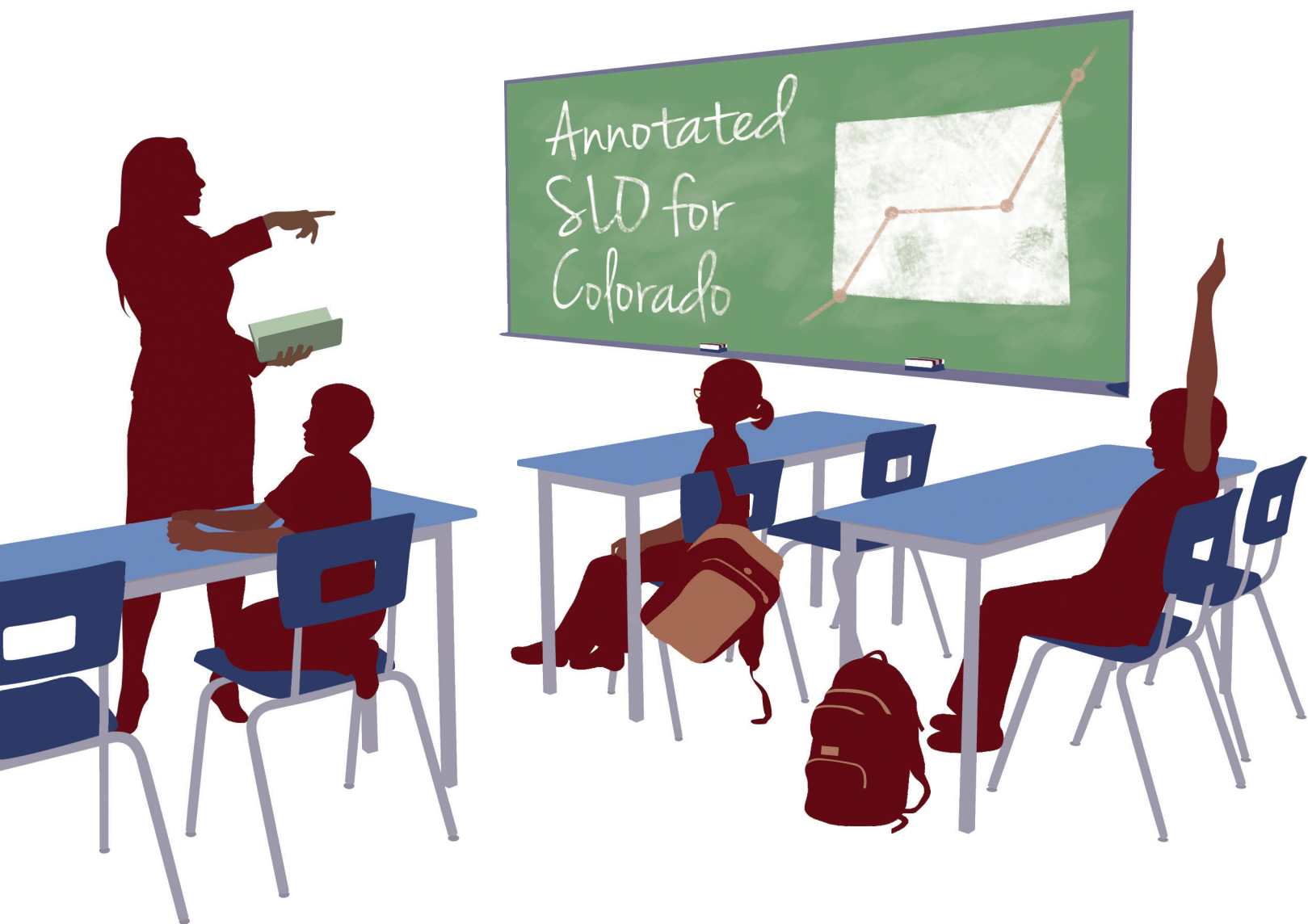




# Reform Support Network



## Colorado Student Learning Objective Physical Education (Grade 5)

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# Introduction

## What is an SLO?

As States and school districts implement educator evaluation systems that include measures of student growth, one of the challenges they face is identifying measures for non-tested grades and subjects. The use of **student learning objectives (SLOs)** is one promising approach to addressing this challenge. Structurally, an SLO consists of several “elements” that describe a specific learning objective for a particular student population as well as a specific, systematic process for how an educator can identify and implement strategies to track progress toward that goal and achieve it.

