


# SMART

## Student Learning Objectives (SLOs)



WISCONSIN DEPARTMENT OF  
PUBLIC INSTRUCTION  
Tony Evers, PhD, State Superintendent

<http://dpi.wi.gov/ee>

An illustration of a person with red hair, wearing a light blue shirt and dark pants, climbing a steep, dark grey mountain. At the peak of the mountain, a red flag flies on a white pole. The sky is a solid dark blue, and there are several white, fluffy clouds scattered around the mountain. The overall style is minimalist and motivational.

*“To set and work  
toward any goal is an  
act of courage.”*

*-- Stephen Covey*

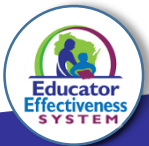
# Essential Question

How can the skillful development and use of SMART SLOs inform and improve educators' practice?

# Outcomes

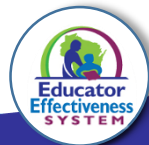
Participants will:

- Know how to write SLOs that are specific, measurable, attainable, results-based and time-bound (SMART)
- Learn a powerful tool for developing goals individually or as a team and translating them into SLO statements that meet the SMART criteria
- Be able to assess their SLOs against a rubric that incorporates all aspects of the SMART criteria



# Agenda

- Why SMART SLOs are an important component of educator effectiveness
- What SMART means and why it works
- How to write a SMART SLO using a SMART Tree Diagram
- Assessing your SMART SLO
- Reflections and feedback

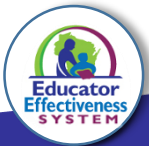


# Today's Collaboration Norms

From The Adaptive School: A Sourcebook for Developing Collaborative Groups (Garmston)

([www.thinkingcollaborative.com/norms-collaboration-toolkit](http://www.thinkingcollaborative.com/norms-collaboration-toolkit))

- Pausing
- Paraphrasing
- Posing Questions
- Putting Ideas on the Table
- Providing Data
- Paying Attention to Self and Others
- Presuming Positive Intentions



# Reflection

Think about a personal  
life goal you currently  
have OR a prior goal you  
have already achieved.



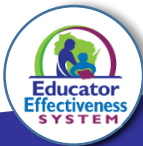


What do goals do for you on a personal level?



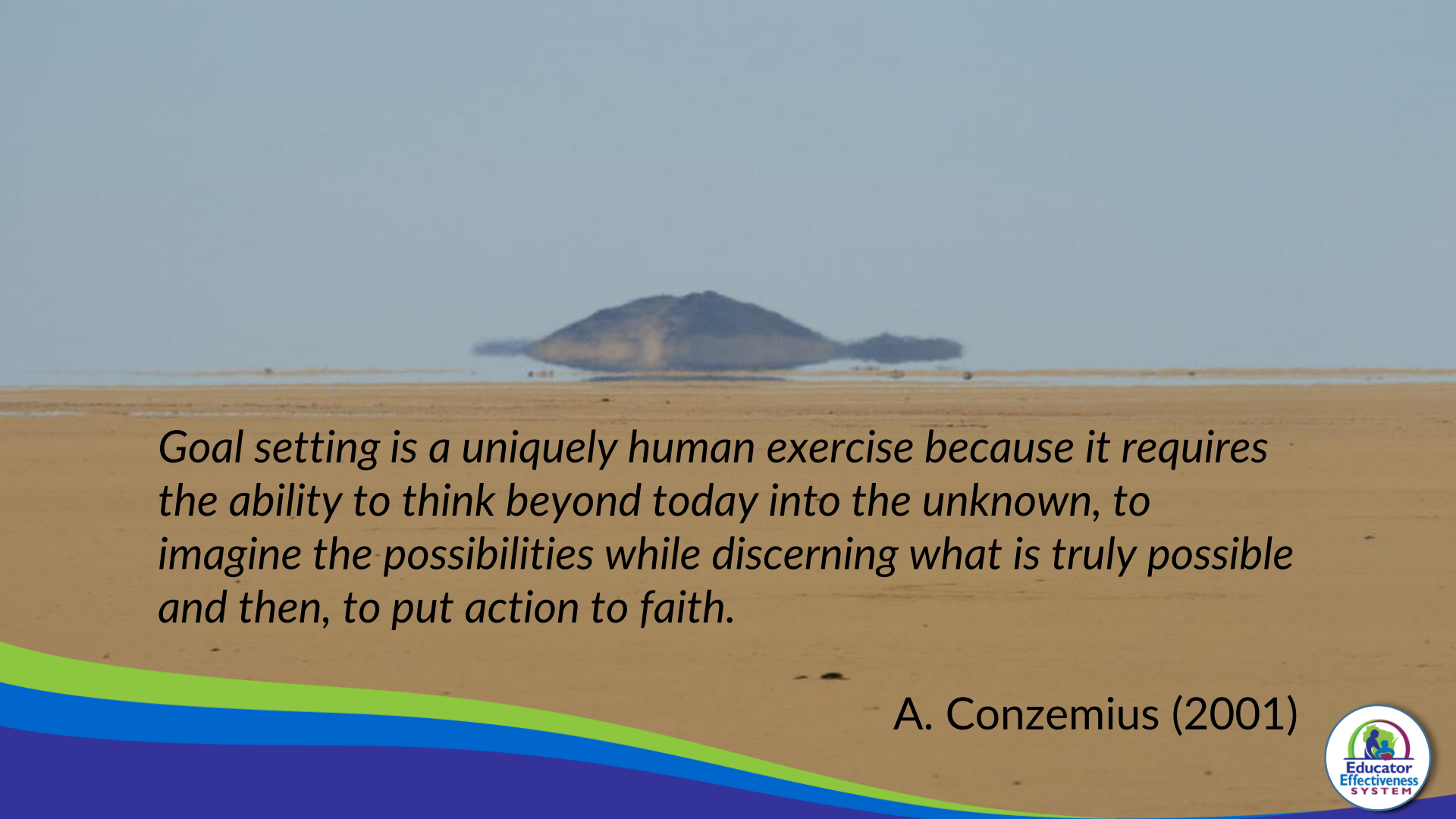
# What Professional Goals Can Do for Educators

- Share your personal responses to “What do goals do for you at a personal level?” with your tablemates
- As all members of the group share their words or phrases, listen for themes or patterns
- As a table team, create an image or collage that captures the ideas shared by your colleagues.
- Share and post the images around the room.



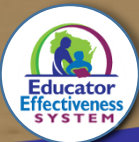
# Goals

- Give Direction
- Help to Prioritize
- Motivate
- Keep Us Accountable
- Instill Hope
- Build Confidence
- Create & Maintain Focus



*Goal setting is a uniquely human exercise because it requires the ability to think beyond today into the unknown, to imagine the possibilities while discerning what is truly possible and then, to put action to faith.*

A. Conzemius (2001)



**HOPE**

**FEAR**

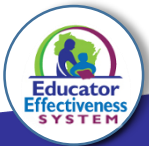
**?**



# Definition of SLO

Student/School Learning Objectives (SLO) are **detailed, measurable goals for student academic growth** to be achieved in a specific period of time (typically an academic year), based on prior student learning data, and developed collaboratively by educators and their evaluators.\*

\* The process should also include colleagues, coaches, and peers in the development and review of SLOs, particularly in Supporting Years of an Effectiveness Cycle.

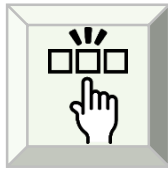


# Practitioner's Definition of SLO

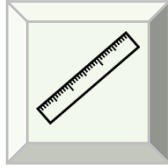
- Student Learning Objective (SLO)
- A goal statement that expresses the desired impact of the actions of the teacher(s) on student learning
- A series of decisions made by teachers to determine areas of instructional focus.







**S**pecific



**M**easurable



**A**ttainable



**R**esults-based



**T**ime-bound

**S**pecific



What content standards & skills do I focus on?

