g., professional growth team, learning communities) throughout your professional growth process. Analyze the impact this feedback has had on your professional growth and on student learning.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Step 4: Evidence Analysis and Reflection

Textbox 1.4.1

Analysis of Impact – Guiding Prompt

Analyze the impact of your professional growth activities on student learning. What data did you use to analyze that impact? In what ways do the results of your new skills, knowledge and/or abilities increase student learning?

Evidence/data can consist of student reflections, student work, observations, transcripts of conversation with students, assessment data, and other examples of tools that provide evidence of impact on student learning.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 1.4.2

Reflection/Next Steps – Guiding Prompts

Based on your response in Textbox 1.4.1, what are your planned future professional growth goals to sustain student engagement in the learning process?

Reflect on the current research or theory that will guide your next professional growth steps for improving student learning. Provide your rationale and include links to the current research or theory on which it is based.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Step 5: Professional Contributions Through Advocacy and Collaboration

Textbox 1.5.1

Advocacy – Guiding Prompts

In what ways did you advocate for curriculum, instruction, learning needs and/or environments that meet the diverse needs of your students? Specify the need(s) you were addressing.

Reflect on the impact this advocacy made, or will make, on student learning in your classroom or school. If you are unable to report a tangible result, stating your intended result is sufficient.

You are not required to connect your advocacy to your 3 focus goals.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 1.5.2

**Collaboration – Guiding Prompts**

In what ways do you work collaboratively for school-improvement with other professionals, including colleagues in your school? Specify the need(s) you were addressing.

Reflect on the impact this collaboration made, or will make, on student learning in your classroom or school. Provide specific evidence.

You are not required to connect your collaboration to your 3 focus goals.

**Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]**

Type your response
## Professional Growth Activities Log

**INSTRUCTIONS:** Download and use this MS Word form to build your Professional Growth Activities Log. Scan and attach 2 representative (not necessarily sequential) pages of this log to Entry 1, Textbox 1.3.1, as directed in your private, secure ProTeach Portfolio website.

<table>
<thead>
<tr>
<th>Professional Growth Activity</th>
<th>What is the connection to the goal?</th>
<th>How have you applied this new learning, and in what ways has it positively impacted student learning?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Entry 1- Professional Growth and Contributions

Rubrics

<table>
<thead>
<tr>
<th>Standard 2</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
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<tbody>
<tr>
<td><strong>A successful candidate for the professional certificate shall demonstrate the knowledge for professional development by:</strong></td>
<td><strong>Criterion Not Met</strong></td>
<td><strong>Criterion Partially Met</strong></td>
<td><strong>Criterion Met</strong></td>
<td><strong>Exceeds Criterion</strong></td>
</tr>
<tr>
<td><strong>Criterion b</strong></td>
<td><strong>Using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities.</strong></td>
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</tr>
<tr>
<td>- Evidence demonstrates professional goals are minimally or ineffectively connected to the Needs Assessment.</td>
<td>- Evidence demonstrates minimal and/or ambiguous use of data to support goal selection.</td>
<td>- Evidence demonstrates limited or confusing use of data to support goal selection.</td>
<td>- Evidence demonstrates professional goals are partially or vaguely connected to the Needs Assessment. <strong>Textbox 1.1.1</strong></td>
<td>- Evidence demonstrates professional goals are firmly grounded in the Needs Assessment.</td>
</tr>
<tr>
<td>- Evidence demonstrates minimal and/or ineffective analysis of current professional resources to identify new learning to reach identified goals.</td>
<td>- Evidence indicates minimal and/or ineffective documentation of the professional growth’s expected impact on student learning.</td>
<td>- Evidence demonstrates partial or uneven analysis of current professional resources to identify new learning to reach identified goals. <strong>Textbox 1.1.1</strong></td>
<td>- Evidence demonstrates clear and effective analysis of current professional resources to identify new learning to reach identified goals. <strong>Textbox 1.1.1</strong></td>
<td>- Evidence demonstrates consistent and convincing analysis of current professional resources to identify new learning to reach identified goals.</td>
</tr>
<tr>
<td>- Evidence indicates minimal and/or ineffective documentation of the professional growth’s expected impact on student learning.</td>
<td></td>
<td>- Evidence indicates partial or uneven documentation of the professional growth’s expected impact on student learning.</td>
<td>- Evidence indicates adequate and logical documentation of the professional growth’s expected impact on student learning. <strong>Textbox 1.2.1</strong></td>
<td>- Evidence indicates thorough and insightful documentation of the professional growth’s expected impact on student learning.</td>
</tr>
<tr>
<td>Standard 2</td>
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<tr>
<td><strong>A successful candidate for the professional certificate shall demonstrate the knowledge for professional development by:</strong></td>
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<tr>
<td><strong>Criterion b (continued)</strong> Using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities.</td>
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<tbody>
<tr>
<td></td>
<td><strong>Criterion Not Met</strong></td>
<td><strong>Criterion Partially Met</strong></td>
<td><strong>Criterion Met</strong></td>
<td><strong>Exceeds Criterion</strong></td>
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<td></td>
<td>• Evidence indicates minimal and/or ineffective correlation between the proposed professional growth activities and specific new learning as documented in the timeline.</td>
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<td></td>
<td>• Evidence demonstrates minimal and/or ineffective analysis of the Professional Growth Activities Log.</td>
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<td></td>
<td>• Evidence indicates minimal and/or ineffective analysis of feedback from colleagues to positively impact student learning.</td>
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<td></td>
<td>• Evidence demonstrates minimal and/or ambiguous analysis of the application of new learning with students.</td>
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<td></td>
<td>• Evidence indicates vague or limited correlation between the proposed professional growth activities and specific new learning as documented in the timeline.</td>
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<td></td>
<td>• Evidence demonstrates partial or vague analysis of the Professional Growth Activities Log.</td>
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<td></td>
<td>• Evidence indicates vague or limited analysis of feedback from colleagues to positively impact student learning.</td>
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<td></td>
<td>• Evidence demonstrates vague or limited analysis of the application of new learning with students.</td>
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<tr>
<td></td>
<td>• Evidence indicates clear and effective correlation between the proposed professional growth activities and specific new learning as documented in the timeline.</td>
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<tr>
<td></td>
<td>• Evidence demonstrates clear and effective analysis of the Professional Growth Activities Log.</td>
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<td></td>
<td>• Evidence indicates clear and adequate analysis of feedback from colleagues to positively impact student learning.</td>
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<td></td>
<td>• Evidence indicates clear and adequate analysis of the application of new learning with students.</td>
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<tr>
<td></td>
<td>• Evidence indicates in-depth and consistent correlation between the proposed professional growth activities and specific new learning as documented in the timeline.</td>
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<tr>
<td></td>
<td>• Evidence demonstrates consistent and convincing analysis of the Professional Growth Activities Log.</td>
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<td></td>
<td>• Evidence indicates consistent and convincing analysis of feedback from colleagues to positively impact student learning.</td>
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<td></td>
<td>• Evidence demonstrates extensive and insightful analysis of the application of new learning with students.</td>
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</table>
### Standard 2

A successful candidate for the professional certificate shall demonstrate the knowledge for professional development by:

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<th>1</th>
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<tbody>
<tr>
<td>Criterion Not Met</td>
<td>Criterion Partially Met</td>
<td>Criterion Met</td>
<td>Exceeds Criterion</td>
</tr>
</tbody>
</table>

**Criterion b (continued)**
Using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities.

- Evidence demonstrates minimal and/or ineffective analysis of data supporting professional growth activities resulting in increased student learning.
- Evidence demonstrates vague or limited analysis of data supporting professional growth activities resulting in increased student learning.
- Evidence demonstrates clear and effective analysis of data supporting professional growth activities resulting in increased student learning.
- Evidence demonstrates insightful and significant analysis of data supporting professional growth activities resulting in increased student learning.

**Textbox 1.4.1**

- Evidence demonstrates insightful and significant analysis of data supporting professional growth activities resulting in increased student learning.

**Criterion c**
Remaining current in subject area(s), theories, practice, research and ethical practice.

- Evidence demonstrates minimal and/or ineffective goals for future professional growth to sustain students’ engagement in the learning process.
- Evidence demonstrates minimal and/or ineffective rationale grounded in current research/theories to determine next steps.
- Evidence demonstrates partial or sketchy rationale grounded in current research/theories to determine next steps.
- Evidence demonstrates clear and appropriate rationale grounded in current research/theories to determine next steps.

