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

Name: **Initial Conference Date:**
School: **Final Conference Date:**
Grade/Subject/Course: Grade 3 Art   **Interval**

Identify SLO: Growth Need, Student Group, Target

Area of Growth & Target	Student Selection
What is the academic goal or area of growth for students? Students in Grade 3 will be able to clearly communicate feelings and ideas in personal artwork.	**Describe the student group(s) selected. Include:** •*group or subgroup* •*number or percentage of students targeted* •*current grade level or performance levels of students* • Ten students in my Grade 3 are unable to clearly communicate feelings and ideas in their artwork. • Proficiency is considered to be *P (Proficient at the grade-level standard)* or *ES (Exceptional at the grade-level standard)* as defined by Standards-based Teaching and Learning. Eight students were *I* (In progress towards meeting the grade level standard) and 2 students were *N (Not yet making progress or making minimal progress towards meeting the grade level standard)* assessment. • This group represents 10% of all of my current Grade 3 students. This group is inclusive of multiple subgroups including: three Individualized Education Programs (IEPs), three English Speakers of Other Languages (ESOL) students, one African American student, two Ethiopian students, two Latino students, one Vietnamese student, four White students, six 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 two teacher-created pre-assessments, prompting students to make art in their visual journals. The prompts were aimed at expressing and interpreting feelings and ideas in and through artwork.
	What course standards/indicators, concepts, or skills are being addressed by this SLO?
	
	Grade 3 Visual Art curriculum, Standard I, II, and III:
	
	I.2.3.b Represent ideas and feelings visually and explain a personal response to what is seen, felt, known, or imagined
	
	II.1.3.a Identify ways in which artists use symbols to express ideas about self, people, places, and events in selected works of art
	
	III.1.3.a Experiment with art media, processes, and techniques to generate ideas and express personal meaning
	
	III.3.3.a Identify sources for ideas and procedures used to create artworks
	
	Grade 3 Thinking and Academic Success Skills (TASS) indicators:
	
	4.0 Elaboration
	    • 4.1 Enhance thoughts, ideas, processes, or products by adding details.
	
	    • 4.2 Demonstrate thoughts, ideas, processes, or products by using different forms of communication.

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 grow in their ability to express feelings and ideas through artwork. When a student is able to express themselves clearly through artwork, they are able to put more intention into each piece, develop confidence in art making, become a better communicator, and take ownership of their learning. They will also be able to better understand artwork created by others and appreciate multiple perspectives. Having this strength will help these students understand that self-expression and communication are essential life skills that can be developed and used in all aspects as life-long learners.

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 that show ideas and feelings, including art-world examples, visual culture, and student work • Mini-response prompts for a variety of artworks that have clear communication of feelings and ideas, using Thinking Routines to unpack things the artist did to clearly communicate • Collaboration with the social studies teacher on the Natural Wonders project from the instruction

center, a lesson that focuses on expressing feelings and ideas
- Open-ended discussions about artwork that do not require one correct answer
- Active exploration with materials using physical interpretation of ideas and feelings
- Collaborative work with peers to generate and collect ideas for expressing specific feelings and ideas
- Opportunities to express feelings and ideas through visual journal responses as well as through art projects using both two-dimensional and three-dimensional materials
- Guided self, peer, and group critiques to encourage self-reflection about inspiration, direction, and elaboration when creating artwork
- 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.

- 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
- Collaboration with 3rd grade social studies teacher
- Attending relevant workshops and presentations at the National Art Education Convention in March 2014
- Curriculum study of the content and resources that can be utilized and adapted from the elementary courses on the Instruction Center
- Accessing resources found in various method and instruction books and web-based resources, including the books: *Experience & Art* and *Art for Life*
- Collaboration with ESOL and resource teachers
- Collaboration with school counselors when appropriate

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 period two (MP2), marking period three (MP3), and marking period four (MP4) within Grade 3. 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:
- Visual journal responses in written form
- Visual journal responses in image form
- Observations of student artistic process
- Self and peer reflections (written and oral)
- Formal and informal in-process reflection of two-dimensional and three-dimensional work

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.

All 10 of my students have improved significantly in the area of clearly communicating feelings and ideas through personal artwork. Eight moved from *In Progress* to *Proficient*, and two moved from *Not Yet Making*

Progress to *In Progress*. I believe that specific explicit practice in responding to artwork in their journals really helped my students see the many ways artists communicate. Because when the students began working with materials, they had ideas and references to support them.

The visual journal proved a substantial tool for gathering evidence of growth in this particular area because the students themselves could identify growth and change between stretches of pages in their own journal. Collaborating with the social studies teacher made connections for the students beyond what either of us would have been able to do on our own. We both saw growth in all students through this rich integrated experience. I also collaborated with the school counselor, which was very useful with a new student who I did not know very well. The counselor and I discussed strategies we were both using to help this particular student more clearly communicate her feelings.

At the National Art Educators Association Convention, I attended a session on "un-blocking" students like those in my focus group, which provided helpful strategies for talking with kids during the art-making process. I found these strategies very useful.

I will continue to apply the communication and response strategies to my lessons with all students, still focusing on the two students performing at *I* (*In progress* towards meeting the grade level standard.)

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

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