

Professionalism and Professional Development

13.1 CURRICULUM GUIDE: PROFESSIONALISM AND PROFESSIONAL DEVELOPMENT

Course 13: Professionalism and Professional Development

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Skill Standard: G. Create and Maintain a Professional Environment

Key Activities: G1. Collaborate with college staff, faculty, students, and business associates.

G2. Work with program advisory committees.

G3. Serve on departmental and college committees.

G4. Maintain current knowledge of the field.

G5. Participate in professional networking.

G6. Develop a Professional Development Plan.

G7. Promote a professional instructional-learning environment.

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COURSE DESCRIPTION:

The professionalism of the instructor-learner within the classroom establishes the environment within which learning can take place. An attitude that seeks continual professional development and a program that encourages and nurtures instructor-learners are essential ingredients for remaining on the cutting edge of one's professional field and providing courses with the most current information and trends. These units are designed to do the following:

- Guide and help the instructor-learner develop relational and programmatic skills that facilitate collaboration;
- Apply self-management and leadership skills that enhance professionalism;
- Effectively develop and nurture advisory committee contributions which impact individual programs;
- Efficiently work with departmental and college committees as they relate to the institution's program mission;
- Maintain information and industry networks that enhance learning and one's ability to remain on the cutting edge of one's specialty;
- Construct an assessment portfolio and professional development plan that will serve the needs for not only outlining goals and objectives but also documenting personal performances, practices, and levels of mastery;
- Promote an instructional environment that encourages, fosters and nurtures learning.

LEARNING OUTCOMES: The instructor-learner will:

- Develop, expand, and explore the dynamics of human relations skills—individually, in teams, and/or corporately—as they relate to developing positive collaborative working relationships with faculty colleagues, college staff, students, and business associates;
- Observe, assess, and work with a program advisory committee including identifying and recruiting industry representatives for committee membership;
- Participate in programs and activities that maintain current knowledge of one's specialty area including trends, skills, and techniques as well as networking opportunities with industry professionals;
- Make a professional contribution by serving on appropriate departmental and/or college committees;
- Conduct a self-assessment and develop a comprehensive professional development program as part of a portfolio that assembles, files, records,

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OUTCOMES ASSESSMENT:

- Design a comprehensive portfolio that will consist minimally of the following:
 - A self-assessment of competencies, skills, interests, and talents related to professional/technical teacher education.
 - A comprehensive Professional Development Program that will record the instructor/learner's professional goals, objectives, and activities.
 - Documentation in the portfolio the following professional activities and competencies:
 - Definition and attributes of collaborative behaviors.
 - At least five activities that demonstrate collaborative activities with faculty, staff, and students.
 - Completion of an assessment tool that describes one's human relation skills, indicating areas of strength and weakness, and style preferences for interaction.
 - Completion of a leadership assessment tool that reflects leadership styles and preferences for human interaction.
 - Development of an educational mission statement that is reflective of one's attitudes and passion for classroom teaching, and which integrates the complex professional expectations of the instructor-learner's career.
 - Identification of the necessary skills, talents, and abilities required to work within one's specialty area (SCANS) and outline in one's portfolio how the instructor/learner's goals, objectives, and professional development plan will maintain current knowledge of the specialty field and/or what specific training will be development program as part of a portfolio that assembles, files, records, and maintains work and scholarship activities indicative of one's professional growth, achievement, learning behaviors, and future plans;
 - Demonstrate professional and ethical values in one's specialty area and instructional learning environment.
required to insure quality instruction and relevant learning for students.
 - Portfolio requirements should meet the following minimum format standards for review and/or evaluation (but may not be limited to):
 - Completeness (correctness to form as may be required)
 - Organization (clarify and careful documentation of information)
 - Insightfulness (thoughtfulness, creativity)
 - Progress (growth; development; past, present and future professional goals and plans)
 - Quality of materials (and/or self-assessments, assessment tools, journal entries)

- Regular attendance at a program advisory committee for one's specialty including submitting applicable reports and recommendations, collaborative preparation of the agenda for an advisory committee meeting, development of a meaningful manual to help advisory committee members make valuable contributions, and active participation in the identification and recruitment of committee members.
- Serve on at least one college or departmental committee, documenting committee goals and objectives, plan of work, timeline, and evaluation guidelines.
- Develop a personal plan for promoting a professional and ethical instructional environment including personal professional responsibilities, shared responsibilities, and integration of applicable codes of conduct.

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KNOWLEDGE AND SKILLS:

Relationship/Communication Skills

- Develop collegial relationships skills with students, college staff, faculty, program advisory committee members, and business associates.
- Identify human relations skills that are effective and ineffective in the context of collaborative relationships and the needed steps for personal growth including, but not limited to, the use of effective listening and feedback skills.
- Identify different work and communication styles and respond effectively to diverse styles.
- Use teambuilding techniques to stimulate collaborative efforts with individuals and groups.
- Foster professional relationships using a variety of methods appropriate for unique settings and diverse audiences.

Organizational, Leadership, Committee Skills

- Demonstrate an understanding and use of leadership, time management, and organizational roles and skills that effectively guide the accomplishment of work within a group setting.
- Use college procedures, resources, technical systems, and facilities to make decisions, solve problems, and plan processes or procedures.
- Evaluate professional contributions that can be made to the institution through active participation and leadership on departmental and/or college committees.
- Demonstrate knowledge of the role of advisory committees related to vocational education.
- Demonstrate knowledge of the roles of instructors, members, students, and college

PERFORMANCE INDICATORS:

- The self-assessment is completed and made a part of the instructor-learner's professional portfolio.
- The instructor-learner has written a mission statement that is reflective of the attitudes and passion for classroom teaching.
- A Professional Development Plan is designed and developed as part of a portfolio.
- The portfolio contains and reflects results from assessment tools on human relations, leadership, and educational skills.
- The portfolio contains and documents past educational and industry achievement including skills, competencies, industry employment, honors and awards, and other relevant information.
- A comprehensive list has been compiled of the critical attributes, talents and skills required by the instructor-learner's specialty field including contemporary industry demographics and trends.
- A networking paradigm is drawn and reflects the instructor-learner's professional industry contacts and affiliations.
- A list of committee and non-instructional involvement is compiled with the objective for each involvement clearly articulated and criteria for evaluating such involvement.
- Agenda and minutes for program advisory committee meetings are included in the portfolio.
- The instructor-learner has outlined a 3-5 year plan for professional development that includes seminars, conferences, skill development/training, industry training, readings and publications.

- Written classroom observations and student evaluations confirm both the professionalism and ethical behaviors of the instructor-learner.

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administrators associated with individual program advisory committees.

- Assess the current level of functioning of an advisory committee in individual programs and develop goals for future advisory committee participation.
- Explore work activities that the advisory committee can perform during the year.
- Seek advisory committee participation and recommendations for curriculum, equipment, changes, and accreditation processes, if applicable.
- Develop ways to gain support from advisory committee to communicate industry needs and standards to students and to help assess student job readiness
- Demonstrate knowledge of ways to recruit and retain advisory committee members.

Professional Development Skills

- Design and develop a comprehensive portfolio that reflects professional goals, assessments, and accomplishments.
- Complete a self-assessment that identifies the instructor-learner's level of mastery for teaching.
- Design a Professional Development Program that provides for continuing education in one's career area for the next 3-5 years (or as stipulated by their college/school), which serves as the foundation of a portfolio.
- Write a comprehensive educational mission statement that is reflective of one's attitudes and passion for classroom teaching.
- Write an extended resume that documents current professional (and occupational) training to date, which establishing a foundation for a professional development program.
- Document teaching background, experiences, and competencies per guidelines established by the college/school for promotion and tenure by designing and compiling a professional portfolio.
- Identify organizations relevant to one's field and consider the roles, responsibilities, and objectives for membership in professional organizations when making membership choices.
- Access relevant sources of information regarding subscriptions, publications, and professional development opportunities to remain current in one's field as well as to provide information on teaching strategies and adult learners.
- Identify one's own level of skills/abilities and professional needs for self-improvement and setting specific goals for improvement.
- Locate the negotiated faculty agreement for assistance in developing a professional development plan.
- Collect and use a variety of resources to network with people working and/or teaching within the field including the Internet.
- Identify and assess seminars, workshops, and meetings appropriate for technical and professional growth.

Classroom Management, Ethics, and Teaching Skills

- Explore classroom management techniques that nurture a learning environment and establish standards for behavior.
- Determine the parameters of emotional and physical safety in an instructional institution.
- Identify what professionalism and ethics in the classroom and lab means—personally, professionally, and institutionally.
- Conduct a self-evaluation of professional and ethical values to ascertain strengths and areas for improvement.

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- Identify state and college policies and procedures regarding professional boundaries and protocol between instructors and students, and instructors and other employees
- Demonstrate a model for teaching that reflects a spirit of cooperativeness, sensitivity to diversity, and respect for the rights of others.

COLLABRATIVE RELATIONSHIP BEHAVIORS

Essential Content Discussion Topics and Key Points

Teambuilding • Importance of teams

- Personal inventory of working in team setting
- Team purpose and motivation
- Characteristics of effective teams
- Task orientated behaviors in groups
- Stages of teambuilding
- Determining individual strengths and weaknesses within group setting
- Feedback in a team setting
- Dealing with conflict in a team setting
- Cooperation, negotiation, and risk taking
- Adult Development Theories by Marti Russell (see support materials for Course #8, The Adult Learner)
- Generalizations of Adult Learners by Marti Russell (see course #8, The Adult Learner)

Communicative behaviors • What are positive communication attributes in dyadic and group settings?

- Identify types of communicative behaviors that block or interfere with effective communications (discuss the role of attitudes; cultural, social, linguistic, and economic differences) and methods/strategies for developing positive understanding, adjusting behavior, and communication styles for building a better working relationship
- Nonverbal communication behaviors
- Importance of understanding the sources and levels of conflict
- What is a “good attitude”?
- Reasons for communication breakdown during conflicts (avoidance, accommodation, domination, compromise, collaboration)
- Steps for effective conflict resolution
- Preventing workplace violence

Getting and giving feedback • Importance of feedback

- Types of feedback (informative, reinforcing, corrective)
- Disclosure and feedback
- Guidelines for effective feedback
- Barriers to effective feedback
- Setting goals to improve skills in giving and getting feedback

Listening skills • Importance of listening

- Individual listening assessment
- Levels of listening (ignoring, pretending, selective/attentive, and empathic)
- Barriers to effective listening (physical, emotional, external, etc.)
- Verbal and non-verbal communication skills
- Methods for improving listening skills

Diversity in working and • Importance of recognizing diversity in the work place (see course #10, communications Integrating Cultural Diversity into the Curriculum)

Styles • Assessing individual communication styles

- Key communication differences among cultures
- Effective cross-cultural communication techniques

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COLLABRATIVE RELATIONSHIP BEHAVIORS (CONT.)

Essential Content Discussion Topics and Key Points

Leadership • Situational leadership

- Leadership styles
- Personal definition of leadership
- Assessment of Leadership Style
- Cultural aspects of leadership (relationship to authority, power, gender, age, etc.)

Time management skills • Define time and time management (different for different groups)

- Benefits of good time management and flexibility
- Setting S.M.A.R.T. short and long-term goals (specific, measurable, attainable, realistic, and tangible/timely)
- Prioritize multiple tasks
- Tools for helping manage time (keeping a calendar, breaking large tasks into smaller tasks, to-do lists, using PDAs (personal digital assistant))
- Time management challenges (procrastination, interruptions, flexibility and inflexibility, group process, managing paperwork, inclusion of diversity)
- Arrange work area and develop best times for various activities
- Setting goals to improve time management skills

Organizational skills • Benefits of organizational skills

- Methods for setting and maintaining up-to-date notebooks and files (see course #16, Program Management, Promotion and Recruitment.

