

# **GUAM'S PLAN FOR PROFESSIONAL DEVELOPMENT**



UPDATES AS OF APRIL 4, 2011

## **NOTICE**

Guam's Plan for Professional Development shall be used for Early Childhood Professionals when advancing in their field through education and training experiences in a multitude of subject areas. This plan is subject to revisions based on updated research and best practices in the early childhood field as well as the feedback provided by professionals regarding the effectiveness of using the plan.

## HOW TO USE THIS PLAN

This plan shall be used by Early Childhood Professionals in planning their education, training, and other components of high quality professional development, to ensure they are well prepared to provide quality care and education to young children.

**Guam's Plan for Professional Development (GPPD)** provides a plan for early childhood assistants and teachers in all child care, Head Start, and related early years settings to advance in their profession reflecting the competencies, experiences, activities, and learning they engage in that improve performance and ability to provide quality care and education for ALL of Guam's children.

Guam's Plan for Professional Development comprises of two paths for certification:

- Path A (the Alternate Path) is to be used by early childhood providers not employed with the Department of Education and/or the Government of Guam. Individuals utilizing Path A will be subject to credential review by the Professional Development Plan Subcommittee under the Early Learning Council. The subcommittee is comprised of representatives from University of Guam, Guam Community College, Department of Public Health and Social Services, and the Guam Child Care and Development Association. The subcommittee will review the credentials of early childhood providers and recommend for licensing/certification to the Department of Public Health and Social Services, Bureau of Social Services Administration (DPHSS-BOSSA).
- Path B is to be used by professionals in the early childhood field employed by public or private agencies including, but not limited to, the Department of Education Head Start Program, Early Intervention System, Early Childhood Special Education, GATE Preschool and other related service providers. Individuals utilizing Path B are subject to the regulations and requirements set forth by the Guam Commission for Educator Certification.

Early childhood providers utilizing Path A for certification have the option to follow Path B.

## INTRODUCTION

Research has shown that the first years of a child's life are the most critical to brain development. It is important that young children receive quality care and education that ensures stimulation of their overall developmental needs. "During these years, children develop a sense of trust, a sense of who they are, and what the world is all about." (New Hampshire, Early Childhood Professional Development System)

According to the National Association for the Education of Young Children (NAEYC), individuals who work with children in early childhood settings must possess the knowledge and skills for working with all young children and their families, including those who have special learning and developmental needs. Nationally, the increasing capacity to provide comprehensive, coordinated services for young children with special learning and developmental needs and their families has significant implications for personnel preparation.

## **PURPOSE**

The purpose of this “Plan for Professional Development” is to define the essential knowledge, skills and competencies needed for early childhood professionals, who work with young children, from birth to five years.

## **GOAL**

ALL early childhood professionals shall be well prepared when providing quality care and education to a diverse population of young children, who may come from culturally and linguistically diverse communities, including children with disabilities and other special learning needs.

## **NAEYC CORE STANDARDS FOR PROFESSIONAL PREPARATION**

Guam’s Plan for Professional Development adopts the following “*Core Standards for Professional Preparation*” from the NAEYC.

ALL Early Childhood Professionals shall meet these NAEYC standards, regardless of the setting in which care and education are provided. The standards provide a foundation for professional practice that:

- Promote child development and learning
- Are culturally respectful and responsive;
- Promotes ethical behavior and professional advocacy; and
- Provides in-depth field experience in high quality professional preparation.

### *Standard 1: Promoting Child Development and Learning*

- 1.a.Demonstrate an understanding of young children’s characteristics and needs.
- 1.b.Apply the knowledge of typical and atypical development along with the multiple influences on development and learning through best practices of early childhood.

### *Standard 2: Building Family and Community Relationships*

- 2.a.Demonstrate an understanding of family and community characteristics to build positive relationships, which support the healthy growth and development of all young children.
- 2.b.Support and empower families and communities through respectful, reciprocal relationships.
- 2.c.Involve families and communities in their children’s development and learning.

