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

Name: **Initial Conference Date:**
School: **Final Conference Date:**
Grade/Subject/Course: Foundations of Art—Composition   **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 Foundations of Art (FOA) will be able to solve compositional problems to organize and develop effective visual images.	**Describe the student group(s) selected. Include** • *group or subgroup* • *number or percentage of students targeted* • *current grade level or performance levels of students* • Eight students in my third period FOA class were not able to effectively solve compositional problems based on a teacher-made pre-assessment on compositional organization. • Proficiency is considered to be the equivalent to a 3 on a 4-point rubric assessment. All eight students were either *not proficient* (1) or *in progress* (2) according to the baseline assessment. • This group represents 25% of this class period and 5% of all of my current students. This group is inclusive of multiple subgroups including two IEP, three African American students, two Latino students, three White students, four males, and four females.

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 compositional organization.	**What course standards/indicators, concepts or skills are being addressed by this SLO?** Within the FOA curriculum, this SLO addressed the following indicators and objectives under Standard I and III: Standard I: Perceiving and Responding I.3.L1.b.

	Create an expressive composition that focuses on the elements of art and principles of design. Standard III: Creative Production: III.3.L1.a. Identify a design problem in the observed environment. Create a solution incorporating elements of art and principles of design.

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 compositional organization by the end of the instructional interval. Students demonstrating an understanding of the elements of art and principles of design and who are able to use them in an effective composition are then able to synthesize and transfer these skills of organization and critical thinking to their personal work.

Plan Your Actions – Instructional Strategies, Resources and Evidence of Progress

Instructional Focus

Describe the key instructional strategies selected to support students in reaching this growth target.

I will provide the following:
- guided instruction for ways to generate ideas and research a topic
- a wide variety of visuals including master and cultural exemplars
- art vocabulary incorporated into objectives, discussions, visuals, and presentations
- guided self, peer, and group critiques of ideas generated for solving the problem
- directed instruction and demonstration of ways to effectively develop and enhance compositional organization and guided self, peer, and group critiques of the final product
- guided instruction in writing artist statements

Resources

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

- collaborative planning with other department members within the school
- collaboration and communication with art teachers outside of my school through e-mail, the myMCPS Instruction Center, and the art conference folder
- curriculum study of the content and resources that can be utilized and adapted from the FOA course on the Instruction Center
- MCPS UDL Toolfinder and other resources from the UDL office
- accessing resources found in various method and instruction books

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 unit or a semester within FOA. Multiple and varied teacher-made assessments will be given with gradual progression for scaffolding support to determine student progress and for modifying instruction.

Teacher-made assessments may include:
- teacher-made pre-assessment on compositional organization with a rubric
- thumbnail, idea sketches, or practice plan for developing and enhancing compositional organization skills
- exit cards related to compositional organization
- graphic organizers and diagrams for compositional organization
- self, peer, and group critiques
- artist statements
- final project solving compositional problems to organize and develop effective visual images with a rubric

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.

Six of my eight 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
- variety of opportunities to master composition (painting, sculpture, printmaking)
- scaffolding information, breaking down the elements of art and principles of design to focus on specific ones at a time

What didn't work:
- Some students rushed to complete work and did not spend as much time planning their ideas and compositions.
- 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:
- more time spent practicing art materials
- additional planning sheets

- additional exemplars
- more planning with other colleagues to develop deeper inquiry question

Factors that impacted results:
- students with attendance issues (pull-outs, absences, etc…)
- not enough one-on-one with students for individual attention and personal feedback (overcrowded classroom)

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

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