**Textbox 1.4.2**

- Evidence demonstrates clear and appropriate goals for future professional growth to sustain students’ engagement in the learning process.
- Evidence demonstrates clear and appropriate rationale grounded in current research/theories to determine next steps.
## Standard 3

A successful candidate for the professional certificate shall demonstrate professional contributions to the improvement of the school, community and the profession by:

<table>
<thead>
<tr>
<th>Criterion a</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocating for curriculum, instruction and learning environments that meet the diverse needs of each student.</td>
<td><strong>Criterion Not Met</strong></td>
<td><strong>Criterion Partially Met</strong></td>
<td><strong>Criterion Met</strong></td>
<td><strong>Exceeds Criterion</strong></td>
</tr>
<tr>
<td>- Minimal and/or ineffective advocacy activities for diverse learners.</td>
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<tr>
<td>- Evidence of minimal and/or ineffective impact of advocacy on student learning.</td>
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<tr>
<td><strong>Textbox 1.5.1</strong></td>
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<tr>
<td><strong>Criterion b</strong></td>
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<tr>
<td>Participating collaboratively in school improvement activities and contributing to collegial decision-making.</td>
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<tr>
<td>- Evidence of minimal and/or ineffective collaboration with other professionals including colleagues in school improvement activities.</td>
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<tr>
<td>- Evidence of minimal and/or ineffective impact of collaboration on student learning.</td>
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</tbody>
</table>

**Textbox 1.5.1**

- Evidence of clear and effective advocacy activities for diverse learners.
- Evidence of clear and effective impact of advocacy on student learning.

**Textbox 1.5.2**

- Evidence of clear and effective collaboration with other professionals in school improvement activities.
- Evidence of clear and effective impact of collaboration on student learning.
Entry 2 – Building a Learning Community

Entry Overview
In this entry you will demonstrate your knowledge and skills that pertain to classroom management, cultural sensitivity in relationships, and the involvement of families and communities in the education process. You will also provide evidence in the form of artifacts that illustrate the practices you describe as well as student ownership in their own learning, relationships and classroom environment.

Before you begin, review the Candidate Guide and the following materials to make sure you have a deep understanding of all the requirements of this entry, what evidence you have to submit, and how your evidence will be scored. Evidence includes both your written commentary and your artifacts.

Writing Guidelines
Student Voice
Rubric
Glossary

Standards and Criteria
The following Washington Professional Teaching Standards and Criteria represent the focus of this entry. The evidence you submit needs to address and will be scored according to the following:

**Standard 1:** A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching that ensures student learning by:
  (c) Using appropriate classroom-management principles, processes and practices to foster a safe, positive, student-focused learning environment
  (e) Demonstrating cultural sensitivity/competence in teaching and in relationships with students, families and community members
  (g) Informing, involving and collaborating with families and community members as partners in each student's education process, including using information about student achievement and performance
What You Have to Do for This Entry
For this entry, you must submit the following evidence:
1. Written commentary of a maximum of 21,000 characters including spaces (approximately equivalent to 14 pages double-spaced) that:
   - Responds to all parts of the guiding prompts
   - Provides written evidence of your competencies within each criterion
   - References your teacher instructional artifacts and student work artifacts, including student voice artifacts, to support your written evidence
   - Describes your knowledge, skills and strategies that specifically relate to the guiding prompts
   - Analyzes in what ways and why your evidence demonstrates your competencies for each criterion measured by this entry
2. Two types of artifacts to a maximum of 12 single-paged attachments* that:
   - Provide teacher instructional artifacts appropriate to the guiding prompts
   - Provide student work artifacts, including student voice artifacts (e.g., attitudes, perceptions, responses to feedback) appropriate to the guiding prompts

* Only the 1st page of each attachment will be scored; content exceeding the 1 page per attachment limit will not be scored.

How to Compose your Written Commentary
This entry contains 4 steps with guiding prompts designed to help you provide evidence that supports the rubric. Your response must address all parts of the guiding prompts.

   Step 1: Contextual Information
   Step 2: Classroom Environment
   Step 3: Cultural Sensitivity/Competence
   Step 4: Communication and Collaboration

Use the textboxes to compose your responses. As you respond to each of the guiding prompts, consider what supporting artifacts (teacher instructional and student work, including student voice) should be included. Upload your artifacts, and then attach and reference them in each textbox, as appropriate.
Entry 2 – Guiding Prompts and Written Commentary

(maximum 21,000 characters including spaces)

Step 1: Contextual Information
This step provides a context for this entry through description of characteristics, features, conditions or influences of the school or classroom environment. As your response is scored, this information will provide understanding of your school or classroom environment.

The Contextual Information is not scored; it is provided to give the scorer a context for your response to this entry.

Textbox 2.1.1

Contextual Information – Guiding Prompts

Student learning is dependent upon the context in which students live and gain experience. Explain the factors most influencing your students’ learning environment in the community, in the school and in the classroom.

No artifacts are permitted.

Type your response
Step 2: Classroom Environment

Textbox 2.2.1

Participation in Classroom Procedures – Guiding Prompts

Describe the ways your students have a voice in:

1. establishing classroom norms (e.g., procedures, protocols, and rules)
2. contributing to a safe, respectful and productive learning environment

To support your description, include an analysis of your artifacts.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 2.2.2

Feedback – Guiding Prompts

Describe the ways you ensure all students receive feedback (e.g., assistance, encouragement and recognition) to promote an equitable and inclusive learning environment.

Explain how you know your students understand this feedback. Explain the ways your students make use of this feedback.

To support your description, include an analysis of your student voice artifacts.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Step 3: Cultural Sensitivity/Competence

Textbox 2.3.1

Student Diversity – Guiding Prompts

Describe what you know about your students’ diversity (e.g., life experiences, prior knowledge, abilities, disabilities, gender, socio-economic status, race/ethnicity and culture). Explain the ways you use this information to inform instructional decisions that have a positive impact on student learning.

To support your description, include an analysis of your artifacts.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 2.3.2

Fostering Respect – Guiding Prompts

Describe the ways you foster respect for divergent ideas, individual differences and diverse cultures among your students.

To support your description, include an analysis of your artifacts.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 2.3.3
Facilitating Contributions of Personal Experience – Guiding Prompts

In what ways do you encourage students to contribute their personal experience or backgrounds to their own learning? Describe ways in which you facilitate students’ connection of personal experience and background to their learning.

To support your description, include an analysis of your artifacts.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 2.3.4

Relationships with Families/Community – Guiding Prompts

In what ways do you develop culturally sensitive relationships with families/guardians and community members? Describe your strategies for building relationships with families/guardians and communities to result in a positive impact on student learning.

To support your description, include an analysis of your artifacts.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Step 4: Communication and Collaboration

Textbox 2.4.1

Communication of Student Progress – Guiding Prompts

Describe your two-way communication strategies used to inform, involve and collaborate with families/guardians about student progress.

To support your description, include an analysis of your artifacts.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets.
Example: [studentvoice.doc]

Type your response
Textbox 2.4.2

Collaboration to Support Student Learning – Guiding Prompts

Describe the ways you collaborate with your extended learning community (e.g. specialists, counselors, families or community members and/or agencies) to support and improve student learning in your classroom.

To support your description, include an analysis of your artifacts.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
## Entry 2 – Building a Learning Community

### Rubrics

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Criterion Not Met</th>
<th>Criterion Partially Met</th>
<th>Criterion Met</th>
<th>Exceeds Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:</td>
<td></td>
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</tr>
<tr>
<td><strong>Criterion c</strong> Using appropriate classroom management principles, processes, and practices to foster a safe, positive, student-focused learning environment.</td>
<td>• Evidence demonstrates that students have minimal and/or ineffective voice in developmentally appropriate classroom norms (procedures, protocols, and rules).</td>
<td>• Evidence demonstrates that students have a limited or inconsistent voice in developmentally appropriate classroom norms (procedures, protocols, and rules).</td>
<td>• Evidence demonstrates that students have an adequate and effective voice in developmentally appropriate classroom norms (procedures, protocols, and rules).</td>
<td>• Evidence demonstrates that students have a consistent and dynamic voice in developmentally appropriate classroom norms (procedures, protocols, and rules).</td>
</tr>
<tr>
<td></td>
<td>• Evidence indicates minimal and/or ineffective student contributions to a safe, respectful, and productive learning environment.</td>
<td>• Evidence indicates limited or vague student contributions to a safe, respectful, and productive learning environment.</td>
<td>• Evidence indicates clear and appropriate student contributions to a safe, respectful and productive learning environment.</td>
<td>• Evidence indicates consistent and dynamic student contributions to a safe, respectful, and productive learning environment.</td>
</tr>
<tr>
<td></td>
<td>• Evidence indicates minimal and/or ineffective structures are in place for providing feedback to all students.</td>
<td>• Evidence indicates limited or partial structures are in place for providing feedback to all students.</td>
<td>• Evidence indicates adequate and effective structures are in place for providing feedback to all students.</td>
<td>• Evidence indicates consistent and thorough structures are in place for providing feedback to all students.</td>
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</table>

Textbox 2.2.1

Textbox 2.2.2
### Standard 1

A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
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<tbody>
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<td>1</td>
<td>Criterion Not Met</td>
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<td>2</td>
<td>Criterion Partially Met</td>
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<tr>
<td>3</td>
<td>Criterion Met</td>
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<tr>
<td>4</td>
<td>Exceeds Criterion</td>
</tr>
</tbody>
</table>

**Criterion c (continued)**

Using appropriate classroom management principles, processes, and practices to foster a safe, positive, student-focused learning environment.

