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| **STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE**SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania’s multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901). |

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| 1. **Classroom Context**
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| **1a. Name** | Jeffrey L. Jacobs | **1b. School** | Worcester | **1c. District** | Methacton School District |
| **1d. Class/ Course Title**  | Physical Education | **1e. Grade Level** | 2nd Grade | **1f. Total # of Students** | 69 |
| **1g. Typical****Class Size** | 23 | **1h. Class Frequency** | 2 times per week | **1i. Typical Class Duration** | 50 minutes |

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| 1. **SLO Goal**
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| **2a. Goal Statement** | Students will apply basic movement skills and concepts to physical activities. Students at this grade level will focus on the manipulative skill of the overhand throw. |
| **2b. PA Standards**  | 10.5.3 A – Recognize and use basic movement skills and concepts.* Manipulative movements
* Relationships
* Combination movements
* Effort

10.5.3 B – Recognize and describe the concepts of motor skill development using appropriate vocabulary.* Form
* Critical elements
* Feedback
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| **2c. Rationale** | A competent (skillful) mover is more likely to be active for a lifetime. This goal prepares students to build physical activity skills for use in future grade levels. |

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| 1. **Performance Measures (PM)**
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| **3a.** **Name**  | PM #1: Mechanics and Cues of Skill Pre- and Post-TestPM #2: Mechanics of Skill Visual Sequence Post –TestPM #3: Accuracy of Skill Pre- and Post-Test (Only for those scoring the maximum number of points on the PM #1 Pre-Test) | **3b.** **Type** | [ ]  District-designed Measures and Examinations[ ]  Nationally Recognized Standardized Tests[ ]  Industry Certification Examinations[ ]  Student Projects [ ]  Student Portfolios[x]  Other:\_\_Teacher Designed\_\_\_\_ |
| **3c. Purpose**  | PM #1: Mechanics and Cues of Skill measures the student’s ability to properly execute an overhand throw.PM #2: Mechanics of Skill Visual Sequence  measures the student’s ability to organize the proper sequence of an  overhand throw.PM #3: Accuracy of Skill measures the student’s ability to use an overhand throw to strike a target with precision.  | **3d. Metric** | [ ]  Growth (change in student performance across two or more points in time***)\* Educators must include at least one growth measure in their SLO)***[ ]  Mastery (attainment of a defined level of achievement)[x]  Growth and Mastery |
| **3e.** **Administration****Frequency** | PM #1: Mechanics and Cues of Skill Pre-Test: At the beginning of  the manipulatives unit.Post-Test: By the end of the third marking period.PM #2: Mechanics of Skill Visual  Sequence Post Test: By the end of the third marking period.PM #3: Accuracy of Skill Pre-Test: At the beginning of  the manipulatives unit.Post-Test: By the end of the third marking period. | **3f.** **Adaptations/****Accommodations** | [ ]  IEP[ ]  ELLFollowaccommodationsas per districtpolicy (ie. IEP, ELL, 504’s, etc.) | [ ]  Gifted IEP[ ]  Other |
| **3g.** **Resources/****Equipment** | PM #1: Mechanics and Cues of Skill Pre- and Post-Test - Unit and age-appropriate throwing equipmentPM #2: Mechanics of Skill Visual  Sequence Post-Test - Visual Sequence Cards PM #3: Accuracy of SkillPre- and Post-Test- Unit and age-appropriate  throwing equipment and target  | **3h.** **Scoring Tools** | PM #1: Mechanics and Cues of Skill Rubric  PM #2: Mechanics of Skill Visual Sequence Formative  AssessmentPM #3: Accuracy of Skill Rubric  |
| **3i. Administration & Scoring Personnel** | Certified Physical Education teachers will administer and score the performance measures using the tools and rubrics provided. | **3j.** **Performance Reporting** | PM #1: Mechanics and Cues of Skilla - Reporting percentage of students showing growth by one or more pointsNote: Any student scoring the highest number of points possible (16) on the pre-test will be administered the Accuracy of Skill (PM #3) assessment. b - Reporting percentage of students attaining proficiency or above (11-16 points)PM #2: Mechanics of Skill Visual SequenceReporting percentage of students mastering the skill visual sequencePM #3: Accuracy of SkillReporting percentage of students showing growth by one or more points |

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| 1. **Performance Indicators (PI)**
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| **4a.** **PI Targets:** **All Student Group** | PI Target #1: Students will achieve a level of Proficiency (meets or exceeds expectations) on the Mechanics and Cues of Skill Rubric.PI Target #2: Using the Visual Sequencing Cards, students will organize all 4 critical cues of  the overhand throw into proper sequential order. |
| **4b.** **PI Targets:** **Focused Student Group****(optional)** | PI Target #1: N/API Target #2: N/API Target #3: Students will achieve a level of Proficiency (meets or exceeds expectations) on the Accuracy of Skill Rubric. |
| **4c.** **PI Linked****(optional)** |  N/A | **4d.** **PI Weighting****(optional)** |

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| **PI** | **Weight** |
| #1 |  |
| #2 |  |
| #3 |  |
| #4 |  |
| #5 |  |

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| 1. **Elective Rating**
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| **5a. Level** | ***Failing***0% to 59 % of students will meet the PI targets. | ***Needs Improvement***60% to 69% of students will meet the PI targets. | ***Proficient***70% to 89% of students will meet the PI targets. | ***Distinguished***90% to 100% of students will meet the PI targets. |

Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ Evaluator Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_

| **5b. Rating** | [ ]  Distinguished (3) [ ]  Proficient (2) [ ]  Needs Improvement (1)[ ]  Failing (0) | **Notes/Explanation**  |
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