



Using Baseline Data and Information to Set SLO Targets

1. Introduction

1.1 Welcome



Notes:

Hello and welcome to RIDE's online module for Student Learning Objectives: Using Baseline Data and Information to Set SLO Targets.

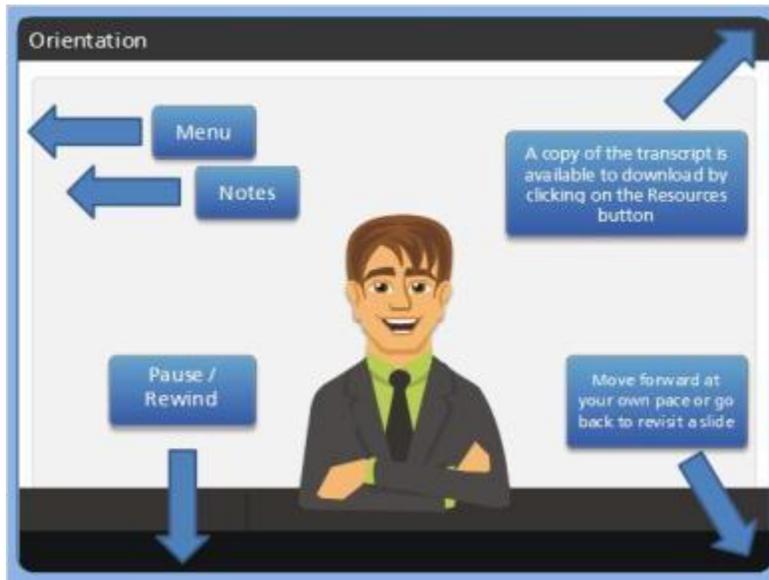
You will need:

- 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.

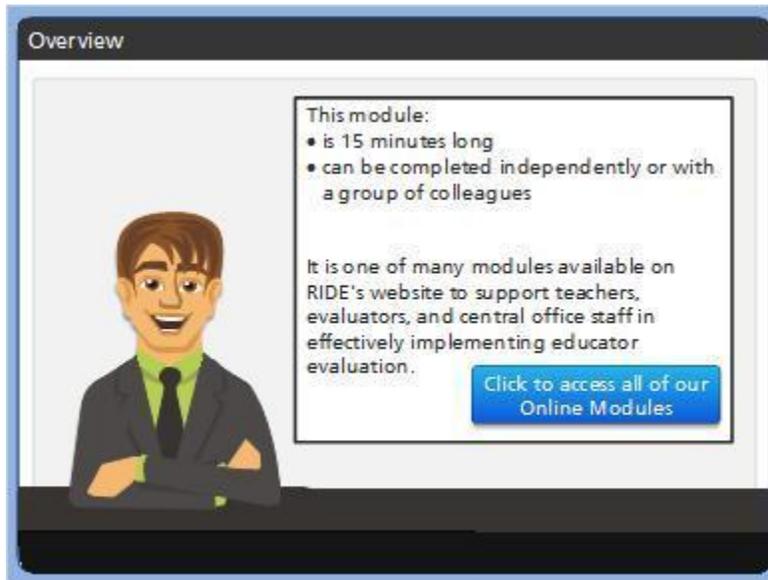
On the left-hand side, you'll see the menu, which shows you where you are in the module and allows you to quickly find any particular slide you may want to go back to. This is particularly helpful if you want to use this module as a reference later and have a specific slide you are looking for.

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

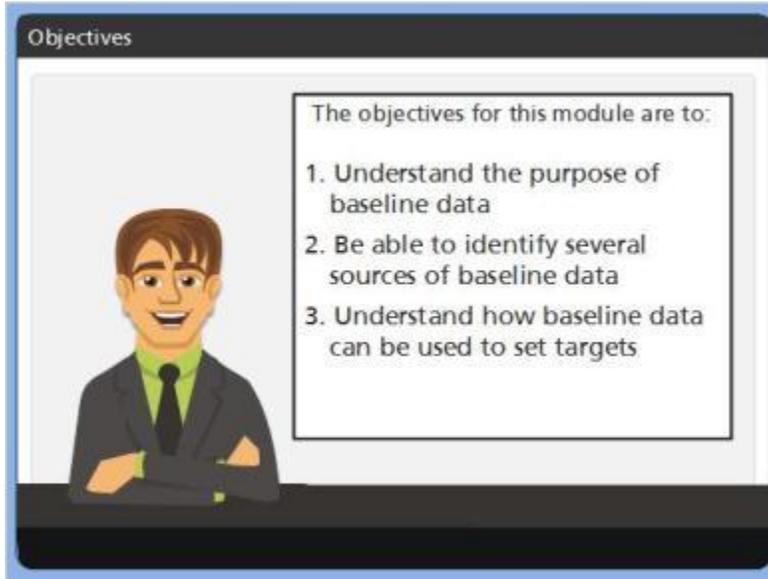


Notes:

This module is 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.

1.4 Objectives



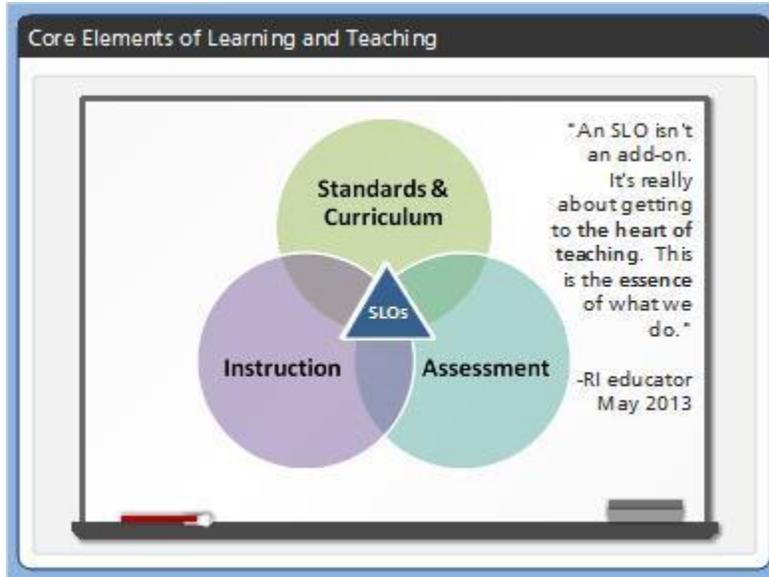
Notes:

The objectives for this module are to:

1. Understand the purpose of baseline data
2. Be able to identify several sources of baseline data
3. Understand how baseline data can be used to set targets

2. SLOs are at the Core of Teaching and Learning

2.1 Core Elements of Learning and Teaching



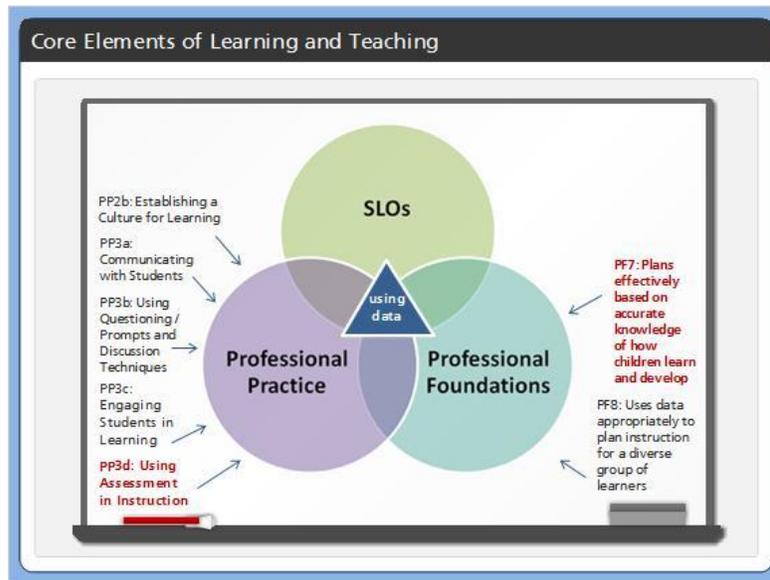
Notes:

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.

