Welcome to SMART Goals presentation. This presentation provides an introduction to SMART Goals and instructions for writing them. At times during the presentation, you may want to pause to allow yourself time to write. Examples included at the end of the presentation may or may not apply to your role specifically, but will still help you to better understand how to create a SMART Goal.
This presentation acts as an introduction to SMART Goal writing, explains what SMART Goals are, why they are used, and finally allows time to practice writing SMART Goals.
A SMART goal indicates a specific way to articulate and focus goals.
The acronym SMART identifies the areas of focus in goal-setting. It stands for Specific, Measurable, Attainable, Results-oriented or relevant, and Time-bound. Other terms have been associated with these letters, but the Ohio Department of Education uses these.
A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal answer the six “W” questions.

• Who is involved?
• What do I want to accomplish?
• Where will the action take place?
• When will the goal be achieved?
• Why is this goal important?

For educators, goal setting should consider the larger school community. Make sure it meets your needs and is linked to the bigger picture of the school goals. Try to avoid using words such as try, could, should or maybe as they indicate the goal is not concrete.
Establish concrete criteria for measuring progress toward the attainment of each goal. To determine if your goal is measurable, ask questions such as:

- How many?
- How much?
- To what degree?
- How will I know when it is accomplished?

This example has a clear measurability. The scale will indicate whether the goal has been achieved.
Identify the most important goals, then determine how to attain them. Work to develop attitudes, abilities, skills, and financial capacity to reach them. For example, 5 pounds is an attainable weight loss within the time period stated.
A results-oriented or relevant goal represents a worthwhile objective. Goals should be important to the work and focus on results. Weight loss is both relevant and results-oriented.
Any effective goal must have a target date. A deadline set too far in the future invites procrastination. A short term goal could be unrealistic and discouraging.
Long-term goals are different from SMART goals. Long-term goals describe future aspirations such as getting a job or earning a masters degree. Without short-term goals defining the steps to large scale achievements, long-term goals are too easily dropped.
Let’s practice writing SMART goals. Pause the presentation after the sample is given to allow time to write.
Writing SMART Goals

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Specific</th>
<th>Measurable</th>
<th>Attainable</th>
<th>Relevant/Results-Oriented</th>
<th>Time-bound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Well-defined, the outcome is clear</td>
<td>• Know if the goal is attainable and how far away the completion is</td>
<td>• Agreement with all the stakeholders what the goals should be</td>
<td>• Who is the main person responsible?</td>
<td>• A specific date has been set for achieving the goal</td>
</tr>
<tr>
<td></td>
<td>• Clear to anyone who has a basic knowledge of the project</td>
<td>• Know when it has been achieved</td>
<td>• Achievable; a goal may be a stretch, but is possible with the</td>
<td>• What are the support people?</td>
<td>• Time is appropriate for keeping goal performance focused and</td>
</tr>
<tr>
<td></td>
<td>• Provides enough detail so there is no indecision as to what is</td>
<td>• Identify the measurement instrument to be used</td>
<td>current team and resources</td>
<td>• What are the urgent needs?</td>
<td>on target</td>
</tr>
<tr>
<td></td>
<td>to be done</td>
<td>• Able to determine if it has been achieved because you can</td>
<td>• Clearly defined steps</td>
<td>• The goal is aligned with the results expected and the direction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>count it or see it</td>
<td></td>
<td>provided by the district CSP and building goals</td>
<td></td>
</tr>
</tbody>
</table>

Consider these clarifications for each characteristic of SMART goals.
## Writing SMART Goals

<table>
<thead>
<tr>
<th>Write SMART Goals</th>
<th>Process Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>State an intention to engage in learning</td>
<td>Include the rationale</td>
</tr>
<tr>
<td>I will acquire</td>
<td>Multiple strategies</td>
</tr>
<tr>
<td>I will investigate</td>
<td>Interdisciplinary strategies</td>
</tr>
<tr>
<td>I will enhance my skills in teaching</td>
<td>Special needs students</td>
</tr>
<tr>
<td>I will enhance my skills</td>
<td>Interpersonal and critical thinking skills</td>
</tr>
</tbody>
</table>

### Notes
- I am getting my master’s degree.
- I am taking graduate coursework in collaborative learning to implement in my classroom and to work toward my master’s degree.
- I am going to Value-Added Workshop.
- I am attending workshops to learn new ways of approaching and using data through Value-Added training and follow-up.

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**Ohio Department of Education**
Improve this goal...

This year every student will show evidence of one year of growth in mathematics.
Writing SMART Goals

*Original:* This year every student will show evidence of one year of growth in mathematics.

• **SMART GOAL:** During the 2011-12 school year, 85% of all students will improve their math problem-solving skills as measured by a 1.0 year gain in national grade equivalent growth from the 2010-11 to the 2011-12 ITBS math problem solving sub test.

The revised goal includes
• A specific time span
• A specific skill outcome
• A defined method of measurement
I will increase parent and community understanding of student growth by leading three information sessions by the end of the 2011-2012 school year.

Pause to allow time to work.
This goal was made more informative but lacked a method for determining success.
Create your own goal. Start by reviewing the appropriate set of standards or by reflecting on your practice through a self-assessment or analysis of student work.