**M**asurable



How will I know when the goal has been achieved?

**A**ttainable



Can the target end result be reasonably achieved?

**R**esults –  
based



Does the goal align with the focus on results of the school or district?

**T**ime –  
bound



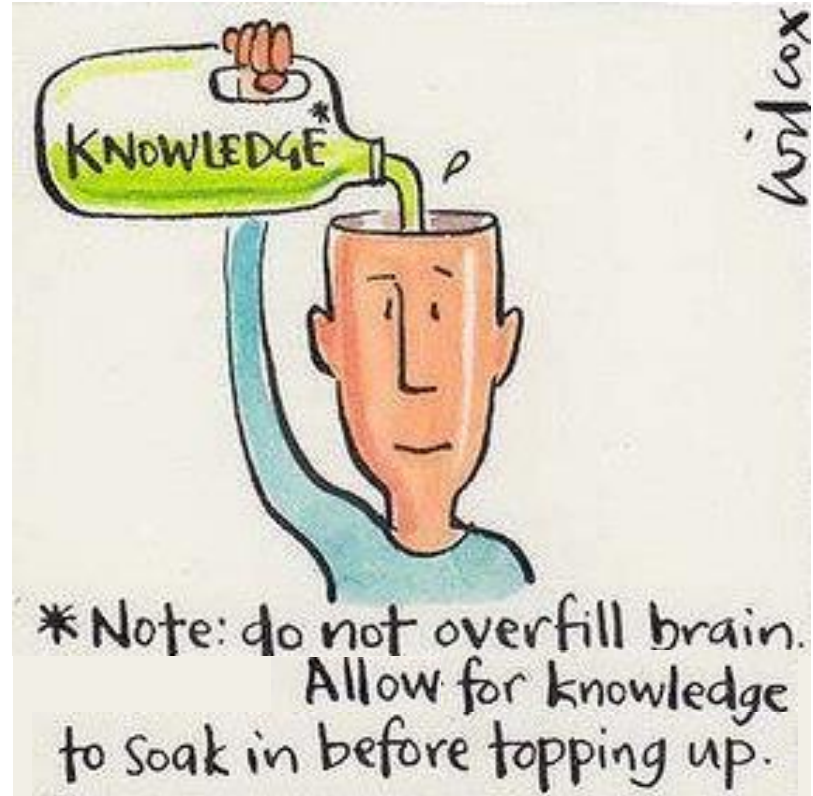
What is the specified & realistic timeframe for achievement?

# Why do SMART SLOs Work?

SMART SLOs focus on the few things likely to have to the greatest impact.



