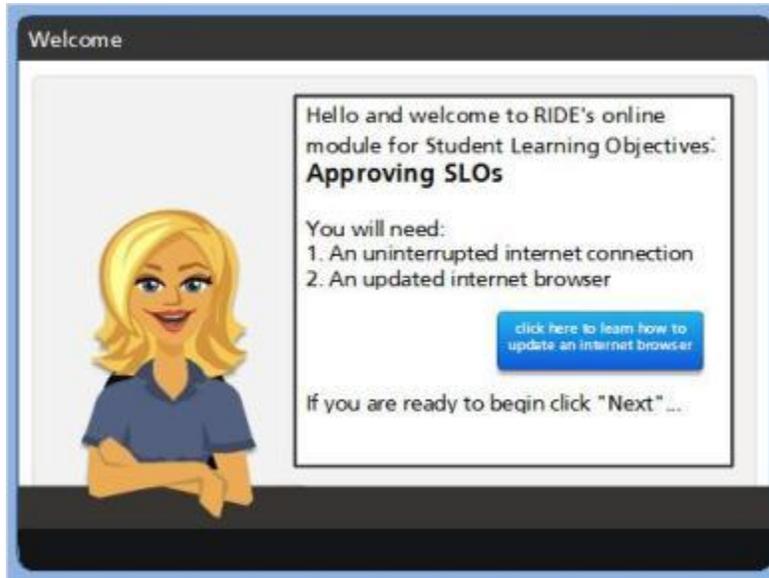




Approving SLOs

1. Introduction

1.1 Welcome



Notes:

Hello and welcome to RIDE's online module for Student Learning Objectives: Approving SLOs.

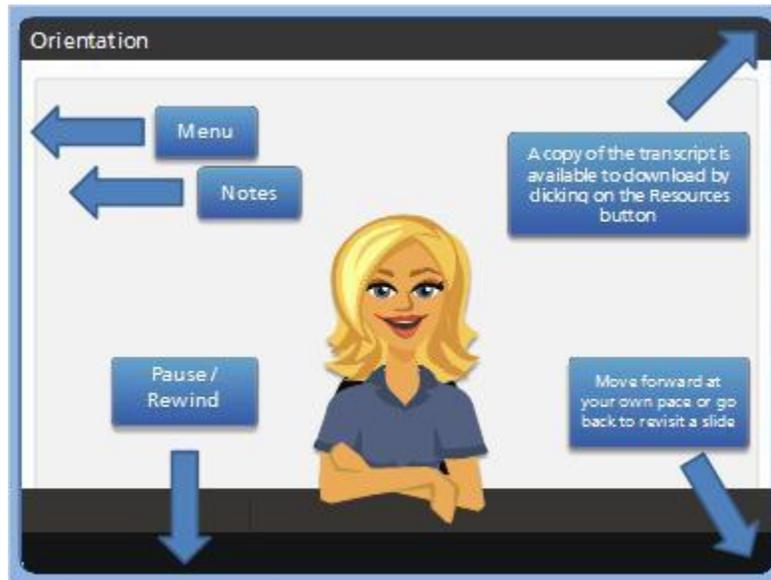
You will need:

- An uninterrupted internet connection
- An updated internet browser

If the module does not appear to be functioning for you, please make sure your browser is up to date. To learn how to update your browser you can click on the link on your screen to launch a youtube video demonstration.

If you are ready to begin click "Next"...

1.2 Orientation



Notes:

Before we get started we want to orient you to a few important areas on the screen.

On the bottom you can pause or rewind any slide at any time.

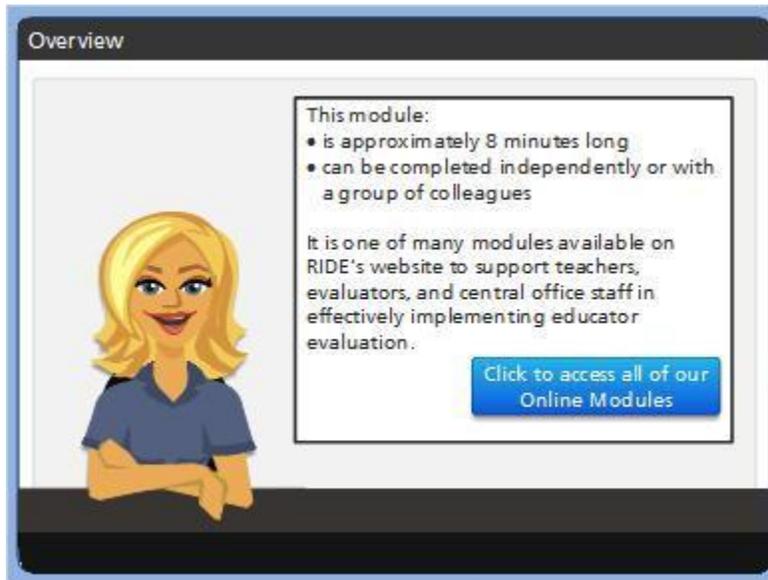
On the left-hand side, you'll see the menu, which shows you where you are in the module and allows you to quickly find any particular slide you may want to go back to. This is particularly helpful if you want to use this module as a reference later and have a specific slide you are looking for.

