

## Professional Growth Plan for Meeting Indicators 4.5a and/or 4.5b

Name: \_\_\_\_\_ Email/Ph: \_\_\_\_\_ Position: \_\_\_\_\_

School Name: \_\_\_\_\_ City/ST: \_\_\_\_\_ School Year: \_\_\_\_\_

**Indicator 4.5a and 4.5b state: *The early education teacher/teacher assistant/aide have obtained, at minimum one of the following: 5) a professional growth plan developed and monitored annually by the teacher and their direct supervisor which includes goal setting, training/coursework and mentorship, and is approved by the school's supervisor of early education.***

**SECTION 1:** Respond to each element with a narrative of your plan for Professional Growth. All elements below must be addressed.

**Instructions:** Your Professional Growth Plan should include specific goals and steps you will take over the coming 12 months. **Your plan should provide quantifiable, measurable steps that help you grow in leadership of your classroom and students.** Your supervisor should approve the Professional Growth Plan and monitor your annual progress **as indicated with their signature below.** The plan should be rigorous while at the same time attainable. *Your Plan should be developed in cooperation with your EE Director/or head of school.* Documented annual evaluation of your progress on the elements is required on the ACSI EE Yearly Staff Profile chart.

**Your Professional Growth Plan should include...**

**...goal setting** – List what will be accomplished in the coming 12 months and by what means (HOW). List your strategies for growth as an educator, caregiver, and teacher and how they will be measured. Strategies could include growth in your instruction, developmentally appropriate practices, lesson development, and/or student engagement. Be specific.

**...training/coursework** – List resources such as training, coursework, podcast, workshops, webinars, literature/reading materials that you will use to grow professionally over the coming 12 months (could include online or physical attendance; certificate programs or clock hour credits). **List the frequency, amount, and topics you'll focus on.** Evaluate your progress with your supervisor at least annually.

**...mentorship** – All effective teacher-leaders have mentors. By definition, a mentor is “an experienced and trusted advisor.” Mentors serve three distinct roles in your professional development: Consultant – Counselor – Cheerleader. Commit to spend time regularly with someone (within or outside of your program but generally not your supervisor) who fits this description. Ask questions, pray together, seek counsel, bounce ideas around. **Your plan should document who, how frequently you'll connect, and what topics to address.** Your director/supervisor should agree with this person as your mentor choice.

**...is approved by the school's supervisor of early education** – Your Professional Growth Plan should be developed in conjunction with your school's EE Director/supervisor of early education. **This plan will not be submitted to ACSI but will be kept in the employee's personnel file and progress will be tracked on your school's Annual Report documents (on the ACSI EE Staff Profile).**

**SECTION 2:** Professional Growth Plan was developed and reviewed by the employee and their immediate supervisor with all elements addressed.

Date Created:	Reviewed/Approved by (Supervisor's Name):
	Supervisor's Signature: