



**POLK COUNTY**  
**PUBLIC SCHOOLS**  
STUDENTS FIRST

Polk County Public Schools

Student Achievement Objectives

Teacher and Administrator Manual

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## Introduction to Student Achievement Objectives (SAOs)

This **Student Achievement Objectives (SAO) Teacher Manual** is intended to provide educators with an understanding of:

- Student Achievement Objectives (SAO),
- their role in the teacher evaluation process,
- the creation of a high-quality SAO,
- effective implementation of a SAO, and
- appropriate preparation for beginning, middle, and end-of-year evaluation reviews.

Additional supports and resources for the implementation of SAOs can be found on the Polk County website. These resources, including examples, will be updated on a periodic basis; therefore, we recommend that you visit this site occasionally to be sure that you have the most up-to-date information related to SAOs.

Student Achievement Objectives are based on Polk County's theory of action that **highly effective teachers**:

- have a direct influence on student achievement, as well as their lifelong educational and career goals.
- analyze standards and set ambitious goals for their students.
- properly implement instructional strategies based on students' needs and assessment results for student achievement and growth,
- collaborate with colleagues and leaders to allow for improved instruction and increased student achievement.

Not all teachers directly impact student performance, however. To this end, Polk County Public Schools has initiated a Non-Classroom Teacher (NCT) SAO which focuses on a teacher's impact on a program or support goal. The SAO process remains the same and in accordance with the process described in the following pages; however, a NCT will monitor their impact on the expectations of the program that is served with the desired result of improving student achievement.

**Therefore, we believe that Student Achievement Objectives, whether for classroom or non-classroom teachers, can serve two purposes – they demonstrate a teacher's effectiveness in the teacher evaluation process and contribute to teachers' professional practice by fostering good teaching and learning.**

## Student Achievement Objectives

SAOs are content- and grade- or course-specific learning goals which describe what students should know and be able to do at the end of that course. They are measurable academic expectations that the teacher sets at the beginning of the course or term for all students or for subgroups of students to be achieved by the end of an established interval of time (school year or semester), employing baseline data gathered at the beginning of the course to determine students' ending points. SAOs can constitute an instructional improvement process, driven by teachers in all grades and subjects.

Student Achievement Objectives provide the opportunity for all teachers to be able to:

- set meaningful goals,
- collaborate with other educators around shared goals,
- monitor student and teacher progress toward goals,
- evaluate the extent to which goals were achieved.

In other words, SAOs encourage and support good teaching and learning!

Student Achievement Objectives are comprised of three key components that are expected to meet criteria found on the SAO Quality Rubric. These three components are the:

1. **Learning Goal:** a description of what students will be able to do at the end of the course or grade;
2. **Assessment(s):** measurement of students' understanding of the learning goal;
3. **Targets:** the expected student outcome by the end of the instructional period.

## Purpose of the SAO Manual

This SAO Manual describes the complex, but worthwhile task of engaging in the SAO process and clarifying how to complete the SAO template for both classroom and non-classroom teachers. To help educators understand the various components of the template additional resource information has been provided throughout this document. Teachers need to complete only one SAO for their evaluation during a school year if they do not receive a State-calculated Value Added-Model (VAM) score or desire to opt out of receiving a VAM score for their district evaluation. A thoughtful application of implementing a SAO will allow teachers to improve their practice and consequently, student achievement. It is strongly recommended that teachers ensure their understanding of the process, as described on the following pages, prior to the development of a SAO.

## Benefits and Challenges

As with any initiative, there are always benefits and challenges that should be considered. Yet, despite the challenges, we believe that the benefits outweigh these challenges, and that SAOs encourage and support good teaching and learning of content standards!

Benefits	Challenges
Places student learning of content and skills as the primary focus.	Requires Professional Development and oversight to establish meaningful and comparable goals.
Prioritizes key standards and enduring understandings.	Creates the potential for loosely linked goals and assessments
Improves the quality of student data use.	Requires identifying or developing high quality baseline data that supports the pre-requisite knowledge and skills required of a course or content.
Improves assessment literacy and assessment practice as teachers select or create assessments that target the learning goal.	Provides opportunities for learning goals that are not comparable between teachers and across schools.
Creates a teacher evaluation system that has greater and more direct alignment with actual classroom instruction or school practices.	Requires the assessment literacy necessary to identify or develop high-quality assessments for various grades and subjects.
Addresses learning which may not be addressed by standardized testing programs.	Creates the potential for insignificant targets.
Provides a framework for meaningful collaboration among teachers and between teachers and leaders.	
Provides opportunities for purposeful use of Professional Learning Communities by examining and analyzing student work and making instructional decisions according to expected learning outcomes.	
Provides purposeful opportunities to examine data –strengths and needs of the current group of students.	

Provides purposeful monitoring of student achievement through both formative and summative assessments.	
Improves instructional planning through the implementation of timelines and goal setting.	
Makes teacher impact on student achievement visible.	



## SAO Process

The SAO process is student-centered, recognizing the impact that teachers have in the classrooms. They are based on research and they support best practices such as prioritizing the most important standards, implementing curriculum, and planning assessments. The SAO process approaches teaching with the belief that “covering” material during a course does not guarantee that students learn it, but rather that success is determined by students emerging from grades and courses with integrated, higher order thinking skills that they can demonstrate to others. Those demonstrations are the proof that they have truly learned.

The SAO process also:

- Respects the diversity of all grades, subjects, and courses. SAOs present an opportunity for teachers to be actively involved in deciding how to best measure the learning of their students, while providing a consistent process for all teachers across the district.
- Utilizes the assessments and assessment processes teachers think are best for their specific content and purpose. SAOs require teachers to identify the most important learning that occurs within their grade or subject that can be measured by a high-quality assessment. The primary purpose of assessments should be to measure what the teacher is teaching and what the students are learning in order to monitor progress and adjust instruction, accordingly. The use of assessments should not be just to collect data.

Engagement in the SAO process should, whenever possible, allow teachers to work collaboratively with colleagues in the same grade, subject area, or course. Teams of teachers can craft the SAO Learning Goal and select appropriate assessments but should differentiate their targets according to the students in their class. The SAO process allows for teachers to engage in a reflective process about their curriculum, instructional strategies, and assessment monitoring tools.

The SAO process includes reflecting on:

- big ideas and content standards
- instruction and strategies
- use of assessments
- monitoring student progress
- data to set targets and to determine next steps for student success.

The following is a figure of the SAO process which mirrors the planning, instruction, and assessment cycle. Each step is described to provide a more detailed context of what is expected as the teacher moves through the process over the course of the school year or instructional time with students.

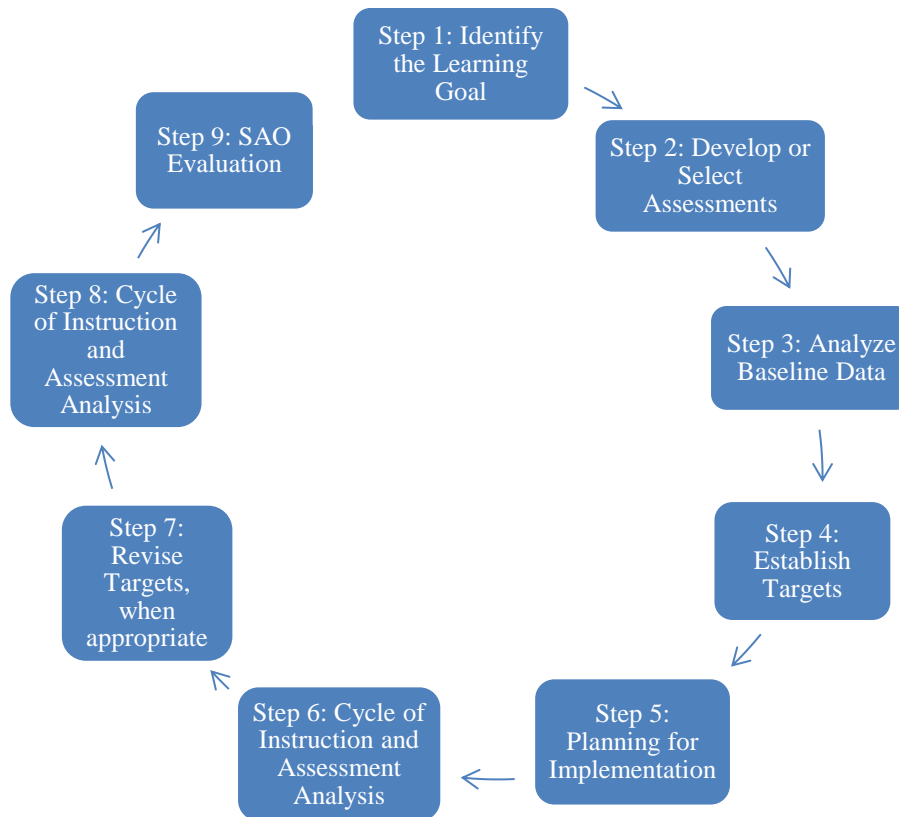


Figure 1. The SAO Process

### Step 1: Identify the Learning Goal

In step 1, the learning goal is identified by the teacher. The goal is intended to describe the knowledge and skills that students should be able to demonstrate at the end of the course or grade. The described expectation is intended to align to content standards, practices, and/or cross-cutting skills and support the big idea or enduring understanding of the content area. The learning goal is envisioned to be a “slice” of the teacher’s curriculum rather than encompassing every standard or learning target expected from the course. Although the learning goal represents a “slice” of the curriculum, it is anticipated to cut across different units of study and allow students to demonstrate deep understanding of the content. The determination of this learning goal may be based upon the needs of the students at the classroom, school, or even district level and is informed by student data. Teachers are expected to identify the academic content standards and “big idea” associated with the SAO. In addition, teachers are expected to identify some of the instructional strategies they plan to use to ensure that students will have access and opportunity to engage in the learning expected by the SAO learning goal.

## **Step 2: Develop or Select Assessments**

Following the identification of the learning goal, in Step 2 teachers are asked to consider how student performance, relative to the learning goal, will be monitored and measured through selected or developed assessments. For example, if the learning goal expects students to be able to demonstrate the expected components of an argumentative essay (claim, counterclaim, evidence from credible sources, logical organization, etc.), formative and summative assessments aligned to these components would be administered on various topics taught in multiple units within the course and throughout the school year. These assessments may be teacher developed or selected from assessments administered in the district. Unlike standardized assessments, the texts selected and/or prompts developed may look different throughout the year and even from one teacher to another. Whether the assessments are teacher-developed or are identified by the district, the expected learning should be identified prior to the selection of the assessments. In other words, it is not expected that the selection of the assessment was the learning goal tail.

## **Steps 3 and 4: Analyze Baseline Data; Establish Targets**

As noted in Step 1, a broad overview of the data for the students in the class, school, and/or district should occur to identify overall strengths and needs, and to consequently be used in establishing the learning goal. However, once the learning goal and anticipated assessments are identified, teachers need to examine information about each student's level of performance at the start of the interval of instruction. This information should illustrate the student's pre-requisite knowledge and skills necessary for the course, and more specifically, toward the learning goal. In other words, teachers need to consider what information will help to identify students' preparedness and subsequently, their achievement of the knowledge and skills identified in the learning goal. This data or information may come from previous core content classes, student work samples, beginning of the year pre-assessments of pre-requisite knowledge and skills, or even surveys when students have not been previously exposed to the course content, such as a foreign language or music course. The baseline data and information allows the teacher to sort students into various levels that will allow for contextualizing the end-of-year scores and determining appropriate targets. It is important to note that the sorting of students is not intended to track students, but rather to determine the students' preparedness for acquiring the expectations outlined in the learning goal. All students are expected to demonstrate progress toward the learning goal. Ideally, determining students' knowledge of the pre-requisite information allows the teacher to plan for differentiated instruction.

Setting ending targets for students is probably the heaviest lift since this is not something that has typically been expected of teachers to formally do as part of regular classroom practice. When teachers are afforded the autonomy to establish targets or levels of students' proficiency toward the learning goal based on the scores from selected assessments at the end of the instructional period, they are making a prediction about the impact or effectiveness of their teaching practice on student achievement or growth. Teachers will predict each student's expected ending level of

performance, based on their final assessment, which is informed by the baseline data (e.g., low level of preparedness, medium level of preparedness, or high level of preparedness). The setting of targets should identify where individual students will be at the end of the interval of instruction and these established targets should be ambitious, yet attainable.

### **Step 5: Planning for Implementation**

Prior to the implementation of the SAO, teachers should develop a plan of action and timeline for the various steps of the SAO process. The development of the timeline should occur through a backward mapping process to ensure that: 1) baseline data is collected and analyzed prior to establishing targets, 2) all assessments are prepared, administered, scored, and analyzed in the appropriate timeframe, 3) instructional objectives are mapped to the assessment administration, 4) out-of-school days for students and/or teachers are accounted for when preparing for implementation, 5) preparation for the mid-year review date is accounted for, as well as any other activities that affect the SAO. (*Note: a sample timeline can be found in Appendix G, pg. 86*)

### **Step 6: Cycle of Instruction and Assessment Analysis**

Once the initial SAO has been approved as representing an expectation of appropriate quality (priority of content, rigor quality of assessment evidence, rigor of targets), and a plan of action has been determined, teachers begin the recursive cycle of instruction and assessment analysis. Using the SAO, teachers are expected to track their goal by monitoring student performance through the previously identified formative and summative assessments. During this instructional time, teachers may engage in progress-monitoring discussions with colleagues and evaluator(s), analyzing student work during common planning time or professional learning communities, and revising supports and interventions if students are not progressing as expected.

### **Step 7: Revise Targets, when appropriate**

At a mid-year point of the instructional period of time, teachers may revise their targets based upon specific and approved criteria. The learning goal and assessments have already been identified as appropriate and necessary for the course and/or grade; therefore, targets are the only aspect of the SAO that may be altered. Reasons for making adjustments to the targets include:

- a significant change in a teacher's schedule or assignment,
- a significant change in a teacher's class composition (e.g., large turnover of students in a class, an extended leave of absence by the teacher), and/or
- additional sources of evidence available for student's pre-requisite knowledge.

Decisions about changes to the targets should occur during a mid-year conference and are a collaborative decision between the teacher and evaluator.

### **Step 8: Cycle of Instruction and Assessment Analysis**

Whether targets are revised or not, teachers continue the cycle of instruction and assessment analysis, working to ensure that students' learning needs are effectively addressed.

### **Step 9: SAO Evaluation**

The final step of the SAO process as depicted in Figure 1 includes an end-of-year meeting in which the teacher shares the evidence of student progress with the evaluator. Based on the number of students who met the established target, the teacher's SAO is rated according to the teacher rating guidelines. There are four levels for teacher ratings, which include highly effective, effective, needs improvement/developing, and unsatisfactory. The number of students who met the targets based on the total number of students associated with the SAO will determine the summative rating.

## **Number of SAOs**

During the contract year, all classroom and non-classroom teachers who do not receive a State-calculated Value Added-Model (VAM) must complete **one** SAO. Teachers who receive a VAM rating may opt to replace this student achievement rating with a SAO. In other words, any teacher may use a SAO to demonstrate their effectiveness in promoting student achievement and growth. All teachers creating a SAO, whether required or choosing to, should gain familiarity with the guidelines and expectations for each component of the process, as well as the timeline and deadlines listed in the following section: Student Achievement Objectives (SAO) Evaluation Timelines and Deadlines.

## **Collaboration**

Although not required, collaboration among teachers is highly recommended and a critical component of the SAO process. Teachers collaborating on the learning goal will help to ensure that the standards and grade level expectations selected reflect the highest level of rigor for the expected knowledge and skills critical for students' success that span the duration of the course or grade. Collaboratively setting learning goals also allows for greater consistency within a school and across the district. Additionally, collaboration on the design, selection and scoring of assessments promotes greater reliability in the data and the outcomes.

If a team of teachers decide to focus on the same content area and learning expectations, they should craft the learning goal collaboratively. However, if the needs of students are different in each class, or if a team is structured so that there is no other teacher with the same grade level and/or content area, collaboration is still encouraged as assessment results and data are reviewed. Professional learning communities are an excellent venue for analyzing student work, identifying effective strategies, and making revised instructional decisions.

## Selection of Content Areas or Course Sections

It is recommended that teachers choose a content area for their SAO based upon district, school, and/or classroom areas of need. Writing a learning goal focused on students' needs will allow for greater gains. However, the learning goal should be a direct reflection of what is taught by the teacher. For example, reading comprehension may be determined as an area of need based upon district and school data. Classroom teachers who teach reading can use this content as their focus for the learning goal, although not required. On the other hand, it would not be expected for the physical education, art, or music teachers to have their SAO learning goal focus on reading comprehension, but rather on the content that they specifically teach.

Teachers who have multiple courses and classes should also focus on district, school, and/or classroom areas of need. These teachers should select **one representative** class/course for their SAO that is most representative of their entire student roster and has the most potential for impact (e.g., Algebra 1 rather than Calculus).

It is important to remember that the use of Student Achievement Objectives is a part of the evaluation process that allows teachers to demonstrate their effectiveness based on student achievement gains. Selecting one representative group of students should allow for a demonstration of this expectation. We believe that effective teachers do not choose to be excellent teachers with only some students, but rather with all students. Therefore, it is anticipated that the focus on student needs using high quality instructional strategies and assessments, as demonstrated by the student achievement gains in one class, will also positively impact all students of that teacher.

## Student Selection

A teacher's SAO must include all students on the roster for the grade level or course with which the learning goal is aligned. A teacher with multiple classes of the same course (e.g., four classes of Algebra I) should select one class which represents the population of all students in the school. For example, one class of the four may include a large population of students with disabilities while the other three classes are more representative of the school population. It would be anticipated that the teacher would select a class from the three representative classes. However, it is important to note that particular groups of students in the educator's class may **not** be excluded. If a teacher has 26 students in the selected class, in which 10 are students with IEPs, and 2 are ELL students, these students must be included in the target section of the SAO.

Throughout the course of a school year or semester, the student population may change. Students exit the class or school, while new students enter. Therefore, the SAO Decision Tree will assist educators in determining whether the student(s) should be included in the Targets section of the SAO. The Decision Tree can be found in Appendix E, page 76.

## Using SAOs to Improve Instructional Practice and Student Achievement

The use of SAOs provides valuable information for teachers in order to improve their instructional practice. The information gained from monitoring student achievement toward the learning goal allows for making course corrections in instruction for the current students, whether part of the SAO targets or all students who are being instructed, as well as for developing a more robust instructional plan for the following year. The information gained from monitoring student achievement, as well as the end results from the SAO, can inform the educator’s professional development needs and plan by choosing to focus on areas of challenge through which were a struggle for you and/or your students. On the other hand, the SAO results may have provided information that allowed for keeping or expanding successful strategies or materials.

