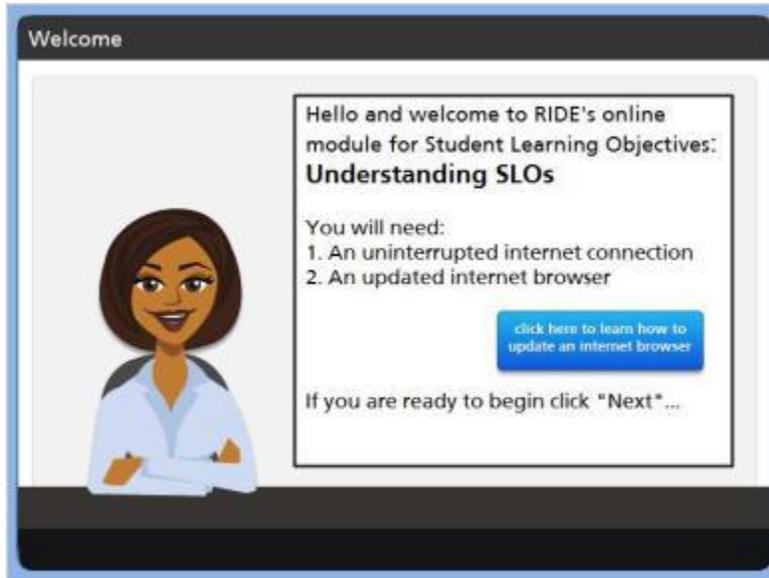




Understanding SLOs

1. Introduction

1.1 Welcome



Notes:

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

You will need:

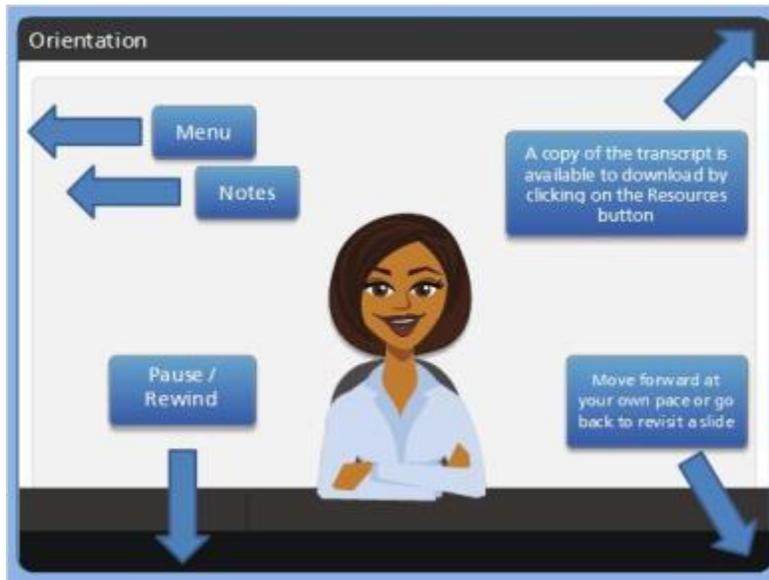
An uninterrupted internet connection

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.

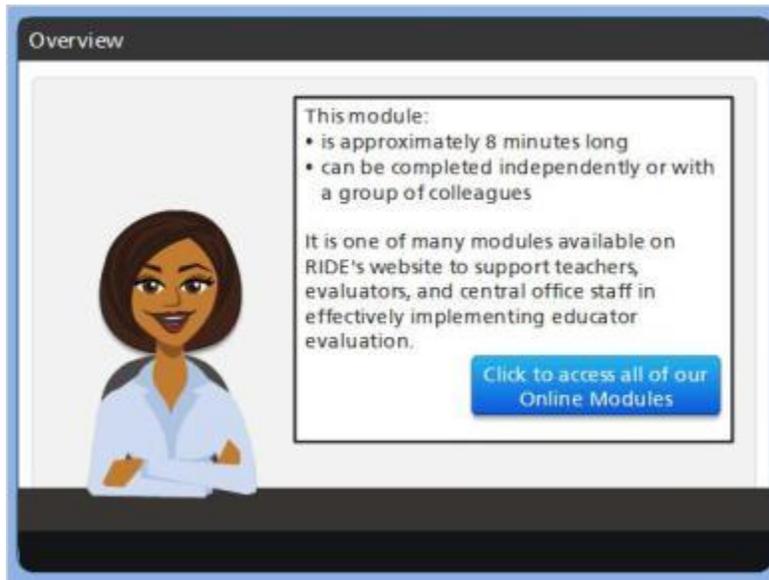
On the left-hand side, you'll see the menu, which shows you where you are in the module and allows you to quickly find any particular slide you may want to go back to. This is particularly helpful if you want to use this module as a reference later and have a specific slide you are looking for.

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

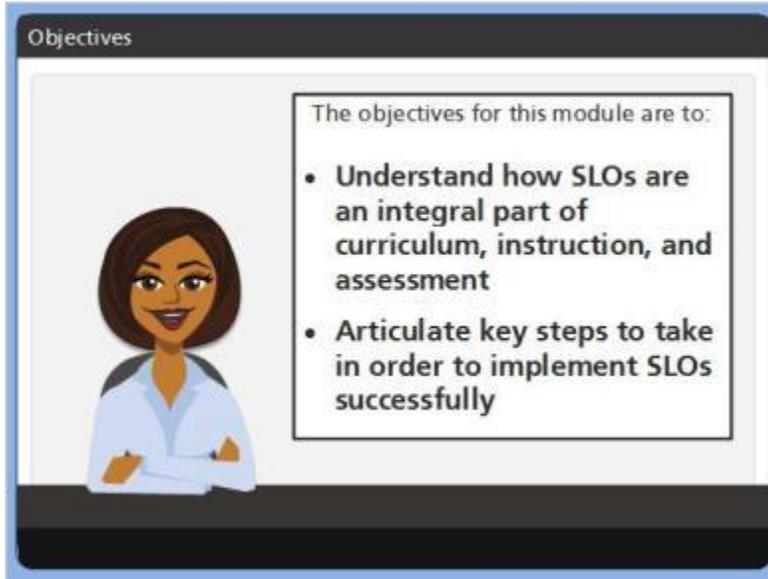


Notes:

