

AchieveNJ: Student Growth Objectives in 2013-14

What Are Student Growth Objectives (SGOs)?

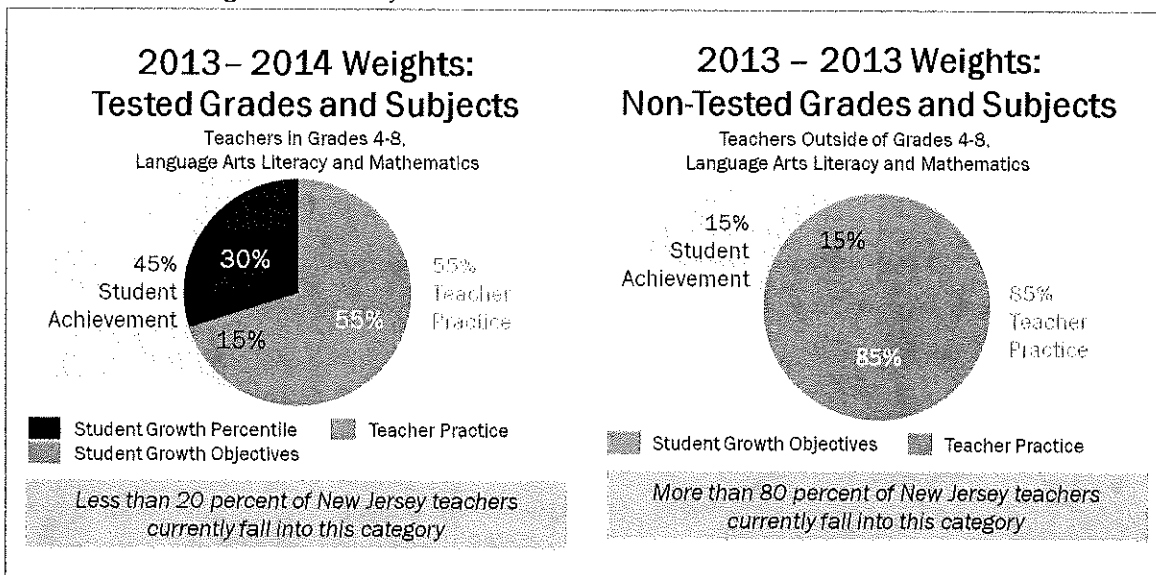
Student Growth Objectives (SGOs) are academic goals for groups of students that are aligned to state standards and can be tracked using objective measures. As part of the student achievement component of evaluation under **AchieveNJ**, each teacher sets SGOs with input and approval from his or her principal or supervisor at the start of the year. Specifically, teachers and principals/supervisors are expected to collaborate around the instructional content that will be covered and the skills and knowledge that will be measured. Principals are held accountable in their own evaluations for how well they help teachers with this process and for the degree to which SGOs are met by the teachers in their school. SGOs should be developed using available student data and created to be ambitious but achievable.

SGO Requirements

Teachers may set goals for all of their students or for specific subgroups of students, such as students with disabilities, English language learners, or those performing below proficiency. The goals may be based on a comprehensive set of academic standards or one or more specific standards.

The number of required SGOs varies depending upon the grade(s) and subject area(s) taught:

- Teachers of grades and subjects that are tested on the NJ ASK must create **one or two** SGOs.
- Teachers of non-tested grades and subjects must create **two** SGOs.



The use of SGOs ensures that teachers are held accountable for more than one objective measure of student progress, rather than a single measure. In 2013-14, SGO scores will account for 15 percent of every teacher's evaluation. Percentages may change in future years as the system evolves and educators share feedback.

Key Steps and Timeline for Teachers

In setting SGOs, teachers should take the following steps:

1. Choose or develop a quality measurement tool (examples below) that is aligned to applicable standards in September.
2. Determine students' starting points in September - October.
3. With supervisor input and approval, set ambitious yet achievable student learning goals by Nov. 15, 2013; by Oct. 15 in all subsequent years.
4. Track progress, refine instruction accordingly, make adjustments to SGOs with your supervisor approval's by Feb. 15.
5. Review results and SGO scores and discuss them with your supervisor by the end of the school year.