The second tab, next to the Menu displays the audio transcript for each slide.

The Resources button in the top right links to easy access of any attached materials. A complete transcript of this module with slide images is available to download by clicking on the Resources button.

To move forward, click on the Next Button in the bottom right hand corner.

1.3 Overview

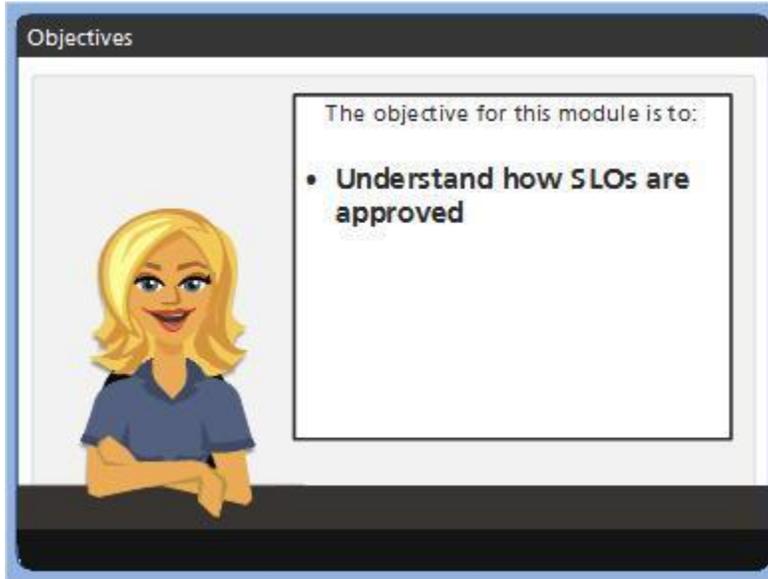


Notes:

This module is approximately 8 minutes long and can be completed independently or with a group of colleagues. We strongly encourage grade-level teams and departments to view the module and engage in conversation as a group.

It is one of many modules available on RIDE's website to support teachers, evaluators, and central office staff in effectively implementing educator evaluation. Click on the blue box to open up our online modules and tools page.

1.4 Objectives



Notes:

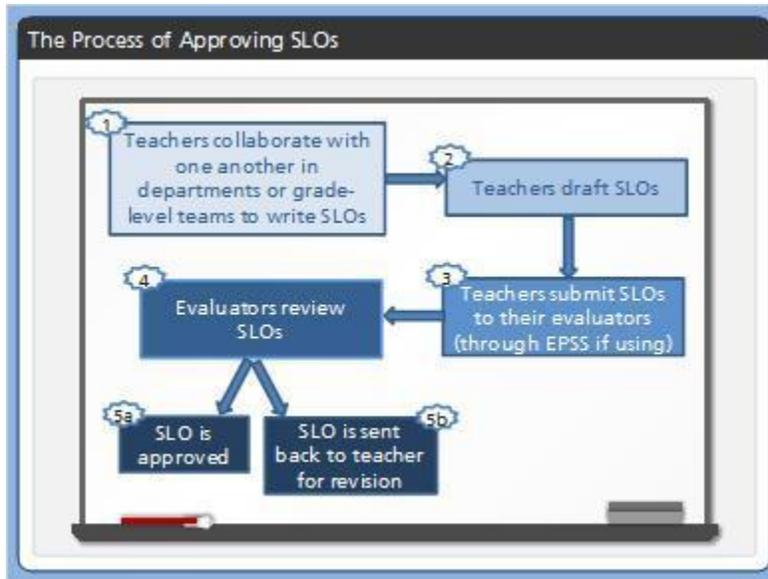
The objective for this module is to:

- Understand how SLOs are approved

Whether you are a teacher or evaluator this module will clarify the process of approving SLOs including available resources. When you're ready to get started, click "next."

2. Approving an SLO

2.1 The Process of Approving SLOs

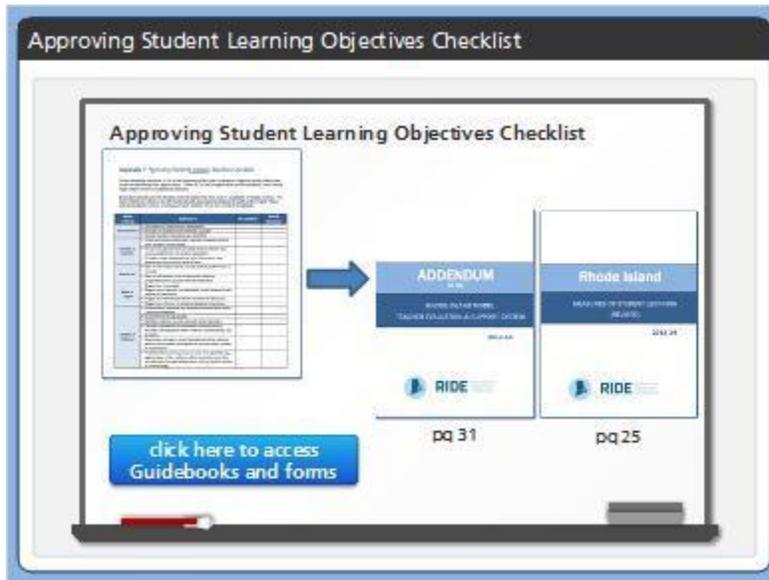


Notes:

In general the process of approving SLOs includes 5 steps. First, teachers collaborate with one another in departments or grade-level teams to write SLOs. Then teachers draft SLOs and submit them to their evaluators through EPSS, if using the system. Evaluators will review SLOs and either approve them or send them back to the teacher for revision.