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



Notes:

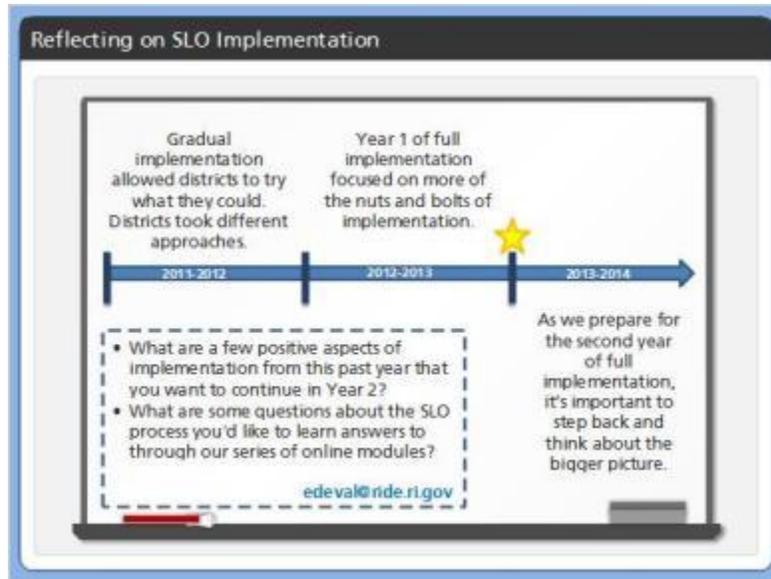
The objectives for this module are to:

- Understand how SLOs are an integral part of curriculum, instruction, and assessment
- Articulate key steps to take in order to implement SLOs successfully

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

2. Implementing SLOs in RI

2.1 Reflecting on SLO Implementation

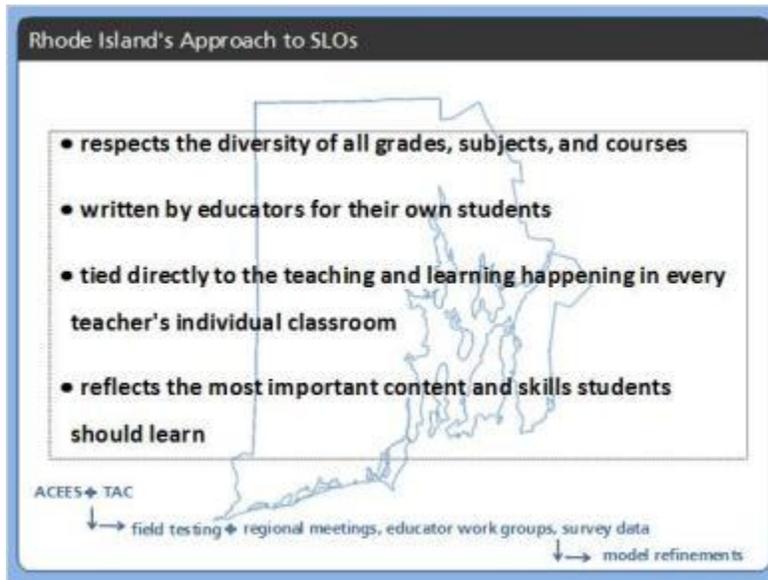


Notes:

Many education initiatives have started in RI in the past few years. Often, when we face many new challenges at once, it feels overwhelming. It's natural to focus first on the nuts and bolts of what's new and sometimes we lose track of the bigger picture - why are we doing this work? In this brief module, we will walk you through why SLOs matter - for students and educators.

Take a moment and think about a few positive aspects of implementation from this past year that you would want to continue in year 2. Also think of a few questions about the SLO process that you'd like to learn answers to through our series of online modules. If your questions are not answered, please email us at edeval@ride.ri.gov. Now, let's step back and consider the big picture of our work.

2.2 Rhode Island's Approach to SLOs



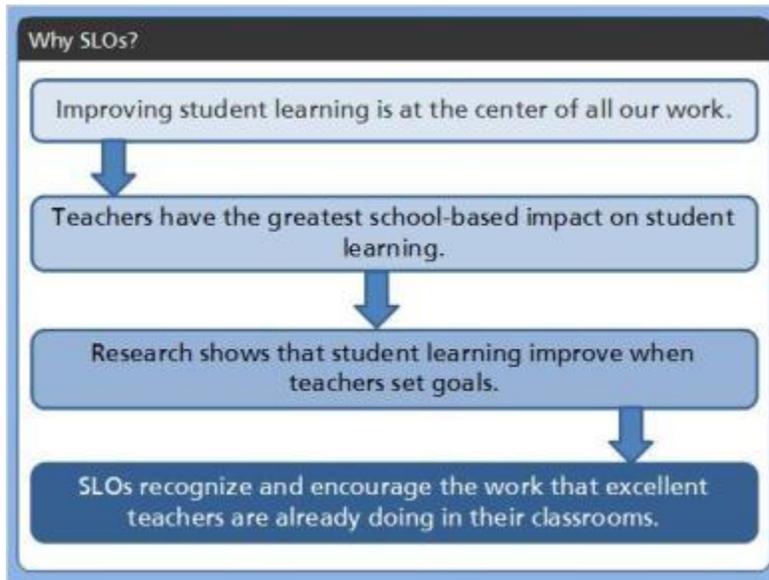
Notes:

Many other states have decided to take an approach that increases standardized state testing in all subject areas to measure student learning and evaluate educator effectiveness, but RI deliberately went in a different direction. Because we believe teachers should be involved in the evaluation process RI has implemented the Student Learning Objective process as another measure. The SLO process respects the diversity of all grades, subjects, and courses - because they are written by educators for their own students and tied directly to the teaching and learning happening in every teacher's individual classroom. Rather than adding on external assessments that aren't integrated, SLOs utilize the assessment processes educators think are best for their specific purposes.

