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

* Reflection: Prior to completing the self-assessment, review the Washington State Cultural Competency, Diversity, Equity and Inclusion Standards, 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.

|  | | Rate your capacity  *Criteria rated as an area of growth indicates the highest need for professional learning.* | | | Notes (optional) |
| --- | --- | --- | --- | --- | --- |
| **Component 1.0: Understanding Self and Others**: When educators understand themselves deeply as diverse cultural beings, they can better serve others across a range of human differences. | | | | | |
| Element | | 1  Area for Growth | 2  Proficient | 3  Area of Strength |  |
| **Element 1.1: Understanding Self:** Educators explore their multiple identities and lived experiences to build an understanding of how race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other forms of human diversity shape identity, perspectives, and worldviews. Understanding self is an ongoing process of reflection and learning so that educators can adapt to meet the needs of others. | |  |  |  |  |
| **Element 1.2: Understanding Others**: By exploring various forms of human diversity (e.g. race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other characteristics and experiences), educators actively seek to understand the needs of others who are similar and different from themselves. Educators engage in ongoing learning about others and question their own assumptions. | |  |  |  |  |
| **Element 1.3: Responsiveness:** Educators employ the principles of cultural competence, diversity, equity, and inclusion to build connections with students, families, and other educators. Educators respond to others in ways that are asset-focused and flexible, changing their approach as the need arises. These are the roots of cultural competence and humility. | |  |  |  |  |
| **Component 2.0: Student, Family, And Community Engagement**: Educators include students, families, and communities as valued members of and contributors to the education community. | | | | | |
| Element | | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| **Element 2.1: Relationships:** Educators form authentic relationships by understanding self, others, and the interactions between the two. Educators adapt their approaches to making connections based on continual reflection of their own identities, perspectives, and socialization. Interactions with others are grounded in respect and trust. | |  |  |  |  |
| **Element 2.2: Communication:** Educators can explain how communication styles may differ across cultures and adjust content or conversation to individuals' or groups' lived experiences and interests. This includes creating regular opportunities for students and their families to speak and read in their home language(s). | |  |  |  |  |
| **Element 2.3: Service**: Educators serve and care for students, families, and communities by centering their voices, building on their experiences, and understanding their needs and strengths. Educators balance competing interests and mitigate challenges by practicing restorative justice, civil discourse, social-emotional intelligence, self-reflection, and facilitating courageous conversations centering on complex issues of educational justice and systemic inequities. | |  |  |  |  |
| **Component 3.0: Learning Partnerships**: Educators create conditions that support partnerships and shared responsibility for learning. | | | | | |
| Element | | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| **Element 3.1: Shared expertise**: Educators create an environment that welcomes all students and families, recognizing that the school belongs to them and the community. School faculty, staff, and administration highlight and center community expertise for learning partnerships. | |  |  |  |  |
| **Element 3.2: Collaboration**: Educators support learning partnerships by shifting from a focus on the individual to a focus on the collective “we.” Educators collaborate with a variety of roles inside and outside the school community, including calling others in and joining others for conversations and activities that build shared understanding and goals. | |  |  |  |  |
| **Element 3.3: Shared decision-making**: In a democratic, multicultural society, students, families, and communities are recognized and valued for the assets and perspectives they bring. In turn, educators seek their input and pursue shared decision-making at all times. Those impacted by decisions are key contributors. | |  |  |  |  |
| **Component 4.0: Leading for Educational Equity**: Educators create opportunities and remove barriers to ensure each and every student experiences the full benefit of public education. | | | | | |
| Element | | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| **Element 4.1: Self-reflection**: Educators analyze and reflect on their strengths, biases, and privileges to advance cultural competency, diversity, equity, and inclusion. Educators acknowledge their ways of being that may cause harm to students, families, and other educators and consider how their strengths might be used to produce a change in their sphere of influence. | |  |  |  |  |
| **Element 4.2: Commitment**: Educators understand the history of U.S. schooling and the ways in which it has been used historically, and in present times, to maintain an unequal social order. Educators consistently work to improve the education system for historically underserved students, families, and communities. | |  |  |  |  |
| Element 4.3: Advocacy: Educators act for a more just education system and for the common good of all. Educators aim to identify and change policies and practices that harm students, families, and communities (e.g. zero-tolerance policies, punitive classroom management practices, disproportionality in discipline, etc.). This includes empowering the voices of students, families, and educators to collectively address inequity and restore peace in the learning community while advocating for change. | |  |  |  |  |