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).

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<table>
<thead>
<tr>
<th>Self-Directed</th>
<th>Collaborative</th>
<th>Teacher</th>
<th>Mentor/Evaluator</th>
</tr>
</thead>
</table>

### Annual Focus
These are addressed by the mentor/evaluator as appropriate for this teacher.

<table>
<thead>
<tr>
<th>Goal 1: Student Achievement/Outcomes for Students</th>
<th>Goal Statement:</th>
<th>Date</th>
<th>Areas for Professional Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence Indicators:</td>
<td></td>
<td></td>
<td>supports needed, resources, professional development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2: Teacher Performance on the Ohio Standards for the Teaching Profession</th>
<th>Goal Statement:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence Indicators:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

4/7/2015 This resource can be used for the purposes of OTES and/or the Resident Educator Program
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.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Strengths</th>
<th>Areas for Growth</th>
<th>Priorities (Check 2)</th>
</tr>
</thead>
</table>
| **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 Growth** | • 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 | | |