



OSPI/AESD Professional Learning Network Evaluation Database

PDforUs System Guide for Fellows

AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS

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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 an important 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’s goals for 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 Educational Service District (ESD) coordinator.

This user guide explains how to navigate the system; view, create, and edit Action Plans; and set up and edit your user profile.

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/>.

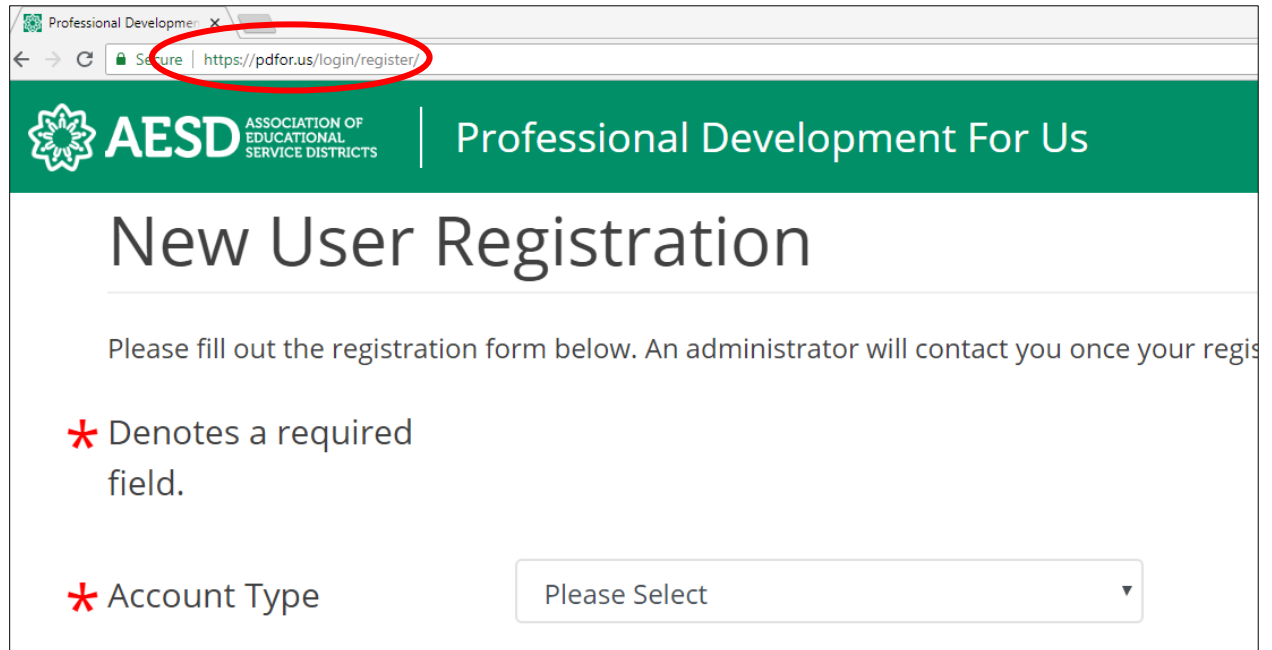


Figure 1. Registration page

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

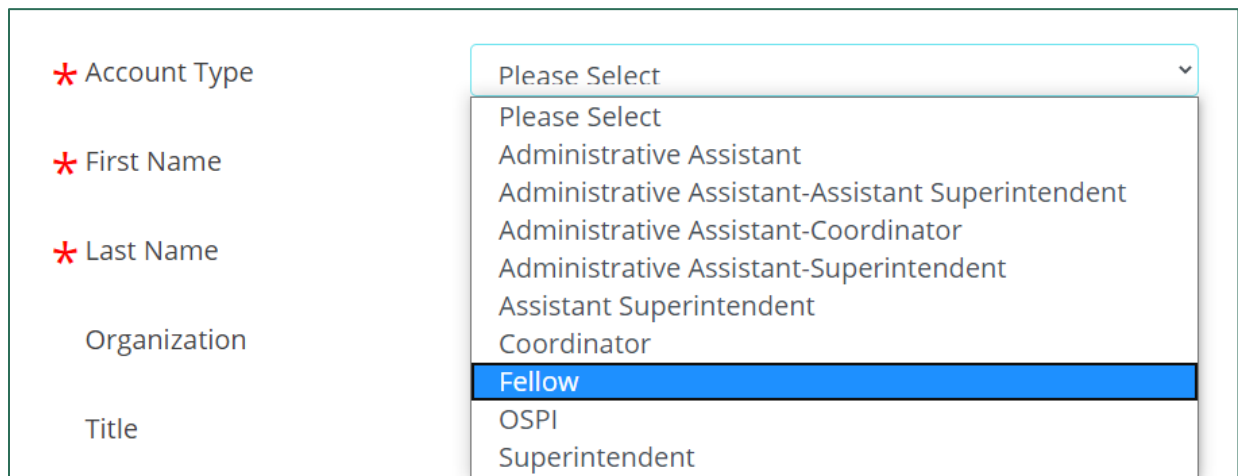


Figure 2. Account type options on the Registration page

3. Enter your first and last name, organization, title, and email address. Organization and title are not required.

* Account Type	<input type="text" value="Fellow"/>
* First Name	<input type="text" value="Jane"/>
* Last Name	<input type="text" value="Fellow"/>
Organization	<input type="text" value="An Amazing School"/>
Title	<input type="text" value="An Amazing Educator"/>
* Email	<input type="text" value="janefellow@example.com"/>

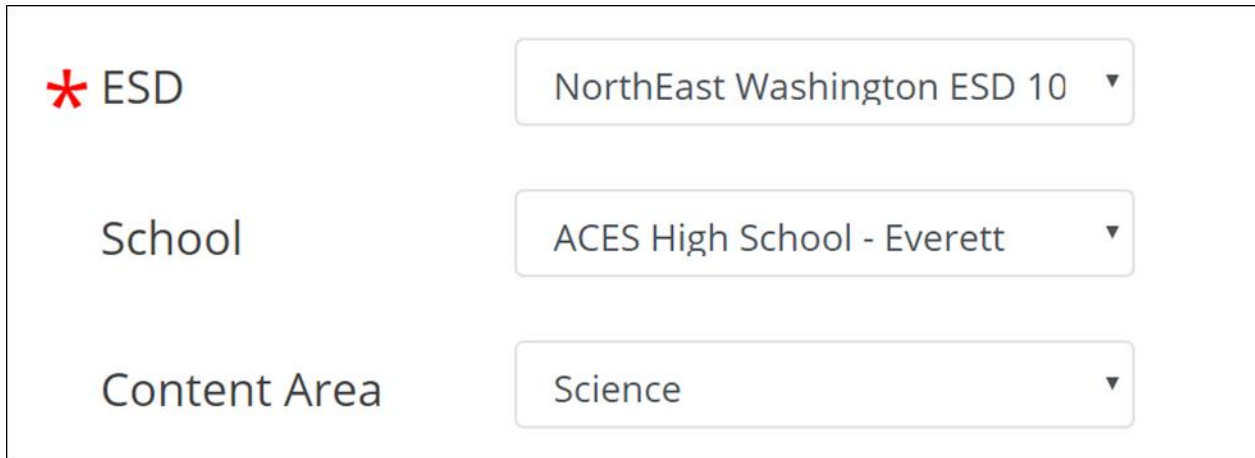
Figure 3. Name, organization, title, and email fields on the Registration page

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

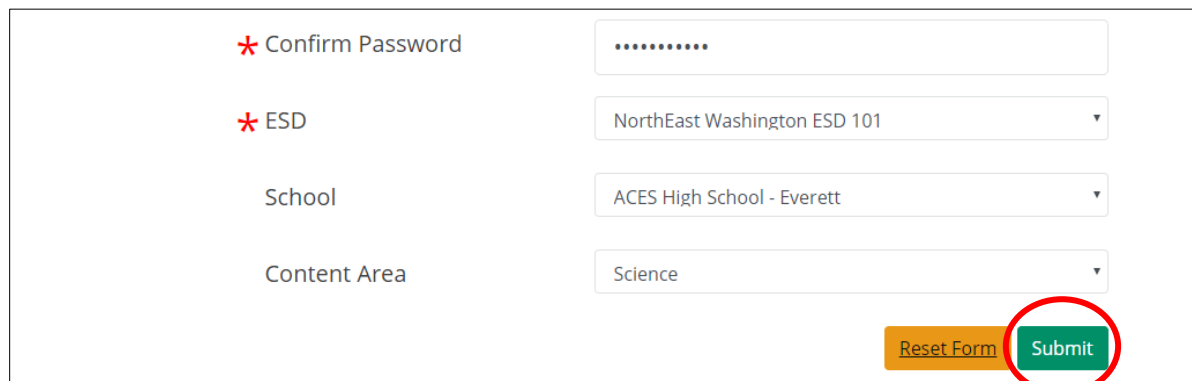
6. Select your ESD, school, and content area. School and content area are not required.



The form contains three rows of labels and dropdown menus. The first row has a red asterisk icon followed by the label 'ESD' and a dropdown menu showing 'NorthEast Washington ESD 10'. The second row has the label 'School' and a dropdown menu showing 'ACES High School - Everett'. The third row has the label 'Content Area' and a dropdown menu showing 'Science'.

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

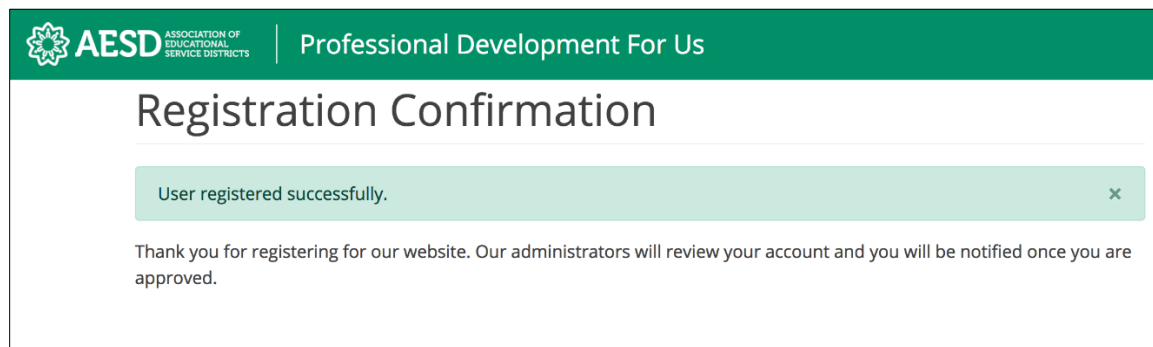
7. Click **Submit** near the bottom of the page.



The form includes a 'Confirm Password' field with a red asterisk icon and a masked password '.....'. Below it are the 'ESD', 'School', and 'Content Area' dropdown menus, which are identical to those in Figure 5. At the bottom right, there are two buttons: a yellow 'Reset Form' button and a green 'Submit' button. The 'Submit' button is circled in red.

Figure 6. Submit button on a completed registration form

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



The page has a green header with the AESD logo and the text 'Professional Development For Us'. The main heading is 'Registration Confirmation'. Below it is a green success message box that says 'User registered successfully.' with a close icon. Underneath, a paragraph reads: 'Thank you for registering for our website. Our administrators will review your account and you will be notified once you are approved.'

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.

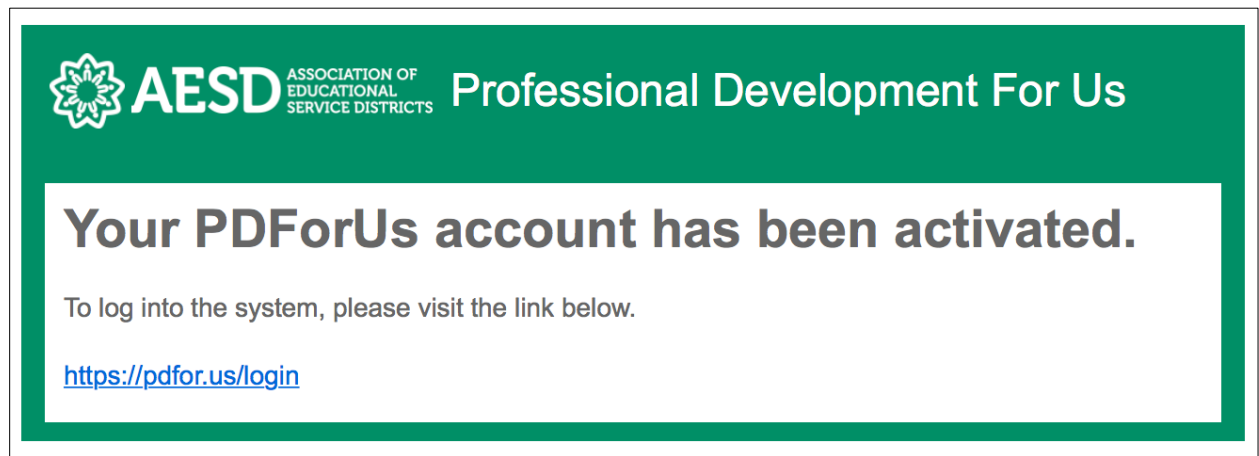


Figure 8. Account activation notification email

Navigating the Website

Once your account is activated, you can use the system to create and manage 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>, and the login page appears

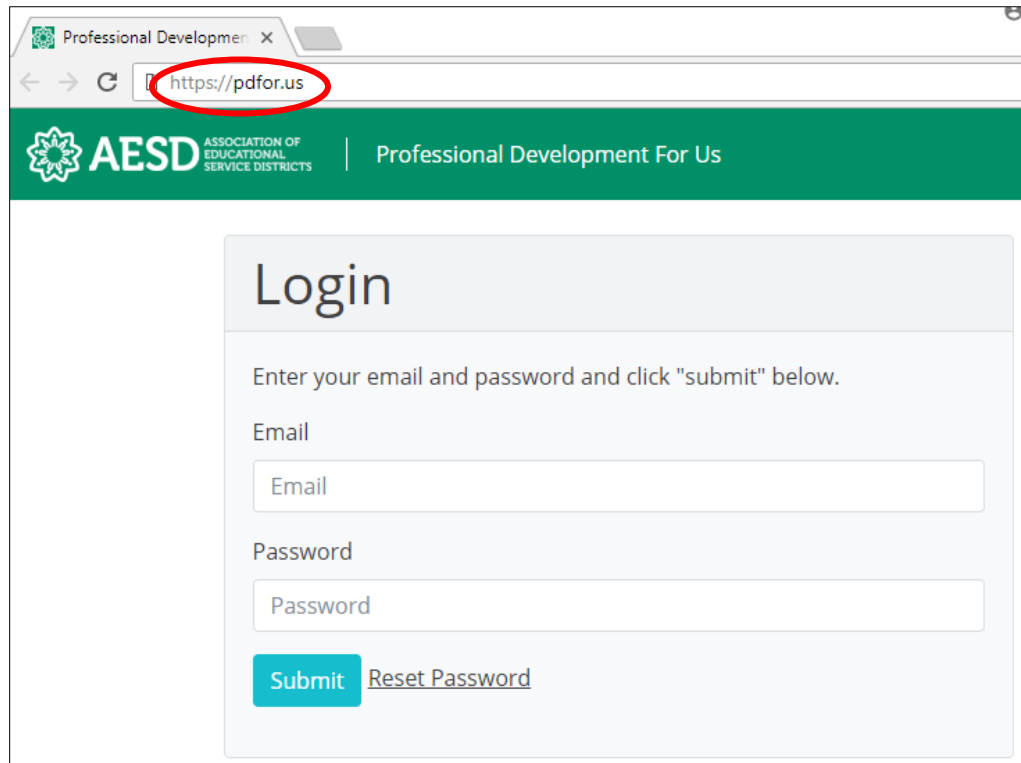
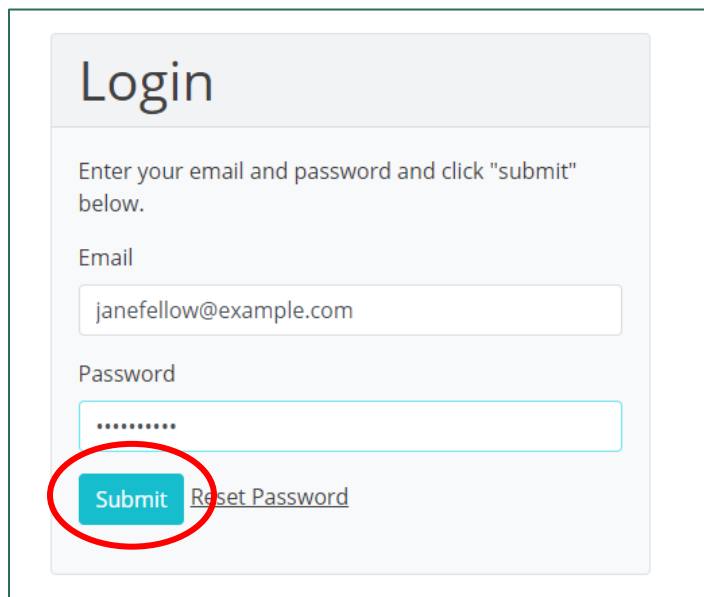
A screenshot of a web browser showing the PDforUs login page. The browser's address bar shows the URL 'https://pdfor.us' circled in red. The page has a green header with the AESD logo and the text 'Professional Development For Us'. The main content area is a light gray box titled 'Login' with the instruction '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**.



