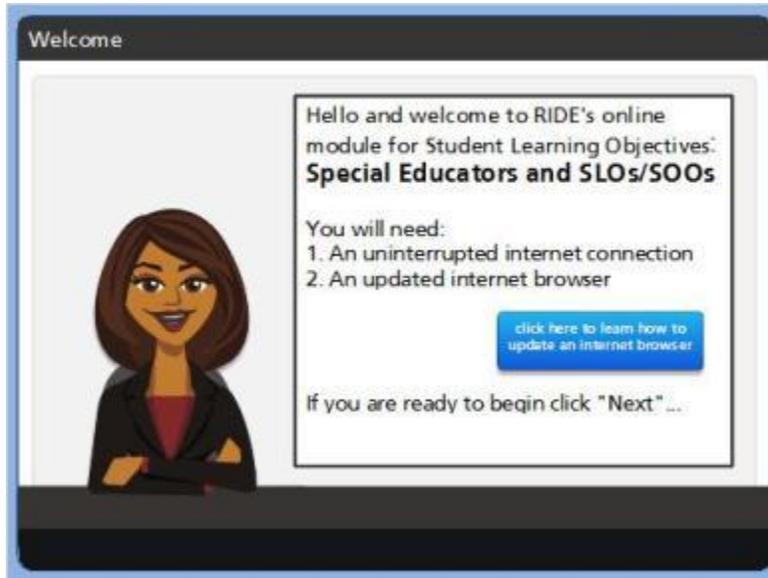




Special Educators

1. Introduction

1.1 Welcome



Notes:

Hello and welcome to RIDE's online module for Student Learning Objectives: Special Educators and SLOs/SOOs

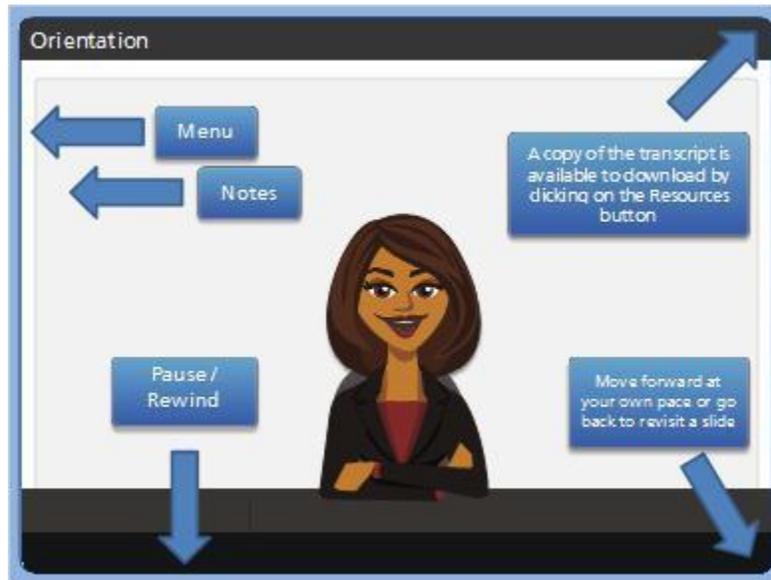
You will need:

- 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.

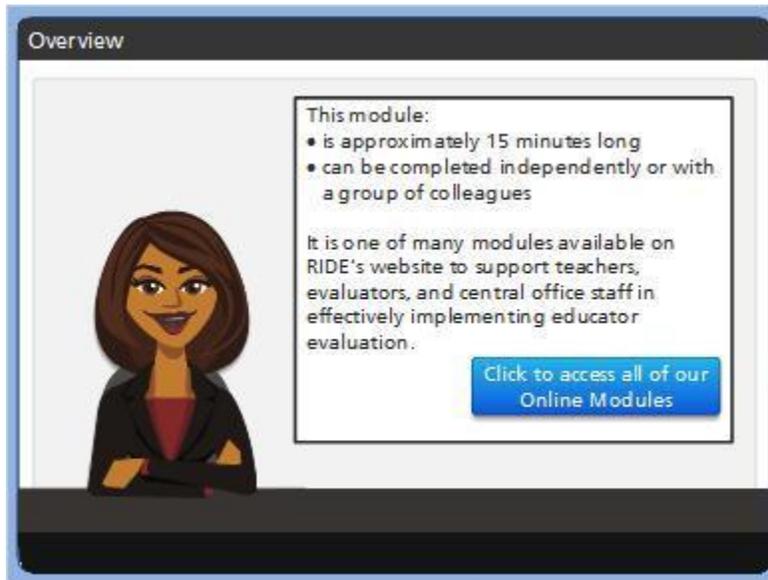
On the left-hand side, you'll see the menu, which shows you where you are in the module and allows you to quickly find any particular slide you may want to go back to. This is particularly helpful if you want to use this module as a reference later and have a specific slide you are looking for.

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

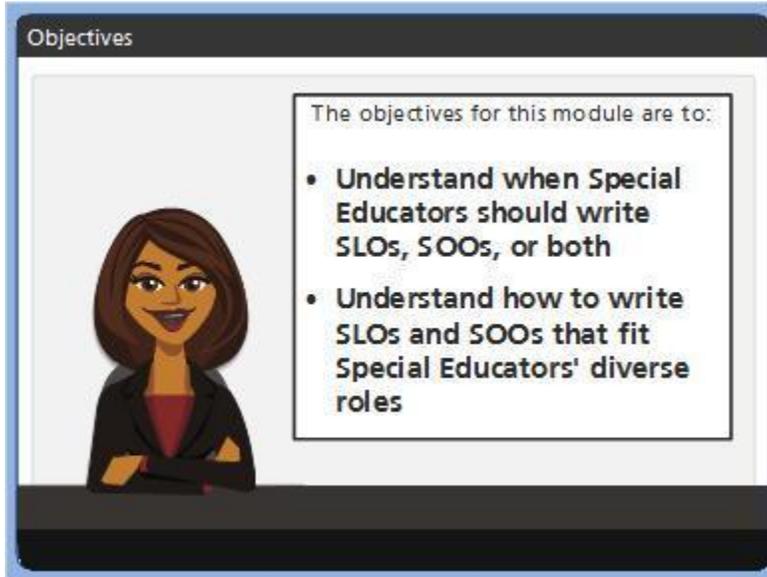


Notes:

This module is approximately 15 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 page with our modules and tools.

1.4 Objectives



Notes:

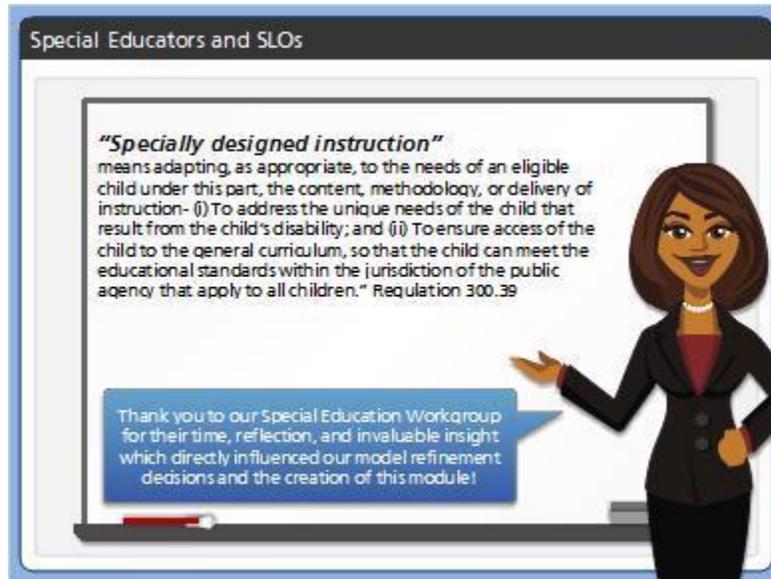
The objectives for this module are to:

- Understand when Special Educators should set SLOs, SOOs, or both
- Understand how to write SLOs and SOOs that fit Special Educators' diverse roles

Other modules on our website focus specifically on aspects of SLOs like Objective Statements, Assessments, or Baseline Data and Targets and we encourage you to watch those if you have not already.

