

MONTGOMERY COUNTY PUBLIC SCHOOLS
Professional Growth System
Student Learning Objective (SLO)

Name: _____ **Initial Conference Date:** _____
School: _____ **Final Conference Date:** _____
Grade/Subject/Course: Art 6 Creating & Communicating **Interval:** _____

Identify SLO: Area of Growth, Student Selection, Target

Area of Growth	Student Selection
<p>What is the academic goal or area of growth for students?</p> <p>Grade 6 art students will be able to effectively create narrative artworks that communicate personal beliefs, customs, or values.</p>	<p>Describe the student group(s) selected. Include</p> <ul style="list-style-type: none"> • <i>group or subgroup</i> • <i>number or percentage of students targeted</i> • <i>current grade level or performance levels of students</i> <ul style="list-style-type: none"> • Seventeen students in my sixth period Grade 6 art class were not able to effectively create narrative artworks that communicate personal beliefs, customs, or values. • Proficiency is considered to be the 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. • This group represents 48% of this class period and 11% of all of my current students. This group is inclusive of multiple subgroups including four Individualized Education Program (IEP) students, six African American students, three Hispanic students, five White students, three Asian students, twelve male students, five female students, and two English Speakers of Other Languages (ESOL) students.

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

Evidence of Need

Data & Baseline Evidence Review	
<p>What data supports your identification of this need as a priority to address? If you need to collect baseline data, what will you use?</p> <p>Baseline data was collected from one teacher-made pre-assessment on creating a narrative</p>	<p>What course standards/indicators, concepts or skills are being addressed by this SLO?</p> <p>Standard 1: Aesthetics 1.2.6.b. Create narrative artworks from observation, memory, and</p>

artwork that communicates personal beliefs, customs, and values.	imagination that show settings and characters. Standard 3: History 2.2.6.b. Plan artworks based on historical, cultural, or social themes to communicate personal beliefs, customs, or societal values.
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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 creating narrative artworks that communicate personal beliefs, customs, or values. Students communicating beliefs, customs, or values in narrative artworks connect their learning to other disciplines, develop personal connections to their work, are engaged, and are personally invested in the learning process. In addition, seeing other students' points-of-view helps students understand multiple perspectives and open-mindedness.

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 narrate beliefs, cultures, and values
- guided instruction on effective narrative compositional strategies
- guided instruction on use of art materials and techniques
- guided instruction on interpreting their beliefs, cultures, and values visually, written, and verbally
- direct instruction on effectively developing meaningful visual images that relate to beliefs, cultures, and values
- brainstorming sessions with peer feedback to develop ideas related to theme of artwork
- 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 narrative themes in student work
- 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 be given to determine student progress and the ability to modify instruction. Summative assessments will determine student growth creating narrative visual artwork that effectively communicates personal beliefs, customs, or values.

Checking for Understanding and Formative Assessments:

- pre-assessment on creating a narrative artwork that communicates personal beliefs, customs, and values
- peer progress checks
- brainstorming worksheets
- artful thinking routines worksheets
- technical skills assessments
- composition assessments
- exit cards related to artwork analysis and skills taught

Summative Assessment

- Narrative artwork that communicate personal beliefs, customs, or values

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.

Fourteen of seventeen students met the target.

What worked:

- direct teaching of art techniques and composition
- use of visual exemplars
- brainstorming worksheets
- measuring progress using checking for understanding and formative assessments
- frequent meaningful teacher and peer feedback

What didn't:

- Some students didn't spend enough time in the planning stage resulting in a shallow interpretation of the theme for the artwork and a weak narrative composition.
- Two students did not complete the artwork.

What I will do differently in the future:

- spend more time on the planning stage
- have additional planning sheets and exemplars
- spend more time planning with other colleagues to develop deeper inquiry questions related to beliefs, customs, and values

Factors that impacted results:

- students with attendance issues (pull-outs, absences, etc...)
- not having enough time to plan with colleagues

Teacher: Printed Name

Signature

Date

Principal: Printed Name

Signature

Date