The Student Learning components were designed by a working group of local educators. The Advisory Committee for Educator Evaluation Systems (ACEES) reviewed the content, along with the Technical Advisory Committee (TAC). RIDE field tested Student Learning Objectives in two districts and one charter. Then, model refinements were made based on regional meetings, educator work groups, and survey data.

There is no single method that can give us a clear, accurate measure of the impact of a teacher on students' learning. Classrooms are complex and dynamic environments, so it is important to ensure that multiple data sources are used to assess educator performance, and that multiple evidence sources can be used in SLOs. When SLOs reflect the most important content, assessments, and learning embedded within the curriculum, they help teachers organize information about student learning in a meaningful, personalized way.

2.3 Why SLOs?



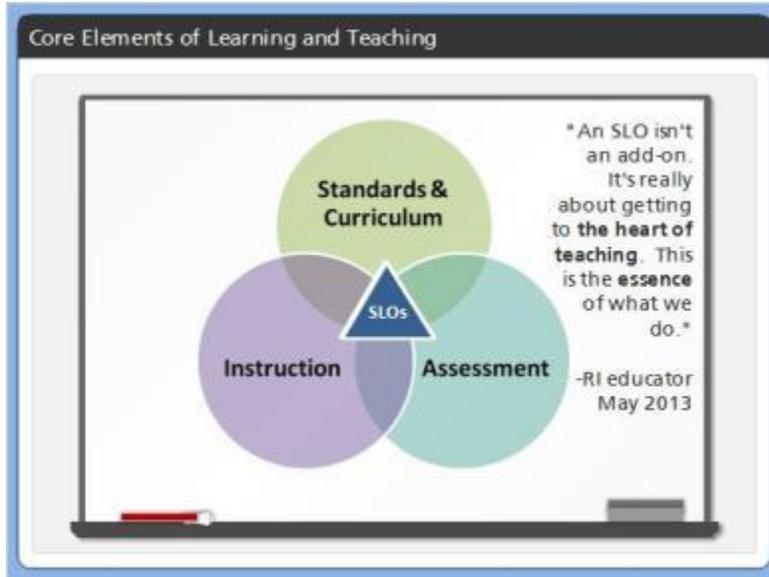
Notes:

The Student Learning Objective process is student-centered. It recognizes the impact teachers have in their classrooms, is based on research, and supports best-practices. We believe that improving student learning is the most important thing that all educators do. We know that teachers have the greatest school-based impact on students and research also shows that learning improves when teachers set clear and specific goals for their students. SLOs also support best practices that excellent teachers are already doing in their classrooms, like prioritizing the most important standards and implementing curriculum, as well as planning which assessments will give them information about how well students are learning in order to adjust their instruction and setting goals for students - for both the short term and long-term. In this way, SLOs fit naturally into the curriculum-embedded work teachers already do.

If you're interested in reading some of the research mentioned here, we've included links to a few sources under Resources, in the top right hand corner of your screen.

3. SLOs are at the Core of Teaching and Learning

3.1 Core Elements of Learning and Teaching



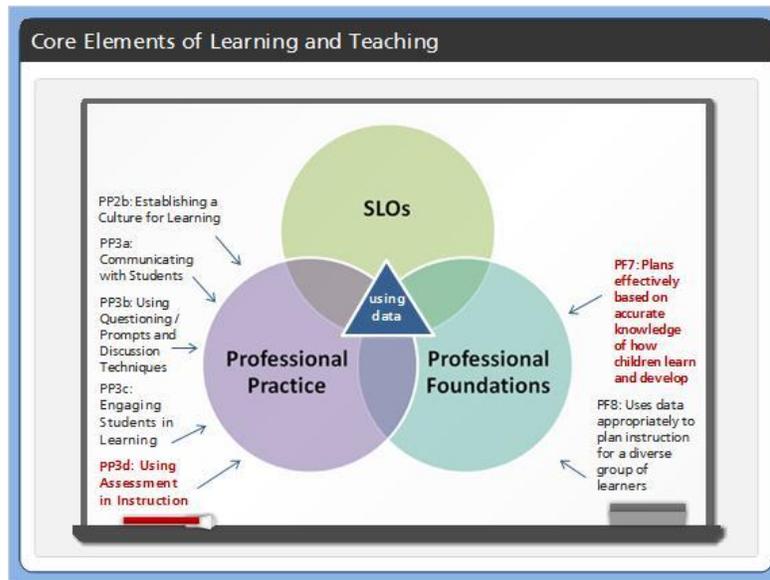
Notes:

SLOs can be a meaningful approach to measuring student learning because they enable teachers, those who know their students best, to determine the focus of their teaching and how student learning will be measured. As one RI educator said, "An SLO isn't an add-on. It's really about getting to the heart of teaching. This is the essence of what we do."

As a goal-setting process, SLOs incorporate the core elements of teaching: they are based on Standards & Curriculum, their use and results help inform Instruction, and they are monitored and measured using Assessment.

