

Professional Growth Planning for Clock Hours

**Guidelines for
Educators in
Washington State**



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Public Instruction

April 2009

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PROFESSIONAL GROWTH PLANNING FOR CLOCK HOURS

**Guidelines For
Educators In
Washington State**

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About This Document

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Contents of this publication are subject to the laws (RCW) and rules (WAC) of the State of Washington. The purpose of this publication is to provide guidelines for educators in the use of professional growth planning for award of clock hours in Washington State.

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OUTLINE

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I. PROFESSIONAL GROWTH PLANNING FOR CLOCK HOURS

What is staff development, or professional development?

“When teachers plan lessons together or study a subject together, that’s a form of staff development. A teacher who observes another teacher teach is also participating in a form of staff development. If a teacher is being coached by another teacher, that’s staff development. Visiting model schools, participating in a school improvement committee, writing curriculum, keeping a journal about teaching practices – all of those can be staff development activities.”

- National Staff Development Council

“Good professional development is how teachers figure out how to improve each student’s learning.”

- North Central Regional Educational Laboratory

A. Introduction

1. **Purpose.** This document is intended for use by districts and approved private schools that wish to make available to their staffs an opportunity to earn clock hours through a process of professional growth planning. It places continuing education in the context of Washington State education reform, and provides guidelines to districts/schools, professional development committees, supervisors, and individual educators in taking advantage of this opportunity.
2. **Background.**
 - a. **From seat-time to performance.** With enactment of HB 1209 in 1993, Washington State embarked on an ambitious journey, transitioning from a system which measured educational quality in input-oriented concepts such as ‘seat-time’ to a performance-based system which focuses on learning outcomes for students by measuring what they know and are able to do. No longer would a student’s ‘seat time’ be relied upon as the primary measure of learning.
 - b. **Educator Preparation follows suit.** In 1997, the State Board of Education adopted certification rules which take the preparation of educators along a similar path. Educators would henceforth be required to demonstrate what they know and are able to do in impacting student learning, rather than to merely document ‘seat time,’ for decisions about professional education and certification.
 - c. **Preparation and advancement.** Rules for preparation (for the first-level certificate) and advancement (to the second-level certificate) began to take effect in 2000, when the residency teacher and professional teacher certificates were initiated. Similar rules for administrator (2004) and ESA (2005) certificates followed.
 - d. **Continuing education.** After preparation and advancement, the third phase of certification requires continuing education throughout an educator’s career. A career-long continuing education requirement to maintain or renew certification was first mandated under rules that went into effect in 1987.

- (1) **Seat-time.** The continuing education system initiated in 1987 requires completion of 150 clock hours every 5 years for maintenance/renewal of second-level certificates. The clock hour measured 'seat-time' in hours spent attending traditional in-service classes.
- (2) **Experience.** Recent extensions of the definition of 'clock hours' hint to the existence of an intermediate step in the transition from seat-time to performance as the basis for measuring continuing education. Developmental experiences (other than traditional in-services) were recognized for their contribution to the goals of professional development and were granted equivalency credit using the 'clock hour' as the unit of 'currency'.
- (3) **Performance.** The next (current) step in the transition from seat-time to performance emphasizes evidence-based outcomes rather than time-based events (inputs). Professional growth plans, when initiated, will consider 'current outcomes' for students as the most important factor in the selection of professional growth goals. When they are executed, professional growth plans will rely on evidence of a positive impact on student learning to determine how many 'clock hour' units are to be awarded.

3. **Pilot Project.**

- a. **Initial pilot.** In 2001 the Vancouver School District was selected to pilot a concept of renewing certification based on professional growth planning during the 2001-2002 school year. This pilot project was carried over to 2002-2003.
 - b. **Expanded pilot.** Based on a positive response to the initial pilot, five more districts were selected to expand the pilot in a variety of settings during 2003-2004. They are Franklin Pierce SD, Mount Vernon SD, Northshore SD, Walla Walla SD, and West Valley SD.
 - c. **Results.** Participating districts reported positive results from the pilot.
 - (1) Comments from building administrators included:
 - (a) "Very impressive results!"
 - (b) "Strongly in favor of using PGP for continued teacher certification."
 - (c) "Work teachers do can and does support their professional growth, school improvement planning, and district's goals."
 - (2) Comments from individual participants included:
 - (a) "Great way to work on professional growth."
 - (b) "...the most beneficial professional growth of my 13 year career."
 - (c) "Very useful program to increase student learning and teacher expertise. The Individual Growth Plan was helpful to plan and stay on track."
4. **Statewide Implementation.** Beginning September 1, 2005, rules took effect for statewide implementation of the concepts proven in the pilot program.
 5. **How to Use These Guidelines.** These guidelines are organized in six parts that support various roles:
 - a. **All.** Parts I and II (pp 1-12) provide background and general information useful to all interested parties.
 - b. **By role:**

- (1) **District/School.** Part III (pp 13-16) addresses the systemic role of the district/approved private school, and provides advice about establishing and receiving approval of a professional development system that meets the necessary prerequisites, guides the overall process, and supports educators who wish to take advantage of this opportunity.
- (2) **Professional Development Committee.** Part IV (pp 17-18) addresses a specific committee role (the Professional Development Committee, or PDC) within the district/school's professional development system, and provides advice about how the PDC can manage the process for each supervisor and participant.
- (3) **Supervisor.** Part V (pp 19-20) addresses the role of the supervisor in working with individual educators and their professional growth plans.
- (4) **Individual Educator.** Part VI (pp 21-24) provides guidance to individual educators who wish to take advantage of this option for earning clock hours, by describing individual responsibilities and how participants interact with peers, their supervisor, the professional development committee, and the district/school to develop and implement a professional growth plan that results in the award of clock hours.

6. Clock Hour Rules

Chapter 181-85 WAC, Continuing Education Requirement, describes the continuing education requirement and introduces the continuing education credit hour (clock hour) as its unit of measure:

- a. **WAC 181-85-025, WAC 181-85-030, WAC 181-85-032, and WAC 181-85-033** provide several definitions for clock hours:
 - (1) **Seat-time-based** credits (since 1987):
 - (a) College and university credit awarded by a regionally accredited college/university, with 1 semester credit = 15 clock hours and 1 quarter credit = 10 clock hours.
 - (b) Clock hours awarded by approved in-service providers (including voc-tech colleges), measuring 50 minutes of instruction plus 10 minutes for break time as one clock hour.
 - (2) **Experience-based** credits (revised in 2004-5) provide for the constructive crediting of clock hours earned through:
 - (a) Business, industry, or government internships;
 - (b) Serving as a member of a Professional Certificate (ProCert) candidate's professional growth team;
 - (c) Serving on a professional accreditation site visit team;
 - (d) Serving as a "supervisor" for the training of student teachers, administrative interns, ESA interns, or paraprofessionals;
 - (e) Completing an assessment by the National Board for Professional Teaching Standards (NBPTS); or
 - (f) Earning the NBPTS certificate.
- b. **WAC 181-85-034** provides for award of clock hours by districts (including ESDs) or approved private schools through completion of a professional growth plan.
 - (1) **Performance-based** (evidence-based) credits. Completion of a **professional growth plan** under WAC 181-85-034 awards clock hours based on performance.

- (2) This option is available as of September 1, 2005.
- (3) Educators may earn up to 60 clock hours every two years through completion of an approved professional growth plan.
- (4) Activities for which clock hours are already awarded through means other than a professional growth plan may **not** be used for clock hours in the professional growth planning process. In other words, participants may not 'double-count' clock hours.
- (5) In order to offer this opportunity, districts must meet necessary prerequisites and request OSPI approval to establish a professional development system. Necessary prerequisites include the following:
 - (a) A **written description** of a system by which professional growth plans may be used for continuing education.
 - Approved by the district or private school board of directors
 - Supported by applicable local educational association(s).
 - (b) A **support structure**, to include:
 - Professional development committee(s) consisting of (minimum): a building level educator, a building level administrator, and a representative of the district or approved private school.
 - Template of an individual professional growth plan that shows how the plan will be documented, how the plan is tailored to individual professional growth needs, and how the plan is aligned with district/school improvement plans.
 - (c) A **process** that includes:
 - Completion of a needs assessment, including a written reflective analysis;
 - Preparation of a written individual professional growth plan, with input from the educator's supervisor and approval by the professional development committee;
 - Growth activities that implement the plan and gather evidence of its completion;
 - Verification of completion, including reviewing evidence and determining how many continuing education credit hours are to be awarded.

B. General Process

1. **Initiation.** An educator interested in professional growth planning for clock hours:
 - a. Obtains a district/school **professional growth plan template**.
 - b. Completes a **reflective self-analysis/needs assessment**.
 - c. Prepares a **professional growth plan**.
2. **Supervisor Input.** The educator collaborates with his/her **supervisor**, who provides **input** to the plan.
3. **Plan Approval.** The educator submits the plan with supervisor input to the designated **professional development committee** for **review/approval**.
4. **Interim Review.** A district administrator, or mentor teacher, or professional development committee, or building administrator convenes an **interim review**. For example, in each one year period, a mid-year review might be scheduled for January-February of the school year. For a plan spanning two years, an end-of-

year review might also be scheduled for April or May to review the year's progress and make adjustments for the following year.

5. **Report of Completion.** The educator submits a **report of completion** (with evidence) for verification of evidence and award of clock hours.
6. **Professional Development Committee Review.** The PDC **reviews evidence and approves** the report of completion or returns it with comments to the individual, who may then resubmit additional evidence to the PDC for approval.
7. **Award of Clock Hours.** The district superintendent or designee **approves** the clock hours based on the PDC's recommendation. The educator retains the last portion (official approval) of the report of completion as a **record of clock hours**, for purposes of record-keeping.

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II. PROFESSIONAL GROWTH PLANNING PROCESS

“Effective team-based learning communities – not workshops – are the very best kind of professional development.”