Login

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

Email

janefellow@example.com

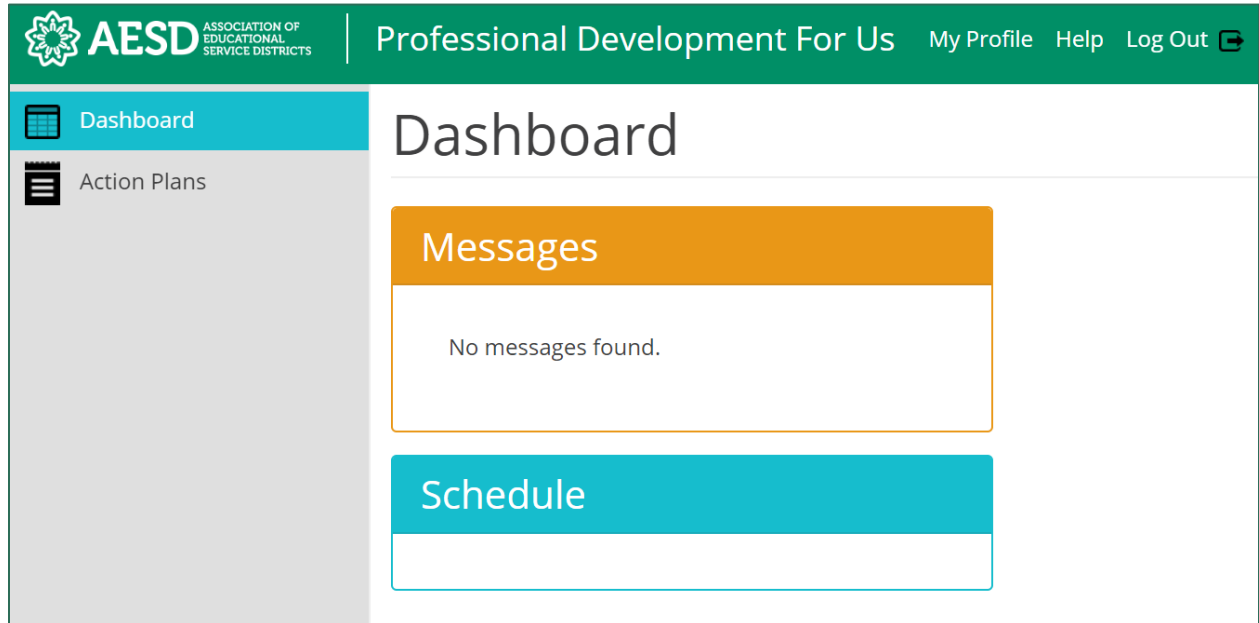
Password

.....

Submit [Reset Password](#)

Figure 10. A completed login form

The dashboard appears.



AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS

Professional Development For Us My Profile Help Log Out

Dashboard

Dashboard

Action Plans

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.

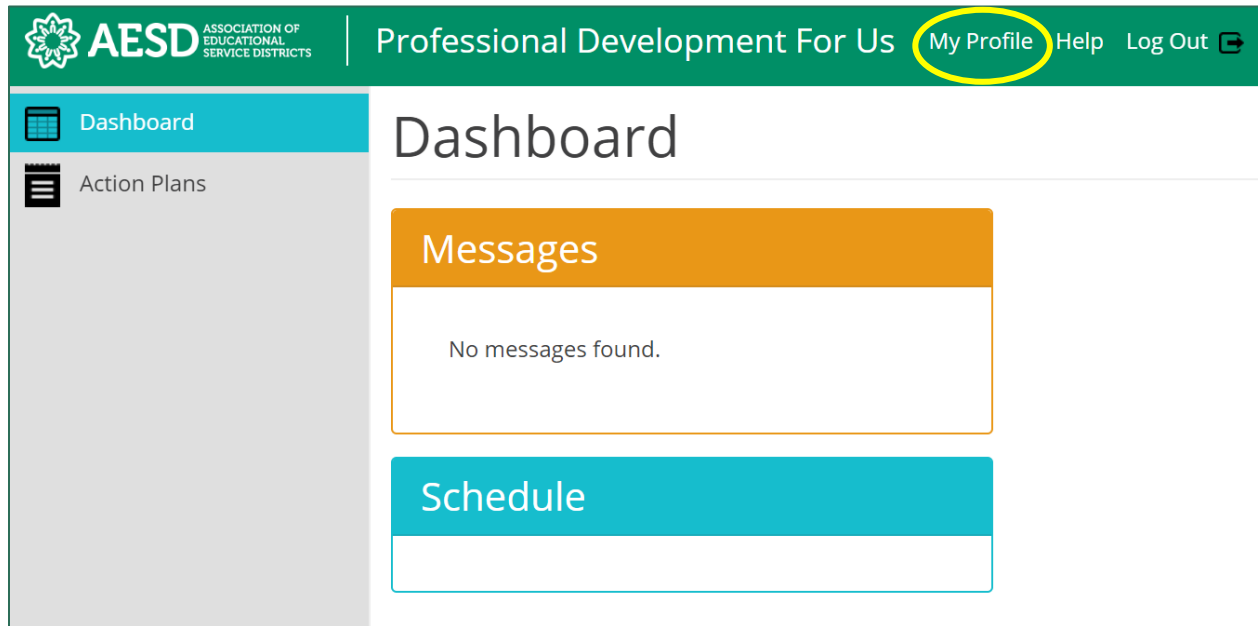


Figure 12. The link to the user profile from the dashboard

Your profile appears.

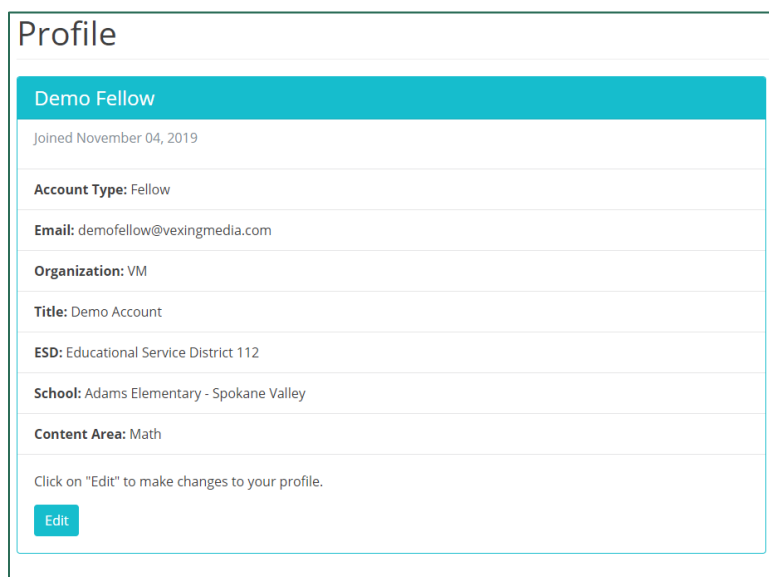


Figure 13. An example user profile

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

Profile

Demo Fellow

Joined November 04, 2019

Account Type: Fellow

Email: demofellow@vexingmedia.com

Organization: VM

Title: Demo Account

ESD: Educational Service District 112

School: Adams Elementary - Spokane Valley

Content Area: Math

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

John

Last Name

Guest

Organization

Organization

Title

Title

Email

fellow@pdforus.com

Password

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 Password

Confirm Password

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"/> <p><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></p>
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 develop 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’s goals for 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.

Through the PDforUs system, you can view and edit Action Plans you created or group Action Plans for which you are a contributor. You can view other Action Plans in your content area but cannot edit them. Any Action Plans you create will appear under the **My Action Plans** tab, even if you add other contributors. If another user adds you as a contributor to their group Action Plan, you can view it under the **Group Action Plans** tab.

Searching and Filtering Action Plans

You can view Action Plans for your content area, Action Plans you created, and group Action Plans for which you are a contributor. For your own plans or group Action Plans, you can view individual sections or the overall plan. For other plans in your content area, you can view the overall plan.

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

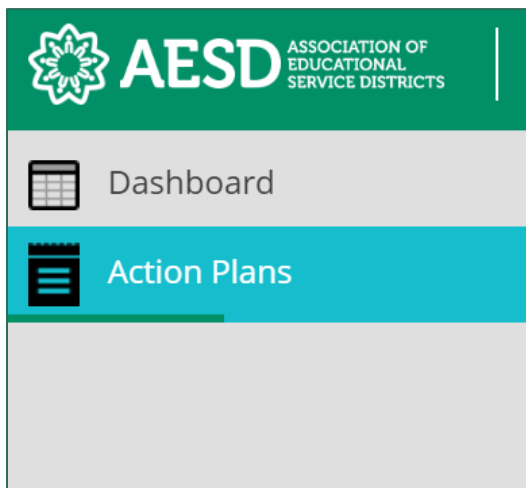


Figure 19. Left navigation

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.

Figure 20. The *Fellows Action Plans* page

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

Fellows Action Plans

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

▲ Introduction

Figure 21. The arrow button to collapse the introductory text on the *Fellows Action Plans* page

The introductory text collapses.

Fellows Action Plans

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

▼ Introduction

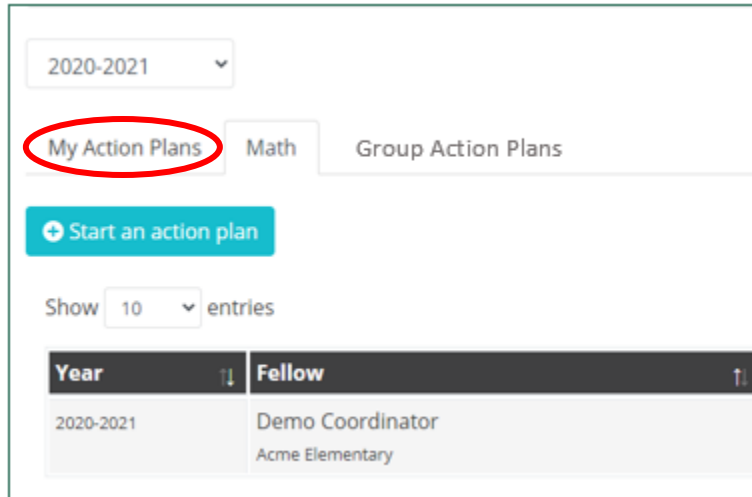
All Years ▼

My Action Plans Math

➕ Start an action plan

Figure 22. The *Fellows Action Plans* page with the introductory text collapsed

2. Select the appropriate tab to view a list of Action Plans. If applicable to you, the following three tabs will be available on the Fellows Action Plans page.
 - **My Action Plans**, which includes plans you created, even if you added other contributors to make it a group plan



2020-2021

My Action Plans Math Group Action Plans

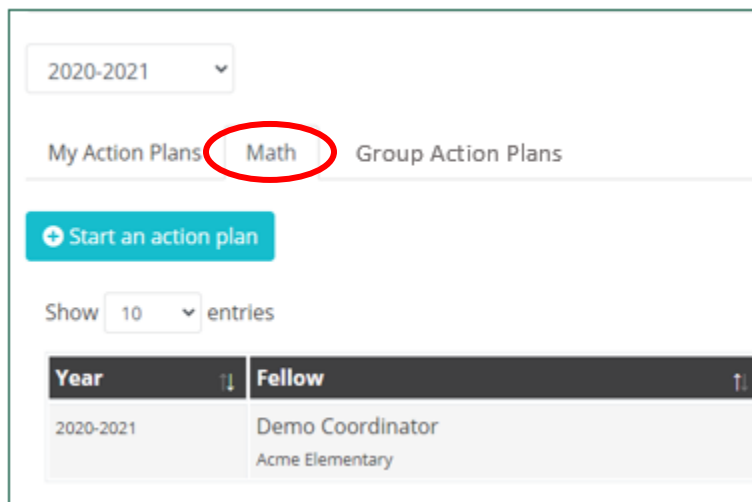
+ Start an action plan

Show 10 entries

Year	Fellow
2020-2021	Demo Coordinator Acme Elementary

Figure 23. The My Action Plans tab

- Action Plans for your content area



2020-2021

My Action Plans Math Group Action Plans

+ Start an action plan

Show 10 entries

Year	Fellow
2020-2021	Demo Coordinator Acme Elementary

Figure 24. The content area tab

- **Group Action Plans**, which includes plans that a group of people are collaborating on that include you as a contributor

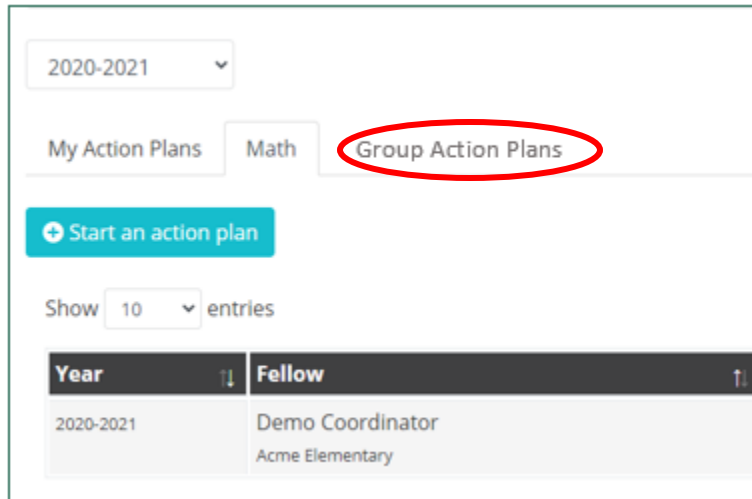


Figure 25. The group Action Plans tab

NOTE: If someone adds you as a collaborator to one of their Action Plans, that plan will appear under your **Group Action Plans** tab. If a Fellow you create the plan, it will remain under the **My Action Plans** tab even after you add other contributors.

3. Filter Action Plans by year by selecting the desired school year from the drop-down menu.

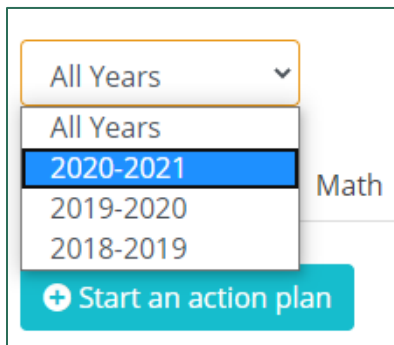


Figure 26. Drop-down menu for choosing which school year's Action Plans to view

The list of Action Plans will automatically update to reflect the year(s) you select.

2020-2021 ▼

My Action Plans Math Group Action Plans

+ Start an action plan

Show 10 entries

Year	Fellow
2020-2021	Demo Coordinator Acme Elementary

Figure 27. A list of action items filtered by a selected school year

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

Search:

Plan Sections			
Sec. A <input type="radio"/> Sec. B <input type="radio"/>	View Plan 🔗 🗑️	🗑️ 🗑️	Edit Contributors <input type="button" value="0"/>
Sec. A <input checked="" type="radio"/> Sec. B <input type="radio"/>	View Plan 🔗 🗑️	🗑️ 🗑️	Edit Contributors <input type="button" value="1"/>

Previous 1 Next

Figure 28. The search field for Action Plans

A filtered list of Action Plans appears.

+ Start an action plan

Show 10 entries

Search: christine

Year	Fellow	Plan Sections		
2019-2020	Demo Fellow Adams Elementary Christine Browning	Sec. A <input checked="" type="radio"/> Sec. B <input type="radio"/>	View Plan 🔗 🗑️	🗑️ 🗑️ Edit Contributors <input type="button" value="1"/>

Showing 1 to 1 of 1 entries (filtered from 2 total entries)

Previous 1 Next

Figure 29. 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.

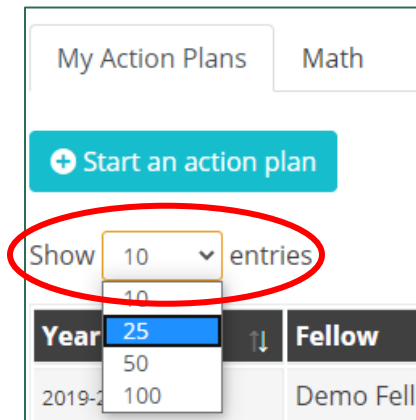


Figure 30. Drop-down menu for choosing how many plans to view on one page of the list

Use the buttons at the bottom right to navigate between pages.

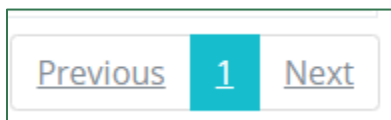


Figure 31. The buttons to navigate between User Reports pages

- Once you have filtered the list (if needed), you can view Section A, Section B, or the entire plan for plans you created or those for which you are a contributor. To view Action Plan sections, click on the desired section in the **Plan Sections** column.

Year	Fellow	Plan Sections
2020-2021	Demo Coordinator A J West Elementary	<div>Sec. A ○</div> <div>Sec. B ○ 0</div>

Figure 32. Links to Action Plan sections

NOTE: In the **Plan Sections** column, the circles on the Section A and Section B buttons indicate the level of completeness of each section. A fully shaded circle with a check mark means a complete section, a partially shaded circle means a partially complete section, and an unfilled circle means the section is not yet started. The number shown on the Section B button indicates the number of reflections included for this Action Plan.

In the first row in the example below, Section A is complete and Section B is not yet started. In the second row, Section A is complete and Section B is partially complete. There are zero reflections for both Action Plans in this example.

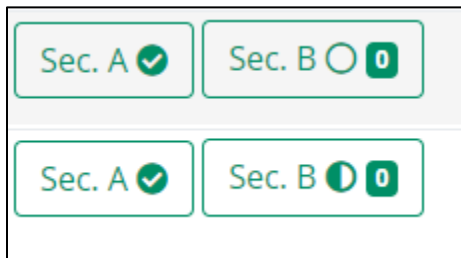


Figure 33. Icons on buttons for Action Plan sections that show the level of completeness and number of reflections

When you click the Section A or Section B button, a page for the selected section appears.

