Example 1:

By the end of the current year, seventh- and eighth-grade mathematics teachers will learn and consistently implement instructional strategies that improve functions and algebraic thinking as measured by a strategy log so that the achievement gap between white and Hispanic/African-American students is reduced by 8% or better as measured by the district benchmark assessment and the annual state assessment.

Specific	7th and 8th grade teachers
Measurable	Lesson log
Attainable	Attainable depends on how different the instructional strategies are from ones current in use and also on how many other initiatives are being implemented.
Results-driven	Consistently implement instructional strategies that improve functions and algebraic thinking and reduce the achievement gap by 8% or better
Timebound	End of the current school year

Example 2:

Primary classroom teachers will learn and consistently implement, with quality, instructional strategies that improve word decoding skills so that 4th grade students will read at grade level or better as measured by the district's benchmark assessment. Within 2 years, teachers will consistently use identified instructional strategies and the level of quality implementation will be measured by a descriptive practice profile or innovation configuration map.

Specific	Primary classroom teachers
Measurable	Measured by a descriptive practice profile or innovation configuration map*
Attainable	Attainable depends on how different the instructional strategies are from ones current in use and also on how many other initiatives are being implemented.
Results-driven	Consistently implement, with quality, instructional strategies that improve word decoding skills
Timebound	Within two years

* Innovation configuration map is a description of new practice written in a continuum of quality from Mastery level to Non-use. It is used to measure the *quality* of implementation (Hall & Hord).

Example 3:

By the end 2020, secondary teachers will learn about and consistently implement Culturally Responsive Teaching strategies* with quality in their classrooms in order increase the graduation rate to 97% for all student sub-groups. The quality of implementation will be measured through peer observations, walk-throughs, and Instructional Rounds data.

Specific	Secondary teachers
Measurable	Peer observation, walk-throughs, and Instructional Rounds data
Attainable	Attainable depends on how different the instructional strategies are from ones current in use and also on how many other initiatives are being implemented.
Results-driven	Consistently implement Culturally Responsive Teaching strategies with quality
Timebound	End of 2020