### *Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families*

- 3.a.Increase knowledge and understanding of the goals, benefits, and uses of assessment.
- 3.b.Apply observation, documentation, and other appropriate assessment tools and approaches to support all young children’s growth and development.
- 3.c.Increase knowledge of and the practical application and use of responsible assessment.

### *Standard 4: Teaching and Learning*

- 4.a.Connect with children and families using research and evidence based practices.
- 4.b.Use developmentally appropriate practices grounded in the latest research.

- 4.c. Understand content knowledge in early education.
- 4.d. Build a meaningful curriculum.
- 4.e. Increase knowledge and skills in developing positive relationships and supportive interactions.
- 4.f. Increase knowledge and understanding to use effective approaches, strategies, and tools for early education.
- 4.g. Increase knowledge and understanding about the importance and benefits of central concepts, inquiry tools, and structures of content areas or academic disciplines.
- 4.h. Use updated knowledge and appropriate resources to design, implement, and evaluate meaningful challenges in curriculum to promote positive outcomes.

*Standard 5: Becoming a Professional*

- 5.a. Identify and involve oneself with the early childhood field.
- 5.b. Increase knowledge and understanding about ethical standards and other professional guidelines.
- 5.c. Engage in continuous, collaborative learning to implement informed practice.



## CORE STANDARDS FOR GUAM'S PLAN FOR PROFESSIONAL DEVELOPMENT

The GPPD adopts these five Standards for Professional Development established by the National Association for the Education of Young Children as the *Core Standards* for the plan. These standards ensure the education and training activities of early childhood professionals on Guam are consistent with our peers nationwide. These standards serve as a guide for professionals to examine the various activities they engage in to ensure these activities will contribute to the personal and professional growth of the individual as well as contribute to the needs of the children, families, and community they serve. Whether pre-service training, in-service training, formal personnel preparation programs, continuing education courses or other professional development activities, the *Core Standards* provide the framework for early childhood professionals' education and training. *Core Topics and General Competencies* are the foundation of fundamental skills that early childhood personnel should acquire and strengthen to increase their knowledge and skills (*Appendix A: Professional Development Standards Framework*).

## **TOPICS**

1. Child development theory and application
2. Healthy & safe environments
3. Adaptations and modifications
4. Working with families
5. Observation & assessment
6. Professional conduct & ethics

## **GENERAL COMPETENCIES**

Awareness, knowledge and skills regarding foundational theories on human and child development, including specific domain areas of cognition, communication and language, physical, and social emotional and their use and benefit to young children and their families. Included is the practical application of research and evidence based practices through content areas such as math, science, social studies etc. and learning areas such as art, dramatic play, music, blocks, etc.

Awareness, knowledge and skills for providing and establishing an environment that is healthy, safe, and nurturing to promote positive development of the whole child.

Awareness, knowledge and skills regarding appropriate adaptations and modifications for children with unique, diverse and special needs including those with developmental disabilities, exceptional children, multicultural and second language learners.

Awareness, knowledge and skills with regard to establishing and maintaining positive relationships with families of young children in order to support their overall growth and development, working cooperatively and collaboratively, recognizing parents and families as the primary teachers of young child (ren).

Awareness, knowledge and skills regarding appropriate and various methods for observing and assessing young children and their behavior for the purpose of supporting their positive growth and development.

Awareness, knowledge and skills regarding the individual's role within, commitment to and contribution to the field of early childhood and maintaining professional development in order to best meet the needs of young children and their families.

The following *Levels of Learning* describe entry, intermediate (A & B), and advanced (A & B) levels of awareness, knowledge and skills for individuals working in the field of early childhood care and education.