### Student Achievement Objectives (SAO) Evaluation Timelines and Deadlines

**Note: Actual dates will be identified on a yearly basis for Classroom & Non-Classroom Instructional Personnel Evaluation**

<b>August</b>	<ul style="list-style-type: none"> <li>• Familiarize yourself with the SAO process and expectations</li> <li>• SAO Learning Goal &amp; Assessments components open to classroom and non-classroom instructional personnel in <b>Journey</b> (<i>to begin drafting SAO</i>)</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• SAO Targets component opens to classroom and non-classroom instructional personnel (<i>to identify baseline data and target levels</i>)</li> <li>• Submit completed SAO to administrator prior to the end of the month</li> <li>• Administrator Follow-Up with Instructional Personnel               <ul style="list-style-type: none"> <li>○ <i>Administrators meet with instructional personnel who have not submitted a completed SAO for review by deadline; provide support, if needed, for SAO submission no later than the end of the month.</i></li> </ul> </li> <li>• End-of-month deadline for instructional personnel to submit a complete SAO to administrator               <ul style="list-style-type: none"> <li>○ <i>If SAO is not submitted by this date, the student learning evidence portion of the summative evaluation will default to zero points.</i></li> </ul> </li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• <b>Discussion between administrator and instructional personnel on quality of SAO &amp; SAO must be approved by administrator</b> <ul style="list-style-type: none"> <li>○ <i>Administrators shall review SAO using the Rubric for Rating the Quality of Student Achievement Objectives and provide feedback to the employee.</i></li> <li>○ <i>As applicable, teacher revises SAO based on administrator feedback and resubmits the revised SAO to administrator for further review.</i></li> </ul> </li> </ul>

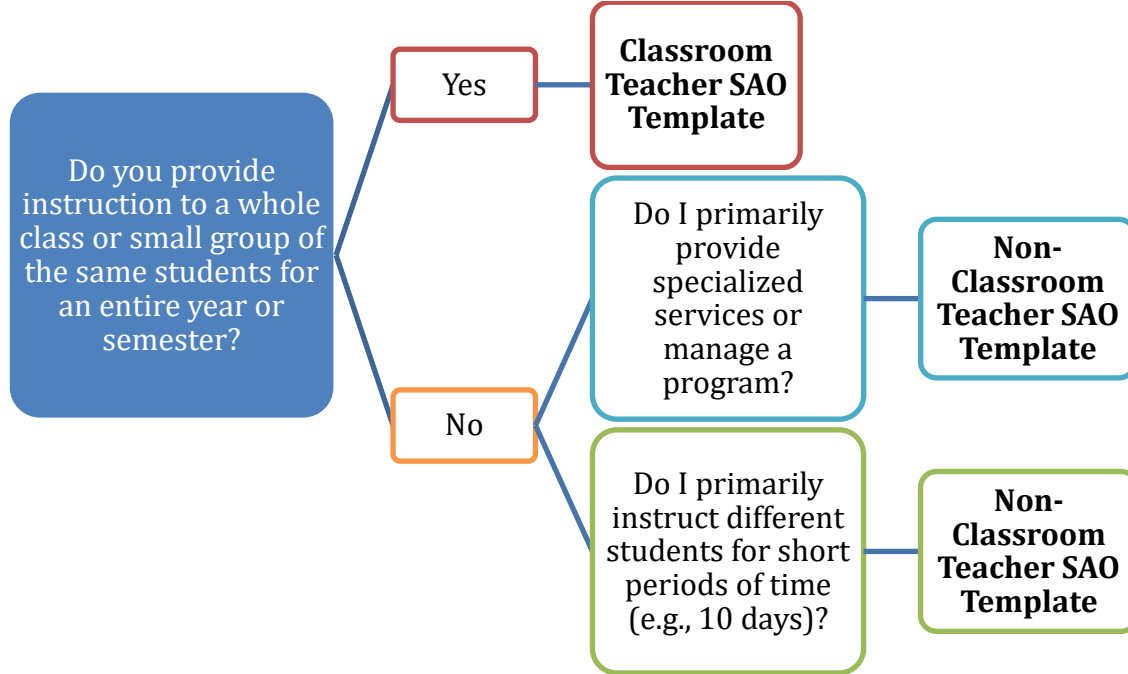
	<ul style="list-style-type: none"> <li>○ <i>If administrator does not respond within the timeline, the submitted SAO shall be considered approved.</i></li> <li>○ <i>Any Category A, State-calculated Value Added-Model (VAM) assessed employee, may abandon the SAO process without detriment at any time prior to final approval and revert to the state VAM for the student learning data.</i></li> <li>○ <i>After 3 revisions with no resolution between the teacher and administrator, <b>Journey</b> will notify the Regional Superintendent for further guidance. One revision is when the teacher submits the SAO to administrator for review and the administrator reviews and sends it back to the teacher for edits.</i></li> </ul>
<b>September – December</b>	<ul style="list-style-type: none"> <li>● SAO Implementation <ul style="list-style-type: none"> <li>○ <i>Instruction, formative assessments for progress monitoring, and summative assessments are implemented with fidelity</i></li> </ul> </li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>● Administrator Conducts Mid-Year Review of SAOs <ul style="list-style-type: none"> <li>○ <i>Mid-Year Review and Conference about the SAO is optional for all instructional personnel and is only needed if they wish to adjust the expected Targets.</i></li> </ul> </li> <li>● Teacher Mid-Year deadline for attendance rules process and Targets changes <ul style="list-style-type: none"> <li>○ <i>All instructional personnel should log in to <b>Journey</b> and follow the mid-year attendance rules process (for addition and/or removal of students) by the identified date.</i></li> <li>○ <i>Instructional personnel should submit to their administrator any changes to the Targets by this date.</i></li> </ul> </li> <li>● Administrator Follow-Up with Instructional Personnel <ul style="list-style-type: none"> <li>○ <i>Administrators speak with instructional personnel who have not completed the mid-year attendance rules process by the January deadline; provide support if needed to get mid-year review submitted no later than the identified deadline.</i></li> <li>○ <i>Teacher failure to add/remove students using the attendance rules process mid-year can result in incorrect students being evaluated at the summative SAO evaluation.</i></li> <li>○ <i>Target changes and attendance rules process window closes for teachers on identified deadline.</i></li> </ul> </li> </ul>
<b>January – April</b>	<ul style="list-style-type: none"> <li>● Continue SAO Implementation <ul style="list-style-type: none"> <li>○ <i>Instruction, formative assessments for progress monitoring, and summative assessments are implemented with fidelity</i></li> </ul> </li> </ul>
<b>Mid-April – May</b>	<ul style="list-style-type: none"> <li>● Final Evaluation Conferences <ul style="list-style-type: none"> <li>○ <i>All instructional personnel should log in to <b>Journey</b> and follow the required attendance rules process (for removal of students as may be applicable), identify outcomes for each student, and submit the SAO to administrator.</i></li> <li>○ <i>Teacher and administrator should conference to examine student data and student work evidence for each Target group.</i></li> </ul> </li> </ul>



	<ul style="list-style-type: none"><li>○ <i>The SAO Summative Rating Rubric will be used to document the instructional personnel rating based on the outcomes that were achieved. The completed SAO rubric will calculate as the student learning evidence portion of the corresponding summative evaluation for the instructional personnel.</i></li></ul>
<b>End-of-April</b>	<ul style="list-style-type: none"><li>● Teacher deadline for Required End of Year <b>Journey</b> Actions<ul style="list-style-type: none"><li>○ <i>Instructional personnel must complete all required actions (apply attendance rules and identify outcome for each student) in <b>Journey</b> by this date.</i></li><li>○ <i>Administrator Follow-Up with Instructional Personnel</i></li></ul></li><li>● Administrators speak with instructional personnel who have not completed the required actions in <b>Journey</b>; provide support if needed to get completed SAO submitted no later than identified date.<ul style="list-style-type: none"><li>○ <i>If attendance rules and final student outcomes are not submitted in <b>Journey</b> by the instructional personnel by identified date, the student learning evidence portion of the summative evaluation will default to zero points.</i></li></ul></li></ul>

## Classroom Teacher SAO or Non-Classroom Teacher SAO

### Decision Tree



## The Student Achievement Objective Template

### Classroom Teacher

The SAO Template (see Appendix A, page 62) has been designed for teachers to address four key essential questions:

- 1) What is the most important knowledge/skills I want my students to attain by the end of the instructional period?
- 2) What evidence can I collect that will allow my students to demonstrate the knowledge and skills they have learned over the instructional period?
- 3) What prerequisite knowledge and skills do my students have at the beginning of instruction with respect to my learning goal?
- 4) Based on what I know about my students and my instructional plan, where do I expect them to be by the end of the instructional period?

The following is an anatomy of the Classroom Teacher Student Achievement Objective Template as seen in **Journey** which includes the meaning of and expectation for each aspect of the template which can be found in italics.

### Authorship

The first page of the SAO template includes the information necessary to identify the authorship for the SAO. The information to be recorded includes the teacher's name, school name, school year, the date in which the SAO is approved by the administrator, and the administrator's name.

Authorship			
Teacher Name		Initial Review Approval Date	
School Name		Initial Review Admin	
School Year:			

### Context

The next section requires the listing of the course name, a brief course description, the grade level, and the course length. The purpose of this section is to provide the context for which this SAO is written. A brief course or program description indicates the context in

which the SAO Learning Goal is taught, and a detailed description is vital here, so someone who is not familiar with the course will have a solid understanding of the expected objectives and be able to understand how the standards and learning goal correspond to student success. The course length should include number of minutes per day, number of days in the week, and the length of time throughout the year that the SAO will be implemented. Specifying this information is important to be clear that the subject matter taught or supported, and the included standards are appropriate for what is described.

<b>Course/Grade Level Information</b>	
Course Name	
Brief Course Description	
Grade Level(s)	
Course Length	

Additionally, since collaboration among teachers is a highly regarded aspect of the SAO process, the template asks for a listing of all the SAO individuals who have assisted in the development of the SAO, along with their title or position.

<b>SAO Developer Information</b>	
<i>Name</i>	<i>Title/Position</i>

Each of the three components of the SAO – Learning Goal, Assessments, and Targets – includes planning information that must be completed. This planning information supports the SAO and helps to ensure that the SAO is Specific, Measurable, Appropriate, Realistic, and Time limited, that continuous monitoring tools are identified, and the teacher has considered the strengths and needs of each student. In other words, the SAO three components, along with the planning information, will collectively answer the four key essential questions identified above.

## Learning Goal

**Directions for Establishing a Learning Goal:** Use the planning information at the end of the learning goal section to refine and contextualize the description of the learning goal.

**Learning Goal:** *a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.*

Describe the **learning goal** for this SAO. This learning goal should clearly describe student expectations by the end of the instructional period.

**Response Guide:**

- *What is a rigorous end of year learning goal for all your students?*
- *Is the goal focused on the essential (or priority) standards within your curriculum?*
- *What are the specific knowledge and skills students will learn based on grade-level content standards?*
- *How will students demonstrate evidence of their learning?*
- *Should be an important “slice” of the curriculum that extends throughout concepts/units within the course.*  
*\*Examples: Geometry proofs, reading comprehension, writing process, math problem-solving, science inquiry, etc.*

The learning goal is a description of the **specific** knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.

When developing a learning goal, the teacher will need to thoughtfully identify and synthesize several aspects of their curriculum and expectations of deep learning. These aspects include the big ideas and enduring understandings of the content, critical and specific content and skills from the standards and curriculum, level of cognitive rigor expected, the instructional strategies that would be employed to support student learning, and the necessary time span to teach the learning goal allowing students to demonstrate their knowledge.

Explaining the learning goal with enough specificity allows for a solid SAO, which is the foundation that the other two components of the SAO are built on. Think of the learning goal as the foundation to the SAO. If that is done well, then everything built around it will have the potential to be stable and strong.

## Learning Goal Planning Information

<p><b>Planning Resource Page for Establishing a Learning Goal:</b> After completing the entire table, use the planning information to write the description of the learning goal.</p>	
<p><b>Learning Goal:</b> <i>a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.</i></p>	
<p>Which big idea is supported by the learning goal?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>How is the learning goal central to the content <u>and</u> real-world application?</i></li> <li>• <i>Not a “Students will be able to...” statement.</i></li> </ul> <p>Important or “big ideas” are central to a discipline or course and have lasting value beyond the classroom. Big ideas synthesize what students should understand—not just know or do—because of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.</p> <p><b><u>Note: See the Big Ideas section of this manual for additional support.</u></b></p>
<p>Which content standards are associated with this big idea?</p> <p><i>List all standards that apply, including the text of the standards (not just the code).</i></p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Only include standards being measured as indicated by the learning goal</i></li> <li>• <i>Are the standards aligned with the learning goal the most essential (or priority) standards within your curriculum?</i></li> <li>• <i>Must include the entire standard (i.e., if standard has parts a, b, c, &amp; d; all parts must be included)</i></li> <li>• <i>Include the full language of each standard being measured, not just the standard code</i></li> <li>• <i>Include the DOK level for each standard identified here (when provided on state standards).</i></li> </ul>
<p>Why is this learning goal important and meaningful for your students to learn?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Why did you select this “slice” of the curriculum?</i></li> <li>• <i>What makes this learning goal a priority over other parts of the curriculum?</i></li> <li>• <i>What does your school and/or class data show?</i></li> <li>• <i>What is the need (with your school and/or class data)?</i></li> <li>• <i>Reference a need within the School Improvement Plan (SIP) here to show alignment to school needs (if possible).</i></li> </ul>

<p>In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Keep in mind: Who are the students? What mental processing do the <u>standards</u> listed require of students?</i></li> <li>• <i>Deep understanding = cognitive complexity, NOT difficulty</i></li> <li>• <i>The more complex, the more mental processing required of students</i></li> <li>• <i>What is the highest level of cognitive complexity (DOK) students are expected to demonstrate? Explain the complex thinking required.</i></li> </ul> <p>Deep understanding consists of the complexity or thought process that a student must engage in to demonstrate an accurate response.</p> <p><b><u>Note: See the Cognitive Rigor section of this manual for additional support.</u></b></p>
<p><u>Describe</u> the instruction and strategies you will use to teach this learning goal. <i>Be specific to the different aspects of the learning goal.</i></p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Should include a description of the strategies the teacher will use to instruct students, not a description of what students are expected to do.</i></li> <li>• <i>Broad strokes; not complete lesson plans</i></li> <li>• <i>Include the instructional strategies that will be used again and again to ensure students accomplish the learning goal.</i></li> <li>• <i>Examples could include strategies such as: modeling, gradual release, 5E, small group instruction to extend and remediate, data chats, formative feedback, etc. Each example should include a description of what that strategy entails.</i></li> </ul> <p>This should not be a generic list of instructional strategies or strategies for everything taught in the class but should be specific to supporting the learning goal.</p>
<p>Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>The more complex the learning goal is, the more time will be needed to embed in instruction</i></li> <li>• <i>The less complex the learning goal is, less time will be needed</i></li> </ul> <p>Since the learning goal is a “slice” of the curriculum, the actual amount of time anticipated for the teaching of the learning goal should be identified, including the amount of time during the day, week, and year.</p> <p>It is important to note that if the time span is for one unit, the learning goal is too narrow.</p>

<p>Explain how this time span is appropriate and sufficient for teaching the learning goal.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"><li>• <i>Verify that the learning goal extends over the course of a full school year, not just one or two units.</i></li><li>• <i>Explain how the learning goal is attainable within the time you have your students.</i></li></ul> <p>The teaching and student demonstration of the learning goal should be realistic and within the teacher’s and student’s reach.</p> <p>If it is impossible to teach or for students to demonstrate knowledge of the learning within the designated time period, the learning goal is too broad.</p>
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## Assessments and Scoring

**Directions for Documenting Assessments and Scoring:** Use the planning information to refine and tailor the description and use of assessments you described.

**Assessments and Scoring:** *Assessments should be of high quality and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.*

Describe the summative and formative **assessments** that measure students' understanding of the learning goal<sup>1</sup>. Include a possible prompt or prompts that align to the learning goal and the identified depth of knowledge.

**Response Guide:**

- *Ensure the assessments fully align with the expectations of the learning goal.*
- *The assessments are a “body of work” for each student, not about the score on one final assessment. The entire “body of work” is used to determine each student’s target outcome at the end of the year.*
- *Formative assessments are for instructional decision-making, not for grades. They take place during instruction to inform teacher steps.*
- *Summative assessments come after instruction and practice. They are an evaluation of what a student can do individually and can be used for a grade.*
- *Summative assessments should be completed in class and should never include take home projects.*
- *Prompt = task; A prompt could be a description of a performance task.*

Describe how student learning will be measured through both summative assessments and formative assessments.

Since the learning goal focuses on a big idea that is taught all throughout the course, there should be multiple summative assessments during the instructional interval.

An example prompt or question should be provided to illustrate the expected content and depth-of-knowledge that students need to demonstrate.

**Note: See the High-Quality Assessments section of this manual for additional support.**

Explain how student performance is defined and scored using the assessments. Describe the levels of performance and the specific criteria that will be measured through the rubric or scoring guide.

**Response Guide:**

- *Teachers must provide a copy of the rubric or scoring guide to their administrator.*
- *Rubrics or scoring guides cannot be uploaded on Journey; therefore, they should be fully explained.*
- *What are the levels of performance on the rubric that will be used to evaluate student work?*

<sup>1</sup> Assessments and rubrics need to be established as high quality.

**Directions for Documenting Assessments and Scoring:** Use the planning information to refine and tailor the description and use of assessments you described.

**Assessments and Scoring:** Assessments should be of high quality and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.

- *What does student work look like at each level of performance within the rubric or scoring guide? (success criteria). Provide a specific description for each level of performance.*
- *This rubric or scoring guide should be used by students to evaluate their learning and by the teacher on a regular basis throughout the year.*

A description of the rubric or scoring guide criteria should be included, as well as the levels of performance.

Assessments should be used to support and measure the learning goal, not vice versa. To help guide the description of the assessments and scoring guide or rubrics, it is essential to determine the elements of a high-quality assessment. Specifically, the assessment and scoring tool should be:

### **Aligned**

- identified big idea and standards are reflected in the assessment
- engages students in the appropriate depth-of-knowledge and level of difficulty, considering the expected knowledge and skills on the assessment

### **Reliable for Scoring**

- clear guidelines and criteria that are coherent across performance levels and aligned to the standards
- allow for different scorers to reach the same score

### **Fair and Unbiased**

- provide opportunity and access for all students
- free from unnecessary information that can cause a distraction
- clear and identifiable prompt or question

Some questions to consider when selecting or developing high-quality assessments include:

- What type of assessment will best measure student achievement relative to my learning goal?
- What assessments do I have that would meet the learning goal expectation?

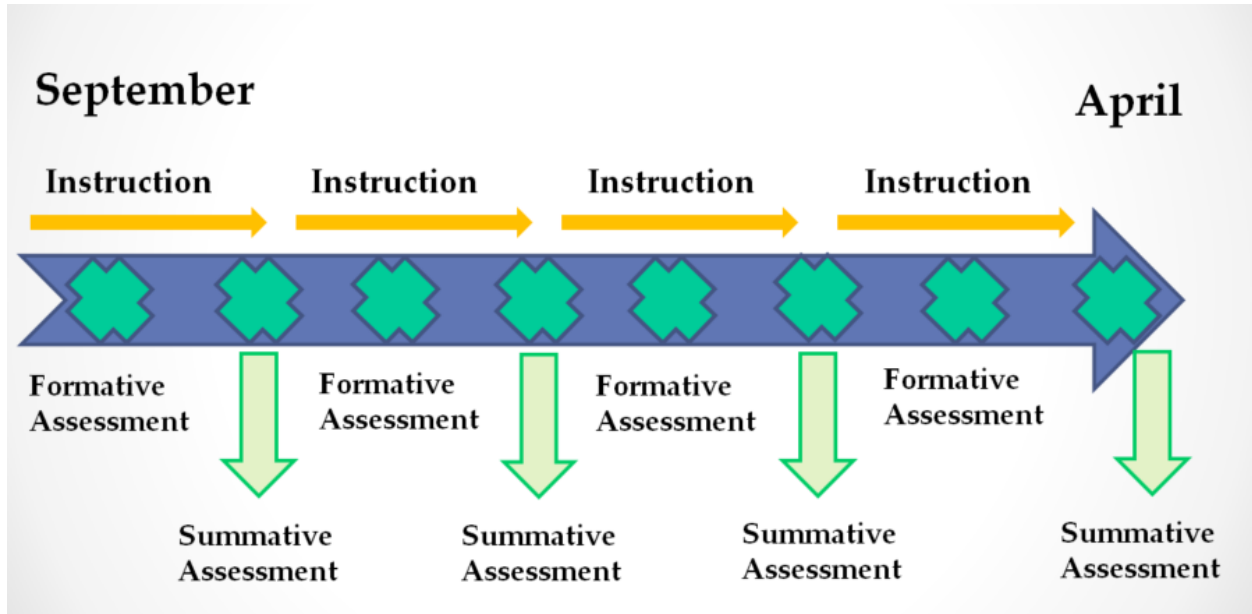
- Will the assessments that I have need to be modified to meet the learning goal expectation?
- What resources are available to find or create an assessment?
- Does my assessment measure the depth of understanding expected from my learning goal?

