



# **Teachers Measuring Progress: The SMART Goal**

A CFI Team Presentation  
February 1, 2010

## **Guests:**

**Ms. Baskerville, Mr. Crum, Ms. Healy, Ms. Karaliolios, Mr. Lewis, Mr. Singh, Mr. Tatum, and Ms. Washburn**



# School Accountability

CFI Chairperson, Ms. van Keulen

- As good teachers, we challenge students to improve their learning.
- **How can we demonstrate students' progress?  
What goals do we set for our students?**
- In what ways can we follow students' success towards achieving these goals?
- **How will we adjust our lessons when the goals are not met, or when the progress towards the goals is too slow?**



# Guided Inquiry Process

CFI Chairperson, Ms. van Keulen

**Differentiate and change** instruction to ensure that every student progresses.

Work on the skills, **measure their progress**, and **adjust**.

**Define the skills** that students need to acquire in order to achieve the goal.

**Create a goal** based on Curriculum Standards.

**Curriculum Standards**

Consider this model within the context of the **school mission** and the **school goals**.



# What is a SMART Goal?

CFI Team Member Mr. Moore

**Sample SMART Goal (Mr. Moore's class):** 100% of students will develop the **skill of participating constructively** in whole class discussion between September and June as **measured** by a 25% increase in **participation forms** and a 10% increase in positive responses on the anonymous **class survey**.

<b>Specific</b>	Is this goal's language precise and accurate?
<b>Measurable</b>	What are the criteria that will be used to determine whether the goal was achieved?
<b>Achievable</b>	Is this an achievable objective within a one-year period?
<b>Realistic</b>	Will students be able to accomplish this?
<b>Time-bound</b>	Is there an evaluation schedule and time table?

12. My partner and I \_\_\_\_\_ stay on task during pair share discussions.  
a) 6% rarely or sometimes  
b) 94% usually or always
13. My classmates and I \_\_\_\_\_ stay on task during book group discussions.  
a) 3% rarely or sometimes  
b) 97% usually or always
40. The instructor treated us as if we were \_\_\_\_\_ intelligent than we are.  
a) 21% less  
b) 79% more
- 42. I participated \_\_\_\_\_ in Non-fiction.**  
**a) 21% at no point or rarely**  
**b) 79% sometimes or often**
43. I \_\_\_\_\_ felt I was smart enough to participate in this class.  
a) 29% never or rarely  
b) 71% often or always
51. I feel like we should have spent \_\_\_\_\_ class time discussing how the course topics related to our own personal lives.  
a) 12% less  
b) 88% more

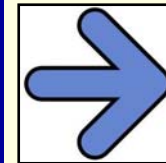
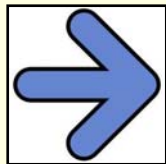


# CFI Team Expectations

Guest Mr. Tatum

## Assessments Demonstrating Progress

**Sample SMART Goal** (Mr. Tatum's class):  
100% of students to master the Stanislavski Technique of acting and develop the acting vocabulary by the end of the tenth grade; this will be demonstrated by successful completion of acting exercises and their ability to read a six-page scene and determine evidence of the four ingredients of conflict.



<b>Specific</b>	Is this goal's language <b>precise</b> and accurate?
<b>Measurable</b>	What are the <b>criteria</b> that will be used to determine whether the goal was achieved?
<b>Achievable</b>	Is this an <b>achievable</b> objective within a one-year period?
<b>Realistic</b>	Will students be able to <b>accomplish</b> this?
<b>Time-bound</b>	Is there an evaluation schedule and <b>time table</b> ?



# SMART Goal: Note Taking

CFI Team Member Mr. Moore

• **REVISED Sample SMART Goal (2008-09 Note Taking Project):** We expect between September and June an improvement in the target population students' **synthesis sub-skill**; this improvement will be demonstrated by an **increase in of one point** on a five-point rubric on our Regents-based **note taking assessment** for 100% of students.