LEVELS OF LEARNING	LEARNING EXPECTATIONS
<b>ENTRY LEVEL</b> Early Childhood Assistant Provider (Levels 1-4)	Build awareness of early childhood in general.
<b>INTERMEDIATE LEVEL A</b> Early Childhood Lead Provider (Levels 1-4)	Build knowledge and skills of early childhood professionals, including but not limited to, creating and implementing developmentally appropriate practices and formally observing young children in natural environments.
<b>INTERMEDIATE LEVEL B</b> Early Childhood Master Provider (Levels 1-4)	Increase knowledge and skills utilizing research- and or evidence-based practices of early childhood to improve children's outcomes, and promote personal and staff development activities.
<b>ADVANCED LEVEL A</b> Early Childhood Assistant Director / Early Childhood Director (Levels 1-4)	Refine and improve skills for working with children, utilize research- and or evidence-based practices of early childhood to improve children's outcomes, promote personal and staff development activities, and partner with families, the community, and early childhood professionals to improve programs and/or systems that serve young children.
<b>ADVANCED LEVEL B</b> Basic Preschool Teacher/ Initial Educator/ Professional Educator / Master Educator	Refine and improve skills for working with children, utilize research- and or evidence-based practices of early childhood to improve children's outcomes, promote personal and staff development activities, family and community partnerships, and collaborate with colleagues to advocate, mentor, and perform at higher levels, including participation with other early childhood professionals to improve programs and/or systems which serve young children.



## **EARLY CHILDHOOD PERSONNEL - DEFINITIONS**

The *Guam's Plan for Professional Development* (GPPD) provides definitions related to the professional development plan and clarifies the type of training and/or continuing education units or education credits that are received through training workshops and/or formal education.

The GPPD identifies four levels of Early Childhood Personnel. Each level lists the formal education requirements and the experiential requirements for each level. Additionally, the plan proposes alternate qualifications and multiple entry points to address the uniqueness of the early childhood field and the diversity of disciplines professionals come from (*Appendix B: Early Child Care and Education (ECCE) Matrix*). The plan acknowledges the various education and training opportunities provided to early childhood professionals and seeks to capitalize on those experiences to promote the recruitment and retention of qualified individuals. The following are brief descriptions of each level of early childhood professionals, each level building upon the knowledge and skills of the previous one.

Consistent with the levels of learning established in the *Guam's Plan for Professional Development Framework*, varying levels of Early Childhood Certificates may be granted by the Guam Commission for Educator Certification (Path B).

### ***ECCE Certificate Issued by the Guam Commission for Educator Certification***

1. Early Childhood Assistant Provider (Levels 1-4)
2. Early Childhood Lead Provider (Levels 1-4)
3. Early Childhood Master Provider / Early Childhood Assistant Director / Early Childhood Director (Levels 1-4)
4. Basic Preschool Teacher
5. Initial Educator / Professional Educator / Master Educator

### ***Early Childhood Assistant Provider***

- (1) **Minimum Requirements.** The Early Childhood Assistant Provider Certificate may be issued to an applicant who presents evidence of completion of 15 to 90 clock hours of training in Early Childhood Education from an



accredited institution. An applicant must complete at least 15 clock hours or 1.5 Continuing Education Units (CEU) and complete a Professional Growth Plan documenting proposed professional development (PD) plan activities that include but not limited to awareness of Early Childhood Education starting with a minimum of 12 months work experience in a child care setting.

- (2) **Length of Certification.** The length of certification of an Early Childhood Assistant Provider shall be three (3) years.
- (3) **Renewability.** None

#### *Early Childhood Lead Provider*

- (1) **Minimum Requirements.** The Early Childhood Lead Provider Certificate may be issued to an applicant who presents evidence of completion of 105 to 150 clock hours of training in Early Childhood Education from an accredited institution.
- (2) **Length of Certification.** The length of certification of an Early Childhood Lead Provider shall be three (3) years. Note: At Level 4, the Early Childhood Lead Provider has the option to remain at this level (4) and continue to receive certification every 3 years upon completing the requirements stated for Level 4.
- (3) **Renewability.** The Early Childhood Lead Provider Certificate may be renewed three (3) times with evidence of satisfactory performance evaluation; proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or fifteen (15) hours of in-service training initiated or approved by the Department of Public Health and Social Services, or related early education agencies / departments. Continuous renewal at level 4 is applicable for those that meet the requirements.

