

Writing Effective Objectives



Objective \əb-`jek-tiv\ n 1: an aim or end of action: GOAL

The following broad guidelines will help you to set effective objectives for your *Individual Professional Development Plan*.

- **Identify goals according to the Teaching Standards.** Your goals should help you adopt behaviors which will *meet* or *exceed* these standards. You do not need to set goals for behaviors which do not meet the standards. After each objective, identify the Standard you are targeting.
 - No-** update grades in PowerSchool at least once a month (*Standard C9*)
 - Yes-** update grades in PowerSchool on a bi-weekly basis (*Standard C9*)
- **State each goal as a positive statement.**
 - No-** stop using sarcasm as a method of discipline with students (*Standard A1*)
 - Yes-** develop and use a discipline style which follows a redemptive pattern (*Standard A1*)
- **Be precise.** If you do this, you will know exactly when you have achieved the goal, and you can take complete satisfaction from having achieved it.
 - No-** improve questioning techniques (*Standard C8*)
 - Yes-** develop a list of five to ten questions to use for review at the end of each unit in English 1 which encourage synthesis and evaluation of unit material (*Standard C8*)
- **Set priorities.** Developing priorities will help you avoid feeling overwhelmed by too many goals. You only need one or two goals for each of the three areas (*student achievement, curriculum development, technology and personal*) every year.
 - No-** develop a variety of materials, resources and assessment methods for every class that I teach (*Standard C10*)
 - Yes-** develop a new method for assessment of learning objectives in Algebra 1 for one unit each semester this year (*Standard C10*)
- **Keep operational goals small.** Keep the goals you are working towards small and achievable. Keeping goals small and incremental gives more opportunities for reward. Derive this year's goals from larger ones.
 - No-** obtain a master's degree in learning disabilities (*Standard E16*)
 - Yes-** complete the third graduate-level course toward a Master's degree in learning disabilities (*Standard E16*)
- **Set performance goals, not outcome goals.** You should take care to set goals over which you have as much control as possible.
 - No-** motivate all of my students to become biology majors (*Standard C10*)
 - Yes-** include an objective during each unit of study which will expose the biology students to careers in the field of biology (*Standard C10*)
- **Set realistic goals.** It is important to set goals that you can achieve. Do you have the resources necessary to reach the goal—time, money, training, equipment, support?
 - No-** take a course on classroom management at the University of Chicago (*Standard B7*)
 - Yes-** read the book *Love the Lord Your God with All of Your Mind* (*Standard A4*)