College Policies, Resources, • College administrative policies and procedures manual

Equipment, and Facilities • College organizational chart and functions of faculty, support staff, and administrators

- College strategic plan
- College accreditation self-study
- College resources and equipment

LEARNING ACTIVITIES:

- Assess personal leadership, communication, and human relation styles.
- Define what effective collaboration means and develop an effective collaboration assessment tool to use with college faculty, staff, and students.
- Administer different self- and peer-evaluation tools to determine one's ability to collaborate effectively with college staff, faculty, and students.
- Conduct and/or participate in a mock meeting and/or small group activities to demonstrate effective listening, facilitation, and leadership skills.
- Participate in meetings as a team member (not facilitator).
- Maintain a meeting facilitator's log, noting effective and ineffective leadership strategies.
- Participate in small group activities to develop awareness and skill working with diverse working and communication styles.
- Participate in role-playing scenarios to develop awareness and skill in handling difficult behaviors and resolving conflict.
- Identify types of difficult roles people can assume and the methods for adjusting behavior and communication styles for building better working relationships:

The Bull (or Sherman Tank)

The Fox (or Sniper)

The Time Bomb (or Exploder)

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The Whiner (or Complainer)

The Stone Wall (or Clam)

The Ultra (or Super Agreeable)

The Negativist (or Wet Blanket)

The Know-It-All (or Bulldozer)

The Phony-Know-It-All (or Balloon)

The Procrastinator (or Staller)

- Use college procedures and policies to comprehend case studies and real time encounters.

PRIMARY TEXT/RESOURCES:

- Alessandra, A.J., Alessandra, T., Hunsaker, P.L. (1993). *Communicating at Work*. New York: Simon & Schuster.
- Desjardins, Carolyn (2001). *The Leading Edge: Competencies for Community College Leadership in the New Millennium*. California: League for Innovation in the Community College (ISBN: 1-931300-23-2)
- Doyle, M., Straus, D. (1976). *How to Make Meetings Work: The New Interaction Method*. New York: Wyden.
- Dupree, Max (1989). *Leadership is an Art*. New York: Bantam Doubleday Dell Publishing Group.
- Hunsaker, P.L., Alessandra, A.J., (1986). *The Art of Managing People*. New York: Simon & Schuster.

ADDITIONAL READINGS/RESOURCES:

- Bennis, Warren Burt Nanus (1985). *Leaders: The Strategies for Taking Charge*. New York: Harper and Row Publishers.
- Bennis, Warren (1989). *On Becoming a Leader*. Addison-Wesley Publishing Company.
- Covey, Stephen R., (1990). *Principle-Centered Leadership*. New York: Simon & Schuster.
- Francis, D., Young, D. (1979). *Improving Work Groups: A Practical Manual for Team Building*. San Diego, CA: University Associates, Inc.
- Magno, M, (2000). *Preventing Violence in the Workplace*. A Washington State Department of Personnel and Development Training Program.
- Ray, R. Glenn (1999). *The Facilitative Leader: Behaviors that Enable Success*. New Jersey: Prentice-Hall.
- Sergiovanni, Thomas (1992). *Moral Leadership: Getting to the Heart of School Improvement*. San Francisco: Jossey-Bass.
- Sharp, P.A. (1993). *Sharing Your Good Ideas: A workshop facilitator's handbook*. Portsmouth, NH: Heinemann.
- Behaviors Observed in Task Orientated Group. Rubric. (1981). Milwaukee, WI: Alverno College Productions.

WEBSITES:

<http://www.cpp-db.com>

Conflict Mode Instrument, (Thomas-Kilmann) plus other instruments for interpersonal/ leadership assessments. Consulting Psychologists Press.

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<http://www.centerforexcellence.net>

An organization devoted to the development of strategies, techniques and practices for excellence in individual and organizational performance.

<http://www.geocities.com/Athens/Forum/1650/htmlblanchard.html>

The Blanchard Leadership Model with notes by Wilf H. Ratzburg.

An interactive site and provides a brief explanation of the theory and model with examples and a mini-quiz.

<http://www.triangle.org/leadership/sitlead.html>

Very brief article. Organizational theorists Hersey and Blanchard's model of leadership. They have identified a maturity scale that can be used to help leaders to understand how to delegate effectively.

GLOSSARY:

Active Listening – purposeful listening, with alert minds that absorb what is being said; an attitude of trying to understand the perspective of the speaker regardless of whether one agrees or disagrees with what is being said. Active listening risks seeing the world differently, potentially similar to the perspective of the speaker. In that manner, there is an “empathy” and movement toward “understanding.” Active listening is usually separated from “casual

listening” which requires little intentional effort on the part of the listener.

Collaboration – an attitude and behavioral style that solicits and welcomes a variety of input and work-related partnerships, seeks a broad base of ideas and opinions, and works cooperatively with many in order to achieve the broadest commitment base within an organization (or work-group/committee).

Communication Barriers – usually constitutes both external and internal elements. External barriers might include environmental factors (e.g., weather, heat, comfort, noise), leadership or management climate (autocratic versus democratic), communication channels (structure of communicating e.g., telephone, email, internal corporate processes), dress and/behaviors (e.g., business dress versus casual dress and context of situation). Internal barriers may include emotions, personality/psychological orientation, biases, cultural background, status, and education.

Diversity – the unique characteristics of individuals and/or situations. A term that reflects a recognition of the differences among and between people, cultures, nationalities, or circumstances that warrants a more sensitive, insightful, and responsive approach. Diversity addresses such terms, issues, and concepts as culture and multiculturalism (identify, groups, filters, barriers, pluralism, stereotypes); race and ethnicity; and issues related to labels, prejudices, and power (and power structures).

Facilitator – an individual who provides direction, feedback, and positive direction for a workgroup. The facilitator often guides conversations, suggests questions for expanding awareness and/or exploring ideas, and seeks consensus on issues that require agreement. The facilitator is a proactive member of any work-group or situation and seeks to utilize the input from all those involved.

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Leadership – has a variety of perceptions as to what it is or is not. To some, leadership has to do with hierarchical structures such as a military command structure. Others see leadership dealing with what a person believes, values, dreams, and is committed to, and how that becomes a foundation for reality. Leadership deals with trust, commitment, complexity, and credibility; it is influencing and guiding, effective and appropriate.

Organizational Systems – deals with the interaction and relationships of various “systems” and their attributes within an organization and/or subordinate work-group, including such underlying and interdependent dynamics as the social, psychological, emotional, cultural, political, behavioral, and technological interactions within the defined organization.

Situational Leadership – a theory and model of leadership that can be used to help leaders understand how to delegate work effectively based on other’s maturity levels.

