

SMART SLOs

Using SMART criteria to develop SLO goals within the Educator Effectiveness Plan

FACILITATOR GUIDE

WI DPI Educator Support and Development
EEP Toolkit Training Resources

Revised August 2017

Approximate Training Time if using entirety of materials: 4.5 hours

Training Overview

This training module is designed for educators wishing to extend their learning around the EEP Goal Setting process, specifically the SLO goal.

The SMART SLO training designed to be a facilitated, face-to-face professional development experience, as the greatest value of this training occurs through the conversations and collaborative learning that takes place when it is delivered to teams or groups. The conversations and decisions that result from teams or groups grappling with the content of the training increases commitment to and understanding of the process, and brings clarity to the applications of the material. This training is best delivered to groups no larger than 24-30 participants. Participants should be seated in groups of 6 if possible. For groups larger than this, the time required to complete activities will need to be increased.

For training that is occurring within the district, it is advisable to use actual classroom, team and / or school baseline data as a part of the activities outlined in this document. This will likely increase the amount of time needed for the training. The examples provided in this training are teacher examples. In the event you are using it for principal (School Learning Objectives) SLOs, you will want to provide examples appropriate for school learning objectives.

Background

The Educator Effectiveness System was fully implemented (per Act 166) in WI schools in 2014-15. The law calls for a multiple measures approach to educator evaluation, to include student growth and professional practice measures. The recently revised (July 2017) [EE System User Guides](#) outline expectations of the system to include the creation of an Educator Effectiveness Plan (EEP) annually. The EEP consists of both professional practice and student growth goals, and guidance suggests these goals be crafted in SMART goal form. The acronym SMART is not new. If you were to Google SMART, you'd get more than 440 million hits. What is different and unique about the way in which educators use SMART is that it defines more than just the criteria of a good goal or learning objective; it incorporates SMART decisions, plans and professional practices that are data-driven, student-focused and continuously being monitored and updated for improvement. We believe everything we do should be SMART (specific and strategic, measurable, attainable, results-based and time-bound).

The resources used in this training are adapted and supported by SMART Learning Systems, and were updated to reflect current Educator Effectiveness guidance in August 2017. WI Department of Public Instruction wishes to thank Anne Conzemius for her consultation in the development of this module. Additional materials and resources can be found online at www.smartlearningsystems.com.

Preparing for the Training: Supplies Needed

- Easel and chart paper
- Multiple colored markers
- Highlighters
- Post-it notes (3x3 and 3x5)
- Poster paper of agenda items and times (optional)
- Computer & projector to display the PowerPoint

Web Resource

[Norms of Collaboration Toolkit](#) by the Thinking Collaborative

Pre-Start: Show TITLE, slide 1

As participants enter the room, greet as many as you are able, welcoming them, shaking hands, and sharing how much you look forward to working with them today. Ask where they are from, their role, how they're feeling about this work. Making personal connections before the session starts pays real dividends as the training progresses.

(Presenter's note: Some presenters are uncomfortable with moving immediately to content and so wish to do introductions first. If you choose to do so, the introduction follows the connector in this facilitator's guide, so simply reverse the order.)

