



**ONTARIO
CHRISTIAN
SCHOOL
TEACHERS
ASSOCIATION**

PROFESSIONAL GROWTH PORTFOLIO

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PROFESSIONAL GROWTH PORTFOLIO

PREFACE

Professional growth is an ongoing process and most teachers in our schools are obligated by contract to engage in professional development. We know it is important to become familiar with new educational theories and teaching strategies, to be aware of new educational materials and curriculum, and to improve or expand our curriculum materials.

It is proposed that, since growth and development can occur in many different ways, a portfolio would be an excellent tool to document such professionalism. The following topics are included in this document.

A. PROFESSIONAL GROWTH PLAN

1. Concrete Suggestions for Professional Growth
2. Guidelines for Implementing a Plan Professional Growth
3. Action Plan for Professional Growth

B. RECORD OF PROFESSIONAL GROWTH

1. Professional Reading List
2. List of Presentations
3. Record of Seminars, Conferences and Workshops
4. Professional Growth Activity Summary
5. School Community Related Activities
6. Church and Community-at-Large Related Activities

C. CREDENTIALS

1. Sample Format for Resumé
2. Academic Record
3. Copies of Certificates, Transcripts, Diplomas
4. Statement of Philosophy of Christian Education

A. PROFESSIONAL GROWTH PLAN

1. CONCRETE SUGGESTIONS FOR PROFESSIONAL GROWTH

Most schools have a professional development policy in place. Requirements range from teachers engaging in one or two weeks of professional activity every summer to taking an academic course every 3-5 years, or to participating in equivalent professional development.

Academic courses include:

- a university or college course
- a Ministry of Education Additional Qualifications course

Professional development activities include:

- participating in summer curriculum writing
- attending a conference (e.g. the OCSTA convention)
- facilitating a workshop
- participating in OACS program days

Equivalent professional activities include:

- mentoring a colleague
- supervising a student teacher
- researching and writing a new unit
- presenting at an OACS program day
- presenting at a district PD day
- serving on the OCSTA, OACS or OCSAA Board
- serving on an OCSTA, OACS or OCSAA committee
- mentoring a co-op student
- leading a book discussion
- writing an educational article for a journal or magazine

2. GUIDELINES FOR IMPLEMENTING A PROFESSIONAL GROWTH PLAN

It is suggested that the following guidelines for implementing a professional growth plan are kept in mind:

- ① Professional development and growth requirements are under the jurisdiction of a local school board and are to be administered by the principal.
- ② The standard for professional development will be a university course or its equivalent to be completed once every three years.
- ③ In addition, teachers are encouraged to engage in other professional activities during the off years. These professional activities can be done during the summer or the school calendar year.
- ④ Because of the heavy demands on their time throughout the school year, teachers who teach double or triple grades or who teach under difficult circumstances need to be given special considerations.
- ⑤ Schools would be wise to require a balance in professional development activities such as, for example:
 - ◆ curriculum: 35%
 - ◆ teaching: 35%
 - ◆ special interests: 30%

- ⑥ Teachers are encouraged to use the *OCSTA Professional Growth Portfolio* to document the variety of ways in which they participate in professional growth activities.
- ⑦ It is wise to build a sabbatical year/summer into the professional development requirements. For instances, a teacher is free from professional development expectations once every four years.
- ⑧ A sample professional development program might look like this:
 A university course is the standard requirement and can be completed in one summer. However, teachers might wish to engage in a variety of professional development activities. This is possible by earning the required 10 units (the value given to a university course) in a different way. The following system covers most professional development opportunities.
 - ◆ 10 units: three-week summer course or 3 weeks OACS curriculum writing
 - ◆ 8 units: two-week summer course or 2 weeks OACS curriculum writing
 - ◆ 6 units: one-week summer course or 1 week OACS curriculum writing
 - ◆ 5 units: supervising a student teacher or co-op student
 - ◆ 4 units: mentoring a colleague, writing a new unit
 - ◆ 3 units: serving as a division leader, workshop presenter, board or committee member
 - ◆ 2 units: attending a two-day conference; preparing for a new grade
 - ◆ 1 unit: attending a one-day workshop or conference
- ⑨ A teacher who wishes to accumulate the 10 units by engaging in a variety of professional development activities must balance the activities to include several categories because:
 - ◆ preparing materials solely for one's own use is not necessarily professional development but falls more into the category of professional activities;
 - ◆ working with others encourages further insight and discernment.