RIDE has created a checklist for educators to use throughout the SLO approval process to determine if SLOs are approvable or in need of revision. It can be used by teachers as they draft their SLOs prior to submission and by evaluators as they review SLOs. It can also be helpful to create a shared vocabulary and understanding of a high-quality SLO between teachers and evaluators. This module will take a closer look at the Approving Student Learning Objectives Checklist to help teachers and evaluators understand how it can be used both by teachers and evaluators throughout the approval process.

2.2 Approving Student Learning Objectives Checklist



Notes:

The Approving Student Learning Objectives Checklist can be found for all RI Model districts on page 31 of your addendum or for all other districts on page 25 of the RI Measures of Student Learning Guidebook. Please note that both documents also contain a checklist for approving Student Outcome Objectives, which mirrors the SLO one we will be working with in this module. All points covered in this module should be applied to approving SOOs, as well.

While copies of the Addendum were delivered to all RI model district teachers and administrators during the summer of 2013, all guidebooks and addenda are on our website and you can access them by clicking the blue box on your screen.

2.3 Main Criteria and Indicators

Main Criteria and Indicators			
Main Criteria	Indicators	Acceptable	Needs Revision
Basic Information	<ul style="list-style-type: none"> The interval of instruction is appropriate Inclusion of students in the selected course(s) Specific number of students are identified Objective Statement identifies specific knowledge and/or skills students should attain 		
Priority of Content	<ul style="list-style-type: none"> Focus on appropriate knowledge and/or skills for the course, grade level, and student population Provides a clear explanation of why this content is an appropriate focus and/or area of need 		
Baseline Data	<ul style="list-style-type: none"> Data or information about current student performance is included Data or information helps to ascertain students preparedness to access the Priority of Content Targets are measurable 		
Rigor of Target	<ul style="list-style-type: none"> Targets seem rigorous, yet attainable for all students in the interval of instruction Targets are individualized to the students in the course Targets are informed by baseline data and information Assessment(s) measure the identified content/skill of the Objective Statement 		
Quality of Evidence	<ul style="list-style-type: none"> Assessment is of high quality Multiple evidence sources are used, when necessary Detailed explanation of assessment administration is included, including how often, when it is administered, and by whom Description articulates how the evidence will be collected and shared (including descriptive of scoring guide, rubric, or instructions) A collaborative scoring process is used when possible (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or triple scoring) 		

Notes:

Let's look at the checklist as a whole before diving into each section. As you can see the main criteria are listed on the left hand side with associated indicators of quality to their right. While the three main criteria are Priority of Content, Rigor of Target, and Quality of Evidence, to streamline and clarify the SLO form there is a section for basic information and one for baseline data.

As teachers prepare to submit an SLO, or evaluators prepare to approve SLOs, all educators can use this checklist to determine if one is acceptable or if any area needs revision. The indicators specify what is necessary in each criterion for an SLO to be acceptable.

Let's take a look at each section in isolation.

2.4 Basic Information

The slide titled "Basic Information" displays a table with four columns: "Main Criteria", "Indicators", "Acceptable", and "Needs Revision". The "Main Criteria" column lists "Interval of instruction". The "Indicators" column contains three bullet points: "The interval of instruction is appropriate", "Include all students in the selected course(s)", and "Specific number of students are identified". Below the table, an example states: "For example: All 22 students in my 4th grade class; or all 72 students in my 3 Algebra I sections." A note explains: "An individual SLO must include all students on the roster for the course or subject area with which the objective is aligned. An example for a High School Math Teacher is below." This is followed by a table for "Algebra I" (Section A, B, C) and "Calculus" (Section A, B). Below this, it says: "Algebra I SLO includes all students in all three sections" and "Calculus SLO includes all students in both sections." A final note states: "Furthermore, percentages or particular groups of students may not be excluded. For example, students with IEPs in a general education setting must be included in the general educator's SLO."

Notes:

The first area is the basic information at the top of the SLO form. Evaluators will consider three indicators focused on the interval of instruction and the students included.

First, the interval of instruction should match the length of the course, so that if a teacher teaches a year-long course the SLO's interval of instruction should also be a year, rather than a shortened timeframe. The intent is for SLOs to document the impact that teachers are making on student learning throughout the interval of instruction and not just part of the interval.

Second, the SLO should include all students in the selected course. As the Addendum clarifies, if a teacher writes an SLO for an Algebra I class, they should include all students in all sections of that course in the SLO. Some teachers, especially at the secondary level, teach multiple courses. The teacher and the evaluator should make decisions together about which area(s) of their teaching assignment to focus their Student Learning Objectives. Generally, teachers should focus Student Learning Objectives on courses in which they teach the most students in their teaching assignment, and courses in which there are areas of need.