2. SLOs and SOOs

2.1 Specially Designed Instruction

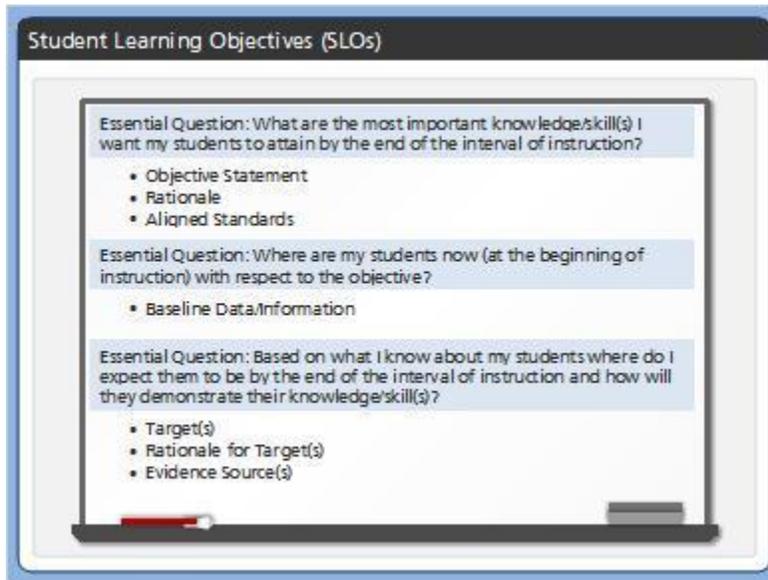


Notes:

As special educators, we provide a students with instruction in many academic and functional areas. All with the goal of having students make educational progress. Specially designed instruction is what we do to support students to meet their IEP goals. This specially designed instruction may be direct instruction to the student or may manifest itself in the programs special educators implement. Either way, this specially designed instruction is what our evaluation will be based on.

RIDE heard from many Special Educators and their administrators, through surveys, trainings, emails and phone calls that the Student Learning Objective process didn't fit some of the various unique roles Special Educators play in schools. To address this concern we formed a Special Education Workgroup of Special Educators and Special Education administrators from across the state. Over 40 people applied and we selected 12 who represented the diverse roles and districts across RI. This group discussed issues and generated potential solutions for RIDE to implement in the coming year to better support Special Educators. The model refinement decision to allow Special Educators to write Student Outcome Objectives, as well as SLOs, depending on their role, came from this workgroup. In the next few slides we'll look at the differences and similarities of SLOs and SOOs.

2.2 Student Learning Objectives (SLOs)



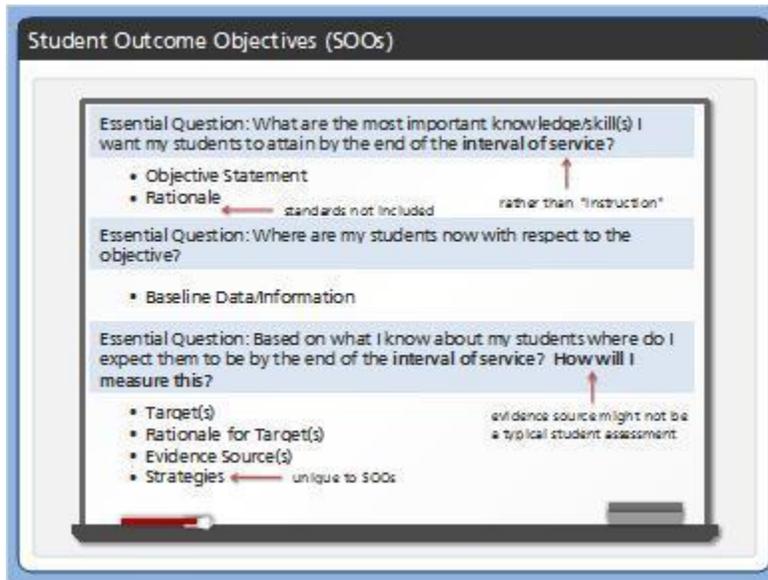
Notes:

There are three essential questions that educators ask themselves while writing an SLO including:

1. What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?
2. Where are my students now (at the beginning of instruction) with respect to the objective?
- and 3. 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/skill(s)?

As you can see on the screen, the elements of an SLO all fit under these three essential questions. The form has been streamlined this year based on feedback from educators across the state.

2.3 Student Outcome Objectives (SOOs)



Notes:

SOOs should be used by Support Professionals and Special Educators who do not primarily provide instruction or support to students within a curriculum. Rather, they provide specialized services or manage a program. We'll illustrate this more throughout the module, but here you can see the essential questions and the elements for a Student Outcome Objective. As you can see, in most ways SLOs and SOOs mirror one another. Some of the main differences are that essential questions focus on the interval of service rather than the interval of instruction, an element for standards is not included, and the element of Strategies is unique to SOOs. Ultimately, both SLOs and SOOs ask educators to reflect and document the backward planning excellent educators have been doing for years.

2.4 SLOs vs SOOs

SLOs vs SOOs

Student Learning Objectives (SLOs)	Student Outcome Objectives (SOOs)
<ul style="list-style-type: none">represent the most important learning during an interval of instructionalign to a specific curriculum standard(s)	<ul style="list-style-type: none">focus on an outcome that increases access to learningalign to district priorities and when appropriate, may align to specific standards

[click here to see the SLO and SOO form side-by-side](#)

All educators are required to have a minimum of 2 but no more than 4 SLOs
Special Educators may have a combination of SLOs and SOOs, depending on their role (e.g.: 2 SLOs, 2 SOOs, 1 SLO and 1 SOO, etc.)

Notes:

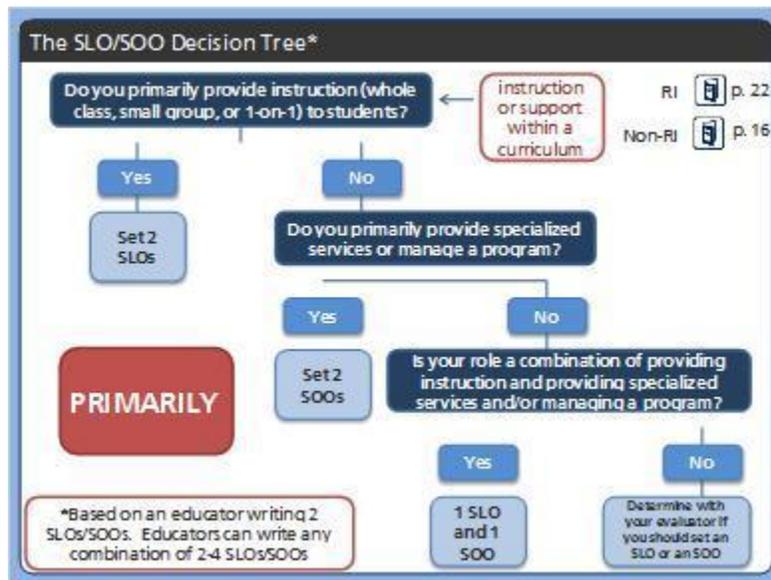
SLOs represent the most important learning during an interval of instruction and are aligned to specific curriculum standards. SOOs focus on an outcome that increases access to learning and align to district priorities and when appropriate, may align to specific standards. If you'd like to see the SLO and SOO forms side-by-side for comparison, just click the blue box.

