



Department  
of Education

Transition Resident Educator Program

# Goal Setting Process

*For mentors working with  
beginning teachers*

2009-2010

2010-2011

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## Setting Professional Goals\*

Beginning teachers are often overwhelmed by the scope of their work and the day-to-day demands of classroom instruction. Stepping back from and reflecting upon their teaching to develop goals may, at first glance, seem to have little bearing on their immediate needs. We know, however, clear goals help focus our attention and guide our subsequent efforts at improvement. When teachers commit to goals, their motivation to accomplish them and ability to self-assess and set next steps independently increase.

Clear professional goals can be important guides for our professional learning and help us focus and persist in our efforts to improve practice. The process of setting professional objectives helps beginning teachers establish goals aligned with ***Ohio Standards for the Teaching Profession (OSTP)***. With the mentor's support and guidance, resident educators reflect on their practice, determine an area of focus, set specific goals and develop a collaborative plan to reach these desired outcomes. The process should take place during the first six to eight weeks of the school year, enabling the resident educators to use their goals to comply with the district's evaluation procedures if they so choose. We recognize that during this first year of the transition program the process may not begin until later.

The Ohio Goal Setting Process includes the use of formative assessment tools:

- *Resident Educator Reflection Tool* – Examine Practice;
- *Resident Educator Professional Goal Setting Tool* – Determine areas of Focus in Professional Growth; and
- *Goal Setting Tool and Collaborative Logs* – Document Progress.

The mentor's role in this process is significant. Helping resident educators understand the value of setting concrete, attainable goals will assist them in developing goals to inform the development of future Individual Professional Development Plans. In addition, achievement of goals promises to impact the quality of their classroom performance and their professional success. These professional goals also serve as the foundational plan or "road map" for support and formative assessment throughout the school year. Also, data from resident educators' professional goals can inform and improve teacher preparation programs.

**NOTE: In this document, the terms resident educator and beginning teacher are used interchangeably.**

\* *Developed in collaboration with the New Teacher Center, [www.newteachercenter.org](http://www.newteachercenter.org)*

## Examining Practice: *The Resident Educator Reflection Tool* (Fall and Spring)

Ohio's formative assessment process is an ongoing cycle of reflection and growth with standardized tools and protocols that revolve around the examination of one's practice.



The first step in the process is for the resident educator to complete the *Resident Educator Reflection Tool*. Mentors should work collaboratively with program and district leaders to determine when and how to provide directions to resident educators in completing this step based on local contexts and priorities. Districts may also use their discretion in determining if resident educators will complete the fall reflection on all seven standards at once or if they will complete a few at a time. Once the resident educator has been given sufficient time to complete the *Reflection Tool* as directed, set a time to meet to assist the resident educator in using the reflection data to set goals.

<b>Preparing Yourself</b>	<b>Preparing Your Resident Educator</b>
<p>To ensure a valuable and efficient process, familiarize yourself with the following:</p> <ul style="list-style-type: none"> <li>● District and building goals</li> <li>● <i>Ohio Standards for the Teaching Profession</i></li> <li>● <i>Resident Educator Reflection Tool</i></li> <li>● <i>Resident Educator Professional Goal Setting Tool</i></li> <li>● Appropriate student content standards</li> <li>● School site professional development focus</li> </ul>	<p>Prior to meeting, have the resident educator complete the <i>Resident Educator Reflection Tool</i>.</p> <p>When you meet, have your resident educator bring the following documents, if available:</p> <ul style="list-style-type: none"> <li>● Building policies</li> <li>● Completed Collaborative Logs</li> <li>● Curriculum map</li> <li>● Completed <i>Resident Educator Reflection Tool</i></li> <li>● <i>Resident Educator Professional Goal Setting Tool</i></li> </ul>

**Meeting with your Resident Educator:**  
**Review the completed *Resident Educator Reflection Tool***

- Have enriching and developmental standards-based conversations around the completed *Reflection Tool*. Refer to the *Ohio Standards for the Teaching Profession – Proficient Indicators*.
- Within the discussion, talk about how or why the resident educator knows this is an *Area of Strength, Area for Growth* or an *I don't know?*
- Discuss the evidence the resident educator documented and, if you have additional supporting evidence for them to note, share that with them during the discussion.
  - What are you doing that might indicate....
  - Tell me a little more about what you're doing in that area.
- Collaboratively complete and review the final section, "Analysis of Reflection Data," based on conversations around the reflection.
- All discussions between mentors and resident educators must respect the necessary confidential nature of the mentor-beginning teacher relationship; use the data to structure professional conversations, not to make judgments.