Student Names	Student ID	1. Accuracy	2. Accuracy	3. Accuracy	4. Accuracy	5. Accuracy	Change Accuracy	1. Focus	2. Focus	3. Focus	4. Focus	5. Focus
1. Adams, Vincent	20079501	3	2	2	4	4	1	4.5	1.0	2	5	4
2. Campbell, Owen	20080696	3	4	4	4	4	5	33.3	3	3	5	4
3. Gonzalez, Monica	20080445	4.5	4.5	4	4	5	5	11.1	5	1	4	5
4. Jahan, Sheela, Noor	20079301	5	5	5	5	5	5	0	5	3	3	4
5. Palomera, Patricia	20079274	3	3.5	2	4	4	5	0	5	4	3	4
6. Ruckelshaus, Daniel	20080111	3	3	4	4	4	5	23.3	4	3	5	4
7. Kopp, Caroline	20080839	3.5	2	4	4	4	5	14.3	5	4	5	5
8. Lohdy, Christina	20080816	2.5	4.5	5	4	5	5	100	5	5	5	5
9. Liu, Clara	20080392	3	5	5	5	5	5	42.9	5	5	5	5
10. Mullen, Clearence	20080318	0.5	4	3	5	4	5	500	3.5	4	1	5
11. Munsir, Farah	20079521	4	2.5	3	4	4	5	0	4	4	4	4
12. Munnaghan, Matthew	20079722	3	3.5	3	3	3	5	0	4	3.5	3	2
13. Hoesly, Barbara	20079402	4.5	5	5	4	5	5	11.1	4.5	5	4	4
14. Nolasco, Amy	20079599	1	1	1	1	1	5	200	1.5	1	5	4
15. Oberste, Stephanie	20079396	1.5	4	3	2	2	5	100	4	4	4	2
16. Pineda, Arlene	20080292	1.5	4	3	4	4	5	100	4.5	4	3	4
17. Sathyan, Aravind	20081504	1	4	3	4	4	5	100	5	5	4	4
18. Sengupta, Anandita	20080222	2.5	4	5	4	3	5	100	2.5	5	4	4
19. Teyssie, Yana	20080804	3	4	3	3	3	5	0	2	5	4	4
20. Wong, Tai Yin	20082000	3	3	3	4	4	5	66.7	5	4	3	4
21.		2.0	3.4	3.0	3.7	4.4		4.1	3.0	3.9	4.1	

**Rubric:** Accuracy, focus, constructing deeper meaning, organization

**Assessments:** Regents-style listening assignment



Result: 90% of students achieved the SMART Goal

# La!

## English Teacher Team

Guests Ms. Healy, Ms. Karaliolios, and Ms. Washburn

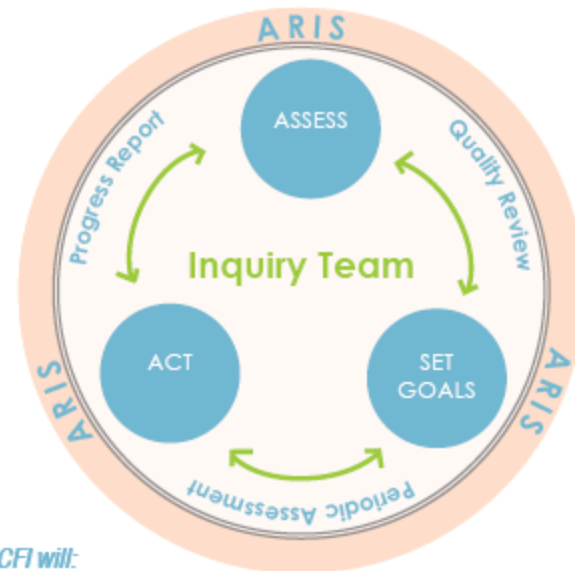
Ms. Healy, Ms. Karaliolios, and Ms. Washburn are working on an Inquiry Project for which they do the following:

- Identify a **target population**.
- Choose a **skill** that students will develop.
- Craft a **SMART Goal**.
- Create **lessons** meant to help students develop the skill.
- **Assess** students' performance.
- Reflect on results and **revise** plans for greater future success.

*How the Inquiry Team will create change in my school:*

Inquiry Team members are experts and champions in your school for using Periodic Assessment and ARIS as tools that help to:

- Make data-informed decisions about differentiated instruction.
- Support self-evaluation.
- Measure internal/external accountability.



*CFI will:*

- ✓ Disseminate knowledge about the concepts behind the Children First Reform, including the Accountability Tools.
- ✓ Train Senior Achievement Facilitators (SAFs, Community Superintendents, and High School Superintendents) to guide schools in integrating the DOE's new Accountability Tools into school planning.
- ✓ Support school-based Inquiry Teams that engage in a process of deep self-study using quantitative and qualitative data to change instructional practice in order to accelerate student progress.



