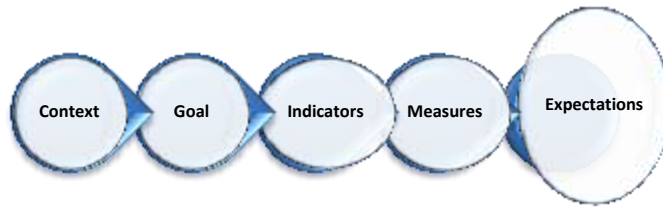


# STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



## 1. Classroom Context

<b>1a. Name</b>	Mr. David Hess, Jr.	<b>1b. School</b>	Schuylkill Technology Center- South	<b>1c. District</b>	IU 29
<b>1d. Class/ Course Title</b>	Electrical & Power Transmission Installers (CIP#)-46.0399	<b>1e. Grade Level</b>	Level 3 of 3 (12 <sup>th</sup> Grade)	<b>1f. Total # of Students</b>	9 Cycle A & B
<b>1g. Typical Class Size</b>	40	<b>1h. Class Frequency</b>	Daily, Full Year	<b>1i. Typical Class Duration</b>	240 Minutes

## 2. SLO Goal

<b>2a. Goal Statement</b>	Increase student achievement in POS tasks covering all the tasks requiring the students to identify and safely use multi-meters, continuity testers, plug -in circuit testers, megger (insulation testers), and circuit tracers.
<b>2b. PA Standards</b>	POS Task 1101-Identify and safely use a multi-meter. POS Task 1102-Identify and safely use a continuity tester. POS Task 1103-Identify and safely use a plug in tester. POS Task 1104-Identify and safely use a clamp-on ammeter. POS Task 1105-Identify and safely use a megger (insulation tester). POS Task 1106-Identify and safely use a circuit tracer.
<b>2c. Rationale</b>	Analysis of NOCTI Task Level Report data indicates that students are having difficulty with: <u>Identifying and safely using a multi-meter and other types of measuring equipment used in the electrical trade.</u> 67% of the students were below their mastery cut score on written and performance assessments, with the remaining 33% of the students being one point away from below the mastery cut score on these POS tasks (Standards). These tasks (skills) are critical for successful employment as an apprentice electrician or for further post-secondary education in a SOAR program

## 3. Performance Measures (PM)

<b>3a. Name</b>	<b>PM #1</b> Demonstrate comprehension of POS tasks# 1101-1106 on multiple-choice test  <b>PM#2</b> Demonstrate comprehension of POS tasks# 1101 and 1102 on meter identification worksheet.  <b>PM#3</b> Demonstrate comprehension of POS task# 1103 on meter identification worksheet.	<b>3b. Type</b>	<input type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input checked="" type="checkbox"/> Other: <i>Teacher made multiple choice test, part identification worksheets, and operation performance rubrics.</i>
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	<p><b>PM#4 Demonstrate comprehension of POS task# 1104 on meter identification worksheet.</b></p> <p><b>PM#5 Demonstrate comprehension of POS task# 1105 on meter identification worksheet.</b></p> <p><b>PM#6 Demonstrate comprehension of POS task# 1106 on meter identification worksheet.</b></p> <p><b>PM #7 Demonstrate job mastery of POS tasks# 1101 and 1102 on job rubric.</b></p> <p><b>PM #8 Demonstrate job mastery of POS task# 1103 on job rubric.</b></p> <p><b>PM #9 Demonstrate job mastery of POS task# 1104 on job rubric.</b></p> <p><b>PM #10 Demonstrate job mastery of POS task# 1105 on job rubric.</b></p> <p><b>PM #11 Demonstrate job mastery of POS task# 1106 on job rubric.</b></p>		
<p><b>3c. Purpose</b></p>	<p><b>PM #1: Students will answer multiple-choice questions to measure comprehension of the various meters used in the electrical trade and the ones listed in POS tasks #1101-1106.</b></p> <p><b>PM #2: Students will complete a worksheet that identifies the parts and symbols of a multi-meter and continuity tester, POS tasks# 1101 and 1102.</b></p> <p><b>PM #3: Students will complete a worksheet that identifies the parts and symbols of a plug-in circuit POS task# 1103.</b></p> <p><b>PM #4: Students will complete a worksheet that identifies the parts and symbols of a clamp-on ammeter, POS task# 1104.</b></p> <p><b>PM #5: Students will complete a worksheet that identifies the parts and symbols of a megger (insulation tester), POS task# 1105.</b></p> <p><b>PM #6: Students will complete a worksheet that identifies the parts and symbols of a circuit tracer, POS task# 1106.</b></p> <p><b>PM #7 Student job performance is evaluated against a rubric on using a multi-meter and continuity tester, POS Tasks # 1101-1102.</b></p>	<p><b>3d. Metric</b></p>	<p><input type="checkbox"/> Growth (change in student performance across two or more points in time)</p> <p><input checked="" type="checkbox"/> Mastery (attainment of a defined level of achievement)</p> <p><input type="checkbox"/> Growth and Mastery</p>