The last indicator is to ensure that a specific number of students have been identified. For example a 4th grade teacher might write "All 22 students in my 4th grade class" or a math teacher might write, "All 72 students in my 3 Algebra I sections."

2.5 Priority of Content

The slide is titled "Priority of Content" and contains a table with the following structure:

Main Criteria	Indicators	Acceptable	Needs Revision
Priority of Content	• Objective Statement identifies specific knowledge and/or skills students should attain		
	• Focuses on appropriate knowledge and/or skills for this course, grade level, and student population		
	• Provides a clear explanation of why this content is an appropriate focus and/or area of need		

Below the table, a dashed blue box contains the text: "Is the objective the right curricular focus size for the students in the SLO?"

At the bottom of the slide, there is a blue button that says "Writing an Objective Statement Online Module".

Notes:

The second section evaluators will examine is the Priority of Content, which includes the Objective Statement, Rationale, and Aligned Standards.

The first indicator is to check the Objective Statement. An acceptable Objective Statement clearly articulates in one to three sentences the identified knowledge and/or skills students will learn by the end of the interval of instruction. In the first example the Objective Statement identifies a target and assessment, but does not articulate the actual knowledge or skills that students will learn, as seen in the second example.

Of course, just because the Objective Statement clearly articulates what students will learn or be able to do does not mean that it is focused on the right content or skills. Evaluators and teachers should consider the course, grade level, and the student population. They will have to consider the scope or grain-size of the Objective Statement to ensure it is appropriate for the interval of instruction. If the focus is too narrow a teacher may be able to teach it in a unit, but it will not be a central focus for them and their students throughout the interval of instruction. If the focus of the statement is too broad it is not a targeted objective that is measurable and should not be used. The overarching concept is that if the objective is met, students should have the essential knowledge and/or skills necessary for success in the next grade or level of instruction or have closed a critical gap. The rationale might include relevant data or information that helped the educator prioritize this content for their students. Essentially educators and their evaluators should ask themselves, "Is the objective the right curricular focus and size for the students identified in the SLO?"

To learn more about Objective Statements you can click on the blue box to launch our Writing an Objective Statement online module.

2.6 Baseline Data

The screenshot shows a presentation slide titled "Baseline Data". At the top, there is a table with four columns: "Main Criteria", "Indicators", "Acceptable", and "Needs Revision".

Main Criteria	Indicators	Acceptable	Needs Revision
Assessment Goals	<ul style="list-style-type: none">Data or information about current student performance is includedData or information helps to ascertain students' preparedness to access the Priority of Content		

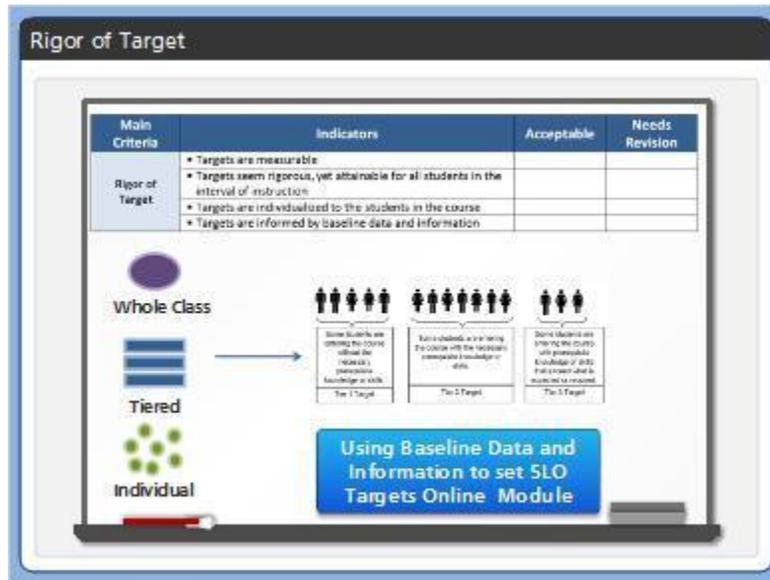
Below the table are three document thumbnails:

- A blue box with the text: "Using Baseline Data and Information to set SLO Targets Online Module".
- A document titled "USING BASELINE DATA AND INFORMATION TO SET SLO TARGETS".
- A worksheet with a grid structure for data entry.

Notes:

Baseline Data can include any quantitative or qualitative information that helps an educator determine how prepared their current students are to access the priority content. This data and information may come from a variety of sources such as a beginning-of-year assignment, a fall benchmark assessment, or student scores from an end-of-year assessment from the previous year, though pre-tests should only be used if appropriate. More guidance on Baseline Data and Information can be found in our online module which you can access by clicking on the blue box. There is also a guidance document as part of the Assessment Toolkit and a worksheet to help educators gather and reflect on baseline data in the SLO process, both of which can be accessed by clicking on their pictures on the screen.

2.7 Rigor of Target



Notes:

Within the SLO form teachers will write the targets for their students as well as a rationale for those targets. Evaluators must look to see if those targets are measurable, rigorous, yet attainable for all students in the interval of instruction, individualized to the students in the course, and informed by baseline data and information. While it is not necessary to write student's names in the SLO form identifying each student's target, that information should be documented for teachers to use throughout the year and for evaluators to review.

