

# SMART SLOs

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

## PARTICIPANT PACKET

WI DPI Educator Support and Development  
EEP Toolkit Training Resources

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# Creating SMART Student Learning Objectives (SLOs)

A study in the development of SMART Student Learning Objectives as presented through the lens of focused, data-informed professional practices that result in the improvement of student learning outcomes.

## Outcomes

Participants will:

- Know how to write SLOs that are specific, measurable, attainable, results-based and time-bound (SMART)
- Learn a powerful tool for developing goals individually or as a team and translating them into SLO statements that meet the criteria of SMART
- Be able to assess their SLOs against a rubric that incorporates all aspects of the SMART criteria

## Agenda

Why are SMART SLOs an important component of educator effectiveness?

What does SMART mean and why does it work?

Using a SMART Tree Diagram to write your SMART SLO.

Assessing the quality of your SMART SLO.

Reflections and feedback

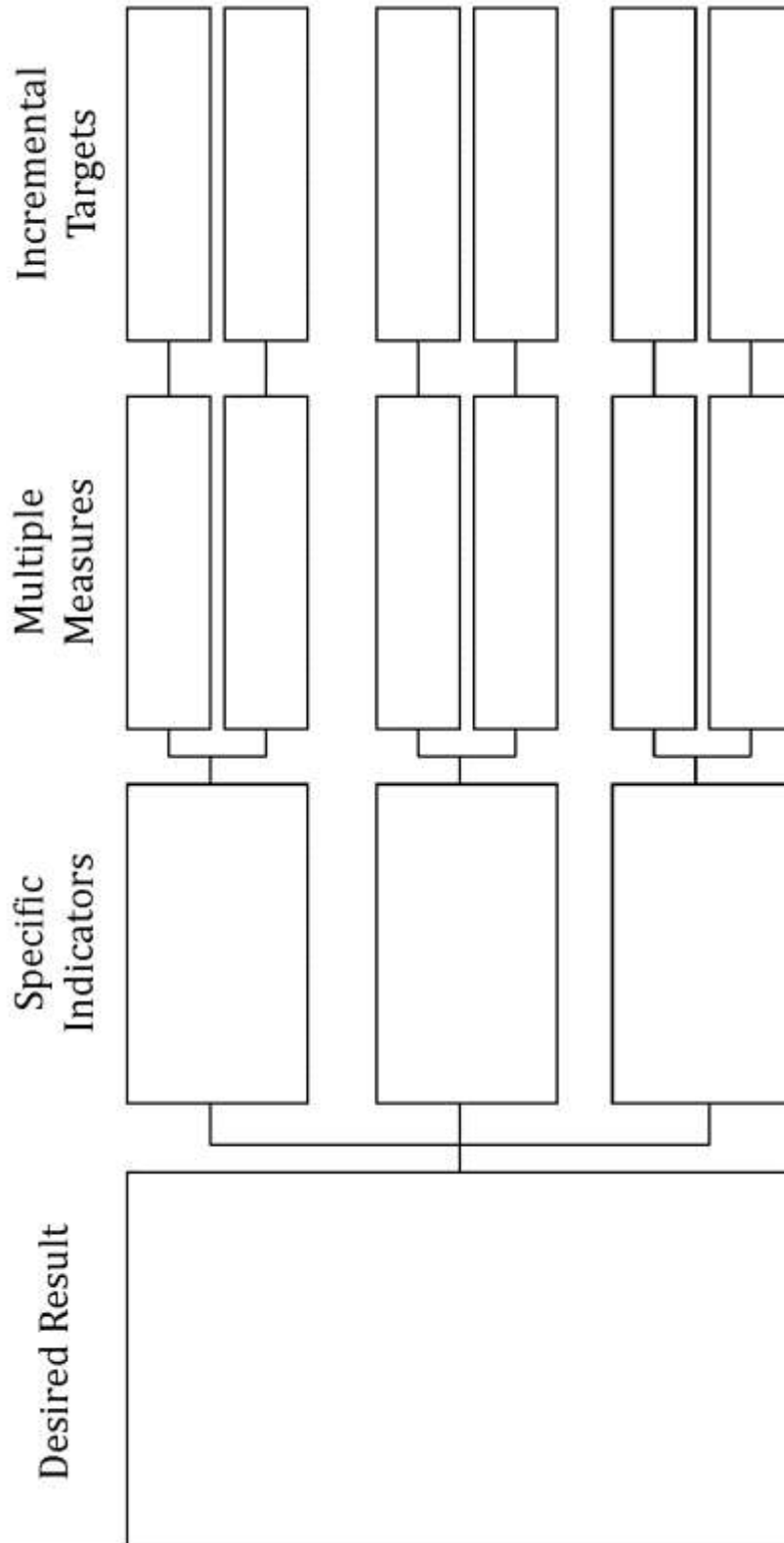
## **What do goals do for you on a personal level?**

Jot down a goal you have recently attained or are in the midst of working on now.

