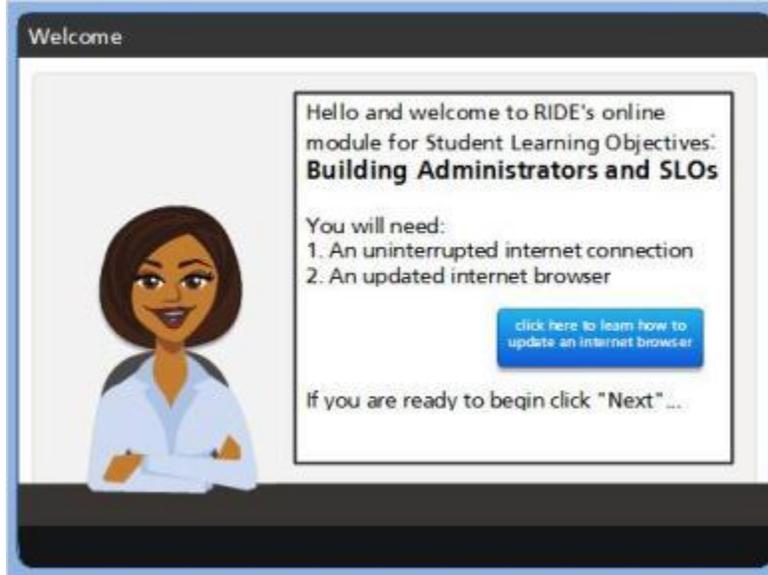




Building Administrators and SLOs

1. Introduction

1.1 Welcome



Notes:

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

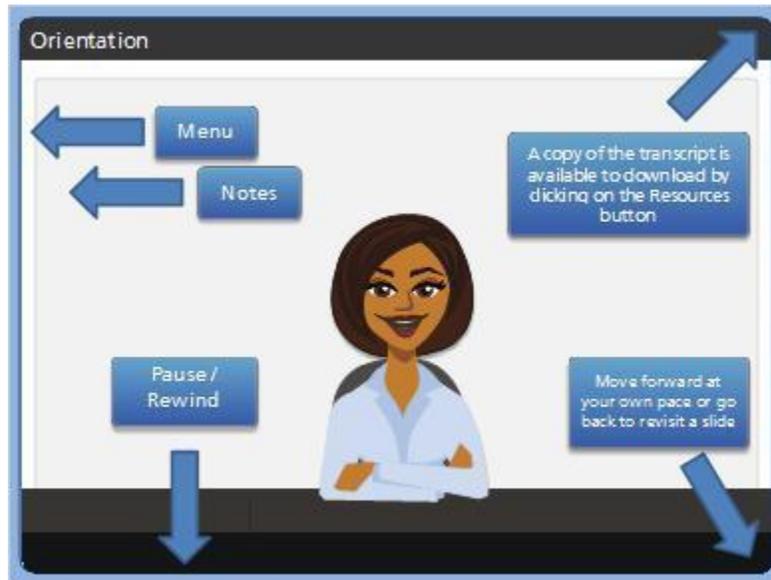
You will need:

- 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.

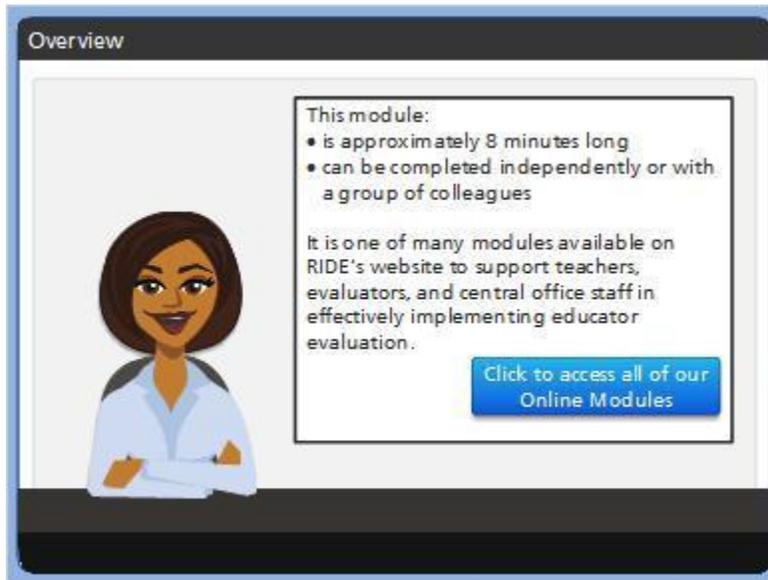
On the left-hand side, you'll see the menu, which shows you where you are in the module and allows you to quickly find any particular slide you may want to go back to. This is particularly helpful if you want to use this module as a reference later and have a specific slide you are looking for.

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

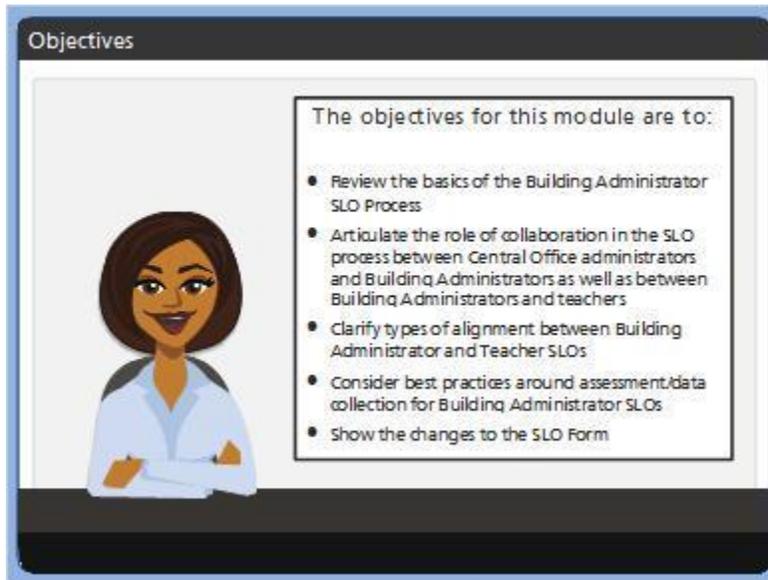


Notes:

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 the Resources page.

1.4 Objectives



The slide is titled "Objectives" in the top left corner. On the left side, there is a cartoon illustration of a woman with dark hair, wearing a light blue button-down shirt, with her arms crossed. To her right is a white box with a black border containing the text "The objectives for this module are to:" followed by a bulleted list of five objectives.

The objectives for this module are to:

- Review the basics of the Building Administrator SLO Process
- Articulate the role of collaboration in the SLO process between Central Office administrators and Building Administrators as well as between Building Administrators and teachers
- Clarify types of alignment between Building Administrator and Teacher SLOs
- Consider best practices around assessment/data collection for Building Administrator SLOs
- Show the changes to the SLO Form

Notes:

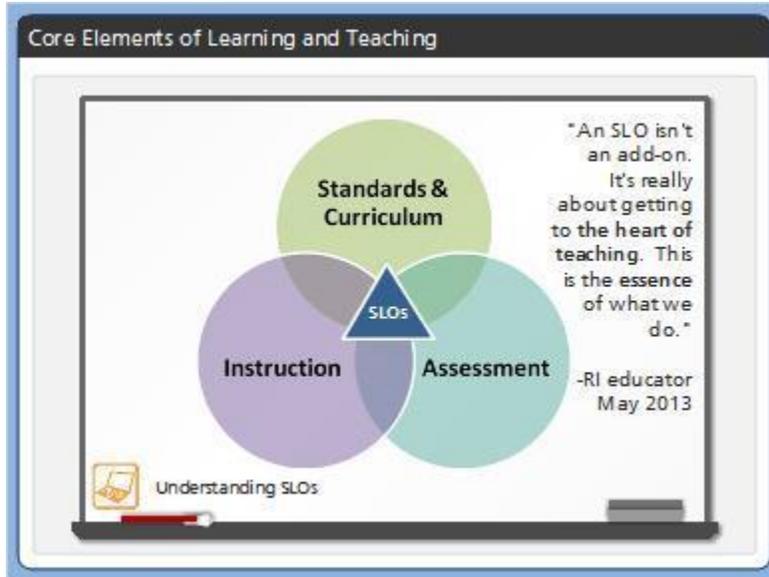
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- Consider best practices around assessment/data collection for Building Administrator SLOs
- Show the changes to the SLO Form

When you're ready to get started, click "next."

