*Galloway is the philosophically grounded, learner-focused independent school where students age 3 through grade 12 develop an abiding love for learning. Preparing students to live successfully as enlightened citizens in a changing world, our community embraces diversity, insists upon common decency, and fosters human dignity. Through innovation, enthusiasm, and high expectations, Galloway draws students joyfully into learning and cultivates the intrinsic curiosity and unrepeatable talents of each one.*

*Teacher: Devin Allen Grade(s) and/or Content Area(s): Upper Learning Visual Arts\_\_*

**Part I - Annual Goals for Improving Student Learning**

Please identify two classroom goals that align with Galloway’s commitment to 4-D learning that you would like to set for yourself this school year and fill in steps A - B below. Reflect on and summarize your accomplishments and areas of improvement at mid-year on Step C and at year-end on Step D. The principal and assistant principal will also contribute to Steps C and D.

|  |  |  |
| --- | --- | --- |
|  | GOAL #1 (content) | GOAL #2 ( |
| A. 4-D Goals | Content, Thinking Skills  Improve knowledge and understanding about AP program in visual arts i order to create a solid AP program for this year and years to come. | Pedagogy  Assessment criteria.  Create assessment criteria and provide students with rubrics. |
| B. Strategies for Achievement , include:   * Resources needed * Identify mentors for collaboration * Timeline for completion * Measurement of success | Attend AP workshop.  Participate in AP Forums.  Read College Board Documents.  Correspond with other AP teachers in Atlanta Area.  Write units for AP students that get them started in the school year, help guide them through completion of work, and provide basis for assessment. |  |

**Part II - Personal Reflection**

C. Summary – Mid-Year Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Mid-year summary of progress towards goals by teacher | |
| GOAL #1 | GOAL #2 |
| I had made attempts to register for an AP course but both were cancelled.  I spoke with an AP teacher in Atlanta and got some good information from her.  I have reviewed the major, College Board Documents, and referred back to them.  At the end of the first term I provided students with AP Studio Art assessment criteria and had them fill in their own, self-assessment.  I logged onto the forum several times (not nearly enough.) I even posted a question but wasn’t particularly happy with the response, mostly just encouragement but no practical advice | It was a bit late on the uptake but I got the assessment criteria written and provided students with rubrics for each assignment in the units. My assessment criteria were based heavily on the IB’s MYP assessment criteria with additional information provided by the Common Core, and discipline -based, arts education. Because of their lateness, the students were not given a strong formal introduction to the assessment criteria, but I made a point to speak to the rubrics with each assignment.  At the end of the semester I provided the students with a feedback survey, which included questions about the assessment criteria. |
| Mid-year summary of progress towards goals by supervisor | |
| GOAL #1 | GOAL #2 |
|  |  |
| Supervisor signature and date | |
| Teacher signature and date | |

D. Summary – Year-End

|  |  |
| --- | --- |
| Year-end summary of progress towards goals by teacher | |
| GOAL #1 | GOAL #2 |
| I checked back with AP Forums, albeit sporadically. I found it most useful when preparing for student submission. I also had regular contact with An Fountaine, who was quite helpful in understanding the procedures for submission. I went through he various tutorials for uploading student submissions.  I haven’t had time to register for an AP conference, but hopefully over the summer I can find one to attend, perhaps in the Autumn.  I feel I have a much better handle on the program and next year I will prescribe the course more than I have this past year. I will also write my own syllabus; this past year I used George Green’s. | Based on the student feedback and my own reflection, I refined the assessment criteria to be more concise. The language is based on three qualifiers as well as descriptions of the nature of each criterion.  As I now had advanced students, I included higher order thinking skills particular to the visual arts, such as critical analysis.  I also had the time to introduce the assessment criteria and rubrics to students right at the beginning of the term. However, I do not feel they paid close attention until the first assessment was made. |
| Year-end summary of progress towards goals by teacher | |
| GOAL #1 | GOAL #2 |
|  |  |
| Supervisor signature and date | |
| Teacher signature and date | |