

## Media Specialist, Grade 9, Research Skills

### Overview

*This Growth Objective\* was written by a media specialist working in a high school. The SGO is aimed at standards associated with the **critical research skills of gathering and assessing the value of information from a variety of sources**. These standards are clearly listed. The assessment method the author uses is a rubric to measure the quality of an annotated bibliography students must produce over the course of a marking period. Seventy-five percent of students are expected to meet a stated proficiency target on the rubric that is four points higher than the average score attained by students at the beginning of the marking period.*

**Strengths:** *This SGO addresses a selection of critical standards. It highlights the important role the media specialist can play in supporting the work of other educators in developing literate 21<sup>st</sup> Century learners. It can be adapted to many different research subjects.*

**Suggestion:** *The author should consider grouping students by starting points determined by multiple measures such as reading level, prior year grades in English, etc. This will allow her to better determine the learning trajectory of her students and set goals that are ambitious and achievable for a wider range of students.*

Name	School	Grade	Assignment	Number of Students	Time-frame
		9	Media Specialist	33	November 15 – February 5

### Standards, Rationale, and Assessment Method

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.

#### AASL Standards for the 21st-Century Learner

##### Skills Indicator(s):

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

##### Disposition Indicator(s):

1.2.3 Demonstrate creativity by using multiple resources and formats.

##### Responsibilities Indicator(s):

1.3.5 Use information technology responsibly.

##### Self-Assessment Strategies Indicator(s):

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

#### Common Core State Standards

CCSS.ELA-LITERACY.W.9-10.8 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.

#### Rationale

Students will design advanced research strategies to access, evaluate, analyze, and synthesize information from appropriate sources to construct understanding and to become health-literate. They will research a wellness concern and create an evaluative annotated bibliography to demonstrate creativity and productivity.

#### Assessment

Students will create annotated bibliographies on a personal wellness issue and upload it onto their My Personal Wellness website two times, at the beginning of the marking period and again at the end of the marking period. The bibliographies will be graded using a rubric.

**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.

Draft bibliography submitted to the My Personal Wellness website.

Average grade on scoring rubric: 4

**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 the end of the semester, at least 75% of the students will create an annotated bibliography that scores 8 or higher on the scoring rubric.

**Scoring Plan**

Student Target Score	Attainment Level in Meeting Student Growth Objective			
	Percentage of Students Achieving Target Score			
	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
8 on assessment rubric	≥85%	≥75%	≥65%	<65%

**Approval of Student Growth Objective**

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

Media Specialist \_\_\_\_\_ 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.

% Students at Target Score	Teacher SGO Score

**Notes**

Describe any changes made to the 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 the SGO about teaching and student learning, and steps to improve goals for next year.

Media Specialist \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

*\* Even though the role of the media specialist may be different from that of the classroom teacher, she can still set measurable and specific goals that reflect her professional responsibilities and effectiveness. 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 media specialists and other educational service professionals. Suggested changes in terminology and form structure can be seen in the form above. 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.**

**Acknowledgments**

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