

TEACHER SLG GOAL SETTING EXAMPLE – HIGH SCHOOL LIBRARIAN

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

SLG GOAL 1		
Goal-Setting Conference	Content Standards/Skills	LIB 1.1.A Follow an inquiry-based process to seek knowledge. LIB 1.1.F Evaluate information for accuracy, validity, importance and bias. LIB 3.2.C Respect the intellectual property of others when gathering, presenting or publishing information to avoid plagiarism. CC.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Assessments	<p>Category 2: Pre-assessment performance task of information literacy background information</p> <p>Summative assessment of completed Remarkable Person project brochure using rubric</p> <p>Post assessment discussion and review of projects done in collaboration with Modern World History teachers and certified librarian.</p> <p>All assessments are school-wide and were created collaboratively by librarian and Modern World History teachers.</p>
	Context/Students	All 300 9 th -grade students enrolled in Modern World History classes. Each class comes to the library for instruction for a full class period for 2 weeks.

<p>Baseline Data</p>	<p>The baseline data was gathered as part of a pre-assessment information literacy performance task of background knowledge administered to all 9th Graders during the first month of school in Modern World History classes. The performance task was created in collaboration between the certified librarian and Modern World History teachers. We used the NEASC 21st Century skills rubric to assess the students' prior skills and knowledge.</p> <p>These assessments yielded the following data:</p> <table border="1" data-bbox="574 451 1516 936"> <thead> <tr> <th><i>Digital research tools</i></th> <th>Below</th> <th>Developing</th> <th>Meets</th> <th>Exceeds</th> </tr> </thead> <tbody> <tr> <td>Access, research, organize & apply information</td> <td>7.1%</td> <td>14.3%</td> <td>53.6%</td> <td>25%</td> </tr> <tr> <td>Manage flow of information from wide variety of sources</td> <td>6%</td> <td>25%</td> <td>41.7%</td> <td>27.4%</td> </tr> <tr> <td>Evaluate information critically and competently</td> <td>27.7%</td> <td>42.2%</td> <td>16.9%</td> <td>13.3%</td> </tr> <tr> <td>Accurately and creatively address issue or problem</td> <td>27.7%</td> <td>37.3%</td> <td>18.1%</td> <td>16.9%</td> </tr> <tr> <td>Alignment between task and solution/product</td> <td>30.1%</td> <td>30.1%</td> <td>30.1%</td> <td>9.6%</td> </tr> <tr> <td>Ethical and legal issues</td> <td>41%</td> <td>33.7%</td> <td>13.3%</td> <td>12%</td> </tr> </tbody> </table>	<i>Digital research tools</i>	Below	Developing	Meets	Exceeds	Access, research, organize & apply information	7.1%	14.3%	53.6%	25%	Manage flow of information from wide variety of sources	6%	25%	41.7%	27.4%	Evaluate information critically and competently	27.7%	42.2%	16.9%	13.3%	Accurately and creatively address issue or problem	27.7%	37.3%	18.1%	16.9%	Alignment between task and solution/product	30.1%	30.1%	30.1%	9.6%	Ethical and legal issues	41%	33.7%	13.3%	12%
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<p>Student Growth Goal (Targets)</p>	<p>In the areas of Evaluate Information and Ethical and Legal Issues:</p> <p>75 percent of students will move up two steps on the scoring rubric in their summative assessment.</p> <p>25 percent of students will move up one step on the scoring rubric in their summative assessment.</p>																																			
<p>Rationale</p>	<p>Students will acquire a foundation of information literacy skills to carry them through their high school academic journey. All freshman will be prepared to begin more rigorous research work during their second semester.</p>																																			
<p>Strategies</p>	<p>Instruction will address both small scale and larger-duration information literacy projects during the first semester of freshman year. Such instruction will continue and increase in complexity during the second semester of Modern World History. Instruction will focus on locating, identifying, utilizing and synthesizing accurate information from digital sources. Instruction also will focus on correct MLA formatting of a bibliography and in-text citations.</p>																																			
<p>Professional Learning and Support</p>	<p>Time within the school day for collaboration with the Modern World History teachers.</p>																																			