

**FIGURE 25 STL Tool for Setting S-M-A-A-H-R-T Goals**

You have a goal. Is it S-M-A-A-H-R-T? Or seemingly so? Check it against the following criteria:

Specific	Our goal . . . <ul style="list-style-type: none"> <li>is targeted. It specifies which group of students will make what gains, by when, and by how much.</li> </ul>
Measurable	Our goal . . . <ul style="list-style-type: none"> <li>is informed by data. Numbers and percentages are not baseless or arbitrary.</li> <li>measures learning outcomes.</li> <li>relies on formative assessments to guide our decisions.</li> <li>provides indicators of learning beyond performance on a single assessment.</li> </ul>
Attainable	Our goal . . . <ul style="list-style-type: none"> <li>is within reach, but also the stretch students and teachers need.</li> <li>can be accomplished without burning people out.</li> <li>is not dumbed down because of limited resources or unhealthy aspects of our school culture. We plan to creatively get what we need to attain the goal.</li> </ul>
Aligned	Our goal . . . <ul style="list-style-type: none"> <li>aims to advance school priorities.</li> <li>connects to our everyday “real” work with students.</li> <li>does not compete with other goals.</li> </ul>
Heartfelt	Our goal . . . <ul style="list-style-type: none"> <li>matters to us and would make a difference to students/families. We intend and are committed to achieving our goal.</li> </ul>
Results-driven	Our goal . . . <ul style="list-style-type: none"> <li>articulates student-learning results we expect to see. If we fall short on student outcomes, important educator resources and learning will still result.</li> <li>(if academic) targets a high-leverage standard or skill and attempts to dismantle inequities.</li> <li>will ultimately have a positive influence on our district-school-department climate and culture. We know that these results can take time to show up.</li> </ul>
Time-bound	Our goal . . . <ul style="list-style-type: none"> <li>is designed to be accomplished within a time frame set first and foremost around student need, not calendar logistics or restrictions. We are intentional about what we desire to accomplish at different checkpoints (by the end of 6 weeks, by the end of 12 weeks, etc.), and we know we can set goals that extend beyond one school year.</li> </ul>
Inclusive*	Our goal . . . <ul style="list-style-type: none"> <li>is shaped by multiple stakeholders with diverse perspectives and those impacted by the outcomes.</li> </ul>
Equitable*	Our goal . . . <ul style="list-style-type: none"> <li>Specifies outcomes that promote equity.</li> <li>Does not create inequities.</li> <li>Aims to eliminate opportunity gaps for marginalized groups and shrink disparities for these communities.</li> </ul>

\* I have added “I” and “E” to my SMAHHRT goal criteria to be explicit about the need to write an inclusive and equitable goal. This is derivative of “SMARTIE” goals.