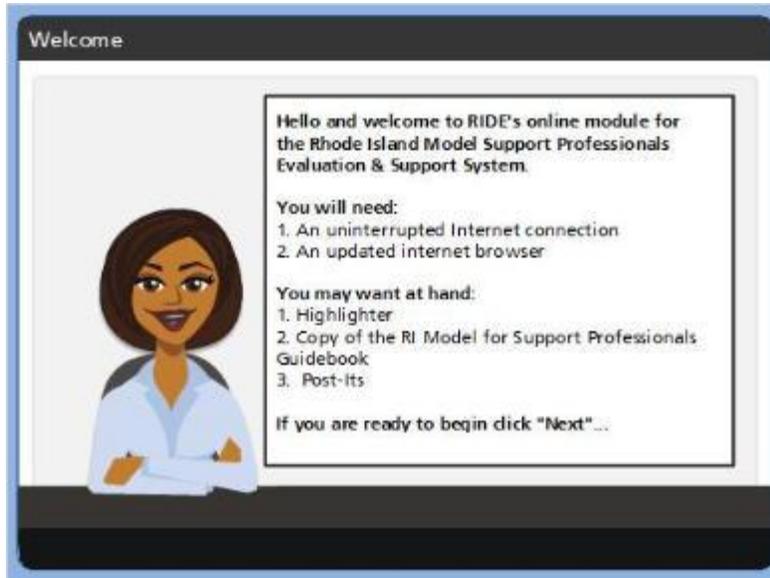


Support Professionals Evaluation & Support System

1. Intro & Overview

1.1 Welcome



Notes:

Hello and welcome to RIDE's online module for the Rhode Island Model for Support Professionals.

For this module you will need:

An uninterrupted internet connection

An updated internet browser

You may want at hand:

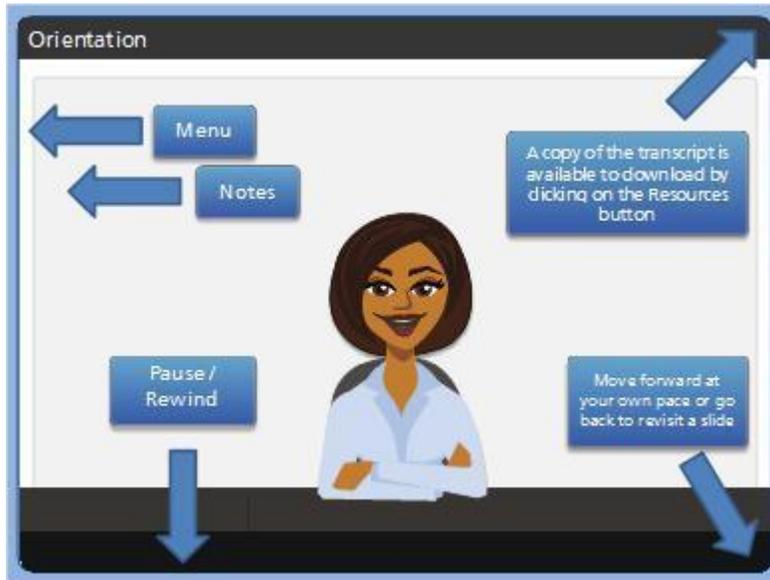
A highlighter

A copy of the RI Model for Support Professionals Guidebook and some post its

People have found it helpful to mark up and tab their guidebooks.

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.

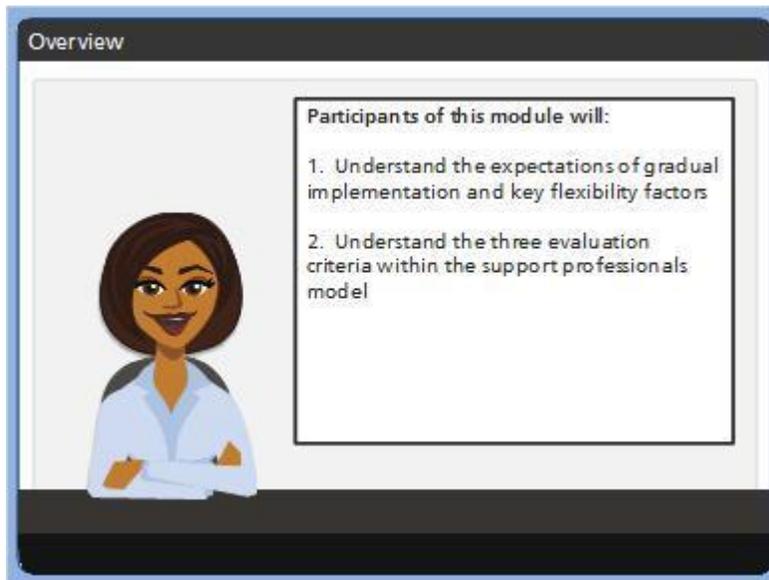
On the left-hand side, you'll see the menu, which shows you where you are in the module and allows you to quickly find any particular slide you may want to go back to. This is particularly helpful if you want to use this module as a reference later and have a specific slide you are looking for.

