



Teacher Education and Mentoring Program

Sample Professional Growth Action Plan

The TEAM Program is Connecticut's induction model for beginning teachers, providing mentorship and professional development to support their transition into the profession. Because learning to teach is a developmental and ongoing process, TEAM offers structured opportunities for beginning teachers to reflect on practice, analyze student data, and identify areas for growth aligned with the Connecticut Standards for Professional Learning and the Common Core of Teaching (CCT).

Beginning teachers complete up to five professional growth modules in the areas of classroom environment, planning, instruction, assessment, and professional responsibility. For each module, the mentor and beginning teacher work collaboratively to identify a learning need using the CCT Performance Profiles, observation feedback, student data, and established goals. Together, they develop a Professional Growth Action Plan (PGAP) that outlines the goal, planned learning, and application to practice.

Throughout each module, mentors document conversations, activities, reflection, and application in the Mentor Engagement Log. This document provides a sample PGAP and example log entries to serve as a resource for TEAM mentors, illustrating meaningful engagement, changes in practice, and positive outcomes for students.

Sample Professional Growth Action Plan 3-26-14REV. 9-1-26
Module One – Classroom Environment, Student Engagement and Commitment to Learning
Sample One – Grade 4, Reading

Goal (*Related to CCT, addresses a relevant and achievable teacher learning need, and includes student outcomes*)

Your Professional Growth Goal should connect to the indicator you selected on the CCT Performance Profile and describe:

1. What you want to learn, and
2. The anticipated positive impact your new learning will have on students.

I will learn about and apply strategies for fostering appropriate student behavior. As a result, students will interrupt less and will be more actively engaged during reading instruction. (Indicator 4)

Professional Growth Activities and Resources

To be discussed with administrator

Activities

Resources Needed

1. Readings on Classroom Environment and Management
2. Observe classroom meeting in Mr. D's class to see how he has students self-monitor behavior and engagement
3. Two 30–45-minute observations by mentor
4. Meeting/collaboration with literacy specialist
5. Talk to school psychologist about specific student struggles.

Marzano's Classroom Management that Works and What Works in Schools
Coverage to observe Mr. D
Coverage for mentor to observe
None
Time with school psychologist

Anticipated Timeline for Module Completion (*Recommended 8-10 week period*)

October 8 – December 10, 2024

Proposed Meeting Dates:

October 8, 15, 22, 29, November 5, 12, 19, and December 10, 2026

Entry 1 - 10/8/26 8:00-9:00 AM (60 min)

Phase: Plan

Focus: PGAP goal setting

Summary:

- Checked in on how the year was going before beginning planning.
- Ms. Reyes selected Indicator 4 and identified a goal focused on reducing interruptions and increasing engagement during reading.
- Reviewed her proposed activities (readings on classroom management, observing Mr. D's classroom meeting, and two upcoming observations by me).
- Confirmed the module timeline.

Next Step: Ms. Reyes will begin the Marzano readings before our next meeting.

Entry 2 - 10/15/26 8:00-8:45 AM (45 min)

Phase: Plan

Focus: Reflective conversation on readings

Summary: Discussed Ms. Reyes's takeaways from the Marzano readings We explored which routines and structures were effective and which needed attention. She identified transitions into independent reading time as the period with the most interruptions.

Next Step: Arrange coverage so Ms. Reyes can observe Mr. D's classroom meeting.

Entry 3 - 10/19/26 12:15-12:30 PM (15 min)

Phase: Plan

Focus: Quick check-in

Summary: Started with a brief check-in on how she was feeling about the upcoming observation. Confirmed coverage was arranged for her to observe Mr. D's classroom meeting next week.

Next Step: Observe Mr. D's classroom meeting as planned.

Entry 4 - 10/22/26 9:00-10:00 AM (60 min)

Phase: Apply

Focus: Debrief of peer observation

Summary: Ms. Reyes shared observations from Mr. D's classroom meeting, particularly around how students self-monitor behavior and engagement. We discussed how she intentionally teaches and reinforces social skills in her own room, which helped her connect Mr. D's approach to a strategy she could try.

