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—Value   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 draw realistic light and shadow (value) in a variety of media.	**Describe the student group(s) selected. Include** • *group or subgroup* • *number or percentage of students targeted* • *current grade level or performance levels of students* • 10 "C" level students • 30% of class • Grade 9-12

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).

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 collected from a value drawing pre-assessment using a rubric.	**What course standards/indicators, concepts or skills are being addressed by this SLO?** III.1.L1.a Select a single idea and render it in a variety of ways/media.

Why
Explain why this is a significant need to address and why you chose this student group. • Value drawing is a cornerstone-drawing skill for FOA and Studio Art courses • Connects to SIP plan regarding AP preparedness for AP Studio Art • Requires critical thinking skills including, visual analysis, synthesis of visual understanding, and self-evaluation of edits during progress

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.

Teacher will provide:
- a wide variety of visuals including master and contemporary examples
- guided instruction for *The 4 parts of the Logic of Light* (light side, shadow side, cast shadow, reflective light)
- formative drawings using white geometric forms
- guided instructions for creating value scale
- guided instruction application of value scale and logic of light in 3 media: charcoal, ballpoint pen, ebony pencil
- visual exemplars at different levels of success
- peer evaluation with partners during drawing progress, self-reflection, small group peer critique

Resources

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

- collaborative planning with art department members
- e-mail consultation with other MCPS art teachers
- research approaches to clarity in this concept by consulting drawing instructional texts by Bert Dodson, Robert Beverly Hale, and Betty Edwards

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 span over the course of the value unit within the FOA curriculum. Multiple and varied teacher-made assessments will be given with gradual progression for student-scaffolding support to determine student progress and for modifying instruction.

Teacher-made assessments may include:
- teacher-made pre-assessments with a rubric
- exit cards and other summarizers to check for understanding
- formative assignments including value scales, media exploration, practice drawing the logic of light
- reflection after the unit
- self, peer, and small group critiques

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.

Out of the ten students chosen, 70% (7/10) showed growth as planned.

What worked:
- Ebony pencil was a much better choice than charcoal for the final drawing. It provided less hurdles.
- Teacher feedback on the formative drawings of white geometric forms helped correct weaknesses before moving on to the final drawings.

What didn't work:
- There was a disconnect with students between the white geometric form and the objects in the final drawing.
- Students were very unwilling to erase to correct and edit their drawings once they started. More intentional instruction needs to be done to address this social/emotional issue in anticipation of this disposition in beginners.

Overall, I am satisfied that my students are leaving FOA with a strong foundation in the important skill of value drawing.

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

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