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 and Objectives



Notes:

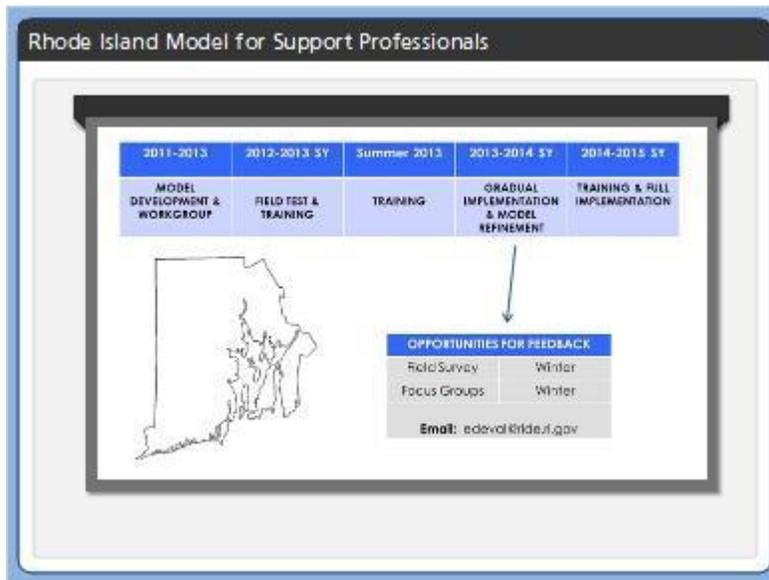
This module is about 15 minutes long and can be completed independently or with a group of colleagues.

It is one of many modules available on RIDE's website to support evaluators and educators in effectively implementing educator evaluation. This module is designed specifically for personnel evaluating support professionals.

Participants of this module will:

1. Understand the expectations of gradual implementation and key flexibility factors
2. Understand the three evaluation criteria within the support professionals model

1.4 Timeline & Feedback



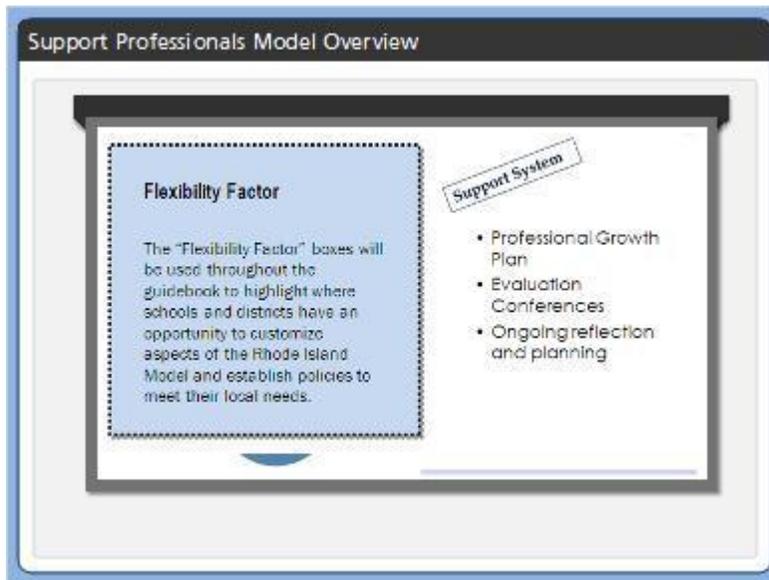
Notes:

To ensure that the Rhode Island Model Support Professionals Evaluation and Support System reflects a common vision of educator effectiveness, a working group with representatives of each of the support professional fields met regularly over the past two years to help design the system. The model follows the same process as both the Teacher and Building Administrator Evaluation and Support Systems. The implementation process as well as the guidebook are set up similarly.

In regards to the Support Professionals Model, RIDE field tested aspects of the System during the spring of 2013. Approximately 25 support professionals and evaluators utilized the rubrics and the measures of student learning and provided feedback about their field testing experience. This process led to further refinement.

Similar to gradual implementation of the Teacher and Building Administrator Model, RIDE will solicit and incorporate feedback from evaluators and support professionals during the 13-14 school year to improve the model for full implementation in the 14-15 school year. Gradual implementation creates an opportunity for support professionals and evaluators to learn about and engage with all aspects of the system, but with reduced overall requirements.

1.5 Model Overview & Flexibility



Notes:

Similar to other Rhode Island Models, the Support Professional Model relies on multiple measures to paint a fair, accurate, and comprehensive picture of a support professional's performance. The three evaluation criteria include: Professional Practice, Professional Foundations, and Student Learning. Scores from each of the three criteria will be combined to produce a final effectiveness rating of: Highly Effective, Effective, Developing, or Ineffective.

The evaluation and support process is grounded in feedback and reflection and anchored by three evaluation conferences at the beginning, middle, and end of year. The Rhode Island Model is an ongoing cycle of goal setting and improvement, informed by observations, data collection, and reflection.

This model also includes Flexibility Factors. Diversity among districts, schools, and educators requires a system that provides flexibility beyond the minimum requirements. Yet it cannot be so flexible that districts or educators are left on their own to navigate a new system without clarity about what is expected. Districts may want to think carefully about who will be designated as their primary evaluators. This model includes reading specialists, school counselors, school psychologists, social workers, school nurse teachers, speech language pathologists, and library media specialists. These roles are known as Support professionals in Rhode Island for certification purposes.

1.6 Gradual Implementation

Gradual Implementation		
Element	Gradual Implementation 2013-2014	Full Implementation Beginning 2014-2015
Evaluation Conferences	1-2 evaluation conferences; minimum one support professional and one evaluator	3 evaluation conferences between the support professional and the evaluator (Beginning, Middle, and End-of-Year)
Professional Growth Goals	At least 1 set at the beginning of the year	At least 1 set at the beginning of the year
Professional Practice and Foundations	A minimum of 1 in-person assessment of practice Evidence may also be collected in day-to-day interactions Written feedback is required at least once over the course of the year	A minimum of 3 observations of practice Evidence may also be collected in day-to-day interactions Written Feedback is required at least 2 times over the course of the year
Student Outcome Learning Objectives	Use decision tree to select appropriate combination of Student Learning Objectives and/or Student Outcome Objectives At least 1 set supported professional (no more than 4)	Use decision tree to select appropriate combination of Student Learning Objectives and/or Student Outcome Objectives At least 2 set support professional (no more than 4)
Rhode Island Growth Model	Included for contributing educators only (for learning purposes)	Included for contributing educators only
Final Effectiveness Rating	RIDE will collect final effectiveness ratings for informational purposes only	Final Effectiveness Ratings will be used as part of the calibration internal process

p. 10 & 11



p. 4

Notes:

