Overview

This example Student Growth Objective (SGO) was developed by a Speech-Language Specialist (SLS) working in an elementary school. Her goal is clearly aligned with her professional responsibilities as an SLS to help students improve their language skills that support academic progress. Note: even though the role of the SLS is significantly different from that of the classroom teacher, s/he can still set measurable and specific goals that reflect student progress. However, it may be appropriate to modify the structure of the typical teacher SGO and SGO form to better suit the type of goal set by SLSs and other educational service professionals. Suggested changes in terminology and form structure can be seen in the form below. Educators should make modifications to the Department's optional SGO forms as needed. SGOs are not a required component of the evaluation of Educational Service Professionals but the Department encourages their use as a valuable professional practice.

Strengths: The SLS uses a clear rationale to communicate how her important role is embedded in the academic community. She uses three measures of student language to group her students by starting points. She sets realistic goals for each of these groups based on the individual needs of her students.

Suggestions: The SLS may want to provide information regarding specific starting points of each student based on multiple measures, including a commercially available or SLS-designed grammar assessment that collects data on students' knowledge and use of nouns and verbs in sentences and narrative tasks, recent evaluation results, and/or latest progress reports. Collecting this information in a spreadsheet will allow for stronger conversations between the SLS and her supervisor about the goal during the SGO consultation.

Name	School	Grade	Assignment	Number of Students	Interval of Instruction
		4th–5th	Speech-Language Specialist	16	10/15/15 – 04/30/16

Rationale for Student Growth Objective

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/careers. Name and briefly describe the format of the assessment method.

RATIONALE

The student's communication competence is the basis for the ability to demonstrate knowledge. The ability to understand and use parts of speech (e.g., nouns and verbs) is an expectation in the English Language Arts standards. The SLS's responsibility is to help enable students with disabilities to better access the CCSS and curriculum-based vocabulary. Consequently, the SLS's efforts to help students develop these skills will support the work of other educators working with these students.

ASSIGNMENTS

Students will be placed into groups based on multiple pieces of information (see below), including a diagnostic pre-assessment selected by the SLS to determine readiness; a post-assessment will be utilized to determine growth. Though three pieces of information are indicated below, SLS may consider only using two.

STANDARDS
CCSS.ELA-Literacy.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Sample Of Speech Therapy Completed Sgo

M Walker

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