Types and Examples of SGOs

The following chart depicts various kinds of SGOs and provides definitions and examples:

Type of SGO	Definition	Examples
General	Focused on the teacher's entire student population for a given course. Includes large proportion of curriculum.	Covers all of the students in a teacher's Algebra I classes and most of the Algebra I course.
Specific – student group	Focused on a subgroup of students that need specific support.	Covers a group of students that scored below 45 percent on the pre-test.
Specific – content/skill	Focused on specific skills or content that students must master.	Students will all master 80 percent of the New Jersey Common Core State Standards related to Quadratic Functions and Modeling.

Measurement Tools and SGO Scores

Assessments used to track progress on SGOs can include national standardized tests; statewide assessments; or locally-developed measures such as tests, portfolios, etc. (the use of the New Jersey Assessment of Skills and Knowledge (NJ ASK) for SGOs is prohibited for teachers who will also receive SGP scores based on those tests). By zeroing in on desired student outcomes, educators can work in a focused way toward raising student achievement levels in New Jersey schools. The following chart shows examples of assessments that could be used for SGO purposes:

Traditional Assessments	Portfolio Assessments
<ul style="list-style-type: none"> National norm-referenced tests (e.g., Advanced Placement exams, DIBELS) State-developed tests (e.g., biology end-of-course exam) District-developed tests (e.g., final exams, benchmark tests) 	<ul style="list-style-type: none"> Gold® (pre-K, K) Writing and reflection samples (ELA) Laboratory research notebook (sciences) Student project-based assessments (all subjects) Portfolio of student work (art, photography, graphic design, etc.) Log/comparison of workouts (physical education)

SGO scores are assigned based on the results of these assessments, and are translated to a four-point scale as depicted in the examples below:

Sample SGO: 2nd Grade Reading

Goal	All students increase at least one proficiency level on the Text Reading and Comprehension (TRC) assessment.			
Measuring Progress	For a teacher to earn a rating of ...			
	4	3	2	1
	90% or more students must meet the goal	80% or more students must meet the goal	70% or more students must meet the goal	Less than 70% of students meet the goal

Sample SGO: 8th Grade Visual Arts

Goal	All students will increase 1 proficiency level on a district created portfolio rubric that measures their ability to draw from direct observations.			
Measuring Progress	For a teacher to earn a rating of ...			
	4	3	2	1
	85% or more students must meet the goal	75% or more students must meet the goal	65% or more students must meet the goal	Less than 65% of students meet the goal

The Opportunity

After years of research and piloting, we are moving as a state from compliance-based, low-impact, and mostly perfunctory evaluations to focus on educators as career professionals who receive meaningful feedback and opportunities for growth. You can learn more about the new system and share your feedback by:

- Contacting your school and district administration to ask about your School Improvement Panel and District Evaluation Advisory Committee, which include teachers.
- Visiting the **AchieveNJ** website at www.nj.gov/education/AchieveNJ.
- E-mailing educatorevaluation@doe.state.nj.us, or calling the **AchieveNJ** Help Line at 609-777-3788.

AchieveNJ: Student Growth Objective Quick Start Guide

In order to help educators prepare for setting strong Student Growth Objectives (SGOs) in 2013-14, the Department of Education has published the [SGO Guidebook](#) with detailed information, examples, and template forms. This **SGO Quick Start Guide** is provided to help summarize the SGO process; technical instructions for each of the five suggested steps can be found in the full guidebook.

Before beginning, educators should:

- Decide how much of the SGO process can be done collaboratively with colleagues, e.g. developing department-wide assessment, setting similar SGOs and collecting evidence of student learning, etc.
- Review the SGO forms available in the full SGO Guidebook and on the **AchieveNJ** website.

Step 1: Choose or develop a quality assessment aligned to NJCCCS or CCSS.

Determine what assessments you have in place for your students now. Determine if they are appropriate for the purposes of SGOs. Check them for rigor, depth of knowledge, and standards alignment using the forms available in the [Appendix](#). Plan to improve them or create new ones if necessary.

Step 2: Determine students' starting points.

