

PROFESSIONAL EDUCATOR  
STANDARDS BOARD



Version 1.0

# Candidate Guide

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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

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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,

A handwritten signature in blue ink that reads "Esther Baker". The signature is fluid and cursive.

Esther Baker  
Program Director, Teacher Assessments  
Professional Educator Standards Board

## 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 3 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
  - Decide what evidence you will collect to demonstrate that your professional growth has had a positive impact on student learning
  - Create an activities timeline, listing a maximum of 10 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 advocated 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

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

## 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 connection 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 on 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 use available technology as a learning and assessment tool in your classroom/school; 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 student work and self-assessment impacted their learning
  - Describe in what ways you assessed that each of the 3 focus students understood his/her progress toward the learning targets; reflect on your next steps to foster students' continued understanding of progress toward their learning targets

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

## Release Forms

See below for:

- ◆ Permission to Use Student Work Release Form
- ◆ Permission to Use Adult/Colleague Work Release Form

