

**MONTGOMERY COUNTY PUBLIC SCHOOLS**  
**Professional Growth System**  
**Student Learning Objective (SLO)**

**Name:** \_\_\_\_\_ **Initial Conference Date:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Final Conference Date:** \_\_\_\_\_  
**Grade/Subject/Course:** Ceramics IA – Coil Technique **Interval:** \_\_\_\_\_

**Identify SLO: Area of Growth, Student Selection, Target**

| Area of Growth  | Student Selection   |
|---|---|
| <p><b>What is the academic goal or area of growth for students?</b></p> <p>Students in Ceramics 1A will be able to make a coil correctly (round/even thickness) and create a coil pot by using the appropriate coiling technique.</p> | <p><b>Describe the student group(s) selected. Include</b></p> <ul style="list-style-type: none"> <li>• <i>group or subgroup</i></li> <li>• <i>number or percentage of students targeted</i></li> <li>• <i>current grade level or performance levels of students</i></li> </ul> <ul style="list-style-type: none"> <li>• 10 students below a C average</li> <li>• 30% of class</li> <li>• Grades: 10-12</li> </ul> |

| Target   |
|--|
| <p><b>Describe and explain the expectations for student growth for students included in this SLO.</b></p> <p>Students who were not proficient (1) on the baseline assessment will grow to progress (2) or proficient (3) on the summative assessment.</p> <p>Students who were in progress (2) on the baseline assessment will grow to proficient (3) on the summative assessment.</p> |

**Evidence of Need**

| Data & Baseline Evidence Review   |   |
|---|---|
| <p><b>What data supports your identification of this need as a priority to address? If you need to collect baseline data, what will you use?</b></p> <p>Baseline data was collected from one teacher-made pre-assessment on coiling techniques.</p> | <p><b>What course standards/indicators, concepts or skills are being addressed by this SLO?</b></p> <p>Standard III<br/> Indicator 1- Demonstrate competent application of the skills, knowledge, and attitudes required to produce works of art in a variety of media.</p> |

## Why

**Explain why this is a significant need to address and why you chose this student group.**

Coiling is one of the foundational building techniques in ceramics. Students need to be able to make a proper coil so that pieces they make will be able to support themselves. Coiling technique also allows one to be able to create different forms and unique shapes. If students are unable to create a coil correctly, they will not be successful in make a pot with structural integrity or that is aesthetically pleasing.

## Plan Your Actions – Instructional Focus, Resources, Evidence of Progress

### Instructional Focus

**Describe the key instructional strategies selected to support students in reaching this growth target.**

I will provide the following:

- guided instruction on how to properly make a coil
- visual aides to show step-by-step process on how to make a coil
- visual aides to troubleshoot issues that can arise when making coils
- guided self, peer, and group critiques

### Resources

**Describe the professional development or support you will use to help reach this growth target.**

- work with other alike teachers in department
- work with other ceramics teachers in MCPS
- use materials in books and online to help enhance the teacher or utilize different approaches to help students

### Evidence of Progress

**Describe how you will monitor progress and collect data. List any benchmark assessments or other tools you will use to gather student evidence.**

The monitoring will occur over the coil unit and or other projects that will use the coil as a base-building technique for the making of a piece.

Various teacher-made assessments will be given periodically to check to ensure that students are getting the material and are able to apply it to their piece.

- teacher-made assessments
- teacher-made pre-assessment on coiling techniques
- sketches of coil pots and planning for the production of the coil
- self, peer, or group critiques
- artist statement

## Analysis & Reflection

### Analysis & Reflection

Analyze the student data you gathered throughout the SLO interval. Did you meet your target? Explain what worked, what didn't, and what you would do differently in the future. Include any complexity factors that may have impacted your results.

70% showed progress in their coiling technique.

What worked:

- showing students step-by-step instructions and working in smaller groups with the step-by-step instruction
- sitting with students and reminding them as well as having students give one another feedback
- pairing students to watch each other and critique as each of them worked

What didn't work:

- Students still did not create coils that were round and had even thickness.
- applying too much pressure and not focusing on the task
- Students were not willing to come in and practice their techniques outside of class.

What to consider:

- Provide more scaffolding for coil creation so students use smaller pieces of clay to encourage consistency in size and thickness
- More variety in coil construction to develop personal meaning and style

Overall, I am satisfied that my students are able to create coils and will be able to create unique forms that cannot be achieved by any of the other building techniques.

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**Teacher: Printed Name**

**Signature**

**Date**

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**Principal: Printed Name**

**Signature**

**Date**