

# PROFESSIONAL PRACTICE S.M.A.R.T. GOALS

EUGENE SCHOOL DISTRICT 4J  
Human Resources

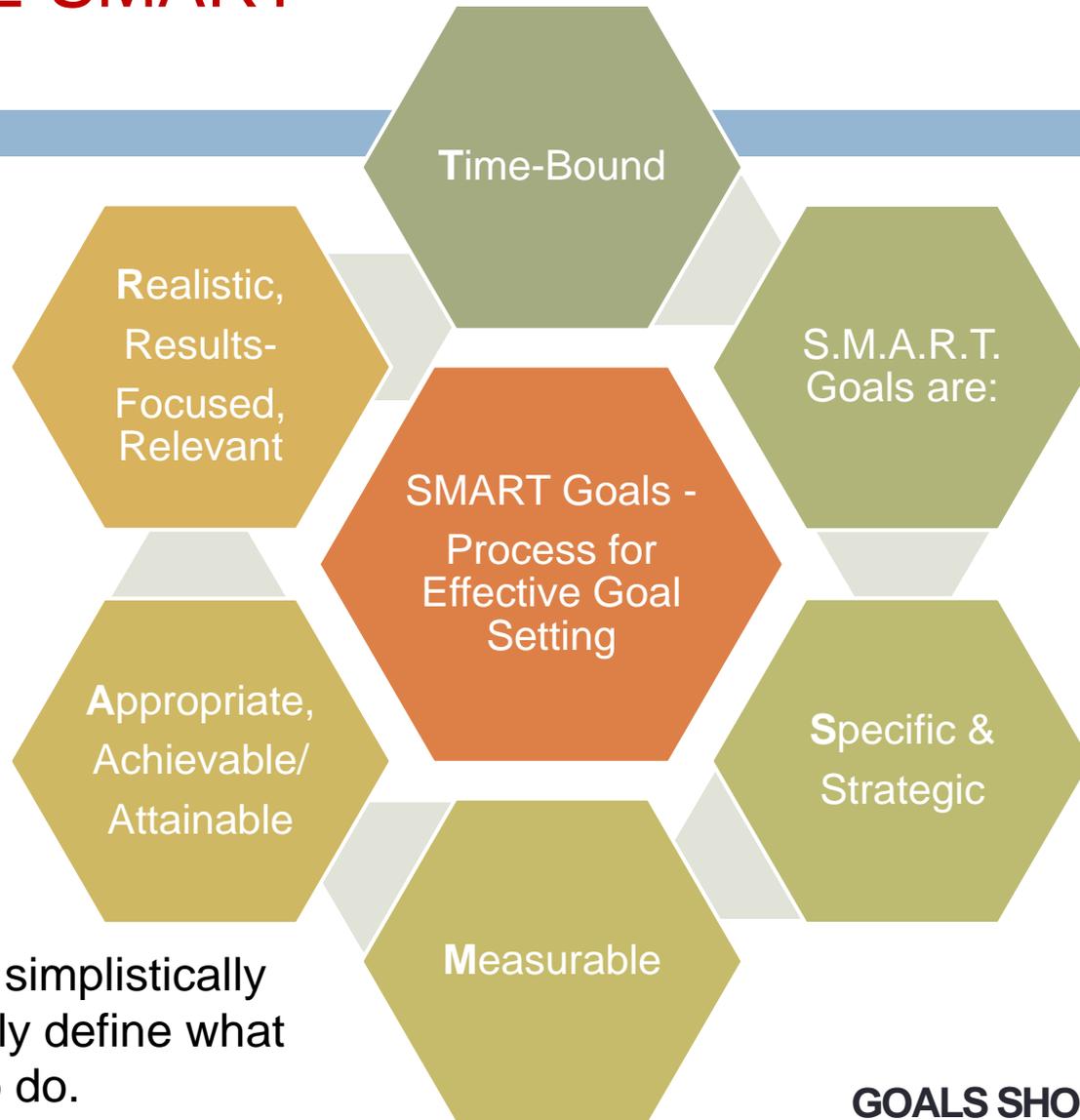
# WHY SMART GOALS?

The Professional Practice (PP) SMART goal model is outcome rather than activity focused and must be developed in conjunction with two (2) Student Learning Growth Objectives

The SMART process provides a simple model to:

- ❑ (a) Determine exactly what PP goals you may need to target,
- ❑ (b) How to strategically limit and focus your PP efforts, and
- ❑ (c) How you will know if you're moving toward your goals.

# WHAT ARE SMART GOALS?



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

**GOALS SHOULD BE REALISTIC**

# Why SMART Goals?

Targeted  
Professional  
Practice  
Development

Increased  
Student  
Achievement

SMART Goals =  
Teacher Effectiveness =  
Student Achievement

Focused on  
teacher practice  
based on self-  
reflection

Focused on  
specific student  
needs

# SPECIFIC & STRATEGIC

- **Specific:** Focused on clearly specified teacher-learning outcomes which are connected to student learning goals and outcomes. They should not be vague, foggy or fuzzy, but specific.
- When a goal is specific, you will know whether or not you have achieved it. It is difficult to discern whether you have achieved a goal if it is vaguely written.
- **Strategic:** Limited to clearly defined teacher-practice strategies supported by Eugene School District 4J Standards for Effective Teaching.

# MEASURABLE

- SMART goals are measurable, able to be demonstrated by observable and/or measurable improvement in teacher practice **AND** student learning.
- Making a goal measurable is a function of being specific.