# Break



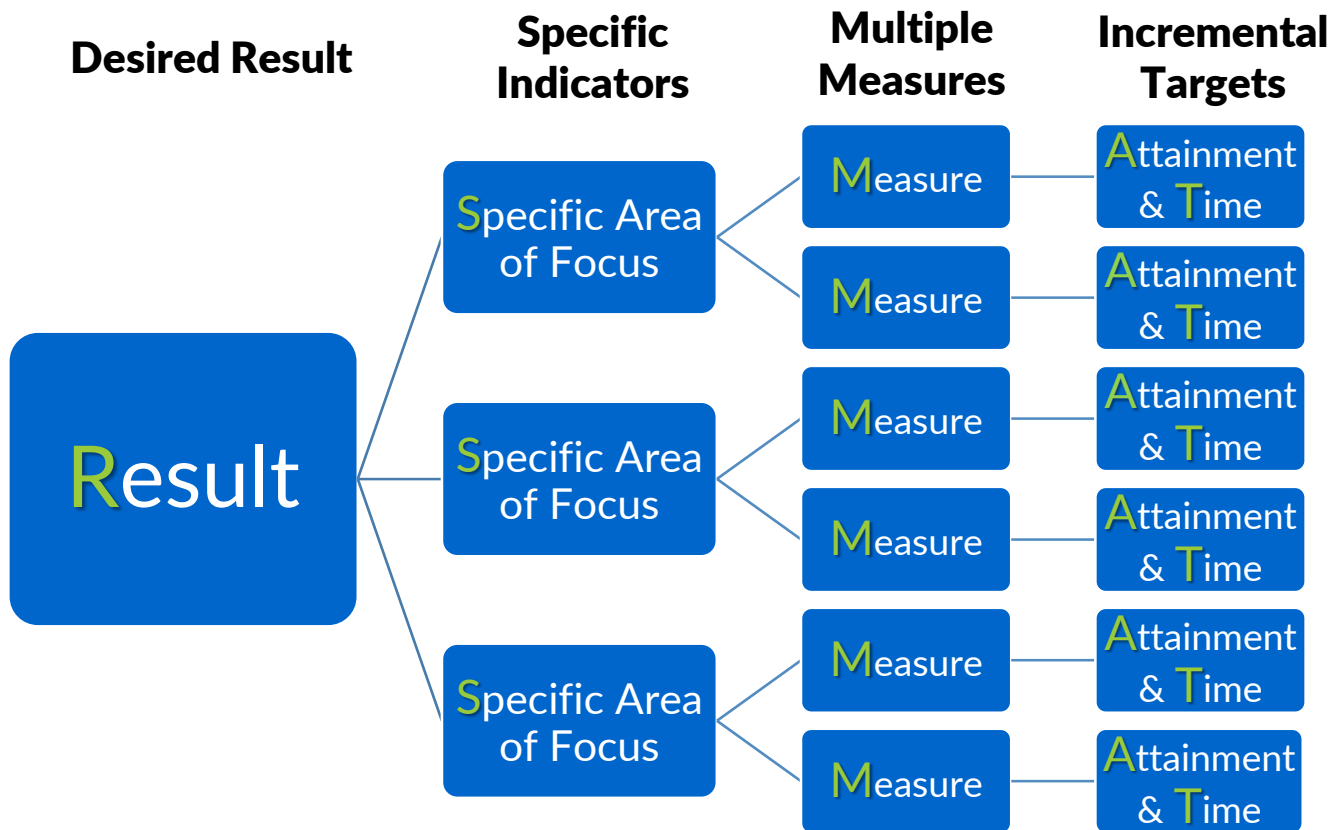
# Develop a SMART SLO

# Develop a SMART SLO: Tree Diagram

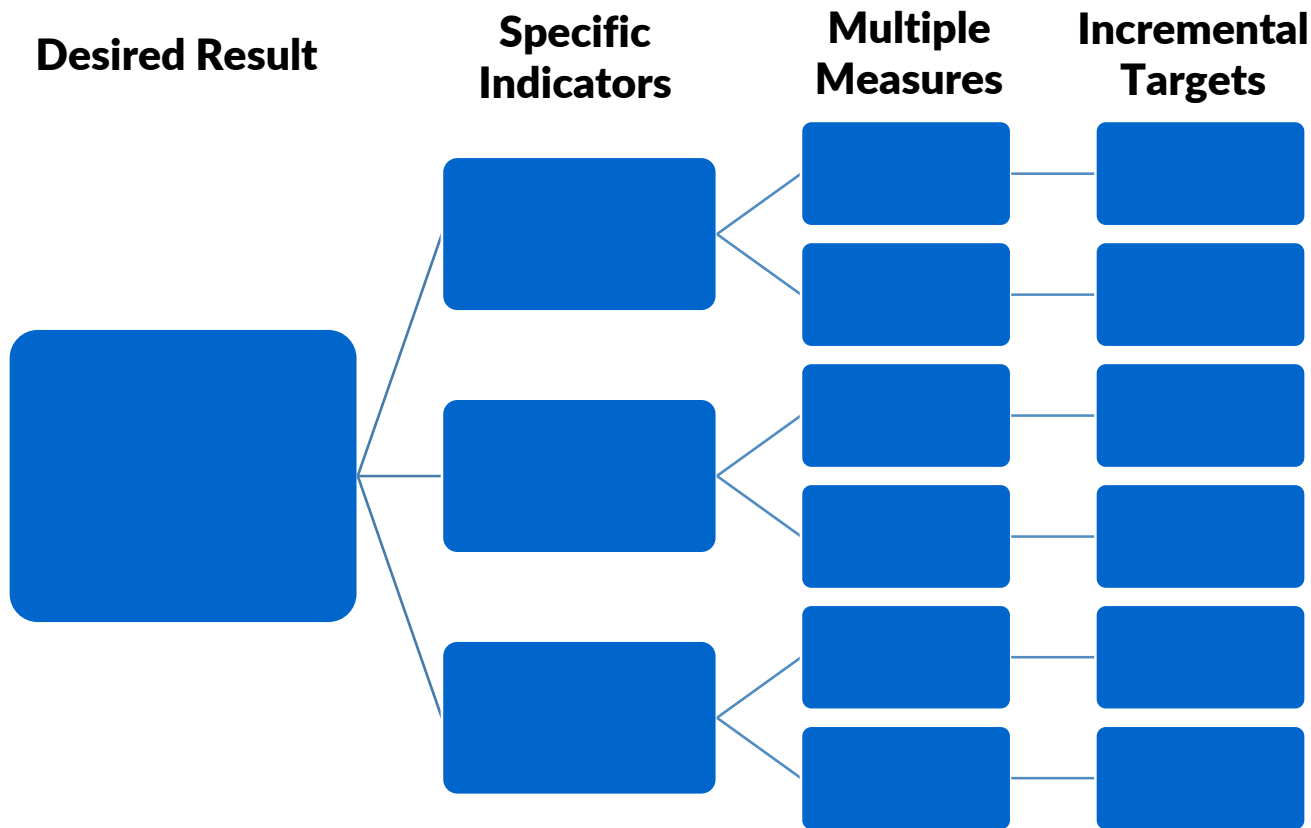
Tree Diagram:

- graphic organizer
- template for making SLOs SMART
- collaborative planning tool

# SMART SLO Tree Diagram



# SMART SLO Tree Diagram





# Results vs. Process

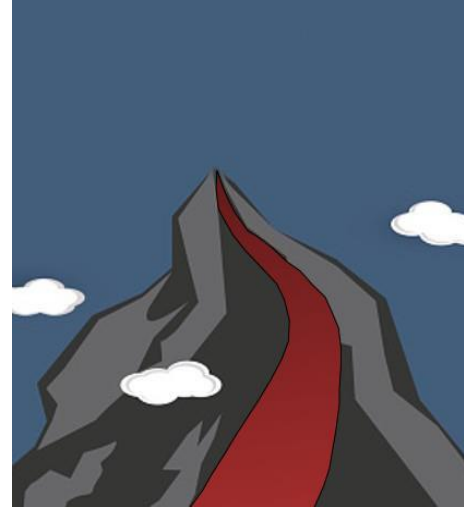
- Important to understand the difference between a result goal and a process goal.
- Both are important and necessary for teacher effectiveness to be maximized.

# Results vs. Process

## RESULTS



## PROCESS



Results focus on what you want as an outcome; processes focus on how you will get there.

# Results vs. Process

## RESULTS



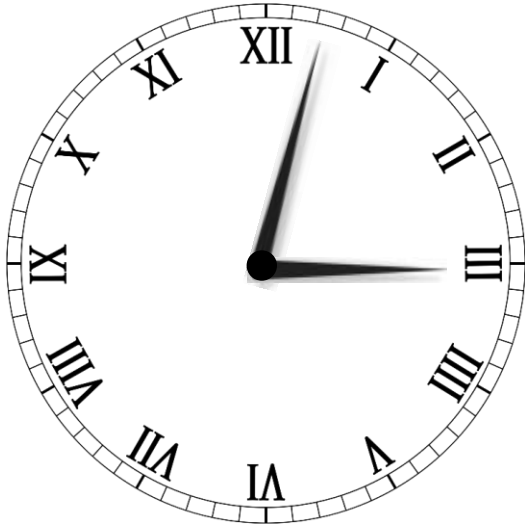
## PROCESS



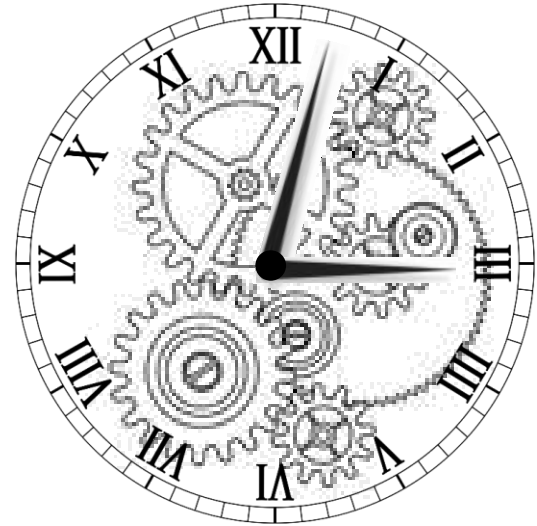
Results can be measured in multiple ways; processes either occur or do not occur.

# Results vs. Process

## RESULTS



## PROCESS



Results reflect impact; processes reflect implementation.

Implement a cross-curricular unit that integrates performing and visual arts.

90% of our 8<sup>th</sup> graders will demonstrate proficiency on three of the four performing and visual arts standards.

## ***PROCESS***

Implement a cross-curricular unit that integrates performing and visual arts.

## ***RESULTS***

90% of our 8<sup>th</sup> graders will demonstrate proficiency on three of the four performing and visual arts standards.

Increase by 50% the agility of primary students on gross motor tasks by the end of the third quarter.

Develop an agility program for primary students.

# **RESULTS**

Increase by 50% the agility of primary students on gross motor tasks by the end of the third quarter.

# **PROCESS**

Develop an agility program for primary students.



# Desired Result

A statement that incorporates a broad category of need, time frame and measurable outcome for student learning.