- Evidence indicates students’ minimal and/or unclear student understanding and use of teacher feedback.
- Evidence indicates students’ limited or vague student understanding and use of teacher feedback.
- Evidence indicates students’ adequate and clear understanding and use of teacher feedback. *Textbox 2.2.2*
- Evidence indicates students’ consistent and thorough understanding and use of teacher feedback.

**Criterion e**

Demonstrating cultural sensitivity/competence in teaching and in relationships with students, families, and community members.

- Evidence demonstrates minimal and/or unclear knowledge of student diversity and how it influences instructional decision making for a positive impact on student learning.
- Evidence demonstrates limited or vague knowledge of student diversity and how it influences instructional decision making for a positive impact on student learning. *Textbox 2.3.1*
- Evidence demonstrates adequate and clear knowledge of student diversity and how it influences instructional decision making for a positive impact on student learning.
- Evidence demonstrates thorough and insightful knowledge of student diversity and how it influences instructional decision making for a positive impact on student learning.
- Evidence demonstrates adequate and effective strategies used to foster students’ respect for diversity. *Textbox 2.3.2*
- Evidence demonstrates numerous and dynamic strategies used to foster students’ respect for diversity.
<table>
<thead>
<tr>
<th>Standard 1</th>
<th>1</th>
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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Criterion Not Met</strong></td>
<td><strong>Criterion Partially Met</strong></td>
<td><strong>Criterion Met</strong></td>
<td><strong>Exceeds Criterion</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Criterion e (continued)</strong></td>
<td><strong>Demonstrating cultural sensitivity/competence in teaching and in relationships with students, families, and community members.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evidence demonstrates minimal and/or ineffective opportunities for students to contribute personal or background experience to their own learning.</td>
<td>• Evidence demonstrates limited or superficial opportunities for students to contribute personal or background experience to their own learning.</td>
<td>• Evidence demonstrates adequate and effective opportunities for students to contribute personal or background experience to their own learning. <strong>Textbox 2.3.3</strong></td>
<td>• Evidence demonstrates multiple and worthwhile opportunities for students to contribute personal or background experience to their own learning.</td>
<td></td>
</tr>
<tr>
<td>• Evidence demonstrates minimal and/or ineffective strategies for developing culturally sensitive relationships with families and community to impact student learning.</td>
<td>• Evidence demonstrates limited or superficial strategies for developing culturally sensitive relationships with families and community to impact student learning.</td>
<td>• Evidence demonstrates adequate and effective strategies for developing culturally sensitive relationships with families and community to impact student learning. <strong>Textbox 2.3.4</strong></td>
<td>• Evidence demonstrates numerous and dynamic strategies for developing culturally sensitive relationships with families and community to impact student learning.</td>
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</table>
### Standard 1

A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:

<table>
<thead>
<tr>
<th></th>
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<th>Criterion Partially Met</th>
<th>Criterion Met</th>
<th>Exceeds Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
<td>• Evidence demonstrates minimal and/or ineffective strategies are in place for two-way communication with families.</td>
<td>• Evidence demonstrates limited or superficial collaboration with an extended learning community in support of student learning.</td>
<td>• Evidence demonstrates adequate and appropriate strategies are in place for two-way communication with families. [Textbox 2.4.1]</td>
</tr>
<tr>
<td>2</td>
<td>• Evidence demonstrates minimal and/or ineffective collaboration with an extended learning community in support of student learning.</td>
<td>• Evidence demonstrates limited or routine strategies are in place for two-way communication with families.</td>
<td>• Evidence demonstrates adequate and effective collaboration with an extended learning community in support of student learning. [Textbox 2.4.2]</td>
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</tr>
<tr>
<td>3</td>
<td>• Evidence demonstrates limited or ineffective collaboration with an extended learning community in support of student learning.</td>
<td>• Evidence demonstrates numerous and dynamic strategies are in place for two-way communication with families on a consistent basis.</td>
<td></td>
<td>• Evidence demonstrates consistent and worthwhile collaboration with an extended learning community in support of student learning.</td>
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<tr>
<td>4</td>
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<td></td>
<td>• Evidence demonstrates numerous and dynamic strategies are in place for two-way communication with families on a consistent basis.</td>
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</table>
Entry 3 – Curriculum, Instruction and Assessment

Entry Overview
In this entry you will demonstrate your knowledge and skills that pertain to curriculum, instruction, assessment and technology, as well as your ability to elicit and use student voice through description, analysis and reflection of evidence. You will demonstrate positive impact on student learning through evidence that illustrates 3 focus students’ involvement in their own learning.

Before you begin, review the Candidate Guide and the following materials to make sure you have a deep understanding of all the requirements of this entry, what evidence you have to submit, and how your evidence will be scored. Evidence includes both your written commentary and your artifacts.

Writing Guidelines
Student Voice
Rubric
Glossary

Standards and Criteria
The following Washington Professional Teaching Standards and Criteria represent the focus of this entry. The evidence you submit needs to address and will be scored according to the following:

Standard 1: A successful candidate for the professional certificate shall demonstrate 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
   (b) Using a variety of assessment strategies and data to monitor and improve instruction
   (d) Designing and/or adapting challenging curriculum that is based on the diverse needs of each student
   (f) Integrating technology into instruction and assessment

Standard 2: A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:
   (a) Evaluating the effects of his/her teaching through feedback and reflection
What You Have to Do for this Entry

For this entry, you must submit the following evidence:

1. Written commentary of a maximum of 24,000 characters including spaces (approximately equivalent to 16 pages double-spaced) that:
   - Responds to all parts of the guiding prompts
   - Provides written evidence of your competencies within each criterion
   - References your teacher instructional artifacts and student work artifacts, including student voice artifacts, to support your written evidence
   - Demonstrates a positive impact on the learning of 3 focus students representing a range of diverse learners
   - Focuses on a period of instruction appropriate to each of the 3 focus students, their developmental levels, the learning targets and the instructional strategies
   - Describes, analyzes, and reflects on student evidence and student voice

3. Analyzes in what ways and why your evidence demonstrates your competencies for each criterion measured by this entry

4. Reflects on what ways you elicit and use student voice to make decisions about curriculum, instruction, assessment and technology to impact student learning

2. Two types of artifacts:

   2. Student work artifacts, including student voice artifacts (e.g., attitudes, perceptions, responses to feedback) appropriate to the guiding prompts, to a maximum of 15 single-paged attachments*

   - Teacher instructional artifacts appropriate to the guiding prompts, to a maximum of 7 single-paged attachments*

For this entry, you must choose 3 focus students who:

- Represent a range of learners in your class (or from one class period for secondary)
- Represent the diversity in your classroom (learning styles, cultures, special needs)
- Show growth over time during the lesson, unit or assignment
- Are referred to as Student A, Student B and Student C (do not use any student identifiers)

* Only the 1st page of each attachment will be scored; content exceeding the 1 page per attachment limit will not be scored.
How to Compose your Written Commentary
This entry has 3 steps with guiding prompts to help you provide evidence that supports the rubric. Your response must address all parts of the guiding prompts.

**Step 1:** Contextual Profile/Knowledge of Students
**Step 2:** Planning and Implementing Curriculum, Instruction, Assessment and Technology
**Step 3:** Student Self-Assessment and Analysis

Use the textboxes to compose your responses. As you respond to each of the guiding prompts, consider what supporting artifacts (teacher instructional and student work, including student voice) should be included. Upload your artifacts, and then attach and reference them in each textbox, as appropriate.
Entry 3 – Guiding Prompts and Written Commentary

(maximum 24,000 characters including spaces)

Step 1: Contextual Profile/Knowledge of Students

Textbox 3.1.1

Contextual Profile/Knowledge of Students – Guiding Prompts

Briefly describe a maximum of 3 factors inside your learning environment that most influence your instructional decisions for these 3 students (e.g., learning centers, specialists, para-educator support, assistive or other equipment, class size, learning materials).

