

SMART Objectives: Specific, Measurable, Achievable, Realistic, and Timed.

- **Specific** - Be precise about what you are going to achieve.—Each objective should address only one achievement
- **Measurable** - Quantify your objectives.
- **Achievable** - Are you attempting too much?
- **Realistic** - Do you have the resources to make the objective happen (personnel, money, materials, time)?
- **Timed** - State when you will achieve the objective (within a month? By February 2018?)

Source: <http://www.marketingteacher.com>

There are a variety of types of objectives that can be written, all can be done in the SMART format. Projects should identify both process and outcome objectives

- **Process objectives**

- Lets you know what you are doing and how you will do it; describes participants, interactions and activities. Answers the questions, Did you do what you intended to do (planned activities within planned timeline)? how well? and with whom?

Example measures would be documentation that activities occur such as agendas, sign in sheets, feedback about how well activity is done (feedback from participants and leaders), who is involved (demographic data—did you reach the intended population? For the intended amount of time?)

For example: *Provide engaging hands-on professional development on constructing safe lab experiences for elementary students to at least 12 Georgia public elementary teachers.*

Process objectives should be monitored throughout the project, as appropriate, to determine if activities are on track. Process evaluation creates a continuous feedback loop to improve the program so that outcomes are enhanced.

- **Outcome objectives**

- Lets you know how you will change attitudes, knowledge or behavior; describe the degree to which you expect this to change

Example of outcome objective: *During the summer program, 75% of the participants will demonstrate increased content knowledge of ____ as measured by comparing outcomes on the pre and post content knowledge assessment.*

- **Impact objectives** –These may be described as the program goals

- Lets you know what the long term implications of your program/activity will be; describes the longer term impact on your target audience or organization

(i.e., *Improve student academic outcomes measured by an increase in on-time promotions.*)

Language in objectives

Objectives are active and use strong verbs. Action verbs are observable and better communicate the intent of what is to be attempted (e.g. plan, write, conduct, produce, apply, recite, revise, contrast, install, select, assemble, compare, investigate, develop, etc.)

Avoid generalities in objective statements, and infinitives to avoid include to know, to understand, to enjoy, and to believe. The words need to be not only active but also measurable.

Avoid stating objectives that include multiple outcomes and measures that may result in conflicting results. [Example to avoid: teachers will improve scores on the knowledge test and student grades will increase.]

A goal can be defined as "*The purpose toward which an endeavor is directed; an objective.*" The goal is set as the main single aim and objectives are the elements which together achieve the goal.

Source: <http://www.rapidbi.com/created/WriteSMARTobjectives.html>

Example of Objectives and Evaluation Planning Table

| Objectives | Primary Activities (can include timeframe here or in a separate Timeline of Activities that also includes person responsible for activities) | Measures/Evidence Who will collect data? When data will be collected? | Objective Outcome (Met or Not) Next Steps (if applicable) |
|--|---|---|--|
| Process Objective | | | |
| Obj. 1: Beginning in the fall 2012, a minimum of 5 follow-up activities will be offered to summer workshop participants | Activity 1 Activity 2, etc. | Measures/Evidence <ul style="list-style-type: none"> Event schedule Agenda Sign in sheets Who will collect data? <ul style="list-style-type: none"> Program director When & how often? Collect as events occur On-going and at project end | EX. (Determined at Year-end) Met: total of 7 follow-up events conducted |
| Outcome Objective | | | |
| Obj. 2: During the summer program, 75% of the participants will demonstrate increased content knowledge of ___ as measured by comparing outcomes on pre and post content knowledge assessment. | 1. Administer pre test prior to professional development activities 2. Administer post test at completion of summer profession development activities. | Measures/Evidence Changed in scores pre to post Who will collect/ analyze? Collected by workshop leader, analyzed by evaluator When & how often? Pre and post summer workshop, assessment results available by September 30, 2012 | Either met or not EX. Not met: 50% of participants increased scores from pre to post test. Next Steps: EX. Redeliver training on XX during initial follow-up PD. |