- Mike Schmoker, Results NOW!, 2006

The following is provided as guidance for the overall process in districts or approved private schools for development and use of professional growth plans that may be used to earn clock hours. Additional information about planning and goal setting, parameters/criteria for reviewing a professional growth plan, evidence gathering, and resources available to assist in professional growth planning are provided at Appendix C.

A. Plan Initiation.

Educators (as individuals or as members of a professional learning community, collaborative group or team such as a grade level team, department, school improvement team, etc.) indicate their interest in using professional growth planning for clock hours, and each participant:

1. Obtains a district **professional growth plan template** that shows steps in the process and provides guidance for preparing the plan and documenting its completion.
2. Completes a **reflective self-analysis/needs assessment** within the context of the educator’s practice.
 - a. The reflective **self-analysis** involves self-evaluation of the educator’s current personal capacity to positively impact student learning which may obtain input from:
 - (1) **Evidence of** their direct or indirect **impact on student learning** and input from the educator’s supervisor, including information from past evaluations.
 - (2) Analysis of evidence, using the **Learning Process Needs Assessment** tool found in the Washington State Professional Development Planning Guide, available at <http://www.k12.wa.us/profdev/profgrowthtools.aspx>, and taking into consideration personal and professional goals, past experience, educational research, career-long professional standards, and professional certification standards listed in WAC 181-78A-540.
 - b. The **needs assessment** relevant to their current assignment may include information from the following sources:
 - (1) Applicable **district and/or school improvement plans**.
 - (2) **Evidence of learning, which** includes disaggregated student performance data from state and local assessments, analysis of student work, and teacher observation. The purpose of using a variety of data sources is for teachers to know their students well. In turn, teachers should use that knowledge to plan professional development that will increase each child’s learning with an intentional focus on closing any achievement gap.
 - (3) Analysis of evidence, using **Content Area Professional Development Needs Assessment** tools for each essential academic learning area, available at <http://www.k12.wa.us/profdev/profgrowthtools.aspx>. Teacher professional development needs are defined by student learning needs.

3. Prepares a **professional growth plan** including areas of focus and planned growth activities that are designed to extend their capacity to positively impact student learning and enhance advanced practice knowledge and skills as described in career-long standards and criteria described in the Washington State Professional Development Planning Guide, and professional certificate standards/criteria listed in WAC 181-78A-540:
 - a. Goals/areas of focus for professional growth, which will help focus professional growth activities and increase capacity to impact student learning;
 - b. How each goal is connected to the district or school professional development plan or improvement plan(s) to which the educator contributes;
 - c. Rationale for choosing a goal;
 - d. Critical question(s) relevant to the educator's assignment;
 - e. Prior knowledge and experience in relation to the goal;
 - f. New learning needed in order to build the educator's capacity for positively impacting student learning;
 - g. Professional growth activities (e.g. courses, Reading First training, WASL range-finding/scoring/item writing, peer observations, etc.);
 - h. Timeline for proposed growth activities (month, estimated time, activity);
 - i. Plan for documenting growth, including evidence to be gathered which, upon analysis and interpretation of data by the professional development committee, will document how such professional growth has increased capacity to impact student learning;

B. Supervisor Input.

The educator collaborates with his/her supervisor, who provides input to the plan:

1. Its alignment with applicable district and/or school improvement plan(s), and
2. Comments for review by the professional development committee.

C. Professional development committee review/approval.

The educator submits the plan with supervisor input to the professional development committee for review/approval. Review criteria include whether the plan is based on current student learning needs, whether it is aligned with the district's or school's improvement plan and additional criteria as called for in the district/school professional development plan or as determined by the PDC.

1. Upon **review**, the committee **approves** the plan or
2. Provides comments and returns the plan for possible revision.

D. Interim Review.

A district administrator, or mentor teacher, or professional development committee, or building administrator convenes an interim review (mid-year for a one year PGP, periodically for a multi-year PGP) for participants, in preparation for which each participating educator:

1. Writes an **individual reflection** on progress made on the plan as of the date of the review, including preliminary evidence of positive impact on student learning or teacher behavior, and describes any adjustments made in the plan;

2. Obtains **comments** from the **supervisor** including comments regarding its alignment with school and district improvement plans, then
3. **Shares** the reflection and **experiences** with peers (such as a professional learning community), and
4. Provides **feedback** to the district/school on the effectiveness of its professional development system.

E. Report of Completion.

The educator submits a report of completion for verification and award of clock hours, which includes:

1. Individual **reflection on professional growth**;
2. An **affidavit** to certify:
 - a. **Completion** of the professional growth plan and
 - b. Submission of **evidence** of impact on student learning;
3. Comments from the **supervisor** as to the activities completed and the evidence submitted (these supervisor comments might be informed by review/comments from the educator's professional learning community, if the district professional development system provides for participation by professional learning communities); and
4. A list of **evidence** submitted to document completion of the plan and its positive impact on student learning.

F. Professional Development Committee Review.

The professional development committee reviews the report of completion, and:

1. Based on its members' professional judgment, indicates **approval** and the **# of clock hours** approved; or
2. Provides **comments** (including feedback on evidence which may be determined to be missing, incomplete or unsatisfactory);
3. If after receiving feedback the individual educator **resubmits** the report with revised/additional evidence, the professional development committee may review such evidence, again relying on the professional judgment of its members, for **reconsideration** of approval and # of clock hours;
4. Award of Clock Hours. The district superintendent or designee **awards clock hours** approved by the professional development committee, and returns the approved report of completion to the educator. The educator retains the last part (the approval page, or SPI/FORM 1128-3) of the report of completion as a **record of clock hours**.

G. Questions

District or Approved Private School:

1. District Eligibility.

Q: Can any district or approved private school offer this option to their staff?

A: No. Only those districts or approved private schools that have requested and received approval from OSPI may offer this option to their staffs.

2. Educational Service Districts (ESD).

Q: Can an ESD offer this opportunity?

A: Yes. In this context an ESD is considered a district.

3. **Inter-District Partnerships.**

Q: Can an ESD or district form a partnership with other districts to offer this option to staff of those other districts?

A: Yes. The partnership should designate a 'lead district' (or ESD) for the purpose of obtaining OSPI approval and administering the professional development system. The lead district or ESD should identify all participating districts in its request for approval.

4. **Educational Association Support.**

Q: If one educational association does not provide a letter of support but others do, can the district proceed?

A: Yes, in a limited fashion. The district cannot offer the opportunity to employee groups affected by their union's decision, but can offer the opportunity to other employee groups if their educational association supports the plan. For example, if the local teachers union does not support the plan, the district could still offer this opportunity to administrators, or to classified employees if their applicable association(s) provide a letter of support.

5. **OSPI Approval.**

Q: How does an ESD/district/approved private school obtain OSPI approval?

A: By completing SPI 1805 (See Appendix D) the district or approved private school will assure that necessary prerequisites are in place, identify a contact person, and provide a plan for evaluating the effectiveness of their professional development system. OSPI will respond by approving the plan and providing additional instructions for review of this program.

6. **District Role.**

Q: What should the district role be?

A: The district should provide the organizing structure that guides and supports the process of professional growth planning. It should monitor the development of goals and overall progress toward achievement of goals. It should organize meetings of educators going through this process to facilitate brainstorming, problem-solving, and information sharing, so that the district, school, and individual obtain optimal benefits.

Comment from the pilot: *"Good orientation of participants at the outset by someone at the district level is essential in getting off to a good start early in the year."*

7. **Support Structure.**

Q: How can the district ensure an effective professional growth planning process?

A: The district can provide support and a structure that guides the overall process.

Comment from the pilot: *"It is important to have a district structure in place that supports the Professional Growth Planning process. A professional development committee at the district level, for evaluating and providing instructive criticism of the plans in the fall; an established professional development system within the district; a functioning school improvement planning system; a culture in which school improvement planning is a part of everyone's life (not just the building learning improvement team)."*

8. Evaluation.

Q: Can we combine our district's 'short form' evaluation system (professional growth option) with this new professional growth plan, since they seem similar?

A: Only the individual educator can make this choice. You may offer this option to your staff.

9. Clock Hour Approval.

Q: Who signs the form (SPI/FORM 1128-3) approving clock hours?

A: The district may delegate this authority to the chair of the professional development committee (PDC), or may reserve the authority to the superintendent or designee (e.g. HR Director).

10. Number of Committees.

Q: Must the district use only one PDC?

A: No. The district can form as many PDCs as it deems appropriate.

11. Form or Format.

Q: Must the district use the formats at Appendix B?

A: No. Districts may revise the format to suit local needs, but must maintain minimum essential features described in WAC 181-85-034. Parts 1 thru 6 may be tailored to fit the district's needs, but the last page (SPI/CERT FORM 1128-3) which is used for award of clock hours must be used.

12. Cohort Groups.

Q: What if a large number of participants sign up for this option?

A: Initially the number of educators desiring to take advantage of this opportunity may be small, and may be managed as a single group. The district may wish to manage a growing number of participants by grouping them into cohorts, perhaps at the building level, or in grade-level or subject area teams.

Comment from the pilot: *"We used a cohort concept, which was beneficial for Professional Growth Planning participants in that they shared goal ideas and refined their thinking based on those group discussions, while individuals who were [alone] tended to be less organized in their thinking."*

Another comment: [Districts anticipating a growth in the number of participants recommend] *"...use early participants in this renewal process as facilitators for future cohorts of teachers renewing via use of a Professional Growth Plan."*

Another comment: *"Those who participated as a collaborative group tended to put in more hours and get more out of the program."*

13. Interim reviews.

Q: Why hold an interim or mid-year meeting?

A: Districts participating in the pilot project recommended this as a means of keeping participants on track.

Comment from the pilot: *"The districts which imposed a mid-year meeting (or two) tended to get better results. Without one or more mid-year reviews, teachers tended to procrastinate and achieved less professional growth than was spelled out in their professional growth plan."*

Professional Development Committee:

14. Authority for Clock Hour Approval.

Q: May the PDC chair sign the PGP form awarding clock hours (SPI/CERT FORM 1128-3)?