#### *Early Childhood Master Provider/ Early Childhood Assistant Director/Director*

- (1) **Minimum Requirements.** The Early Childhood Master Provider/ Early Childhood Assistant Director/ Director may be issued to an applicant who presents evidence of at least thirty-three (33) semester hours of college credits with at least six (6) semester hours in Early Childhood Education but less than the requirements for the Initial Educator Certificate.
- (2) **Length of Certification.** The length of certification of an Early Childhood Master Provider/ Early Childhood Assistant Director/ Director shall be two (2) years. Note: At Level 4, the Early Childhood Master Provider has the option

to remain at this level (4) and continue to receive certification every 3 years upon completing the requirements stated for Level 4.

- (3) **Renewability.** The Early Childhood Master Provider/ Early Childhood Assistant Director/ Director Certificate may be renewed three (3) times with evidence of satisfactory performance evaluation; proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or fifteen (15) hours of in-service training initiated or approved by the Department of Public Health and Social Services, or related early education agencies / departments. Continuous renewal at level 4 is applicable for those that meet the requirements.

### ***Basic Preschool (Birth – Kindergarten) Teacher***

- (1) **Minimum Requirements.** An associate degree in early childhood education; or an associate degree in a field related with equivalent to a major relating to early childhood education, with one (1) year experience teaching preschool-aged children, or a baccalaureate degree or advanced degree in early childhood education, and has not taken and/or passed the PRAXIS I, or a baccalaureate or advanced degree in a related field and coursework equivalent to a major related to early childhood education and experience teaching preschool-aged children and has not taken and/or passed PRAXIS I. The degree must be from a U.S. regionally accredited post-secondary learning institution.
- (2) **Length of Certification.** The length of certification of a Basic Head Start Certification shall be three (3) years.
- (3) **Renewability.** The Preschool Certificate may be renewed any number of times with evidence of satisfactory performance evaluation by the administrator; and fifteen (15) clock hours of Head Start specific in-service professional development that is classroom focused and regularly evaluated by the Head Start program of the Guam Department of Education. The holder of a Basic Teaching Certificate, on or before expiration date, may apply for Initial Certificate as per the requirements in GCEC 104 (c).

### ***Initial, Professional or Master Educator***

The Initial, Professional, or Master Educator has completed the rigor of formal college coursework and has obtained a Bachelor's, Master's, or Doctorate Degree in early childhood education or related area from an accredited institution. Length of certification and renewal will follow that of the Guam Commission for Educator Certification which is a 3-year non-renewable (completion of a one year mentorship and Guam History or Guam Culture) for Initial Educator; a 5-year renewable (90 hours of professional activities) for Professional Educator and; a 10-year renewable (120 hours of professional activities) for Master Educator.

**Standard Operating Procedures for  
An Early Childhood Provider Certification  
PATH A (ALTERNATE PATH)**

The purpose of this Standard Operation Procedure (SOP) is to establish a uniform procedure for applying for certification as an early childhood provider. The procedures outlined in this SOP are applicable to early childhood providers not employed through Government of Guam and/or the Department of Education.

The following documents must be current and are required by DPHSS-BOSSA. Please make copies of the originals.

- Current Health certificate issued by the Department of Environmental Health.
- Physical Examination form completed by a licensed physician.
- Police clearance
- Court clearance

Provide documentation/certificates/transcripts showing current training—must equal 15 hours for each year. Make copies of certificates/letters/documents. Do not turn in originals. Documents not containing dates will not be considered.

- Due dates will be established for applicants.
- Applicants must begin applying for re-certification one (1) month prior to expiration of current certificate.
- Applicants are responsible for any costs incurred in obtaining necessary documents.
- Turn in application and required documentation to the ELC PD Plan Group for review. The group will determine eligibility based on documentation and will make recommendations to DPHSS-BOSSA.

**Standard Operating Procedures for  
An Early Childhood Provider Certification  
PATH B**

The purpose of this Standard Operation Procedure (SOP) is to establish a uniform procedure for applying for certification as a Preschool (birth to kindergarten entry) provider. The procedures outlined in this SOP are applicable to Preschool (birth to kindergarten entry) providers employed by the Department of Education including, but not limited to, Department of Education Head Start Program, Early Intervention System, Early Childhood Special Education, GATE Preschool and other related service providers. Individuals utilizing Path B are subject to the regulations and requirements set forth by the Guam Commission for Educator Certification.