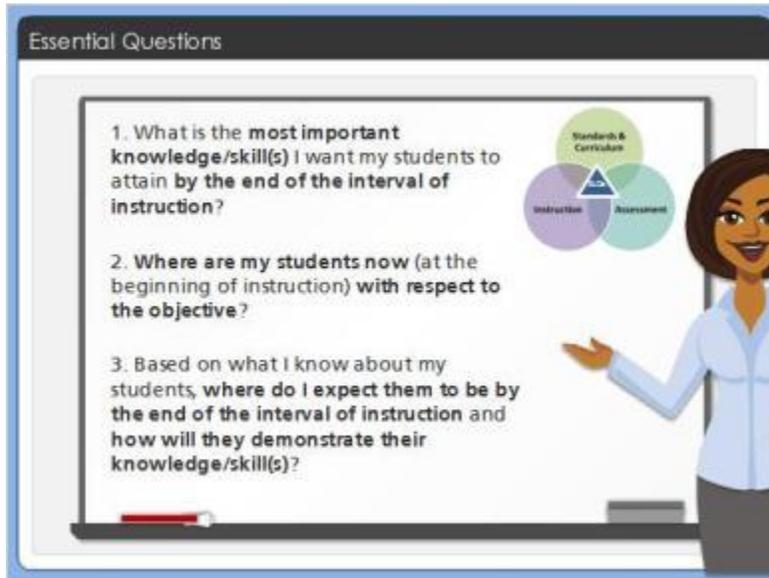
At the intersection of these core elements is strategic data use, which takes many forms in schools today. Whether it's RTI, PLPs, or SLOs, we engage in the cycle of inquiry-examining data, setting goals, and monitoring progress-to determine if our instruction is successful.

Untitled Layer 1 (Slide Layer)



Just as SLOs are connected to established best practices for data use, they are also connected to the other criteria of the educator evaluation system. The point is that these are not just tools for determining how a teacher is effective. They are part of the instructional process that *makes* a teacher effective.

3.2 Essential Questions



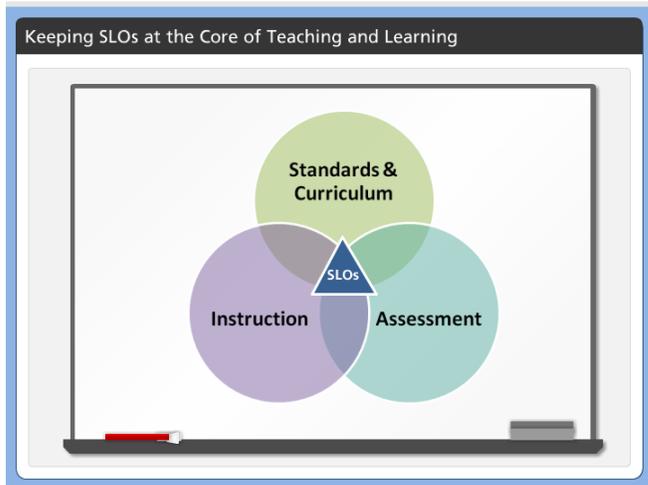
Notes:

An SLO asks educators to answer three essential questions:

1. What is 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?
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)?

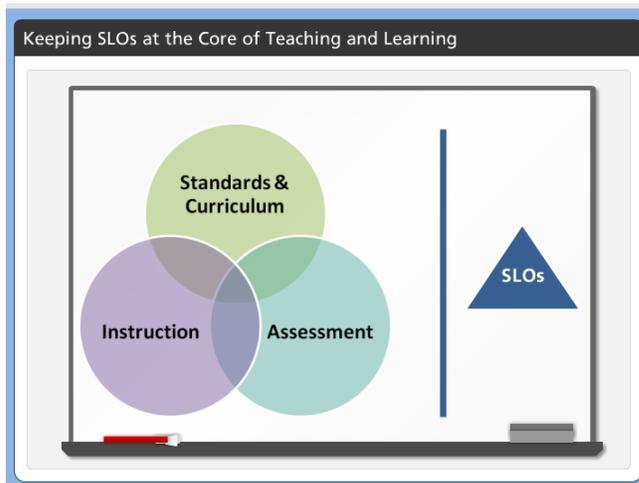
These essential questions are part of the core elements of teaching and learning and great teachers have been asking and answering these in their practice for years.

3.3 Keeping SLOs at the Core of Teaching and Learning



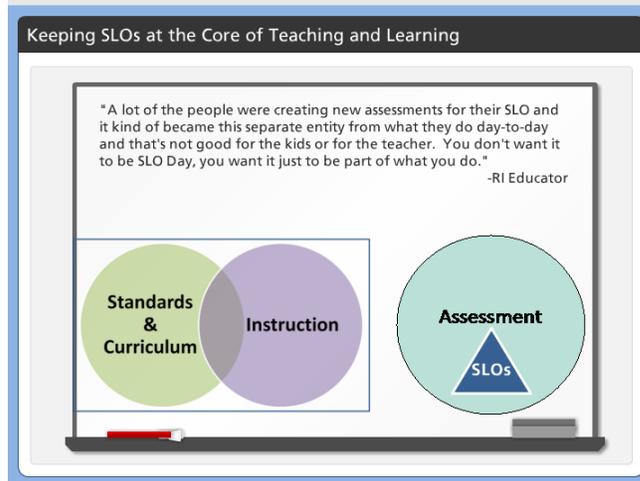
Notes:

Over the past year of full implementation, districts and schools learned which SLO practices and policies helped support the process in their local contexts and identified others that might have made it seem like a separate initiative.



