Student Growth Objectives (SGOs)

For School Librarians

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"Danielson, Oh, Danielson"
Lyrics By Jim Rauter
Record by Andrea Sass

Fact: SGOs Not Required*

- School librarians are considered specialists
  - directors, supervisors, library/media specialists, school nurses, school psychologists, school social workers, occupational therapists, others

  - "2013-14: Districts will be granted considerable latitude in evaluating staff members in these roles. Districts can choose to continue existing practice, adopt or adapt their selected teaching or principal practice instruments, or create their own instrument – but will need to meet the statutory requirements" - AchieveNJ Specialists and Others Evaluation Overview

- *But may be required by district or school (Non tested teachers need 2)

Statutory Requirements:

Four years to tenure   Three observations for
   non-tenured
Four rating categories   Individualized
   professional development

PGGs and PGOs

Some districts - Program Growth Objective
Some districts - Professional Growth Goal

Align to stakeholder needs, district/school goals

Assessment data from:
- Surveys of stakeholders
- Assessment of stakeholders
- Observation
- Statistics
- Reports

Measurable & Meaningful

Multiple Measures

Observations/Practice (85%) + SGO score (15%) = Summative Score

Example:

Component	Score x	Weight =	Weighted Score
Observations	3	.85	2.55
SGOs	3.5	.15	.53
Sum of Weighted Scores			3.08

Example:

Component	Score x	Weight =	Weighted Score
Observations	3	.85	2.55
SGO	3.5	.075	.2625
PGO	4	.075	.3
Sum of Weighted Scores			3.11

SGO Timeline

September:
    Choose an assessment aligned to state standards
    Determine students' starting points

November:
    Meet with supervisor/principal to discuss SGOs
    By **November 15,** SGOs must be set and approved by principal

February:
    Adjust SGOs if necessary by **February 15** (with approval)

End of school year:

1.Choose Students

What grade?

What course or subject?

    e.g., for fixed schedule - Library Skills

    for flexible schedule - Library & U.S.History

How many students in SGO?

    e.g., 200 (full grade), 25 (one class)

What interval?

    e.g. full year (meeting weekly), semester, one month (duration of research project)

1a. Describe Students

Concise statement describing students and your relationship with them.
This will introduce the Rationale for SGO.

Examples:

This SGO covers all 7th grade students, who engage in at least one inquiry learning project that involves research skills lessons taught in collaboration by school librarian and English teachers.

This SGO covers all 6th grade students, who receive library orientation and engage in several research projects throughout the year in social studies classes. Skills are taught by the school librarian in collaboration with social studies teachers.

2. Growth Objective

What do you teach your students that is:

> Aligned with NJ standards
> Specific and measurable
> Learned between two points in time

Example 1:

Seventh grade students will demonstrate understanding of the definition of "authority" as it relates to the evaluation of information, and knowledge of strategies to assess the level of an author's expertise.

> **CCSS ELA-W7.8**: ...assess the credibility and accuracy of each source…
> AASL 1.1.5: Evaluate information found in selected sources on basis of accuracy, validity...
> ISTE NETS 3:...evaluate information from a variety of sources and media.

2. Growth Objective

What do you teach your students that is:

 Aligned with NJ standards

 Specific and measurable

 Learned between two points in time

Example 2:

Sixth grade students will demonstrate proficiency in selecting print and digital resources relevant to a topic

CCSS ELA-W6.8: Gather **relevant** information from multiple print and digital sources…

AASL 1.1.4: Find, evaluate, and select appropriate sources to answer questions.

AASL 1.1.5: Evaluate information found in selected sources on the basis of … appropriateness for needs...

ISTE NETS 3c: Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

3. Assessments

Traditional:

AP Exam

Exam Purchased from a Publisher

District-developed Midterm or Final Exam

*TRAILS or something similar

Performance (Requires a Clear Rubric):

Portfolio (writing, e-portfolio other modes of communication)

Specific Task (creation of bibliography, evaluate an information source, identify parts of a book)

Rigor (Remember Bloom): DOE Chart

TRAILS - Caution!