### Assessments and Scoring Planning Information

<p><b>Planning Resource Page for Documenting Assessments and Scoring:</b> After completing the entire table, use the planning information to write the description and use of assessments and scoring criteria or rubrics.</p>	
<p><b>Assessments and Scoring:</b> <i>Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.</i></p>	
<p>How often will you collect summative and formative data to monitor student progress toward this learning goal?</p>	<p><b><u>Response Guide:</u></b></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• <i>Formative = regularly within lessons</i></li> <li>• <i>Summative = 1 time per quarter / end of unit</i></li> </ul> <p>Describes how often both summative and formative data will be collected.</p> <p>There should be enough evidence to support instructional decision-making throughout the course interval.</p>
<p>How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Include description of how you will differentiate to remediate students who are struggling AND how you will differentiate to provide enrichment for students who are demonstrating proficiency.</i></li> </ul> <p><b><u>Note: See the Understanding Differentiation section of this manual for additional support.</u></b></p>

The planning section of the template provides two critical questions to guide the thinking about monitoring student progress. The use of a formative assessment process thoughtfully incorporated at appropriate time intervals will ensure that students are prepared for the summative assessment used to measure their understanding of the learning goal. However, there is no value in assessing students if it does not impact instruction. Therefore, the second question requires consideration of how the assessments for monitoring progress will be used to differentiate instruction for all students, both struggling students and those who are in need of being challenged on the material.

Assessments should occur all through the instructional period. For example, in a year-long course the process for measuring and monitoring the learning goal may look something like the following:



## Targets

<p><b>Directions for Establishing Targets:</b> Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.</p>	
<p><b>Targets:</b> <i>identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.</i></p>	
<p><b>Actual Performance from Baseline Data</b></p>	
<p>Identify the specific courses, assessments, and/or experiences (e.g., grades, test scores, surveys) used to establish baseline levels and expected outcomes for students' understanding of the learning goal.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Name the academic baseline data sources used to establish baseline levels</i> <i>Example: A pre-test on the current grade level or course standards is <u>not</u> an appropriate measure for a baseline level. Students wouldn't do well on a pre-test on content they haven't been taught yet.</i></li> <li>• <i>Should use at least 3 baseline data sources to establish each student's starting point and expected outcome or target level for the end of the year.</i></li> <li>• <i>Only use behavior data when necessary (it's only one data point in unique circumstances).</i></li> <li>• <i>Do not include your analysis of the baseline data here.</i></li> </ul> <p>The explanation should also include how these sources were used to establish the starting or <b>baseline</b> level of the students. If conflicting information was found, a description of how this conflicting information was reconciled should also be included.</p>
<p>Identify the name of each target level established and define the specific end of year criteria expected for student achievement in each target level.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>What target levels did you establish for students to achieve by the end of the year? Name them. (i.e., Exceeding Expectations, Meeting Expectations, Approaching Expectations, Below Expectations)</i></li> <li>• <i>Avoid names that are specific to your class/school (e.g., blue group).</i></li> <li>• <i>What are the <u>specific performance outcomes</u> expected of students in <u>each end of the year target level</u>? (Be specific.)</i></li> <li>• <i>What is the expected end of year outcome data for students in each target level? (i.e., cut scores)</i></li> </ul>

To identify the actual performance from the baseline data and the expected targets, it is first necessary to consider the courses, assessments, and/or experiences that are pertinent to the learning goal. In other words, think about what information will help to identify students' prior knowledge and their achievement of this knowledge. If a course does not have a prerequisite, consider whether the assessment that will be used to measure the learning goal expects students to utilize math, reading, and/or writing skills. Data from state

assessments, previous core content classes, and/or student work samples can be examined. For example, a student enrolled in an entry level music class may have taken private music lessons or a student enrolled in an entry level automotive class may have been learning about cars with a family member for years. In these cases, a student survey about their knowledge and experiences would be beneficial for establishing starting levels and consequently, for developing expected targets.

Each target level should be identified and defined. The target level names should be indicative of the course or group of students rather than a name that identifies a classroom group, such *Blue Group*. If the specific group of students is in an ESE class, it may not be appropriate to name the groups *high, average, low, below* or some variation of these names since all students in the group are below grade level. Subsequently, the names of the group should be indicative of the different levels of these students.

Some questions to consider when establishing students' starting levels include:

- What sources of student data are available?
- What sources of student data can I create to determine their preparedness for increasing achievement toward the learning goal?
- Based on the student data collected, how many target levels are needed for my SAO?

Groups and Targets – students should be sorted into the levels identified below based on the Target Level set for the student. For example, a student may have a baseline level of *Approaching Expectations* and a target level of *Exceeding Expectations* has been set for that student. This student’s information should be recorded in the *Exceeding Expectations* level.

**After the Final Level** has been identified, teachers should identify whether each student met or exceeded their target = Yes OR did not meet their target = No.

<b>Student Names</b> <i>Once your course/ class is selected in Journey, student names will be prepopulated on this template.</i>	<b>Baseline Level</b>	<b>Target Level</b>	<b>Final Level</b>	<b>Outcome (Yes - met or exceeded target No-did not meet target)</b>
Exceeding Expectations Level				
<i>Example: Mary</i>	<i>Approaching Expectations</i>	<i>Exceeding Expectations</i>	<i>Exceeding Expectations</i>	<i>Yes</i>
Meeting Expectations Level				
Approaching Expectations Level				
Below Expectations Level				

The target section should identify the starting level of students, how this information was determined, and the expected outcome by the end of the instructional period. Each student who is in the identified class for the course should be sorted in the table above based on the target set for the student. When gathering baseline data for each student, the teacher may need to collect the information on a separate spreadsheet prior to entering it onto the SAO

template in **Journey**. This is because the target level will determine where in the table a student’s name should be recorded. For example, although Mary’s baseline data indicates that she is in the *Approaching Expectations* group, the teacher has determined that due to his effective instruction, he can support Mary to move to the *Exceeding Expectations* level by the end of the school year. Therefore, the teacher has recorded Mary’s name, baseline level, and target level in the *Exceeding Expectations* level of the Target section of the SAO Template. **Note: See the Baseline Data section of this manual for additional support.**

## Targets Planning Information

<p><b>Planning Resource Page for Establishing Targets:</b> Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.</p>	
<p><b>Targets:</b> <i>identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.</i></p>	
<p>Name and describe the criteria used from the baseline sources to create the differentiated baseline levels.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>What baseline levels did you establish? Name them.</i></li> <li>• <i>Explain how all baseline data sources were used to establish the baseline levels. What are the specific criteria for a student to be identified in each baseline level?</i></li> </ul> <p><i>Example:</i>  <i>When the student baseline data showed _____, students were determined to be in the ‘Below Proficiency’ baseline level.</i>  <i>When the student baseline data showed _____, students were determined to be in the ‘Grade Level Proficiency’ baseline level.</i></p> <p>A rationale for how the target levels were determined, including a reflection of the students’ differing baselines, historical data for the students in the course, and historical data from past students taught, or any other information that would explain the target decisions.</p>
<p>Describe how the targets levels were determined in connection with baseline data or information, student history, or other trend data or information.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Describe how each target level was determined.</i></li> </ul> <p><i>Example:</i>  <i>When the student baseline data showed _____, students were determined to be in the ‘exceeding expectations’ target level.</i>  <i>When the student baseline data showed _____, students were determined to be in the ‘meeting expectations’ target level.</i></p>



**Planning Resource Page for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

**Targets:** *identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.*

Explain how the expected targets identified demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.

**Response Guide:**

- *If applicable, explain achievement gains expected for students who begin and end at the same level. (i.e., baseline = low & target = low)*
- *Explain how each student's expected target level demonstrates at least a year's worth of growth for a year's worth of instruction.*

There are often situations in which students may not move out of a designated level (e.g., a student begins in the low level and the target indicates that the student will remain in the low level).

**However, it is expected that all students demonstrate growth. This section should explain how students who do not move out of a level will demonstrate growth, nonetheless.**

After the expected targets are set, reflect on whether these outcomes are ambitious, yet realistic. Consider the following:

- Is it realistic to expect **all** students to demonstrate proficiency on the learning goal in a social studies class as measured by argumentative writing? This may be ambitious, but is it realistic when students have entered the course significantly below expectations in argumentative writing?
- On the other hand, is it realistic to expect **all** students to demonstrate proficiency on the learning goal in an orchestra class as measured by the melody and harmony of the performance? This may be both ambitious and realistic for students exiting this class.

Until now, everything that has been completed in the SAO template is goal setting. The actual outcomes are how your students performed at the end of the instructional period of time. The SAO template asks you to record the actual level each student achieved at the end of the year or semester. For example, in the **Targets** table above, Mary ended the year in the *Exceeding Expectations* level as predicted. This information was recorded in the **Final Level**. Therefore, the teacher met his target.

Student Names	Baseline Level	Target Level	Final Level	Outcome (Yes-met or exceeded target No-did not meet target)
Exceeding Expectations				
<i>Example: Mary</i>	<i>Approaching Expectations</i>	<i>Exceeding Expectations</i>	<i>Exceeding Expectations</i>	<i>Yes</i>

### Rating the Quality of the SAO Components

After submitting the SAO on **Journey**, the teacher evaluator will have an opportunity to review the information recorded on the template. The Rubric for Rating the Quality of SAOs outlines the expected quality and provides a check box for whether the SAO components (Learning Goal, Assessments, and Targets) are Acceptable Quality, Quality Needs Improvement, or Insufficient Quality. If the quality is less than acceptable, the evaluator will include a comment to explain the problem so that modifications can be made. The rubric is in Appendix C, page 72.

## The Student Achievement Objective Template

### Non-Classroom Teacher (NCT)

The SAO Non-Classroom Teacher template has been created for those individuals who are classified as teachers, but do not directly impact student achievement over an extended period of time (semester or year). The use of this template requires the teacher to focus on program goals and how they are fulfilling those expectations. If the teacher directly impacts students for an extended period, the Classroom Teacher SAO Template will be used. The extended period is a critical component when considering the use of this template. Non-classroom teachers may interact with students for a few weeks before the students move to a permanent setting. This is not enough time for students to demonstrate growth and for teachers to demonstrate their effectiveness. Therefore, positions classified as non-classroom teachers will use the NCT SAO Template.

The SAO NCT Template (see Appendix B, page 65) has been designed for teachers to address three key essential questions:

- 1) What is the most important knowledge/skills I want my target groups to attain by the end of the instructional period of time?
- 2) What evidence can I collect that will allow me to demonstrate that the knowledge and skills have been provided over the instructional period?
- 3) What prerequisite knowledge and skills do my target groups possess at the beginning of instruction with respect to my program/support learning goal?
- 4) Based on what I know about my target group and my instructional/strategic plan, what evidence can I expect to provide to demonstrate the target group engaged in learning by the end of the instructional period?

The following is an anatomy of the Non-Classroom Teacher Personnel Student Achievement Objective Template as seen in **Journey** which includes the meaning of and expectation for each aspect of the template which can be found in italics. For additional information, refer to the Classroom Teacher Student Achievement Objective template in the previous section.

## Authorship

The first page of the NCT-SAO template includes the information necessary to identify the authorship for the SAO. The information to be recorded includes the teacher's name, school name, school year, the date in which the SAO is approved by the administrator, and the administrator's name.

Authorship			
Teacher Name		Initial Review Approval Date	
School Name		Initial Review Admin	
School Year:			

## Context

The next section requires the listing of the program name, a brief program description, the target audience, and the program length. The purpose of this section is to provide the context for which this SAO is written. A brief program description indicates the context in which the SAO Learning Goal is taught or employed, and a detailed description is vital here, so someone who is not familiar with the course will have a solid understanding of the objectives of the program and be able to understand how the standards or expectations and learning goal correspond to the success of the target group. The program length should include number of minutes per day, number of days in the week, and the length of time throughout the year that the SAO will be implemented. Specifying this information is important to be clear that the subject matter taught or supported, and the included standards are appropriate for what is described.

Program Information	
Program Name	
Brief Program Description	
Target Audience	
Program Length	

Additionally, since collaboration among teachers is a highly regarded aspect of the SAO process, the template asks for a listing of all the SAO individuals who have assisted in the development of the SAO, along with their title or position.

SAO Developer Information	
<i>Name</i>	<i>Title/Position</i>

Each of the three components of the SAO – Learning Goal, Assessments, and Targets – includes planning information that must be completed. This planning information supports the SAO and helps to ensure that the SAO is Specific, Measurable, Appropriate, Realistic, and Time limited, that continuous monitoring tools are identified, and the teacher has considered the strengths and needs of all target groups. In other words, the SAO three components, along with the planning information, will collectively answer the four key essential questions identified above.

## Learning Goal

**Directions for Establishing a Program/Support Learning Goal:** Use the planning information to refine and contextualize the description of the goal.

**Program /Support Learning Goal:** *a description of the specific knowledge and skills that support the enduring understandings or big ideas that the target group will possess at the end of the instructional period.*

Describe the **program/ support learning goal** for this SAO. This goal should clearly describe the program expectations to be achieved by the end of the instructional period.

**Response Guide:**

- *What will the target group be able to know and demonstrate by the end of the year?*
- *What will the target group gain because of the support?*
- *Who is being supported?*
- *How will the target group be supported?*

*Example:*

*By supporting (target group), through (specific support strategies), (target group) will have the skills to be able to (describe performance/demonstration here).*

Identifies the target group, the specific supports strategies necessary for the target group, the knowledge and skills that the group will obtain by the end of the program interval of instruction, and how they will demonstrate these knowledge and skills priority.

The learning goal should be broad enough that it captures the major knowledge and skills which support the target group throughout the entire instructional period of time but focused enough so that it can be accurately measured.

## Learning Goal Planning Information

<p><b>Planning Resource Page for Establishing a Program or Support Learning Goal:</b> After completing the entire table, use the planning information to write the description of the goal.</p>	
<p><b><i>Program/Support Learning Goal:</i></b> a description of the specific knowledge and skills that support the enduring understandings or big ideas that the target group will possess at the end of the instructional period.</p>	
<p>Which big idea is supported by the program/support learning goal?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• Why does the target group need this to be successful in life?</li> <li>• How does this program/support learning goal matter outside of the workplace?</li> </ul> <p><i>Example: Expressing ideas clearly in writing is critical to communication.</i></p> <p><i>Should <u>not</u> be a “Teachers will be able to...” statement.</i></p> <p>Important or “big ideas” are central to a program and have lasting value beyond the classroom or school. Big ideas synthesize what the target group should understand—not just know or do—as a result of learning specific knowledge and skills. Moreover, they articulate what individuals should “revisit” over the course of their lifetimes in relationship to the program.</p> <p><b><u>Note: See the Big Ideas section of this manual for additional support.</u></b></p>
<p>Which national, state, and/or program standards are associated with this big idea?</p> <p><i>List all standards that apply, including the text of the standards (not just the code).</i></p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• If national or state program standards are not applicable for a position, the non-classroom teacher should use the Essential Performance Criteria (EPC) for their position as their program standards.</li> <li>• Only include the national, state, or program standards associated with the program/support learning goal.</li> </ul>
<p>Why is this program/support learning goal important and meaningful for the target group?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• What is the need for this goal?</li> <li>• What data shows this is important and should be chosen as a goal?</li> </ul>

<p>Describe the instruction and/or strategies you will use to reach this program/support learning goal.</p> <p><i>Be specific to the different aspects of the goal.</i></p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• Describe the support strategies the non-classroom teacher will provide (broad strokes, not specific lesson plans).</li> <li>• This should not include what the target group will do. This is what the non-classroom teacher will do to support educators.</li> <li>• This includes a <u>description</u> of each support the non-classroom teacher will provide (not just a list).</li> </ul> <p>This should not be a generic list of instructional strategies or strategies for everything implemented in the program but should be specific to supporting the learning goal.</p>
<p>Identify the time span for which you will be working with the target group on the program/support learning goal. (e.g., daily 45 minutes, once a week for an hour, etc.)</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• Should extend throughout the entire school year knowing some people in target group will need less time than others</li> <li>• Consider the access the non-classroom teacher has with the target group.</li> </ul> <p>Since the learning goal is a “slice” of the program, the actual amount of time anticipated for the implementing the learning goal should be identified, including the amount of time during the day, week, and year.</p> <p>It is important to note that if the time span is for one short project, the learning goal is too narrow.</p>
<p>Explain how this time span is appropriate and sufficient for reaching the program/support learning goal.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• Justify your answer from above.</li> </ul> <p>The instruction and target group demonstration of the learning goal should be realistic and within the teacher’s and target group’s reach.</p> <p>If it is impossible to implement or for the target group to demonstrate knowledge of the learning within the designated time period, the learning goal is too broad.</p>

## Assessments/Tools and Scoring

**Directions for Documenting Assessments/Tools and Scoring:** Use the planning information to refine and tailor the description and use of assessments /tools for measuring outcomes you described.

**Assessments/Tools and Scoring:** *Assessments/tools for measuring outcomes should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the program/support learning goal of this SAO. The assessments (tools) should be accompanied by clear criteria to describe what individuals have learned.*

Describe the passive, active, and demonstration **assessments/tools** that measure the program/support learning goal <sup>2</sup>. *Tools can include but are not limited to: training agendas and sign-in sheets, communication or mentoring logs, rubrics, scoring guides, IEPs, surveys, implementation artifacts from PD, inventories, etc.*

**Response Guide:**

- *Passive = the target audience was present; however, it is unclear if they learned the intended outcome. Examples could include sign-in sheets, surveys, agendas, etc.*
- *Active = the target audience engaged in a demonstration of learning and follow-up for continuous learning. Examples could include a review of lesson plans using a provided protocol/review tool, evidence of implementation of a skill, etc.*
- *Demonstration = the target audience seeks feedback on performance of the learning goal expectations. Examples could include co-teaching opportunities, collaborative planning, teacher reflections from lessons modeled, co-teaching, etc.*
- *Description should include a variety of passive, active, and demonstration tools.*

Describe how target group learning will be measured through both summative and formative assessments/tools.

It is important to note that this should not be a listing of the assessments or tools, but rather how they measure the expectations of the learning goal.

Since the learning goal focuses on a big idea that is implemented all throughout the instructional period of time, there should be multiple summative measures during the instructional interval.

Explain how quality performance is determined through each of the active and demonstration assessments/tools. Describe the levels of performance and the specific criteria that will be measured.

**Response Guide:**

- *What are the levels of performance expected on each assessment/tool when examining the results of the target group?  
Example:*
- *What constitutes a quality lesson plan? What are the specific criteria? Could a teacher use the assessment/tool*

<sup>2</sup> Assessments and rubrics need to be established as high quality.



