

Office of Educator Effectiveness

Student Learning Objective (SLO) Example

Grade 7 Physical Education

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| Teacher Name: EXAMPLE | Teacher School: EXAMPLE |
| SLO Evaluator Name: EXAMPLE SLO Evaluator Position/Role: EXAMPLE | |
| Grade Level: 7 th grade | SLO Content Area: Physical Education |
| SLO Type: <i>Choose One</i> <input checked="" type="checkbox"/> Individual <i>(written by an individual teacher)</i> <input type="checkbox"/> Team <i>(team of teachers focus on a similar goal but are held accountable for only their students)</i> | SLO Approach: <i>Choose One</i> <input type="checkbox"/> Class <i>(covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.)</i> <input checked="" type="checkbox"/> Course <i>(covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.)</i> |
| SLO Interval of Instruction <i>Choose One</i> <input type="checkbox"/> Year <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Other If <i>Other</i> , provide rationale (i.e. quarter long course) and indicate days of instruction. Rationale: Click here to enter text. Days of Instruction: 18 week semester | Assessment Dates Pre Assessment Date: Week 1 of the semester Post Assessment Date: 5/2015 |
| I. Student Population Provide a detailed description of the student population. Information should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum). All 7th grade students enrolled in Physical Education/Health classes. I teach a total of 150 students each week. | |

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| <p>II. Historical and Trend Data Describe the applicable past data for the students. In your description included the students' level of knowledge prior to instruction, including the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives.</p> <p>I do not have data from the previous year.</p> |
| <p>III. Baseline Data Describe which pre-assessment(s) will be used to measure student learning and why the assessment is appropriate for measuring the objective(s). Provide baseline assessment results for the student population. Attach the assessment and grading scale and/or rubric used to score the assessment(s).</p> <p>At the beginning of the class, students will be scored in five FitnessGram areas, including aerobic capacity, muscular strength, muscular endurance, flexibility and body composition. I will use FitnessGram software to conduct individual student assessments and record individual student data.</p> |
| <p>IV. Post Assessment Indicate what assessment will be used as a post assessment and how it is aligned to the baseline assessment. Standard protocol for FitnessGram assessment tools and procedures should be used in both pre and post assessment. Scores will be entered into FitnessGram software that provides analysis of healthy fitness zones for individual students.</p> <p>Performance on fitness testing will not be used in determining student grades. I will administer the assessment for each student.</p> |
| <p>V. Progress Monitoring How frequently will you progress monitor students' mastery of content? Indicate what ongoing sources of evidence you will collect in order to monitor student progress. (Other evidence of student growth can include student work samples, portfolios, etc.)</p> <p>Fitness scoring will be monitored every two weeks. The instructor will review progress with individual students and help them adjust their personal fitness plan in meeting modified goals.</p> <p>Students should:</p> <ol style="list-style-type: none"> 1. Be given adequate time to discuss and develop their fitness plan 2. Identify barriers to reaching short and long term fitness goals 3. Practice taking measurements of self and others |
| <p>VI. Learning Goal (Objective) Provide a description of what students will be able to do at the end of the SLO Interval. The Learning Goal (objective) is based on and aligned with course- or grade-level content standards and curriculum. The goal should be broad enough to capture major content, but focused enough to be measureable.</p> <p>All students in one representative class will design and implement a fitness plan to improve their health-related physical fitness in three areas (e.g., aerobic capacity, muscular strength, muscular endurance, flexibility and body composition).</p> |
| <p>VII. Standard (s) Identify the content standard(s) and indicators that align to the SLO learning goal (objective).</p> <p>Standard 1: 8-2.3 Identify the five components of health- related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on FITT (frequency, intensity, type, and time) training principles.</p> <p>Standard 2: 8-3.3 Achieve and maintain the age- and gender- specific health-related fitness standards as defined by a state- approved fitness assessment (for example, scoring within the healthy fitness zone on FitnessGram).</p> |

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VIII. Growth Targets

A. *Choose One*

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B. Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval. List the growth target information below or on an attached spreadsheet.

By Week 6:

GOAL: 5% improvement in three of five fitness gram assessment areas

By Week 12:

10% improvement in three of five fitness gram assessment

By Week 18:

25% improvement in three of five fitness gram assessment areas

C. Provide a rationale for the growth targets. Rationale may reflect typical vs. pretest performance, may include reasoning for using individualized targets for some but not all students, or any other influencing information used to determine anticipated growth.

Never before in our nation has the next generation of youth been projected to have a shorter lifespan than their parents. The factors that contribute to poor health in youth can largely be attributed to sedentary lifestyles leading to obesity. The SC standards for Physical Education support education of the whole child, encouraging lifelong fitness commitments for students that can improve their overall lifetime health. The ultimate goal is to have all students score in healthy fitness zones ranges (FitnessGram).

IX. Instructional Strategies

A. Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?

The instructor should provide weekly opportunity for students to participate in a variety of activities that enhance basic fitness levels in all five areas of fitness. Students should be given time to plan, select and practice favorite activities within their area of needed improvement. The instructor should:

1. Provide the students with a model or sample of an individual fitness plan
2. Review goal setting and steps to reach a goal
3. Teach taking measurements of self and others
4. Review healthy ranges and targets for each of the 5 fitness measures

Students will be placed in groups with others of similar fitness performance levels. Each group will work on skills that will help them grow in their area of needed improvement.

Teachers attend regional FitnessGram state trainings. District purchases FitnessGram 10 software or participates in pilot statewide FitnessGram assessment project, sponsored by Blue Cross Blue Shield and DHEC. Teachers will become more skilled and knowledgeable in administering fitness gram testing.

Additionally, I will participate in our school-wide professional development series on integrating literacy strategies in the content areas. Our focus is on infusing opportunities for students to write to reflect on their learning. I plan to incorporate journaling into my lessons with my students. Each student will keep a journal and reflect on the activities that they participate in during class and the progress that they are making towards their fitness goals.