## What is an Annotated SLO?

The Reform Support Network (RSN) has developed a series of annotated SLOs to orient readers around their structure, provide analysis and suggest specific actions to strengthen the SLO’s quality. Each annotated SLO, such as the one in this document, provides analysis and suggestions for improvement for each individual element within the SLO as well as the SLO as a whole. States, school districts, colleges, universities and others can use the RSN’s collection of annotated SLOs, the “SLO Library,” to prepare teachers and administrators to develop high-quality SLOs or to improve SLOs that they have already developed.

The SLO Library is not a collection of exemplary SLOs. The RSN designed the library as a teaching tool, so most of the jurisdictions intentionally provided the library with SLOs that vary in quality. They also vary in their subject areas and grade levels. Each SLO review identifies and discusses both strengths and areas for improvement. It is up to the reader, then, not to mimic the SLOs found in the library but to extrapolate lessons learned from them to produce new, original and high quality SLOs.

## How to Use This Document

The RSN intends for the SLO Library to support any stakeholder actively engaged in learning about or implementing SLOs: State departments of education, school districts and schools, teachers implementing SLOs, administrators leading an SLO process and colleges of education interested in adding SLO coursework to their teacher or administrator preparation programs.

Each annotated SLO begins with contextual information for the jurisdiction that produced the SLO and then presents each element of the SLO in sequence. Each element begins with the jurisdiction’s actual description of it, which is followed by the text of “an author” from the jurisdiction. Think of the author as the teacher(s) or school district administrator(s) who actually wrote the SLO. The language from the jurisdiction’s description comes from the jurisdiction’s SLO template or other guidance materials. The author’s text comes from the SLO provided by the jurisdiction. Both sections are unedited.

The subsequent section, “Review of the Author’s Text and Potential Improvements,” is the focus of the library and should be of greatest interest to the reader. This section analyzes the text written by the author from the jurisdiction and provides considerations for improving the quality of the individual element.

An overall summary of the entire SLO follows the presentation of the elements and concludes the review of the SLO.

The appendix contains what the RSN calls an “element comparison tool,” which links the name of the element used by this jurisdiction to the standardized term used in the SLO Library. The comparison table intends to provide readers with the means to compare elements across SLOs, even if they are called by different names.

# Colorado Contextual Information

SLO Implementation Timeline	
School year the jurisdiction piloted or plans to pilot SLOs without stakes for teachers <sup>1</sup>	2012–2013 (pilot year) 2013–2014 (will not count towards the loss of non-probationary status)
School year the jurisdiction piloted or plans to pilot SLOs with stakes for teachers <sup>2</sup>	N/A
School year began or plans to begin large scale implementation	2013–2014 (will not count towards the loss of non-probationary status) 2014–2015 (large-scale implementation)
SLO Development and Approval	
Who develops SLOs?	The local educational agency (LEA) decides.
Are collectively developed SLOs permitted (for example, by teams of teachers and administrators)?	Yes
Who approves SLOs?	The LEA decides.
SLO Use in Evaluation	
Are SLOs required or optional for use in evaluating educators?	Optional
Are SLOs the sole measure of student growth in the evaluation system? If not, what other measure(s) does the jurisdiction use?	No. SLOs are not currently used in evaluation, but starting in 2013–2014, SLO-inspired measures may be used in evaluations. Other measures may include growth targets on State tests, growth targets on district assessments and overall school growth.
Does the jurisdiction use SLOs to determine educator compensation?	The LEA decides.
What weight does the SLO carry in determining the summative rating for teachers in the jurisdiction's evaluation system?	The LEA decides. Each teacher must have at least 2 measures (one collective and one individual), and these measures may be SLOs. The total of these measures must add up to 50 percent of a teacher's evaluation.
What weight does the SLO carry in determining the summative rating for administrators in the jurisdiction's evaluation system?	The LEA decides.
SLO Implementation	
How many SLOs are required for most teachers?	The LEA decides.
How many SLOs are required for most school administrators?	The LEA decides.
Which teachers and administrators are required to use SLOs?	The LEA decides.
SLO Assessment	
Who selects which assessments are used for SLOs?	The LEA decides.
Are there standards or required development processes for assessments created by teachers, schools, or districts? If so, what are they?	The SEA has created assessment inventory templates and an assessment review tool to support LEAs. LEAs are required to "seek to ensure" that assessments used for evaluation purposes be fair, valid and reliable.
What types of assessments are permitted?	The LEA decides.
Are performance or portfolio-based assessments permitted for SLOs?	Yes
Are commercially available assessments permitted for SLOs?	Yes