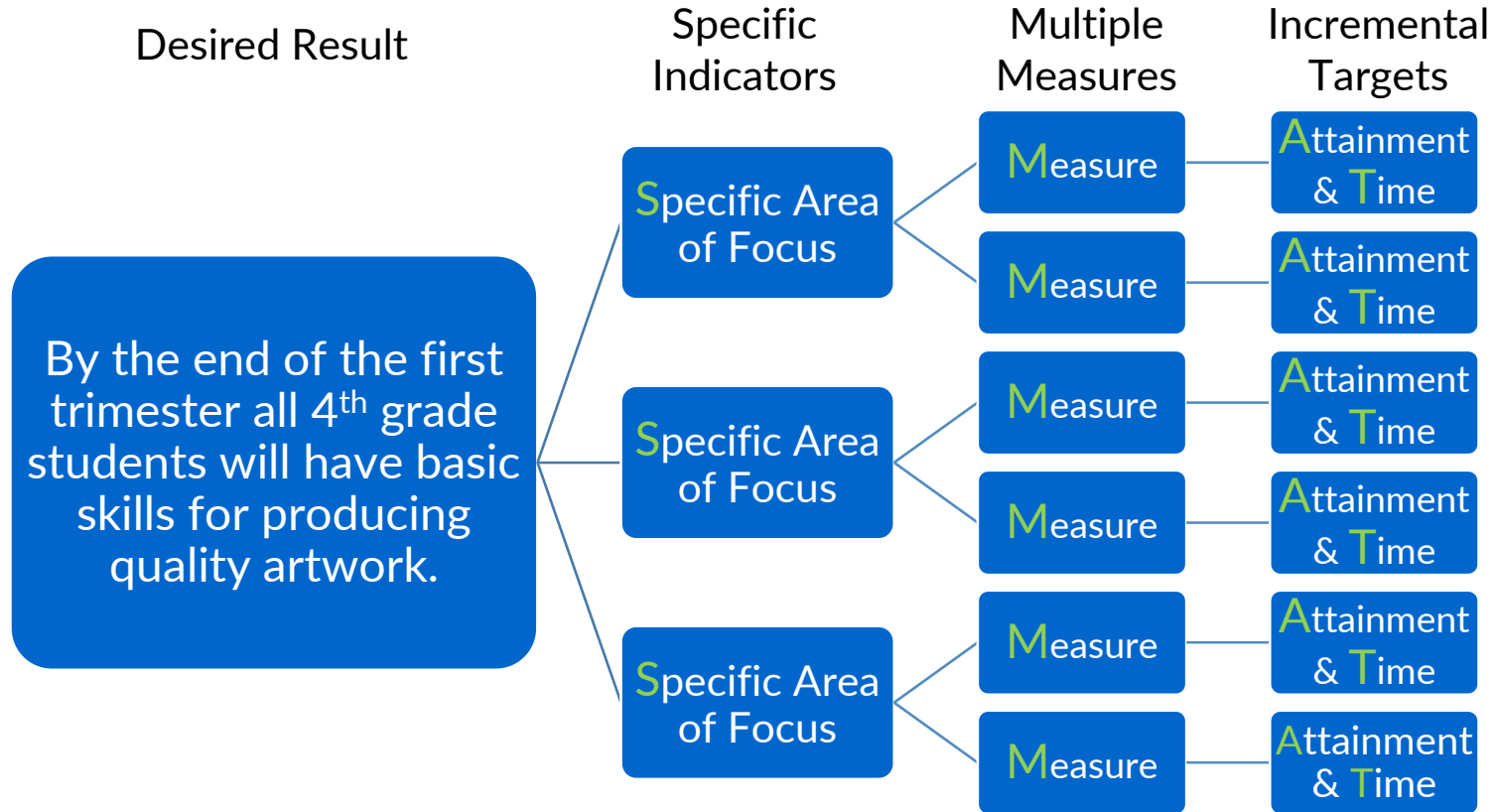
**S M A R T**

# How is the Desired Result Selected?

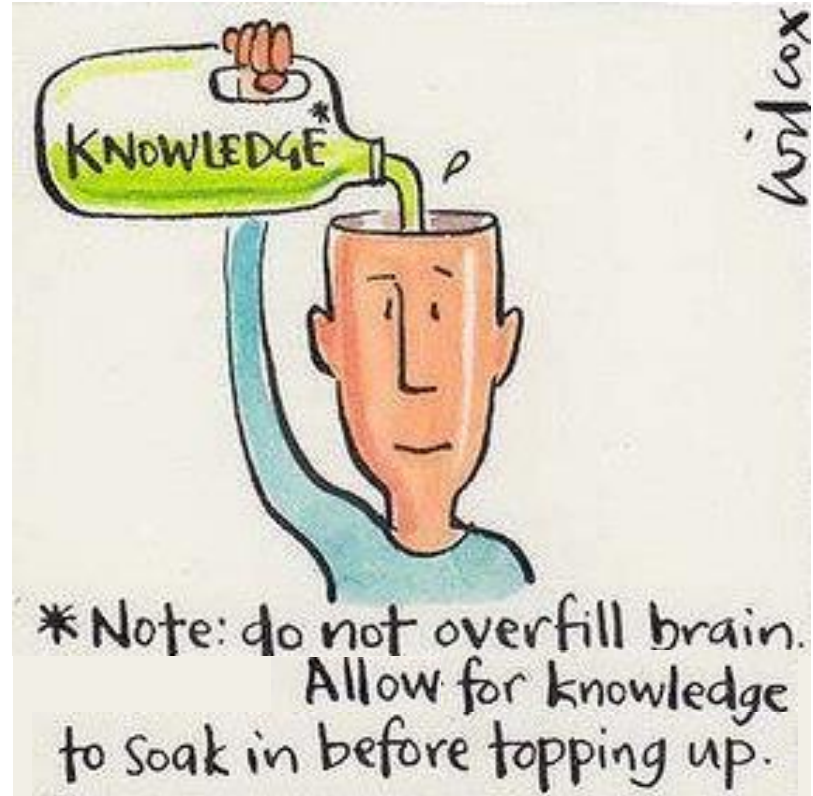
Review of grade-level content standards and data analysis for trends of need in prior school and classroom data, and students' baseline performance on curriculum-based formative assessments.

- Curriculum-based assessments
- District benchmark assessments
- Common grade-level, departmental course or unit assessments
- Commercial products
- Teacher judgment & experience
- Parent & student input
- Historical data:
  - Portfolios of student work
  - Prior end-of-year assessments
  - Standards-based report cards

