



Rhode Island Model Academy for Personnel Evaluating Building Administrators

Day 2: Student Learning Objectives and Calculating a Final Effectiveness Rating

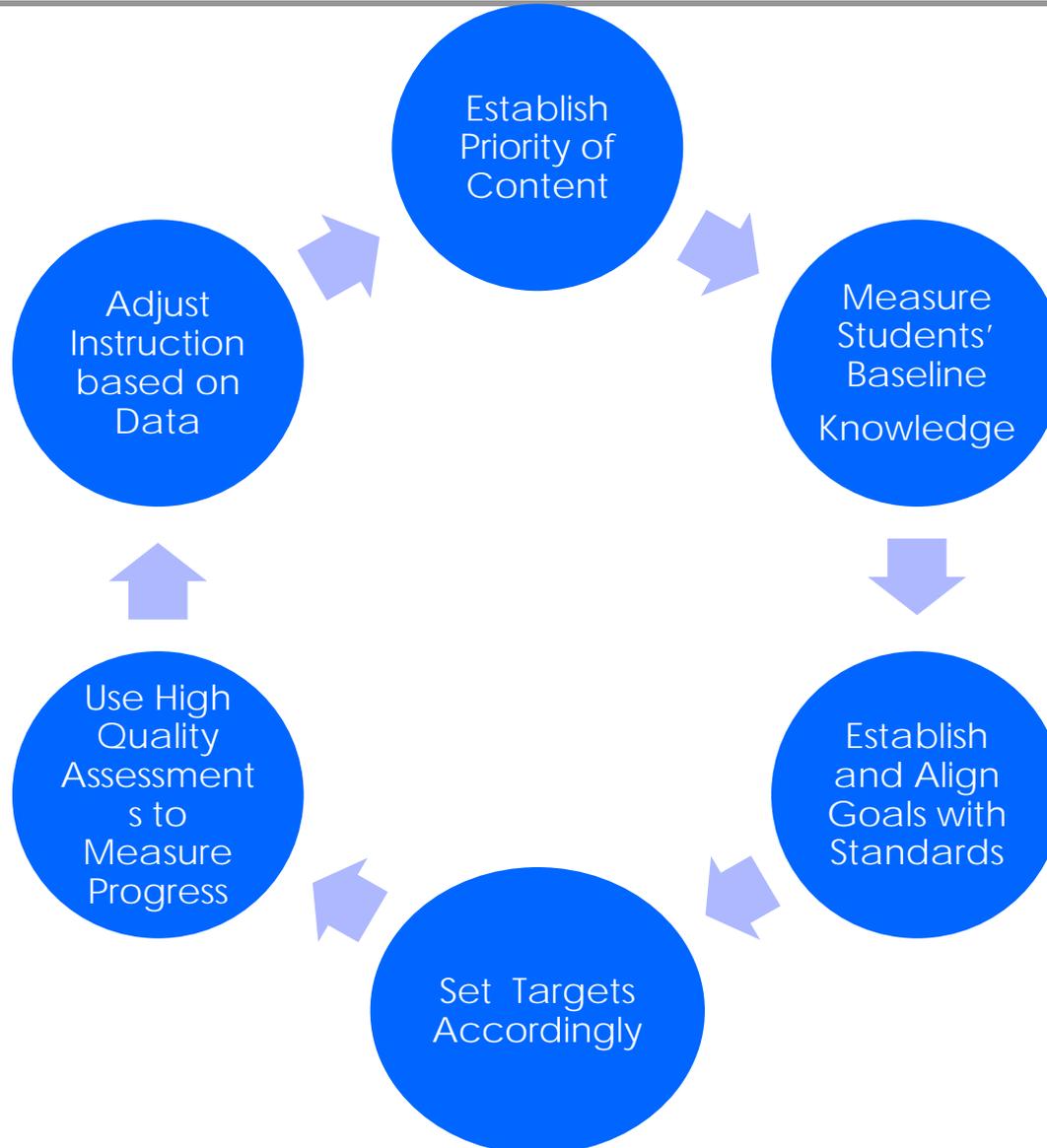
Student Learning Objectives



Quick reflect:

Think of the best leaders you know. What practices do they use to ensure students are learning during each lesson, each unit, and at the end of each instructional period? Make a list of as many strategies as you can think of in the next two minutes.

Student Learning Objectives Reinforce an Effective Instructional Cycle



Day 1

Day 2

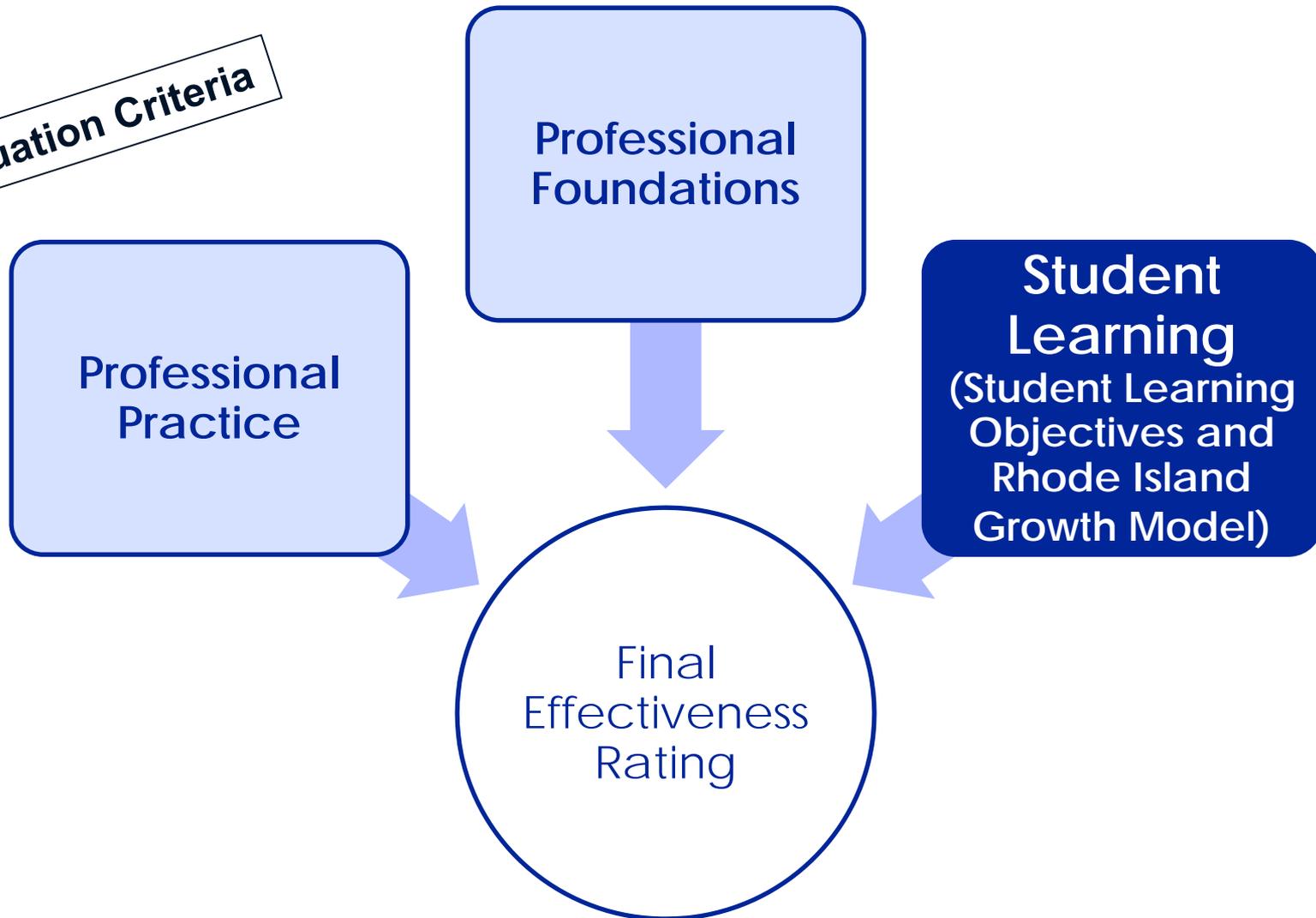
Session 1: Introduction & Framing

Objectives

Evaluators will be able to:

- Develop a common understanding of the purpose of setting SLOs
- Differentiate SLOs that are approvable and SLOs that are in need of revision
- Recognize that measuring student learning with SLOs aligns with what they already know about best practice
- Understand where SLOs fit into the big picture of educator evaluation

Evaluation Criteria





Student Learning Objectives Framing

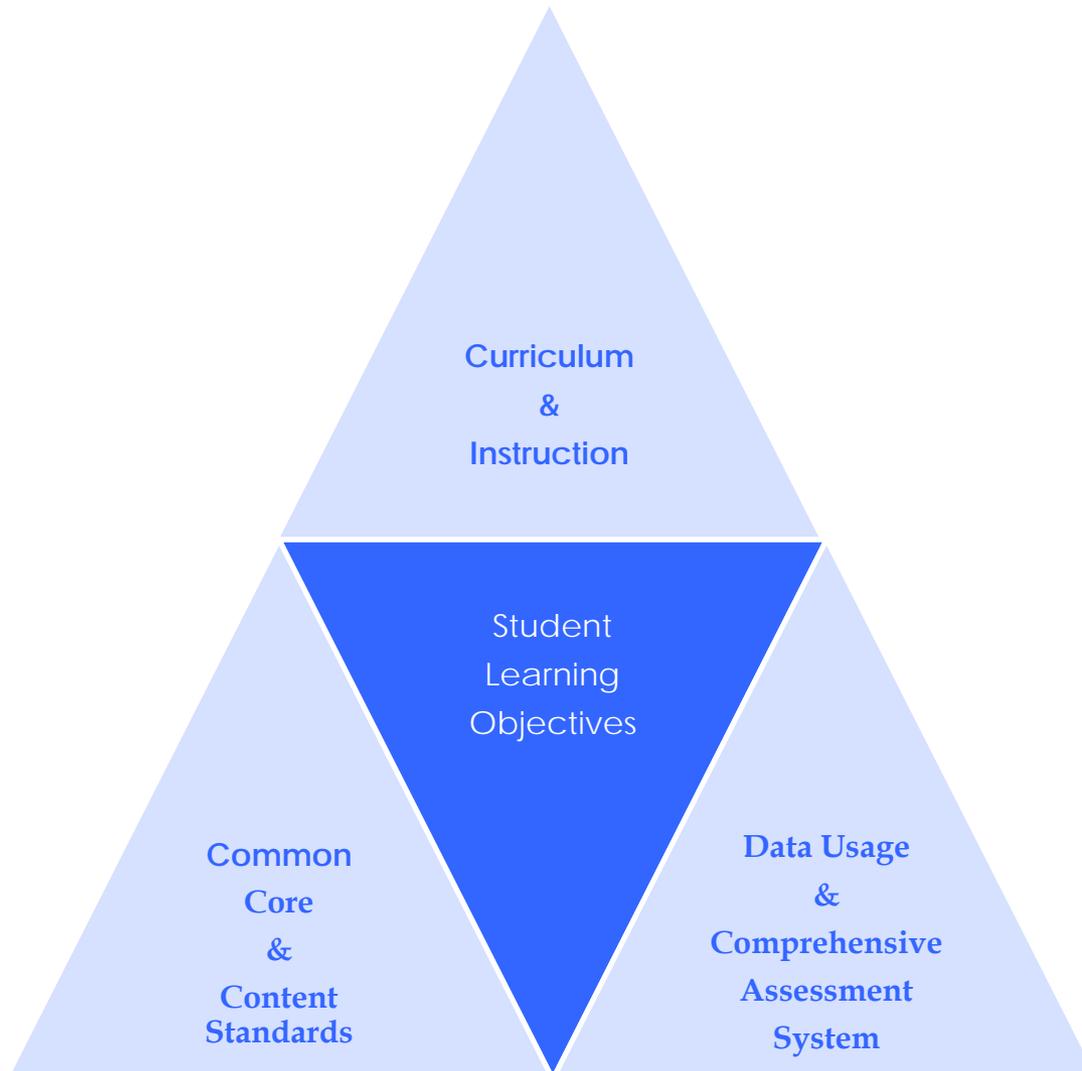
A Student Learning Objective is a long term, measureable academic goal that educators set for students.

The purpose of a SLO is to measure students' growth over the course of an academic term.

Student Learning Objectives consist of **content standards, evidence, and targets:**

- ✓ The **content standards** can be CCSS, GSEs/GLEs, or other national standards.
- ✓ The **evidence** is the assessment(s) used to measure student progress/mastery
- ✓ The **target** is the numerical goal for student progress/mastery, based on available prior data.

Student Learning Objective Framing



Instructional Coherence

Student Learning Objectives bring together all the essential aspects of instruction.

Curriculum, standards, data, and the CAS inform high quality SLOs.

Student Learning Objectives: Align

District Priority



Administrator SLOs



Teacher SLOs

Student learning objectives should be aligned so that district priorities inform administrators' Student Learning Objectives.



Building administrators' Student Learning Objectives guide teachers' Student Learning Objectives (when applicable).



All educators will have a set of at least two, but no more than four, SLOs.

Day 1

Day 2

Session 2: Anatomy of a Student Learning Objective

Objectives

Evaluators will be able to:

- Review components of an SLO and the SLO submission process
- Understand best practices for each component of an SLO
- Understand the interconnected nature of the components of an SLO

Anatomy of a Student Learning Objective

Student Learning Objectives include:

- Objective Statement
- Rationale
- Students
- Interval of Instruction

Priority of Content

- Baseline Data
- Target(s)
- Rationale for Target(s)

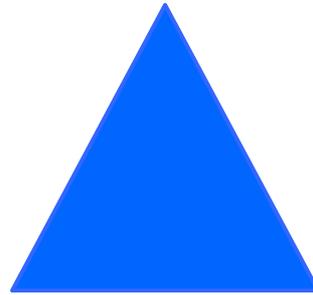
Rigor of Target

- Evidence Source
- Administration
- Scoring

Quality of Evidence



Anatomy of a Student Learning Objective



The SLO form no longer requires an educator to designate an SLO as “Progress” or “Mastery”

- During gradual implementation, RIDE observed that setting up this dichotomy was not useful and created more confusion than clarity
- Targets will still be based on progress or mastery (or, in some cases, both)



Objective Statement

Identifies the **priority content and learning that is expected during the interval of instruction**. The objective statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured.

Example:

All students will improve their reading comprehension of informational texts (including sequencing, cause and effect, drawing inferences based on evidence, main idea, and author's purpose) as measured by the district common reading assessment.



Rationale

Provides a data-driven and/or curriculum-based **explanation for the focus** of the Student Learning Objective.

- What learning is necessary?
- What is being done to achieve learning?
- How will it be determined that learning is being attained throughout the year?
- How will it be determined that learning has been attained by the end of the year?

Example:

Baseline data from district common assessments, classroom assessment data, and teacher observations/feedback, indicate a need to focus on reading comprehension skills, particularly as they apply to informational texts. We are making reading comprehension of non-fiction texts a focus in ELA, mathematics, Social Studies, and Science classrooms, which also aligns with the expectations of the CCSS for Literacy in History/Social Studies and Science and Technical Subjects.



Students

Specifies the number of and grade/class of students to **whom this objective applies**.

Example:

All 833 students in the high school:

- 235 students in grade 9
- 212 students in grade 10
- 198 students in grade 11
- 188 students in grade 12



Interval of Instruction

Specifies whether this objective applies to the entire academic year. For educators who work with students on a shorter cycle, the length of the interval of instruction should be defined. **However, for administrators, the interval of instruction will be the entire academic year.**

Example:

2012-2013 School Year



Baseline Data

Describes students' baseline knowledge, including the source(s) of data and its relation to the overall course objectives. If baseline data are not available, data about a similar student group (such as students taught in a previous year) or national expectations about student achievement in this area may be referenced.

