Professional Growth System
Student Learning Objective (SLO)

Name: **Initial Conference Date:**
School: **Final Conference Date:**
Grade/Subject/Course: Art 8 Personal Meaning   **Interval:**

`Identify SLO: Area of Growth, Student Selection, Target

Area of Growth	Student Selection
What is the academic goal or area of growth for students? Grade 8 art students will be able to effectively create visual artworks that communicate significant personal meaning.	**Describe the student group(s) selected. Include** • *group or subgroup* • *number or percentage of students targeted* • *current grade level or performance levels of students* • Thirteen students in my sixth period Grade 8 art class were not able to effectively create a visual artwork that communicates significant personal meaning. • Proficiency is considered to be the equivalent to a 3 on a 4-point rubric assessment. All 13 students were either not proficient (1) or in progress (2) according to the baseline assessment. • This group represents 45% of this class period and 10% of all of my current students. This group is inclusive of multiple subgroups including: four Individualized Education Program (IEP) students, four African American students, three Hispanic students, five White students, one Asian student, eight male students, five female students, and two English Speakers of Other Language (ESOL) students.

Target
Describe and explain the expectations for student growth for students included in this SLO.   • 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	
What data supports your identification of this need as a priority to address? If you need to collect baseline data, what will you use? Baseline data was collected from one teacher-made pre-assessment on creating a visual artwork that communicates significant personal	**What course standards/indicators, concepts or skills are being addressed by this SLO?** Standard 2: Historical and Cultural Context 2.3.8.b. Plan personal works that interpret the unique styles and

meaning.	forms of different artists. Standard 3: Production 3.1.8.b. Create visual images or forms from observation, memory, and imagination to convey ideas and personal meaning with attention to point of view, detail, and spatial relationships.

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 visual artwork that communicates significant personal meaning. Students communicating significant personal meaning in visual artworks connect their learning to other disciplines, develop personal connections to their work, are engaged, and are personally invested in the learning process.

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 demonstrate personal meaning
- guided instruction on effective compositional strategies
- guided instruction on use of art materials and techniques
- guided instruction on how to interpret personal meaning visually, written, and verbally.
- demonstrations on how to visually achieve point of view, detail, and spatial relationships in personally meaningful artwork
- direct instruction on effectively developing and enhancing personally meaningful artwork through guided self, peer, group critiques, and feedback
- 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 personal meaning 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 and visual and digital resources
- enrichment opportunities such as museum visits and artist workshops

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 8 art. Multiple and varied teacher-made assessments will be given as a way of checking for understanding and formative assessments. This will determine student progress leading to a summative assessment to determine growth towards creating visual artwork that communicates significant personal meaning.

Checking for Understanding and Formative Assessments:
- re-assessment on creating a visual artwork that communicates significant personal meaning
- peer progress checks
- brainstorming worksheets
- artful thinking routines worksheets
- technical skills assessments
- composition assessments
- self, peer, and group critiques
- artist statements
- exit cards related to artwork analysis and skills taught

Summative Assessment
- artwork and artist statement communicating significant personal meaning

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.

Ten of thirteen students met the target.

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

What didn't:
- Some students didn't master the use of art materials which resulted in the inability to convey personal meaning.
- Some students didn't delve deep enough into the inquiry question which resulted in shallow interpretations of personal meaning.

What I will do differently in the future:
- spend more time spent practicing with the art materials
- provide additional planning sheets
- provide additional exemplars

- ensure there is planning with other colleagues to develop deeper inquiry question

Factors that impacted results:
- students with attendance issues (pull-outs, absences, etc…)
- running out of materials (not enough budget to replace needed materials)
- not enough space for students to work (overcrowded classroom)

Teacher: Printed Name   **Signature**   **Date**

Principal: Printed Name   **Signature**   **Date**