

Write your professional growth goal(s) based on the priorities as identified on your Teacher Self-Assessment Summary Tool. This table represents how the Ohio Standards for the Teaching Profession and Professional Growth Goals are connected to the Teacher Performance Evaluation Rubric.

| Ohio Standards for the Teaching Profession and Sample Teacher Performance - Goal Area 2 Professional Growth Goal  |  |
|---|--|
| <b>Standard 1: Students:</b> Teachers understand student learning and development, and respect the diversity of the students they teach.  |  |
| <ul style="list-style-type: none"> <li>1.1 Knowledge of how students learn and of student development</li> <li>1.2 Understanding of what students know and are able to do</li> <li>1.3 High expectations for all students</li> <li>1.4 Respect for all students</li> <li>1.5 Identification, instruction and intervention for special populations</li> </ul>  |  |
| <b>SAMPLE GOALS FOR STANDARD 1:</b>   |  |
| <p><b>English</b> - Effectively implement the Common Core State Standards - English by increasing my skill in using the writing workshop instructional model, with particular attention to modeling all components of the writing process as it relates to the varied needs of the learner.</p> <p><b>Reading</b> - Effectively implement the Common Core State Standards - English by developing a deeper understanding of the essential elements of reading instruction, which may include:</p> <ul style="list-style-type: none"> <li>1) phonological awareness, the alphabetic principle, fluency and vocabulary;</li> <li>2) development, academic language, reading comprehension, and motivation;</li> <li>3) use of evidence-based instructional practices and materials for the core reading program, supplemental reading programs, and interventions;</li> <li>4) learning how to incorporate particular features of evidenced-based practices in reading instruction.</li> </ul>  |  |
| <b>Standard 2: Content:</b> Teachers know and understand the content area for which they have instructional responsibility.   |  |
| <ul style="list-style-type: none"> <li>2.1 Knowledge of content</li> <li>2.2 Use of content- specific instructional strategies to teach concepts and skills</li> <li>2.3 Knowledge of school and district curriculum priorities and Ohio academic content standards</li> <li>2.4 Relationship of knowledge within the discipline to other content areas</li> <li>2.5 Connection of content to life experiences and career opportunities</li> </ul>  |  |
| <b>SAMPLE GOALS FOR STANDARD 2:</b>   |  |
| <p><b>English</b> - Effectively implement the Common Core State Standards - English by developing a deeper understanding of essential elements of written instruction, to increase student engagement and written expression by implementing Writer's Workshop and models of practice aligned to the standards.</p> <p><b>Any Subject</b> - Develop a deeper understanding of the [insert any Standard/Subject Area] content and study instructional practices that include implementing formative assessment practices (developing clear learning intentions, high-quality feedback and questioning strategies) to improve student learning. (Also Standard 1)</p> <p><b>Science</b> - Develop a deeper understanding of the Ohio New Learning Standards- Science content standards by using instructional practices that include design concept development and inquiry-based lessons/unit design to increase student learning, encourage student collaboration and develop critical thinking.</p> <p><b>Content Literacy</b> - Develop a deeper understanding of the CCSS for Historical/Social Studies/Science or Technical Subjects by effectively implementing the standards and focus on incorporating instructional strategies that focus on how to teach literacy in non-fiction, increase student's skills centering on evidence gathering and critical thinking.</p> |  |

# Ohio Teacher Growth Goal Examples

**Clemens Wendtner**



## **Ohio Teacher Growth Goal Examples:**

**Supervision and Evaluation for Learning and Growth** Daniel R. Tomal, Robert K. Wilhite, Barbara Phillips, Paul A. Sims, Nancy Gibson, 2015-03-18 This CHOICE award winning author has teamed up with national school resource experts to write a comprehensive book on supervision and improvement of learning Everything you need to know about supervision and student learning professional development coaching and evaluation standards and creating an environment for professional growth are covered The book starts with a history of supervision and then addresses models and standards for effective teaching state and federal frameworks supervision and evaluation for effective instruction and strategies for effective professional learning and growth plans Benefits and Features of Book A comprehensive book covering all aspects of teacher supervision and professional development including an original framework for instruction Each chapter objectives are aligned with the new ELCC ISLCC TLEC and InTASC for accreditation and Learning Forward standards on professional learning Many federal and various state data sources are included Each chapter contains a comprehensive case study and exercises for practical application Provides a blend of academic theory and practical perspectives on how to implement and execute supervision and evaluation Several handy resources are included in the appendixes **The Ohio Teacher** Genry Graham Williams, 1928 **Writing Portfolios in the Classroom** Robert Calfee, Pamela Perfumo, 2012-10-12 This volume presents chapters by researchers practitioners and policymakers who study the impact of classroom portfolios in the assessment of writing achievement by elementary and middle grade students The focus throughout the volume is on the tension between classroom assessment and externally mandated testing It presents the efforts of researchers practitioners and policymakers to understand the impact of classroom portfolios for the assessment of writing achievement by elementary and middle grade students Under the auspices of the Center for the Study of Writing the editors conducted a national survey of exemplary portfolio projects arranged for a series of video visits and held several working conferences The result of this work is a broad ranging tale the aspirations of teachers and administrators to move the machinery of schooling in the direction of more authentic and engaging tasks the puzzlement of students when they realize that the assignments are real and that the teacher may not have a right answer in mind and the tensions between ivory tower ideas and everyday classroom practice Divided into four sections this research volume provides a historical perspective develops the conceptual framework that serves as a background for many activities described throughout and discusses numerous practical issues that confront today s researchers and practitioners views the phenomenon of writing portfolios through a variety of broadview lenses such as teacher enthusiasm student reflection assessment tension the portfolio as metaphor and the locus of control conveys important conceptual issues with a balance toward pragmatics and offers unique insights from the perspective of one individual who serves as scholar researcher and teacher *Everyday Courage for School Leaders* Cathy Lassiter, 2017-05-11 Develop and enhance Leadership Courage to exceed every expectation Everyday Courage for School