## **Using the *Resident Educator Professional Goal Setting Tool*: Determine Areas of Focus in Professional Growth**

Ask the resident educator to identify a standard as the focus for their professional goals, keeping in mind district requirements that might influence this decision. Guide your teachers in considering the outcome they seek with regard to student learning. Resident educators may find it challenging to imagine their expectations for students many months from now. As a result, be prepared to provide a few examples as you assist them in setting expectations for students that are realistically high.

After creating goals and brief plans, suggest specific ways in which you as the mentor and other professionals can support the resident educator. The professional goal-setting process demonstrates the interconnectedness of various aspects of teaching and demonstrates how advancing one's classroom practice in one area will influence the quality of practice in another.

### **1. Refer to the *Reflection Tool*, "Analysis of Reflection Data." Check the *areas for growth* to determine priorities.**

- Choose no more than two priorities from *areas for growth* identified on the *Reflection Tool*.
- The priorities will serve as the basis for the goal to be determined.

### **2. Develop a SMART goal that cites the related *Ohio Standard for the Teaching Profession*.**

- **Specific** –emphasizes what the resident educator *is going to do* in a well-defined and straightforward manner
- **Measurable** - identifies concrete criteria and written targets for measuring progress
- **Attainable** – selects achievable goals that are both challenging and meaningful
- **Relevant** – selects practical goals which represent urgent needs, school/district priorities
- **Time-Bound** – sets a specific timeline during the academic year

Writing a SMART goal includes addressing each of the following items, as is done in the examples below:

<b>State an Intention to Engage in Learning</b> (action verb)	<b>Describe an Area of Focus</b> (what?)	<b>Include the Relevance</b> (why?)	<b>Add the Activities</b> (how?)	<b>Predict a Completion Date</b> (when?)
<i>I will incorporate</i>	<i>the use of more varied instructional strategies into my teaching practice</i>	<i>to help students become independent learners and problem solvers</i>	<i>by using multiple intelligences and cooperative learning in themes and lessons.</i>	<i>January 2010 – March 2010</i>
<i>I will improve</i>	<i>my proximity and attention to students</i>	<i>to enhance student learning</i>	<i>by staying focused on classroom activities and actively assessing learner engagement.</i>	<i>(To be observed by mentor) within next two weeks</i>

Because the Transition Resident Educator Program is one year in length, consider setting short-term goals that can be met within a few months. Then as goals are completed, review the areas for growth and work with the resident educator to set new goals.

### **3. Collaboratively discuss and record the Rationale for the SMART goal.**

- Why is this goal important?
- What impact will it have on student achievement?

### **4. Establish a plan with the Resident Educator.**

- Discuss how to attain the goal with the Resident Educator.
- Formulate a plan, with incremental steps or checkpoints, to achieve the goal.
- Document the support and resources the resident educator will need to attain the goal.

### **5. Discuss possible types of evidence of progress the Resident Educator can collect while working on the SMART goal.**

- Brainstorm a variety of items to be collected as evidence of goal attainment.  
Examples:
  - Collaborative Logs
  - Observation data
  - Lesson plans
  - Assessment plans (both formative and summative)
  - Student work samples

- Select items from the brainstormed list which most naturally occur within the process of planning, teaching and evaluating lessons to avoid adding to the work of the beginning teacher. Record them in the appropriate box on the *Goal Setting Tool*.

## **6. Document progress.**

### **A. Collaboratively and regularly review the established goals.**

- Engage in ongoing conversations between mentor and resident educator.
- Consider revising goals as necessary to keep them as specific as possible.

### **B. Collect evidence to support goal attainment.**

- Invite the resident educator to record collected evidence in the appropriate box on the *Goal Setting Tool*.
- Help the resident educator recognize evidence of their achievement by asking them to articulate their reasons for including pieces of evidence as indicators of progress.
- Let the resident educator know that they may choose to use this evidence, *at their discretion*, to demonstrate their growth and teaching accomplishments and assist them in the evaluation process with their administrators. However, mentors will not share formative assessment evidence with administrators or other district personnel for the purpose of teacher evaluation or employment decisions.

### **C. Set new goals as established goals are completed.**

- Use a cyclical approach. Let one goal naturally lead to the next, seeking increased mastery of the focus area over time.
- Refer to the *Resident Educator Reflection Tool*, “Analysis of Reflection Data” and the *Collaborative Logs* to determine additional goals.