SLO vs SOO (Slide Layer)

SLOs vs SOOs

SLO	SOO
<p>Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?</p> <ul style="list-style-type: none">Objective StatementRationaleAligned Standards	<p>Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of service?</p> <ul style="list-style-type: none">Objective StatementRationale
<p>Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?</p> <ul style="list-style-type: none">Baseline Data/Information	<p>Essential Question: Where are my students now with respect to the objective?</p> <ul style="list-style-type: none">Baseline Data/Information
<p>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/skill(s)?</p> <ul style="list-style-type: none">Target(s)Rationale for Target(s)Evidence Source(s)	<p>Essential Question: Based on what I know about my students where do I expect them to be by the end of the interval of service? How will I measure this?</p> <ul style="list-style-type: none">Target(s)Rationale for Target(s)Evidence Source(s)Strategies

2.5 The SLO/SOO Decision Tree*



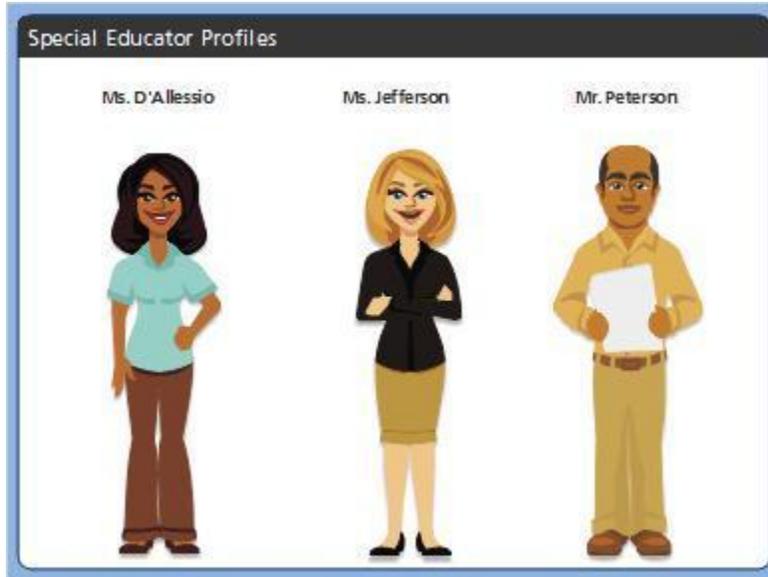
Notes:

Here is the SLO/SOO Decision Tree included in the Addendum to the guidebook, which can be found on our website. If you want you can click on the book icons in the top right hand corner to download the addendums. Special Educators who are unsure whether or not they should set SLOs or SOOs should answer the questions here with their evaluator to determine which type best fits their role. If you primarily provide instruction or support within a curriculum, whether it's whole class, small group, or 1-on-1, in any setting to students, then you should set SLOs. If you primarily provide specialized services or manage a program, then SOOs will most likely be a better fit for your responsibilities. If your role includes a combination of these, then you will set at least one SLO and one SOO. Please note that this Decision Tree is based on an educator writing 2 SLOs or SOOs, though educators can set up to 4.

Often, Special Educators have a wide variety of roles. They may teach or support students in class or in small groups as well as run IEP meetings and check-in with students before and after school. In any case educators should consider what their primary responsibility is and set SLOs or SOOs that best fit that descriptor after talking with their evaluator.

3. Using the Decision Tree

3.1 Special Educator Profiles



Notes:

Here are three different Special Educator profiles. Click on each person to learn more about their different roles.

Untitled Layer 1 (Slide Layer)

Special Educator Profiles

Ms. D'Allesio Ms. Jefferson Mr. Peterson



I...

- work with my students in a combination of general education and special education settings.
- provide specialized instruction in the areas of math, reading, and writing.
- spend some of my day in classrooms where my students are scheduled.
- work with small groups in some rooms and in others I co-teach with the general educator. Each class is different!
- have 2 groups that come to my room for specialized instruction each day.

Do I write SLOs or SOOs?

Untitled Layer 2 (Slide Layer)

Special Educator Profiles

Ms. D'Allesio Ms. Jefferson Mr. Peterson



I...

- work with students with behavioral and emotional challenges.
- do not provide instruction around an established curriculum.
- run a program that provides morning check-in, anger management intervention, social skills group, and afternoon check-out.

Do I write SLOs or SOOs?

Untitled Layer 3 (Slide Layer)

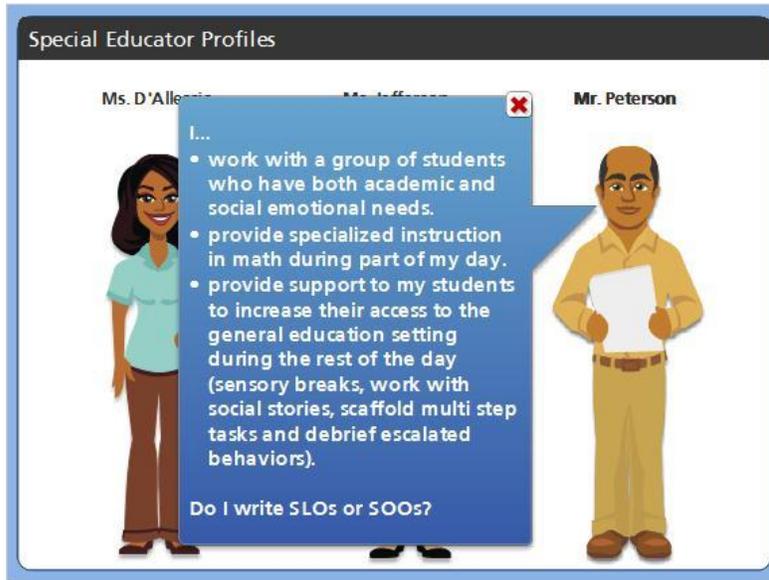
Special Educator Profiles

Ms. D'Allesandro

Mr. Peterson

- work with a group of students who have both academic and social emotional needs.
- provide specialized instruction in math during part of my day.
- provide support to my students to increase their access to the general education setting during the rest of the day (sensory breaks, work with social stories, scaffold multi step tasks and debrief escalated behaviors).

Do I write SLOs or SOOs?



3.2 Using the Decision Tree: Ms. D'Allesio

Using the Decision Tree: Ms. D'Allesio

Ms. D'Allesio



- I provide specialized instruction in math to 10 students in two general education math classes.
- I provide specialized instruction in writing to 5 students in a general education ELA class.
- I provide specialized instruction in reading to 3 students using a multi sensory reading program in my special education classroom.
- I provide specialized instruction in specific behavioral strategies to 4 of my students both in the general education setting and in my classroom throughout the day.

Do you primarily provide instruction (whole class, small group, or 1-on-1) to students?

Yes

Set 2 SLOs

Notes:

Because Ms. D'Allesio primarily provides instruction to students she will set SLOs. She and her evaluator will have to determine the focus of these SLOs, but we'll address that in the next chapter.

3.3 Using the Decision Tree: Mr. Peterson

Using the Decision Tree: Mr. Peterson



Mr. Peterson

- I provide specialized instruction in math to 6 students in a general education math class.
- I check in with each of my students at the beginning and end of each day to assist them with self management and self monitoring.
- I provide evidence based practice of writing social stories to assist my students with understanding social situations with peers and teachers. I act as support to other special educators in meeting the social emotional needs of their students.
- I offer support to general education teachers in priming and reviewing with students on social situations or consult on supplementary aids.

Do you primarily provide instruction (whole class, small group, or 1-on-1) to students?

No

Do you primarily provide specialized services or manage a program?

No

Is your role a combination of providing instruction and providing specialized services and/or managing a program?

Yes

1 SLO and 1 SOO

Notes:

Using the Decision Tree, Mr. Peterson and his evaluator agreed that the best fit for him would be to write an SLO and an SOO.

3.4 Using the Decision Tree: Ms. Jefferson

Using the Decision Tree: Ms. Jefferson



Ms. Jefferson

- I work with students with behavioral and emotional challenges.
- I lead a classroom that provides morning check-in, anger management intervention, social skills group, and afternoon check-out.
- The morning check-ins center around students' social emotional needs with the check-out being more around organizational skills.
- Students are free to come to my classroom to get academic or behavioral support in order to be successful in the school setting.
- I do not provide direct instruction in academics but without my program, students would not have the positive behavioral supports necessary to remain in the general education setting.

