

Guide for Writing SMART Goals

Goals for educators are required as part of the differentiated professional growth plan process. The goal(s) should be an outgrowth of the educator’s self-assessment, the last administrative evaluation summary and/or as a result of a discussion between the educator and administrator.

Goals are based on domains of professional practice and performance standards. Goals should include measureable student outcomes. However, the degree of goal accomplishment shall not be primarily based on student outcomes on standardized tests.

STEP-BY-STEP SMART GOAL PROCESS				
Step 1	Step 2	Step 3	Step 4	Step 5
Determine needs	Create specific learning goals/objectives based on pre-assessment in order to determine baseline data	Create and implement teaching and learning strategies	Monitor student progress through ongoing formative assessment	Analyze student assessment data to determine level of goal achievement
S Specific	M Measurable	A Appropriate	R Realistic	T Time-bound
The goal addresses student needs within the content.	An appropriate instrument or measure is selected to assess the goal	The goal is clearly related to the role and responsibilities of the teacher	The goal is attainable	The goal is contained to a single school year/course
The goal is focused on a specific area of need.	The goal is measurable and uses an appropriate instrument.	The goal is standards - based and directly related to the subject and students that the teacher teaches	The goal is doable, but rigorous and stretches the outer bounds of what is attainable.	The goal is bound by a timeline that is definitive and allows for determining goal attainment.

*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

Specific – Know precisely what you want to achieve. To set a specific goal, consider the six “W” questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- When: Establish time frame
- Which: Identify requirements and constraints
- Where: Identify a location
- Why: Specific reasons, purpose or benefits of accomplishing the goal

Measurable-Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals. To determine if your goal is measurable, ask questions such as...How much? How many? How will I know when my goal is accomplished?

Attainable- When you identify goals that are most important to you, you begin to figure out ways you can make them come true. Rather than setting lofty but unreachable goals, stretch yourself, but at the same time be reasonable. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink but because you grow and expand to match them.

Results-oriented-The goal focuses on the intended results. The goal states what the results will be and how it will be measured. The general results of the professional growth goal impact student learning and this portion of the goal describes how it is impacted.

Time bound-Goals that have no timeline might as well not be goals at all, because you’ll have little incentive to achieve them. Setting a realistic timeframe for your goals helps you maintain momentum and follow through with the completion of your tasks.