2. Building Administrator SLOs

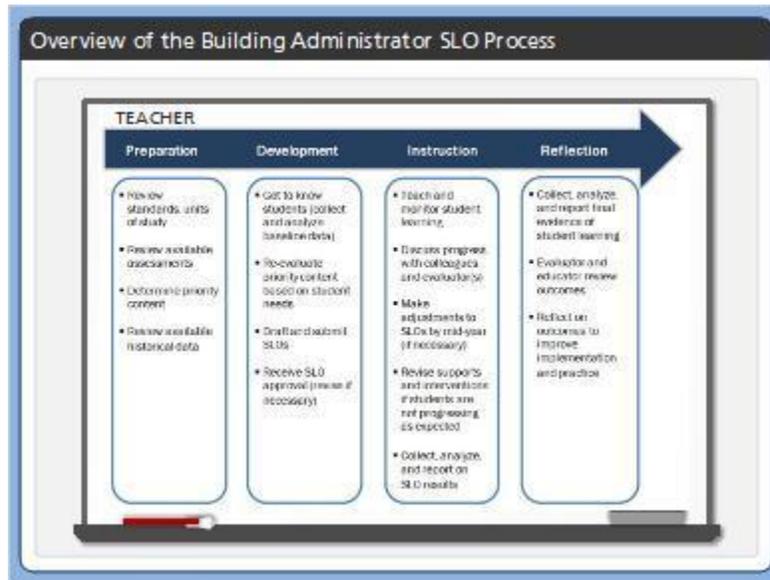
2.1 Core Elements of Learning and Teaching



Notes:

You will remember from the module on "Understanding SLOs" that RIDE made a deliberate choice to incorporate Student Learning Objectives into the Rhode Island Model because we believe that they allow educators to determine the goals and assessments that make the most sense for their students. The SLO process reflects and promotes effective practice, and promotes collaboration between teachers and between teachers and building administrators. SLOs sit at the center of the core elements of teaching and learning: Standards and Curriculum, Instruction, and Assessment and they embody the best practices of highly effective educators including: reflective data use, goal-setting, and collaboration.

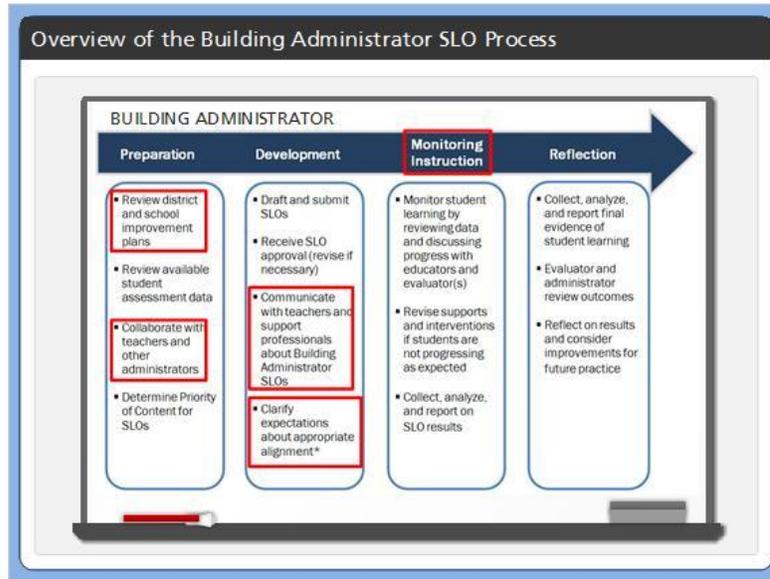
2.2 The SLO Process



Notes:

You are all familiar with the teacher SLO Process by now as shown on the screen.

The SLO Process (Slide Layer)



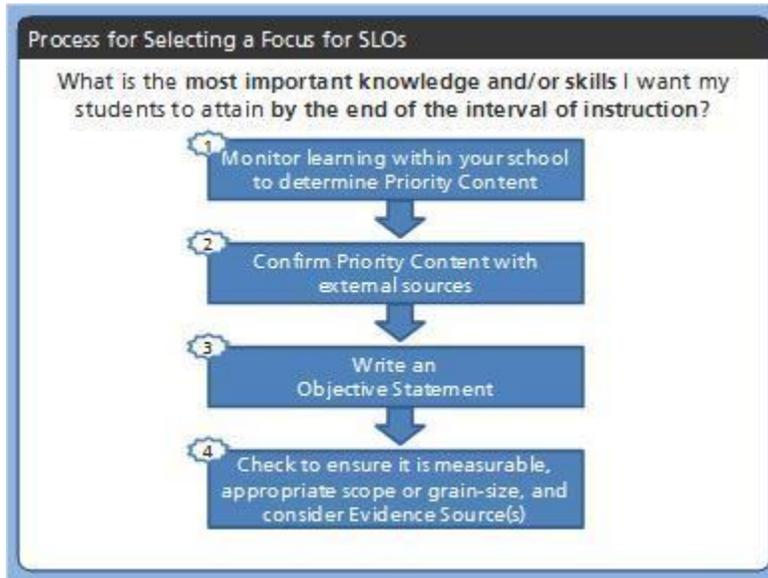
Notes:

The BA SLO process looks similar, with the same basic stages of preparation, development, instruction (in the case of building administrators, monitoring instruction), and reflection. There are a few key differences in the process for building administrators to reflect their role that we would like to focus in on here.

As you can see from the highlighted areas, many aspects of the SLO process for building administrators focuses on reviewing data, bringing teachers and peers together for collaboration, and communicating with staff.

One very important thing to note is that steps for teachers and building administrators in the Preparation and Development section might happen concurrently or sequentially. For instance, a building administrator might conclude his or her development steps before teachers begin to start theirs, or vice versa.

2.3 Process for Selecting a Focus for SLOs



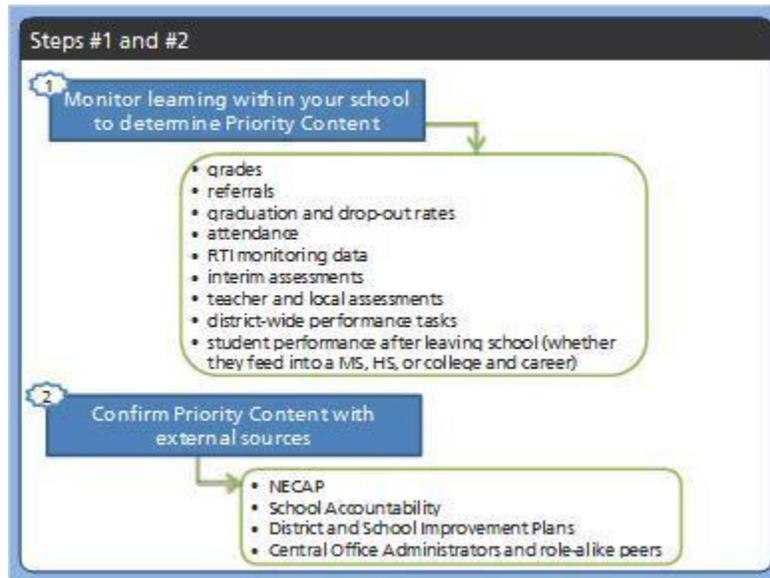
Notes:

To answer the first essential question "what are the most important knowledge and/or skills I want my students to attain by the end of the interval of instruction" Building Administrators should engage in a four step process:

Start by examining available student data in order to identify important needs that might benefit from the focus of an SLO. Second, confirm your priority content with external sources. Third, write an Objective Statement. And fourth, check to ensure it is measurable, appropriate scope or grain-size, and consider the Evidence Sources that you might use.

