

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

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| Teacher: | Vocal Music |
| School: | 8 th Grade |
| Evaluator: | |

STEP ONE: SLO DEVELOPMENT

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| <p>Prioritize Learning Content: Identify standards and content.</p> | <p><i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify the specific data source or trend data used. (1a)</i></p> <hr/> <p>Students will be able to identify musical elements in a vocal music score. Standard 3: Reading and notating music (data source: Soprano, Alto, and Bass [SAB] vocal music score). Standard 4: Listening (listen and identify vocal part). Standard 5: Understanding Relationships (lyrics, math).</p> |
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| <p>Identify the Student Population: Describe the context of the class.</p> | <p><i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)</i></p> <hr/> <p>40 eighth grade students (two sections) are enrolled in choir at XX Middle School during the entire SLO time period. Three of these students are on an Individualized Education Plan (IEP).</p> |
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| <p>Interval of Instruction: Specify the time frame in which growth will be measured.</p> | <p><i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.</i></p> <hr/> <p>Student growth will be measured over 3 months. This class meets one class period (55 minutes) daily.</p> |
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| <p>Analyze Data and Develop Baseline: Detail student understanding of the content at the beginning of the instructional period.</p> | <p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p> |
| | <p>Teacher-created Music Score Reading Assessment (15 points) administered in the first week of the academic year.</p> <p>Baseline performance data: Emerging (0-11 correct), n=21 Proficient (12-14 correct), n=15 Advanced (15 correct), n=4</p> <p>Students demonstrate various levels of formal musical experience:</p> <p>Students enrolled at XX Middle School Choir last year and experience seventh grade choir curriculum, n=22 Students who are new to XX Middle School Choir, n=13 Students new to XX Middle School Choir with instrumental and formal instruction as the middle school level, n=5</p> |

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| <p>Select or Develop an Assessment: Describe how the goal attainment will be measured.</p> | <p><i>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)</i></p> |
| | <p>Students completed the baseline Music Score Reading Assessment. At the conclusion of the 3-month time period, students will be re-assessed with the same assessment.</p> <p>Standard 3: Reading and notating music (data source: SAB vocal music score). Standard 4: Listening (listen and identify vocal part). Standard 5: Understanding Relationships (lyrics, math).</p> |

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| <p>Growth Goal: Establish expectations for student growth.</p> | <p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i></p> |
| | <p>Using the teacher created baseline Music Score Reading Assessment, all of the eighth grade students will perform at the proficient level or above. Students already scoring at the proficient level will increase their scores by a minimum of one point. Students already scoring at the advanced levels will maintain a perfect score. Expected growth takes into consideration the students varied background and knowledge in vocal ensembles. All students are expected to gain knowledge of basic score reading concepts to adequately prepare them for success in current and future vocal music ensembles.</p> |

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| | <p>I will help my students obtain this goal through on-going vocal music instruction and related experiences, e.g. individual voice lesson, group voice lessons.</p> |
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| <p>Provide Rationale: Describe how your SLO benefits student learning.</p> | <p><i>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)</i></p> |
| | <p>The baseline data, assessment, and growth of students' knowledge of the musical score dictates the students need for instruction and practice in how to read, understand, and apply a musical score.</p> |

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| <p>Learning Strategies: Describe your plan to meet student needs.</p> | <p><i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</i></p> |
| | <p>Throughout the 3-month period students will gain instruction, practice, and review in music score reading through direct instruction, study, and performance of choral music. Effective music score reading comprehension strategies will include, but are not limited to, sight singing and music theory using piano keyboards, technology, and individual and large group instruction.</p> |

STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature:

Date:

Evaluator Signature:

Date:

STEP THREE: ONGOING COMMUNICATION

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| <p>Progress Update: Describe student progress toward the growth goal.</p> | <p><i>Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)</i></p> <hr/> <p>I have used individual and small group spot checks (performance of a section of the musical composition) to monitor student progress. Students appear to be on track to attaining my growth goal.</p> |
| <p>Strategy Modification: If necessary, document changes in strategy.</p> | <p><i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)</i></p> <hr/> <p>I will use ensemble performance, small group performance and sectional work, and individual and group spot checks.</p> |
| <p>SLO Adjustment: If justified, describe changes to the SLO.</p> | <p><i>Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)</i></p> <hr/> <p>None.</p> |

Teacher Signature:

Date:

Evaluator Signature:

Date:

STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

SCORING

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| High Growth: <i>The growth goal was 86% to 100% attained.</i> | <i>What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)</i> |
| | 35 out of 40 students scored in the proficient or above range and/or met the goal of a one point gain or maintenance of a perfect score on their post-assessment. |

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| Expected Growth: <i>The growth goal was 65% to 85% attained.</i> | <i>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</i> |
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| Low Growth: <i>The growth goal was less than 65% attained?</i> | <i>What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)</i> |
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PRELIMINARY STUDENT GROWTH RATING

| PRELIMINARY STUDENT GROWTH RATING | | |
|---|--------------------------|-------------------------------------|
| Based on final assessment data, the student growth rating is: | | |
| LOW | EXPECTED | HIGH |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

REFLECTION

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| Professional Growth: <i>Detail what you learned.</i> | <i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</i> |
| | Since nearly half of my students this year were already proficient or above on the pre-test, next year I would like to differentiate both my growth goal and my instruction to meet the needs of both those students who need to gain proficiency and those who already are proficient in this particular skill. |