Determine what sources of information you can use to judge your students' starting points. Decide whether you need to use a pre-assessment. Decide whether grouping students by preparedness level is appropriate and useful.

Step 3: Set ambitious and achievable SGOs with the approval of the principal/supervisor.

Consult with your evaluator to determine what combination of general and specific SGOs are appropriate for your teaching assignment. Using data collected in Step 2, set measurable goals that are ambitious and achievable. Define attainment levels for your SGOs. Complete the appropriate version of the [SGO form](#) and have your evaluator approve it.

Step 4: Track progress, refine instruction.

Frequently monitor your student's progress towards the goals you have set for them. Modify your instruction as needed.

Step 5: Review results and score in consultation with your principal/supervisor.

Administer the post-assessment. Collect student performance data and consult with your evaluator to determine your rating. Discuss with your evaluator next steps for setting SGOs in the following year based on your results.

Getting a Head Start

Because you must develop your SGOs and have them approved by November 15, 2013, starting the SGO process before the beginning of next school year will be beneficial. This will give you time to identify or create assessments on which you might set objectives or gather baseline information at the beginning of the year. The chart below depicts the timeframe for various parts of the SGO process.

Time Window	Component of SGO Process
April - October	Choose or develop assessments
September - October	Determine starting points
September - November	Set SGOs
November 15 (2013 only; Oct. 15 in future years)	Deadline for having SGO approved by evaluator
October - May	Track goals and refine instruction
January - February	Mid-year check in with evaluator
May - June	Review results, evaluator scores SGO

For More Information

- * Access the full SGO Guidebook at <http://www.state.nj.us/education/AchieveNJ/teacher/SGOGuidebook.pdf>.
- * View individual SGO forms at <http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>.
- * Visit the **AchieveNJ** website at www.nj.gov/education/AchieveNJ.
- * E-mail educatorevaluation@doe.state.nj.us, or call the **AchieveNJ** Help Line at 609-777-3788.

**LENAPE REGIONAL HIGH SCHOOL DISTRICT
MEDIA SPECIALIST OBSERVATION REPORT**

TEACHER:	PERIOD:
SUBJECT:	DATE:
SCHOOL:	RBT STATUS:
ANNOUNCED: YES NO	OBSERVER:

CONFERENCE DATE: _____

Directions: Administrator may check *Observed*, *Not Observed* or write, "N/A" in the *Not Observed* column. Items checked *Not Observed* are expected behaviors not present during the lesson. Administrator shall write the Lesson Mastery Objective or write, "Not posted."

Positive Personal Relationship Building	Observed	Not Observed (or N/A)
Communicates the three key expectations messages ("You can do it." "This is important." "I'm not going to give up on you.")		
Implements established standards for interpersonal behavior		
Maintains an appropriate level of engagement for all students		
Exhibits key traits of effective personal relationship building		
Maintains a positive classroom climate		
Fosters and encourages a high level of intellectual risk taking		
Management		
Implements established work procedures and housekeeping routines		
Uses variety of strategies to capture and maintain attention during the lesson		
Demonstrates ability to avoid and/or manage downtime, distractions and delays during the lesson		
Organizes physical space appropriately for learning and for safety		
Uses classroom time to maintain a high rate of on-task behavior		
Demonstrates ability to effectively pace the lesson		
Manages student behavior appropriately		
Instructional Strategies and Performance Responsibilities		
Provides written & verbal mastery objective		
Provides lesson itinerary		
Activates students' current knowledge about concept		
Gives clear concise directions for activities or assignments in a logical, sequential manner		
Acts as a resource person to parents, students and staff regarding the availability of community state and other media services beyond the school		
Utilizes effective questioning and discussion techniques		
Anticipates confusions and misconceptions		
Unscrambles confusion		
Employs explanatory devices		
Transitions smoothly between ideas		
Engages all students in learning		
Provides opportunities for metacognition (allows students to think about their thinking)		
Demonstrates knowledge of content, curriculum, pedagogy		
Incorporates various methodologies and modalities to address the learning styles of diverse populations		
Adjusts lesson as needed to accommodate learning		
Incorporates technology efficiently		

