

BEGINNING TEACHER INDIVIDUALIZED GROWTH PLAN

School Year: 2007-2008

BTSP (ILP) Year: 1 2 3 (Circle)

Name: Sample A

Position/Subject Area: Teacher/ Pre-K

School: Sample A Child Care Center

Mentor: Mentor Teacher 1

Position/Subject Area: Mentor/Teacher Licensure

School: OSR

INTASC Standards for Beginning Teachers			Focus Standards (PKK-TPAI Major Function)			
1. Content Pedagogy	6. Communication and Technology					
2. Student Development	7. Planning		2. Student Development (M/1, M/4)			
3. Diverse Learners	8. Assessment		7. Planning (M/1)			
4. Multiple Instructional Strategies	9. Reflective Practice: Professional Growth		8. Assessment (M/4)			
5. Motivation and Management	10. School and Community Involvement		9. Reflective Practice (M/5)			
Key Indicators (PKK-TPAI Major Function, Standard)	Activities (Strategies)	Resources	Start Date	Target Date	Completion Date	Evidence of Completion
2(M/4,S-2.3) Use observational data & work samples to plan learning experiences	2(M/4,S-2) Develop complete lesson plans, incorporating CC objectives & goals and based on children's interests.	<ul style="list-style-type: none"> • Level-II Creative Curriculum training –OSR • Other M@F teachers • NC-ayc conference • Inquiry Based Learning training – OSR • Play facilitation assessment tool • Demonstration Program observations • Children's Resource Ctr. • Reflection log samples, Notebook, Director input 	5/8/07	1/1/08		<ul style="list-style-type: none"> • Completed lesson plans by Wednesday for upcoming week, reviewed by Director. • Lesson plans include planning time with children at beginning of new unit • Facilitate learning by following children's lead in play during center time & outdoors, as indicated by PKK-TPAI observations • Children's work is displayed in all areas of the classroom • Organized portfolio & CC developmental continuum for each child, reviewed by Director • Review Professional Portfolio with mentor
7(M/1,S-3.2) Use children's experiences and personal interests in planning & developing topics, themes, and units	7(M/1,S-3) Plan with children for units, centers, and display of their work samples		5/8/07	1/1/08		
8(M/4,S-2.1) Maintain organized portfolio with work samples	8(M/4,S-2) Maintain weekly observations of children, following the CC Continuum.		5/8/07	1/1/08		
9(M/5,S-6.4) Continually evaluate effects of decisions and actions on children, parents, community	9(M/5,S-6) Create teacher portfolio with reflective journal & records of educational activities and review monthly		5/8/07	1/1/08		
Beginning Teacher's Summative Assessment <div style="display: flex; justify-content: space-between; margin-top: 20px;"> Signature: _____ Date: _____ </div>						
Mentor's Summative Assessment <div style="display: flex; justify-content: space-between; margin-top: 20px;"> Signature: _____ Date: _____ </div>						
Principal's Summative Assessment <div style="display: flex; justify-content: space-between; margin-top: 20px;"> Signature: _____ Date: _____ </div>						

INTASC STANDARDS ASSESSMENT

1. Content Pedagogy	2. Student Development	3. Diverse Learners	4. Multiple Instructional Strategies	5. Motivation and Management
<p>+ Uses appropriate concepts and language Listens & responds at child's developmental level Regular and appropriate opportunities for various learning experiences</p> <p>Δ Facilitating active & inter-active play Following children's lead & interests rather than demonstration/lecture</p>	<p>+ Uses children's prior knowledge, skills & experiences to introduce topics Modifies for varied skill levels Includes children in routine tasks</p> <p>Δ Displaying a variety of children's work samples Using observational data and work samples to document progress and to plan learning experiences Maintaining portfolios</p>	<p>+ Modifies experiences for varied skill levels Incorporates & encourages multi cultural experiences</p> <p>Δ Using children's prior knowledge, skills & interests for planning & developing topics/units Providing opportunities for community agency involvement</p>	<p>+ Includes children in routine tasks Involves children in reviewing what was learned Provides developmentally appropriate materials, tools, activities in well organized environment</p> <p>Δ Involving children in planning learning experiences Involving families in planning strategies to enhance learning</p>	<p>+ Variety of tools & materials are available to support learning in all developmental domains Facilitates smooth transitions Created & implements developmentally appropriate expectations Intentional organization of physical environment Responds appropriately & positively and provides feedback to children</p> <p>Δ Consistent supervision of behaviors of all children during center time Moving from area to area during small group activities</p>
6. Communication/Technology	7. Planning	8. Assessment	9. Reflective Practice	10. School/Community Involvement
<p>+ Asks open-ended questions to assess understanding Demonstrates flexibility and responsiveness to all children's needs</p> <p>Δ Including multiple media in certain areas indoors and in outdoor learning environment</p>	<p>+ Provides regular and appropriate opportunities for large & small group and individual learning Provides developmentally appropriate learning environments</p> <p>Δ Focusing on children's activities & interests rather than demonstration/lecture Facilitating active & inter-active play Involving children in developing classroom rules</p>	<p>+ Engages children in meaningful & appropriate conversations in order to assess development</p> <p>Δ Maintaining portfolios with work samples and anecdotal notes Using observational data & work samples to document progress and to plan learning experiences</p>	<p>+ Created a plan for professional development Carries out non-educational duties as assigned or needed</p> <p>Δ Continually evaluating the effects of decisions/actions on children, parents, and other professionals</p>	<p>+ Provides opportunities for families to volunteer Collaborates with school colleagues to enhance children's learning and development</p> <p>Δ Consistent communication with families regarding progress</p>

ASSESSMENT CONFERENCES

Date	Beginning Teacher's Assessment/Comments	Mentor's/Principal's Assessment/Comments