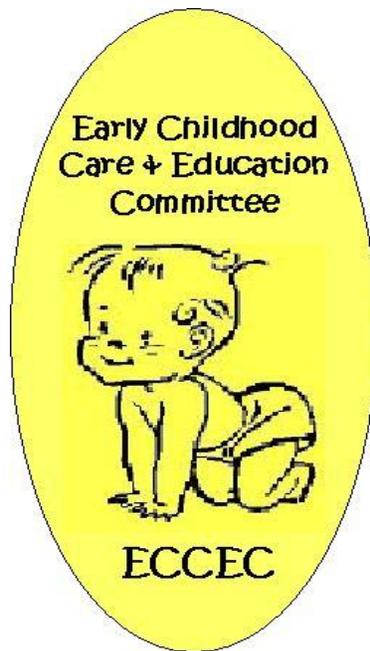


GUAM'S PLAN FOR PROFESSIONAL DEVELOPMENT



UPDATES AS OF OCTOBER 20, 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 **Early Childhood** Professional Development Subcommittee under the **Guam** Early Learning Council (**GELC**). The subcommittee is comprised of representatives from University of Guam, Guam Community College, **Department of Education, Guam Early Learning Council** and the Guam Child Care and Development Association. The subcommittee will **review and validate the credentials of a prospective Early Childhood Provider pursuing certification as an Early Childhood Professional under Path A of the GPPD with 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	GENERAL COMPETENCIES
1. Child development theory and practical application	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.
2. Healthy & safe environments	Awareness, knowledge and skills for providing and establishing an environment that is healthy, safe, and nurturing to promote positive development of the whole child.
3. Adaptations and modifications	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.
4. Working with families	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).
5. Observation & assessment	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.
6. Professional conduct & ethics	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
ENTRY LEVEL Early Childhood Assistant Provider (Levels 1-4)	Build awareness of early childhood in general.
INTERMEDIATE LEVEL A 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.
INTERMEDIATE LEVEL 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.
ADVANCED LEVEL A 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.
ADVANCED LEVEL 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 Early Learning Council Early Childhood Professional Development Subcommittee (Path A) or the** Guam Commission for Educator Certification (Path B).

Basic or Basic Plus Certificate Issued by the Guam Early Learning Council Early Childhood Professional Development Subcommittee:

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)

ECCE Certificate Issued by the Guam Commission for Educator Certification

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 **45 to 90 clock hours of training in Early Childhood Education from a course offered by institutions of higher education or part of a professional certificate professional growth plan that align with the topical/competency areas of**

- **Child Development Theory and Practical Application;**
- **Healthy and Safe Environments;**
- **Adaptations and Modifications;**
- **Working with Families;**
- **Observation and Assessment; and**
- **Professional Conduct and Ethics.**

An applicant must complete at least 45 clock hours or 4.5 Continuing Education Units (CEU) and complete a Professional Certificate Professional Growth Plan (as referenced by *The Guam Commission on Educator Certification Professional Growth Activity Forms Teacher*) 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 a course offered by institutions of higher education or part of a professional certificate professional growth plan that align with the topical/competency areas of**

- **Child Development Theory and Practical Application;**
- **Healthy and Safe Environments;**
- **Adaptations and Modifications;**
- **Working with Families;**
- **Observation and Assessment; and**
- **Professional Conduct and Ethics.**

- (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 **Certificate** 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. ***The Early Childhood Director and Assistant Director Certificate may be issued to an applicant who presents evidence of at least 51 semester hours/college credits with six (6) semester hours in Early Childhood Education Core Knowledge Areas (Level 3 of the Early Childhood Master Provider/Early Childhood Assistant Director/Director Matrix of this professional development plan). Note: The Early Childhood Assistant Director and Director minimum education and training requirements are set forth in the 2011 Administrative Rules and Regulations of the Department of Public Health and Social Services Relative to Child Care Facilities and Group Child Care Homes Section 1109.5.***
- (2) **Length of Certification.** The length of certification of an Early Childhood Master Provider/ Early Childhood Assistant Director/ Director shall be three (3) 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 Preschool 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 two (2) months prior to expiration of current certificate.
- Applicants are responsible for any costs incurred in obtaining necessary documents.
- Turn in application (*Appendix C: Form for Certification of Early Childhood Providers {Path A}*) and required documentation to the *GELC ECPD Subcommittee* for review. The group *will review and validate the credentials of a prospective applicant pursuing certification as an Early Childhood Professional under Path A of the GPPD with the 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

