








## Goal Setting for Annual Review of Teaching | Goal Bank

TILT recommends setting **one** goal in **one** focus area of **one** domain per year for annual review of teaching effectiveness. Refer to [TILT's recommended 4-step process](#) for annual review of teaching effectiveness. Below we've created a set of goal suggestions to help stimulate your thinking. Please note the following:




- These sample goals are taken directly from the [Teaching Effectiveness Framework](#). The bullets in each sample goal coincide with bullets in each domain of the Framework. Feel free to refer back to The Framework for more information on each bulleted evidence-based practice.
- Use suggestions as written OR use them as a launching pad for your thinking.
- The best goals are SMART (Specific, Measurable, Actionable, Relevant, Time-bound); we've created these goals to be as SMART as possible.
- Focus your goal on **growth in proficiency**; it's not expected that you will move, for example, from *Emerging* to *Advanced* on the Teaching Effectiveness Framework rubric in one year.
-  Indicates teaching practices essential to being an inclusive instructor

<b>Inclusive Pedagogy</b>	
<i>IP Begins with examining one's identity in relation to others and connecting those insights to teaching. IP is woven into the other six domains below</i>	
Focus Area	Goal: "My goal for this semester is to..."
Inclusive Excellence Training, Reflection, and Practice	Learn about the connection between inclusivity and teaching and apply it to my course by: <ul style="list-style-type: none"> <li>Attending __ (#) __ webinars/classes/seminars that are designed to enhance awareness and practice in inclusive pedagogy.</li> <li>Reading/researching more on personal biases and identifying my own in relation to teaching.</li> <li>Making __ (#) __ adjustments to my course/teaching to make it more inclusive.</li> </ul>



**Curriculum/ Curricular Alignment:** *The curriculum and corresponding instruction are most effective when they intentionally provide links among learning objectives, assignments, activities, and assessments, encourage students to think critically about the application of content to both the broader discipline and the world, and are representative of the diversity of scholars in the field.*

Focus Area	Goal: "My goal for this semester is to..."
Inclusive Curriculum:	<p>I will create a more inclusive curriculum by:</p> <ul style="list-style-type: none"> <li>• Considering the impact <a href="#">my course policies</a> have on all my students and then rewriting __(#)__ to make my policies more inclusive</li> <li>•  Using the <a href="#">CSU Accessibility by Design</a> resources to evaluate all my materials in one (or more) course(s).</li> <li>• Incorporating a broader range of diverse contributors in my field to my course materials.</li> </ul>
Learning Objectives/Outcomes:	<p>I will create learning objectives that are measurable and require evidence of critical thinking and abilities appropriate to the course level by:</p> <ul style="list-style-type: none"> <li>• Identifying my course or unit learning outcomes and designing __(#)__ active learning activities/experiences and assignments that support students' learning of those objectives.</li> <li>•  Using the <a href="#">CSU Accessibility by Design</a> resources to evaluate all course materials.</li> <li>• Explicitly teaching Bloom's taxonomy to my students and identifying the level of thinking required for assignments/assessments.</li> </ul>
Course Alignment of Activities and Assessment:	<p>I will draw connections between objectives, course materials, and assessments that are intentional by:</p> <ul style="list-style-type: none"> <li>• Making clear for students the connections between objectives, course materials, and assessments.</li> <li>• Asking students to make connections between objectives, course materials, and assessments.</li> <li>• Identifying my course or unit learning outcomes and designing __ (#) __ active learning activities/experiences and assignments that support students' learning of those objectives.</li> </ul>
Course Alignment of Activities and Assessment:	<p>I will provide clear guidelines and frequent opportunities for students to make connections within the course, the broader discipline, and the world by</p> <ul style="list-style-type: none"> <li>•  Rewriting/creating transparent assignments with defined purpose, task, and criteria for my students.</li> <li>• Adding reflection, application, and connection questions to assignments.</li> <li>• Adding reflection, application, and connection questions to classroom activities</li> </ul>
Syllabus	<p>I will create a succinct, inclusive document that is used throughout the semester by</p> <ul style="list-style-type: none"> <li>•  Using <a href="#">this rubric</a> to assess my syllabus and make necessary changes.</li> <li>• Writing an <a href="#">inclusivity statement</a> on my syllabus and unpacking this statement with my students.</li> <li>• Designing and including a visual map of the course for students to clearly see course progression and alignment with assessments.</li> </ul>

**Classroom Climate** *Classroom climate refers to the intellectual, social, emotional, and physical environment in which students learn. It is the responsibility of the instructor to intentionally create a safe space to foster a community of diverse learners.*