Action Plan: Initial Plan - Section A 2019-2020

2019-2020

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

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

Action Plan: Ongoing Reflections & Plans - Section B 2019-2020

2019-2020

[← 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 record of the following:

Actions / Strategies	Equity	Timeline	Responsibilities
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

Figure 35. The Action Plan—Ongoing Reflections & Plans—Section B page

- To view an overall Action Plan that you created or for which you are a contributor, click **View Plan** in the appropriate row.

Start an action plan Download XLS		Show <input type="text" value="10"/> entries			
Year	Fellow	Plan Sections			
2020-2021	Demo Coordinator AJ West Elementary	Sec. A <input type="radio"/>	Sec. B <input type="radio"/>	View Plan	PDF
2019-2020	Demo Fellow Adams Elementary	Sec. A <input checked="" type="radio"/>	Sec. B <input type="radio"/>	View Plan	PDF

Figure 36. The button to view an Action Plan you created

NOTE: For plans in your content area created by others (and for which you are not a contributor), you can view the plan in entirety but cannot view individual sections. Click on **View Plan** in the appropriate row.

Start an action plan		Show <input type="text" value="10"/> entries			
Year	Fellow	Plan Sections			
2020-2021	Demo Coordinator Acme Elementary			View Plan	PDF

Figure 37. The button to view an Action Plan created by others from your content area

The **Action Plan** page appears, which shows the information for the selected plan.

Action Plan

2020-2021

[← 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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[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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Timeline

Action

Author/Contributors

Name
 Demo Coordinator (Author)

Comments

No comments found.

Figure 38. The Action Plan page for a selected plan

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

Action Plan

2020-2021

← [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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[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:

Author/Contributors

Name
Demo Contributor (Author)

Comments

Add a comment... [send](#)

No comments found.

Figure 39. The comments text field on the View Action Plan page

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

Typing a new comment |

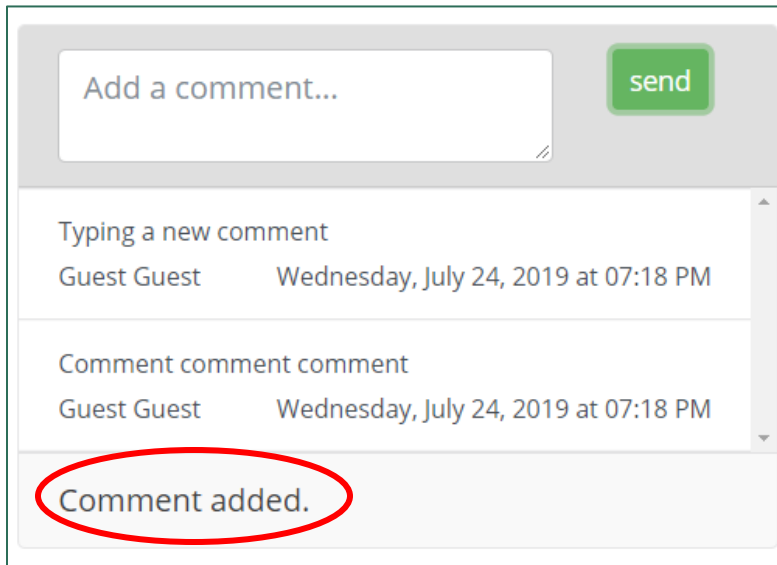
[send](#)

Comment comment comment

Guest Guest Wednesday, July 24, 2019 at 07:12 PM

Figure 40. The button to submit a comment for an Action Plan

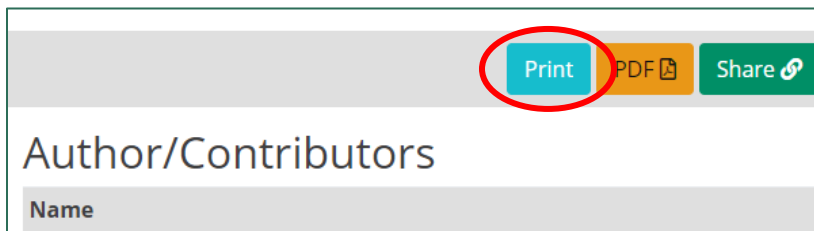
A confirmation message briefly appears beneath the comment section.



The screenshot shows a comment interface. At the top is a text input field labeled "Add a comment..." with a green "send" button to its right. Below the input field is a scrollable 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 scrollable area, a confirmation message "Comment added." is displayed and circled in red.

Figure 41. The confirmation message for adding a comment to an Action Plan

8. You can print the plan from this page by clicking **Print** in the upper-right corner.



The screenshot shows the upper-right corner of a page. In the top right, there are three buttons: "Print" (blue), "PDF" (orange with a document icon), and "Share" (green with a link icon). The "Print" button is circled in red. Below these buttons, the text "Author/Contributors" is visible, followed by a table with a header "Name".

Figure 42. Button to print Action Plan

The plan text opens in a second browser window and a dialogue box appears for the printing devices connected to your computer.

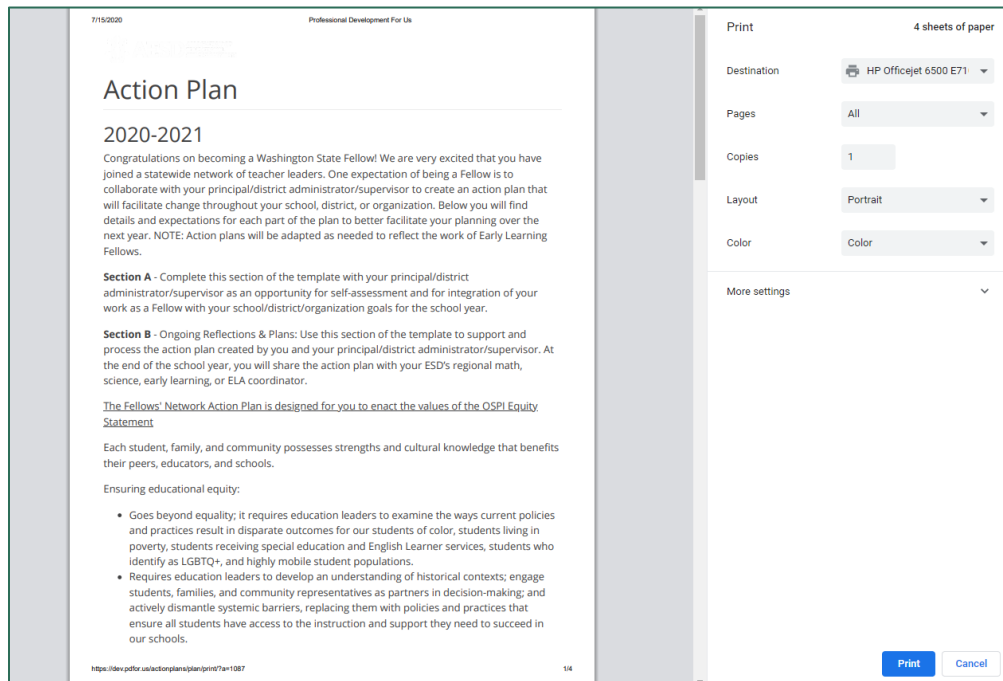


Figure 43. A dialogue box for confirming the printing settings on your connected devices

9. Enter your desired printing settings in the dialogue box and click **Print**.
10. You can view this plan as a PDF by clicking **PDF** in the upper-right corner.

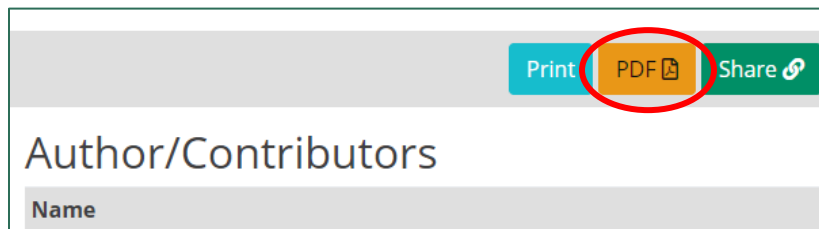


Figure 44. Button to view an Action Plan as a PDF from the Action Plan page

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

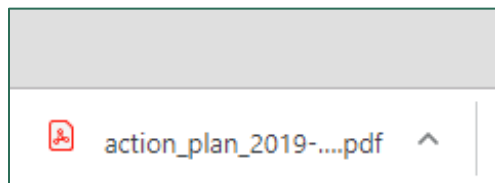


Figure 45. The prompt to open a PDF

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

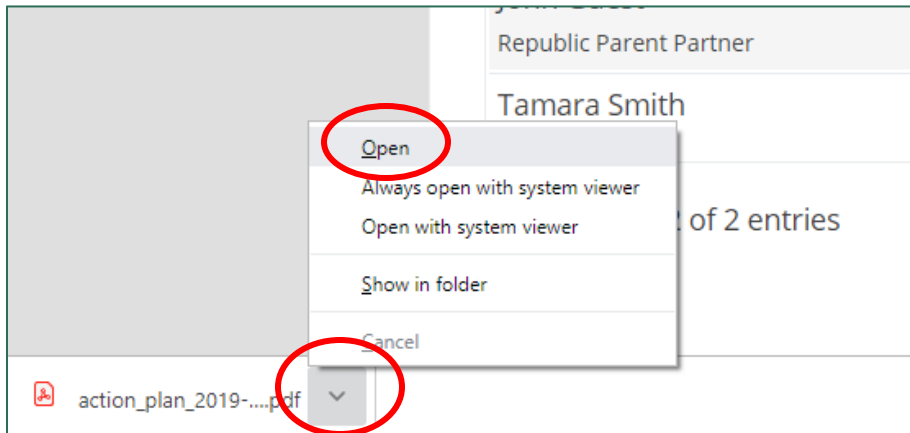


Figure 46. The arrow button to open a downloaded PDF

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

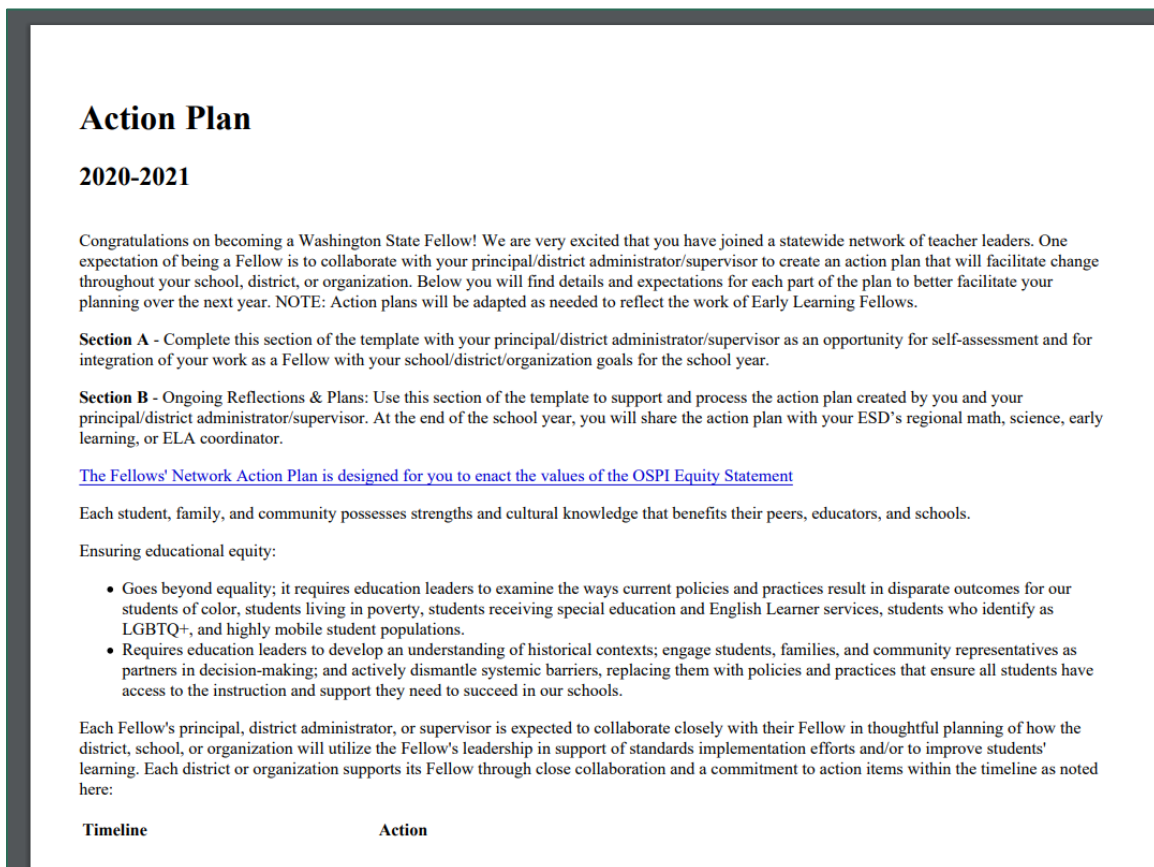


Figure 47. An Action Plan as a PDF

12. You can create a shareable link for this plan by clicking **Share** in the upper-right corner.

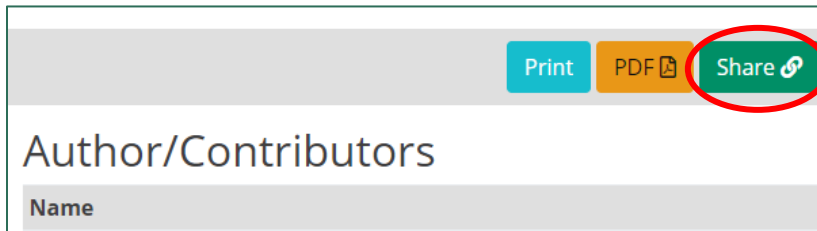


Figure 48. Button to create a shareable link for an Action Plan

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

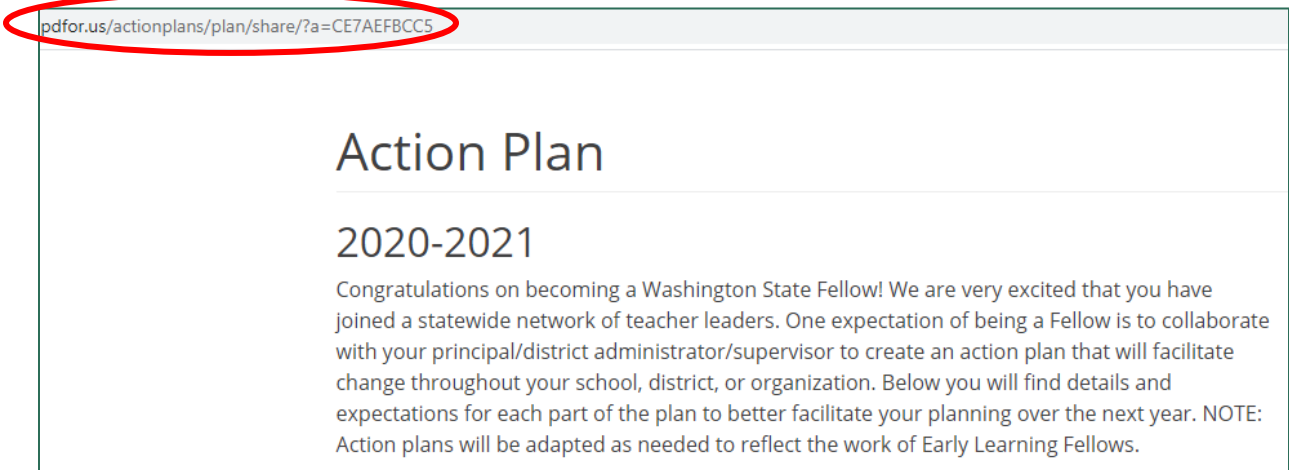


Figure 49. A new window with a shareable URL for an Action Plan

Creating an Action Plan

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

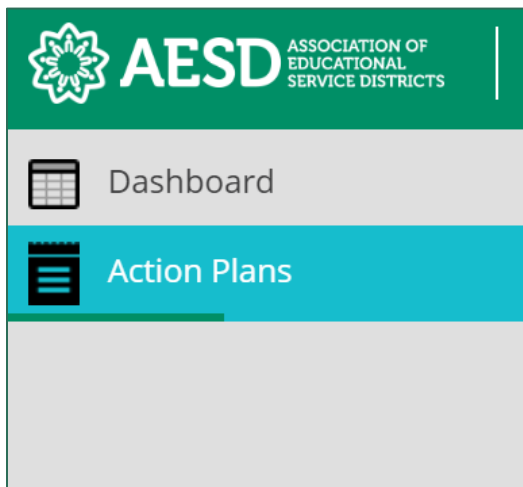


Figure 50. Left navigation

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.