Students arrive with different levels of preparedness for the content. Therefore, targets may be tiered to reflect differentiated expectations for learning just as a teacher differentiates instruction. Teachers who collaborate on SLOs should also confer about targets; however the targets for each individual teacher must reflect the actual students in their class(es). Whether or not SLOs are developed individually or with a team, the targets should be analyzed separately for each individual teacher.

More information on using baseline data to set SLO targets can be found in our online module, including excel spreadsheets that educators may choose to adopt or adapt to analyze baseline data, monitor student progress, and report final results.

2.8 Quality of Evidence

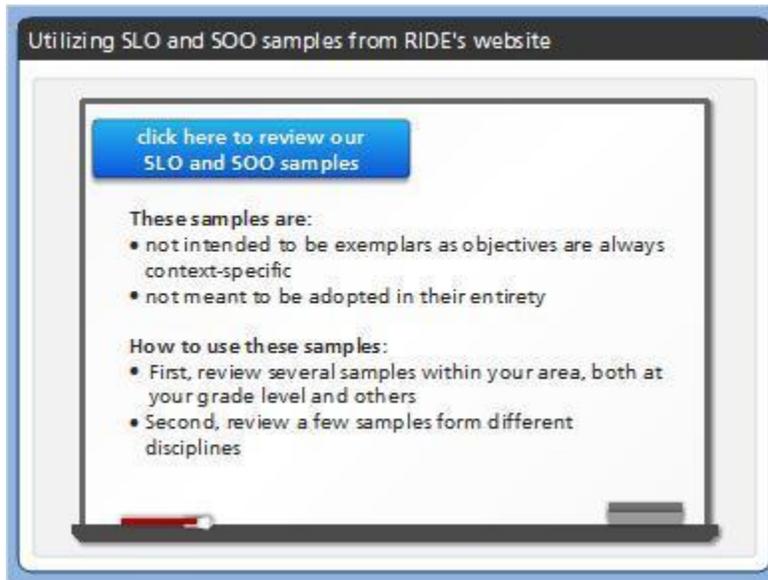
Main Criteria	Indicators	Acceptable	Needs Revision
Quality of Evidence	• Assessment(s) measure the identified content/skills of the Objective Statement		
	• Assessment is of high-quality		
	• Multiple evidence sources are used, when necessary		
	• Detailed explanation of assessment administration is included, including how often, when it is administered, and by whom		
	• Description articulates how the evidence will be collected and scored (including description of scoring guides, rubrics, or instructions)		
	• A collaborative scoring process is used when possible (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)		

[Deepening Assessment Literacy Online Module](#) [The Assessment Toolkit Online Module](#) [The Assessment Toolkit](#)

Notes:

The SLO form was streamlined based on feedback from educators who told us that it would be easier to collapse Evidence Source(s), Administration, and Scoring into one field. Based on this change, evaluators should consider a number of indicators when reviewing the Quality of Evidence section on an SLO. In many cases they may also need to review the evidence sources themselves to determine if they measure the identified content or skills named in the Objective Statement and are of high-quality. The Deepening Assessment Literacy online module may be helpful to educators as well as the Assessment Toolkit, which also has an associated online module. All can be reached by clicking on the corresponding blue boxes on your screen.

2.10 Utilizing SLO and SOO samples from RIDE's website

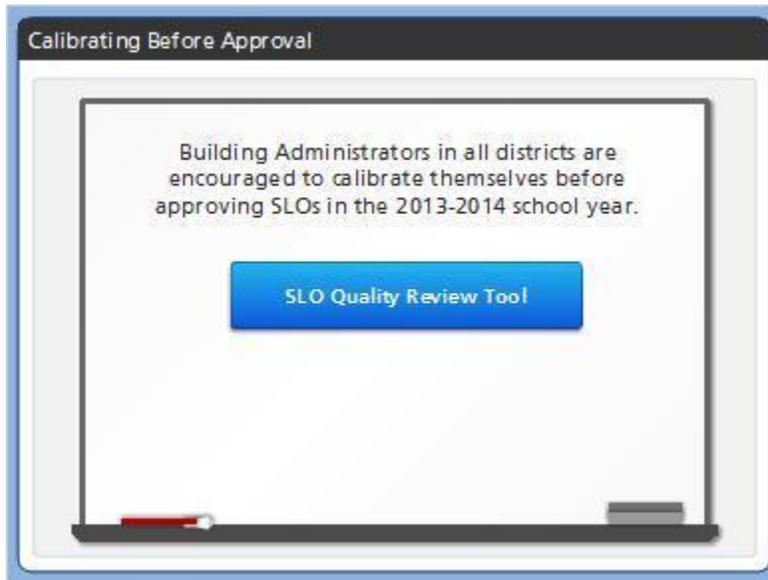


Notes:

RIDE has posted a number of SLO and SOO samples to be useful to educators as they engage in the objective setting process. These samples are not intended to be exemplars, as objectives are always context-specific. However they do illustrate characteristics of strong SLOs and SOOs in their content-focus, quality of evidence, and rigor of targets. These samples are not meant to be adopted in their entirety. Rather, teachers and Support Professionals could use them as a template for their SLO or SOO, but tailor them to their specific curricula, assessments, and students.