Baseline data may include:

- prior year assessment scores or grades
- beginning-of-year benchmark assessment data
- other evidence of students' learning, such as portfolio work samples

Example:

The district common reading assessment with an emphasis on informational texts was administered to all students in grades 9-12 at the beginning of the year in September. Scoring places students in 4 categories (see below). Initial results show that 20% of students are "Not Meeting Expectations," 35% are "Approaching Expectations," 30% are "Meeting Expectations," and 15% are "Exceeding Expectations."

Anatomy of a Student Learning Objective

Target(s)

Describes **where the teacher expects students to be at the end of the interval of instruction**. The target should be measurable and rigorous, yet attainable for the interval of instruction. In most cases, the target should be tiered (differentiated) so as to be both rigorous and attainable for all students included in the Student Learning Objective.

Example:

For ELL students with baselines of Not Meeting Expectations, we'll also examine growth on WIDA Model benchmarking. Five students with significant cognitive disabilities will be assessed on a modified assessment based on modified text. All students will be expected to make at least the following progress from pre-test to post-test:

Not Meeting Expectations	-->	Approaching Expectations
Approaching Expectations	-->	Meeting Expectations
Meeting Expectations	-->	Exceeding Expectations
Exceeding Expectations	-->	Approaching Expectations (on assessment designed for next grade)

Tiered Targets-Sample

Targets should account for all students in a class, prep, or subject.

Writing (Tiered):

All 7th graders (180) will increase their overall proficiency level on the district narrative common writing assessment

- 80 students will improve their overall score on the EOY assessment by 10%.
- 100 students will improve their overall score on the EOY assessment by 5%.

Writing (Not Tiered):

All 7th graders (180) will increase their overall proficiency level on the district narrative common writing assessment



[Additional Samples
in Participant Packet](#)

Tiered Target

EXAMPLE: X% or # of students will improve by Y points/levels on Z assessment*

Mathematics:

54 out of 64 students will improve by 25% on the final district common assessment which measures students' ability to analyze and solve linear equations and pairs of simultaneous linear equations. 10 out of 64 will improve by 15% on the final district common assessment which measures students' ability to analyze and solve linear equations and pairs of simultaneous linear equations.

Rationale for Target(s)

- **Rationale for Target(s)**

Explains the **way in which the target was determined**, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that the data indicate the target is both rigorous and attainable for all students. Rationale should be provided for each target.

Example:

These tiered targets were set so that all students are expected to demonstrate progress from their current level of performance. I consulted with a subset of the educators who developed the assessment to ensure that these gains were reasonable and attainable. In addition, to support students and teachers in reaching this goal, we have developed a tiered intervention strategy:

Students whose baseline scores are in the Approaching Expectations category will receive small group instruction in reading comprehension twice per week in their ELA, Social Studies, or Science classes. Additionally, students with baseline scores in the Not Meeting Expectations category will receive one-on-one reading interventions twice per week in the fall semester. When students are reassessed in January, the reading specialists will be reallocated to provide even more support to students who are not demonstrating adequate progress toward the targets.

What is evidence?

Quality of Evidence



- High-quality assessments are essential to the accurate measurement of students' learning.
- Various assessments may be used as evidence of target attainment, ranging from teacher-created performance tasks to commercial standardized assessments.
- Uniformed assessments and evidence of student learning for teachers of the same courses will also save time for teachers and evaluators.



The function of assessments and evidence is to:

- Facilitate learning
- Measure the extent to which students have met an objective
- Assist in identifying where instructional practices should be adjusted
- Provide feedback to assist and improve teaching and learning

It is important to identify the “appropriate” assessment that is designed and administered to accurately measure the learning that is to have taken place.

What is evidence?

- High-quality assessments are essential to the accurate measurement of students' learning.
- Various assessments may be used as evidence of target attainment, ranging from teacher-created performance tasks to commercial standardized assessments.
- Common assessments and evidence of student learning for teachers of the same courses will also save time for teachers and evaluators.



p. 61



Evidence Source

Describes **which assessment(s) will be used to measure student learning, why the assessment(s) is appropriate for measuring the objective, and its level of standardization.** Levels will be identified as high (refers to assessments administered and scored in a standardized manner), medium (refers to assessments with moderate standardization and may have subjective scoring), or low (refers to assessments not administered and scored in a standardized manner)

Example:

The district common reading assessment was created by a team of ELA, mathematics, Science, and Social Studies teachers, Special Educators, ELL teachers, Literacy Coaches, and Reading Specialists from across the district. It assesses grade-level proficiency in reading comprehension (gr. 9-11, aligned with LEA PLP expectations and proficiency as measured by the NECAP), with an emphasis on informational texts.



- **Administration**

Describes **how the measure of student learning will be administered** (e.g., once or multiple times during class or during a designated testing window by the classroom teacher or someone else).

Example:

The assessment is administered in ELA classes in the first week of school to provide a baseline measure for all students. It is administered again in January, in order to identify students who are not demonstrating adequate gains who would benefit from more intensive reading instruction. Finally, it is administered in the last week of May as a "post-test". Only the September and May scores will be used to measure student progress for the purpose of this SLO.



- **Scoring**

Describes **how the evidence will be collected and scored** (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

Example:

All of the assessments are randomly distributed among the grade-level teams, reading specialists, and literacy coach for scoring. The selected response items are scored using the answer key developed with the assessment. The open response items are scored using the rubric developed with the assessment.

Day 1

Day 2

Session 3: Submission Process (with EPSS)

Objectives

Evaluators will be able to:

- Understand the principal's role in setting school priorities through their SLOs
- Understand the basic structure of EPSS (for submitting SLOs)

Timeline of the SLO Process



Set Administrator SLOs

Building administrator reviews district priorities and the school improvement plan with administrator teams to set administrator SLOs.

Stop and jot:

- How can school leaders work together to establish SLOs?
- How can school leaders assemble teacher teams to work together in establishing teacher SLOs?
- When can these meetings take place?

How to Access the Student Learning Objectives Component

- There are multiple entry points to the SLO component from the educator dashboard

The screenshot shows the RIDE ri.gov dashboard for Gary Ashworth at McDonald Middle School. The 'My Evaluation Cycle' sidebar on the left contains a tree view with 'SLOs' highlighted under 'EDUCATOR INFO'. A red arrow points from this 'SLOs' link to the 'Student Learning Objectives' dropdown menu in the main content area. Another red arrow points from the 'Student Learning Objectives' dropdown to a table listing various tasks.

My Evaluation Cycle

- EDUCATOR INFO
 - Conferences
 - Final Effectiveness Rating
 - Observations
 - Professional Development
 - Professional Goal Setting
 - SLOs
- SCHOOL INFO
 - School Improvement Plan
 - Schoolwide SLO
- LEA INFO
 - District Strategic Plan

Effective leaders in every school.

PROFESSIONAL PRACTICE, PROFESSIONAL FOUNDATIONS, STUDENT LEARNING

Effective teachers in every classroom.