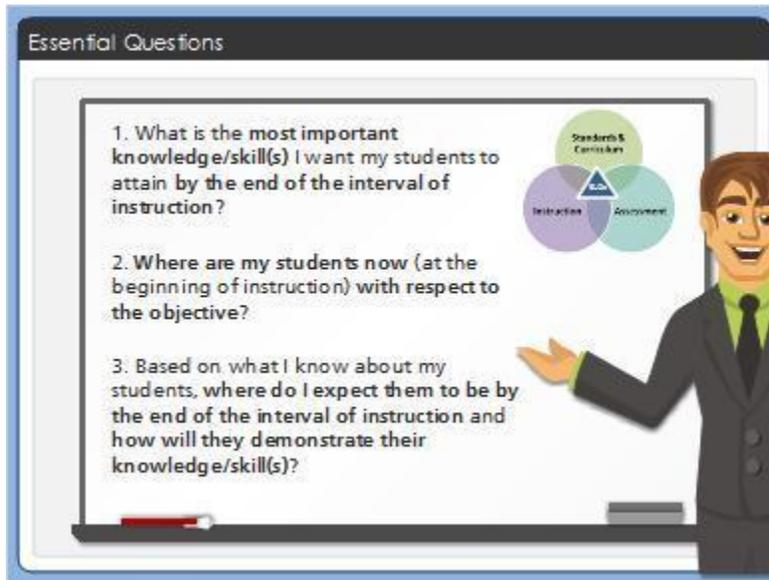
Untitled Layer 1 (Slide Layer)



Notes:

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.

2.2 Essential Questions



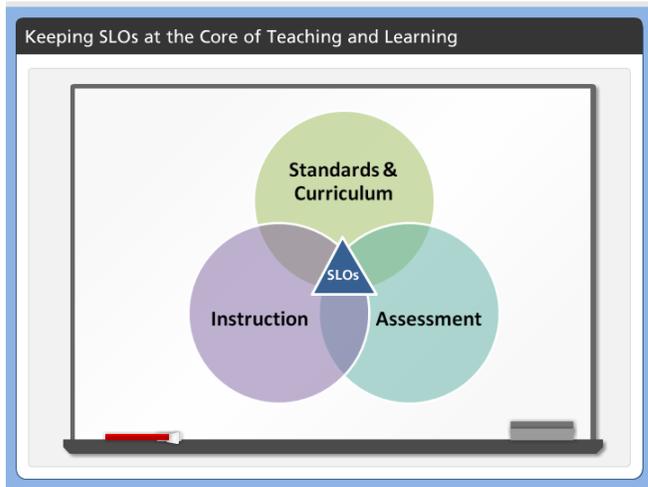
Notes:

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)?

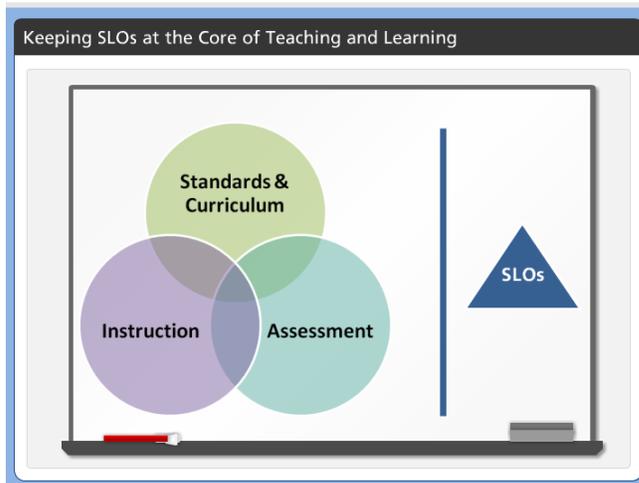
These essential questions are part of the core elements of teaching and learning and great teachers have been asking and answering these in their practice for years.

2.3 Keeping SLOs at the Core of Teaching and Learning



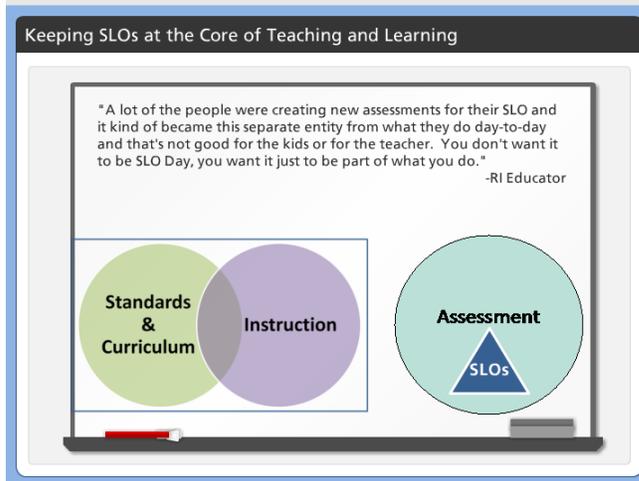
Notes:

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:

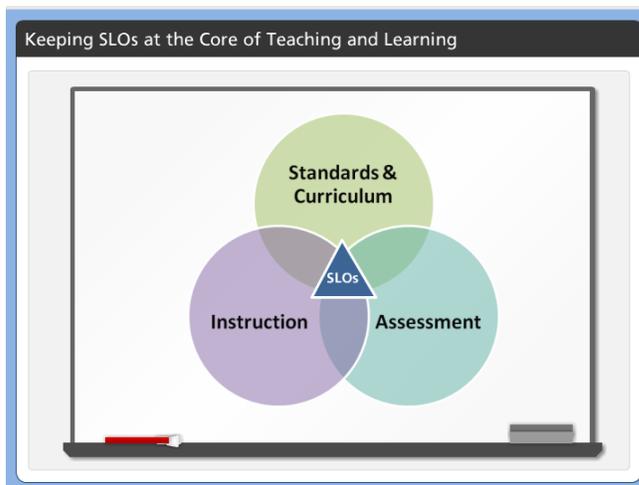
If teachers have to adopt SLOs that do not align with their standards, curriculum, or instruction then SLOs may no longer feel authentic to them and may become separate from their daily work.



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.

2.4 Requests for Support

Requests for Support

Which aspect of writing an SLO were most challenging for teachers?

2nd Determining the Baseline, including gathering and interpreting data

What was a primary reason for revising SLOs at the beginning of the year before they were approved?

2nd Baseline Data

The Assessment Toolkit

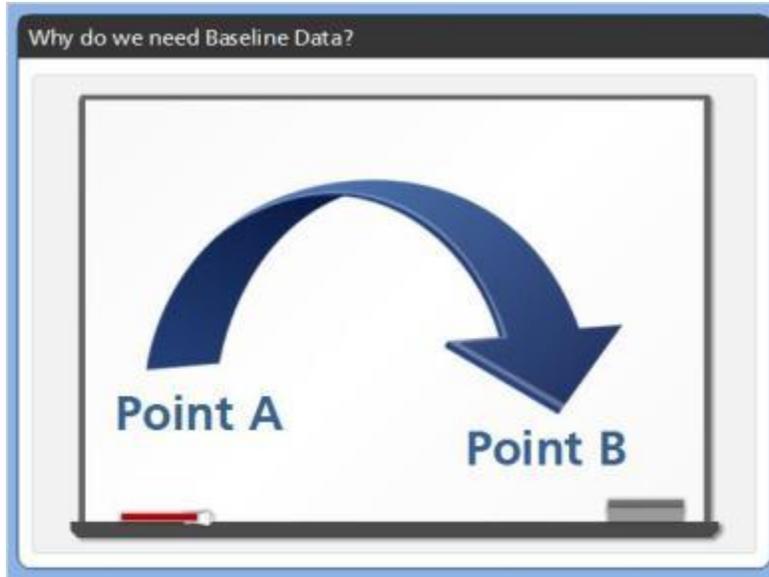
Notes:

In our 2013 winter survey to educators, teachers reported that determining the Baseline, including gathering and interpreting data was the second most challenging part of writing an SLO. The Baseline Data was also the second most primary reason for why an SLO was sent back by an evaluator for revision prior to being approved.

In response to these and other requests for more support around assessment, the Assessment Toolkit was developed by RIDE in collaboration with The National Center for the Improvement of Educational Assessment. The second tool in the toolbox is about Using Baseline Data. This module will address many of the ideas in the tool, but we encourage you to watch the other online modules around assessment and to visit our website to access the Assessment Toolkit. Links to all of these resources are available on the last page of this module.