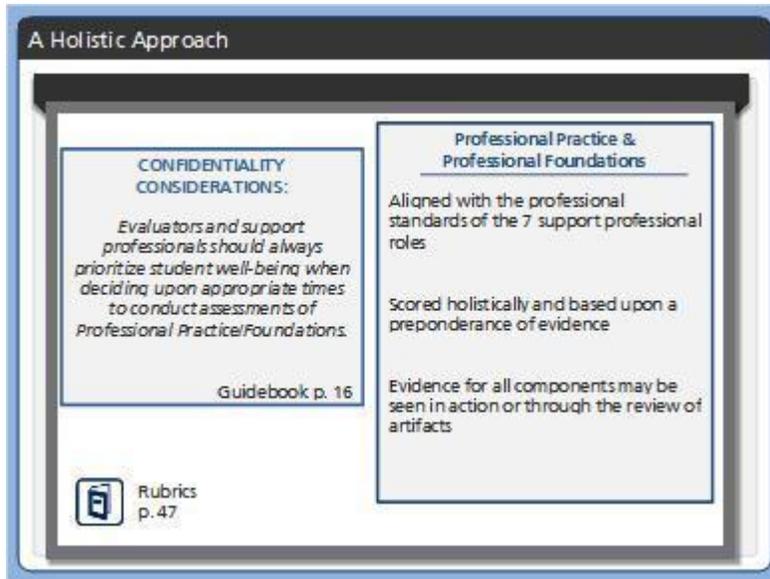
As previously mentioned, the model will be gradually implemented during the 2013-14 school year, in preparation for full implementation in 2014-2015. The chart found on p. 5 of your guidebook provides a side-by-side comparison of the minimum requirements for gradual implementation and full implementation.

The elements for implementation are listed on the left followed by a column explaining the expectations for gradual and full implementation. The first element, evaluation conferences, are consistently cited by Rhode Island educators as one of the most valuable aspects of the Rhode Island Model. More information about conferences can be found starting on p. 10 of your guidebook. The second element of implementation are Professional Growth Goals or PGGs. More information about Professional Growth Goals and Plans can be found on p. 11 of your guidebook. Both evaluation conferences and professional growth goals mirror the process and rationale found in both the teacher and building administrator models.

Additionally, RIDE has developed an online tool, the Educator Performance and Support System (EPSS), to support high-quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation. Districts using EPSS will have access to forms and rubrics for gradual implementation.

2. Professional Practice and Professional Foundations

2.1 Assessing PP & PF



Notes:

During this section of the Module we will take a look at Professional Practice and Professional Foundations.

Components within the Professional Practice rubric align with the Professional Standards of the 7 support professional roles. The Professional Practice rubric was co-designed by Rhode Island practitioners. The Professional Practice rubric starts on p. 47 of your Guidebook.

The 2nd evaluation criteria, Professional Foundations, mirrors components of the teacher and building administrator model. The Professional Foundations rubric starts on p. 64.

Many of the components in the Professional Practice and Professional Foundations Rubrics can be seen in action. As you review the guidebook you will notice that much of the Support Professional Model mirrors that of the Building Administrator Model. Both Professional Practice and Professional Foundations are scored holistically at the end of the year.

Evaluators within a district might want to consider working with one another across schools to think through which artifacts might be appropriate sources of evidence. Sharing a list district wide with support professionals or co-generating that list with support professionals may support a more efficient and conversational process.

You may want to take a moment to consider how you might ensure proper confidentiality is maintained with your support professionals in if you would like to establish any specific parameters

around quantity or type of artifacts that you would like to have submitted for this process.

It is expected that over the course of the year support professionals receive feedback regarding their overall performance.

2.2 PP At A Glance

The screenshot displays a digital interface titled "Assessing Practice". At the top right, a dashed green box contains a "Gradual Implementation Reminder: A minimum of 1 in-person assessment of practice". Below this are four buttons: "GATHER & SORT", "INTERPRET", "DEVELOP FEEDBACK", and "DELIVER FEEDBACK". The main content area is titled "Support Professional Practice Rubric At A Glance" and is divided into two columns: "DOMAIN 1: COLLABORATION" and "DOMAIN 2: SERVICE DELIVERY".

DOMAIN 1: COLLABORATION	DOMAIN 2: SERVICE DELIVERY
<ul style="list-style-type: none">A. Works with administrators and faculty to develop strategies and resources to meet the needs of students.B. Uses and models effective communication with learners, colleagues and stakeholders.C. Creates and contributes to an environment of trust, respect and support.	<ul style="list-style-type: none">A. Coordinates service delivery and/or program goals and develops plans to evaluate them.B. Plans effectively for service delivery that is based on student data and knowledge of local resources.C. Implements service delivery to ensure learners understand the focus and/or the organization for results.D. Demonstrates flexibility and responsiveness.E. Uses appropriate assessments to diagnose student and monitor student issues or programmatic progress and to adjust service/program delivery.

At the bottom of the interface, there are two icons with text: "In Action Table p. 15" and "Rubric p. 47".

Notes:

Similar to teachers and building administrators, support professionals also deserve and need feedback on their practice. Their feedback should also be grounded in valid evidence of their practice. Assessment of Professional Practice/Foundations through in-person interactions or observations should take place a minimum of three times during full implementation. Since we are just moving into gradual implementation this school year, the expectation is this assessment should occur at least once. The In-Action Table on p. 15 of your guidebook will help evaluators and support professionals better understand how each component may be assessed.

