**Student Learning Objective (SLO) Template**

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: Mark Knapp Content Area and Course(s): Swimming Grade Level(s): 9-12 Academic Year: 2013-2014

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

**Baseline and Trend Data**

What *information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

Students at Bedford High School are required to complete swimming to graduate. The acquisition of movement patterns is part of the Ohio Department of Physical Education Content Standard One, Benchmark A (ST1A). Students should be able to perform movement skills and patterns with appropriate technique in practice and authentic settings. Movement patterns emphasize the combination of locomotor and non locomotor movements. These movement patterns are the basis for lifetime activities including but not limited to dance routine, fitness warm-ups, yoga sequences, martial arts, jump rope, and swimming. Performing these patterns in practice and authentic settings is foundational to engaging in a healthy active lifestyle.

Data collected from the beginning of the 2013-2014 school year will be used for the establishment of growth measures. According to my pre-assessment data my results were:

13 students in Level 1

34 students in Level 2

19 students in Level 3

16 students in Level 4

3 students in Level 5

0 students in Level 6

The typical student at Bedford High School comes to swimming with very little swimming ability due to various reasons. In previous years of teaching swimming about 60% of my students were in Levels Two and Three with no background knowledge of skill in a swim setting. By incorporating peer teaching, students tend to progress through levels because they are comfortable with their peers. Once in the water, students gain a trust and comfort which in turn gives them a sense of willingness to try new skills.

**Student Population**

*Which students will be included in this SLO? Include course, grade level, and number of students.*

|  |  |
| --- | --- |
| **Total Number of Students: 86 in 3 sections of swimming; 1 section is grades 10-12 and 2section is 9th grade only.****Age range: 14-18** | **Number of Male Students:38****Number of Female Students:48** |
| **Ethnicity of Students: Specify Percentage:** African American 91% Hispanic or Latino <1% Native American/Alaskan Native 0 White <1% Asian or Pacific Islander Other <1% | **Language Proficiency of Students (If applicable): Specify percentage** Fluent English Proficient 86 English Language Learners 0 |
| **Identified Special Needs Categories: Percentage**  Speech/language impaired 0 Specific learning disability Click here to enter text.Visually impaired 0Hearing impaired 0Developmentally delayed Click here to enter text.Multiple disabilities Click here to enter text. Emotionally disturbed Click here to enter text.Orthopedically impaired 0 Autism Click here to enter text.At riskClick here to enter text.Gifted Click here to enter text.Other (Specify):Click here to enter text. | **Percentage of Students Receiving Free or Reduced Lunch?80%** |

**Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

Students receive Swimming 5 days a week for approximately 25 minutes a class period for one semester (18 weeks). The interval of instruction is per the District 2013-2014 calendar.

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

Performance of locomotor and non locomotor sequences in practice and authentic settings as outlined in the Ohio Physical Education Content Standard One Benchmark A suggests students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Competent performance in the psychomotor domain is the basis of the national standards in Physical Education. In particular, swimming represents lifetime physical activity, which translates to community settings enabling high school students to pursue healthy active options outside of school. Students will be expected to participate daily in the skill lessons and achieve one skill level higher than his/her pre-assessment level or show improvement of 3 skills within his/her pre-assesment level.

**Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

Students will be assessed from the first day they enter the water. The assessment is a combination of the American Red Cross Water Safety Program and collaboration of the district Water Safety Instructors and administered in all swim classes. There are six skill levels in a traditional swimming setting ranging from Level 1 beginning swimming to Level 6 fitness swimming. Each student will start in various levels and at certain points within the level. This assessement affords students flexibility in their own comfort level and skill ability.

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

By the end of the semester the student will show improvement of at least one skill level or improvement of 3 skills within a level from the pre-assessment given at the beginning of the 18 weeks. This will challenge students in a setting where they may not be proficient.

**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

Healthier students perform better in the classroom which will lead to increased classroom performance and increased test scores.These growth targets are also reported on the district report card as part of the Physical Education and Wellness measure. This measure provides information about a district’s policies and practices with regards to physical activity,health and wellness.

Swimming is a district requirement for graduation. Students must pass the semester to earn credit.

Students in level one and two may be unable to improve one entire level based on fear, anxiety, or lack of confidence in the swim setting.

Level three is a level with more deep water involvement and the acquistion of rotary breathing; students may be in this level until they master these important aquatic skills to advance.

In level four and five students will participate in more stroke refinement prohibiting their advancement to level six where they will begin to show endurance in their strokes.

If a student is in the water and participating daily they will be acquiring skills necessary to assist them in moving from one level to another, however growth may be within a level and not one entire level. As the instructor, I will implement a variety of strategies and techniques in order for each student to gain comfort and confidence in the water. Every reasonable attempt will be made to assist all students and their various water skill abilities to be successful in this course.