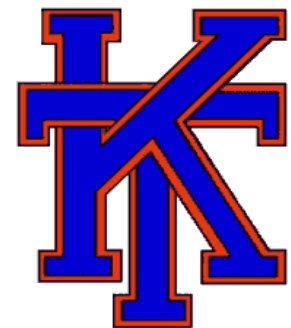


# Keansburg School District SGO Refresher 2014





# Teacher Evaluation 2014-2015

## Teacher Evaluation Weightings

- Non-SGP teachers:
  - 80% teacher practice
  - 20% SGO
- SGP teachers:
  - 70% teacher practice
  - 20% SGO,
  - 10% mSGP

## SGOs are defined and framed in two ways

- N.J.A.C. 6A:10 – Achieve NJ Code
- District Policy and Superintendent's Parameters





# What is an SGO?

- A Student Growth Objective is an academic goal that teachers and evaluators set for groups of students.
- It shall be specific and measurable, based on available student learning data, aligned to Core Curriculum Content Standards (or other standards adopted or endorsed by the State Board), and based on growth and/or achievement.





# Student Growth Objectives

- Every teacher will complete a minimum of 2 and a maximum of 4 SGOs.
- Minimum
  - ONE SGO covering the standards of their choice as long as the standards are within the scope of the code and approved by the principal or vice principal.
  - ONE SGO of their choice in the area of Educational Technology (Standard 8) or 21st Century Skills (Standard 9).





# Student Growth Objectives

- The length of the SGO should be determined through collaboration between the principal/vice principal and teacher within the guidelines of the code and the Superintendent
- As a baseline, our teachers SGOs are expected to be at least two quarters in length.
- SGOs can be longer than two quarters and can include an index of several quarters performance on pretests and posttests
- If a teacher would like an SGO to be shorter than 2 quarters, then they may do so but must add at an additional SGO for every SGO shorter than two marking periods, as long as it is approved by the principal or vice principal.
- As per the NJDOE, the minimum length of time for an SGO should be 9 weeks.





# The Value of SGOs

## For Educators

SGOs provide a method by which teachers can improve their practice through high quality goal setting while clearly **demonstrating their effectiveness** through the learning exhibited by the students for whom they are responsible.

## For Evaluators

SGOs provide an **authentic measure** of teacher effectiveness that is aligned to the learning exhibited by students through an educator's **daily practice of teaching**.

## For Students

When well-designed, SGOs promote **reflective** and **collaborative** teaching practices, **alignment** among standards, instruction and assessment, and improve student learning.



SGOs are driven by teachers, supported by administrators, and centered on student achievement



### **Administrator-supported**

Provide a supportive and collaborative environment  
Assess quality and provide approval and final score of SGOs

### **Teacher-driven**

Identify critical standards and develop assessments  
Use appropriate data to set ambitious and achievable targets  
Monitor performance and adjust instruction as needed

### **Student-centered**

What should my students learn by when?  
How will I ensure they learn it?  
How will I know they have learned it?



# Pointers for SGO

- Keep it Simple
- Use Benchmarks, Rubrics, Communicate and Collaborate
- Each teacher's SGO is their own





# Student Growth Objective Overview

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**Different types of Student Growth Objectives:** Student Growth Objectives can take many different forms

Type of SGO	Definition	Examples
<b>Course-level</b>	Focused on the entire student population for a given course, which often includes multiple classes.	Covers all of the students in a teacher's Algebra I classes (Ideally the same form of assessment covering all standards in the curriculum)
<b>Class-level</b>	Focused on the student population in a given class.	Covers all of the students in ninth period.
<b>Targeted students</b>	Focused on a subgroup of students that need specific support.	Covers a group of students that scored below 45% on the pre-test.
<b>Targeted content</b>	Focused on specific skills or content that students must master.	Students will all master 80% of CCSS standards related to Quadratic Functions and Modeling

Source: NJDOE, 2014; Derpich 2014



## Specific Student Growth Objective

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### *Specific Objective: Examples*

The word “specific objective” would likely be used to identify anything that does not cover your general population or is not a cumulative test

Type	Student Growth Objective
Targeted students	The average score on the post-test for the <b>ten ELL students</b> who scored below 40% on the pre-test will be at least 70%.
Targeted standard	The average student score on questions related to <b>Standard 5.1.12.B</b> (scientific thinking and design) will increase from 40% to 80%.

