



South Bend Community Schools
Educator Growth & Proficiency System: Administrators

Documents to Support
Supervision for Quality Learning
2013-2014

Administrator Resource Documents

Framework for Administrator Growth & Proficiency

Framework Rating Edition

Educator Dispositions

Norms of Collaboration

Collegial Conversation & Coaching Templates

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Student SMART Goals: Indicators of a Strong SMART Goal

9.3.13 Edition



States of Mind as Educator Dispositions

Art Costa and Robert Garmston

<p>States of Mind</p>	<p>In brain terms, a state is composed of a cluster of neural firing patterns that embed within them certain behaviors, a feeling tone, and access to particular memories. A state of mind makes the brain work more efficiently, tying together relevant (and sometimes widely separate) functions with a “neural glue” that links them in the moment. If you play tennis, for example, each time you put on your shorts and shoes, pick up your racket and head for the court, your brain is actively creating a “tennis-playing state of mind.” In this state you are primed to access your motor skills, your competitive strategies, and even your memories of prior games.</p> <p style="text-align: right;">❖ <i>Mindsight: The New Science of Personal Transformation</i> Daniel J. Siegel, M.D. (2010), pp. 198-199)</p>
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<p>Consciousness</p>	<p>Knowing what and how I’m thinking about my work in this moment, and being willing to be aware of my actions and their effects.</p>
	<p>Educators exercising consciousness monitor their own values, intentions, thoughts, and behaviors, and their effects on others and the environment. They are aware of their own and others’ progress toward goals. They have well defined value systems that they can articulate. They generate, hold, and apply internal criteria for decisions they make. They practice mental rehearsal and the editing of mental pictures in the process of seeking improved strategies.</p> <p>Consciousness means knowing what and how we are thinking about our work in the moment, and being willing to be aware of our actions and their effects on others and on the environment. Consciousness is the central clearinghouse in which varied events processed by different senses can be represented and compared, and therefore holds particular catalytic properties for the other states of mind. It is the state of mind prerequisite to self-control and self-direction. Consciousness means that we are metacognitively aware that certain events are occurring, and we are able to direct their course.</p> <p>The mark of a person who is highly conscious is the ability to focus attention at will, to be oblivious to distractions, to concentrate for as long as it takes to achieve a goal. Effective thinking requires the resource of consciousness.</p>

Craftsmanship	Knowing that I can continually perfect my craft, and being willing to work toward excellence and pursue ongoing learning.
	<p>Educators of high craftsmanship seek perfection and pride themselves in their artistry. They seek precision and mastery. They seek refinement and specificity in communications. They generate and hold clear visions and goals. They strive for exactness of critical thought processes. They use precise language in describing their work. They make thorough and rational decisions about actions to be taken. They test and revise, continually honing strategies to reach goals. They persist in service of their craft.</p> <p>Craftsmanship is about striving for mastery, grace, and economy of energy to produce exceptional results. It means knowing that we can continually perfect our craft, and being willing to work persistently to attain our own high standards, and pursue ongoing learning.</p>
Efficacy	Knowing that I have the capacity to make a difference through my work, and being willing to take the responsibility to do so.
	<p>Efficacious educators have an internal locus of control. They produce new knowledge. They engage in causal thinking. They search for and pose challenges to meet and problems to solve. They are optimistic and resourceful. They are self-actualizing and self-modifying. They are able to operationalize concepts and translate them into deliberate actions. They establish feedback loops and continue to learn how to learn. Efficacy is a particularly catalytic state of mind because one's sense of efficacy is a determining factor in the resolution of complex problems.</p> <p>One value of efficacy and its by-product, self-confidence, is that it helps us follow through on counter-intuitive hunches. The more efficacious we feel, the more flexibly we can engage in creative and critical work. Developing effective thinking, therefore, requires becoming increasing self-referencing, self-evaluating, self-initiating, and self-modifying.</p>
Flexibility	Knowing that I have and can develop options to consider about my work, and being willing to acknowledge and demonstrate respect and empathy for diverse perspectives.
	<p>Flexible thinkers are empathic. They are able to see through the diverse perspectives of others. They are open and comfortable with ambiguity. They create and seek novel approaches and have a well-developed sense of humor. They envision a range of alternative consequences. They have the capacity to</p>