3. Data and Information

3.1 Why do we need Baseline Data?



Notes:

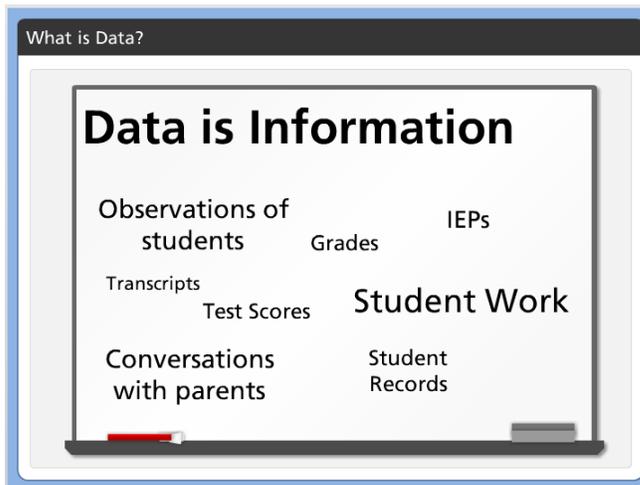
At its core, SLOs are little more than a goal-setting process. And we know, based on numerous studies, that there is correlation between writing goals down and actually achieving them. But whether you're trying to lose weight, improve fuel efficiency, or increase student learning, you have to know where you are now in order to set a goal for where you want to get. In order to set a rigorous but realistic goal, you have to have at least a basic idea of where you are starting. That is baseline data.

3.2 What is Data?



Notes:

The word "data" can sometimes be intimidating or off-putting to teachers who aren't accustomed to analyzing spreadsheets and who think of their students as much more than numbers.



Notes:

But the truth is, data is just information. And teachers review and use *information* about their students all of the time.

An obvious example are grades, transcripts, and test scores. These might be part of a student's record, which you can access before they even enter your classroom to learn about the student's previous academic performance. Other information, such as a student's IEP, comments from former teachers, and conversations with parents, can help you get acquainted with them at the beginning of the year. And, of course, you collect a great deal of observational data once you begin teaching and interacting with your students.

3.3 Data represents students

Data represents students



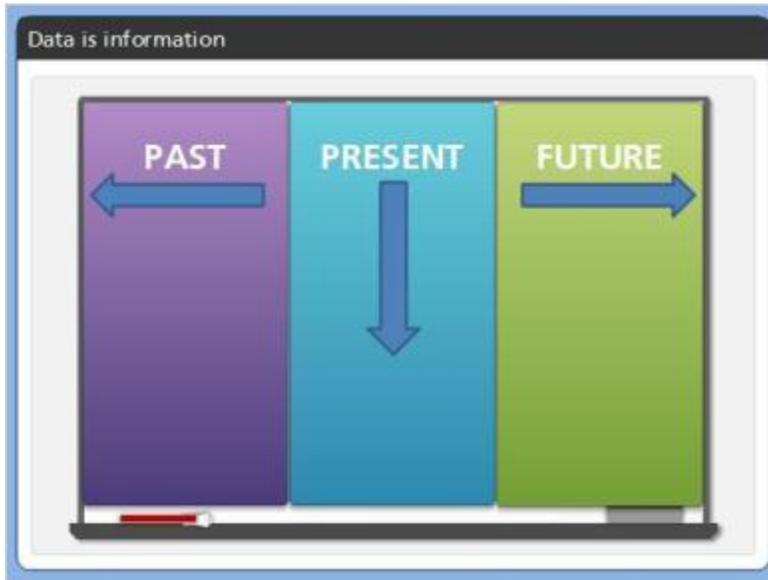
Putting faces on the data reminds us "that the numbers represent real children and young people striving to make the most of themselves as they prepare for an uncertain future."

-Forward from Sir Michael Barber in "Putting Faces on the Data" (2012)

Notes:

Data provide a way to confirm what students are learning and the extent to which they are making progress towards goals and targets. As Sir Michael Barber says, putting faces on the data reminds us "that the numbers represent real children and young people striving to make the most of themselves as they prepare for an uncertain future."

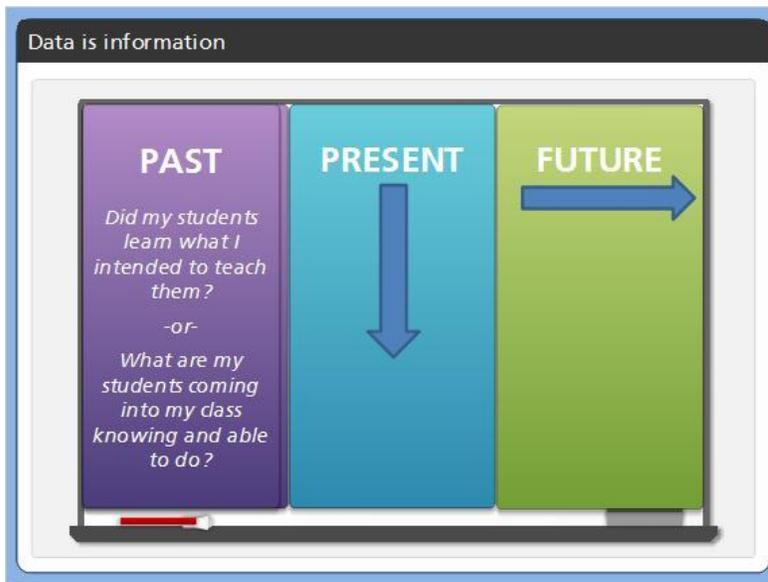
3.4 Data is information



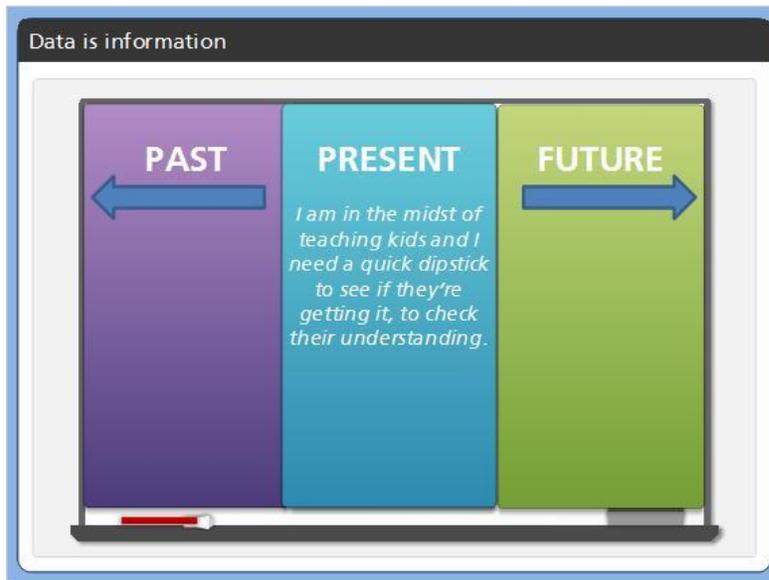
Notes:

Data in all its forms can help educators consider the past, present and future. Hover your mouse over the three areas on the screen to see how data supports educators.

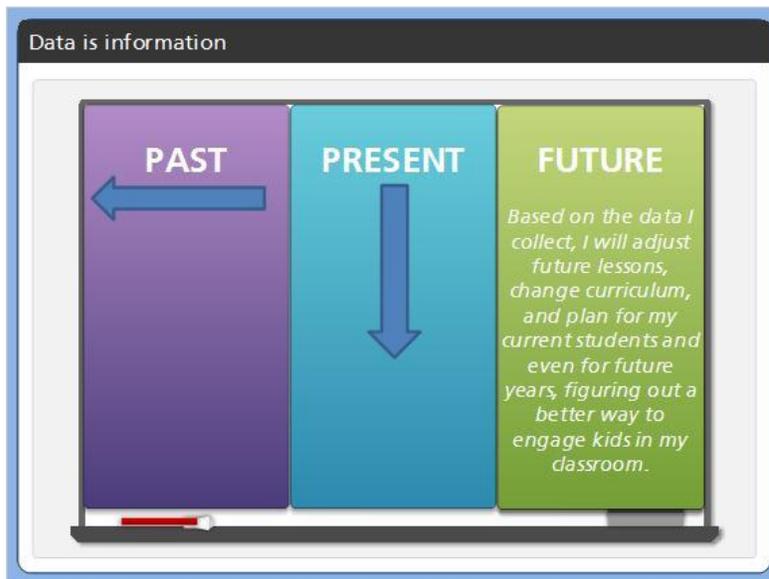
Past (Slide Layer)



Present (Slide Layer)



Future (Slide Layer)



3.5 Data can be Quantitative or Qualitative

Data can be Quantitative or Qualitative		
QUANTITATIVE		QUALITATIVE
expresses quantities, usually consists of numbers, can be measured		expresses qualities, usually consists of descriptions, can be observed
<ul style="list-style-type: none">• State assessment results• Report card grades• Attendance• Scores on formative or summative assessments• Individual Education Plans		<ul style="list-style-type: none">• Report card comments• Observations of student behavior, work habits, interactions with other students and teachers, etc.• Individual Education Plans
Formative Assessments	Interim Assessments	Summative Assessments
<ul style="list-style-type: none">• observations• running records• exit slips• classwork	<ul style="list-style-type: none">• quarterly writing prompts• fall/winter/spring benchmarks	<ul style="list-style-type: none">• performance tasks• portfolios (writing, art, etc.)• end-of-unit test• research paper• lab report

Notes:

Many assessments can yield both quantitative and qualitative data. Neither form is superior; rather, each type can provide teachers with different information.