<sup>1</sup> SLOs will not be used in educator evaluations

<sup>2</sup> SLOs may be used in educator evaluations

# Student Learning Objective: Physical Education (Grade 5)

## Element List

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Rationale	Standardized Name
	Rationale
<b>JURISDICTION'S DESCRIPTION OF THE ELEMENT</b>	
Why you have chosen this objective.	
<b>AUTHOR'S TEXT FOR THE ELEMENT</b>	
This objective supports the unified improvement plan goals.	
<b>REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS</b>	
The author provides a general statement of alignment with the unified improvement plan, but does not articulate how the student growth objective (SGO) aligns with it.	
More information on how the objective aligns with the improvement plan would help the teacher and the administrator decide whether the identified objective is appropriate. It would also ease the burden of the SGO evaluator, who is likely monitoring many others and may not have the time or content expertise to determine if the objective is in fact aligned with the plan.	
The author might consider identifying multiple school goals that align with State standards. This would ensure consistency across initiatives and reinforce the focus of the school. Why is this particular learning content more important than other content? A deeper analysis would help all determine if the rationale for selection of the objective is strong.	

## Population

Standardized Name

Student Population

### JURISDICTION'S DESCRIPTION OF THE ELEMENT

What students this objective will address.

### AUTHOR'S TEXT FOR THE ELEMENT

80% of the students who attend 85% of the time will improve their upper body strength at least 30% as measured by the fitness gram push-up test.

### REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author cites an attendance requirement, though it would be helpful to state which students the objective targets. For example, the author might identify which specific students in the selected class are included in the SGO. This element presents a goal for improving upper body strength. To add coherence to the SGO overall, this goal should appear in the expected growth element.

The author might consider attaching the student roster and describing student abilities and needs, based on a review of the pre-assessment and additional sources of data. Including this information would demonstrate knowledge of students, which influences SGO development and implementation. Also, a description of accommodations for students, where applicable (for example, students with disabilities and English language learners), would help clarify what additional information the author should include in subsequent elements.

## Interval of Time

Standardized Name

Interval of Instruction

### JURISDICTION'S DESCRIPTION OF THE ELEMENT

How long the interval of instruction is (e.g., weeks, quarters, semesters or one school year).

### AUTHOR'S TEXT FOR THE ELEMENT

One school year

### REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author identifies one school year as the period of time for the implementation of this SGO, which allows substantial time for students to learn the content.

The author might consider including specific beginning and end dates for the teaching period, as well as the rationale for why this interval is appropriate for the key learning experiences that teachers would provide the students. For example, September 1 – June 30 would allow for 10 months of instruction, whereas September 30 – May 1 would allow for seven. This level of specificity would play an important role in determining whether the interval suits the intended learning experiences and related targets.

## Assessment

Standardized Name

Assessments

### JURISDICTION'S DESCRIPTION OF THE ELEMENT

How you are going to measure student growth.