File | Home | Insert | Page Layout | References | Mailings | Review | View | Add-Ins

Standards	CCSS9-10WH/SS/S/T8	This SGO covers all 9th grade students with IEPs in the physical science classes. Skills are taught collaboratively by the school library media specialist and the science teacher during several research projects over the course of the school year.	Assessment: pre- and post-test scores on the TRAILS Ninth Grade Evaluate Sources and Information
e 21stC: Evaluate nation in selected es on the uracy, y, priateness	CCSS.9-10.W.8:Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		http://www.trails-9.org/viewsa2e.php?id=88 whose goals are to: "Recognize bias. Differentiate between fact and opinion. Determine the accuracy, authority, coverage, currency, and relevancy of information and/or information sources."
tance, cial and al context. Standards e 21stC: Make sense nation red liverse	CCSS9-10.RH/SS9: Compare and contrast treatments of the same		

Comment [c1]: Not sure of the rationale for setting an SGO for only students with IEPs. It might be better to target the SGO to students who have lower skills in the area of focus for the SGO or set it for students whose reading level is lower, for example.

Comment [c2]: Great goals for the test. I could only access a few questions but the TRAILS evaluation seems to be mixed in the quality of its items. Might be worth doing a review of this assessment to make sure it is of quality that is high enough to accurately and fairly measure student achievement in these standards.

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Match Assessment to Objective (example 1)

Seventh grade students will demonstrate understanding of the definition of "authority" as it relates to the evaluation of information, and knowledge of strategies to assess the level of an author's expertise.

Performance Task with Rubric (Describe in Rationale box):

Students are asked to provide evidence of the qualifications/expertise of the author of a librarian-selected web page. "Was this web page written by an authority on the subject? Give at least two different reasons for your answer."

Answers will be scored using a department-developed rubric (Attached.)

Match Assessment to Objective (example 1)

Rubric for Research Performance Task: Evaluating for Authority (7th grade)

4	3	2	1
Student draws correct conclusion and provides strong evidence (2 or more different reasons drawn from following) Yes – authority: -high level of education in same field as topic -job/career experience in field of topic (recent or current esp.) -additional publications in the field (not part of same web site) -awards or prizes won for work in field -positive reviews by others in field (links to, citations of, positive comments or reviews of work) No - not authority: -low level of education (e.g. K-12 student) -education and/or job experience in unrelated field -finds no mention or overwhelmingly negative mention by others in field -finds no other publications in related field(s)	**Student draws correct conclusion, but evidence is not strong** For example: -provides fewer than two distinct reasons (may provide two reasons that are restatements of a single good piece of evidence) OR -demonstrates understanding of relevance of education, career, publications, etc. to authority, but neglects to mention relevance of the field of study, work, writing, etc. -cites as some evidence a fact that is not closely related to authority (e.g. the page has no spelling errors)	**Student draws incorrect conclusion, due to insufficient evidence or misinterpreting evidence** For example: -provides fewer than two distinct and relevant reasons (may provide two completely irrelevant facts as evidence) -mentions an unrelated field of education, work, publications, but gives this no weight in evidence -cites quantity of mentions, or links, but misses negative content of them	**Student ascribes expertise on the sole basis of the publication of the web page being evaluated, and response does not demonstrate any investigation into background of the author**

Match Assessment to Objective (example 2)

Sixth grade students will demonstrate proficiency in selecting print and digital resources relevant to a topic

Traditional Assessment:
Two multiple choice questions included on the end-of-year Social Studies Proficiency Exam asking students to identify relevant sources for a given topic, from a list of titles with brief descriptions (such as article titles found in the result list of a web or database search, and book titles found in the result list of a search of a library's online catalog)

Will need to rewrite the objective to link to assessment and growth...

Match Assessment to Objective (example 2)

You are asked to find information about life and culture in modern Greece. Which of these books should you use?

A *Ancient Greek Children*
B *Gods and Goddesses of Greece and Rome*
C *Life in Ancient Greece*
D *Greece*

When researching Martin Luther King, Jr., which of these online databases would not be a good source to use?