Training Agenda

Activity Duration	Topic/Purpose	Instructor Notes & Activities	Materials & Supplies
5 min.	<p>Welcome</p> <p>Establish a mindset for the content & begin to create community</p>	<p>Presenter Note: Begin with a quick statement of welcome, identify the name of the workshop and introduce yourselves. Let them know you'll be doing participant introductions a little later.</p> <p>Lecture: <i>The late Stephen Covey, author of <u>The Seven Habits of Highly Effective People</u> states, "To set and work toward any goal is an act of courage." Why is goal-setting a courageous act?</i></p> <p>Activity: Think-Pair-Share Have participants spend a minute thinking about how they would respond to the question then turn to a partner to share their responses. Ask the whole group to share 3-5 reactions to the question.</p>	<p>Slide 1</p> <p>Slide 2</p>
15 min.	<p>Overview of the workshop</p>	<p>Lecture: <i>This module connects what we know about what it takes to be effective in our roles as educators and the goal setting component of Wisconsin's Educator Effectiveness process. The CONTENT of this module is about how to write a SMART Goals within the Educator Effectiveness Plan. For purposes of this training, we will focus on one of the Educator Effectiveness Plan (EEP) goals- the Student/School Learning Objective or SLO. The design element that BRIDGES the CONCEPT to the CONTENT is "Focus." In this module, the term focus refers to where educators place their attention for the purpose of improving instruction. By focusing our work specifically on the achievement of our desired outcomes for student learning (SLOs) we increase our effectiveness as educators. Our ESSENTIAL QUESTION is: How can the skillful development and use of SMART SLO Goals inform and improve educator practice?</i></p> <p>Presenter Note: Show the outcomes and agenda topics (Slides 4-5). Give them time to read through them, highlight areas of particular interest to them personally and ask for questions or comments.</p> <p>Activity: A standing meeting around Norms Have participants count off by 7 and group themselves by number. Assign one norm per group. Have them find a spot in the room to stand as a group, introduce themselves to their group</p>	<p>Slide 3</p> <p>Slides 4-5 Participant Packet pg. 1</p>

		members and then discuss what their assigned norm means and why it is important. One person in each group will report out.	Slide 6
30 min.	Understanding the power of goals	<p>Lecture: <i>John Dewey states, "We do not learn from experience... we learn from reflecting on experience." Let's take a few moments to reflect on our personal (not professional) goals.</i></p> <p>Presenter Note: Slides 7 and 8 are the set-up slides for the imaging activity to follow. Ask participants to think about this from a personal as opposed to a professional perspective. Have them identify a personal goal that they have now or one they have recently had and achieved (or not achieved). Then, have them jot down what having that goal did for them before, during and after the goal was set and a quick image that represents one key idea from their reflections. (5 minutes)</p> <p>Activity: Visual image of goal focus As a table team, create an image or collage that captures the essential ideas from each person's response to the question, "What does having a goal do for you at a personal level?" Two rules: 1.) You cannot use words on the chart - pictures / images only - and 2.) Every person at the table must contribute to the drawing (one or two people can't do all the work). Explain that this is not an assessment of their artistic talents; it's about the conversation they will have to identify the image that is important. Give them about 15 minutes to talk about their responses and to draw their image. Each team will show their image and report out the ideas that are captured within it. (20 minutes total for this activity)</p> <p>Lecture: <i>In a few short minutes, you have identified, from your own experiences, what researchers have taken years to find. We often just think about goals as a planning tool and yet, at a deeply human level, they feed our need for direction, focus, motivation and hope. Look at how many of these words (and yours as well) have emotional qualities.</i></p> <p><i>(Click to Slide 11) In summary, these are the reasons that goals are so important to the human psyche. No other species is capable of this kind of thinking. It is the inherent role of educator to help those we lead and teach to think beyond today, to imagine a different set of realities, to be able to discern what is attainable and then to act, with courage and faith, so that VISION becomes reality. (5 minutes)</i></p>	<p>Slides 7-8 Participant Packet pg. 2</p> <p>Slide 9 Supplies: Chart paper & markers</p> <p>Slide 10</p> <p>Slide 11</p>
10 min.	Introduction	<p>Presenter Note: Depending on the size of the group, you may opt to have table introductions vs. whole group introductions.</p> <p>Activity: Introduction of participants (10 minutes) Have participants think about these statements, "My greatest hope for the SLO process is.... My greatest fear about the SLO process is..." As they introduce themselves to the group (name, role and school or district), share one response (hope or fear). Record responses on a T-Chart.</p> <p>Make connections to the T-chart as appropriate throughout the training.</p>	<p>Slide 12 T-chart labeled Hopes & Fears</p>