### AUTHOR'S TEXT FOR THE ELEMENT

Other: Fitness Gram

### REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author identifies one measure, the Fitness Gram. The actual assessment has multiple tests for upper body strength (for example, push-ups and pull-ups). The author has not made clear which test(s) implementers of the SGOs will use and how the test(s) align with the learning content. To improve this element, the author could clarify which portion(s) of the assessment will be used.



**JURISDICTION'S DESCRIPTION OF THE ELEMENT**

*The jurisdiction left this section blank.*

**AUTHOR'S TEXT FOR THE ELEMENT**

Fourth grade students have not been tested on their upper body strength. Most students cannot perform one push up without bending. Students also do not perform full range of motion; they do not go 90 degrees.

**REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS**

The author cites background information for the student population from the prior school year and uses very general language to discuss student needs: for instance, the term "most" instead of specific numbers.

Including a roster with specific student baselines and targets would clarify student abilities. Gathering and analyzing other performance data (for example, additional measures of upper body strength) on student abilities would clarify current performance levels and help ensure that the target(s) the objective sets is rigorous.

## Expected Growth

Standardized Name

Student Growth Targets

### JURISDICTION'S DESCRIPTION OF THE ELEMENT

How much your students are going to grow.

### AUTHOR'S TEXT FOR THE ELEMENT

I expect at least a 30% growth for Ms. X's class

### REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author specifies a certain amount of growth for a specific class of students. The rigor of this goal is unclear without student baselines.

Setting targets using a percentage can be interpreted in multiple ways. Providing an example of an individual student meeting a target helps avoid misinterpretation of the data at the conclusion of the SGO. How many push-ups are expected of each student, based on the baseline data? If a student completes 20 push-ups, is the target for 6 more push-ups at the end of the interval for that student (30 percent growth)? Or is the 30 percent growth based on a class average, with the resulting percent pertaining to average growth across all students? The author might consider how to count a student who was unable to do any push-ups on the pre-assessment.

# Learning Content

Standardized Name

Learning Content

## JURISDICTION'S DESCRIPTION OF THE ELEMENT

What the baseline data indicates you need to focus on with your students.

## AUTHOR'S TEXT FOR THE ELEMENT

Students work on their upper body strength every time they attend PE.

## REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

This element provides a brief and vague description of the learning content, upper body strength. The SGO would be stronger, and would be more rigorous, if it included more and specific learning content from the course standards. How specifically will students work on upper body strength across the curriculum?

Do the State and school district standards align with the learning content? Is the described activity aligned with the course standards?

## JURISDICTION'S DESCRIPTION OF THE ELEMENT

What you will do to meet your objective.

## AUTHOR'S TEXT FOR THE ELEMENT

Practice pushups everyday for warm up. Activities that use push-ups for re-entry.

## REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author cites "practice" as a strategy along with general activities requiring push-ups for re-entry. Practice might improve students' upper-body strength, but will not necessarily address other identified weaknesses in technique, such as "not go[ing] 90 degrees."

The author might include more effective strategies for improving students' abilities, such as student self-monitoring of progress and teacher-to-student feedback. More specifics about activities that use push-ups for re-entry would also strengthen this element. The author might also identify which activities address technique and which specifically build muscle and strength.

## Overview of Colorado Physical Education (Grade 5)

This physical education SGO is cohesive across some elements (for example, the strategy of practicing push-ups links with improving upper body strength). While the content is valuable, it is too narrow for an SGO because it focuses on only one dimension of upper body strength, the ability to do push-ups. Finally, the SGO is incomplete and vague. It does not identify the standards to be addressed, targets for individual students and a precise definition of how teacher and evaluator will calculate student growth.

# Appendix: Tool for Comparing SLO Elements Across Jurisdictions

Colorado Element Name	Standardized Name
Rationale	Rationale
Population	Student Population
Interval of Time	Interval of Instruction
Assessment	Assessments
Baseline	Baseline
Expected Growth	Student Growth Targets
Learning Content	Learning Content
Strategies	Instructional Strategies

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