SGOs—most difficult part is choosing the type of SGO
  - course
  - class
  - target group of students
  - target content

Once chosen, most work takes place and “everything falls into place”.

What will students know and be able to do and what strategies will get them there? (UbD)

“Job Alike” teachers together choose type of SGO

Feedback:
  - + Quantity and Quality improved
  - - capacity issues
    - Solution: 1. hire more administrators (part/full time) to handle managerial tasks so principals can do observations  2. “TIC” Teacher-in-charge

Decisions
  - each district will determine which teacher SGOs are linked to P/VP evaluation

Rutgers Report – Bill Firestone
  - report will contribute to any changes needed
  - central scheduling for observations – on Google Docs (all are announced?)
  - preference-external experts over internal trainers (at least in beginning)
  - training for administrators – including discussions to hone skills and develop common thinking
  - need improvement on aligning observation data to PD (MyLearningPlan will do this)
  - changes over time
    - begin moving toward improvement of teacher practice and student growth
    - stick with it rather than adding new goals in a new year
    - need plan for training new staff

SGP data – How is it being used? (statistics)
  - create a graph to see if raters are consistent—Are some schools rating higher than others?
  - compare SGO to teacher practice – There should be a correlation. If there are outliers, there may be a problem (state says)
  - use data so you know what is happening in the district
  - keep data points anonymous
• Notes (see slideshow for data slides)
  o SGP 31 (141 students)
  o SGP range 35-65
  o “cut scores” are TBA

• SGO
  o higher quality SGO=higher achievement on tests
  o most helpful – analyze baseline data
  o collaborate!
  o group students by preparedness levels

  o Requirements for SGOs in AchieveNJ (see guidebook)
    ▪ SGO teacher and principal
    ▪ 1-2 SGOs if you have an SGP
    ▪ 2 with no SGP
    ▪ November 15 (preliminary) and February 15 (final adjustments)
    ▪ 4 point scale (consider past performance data)
  o Data Lag – ex: using final exam as SGO (in June) – Do you give it in May? or do you make adjustments afterwards?