

# Professional Growth Composition Team Form

Educator:

Date:

Building and Assignment:

Team Members:

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

Acknowledged by:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

**PROFESSIONAL CERTIFICATE  
PROFESSIONAL GROWTH PLAN**

Use this form in conjunction with the 5 standards and 29 criteria.

<b>Educator:</b>		
<b>Building &amp; Assignment:</b>		
<b>Standard/Criteria</b>	<b>I. Planning</b> <input type="checkbox"/> <b>II. Instruction</b> <input type="checkbox"/> <b>III. Management</b> <input type="checkbox"/> <b>IV. Reflection</b> <input type="checkbox"/> <b>V. Learning Communities</b> <input type="checkbox"/> <b>Please check the Standard(s) being addressed.</b>	
<b>Step 1</b>	<b>Professional Growth—Area of Focus</b> (Your self-assessment, Teacher Evaluation Results, discussions with your administrator, 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 a teacher performance standard).	
<b>Step 2</b>	<b>Your rationale for choosing this goal.</b> As a result of professional growth activities, your students will be able to...	
<b>Step 3</b>	<b>Identify New Learning</b> Based on your rationale, what new learning will you need to build your capacity? Be specific.	
<b>Step 4</b>	<b>Timeline for proposed growth activities</b>	
	<b>MONTH</b>	<b>ACTIVITY</b>
	<b>ANTICIPATED IMPACT ON STUDENT LEARNING</b>	
<b>Step 5</b>	<b>Plan for Documenting Your Growth</b> What evidence will you use to document how your professional growth has positively impacted student learning?	
<b>Step 6</b>	<b>Collaboration with Your Professional Growth Team</b> Arrange to consult with your Professional Growth Team and share your plan. Acknowledgement of Plan: (Team members) _____ Date: _____ _____ Date: _____ _____ Date: _____	

## Teacher Certification Professional Development Activities

<b>Professional Development Activities</b>	<b>Evidence</b>
1. Courses related to education or a subject area taught	Official transcripts from an accredited institution. Each semester hour of courses is equivalent to 15 hours of professional development.
2. District or school sponsored inservice or professional activities designed for professional development.	Written verification from the sponsoring district or school stating the dates of participation, accomplished outcomes, and number of clock hours completed.
3. Professional (education related) conferences or workshops.	Conference agenda and a statement or certificate from sponsoring organization noting participation and accomplishments.
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. Serving on a visitation team for a school accreditation agency.	Written verification from the accreditation agency of the dates of service and clock hours completed
7. 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.



## 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 Development Plan. One hour of college credit equals 15 hours of professional development.

### 2. Activities that Enhance the Teaching Profession

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 Development 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 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 Development Plan.

A mentor for a beginning teacher or a master teacher for a University of Guam student teacher 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, teacher exchanges. The Professional Development Plan must describe how participation in the study is tied to an identified goal outlined in the approved Professional Development 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 Development Plan.
- The projected number of hours which will be spent in the study
- A log of actual hours completed with the study.