

Utah SLOs: Determining Learning Goals

Module 2

Slide 1:

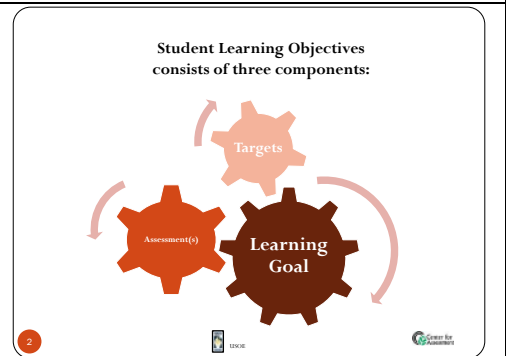
Welcome to the Utah State Office of Education’s **SLO Learning Goals Module 2**. We have prepared a series of six modules with a focus on the needs of teachers that will help you to deepen your understanding of the SLO components as well as the information that supports it. In order to expand your knowledge of SLOs we suggest you view each of the modules and to use the Utah SLO Guidelines and Toolkit to assist in your learning about SLOs. You may also wish to visit the Center for Assessments SLO Toolkit at www.nciea.org.

Slide 2:

Student Learning Objectives consists of three components: **a learning goal**, assessment(s), and targets.

The learning goal is a description of what students will be able to do at the end of the course or grade. It is based on one or more of the overarching or big ideas that are central to a discipline or course and have lasting value beyond the classroom.

You will want to think about SMART goals as he develops these learning goals. SMART is an acronym for goals that are Specific, Measureable, Attainable, Relevant, and Time bound.



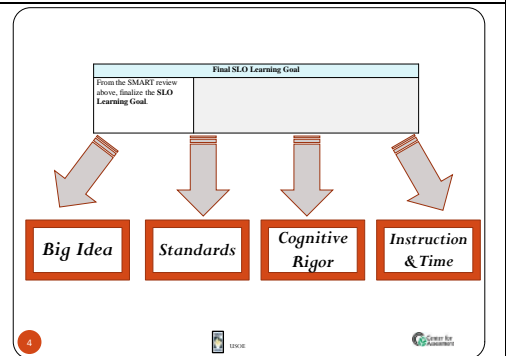
Slide 3:

Susan is an elementary art teacher for grades 3, 4, and 5. She is developing her SLO Learning Goal and has **proposed** it as:

Students will be able to describe characteristics of artwork from different cultures and historical eras.

Slide 4:

Planning for writing a **final** learning goal requires thoughtfully identifying and synthesizing a big idea, content standards associated with the big idea, the appropriate cognitive rigor, the instructional strategies and the necessary time span to teach the learning goal.



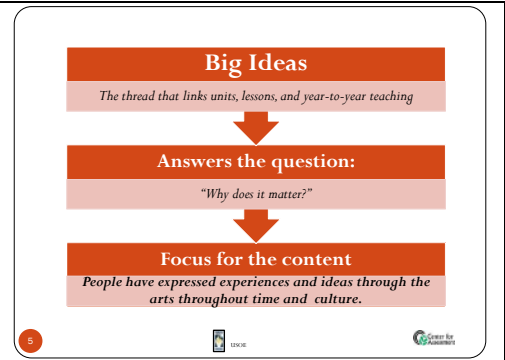
Slide 5:

Susan knows that big ideas are the thread that links units, lessons, and year-to-year teaching. They provide a way to focus daily classroom activity on **meaningful** goals and a way to think about her curriculum that helps her students answer the question: **“Why does it matter?”**

Susan realizes that the big Idea is essential to provide a focus for the specific content as opposed to what she expects students to be able to do and considers what **big idea** is supported by the proposed learning goal.

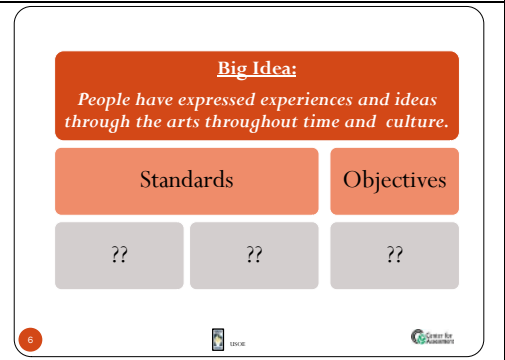
She recognizes the importance of having her students understand art through time and cultures and identifies the big idea as:

People have expressed experiences and ideas through the arts throughout time and across cultures.