If you'd like to review some samples we first recommend looking at those within your area, both at your grade level and others. This will help you calibrate your understanding of a strong SLO and SOO. Second, we also suggest reviewing a few samples from different disciplines as this may prompt thinking about ways to write objective statements, collect data/information, assess student learning, and tiered targets.

2.11 Calibrating Before Approval

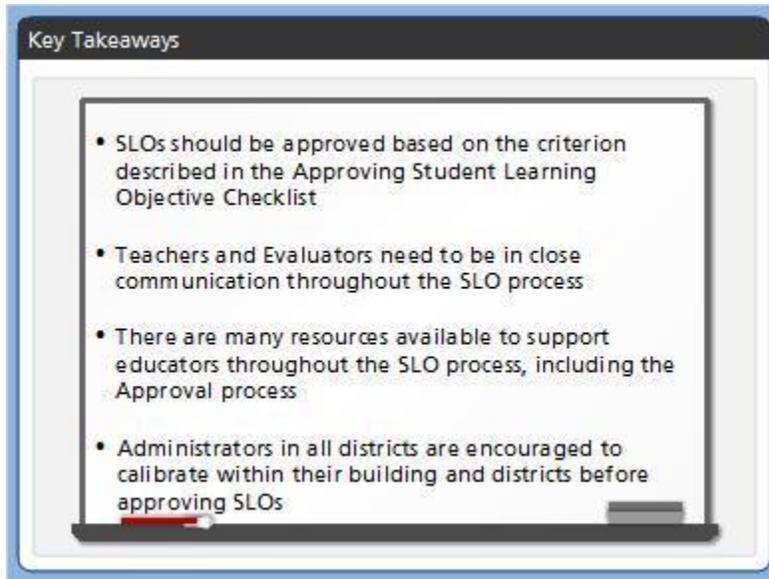


Notes:

Engaging in the SLO Process is challenging, but important for teachers and for building administrators. Building Administrators in all districts are encouraged to calibrate themselves before approving SLOs in the 2013-2014 school year. RIDE has developed an SLO Quality Review Tool which can be accessed by clicking on the blue button on the screen.

3. Closing and Resources

3.1 Key Takeaways

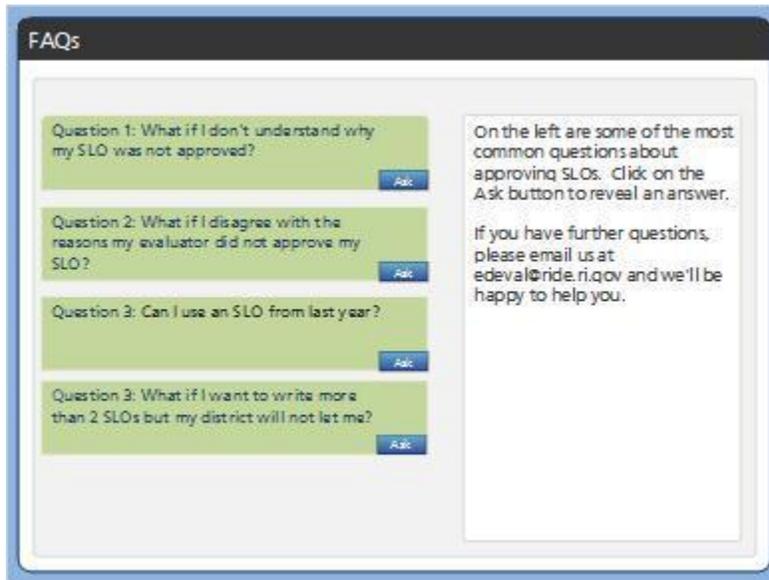


Notes:

The four key takeaways from this module are:

- SLOs should be approved based on the criterion described in the Approving Student Learning Objective Checklist
- Teachers and Evaluators need to be in close communication throughout the SLO process
- There are many resources available to support educators throughout the SLO process, including the Approval process
- Administrators in all districts are encouraged to calibrate within their building and districts before approving SLOs

3.2 FAQs



Notes:

On the left are some of the most common questions about approving SLOs. Click on the ask button to reveal an answer.

If you have further questions, please email us at edeval@ride.ri.gov and we'll be happy to help you.

question 1 (Slide Layer)

FAQs

Question 1: What if I don't understand why my SLO was not approved? [Ask](#)

Question 2: What if I disagree with the reasons my evaluator did not approve my SLO? [Ask](#)

Question 3: Can I use an SLO from last year? [Ask](#)

Question 3: What if I want to write more than 2 SLOs but my district will not let me? [Ask](#)

What if I don't understand why my SLO was not approved?

We suggest first looking at the Approving Student Learning Objectives checklist alongside your SLO to see if all parts fit the criterion. We also strongly encourage educators and evaluators to talk directly with one another about SLO expectations and the SLO process, including revisions.

question 2 (Slide Layer)

FAQs

Question 1: What if I don't understand why my SLO was not approved? [Ask](#)

Question 2: What if I disagree with the reasons my evaluator did not approve my SLO? [Ask](#)

Question 3: Can I use an SLO from last year? [Ask](#)

Question 3: What if I want to write more than 2 SLOs but my district will not let me? [Ask](#)

What if I disagree with the reasons my evaluator did not approve my SLO?