<p>Flexibility (continued)</p>	<p>change their minds as they receive additional data. They pursue multiple and simultaneous outcomes, draw upon a repertoire of problem solving strategies and can practice flexibility of style, knowing when it is appropriate to be broad and global in their thinking and when a situation requires detailed precision.</p> <p>Flexible thinkers think through cause-and-effect. This understanding of means-ends relationships allows them to work within rule-bound structures, finding ways to use the rules to help rather than hinder their work. They understand not only the immediate reactions but are also able to perceive the larger purposes that such constraints serve. Because the most flexible person tends to be the one with the most control, developing effective thinking requires the continual expansion of repertoire. Thus, flexibility of mind is essential for working with school diversity, capacitating an individual to recognize the wholeness and distinctness of other people’s ways of experiencing and constructing meaning.</p>
<p>Interdependence</p>	<p>Knowing that we will benefit from our participation in, contribution to, and receipt of professional relationships, and being willing to create and change relationships to benefit our work.</p>
	<p>Interdependent educators possess a sense of community: “<i>we-ness</i>” as much as “<i>me-ness</i>”. Interdependent educators envision the expanding capacities of the group and its members, and value and draw upon the resources of others.</p> <p>Interdependent people are altruistic. They value consensus, being able to hold their own ideas and actions in abeyance in order to contribute their energies and resources to the achievement of group goals. They contribute themselves to common good, seek collegiality, and draw on the resources of others. They regard conflict as valuable, trusting their abilities to manage differences among group members in productive ways. They continue to learn based on feedback from others and from their consciousness of their own actions and effects on others. They seek collaborative engagement knowing that “all of us” is more efficient than any one of us.</p> <p>Interdependence means knowing that we will benefit from participating in, contributing to, and receiving feedback from professional relationships and being willing to create and change relationships to benefit our work. The Increasing importance of collaborative initiatives in schools makes this state of mind more essential than ever.</p> <p>Just as interdependent persons contribute to a common good, they also draw on the resources of others. Interdependence facilitates systems thinking in which many variables are continually interacting. Interdependent thinkers realize their potential to influence the direction of communities of which they are part, be affecting key variables whose effects reverberate through interaction with others.</p>



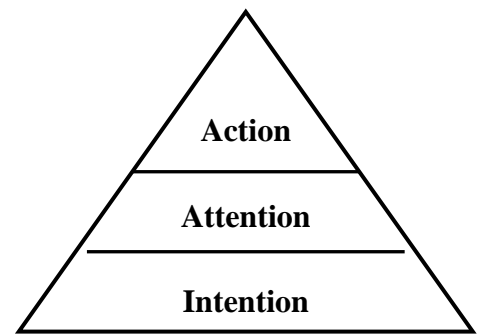
The Norms of Collaboration: Introducing the What, the Why, and the How

What

The Norms of Collaboration constitute a tool kit for productive communication among group members. They represent a combination of skills and dispositions. The skills embedded in the Norms are significantly behavioral: they can be seen and heard. The skills must be learned and practiced to a high level of consistency, calling for the support of the dispositions of consciousness, craftsmanship, flexibility, efficacy, and interdependence in group members individually and in a group collectively. When practiced with consistency, the Norms serve as important resources for building trust among group members.

Why

The Norms reflect three levels of consciousness: (1) Intention to engage and support inquiry, thinking, and learning; (2) Attention of each group member, who attends fully to opportunities to create and support the state of relaxed alertness in their own and other members' minds; and (3) Actions that group members take as they listen, respond, and contribute in the group. These levels comprise a meta-cognitive map showing that *intention* focuses *attention*, which in turn influences *actions*, sometimes referred to as the Pyramid of Influence (Wellman & Lipton, 2003). The Pyramid is found throughout the Adaptive Schools Learning Modules that delve into the Norms.



