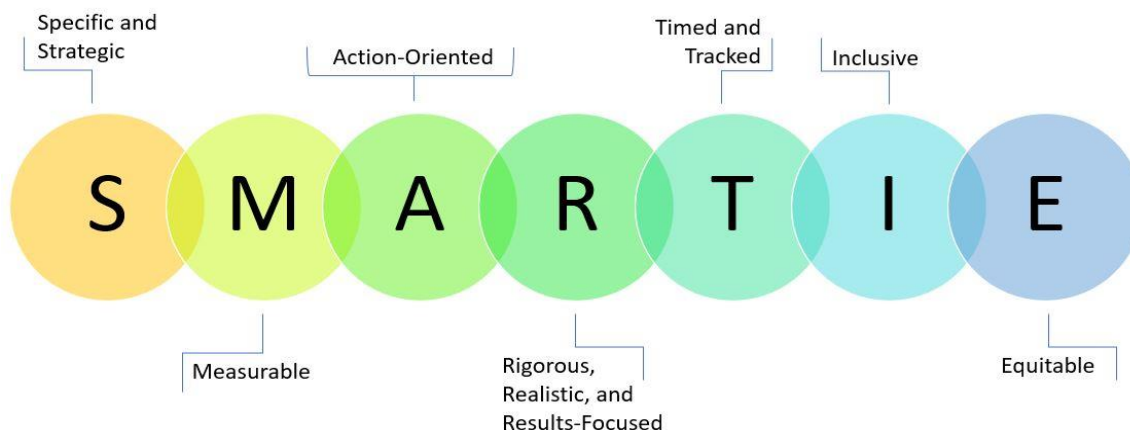


Creating SMARTIE Goals



This resource supports educators to develop individual and/or team **student learning goals** and **professional practice goals** aligned with the [Massachusetts Curriculum Frameworks](#) and the [Standards of Effective Practice](#).

SMARTIE goals intentionally center two additional components relative to SMART goals:¹

- ✓ *Inclusivity* (the extent to which a goal brings systemically marginalized people into processes, activities, and decision-making), and
- ✓ *Equity* (the extent to which the goal remediates disparities in students' experiences and outcomes).

Included in this resource are the following (click to navigate):

Student Learning Goals	<ul style="list-style-type: none"> • Goal-Setting Template • Sample Goals • Analysis and Reflection Template
Professional Practice Goals	<ul style="list-style-type: none"> • Goal-Setting Template • Sample Goals

¹ Adapted from [The Management Center](#)

Student Learning Goal-Setting Template

Use this template to draft a S.M.A.R.T.I.E. professional practice goal.

Specific and Strategic:

What student learning standard(s) or practices warrant additional focus this year? Why is this important? <ul style="list-style-type: none">• Consider academic data, social-emotional learning needs, goals/priorities of your school, etc.

Equity-Oriented:

How does this remediate disparities in student experiences or outcomes?

Actionable:

What action steps could I take to work towards this goal? What supports will I need?

Inclusive:

How does this goal bring people who have been traditionally marginalized into activities and decision-making, especially those who are most impacted?

Measurable:

How will I know if I've met or made progress towards my goal?
What evidence will I use to measure success?

Timed:

What is my timeframe for meeting this goal?

Rigorous, Realistic, and Results-Focused:

Is this goal (and my plan for achieving it) rigorous yet realistic?
Does it focus on the results I envision for student learning?
Is there a potential for this goal to have unintentional disparate impact and if so, how might I mitigate this?

Bring it all together: Draft a S.M.A.R.T.I.E. student learning goal.

Sample template: By _____, my students will _____, as measured by _____.

Sample Student Learning Goals

Addressing learning needs while focusing on grade-level standards: The fifth grade team finds that on a beginning-of-the-year assessment, only 30% of incoming students accurately answer fourth grade-level questions about equivalent fractions, which is a much lower percentage than in past years. In addition, the grade level team has grappled with persistent racial disparities in test scores between white students and Black, Indigenous, and Hispanic or Latino students, and wants to intentionally work to make their classrooms spaces where race or ethnicity are not predictors of academic success.



STUDENT LEARNING GOAL: By implementing a variety of supportive instructional practices, such as number talks, think-pair-shares, do-now skill practice activities, 1:1 check-ins, and ongoing assessment, fifth grade students will use equivalent fractions to accurately add and subtract fractions with different denominators, including mixed numbers, in 80% of computation problems by the end of the unit. Student achievement data will reflect equitable distribution of outcomes across lines of race and ethnicity.