The following slides will unpack each step in more detail.

2.4 Steps #1 and #2

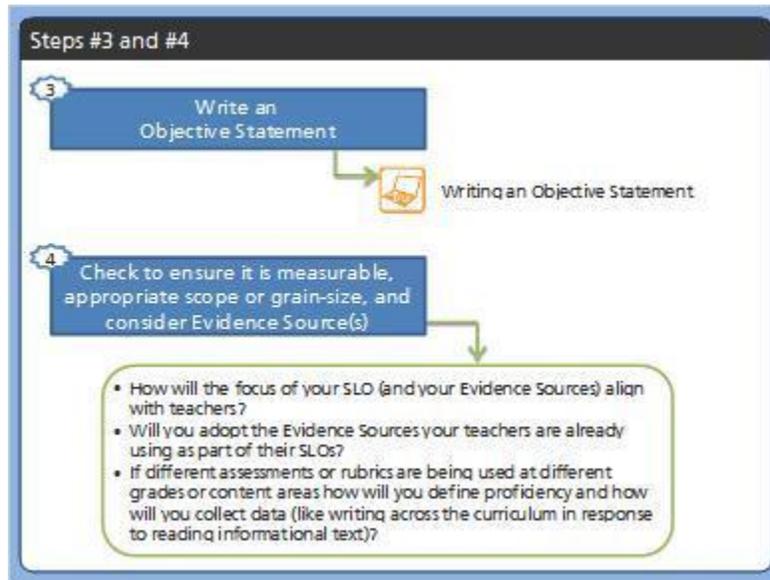


Notes:

Start by examining available student data in order to identify important needs that might benefit from the focus of an SLO. Building Administrators are constantly looking to the myriad sources of data available to them including grades, referrals, graduation and drop-out rates, RTI monitoring data, interim assessments, teacher and local assessments, district-wide performance tasks, and student performance after leaving their school (whether those students feed into a MS, HS, or college and career)

Second, confirm your priority content with external sources like NECAP, School Accountability, District and School Improvement Plans, and collaborate with Central Office Administrators and role-alike peers. Just like teachers are encouraged to write SLOs with their colleagues, Building Administrators are encouraged to utilize their role-alike peers and Central Office Administrators as partners in the process.

2.5 Steps #3 and #4



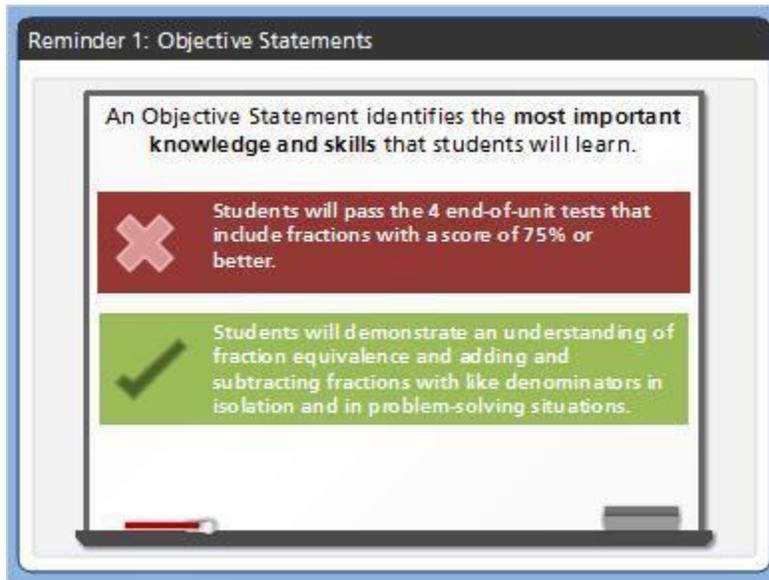
Notes:

The third step is to write an Objective Statement. We suggest watching the module "Writing an Objective Statement" if you haven't already. While it is focused on teacher SLOs, there are some common lessons that would apply to Building Administrators as well, two of which we'll highlight in the next few slides.

Lastly, check to ensure if the Objective Statement is measurable, an appropriate scope or grain-size, and consider the Evidence Sources that you might use. Some questions that may be important to ask are:

- How will the focus of your SLO (and your Evidence Sources) align with teachers?
- Will you adopt the Evidence Sources your teachers are already using as part of their SLOs?
- If different assessments or rubrics are being used at different grades or content areas how will you define proficiency and how will you collect data? Some Building Administrators and teachers focused their SLOs on writing across the curriculum in response to reading informational text. Assessments and accompanying rubrics were differentiated based on grade-level or content-area and so the Building Administrators had to consider how the data would be collected and define proficiency alongside teachers.

2.6 Reminder 1: Objective Statements

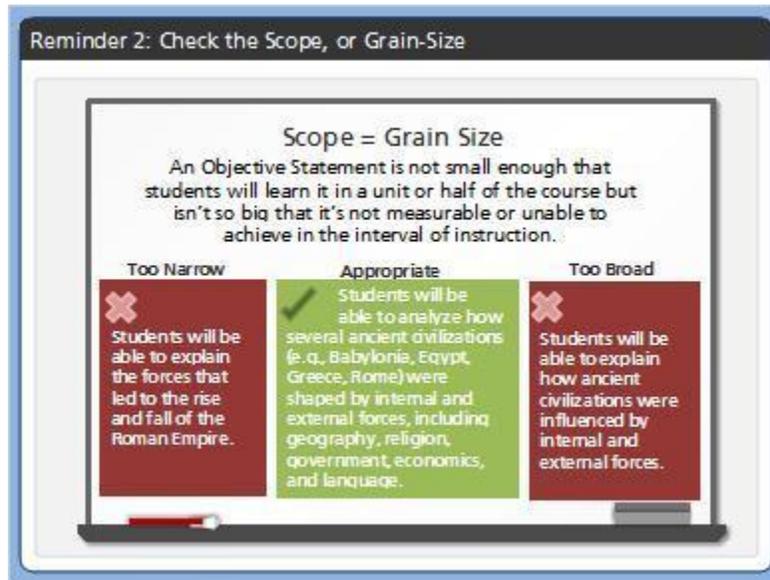


Notes:

There are a few reminders from the Writing an Objective Module that you may have seen which bear repeating. Step Three from the previous slide was to Write an Objective statement. This involves taking the Priority Content and articulating it in one to three sentences that clearly identifies what knowledge and/or skills students will learn by the end of the interval of instruction.

The first example here describes a potential evidence source and target but does not articulate the actual knowledge or skills that students will learn. In the second example, the Objective Statement is clear about what the students will focus on developing throughout the year.

2.7 Step 4: Check the Scope, or Grain-Size



Notes:

The second reminder has to do with checking 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 students may be able to learn it in a unit, but it will not be a central focus 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.

Here you can see three Objective Statements, including one that is too narrow, one that is too broad, and one that is appropriate. With regard to the narrow example, while students do study the rise and fall of the Roman Empire it is only one small piece of the curriculum. It was not big enough to capture the enduring understanding students needed to have by the end of the year. The broad example is too big to be able to clearly measure. The appropriate one articulates a skill that students circle back to throughout every unit and is embedded in various assignments throughout the year, serving as built-in formative assessment for progress monitoring. If students are going to be prepared for their senior year they have to be able to master this. It's not only the right curricular focus, it's the right size - central to the entire course, but still measurable and attainable in her interval of instruction.

