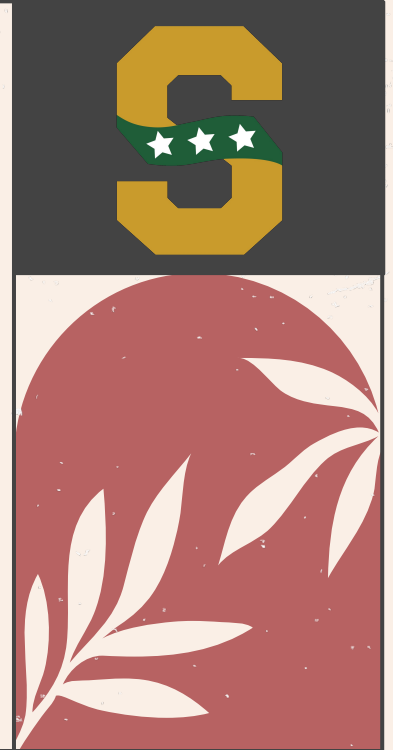


# Writing Instructional Goals and *Preparing* for Evidence-Based Goal Setting Cycles



Simmia Pearson, Kristin Koe, Ayrton Kasemets

# Why is this presentation important?

**Shared goal: to gain success in supporting a mentee during a goal-setting cycle**

- Help mentees set a clear goal to fall back on during the year when they need an area of growth
  - All progress is progress no matter how big or small
- Give effective ways for mentors to give feedback to mentees to create specific and measurable goals (informal and formal)
- Conversations are valuable and impactful

## Mentor Programs

### Schools with Mentor Programs

- 90% of new teachers feel **more confident in their teaching abilities** and more **satisfied with their jobs** compared to 60% of those without mentors.
- In a survey, 85% of teachers with mentors felt they **improved significantly in classroom management and professional growth**, compared to 57% of those without mentors.

### Schools without Mentor Programs

- New teachers without mentorship support often feel **isolated and overwhelmed**. Only 55% reported job satisfaction and confidence in their teaching skills.
- Teachers without mentors often struggle with professional development. Only **40% felt adequately prepared to handle classroom challenges after their first year**, compared to 70% of those with mentorship support.

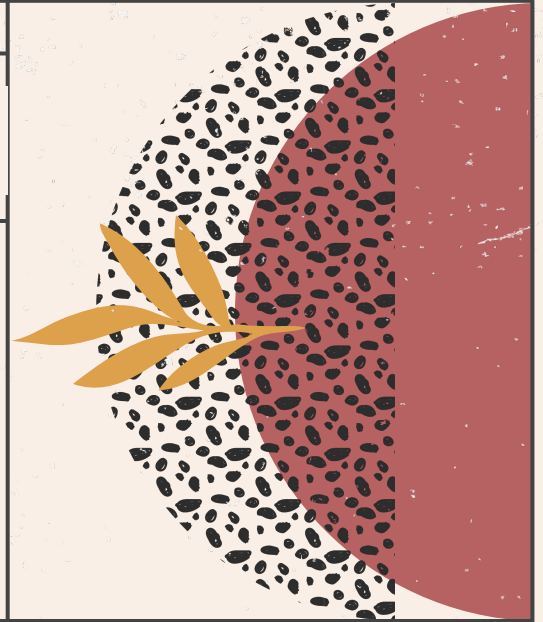
# AT YOUR TABLES, PLEASE SHARE:

- WHO YOU ARE/YOUR NAME
- WHAT SCHOOL YOU TEACH AT
- WHAT YOU TEACH
- WHY YOU ARE HERE AT THIS CONFERENCE/SESSION
- WHAT YOU HOPE TO LEARN FROM THIS SESSION



# ON YOUR TICKET

WRITE DOWN A PERSONAL GOAL  
AS A MENTOR ON HOW YOU WILL  
SUPPORT YOUR MENTEE



# Draw a line and split your butcher paper. Brainstorm the following as a team:

Think back to when you first started teaching.  
What helped you the most as a teacher?

