

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

Name:
School:
Grade/Subject/Course: Art 7 Visual Depth

Initial Conference Date:
Final Conference Date:
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 demonstrate the illusion of depth on a two-dimensional surface in an artwork showing symbolic meaning.</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"> • Ten students in my third period Grade 7 art class were not able to effectively demonstrate the illusion of depth on a two-dimensional surface in an artwork showing symbolic meaning. • Proficiency is considered to be the equivalent to a 3 on a 4-point rubric assessment; all 11 students were either not proficient (1) or in progress (2) according to the baseline assessment. • This group represents 30% of this class period and 15% of all of my current students. This group is inclusive of multiple subgroups including: three Individualized Education Program (IEP) students, two African American students, two Hispanic students, five White students, one Asian student, five male students, five female students, and no English Speakers of Other Language (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 draw a three-dimensional symbolic image.</p>	<p>What course standards/indicators, concepts or skills are being addressed by this SLO?</p> <p>Standard 2: History 2.2.7.b. Plan artworks that use symbolic images and forms to convey selected beliefs, customs, or values.</p>

	<p>Standard 3: Production 3.1.7.b. Create visual images or forms from observation, memory, and imagination to communicate ideas and personal meaning with attention to form, light, and shadow and qualities of surface texture, detail, and spatial relationships.</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 demonstrating the illusion of depth on a two-dimensional surface in an artwork showing symbolic meaning. Students demonstrating depth in the creation of a symbolic image have the opportunity to apply and practice skills learned in math which deepens their understanding of both math and art concepts. The use of symbolic imagery is a global context that aids in teaching diversity and cultural awareness. This can be found in all disciplines giving students the opportunity to make interdisciplinary connections.

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 symbolic artworks that create the illusion of depth on a two-dimensional surface
- direct instruction on symbolic images that communicate ideas and personal meaning as well as beliefs, customs, or values
- guided instruction on creating depth in an artwork (form, light, shadow, texture, detail, and spatial relationships)
- demonstrations on generating compositions and symbolic images
- 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 symbolic imagery and math concepts
- 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 as checking for understanding. Formative assessments will be given to assess student progress toward modifying instruction. This will lead to a summative assessment determining student ability to effectively demonstrate the illusion of depth on a two-dimensional surface in an artwork showing symbolic meaning.

Checking for Understanding and Formative Assessments:

- pre-assessment on drawing a three-dimensional symbolic image
- brainstorming worksheets
- technique assessments
- illusion of depth assessments
- artful thinking on symbolic artworks
- exit cards related to artwork analysis and skills taught

Summative Assessment

- an artwork that effectively demonstrates the illusion of depth on a two-dimensional surface showing symbolic meaning

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.

Seven of 10 students met the target.

What worked:

- demonstrations and guided instruction
- making connections to math and social studies classes
- student interest and connection with theme

What didn't:

- Some students selected shallow symbolic imagery.
- Demonstrations on depth were too lengthy, and students lost interest.

What I will do differently in the future:

- more opportunities for students to engage in discourse regarding selection of symbolic images
- scaffold instruction on depth with small progress checks along the way

Factors that impacted results:

- Some students did not have strong math content skills.
- not enough table space to produce quality artwork

Teacher: Printed Name

Signature

Date

Principal: Printed Name

Signature

Date

6/6/2013

Montgomery County Public Schools/OHRD

FINAL DRAFT 2013–2014 School Year