Ohio | Department of Education

Teachers, mentors and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement. The mentor/ evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time).

☐ **Self-Directed**   ☐ **Collaborative**   Teacher _____   Mentor/Evaluator _____

Annual Focus These are addressed by the mentor/evaluator as appropriate for this teacher.	Date Record dates when discussed	Areas for Professional Growth **supports needed, resources, professional development**
Goal 1: Student Achievement/Outcomes for Students *Goal Statement:* *Evidence Indicators:*		
Goal 2 : Teacher Performance on the Ohio Standards for the Teaching Profession *Goal Statement:* *Evidence Indicators:*		

Teacher _____   Date _____

Mentor/Evaluator _____   Date _____

The signatures above verify that the teacher and mentor/evaluator have discussed and agreed upon this Professional Growth Plan and Goals.

Teachers record evidence to indicate strengths and areas for growth for each standard. Look across all of the standards holistically and identify two priorities for the upcoming year. Note these priorities with check marks in the far right column.

Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students • Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations			
Standard 2: Content • Knowledge of content • Use of content- specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio academic content standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities			
Standard 3: Assessment • Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting			
Standard 4: Instruction • Alignment to school and district priorities and Ohio academic content standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs			
Standard 5: Learning Environment • Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance an environment that is conducive to learning for all students			
Standard 6: Collaboration & Communication • Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies			
Standard 7: Professional Responsibility and • Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement			

This resource can be used for the purposes of OTES and/or the Resident Educator Program