Figure 51. The Fellows Action Plans page

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

2020-2021

My Action Plans Math Group Action Plans

+

Start an action plan

Show 10 entries

Year	Fellow
2020-2021	Demo Coordinator Acme Elementary

Figure 52. 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 53. 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

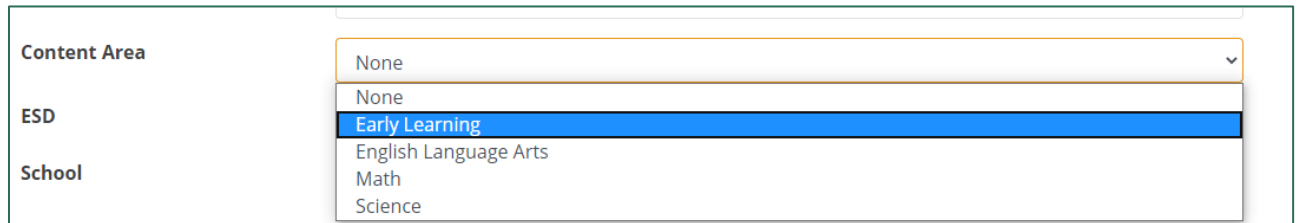
School

Republic Parent Partner - REPUBLIC ▼

If you do not work in a school, what

Figure 54. The year in Fellows program drop-down menu for creating an Action Plan

4. Select your content area.



Content Area

ESD

School

None

None

Early Learning

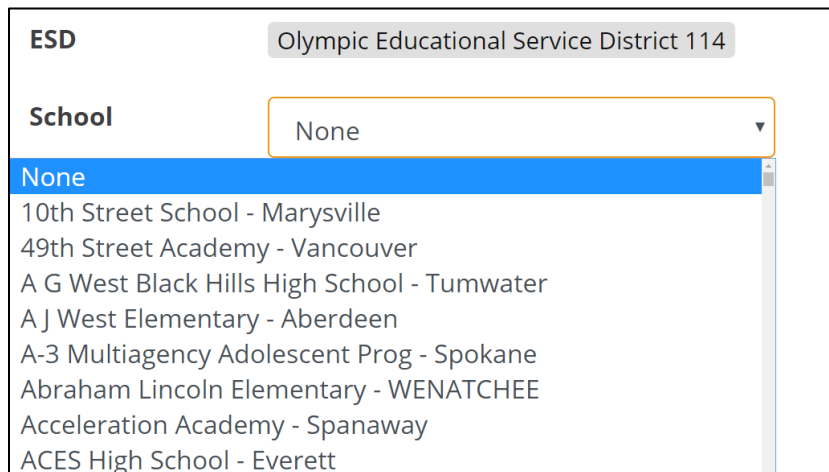
English Language Arts

Math

Science

Figure 55. The content area drop-down menu for creating an Action Plan

5. If applicable, choose your school.



ESD

Olympic Educational Service District 114

School

None

None

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

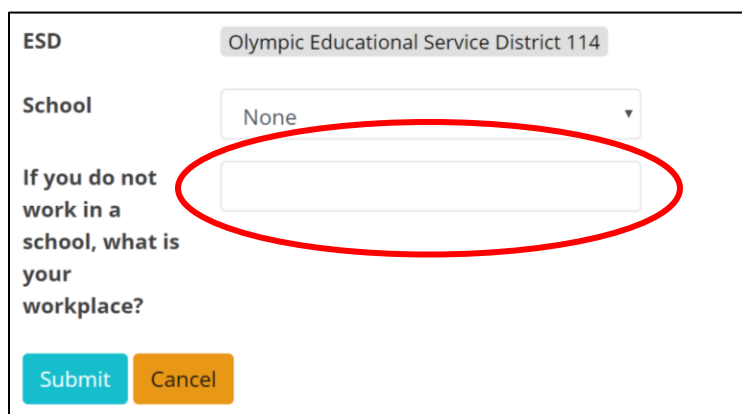
Abraham Lincoln Elementary - WENATCHEE

Acceleration Academy - Spanaway

ACES High School - Everett

Figure 56. 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.



ESD

Olympic Educational Service District 114

School

None

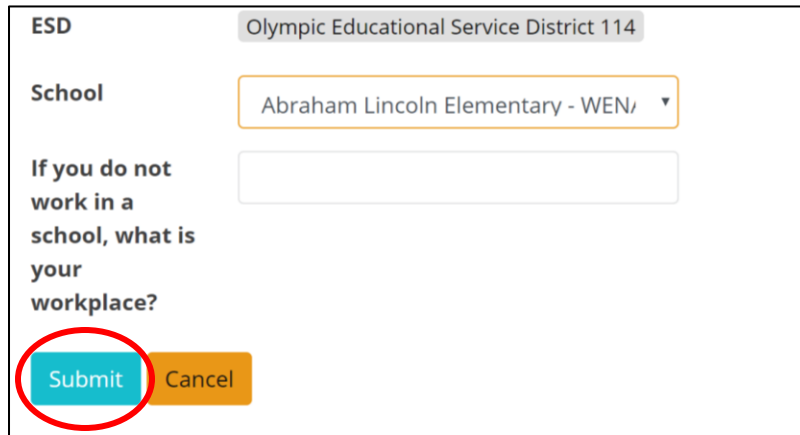
If you do not work in a school, what is your workplace?

Submit

Cancel

Figure 57. The field for indicating a non-school workplace

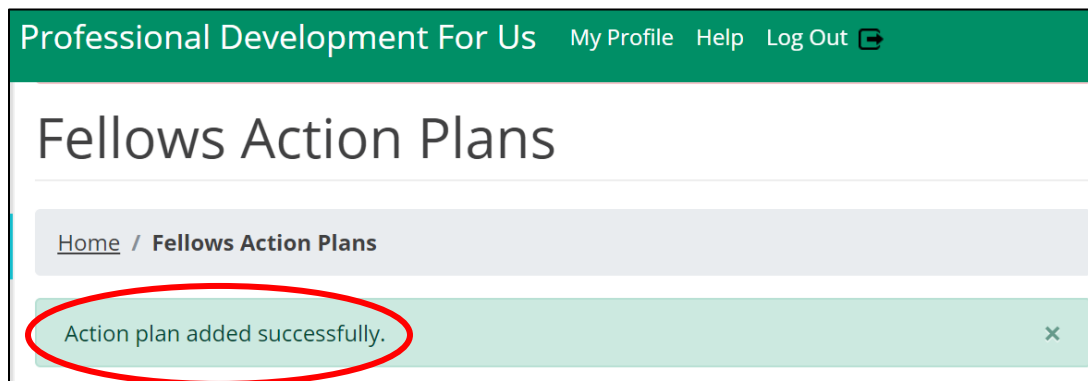
7. Click **Submit**.



The screenshot shows a web form for creating an action plan. At the top, 'ESD' is set to 'Olympic Educational Service District 114'. Below, 'School' is a dropdown menu showing 'Abraham Lincoln Elementary - WEN'. A text field for 'If you do not work in a school, what is your workplace?' is empty. At the bottom, there are two buttons: 'Submit' (blue) and 'Cancel' (orange). The 'Submit' button is circled in red.

Figure 58. The submit button on the Action Plan page

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



The screenshot shows the 'Fellows Action Plans' page. The header is green with 'Professional Development For Us' and links for 'My Profile', 'Help', and 'Log Out'. Below the header, the page title 'Fellows Action Plans' is displayed. A breadcrumb trail shows 'Home / Fellows Action Plans'. At the bottom, a light green confirmation message box says 'Action plan added successfully.' with a close button (X) on the right. The message box is circled in red.

Figure 59. 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.

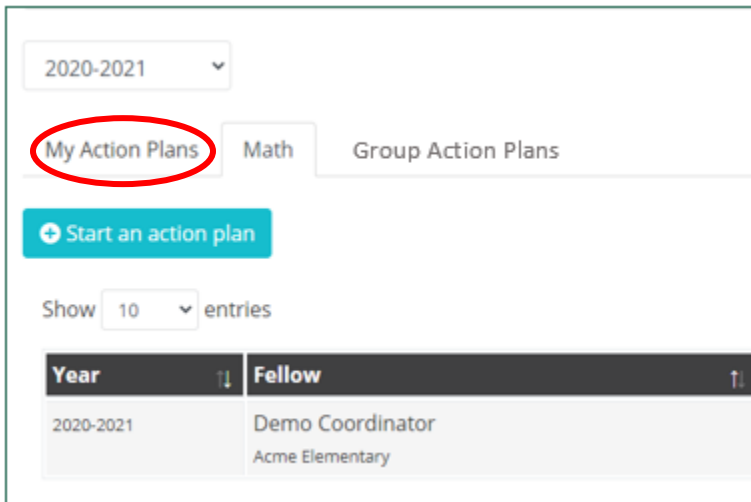


Figure 60. A list of Action Plans under the My Action Plans tab

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

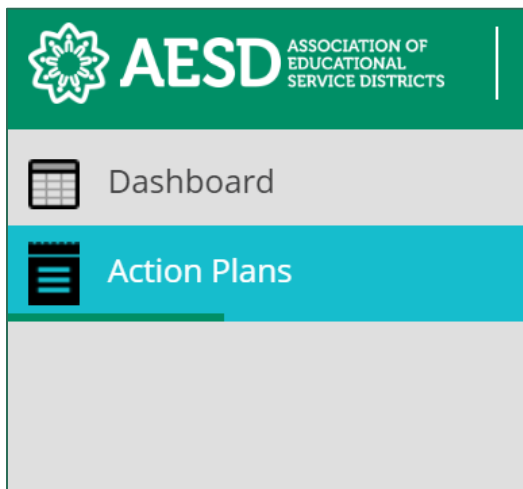


Figure 61. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

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

Introduction

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

Figure 62. The Fellows Action Plans page

2. In the **Plan Sections** column, click on **Section A** in the appropriate row.

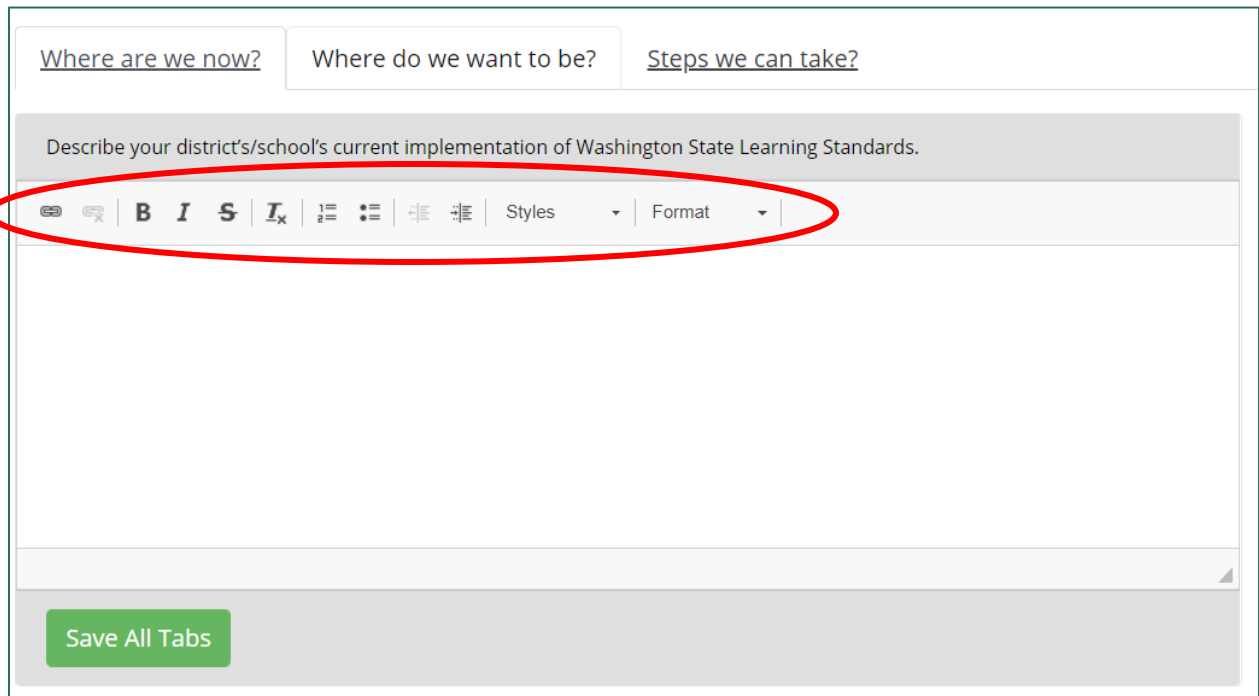
[+ Start an action plan](#)

Show entries

Year	Fellow	Plan Sections
2020-2021	Demo Fellow Adams Elementary	<div> <div>Sec. A</div> <div>Sec. B</div> </div>







Figure 63. Plan sections column with Section A selected

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.



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

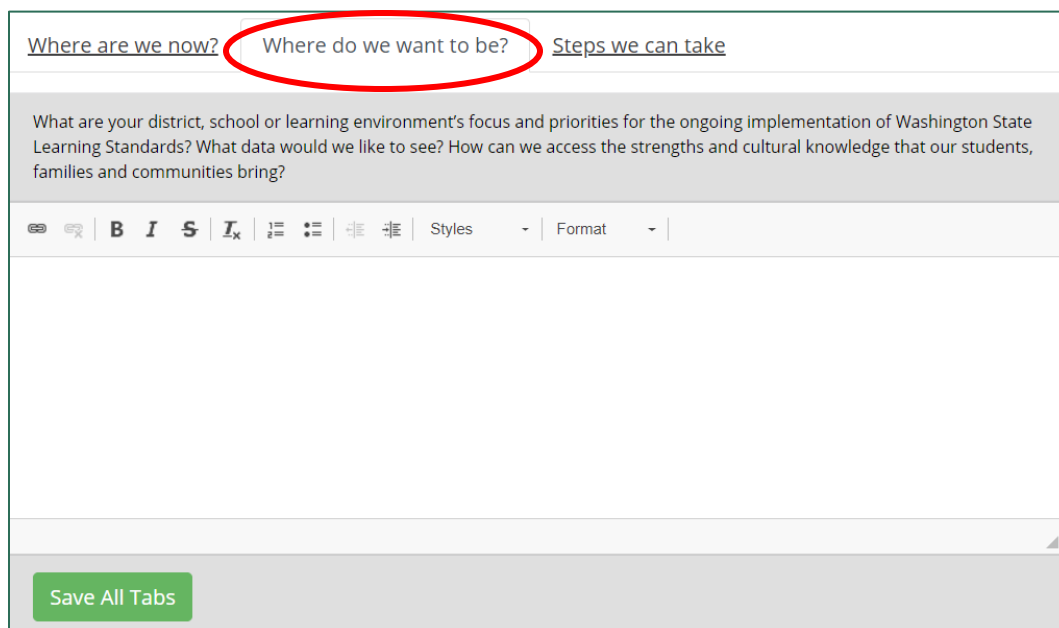
Describe your district's/school's current implementation of Washington State Learning Standards.



B *I* ~~S~~ U




Styles Format

Save All Tabs







Figure 66. The style ribbon for the Action Plan Section A text field

- 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?



B *I* ~~S~~ U




Styles Format

Save All Tabs

Figure 67. 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: **B** *I* ~~S~~ I_x [List Icons] Styles Format

Save All Tabs

Figure 68. The Steps we can take tab with accompanying text field

- When you are done responding to 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.

Rich text editor toolbar: **B** *I* ~~S~~ I_x [List Icons] Styles Normal

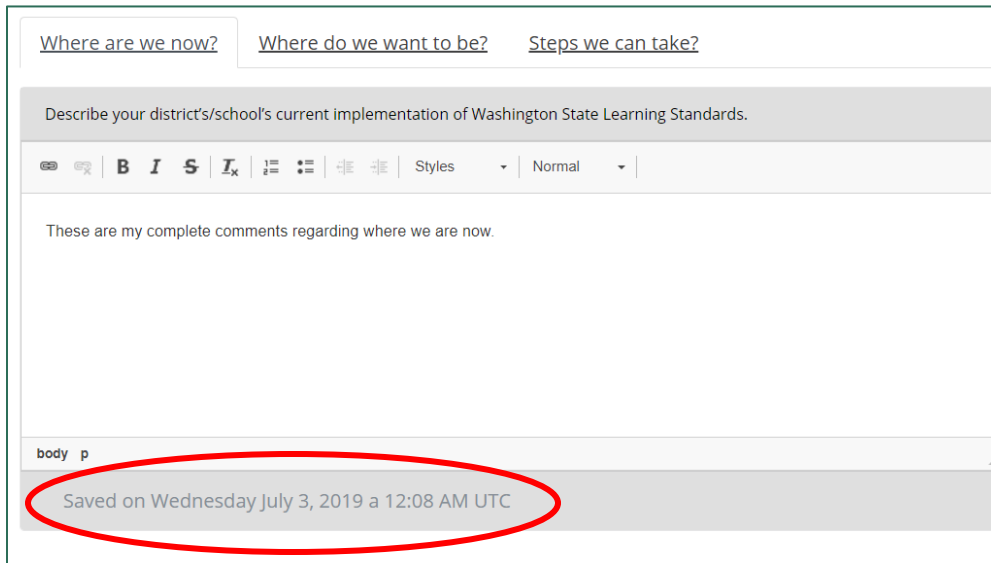
These are my complete comments regarding where we are now.

body p

Save All Tabs

Figure 69. The Save All Tabs button

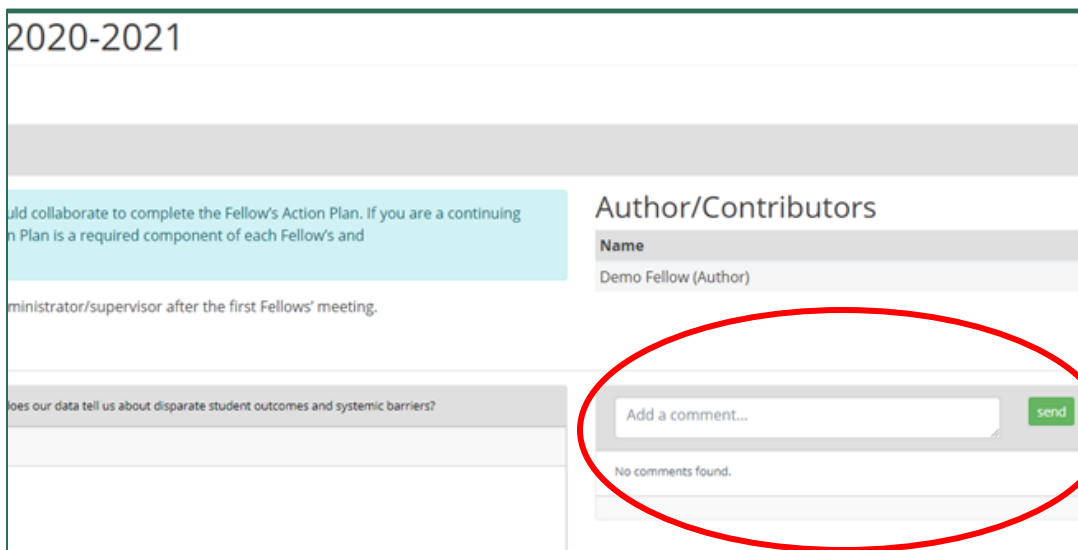
A confirmation message briefly appears below the text field.



