

SGO Example: Speech-Language Specialist, 4th-5th , Speech-Language Therapy/Language

Overview

This example Student Growth Objective (SGO) was developed by a Speech-Language Specialist (SLS) working in an elementary school. Her goal is clearly aligned with her professional responsibilities as an SLS to help students improve their language skills that support academic progress. Note: even though the role of the SLS is significantly different from that of the classroom teacher, s/he can still set measurable and specific goals that reflect student progress. However, it may be appropriate to modify the structure of the typical teacher SGO and SGO form to better suit the type of goal set by SLSs and other educational service professionals. Suggested changes in terminology and form structure can be seen in the form below. Educators should make modifications to the Department’s optional SGO forms as needed. **SGOs are not a required component of the evaluation of Educational Service Professionals but the Department encourages their use as a valuable professional practice.**

Strengths: The SLS uses a clear rationale to communicate how her important role is embedded in the academic community. She uses three measures of student language to group her students by starting points. She sets realistic goals for each of these groups based on the individual needs of her students.

Suggestions: The SLS may want to provide information regarding specific starting points of each student based on multiple measures, including a commercially available or SLS-designed grammar assessment that collects data on students’ knowledge and use of nouns and verbs in sentences and narrative tasks, recent evaluation results, and/or latest progress reports. Collecting this information in a spreadsheet will allow for stronger conversations between the SLS and her supervisor about the goal during the SGO consultation.

Name	School	Grade	Assignment	Number of Students	Interval of Instruction
		4 th -5 th	Speech-Language Specialist	16	10/15/15 - 04/30/16

Rationale for Student Growth Objective
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.

RATIONALE
The student’s communication competence is the basis for the ability to demonstrate knowledge. The ability to understand and use parts of speech (e.g., nouns and verbs) is an expectation in the English Language Arts standards. The SLS’s responsibility is to help enable students with disabilities to better access the CCSS and curriculum-based vocabulary. Consequently, the SLS’s efforts to help students develop these skills will support the work of other educators working with these students.

ASSESSMENTS
Students will be placed into groups based on multiple pieces of information (see below), including a diagnostic pre-assessment selected by the SLS to determine readiness; a post-assessment will be utilized to determine growth. Though three pieces of information are indicated below, SLS may consider only using two.

STANDARDS
CCSS.ELA-Literacy.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Add or subtract columns and rows as needed to match number of preparedness groups and types of information used.

Language Impairment	Baseline Assessment	Information #2	Information #3
	Grammar assessment (SLS-designed checklist or commercial product)	School Assessment <i>Just Words</i> Screening and Placement Criterion (Spring 2015)	Severity of language disability based on scoring rubric created by SLS (with point score from 0-4)
Mild	60% or above	50% or above	3-4
Moderate	40-59%	20-49%	2
Severe	Below 40%	Below 20%	0-1

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "75% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.

At least 75% of the students in each group will meet the target score.

The targets reflect ambitious and achievable scores for these students, with the goal that the students demonstrate improvement in grammatical skills related to the CCSS.

Language Impairment	Number of Students in Each Group	Target Score/Gain on SGO Assessment
Mild	4	80% proficiency on summative assessment
Moderate	8	65% proficiency on summative assessment
Severe	4	50% proficiency on summative

Scoring Plan

State the projected scores for each group and what percentage of students will meet this target at each attainment level.

Language Impairment	Student Target Score/Gain	Teacher SGO Score Based on Number of Students Achieving Target Score/Gain			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Mild	80%	4 students	3 students	2 students	0-1 students
Moderate	65%	8 students	6-7 students	4-5 students	0-3 students
Severe	50%	4 students	3 students	2 students	0-1 students

Approval of Student Growth Objective

Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____ Signature _____	Date Submitted _____
Evaluator _____ Signature _____	Date Approved _____

Results of Student Growth Objective

Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Language Impairment	# Students at Target Score	Teacher SGO Score (1-4)	Weight (based on students per group)	Weighted Score (multiply score in third column by weight)	Total Teacher SGO Score (add all 3 weighted scores to get the total SGO score)
Mild			0.2		
Moderate			0.4		
Severe			0.4		

Notes

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Review SGO at Annual Conference

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

Teacher _____ Signature _____ Date _____
 Evaluator _____ Signature _____ Date _____

Acknowledgments *The Department is grateful to the practitioner representatives of the New Jersey Association of Speech-Language Specialists and the New Jersey Speech-Language-Hearing Association who collaborated with us to develop this exemplar.*