## **Examining Practice: *The Resident Educator Reflection Tool*** **Completing the Formative Assessment Cycle**

In the spring, resident educators are asked to complete a new *Resident Educator Reflection Tool* as a post-experience reflection of their growth as educators over the academic year, to celebrate their successes and to assist them in creating their first Individual Professional Development Plan after they apply for the five-year professional license.

### **Templates**

Blank copies of the *Resident Educator Reflection Tool*, “Writing SMART Goals Template” and the *Resident Educator Professional Goal Setting Tool* are included in this document as are completed samples of the *Resident Educator Professional Goal Setting Tool*. In addition, all documents are available at <http://education.ohio.gov>, keywords “resident educator.”

# Resident Educator Reflection Tool

Resident Educator: \_\_\_\_\_ Mentor: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Complete the *Reflection Tool* as requested by your program leaders and/or mentor. The document is intended as a self-reflection of your performance that you will share **confidentially** with your mentor to inform the goal setting process. You may find that a particular area within a standard is both a strength and area for growth and may indicate all that apply. Evidence is not required for each element within a given standard. NOTE: In the spring, the self-reflection will be repeated as a post-experience documentation of growth over the academic year.

<b>Ohio Standards for the Teaching Profession</b>	Strength = S Area for growth = G I don't know =?	Evidence
<b>Standard 1: Teachers understand student learning and development and respect the diversity of students they teach.</b>		
<b>Why do I... How do I...</b>		
Display knowledge of how students learn and of the developmental characteristics of age groups?		
Understand what students know and are able to do and use this knowledge to meet the needs of all students?		
Demonstrate the expectation that all students will achieve to their full potential?		
Model respect for students' diverse cultures, language skills and experiences?		
Recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention?		
<b>Standard 2: Teachers know and understand the content area for which they have instructional responsibility.</b>		
<b>Why do I... How do I...</b>		
Know the content I teach and use my knowledge of content specific concepts, assumptions and skills to plan instruction?		
Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline?		

<b>Ohio Standards for the Teaching Profession</b>	<b>Strength = S Area for growth = G I don't know =?</b>	<b>Evidence</b>
Understand school and district curricula priorities and the Ohio academic content standards?		
Understand the relationship of knowledge within the discipline to other content areas?		
Connect content to relevant life experiences and career opportunities?		
<b>Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</b> <b>Why do I... How do I...</b>		
Know about assessment types, their purposes and the data they generate?		
Select, develop and use a variety of diagnostic, formative and summative assessments?		
Analyze data to monitor student progress and learning and to plan, differentiate and modify instruction?		
Collaborate and communicate student progress with students, parents and colleagues?		
Involve learners in self-assessment and goal setting to address gaps between performance and potential?		
<b>Standard 4: Teachers plan and deliver instruction that advances the learning of each individual student.</b> <b>Why do I... How do I...</b>		
Align my instructional goals and activities with school and district priorities and the Ohio academic content standards?		
Use information about students' learning and performance to plan and deliver instruction that will close the achievement gap?		
Communicate clear learning goals and explicitly link learning activities to those defined goals?		
Apply knowledge of how students think and learn to instructional design and delivery?		
Differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students?		
Create and select activities that are designed to help students develop as independent learners and complex problem-solvers?		

<b>Ohio Standards for the Teaching Profession</b>	Strength = S Area for growth = G I don't know =?	Evidence
Use resources effectively, including technology, to enhance student learning?		
<b>Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students. Why do I... How do I...</b>		
Treat all students fairly and establish an environment that is respectful, supportive and caring?		
Create an environment that is physically and emotionally safe?		
Motivate students to work productively and assume responsibility for their own learning?		
Create learning situations in which students work independently, collaboratively and/or as a whole class?		
Maintain an environment that is conducive to learning for all students?		
<b>Standard 6: Teachers collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning. Why do I... How do I...</b>		
Communicate clearly and effectively?		
Share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health?		
Collaborate effectively with other teachers, administrators and school and district staff?		
Collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning?		
<b>Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community. Why do I... How do I...</b>		
Understand, uphold and follow professional ethics, policies and legal codes of professional conduct?		
Take responsibility for engaging in continuous, purposeful professional development?		
Become an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement?		

## Analysis of Reflection Data

Directions: Collaboratively with your mentor, review the areas of strength and areas for growth identified in your reflection. Record no more than four areas of strength and four areas for growth in the chart below, indicating the *Ohio Standard for the Teaching Profession* to which each area relates. Within the areas for growth, select two priority areas that you want to focus on in the goal setting process. You will also use this page to chart your progress in attaining your goals.