Do you primarily provide instruction (whole class, small group, or 1-on-1) to students?

No

Do you primarily provide specialized services or manage a program?

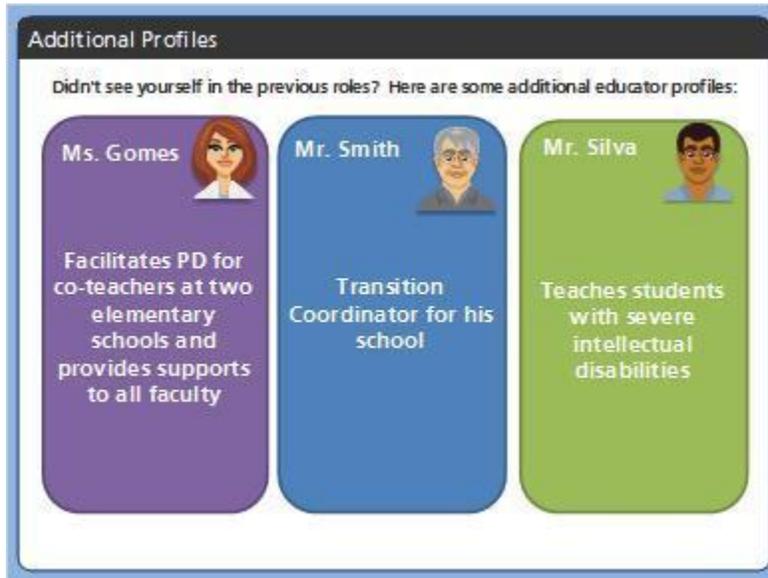
Yes

Set 2 SOOs

Notes:

Ms. Jefferson does not provide instruction to students and primarily provides specialized services and manages a program, so she will set SOOs.

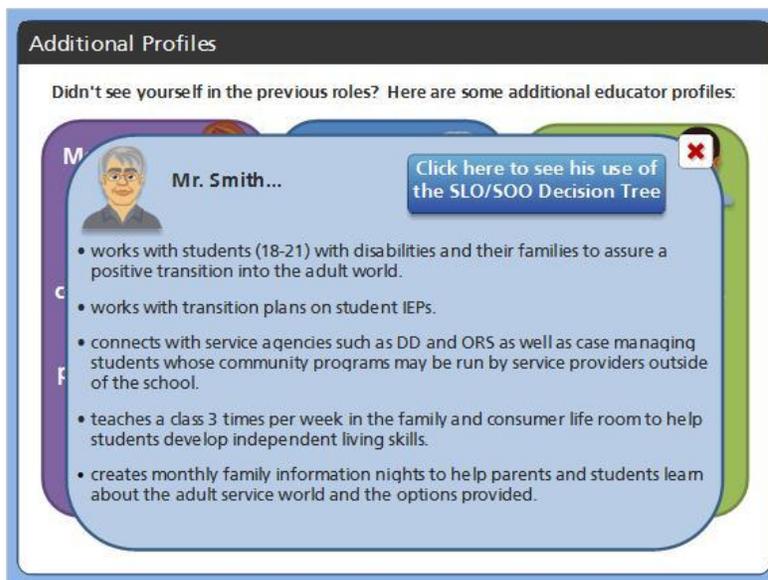
3.5 Additional Profiles



Notes:

If you did not see yourself in any of the three educator profiles before, here are an additional three. Special Educators often have diverse and particular roles within their schools. Our intent is not to capture all potential ones, as that is not possible, but to provide you with a range of examples that clarify the SLO/SOO process.

Mr. Smith Profile (Slide Layer)



Ms. Gomes Profile (Slide Layer)

Additional Profiles

Didn't see yourself in the previous roles? Here are some additional educator profiles:

M  **Ms. Gomes** [Click here to see her use of the SLO/SOO Decision Tree](#) 

C

F

- works with co-teachers to develop their co-teaching skills.
- works on team building activities with the whole faculty and provides ongoing professional development to the school staff (her focus this year is working with the teaching assistants).
- as part of one school's RTI initiative, she has agreed to teach a small tier 3 reading group 3 times per week utilizing a specialized reading approach, monitoring each student's progress through a progress monitoring tool provided throughout the district (like DRA2).

Mr. Silva Profile (Slide Layer)

Additional Profiles

Didn't see yourself in the previous roles? Here are some additional educator profiles:

M  **Mr. Silva...** [Click here to see his use of the SLO/SOO Decision Tree](#) 

C

F

- works at the middle school providing a specialized curriculum for students with severe intellectual disabilities.
- current instruction is aligned to the AAGSEs but he is learning more about the Common Core State Standards and is working toward aligning his instruction with those. His students currently participate in the RIAA, the Rhode Island Alternate Assessment, and will most likely continue to be eligible for the new alternate assessment, the NCSC.
- students work on many skills but communication development is key and many of use AAC.
- along with academics, both in the general education setting and his classroom, students works on making choices, schedules/time, money, basic sight vocabulary, and safety. Students go out in the community to explore community recreational and other services as well as volunteer weekly at the local nursing home where they apply and develop these skills.

Mr. Smith Decision Tree (Slide Layer)

Additional Profiles

Didn't see yourself in the previous roles? Here are some additional educator profiles:

M
C
F

Mr. Smith used the RIDE decision tree to define for himself and his administrator the work he does in the school. Although his day is full, he sometimes feels that his work is not seen as meaningful. The decision tree helped Mr. Smith see how his work was fulfilling the school improvement plan goals as well as improving student outcomes. His work is a combination of academic instruction with the Life Skills class, which will serve as the base for his SLO and a variety of other services, which he could focus his SOO on.

Do you primarily provide instruction (whole class, small group, or 1-on-1) to students?

No

Do you primarily provide specialized services or manage a program?

No

Is your role a combination of providing instruction and providing specialized services and/or managing a program?

Yes

1 SLO and 1 SOO

Ms. Gomes Decision Tree (Slide Layer)

Additional Profiles

Didn't see yourself in the previous roles? Here are some additional educator profiles:

M
C
F

Given Ms. Gomes' dual roles within the school, she and her evaluator thought that writing at least 1 SLO and 1 SOO would best fit her work assignment.

Do you primarily provide instruction (whole class, small group, or 1-on-1) to students?

No

Do you primarily provide specialized services or manage a program?

No

Is your role a combination of providing instruction and providing specialized services and/or managing a program?

Yes

1 SLO and 1 SOO

Mr. Silva Decision Tree (Slide Layer)

Additional Profiles

Didn't see yourself in the previous roles? Here are some additional educator profiles:

Mr. Silva works directly with students, providing specialized instruction. Given his role, the decision tree helped him see that he would develop SLOs.

Do you primarily provide instruction (whole class, small group, or 1-on-1) to students?

Yes

Set 2 SLOs

4. Writing SLOs and SOOs

4.1 Writing SLOs & SOOs: Ms. D'Allesio

Ms. D'Allesio

2 SLOs

What areas should I address in my SLOs?
Which students should I include?

Math
Behavior

Writing
Behavior

Reading
Behavior

Should I write an SLO for writing, reading, or math? The choice lies with my evaluator and me and we can consult at my SOY conference. Any two (or more) of these choices will work since I have baseline data and information to set targets. I need to remember that even though a group of students are part of the same SLO, it is ok to set targets that match each student's individual entry point and rate of growth. I can have as many tiers as I think is appropriate. Additionally, I work on behavior with all of my students, but it's to support their access to the general curriculum and my primary responsibility is in supporting their behavior within each of these three content areas.

Notes:

Ms. D'Allesio's specialized instruction focuses on four major components including math, writing, reading, and behavior. Click on each area to see her thinking about what she'd choose to focus on.

Untitled Layer 1 (Slide Layer)

Ms. D'Allesio

2 SLOs

What areas should I address in my SLOs?