Student Learning Objectives [dropdown]

Professional Growth Goals [dropdown]

Calendar (Jan 2012)

Task	Due Date	Action	Status	Last Modified
Student Learning Objectives	10/25/2012	Edit	In Progress	10/25/2012
Professional Growth Plan	10/25/2012	View	APPROVED	10/25/2012
Schedule Beginning of Year Conference	10/25/2012	View	SCHEDULED	10/25/2012
Schedule Announced Observation	10/25/2012	Create	In Progress	10/25/2012
Schedule Mid-Year Conference	10/25/2012	Create	In Progress	10/25/2012
Schedule End of Year Conference	10/25/2012	Create	In Progress	10/25/2012

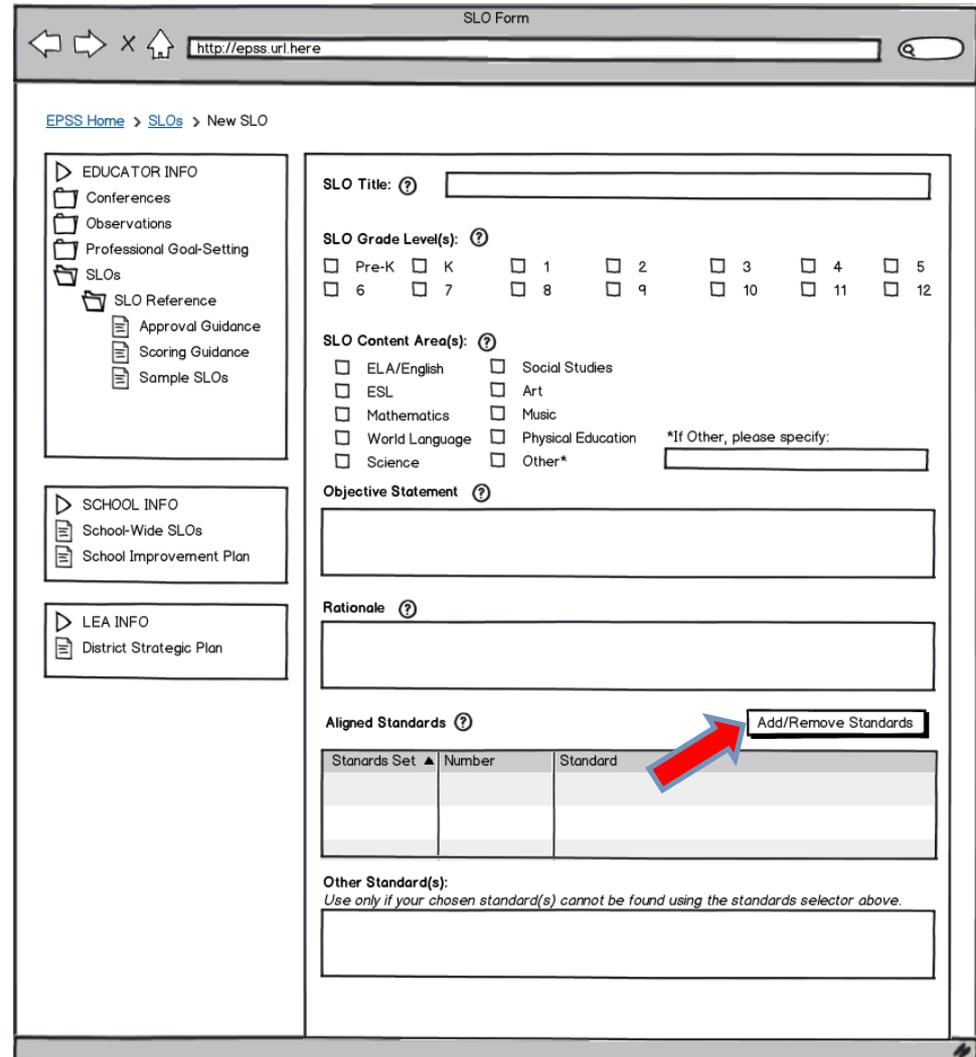
SLO Home Page

- High-level view of SLO set and its status
- Links to individual SLOs
- Links to SLO evidence
- Guidance documents
- **Add SLO:** launches the SLO Form
- **Submit SLOs for Approval:** notifies evaluator, locks set
- **Upload SLO Evidence:** links to the evidence upload utility

The screenshot shows a web browser window titled "A Web Page" with the address bar containing "http://". The page content includes a navigation menu on the left with categories like "EPSS Home > SLOs", "EDUCATOR INFO", "SCHOOL INFO", and "LEA INFO". The main content area shows a dropdown menu for the year "2012 - 2013" and a "Submit SLOs for Approval" button. Below this, the "SLO Set Approval Status" is "AWAITING SUBMISSION". There is an "Add SLO" button and a table of "Individual SLOs" with columns for "Delete", "For each SLO, click title to launch", and "Status". The table lists three SLOs: "Explanatory Writing", "Government Structure", and "Multi-step Math Problems", all with a status of "Not Yet Submitted". At the bottom, there is an "Upload SLO Evidence" button. Red arrows point to the "Submit SLOs for Approval", "Add SLO", and "Upload SLO Evidence" buttons.

SLO Form (top)

- Field-level help (" ? ") on all form fields
- **SLO Title** (short name) is required to save
- **Add/Remove Standards:** launches the Standard Selector



The screenshot shows a web browser window titled "SLO Form" with the address bar containing "http://epss.url.here". The page content includes a breadcrumb trail: "EPSS Home > SLOs > New SLO".

On the left side, there are three main sections:

- EDUCATOR INFO:** Contains links for Conferences, Observations, Professional Goal-Setting, SLOs, SLO Reference, Approval Guidance, Scoring Guidance, and Sample SLOs.
- SCHOOL INFO:** Contains links for School-Wide SLOs and School Improvement Plan.
- LEA INFO:** Contains a link for District Strategic Plan.

The main form area contains the following fields:

- SLO Title:** A text input field with a help icon (?).
- SLO Grade Level(s):** A grid of checkboxes for grades Pre-K through 12.
- SLO Content Area(s):** A grid of checkboxes for various subjects: ELA/English, Social Studies, ESL, Art, Mathematics, Music, World Language, Physical Education, Science, and Other*. There is also a text input field for "If Other, please specify:".
- Objective Statement:** A large text input field.
- Rationale:** A large text input field.
- Aligned Standards:** A table with columns for "Standards Set", "Number", and "Standard". An "Add/Remove Standards" button is located to the right of the table, with a red arrow pointing to it.
- Other Standard(s):** A text input field with a note: "Use only if your chosen standard(s) cannot be found using the standards selector above."

SLO Form (middle)

- Evidence Source 2 + 3 fields are optional and dependent on input
- SLO Targets
- **Add/Remove Targets:** launches the Target entry modal

Interval of Instruction
 Semester
 School Year
 Other *If Other, please specify:

Baseline Data (?)

Target(s) (?) Add/Remove Targets

#	Details

Rationale for Target(s) (?)

	Level of Standardization	Description
Evidence Source 1 (required)	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low	<input style="width: 90%; height: 30px;" type="text"/>
Evidence Source 2 (optional)	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low	<input style="width: 90%; height: 30px;" type="text"/>
Evidence Source 3 (optional)	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low	<input style="width: 90%; height: 30px;" type="text"/>

	Administration	Scoring
Evidence Source 1 (required)	<input style="width: 90%; height: 30px;" type="text"/>	<input style="width: 90%; height: 30px;" type="text"/>
Evidence Source 2 (optional)	<input style="width: 90%; height: 30px;" type="text"/>	<input style="width: 90%; height: 30px;" type="text"/>
Evidence Source 3 (optional)	<input style="width: 90%; height: 30px;" type="text"/>	<input style="width: 90%; height: 30px;" type="text"/>

SLO Form (bottom)

- **Results** - editable at the end of instructional period
- **Approval and Scoring** sections – used by Evaluators only
- **Reset:** clears form
- **Print:** prints form
- **Save & Notify:** evaluators can send form to others
- **Save:** saves form (but does not submit set)

RESULTS
Complete at the end of the instructional period

Results: ?

Summary Statement: ?

[View Associated Evidence](#)

Approval of Objective ?
To be completed by the evaluator

Initial Approval

	Acceptable	Needs Revision
Priority of Content ?	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target ?	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence ?	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Mid-Year Revision

Mid-Year SLO Revision (check if yes)

Reason for Revision:

Notes:

Scoring of Objective ?
To be completed by the evaluator

Did Not Meet
 Nearly Met
 Met
 Exceeded

Notes:

How Are SLO Targets Entered?