20 min.	What is a SMART SLO and why do they work?	<p>Lecture: <i>One of the things we learned from your personal experiences with goals is that they help us focus. Obviously, this is a huge challenge for educators today. There are so many important initiatives and requirements that pull us off focus. SLOs help you, as individuals and as teams, get and stay focused on the vital few things that will make the biggest difference for students and their learning. This is what the SLO process is all about.</i></p> <p>Presenter Note: Click through slides 14-15, pausing to allow participants to read the two definitions of SLOs. Slide 15 illustrates how the official definition of the SLO statement connects teacher intentions, decisions and actions with student learning outcomes. (2 minutes)</p> <p>Lecture: <i>What makes an SLO SMART?</i></p> <p>(Click to slide 17) <i>It needs to define or provide information in these 5 areas:</i> <i>Specific</i> <i>Measurable</i> <i>Attainable</i> <i>Results-based</i> <i>Time-bound</i></p> <p>Activity: <i>What is SMART? (5 minutes + 5-minute report out)</i> Assign each table one letter of SMART. Have the table team identify what their letter stands for and discuss why it is important that an SLO meet that criterion (e.g., why should SLOs be specific?). Report to the full group what the letter stands for and why this is an important criterion. Give an example of a statement that would meet just that one criterion.</p> <p>Presenter Note / Lecture: <i>Specific: Goal is focused on specific and key areas of need</i> <i>Measurable: An appropriate evidence source is identified</i> <i>Attainable: The SLO is within the teacher's control</i> <i>Results-based: The SLO focuses on either an end result (outcome) or some identifiable amount of growth toward an outcome</i> <i>Time-bound: There is a clear, time-specific deadline for the SLO</i></p> <p>Lecture: <i>SMART SLOs focus on the vital few things that are most likely to have the greatest impact overall. If an SLO is truly SMART, you will see student learning gains cross over multiple areas of need because it means that you are focusing on high priority standards and learning strategies that affect the entire learning process. For example, a focus on thinking skills or problem solving will affect all content areas even if they are being taught in only one subject. If, on the other hand, the SLO tries to cover smaller or less rigorous content (e.g., memorizing addition facts vs. understanding base 10) the performance gains will be limited to one small area of improvement. Finally, if there are too many specific SLOs that cover a broad base of content, it will be difficult to focus. (5 minutes)</i></p>	<p>Slide 13</p> <p>Slides 14-15</p> <p>Slide 16</p> <p>Slide 17</p> <p>Slide 18</p> <p>Slide 19</p>
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10 min.	Short Break	This is a short break. Another longer break is scheduled later. It can be skipped, and participants can break as needed.	Slide 20
60 min.	Develop a SMART SLO: Desired Result	<p>Presenter Note: Introduce the next major section of the training – how to develop a SMART SLO using a common template that embeds all aspects of SMART. Explain that each part of the template will be explored, and then there will be an opportunity to practice.</p> <p>Lecture: <i>The Tree Diagram is a simple graphic organizer that can focus our SLO goal. You will find a copy of the organizer in your participant packet, page 3.</i></p> <p>Activity: Personal Experience with Graphic Organizers (5 minutes) Ask, “What are some of the graphic organizers you use right now (planners, mind maps, etc.)— what are their benefits?” Give time for a quick “buzz” with a table partner and ask for 3 examples from their discussion (e.g., visual, keep you organized, pulls many ideas together in one place, keeps you accountable).</p> <p>Lecture: <i>This graphic organizer is designed as a collaborative tool to help teams stay focused and moving along together as decisions are made and plans are carried out. Individuals can also use it. We will be using the SMART Tree Diagram template to assure that all the criteria of SMART are incorporated into our SLOs.</i></p> <p><i>The tool is called a Tree Diagram because it resembles a tree trunk with branches emanating from the base. The branches are connected to more branches from which they grow. These connections between the branches become important when we try to put all the pieces together to create our SLOs. (5 minutes)</i></p> <p>Presenter Note: The purpose of the following presentation is simply to connect the format of the tree template to SMART criteria. Later in this module, you’ll get more deeply into what each box includes and means.</p> <p>Lecture: <i>Here’s how the tree diagram incorporates each of the criterion of SMART (5 minutes)</i> <u>Desired Result:</u> <i>This is where you write a statement about the big area of focus you have selected as the intended outcome or RESULT of your instruction. It is the “R” part of SMART.</i> <u>Specific Indicators:</u> <i>These are SPECIFIC standards, skills and/or knowledge that you will monitor so you that you know your results are being achieved. Specific Indicators help you go from a broad or comprehensive intended RESULT (point to R box) to a set of manageable skills or standards that, when achieved, lead to attainment of your desired result. This is the “S” part of SMART.</i> <u>Multiple Measures:</u> <i>MEASURES, the “M” part of SMART, are the tools you will use to monitor each specific indicator. Multiple measurement tools (or ways of knowing) should be appropriate for the specific indicator being assessed (e.g., you wouldn’t measure someone’s ability to drive a car by giving them a paper and pencil test.)</i> <u>Incremental Targets:</u> <i>Incremental targets specify how much progress you want to make within a given time frame. How much TIME will it take to ATTAIN these results? Another way of thinking about this</i></p>	<p>Slide 21</p> <p>Participant Packet, pg. 3</p> <p>Slide 22</p> <p>Slide 23</p>

