



OSPI/AESD Professional Learning Network Evaluation Database

PDforUs System Guide for Fellows

AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS

Nine ESDs. One Network.
Supporting Washington's Schools and Communities.



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Professional Learning Network Evaluation Database

The Professional Development for Us (PDforUs) database, developed for the Office of Superintendent of Public Instruction and the Washington Association of Educational Service Districts (OSPI/AESD), gathers information about professional development courses offered by AESD regional coordinators and Action Plans created by Fellows. The data gathered helps superintendents, assistant superintendents, and coordinators evaluate and strengthen outcomes of the Professional Learning Network.

Action Plans are one aspect of Fellowship, and the goal is to create positive change and ultimately improve learning across a school, district, or organization.

The Action Plan includes two sections.

- **Section A—Initial Plan:** Complete this plan with your supervisor to determine how your leadership can support the school-year goals of your school, district, or organization.
- **Section B—Ongoing Reflections and Plans:** Complete this portion of the Action Plan to support and evaluate the initial plan and prepare to report the results to your ESD coordinator.

This user guide explains how to navigate the system and view, create, and edit Action Plans.

Setting up your account

To use the PDforUs system, set up an account. Once the system administrator activates your account, you can log in using your email address and the password you created.

1. Go to <https://pdfor.us/login/register/>.

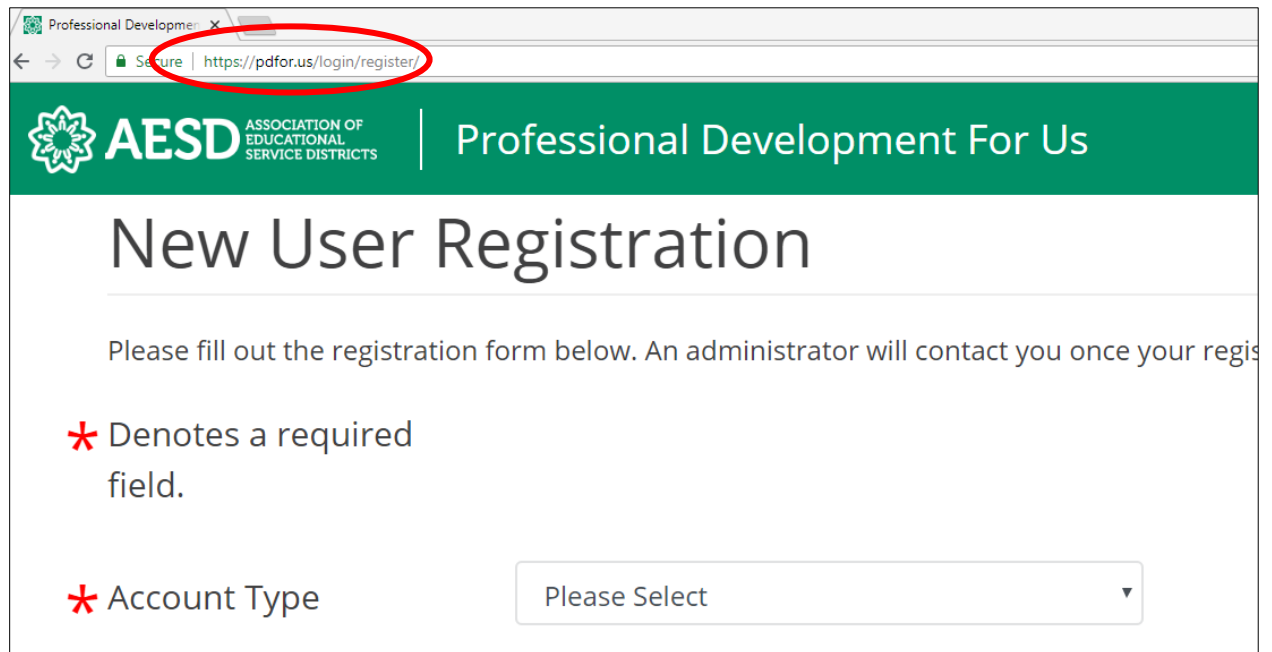


Figure 1. Registration page

2. Choose an account type from the drop-down menu.

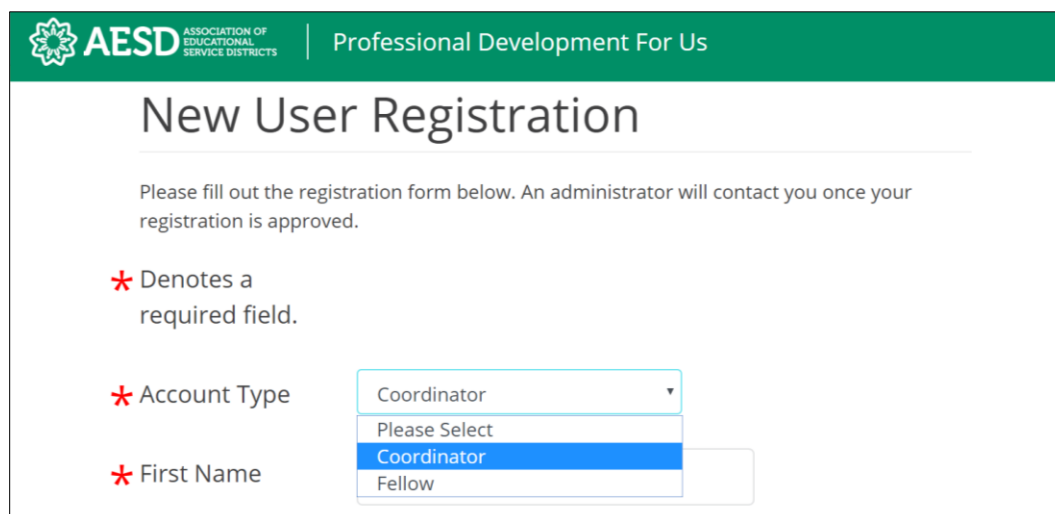


Figure 2. Account type options on the Registration page

3. Enter your first and last name and email address.

* Account Type	<input type="text" value="Coordinator"/>
* First Name	<input type="text" value="Katie"/>
* Last Name	<input type="text" value="Coordinator"/>
* Email	<input type="text" value="kcoordinator@example.com"/>

Figure 3. Name and email fields on the Registration page

4. Enter a password that is 8 or more characters long that has at least one uppercase letter, one lowercase letter, one number, and one special character (such as ! @ # \$).
5. Retype your password to confirm it.

* Password	<input type="password" value="....."/>
	<i>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</i>
* Confirm Password	<input type="password" value="....."/>


Figure 4. Password fields on the Registration page

6. Select your ESD, school, and content area. School and content area are not required.

* ESD	NorthEast Washington ESD 10 ▼
School	ACES High School - Everett ▼
Content Area	Science ▼

Figure 5. Fields for ESD, school, and content area on the Registration page

7. Click **Submit** near the bottom of the page.


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Professional Development For Us

* Account Type	Coordinator ▼
* First Name	Katie
* Last Name	Coordinator
* Email	kcoordinator@example.com
* Password <small>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</small>
* Confirm Password
* ESD	NorthEast Washington ESD 101 ▼
School	ACES High School - Everett ▼
Content Area	Science ▼

[Reset Form](#)
[Submit](#)

Figure 6. A completed registration form

A confirmation message appears. The system administrator must approve your account before you can use the system.



Figure 7. Confirmation page for new user registration

8. You will receive an email from the system administrator when your account is approved. Click the link in the email to visit the database.



Figure 8. Account activation notification email

Navigating the website

Once your account is activated, you can use the system to create your Action Plan.

Logging in

Log in to the PDforUs system using the email address and password you provided when you registered.

1. Go to <https://pdfor.us>

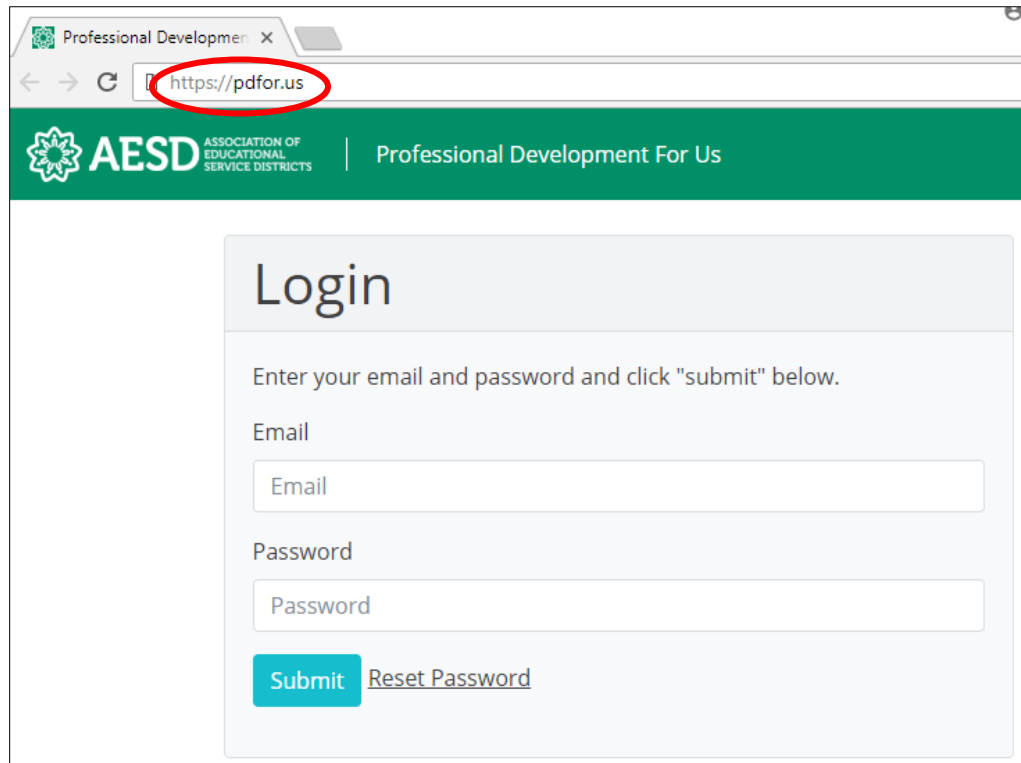
A screenshot of a web browser showing the PDforUs login page. The browser's address bar shows 'https://pdfor.us' circled in red. The page has a green header with the AESD logo and the text 'Professional Development For Us'. The main content area is a light gray box titled 'Login' with the instruction 'Enter your email and password and click "submit" below.' It contains two input fields labeled 'Email' and 'Password', a blue 'Submit' button, and a 'Reset Password' link.

Figure 9. PDforUs Login page

2. Enter the email address and password you chose when you registered.
3. Click **Submit**.

Professional Development For Us

Login

Enter your email and password and click "submit" below.


Email

Password

[Reset Password](#)

Figure 10. A completed login form

The dashboard appears.


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Professional Development For Us
My Profile
Help
Log Out

Dashboard
Action Plans

Dashboard

Messages

No messages found.

Schedule

Figure 11. The PDforUs dashboard

Editing your profile

Your profile may include information about you, such as your name, email address, ESD, and school. You can edit most of your information using the steps below.

1. From the dashboard, select **My Profile** near the top of the page.

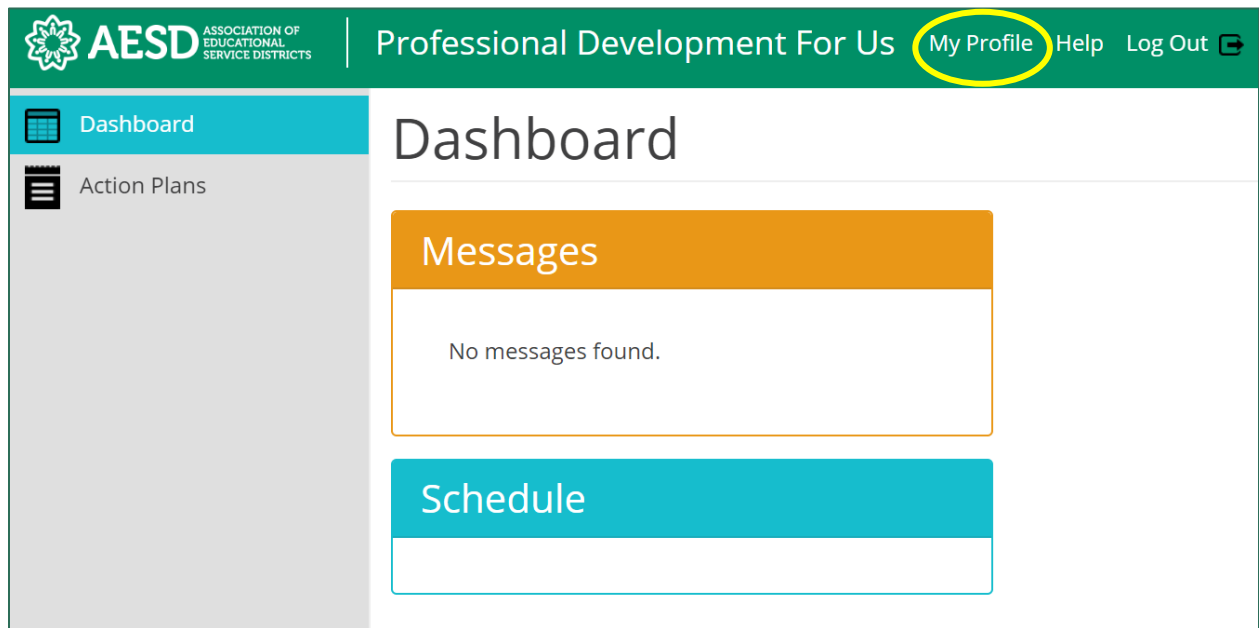


Figure 12. The link to the user profile from the dashboard

You can now view your profile.

Profile

Guest Guest

Joined December 28, 2017

Account Type: Fellow

Email: guest

ESD: Olympic Educational Service District 114

School: Republic Parent Partner - REPUBLIC

Content Area: English Language Arts

Click on "Edit" to make changes to your profile.

Edit

Figure 13. An example user profile

- To make changes to your information, click **Edit**.

Profile

Guest Guest

Joined December 28, 2017

Account Type: Fellow

Email: guest

ESD: Olympic Educational Service District 114

School: Republic Parent Partner - REPUBLIC

Content Area: English Language Arts

Click on "Edit" to make changes to your profile.

Edit

Figure 14. The button to edit a user profile

The **Edit Profile** page appears.

Edit Profile

Account Type	Fellow
First Name	<input type="text" value="John"/>
Last Name	<input type="text" value="Guest"/>
Organization	<input type="text" value="Organization"/>
Title	<input type="text" value="Title"/>
Email	<input type="text" value="fellow@pdforus.com"/>
Password	<input type="password" value="Password"/> <small>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</small>
Confirm Password	<input type="password" value="Confirm Password"/>
ESD	Olympic Educational Service District 114

Figure 15. The Edit Profile page

3. Edit your name, organization, title, email address, or password, as needed. If you edit your password, be sure that your new password is at least 8 characters and includes at least one uppercase letter, one lowercase letter, one number, and one special character. Retype your password in the **Confirm Password** field.

Edit Profile

Account Type	Fellow
First Name	<input type="text" value="John"/>
Last Name	<input type="text" value="Guest"/>
Organization	<input type="text" value="ESD 112"/>
Title	<input type="text" value="Math Coordinator"/>
Email	<input type="text" value="fellow@pdforus.com"/>
Password	<input type="password" value="Password"/> <small>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</small>
Confirm Password	<input type="password" value="Confirm Password"/>

Figure 16. Edits to the user profile

4. Click **Submit** to save your changes or **Cancel** to leave the page without saving your changes.

Edit Profile

Account Type	Fellow
First Name	<input type="text" value="John"/>
Last Name	<input type="text" value="Guest"/>
Organization	<input type="text" value="ESD 112"/>
Title	<input type="text" value="Math Coordinator"/>
Email	<input type="text" value="fellow@pdforus.com"/>
Password	<input type="password" value="....."/> <small>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</small>
Confirm Password	<input type="password" value="....."/>
ESD	Olympic Educational Service District 114
School	Republic Parent Partner - REPUBLIC
Content Area	English Language Arts
<div><input type="button" value="Submit"/> <input type="button" value="Cancel"/></div>	

Figure 17. Buttons to submit or cancel edits to your user profile

A confirmation message appears.

Profile

User profile updated successfully.

John Guest

Joined December 28, 2017

Account Type: Fellow

Email: fellow@pdforus.com

Organization: ESD 112

Title: Math Coordinator

ESD: Olympic Educational Service District 114

School: Republic Parent Partner - REPUBLIC

Content Area: English Language Arts

Click on "Edit" to make changes to your profile.

Edit

Figure 18. Confirmation of updates to profile

Action Plans

One of the leadership responsibilities of Washington State Fellows is to work with your supervisor to create an Action Plan to create positive change and ultimately improve learning in your school, district, or organization.

The Action Plan includes two sections.

- **Section A—Initial Plan:** Complete this plan with your supervisor to determine how your leadership can support the school-year goals of your school, district, or organization.
- **Section B—Ongoing Reflections and Plans:** Complete this portion of the Action Plan to track action items, support and evaluate the initial plan, and prepare to report the results to your ESD coordinator.