Let's take some time to become more familiar with the Support Professional PP rubric. Looking on p. 47 of your guidebook you can see the Support Professional Rubric at a Glance. The Rubric is organized into two domains. Domain 1 is composed of three components that intend to capture the collaboration that is a significant portion of many support professionals' jobs. Take a second to review the three components.

Domain 2 focuses on service delivery. These 5 components will look a little bit different depending on the support professional but have been written in a way that allows the support professional and the evaluator to discuss a common set of expectations focused on the students that they serve. Take a second to read these components to yourself.

2.3 Rubric Architecture

Rubric Architecture

Rubric Reminders for Gradual Implementation:

1. Identical design as other models
 - Domains and Components
 - Element, Indicator, and Possible Example
 - Performance Level and Critical Attributes
2. Not a checklist
3. Designed to encourage conversation and develop a common language of practice

PVA	Description	Critical Attributes
4	The support professional's rubric is used as a tool to help build capacity for the school community. The rubric is used to support the school community in understanding the rubric and its use. The rubric is used to support the school community in understanding the rubric and its use. The rubric is used to support the school community in understanding the rubric and its use.	<ul style="list-style-type: none"> • Focus on and support the school community in understanding the rubric and its use. • Actively seek to build on support professional's expertise and experience. • Engage in a variety of ways to support the school community in understanding the rubric and its use. • Create a common language for all rubric users.
3	The support professional's rubric is used as a tool to help build capacity for the school community. The rubric is used to support the school community in understanding the rubric and its use. The rubric is used to support the school community in understanding the rubric and its use. The rubric is used to support the school community in understanding the rubric and its use.	<ul style="list-style-type: none"> • Focus on and support the school community in understanding the rubric and its use. • Actively seek to build on support professional's expertise and experience. • Engage in a variety of ways to support the school community in understanding the rubric and its use. • Create a common language for all rubric users.
2	The support professional's rubric is used as a tool to help build capacity for the school community. The rubric is used to support the school community in understanding the rubric and its use. The rubric is used to support the school community in understanding the rubric and its use. The rubric is used to support the school community in understanding the rubric and its use.	<ul style="list-style-type: none"> • Focus on and support the school community in understanding the rubric and its use. • Actively seek to build on support professional's expertise and experience. • Engage in a variety of ways to support the school community in understanding the rubric and its use. • Create a common language for all rubric users.
1	The support professional's rubric is used as a tool to help build capacity for the school community. The rubric is used to support the school community in understanding the rubric and its use. The rubric is used to support the school community in understanding the rubric and its use. The rubric is used to support the school community in understanding the rubric and its use.	<ul style="list-style-type: none"> • Focus on and support the school community in understanding the rubric and its use. • Actively seek to build on support professional's expertise and experience. • Engage in a variety of ways to support the school community in understanding the rubric and its use. • Create a common language for all rubric users.

In-Depth Analysis Suggestions:

- Consider trainings from the past few years of educator evaluation
- Consider what were the best ways in which you learned and calibrated with your colleagues

Notes:

The support professional's rubrics are very similar to other Rhode Island Model Rubrics. As many of you know from past trainings, both rubrics in the teacher and building administrator model are used and set up in a specific way. If you turn to p. 48 of your guidebook and look more carefully at Component 1a you will see that the format is very familiar. There is a description at the top which provides a high level overview of the component. Below that you will find elements, indicators and possible examples. If you flip to p. 49 you will also recognize the layout of this page. Here you will see the performance level descriptor on the left and critical attributes on the right. As you review the rubric with your colleagues and support professionals, consider what you are noticing in each component and what seems to be valued in each. These conversations will begin to deepen your understanding of the rubric and inform your use. Also consider trainings that you have attended in the past. What were some of the ways that you gained familiarity with the teacher and building administrator rubrics?

2.4 Aligning Practice

In-Action Alignment

Setting In-Action:

GATHER & SHOW → INTERPRET → DEVELOP FEEDBACK → DELIVER FEEDBACK

Sample In-Action:

School Nurse Teacher
Approaches students on appropriate developmental/cultural level (manner); Considers data (knowledge gained about student from others) to drive decisions; Shares data with stakeholders - attends team meetings, sends (when appropriate) email

Speech and Language Pathologist
Utilizes most current assessment and analysis to evaluate student with poor speech intelligibility; Provides multidisciplinary team, parent, and teacher results of evaluation and recommendations for service delivery; Utilizes results to write goals for IEP; Provides data collection, formal and informal periodic assessments to determine ongoing treatment (i.e. articulation screening); Provides quarterly progress reports to parents (i.e. child has decreased # of speech sound errors)

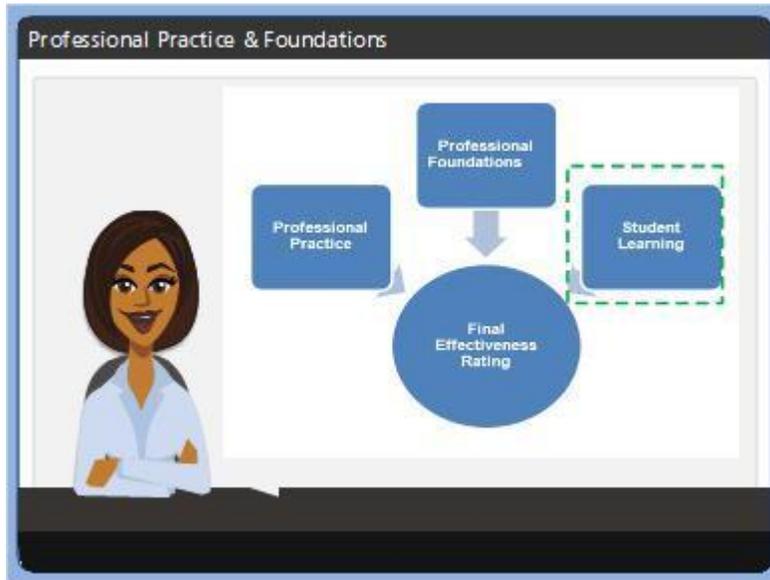
Notes:

As we move into gradual implementation, evaluators and support professionals will become more familiar the rubrics and how to best capture practice. Like the teacher and building administrator models, practice, time, and conversations will help evaluators and support professionals better understand the levels of performance and what each level might look like for the various roles within the model. Again, the professional practice rubric is a holistic scoring tool, not an in-person assessment or conference tool.