The influence and utility of the Norms of Collaboration are firmly grounded in three areas of research and knowledge development. First, their principles and core ideas and practices are grounded in decades of learning about the dynamics of effective groups, beginning with the work of the National Training Laboratory for Group Development (NTL) founded in 1947 by Kurt Lewin. Second, their importance in supporting inquiry, thinking, and learning is grounded in learnings from neuroscience over the last two decades. These learnings are the focus of learning and application throughout the Norms Learning Modules. Third, the creators of the Adaptive Schools approach and others associated with the Center for Adaptive Schools continually observe the importance and efficacy of the Norms in school-related groups of many sorts.

How

Learning resources for the Norms of Collaboration begin with text in the *Adaptive Schools Sourcebook*. The Norms are a focus in the Foundation Seminar, with accompanying text in the *Learning Guide*. Developing the consistency that creates habits of the Norms' skills calls for continual practice and reflection. A rich and flexible Toolkit to support regular attention to the Norms is posted at the web site of the Center for Adaptive Schools – www.adaptiveschools.com.

For deeper learning, a series of Learning Modules extends knowledge and deepens skills. Collaborative discourse, in the forms of dialogue and discussion, begins with engaged listening supported by inquiry that explores and specifies thinking. A common sequence in which the Learning Modules might be offered follows this path, opening with Pausing and Paraphrasing, followed by Posing Questions, followed in turn by Putting Ideas on the Table. The Modules are freestanding, so they may be used in other ways that may fit client interests. Other Learning Modules to support the Norms are under development.



Quality Learning for Every Student Every Day!

Norms of Collaboration

1. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.

4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Planning Conversation for “Designing Backward”

- 1. Outcomes / Goals**
- 2. Evidence; Progress Indicators**
- 3. Approaches; Strategies**
- 4. Personal Learning**
- 5. Reflections on the Conversation**



Reflecting Conversation

1. Impressions about results/progress...

2. Details / indicators that support impressions...

3. Factors that contributed to the results...

4. Personal learning in the situation...

5. Ways to apply the new learning...

6. Reflections on the conversation process...



Reflecting & Planning Conversation Protocol

1. **Identify** impressions about results/progress.

What are your impressions of results you are experiencing in ?

2. **Specify** indicators & details supporting the impressions.

What are some details or indicators that support your impressions?

3. **Define** factors that contribute to the results.

What are some factors that are contributing to your results?

4. **Explore** personal learning through the process.

What are you learning through this Initiative?

5. **Seek** ways to apply the learning, looking forward.

How might you apply your new learning, looking forward?

-----Shifting from Reflecting to Planning-----

6. **Identify** outcomes to guide continuing focus and progress.

What might be some outcomes, as you continue to focus on this?

7. **Specify** indicators that would provide evidence.

What evidence or indicators might you watch to assess progress?

8. **Define** approaches or strategies, and specific actions.

What approaches or strategies are you considering? What actions might you take?

9. **Describe** support and resources needed.

What supports might be important to acting on your plans?

10. **Reflect** on the process of this conversation.

What are you learning through this reflecting and planning conversation?



Calibrating Conversation

Reflecting on Present Proficiency & Planning Further Growth

1. Identify present proficiency and supporting evidence.

- ⇒ As you look over this continuum, where might you place yourself?
- ⇒ What reflections are you considering that support this placement?
- ⇒ What items of evidence would you identify to support this placement?

2. Specify and explore desired proficiency.

- ⇒ Where do you want to be on the continuum?
- ⇒ Where is the next logical placement?

3. Explore values, beliefs, and dispositions congruent with desired proficiency; effects on student learning.

- ⇒ As you reflect on your beliefs and values, what makes this Element important to you now?
- ⇒ How might progressing on the continuum be most related to any of the dispositions of *consciousness, efficacy, craftsmanship, flexibility, and interdependence* – as you consider them?
- ⇒ As you think about progressing on this continuum, what might be some benefits to students; to staff; to their learning?

4. Define behavioral indicators for improved proficiency.

- ⇒ As you analyze your current placement and where you want to be on the continuum, what behaviors might be different as you move toward where you want to be?
- ⇒ Anticipating your desired placement, what might it look like? Sound like?

