

Evaluating Goal-Setting & Achievement for Annual Review – Draft 11/6/19

This document aligns with the [Goal Setting form found on the TILT website](#).

Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
<p>Part I. Teaching Effectiveness Goal To establish your goal, focus on growth. Write a goal that is specific, measurable, attainable, relevant and rigorous (but realistic) and time bound. Use the Teaching Effectiveness Framework (full Framework) to determine your current level of proficiency in any one domain; then set a goal that will allow for growth in that domain. Consider these questions in relation to the goal: Where am I in skills, dispositions, and knowledge of best teaching practices within a chosen domain? How much growth is realistic in one year? How will I achieve this growth?</p>			
<p><i>IMPORTANT NOTE*</i></p> <p><i>(A SMART goal is specific, measurable, attainable, relevant and rigorous (but realistic); therefore, a goal need only “meet expectations” since “exceeds expectations” would counter the realistic component of a SMART goal and possibly set instructors up for failure. “Exceeds Expectations” applies to goal accomplishment and the collection of evidence to demonstrate growth in teaching effectiveness below.)</i></p>	<p>Specific goal at the level of “does”</p> <ul style="list-style-type: none"> ● Uses action verbs such as implement, integrate, develop (not learn, understand, know) ● Concisely describes what the instructor will be able to do ● Includes a rationale for why this is an appropriate goal ● Is measurable with at least one type of data collected ● Incorporates an action plan that is realistic, taking into account personal and departmental context, and includes a timeline of activities ● Increased competence in a skill describing proficiency and how it will be assessed 	<p>Less specific goal at the level of “understand”</p> <ul style="list-style-type: none"> ● Vague or unclear description of goal ● May describe what the instructor will do but details are missing ● May not include a rationale or has a rationale that is not developed ● Broad or unrealistic scope ● Not easily measured/ assessed ● Increased competence in a skill without description of what proficiency means or how it will be assessed 	<p>Goal is extremely broad, vague, does not describe competency or skill area, and/or is not measurable.</p>
<p>Rationale for Goal Describe how the goal draws on evidence-based practices, student or peer feedback, self-reflection, and/or other resources. Explain how you predict this goal will improve your teaching and/or student engagement/success.</p>			
<p>N/A – see Teaching Effectiveness Goal note above</p>	<p>Includes description of <u>both</u> of the following:</p> <ul style="list-style-type: none"> ● Past experience with the goal OR evidence that the goal needs to be addressed ● Description of the goal in relation to a broader goal or general needs of students 	<p>Includes description of <u>one</u> of the following:</p> <ul style="list-style-type: none"> ● Past experience with the goal OR evidence that the goal needs to be addressed ● Description of the goal in relation to a broader goal or general needs of students 	<p>Vague or unclear description of the importance of the goal with very limited reflection.</p>

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<p>Action Plan Outline specific steps and/or combination of steps you will take to achieve your goal. You might consider a three step approach: 1) professional development - consult the TILT website, attend workshops, consult colleagues, conduct research on best practices etc., 2) Plan and implement teaching techniques, 3) Reflect and revise techniques as needed. Then create a brief timeline of your action plan.</p>			
<p>N/A – see Teaching Effectiveness Goal note above</p>	<p>Includes ALL of the following:</p> <ul style="list-style-type: none"> ● Realistic and specific activities ● Activities that correlate appropriately with the goal ● Specific timeline that matches the scope of the goal ● Multi-source plan - uses multiple learning resources, activities, or strategies ● Includes a measurement plan (see below) 	<p>Includes 2 - 3 of the following:</p> <ul style="list-style-type: none"> ● Realistic and specific activities ● Activities that correlate appropriately with the goal ● Specific timeline that matches the scope of the goal ● Multi-source plan - uses multiple learning resources, activities, or strategies ● Includes a measurement plan (see below) 	<p>Includes 1 of the following:</p> <ul style="list-style-type: none"> ● Realistic and specific activities ● Activities that correlate appropriately with the goal ● Specific timeline that matches the scope of the goal ● Multi-source plan - uses multiple learning resources, activities, or strategies
<p>Measurement Plan How will you gauge progress toward your goal? Examples: ask for students' feedback on new instructional strategies; identify changes in student outcomes; request peer observation and input; analyze your strategies by reviewing a video of your teaching; systematically note students' body language, energy, and engagement, etc.</p>			
<p>N/A – see Teaching Effectiveness Goal note above</p>	<p>Specific outcome measures for goal:</p> <ul style="list-style-type: none"> ● Documentable ● Provides evidence of progress or goal achievement ● Correlates with goal 	<p>Vague outcome measures for goal:</p> <ul style="list-style-type: none"> ● Increased competence in a skill without description of how competence will be measured ● Correlation with goal is unclear 	<p>Plan does not include outcome measures or measures do not correlate with goal</p>
<p>Part II. Evidence of Goal Achievement Attach and explain evidence of your progress toward your goal in the year being evaluated and how this progress builds from previous years' efforts. Evidence might include curriculum samples, student work, student feedback, peer feedback, student assessment samples, or student success etc.</p>			
<ul style="list-style-type: none"> ● I have demonstrated a commitment to my own professional growth AND ● At least three sources of evidence demonstrate a clear and connected achievement of goal AND ● Other expected or unexpected benefit to knowledge of teaching or student success 	<ul style="list-style-type: none"> ● I have demonstrated a commitment to my own professional growth AND ● At least three sources of evidence demonstrate achievement of goal OR ● At least three sources of evidence demonstrate improvement of student success of a revised goal 	<ul style="list-style-type: none"> ● I have demonstrated a commitment to my own professional growth AND ● 1-2 sources of evidence demonstrates achievement of goal and aligns with goal OR ● 1 -2 sources of evidence demonstrates achievement of a revised goal 	<ul style="list-style-type: none"> ● Limited evidence for commitment to professional growth ● Evidence does not align with goal ● Evidence does not demonstrate development in teaching/student success