**Directions for Documenting Assessments/Tools and Scoring:** Use the planning information to refine and tailor the description and use of assessments /tools for measuring outcomes you described.

**Assessments/Tools and Scoring:** *Assessments/tools for measuring outcomes should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the program/support learning goal of this SAO. The assessments (tools) should be accompanied by clear criteria to describe what individuals have learned.*

*provided to think through the development of a quality lesson plan?*

### Assessments and Scoring Planning Information

**Planning Resource Page for Documenting Assessments/Tools and Scoring:** After completing the entire table, use the planning information to write the description and use of assessments (tools) and scoring criteria or rubrics.

**Assessments/Tools and Scoring:** *Assessments/tools for measuring outcomes should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the program/support learning goal of this SAO. The assessments (tools) should be accompanied by clear criteria to describe what individuals have learned.*

Describe the passive, active, and demonstration **assessments/tools** that measure the program/ support learning goal <sup>3</sup>. *Tools can include but are not limited to: training agendas and sign-in sheets, communication or mentoring logs, rubrics, scoring guides, IEPs, surveys, implementation artifacts from PD, inventories, etc.*

**Response Guide:**

- *There should be enough data to adjust supports frequently.*

Explain how quality performance is determined through each of the active and demonstration assessments/tools. Describe the levels of performance and the specific criteria that will be measured.

**Response Guide:**

- *How is the data being used for monitoring progress of each target group?*
- *How is the data being used for adjusting instruction/supports?*

<sup>3</sup> Assessments and rubrics need to be established as high quality.

## Targets

<p><b>Directions for Establishing Targets:</b> Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected support strategies for the target group being served.</p>			
<p><b>Targets:</b> <i>identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.</i></p>			
<p><b>Actual Performance from Baseline Data</b></p>			
<p>Identify the population or target group being served (i.e., teachers, instructional personnel, and/or parents).</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>Identify the specific stakeholders being served by your program (do not provide specific names).</li> </ul>		
<p>Describe the specific evidence (baseline data) used to establish starting points and expected support strategies necessary for the target group.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>Which sources of data were used to identify the starting level for the target group?</li> <li>Should include multiple sources of baseline data aligned with the expectations of the program/support learning goal.</li> <li>Administrator recommendation can be one data source, but other data sources must be considered as well.</li> </ul>		
<p><b><u>Target Level of Support</u></b> (e.g., minimal, moderate, extensive)</p> <p><i>Note: minimum of 3 &amp; no more than 4 target levels of support</i></p>	<p><b><u># in Target Level of Support</u></b></p> <p><i>Note: No names should be listed here – just a raw count</i></p>	<p><b><u>Support Strategies/Activities for each Level of Support</u></b></p> <p><i>Note: minimum of 2, no more than 4 per level of support</i></p>	<p><b><u>Achieved Level of Support</u></b></p> <p><i>(Yes = met or exceeded target level of support; No = did not meet target level of support)</i></p>
<p><i>Example: Minimal</i></p>	<p>4</p>	<p><i>Monthly professional development sessions</i></p> <p><i>Collaborative lesson planning sessions</i></p>	

## Targets Planning Information

**Planning Resource Page for Establishing Target Levels of Support:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected support targets.

<p><b>Targets:</b> identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.</p>	
<p>Describe how the target levels of support were determined in connection with baseline data, trend data or other information.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>Describe how data sources were used in conjunction with each other to set target levels of support.</li> </ul> <p><i>Example:</i> When teacher baseline data showed _____, they were determined to be in the _____ target level of support.</p> <p>A rationale for how the target levels were determined, including a reflection of the target group’s differing baselines, historical data for the individuals in the target group, and historical data from past individuals supported with the program, or any other information that would explain the target decisions.</p>
<p>Explain how the identified strategies for each level are ambitious, yet realistic for achieving the program/support learning goal.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>Explain how the support strategies for each group demonstrate a year’s worth of support.</li> </ul> <p>There are often situations in which individuals may not move out of a designated level. However, it is expected that all individuals demonstrate growth. This section should explain how individuals who do not move out of a level will demonstrate growth, nonetheless.</p>

## Rating the Quality of the SAO Components

After submitting the SAO on **Journey**, the teacher evaluator will have an opportunity to review the information recorded on the template. The Rubric for Rating the Quality of SAOs outlines the expected quality and provides a check box for whether the SAO components (Learning Goal, Assessments, and Targets) are Acceptable Quality, Quality Needs Improvement, or Insufficient Quality. If the quality is less than acceptable, the evaluator will include a comment to explain the problem so that modifications can be made. The rubric is in Appendix D, page 74.

## General SAO Information

### Comparability of SAOs

Ideally, the content and depth-of-knowledge levels (DOK) of the learning goal are aligned to the standards and course or program expectations. Consequently, teachers in the same grade level who teach the same course set SAO learning goals and determine the use of high-quality assessments to measure the goal that are comparable. However, each individual teacher can write their own SAO which may be different from other teachers. Whether the SAO is constructed individually or through a collaborative process, the learning goals and the corresponding assessments must have some comparability. In other words, all SAOs should reflect the priority content and learning that is expected during the interval of instruction at the highest level of deep understanding (DOK) based on the standards and curriculum. Below are three examples of different but comparable SAOs. Both goals for each grade and content expect students to demonstrate the full extent of the standard and/or multiple standards at a level of rigor that expects strategic thinking and reasoning, as well as planning.

Grade and Content	Example 1	Example 2
Grade 5 ELA  Students in grade 5 will...	...read on grade level literature to respond to an analytic prompt related to the plot (e.g., characters, theme, events) or author’s craft (e.g., use of figurative language humor, imagery), using evidence from the text to support their response.	...read and/or listen to informational texts to form an opinion about the topic and details. They will use this information to write an opinion essay which includes a purpose/controlling idea, organization, development with support/evidence, and grade-level language and conventions.
Middle School Visual Arts  Students in the grade 8 visual arts will...	...demonstrate their understanding of the elements and principles of design through a 3-D media presentation which represents an aspect of the past, present, and future everyday life using a variety of different art and design mediums.	... analyze pieces of artwork from different time periods analyzing how an artist’s aesthetic choices are influenced by their culture and environment and how these choices impact the viewer. The analysis will be conveyed through a written essay.

<p>High School Chemistry</p> <p>Students in high school chemistry will...</p>	<p>...design and implement scientific investigations to demonstrate how the structure of matter determines its properties and how matter undergoes chemical and physical changes. Students will write a lab report attending to the selection of scientific tools and technologies, procedures and reasoning, representation of data and its use to support a conclusion, and evidence of understanding the content, as well as a reflection of their design.</p>	<p>... conduct a provided investigation to demonstrate new understandings related to DNA technology (e.g., DNA replication, recombinant DNA, DNA profiling), analyze data and communicate new learning through the creation of scenarios and models that support the scientific concepts.</p>
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### What's the Big Idea?

Big ideas are the thread that links units, lessons, and year-to-year teaching. They provide a way to focus daily classroom activity on meaningful goals. They are a way to think about curriculum that helps us answer the question: Why does it matter?

Important or “big ideas” are central to a discipline or course and have lasting value beyond the classroom. Big ideas synthesize what students should understand—not just know or do—because of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.

A Big Idea is a **statement** of an idea that is central to the learning, one that links numerous understandings into a coherent whole. The understanding of big ideas leads to more flexible and generalizable knowledge use, improves problem solving, makes it easier to make sense of and master new facts and procedures, and enables transfer. In other words, a big idea helps to make sense of the world around us and links to life-long skills or learning.

Sometimes understanding a big idea requires knowing what it is not. A Big Idea is **NOT**...

- A question
- A piece of knowledge or foundational skill
- A narrow concept
- Written as an objective/expectation of students
- An activity (e.g., can sort French words into lists of nouns and verbs)
- A skill – can light a Bunsen burner

Examples of big ideas for various content areas include:

Content Area	Big Idea
<b>Visual Arts</b>	The greatest artists often break with established traditions and techniques to better express what they see and feel.
<b>Biology</b>	Through a variety of mechanisms all organisms seek to maintain a biological balance between their internal and external environments.
<b>Mathematics</b>	Math models simplify physical relations –and even sometimes distort relations – to deepen our understanding of them.
<b>English Language Arts</b>	Effective readers use specific strategies to help them better understand the text.
<b>World Language</b>	Studying other languages and cultures offers insights into our own.

### Cognitive Rigor

Cognitive rigor refers to the type and level of thinking required of students to successfully engage with and solve a task. It is the ways in which students interact with content. Cognitive rigor focuses on the complexity of content outcomes and the assessment items or task; the focus is on the demonstration of what students can do with the material they are learning, rather than what the teacher covers.

When thinking about cognitive rigor we often turn to Webb’s Depth-of-Knowledge (DOK) levels. Identifying the DOK levels of questions or assignments can help articulate how deeply students must understand the related content to complete the necessary task. The intended student learning outcome determines the DOK level and asking: ***What mental processing must occur?*** Will help to determine the level. The table below provides a description of the DOK levels and examples of the type of tasks that would be expected at that level.

Webb's Depth-of-Knowledge Levels		
<b>DOK Level 1</b>	<b>Recall and Reproduction</b>	Recall of a fact, term, principle, concept, or perform a routine procedure
<b>DOK Level 2</b>	<b>Basic Application of Skills/Concepts</b>	Use of information; conceptual knowledge; select appropriate procedures for a task; two or more steps with decision points along the way; routine problems; organize/display data; interpret/use simple graphs
<b>DOK Level 3</b>	<b>Strategic Thinking &amp; Reasoning</b>	Requires reasoning; developing a plan or sequence of steps to approach a problem; requires some decision-making and justification; abstract, complex, or non-routine; often more than one possible answer
<b>DOK Level 4</b>	<b>Extended Thinking</b>	An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations; across disciplines/content areas/multiple sources

Hess, K. K., Carlock, D., Jones, B., & Walkup, J.R. (2009)

Oftentimes verbs may appear to point to a DOK level; however, it is what comes after the verb that is the best indicator of the rigor/DOK level. Below is an example of how relying on the verb can be misleading.

- ✓ **DOK 1 - Describe** three characteristics of metamorphic rocks. (Simple recall)
- ✓ **DOK 2 - Describe** the difference between metamorphic and igneous rocks. (Requires cognitive processing to determine the differences in the two rock types)
- ✓ **DOK 3 - Describe** a model that you might use to represent the relationships that exist within the rock cycle. Provide evidence to support your decision. (Requires deep understanding of the rock cycle and a determination of how best to represent it by providing evidence)
- ✓ **DOK 4 – Develop and describe** generalizations of the results obtained and the strategies used from investigating the rock cycle and apply them to a new problem situation.

Additionally, the depth-of-knowledge levels do not necessarily correspond to the commonly understood notion of “difficulty.” For example, a DOK Level 1 activity might ask students to restate a simple fact or a much more abstract theory, the latter being much more difficult to memorize and restate. Neither of these DOK Level 1 tasks asks for much depth of understanding of the content. On the other hand, greater depth is required to explain how or why a concept or rule works (DOK Level 2), to apply it to real-world phenomena with justification or supporting evidence (DOK Level 3), or to integrate a given concept with other concepts or other perspectives (DOK Level 4).

## High Quality Assessments and Rubrics

High quality assessments are essential for accurately measuring students' learning. A variety of summative assessments may be used as evidence for SAOs, including performance tasks, extended writing, research papers, projects, unit assessments, or a combination of these assessments. Assessments may be created by individual teachers, teams of teachers, district leaders, or purchased from a commercial vendor; however, any assessments selected or created **must be clearly aligned to the learning goal of the SAO**, and consequently to the content and depth-of-knowledge expected from the standards.

High quality assessments should be...

- ✓ **Aligned** to the standards for both content and depth-of-knowledge
- ✓ **Scored** using clear guidelines and criteria
- ✓ **Fair and unbiased** for all students, including students with disabilities, English language learners, and students who are gifted and talented
- ✓ Increasing **opportunities to learn** the content during instruction

Rubrics are an evaluation tool that describes the criteria for performance at various levels using demonstrative verbs. It is a performance-based assessment process that accurately reflects content skills, process skills, and learning results. A rubric is meant to show the **quality** of student work **not** the **quantity** (e.g., 3 facts, 2 errors). A rubric is only useful to the extent that it allows teachers and students to understand the different levels of **quality** related to a performance.

Well-designed rubrics should move beyond just allowing you to provide a score or grade for student work, but also to provide feedback on their performance. Rubric use can also support scoring consistency and accuracy across a grade level, through a school, and across the district. There are several types of rubrics which include:

- Holistic Rubric – provides a single score based on the overall impression of a student's performance
- Analytic Rubric – provides specific feedback along several dimensions or criteria
- Generic Rubric – reflects common expectations across a range of tasks in a single, but potentially broad domain
- Task-Specific Rubric – reflects the specific knowledge, skills, and dispositions call for by the task.



High quality rubrics should be...

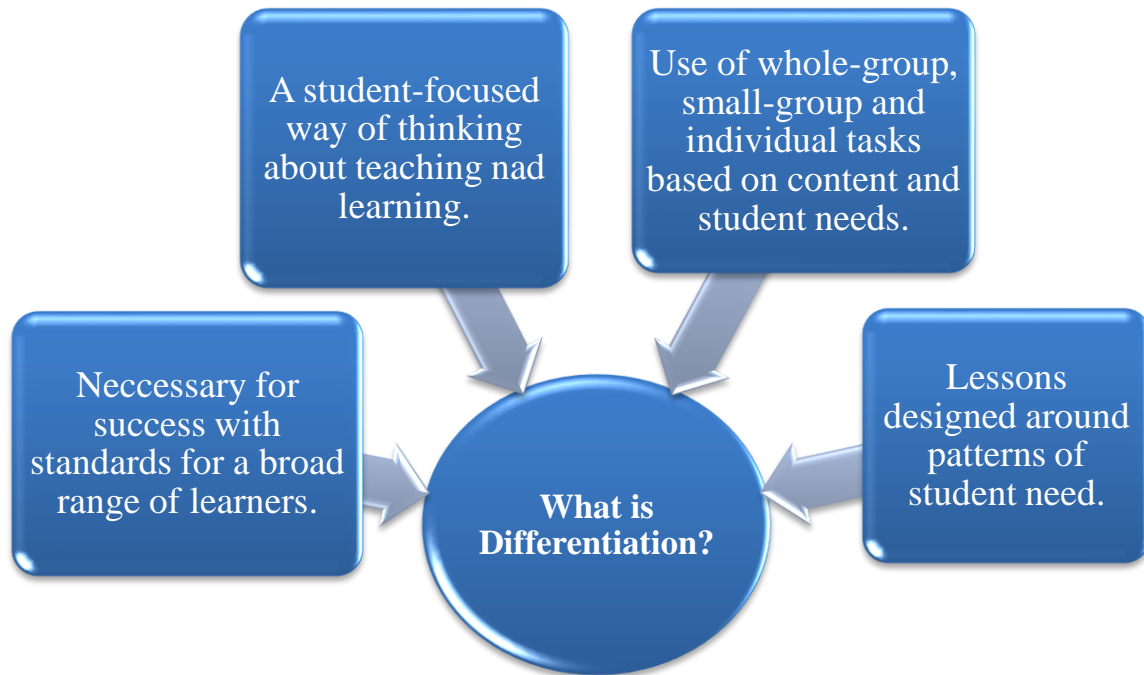
- ✓ **Understandable** -- expressed in words students comprehend.
- ✓ **Clear** -- provides well-articulated descriptions of expected performance levels (avoid vague terms).
- ✓ **Feedback** -- provides instructionally useful information.
- ✓ **Distinct** -- defines clear differences in performance levels.
- ✓ **Progressive** -- defines how performance improves across performance levels.
- ✓ **Essential** -- includes important knowledge and processes students should demonstrate.

### Assessment Quality Guidelines

<b>High Quality</b>	<ul style="list-style-type: none"> <li>• Assessment is <b>aligned</b> with its intended use</li> <li>• Assessment <b>measures</b> what is intended</li> <li>• Items represent a <b>variety</b> of DOK levels</li> <li>• Assessment includes a <b>sufficient</b> number of items to reliably assess content</li> <li>• Assessment includes some <b>higher level DOK</b> constructed response items and at least one is a very challenging item</li> <li>• Assessment is <b>grade level appropriate and aligned to the curriculum</b></li> <li>• Scoring is <b>objective</b> (includes scoring guides and benchmark work)</li> </ul>
<b>Moderate Quality</b>	<ul style="list-style-type: none"> <li>• Assessment is loosely aligned to its intended use</li> <li>• Assessment mostly measures what is intended</li> <li>• Items represent more than one level of DOK</li> <li>• Assessment includes enough items to reliably assess most content</li> <li>• Assessment is grade level appropriate</li> <li>• Scoring may include scoring guides to decrease subjectivity</li> </ul>
<b>Low Quality</b>	<ul style="list-style-type: none"> <li>• Assessment is not aligned to its intended use</li> <li>• Assessment does not measure what is intended</li> <li>• Items represent only one level of DOK</li> <li>• Assessment includes an insufficient number of items to reliably assess most content</li> <li>• Assessment is not grade level appropriate</li> <li>• Scoring is open to subjectively</li> </ul>

(Rhode Island Measures of Student Learning, 2013-14)

## Understanding Differentiation



<b>Teachers Can Differentiate the:</b>		
<p><b><u>CONTENT:</u></b> Knowledge, skills, and attitudes we want students to learn; differentiating content requires that students are pre-tested so the teacher can identify the students who do not require direct instruction.</p>	<p><b><u>PROCESS:</u></b> Varying learning activities / strategies to provide appropriate methods for students to explore the concepts; important to give students alternative paths to manipulate the ideas embedded within the concept (different grouping methods, graphic organizers, maps, diagrams, or charts).</p>	<p><b><u>PRODUCT:</u></b> Varying the complexity of the product that students create to demonstrate mastery of the concepts; students below grade level may have different performance expectations than students above grade level (ie. more complex or more advanced thinking~ Depth of Knowledge/Bloom's Taxonomy).</p>
<b>According to Students:</b>		
<p><b><u>READINESS/ DEVELOPMENTAL:</u></b> Some students are ready for different concepts, skills, or strategies; others may lack the foundation needed to progress to further levels.</p>	<p><b><u>INTEREST:</u></b> Student interest inventories provide information to plan different activities that respond to individual student's interest.</p>	<p><b><u>LEARNING STYLE</u></b> Individual student preference for where, when or how students obtain and process information (visual, auditory, kinesthetic; multiple intelligences; environment, social organization, physical circumstance, emotional climate, psychological climate).</p>

Tomlinson, C. A., (2014). *The Differentiated Classroom, 2<sup>nd</sup> Edition*.