Briefly describe a maximum of 3 factors outside your learning environment that most influence learning for your entire class (e.g., available technology, community-school partners, family support).

Briefly describe the instructional implications of the factors above for each of the 3 focus students. Be specific for Student A, Student B and Student C.

What was the initial performance level of the 3 focus students (e.g., reading score, content pre-test, commercial test(s) with name and year given or any other appropriate learning measure)? Be specific for Student A, Student B and Student C.

What is the social/behavioral range of the 3 focus students? Be specific for Student A, Student B and Student C.

Suggested maximum of 2,250 characters for this section (approximately equivalent to 1-1/2 pages double-spaced). No artifacts are permitted.

Type your response
### Step 2: Planning and Implementing Curriculum, Instruction, Assessment and Technology

#### Textbox 3.2.1

**Learning Targets – Guiding Prompts**

Identify the learning targets you chose for each of the 3 focus students. Cite data from the students’ prior learning that support your decisions. The learning targets may be the same or different for each child.

What state standards, such as the grade-level expectations (GLEs), framework, district standards or developmental goals, did you choose to support your choice of learning targets? Provide a rationale for your choices.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets.

Example: [studentvoice.doc]

Type your response
## Textbox 3.2.2

### Understanding Learning Targets – Guiding Prompts

State your evidence from the student work artifacts demonstrating student understanding of the learning targets. Identify and summarize trends in student performance seen in the evidence. Analyze your findings.

If the students did not initially understand the learning targets, what additional steps did you take?

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets.

Example: [studentvoice.doc]

Type your response
Textbox 3.2.3

Instructional Strategies – Guiding Prompt

In what ways did you vary instructional strategies to facilitate learning for the 3 focus students in order to meet their learning targets? Include any modifications/accommodations you made for the students. Provide a rationale and evidence to support your choices.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 3.2.4

Assessment Design – Guiding Prompt

Describe the ways in which you used the learning targets to design a variety of assessments for the 3 focus students. Analyze the connection between the learning targets and the assessment design. Cite evidence to support your analysis.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 3.2.5

Assignments/Assessment – Guiding Prompts

In what ways did you use classroom assignments and/or formative assessments to measure progress toward the learning targets? Describe and analyze the impact of these classroom assignments and/or formative assessments on the learning of your 3 focus students. Cite evidence to support your analysis of the positive impact on student learning.

In what ways did you use student work or self-assessment to make instructional decisions? Provide a rationale for those decisions. Cite evidence to support your rationale.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
## Textbox 3.2.6

**Meeting Learning Targets – Guiding Prompts**

Describe the ways assessment results were used to help the 3 focus students know progress toward their own learning targets. Analyze the positive impact on their learning as a result of understanding progress toward their own learning targets. Cite evidence from the student work artifacts to support your analysis.

Based on assessment results, what instructional strategies will you use in your future plans to increase learning for the 3 focus students? Provide a rationale.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 3.2.7

Critical-Thinking, Problem-Solving and/or Adaptive Methods – Guiding Prompts

Describe how you developed and/or modified curriculum to foster your 3 focus students’ use of critical-thinking, problem-solving and/or adaptive methods. Cite evidence from student work artifacts to show this use.

In what ways did the 3 focus students understand the use of critical-thinking, problem solving and/or adaptive methods for a positive impact on their own learning? Cite evidence from student work artifacts.

In what ways did the 3 focus students make the connection between critical-thinking, problem-solving and/or adaptive methods to progress toward their own learning targets? Cite evidence from the student work artifacts.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 3.2.8

Technology – Guiding Prompts

Describe the ways you use available technology as a learning and assessment tool in your classroom and/or school. In what ways did you incorporate this technology into your instruction and assessments to address your learning targets? Cite evidence to support your analysis.

In what ways did your 3 focus students use available technology to impact their learning? Cite evidence from the student work artifacts. Reflect on your next steps to integrate technology to improve learning for the 3 focus students. Provide a rationale.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 3.2.9

Responsible Use of Technology – Guiding Prompt

Describe the ways you foster the responsible and ethical use of available technology with all of your students. Cite and analyze your teacher instructional artifacts appropriate to your grade level.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Step 3: Student Self-Assessment and Analysis

Textbox 3.3.1

Student Self-Assessment and Analysis – Guiding Prompts

In what ways did your 3 focus students use the scoring criteria to self-assess their own work? Provide student work artifacts and an analysis of the evidence showing how the self-assessment had a positive impact on the learning of the 3 focus students.

Given the evidence on student self-assessment feedback, reflect on your next steps to improve the 3 focus students’ self-assessment skills.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
Textbox 3.3.2

Students’ Understanding of Learning Targets – Guiding Prompts

In what ways did you use reflection on student involvement in your instruction? In what ways did you know that each of the 3 focus students understood his/her progress toward the learning targets? Cite evidence from student work artifacts to support your analysis.

Reflect on your next steps to foster students’ continued understanding of progress toward their own learning targets. Provide a rationale.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [ ] brackets. Example: [studentvoice.doc]

Type your response
# Entry 3 – Curriculum, Instruction and Assessment Rubrics

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion a</strong></td>
<td><strong>Criterion Not Met</strong></td>
<td><strong>Criterion Partially Met</strong></td>
<td><strong>Criterion Met</strong></td>
<td><strong>Exceeds Criterion</strong></td>
</tr>
<tr>
<td>A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:</td>
<td>• Teacher evidence demonstrates minimal and/or ineffective identification of learning targets based on data analysis and a connection to the goals and standards.</td>
<td>• Teacher evidence demonstrates limited or vague identification of learning targets based on data analysis and a connection to the goals and standards.</td>
<td>• Teacher evidence demonstrates clear and effective identification of learning targets based on data analysis and a connection to the goals and standards. <strong>Textbox 3.2.1</strong></td>
<td>• Teacher evidence demonstrates consistent and thorough identification of learning targets based on data analysis and a connection to the goals and standards.</td>
</tr>
</tbody>
</table>
### Standard 1

A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion a (continued)</strong> Using instructional strategies that make learning meaningful and show positive impact on student learning.</td>
<td>• Teacher and student evidence demonstrates minimal and/or ineffective use of a variety of instructional strategies and accommodations/modifications to challenge students to meet their learning targets.</td>
<td>• Teacher and student evidence demonstrates limited or vague use of a variety of instructional strategies and accommodations/modifications to challenge students to meet their learning targets.</td>
<td>• Teacher and student evidence demonstrates clear and effective use of a variety of instructional strategies and accommodations/modifications to challenge students to meet their learning targets.</td>
<td>• Teacher and student evidence demonstrates consistent and thorough use of a variety of instructional strategies and accommodations/modifications to challenge students to meet their learning targets.</td>
</tr>
</tbody>
</table>

**Textbox 3.2.3**

| Criterion b Using a variety of assessment strategies and data to monitor and improve instruction. | • Teacher evidence demonstrates minimal and/or ineffective connection between the learning targets and the design of assessment. | • Teacher evidence demonstrates limited or confusing connection between the learning targets and the design of assessment. | • Teacher evidence demonstrates clear and effective connection between the learning targets and the design of assessments. | • Teacher evidence demonstrates consistent and thorough connection between the learning targets and the design of assessment. |

**Textbox 3.2.4**
<table>
<thead>
<tr>
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<td>Exceeds Criterion</td>
</tr>
<tr>
<td><strong>Criterion b (continued)</strong></td>
<td></td>
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<tr>
<td>Using a variety of assessment strategies and data to monitor and improve instruction.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Teacher evidence demonstrates minimal and/or ineffective use of appropriate classroom assignments and formative assessments to measure progress toward the learning targets.</td>
<td>• Teacher evidence demonstrates limited or sketchy use of appropriate classroom assignments and formative assessments to measure progress toward the learning targets.</td>
<td>• Teacher evidence demonstrates clear and effective use of appropriate classroom assignments and formative assessments to measure progress toward the learning targets. <strong>Textbox 3.2.5</strong></td>
<td>• Teacher evidence demonstrates consistent and substantive use of appropriate classroom assignments and formative assessments to measure progress toward the learning targets.</td>
<td></td>
</tr>
<tr>
<td>• Teacher provides minimal and/or misinformed rationale for instructional decisions based upon student work/self-assessments.</td>
<td>• Teacher provides limited or vague rationale for instructional decisions based upon student work/self-assessments.</td>
<td>• Teacher provides clear and detailed rationale for instructional decisions based upon student work/self-assessments. <strong>Textbox 3.2.5</strong></td>
<td>• Teacher provides consistent and substantive rationale for instructional decisions based upon student work/self-assessments.</td>
<td></td>
</tr>
<tr>
<td>• Student work provides evidence of minimal and/or unconvincing use of assessment results to know their own learning progress toward the learning targets.</td>
<td>• Student work provides evidence of limited or vague use of assessment results to know their own learning progress toward the learning targets.</td>
<td>• Student work provides evidence of clear and effective use of assessment results to know their own learning progress toward the learning targets. <strong>Textbox 3.2.6</strong></td>
<td>• Student work provides evidence of consistent and thorough use of assessment results to know their own learning progress toward the learning targets.</td>
<td></td>
</tr>
</tbody>
</table>
## Standard 1