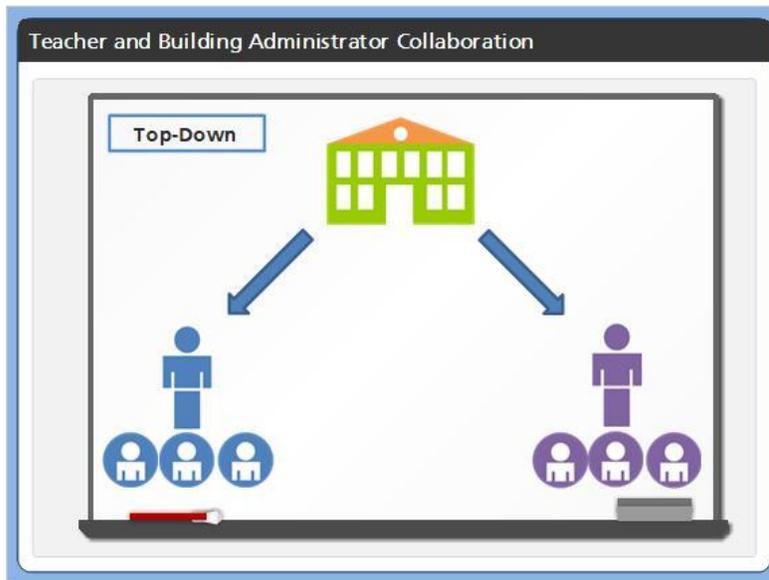
2.8 Teacher and Building Administrator Collaboration



Notes:

As shown in the 4-step process, Building Administrators should collaborate with Central Office Administrators and role-alike peers when writing their SLOs. But collaboration is especially important at the school level. One of the most valuable aspects of Student Learning Objectives is that they promote collaboration among teachers of the same grades and subjects. While the targets each teacher sets for his or her classes may be different, their approach to setting the SLO, choosing assessments, analyzing student data, and designing strategies to improve student outcomes can all benefit from collaboration. Building administrators have an important role to play in supporting and promoting collaboration between teachers by encouraging common planning time and facilitating discussions on student learning objectives. Collaboration between teachers and building administrators in setting SLOs is also an important part of the SLO process. The process can follow two possible models including top-down or bottom-up.

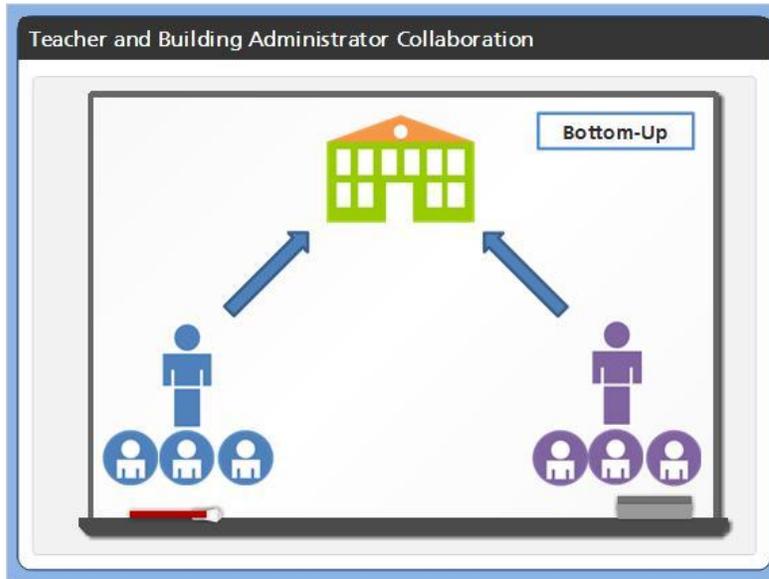
Top-Down (Slide Layer)



Notes:

In a top-down approach, a building administrator determines the priority focus of his or her SLOs and then provides those SLOs to appropriate teachers to align theirs.

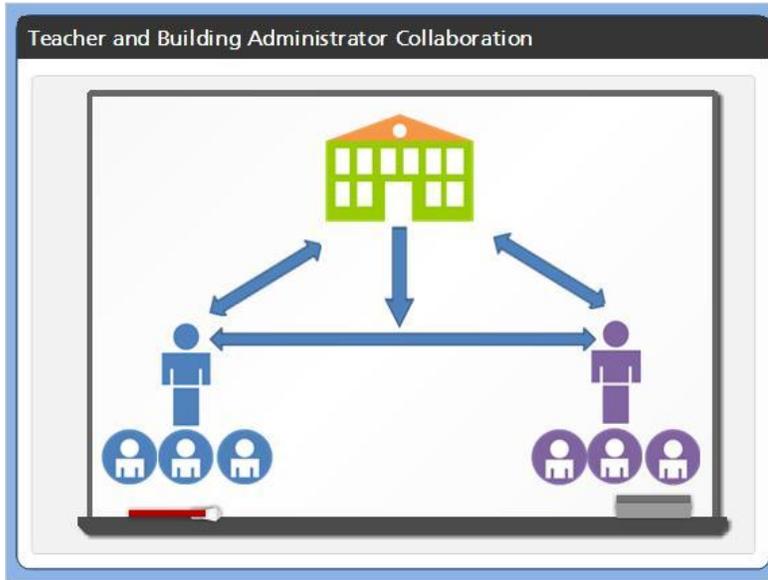
Bottom-Up (Slide Layer)



Notes:

In a bottom-up approach, teachers may present data on their students and their SLOs to their building administrator, who in turn selects a common focus and aligns their SLOs to those of their teachers.

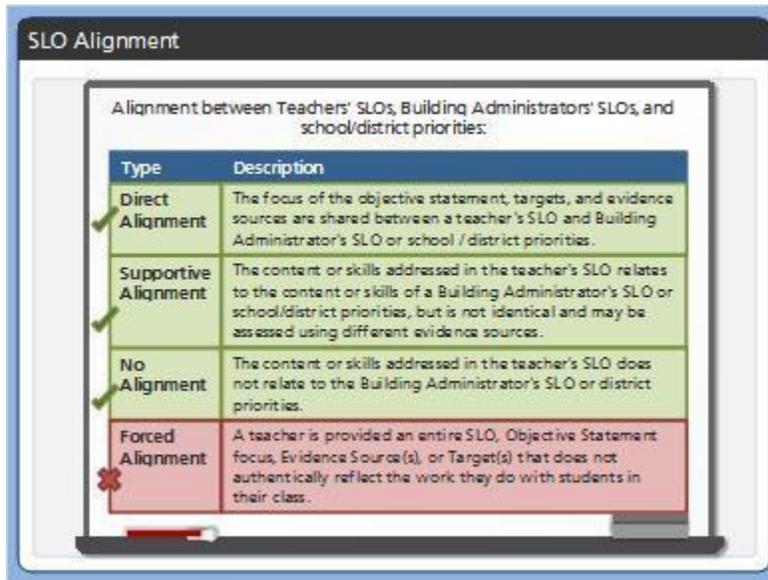
Teacher and Building Administrator Collaboration (Slide Layer)



Notes:

Neither approach is necessarily better. It depends on the context of the school and the level and quality of communication between teachers and building administrators.

2.9 SLO Alignment



SLO Alignment

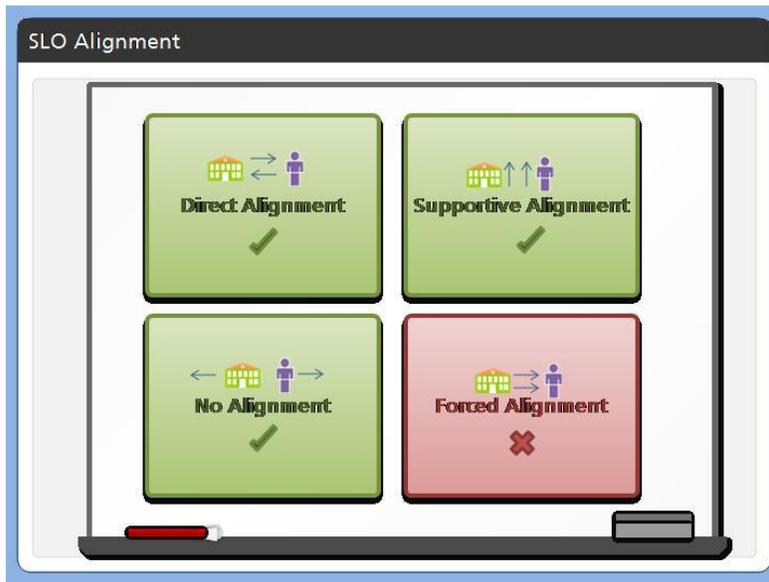
Alignment between Teachers' SLOs, Building Administrators' SLOs, and school/district priorities:

Type	Description
Direct Alignment	The focus of the objective statement, targets, and evidence sources are shared between a teacher's SLO and Building Administrator's SLO or school / district priorities.
Supportive Alignment	The content or skills addressed in the teacher's SLO relates to the content or skills of a Building Administrator's SLO or school/district priorities, but is not identical and may be assessed using different evidence sources.
No Alignment	The content or skills addressed in the teacher's SLO does not relate to the Building Administrator's SLO or district priorities.
Forced Alignment	A teacher is provided an entire SLO, Objective Statement focus, Evidence Source(s), or Target(s) that does not authentically reflect the work they do with students in their class.