Creating an Action Plan

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

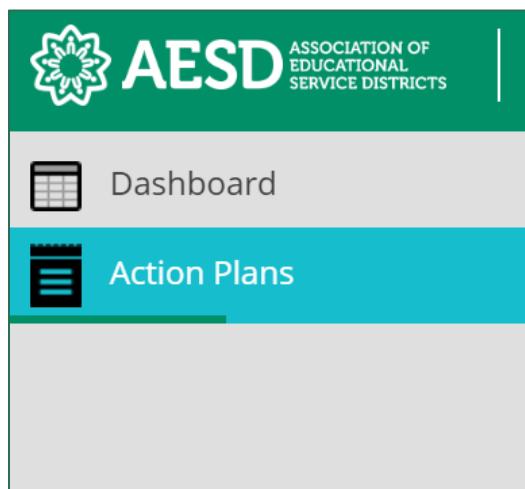


Figure 19. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

[Home](#) / [Fellows Action Plans](#)

Introduction

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

Section A - Complete this section of the template with your principal/district administrator/supervisor as an opportunity for self-assessment and for integration of your work as a Fellow with your school/district/organization goals for the school year.

Section B - Ongoing Reflections & Plans: Use this section of the template to support and process the action plan created by you and your principal/district administrator/supervisor. At the end of the school year, you will share the action plan with your ESD's regional math, science, early learning, or ELA coordinator.

The Fellows' Network Action Plan is designed for you to enact the values of the OSPI Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Each Fellow's principal, district administrator, or supervisor is expected to collaborate closely with their Fellow in thoughtful planning of how the district, school, or organization will utilize the Fellow's leadership in support of standards implementation efforts and/or to improve students' learning. Each district or organization supports its Fellow through close collaboration and a commitment to action items within the timeline as noted here:

Timeline	Action
After the first Fellows' convening (in September/October)	Fellow and principal/district administrator/supervisor create and complete the Initial Plan (Section A) of the Fellow's Action Plan.
After each Fellows' convening, and more frequently as needed	Fellow updates their regional coordinator on the status of their action plan. Fellow and principal/district administrator/supervisor meet after each convening (at a minimum) and record via Ongoing Reflections and Plans (Section B) .
After the 4th Fellows' convening	Fellow submits the entire Fellow's Action Plan to their ESD coordinator.

My Action Plans 2 Math (Read Only) 2

Figure 20. The Fellows Action Plans page

2. Click **Start an Action Plan**.

My Action Plans 1 English Language Arts (Read Only) 2

+ Start an action plan

Show 10 entries

Fellow	Plan Sections
John Guest Renaissance Alternative High School Coordinator Coordinator	Section A Section B

Showing 1 to 1 of 1 entries

Figure 21. The button to start a new Action Plan

The **Action Plan** page appears.

Action Plan

Fellow

Guest Guest

Year in Fellows Program

Please Select ▼

Content Area

None ▼

ESD

Olympic Educational Service District 114

School

Republic Parent Partner - REPUBLIC ▼

If you do not work in a school, what is your workplace?

Submit

Cancel

Figure 22. The Action Plan page

3. Choose which year of the Fellows program you are currently in.

Fellow

Guest Guest

Year in Fellows Program

Please Select ▼

Please Select
One
Two
Three
Emeritus

Content Area

ESD

Olympic Educational Service District 114

School

Republic Parent Partner - REPUBLIC ▼

If you do not work in a school, what

Figure 23. The year in Fellows program drop-down menu for creating an Action Plan

4. Select your content area.

The screenshot shows a form with several fields. The 'Content Area' field is open, displaying a list of options: 'None', 'Climate Science-Related Instruction', 'Computer Science' (highlighted in blue), 'Early Learning', 'English Language Arts', 'Math', 'Science', and 'STEM'. Other fields include 'Year in Penrows Program' (set to 'Please Select'), 'ESD', 'School', and 'If you do not work in a school, what is your workplace?'.

Figure 24. The content area drop-down menu for creating an Action Plan

5. If applicable, choose your school.

The screenshot shows the 'School' field open, displaying a list of schools: 'None' (highlighted in blue), '10th Street School - Marysville', '49th Street Academy - Vancouver', 'A G West Black Hills High School - Tumwater', 'A J West Elementary - Aberdeen', 'A-3 Multiagency Adolescent Prog - Spokane', 'Abraham Lincoln Elementary - WENATCHEE', 'Acceleration Academy - Spanaway', and 'ACES High School - Everett'. The 'ESD' field is set to 'Olympic Educational Service District 114'.

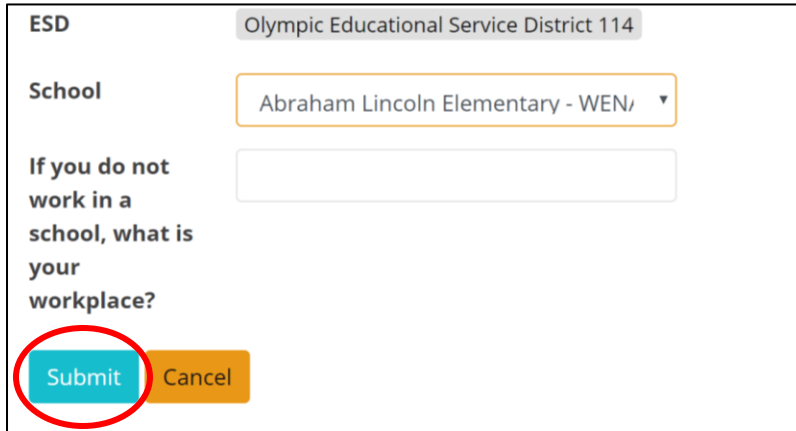
Figure 25. The school drop-down menu for creating an Action Plan

6. If you selected **None** for your school, list your workplace in the field below the **School** drop-down menu.

The screenshot shows the 'School' field set to 'None'. Below it, the 'If you do not work in a school, what is your workplace?' field is highlighted with a red oval. At the bottom, there are 'Submit' and 'Cancel' buttons. The 'ESD' field is set to 'Olympic Educational Service District 114'.

Figure 26. The field for indicating a non-school workplace

7. Click **Submit**.



ESD Olympic Educational Service District 114

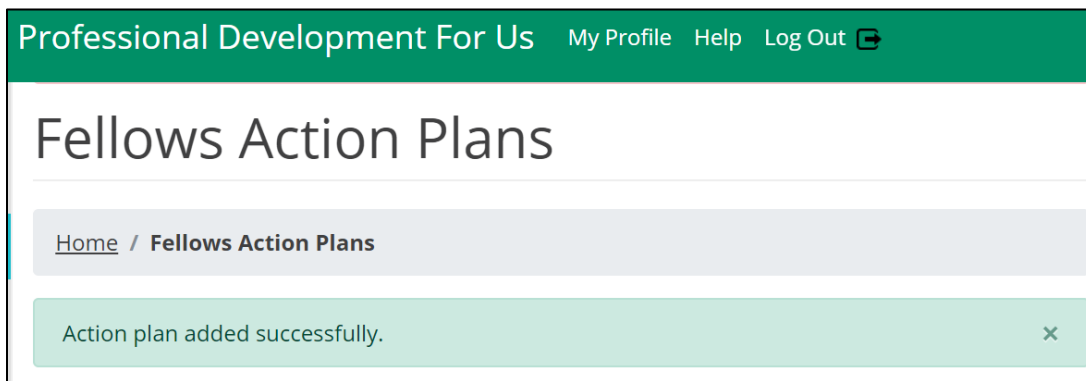
School Abraham Lincoln Elementary - WEN/ ▼

If you do not work in a school, what is your workplace?

Submit Cancel

Figure 27. The submit button on the Action Plan page

A confirmation message appears on the **Fellows Action Plans** page.



Professional Development For Us My Profile Help Log Out

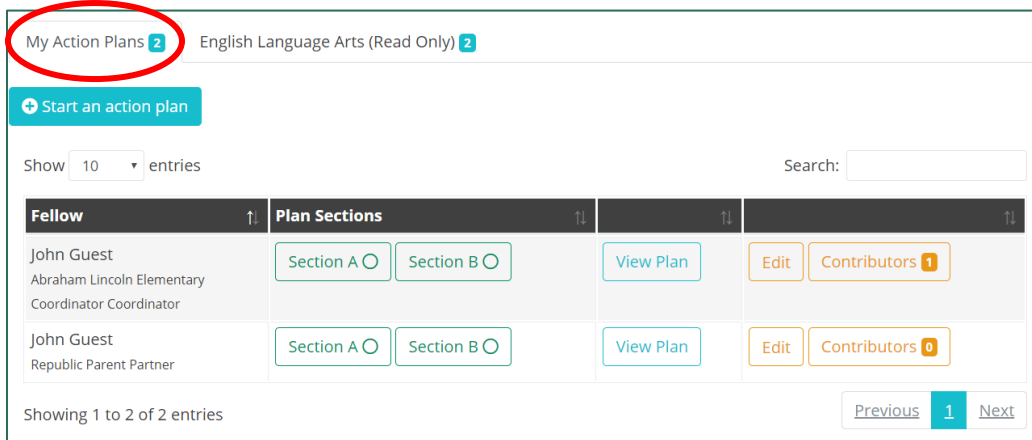
Fellows Action Plans

Home / Fellows Action Plans

Action plan added successfully. x

Figure 28. The confirmation message for a new Action Plan

Once you have created the new Action Plan, you can find it under the **My Action Plans** tab on the **Fellows Action Plans** page.



My Action Plans 2 English Language Arts (Read Only) 2

+ Start an action plan

Show 10 entries Search:

Fellow	Plan Sections		
John Guest Abraham Lincoln Elementary Coordinator Coordinator	Section A O Section B O	View Plan	Edit Contributors 1
John Guest Republic Parent Partner	Section A O Section B O	View Plan	Edit Contributors 0

Showing 1 to 2 of 2 entries Previous 1 Next

Figure 29. A list of Action Plans under the My Action Plans tab

SEARCHING AND FILTERING ACTION PLANS

You can search Action Plans by typing key terms, such as a Fellow name or school name, into the search field.

The screenshot shows the 'My Action Plans' interface. At the top, there are tabs for 'My Action Plans' (with a count of 2) and 'English Language Arts (Read Only)' (with a count of 2). Below the tabs is a blue button labeled 'Start an action plan'. A 'Show' dropdown menu is set to '10' entries. To the right, a search field is circled in red. Below the search field is a table with columns: 'Fellow', 'Plan Sections', and 'View Plan'. The table contains two entries for John Guest, one for Abraham Lincoln Elementary and one for Republic Parent Partner. Each entry has buttons for 'Section A', 'Section B', 'View Plan', 'Edit', and 'Contributors'. The bottom of the table shows 'Showing 1 to 2 of 2 entries' and pagination links for 'Previous', '1', and 'Next'.

Figure 30. The search field for Action Plans

A filtered list of Action Plans appears.

The screenshot shows the 'My Action Plans' interface after a search. The search field now contains the text 'john'. The table below shows only one entry for John Guest at Republic Parent Partner. The buttons for 'Section A', 'Section B', 'View Plan', 'PDF', and 'Share' are visible. The bottom of the table shows 'Showing 1 to 1 of 1 entries (filtered from 2 total entries)' and pagination links for 'Previous', '1', and 'Next'.

Figure 31. Filtered results after searching the list of Action Plans

You can also use the **Show entries** drop-down menu to change the number of Action Plans you see on one page of the list.

The screenshot shows the 'My Action Plans' interface. The 'Show' dropdown menu is open, showing options for 10, 50, and 100 entries. The search field is empty. The table below shows the first entry for John Guest at Abraham Lincoln Elementary, with buttons for 'Section A', 'Section B', and 'View Plan'.

Figure 32. Drop-down menu for choosing how many plans to view on one page of the list

SECTION A

The next step is to complete **Section A** of the plan. This portion of the Action Plan outlines your goals for the school year.

1. In the **Plan Sections** column on the **Fellows Action Plans** page, click on **Section A** in the appropriate row.

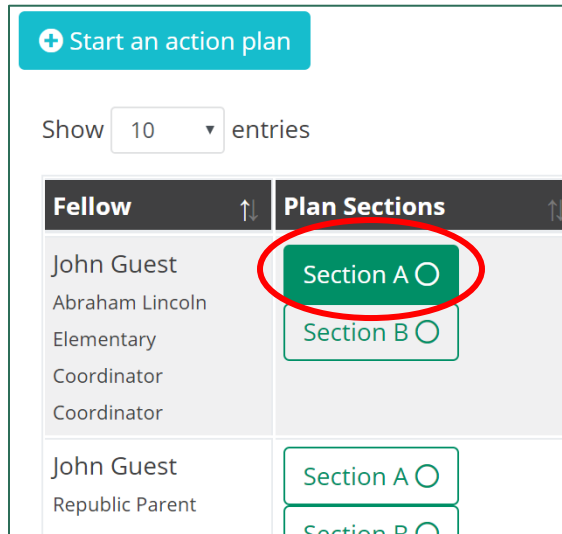


Figure 33. Plan sections column with Section A selected

The **Action Plan: Initial Plan—Section A** page appears.

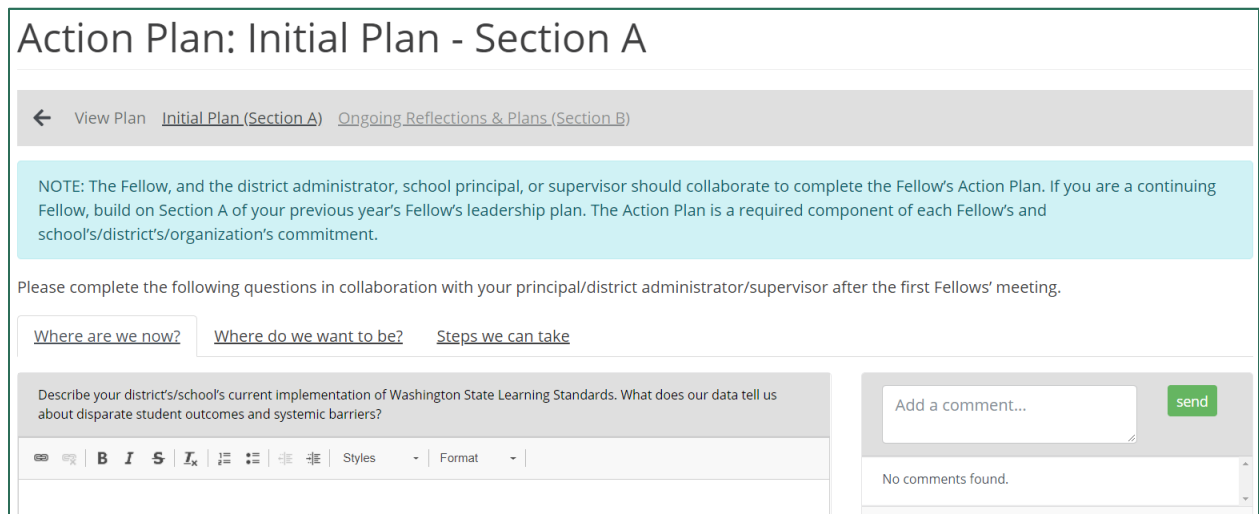


Figure 34. The Action Plan: Initial Plan—Section A page

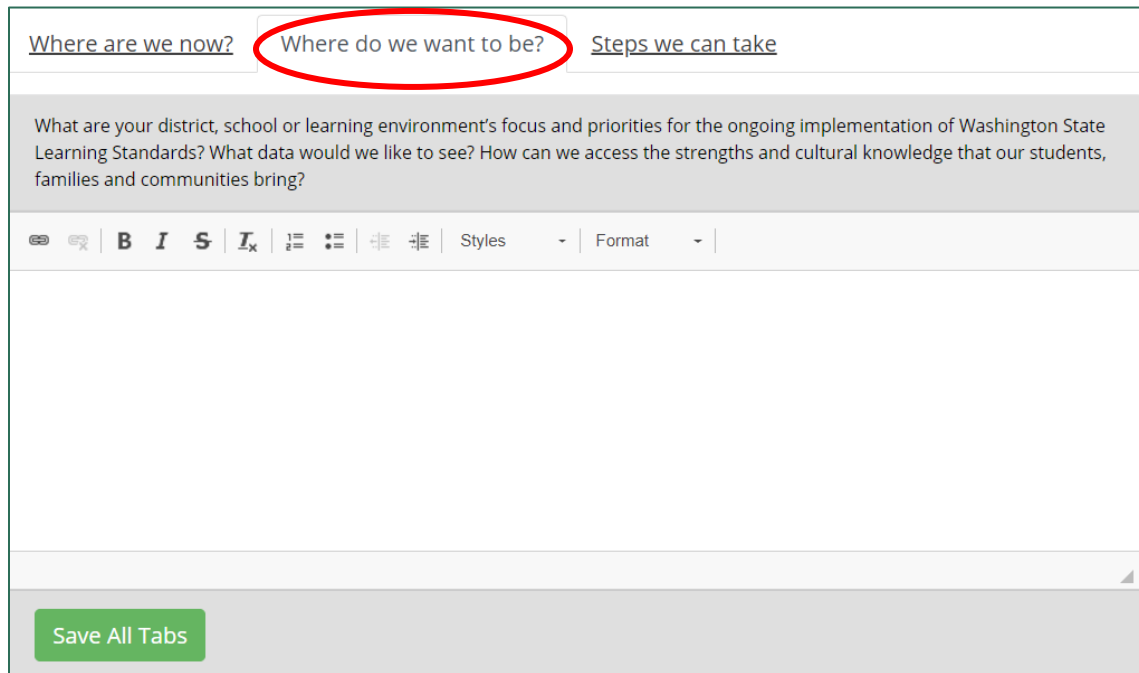
2. Complete the **Where are we now?** tab by selecting the tab and typing your response to the question in the text box below.

Where are we now? Where do we want to be? Steps we can take

Describe your district's/school's current implementation of Washington State Learning Standards. What does our data tell us about disparate student outcomes and systemic barriers?