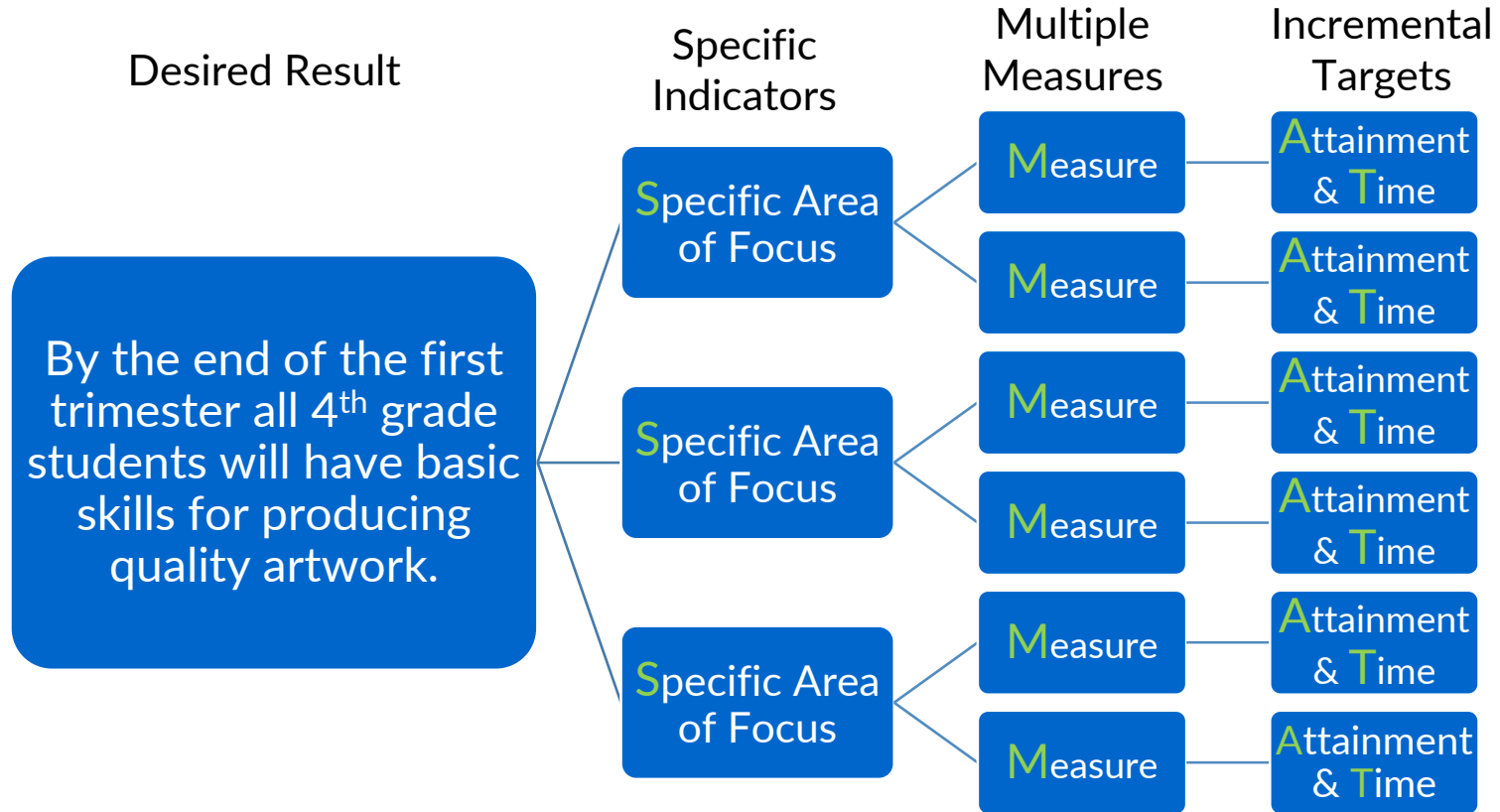
# SMART SLO Tree Diagram



# Break



# SMART SLO Tree Diagram



**BEGIN  
WITH  
THE END  
IN MIND**

Covey 1989

# Specific Indicators

**Purpose:**

**Isolate specific area(s) of  
student learning needs.**

# Strategic Assessment System

Strategic Assessment Systems use **comprehensive, systematic and ongoing processes** to drive teaching and learning. In a Strategic Assessment System, educators choose high quality assessment tools and practices, including those that are **formative, interim and summative**. They **purposefully use** the resulting information in a coherent manner in order to directly impact student achievement by **making strategic decisions, engaging the learners** themselves, to determine what comes next for students' learning.

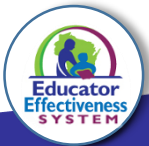


For more information on the use of a strategic assessment system within the SLOs, see the [EE System User Guides](#).

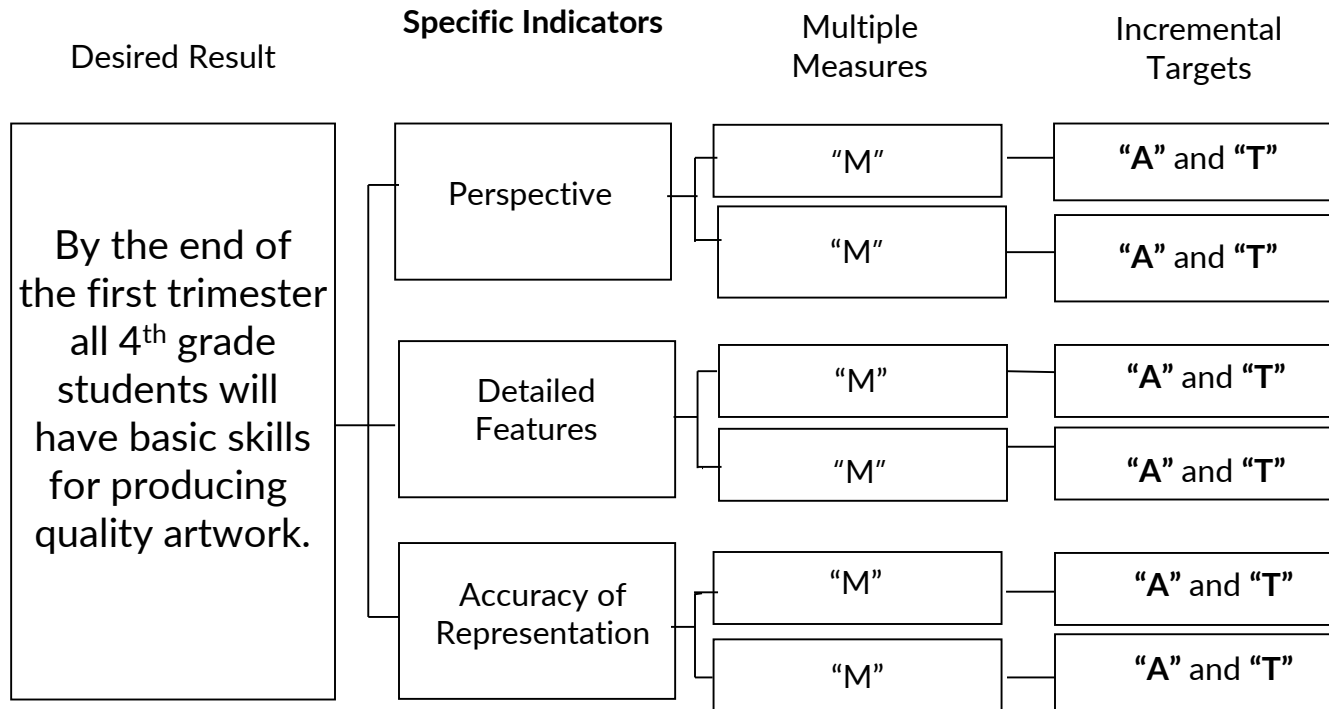


# The Strategic Assessment Plan

- Establish a baseline of specific performance for setting your SLO growth and / or attainment targets
- Verify specific area(s) and extent of learning need(s) for your student population
- Determine for whom these needs are greatest (i.e., student groups or individuals)
- Link your SLO to key content and performance standards
- Observe trends and patterns over time
- Know whether your SLO is attainable
- Demonstrate that your students are making progress