5. Describe support needed to improve to the next placement.

- ⇒ What supports might be important to your progressing to your next placement?
- ⇒ What resources might you need to progress toward your desired placement?

6. Reflect on the process of this conversation.

- ⇒ What are you learning in this calibrating conversation?
- ⇒ How has this conversation supported you?



What's a Theory of Action and Why Do We Need One?

Adapted from Harriette Thurber Rasmusson, *abeo School Change*

Quality education is a civil right.

A wise colleague once noted that even the most researched strategy is no better than your best bet. However certain you may be, you'll not truly know if it works until you try it. So until it's proven – in *your* context, with *your* students, and with *your* teachers, it's still at best (or worst) a guess. A theory.

That's my first point. That strategy is a guess and that there is some theory behind a decision to use one particular strategy over another, or at least there should be. Having a theory of action that accompanies an improvement strategy requires that someone or, better yet, someone(s) have articulated a rationale behind the strategy. Why do we think professional learning communities will improve student learning? How will adopting a new literacy program grow stronger readers and writers? What is the thinking behind an emphasis on teacher evaluation as it relates to student learning? It makes good sense to think through a decision to choose one action over another and even better sense to make this thinking public. This thinking, your rationale, is, in short, your theory of action.

A theory of action is at its core, a simple IF, THEN statement. IF we have professional learning communities, THEN student learning will improve. IF we adopt a new literacy program, THEN our students will be stronger readers and writers. IF we emphasize teacher evaluation, THEN student learning will improve.

But do you note something amiss with these statements? They're pretty general and there is not really any linkage between the IF statement and the THEN conclusion. For example, it's a pretty big leap to imagine that just having PLCs will improve student learning and yet this theory is in play all across the country.

This is my second point about theories of action. Its power lies within the specificity of thought, in the explicit reasoning that calls attention to essential steps and checkpoints. If left unstated, it is far too easy to just put a new strategy into place and during implementation miss critical elements that will render a good idea, such as professional learning communities, a success or failure when it comes to impacting student learning.

So let's try this again and stretch it out into what Liz City (*Instructional Rounds: A Network Approach to Improving Teaching and Learning*, 2009) calls a storyline using professional learning communities as an example. Here's how a more explicit theory of action might look:

IF we have professional learning communities, THEN we will have a scheduled time for teachers to discuss their work and the work students produce.

And IF teachers share their work and the results with each other, THEN they will be able to learn from each other's successes and draw upon the expertise of their colleagues around common challenges.

And IF teachers draw upon the expertise and successes of their colleagues around common challenges, THEN teachers will be able to incorporate new and successful strategies into their practice with support from their colleagues.

And IF teachers incorporate successful strategies into their practice, THEN students will benefit from more effective teaching.

AND THEN student learning will increase.

What this example shows is that any improvement strategy is a sequence of strategic actions and that each must have an associated rationale (or theory). Why is this important? Because if you are not clear on what each element is intended to produce, you'll not be able to test whether your theory was correct and it's entirely possible you'll get down the road and decide your strategy is not having the desired effect on student learning and dump it. And while it may be that the strategy was ineffective, it's just as possible that one element wasn't implemented quite the way you expected, or that you needed to tweak something in the middle.

Let's go back to the PLC example again. In my practice I have watched district after district mandate professional learning communities after an inspiring workshop from the DuFours or a book study. And the most common response to my question, "how are they working for you?" is "some are and some aren't." And just as often, no one is ever able to point to a link to student learning as a result. So a good idea runs the risk of investing tremendous resources with no outcomes that affect students, or getting dropped in favor of the newest fad from the latest conference.

But a theory of action around PLCs that specified what was expected to happen establishes a clear path toward the goal of impacting student learning. It becomes a set of checkpoints to make sure the expected outcomes at each step along the way are realized and suggests important interventions if they are not. What if, for example, early in the implementation process it was discovered that although the schools had found blocks of time for PLCs to meet, the meetings consisted of nut and bolts or task assignments? Or that the teachers look at student work but not at their own?

