

Student Learning Objectives Form

Teacher Name	Mr. Creasy	Date	09/17/2021
School	Phelps Elementary	Appraiser Name	Ms. Waters
Grade	K-1st	Subject Area	Beginning Swimming

Step 1: What is the focus for my SLO?

a. Identify the focus area of the SLO.

Freestyle swimming

b. What is the SLO skill focus statement for this content area or subject?

Students will be able to use proper breathing technique when swimming freestyle and continue forward motion as they take a breath.

c. What led to the decision to focus on this content area and the SLO skill focus?

Breathing technique is one of the most important aspects of being a strong swimmer and essential to helping beginning swimmers be safe in the water.

d. What TEKS for the content area or subject correspond to these most important skills? You may provide an enumerated list of TEKS, but be prepared to share the verbiage of the TEKS with your appraiser.

K3.(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration (**there is another TEKS about water safety, "K5.(D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard," but this does not correspond as well to our focus on breathing technique in beginning swimming.**)

Step 2: What do I think my students will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").

Initial Student Skill Profile		
SLO Skill Focus	Students will be able to use proper breathing technique when swimming freestyle and continue forward motion as they take a breath.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Students enter the pool up to chest level when wearing arm floaties. Students place their faces into the water when holding their noses with their hands and pick their heads straight up, letting go of their noses to get a breath while standing up or treading water.	2
Above typical skill	Students are comfortable walking into the shallow end up to chest level with arm floaties on and playing with others while having large amounts of water splashed on/ near their faces.	5
Typical skill	Students are comfortable walking into the shallow end up to knee deep with arm floaties on and playing with others while having small amounts of water splashed on/ near their faces.	4
Below typical skill	Students are comfortable walking into the shallow end up to knee deep with arm floaties on and playing with others but express discomfort when water splashed on/ near their faces.	3
Well below typical skill	Students are hesitant to enter pool, even when wearing arm floaties, and express discomfort when water is splashed on/ near their faces.	2

a. Who will be included in your SLO?

When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.

- Elementary classroom teachers: select your entire class.
- Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject).

My entire beginning swim class will be included in the SLO.

b. What multiple sources of evidence/student work (both current and historical) did you use to map students to the Initial Student Skill Profile?

Students participated in two activities that allowed me to observe each student's breath control and capacity and one activity involving general physical movement where I gained a sense of each student's flexibility and coordination. An additional swim instructor and two former students, now in advanced swimming, assisted with this introductory session so that I could observe and record general information in each area using a rubric I created.

c. Match your current students to the descriptions in the Initial Student Skill profile.

- List the total number of students at each level in the right hand column above, and
- Record the level for each individual student on the Student Growth Tracker.
- Check here when both tasks are complete: ☒

Step 3: What are my expectations for these students?

- a. Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels, that student will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below

The profile should describe your expectations for what this particular group of students' performance will look like at the end of the interval. For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval.

Targeted Student Skill Profile	
SLO Skill Focus	Students will be able to use proper breathing technique when swimming freestyle and continue forward motion as they take a breath.
Level	Expectations
Well above typical skill	Students practice proper breathing technique, rotating their heads to the side to get a breath and placing their faces back in the water, but will occasionally look straight forward to get a breath. Student are able to swim 4 or more strokes before taking a breath and can complete 50 yds. with ease.
Above typical skill	Students practice proper breathing technique, rotating their heads to the side to get a breath and placing their faces back in the water, but will look straight forward to get a breath multiple times within one length of the pool. Students are able to swim 3-4 strokes before taking a breath and can complete 50 yds.
Typical skill	Students practice proper exhaling technique while their faces are in the water, but look straight forward to get a breath rather than rotate their heads to the side. Students are able to swim 3-4 strokes before taking a breath and keep continuous forward motion as they breathe. Students are able to swim one length of the pool (25 yds.) with ease.
Below typical skill	Students can perform proper breathing technique, including exhaling and blowing bubbles while their faces are in the water and rotating their heads to the side, while stationary or holding onto a kickboard to move in the water. Students are comfortable performing the breathing technique while swimming, taking 2-3 strokes before taking a breath, but will stop once to tread water within 25 yds.
Well below typical skill	Students, while stationary in the pool, can place their face in the water to exhale/ blow bubbles and hold breath under water. They can also roll their heads to the side to get a breath using proper breathing technique while stationary, but cannot maintain all steps of the breathing technique while performing a swim stroke. Students can swim 3-4 strokes with their faces in the water, blowing bubbles and exhaling, but move to hold onto the lane rope in order to get a breath. Students can complete 25 yds. (one length of the pool), with multiple stops either treading water or holding onto a lane rope along the way.

- b. Use available data on your current students (e.g., attendance, grades in relevant courses, current student work, prior testing data, etc.) along with each student's description on the Initial Student Skill Profile to establish a target for each individual student covered in the SLO. Record these targets on the Student Growth Tracker.
- c. What evidence did you use to establish a targeted skill level for each student? Include multiple data sources.

Daily observational data from first 4 weeks of the course
Tracking of the increase in students' ability to put face in water over the first 4 weeks of the course
Initial breathing technique assessment
Initial swimming readiness assessment (comfortability in and around water, ability to push off the wall and glide for short distance prior to touching down, etc.)
Student ability to demonstrate breathing technique outside of the water
Student ability to blow bubbles and submerge face without holding nose

- d. What will you include in the body of evidence (BOE) that will establish students' skill levels at the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.

Daily observational data
Students performance on swimming rubric
Tracker for number of strokes students able to make before taking a breath
Measurement of how often students need to stop to tread water
Measurement of increase in length of distance students can complete at EOY compared to BOY
Breathing technique assessment

Step 4: How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?
- What strategies will you use to monitor progress? How will you document your body of evidence for each student?
- Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

Optional Notes

- All students receive individual feedback on their respective performance daily and have a "next day goal" related to their current day's skill level, with the goal that all students show growth/improvement from one day to the next, regardless of skill level
- Every two weeks, an additional swim coach assists with observational data and individual support for students
- Monthly, the secondary coach and I meet to discuss student progress and customized techniques to improve each student's swimming ability.

Student Learning Objectives Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Comments	Decision
	<input type="checkbox"/> Approved <input type="checkbox"/> Revise and Resubmit
Teacher Signature Mr. Creasy	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	<input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date