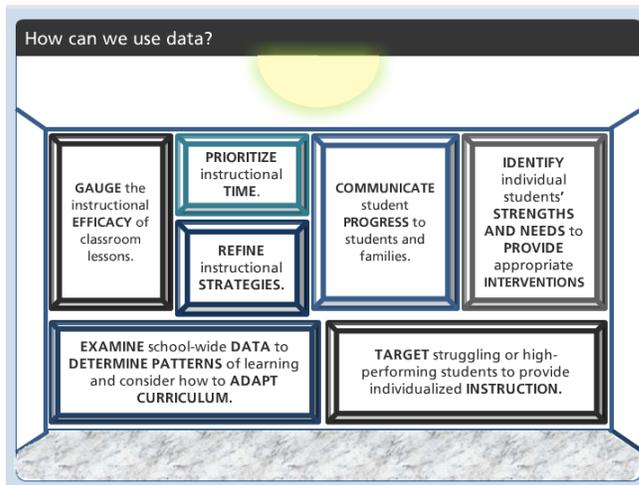
Common types of evidence teachers can use to collect quantitative and qualitative data can be seen on the bottom half of the screen, though this is not an exhaustive list. All of these examples are evidence sources that can give teachers valuable information.

3.6 How can we use data?



Notes:

Access to current and varied student learning data has been described as “teaching with the lights on” because educators do not have to guess what students know or hope that their instruction is having the desired effect.

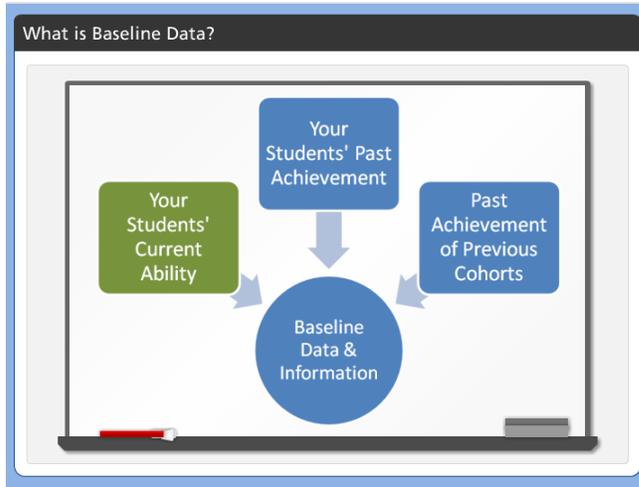


Notes:

This information is a great resource for educators because it can be used to prioritize instructional time, identify students' strengths and needs, target struggling or high-performing students for individualized instruction, and gauge the effectiveness of lessons. At the school level, data can be examined to determine what revisions are needed to curriculum or assessments.

4. Baseline Data and Targets

4.1 What is Baseline Data?



Notes:

Because much of this data collection and use is already happening in schools, many educators will not need to create new sources for baseline data.

Baseline Data and Information might come from a variety of sources including tasks that show students' current ability, students' past achievement in related situations, and even from the past achievement of previous cohorts. Oftentimes teachers utilize multiple sources of information to get an accurate and full picture of what students know and can do. We encourage teachers to start on the left side of this graphic and work their way to the right when identifying sources of baseline data and information since information on the actual students in a teacher's own class at the beginning of instruction is going to give the most clear indication of their preparedness for success in that class. Teachers do not need to have data or information from all three of these sources in order to set Targets for their SLO and in some cases, past information might not be available. In almost any situation though, teachers can and should assess their students' current ability.

Click on the three types of baseline data to see a few examples of each.

Your Students' Current Ability (Slide Layer)

What is Baseline Data?

Your Students' Current Ability

In some cases, a pre-test might be appropriate. An 8th grade ELA teacher might give a writing prompt the first week of school and score it on the rubric he will be using to score the evidence used in his SLO. This would provide a baseline score for each student, prior to instruction.

A teacher might ask students to complete an assignment that measures *related* content and skills at the beginning of the interval of instruction, before much instruction has occurred. This type of assignment isn't exactly a pre-test, because it need not closely resemble the post-test in terms of content or format. However, it can serve as an indicator of students' readiness to access the course content. For example, a 6th grade math teacher might ask students to complete an assignment that is based on 5th grade standards, in order to approximate their readiness for 6th grade content. Or an art teacher might ask students to complete a still life sketch in order to observe their control of the pencil, sense of proportion, use of color, and ability to reflect on their work.

Your Students' Past Achievement (Slide Layer)

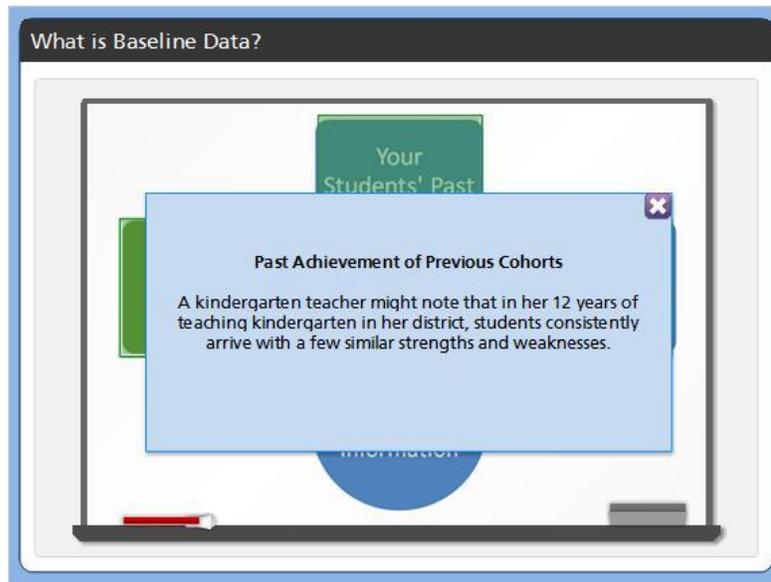
What is Baseline Data?

Your Students' Past Achievement

A Chemistry teacher might review students' grades from Biology to get a sense for their success in a pre-requisite course.

Or, a Spanish II teacher might create tiers of targets based on students' performance on the end-of-course exam in Spanish I.

Past Achievement of Previous Cohorts (Slide Layer)



4.2 Two-Person Scenario

A word on pre-tests

Teachers in my district used pre-test/post-test model last year for their SLOs. Is that wrong?

High-quality pre-tests can be difficult for educators to design and administer themselves:

- most appropriate for linear content
- forms and administration should be comparable
- pre-test scores can be deflated
- post-test scores can be inflated

Click here to see best practices and recommendations for creating high-quality pre and post-tests

Notes:

Pre-tests are one potential source of Baseline Data. A true pre-test measures the same knowledge and skills that will be measured on the post-test, is in the same form, of the same length, given under the same conditions, etc. For a variety of reasons, high-quality pre-tests can be difficult for educators to design and administer themselves. For example:

- If the assessment is not based on knowledge or skills that progress in a linear manner, such as reading fluency, pre-tests may not be appropriate
- In order to be able to truly compare a pre and post-tests, they must be comparable in terms of difficulty, length, and manner in which they were administered.
- If aware that a pre-test “doesn’t count” students may consciously or unconsciously underperform, thus deflating pre-test scores.
- If the post-test too closely resembles the pre-test, scores may be inflated due simply to familiarity and exposure.

These difficulties, as well as others, threaten the validity of the test results. Therefore, it is important to use pre-tests and post-tests only when appropriate, such as if an educator has set an SLO on content or skills that progress in a linear manner. This year, some teachers voiced that a pre-test in their context felt meaningless because it merely showed that students did not know the content or that their skills were very low. Then, on the final Evidence Source, students performed well, appearing to show dramatic growth. If an assessment does not give an educator helpful information to guide their instruction, like the pre-test in this case, or the pre-test/post-test model is artificial in a teacher's context, then they should consider collecting baseline data and information in different ways, as described in this module. If a pre-test/post-test model *does* seem like a good fit for you, click on the black box at the bottom to see some best practices and recommendations for creating high-quality pre and post-tests.

Best practices and recommendations for creating high-quality pre- and post-tests (Slide Layer)

A word on pre-tests

Teachers in my district used pre-test/post-test model last year for their...