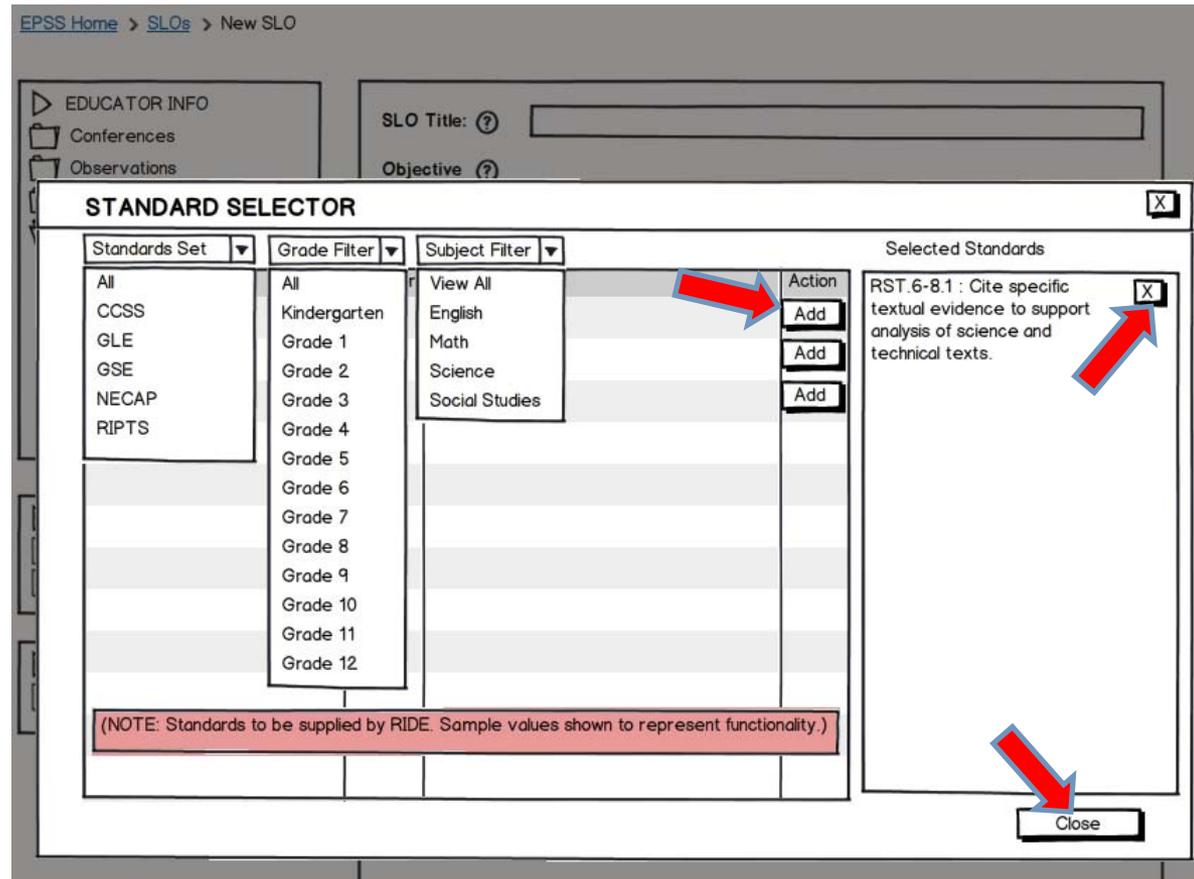
1. Click **Add/Remove Targets**
 2. Add at least one target (tiered targets are supported)
 3. Click **Close**
- **Close:** closes modal; returns to SLO Form

A screenshot of a web application interface showing a modal window titled "ADD TARGETS". The modal is overlaid on a background interface that includes a sidebar with "EDUCATOR INFO", "Conferences", and "Observations", and a main area with "SLO Title: ?" and "Objective ?" fields. The modal contains the following text: "Please add at least one target for this SLO. If you are using a tiered target approach, please input up to five targets." Below this are five target input fields, each with a label: "Target 1 (required)", "Target 2", "Target 3", "Target 4", and "Target 5". The first two fields contain text: "90% of class will score between 65-90 on this end-of-course exam." and "10% of class will score between 90-100 on this end-of-course exam." respectively. The other three fields are empty. At the bottom right of the modal is a "Close" button, which is highlighted with a red arrow pointing down to it.

How Are SLOs Aligned To Standards in EPSS?

1. Click **Add/Remove Standards**
2. Filter by standard, grade, and/or subject
3. Click **Add** for each desired standard
4. Click **Close**

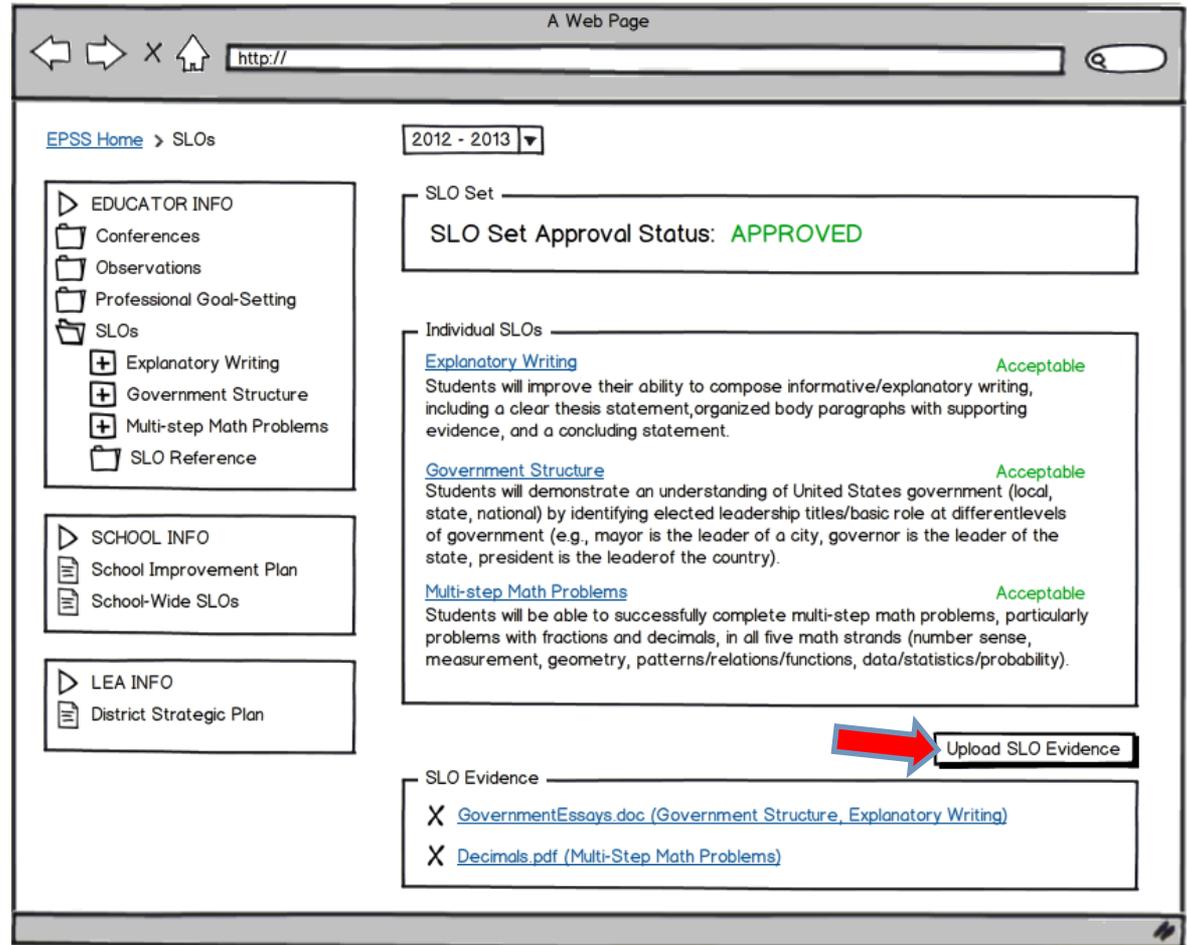
- **Add:** selects standard; adds to Selected list
- **X:** removes standard from Selected list
- **Close:** closes selector; returns to SLO Form



The screenshot shows the 'STANDARD SELECTOR' window in the EPSS system. It features three filter dropdowns: 'Standards Set' (with options: All, CCSS, GLE, GSE, NECAP, RIPTS), 'Grade Filter' (with options: All, Kindergarten, Grade 1-12), and 'Subject Filter' (with options: View All, English, Math, Science, Social Studies). A table below these filters shows a grid of standard options. A red arrow points to an 'Add' button in the 'Action' column. Another red arrow points to an 'X' button next to a selected standard, 'RST.6-8.1 : Cite specific textual evidence to support analysis of science and technical texts.'. A third red arrow points to a 'Close' button at the bottom right of the window. A note at the bottom of the selector reads: '(NOTE: Standards to be supplied by RIDE. Sample values shown to represent functionality.)'