MATH

I provide specialized instruction in math to 10 students in two general education math sections with a general educator, Mr. Collins. If I use this area for my SLO, I would include the students from both sections since it is the same course. We have common planning time and I am key to the instruction and assessment of all students in the room, so Mr. Collins and I would share the same SLO, including all students since we share responsibility for all students.

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Untitled Layer 2 (Slide Layer)

Ms. D'Allesio

2 SLOs

What areas should I address in my SLOs?

WRITING

I provide specialized instruction in writing to 5 students in a general education ELA class. When I work with these students, I always work in a small group and don't work with other students in the room. If I use this group, I could write an SLO for my 5 students using the same writing rubric as the general education teacher and we can score student work collaboratively. The data in the PLAAFPs (present level of academic achievement and functional performance) of their IEPs will help me set targets for my students. This year the general education teacher and I are focusing on organization of student's writing process including logical arguments based upon substantive claims, sound reasoning, and relevant evidence. I think I will make this the focus of my SLO.

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Untitled Layer 3 (Slide Layer)

Writing SLOs & SOOs: Ms. D'Allesio

Ms. D'Allesio

2 SLOs

What areas should I address in my SLOs?

READING

I provide specialized instruction in reading to 3 students using a multi sensory reading program in my special education classroom. If I write an SLO for this group, I could use a grade level reading assessment to gather baseline and final data to measure growth. I could set a different target for each student since they are at different entry points. Since I just started working with them, reviewing the present levels in their IEPs and progress monitoring notes will help me with setting targets that are rigorous but attainable for the end of the year to begin closing the gap in their reading skills.

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4.2 Writing SLOs & SOOs: Mr. Peterson

Writing SLOs & SOOs: Mr. Peterson

Mr. Peterson: What areas should I address in my SLOs and SOOs? Which areas of work should I focus on?

Math

Social-Emotional

Supporting General Educators

Self-Management & Self-Monitoring

I will write 1 SLO in math. I provide direct instruction to 6 students. I will write 1 SOO focusing on the support I provide in social skills development. Both parts of my role are important to meeting the needs of my students.

Notes:

Click on the four main areas of Mr. Peterson's work to see what he might focus his SLO and SOO on. While he could write up to 4 SOOs around a combination of these areas, Mr. Peterson and his evaluator will have to prioritize if he is only going to write 2 or 3.

Untitled Layer 1 (Slide Layer)

Writing SLOs & SOOs: Mr. Peterson

Mr. Peterson: What areas should I address in my SLOs and SOOs? Which areas of work should I focus on?

MATH

I provide specialized instruction to 6 students in a general education math class. I take more of a support role in our co-teaching partnership. We do not have common planning time, so the general educator plans the lessons and I provide support materials and assist with delivery of instruction. Although I enjoy working with all students, my focus during this class is primarily on the 6 students with IEPs. Since this is the only direct instruction I deliver I will use this class to write a SLO. My SLO should mirror the general education teacher's objective and targets. However, I will only include the 6 students I directly work with in this class due to my limited access to co-planning and co-assessing.

Untitled Layer 2 (Slide Layer)

Writing SLOs & SOOs: Mr. Peterson

Mr. Peterson: What areas should I address in my SLOs and SOOs?
Which areas of work should I focus on?

SOCIAL-EMOTIONAL

I provide evidence based practice of writing social stories to assist my students with understanding social situations with peers and adults. I act as support to other special educators in meeting the social emotional needs of their students.

Untitled Layer 3 (Slide Layer)

Writing SLOs & SOOs: Mr. Peterson

Mr. Peterson: What areas should I address in my SLOs and SOOs?
Which areas of work should I focus on?

SUPPORTING GENERAL EDUCATORS

I offer support to general education teachers in priming and reviewing with students on social situations or consult on supplementary aids.

Untitled Layer 4 (Slide Layer)

Writing SLOs & SOOs: Mr. Peterson

Mr. Peterson

What areas should I address in my SLOs and SOOs?
Which areas of work should I focus on?

Self-Management & Self-Monitoring

I check in with each of my students at the beginning and assist them with self-management and self-monitoring. I use the 5 Point Scale to check in on the students emotional state and implement coping strategies and review expected and unexpected behaviors using visual supports and social behavior mapping.

4.3 Writing SLOs & SOOs: Ms. Jefferson

Ms. Jefferson

2 SOOs

What areas should I address in my SOOs?
Which areas of work should I focus on?

Organization and Homework Completion

Social Group

Social-Emotional

Anger Management

I should consider which of these parts of my role have the greatest impact on student learning. I need to make a connection of how the work that I do has impact on student learning or a school initiative/goal. My evaluator and I will make a decision together.

Notes:

Ms. Jefferson's work focuses on four major components embedded in her program. However, when she considered what she primarily worked on with students it was clear to her that she spent far more time working on organization and homework completion as well as social group. So, while she knows the other two areas are important she decided not to write SOOs on them. Click on the two areas to see her thinking about what she'd choose to focus her SOOs on.

Untitled Layer 1 (Slide Layer)

Writing SLOs & SOOs: Ms. Jefferson

Ms. Jefferson

2 SOOs

What areas should I address in my SOOs?

ORGANIZATION AND HOMEWORK COMPLETION

I will write an SOO increasing student percentage of homework completion which is tied to the work I do in the afternoon with my students. My program has an afternoon check-out when I discusses homework and assignments with students as well as practice organizational skills. I will use all 15 students in the program in my SOO. I plan to add a self-monitoring component to the afternoon check-out so students will be monitoring their own progress. This data will help determine if the interventions are working. I am planning for 80% homework completion from all students. This will be a significant increase from the current class average of 35% but and the general education teachers and I agreed that this rate is what is needed for student success. Data from students' IEP progress can be used as baseline for my SOOS and also used to show the caseload's progress.

Untitled Layer 2 (Slide Layer)

Writing SLOs & SOOs: Ms. Jefferson

Ms. Jefferson

2 SOOs

What areas should I address in my SOOs?

SOCIAL GROUP

I will write an SOO in my after-school group that focuses on improving their social skills. Through the use of modeling, role play, and scenario-based discussion, students will work on developing their abilities and comfort level with peer and adult social interaction. Skills addressed include making eye contact, moderating voice, volume and tone, as well as reading body language and facial expressions. They will also work on making conversation, giving and receiving compliments, and appropriately articulating their emotions. Student progress will be measured using self-assessments, simulated social interactions, and observations of students in class and extracurricular activities.

4.4 Writing SLOs & SOOs: Additional Profiles

Writing SLOs & SOOs: Additional Profiles

Click to see how these additional educators planned on writing their SLOs and SOOs:

Ms. Gomes



Facilitates PD for co-teachers at two elementary schools and provides supports to all faculty

Mr. Smith



Transition Coordinator for his school

Mr. Silva



Teaches students with severe intellectual disabilities

Notes:

Click on the three additional profiles here to read each educator's decisions on the focus of their SLOs and SOOs.

Mr. Smith (Slide Layer)

Writing SLOs & SOOs: Additional Profiles

Click to see how these additional educators planned on writing their SLOs and SOOs:

Ms. Gomes

Mr. Smith

1 SLO and 1 SOO

Mr. Silva

The SLO would focus on his Life Skills class and the functional skills taught, including all 6 students in the class in his SLO. The SLO will be built around the transition curriculum that he uses with his students. He will utilize a transition inventory to pretest the students at the beginning of the year. Students' baselines will differ, and Mr. Smith will use that data, along with information in IEPs to determine appropriate targets for each student.

The SOO would look at the development of family information sessions program. Mr. Smith expects that by building the knowledge of the parents, this will better help prepare his students for the adult world. He will target developing 5 family information nights and will administer pre and post surveys to give him information about what knowledge the families gained and whether they felt it will impact their student's transition. His targets focus on both attendance rates as well as survey results.

