

SMART Goal Setting Framework

S	M	A	R	T
Specific	Measurable	Achievable	Relevant	Timeframe
<p>Are the performance goals <i>specific</i>?</p> <p>A general statement such as “improve student results” does not provide enough definition about the focus area and measure of improvement.</p>	<p>Can you <i>measure</i> the performance goals?</p> <p>If the goal cannot be measured in some way, there is no way of determining whether the goal has been achieved.</p>	<p>Are the performance goals <i>achievable</i> and within reach?</p> <p>Is the <i>professional learning and support</i> required available to achieve the performance goals?</p>	<p>Are the performance goals <i>relevant</i>?</p> <p>How do they contribute to <i>faculty/stage goals and the strategic planning areas of the school</i>?</p> <p>How do they reflect to the <i>Australian Professional Standards for Teachers</i>?</p> <p>When the goals are achieved consider how they help to <i>improve student outcomes</i>.</p>	<p>Is there an <i>appropriate timeframe</i> within which the performance goals may be achieved?</p> <p>Consider what professional learning <i>milestones</i> will be put in place over this timeframe.</p>

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Goal Setting Sentence Starters:

Consider the language used – it should be specific to the GOAL, not the strategy. Goals can be framed as statements **or** questions:

- I will develop/further develop... *How will I develop/further develop?*
- I will enhance... *How will I enhance?*
- I will improve... *How will I improve?*
- I will build my capacity to... *How will I build my capacity to?*
- I will develop my capabilities to... *How will I develop my capabilities to?*

Example goals for executive staff member:

Statement:

I will build my capabilities to actively listen to and respond to colleagues, trying to see things from their perspective, so that my faculty relationships, team effectiveness and overall performance are enhanced.

Question:

How will I enhance and further develop my capabilities to deliver (and source) engaging, dynamic professional learning for my staff (at faculty level), as well as an improved ability to evaluate the ongoing impact of this professional learning in their classrooms? *See this goal

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Professional Development Plan – Goal Setting Draft Sample for Executive Staff Member

What I want to achieve	Goal and Standards	Evidence (Data)	Professional Learning
<p>Strategies to evaluate the impact of faculty-based professional learning on teachers (and in their classroom) over time.</p> <p>(Consider how we can measure the impact that ongoing professional learning has in the classroom?)</p>	<ul style="list-style-type: none">How will I enhance and further develop my capabilities to deliver (and source) engaging, dynamic professional learning for my staff (at faculty level), as well as an improved ability to evaluate the ongoing impact of this professional learning in their classrooms? <p>This goal is linked to Standards: 6.3.4, 6.4.4, 7.4.4</p>	<ul style="list-style-type: none">Teacher/student voice – evaluations and feedbackLesson observations and team teachingFaculty based data linked to student results (link to faculty and school plan)Faculty evaluation linked to the relevant professional learningPD Review meetings with staff	<ul style="list-style-type: none">Research effective survey/voice and data analysis strategiesMentor (senior exec)Explore what other faculties are doing (in my school and others) to assess the impact of PL

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Professional Development Plan – Goal Setting Draft

What I want to achieve	Goal and Standards	Evidence (Data)	Professional Learning
	<p>This goal is linked to Standards:</p>		