SLO Evidence Management

- Uploaded SLO evidence is displayed on the SLO Home Page
- **Upload SLO Evidence:** links to the evidence upload utility



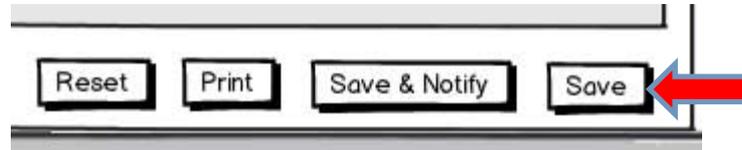
The screenshot shows a web browser window titled "A Web Page" with a URL bar containing "http://". The page content is organized into several sections:

- Navigation:** "EPSS Home > SLOs" and a year selector "2012 - 2013".
- Left Sidebar (Educator Info):**
 - EDUCATOR INFO
 - Conferences
 - Observations
 - Professional Goal-Setting
 - SLOs
 - Explanatory Writing
 - Government Structure
 - Multi-step Math Problems
 - SLO Reference
- Left Sidebar (School Info):**
 - SCHOOL INFO
 - School Improvement Plan
 - School-Wide SLOs
- Left Sidebar (LEA Info):**
 - LEA INFO
 - District Strategic Plan

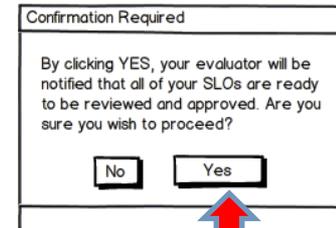
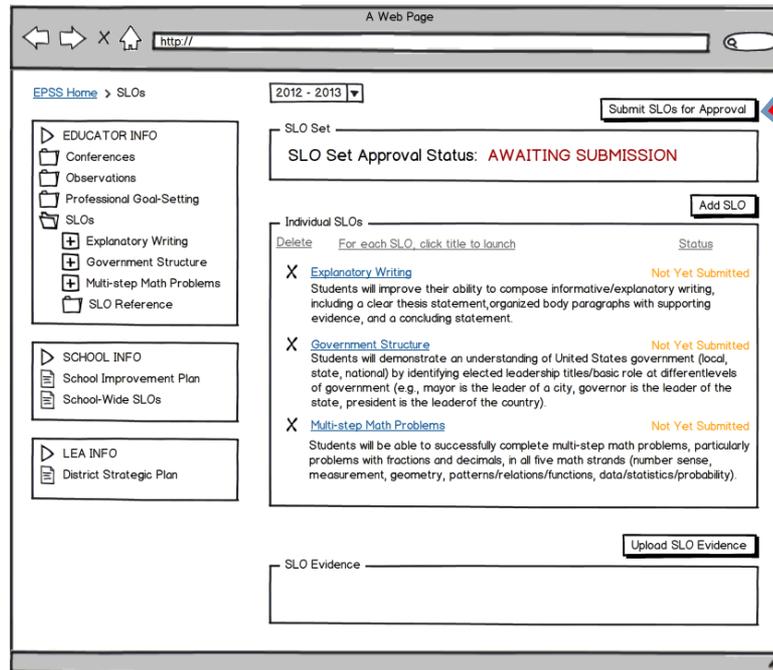
The main content area includes:

- SLO Set:** A dropdown menu and a box showing "SLO Set Approval Status: APPROVED".
- Individual SLOs:** A list of SLOs with descriptions and status:
 - Explanatory Writing:** "Students will improve their ability to compose informative/explanatory writing, including a clear thesis statement, organized body paragraphs with supporting evidence, and a concluding statement." Status: **Acceptable**.
 - Government Structure:** "Students will demonstrate an understanding of United States government (local, state, national) by identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country)." Status: **Acceptable**.
 - Multi-step Math Problems:** "Students will be able to successfully complete multi-step math problems, particularly problems with fractions and decimals, in all five math strands (number sense, measurement, geometry, patterns/relations/functions, data/statistics/probability)." Status: **Acceptable**.
- Upload SLO Evidence:** A button with a red arrow pointing to it.
- SLO Evidence:** A list of uploaded files:
 - X [GovernmentEssays.doc \(Government Structure, Explanatory Writing\)](#)
 - X [Decimals.pdf \(Multi-Step Math Problems\)](#)

How Are SLOs Submitted?

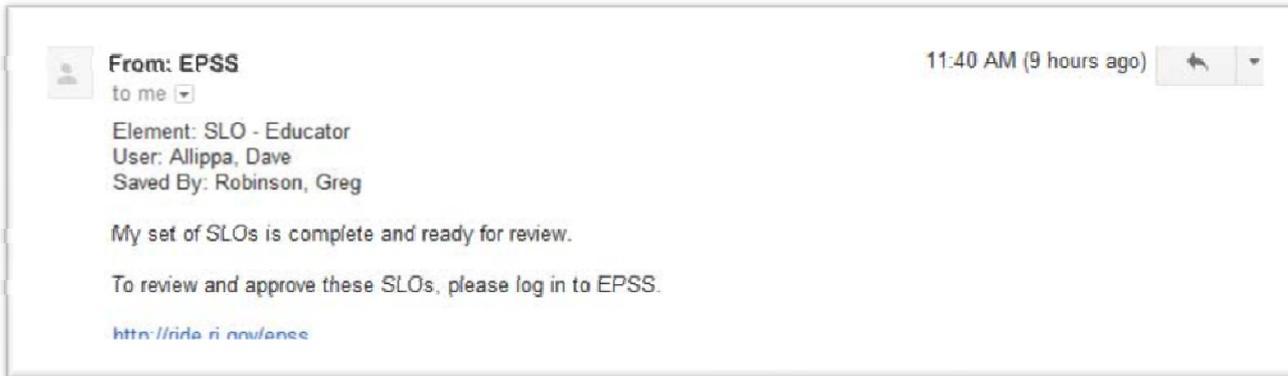


1. Click **Save** on the SLO Form (for each SLO)
2. Click **Submit SLOs for Approval** on the SLO Home Page
3. Click **Yes** when prompted for confirmation
4. SLO set is now locked
5. Evaluator is notified



SLO Notifications for Evaluators

How will I know when the administrator has submitted their SLOs?
EPSS emails the evaluator when an SLO set is ready for approval



What do I do next?

Evaluator logs in to EPSS and opens the SLO Approval Form



Day 1

Day 2

Session 4: Approving SLOs (Part I)

Objectives

Evaluators will be able to:

- Identify the proper scope of an SLO
- Understand why an Objective Statement is too broad or narrow

Approving SLOs

When approving SLOs, you are primarily looking at:

Priority of Content

- Is this objective aligned to school and/or district level priorities?
- Is the objective aligned to state and/or national standards?

Quality of the Evidence

- Is the assessment completely aligned to measure the identified content/skills of the objective?
- Does the assessment provide the specific data needed to determine if the objective was met?
- Can the assessment be compared across classrooms and schools?

Rigor of the Target

- Is the target(s) aligned with annual expectations for academic growth or mastery?
- What data source(s) informed the target that was set?
- Is the target(s) rigorous, yet attainable for all students?
- Will students be “on track” and/or reduce gaps in achievement if they reach the target(s)?





Objective Statement

An objective statement captures specifically what **knowledge and/or skills learners should attain** within an interval of instruction.



- *The objective statement is **too broad**:*
Students will reach proficiency with fractions.
- *The objective statement is **too narrow**:*
Students will be able to add fractions with like denominators.
- *The objective statement is **acceptable**:*
Students will develop an understanding of fraction equivalence, be able to add and subtract fractions with like denominators and multiply fractions by whole numbers.