- The following documents must be current and are required by the Guam Commission for Educator Certification. Please make copies of the originals.
  - Application for Guam Professional Certification.
  - Official transcript showing required credits and/or documentation of professional activities.
  - Evidence of current satisfactory performance (copy of performance evaluation from supervisor).
  - Copy of current Guam Professional Certificate.
- Make copies of certificates/letters/documents. Do not turn in originals. Make sure dates are included and within the parameters of the application date. Official transcript must be sealed.
- Turn in application and required documentation to the Guam Commission for Educator Certification. Application forms are available online at <http://www.gcec.guam.gov/> (under helpful links). Make copies of all documentation and application before submitting to GCEC.

## APPENDIX A: PROFESSIONAL DEVELOPMENT STANDARDS



# Professional Development Standards Framework

### CORE STANDARDS

Promoting Child Development & Learning  
Building Family & Community Relationships  
Observing, Documenting, & Assessing  
Teaching & Learning  
Becoming a Professional

### LEVELS OF LEARNING

1

Building Awareness  
of Early Childhood

2

Building Knowledge and Skills of  
Early Childhood Providers,  
Implementation and Application of  
Knowledge and Skills

3

Refining and improving skills for working with children  
utilizing research and/or evidence-based practices of  
early childhood for improving children's outcomes and  
promoting personal and staff development activities

4

Refining and improving skills for working with children utilizing research –  
and/or evidence-based practices of early childhood for improving children's  
outcomes, promote personal and staff development activities, collaborate  
with colleagues to advocate, mentor, and perform at higher levels,  
participate with other early childhood service providers to improve programs  
and/or systems which serve young children

Guam's  
ELGs\*

Birth to 36  
months  
3 to  
5 years

### TOPICS/COMPETENCY AREA:

- Child development theory and practical application
- Healthy & safe environments
- Adaptations and modifications
- Working with families
- Observation & assessment
- Professional conduct & ethics

\*Early Learning Guidelines

**APPENDIX B:**  
**Early Childhood Care and Education Certificate (ECCE) Matrix**  
**EARLY CHILDHOOD ASSISTANT PROVIDER**

<b>Pre-credential Level</b>		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Training & Education Pre-Service	Professional Expectation	High School (HS) diploma or GED	High School (HS) diploma or GED	HS diploma or GED	HS diploma or GED
Training & Education In-Service	Early Childhood Education (ECE) Core Knowledge Areas	<b>15 hrs. or 1.5 CEU</b> in ECE Core Knowledge Areas	<b>60 hrs.</b> or 6.0 CEU in ECE Core Knowledge Areas	<b>75 hrs. or 7.5 CEU</b> in ECE Core Knowledge Areas	<b>90 hrs. or 9.5 CEU</b> in ECE Core Knowledge Areas
Experience with relevant and appropriate age group	Camp Counseling Babysitting Parenting Foster Care Head Start Parent Volunteer or Group/Family/Center Child Care	12 months experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer or Group/Family/Center Child Care	24 months experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer or Group/Family/Center Child Care	24 Months Experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer, or Group/Family/Center Child Care	24 Months Experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer, or Group/Family/Center Child Care
ALTERNATIVE Training & Education In-Service	High school diploma/GED & Age 18	12 months experience in relevant & appropriate age group AND PD Plan completion with 15 hours in ECE or related classes	24 months experience in relevant & appropriate age group AND PD Plan completion with 45 cumulative hours in ECE or related classes	36 months experience in relevant and appropriate age group AND PD Plan completion with 75 cumulative hours in ECE or related classes	48 months experience in relevant and appropriate age group AND PD Plan completion with 90 cumulative hours in ECE or related classes
Length of Certification	1 year	3 years	3 years	3 years	3 years
Renewal		None after 3 years	None after 3 years	None after 3 years	None after 3 years