Notes:

Collaboration between central office administrators and building administrators or between building administrators and teachers on SLOs can take many forms, and so we have seen some confusion in the past year of implementation as to how to best align teacher SLOs with building administrator SLOs. To clarify, there are three ways to think about alignment between teacher and building administrator SLOs: direct alignment, supportive alignment, and no alignment. Any of these three types of alignment may be appropriate, depending on the context. The only type of alignment we do not recommend is **forced alignment**. It is essential that a teacher's SLOs authentically reflect the most important content or skills of the discipline and grade level they teach.

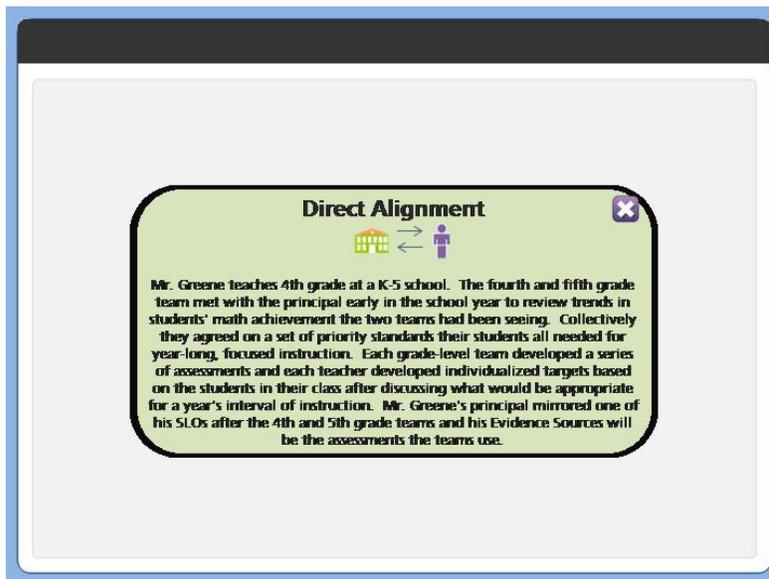
SLO Alignment (Slide Layer)



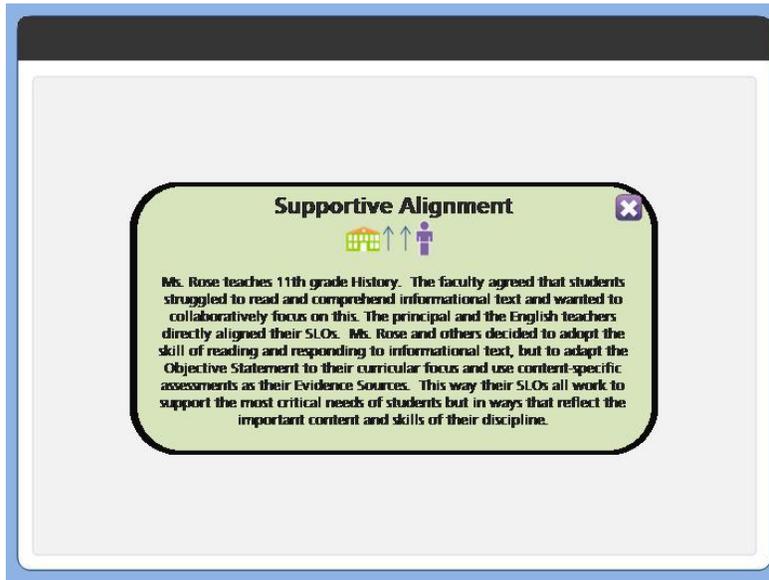
Notes:

Click on any of the types of alignment to see a brief example.

Direct Alignment (Slide Layer)



Supportive Alignment (Slide Layer)

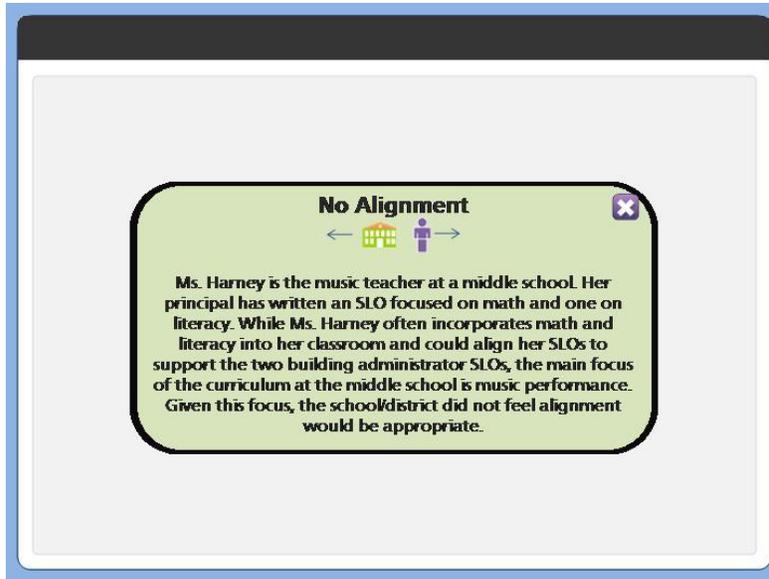


The slide features a light green rounded rectangle with a black border and a close button in the top right corner. The title "Supportive Alignment" is centered at the top. Below the title are three icons: a school building, an upward-pointing arrow, and a person. The text below describes how Ms. Rose's 11th grade History SLOs were collaboratively aligned with the principal and English teachers to support the most critical needs of students.

Supportive Alignment

Ms. Rose teaches 11th grade History. The faculty agreed that students struggled to read and comprehend informational text and wanted to collaboratively focus on this. The principal and the English teachers directly aligned their SLOs. Ms. Rose and others decided to adopt the skill of reading and responding to informational text, but to adapt the Objective Statement to their curricular focus and use content-specific assessments as their Evidence Sources. This way their SLOs all work to support the most critical needs of students but in ways that reflect the important content and skills of their discipline.

No Alignment (Slide Layer)

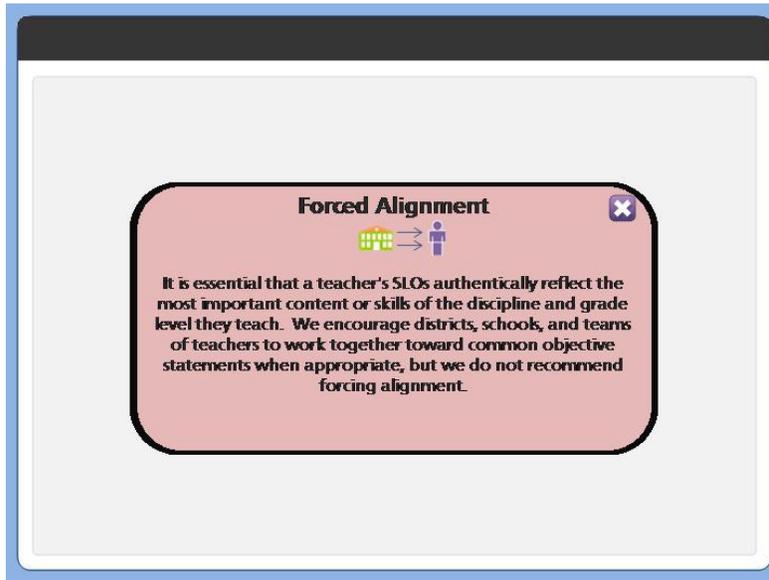


The slide features a light green rounded rectangle with a black border and a close button in the top right corner. The title "No Alignment" is centered at the top. Below the title are three icons: a school building, a person, and a double-headed arrow. The text below explains that Ms. Harney's music teacher SLOs do not align with the principal's math and literacy SLOs because the school's main focus is music performance.