Leaders examines the inner strength will power and resilience with which principals and administrators can face the daily challenges and expectations of educating all students Based on three foundational ideas at the core of courage this thought provoking guide includes How to Take Action make specific plans to activate moral courage intellectual courage empathetic courage and disciplined courage Daily Practices exercises in accountability trust and risk taking maintain courageous leadership for equity excellence and inclusion Courage Quotient assess and consider your areas of strength and opportunities for growth

**Resources in Education** ,1998      **Improving Teaching through Observation and Feedback** Alyson L. Lavigne,Thomas L Good,2015-02-11 In response to Race to the Top schools nationwide are rapidly overhauling their teacher evaluation processes Often forced to develop and implement these programs without adequate extra institutional support or relevant experience already taxed administrators need accessible and practical resources Improving Teaching through Observation and Feedback brings cutting edge research and years of practical experience directly to those who need them In five concise chapters Thomas Good and Alyson Lavigne briefly outline the history of RtT and then move quickly and authoritatively to a discussion of best practices This book is a perfect resource for administrators reworking their processes for new evaluation guidelines      The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 1 Timothy S. Brophy,2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music      **Practical Home Economics** ,1929 The Sept issue contains the annual Teaching aids section      *Teaching on Target* Daniel C. Elliott,2005-03-17 Hit the target of excellence and empower yourself to be a truly effective teacher Aspiring new and veteran teachers will appreciate this strong collection of the best teaching practices for effectively reaching learners at all levels Tied to the National Board for Professional Teaching Standards this easy to use guide targets comprehensive and trustworthy resources that emphasize the essentials of good teaching Filled with handy resources and ideas for every teaching situation Elliott s book also exemplifies how best to combine strategies into your personal blended model Elliott applies a four step framework to each teaching model and strategy to ease implementation in the classroom Plan Outlines the stages and crucial elements of the model in action Structure Describes student and teacher roles and relationships Teacher Learner Interaction Demonstrates how the teacher can effectively work with learners Outcomes Describes how both instructional and nurturing outcomes are achieved by leading learners in certain directions Teaching on Target is the guide for today s creative teachers empowering them to apply these components artfully to achieve maximum learning outcomes while becoming the most effective instructor of the classrooms in which they serve      Creating Digital Literacy Spaces for Multilingual Writers Joel Bloch,2021-01-27 This book argues for the value of digital literacy in the multilingual writing classroom Against the background of huge changes in literacy practices prompted by online communication and a growing acceptance of a broader definition of academic literacy that encompasses multimodality the book examines the relationship between digital and print literacies and addresses the

design of literacy spaces for multilingual classrooms The author critically evaluates the latest developments in the use of technology in multilingual writing spaces and focuses on the role of teachers in their design it also addresses areas that are not often discussed in relation to multilingual students from blogging to publishing and intellectual property The book will help teachers meet the challenges created by rapidly shifting technology as well as making an innovative contribution to research on multilingual writing classrooms

**Part-time and Substitute Teaching** Canadian Teachers' Federation, Moll, Marita, 1980

The Mathematics Teacher, 1929

**Total Learning** Joanne Hendrick, 1990 Practical in approach this popular book explains how to develop and present a comprehensive developmentally appropriate and culturally sensitive curriculum for young children

**KEY TOPICS** Divided according to the emotional social creative physical and cognitive selves this book focuses on the developmental needs of children rather than on specific subject areas Designed to encourage children to become independent creative people this text advocates curriculum that is age appropriate and emphasizes play as the indicator of learning

**Research in Education**, 1974

**The School Executive**, 1924

*Minnesota Journal of Education*, 1924

*American Educational Digest*, 1926

*Progress in Education* R. Nata, 2003 This series presents substantial results from around the globe in selected areas of educational research The field of education is consistently on the top of priority lists of every country in the world yet few educators are aware of the progress elsewhere Many techniques programs and methods are directly applicable across borders This series attempts to shed light on successes wherever they may occur in the hope that many wheels need not be reinvented again and again

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**The National Teacher**, 1875

School Life, 1928

## **Ohio Teacher Growth Goal Examples** Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Ohio Teacher Growth Goal Examples**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

<https://correiodobrasil.blogosfero.cc/book/detail/fetch.php/Perkins%20Generator%20Service%20Manual%20Old%20Models.pdf>

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