Gr. 11, Writing Arguments

- *This objective statement is **too broad**:*

Students will improve their ability to write in response to informational text.
- This objective statement is ***too narrow***:

Students will improve their ability to include textual evidence in written arguments.
- *This objective statement is **acceptable**:*

Students will improve their ability to analyze informational text and to write arguments informed by their analysis, grounded in germane textual evidence.



Priority of Content Activity

Elementary School



- *The objective statement is **too broad**:*
All students will improve their writing .
- *The objective statement is **too narrow**:*
Gr. 5 students will write informative/explanatory texts to examine a topic and convey ideas and information clearly .
- *The objective statement is **acceptable**:*
Students in grades 2-5 will improve their ability to write an argument based on textual evidence from pre-test to post-test, as measured by the district writing rubric .

- *The objective statement is **too broad**:*
Students will improve their overall proficiency in mathematics
- *The objective statement is **too narrow**:*
All students in Gr. 7 will demonstrate proficiency with investigations of chance processes and the development, use, and evaluation of probability models .
- *The objective statement is **acceptable**:*
All Gr. 6-8 students who scored Substantially Below Proficient on the beginning-of-year mathematics pretest (86 students) will reach Nearly Proficient or above by the end-of-year post-test .

- *The objective statement is **too broad**:*

Students will improve performance in mathematics, as measured by end-of-course grades.

- *The objective statement is **too narrow**:*

Algebra I students will demonstrate proficiency with creating equations that describe numbers or relationships and solving equations with inequalities in one variable .

- *The objective statement is **acceptable**:*

Increase the percentage of Algebra I students demonstrating proficiency on the Algebra I end-of-course assessment .

Day 1

Day 2

Session 4: Approving SLOs (Part II)

Objectives

Evaluators will be able to:

- Understand what makes an SLO approvable or in need of revision
- Gain confidence in the ability to distinguish between SLOs that are approvable and those in need of revision
- Be able to provide constructive feedback to administrators on how to revise an SLO to make it approvable



SLO Approval Activity



If the SLO is in need of revision...

1. Evaluator should mark the SLO as needs revision in EPSS.
2. Evaluator should provide an explanation of why revisions are needed and suggestions for how to revise.
3. Administrator should revise and resubmit to evaluator as soon as possible.
4. Evaluator should review revised SLO and either approve or send back to the administrator with guidance on how to submit a final revision.



Providing feedback for revision

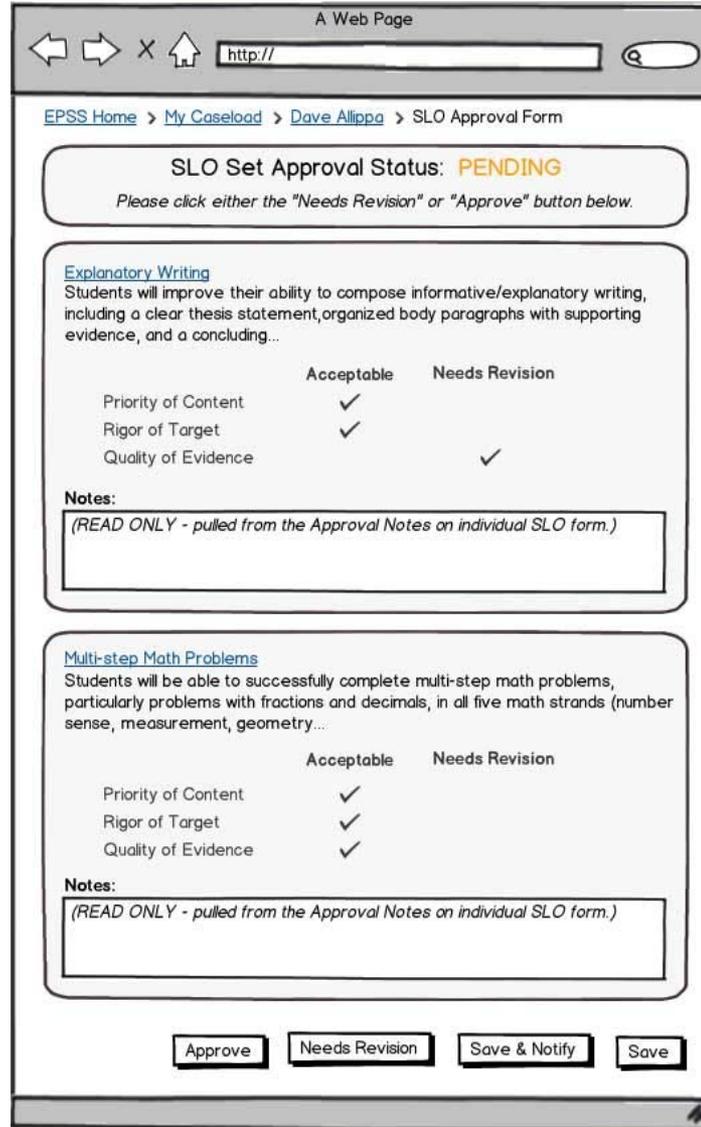
- Base your feedback on what is specifically written within the SLO.
- Reinforce evidence of effective practice.
- Be specific rather than general and prioritize feedback.
- Describe rather than evaluate.
- Attend to the administrators stated needs or area of focus.

The SLO must be revised if it does not clearly establish:

Priority of Content
Rigor of Target
Quality of Evidence

SLO Approval Form

- Launched from the Evaluator dashboard
- One of the beginning-of-year forms in the Process View
- Provides a high-level view of the SLO set
- Read-only
- Changes are made on the individual SLO forms
- **Approve:** notifies educator; SLO set locked
- **Needs Revision:** notifies educator; SLO set unlocked
- **Save & Notify:** evaluators can send form to others



A Web Page

http://

[EPSS Home](#) > [My Caseload](#) > [Dave Allippo](#) > SLO Approval Form

SLO Set Approval Status: PENDING
Please click either the "Needs Revision" or "Approve" button below.

Explanatory Writing
Students will improve their ability to compose informative/explanatory writing, including a clear thesis statement, organized body paragraphs with supporting evidence, and a concluding...

	Acceptable	Needs Revision
Priority of Content	✓	
Rigor of Target	✓	
Quality of Evidence		✓

Notes:
(READ ONLY - pulled from the Approval Notes on individual SLO form.)

Multi-step Math Problems
Students will be able to successfully complete multi-step math problems, particularly problems with fractions and decimals, in all five math strands (number sense, measurement, geometry...

	Acceptable	Needs Revision
Priority of Content	✓	
Rigor of Target	✓	
Quality of Evidence	✓	

Notes:
(READ ONLY - pulled from the Approval Notes on individual SLO form.)

Approve Needs Revision Save & Notify Save

Mid-year Monitoring of Administrator SLOs

The Mid-Year Conference offers an opportunity for educators to review and discuss students' learning progress with their evaluators. Educators and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practices, programming, resources, and scheduling.

Building administrators should not have a need to revise their Student Learning Objectives mid-year. If an extenuating circumstance should occur, the administrator should discuss the issue with their evaluator and together determine if the administrator is in need of support or if the Student Learning Objective should be revised.

Day 1

Day 2

Session 5: Scoring SLOs

Objectives

Evaluators will be able to:

- Understand how to apply the SLO scoring language.
- Understand how sets of SLOs are scored.

Scoring individual Student Learning Objectives



Review available evidence submitted by the educator, including the educator's summary of results.



Compare results to original target(s).



Ask: Was the target reached? If not, was it close? If so, was it greatly surpassed.



Use individual SLO scoring guidance to score the SLO as Exceeded, Met, Nearly Met, or Not Met.