The screenshot shows a web form with three tabs: "Where are we now?", "Where do we want to be?", and "Steps we can take?". The "Where are we now?" tab is active. Below the tabs is a text area with the prompt "Describe your district's/school's current implementation of Washington State Learning Standards." The text area contains the text "These are my complete comments regarding where we are now." Below the text area is a confirmation message "Saved on Wednesday July 3, 2019 a 12:08 AM UTC" which is circled in red.

Figure 70. The confirmation message after saving all tabs

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



The screenshot shows a web form for the 2020-2021 school year. On the right side, there is a section titled "Author/Contributors" with a "Name" field containing "Demo Fellow (Author)". Below this is a comment section with a text input field labeled "Add a comment..." and a "send" button. The comment section also displays "No comments found." The comment input field and the "send" button are circled in red.

Figure 71. The comment area for Section A of the Action Plan

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

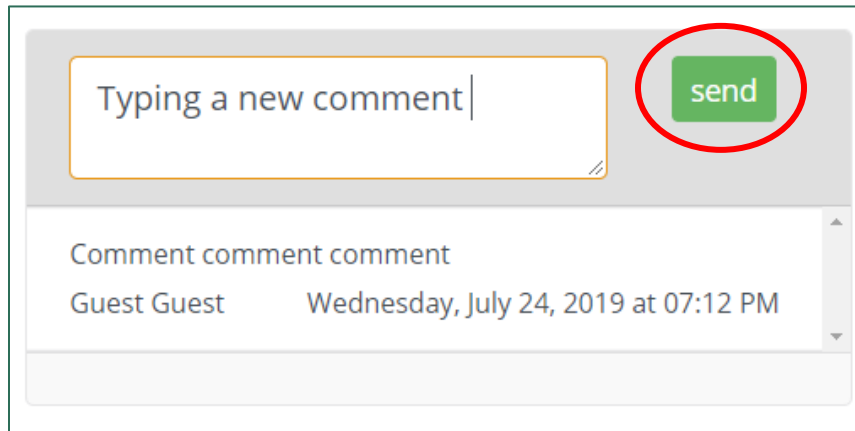


Figure 72. The send button to submit a comment

A confirmation message briefly appears beneath the comment section.

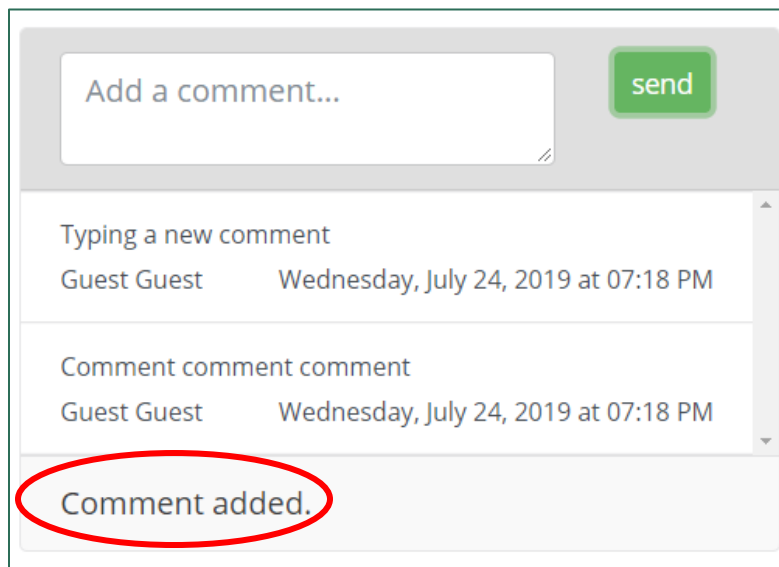


Figure 73. The confirmation message when a new comment is added

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.

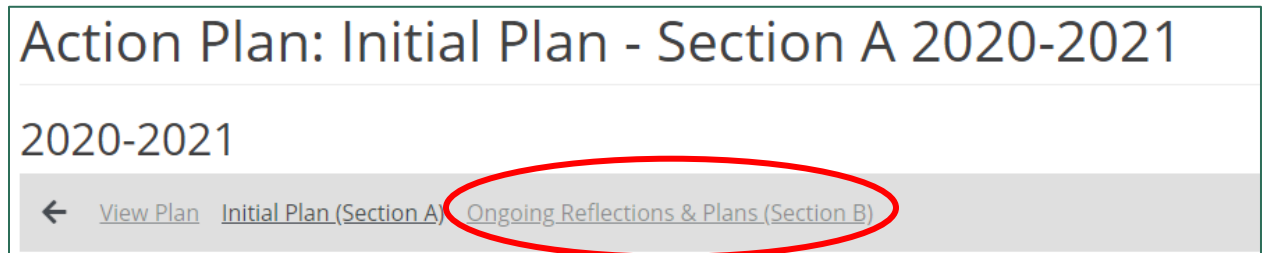


Figure 74. Navigational links to go to Section B of the plan or to view the plan

Or click **Action Plans** in the left navigation.

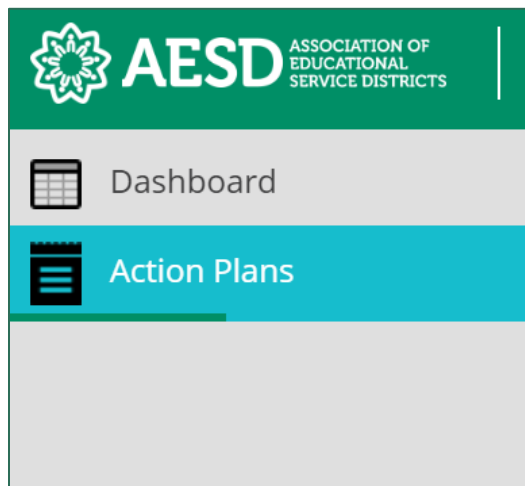


Figure 75. Left navigation

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.

Figure 76. The Fellows Action Plans page

Click the **Section B** button in the appropriate row of the Plan Sections column.

[+ Start an action plan](#)

Show entries

Year	Fellow	Plan Sections
2020-2021	Demo Fellow Adams Elementary	Sec. A Sec. B 0

Figure 77. 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

2020-2021

[← 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:

Author/Contributors					
Name					
Demo Coordinator (Author)					

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation
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?

[Add action item](#)

Figure 78. Action Plan: Ongoing Reflections & Plans—Section B page

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

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator following:

Actions / Strategies	Equity	Timeline	Responsibilities
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
<div>Add action item</div>			

Figure 79. The button for adding action items to an Action Plan

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

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:

Author/Contributors

Name
Demo Fellow (Author)

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation
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>Action Item</div>	<div>Equity</div>	<div>Timeline</div>	<div>Responsibilities</div>	<div>Resources</div>	<div>How will we monitor/evaluate?</div>
<div>save cancel</div>					
<div>Add action item</div>					

Figure 80. 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.

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
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?
Set up meetings	Consider equity	By Jan 1	The Fellow	Meeting space	Surveys

Author/Contributors

Name

Demo Fellow (Author)

save

cancel

Figure 81. Example of completed text fields for a new action item

- Click **save**.

Resources

What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)

Evaluation

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?

Meeting space

Surveys

save

cancel

Figure 82. The button to save a new action item

Saved responses appear without the blue background. Options to edit, add a reflection to, or delete an action item appear on the right. (Editing and deleting action items are discussed under the [Editing an Action Plan](#) section.)

Action Plan: Ongoing Reflections & Plans - Section B

2020-2021

← [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
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?
Set up meetings	Consider equity	By Jan 1	The Fellow	Meeting space	Surveys

Author/Contributors

Name

Demo Fellow (Author)

Add action item

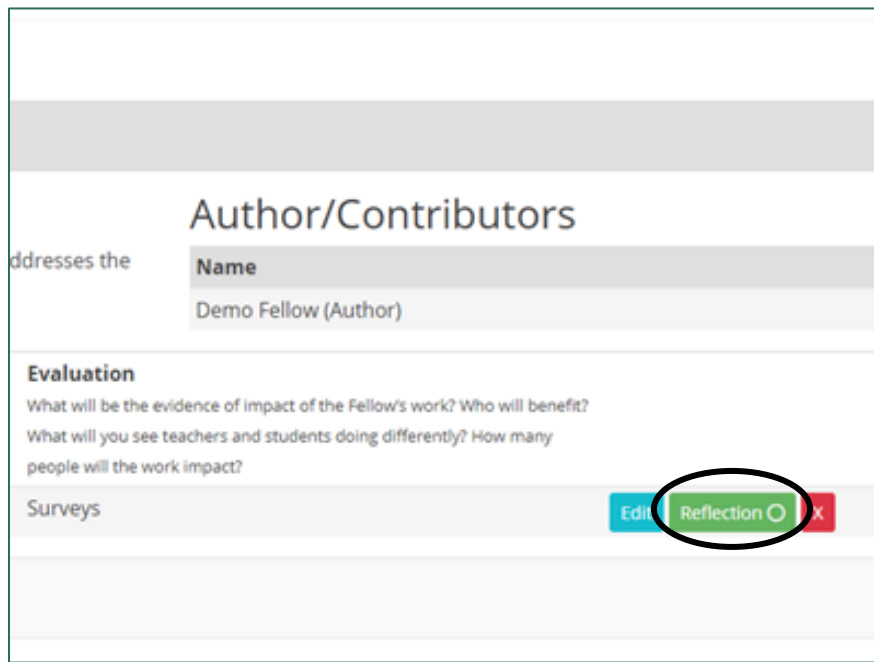
Edit

Reflection

X

Figure 83. A saved action item

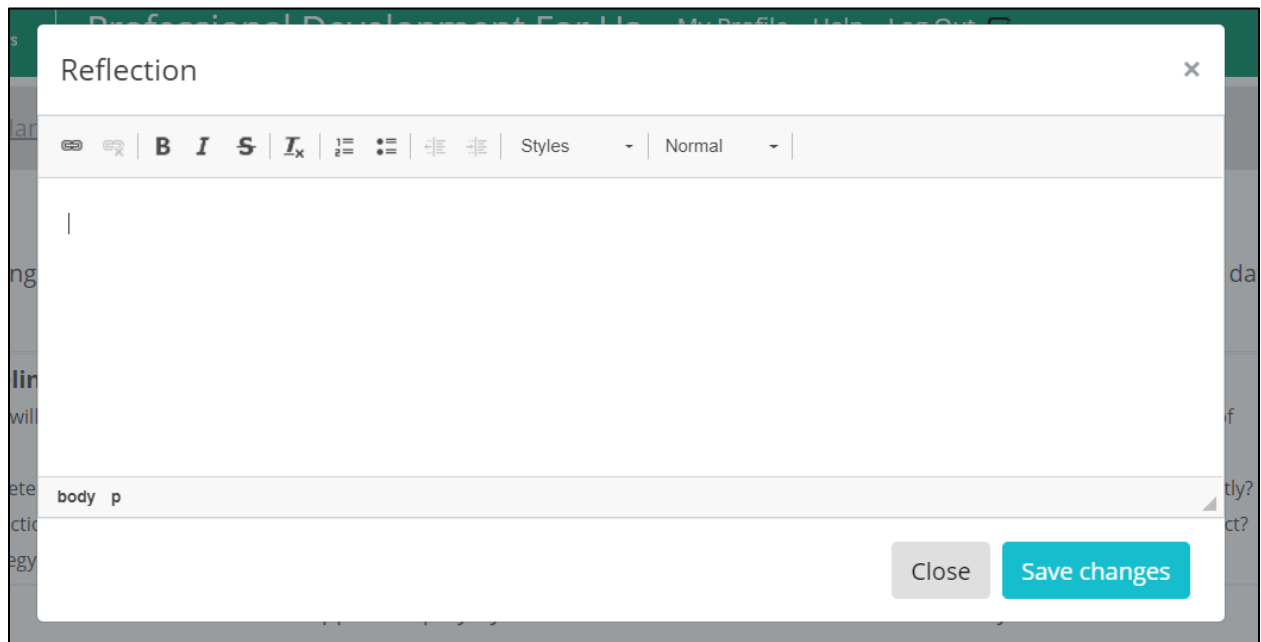
- To add or view reflections for a saved action item, click **Reflection** at the bottom right.



The screenshot shows a web form titled "Author/Contributors". It includes a "Name" field with the value "Demo Fellow (Author)". Below this is an "Evaluation" section with two text prompts: "What will be the evidence of impact of the Fellow's work? Who will benefit?" and "What will you see teachers and students doing differently? How many people will the work impact?". At the bottom of the form, there are three buttons: "Edit" (blue), "Reflection" (green, circled in red), and a red button with a close icon.

Figure 84. The button to view or add a reflection to an action item

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



The screenshot shows a modal window titled "Reflection" with a close button (X) in the top right corner. The modal contains a rich text editor with a toolbar featuring icons for link, unlink, bold, italic, strikethrough, underline, bulleted list, numbered list, indent, and outdent. Below the toolbar is a large text area with a vertical cursor. At the bottom of the modal, there are two buttons: "Close" (grey) and "Save changes" (blue).

Figure 85. 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.

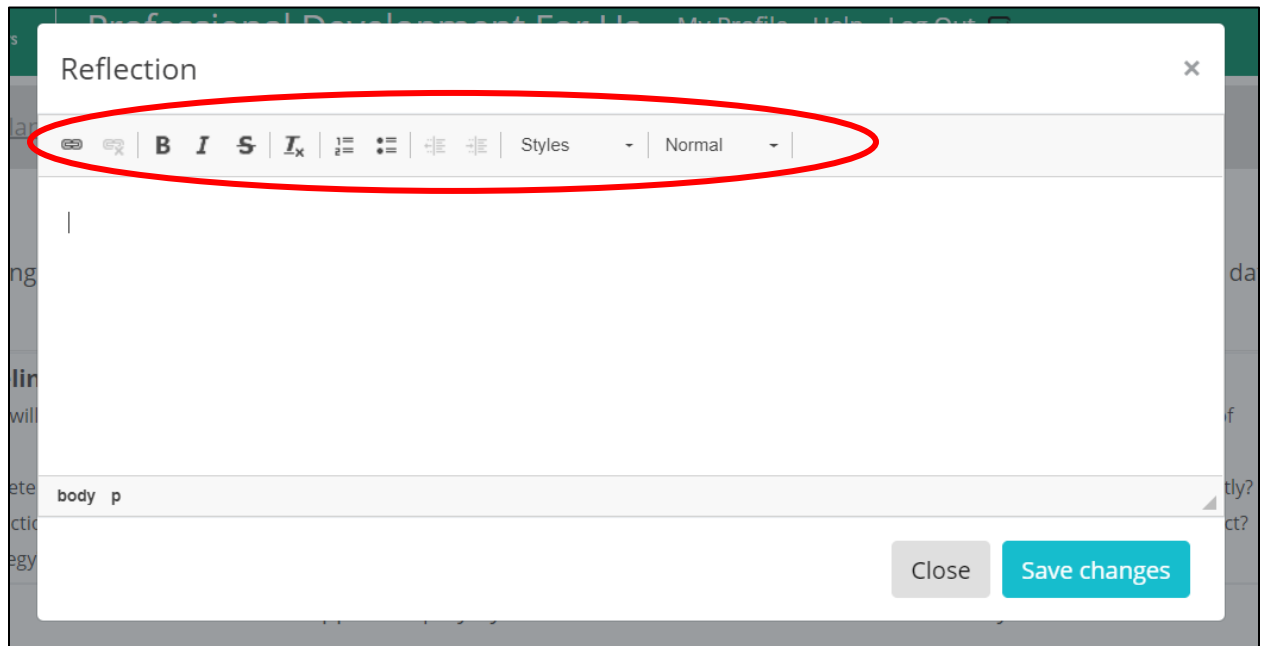


Figure 86. The style ribbon for the Reflection text box

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

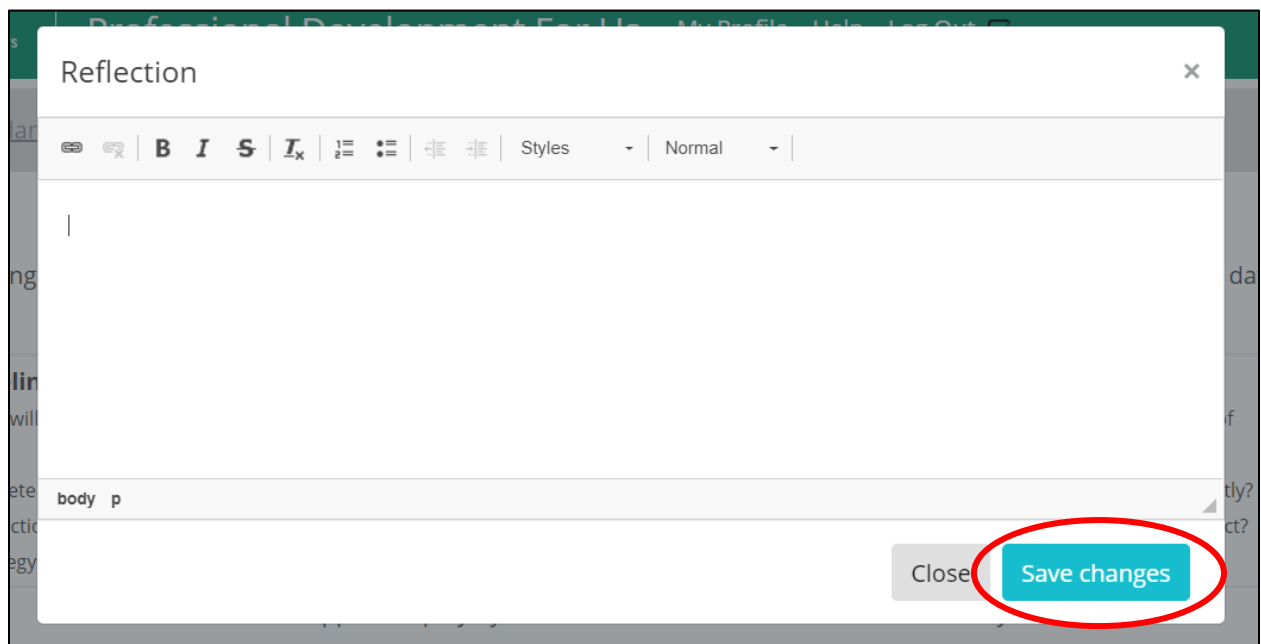


Figure 87. The save changes button for action item reflections

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



Figure 88. 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.

