

Educator Name	james rees
School Name	provo high school
District Name	provo school district

Directions: This template is designed to help educators create Student Learning Objectives (SLOs). A complete SLO must include the information on Learning Goals, Assessments, and Targets found in the sections provided below.

Course/Grade Level Information	
Course Name	Foundations Two
Brief Course Description and Number of Students	Students will assemble and create works of art, manipulate art media, and organize images with the elements and principles of art in the pursuit of exploring innovative ideas. <i>The prerequisite for this course is Foundations I.</i>
Grade Level(s)	8-12

Process, Implementation Timeline, and Sign-Offs	
List names and current job positions of those developing this SLO	James Rees Provo High School
Administrator/Supervisor Name and Title	Provo School District Visual Arts Specialist • National Art Education Association Secondary Division Director
Administrator/Supervisor sign-off of initial SLO	
Date final SLO is due to determine educator effectiveness rating	

Educator Name	james rees
School Name	provo high school
District Name	provo school district

Directions for establishing a Learning Goal: Identify your proposed Learning Goal. Then thoroughly complete the planning information. This planning information should be used to guide the SMART review of the Learning Goal.

SMART Protocol: A protocol to determine alignment of a proposed Learning Goal for the SLO.
<p>Specific –Learning Goal is focused on the big idea and Utah Core content standards.</p> <p>Measurable – Learning Goal is able to be appropriately and adequately assessed (note the Assessment section below will identify the specific assessment to be used).</p> <p>Appropriate – Learning Goal is within the educator’s control to effect change and is important and meaningful for students to learn during the identified time span.</p> <p>Realistic –Learning Goal, while ambitious, is achievable for both educators and students, during the time span identified.</p> <p>Time Limited –Learning Goal can be applied to an evaluation within the time under the educator’s control.</p>

Learning Goal: A description of what students will be able to do at the end of the course or grade based on course- or grade-level Utah Core content standards and curriculum.	
Proposed Learning Goal for this SLO	
Describe the proposed Learning Goal for this SLO.	Students will utilize a visual journal to experiment with new media and ideas and develop creative thinking skills.
Planning Information for Writing the Learning Goal	
Identify the big idea supported by the Learning Goal.	Creative thinking is a critical skill that should be fostered throughout everyone’s life for rich engagement with contemporary living. The process of creating a work of art relies on creativity.
List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards).	<p>Standard 1 -Students will assemble and create works of art, manipulate art media, and organize images with the elements and principles of art.</p> <p>Objective 1 Refine techniques and processes in a variety of media.</p> <ul style="list-style-type: none"> • Experience and control a variety of media, including current arts-related technologies. • Select and analyze the expressive potential of art media, techniques, and processes. • Practice safe and responsible use of art media, equipment, and

Educator Name	james rees
School Name	provo high school
District Name	provo school district

	<p>studio space.</p> <p>Objective 2 Create works of art using art elements and principles.</p> <ul style="list-style-type: none"> • Create expressive works of art using art elements, including form, texture, value, and depth. • Create expressive works of art using principles to organize the art elements, including unity and emphasis.
Explain why this Learning Goal is important and meaningful for students to learn.	Creative thinking and problem solving are critical skills that will prepare students for college and careers in the 21st century and for living an enriched life. When students understand how to approach a problem creatively and can choose appropriate materials their chances of success in any career grows exponentially.
Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards / big idea being measured.	Visual journals allow for both written and visual exploration which provides an accurate measurement of understanding of the creative process. Students will select and analyze the expressive potential of art media, techniques, and processes in the pursuit of personal exploration of ideas and investigation of media. "Creating" is the highest level of knowledge in Bloom's Taxonomy.
Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach this Learning Goal.	Direct instruction and demonstrations will be given to students of art media and techniques. Students will then refine those techniques and processes in a visual journal.
Identify the time span for teaching the Learning Goal (e.g., daily class-45 minutes two days a week for the entire school year).	This learning goal will span the length of the semester.
Explain how this time span is appropriate and sufficient for teaching the Learning Goal.	Visual journals will be evaluated on a weekly basis and two hours of work will be required each week. An ongoing regular evaluation of weekly assignments in this semester course allows for appropriate development of creative ideas and begins to establish patterns of innovative creative investigation.

Educator Name	james rees
School Name	provo high school
District Name	provo school district

Directions for documenting assessments and scoring: Complete the questions below then use the planning information to develop and tailor the description and use of **assessments**.