A *American Women's History*
B *African-American History*
C *American History*
D *Issues & Controversies in American History*

4.Pre-Assessment Data

Determine students' starting points
   Information from previous year (portfolio, end-of-course exams, previous year grades, NJASK,)
   Administer a pretest
   Assign a task (start of a portfolio)

To Tier or Not to Tier (Select SGO Type)
General (all students or most of course content)
   General tiered or tiered and weighted
Specific (group of students or specific content)
   Specific tiered

Describe in Baseline Data and Preparedness

5.Set SGO (Nov. 15)

Quantify Success

For the students
    Target score on the selected assessment (for each tiered group if applicable)

For you
    Start with "Full" attainment
        # / % of students must meet target score
    Calculate "Exceptional," "Partial," "Insufficient"
        Use 10 - 15 % ranges

5. Set SGO (Nov. 15)

Rewrite SGO if needed for specificity

Sixth grade students will demonstrate proficiency in selecting print and digital resources relevant to a topic

Eighty-five percent of sixth grade students will demonstrate proficiency by correctly answering two district-developed assessment questions that measure their ability to select print and/or digital resources relevant to a particular research topic or question.

Evaluator/Principal must approve

6.Teach & Track Progress
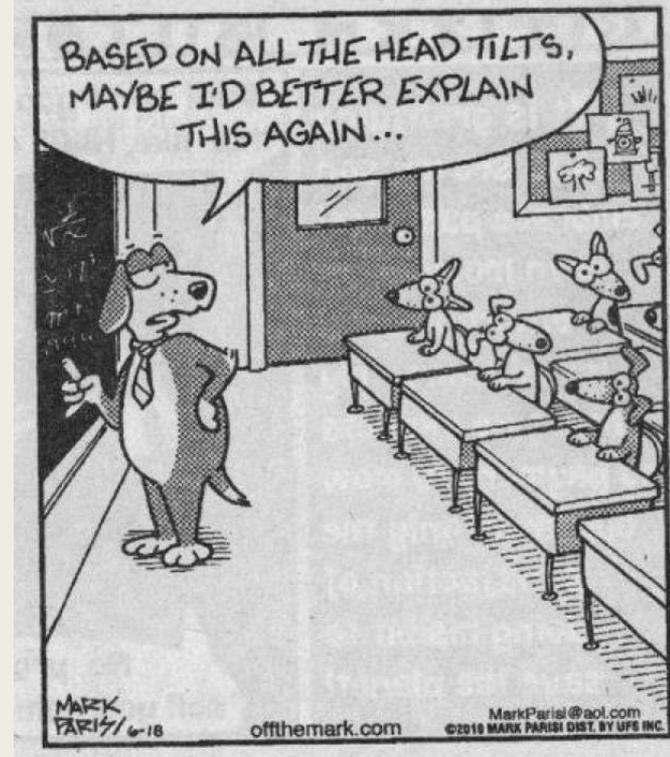
If students are not making expected progress, you can modify your SGO by Feb. 15.

- Use formative assessment
- Keep documentation
- Explain conditions that necessitate change

*Superintendent must approve

7.Review and Score

By end of year prior to evaluation conference

Sample School Librarian SGOs

General Advice from DOE:
1) For each SGO, choose a manageable number of standards that the SLMS can be expected to teach
2) Develop or choose an assessment that will accurately and fairly measure the standards identified
3) Develop a scoring plan for each SGO
4) Use the scoring plan to restate the SGO statement so that it is concise and specific
5) Be clear about what tool will be used to collect baseline data and provide examples of data if you have it

Helpful Resources

AchieveNJ for Teachers:
    http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml
    Guidelines
    Blank forms (pdf and Word formats)
    Exemplars

NJASL Standards Comparison Charts:
http://www.njasl.org/CurricResources
        Link to NJ Core Content Standards is on this page also

Arlen Kimmelman's 4 Parameters of SGOs (Visual organizer):
    https://s3.amazonaws.com/easel.ly/all_easels/145311/SGOs/image.jpg

AASL's Common Core ELA to AASL Standards Crosswalk:
    http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk/english

NJEA Review Sept. 2013 issue:
http://njea.org/news-and-publications/njea-review/september-2013/omg-i-have-to-create-my-sgos