## EARLY CHILDHOOD LEAD PROVIDER

Pre-credential Level		Level 1	Level 2	Level 3	Level 4
Training & Education Pre-Service	Professional Expectation	High School (HS) diploma or GED	HS diploma or GED	HS diploma or GED	HS diploma or GED
Training & Education In-Service	90 hrs. training (9.0 CEU) in Early Childhood Education (ECE) Core Knowledge Areas	105 hrs. or 10.5 CEUs in ECE Core Knowledge Areas	120 hrs. or 12.0 CEU in ECE Core Knowledge Areas	135 hrs. or 13.5 CEU in ECE Core Knowledge Areas	150 hrs. 15.0 CEU in ECE Core Knowledge Areas
Experience with relevant and appropriate age group	Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	12 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	24 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	36 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	48 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start
Length of Certification		3 years	3 years	3 years	3 years/ Continuous
Renewal		3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; Or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)

**EARLY CHILDHOOD MASTER PROVIDER/EARLY CHILDHOOD ASSISTANT DIRECTOR/DIRECTOR**

	<b>Pre-credential Level</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Training & Education Pre-Service	Professional Expectation	High School (HS) diploma or GED	HS diploma or GED	HS diploma or GED	HS diploma or GED
Training & Education In-Service	Early Childhood Education (ECE) Core Knowledge Areas	<b>33 semester hrs./college credits with six (6) semester hours</b> in ECE Core Knowledge Areas	<b>45 semester hrs. / college credits with six (6) semester hours</b> in ECE Core Knowledge Areas	<b>51 semester hrs./college credits with six (6) semester hours</b> in ECE Core Knowledge Areas	<b>57 semester hrs./college credits with six (6) semester hours</b> in ECE Core Knowledge Areas
Experience with relevant & appropriate age group	Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start OR Child Development Associate (CDA) credential OR U.S. Dept. of Labor (USDOL) Early Childhood Associate	3 years work experience with relevant & appropriate age group OR CDA credential OR USDOL Early Childhood Associate OR Certificate in Early Care and Education	3 years work experience with relevant & appropriate age group OR CDA credential OR USDOL Early Childhood Associate OR Certificate in Early Care and Education	4 years work experience with relevant & appropriate age group OR CDA credential OR USDOL Early Childhood Associate OR Certificate in Early Care and Education And Child Care Management CD285	4 years work experience with relevant & appropriate age group OR CDA credential OR USDOL Early Childhood Associate OR Certificate in Early Care and Education And Child Care Management CD285
Length of Certification		3 years	3 years	3 years	3 years / Continuous
Renewal		3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)



**BASIC PRESCHOOL (birth to kindergarten entry) TEACHER / INITIAL EDUCATOR /  
PROFESSIONAL EDUCATOR / MASTER EDUCATOR  
(Bachelor's, Master's or Doctorate)**

Source: Guam Commission for Educator Certification

Components	Basic Preschool Teacher	Initial Educator	Professional Educator	Master Educator
Guam Professional Standards for Teachers		Proficiency in teacher standards – with a focus on one or more	Proficiency in teacher standards with a focus on two or more	Mastery of teacher standards
Prerequisites	<ul style="list-style-type: none"> <li>An associate degree in early childhood education; or an associate degree in a field related with equivalent to a major relating to early childhood education, with one (1) year experience teaching preschool-aged children, or a baccalaureate degree or advanced degree in early childhood education, and has not taken and/or passed the PRAXIS I, or a baccalaureate or advanced degree in a related field and coursework equivalent to a major related to early childhood education and experience teaching preschool-aged children and has not taken and/or passed PRAXIS I. The degree must be from a U.S. regionally accredited post-secondary learning institution.</li> </ul>	<ul style="list-style-type: none"> <li>Meet Approved Preparation Program sections 6.1.1 or 6.1.2</li> <li>OR</li> <li>Earns degree from a state-approved college/university program</li> <li>Passing score on PRAXIS I</li> <li>Passing score on the subject matter knowledge test(s) i.e. PRAXIS II or completion of an approved program (Major in content area) by the college /university</li> <li>Field-based experiences demonstrated in at least three (3) courses or seminars that address the Guam Professional Teacher Standards</li> <li>Supervised practicum or student teaching (at least 90 days) in the field and grade level for the certification sought.</li> <li>Coursework aligned with Guam Professional Teacher Standards</li> <li>Grade point – 2.7 or higher</li> <li>Receiving a positive recommendation from the student's program of study as a result of the student teaching experience</li> </ul>	Meet all educational requirements for Initial Educator	Meet all educational requirements for Initial Educator, Professional Educator and have earned a Master's degree.
Required Courses/ Activities	<ul style="list-style-type: none"> <li>Fifteen (15) clock hours of Head Start specific in-service professional development that is classroom focused and regularly evaluated by the Preschool program of the Guam Department of Education.</li> </ul>	<ul style="list-style-type: none"> <li>Guam History or Guam Culture, within the first year after the person's certification.</li> <li>Sixty (60) clock hours of professional activities within the 3 year period</li> </ul>	<ul style="list-style-type: none"> <li>Ninety (90) clock hours of professional activities within the 5 year period</li> </ul>	<ul style="list-style-type: none"> <li>One hundred twenty (120) clock hours of professional activities within the 10-year period.</li> </ul>

