There are many ways to complete the self-assessment worksheet for [professional growth plans (PGPs) towards certificate renewal](https://www.pesb.wa.gov/workforce/developing-current-educators/pgp/). Here are some optional recommendations:

* Reflection: Prior to completing the self-assessment, review the [National Board for Professional Teaching Standards Five Core Propositions](http://www.nbpts.org/standards-five-core-propositions/) and reflect on scenarios where you may have or have not enacted the relevant criteria.
* Explain the why: While rating yourself, consider why you rated yourself that way. If it helps, write down your thoughts in the notes column.
* Partner up: If you like to collaborate, complete the self-assessment with a colleague who knows you well.

**Note:** PGPs may also be aligned to any of the [National Board Certificate Standards](http://www.nbpts.org/standards-five-core-propositions/). To assess yourself in these standards, review the standards and rate your capacity for selected standards as an area for growth, proficiency, or area of strength.

| **National Board Five Core Propositions** (PGPs may also be aligned to any of the National Board Certificate Standards) | Rate your capacity*Criteria rated as an area of growth indicates the highest need for professional learning.* | Notes (optional) |
| --- | --- | --- |
| **Proposition 1 Teachers are committed to students and their learning** |
|  | 1Area for Growth | 2Proficient | 3Area of Strength | Notes (optional) |
| Teachers recognize individual differences in their students and adjust their practice accordingly.  |  |  |  |  |
| Teachers understand how students develop and learn. |  |  |  |  |
| Teachers treat students equitably. |  |  |  |  |
| Teachers know their mission transcends the cognitive development of their students. |  |  |  |  |
| **Proposition 2 Teachers know the subjects they teach and how to teach those subjects to students** |
|  |  | 1Area for Growth | 2Proficient | 3Area of Strength | Notes (optional) |
| Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines. |  |  |  |  |
| Teachers command specialized knowledge of how to convey a subject to students. |  |  |  |  |
| Teachers generate multiple paths to knowledge |  |  |  |  |
| **Proposition 3 Teachers are responsible for managing and monitoring student learning.** |
|  |  | 1Area for Growth | 2Proficient | 3Area of Strength | Notes (optional) |
| Teachers call on multiple methods to meet their instructional goals. |  |  |  |  |
| Teachers support student learning in varied settings and groups. |  |  |  |  |
| Teachers value student engagement. |  |  |  |  |
| Teachers regularly assess student progress. |  |  |  |  |
| Teachers engage students in the learning process. |  |  |  |  |
| **Proposition 4 Teacher think systematically about their practices and learn from experience.** |
|  |  | 1Area for Growth | 2Proficient | 3Area of Strength | Notes (optional) |
| Teachers make difficult choices that test their professional judgement. |  |  |  |  |
| Teachers use feedback and research to improve their practice and positively impact student learning.. |  |  |  |  |
| **Proposition 5 Teachers are members of learning communities.** |
|  |  | 1Area for Growth | 2Proficient | 3Area of Strength | Notes (optional) |
| Teachers collaborate with other professionals to improve school effectiveness. |  |  |  |  |
| Teachers work collaboratively with families. |  |  |  |  |
| Teachers work collaboratively with the community. |  |  |  |  |