Professional Growth & Development Plan (PGDP) and Student Learning Objective (SLO)
Professional development goals must be established by the teacher and must be supportive of district strategic plans and school renewal plans.*

☒   A Student Learning Objective (SLO) serves as the PGDP. (Section I only)
☐   An SLO serves as one of multiple goals of the PGDP. (Section I and II)
☐   A Teacher Leadership Goal (TLG) serves as the PGDP. (Section II only)

Section I. Student Learning Objective (SLO)

Teacher Name: Sample PE Teacher	**School:** Sample Elementary School
SLO Evaluator Name: Sample Evaluator	**SLO Interval (circle):** <mark>Year</mark> or Semester
Grade Level: 1st	**SLO Content Area/Focus Class:** PE

I. Student Population and Baseline
a. What do I already know about the students in my focus class?

This class of 23 first graders consist of 13 males and 10 females. Four students receive speech-language services, and one student receives support services for a learning disability. There are 12 African American students, 8 Caucasian students, and 3 Hispanic students.

b. What do I know about the support my students will need to be successful in this class/content area?

The Progressive Aerobic Cardiovascular Endurance Run (PACER) is a national multistage shuttle run designed to measure aerobic capacity, which is characterized by endurance, performance, and fitness. The objective of the PACER is to run as long as possible while keeping a specified pace. Students run back and forth across a 20-meter space at a pace that gets faster each minute, progressively getting more difficult. In comparison to distance running, the PACER is a more effective, fun, and easy way to measure aerobic capacity that encourages participation.

Past trend data from last year's first graders indicates that we should expect the girls to be able to run at least 30 laps on the PACER test while the boys should be able to run at least 40 laps. I tested each first grade class twice last year while they had no previous knowledge of the PACER test. The majority of the students showed improvement from the PACER pre-test to the post-test scores.

II. Priority Standard and Learning Objective

a. Identify <u>one to two</u> high priority content standard(s) and indicators or [Competencies for the Profile of a SC Graduate](#) that will provide the basis of the SLO learning objective. *Consider using [math](#) or [English](#) priority standards. Other content areas may consider a skill- or practice-based standard that spirals back multiple times.*

Standard 3: The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. (Psychomotor Domain)

b. Related to that priority standard or competency, what should students be able to do at the end of the SLO interval?
The Learning Objective should be aligned with course- or grade-level content standards or the [Competencies for the Profile of a SC Graduate](#) The goal should be broad enough to capture essential skills but focused enough to be measurable. Alternatively, educators may set a growth goal using existing data team structures or the Rally platform.

The students should develop the ability to sustain moderate to vigorous activity levels through regular participation in meaningful physical activity. In the elementary grades, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness.

GOAL: At least 80% of the students will improve their PACER scores at the end of the year when they complete the cardio unit in comparison to their pre-test scores.

c. What evidence of growth will tell me that a student has met this learning objective?
Consider what formative and summative assessment data is already collected as part of your course that can be used to measure this objective. Multiple measures and incorporation of existing assessments are encouraged. This evidence can be connected to existing data team/PLC structures or work with the Rally platform.

I will administer a PACER pre-test. Then, students will perform the PACER test once every four weeks until we begin the cardio unit where they will focus on building their cardiovascular endurance by station work. After completing the cardio unit, the students will then take the PACER post-test to determine if improvements were made.

The test scores are based on the number of laps they complete without stopping or making more than two errors while running. Students must run every time they hear the buzzer and must make it to the other side of the blue line before the next buzzer occurs.

Post-test scores will be compared to pre-test scores to determine the percentage of students improving their scores.

III. Instructional Strategies and Inclusive Learning Environment
a. When I consider my professional practice and growth, what is one instructional practice that will be my focus connected to this professional goal? Why?

In order for the students to improve their scores, I will provide individual instruction as needed, using scaffolding, modeling, student demonstrations, and examples and non-examples. I will provide station work so that all students can work on building their cardiovascular endurance and push themselves to better their scores.

b. Which SCTS 4.0 Rubric Indicator(s) is most connected to this instructional practice?
Motivating Students.

c. Student success is deeply connected to the learning environment. Which inclusive learning strategy is most connected to your planning for a positive learning environment? Creating a Safe Space for Learning

d. When you think about this group of students and this content, how will this strategy help you intentionally create a positive classroom community that helps all students take risks and grow as independent learners?

Each student will work to improve his or her own score rather than comparing their scores to those of their classmates. This goal will foster a safe space for learning. I will also help students on an individualized basis in stations designed to address their strengths and areas for growth.

IV. Mid-Course Progress Monitoring
This conference and reflection may be incorporated into a department, grade-level, PLC, or other collaborative meeting.

a. Educator Reflections. How did you monitor students' mastery of the learning objective? How has your instructional practice impacted students so far?

I monitored students' mastery of the learning objective by administering the PACER test once every four weeks until we began the cardio unit where they focused on building their cardiovascular endurance by station work.

b. General Reflections. The educator and evaluator may add additional reflections here.

Students responded well to individual instruction when I used scaffolding, modeling, student demonstrations, and examples.

V. End of Year Conference Reflection
a. Evidence that students showed growth as established by the SLO goal and conferences.

Overall, 91% of the students showed significant improvement from their PACER pre-tests to post-test scores. 96% of the boys showed improvement while 84% of the girls showed improvement.

b. Reflection on Data
How does the data inform my instructional practice, goal setting, or my professional development plan for next year?

As indicated in the trend data, boys typically run an average of 10 more laps than girls do. However, the percentage of girls showing improvement is significantly lower than that of the boys. Based on this data, the instructional strategies used to support students were more beneficial in meeting the goals for the boys. These strategies will continue to be used; however, because not all students mastered the objective, additional strategies will be researched and applied.

c. SLO Rating   Proficient

Conference	Date	Signatures
SLO Preliminary Conference	**September 25, 2021**	*Sample Teacher* *Sample Evaluator*
SLO Mid-Course Conference	**February 2, 2021**	*Sample Teacher* *Sample Evaluator*
SLO Summative Conference	**May 14, 2021**	*Sample Teacher* *Sample Evaluator*