

**CENTRAL WASHINGTON UNIVERSITY  
 CENTER FOR TEACHING AND LEARNING:  
 COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES**

**ECTL 601: Professional Certificate - Pre-Assessment Seminar**

Facilitators:

Office:

Phone

E-Mail:

Office Hours:

**Pre-assessment Seminar Description (4):** The Preassessment Seminar will follow an inquiry-based professional development model. Candidates attending this seminar will review standards and criteria for professional certification and, with guidance from their district and university team members, identify products to meet each criterion using the common Professional Growth Plan format. The Preassessment Seminar will culminate with the approval of the Professional Growth Plan by the Professional Growth Team and a good start on the candidate’s electronic portfolio.

**Course Rationale:** This seminar employs the constructivist model of learning in which candidates, in interaction with their physical and social environments, create knowledge. This seminar is consistent with the:

- University’s mission, “Docendo Discimus” (by teaching we learn),
- College of Education and Professional Studies’ mission, “to prepare enlightened leaders,” and
- Center of Teaching and Learning theme, “facilitators of learning in a diverse world.”

As outlined in WAC 180-78A-535: Approval Standard – Program Design (4)(a)(i)(ii)(iii), pre-assessment seminar candidates will:

<b><u>Specific Learner Outcomes (SLO)</u></b>	<b><u>Performance Indicator</u></b>
1. form a professional growth team (candidate, school district mentor teacher, and university faculty member);	▪ professional growth team signs required forms
2. review professional certificate standards and criteria (see Pro Cert Standards on Website);	▪ review standards and criteria with professional growth team
3. review evidence and descriptors for each criterion;	▪ assess their ability to demonstrate successfully the professional certificate standards and criteria;
4. evaluate the effects of his/her teaching through feedback (for example, evaluations completed by the candidate’s principal or designee, peer observation, and/or students) and personal reflection;	▪ provide evidence of feedback received

<b><u>Specific Learner Outcomes (SLO)</u></b>	<b><u>Performance Indicator</u></b>
5. evaluation of currency in subject area(s), theories, practice, research, and ethics;	<ul style="list-style-type: none"> <li>▪ self-reflection and discussion with the professional growth team result in identification of personal and professional goals</li> </ul>
6. identify criteria to address goals and how they will be met;	<ul style="list-style-type: none"> <li>▪ specify assistance and instructional components needed and any required course work</li> </ul>
7. develop a professional growth plan in collaboration with the professional growth team designed to provide the candidate with the knowledge and skills needed to demonstrate successfully the standards and criteria required (See Professional Growth Plan Forms under Standard II in e-folio.)	<ul style="list-style-type: none"> <li>▪ analyze their instructional context and teaching assignments to determine strategies that they should use to achieve a positive impact on student learning</li> <li>▪ identify personal and professional goals that are in the 2-3 range.</li> </ul>
8. begin selecting at least one Product that candidate will use to demonstrate competency (Standard I). Begin designing the Classroom Inquiry Project (Standard II)	<ul style="list-style-type: none"> <li>▪ begin placing the Product evidence and Classroom Inquiry Project into electronic Portfolio (LiveText)</li> </ul>
9. gain approval from the professional growth team of the professional growth plan.	<ul style="list-style-type: none"> <li>▪ professional growth team approves plan</li> </ul>

### **Course Topics**

1. Orientation standards, criteria, and process
2. Assessment of the candidates strengths and areas of need based on feedback from formal and informal evaluations and feedback
3. Professional Growth Plan development, planning, review, feedback, and approval

### **Methods of Instruction:**

This course will be offered in a variety of delivery modes, including formal meeting (at CWU and/or school district location), distance education, or electronically. An electronic template (LiveText account will need to be activated) is the format for the portfolio.

### **Assessment:**

Candidates will submit a Professional Growth Plan signed by the Professional Growth team (teacher mentor, administrative supervisor, and university faculty member. A rubric for scoring the e-portfolio as developed in Pre Assessment Seminar is available.

### **Grading:** Grading for this course will be:

- Satisfactory – Candidate successfully completed the competencies
- Unsatisfactory – Candidate did not successfully complete the competencies

**Bibliography:**

Depending on individual professional development needs of the candidate, the Professional Growth Team will recommend appropriate references and resources.

**ADA Statement:**

Students who have special needs or disabilities that may affect their ability to access information and/or materials presented in this course are encouraged to contact the instructor as soon as possible. You may also wish to contact the ADA Compliance Officer and Director, ADA Affairs and Student Assistance on CWU campus at 963-2171 for additional disability related educational accommodations.