

PROTOCOL: Developing a S.M.A.R.T. Goal Statement

STUDENT LEARNING GOAL

This activity protocol is designed to assist educators in developing a S.M.A.R.T. professional practice goal statement.

Related materials (professional practice goal template, facilitator Powerpoint presentation, and exemplar goal statements) are available on the ESE Educator Evaluation website at <http://www.doe.mass.edu/eval/resources/implementation/>.

ESE extends its appreciation to the Massachusetts teachers, specialized instructional support personnel, and administrators who contributed to the refinement of this protocol and the

development of "exemplar" S M A R T goals for educators throughout the Commonwealth to

explore.

STUDENT LEARNING GOAL

Identify/Clarify a Focus or Goal Topic (Area of student learning, performance, behavior, etc)

[The following content is heavily obscured by black redaction bars and is therefore illegible.]

STUDENT LEARNING GOAL

Identify/Clarify a Focus or Goal Topic (Area of student learning, performance, behavior, etc)
(10 mins)

[Dashed box for focus or goal topic]

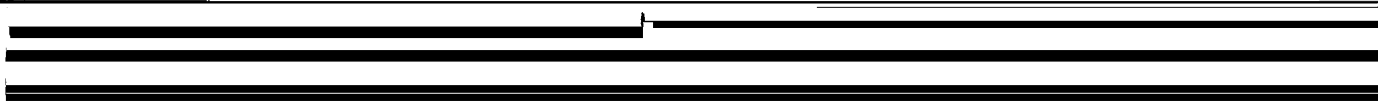
Goal Type: Individual Team

1. Why is this topic/focus important? (5 mins)

Strategic

[Dashed box for why topic is important]

GOAL OBJECTIVE (5 mins)



2. What students (subgroup, class, grade span, etc) are the focus of this goal? (3 mins)

Specific, Rigorous, Results-Focused

[Dashed box for students focus]

3. When will I/we achieve this goal? (2 mins)

Realistic, Timed

[Dashed box for when to achieve goal]

4. How will I/we demonstrate progress toward this goal? (10 mins)

Action-Oriented, Tracked

[Dashed box for demonstrating progress]

5. How will I/we know the goal has been achieved? (5 mins)

Measurable

[Dashed box for how to know goal achieved]

Counselor

Identify/Clarify a Focus or Goal Topic (Area of student learning, performance, behavior, etc)

Persistently low enrollment rates in honors and AP courses by historically underrepresented student subgroups.

Goal Type: Individual Team

Latino males in honors, AP and enrichment courses by 10 percent each year over a 2-year period through targeted outreach to teachers

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Latino males in honors, AP and enrichment courses by 10 percent each year over a 2-year period through targeted outreach to teachers and students, increased learning about and exposure to enrichment opportunities by students in 9th grade, and individualized support to better align student interests and abilities to appropriate, rigorous courses.

*ESE-developed sample goal