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

Name: **Initial Conference Date:**

School: **Final Conference Date:**

Grade/Subject/Course: Studio Art – Thinking Skills   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 class will be able to apply higher level thinking during: • student discourse • written reflections • verbal peer critique	**Describe the student group(s) selected. Include** • *group or subgroup* • *number or percentage of students targeted* • *current grade level or performance levels of students* • 10 "C" level students • 30% of class • Grade 9-12

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). Students who were in progress (2) on the baseline assessment will grow to proficient (3).

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 collected from a pre-assessment: • discourse tally sheet • collected reflections • peer critique tally sheet	**What course standards/indicators, concepts or skills are being addressed by this SLO?** IV.1.L1.b. Critique artworks, applying different theories of art to judge personal artwork and that of others.

Why
Explain why this is a significant need to address and why you chose this student group. • Connects to SIP plan regarding SAT preparedness and AP preparedness • Verbal articulation will reinforce and grow understanding of what students are learning while producing art. • Students who engage in discourse, reflection, and critiques use the art vocabulary to communicate their ideas and provide evidence for their reasoning. They need to be able to clearly articulate their thoughts and ideas, and think critically and creatively through problems.

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.

Teacher will provide:
- a wide variety of visuals including master and cultural examples
- guided instruction with art criticism (Describe, Analyze, Interpret, Evaluate)
- formative matching games for vocabulary associated with art criticism
- a bank of question prompts that correlate with Bloom's Taxonomy and a variety of levels of questions that will be incorporated into activators, summarizers, discussions, visuals, and presentations.
- guided instruction applying synthesis specifically related to art and visual images
- instruction on writing argumentation in relation to art
- formal and informal assessments for student discourse, reflections, and peer critiques

Resources

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

- collaborative planning with art department members
- e-mail consultation with other MCPS art teachers
- Ask trusted faculty from English or Theory of Knowledge course (IB) for advice/input regarding instruction on writing argumentation as used in other classes.

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 span over the course of three units within the class. Multiple and varied teacher-made assessments will be given with gradual progression for student-scaffolding support to determine student progress and for modifying instruction.

Teacher-made assessments may include:
- teacher-made pre-assessments with a rubric
- exit cards and other summarizers to check for understanding
- graphic organizer for connecting *Description and Analysis* as supportive reasoning for *Interpretation and Evaluation*
- graphic organizer for reflection for writing strong arguments
- self, peer, and small group critiques

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.

Out of the ten students chosen, 70% (7/10) showed growth as planned.

What worked:
- The matching game successfully prepared students for writing their own art criticism as evidenced by

> improved performance on art criticism writing tasks
> - Overall, the better the instruction and formative assignments were crafted, the better the students understood how to give quality and truly critical thinking.
>
> What didn't work and considerations:
> - While reflections improved, many students did not move beyond simplistic and minimal ideas expressed. Prompts and Questions need to be well written. Edits have been made for future use of these materials.
> - Verbal critiques and student discourse were harder to measure improvement. The tally sheets gave a sample idea of how only part of the group performed.
>
> Overall, I am satisfied that my students are successfully interacting with these terms and improving in their articulation of arguments.

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

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