SMART
Student Learning Objectives (SLOs)
“To set and work toward any goal is an act of courage.”

-- Stephen Covey
Essential Question

How can the skillful development and use of SMART SLOs inform and improve educators’ practice?
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 SMART criteria

• Be able to assess their SLOs against a rubric that incorporates all aspects of the SMART criteria
Agenda

• Why SMART SLOs are an important component of educator effectiveness
• What SMART means and why it works
• How to write a SMART SLO using a SMART Tree Diagram
• Assessing your SMART SLO
• Reflections and feedback
Today’s Collaboration Norms

From The Adaptive School: A Sourcebook for Developing Collaborative Groups (Garmston)
(www.thinkingcollaborative.com/norms-collaboration-toolkit)

• Pausing
• Paraphrasing
• Posing Questions
• Putting Ideas on the Table

• Providing Data
• Paying Attention to Self and Others
• Presuming Positive Intentions
Think about a personal life goal you currently have OR a prior goal you have already achieved.
What do goals do for you on a personal level?
What Professional Goals Can Do for Educators

- Share your personal responses to “What do goals do for you at a personal level?” with your teammates.
- As all members of the group share their words or phrases, listen for themes or patterns.
- As a table team, create an image or collage that captures the ideas shared by your colleagues.
- Share and post the images around the room.
Goals

• Give Direction
• Help to Prioritize
• Motivate
• Keep Us Accountable

• Instill Hope
• Build Confidence
• Create & Maintain Focus
Goal setting is a uniquely human exercise because it requires the ability to think beyond today into the unknown, to imagine the possibilities while discerning what is truly possible and then, to put action to faith.

A. Conzemius (2001)
Definition of SLO

Student/School Learning Objectives (SLO) are detailed, measurable goals for student academic growth to be achieved in a specific period of time (typically an academic year), based on prior student learning data, and developed collaboratively by educators and their evaluators.*

* The process should also include colleagues, coaches, and peers in the development and review of SLOs, particularly in Supporting Years of an Effectiveness Cycle.
Practitioner’s Definition of SLO

• Student Learning Objective (SLO)
• A goal statement that expresses the desired impact of the actions of the teacher(s) on student learning
• A series of decisions made by teachers to determine areas of instructional focus.
Specific
Measurable
Attainable
Results-based
Time-bound
What content standards & skills do I focus on?

How will I know when the goal has been achieved?

Can the target end result be reasonably achieved?

Does the goal align with the focus on results of the school or district?

What is the specified & realistic timeframe for achievement?
Why do SMART SLOs Work?

SMART SLOs focus on the few things likely to have the greatest impact.
Break

*Note: do not overfill brain. Allow for knowledge to soak in before topping up.
Develop a SMART SLO
Develop a SMART SLO: Tree Diagram

Tree Diagram:

• graphic organizer
• template for making SLOs SMART
• collaborative planning tool
SMART SLO Tree Diagram

**Result**

**Desired Result**

**Specific Indicators**

- Specific Area of Focus
- Specific Area of Focus
- Specific Area of Focus

**Multiple Measures**

- Measure
- Measure
- Measure
- Measure

**Incremental Targets**

- Attainment & Time
- Attainment & Time
- Attainment & Time
- Attainment & Time
SMART SLO Tree Diagram

Desired Result

Specific Indicators

Multiple Measures

Incremental Targets
Results vs. Process

• Important to understand the difference between a result goal and a process goal.
• Both are important and necessary for teacher effectiveness to be maximized.
Results vs. Process

**RESULTS**

**PROCESS**

Results focus on what you want as an outcome; processes focus on how you will get there.
Results can be measured in multiple ways; processes either occur or do not occur.
Results reflect impact; processes reflect implementation.
Implement a cross-curricular unit that integrates performing and visual arts.

90% of our 8th graders will demonstrate proficiency on three of the four performing and visual arts standards.
**PROCESS**

Implement a cross-curricular unit that integrates performing and visual arts.

**RESULTS**

90% of our 8th graders will demonstrate proficiency on three of the four performing and visual arts standards.
Increase by 50% the agility of primary students on gross motor tasks by the end of the third quarter.

Develop an agility program for primary students.
RESULTS
Increase by 50% the agility of primary students on gross motor tasks by the end of the third quarter.

PROCESS
Develop an agility program for primary students.
A statement that incorporates a broad category of need, time frame and measurable outcome for student learning.
How is the Desired Result Selected?

Review of grade-level content standards and data analysis for trends of need in prior school and classroom data, and students’ baseline performance on curriculum-based formative assessments.

- Curriculum-based assessments
- District benchmark assessments
- Common grade-level, departmental course or unit assessments
- Commercial products
- Teacher judgment & experience
- Parent & student input
- Historical data:
  - Portfolios of student work
  - Prior end-of-year assessments
  - Standards-based report cards
By the end of the first trimester all 4th grade students will have basic skills for producing quality artwork.
Break

*Note: do not overfill brain. Allow for knowledge to soak in before topping up.
By the end of the first trimester all 4th grade students will have basic skills for producing quality artwork.
BEGIN WITH THE END IN MIND

Covey 1989
Purpose:
Isolate specific area(s) of student learning needs.
Strategic Assessment Systems use comprehensive, systematic and ongoing processes to drive teaching and learning. In a Strategic Assessment System, educators choose high quality assessment tools and practices, including those that are formative, interim and summative. They purposefully use the resulting information in a coherent manner in order to directly impact student achievement by making strategic decisions, engaging the learners themselves, to determine what comes next for students’ learning.