Educates students/staff as it relates to the promotion of informational literacy		
Helps maintain a healthy and safe media center environment		
Assessment		
Provides criteria for success for assignments and activities		
Checks for understanding		
Utilizes student summary		
Implements pre, formative or summative assessments		

CLASSROOM SETTING (OPTIONAL):

EVALUATOR COMMENTS (OPTIONAL):

SIGNATURES

EVALUATOR: _____ DATE: _____

TEACHER: _____ DATE: _____

PRINCIPAL: _____ DATE: _____

*The media specialist has reviewed this document and discussed the contents with the reviewer
(comments may be attached).*

Copy to Superintendent and Principal

4 Parameters of SGOs

AchieveNJ, NJDOE

Scope of Group (choose 1)

- All students
- Large portion of students
- Tiered by levels
- Subgroup needing specific support
- Specific skill or content to be mastered

Assessments Choices (choose 1)

- *National standardized tests
- *Statewide assessments
(but not NJASK for 4-8 grades)
- *District-developed tests
- *Portfolio assessments
- *Project-based assessments
- *Performance assessments
- *Rubrics

Baseline Data (choose 1)

- >Beginning of course assessments or pre-tests
- >Prior year tests that assess current course prerequisites
- >Tests from other subjects that assess current course prerequisites
- >Grades from previous classes

Academic Goals (for all SGOs)

- Specific and measurable
- Aligned to New Jersey's curriculum standards
- Based on available prior student learning data
- A measure of what a student has learned between two points in time
- Ambitious and achievable

Nina's Notes - SGO - AASL - A 21st-Century Approach to School Librarian Evaluation
Ideas to possibly use for SGOs

1.1 (p 21-23) Building Collaborative Partnerships - Take Action

- 1.1a Collaborate with a core team
- 1.1d - seeks input from students on learning process

1.2 (p26-29) The Role of Reading [Take Action

- 1.2a - acquires and promotes current, high quality multiple formats
- 1.2b - **fosters reading for various pursuits ebooks discussions and independent reading**
- 1.2d - initiative to encourage and engage learners in reading includes presenting in-service training
- 1.3e - motivate...read literary and "informational" texts
- 1.3g - **model reading strategies in formal and informal instruction**
- 1.3h - **collaborates with teachersto integrate reading strategies into lessons/units**

1.3 (p33-36) Addressing Multiple Literacies - Take Action

- 1.3a - **promote critical thinking - connecting to ...real world ...multiple formats**
evaluate, resources that support critical thinking, find templates to use as rubrics.
embed global thinking, locate and administer a thinking skills assessment or achievement test, focus collaborative lessons on - argument analysis, problem-solving, decision making, cognitive process
- 1.3c - *integrate use of state-of-the-art & emerging technologies for effective & creative learning*
- 1.3d - *guides teachers to formats most appropriate for learning task*
- 1.3e - **embed key concepts of legal, ethical and social responsibilities**
- 1.3f - **provide instruction specific to searching ...various formats, create subject guides, pathfinders. how to materials about emerging technologies, use online tools to teach students how to refine inquiry search** Note: HS - have academic librarian show how to navigate college library website, ? career readiness?
- 1.3g - **adapts, models new skills etc.** - graphic organizers, scaffold collaborative lessons...prior knowledge, learning styles, multiple intelligences, learning theory research, teach students to use summarizing tool, use your e-reader and netbook during lessons
- 1.3h - **encourages use of multiple formats to present data and information** (visual, digital, textual & technological) use Web 2.0 tools ...manage personal learning space, portal, network, portfolio
- 1.3i - **collaborate with classroom teachers**

1.4 - (p39-43) Effective Practices for Inquiry *****

1.5 - (p46-48) Assessment in Teaching for Learning - implements critical analysis & evaluation strategies, summative assessments of process, student input for assessment, formative assessments giving feedback and chance to revise, performance-based assessments, conference logs, digital portfolios, guiding student metacognition, etc.

STANDARDS IN ACTION

- p13 - Standards broken down - development of one of the dispositions, responsibilities, or self-assessments could be a SGO.
- p62-113 - Benchmarks and Action Examples - sources of ideas for SGO

c/o Nina Kemps
NJASL Standards Chair