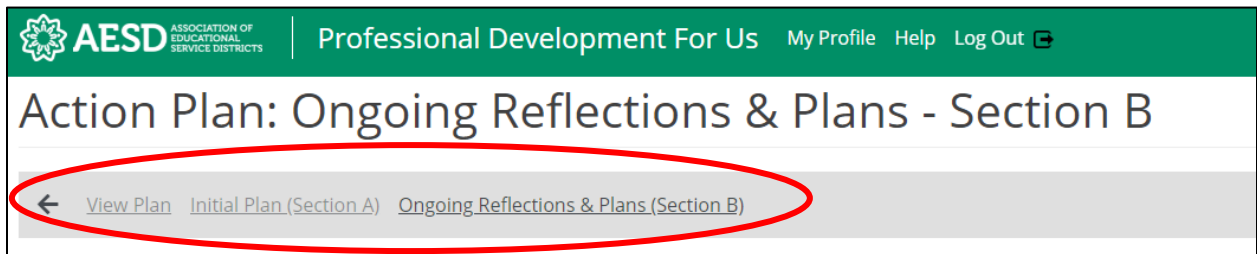


Figure 89. Navigational links to view other sections of the Action Plan from Section B

Downloading and Sharing Action Plans

You can download an Action Plan as a PDF, download an Action Plan section as a spreadsheet, or share a link to the plan.

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

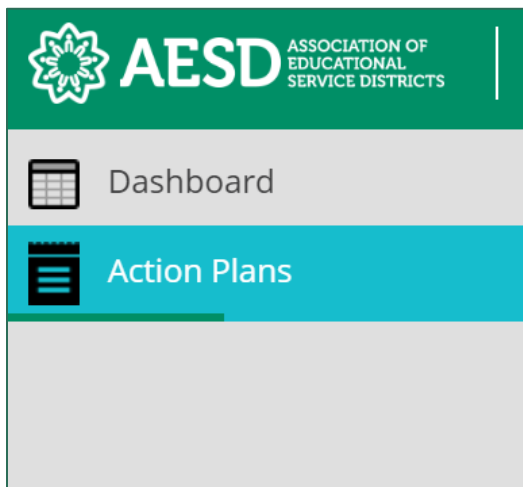


Figure 90. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

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

Introduction

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.

Figure 91. The Fellows Action Plans page

- Select a tab to view your own plans, those from your content area, or group plans for which you are a contributor.

2020-2021

My Action Plans

Math

Group Action Plans

Start an action plan

Show 10 entries

Year	Fellow
2020-2021	Demo Coordinator Acme Elementary

Figure 92. Tabs for viewing your own Action Plans or those from your content area

3. To print an Action Plan, click **View 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 93. The button to view an Action Plan

The **Action Plan** page appears.

Action Plan

2020-2021

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

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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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.

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- 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

Figure 94. The Action Plan page

4. Click **Print** in the upper-right corner.

Author/Contributors

Name

Figure 95. Button to print Action Plan

The plan text opens in a second browser window and a dialogue box appears for the printing devices connected to your computer.

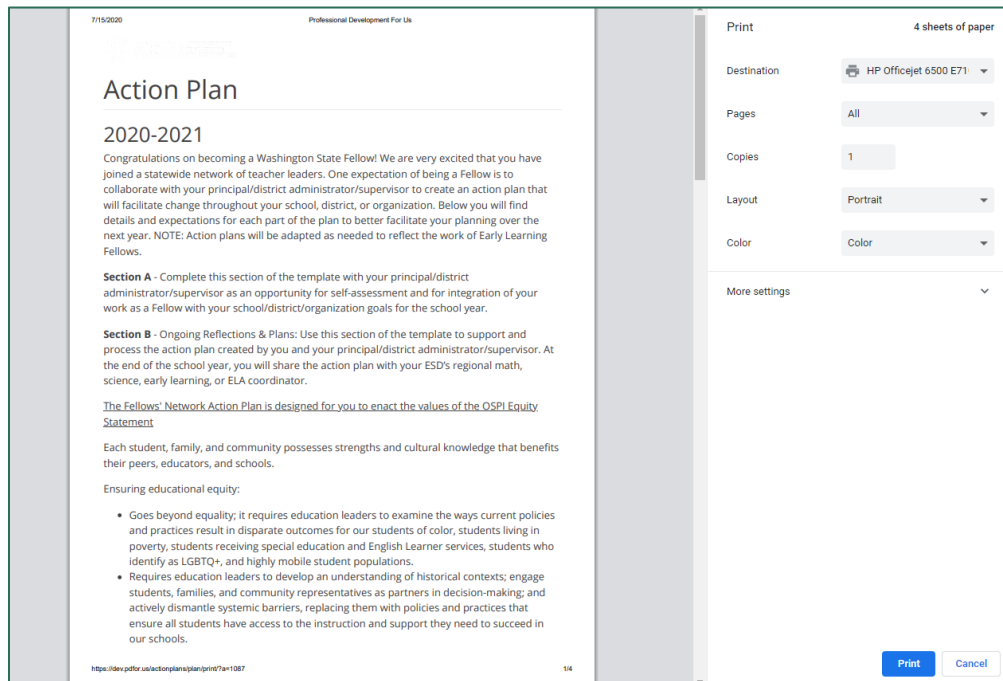


Figure 96. A dialogue box for confirming the printing settings on your connected devices

5. Enter your desired printing settings in the dialogue box and click **Print**.
6. To share an Action Plan, click the link button 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 ○	Section B ○ 0	View Plan					Edit	Contributors 0

Figure 97. 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.

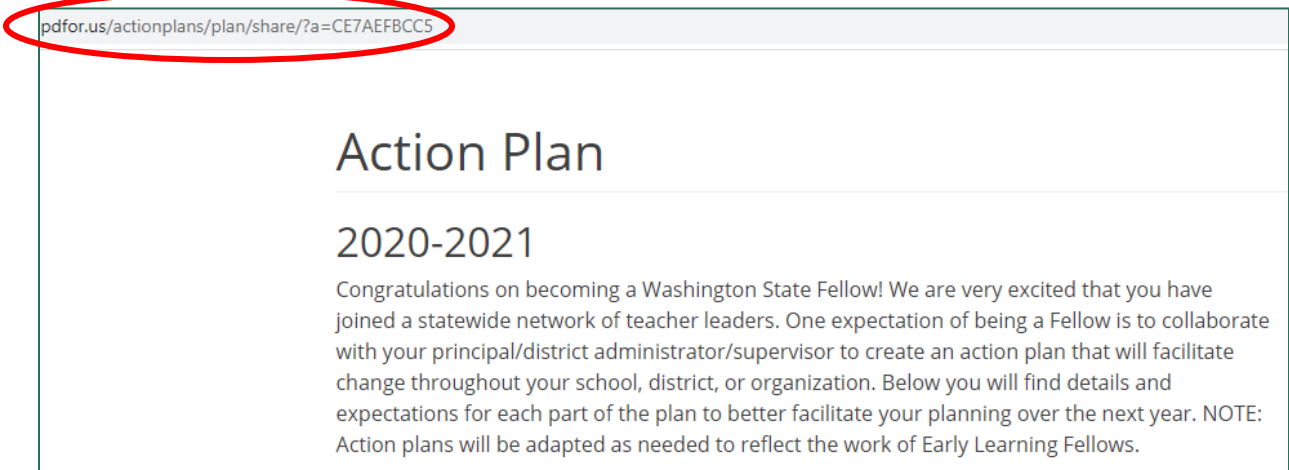


Figure 98. A new window with a shareable URL for an Action Plan

7. To download an Action Plan in PDF format, click the PDF button 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 99. The button to download a PDF of an Action Plan

NOTE: You can also download other Action Plans from your content area in PDF format, but you cannot download individual sections. Click the PDF button on the far right.

My Action Plans		Math
Show 10 entries		
Year	Fellow	Plan Sections
2020-2021	Demo Coordinator Acme Elementary	

Figure 100. The button to download an Action Plan from your content area as a PDF

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

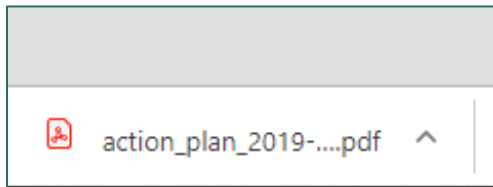


Figure 101. The prompt to open a PDF

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

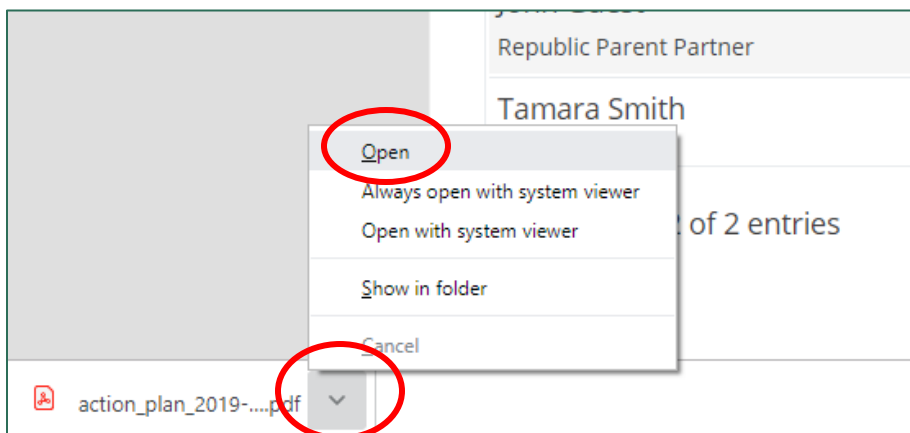


Figure 102. The arrow button to open a downloaded PDF

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

Action Plan

2020-2021

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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- 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.
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Timeline	Action
----------	--------

Figure 103. An Action Plan as a PDF

- To download an Action Plan section as a Microsoft Excel (XLS) file, click the first XLS button for Section A and the second for Section B. (NOTE: This option is only for Action Plans your created or group Action Plan for which you are a contributor.)

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 104. 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.

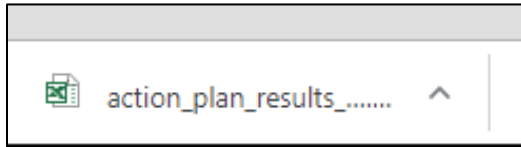


Figure 105. A prompt to open an Excel file

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

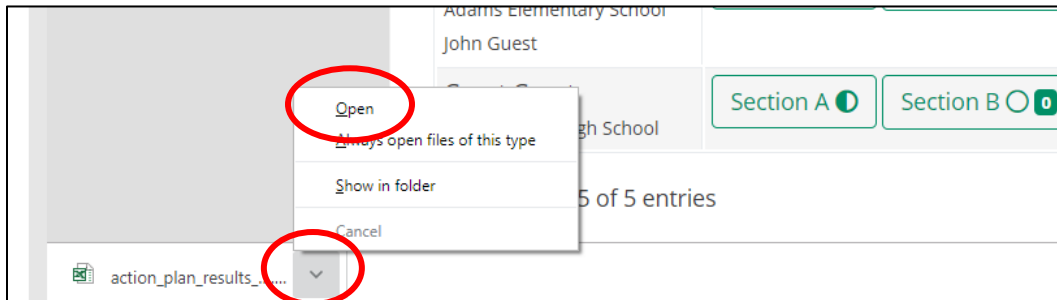


Figure 106. The arrow button to open a downloaded Excel file

The file opens with Microsoft Excel.

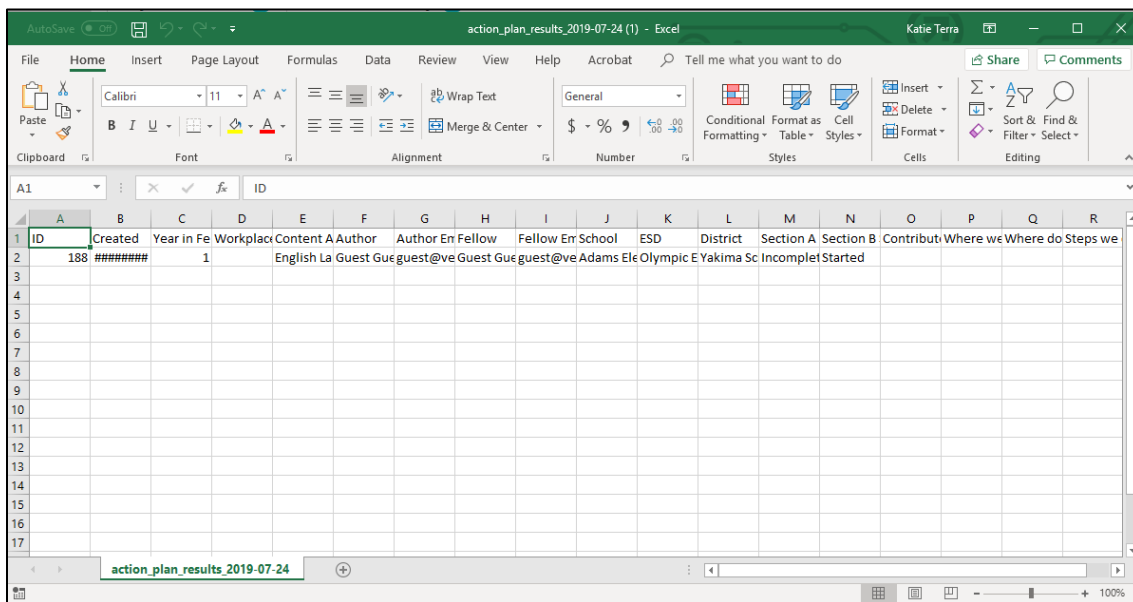


Figure 107. An Action Plan section as an Excel file

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**.

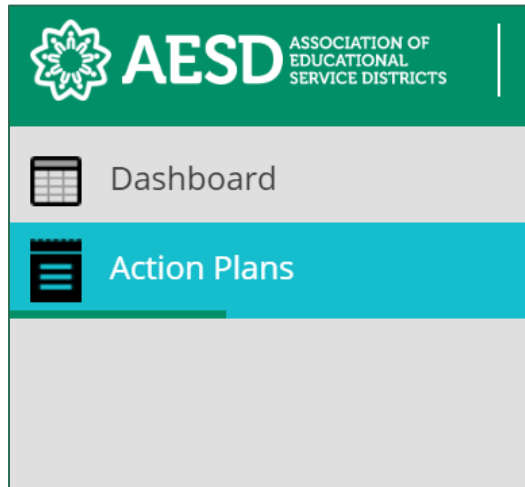


Figure 108. Left navigation

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.

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- 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.

Figure 109. The Fellows Action Plans page

- To edit the basic information for your Action Plan, such as the school, 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 110. 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 111. 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 112. 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 113. 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 SECTION B (ACTION ITEMS)

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

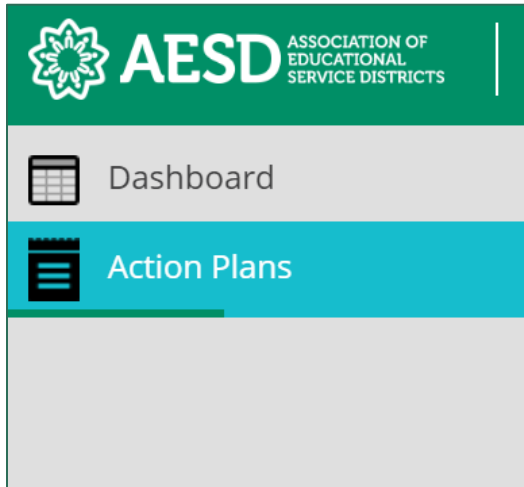


Figure 114. Left navigation

The **Fellows Action Plans** page appears.