	<p><b>PM #8</b> Student job performance is evaluated against a rubric on using plug-in circuit tester, POS Task # 1103.</p> <p><b>PM #9</b> Student job performance is evaluated against a rubric on using a clamp-on ammeter, POS Task # 1104.</p> <p><b>PM #10</b> Student job performance is evaluated against a rubric on using megger (insulation tester), POS Task # 1105.</p> <p><b>PM #11</b> Student job performance is evaluated against a rubric on using a circuit tracer, POS Task # 1106.</p>		
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<p><b>3e.</b> Administration Frequency</p>	<p>Performance Measure 1-6 First marking period</p> <p>Performance Measure 7-11 Second marking period</p>	<p><b>3f.</b> Adaptations/ Accommodations</p>	<p><input checked="" type="checkbox"/> IEP</p> <p><input type="checkbox"/> ELL</p>	<p><input type="checkbox"/> Gifted IEP</p> <p><input type="checkbox"/> Other</p>
<p><b>3g.</b> Resources/ Equipment</p>	<p>Performance Measures 1-6 Text, Learning Guides, and Written Tests.</p> <p>Performance Measures 7-11 Job Sheet, Rubric.</p>	<p><b>3h.</b> Scoring Tools</p>	<p>Performance Measures 1-6 Multiple-Choice Test Answer Keys and part identification answer keys.</p> <p>Performance Measures 7-11 Job Scoring Rubrics</p>	
<p><b>3i.</b> Administration &amp; Scoring Personnel</p>	<p>Performance Measures 1-6 Administered and Scored by Electrical Instructor</p> <p>Performance Measures 7-11 Administered and Scored by Electrical Instructor.</p>	<p><b>3j.</b> Performance Reporting</p>	<p>Student performance on multiple choice tests, the part identification worksheets and the job rubric scores will be entered into Class Mate and reported to students within <u>two days</u></p>	

#### 4. Performance Indicators (PI)

<p><b>4a.</b> PI Targets: All Student Group</p>	<p>Performance Measures 1-7 100% Mastery on multiple-choice tests and part identification worksheets.</p> <p>Performance Measures 8-11 100% Mastery on job rubric (Rationale for 100% requirement is that students will be troubleshooting various circuits. It is essential that they know how to read meters correctly and accurately to sustain a safe work environment.)</p>
<p><b>4b.</b> PI Targets: Focused Student Group (optional)</p>	<p>PI Target #1: Students will attend a shop demonstration as a group. All students will have the same meter and will follow instructors lead while making various practice measurements with power and also with power off and following the instructor made rubric. (Pre Test for Performance Assessment)</p>

4c. PI Linked (optional)	Optional, Not Utilized.	4d. PI Weighting (optional)	PI	Weight	
			#1		
			#2		
			#3		
			#4		
			#5		

**5. Elective Rating**

5a. Level	<b><u>Failing</u></b> 0% to ___ % of students will meet the PI targets.	<b><u>Needs Improvement</u></b> ___% to ___% of students will meet the PI targets.	<b><u>Proficient</u></b> ___% to ___% of students will meet the PI targets.	<b><u>Distinguished</u></b> ___% to 100% of students will meet the PI targets.
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

5b. Rating	<input type="checkbox"/> Distinguished (3) <input checked="" type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<b><u>Notes/Explanation</u></b> <b>All students must achieve a proficient score on this section of the NOCTI. POS Tasks # 1101-1106</b>
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_