

S-M-A-R-T Goals

Goals Must Be S-M-A-R-T

(Specific, Measurable, Achievable/Acceptable, Relevant/Realistic, Timely)

- **Specific:** You should target a specific subject area, grade level, and student population. Provide enough detail so there is no ambiguity as to what exactly you should be doing when the time comes to do it. A goal of “Study biology” is poor. Should you be studying your text? If so, what pages? Or should you be looking over your lecture notes? A much better goal would be: “Read pp. 12-22 in biology text, write questions in the margin of text, and practice answering those questions after reading.”
- **Measurable:** You should identify the assessment instrument to be used and the student explained need for measurability. Your goal should be such that when you are through you have some tangible evidence of completion. A better goal to use something in front of you indicating a job well done. Usually important, you will be able to prove to yourself that you were successful and your time wasn't wasted.
- **Achievable/Acceptable:** Your goal should be set by you and by no one else. If it is a group goal it is grade-level, building; then it should be a goal gained through consensus of the group. Assessment will test those your strengths and weaknesses, and you can use this information to maximize your chances of success. It should be achievable in the sense that achievable percentage goals are expected.
- **Relevant/Realistic:** Make sure the goal addresses a self-care without you. Is the goal an urgent need? Don't plan to do things if you are unlikely to follow through. Better to plan a few comprehensive goals rather than many things and be unsuccessful. Success breeds success. Start small with what you can do, experience the joys of meeting your goal, and only then gradually increase the amount of work that you set of yourself. Setting goals in which every minute of the school day is devoted to your goal(s) is unrealistic; unplanned events will crop up and collide havoc with your schedule. Give yourself some flexibility.
- **Timely:** What is a reasonable timeline to accomplish your goal? Is it now or never? Is it now available now? Is it a two-week period of intense study? You should be using reality as there are data points to available. Success lies: Keep it real. Otherwise, grade-level and/or building goals are set with unrealistic deadlines.

Setting, Reviewing, and Revising Goals

On the next page, identify your most important objectives for student achievement based on the challenges your school team identified through analyzing the data and the priorities you assign. Remember to look at triangulated data from several sources if possible, including MSP, state assessments, classroom assessments, and district assessments (i.e. DEAs), STAR Reading and Math, Academic Results, local collective assessment tools). Remember to identify grade levels to be collected.