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PROGRAM ADVISORY COMMITTEES*

Essential Content Discussion Topics and Key Points

Role of advisory committee • History of advisory committees

• Roles played by individual members, instructors, students, administrators, and business associates

• Advisory Committee protocol

Work activities • Plan of work in connection with public relations:

Student outcomes

Equipment/technology recommendations

Employment outlook recommendations

Program development

Implementation of recommendations • Representation of diverse perspectives in the industry

• Members see their influence in the learning outcomes

Model advisory committee meeting • Scheduling meetings

• Pre-meeting activities

• Conducting the meeting

- Agenda preparation
 - Meeting minutes
 - Post-meeting follow-up
- Model advisory committee manual • College mission statement
- College strategic plan
 - Program requirements/outcomes
 - Accreditation requirements
- Model advisory committee manual • Form letters
(cont.) • Agenda
- Minutes
 - Database of members
- Recruitment and retention • Qualities of active members
- Benefits of volunteering for advisory committee
 - Recognition
- Conducting a meeting • Plan a meeting including purpose, desired outcomes, and agenda
- Identify ways to make decisions (consensus, authoritarian, and consultive)
 - Methods of encouraging positive behaviors in order to meet the goals of the meeting
 - Create an action plan which encourages follow-through/responsibility/accountability
- * For additional Advisory Committee Resources, see course #9, Developing and Reviewing Programs

LEARNING ACTIVITIES:

- Observe and assess the functions, processes, and materials of a program advisory committee using an assessment rubric.
- Evaluate contents and overall quality of a program advisory committee manual using an assessment rubric.
- Develop a model plan for an advisory committee meeting, including a sample agenda and schedule of activities prior to, during, and after the meeting.
- Mini-lecture/guided lecture on history and role of advisory committee.
- Role play leading a short meeting and/or participate in a short meeting.
- Locate your college's policy and procedures regarding advisory committees and refine the committee manual for your program area.

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- Describe current advisory committee members and activities to class.
- Create engaging activities for advisory committees that tap into each member's wealth of knowledge.
- Participate in small group activities to develop a list of qualities desired in new committee members, ways to recruit new members, and a list of member benefits for recruitment purposes.
- As a class, develop Best Practices in Advisory Committees document.

SUPPORT MATERIALS:

- Five Steps to Effective Advisory Committees: Video produced by Council on Vocational-Technical Education, Olympia, WA.

PRIMARY TEXT/RESOURCES:

- So You've Been Asked to Serve on a Vocational-Technical Advisory Committee. (Brochure). (No date). Washington Vocational Technical Council, Olympia, WA.
- Members Guide. Office of the Superintendent of Public Instruction, Vocation Education, Student/Community Services, Olympia, WA.
- Leader's Handbook – ADVISE for Action - Professional Technical Education Advisory Committee. (2nd edition, 2000). Washington State Vocational Technical Council . Olympia, WA.

ADDITIONAL READINGS/RESOURCES:

- Axelrod, N. (1991). Creating and Renewing Advisory Boards: Strategies for Success. Washington, D.C.: National Center for Nonprofit Boards.
- Cochran, L., Phelps, A., and Cochran, L. (1980). Advisory Committees in Action: An Educational/Occupational/Community Partnership. Boston: Allyn & Bacon.
- Cohen, A., Fink, S., Gadon, H., and Willits, R. (1988). Effective Behavior in Organizations.

Homewood, Ill.: Irwin.

- Corley, S.P. (1988). *The Advisory Committee and Its Role in Program Planning at the Community College*. ED 297 793. 23 pp. MF-01; PC-01.
- Cuningim, M. (1985). *The Pros and Cons of Advisory Committees*. Washington, D.C.: Association of Governing Boards of Universities and Colleges. ED 263 811. 23 pp. MF-01; PC-01.
- Ilsley, P.J. (1990). *Enhancing the Volunteer Experience: New Insights on Strengthening Volunteer Participation, Learning, and Commitment*. San Francisco: Jossey-Bass.
- Laney, J. (1984). "Using Visiting Committees." *AGB Reports* 26(3): 31-33.
- Light, J. (1982). *A Practitioner's Guide to Using and Meeting with Advisory Groups*. Columbus: National Center for Research in Vocational Education. ED 237 120. 68 pp. MF-01; PC-03.
- Massachusetts Dept. of Education. (1985). *1985 Vocational Advisory Committee Survey of Chapter 74 Approved Vocational Programs*. Quincy: Author.
- Scott, R.A. (1988). "An Advisory Council for Strategic Planning." *AGB Reports* 30(3): 12-13.
- Thompson, H.. (1984). "Are Boards Other than Trustees Needed?" *AGB Reports* 26(3): 27-30.

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WEBSITES:

<http://www.ctl.sri.com/pals/guide/index.html>

Performance Assessment Links in Science. PALS Guide: Rubrics and Scoring.

GLOSSARY:

Best Practices List – A list or compilation of proven or tried methods of implementing an idea, program, plan, or process. Best practices usually appear together in a given field: Best Practices in Student Advising; Best Practices in Part-time Faculty Professional Development, and usually have an explanation of how to repeat or implement each practice.

Rubric – rubrics, scoring guidelines, and criteria are all terms used to refer to the guides used to score performance assessments in a reliable, fair, and valid manner. Rubrics are used as a developmental tool to identify what was done well and what else needs to be done to master a task or area of knowledge.

Jigsaw – A cooperative learning method used to distribute the responsibility of teaching information. For a given text, for example, each student or group of students is responsible for teaching the material and concepts in a given section of the whole text to the rest of the class. They become the "section experts" and the rest of the class is dependent on them for its learning.

