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| Slide 1 |  | In this section, we will practice writing SMART Goals. |
| Slide 2 |  | The first step in preparing to write a SMART Goal is to gather and review any relevant data. |
| Slide 3 |  | Goal setting begins with data collection and analysis. Goal setting is driven by data to identify the greatest area of need, and in this case, area of need for teacher growth. *What data might be most helpful when goal setting to improve student achievement?*  We might ask; What is the issue to be addressed?  Which area will give you the biggest leap in results?  Data is further used to establish a range of improvement (the difference between the base line or starting point and the desired result.)  **Other data points that may be used** – test results, mClass/Reading 3D data, benchmarks, lesson plans, student needs, teacher self-assessment, prior observations, observation data, PLC notes, academic achievement, behavior, attendance, tardies, School Climate. |
| Slide 4 |  | This is a sample template we will use as we begin to develop SMART goals. This template is a guide to writing a goal that is Specific, Measurable, Achievable, and Time-bound. |
| Slide 5 |  | Let’s practice with a general goal statement: By the end of third quarter, teachers’ use of math instructional strategies they learned in professional development will increase.  Is this statement SMART or NOT so Smart?  What needs to be changed?  Is it: *Strategic and Specific? Measureable? Achievable? Results-oriented?*  *Time-Bound?* |
| Slide 6 |  | Take a few minutes to access your journal and craft a SMART goal from this statement:  *By the end of third quarter, teachers’ use of the math problem solving strategies they learned in professional development will increase.*  Use the format shown here to ensure that you include all the SMART Components. |
| Slide 7 |  | We are focused on student results as the stimulus for setting a goal, and we know that teachers’ expert instruction makes the biggest impact on student learning. Therefore, it makes sense to connect our need to build our own knowledge base and instructional toolkit in order to impact student achievement.  This is a sample revision of the original statement that makes it a SMART Goal. How are the SMART components evident?  What makes this statement **Strategic**? What makes this statement **Measurable**? Is this goal **Achievable?**  What makes this statement focused on **Results**?  Is this goal **Time-bound**?  Your revision may be very different. Review your revised goal statement to be sure that it includes all the components of SMART before you proceed. |
| Slide 8 |  |  |
| Slide 9 |  | Selecting Action Steps is one of the easier tasks in developing SMART Goals. As we discussed earlier in the module, it is easier to write a goal statement that is process-oriented rather than results-oriented. A process statement is really more of an action step while a goal-oriented statement targets results we wish to achieve after we have completed each action step. |
| Slide 10 |  | Jot down a couple of action steps that might support a teacher’s success with this goal. |
| Slide 11 |  | Here are a few possible actions for this goal. |
| Slide 12 |  | This is a screenshot of a SMART Goal Worksheet.  The template provides steps for developing each SMART goal and establishing action steps and completion dates.  Data must drive the goal setting. Rationale or evidences must support the need for the goal. Goal setting is important for everyone, whether developing, proficient, accomplished or distinguished.  You can download this template on from this module (also found on the NC Educator Evaluation System wiki) for your use when setting SMART goals.  Some of the activities, professional development and other actions steps should be entered here along with the dates for expected and final completion. |
| Slide 13 |  |  |