This is my third point and perhaps the most important. Strategies, *because they are best bets*, need to have regular and specific checkpoints so that you're able to test the theory behind the actions underway. A sequential theory of action, as in the example above, offers certain proof points that can suggest whether or not you're on the right track, whether an intervention could be helpful, or if there are some important steps to your theory that were missing. Harvard University Professor Richard Elmore, who was largely responsible for bringing the concept of theories of actions to the world of K-12 education, says that theories of action, if written at all, should be written in pencil. If it's doing its job, your theory of action will be revised and adapted to reflect *your* learning as you follow the predicted and actual events of strategy implementation.

So what's a theory of action?

Your best thinking made explicit...

Your rationale for choosing one strategy over another...

Your predicted course of action with identified checkpoints and evidence that it's working, or not. Why do you need one? Because even the best ideas can fall flat when we enter that perilous place called implementation. And our students rely on our diligence to make sure that our best bets are working for them.

Creating S.M.A.R.T. Goals

Top Achievement Self Improvement & Personal Development Community

www.topachievement.com

Specific

Measurable

Attainable

Relevant and **R**esults Oriented

Timely

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- ⇒ Who: Who is involved?
- ⇒ What: What do I want to accomplish?
- ⇒ Where: Identify a location.
- ⇒ When: Establish a time frame.
- ⇒ Which: Identify requirements and constraints.
- ⇒ Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as:

How much? How many?

How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Relevant & Results-Oriented – Goals that matter hold your attention by aligning to current concerns, to larger district and building vision, and to ongoing initiatives. Results-oriented goals begin with an end in mind: they identify the results to be achieved. In this way, they help avoid the activity trap in which you may be doing, doing, doing so busily that you lose focus on your destination or outcome.

Timely – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal. Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

Student SMART Goals

Indicators of a Strong SMART Goal

This document highlights the three main criteria and corresponding elements and descriptors included in strong Student SMART Goals. Educators may find this guide helpful as they write SMART Goals, and supervisors may find it helpful as they review and approve them.

PRIORITY OF CONTENT

SMART Goal: Describe the goal, including whether it focuses on progress (i.e., students' content knowledge and skills will grow within an interval of instruction) or mastery (i.e., students will meet a particular bar or standard within an interval of instruction).

The goal is:

- focused on major area(s) of learning at the grade level
- addresses important curriculum targets, school or district priorities, or an important objective based upon recent trends or results from data
- broad enough that it captures the major content of an extended instructional period
- focused enough that it can be measured
- written by a content-alike team of educators or administrative team, if possible/appropriate

Rationale: Describe the reasoning for this goal, including whether it is aligned to a school-wide SMART goal and what data informed this decision.

- The rationale provides a clear description of the importance of the selected content, including a justification for an explanation as to why the objective was chosen – for example, baseline evidence suggested students were struggling with specific clusters of the Common Core State Standards (CCSS) in mathematics.
- The priority of the content has been agreed upon by a grade level or content-alike team of educators whenever possible.
- For school-wide SMART goals: The priority of the content has been informed by school and district priorities and agreed upon by the administrative team.

Aligned Standards: Specify the CCSS, Indiana's Academic Standards, or other national standards to which this objective is aligned.

- The goal is aligned to all appropriate grade level or grade span standards.
- The goal incorporates grade level literacy or numeracy standards, when applicable.

Students: Specify the number of grade/class students to whom this goal applies.

- The exact number of students is articulated for each grade, level, or section while recognizing that the exact number of students may shift across the school year or instructional interval.

Interval of Instruction: Specify whether this goal applies to the entire academic year, one semester, one quarter, or some other interval of instruction.

- The goal applies to a long-term instructional period, such as an academic year or semester.

- For educators who work with students on shorter instructional cycles, the length of the interval of instruction is explained/justified.

RIGOR OF TARGET(S)

Baseline Data: Describe the pre-test or baseline information/data available for this student population that informed the target(s). For example, are students entering without, with, or above the necessary prerequisite knowledge or skills?

- The goal incorporates the use of information from students' past performance or baseline data. This may include pre-test data from the beginning of the year, or may include data from these students in their previous grade.
- If baseline data are not available for this specific student population, data about a similar student group is referenced.
 - This may include a different group of students that the teacher taught in previous year. For example, a teacher can identify trends/areas where students typically struggle with this content.
 - This may include reference to national norms about student achievement in this area.

