

Professional Development Goal-Setting

Professional development is an ongoing process that continues long after you have earned your School-Age Care Credential. Developing short- and long-term goals is part of your professional development process and a requirement for earning and maintaining your SAC Credential.

Your Advisor, Credential Preparation Course Instructor, the Credential Endorser, or families might suggest ideas for your professional growth. Combine their thoughts with your own to devise a 3-year plan to add to your knowledge and skills in each of the 14 skill areas of the Credential.

Choose short-term goals that you really need to accomplish quickly – or relatively simple goals that you can easily accomplish within a six-month time period.

Long-term goals are generally more complex and may require you to seek more training, funding, or resources than you currently have – and may take up to three years to accomplish.

Effective goals – whether they are short- or long-term in nature – have certain things in common. Craft your goals carefully and state them so they meet the SMART criteria below:

- **Specific** – say exactly what you’re going to do and how you’ll do it.
- **Measurable** – use precise language, avoiding comparative words like some, more, occasionally, etc. Use numbers, for example to say how many prop boxes you’ll create in a year, and then you’ll be able to measure whether or not you achieved your goal at the end of that year.
- **Achievable** – make your goals realistic and something you will be able to accomplish, regardless of other people or circumstances. When a goal is complex, break it down into bite-sized pieces that will be doable in your busy life. You can – though you are not required to – use a short-term goal to move you closer to achieving a long-term goal.
- **Relevant** – regardless of what you’re Advisor, Instructor, or Endorser want you to do, you won’t be motivated to achieve a goal unless *you* really want to. So choose goals that you really care about, goals that excite and motivate you.
- **Timely** – a goal without a deadline is really just a wish. For every goal, state when you will complete it, or if it’s something you’ll do periodically, be specific about how many times or how often you’ll do it and when you will begin. For instance, “Create 1 prop box per quarter, beginning September, 2012.”

Stating your goals in SMART language helps you actually achieve more of what you want to achieve.

Use the attached goal template to draft your goals, and include a “Short- and Long-Term Goals” section in your *Portfolio*.

Your Advisor will help you refine your goals so that they are specific, focused, measurable, and achievable. Your assigned School-Age Care Credential Endorser will review your goals as well, and may make suggestions to make them more concrete and more achievable. S/he will record these goals on your *Candidate Profile* during your Interview.

The goals that you set now will be the basis for renewing the Credential three years after you earn it. To renew your Credential, you will be required to:

1. 1) Provide an update at least 50% of goals (first renewal goals will be from your Credential Endorser Interview; subsequent renewal goals will be from the previous renewal portfolio)
2. 2) Provide an update report about any skill areas that received any 'needs more training' votes from Advisor or Credential Endorser
3. 3) Create short- and long-term goals for 14 Skill Areas for the next three years

4.4 Short-and Long-Term Goals Worksheet

Candidate Name _____

Skill Area	What I'll do and How I'll do it	When I'll do it
Professionalism: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term Within 6 months		
Long-Term Within 3 years		
Child Development: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Safety: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Health: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Self: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Guidance: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Out of School Environments: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Creative: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		

4.4 Short-and Long-Term Goals Worksheet, Page 2

Candidate Name _____

Skill Area	What I'll do and How I'll do it	When I'll do it
Physical: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Short-Term		
Cognitive: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Communication: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Social: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Families: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Program Operational Management: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Portfolio: Specific, Measurable, Achievable, Relevant, Timely		
Long-Term		
Resource File: Specific, Measurable, Achievable, Relevant, Timely		
Long-Term		