GOAL SETTING:

Identify a goal for the semester:

- Reflect on your experiences in the classroom with:
  - student engagement
  - lesson planning
  - delivering feedback
  - facilitating critiques, etc.

- Be honest and vulnerable. Do not choose an area that is already a strength.

Which area of teaching will you develop this semester? Why?

Frame your goal:

- Your goal should be specific, concrete, and attainable
- You should only choose ONE goal

Examples:

<table>
<thead>
<tr>
<th>Abstract, Vague</th>
<th>Vs.</th>
<th>Specific, Concrete</th>
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<tbody>
<tr>
<td>Make my lessons more engaging.</td>
<td>Implement at least one student engagement activity per lesson.</td>
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<tr>
<td>Receive higher student evaluation scores.</td>
<td>Begin and end each lesson by reviewing the learning objectives.</td>
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<tr>
<td>Improve my class.</td>
<td>Use a reflective teaching technique after each lesson.</td>
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Write your specific, concrete goal:
ACTION PLAN:

Make an action plan: (Consider the limitations of different professional development opportunities, i.e., student evaluations, one-time workshops, and time.)

- What skills and knowledge do you need to act on your goal?
- How will you gather feedback on your progress?
- How will you track the progress you make?
- How will you measure your progress and know if you are successful?
- How will you intentionally build in feedback, duration, and practice?

How will you act on your goal? (Plan out your above steps over days, weeks, months, etc.)

Hold yourself accountable:

Option 1:

- Friday, May 13, 2016: Attend a report back meeting/celebration
  - Onsite: 79 New Montgomery, room 210 at 11:30AM
  - Online: Adobe Connect at 3:00PM PST https://live4.academyart.edu/ssherwood/

Option 2 (fill-in):

Reflect:

- Were you successful? To what degree?
  - Will you adjust your goal? Why? How?
  - Will you create a new goal? Why? What?
- How was the process?
  - Which parts of the process did you enjoy the most? Why?
  - Which parts of the process did you struggle with? Why?
  - Which areas of the process will you adjust? Why? How?
RESOURCES:

Goal Setting | Acquiring Skills and Knowledge | Feedback

Yourself/your classroom (engage in Reflective Teaching):

- Reflect on:
  - lessons immediately after you teach them
  - the quality of student projects
  - activities you try in class
- Journal (data collection and data analysis), write about:
  - Weekly summaries of your teaching
  - A successful lesson. What made it successful?
  - An unsuccessful lesson. What made it unsuccessful?
  - When your students are most engaged. Why?
- Ask your students to reflect on:
  - what they learned from a particular project – do their responses match your expectations?
  - what they have learned over the semester – do their responses match your expectations?

Your department:

- Request a trusted colleague to observe your class (ask your director for a recommendation)
- Request your director to observe your class
- Request to observe a colleague’s class
- Seek advice from your colleagues and director

AAU Faculty Development Department (415-618-3855, facultydevelopment@academyart.edu, 79NM, Rm 206):

- 1:1 consults
- Classroom observations
- Lesson plan, assignment, activity design and development
- Department trainings – ask your director to request one

AAU Library (http://library.academyart.edu, 180NM, 6th floor):

- Read articles: use the EBSCO host search from the AAU library’s webpage
- Read books: visit the “Faculty Development” shelf at the AAU library

Outside workshops:

- 2/18-2/21/16: Lilly Conference: Evidence-Based Teaching and Learning, Newport Beach, CA
- 3/5-3/6/16: The College Music Society: Pacific Southwest Regional Conference, Long Beach, CA
- 3/10-3/13/16: Society for Photographic Education (SPE), Las Vegas, NV
- 7/11-7/15, 7/18-7/22, 7/25-7/29/16: Think Smart and Neuroscience, Santa Barbara, CA
- 10/17-10/19/16: The Professional Association for Design (AIGA), Las Vegas, NV
- 2017: Foundations in Art: Theory and Education (FATE), Kansas City, MO
REFERENCES:


