

Professional Growth Team

Each administrator will assemble a team of educators that will help the administrator identify and develop goals meaningful for that administrator's professional growth based on the professional growth activities approved by the Certification Advisory Council.

The team members may include colleagues, central office support staff, and other educators who have knowledge of educational administrative practice or University of Guam professors.

The administrator may want to compose his/her team with a peer, an administrator considered a model administrator, such as one that has mentored him or her and a team member who knows the administrator on a personal level.

Once the administrator forms his or her Professional Growth Team, the appropriate associate superintendent, or in the case of assistant principals, the principal, will indicate his or her concurrence of the group by signing the Professional Growth Composition Team Form.

The team will acknowledge the plan by signing the Professional Growth Plan.

Administrator

Every administrator must be mindful of the administrator certification requirements. Each administrator must become familiar with the Guam Administrator Standards, the Administrator Evaluation Program, and the Professional Growth Program.

Each administrator must remember that the purpose of the Professional Growth Program is to help the administrator better provide instructional leadership to ensure maximum learning opportunities for all students. With reflection and self-assessment, the Administrator Evaluation Results, the Certification Requirements, and the Professional Growth Program requirements, each administrator will develop a professional growth plan to guide their continued development.

Professional Growth Composition Team Form

Administrator: _____ Date: _____

School Assignment: _____

Position: Principal Assistant Principal

Team Members:

Name	Position	Institution	e-mail address	Signature & Date
1.				
2.				
3.				

Concurred by:

Associate Superintendent/Principal

Date

PROFESSIONAL GROWTH PLAN

Use this form in conjunction with the 7 standards.

Administrator:		Date:										
School Assignment:		Position: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal										
Standard/Criteria:	I. Visionary Leadership <input type="checkbox"/> II. Instructional Leadership <input type="checkbox"/> III. Organizational Leadership <input type="checkbox"/> IV. Stakeholder Leadership <input type="checkbox"/> V. Ethical Leadership <input type="checkbox"/> VI. Contextual Leadership <input type="checkbox"/> VII. Evaluation Leadership <input type="checkbox"/> <i>Please check the Standard(s) being addressed.</i>											
Step 1	Professional Growth—Area of Focus (Your self-assessment, Administrator Evaluation Results, discussions with your associate superintendent/principal, and the review of district/school plans will provide guidance on a specific area in which you desire to grow as a professional educator. Your goal must be based on an administrator standard).											
Step 2	Your rationale for choosing this goal. As a result of professional growth activities, your learning community will be able to...											
Step 3	Identify New Learning. Based on your rationale, what new learning will you need to build your capacity? Be specific.											
Step 4	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="padding: 5px;">Timeline for proposed growth activities</th> </tr> <tr> <th style="width: 15%; padding: 5px;">MONTH</th> <th style="width: 55%; padding: 5px;">ACTIVITY</th> <th style="width: 30%; padding: 5px;">ANTICIPATED IMPACT ON YOUR LEARNING COMMUNITY</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>			Timeline for proposed growth activities			MONTH	ACTIVITY	ANTICIPATED IMPACT ON YOUR LEARNING COMMUNITY			
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MONTH	ACTIVITY	ANTICIPATED IMPACT ON YOUR LEARNING COMMUNITY										
Step 5	Plan for Documenting Your Growth. What evidence will you use to document how your professional growth has positively impacted your learning community?											
Step 6	Collaboration with Your Professional Growth Team. Arrange to consult with your Professional Growth Team and share your plan. Acknowledgement of Plan: (Team members) _____ Date: _____ _____ Date: _____ _____ Date: _____											
Step 7	Concurrence by Associate Superintendent Your associate will review and concur with your Professional Growth Plan. Concurred by: _____ Date: _____											

Professional Growth Plan

An Alignment with the National Staff Development Council Standards

Use this form in conjunction with the 7 administrator standards

Administrator:		Date:	
School Assignment:		Position: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal	
Standard/Criteria	I. Visionary Leadership <input type="checkbox"/> II. Instructional Leadership <input type="checkbox"/> III. Organizational Leadership <input type="checkbox"/> IV. Stakeholder Leadership <input type="checkbox"/> V. Ethical Leadership <input type="checkbox"/> VI. Contextual Leadership <input type="checkbox"/> VII. Evaluation Leadership <input type="checkbox"/> <i>Please check the Standard(s) being addressed.</i>		
Step 1	Professional Growth – Area of Focus (Your self-assessment, Administrator Evaluation Results, discussions with your associate superintendent/Principal, and the review of district/school plans will provide guidance on a specific area in which you desire to grow as a professional educator. Your goal must be based on an administrator performance standard). <i>NSDC Context Standards: Learning Communities, Leadership, Resources; NSDC Process Standard: Data Driven, Evaluation, Research based, Learning; NSDC Content Standard: Equity, Quality Teaching, Family Involvement.</i>		
Step 2	Your rationale for choosing this goal. As a result of professional growth activities, your learning community will be able to.... <i>NSDC Context Standards: Learning Communities, Leadership, Resources; NSDC Process Standard: Data Driven, Evaluation, Research based, Learning; NSDC Content Standard: Equity, Quality Teaching, Family Involvement.</i>		
Step 3	Identify New Learning. Based on your rationale, what new learning will you need to build your capacity? Be specific. <i>NSDC Process Standard: Data Driven, Evaluation</i>		
Step 4	Timeline for proposed growth activities:		
	Month	Activity	Anticipated Impact on the Learning Community
Step 5	Plan for Documenting Your Growth. What evidence will you use to document how your professional growth has positively impacted teacher performance and student learning? <i>NSDC Content Standard: Research-Based, Design, Learning</i>		