A: Only if the district delegates that authority. If not, the superintendent or designee (for example, the director of human resources) must sign this form.

15. Membership.

Q: May the PDC have more than 3 members?

A: Yes. The PDC must have the minimum membership as prescribed by WAC 181-82-034, but may exceed that minimum.

16. 'Double-counting'.

Q: Can the PDC award clock hours for activities written in the PGP for which clock hours are already authorized?

A: No. 'Double-counting' is not allowed. The professional growth plan, since it describes all activities that lead to individual professional growth, may list activities for which clock hours will be granted, but those activities may not be considered by the PDC when determining how many clock hours to award.

17. Normal duties.

Q: Can I now get credit for professional growth associated with my normal duties?

A: As a performance-based and job-embedded system, this process inevitably involves evidence gathered and work accomplished in the normal course of performing assigned duties. However, the purpose of the professional growth process is an enhancement of current capacity and implies 'stretching' beyond current capabilities. It is important, as one pilot project participant said, "...that this not become clock hours for lesson plans."

18. Written reflection.

Q: Why a written reflection?

A: The requirement for a written reflection is intended to ensure that participants think deeply about their practice and its effect in terms of student achievement before setting goals and making plans.

Comment from the pilot: [Districts reported] "...a weakness existed when there was not enough effort up-front in helping teachers figure out what to submit in their Professional Growth Plans. When the 'plan' was just a single sheet the process of reflection tended to be skipped."

Another comment: "When teachers actually submitted a reflective writing exercise before-hand, their Professional Growth Plan was very clear."

Supervisor:

19. Principals.

Q: Must the participant's building principal be the supervisor?

A: No. This person should have direct knowledge of relevant district and school improvement plans, the educator's professional role, and the context within which he/she practices, but does not have to be a building principal. For some teachers on special assignment, ESAs, and administrators, the supervisor may be a central office administrator. For example, considering educators in a large high school, assistant principals may be a more appropriate choice than the building principal.

20. Approval/disapproval of the Professional Growth Plan (PGP).

Q: Can the supervisor disapprove the individual's PGP?

A: No. He/she can only provide written input to the professional development committee, which exercises approval/disapproval authority for the plan and decides whether (and how much) to award clock hours.

21. Alignment with District/School Improvement Planning.

Q: Must the supervisor comment on whether the PGP aligns with district and school improvement plan(s)?

A: Yes.

22. Supervisor Comments.

Q: May the supervisor comment on other aspects of the PGP besides alignment?

A: Yes.

Individual Educator:

23. Eligibility.

Q: Is this opportunity restricted to continuing or professional certificate holders?

A: No. Educators with other certificates (initial, residency, various CTE certificates) and even paraprofessionals may also earn clock hours through this method.

24. Professional Certificate (ProCert) Candidates.

Q: Can a ProCert candidate use the ProCert professional growth plan for clock hours?

A: No. That would be 'double-counting', because the ProCert program includes the awarding of college credits for ProCert activities, particularly in the pre-assessment seminar, when the ProCert professional growth plan is developed.

25. Multi-year Plan.

Q: May the educator prepare a PGP covering more than one school year?

A: Yes. The plan can include in its timeline activities covering up to two years.

Comment from the pilot project: *"It's nice to be able to continue this project into the following year."*

26. Partial Completion.

Q: What if only part of the PGP is completed in a given year?

A: The educator can either defer taking credit by revising the existing plan to cover a two year time frame (see above), or can submit the existing plan for partial credit in the current year, then start the next year with a new/updated plan that begins where the previous plan ends.

27. Collaborative Groups.

Q: Can a group of educators working collaboratively on a professional development project use this process?

A: Yes. Each educator will need to prepare an individual professional growth plan, but activities in the plan and evidence gathered may involve collaborative efforts such as those of a grade level team, a math department, or a building professional learning community.

Comment from the pilot project: *“It was particularly meaningful for teachers who worked in teams (power of teaming).”*

28. Clock Hour Activities Included in the Plan.

Q: Can the plan include activities for which clock hours will normally be awarded (e.g. serving as a TAP mentor, serving as a student-teacher’s co-operating teacher, serving on a ProCert candidate’s professional growth team)?

A: Yes, such activities can be listed in the plan in order to give a complete picture of the individual’s plans for professional growth during the period, but no clock hours may be awarded by the PDC based on those activities, since they are already (or will be) awarded based on WAC 181-85-025, 030, 032 or 033.

29. Documentation and Evidence.

Q: How would I document completion of my Professional Growth Plan?

A: The individual educator should decide how to document a positive impact on student learning. See Appendix C for guidance and ideas. Some examples might include student work (samples); data about student growth; teacher reflection; teacher notebook; teacher portfolio.

30. Goal Specificity and Scope.

Q: How specific or limited should my goal(s) be?

A: Goal selection is an individual decision based on the reflection/needs analysis. Guidance on goals is provided at Appendix C.

Comments from the pilot project: *“If I were to participate again, I would choose a more specific goal. After beginning to work on my project I realized it was very broad.”*

III. DISTRICTS, APPROVED PRIVATE SCHOOLS, AND ESDs

“...strong teacher communities can be effective or not depending on whether the teachers collaborate to make breakthroughs in learning, or whether they reinforce methods that, as it turns out, do not achieve results...weak collaboration is always ineffective, but strong communities can make matters worse if, in their collaboration, teachers (however unwittingly) reinforce each other’s bad or ineffective practice. This is why close relationships are not ends in themselves.

Collaborative cultures, which by definition have close relationships, are indeed powerful, but unless they are focusing on the right things, they may end up being powerfully wrong. Moral purpose, good ideas, focusing on results are essential, because they mean that the organization is focusing on the right things. Leadership, once again, comes to the fore. The role of the leader is to ensure that the organization develops relationships that produce results.”

From “Leading in a Culture of Change” by Michael Fullan, 2001

The following information provides guidance for districts, approved private schools, and Educational Service Districts (ESDs) in establishing a professional development system, forming professional development committee(s), procedures for professional growth planning, and the award of clock hours.

A. Professional Development System

In order to offer its staff the opportunity to earn clock hours through use of professional growth planning, a district must establish a system that meets the following prerequisites:

1. **Professional Development System.** The district must prepare a description of its professional development system which describes the use of professional growth plans for continuing education purposes, and procedures for award of clock hours under this system.
2. **Board of Directors approval.** The district or approved private school board of directors must approve the plan.
3. **Local Education Association support.** The district must obtain a letter of support from any applicable local education association(s) for the educators involved.
4. **Template of Professional Growth Plan.** The district must have a professional growth planning template which is to be used by educators in planning and obtaining approval of growth activities in the plan, and reporting/obtaining approval of completion of the plan and the award of clock hours.
5. **District Structure.** The district establishes one or more professional development committees, based on the number of educators participating in the professional development system. Small districts may coordinate with the ESD or neighboring district(s) to establish professional development committee(s) in support of the district’s professional development system.
6. **OSPI approval.** The district must submit its plan to OSPI (see ‘Assurance of Compliance’ Form 1805 at Appendix D) and obtain approval to proceed.
7. **Support of OSPI statewide evaluation.** When requested by OSPI, the district must provide artifacts from its professional growth planning process to OSPI for research purposes and for development of examples or ‘anchor’ products.

These should include random selections of completed professional growth plans with evidence presented, and any decision rubrics/guidance developed by the district and used by professional development committees in determining how many clock hours to award.

B. Professional Development Committee(s)

At least one professional development committee must be formed per district or approved private school. A committee formed by an ESD in partnership with a district, or by one district in partnership with neighboring districts, may serve in this role.

1. **Purpose.** The purpose of a professional development committee is to review and approve professional growth plans, to review and approve completion reports, and recommend the award of clock hours.
2. **Membership.** The professional development committee consists of (at a minimum):
 - a. A building educator;
 - b. A building administrator; and
 - c. A district representative.
3. **Functions.** The professional development committee:
 - a. Reviews individual professional growth plans, including supervisor input, and approves the plan, including planned growth activities.
 - b. Reviews the report of completed growth activities, including evidence of completion, and approves the award of clock hours, based on a review of the evidence submitted which in the professional judgment of the committee merits the number of clock hours to be awarded.

C. Professional Growth Planning Process

The district's role in the professional growth planning process is as follows:

1. Beginning-of-year (beginning of timeline):
 - a. **Notify** educators about the opportunity to obtain clock hours through professional growth planning;
 - b. **Appoint** the professional development committee members, including the chair, and designate participants for which each committee is responsible.
 - c. Ensure a timeline is followed for submission/approval of individual professional growth plans.
2. Interim (mid-year or periodically during a multi-year timeline).
Coordinate/convene an interim review activity in which the educator:
 - a. Writes an **individual reflection** on progress made on the plan as of the date of the review, including preliminary evidence of positive impact on student learning or teacher behavior, and describes any adjustments made in the plan;
 - b. Obtains **comments** from the **supervisor**, then
 - c. **Shares** the reflection and **experiences** with peers (as, for example, in a professional learning community) for discussion/problem-solving.
3. End-of-year (or end of multi-year timeline):

- a. Ensure a process is followed for timely submission/approval of individual professional growth plan reports of completion;
- b. Approve the awarding of clock hours (the district or approved private school is considered the 'approved provider').

D. Questions for Districts/Approved Private Schools

1. District Eligibility.

Q: Can any district or approved private school offer this option to their staff?

A: No. Only those districts or approved private schools that have requested and received approval from OSPI may offer this option to their staffs.

2. Educational Service Districts (ESD).

Q: Can an ESD offer this opportunity?

A: Yes. In this context an ESD is considered a district.

3. Inter-District Partnerships.

Q: Can an ESD or district form a partnership with other districts to offer this option to staff of those other districts?

A: Yes. The partnership should designate a 'lead district' (or ESD) for the purpose of obtaining OSPI approval and administering the professional development system. The lead district or ESD should identify all participating districts in its request for approval.