B I S I_x | **1=** **2=** | **3=** | **4=** | **5=** | **6=** | **7=** | **8=** | **9=** | **10=** | **11=** | **12=** | **13=** | **14=** | **15=** | **16=** | **17=** | **18=** | **19=** | **20=** | **21=** | **22=** | **23=** | **24=** | **25=** | **26=** | **27=** | **28=** | **29=** | **30=** | **31=** | **32=** | **33=** | **34=** | **35=** | **36=** | **37=** | **38=** | **39=** | **40=** | **41=** | **42=** | **43=** | **44=** | **45=** | **46=** | **47=** | **48=** | **49=** | **50=** | **51=** | **52=** | **53=** | **54=** | **55=** | **56=** | **57=** | **58=** | **59=** | **60=** | **61=** | **62=** | **63=** | **64=** | **65=** | **66=** | **67=** | **68=** | **69=** | **70=** | **71=** | **72=** | **73=** | **74=** | **75=** | **76=** | **77=** | **78=** | **79=** | **80=** | **81=** | **82=** | **83=** | **84=** | **85=** | **86=** | **87=** | **88=** | **89=** | **90=** | **91=** | **92=** | **93=** | **94=** | **95=** | **96=** | **97=** | **98=** | **99=** | **100=** | **101=** | **102=** | **103=** | **104=** | **105=** | **106=** | **107=** | **108=** | **109=** | **110=** | **111=** | **112=** | **113=** | **114=** | **115=** | **116=** | **117=** | **118=** | **119=** | **120=** | **121=** | **122=** | **123=** | **124=** | **125=** | **126=** | **127=** | **128=** | **129=** | **130=** | **131=** | **132=** | **133=** | **134=** | **135=** | **136=** | **137=** | **138=** | **139=** | **140=** | **141=** | **142=** | **143=** | **144=** | **145=** | **146=** | **147=** | **148=** | **149=** | **150=** | **151=** | **152=** | **153=** | **154=** | **155=** | **156=** | **157=** | **158=** | **159=** | **160=** | **161=** | **162=** | **163=** | **164=** | **165=** | **166=** | **167=** | **168=** | **169=** | **170=** | **171=** | **172=** | **173=** | **174=** | **175=** | **176=** | **177=** | **178=** | **179=** | **180=** | **181=** | **182=** | **183=** | **184=** | **185=** | **186=** | **187=** | **188=** | **189=** | **190=** | **191=** | **192=** | **193=** | **194=** | **195=** | **196=** | **197=** | **198=** | **199=** | **200=** | **201=** | **202=** | **203=** | **204=** | **205=** | **206=** | **207=** | **208=** | **209=** | **210=** | **211=** | **212=** | **213=** | **214=** | **215=** | **216=** | **217=** | **218=** | **219=** | **220=** | **221=** | **222=** | **223=** | **224=** | **225=** | **226=** | **227=** | **228=** | **229=** | **230=** | **231=** | **232=** | **233=** | **234=** | **235=** | **236=** | **237=** | **238=** | **239=** | **240=** | **241=** | **242=** | **243=** | **244=** | **245=** | **246=** | **247=** | **248=** | **249=** | **250=** | **251=** | **252=** | **253=** | **254=** | **255=** | **256=** | **257=** | **258=** | **259=** | **260=** | **261=** | **262=** | **263=** | **264=** | **265=** | **266=** | **267=** | **268=** | **269=** | **270=** | **271=** | **272=** | **273=** | **274=** | **275=** | **276=** | **277=** | **278=** | **279=** | **280=** | **281=** | **282=** | **283=** | **284=** | **285=** | **286=** | **287=** | **288=** | **289=** | **290=** | **291=** | **292=** | **293=** | **294=** | **295=** | **296=** | **297=** | **298=** | **299=** | **300=** | **301=** | **302=** | **303=** | **304=** | **305=** | **306=** | **307=** | **308=** | **309=** | **310=** | **311=** | **312=** | **313=** | **314=** | **315=** | **316=** | **317=** | **318=** | **319=** | **320=** | **321=** | **322=** | **323=** | **324=** | **325=** | **326=** | **327=** | **328=** | **329=** | **330=** | **331=** | **332=** | **333=** | **334=** | **335=** | **336=** | **337=** | **338=** | **339=** | **340=** | **341=** | **342=** | **343=** | **344=** | **345=** | **346=** | **347=** | **348=** | **349=** | **350=** | **351=** | **352=** | **353=** | **354=** | **355=** | **356=** | **357=** | **358=** | **359=** | **360=** | **361=** | **362=** | **363=** | **364=** | **365=** | **366=** | **367=** | **368=** | **369=** | **370=** | **371=** | **372=** | **373=** | **374=** | **375=** | **376=** | **377=** | **378=** | **379=** | **380=** | **381=** | **382=** | **383=** | **384=** | **385=** | **386=** | **387=** | **388=** | **389=** | **390=** | **391=** | **392=** | **393=** | **394=** | **395=** | **396=** | **397=** | **398=** | **399=** | **400=** | **401=** | **402=** | **403=** | **404=** | **405=** | **406=** | **407=** | **408=** | **409=** | **410=** | **411=** | **412=** | **413=** | **414=** | **415=** | **416=** | **417=** | **418=** | **419=** | **420=** | **421=** | **422=** | **423=** | **424=** | **425=** | **426=** | **427=** | **428=** | **429=** | **430=** | **431=** | **432=** | **433=** | **434=** | **435=** | **436=** | **437=** | **438=** | **439=** | **440=** | **441=** | **442=** | **443=** | **444=** | **445=** | **446=** | **447=** | **448=** | **449=** | **450=** | **451=** | **452=** | **453=** | **454=** | **455=** | **456=** | **457=** | **458=** | **459=** | **460=** | **461=** | **462=** | **463=** | **464=** | **465=** | **466=** | **467=** | **468=** | **469=** | **470=** | **471=** | **472=** | **473=** | **474=** | **475=** | **476=** | **477=** | **478=** | **479=** | **480=** | **481=** | **482=** | **483=** | **484=** | **485=** | **486=** | **487=** | **488=** | **489=** | **490=** | **491=** | **492=** | **493=** | **494=** | **495=** | **496=** | **497=** | **498=** | **499=** | **500=** | **501=** | **502=** | **503=** | **504=** | **505=** | **506=** | **507=** | **508=** | **509=** | **510=** | **511=** | **512=** | **513=** | **514=** | **515=** | **516=** | **517=** | **518=** | **519=** | **520=** | **521=** | **522=** | **523=** | **524=** | **525=** | **526=** | **527=** | **528=** | **529=** | **530=** | **531=** | **532=** | **533=** | **534=** | **535=** | **536=** | **537=** | **538=** | **539=** | **540=** | **541=** | **542=** | **543=** | **544=** | **545=** | **546=** | **547=** | **548=** | **549=** | **550=** | **551=** | **552=** | **553=** | **554=** | **555=** | **556=** | **557=** | **558=** | **559=** | **560=** | **561=** | **562=** | **563=** | **564=** | **565=** | **566=** | **567=** | **568=** | **569=** | **570=** | **571=** | **572=** | **573=** | **574=** | **575=** | **576=** | **577=** | **578=** | **579=** | **580=** | **581=** | **582=** | **583=** | **584=** | **585=** | **586=** | **587=** | **588=** | **589=** | **590=** | **591=** | **592=** | **593=** | **594=** | **595=** | **596=** | **597=** | **598=** | **599=** | **600=** | **601=** | **602=** | **603=** | **604=** | **605=** | **606=** | **607=** | **608=** | **609=** | **610=** | **611=** | **612=** | **613=** | **614=** | **615=** | **616=** | **617=** | **618=** | **619=** | **620=** | **621=** | **622=** | **623=** | **624=** | **625=** | **626=** | **627=** | **628=** | **629=** | **630=** | **631=** | **632=** | **633=** | **634=** | **635=** | **636=** | **637=** | **638=** | **639=** | **640=** | **641=** | **642=** | **643=** | **644=** | **645=** | **646=** | **647=** | **648=** | **649=** | **650=** | **651=** | **652=** | **653=** | **654=** | **655=** | **656=** | **657=** | **658=** | **659=** | **660=** | **661=** | **662=** | **663=** | **664=** | **665=** | **666=** | **667=** | **668=** | **669=** | **670=** | **671=** | **672=** | **673=** | **674=** | **675=** | **676=** | **677=** | **678=** | **679=** | **680=** | **681=** | **682=** | **683=** | **684=** | **685=** | **686=** | **687=** | **688=** | **689=** | **690=** | **691=** | **692=** | **693=** | **694=** | **695=** | **696=** | **697=** | **698=** | **699=** | **700=** | **701=** | **702=** | **703=** | **704=** | **705=** | **706=** | **707=** | **708=** | **709=** | **710=** | **711=** | **712=** | **713=** | **714=** | **715=** | **716=** | **717=** | **718=** | **719=** | **720=** | **721=** | **722=** | **723=** | **724=** | **725=** | **726=** | **727=** | **728=** | **729=** | **730=** | **731=** | **732=** | **733=** | **734=** | **735=** | **736=** | **737=** | **738=** | **739=** | **740=** | **741=** | **742=** | **743=** | **744=** | **745=** | **746=** | **747=** | **748=** | **749=** | **750=** | **751=** | **752=** | **753=** | **754=** | **755=** | **756=** | **757=** | **758=** | **759=** | **760=** | **761=** | **762=** | **763=** | **764=** | **765=** | **766=** | **767=** | **768=** | **769=** | **770=** | **771=** | **772=** | **773=** | **774=** | **775=** | **776=** | **777=** | **778=** | **779=** | **780=** | **781=** | **782=** | **783=** | **784=** | **785=** | **786=** | **787=** | **788=** | **789=** | **790=** | **791=** | **792=** | **793=** | **794=** | **795=** | **796=** | **797=** | **798=** | **799=** | **800=** | **801=** | **802=** | **803=** | **804=** | **805=** | **806=** | **807=** | **808=** | **809=** | **810=** | **811=** | **812=** | **813=** | **814=** | **815=** | **816=** | **817=** | **818=** | **819=** | **820=** | **821=** | **822=** | **823=** | **824=** | **825=** | **826=** | **827=** | **828=** | **829=** | **830=** | **831=** | **832=** | **833=** | **834=** | **835=** | **836=** | **837=** | **838=** | **839=** | **840=** | **841=** | **842=** | **843=** | **844=** | **845=** | **846=** | **847=** | **848=** | **849=** | **850=** | **851=** | **852=** | **853=** | **854=** | **855=** | **856=** | **857=** | **858=** | **859=** | **860=** | **861=** | **862=** | **863=** | **864=** | **865=** | **866=** | **867=** | **868=** | **869=** | **870=** | **871=** | **872=** | **873=** | **874=** | **875=** | **876=** | **877=** | **878=** | **879=** | **880=** | **881=** | **882=** | **883=** | **884=** | **885=** | **886=** | **887=** | **888=** | **889=** | **890=** | **891=** | **892=** | **893=** | **894=** | **895=** | **896=** | **897=** | **898=** | **899=** | **900=** | **901=** | **902=** | **903=** | **904=** | **905=** | **906=** | **907=** | **908=** | **909=** | **910=** | **911=** | **912=** | **913=** | **914=** | **915=** | **916=** | **917=** | **918=** | **919=** | **920=** | **921=** | **922=** | **923=** | **924=** | **925=** | **926=** | **927=** | **928=** | **929=** | **930=** | **931=** | **932=** | **933=** | **934=** | **935=** | **936=** | **937=** | **938=** | **939=** | **940=** | **941=** | **942=** | **943=** | **944=** | **945=** | **946=** | **947=** | **948=** | **949=** | **950=** | **951=** | **952=** | **953=** | **954=** | **955=** | **956=** | **957=** | **958=** | **959=** | **960=** | **961=** | **962=** | **963=** | **964=** | **965=** | **966=** | **967=** | **968=** | **969=** | **970=** | **971=** | **972=** | **973=** | **974=** | **975=** | **976=** | **977=** | **978=** | **979=** | **980=** | **981=** | **982=** | **983=** | **984=** | **985=** | **986=** | **987=** | **988=** | **989=** | **990=** | **991=** | **992=** | **993=** | **994=** | **995=** | **996=** | **997=** | **998=** | **999=** | **1000=** | **1001=** | **1002=** | **1003=** | **1004=** | **1005=** | **1006=** | **1007=** | **1008=** | **1009=** | **1010=** | **1011=** | **1012=** | **1013=** | **1014=** | **1015=** | **1016=** | **1017=** | **1018=** | **1019=** | **1020=** | **1021=** | **1022=** | **1023=** | **1024=** | **1025=** | **1026=** | **1027=** | **1028=** | **1029=** | **1030=** | **1031=** | **1032=** | **1033=** | **1034=** | **1035=** | **1036=** | **1037=** | **1038=** | **1039=** | **1040=** | **1041=** | **1042=** | **1043=** | **1044=** | **1045=** | **1046=** | **1047=** | **1048=** | **1049=** | **1050=** | **1051=** | **1052=** | **1053=** | **1054=** | **1055=** | **1056=** | **1057=** | **1058=** | **1059=** | **1060=** | **1061=** | **1062=** | **1063=** | **1064=** | **1065=** | **1066=** | **1067=** | **1068=** | **1069=** | **1070=** | **1071=** | **1072=** | **1073=** | **1074=** | **1075=** | **1076=** | **1077=** | **1078=** | **1079=** | **1080=** | **1081=** | **1082=** | **1083=** | **1084=** | **1085=** | **1086=** | **1087=** | **1088=** | **1089=** | **1090=** | **1091=** | **1092=** | **1093=** | **1094=** | **1**

- Complete the **Where do we want to be?** tab by selecting the tab and typing your response to the question in the text box below.



Where are we now? **Where do we want to be?** Steps we can take

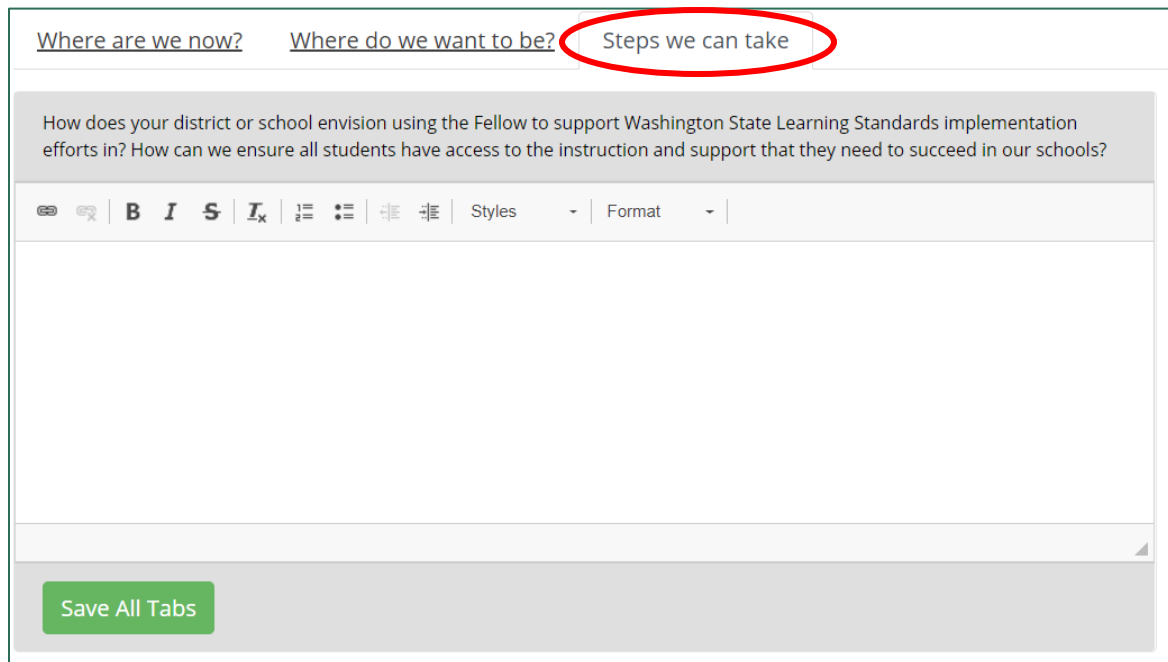
What are your district, school or learning environment's focus and priorities for the ongoing implementation of Washington State Learning Standards? What data would we like to see? How can we access the strengths and cultural knowledge that our students, families and communities bring?

Rich text editor toolbar: Bold (B), Italic (I), Strikethrough (ABC), Underline (U), Bulleted List, Numbered List, Link, Unlink, Styles, Format.

Save All Tabs

Figure 37. The **Where do we want to be?** tab with accompanying text field

- Complete the **Steps we can take** tab by selecting the tab and typing your response to the question in the text box below.