	<p>would be – how much progress can we reasonably make given the amount of time we have? Incremental targets address the “T” and the “A” parts of SMART.</p> <p>Activity: Create a practice Tree Diagram Template (5 minutes) Use this picture of a blank SMART Tree Diagram as a model for the teams to create their own template on a large piece of chart paper. Give them 5 minutes to recreate the Tree. (Hint: They will take 20 minutes to do this if you let them because they think it should be perfect.) Tell them that you will be walking them through the Tree step-by-step so they should not begin to fill in the boxes until you go there together.</p> <p>Lecture: <i>Let’s start with the trunk of the tree – our big end result. It is important that we understand the difference between a result goal and a process goal. Both are important and necessary for teacher effectiveness to be maximized.</i></p> <p>Results focus on WHAT you want as an outcome; processes focus on how you will get there.</p> <p>Results can be measured in multiple ways; processes either occur or do not occur.</p> <p>Results reflect impact; processes reflect implementation.</p> <p><i>Most of the goals we currently see in educational improvement plans are process goals. They express programs or initiatives, interventions or strategies that we want to put in place. A result goal tells WHAT we want to accomplish; a process goal expresses HOW we want to get there. Using baking as an example, you can’t really select the appropriate HOW (i.e., recipe) until you know WHAT you want to bake (a cake, a pie, cookies). Results goals can be measured in a variety of ways and allow you many ways to achieve them. A process goal allows you one option - implement the process, or in this case, follow the recipe. When your goals focus on results, you as professionals have tremendous latitude and freedom to try a variety of methods or strategies for achieving them. Both process AND results are important. Your SLOs must be results-oriented.</i></p> <p><i>Let’s test our understanding of the difference between results and process goals. (5 minutes)</i></p> <p>Presenter Note: Show just the two statements on slide 29 and ask the participants to identify which is the process goal and which is the results goal. Then click to slide 30 to reveal the answers. Repeat for slide 31 and 32.</p> <p>Lecture: <i>The Desired Result is a broad category of learning for which the educator is responsible. This can be expressed as a subject area (e.g., Literacy, Mathematics, Music, etc.) or as a statement that includes the population of students in a particular course (e.g., 9th grade Algebra) or a broad category of learning (e.g., gross motor skills of 4-year-old kindergarten students). This statement typically includes reference to improvement, growth or higher levels of learning but may or may not include the desired magnitude (i.e., number or percentage of students, amount of growth, etc.). At this point we are only</i></p>	<p>Slide 24 Supplies: Chart paper & markers, 3x3 & 3x5 post-it notes</p> <p>Slide 25</p> <p>Slide 26 Slide 27</p> <p>Slide 28</p> <p>Slides 29-32</p> <p>Slide 33</p>
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	<p><i>concerned about the “R” part of SMART. The statement of desired result is NOT SMART yet. It is too broad to be a good SLO. It is what provides the educator with an initial focus from which to become more specific. (2 minutes)</i></p> <p>Activity: Agree on a starting focus area (3 minutes) Table teams will be creating a “practice” tree. Have the groups agree on one area (subject) of focus they will carry throughout the practice activity. It should be something everyone at the table can relate to so that everyone is involved in contributing to the conversation. It may be a curricular area that inevitably surfaces as a need in baseline assessment: Example: Students have trouble citing references to support their ideas; Students always struggle with the concept of energy transfer.</p> <p>Have them write their big area of focus on a 3X5 Post-it note and place it in the trunk of the tree. Tell them the reason why you want them to use Post-it notes is because this will allow them to easily change their minds about what they put into the boxes. Often, as the team moves through the process, they go back to earlier decisions to either tweak or completely change what they have written. Let them know that the next step will be turning the big area of focus into a statement of Desired Result.</p> <p>Lecture: <i>Now we’re ready to turn our big area of focus into a statement of Desired Result. How is the desired result selected? Look at your grade-level content and performance standards. Focus on the “power” standards for your grade level or content area. These are standards that you know are foundational for students at this grade level or in this course to be able to meet curriculum benchmarks throughout the year.