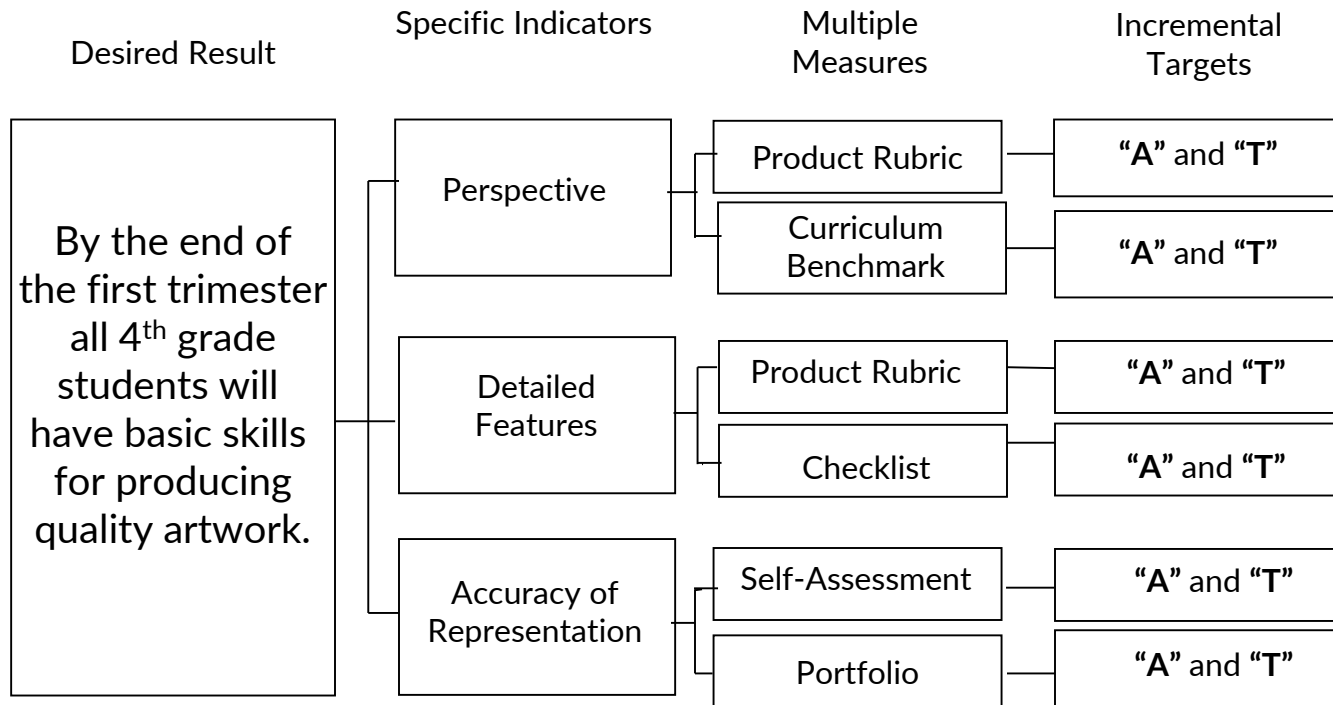
# SMART SLO Tree Diagram



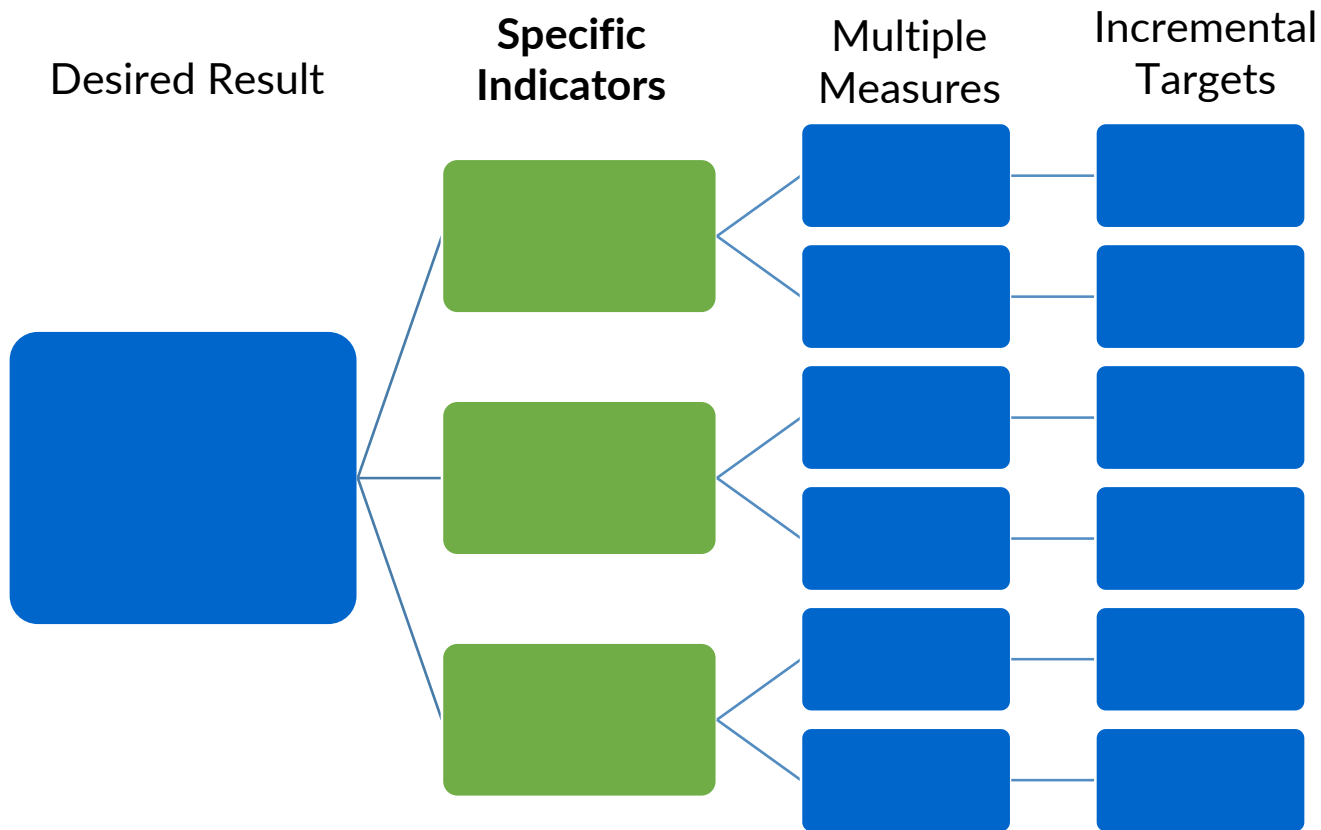
# How do I assess the Specific Indicators?

Specific Skills & Knowledge for: (C.4.7) producing quality artwork	How will we measure where we are now? (Baseline)	How and when will we measure progress?	How and when will we know which students need additional help?
Artistic Representations	Product Rubric	Mid-point and end of unit assessments, using product rubric	Ongoing assessments for learning
Perspective	Curriculum Benchmarks	Weekly standards-based quizzes	Tiered results from standards-based quizzes
Details	Student self-assessment and teacher observations	Student self- assessment (pre and post unit), and ongoing teacher observations	Performance portfolio, student reporting, and teacher observations

# SMART SLO Tree Diagram



# SMART SLO Tree Diagram



# Multiple Measures

Multiple assessment tools and/or events which monitor progress toward the desired result.

Measures are aligned to the specific indicators.

# Example Art Rubric

5.1

## Rubric for Art Class

Place your non-drawing hand on the table in front of you. Draw your hand.



Pre-Instruction  
Does not meet expectations

Place your non-drawing hand on the table in front of you. Draw your hand.



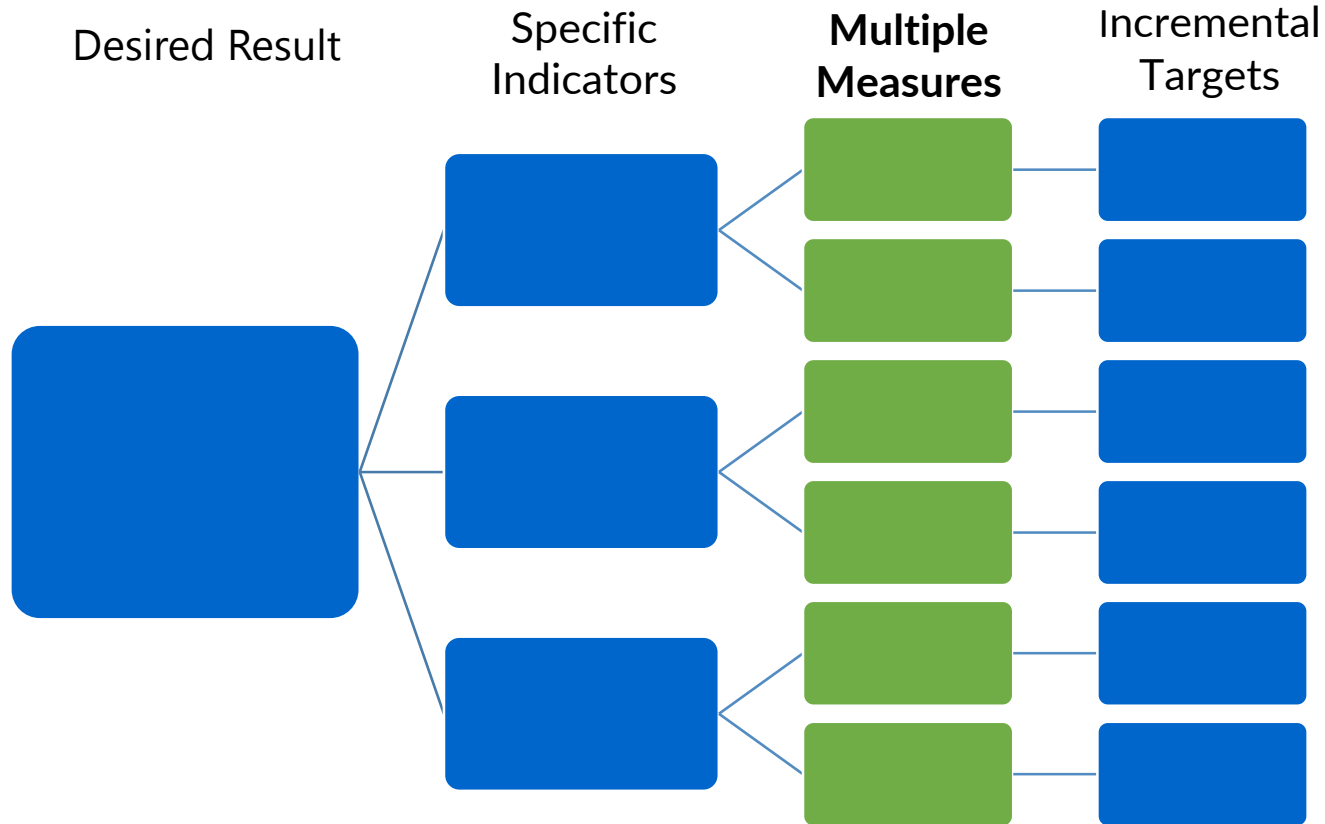
Pre-Instruction  
Meets Expectations

Place your non-drawing hand on the table in front of you. Draw your hand.



