

Developing SMART Goals

Professional growth goals are directly related to student outcomes. The Teacher Performance Appraisal utilizes a SMART Goal structure as a specific tool to sustain the efforts of continuous improvement. The SMART Goal process requires that we monitor and adjust our actions as needed in the service of student outcomes such as habits of mind, higher order thinking, and academic achievement.

- Commitment to SMART Goals implementation results in an explicit plan to increase student learning. Smart Goals are:
- **Strategic** - Will working towards this goal provide a return on investment that connects to broader goals (team, school improvement, Division, etc.)? Strategic implies that the goal is clearly articulated and specific.
- **Measurable** - How will you see that change occurred? What concrete criteria will you use to measure change?
- **Achievable** - How far will this goal stretch you? Is it too far? Is it far enough?
- **Results-oriented** - What will your working towards this goal result in for students? How will your goal increase student achievement?
- **Time-bound** - What deadlines and milestones exist for this goal? When will this goal be completed?

In a continuous improvement model, teachers regularly document and monitor their progress towards SMART Goals. Goals are expanded upon and adjusted as part of an on-going, collaborative professional growth model through professional development and reflective dialog with the principal and colleagues.

Assessing progress towards goals requires analyzing multiple sources of data over time. The Teacher Performance Appraisal sets the expectation for teachers to use multiple sources of data as they assess personal progress towards professional growth goals as well as when they assess student understanding of content, process, and skill standards.

One long term and one short terms goal is recommended.