</i></p> <p><i>The data you use to select your desired result can be a combination of teacher observations, perceptions, experiences or historical documentations along with actual baseline data on the performance of this group of students. While including qualitative data is important, it is NOT OK for the selection to be made solely from qualitative evidence (i.e., perceptions and observations). The SLO must reflect the actual performance of the teacher’s current class rosters. In other words, data on student performance is a non-negotiable when it comes to selecting the desired result. This slide lists some of the sources teachers can use to establish their desired result.</i></p> <p><i>The data sources listed here help to answer the first question on the Teacher SLO Planning Template – Baseline Data and Rationale: Why did you choose this objective? The assessment results should point the teacher in the direction of a goal that is worthy of pursuit because it represents a pattern or trend of need for growth for the teacher’s students.</i></p> <p><i>I’m going to be using an example from a 4th grade art curriculum to build out a model tree diagram. Why do you think I selected art for my example? (Many say the related arts are “left out” because they are not core courses; some would say art can’t produce quantifiable results and therefore should not be included; to honor and reinforce the value of effective teaching in the arts.)</i></p>	<p>Post-it notes and marker; practice tree template created earlier by table teams</p> <p>Slide 34</p> <p>Slide 35</p>
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		<p><i>A strategic assessment system provides the teacher with evidence of student progress towards college and career readiness. The emphasis lies in formative practices rather than interim and summative assessments. While formative practices provide rich evidence of student growth, and allow the teacher to make real-time instructional adjustments, the SLO evidence is collected through a combination of formative practices, and interim and summative assessments.</i></p> <p>So, how does this assessment plan support our selection of specific Indicators for the Goal Tree?</p> <p><i>The strategic assessment plan we just reviewed, reveals specific skills / knowledge that students will need to acquire to achieve the desired results. Your assessments may highlight more than three or less than three specific skill sets; that will depend on the baseline data. The most important thing is that the SLO goal reflects the specific indicator(s). That is why it is recommended that teachers limit the focus to those indicators that reflect an enduring understanding, and can transfer to other areas as the focus for their SLO goal.</i></p> <p><i>In our 4th grade art example, the basic skills referenced in the desired result point to three skills that will have the greatest impact on improving students' ability to draw, which are 1) perspective, 2) detailed features and 3) accuracy of representation. These are embedded within the curriculum standards and were the three with the biggest gap on the baseline assessment.</i></p> <p><i>The art teacher will consider the most appropriate assessment for each of the specific indicators. Remember, that a strategic assessment system emphasizes formative practices vs. summative assessments as instructional practices will need to routinely adjust to fully meet the needs of students throughout the SLO interval. In this case, the art teacher selects a variety of measures to gauge student growth related to the specific indicators.</i></p> <p>Optional Example of a formative practice: The creation of a product rubric (as seen in the example multiple measures) can serve as a formative assessment practice if students are involved in the creation of the rubric. Engaging students in the process of developing a rubric can provide the teacher with valuable information related to the student's knowledge and abilities related to the standards.</p> <p>Activity: Indicators As a team, agree on 2-3 specific and measurable indicators associated with your result goal that could show up as problematic for most of your students. Write the specific indicators on 3X3 Post-it notes and place them in the boxes to the right of the desired result box.</p>	<p>Slide 41</p> <p>Slide 42</p> <p>Slide 43 Slide 44</p> <p>Slide 45</p> <p>Slide 46</p>