We always encourage educators and evaluators to meet and discuss any disagreements that arise. Additionally, a District Evaluation Committee (DEC) may be able to help clarify district guidance around the evaluation system, including SLOs.

question 3 (Slide Layer)

FAQs

Question 1: What if I don't understand why my SLO was not approved? [Ask](#)

Question 2: What if I disagree with the reasons my evaluator did not approve my SLO? [Ask](#)

Question 3: Can I use an SLO from last year? [Ask](#)

Question 3: What if I want to write more than 2 SLOs but my district will not let me? [Ask](#)

Can I use an SLO from last year? ✕

Many teachers might use parts of their SLO from the previous year, especially if they teach the same subject, to the same grade, in the same district. Teachers should ask themselves the following four questions before adopting or adapting an SLO from a prior year:

- Is the objective still the curricular priority?
- What is the Baseline Data/Information from this current cohort of students?
- What will the targets be for these particular students?
- Are there any additional evidence sources or revisions that should be made from the previous year?

question 4 (Slide Layer)

FAQs

Question 1: What if I don't understand why my SLO was not approved? [Ask](#)

Question 2: What if I disagree with the reasons my evaluator did not approve my SLO? [Ask](#)

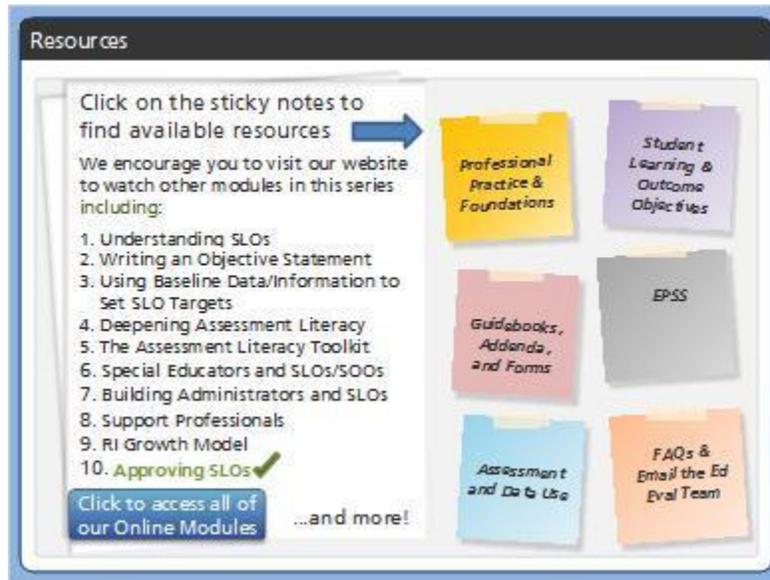
Question 3: Can I use an SLO from last year? [Ask](#)

Question 3: What if I want to write more than 2 SLOs but my district will not let me? [Ask](#)

What if I want to write more than 2 SLOs but my district will not let me? ✕

RIDE's guidance states that educators can set a minimum of 2 but no more than 4 SLOs. Districts may have additional layers of guidance and educators are encouraged to contact their Central Office and/or District Evaluation Committee (DEC) if they have questions or concerns regarding those local policies.

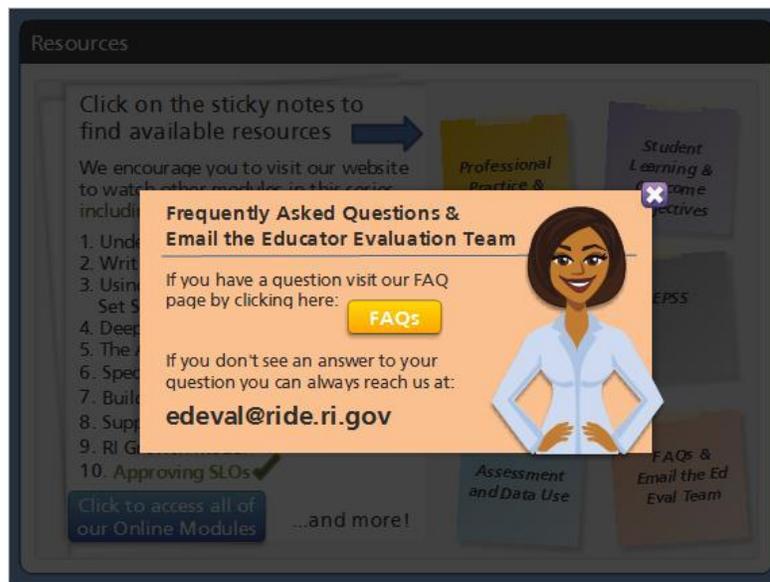
3.3 Resources



Notes:

There are many resources available for educators. Click on the sticky notes to the right to reveal the resources available in that area so that you can find the ones that will be most helpful to you.