Where are we now? Where do we want to be? **Steps we can take**

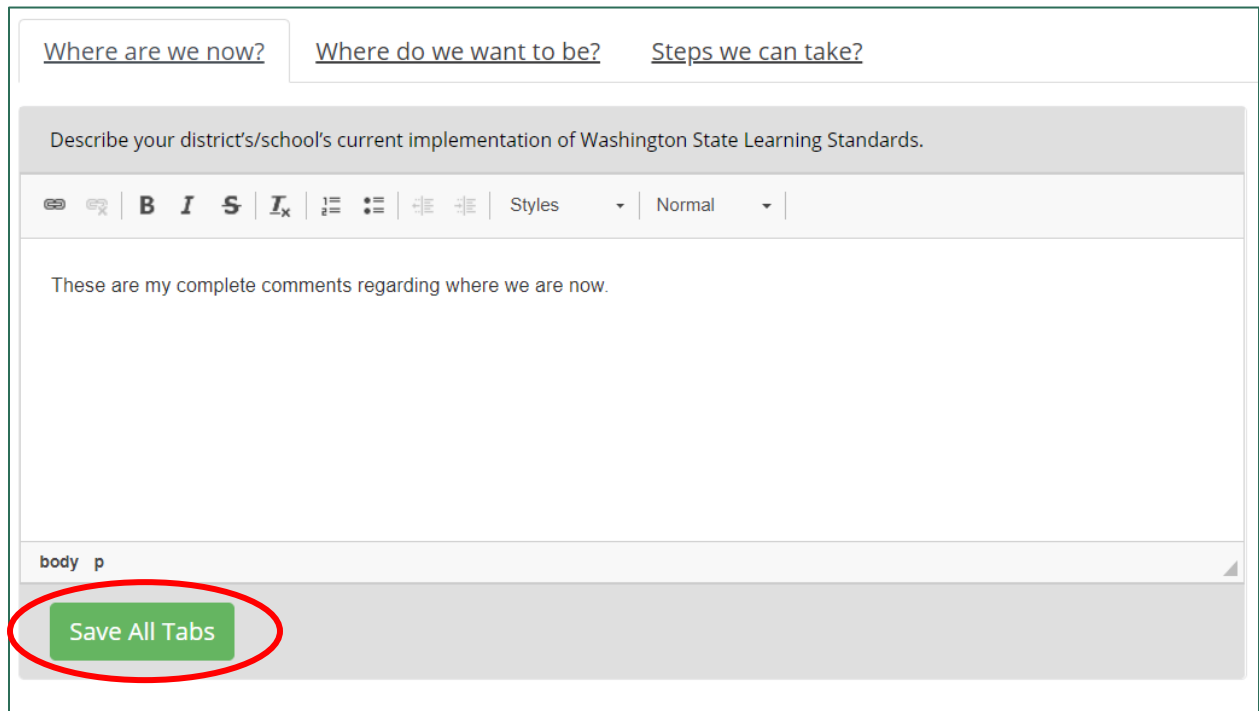
How does your district or school envision using the Fellow to support Washington State Learning Standards implementation efforts in? How can we ensure all students have access to the instruction and support that they need to succeed in our schools?

Rich text editor toolbar: Bold (B), Italic (I), Strikethrough (ABC), Underline (U), Bulleted List, Numbered List, Link, Unlink, Styles, Format.

Save All Tabs

Figure 38. The **Steps we can take** tab with accompanying text field

- When you are done responding the questions for each tab, or at any point during your work, click **Save All Tabs** to save your work.



Where are we now? Where do we want to be? Steps we can take?

Describe your district's/school's current implementation of Washington State Learning Standards.

B I S T_x **¶** **☰** **☷** Styles Normal

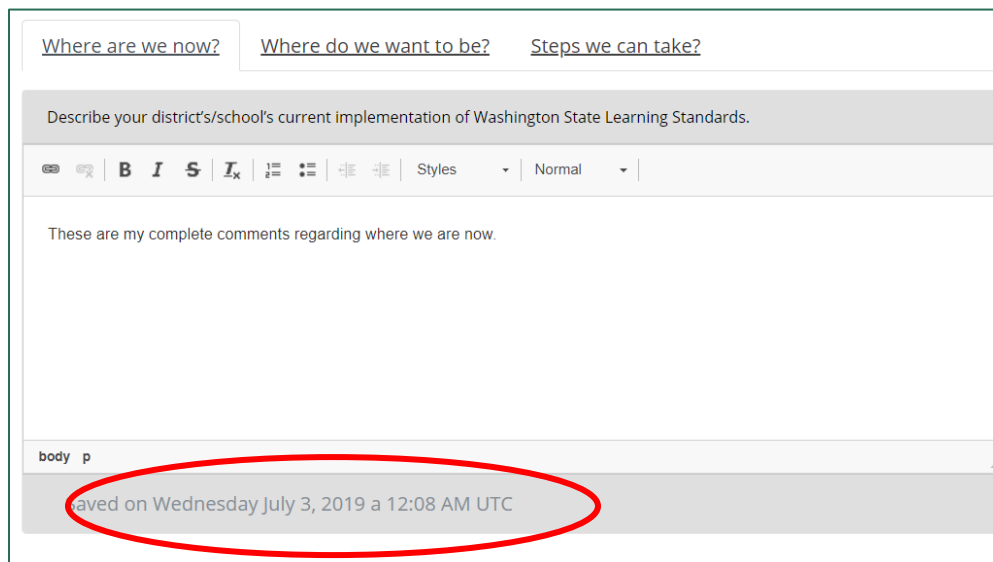
These are my complete comments regarding where we are now.

body p

Save All Tabs

Figure 39. The Save All Tabs button

A confirmation message briefly appears below the text field.



Where are we now? Where do we want to be? Steps we can take?

Describe your district's/school's current implementation of Washington State Learning Standards.

B I S T_x **¶** **☰** **☷** Styles Normal

These are my complete comments regarding where we are now.

body p

Saved on Wednesday July 3, 2019 a 12:08 AM UTC

Figure 40. The confirmation message after saving all tabs

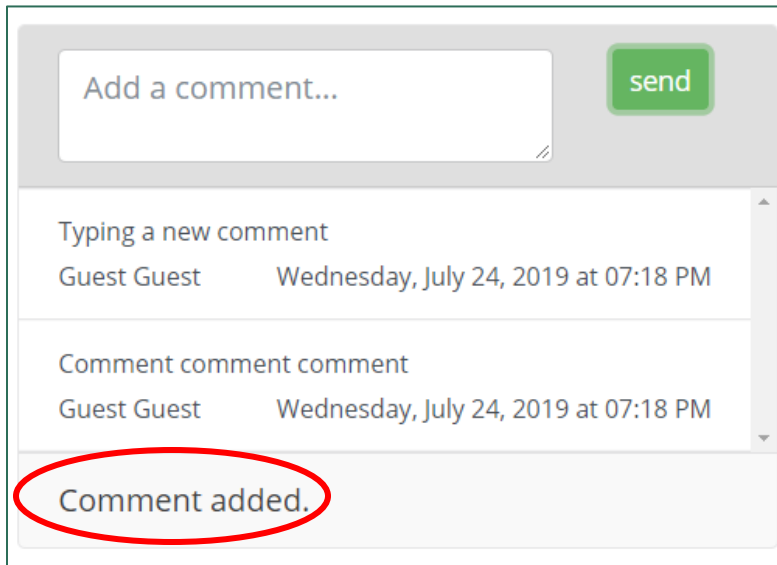
6. You can add or view comments to Section A of the Action Plan in the comment section on the right.

Figure 41. The comment area for Section A of the Action Plan

7. To add a new comment, type it into the comment box and click **send**.

Figure 42. The send button to submit a comment

A confirmation message briefly appears beneath the comment section.



The screenshot shows a comment form with a text input field labeled "Add a comment..." and a green "send" button. Below the input field, there is a list of comments. The first comment is "Typing a new comment" by "Guest Guest" on "Wednesday, July 24, 2019 at 07:18 PM". The second comment is "Comment comment comment" by "Guest Guest" on "Wednesday, July 24, 2019 at 07:18 PM". At the bottom of the comment list, a red circle highlights the text "Comment added."

Figure 43. The confirmation message when a new comment is added

SECTION B

Record action items for your Action Plan using Section B. This portion of the Action Plan also provides the option for you and your Principal/District Administrator/Supervisor to reflect on the Action Plan as it progresses.

1. To navigate to **Section B** of the Action Plan from **Section A**, click the link near the top of the page.

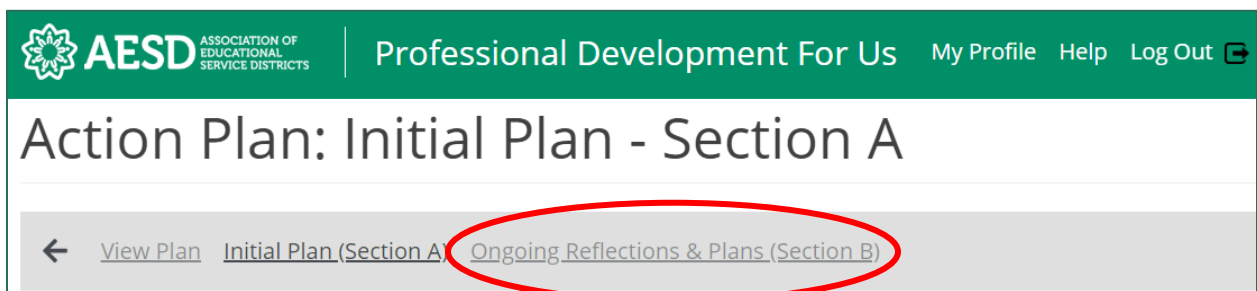


Figure 44. Navigational links to Section B of the plan or to view the plan

Or, from the **Fellows Action Plans** page, click the Section B button in the appropriate row of the Plan Sections column.

My Action Plans **2** English Language Arts (Read Only) **2**

[+ Start an action plan](#)

Show **10** entries Search:

Fellow	Plan Sections			
John Guest Abraham Lincoln Elementary Coordinator Coordinator	Section A Section B	View Plan	Edit	Contributors 1
John Guest Republic Parent Partner	Section A Section B	View Plan	Edit	Contributors 0

Showing 1 to 2 of 2 entries [Previous](#) **1** [Next](#)

Figure 45. The button to go to Section B of an Action Plan

The **Action Plan: Ongoing Reflections & Plans—Section B** page appears.

Action Plan: Ongoing Reflections & Plans - Section B

[← View Plan](#) [Initial Plan \(Section A\)](#) [Ongoing Reflections & Plans \(Section B\)](#)

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator to keep an ongoing, dated log that addresses the following:

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation	Edit
What are your next actions and what steps will you take to implement them?	In what ways might this action promote access and/or dismantle barriers for students and families?	When will you complete each action/strategy?	Who will be responsible for completing this action? The Fellow? Others	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? Who will benefit? What will you see teachers and students doing differently? How many people will the work impact?	Edit Reflection X

Lorem ipsum dolor sit
 amet, consectetur
 adipiscing elit. Integer
 rhoncus sem ac turpis

Figure 46. Action Plan: Ongoing Reflections & Plans—Section B page

- To begin adding action items, click **Add action item**.

Action Plan: Ongoing Reflections & Plans - Section B

← [View Plan](#) [Initial Plan \(Section A\)](#) [Ongoing Reflections & Plans \(Section B\)](#)

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator to keep an ongoing, dated log that addresses the following:

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation	Edit
What are your next actions and what steps will you take to implement them?	In what ways might this action promote access and/or dismantle barriers for students and families?	When will you complete each action/strategy?	Who will be responsible for completing this action? The Fellow? Others?	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? Who will benefit? What will you see teachers and students doing differently? How many people will the work impact?	
<div style="background-color: #28a745; color: white; padding: 5px; display: inline-block; border-radius: 5px;">Add action item</div>						

Figure 47. The button for adding action items to an Action Plan

Text fields will appear with a blue background for each column.

Action Plan: Ongoing Reflections & Plans - Section B

← [View Plan](#) [Initial Plan \(Section A\)](#) [Ongoing Reflections & Plans \(Section B\)](#)

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator to keep an ongoing, dated log that addresses the following:

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation	Edit
What are your next actions and what steps will you take to implement them?	In what ways might this action promote access and/or dismantle barriers for students and families?	When will you complete each action/strategy?	Who will be responsible for completing this action? The Fellow? Others?	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? Who will benefit? What will you see teachers and students doing differently? How many people will the work impact?	
<input type="text" value="Action item"/>	<input type="text" value="Equity"/>	<input type="text" value="Timeline"/>	<input type="text" value="Responsibilities"/>	<input type="text" value="Resources"/>	<input type="text" value="How will we monitor/evaluate?"/>	<div style="background-color: #28a745; color: white; padding: 2px 5px;">save</div> <div style="background-color: #dc3545; color: white; padding: 2px 5px;">cancel</div>

Figure 48. Text fields for adding an action item

- Respond to the question in each column using the corresponding text field. Click into the field to begin typing.

Actions/Strategies	Timeline	Responsibilities	Equity	Resources	Evaluation	Edit
What are your next actions and what steps will you take to implement them?	When will you complete each action / strategy?	Who will be responsible for completing this action? The Fellow? Others?	In what ways might this action support all educators and/or students (e.g., special education, ELL, highly capable)?	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? What will you see teachers and students doing differently? How many people will the work impact?	
<div style="background-color: #28a745; color: white; padding: 5px;">1. Set up a meeting</div> <div style="background-color: #28a745; color: white; padding: 5px;">2. Attend</div>	By Feb 1	The Fellow	We will support equity by...	Teacher release time	Via surveys	<div style="background-color: #28a745; color: white; padding: 2px 5px;">save</div> <div style="background-color: #dc3545; color: white; padding: 2px 5px;">cancel</div>

Figure 49. Example of completed text fields for a new action item

4. Click **save**.

Resources	Evaluation	Edit
What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? What will you see teachers and students doing differently? How many people will the work impact?	
Teacher release time	Via surveys	<div> <div>save</div> <div>cancel</div> </div>

Figure 50. The button to save a new action item

Saved responses appear without the blue background. Options to edit, delete, and add a reflection to an action item appear on the right.

Action Plan: Ongoing Reflections & Plans - Section B

[← View Plan](#)
[Initial Plan \(Section A\)](#)
[Ongoing Reflections & Plans \(Section B\)](#)

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator to keep an ongoing, dated log that addresses the following:

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation	Edit
What are your next actions and what steps will you take to implement them?	In what ways might this action promote access and/or dismantle barriers for students and families?	When will you complete each action/strategy?	Who will be responsible for completing this action? The Fellow? Others?	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? Who will benefit? What will you see teachers and students doing differently? How many people will the work impact?	
a	a	a	a	Teacher release time	Via surveys	<div> <div>Edit</div> <div>Reflection</div> <div>X</div> </div>

[Add action item](#)

Figure 51. A saved action item

5. To add or view reflections for a saved action item, click **Reflection** in the **Edit** column.

our principal and/or district administrator to keep an ongoing, dated log that addresses the

Resources	Evaluation	Edit
What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? What will you see teachers and students doing differently? How many people will the work impact?	
Teacher release time	Via surveys	Edit Reflection X

Figure 52. The button to view or add a reflection to an action item

A **Reflection** text box appears. Type your reflection into the text box.

Professional Development For Leaders | My Profile | Help | Log Out

Reflection

[Link](#)
[Image](#)
B
I
S
*I*_x

- 1
- 2
- 3

- 1
- 2
- 3

body p

Close Save changes

Figure 53. The reflection text box for action items

NOTE: To change the style of text to bold, italic, strikethrough, and so on, select the desired style from the style ribbon before you begin typing. Click the style again to turn it off.

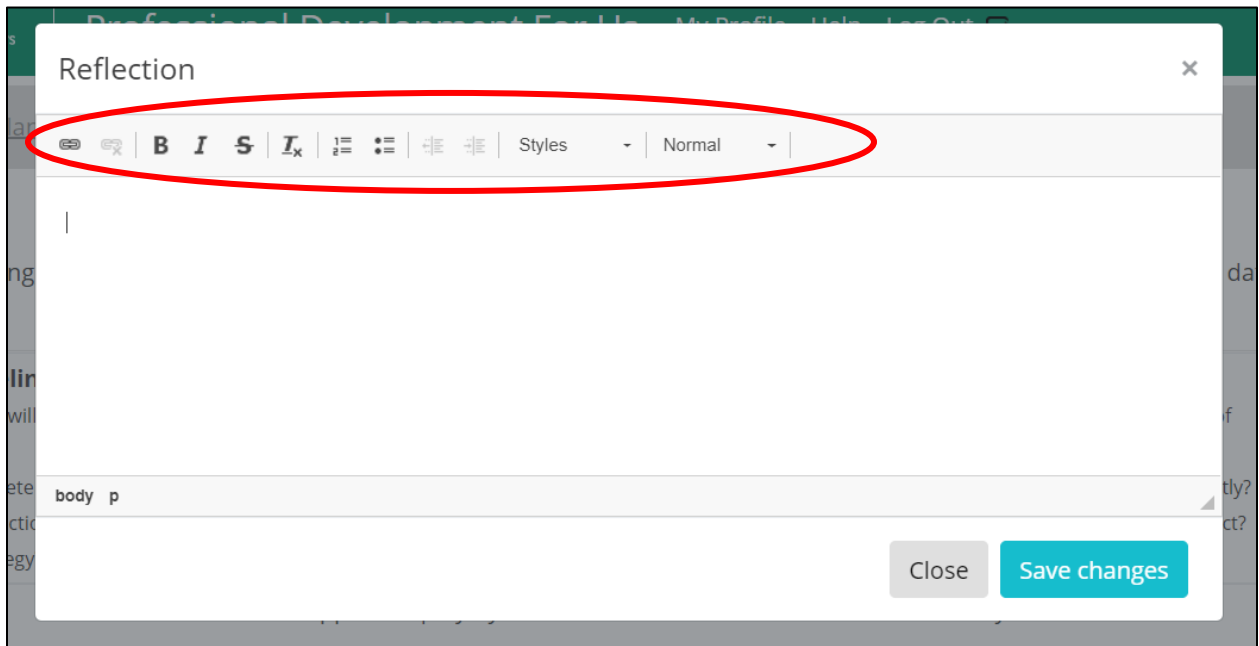


Figure 54. The style ribbon for the Reflection text box

6. Once you have added your comments, click **Save changes**.

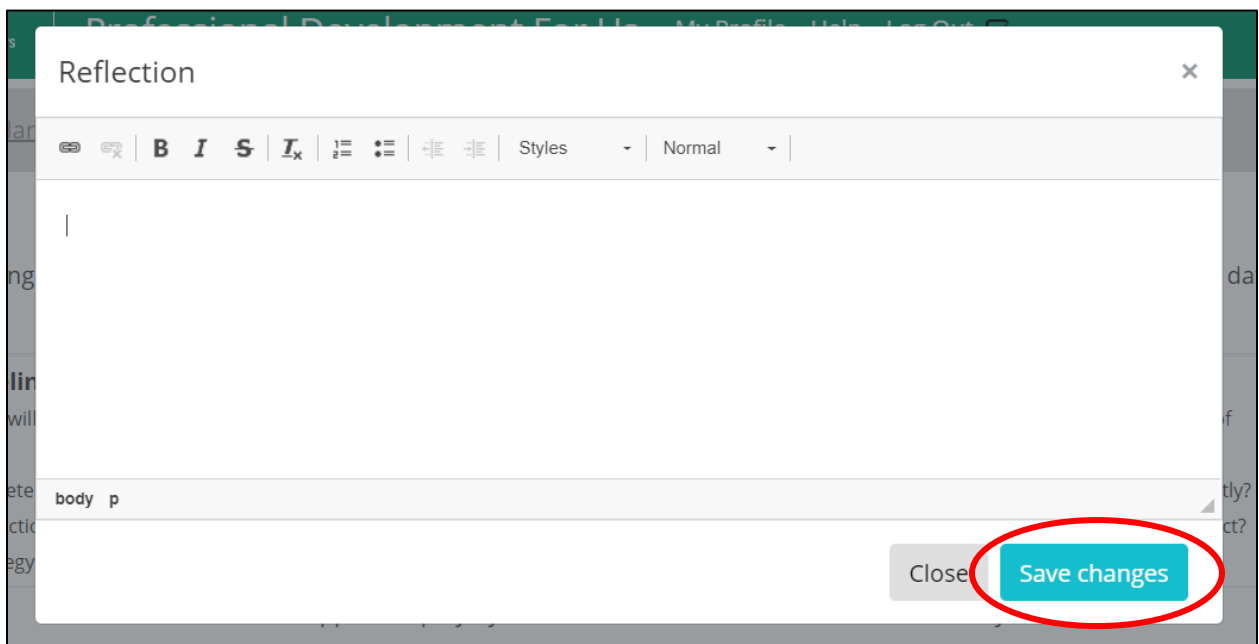


Figure 55. The save changes button for action item reflections

Once a reflection has been added to an action item, a check mark will appear on the **Reflection** button.