Ms. Gomes (Slide Layer)

Writing SLOs & SOOs: Additional Profiles

Click to see how these additional educators planned on writing their SLOs and SOOs:

Ms.  **Ms. Gomes** 1 SLO and 1 SOO

C Mrs. Gomes' SLO is aligned to her grade level team and the school-wide goal of increasing literacy proficiency at the 3rd grade level to prevent inappropriate referrals to special education. The SLO will include all 4 students in her literacy group. One student is significantly behind the others and so Ms. Gomes' targets will be tiered. Each student's rate of progress will be determined by the targets set out in the progress monitoring tool of her district which she will use to track data on students' reading and writing.

F Her other objective is an SOO focused on increasing access to the general education curriculum for students with special needs as this is key to their academic and social success. She has noticed over the years that as students move to middle school, the inclusive opportunities tend to decrease. Ms. Gomes is developing a transition process that will result in IEP teams writing IEPs that support inclusive practices. Teams from elementary and middle schools will sit together to discuss strategies to ensure that inclusive practices are maintained throughout the students school career. Ms. Gomes will use a range of evidence sources including monthly surveys of teachers and students to determine how often special education students have inclusive opportunities in the general education curriculum, and their confidence in preparation for middle school expectations.

Mr. Silva (Slide Layer)

Writing SLOs & SOOs: Additional Profiles

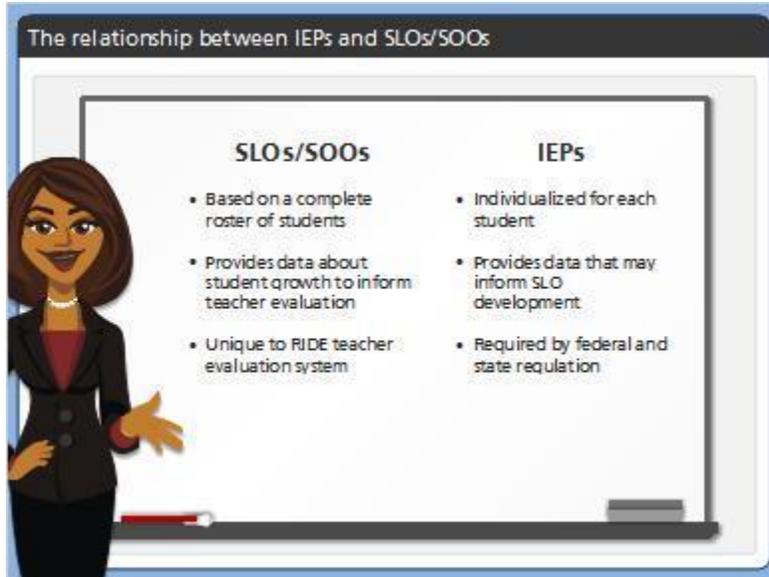
Click to see how these additional educators planned on writing their SLOs and SOOs:

Ms.  **Mr. Silva** Set 2 SLOs

C Reviewing his students' IEPs, the curriculum in his district and what he is learning in professional development about CCSS, Mr. Silva is confident that he can write SLOs that are meaningful for him and his students. His SLOs are aligned to the AAGSES for this year but with the NCSC Assessment, he will soon need to align to the Common Core. He tried to pick AAGSES that were similar to Common Core to begin to make the transition. He included 3 students for AAGSES IT 7.2 and 4 students for AAGSES FA 4.1. These 7 students are all in the 7th grade and are his entire caseload. He picked these subgroups based on their alternate assessment requirements. The data collected through alternate assessment will be used to indicate progress. Given the requirements of the Rhode Island Alternate Assessment, he was able to target math and reading which aligns with the school's priority areas for all students. The two AAGSES are part of 7th grade alternate assessment and he can use the data gathered in alternate assessment for his monitoring of student progress.

5. Other Considerations

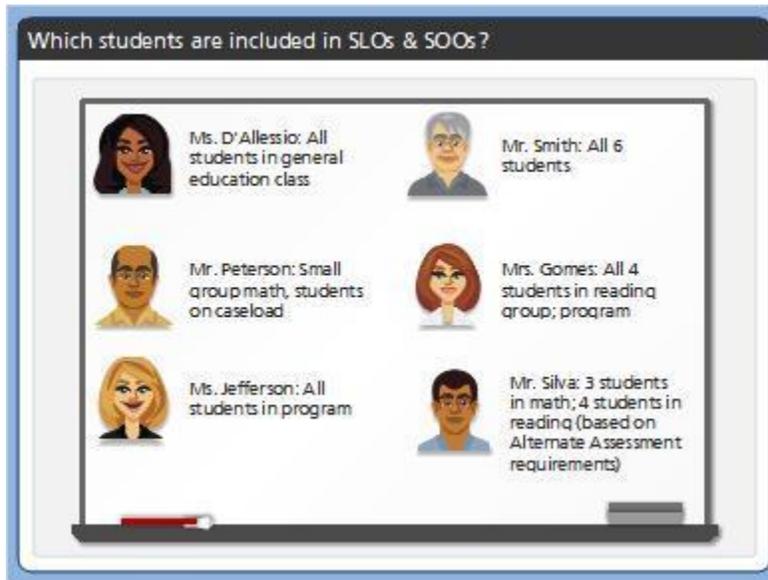
5.1 IEPs and SLOs/SOOs



Notes:

Individualized Education Plan (IEP) objectives and Student Learning Objectives (SLOs) should not be thought of as the same. IEP information and data may be used to inform SLO and SOO baseline data and student academic levels but are not a substitute for an SLO. SLOs are developed for most, if not all, of an educator's students. Tiered objectives based on IEP data may be appropriate. IEP annual goals and SLOs are both learner focused. IEP annual goals are based on individual needs and the specially designed instruction need; whereas, SLOs are looking at whole class progress towards grade level expectations.

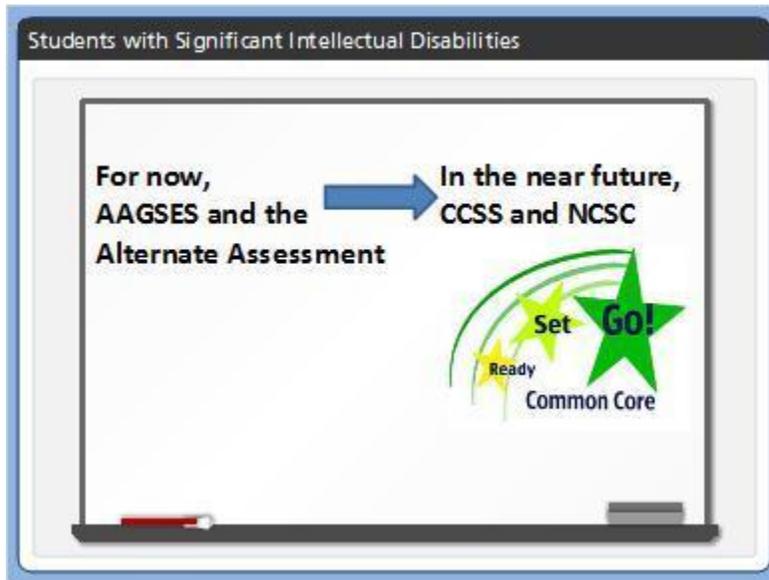
5.2 Which students to include?



Notes:

When determining which students you need to include in your SLO or SOO remember that all is best. While special educators often work with small groups and these groups may be appropriate for SLO development, rarely, would you develop an SLO for one student. As you can see from all 7 of the educator's we've illustrated throughout the module, each one included as many students as possible in their SLOs and SOOs.

