

TEACHER SLG GOAL SETTING EXAMPLE – HIGH SCHOOL SOCIAL SCIENCE

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

SLG GOAL 1	
Goal-Setting Conference	<p>Content Standards/Skills</p> <p>Relevant Oregon Social Science Content Standards: HS.24. Analyze and critique the impact of constitutional amendments HS.26. Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy and oligarchy. HS.27. Examine functions and process of the U.S. Government HS.28. Evaluate how governments interact at the local, state, tribal, national, and global levels. HS.32. Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions.</p> <p>Relevant CCSS for Literacy in History/Social Studies: 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. 11-12.RH.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. 11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
	<p>Assessments</p> <p>Category 2 I will assess students using a district created portfolio assessment out of 100 points. The portfolio consists of a district-wide end of the year essay exam in which students use primary source documents to support arguments (50%) and three bi-weekly writing prompts using the statewide Social Science Analysis Scoring Guide (50%). All students will also complete a capstone project, with results being used to assess the performance of the two highest tiers of students outlined in my goal.</p>
	<p>Context/Students</p> <p>I teach 2 periods of Civics and Government in which 64 students are enrolled. This is a semester long course for seniors. Two of my students have learning disabilities. Six of my students are English Language Learners (ELL). The class period is 45 minutes long.</p>

<p>Baseline Data</p>	<p>The results of the district created pre-assessment comprised of 50 multiple-choice questions and an essay show that students' background knowledge of Civics and Government varies. Pretest scores ranged from 20% to 95% correct.</p> <p>Most students demonstrated a basic understanding of the structure and function of the government and public policy. Few student demonstrated understanding of basic principles of the US Constitution. Given a document-based essay question, most students were able to cite evidence to support their discussions but tended to rely on one or two sources; this finding is consistent with a review of essays contained in student portfolios from last year's history course. Last year and in the pre-assessment essay, students struggled to evaluate evidence for point of view and content.</p>												
<p>Student Growth Goal (Targets)</p>	<p>During the semester course (September – January) students will increase their knowledge of Civics and Government as measured by comparing the end of year portfolio results to the pre-assessment results. I have set tiered growth targets for my students:</p> <table border="1" data-bbox="574 751 1333 1020"> <thead> <tr> <th>Baseline Score Range</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>20-30</td> <td>70</td> </tr> <tr> <td>31-50</td> <td>80</td> </tr> <tr> <td>51-70</td> <td>90</td> </tr> <tr> <td>71-85</td> <td>95 + score of 85 or higher on capstone project</td> </tr> <tr> <td>86-95</td> <td>100 + score of 90 or higher on capstone project</td> </tr> </tbody> </table>	Baseline Score Range	Target Score	20-30	70	31-50	80	51-70	90	71-85	95 + score of 85 or higher on capstone project	86-95	100 + score of 90 or higher on capstone project
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<p>Rationale</p>	<p>The Social Science standards included in this goal are interconnected and rely on each other. An understanding of the types and structures of government around the world as well as the structure and functions of the US government is essential in developing engaged and informed citizens.</p> <p>Student performance on the essay, both this year and in previous years, shows that students need support in identifying multiple sources of evidence as well as evaluating evidence for determining point of view and potential bias.</p>												
<p>Strategies</p>	<ul style="list-style-type: none"> • Provide opportunities for students to demonstrate their understanding of social studies skills, processes, and content by representing knowledge in multiple ways. Examples include experiential exercises, processing assignments, debate, teacher and/or district-developed assessments, and formal and informal writing. • Guided reading of primary source documents to evaluate claims. • Have students review their own performance data and develop individual targets for improvement in identified areas. • Have students collect work samples throughout the school year for a portfolio that will demonstrate their mastery of key ideas and concepts in social studies content, skills, concepts, and processes. • Provide students with disabilities with all instructional and assessment accommodations and modifications contained in the IEPs. I will work with the ELL Teacher to develop strategies for supporting English learners. 												

**Professional Learning
and Support**

I will need time to meet with my colleagues to develop lessons and score assessments.
I will also need time to work with the ELL Specialist to modify language in my assessments.