FAQs and Email the Educator Evaluation Team (Slide Layer)



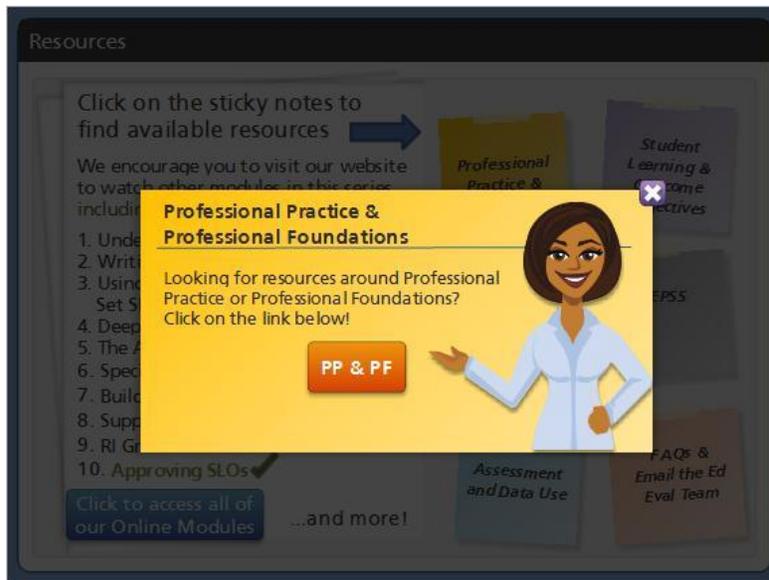
Instruction, Assessment, and Data Use (Slide Layer)

The slide layer is titled "Instruction, Assessment, and Data Use" and features a cartoon woman in a white lab coat. The text on the slide reads: "Below are some links we hope are helpful!" followed by four blue buttons: "Instruction & Assessment Page", "Comprehensive Assessment System (CAS) Page", "Common Core - ELA", and "Data Use PD". The background shows a "Resources" page with a list of 10 items and several sticky notes.

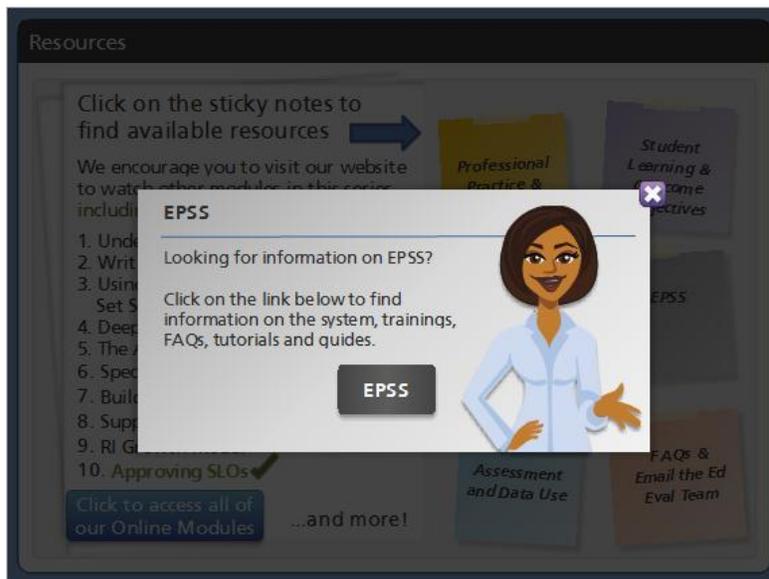
SLOs and SOOs (Slide Layer)

The slide layer is titled "Student Learning Objectives & Student Outcome Objectives" and features a cartoon woman in a white lab coat giving a thumbs up. The text on the slide reads: "There are a number of resources you can access, including various SLO and SOO samples, by clicking on the link below. We encourage you to look at the variety posted to help you generate ideas for your own." Below the text is a purple button labeled "SLOs and SOOs". The background shows the same "Resources" page as the first slide.

PP and PF (Slide Layer)



EPSS (Slide Layer)



Guidebooks, Addenda, and Forms (Slide Layer)

The image shows a screenshot of a website's 'Resources' page. A semi-transparent slide layer is overlaid on the page content. The slide layer has a pink background and a white border. It features a cartoon illustration of a woman with dark hair, wearing a white lab coat, standing with her arms crossed. To the left of the illustration, there is text and a red button. The text reads: 'Click on the button below to access guidebooks, addenda, and forms related to the Evaluation and Support System.' The red button contains the text 'Guidebooks, Addenda, and Forms'. Above the button, the title 'Guidebooks, Addenda, and Forms' is displayed. The background of the slide layer is dimmed, showing a list of resources and a blue arrow pointing to the right. The list includes items like '1. Under...', '2. Writ...', '3. Usin...', '4. Deep...', '5. The...', '6. Spec...', '7. Buil...', '8. Supp...', '9. RI G...', and '10. Approving SLOs'. There are also sticky notes visible in the background with titles like 'Professional Practice &...', 'Student Learning &...', 'Assessment and Data Use', and 'FAQs & Email the Ed Eval Team'.

Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch other modules in this series

Guidebooks, Addenda, and Forms

Click on the button below to access guidebooks, addenda, and forms related to the Evaluation and Support System.

Guidebooks, Addenda, and Forms

1. Under
2. Writ
3. Usin
Set S
4. Deep
5. The
6. Spec
7. Buil
8. Supp
9. RI G
10. Approving SLOs ✓

Click to access all of our Online Modules ...and more!

Professional Practice &
Student Learning &
Assessment and Data Use
FAQs & Email the Ed Eval Team