

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

**Name:**  
**School:**  
**Grade/Subject/Course:** Grade 2 Art

**Initial Conference Date:**  
**Final Conference Date:**  
**Interval:**

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

Area of Growth	Student Selection
<p><b>What is the academic goal or area of growth for students?</b></p> <p>Students in Grade 2 will be able to represent what is observed using visual arts processes.</p>	<p><b>Describe the student group(s) selected. Include</b></p> <ul style="list-style-type: none"> <li>• <i>group or subgroup</i></li> <li>• <i>number or percentage of students targeted</i></li> <li>• <i>current grade level or performance levels of students</i></li> </ul> <ul style="list-style-type: none"> <li>• Eight students in my Grade 2 classes were not able to effectively represent what was observed in a still life drawing.</li> <li>• 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 eight 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.</li> <li>• This group represents 8% of all of my current Grade 2 students. This group is inclusive of multiple subgroups including: two Individualized Education Programs (IEPs), three African American students, two Latino students, three White students, four males, and four females.</li> </ul>

Target
<p><b>Describe and explain the expectations for student growth for students included in this SLO.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students who were <i>in progress (2)</i> on the baseline assessment will grow to <i>proficient (3)</i> on the summative assessment.</li> </ul>

**Evidence of Need**

Data & Baseline Evidence Review	
<p><b>What data supports your identification of this need as a priority to address? If you need to collect baseline data, what will you use?</b></p> <p>Baseline data was collected from one teacher-created pre-assessment on still life drawing.</p>	<p><b>What course standards/indicators, concepts or skills are being addressed by this SLO?</b></p> <p>Grade 2 Visual Art curriculum, Standard I, II, and III:</p> <p>I.1.2.b. Represent observed physical qualities of people,</p>

	<p>animals, and objects in the environment using color, line, shape, texture, form, and space.</p> <p>I.2.2.b. Use color, line, shape, texture, form, and space to represent ideas visually from observation, memory, and imagination.</p> <p>II.4.2.c. Use processes common to the visual arts and other content areas to express ideas.</p> <p>III.2.2.b. Identify and use color, line, shape, texture, form, space, and selected principles of design: pattern, repetition, contrast, and balance in artworks.</p>
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**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 representing what is observed by the end of the instructional interval. Students who are able to represent what is observed gain skills that will help them more effectively communicate meaning in future artwork. Careful observation and attention to details is a skill that can be transferred to other learning situations to support self-awareness and learning.

**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 wide variety of visuals including master artists and cultural exemplars
- Directed instruction and demonstration of strategies for drawing from observation
- Think about what you already know about the object.
- Look carefully before drawing to identify what is already known and what is seen.
- Observe and draw the basic shapes and add details as they are observed.
- Slow the eyes down while observing.
- Draw a little; then look again.
- Look at the object as much or more than the drawing itself.
- Draw lightly for easy erasing.
- Take note of the proportions of the parts of the object.
- Guided self, peer, and group critiques of ideas generated for solving the problem

**Resources**

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

- Collaboration and communication with art teachers outside of my school through e-mail, the myMCPS Instruction Center, the art conference folder, and attendance at quad cluster meetings

- Curriculum study of the content and resources that can be utilized and adapted from the elementary courses on the Instruction Center
- MCPS UDL Toolfinder and other resources from the UDL office
- Accessing resources found in various method and instruction books and web-based resources

**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 marking period 3 within Grade 2. 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 observational drawing
- Sketches of objects from different angles
- Self and peer reflections
- Final artwork representing what is observed

**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.**

I was pleased to see improvements in all of the students I targeted. Only one student did not reach proficiency, and I think that the issue might be more related to his ability to see and depict space. All of the students were able to identify, describe, and represent the basic shapes that could be used to compose the objects they were observing. During the pre-assessment, some students only depicted what they observed in contour of the object. By the end of the interval, the students began to represent details within the object as well. Students' ability to depict space seemed to be a bigger challenge. I found myself describing more about size, placement on the picture plane, and overlapping. I was able to help improve seven students' ability to depict space when observing still-life objects, but one student is still having difficulty with depicting objects when they overlap one another. This particular student does have an IEP, but none of the goals seem to address a problem with perception. I do think it would be worth a conversation with his homeroom teacher and the resource teacher.

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<b>Teacher: Printed Name</b>	<b>Signature</b>	<b>Date</b>
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<b>Principal: Printed Name</b>	<b>Signature</b>	<b>Date</b>
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