WHAT ARE SMART GOALS?

SMART Goals - Process for Effective Goal Setting

- **Specific & Strategic**
- **Measurable**
- **Appropriate, Achievable/Attainable**
- **Realistic, Results-Focused, Relevant**
- **Time-Bound**

**GOALS SHOULD BE REALISTIC**

Goals should be simplistically written and clearly define what you are going to do.
SETTING EFFECTIVE LEARNING GOALS

Student learning objectives can be created by a group of teachers (based on a grade level or content area) or by individual teachers.

Goals must be based on content, students’ performance and the District’s and school improvement plans.
DISTRICT GOALS

STUDENT ACHIEVEMENT
Increase achievement for all students and close the achievement gap. By 2015-16, the district will implement the Common Core State Standards, providing clear goals for student learning in English language arts and math and focusing instruction on the knowledge & essential skills that all students will demonstrate for college and career readiness and to achieve the Oregon diploma.

STAFF CAPACITY BUILDING
Build our staff capacity to perform at a high level.

STEWARDSHIP OF DISTRICT RESOURCES
Provide prudent stewardship of district resources to best support student success, educational equity and choice.

STAKEHOLDER ENGAGEMENT
Engage the community, staff, families, students, elected officials and other stakeholders in supporting our schools and improving educational outcomes for all 4J students.

(SCHOOL’S IMPROVEMENT PLAN GOALS)
1) ____________________________ 2) ____________________________ 3) ____________________________

School Needs Data Summary: (Highest Need Students, Data Trends, School Community Info)

PLC/Collaboration Action Plan: -Collaboration Calendar/Schedule (attached) & Process and Content of Meetings (attached)
-Resources (Staff Leadership Skills, Available funding, Protected Regular Meeting Times)

SMART GOALS
(______________) School’s/Department’s Over-Arching Focus: ________________

Professional Practice Goal: (Aligned to building PLC/Collaboration Plan/4J’s Standards for Effective Teaching Domains)

Student Learning Goal 1: (Possibly guided by building-wide Essential Skill focus)

Student Learning Goal 2: (possible cohort within class)
GOAL SETTING STEPS

• 1st Review Guide to Developing SLGO Plan
• 2nd Determine the content, issue, question, or concern in need of addressing
• 3rd Conduct a pre-assessment and provide baseline data
• 4th Write a realistic objective goal statement
• 5th Create strategies to attain the objective
• 6th Develop evidence, implement goal
GUIDE TO DEVELOPING 4J STUDENT LEARNING AND GROWTH OBJECTIVES (SLGO) PLAN

