

## Glossary—Administrator Professional Certificate

Artifacts	Items from a leader’s practice used to demonstrate positive impact.
Benchmarks	Developmental levels of attainment of standards. Washington’s school leadership standards are benchmarked at three levels: residency (pre-service), professional certificate, and career.
Capacity	The measure of one’s ability specific to a skill and/or knowledge.
Collegial voice	The term used to reinforce the expectation that achievement of the leadership standards is best assessed by the leader’s impact on members of the school community, and that the evidence brought forward should provide evidence of that impact. In this context, “collegial” is not limited to professional staff but includes all those affected by the leader’s actions: students, teachers, support personnel, parents, and others.
Core	Time between the entry seminar and the presentation of evidence when candidates work to fulfill their Professional Growth Plan and prepare to demonstrate competency in all areas. The Core includes a variety of learning opportunities, credit or non-credit, that will facilitate the fulfillment of the PGP.
Criteria	Subcomponents of the standards. In administrator professional certificate programs, “criteria” is used synonymously with “strands.” Candidates use evidence to demonstrate their competence in these 16 areas.
Entry Seminar	This seminar serves as an introduction to reflective practice and the Professional Certificate requirements. During the seminar, the candidate for a professional certificate identifies the specific knowledge, skills and/or experiences needed to demonstrate attainment of state standards for administrators at the professional certificate benchmark level. The candidate reflects on the criteria to identify areas in which she/he has strengths and the areas in which she/he needs to increase capacity.
Evidence	The documentation that the candidate collects/creates to verify that she/he has met all criteria in the six standards.
First-person perspective	A way of looking at your own performance by focusing on the actions you have taken as a leader.
Learning Community	“Fundamentally implies that a group of individuals are learning together in a supportive atmosphere toward a common purpose. The work of this community is guided by knowledge acquisition. Ample opportunities exist for both affective and cognitive responses. This learning in turn benefits not only the individual members of the community, but contributes to shared understandings and new points of view for all participants. Community in this sense combines both a task orientation toward a goal as well as the development of a bond among community participants embedded in a democratic ethos.” (Vavrus, 2002; Merz and Furman, 1997)
Positive Impact on Student Learning	The ultimate goal of professional certification. The Washington Administrative Code defines positive impact as meaning that “a teacher through instruction and assessment has been able to document students’ increased knowledge and/or demonstration of a skill or skills related to the state goals and/or essential academic learning requirements.” (WAC 181-78A-010) In administrator professional

	certificate programs, positive impact also includes the leader’s effect on teachers, parents, and other members of the school community.
Presentation of evidence	The culminating experience in which the candidate presents evidence to a panel of experienced administrators that the PGP has been fulfilled and the benchmarks have been met.
Products	Documents that describe evidence for the standards demonstrated through job-embedded leadership initiatives.
Professional Growth Plan (PGP)	“The document which identifies the specific competencies, knowledges, skills, and experiences needed to meet the standards set forth in WAC 181-78A-540.” (WAC 181-78A-010) Candidates develop a PGP during the Entry Seminar which guides their work in the program.
Reflective Practice	An active and conscious process that involves a deliberate pause to examine beliefs, goals or practices in order to gain new or deeper understanding that leads to actions improving the learning of students.
Standards	Areas of leadership proficiency that serve as learning targets for professional certificate candidates. There are six state standards for school leaders that are divided into 16 strands and benchmarked at three levels: residency, professional certificate, and career. Professional certificate candidates are expected to meet the benchmarks at that level.
Strand	Strands are more detailed descriptions of the expectations for the state’s leadership standards. There are 16 strands within the six broad standards.
Third-person perspective	A way of looking at your performance by focusing on the impact that your leadership actions have had on others.

