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

Name: **Initial Conference Date:**
School: **Final Conference Date:**
Grade/Subject/Course: Grade 5 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 5 will be able to integrate intellectual risk-taking into their studio art practice.	**Describe the student group(s) selected. Include:** •*group or subgroup* •*number or percentage of students targeted* •*current grade level or performance levels of students* • Sixteen students in my 5th grade art classes do not demonstrate the behaviors and thought processes necessary to integrate intellectual risk-taking into their studio art practice. • Success in Intellectual Risk-taking is defined as *DEM (Demonstrating)* based on the Thinking and Academic Success Skills codes. Of 16, 13 students were *PRG (Progressing)* and 3 students were *N (Not yet evident)*. • This group represents 15% of all of my current Grade 5 students. This group is inclusive of multiple subgroups including: five Individualized Education Programs (IEPs), five English Speakers of Other Languages (ESOL) students, two African American students, four Latino students, two Asian students, eight White students, ten males, and six females.

Target
Describe and explain the expectations for student growth for students included in this SLO.   • Students who were *N (Not yet evident)* on the baseline assessment will grow to *PRG (Progressing)* or *DEM (Demonstrating)* on the summative assessment.   • Students who were *PRG (Progressing)* on the baseline assessment will grow to *DEM (Demonstrating)* 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 student responses to a teacher-created assessment specific to the Thinking and Academic Success Skills (TASS) goals. This TASS will be formally assessed in MP3 but takes more than one marking period (MP) to cultivate. This is why I am approaching it during MP1 when they are also developing the related Thinking and Academic Success Skills (TASS), *Flexibility.* The teacher created assessment was two-fold. • An informal observation of students working intuitively with materials. o Teacher was looking for student's willingness to experiment, ask questions, challenge self and others, and make adjustments. • Students' reflection in their visual journals of the experience described in step one.	**What course standards/indicators, concepts, or skills are being addressed by this SLO?** Grade 5 Thinking and Academic Success Skills (TASS) framework: 10.0 Intellectual Risk-Taking • 10.1 Adapt and make adjustments to meet challenges when seeking solutions. • 10.2 Demonstrate willingness to accept uncertainty by sharing ideas, asking questions, or attempting novel tasks. • 10.3 Challenge self and others to advance skill level. Visual Art Standard III: organize knowledge and ideas for expression in the production of art. III.1.5.a Experiment with art media, processes and techniques to convey specific thoughts and feelings.

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 intellectual risk-taking abilities. Students who are able to work flexibly, who are comfortable with uncertainty, and who challenge themselves when making artwork will better be able to engage in creative problem-solving in their art projects as well as in work across the school. I also believe this particular skill will be beneficial to their growth as a 21st century learner, which is why I chose this skill as the specific focus of my attention for the SLO.

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: • visible encouragement in the classroom environment that clearly promotes intellectual risk-taking, including teacher-made and student-made posters showing artroom applications from *Studio Habits* • information and visual resources about people who take risks in their artwork • open-ended experimental art tasks that do not require one correct answer • student experience documenting ideas and reflections in a visual journal to show growth and change over time • opportunities to learn intellectual risk-taking skills from their peers through collaborations between my focus group participants and students who are already proficient or exceptional in this area • 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
- curriculum study of the content and resources that can be utilized and adapted from the elementary courses on the Instruction Center
- collaboration with 5th grade classroom teachers to encourage development of this skill
- collaboration MCPS content specialists in central office
- developing a catalog of prompts mined from books on creativity by Keri Smith, including *How to be an Explorer of the World, This is Not a Book, and Mess*
- accessing research-based resources on "habits of mind" through the Project Zero website as well as the book *Studio Thinking: The Real Benefits of Visual Arts Education* by Hetland, Winner et. al.
- accessing emerging research on building creative problem-solving capacity through National Art Education Association publications including peer-reviewed journals
- studying the ways in which professionals of the Teaching for Artistic Behavior (TAB) promote and teach the specific skill of intellectual risk-taking through the community's blogs and publications

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 one (MP1), marking period two (MP2), and marking period three (MP3) within Grade 5. Multiple and varied teacher-made assessments will be given with gradual progression for scaffolding support to determine student progress and for modifying instruction. The baseline data was collected in MP1. Observations, reflections, and assessments will take place during MP2 and MP3 as classroom teachers are reporting out on this TASS in MP3.

Teacher-made assessments may include:
- teacher-made pre-assessments to judge level of intellectual risk-taking baseline
- observations of students working on creative problem-solving alone and in groups
- peer reflections related to collaborative work
- ongoing self-reflections in visual journal
- student peer video interviews, describing the role of risk-taking in their creative process

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.

Over the course of the year, 14 of my 16 students demonstrated significant growth in the area of integrating intellectual risk-taking into their art practice, moving from the *N/PRG* to *DEM* level. Two students are still not at their grade-level target but did show growth and change in their attitudes toward flexible problem-solving and their level of comfort with uncertainty when making artwork. These two have moved from the *N* to the *PRG* level. One of these two students had the potential to grow more; but due to repeated absences and pull-outs, there was not much data to support significant growth.

Collaborating with the 5th grade classroom teachers, ESOL and resource teachers helped me differentiate instruction to be the most effective with specific students as they were able to notice changes in the TASS skills, specifically intellectual risk-taking, across all subject levels.

I think the most effective method I used was creating an environment in my classroom that promoted and encouraged exploration, experimentation, and risk-taking. The assignments changed throughout the year, but the environment was constantly evolving. Reflecting in their visual journals, several students mentioned that they felt more comfortable with uncertainty because they saw their teacher and their peers exploring with materials. They noted that I posted and celebrated "incredibly awesome 'mistakes'" in the classroom. They also pointed out that seeing and learning about artists who also value risk-taking made an impact on their attitude toward "good artwork." Many of the students noted that the visuals in the room relating to *Studio Thinking* and Thinking and Academic Success Skills helped them break from their perfectionist tendencies since they were able to see art as less strict and competitive as they had seen it before. One student brought her parents to parent-teacher conferences to show them her artwork. She told them that she had learned that "contemporary art doesn't have to look any certain way" and that she had learned the most from our "mess-making" prompts in the visual journals.

I will continue to nurture an environment that encourages and supports intellectual risk-taking with all students, still focusing on students performing at *PRG (Progressing)* or *N (Not yet evident).*

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

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