Pre-Instruction  
Exceeds Expectations

# SMART SLO Tree Diagram



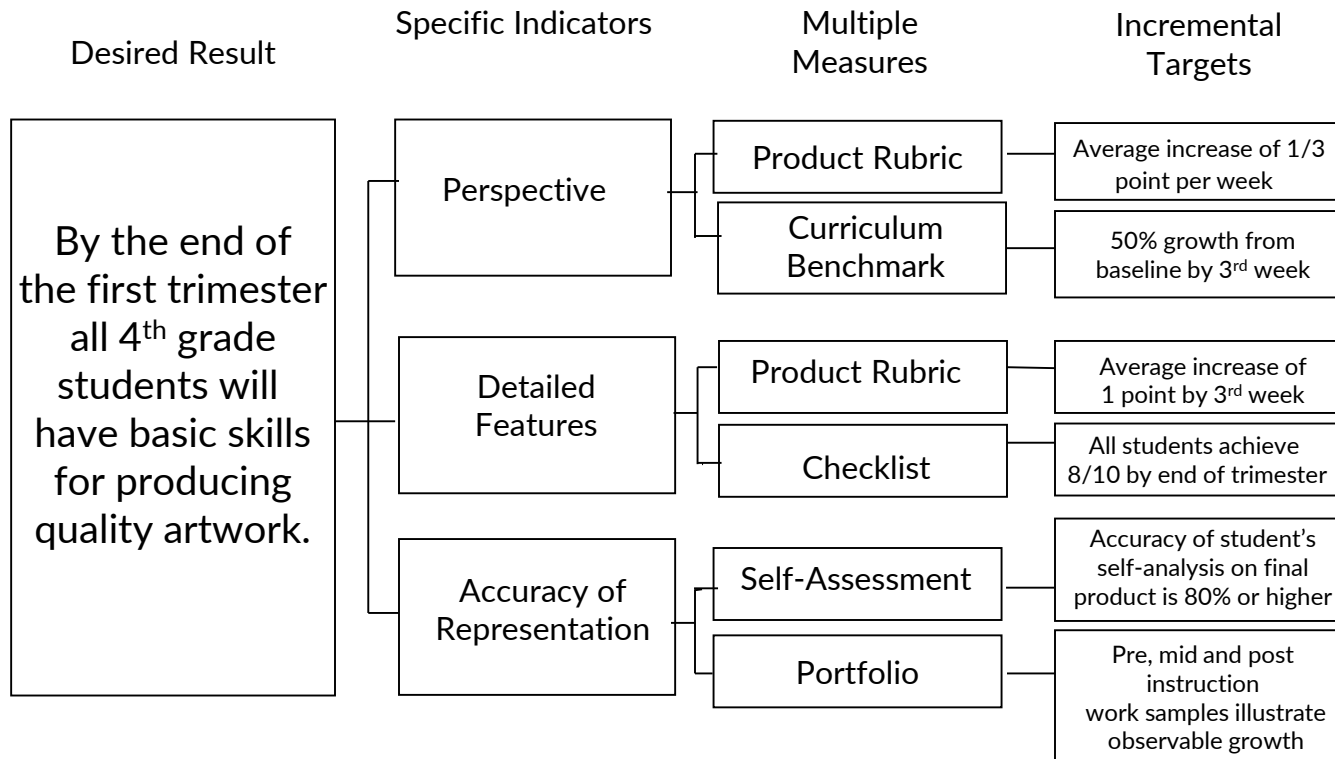


# Targets

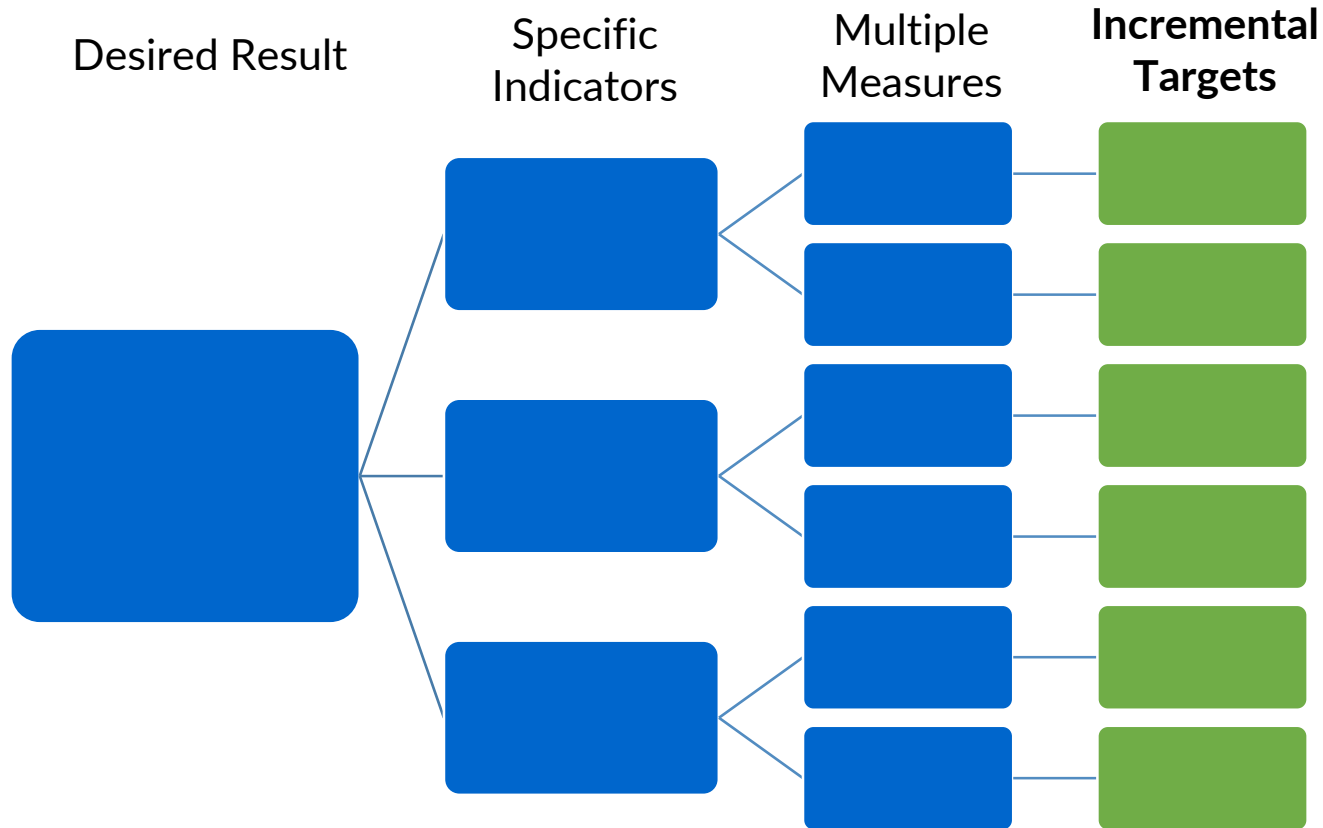
Short-term, incremental steps toward the desired result.