# APPROPRIATE, ATTAINABLE, ACHIEVABLE

- Goals should be **Appropriate, Attainable** and **Achievable** within the strategies and outcomes of the goals.
- The outcome should be reasonably expected within the context and timeframe of the PP target goal.
- A good goal should stretch us but should not absolutely impossible to achieve.

# REALISTIC, RESULTS-FOCUSED & RELEVANT

- The goal should be aligned to 4J's Domains of Professional Practice in an area where the teacher personally needs to grow and develop to become a more effective educator.
- If the goal does not move the teacher to contributing to the mission of the District and eliminating the achievement gap, it probably isn't a relevant goal.
- The goals a teacher develops are **HIS/HER** PP growth goals. Teachers should own their goals and recognize how the goals will make him/her a more effective educators.
- The goals should provide a defined focus which is measurable and sustainable; **AND**
- Produce an “end point” change in teacher practice and student learning

# TIME-BOUND

- Implementation strategies of the PP SMART goal and the assessments must be tied to an explicit and manageable timeline.
- The time factor makes it more specific than it would otherwise be and keeps on a healthy pressure that we all need.
- Additionally, set check points in the plan to support the end goal.

# LINEAR vs. ORGANIC PROCESS

- **Linear:** Initially the SMART goal process may appear to be linear and conclusive. Not so.
  
- **Organic:** The SMART goal process is intended to be an “organic”, dynamic, and responsive process of on-going professional development.
  - ▣ A PP should not be developed and filed away only to be revisited at the end of the year.
  - ▣ A SMART PP goal plan should be revisited, reviewed, assessed and revised on an ongoing basis.

# SETTING GOALS

## WHEN SETTING GOALS & STRATEGIES

- Begin with a thorough self assessment. Decide what is important for you to achieve in your profession. Make your goal choices based on this knowledge and 4J's Teachings for Effective Teaching (Domains).
- Goals **must** be linked/related to Student Learning Goals Objectives.
- Separate what is important from what is irrelevant so that your focus is in the right place.
- Motivate yourself to achievement to ensure you will not abandon your goals if the process becomes challenging.
- Build your self-confidence based on the measured achievement of the goals.
- Ensure your goals are realistic.
- Express your goals in a positive way.
- Talk to your administrator about your goals.
- If needed, ask or garner support in achieving your goal.

# CREATING PROFESSIONAL PRACTICE GOALS – 1<sup>st</sup> STEP

- **Self-assessment:**
- **Data-informed-decision-making:**
  - Look at “Measures” before you begin to write your professional practice goals.
  - Begin by observing and collecting information about student learning needs in your school department, or classrooms.
  - Identify what you need to know or learn to be able to address and improve specific student learning outcomes.

# CREATING PROFESSIONAL PRACTICE GOALS – 2<sup>nd</sup> STEP

- **Indicators:** Use data to identify the indicators that relate to your development needs and those connected to student learning needs.
  - ▣ Student learning outcomes
  - ▣ 4J Performance Standards for Effective Teaching (Rubrics)
- **Review indicators and measures:** Do they align with your PP goals, 4J Standards and student outcomes? Are your PP SMART goals in alignment?

# CREATING PROFESSIONAL PRACTICE GOALS – 3rd STEP

- **Goal Setting:**
  - ▣ Realistic and attainable.
  - ▣ Measurable, specific, sets the standard for success.
  - ▣ Time-bound targets. Prioritize what needs to be accomplished to achieve targets.

# CREATING PROFESSIONAL PRACTICE GOALS – 4th STEP

## □ **Strategic Plan:**

- Develop a strategic plan for addressing and meeting your PP targets.
- Set specific dates and identify specific tasks to be accomplished and outcomes to be demonstrated by these dates.

## □ **Implementation:**

- Identify how each step of the plan will be addressed and accomplished (actions/activities).
- Implement your plan.
- Use your PP SMART Goal Plan to honestly assess your progress.

# CREATING PROFESSIONAL PRACTICE GOALS – 5th STEP

- **Write your Goal Plan:**
  - ▣ Identify one or two elements under the chosen 4J Standards for Effective Teaching.
  - ▣ Begin writing the elements as a PP SMART goal.
  - ▣ **Example:**
    - **Goal 1 - Use formative classroom based measures and observations to evaluate the growth of students and to differentiate instruction on a weekly basis.**
    - **Goal 2 - During fall semester, in collaboration with other teachers in my department, I will create, implement and evaluate formative classroom based measures that will help measure the growth of students over the course of the term/semester.**

# ACTION/ACTIVITIES

- Identify the activities and or strategies the teacher will use to focus on the targeted elements of the Professional Development Plan.
- **Examples Based on Previous Page:**
  - ▣ Collect anecdotal notes in literacy and math domains.
  - ▣ Analyze formative assessment results related to math and literacy skills.
  - ▣ Keep a reflective journal and write ideas for upcoming lesson plans.

# EVIDENCE - ARTIFACTS

- **Some Examples:**
  - Anecdotal notes.
  - Completed formative assessments.
  - Weekly lesson plans w/differentiation indicated, specific activity and materials.
  - Implementation of weekly lessons.
  - Student work and Reflection journal entries.

# REFERENCES

- Conzemius, A. , & O'Neil, J. (2002). The handbook for SMART school teams. Bloomington, IN. National School Services
- Oregon Framework for Teacher and Administrator Evaluation and Support Systems; Oregon Department of Education; 255 Capitol St. NE, Salem, OR 97310
- Chalkboard Project

# QUESTIONS?



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