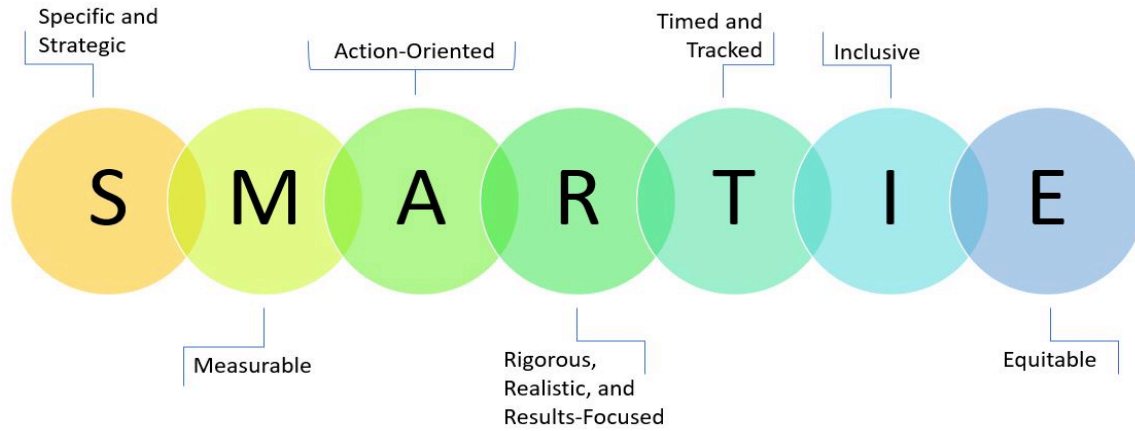


Creating SMARTIE Goals



This resource supports educators to develop individual and/or team **student learning goals** and **professional practice goals** aligned with the Focus Indicators for Teaching in 2021-22.

SMARTIE goals intentionally center two additional components relative to SMART goals:

- ✓ *Inclusivity* (the extent to which a goal brings historically marginalized¹ people into processes, activities, and decision-making), and
- ✓ *Equity* (the extent to which the goal includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression, such as anti-racism²).

Included in this resource are the following (click to navigate):

Student Learning Goals	<ul style="list-style-type: none"> • Protocol Template • Example Protocol • Sample Goals • Analysis and Reflection Template
Professional Practice Goals	<ul style="list-style-type: none"> • Protocol Template • Example Protocol • Sample Goals

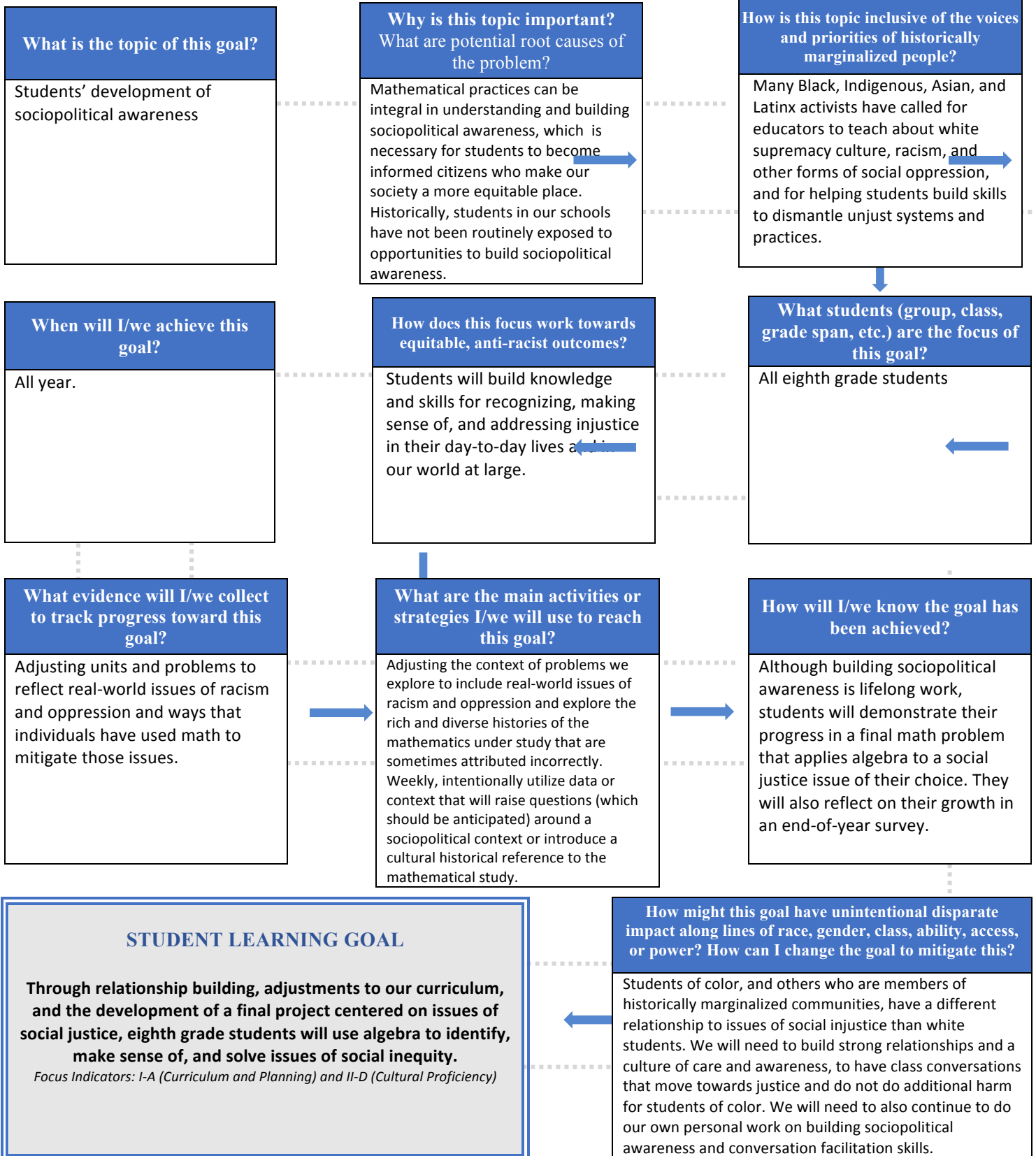
¹ **Historically Marginalized Groups:** Groups and communities that systematically experience discrimination and exclusion (social, political, and economic) because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, culture, language, LGBTQ+, gender, and ability. Significant disparities exist for marginalized people. ([source](#))

² **Anti-racism:** The expression or ideas that racial groups are equals and do not need developing, and supporting policies that reduce racial inequity ([source](#))

<p>What is the topic of this goal?</p>	<p>Why is this topic important? What are potential root causes of the problem?</p>	<p>How is this topic inclusive of the voices and priorities of historically marginalized people?</p>
<p>When will I/we achieve this goal?</p>	<p>How does this focus work towards equitable, anti-racist outcomes?</p>	<p>What students (group, class, grade span, etc.) are the focus of this goal?</p>
<p>What evidence will I/we collect to track progress toward this goal?</p>	<p>What are the main activities or strategies I/we will use to reach this goal?</p>	<p>How will I/we know the goal has been achieved?</p>
<p>STUDENT LEARNING GOAL</p>		<p>How might this goal have unintentional disparate impact along lines of race, gender, class, ability, access, or power? How can I change the goal to mitigate this?</p>

Example Student Learning Goal Protocol

Context: The eighth grade math team, working in a district that serves predominately white students, noticed that their students seem to have little awareness or understanding of widely publicized issues of racial justice, such as police brutality or violence against Asian-Americans. They seek to build students' sociopolitical awareness, or the skills and mindsets to interrogate and work to solve issues of social justice, in their math classes (Ladson-Billings, 1995).



Addressing learning needs while focusing on grade-level standards: The fifth grade team finds that on a beginning-of-the-year assessment, only 30% of incoming students accurately answer fourth grade-level questions about equivalent fractions, which is a much lower percentage than in past years. In addition, the grade level team has grappled with persistent racial disparities in test scores between white students and Black, Indigenous, and Students of Color, and wants to intentionally work to make their classrooms spaces where race is not a predictor of academic success.

STUDENT LEARNING GOAL: By implementing a variety of supportive instructional practices, such as number talks, think-pair-shares, do-now skill practice activities, 1:1 check-ins, and ongoing assessment, fifth grade students will use equivalent fractions to accurately add and subtract fractions with different denominators, including mixed numbers, in 80% of computation problems by the end of the unit. Student achievement data will reflect equitable distribution of outcomes across lines of race and ethnicity.

Focus Indicator: I-A (Curriculum & Planning)

Supporting social-emotional learning: A seventh grade English teacher hears from the sixth grade team that students had a difficult time connecting with each other and with school staff in the 2020-21 year, most of which was spent remotely. Data from her school's SEL survey confirmed that many of her new students had a challenging transition to middle school. She wants to focus on supporting her incoming students' social-emotional growth in order to set and maintain a strong foundation for learning, engagement, and relationship-building.

STUDENT LEARNING GOAL: By implementing weekly dialogue journaling, restorative discussion circles, and mindfulness brain breaks, students will report an increase in their feelings of positive self-identity and classroom belonging in the end-of-year student survey compared to their beginning-of-year benchmark.

Focus Indicator: II-B (Learning Environment)

Supporting English learners: A second grade classroom teacher found that 65% of English learners in his classroom did not show adequate progress on the reading portion of their ACCESS tests in the 2020-2021 school year. Discussions with these students' first grade teachers reflected their concern about their English learners' progress during remote learning last year.

STUDENT LEARNING GOAL: Through weekly touchpoints with families, providing resources and access to books in home languages, and co-teaching three times per week with the ESL teacher, English learners in my second grade classroom will advance 1 WIDA proficiency level when reading to process arguments.

Focus Indicator: I-A (Curriculum & Planning)

Student Learning Goal Analysis and Reflection Protocol

This goal analysis and reflection protocol can support educators to reflect on progress toward their Student Learning goal. It may be particularly supportive during an educator's Formative assessment.

Goal

Results

What were the student outcomes relative to this goal?

Are there patterns or disparities in student outcomes along lines of race/ethnicity, disability status, English learner status, or other markers of students' identities?

Reflection

Causes

What teacher practices may have positively impacted these outcomes?

What teacher practices may have negatively impacted these outcomes?

Student Learning Goal Analysis and Reflection Protocol

Student Learning Goal Analysis and Reflection Protocol

If there are disparate outcomes among students or student groups, what are some potential causes?

Getting Additional Information

Who else can I ask to provide feedback on these findings (e.g., parents, students, colleagues)? How do other stakeholders make sense of the results, and what suggestions do they have for my practice?

What questions do you have about these findings, and how can you learn more?