Source: NJDOE, 2014; Derpich 2014



# Specific and Measurable SGOs

## Examples of Learning Goals

- 75% of students in preparedness group 1 will score 80% on the social studies final assessment
- 80% of students in preparedness group 3 will score 3/4 on at least 8 components of the art portfolio rubric
- 75% of all students will increase their performance by an average of 15% on several measures of writing competence over the course of 4 months
- The average improvement shown by the ten beginning students in the class will be two levels on the instrumental performance rubric.



# Key Components of a High Quality SGO

1. The SGO statement is specific and measurable.
2. The scoring plan is consistent with the SGO statement and has a logical four point scale.
3. Learning targets are differentiated to be ambitious and achievable for all students.
4. The SGO includes a significant proportion of students and curriculum.
5. The assessment is comprehensive and of good quality. Evidence is provided for standards alignment.
6. More than one data source is used for baseline information. Used thoughtfully to set realistic targets.



# Example of a Low Quality SGO

Objective is Unclear/Targets Too Low

## Student Growth Objective

Students will increase their understanding of motion and energy.

## Scoring Plan

Objective Attainment Based on Percent and Number of Students Achieving Target

Target	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Score 50% on assessment	2 students	10 students	5 students	4 students

- SGO statement is neither specific nor measurable
- Scoring plan sets target too low (may vary depending on assessment rigor)
- Learning goals are not differentiated
- Number of students in scoring plan doesn't make sense



# Example of a High Quality SGO

## Specific and Measurable Objective/Differentiated Targets

### Student Growth Objective

At least 70% (45/65) of my students will attain a score as described in the scoring plan and set according to their preparedness level.

### Scoring Plan

Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
3	70%	>85% students (31-36)	≥70% students (25-30)	≥55% students (18-24)	<55% students (0-17)
2	80%	>85% students (19-21)	≥70% students (15-18)	≥55% students (11-14)	<55% students (0-10)
1	90%	>85% students (8)	≥70 % students (6-7)	≥55% students (4-5)	<55% students (0-3)



# Example of a **Low Quality SGO**

Only one class and one standard

Grade	Subject	Number of Students	Interval of Instruction
9	Physical Science	21 /65	10/1/13 to 4/30/14
<b>Standards, Rationale, and Assessment Method</b> Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method			
This SGO includes one of my science classes and the NJCCCS related to forces and motion			
NJCCCS physical science 5.2.12 E (forces and motion)			

- Only one class of students is included
- Only one NJCCCS is included
- Rationale and assessment also missing



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## Example of a High Quality SGO

### Significant number of students and standards in course

Grade	Subject	Number of Students	Interval of Instruction
9	Physical Science	65 /65	10/1/13 to 4/30/14
<b>Standards, Rationale, and Assessment Method</b> Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.			
This SGO includes all of my physical science students, all of the NJCCCS physical science standards and all of the science practice standards: NJCCCS physical science 5.2.12 C, D and E (energy, energy transformation, force and motion) NJCCCS science practices 5.1.12 A-D (scientific explanations, investigation, reflection, and participation)			

- Changes to only standards and students have been made for illustrative purposes - rationale and assessment also should be added this SGO



# What SGOs Are, and What They Are Not

#1

## Misconception

SGOs need to be a significant addition to the work of a teacher.

## Reality

SGOs should be a reflection of what effective teachers typically do.



# What SGOs Are, and What They Are Not

## Misconception

SGOs are an administrator-driven compliance exercise

## Reality

SGOs are driven by teachers, supported by administrators, and centered on student learning



# What SGOs Are, and What They Are Not

## Misconception

SGOs are a statistically precise measure of growth based on a pre-test/post-test model of performance.

## Reality

SGOs are **learning targets** for **key concepts** and **skills** that students can be expected to master in a course based on a **rough sense** of where they start.



# Types of Assessments for SGOs

Teachers may use but are not limited to:

- Portfolios
- Performance Assessments
- Benchmark Assessments
- Finals (modified as needed)
- Program-based Assessments
- Standardized Tests, e.g. AP

Whether locally-developed or commercial, multiple choice or rubric-based, assessments should follow the rules of good assessment design.



