

Step 6: Converting Goals Into Measurable & Observable Improvement Outcomes





What is Converting Goals into Measurable and Observable Improvement Outcomes?

The establishment of clear goals and outcomes plays a very important role in guiding and influencing performance. To do something well, a team must know the definition of good performance, have the knowledge and skills to perform properly, and understand the importance of doing the task accurately. Goals need to be as specific and concrete as possible without being overly restrictive. Goal setting clarifies the duties and responsibilities associated with a particular job or work group. It also identifies the organizational outcomes required for work success. Finally, goal setting specifies feedback and support needed to monitor and achieve those goals.

Setting goals affects performance in the following ways:

- Goal setting focuses action in the direction of the goals
- Goals motivate people to maximize effort
- Goals help to clarify criteria for success

A very effective way to develop team goals is utilizing the S.M.A.R.T. Goal model. S.M.A.R.T. is an acronym that stands for **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime bound.

Why is Converting Goals into Measurable and Observable Improvement Outcomes important?

The process of converting goals into measurable outcomes, and implementing strategies and activities is a critical part of any planning process. Teams need to be able to set effective goals. They will be more committed to organizational and planning goals when they have participated in setting these goals. Goal setting gives structure, direction and allows for evaluation of outcomes, strategies and activities.

How does a coach help the team develop the skills and competencies to function independently?

As coaches guide teams in the goal setting process, the S.M.A.R.T. Goal model provides a clear set of steps for defining exactly what teams want and need to achieve. Data, decision-making processes, strategies, activities, evidence, timelines and delegation for specific tasks focus a team on the goals of the organization.



A coach models the goal setting process by guiding the team as they:

- Decide exactly what needs to be achieved (Specific)
- Establish the criteria for measuring the achievement of the goal (Measurable)
- Create the action plan (Achievable)
- Make sure the goals are realistic (Relevant)
- Set the time frame (Time bound)

The coach introduces the team to the templates and tools for data collection. The coach builds capacity by providing support, at appropriate levels, by facilitating and monitoring the development and use of S.M.A.R.T. goals.

Job Aids

S.M.A.R.T. Goal Graphic

- This is a visual model of the S.M.A.R.T. Goal process.

S.M.A.R.T. Goal Planning Template

S.M.A.R.T. Goal Planning Template Sample

- This template and sample are designed to help teams work through the process of writing S.M.A.R.T. Goals.

Resources and References

Top Achievement: Self-Improvement and Personal Development Community

- This website provides a layout of the S.M.A.R.T. Goals process.
<http://topachievement.com/smart.html>

Coaching for Capacity Building

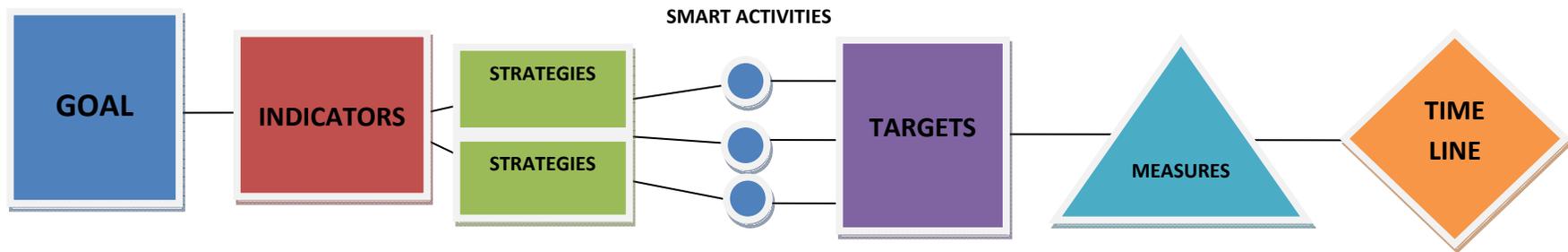


SMART Goals Planning Sheet		Year:	School:	
Team Name:		Team Facilitator:	Team Members:	
Improvement Goals:				
Data Used for Decisions: (examples)			Research (Books, Websites, Articles, Training, Coursework etc informed your decision-making?)	
Team SMART Goal	Strategies, Activities, Monitoring	Timelines	Responsibility	Evidence of Effectiveness