DEPARTMENTAL AND COLLEGE COMMITTEES

Essential Content Discussion Topics and Key Points

Committee policies and procedures • Types and functions of committees

- Committee obligations
- Guidelines for faculty, staff, student, and administrative participation
- Committee performance expectations

Recordkeeping requirements • Committee minutes and public folders

- Committee action items
- Specific committee requirements (e.g., tenure committee)
- Recordkeeping/filing standards

Conducting a committee meeting • Establishing an agenda

- Maintaining order progress through the agenda
- Managing discussions/controversies
- Robert's Rules of Order (www.parliamentarians.org/parlipro.htm)
- Assignment of projects for research/study and action recommendations for future meetings (reports expected)

Committee confidentiality • Professional standards and ethics and ethical standards • Character of confidentiality
• Consequences for violation of ethical standards and confidentiality (see course #6, Human Relations in the Classroom)
College employment contract • Suggestions related to service on departmental and college committees

• Relationship of non-instructional service to promotion/tenure
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LEARNING ACTIVITIES:

- Identify and evaluate departmental and college committees for possible participation/ leadership roles.
- Lead a committee meeting including establishing an agenda and having minutes taken.
- Write and edit minutes professionally (to be placed in the college's public folders).
- Research a project or topic for presentation at a committee meeting.
- Identify appropriate procedures to maintain high ethical standards and confidentiality related to committee activities.

ADDITIONAL READINGS/RESOURCES:

- Ball, Corbin (1999). *The Ultimate Meeting Professional's Software Guide*. Texas: Meeting Professionals International.
- Beebe, Steven A., John T. Masterton and John Masterton (1999). *Communicating in Small Groups: Principles and Practices*. (Addison-Wesley Publishing, ISBN 0321036484, 6th edition).
- Brilhart, Jack K. and Gloria J. Galanes (1997). *Effective Group Discussion*. (Brown & Benchmark Publishing, ISBN 0697201295, 8th edition).
- Brookfield, Stephen D. and Stephen Preskill (1999) *Discussion as a Way of Teaching*, San Francisco: Jossey-Bass Publishing.
- Zimmerman, Anita Louise and Carol J. Evans. *Facilitation: From Discussion to Decision*. (Interax Corp, ISBN 0893974196, 1992).

INDUSTRY KNOWLEDGE AND PROFESSIONAL NETWORKING

Essential Content Discussion Topics and Key Points

Professional/Industry resources • What resources are available to maintain current with one's profession/industry?

- Program/resource accessibility
- SCANS
- Applicable services/resources in one's field.

Professional/Industry functions • What are the procedures with the college/school that support attending professional/industry functions?

- How does one assess the value of such professional/industry activities (e.g., certification, continuing education)?
- Sources of funding
- Approval and related paperwork process
- Fostering relationships
- Faculty agreements

Professional/Industry publications • What publications are available within one's profession/industry?

- Assess accessibility and affordability
- Library
- Electronic subscriptions

Profession/Industry trends • Where can one stay abreast of current events and development and current events within the profession/industry?

- What web sites contain pertinent information on current topic or skill in one's field?
- What associations exist related to one's profession/industry?
- What are the cutting edge needs in one's field?
- What are envisioned future needs?
- SCANS

Networking relationships • Mutual benefits of industry relationships

- Maintaining contact/introductions
- Electronic networking

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INDUSTRY KNOWLEDGE AND PROFESSIONAL NETWORKING (CONT.)

Essential Content Discussion Topics and Key Points

Networking relationships (cont.) • Networking protocol

- Collegial relationships in school

Professional contributions • Presentations, articles, mentoring, workshops, boards, college committee work, collaborative projects

- Creating multimedia presentation
- Creating a webpage

Adding to the development plan • List certification/licenses available in one's field and set goals towards attainment

- Negotiated agreement or tenure guidelines
- Identify strengths and areas needing improvement
- Consult student SCANS

LEARNING ACTIVITIES:

- Write an article for faculty newsletter about current professional improvement issues in one's specialty field.
- Develop a "best practices" list as a class in fostering professional relationships.
- Develop a resource list of professional training and membership organizations in one's field.
- Find information on the Internet regarding your specialty field including skills and trends.
- Interview a professional in the same program area and discuss potential career paths.
- Analyze membership requirements and responsibilities in organizations related to one's specialty area.
- Using SCANS, complete a self-assessment of one's abilities, skills, and knowledge, identifying one's strengths and weaknesses in one's specialty field and ways to address identified needs. (Recommendation: incorporate in your Personal Development Plan and portfolio)
- Make a "best practices" multimedia presentation to the class on any module topic.
- Create a wish list for the teacher resource library with current relevant subscriptions and publication information in one's specialty field.
- Work in small groups to identify strategies to foster a positive and professional working relationship with a variety of professionals in the field.
- Develop a file/list (for inclusion in Professional Development Portfolio) related to the talents and skills you wish to do and accomplish professionally during the coming 3-5 years.

PRIMARY TEXT:

- Stevenson, R. (1996). Skill Standards Guidebook I. Olympia, WA: Washington State Board for Community and Technical Colleges.

ADDITIONAL READINGS/RESOURCES:

- Dermott, B. (Editor). The Complete Professional. Learning Express Editors
- Fortgang, L. B., (1998). Take Yourself to the Top: The Secrets of America's #1 Career Coach. New York, NY: Warner Books.
- Moran, J. J. (2001). Collaborative Professional Development for Teachers of Adults. Krieger Publishing Company (ISBN 1575241218).

WEBSITES:

<http://www.nssb.org>

National Skills Standards Board (NSSB)

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GLOSSARY:

Networking – the process of fostering and maintaining fruitful connections with people,

organizations, resources, and materials to promote professional opportunities and development in a given field.

SCANS – SCANS are workplace categories (Secretary’s Commission on Achieving Necessary Skills), U.S. Department of Labor, 1991. SCANS is comprised of a three-part foundation of skills and personal qualities and five workplace competencies needed for successful job performance in today’s workforce.

