

EVALUATION/SGO'S

- Beginning in Fall of 2013 school districts will be implementing their new teacher evaluation systems.
- The evaluation systems are meant to help teachers and school leaders continuously improve their practice.
- Teachers in both the tested and non-tested subject areas will be evaluated on student performance and achievement.
- Teachers in both tested and non-tested subject areas will be asked to develop Student Growth Objectives to measure student achievement.

WHAT IS AN SGO?

A Student Growth Objective is a long term academic goal that teachers set for groups of students and must be:

- Specific and measureable
 - Aligned to the 2009 NJCCCS in Health and Physical Education
 - Based on available prior student learning data
 - A measure of student learning between two points in time
 - Ambitious and achievable
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SGOs and SMART goals

	Typical Usage	SGOs must be	SGOs require a teacher to
S	Specific	Specific	Describe how many students learn “what” or grow by “how much”
M	Measurable	Measurable	Use prior learning data and/or pre-assessments, and post-assessments
A	Achievable	Ambitious but Achievable	Determine growth/achievement using baseline data and teaching context
R	Relevant	Relevant	Align SGOs to content standards
T	Time-related	Time-related	Set an instructional period for the SGOs

SGO-REQUIREMENTS:

Teachers in untested subject areas must develop 2 SGOs.

Teachers will develop SGOs in consultation with their supervisor/principal.

All SGOs must be aligned to NJCCCS and measure student achievement/growth between two points.

Principals will give final approval of each teacher's SGOs.

A teacher's final SGO rating is determined by his or her principal.

ATTRIBUTES OF SGO DEVELOPMENT:

Process-based

Teacher-created

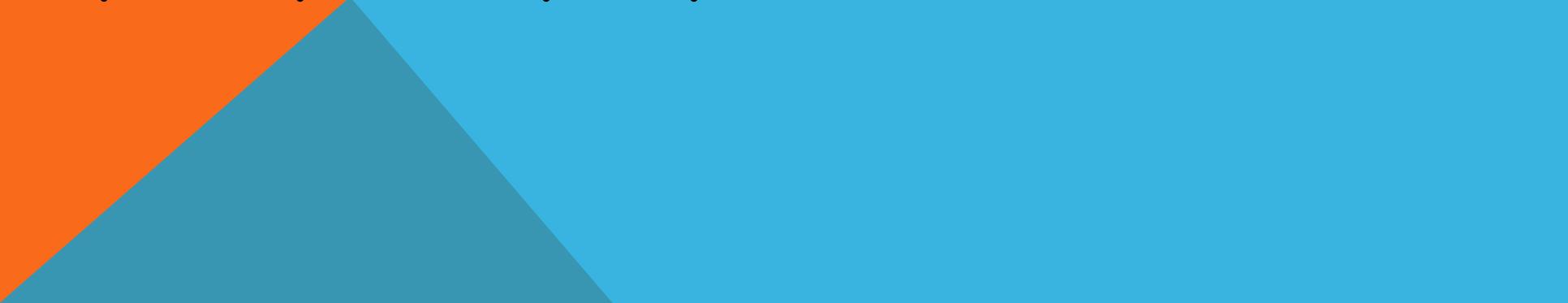
Tailored

Collaborative

Flexible



SGO PROCESS

- 1) Choose the content to be measured (aligned to the 2009 NJCCCS in Comprehensive Health and Physical Education).
 - 2) Determine the students' baseline (starting point).
 - 3) Set ambitious and achievable SGOs in consultation with your supervisor/principal with final approval by the principal.
 - 4) Track progress, refine instruction.
 - 5) Review results and score in consultation with your supervisor/principal.
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TYPES OF SGOs:

There are two types of SGOs that teachers in non tested subject areas will be responsible for.

General SGOs are broad in scope. They include a significant portion of the curriculum and key standards, and all, or a significant number of students.

Specific SGOs focus on a particular subgroup of students, or specific content or skill.



SGO DEVELOPMENT SCENARIO:

A 2nd grade class of 20 students that are scheduled for three 42 minute periods of physical education per week.

The class is being instructed using the voluntary NJDOE Model Curriculum and assessments.

The content being measured are NJCCCS
2.1.2, 2.5.2, .2.6

There is no existing baseline data on this group of students to set the baseline.

A baseline will have to be set with data from authentic activity assessments and assessments of cognitive knowledge.

FINDING THE BASELINE

Because no previous data was available, the teacher must use different baseline assessments to measure their students starting points.

The teacher has developed different baseline assessments to be recorded on a check list and compared against the NJDOE rubrics for the 2nd grade Physical Education units.

The teacher has planned to use one to two class periods during the first three weeks of school to implement the baseline assessments.

BASELINE ASSESSMENTS

1. Fundamental Movement activity
2. Activity will be used to assess basic movements as well as the concepts of moving at different levels, directions, ranges, and pathways.