Let's take a look at what a couple examples of practice might be and think through which component these "in-action" pieces of evidence may align to. Since this is a holistically scored rubric, we are not going to score these single pieces of evidence but simply consider which component they may match up with. Like the Professional Practice rubric within the teacher model, the support professional rubric can be applied to different settings.

After you read the evidence to yourself, take a look at the rubric to consider which component the evidence aligns with. Click next after you have reviewed and considered the evidence. Ask yourself which component this evidence aligns with.

2.5 Summary PP & PF



Notes:

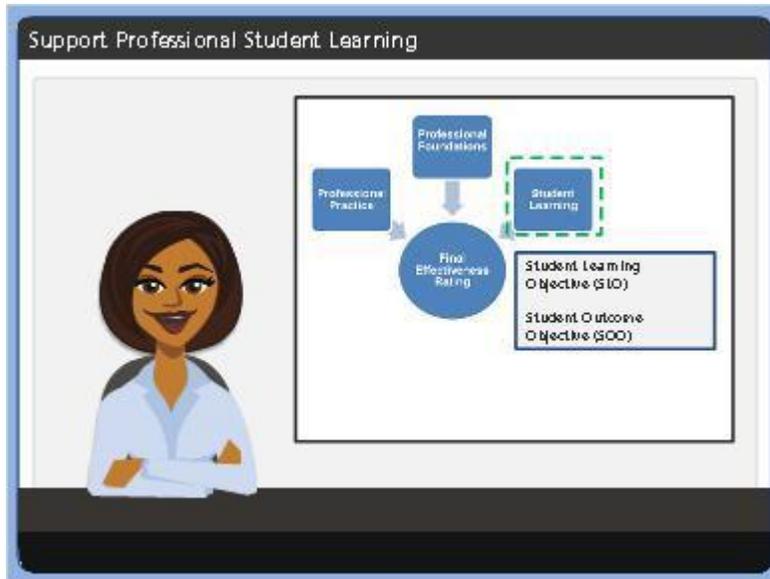
The sample evidence for the School Nurse Teacher most closely aligns to component 1B: Uses and models effective communication with learners, colleagues and stakeholders. If you reviewed the component more closely you may have also noticed that 1B privileges ongoing dialogue and the usage of multiple and appropriate modes of communication.

The sample evidence for the Speech and Language Pathologist most closely aligns to component 2E. As you can see on p. 63 of your guidebook, this component focusses on the appropriate use of assessment and assessment strategies.

Now that we have been introduced to the usage and architecture of the Professional Practice and Professional Foundations rubrics, we will move onto the student learning criteria of the support professionals model.

3. Student Learning

3.1 Objectives



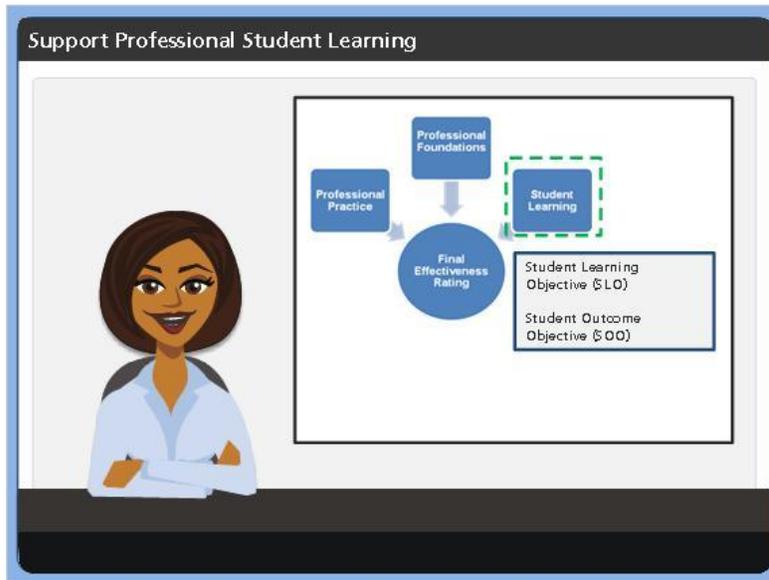
Notes:

Improving student learning is at the center of all of our work and measuring student learning is a critical part of our support professional's model. Like all approved evaluation and support systems for teachers and building administrators in Rhode Island, the Support Professionals model also includes measures of student learning. During this section of the training we will learn more about the student learning options for these educators. Student learning for support professionals follows the same process as teachers and building administrators. For more detailed information about the student learning process please refer to other online modules on the RIDE website. The focus of this training is to:

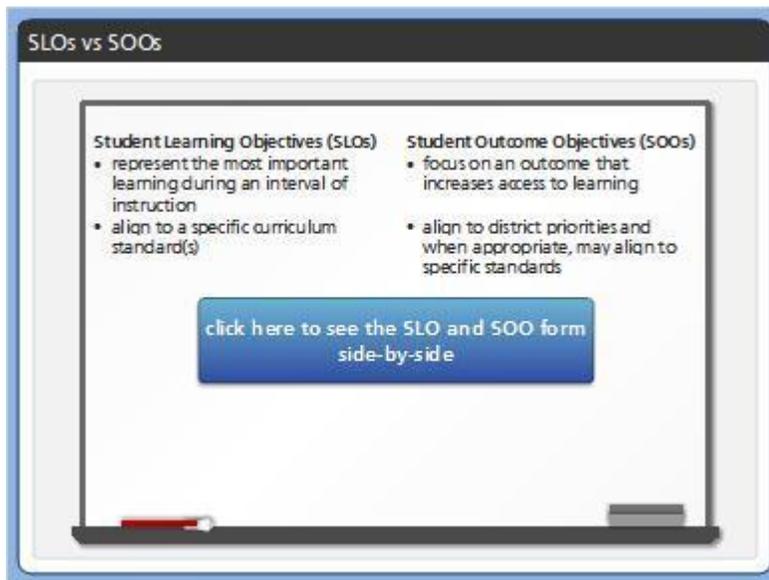
1. Explain what a student outcome objective (or an SOO) is
2. Clarify when support professionals might create SOOs or SLOs (or a combination of the two)

Support professionals will write their student learning objectives at the beginning of the year and submit them to be approved by their evaluator.

Untitled Layer 1 (Slide Layer)



3.2 SLO vs. SOO



Notes:

SLOs represent the most important learning during an interval of instruction and align 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)

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 Statement• Rationale• Aligned 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 instruction?</p> <ul style="list-style-type: none">• Objective Statement• Rationale
<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

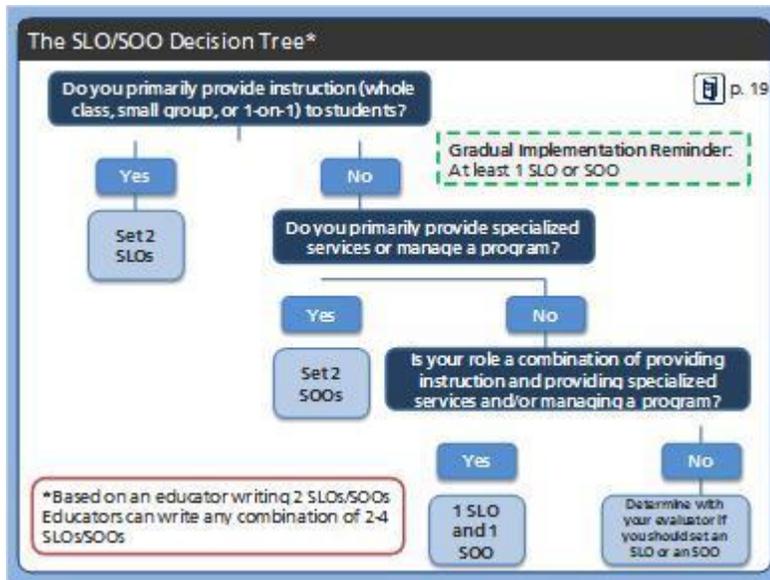
3.3 SOO Essential Questions

Student Outcome Objectives (SOOs)
<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 Statement• Rationale
<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 service? How will I measure this?</p> <ul style="list-style-type: none">• Target(s)• Rationale for Target(s)• Evidence Source(s)• Strategies

Notes:

Here you can see the essential questions and the elements for a Student Outcome Objective. SOOs will be used by Special Educators and Support Professionals who do not primarily provide direct instruction to students. Rather, they provide specialized services or manage a program. As you can see, in almost all ways SLOs and SOOs ask educators to reflect and document the backward planning excellent educators have been doing for years.

3.4 The SLO/SOO Decision Tree



Notes:

Here is the SLO/SOO Decision Tree. This is found on p. 19 of your Guidebook. The determination of an educator's student learning option is based upon that educator's role. LEAs need to determine what type of student learning measure is most appropriate for the specific positions within their LEA. Also, keep in mind that for gradual implementation, the minimum requirement is that each support professional set at least 1 slo or soo.

3.5 Library Media Specialist Scenarios

Using the Decision Tree for Support Professionals

Library Media Specialist: p. 19

Mr. Donovan is the library media specialist at Hill High School. As the library media specialist, he is responsible for planning, directing, implementing, and evaluating the library program. He organizes library material, equipment, and facilities. As a part of his role he keeps the library collection up to date while remaining within the parameters of the annual budget. In addition to managing the library program he also supports classroom instruction by developing the research and library skills of students.

Mrs. Campbell is the library media specialist at Eckert Elementary. Her primary role is to plan with teachers, when appropriate, grade level reference work and/or literature appreciation activities for students that integrates across content areas. Depending on the grade level, she sees students from each class for 30 or 45 minutes once a week. During her time with students, she teaches fact-finding skills, assists students in using a variety of resources, reads aloud, and assists students with reading selections.

Notes:

For the purpose of clarifying how an evaluator or a district might use the decision tree, we are providing an examples of the roles that a library media specialist might play. For this quick exercise, please make sure that you have your guidebook open to p. 19 so that you can think through these two scenarios.

Additional scenarios may be found as resources to this module. Now, take a second to review Mr. Donovan and Mrs. Campbell's roles. After you walk through each using the decision tree click next.

3.6 SOO and SLO for Library Media Specialist

Using the Decision Tree for Support Professionals

Library Media Specialist:

Mr. Donovan is the library media specialist at Hill High School. As the library media specialist, he is responsible for planning, directing, implementing, and evaluating the library program. He organizes library material, equipment, and facilities. As a part of his role, he keeps the library collection up to date, while remaining within the parameters of the annual budget. In addition to managing the library program, he also supports classroom instruction by developing the research and library skills of students.

