

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

Name: _____ **Initial Conference Date:** _____
School: _____ **Final Conference Date:** _____
Grade/Subject/Course: Art 7 Critique Criteria **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 7 art students will be able to effectively use developmental processes to establish and apply a set of criteria to assess a personal artwork.</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"> • Twenty-five students in my first period Grade 7 art class were not able to use developmental processes to establish and apply a set of criteria to assess a personal artwork. • 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 90% 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, six African American students, four Hispanic students, six White students, four Asian students, twelve male students, thirteen female students, and six 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 in which students independently assessed their own artworks using a graphic organizer.</p>	<p>What course standards/indicators, concepts or skills are being addressed by this SLO?</p> <p>Standard 3: Production 3.3.7.a. Describe the developmental processes: strategies, techniques, and resources used to generate and organize ideas to solve visual problems.</p>

	Standard 4: Criticism and Aesthetics 4.2.7.c. Establish and apply a set of criteria to assessing personal artworks.
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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 using developmental processes to establish and apply a set of criteria to assess a personal artwork. Students demonstrating this ability are able to think critically, analyze problems, and use evidence to support conclusions in order to be independent thinkers utilizing 21st century skills.

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
- opportunities for student discourse to determine what makes an artwork successful
- direct instruction on developmental processes (strategies, techniques, and resources) used to generate and organize ideas to solve visual problems
- guided instruction on creating depth in an artwork (form, light, shadow, texture, detail, and spatial relationships)
- demonstrations and student discourse on generating criteria for assessing 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 student discourse and establishing criteria
- 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 7 art. Multiple and varied teacher-made assessments will be given to check for understanding, and formative assessments will be given to determine student progress to modifying instruction. These will lead to a summative assessment to determine student growth to effectively use developmental processes to establish and apply a set of criteria to assess a personal artwork.

Checking for Understanding and Formative Assessments:

- pre-assessment on assessing a personal artwork
- student reflections from student discourse
- graphic organizers
- artful thinking/making thinking visible worksheets
- exit cards related to artwork analysis and skills taught

Summative Assessment

- a graphic organizer in which students effectively use developmental processes to establish and apply a set of criteria to assess a personal artwork

Analysis & Reflection

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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 of 25 students met the target.

What worked:

- student discourse and group discussions

What didn't:

- Students had difficulty thinking independently about their own artwork.
- Graphic organizer was too vague.

What I will do differently in the future:

- more direct instruction/scaffolding
- more specific graphic organizer
- more activities built to develop student independence

Factors that impacted results:

- not enough exemplars
- not enough planning time with colleagues
- multiple interruptions to instructional time

Teacher: Printed Name

Signature

Date

Principal: Printed Name

Signature

Date

6/6/2013

Montgomery County Public Schools/OHRD

FINAL DRAFT 2013–2014 School Year