Slide 6:

Susan knows that this big idea is an overarching concept that integrates all of the grades that she teaches, but she needs to be sure that there are grade level standards associated with this big idea in the grades she is implementing this SLO Learning Goal.



Slide 7:

She refers to her Utah Core Standards for Visual Arts and finds that **Standards 2 and 4** aligns to her SLO Learning Goal for all the grades that she teaches. These standard include:

Standard 2: Perceiving: The student will analyze, reflect on, and apply the structures of art.

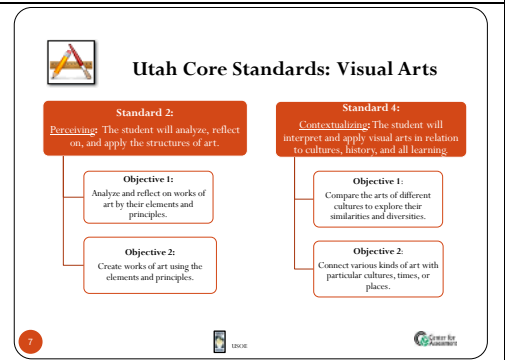
Objective 1: Analyze and reflect on works of art by their elements and principles.

Objective 2: Create works of art using the elements and principles.

Standard 4: Contextualizing: The student will interpret and apply visual arts in relation to cultures, history, and all learning.

Objective 1: Compare the arts of different cultures to explore their similarities and diversities.

Objective 2: Connect various kinds of art with particular cultures, times, or places.



Slide 8:

As Susan considers the learning goal, big idea, and standards, she identifies that this learning goal is important and meaningful for her students to learn because examining art work of other people, times, and places, students will have a better understanding and appreciation of their own culture as well as that of other cultures and historical times.

Important & Meaningful

SLO Learning Goal

Planning Information for Writing the Learning Goal

Explain why this Learning Goal is important and meaningful for students to learn.	<i>Examining art work of other people, times, and places, students will have a better understanding and appreciation of their own culture as well as that of other people, times, and places.</i>
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Slide 9:

Susan’s proposed learning goal expects students to describe artworks from different cultures. Describing or explaining principles and elements of art across time and place expects students to demonstrate basic skills and concepts, and is at the most, a depth-of-knowledge level 2. But Susan realizes that she wants her students to create artwork that uses not only the principles and elements she teaches, but also the styles from different cultures. She also notes that the standards expect students to also analyze, reflect on, and make connections to their **own** artwork. Selecting and using a combination of principles and elements of art, analyzing and making connections across time and place to achieve a desired affect requires students to demonstrate complex and strategic thinking, which is at a depth-of-knowledge level 3. Her learning goal requires students to demonstrate a lower level of cognitive rigor than what is expected in the standards. Susan begins to rethink her learning goal.

(See the module on Depth of Knowledge for more information.)

Proposed Learning Goal:
Describe characteristics of artwork from different cultures and historical eras.

Depth-of-Knowledge 1	Depth-of-Knowledge 2	Depth-of-Knowledge 3
Perceiving: Identify principles and elements of art		Perceiving: Select and use a combination of principles and elements to achieve a desired effect.
	Contextualizing: Explain characteristics across time and place	Contextualizing: Create, analyze, and explain art work based on an historical or cultural theme.

Slide 10:

Susan reflects on her units and lessons to consider what instruction and strategies she will use to engage students in understanding the concepts in her learning goal. She knows that her elementary students will require more than direct instruction. She plans to introduce the elements and principles of art through the use children’s stories and video clips. She will have students examine and create artwork that employs these elements and principles. Susan will also model creating artwork that illustrates specific art principles and elements.

In addition, Susan plans to introduce artwork from the different cultures that are studied at each grade level in social studies. She knows that Native Americans are studied in grade 3, Central America is studied in grade 4, and Africa is studied in grade 5. She plans to use pictures and actual artifacts for students to examine in order to describe and to compare the principles and elements used in each culture to European art during different historical periods of time.