PROFESSIONAL DEVELOPMENT PLAN

Essential Content Discussion Topics and Key Points

Portfolio • Design/develop portfolio sections

- Compile data for specific sections
- Provide for portfolio expansion including 3-5 year plan for professional development (including support documentation (see sample Professional Development Plan, attached)

Portfolio sections (recommended) • Self-Assessment Documents

- Educational/Vocational Mission Statement (philosophy)
- Extended Resume
- Assessment Tools/Resources
- Professional Development Plan
- Teaching and Learning
- Occupational Analysis (and trends)

The number of divisions or sections within a portfolio will vary due to the requirements or guidelines stipulated by specific colleges/schools; some other section headings might include:

- Course Development
- Leadership and/or Honors
- Publications
- Work-Based Learning
- Self-Reflective Essays

Mission statement • Why an educational mission statement

- What goes into a mission statement
- How to write a mission statement (see sample Educational Mission Statement, attached)

Extended resume • Detailed background information

- Key stages in your development as a instructor-learner.
- Specific information about your occupational training environment, skills, and competencies
- Detailed itemization of grants, conferences, papers, articles, and publications you have written and/or participated in

Professional Development • Self-Assessment Tools and Resources

- Outline of professional development activities to date
- Outline for planning professional development for the next 3-5 years (including courses, quarter or semester to be taken, online development, etc)
- Outline for maintaining occupational competencies and up-to-date skills

Teaching and Learning • Detailed information about teaching experiences

- Reflections on the scholarship of discovery, integration, and application
- Documentation of various teaching experiences

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- Examine various forms of portfolios in order to design and compile an individual portfolio (including e-portfolios).
- Conduct Self-Assessment Portfolio.
- Write an educational/vocational mission statement.

- Outline a 3-5 year comprehensive Professional Development Program.
- Using your portfolio, document various guidelines and criteria for a course of study, promotion or tenure as outlined by a specific college/school.

ADDITIONAL READINGS/RESOURCES:

- Burke, K., Fogarty, R., Belgrad, S. (1994). *The Portfolio Connection*. Illinois: Skylight Training and Publishing.
- Edgerton, R., Hutchings, P., Quinlan, K. (1991). *The Teaching Portfolio: Capturing the Scholarship in Teaching*. Washington, D.C.: American Association for Higher Education.
- McCullough, R.C. (1987) *Planning Your Professional Development in Human Resource*. Alexandria, VA: American Society for Training and Development.
- “Plan for your Professional Development,” A Competency-Based Vocational Education Administrator Module (LT-E-3), American Association for Vocational Instructional Materials (University of Georgia), 1983.
- “Professional Development: New Destination in Technology Training” (series of articles) in “The Journal, May 2000.
- “Professional Development,”” The Journal, June 2001.
- “Professional Development” (series of articles), *The ERIC Review*, Vol. 3 Issue 3, Winter 1995 (U.S. Department of Education).
- Searle, Bill, editor (1997), *Tools and Tips: A Collection of Practical Staff Development Opportunities and Ideas*, National Council for Staff, Program and Organizational Development.
- Seldin, Peter (1991) *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. Bolton, MA: Anker Publishing Company.
- Williams, R., & Tollett (1998). *The Non-Designer’s Web Book*. Berkeley, CA: Peach Pit Press.

WEBSITES:

<http://transition.alaska.edu/www/portfolios/SITEArt.html>

Electronic Teaching Portfolios, Helen Barrett, University of Anchorage
An outstanding site that includes references and additional web sites.

http://curry.edschool.virginia.edu/curry/class/edlf/589_004/home.html

Electronic Teaching Portfolios. Milman, Natalie (State of Virginia)
A course for students to develop their own electronic teaching portfolios with examples of student work-in-progress. Site also connects to the National Board for Professional Teaching Standards (MBPTS).

<http://www.astd.org>

The American Society for Training and Development offers a variety of educational opportunities as well as a library of publications that deal with training and trainer development.

<http://www.lern.org>

The Learning Resources Network offers a variety of development opportunities for educators including a journal, workshops and seminars and a national conference. Topics cover a wide variety of professional areas including marketing, contract training, and related topics.

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<http://www.developfaculty.com/tips.html>

Teaching tips updated weekly.

<http://www.teachingperspectives.com>

The Professional Development Perspective inventory is a valuable guide in helping you understand the different perspectives and points of view of professional development officers and their staffs.

<http://hhpublishing.com>

Offers the “Strategic Assessment of Readiness for Training” and other assessment tools to aid in the development and improvement of teaching and learning.

PROFESSIONAL INSTRUCTIONAL-LEARNING ENVIRONMENT

Essential Content Discussion Topics and Key Points

Classroom management • What is classroom management?

- What are some criteria for establishing a positive and productive learning environment?
- What are some guidelines (protocol) for instructor-learners, vis-a-vis classroom management? (see course #5, Manage Learning Environments)
- Ethics, codes of conduct • Identify pertinent ethical guidelines, vis-a-vis instructional/learning environments.
 - Why are such guidelines important?
 - Identify specific ethics and codes of conduct in skill area as outlined by professionals in the field
 - Identify specific ethics and codes of conduct for the instructional institution
- Safety in the classroom • How is safety discussed within the classroom? What issues are clearly identified?
 - Equipment safety
 - Chairs and desks safety
 - Violence in the work place – physical and emotional
 - First Aid
 - Disaster Preparedness (see course #5, Manage Learning Environments)
- Learner independence • Identify and discuss key skills needed by the student in order to be successful within the given learning environment
 - Study skills
 - Self-motivation
 - Setting goals
 - Classroom code of conduct
 - Outside referrals
 - Professional boundaries
- Welcoming Environment • Safe but challenging place for all students
 - Inclusiveness vs. exclusiveness
 - Aesthetic elements of the classroom
 - Outside distractions to the learning environment (classroom)
 - Resolving conflict
- Professional Boundaries • What are boundaries?
 - Discuss lines between personal and professional boundaries in the classroom and on the job
 - Discuss sexual harassment
 - Personal or therapeutic counseling vs. academic advising
 - State and college policies and procedures for referrals (references)
 - Cultural differences
 - Confidentiality (see course #11, Student Support and Guidance)

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LEARNING ACTIVITIES:

- Classroom discussions about interviews with experienced teachers who have used the college's student code of conduct in their classrooms.
- Conduct conversations with students regarding ethics, codes of conduct, and professional boundaries.
- Conduct a focus group or round table discussion on professional boundaries at your college.
- Discuss with students the college's student code of conduct (conversation could be extended to how it relates to the UN Universal Declaration of Human Rights).
- Small group role play activities to demonstrate sensitivity to diverse cultures or enact grievances on file at college.
- Activities with director of college multicultural services to discuss implications of culture on boundaries, creating and sustaining a welcoming environment, inclusiveness/

exclusiveness issues, learner independence, etc.

