

Setting SMART Goals Worksheet - Teacher Edition

For each of the student vignettes below, identify which aspect a SMART goal is missing. Is the goal **Specific**, **Measurable**, **Achievable**, **Relevant**, **Timely**?

Samantha: Samantha is a high school sophomore who plays basketball and who wants to be really good at her sport. She is a solid player already and her coach says she has the capacity to be really good. She is tall and fairly athletic, and because she is a sophomore she has time to improve her game.

Aspect Lacking: Measurable – Samantha’s goal is specific (she wants to be a good basketball player), and it is achievable (she has the talent to be really good) and relevant (the game matters to her), and timely (she’s a sophomore). But it is not measurable—how good is really good?

Ani: Ani would like to perform as a singer in the school’s musical this year. Tryouts are in a month. She does not have any experience singing in front of others and she does not plan to take voice lessons. She hopes that her training as a dancer will help her get a part in the musical and she plans to practice dancing a lot in preparation.

Aspect Lacking: Achievable – Ani’s goal is specific (get a part in the school’s musical), measurable (she would earn a place in the cast), relevant (as a dancer stage experience is helpful), timely (the musical tryout is in a month). But it is not achievable—can she earn a role in a musical without singing skills and proficiency?

Damon: Damon would like to do better in math and achieve success in his algebra class. He is committed to studying, going to tutoring, and spending time on his homework. He would like to be more successful within the next year before he begins geometry.

Aspect Lacking: Specific – Damon’s goal is measurable (by examining his grades over time), achievable (he shows commitment to studying and seeking help), relevant (math is important in school and life), and timely (he has a year before he begins the next math course). But it is not specific—the goal of doing better in math needs to be more concrete.

Michaela: Michaela would like to become the editor of her school’s newspaper. She has been a staff writer for the past two years. She is in the middle of her senior year and will be graduating in 4 months. She has been told by the journalism advisor that she is a good writer with strong leadership potential.

Aspect Lacking: Timely – Michaela’s goal is specific (becoming editor of the paper), measurable (she would be appointed editor), achievable (she has the necessary experience), and relevant (she is a good writer and natural leader). But it is not timely—she will be graduating shortly and will not be able to take over the editor position by then.

Jose: Jose would like to direct a film and he has the summer free to work on this project. He belongs to the film club at school, and his camera skills have improved over the past two years. Jose has friends who can act in his film and do props and lighting, but Jose still needs to learn how to edit film or find someone else who can help him.

Aspect Lacking: none – Jose’s goal is specific (he would like to direct a film), and it is measurable (finishing the film is part of the goal), it is achievable (he has a lot of film-making skills and assistance from peers if he needs help with editing), relevant (this is an area of interest) and timely (he has a free summer to work on the film).