# SMART Goal: Vocabulary

CFI Team Member Mr. Moore

• **Sample SMART Goal (Vocabulary Project):** On **two consecutive end of year assessments**, 100% of students must **identify and correctly use** at least 95% of the 200 SAT words established at the beginning of the school year as being “unknown” to the target population.

This supports the following **school goals**: “Accelerate student learning” and “Increase Regents passing rates.”

emulate  
florid  
prototype  
lurid  
influx  
humanities  
subsidy  
vigilant  
locale  
disseminate  
diorama

COMMAND OF LANGUAGE		
subsidy	n.	financial assistance given by one person or government to another
administer	v.	to give or apply in a formal way
curriculum	n.	the courses of study offered by an educational institution
regulation	n.	a principle, rule, or law for controlling or governing conduct
conjunction	n.	the act of joining or the state of being joined

*The American Heritage Dictionary 2001 ed.*



# Technology: Web Sites

CFI Team Member Mr. Moore

- 1) Visit **classjump.com**
- 2) Click on **“Free Web Sites for Teachers.”**
- 3) E-mail Ms. van Keulen to let her know about your class Web page so we can promote it on the LaGuardia Web site.

English	Web Page
Corbin, Diana	Web Page
Healy, Elizabeth	Web Page
Hoffner, Larry	Web Page
Johnson, Linda	Web Page
Karaliolios, Marla	Web Page
Kay, Karyn	Web Page
Linnehan, Paul	Web Page
Moore, Alex	Web Page
Steffen, Donna	Web Page
Washburn, Kim	Web Page

Foreign Language	Web Page
Costa, Mario	Web Page
Della Penna, Anthony	Web Page
Mitchell, Valerie	Web Page
Hasegawa, Nobuko	Web Page
Rochkind, Chiaki	Web Page
Shern, Kymm	Web Page
Valerio, Angelo	Web Page

Health and PE	Web Page
Brummell, Greg	Web Page
Franqui, Tom	Web Page
Makresia, Sylvia	Web Page
Shale, Marc	Web Page

Math	Web Page
Math Department	Web Page
Kawasaki, Tomomi	Web Page
Nix, Dainty	Web Page
Nix, Dainty	Web Page

Science	Web Page
Bodha, Alex	Web Page
de Baere, Guy	Web Page
Dizengoff, Betsy	Web Page
Galaydick, Heather	Web Page
Gonzalez, Omar	Web Page
Jiminez, Cynthia	Web Page
Johnson, Philip	Web Page
Johnson, Philip	Web Page
Nguyendon, Khan	Web Page
Pace, Antonietta	Web Page Regents Chemistry Term 1
Pace, Antonietta	Web Page Regents Chemistry Term 2
Pace, Antonietta	Web Page Environmental Science

Social Studies	Web Page
LaSalle, Theresa	Web Page
Benson, Michael	Web Page
Berger, Danielle	Web Page
Dorogusker, Daniel	Web Page
Falkove, Sara	Web Page
Fallon, Patricia	Web Page
Gilston, Roberta	Web Page
Gubitosa, Anella	Web Page
Hale, Sandra	Web Page
Hartnett, Sharon	Web Page
Kingham, Michelle	Web Page
Regnier, Nathalie	Web Page
Sperber, Marc	Web Page
Sudduth, Eric	Web Page
Weiler, Matthew	Web Page

Art	Web Page
Art History	Web Page
Kelly, Erin	Web Page
Lombardi, April	Web Page
Dance	Web Page
Music	Web Page
Ballard, Jana	Web Page
Baskerville, Priscilla	Web Page
Berman, Krystyna	Web Page
Blanca, Kevin	Web Page
Fleischer, Bernice	Web Page
Hamilton, John	Web Page
Marwah, Deepak	Web Page
Meyers, Joseph	Web Page
Sandri, Julie	Web Page
Santiago, Lucinda	Web Page
Swordfeger, Mary Ann	Web Page
Titone, Richard	Web Page

Increased **communication** and **transparency** can help teachers achieve their SMART Goals.