## Baseline Data

For many educators, the word “data” conjures up images of cumbersome spreadsheets, stacks of student reports, and lists of cold, hard numbers. When conceived of in this way, data can seem at odds with the holistic and nuanced way teachers think about their students. But the truth is data can be used to create information about students. Teachers collect data about their students nearly every day, whether they call it “data”. Attendance, behavior, quizzes, observations, comments, grades, and test scores are all data sources. Data collected and organized in a systematic way can be used to identify meaningful patterns or information so that classroom, district, or system decisions can be made. It should provide an accurate measurement of student progress or lack of progress of content knowledge on tasks, activities, or behaviors. Data collection allows teachers to determine:

- students’ present levels (baseline)
- interventions or challenging materials necessary
- progress or lack of progress
- patterns of learning

These data can be quantitative (use of numbers, measurable) and qualitative (descriptive, observed) and can include:

Student Achievement Data	Demographic Data	Perceptual Data
– the assessments that are used to determine student learning based on the baseline data	– helps provide a fuller picture of students in my classroom	– provides opinions and ideas of stakeholders and can support hypothesis about programs and student needs
<ul style="list-style-type: none"> <li>• formative assessment process                             <ul style="list-style-type: none"> <li>✓ portfolios (writing, art, etc.)</li> <li>✓ observations</li> <li>✓ Running Records</li> </ul> </li> <li>• performance assessments</li> <li>• common assessments</li> <li>• interim assessments</li> <li>• summative assessments</li> <li>• report card grades</li> <li>• student work samples</li> <li>• Individual Education Plans</li> <li>• state assessment results</li> </ul>	<ul style="list-style-type: none"> <li>• trends in student population and learning needs</li> <li>• school and student profiles</li> <li>• data disaggregated by subgroups (gender, ethnicity, socio-economic status, special needs, ELL)</li> </ul>	<ul style="list-style-type: none"> <li>• results of student surveys</li> <li>• results of parent/ community surveys.</li> </ul>

(Sharratt & Fullan 2013; Brown & Maday, 2008)

Baseline data are information about students’ level of performance at the “start” of the interval of instruction. It is generally the most recent data available and can include the prior year’s assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-assessment or other evidence of students’ learning, such as portfolio work samples that measure

the **pre-requisite knowledge and skills** necessary for the course. When baseline data are compared with data collected at later points in the school year, decisions can be made as to whether students are making adequate progress towards targets and goals. The baseline data can be used to better make sense of students' end of year performance toward important academic indicators during a course or academic year. The key to measuring student learning is to select the appropriate assessments or sources of evidence. Baseline data are used to establish SAO targets (the expected outcome at the end of the instructional period) and consequently, the amount of growth that should take place within the allotted time.

Baseline data are often identified as pre- assessments. Pre-assessments can serve as a means of providing the knowledge level of a current group of students when they are first entering a program or course, determining instructional activities based on student strengths and weaknesses, and providing some basis of determining whether pre-requisites have been achieved. However, there are some cautions to consider when using pre- and post-assessments:

- It may be hard to discern if the positive change charted in a pre-post assessment is due to learning in the classroom or simply natural maturation.
- Lack of equated tests so it is impossible to determine whether students learned more, or the test got easier. Tests must be equated and placed on the same scale to make these judgments.
- May indicate larger gains from fall to spring rather than from spring to spring due to loss of student learning during the summer, especially for younger students
- Students may get the sense that the pre-test doesn't count and consciously or unconsciously underperform.
- Determining how to develop meaningfully comparable pre- and post-assessments is difficult, since the pre-assessment may have to be so basic that any additional learning could be "growth".

"Using data to drive improvement" was identified as a key to success in a report developed by the National Education Goals Panel after a series of hearings designed to find examples of successful schools and to understand why those schools were succeeding. Specifically, the successful schools "use performance information to determine where they were succeeding and where they needed to direct their efforts for improvement" (from Protheroe, N., 2009). However, no single assessment can tell educators all that is needed to make well-informed instructional decisions. Therefore, the use of multiple data sources must be considered when making and supporting informed instructional decisions, as well as setting SAO targets (Lewis, D., Madison-Harris, R., Muoneke, A., & Times, C., 2010).

## Mid-Year Review of Student Achievement Objectives (SAO)

### Changing a Target Level below Baseline Level

The process of developing SAO targets begins with the identification of baseline assessments which measure students' pre-requisite knowledge and skills relative to the established learning goal. The use of at least three pieces of data should be used to identify the baseline level for each student, so that decisions are not made on a single assessment score. Careful thought should occur when selecting the baseline assessments to ensure alignment to the pre-requisite skills and knowledge demanded by the established learning goal.

The baseline level of each student is determined from analyzing the selected assessment data and should indicate the student's readiness to be successful with the learning expected from the goal. By the summative evaluation window of the SAO, the vast majority of students should perform above the beginning of the year baseline level and some students may perform at the established baseline level. When students are not targeted to move up a level, most likely they will remain comparable, assuming there was appropriate instruction and reason for minimal movement.

During the mid-year review teachers, in conjunction with administrators, may adjust target levels as previously described in the SAO Manual and the Mid-Year Review Manual. However, targets may not be moved below a student's baseline level. In other words, it is not acceptable for a student to end the year lower than where they began. However, it is possible that there are extenuating circumstances in which a teacher may need to lower a student's target level below that of the established baseline level. One such extenuating circumstance may occur when a student could be targeted below their baseline is a student has experienced a traumatic life circumstance which impacts their mental and/or physical ability to attend to the learning required in the class. Should an extenuating circumstance arise, and the administrator approves of such a target level change, the administrator should contact a staff member in the Professional Development Department for assistance in a Journey override.

### Mid-Year SAO Conference

During this meeting the teacher and administrator will review the initial SAO using the reflection questions below or others determined by the administrator. Upon mutual agreement **ONLY** the Expected Targets may be amended. If there is no mutual agreement, the dispute may be referred to the Regional Assistant Superintendent for resolution.

**These questions may be used to guide a conversation between a teacher and an administrator in discussing the SAO components and proposed changes to the expected targets. A written response may not be required or expected.**

### **Learning Goal Reflection Questions:**

1. How have you ensured that all students have been able to access this Learning Goal? In other words, specifically, what supports, and scaffolds have you put in place for all students, and especially for struggling students?
2. What professional learning, if any, have you sought out to ensure that students would be successful toward this Learning Goal? What types of professional learning or other resources might be helpful in reaching your learning goal?
3. Based on what you've learned about your students and how they are progressing toward the Learning Goal you've identified; would you make any adjustments to the Learning Goal if you were to choose a similar learning goal next year? If so, what would you adjust and why? In what ways would these adjustments impact the big idea and/or standards?
4. Since your Learning Goal is directly tied to other content areas, how do you integrate reading and writing into these content areas? In what ways has this aided or restricted your long- and short-term planning?
5. If your teaching assignment or position changed, what modifications would you make to the Learning Goal and Expected Outcomes to accommodate your change in position or assignment?

### **Assessment Reflection Questions:**

1. Describe the types of assessments you are using throughout each quarter to monitor progress and what information are you finding? Now that you have seen student results, how are you using the information to differentiate instruction?
2. Describe the data sources that you expected to use and their current use and availability? Will you still be able to access the data you need?
3. Describe how you are providing students with descriptive formative feedback on their assessments? How do you assist students with using this feedback so that they can improve their assessments?
4. For a Learning Goal established by your grade level/subject area team, how often are you collaborating on the development of assessments and/or analyzing student work to ensure that all students are demonstrating improvement? Describe the process you are using and how this is providing you with the information you need to adjust your instruction.

### **Target Reflection Questions:**

1. Using your mid-year data, describe the progress your students are making and a) whether you will be able to move your students to the levels of achievement that you have set, and b) whether you will need to adjust your targets and why.

2. Tell me about a student whose progress isn't what you had anticipated when you set your target and what you've learned about that child's instructional needs.
3. Describe how the make-up of your classes have changed or remained the same. Do your expected targets need to be adjusted to reflect a changing population?

## **End-of-Year Review of Student Achievement Objectives (SAO)**

Preparation for the end-of-year review between the teacher and administrator should occur upon the completion of the SAO. During this meeting the teacher and administrator will review the end results of SAO using the information recommended below.

### **Preparation includes collecting the following documentation:**

- 1) Your original SAO and your mid-year SAO, if any changes were made
- 2) Each of your administered summative assessments
- 3) Samples of student work from each of your summative assessments
- 4) Samples of student work from formative assessments (struggling students or students who are not making the type of progress expected)
- 5) Completed SAO Student Progress Spreadsheet

### **These questions/recommendations may be used to guide a conversation between a teacher and an administrator in discussing the SAO components and final outcomes.**

- 1) Why did you decide on the Learning Goal at the beginning of the year?
- 2) Do you still think this is an appropriate Learning Goal and will you use it for next year? What would you change and why? Consider:
  - a) Did students do better than you thought, and you should have created a more rigorous goal?
  - b) Were you too ambitious and you should have created a less rigorous goal?
  - c) How were the above dependent on the class this year vs. classes in the past and possibly classes in the future?
- 3) Were the summative assessments the most appropriate for measuring the Learning Goal?
- 4) If not, what would you use in its place in the future and why would the different assessment be more appropriate? Example:

- a) An interim assessment measures more than just your learning goal so you might want a more focused summative assessment.
  - b) The wording of the question(s) did not elicit what you had anticipated.
  - c) The scoring guide or rubric did not evaluate the criteria you were anticipating.
- 5) Were the targets too ambitious and why do you think that?
- 6) Were the targets not ambitious enough and what did you learn for future target setting?

**Use of assessments and student work samples:**

- 1) Use samples of student work for struggling students, students who are performing as expected, and student who are exceeding your expectations
- 2) Support your discussions about differences between student responses on formative assessments vs. summative assessments.
- 3) Support your discussions about the assessments with the actual summative questions/prompts. Discuss: What wording was or was not appropriate. Use student work to show what why it was or was not appropriate.
- 4) Complete a SAO Student Progress Spreadsheet (see Appendix F, pg. 85 for an example spreadsheet).
- 5) Be prepared to discuss:
  - a) Why you selected the target level for the students. Use the baseline level as a basis for your discussion.
  - b) According to the assessment information, what surprised you – good and not so good?
  - c) If you haven't administered all assessments yet, what do you anticipate in the final assessment and why?
  - d) Where do you anticipate the students' levels to be – focus on the outliers.
  - e) How many students do you anticipate meeting the outcomes you established?
  - f) Why do you think that there might be discrepancies for the students who will not meet the outcomes established?



## SAOs and Teacher Evaluation

Student Achievement Objectives are one aspect of the teacher evaluation process. Florida Statute 1012.34(3)(a)1 identifies that “*at least one-third of a performance evaluation must be based upon data and indicators of student performance in accordance with subsection (7). This portion of the evaluation must include growth or achievement data of the teacher’s students or, for a school administrator, the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment.*” Student Achievement Objectives replaces a teacher’s State-calculated Value Added-Model (VAM) score if a teacher desires to use a SAO in its place for the District evaluation.

### Classroom Teacher SAO Final Rating

Based on the final level of each student in the course, an outcome of **Yes** (the target was met or exceeded) or **No** (the target was not met) is recorded in the Outcome column of the Target table.

Student Names	Baseline Level	Target Level	Final Level	Outcome (Yes-met or exceeded target No-did not meet target)
<i>Exceeding Expectations Level</i>				
<i>Example: Mary</i>	<i>Approaching Expectations</i>	<i>Exceeding Expectations</i>	<i>Exceeding Expectations</i>	<i>Yes</i>

After an entire class or group of students has been entered on the table, a final effectiveness score is determined. This determination is made by dividing the number of students who met the target by the number of students in the class or group. For example, a teacher set rigorous and realistic targets and was accurate for 9/12 students, the effectiveness rating would be Effective. In other words, 75% of the outcomes were achieved. The following is the rating scale that has been established for SAO Teacher ratings.

<b>Teacher Ratings:</b> <i>Based on the results of the learning goal, assessments/tasks, and targets of this SAO, a teacher rating is noted below.</i>			
<input type="checkbox"/> <b>Unsatisfactory</b> ≤ 50.99% of the learning targets achieved	<input type="checkbox"/> <b>Needs Improvement/Developing</b> 51.00%-69.99% of the learning targets achieved	<input type="checkbox"/> <b>Effective</b> 70.00%-89.99% of the learning targets achieved	<input type="checkbox"/> <b>Highly Effective</b> 90.00%-100.00% of the learning targets achieved

### Non-Classroom Teacher SAO Final Rating

Based on the final level of each student in the course, an outcome of **Yes** (the target was met or exceeded through the identified support activities) or **No** (the target was not met) is recorded in the Achieved Level of Support column of the Target table.

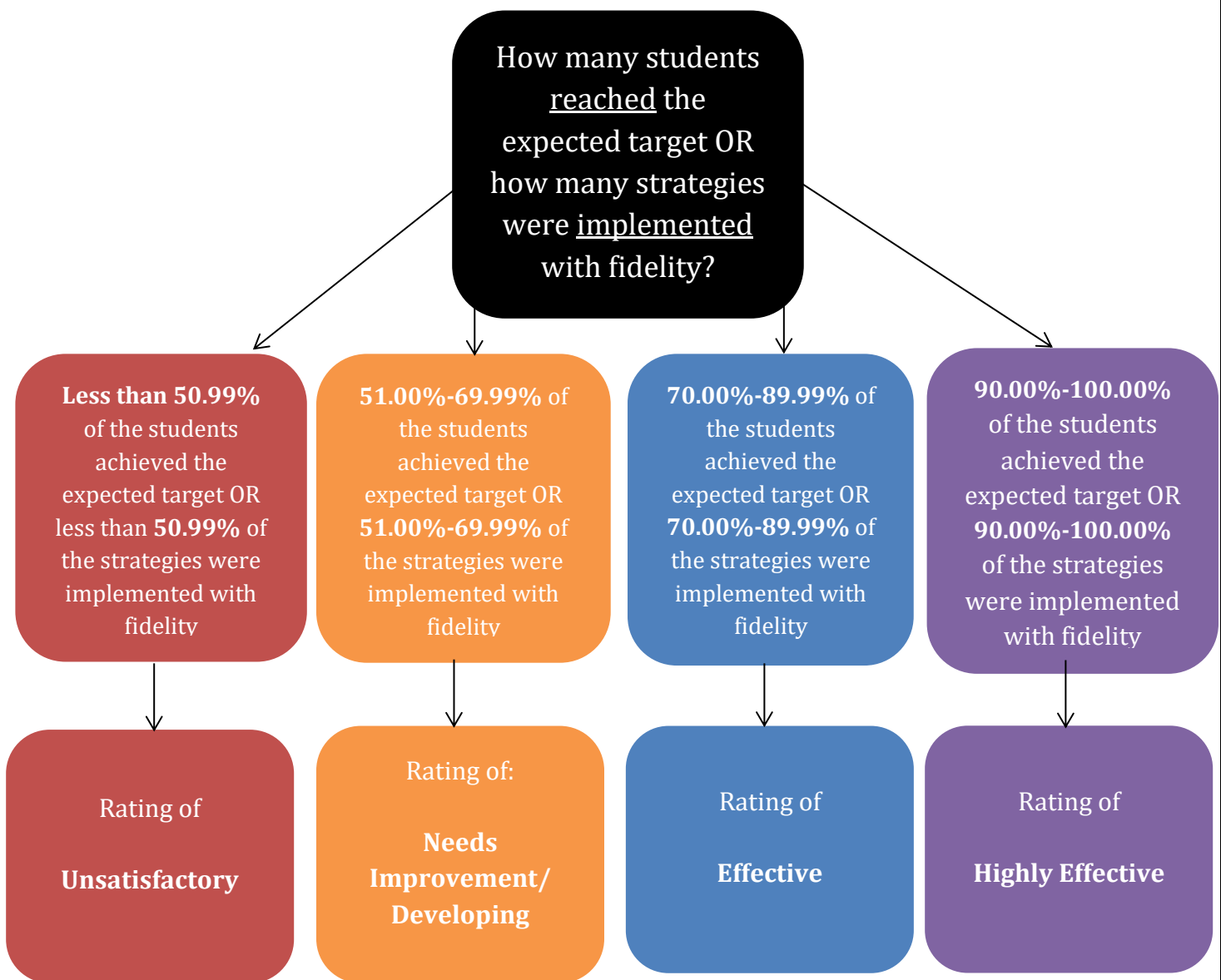
<b><u>Target Level of Support</u></b> <i>(e.g., minimal, moderate, extensive)</i>  <i>Note: minimal of 3 &amp; no more than 4 target levels of support</i>	<b><u># in Target Level of Support</u></b>  <i>Note: no names should be listed here—just a raw count</i>	<b><u>Support Strategies/Activities for each Level of Support</u></b>  <i>Note: minimal of 2, no more than 4 per level of support</i>	<b><u>Achieved Level of Support</u></b>  <i>(Yes = met or exceeded target level of support; No = did not meet target level of support)</i>
<i>Minimal</i>	2	<i>Monthly professional development</i>	<i>Yes</i>
		<i>Check-in emails</i>	<i>Yes</i>
<i>Moderate</i>	4	<i>Collaborative lesson planning sessions</i>	<i>Yes</i>
		<i>Monthly professional development</i>	<i>Yes</i>
		<i>Check-in emails</i>	<i>Yes</i>
<i>Extensive</i>	8	<i>Collaborative lesson planning sessions</i>	<i>Yes</i>
		<i>Modeling researching with student groups</i>	<i>No</i>
		<i>Collaboratively analyzing student work</i>	<i>No</i>
		<i>Monthly professional development</i>	<i>Yes</i>

After the entire target groups have been entered on the table, a final effectiveness score is determined. This determination is made by dividing the number of delivered support strategies/activities by the total number of identified and anticipated strategies/activities. For example, a teacher set rigorous and realistic targets, which included 9 support strategies/activities for target groups and was able to implement 7/9 of these strategies. The teacher's effectiveness rating would be Effective. In other words, 77% of the outcomes were achieved. The following is the rating scale that has been established for SAO Teacher ratings.

**Teacher Ratings:** Based on the results of the learning goal, assessments/tasks, and targets of this SAO, a teacher rating is noted below.

<input type="checkbox"/> <b>Unsatisfactory</b> ≤ 50.99% of the learning targets achieved	<input type="checkbox"/> <b>Needs Improvement/Developing</b> 51.00%-69.99% of the learning targets achieved	<input type="checkbox"/> <b>Effective</b> 70.00%-89.99% of the learning targets achieved	<input type="checkbox"/> <b>Highly Effective</b> 90.00%-100.00% of the learning targets achieved.
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### Classroom and Non-Classroom Teacher Student Achievement Objectives Scoring Process Map



# Appendices

## Appendix A: Student Achievement Objectives (SAO) Blank Template for Classroom Teachers

**Note: This template is to be completed on Journey**

Authorship			
Teacher Name		Initial Review Approval Date	
School Name		Initial Review Admin	
School Year:			

Course/Grade Level Information	
Course Name	
Brief Course	
Grade Level(s)	
Course Length	

**Directions for Establishing a Learning Goal:** Use the planning information to refine and contextualize the description of the learning goal.

<i><b>Learning Goal:</b> a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.</i>	
Describe the <b>learning goal</b> for this SAO. This learning goal should clearly describe student expectations by the end of the instructional period.	

**Planning Resource Page for Establishing a Learning Goal:** After completing the entire table, use the planning information to write the description of the learning goal.

<i><b>Learning Goal:</b> a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.</i>	
Which big idea is supported by the learning goal?	

<p>Which content standards are associated with this big idea?</p> <p><i>List all standards that apply, including the text of the standards (not just the code).</i></p>	
<p>Why is this learning goal important and meaningful for your students to learn?</p>	
<p>In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?</p>	
<p><u>Describe</u> the instruction and strategies you will use to teach this learning goal.</p> <p><i>Be specific to the different aspects of the learning goal.</i></p>	
<p>Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).</p>	
<p>Explain how this time span is appropriate and sufficient for teaching the learning goal.</p>	

**Directions for Documenting Assessments and Scoring:** Use the planning information to refine and tailor the description and use of assessments you described.