Focus Area	Goal: "My goal for this semester is to..."
Create a Welcoming and Inclusive Environment:	<p>I will make use of teaching practices that foster CSU Principles of Community and foster a sense of community for all learners – one that is safe, challenging, supportive and engaged by:</p> <ul style="list-style-type: none"> <li>• Calling students by their name and using correct pronunciation and preferred pronouns.</li> <li>• Creating class norms with students, explicitly sharing our norms, and using a system for adhering to norms.</li> <li>• Creating and articulating an identity-safe environment by connecting with each student during the semester to ensure all students feel connected.</li> </ul>
Instructor-Student Rapport:	<p>I will focus on enhancing instructor-student rapport by:</p> <ul style="list-style-type: none"> <li>•  Increasing social connectedness with student-centered policies including those for late work, assessment, and absences.</li> <li>• Renaming my office hours to "student drop-in" hours and inviting students to attend.</li> <li>• Asking students for feedback on my teaching several times a semester and doing something with that feedback.</li> <li>• Using student names with correct pronunciation and preferred pronouns.</li> </ul>
Student-Student Rapport:	<p> I will recognize and take action to mitigate implicit bias in classroom interactions and bring this awareness to students by</p> <ul style="list-style-type: none"> <li>• Providing frequent opportunities for students to work with others - and guiding students to see the value of diverse perspectives.</li> <li>• Explicitly teaching students norms for communication</li> <li>• Modeling <a href="#">productive disagreement</a>, showing how to critique a statement or idea rather than the speaker</li> </ul>
Student-Student Rapport:	<p>I will ensure all students engage with and support each other on a regular basis – with and without prompting from me by</p> <ul style="list-style-type: none"> <li>• Establishing, articulating, and practicing guidelines for interaction between students and including the guidelines on my syllabus.</li> <li>•  Guiding students to write norms for small group work and rehearsing those guidelines with each other before group work.</li> <li>• Building in icebreakers, belonging stories, and play throughout the semester to foster social connectedness.</li> </ul>

**Pedagogical Content Knowledge** *Pedagogical content knowledge combines content knowledge and pedagogical expertise within a content area in order to employ appropriate instructional strategies that successfully address the most common misconceptions of students; the most difficult concepts for students; the most effective sequencing of concepts; important relevant connections; and the most crucial knowledge and skills students should master by the end of a course.*





Focus Area	Goal: "My goal for this semester is to..."
<b>Knowledge of Content and Instructional Strategies:</b>	<p><b>I will demonstrate alignment of content and pedagogical expertise in my content area by</b></p> <ul style="list-style-type: none"> <li>• Creating a curriculum map that considers course work necessary to be successful in my current course and in subsequent courses; once created, I intend to share this with students.</li> <li>• Providing a small, curated list of resources for students who need refreshers on prerequisite material. Offer this list at strategic times to benefit students.</li> <li>• Attending a disciplinary conference to learn instructional strategies known to be effective in my discipline.</li> </ul>
<b>Knowledge of Content and Instructional Strategies:</b>	<p><b>I will ensure instruction and assessments are effectively sequenced, appropriate for the level of students in the course, and consider abilities of current students by</b></p> <ul style="list-style-type: none"> <li>• Scaffolding lessons to guide students in the steps necessary to be successful in desired outcomes.</li> <li>• Teaching good habits of learning and content specific skills that are part of my discipline.</li> <li>• Teaching Bloom's Taxonomy to students to help them use critical thinking in order to be successful on assignments and assessments.</li> <li>• Creating a visual that I use throughout the course that teaches students how to approach and complete the steps of a project.</li> </ul>
<b>Knowledge of Students:</b>	<p> <b>I will assess prior knowledge and misconceptions of students, and use this information to inform my teaching by</b></p> <ul style="list-style-type: none"> <li>• Administering ungraded pretests at the beginning of each module.</li> <li>•  Proactively addressing common student misconceptions.</li> <li>• Using assessment data/results to plan and revise class sessions.</li> </ul>
<b>Knowledge of Students:</b>	<p><b>I will make essential connections between course content, other courses in the curriculum, and contemporary issues in the field by</b></p> <ul style="list-style-type: none"> <li>• Making room in my class sessions to make connections to other courses in the curriculum.</li> <li>• Creating __(#)__ assignments that encourage students to make connections between course topics and contemporary issues.</li> <li>• Utilizing frequent formative assessments to ensure students are grasping essential connections.</li> </ul>

## Student Motivation

*Motivation is triggered by the perceived value or benefit of the academic content or task. Student involvement and commitment to learning increases when an instructor uses a variety of researched motivation techniques.*



Focus Area	Goal: "My goal for this semester is to..."
Research Based Motivation Techniques	<p>I will use a variety of appropriate research-based or innovative techniques to keep students motivated during class by</p> <ul style="list-style-type: none"><li>•  Making content relevant to all students' lives; clearly linking concepts/lessons to industry, a broader purpose, future classes/activities, or a transferable skill.</li><li>• Getting to know students individually and personally: backgrounds, interests, reasons for taking the course.</li><li>• Promoting growth mindset and students' resilience by shifting attention to problem solving, appropriately scaled challenges, and working through failure.</li></ul>
Instructional Language	<p>I will use language that includes all students, encourages students, honors effort, and demonstrates belief in student abilities by</p> <ul style="list-style-type: none"><li>• Teaching students to recognize and value academic resources, feedback on work, and help when needed.</li><li>• Giving timely feedback and using language that honors student attempts, promotes growth, and provides hope to students.</li><li>•  Using varied names and socio-cultural context in stories, test questions, and assignments.</li></ul>
Approach to Teaching	<p>I will use vary class activities to engage students by</p> <ul style="list-style-type: none"><li>• Integrating ___ (#) ___ new Classroom Assessment Techniques (CATs) into my daily instruction, especially with essential course concepts.</li><li>• Creating ___ (#) ___ projects/assignments that are student choice.</li><li>• Integrating peer learning activities.</li></ul>