4. Educational Association Support.

Q: If one educational association does not provide a letter of support but others do, can the district proceed?

A: Yes, in a limited fashion. The district cannot offer the opportunity to employee groups affected by their union's decision, but can offer the opportunity to other employee groups if their educational association supports the plan. For example, if the local teachers union does not support the plan, the district could still offer this opportunity to administrators, or to classified employees if their applicable association(s) provide a letter of support.

5. OSPI Approval.

Q: How does an ESD/district/approved private school obtain OSPI approval?

A: By completing SPI 1805 (See Appendix D) the district or approved private school will assure that necessary prerequisites are in place, identify a contact person, and provide a plan for evaluating the effectiveness of their professional development system. OSPI will respond by approving the plan and providing additional instructions for review of this program.

6. District Role.

Q: What should the district role be?

A: The district should provide the organizing structure that guides and supports the process of professional growth planning. It should monitor the development of goals and overall progress toward achievement of goals. It should organize meetings of educators going through this process to facilitate brainstorming, problem-solving, and information sharing, so that the district, school, and individual obtain optimal benefits.

Comment from the pilot: *"Good orientation of participants at the outset by someone at the district level is essential in getting off to a good start early in the year."*

7. **Support Structure.**

Q: How can the district ensure an effective professional growth planning process?

A: The district can provide support and a structure that guides the overall process.

Comment from the pilot: *“It is important to have a district structure in place that supports the Professional Growth Planning process. A professional development committee at the district level, for evaluating and providing instructive criticism of the plans in the fall; an established professional development system within the district; a functioning school improvement planning system; a culture in which school improvement planning is a part of everyone’s life (not just the building learning improvement team).”*

8. **Evaluation.**

Q: Can we combine our district’s ‘short form’ evaluation system (professional growth option) with this new professional growth plan, since they seem similar?

A: Only the individual educator can make this choice. You may offer this option to your staff.

9. **Clock Hour Approval.**

Q: Who signs the form (SPI/FORM 1128-3) approving clock hours?

A: The district may delegate this authority to the chair of the professional development committee (PDC), or may reserve the authority to the superintendent or designee (e.g. HR Director).

10. **Number of Committees.**

Q: Must the district use only one PDC?

A: No. The district can form as many PDCs as it deems appropriate.

11. **Form or Format.**

Q: Must the district use the formats at Appendix B?

A: No. Districts may revise the format to suit local needs, but must maintain minimum essential features described in WAC 181-85-034. Parts 1 thru 6 may be tailored to fit the district’s needs, but the last page (SPI/CERT FORM 1128-3) which is used for award of clock hours must be used.

12. **Cohort Groups.**

Q: What if a large number of participants sign up for this option?

A: Initially the number of educators desiring to take advantage of this opportunity may be small, and may be managed as a single group. The district may wish to manage a growing number of participants by grouping them into cohorts, perhaps at the building level, or in grade-level or subject area teams.

Comment from the pilot: *“We used a cohort concept, which was beneficial for Professional Growth Planning participants in that they shared goal ideas and refined their thinking based on those group discussions, while individuals who were [alone] tended to be less organized in their thinking.”*

Another comment: [Districts anticipating a growth in the number of participants recommend] *“...use early participants in this renewal process as facilitators for future cohorts of teachers renewing via use of a Professional Growth Plan.”*

Another comment: *“Those who participated as a collaborative group tended to put in more hours and get more out of the program.”*

13. Interim reviews.

Q: Why hold an interim or mid-year meeting?

A: Districts participating in the pilot project recommended this as a means of keeping participants on track.

Comment from the pilot: *“The districts which imposed a mid-year meeting (or two) tended to get better results. Without one or more mid-year reviews, teachers tended to procrastinate and achieved less professional growth than was spelled out in their professional growth plan.”*

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IV. PROFESSIONAL DEVELOPMENT COMMITTEES

“New initiatives often do not outlive the average term of a superintendancy - three to four years. One of the surest ways to overcome the skepticism of so many teachers toward professional development is to base teacher development on the real work of teachers and the work of the students they serve. The power of critical friendship is that it is based on authentic questions that teachers and principals have about their practice or their students' learning.”

From “Critical Friendship – Leading from the Inside Out,” by Daviel Barron, 2007

The following information provides guidance for professional development committees (PDCs), including procedures for professional growth planning, and the award of clock hours.

A. Beginning-of-period

1. The district appoints committee members, including the chair, and designates participants for which each committee is responsible.
2. The **Chair** receives individual professional growth plans from participants, shares them with committee members, and calls the committee into session.
3. The Committee, exercising the professional judgment of its members, **reviews** individual professional growth plans submitted by participants to ensure they include:
 - a. Complete information identifying the educator;
 - b. Identification of the supervisor;
 - c. Individual reflective self-analysis;
 - d. Goals/Area(s) of focus and rationale/critical questions;
 - e. Planned professional growth activities that will increase capacity to impact student learning
 - f. Timeline for planned activities;
 - g. Plan for documentation of growth and gathering of evidence;
 - h. Supervisor's comments, including alignment with school/district improvement plan(s)
4. If warranted, the committee provides **comments** for revision of the plan and requests such revision.
5. If in the committee's judgment the plan is satisfactory, the PDC **approves** the plan.

B. Interim Review

As applicable (if assigned to do so) the PDC convenes an interim review with participating educators, facilitating discussion and ensuring that they:

1. Write an **individual reflection** on progress made on the plan as of the date of the review, including preliminary evidence of positive impact on student learning or teacher behavior, and describe any adjustments made in the plan;
2. Obtain **comments** from the **supervisor**, including comments regarding professional growth plan alignment with school and district improvement plans, then

3. **Share** the reflection and experiences with peers.

C. End-of-period

The professional development committee reviews the report of completion and accompanying evidence, relying on the professional judgment of its members, and:

1. Indicates **approval** (if warranted) or provides **feedback** for resubmission of evidence of completion;
2. Determines the **# of clock hours** approved; and
3. The chair (or superintendent or designee) signs the approved document awarding the clock hours.

D. Questions for Professional Development Committees

Professional Development Committee:

1. Authority for Clock Hour Approval.

Q: May the PDC chair sign the PGP form awarding clock hours (SPI/CERT FORM 1128-3)?

A: Only if the district delegates that authority. If not, the superintendent or designee (for example, the director of human resources) must sign this form.

2. Membership.

Q: May the PDC have more than 3 members?

A: Yes. The PDC must have the minimum membership as prescribed by WAC 181-82-034, but may exceed that minimum.

3. 'Double-counting'.

Q: Can the PDC award clock hours for activities written in the PGP for which clock hours are already authorized?

A: No. 'Double-counting' is not allowed. The professional growth plan, since it describes all activities that lead to individual professional growth, may list activities for which clock hours will be granted, but those activities may not be considered by the PDC when determining how many clock hours to award.

4. Normal duties.

Q: Can I now get credit for professional growth associated with my normal duties?

A: As a performance-based and job-embedded system, this process inevitably involves evidence gathered and work accomplished in the normal course of performing assigned duties. However, the purpose of the professional growth process is an enhancement of current capacity and implies 'stretching' beyond current capabilities. It is important, as one pilot project participant said, "...that this not become clock hours for lesson plans."

5. **Written reflection.**

Q: Why a written reflection?

A: The requirement for a written reflection is intended to ensure that participants think deeply about their practice and its effect in terms of student achievement before setting goals and making plans.

Comment from the pilot: [Districts reported] “...a weakness existed when there was not enough effort up-front in helping teachers figure out what to submit in their Professional Growth Plans. When the ‘plan’ was just a single sheet the process of reflection tended to be skipped.”

Another comment: “When teachers actually submitted a reflective writing exercise before-hand, their Professional Growth Plan was very clear.”

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V. SUPERVISORS

“At my school, teachers create a professional development plan and anyone else can look at it, ask us about it, and so forth. Our ability to defend the plan and get results is key, because that establishes credibility and builds trust between teachers and administrators.

A powerful way to achieve administrative buy-in, then, is through results. No one can argue against something that produces calculable student success and improved learning. Teachers who do action research often do it without direct support from the administration. The problem with this route is that you have to juggle the additional responsibility of embarking on something new without having extra time built in by the administration. If teachers can prove how the work they're doing will produce favorable results for the school, administrators will more than likely create the time and give them the flexibility they need for the work to continue.”

From “Chat: Teacher-directed professional development” in EdWeek, Feb 7, 2007

The following information provides guidance for supervisors, including procedures for professional growth planning and the award of clock hours.

A. Beginning-of-period

1. **Review** individual professional growth plans submitted by the individual educator to ensure they include:
 - a. Complete information identifying the educator;
 - b. Identification of the supervisor;
 - c. Individual reflective self-analysis;
 - d. Goals/areas of focus and rationale/critical questions;
 - e. Planned professional growth activities that will increase the educator's capacity to impact student learning
 - f. Timeline for planned activities;
 - g. Plan for documenting growth/gathering evidence;
2. Provide **input** to the plan by:
 - a. Indicating whether it is aligned with applicable school improvement plan(s) and/or district improvement plan, and
 - b. Adding comments as appropriate for review by the professional development committee.

B. Interim Review

1. Review the **individual reflection** on progress made on the plan as of the date of the mid-term review, including preliminary evidence of positive impact on student learning or teacher behavior, and adjustments made in the plan;
2. Provide **supervisor comments** including comments regarding its alignment with school and district improvement plans, and
3. If assigned, convene an interim review with a group of participating educators, ensuring that they:
 - a. Write an **individual reflection** on progress made on the plan as of the date of the review, and adjustments made in the plan;

- b. Obtain **comments** from the **supervisor**, then
- c. **Share** the reflection and **experiences** with peers.

C. End-of-period

The supervisor reviews the report of completion, and provides supervisor comments.

D. Questions for Supervisors

1. Principals.

Q: Must the participant's building principal be the supervisor?