# Technology: Resources

CFI Team Member Mr. Moore

## Programming

[Online Registration](#)

[Academic Sequencing](#)

[Programming Calendar](#)

[AP Course Offerings](#)

[Scheduling Process](#)

[Philosophy](#)

## Testing

[Testing Documents](#)

[Proctoring](#)

## Attendance

[Attendance Forms](#)

## CFI Team

[Overview](#)

[Agendas, Minutes, and Presentations](#)

[Teacher Teams](#)

[Vocabulary](#)

[Note Taking](#)

[Cross-curricular](#)

[Scholastic Guide](#)

[Technology](#)

- Assistance on **SMART Goals**
- Sample lesson plans** and project demonstrating application of S.M.A.R.T. Goals

•Link to **Inquiry Space** where teachers citywide share goals

•Information about the **Quality Review**

<a href="#">Overview of the Inquiry Process</a>	description of target population, S.M.A.R.T. goals, the benchmark, assessments, and data-driven instruction
<a href="#">ARIS Inquiry Space</a>	the Web site to which you will post your lesson plans and data
<a href="#">Example: Online English Teacher Team Entry</a>	some of the work of our first English Teacher Team
<a href="#">Example: Note Taking Lesson Plan 1</a>	sample lesson plan that was revised as a result of data
<a href="#">Example: Note Taking Lesson Plan 2</a>	sample lesson plan that was revised as a result of data
<a href="#">Example: Note Taking Lesson Plan 3</a>	sample lesson plan that was revised as a result of data
<a href="#">Example: Note Taking Lesson Plan 4</a>	sample lesson plan that was revised as a result of data
<a href="#">Example: Note Taking Data</a>	an Excel spreadsheet listing all collected data from the five assessments
<a href="#">Presentation from the Teacher Team Meeting</a>	a DOE-produced PowerPoint relating to Inquiry Work

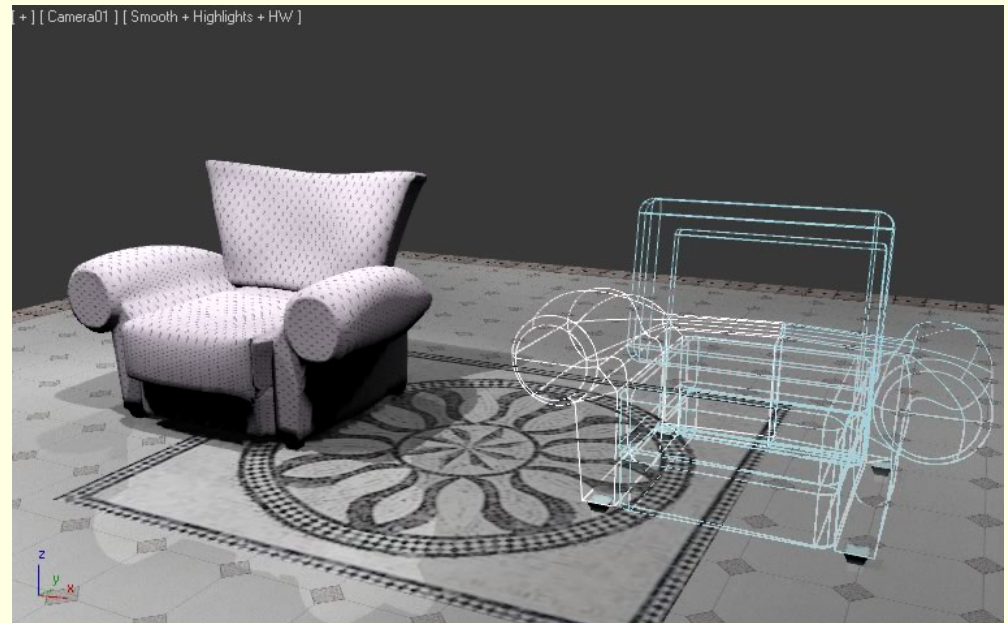
**LaGuardiaArtsProgramOffice.org**  
 (“Program Office” tab at LaGuardiaHS.org)

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# Graphic Design Software

Guests Mr. Lewis and Mr. Crum

- We are offering an Autodesk Workshop to LaGuardia teachers.
- See Mr. Lewis or Ms. van Keulen for more information. Space is limited.