Figure 56. An updated reflection button that indicates at least one reflection has been added to an action item

7. Use the menu at the top of the page to navigate back to **Section A** or view the plan.

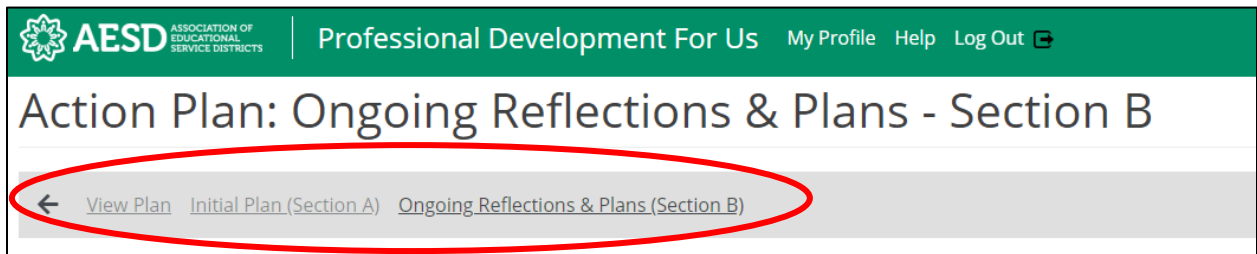


Figure 57. Navigational links to other sections of the Action Plan from Section B

Viewing Action Plans

From the **Fellows Action Plans** page, you can view your Action Plans and those for your content area.

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

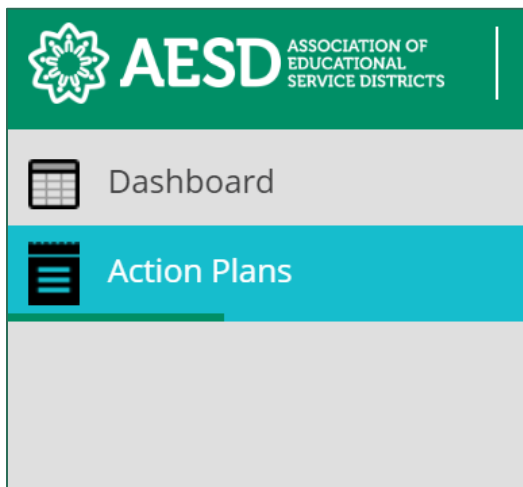


Figure 58. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

[Home](#) / **Fellows Action Plans**

▲ Introduction

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

Section A - Complete this section of the template with your principal/district administrator/supervisor as an opportunity for self-assessment and for integration of your work as a Fellow with your school/district/organization goals for the school year.

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Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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Timeline	Action
After the first Fellows' convening (in September/October)	Fellow and principal/district administrator/supervisor create and complete the Initial Plan (Section A) of the Fellow's Action Plan.
After each Fellows' convening, and more frequently as needed	Fellow updates their regional coordinator on the status of their action plan. Fellow and principal/district administrator/supervisor meet after each convening (at a minimum) and record via Ongoing Reflections and Plans (Section B) .
After the 4th Fellows' convening	Fellow submits the entire Fellow's Action Plan to their ESD coordinator.

My Action Plans **2** Math (Read Only) **2**

Figure 59. The **Fellows Action Plans** page

NOTE: You can minimize the introductory text by clicking the arrow next to Introduction.

Fellows Action Plans

[Home](#) / **Fellows Action Plans**

▲ Introduction

Figure 60. The button to collapse the introductory text on the **Fellows Action Plans** page

The introductory text collapses.

Fellows Action Plans

[Home](#) / **Fellows Action Plans**

▼ Introduction

My Action Plans **1** English Language Arts (Read Only) **2**

[+ Start an action plan](#)

Figure 61. The **Fellows Action Plans** page with the introductory text collapsed

- Click the appropriate tab to view either your own Action Plans or those for your content area.

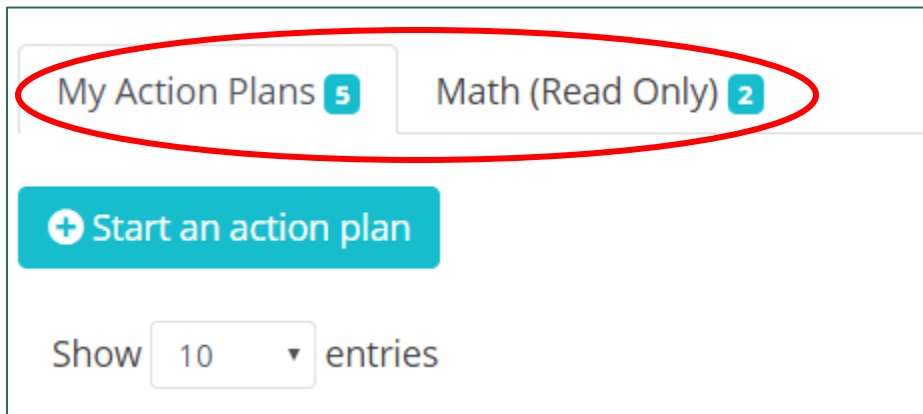


Figure 62. The tabs to choose which Action Plans to view

The filtered list of Action Plans appears.

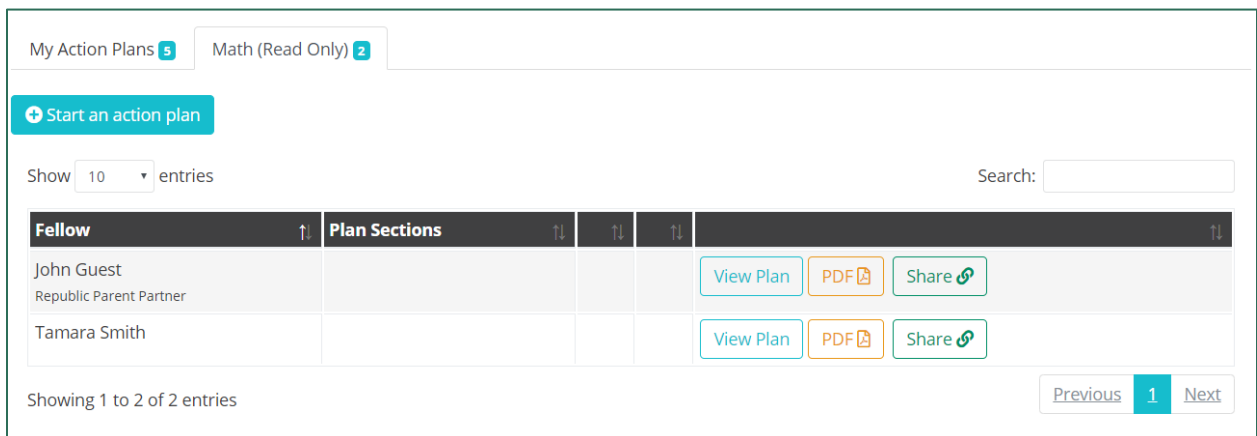


Figure 63. The filtered list of Action Plans based on the selected tab

VIEWING YOUR OWN ACTION PLANS

For Action Plans that you have created, you can see whether sections are complete and whether a plan includes any reflections from the list of action items. In the Plan Sections column of the list, the circles on the Section A and Section B buttons indicate the level of completeness of each section. A fully shaded circle means a complete section, a partially shaded circle means a partially complete section, and an unfilled circle means the section is not yet started. In the example below, Section A is partially complete, and Section B is not yet started.

The number shown on the Section B button indicates the number of reflections included for an Action Plan. In the example below, there are no reflections.



Guest Guest Adna Middle/High School	Section A 	Section B 
---	---	--

Figure 64. Icons on buttons for Action Plan section that show level of completeness

You can also create a shareable link or download the plan as a PDF or Excel file from the list of your Action Plans.

1. To view one of the plan sections, click on the button for the appropriate section in the **Plan Sections** column.




















Fellow 	Plan Sections 	
Guest Guest Adams Elementary School		
Guest Guest Adams Elementary School	<div>Section A </div> <div>Section B </div>	<div>View Plan</div> <div></div> <div></div>
Guest Guest Adams Elementary School	<div>Section A </div> <div>Section B </div>	<div>View Plan</div> <div></div> <div></div>
Guest Guest Adams Elementary School John Guest	<div>Section A </div> <div>Section B </div>	<div>View Plan</div> <div></div> <div></div>
Guest Guest Adna Middle/High School	<div>Section A </div> <div>Section B </div>	<div>View Plan</div> <div></div> <div></div>

Figure 65. The buttons to navigate to a plan section

The selected section appears.

Action Plan: Initial Plan - Section A


[← View Plan](#)
[Initial Plan \(Section A\)](#)
[Ongoing Reflections & Plans \(Section B\)](#)

NOTE: The Fellow, and the district administrator, school principal, or supervisor should collaborate to complete the Fellow's Action Plan. If you are a continuing Fellow, build on Section A of your previous year's Fellow's leadership plan. The Action Plan is a required component of each Fellow's and school's/district's/organization's commitment.

Please complete the following questions in collaboration with your principal/district administrator/supervisor after the first Fellows' meeting.

[Where are we now?](#)
[Where do we want to be?](#)
[Steps we can take](#)

Describe your district/school's current implementation of Washington State Learning Standards. What does our data tell us about disparate student outcomes and systemic barriers?



Add a comment...

send

No comments found.

Figure 66. The Action Plan: Initial Plan—Section A page

- To view the entire plan, click the **View Plan** button.

Guest Guest Adams Elementary School	Section A ○	Section B ○ 1	View Plan	Link	Download	Print	Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan	Link	Download	Print	Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan	Link	Download	Print	Edit	Contributors 0
Guest Guest Adna Middle/High School	Section A ○	Section B ○ 0	View Plan	Link	Download	Print	Edit	Contributors 0

Figure 67. The button to view an Action Plan

The **Action Plan** page appears.

Action Plan

[← View Plan](#)
[Initial Plan \(Section A\)](#)
[Ongoing Reflections & Plans \(Section B\)](#)

[Print](#)
[PDF](#)
[Share](#)

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

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Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Comments

[send](#)

No comments found.

Figure 68. The Action Plan page

- On this page, you can add comments regarding the overall Action Plan by typing your comment into the text field on the right.

Action Plan

[← View Plan](#)
[Initial Plan \(Section A\)](#)
[Ongoing Reflections & Plans \(Section B\)](#)

[Print](#)
[PDF](#)
[Share](#)

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Comments

[send](#)

No comments found.

Figure 69. The comment text field on the View Action Plan page

4. Type your comment into the text box and click **Send**.

Figure 70. The button to submit a comment for an Action Plan

A confirmation message briefly appears beneath the comment section.

Figure 71. The confirmation message for adding a comment to an Action Plan

5. To share an Action Plan, click the link button in the appropriate row of the Action Plan list

















Guest Guest Adams Elementary School	Section A ○	Section B ● 1	View Plan					Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0
Guest Guest Adna Middle/High School	Section A ●	Section B ○ 0	View Plan					Edit	Contributors 0

Figure 72. The button to create a shareable link for an Action Plan

A new window opens containing the Action Plan text. You can copy the URL and share it.

<https://dev.pdfor.us/actionplans/v1/plan/share/7a=8C8715B2B1>

Action Plan

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Timeline	Action
After the first Fellows' convening (in September/October)	Fellow and principal/district administrator/supervisor create and complete the Initial Plan (Section A) of the Fellow's Action Plan.
After each Fellows'	Fellow updates their regional coordinator on the status of their action plan. Fellow and principal/district

Figure 73. A new window with a shareable URL for an Action Plan

- To download an Action Plan as a PDF, click the PDF button in the appropriate row of the Action Plan list.

Guest Guest Adams Elementary School	Section A ○	Section B ● 1	View Plan					Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0
Guest Guest Adna Middle/High School	Section A ● 1	Section B ○ 0	View Plan					Edit	Contributors 0

Figure 74. The button to download a PDF of an Action Plan

A prompt to open the PDF appears in the bottom-left corner of your browser window.

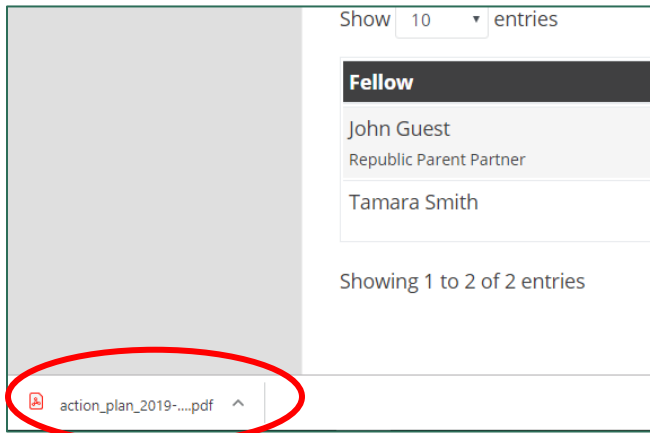


Figure 75. The prompt to open a PDF

7. Click the arrow next to the file name and choose **Open**.

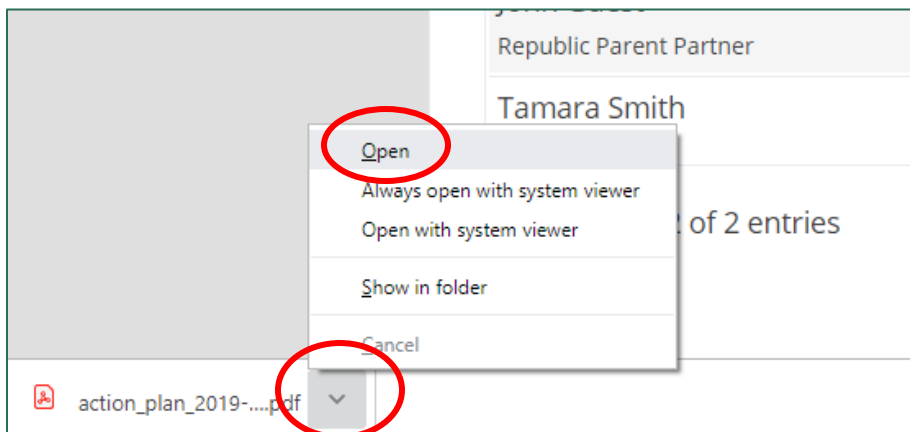


Figure 76. The option to open a PDF

The PDF opens in a new window. You can now view, save, or print the file.