Best practices and recommendations for creating high-quality pre and post-tests:

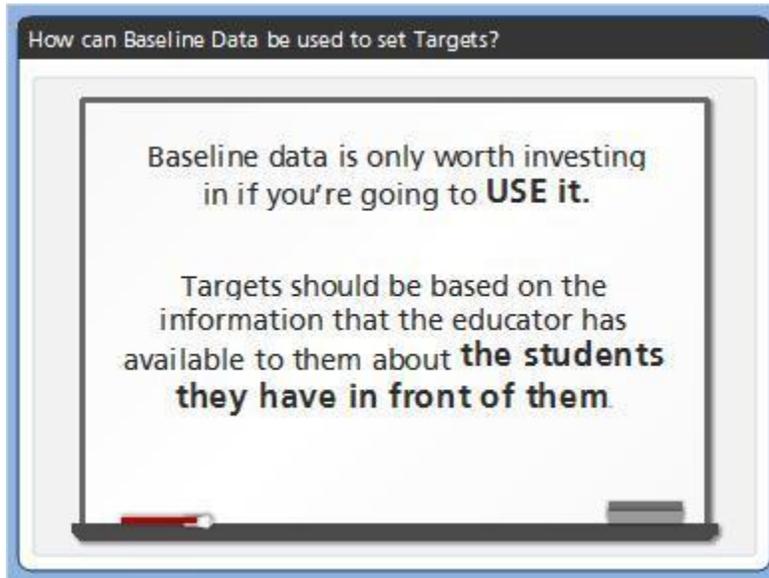
- Create both pre and post-tests at the same time, before or at the beginning of the interval of instruction.
- Use the same instructions and testing conditions for both test administrations.
- Ensure both forms have approximately the same number of items, representing the same standards and Depth of Knowledge levels.
- If writing original items, use a "cloning process," which involves creating an item and then creating a duplicate with similar numbers, comparable texts, etc.
- Collaborate with another educator, or have another educator review the test forms.

High education

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Click here to see best practices and recommendations for creating high-quality pre and post-tests

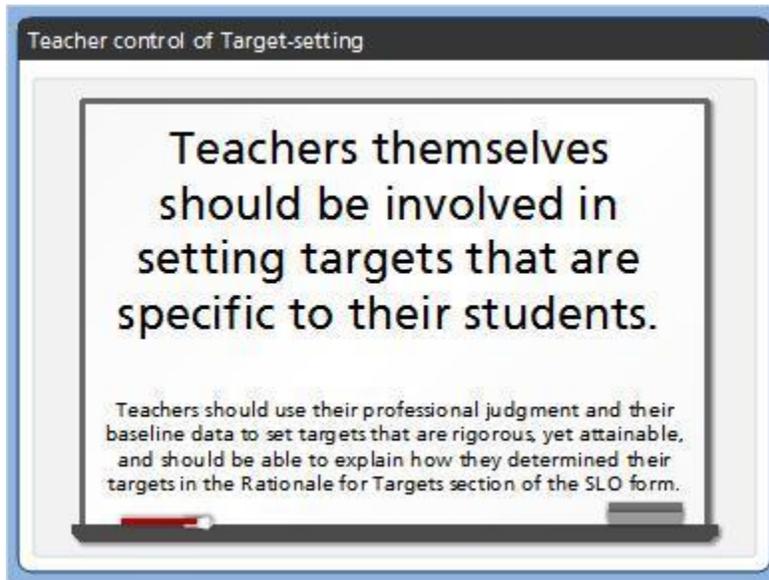
4.3 How can Baseline Data be used to set Targets?



Notes:

Of course, like kitchen gadgets and home exercise equipment, baseline data is only worth investing in if you're going to USE it. If you are going to take the time to review historical data, or ask students to take a pre-test or complete an indicator assignment, you should certainly USE that information to inform instruction, targets for individual student learning, and your SLOs. In the Rhode Island model, the educator themselves, along with their evaluators, set targets for student learning. But it should be based on the information that the educator has available to them about the students they have in front of them.

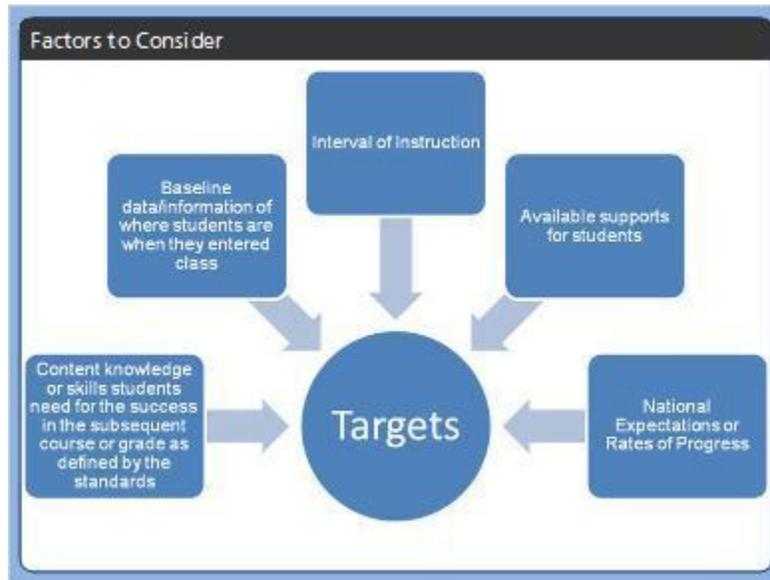
4.4 Teacher control of Target-setting



Notes:

This is an important point that bears repeating. While districts might provide direction to educators about the focus of the SLO, or about the evidence that should be used, the teachers themselves should be involved in setting targets that are specific to their students. Even when teams of teachers collaborate to write grade-level team or department-wide SLOs, the targets should be tailored to the students in each educators' class. Consistency is important, but so is appropriateness. That said, teachers should use their professional judgment and their baseline data to set targets that are rigorous, yet attainable, and should be able to explain how they determined their targets in the Rationale for Targets section of the form.

4.5 Factors to Consider

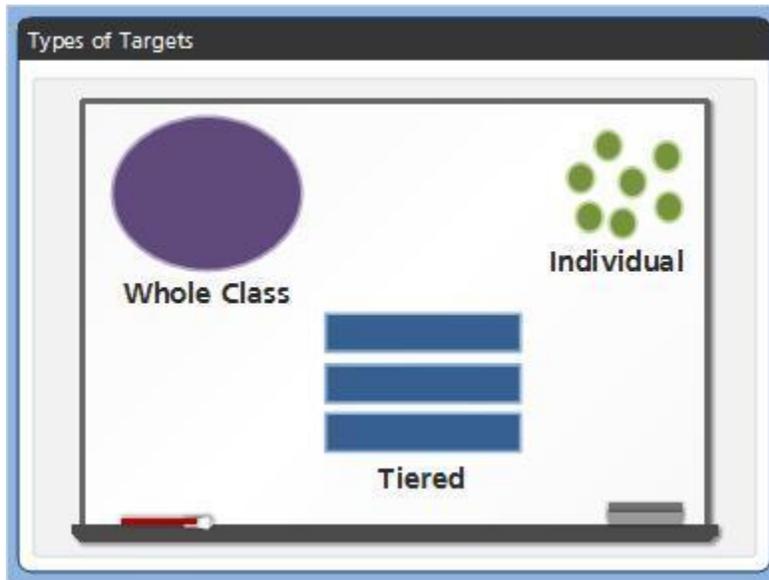


Notes:

As this graphic illustrates, baseline data is one of several pieces of information upon which educators may set their targets. They should also be considering the content itself, the interval of instruction, the supports available to students, and national expectations or rates of progress, when available/applicable.

Educators work to close critical gaps in student achievement when they have high expectations for their students. When setting rigorous SLO targets, educators should factor in the supports available to students, like seeing a reading specialist, or having a co-teacher for special education students, that help students achieve and narrow gaps.