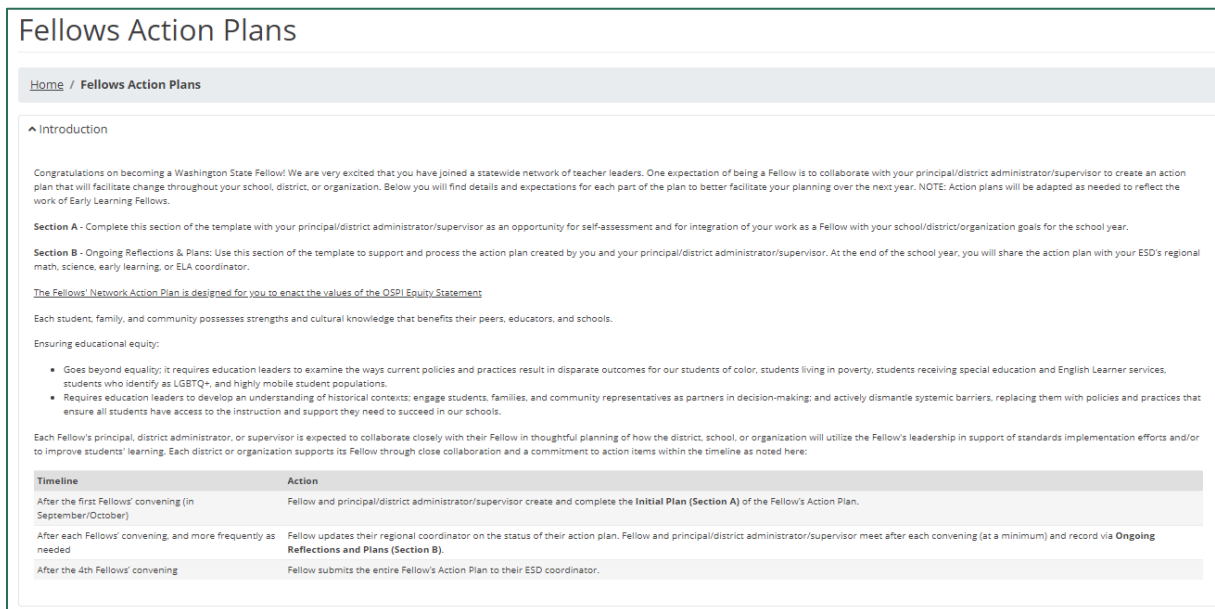


Figure 115. The Fellows Action Plans page

- In the **Plan Sections** column, click on **Section B** in the appropriate row.

Year	Fellow	Plan Sections
2020-2021	Demo Fellow Adams Elementary	Sec. A Sec. B 0
2019-2020	Demo Fellow Adams Elementary	Sec. A Sec. B 1

Figure 116. 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

2020-2021

[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
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?
Set up meetings	Consider equity	By Jan 1	The Fellow	Meeting space	Surveys

[Add action item](#)

Author/Contributors

Name
Demo Fellow (Author)

[Edit](#)
[Reflection](#)
[X](#)

Figure 117. The Action Plan: Ongoing Reflections & Plans—Section B page

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

Author/Contributors

Name
Demo Fellow (Author)

evidence of impact of the Fellow's work? Who will benefit?
 teachers and students doing differently? How many
 rk impact?

[Edit](#)
[Reflection](#)
[X](#)

Figure 118. The button to edit an action item

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

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:

Author/Contributors

Name
Demo Fellow (Author)

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation
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?
Action Item	Equity	Timeline	Responsibilities	Resources	How will we monitor/evaluate?

save cancel

Add action item

Figure 119. Editable text fields for action items

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

Evaluation

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?

How will we monitor/evaluate?

save cancel

Figure 120. The button to save changes to an action item

Saved responses appear without the blue background.

Action Plan: Ongoing Reflections & Plans - Section B

2020-2021

← 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:

Author/Contributors
Name
Demo Fellow (Author)

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation
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?
Set up meetings	Consider equity	By Jan 1	The Fellow	Meeting space	Surveys

Add action item

Figure 121. A saved action item

5. To delete a saved action item, click the red X.

addresses the

Author/Contributors
Name
Demo Fellow (Author)

Evaluation
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?

Surveys

Edit Reflection C **X**

Figure 122. The button to delete an action item

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

dev.pdfcor.us says

Are you sure you want to delete this action item?

OK Cancel

Figure 123. The dialogue box to confirm deletion of an action item

6. Click **OK**.

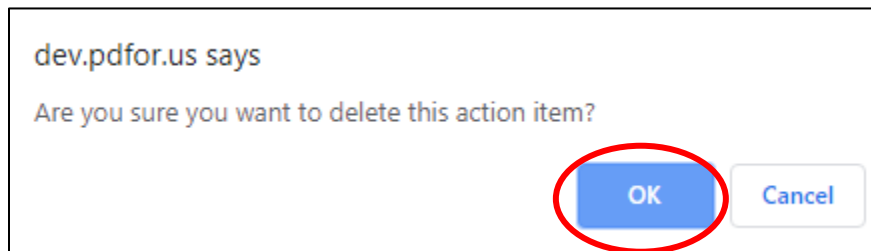


Figure 124. The button to confirm deletion of an action item

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

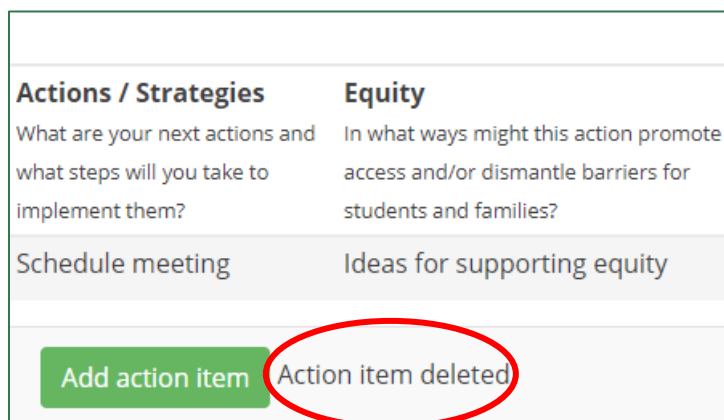


Figure 125. A confirmation message for a deleted action item

Collaborating with Others on Action Plans

If you would like to collaborate with others on your Action Plan, one of the collaborators can create an Action Plan and add the other collaborators as contributors.

ADDING CONTRIBUTORS

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

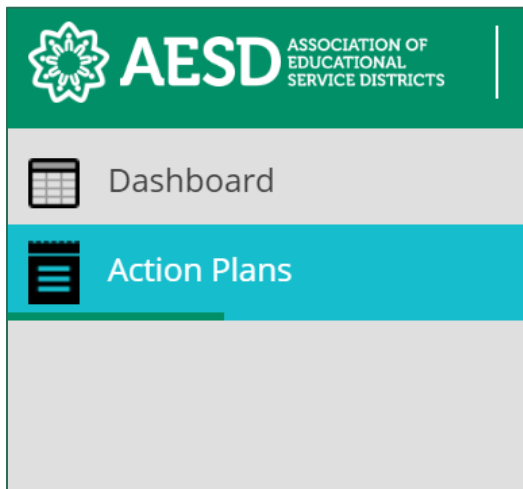


Figure 126. Left navigation

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.

Figure 127. The Fellows Action Plans page

- In the row of the appropriate Action Plan under the **My Action Plans** tab, 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 128. The Contributors button

The **Action Plan Contributors** page appears.

Action Plan Contributors

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

Add new user

Name

Figure 129. The Action Plan Contributors page

- Select a name from the drop-down menu.

Action Plan Contributors

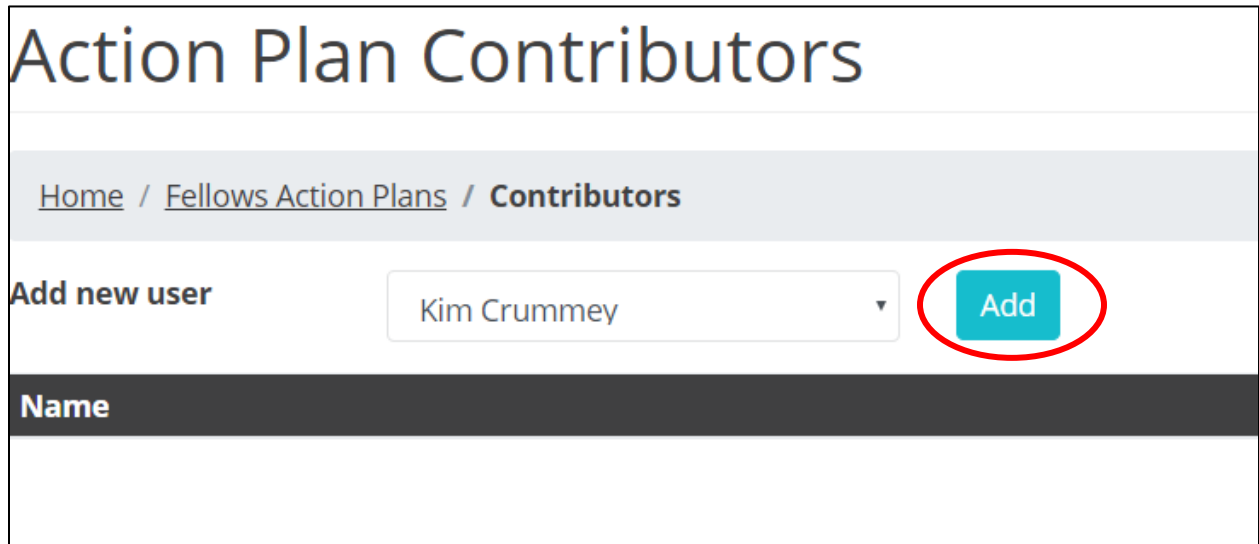
[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user

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

Figure 130. The drop-down menu to add a new contributor to an Action Plan

4. Click **Add**.



Action Plan Contributors

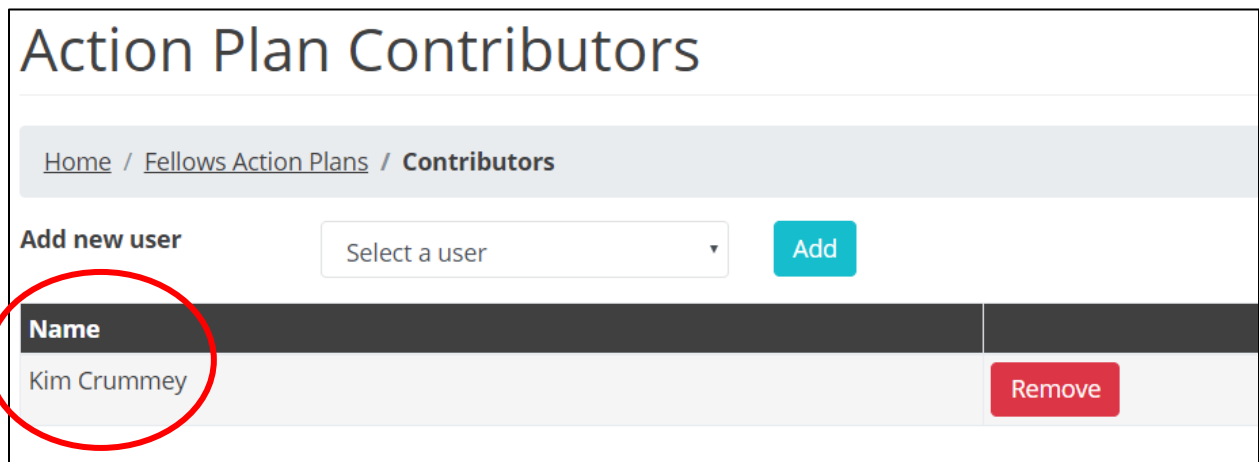
[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user **Add**

Name

Figure 131. 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 132. Confirmation of an added contributor

REMOVING CONTRIBUTORS

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

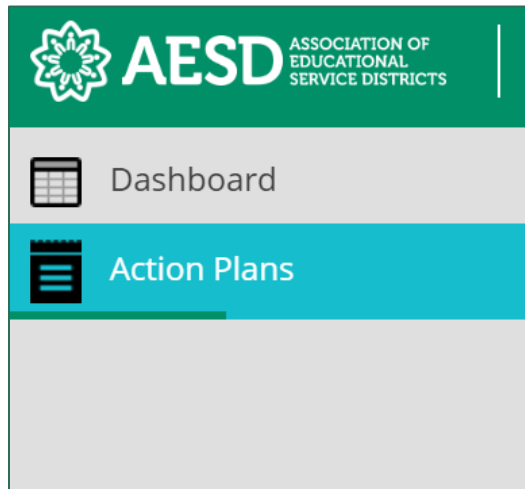


Figure 133. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

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

Introduction

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Figure 134. 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 135. 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 136. 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 137. 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 138. An updated Action Plan contributors list

Frequently Asked Questions

What should I do if I forgot my password?

1. If you forget your password, go to the database login page at <https://pdfor.us>. Click **Reset Password**.

Professional Development ×

<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 139. The reset password link on the login page

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

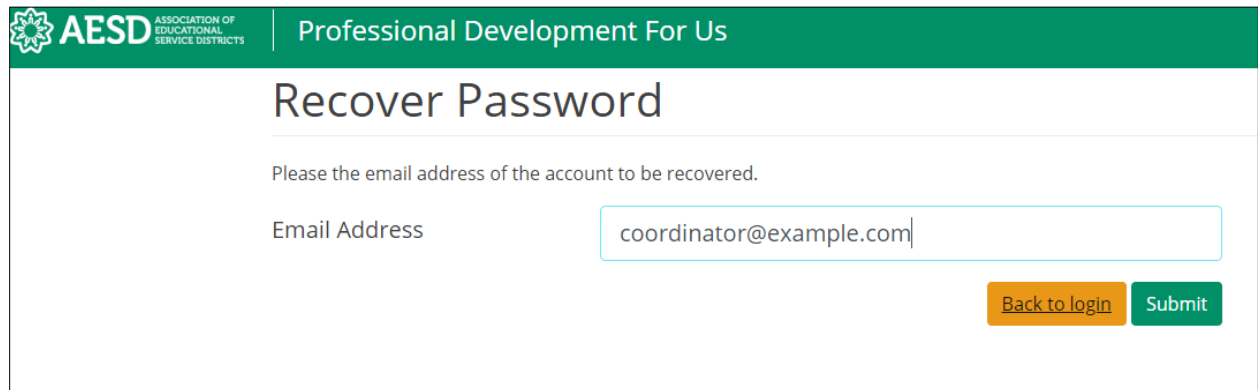


Figure 140. The Recover Password page

3. Click **Submit**.

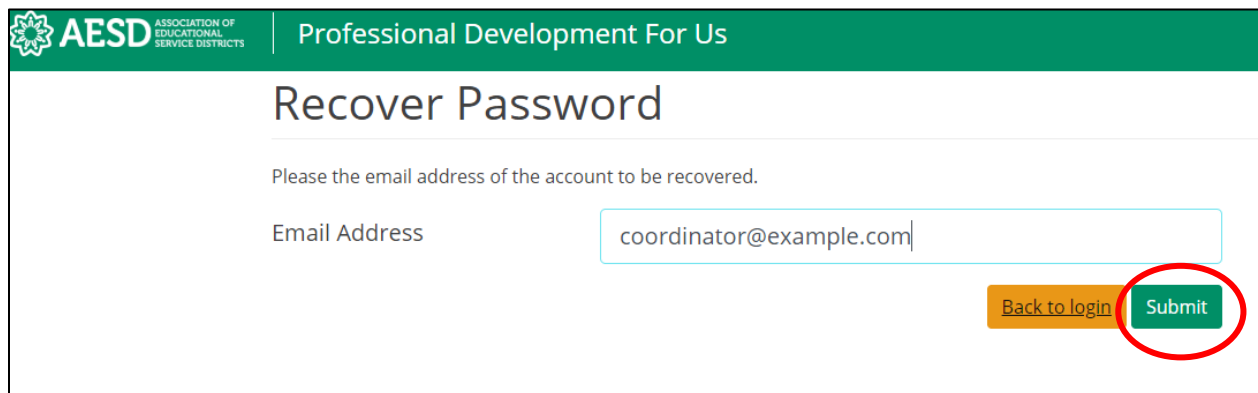


Figure 141. The button to submit a password recovery request

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

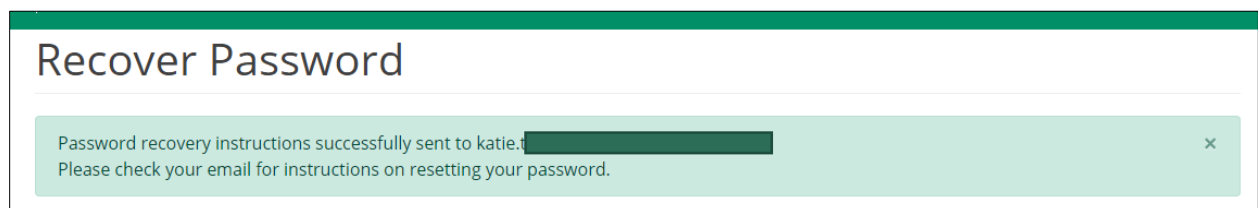


Figure 142. Confirmation message for a password recovery request

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

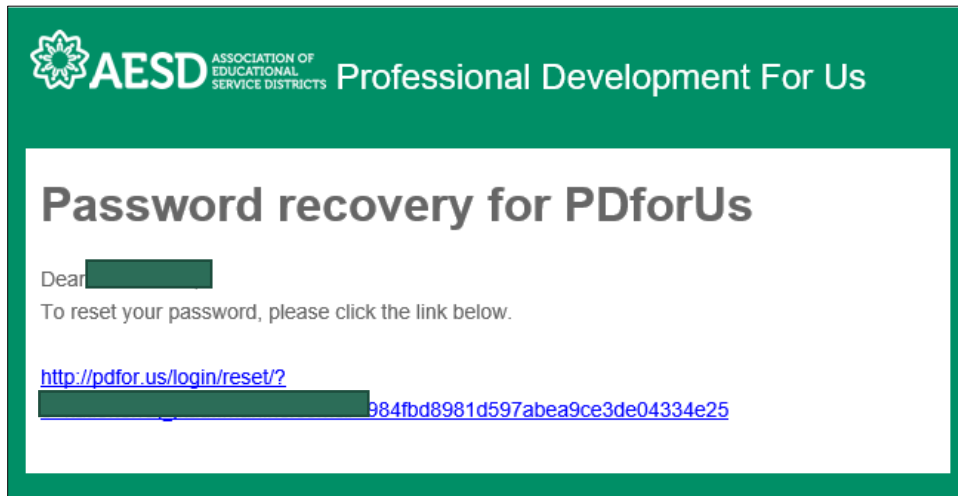


Figure 143. Password recovery email

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 144. 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 145. New password fields

7. Click **Submit**.

Reset Password

Please your new password below.

