Growth and Learning Goals for Phase I and II Student Teaching

Every beginning teacher comes to the profession with his or her own unique set of strengths and struggles. Over the course of the semester, as you talk with your mentor teacher and university supervisor about your progress, think about where you feel most confident and where you need the most support and guidance. Then set some growth goals. Please use the lists below to help you frame these professional growth goals. Trying to address each and every point on this list would certainly be overwhelming, even for an experienced teacher. Instead, you might start by looking at the 10 bold headings for each list, identify an area (or areas) where you would like to set goals, and use the bulleted points to help you pinpoint what you want to work on. You certainly won't master everything on this list in your time as a student teacher. So set your sights on a handful of goals and talk with your supervisor and your mentor teacher about observations, activities, and resources that might help you make progress.

Planning—Preparing Lesson Plans
Am I…
- *Preparing thorough, well thought out lesson plans*
- *Giving students the opportunity to participate and not dominating the lesson with teacher talk*
- *Balancing individual, small group and whole group activities in my lessons*
- *Starting with what students know and/or reviewing material from previous lessons*
- *Taking into account how and what I will assess when I plan lessons*
- *Planning lessons based on my knowledge of my students*
- *Making learning objectives clear to my students*
- *Opening my lessons effectively to engage students*
- *Closing my lessons effectively to help students process what they've learned*
- *Pacing the lesson in terms of my timing and the variety of learning activities*
- *Addressing the content standards in my lessons, units and over the course of the year*
- *Addressing the ELD standards in my lesson, units and over the course of the year*
- *Keeping long-range planning in mind**
- *Changing up my methods or lesson format periodically avoid getting stuck in a rut**
- *Differentiating instruction and addressing the needs of students across achievement levels**

Planning—Subject Matter
Am I…
- *Effectively sequencing content and learning activities in my lessons and over the course of my unit to support student learning*
- *Adequately prepared to teach the content*
- *Using questions to support student inquiry into the content area*
- *Introducing students to skills and strategies that support learning in the content area*
- *Using a variety a strategies, materials and resources to make the content accessible to students*

- *Making the content relevant or interesting to students wherever I can*
- *Attending to academic language to support both native English speakers and English learners*
- *Re-teaching key concepts in new ways when necessary**

Learning environment—Establishing relationships with students and positive classroom culture

Am I…

- *Showing respect to my students and receiving it in return*
- *Addressing students by name*
- *Making sure that students are listening to each other when their peers are talking*
- *Addressing negative comments made from one student to another, or other forms of bullying*
- *Using specific and authentic praise*
- *De-emphasizing the negative and acknowledging the positive in student behavior or performance*
- *Avoiding over-reliance on threats and punishment to manage behavior*
- *Finding a balance between being authoritative and being approachable*
- *Attending to my relationships with students, addressing problems as they arise and forging a positive bond with them as their teacher*
- *Building community by taking an interest in the lives and experiences of my students*
- *Actively questioning my assumptions about students, their families and their communities*

Learning Environment—Managing Behavior

Am I…

- *Maintaining the flow of the lesson when addressing minor management issues*
- *Addressing minor management issues before they escalate*
- *Noticing when students are off-task and responding effectively*
- *Getting students' attention before I begin an activity*
- *Re-engaging their attention when they get off task*
- *Monitoring the whole class when working with one student or one group of students*
- *Displaying patience and caring*
- *Managing my own emotional responses to students, and not taking things personally*
- *Following up with students who have been disruptive in class (after class or on subsequent days)*
- *Addressing student behaviors rather than their character when they have been disruptive in class*
- *Addressing student behaviors in a way that communicates that we are partners in building the learning community*

Instruction—Student participation

Am I…

- *Seeing and responding to raised hands in a timely fashion*
- *Calling on a wide range of students in whole group instruction (to avoid relying on a handful of students to answer all the questions)*
- *Making it clear to students when I would like them to shout out answers, raise their hands, or prepare to be called on*
- *Moving around the room and addressing the needs of my students (rather than focusing too much attention on one student or one small group)*
- *Using wait-time, quick writes, and pair shares to give students adequate time to construct answers to my questions*
- *Keeping everyone involved, not avoiding or neglecting particular students or groups of students*
- *Debriefing learning experiences to help students process what they've learned*
- *Making students feel comfortable with participating, taking chances, or getting the "wrong" answer*

Instruction—Managing activities
Am I…
- *Keeping a pace to the lesson that is neither too fast or too slow*
- *Effectively implementing routines and procedures from my cooperating teacher's repertoire*
- *Making adjustments to my lesson to address time constraints, students' needs or other unanticipated outcomes*
- *Sequencing lessons to give students mental breaks or change the mode of learning*
- *Prepared with my materials, technology and handouts*
- *Giving clear instructions or directives to my students before sending them off to do seatwork or small group activities*
- *Making efficient and effective transitions from one portion of the lesson to the next*
- *Finishing activities and small group discussions in a timely fashion to avoid having students get off task or bored*
- *Avoiding "dead time" (or leaving students with nothing to do, while handing out papers, checking homework, etc.)*
- *Avoiding false starts to activities or interrupting students after they are already on-task*
- *Taking advantage of "teachable moments" while avoiding "bird walks"*

Instruction—Teacher Presence
Am I…
- *Speaking at an appropriate volume and using vocal dynamics*
- *Speaking clearly so that all students can hear me and understand me*
- *Standing too long in one place, sitting while teaching or not using the physical space to its best advantage*
- *Moving around the room to engage students, respond to minor off task behavior or check on student work*

- *Using voice, posture or verbal expressions that communicate comfort and confidence in my role as teacher*
- *Communicating that I enjoy teaching and working with my students*

Assessment—Checking for understanding

Am I…

- *Avoiding global questions like, "Are there any questions?" or "Does everyone understand?" to check for understanding*
- *Periodically checking for student understanding throughout the lesson*
- *Checking for understanding across a wide range of students, not focusing on a select few*
- *Striking a balance between basic- and higher-order questions*
- *Asking follow up questions to guide students who may be struggling with an answer rather than always choosing to move on to another student*
- *Returning to students who have not been able to answer a question, to keep them engaged in the lesson and to verify that they have understood the material*
- *Assessing learning in a variety of ways*
- *Monitoring the progress of individuals and getting to know both their strengths and needs*

Assessment—Summative assessments

Am I…

- *Balancing basic- and higher-order questions in my assessments*
- *Giving effective instructions for assignments or tests*
- *Adequately preparing students for my assessments*
- *Creating a match between content learned and content assessed*
- *Providing diverse opportunities and options for students to express what they know*
- *Assessing depth of understanding, degrees of understanding, or process, and not overemphasizing completion, neatness or simple correct responses.*
- *Giving effective feedback on student work*
- *Creating assessments that evaluate the content/skills that matter most in the curriculum*

Reflection and professionalism

Am I…

- *Making progress by responding to feedback from my cooperating teacher and supervisor*
- *Actively seeking ideas and advice from peers, professors and mentors*
- *Taking initiative by reflecting on my own progress and setting goals*
- *Following through on next steps laid out in my discussions with my cooperating teacher and supervisor*
- *Monitoring my impact on student learning*
- *Finding ways to manage my time and workload efficiently*
- *Finding ways to stay healthy and happy outside of school*

- *Communicating effectively with parents and guardians, making them partners in my students' education**
- *Responding effectively and promptly to the needs and requests of parents and guardians**

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