

Sample Goal: Music Educators

Name:		Location	
Select One: <ul style="list-style-type: none"> Cohort 1 <i>New to Profession (first four years) or New to LEA (first two years)</i> Cohort 2 <i>*Educators who have successfully completed Cohort 1</i> 	Select One: <ul style="list-style-type: none"> Individual goal Collaborative goal <p>Decided upon mutual agreement.</p>	Select One: <ul style="list-style-type: none"> 1-year goal 2-year goal 3-year goal <p>Decided upon mutual agreement</p>	Select One: <ul style="list-style-type: none"> CCT Teacher Rubric CCT Service Delivery Rubric

Beginning-of-the-Year Goals and Planning

Self-Reflection

*Completed by the Educator
See Sample Reflection Questions*

Capture your self-reflection here: consider using the Sample Questions linked above to guide your thinking.
See Examples of Evidence Types

Over the past several years, I have grown in my ability to plan and deliver instruction to students in order to develop their grade level performance skills of music from different historical periods and cultures.

Given that our curriculum is aligned with the National Core Arts Standards <https://www.nationalartsstandards.org/> and based particularly the four Artistic Processes; Create, Perform, Respond and Connect - I'd like to work on developing the Responding skills of my students by developing Essential Listening lists and corresponding Responding tools. I feel that this focus will provide professional models for my students and will help them to build on skills and musical concepts that will improve their musicianship and make connections to music outside of the classroom.

Through a deeper and more purposeful examination of how to guide students to respond/critically listen to music, I believe I'll grow in my capacity as a music educator and my students will grow in their overall Artistic Literacy in their journey as life-long learners.

Goal, Rationale, Alignment, and Professional Learning

Completed by Educator

Based on your analysis above, what is/are your goal(s)?
Include a rationale for the length of your goal (1,2, 3 years).

My goal is to develop engaging experiences, lessons, and opportunities for my students to develop their ability to respond to music using content specific music terminology. I will deepen my understanding of best practices in this area and with a focus on CCT domain 2 and 3, improve in my ability to plan for instruction and teach using active learning principles throughout this year.

I anticipate this being a one year goal; depending on progress, I'd like to develop lessons and curriculum addressing the Artistic

Sample Goal: Music Educators

	Processes Creating and Connecting in more depth in subsequent goals for future years.
<p>What evidence of learning, educator, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?</p> <p><i>See professional learning and action questions to guide your plan.</i></p>	<p>I'll partner with my colleagues in the music department to develop lessons designed to enhance student Responding tasks across music content areas and grade levels.. I'll ask my colleagues to review my instructional plans, grade level concepts, essential listening lists, and active engagement strategies to help me design instruction that truly engages my students in this important process and informs my colleagues of the Responding skills and learning targets expected at this grade level..</p> <p>I'll ask that the observations conducted this year center around lessons where I am trying out these responding tasks. Specifically, I plan to integrate responding concepts to enhance performance levels, provide professional models to motivate students to reflect on learning. (e.g. here is an exceptional flute player who is performing a similar style. Discuss with classmates about how this musician leverages this technique to evoke more expression and feeling in their performance).</p> <p>The creation of lesson plans, written student responding tasks, and select listening examples that purposefully connect with performance literature will be a key piece of evidence of my growth this year. I also look forward to feedback from observations regarding student engagement in Responding tasks and their connection to overall learning throughout my classes. Finally, I plan to listen carefully to student reflection conversations and written responses to help me understand the impact of my planning on student experience and the effectiveness of the musical models that I have chosen to share with the students.</p>
<p>For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?</p>	<p>The potential focus of years 2 and 3 may be the development of a sequential, district-wide curriculum to address Responding.</p> <p>The potential focus of a multi-year goal would be to continue to build on my growth as a Music Educator by designing, implementing and refining lessons and learning opportunities for students to develop a deeper understanding of the Artistic Processes of Creating and Connecting.</p>
<p>In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?</p>	<p>Our district Vision of the Graduate compels us to support the development of creative communicators and critical thinkers. I believe that enhancing our students' ability to critically listen, analyze, and formulate personal verbal opinions and responses to music will support our district's vision and mission.</p>

Sample Goal: Music Educators

Goal Setting Conference

Completed by Evaluator

Date

Notes:

Supports Required:

- Tier 1
- Tier 2 (Link to Examples of Supports)
- Tier 3 (Link to Examples of Supports)