

## Writing a SMART Goal

<b>SMART</b>	Examples:
<p><b>S</b>pecific (Student Skill)</p> <p>What student skill are you trying to improve?</p>	<p>Describe your goal in precise terms so there is no confusion as to what needs to be accomplished. Try answering the "W's": Who, what, where, when, why.</p> <p>Example: A general goal would be, "The teacher will use effective questioning strategies." A specific goal would say, "As a result of increased use of effective questioning strategies, each student will improve his score by at least 20% on <b>objectives 3.1-3.4</b> as evidenced by a teacher designed pre/post assessment to be given in November and May of the 2005-06 school year."</p>
<p><b>M</b>easurable (Measurement Tool)</p> <p>What specific assessment will be used to measure the change in student learning?</p>	<p>Make sure you include the measures you will use to judge your progress towards achieving the goal. The goal must be written so that you can measure your progress toward it, and, most importantly, so you'll know when you've achieved it!</p> <p>Example: "As a result of daily implementation of the district reading model, 100% of my students will increase their mastery of reading comprehension on grade level narrative text by 15% <b>as measured by a teacher created pre/post assessment</b> given October and May."</p>
<p><b>A</b>chievable (Amount of Growth)</p> <p>What amount of growth do you plan to achieve?</p>	<p>Construct a goal that is achievable. Don't set it so high that in the back of your mind you know failure will eventually happen.</p> <p>Example: An unreasonable goal is, "Use technology with every lesson I teach." An attainable goal would be, "As a result of my learning about problem-based learning using technology, <b>90% of students will report increased engagement</b> in the content on an affective teacher-designed pre/post assessment to be given at the beginning and end of each unit of study."</p>
<p><b>R</b>elevant (Results-Based Teaching Strategy)</p> <p>What teaching strategy or learning, from the original IDP plan, will you use to improve the targeted skill?</p>	<p>Meaningful goals align with the district curriculum. Your goal should relate to attaining something that is necessary, of value and that supports the district's educational vision.</p> <p>Example: A relevant goal could be to, "<b>As a result of my increased knowledge about how to engage parents in instruction</b>, each student will complete one homework assignment a week that requires family involvement and communication. 30% more students and 50% more parents will indicate increased parent involvement in school as evidenced by a teacher-designed pre/post survey to be given September and April."</p>
<p><b>T</b>ime (Timeline)</p> <p>When will you collect evidence of accomplishment?</p>	<p>Determine a date, timeframe, or schedule for your goal.</p> <p>Example: A vague goal would be to, "Encourage my students to write more often." A time-based goal is to, "As a result of my increased knowledge of teaching the writing process, students will journal for 15 minutes each day resulting in all students improving their scores on a 6-trait writing rubric by the <b>end of April</b>."</p>