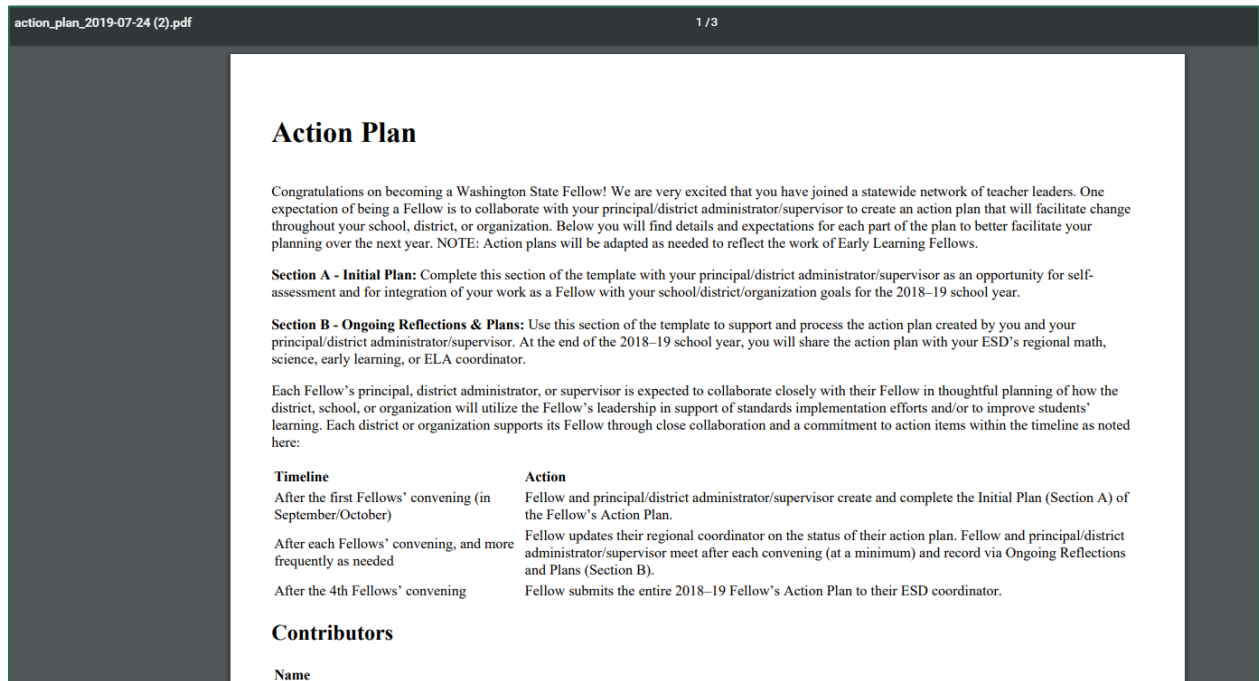


Figure 77. An Action Plan as a PDF

- To download an Action Plan section as an Excel file, click the first Excel button for Section A and the second for Section B.

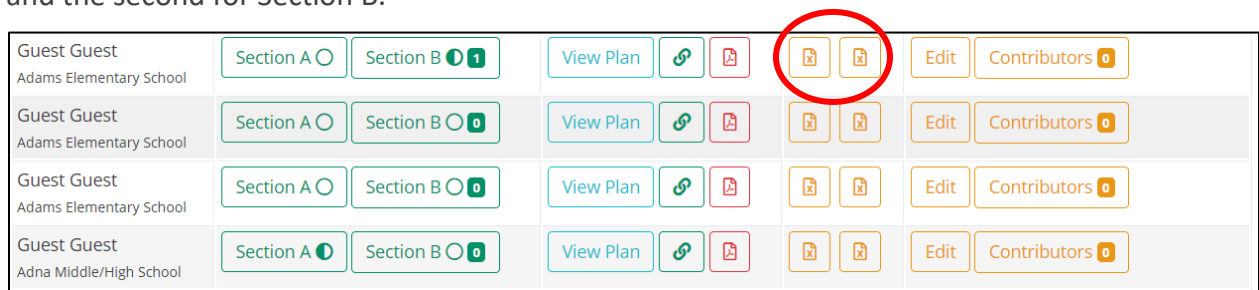


Figure 78. The buttons to download Action Plan sections as Excel files

A prompt to open the file appears in the bottom-left corner of your browser window.

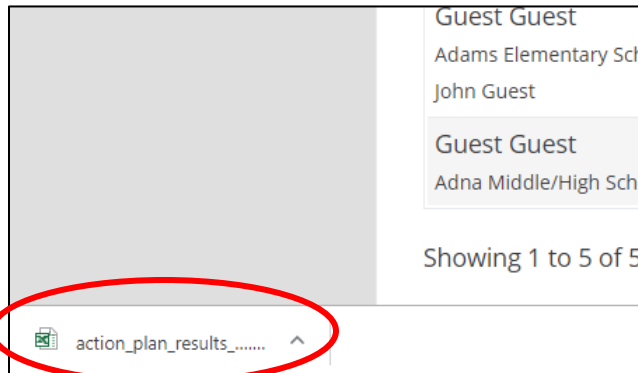


Figure 79. A prompt to open an Excel file

9. Click the arrow next to the file name and choose **Open**.

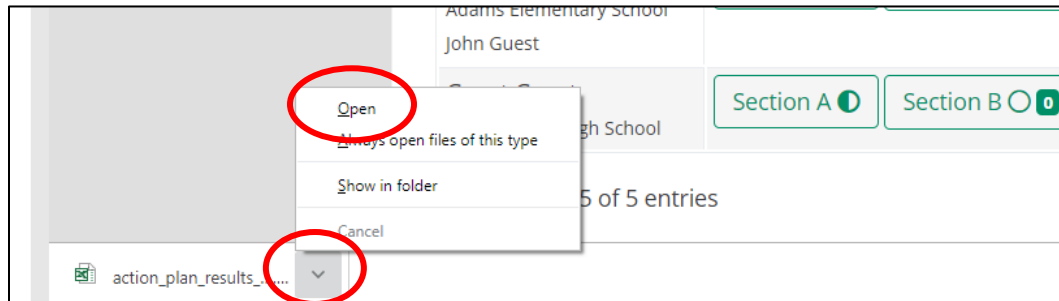


Figure 80. The option to open an Excel file

The file opens with Microsoft Excel.

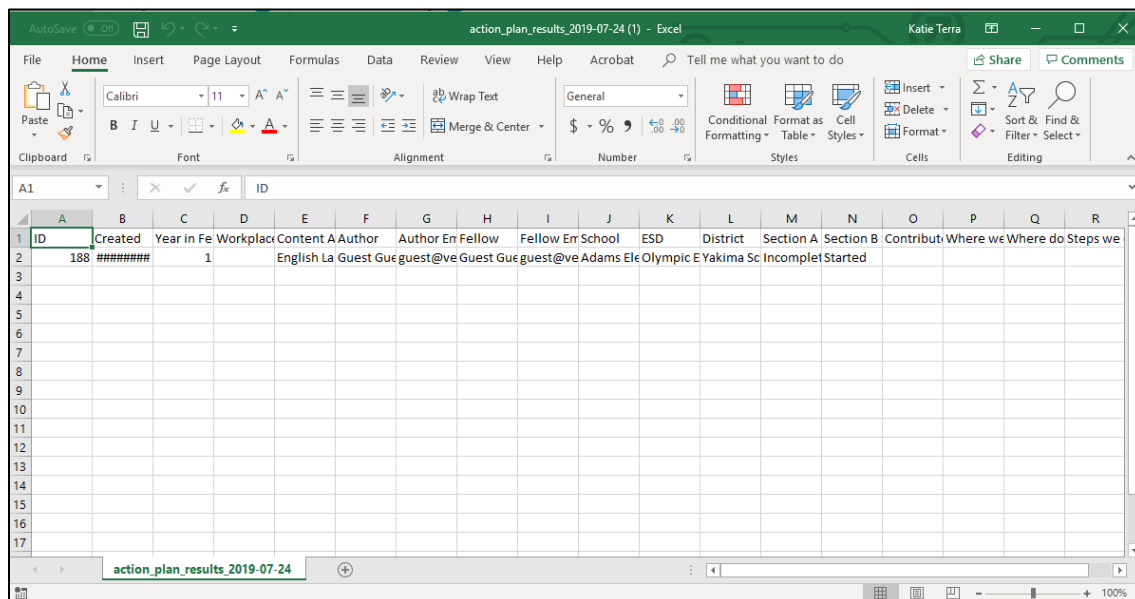


Figure 81. An Action Plan section as an Excel file

VIEWING ACTION PLANS FROM YOUR CONTENT AREA

From the content area tab, you can view, download, or share Action Plans from your content area, but you cannot edit them.

1. To view the plan, click the **View Plan** button.

My Action Plans **5** Math (Read Only) **2**

[+ Start an action plan](#)

Show **10** entries Search:

Fellow	Plan Sections			
John Guest Republic Parent Partner			View Plan	PDF Share
Tamara Smith			View Plan	PDF Share

Showing 1 to 2 of 2 entries

[Previous](#) **1** [Next](#)

Figure 82. The button to view an Action Plan

The **Action Plan** appears, showing both sections of the Action Plan and any reflections.

Action Plan

[← View Plan](#) [Print](#) [PDF](#) [Share](#)

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

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Timeline	Action
After the first Fellows' convening (in September/October)	Fellow and principal/district administrator/supervisor create and complete the Initial Plan (Section A) of the Fellow's Action Plan.

Figure 83. Viewing an Action Plan

2. To download an Action Plan as a PDF, click the **PDF** button.

My Action Plans **5** Math (Read Only) **2**

[Start an action plan](#)

Show **10** entries Search:

Fellow	Plan Sections			
John Guest Republic Parent Partner				View Plan PDF Share
Tamara Smith				View Plan PDF Share

Showing 1 to 2 of 2 entries

[Previous](#) **1** [Next](#)

Figure 84. The button to download an Action Plan as a PDF

A prompt to open the PDF appears in the bottom-left corner of your browser window.

Show **10** entries

Fellow
John Guest Republic Parent Partner
Tamara Smith

Showing 1 to 2 of 2 entries

[action_plan_2019-....pdf](#)

Figure 85. The prompt to open an Action Plan as a PDF

- Click the arrow next to the file name and choose **Open**.

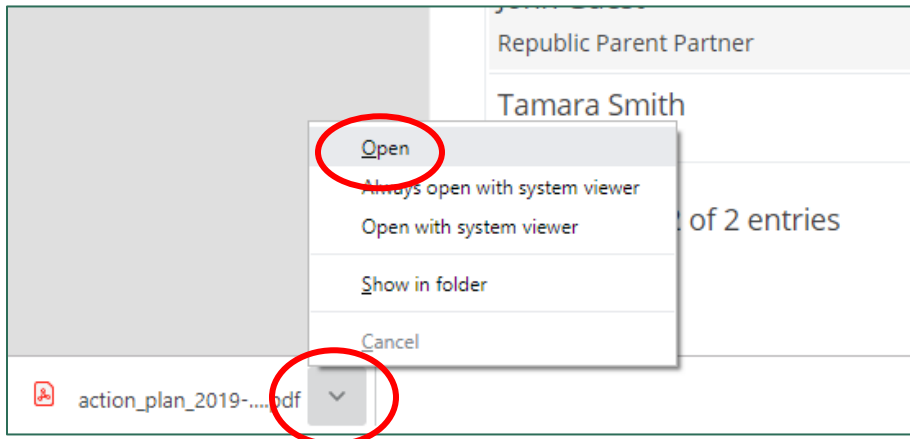


Figure 86. The option to open a PDF

The PDF opens in a new window. You can now view, save, or print the file.

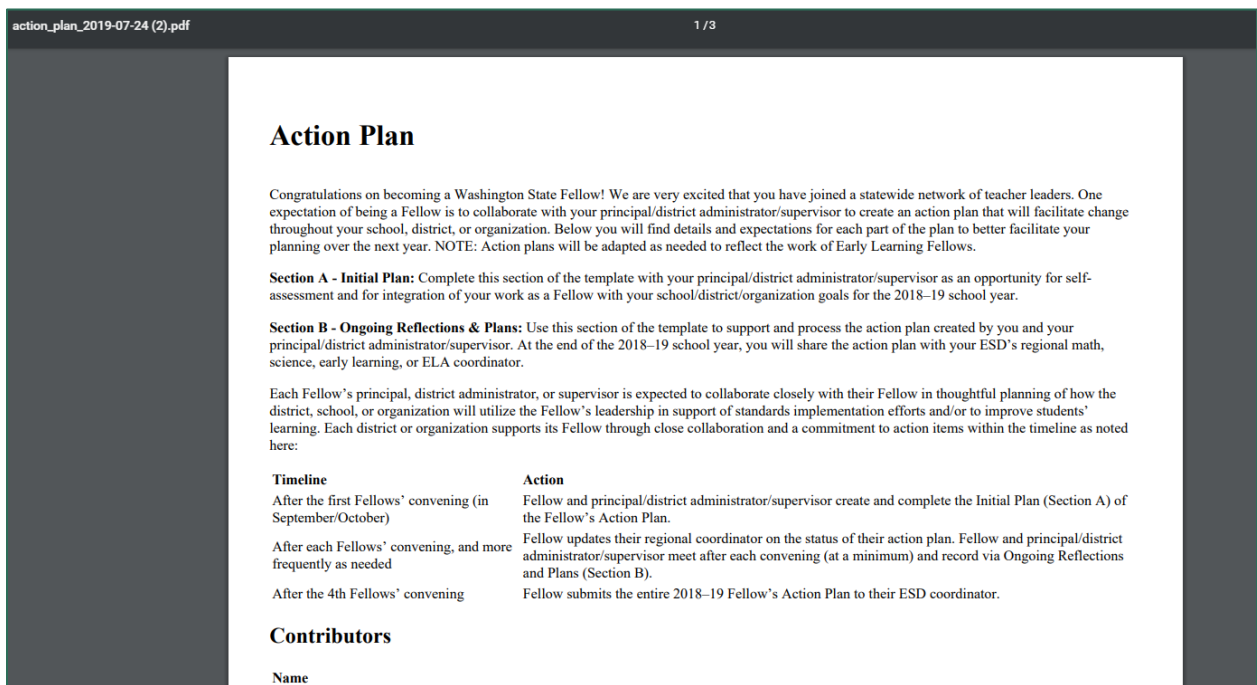


Figure 87. An Action Plan as a PDF

4. To share a link to the Action Plan, click the **Share** button.

My Action Plans **5** Math (Read Only) **2**

[Start an action plan](#)

Show **10** entries Search:

Fellow	Plan Sections			
John Guest Republic Parent Partner				View Plan PDF Share
Tamara Smith				View Plan PDF Share

Showing 1 to 2 of 2 entries

[Previous](#) **1** [Next](#)

Figure 88. The button to share a link to an Action Plan

A new window opens containing the Action Plan text. You can copy the URL and share it.

<https://dev.pdfcor.us/actionplans/v1/plan/share/?a=8C8715B2B1>

Action Plan

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Figure 89. A new window with a shareable URL for an Action Plan

Editing an Action Plan

After you create an Action Plan, you can return to that plan to edit it.

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

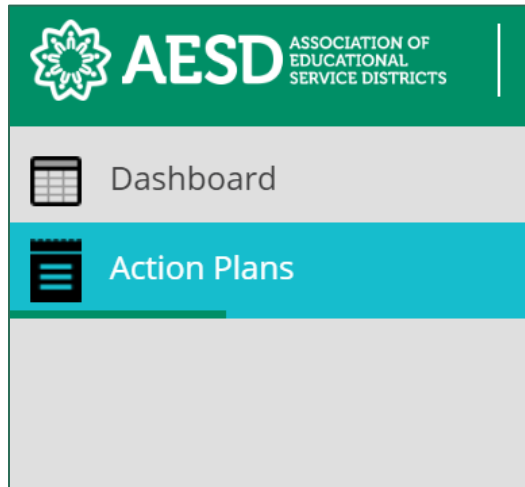


Figure 90. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

[Home](#) / **Fellows Action Plans**

Introduction

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After the 4th Fellows' convening	Fellow submits the entire Fellow's Action Plan to their ESD coordinator.

My Action Plans **2** Math (Read Only) **2**

Figure 91. The Fellows Action Plans page

- To edit the basic information for your Action Plan, such as school or content area, click **Edit** in the row of the appropriate Action Plan.

Guest Guest Adams Elementary School	Section A ○	Section B ● 1	View Plan						Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan						Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan						Edit	Contributors 0
Guest Guest Adna Middle/High School	Section A ● 1	Section B ○ 0	View Plan						Edit	Contributors 0

Figure 92. The button to edit an Action Plan

The **Action Plan** page appears.

Action Plan

Fellow

Guest Guest

Year in Fellows Program

Three

Content Area

Climate Science-Related Instruction

ESD

Olympic Educational Service District 114

School

Adams Elementary School - Yakima

If you do not work in a school, what is your workplace?

Submit

Cancel

Figure 93. The Action Plan page

- Update the information as needed and click **Submit**.

Action Plan

Fellow

Guest Guest

Year in Fellows Program

Three

Content Area

Climate Science-Related Instruction

ESD

Olympic Educational Service District 114

School

Adams Elementary School - Yakima

If you do not work in a school, what is your workplace?

Submit

Cancel

Figure 94. The button to submit edits to an Action Plan

The **Fellows Action Plans** page appears with a confirmation message at the top.

Fellows Action Plans

[Home](#) / **Fellows Action Plans**

Action plan added successfully.

Figure 95. A confirmation message of an updated Action Plan

EDITING SECTION A

To make edits to Section A of the Action Plan, [follow the same process](#) you used to initially complete this section.

EDITING ACTION ITEMS (SECTION B)

1. In the **Plan Sections** column on the **Fellows Action Plans** page, click on **Section B** in the appropriate row.

Guest Guest Adams Elementary School	Section A ○	Section B ● 1	View Plan					Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0
Guest Guest Adna Middle/High School	Section A ● 1	Section B ○ 0	View Plan					Edit	Contributors 0

Figure 96. The button to navigate to Section B of an Action Plan

The **Action Plan: Ongoing Reflections & Plans—Section B** page appears.

