

## Being SMART for Gifted Learners

Mark the Goal Area:     Academic \_\_\_\_\_     Creativity     Leadership     Performing Arts     Visual Arts

<b>Indicators – Goal Areas</b>	<b>Measure</b>	<b>Target</b>	<b>Specific Tools</b>
<ul style="list-style-type: none"> <li>• Standards, benchmarks, skills</li> <li>• Academics, creativity, leadership, performing arts, visual arts</li> <li>• Habits of mind</li> <li>• Affective evidence-based areas</li> <li>• Career and College counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Type of tools or assessments to measure status and whether there is improvement</li> <li>• Benchmarking, pre-assessment, formative and/or summative</li> <li>• Aligns with the goal area</li> <li>• Reliable</li> </ul>	<ul style="list-style-type: none"> <li>• A stretch toward individual, district or state expectations</li> <li>• Should be motivating for student and teacher</li> <li>• Progress monitor over the year</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of quantitative and qualitative assessments and tools</li> </ul>

### SMART Goal for Learning and Growth

Mark the Goal Area:     Academic \_\_\_\_\_     Creativity     Leadership     Performing Arts     Visual Arts

**Next Steps**

Instructional Strategies

- Evidence-based
- Process: meaning and understanding
- Product: demonstration of learning
- Critical thinking

Curriculum

- Content: depth and complexity
- Examples (e.g., titles, texts, programs)

Progress  
Monitoring:

Tools, Frequency,  
Timeline:

**Instructional Decision Making and Problem Solving**  
**Guiding Questions - Examples**

<b>Instructional Decision Making and Problem Solving</b> <b>Guiding Questions - Examples</b>		
<b>What are the strength, interest and need of the student?</b>	<ul style="list-style-type: none"> <li>• Academic</li> <li>• Behavioral</li> <li>• Career and college planning</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Habits of mind</li> <li>• Leadership</li> <li>• Visual and Performing Arts</li> <li>• Social-emotional</li> </ul>
<b>How do you know?</b>	Data to describe the student profile	
<b>What does the data tell you?</b>	Analyze the data Identify factors contributing to strengths and/or challenges in learning	
<b>What SMART goals are most important?</b>	<ul style="list-style-type: none"> <li>• Specific and strategic</li> <li>• Measurable</li> <li>• Attainable</li> </ul>	<ul style="list-style-type: none"> <li>• Results-based</li> <li>• Time bound</li> </ul>
<b>Who/what resources exist or will be needed to support student progress?</b>	Evidence-based practices Strength-based curriculum and instruction Tiered programming for each area of giftedness Personnel, school and community	
<b>What will you do or change to address the strengths, interests and needs of the student?</b>	Use data to drive ALP goals Use data to influence curriculum and instructional decisions Plan Tier II and/or Tier III programming/interventions Consider individual, small group and accelerated strategies	
<b>How will you monitor student progress?</b>	Time line and frequency Assessment type Student involvement	
<b>In what way will you evaluate how programming and/or interventions are impacting student achievement and personal success?</b>	Summative assessments Data dialogues ALP success Student and parent involvement	