- Research the types of grievances on file in the college personnel office.
- Research and read Web articles regarding ethics to gain an understanding of professionalism; ethics in the classroom and lab and in a specific vocational field.
- Guide student or employee groups through exercises that determine the norms of respectful behavior for that particular group.
- View and discuss videos related to cultural diversity, ethics in the workplace, and resolving conflict.
- Guided and mini-lectures covering how to help students learn, i.e. study skills, selfmotivation, and goal setting.
- Conduct and/or participate in a mock meeting to create and implement a student code of conduct.
- Create a rubric with fellow employees or students identifying the behavior indicators of ethics, standards, rights, respect, etc. and then implement it.
- Research and read topics related to the content of this module and write a narrative on your findings.
- Review college web page or intranet for documents such as college mission, policies and procedures, student codes of conduct, student governance, grievance procedures, etc.

SUPPORT MATERIALS

- Sample Guidelines for Professional Development Plan/Portfolio
- Sample Professional Development Plan: 3-5 year goals
- Sample Educational Mission Statement - One Page Example
- Sample Page: Completed Academic Coursework

ADDITIONAL READINGS/RESOURCES:

- Chernow, F.B., Chernow, C. (1981). Classroom Discipline and Control: 101 Practical Techniques. West Nyack, NY: Parker Pub. Co .
- Davis, Barbara Gross (1993). Tools for Teaching. San Francisco: Jossey-Bass Publishers.
- Duttweiler, Patricia Cloud (1995). Effective Strategies for Educating Students in At-Risk Situations. South Carolina: National Dropout Prevention Center (Clemson University).

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- Grossman, H. (1995). Classroom Behavior Management in a Diverse Society. Mountain View, CA: Mayfield Pub. Co.
- Merriam, Sharan B. and Rosemary S. Caffarella (1999). Learning in Adulthood. San Francisco: Jossey-Bass Publishers.
- Meyers, Chet and Thomas B. Jones (1993). Promoting Active Learning: Strategies for the College Classroom. San Francisco: Jossey-Bass Publishers.
- Miller, W. R. (1990). Instructors and Their Jobs. Illinois: American Technical Publishers.
- Shapiro, E. S., Cole, C. L. (1994). Behavior Change in the Classroom: Self-Management Interventions. New York: Guilford Press.
- Siccone, Frank and Lulu Lopez (2000). Educating the Heart: Lessons to Build Respect and Responsibility. Allyn and Bacon (ISBN 0-205-31364-7).
- Walker, J.E., Shea, T.M. (1999). Behavior Management: A Practical Approach for Educators. Upper Saddle River, NJ: Merrill.
- Watson, G. (1996). Teacher Smart: 125 Tested Techniques for Classroom Management. West Hyack, New York: Center for Applied Research in Education.

WEBSITES:

<http://www.hria.net/un-instruments/udhr.html>

Human Rights International Alliance site with the above link to the United Nations Charter and the Universal Declaration of Human Rights document.

<http://www.wa.gov/ethics>

Site for the Executive Ethics Board. Cites Washington Administration Codes, the Revised Code of Washington, rules, regulations and policies, links for training, interactive Challenge Quiz.

GLOSSARY:

Boundaries – are limits or anything that denotes limits as to how far one should go, what one can or cannot do, what is or is not allowed. The law establishes boundaries as do borders. But there are boundaries in personal relationships as well as within professional and educational settings, often defined in terms of an ethical code of conduct. Boundaries help establish productive standards by defining expectations for interpersonal and professional relationships.

Harassment – unsolicited, unwarranted, and usually unwelcomed persistent behaviors that are usually defined as negative, unproductive, and illegal which creates a hostile, intimidating, or offensive work environment.

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Support Materials for Course 13: Professionalism and Professional Development

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Sample Guidelines for Professional Development Plan/Portfolio

Submitted by Richard Gartrell, Dean of Continuing Education and Economic Development South Seattle Community College

Introduction:

The development of your Professional Development Plan is probably one of the most important tasks you undertake as an instructor-learner. It reflects not only where you are vis-a-vis teacher education skills but also what you have professionally accomplished and where you want to go. The development of your portfolio, therefore, in which all these materials are gathered, may provide you with a sense of accomplishment, a road map for specific educational training, serve as a foundation for attaining tenure or a promotion, and/or guide your career toward the program certificate, degree or career goal you wish to achieve.

Much can be read about the development of a portfolio. A portfolios may be used to collect and document professional skills and attainments or it can be used to document classroom work. It can be a hard copy (paper) or electronically maintained. The portfolio is your summary of professional accomplishments, strengths and growth areas. It is a tool that looks at your past, present and future. It is a tool that integrates your information into a document that is recognized as a form of scholarly work.

The State of Washington has established skill standards for professional-technical teaching. The development of your Professional Development Plan and a portfolio containing self-assessment materials will, in part, be one of those requirements that

must be completed in order to file for a professional-technical teaching certificate.

DEVELOPING THE PORTFOLIO:

Since the portfolio is a professional (scholarly work) document, these guidelines are prepared to assist you with the compilation and presentation of materials that will be placed within your portfolio. Your portfolio and the Professional Development Plan therein, may be reviewed by a course instructor, one's assigned administrator and/or a tenure review committee. Ease of reading your compiled materials is essential.

For example:

- The portfolio should be submitted in a three-ring BINDER that has a clear plastic insert cover. The thickness of the binder will depend on the amount of information being compiled and presented (thus you may wish to wait until the end before buying the binder). Your portfolio should have a TITLE PAGE inserted under the plastic vinyl of the binder as well as used as the title page once you open the binder (see recommended template in appendix).
- You should standardize all materials used within the portfolio for ease and clarity of presentation. If large items must be included, they should be placed in plastic insert pages and placed in an appendix (clearly labeled as to where they are applicable). Cross-referencing your materials will be essential.
- TABLE OF CONTENTS should be included that essentially lists the tab headings (and descriptions) you might be using. TABS or section divider are highly recommended.

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The content of a portfolio will vary depending on:

- Whether you are a first year instructor-learner seeking state certification.
- An experienced instructor-learner seeking additional teacher certification.
- An experienced instructor-learner being considered for promotion or tenure.
- A candidate for a professional-technical teaching degree or an articulated advanced degree.

Portfolio Sections:

Content may vary depending on your professional objectives. However, for this program, we recommend the following FORMAT.