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- 
- 
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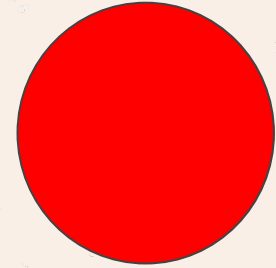
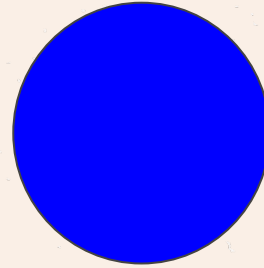
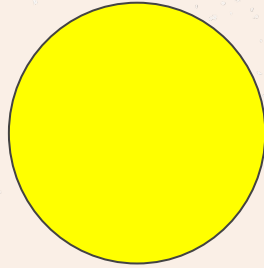
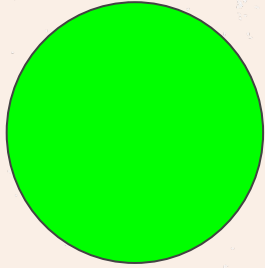
In what ways did you wish you had support?

- 
- 
- 
- 





# IDENTIFYING SUPPORT TYPES



**Physical**

room setup,  
chairs, etc...

**Instructional**

lesson planning,  
classroom  
management, activity  
modeling, etc.

**Emotional**

work/life balance,  
dealing with stress,  
value, encourage.

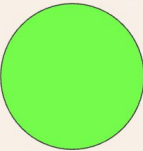
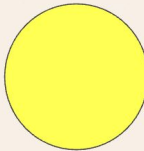
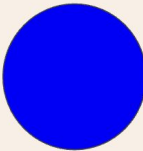
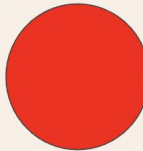
**Institutional**

ins & outs of the  
building, software,  
systems at the  
school, etc.

# Notice and Wonder

Make some observations:

- Which support type is
  - The most common?
  - The least common?
- Is there one that we should focus more on as mentors?
- Did you have any realizations or “aha-moments”?
- What questions did this activity make you ask?

☾	IDENTIFYING SUPPORT TYPES				☽
					
<b>Physical</b>	<b>Instructional</b>	<b>Emotional</b>	<b>Institutional</b>		
room setup, chairs, etc...	lesson planning, classroom management, activity modeling, etc.	work/life balance, dealing with stress, value, encouretc.	ins & outs of the building, software, systems at the school, etc.		



# WHAT HELPED ME THE MOST

## Trusting relationship

- Paramount
- In & out of school

## Safe space

- Personal & professional check-ins
- Invite mentee to observe

## Informal Observations

- Observe your mentee in an informal setting with non-evaluative feedback

## Professional Goal

In order to increase student engagement in the classroom, I want to grow in fostering and facilitating rich classroom discourse and constructing lessons that will allow students to explore authentically.

# WHAT HELPED ME THE MOST

## Self Observation

In the first few weeks, I look for patterns and concerns.

## Informal Observations

Feedback from informal observations from my mentor, instructional coach, and director.

## Summarize

What was a common area of growth?  
Student to student interactions.

Professional Goal: Create more of a student-centered classroom through student-to-student conversations to build relationships, make connections, and validate each other through mathematics and social and emotional learning.

# What did we receive that helped us the most?

- open door (both ways) to mentor, coach, observers
- **intentional** habits with mentor
- mentor encouraged to converse with other teachers
- no fear to question each other

## Initial Draft

In order to increase student engagement, I will develop my ability to efficiently lead students into classroom activities.

## Final Draft

**In order to increase student engagement, I will develop my ability to efficiently communicate clear directions and procedures when instructing classroom activities.**

**(Domain 3A: Communicating with Students)**



# RETURN TO YOUR TICKET

## REVIEW

How does your personal goal sound now?

## REVISE

Alter or change your goal to better support your mentee.

## REFLECT

In what ways did your mindset change after the presentation?





# THANKS!



Do you have any questions? Feel free to talk to us or email us!

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