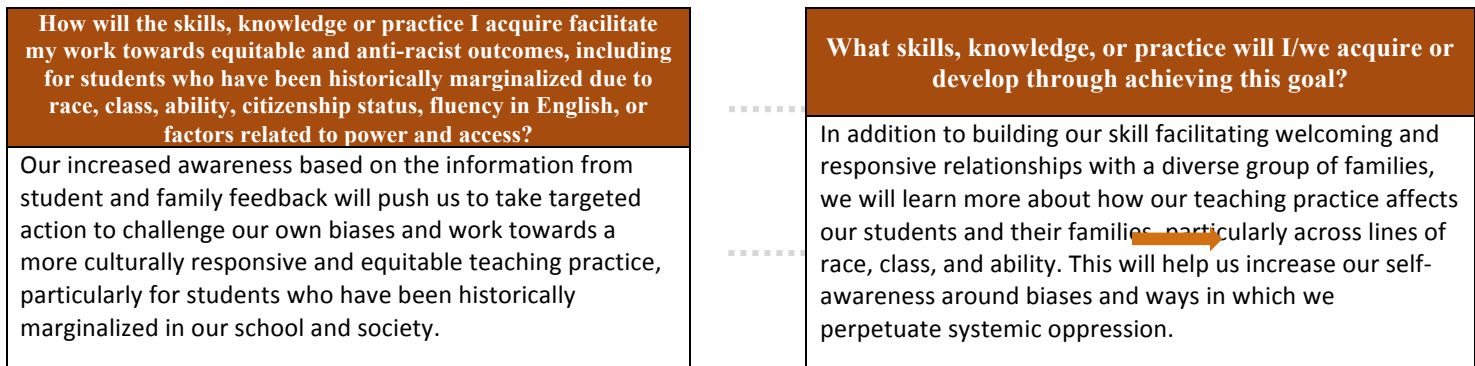
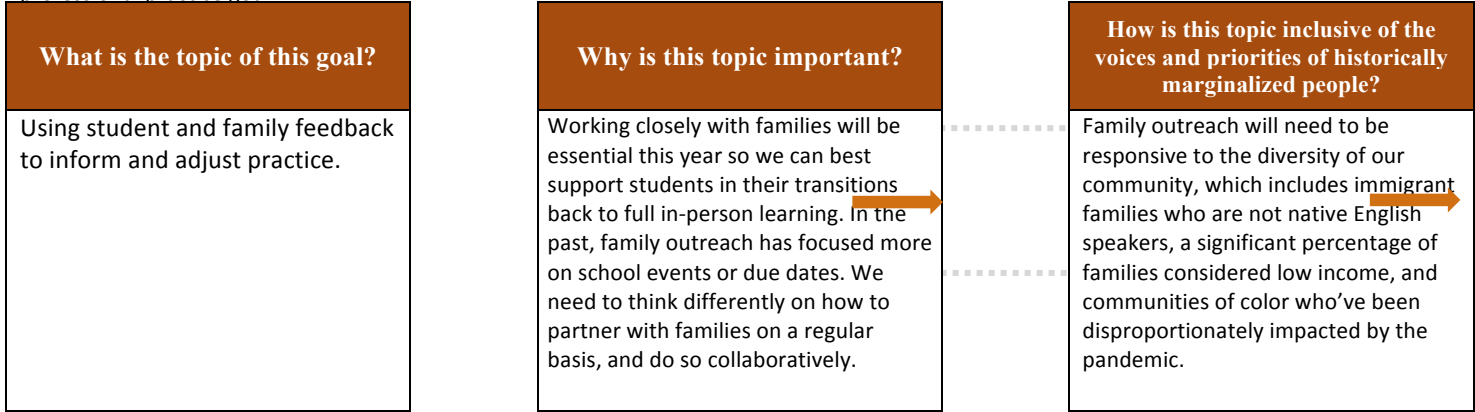
Next Steps

What adjustments to practice could be made to continue to improve student outcomes in this area?

What additional supports are needed to be successful?

Professional Practice Goal Protocol Template

<p>What is the topic of this goal?</p>	<p>Why is this topic important?</p>	<p>How is this topic inclusive of the voices and priorities of historically marginalized people?</p>
	→	→
		↓
<p>How will the skills, knowledge or practice I acquire facilitate my work towards equitable, anti-racist outcomes, including for students who have been historically marginalized due to race, class, ability, citizenship status, fluency in English, or factors related to power and access?</p>	<p>What skills, knowledge, or practice will I/we acquire or develop through achieving this goal?</p>	
	←	
		↓
<p>How will I/we know the goal has been achieved?</p>	<p>How will I/we demonstrate progress toward this goal?</p>	<p>When will I/we achieve this goal?</p>
	→	→
		↓
<p>PROFESSIONAL PRACTICE GOAL</p>	<p>How might this goal have unintentional disparate impact along lines of race, gender, class, ability, access, or power? How can I change the goal to mitigate this?</p>	



PROFESSIONAL PRACTICE TEAM GOAL
By soliciting feedback from students and families, analyzing disparities and trends in feedback across lines of race, class and ability, and following up with students and families about the impact of their feedback on a monthly basis, we will adjust our teaching practice to be equitable and responsive to our students' and families' needs.
Focus Indicators: II-D (Cultural Proficiency), III-B (Family Collaboration), and IV-C (Professional Collaboration)

How might this goal have unintentional disparate impact along lines of race, gender, class, ability, access, or power? How can I change the goal to mitigate this?
 The ways we reach out to families may not be welcoming to all in terms of messaging or method, so we will need to look carefully at disparities in response rates and adjust our outreach accordingly. Additionally, the preferences of the majority may have unintended inequitable consequences for historically marginalized students and families, so we will need to interrogate each large trend in the feedback, notice where it is coming from, and think through potential oppressive outcomes.

Sample Professional Practice Goals

Implementing Evidence-Based Early Literacy: A second grade team wants to develop their practice of evidence-based early literacy strategies, starting with a focus on strengthening the foundational skills component of the literacy block.

