



## Annual Goals and Professional Development

Instructor's Name: \_\_\_\_\_ School year \_\_\_\_\_

Goal 1:

Desired Outcome

Timeframe for completion:

Goal 2:

Desired outcome:

Timeframe for completion:

Goal 3:

Desired outcome:

Timeframe for completion:



## List of Professional Development Activities

1.

2.

3.

4.

### Portfolios

Portfolios provide faculty with an opportunity to "showcase" their work. It provides an opportunity to reflect on what is done in the class and why. The portfolio will include the following:

- The syllabus for each semester
- Samples of major assignments, tests, projects
- A statement of an instructional strategy used in your classroom that was successful
- A statement of how any professional development was implemented into the classroom
- Sample of a completed lesson plan
- Teacher Self Report

Instructor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Goal Setting

Setting goals is a key part of the evaluation process. It is important for employees to understand the expectations of their position, have tools to meet those expectations, and is fairly evaluated on the quality of the work they perform. Progress will be tracked and effective methods for measuring performance must be established. Each staff member should map out steps to assure that goals will be met.

The first step in the performance evaluation process is to set clear, identifiable goals that are tied to organizational goals. Goals provide direction to the employee and represent desirable outcomes. Goal setting is a means of getting from where they are now to where they would like to be at the end of the year.

Goals have a starting and an ending point. They also have points along the way to help gauge the employee's level of success in reaching the desired results. Goals have milestones and a timetable for completion. Milestones are checkpoints along the way that help measure how well the employee is progressing towards the goal.

### What Are Goals?

Goals are statements that clearly and precisely identify an end point toward which an effort is to be directed. They can be seen as aims, intentions, or purposes. Goals should be SMART.

**Specific** - a goal should be clear, easily understood, and should state the specific results. Fuzzy goals cause differing opinions about the final product. Using positive language in goal statements will serve as a motivator.

**Measurable** -Goals should be measured by quantity and quality. Simply counting a product does not necessarily mean that the product has quality. Milestones help to ensure that the quality of the outcome meets expectations. The goal is to produce an accurate annual report detailing the program activities.

**Attainable** - Goals should be realistic and within the employee's capabilities. Employees should be challenged to "grow" within their skills and talents. The goal should not be out of reach for the employee or below performance expectations and standards.

**Relevant** - Goals should be tied to organizational goals so that the employee knows the goals are worthy and will support the ICILS mission. Many employees want to contribute to the program. Their commitment to goals that will meet personal, professional, and departmental goals will strengthen their commitment to the vision and mission of the ICILS program.

**Timely** - Deadlines and timetables help the employee meet both milestones and final outcomes by preventing delay of activity toward the goal. This schedule must be realistic. Again, the goal is to produce an accurate annual report detailing the program activities.