A: No. This person should have direct knowledge of relevant district and school improvement plans, the educator's professional role, and the context within which he/she practices, but does not have to be a building principal. For some teachers on special assignment, ESAs, and administrators, the supervisor may be a central office administrator. For example, considering educators in a large high school, assistant principals may be a more appropriate choice than the building principal.

2. Approval/disapproval of the Professional Growth Plan (PGP).

Q: Can the supervisor disapprove the individual's PGP?

A: No. He/she can only provide written input to the professional development committee, which exercises approval/disapproval authority for the plan and decides whether (and how much) to award clock hours.

3. Alignment with District/School Improvement Planning.

Q: Must the supervisor comment on whether the PGP aligns with district and school improvement plan(s)?

A: Yes.

4. Supervisor Comments.

Q: May the supervisor comment on other aspects of the PGP besides alignment?

A: Yes.

VI. INDIVIDUAL EDUCATORS

“As the basis for recertification evolves from clock hours, teachers will develop individual professional growth plans. Using multiple sources of data and professional development planning tools to assess needs such as those described in Part Three of this planning guide, teachers, working in collaboration with their administrators, will select professional development that meets individual learning goals.”

Washington State Professional Development Planning Guide, 2005

The following information provides guidance for educators, including procedures for professional growth planning and the award of clock hours.

A. Beginning-of-period

1. The individual educator indicates interest in use of professional growth planning for clock hours, and:
 - a. Obtains a district **professional growth plan template** that shows steps in the process, and provides guidance for preparation of the plan, and for documentation of its completion.
 - b. Completes a **reflective self-analysis/needs assessment** based on professional criteria including:
 - (1) Current student learning data relevant to their current assignment (see Content Area Professional Development Needs Assessment tools for each essential academic learning area, available at <http://www.k12.wa.us/profdev/profgrowthtools.aspx>).
 - (2) Applicable district and/or school improvement plans, and:
 - (3) Any or all of the following:
 - (a) Educational research;
 - (b) Career-long professional standards;
 - (c) Professional certification standards listed in WAC 181-78A-540;
 - (d) The educator’s current personal capacity to positively impact student learning (see Learning Process Needs Assessment tool in the Washington State Professional Development Planning Guide, available at <http://www.k12.wa.us/profdev/profgrowthtools.aspx>);
 - (e) Input from the educator’s supervisor;
 - (f) Applicable school improvement plan(s) and/or district improvement plan to which the educator is expected to contribute;
 - (g) Past experience;
 - (h) The context in which the educator practices;
 - (i) Information from past evaluations;
 - (j) Personal and professional goals;
 - (k) Self-evaluation; and
 - (l) Evidence of direct or indirect impact on student learning.
 - c. Prepares a **professional growth plan** including areas of focus and planned growth activities that are designed to extend capacity to positively impact student learning and enhance advanced practice knowledge and skills as described in career-long standards and criteria listed in the Washington State Professional Development Planning Guide, and professional certificate

standards/criteria listed in WAC 181-78A-540. Contents of the professional growth plan should include:

- (1) Goals/areas of focus for professional growth, which will enable him/her to focus professional growth activities and increase capacity to impact student learning;
 - (2) How each goal is connected to district or school professional development plan or improvement plan(s) applicable to the context within which the educator practices;
 - (3) Data that shows how the goals are based on the learning needs of applicable students;
 - (4) Rationale for choosing a goal;
 - (5) Critical question(s) relevant to the educator's assignment;
 - (6) Prior knowledge and experience in relation to the goal;
 - (7) New learning needed in order to build the educator's capacity for positively impacting student learning;
 - (8) Professional growth activities (e.g. courses, independent study, books, peer observations, etc.);
 - (9) Timeline for proposed growth activities (month, estimated time, activity);
 - (10) Plan for documenting growth, including evidence to be gathered which, upon analysis and interpretation of data by the professional development committee, will document how such professional growth has increased his/her capacity to impact student learning;
2. The educator collaborates with his/her supervisor, who provides input to the plan by:
 - a. Indicating whether it is aligned with applicable school improvement plan(s) and/or district improvement plan, and
 - b. Adding comments as appropriate for review by the professional development committee.
 3. The educator submits the plan with supervisor input to the professional development committee for review/approval.
 - a. Upon **review**, the committee may return the plan for possible revision, or
 - b. **Approve** the plan.

B. Interim Review

1. A district administrator, or professional development committee, or building administrator convenes an interim review, for which the educator:
 - a. Writes an **individual reflection** on progress made on the plan as of the date of the review, including preliminary evidence of positive impact on student learning or teacher behavior, and adjustments made in the plan;
 - b. Obtains **comments** from the **supervisor** including comments regarding its alignment with school and district improvement plans, then
 - c. **Shares** the reflection and **experiences** with peers.

C. End-of-period

1. The educator submits a report of completion for verification and award of clock hours, which includes:
 - a. Individual **reflection on professional growth**;

- b. An **affidavit** to certify:
 - (1) **Completion** of the professional growth plan and
 - (2) Submission of **evidence** to that effect;
 - c. Comments from the **supervisor**; and
 - d. A list of **evidence** submitted to document completion of the plan.
2. If the professional development committee returns the report of completion with **comments**, provide additional or improved evidence if applicable.
 3. The district superintendent/designee approves **clock hours** as recommended by the professional development committee.
 4. The educator retains the approved report of completion as a record of **clock hours**.

D. Questions for Individual Educators

1. Eligibility.

Q: Is this opportunity restricted to continuing or professional certificate holders?

A: No. Educators with other certificates (initial, residency, various CTE certificates) and even paraprofessionals may also earn clock hours through this method.

2. Professional Certificate (ProCert) Candidates.

Q: Can a ProCert candidate use the ProCert professional growth plan for clock hours?

A: No. That would be 'double-counting', because the ProCert program includes the awarding of college credits for ProCert activities, particularly in the pre-assessment seminar, when the ProCert professional growth plan is developed.

3. Multi-year Plan.

Q: May the educator prepare a PGP covering more than one school year?

A: Yes. The plan can include in its timeline activities covering up to two years.

Comment from the pilot project: *"It's nice to be able to continue this project into the following year."*

4. Partial Completion.

Q: What if only part of the PGP is completed in a given year?

A: The educator can either defer taking credit by revising the existing plan to cover a two year time frame (see above), or can submit the existing plan for partial credit in the current year, then start the next year with a new/updated plan that begins where the previous plan ends.

5. Collaborative Groups.

Q: Can a group of educators working collaboratively on a professional development project use this process?

A: Yes. Each educator will need to prepare an individual professional growth plan, but activities in the plan and evidence gathered may involve collaborative efforts such as those of a grade level team, a math department, or a building professional learning community.

Comment from the pilot project: *"It was particularly meaningful for teachers who worked in teams (power of teaming)."*

6. Clock Hour Activities Included in the Plan.

Q: Can the plan include activities for which clock hours will normally be awarded (e.g. serving as a TAP mentor, serving as a student-teacher's co-operating teacher, serving on a ProCert candidate's professional growth team)?

A: Yes, such activities can be listed in the plan in order to give a complete picture of the individual's plans for professional growth during the period, but no clock hours may be awarded by the PDC based on those activities, since they are already (or will be) awarded based on WAC 181-85-025, 030, 032 or 033.

7. Documentation and Evidence.

Q: How would I document completion of my Professional Growth Plan?

A: The individual educator should decide how to document a positive impact on student learning. See Appendix C for guidance and ideas. Some examples might include student work (samples); data about student growth; teacher reflection; teacher notebook; teacher portfolio.

8. Goal Specificity and Scope.

Q: How specific or limited should my goal(s) be?

A: Goal selection is an individual decision based on the reflection/needs analysis. Guidance on goals is provided at Appendix C.

Comments from the pilot project: *"If I were to participate again, I would choose a more specific goal. After beginning to work on my project I realized it was very broad."*

APPENDIX A WAC 181-85 EXTRACT: PROFESSIONAL GROWTH PLANNING

A. Continuing Education Definition (WAC 181-85-033)

The definition of continuing education credit hours (clock hours) has been extended to include credit earned through professional growth planning, as provided in the following extract:

(5) Notwithstanding any provisions of this chapter to the contrary, for designing and completing a professional growth plan under the provisions of WAC 181-85-034, participants shall receive the equivalent of no more than sixty continuing education credit hours over a period of two school years, as defined in this chapter.

B. Professional Development System – Professional Growth Plan (WAC 181-85-034)

This paragraph in WAC 181-85 provides for the establishment of professional development systems and the use of professional growth planning for award of clock hours:

(1) Beginning September 1, 2005, in order to initiate a process that leads to a performance-based continuing education system, districts and approved private schools may offer educators the opportunity through use of a professional growth plan to earn not more than sixty continuing education credit hours over a period of two school years, in addition to hours earned through WAC 181-85-025 (1) through (4). Districts/private schools electing to participate must verify as a prerequisite that the following minimum elements of a professional development system are in place:

(a) A professional development system plan describing the use of professional growth plans for continuing education purposes and the accompanying support structure which will be made available to participants shall:

(i) Be approved by the board of directors of the local school district or approved private school.

(ii) In the case of a public school district, be accompanied by a letter of support from the applicable local educational association.

(iii) Include the establishment of a professional development committee consisting of, at a minimum, an educator and administrator representing the building level and a representative of the district or approved private school. This professional development committee is formed to review and approve professional growth plans, and verify continuing education credit hours to be awarded.

(b) A template of an individual professional growth plan, showing how the process described in subsection (3) of this section will be documented, as well as how the plan is tailored to the individual's professional growth needs and aligned with district improvement plans, school improvement plans under WAC 181-16-220, or both.

(2) The district/private school professional development system must be approved by the superintendent of public instruction. Districts shall respond to requests for information from the superintendent of public instruction, for evaluation purposes.

(3) The office of superintendent of public instruction shall publish guidelines on its website as part of the state professional development planning guide to assist districts/private schools with compliance and implementation. Such guidelines shall include the following minimum essential elements:

(a) An assessment of the needs of each participating educator, including a written reflective analysis.