Target(s): Describe where you expect students to be at the end of the interval of instruction. If baseline data suggest meaningful differences in prerequisite knowledge or skills, targets should be tiered to be both rigorous and attainable for students at various levels.

- The target is measurable and rigorous, yet attainable in the interval of instruction.
- If necessary, the target is tiered so as to be both rigorous and attainable for all students included in the goal.

Rationale for Target(s): Explain how the target(s) was/were determined (e.g., pre-test, baseline, or historical data on your current students, or historical data from past students). Explain why it is appropriate – both rigorous and attainable – for all students.

- The Rationale for Target explains how each specific target was determined. This should include an explanation of the following:
 - available baseline data, or
 - historical data for current students, or
 - historical data for similar or comparable past students, rate of progress norms,
 - or a combination of this information, as available

QUALITY OF ASSESSMENT

Evidence Source(s): Describe what assessment(s) you will use to measure student learning and why the assessment(s) is/are appropriate for measuring the SMART goal. At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.

- When possible, the attainment of the goal will be measured by a common assessment or measure, developed or selected by a grade level or content-alike team of educators, or the district. If such a measure does not exist, efforts should be made to develop/select a common assessment as soon as possible.
 - The assessment may be in the form of a traditional test, a performance assessment, a common project, a research assignment, a presentation, or another type of assessment.
 - Above all else, the type of assessment chosen should be sufficient to measure the goal; sometimes the goal will need more than one source of evidence to be adequately measured
- The evidence measures the standards addressed by the SMART goal.
- The evidence requires students to demonstrate a high level of cognitive processing, including higher-order thinking skills such as analysis, evaluation, and synthesis. These skills fall into **Webb's Depth of Knowledge** Level 3: Strategic Thinking and Level 4: Extended Thinking.
- The evidence provides multiple ways for students to demonstrate their knowledge/understanding.

Administration: Describe how the assessment will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else).

- A thorough explanation of the assessment's administration, including how often and when it is administered (e.g., at the beginning of the year and every six weeks thereafter) is provided.
- The assessment is administered in the most appropriate manner for the specific assessment. This may include:
 - according to the assessment's administration protocol (if available)
 - in a standardized manner (students are assessed under the same conditions, or in the same amount of time)
 - in a non-standardized manner (students are assessed under different but appropriate conditions, such as with accommodations for reading or extended time).
- The four essential components of an assessment task are described/provided: (a) prompt, (b) student directions, (c) teacher procedures, (d) scoring guide (rubric).

Scoring: Describe how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

- Evidence sources with automatic or objective scoring (such as online test or multiple choice items) are scored using those processes.
- Evidence sources with teacher-based scoring, such as essays, projects, presentations, etc., are scored using a scoring guide or rubric. Ideally, the scoring guide or rubric was created collaboratively by grade level or content-alike teams of educators.
 - The scoring process uses examples of student work that illustrate different levels of performance and guide the scoring process.
 - When possible, a percentage of the evidence will be scored by more than one educator, either through collaborative scoring, blind scoring, or double scoring.

Student SMART Goal Quality Check

The purpose of this tool is to guide educators as they write and review teachers' SMART Goals. It is not a rubric, checklist, or required for use. It is a guide to assist in determining whether the main criteria are acceptable. If any item in the "Needs Revision" column applies, consider how to revise it so that the SMART Goal is acceptable.