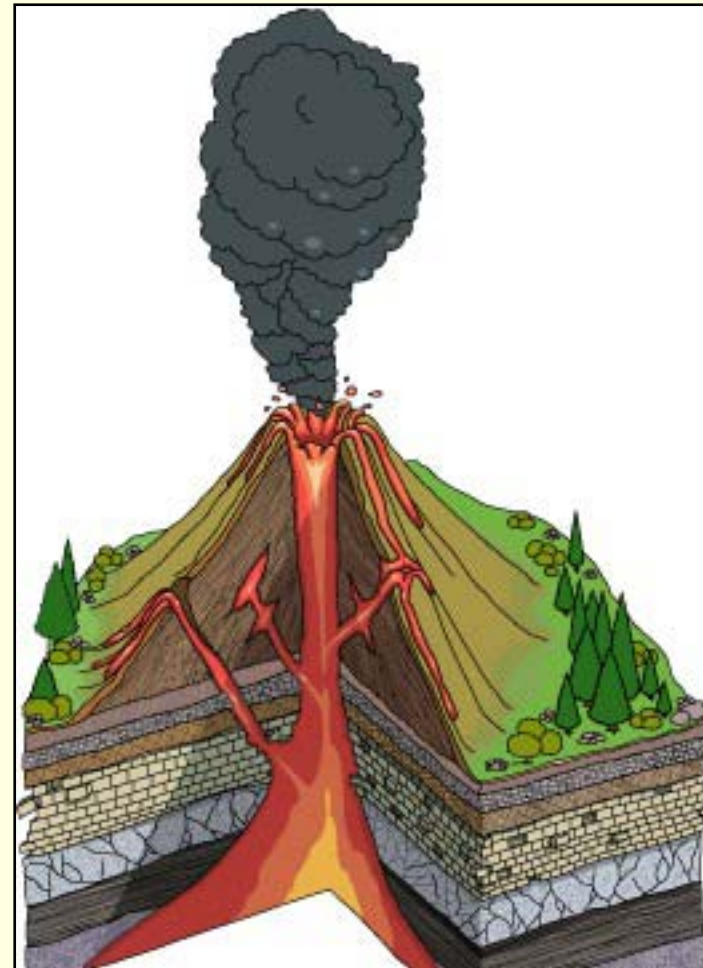
"Autodesk- Spline & 2D Modeling Tools." *Autodesk – 2D and 3D Design and Engineering Software for Architecture, Manufacturing, and Digit.* Autodesk, 2010. Web. 28 Jan 2010.

# La!

## Technology in Science Class

Guest Mr. Singh

- Mr. Singh makes extensive use of multimedia presentations for classroom notes.
- Students with a variety of learning styles benefit from this method.





# Interweaving of Disciplines

Guest Ms. Baskerville & CFI Team Member Mr. Sudduth

Teacher discussions about S.M.A.R.T. Goals benefit students by **facilitating the interweaving of disciplines.**

Specific	It is specific because...
Measurable	It is measurable because...
Achievable	It is achievable because...
Realistic	It is realistic because...
Time-bound	It is time-bound because...

**Sample SMART Goal (Mr. Sudduth's class):** Improve the skill of **incorporating outside information** as evidenced by an **increase of 1 point** on a culminating DBQ essay by 100% of students.



Von Maron, Anton. *Kaiser Joseph II mit der Statue des Mars*. 1775. Kunsthistorisches Museum, Gemäldegalerie. 29 Jan 2010. Web.

# La!

## Donors Choose

CFI Team Member Ms. Pace



An online charity connecting you to classrooms in need.



**1. You give**  
to a classroom project.



**2. We deliver**  
the materials to the class.



**3. Kids learn**  
and show it in photos  
and thank-you notes.

- Donors Choose: Visit **donorschoose.org** to request equipment.



# Crafting Your Own Goal

CFI Team Member Ms. Pace

## Crafting a S.M.A.R.T. Goal

A S.M.A.R.T. Goal is specific, measurable, achievable, realistic, and time-bound.

Department: \_\_\_\_\_

S.M.A.R.T. Goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How does this S.M.A.R.T. Goal support one of LaGuardia's school goals?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**LaGuardia's 2009-10 school goals follow:**

- Accelerate student learning.
- Increase Regents passing rates.
- Increase the use of technology.
- Go green.
- Celebrate our 25th anniversary by developing projects that integrate arts and academics.

Specific	Is this goal's language precise and accurate?
Measurable	What are the criteria that will be used to determine whether the goal was achieved?
Achievable	Is this an achievable objective within a one-year period?
Realistic	Will students be able to accomplish this?
Time-bound	Is there an evaluation schedule and time table?