A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:

<table>
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<tr>
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<th>Exceeds Criterion</th>
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</thead>
<tbody>
<tr>
<td><strong>Criterion b (continued)</strong> Using a variety of assessment strategies and data to monitor and improve instruction.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Student work/self-assessments provide evidence of minimal and/or ineffective use of appropriate strategies to evaluate their own work.</td>
<td>• Student work/self-assessments provide evidence of limited or partial use of appropriate strategies to evaluate their own work.</td>
<td>• Student work/self-assessments provide evidence of clear and detailed use of appropriate strategies to evaluate their own work.</td>
<td>• Student work/self-assessments provide evidence of consistent and thorough use of appropriate strategies to evaluate their own work.</td>
</tr>
<tr>
<td>• Teacher provides evidence of minimal and/or ineffective analysis of the student self-evaluation feedback.</td>
<td>• Teacher provides evidence of limited or vague analysis of the student self-evaluation feedback.</td>
<td>• Teacher provides evidence of clear and effective analysis of the student self-evaluation feedback.</td>
<td>• Teacher provides evidence of consistent and thorough analysis of the student self-evaluation feedback.</td>
</tr>
</tbody>
</table>

Textbox 3.3.1

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<table>
<thead>
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<td>Criterion Partially Met</td>
<td>Criterion Met</td>
<td>Exceeds Criterion</td>
</tr>
<tr>
<td><strong>Criterion d</strong> Designing and/or adapting challenging curriculum that is based on the diverse needs of each student.</td>
<td></td>
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</tr>
<tr>
<td>• Teacher provides evidence of a minimal and/or ineffective ability to design/modify curriculum that fosters higher order thinking skills, problem solving, and/or adaptive methods to maximize student growth.</td>
<td>• Teacher provides evidence of a limited or sketchy ability to design/modify curriculum that fosters higher order thinking skills, problem solving, and/or adaptive methods to maximize student growth.</td>
<td>• Teacher provides evidence of a clear and informed ability to design/modify curriculum that fosters critical thinking skills, problem solving, and/or adaptive methods to maximize student growth. <strong>Textbox 3.2.7</strong></td>
<td>• Teacher provides evidence of a consistent and thorough ability to design/modify curriculum that fosters higher order thinking skills, problem solving, and/or adaptive methods to maximize student growth.</td>
<td></td>
</tr>
<tr>
<td>• Student evidence demonstrates minimal and/or insignificant understanding of the use of higher level thinking, problem solving, and/or adaptive methods to impact their learning.</td>
<td>• Student evidence demonstrates limited or sketchy understanding of the use of critical thinking, problem solving, and/or adaptive methods to impact their learning. <strong>Textbox 3.2.7</strong></td>
<td>• Student evidence demonstrates clear and effective understanding of the use of critical thinking, problem solving, and/or adaptive methods to impact their learning. <strong>Textbox 3.2.7</strong></td>
<td>• Student evidence demonstrates consistent and dynamic understanding of the use of higher level thinking, problem solving, and/or adaptive methods to impact their learning.</td>
<td></td>
</tr>
<tr>
<td>• Student evidence provides a minimal and/or ineffective connection of critical thinking, problem solving, and/or adaptive methods to the learning targets to maximize student growth.</td>
<td>• Student evidence provides a limited or vague connection of critical thinking, problem solving, and/or adaptive methods to the learning targets to maximize student growth.</td>
<td>• Student evidence provides an accurate and effective connection of critical thinking, problem solving and/or adaptive methods to the learning targets to maximize student growth. <strong>Textbox 3.2.7</strong></td>
<td>• Student evidence provides a consistent and worthwhile connection of critical thinking, problem solving, and/or adaptive methods to the learning targets to maximize student growth.</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 1

**A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:**

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<td><strong>Criterion Partially Met</strong></td>
<td><strong>Criterion Met</strong></td>
<td><strong>Exceeds Criterion</strong></td>
</tr>
<tr>
<td>Integrating technology into instruction and assessment.</td>
<td>- Teacher evidence demonstrates minimal and/or insignificant use of available technology as an effective learning and assessment tool.</td>
<td>- Teacher evidence demonstrates limited or vague use of available technology as an effective learning and assessment tool.</td>
<td>- Teacher evidence demonstrates appropriate and varied use of available technology as an effective learning and assessment tool. <strong>Textbox 3.2.8</strong></td>
<td>- Teacher evidence demonstrates consistent and thorough use of available technology as an effective learning and assessment tool.</td>
</tr>
<tr>
<td></td>
<td>- Student work provides evidence of a minimal and/or ineffective use of technology as an effective learning and assessment tool.</td>
<td>- Student work provides evidence of a vague or limited use of technology as an effective learning and assessment tool.</td>
<td>- Student work provides evidence of a clear and connected use of technology as an effective learning and assessment tool. <strong>Textbox 3.2.8</strong></td>
<td>- Student work provides evidence of a dynamic and high quality use of technology as an effective learning and assessment tool.</td>
</tr>
<tr>
<td></td>
<td>- Teacher evidence demonstrates minimal and/or ineffective teaching of the responsible and ethical use of available technology.</td>
<td>- Teacher evidence demonstrates partial or tangential teaching of the responsible and ethical use of available technology.</td>
<td>- Teacher evidence demonstrates clear and effective teaching of the responsible and ethical use of available technology. <strong>Textbox 3.2.9</strong></td>
<td>- Teacher evidence demonstrates consistent and thorough teaching of the responsible and ethical uses of available technology.</td>
</tr>
<tr>
<td></td>
<td>- Teacher evidence demonstrates minimal and/or ineffective use of reflection on technology as a tool for learning.</td>
<td>- Teacher evidence demonstrates limited or vague use of reflection on technology as a tool for learning.</td>
<td>- Teacher evidence demonstrates appropriate and effective use of reflection on technology as a tool for learning. <strong>Textbox 3.2.8</strong></td>
<td>- Teacher evidence demonstrates consistent and thorough use of reflection on technology as a tool for learning.</td>
</tr>
<tr>
<td>Standard 2</td>
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<tr>
<td><strong>A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:</strong></td>
<td>Criterion Not Met</td>
<td>Criterion Partially Met</td>
<td>Criterion Met</td>
<td>Exceeds Criterion</td>
</tr>
<tr>
<td><strong>Criterion a</strong> Evaluating the effects of his/her teaching through feedback and reflection.</td>
<td>- Teacher evidence demonstrates a minimal and/or ineffective ability to reflect on future instructional adjustments.</td>
<td>- Teacher evidence demonstrates limited or sketchy ability to reflect on future instructional adjustments.</td>
<td>- Teacher evidence demonstrates a clear and effective ability to reflect on future instructional adjustments. <strong>Textbox 3.2.6</strong></td>
<td>- Teacher evidence demonstrates a consistent and thorough ability to reflect on future instructional adjustments.</td>
</tr>
<tr>
<td></td>
<td>- Teacher evidence demonstrates minimal and/or ineffective use of student assessment data and feedback from students to determine growth steps.</td>
<td>- Teacher evidence demonstrates limited or sketchy use of student assessment data and feedback from students to determine growth steps. <strong>Textbox 3.2.6</strong></td>
<td>- Teacher evidence demonstrates clear and appropriate use of student assessment data and feedback from students to determine growth steps. <strong>Textbox 3.2.6</strong></td>
<td>- Teacher evidence demonstrates consistent and thorough use of student assessment data and feedback from students to determine growth steps.</td>
</tr>
<tr>
<td></td>
<td>- Teacher evidence shows minimal and/or ineffective use of reflection on student involvement in instruction.</td>
<td>- Teacher evidence shows limited or uneven use of reflection on student involvement in instruction.</td>
<td>- Teacher evidence shows clear and detailed use of reflection on student involvement in instruction. <strong>Textbox 3.3.2</strong></td>
<td>- Teacher evidence shows consistent and thorough use of reflection on student involvement in instruction.</td>
</tr>
<tr>
<td></td>
<td>- Student evidence shows minimal and/or ineffective understanding of students’ own progress towards the learning targets.</td>
<td>- Student evidence shows limited and vague understanding of students’ own progress towards the learning targets.</td>
<td>- Student evidence shows clear and detailed understanding of students’ own progress towards the learning targets. <strong>Textbox 3.3.2</strong></td>
<td>- Student evidence shows consistent and thorough understanding of students’ own progress towards the learning targets.</td>
</tr>
</tbody>
</table>
Additional Information

