

## Evaluating Goal-Setting & Achievement for Annual Review

### 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?

Superior	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p><b>IMPORTANT NOTE*</b> <i>(A SMART goal is specific, measurable, attainable, relevant, and rigorous (<b>but realistic</b>); therefore, a goal need only "meet expectations" since "exceeds expectations" would counter the <b>realistic</b> component of a SMART goal and possibly set instructors up for failure. "Exceeds Expectations" and "Superior" applies to goal accomplishment and the collection of evidence to demonstrate growth in teaching effectiveness below.)</i></p>	<p>Goal is specific, relevant to course and students, measurable, rigorous but realistic for one academic year, describes in detail what the instructor and students will be able to do upon reaching goal.</p>	<p>Goal is broad, vague, immeasurable, or is not rigorous for a one year goal.</p>	
<b>Rationale for Goal</b> 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.			
N/A – see note* above	<p>Includes description of <u>both</u> of the following:</p> <ul style="list-style-type: none"><li>• Past experience with the goal OR evidence that the goal needs to be addressed</li><li>• Description of the goal in relation to a broader goal or general needs of students</li></ul>	Vague or unclear description of the importance of the goal with limited reflection.	
<b>Action Plan</b> 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.			
N/A – see note* above	<ul style="list-style-type: none"><li>• Realistic and specific activities</li><li>• Activities that correlate appropriately with the goal</li><li>• Specific timeline that matches the scope of the goal</li><li>• Multi-source plan - uses multiple learning resources, activities, or strategies</li></ul>	Action plan is missing some of the following: <ul style="list-style-type: none"><li>• Realistic and specific activities</li><li>• Activities that correlate appropriately with the goal</li><li>• Specific timeline that matches the scope of the goal</li><li>• Multi-source plan - uses multiple learning resources, activities, or strategies</li></ul>	

## 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.

Superior	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
	N/A – see note* above	Includes at least three outcome measures that correlate with goal	Plan does not include outcome measures or measures do not correlate with goal

## 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.

<ul style="list-style-type: none"><li>● At least three sources of evidence demonstrate a clear and connected achievement of goal</li><li>● Includes a plan for future implementation of teaching practice(s) based on observed benefits to students</li><li>● Earns a domain certificate from the <a href="#">Teaching Effectiveness Initiative (TEI)</a> or equivalent teaching achievement or award</li></ul>	<ul style="list-style-type: none"><li>● At least three sources of evidence demonstrate a clear and connected achievement of goal</li><li>● Includes a plan for future implementation of teaching practice(s) based on observed benefits to students</li><li>● Participates in the <a href="#">Teaching Effectiveness Initiative (TEI)</a> or equivalent professional development program</li></ul>	<ul style="list-style-type: none"><li>● At least three sources of evidence demonstrate a clear and connected achievement of goal</li><li>● Includes a plan for future implementation of teaching practice(s) based on observed benefits to students</li><li>● Attends at least one workshop or other professional development on teaching</li></ul>	<ul style="list-style-type: none"><li>● Evidence does not align with goal</li><li>● Evidence does not demonstrate development in teaching/student success</li><li>● Does not engage in any professional development on teaching</li></ul>
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This document aligns with the [Goal Setting form found on the TILT website](#).