Administrator Certification Professional Development Activities *

Step 6	<p>Collaboration with Your Professional Growth Team. Arrange to consult with your Professional Growth Team and share your plan.</p> <p>Acknowledgement of Plan: (Team Members)</p> <p>_____ Date: _____</p> <p>_____ Date: _____</p> <p>_____ Date: _____</p> <p><i>NSDC Context Standard: learning Communities, Leadership, Resources; NSDC Process Standard: Collaboration</i></p>
Step 7	<p>Concurrence by Associate Superintendent or School Principal. Your immediate supervisor will review and concur with your Professional Growth Plan.</p> <p>Concurred by:</p> <p>_____ Date: _____</p> <p><i>NSDC Context Standard: Learning Communities, leadership, Resources NSDC Process Standard: Collaboration</i></p>

Professional Development Activities	Evidence
1. Courses related to leadership or improvement of instruction	Official transcripts from an accredited institution. Each semester credit of courses is equivalent to 15 hours of professional development.
2. District sponsored in-service or professional activities designed for professional development of school leaders.	Written verification from the sponsoring district stating the dates of participation, accomplished outcomes, and number of clock hours completed.
3. Professional (education related) conferences or workshops.	Conference agenda, a statement or certificate from sponsoring organization noting participation and accomplishments along with a presentation to the appropriate audience on the knowledge gained through attendance.
4. Education research: shall be sponsored by a research facility or an accredited institution or funded by a grant	The published report of the research or verification by the sponsored agency and a statement of the dates of participation and the number of clock hours earned.
5. Leadership role in a professional organization (President, Vice-President, or governing board).	Written verification by the governing body of the professional organization of the dates of service and clock hours completed
6. Supervision of extra-curricular activities.	Written verification of assignment to the activity or verification by the principal of assignment along with a reflection paper on the value of the experience of supervising the activity and how the activity benefits student learning.
7. Serving on a visitation team for a school accreditation agency.	Written verification from the chairperson of the team or accreditation agency of the dates of service along with a reflection paper on the experience and new knowledge gained.
8. Completion of the process for certification by the National Board for Professional Teaching Standards.	Written verification for the National Board of Professional Teaching Standards and a statement from the employing district or school verifying the dates and clock hours completed during the certification process.
9. Mentor/Intern Supervisor	Written Verification from GPSS or UOG that the administrator provided mentoring support to a mentee or supervision to an administrator intern.
10. Serving on a GPSS committee or Joint Board/Union Committee	Written verification from the Superintendent or appropriate Associate Superintendent of the mission of the committee and achieved outcomes.
11. Teaching an education class through an accredited college or university.	Verification by the appropriate unit head including number of hours per course.
12. Presenting at a conference or workshop	A statement or certificate from sponsoring organization noting presentation and length of the session.
13. Grant/other federal program writing.	Verification of authorship by the immediate supervisor.

* This is not all inclusive and other activities may be presented to the **GROWTH** Certification Advisory Council for approval.

Hour-for hour activities

1. Formal Courses

These experiences include activities sponsored by colleges and universities, professional associations, or training.

These courses must be directly tied into an identified goal outlined in the approved Professional Growth Plan. One unit of college credit equals 15 hours of professional development.

2. Activities that Enhance the School Leadership

These are district or school-sponsored in-service or professional activities designed for professional development. These activities must be directly tied into an identified goal outlined in the approved Professional Growth Plan.

These activities may include conferences or workshops or activities such as curriculum development, grant writing, mentoring, professional service on boards or committees, or teaching a course.

Service as an supervisor at extra-curricular events or service on boards/committees shall not exceed 10 hours per year of professional development, provided that such service is directly tied into an identified goal outlined in the approved Professional Growth Plan.

A mentor for a beginning administrator or interning administrator for a University of Guam administrative student may accrue one hour of professional development credit for each week of supervision.

Completion of the process for certification by the National Board for Professional Teaching Standards will meet the 90/120 hours requirement for recertification requirements.

3. Professional Studies

These activities can include action research, study groups, internships, accreditation committee work, sabbaticals. The Professional Growth Plan must describe how participation in the study is tied to an identified goal outlined in the approved Professional Growth Plan. The following components must be included:

- A written rationale demonstrating how participation in the study is tied to an identified goal outlined in the approved Professional Growth Plan.
- The projected number of hours which will be spent in the study
- A log of actual hours completed with the study.