There are always additional suggestions or possibilities for professional development. These can be evaluated on an individual basis.

3. ACTION PLAN FOR PROFESSIONAL GROWTH (can be used in consultation with the administration)

Name: _____ **Year:** _____

Identification of areas of interest/need:

What are my strengths? What are my areas of growth? What opportunities exist? What are the barriers? What should I be doing more of? What should I be doing less of? What new things could I do?

Plan of action: _____

Target date: _____

Administration Comments: _____

Signatures:

Teacher: _____ Date: _____

Administrator: _____ Date: _____

B. RECORD OF PROFESSIONAL GROWTH

1. PROFESSIONAL READING LIST

This page is designed to recognize that reading is an important part of a teacher's professional growth. Professional reading includes a variety of genre such as novels, children's literature, non-fiction, and professional literature.

Title _____ **Author** _____
Genre _____ **Purpose/Theme of book** _____

Title _____ **Author** _____
Genre _____ **Purpose/Theme of book** _____

Title _____ **Author** _____
Genre _____ **Purpose/Theme of book** _____

Title _____ **Author** _____
Genre _____ **Purpose/Theme of book** _____

Title _____ **Author** _____
Genre _____ **Purpose/Theme of book** _____

2. LIST OF PRESENTATIONS

Many teachers have areas of interest which they are sometimes called upon to use as a basis for giving presentations to different groups. This can be within their professional community, their church community or the community at large. This form is designed to facilitate the recording of these presentations.

Title _____
Date given _____ Conference _____ Workshop _____ Seminar _____
Purpose of presentation _____

Title _____
Date given _____ Conference _____ Workshop _____ Seminar _____
Purpose of presentation _____

Title _____
Date given _____ Conference _____ Workshop _____ Seminar _____
Purpose of presentation _____

Title _____
Date given _____ Conference _____ Workshop _____ Seminar _____
Purpose of presentation _____

Title _____
Date given _____ Conference _____ Workshop _____ Seminar _____
Purpose of presentation _____

4. PROFESSIONAL GROWTH ACTIVITY SUMMARY

Course/Workshop/Seminar: _____

Date(s): _____ Time: _____

Reason for attending: _____

Summary of content (what, why and for whom):

Action Plant (What can I implement now.....later)

1.

2.

3.

C. CREDENTIALS

1. SAMPLE FORMAT FOR RÉSUMÉ

PERSONAL DATA

Name
Address
Telephone
Email address
Church affiliation
Optional: SIN number, date of birth

EDUCATIONAL BACKGROUND

University/college
Degree, major, year
Extra-curricular activities
Interests

EXPERIENCE

Name of school
Grades(s) taught
Dates

PROFESSIONAL ACTIVITIES

What
When
Where

COMMUNITY-RELATED ACTIVITIES

What
When
Where

SPECIAL INTERESTS OR ABILITIES

What
Why
When

REFERENCES

Available upon request

2. ACADEMIC RECORD

Degree/Diploma	Year	University/College

OTHER POST SECONDARY CREDITS/COURSES

Course	Year	Institution	

3. COPIES OF TRANSCRIPTS, CERTIFICATES AND DIPLOMAS

Attach them

4. STATEMENT OF PHILOSOPHY OF CHRISTIAN EDUCATION

Include topics such as:

- Christ-centred education
- student as image-bearer
- covenant identity
- kingdom building
- transformation
- teacher-student relationship
- discipline
- diverse strengths and needs