<p><b>Assessments and Scoring:</b> <i>Assessments should be of high quality and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.</i></p>	
<p>Describe the summative and formative <b>assessments</b> that measure students' understanding of the learning goal<sup>4</sup>. <u>Include a possible prompt or prompts that align to the learning goal and the identified depth of knowledge required by the standard(s).</u></p>	
<p>Explain how student performance is defined and scored using the assessments. Describe the levels of performance and the specific criteria that will be measured through the rubric or scoring guide</p>	

**Planning Resource Page for Documenting Assessments and Scoring:** After completing the entire table, use the planning information to write the description and use of assessments and scoring criteria or rubrics.

<p><b>Assessments and Scoring:</b> <i>Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.</i></p>	
<p>How often will you collect summative and formative data to monitor student progress toward this learning goal?</p>	

<sup>4</sup> Assessments and rubrics need to be established as high quality.

<p>How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?</p>	
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**Directions for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

**Targets:** *identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.*

<p style="text-align: center;"><b>Actual Performance from Baseline Data</b></p>	
<p>Identify the specific courses, assessments, and/or experiences (e.g., grades, test scores, surveys) used to establish baseline levels and expected outcomes for students' understanding of the learning goal.</p>	
<p>Identify the name of each target level established and define the specific end of year criteria expected for student achievement in each target level.</p>	



Groups and Targets – students should be sorted into the levels identified below based on the Target Level set for the student. For example, a student may have a baseline level of *Approaching Expectations* and a target level of *Exceeding Expectations* has been set for that student. This student’s information should be recorded in the *Exceeding Expectations* level. After the Final Level has been identified, teachers should identify whether each student met or exceeded their target = Yes OR did not meet their target = No.

Student Names	Baseline Level	Target Level	Final Level	Outcome (Yes-met or exceeded target No-did not meet target)
Exceeding Expectations Level				
Meeting Expectations Level				
Approaching Expectations Level				
Below Expectations Level				

**Planning Resource Page for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

<b>Targets:</b> <i>identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.</i>	
Name and describe the criteria used from the baseline sources to create the differentiated baseline levels.	
Describe how the targets levels were determined in connection with baseline data or information, student history, or other trend data or information.	
Explain how the expected targets identified demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.	

**Directions for Teacher Ratings:** The table below is to be used by the administrator reviewing the SAO to document the teacher rating based on the targets that were established.

<b>Teacher Ratings:</b> <i>Based on the results of the learning goal, assessments/tasks, and targets of this SAO, a teacher rating is noted below.</i>			
<input type="checkbox"/> <b>Unsatisfactory</b> ≤ 50.99% of the targets achieved	<input type="checkbox"/> <b>Needs Improvement/Developing</b> 51.00%-69.99% of the targets achieved	<input type="checkbox"/> <b>Effective</b> 70.00%-89.99% of the targets achieved	<input type="checkbox"/> <b>Highly Effective</b> 90.00%-100.00% of the targets achieved.
Administrator comments:			
<u>Date</u>	<u>Administrator Signature</u>		
<u>Date</u>	<u>Teacher Signature</u> (the signature does not necessarily indicate agreement with the rating)		

## Appendix B: Student Achievement Objectives (SAO) Blank Template for Non-Classroom Teacher Personnel

**Note: This template is to be completed on Journey**

Authorship			
Teacher Name		Initial Review Approval Date	
School Name		Initial Review Admin	
School Year:			

Course/Grade Level Information	
Program Name	
Brief Program Description	
Target Audience	
Program Length	

SAO Developer Information	
<i>Name</i>	<i>Title/Position</i>

**Directions for Establishing a Program/Support Learning Goal:** Use the planning information to refine and contextualize the description of the goal.

<i><b>Program /Support Learning Goal:</b> a description of the specific knowledge and skills that support the enduring understandings or big ideas that the target group will possess at the end of the instructional period.</i>	
Describe the <b>program/ support learning goal</b> for this SAO. This goal should clearly describe the program expectations to be achieved by the end of the instructional period.	

**Planning Resource Page for Establishing a Program or Support Learning Goal:** After completing the entire table, use the planning information to write the description of the goal.

<p><b><i>Program/Support Learning Goal:</i></b> a description of the specific knowledge and skills that support the enduring understandings or big ideas that the target group will possess at the end of the instructional period.</p>	
<p>Which big idea is supported by the program/support learning goal?</p>	
<p>Which national, state, and/or program standards are associated with this big idea? <i>List all standards that apply, including the text of the standards (not just the code).</i></p>	
<p>Why is this program/support learning goal important and meaningful for the target group?</p>	
<p>Describe the instruction and/or strategies you will use to reach this program/support learning goal. <i>Be specific to the different aspects of the goal.</i></p>	
<p>Identify the time span for which you will be working with the target group on the program/support learning goal. (e.g., daily 45 minutes, once a week for an hour, etc.)</p>	
<p>Explain how this time span is appropriate and sufficient for reaching the program/support learning goal.</p>	

**Directions for Documenting Assessments/Tools and Scoring:** Use the planning information to refine and tailor the description and use of assessments /tools for measuring outcomes you described.

**Assessments/Tools and Scoring:** *Assessments/tools for measuring outcomes should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the program/support learning goal of this SAO. The assessments (tools) should be accompanied by clear criteria to describe what individuals have learned.*

<p>Describe the passive, active, and demonstration <b>assessments/tools</b> that measure the program/support learning goal <sup>5</sup>. <i>Tools can include but are not limited to: training agendas and sign-in sheets, communication or mentoring logs, rubrics, scoring guides, IEPs, surveys, implementation artifacts from PD, inventories, etc.</i></p>	
<p>Explain how quality performance is determined through each of the active and demonstration assessments/tools. Describe the levels of performance and the specific criteria that will be measured.</p>	

<sup>5</sup> Assessments and rubrics need to be established as high quality.

**Planning Resource Page for Documenting Assessments and Scoring:** After completing the entire table, use the planning information to write the description and use of assessments (tools) and scoring criteria or rubrics.

***Assessments and Scoring:** Assessments/tools for measuring outcomes should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the program/support learning goal of this SAO. The assessments (tools) should be accompanied by clear criteria to describe what individuals have learned.*

How often will you collect information and data for each assessment/tool to monitor progress toward this program/support learning goal and its impact on the target group?	
How will you use the assessments/tools to monitor progress towards the program/support goal learning goal and to differentiate support for those in your target groups?	

**Directions for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected support strategies for the target group being served.

<i>Targets: identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.</i>			
<b>Actual Performance from Baseline Data</b>			
Identify the population or target group being served (i.e., teachers, instructional personnel, and/or parents).			
Describe the specific evidence (baseline data) used to establish starting points and expected support strategies necessary for the target group.			
<b><u>Target Level of Support</u></b> (e.g., minimal, moderate, extensive)  <i>Note: minimum of 3 &amp; no more than 4 target levels of support</i>	<b><u># in Target Level of Support</u></b>  <i>Note: No names should be listed here – just a raw count</i>	<b><u>Support Strategies/Activities for each Level of Support</u></b>  <i>Note: minimum of 2, no more than 4 per level of support</i>	<b><u>Achieved Level of Support</u></b>  <i>(Yes = met or exceeded target level of support; No = did not meet target level of support)</i>


**Planning Resource Page for Establishing Target Levels of Support:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected support targets.

<b>Targets:</b> <i>identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.</i>	
Describe how the target levels of support were determined in connection with baseline data, trend data or other information.	
Explain how the identified strategies for each level are ambitious, yet realistic for achieving the program/support learning goal.	

**Directions for Teacher Ratings:** The table below is to be used by the administrator reviewing the SAO to document the teacher rating based on the targets that were established.

<b>Teacher Ratings:</b> <i>Based on the results of the learning (program/support) goal, assessments (tools for measuring outcomes), and targets of this SAO, a teacher rating is noted below.</i>			
<input type="checkbox"/> <b>Unsatisfactory</b> ≤ 50.99% of the targets achieved	<input type="checkbox"/> <b>Needs Improvement/Developing</b> 51.00%-69.99% of the targets achieved	<input type="checkbox"/> <b>Effective</b> 70.00%-89.99% of the targets achieved	<input type="checkbox"/> <b>Highly Effective</b> 90.00%-100.00% of the targets achieved.
Administrator comments:			
<u>Date</u>	<u>Administrator Signature</u>		
<u>Date</u>	<u>Teacher Signature</u> (the signature does not necessarily indicate agreement with the rating)		



## Appendix C: Rubric for Rating the Quality of Classroom Teacher SAOs

<b>Learning Goal Rubric</b>		
<input type="checkbox"/> <b>Acceptable Quality</b>	<input type="checkbox"/> <b>Quality Needs Improvement</b>	<input type="checkbox"/> <b>Insufficient Quality</b>
<p>Appropriately identifies and thoroughly describes an important and meaningful learning goal, with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and the standard(s) clearly aligned to and measured by the learning goal,</li> <li>➤ a clear explanation of the critical nature of the learning goal for all students in the specific grade/ course,</li> <li>➤ a clear description of how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and</li> <li>➤ specific and appropriate instruction and strategies described to teach the learning goal.</li> </ul>	<p>Generally, identifies and describes a learning goal with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and/or standards minimally aligned to the learning goal,</li> <li>➤ some explanation of the importance of the learning goal for students in the specific grade/ course,</li> <li>➤ a general description of how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span, and/or</li> <li>➤ some generic instruction and strategies used to teach the learning goal.</li> </ul>	<p>Identifies and describes a learning goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and/or standards not aligned to the learning goal,</li> <li>➤ lack of information of the importance of the learning goal for students in the specific grade/course,</li> <li>➤ little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or</li> <li>➤ questionable and/or vague instruction and strategies used to teach the learning goal.</li> </ul>
<b>Assessments Rubric</b>		
<input type="checkbox"/> <b>Acceptable Quality</b>	<input type="checkbox"/> <b>Quality Needs Improvement</b>	<input type="checkbox"/> <b>Insufficient Quality</b>
<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> <li>➤ high quality assessments*, with evidence to support how the appropriateness and quality of the assessments has been established</li> <li>➤ scoring rubrics that appropriately differentiate student performance, including evidence to support these rubrics have been validated, and</li> <li>➤ progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information.</li> </ul>	<p>Identifies and provides some description, which may lack specificity, of the:</p> <ul style="list-style-type: none"> <li>➤ assessments, with partial explanation and no evidence to support how the appropriateness and quality of the assessments have been established,</li> <li>➤ scoring rubrics that partially differentiate student performance, with no evidence to support how the rubrics have been validated, and/or</li> <li>➤ progress-monitoring measures used with little detail in how instruction will be differentiated based on this information.</li> </ul>	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> <li>➤ assessments, which minimally measure the learning goal, with no reference to how the appropriateness and quality of the assessments have been established,</li> <li>➤ scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or</li> <li>➤ progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information.</li> </ul>

<b>Targets Rubric</b>		
<input type="checkbox"/> <b>Acceptable Quality</b>	<input type="checkbox"/> <b>Quality Needs Improvement</b>	<input type="checkbox"/> <b>Insufficient Quality</b>
<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> <li>➤ appropriate baseline data/information used to establish and differentiate expected performance, and</li> <li>➤ rigorous expectations that are realistic and attainable for each group of students using the documented high-quality assessments.</li> </ul>	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>➤ unclear baseline data/information used to establish and differentiate expected performance, and/or</li> <li>➤ expectations that are imprecise, somewhat realistic and/or attainable for each group of students.</li> </ul>	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>➤ no baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or</li> <li>➤ low expectations, for each group of students.</li> </ul>

## Appendix D: Rubric for Rating the Quality of Non-Classroom Teacher SAOs

**Purpose of this Rubric:** This rubric is for use by teachers, school administration, and district administration in evaluating the different aspects of Student Achievement Objectives (SAOs) to make sure the SAO meets an “acceptable quality” rating on this rubric before it is used for teacher performance ratings.

<b>Learning Goal Rubric</b>		
<input type="checkbox"/> <b>Acceptable Quality</b>	<input type="checkbox"/> <b>Quality Needs Improvement</b>	<input type="checkbox"/> <b>Insufficient Quality</b>
<p>Appropriately identifies and thoroughly describes an important and meaningful program/support learning goal, with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and the standard(s) clearly aligned to and measured by the learning goal,</li> <li>➤ a clear explanation of the critical nature of the learning goal for the target group,</li> <li>➤ a clear description of how the learning goal allows the target group to reach the learning goal within the identified time span, and</li> <li>➤ specific and appropriate instruction and/or strategies described to reach the learning goal.</li> </ul>	<p>Generally, identifies and describes a program/support learning goal with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and/or standards minimally aligned to the learning goal,</li> <li>➤ some explanation of the importance of the learning goal for the target group,</li> <li>➤ a general description of how the learning goal allows the target group to demonstrate adequate understanding of the standards within the identified time span, and/or</li> <li>➤ some generic instruction and/or strategies used to reach the learning goal.</li> </ul>	<p>Identifies and describes a program/support learning goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and/or standards not aligned to the learning goal,</li> <li>➤ lack of information of the importance of the learning goal for the target group,</li> <li>➤ little to no description of how the learning goal allows the target group to demonstrate understanding of the standards in the identified time span, and/or</li> <li>➤ questionable and/or vague instruction and strategies used to reach the learning goal.</li> </ul>
<b>Assessments Rubric</b>		
<input type="checkbox"/> <b>Acceptable Quality</b>	<input type="checkbox"/> <b>Quality Needs Improvement</b>	<input type="checkbox"/> <b>Insufficient Quality</b>
<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> <li>➤ high quality assessments/tools, with evidence to support how the appropriateness and quality of the assessments/tools has been established</li> <li>➤ a clear explanation of how performance is defined and scored, and</li> <li>➤ progress-monitoring measures that will be used, including how support will be differentiated for all learners based on this information.</li> </ul>	<p>Identifies and provides some description, which may lack specificity, of the:</p> <ul style="list-style-type: none"> <li>➤ assessments/tools, with partial explanation and no evidence to support how the appropriateness and quality of the assessments/tools have been established,</li> <li>➤ a partial explanation of how performance is defined and scored, and/or</li> <li>➤ progress-monitoring measures used with little detail in how support will be differentiated based on this information.</li> </ul>	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> <li>➤ assessments/tools, which minimally measure the program/support learning goal, with no reference to how the appropriateness and quality of the assessments have been established,</li> <li>➤ minimal or no explanation of how performance is defined and scored, and/or</li> <li>➤ progress-monitoring measures used with minimal or no reference to the differentiation of support based on this information.</li> </ul>

<b>Targets Rubric</b>		
<input type="checkbox"/> <b>Acceptable Quality</b>	<input type="checkbox"/> <b>Quality Needs Improvement</b>	<input type="checkbox"/> <b>Insufficient Quality</b>
<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> <li>➤ appropriate baseline data/information used to establish and differentiate expected performance, and</li> <li>➤ rigorous expectations that are realistic and attainable for each Target group using the documented high-quality assessments/tools.</li> </ul>	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>➤ unclear baseline data/information used to establish and differentiate expected performance, and/or</li> <li>➤ expectations that are imprecise, somewhat realistic and/or attainable for each Target group.</li> </ul>	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>➤ no baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or</li> <li>➤ low expectations, for each Target group.</li> </ul>

### Appendix E: SAO Decision Tree (2022-2023)

Overall Student Attendance	
IF	THEN
Semester course (1 <sup>st</sup> or 2 <sup>nd</sup> semester SAOs only): 10 or more absences	Student can be removed from SAO target group at the end of the semester if the target was not met.
Full year course (yearlong SAOs): 20 or more absences	Student can be removed from SAO target group at the end of the year if the target was not met.
ALL students were removed from the SAO due to 20+ absences or withdrawals in a <i>year-long</i> course	Once the teacher removes ALL students from the SAO and has the removals approved by the supervisor during the summative review, the SAO rating will result in an effective rating.
ALL students were removed from the SAO due to 10+ absences or withdrawals in a <i>semester</i> course	Once the teacher removes ALL students from the SAO and has the removals approved by the supervisor during the summative review, the SAO rating will result in an effective rating.
<p><i>Note: The teacher may choose to keep a student with excessive absences on the SAO if the student met the target. When at least one student remains on the SAO, the SAO will be rated according to the SAO summative rating rubric.</i></p>	
Attendance for Elementary Special Area Courses Only ( <u>courses scheduled to students once a week</u> )	
IF	THEN
<p><b>Semester</b> course – <b>Elementary Special Area Courses Only</b> (Music, Art, etc. – <i>those seeing students once a week</i>)</p> <p>Student has 5 or more absences from the specials class for a <b>semester course</b></p>	Student can be removed from SAO target group if the target was not met. The student will not be accounted for in the overall SAO student count. Teacher may choose to leave student on the SAO if the Target was met.
<p><b>Full year</b> course/ Full year SAO – <b>Elementary Special Area Courses Only</b> (Music, Art, etc. – <i>those seeing students once a week</i>)</p> <p>Student has 10 or more absences from the specials class for a <b>yearlong course</b></p>	Student can be removed from SAO target group if target was not met. The student will not be accounted for in the overall SAO student count. Teacher may choose to leave student on the SAO if the Target was met.

<b>Student Attendance for BLOCK CLASSES</b>	
<b>IF</b>	<b>THEN</b>
A student is absent in a block class in which students typically spend 90 minutes or double the traditional class time with a teacher in a single day and usually have the class every other day instead of daily	One block day absence may be considered as two traditional absences.
<b>Mid-Year Review Student Attendance Rules for Year-Long Courses</b>	
<b>IF</b>	<b>THEN</b>
Student(s) has entered the class between the approval of the SAO and the last day of the 1 <sup>st</sup> semester (December 16, 2022)	Student(s) must be added and included by the teacher in the Targets.
Student(s) has withdrawn from the class since the approval of the SAO	Student(s) must be removed from the Targets by the teacher & a rationale provided.
Student(s) has 10 - 19 absences	Student(s) must be reviewed closely, and adjustments made to the Targets <i>if necessary</i> & a rationale provided. Student(s) in a year-long course cannot be removed for less than 20 absences at the mid-year review.
Student(s) has 20 or more absences	Student(s) can be removed & a rationale provided. Student(s) cannot be added back on to the SAO at the summative review should they meet their Target. Teachers may choose to leave student(s) on the SAO at this time and remove them at the summative review if the Target is not met.
<b>Mid-Semester Review Student Attendance Rules for SEMESTER Courses</b>	
<b>IF</b>	<b>THEN</b>
Student(s) has entered the class after the approval of the SAO	Student(s) will not be added or included in the Targets.
Student(s) has 10 or more absences	Student(s) must be reviewed closely and adjustments made to the Targets if necessary & a rationale provided; the student can be removed at the end of the semester review if Target is not met. The attendance rules process is not applied mid-year for semester SAOs.

