

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	PE
School:	Elementary
Evaluator:	

STEP ONE: SLO DEVELOPMENT

<p>Prioritize Learning Content: Identify standards and content.</p>	<p><i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify the specific data source or trend data used. (1a)</i></p>
	<p>S1.E2.5 Students use appropriate pacing for a variety of running distances. When developing life-long fitness skills, it is important for students to understand and learn the value of pacing when running for long distances or times.</p>

<p>Identify the Student Population: Describe the context of the class.</p>	<p><i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)</i></p>
	<p>61 5th graders: 33 male, 28 female. 4 students are on academic IEP's. One student with a physical disability that has modified distance and location.</p>

<p>Interval of Instruction: Specify the time frame in which growth will be measured.</p>	<p><i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.</i></p>
	<p>August 2014 to January 2015</p>

<p>Analyze Data and Develop Baseline: Detail student understanding of the content at the beginning of the instructional period.</p>	<p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p>
	<p>8 minute run in August to measure how many students could complete the run without walking or stopping. 43 students finished without stopping or walking. 18 students were unable to finish without stopping or walking.</p>

<p>Select or Develop an Assessment: Describe how the goal attainment will be measured.</p>	<p><i>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)</i></p>
	<p>Similar assessment with increased time (12 minutes) will be conducted in January.</p>

<p>Growth Goal: Establish expectations for student growth.</p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i></p>
	<p>All students will run for 8 minutes without walking or stopping. Students who successfully completed 8 minutes in August will run 12 minutes without walking or stopping in January.</p>

<p>Provide Rationale: Describe how your SLO benefits student learning.</p>	<p><i>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)</i></p>
	<p>5th grade students are tested in the Spring of the year using the Physical Fitnessgram. The student must complete a one mile run as a requirement of this test. The monthly timed runs through out the year teach students pacing and running techniques that enable them to succeed on this test.</p>

<p>Learning Strategies: <i>Describe your plan to meet student needs.</i></p>	<p><i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</i></p>
	<p>Students will participate in regular timed runs with the time increasing as the year progresses. Students will also engage in various aerobic exercises that will increase their endurance in regular PE class.</p>

STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

STEP THREE: ONGOING COMMUNICATION

<p>Progress Update: Describe student progress toward the growth goal.</p>	<p><i>Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)</i></p> <hr/> <p>Of the 18 students who were unable to run for 8 minutes in August, all have been able to increase their time without walking or stopping. 6 students remain unable to sustain the run for 8 minutes.</p>
<p>Strategy Modification: If necessary, document changes in strategy.</p>	<p><i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)</i></p> <hr/> <p>In order for all students to achieve success, I will increase the amount of aerobic exercise including running during regular PE class.</p>
<p>SLO Adjustment: If justified, describe changes to the SLO.</p>	<p><i>Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)</i></p> <hr/> <p>None at this time.</p>

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

SCORING

<p>High Growth: The growth goal was 86% to 100% attained.</p>	<p><i>What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)</i></p>
	<p>In January, all students were able to complete 8 minutes of timed running without stopping or walking. Of those who attained this goal in August, 40 students were able to complete 12 minutes of sustained running. Goal Attainment: 93% (40 of 43) for 12 minute run; 100% for 8 minutes.</p>

<p>Expected Growth: The growth goal was 65% to 85% attained.</p>	<p><i>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</i></p>

<p>Low Growth: The growth goal was less than 65% attained?</p>	<p><i>What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)</i></p>

PRELIMINARY STUDENT GROWTH RATING

PRELIMINARY STUDENT GROWTH RATING		
Based on final assessment data, the student growth rating is:		
LOW	EXPECTED	HIGH
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

REFLECTION

<p>Professional Growth: Detail what you learned.</p>	<p><i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</i></p>
	<p>While this year I focused on the running/aerobic fitness aspect of the Fitnessgram assessment, next year I would like to include all aspects of the assessment to measure student growth. This means that student will be pre-tested in the fall (August) using the Fitnessgram assessment and post-tested in the spring (May) using the same assessment.</p>