Action Plan: Ongoing Reflections & Plans - Section B

[← View Plan](#)
[Initial Plan \(Section A\)](#)
[Ongoing Reflections & Plans \(Section B\)](#)

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator to keep an ongoing, dated log that addresses the following:

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation	Edit
What are your next actions and what steps will you take to implement them?	In what ways might this action promote access and/or dismantle barriers for students and families?	When will you complete each action/strategy?	Who will be responsible for completing this action? The Fellow? Others?	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? Who will benefit? What will you see teachers and students doing differently? How many people will the work impact?	Edit Reflection X
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer rhoncus sem ac turpis sollicitudin porta. Duis venenatis ultrices ligula, molestie ornare neque.						Edit Reflection X

Figure 97. The Action Plan: Ongoing Reflections & Plans—Section B page

2. To make changes to a specific action item, click **Edit**.

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator to keep an ongoing, dated log that addresses the following:

Actions/Strategies	Timeline	Responsibilities	Equity	Resources	Evaluation	Edit
What are your next actions and what steps will you take to implement them?	When will you complete each action / strategy?	Who will be responsible for completing this action? The Fellow? Others?	In what ways might this action support all educators and/or students (e.g., special education, ELL, highly capable)?	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? What will you see teachers and students doing differently? How many people will the work impact?	Edit Reflection X
1. Set up a meeting 2. Attend meeting	By Feb 1	The Fellow	We will support equity by...	Teacher release time	Via surveys	Edit Reflection X

Add action item

Figure 98. The button to edit an action item

A blue background will appear around the text fields, indicating you can edit the text.

Action Plan: Ongoing Reflections & Plans - Section B

<

[View Plan](#)

[Initial Plan \(Section A\)](#)

[Ongoing Reflections & Plans \(Section B\)](#)

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator to keep an ongoing, dated log that addresses the following:

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation	Edit
What are your next actions and what steps will you take to implement them?	In what ways might this action promote access and/or dismantle barriers for students and families?	When will you complete each action/strategy?	Who will be responsible for completing this action? The Fellow? Others	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? Who will benefit? What will you see teachers and students doing differently? How many people will the work impact?	
<div><div><div>Lorem ipsum dolor sit amet, consectetur adipiscing elit.</div><div></div></div></div>						<button>save</button> <button>cancel</button>
<div><div><div>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer congue sem ac turpis</div><div></div></div></div>	<div><div><div>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer congue sem ac turpis</div><div></div></div></div>	<div><div><div>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer congue sem ac turpis</div><div></div></div></div>	<div><div><div>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer congue sem ac turpis</div><div></div></div></div>	<div><div><div>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer congue sem ac turpis</div><div></div></div></div>	<div><div><div>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer congue sem ac turpis</div><div></div></div></div>	<div><div><div>EditReflectionX</div><div></div></div></div>

Figure 99. Editable text fields for action items

3. Once you are done editing, click **Save**.

ans - Section B

or district administrator to keep an ongoing, dated log that addresses the following:


Activities	Resources	Evaluation	Edit
responsible for s action? The s	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? Who will benefit? What will you see teachers and students doing differently? How many people will the work impact?	

Figure 100. The button to save changes to an action item

Saved responses appear without the blue background.

Action Plan: Ongoing Reflections & Plans - Section B

← View Plan Initial Plan (Section A) Ongoing Reflections & Plans (Section B)

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator to keep an ongoing, dated log that addresses the following:

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation	Edit
What are your next actions and what steps will you take to implement them?	In what ways might this action promote access and/or dismantle barriers for students and families?	When will you complete each action/strategy?	Who will be responsible for completing this action? The Fellow? Others	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? Who will benefit? What will you see teachers and students doing differently? How many people will the work impact?	
a	a	a	a	Teacher release time	Via surveys	Edit Reflection X

[Add action item](#)

Figure 101. A saved action item

DELETING ACTION ITEMS

1. To delete a saved action item, click the red X in the **Edit** column.

our principal and/or district administrator to keep an ongoing, dated log that addresses the

Resources	Evaluation	Edit
What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? What will you see teachers and students doing differently? How many people will the work impact?	
Teacher release time	Via surveys	Edit Reflection X

Figure 102. The button to delete an action item

A dialogue box appears to confirm that you want to delete the action item.

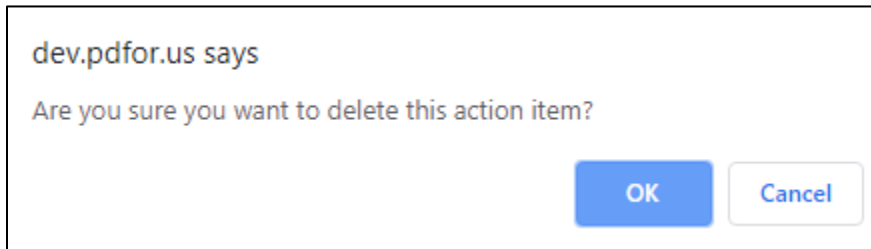


Figure 103. The dialogue box to confirm deletion of an action item

2. Click **OK**.

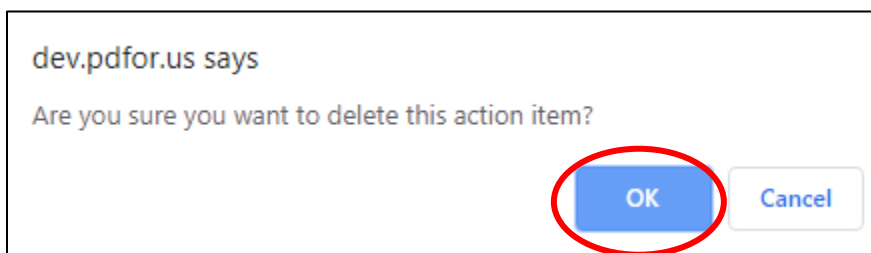


Figure 104. The button to confirm deletion of an action item

A confirmation message appears next to the **Add action item** button.

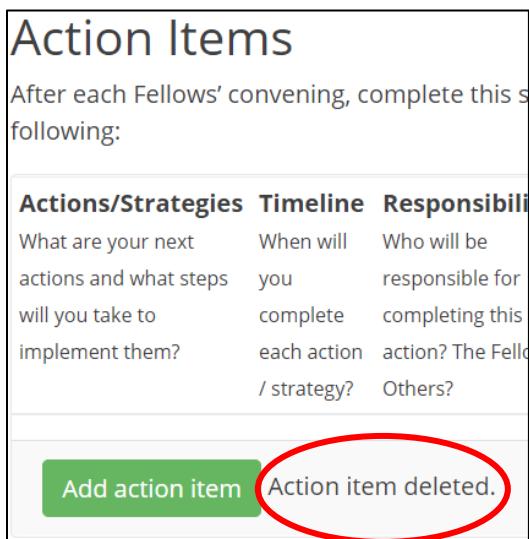


Figure 105. A confirmation message for a deleted action item

Managing Contributors to an Action Plan

If you are collaborating with others on your Action Plan and would like to give others permission to edit an Action Plan, you can add them as contributors. You can also remove contributors as needed.

ADDING CONTRIBUTORS

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

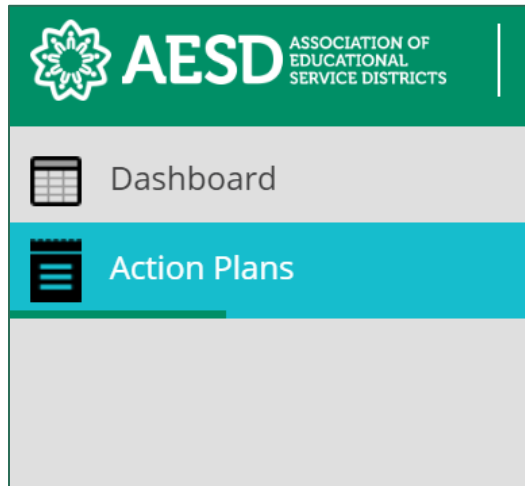


Figure 106. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

[Home](#) / [Fellows Action Plans](#)

Introduction

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

Section A - Complete this section of the template with your principal/district administrator/supervisor as an opportunity for self-assessment and for integration of your work as a Fellow with your school/district/organization goals for the school year.

Section B - Ongoing Reflections & Plans: Use this section of the template to support and process the action plan created by you and your principal/district administrator/supervisor. At the end of the school year, you will share the action plan with your ESD's regional math, science, early learning, or ELA coordinator.

The Fellows' Network Action Plan is designed for you to enact the values of the OSPI Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Each Fellow's principal, district administrator, or supervisor is expected to collaborate closely with their Fellow in thoughtful planning of how the district, school, or organization will utilize the Fellow's leadership in support of standards implementation efforts and/or to improve students' learning. Each district or organization supports its Fellow through close collaboration and a commitment to action items within the timeline as noted here:

Timeline	Action
After the first Fellows' convening (in September/October)	Fellow and principal/district administrator/supervisor create and complete the Initial Plan (Section A) of the Fellow's Action Plan.
After each Fellows' convening, and more frequently as needed	Fellow updates their regional coordinator on the status of their action plan. Fellow and principal/district administrator/supervisor meet after each convening (at a minimum) and record via Ongoing Reflections and Plans (Section B) .
After the 4th Fellows' convening	Fellow submits the entire Fellow's Action Plan to their ESD coordinator.

My Action Plans **2** Math (Read Only) **2**

Figure 107. The Fellows Action Plans page

- In the row of the appropriate Action Plan, click the **Contributors** button.

Guest Guest Adams Elementary School	Section A ○	Section B ● 1	View Plan					Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0
Guest Guest Adna Middle/High School	Section A ●	Section B ○ 0	View Plan					Edit	Contributors 0

Figure 108. The Contributors button

The **Action Plan Contributors** page appears.

Action Plan Contributors

[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user

Name

Figure 109. The Action Plan Contributors page

- Select a name from the drop-down menu.

Action Plan Contributors

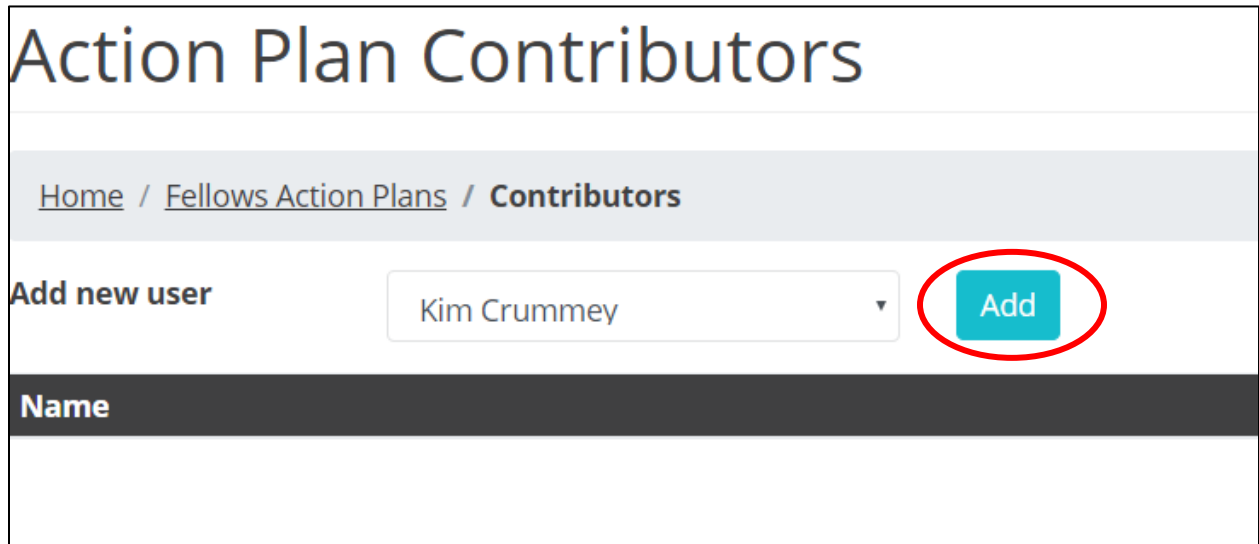
[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user

Name
<div> <div>Select a user</div> <div> Coordinator Coordinator Guest Guest Jeff Ryan John Guest Kim Crummey Patricia Beuke Tamara Smith Tamarla Jones </div> </div>

Figure 110. The drop-down menu to add a new contributor to an Action Plan

- Click **Add**.



Action Plan Contributors

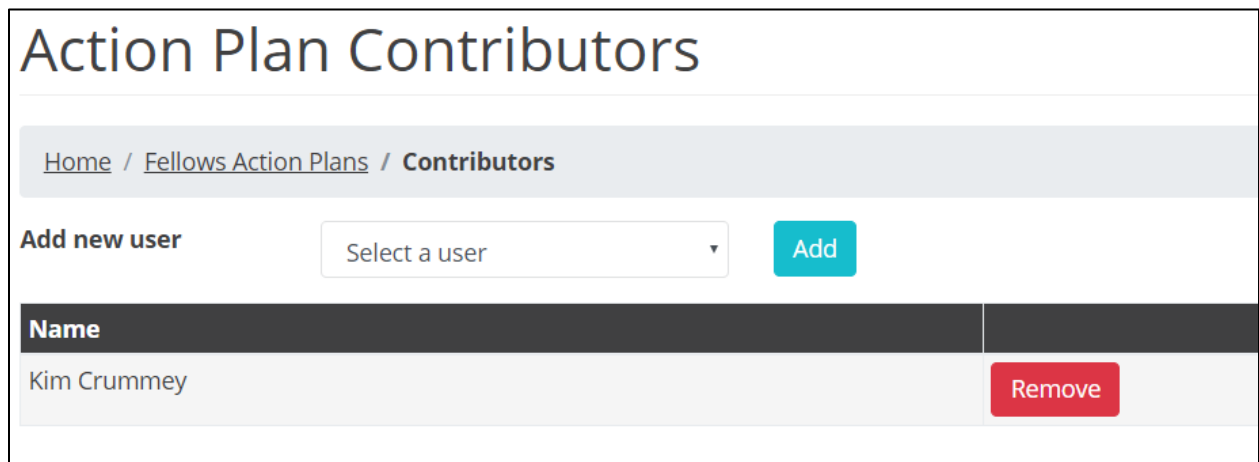
[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user **Add**

Name

Figure 111. The button to add a selected user as a contributor

The added contributor's name appears under the **Name** column.



Action Plan Contributors

[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user **Add**

Name
Kim Crummey

Figure 112. Confirmation of an added contributor

REMOVING CONTRIBUTORS

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

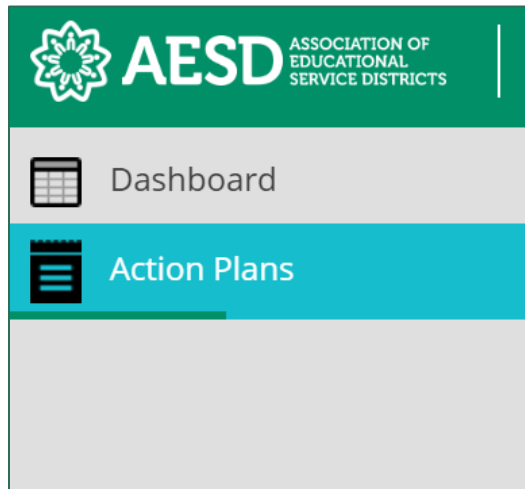


Figure 113. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

[Home](#) / [Fellows Action Plans](#)

Introduction

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

Section A - Complete this section of the template with your principal/district administrator/supervisor as an opportunity for self-assessment and for integration of your work as a Fellow with your school/district/organization goals for the school year.

Section B - Ongoing Reflections & Plans: Use this section of the template to support and process the action plan created by you and your principal/district administrator/supervisor. At the end of the school year, you will share the action plan with your ESD's regional math, science, early learning, or ELA coordinator.

[The Fellows' Network Action Plan is designed for you to enact the values of the OSPI Equity Statement](#)

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; It requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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After the 4th Fellows' convening	Fellow submits the entire Fellow's Action Plan to their ESD coordinator.

My Action Plans **2** Math (Read Only) **2**

Figure 114. The Fellows Action Plans page

- In the row of the appropriate Action Plan, click the **Contributors** button.

Guest Guest Adams Elementary School	Section A ○	Section B ○ 1	View Plan					Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0
Guest Guest Adams Elementary School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0
Guest Guest Adna Middle/High School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0

Figure 115. The Contributors button

The **Action Plan Contributors** page appears.

Action Plan Contributors

[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user

Name	
Kim Crummey	<input type="button" value="Remove"/>
Tamara Smith	<input type="button" value="Remove"/>

Figure 116. The Action Plan Contributors page

- Click **Remove** next to the appropriate contributor name.

Action Plan Contributors

[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user

Name	
Kim Crummey	<input type="button" value="Remove"/>
Tamara Smith	<input type="button" value="Remove"/>

Figure 117. The button to remove a contributor

That contributor's name will disappear from the list.

Action Plan Contributors

[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user Select a user Add

Name	
Tamara Smith	Remove

Figure 118. An updated Action Plan contributors list

Frequently Asked Questions

[What should I do if I forgot my password?](#)

1. Go to the database login page at <https://pdfor.us>. Click **Reset Password**.

Professional Development x

<https://pdfor.us>

AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS | Professional Development For Us

Login

Enter your email and password and click "submit" below.