5.3 Students with Significant Intellectual Disabilities

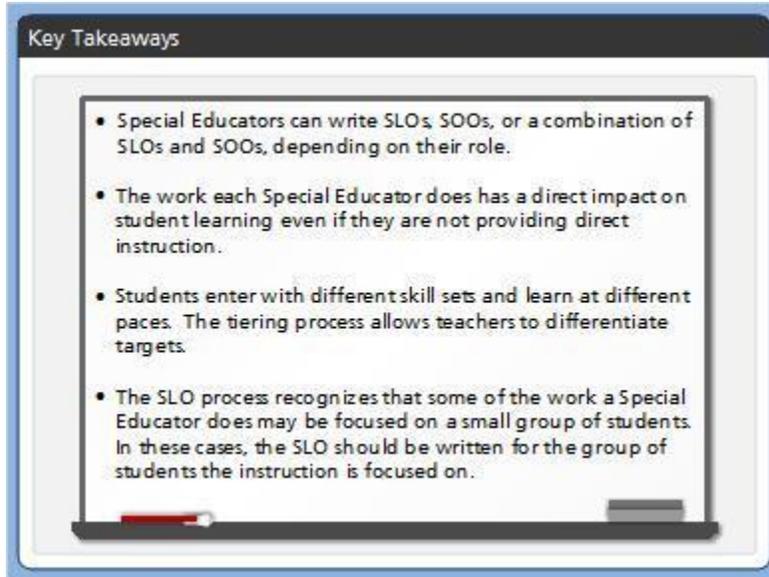


Notes:

Currently in Rhode Island, students with severe intellectual disabilities participate in the Alternate Assessment which is based on alternate assessment grade span expectations. As general education classrooms move to common core and the new PARCC assessment, these students will be expected to participate in the common core and take the National Center and State Collaborative (NCSC) assessment.

6. Closing and Resources

6.1 Key Takeaways

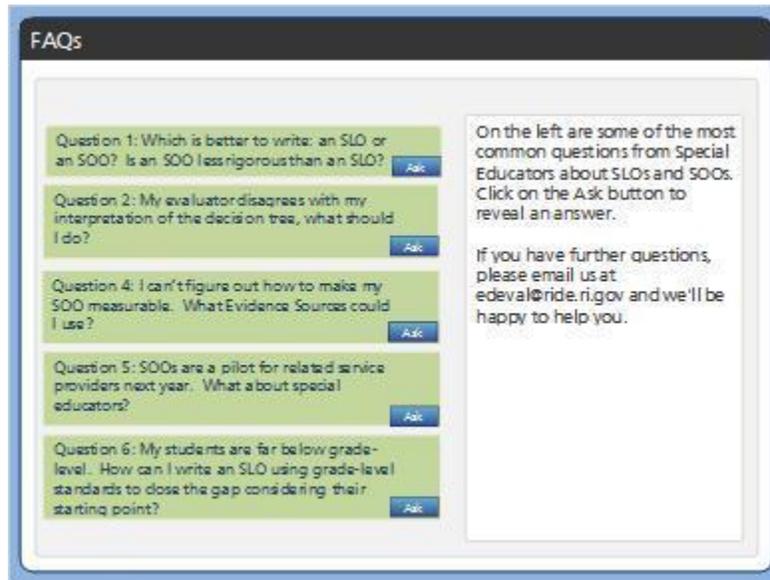


Notes:

The four key takeaways from this module are:

- Special Educators can write SLOs, STOs, or a combination of SLOs and STOs, depending on their role.
- The work each Special Educator does has a direct impact on student learning even if they are not providing direct instruction.
- Students enter with different skill sets and learn at different paces. The tiering process allows teachers to differentiate targets.
- The SLO process recognizes that some of the work a Special Educator does may be focused on a small group of students. In these cases, the SLO should be written for the group of students the instruction is focused on.

6.2 FAQs



The screenshot shows a web interface titled "FAQs". On the left, there are six questions, each in a light green box with a blue "Ask" button to its right:

- Question 1: Which is better to write: an SLO or an SOO? Is an SOO less rigorous than an SLO?
- Question 2: My evaluator disagrees with my interpretation of the decision tree, what should I do?
- Question 4: I can't figure out how to make my SOO measurable. What Evidence Sources could I use?
- Question 5: SOOs are a pilot for related service providers next year. What about special educators?
- Question 6: My students are far below grade-level. How can I write an SLO using grade-level standards to close the gap considering their starting point?

On the right side of the interface, there is a text box containing the following text:

On the left are some of the most common questions from Special Educators about SLOs and SOOs. 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.

Notes:

On the left are some of the most common questions about SLOs and SOOs for Special Educators. 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: Which is better to write: an SLO or an SOO? Is an SOO less rigorous than an SLO? [Ask](#)

Question 2: My evaluator disagrees with my interpretation of the decision tree, what should I do? [Ask](#)

Question 4: I can't figure out how to make my SOO measurable. What Evidence Sources could I use? [Ask](#)

Question 5: SOOs are a pilot for related service providers next year. What about special educators? [Ask](#)

Question 6: My students are far below grade-level. How can I write an SLO using grade-level standards to close the gap considering their starting point? [Ask](#)

Which is better to write: an SLO or an SOO? Is an SOO less rigorous than an SLO?

If you provide academic instruction to a group of students, you will write at least one SLO. However, if your role is to support the instructional process, SOOs will best meet your needs. One is not better than the other. You want to pick the one that best matches your roles. If you provide specialized instruction to students, you will gather data for their baseline and monitor their progress as you provide instruction and your SLO will document this progress. If you provide services or manage a program you will identify the impact your role as on your school community. You may want to connect it to your school improvement plan. Determine the outcome of your work and how you will measure results. Your SOO will show the impact of your work throughout the year.

question 2 (Slide Layer)

FAQs

Question 1: Which is better to write: an SLO or an SOO? Is an SOO less rigorous than an SLO? [Ask](#)

Question 2: My evaluator disagrees with my interpretation of the decision tree, what should I do? [Ask](#)

Question 4: I can't figure out how to make my SOO measurable. What Evidence Sources could I use? [Ask](#)

Question 5: SOOs are a pilot for related service providers next year. What about special educators? [Ask](#)

Question 6: My students are far below grade-level. How can I write an SLO using grade-level standards to close the gap considering their starting point? [Ask](#)

My evaluator disagrees with my interpretation of the decision tree, what should I do?

We always recommend that teachers and evaluators meet to discuss any disagreements first. In the case that a teacher and evaluator cannot agree on whether a Special Educator should set SLOs or SOOs, district leadership and the district's DEC can also help.

question 4 (Slide Layer)

FAQs

Question 1: Which is better to write: an SLO or an SOO? Is an SOO less rigorous than an SLO? [Ask](#)

Question 2: My evaluator disagrees with my interpretation of the decision tree, what should I do? [Ask](#)

Question 4: I can't figure out how to make my SOO measurable. What Evidence Sources could I use? [Ask](#)

Question 5: SOOs are a pilot for related service providers next year. What about special educators? [Ask](#)

Question 6: My students are far below grade-level. How can I write an SLO using grade-level standards to close the gap considering their starting point? [Ask](#)

I can't figure out how to make my SOO measurable. What Evidence Sources could I use?

Evidence sources will vary from educator to educator. You may want to use:

- survey data
- parent involvement
- discipline rates
- attendance rates
- grades and passing rates
- drop-out rates
- PD Feedback

question 5 (Slide Layer)

FAQs

Question 1: Which is better to write: an SLO or an SOO? Is an SOO less rigorous than an SLO? [Ask](#)

Question 2: My evaluator disagrees with my interpretation of the decision tree, what should I do? [Ask](#)

Question 4: I can't figure out how to make my SOO measurable. What Evidence Sources could I use? [Ask](#)

Question 5: SOOs are a pilot for related service providers next year. What about special educators? [Ask](#)

Question 6: My students are far below grade-level. How can I write an SLO using grade-level standards to close the gap considering their starting point? [Ask](#)

SOOs are a only being gradually implemented for related service providers next year. What about special educators?

