



Woodring College of Education Professional Certificate Handbook

What is The Professional Growth Team: The Professional Growth Team (PGT) is a required component of the Professional Certification process. The team consists of the candidate, a representative of the University, a principal or designee, and a teacher colleague. **Each team member plays a role in developing the professional growth plan that the candidate creates during the Pre-Assessment Seminar. Each team member should expect to assist the candidate in the self-assessment process, the writing of the professional growth plan, and signing approval of the plan.**

Ten clock hours are available for advocates and district representatives when they serve as members of the Professional Growth Team. Clock hours may be requested by completing a [form](#) provided by Western's Certification Office once consensus has been reached on the candidate's Pre-Assessment Professional Growth Plan. A PGT member may earn a maximum of 20 clock hours per year if he or she is a member of more than a single team.

Professional Growth Team members are encouraged – but not required – to maintain ongoing contact with the candidate to support their progress during the program. At the completion of the program, each candidate will have a portfolio of evidence designed to verify that each Standard and Criterion have been met. Each candidate will also make an oral presentation that summarizes crucial components of the program. Professional Growth Team members may choose to participate in observing either or both of these program components.

The District Representative...

- Provides guidance to the candidate for the selection of 3-5 Growth Plan goals. It is highly desirable that the professional growth plans in the Professional Certification Program align directly with school district goals. The district representative should provide the candidate with advice about professional development targets that are congruent with district priorities, the candidate's teaching role and/or School Improvement Plans.
- Is available to the candidate on an as-needed basis to assist the candidate in linking Professional Certification activity to school district priorities and goals.
- Signs the Pre-Assessment [Growth Plan](#)
- May choose to be present to observe the candidate's final oral [presentation](#) in the Culminating Seminar.

From the 2006-2007 website of The Superintendent of Public Instruction:

- **A representative from the school district.** In many cases, this individual may be the principal or supervisor. However, given the size and configuration of the district, this individual could be a central office administrator (e.g. curriculum specialists, special education or vocational education director, area supervisor) or other building level administrator. The role of this individual is to provide support and feedback that can inform and refine the candidate's PGP and to collaborate with other team members.
- **Supporting Candidates.** Consider ways you already support this teacher and provide feedback. Think about how existing activities align with Professional Criteria and use what you are already doing to provide the candidate with perspective on the Professional Growth Plan goals. Connect the teacher's individual goals to building (School Improvement) or district goals.

The University Representative...

- Signs the [Growth Plan](#)
- Is the advisor on the front page of the [Professional Growth Record](#)
- Approves core activities on the Professional Growth Record
- Serves as signatory authority on the candidate's Professional Growth Record
- Verifies that the candidate has completed seminar components and is eligible to progress through the seminar series.
- Participates in reviewing completed [portfolio evidence](#) at the completion of the program
- If the University Representative is also University's Program Administrator, affirms to the Certification Office that [requirements](#) for Professional Certificate have been met.

The Candidate...

- Invites an authorized representative of the school district administration and an experienced colleague advocate to be a Professional Growth Team Member
- If the candidate would like to work with an advocate from another building, the candidate should contact the principal of that individual's school to learn whether that person is available to serve as an advocate.
- In collaboration with Professional Growth Team members, selects (generally) 3 to 5 Professional Certificate criteria as focus targets for inclusion on the Growth Plan.
- Signs the Growth Plan

Teacher Colleague...

The Advocate should have at least 3 years of teaching experience and be recognized by the building administration as able to provide support for the candidate. If the advocate already serves as a coach or mentor for the candidate, mentoring and advocate efforts should be a blended/seamless process. The advocate:

- Provides guidance in the development of the candidate's Pre-Assessment Growth Plan
- Is available to the candidate on an as-needed basis to help the candidate
- Signs the Pre-Assessment Growth Plan

From the 2006-2007 website of The Superintendent of Public Instruction:

- **A colleague specified by the candidate.** In many cases, this individual will be the TAP mentor or a member of the candidate's TAP mentoring cadre. Continued efforts will be made to focus much of the beginning teacher-mentor dialog on the PGP performance indicators. However, there is nothing in the WAC to preclude the selection of another "colleague" (e.g. a teacher in the candidate's school, a teacher in the candidate's district, a teacher in another district). This individual could even be another professional certificate candidate. The role of this individual is to provide support as well as feedback that can inform and refine the candidate's PGP and to collaborate with other team members.