



**PROJECT TITLE: LEVERAGING DIGITAL TOOLS
AND CONSORTIAL EXPERTISE IN MEETING
ASSESSMENT MANDATES OF THE
PENNSYLVANIA DEPARTMENT OF EDUCATION
IN TEACHER EDUCATION**

Project Conception

- Working group for this project was a group representing the larger, already established LVAIC Teacher Education Forum
- The Forum recognized a need to develop some alternatives for meeting state-mandated requirements for teacher certification
- Originally hoped to complete 4 training modules for use by all LVAIC teacher certification programs
- Realized a more realistic goal would be to design one module of course content as well as a platform to deliver that module to as many LVAIC institutions as possible
- Student Learning Objectives (SLO) Training Module was created using a COURSEsites format

Module Creation

- The 4 committee members chose to divide the module into 4 lessons representing various stages of development of the content
 - *Chapter 1: History and Rationale* (introductory information)
 - *Chapter 2: A Conceptual Framework* (basic knowledge)
 - *Chapter 3: Tools and Processes* (advanced knowledge)
 - *Chapter 4: Current Use and Practices* (application)

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TRAINING MODULES ▾

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾ ↑↓

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STUDENT LEARNING OBJECTIVES (SLO) TRAINING MODULE ▾

Welcome LVAIC student! The following training will introduce you to the Student Learning Objective (SLO) project including the history of the SLO, the theory underlying the process, the production of the SLO, and finally, how SLOs are being implemented in public schools in the Commonwealth of PA.

You have likely been assigned to view and respond to one of the chapters of the module by an instructor of your course:

- Introduction to the SLO Training Module
- Chapter 1: SLO: History and Rationale
- Chapter 2: SLO: The Conceptual Framework
- Chapter 3: SLO: Tools and Processes
- Chapter 4: SLO: Current Use and Practices in Pennsylvania Schools

We suggest that you access the Introduction to the SLO Training Module first so that you understand the objectives of the training module, the components of each chapter, and the assessment step during which you will demonstrate your learning.

Your LVAIC Education Faculty,

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[Introduction to the SLO Training Module START HERE](#)



[Chapter 1: SLO: History and Rationale](#)



[Chapter 2: SLO: The Conceptual Framework](#)



[Chapter 3: SLO: Tools and Processes](#)



[Chapter 4: SLO: Current Use and Practices in Pennsylvania Schools](#)



[Learn More: Additional Resources for the SLO](#)

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Welcome!



Welcome to the LVAIC Online Resource Archive for Teacher Education. We hope you benefit from the shared knowledge and insights across all LVAIC teacher education programs. This first online project was funded by a LVAIC subgrant through the TEAGLE Foundation, a foundation established to foster the use of digital resources to leverage the knowledge and skills shared across institutions.

The work of the grant was supported by the LVAIC Teacher Education Forum, a group of teacher educators across the six campuses of the LVAIC Consortium.

This module addresses the Student Learning Objective process, embedded in many teacher evaluation systems. While you are welcome to access all Chapters of the SLO Module, you may be asked by your professor to complete one or several of the chapters only.

We encourage you to begin with a self-assessment quiz to judge your incoming level of understanding of the SLO process.

The Teagle Foundation



SLO Chapter 3: What Do You Know?

Availability: Item is not available.

Take this brief quiz to assess your level of understanding of this subtopic.



SLO Chapter 3, Part 1: Introductory Video



SLO Chapter 3, Part 2: Tools and Processes (Narrated PowerPoint)



SLO Chapter 3, Part 2: Tools and Processes (Script and Non-Narrated PowerPoint)



SLO Chapter 3: Tools and Processes-Readings and Resources

SLO Chapter 3: Tools and Processes

Readings and Resources

Pennsylvania Department of Education's Standards Aligned System portal; Student Learning Objectives for Teachers page - <http://www.pdesas.org/Page?pageId=7>

Research in Action *Homeroom* learning portal: Student Learning Objective, Pennsylvania Department of Education, User's Guide, June 2014 (<http://www.ria2001.org>)

Module Implementation

- Still in the process of implementing in the pilot institutions as originally intended; being used regularly in at least one of the pilot institutions
- Roadblocks to implementation:
 - *Needed additional time to put finishing touches on the modules*
 - *Change of personnel in departments*
 - *Asking department members to further supplement already overwhelming curriculum requirements*
 - *New mandates from the Pennsylvania Department of Education (PDE) that required attention*
 - *PDE created online training materials for SLOs and made them available to the public for free*
- Since the SLO is still part of the Teacher Evaluation process for Pennsylvania teachers, this module is still relevant

Goals Met through the Project

■ Initiative Goals

- *Improve the achievement of learning outcomes*
- *Promote faculty collaboration across LVAIC*
- *More efficient use of existing assets leading to resource and cost savings*
- *Improve digital literacy*
- *Increase use of hybrid approaches with improved efficacy*

■ Program Specific Goals

- *Identify and meet common learning needs of teacher education students related to assessment mandates and initiatives of PDE*
- *Develop content instruction that reflects best practice, economy of scale, and effective delivery in greater measure than any, one college working alone*

Lessons Learned

- Shared demands of meeting the requirements of both the liberal arts education and the stipulations of the Pennsylvania Department of Education for teacher certification present a constant challenge. Modules, such as the one we created, offer an effective format to supplement or enhance classroom instruction.
- We need to be realistic about the scope of tasks we undertake. Sometimes less is more.
- Although our group members still prefer face-to-face instruction, we see the value of using this module, and possible future modules, as part of a hybrid approach to teaching certain topics in order to preserve class instruction time.
- Time is of the essence – when working collaboratively with individuals from various colleges/universities, it is necessary to be highly organized and mindful of deadlines.
- This project forced our group members to explore new uses of technology and presentation formats that we might not have otherwise had a reason to explore. These skills can be transferred to other areas of our teaching.