		Element	Acceptable	Needs Revision
PRIORITY OF CONTENT	SMART Goal	<ul style="list-style-type: none"> Identifies specific knowledge and/or skills students should attain Focuses on appropriate knowledge and/or skills 	<ul style="list-style-type: none"> Too broad in scope of content Too narrow in scope of content Does not focus on appropriate knowledge and/or skills 	
	Rationale	<ul style="list-style-type: none"> Provides a clear explanation of why this content is an appropriate focus and/or area of need Aligns to district and/or school priorities, if applicable 	<ul style="list-style-type: none"> Does not provide a clear explanation of why this content is an appropriate focus Does not align to district and/or school priorities, if applicable 	
	Aligned Standards	<ul style="list-style-type: none"> Names exact standards or performance indicators (Common Core, IAS, national standards, etc.) Selected standards represent important content or skills for the grade level, course, or SMART Goal 	<ul style="list-style-type: none"> Does not name exact standards or performance indicators Selected standards do not represent important content or skills for the grade level, course, or objective statement 	
	Students	<ul style="list-style-type: none"> Includes all students in the selected course(s) Specific number of students are identified 	<ul style="list-style-type: none"> Does not include all students in the selected course(s) Specific number of students are not identified 	
	Interval of Instruction	<ul style="list-style-type: none"> The length of the interval of instruction is defined (e.g. year-long, semester, other) If interval of instruction is less than the length of the course (e.g. a year-long course which has two curricular-distinct semesters), justification is provided in the rationale 	<ul style="list-style-type: none"> The length of the interval of instruction is not defined Sufficient justification is not included in the rationale if length of interval of instruction is less than the length of the course (e.g. a year-long course which has two curricular-distinct semesters) 	
RIGOR OF TARGET	Baseline Data	<ul style="list-style-type: none"> Data about current student performance is included Data is from multiple evidence sources, when necessary, and of the highest quality sources possible Data source(s) align to the skills and/or content focus of the SMART Goal Data may be included about subgroups of students, individual students, or a similar group of students (i.e., students in same grade/course in previous years, or students' past performance) 	<ul style="list-style-type: none"> Data about current student performance or past student performance is not included More data seems necessary to gauge students' baselines Data source(s) do not show enough necessary skills or content knowledge to inform the SMART Goal 	

RIGOR OF TARGET (continued)	Target(s)	<ul style="list-style-type: none"> • Target(s) are measurable • Target(s) are rigorous, yet attainable for all students • Target(s) are tiered, if appropriate 	<ul style="list-style-type: none"> • Target(s) are not clearly measurable • Target(s) are not rigorous or attainable for all students • Target would be more appropriate if tiered
	Rationale for Target(s)	<ul style="list-style-type: none"> • Target(s) are aligned with expectations for academic growth or mastery within the interval of instruction • Students will be “on track” and/or gaps in achievement will be reduced if they meet the target(s) • Rationale describes how the target(s) are rigorous, yet still attainable for all students 	<ul style="list-style-type: none"> • Target(s) are not aligned with expectations for academic growth or mastery within the interval of instruction • Students will not be “on track” and/or gaps in achievement will not be reduced by the target(s) • Rationale does not justify how the target(s) are rigorous, yet attainable for all students
QUALITY OF EVIDENCE	Evidence Source(s)	<ul style="list-style-type: none"> • Assessment(s) measure the identified content/skills of the goal • Assessment(s) provide the specific data needed to determine whether the goal is met • Description includes details about design of evidence source(s) (e.g. who created the assessment, its focus, item types, and what it requires of students) • Multiple evidence sources are used, when possible 	<ul style="list-style-type: none"> • Assessment(s) do not measure the identified content/skills of the objective • Assessment(s) do not provide the specific data needed to determine whether the objective is met • Details of the evidence source and its creation are not included • Multiple evidence sources are not used, but possible
	Administration	<ul style="list-style-type: none"> • Detailed explanation of assessment administration is provided, including how often, when it is administered, and by whom 	<ul style="list-style-type: none"> • Sufficient, detailed explanation of assessment administration is not included
	Scoring	<ul style="list-style-type: none"> • Description articulates how the evidence will be collected and scored (including description of scoring guides, rubrics, or instructions) • A collaborative scoring process is used when possible (e.g. a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring) 	<ul style="list-style-type: none"> • Scoring does not describe scoring methods (e.g. scoring guides, rubrics, or instructions) • Assessment(s) are scored by a single educator, although circumstances could allow for collaborative scoring
Overall:			
<ul style="list-style-type: none"> • Do the elements contain sufficient clarity in their description and language for the evaluator to clearly understand each section? • Do the elements fit together and align to create a complete SMART Goal? 			