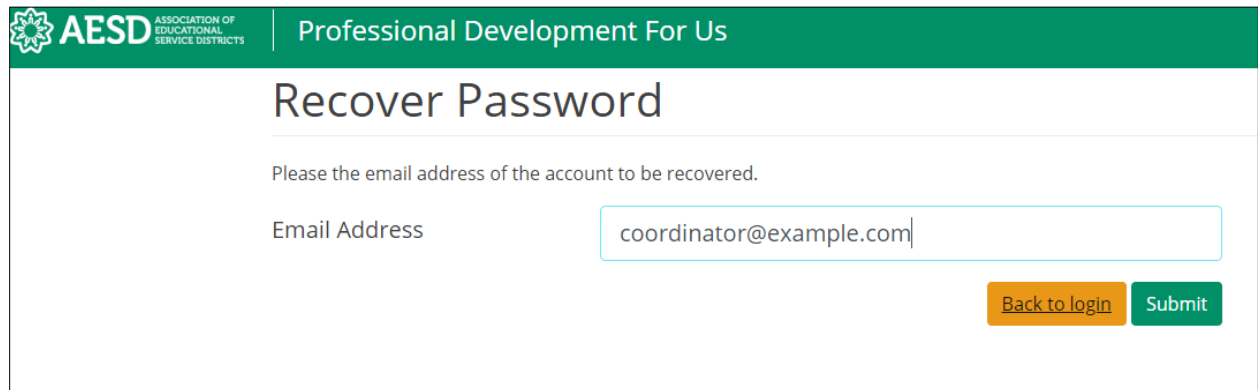
Email

Password

Submit Reset Password

Figure 119. The reset password link on the login page

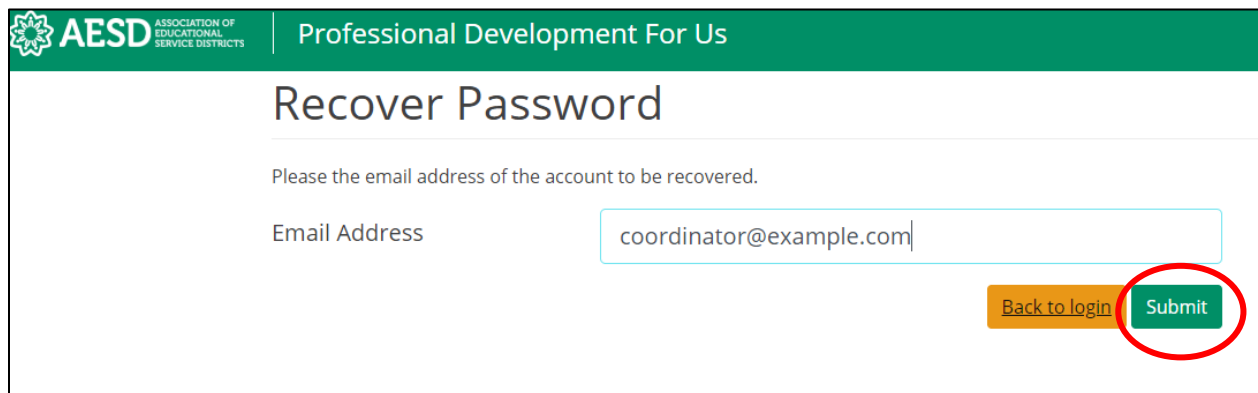
2. Enter your email address in the **Recover Password** page.



The screenshot shows the 'Recover Password' page with the AESD logo and the text 'Professional Development For Us'. Below the title, it says 'Please the email address of the account to be recovered.' There is an 'Email Address' label and a text input field containing 'coordinator@example.com'. At the bottom right, there are two buttons: 'Back to login' (orange) and 'Submit' (green).

Figure 120. The Recover Password page

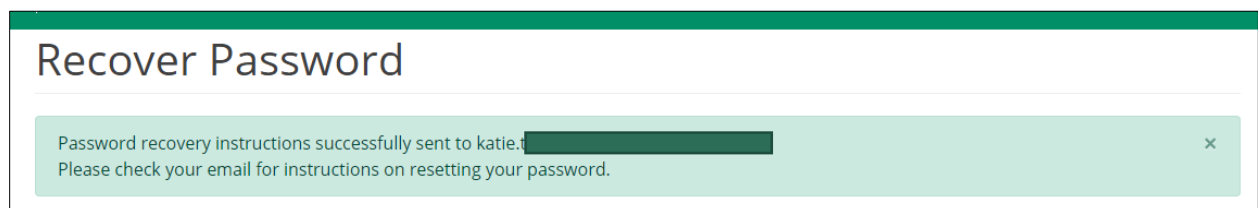
3. Click **Submit**.



This screenshot is identical to Figure 120, but the 'Submit' button is circled in red to indicate it should be clicked.

Figure 121. The button to submit a password recovery request

A confirmation message appears stating that password recovery instructions have been emailed to you.



The screenshot shows the 'Recover Password' page with a light green confirmation message box at the bottom. The message reads: 'Password recovery instructions successfully sent to katie.t [redacted] Please check your email for instructions on resetting your password.' There is a close button (X) in the top right corner of the message box.

Figure 122. Confirmation message for a password recovery request

4. Look for the password recovery email in your inbox. If you don't see it, check your junk or spam folder.

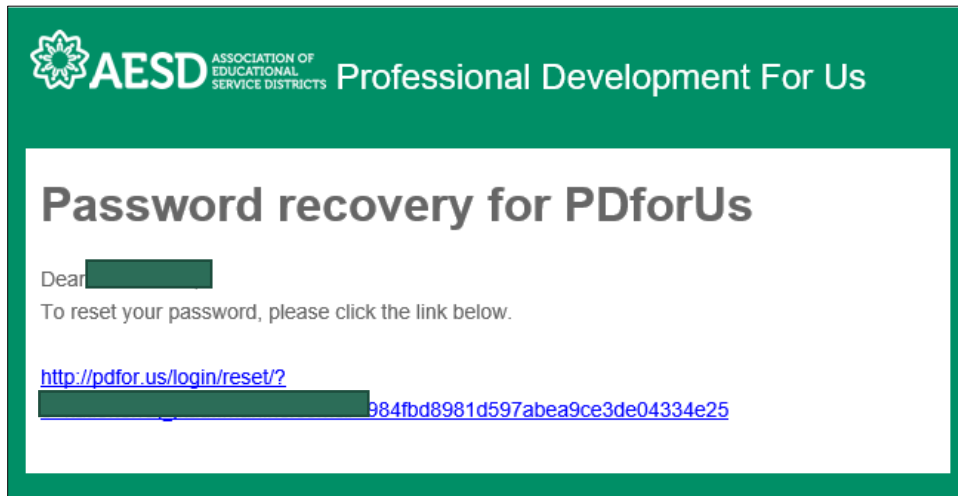


Figure 123. Password recovery email

5. Follow the link in the email. You'll arrive at the **Reset Password** page.

A screenshot of a web form titled "Reset Password". Below the title, it says "Please your new password below." The form has three input fields: "Email Address" with the value "coordinator@example.com", "New Password" with the placeholder "Password", and "Confirm New Password" with the placeholder "Confirm Password". Below the "New Password" field, there is a note: "Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character." At the bottom right of the form, there are two buttons: "Back to login" (orange) and "Submit" (green).

Figure 124. Reset Password page

6. Type in a new password. Be sure that it is at least 8 characters and includes at least one uppercase letter, one lowercase letter, one number, and one special character. Retype your password in the **Confirm New Password** field.

Reset Password

Please your new password below.

Email Address

New Password

Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.

Confirm New Password

[Back to login](#)
[Submit](#)

Figure 125. New password fields

7. Click **Submit**.

Reset Password

Please your new password below.

Email Address

New Password

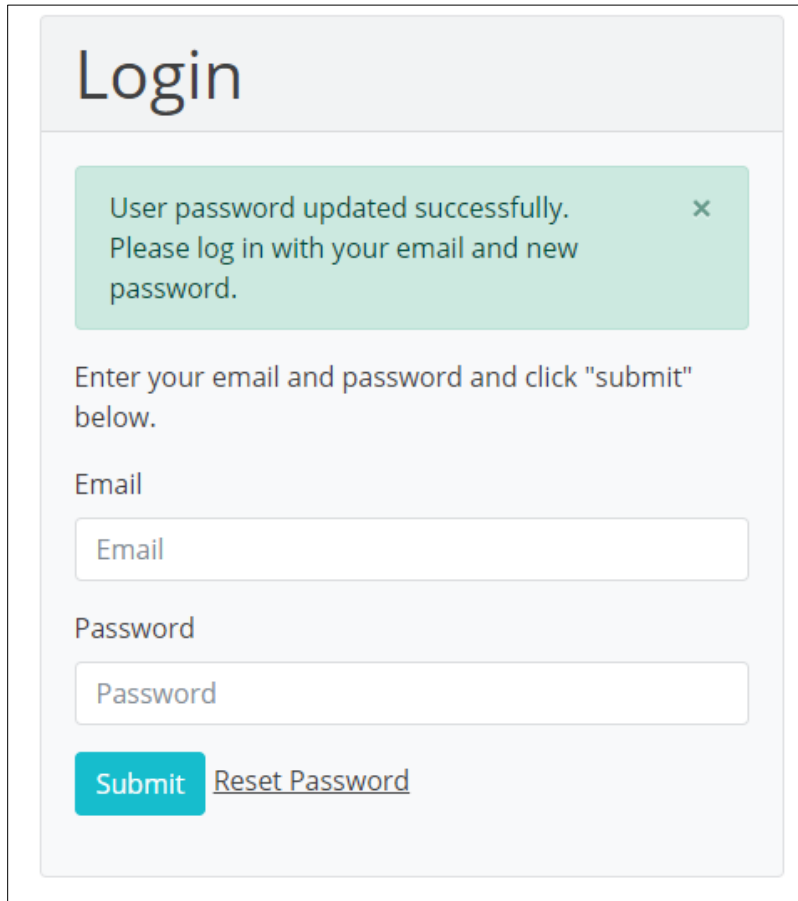
Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.

Confirm New Password

[Back to login](#)
[Submit](#)

Figure 126. Button to submit a new password

Once your password is updated, the **Login** page appears with a confirmation message.



The screenshot shows a web page titled "Login". At the top, there is a green confirmation message box with a close button (X) that reads: "User password updated successfully. Please log in with your email and new password." Below this message, the text "Enter your email and password and click 'submit' below." is displayed. There are two input fields: "Email" and "Password". At the bottom, there is a blue "Submit" button and a link labeled "Reset Password".

Figure 127. Confirmation message for updated password

You'll also receive an email confirming that your password was changed.

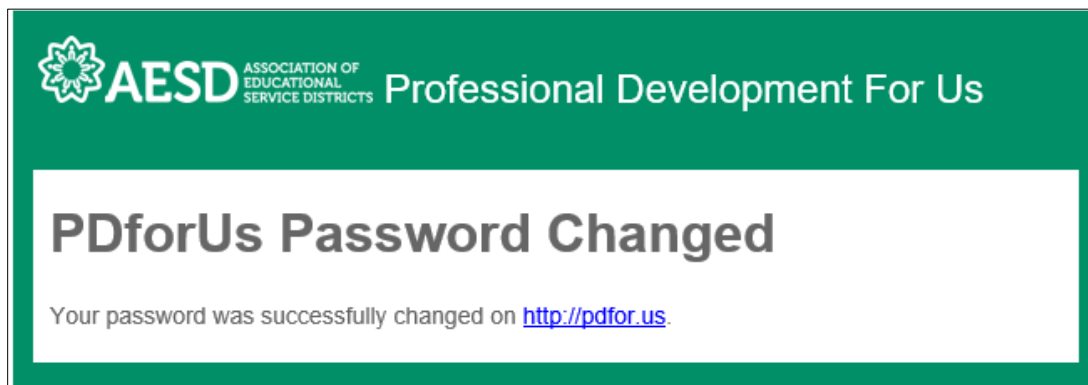


Figure 128. Confirmation email for updated password

How do I change my username or password?

1. From the dashboard, select **My Profile** near the top of the page.

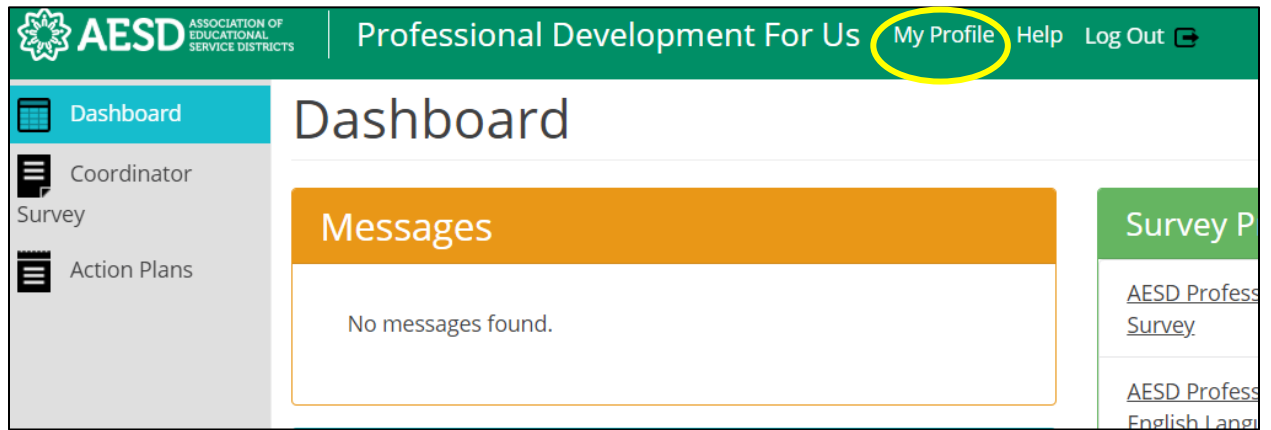


Figure 129. Link to the user profile from the dashboard

2. Your profile information appears. Click **Edit**.

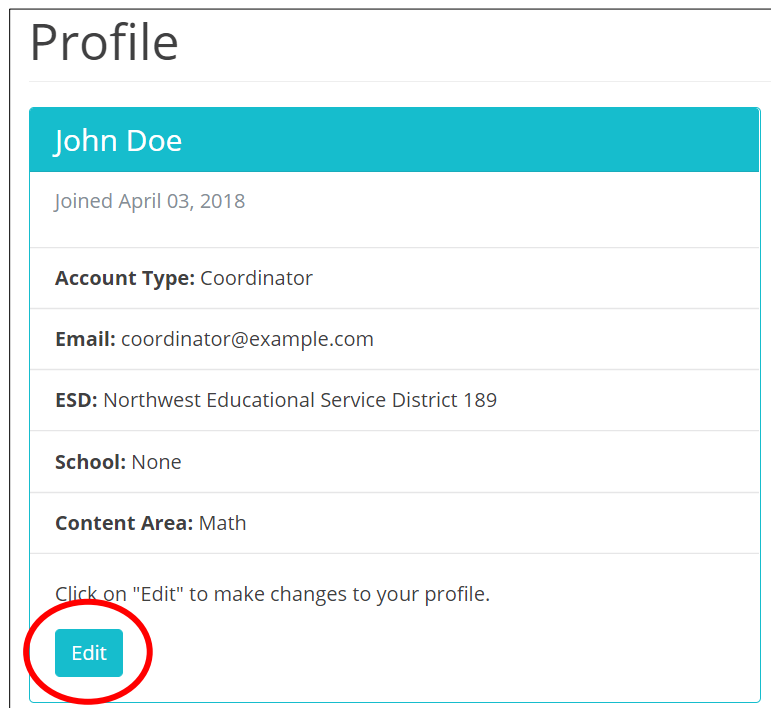


Figure 130. An example user profile

The **Edit Profile** page appears, where you can edit your email address or change your password.

Professional Development For Us
My Profile
Help
Log Out

Edit Profile

Account Type	Coordinator
First Name	<input type="text" value="John"/>
Last Name	<input type="text" value="Doe"/>
Email	<input type="text" value="coordinator@example.com"/>
Password	<input type="password" value="Password"/> <i>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</i>
Confirm Password	<input type="password" value="Confirm Password"/>

Figure 131. The Edit Profile page

3. Edit your email address or password as needed. If you edit your password, be sure that your new password is at least 8 characters and includes at least one uppercase letter, one lowercase letter, one number, and one special character. Retype your password in the **Confirm Password** field.

Edit Profile

Account Type	Coordinator
First Name	<input type="text" value="John"/>
Last Name	<input type="text" value="Doe"/>
Email	<input type="text" value="john@example.com"/>
Password	<input type="password" value="....."/> <i>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</i>
Confirm Password	<input type="password" value="....."/>

Figure 132. Updated fields on the Edit Profile page

4. Click **Submit**.

Edit Profile

Account Type	Coordinator
First Name	<input type="text" value="John"/>
Last Name	<input type="text" value="Doe"/>
Email	<input type="text" value="john@example.com"/>
Password	<input type="password" value="....."/>
<small>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</small>	
Confirm Password	<input type="password" value="....."/>
ESD	Northwest Educational Service District 189
School	None
Content Area	Math
<input type="button" value="Submit"/> <input type="button" value="Cancel"/>	

Figure 133. Link to submit updated username or password

A confirmation message appears.

Profile

User profile updated successfully.

John Doe

Joined April 03, 2018

Account Type: Coordinator

Email: john@example.com

ESD: Northwest Educational Service District 189

School: None

Content Area: Math

Figure 134. Confirmation of updated profile

Who can access the Action Plans?

Fellows can create and edit their own Action Plans and view other Action Plans for their content area.

Coordinators can view and edit their own Action Plans, as well as Action Plans for their ESD and content area.

How do I give other people editing permissions for an Action Plan we're collaborating on?

If you are collaborating with others on your Action Plan and would like to give others permission to edit an Action Plan, you can add them as contributors. See the section [on Adding Contributors](#).

Support for PDforUs System

This database is managed by the Puget Sound Educational Service District (PSESD). If you have any questions about this website, you may contact the administrators:

- Cassandra O'Francia, Program Specialist, Strategy, Evaluation and Learning, PSESD
(425) 917-7846, cofrancia@psed.org
- Hilary Loeb, Director, Strategy, Evaluation and Learning, PSESD
(425) 917-7603, hloeb@psed.org

This database was built as part of the OSPI/AESD Professional Learning Network Evaluation. To learn more about the network evaluation, visit <https://page/www.waesd.org/aesd-professional-learning-network/evaluation/>