

Wisconsin Student/School Learning Objective Selection/Approval Form

Name of Team of Teachers Being Evaluated

Amy

Name of Reviewers

Susan Prather, Principal

Content Area/Grade Level(s)

Review Date Mo./Day/Yr.

Music Specialist, Kindergarten – 5th Grade

11/20/12

School Building
Hudson Prairie Elementary

Please use additional pages, if necessary, to provide information requested below. Additional guiding questions to support the selection process are located on the Wisconsin Student Learning Objective (SLO) Selection/Approval Rubric

SLE

Student Learning Objective (SLO)

By June, 2013, ~~85%~~ of all second grade music students will independently demonstrate aural identification, reading, and writing of four-beat rhythm patterns containing quarter notes, eighth notes, and quarter rests.

Baseline Data and Rationale:
(Why did you choose this objective?)

My baseline data was collected in October 2012. Currently, 56% of my second grade students are meeting grade level proficiency for aural identification, reading, and writing of four-beat rhythm patterns containing quarter notes, eighth notes, and quarter rests. Strengths for my students included identifying rhythm patterns in a multiple choice format. Areas to work on included identifying and writing four-beat rhythm patterns from dictation. The goal of 85% proficiency seems like a logical stretch goal for my students.

Learning Content:

(What content will the SLO address?)

The content addressed by this SLO is **Content Standard 5: Reading and Notating Music** of the National Standards for Music Education, as established by the MENC (Music Educators National Conference). Within this content standard, the following subcategories will be partially addressed by this SLO (these subcategories are meant to be fully addressed by the end of *fourth grade*): a) read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, and 4/4 meter signatures and b) use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.

Student Population:

(Who are you going to include in this objective?)

The 68 students in my three second grade classes will be my focus group.

Interval:

(How long will you focus on this objective?)

I will focus on this objective for the 2012-13 school year.

Assessment/Evidence Source(s):

(How will you measure the outcome of your objective?)

*Rhythmic identification post-test
Data charts*

Targeted Growth:

(What is your goal for student growth?)

My goal is that 85% of my second grade music students will reach proficiency by the end of the year.

Strategies and Support:

(What methods or interventions will you use to support this objective? What instructional support or professional development is necessary to accomplish the objective?)

- Understand the expectations for the national music content standard on reading and notating.
- Create opportunities to practice reading, writing, and identification of rhythm patterns as a whole class, in small groups, and individually.
- Establish a routine for rhythm practice (flashcards, written work, rhythm games, and choral and individual reading).
- Record keeping for data (Excel charts).
- Collaboration with other elementary music specialists in the district.

Educator/Preparer Signature

Date Signed Mo./Day/Yr.

11/20/12

Supervisor Signature

Date Signed Mo./Day/Yr.

Army - Music



2nd Conference (SLO) Mid-Year Reflection

<p>Tell me about how your SLO is going. What is going well? What are some challenges you are facing?</p>	<p>Few went down Celebrate 84% now</p>
<p>Data analysis What trends do you see? What are the strengths? What are the areas of concern?</p>	<p>Oct. 2013 50% Feb. 2013 84% May 2013 Celebrate</p>
<p>Individual data talk What students are not meeting your expectations? Why do you suspect they are not meeting their expectations? Do you need to develop specific actions to support these individuals?</p>	<p>Reading difficulties kids in 2+3rd</p>
<p>Reflection on SLO Are my SLO attainable? Does it need to be adjusted? What is your rationale for any adjustment?</p>	<p>Nov 84% - <u>Smart-ten</u> increase level 4 → 7+8 S kids</p>
<p>Reflections on Actions Are your actions making a difference? Do you need to update the action portion of the SLO?</p>	<p>1. Routines - <u>Practice</u> 2. Data <u>DRG</u> 3. Collaboration <u>districtwide</u> <u>common assessment</u> 4. Stations to network - <u>DIRE w/creativity</u> <u>goal S. →</u></p>
<p>Support from SLE</p>	<p>Summary of the conference</p>

Handwritten notes and symbols at the bottom of the page, including a large 'D', a '20', and other scribbles.