1 SOO/1 SLO

Mrs. Campbell is the library media specialist at Eckart Elementary. Her primary role is to plan with teachers, when appropriate, grade level reference work and/or literature appreciation activities for students that integrates across content areas. Depending on the grade level, she sees students from each class for 30 or 45 minutes once a week. During her time with students, she teaches fact-finding skills, assists students in using a variety of resources, reads aloud, and assists students with reading selections.

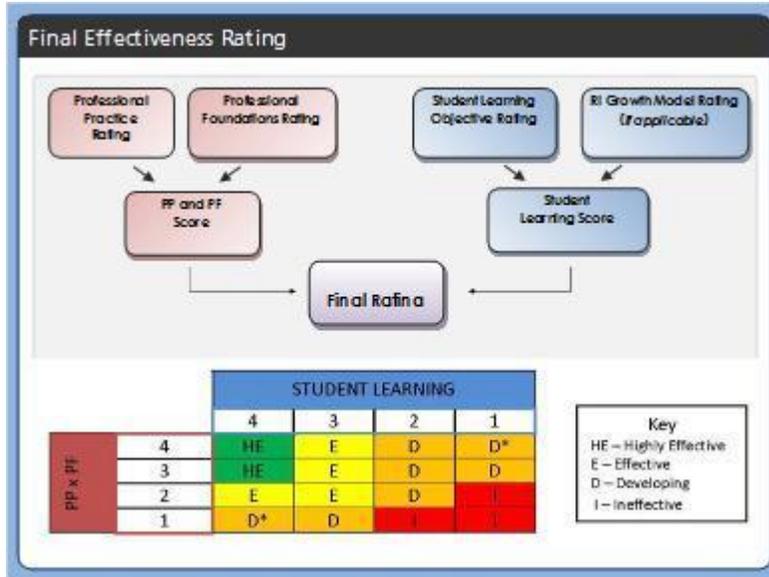
2 SLOs

Notes:

For these two examples of the Library Media Specialist we feel that Mr. Donovan would draft 1 SOO and 1 SLO. For Mrs. Campbell we feel that she would draft 2 SLOs. Remember that the decision tree should serve as a tool when thinking through SOO and SLOs for Support Professionals, and again, for gradual implementation, the requirement is for support professionals to draft only one.

4. Summary & Resources

4.1 Final Effectiveness Rating



Notes:

The final effectiveness rating for support professionals is reached the same way as other Rhode Island Model final effectiveness ratings. An overview of this process begins on p. 34 of your guidebook. Districts will need to submit aggregate level data at the end of gradual implementation.

4.2 Gradual Implementation Reminder

Gradual Implementation		
Element	Gradual Implementation 2013-2014	Full Implementation Beginning 2014-2015
Evaluation Conferences	<ul style="list-style-type: none"> 1-2 evaluation conferences between the support professional and the teacher 	<ul style="list-style-type: none"> 3 evaluation conferences between the support professional and the teacher (beginning, middle, and end-of-year)
Professional Growth Goals	<ul style="list-style-type: none"> 1 set at the beginning of the year 	<ul style="list-style-type: none"> At least 1 set at the beginning of the year
Professional Practice and Foundations	<ul style="list-style-type: none"> A minimum of 1 in-person observation of practice Evidence may also be collected in day-to-day interactions Written feedback is required at least once over the course of the year 	<ul style="list-style-type: none"> A minimum of 2 observations of practice Evidence may also be collected in day-to-day interactions Written feedback is required at least 2 times over the course of the year
Student Learning Objectives	<ul style="list-style-type: none"> Use decision trees to select appropriate combination of student learning objectives and/or Student Outcome Objectives At least 1 per support professional (no more than 4) 	<ul style="list-style-type: none"> Use decision trees to select appropriate combination of Student Learning Objectives and/or Student Outcome Objectives At least 2 per support professional (no more than 4)
Whole School Growth Model	<ul style="list-style-type: none"> Included for Contributing Educators only (for learning purposes) 	<ul style="list-style-type: none"> Included for Contributing Educators only
Final Effectiveness Rating	<ul style="list-style-type: none"> RIDE will collect final effectiveness ratings for informational purposes only 	<ul style="list-style-type: none"> Final Effectiveness Ratings will be used as part of the certification renewal process

Notes:

As previously mentioned, the model will be gradually implemented during the 2013-14 school year, in preparation for full implementation in 2014-2015. The chart found on p. 5 of your guidebook provides that side-by-side comparison of the minimum requirements for gradual implementation and full implementation. Because this is gradual implementation, ratings will be collected for support professionals but will not be used for certification purposes. This is a learning year with reduced requirements.

Additionally, as we receive your feedback we will be providing tools and resources. Please remember to provide your initial thoughts at the end of this training via our survey link found on the next slide.

