Smart Goals

We have agreed that you are to create no more than **two (2)** smart goals.

A "SMART" Goal is:

Specific and **S**trategic
Measurable
Action Oriented
Rigorous, **R**ealistic, and **R**esults-Focused
Timed and **T**racked

S=Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they purpose of the school on impact on our overall vision.

M=Measurable

What measures of quantity, quality, and/or impact will we use to determine that we have achieved the goal? How will we measure progress? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process. Others focus on the outcome. Remember to NEVER use percentages or specific numbers. The state makes it clear that these are learning goals not performance goals!!

A=Action

Goals are active, not passive verbs. Action steps goals tell us "who" is doing "what." Clear key actions are required to achieve a goal. Everyone sees how their part of the work is connected - to other parts of the work and to a larger purpose. This will assist people in staying focused and energized.

R=Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It should stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort to achieve a rigorous and realistic goal should be challenging but not exhausting.

T=Timed

A goal needs a deadline. A timeline must be established which identifies when key actions will be completed, and benchmarks achieved. Tracking progress is essential. Benchmarks provide the information necessary to make mid-course corrections. have been achieved.

Bottom line

- Great goals do not necessarily need to be reached but need to show progress towards the goal.
- Remember to NEVER use percentages or specific numbers. The state makes it clear that these are learning goals not performance goals!! If you say I will have 90% of my class .... that is a performance goal. If you are pressured to create performance goals, let your building representative know ... we will stop it. The administration has been clear and on board with this (see the letter below). We should not have problems.
- Goals can be reworked as you progress. If it is realistic it needs to be tested in the real world and adjusted once put into practice.

- Helpful hand out http://www.massteacher.org/issues_and_action/~/media/Files/evaluation/mta_student_learning_goal_guidance.pdf

Letter from Assistant Superintendent Concerning SMART GOALS (10/21/2015)

Dear Colleagues,

As we preliminarily discussed in our Admin. meeting on Wednesday, there is some concern in the district in regard to the wording of SMART goals. When we left the meeting there was little information to go on pertaining to the details of the concern so, our advice, until we had more information, was to a) continue to approve SMART goals that are similar to past practice and b) speak with educators about the "M" (Measurement) in the goals to fully understand their thinking on how the goal can be measured. At the time, our understanding was that some educators felt uncomfortable with percentages embedded in the actual SMART goal so talking about other ways to measure the goal was appropriate.

I want to report that I recently had a collegial discussion with Kurt Loell, my Co-Chair on the Ed. Eval Committee, to gain more insight into the matter. He shared with me the attached document which originates from the MTA. **Please read it over with special attention to page 31 so that you have insight into the thinking of the association on this matter.**

He also shared that past practice in the district is reflective of using multiple measures or non-numerical measurements in the SMART goals. In that regard, some educators may feel comfortable with measures that have multiple data points (such as STAR) but others may not feel that it is the best way to measure the stated goal. The concern among the membership is that the district was interested making numerical measurements part of every educator's plan - to clarify, this is NOT the case. **Our primary objective as an administrative team is to use the Ed. Eval System as intended - for the profession development of educators. Therefore, the discussion concerning goal setting is paramount to the wording of the actual goals.** Anthony and I agree that the "M" needs to be part of a SMART goal but there are many ways to measure progress.

It was noted that different districts/states have different understandings of how a 'good' SMART goal is written. Now that we have a better understanding of the concerns of educators it is our intent to move forward through collegial discussion. Please, do not require that educators state specific types of measurement in their SMART goals. If you feel strongly about using some measurement as part of the action plan that is still at your discretion, but it should be triangulated with other data points. In a nutshell, a single measurement should not cause an educator to have a favorable or unfavorable rating in this category. SMART Goals are not designed for this purpose. They are designed to be proactive means for educators to gain professional development and thus improve student achievement.

If you are on the Ed. Eval Committee, please be ready to participate in a discussion about this topic so that we can gain further clarity on this concern and move forward with the Association with a similar message to educators. If you think that a re-approval of some SMART goals is in order please reach out to those certain educators that you evaluate for another goal setting meeting. I am also available to look over your SMART goals and give guidance on the topic. We will follow up at our next Admin meeting but in the meantime, please reach out to Anthony or I with any questions or thoughts.

Regards,
Kerri