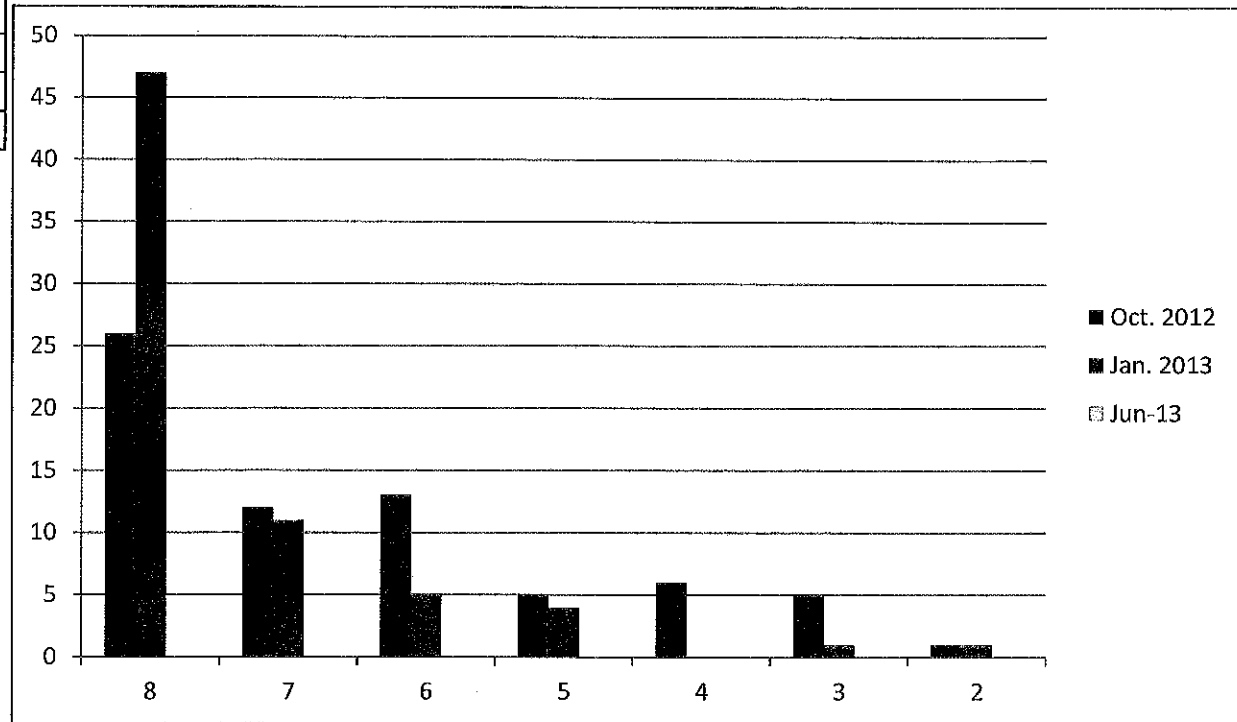
2nd Conference (SLO) Mid-Year Reflection

<p>Tell me about how your SLO is going. <i>What is going well?</i> <i>What are some challenges you are facing?</i></p>	<p>The second grade students have really progressed with their rhythm reading, writing, and aural identification. Challenges are that some students are still not progressing, and a few had scores that went down.</p>
<p>Data analysis <i>What trends do you see?</i> <i>What are the strengths?</i> <i>What are the areas of concern?</i></p>	<p>The general trend is that students' scores increased. 84% of the second grade students are now meeting the grade level expectation for reading, writing, and aural identification of quarter notes, eighth notes, and quarter rests (the goal for June was 85%). I am concerned with the few students that are not progressing, but also that the goal is not rigorous enough for many of the students.</p>
<p>Individual data talk <i>What students are not meeting your expectations?</i> <i>Why do you suspect they are not meeting their expectations?</i> <i>Do you need to develop specific actions to support these individuals?</i></p>	<p>Students who received a score below 7 or 8 are not meeting the expectations. This could be because they need more individual help and practice with their rhythms. I think I need one-on-one or small group time with these students.</p>
<p>Reflection on SLO <i>Is my SLO attainable?</i> <i>Does it need to be adjusted?</i> <i>What is your rationale for any adjustment?</i></p>	<p>Yes, the SLO is definitely attainable. We have almost already met the goal of 85% for June. We may need to increase the expectation, since so many students have already attained a score of 7 or 8. Another possibility is focusing on the 16% who are still not meeting the expectation to try to bring their scores up.</p>
<p>Reflections on Actions <i>Are your actions making a difference?</i> <i>Do you need to update the action portion of the SLO?</i></p>	<p>Yes, I think all of our rhythm practice has helped! Is there a way I can set up on-one-one or small group practice with the individuals who are not yet meeting the expectation for rhythm reading, writing, and identification?</p>
<p>Summary of the conference</p>	<p>- Keep goal at 85% - Short-term goal - more = kids - Support from Sue? - Actions - E and S - Difficult words</p>

By June 2013, 85% of 2nd Grade students will independently demonstrate aural identification, reading, and writing of four beat rhythm patterns containing quarter notes, eighth notes, and quarter rests.