Areas of strength (indicate OSTP):			
Areas for growth (indicate OSTP):	Check (✓) if priority	In Progress	Completed

# Resident Educator Reflection Tool

Resident Educator: \_\_\_\_\_ Mentor: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Complete the *Reflection Tool* as requested by your program leaders and/or mentor. The document is intended as a self-reflection of your performance that you will share **confidentially** with your mentor to inform the goal setting process. You may find that a particular area within a standard is both a strength and area for growth and may indicate all that apply. Evidence is not required for each element within a given standard. NOTE: In the spring, the self-reflection will be repeated as a post-experience documentation of growth over the academic year.

<b>Ohio Standards for the Teaching Profession</b>	Strength = S Area for growth = G I don't know =?	Evidence
<b>Standard 1: Teachers understand student learning and development and respect the diversity of students they teach.</b>		
<b>Why do I... How do I...</b>		
Display knowledge of how students learn and of the developmental characteristics of age groups?		
Understand what students know and are able to do and use this knowledge to meet the needs of all students?		
Demonstrate the expectation that all students will achieve to their full potential?		
Model respect for students' diverse cultures, language skills and experiences?		
Recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention?		
<b>Standard 2: Teachers know and understand the content area for which they have instructional responsibility.</b>		
<b>Why do I... How do I...</b>		
Know the content I teach and use my knowledge of content specific concepts, assumptions and skills to plan instruction?		
Understand and use content-specific instructional strategies to effectively teach the central concepts and		

<b>Ohio Standards for the Teaching Profession</b>	<b>Strength = S Area for growth = G I don't know =?</b>	<b>Evidence</b>
skills of the discipline?		
Understand school and district curricula priorities and the Ohio academic content standards?		
Connect content to relevant life experiences and career opportunities?		
<b>Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</b>		
<b>Why do I... How do I...</b>		
Know about assessment types, their purposes and the data they generate?		
Select, develop and use a variety of diagnostic, formative and summative assessments?		
Analyze data to monitor student progress and leaning and to plan, differentiate and modify instruction?		
Collaborate and communicate student progress with students, parents and colleagues?		
Involve learners in self-assessment and goal setting to address gaps between performance and potential?		
<b>Standard 4: Teachers plan and deliver instruction that advances the learning of each individual student.</b>		
<b>Why do I... How do I...</b>		
Align my instructional goals and activities with school and district priorities and the Ohio academic content standards?		
Use information about students' learning and performance to plan and deliver instruction that will close the achievement gap?		
Communicate clear learning goals and explicitly link learning activities to those defined goals?		
Apply knowledge of how students think and learn to instructional design and delivery?		
Differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students?		
Create and select activities that are designed to help students develop as independent learners and complex problem-solvers?		
Use resources effectively, including technology, to		

<b>Ohio Standards for the Teaching Profession</b>	Strength = S Area for growth = G I don't know =?	Evidence
enhance student learning?		
<b>Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.</b>		
<b>Why do I... How do I...</b>		
Treat all students fairly and establish an environment that is respectful, supportive and caring?		
Create an environment that is physically and emotionally safe?		
Motivate students to work productively and assume responsibility for their own learning?		
Create learning situations in which students work independently, collaboratively and/or as a whole class?		
Maintain an environment that is conducive to learning for all students?		
<b>Standard 6: Teachers collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning. Why do I... How do I...</b>		
<b>Why do I... How do I...</b>		
Communicate clearly and effectively?		
Share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health?		
Collaborate effectively with other teachers, administrators and school and district staff?		
Collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning?		
<b>Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community. Why do I... How do I...</b>		
<b>Why do I... How do I...</b>		
Understand, uphold and follow professional ethics, policies and legal codes of professional conduct?		
Take responsibility for engaging in continuous, purposeful professional development?		
Become an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement?		

## Analysis of Reflection Data

Directions: Collaboratively with your mentor, review the areas of strength and areas for growth identified in your reflection. Record no more than four areas of strength and four areas for growth in the chart below, indicating the *Ohio Standard for the Teaching Profession* to which each area relates. Within the areas for growth, select two priority areas that you want to focus on in the goal setting process. You will also use this page to chart your progress in attaining your goals.

