RTI Tool - 2.1 - Writing a SMART Goal for Team Development

Taking Action Reference: Foundational Action 1 - Establish a Guiding Coalition, p.36

One of the core responsibilities of any guiding coalition is to support the continued development of collaborative teacher teams (Hall, 2021). The challenge in supporting the continued development of collaborative teacher teams is that the teams in our buildings are as developmentally diverse as the students in our classrooms, bringing a wide range of skills and experiences to the planning table and requiring differentiated efforts to address effectively.

That means guiding coalitions committed to working efficiently should write SMART goals detailing specific plans for moving individual learning teams forward. Doing so ensures that our professional development efforts are targeted "by name and by need" – a key criteria to any effective intervention. Doing so also gives members of the guiding coalition the opportunity to practice using SMART goals to plan next actions – a core collaborative behavior in a learning community — with one another before leading that same practice on their own collaborative teams.

How does a guiding coalition write a SMART Goal for Team Development?

Here are some suggested steps to follow that align with each column on the blank SMART Goal Planning Template found on the next page:

1. **General Information**: Identify a specific learning team that is struggling with a core collaborative process.

2. **Our Current Reality**: State the challenge that the team is facing in one simple statement.

3. **Our SMART Goal**: Describe, in measurable terms, what your future hopes are for the team. Remember that a SMART goal is time-bound, so your statement of future hopes should include a deadline.

4. **Strategies and Action Steps:** What steps will your guiding coalition take to address the challenge that this learning team is facing? Will you provide them with additional training? Will you provide them with additional tools? Will you monitor their work closely?

5. **Who is Responsible**: Which member of your guiding coalition is responsible for implementing your action steps? Will you rely on the guiding coalition member who is already a part of this collaborative team? Will you ask a member of a different collaborative team to lead this work? Will this work be led by a member of the administrative team?

6. **Target Date or Timeline**: When can we expect each action step to be completed by?

7. **Evidence of Effectiveness**: How will we know if each action step that we have taken has strengthened the work of the collaborative team that we are trying to support? Will we use observations as evidence? Will we survey the team for feedback? Will we use a rubric or a proficiency scale describing levels of team performance? Do we need to create those tools together?

Still not sure how to write a SMART Goal for Team Development? You can find two completed samples of SMART Goals for Team Development on pages 2 and 3 of this handout.

School: East End Middle School
Team Name: Guiding Coalition
Team Members: H. Williams, Westfall, Porter, Wilson, Braden, J. Williams, Pitts, Teague, & Estridge
District Goal(s): Sheridan School District
School Goal(s): We want teams to begin to write proficiency scales and use them for assessing learning and for student self-assessment.

Team SMART Goal:	Strategies and Action Steps:	Who Will Accept Lead Responsibility?	Target Date or Timeline:	Evidence of Effectiveness:
Our Current Reality: Proficiency scales are new to our teams. They may have heard of proficiency scales in their educational journey, but it has never been introduced to teams formally by our school or our district. It is likely that teams will see proficiency scales as rubrics. **Our SMART Goal**: By the end of the year, teams will be able to write a proficiency scale independently. By the end of the year, our teachers will rate the importance of proficiency scales a 4-5 on a scale of 1 to 5. By the end of the year, our	We will remind teachers that student goal setting was a win for us next year. We will explain that we want to build on our goal setting work. We will introduce teachers to what proficiency scales are and how they connect to the unpacking work and goal setting work that we have done. This will include definitions of what proficiency scales are. **DESIRED OUTCOME:** Teachers see the connection between goal setting and proficiency scale work.	Heather will accept lead responsibility for this section. If she needs help, she will reach out.	August 2023. Building PD Days.	Create some form of survey that asks teachers to rate the importance of our work. "I believe writing proficiency scales will be important work for our school next year." "I believe writing proficiency scales is a nice extension on the work that we have already been doing in our building." OR "Why are we embracing proficiency scales as a strategy for our school this year?" "What is on your mind right now when it comes to proficiency scales as a strategy for our school?"
	Review our current reality with unpacking essential	Candace and Building Principals	Curriculum Days.	X Every team has essential standards

teachers will rate the doability of proficiency scales a 4 on a scale from 1 to 5.	standards. ● Do you have unpacked standards? ● Are there any new standards that need to be unpacked? ● Have you reviewed your unpacked essentials? Unpack one essential together as a refresher. **DESIRED OUTCOME:** Teachers know where their unpacked standards are. Teachers have unpacked essential standards for their first unit.	Instructional facilitators. (Maybe Stacy Stockton?) Maybe Morgan Wilson?		identified and listed on a single Google Doc. Every team has a handful of unpacked essential standards.
	Build knowledge about what proficiency scales are and are not: ● Develop a definition of a proficiency scale. ● Look at the format of a proficiency scale. ● See examples of good and bad proficiency scales. ● See examples of good and bad team creation of a proficiency scale.	Guiding Coalition.	Building PD Days. Coming after Heather's introduction to schoolwide focus.	Review of the proficiency scales created by teams during PD Days.

	● Understand the difference between proficiency scales and rubrics. **DESIRED OUTCOME:** Teachers know what the components of a proficiency scale are.			
	We will have teachers work on grade level teams to create a proficiency scale for "being an organized student." ● What does a horribly unorganized student look like? ● What does "mastery of organization" look like? ● What does the super star student look like when organization happen? ● Write scales in small groups on poster paper. ● Carousel brainstorming around other people's scales. **DESIRED OUTCOME:**	Guiding Coalition.	Building PD Days.	Review of the proficiency scales created by teams during PD Days.

	Teachers believe writing a proficiency scale is important and doable.			
	We will have teachers work to create a proficiency scale for something in their first unit of study.

Key is to open unpacked standards and copy them to your proficiency scale.

If we feel the energy, we can move forward with the rest of the scale, but the goal is just to show that some of the work is already done.

DESIRED OUTCOME:

Teachers see the connection between their already unpacked standards and proficiency scales. | Guiding Coalition. | Building PD Days. | Review of the proficiency scales created by teams during PD Days. |
| | September 2023 - Grade Level PLT

Roll-Out Goal Setting with Proficiency Scales | | | |
| | Content PLTs will begin to implement Proficiency Scales | | | |

	November 2023 - Grade Level PLT Cowbell Standards with Proficiency Scales			

	Content PLTs will continue implementing Proficiency Scales.
	    ● Begin Data
	       Analysis Protocols			