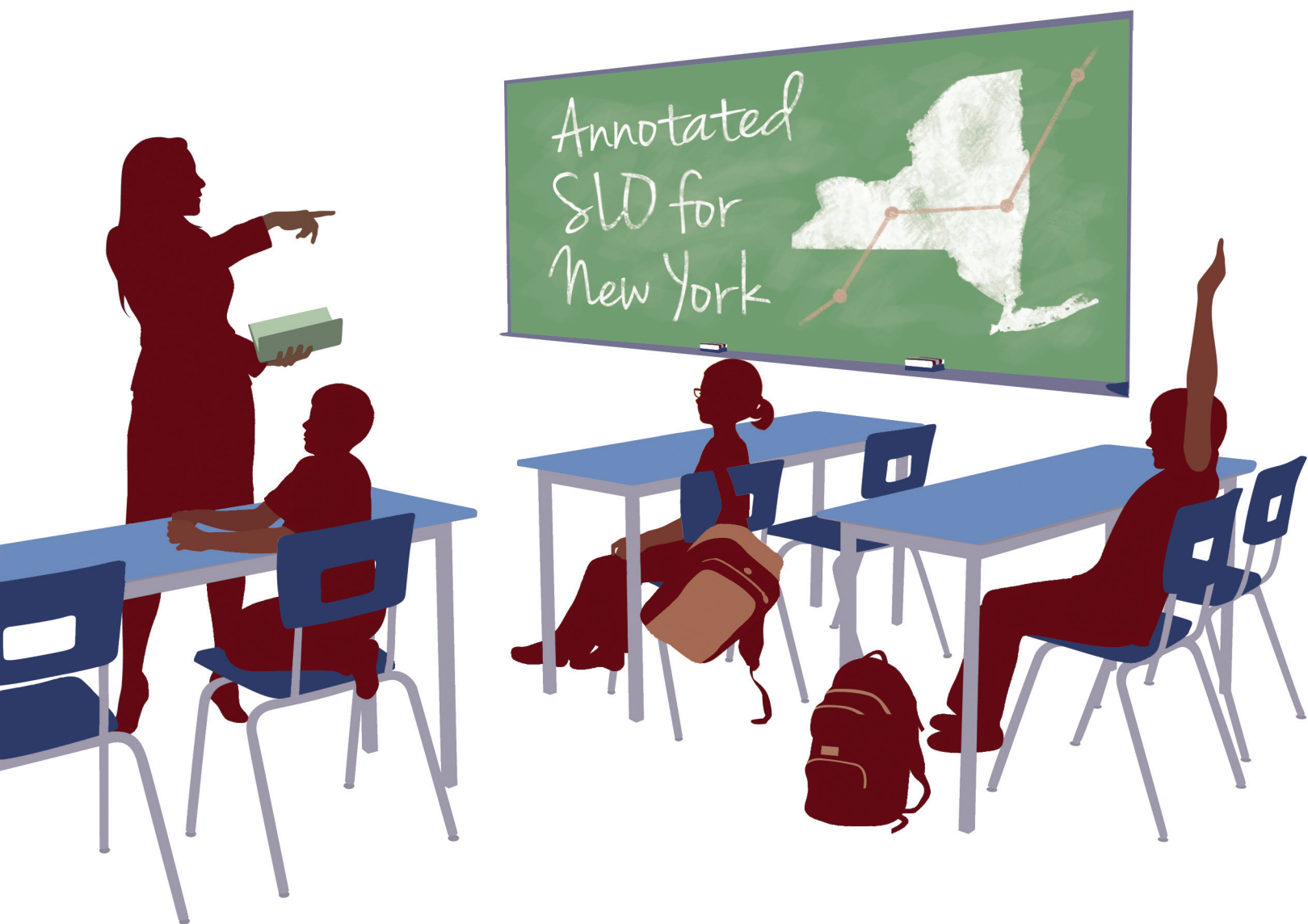




Reform Support Network



New York Student Learning Objective Physical Education (Grades 9-12)

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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.

