



Kentucky Department of Education  
Professional Growth and Effectiveness System

# Student Growth Goals (SGGs) for OPGES Coaching Conversations





## Introduction and Purpose

To help develop professional learning opportunities around writing SGGs a set of annotated goals has been developed. This Student Growth Goals for Coaching Conversations document contains goals that have been annotated with questions and comments that would guide a principal and teacher through a conversation around the goal. The goals *are not* examples of goals that can be used *as is*. They are samples of incomplete or first draft goals that need further development. **The annotations with each goal are not exhaustive. They do not necessarily address every area of the goal that needs further consideration. The goals are to be used as teaching tools to aid in the development of the SGG writing process.** The samples focus on one or more of the following and are grouped by these elements: Enduring Learning, Assessment and Proficiency/Growth Targets. Educators may wish to use this resource in combination with the Think and Plan Guidance for Developing Student Growth Goals to enhance conversations about Student Growth Goals. The last page of this document provides a format to add your own goal samples and annotations.

# Library/Media Specialist-Sample – to be used for coaching.

I like how you have identified a skill that will support students' ability to find sources (LMS.1.1.4).

Does the goal address learning that is representative of the enduring skills, concepts or processes that:

- Endure beyond a single test date
- Are of value in other disciplines
- Are worthy of embedded course long focus
- Are necessary for the next level of instruction

During the 2014-2015 school year, students will show growth in locating non-fiction books for research and enjoyment by using the Dewey Decimal System. Each student will show growth by locating at least 2 non-fiction books. Students will use a rubric based assessment at the beginning and end of the school year. Growth will also be measured through an observation checklist. 90% will be proficient at locating non-fiction materials.

Based on [the content standards](#), what are the enduring skills, processes, or concepts students should master by the end of the school year/course?

Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?

Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified area(s) of need?

Notes: These are sample discussion questions. Please use the [Think and Plan Tool](#) as a place for librarians to include additional explanatory information.

Note: The [Standards for the 21<sup>st</sup>-Century Learner](#), developed by the American Association of School Librarians, provides four anchor standards that define how learners will use skills, resources, and tools. In addition, the publication [Standards for the 21st-Century Learner In Action](#) provides grade-level benchmarks "to facilitate the coherent and continuous development of 21<sup>st</sup>-century skills, specific benchmarks to be achieved by grades 2, 5, 8, 10, and 12 have been identified for every skills indicator under all four standards". (Standards for the 21<sup>st</sup>-Century Learner, AASL 2009)

# Guidance Counselor-Sample – to be used for coaching.

I like how you have identified a goal with 100% proficiency.

A few questions to consider:

- Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
- Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
- Does the goal include a growth target and

During the 2014-2015 school year, students will show growth in their ability to employ strategies to achieve future career goals with success and satisfaction. (ASCA, Standard C:B1). By the end of 2015, 100% of 10<sup>th</sup> grade students will complete their Individual Learning Plan (ILP).

I like that you included a reference to your standards, but I'm wondering how you plan to obtain your baseline data and how you will track growth on this skill.

Notes: These are sample discussion questions. Please use the [Think and Plan Tool](#) as a place for counselors to include additional explanatory information.

Note: The [ASCA National Standards for Students](#), developed by the American School Counselor Association, provides three Academic Domains (Academic Development, Career Development, and Personal/Social Development) that define how "to prepare today's students to become tomorrow's adults". The 9 standards that support each of the three Academic Domains provide the enduring skills needed by students.

# Speech Pathologist -Sample – to be used for coaching.

A few questions to consider:

- Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
- Which criteria were used for determining what amount of growth is rigorous for students?
- Why was this criteria selected?

By the end of the school year, 100% of my fluency students will show growth in verbal discussion and questioning. Each student will show growth by growing at least 2 levels on the rubric designed to identify discussion and questioning. In addition xx % will score proficient on the fluency rubric designed by my district special education team.

Was the rubric designed in collaboration with professional peers based on the standards speech pathologists use?

Is this the same rubric mentioned above?

Notes: These are sample discussion questions. Please use the [Think and Plan Tool](#) as a place for Speech Pathologists to include additional explanatory information.

# Speech Pathologist –Sample #2 – for coaching corrections.

A few questions to consider:

- Is this referring to oral reading?
- Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
- Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?

By the end of the school year, 100% of my student with receptive language goals will improve their reading ability by at least 2 levels as measured by the rubric designed by the district Speech therapists. In addition, xx% will score proficient on the spring test.

What does the rubric measure?

Was it designed in collaboration with professional peers based on the standards speech pathologists use?

Does the test and the rubric measure the same growth?

Is this the same rubric as mentioned above?

Notes: These are sample discussion questions. Please use the [Think and Plan Tool](#) as a place for Other Professionals to include additional explanatory information.

Incomplete Goal Sample # \_\_\_\_\_

What feedback and reflective questions would you have for a teacher working on this draft goal?



Enter Goal Here

What are the strengths of this goal? What are the needs for the goal?