No Alignment

Ms. Harney is the music teacher at a middle school. Her principal has written an SLO focused on math and one on literacy. While Ms. Harney often incorporates math and literacy into her classroom and could align her SLOs to support the two building administrator SLOs, the main focus of the curriculum at the middle school is music performance. Given this focus, the schooldistrict did not feel alignment would be appropriate.

Forced Alignment (Slide Layer)

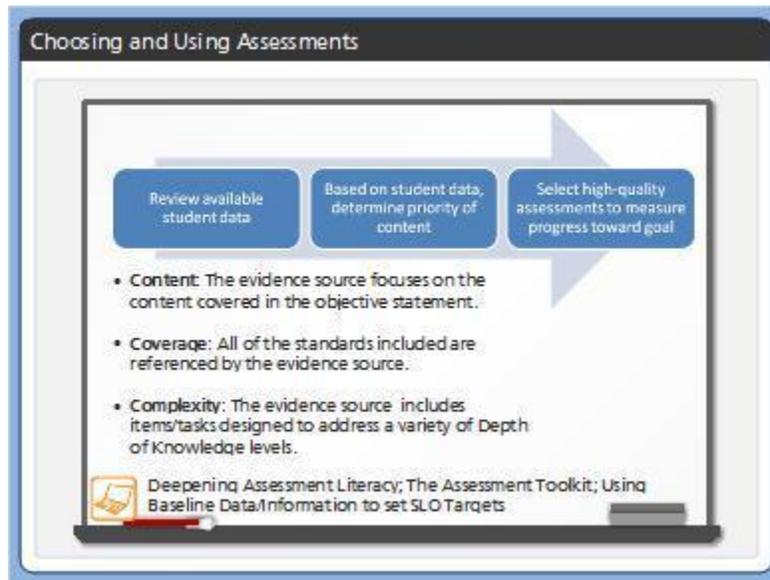


Forced Alignment 

It is essential that a teacher's SLOs authentically reflect the most important content or skills of the discipline and grade level they teach. We encourage districts, schools, and teams of teachers to work together toward common objective statements when appropriate, but we do not recommend forcing alignment.

2.10 Choosing and Using Assessments



Notes:

Just as teachers should collaborate when possible to choose appropriate, high-quality sources of evidence of their SLOs, building administrators should collaborate with their role-alike peers and the teachers in their school to choose high-quality evidence sources for **their** SLOs. Teachers might not all use the same assessment across a grade level or in a department, but a building administrator can include multiple evidence sources to inform baseline data or the SLO itself. In some cases educators will have to determine what constitutes proficiency on different assessments so that an evaluator can create targets across assessments.

Evidence from existing assessments may be used to help determine the priority of content for building administrator SLOs, but those same assessments may not be the best measure of the SLO. **Assessments should always be chosen for their alignment with the priority content of the SLO, not the other way around.** If your existing evidence source(s) is not aligned to your SLO, you may need create or select another assessment that does.

High-quality assessments are aligned in three main ways: Content, Coverage, and Complexity. If you'd like more information on assessments we encourage you to view three of our additional modules: Deepening Assessment Literacy, The Assessment Toolkit, and Using Baseline Data/Information to set SLO Targets.

Clearly, collaboration between teachers and building administrators is key while choosing and using assessments. Collecting data in similar ways can be helpful if teachers and building administrators are using the same assessment and targets. Two spreadsheets that were introduced in the Using Baseline Data/Information to set SLO Targets module are available by clicking on the Resources button. We encourage districts and schools to adopt and adapt them to fit their needs.

2.11 Building Administrator SLO Form

Building Administrator SLO Form

Anatomy of a Student Learning Objective

Title - A short name for the SLO
Content Area - The content area(s) to which this SLO applies
Grade Level - The grade level(s) of the students
Students - The number and gender(s)/race(s) of students to whom this SLO applies
Interval of Instruction - The length of the course (e.g., year, semester, quarter)

Major Criteria	Essential	Description
Priority of Content	Objective Statement	<ul style="list-style-type: none"> Specifies the priority content and learning that is expected during the interval of instruction The objective statement should be broad enough that it captures the major content of an intended instructional period, not focused enough that it can be measured
	Rationale	<ul style="list-style-type: none"> Provides a justification and/or benchmark-based explanation for the focus of the Student Learning Objective
	Essential Question: What are the most important knowledge/skills/ways for students to obtain by the end of the interval of instruction?	
Baseline Data / Information	Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?	
	Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?	
Scope of Target	Target(s)	<ul style="list-style-type: none"> Defines where the building administrator expects all students to be at the end of the interval of instruction The target should be measurable and rigorous, yet attainable for the interval of instruction In most cases, the target should be tiered to reflect students' differing abilities
	Rationale for Target(s)	<ul style="list-style-type: none"> Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data) for the students in the course. Historical data from past standards and evidence that includes the target is both rigorous and attainable for all students Rationale should be provided for each target and tier
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective Describes how the measure of student learning will be administered (e.g., end of course/term, during class or during a diagnostic testing window, by the classroom teacher or someone else) Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers, scored once or a percentage across scores)

Essential questions frame the elements of an SLO

The three main criteria remain the same

Evidence Source, Administration, and Scoring are now all contained within "Evidence Source(s)"

Notes:

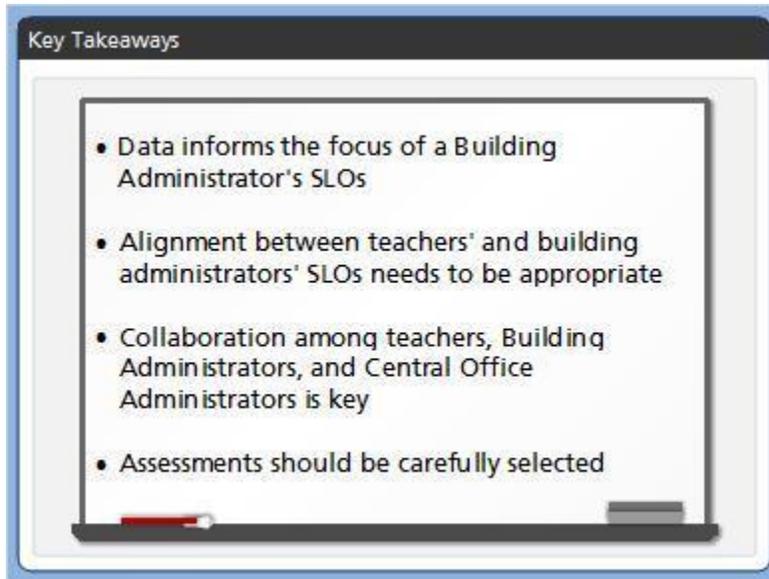
The SLO form collects the answers you have gathered in the steps of the SLO process in one place. You will notice that like the teacher SLO form, the BA SLO form has been revised and streamlined based on educator feedback. This new form is designed to better organize the information contained in a Student Learning Objective as answers to three essential questions:

You will also notice some small changes have been made to streamline the form:

- Removing the Level of Standardization section as this caused confusion
- Re-sequencing the order of the elements (moving "students" to the top of the form)
- Collapsing Evidence Source, Administration and Scoring into one category

