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

Name: JONATHAN MANN **Initial Conference Date:**
School: SPRINGBROOK H.S. **Final Conference Date:**
Grade/Subject/Course: Digital Art 1A & 1B **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? Students in both Digital Art 1A & 1B will attain higher level (Bloom's Taxonomy) and critical thinking skills as they pertain to the following aesthetic practice areas and topics (broad and specific): • authorship/originality/unique (identity/ voice/communication) • selection process (decision/choice/ appropriation) • Physical/Virtual Art (Digital/Analog as medium) • Technical Form/Conceptual Content (product vs. process) • Definition of art: "The work of art's world"	**Describe the student group(s) selected. Include** • *group or subgroup* • *number or percentage of students targeted* • *current grade level or performance levels of students* • 30 students in two Digital Art 1 classes did not visually nor verbally articulate qualities of artwork and practice beyond rudimentary level based on preliminary exercises. • Proficiency is average work ("C" grade). All 30 students were either *not proficient* (1) or *in progress* (2) according to the baseline assessment. • This group represents 50% of all my two Digital Art 1 classes. 85% male –15% female.

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). Students who were *in progress* (2) on the baseline assessment will grow to proficient (3) or better *above average* (4).

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? Data was collected from: • baseline written reflection statements and preliminary visual exercises • written rubric assessments, critique evaluations, and reflections. • student discourse • peer-to-peer critique tally sheets	**What course standards/indicators, concepts or skills are being addressed by this SLO?** Standard IV.3.L3a: Standard IV: The student will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments. Indicator 3: Develop and refine criteria for judging art, and apply the criteria to personal choices and strategies in decision-making and art production.

	Level 3.a: Design a process portfolio that represents personal artistic criteria that compare and contrast decisions made from an emotional standpoint and those made from an intellectual standpoint.
	Standard II: Cultural and art historical understanding
	Standard I: Perceiving and responding

Why

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

To be an active participant in this world, students need to understand how art-making and its myriad processes for engagement offer individual intellectual, emotional, and spiritual growth. Because 50% of these students do not demonstrate proficient critical thinking skills (in any medium), their ability to engage with the larger world will be narrow. My purpose then is to expose them to a range of artistic and visual theories and practices to expand and engage their thinking in diverse approaches for solving any number of future challenges. They should not and cannot settle just for proficiency.

Furthermore, this connects to the school's SIP plan: signature, MYP/IB, college readiness, ineligibility, and discourse needs.

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:
- a rich variety of visual exemplars via classroom walls and Promethean board
- a wide variety of activities and discourse to generate broad and specific thinking about art
- question prompts and activators correlated with Bloom's Taxonomy as part of student discourse, objectives, presentations, and summarizers
- guided instruction on art criticism and how to talk and write about it (vocabulary and art theories including elements and principles of art, and describe, analyze, interpret, and evaluate)
- research, journaling, and visual notes and reports external to art room (Media Center and homework)
- Intermittent guided self, peer, group, and Promethean critiques during course of unit of study
- teacher-directed and student-guided instruction, demonstration, and discourse of "work of art's world"
- formal and informal assessment rubrics for student work

Resources

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

- form collaborative PLC's within the art department and the school
- form communication and collaborations with digital art teachers in MCPS
- form communication and collaborations outside of MCPS through email and forums
- ongoing research on critical thinking/inquiry in the visual arts

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 monitoring of student growth will be an ongoing process within each unit of study. Specifically, various assessments will be scaffolded into each unit's timeline while measuring student progress and modifying instruction accordingly.

Teacher assessments:
- teacher-made pre-assessment on art world knowledge and relationship of art with technology
- journal, idea/concept notes and sketches as reflections of artistic engagement and work
- exit card summarizers based on demonstrations, presentations, classwork, and critiques
- self, peer, group critiques, and Promethean presentation/demonstration/critiques
- artist statement and exhibition-ready work articulating work's purpose
- final project review and critique within and outside of class

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.

Looking for:
- quantifiable demonstrated progress in student range and quality of thinking relative to Bloom's Taxonomy
- demonstration of student original visual and thought through work and statements as indicator of voice
- quantifiable range of investigations within work progress indicating decision-making process
  - student has documented multiple attempts to solve problem
  - student emphasizes process over product = critical stance
- qualitative statements revealing student understanding of living and making art with technology (cultural understanding of working in and "the work of art's world")
- larger issues focusing on process tend to be harder to assess aside from measuring quantity and quality of student investigations and revisions.

What didn't work?
- student's work ethic or lack thereof
- pinpointing student motivation
- students (80%) do not take pride in their work indicated by the willingness to destroy/trash their work
- students still disconnected with earthly and worldly matters rely too heavily on technology or Google effect
- Due to low self-critique, students are unwilling to revise or be open to other options in work and method.

What worked?
• student-to-student critique and discourse • relevant, open, respectful discussion

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

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