This guide is used in developing the Student Learning and Growth SMART Goals. Every item in the Criteria section should be checked by the licensed faculty and the principal/administrator to indicate that each criterion was reviewed, aligned and/or documented by attached information. Record the Student Goals on the SLGO Plan form.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Baseline/Trend Data</th>
<th>Time Interval</th>
<th>Teaching and Learning Standards</th>
<th>Assessment(s)</th>
<th>Growth Targets, Rationale, and Progress/Achievement Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes the classroom and students, demographics, prior achievements and learning needs.</td>
<td>Identifies assessment types or sources on which each SLGO is based. Identifies baseline assessment results or trend data.</td>
<td>Matches the length of the course (e.g., quarter, semester, trimester, year).</td>
<td>Cites how each SLGO addresses standards for subject, grade, program (e.g., AP, ELL) and teacher effectiveness.</td>
<td>Identifies the assessment(s) and/or other evidence sources used to measure student growth for each SLGO.</td>
<td>Identifies the growth targets students are expected to reach. At end of course/year, measures the extent to which goals were met.</td>
</tr>
<tr>
<td>● Which students/groups are included and targeted by this SLGO Plan?</td>
<td>● Which sources of data did you examine in selecting each SLGO?</td>
<td>● What is the duration of the course that the SLGO will cover?</td>
<td>● Which standard(s) for content and effective teaching will each SLGO address?</td>
<td>● Which assessments or other evidence sources will be used to measure whether students met each SLGO or how much progress was made?</td>
<td>● What is the target level of growth or performance that students will demonstrate?</td>
</tr>
<tr>
<td>● Include course, grade, level, and number of students.</td>
<td>● Which strengths and weaknesses have been identified?</td>
<td>● How do you know if you’ve allotted enough or too much time to an objective?</td>
<td>● To what related standard(s) is each SLGO aligned?</td>
<td>● Have the assessments been determined by content experts to effectively measure course content and reliably measure student learning as intended?</td>
<td>● Is this target rigorous and appropriate for the population?</td>
</tr>
<tr>
<td>● Is every student included in the SLGO Plan?</td>
<td>● What information is being used to establish the amount of growth that should take place within the time period?</td>
<td>● Which skills are the students expected to learn?</td>
<td>● Which skills are the students expected to learn?</td>
<td>● Does the goal address observed student needs?</td>
<td>● Does the goal address observed student needs?</td>
</tr>
<tr>
<td>Identifies and defines the needs of a class or subgroup of students in an identified population.</td>
<td>Identifies and describes strengths of an identified student population.</td>
<td>Identifies when instruction will occur, including beginning and ending dates.</td>
<td>Identifies specific academic concepts, skills or behaviors based on the standards for effective teaching.</td>
<td>Identifies high expectations for every student.</td>
<td>Identifies rigorous expectations for students and licensed faculty.</td>
</tr>
<tr>
<td>Considers demonstrated strengths of an identified student population.</td>
<td>Describes the student population and any contextual factors that may impact student growth.</td>
<td>Matches the length of time in the course (i.e., quarter, semester, trimester, year).</td>
<td>Is academically challenging and demands the use of 21st-century skills.</td>
<td>Reflects high expectations for every student.</td>
<td>Includes multiple ways for students to demonstrate performance.</td>
</tr>
<tr>
<td>Identifies the learning needs of all students, from all backgrounds.</td>
<td>Provides clear focus for instruction.</td>
<td>Provides adequate time for content complexity.</td>
<td>Reflects high expectations for every student.</td>
<td>Aligns with applicable Achievement Compact indicators.</td>
<td>The SLGO Plan aligns with District and school goals.</td>
</tr>
<tr>
<td>__ Assessment aligns with District, state, and/or national standards.</td>
<td>__ Addresses District and school improvement goals.</td>
<td>__ Provides measurement tools in two Categories: 1. State/national standardized test 2. Common national or other approved measure</td>
<td>__ Aligns with applicable Achievement Compact indicators.</td>
<td>__ Specifies measurement tools in two Categories: 1. State/national standardized test 2. Common national or other approved measure</td>
<td>__ Results have implications for professional growth.</td>
</tr>
<tr>
<td>__ Data sources and baseline data are appropriate for the goal and are based on a review of school and classroom data for areas of strength and need.</td>
<td>__ Provides clear focus for instruction.</td>
<td>__ Provides adequate time for content complexity.</td>
<td>__ Aligns with applicable Achievement Compact indicators.</td>
<td>__ Provides measurement tools in two Categories: 1. State/national standardized test 2. Common national or other approved measure</td>
<td>__ Growth data will be attached to the SLGO Plan at end of time interval.</td>
</tr>
</tbody>
</table>

Strategies and Support: 1. What professional development opportunities will best support the goals in this SLGO Plan? 2. How will you differentiate instruction in support of this SLGO Plan? 3. What other types of instructional support do you need in order to promote students’ achievement of the goals in this SLGO Plan?
CONSIDER THE FOLLOWING

 Student learning goals are driven by content and the needs of the students for whom an educator or team has responsibility.

 Goals are based on the immediate needs of students.

 Content, rigor and rationale, research-based strategies, quality of evidence, and standards addressed are critical in establishing goals.
If you can’t measure it, you can’t manage it.

• Assessments provide responses to questions such as: (1) What you are trying to accomplish? (2) How well students are doing? Or (3) How can you amend, change or re-direct what we are doing?

