

## 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**

\* “Student” is defined as P-12 students and does not include adults/teachers.

### 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:
  - o Responds to all parts of the guiding prompts
  - o Provides written evidence of your competencies within each criterion
  - o References your teacher instructional artifacts and student work artifacts, including student voice artifacts to support your written evidence
  - o Describes your skills, knowledge and/or abilities that specifically relate to the guiding prompts
  - o Analyzes in what ways and why your evidence demonstrates your competencies for each criterion measured by this entry
  - o Reflects in what ways your professional growth and contributions impact student learning

\* "Student" is defined as P-12 students and does not include adults/teachers.

2. Two types of artifacts to a maximum of 10 single-paged attachments<sup>1</sup> 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

<sup>1</sup> 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.

\* "Student" is defined as P-12 students and does not include adults/teachers.

## Entry 1 – Guiding Prompts and Written Commentary

(maximum 21,000 characters including spaces)

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

#### Textbox 1.1.1

##### Needs Assessment and 3 Focused Goals Selection – Guiding Prompts

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.

To prepare your response, respond to the following questions:

- In what ways are your professional goals connected to your Needs Assessment?
- In what ways did you use data from your Needs Assessment to support your goal selection?
- In what ways did you use analysis of current professional research and literature to identify new learning to reach your 3 focus goals?
- In what ways will these resources help you to gain new skills, knowledge and/or abilities?

**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 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

\* "Student" is defined as P-12 students and does not include adults/teachers.

## 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

\* "Student" is defined as P-12 students and does not include adults/teachers.

### 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

\* "Student" is defined as P-12 students and does not include adults/teachers.

## 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

\* "Student" is defined as P-12 students and does not include adults/teachers.



## 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

\* "Student" is defined as P-12 students and does not include adults/teachers.

## Textbox 1.4.2

### Reflection/Next Steps – Guiding Prompts

Based on your response in Textbox 1.4.1, what are your (new) 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 cite your sources to the current research, or the 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

\* "Student" is defined as P-12 students and does not include adults/teachers.

## 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

\* "Student" is defined as P-12 students and does not include adults/teachers.

## 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

\* "Student" is defined as P-12 students and does not include adults/teachers.