4.3 Resources

Resources

Click 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

Support Professionals Scenarios

Student Learning & Outcome Objectives

Guidabook

Email the Ed Eval Team

Feedback on Online Module

Rhode Island Educator Evaluation Website

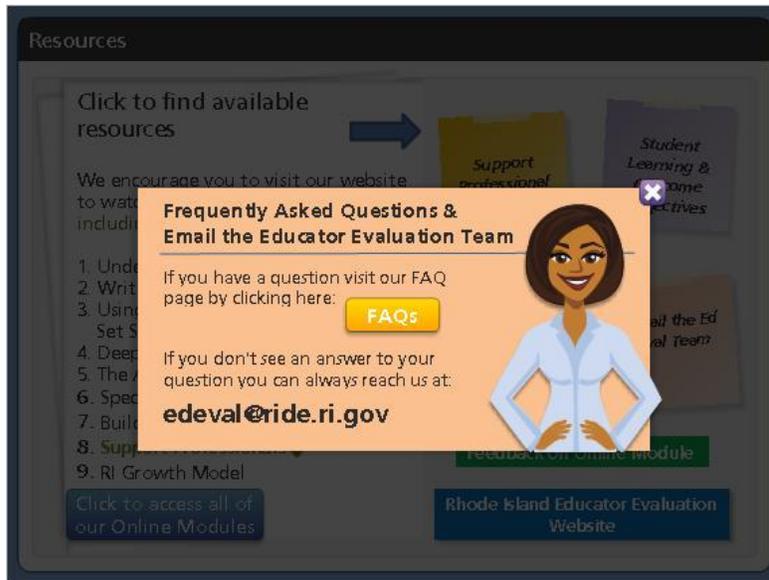
Notes:

Thank you for viewing the Introduction to the Support Professionals Model. Moving forward we hope to collect your feedback regarding the training and implementation of this model. Please take a moment to complete the survey which can be found by clicking the green button labeled "Feedback on Online Module". The survey also serves as a record of your completion of the module. Over the past few years, RIDE has collected substantial feedback from the field regarding training needs and requirements. We incorporate that feedback and hope that this online overview met both your needs to understand the model on a high level while also properly allowing you the time and flexibility for a self study and local conversations.

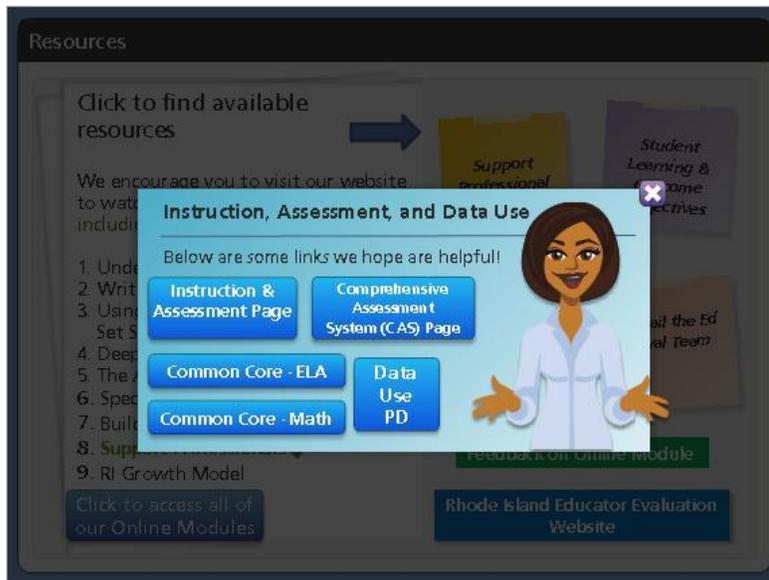
Similar to other Rhode Island Evaluation and Support Systems, we plan to listen to your feedback and continue to make appropriate model refinements and training next steps. Keep in mind that this year is gradual implementation and will be a learning year.

On the right hand side of the slide is a clickable list of resources that will further support your gradual implementation of this model. Again, thank you for your time.

Orange (Slide Layer)



Blue (Slide Layer)



Purple (Slide Layer)

The screenshot shows a 'Resources' slide with a purple callout box. The slide background contains the following text: 'Click to find available resources', 'We encourage you to visit our website to watch...', and a list of 9 items. A blue arrow points to the right. The callout box has a title 'Student Learning Objectives & Student Outcome Objectives', a paragraph of text, a cartoon character, and a button labeled 'SLOs and SOOs'.

Resources

Click 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

Rhode Island Educator Evaluation Website

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

Yellow (Slide Layer)

The screenshot shows the same 'Resources' slide as above, but with a yellow callout box. The callout box has a title 'Decision Tree Scenarios', a paragraph of text, a cartoon character, and no button.

Resources

Click 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

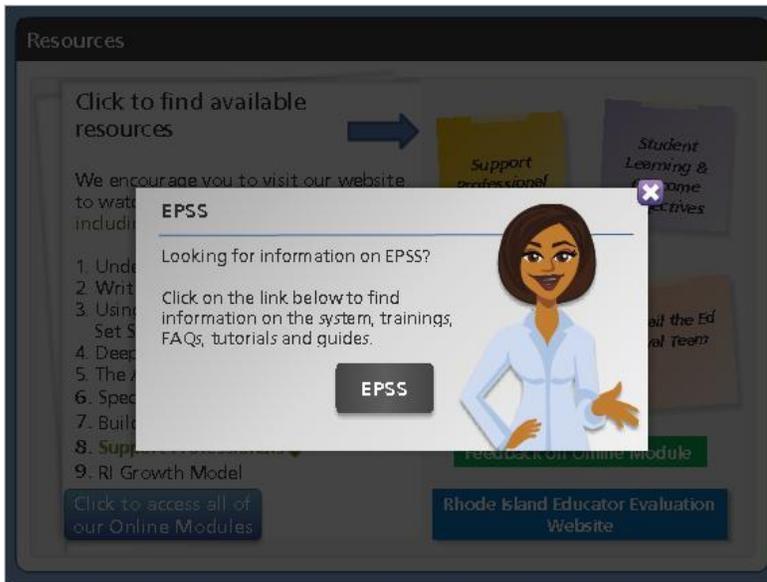
Click to access all of our Online Modules

Rhode Island Educator Evaluation Website

Decision Tree Scenarios

Support Professional Decision Tree Scenarios referenced earlier in the module can be found under **Resources in the top right hand corner** of your screen.

Silver (Slide Layer)



Red (Slide Layer)