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	<p>Lecture: <i>Targets are like mini-goals. They capture the time and attainability of the goal or SLO. Targets are a critical part of the goal tree. It is from the targets that progress is monitored and adjusted as assessment results come in.</i></p> <p><i>These targets express amounts of progress that these teachers felt were attainable as measured by the assessments they were giving. Collectively, the targets should “add up” to the desired result once the final date for the SLO has been reached. Go back to your Desired Result to test whether you will achieve that result if all your targets are met. If not, adjust the Desired Result or adjust the targets or both.</i></p> <p><i>The “trick” to setting targets is to make sure they are doable within the time frame of the SLO, are in synch with the assessment plan in terms of timing and the content focus of the assessments being used, and express the desired or expected growth for every child in the classroom.</i></p> <p><i>In our art example, the teacher has determined incremental targets which allow an ongoing review of student data to determine if adjustments to instruction and supports are necessary. This provides data rich conversations within data teams/PLCs and in EE progress monitoring conversations.</i></p> <p>Note to Presenter: The following paragraph is for your information in case questions arise related to student population subgroups or variations on leveled performance. It is probably too much detailed information for inclusion in this introductory module.</p> <p>Targets may be added for specific student groups. They can also be expressed as levels or ranges of student performance. For example, teachers may determine minimal, basic, proficient or mastery levels of attainment with targets expressed as desired amounts of movement (growth) from one level to another. Let’s say at baseline, 5 students are at minimal, 15 are at basic, 5 are proficient and 0 are at mastery level. The target might be expressed as, “By the end of the first trimester, all students will move up a minimum of one level.”</p> <p>It is also important to make note to participants that students that are included in tiered (differentiated) growth targets are NOT ability grouped and should be flexibly moving between student groups according to the outcomes of daily instruction and ongoing formative assessment practices.</p> <p>Activity: Targets Now it’s your turn...</p> <p>For each indicator on your practice tree, see if you can come up with at least two measures that would give you good information about the impact of your instruction. They can be commercial</p>	<p>Slide 50</p> <p>Slide 51</p>
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		<p>products, teacher-made, quick check quizzes, observations, district benchmark assessments, running records, and the like.</p> <p>Bring groups back together. Ask Participants, "What questions do you have thus far?" and respond accordingly.</p>	
5 min.	Break	Stretch Break	Slide 52
5 min.	Set the stage	<p>Call the group back together....</p> <p>Lecture: <i>Thus far, we have examined a 4th grade art scenario, and have walked through the tree graphic organizer to help plan for a SMART SLO goal statement within the Educator Effectiveness Plan. We started by identifying a desired result, considered what specific knowledge and skills students needed focused supports (specific indicators), the methods in which those skills could be assessed/measured, and finally, we determined a plan for ongoing cycles of review that support the teacher in making appropriate adjustments to instruction throughout the interval- the incremental targets.</i></p> <p><i>The Tree graphic organizer helps us to craft a SMART SLO statement within our EEP. Let's take the work thus far and translate that into a SMART SLO goal statement. To do this we will focus on the <u>Specific Indicators</u> portion of our tree organizer.</i></p> <p>Turn to an elbow partner and discuss why we might want to focus on this portion of the tree</p> <p>Give 3 minutes to talk Bring them back and collect volunteer thoughts. Debrief the partner and large group share out with this slide, highlighting the purpose of the focus. Give participants and opportunity to read the slide.</p>	Slide 53
30 min.	Putting it all together	<p>Lecture: <i>Let's look at three possible SLO goal statements from the work of our fourth-grade teacher...</i></p> <p>Slide 54: <i>This SLO is listed as 100% because the teacher has determined that all students should be able to make a one-point gain from their baseline performance in perspective tasks (growth) and, in so doing, achieve a passing rate on the district benchmark for 4th grade art.</i></p> <p>Slide 55: <i>The 90% target for this SLO reflects a slightly higher expectation within the first trimester - a minimum of 2 points from baseline on a more specific rubric (6 points) as well as an attainment expectation of 80% on the features checklist.</i></p> <p>Slide 56: <i>Finally, on this SLO the nature of the task is quite different, which is why the target is set at 80% of the students vs. 90% or 100% in the previous two examples. The task of accurately assessing</i></p>	<p>Slide 54</p> <p>Slide 55</p> <p>Slide 56</p>