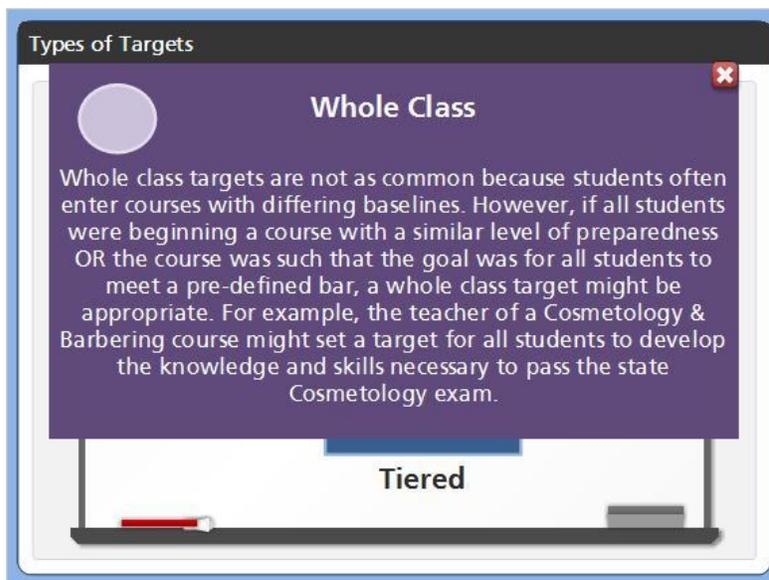
4.6 Types of Targets



Notes:

Depending on both the course and the baseline data, educators may choose to set different types of targets: Whole Class, Tiered, or Individual. Click each icon for more information about that type of target and an example of how it might be used.

Whole Class (Slide Layer)



Tiered (Slide Layer)

Types of Targets

Tiered

Tiered targets are the most common because they allow educators to tailor the targets to students' varying levels of readiness. This helps ensure that they are rigorous yet attainable for all students. There could be as few as two tiers or as many as four or five, but it is most common to set three tiers: one for those entering the course without adequate preparedness, one for those entering the course adequately prepared, and one for those entering the course who are more than prepared or have already mastered some course content. While it is not necessary for teachers to record on their SLO which students are in each tier, they should be aware of the targets that he or she is setting for each student. For example, a seventh grade math teacher might administer a series of "indicator assignments" based primarily on sixth grade math skills but with a few seventh grade skills thrown in to see who is up for the challenge. Based on that data, she groups students into three tiers: those who are below grade level, those who are on grade level, and those who are above grade level in math.

Individual (Slide Layer)

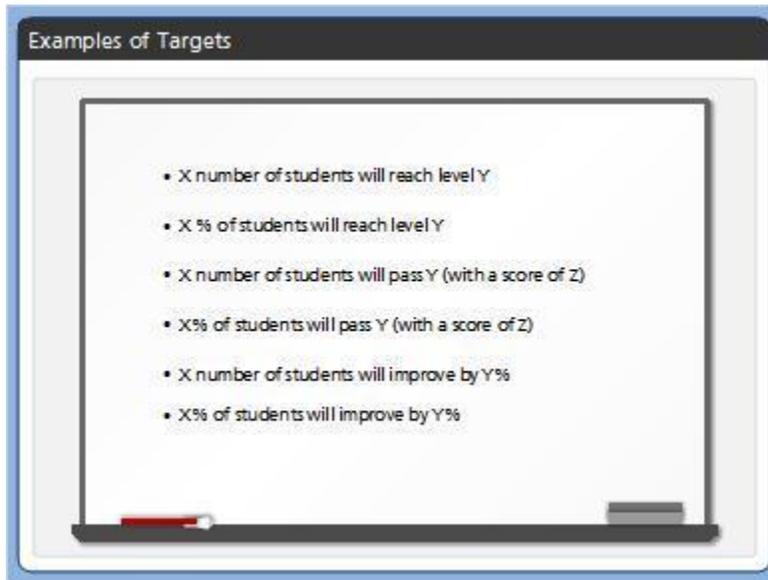
Types of Targets

Individual

Individual targets are appropriate when there are great or nuanced differences between what students know and can do or when class sizes are very small. For this reason, they are most common in special education settings. However, they can also be used in general education classrooms when students are performing at distinct levels. For example, a second grade reading teacher might set individualized targets for each of her 24 students based on their beginning-of-year Fountas & Pinnell reading levels. In addition, an ESL teacher might set individualized targets for his students' English Language Proficiency.

Tiered

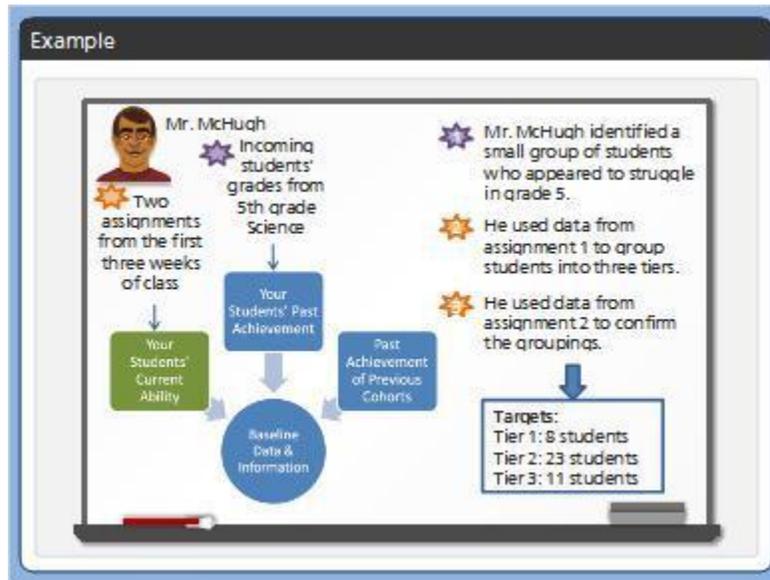
4.7 Examples of Targets



Notes:

Once it is decided whether the target will be whole class, tiered, or individual, the educator also has to consider what it is the students are expected to do. Here are a few sample templates for how targets can be written. Do you want students to reach a particular level, achieve a particular score, or improve by a certain amount? Will you identify the specific number of students or a percentage of the whole class? Remember, even when aggregate numbers and percentages are used, educators should be aware of which individual students are included in that target. As you can see, some of the examples here are based on student progress and others are based on student mastery. While either is acceptable, certain types of targets will make more sense in different classroom contexts.

4.8 Example



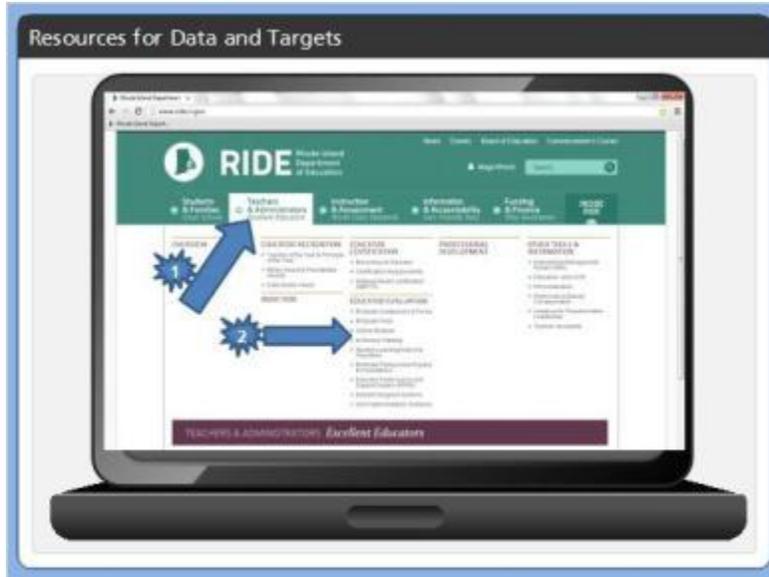
Notes:

Let's take a look at an example that shows how one teacher used baseline data to inform his SLO targets. Mr. McHugh is a 6th grade Science teacher. Prior to the beginning of the school year, he reviewed his incoming students' grades from 5th grade Science to get a sense for how prepared they would be for 6th grade Science. Using this information, he was able to identify a small group of students who appeared to struggle in grade 5 and made a note to pay close attention to these students when the year began. Because his students came to him from two different elementary schools, Mr. McHugh wanted to supplement the information he got from their grades. He decided to give the students two assignments to gather more information about their preparedness. His course involves a good deal of reading of and writing in response to informational text, so he had students read a nonfiction article about deforestation in Costa Rica and answer two constructed response questions. He reviewed this data and grouped students into three tiers. The next week, he had students complete a mealworm lab to gauge both their background knowledge and their inquiry skills. He used this data to confirm the groupings he made after the first assignment, moving a handful of students up or down within the tiers. By the third week of school, Mr. McHugh felt that he had a solid understanding of his students' preparedness for the course, and was able to group them into a low tier of 8 students, a middle tier of 23 students, and a high tier of 11 students. He wrote SLO targets tiered to reflect these three groups of students, based on his final exam and spring portfolio.

It is important to note that Mr. McHugh did not administer these assessments solely for determining a target for his SLO. Rather, the information he received helped him set goals for students and influenced the differentiated instruction and supports he will implement in his daily teaching.

