

Standard 7: SMART Goal Setting Form

Teacher’s Name: School:

Subject/Grade or Position: Art Teacher School Year: 2019/20

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).

Specific, Measurable, Appropriate, Realistic but Rigorous, Time Limited

*Initial Goal Submission (due by \_\_\_\_\_\_\_\_\_\_\_\_\_ to the evaluator)*

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| *I. Setting (Describe the population and special learning circumstances.)* | 4th Grade Distance Learning Class |  |
| *II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)* | The content area is art, specifically focusing on the VA Visual Art SOL 4.18: “The student will analyze works of art based on visual properties and contextual information. The Smart Goal relates to the National Core Standards of:***Presenting***: A.5 The student will develop and describe personal reasons for valuing works of art;***Responding*:** A.7 The student recognizes the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery. |  |
| *III. Baseline Data (What is shown by the current data?)* |  The pre-assessment asks students to independently look at a work of art and fill in a graphic organizer that has the sections: “I See”, “I Think”, and “I Wonder.” |  |
| *IV. SMART Goal (Describe what you want learners/program to accomplish.)* | 100 percent of students will increase their ability to analyze a work of art as demonstrated by the number of responses in each category as well as the quality of responses. Responses that employ the language used in the thinking strategy will be scored higher than those without the scaffolded language. Everyone will improve their score by 20%.  |  |
| *V. Means for Attaining Goal (Strategies used to accomplish the goal)* | * Pre-assessment
* Direct Instruction of the Visual Thinking Strategy “See,Think,Wonder.”
* Working in groups to analyze artwork.
* Formative Assessment of the group process.
* Working individually to analyze art with a scaffolding chart.
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| Instructional Strategy | Evidence | Target Date |
| Implementation of SIOP protocol and designed lesson.  | Embedded in table below. |  |
| Lesson Preparation | * 8 works of art (Lesson Preparation)
* ***See Think Wonder*** Instructional Materials (Lesson Prep & Comprehensible Input)
* ***See, Think, Wonder differentiated***  [Graphic Organizers](https://drive.google.com/file/d/1qQGiKWx7_YkqvVtyVkLp2-YDtfpNdg6p/view?usp=sharing) (Comprehensible Input & Strategies for higher order thinking)
* ***Role Cards*** used for different types of language practice.
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| Procedure/Motivation | Show the WGBH video ”Kid Curator” to students explicitly linking their past looking experiences in our classroom to today’s work. Showing a student of the same age doing deep thinking and looking about art.Ask students what they noticed about the video. How was the boy in the video looking at art? What kinds of questions was he asking? Explain that we will all be art curators today, looking at art, thinking about what the art means and asking questions about art. Show visuals for *See, Think, Wonder* while discussing.  |  |
| **Presentation**  **Lesson Preparation, Interaction, Strategies, Lesson Delivery)** | **Content Objective/Language Objective Activity & Grouping**Students will each be called on to read a part of our content and language objectives, following allong with a screencast. **Power Point Presentation about See, Think, Wonder.** Students will be introduced to the thinking strategy, ***See, Think, Wonder,*** with a Power Point activity and then looking at one painting together. Using the I Do, We Do, You Do approach, the teacher will respond to one question on each slide modeling how to read and answer the questions. Then students will work together as a whole group to read and orally answer some of the questions. Students will then work in smaller groups via microsoft teams for further practice in small groups and individually.  |  |
| **Practice****( Practice & Application, Interaction, Lesson Delivery, Review & Assessment)** |  ***Small Group Art Analysis:*** Via Microsoft teams, use Role Cards for students to take on different types of language practice, Leader (Speaking), Reader (Reading/Speaking), Recorder (Listening/Writing), Presenter (Reading/Speaking). Students will use the provided graphic organizers at different levels of scaffolding to analyze their paintings. While students are working as a group, the teacher will check for understanding and ask questions providing further feedback and supporting comprehension as needed. |  |
| **Application****(SIOP Practice & Application, Interaction, Lesson Delivery)** | ***Individual Art Analysis:*** Students will choose one work of art to analyze on their own. They can choose the graphic organizer of their choice to scaffold their language practice. They will then share their findings with the teacher via NearPod and with the group via MS Teams.  |  |
| **Plan for Differentiation/ Accommodation / Adaptation**  | ***Scaffolded graphic organizers*** with various levels of language challenge/difficulty. Instructional materials are leveled to support the thinking strategy and language learning.  |  |
| **Formative or Summative Assessment** **(SIOP Review & Assessment, Lesson Delivery)** | Using NearPod to check for understanding as formative assessment. Summative assessment with students’ written work.Wrap up conversation at the end of class to review objectives and check for understanding. At the end of the lesson, review content and language objectives. Students will also be presented with a category of question and will have to identify it as either a see question, think question, or wonder question. Repeat of pre-assessment test with new works of art to see improvement in ability to analyze works of art.  |  |
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Teacher’s -Signature: Date:

Evaluator’s Signature: Date:

Print or Type Evaluator’s Name:

▢ Principal forwards one copy to the Professional Development Office