

Teacher Growth Plan

I. Reflective Practice Inventory

Using the scale on the right, circle the number that corresponds to the degree of emphasis needed for your growth this year. A rating of **5 represents an area you believe warrants intense focus**, not necessarily because it is a weakness, but because growth in this area will help you move toward mature practice.

Every object in my environment is chosen with regard to development of the child; there is nothing extraneous.	1	2	3	4	5
The environment is impeccably clean and tidy and all materials are displayed in sequence from simple to complex.	1	2	3	4	5
Furniture is arranged to nurture concentration and to provide smooth flow.	1	2	3	4	5
There is variety in shapes, colors, textures and materials in the objects in the environment – trays, containers, rugs; and a variety of arts and crafts on the walls and integrated in various areas of the classroom	1	2	3	4	5
The children in my environment understand that the classroom belongs to them; they are fully oriented to the environment and show strong trust for one another and the adults.	1	2	3	4	5
There is an attitude of learning from mistakes and an acceptance that errors are a part of the learning process	1	2	3	4	5
There are routines for cleaning and ordering the classroom, introducing more complex materials based on student interest and need, rotating language materials to enrich vocabulary development, and refreshing pictures/art on the walls and in culture folders.	1	2	3	4	5
I am direct, specific, and consistent in communicating expectations with regard to social interactions, care of the environment, and purposeful work.	1	2	3	4	5
I consistently use the environment, and the materials to provide the first level of support for children's development and I intervene directly only when this support is insufficient.	1	2	3	4	5
I am confident in my repertoire of lessons, and I consistently provide presentations with fluency, clarity and economy of movement.	1	2	3	4	5
My lesson planning is based on ongoing observation of the children; I take time every day to sit and observe students in the environment.	1	2	3	4	5
While engaging with individual children, I am aware of the general classroom and the children's activity	1	2	3	4	5
I consistently identify student learning challenges early, and make necessary adaptations to my environment and/or presentations to meet the unique needs of individual students.	1	2	3	4	5
I have a reliable system for documenting ongoing observation of student work, and use that system to monitor student development as well as to communicate progress with parents, support staff, and, when needed, school/district officials.	1	2	3	4	5
I am highly sensitive to cultural differences and always appropriately respectful in communications with families.	1	2	3	4	5
I am proactive with respect to sharing student concerns and/or challenges with families. I make myself available for e-mail, telephone, and face-to-face conferences with families.	1	2	3	4	5
I approach each family with a spirit of empathetic inquiry, with the acceptance that parents want the best for their child.	1	2	3	4	5
I consider myself a child development expert, and am up-to-date on the latest research on the subject, including new insights on neuroscience and cognition and their relationship to Montessori theory & practice.	1	2	3	4	5
I strive to be fully present in every interaction – whether the other is a child, an adult or the environment	1	2	3	4	5
I understand Maria Montessori's Cosmic vision and regard daily work with children and families as a contribution to the larger cosmic effort.	1	2	3	4	5
I continually strive to realize my own human potential, and I look toward the child for inspiration.	1	2	3	4	5
I am intentional about caring for my physical, emotional, and spiritual needs.	1	2	3	4	5

II. Identifying Focus Areas

Based on your responses above, what two areas do you believe warrant focused attention this year? Explain how attending to these areas will improve your practice.

1.

2.

III. SMART Goals

Based on the explanations above and discussion with your mentor, develop two SMART (*Specific, Measurable, Achievable, Relevant, Timely*) Goals. Example:

1.

2.

IV. Action Plan

What will you do to achieve these goals?

Goals	Activities	Resources	Assessment
1			
2			

Sample Timeline

September	<ul style="list-style-type: none">• Teacher Reflective Inventory• Goal-setting discussion with Mentor/Coach• Action Plan Developed• Summary of Plans shared among program Team	
October	First Coach Observation and Debrief	<i>Teachers whose performance needs immediate focus develop intensive support plans. Plans will include additional observation and check-in.</i>
November	Coach-Teacher Check-in	
January	<ul style="list-style-type: none">• Second Coach Observation and Debrief• Team Discussion of Goals and Progress	
February	<ul style="list-style-type: none">• Third Coach Observation and Debrief• Mid-point Check-in on Action Plan	
March	<ul style="list-style-type: none">• Fourth Coach Observation and Debrief• Team Discussion of Goals and Progress	
April	Coach-Teacher Check-in	
May	<ul style="list-style-type: none">• Final Observation and Debrief• Reflection on Action Plan and SMART Goals• Feed-forward goal-setting for next year	