PROFESSIONAL PRACTICE GOAL: In order to ensure that all second graders have access to evidence-based early literacy instruction, the second grade team will engage in a professional learning community around the resources in the Mass Literacy Guide and adapt curricular materials as needed in order to incorporate explicit and systematic instruction in foundational skills into the daily core literacy block. This will be evidenced by lesson plans, observations, and student and family feedback.

Focus Indicators: I-A (Curriculum & Planning) and IV-C (Professional Collaboration)

Integrating ongoing discussions of systemic racism and oppression: An eighth grade Civics teacher seeks to deepen their anti-racist teaching practice by making explicit connections between the curriculum and ongoing racism, oppression and resistance.

PROFESSIONAL PRACTICE GOAL: When examining the institutions of the United States government in Unit 3, I want to engage students in consistent and explicit conversations about who does and does not have power and the way in which institutions are structured to contribute to or challenge systemic oppression and racism. To reach my goal, I will co-create classroom discussion agreements with students, explicitly teach about issues of power, oppression and resistance starting at the beginning of the year, facilitate weekly journaling and discussion groups about power within U.S. institutions, and revisit each units' texts to center multiple experiences and perspectives, including those of Black, Indigenous, and People of Color, in students' examinations of institutions.

Focus Indicators: I-A (Curriculum & Planning), II-B (Learning Environment), and II-D (Cultural Proficiency)

Supporting student-centered scientific thinking: A seventh grade Science teacher wants to refine specific instructional strategies that will strengthen her students' abilities to independently and collaboratively build and evaluate models during investigations.

PROFESSIONAL PRACTICE GOAL: To center student thinking, make it visible, and track each student's learning progress, I will ensure that at least one lesson or assignment per week facilitates independent and collaborative student modeling, as well as collective evaluation of the limitations of students' models. I will do so by using an equitable online platform for creating models, reserving space in lessons for small and whole group modeling, and co-creating virtual discussion agreements that allow students to provide feedback on each other's models in both in-person and virtual settings, such that each student is demonstrating their thinking at least once a week.

Focus Indicators: I-A (Curriculum & Planning), II-B (Learning Environment), and IV-A (Reflection)

Collectively building antiracist teaching practices and mindsets: The kindergarten team hopes to develop and sustain an ongoing culturally responsive, antiracist classroom environment.

PROFESSIONAL PRACTICE GOAL: By completing quarterly team equity walks and coming together for a weekly hour-long meetings to discuss culturally responsive instruction, members of our team will continually deepen our antiracist teaching practice to provide a more affirming space for our students, particularly our Black, Indigenous and Students of Color, as measured through improvements in drop-off transitions, responses to weekly small group discussion prompts with students, and equity walk reports.

Focus Indicators: II-D (Cultural Proficiency), IV-A (Reflection), and IV-C (Professional Collaboration)

Student Learning Goal Protocol

1. What is the topic of this goal?
2. Why is this topic important? What are potential root causes of the problem?
3. How is this topic inclusive of the voices and priorities of historically marginalized people?
4. What students (group, class, grade span, etc.) are the focus of this goal?
5. How does this focus work towards equitable, anti-racist outcomes?
6. When will I/we achieve this goal?
7. What evidence will I/we collect to track progress toward this goal?
8. What are the main activities or strategies I/we will use to reach this goal?
9. How will I/we know the goal has been achieved?
10. How might this goal have unintentional disparate impact along lines of race, gender, class, ability, access, or power? How can I change the goal to mitigate this?
11. *Create Student Learning Goal*

Professional Practice Goal Protocol

1. What is the topic of this goal?
2. Why is this topic important?
3. How is this topic inclusive of the voices and priorities of historically marginalized people?
4. What skills, knowledge, or practice will I/we acquire or develop through achieving this goal?
5. How will the skills, knowledge or practice I acquire facilitate my work towards equitable, anti-racist outcomes, including for students who have been historically marginalized due to race, class, ability, citizenship status, fluency in English, or factors related to power and access?
6. How will I/we know the goal has been achieved?
7. How will I/we demonstrate progress toward this goal?
8. When will I/we achieve this goal?
9. How might this goal have unintentional disparate impact along lines of race, gender, class, ability, access, or power? How can I change the goal to mitigate this?
10. *Create Professional Practice Goal*