

SAO Template RESPONSE GUIDE for Non-Classroom Teachers

PROGRAM/SUPPORT LEARNING GOAL

Directions for Establishing a Program/Support Learning Goal: Use the planning information to refine and contextualize the description of the program/support learning 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).

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PROGRAM/SUPPORT LEARNING GOAL PLANNING QUESTIONS

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 program/support learning goal.

<i>Program/Support Learning Goal:</i> 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.	
Which big idea is supported by the program/support learning goal?	<p>Response Guide:</p> <ul style="list-style-type: none"> Why does the target group need this to be successful in life? How does this program/support learning goal matter outside of the workplace? Example: Expressing ideas clearly in writing is critical to communication. Should <u>not</u> be a “Teachers will be able to...” statement.
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>Response Guide:</p> <ul style="list-style-type: none"> 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. Only include the national, state, or program standards associated with the program/support learning goal.
Why is this program/support learning goal important and meaningful for the target group?	<p>Response Guide:</p> <ul style="list-style-type: none"> What is the need for this goal? What data shows this is important and should be chosen as a goal?
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>Response Guide:</p> <ul style="list-style-type: none"> Describe the support strategies the non-classroom teacher will provide (broad strokes, not specific lesson plans). This should not include what the target group will do. This is what the non-classroom teacher will do to support educators. This includes a <u>description</u> of each support the non-classroom teacher will provide (not just a list).
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>Response Guide:</p> <ul style="list-style-type: none"> Should extend throughout the entire school year knowing some people in target group will need less time than others Consider the access the non-classroom teacher has with the target group.

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Explain how this time span is appropriate and sufficient for reaching the program/support learning goal.	<p>Response Guide:</p> <ul style="list-style-type: none"> Justify your answer from above.
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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.

<p>Assessments/Tools and Scoring: <i>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.</i></p>	
<p>Describe the passive, active, and demonstration assessments/tools that measure the program/ support learning goal ¹. <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>Response Guide:</p> <ul style="list-style-type: none"> 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.
<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>	<p>Response Guide:</p> <ul style="list-style-type: none"> 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 is the specific criteria? Could a teacher use the assessment/tool provided to think through the development of a quality lesson plan?

¹ Assessments and rubrics need to be established as high quality.

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ASSESSMENTS/TOOLS AND SCORING PLANNING QUESTIONS

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?	Response Guide: <ul style="list-style-type: none">• There should be enough data to adjust supports frequently.
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?	Response Guide: <ul style="list-style-type: none">• How is the data being used for monitoring progress of each target group?• How is the data being used for adjusting instruction/supports?

TARGETS

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.

Targets: identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.

Actual Performance from Baseline Data	
Identify the population or target group being served (i.e., teachers, instructional personnel, and/or parents)	Response Guide: <ul style="list-style-type: none">• Identify the specific stakeholders being served by your program (do not provide specific names).
Describe the specific evidence (baseline data) used to establish starting points and expected support strategies necessary for the target group.	Response Guide: <ul style="list-style-type: none">• Which sources of data were used to identify the starting level for the target group?• Should include multiple sources of baseline data aligned with the expectations of the program/support learning goal.• Administrator recommendation can be one data source, but other data sources must be considered as well.

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Targets: identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.			
<u>Target Level of Support</u> (e.g., minimal, moderate, extensive) <i>Note: minimum of 3 & no more than 4 target levels of support</i>	<u># in Target Level of Support</u> <i>Note: No names should be listed here – just a raw count</i>	<u>Support Strategies/Activities for each Level of Support</u> <i>Note: minimum of 2, no more than 4 per level of support that are differentiated for target levels</i> ❖ <i>Specific strategies should be described along with how often they will occur.</i>	<u>Achieved Level of Support</u> <i>(Yes = met or exceeded target level of support; No = did not meet target level of support)</i>

TARGETS PLANNING QUESTIONS

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.

Targets: identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.	
Describe how the target levels of support were determined in connection with baseline data, trend data or other information.	Response Guide: <ul style="list-style-type: none"> Describe how data sources were used in conjunction with each other to set target levels of support. Example: When teacher baseline data showed _____, they were determined to be in the _____ target level of support.

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Targets: identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.

Explain how the identified strategies for each level are ambitious, yet realistic for achieving the program/support learning goal.

Response Guide:

- Explain how the support strategies for each person demonstrates a year's worth of support.

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.

Teacher Ratings: 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.

☐ **Unsatisfactory**

≤ 50.99% of the targets achieved

☐ **Needs**

Improvement/Developing

51.00%-69.99% of the targets achieved

☐ **Effective**

70.00%-89.99% of the targets achieved

☐ **Highly Effective**

90.00%-100.00% of the targets achieved.

Administrator comments:

Date

Administrator Signature

Date

Teacher Signature

(the signature does not necessarily indicate agreement with the rating)