Instruction and Strategies

- Direct instruction
- Use of children’s stories and video clips
- Use artwork illustrating specific principles and elements
- Model artwork demonstrating specific principles and elements
- Use pictures and artifacts from different cultures
- Model artwork demonstrating characteristics from different historical periods and cultures

Slide 11:

Susan plans for students to learn this information throughout the course of the entire year. Since she meets with students for 40 minutes two days a week, she knows that the engagement in the elements and principles of art, along with students comparing, analyzing, and making connections will require multiple opportunities to learn during this time.



Multiple Opportunities to Learn!!
 •40 minutes / 2 days a week / entire year

Slide 12 and 13:

Finally, Susan reflects on all of the planning information necessary to write her final learning goal.

{NOTE: Show both slides before slide 14.}


Planning Information for Writing the Learning Goal	
Identify the big idea supported by the Learning Goal.	People have expressed experiences and ideas through the arts throughout time and across cultures.
List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards).	<p>Standard 2: Executing. The student will analyze, reflect on, and apply the structures of art.</p> <p>Objective 1: Analyze and reflect on works of art by their elements and principles.</p> <p>Objective 2: Create works of art using the elements and principles.</p> <p>Standard 4: Contextualizing. The student will interpret and apply visual arts in relation to cultures, history, and all learning</p> <p>Objective 1: Compare the arts of different cultures to explore their similarities and diversities.</p> <p>Objective 2: Connect various kinds of art with particular cultures, times, or places.</p>
Explain why this Learning Goal is important and meaningful for students to learn.	Examining art work of other people, times, and places, students will have a better understanding and appreciation of their own culture as well as that of other people, times, and places.

Planning Information for Writing the Learning Goal	
Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured.	Students will be able to: 1) select and use a combination of principles and elements to achieve a desired effect; and 2) create, analyze, and explain art work based on an historical or cultural theme. These expectations allow students to demonstrate strategic thinking, which is at a depth-of-knowledge level 3.
Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach this Learning Goal.	<ul style="list-style-type: none"> • Direct instruction • Use of children's stories and video clips • Use artwork illustrating specific principles and elements • Model artwork demonstrating specific principles and elements • Use pictures and artifacts from different cultures • Model artwork demonstrating characteristics from different historical periods and cultures
Identify the time span for teaching the Learning Goal (e.g., daily class -45 minutes, two days a week for the entire school year).	40 minutes / 2 days a week / entire year
Explain how this time span is appropriate and sufficient for teaching the Learning Goal.	These standards and objectives are critical for elementary art students. Although students will also explore different art media (Standard 1) and evaluate art and artists (Standard 3), they will do so through this learning goal. Therefore, students will need multiple opportunities to learn that lasts throughout the year.

Slide 14:

Susan decides to rewrite her learning goal to include the expectations from the standards as well as to ensure that she has the appropriate cognitive rigor for her students. She records her final learning goal as:

Students will be able to describe common and distinctive characteristics of artwork from different cultures and historical eras using age-appropriate art vocabulary, use observed characteristics to create their own works of art, and to reflect on the elements, principles, and cultural influences used in their own artwork.

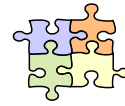


Final SLO Learning Goal	
From the SMART review above, finalize the SLO Learning Goal.	<i>Students will be able to describe common and distinctive characteristics of artwork from different cultures and historical eras using age-appropriate art vocabulary, use observed characteristics to create their own works of art, and to reflect on the elements, principles, and cultural influences used in their own artwork.</i>

Slide 15:

Reflect on the Learning Goal writing process described above:

- What “big ideas” are associated with the course(s) you teach?
- How do you ensure that your students demonstrate high levels of cognitive rigor?
- What instruction and strategies do you use to engage your students in learning the meaningful goals you set for them within the time you have available?



SLO Learning Goal Reflection

- What “big ideas” are associated with the course(s) you teach?
- How do you ensure that your students demonstrate high levels of cognitive rigor?
- What instruction and strategies do you use to engage your students in learning the meaningful goals you set for them within the time you have available?