5. Resources for Baseline Data and Targets

5.1 Resources for Data and Targets



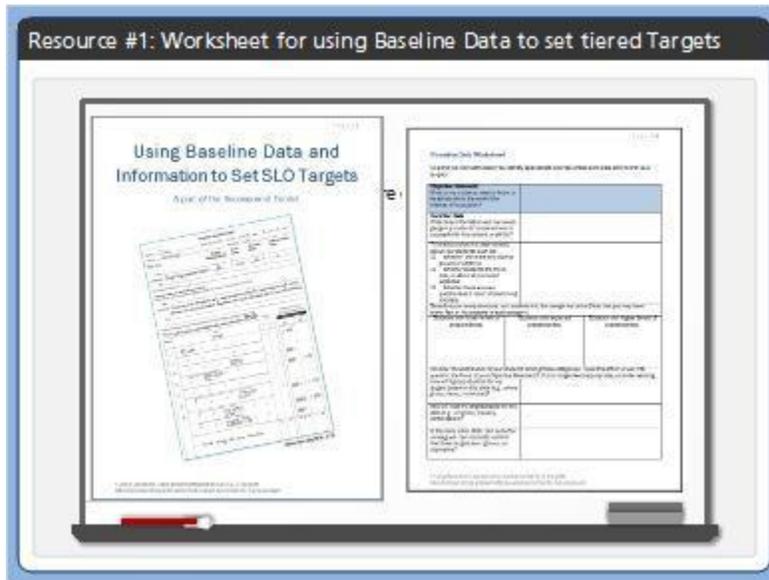
Notes:

To help educators keep track of their baseline data and targets, we have developed several resources that may be of use. They can be downloaded by clicking on the Resources button in the top right hand corner and are all located on the Online Modules page of our website.

Go to www.ride.ri.gov

Hover on the second tab across the top titled "Teacher & Administrators: Excellent Educators". Then, under "Educator Evaluation," click on "Online Modules and Resources"

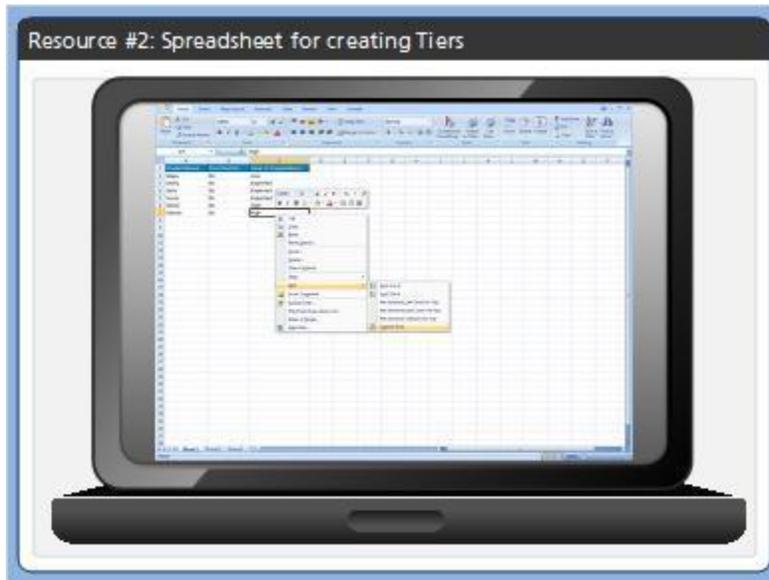
5.2 Resource #1: Worksheet for using Baseline Data to set tiered Targets



Notes:

In the Assessment Toolkit, you'll find more Guidance on Using Baseline Data and Information. In addition to foundational information and guidance on best practices, that tool includes a worksheet that educators can use to walk them through the process of gathering, analyzing, and using baseline data. It provides questions that educators can ask themselves as they review their data and facilitates the process of setting tiered targets, if appropriate. You can download the Tool with the worksheet using the links to our website on the last page of this module.

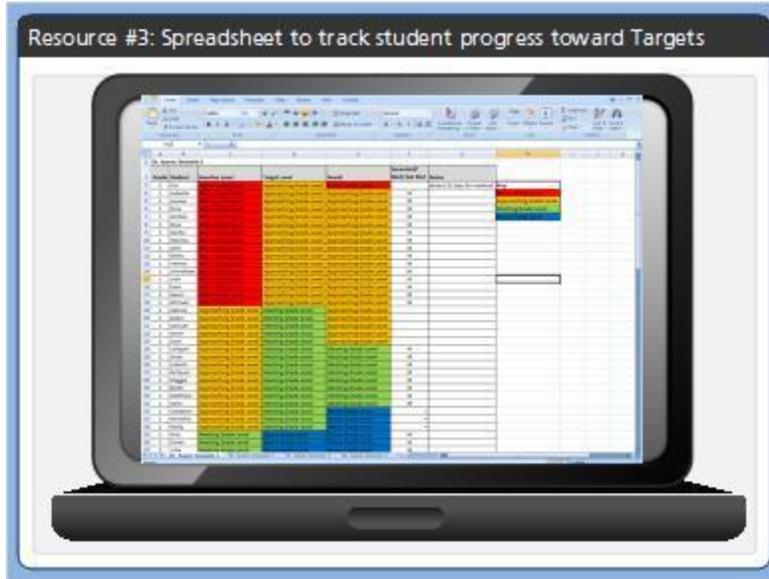
5.3 Resource #2: Spreadsheet for creating Tiers



Notes:

We have also created two templates to help with data management. The first is a simple Excel spreadsheet with three columns: student name, class or section, and level of preparedness. This can be downloaded and used to sort students into tiers based on level of preparedness. To use it, simply enter the students' name in the left-hand column, add their class or section if needed, and then type Low, Expected, or High in the right-hand column. Once all of the data has been entered, right click, scroll down and select Sort, and select Custom Sort. Under Column, select "By Level of Preparedness" and students will automatically be grouped into tiers. This is most useful for teachers with many students on their rosters. We have chosen to use three tiers in this example, but more or fewer tiers could be included, depending on what the baseline data looks like and what would be most useful for the educator.

5.4 Resource #3: Spreadsheet to track student progress toward Targets



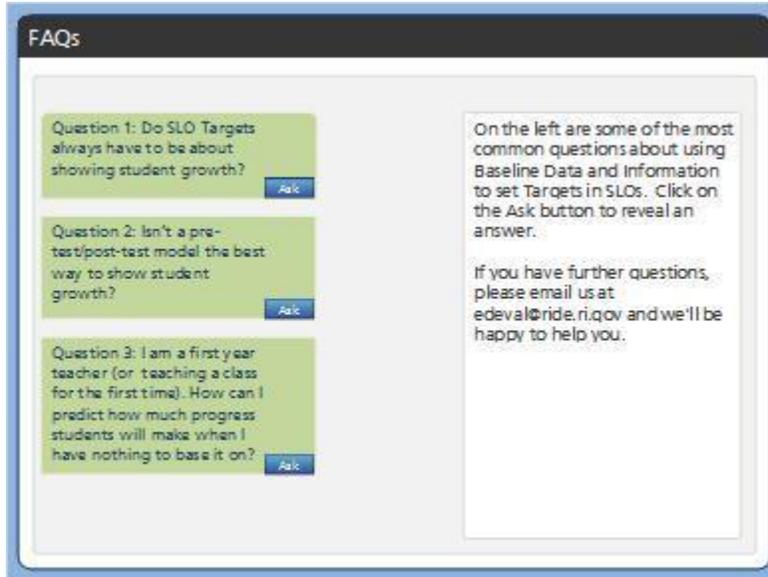
Notes:

The last spreadsheet can help organize baseline data, targets, and results. You'll see that in this spreadsheet, students are sorted by level of preparedness. Their targets are recorded in the next column. Finally, at the end of the interval of instruction, the Results are entered into the next column. The results can then be easily compared to the Targets just to the left. In the final column, it is recorded whether the student Met (signified by an M), Exceeded (signified by an E), or Did Not Meet (signified by a D) the target. By using the sorting functionality, you can easily see how many students met, exceeded, and did not meet. This spreadsheet can be very useful for educators and evaluators alike when it comes time for scoring the SLO at the end of the interval of instruction.

While all students would be captured on the spreadsheet, those with extreme absences or extenuating circumstances can be noted in the far right column. The evaluator and teacher can discuss the nature of absences or issues and determine whether results are included in these unique circumstances.