3. Closing and Resources

3.1 Key Takeaways

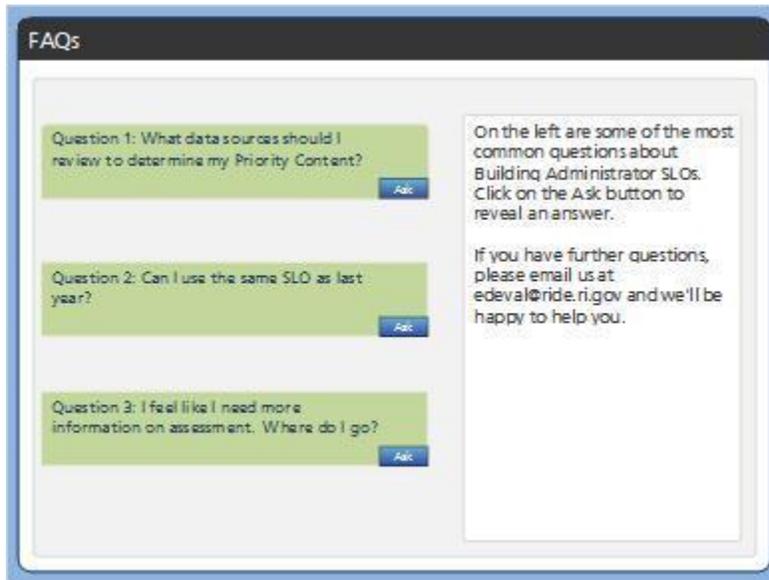


Notes:

The three key takeaways from this module are:

- Data informs the focus of a Building Administrator's SLOs
- Alignment between teachers' and building administrators' SLOs needs to be appropriate
- Collaboration among teachers, Building Administrators, and Central Office Administrators is key
- Assessments should be carefully selected

3.2 FAQs



Notes:

On the left are some of the most common questions about 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 data sources should I review to determine my Priority Content? [Ask](#)

Question 2: Can I use the same SLO as last year? [Ask](#)

Question 3: I feel like I need more information on assessment. Where do I go? [Ask](#)

What data sources should I review to determine my Priority of Content?

To determine Priority Content, Building Administrators should first look to local data and information on student learning to identify important needs that might benefit from the focus of an SLO. Then, they can confirm their Priority Content by looking at data from School Accountability, NECAP, District and School Improvement Plans, and by collaborating with Central Office Administrators and role-alike peers.

question 2 (Slide Layer)

FAQs

Question 1: What data sources should I review to determine my Priority Content? [Ask](#)

Question 2: Can I use the same SLO as last year? [Ask](#)

Question 3: I feel like I need more information on assessment. Where do I go? [Ask](#)

Can I use the same SLOs I had last year?

If data continues to show a need in an area that an SLO previously focused on, some elements of an SLO may be maintained from one year to the next. However, adjustments should be made to include the current students, their baseline data, targets, and rationale for the Objective Statement.

question 3 (Slide Layer)

The slide layer is titled "FAQs" and contains three questions in a list on the left. The third question is expanded to show its answer on the right. Each question has a small blue "Ask" button next to it.

Question 1: What data sources should I review to determine my Priority Content?

Question 2: Can I use the same SLO as last year?

Question 3: I feel like I need more information on assessment. Where do I go?

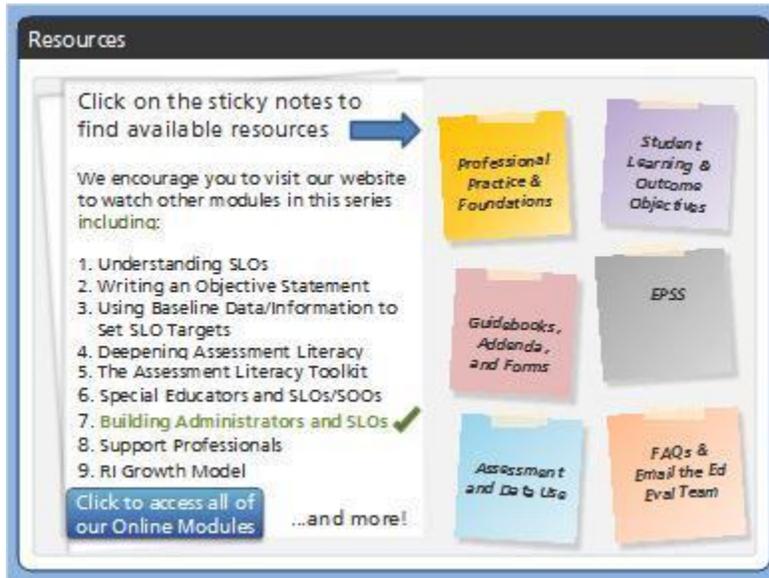
I feel like I need more information on assessment. Where do I go?

There are many resources about assessment available on our website including:

- Deepening Assessment Literacy module
- The Assessment Toolkit module
- The Assessment Toolkit resources
- Using Baseline Data/Information to Set SLO Targets
- Comprehensive Assessment System guidance

Click on the links on the following slide to easily access all of the above resources.

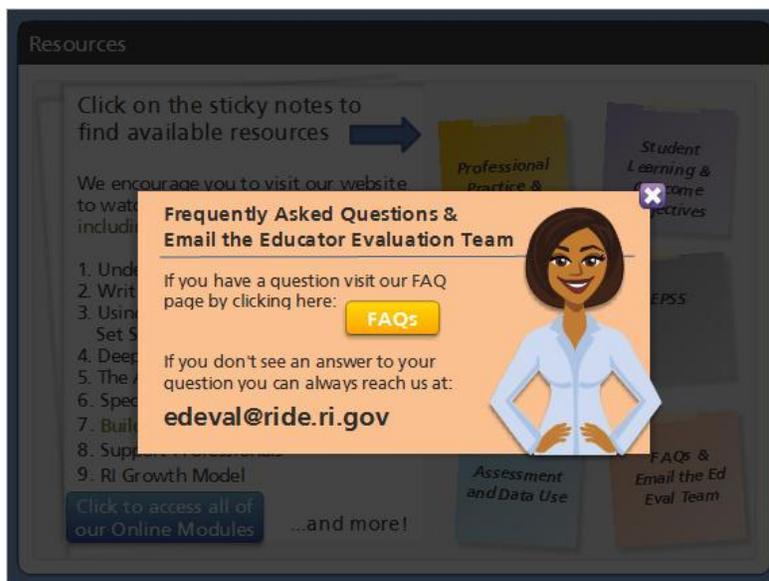
3.3 Resources



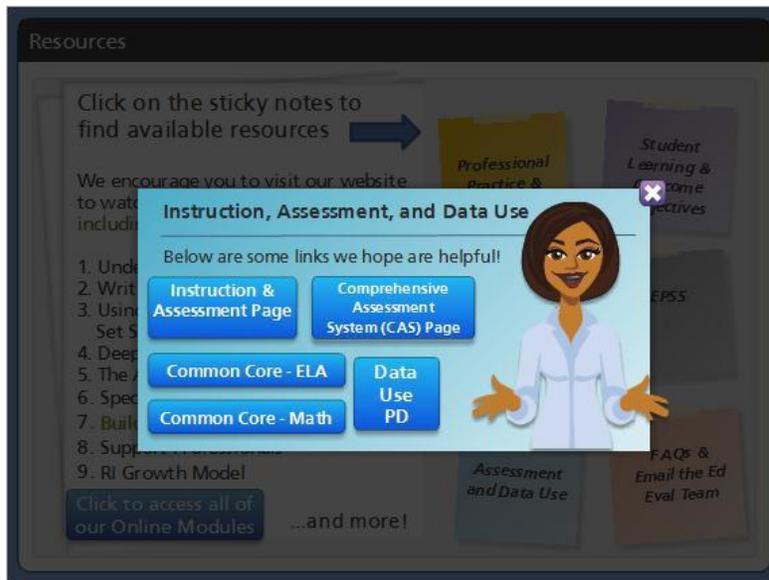
Notes:

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.

FAQ (Slide Layer)



Instruction, Assessment, and Data Use (Slide Layer)



Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch videos including:

1. Under
2. Writ
3. Usin
4. Deep
5. The
6. Spec
7. Buil
8. Supp
9. RI Growth Model

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

Instruction, Assessment, and Data Use

Below are some links we hope are helpful!