Information in this section includes:

- CANCELLATION
- CANDIDATE ID
- CHANGES
- COMMUNICATION
- DISABILITY OR ALTERNATE ACCOMMODATIONS
- ELIGIBILITY
- ETHICS
- FEES
- FEE WAIVERS
- MISUSE OF SCORE REPORT
- PASSING STANDARD
- REFUNDS
- REGISTRATION
- REQUESTING A RESCORE
- RESUBMISSION
- SCORE REPORTS
- SCORING
- SUBMISSION
- SUBMISSION DEADLINE DATES
- TERMS OF SERVICE
- USE OF CANDIDATE MATERIALS
- VERIFICATION

CANCELLATION
1. Candidates may cancel at any time within their registration window, but shall forfeit a portion of the initial registration or resubmission fee.
2. Candidates who cancel after the last date of their registration window shall forfeit all fees paid. No refunds.

CANDIDATE ID
1. All initial registrants will be assigned a unique candidate ID number at the time of payment.

CHANGES
1. For an additional fee, a candidate may choose to change his/her selected submission deadline date to the other presented to the candidate at the time of registration, at any time after registration is confirmed and during the candidate’s registration window.
2. No changes to the selection of submission deadline date shall be permitted after the close of a candidate’s registration window.
3. Candidates who are resubmitting may choose to increase the number of entries selected for resubmission at any time during the candidate’s registration window by paying the respective entry fee.

4. Candidates who are resubmitting may choose to change the entries to be resubmitted during the candidate’s registration window. A balance due or owed will be calculated based on the difference between the entry fees.

5. No changes to the number or selection of resubmissions shall be permitted after the close of a candidate’s registration window.

COMMUNICATION

1. Candidates are responsible for keeping their e-mail address current in their ProTeach Portfolio account in order to receive all notifications, announcements and contacts with ProTeach Portfolio.

2. The Professional Educators Standards Board (PESB) and Educational Testing Service (ETS) shall not be responsible for e-mail notifications not received by the candidate due to incorrect e-mail addresses.

DISABILITY OR ALTERNATE ACCOMMODATIONS

1. The State of Washington is committed to serving ProTeach Portfolio candidates with disabilities by providing services and accommodations that are reasonable and appropriate given the documentation of disability provided. Nonstandard accommodations are available for candidates with disabilities who meet the requirements set forth by ETS, in alignment with the Federal Americans with Disabilities Act standards.

2. Candidates requesting nonstandard accommodations must apply through ETS and have the accommodation approved prior to submission of their portfolio.

3. Candidate submission via paper shall be accepted by exception only, as determined by ETS Disability Services, and shall be submitted and scored in accordance with the same scoring protocols as online submissions.

ELIGIBILITY

1. Eligibility to register for the ProTeach Portfolio is established when a teacher has taught for a minimum of 2 years and accumulated at least 1.5 FTE (Full Time Equivalent) of teaching experience.

2. All registrants must hold a valid Washington residency certificate.

3. Eligibility is verified online at the time of registration when a registrant provides his/her full name and Washington residency certificate number.

ETHICS

1. Any candidate submission found to be identical to or overlapping with that of another candidate or to the candidate’s previous submission shall be deemed unscoreable and the ETS Office of Testing Integrity shall conduct an investigation in accordance with its guidelines.

2. The results of all ethical investigations shall be forwarded to the PESB for resolution.
FEES
1. There shall be a registration fee for initial submission paid by all candidates.
2. There shall be resubmission fee(s) paid by all resubmission candidates.
3. Additional service fees shall be assessed for various choices made and actions taken by candidates after registration (e.g., late registration, changing submission deadline date, etc.).
4. Acceptable methods of payment include credit card and e-check only. No paper checks will be accepted.
5. Any candidate owing a balance for fees assessed will not be allowed to register or continue in ProTeach Portfolio until the balance is paid.
6. All fees are stated in U.S. dollars.
7. All payments must be for the full amount.
8. Services may be withheld for nonpayment of fees.

FEE WAIVERS
1. Decisions regarding fee waivers are the responsibility of ETS and shall be considered under an umbrella of fairness and equity for candidates, in consultation with the PESB. An application must be submitted and approved.

MISUSE OF SCORE REPORT
1. ProTeach Portfolio scores are intended for use in awarding the teacher professional certificate. Other use of the ProTeach Portfolio and the scores reported is inappropriate.

PASSING STANDARD
1. The PESB shall set the passing score for the ProTeach Portfolio, in consultation with ETS.
2. Candidates shall have been considered to have “passed” the ProTeach Portfolio if their composite score is equal to or higher than the passing score.

REFUNDS
1. Initial candidates who cancel at any time within their registration window shall be refunded a portion of the registration fee paid.
2. Resubmission candidates who cancel at any time within their registration window shall be refunded a portion of the resubmission fee(s) paid.
3. Candidates who cancel after the last date of their registration window shall forfeit all fees paid. No refunds.
4. No changes to the selection of submission deadline date shall be permitted after the close of a candidate’s registration window. No refunds.
5. Failing to submit scoreable materials for scoring by the candidate’s selected submission deadline date shall result in the forfeiture of all fees paid. No refunds.
6. No refunds shall be granted if the candidate later contends he/she did not need to take or was not eligible to take the ProTeach Portfolio.
7. No refunds shall be granted for any additional service fee assessed to a candidate beyond his/her initial registration and/or resubmission fee.
8. No refunds shall be granted for score reports containing an “NS” or “nonscoreable” designation.
9. Refund requests for hardship cases shall be considered by ETS on an individual basis, in consultation with the PESB.
10. Refunds of fees will be made in U.S. dollar denominations.

REGISTRATION
1. Teachers may register online only. No paper registration forms will be accepted.
2. A candidate’s registration window is defined by their date of registration and payment.
3. Online registration must be completed no later than 11:59 p.m. Pacific time on the close of each registration window.
4. Candidates shall be permitted to register during a late registration window for a nonrefundable late fee, in addition to the initial registration or resubmission fee.
5. Registration deadlines will be strictly enforced; exceptions are not made.
6. At the time of initial registration and prior to creating a ProTeach Portfolio account, all registrants shall be required to:
   a. provide their full name and Washington residency certificate number,
   b. provide an e-mail address to be used for communication with ProTeach Portfolio,
   c. agree to the ProTeach Portfolio Terms of Service, and
   d. make the appropriate online fee payment.

REQUESTING A RESCORE
1. Candidates may request to have any entry(ies) rescored, for an additional fee(s).
2. The rescoring fee varies based on the number of entries, and which entries, candidates submit for rescoring.
3. A rescoring fee shall be refunded only if the candidate receives a higher score as a result of rescoring.

RESUBMISSION
1. All criteria scores are automatically banked on behalf of the candidate.
2. Candidates who have not met the passing score may resubmit any entry they wish, regardless of the scores previously received.
3. Resubmission candidates may resubmit as many entries as they choose and as often as they wish, in accordance with the registration windows and submission deadline dates.
4. Resubmission candidates must submit for scoring all entries for which they have registered and paid.

SCORE REPORTS
1. Submission of all 3 entries is required to receive an initial score report.
2. All score reports shall be made available to candidates online. No paper score reports will be produced for and/or distributed to candidates.
3. Scores shall be released for candidate access within 8 weeks of each respective submission deadline date (i.e., June 28 or January 31).
4. Candidates who have selected the same submission deadline date shall receive access to their scores at the same time; scores shall not be released individually.

5. Candidates who resubmit shall receive a composite score based on the highest earned criterion scores within each entry, regardless of when each entry was submitted.

6. Resubmission candidates who resubmit an entry that is nonscoreable shall receive a composite score only if a prior scoreable submission had been received for that entry.

7. All scores shall be automatically provided to PESB, the Office of Superintendent of Public Instruction (OSPI) and the support provider identified by the candidate at the time of registration, for no fee to the candidate. Scores shall not be reported or released by ETS to any other agency, organization, institution or individual other than the candidate.

8. A candidate’s score report and scores reported to PESB and OSPI will not reference nonstandard testing accommodations provided to the candidate.

