

SMART GOALS FOR TOOLBOX USERS

SMART Goals:

- are what give **SPECIFICITY** and **MEASURABILITY** to our priorities
- organize our improvement efforts. Collectively and cumulatively, they define the vision in ways that are both **ACTIONABLE** and **ATTAINABLE**
- focus on the learning **RESULTS** – not on the teaching
- provide direction, define outcomes, and communicate expectations for improvement in ways that can be measured and monitored over **TIME**.

EXAMPLES:

SAMPLE BUILDING/DISTRICT: WITHIN THE NEXT 2 YEARS, INCREASE TO 77% THE NUMBER OF 6TH AND 7TH GRADE STUDENTS SCORING AT “MEETS STANDARD” OR ADVANCED LEVELS IN READING ON THE KANSAS ASSESSMENT. (currently only one third of students score at these levels)

SAMPLE BUILDING/DISTRICT: BY APRIL 2008, INCREASE THE NUMBER OF 6TH AND 7TH GRADE STUDENTS SCORING AT “MEETS THE STANDARD” OR HIGHER IN READING TO 75.8%. (currently only 50% of the students score at these levels).

SAMPLE INDIVIDUAL: BY MAY 2008, IMPLEMENTATION OF READING ACROSS THE CURRICULUM STRATEGIES WILL INCREASE ACHIEVEMENT FOR SPED STUDENTS TO 70% OR MORE SCORING AT THE “MEETS STANDARD” LEVEL. (currently ½ of SPED students score at those levels)

SAMPLE INDIVIDUAL: BY MAY 2008, I WILL WORK COLLABORATIVELY THROUGH MY PROFESSIONAL LEARNING COMMUNITY TO INCREASE THE PERCENTAGE TO 75.8% OF “AT RISK” STUDENTS SCORING “MEETS STANDARD” ON THE KANSAS READING ASSESSMENT

Developing Smart Goals for the Individual Professional Development Plan:

1. Determine an area to focus on for improvement. This focus area should be based on careful analysis of relevant student data AND your response to this data OR on your professional focus areas.
2. Select the **AREA of ACTION** to be addressed. Goals will relate to Content, Professional Education or Service to the Profession. This may be a content area (reading), an indicator (attendance), or a process (cooperative learning).
3. Write a SMART goal – Specific and Strategic, Measurable, Attainable, Results-based, and Time-bound. Select the **TARGETED COMPONENTS** that you will focus on to achieve the goal.

What do you want to improve? (KNOWLEDGE)

- are the indicators or skill sets that you will look for as evidence of progress. (e.g. vocabulary development or increased attendance)
- are they based in research or best practice
- are derived from a careful analysis of data over time or professional interest.
- indicators are the key gap areas that are most in need of improvement.
- Are measurable, valid and reliable
- Include standardized, district, school, or classroom-developed tools

What changes are you going to make? (APPLICATION)

- Goal driven.
- Instructional changes should be realistic and a part of the regular teaching/learning process
- Application should be documented over time and reflect a change of practice.

What results are you expecting? (IMPACT)

- Both level and rate of improvement should be considered
- Targets should include standardized, district, school, or classroom-developed tools
- Evidence should be realistic and a part of the regular teaching/learning process
- Evidence can be qualitative but must be quantifiable – it can measure quality but one must be able to count or score the evidence
- Evidence should be collected over time

Conzemius, Anne and Jan O'Neill, The Handbook for SMART School Teams, 2002, Solution Tree