6. Closing

6.1 FAQs

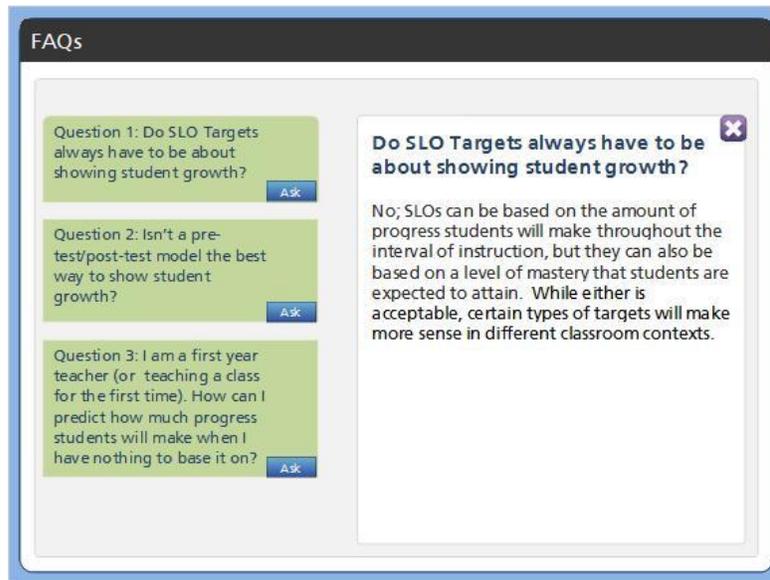


Notes:

On the left are some of the most common questions about using baseline data to set targets in 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: Do SLO Targets always have to be about showing student growth? [Ask](#)

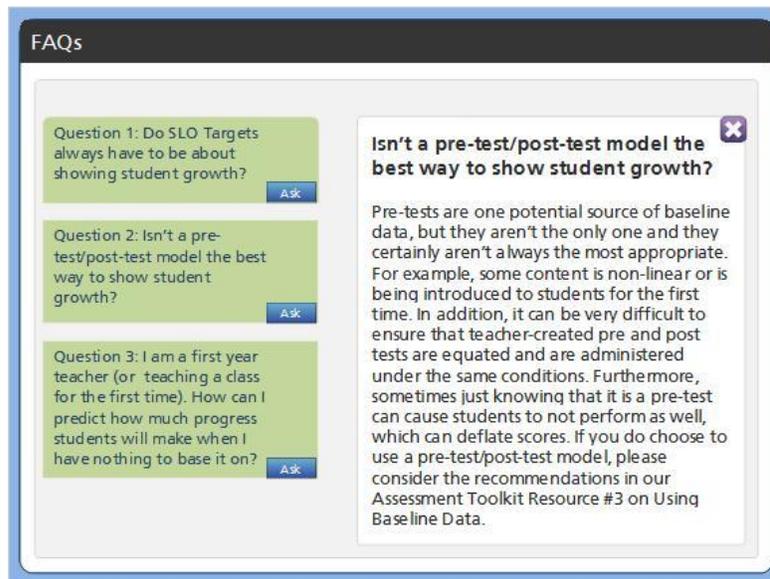
Question 2: Isn't a pre-test/post-test model the best way to show student growth? [Ask](#)

Question 3: I am a first year teacher (or teaching a class for the first time). How can I predict how much progress students will make when I have nothing to base it on? [Ask](#)

Do SLO Targets always have to be about showing student growth? 

No; SLOs can be based on the amount of progress students will make throughout the interval of instruction, but they can also be based on a level of mastery that students are expected to attain. While either is acceptable, certain types of targets will make more sense in different classroom contexts.

question 2 (Slide Layer)



FAQs

Question 1: Do SLO Targets always have to be about showing student growth? [Ask](#)

Question 2: Isn't a pre-test/post-test model the best way to show student growth? [Ask](#)

Question 3: I am a first year teacher (or teaching a class for the first time). How can I predict how much progress students will make when I have nothing to base it on? [Ask](#)

Isn't a pre-test/post-test model the best way to show student growth? 

Pre-tests are one potential source of baseline data, but they aren't the only one and they certainly aren't always the most appropriate. For example, some content is non-linear or is being introduced to students for the first time. In addition, it can be very difficult to ensure that teacher-created pre and post tests are equated and are administered under the same conditions. Furthermore, sometimes just knowing that it is a pre-test can cause students to not perform as well, which can deflate scores. If you do choose to use a pre-test/post-test model, please consider the recommendations in our Assessment Toolkit Resource #3 on Using Baseline Data.

question 3 (Slide Layer)

FAQs

Question 1: Do SLO Targets always have to be about showing student growth? [Ask](#)

Question 2: Isn't a pre-test/post-test model the best way to show student growth? [Ask](#)

Question 3: I am a first year teacher (or teaching a class for the first time). How can I predict how much progress students will make when I have nothing to base it on? [Ask](#)

I am a first year teacher (or teaching a class for the first time). How can I predict how much progress students will make when I have nothing to base it on?

It can be difficult to set targets without historical data and experience to refer to. This is a great opportunity to collaborate with other teachers in the school or district who might have more experience in this area. They can help you analyze your baseline data and set targets that are in line with the typical student progress they have seen in the past. You might also refer to state or national norms, when applicable. You could also look to your standards to determine the level you want students to be by the end of the interval of instruction. Finally, you have an opportunity to revise your targets mid-year if new data become available.

6.2 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/SOs
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
- EPSS
- Guidebooks, Addenda, and Forms
- 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)

The screenshot shows a website interface with a dark background. At the top left, the word "Resources" is visible. Below it, there is text: "Click on the sticky notes to find available resources" with a blue arrow pointing right. Further down, it says "We encourage you to visit our website to watch videos including..." followed by a list of items: "1. Understanding...", "2. Writing...", "3. Using...", "4. Deep...", "5. The...", "6. Spec...", "7. Build...", "8. Supp...", "9. RI Growth Model". At the bottom left, there is a button that says "Click to access all of our Online Modules" and the text "...and more!". In the center, an orange slide layer is overlaid. The slide has a white border and a close button in the top right corner. The title of the slide is "Frequently Asked Questions & Email the Educator Evaluation Team". Below the title, there is a cartoon illustration of a woman with dark hair, wearing a light blue lab coat, standing with her hands on her hips. To the left of the illustration, the text reads: "If you have a question visit our FAQ page by clicking here:" followed by a yellow button with the text "FAQs". Below that, 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". The background of the slide is a light orange color.

Blue (Slide Layer)

The screenshot shows the same website interface as above. The orange slide layer is replaced by a blue slide layer. The slide has a white border and a close button in the top right corner. The title of the slide is "Instruction, Assessment, and Data Use". Below the title, there is a cartoon illustration of the same woman in a lab coat, standing with her arms outstretched. To the left of the illustration, the text reads: "Below are some links we hope are helpful!". Below this text, there are four blue buttons arranged in a 2x2 grid: "Instruction & Assessment Page", "Comprehensive Assessment System (CAS) Page", "Common Core - ELA", and "Data Use PD". The background of the slide is a light blue color.

Purple (Slide Layer)

The screenshot shows a website interface with a dark 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". A list of resources is partially visible, including "Professional Practice & Foundations", "Student Learning & Outcome Objectives", "Assessment and Data Use", and "FAQs & Email the Ed Eval Team". A purple slide layer is overlaid in the center, featuring a cartoon woman in a white lab coat. The slide title is "Student Learning Objectives & Student Outcome Objectives". The text on the slide reads: "There are a number of resources you can access, including various SLO and SOO samples, by clicking on the link below. We encourage you to look at the variety posted to help you generate ideas for your own." Below the text is a purple button labeled "SLOs and SOOs".

Yellow (Slide Layer)

The screenshot shows the same website interface as above. A yellow slide layer is overlaid in the center, featuring the same cartoon woman in a white lab coat. The slide title is "Professional Practice & Professional Foundations". The text on the slide reads: "Looking for resources around Professional Practice or Professional Foundations? Click on the link below!". Below the text is a yellow button labeled "PP & PF".

Silver (Slide Layer)

The screenshot shows a 'Resources' page with a dark background. The page contains several sticky notes and a list of items. A silver slide overlay is positioned in the center, featuring a cartoon woman in a white lab coat. The slide text reads: 'EPSS', 'Looking for information on EPSS?', 'Click on the link below to find information on the system, trainings, FAQs, tutorials and guides.', and a button labeled 'EPSS'. The background text includes: 'Click on the sticky notes to find available resources', 'We encourage you to visit our website to watch...', '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 '...and more!'.

Red (Slide Layer)

The screenshot shows the same 'Resources' page as above. A red slide overlay is positioned in the center, featuring the same cartoon woman in a white lab coat. The slide text reads: 'Guidebooks, Addenda, and Forms', 'Click on the button below to access guidebooks, addenda, and forms related to the Evaluation and Support System.', and a button labeled 'Guidebooks, Addenda, and Forms'. The background text is identical to the previous slide.