• Assessments begin with the articulation of outcomes. Choose a realistic goal with measurable progress, so you can see the change in learning occur over time.
PRE-ASSESSMENT & BASELINE DATA

Pre-assessment Guiding Questions

1. What are the strength, interest and need of the students?
   • Academic • Behavioral • Career and college planning
   • Creativity • Habits of mind • Leadership • Visual and Performing Arts
   • Social-emotional

2. How do you know what students need?
   Develop students’ profiles. Use data to describe your students’ profile

3. What does the data tell you?
   Analyze the data. Identify factors contributing to strengths and/or challenges in learning

4. What will you do or change to address the strengths, interests and needs of the students?
   Use data to determine or influence curriculum and instructional decisions
   Plan Tier II and/or Tier III interventions
   Consider individual, small group and accelerated strategies

5. How will you monitor your students’ progress?
   Time line and frequency
   Assessment type
   Student involvement
ANALYSIS OF THE DATA

LOOK FORS:

❖ Areas of very low and high proficiency

❖ Areas where students are not making as much learning progress as they should be

❖ Significant gains or drops in student proficiency between grades

❖ Subgroups that are significantly underperforming

❖ Gender differences

(Source: publicimpact)
## Oregon Framework Assessments

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TYPES OF MEASURES</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>State or national standardized assessments</td>
<td>OAKS, SMARTER, ELPA, Extended Assessments</td>
</tr>
<tr>
<td>2.</td>
<td>Common national, international, regional, district-developed measures</td>
<td>ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers: Classroom-based or school-wide measures</td>
<td>Student performances, portfolios, products, projects, work samples, tests</td>
</tr>
</tbody>
</table>
4th STEP - WRITING GOAL STATEMENTS

- When writing SMART goals, focus on the end result of your teaching:
  - **Specific and Strategic**
  - **Measurable**
  - **Appropriate, Achievable/Attainable**
  - **Realistic, Results-Focused, Relevant**
  - **Time-Bound**
SIMPLISTICALLY WRITTEN & CLEARLY DEFINED EXAMPLE

SMART goals simple formula:

To:  Do What?  so that  Who/What?  
will  increase/decrease  by  completion  
date  as measured by  what data?.
To: *increase the math achievement of fourth grade students*

so that *all students* will *increase by at least 20% or attain 100% of problems correctly* by *June 2014* as measured by *the Pretest/Placement Exam for 4\textsuperscript{th} Grade Mathematics.*
5th STEP – STRATEGIES

• Identify, collect & organize artifacts/evidence related to goal progress.
• Document action steps completed.
• Collect and submit artifacts.

EXAMPLE:

<table>
<thead>
<tr>
<th>Student Learning Goal(s) and Professional Practice Goal(s) Planned Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
</tr>
<tr>
<td>1. By October 1 – establish a baseline measurement of the writing ability of ELL students</td>
</tr>
<tr>
<td>2. October - January, assign daily writing assignments that vary in length</td>
</tr>
<tr>
<td>3. Observe 3 ELL classes and note best practices</td>
</tr>
<tr>
<td>4. February – assign a 3 page Biology specific writing task</td>
</tr>
<tr>
<td>5. March – conduct a formative assessment of writing ability</td>
</tr>
</tbody>
</table>
6th STEP - EVIDENCE – EXAMPLES

How will you evaluate if programming and/or interventions are impacting student achievement and personal success?

Consider the following examples:

- Summative assessments
- Data dialogues
- Sample of student’s work
- Assessment data
- Student and parent involvement
REFERENCES

- Massachusetts Department of Elementary and Secondary Education; 75 Pleasant Street, Malden, MA 02148-4906; Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370; www.doe.mass.edu

- Michigan Association of Secondary School Principals; 1001 Centennial Way, Suite 100, Lansing, Michigan 48917; Phone (517) 327-5315 | Fax (517) 327-5360

- Sandi Osters, Director of Student Life Studies; F. Simone Tiu, Assistant Director for Institutional Effectiveness; 3rd Annual Texas A&M Assessment Conference

- Oregon Framework for Teacher and Administrator Evaluation and Support Systems; Oregon Department of Education; 255 Capitol St. NE, Salem, OR 97310

- Chalkboard Project
QUESTIONS?

Contact Human Resources at

HR-Evaluation@4j.lane.edu