STUDENT LEARNING S.M.A.R.T GOALS & OBJECTIVES

EUGENE SCHOOL DISTRICT 4J
HUMAN RESOURCES

WHAT ARE SMART GOALS?

Time-Bound

Realistic, Results-Focused, Relevant

S.M.A.R.T. Goals are:

SMART Goals - Process for Effective Goal Setting

Appropriate, Achievable/ Attainable

Specific & Strategic

Measurable
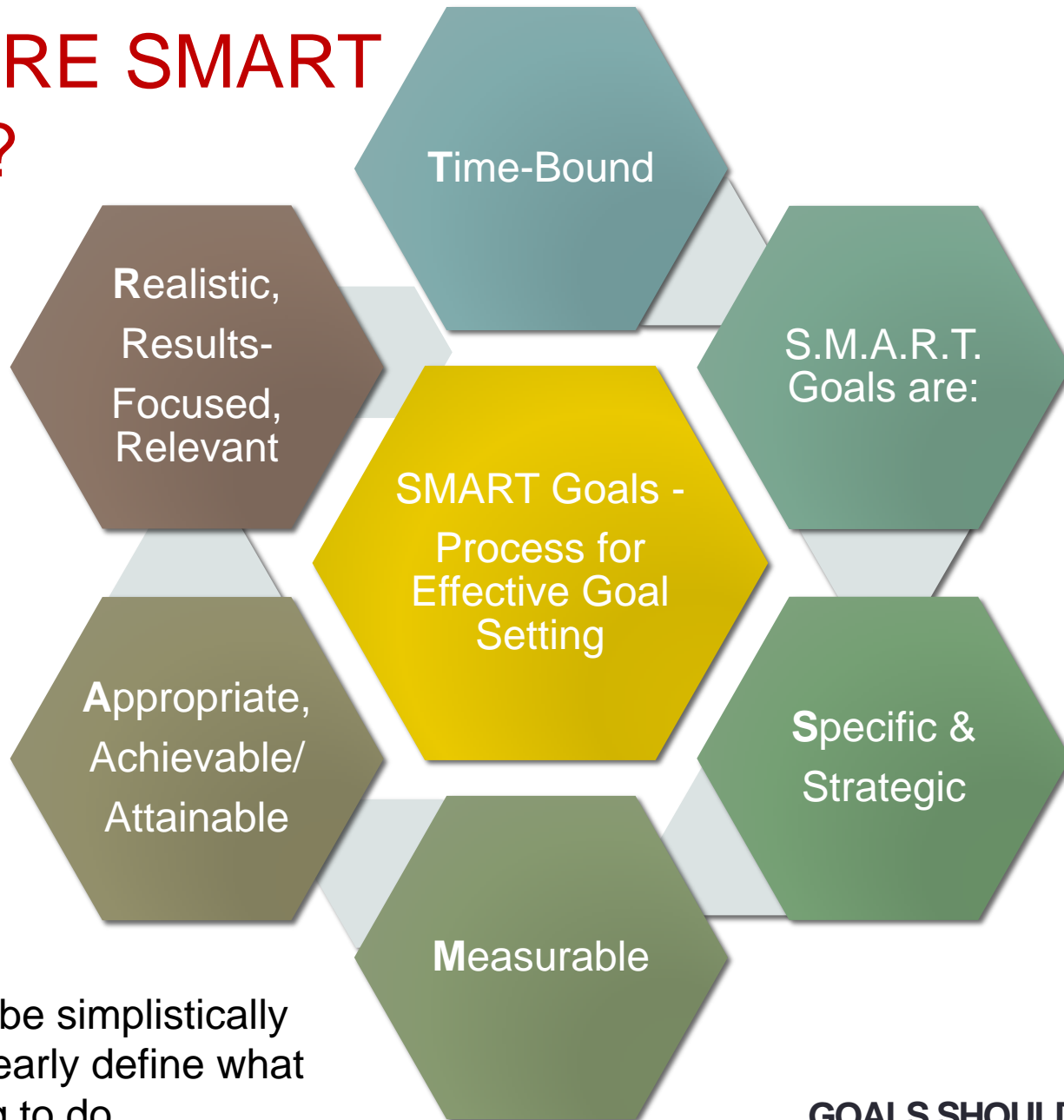
Goals should be simplistically written and clearly define what you are going to do.

GOALS SHOULD BE REALISTIC

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.

Coherent Goal Setting & Growth Plan Template

DISTRICT GOALS

STUDENT ACHIEVEMENT
Increase achievement for all students and close the achievement gap. 1. 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

1ST STEP – REVIEW SLGO PLAN CONTENT

GUIDE TO DEVELOPING 4J STUDENT LEARNING AND GROWTH OBJECTIVES (SLGO) PLAN

This guide is used in developing the Student Learning and Growth SMART Goals. INSERT LINK 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.

