

2014-15 Student Growth Objective Form



Name	School(s)	Target population	Define Target Population	Domain	Number in Target Population	Duration of Implementation
	School A School B School C	K-4 <sup>th</sup> grade teachers	Teachers that self-identified as needing additional training in working with students with attentional difficulties.	(Trainings)Disabilities awareness	6 teachers (each teacher has approximately 15 students)	October to March
<p><b>Rationale for Student Growth Objective</b>                      Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.</p>						

	<p><b>Purpose:</b> Increase the teachers' awareness and understanding of ADHD, provide the teachers with a list of strategies with one group follow-up consultation session.</p> <p>At least five to eight percent of children are diagnosed with <a href="#">Attention-Deficit/Hyperactivity Disorder (ADHD)</a>. Many of these children have both. Although the studies vary, 25 to 70 percent of children with ADHD have a learning disability and from 15 to 35 percent of children with LD have ADHD. There are many children who have milder learning or attentional problems but the additive effects can be significant. Difficulties that can occur with either learning or attention problems might be:</p> <ul style="list-style-type: none"> <li>• Underachievement despite good potential</li> <li>• Inconsistent concentration</li> <li>• Difficulty with time-limited tasks</li> <li>• Problems with starting/completing work</li> <li>• Messy writing or disorganized papers</li> <li>• Low self-esteem</li> <li>• Problems with peer relations</li> <li>• Behavior problems</li> <li>• Secondary emotional problems due to repeated failure and frustration</li> </ul> <p>National Center for Learning Disabilities: <a href="http://www.ncld.org/types-learning-disabilities/adhd-related-issues/adhd/attention-learning-problems-when-you-see-one-look-for-other">http://www.ncld.org/types-learning-disabilities/adhd-related-issues/adhd/attention-learning-problems-when-you-see-one-look-for-other</a></p> <p>As the school psychologist I have extensive knowledge of symptoms and risk factors associated with ADHD. I assist medical professionals in the diagnosis of ADHD and consult with educators as well as parents on the unique learning needs of students with ADHD. Students with significant ADHD frequently.</p> <p><u>This goal aligns with the NASP Practice Model Domain 2: Consultation and Collaboration:</u> School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.</p> <p>Research to support goal:</p> <p>A new UK study finds that two-thirds of primary school teachers struggle to understand and manage <a href="#">attention deficit hyperactivity disorder</a> (ADHD) behavior because of a lack of training. However, the study did show that teachers who had received training were more likely to work in partnership with parents. This finding suggests that training for teachers could help create a more positive learning environment for children displaying ADHD behavior. <a href="http://psychcentral.com/news/2008/09/17/teachers-lack-adhd-management-skills/2953.html">http://psychcentral.com/news/2008/09/17/teachers-lack-adhd-management-skills/2953.html</a></p> <p>This goal will be implemented through an in-service to the identified teachers that includes classroom strategies. A follow-up round table discussion led by the school psychologist will be held in December to discuss classroom strategies and provide feedback.</p>
	<p><b>Student Growth Objective</b> State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "75% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.</p>
	<p>No baseline is available for this goal. To develop baseline data the teachers will be given a school psychologist developed pre-test to determine their preexisting knowledge, experience working with students with attentional difficulties and the strategies that they use and have used in their classroom.</p> <p>An interview with the teachers will be conducted to identify students at-risk for attentional difficulties. 3 classroom observations will be conducted by the school psychologist to collect baseline data on identified students' off-task behaviors and strategies employed to maintain attention.</p> <p>In March the teachers will complete rate their satisfaction with the school psychologists consultation on a four point lickert scale ranging from "highly satisfied" to "dissatisfied"</p>

Preparedness Group (e.g. Low, Medium, High)		Number of Students in Each Group	Target Score on SGO Assessment			
High- students with a high degree of off-task behavior - off task 75% of the time or more		8 students in self-contained classroom	Classroom observation data			
Medium group- students with moderate degree of off-task behavior - off task 60-74% of the time		6 students in a pull-out resource classroom	Classroom observation data			
<p><b>Starting Points and Preparedness Groupings</b>            State the type of information being used to determine starting points and summarize scores for each type by group. Add or subtract columns and rows as needed to match number of preparedness groups and types of information used.</p>						
Preparedness Group	Information #1		Information #2	Information #3		
	In-service		Classroom observation of teacher strategies	Classroom observation of identified students		
Teachers	These teachers scored a 80% or higher on the pre-test.		Teacher already uses at least 1 strategy to assist students with attentional difficulties.			
Students with high degree of off task behaviors				Students that are off task 35% or more of the time as measured in a student observation with 3-minute intervals.		
Students with a moderate degree of off-task behaviors				Students that are off task 20% or more of the time as measured in a student observation with 3-minute intervals.		
<p><b>Scoring Plan</b>            State the projected scores for each group and what percentage of students will meet this target at each attainment level.</p>						
Preparedness Group	Student Target Score		School psychologist SGO Score Based on the average score for the four areas being rated (listed below)			
			Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Teachers			All teachers will increase their post-test score to 85% or higher.  Teacher will utilize at least 3 strategies in the classroom during a lesson.	All teachers will increase their post-test score to 80% or higher.  Teacher will utilize at least 2 strategy in the classroom during a lesson.	Most teachers increase their post-test score to 80% or higher.  Teacher will utilize at least 1 strategy in the classroom during a lesson.	Less than half the teachers score higher than 80% on the post-test.  Teacher does not utilize any strategies in the classroom during a lesson.
Students with a high degree of off-task behaviors			Identified students will show a 25% decrease in off-task behaviors.	Identified students will show a 10% decrease in off-task behaviors.	Identified students show a decrease of less than 10% in off-task	Identified students show no decrease in off-task behavior

Students with a moderate degree of off-task behavior			Identified Students will show a 25% decrease in off-task behaviors.	Identified students will show a 10% decrease in off-task behaviors.	Identified students will show a 5% decrease in off-task behaviors.	Identified students show no decrease in off-task behavior
Teacher consultation feedback			School Psychologist earns a "highly satisfied" rating on all rating scales	School psychologist earns all "highly satisfied" to "satisfied" ratings	School psychologist earns an average score of "satisfied".	School psychologist earns an average score below "satisfied".

**Approval of Student Growth Objective**  
 Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____ Signature _____	Date Submitted _____
Evaluator _____ Signature _____	Date Approved _____

**Results of Student Growth Objective**  
 Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Preparedness Group	% Students at Target Score		Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score

**Notes**  
 Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

**Review SGO at Annual Conference**  
 Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

Teacher _____ Date _____	Signature _____
Evaluator _____ Date _____	Signature _____