(I-A Curriculum & Planning)

Supporting social-emotional learning: A seventh grade English teacher hears from the sixth grade team that students had a difficult time connecting with each other and with school staff in the prior year. Data from her school's SEL survey confirmed that many of her new students had a challenging transition to middle school. She wants to focus on supporting her incoming students' social-emotional growth in order to set and maintain a strong foundation for learning, engagement, and relationship-building.



STUDENT LEARNING GOAL: By implementing weekly dialogue journaling, restorative discussion circles, and mindfulness brain breaks, students will report an increase in their feelings of positive self-identity and classroom belonging in the end-of-year student survey compared to their beginning-of-year benchmark.

(II-B Learning Environment)

Supporting multilingual learners: A second grade classroom teacher is concerned about the academic progress of several of the multilingual learners in his classroom.



STUDENT LEARNING GOAL: By integrating functional language development and translanguaging practices into daily lessons and meeting weekly with the ESL teacher, multilingual learners in my class will meet grade-level standards on par with monolingual learners, as measured by unit assessments.

(II-A Instruction, IV-C Professional Collaboration)

Student Learning Goal Analysis and Reflection

This goal analysis and reflection protocol can support educators to reflect on progress toward their Student Learning goal.

Goal:

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Results:

What were the student outcomes relative to this goal?	
Are there patterns or disparities in student outcomes along lines of race/ethnicity, disability status, English learner status, or other markers of students' identities?	

Reflection:

What teacher practices may have positively impacted these outcomes?	
What teacher practices may have negatively impacted these outcomes?	
If there are disparate outcomes among students or student groups, what are some potential causes?	

Getting Additional Information

What questions do I have about these findings, and how can I learn more?	
Who else can I ask to provide feedback on these findings (e.g., parents, students, colleagues)? How do other stakeholders make sense of the results, and what suggestions do they have for my practice?	

Next Steps

What adjustments to practice could be made to continue to improve student outcomes in this area?	
What additional supports are needed to be successful?	

Professional Practice Goal-Setting Protocol Template

Use this template to draft a S.M.A.R.T.I.E. professional practice goal.

Specific and Strategic:

What is an area of your teaching practice that you would like to strengthen this year? Why is this important?

- Consider the teacher rubric, prior feedback from your evaluator/colleagues/students, and your school's goals and priorities.

Equity-Oriented:

How does this remediate disparities in student experiences or outcomes?

Actionable:

What action steps could I take to work towards this goal?

What supports will I need?

Inclusive:

How does this goal bring people who have been traditionally marginalized into activities and decision-making, especially those who are most impacted?

Measurable:

How will I know if I've met or made progress towards my goal?
What evidence will I use to measure success?

Timed:

What is my timeframe for meeting this goal?

Rigorous, Realistic, and Results-Focused:

Is this goal (and my plan for achieving it) rigorous yet realistic?
Does it focus on the results I envision for my professional growth?
Is there a potential for this goal to have unintentional disparate impact and if so, how might I mitigate this?

Bring it all together: Draft a S.M.A.R.T.I.E. professional practice goal.

Sample template: In order to _____, I/our team will _____. I/we will measure progress towards this goal by _____.

Sample Professional Practice Goals

Implementing Evidence-Based Early Literacy: A second grade team wants to develop their practice of evidence-based early literacy strategies, starting with a focus on strengthening the foundational skills component of the literacy block.



PROFESSIONAL PRACTICE GOAL: In order to ensure that all second graders have access to evidence-based early literacy instruction, the second grade team will engage in a professional learning community around the resources in the Mass Literacy Guide and adapt curricular materials as needed to incorporate explicit and systematic instruction in foundational skills into the daily core literacy block. This will be evidenced by lesson plans, observations, and student and family feedback.

(I-A Curriculum & Planning)

Strengthening family engagement: A ninth grade team has been experiencing low participation in family conferences in recent years. They are concerned that the current process and format for the conferences may not be accessible to all families, particularly those who are multilingual.



PROFESSIONAL PRACTICE GOAL: By soliciting feedback from students and families about family conferences, analyzing disparities and trends in feedback across lines of race, class and ability, and building our understanding of research-based, culturally and linguistically sustaining strategies for family engagement, we will redesign our student-family conferences to be more responsive to the needs of all of our families as measured by increased participation and family feedback.

(III-B Family Engagement)

Supporting student-centered scientific thinking: A seventh grade Science teacher is working towards an inquiry-based approach where students collaborate with peers to investigate phenomena. She wants to strengthen routines for collaborative learning and support each student to actively participate.



PROFESSIONAL PRACTICE GOAL: To promote a collaborative learning environment with student ownership of learning in my classroom, I will work with my students to co-create discussion agreements that support each student to actively and equitably participate, implement purposeful collaborative learning routines, and collect students' feedback through weekly exit-tickets.

(II-B Learning Environment)