

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

Name:
School:
Grade/Subject/Course: Grade 1 Art

Initial Conference Date:
Final Conference Date:
Interval:

Identify SLO: Growth Need, Student Group, Target

Area of Growth & Target	Student Selection
<p>What is the academic goal or area of growth for students?</p> <p>Students in Grade 1 will be able to use art vocabulary to express a personal response when analyzing artwork.</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"> • Twenty-two students in Grade 1 have difficulty using art vocabulary when analyzing and responding to art. • Proficiency is considered to be <i>P (Proficient at the grade-level standard)</i> or <i>ES (Exceptional at the grade-level standard)</i> as defined by Standards-based Teaching and Learning. All 22 students were either <i>I (In progress towards meeting the grade level standard)</i> or <i>N (Not yet making progress or making minimal progress towards meeting the grade level standard)</i> assessment. • This group represents 22% of all of my current Grade 1 students. This group is inclusive of multiple subgroups including: four Individualized Education Programs (IEPs), twenty English Speakers of Other Languages (ESOL) students, three African American students, ten Latino students, six Asian students, three White students, fourteen males, and eight females.
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 <i>not proficient (1)</i> on the baseline assessment will grow to <i>in progress (2)</i> or <i>proficient (3)</i> on the summative assessment. • Students who were <i>in progress (2)</i> on the baseline assessment will grow to <i>proficient (3)</i> 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 teacher created assessments used to determine report card grades for the <i>Analyzing and Responding to Art</i> Measurement Topic in reported in marking period two (MP2).</p>	<p>What course standards/indicators, concepts, or skills are being addressed by this SLO?</p> <p>Grade 1 visual art curriculum, Standard I and IV:</p> <p>I.1.1.a Describe colors, lines, shapes, textures, and forms found in observed objects and the environment.</p> <p>IV.1.1.a Observe and describe the aesthetic qualities of teacher-selected artworks, using art vocabulary to express a personal response.</p> <p>IV.1.1.b Identify established criteria for responding to the aesthetic qualities of artworks by interpreting exemplary models.</p> <p>IV.1.1.c Use established criteria to respond to artwork.</p> <p>Grade 1 Thinking and Academic Success Skills (TASS) indicators:</p> <p>1.1 Identify and describe attributes.</p> <p>1.2 Compare by identifying similarities and differences.</p> <p>1.5 Identify relationships among parts of a whole.</p> <p>11.2 Explain thinking processes.</p>

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 their use of art vocabulary. Students who are able to use art vocabulary when expressing a personal response about artwork will better be able to participate in discussions about art, provide feedback to peers, and reflect to improve their own artwork.

Plan Your Actions – Instructional Focus, Resources, Evidence of Progress

Instructional Focus
<p>Describe the key instructional strategies selected to support students in reaching this growth target.</p> <p>I will provide the following:</p> <ul style="list-style-type: none">• a wide variety of visuals including illustrated vocabulary, master artists, cultural exemplars, and student work• open-ended discussions about artwork that do not require one correct answer• Artful Thinking Strategies that provide structured methods to observe, and respond to art• support from the ESOL and resource teachers as needed

Resources

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

- collaborating and communicating with other MCPS art teachers and content specialists
- using online museum resources or educator workshops
- collaborating with SDT, ESOL teacher, resource teacher, and/or grade level team to discover strategies for building vocabulary
- accessing resources found in various method and instruction books and web-based resources

Evidence of Progress

Describe the process and timeline to be used to monitor student growth. Include the tools you will use to gather student evidence.

The timeline for monitoring student growth will occur over marking periods 3 (MP3) and 4 (MP4). Multiple and varied assessments will be given to determine student progress and for modifying instruction.

Teacher-made assessments may include:

- anecdotal records based on observations made during class and small group discussions about artwork
- written responses about artwork

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.

There were significant improvements in student proficiency in MP3 and MP4. Report card data for the *Analyzing and Responding to Art* Measurement Topic showed that 19 of the 22 students are now proficient. The remaining three students moved from an *N* to *I*. While not yet proficient, this still shows progress. It should be noted that these three students are beginning ESOL students. Throughout this process, I found the ESOL teacher to be an invaluable resource when looking for strategies to develop vocabulary. This accounts for the 17 other students in this subgroup who did meet proficiency. I also attended a workshop at National Gallery of Art about using Artful Thinking Routines when looking and talking about art. These strategies provide opportunities for open-ended discussions about art but still offer the structure needed for young learners to develop and expand their responses to artwork. I found the most successful routines to be "What Makes You Say That?" and *Color, Shapes, Lines*. "What Makes You Say That?" is a simple question that asks students to dig deeper and justify their personal responses to an artwork. This is an effective strategy for the students that were already proficient; and as a result, many of these students improved to *ES*. *Colors, Shapes, Lines* helped students to use art vocabulary when observing and analyzing art. They were then able to make connections to how these art elements impacted their personal response to an artwork. In the future, I would like to try even more Artful Thinking Routines in class discussions about art.

Teacher: Printed Name

Signature

Date

Principal: Printed Name

Signature

Date