		<p><i>and explaining one's own work represents a higher order understanding, thinking and communication, than simply producing a product. Also, because this is a qualitative measure (student perception), it requires a clear set of criteria for accuracy which, if not understood by the student, may skew his / her self-analysis.</i></p> <p>Activity: Try writing an SLO from your table tree: Ask Participants to turn to page 4 in their participant packets. Ask that they try writing SLO statements for one their indicators.</p> <p>Possible Audience Question: Q: Are we required to write an SLO for each of the Indicators we identified at the start of the process? A: No, only one SLO is required for purposes of the EEP. In the case of the art teacher, one of the three SLO goals is required by the state. There are districts that ask their educators to write more than one SLO goal, so this process would support that requirement. No more than two annually are recommended.</p> <p>Activity: Assessing the Strength of an SMART goal.</p> <p>Ask participants to turn to page 5 of their packets, and take a minute to review the assessment rubric.</p> <p>Next ask them to turn to page 6 in their packet. Quickly assign each table one of the three, art teacher, SLO goal statements. Ask that each partnered pair of the table assess the strength of the assigned SLO using the assessment rubric.</p> <p>Show Directions slide 57 Using the rubric on page 5, have them highlight where the current SLO falls on the five criteria of SMART. Then, ask them to jot down one or two things they could do to improve the SLO they selected so that it better meets the criteria outlined in the rubric.</p> <p>If there is time, have like groups (i.e., those tables assigned the same SLO) convene a standing meeting to share their results.</p> <p>Large Group Share Out:</p> <p>Show example 1 (Slide 58) - By the end of the first six weeks, 50% of 8th graders will demonstrate.... Ask which tables reviewed this example? What were some of the highlights of the discussion?</p> <p>Do the same for examples 2 and 3 (Slide 59 and 60)</p>	<p>Participant Packet, pg.4</p> <p>Participant Packet, pp. 5 &6</p> <p>Slide 57</p> <p>Slides 58-60</p>
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5 min.	Closure	<p>Thank participants for their engagement in the experience. Encourage their continued growth in developing and monitoring the progress of their EEP goals.</p> <p>State the importance of continued growth within your own professional development, and ask that they complete an exit slip that will provide feedback related to the training.</p>	Slide 61
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