S.M.A.R.T. Goals
Purpose

This module takes the user through creating aligned S.M.A.R.T. goals using identified state standards. At the end of this module, users will be able to write S.M.A.R.T. goals and evaluate their accuracy using a criteria that can be taught in the classroom.
## Suggested Agenda and Times

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Watch the S.M.A.R.T. Goals video and complete practice activities within the module before or in-class</td>
<td>15 minutes</td>
</tr>
<tr>
<td>2. In class, create S.M.A.R.T. goals from an identified standard.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3. Receive peer feedback and revised created S.M.A.R.T. goals</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4. If your students are struggling creating S.M.A.R.T. goals consider, completing the extension activity</td>
<td>25 minutes</td>
</tr>
</tbody>
</table>
For In-Class Facilitation

Should you choose to have student complete steps 1-4 from the previous slide, in class consider posting the following:

• S.M.A.R.T. acronym
• Guiding questions and pitfalls to avoid chart
• Standard and initial goal
• Revised goal

**Each item is provided in this power point.**
In-class facilitation visuals follow this slide
S.M.A.R.T. Acronym

Specific
Measurable
Attainable
Relevant
Time-bound
## Essential Questions/Common Pitfalls

<table>
<thead>
<tr>
<th>Goal Component</th>
<th>Essential Questions</th>
<th>Common Pitfalls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
<td>Do you know what the goal will accomplish?</td>
<td>The goal is too vague.</td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
<td>Are you able to assess progress to determine when the goal has been met?</td>
<td>You don’t know when the objective of the goal has been achieved.</td>
</tr>
<tr>
<td><strong>Attainable</strong></td>
<td>Have you considered students’ starting points when considering realistic goal that students can achieve?</td>
<td>It’s more a fantasy, and not a realistic goal.</td>
</tr>
<tr>
<td><strong>Relevant</strong></td>
<td>Does the goal mean anything? What purpose does it serve in the student’s life?</td>
<td>The goal competes with something more important, running the risk of pushing the goal to the back.</td>
</tr>
<tr>
<td><strong>Time-Bound</strong></td>
<td>What is the deadline for completing the goal? Are you working with a sense of urgency to achieve the goal by a specified timeline?</td>
<td>The goal has no deadline.</td>
</tr>
</tbody>
</table>
Learning Standard

CCSS ELA Literacy

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
Initial S.M.A.R.T. Goal

My students will increase their reading scores.
Revised S.M.A.R.T. Goal

**Display the revised goal after students have practiced evaluating and revising the goal.**

By the end of the week, students will use decoding strategies to read at least five different three-letter words from the Dolch reading list.
Extension activity visuals follow this slide
Extension Learning Standard

CCSS ELA Literacy

**RL.K.9** With prompting and supporting compare and contact adventures and experiences of characters in familiar stories.
Extension Initial S.M.A.R.T. Goal

Students will work in groups to write one similarity between character from two different books.
Extension Revised S.M.A.R.T. Goal

** Display the revised goal after students have practiced evaluating and revising the goal.

By the end of the lesson, students will list at least three differences between one character from the book *The Incredible Book Eating Boy* and one character from the book *No, David!*
Thank you.