Notes:

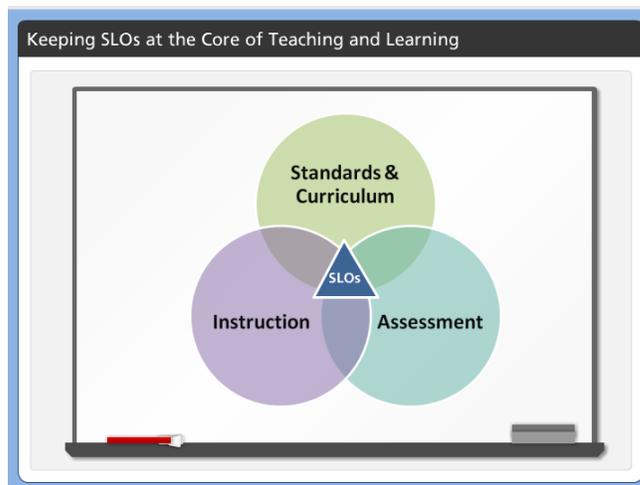
If teachers have to adopt SLOs that do not align with their standards, curriculum, or instruction then SLOs may no longer feel authentic to them and may become separate from their daily work.



Notes:

If the evidence sources are not integrated with the standards, curriculum, and instruction and are not ones that are important to the class or would not already be used but rather are added on simply for the sake of the SLO, then the SLO becomes detached from the learning and teaching of that classroom. If teachers must all utilize the same targets, rather than create ones that accurately reflect the expected outcomes for the students they teach, then there is also a disconnect.

As one RI educator said, "A lot of the people were creating new assessments for their SLO and it kind of became this separate entity from what they do day-to-day and that's not good for the kids or for the teacher. You don't want it to be SLO Day, you want it just to be part of what you do."

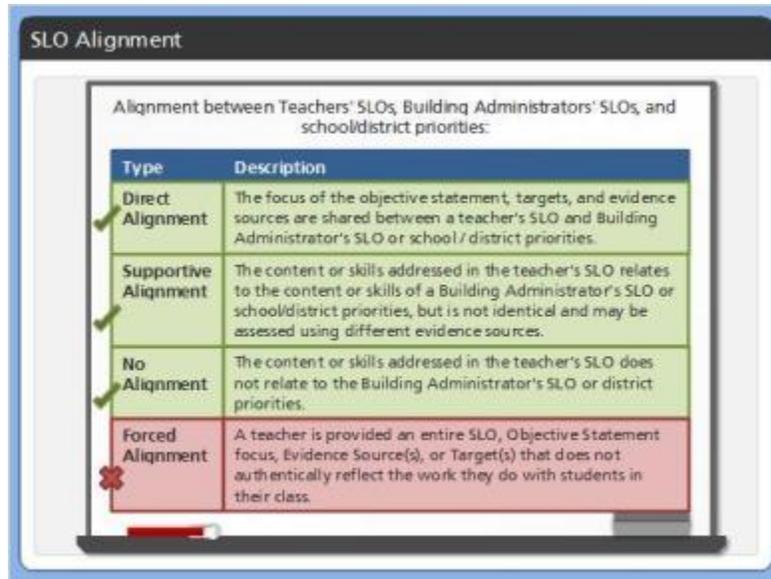


Notes:

Ultimately, many leaders told us that SLO implementation worked best for them when teachers were involved in setting their own SLOs.

4. Alignment

4.1 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:

Now, you might be thinking about how to balance that individual tailoring of SLOs with a building administrator's SLOs and goals for their school or district. Depending on a teacher's subject area or grade level - you should expect to see one of three things:

Direct alignment is when 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.

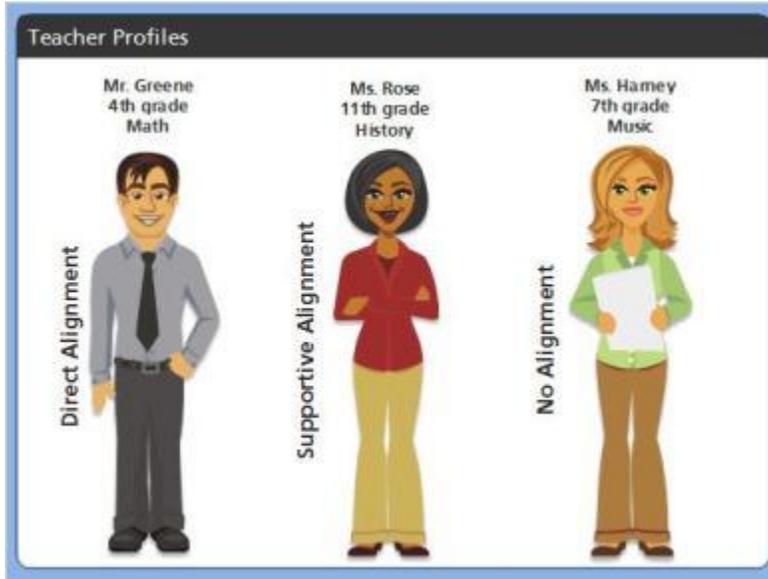
Supportive alignment is when the content or skills addressed in the teacher's SLO relates to the content or skills of a Building Administrator's SLO or school/district priorities, but is not identical and may be assessed using different evidence sources.

Finally, there may be teachers who do not have alignment with a Building Administrator's SLO or school/district priorities. This is because a teacher's SLO should authentically reflect the most important content or skills of his/her discipline and grade level. Each teacher's SLO might be appropriate to have direct, supportive, or no alignment to their building administrator's SLO or district priorities, depending on the context. Teachers and their evaluators should collaborate to ensure that each SLO fits the content of the course and skill level of the teacher's students.

We do not recommend forced alignment in which a teacher is provided an entire SLO, Objective Statement focus, Evidence Source, or Target because this does not authentically reflect the work teachers do with students in their classes. Some schools have started with this approach and found some success, but many of these schools have indicated that in the upcoming year they plan on including teachers in the SLO writing process.

Let's look at an example to make this clearer.

4.2 Teacher Profiles



Notes:

Here are three teachers we will use to illustrate the different types of alignment. Click on each teacher to see how direct, supportive, or no alignment was right for them in their context. To exit each profile, click on the red "X" in the top left-hand corner of the pop-up.