Assessments and Scoring: Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the Learning Goal of the SLO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.	
Planning Information for Explaining the Use of Assessments and Scoring	
Explain how student performance is defined and scored using the assessments . Include the specific rubric and/or scoring criteria to be used.	The five point Visual Journal Rubric will be used to assess innovative thinking responding to prompts, craftsmanship, and formal properties. A second rubric will then be used to score the final work of art. Students will be evaluated on refinement of techniques and processes in the pursuit of a personal communication of an idea
Describe how often you will collect data to monitor student progress toward this Learning Goal.	Students will be given weekly visual journal prompts that provide creative constraints for personal investigation. These will be evaluated on a weekly basis.
Explain how will you use this information to monitor student progress and to differentiate instruction for all students toward this Learning Goal (e.g., gifted and talented, ELL, special education).	Weekly evaluations will be used to examine how students recombine ideas from various sources to generate their own ideas and experiment with new techniques and processes. Teacher will become aware of student's perspectives, aesthetic preferences and interests which can further serve as fuel for meaningful exploration ELLs will be required to describe the information based on their language level. Accommodations will be made for students on IEPs and may include: less writing, a verbal response, or a modified rubric.
Assessments for the SLO	
Describe the assessments (such as performance tasks and	At the end of the semester, students will be asked to choose an idea from their visual notebook and utilize that idea to create a

Educator Name	james rees
School Name	provo high school
District Name	provo school district

<p>their corresponding rubrics) that measure students' understanding of the Learning Goal¹.</p>	<p>final work of art. An end of course reflection, treating the visual journal as a portfolio, students will also be asked to select five entries and describe their creative progression.</p>
--	--

¹ Assessments and rubrics need to be rated as high quality using the Assessment Review Tool.

Educator Name	james rees
School Name	provo high school
District Name	provo school district

Directions for establishing Targets: Thoroughly complete the first two sections of the planning information prior to completing the other sections. This will guide you to know how Targets will be established.

Targets: Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Planning Information for Writing Targets Used to Establish Educator Evaluation Ratings	
Describe the courses, assessments, and/or experiences used to establish expected outcomes for students' understanding of the Learning Goal.	At the beginning of the course students will be asked to create a original work of art. This piece of art will serve as a pretest in determining students creativity, technique, and effective use of media.
Identify the performance (e.g. grades, test scores, etc.) of students for the identified courses, assessments, or other sources of information to categorize student levels as their starting points.	(To be determined by classroom teacher once pre-assessment has been administered.) ___ % of students are below proficiency ___ % of students are proficient ___ % of students are at mastery proficient
Identify your expected Targets below and explain how these Targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the Learning Goal.	Based on the experience of the students, the targets are ambitious, yet realistic to say that 70% of students will be proficient or higher in the skills and knowledge outlined in summative by the completion of the course because it is an ambitious goal to guarantee that every student will reach this level, yet it is obtainable through continued practice and intervention. The weekly rubric used to evaluate student work can help students make continual skill adjustment and gradually attain this goal.

Educator Name	james rees
School Name	provo high school
District Name	provo school district

Educator Name	james rees
School Name	provo high school
District Name	provo school district

Targets: Identify the expected outcomes by the end of the instructional period for the whole class and / or for different subgroups, as appropriate.	
Expected Targets for this SLO	
Using students' starting points identify the number or percentage of students expected at each target of proficiency level based on available data about their performance(s). Be sure to include any appropriate subgroups.	___ % at limited proficiency 69-0% ___ % at proficiency 70-85 ___ % at mastery proficiency 90-100%

Directions: Complete this section at the end of the instructional period.

Actual Outcomes for Targets: Identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Record the actual number or percentage of students who achieved the Targets. Be sure to include any appropriate subgroups as noted above.	(To be determined by classroom teacher once assessment has been administered.) ___ % of students are below proficiency ___ % of students are proficient ___ % of students are at mastery proficient
Please provide any comments you wish to include about actual outcomes.	

Educator Name	james rees
School Name	provo high school
District Name	provo school district

Educator Name	james rees
School Name	provo high school
District Name	provo school district

Directions for educator ratings: The table below is to be used by the administrator/ supervisor reviewing the SLO to document the educator rating based on the Targets that were established.

Educator Ratings: Based on the results of the Learning Goal, Assessments/Tasks, and Targets of this SLO, an educator rating is noted below.			
<input type="checkbox"/> Does Not Meet Based on the students' starting points, students performed worse than expected.	<input type="checkbox"/> Partially Meets Based on the students' starting points, students partially performed as expected.	<input type="checkbox"/> Meets Based on the students' starting points, students performed as expected.	<input type="checkbox"/> Exceeds Based on the students' starting points, students performed better than expected.
Administrator/Supervisor comments:			
<u>Date</u>	<u>Administrator/Supervisor Signature</u>		
<u>Date</u>	<u>Educator Signature</u> (the signature does not necessarily indicate agreement with the rating)		