Amy

	Oct. 2012	Jan. 2013	Jun-13
8	26	47	
7	12	11	
6	13	5	
5	5	4	
4	6	0	
3	5	1	
2	1	1	



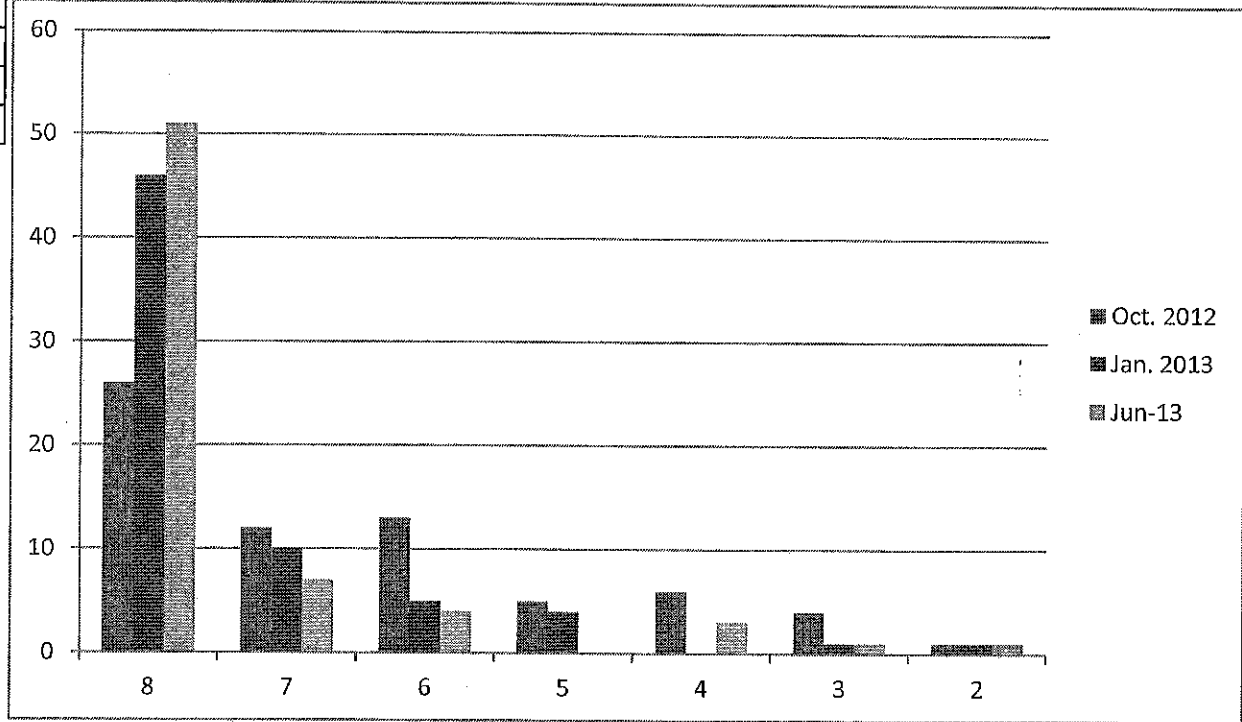
End of the Year Conference SLO Evaluation