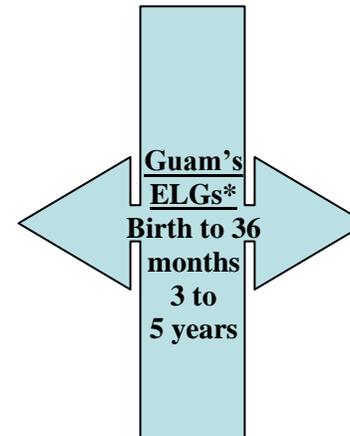
Building Knowledge and Skills of Early Childhood Providers, Implementation and Application of Knowledge and Skills

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



TOPICS/COMPETENCY AREA:

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

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

Pre-credential Level		Level 1	Level 2	Level 3	Level 4
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	45 hrs. or 4.5 CEU in ECE Core Knowledge Areas	60 hrs. or 6.0 CEU in ECE Core Knowledge Areas	75 hrs. or 7.5 CEU in ECE Core Knowledge Areas	90 hrs. or 9.5 CEU 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 30 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 60 cumulative hours in ECE or related classes	48 months experience in relevant and appropriate age group AND PD Plan completion with 75 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; AND 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; AND 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; AND 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; AND 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

	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	Early Childhood Education (ECE) Core Knowledge Areas	33 semester hrs./college credits with six (6) semester hours in ECE Core Knowledge Areas	45 semester hrs. / college credits with six (6) semester hours in ECE Core Knowledge Areas	51 semester hrs./college credits with six (6) semester hours in ECE Core Knowledge Areas	57 semester hrs./college credits with six (6) semester hours 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; AND 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; AND 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; AND 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; AND 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"> 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. 	<ul style="list-style-type: none"> Meet Approved Preparation Program sections 6.1.1 or 6.1.2 <p align="center">OR</p> <ul style="list-style-type: none"> Earns degree from a state-approved college/university program Passing score on PRAXIS I 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 Field-based experiences demonstrated in at least three (3) courses or seminars that address the Guam Professional Teacher Standards Supervised practicum or student teaching (at least 90 days) in the field and grade level for the certification sought. Coursework aligned with Guam Professional Teacher Standards Grade point – 2.7 or higher Receiving a positive recommendation from the student’s program of study as a result of the student teaching experience 	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"> 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. 	<ul style="list-style-type: none"> Guam History or Guam Culture, within the first year after the person’s certification. Sixty (60) clock hours of professional activities within the 3 year period 	<ul style="list-style-type: none"> Ninety (90) clock hours of professional activities within the 5 year period 	<ul style="list-style-type: none"> One hundred twenty (120) clock hours of professional activities within the 10-year period.

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> <p>(1) Approved Professional Development Plan by administrator on-site;</p> <p>(2) Fifteen (15) clock hours of Preschool specific in-service professional development that is classroom focused; and</p> <p>PGP reviewed, concurred and acknowledged progress by administrator on-site</p>	<p>Yes. PGP:</p> <p>(1) Identifies goals based on one or more Guam Teacher Professional Standards;</p> <p>(2) Portfolio of evidence indicating that progress has been made in reaching the goals of the Professional Growth Plan; and</p> <p>(3) PGP reviewed, concurred and acknowledged progress by administrator on-site.</p>	<p>Yes. PGP:</p> <p>(1) Identifies goals based on two or more Guam Teacher Professional Standards.</p> <p>(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.</p> <p>(3) PGP reviewed, concurred and acknowledged progress by administrator on-site.</p>	<p>Yes. PGP:</p> <p>(1) Demonstrate attainment of extraordinary professional competency on the Guam Teacher Professional Standards;</p> <p>(2) Portfolio or video of evidence or certification by NBPTS;</p> <p>(3) PGP reviewed, concurred and acknowledged progress by administration on-site.</p>
Professional Teacher Evaluation	Satisfactory performance evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation

Background Information

1. Have you received or obtained any education and/or training in early childhood care in the *last three years*?

___ Yes ___ No

2. Have you been employed with any child care provider, agency or organization that provides services for young children, birth to five years old in the *last three years*?