Next Step: Ms. Reyes will try a self-monitoring structure during her next reading block.

Entry 5 - 10/29/26 1:00–2:00 PM (60 min)

Phase: Apply

Focus: First mentor observation

Summary:

- Observed Ms. Reyes's reading block (30 minutes) followed by a debrief.
- Focused on the newly implemented self-monitoring structure.
- Discussed which students seemed most engaged and which needed more opportunities to connect.
- She noted a small group that continued to struggle with transitions.

Next Step: Ms. Reyes will meet with the literacy specialist to discuss strategies for that group.

Entry 6 - 11/5/26 3:00-3:15 PM (15 min)

Phase: Reflect

Focus: Quick check-in

Summary: Checked in on how she was feeling after the first observation. She reports feeling encouraged by the progress overall but is still frustrated by the same small group. We celebrated the overall improvement in transitions before discussing next steps.

Next Step: Follow up after the literacy specialist meeting.

Entry 7 - 11/12/26 8:00-9:30 AM (90 min)

Phase: Feedback

Focus: Second mentor observation and feedback

Summary: Conducted the second observation of her reading block and then debriefed. Discussed her responses to behavioral challenges and which strategies have been most effective at maintaining strong relationships while addressing them. Gave specific feedback on pacing the self-monitoring check-ins more consistently throughout the block.

Next Step: Ms. Reyes adjust pacing and continue collaboration with the literacy specialist.

Entry 8 - 11/19/26 12:15-12:45 PM (30 min)

Phase: Apply

Focus: Quick follow-up

Summary: Ms. Reyes shared that her meeting with the literacy specialist went well and resulted in two new strategies to try with the small group. Checked in briefly on her overall workload as report cards approached.

Next Step: Ms. Reyes will consult with the school psychologist regarding one student in that group before our next full meeting.

Entry 9 - 11/30/26 8:00-9:30 AM (90 min)

Phase: Reflect

Focus: Reflective conversation

Summary: Ms. Reyes shared insight from her conversation with the school psychologist and how it reframed her understanding of that student's behavior. We explored how student background and needs inform her classroom activities and practices and identified ways to adjust her approach going forward.

Next Step: Apply the adjusted approach with the struggling student and the small group over the next two weeks.

Entry 10 - 12/10/26 8:00-10:15 AM (135 min)

Phase: Feedback / Module Completion

Focus: Module wrap-up

Summary: Final check-in for module completion. Asked Ms. Reyes what aspects of classroom climate she most wants to strengthen and how I can support that. She self-assessed significant growth in transitions and engagement; I affirmed this and noted the reduction in interruptions was visible across both observations. Confirmed the 10-hour minimum was met and marked the module complete.

Next Step: Begin PGAP goal-setting for the next module.

Notes:

1. It is the shared responsibility of the beginning teacher and mentor to actively and collaboratively engage in the professional learning cycle. The process should be driven by meaningful conversation, reflection, application, and feedback between the beginning teacher and mentor.
2. During the transition year, the beginning teacher's engagement is documented primarily through mentor entries in the Mentor Engagement Log. While the mentor is responsible for recording mentoring activities and conversations, the beginning teacher is responsible for actively participating in the process, following through on agreed-upon next steps, and engaging in reflection and application of new learning.
3. Mentor entries should reflect the collaborative nature of the process and document meaningful engagement rather than simply tracking time. **Mentors can only document mentoring activities and conversations in which the beginning teacher has actively participated. If the beginning teacher is not engaging in the process, there may not be an appropriate mentoring activity to document, and the mentor should contact the TEAM district facilitator immediately.**
4. Beginning teachers are accountable for actively engaging with their mentor throughout the module. Consistent participation, preparation for conversations, follow-through on agreed-upon next steps, and reflection on practice are essential components of the professional learning process.