<b>End of Year Review Student Attendance Rules for <i>Year-Long</i> Courses</b>	
<b>IF</b>	<b>THEN</b>
Year-Long course: 20 or more absences	Student can be removed from SAO target group if the target was not met. The student will not be accounted for in the overall SAO student count. Teacher may choose to leave student(s) on the SAO if the Target was met.
Student(s) has entered the class since the mid-year review of the SAO	Student(s) will not be added to the SAO targets.
<b>End of Semester Review Student Attendance Rules for SEMESTER Courses</b>	
<b>IF</b>	<b>THEN</b>
Semester course: 10 or more absences	Student can be removed from SAO target group if the target was not met; student will not be accounted for in the overall SAO student count. Teacher may choose to leave student(s) on the SAO if the Target was met.
Student(s) has entered the class since the approval of the SAO	Student(s) will not be added to the SAO targets.
<b>Teacher on Formal Leave – (i.e. FMLA, LOA )</b>	
<b>IF</b>	<b>THEN</b>
Teacher(s) creates a SAO and it is fully approved during the initial review window, and the teacher goes on leave, and the teacher returns by the mid-year review of the SAO	The individual student Targets should be adjusted accordingly during the mid-year review and the SAO continued during the second semester of the school year.
Teacher(s) creates a SAO and it is fully approved during the initial review window, and the teacher goes on leave, and the teacher does NOT return by the mid-year review of the SAO	The teacher will not continue the SAO and the SAO will not be evaluated. The administrator must discontinue and resolve the SAO in Journey. The student learning component of the evaluation will result in an effective rating.
Teacher(s) of a year-long course returns from leave on or before September 6, 2022	The teacher will create a SAO following the original timeline.
Teacher(s) of a year-long course returns from leave after September 6, 2022, and by January 4, 2023	Journey doesn't have the capability to identify when a teacher takes or returns from leave, so administrators must monitor these changes and act in Journey. For the identified teacher, the administrator will have to select the 'Create SAO Window' button and provide a rationale. The teacher must create a SAO following the Second Semester timelines. No teacher action is

	required until the January second semester SAO window.
Teacher(s) of a year-long course returns from leave after January 4, 2022	The teacher will not create or implement a SAO this school year; The administrator must resolve the missing SAO in Journey. The student learning component of the evaluation will result in an effective rating.
Teacher(s) is on leave during the entire end-of-year SAO evaluation window	The administrator must discontinue the SAO in Journey. The student learning data rating will result in an effective rating.
<b>Teacher Course, Content, Grade Level Change</b>	
<b>IF</b>	<b>THEN</b>
Course, content, or grade level change is made August 3 - September 6, 2022	The teacher will create a SAO following the original timeline.
Course, content, or grade level change is made after September 6 and by January 4, 2023	Journey doesn't have the capability to identify when these changes are made, so administrators must monitor these changes and act in Journey. If an SAO is not already created and approved, use the special actions feature to create a spring SAO window for employee at the time of the change. If an SAO is already created and approved, use the special actions feature to discontinue it and then to create a spring window at the time of the change.
Course, content, or grade level change is made after January 4, 2023	The teacher will not create or implement a SAO this school year. The administrator must discontinue and resolve the SAO in Journey <i>at the time of the course, content, or grade level change</i> . The student learning component of the evaluation will result in an effective rating.
Teacher was eligible for a VAM rating during the initial SAO/VAM selection window and selected VAM. The teacher had a course change after the deadline to complete a SAO for the second semester. The teacher's students did not match for Survey 2 and Survey 3, the teacher did not receive a VAM rating and was not notified by the district that they may be VAM ineligible.	The teacher's student learning component of the evaluation will result in an effective rating.
<b>New Teacher Hires</b>	



<b>IF</b>	<b>THEN</b>
Teacher(s) of a year-long course is hired August 3-September 6, 2022	The teacher will create a SAO following the original timeline.
Teacher(s) of a year-long course is hired after September 6, 2022, and by January 4, 2023	The teacher must create a SAO following the Second Semester timelines.
Teacher(s) of a year-long course is hired after January 4, 2023	The teacher will not create or implement a SAO this school year. The administrator must resolve the missing SAO in Journey. The student learning component of the evaluation will result in an effective rating.
Teacher(s) of only semester courses is hired after August 24, 2022	Teacher(s) will create a second semester SAO when the SAO window opens at the start of the second semester.
Teacher(s) of only semester courses is hired after January 4, 2023	Teacher(s) will not create or implement a SAO for this school year. The administrator must resolve the missing SAO in Journey. The student learning component of the evaluation will result in an effective rating.

<b>Teacher Position Change During School Year</b>	
<b>IF</b>	<b>THEN</b>
Teacher(s) of a year-long course has a position change (i.e., classroom teacher to non-classroom teacher or non-classroom teacher to classroom teacher) August 3-September 6, 2022	The teacher will create a SAO following the original timeline.
Teacher(s) of full-year course has a position change (i.e., classroom teacher to non-classroom teacher or non-classroom teacher to classroom teacher) after September 6, 2022 and by January 4, 2023	For the identified teacher, the administrator will have to discontinue the SAO in Journey and provide a rationale <i>at the time of the position change</i> . The teacher must create a SAO following the Second Semester timelines.
Non-classroom teacher(s) has a position change (i.e., non-classroom teacher [instructional coach] to non-classroom teacher [dean]) after September 6, 2022 and by January 4, 2023	Journey doesn't have the capability to identify when position changes within the same evaluation system are made (NCT to NCT), so administrators must monitor these changes and take action in Journey. For the identified teacher, the administrator will have to discontinue the SAO in Journey and provide a rationale <i>at the time of the position change</i> . The teacher must create a SAO following the Second Semester timelines.
Teacher was eligible for a VAM rating during the initial SAO/VAM selection window and selected VAM. The teacher had a position change after the deadlines to complete a SAO. The teacher's students did not match for Survey 2 and Survey 3. The teacher did not receive a VAM rating and was not notified by the district that they may be ineligible for VAM.	The teacher's student learning component of the evaluation will result in an effective rating.
Teacher(s) of a year-long course has a position change made after January 4, 2023	Teacher(s) will not create or implement a SAO for this school year. The administrator must discontinue the SAO in Journey and provide a rationale <i>at the time of the position change</i> . The student learning component of the evaluation will result in an effective rating.
Teacher(s) of a year-long course has a position change (i.e., classroom teacher to non-classroom teacher or non-classroom teacher to classroom teacher) August 3-September 6, 2022	The teacher will create a SAO following the original timeline.

<p>Teacher(s) of full-year course has a position change (i.e., classroom teacher to non-classroom teacher or non-classroom teacher to classroom teacher) after September 6, 2022 and by January 4, 2023</p>	<p>For the identified teacher, the administrator will have to discontinue the SAO in Journey and provide a rationale <i>at the time of the position change</i>. The teacher must create a SAO following the Second Semester timelines.</p>
<p><b>Initial Review Situations – Year Long, First Semester, and Second Semester SAOs</b></p>	
<p><b>IF</b></p>	<p><b>THEN</b></p>
<p>An employee does not create a SAO during the initial window but is required to do so because they are not VAM eligible.</p>	<p>The student learning evidence portion of the summative evaluation will result in ZERO points.</p>
<p>An employee does not create a SAO during the initial window and is required to do so because they are not VAM eligible, but they have one or more second semester courses on their schedule</p>	<p>The employee must create a second semester SAO.</p>
<p>An employee who is VAM eligible does not select VAM in Journey and does not create a SAO during the initial window</p>	<p>The student learning evidence component of the evaluation will result in ZERO points.</p>
<p>An employee who has one or more second semester courses on their schedule creates a first semester SAO during the initial window but does not submit the SAO to their supervisor before the submission deadline passes.</p>	<p>The employee must create a second semester SAO.</p>
<p>An employee creates and submits a SAO during the initial window but does not re-submit the SAO to their supervisor after it was returned for changes by the supervisor before the final submission/approval deadline passes.</p>	<p>The student learning evidence portion of the summative evaluation will result in ZERO points.</p>
<p>An employee creates a SAO during the initial window and clicks the "Abandon" button before the supervisor approves the SAO</p>	<p>The employee can create a second semester SAO if one or more semester courses are on their schedule.</p>
<p>An employee creates a SAO during the initial window and clicks the "Abandon" button before the supervisor approves the SAO. The employee now wishes to be able to create a new, "start over from the beginning" SAO</p>	<p>The employee can choose to create a second semester SAO if one or more semester courses are on their schedule or create a new SAO within the original submission window.</p>
<p>An employee creates a SAO during the initial window, submits it to the supervisor, and the supervisor never takes</p>	<p>The SAO is automatically considered approved as written by the employee.</p>

any action on the SAO before the approval deadline passes	
An employee creates a SAO during the initial window, submits it to the supervisor, the supervisor returns it to the employee, the employee revises and re-submits to the supervisor, and the supervisor doesn't take further action on the SAO before the approval deadline passes	The SAO is automatically considered approved as revised by employee after it was returned.
An employee does not create a SAO during the initial second semester SAO window, but is required to do so because they are not VAM eligible and did not create a first semester or yearlong SAO	The student learning evidence component of the evaluation will result in ZERO points.
An employee creates a required second semester SAO during the initial second semester SAO window but does not submit the SAO to their supervisor before the submission deadline passes	The student learning evidence portion of the evaluation will result in ZERO points.
An employee creates a SAO during the initial second semester SAO window and clicks the 'Abandon SAO' button before the supervisor approves the SAO. The employee now wishes to be able to create a new, "start over from the beginning" SAO	The employee can create a new second semester SAO within the original submission window. If a new SAO is not submitted within the required timeframe, the student learning evidence portion of the evaluation will result in ZERO points.
After 3 SAO revisions with no resolution between the teacher and administrator on the quality of the SAO (note: one revision is when the teacher submits the SAO to administrator for review and the administrator reviews and sends it back to the teacher for edits)	Journey will notify the Regional Superintendent for further guidance.

**Mid-Year Review Situations - Year Long, First Semester, and Second Semester SAOs**

<b>IF</b>	<b>THEN</b>
An employee takes no actions during the midyear review window before the deadline for midyear reviews passes	The Targets remain as approved initially.
An employee submits Target changes to the supervisor during the midyear review window and the supervisor	The SAO is considered automatically approved as revised by the employee.

never takes any action on the SAO before the midyear review window passes	
An employee submits Target changes to the supervisor during the midyear review window, the supervisor returns it to the employee, and the employee never takes any additional actions on the SAO that was returned before the midyear review window passes	The SAO is considered approved as originally written by employee and initially approved by administrator.
<b>Final / End of Year Review - Year Long, First Semester, and Second Semester SAOs</b>	
<b>IF</b>	<b>THEN</b>
An employee takes no action during the final review window	The student learning evidence portion of the summative evaluation will result in ZERO points.
An employee submits changes to the supervisor during the final review window and the supervisor never takes any action on the SAO before the final review window passes	The SAO is automatically considered fully approved as submitted by the employee and the SAO evaluation rating will be calculated accordingly.
An employee submits changes to the supervisor during the final review window, the supervisor returns it to the employee, and the employee doesn't take required actions on the SAO that was returned before the final review window passes	The student learning evidence portion of the summative evaluation will result in ZERO points.
<b>Other VAM Situations</b>	
<b>IF</b>	<b>THEN</b>
An employee was eligible for a VAM rating and selected VAM. The employee was notified by the district regarding possible VAM ineligibility. The employee was given the opportunity to create a SAO for the second semester and the SAO was not developed during the set district windows.	The student learning evidence portion of the summative evaluation will result in ZERO points.
An employee started a SAO and involuntarily abandoned the SAO.	The student learning evidence portion of the summative evaluation will result in ZERO points.

## Appendix F: SAO Classroom & Non-Classroom Instructional Personnel Evaluation Timeline YEAR LONG COURSE 2022-23

2022 - 2023 Timeline	SAO Process to be Completed
August 3, 2022	<b>SAO Learning Goal &amp; Assessments components open to classroom and non-classroom instructional personnel in Journey</b> <i>(to begin drafting SAO)</i>
August 24 – September 21, 2022	<p><b>SAO Targets component opens to classroom and non-classroom instructional personnel</b> <i>(to identify baseline data and target levels)</i></p> <ul style="list-style-type: none"> <li>• <i>Instructional personnel have their completed SAO in Journey submitted to their administrator by September 21.</i></li> <li>• <i>Instructional personnel eligible for VAM have their VAM or SAO selection made in Journey and submitted to their administrator by September 21. If the VAM or SAO selection is not made by the teacher in Journey by this date, the student learning evidence portion of the summative evaluation will default to zero points.</i></li> </ul>
September 19 – 21, 2022	<p><b>Administrator Follow-Up with Instructional Personnel</b></p> <ul style="list-style-type: none"> <li>• <i>Administrators speak with instructional personnel who have not submitted a completed SAO for review; provide support if needed to get SAO submitted no later than September 21.</i></li> </ul>
September 21, 2022	<p><b>Absolute deadline for instructional personnel to submit a complete SAO to administrator</b></p> <ul style="list-style-type: none"> <li>• <i>If SAO is not submitted by this date, the student learning evidence portion of the summative evaluation will default to zero points.</i></li> </ul>
August 24 – October 13, 2022	<p><b>Discussion between administrator and instructional personnel on quality of SAO &amp; SAO must be approved by administrator</b></p> <ul style="list-style-type: none"> <li>• <i>Administrators review SAO using the Rubric for Rating the Quality of Student Achievement Objectives and provide feedback to the employee.</i></li> <li>• <i>As applicable, teacher revises SAO based on administrator feedback and resubmits the revised SAO to administrator for further review.</i></li> <li>• <i>If administrator does not respond within the timeline, the submitted SAO shall be considered approved.</i></li> </ul>

	<ul style="list-style-type: none"> <li>Any Category A, state VAM assessed employee, may abandon the SAO process without detriment at any time prior to final approval and select state VAM in Journey for their student learning data.</li> <li>After 3 revisions with no resolution between the teacher and administrator, Journey will notify the Regional Superintendent for further guidance.</li> </ul>
October 10 - 13, 2022	<p><b>Administrator Follow-Up with Instructional Personnel who had required SAO revisions</b></p> <ul style="list-style-type: none"> <li>If administrator reviews the SAO, sends it back to the instructional personnel for required revisions, and the instructional personnel has NOT acted to make required revisions for approval, provide support if needed to get revised SAO submitted no later than October 13.</li> <li>If SAO is not resubmitted with required revisions by October 13, the student learning evidence portion of the summative evaluation will default to zero points.</li> </ul>
January 3 – January 27, 2023	<p><b>Administrator Conducts Mid-Year Review of SAOs</b></p> <ul style="list-style-type: none"> <li>Mid-Year Review and Conference about the SAO; required for all Category 1 teachers and required for any Category 2 teachers who wish to adjust expected Targets.</li> <li>Teacher and administrator conference to examine student data/work evidence or program evidence for each Target group.</li> </ul>
January 10, 2023	<p><b>Teacher Mid-Year deadline for attendance rules process and Targets changes</b></p> <ul style="list-style-type: none"> <li>As applicable, instructional personnel log in to Journey and follow the mid-year attendance rules process (for addition and/or removal of students) by this date.</li> <li>As applicable, instructional personnel submit to their administrator any changes to their Targets by this date.</li> </ul>
January 9 - 10, 2023	<p><b>Administrator Follow-Up with Instructional Personnel</b></p> <ul style="list-style-type: none"> <li>Administrators speak with instructional personnel who have not completed the mid-year attendance rules process; provide support if needed to get mid-year changes submitted no later than January 10.</li> <li>Teacher failure to add/remove students using the attendance rules process mid-year can result in incorrect students being evaluated at the summative SAO evaluation.</li> <li>Target changes and attendance rules process window closes for teachers on January 10.</li> </ul>
April 21, 2023	<p><b>Deadline for teachers to assess students and gather summative data in preparation for the SAO summative evaluation.</b></p>

April 28, 2023	<b>Teacher deadline for Required End of Year Journey Actions</b> <ul style="list-style-type: none"><li>• <i>Instructional personnel must complete all required actions (apply attendance rules and identify outcome for each student) in Journey by this date.</i></li></ul>
April 27 – 28, 2023	<b>Administrator Follow-Up with Instructional Personnel</b> <ul style="list-style-type: none"><li>• <i>Administrators speak with instructional personnel who have not completed the required actions in Journey; provide support if needed to get completed SAO submitted no later than April 28.</i></li><li>• <i>If attendance rules and final student outcomes are not submitted in Journey by the instructional personnel by April 28, the student learning evidence portion of the summative evaluation will default to zero points.</i></li></ul>



## Appendix G: SAO Instructional Personnel Evaluation Timeline FIRST SEMESTER 2022-23

2022 - 2023 Timeline	SAO Process to be Completed
August 3, 2022	<b>SAO Learning Goal &amp; Assessments components opens to instructional personnel in Journey</b> <i>(to begin drafting the SAO)</i>
August 24 – September 7, 2022	<b>SAO Targets component open to instructional personnel</b> <i>(to identify baseline data and target levels)</i> <ul style="list-style-type: none"> <li>• <i>Instructional personnel have their completed SAO submitted in Journey to their administrator by September 7.</i></li> </ul>
August 24 – September 16, 2022	<b>Discussion between administrator and instructional personnel on quality of SAO &amp; SAO must be approved by administrator</b> <ul style="list-style-type: none"> <li>• <i>Administrators review SAO using the Rubric for Rating the Quality of Student Achievement Objectives and provide feedback to the employee.</i></li> <li>• <i>As applicable, teacher revises SAO based on administrator feedback and resubmits the revised SAO to administrator for further review.</i></li> <li>• <i>If administrator does not respond within the timeline, the submitted SAO shall be considered approved.</i></li> <li>• <i>After 3 revisions with no resolution between the teacher and administrator, Journey will notify the Regional Superintendent for further guidance.</i></li> </ul>
October 18 – October 25, 2022	<b>Administrator Conducts Mid-Semester Review of FIRST SEMESTER SAOs</b> <ul style="list-style-type: none"> <li>• <i>Mid-Year Review and Conference about the SAO; required for all Category 1 teachers and required for any Category 2 teachers who wish to adjust expected Targets.</i></li> <li>• <i>Teacher and administrator conference to examine student data/work evidence or program evidence for each Target group.</i></li> <li>• <i>There is not an attendance rules process for semester SAOs due to the short length of time since approval of the SAO.</i></li> </ul>
December 16, 2022	<b>Deadline for teachers to assess students and gather summative data in preparation for the SAO summative evaluation.</b>

<p>January 3 – 27, 2023</p>	<p><b>SAO Summative Evaluations &amp; Conferences</b></p> <ul style="list-style-type: none"> <li>• All instructional personnel log in to Journey and follow the required attendance rules process (for removal of students if applicable), identify outcomes, and submit the SAO to the administrator.</li> <li>• Teacher and administrator conference to examine student data/work evidence or program evidence for each Target group.</li> <li>• The SAO Summative Rating Rubric is used to document the instructional personnel rating based on the outcomes that were achieved. The completed SAO rubric will calculate as the student learning evidence portion of the corresponding summative evaluation for the instructional personnel.</li> </ul>
<p>January 10, 2023</p>	<p><b>Teacher Deadline for Required End of Year Journey Actions</b></p> <ul style="list-style-type: none"> <li>• Instructional personnel complete all required actions (apply attendance rules and identify outcomes) to their Targets in Journey by this date.</li> </ul>
<p>January 9 - 10, 2023</p>	<p><b>Administrator Follow-Up with Instructional Personnel</b></p> <ul style="list-style-type: none"> <li>• Administrators speak with instructional personnel who have not completed the required actions to their Targets in Journey; provide support if needed to get end of year outcomes submitted no later than January 10.</li> <li>• If attendance rules and final outcomes are not submitted in Journey by the instructional personnel by January 10, the student learning evidence portion of the summative evaluation will default to zero points.</li> </ul>

