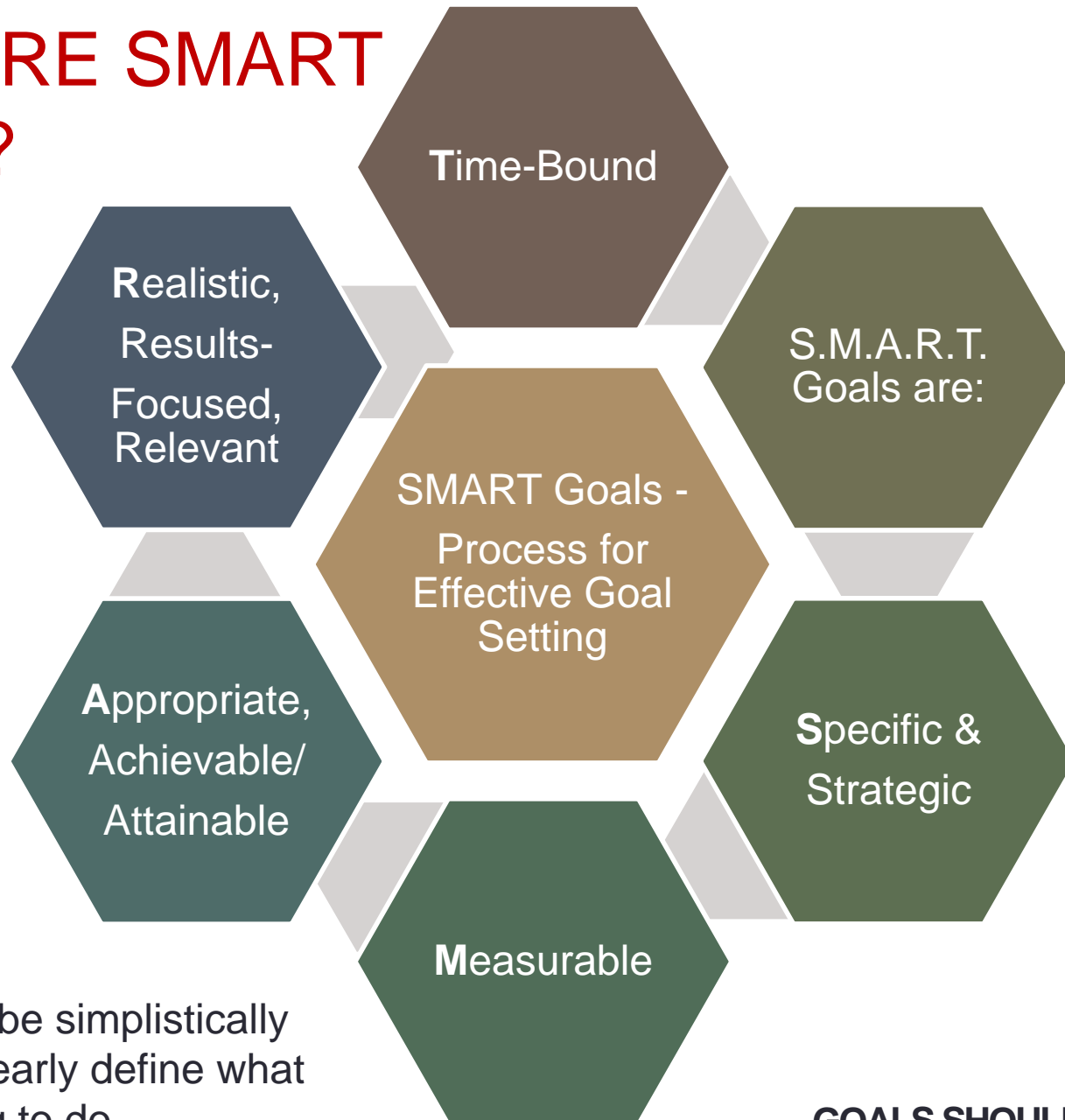


# S.M.A.R.T. GOALS AN INTRODUCTION

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**EUGENE SCHOOL DISTRICT 4J  
HUMAN RESOURCES**

# WHAT ARE SMART GOALS?



Goals should be simplistically written and clearly define what you are going to do.

**GOALS SHOULD BE REALISTIC**

# Why SMART Goals?

Targeted  
Professional  
Practice  
Development

Increased  
Student  
Achievement

SMART Goals =  
Teacher Effectiveness =  
Student Achievement

Focused on  
teacher practice  
based on self-  
reflection

Focused on  
specific student  
needs

# S.M.A.R.T. (SMART)

- **SPECIFIC**
- **MEASURABLE**
- **APPROPRIATE, ACHIEVEABLE, ATTAINABLE**
- **REALISTIC, RESULTS-FOCUSED**
- **TIME-BOUND**

## Specific & Strategic:

- **Specific** and **Strategic** describes the
  - What,
  - Why, and
  - How of the SMART goal.
- Goal is focused on a specific area of student need and growth.
- Goals should be clearly stated and aligned with data.

# Measurable:

*The goal is measurable and uses an appropriate instrument*

- Multiple **M**easures are required including a combination of the following:
  - Classroom-based or school-wide measures; **OR**
  - Common national, international, regional, district-develop measures; **OR**
  - National standardized assessments; **AND**
  - State assessment **required** for state tested subject areas.
- Goals must to be **M**easurable and use an appropriate instrument.
- **M**easure also provides tangible evidence that you have accomplished the goal.

