

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

2017-2018

Teacher:	Dan Kirsch
School:	Garfield Elementary School
Evaluator:	Ms. Stephanie Eisenmenger

STEP ONE: SLO DEVELOPMENT

Prioritize Learning Content: <i>Identify standards and content.</i>	<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>
	Standard 3: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Identify the Student Population: <i>Describe the context of the class.</i>	<i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class (es). (1b, 1c)</i>
	Mr. Thomas's Class - 401 (2017) – 27--- 4th grade students.

Interval of Instruction: <i>Specify the time frame in which growth will be measured.</i>	<i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for a time period that is less than the full length of the course.</i>
	Students will be expected to improve their fitness over the course of the year. The class meets twice a week for 35 minutes. If students miss class, they will be expected to make up the previous Physical Education lesson.

Analyze Data and Develop Baseline: <i>Detail student understanding of the content at the beginning of the instructional period.</i>	<i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i>
	<ul style="list-style-type: none"> • Fitnessgram Standards----We will be doing a Pre-Test during the first semester of class to establish a baseline. In the second semester of the class, we will be taking a Post-Test. We will then compare results
Select or Develop an Assessment: <i>Describe how the goal attainment will be measured.</i>	<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>
	Fitnessgram Standard---- We will do a Post Test in the last month of the course.
Growth Goal: <i>Establish expectations for student growth.</i>	<i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i>
	All students will show improvement on 3 of the 5 Fitnessgram assessments tested with 70% of the students falling in their healthy fitness zone.
Provide Rationale:	<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>

Describe how your SLO benefits student learning.	This objective is one that is continual for the entire length of the year. Students will be working on aspects of the Fitnessgram assessments on a daily basis.
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Learning Strategies: Describe your plan to meet student needs.	How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)
	<ul style="list-style-type: none"> ● Sit and reach (trunk stretch) ● Sit-ups & push-ups – These are done on a daily basis to help improve as the year goes on. ● Pacer – cardiovascular fitness is part of the daily lesson (jogging is used during students warm-up activities on a daily basis and during physical education lessons).

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

Progress Update: <i>Describe student progress toward the growth goal.</i>	<i>Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)</i>
	The results of my 4th grade student's fitnessgram assessments do show growth in meeting the goal. The majority of the students in class did improve on 3 of the 5 fitnessgram tests when compared to their previous assessment data.
Strategy Modification: <i>If necessary, document changes in strategy.</i>	<i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)</i>
	The data does suggest that I do need to focus more on muscular strength and abdominal strength activities as the data showed lower (healthy fitness zone) scores in this category.
SLO Adjustment: <i>If justified, describe changes to the SLO.</i>	<i>Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)</i>
	Circumstances beyond instructors control would include absences during practice sessions for tests in Physical Education class. Students who are on IEP as well can affect their growth goal as well.

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

High Growth: The growth goal was 86% to 100% attained.	What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)
Expected Growth: The growth goal was 65% to 85% attained.	What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)
Low Growth: The growth goal was less than 65% attained?	What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)

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 type="checkbox"/>

REFLECTION

Professional Growth:	What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)
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<i>Detail what you learned.</i>	
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