9. Candidates shall have no option to change or cancel score(s).

SCORING
1. The *ProTeach Portfolio* shall use a 4-point score scale, using only whole numbers without any graduation to those numbers (i.e., no pluses or minuses).

2. A candidate’s highest score received on a criterion shall be used to calculate his/her composite score, regardless of when the entry was submitted.

3. All criteria on a resubmitted entry shall be rescored.

4. A “nonscoreable” or “NS” designation shall be used on score reports to indicate various scoring possibilities (e.g., no data appearing in the candidate submission; a submission that is nothing of substance; etc.).

SUBMISSION
1. Teachers may register for *ProTeach Portfolio* and submit entries at any time, in accordance with the registration windows and submission deadline dates.

2. Initial candidates are required to submit all 3 entries at the same time.

3. Once submitted, entries cannot be modified by the candidate.

4. Submissions or resubmissions using CD, flash drive or other media shall not be accepted.

SUBMISSION DEADLINE DATES
1. Submission deadline dates are defined by the date on which a candidate registers and pays the initial registration or resubmission fee.

2. All candidates shall be offered the choice of 2 submission deadline dates at the time of registration and payment.

3. Selection of submission deadline date must be made by the candidate at the time of registration.

4. Submissions must be completed and submitted online no later than 11:59 p.m. Pacific time on the candidate’s selected submission deadline date.
TERMS OF SERVICE

1. At the time of registration, all candidates must provide their electronic signature to indicate agreement and acceptance to the following terms:

   **Attestation of Your Own Work**
   Each entry in your ProTeach Portfolio, whether initial or resubmitted, must be entirely and distinctly your own work. Software is utilized to scan all written commentary for overlap with previous submissions or with another candidate’s submissions. If such overlap is detected, scores will be voided and an investigation with the ETS Office of Testing Integrity may be initiated. Results of all investigations conducted are forwarded to the Professional Educator Standards Board (PESB) (WAC 181-87-050, Misrepresentation or Falsification in the Course of Professional Practice).

   **Use of Your Portfolio**
   By my electronic signature below, I hereby give permission for my submitted portfolio to be used by the Professional Educator Standards Board (PESB) for research purposes leading to the development of exemplars, improvement of the assessment, establishing effective state policy or other appropriate and necessary official state business. No candidate work will be used for commercial or retail purposes.

   **Student and Adult Release Forms**
   The Professional Educator Standards Board (PESB) Assistant Attorney General directed that all candidates secure the appropriate signatures for permission to include any student and/or adult work, photographs and/or materials in their portfolios. The Attorney General’s office approved the Student Release Form and the Adult Release Form for this purpose. These forms must be filed with your records. They are not submitted with your portfolio. Random audits of Student Release Form and Adult Release Form records may be conducted.

   **Score Release**
   By my electronic signature below, I understand that all scores will automatically be provided only to the Professional Educator Standards Board (PESB), the Certification Office at the Office of the Superintendent of Public Instruction (OSPI) and the support provider identified by me at the time of registration.

   **Policies and Procedures**
   By my electronic signature, I certify that I have read, understand and will abide by all ProTeach Portfolio policies and procedures, and all ProTeach Portfolio Terms of Service of LiveText, Inc.

   **PESB and ETS Confidentiality Guidelines**
   - Every precaution is taken and the highest industry standards are kept to ensure the security and privacy of all electronic data and candidate work.
   - All employees, contractors, or scorers who have access to information about the identity or performance of candidates will be required to understand the strictly confidential nature of ProTeach Portfolio information.
USE OF CANDIDATE MATERIALS
1. Submitted portfolios shall be used by the PESB for research purposes leading to the development of exemplars, improvement of the assessment, establishing effective state policy or other appropriate and necessary official state business. No candidate work will be used for commercial or retail purposes.

VERIFICATION OF MATERIALS RECEIVED AND SCORED
1. Candidates may request a verification of materials received and scored, for an additional nonrefundable fee.
# The Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Adaptive methods</td>
<td>Teaching methods that are fluid and can be easily adjusted based on the learner’s needs within the context and process of the learning.</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Active support of educational change within the school and/or educational community.</td>
</tr>
<tr>
<td>Analyze/Analysis</td>
<td>Analysis means to “break apart” and examine the pieces, trends/patterns, etc. It depends on the interpretations the teacher makes of what happened, examination of why the elements or events described are the way they are. It must include an interpretation of the evidence submitted and conclusions based on that evidence. It shows assessors the thought processes the teacher used to arrive at the conclusions made about a teaching situation. Analysis is called for when a prompt uses words such as how, why, or in what way(s).</td>
</tr>
<tr>
<td>Appropriate strategies</td>
<td>The teacher uses methods that fit the student population and the content. The methods are consistent with the context the teacher has described, e.g., the students’ developmental or cognitive levels, cultural environment, practices that reach beyond basic learning into higher-level thinking, English-language learners, etc.</td>
</tr>
<tr>
<td>Artifacts: Teacher Instructional</td>
<td>Items from a teacher’s practice used to foster learning of the students and to support and enhance the evidence provided by the candidate within the written commentary (e.g., teacher lessons, activities, assessments).</td>
</tr>
<tr>
<td>Artifacts: Student Work</td>
<td>This is work that comes directly from students and shows student voice (reflection/understanding). This work is used by the candidate to support and enhance evidence presented in the written commentary (e.g., excerpts from student reflections, exit slips, writing, surveys).</td>
</tr>
<tr>
<td>Assessment results</td>
<td>Test scores, summary of the content learned or not learned and student reflections. Assessments can be teacher-, district-, or state-designed tests that include selected response, extended response or performance assessment.</td>
</tr>
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<tr>
<td>Collaboration</td>
<td>Ongoing communication among professionals using a variety of formats (e.g., conferences, electronic mail, conference calls) to discuss, plan and implement content—course work, experiences, competencies, knowledge and skills—of the candidate and/or students.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Subcomponents of the 3 Washington Professional Standards. Candidates use evidence to demonstrate their competence in these 12 criteria. (WAC 181-78A-540). Scores are assigned and feedback given for each of the criterion.</td>
</tr>
<tr>
<td>Cultural sensitivity/ competence</td>
<td>Awareness and consideration of individual differences within and among students, parents, and members of the community. As educational settings become increasingly diverse teachers, as professionals, must partner with families and community members to work together respectively to learn new techniques and skills for understanding, motivating and empowering each individual student regardless of race, gender, religion, life experiences, economic status, abilities or disabilities.</td>
</tr>
<tr>
<td>Data</td>
<td>Information, facts, statistics that provide insight into learning.</td>
</tr>
<tr>
<td>Diversity</td>
<td>A range of differences, including, but not limited to, life experiences, prior knowledge, economic status, gender, race, ethnicity, religion, abilities and disabilities.</td>
</tr>
<tr>
<td>Engagement</td>
<td>“The extent to which learners actively and persistently participate until appropriate responses are firmly entrenched in their repertoires ... [and is] indicated by absence of irrelevant behavior, concentration on tasks, enthusiastic contributions to group discussion, and lengthy study.” (Walberg, 1999) Generally, active involvement in the specified task or activity.</td>
</tr>
<tr>
<td>Entry</td>
<td>Structure for assembling evidence connected to specific criteria. Each entry includes a teacher candidate’s written commentary and artifacts as evidence of his/her teaching. Teachers will develop three entries that elicit evidence to address 12 criteria.</td>
</tr>
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<tr>
<td>Essential Academic Learning Requirements (EALRs)</td>
<td>Specific learning targets that are based on the state’s Students Learning Goals. (Education Reform—Improvement of Student Learning Act, 1993) Teachers know this as Washington’s main concepts to be learned, further delineated in Washington’s Grade Level Expectations (GLEs).</td>
</tr>
<tr>
<td>Evidence</td>
<td>Give details that are: accurate and precise enumeration and/or explanation; clear and logical ordering of the elements or features of the event, person, concept or strategy described; and descriptive of supporting features or elements that would allow an outsider to “see” whatever is provided as evidence.</td>
</tr>
<tr>
<td>Focus students</td>
<td>The 3 students selected in Entry 3 who best represent a range of learners in your class setting (e.g., instructional levels, special needs, cultures). Note: If your class is tracked, provide the best difference in range that you can, given the students in your class.</td>
</tr>
<tr>
<td>Formative assessments</td>
<td>These are activities or tests that are used during instruction to measure the growth in student learning toward the learning targets. These assessments are often oral, written and/or observational and can be implemented by the instructor or the learner and then used to make adjustments in instruction. They are not typically used to calculate a student’s grade.</td>
</tr>
<tr>
<td>Grade Level Expectations (GLEs)</td>
<td>Statements of what students should know and be able to do in grades K-12.</td>
</tr>
<tr>
<td>Guiding prompts</td>
<td>These are the prompts within the entries that are scaffolded to help the candidate address each of the aspects within a criterion.</td>
</tr>
<tr>
<td>Higher-level thinking</td>
<td>Using Bloom’s taxonomy (from which Washington Grade Level Expectations derive), students are challenged to analyze, evaluate or synthesize in their thinking.</td>
</tr>
<tr>
<td>Learning targets</td>
<td>“Defines academic success, what we want students to know and be able to do.” (Stiggins, 2001) Generally written in student-friendly language so the learner can demonstrate understanding.</td>
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<tr>
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<tr>
<td>Observational data</td>
<td>Events and information taken by a third party who records student actions.</td>
</tr>
<tr>
<td>Over time</td>
<td>Continuously and routinely. What may be &quot;over time&quot; for one developmental level, may not be appropriate for another (e.g., high school students may be able to work for weeks on one unit, whereas kindergarten students will require shorter units).</td>
</tr>
<tr>
<td>Positive impact on student learning</td>
<td>“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.” [WAC 181-79A-030 (13)]</td>
</tr>
<tr>
<td>Problem solving</td>
<td>An analytical process that students engage in to find solutions to a problem or situation. Frequently used in math and science and includes the use of language from the field of study.</td>
</tr>
<tr>
<td>Rationale</td>
<td>The underlying principle or justification for a decision that is made. It should be related to the teaching and learning context as described by the teacher.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Retrospective consideration of one’s practice, tells what you would infer from your analysis of a lesson or learning activity and what you will do next or differently as a result of this information.</td>
</tr>
<tr>
<td>Reflective practice</td>
<td>An active and conscious process that involves a deliberate pause to examine beliefs, goals or practices in order to gain new or deeper understanding that leads to actions to improve students’ learning.</td>
</tr>
<tr>
<td>School/Class Profile</td>
<td>The School/Class Profile is a form that will be completed by the candidate for the class or classes taught in completing each entry. The form gives the scorers a picture of the setting in which the candidate is teaching and the students who are taught in each entry the candidate submits. For teachers with a single class, only 1 form will be needed; for teachers who choose to use different classes for each entry, up to 3 School/Class Profile forms can be created, 1 for each entry. These forms are part of the e-portfolio and once a candidate registers, the forms will be available for completion.</td>
</tr>
<tr>
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<tr>
<td>Self-evaluation feedback</td>
<td>Students will examine their work and consider their progress and what the next steps in their learning are. This should include content as well as the learning process.</td>
</tr>
<tr>
<td>Standards</td>
<td>There are 3 standards: Effective Teaching, Professional Development, and Professional Contributions. There are 12 criteria that explain the standards. (WAC 181-79A-270)</td>
</tr>
<tr>
<td>Student voice</td>
<td>Feedback from the student on the learning. This includes both the student’s analysis of the content as well as reflection on and articulation of the learning process. Voice may also be accompanied by student work, but student voice is the meta-cognitive process, not the work.</td>
</tr>
<tr>
<td>Summative assessments</td>
<td>Evaluative activities or assessments at the end of a lesson or unit that determine a student’s mastery and understanding of information, skills, concepts or processes. Typically, the results of these assessments contribute to a student’s grade or score.</td>
</tr>
<tr>
<td>Technology/Available technology</td>
<td>Expertise in using a variety of equipment as a tool to enhance learning. This could include, but is not limited to, computers, recorders, microphones, camcorders, scientific calculators, electronic boards, document cameras, electronic microscopes, adaptive technology. “Available” means that which the teacher can access occasionally.</td>
</tr>
<tr>
<td>Two-way communication</td>
<td>Any communication that shows the candidate invites and encourages parent/guardian/community involvement in the students’ learning as a result of candidate interactions. The communication can be initiated by the candidate or by the parent/guardian/community. If initiated by the candidate, it does not always have to result in a response.</td>
</tr>
</tbody>
</table>
Release Forms
See the following pages for the:

- Permission to Use Student Work Release Form
- Permission to Use Adult Student Work Release Form
- Permission to Use Adult/Colleague Work Release Form
Washington ProTeach Portfolio

Permission to Use Work

To be completed by the parents/legal guardians of a minor student.

Dear Parent/Guardian:

I am currently working toward my professional teaching certificate, which includes a portfolio assessment where I must demonstrate my effective teaching, professional growth, and professional contributions. The assessment has been developed by the Washington Professional Educator Standards Board (PESB). As part of this assessment, I am asked to submit samples of student work as evidence of my effective teaching practice. With your permission, your student's work may be among the student work I submit in my portfolio. No student identifying information will appear on any materials submitted.

The Washington Professional Standards Board, at its sole discretion, may use or distribute my comments or materials (including your student’s work with identifying information deleted) for assessment, professional development, research purposes or any other purpose PESB deems appropriate. No commercial gain will be made from these materials.

Please sign the form below to indicate your preference regarding the use of your student’s work in my ProTeach Portfolio.

Sincerely,

________________________________

(Candidate Signature)

Student Name: __________________________________________

Teacher Name: __________________________________________

School Name: __________________________________________

As the parent/legal guardian of the child named above (check one):

☐ I DO give my permission for the above named teacher to include in the teacher’s ProTeach Portfolio any materials my child produces as part of classroom activities. I understand that no identifying information will appear on the materials submitted by the teacher.

Signature of Parent or Guardian: ________________________________

Date: ______________________

☐ I DO NOT give my permission for the above named teacher to include in the teacher’s ProTeach Portfolio, which s/he must pass in order to earn the professional teaching certificate, any materials my child produces as part of classroom activities.

Signature of Parent or Guardian: ________________________________

Date: ______________________
Permission to Use Adult Student Work

To be completed by a student who is more than 18 years of age.

Dear Student:

I am currently working toward my professional teaching certificate, which includes a portfolio assessment where I must demonstrate my effective teaching, professional growth, and professional contributions. The assessment has been developed by the Washington Professional Educator Standards Board (PESB). As part of this assessment, I am asked to submit samples of student work as evidence of my effective teaching practice. With your permission, your work may be among the student work I submit in my portfolio. **No student identifying information will appear on any materials submitted.**

The Washington Professional Standards Board, at its sole discretion, may use or distribute my comments or materials (including your work with identifying information deleted) for assessment, professional development, research purposes or any other purpose PESB deems appropriate. No commercial gain will be made from these materials.

Please sign the form below to indicate your preference regarding the use of your work in my **ProTeach Portfolio**.

Sincerely,

________________________________
(Candidate Signature)

Student Name: ____________________________________________________________

Teacher Name: ____________________________________________________________

School Name: _____________________________________________________________

I am the student named above, am more than 18 years of age, and have read and understood the information given above. I understand that my name will not appear on any materials submitted. (check one):

☐ I **DO** give permission to the above named teacher to include materials that I may produce in classroom activities. No identifying information will appear on any materials submitted by the teacher.

Signature of Student: ______________________________________________________

Date: _____________________________ Date of Birth: _____ / _____ /_____

☐ I **DO NOT** give permission to include materials that I may produce as part of classroom activities.

Signature of Student: ______________________________________________________

Date: _____________________________ Date of Birth: _____ / _____ /_____

**Washington ProTeach Portfolio**
Dear Colleague:

I am currently working toward my professional teaching certificate, which includes a portfolio assessment where I must demonstrate my effective teaching, professional growth, and professional contributions. The assessment has been developed by the Washington Professional Educator Standards Board (PESB). As part of this assessment, I am asked to submit evidence of my effective teaching practice. With your permission, your work may be among the colleague work I submit in my portfolio. No identifying information will appear on any materials submitted.

The Washington Professional Standards Board, at its sole discretion, may use or distribute my comments or materials (including your work with identifying information deleted) for assessment, professional development, research purposes or any other purpose PESB deems appropriate. No commercial gain will be made from these materials.

Please sign the form below to indicate your preference regarding the use of your work in my ProTeach Portfolio.

The form below will be used to document your permission for any of your work/responses that may be submitted.

Sincerely,

__________________________________________

(Candidate Signature)

Teacher Name: __________________________________________

School: ________________________________________________

I am the person named above, have received and read the information above and agree to the following (check one):

☐ I DO give permission for you to include samples of my work/responses as part of your ProTeach Portfolio. No identifying information will appear on any materials submitted.

Signature: ________________________________________________

Date: ____________________________

☐ I DO NOT give permission for you to include samples of my work/responses as part of your ProTeach Portfolio.

Signature: ________________________________________________

Date: ____________________________