Please note that these are merely three possible examples. Each one of these teachers might have additional SLOs that fit a different type of alignment and each educator's context should drive those decisions.

Untitled Layer 1 (Slide Layer)

Teacher Profiles

<p>Mr. Greene 4th grade Math</p>  <p>Direct Alignment</p>	<p>Direct Alignment ✖</p> <p>Mr. Greene teaches 4th grade at a K-5 school. The fourth and fifth grade team met with the principal early in the school year to review trends in students' math achievement the two teams had been seeing. Collectively they agreed on a set of priority standards their students all needed for year-long, focused instruction. Each grade-level team developed a series of assessments and each teacher developed individualized targets based on the students in their class after discussing what would be appropriate for a year's interval of instruction. Mr. Greene's principal mirrored one of his SLOs after the 4th and 5th grade teams and his Evidence Sources will be the assessments the teams use.</p>	<p>Ms. Harney 7th grade Music</p> 
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Untitled Layer 2 (Slide Layer)

Teacher Profiles

<p>Mr. Greene 4th grade Math</p>  <p>Direct Alignment</p>	<p>No Alignment ✖</p> <p>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 school/district did not feel a alignment would be appropriate.</p>	<p>Ms. Harney 7th grade Music</p>  <p>No Alignment</p>
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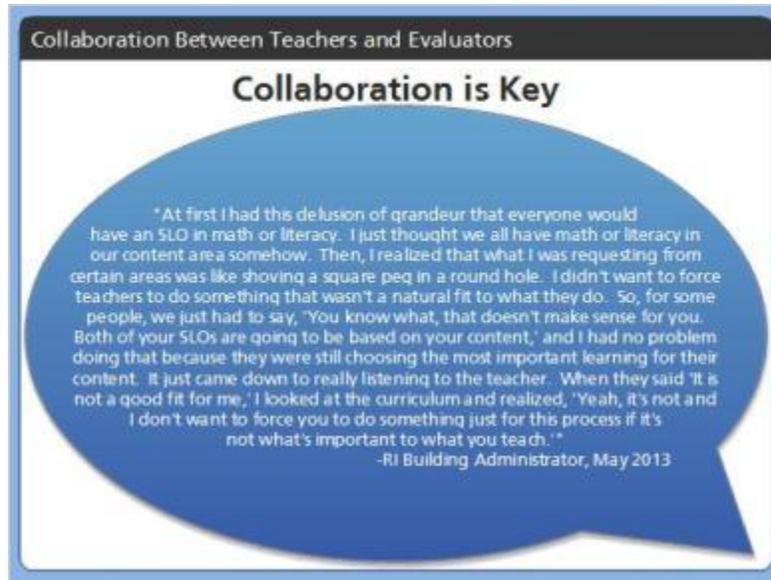
Untitled Layer 3 (Slide Layer)

Teacher Profiles

<p>Mr. Greene 4th grade Math</p> <p>Direct Alignment</p> 	<p>Ms. Rose 11th grade History</p> <p>Supportive Alignment</p> 	<p>Supportive Alignment</p> <p>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.</p>
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5. Collaboration

5.1 Collaboration Between Teachers and Evaluators

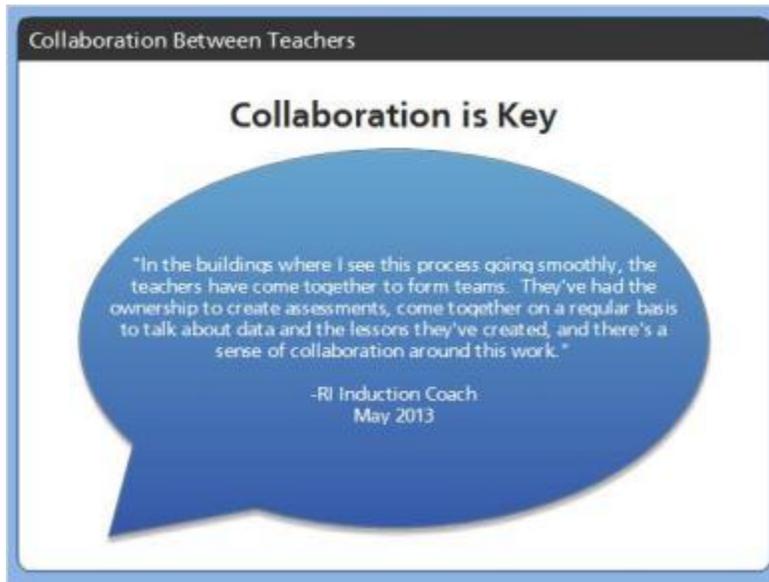


Notes:

The following is a quote from a RI Building Administrator at the end of his school's first year of full implementation as he candidly reflected on his experience collaborating with teachers around the process of writing SLOs.

"At first I had this delusion of grandeur that everyone would have an SLO in math or literacy. I just thought we all have math or literacy in our content area somehow. Then, I realized that what I was requesting from certain areas was like shoving a square peg in a round hole. I didn't want to force teachers to do something that wasn't a natural fit to what they do. So, for some people, we just had to say, 'You know what, that doesn't make sense for you. Both of your SLOs are going to be based on your content,' and I had no problem doing that because they were still choosing the most important learning for their content. It just came down to really listening to the teacher. When they said 'It is not a good fit for me,' I looked at the curriculum and realized, 'Yeah, it's not and I don't want to force you to do something just for this process if it's not what's important to what you teach.'"