**Feedback and Assessment** *Frequent formative assessments and low-stakes assignments inform instructors and students of how much, and the extent to which, content or skills are mastered. Teaching strategies can then be adjusted to meet students' needs. Integrating a variety of assessment strategies provides all students with multiple opportunities to succeed.*

Focus Area	Goal: "My goal for this semester is to..."
Summative Assessment	<p>I will ensure assignments, projects and tests are effectively sequenced, appropriate for the level of learners, and aligned with daily learning outcomes and overall course objectives by</p> <ul style="list-style-type: none"> <li>• Evaluating assignments, projects and assessments for my course in conjunction with a review of prerequisites.</li> <li>• Scaffolding large assignments.</li> <li>• Ensuring rubrics are aligned with assessment outcomes.</li> </ul>
Summative Assessment	<p>I will ensure my assessment criteria are clear and communicated to students in a timely manner so those criteria can be used as a learning opportunity. I will do this by</p> <ul style="list-style-type: none"> <li>•  Providing transparent assignment directions to students.</li> <li>•  Using self and peer assessment ____ (#) ____ times in the semester.</li> <li>• Providing timely feedback to students that includes steps for growth.</li> <li>• Using and sharing exemplars with students to structure their understanding of desired outcomes.</li> <li>•  Creating and sharing my assessment rubrics that explicitly state criteria and outcomes.</li> </ul>
Formative Assessment and Feedback	<p>I will regularly use formative assessment strategies and low-stakes assignments/quizzes to gauge student understanding, modify future lessons, make in-the-moment instructional adjustments, and give timely feedback by</p> <ul style="list-style-type: none"> <li>• Building opportunities to use no risk assessments of student knowledge ____ (#) ____ times a week and using those results to plan next steps in instruction.</li> <li>• Using technology tools (iClickers, Kahoot, Jamboard) _____ times a week to engage students and check for understanding.</li> <li>• Budgeting instructional time to allow for adjustments to teaching plan.</li> </ul>
First Four Weeks	<p>I will provide an ample number of low-stakes assessments and feedback to students during the first four weeks of class by</p> <ul style="list-style-type: none"> <li>• Using _ (#) _ low stake assessments in the first four weeks of class and/or allowing students to revise __ (#) __ submissions.</li> <li>• Carrying low stakes assessment into the rest of the semester.</li> <li>•  Provide structure and guidelines for student group work and group assignments; guide and reteach skills for productive, inclusive group work.</li> <li>• Administer one mini-exam at the same difficulty level as larger exams.</li> </ul>

## Instructional Strategies

*The classroom, whether it be on campus or virtual, draws students from different backgrounds with various experiences and abilities. Using a variety of instructional strategies increases student engagement, critical thinking, connections to learning outcomes, and student success for all learners. Being an effective teacher requires the implementation of creative and innovative teaching strategies that work best for your course, your students, and your teaching style.*

Focus Area	Goal: "My goal for this semester is to..."
Active Learning	<p>I will use a variety of instructional strategies appropriate to course content during all class sessions to increase student engagement, critical thinking, understanding, and connections to learning objectives by</p> <ul style="list-style-type: none"> <li>•  Using 2 active learning strategies to replace ____% of lecture time _ (#) ___ times a week.</li> <li>• Initiating classroom management strategies to incorporate active learning.</li> <li>• Adding a concept map as a long-term activity for students to make connections throughout the course.</li> </ul>
Active Learning	<p>I will use teaching practices/activities that promote curiosity, critical thinking, intrinsic motivation, and participation for all students throughout the semester by</p> <ul style="list-style-type: none"> <li>• Engaging students in activities during the <a href="#">first five minutes</a> of class.</li> <li>• Incorporating a student-created concept map to connect concepts among units/modules</li> <li>• Providing students with opportunities ___ (#) ___ times a week to interact with peers on class topics and problem solving</li> </ul>
Learning Technologies	<p>I will make use of visual presentation and technology that aligns with research-based best practices by</p> <ul style="list-style-type: none"> <li>•  Reviewing the accessibility of all my slide presentations and pdfs.</li> <li>• Incorporating learning apps ____ (#) ___ times during the semester.</li> <li>• Utilizing __ (#) __ new features in Canvas.</li> </ul>
Science of Learning	<p>I will ensure all my curricular decisions and instructional practices align with the science of learning by</p> <ul style="list-style-type: none"> <li>• Teaching students the skills of predicting, interleaving, connecting, and practicing, and embedding these skills in my course.</li> <li>• Guiding students in three phases of learning (surface, deep, and transfer).</li> <li>• Incorporating frequent quizzing/testing __ (#) ___ times weekly.</li> </ul>