



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

## ADMINISTRATOR PROFESSIONAL CERTIFICATE RENEWAL PROFESSIONAL GROWTH PLAN

<b>Name:</b>	<b>Title:</b>
<b>District/Agency:</b>	<b>Academic Year</b> (use 1 form each year):

**Standard:** (check all that apply)

- Standard 1:** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- Standard 2:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Standard 3:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Standard 4:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Standard 5:** A school administrator is an educational leader who promotes the success of all students through professional leadership by acting with integrity, fairness, and in an ethical manner.
- Standard 6:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

### Step 1 - Needs Assessment and Goal Selection

1-Professional Growth Area of Focus

A self-assessment using the Standards (attachment 1), a 360 degree feedback-type survey, discussions with your colleagues and supervisor, the review of school/district plans, and feedback on your ProCert panel score report may provide guidance on a specific area for growth within the selected benchmark(s).

**Step 2 - Professional Growth Action Plan**

What specific growth activities will you engage in to obtain the identified new learning?

ACTIVITIES	TARGET DATE	RESOURCES NEEDED

**Step 3 - Approval of Plan**

**APPROVAL OF PLAN**

\_\_\_\_\_ Date: \_\_\_\_\_  
Principal/Assistant Principal/Program Administrator

\_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent, Superintendent Designee, or Appointed Representative (*WAC 181-79A-250*)

**Step 4 - Evidence of Professional Growth and Student Learning**

Briefly describe the actual evidence of impact on student learning. Evidence may include areas beyond test scores such as attendance rates, discipline referrals, programs implemented, and other student or adult data.

**Step 5 - 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?

**Step 6 - Verification of Completion**

**I have completed the professional growth plan and submitted evidence to that effect to my superintendent, superintendent designee, or appointed representative.**

\_\_\_\_\_ Date: \_\_\_\_\_  
Principal/Assistant Principal/Program Administrator

**The Professional Growth Plan was developed with my approval. The results of the Professional Growth Plan were shared with me.**

\_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent, Superintendent Designee, or Appointed Representative

## Attachment 1

### Washington Principal/Program Administrator Standards-Based Benchmarks

#### STANDARD ONE

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

**Strand 1:** Creating a site-specific vision for learning which aligns with the broader district-wide vision

**Career Benchmark:** Continually reviews and restructures the vision to address changing circumstances and relevant data reflective of the learning community. Guides others in establishing the vision.

**Strand 2:** Operationalizing the vision for learning

**Career Benchmark:** Implements a vision in multiple settings. Uses data to continually monitor and revise systems to reflect the vision. Solicits from and gives feedback to other administrators to analyze the effectiveness of the school vision in shaping education programs, systems, and resources to positively impact student learning.

**Strand 3:** Developing stewardship of the vision

**Career Benchmark:** Continually evaluates match between vision and the learning community. Expands base of stakeholders and empowers their participation in shaping education programs, systems, and resources to move the learning community toward the shared vision of promoting success of all students. Stakeholders take responsibility for renewing the vision and designing supporting systems, as well as acknowledging and celebrating progress toward the vision.

#### STANDARD TWO

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Strand 1:** Advocating, nurturing, and sustaining a school culture

**Career Benchmark:** Empowers the stakeholders to define, maintain, and monitor the ways in which the site-specific culture is affecting student learning. Collaborates with other administrators to give and receive feedback on effectiveness of expectations, implementation, respect and fairness in improving the overall systems and programs reflective of the school learning culture.

**Strand 2:** Advocating, nurturing, and sustaining student learning

**Career Benchmark:** Establishes role as instructional leader. Supports skillful teaching that empowers students to take ownership of and to monitor their learning processes. Builds greater capacity for system support for student learning in collaboration with parents, peers, and district staff.