5.2 Collaboration Between Teachers



Notes:

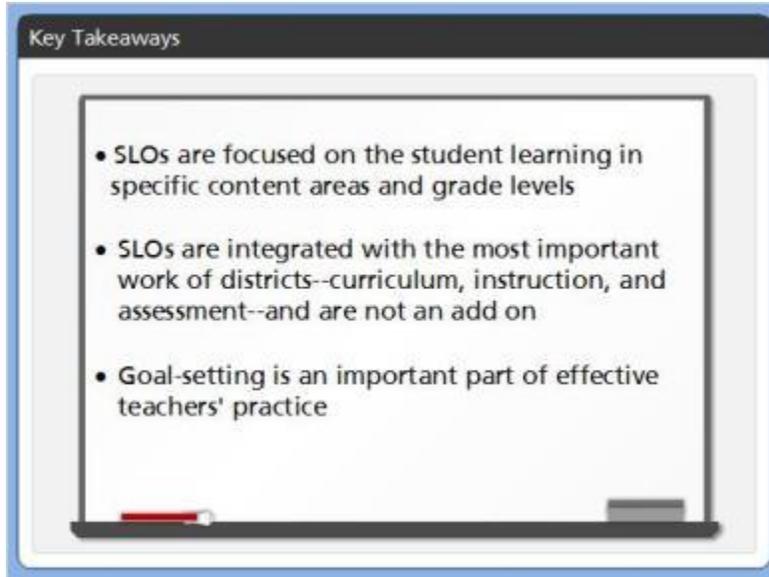
The previous examples with the three teacher profiles and the last slide's quote demonstrate ways that the SLO process encourages collaboration - between teacher and evaluator. Just as importantly, SLOs foster a collaborative approach to goal setting for grade levels and departments.

As a RI Induction Coach said, "In the buildings where I see this process going smoothly, the teachers have come together to form teams. They've had the ownership to create assessments, come together on a regular basis to talk about data and the lessons they've created, and there's a sense of collaboration around this work."

When teachers work together to plan for student success, they ensure that every minute of instruction is moving students toward a common vision of high levels of student academic growth through effective instruction. Often, SLOs can be written almost entirely through collaboration, with individual teachers adjusting targets based on their own groups of students.

6. Closing and Resources

6.1 Key Takeaways

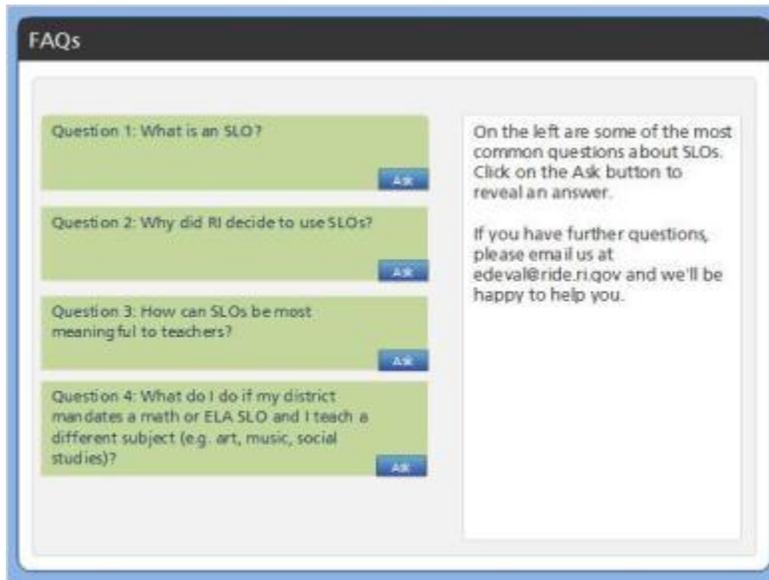


Notes:

The three key takeaways from this module are:

- SLOs are focused on the student learning in specific content areas and grade levels
 - SLOs are integrated with the most important work of districts--curriculum, instruction, and assessment--and are not an add on
- and
- Goal-setting is an important part of effective teachers' practice

6.2 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)

The screenshot shows a slide titled "FAQs" with a dark header. On the left, there are four green question boxes, each with a blue "Ask" button. The questions are: "Question 1: What is an SLO?", "Question 2: Why did RI decide to use SLOs?", "Question 3: How can SLOs be most meaningful to teachers?", and "Question 4: What do I do if my district mandates a math or ELA SLO and I teach a different subject (e.g. art, music, social studies)?". On the right, a white answer box titled "What is an SLO?" with a close button (X) contains the following text: "Student Learning Objectives (SLOs) are long-term, measurable academic goals that educators set for their students. They should focus on priority content, be measured by appropriate sources of evidence, and include specific targets for student mastery or progress. They are used as a measure of student learning by all educators participating in the Educator Evaluation System."

question 2 (Slide Layer)

The screenshot shows a slide titled "FAQs" with a dark header. On the left, there are four green question boxes, each with a blue "Ask" button. The questions are: "Question 1: What is an SLO?", "Question 2: Why did RI decide to use SLOs?", "Question 3: How can SLOs be most meaningful to teachers?", and "Question 4: What do I do if my district mandates a math or ELA SLO and I teach a different subject (e.g. art, music, social studies)?". On the right, a white answer box titled "Why did RI decide to use SLOs?" with a close button (X) contains the following text: "Best practice in evaluation is to use multiple measures, therefore to best measure student learning multiple measures were needed. Rather than develop standardized tests in every subject area, as some states are doing, RI chose to use both state assessments and student learning objectives. SLOs were chosen because they allow those closest to instruction and thus those who are best able to identify students' needs to design and measure student learning."

question 3 (Slide Layer)

FAQs

Question 1: What is an SLO? Ask

Question 2: Why did RI decide to use SLOs? Ask

Question 3: How can SLOs be most meaningful to teachers? Ask

Question 4: What do I do if my district mandates a math or ELA SLO and I teach a different subject (e.g. art, music, social studies)? Ask