New York Contextual Information

SLO Implementation Timeline	
School year the jurisdiction piloted or plans to pilot SLOs without stakes for teachers ¹	2011–2012
School year the jurisdiction piloted or plans to pilot SLOs with stakes for teachers ²	N/A
School year began or plans to begin large scale implementation	2012–2013
SLO Development and Approval	
Who develops SLOs?	Individual teachers, grade- or content-level teams of teachers, school administrators and district administrators do. Given State regulations and framework, district decisions and school decisions, teachers propose SLOs and targets in consultation with lead evaluator; obtain data on students for baselines, reflect on results and use these to plan future practice.
Are collectively developed SLOs permitted (for example, by teams of teachers and administrators)?	Yes
Who approves SLOs?	District or school administrators
SLO Use in Evaluation	
Are SLOs required or optional for use in evaluating educators?	Required
Are SLOs the sole measure of student growth in the evaluation system? If not, what other measure(s) does the jurisdiction use?	No, New York uses its own growth measure for those to whom it applies.
Does the jurisdiction use SLOs to determine educator compensation?	No
What weight does the SLO carry in determining the summative rating for teachers in the jurisdiction's evaluation system?	It carries up to 20 percent for those teachers who do not receive State-provided growth measures. These teachers may also have an additional 20 percent of their evaluation based on SLOs, depending on locally negotiated decisions.
What weight does the SLO carry in determining the summative rating for administrators in the jurisdiction's evaluation system?	It carries up to 20 percent for principals who do not receive State-provided growth measures. These principals may also have an additional 20 percent of their evaluation based on SLOs, depending on locally negotiated decisions.
SLO Implementation	
How many SLOs are required for most teachers?	Enough to cover more than 50 percent of students across the courses and sections taught
How many SLOs are required for most school administrators?	Enough to cover more than 30 percent of students in the school building
Which teachers and administrators are required to use SLOs?	Teachers and administrators who do not have State-provided growth scores
SLO Assessment	
Who selects which assessments are used for SLOs?	District and State administrators
Are there standards or required development processes for assessments created by teachers, schools, or districts? If so, what are they?	The State uses a request for quotation (RFQ) process to approve third-party assessments for use in evaluating SLOs. The school district, regions and the Boards of Cooperative Educational Services (BOCES) may develop assessments for which the district or BOCES verifies comparability and rigor, based on standards of educational and psychological testing. New York also requires educators to use a State-developed SLO template for use with their SLOs.
What types of assessments are permitted?	District, regional, or BOCES-developed, State-approved third-party, and State and Regents assessments
Are performance or portfolio-based assessments permitted for SLOs?	Yes
Are commercially available assessments permitted for SLOs?	Yes

¹ SLOs will not be used in educator evaluations

² SLOs may be used in educator evaluations

Student Learning Objective: Physical Education (Grades 9-12)

Element List

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Student Population

Standardized Name

Student Population

JURISDICTION'S DESCRIPTION OF THE ELEMENT

These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)

AUTHOR'S TEXT FOR THE ELEMENT

High School Physical Education Students (184 students in grades 9 through 12)

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The description indicates that the author includes 184 students in the SLO, spanning grades nine through 12. Student rosters are not available for review.

Including further description of the students, their specific abilities and needs, as well as any special population status that might be appropriate to the SLO, would strengthen this element.

JURISDICTION'S DESCRIPTION OF THE ELEMENT

What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?

AUTHOR'S TEXT FOR THE ELEMENT

NYS Physical Education Standards and NASPE standards for Commencement Level—all standards will be addressed in knowledge base; Presidents Physical Fitness Challenge curl up test for muscular strength and endurance; Common Core Learning Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects to supplement these.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The SLO cites two sources of standards (national standards and New York State standards). The author indicates that all standards will be addressed, though it could be clearer which performance indicators from the State standards are included, and what the phrase "in knowledge base" means. The author cites the curl-up test for a national assessment, which appears in the evidence section as a measure for the learning content. The author also refers to the inclusion of the New York State P-12 Common Core Learning Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects.

To strengthen this element, the author might consider specifying which components of the State standards (both for physical education and the NYS P-12 Common Core Learning Standards) are essential for the learning that needs to take place. If all components of the physical education standards are essential, the author might consider honing the focus to a few key areas where students have a strong, demonstrated and specific need for learning.

Interval of Instructional Time

Standardized Name

Interval of Instruction

JURISDICTION'S DESCRIPTION OF THE ELEMENT

What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?

AUTHOR'S TEXT FOR THE ELEMENT

School year 2012-13 (1 year)

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The instructional period is the full academic year, which is consistent with the State guidance.

The author might consider including specific start and end dates, in order to clarify when instruction will begin and end for the SLO.

JURISDICTION'S DESCRIPTION OF THE ELEMENT

What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.

AUTHOR'S TEXT FOR THE ELEMENT

1. District-developed pretest of knowledge of general terms, rules and strategies, safety, personal health & fitness, and resources for physical education and lifetime activity as it relates to personal health and fitness, a safe and healthy environment and resource management. (Assessment is aligned with NYS Physical Education standards)
2. District-developed summative test of knowledge of general terms, rules and strategies, safety, personal health & fitness, and resources for physical education and lifetime activity as it relates to personal health and fitness, a safe and healthy environment and resource management (Assessment is aligned with NYS Physical Education standards)
3. Test of muscular strength and endurance—curl up pretest and posttest. Procedures and scoring will follow guidelines of the Presidential Fitness Test.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author includes multiple measures in both the pre-assessment and summative assessment, which adds to the quality of this element. The author describes pre- and summative assessments of knowledge as being aligned to the State standards, though these assessments are not available for review. While several portions of the standards refer to physical performance, the SLO appears to use only curl-ups as the measure of muscular strength and endurance.

The teacher will assess students in multiple ways, including pre- and summative assessments developed by the school district and aligned to State standards, as well as a performance-based assessment using national guidelines. The performance-based assessment requires a scoring guide, rubric or both to explain how outcomes are measured.