Components	Basic Preschool Teacher	Initial Educator	Professional Educator	Master Educator
Mentorship		One Year	No	No
Length of Certification	3 year renewable	3 year non-renewable; minimum 2 years	5 year renewable	10 year renewable
Professional Growth Plan (PGP)	<p>Yes. PGP:</p> <ul style="list-style-type: none"> <li>(1) Approved Professional Development Plan by administrator on-site;</li> <li>(2) Fifteen (15) clock hours of Preschool specific in-service professional development that is classroom focused; and</li> </ul> <p>PGP reviewed, concurred and acknowledged progress by administrator on-site</p>	<p>Yes. PGP:</p> <ul style="list-style-type: none"> <li>(1) Identifies goals based on one or more Guam Teacher Professional Standards;</li> <li>(2) Portfolio of evidence indicating that progress has been made in reaching the goals of the Professional Growth Plan; and</li> <li>(3) PGP reviewed, concurred and acknowledged progress by administrator on-site.</li> </ul>	<p>Yes. PGP:</p> <ul style="list-style-type: none"> <li>(1) Identifies goals based on two or more Guam Teacher Professional Standards.</li> <li>(2) Portfolio of evidence documenting the successful completion of the plan may include artifacts i.e. college or university credits, workshops, seminars, conferences, action research, curriculum development, work experiences, district committee work, presentation at conferences, publications, teaching courses, or work on special projects.</li> <li>(3) PGP reviewed, concurred and acknowledged progress by administrator on-site.</li> </ul>	<p>Yes. PGP:</p> <ul style="list-style-type: none"> <li>(1) Demonstrate attainment of extraordinary professional competency on the Guam Teacher Professional Standards;</li> <li>(2) Portfolio or video of evidence or certification by NBPTS;</li> <li>(3) PGP reviewed, concurred and acknowledged progress by administration on-site.</li> </ul>
Professional Teacher Evaluation	Satisfactory performance evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation

**APPENDIX C:**  
**APPLICATION FOR CERTIFICATION**  
**OF EARLY CHILDHOOD PROVIDERS (PATH A)**  
*Under the Professional Development Plan Focus Group*  
*A subcommittee under the Guam Early Learning Council*

*Please type or print legibly using blue or black ink.*

Name \_\_\_\_\_  
                     Last Name                                      First Name                                      Middle Initial

Mailing Address \_\_\_\_\_

\_\_\_\_\_

City                                      State                                      Zip Code

Contact Numbers \_\_\_\_\_  
     Home                                      Work                                      Cell

Email \_\_\_\_\_ Immediate Supervisor \_\_\_\_\_

Employer \_\_\_\_\_

**TRAINING INFORMATION**

Please list the trainings and/or classes completed for this application period.

Name of Course/Training	Instructor	Please check one:		
		CEUs	Credits	Letter

\*\*Please note, every course and/or training must be accompanied by documentation in the form of a certificate, letter or transcript.  
 If submitting a transcript, it must be sealed by the registrar of the issuing institution.\*\*

Signature(s) of Review Panel

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