

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

**Professional Growth System**

**Student Learning Objective (SLO)**

**Name:**

**Initial Conference Date:**

**School:**

**Final Conference Date:**

**Grade/Subject/Course: Art 6 Analyze & Judge**

**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>Grade 6 art students will be able to effectively describe, analyze, and judge artworks using the elements and principles of design.</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>• Thirty students in my sixth period Grade 6 art class were not able to effectively describe, analyze, and judge artworks using the elements and principles of design.</li> <li>• Proficiency is considered to be equivalent to a 3 on a 4 point rubric assessment; all eleven students were either not proficient (1) or in progress (2) according to the baseline assessment</li> <li>• This group represents 95% of this class period and 20% of all of my current students. This group is inclusive of multiple subgroups including: five Individualized Education Program (IEP) students, eight African American students, ten Hispanic students, eight White students, two Asian students, twelve male students, eighteen female students, and six ESOL students</li> </ul>

Target
<p><b>Describe and explain the expectations for student growth for students included in this SLO.</b></p> <ul style="list-style-type: none"> <li>• Students who were not proficient (1) on the baseline assessment will grow to in progress (2) or proficient (3) on the summative assessment.</li> <li>• Students who were in progress (2) on the baseline assessment will grow to proficient (3) on the summative assessment.</li> </ul>

**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 graphic organizer pre-assessment in which students describe, analyze, and judge a</p>	<p><b>What course standards/indicators, concepts or skills are being addressed by this SLO?</b></p> <p>Standard 1: Aesthetics 1.3.6.a. Identify how artists use design concepts to organize the elements of art to convey ideas, thoughts, and feelings in</p>

<p>selected artwork using the elements of art and principles of design.</p>	<p>selected works.</p> <p>Standard 4: Criticism and Aesthetics 4.1.6.a. Describe how the elements of art contribute to aesthetic response.</p>
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**Why**

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

I selected this student group because I believe I can help them demonstrate proficiency with effectively describing, analyzing, and judging artworks using the elements and principles of design. Students describing, analyzing, and judging artworks develop critical thinking and language skills which can be transferred to other subject areas as well as the outside world.

**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:

- art vocabulary incorporated into objectives, discussions, visuals, and presentations
- exemplars including master, cultural, and peer artworks that utilize the elements and principles to convey ideas, thoughts, and meaning
- direct instruction on effectively describing, analyzing, and judging artworks using the elements and principles of design
- multiple opportunities for student discourse to develop their critical thinking skills
- specific and frequent feedback throughout the process

**Resources**

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

- collaborative planning with other staff on critical thinking
- review of professional articles and journals
- curriculum content and resources review
- collaboration and communication with art teachers outside of my school through e-mail, the MyMCPS Instruction Center, and the art conference folder
- assessing textbook, visual and digital resources, and exemplars

**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 timeline for monitoring student growth will occur over the course of a quarter of Grade 6 art. Multiple and varied teacher-made assessments will be given to check for understanding. Formative assessments will

determine student progress, and instructions will be modified leading to a summative assessment. This will determine the ability to effectively describe, analyze, and judge artworks using the elements and principles of design.

Checking for Understanding and Formative Assessments:

- pre-assessment on effectively describing, analyzing, and judging an artwork using the elements and principles of design
- artful thinking routines worksheets
- student-written reflections based on student discussions and discourse
- vocabulary quiz
- museum field trip worksheet
- exit cards related to artwork analysis and skills taught

Summative Assessment

- graphic organizer effectively describing, analyzing, and judging an artwork using the elements and principles of design

## 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.**

Twenty-two of thirty students met the target.

What worked:

- student discussions and discourse
- providing feedback based on pre-assessments
- pairing ESOL students with students who speak their native language
- measuring progress using checking for understanding and formative assessments

What didn't:

- Some students did not have necessary prior writing skills.
- Some students were not able to analyze as well as they were able to describe and judge.

What I will do differently in the future:

- spend time on writing skills/plan with colleagues
- more exemplars and instruction on analyzing artworks

Factors that impacted results:

- lack of paraeducator support for IEP students
- town hall meetings and assemblies taking up class time

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**Teacher: Printed Name**

**Signature**

**Date**

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**Principal: Printed Name**

**Signature**

**Date**

6/6/2013

Montgomery County Public Schools/OHRD

FINAL DRAFT 2013–2014 School Year