

**Student Learning Objective (S.L.O.)
High School Physical Education
Content Knowledge**

<i>Objective Summary Statement</i>	Students will demonstrate mastery of content knowledge in physical education in the curricular areas for skillfulness, bio-mechanical principles, exercise physiology, physical activity and social psychological principles as measured by the district-wide summative assessment.
<i>Data Review & Baseline Evidence</i> <i>(Before instructional interval begins)</i>	<p>The data used to support this SLO include district-wide content knowledge summative assessments administered for the required physical education course for graduation in High School during 2011-2012 school year.</p> <p>Mean scores on the district-wide pretest and post test cognitive assessments for the required physical education course for graduation for 2011-2012 will be used as historical data in the data analysis process to measure student progress.</p> <p>Mean score of students on the 2011-2012 pretest was ____ Mean score of students on the 2011-2012 post test was ____</p> <p>District-wide content knowledge summative assessment administered during 2012-2013 school year will be used as baseline data. Mean score of students on the 2012-2013 pretest was ____</p>
<i>Student Population</i>	All High School Physical Education students enrolled in the required physical education course for graduation are targeted for this SLO.
<i>Learning Content</i>	The Maryland State Standards for the Physical Education were used to develop this SLO. High school content knowledge in the curricular areas for skillfulness, bio-mechanical principles, motor learning principles, exercise physiology, physical activity and social psychological principles are the focus for this SLO.
<i>Instructional Interval</i>	School year 2012-2013 (one year) Physical education instruction varies by local school system; however instruction usually occurs weekly for the entire school year or for a semester and represents a significant portion of the instructional period.
<i>Target</i>	<p>There is a need for historical data on content knowledge of students at the high school level to establish student growth measurements. Baseline data will be collected during the pilot year to help identify select groups of students or specific content that needs to be specifically addressed during the next school year. Mean scores on the cognitive tests will be used to determine future grade level targets and identify areas for additional instruction for student subgroups during this pilot phase of the cognitive assessment process.</p> <p>85% of high school students, who are in attendance 80% of the time, will demonstrate mastery based on the mean score of at least 80% for content knowledge in physical education as measured by the district-wide summative assessment.</p>

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<p><i>Evidence of Growth</i></p>	<p>Student progress will be based on a district-wide content knowledge summative assessment administered during 2012-2013 school year. Mean scores on the district-wide cognitive assessments for the 2012-2013 pre and post tests will be used to measure student growth toward the target.</p> <p>District wide or school developed benchmark formative assessments will be used to measure progress toward meeting the student growth target or the use of sample formative assessments listed on www.mdk12.org.</p> <p>Mean score on the district-wide content knowledge summative assessment for the 2012-2013 pretest was ____ Mean score on the district-wide content knowledge summative assessment for the 2012-2013 post test was ____</p>
<p><i>Strategies</i></p>	<p>Physical education instructional strategies focused on understanding of the fitness components and ways of improving fitness. Strategies to improve understanding of the learning cues for fundamental movement, object control skills, and tactical game concepts and their reinforcement in the physical education setting. Basic vocabulary instruction connected to physical education content, awareness of the tactical model for development of sport concepts. Emphasis on strategies to improve sportsmanship, personal and equipment safety. Incorporating the use of Universal Design for Learning (UDL) for differentiated instruction. Use of various types of instruction strategies such as peer/reciprocal teaching, group collaboration, and teacher-led instruction. Use of formative skills assessments Use of student portfolios as evidence to document progress.</p>
<p><i>Teacher Professional Development (PD) and Support</i></p>	<p>Professional development on appropriate district-wide cognitive assessments that can be used with elementary students. Professional development on the use of data collection tools to analyze student data. Opportunities to collaborate with other professionals on the uses of technology for assessment and collection of student data. Continued professional development on Universal Design for Learning and its application in the physical education setting. Professional development on the use of assessments and scoring rubrics connected to the various standards for physical education. Appropriate instructional strategies on the use of student portfolios. Participation in the State professional organization MAHPERD/AAHPERD through attendance at state/national conventions and use of resources providing by the MAHPERD/AAHPERD organization. Use of a Professional Learning Community (PLC) to review, discuss, and develop additional resources to address student needs.</p>