

PROFESSIONAL GROWTH GOALS (Guidelines and Example)

INSTRUCTIONAL GOAL	RATIONALE	GROWTH STRATEGIES	INDICATORS OF SUCCESS
Goal is SMART: - It is specific. - It is measurable. - It is achievable. - It is relevant. - It is time-bound (during advanced practicum). - Also, the goal should be stated in the first person (e.g. “I...”). – use of active growth verbs (e.g. improve, develop, refine). - Finally, it should be stated in clear, precise language.	- Rationale includes a component that links to personal reflection/ experience. - Rationale includes a component that explains why the goal is important for the classroom/ student learning	- Strategies should be as specific as possible (e.g. rather than saying “I will read a book” say “I will read The First Days of School by Harry Wong”). - Several strategies (min 4 per goal) should be listed in order to plan for flexibility in how to achieve the goal.	- Should include a time frame (showing either when you have completed or when you plan on completing each strategy). - Should be as specific as possible. - Should reflect your actions as the teacher and how these show you are progressing with your goal.

PROFESSIONAL GROWTH GOALS

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INSTRUCTIONAL GOAL (WHAT is the goal?)	RATIONALE (WHY is this goal important?)	GROWTH STRATEGIES (HOW will you achieve the goal?)	INDICATORS OF SUCCESS (HOW will you know if the goal has been achieved?)
I want to strengthen my ability to support students with significant attention and self-regulation needs by implementing consistent, proactive instructional and environmental supports during my advanced practicum.	During my intermediate practicum, I found myself struggling at times to effectively support students with severe ADHD and high self-regulation needs. I know these behaviours are not intentional or within the student's full control, yet I sometimes felt unsure of how to support them in a way that was both compassionate and instructional. This shows in my confidence and practical strategies. I want to become more skilled at anticipating attention challenges and designing instruction that supports regulation rather than reacting once dysregulation occurs. This is important because students with attention needs deserve classrooms that are structured to help them succeed, not simply manage behaviour.	• Review course materials and professional readings related to ADHD and self-regulation strategies by Week 2 of advanced practicum. • Observe and document patterns in student attention and engagement to better understand triggers and strengths. • Implement at least two proactive supports consistently (e.g., visual schedules, movement breaks, chunked tasks, timers). • Collaborate with my practicum teacher and resource staff to align strategies with student plans. • Reflect weekly on what strategies were effective and what needs adjustment.	• Students with attention needs demonstrate increased time-on-task. • Fewer reactive interventions are needed during lessons. • I feel more confident and prepared when supporting these students. • My practicum teacher notes growth in my ability to proactively support regulation.

		• Seek feedback from my practicum teacher specifically on how I am supporting students with high regulation needs.	• Students are able to complete more learning tasks with appropriate supports in place.
I want to increase student engagement by incorporating structured opportunities for student discussion and participation at least three times per week during my advanced practicum.	I am comfortable leading instruction, but I want to make sure that students are doing more of the thinking and talking. In my intermediate practicum, I noticed that the same students tended to volunteer answers. I want to create more intentional structures that allow all students to participate. Engagement is important for learning, confidence, and classroom community. If I build in predictable participation routines, more students will feel safe contributing.	• Use turn-and-talk regularly in lessons. • Incorporate think-pair-share at least three times per week. • Use random name selection or participation cards to widen participation. • Plan at least one open-ended question per core lesson. • Observe and track who is participating to identify patterns. • Ask my practicum teacher for feedback on student engagement.	• More students participate during lessons. • Students build on each other's ideas. • Fewer students remain consistently silent. • Classroom discussions feel more balanced. • My reflection notes show growth in student voice.