Email Address

New Password

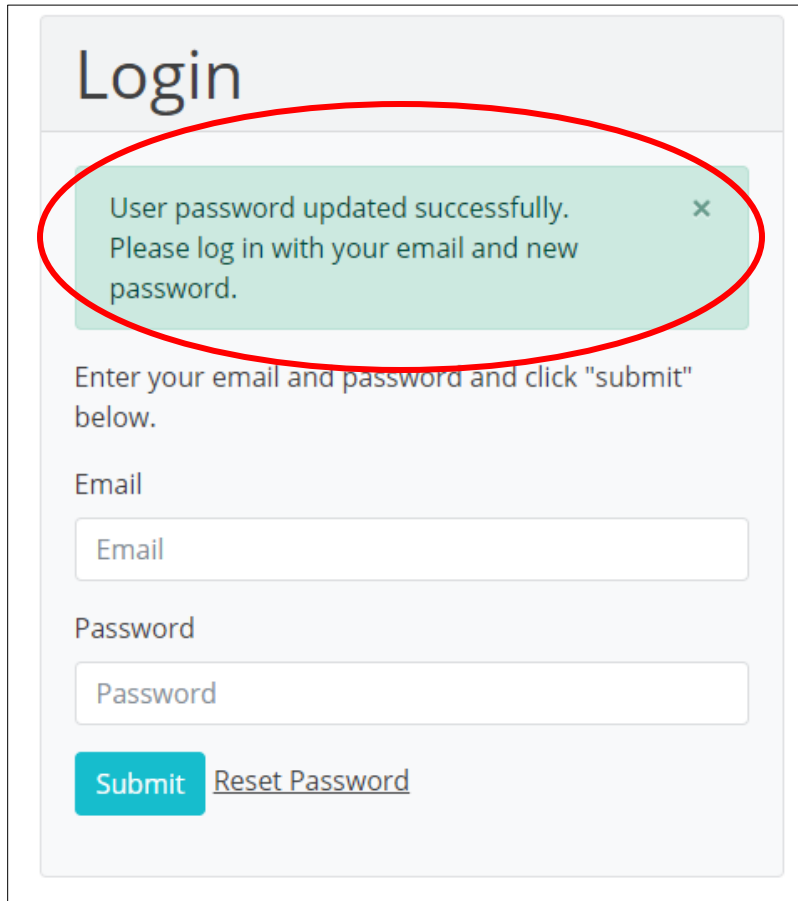
Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.

Confirm New Password

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

Figure 146. 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 notification box with a close button (X) in the top right corner. The text inside the box reads: "User password updated successfully. Please log in with your email and new password." Below the notification box, there is a text prompt: "Enter your email and password and click 'submit' below." Underneath this prompt are two input fields: "Email" and "Password". At the bottom of the form, there is a blue "Submit" button and a link that says "Reset Password". A red oval is drawn around the green notification box.

Figure 147. Confirmation message for updated password

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

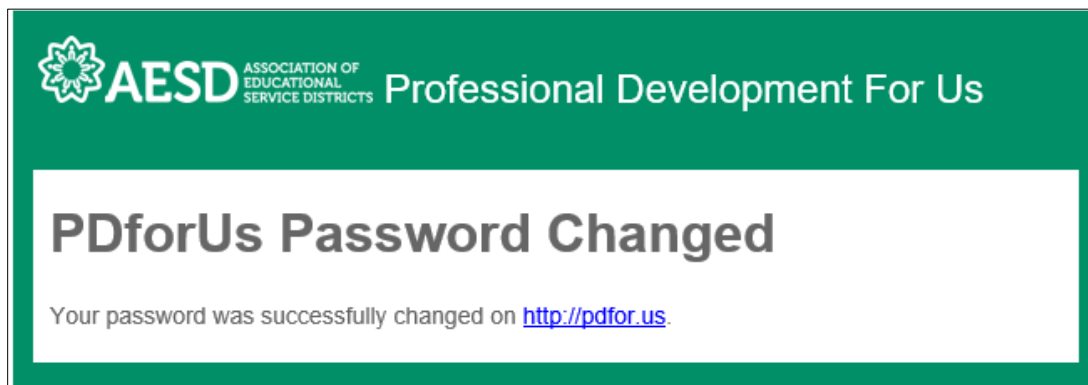


Figure 148. Confirmation email for updated password

How do I change my username or password?

1. To change your username or password, from the dashboard, select **My Profile** near the top of the page.

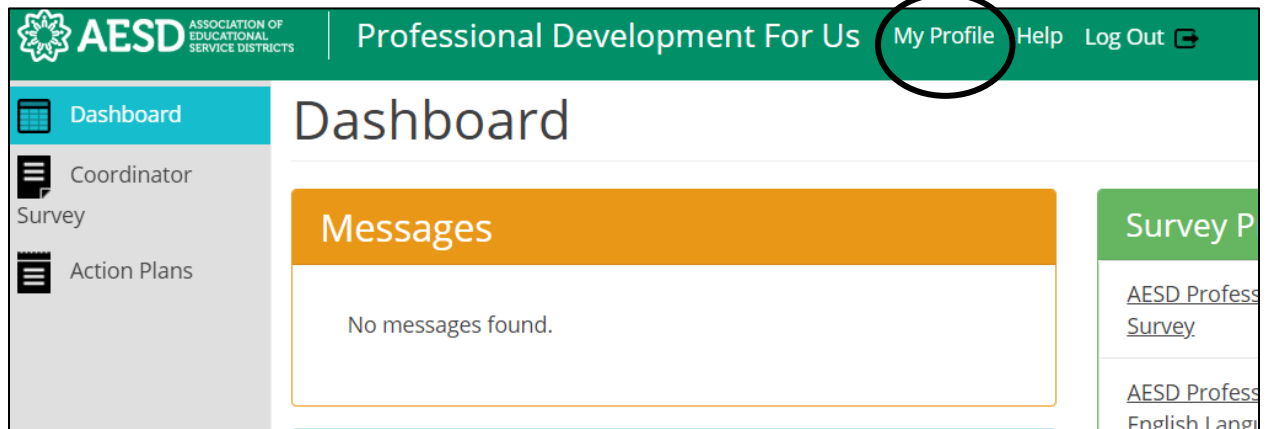


Figure 149. Link to the user profile from the dashboard

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

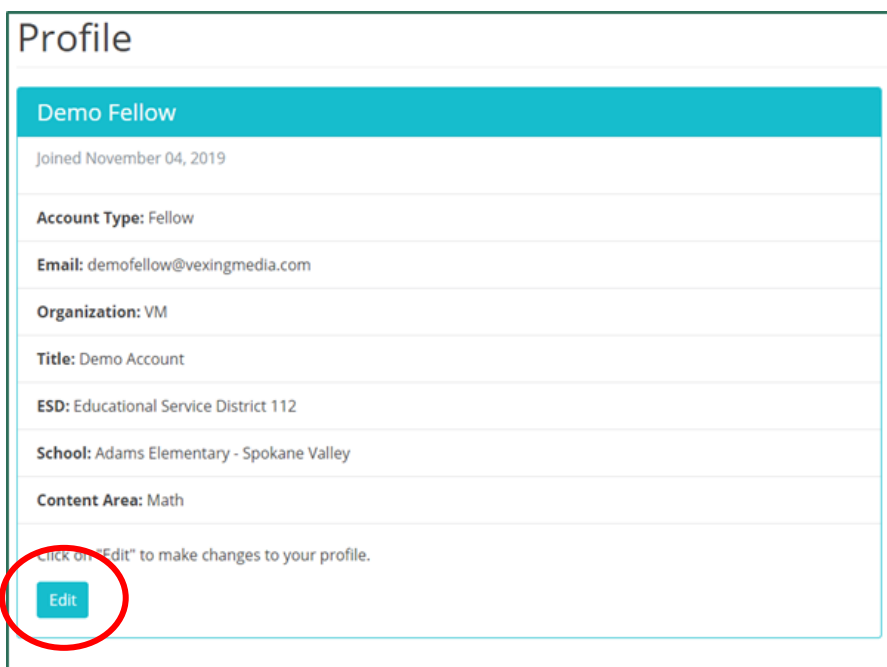
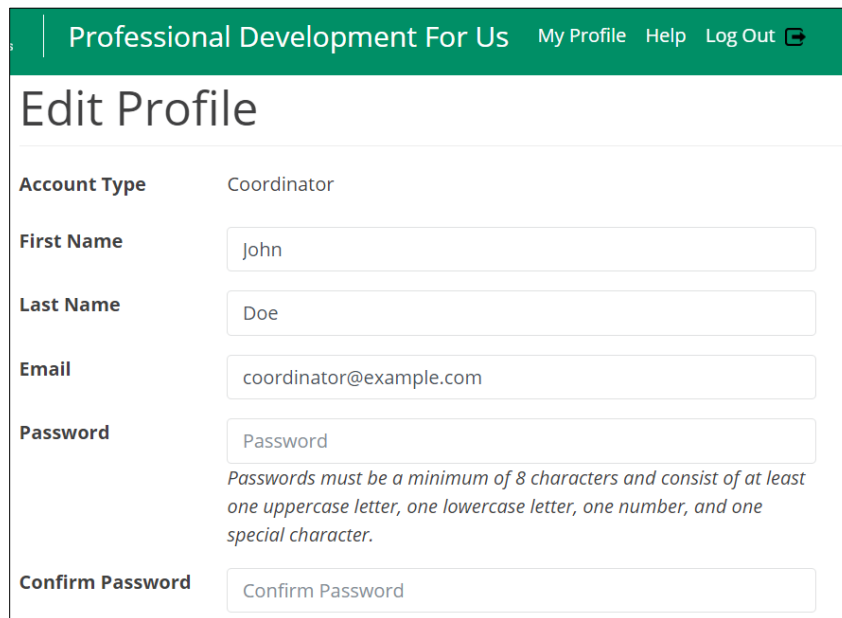


Figure 150. An example user profile

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



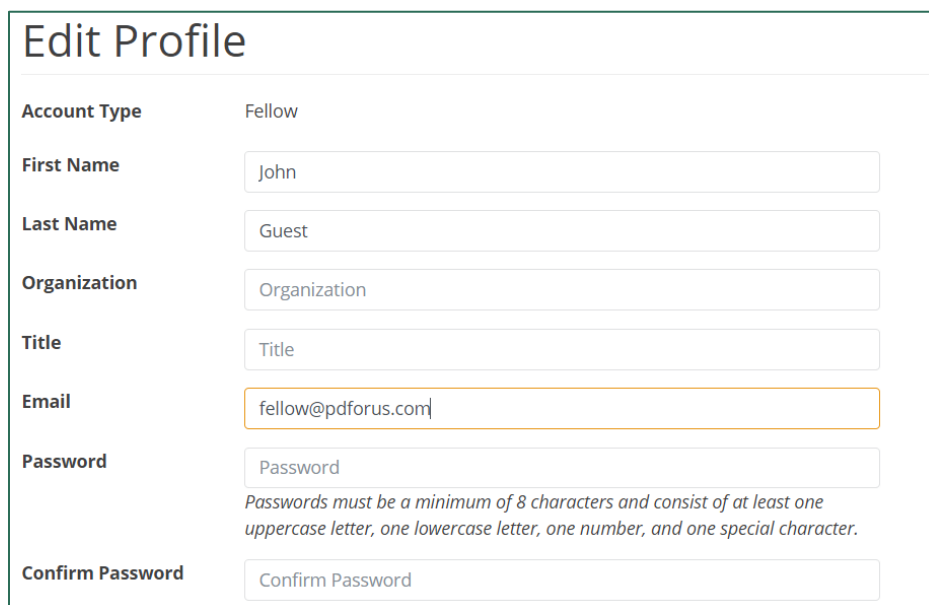
The screenshot shows the 'Edit Profile' page for a user with the account type 'Coordinator'. The page has a green header with navigation links: 'Professional Development For Us', 'My Profile', 'Help', and 'Log Out' with a user icon. The main content area is white and contains the following fields:

- Account Type:** Coordinator
- First Name:** John
- Last Name:** Doe
- Email:** coordinator@example.com
- Password:** Password
- Confirm Password:** Confirm Password

Below the 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."

Figure 151. 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.



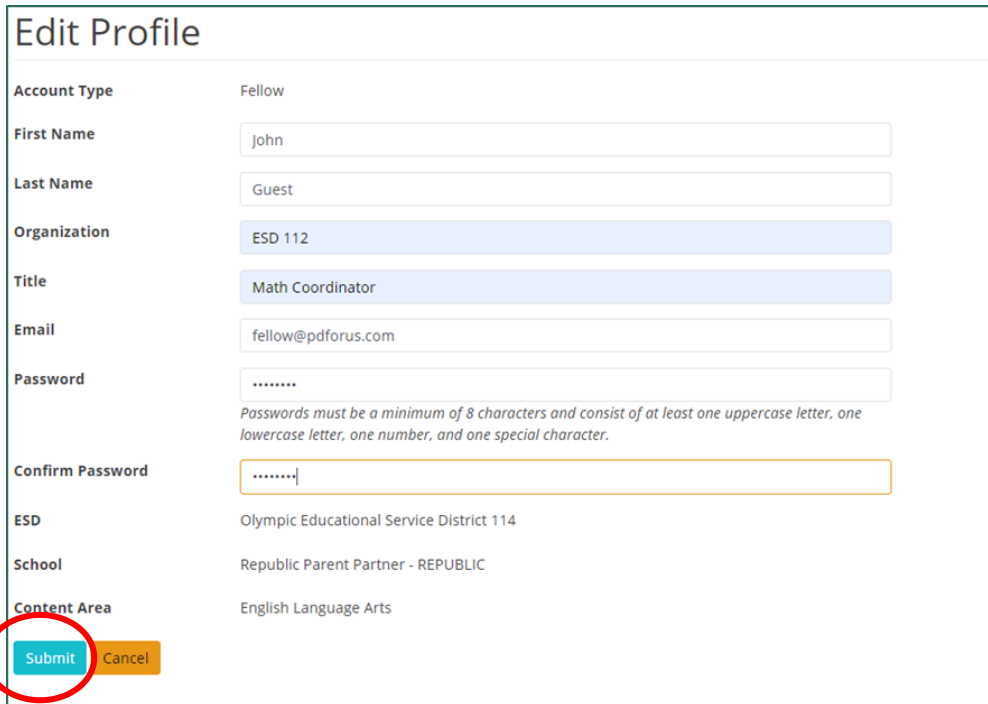
The screenshot shows the 'Edit Profile' page for a user with the account type 'Fellow'. The page has the same green header and white main content area as Figure 151. The fields are updated as follows:

- Account Type:** Fellow
- First Name:** John
- Last Name:** Guest
- Organization:** Organization
- Title:** Title
- Email:** fellow@pdforus.com
- Password:** Password
- Confirm Password:** Confirm Password

The same password requirement note is present below the password field.

Figure 152. Updated fields on the Edit Profile page

4. Click **Submit**.

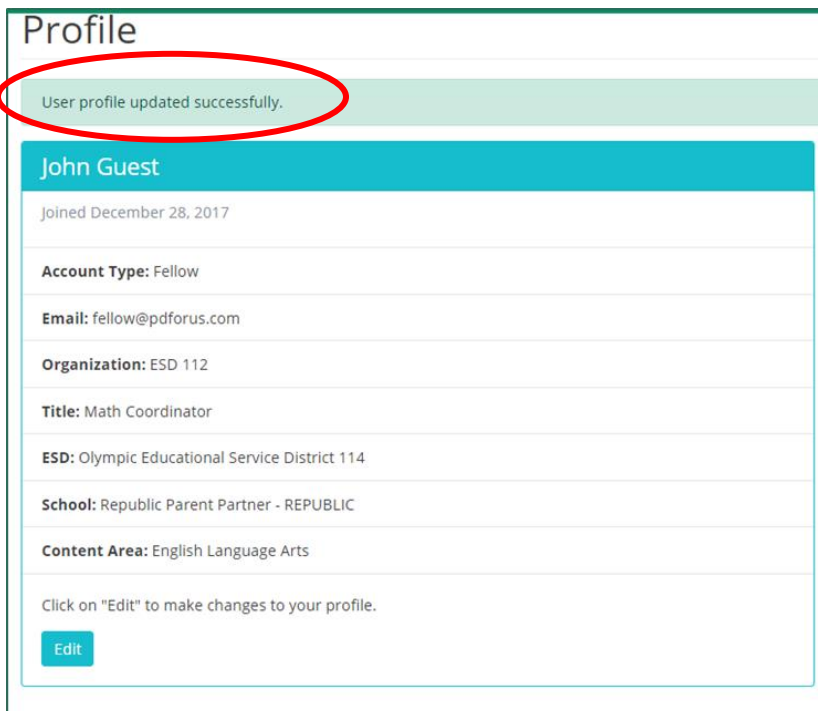


Edit Profile

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
<input type="button" value="Submit"/> <input type="button" value="Cancel"/>	

Figure 153. Link to submit updated username or password

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.

Figure 154. 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.

Can I share an Action Plan so others can view it?

Yes, you can share Action Plans by creating shareable links for [Action Plans you've created](#) and [those from your 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](#).

Where can I find my group Action Plan?

Any Action Plans you create will appear under the **My Action Plans** tab, even if you add other contributors. If another coordinator adds you as a contributor to their group Action Plan, the plan will appear under your [Group Action Plans tab](#).

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/>