## Appropriate, Achievable & Attainable:

- The goal should be **Appropriate** and directly related to the students the teacher instruct.
- Goals should be designed to stretch you slightly as a professional so you feel challenged.
- Goals should be well defined and **Attainable**, so that you can **Achieve** them.

# Realistic, Results-Focused – Relevant

*Realistic – the goal is “doable” but rigorous*

- **Goals should measure outcomes, not activities:**
  - **Activities – Examples**
    - ✓ Students will successfully complete the exercise in the back of chapter 3.
    - ✓ Students will create a metaphor representing the food pyramid.
  - **Outcomes – Examples**
    - ✓ Students will increase by 1 point on the 5th grade state writing rubric in both conventions and voice.
    - ✓ Students will improve their score on the sit & reach flexibility test by 5-10% (based on their baseline score).
- **Goals should be results oriented:**
  - Goals should be results-oriented rather than process-oriented.
  - Data driven.



## Time-bound:

- Goals must be linked to a specific timeframe (i.e. unit, progress monitoring cycle, assessment period, reporting period, academic year (trimester, semester, quarter)).
- Goals should result in tension between the current student academic reality and the vision of the goal.

**Without such tension, the goal is unlikely to produce a relevant outcome.**

# SMART Goals = Teacher Effectiveness + Student Achievement

**SMART** goals ARE very important for accomplishing student growth and increasing professional practice. Growth is linked to school, department, team, respective discipline or content area (i.e. Special Education, Mathematics, etc.) and District goals.

**SMART** goal setting and the conversation between the administrator and licensed faculty are critical for ensuring both student and teacher growth.

# DEVELOPING SMART GOALS

The following questions will assist you in creating SMART goals:

1. What will the goal accomplish? How and why will it be accomplished? **Be Specific.**
2. How will you measure whether or not the goal has been reached (you should list at least two indicators)? **Measurable.**
3. Is the goal attainable? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you? **Achievable.**
4. What is the reason, purpose, or benefit of accomplishing the goal? Does the goal focus on student growth? What is the result (not activities leading up to the result) of the goal? **Results-focused.**
5. What is the completion date of the goal? Does that completion date create a practical sense of urgency? **Time-bound.**

**STUDENT LEARNING GOALS  
AND  
PROFESSIONAL PRACTICE  
GOALS  
SAMPLE**

# SAMPLE STUDENT LEARNING SMART GOAL and OBJECTIVE

## **1. *Writing:*** Written in September after in class cold writing sample administered:

- The intensive writing cohort (selected 10 students) will increase their rubric score from an average of 2 to 3 in the areas of Ideas and Organization by January 15 (our winter formative assessment date) as measured by Education Northwest's 6-Point Writer's Rubric.
- The intensive writing cohort (selected 10 students) will have increased their rubric score from an average of 3 to 4 in Ideas and Organization and from an average of 3 to 4 in Word Choice and Sentence Fluency by April 31st (our spring formative assessment date) as measured by Education Northwest's 6-Point Writer's Rubric.

## **2. *Science Grade 7:***

- For the school year, all of my students will make progress in the area of Scientific Investigation (as shown by individual student growth on the class-based informal assessments). At least 95% of the students will earn a 75% or better in the Scientific Investigation strand on the second week assessment, and 85% or better on the fourth week (mid-term) assessment and be able to show full understanding by demonstrating use of the investigative process in the end of term final.
- At the beginning of the term I administered a pretest constructed from released SOL test items in all strands pertinent to Life Science (Scientific Investigation, Life Systems and Ecosystems). This assessment showed that the weakest area for these students is scientific investigation (data attached):
  - Determining the best method for testing a hypothesis
  - Selecting appropriate resources for scientific research
  - Demonstrating an understanding of variables

# PROFESSIONAL PRACTICE SMART GOALS

- Professional practice goals are driven by the professional practice needs of the individual educator in relation to 4J's Standards for Effective Teaching. **Goals *must* be linked to the student learning objectives and goals.**
- The nature of the goals might reflect a licensed faculty's experience level, for example, a probationary teacher may have a different professional focus than a contract teacher.
- Professional practice goals are aligned with the District's Standards for Effective Teaching rubrics (Domains) and support the learning and development of the educator. The intent of the goal is to help and support licensed faculty improve his/her practice in one particular section of the rubrics.

# SAMPLE PROFESSIONAL PRACTICE SMART GOAL

## INSTRUCTIONAL PROCESS

As of October 2013 my 5th period, 6th grade Algebra class had the average score of 58 points in general algebra knowledge as measured by the Algebra 1 Placement Test.

**Goal:** As of January 2014, the class average score will increase by 15 points in general algebra knowledge as measured by the Algebra 1 Placement Test. As of May 2014 my 5th period, 6th grade Algebra class will increase the average score by a total of 40 points in general algebra knowledge as measured by the Algebra 1 Placement Test.

### **Strategy to Accomplish Professional Goal: - EXAMPLE**

I will focus on providing High Quality Feedback, with an emphasis on making Students Thinking Visible. I will make sure all feedback is specific, direct, timely, developmentally appropriate, credible, frequent and ongoing, nonjudgmental, not advising or guiding; rather, used by students to self-direct, modify, or augment their work.

# REFERENCES

- Oregon Framework for Teacher and Administrator Evaluation and Support Systems; Oregon Department of Education; 255 Capitol St. NE, Salem, OR 97310.
- Chalkboard Project.
- Eugene School District 4J Department of Human Resources.



# QUESTIONS?

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