What has been the effect on you personally as a result of having this goal?

Use the space below to construct an image of one key idea from your personal goal-setting experience.

# SMART Tree Diagram Template



# Templates for Writing a Statement of Desired Result

## I. Standards-based Example

\_\_\_\_\_ % of our \_\_\_\_\_ students will meet or exceed  
(attainable amount) (grade and / or course)

\_\_\_\_\_ standards in \_\_\_\_\_ by \_\_\_\_\_  
(subject area) (specific topic / skill) (time frame)

### *Example*

80% of our 8<sup>th</sup> grade students will meet or exceed ELA standards in persuasive writing by the end of first semester.

## II. Growth Example

Student performance in \_\_\_\_\_ will (increase) or (improve)  
(content area)

by a minimum of \_\_\_\_\_  
(amount of expected growth, based on baseline metric and results)

\_\_\_\_\_ as measured by \_\_\_\_\_  
(by when) (assessment to be used)

### *Example*

Student performance in Earth Science will increase by a minimum of 15 points per quarter as measured by the district benchmark assessments.

## III. Skill-based Example

By \_\_\_\_\_, \_\_\_\_\_ of our \_\_\_\_\_ students  
(time frame) (attainable % or #) (grade and /or course)

will be able to \_\_\_\_\_  
(general category of skill or knowledge)

### *Example*

By the end of the year, 95% of our 10<sup>th</sup> grade geometry students will be able to use geometric concepts and properties to solve real life problems.

## How SMART is Your SLO?

Use this rubric for assessing the quality of your SLO.  
It is not designed as a tool to determine your evaluation score.

	Emerging	Developing	Advancing	Mastery
S	Broad categories of content are listed or too many specific standards make the SLO either not specific or not strategic.	The SLO is subject-specific but does not specify standards or skills within the subject area.	The SLO is subject-specific and identifies key standards or skills in the area of focus but lacks specific evidence of high priority need.	The SLO is focused on a specific learning outcome, identifies key standards, skills and knowledge needed to achieve that outcome, and is based on evidence of high priority need.
M	Only the most recent annual summative measure is used.	The SLO incorporates more than one type of summative measure.	The SLO incorporates multiple measures that are meaningful and provide snapshots of student performance at a single point in time.	Multiple measures are used, both summative and formative, which can be used ongoing to monitor progress and make adjustments to instruction.
A	The SLO reflects a standard that is not within the reach of those creating it or cannot be attained within the stated time.	The SLO reflects a standard of excellence that is within the reach of those creating it but is neither time-specific nor challenging enough to motivate change.	The SLO reflects a standard of excellence that is within the reach of those creating it but may not be sufficient to achieve substantially better student learning outcomes for all levels of learners.	Realistic but significant improvement is articulated within a specified and reasonable time frame. The SLO is motivating and worthy of pursuit and addresses the needs of all learners.
R	The SLO specifies a process (program, intervention or strategy) as the desired outcome.	An end result is implied but not clearly articulated.	The SLO is geared toward a specific result but may not be academic in nature or targeted to specific skills or knowledge.	The domain (content area and standards) and nature (academic) of the improved results are clearly identifiable.
T	No reference to time is made.	A broad category of time is identified (e.g., weekly, monthly or based on school calendar).	Specific time frames are identified but may not be connected to the appropriate measure.	Time frames are specifically identified, appropriate for the growth target and are linked to the measures being used.

## **Making Sure Your SLO is SMART**

By the end of the first six weeks, 50% of 8<sup>th</sup> graders will demonstrate mastery of three essential learning standards in Reading.

By the end of the first quarter, all 1<sup>st</sup> graders will have improved their performance on each subtest of the gross motor inventory by a minimum of 50% from baseline.

By the end of the school year, at least 60% of our 10<sup>th</sup> grade students will score proficient or advanced, and no one will score “minimal” on the writing subtest of the Language component of the WSAS.