<p>Tell me about how your SLO process went. What was the impact for your students? What was the impact on you as an educator?</p>	<p>Pinpointed kids midyear - most growth Newirth - 1/2 notes</p>												
<p>Results Walk me through your final data. What trends did you notice? Discuss individual students who did not meet the SLO. Why do you suspect they did not meet the SLO?</p>	<p>Goal 84% 79, 8 86% → 83% → 87%</p>												
<p>Commendations</p>	<p>Growth for all!</p>												
<p>Reflection in SLO using Rubric</p> <table border="1"> <thead> <tr> <th>Score</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>(4)</td> <td> <ul style="list-style-type: none"> Student growth for this SLO has exceeded expectations. Evidence indicates exceptional growth for <u>all</u> of targeted population. The educator has surpassed the expectations described in the SLO and demonstrated an outstanding impact on student learning. </td> </tr> <tr> <td>(3)</td> <td> <ul style="list-style-type: none"> Student growth for this SLO has met expectations. Evidence indicates substantial growth for most of the targeted population. The educator has fully achieved the expectations described in the SLO and demonstrated notable impact on student learning. </td> </tr> <tr> <td>(2)</td> <td> <ul style="list-style-type: none"> Student growth for this SLO has partially met expectations. Evidence indicates some growth for most of the targeted population, or a mix of some students exceeding targets, some meeting targets, and some not meeting targets. The educator has demonstrated an impact on student learning, but overall has not met the expectations described in their SLO. </td> </tr> <tr> <td>(1)</td> <td> <ul style="list-style-type: none"> Student growth for this SLO has minimally met expectations. Evidence indicates minimal or inconsistent growth for the targeted population. The educator has not met the expectations described in the SLO and has not demonstrated a sufficient impact on student learning. </td> </tr> <tr> <td>(0)</td> <td> <ul style="list-style-type: none"> The evidence the educator provides with respect to this SLO is missing, incomplete, or unreliable. The educator has not engaged in the process of setting and gathering evidence for the SLO. </td> </tr> </tbody> </table> <p>Are there any mitigating circumstances we should discuss?</p>	Score	Criteria	(4)	<ul style="list-style-type: none"> Student growth for this SLO has exceeded expectations. Evidence indicates exceptional growth for <u>all</u> of targeted population. The educator has surpassed the expectations described in the SLO and demonstrated an outstanding impact on student learning. 	(3)	<ul style="list-style-type: none"> Student growth for this SLO has met expectations. Evidence indicates substantial growth for most of the targeted population. The educator has fully achieved the expectations described in the SLO and demonstrated notable impact on student learning. 	(2)	<ul style="list-style-type: none"> Student growth for this SLO has partially met expectations. Evidence indicates some growth for most of the targeted population, or a mix of some students exceeding targets, some meeting targets, and some not meeting targets. The educator has demonstrated an impact on student learning, but overall has not met the expectations described in their SLO. 	(1)	<ul style="list-style-type: none"> Student growth for this SLO has minimally met expectations. Evidence indicates minimal or inconsistent growth for the targeted population. The educator has not met the expectations described in the SLO and has not demonstrated a sufficient impact on student learning. 	(0)	<ul style="list-style-type: none"> The evidence the educator provides with respect to this SLO is missing, incomplete, or unreliable. The educator has not engaged in the process of setting and gathering evidence for the SLO. 	<p>87%</p> <p>Students not here entire year</p> <ul style="list-style-type: none"> - Aiza - Michael - Noela
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<p>Next steps How will this inform teaching in the future?</p>	<p>Diff instr. - How time limited.</p>												
<p>Summary of the conference</p>	<p>Correlation reading / writing</p> <p>Next year - Composition records 5m goals include 3+ elements Creativity Performance</p>												

By June 2013, 85% of 2nd Grade students will independently demonstrate aural identification, reading, and writing of four beat rhythm patterns containing quarter notes, eighth notes, and Amy

	Oct. 2012	Jan. 2013	Jun-13
8	26	46	51
7	12	10	7
6	13	5	4
5	5	4	0
4	6	0	3
3	4	1	1
2	1	1	1

38/67 50/67 58/67
 56% 83% 87%



Amy

Wisconsin Student/School Learning Objectives Evaluation

Evaluation Score	Criteria
(4)	<ul style="list-style-type: none"> Student growth for this SLO has exceeded expectations: Evidence indicates exceptional growth for all/nearly all of targeted population The educator has surpassed the expectations described in the SLO and demonstrated an outstanding impact on student learning
(3)	<ul style="list-style-type: none"> Student growth for this SLO has met expectations: Evidence indicates substantial growth for most of the targeted population The educator has fully achieved the expectations described in the SLO and demonstrated notable impact on student learning
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(0)	<ul style="list-style-type: none"> The evidence the educator provides with respect to this SLO is missing, incomplete, or unreliable -OR- The educator has not engaged in the process of setting and gathering evidence for the SLO



Mitigating Circumstances:

Please describe here any mitigating circumstances (examples might include an extended absence on the part of the educator or much higher than expected levels of student absence/mobility) that may have impacted the ability of the educator to demonstrate the level of student growth as specified on the SLO as originally approved, and also describe the decision mutually agreed upon by the educator and supervisor as to how this situation has been handled in deriving the final score.

excluding 3 students who were not only a partial year.