**\*Note: Semester courses are ineligible for a state calculated VAM score.**

## Appendix H: SAO Instructional Personnel Evaluation Timeline SECOND SEMESTER 2022-23

2022 - 2023	SAO Process to be Completed
January 3, 2023	<b>SAO Learning Goal &amp; Assessments components open to instructional personnel in Journey</b> <i>(to begin drafting the SAO)</i>
January 12-19, 2023	<b>SAO Targets component opens to instructional personnel</b> <i>(to identify baseline data and target levels)</i> <ul style="list-style-type: none"> <li>• <i>Instructional personnel have their completed SECOND SEMESTER SAO submitted in Journey to their administrator.</i></li> </ul>
January 17 - 19, 2023	<b>Administrator Follow-up with Instructional Personnel</b> <ul style="list-style-type: none"> <li>• <i>Administrators speak with instructional personnel who have not submitted a completed SECOND SEMESTER SAO for review and provide support if needed.</i></li> </ul>
January 19, 2023	<b>Absolute deadline for teachers to submit a complete SECOND SEMESTER SAO to administrator</b> <ul style="list-style-type: none"> <li>• <i>If SECOND SEMESTER SAO is not submitted by this date, the student learning portion of the summative evaluation will default to zero points.</i></li> </ul>
January 12 – 27, 2023	<b>Discussion between administrator and instructional personnel on quality of SAO &amp; SAO must be approved by administrator</b> <ul style="list-style-type: none"> <li>• <i>Administrators review SAO using the Rubric for Rating the Quality of Student Achievement Objectives and provide feedback to the employee.</i></li> <li>• <i>As applicable, teacher revises SAO based on administrator feedback and resubmits the revised SAO to administrator for further review.</i></li> <li>• <i>If administrator does not respond within the timeline, the submitted SAO shall be considered approved.</i></li> <li>• <i>After 3 revisions with no resolution between the teacher and administrator, Journey will notify the Regional Superintendent for further guidance.</i></li> </ul>
March 20 – 27, 2023	<b>Administrator Conducts Mid-Semester Review of SECOND SEMESTER SAOs</b> <ul style="list-style-type: none"> <li>• <i>Mid-Year Review and Conference about the SAO; required for all Category 1 teachers and any Category 2 teachers who wish to adjust expected Targets.</i></li> <li>• <i>Teacher and administrator conference to examine student data/work evidence or program evidence for each Target group.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>There is not an attendance rules process for semester SAOs due to the short length of time since approval of the SAO.</i></li> </ul>
April 21, 2023	<b>Deadline for teachers to assess students and gather summative data in preparation for the SAO summative evaluation</b>
April 24 – May 19, 2023	<p><b>SAO Summative Evaluations &amp; Conferences</b></p> <ul style="list-style-type: none"> <li>• <i>All instructional personnel log in to Journey and follow the required attendance rules process (for removal of students if applicable), identify outcomes, and submit the SAO to the administrator.</i></li> <li>• <i>Teacher and administrator conference to examine student data/work evidence or program evidence for each Target group.</i></li> <li>• <i>The SAO Summative Rating Rubric is used to document the instructional personnel rating based on the outcomes that were achieved. The completed SAO rubric will calculate as the student learning evidence portion of the corresponding summative evaluation for the instructional personnel.</i></li> </ul>
April 28, 2023	<p><b>Teacher deadline for Required End of Year Journey Actions</b></p> <ul style="list-style-type: none"> <li>• <i>Instructional personnel complete all required actions (apply attendance rules and identify outcomes) to their Targets in Journey by this date.</i></li> </ul>
April 27– 28, 2023	<p><b>Administrator Follow-Up with Instructional Personnel</b></p> <ul style="list-style-type: none"> <li>• <i>Administrators speak with instructional personnel who have not completed the required actions to their Targets in Journey; provide support if needed to get end of year outcomes submitted no later than April 28.</i></li> <li>• <i>If attendance rules and final outcomes are not submitted in Journey by the instructional personnel by April 28, the student learning evidence portion of the summative evaluation will default to zero points.</i></li> </ul>

**\*Note: Semester courses are ineligible for a state calculated VAM score**

### Appendix I: Classroom Teacher SAO Student Progress Spreadsheet

Student Name	Assessment #1 Administration Date	Assessment #1 Score	High/Average/Low	Assessment #2 Administration Date	Assessment #2 Score	High/Average/Low	Assessment #3 Administration Date	Assessment #3 Score	High/Average/Low

**Note:** Columns can be added as needed, depending on the number of assessments administered  
 Rows can be added as needed, depending on the number of students in the class

### Appendix J: Non-Classroom Teacher SAO Strategy/Activity Tracking Sheet

Target Level of Support	Support Strategy/Activity	Type of Evidence Collected	Educator Responses/ Reflections

**Note:** Rows can be added as needed, depending on the number of strategies/activities planned.

### Appendix K: SAO Implementation Timeline

What	When	Who	Outcome
<p><i><b>Example:</b></i></p> <p><i>Gather baseline data and review as a third grade team</i></p>	<p><i>August</i></p>	<p><i>Teacher and Third Grade Team</i></p>	<p><i>Collaboratively identify groupings and set targets, review learning goal and assessments to ensure accuracy based on student needs.</i></p>

What	When	Who	What



## Appendix L: SAO Frequently Asked Questions

**1. Are SAOs primarily used as a tool for teacher evaluation?**

*SAOs are one of three measures that make up a teacher's evaluation. SAOs support and encourage good teaching first and foremost. They provide an opportunity for teachers to show evidence of their impact on student learning, and this measure can be used for teacher evaluation purposes. SAOs were developed to support good teaching.*

**2. Do SAOs provide valuable feedback to inform and improve instruction?**

*Yes, as teachers use formative assessment to monitor student progress towards the learning goal, the assessment data provides the teacher valuable information on student learning needs. Teachers can make instructional decisions to differentiate instruction for all students.*

**3. Are SAOs a measure of teacher effectiveness?**

*Yes, SAOs measure the impact a teacher's instruction has on student learning more so than one standardized test.*

**4. Are SAOs closely tied to classroom instruction?**

*Yes, SAOs are developed by the teacher and based on course and content-specific standards. During the planning for the SAO, teachers describe the instruction and strategies they will use to teach the learning goal. Student progress is measured regularly throughout classroom instruction. SAOs are tied to the teacher and the students the teacher serves. It more accurately reflects the impact each individual teacher has on their job performance.*

**5. Are SAOs a 'state assessment' in grades and subject areas in which there is not already a state test?**

*No, SAOs are based on formative and summative assessments that occur throughout instruction, not on a standardized assessment.*

**6. Are SAO goals and targets driven by available assessments?**

*No, goals are driven by an identified area of need for student performance. Teachers base assessment decisions on the identified learning goal and the knowledge and skills that must be measured.*

**7. Are SAOs targets for student performance on an end-of-course assessment?**

*No, SAOs are targets for student performance based on students' starting levels (baseline assessment results) and expected growth during the year.*

**8. Do SAOs require a new way of thinking and a new set of skills for teachers and administrators?**

*SAOs entail components of strong instruction that are grounded in educational research. Setting learning goals, identifying ways to assess and progress monitoring learning towards the learning goal, and setting expected student performance outcomes are all current teaching practices that should be embedded in effective instructional practice.*

**9. Are SAOs a collaborative process among a teacher, her/his colleagues, and an administrator?**

*Yes, SAOs encourage collaboration amongst teachers and administrators. Conversations should occur (at the minimum) at the beginning of the year, the middle of the year, and the end of the year to discuss student progress towards the learning goal. Teachers are encouraged to create learning goals and establish assessments to be used as grade level/department teams. The targets and outcomes component of the SAO is unique for each teacher and the students he/she serves.*

**10. Do SAOs measure student achievement?**

*Yes, SAOs measure student learning.*

**11. Are SAOs a fair indicator of a teacher's performance with a class of students?**

*Yes, SAOs allow teachers to account for student's individual strengths and needs in setting ambitious, rigorous, and realistic learning targets and expected outcomes.*

**12. Are SAOs common among all teachers of the same grade and content area?**

*Teachers have the choice to develop their SAO in collaboration with teachers in the same grade and content area. However, teachers may choose to write a different learning goal than their peers. Even if teachers choose to collaborate and develop a SAO, the learning and assessments can be the same. However, the student targets and expected outcomes will be different for each teacher based on the students the teacher serves.*

**13. Do SAOs interfere with good instructional strategies and practices?**

*No, SAOs are grounded in research and support good teaching.*

**14. Can SAOs be flexible and adapted during the year?**

*The learning goal and assessments are not adapted during the year. Teachers may make changes to their expected targets and outcomes at the mid-year review with justification for the changes. The administrator must agree to the target changes.*

**15. Are SAO results closely related to student performance in the classroom?**

*Yes, SAOs measure student performance based on classroom instruction.*

**16. Are SAOs year-long goals for student performance?**

*Yes, SAO learning goals should be based on a “slice of the curriculum” that cuts across multiple units of instruction. Learning goals cannot be accomplished in a short period of time but are accomplished over the course of the entire school year.*

**17. Are SAOs a test?**

*No, SAOs include formative and summative assessments throughout the year to monitor student progress and identify instructional needs. There is not a single test used for a SAO.*

**18. Can SAOs be shared across teachers in different schools, district, or states?**

*If the teachers teach the same course and content standards, they can share the established learning goal and assessments used to measure progress. Teachers cannot share the targets and outcomes of the SAO as they are designed with specific students in mind.*

**19. Do SAO results reflect student growth over the course of a year?**

*Yes, assessment data looks at students’ starting levels of performance and their end of year levels of performance.*

**20. Do SAOs establish common expectations for teacher performance?**

*No, SAOs are individualized for teachers, but provide a common framework to encourage strong teaching and student learning.*

**21. Does a teacher’s SAO have to be at a Webb’s Depth of Knowledge (WDOK) Level 3 or 4 to be acceptable quality?**

*Teachers should develop learning goals that are ambitious, yet realistic for the students they serve. The SAO should identify the specific content standards that align directly with the identified learning goal. If the standards aligned to the learning goal are WDOK level 2, the assessments should also reach WDOK level 2.*

**22. Do teachers have to collaborate with other teachers in the development of their SAO?**

*No, teacher collaboration is at the discretion of the teacher. Teachers may choose to develop individual or a collaborative (team) SAO.*

**23. Can administrators tell a teacher what their SAO learning goal must be (class, period, content area)?**

*No, teachers have the choice of determining their own SAO learning goal. However, teachers must choose a learning goal that identifies an area of need for students as evidenced by data and the School Improvement Plan.*

**24. Do teachers of 11<sup>th</sup> and 12<sup>th</sup> grade students have an option for a VAM score?**

*No, teachers with only 11<sup>th</sup> and 12<sup>th</sup> grade students do not have an option for a state calculated VAM. However, if the teacher has 9<sup>th</sup> or 10<sup>th</sup> graders in the class, the option may become available since only 9<sup>th</sup> and 10<sup>th</sup> grade students generate a VAM score.*

**25. What courses generate a state calculated VAM score?**

*The best way to confirm whether a VAM score is an option, is to log in to Journey and read the notification on your home screen. The Journey notification will tell the teacher if the SAO worksheet is optional or if the SAO worksheet is required. Another method of determining your current year VAM eligibility is to click the “Evaluations & Observations” button on your Journey home screen, and under the current year click on the “Show VAM Status” button, which will display additional information on your VAM eligibility, and provide helpful documentation to you regarding your courses for the year.*

*The only courses that generate a state calculated VAM score are ELA (grades 4-10 only), Mathematics (grades 4-8 only), and Algebra 1 (8 & 9 only). Only teachers who teach these specific courses and students in these specific grades in those courses get a state calculated VAM.*

*Third graders and M/J Civics courses and students do NOT generate a state calculated VAM. The state does not calculate VAM for Geometry, Biology, or US History either.*

*Science is a non-VAM eligible course because students do not have a prior year science assessment score. To determine the “value-added” a teacher contributes to students; the state matches up the class roster to “like students” statewide based on demographics and prior year performance.*

**26. Do retained 3<sup>rd</sup> graders generate VAM? If so, can those 3<sup>rd</sup> grade teachers choose VAM over SAO?**

*No, retained 3<sup>rd</sup> graders do not generate a VAM. Therefore, 3<sup>rd</sup> grade teachers must use a SAO.*

**27. Can a teacher abandon his/her SAO once it’s been approved by his/her supervisor?**

*No, a non-VAM teacher must have a SAO because by state statute a minimum of 33.3% of a teacher’s evaluation must be based upon student performance. (FL Statute 1012.34 (3)(a)1. – Evaluation Procedures).*

*A teacher with a state generated VAM may abandon the SAO prior to it being approved during the initial SAO review window. Once the SAO is approved, it can no longer be abandoned and must be used for that school year.*

**28. Can an ESE teacher create a multi-grade learning goal?**

*Yes, a multi-grade learning goal can be created.*

**29. Can a self-contained ESE teacher use ACCESS Points for their SAO content standards?**

*Yes, teachers can use ACCESS Points if the students in the identified class are required to be instructed on those standards.*

**30. Should an ESE teacher have a choice over the class they choose for their SAO?**

*For example, a teacher has a co-teaching class and a group of students he/she serves through support facilitation. There is no requirement for the teacher to choose one over the other.*

**31. Do all ESE teachers have to create and use a SAO?**

*Each teacher should log in to Journey and read the notification on their home screen. The notification will let each teacher know if the SAO worksheet is optional or if the SAO worksheet is required. Journey reads the courses and students rostered to each teacher in FOCUS to make this determination.*

**32. Can an ESE teacher collaborate with a general education teacher on his/her SAO?**

*Yes, ESE teachers can choose to do a collaborative SAO with the general education teacher on students assigned to the ESE teacher within that general education class. ESE teachers serving in a co-teaching model should be co-planning, co-teaching, and co-assessing on a consistent basis with the general education teacher.*

**33. Can an ESE teacher choose more than one course for their SAO?**

*Yes, an ESE teacher can select more than one course to include more students in their SAO.*

**34. How is the SAO handled when a teacher is on formal leave from the district (i.e., FMLA)?**

*Use the SAO Decision Tree (an appendix in the SAO Manual) for guidelines on how SAOs are handled for teachers on leave.*

**35. What if an ESE teacher doesn't have students rostered to him/her in FOCUS?**

*ESE Support Facilitators (or any other ESE position not rostered to students) must add students to their SAO in Journey manually. Teachers may combine students from more than one class to increase the number of students in the Targets section of their SAO.*

**36. Can a student's IEP goal be a SAO learning goal?**

*No. An IEP is specific to one student. The SAO learning goal should be for a class of students.*

**37. How does an ESE teacher create a learning goal when he/she serves multiple grade levels?**

*Do not get hung up on a grade level. Think about the totality of the class or group of students you serve. Identify a goal that has a common thread throughout the grade levels. ESE teachers may want to refer to the FSAA-Datafolio Teacher Resource Guide. DOE has selected 3 standards per content area and grade level that are essential to ACCESS content area. Also, in this document there are activities and sample assessments. Another resource is ACCESS Instructional Resources. ([www.accessstofls.weebly.com](http://www.accessstofls.weebly.com)).*

**38. What can an ESE teacher use for establishing baseline data for students in ESE?**

*The present level of performance section of the IEP for the prior years is a source for establishing baseline. Also consider how in any given IND unit the grade/age of a student does not reflect their level of performance. Meaning a 1<sup>st</sup> grader may be performing at a higher level than a 4<sup>th</sup> grader. This is where the Targets play a critical role.*

**39. How can an ESE teacher think through the big idea for their SAO?**

*Thinking through the big idea is critical to forming a learning goal and making sense of the SAO process. For students with the most significant cognitive disabilities, there is a serious delay in the development of communication both receptively and expressively. Consider the make-up of the class and pick a content area. For example, language arts is a content area that encompasses much of the focus of the curriculum for students with significant cognitive impairments. Therefore, the big idea could be, the ability to communicate receptively and expressively is the foundation of all learning and provides the skills and concepts needed to control and make sense of life's experiences.*

**40. Will the state recognize a teacher's SAO rating over their state calculated VAM score for teachers in DA schools?**

*The Superintendent could move a teacher from a DA school if they have an unsatisfactory VAM. For example, if that same teacher had a Highly Effective Stage 1 and a Highly Effective SAO, they would be treated (for purposes of pay in the District) as Highly Effective. And the same can be said for teachers with Effective ratings.*

**41. If it is good enough for 3<sup>rd</sup> grade promotion, why can't we use STAR comprehension data for SAO?**

*When teachers are considering assessments to monitor student learning of their SAO learning goal, the most important thing to remember is alignment. Does the assessment (in its entirety) measure the knowledge and skills the learning goal expects of students? IStation and STAR are comprehensive assessments that measure many, many standards with one assessment. The question must be: What standards should the teacher be measuring for the SAO learning goal? What standards are directly aligned to the learning goal? Chances are, the learning goal does not measure the wide array of standards that STAR and/or IStation measure at one time. The teacher can use IStation and STAR as one of the baseline data points to see a student's overall reading and/or math performance and should absolutely see student growth over the year on these assessments, but more focused assessments (on the select standards aligned with the learning goal) should be used for their primary formative and summative assessments for their SAO.*

**42. What happens if the teacher fails to meet the SAO but has moved students forward? Can principal override the results?**

*Teachers are evaluated on each individual student's target being met at the end of the year evaluation conference. The SAO summative rating rubric has a range from highly effective to unsatisfactory, so a teacher will fall within a range based on the % of students making their targets. A thorough review by the administrator and teacher of the individual student targets at the mid-year review is important so teachers can adjust as may be necessary. The principal or other administrator should review the student learning evidence and make appropriate evaluative decisions.*

**43. How does Journey determine whether a teacher is required to do a SAO?**

*Journey reads the students and courses tied to each teacher in FOCUS. The students rostered to teachers and the timeliness and accuracy of this information is vital to the appropriate assignment of a SAO or VAM source. Journey is updated with changes made in FOCUS on a nightly basis.*

**44. Learning goal for reading interventionist – should it focus on working with students or adults?**

*The Interventionist job position has been classified in SAP as a non-classroom teacher position, therefore, they must use the NCT SAO template. However, many interventionists serve small groups of students 100% of the time.*

*If an interventionist is serving students most of the time, to make the template work for their job purpose, they may use students in their SAO. In the Targets section, they will list the # of students in each tiered level of support (they will need to provide the administrator a list of*

*the names of the students in each group separately since the template doesn't provide a place for that). Then they will identify the specific instructional strategies/interventions being provided for each group of students.*

*The teacher can choose a small group of students or can choose their entire student roster to include in their SAO. The fewer the number of students included, the higher the chance the teacher will take against the SAO summative rating rubric. There is no "rule" in the SAO manual or CBA that defines how many students must be included.*

*At the end of the SAO, the interventionist will be evaluated on whether each individual support/intervention was provided to students consistently and with fidelity throughout the course of the school year. The teacher will not be evaluated on the progress of each individual student. Teachers should be gathering evidence of student learning, so this can be included in the discussion with the teacher and if progress isn't being made by students, the supports/interventions in place will need to be adjusted mid-year to better ensure success.*

**45. Does the administrator have the final say when a teacher's SAO is not well written?**

*The administrator must use the Rubric for Rating the Quality of a SAO during the review of the SAO. If any component of the SAO is not Acceptable Quality, the administrator must provide specific feedback, so the teacher can improve the quality of the SAO. This collaborative process should result in an approved SAO that is deemed by both parties as being Acceptable Quality.*

**46. How do we address D1 "teachers" (provisional substitutes) who may become B1 (regular teachers)?**

*A provisional substitute is not required to have a teacher evaluation; therefore, the substitute will not create a SAO. When a provisional substitute becomes a certified, B1 teacher, use the SAO Decision Tree points and dates for New Teacher Hires to determine when a SAO must be created.*