



**Early Education Administrator
Growth Plan (Level 5)**

This EE Leadership Growth Plan must be completed annually and verified with your school's ACSI Annual Report each October on the EE Yearly Staff Profile chart. A copy should be kept in your personnel file and made available upon request at the time of accreditation. See "[EE Staff Qualifications - Meeting Inspire Standards 10 & 12](#)"

Name: _____ Email/Ph: _____ Position: _____

School Name: _____ City/ST: _____ School Year: _____

DIRECTOR/ADMINISTRATOR EDUCATIONAL QUALIFICATIONS

The requirements for early education directors/administrators are represented in two categories: staff *educational qualifications* and staff *professional development* defined for ACSI accreditation. An early education director/administrator is qualified for his/her position or role within the school having achieved one of the five levels of training as specified in the document "[EE Staff Qualifications - Meeting Inspire Standards 10 & 12](#)". Levels 1-4 require a degree with specific coursework/credential, or a National Director's credential. Early education administrators who do not achieve any of the first 4 levels are permitted to use an Annual Professional Growth Plan (Level 5) to fulfill the requirement.

Level 5) Annual Professional Growth Plan to meet EE Administrator qualifications.

Level 5 - Professional Growth Plan based on ACSI's EE Administrator Competencies leading to a state level credential or higher. The plan is developed and monitored annually by the director and their immediate supervisor and submitted with the school's Annual Report in October. The Professional Growth Plan should be kept in the individual's personnel file.

Please complete the sections below in order to outline the Professional Growth Plan.

Section 1: Following the model of a S.M.A.R.T. Goal, develop **FOUR GOALS for the coming year** based on the [ACSI Administrative Competencies](#) listed below. **Your EE Leadership Growth Plan should include specific goals and steps you will take over the coming 12 months. At the conclusion of the year, summarize your growth in each area of your plan. Your plan should provide quantifiable, measurable steps that help you grow in your leadership of staff and program. The plan should be rigorous while at the same time attainable.** It should be developed in cooperation with your immediate supervisor/head of school/or board. Documented annual evaluation of your progress on the elements is required on the ACSI EE Yearly Staff Profile chart. Your supervisor and/or Board should approve the Professional Growth Plan and monitor your annual progress **as indicated with their signature below.**

List your strategies for professional growth toward meeting individual competencies as an early education leader and how they will be measured. Evaluate at the conclusion of the school year what growth resulted from your work in each competency area. "Competencies" refers to the observable skills and dispositions needed by professionals in order to provide high quality care and education to children and their families. They are organized around Core Knowledge Areas, which represent the key knowledge areas of the profession.

ACSI Administrative Competencies

- Demonstrates spiritual leadership and personal growth in your calling to Christian early education
- Creates a culture of Christian worldview development
- Aligns the program elements with the school's mission
- Inspires a healthy school climate for staff, students and families
- Encourages and inspires shared/servant leadership
- Empowers others toward meeting expectations
- Fosters effective interactions with governance leaders, staff and families
- Models flexibility and problem-solving skills using "active listening"
- Practices professionalism in dealing with employees, families and students
- Established clear decision-making ability
- Demonstrates scholastic ability to tailor learning to developmentally appropriate practices
- Creates a culture of continuous school improvement
- Ensures ongoing professional development for self and staff that is mission-appropriate
- Leads instructional planning that is data-driven and reflects early learning standards
- Reflects knowledge of Health and Safety Standards in the program
- Directs creation of a strategic plan toward the school preferred future
- Builds capacity for enrollment through marketing strategies
- Oversees effective business practices (hiring, operations, leadership, supervision)

DIRECTOR/ADMINISTRATOR PROFESSIONAL GROWTH PLAN

<u>S</u>	<u>Specific</u>	What will be accomplished? Write a clearly defined goal statement.
<u>M</u>	<u>Measurable</u>	What are measurable ways you can track progress towards the goal? How will you know when the goal has been met? What measurement will you use?
<u>A</u>	<u>Achievable</u>	The goal should be stretching, but achievable and realistic. What skills and resources will be needed to accomplish this? What actions or steps will need to be taken?
<u>R</u>	<u>Relevant</u>	How will this goal help you improve your leadership? Does it align with your school's mission and long-term plans?
<u>I</u>	<u>Time Bound</u>	What is the time frame to accomplish this goal? Detail a specific date the goal should be achieved by.

Growth Area #1 (Write the goal you have in mind):

1. **Specific** (What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)
2. **Measurable** (How can you measure progress and know if you've successfully met your goal?)
3. **Achievable** (Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?)
4. **Relevant** (Why are you setting this goal now? Is it aligned with overall objectives?)
5. **Time Bound** (What's the deadline and is it realistic?):

S.M.A.R.T. Goal (Review the S.M.A.R.T prompts above, and craft a new goal statement that is aligned with an ACSI Administrative Competency):

Growth Area #2 (Write the goal you have in mind):

1. **Specific** (What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)
2. **Measurable** (How can you measure progress and know if you've successfully met your goal?)
3. **Achievable** (Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?)
4. **Relevant** (Why are you setting this goal now? Is it aligned with overall objectives?)
5. **Time Bound** (What's the deadline and is it realistic?):

S.M.A.R.T. Goal (Review the S.M.A.R.T prompts above, and craft a new goal statement that is aligned with an ACSI Administrative Competency):

Growth Area #3 (Write the goal you have in mind):

1. **Specific** (What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)
2. **Measurable** (How can you measure progress and know if you've successfully met your goal?)
3. **Achievable** (Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?)
4. **Relevant** (Why are you setting this goal now? Is it aligned with overall objectives?)
5. **Time Bound** (What's the deadline and is it realistic?):

S.M.A.R.T. Goal (Review the S.M.A.R.T prompts above, and craft a new goal statement that is aligned with an ACSI Administrative Competency):

Growth Area #4 (Write the goal you have in mind):

1. **Specific** (What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)
2. **Measurable** (How can you measure progress and know if you've successfully met your goal?)
3. **Achievable** (Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?)
4. **Relevant** (Why are you setting this goal now? Is it aligned with overall objectives?)
5. **Time Bound** (What's the deadline and is it realistic?):

S.M.A.R.T. Goal (Review the S.M.A.R.T prompts above, and craft a new goal statement that is aligned with an ACSI Administrative Competency):

Section 2: This **Early Education Administrator Growth Plan** was developed and reviewed by the employee and their immediate supervisor with all elements addressed. Once completed, submit it with your school's ACSI Accreditation Annual Report due in October, keep in the employee's personnel file, and made available at the time of the accreditation visit.

Date:	Staff:
Title:	

Date:	Reviewed/Approved by:
Title:	