MOVEMENT TAG-

Students will be instructed to move in general space to avoid being touched by one of the taggers. As the activity begins the teacher will give ongoing verbal instructions to the students as to what type of movement they should be demonstrating (walking, skipping, galloping, etc.) Both the taggers and the students avoiding being tagged must move in the directed way. Teacher should be observing the basic movements during this time and recording on the checklist. As the activity progresses the teacher will add obstacles (cones, low hurdles) to monitor the students ability to change level, direction and pathway. To conclude the authentic movement activity the teacher will continue the movement tag game but add different tempos of music (slow, fast, etc.) to dictate the manner that the taggers and the students will be moving. The teacher will explain to the students to move in a manner that they feel the music dictates.

The teacher will then review the checklist against the appropriate rubrics from the NJDOE model curriculum to start a student portfolio.

OPEN ENDED COGNITIVE FITNESS AND WELLNESS ASSESSMENT

Assessment will be used to measure students' baseline knowledge of physical activity, fitness/fitness activities, and fitness goals and achieving them.

Fitness baseline assessment- Students will be asked to answer three short open ended questions regarding their prior knowledge of fitness and physical activity.

The teacher should explain any terms or phrases that might hinder students being able to answer the questions. Teachers may either read the questions aloud or have the students read them from a printed sheet.

QUESTIONS

What are your favorite types of physical activity?

What does physical fitness mean to you?

What is a goal? What type of goal could you achieve by becoming more physically active?

The teacher will review the questions against the appropriate NJDOE model curriculum rubric record on the checklist and place in the student's portfolio.

CHECKLIST

Was there anything on the baseline checklist that wasn't measured through one of the baseline assessments?

If so, what type of authentic activity could be used as a baseline assessment to determine the students' starting point.

After the assessments have been completed teachers will review the data to set the baseline.

The outcomes of the 2nd grade baseline assessments showed that for the movement assessment that 70% of the students were still developing, 30% of the students were on the targeted level.

The fitness baseline assessment revealed that 65% were developing, 35% were on the targeted level.

With this data SGOS can now be set for this class.

EXAMPLES OF GENERAL SGOS

All students will demonstrate increased competency in fundamental movement, motor, safety and fitness skills and concepts by moving from developing to targeted or targeted to exceeds targeted on the corresponding rubrics. (Grade 2) NJCCCS 2.5, 2.6

All students will demonstrate increased fluency in Fitness and Wellness concepts by moving from developing to targeted or targeted to exceeds targeted on the performance and project based learning tasks rubrics. (Grade 7) NJCCCS 2.1, 2.5, 2.6

After SGOs are set the student's portfolios will need to be used to measure student achievement before the summative assessments.

Examples of additional portfolio items could be written samples, worksheets, additional checklists that monitor formative performance assessments, etc.

Baseline assessments process could be used again to measure student growth and placed in the portfolio as a culminating activity.

If baseline data is already available via previous assessment work (portfolios, district data collection systems, etc.) then SGOs may be developed along with an assessment plan to measure them.

Teachers will be able to take the baseline data and decide what kind of student growth they expect to see from their students.

General SGOs will be created to cover a broad scope.

Specific SGOs may be created to focus on particular sub-group of students or a specific content or skill.

EXAMPLES OF SPECIFIC SGOS

All students will demonstrate increased competency in throwing and catching skills by moving from developing to targeted or targeted to exceeds targeted on the corresponding rubrics. (Grade 1) NJCCCS 2.5.A

All students will demonstrate increased competency of the FITT training principle by moving from developing to targeted or targeted to exceeds targeted on the corresponding rubric. (Grade 7) NJCCCS 2.6.A

BRAINSTORMING

Let's brainstorm some content ideas for the development of both general and specific SGOs.

Compare the list to the SMART goals chart to identify which may be best suited for development as general and specific SGO.

As a group we will now begin to develop a general and a specific SGO.



INDIVIDUAL SGOs

Now that we have developed SGOs as a group let us take the opportunity to develop some individual SGOs.

Using the provided template start the process of developing a general or specific SGOs relating to your own grade level and school community.



Grade:	Subject	Number of Students	Interval of Instruction
2	Physical Education	20	Full year Semester Other
Name of Assessment	Movement Tag and Open ended cognitive Fitness and Wellness assessment	SGO Type	General Specific

Rationale for Student Growth Objective

(Please include content standards covered and explanation of assessment method.)

This SGO covers all 20 students in my 2nd grade Physical Education class. Standards 2.1, 2.5, and 2.6 are covered and also represent UNIT I, II, and III of the NJDOE's model curriculum in Health and Physical Education.

Student Growth Objective

All students will demonstrate increased competency in fundamental movement, motor, safety and fitness skills and concepts by moving from developing to targeted or to exceeds targeted on the corresponding rubrics. (Grade 2) NJCCCS 2.5, 2.6

Baseline Data

(Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

Movement tag and opened fitness and wellness assessment checklist and model curriculum rubric data. Movement- 70% developing, 30% targeted. Fitness 65% developing, 35% targeted.