(b) Preparation of a written individual professional growth plan, with input from the educator's supervisor, that is approved by the professional development committee.

(c) Activities to both implement the plan and gather evidence of its completion.

(d) Verification of completion, including review of evidence and determination, in the professional judgment of the professional development committee, of how many continuing education credit hours are to be awarded.

(4) In making its determination, the professional development committee shall not count continuing education credit hours that can be awarded pursuant to WAC 181-85-025 (1) through (4).

(a) If documentation/evidence presented is determined to be incomplete or insufficient, the professional development committee shall provide feedback to the educator on the documentation/evidence presented, citing reasons for the decision.

(b) An educator may submit for review by the professional development committee additional documentation and evidence submitted in response to feedback received under (a) of this subsection.

(5) Individuals electing to use professional growth planning for purposes of earning continuing education credit hours may choose to integrate such professional growth planning with that called for in the professional growth option for evaluation established in accordance with RCW 28A.405.100(5), but they may not be required to do so.

(6) After the first three years of implementation, the superintendent of public instruction will review this option and will provide a report with recommendations, as necessary, to the professional educator standards board.

APPENDIX B PROFESSIONAL GROWTH PLAN FORMAT

(electronic version available at
<http://www.k12.wa.us/ProfDev/ProfGrowthTools.aspx>) Professional Growth Plan and Record of
Continuing Education
(WAC 181-85-034)

Name:												
Building & Assignment:												
Period From: To:												
Step 1 - Needs Assessment and Goal Selection												
Focus Question: What are the learning needs of your students that will direct your professional growth choice?												
Following reflection, prepare a self-analysis of current capacity to impact student learning, with input from (select all that apply):												
<table border="0"><tr><td><input type="checkbox"/> Educational research</td><td><input type="checkbox"/> Content area prof dev needs assessment tools</td></tr><tr><td><input type="checkbox"/> School improvement plan(s)</td><td><input type="checkbox"/> Learning process needs assessment tools</td></tr><tr><td><input type="checkbox"/> Input from the supervisor</td><td><input type="checkbox"/> Evidence of impact on student learning</td></tr><tr><td><input type="checkbox"/> Past experience</td><td><input type="checkbox"/> The context in which the individual practices</td></tr><tr><td><input type="checkbox"/> Past evaluations</td><td><input type="checkbox"/> ProCert and career-long professional standards</td></tr><tr><td><input type="checkbox"/> Self-evaluation</td><td><input type="checkbox"/> Personal and professional goals</td></tr></table>	<input type="checkbox"/> Educational research	<input type="checkbox"/> Content area prof dev needs assessment tools	<input type="checkbox"/> School improvement plan(s)	<input type="checkbox"/> Learning process needs assessment tools	<input type="checkbox"/> Input from the supervisor	<input type="checkbox"/> Evidence of impact on student learning	<input type="checkbox"/> Past experience	<input type="checkbox"/> The context in which the individual practices	<input type="checkbox"/> Past evaluations	<input type="checkbox"/> ProCert and career-long professional standards	<input type="checkbox"/> Self-evaluation	<input type="checkbox"/> Personal and professional goals
<input type="checkbox"/> Educational research	<input type="checkbox"/> Content area prof dev needs assessment tools											
<input type="checkbox"/> School improvement plan(s)	<input type="checkbox"/> Learning process needs assessment tools											
<input type="checkbox"/> Input from the supervisor	<input type="checkbox"/> Evidence of impact on student learning											
<input type="checkbox"/> Past experience	<input type="checkbox"/> The context in which the individual practices											
<input type="checkbox"/> Past evaluations	<input type="checkbox"/> ProCert and career-long professional standards											
<input type="checkbox"/> Self-evaluation	<input type="checkbox"/> Personal and professional goals											
Assessment of needs based on impact on student learning:												
Area of Focus - From the self-assessment above, identify area of focus relevant to your assignment, that will focus your professional growth activities and increase your capacity to impact student learning												
Rationale - What will your students be able to do as a result of your professional growth that they are not now able to do?												
Step 2 - New Learning												
Focus Question: What new skills and knowledge (grounded in research) will you need to build your capacity in this area?												

Steps 1 thru 6 may be used or adapted to meet the requirements for an individual professional growth plan template, per WAC 181-85-034 (1)(b), as part of an approved professional development system

Professional Growth Plan and Record of Continuing Education
(WAC 181-85-034)

Identify new learning

Professional Growth Plan and Record of Continuing Education
(WAC 181-85-034)

Step 3 - Professional Growth Action Plan	
Focus Question: What specific growth activities will you engage in to obtain the identified new learning?	
Identify professional growth activities	
Target Date	Activities
Step 4 - Evidence Proposed	
Focus Question: What evidence might you gather to demonstrate the impact of your professional growth on student learning as stated in Step 1?	
Anticipated Evidence (data, student work, video, etc.) of Impact on Student Learning	
Meet with your supervisor (and optionally, with representatives of your professional learning community) and share your plan. Make revisions to your plan based on your discussion.	
(Optional) Alignment with work of professional learning community Yes/No Comments:	
Alignment with school/district improvement plan(s) Yes/No Comments of supervisor:	
Date:	Signature - Supervisor:
Professional Development Committee Approval Yes/No Comments of PDC:	
Date:	Signature - PDC Chair:

Steps 1 thru 6 may be used or adapted to meet the requirements for an individual professional growth plan template, per WAC 181-85-034 (1)(b), as part of an approved professional development system

Professional Growth Plan and Record of Continuing Education
(WAC 181-85-034)

Interim Review(s)
Interim Review of progress and next steps:
Comments - Supervisor:
Interim Review of progress and next steps:
Comments - Supervisor:
Upon Completion of Your Professional Growth Step 5 - Evidence Presented
Attach and/or describe evidence of positive impact on student learning.
Step 6 - Reflection/Implications
Focus Question: As you reflect on your progress in this area of focus, what are some next steps that might guide future learning?)



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Certification
 Old Capitol Building, PO BOX 47200
 (360) 725-6400 TTY (360) 586-3631
 Web Site: <http://www.k12.wa.us/cert>
 E-Mail: cert#ospi.wednet.edu

**PROFESSIONAL GROWTH PLAN
 RECORD OF CONTINUING EDUCATION
 (WAC 181-85-034)**

THIS FORM IS REQUIRED TO AWARD CLOCK HOURS PER WAC 181-85-034. FOR GUIDELINES ON PROFESSIONAL GROWTH PLANNING AND THE USE OF THIS FORM, SEE <http://www.k12.wa.us/ProfDev/pubdocs/ProfGrowthPlanningGuidelines.pdf>

Step 7 – Award of Clock Hours			
This form, when completed by all parties, is a record of continuing education credit hours awarded by the Professional Development Committee.			
PART I - TO BE COMPLETED BY THE EDUCATOR			
Name (Last, First, Middle):			Former Name:
Address (Street, City, State, Zip):			Date of Birth:
City:	State:	Zip:	Social Security (optional):
Telephone:	Email:		Certificate #:
I certify (or declare) under penalty of perjury under the laws of the State of Washington that I have completed the professional growth plan and submitted evidence to that effect. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to chapter 180-85 WAC.			
Date:		Signature:	
PART II - TO BE COMPLETED BY THE EDUCATOR'S SUPERVISOR			
Comments - Supervisor:			
Date:		Signature:	
PART III - TO BE COMPLETED BY THE PROFESSIONAL DEVELOPMENT COMMITTEE			
District/ESD/Approved Private School:			
Comments – Professional Development Committee:			
Approved: Yes/No	# Clock Hours:	Period From:	To:
Date:		Signature:	

A COPY OF THIS PAGE, WITH ORIGINAL SIGNATURES, IS TO BE PROVIDED TO THE INDIVIDUAL AS OFFICIAL DOCUMENTATION OF CONTINUING EDUCATION CREDIT HOURS EARNED.
 FORM SPI/CERT 1128-3 (2/06)

APPENDIX C IDEAS/RESOURCES FOR PROFESSIONAL GROWTH PLANNING

“Imagine, for a moment, that you wanted to learn how to play a sport or a musical instrument, but you had never seen the sport or heard the instrument played well, and there were no coaches available. You could only practice in a room all by yourself, day in and day out. How good would you be?...Most of us in education are mediocre at what we do, despite our talents and good intentions, because we have all too few opportunities to observe and be observed, to discuss “problems of practice” with colleagues—in a word, to be a part of what Etienne Wenger calls “communities of practice.”

- Tony Wagner, “The Challenge of Change Leadership,” Education Week, Oct 27, 2004

“Professionals are responsible for looking outward at challenging conceptions of practice, in addition to looking inward at values and competencies. Teachers must begin to think of themselves as operating in a web of professional relations that influence their daily decisions, rather than as solo practitioners inventing practice out of their personalities, limited experiences and ‘philosophies.’ [In order for this to happen we need to] develop strong professional and social normative structures for good teaching practice that are external to individual teachers and their immediate work environment. ...Without external normative structures, teachers have no incentive to think of their practice as anything other than a bundle of traits.”

- Richard Elmore, School Reform from the Inside Out: Policy, Practice, and Performance

The following ideas are provided to assist participants in structuring the process of growth planning, setting goals for teaching and learning, parameters/criteria for reviewing plans, and gathering evidence with which to assess outcomes. Sources: Evaluating Professional Development (2000), by Thomas R. Guskey; Teacher Evaluation (2000), by Charlotte Danielson and Thomas L. McGreal; Results Now! (2006), by Mike Schmoker; Leadership for Learning: How to Help Teachers Succeed (2002) by Carl D. Glickman.

A. Washington State Publications

1. Washington State Professional Development Planning Guide

This planning guide is a resource for system-wide planning of professional development, for district-level planning, school improvement planning, or individual planning at any point along the career-long continuum of professional development from preservice to advanced practice. The guide focuses on student learning for the assessment of effective teaching. Rubrics are provided for process (Learning Process Needs Assessment) and for content (Content Area Professional Development Needs Assessment) and both are available online at <http://www.k12.wa.us/profdev/profgrowthtools.aspx>).

