

REVIEWING STUDENT LEARNING GOALS

I. Is the Goal S.M.A.R.T.?

1. Is the goal **Specific**? If it is a specific goal, you should be able to answer the following questions:
 - *What*: What exactly is to be accomplished?
 - *Why*: What are the reasons, purpose or benefits of accomplishing the goal?
 - *Who*: Who is involved? Is the target audience identified?
2. Is the goal **measurable**? If goal is specific and measurable, one should be able to establish concrete criteria for measuring progress toward the attainment of each.
 - How will one know when goal is accomplished?
 - What indicators will one look for to measure progress and success?
 - Are data to measure progress and success readily available (i.e., Acuity, DIBELS)? Or does one need to develop new measures (e.g., teacher made assessments)?
3. Is the goal **attainable**? Given resources available, goal must be realistic and attainable.
 - Are there personnel with sufficient abilities and skills to accomplish your goal (including evaluation)?
 - Is there sufficient time to accomplish the goal?
 - What other types of resources does one need to attain your goals (i.e., technology, space, equipment, etc...)?
4. Is the goal **relevant**? Ultimately, goals should help achieve better student outcome.
 - Does it align to curriculum standards?
 - Why is it significant?
 - Is it worthwhile?
 - Is this the right time?
 - Does the goal appear to be appropriate given the context?
 - Do the strategies proposed appear to be logically related to the proposed outcome?
5. Is your goal **time-bound**? Goals should have starting points, ending points, and fixed durations.
 - When will one achieve this goal?
 - When will one undertake activities to achieve our goal?
 - When can one expect to see some short-term outcomes?

II. Does the goal use a measure that employs at least two Points in Time?

- Do they propose at least two points?
- Are you able to determine if there is sufficient time between data collection points, for the teacher to design and implement instruction and/or formative assessment to adequately measure progress toward meeting the goal?

III. Is the goal/measure appropriately rigorous?

- Is the goal based upon the WV standards and objectives?
- Is the goal appropriately challenging to all potential learners?
- Is it fair and equitable?

IV. Is the measure proposed comparable?

- Can another teacher take the same measure and use it for their students?
- Can the measure be APPLIED consistently and to get the same results in a similar classroom or context?

V. Is the goal collaborative in nature?

- Does it include any evidence that the teacher proposed to collaborate with other individuals to accomplish the goal?

VI. Number of Measures Used

- How many measures were proposed?
 - One, two, three, more?

VII. Achieved

- From what is provided, are you able to determine if the goal was met?
 - Note, according to WVDE guidance, educators are required to submit evidence of student learning goals by May 15, 2013.