# Technology





# Technology

**The use of technology and digital tools requires knowledge and appropriate use of operations and related applications**

<b>Standard</b>	<b>Description</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<b>8.1.8.A.1</b>	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.			
<b>8.1.8.A.2</b>	Plan and create a simple database, define fields, input data, and produce a report using sort and query.			
<b>8.1.8.A.3</b>	Create a multimedia presentation including sound and images.			
<b>8.1.8.A.4</b>	Generate a spreadsheet to calculate, graph, and present information.			
<b>8.1.8.A.5</b>	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.			



# 21<sup>st</sup> Century Skills





# Creativity – working with others

9.1.B: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
<b>Use a wide range of idea creation techniques (brainstorming etc...)</b>	Engages in multiple idea creation techniques and fully participates by offering insightful questions and listening well to others in the group.	Engages in idea creation techniques and participates by offering ideas	Did not offer ideas during the idea creation, but listened actively to other group members	Did not actively participate in idea creation
<b>Creates new and worthwhile ideas using both incremental and radical concepts</b>	Consistently develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using existing knowledge and resources	Does not attempt to develop new and valuable ideas
<b>Elaborates, refines, analyzes and evaluates their own ideas in order to improve and maximize creative efforts</b>	Extensive reflection of own ideas and incorporates changes in creative efforts demonstrating an understanding of the value of analysis and implementation of change	Reflects on own ideas and incorporates changes in creative efforts to improve the value of their work	Reflects on own ideas and attempts to incorporate changes in creative efforts to improve the value of their work	Attempts to reflect on own ideas



# Student Growth Objectives: Quality Rating Rubric

Excellent	Good	Fair	Inadequate
<b>NUMBER OF STUDENTS/INTERVAL OF INSTRUCTION</b>			
Number of students in <i>combined</i> SGOs represents <b>all or a large majority</b> of the teacher's students. <sup>1</sup>	Number of students in <i>combined</i> SGOs represents <b>at least half</b> of the teacher's students.	Number of students in <i>combined</i> SGOs represents <b>at least a quarter</b> of the teacher's students.	Number of students in <i>combined</i> SGOs represents <b>less than a quarter</b> of the teacher's students.
Includes start and stop dates that include a <b>significant proportion</b> <sup>2</sup> of the school year/course length.	Includes start and stop dates that include <b>at least half</b> of the school year/course length.	Includes start and stop dates that include <b>some</b> of the school year/course length.	Includes start and stop dates that include <b>little</b> of the school year/course length.
<b>RATIONALE FOR STUDENT GROWTH OBJECTIVE/STANDARDS CHOSEN</b>			
Names the standards group addressed by the SGO and references content <b>at the most specific level</b> of applicable standards.	Names the standards group addressed by the SGO and references content <b>at a general level</b> of applicable standards.	Names the standards group addressed by the SGO.	Does not name standards addressed by the SGO.
Includes a <b>significant proportion</b> of standards for which the teacher is responsible during the instructional period. <sup>3</sup>	Includes <b>at least half</b> of the standards for which the teacher is responsible during the instructional period.	Includes <b>some</b> of the standards for which the teacher is responsible during the instructional period.	Includes <b>few</b> of the standards for which the teacher is responsible during the instructional period.
Articulates how the <b>majority of selected standards</b> are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Articulates how <b>some selected standards</b> are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Articulates how <b>some selected standards</b> lead to future success.	Does not justify how the standards lead to future success or does not justify how the standards do not lead to future success.
<b>STARTING POINTS</b>			
Multiple, <b>high quality</b> measures are used to thoughtfully determine students' starting points.	Multiple measures of <b>varying quality</b> are used to thoughtfully determine students' starting points.	Multiple measures of <b>varying quality</b> are used to determine students' starting points.	A single measure is used to determine students' starting points.
Pre-assessment, if used, provides a <b>high quality measure of skills</b> , is administered reliably, is <b>vertically aligned</b> with the post-assessment, and is used in conjunction with other measures to determine starting points.	Pre-assessment, if used, is a <b>quality measure of skills</b> , is administered reliably, is <b>mostly</b> vertically aligned with the post-assessment, and is used in conjunction with other measures to determine starting points.	Pre-assessment, if used, is based on skill and content, is administered reliably, is <b>somewhat vertically aligned</b> with the post-assessment, and is <b>used in conjunction with other measures</b> to determine starting points.	Pre-assessment, if used, is <b>head-based</b> , is not administered reliably, is <b>not vertically aligned</b> with the post-assessment, and is <b>used as the sole measure</b> to determine starting points.