How can SLOs be most meaningful to teachers? X

SLOs are most meaningful when teachers play an active role in creating the SLO based upon the actual needs of their students given their current levels of understanding and skills and what they need to attain in the interval of instruction. For SLOs to be most meaningful to teachers collaboration and support are required to ensure the SLO reflects instruction and the results can be used for reflection and to guide future instruction.

question 4 (Slide Layer)

FAQs

Question 1: What is an SLO? Ask

Question 2: Why did RI decide to use SLOs? Ask

Question 3: How can SLOs be most meaningful to teachers? Ask

Question 4: What do I do if my district mandates a math or ELA SLO and I teach a different subject (e.g. art, music, social studies)? Ask

What do I do if my district mandates a math or ELA SLO and I teach a different subject (e.g. art, music, social studies, etc)? X

We encourage educators to have direct conversations with their evaluators about their SLOs to ensure they are authentic and meaningful to their teaching. There may be a reason behind a district decision to take this approach. Talking to your evaluator may help you understand this better.

6.3 Resources

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!

Sticky notes include: Professional Practice & Foundations, Student Learning & Outcome Objectives, Guidebooks, Addendums, and Forms, EPSS, Assessment and Data Use, and 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.

FAQs & Email the Ed Eval Team (Slide Layer)

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. Deep
5. The
6. Spec
7. Buil
8. Supp
9. RI Growth Model

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

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

Sticky notes include: Professional Practice & Foundations, Student Learning & Outcome Objectives, EPSS, Assessment and Data Use, and FAQs & Email the Ed Eval Team.

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. Understanding
2. Writing
3. Using
Set S
4. Deep
5. The
6. Spec
7. Build
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 & Outcome Objectives
EPSS
Assessment and Data Use
FAQs & Email the Ed Eval Team

Student Learning and Outcome Objectives (Slide Layer)

Resources

Click on the sticky notes to find available resources →

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

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

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

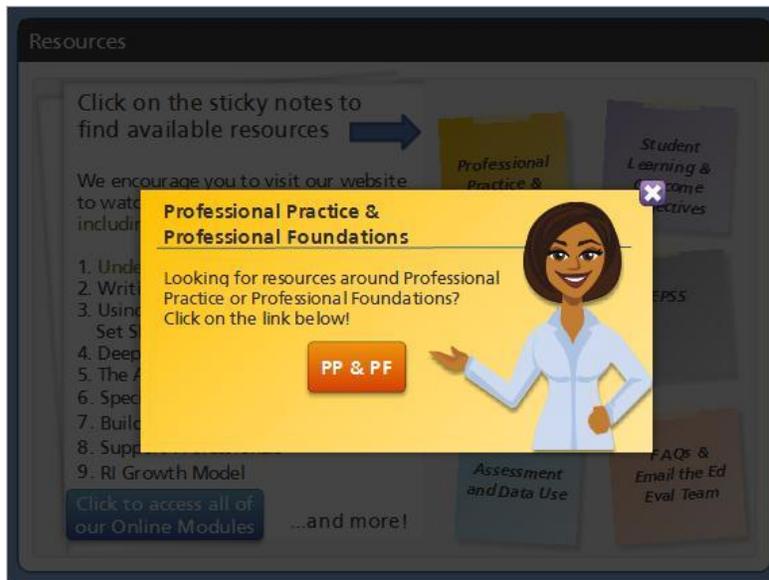
Student Learning Objectives & Student Outcome Objectives

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.

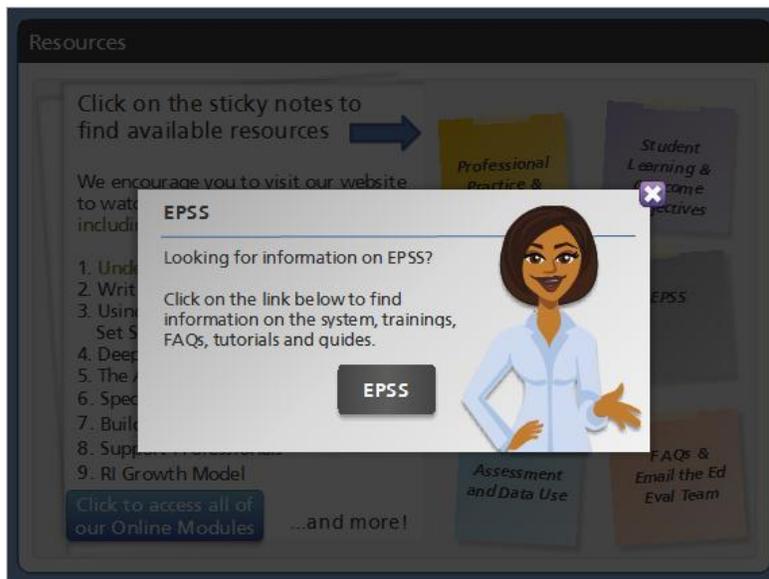
SLOs and SOOs

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

Professional Practice & Professional Foundations (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 background is a dark grey area with the word "Resources" at the top left. It contains several sticky notes and text elements:

- Text: "Click on the sticky notes to find available resources" with a blue arrow pointing right.
- Text: "We encourage you to visit our website to watch videos including..."
- Text: "Click to access all of our Online Modules ...and more!"
- Sticky notes: "Professional Practice & Performance", "Student Learning & Outcomes", "EPSS", "Assessment and Data Use", "FAQs & Email the Ed Eval Team".

The slide layer is a light pink rectangle with a close button (X) in the top right corner. It contains:

- Title: "Guidebooks, Addenda, and Forms"
- Text: "Click on the button below to access guidebooks, addenda, and forms related to the Evaluation and Support System."
- Image: A cartoon illustration of a woman with dark hair, wearing a white lab coat, with her arms crossed.
- Button: A red button with white text that says "Guidebooks, Addenda, and Forms".