Final Score for this SLO

4

Educator/Preparer Signature 	Date Signed Mo./Day/Yr. 5/28/13
Supervisor Signature 	Date Signed Mo./Day/Yr. 5/28/13

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PUBLIC INSTRUCTION

The Educator Effectiveness System is still in development. Any outcomes, including educator ratings, should NOT be used for employment or other high stakes decisions.

General Information**Teacher Information**

Name *First & Last* Amy

Content Area(s) Elementary Music Specialist

Grade Level(s) K-5

Reviewer Information

Reviewer 1 Name *First & Last* Susan Prather

Review Date 11/20/2012

Reviewer 2 Name *First & Last* _____

Review Date mm/dd/yyyy

Page 2 of 4

PII-00274



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The Educator Effectiveness System is still in development. Any outcomes, including educator ratings, should NOT be used for employment or other high stakes decisions.

Selection Process

Provide the information requested below. Additional guiding questions to support the selection process are located on the [Wisconsin Student Learning Objective \(SLO\) Selection/Approval Rubric](#).

Student Learning Objective (SLO)

By June of 2013, 85% of all second grade music students will independently demonstrate aural identification, reading, and writing of four-beat rhythm patterns containing quarter notes, eighth notes, and quarter rests.

Baseline Data and Rationale

Why did you choose this objective?

My baseline data was collected in October 2012. Currently, 56% of my second grade students are meeting grade level proficiency for aural identification, reading, and writing of four-beat rhythm patterns containing quarter notes, eighth notes, and quarter rests. Strengths for my students included identifying rhythm patterns in a multiple choice format. Areas to work on included identifying and writing four-beat rhythm patterns from dictation. The goal of 85% proficiency seems like a logical stretch goal for my students.

Learning Content

What content will the SLO address?

The content addressed by this SLO is "Reading and Notating Music," which is Content Standard #5 of the National Standards for Music Education, as established by the MENC (Music Educators National Conference). Within this content standard, the following subcategories (for K-4th grade) will be partially addressed by this SLO: a) read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, and 4/4 meter signatures and b) use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.

Population

Who are you going to include in this objective?

The 68 students in my three second grade music classes will be my focus group. These students attend music class for 45 minutes every three days, or approximately 60 times total during the school year.

Interval

How long will you focus on this objective?

I will focus on this objective for the 2012-13 school year.

Assessment/Evidence Source(s)

How will you measure the outcome of your objective?

I will measure the outcome of my objective with a rhythmic reading, writing, and aural identification post-test and record the results in data charts.

Targeted Growth

What is your goal for student growth?

My goal is that 85% of my second grade music students will reach proficiency in the aural identification, reading, and writing of patterns containing quarter notes, eighth notes, and quarter rests by the end of the year.

Strategies and Support

What methods or interventions will you use to support this objective? What instructional support or professional development is necessary to accomplish the objective?

I need to understand the expectations for the national music content standard on reading and notating at the second grade level. I will create opportunities throughout the 2012-2013 school year to practice reading, writing, and identification of rhythm patterns as a whole class, in small groups, and individually. I will need to establish a routine for regular practice of these rhythms with flashcards, written work, rhythm games, and choral and individual reading. I need to maintain a system of record keeping for data. Finally, I will need to collaborate with the other elementary music specialists in the district to create common goals for our students.

Previous Page

Next Page

Save

Page 3 of 4

PII-00274



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The Educator Effectiveness System is still in development. Any outcomes, including educator ratings, should NOT be used for employment or other high stakes decisions.

Certification

Once the educator and supervisor are both in agreement that this SLO is appropriate, print this page, sign and date, and keep for your records.

Educator/Preparer Signature

I CERTIFY that the information provided is complete and correct.

Name of Educator/Preparer

Amy

Signature of Educator/Preparer

[Handwritten Signature]

Date Signed Mo./Day/Yr.

11/20/12

Supervisor Signature

I CERTIFY that the information provided is complete and correct.

Name of Supervisor

Signature of Supervisor

>

Date Signed Mo./Day/Yr.

Make sure to click the "Submit Selection Approval button after printing to submit your responses.

Page 4 of 4

PI-00274