Section I – Educational or Professional Mission Statement

This is where you have the opportunity to do some reflective thinking regarding your goals and aspirations and how your skills, talents, knowledge and competencies relate to your chosen or targeted career field. Then you need to articulate these thoughts into a concise educational or professional mission statement that will reflect your attitudes and heart toward your chosen field of endeavor and help guide and focus you as an instructor-learner. What principles guide your life? How do you relate to students or clients? What is important in relationship development? How do you coach, nurture or guide a student or client? An example of an actual educational mission statement is included in the appendix.

Section II – Extended Resume (background information)

Insertion of a resume does not meet the requirements of this section. What is requested is that you expand your resume with annotations regarding your work, educational or teaching experiences to include detailed description of teaching, educational or professional accomplishments. What was unique about a setting? What were some of your goals? What were some of your roles and accomplishments? Note: this is a means for elaborating on your competencies and accomplishments and may be read by others. Be specific, document carefully, and keep the document focused. (Do not add your subjective commentary.)

Section III – Detailed Career Overview

In this section, you need to provide a detailed outline of your teaching responsibilities and practices (suggested template included in the appendix) including but not limited to the following:

- Course titles, numbers, brief descriptions, units or credits and enrollment for courses taught
- List of course materials prepared for students (e.g., sample syllabus)
- Description of how you integrated technology and instructional tools into classroom teaching
- Roles and responsibilities
- Special teaching or administrative assignments
- Educational committees served on
- Non-instructional commitments/responsibilities

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Section IV – Teaching/Learning and Professional Development

This section is where you share the significant contributions you have made in the classroom as an instructor-learner:

This may include:

- Courses that you have taught (including course syllabus/course outline/record of training and student outcomes);
- Curriculum you have developed (during your educational career);
- Workshops (training seminars) you have conducted (including a course syllabus and/or outline)
- or other related information and materials. The information provided should also clearly identify cognitive (C), affective (A), and psychomotor (P) categories in which you have demonstrated competencies/experiences.

Section V – Professional Development Program

Regardless of your professional goals, in this section you will need to:

- List clearly the academic course work you have completed (e.g., certificate or degree programs),
- Courses (classes) you need to take to complete a desired professional goal (e.g., certificate or degree program or certification),
- Courses (classes) or workshops or other professional development plans for the 3-5 years following initial professional-technical certification (in other words, what ongoing development plans do you have for yourself?).

As you develop your “Professional Development Plan,” you may wish to:

- Include appropriate official transcripts for completed work.
- Outline planned courses/classes that need to be taken to complete your certification requirements.
- Outline plans for maintaining/keeping yourself current with your industry/technical area.
- Timelines for future professional development (3-5 years following initial certification).

In developing your professional plan, you may wish to develop a checklist template that allows you to record accomplishments over a period of time rather than having to go back into the portfolio to make significant changes and/or additions. This flexibility in essence allows you to maintain your document as well as document accomplishments in a central location.

Note: A review of your credentials by the College requires that all transcripts arrive sealed to be considered “official” and acceptable. Credential review will determine what courses taken elsewhere can be transferred into this institution.

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Section VI – Publications, Honors, and Leadership (Optional)

This section might contain some of the following:

- A summary page of publications (books or articles) you have authored.
- Leadership positions you have held including educational committee assignments.
- Honors you have been given (e.g., teacher of the year, professional of the year).
- Courses you may have developed (include syllabus in appendix).
- Grants you may have authored (and funding awarded).
- Self-reflective essays (about your profession you have authored).
- Newsletter articles you have written about your technical field.
- Evaluative information from students, administrators and/or colleagues on you.

If in doubt about including an item or other information, it is recommended that you visit with your instructor to determine appropriateness or pertinence to the completion of the Professional Development Plan and portfolio. Including samples, for example, may be appropriate and should be part of an appendix (clearly listed as part of the table of contents, and crossed referenced within the document as appropriate). For large items (e.g., videos or tapes), you should counsel with your instructor regarding how such items should be handled.

Section VII – Appendix

The appendix should be organized to correspond to the other sections of your portfolio. In the earlier sections, should you refer to an item in the appendix, that item should be in order and easily found. In other words, each item should be cross-referenced between the section and the appendix for easy identification (e.g., items that need to be folded, items slightly larger than 3-ring format, etc).

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Sample Professional Development Plan: 3-5 Year Goals

Name _____

Professional improvement goals and 3-5 year plan to accomplish goals:

Goals:

Plan for Year 1:

Plan for Year 2:

Plan for Year 3:

Plan for Years 4-5

(Note: Adapt chart to meet individual needs.)

Professionalism and Professional Development

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Sample Educational Mission Statement- One Page Example

Submitted by Richard Gartrell, Dean of Continuing Education and Economic Development South Seattle Community College

NOTE: This is your opportunity to reflect on why you enjoy teaching, what it is you wish to accomplish, and how you want your classroom and teaching style to be consistent. The mission statement below is an “actual” example of one teacher’s thoughtful reflection on why they taught and what it was they wanted to accomplish. You may write yours in any manner or format you wish.

- To use my talents, abilities and experiences to help students of all ages, stages, backgrounds and economic levels to strive toward and achieve their human potential;
- To provide a positive classroom atmosphere that encourages learning, questioning,

interacting and exploring of new ideas, interests and skills, that develops minds and talents;

- To be genuine, caring and open, nurturing and accepting each individual as a unique creation thereby affirming their self-esteem and self-confidence;
- To help make a difference in the lives of my students, so they can reach the goals, visions and dreams they have for themselves.

(Insert date drafted)

(Your name/signature)

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Sample Page: Completed Academic Coursework

The formatting of this section of your portfolio should be a clear and easily read structure that confirms what you have on your transcripts. This section is not only a list of what you have completed but also a timeline (and list) of what you need to complete.

Occupational Teacher Education Courses (taken)

OTE 105 Elements of Teaching (date) (units) (grade)

OTE 120 Occupational Analysis (date) (units) (grade)

OTE 125 Course Organization (date) (units) (grade)

Computer Courses (taken)

BUS 169 Using Computers in Business (date) (units) (grade)

General Education Courses (taken)

PSY 220 Psych of Human Relations (date) (units) (grade)