Support Professionals will be gradually implementing their Evaluation and Support model in the 2013-2014 school year, similarly to how teachers gradually implemented during the 2012-2013 school year. Special Educators evaluated with the teacher model will have the option with their evaluator to determine if an SOO is a better fit than an SLO for their evaluation, depending on their role.

question 6 (Slide Layer)

FAQs

Question 1: Which is better to write: an SLO or an SOO? Is an SOO less rigorous than an SLO? [Ask](#)

Question 2: My evaluator disagrees with my interpretation of the decision tree, what should I do? [Ask](#)

Question 4: I can't figure out how to make my SOO measurable. What Evidence Sources could I use? [Ask](#)

Question 5: SOOs are a pilot for related service providers next year. What about special educators? [Ask](#)

Question 6: My students are far below grade-level. How can I write an SLO using grade-level standards to close the gap considering their starting point? [Ask](#)

My students are far below grade-level. How can I write an SLO using grade-level standards to close the gap considering their starting point?

Setting tiered targets according to students' starting points is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make academic gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial progress toward course/grade objectives by the end of the instructional interval while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.

6.3 Resources

The slide is titled "Resources" and features a list of nine items on the left. An arrow points from the text "Click on the sticky notes to find available resources" to the sticky notes on the right. The sticky notes are: "Professional Practice & Foundations" (yellow), "Student Learning & Outcome Objectives" (purple), "Guidabooks, Adlonds, and Forms" (pink), "EPSS" (grey), "Assessment and Data Use" (light blue), and "FAQs & Email the Ed Eval Team" (orange). A blue button at the bottom left says "Click to access all of our Online Modules" and the text "...and more!" is at the bottom right.

Resources

Click on the sticky notes to find available resources →

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

1. Understanding SLOs
2. Writing an Objective Statement
3. Using Baseline Data/Information to Set SLO Targets
4. Deepening Assessment Literacy
5. The Assessment Literacy Toolkit
6. **Special Educators and SLOs/SOOs** ✓
7. Building Administrators and SLOs
8. Support Professionals
9. RI Growth Model

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

Professional Practice & Foundations

Student Learning & Outcome Objectives

Guidabooks, Adlonds, and Forms

EPSS

Assessment and Data Use

FAQs & Email the Ed Eval Team

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.

Orange (Slide Layer)

An orange overlay box is positioned over the slide. It has a close button (X) in the top right corner. The text inside the overlay reads: "Frequently Asked Questions & Email the Educator Evaluation Team". Below this, it says "If you have a question visit our FAQ page by clicking here:" followed by a yellow button labeled "FAQ:". Then it says "If you don't see an answer to your question you can always reach us at:" followed by the email address "edeval@ride.ri.gov". To the right of the text is a cartoon illustration of a woman with dark hair, wearing a light blue button-down shirt, with her hands on her hips.

Resources

Click on the sticky notes to find available resources →

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

1. Und
2. Writ
3. Usin
4. Set S
5. Deep
6. Spea
7. Buil
8. Supp
9. RI Growth Model

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

Professional Practice & Foundations

Student Learning & Outcome Objectives

Guidabooks, Adlonds, and Forms

EPSS

Assessment and Data Use

FAQs & Email the Ed Eval Team

Frequently Asked Questions & Email the Educator Evaluation Team

If you have a question visit our FAQ page by clicking here: **FAQs**

If you don't see an answer to your question you can always reach us at:
edeval@ride.ri.gov

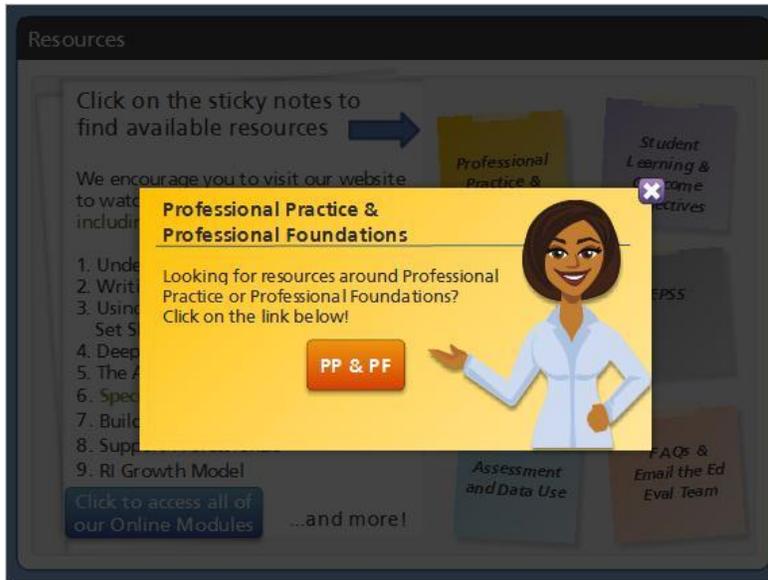
Blue (Slide Layer)

The screenshot shows a 'Resources' page with a blue slide overlay. The slide is titled 'Instruction, Assessment, and Data Use' and features a cartoon woman in a white lab coat. The slide text reads: 'Below are some links we hope are helpful!' followed by four buttons: 'Instruction & Assessment Page', 'Comprehensive Assessment System (CAS) Page', 'Common Core - ELA', and 'Data Use PD'. The background page contains text: 'Click on the sticky notes to find available resources', 'We encourage you to visit our website to watch...', and a list of 9 items. A button at the bottom left says 'Click to access all of our Online Modules ...and more!'.

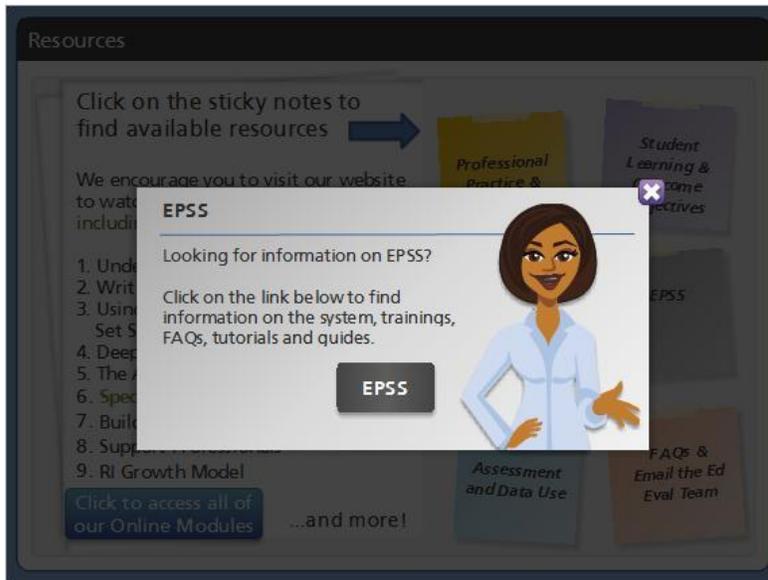
Purple (Slide Layer)

The screenshot shows the same 'Resources' page with a purple slide overlay. The slide is titled 'Student Learning Objectives & Student Outcome Objectives' and features the same cartoon woman in a white lab coat. The slide text 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.' followed by a button labeled 'SLOs and SOOs'. The background page content is identical to the previous slide.

Yellow (Slide Layer)



Silver (Slide Layer)



Red (Slide Layer)

The image shows a screenshot of a website interface with a dark grey background. At the top left, the word "Resources" is visible. Below it, there is a blue arrow pointing right with the text "Click on the sticky notes to find available resources". Further down, there is a list of items, including "Professional Practice &", "Student Learning &", "EPSS", "Assessment and Data Use", and "FAQs & Email the Ed Eval Team". A red slide layer is overlaid on the center of the page. The slide has a white background and a red border. It features a cartoon illustration of a woman with dark hair, wearing a white lab coat, with her arms crossed. To the left of the woman, there is a red button with white text that reads "Guidebooks, Addenda, and Forms". Above the button, there is a paragraph of text: "Click on the button below to access guidebooks, addenda, and forms related to the Evaluation and Support System." The slide also has a close button (an 'X' icon) in the top right corner.

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
Set S
4. Deep
5. The
6. Spe
7. Buil
8. Supp
9. RI Growth Model

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

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

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