**SMART Goal Setting for Student Academic Progress Form**

**Abbreviated SMART Goal Setting Student Academic Progress Form**

***Teacher’s Name*** *Teacher L*

***Subject/Grade*** *Elementary First-Year Instrumental Music* ***School Year*** *\_\_\_\_ - \_\_\_\_*

**Directions:** This form is a tool to assist teachers in setting a SMART goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

***Initial Goal Submission (due by*** *10/15* ***to the evaluator)***

|  |  |
| --- | --- |
| **I.Setting** (Describe the population and special learning circumstances.) | I teach three classes of beginning instrumental (band/orchestra) grade students. The total number is twenty. There are fifteen 4th grade students and six 5th grade students. Each class meets for 25 minutes once a week. Of the beginning students I teach, one student is currently taking private music lessons. Two of the students are English Language Learners and one has Down’s Syndrome. |
| ***II. Content/Subject/Field Area*** *(The area/topic addressed based on learner achievement, data analysis, or observational data.)* | Based on student achievement, I will focus on building students’ ability to produce tones that are clear, free of tension, sustained, and unwavering in pitch. Percussion students will demonstrate tones that are clear, free of tension, rhythmically accurate and at appropriate dynamic volume. VA SOL IB.2 |
| ***III. Baseline Data*** *(What does the current data show?)* | I administered a pre- assessment that asked students to produce tones that are clear, free of tension, sustained, and unwavering in pitch. (A rubric was used to assess these four areas. The rubric has five levels that include: novice, needs work, developing, proficient, and exemplary. Only one student was proficient on the October administration of the assessment. *[x]  Data attached* |
| ***IV. SMART Goal Statement*** *(Describe what you want learners/program to accomplish.)* | During this school year, 100% of my students will demonstrate measurable progress in music. * Students scoring novice and needs work on the pre-assessment will improve their scores at least two levels on the post assessment
* Students scoring developing on the pre-assessment will improve their scores at least one level on the post assessment.

\*( *The points for growth are determined by pre-assessment data and your specific class population)* |
| **V. Means for Attaining Goal** (Strategies used to accomplish the goal) |
| ***Instructional Strategy*** | ***Evidence*** | ***Target Date*** |
| Build the ability to produce tones that are clear, free of tension, sustained , and unwavering in pitch on instruments through the use of teacher modeling, Sound Innovations method book, Instructional DVD, Teacher guided Smart Music assessment, peer & self-assessments. | Students will submit weekly practice journals and demonstrate improved tone production in weekly lessons according to the established rubric and Smart Music scores | Implementation by October 30 |
| Formative assessments of materials, techniques, and processes throughout the year | Formative assessments | Implementation by October 30 |
| Lessons that focus on building tone production on a unison pitch using rhythms of quarter, paired eighth and half notes, and quarter and half rests | Lesson Plans and student work | Implementation by October 15 |

**Teacher L Baseline, Mid-Year, and End of Year Data**

|  |  |  |
| --- | --- | --- |
| **Music Assessment** | **Percent of Students who met goal by mid-year** | **Percentage of Students of met goal by the end of year** |
| Tone Quality | 21% |  84% |

Rubric for assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Point Value | 4 | 3 | 2 | 1 | 0 |
| Tone Quality | Exemplary: Characteristic and even tone, free of tension, sustained and unwavering | Proficient: Characteristic and even tone, free of tension, sustained and unwaveringwith only a few minor flaws | Developing: Tone is sometimes characteristic and even, free of tension, sustained and unwavering | Needs work: Tone is consistentlyuncharacteristic and uneven, tension is evident, tone is not sustained | Novice: Unable to produce a tone  |
| Rating & Comments |  |  |  |  |  |