- Instruction & Assessment Page
- Comprehensive Assessment System (CAS) Page
- Common Core - ELA
- Data Use PD

Professional Practice & ...

Student Learning & ... Objectives

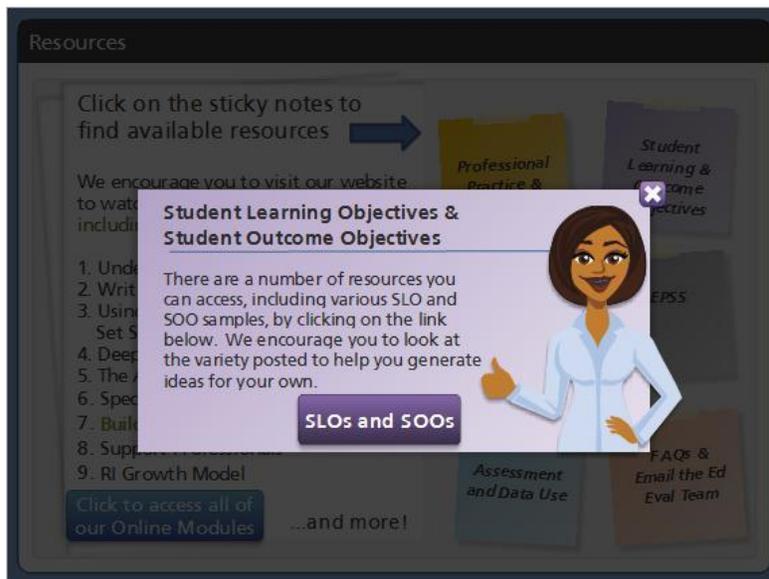
EPSS

Assessment and Data Use

FAQs & Email the Ed Eval Team

The slide features a central pop-up window with a light blue background and a cartoon woman in a white lab coat. The pop-up contains the title "Instruction, Assessment, and Data Use" and a list of four blue buttons: "Instruction & Assessment Page", "Comprehensive Assessment System (CAS) Page", "Common Core - ELA", and "Data Use PD". The background is a dark grey interface with various sticky notes and text.

SLOs and SOOs (Slide Layer)



Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch videos including:

1. Under
2. Writ
3. Usin
4. Deep
5. The
6. Spec
7. Buil
8. Supp
9. RI Growth Model

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

Student Learning Objectives & Student Outcome Objectives

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.

SLOs and SOOs

Professional Practice & ...

Student Learning & ... Objectives

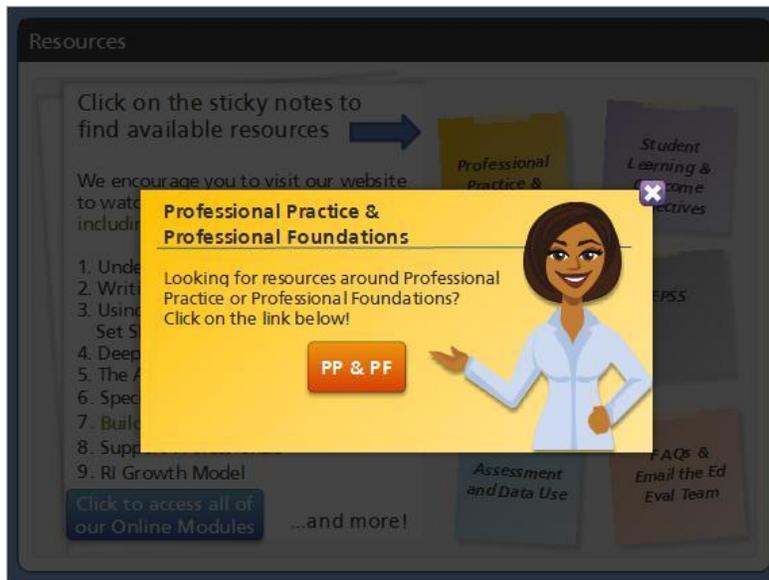
EPSS

Assessment and Data Use

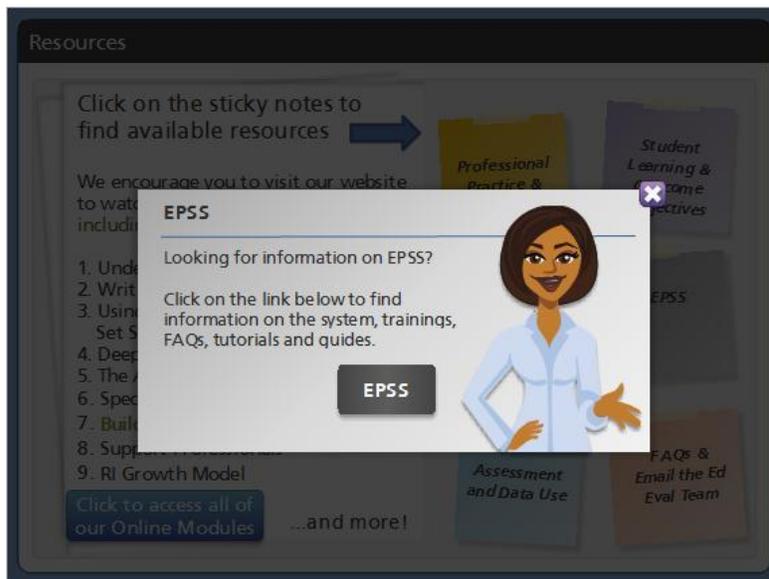
FAQs & Email the Ed Eval Team

The slide features a central pop-up window with a light purple background and a cartoon woman in a white lab coat. The pop-up contains the title "Student Learning Objectives & Student Outcome Objectives" and a paragraph of text. Below the text is a purple button labeled "SLOs and SOOs". The background is a dark grey interface with various sticky notes and text.

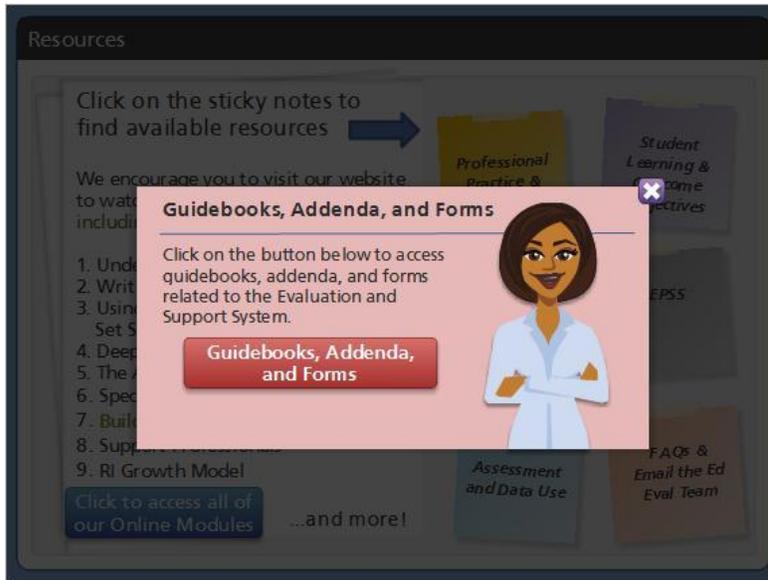
PP and PF (Slide Layer)



EPSS (Slide Layer)



Guidebooks, Addenda, and Forms (Slide Layer)



The image shows a screenshot of a website interface with a slide layer overlay. The slide layer is a pink rectangular box with a white border and a close button in the top right corner. It contains the following text:

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

Below the text is a cartoon illustration of a woman with dark hair, wearing a white lab coat, with her arms crossed. The background of the slide layer is a blurred view of the website's resources page, which includes a list of numbered items and several sticky notes with titles like "Professional Practice & Performance", "Student Learning & Outcomes", "EPSS", "Assessment and Data Use", and "FAQs & Email the Ed Eval Team".