



**Early Educator Growth Plan
(Level 4)**

This EE Educator Growth Plan must be completed annually by teachers, teacher assistants, and aides who do not meet the other qualification requirements for accreditation. This form is to be kept in the educator's personnel file, monitored by the educator's immediate supervisor, 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: _____

The requirements for early educators (teachers, teacher assistants, and teacher aides) are represented in two categories: staff *educational qualifications* and staff *professional development* defined for ACSI accreditation. An early educator is qualified for his/her position or role within the school having achieved one of the four levels of training as specified in the document "[EE Staff Qualifications for Meeting Inspire Standards 10 & 12](#)."

Levels 1-3 require a degree with specific coursework, or a Child Development Associate (CDA) credential. Early educators who do not meet any of the first 3 levels are permitted to use an Annual Professional Growth Plan (Level 4) to fulfill the requirement.

Level 4) Annual Professional Growth Plan to meet early educator qualifications.

Level 4 - Professional Growth Plan developed, approved and monitored annually by the **teacher** and the EE director. This Professional Growth Plan is updated annually, kept in the personnel file, and progress reported annually on the EE Yearly Staff Profile chart.

OR

Level 4 - Professional Growth Plan developed and monitored annually by the **teacher assistant/aide** and the early education director. This Professional Growth Plan is updated annually, kept in the personnel file, and progress reported annually on the EE Yearly Staff Profile chart.

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 THREE (3) GOALS for the coming year based on the [ACSI Administrative Competencies](#) listed below. **Your 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 instruction and teaching competency. The plan should be rigorous while at the same time attainable.** It should be developed in cooperation with your immediate supervisor/EE Director. Documented annual evaluation of your progress on the elements is required on the ACSI EE Yearly Staff Profile chart. Your supervisor/EE Director 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 educator 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 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 Early Educator Competencies

- Educator Spiritual Development
- Mission for Christian education
- Relationships, Interactions and Child Guidance
- Cultural and Linguistic Diversity
- Leadership Capacity
- Community Relationships
- Family Relationships
- Learning Environment and Curriculum
- Observation, Screening and Assessment
- Child Development and Learning: Spiritual
- Child Development and Learning: Social/Emotional
- Child Development and Learning: Physical
- Child Development and Learning: Cognitive
- Professionalism
- Early Intervention, Special Needs, Inclusion
- Health, Safety, Nutrition
- OTHER: (State Required)

EARLY EDUCATOR PROFESSIONAL GROWTH PLAN (Teacher, Asst. Teacher, Aide)

<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 classroom instruction? Does it align with your school's overall goals?
<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 a goal that incorporates all elements from the SMART chart above, and indicate the Early Educator Competency to which it is aligned):

Growth Area #2 (Write a goal that incorporates all elements from the SMART chart above, and indicate the Early Educator Competency to which it is aligned):

Growth Area #3 (Write a goal that incorporates all elements from the SMART chart above, and indicate the Early Educator Competency to which it is aligned):

Section 2: This **Early Educator Growth Plan** was developed and reviewed by the employee and their immediate supervisor with all elements addressed.

Date:	Staff:
Title:	

Date:	Reviewed/Approved by:
Title:	