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

Name: **Initial Conference Date:**
School: **Final Conference Date:**
Grade/Subject/Course: Grade 4 Art   **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 Grade 4 will be able to use art vocabulary to describe the aesthetic qualities of 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* • Twenty-two students in my 4th grade have difficulty describing aesthetic qualities of 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. All 22 students were either *I (In progress towards meeting the grade level standard)* or *N (Not yet making progress or making minimal progress towards meeting the grade level standard)* assessment. • This group represents 22% of all of my current Grade 4 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
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-created pre-assessment to describe a work of art.	**What course standards/indicators, concepts or skills are being addressed by this SLO?** Grade 4 Visual Art curriculum, Standard I, II, and III: I.1.4.a Analyze ways that the elements of art are used to represent visual and tactile texture, and movement in artworks.

| | I.2.4.a Compare and describe how artists communicate point of view and mood using art vocabulary.

I.3.4.a Describe how the elements of art and principles of design are used to communicate personal meaning in a composition.

III.2.4.a Identify the elements of art and selected principles of design, i.e., pattern, repetition, balance, variety, and unity in artworks.

IV.1.4.a Critique the aesthetic qualities of teacher-selected artwork using criteria derived from the elements of art: color, line, shape, texture, form, value and space, and selected principles of design: pattern, repetition, emphasis, contrast, rhythm/movement, balance, variety, and unity.

IV.1.4.b Describe the aesthetic qualities of artworks in terms of the elements of art and principles of design.

IV.2.4.a Describe the aesthetic qualities of personal artworks and the artworks of others. |
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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 their use of art vocabulary. Students who are able to use art vocabulary to describe aesthetic qualities of artwork will better be able to participate in discussions about art, use discourse to communicate ideas, understanding or evidence of reasoning, provide feedback to peers, and reflect to improve their own artwork.

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, cultural exemplars, and student work
- Open-ended discussions about artwork that do not require one correct answer
- Guided self, peer, and group critiques to provide practice for students to observe other models and practice their own use of vocabulary
- Support from the ESOL and resource teachers as needed
- At-home activities to encourage students to discuss artwork at home in their native language, if necessary.

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, including ESOL resources that support vocabulary development.
- MCPS UDL Toolfinder and other resources from the UDL office
- Accessing resources found in various method and instruction books and web-based resources
- Collaboration with ESOL and resource teachers to discuss strategies for building student vocabulary

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 periods three and four within Grade 4. 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-assessments to use art vocabulary to describe the aesthetic qualities of artwork
- Observations of small group discussions about artwork
- Self and peer reflections (written and oral)
- Final critique of 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.

I definitely saw improvements in student proficiency. Nineteen students demonstrated proficiency by the end of the interval. I still had three students who performed at the *I* level, but they made progress from the *N* level. Working with the ESOL and Resource teachers was an invaluable experience as they had many strategies for supporting student use of vocabulary. I was able to apply these strategies to all students (not only those with ESOL or special needs). I think the most effective method I used was extending student practice beyond my classroom. I had support from the ESOL and homeroom teachers to reinforce the vocabulary outside of the classroom. The at-home activities also had very positive results because the students were able to continue the discussions that began in the classroom. Unexpectedly, some students even learned more about the artwork displayed in their own homes. Although I was not able to observe the use of vocabulary outside my classroom, I think providing a more comfortable environment helped students practice their newly acquired vocabulary which they were able to apply to a variety of classroom discussions. I will continue to apply the vocabulary strategies to my lessons with all students, still focusing on students performing at *I* (In progress towards meeting the grade level standard) or *N (Not yet making progress or making minimal progress towards meeting the grade level standard).*

Teacher: Printed Name	Signature	Date

Principal: Printed Name	Signature	Date