

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

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

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

**Identify SLO: Growth Need, Student Group, Target**

Area of Growth & Target	Student Selection
<p><b>What is the academic goal or area of growth for students?</b></p> <p>Students will be able to investigate, plan, and work through materials and ideas to make original works of art.</p>	<p><b>Describe the student group(s) selected. Include:</b></p> <ul style="list-style-type: none"> <li>• <b>group or subgroup</b></li> <li>• <b>number or percentage of students targeted</b></li> <li>• <b>current grade level or performance levels of students</b></li> </ul> <ul style="list-style-type: none"> <li>• Fifteen students in my kindergarten class have difficulty generating and representing original ideas when creating art.</li> <li>• Proficiency is considered to be <i>P (Proficient at the grade-level standard)</i> as defined by Standards-based Teaching and Learning. All 15 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 12% of all of my current kindergarten students. This group is inclusive of multiple subgroups including: four Individualized Education Programs (IEPs), seven English Speakers of Other Languages (ESOL) students, four African American students, five Latino students, three Asian students, three White students, nine males, and six 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>Based on observations during studio activities and completed works of art, selected students created artwork that closely resembled ideas expressed by the teacher and/or peers.</p>	<p><b>What course standards/indicators, concepts, or skills are being addressed by this SLO?</b></p> <p>Kindergarten Visual Art curriculum, Standard I and III:</p> <p>I.3.K.b Create artworks that use color, line, shape, texture, and basic principles of design to express ideas.</p> <p>III.1.K.a Experiment with art media, processes, and techniques; and identify ways they can be used to express thoughts and feelings.</p> <p>III.1.K.b Safely manipulate and share art media and tools. Assist in cleaning the workplace.</p> <p>III.1.K.c Create artworks that explore the uses of color, line, shape, and texture to express ideas.</p> <p>Kindergarten Thinking and Academic Success Skills (TASS) framework:</p> <p>7.1 Create a new idea, process, or product using multiple and varied formats.</p> <p>7.2 Plan and formulate a new, unique, or alternative solution to a problem or situation.</p> <p>7.3 Transform an idea, process, or product into a new form.</p>

### Why

**Explain why this is a significant need to address and why you chose this student group.**

I believe I can help this student group develop their abilities to create works of art that express their own original ideas. It is not uncommon for students at this grade level to mimic their teacher or classmates when creating art. It is important, however, to build their capacity to generate ideas and express personal meaning when making artwork in order to build their confidence as an artist and to strengthen creative thinking skills. Focusing on these skills at this young age will ensure that they build a solid foundation of creative capacity. If they don't develop it now, they will continue to rely on imitation as they grow in technical skill development. Skills are great, but *ideas* make good art.

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

Instructional Focus
<p><b>Describe the key instructional strategies selected to support students in reaching this growth target.</b></p> <p>I will provide the following:</p> <ul style="list-style-type: none"><li>• A wide variety of visuals including master artists, cultural exemplars, and student work</li><li>• Open-ended themes to explore through art that allow for opportunities to express meaningful ideas</li><li>• Opportunities to experiment with materials and brainstorm/plan ideas</li><li>• Support from the ESOL and resource teachers as needed</li><li>• Modeling of divergent thinking when approaching an art problem (how many different visual answers can we make for this art question)?</li></ul>

## 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 NAEA (National Art Educators Association) elementary division Ning
- Attend MCPS and Maryland Art Educators Association (MAEA) professional development meetings with other art teachers
- Curriculum study of the content and resources that can be utilized and adapted from the elementary courses on the Instruction Center
- Collaboration with ESOL and resource teachers to discuss strategies that will help students understand and internalize instruction without copying exemplars exactly
- MCPS content specialists
- Review the Instructional Resources Gallery on the NAEA website

## 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 three and four of kindergarten. 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 graphic organizers to help students generate ideas
- Observations of students using tools and materials while making art
- Student artwork
- Discussions about student artwork
- Student's comments about own 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 am very pleased that by the end of marking period four, all of my kindergarteners were able to create at least one work of art that expressed their own original ideas. I found that input from other art teachers gave me the most successful strategies. I consulted art teachers both in MCPS and nationally by starting discussions on the art conference folder and the NAEA elementary Ning. I discovered that many art teachers have the same issue with "copycats," and they shared some of their strategies for changing this behavior. First, it was important to create open-ended problems to solve. Choosing themes that the students can relate to from their life experience also helped them to generate multiple ideas. Displaying more than one exemplar and also showing them examples of student artwork helped the students to see that there was more than one solution. I also found it helpful to put away my artwork after the demonstration. When there was no exemplar to copy, students had to take what they learned during instruction and apply it in their own original way.

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**Teacher: Printed Name**

**Signature**

**Date**

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**Principal: Printed Name**

**Signature**

**Date**

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