

Student Assistance Coordinator, Grade 8, Bullying Prevention Program

Overview

This Growth Objective was written by a student assistance coordinator (SAC) who works in a high school. She based her goal on **improving student awareness of bullying behaviors and preventing bullying** through the Olweus Bullying Prevention Program.*

Strengths: *This goal is aligned closely with a top priority of the school and has the potential to impact many students in a meaningful way. The goal is based upon a challenge identified through data collected the prior year.*

Suggestion: *The SAC should consider setting goals differentiated by the starting points of the students. Once she gathers baseline scores for the students, she can group them accordingly and set ambitious and achievable targets for a wider range of students.*

Name	School	Grade	Assignment	Number of Students	Time-frame
		9	Student Assistance Coordinator	253	January 29 – March 14
Standards, Rationale, and Assessment Method					
State the rationale for choosing this Growth Objective, including background as necessary. Name and briefly describe the format of the assessment method.					
<p>Standards Comprehensive Health and Physical Education 2.2 <i>Integrated Skills:</i> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. <i>Indicator C:</i> Character development</p> <p>Rationale Awareness of behaviors that constitute bullying and bullying prevention is a stated top priority of our school district. Last year’s bullying survey indicated that there were a variety and significant number of bullying situations occurring in the school. In addition, the survey suggested a lack of knowledge related to how to help a peer who is actively being bullied. By implementing the Olweus Bullying Prevention Program, peer relations should improve, existing bullying problems should be reduced and new ones prevented.</p> <p>Assessment Method Olweus Bullying Prevention Training Assessment Survey</p>					
Starting Points					
State the type of information being used to determine starting points and summarize scores for each type by group.					
I will administer the Olweus Bullying Prevention Training Assessment Survey prior to implementing the program to collect baseline data.					
Growth Objective					
Describe a measurable and specific goal.					
By mid-March, at least 60% students will acquire a target score of at least 70% (“excellent”) on the Olweus Bullying Prevention Training Assessment Survey.					
Scoring Plan					
Target Score	Attainment Level in Meeting Growth Objective				
	Percentage of Students				
	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)	
70% on training assessment survey	≥70%	≥60%	≥50%	<50%	

Approval of Growth Objective		
Administrator approves scoring plan and assessment used to measure student learning.		
SAC _____	Signature _____	Date Submitted _____
Evaluator _____	Signature _____	Date Approved _____
Results of Growth Objective		
% Students at Target Score	Growth Objective Score	
Notes		
Describe any changes made to Growth Objective after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.		
Review Growth Objective at Annual Conference		
Describe successes and challenges, lessons learned from the Growth Objective about teaching and student learning, and steps to improve goals for next year.		
SAC _____	Signature _____	Date _____
Evaluator _____	Signature _____	Date _____

** Even though the role of the student assistance coordinator is significantly 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 SACs 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

The Department is grateful to the student assistance coordinators who collaborated with us to develop this exemplar.