2. Washington State Professional Development Planning Guide IN ACTION

This guide is a resource for focusing professional development planning on student performance (as opposed to teacher behaviors) and aligns existing standards for the Residency Certificate Program for teacher candidates, the Teacher Assistance Program for new teachers, the Professional Certificate Program, Career-long Professional Development Goals, and National Board Certification. Rubrics for

learning process needs assessment are provided for each of these experience levels, and are available online as mentioned above.

3. Washington State School System Improvement Resource Guide

This guide is a resource for system-wide district-level improvement planning, based on research on high performing districts. It encourages both “top-down” and “bottom-up” development of improvement plans. It also aligns with Washington State’s Nine Characteristics of High Performing Schools. The guide aligns with (it provides support to and is supported by) this individual professional growth planning process by emphasizing its connection with each of the nine characteristics:

- a. **Clear and shared focus** on student achievement, learning and teaching, and results.
- b. **High standards and expectations for all students**, through clear expectations for instruction consistent with the focus on improved outcomes for students, intensive attention to classroom practice, and guidance/oversight for teaching and improvement of learning for all students.
- c. **Effective leadership**, whereby district leaders have clear expectations for instruction, hold themselves and others accountable and consistently monitor schools for improved student achievement, and have direct or indirect roles in improving teaching over time.
- d. **High levels of communication and collaboration**. The professional growth planning process exhibits this characteristic by involving peer support, collaboration, trust, shared responsibility and continuous learning for all adults in the system, and by encouraging development of professional learning communities for enhancing teacher knowledge and skills and to change instruction across the system.
- e. **Alignment of curriculum, instruction and assessment with standards**. This characteristic is displayed when districts and schools frequently monitor classroom practice for alignment of the “taught” curriculum with the “written” curriculum, and when districts use multiple measures to assess learning.
- f. **Frequent monitoring of teaching and learning**. When districts use data-based evidence to monitor results, this professional growth planning process is an integral part of system-wide improvement efforts. In addition, this process is based on every educator being accountable for student learning.
- g. **Focused professional development**. This is of course the most direct link between system improvement and individual growth planning. At the district level, high quality professional development focuses on classroom practice, by including job-embedded staff development into a comprehensive professional development program. In addition, on-site coaching and ongoing continuing education are key features of this professional growth planning process. Data-based evidence provides the start point for individual growth planning, and at the same time is the basis for district and school professional development efforts. The following are signs of system-wide coherence:
 - (1) Policy that emphasizes collaboratively determined professional development plans
 - (2) Professional development plans focus on classroom practice with follow-up for application and implementation.

- (3) Professional development is customized to match needs identified through analysis of data and to match development/differentiated needs of staff.
 - (4) Individual capacity is built through coaching, site-based facilitators, collaboration, etc.
 - (5) Staff members describe how professional development builds their capacity and implementation of new skills.
 - (6) Professional development accelerates students to close achievement gaps and learning is enhanced for all to reach high expectations, including special education and ELL students.
- h. **Supportive learning environment.** When districts provide a supportive learning environment for students, they also contribute to the individual professional growth planning of educators by enabling them to focus on student learning rather than on student behavior.
 - i. **High levels of parent and community involvement.** Individual professional growth planning goals that support high levels of parent and community involvement are supportive of, and will benefit from, this characteristic of a high performing district.

B. Planning and Goal-Setting

1. **Principles** that contribute to an effective professional growth planning process:
 - a. **Trust.** The process of professional growth planning described in this handbook is based on an assumption that each individual educator, supervisor or member of the professional development committee is both competent and professionally responsible. Rather than a top-down driven effort to eliminate problems or deficits in professional practice - - an assumption that the 'cup is half-empty' - - the underlying assumption supporting this professional growth planning process is that the individual professional is capable of directing a process of growth. This cup is considered half-full (and the level is rising).
 - b. **Continuous improvement.** Continuing education has long been accepted as a life-long commitment among educational professionals, and was formally adopted as part of Washington's system when the 1987 certification standards were implemented. Professional growth planning must be seen as a continuous process rather than a year by year 'hoop' through which to jump. As a result, plans spanning multiple years are encouraged. Profound changes in practice require a long-view perspective, because successful outcomes are best demonstrated over an extended period of time.
 - c. **Reflection.** Although members of all professions often think about their practice, seldom in the normal course of business do they engage in deep reflection about such practice, and they don't often commit such reflections to writing. Those who have done so report a profound and positive influence on their professional practice. Whether part of the National Board certification process, Washington's Professional Certification program, or the use of professional growth planning in continuing education, deep reflection is valued as a key feature.
 - d. **Structured planning.** A detailed plan flexibly executed is superior to one that starts out vague, and then is executed in a rigid manner. Step-by-step procedures, templates and rubrics provide a tight structure that guides the preparation of plans in great detail and with specific and defined outcomes.

- e. **Flexible execution.** Self-initiated and self-directed professional development is critical to achieving the potential of this process. In addition, no matter how thoughtful a plan is conceived, when the real world imposes itself, change is essential. Once developed, a well-organized professional growth plan allows for changes in its execution, enabling participants to respond to changing conditions while maintaining trust in the process.

2. Types of **Goals**.

The following are ideas offered by Danielson for different types of professional development goals that might be established in the course of professional growth planning:

- a. Improvement of **Current Practice**, including such areas as classroom management. This kind of goal could involve observation/assessment of current practice including gathering of teaching artifacts, identification of desired improvements, making adjustments, and evaluation.
- b. Acquisition of **New Teaching Competency** (Skills or Knowledge). This might involve demonstration of a new competency through in-person presentation, written materials, or videotape demonstrating the competency. This kind of goal might be developed in a team setting or as part of a school improvement plan, and might be implemented over more than one year.
- c. **Changing Practice.** Such goals as project-based learning, teaching in a multi-age or non-graded classroom, conversion to a new schedule, development of interdisciplinary teams, etc. may require extensive changes in practice over a period of several years. These goals would involve work on understanding the reasons for the change, desired student outcomes, possible system-wide implications, and involvement of multiple levels in the organization.
- d. Deepening Student **Understanding.** This kind of goal supports an effort to shift from broad 'coverage' of curricular content to more in-depth mastery of concepts. It requires prioritization of desired student outcomes, and an emphasis on mastery of critical questions over the accumulation of knowledge.
- e. **Integrating** Student Learning. This kind of goal attempts to weave together mutually supporting disciplines across the curriculum. They could be individual or team goals, and have a time span of a single year, or one lasting several years in length.
- f. Student **Engagement.** These goals target student motivation for learning by addressing the differing needs of students, as individuals or members of groups, distinguished by cultural or socio-economic factors.
- g. **Assessment.** This kind of goal involves design and use of assessment-related activities and methods such as classroom-based assessment, whose purpose is to determine how much knowledge students have learned and the skills they have acquired.

C. Evidence Used in Professional Growth Planning

The professional growth plan should include a plan for gathering evidence of professional growth and positive impact on student learning. Within parameters provided in the district's or school's professional development system, selection of evidence is an individual responsibility in collaboration with the supervisor, and is subject to review/feedback from the professional development committee. The following is a list of potential sources and/or forms of evidence:

1. Teaching **artifacts**, including organizing documents (class schedules, student profiles, seating charts, and classroom rules), and planning documents (semester and unit plans, daily lesson plans, activity descriptions, and document analysis) as well as assignment descriptions, worksheets, handouts, and directions for projects and assigned student work.
2. Documentation of **student work**, including grade book, student achievement test scores, video and audio recording (tape/digital) of student performance, student tests/quizzes/assessments, comparison of classroom work between September and May, teacher comments/marginal notes on student assignments, performance of most able student, and performance of least able students.
3. Self-assessment/structured **reflection**, including inventory of professional standards/criteria, record of professional contributions, journals/diary noting activities and reflections about them, artifacts reflecting service on a curriculum committee, and documents from site council participation, including inventory of professional standards/criteria,
4. **Communication** with parents and others, including class newsletters, syllabi and class outlines for back-to-school night, progress reports, logs of contacts with parents, notes from parent conferences, and flyers sent home in preparation for classroom events/field trips.
5. **Feedback** from colleagues/students/parents, including unprompted feedback, structured or informal surveys, student feedback that is age-appropriate, that focuses on the class (rather than the teacher), that asks about student behaviors (not teacher behaviors), and that asks for observations rather than conclusions, and parent feedback of information that only parents can reasonably know, that is not too detailed, that is student-oriented by asking about student skills/knowledge rather than the teacher's skills/knowledge, or that asks about the accessibility of the teacher.
6. **District or School Improvement Goals**
 A ready source of data for professional growth planning can be found in existing district or school improvement plans.
 - a. Goals rely on the collection and analysis of student learning data, including standardized tests - norm-referenced and criterion-referenced, district-made tests, student work samples, and portfolios.
 - b. Other data that may be found in a school improvement plan, including grade retention, high school completion, reports of disciplinary actions, school vandalism costs, enrollment in advanced courses such as AP or IB, performance tasks, participation in post-secondary education.

D. Criteria for Reviewing Professional Growth Plans

The professional development committee relies on the professional judgment of its members in considering whether to approve/disapprove the professional growth plan, and how many clock hours to award. In its adoption of a professional development system, the district/approved private school may wish to provide specific directions that guide the PDC in its review of plans and the awarding of clock hours. The committee should follow district/school policy guidance, but may wish to use the following questions as a guide:

1. **Intended Outcomes.**

- a. Does the plan address student **learning outcomes**?
Example: If a goal involves “student engagement” how will that engagement be demonstrated? How will we know they are engaged? Why does it matter? What is the ultimate outcome of the increased engagement?
- b. Does the plan target a **positive impact on student learning**?
Example: If a goal involves changing classroom practice how will those changes be assessed in terms of student achievement?
- c. Does the plan include a **rationale** for the goals selected?
Example: Is there a basis for goal selection in terms of current outcomes in the classroom? Is there research that leads to the selection of a particular goal?