___ Yes ___ No

3. Have you had any experience in working with young children, birth to five years old in the *last three years*?

**** Experience with relevant and appropriate age group include: camp counseling, baby sitting, parenting, foster care, Head Start Parent, volunteer or group/family/center child care**

___ Yes ___ No

2. If you answered “yes” to at least one question above, please provide the following information:

Please provide any EDUCATION courses in early childhood taken.	Month	Year

Please provide any TRAINING obtained in early childhood.	Month	Year

Please provide any EMPLOYMENT in early childhood.	Month	Year

Please provide any other EXPERIENCE with children, birth – 5 years.	Month	Year

I do hereby acknowledge that all information contained in this form and accompanying documents are accurate. If the form does not meet the requirements for completion, as stated in Guam’s Plan for Professional Development, the Guam Early Learning Council Assistant will return my Form for Certification indicating the reasons for disapproval to my Early Childhood Director/Child Care Owner and I have to complete and resubmit my form and documentation for review and validation.

Name: _____

Signature: _____

Date: _____

FOR OFFICIAL USE

The Guam Early Learning Council Early Childhood Professional Development Subcommittee (GELC ECPD Subcommittee) validates the education, experience, skills, and training of early childhood provider and certifies that the EC Provider meets the various levels of qualifications as described in Guam’s Plan for Professional Development.

EC Provider Name: _____

Meets the requirements for Certification in:

<input checked="" type="checkbox"/>	Level	<input checked="" type="checkbox"/>	Type of Early Childhood Provider
<input type="checkbox"/>	1	<input type="checkbox"/>	Early Childhood Assistant Provider
<input type="checkbox"/>	2	<input type="checkbox"/>	Early Childhood Lead Provider
<input type="checkbox"/>	3	<input type="checkbox"/>	Early Childhood Master Provider
<input type="checkbox"/>	4	<input type="checkbox"/>	Early Childhood Assistant Director/Director

Does not meet the requirements for Certification due to the following:

<input checked="" type="checkbox"/>	Reason
<input type="checkbox"/>	Form is incomplete
<input type="checkbox"/>	Documentation is missing
<input type="checkbox"/>	Other:
<input type="checkbox"/>	
<input type="checkbox"/>	

Signature(s) of GELC PD Subcommittee

Print Name	Signature	Date



FORM FOR CERTIFICATION OF EARLY CHILDHOOD PROVIDERS (PATH A)

INSTRUCTIONS FOR FILLING OUT THIS FORM

Thank you for submitting your Form for Certification of Early Childhood Providers – Path A under Guam’s Plan for Professional Development.

To ensure you meet the deadline for certification, please follow these instructions carefully.

1. All information must be **typed or printed legibly**.
2. **Complete** this Form and **obtain** training documentation.
 - Completed* Form for Certification of EC Providers
 - Training Documentation
 - ✓ Transcript/s
 - ✓ Letter
 - ✓ Certificate of Participation/Contact Hours
3. **Attach** ALL required documents to the form.
4. **Submit** this form and ALL required documents to your Early Childhood Director/Child Care Owner.

Note: Your EC Childhood Director/Child Care Owner is responsible for turning in your form and training documents to the Guam Early Learning Council (GELC) Assistant.
5. **Deadline for submission is at least two months before the expiration of your employer’s child care license.** Submit your completed application to your director or owner.
6. The GELC Assistant **will review** your form and documents on or before the second Tuesday of the month. Should there be any incomplete information or documentation in the preliminary review, your EC Director/Child Care Owner will be contacted.
7. Your Form and documents **will be reviewed by the GELC ECPD Subcommittee on the third Thursday of the month.** The Subcommittee **will validate or deny** Certification of Early Childhood Providers – Path A under Guam’s Plan for Professional Development.

Should you have any questions, please contact the GELC Assistant at 671-735-2363/2466.