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S.M.A.R.T. GOAL MODEL



In this graphic organizer the S.M.A.R.T. Goal is represented by



For example:

All students will meet AYP in reading of 77.5% M/E in 2010 and 85% M/E in 2011 on the ISAT. This goal is specific, measurable, is time bound and identifies the measuring tool (ISAT) and the target (77.5 and 85% M/E).

As indicated the goal is measurable, but there are other areas that need to be measurable too, like the indicators, strategies and activities in order to assure that the final strategic goal will be achieved.

INDICATOR

represents the important skills students must learn in order to achieve the strategic goal. For example, if our strategic goal is to increase students reading ability, one indicator might be their vocabulary development. As they expand their vocabulary and related skills we could reasonably expect that their reading ability would improve.

How might we teach vocabulary and related skills? That becomes a research based

STRATEGY

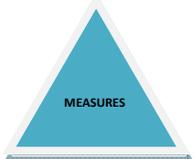
. How will the strategy be implemented?

We break down the strategy into the  (SMART ACTIVITY) that must be completed if the strategy is to be implemented with fidelity.

How do we know the strategy is effective? We identify

TARGETS

aligned to achievement benchmarks and determine



how and



when to assess.

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SMART Goals Planning Template		Year: 2012	School: ABC Middle School	
Team Name/Grade: 6/7/8		Team Facilitator: Robert Coach	Team Members: Bill, Sue, John, Ricardo, Maggie	
District Improvement Goals for Reading: <ol style="list-style-type: none"> The number of students, grades 3-8, and 11, in the African-American Subgroup will increase from 83.5 to 92.5% in the “meets” category in the reading subtest of ISAT/PSAE for 2012. The number of students, grades 3-8, and 11, in the Economically Disadvantaged Sub group will increase from 81% to 92.5% in the “meets” category in the reading subtest of ISAT/PSAE for 2012. The number of students, grades 3-8, and 11, in the Students with Disabilities Subgroup will increase from 59% to 92.5% or Safe Harbor in the “meets” category in the reading subtest of ISAT/PSAE for 2012. 			School Improvement Goals: 1. Meet 2012 Reading Safe Harbor Target 64% (5% increases from 2011).	
Data Used for Decision Making AIMSWEB NWEA ISAT Behavior Attendance Surveys Teacher Checklists Classroom Assessments Others: AR Test			Research (Books, Websites, Articles, Training, Coursework etc informed your decision-making?) Gretchen Courtney rubrics for strategies, QAR strategy information, test taking strategies	
Team SMART Goal	Strategies, Activities, Monitoring	Timelines	Responsibility	Evidence of Effectiveness
By the end of the 2011-12 school year the ABC MS Academic Reading Team will have defined, implemented, and measured progress in the following reading strategies, inferencing, sequencing, summarizing across the curriculum and at all grade levels in order to meet safe harbor target of 64% on ISAT 2012.	Direct instruction of strategies in all content areas	Weekly	Reading teachers	Increase of 5% in average score on AR tests January to February
	Implement core strategies in the content area classrooms	Weekly	Content area teachers	80% of the students will score 4 out of 5 for on the strategy rubric
	Display visual target representing one of the instructional strategies	Daily	All teachers	90% of the students will be able identify the targeted strategy when asked
	Direct instruction of test -taking skills in content areas during assessment	Weekly	Content area teachers	Test taking strategies are identified correctly by students 95% of the time (recorded on the teacher checklist)
	Use QAR strategies (demonstrated by Reading Coach) beginning 1 st week of February	Daily	All teachers	Observation by intervention specialist in classroom setting to level of QAR strategy implementation