**SMART Goal Setting for Student Academic Progress Form**

**Abbreviated SMART Goal Setting Student Academic Progress Form**

***Teacher’s Name*** *Teacher L*

***Subject/Grade*** *Children’s Design and Engineering*  ***School Year*** *\_\_\_\_ - \_\_\_\_*

**Directions:** This form is a tool to assist teachers in setting a SMART goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

***Initial Goal Submission (due by*** *9/30* ***to the evaluator)***

|  |  |  |
| --- | --- | --- |
| **I.Setting** (Describe the population and special learning circumstances.) | I teach a Children’s Design and Engineering course to a 2nd grade class. I have 24 students in my class. 13 are males and 11 are female. | |
| ***II. Content/Subject/Field Area*** *(The area/topic addressed based on learner achievement, data analysis, or observational data.)* | I will focus on the children’s engineering design brief activity in the guided portfolio area. | |
| ***III. Baseline Data*** *(What does the current data show?)* | I took baseline data from our first design brief which will include a rubric to evaluate oral presentation, guided portfolio, and team skills. The baseline data showed that my students are at the limited understanding level in their abilities with the design brief. The data I compiled was from the students guided portfolio activity rubric. The baseline data showed that 29% of my students have limited proficiency (level 1) in the design loop pertaining to restating the problem. 29-70% of my students have limited understanding in the design loop pertaining to brainstorming, creating solutions, testing solutions, and evaluating the solution. | |
| ***IV. SMART Goal Statement*** *(Describe what you want learners/program to accomplish.)* | During this school year all students will move up one competency level on each point of the student guided portfolio. | |
| **V. Means for Attaining Goal** (Strategies used to accomplish the goal) | | |
| ***Instructional Strategy*** | ***Evidence*** | ***Target Date*** |
| Demonstrate the use of the design brief and have students participate in an activity. | Copies of the design brief | First quarter |
| Use a rubric with students to assess the first activity. | Rubric and sample documents. | First quarter |
| Assessment and feedback on the design briefs throughout the year. | Samples assessments and feedback. | Second quarter and throughout the year. |

**Teacher L Baseline, Mid-Year, and End of Year Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Children’s Design & Engineering Assessment** | **September**  **(at Level 1)** | **December**  **(at Level 1)** | **April**  **(at Level 1)** |
| Restated the problem | 29% | 19% | 4% |
| Brainstormed solutions | 58% | 48% | 15% |
| Created a solution | 29% | 18% | 6% |
| Tested the solution | 62% | 45% | 15% |
| Evaluated the solution | 68% | 50% | 10% |

Document the baseline data and progress throughout the year using the same tool with different design briefs.