Areas of strength (indicate OSTP):			
Areas for growth (indicate OSTP):	Check (✓) if priority	In Progress	Completed

## Writing SMART Goals Template

Directions: Ohio’s goal setting process includes developing a SMART goal that cites the related *Ohio Standard for the Teaching Profession*.

- **Specific** –emphasizes what the resident educator *is going to do* in a well-defined and straightforward manner
- **Measurable** - identifies concrete criteria and written targets for measuring progress
- **Attainable** – selects achievable goals that are both challenging and meaningful
- **Relevant** – selects practical goals which represent urgent needs, school/district priorities
- **Time-Bound** – sets a specific timeline during the academic year

Begin to write a SMART goal by addressing each of the following items:

State an Intention to Engage in Learning (action verb)	Describe an Area of Focus (what?)	Include the Relevance (why?)	Add the Activities (how?)	Predict a Completion Date (when?)

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# Resident Educator Professional Goal Setting Tool

Resident Educator: \_\_\_\_\_ Mentor: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Using the SMART goal template, work with your mentor to develop a confidential plan to attain your two identified goals. Record your SMART goal from the template in the appropriate box. Considering the relevance of your goal, explain the rationale for why this is important. Use the identified activities to document the steps you will take to attain the goal and what support and resources you will need in the process. During planning, brainstorm what types of evidence you will need as indicators of progress toward your goals. Record them under “Possible evidence.” As you work toward your goals, record the actual evidence used to document your achievement under “Actual evidence.”

SMART goal with OSTP standard cited	Rationale: Why is this important?	Steps and resources to attain goal	Evidence
			Possible evidence:
			Actual evidence:

SMART goal with OSTP standard cited	Rationale: Why is this important?	Steps and resources to attain goal	Evidence

SMART goal with OSTP standard cited	Rationale: Why is this important?	Steps and resources to attain goal	Evidence
			<p data-bbox="1388 386 1950 743"><b>Possible evidence:</b></p> <hr data-bbox="1388 743 1950 747"/> <p data-bbox="1388 743 1950 1175"><b>Actual evidence:</b></p>



# Resident Educator Professional Goal Setting Tool

Resident Educator: Ms. Sample Mentor: Mr. Mentor

Grade Level/Subject Area: Grade 3 Date: October 16, 2009

SMART goal with OSTP standard cited	Rationale: Why is this important?	Steps and resources to attain goal	Evidence
<p>I will improve my proximity and attention to students to enhance student learning by staying focused on classroom activities and actively assessing learner engagement.</p> <p>OSTP 5.5</p>	<ul style="list-style-type: none"> <li>Improved student behavior because I will be walking around more frequently.</li> <li>I will become more student-focused and learn where their problem areas are by not being diverted to other things during class.</li> </ul>	<p>Step 1 - Avoid my desk area and external distractions such as paperwork during class. Move about the room instead.</p> <p>Step 2 - Rearrange student desks to increase engagement with lessons.</p> <p>Step 3 - Check periodically for individual student progress and understanding.</p> <p>Step 4 - Prepare videotape of class session to mentor or be observed by mentor to check progress.</p> <p>* If taping, reserve camera for use in class. * Observe a teaching colleague other than my mentor and study his/her movement around the room and activities during class.</p>	<p><b>Possible evidence:</b></p> <p>Observation and/or video of lesson</p> <hr/> <p><b>Actual evidence:</b></p>

# Resident Educator Professional Goal Setting Tool

Resident Educator: Mr. Resident Mentor: Ms. Educator

Grade Level/Subject Area: HS - English Date: October 16, 2009

SMART goal with OSTP standard cited	Rationale: Why is this important?	Steps and resources to attain goal	Evidence
<p>I will make explicit connections from one lesson to the next, to improve student comprehension of my content area and show my mentor evidence of the same at our next meeting.</p> <p>OSTP 2.1c</p>	<p>It's obvious that my classes see each lesson as a discrete entity and tend not to bring past knowledge to new learning experiences. Research shows that retention of content depends upon connections made between concepts.</p>	<p>Step 1 - List connections in lesson plans. (Consult with mentor and other English teachers as needed.)</p> <p>Step 2 - Select method(s) to make connections explicit (advance organizer, notation on board, etc.)</p> <p>Step 3 - Expect students to use skills from prior lessons in subsequent ones - and let them know this.</p> <p>* Collect evidence for next mentor meeting.</p>	<p><b>Possible evidence:</b></p> <p>Lesson plans Advance organizer Samples of student work</p> <hr/> <p><b>Actual evidence:</b></p>