Targets express the amount and type of growth expected within a given time frame on each measure.

# SMART SLO Tree Diagram



# SMART SLO Tree Diagram



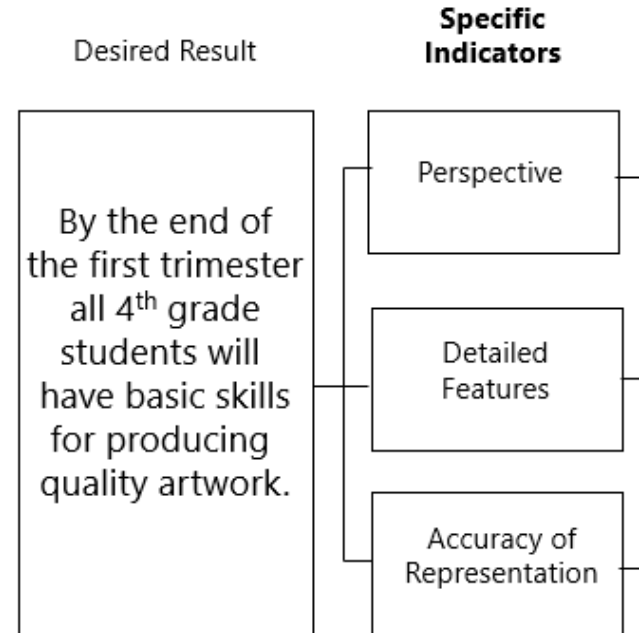
**Stretch  
Break**



# Translating the Goal Tree to an SLO

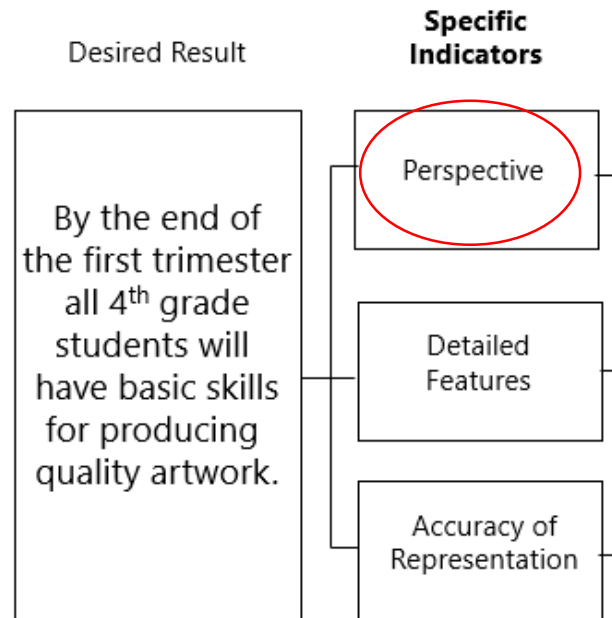
To write a SMART SLO goal statement:  
Focus in on the **Specific Indicators** of your tree!

- The measures and targets support those indicators
- They are in direct control of the educator
- They are embedded in the standards
- They represent desired (actual) student outcomes
- They are the focus of instructional decision making.



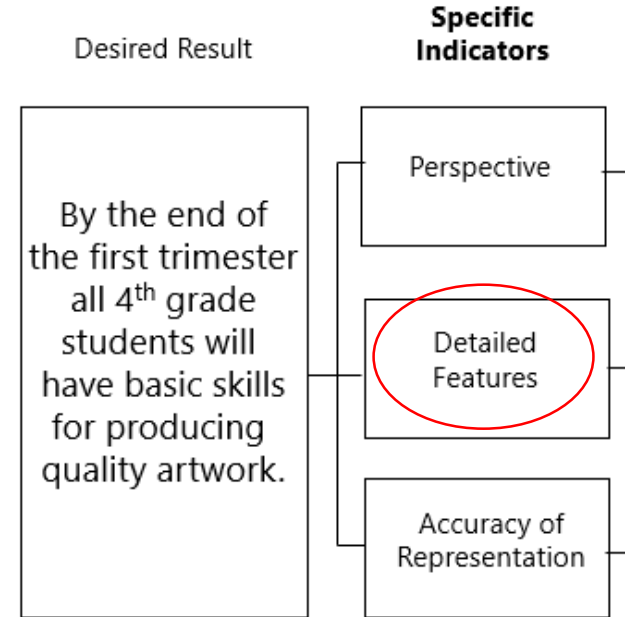
# EXAMPLE of an SLO from the Tree Diagram

By the end of the first trimester, 100% of 4<sup>th</sup> grade art students will have improved their performance on perspective tasks by a minimum of 1 point from baseline on the standards product rubric and achieve a passing rate on the district's benchmark assessment.



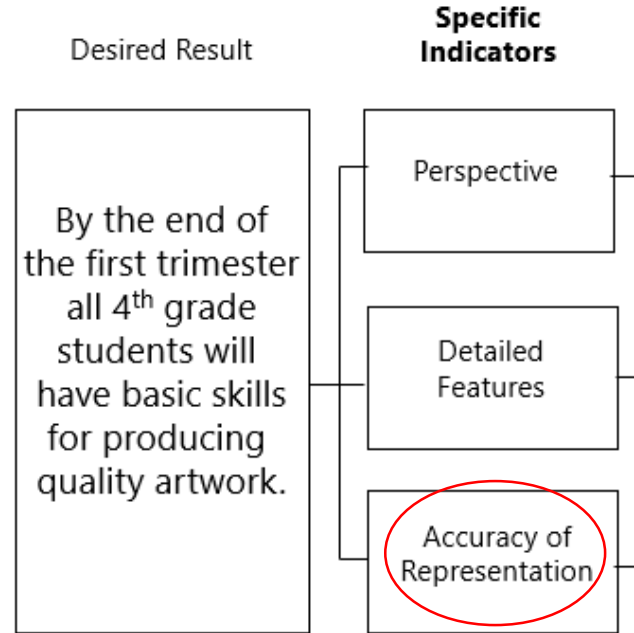
# EXAMPLE of an SLO from the Tree Diagram

By the end of the first trimester, 90% of 4th grade art students will have improved their ability to identify and represent detailed features of a model by a minimum of 2 points from his / her baseline on a 6 point rubric and achieve a score of 8/10 on the features checklist.



# EXAMPLE of an SLO from the Tree Diagram

By the end of the first trimester, 80% of 4th grade students will be able to accurately assess their own drawings at a rate of 80% or higher using a defined set of accuracy criteria and will be able to explain the strengths and weaknesses of their own representations.





# How SMART is the SLO?

Table Partner Activity:

Using the assessment rubric on page 5 of your participant packet, review the assigned SLO and determine it's strength.

# Assess This SLO Statement

*By the end of the first six weeks, 50% of 8<sup>th</sup> graders will demonstrate mastery of three essential learning standards in Reading.*

What, if anything, could you do  
to make it SMARTer?

# Assess This SLO Statement

*By the end of the first quarter, all 1<sup>st</sup> graders will have improved their performance on each subtest of the gross motor inventory by a minimum of 50% from baseline.*

What, if anything, could you do to make it SMARTer?

# Assess This SLO Statement

*By the end of the school year, at least 60% of our 10<sup>th</sup> grade students will score proficient or advanced, and no one will score minimal on the writing subtest of the Language component of the WSAS.*

What, if anything, could you do to make it SMARTer?

# Closure

Before leaving, please address the following prompts on a 3x5 index card:

1 Key Take-Away

A personal struggle

“Questions I still have...”