To improve the SLO, the author might consider including the assessments, which would encompass the student demonstration tasks, as well as the scoring methodology for each portion. An additional document or notation of alignment, which indicates how each item specifically aligns to one or more of the selected standards or performance indicators, would strengthen this element and would clarify the degree to which students are meeting the selected standards. Including additional performance measures also would enhance this element. Although the author cites *NYS P-12 Common Core Standards* in the SLO, it is unclear how a teacher would assess the learning of these standards.

Baseline

Standardized Name

Baseline

JURISDICTION'S DESCRIPTION OF THE ELEMENT

What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

AUTHOR'S TEXT FOR THE ELEMENT

Starting levels of students' knowledge will be determined by the initial scores received through testing (as above) at the start of the school year (September.)

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author indicates that initial scores determine the starting level of knowledge among the students. Because they have not yet completed the pre-assessment, it is not possible to analyze student needs to inform the selection of learning content and the setting of appropriate targets. Typically, baseline scores are available prior to crafting this element.

To improve this element, the author might indicate how the curl-up pre-assessment results also demonstrate students' starting level of ability. He or she might consider reviewing additional data, such as historical sources about student abilities or learning needs, to the extent that these data are available, to further inform the SLO.

Target(s)

Standardized Name

Student Growth Targets

JURISDICTION'S DESCRIPTION OF THE ELEMENT

What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?

AUTHOR'S TEXT FOR THE ELEMENT

90% of the student population will demonstrate mastery of at least 85% of general physical education knowledge as measured by the summative assessment in May 2013. 85% of students will show improvement or maintenance of the initial number of curl ups as measured in September in a May post-test.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author identifies a two-part target, with one part reflecting knowledge and the other reflecting physical performance. For the knowledge target, the definition of mastery is earning a score of 85 percent on the summative assessment. The performance target seems to lack rigor, as students must "show improvement," which could take place shortly after the first assessment. Clarification of why each target expects different percentages of students to achieve the target would strengthen this element.

To improve the rigor of the targets, the author might consider setting the same percentage of students for both targets, and explicitly stating both targets must be met by individual students. He or she might also consider explicitly defining mastery for the knowledge assessments (such as earning a passing score for 85 percent of the standards on the assessment or earning 85 percent on the assessment overall).

Because there are two targets, it would be possible for a student to meet one target and not the other. While this could make scoring complex, it would help to clarify how these scores will be combined for one value to enter into the scoring bands.

JURISDICTION'S DESCRIPTION OF THE ELEMENT

How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

AUTHOR'S TEXT FOR THE ELEMENT

Highly Effective: 94-100% of students achieve the expected targets.

Effective: 85%-93% of students will achieve the expected targets.

Developing: 66-84% of students will achieve the expected targets.

Ineffective: 65% or less of students achieve the expected targets.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98	94-95	93	92	91	90	89	88	87	86	85	81-84%	78-80%	75-77%	72-74%	69-71%	66-68%	51-65%	21-50%	0-20%

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The percentage of students expected to achieve the stated goals for each portion of the assessment falls within the “effective” range as required. However, the methodology is unclear as to how the results from the two assessments lead to an overall score (for example, the resulting percentages of students achieving the goals could be averaged). The author could strengthen this element by clarifying how he or she determined the overall percentage of students who should achieve the stated goal. There is a gap between 18 points and 19 points on the scoring scale since 96 percent is not included.

JURISDICTION'S DESCRIPTION OF THE ELEMENT

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

AUTHOR'S TEXT FOR THE ELEMENT

Previous experiences in physical education have focused on skill development, large group activities and fitness models of physical education. As students prepare for commencement it is essential that they carry the knowledge with them to establish and maintain personal physical fitness and health, to create and maintain safe and healthy personal living standards for themselves and others and to manage personal and community resources. (NYS and NASPE standards in physical education) They should be able to hold the knowledge needed to become active consumers of physical fitness products and services—as participants, members, spectators and parents. By meeting expected targets at the commencement level students will be on their way to being lifelong learners of fitness and physical activity and maintaining healthy lifestyles for years to come.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

While the author provides a solid justification for targets, the last statement focuses on the knowledge portion of the learning content. The justification is strong for this portion of the selected content, but omits any performance component. Justifying the selection of evidence (such as curl-ups) and explaining the rationale for the performance component (such as upper body strength) would strengthen this element.

Overview of New York Physical Education (Grades 9-12)

This Physical Education SLO includes multiple measures to demonstrate learning for national and State standards for physical education. These assessments measure portions of the selected standards, but clarifying which components of the standards the SLO measures would enhance its overall quality. A significant percentage of students must achieve their goals, which indicates the author has a high bar for student performance. However, clarifying the methodology in terms of how the results from the two assessments lead to an overall teacher effectiveness score would improve this SLO.

Appendix: Tool for Comparing SLO Elements Across Jurisdictions

New York Element Name	Standardized Name
Student Population	Student Population
Learning Content	Learning Content
Interval of Instructional Time	Interval of Instruction
Evidence	Assessments
Baseline	Baseline
Target(s)	Student Growth Targets
HEDI Scoring	Scoring
Rationale	Rationale

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