### **Strand 3:** Advocating, nurturing, and sustaining Professional Development

**Career Benchmark:** Focuses staff dialogue on student learning using a variety of sources of information. Facilitates systems that focus staff on reflection, collaboration, and peer mentoring to support successful completion of teachers' professional growth plans. Builds staff leadership in creating and maintaining student-centered building goals. Learns from and with peers to gather and interpret data to build greater capacity for professional development support.

### **STANDARD THREE**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Strand 1:** Uses a continuous cycle of analysis to ensure efficient and effective systems

**Career Benchmark:** Creates and sustains a culture of continuous analysis in every aspect of the learning community. Coaches and mentors emerging leaders. Collaborates with other administrators to use the continuous cycle of analysis to improve structures, procedures, and resources to positively impact student learning, adult professional development, the parent community, and the community at large.

**Strand 2:** Ensuring efficient and effective management of the organization

**Career Benchmark:** Focuses all organizational elements of the school toward furthering the School Improvement Plan ensuring a safe and positive learning environment. Continually improves disciplinary procedures. Seeks feedback from and gives feedback to other administrators. Shares organizational expertise with others and actively mentors other educational leaders.

**Strand 3:** Ensuring efficient and effective management of the operations

**Career Benchmark:** Establishes practices that become ingrained in school systems and daily life to ensure that everyone in the learning community actively carries out the management procedures outlined in the School Improvement Plan. Collaborates with other administrators to seek and give feedback to improve the effectiveness of management procedures system-wide.

**Strand 4:** Ensuring management of the resources for a safe, efficient, and effective learning environment

**Career Benchmark:** Maximizes financial, human, technological, and material resources. Acts creatively to support continuous school improvement in response to the changing environment. Collaborates with other administrators to seek and give feedback to increase available resources for the school.

### **STANDARD FOUR**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Strand 1:** Collaborating with families

**Career Benchmark:** Regularly seeks information and responds to families' concerns, expectations, and needs. Validates differences in values, opinions, and views, acknowledging that families and educators have the best interests of the children in mind, leading to common goals for providing learning opportunities for all students.

**Strand 2:** Collaborating and responding to diverse communities

**Career Benchmark:** Leads teachers in examining the personal, social, and cognitive consequences of policies and practices on equity in the schools. Works on the district level to assure district policies encourage the use of multiple ways of assessing student learning that are culturally sensitive and that measure complex cognitive and social skills. Advocates recruitment of a racially, culturally, and ethnically diverse administrative and teaching staff.

**Strand 3:** Mobilizing community resources

**Career Benchmark:** Develops strategies to ensure that all schools, regardless of their locations in the district, are funded equitably. Advocates state and district level officials to provide additional funding for schools with low-income populations. Develops and maintains effective media relations. Prioritizes high visibility, active involvement, and regular communication, using technology, to facilitate the school and community serving one another as resources.

## **STANDARD FIVE**

A school administrator is an educational leader who promotes the success of all students through professional leadership by acting with integrity, fairness, and in an ethical manner.

**Strand 1:** Uses the continuous cycle of analysis for self-assessment of professional leadership

**Career Benchmark:** Uses the professional growth plan to collaborate with other professionals to identify and sustain needed professional growth. Coaches and mentors emerging instructional leaders. Contributes to the advancement of the profession through sharing experience, advancing best practice, and extending learning beyond the ISLLC and Washington State standards.

**Strand 2:** Acts with integrity, fairness, and in an ethical manner

**Career Benchmark:** Serves as a role model for the educational community. Responds to moral dilemmas and inspires others to demonstrate integrity and exercise ethical behavior.

## **STANDARD SIX**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Career Benchmark:** Actively participates in influencing the quality of a democratic education beyond the local level (e.g., state and federal policy and legislation, professional associations, shares knowledge and experience through workshops and written work, mentors fellow educators through a continuing dialogue around educational issues). Empowers others to create school-based accountability models using the continuous cycle of analysis that goes beyond state standards for improvement of student learning (e.g., character development, the arts, culturally responsive citizenship, service learning).