2. The Planning Process.

- a. Is the plan based on a **written self-assessment**? Is it based on **student outcome data**?
- b. Based on the self-assessment, is the plan appropriate for the **individual educator’s needs and context**?
- c. Does the written self-assessment show signs of **deep reflection** on the educator’s own practice?
- d. Has the self-assessment yielded an **area of focus**?
- e. Are goals **specific** and **measurable** (not limited to ‘test scores’)?
- f. Is the plan reasonable in scope/time/resources required? What is the plan’s potential for accomplishing its goals?
- g. Do goals **align** with/support **district improvement plans**/protocol?
- h. Do goals **align** with/support applicable **school improvement plan(s)**?
- i. Does the plan include **gathering of evidence**/documenting growth?
- j. What does the **supervisor input** tell about the plan or the evidence in the completion report?
- k. Does the report of completion show signs of **deep reflection** on the educator’s practice?
- l. What **evidence** is provided to document the plan’s successful completion? Are there multiple sources of such evidence?

3. Evaluating Professional Growth Plans

In evaluating the effectiveness of the professional growth plan as an instrument of professional development, we should consider outcomes.

- a. Guskey offers a five-level continuum of professional development outcomes for evaluation, from participant reaction (lowest) to student learning outcomes (highest):
 - (1) **Participants’ reactions** (Did they like it?, Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Were the refreshments fresh and tasty? Was the room the right temperature? Were the chairs comfortable?)
 - (a) What is measured or assessed? Initial satisfaction with the experience
 - (b) How will information be used? To improve program design and delivery
 - (c) How will information be gathered? Some examples include: questionnaires administered at the end of the session, focus groups, interviews, and personal learning logs.

- (2) **Participants' learning** (Did participants acquire the intended knowledge and skills?)
 - (a) What is measured or assessed? New knowledge and skills of participants
 - (b) How will information be used? To improve program content, format, and organization
 - (c) How will information be gathered? Some examples include: paper-and-pencil instruments, simulations and demonstrations, participant reflections (oral and/or written), participant portfolios, and case study analyses
 - (3) **Organization support and change** (What was the impact on the organization? Did it affect organizational climate and procedures? Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared?)
 - (a) What is measured or assessed? The organization's advocacy, support, accommodation, facilitation, and recognition
 - (b) How will information be used? Some possible examples include to document and improve organizational support, and to inform future change efforts
 - (c) How will information be gathered? Some possible examples include district and school records, minutes from follow-up meetings, questionnaires, focus groups, structured interviews with participants and school or district administrators, and participant portfolios
 - (4) **Participants' use of new knowledge and skills** (Did participants effectively apply the new knowledge and skills?)
 - (a) What is measured or assessed? Some possible examples include degree and quality of implementation, and evidence to document and improve the implementation of program content.
 - (b) How will information be gathered? Some possible examples include questionnaires, structured interviews with participants and their supervisors, participant reflections (oral and/or written), participant portfolios, direct observations, and videotapes or audiotapes
 - (5) **Student learning outcomes** (What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing?)
 - (a) What is measured or assessed? Student learning outcomes may include: cognitive (performance and achievement), affective (attitudes and dispositions), and psychomotor (skills and behaviors).
 - (b) How will information be used? Some possible examples include to focus and improve program design, implementation and follow-up, and to demonstrate the overall impact of professional development
 - (c) How will information be gathered? Some possible examples include student records, school records, questionnaires, structured interviews with students, parents, teachers, and/or administrators.
- b. **Mistakes to Avoid in Evaluating Professional Growth Plans**
- (1) **Documentation** is not equivalent to **evaluation**. A tally of activities does not provide evaluation information. An 'evaluation' that says nothing about

results achieved, consisting instead of activities with topics covered, collaborators providing their talents, the number of days or hours involved, the number/names of participants, and the number of continuing education credit hours earned may be useful as documentation of a plan's implementation, but not as its evaluation.

- (2) Evaluation that is **too shallow** is of little value. Whenever evaluation is limited to the first level of evaluation described above (sometimes called 'smile sheets') it is difficult to determine whether anything of value has been achieved. More effective evaluation would inquire into the impact of the plan's activities on educator professional knowledge or practice. On an even deeper level such evaluation would seek information about the impact of a professional growth plan on student learning.
- (3) Evaluation that is **too brief** misses a great deal. The effects of professional development occur over time. The change process calls for successive periods of 'unfreezing', implementation of the changes, then 'refreezing' to ensure lasting change, therefore evaluation information should be gathered over a sufficient period of time to measure long-term effects.

If, as a Teacher,

- *I rethink and revise my lessons each time I teach them;*
- *I seek feedback from my students;*
- *I analyze and evaluate student work in a manner that changes my own emphasis, repertoire, and timing;*
- *I visit and observe other adults as they teach;*
- *I share the work of my students with colleagues for feedback, suggestions, and critiques;*
- *I visit other schools and attend targeted workshops and seminars, and read professional literature on aspects of my teaching;*
- *I welcome visitors with experience and expertise – or something to learn – to observe and provide feedback to my on my classroom practice;*
- *I have a yearly individualized professional development plan focused on changes in my instructional practice to improve student learning; and finally,*
- *I have a systemic evaluation of my teaching tied to my individual, grade/department, and school-wide goals,*

Then, I will absolutely, continuously become a more powerful and effective teacher whose students achieve at high levels!

-Adapted from Carl Clickman, Leadership for Learning

APPENDIX D PROFESSIONAL DEVELOPMENT SYSTEM ASSURANCE OF COMPLIANCE

A. Authority

WAC 181-85-034 provides for an approval process so that school districts and approved private schools can offer clock hours to their educators via professional growth planning.

B. Purpose

The Professional Development System Assurance of Compliance (Form 1805) is designed to enable a district superintendent or approved private school administrator to request approval of their professional development system. This form also will facilitate the conduct of research by the Office of Superintendent of Public Instruction (OSPI) in preparation of required reports to the Professional Educator Standards Board (PESB).

C. Procedure

1. District Submission.

- a. The district or approved private school completes the form (see next page) and the superintendent or approved private school administrator signs the affidavit assuring that the necessary prerequisites are met. In the case of an inter-district agreement, the lead district (or ESD) completes the form, and reports the names of participating districts. Prerequisites include:
 - (1) A system plan is in place, describing the use of professional growth plans for continuing education and the accompanying support structure for participants.
 - (2) The system plan has been approved by the board of directors
 - (3) If applicable, a letter of support from the local educational association is on file.
 - (4) At least one professional development committee has been established, each with at minimum an educator, a building level administrator and a representative of the district or approved private school.
 - (5) A template of an individual professional growth plan has been selected which:
 - (a) Is to be tailored to the individual's professional growth needs;
 - (b) Complies with WAC 181-85-034(3); and
 - (c) Is aligned with district/school improvement plans.
- b. The district/approved private school coordinator sends the completed and signed form to the OSPI Professional Education and Certification Office.

2. OSPI Approval.

On receipt Professional Education and Certification will record contact information on the form, approve it, and return it to the district as notice of approval.

3. Initiation of the System.

When the district/approved private school receives approval it may begin the process, and may award clock hours using SPI/CERT FORM 1128-3.

4. Sampling/Research.

Periodically OSPI will contact participating districts/schools to review progress and collect samples of completed professional growth plans and working documents. OSPI will then share lessons learned and exemplary or anchor products with other participants, and will report results to the PESB.



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Professional Education and Certification
 Old Capitol Building
 PO BOX 47200
 Olympia WA 98504-7200
 (360) 725-6400 TTY (360) 664-3631

**PROFESSIONAL DEVELOPMENT SYSTEM
 ASSURANCE OF COMPLIANCE
 (WAC 180-85-034)**

Use this form to request approval of a professional development system under WAC 180-85-034.

Submit completed form to Professional Education and Certification at above address.

In order to initiate a process that leads to a performance-based continuing education system, districts (including ESDs) and approved private schools may offer educators the opportunity to earn, through use of a professional growth plan, not more than 60 continuing education credit hours over a period of two school years.

Districts and approved private schools must verify, for approval by the Superintendent of Public Instruction, that the following minimum elements of a professional development system are in place:

- A system plan, describing the use of professional growth plans for continuing education and the accompanying support structure for participants is in place.
- The system plan has been approved by the board of directors of the local school district or private school.
- In the case of a public school district, a letter of support from the applicable local educational association is on file.
- A professional development committee consisting of, at a minimum, an educator and administrator representing the building level and a representative of the district or approved private school has been established.
- A template of an individual professional growth plan which is tailored to the individual's professional growth needs and complies with WAC 180-85-034(3) and is aligned with the district/school improvement plans has been selected.

To Be Signed by the Superintendent of Schools or Private School Administrator

AFFIDAVIT

I, the undersigned, certify that the school district/approved private school indicated below complies with the Professional Development System-Professional Growth Plan standards specified in Chapter 180-85 WAC.

NAME OF SCHOOL DISTRICT/ESD/PRIVATE SCHOOL		DATE
ADDRESS		
CITY/STATE/ZIP		
TELEPHONE ()	NAME (PRINTED)	
SIGNATURE AND TITLE		
NAME OF DISTRICT PROFESSIONAL DEVELOPMENT COORDINATOR	COORDINATOR E-MAIL	COORDINATOR TELEPHONE NO.
NAMES (IF ANY) OF OTHER DISTRICTS/APPROVED PRIVATE SCHOOLS SERVED BY THIS PLAN VIA FORMAL AGREEMENT		
PLAN FOR EVALUATING THE EFFECTIVENESS OF THIS PROFESSIONAL DEVELOPMENT SYSTEM INCLUDES (ATTACH ADDITIONAL EXPLANATION IF NECESSARY):		

Approval – for use by Professional Education and Certification only:

NAME (PRINTED)	SIGNATURE
DATE	TITLE