This two page rubric is a teaching tool that may be used by teachers and administrators to work towards producing high quality SGOs. This rubric describes activities and components of SGOs that align with guidance documents and presentations previously published by the Department. The State requirements for SGOs can be found in regulations at NJAC 6A:27. The score generated using this rubric cannot be used as part of a teacher's required evaluation rating.

<sup>1</sup> The mSGP rating of teachers in tested subjects and grades includes a significant number of standards and students. Therefore, SGOs for these teachers may address a more specific student group, content area or set of skills. SGOs may be designed to reinforce standards required for success on NJ's state tests or address areas on which the teacher would like to increase instructional focus. Additionally, in some cases, including for teachers with multiple discrete courses, or several hundred students, educators should strive to set SGOs for specific courses and students that best reflect their work, even if they cannot incorporate a majority of the classes and students for which they are responsible.



Excellent	Good	Fair	Inadequate
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#### ASSESSMENTS

Aligns all items <sup>4</sup> to the selected standards that were taught during the SGO period.	Aligns most items to the selected standards that were taught during the SGO period.	Aligns some items to the selected standards that were taught during the SGO period.	Aligns few or no items to the selected standards.
All selected standards have at least one assessment item. All critical standards <sup>5</sup> have multiple items.	Most selected standards have at least one assessment item. Most critical standards have multiple items.	Some selected standards have at least one assessment item. Some critical standards have multiple items.	Few or no selected standards have at least one assessment item. Critical standards identified or do not have multiple items.
Range of rigor in assessment accurately reflects rigor of instruction, content, and skills of course.	Range of rigor in assessment mostly reflects rigor of instruction, content, and skills of course.	Range of rigor in assessment somewhat reflects rigor of instruction, content, and skills of course.	Range of rigor in assessment does not reflect rigor of instruction, content, and skills of course.
Highly accessible to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	Mostly accessible to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	Somewhat accessible to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	Clearly disadvantages certain students because of their background knowledge, cultural differences, personal characteristics, and special needs.
Assessment format, construction and item design is consistently high quality. Includes rubrics, scoring guides, and/or answer keys for all items, all of which are accurate, clear, and thorough.	Assessment format, construction and item design is mostly high quality. Includes rubrics, scoring guides, and/or answer keys for all items, most of which are accurate, clear, and thorough.	Assessment format, construction and item design is of moderate quality. Includes rubrics, scoring guides, and/or answer keys for some items, most of which are accurate, clear, and thorough.	Assessment format, construction and item design is of low quality. Includes rubrics, scoring guides, and/or answer keys for some items, few or none of which are accurate, clear, and thorough.

#### STUDENT GROWTH OBJECTIVES/SCORING PLAN

Student starting points are used thoughtfully to justify student learning goals.	Student starting points are used to set student learning goals.	Student starting points are present but their relationship to student learning goals is not clear.	Student starting points are not used when setting student learning goals.
Student learning goals are differentiated to be ambitious and achievable for all or nearly all students.	Student learning goals are differentiated to be ambitious and achievable for a majority of students.	Student learning goals are differentiated to be ambitious and achievable for some students.	Student learning goals are not differentiated or are set too low.
Scoring range for "full attainment" accurately reflects a teacher's considerable impact on student learning. Scoring range is justified by analysis of student starting points and the rigor of the assessment.	Scoring range for "full attainment" accurately reflects a teacher's considerable impact on student learning. Scoring range is implied by presented student starting points and the rigor of the assessment.	Scoring range for "full attainment" reflects less than a teacher's considerable impact on student learning. Scoring range may not be reflected by student starting points and the rigor of the assessment.	Scoring range for "full attainment" is too low or too high to accurately represent teacher's considerable impact on student learning.

#### COLLABORATION/COMPARABILITY

Most, or all, key decisions <sup>6</sup> were made collaboratively between teachers. A common assessment is in use. <sup>7</sup>	Many key decisions were made collaboratively between teachers. A common assessment is in use.	Some key decisions were made collaboratively between teachers. A common assessment is not in use.	Few or no key decisions are made collaboratively by teachers. A common assessment is not in use.
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<sup>4</sup> Items: Performance-based or portfolio tasks, or questions on an assessment that measure learning.



# Resources

- Use [our website](#) - Curriculum & Instruction
- Use [NJDOE website](#)
- Ask questions