Student Population Describes the classroom and students, demographics, prior achievements and learning needs.	Baseline/ Trend Data Identifies assessment types or sources on which each SLGO is based. Identifies baseline assessment results or trend data.	Time Interval Matches the length of the course (e.g., quarter, semester, trimester, year).	Teaching and Learning Standards Cites how each SLGO addresses standards for subject, grade, program (e.g., AP, ELL) and teacher effectiveness.	Assessment(s) Identifies the assessment(s) and/or other evidence sources used to measure student growth for each SLGO.	Growth Targets, Rationale, and Progress/ Achievement Data Identifies the growth targets students are expected to reach. At end of course/year, measures the extent to which goals were met.
●Which students/groups are included and targeted by this SLGO Plan? ●Include course, grade, level, and number of students. ●Is every student included in the SLGO Plan?	●Which sources of data did you examine in selecting each SLGO? ●Which strengths and weaknesses have been identified? ●What information is being used to establish the amount of growth that should take place within the time period?	●What is the duration of the course that the SLGO will cover? ●How do you know if you've allotted enough or too much time to an objective?	●Which standard(s) for content and effective teaching will each SLGO address? ●To what related standard(s) is each SLGO aligned? ●Which skills are the students expected to learn? ● Is the goal aligned to content learning objectives?	●Which assessments or other evidence sources will be used to measure whether students met each SLGO or how much progress was made? ●Have the assessments been determined by content experts to effectively measure course content and reliably measure student learning as intended?	●What is the target level of growth or performance that students will demonstrate? ●Is this target rigorous and appropriate for the population? ●Does the goal address observed student needs? ●Should goals be differentiated based on students' starting point?
__ Identifies and defines the needs of a class or subgroup of students in an identified population. __ Considers demonstrated strengths of an identified student population. __ Describes the student population and any contextual factors that may impact student growth. __ Addresses the learning needs of all students, from all backgrounds.	__ Assessment aligns with District, state, and/or national standards. __ Addresses District and school improvement goals. __ Provides clear focus for instruction. __ 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. __ Baseline data are attached.	__ Identifies when instruction will occur, including beginning and ending dates. __ Matches the length of time in the course (i.e., quarter, semester, trimester, year). __ Provides adequate time for content complexity.	__ Targets specific academic concepts, skills or behaviors based on the standards for effective teaching. __ Is academically challenging and demands the use of 21st-century skills. __ Reflects high expectations for every student.	__ Assessment(s) aligns with 21st-century skills and targeted learning content area. __ Provides a plan for combining assessments if multiple summative assessments are used. __ Identifies the best evidence for determining whether students met the objective. __ Measures the growth, gain, or change expected. __ Is reliable and valid for identified population and purpose. __ Aligns with applicable Achievement Compact indicators. __ Specifies measurement tools in two Categories: __ 1. State/national standardized test __ 2. Common national or other approved measure __ 3. Schoolwide or classroom-based measure	__ Explains why target/goal is appropriate for the population. __ Addresses observed student needs. □ Sets rigorous expectations for students and licensed faculty. __ Includes multiple ways for students to demonstrate performance. __ The SLGO Plan aligns with District and school goals. __ Results have implications for professional growth. __ Growth data will be attached to the SLGO Plan at end of time interval..

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?

2ND STEP – CONTENT

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.

3rd STEP – ASSESSMENTS

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 FREAMEWORK ASSESSMENTS

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

4th STEP - WRITING GOAL STATEMENTS

• When writing SMART goals, focus on the end result of your teaching:

      - **S**pecific and Strategic

      - **M**easurable

      - **A**ppropriate, Achievable/Attainable

      - **R**ealistic, Results-Focused, Relevant

      - **T**ime-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?.

SMART Goal Example

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 4ᵗʰ Grade Mathematics.*

5ᵗʰ STEP – STRATEGIES

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

EXAMPLE:

Student Learning Goal(s) and Professional Practice Goal(s) Planned Activity		
Action	Supports From School	Timeline/Benchmark or Frequency
1. By October 1 – establish a baseline measurement of the writing ability of ELL students 2. October - January, assign daily writing assignments that vary in length 3. Observe 3 ELL classes and note best practices 4. February – assign a 3 page Biology specific writing task 5. March – conduct a formative assessment of writing ability	A sub to cover my class when I observe other classes; I might ask for PD about teaching ELL students or writing in the content area.	1. Assign writing tasks with varying degrees of length and skill to measure growth 2. Take notes on best practices when observing classes and implement them into my class 3. Progress monitor students and provide interventions as needed 4. Assess the level and degree to which the writing level of ELL students has increased *Evidence - Keep a folder for 3 ELL students, one beginner, intermediate and higher, and collect samples of their writing throughout the year. Keep notes on class observations.*

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

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