For more information on the use of a strategic assessment system within the SLOs, see the EE System User Guides.
The Strategic Assessment Plan

- Establish a baseline of specific performance for setting your SLO growth and / or attainment targets
- Verify specific area(s) and extent of learning need(s) for your student population
- Determine for whom these needs are greatest (i.e., student groups or individuals)
- Link your SLO to key content and performance standards
- Observe trends and patterns over time
- Know whether your SLO is attainable
- Demonstrate that your students are making progress
By the end of the first trimester all 4th grade students will have basic skills for producing quality artwork.
# How do I assess the Specific Indicators?

<table>
<thead>
<tr>
<th>Specific Skills &amp; Knowledge for: (C.4.7) producing quality artwork</th>
<th>How will we measure where we are now? (Baseline)</th>
<th>How and when will we measure progress?</th>
<th>How and when will we know which students need additional help?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Artistic Representations</strong></td>
<td>Product Rubric</td>
<td>Mid-point and end of unit assessments, using product rubric</td>
<td>Ongoing assessments for learning</td>
</tr>
<tr>
<td><strong>Perspective</strong></td>
<td>Curriculum Benchmarks</td>
<td>Weekly standards-based quizzes</td>
<td>Tiered results from standards-based quizzes</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>Student self-assessment and teacher observations</td>
<td>Student self- assessment (pre and post unit), and ongoing teacher observations</td>
<td>Performance portfolio, student reporting, and teacher observations</td>
</tr>
</tbody>
</table>
By the end of the first trimester all 4th grade students will have basic skills for producing quality artwork.
SMART SLO Tree Diagram

Desired Result

Specific Indicators

Multiple Measures

Incremental Targets
Multiple assessment tools and/or events which monitor progress toward the desired result.

Measures are aligned to the specific indicators.
## Example Art Rubric

### 5.1 Rubric for Art Class

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Instruction</td>
<td>Does not meet expectations</td>
</tr>
<tr>
<td>Pre-Instruction</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>Pre-Instruction</td>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>

- Place your non-drawing hand on the table in front of you. Draw your hand.

*Courtesy of Savanna Oaks Elementary School, Verona, Wisconsin.*
SMART SLO Tree Diagram

Desired Result

Specific Indicators

Multiple Measures

Incremental Targets
Short-term, incremental steps toward the desired result.

Targets express the amount and type of growth expected within a given time frame on each measure.
By the end of the first trimester all 4th grade students will have basic skills for producing quality artwork.

**Desired Result**

**Specific Indicators**
- Perspective
  - Product Rubric
  - Curriculum Benchmark
- Detailed Features
  - Product Rubric
  - Checklist
- Accuracy of Representation
  - Self-Assessment
  - Portfolio

**Multiple Measures**
- Average increase of 1/3 point per week
- Average increase of 1 point by 3rd week
- 50% growth from baseline by 3rd week

**Incremental Targets**
- All students achieve 8/10 by end of trimester
- Accuracy of student’s self-analysis on final product is 80% or higher
- Pre, mid and post instruction work samples illustrate observable growth
SMART SLO Tree Diagram

- Desired Result
- Specific Indicators
  - Multiple Measures
    - Incremental Targets
Stretch Break
Translating the Goal Tree to an SLO

To write a SMART SLO goal statement:
Focus in on the **Specific Indicators** of your tree!

- The measures and targets support those indicators
- They are in direct control of the educator
- They are embedded in the standards
- They represent desired (actual) student outcomes
- They are the focus of instructional decision making.
By the end of the first trimester, 100% of 4th grade art students will have improved their performance on perspective tasks by a minimum of 1 point from baseline on the standards product rubric and achieve a passing rate on the district’s benchmark assessment.
By the end of the first trimester, 90% of 4th grade art students will have improved their ability to identify and represent detailed features of a model by a minimum of 2 points from his / her baseline on a 6 point rubric and achieve a score of 8/10 on the features checklist.
By the end of the first trimester, 80% of 4th grade students will be able to accurately assess their own drawings at a rate of 80% or higher using a defined set of accuracy criteria and will be able to explain the strengths and weaknesses of their own representations.
How SMART is the SLO?

Table Partner Activity:

Using the assessment rubric on page 5 of your participant packet, review the assigned SLO and determine it’s strength.
Assess This SLO Statement

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

What, if anything, could you do to make it SMARTer?
Assess This SLO Statement

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

What, if anything, could you do to make it SMARTer?
Assess This SLO Statement

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

What, if anything, could you do to make it SMARTer?
Before leaving, please address the following prompts on a 3x5 index card:

1 Key Take-Away

A personal struggle

“Questions I still have...”