

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Music
School:	Elementary
Evaluator:	

STEP ONE: SLO DEVELOPMENT

<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>
	<p>National Music Standard 4: Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. First grade students will demonstrate and describe music’s expressive qualities, e.g. dynamics and tempo.</p>

<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>
	<p>16 first grade students of varying levels and abilities. One student is on an Individualized Education Plan (IEP) and one student has a hearing disability affecting his performance in the classroom.</p>

<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>
	<p>Fall semester for a period of five weeks.</p>

<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>Pre-assessment (15 items: matching and performance)</p> <p>15/15, n=0 10/15, n=2 5/15, n=9 0/15, n=5</p>

<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>Teacher-created written assessment of 15 items. Students will be asked to recall information through the 5-week time period about appropriate dynamics use in certain situations, the difference between loud and soft, and the definition of the four main dynamics used. Additionally, they will be called upon to recognized loud and soft sounds.</p>

<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>During the fall semester, based on the pre- and post-assessment, all of the first grade students will make measurable progress in identifying appropriate dynamics use and terms. In the post-assessment, 100% of my students will receive 70% or above (11/15).</p>

<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>It is important that first grade students know the difference in dynamics use as we build on the concept in subsequent grades. Students need to understand the importance of dynamics in performance as well as everyday use.</p>

<p>Learning Strategies: <i>Describe your plan to meet student needs.</i></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>Students will gain instruction, practice, and review in all of these areas throughout the semester. We will work on these concepts by using:</p> <ul style="list-style-type: none">• listening maps• instrumentation• call and response• flashcards• projector activities• scavenger hunt• worksheets• games
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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

<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 believe the student are on track. With the help of PowerPoint presentations, hands-on activities, catchy songs, and instrumentation, I have asked questions regarding dynamics use throughout the unit. Student are learning quickly and doing better than the pre-test. The students now know the difference between <i>piano</i> and <i>forte</i> without needing to be guided.</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>The only thing I need to account for are the students with a learning and hearing disability. I have tried to individualize instruction with each student to determine if they know how to decipher dynamics use.</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

<p>High Growth: The growth goal was 86% to 100% attained.</p>	<p>What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)</p>
<p>Expected Growth: The growth goal was 65% to 85% attained.</p>	<p>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</p> <p>12 of 16 students scored 12 or higher on the 15 item post-test. The remaining 4 students scored 10/15, which is just short of my 70% goal. Goal attainment: I met 75% of my goal of 100% of my students scoring 70% or above.</p>
<p>Low Growth: The growth goal was less than 65% attained?</p>	<p>What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)</p>

PRELIMINARY STUDENT GROWTH RATING

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

REFLECTION

<p>Professional Growth: Detail what you learned.</p>	<p>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</p> <p>Since music is also about performance, next year I would like to include a performance component as part of my SLO. I will need to work on developing a rubric that is aligned to my standards.</p>
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