Scoring SLOs

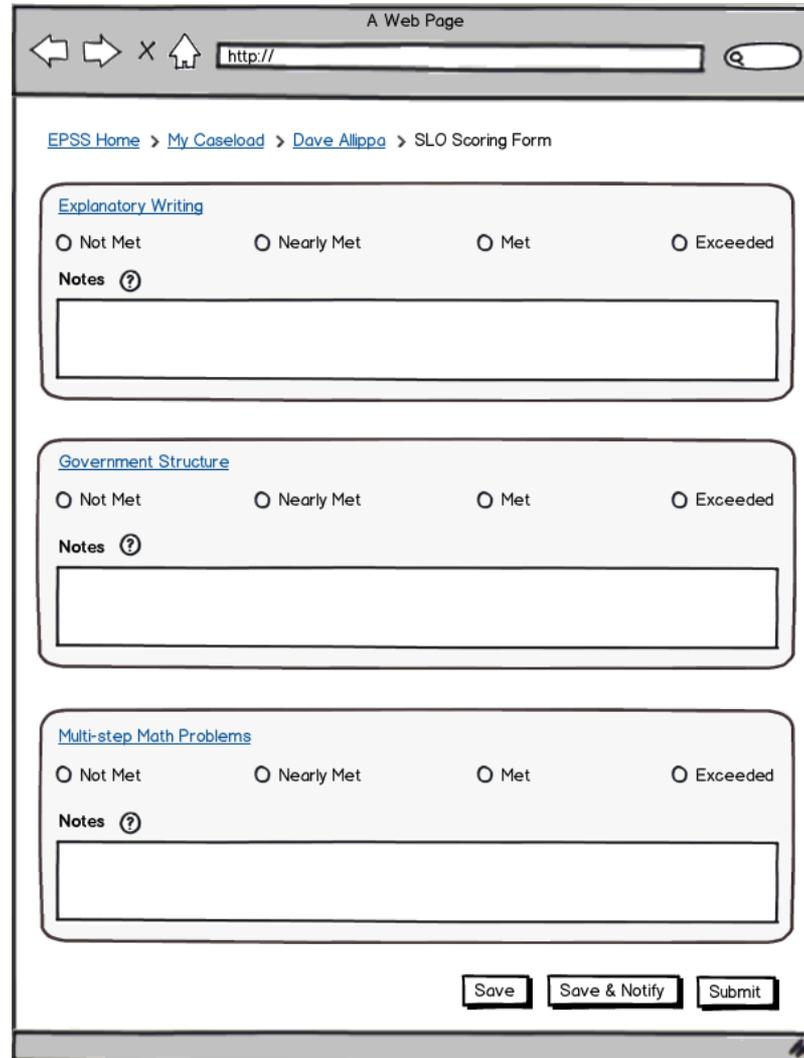


PRIOR to the End-of-Year Conference, administrators should:

- Gather and analyze student learning data relevant to their SLOs (e.g., assessment results)
- Complete the results section of each SLO Form
- Submit data and completed SLO Form to evaluators at least 48 hours in advance of conference

SLO Scoring Form

- Launched from the Evaluator dashboard
- One of the end-of-year forms in the Process View
- Provides a high-level view of the SLO set
- Read-only
- Changes are made on the individual SLO forms
- **Save:** saves draft Scoring Form; no email sent
- **Save & Notify:** evaluators can send form to others
- **Submit:** notifies educator; completes the SLO evaluation component



A Web Page

http://

[EPSS Home](#) > [My Caseload](#) > [Dave Allippa](#) > SLO Scoring Form

[Explanatory Writing](#)

Not Met Nearly Met Met Exceeded

Notes ?

[Government Structure](#)

Not Met Nearly Met Met Exceeded

Notes ?

[Multi-step Math Problems](#)

Not Met Nearly Met Met Exceeded

Notes ?

Save Save & Notify Submit

Step 1

The evaluator should rate each individual Student Learning Objective



Step 2

The rating is calculated within EPSS based upon individual scores

Step 1: Rating individual SLOs

Participants should review Example SLO

Objective: All students will improve their reading comprehension for informational texts (including sequencing, cause and effect, drawing inferences based on evidence, main idea and author’s purpose) as measured by the district common reading assessment.

Assessment: The district common reading assessment was created by a team of ELA, mathematics, Science, and Social Studies teachers, special educators, ELL teachers, literacy coaches, and reading specialists from across the district. Grade-level proficiency in reading comprehension (gr. 9-11, aligned with LEA PLP expectations and proficiency as measured by the NECAP), with an emphasis on informational texts. Scoring places students in 4 categories (see below). It is administered in September, January, and May. For ELL students with baselines of Not Meeting Expectations, we’ll also examine growth on WIDA Model benchmarking. Five students with significant cognitive disabilities will be assessed on a modified assessment based on modified text. All students will be expected to make at least the following progress from pre-test to post-test:

Targets:	Category	Pre-Test	Post-Test Target
	Not Meeting Expectations	20% (167 students)	0%
	Approaching Expectations	35% (292 students)	20% (167 students)
	Meeting Expectations	30% (250 students)	35% (292 students)
	Exceeding Expectations	15% (125 students)	45% (375 students)

Step 1: Rating individual SLOs

Met-This category applies when **all or almost all students met the target(s)**. Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "Met". The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).

SAMPLE DATA

Targets	Results
0% Not Meeting Expectations	1% (8 students) scored in the Not Meeting Expectations category on the post-test in May.
20% (167) Approaching Expectations	19% (158 students) scored in the Approaching Expectations category on the post-test in May.
35% (292) Meeting Expectations	38% (317 students) scored in the Meeting Expectations category on the post-test in May.
45% (375) Exceeding Expectations	43% (358 students) scored in the Exceeding Expectations category on the post-test in May.

Most students met their target. Students whose target was to score in the Approaching Expectations category exceeded their target. Only 7% (58/833 students) did not meet their target.

Step 1: Rating individual SLOs



What's "a few"?

- RIDE's scoring guidance does not identify a specific number for what qualifies as "a few"
- That is because what is considered "a few" is relative to the size the of the group (5 out of 20 vs. 5 out of 120)
- LEAs may add another layer of specificity to make scoring more consistent within the district
 - o Ex. 5% on either side of the target

Step 1: Rating individual SLOs

Nearly Met- This category applies when **many students met the target(s)**, but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell just short of the level of attainment established by the target(s).

SAMPLE DATA

Targets	Results
0% Not Meeting Expectations	3% (25 students) scored in the Not Meeting Expectations category on the post-test in May.
20% (167) Approaching Expectations	23% (194 students) scored in the Approaching Expectations category on the post-test in May.
35% (292) Meeting Expectations	40% (337 students) scored in the Meeting Expectations category on the post-test in May.
45% (375) Exceeding Expectations	33% (278 students) scored in the Exceeding Expectations category on the post-test in May.

The targets were missed by more than a few students. While the targets were not met, substantial progress was made in all categories.



This category was added based on feedback from gradual implementation

Step 1: Rating individual SLOs

Exceeded –This category applies when **all or almost all students met the target(s) and many students exceeded the target(s)**. For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).

SAMPLE DATA

Targets	Results
0% Not Meeting Expectations	0% scored in the Not Meeting Expectations category on the post-test in May.
20% (167) Approaching Expectations	21% (175 students) scored in the Approaching Expectations category on the post-test in May.
35% (292) Meeting Expectations	30% (250 students) scored in the Meeting Expectations category on the post-test in May.
45% (375) Exceeding Expectations	49% (408 students) scored in the Exceeding Expectations category on the post-test in May.

All but 1% of students (8) met their target. No students scored in the “Not Meeting Expectations” category by the end of the year. In addition, a substantial amount of students whose target was the “Meeting Expectations” category surpassed their target.

Step 1: Rating individual SLOs

Not Met- This category applies when **the results do not fit the description of what it means to have “Nearly Met”**. If a substantial proportion of students did not meet the target(s), the SLO was not met. This category also applies when results are missing, incomplete, or unreliable.

SAMPLE DATA

Targets	Results
0% Not Meeting Expectations	12% (100 students) scored in the Not Meeting Expectations category on the post-test in May.
20% (167) Approaching Expectations	30% (250 students) scored in the Approaching Expectations category on the post-test in May.
35% (292) Meeting Expectations	40% (333 students) scored in the Meeting Expectations category on the post-test in May.
45% (375) Exceeding Expectations	18% (150 students) scored in the Exceeding Expectations category on the post-test in May.

The targets were not met. A substantial amount of students showed limited or no progress and 12% (100 students) are still scoring in the “Not Meeting Expectations” category.

Step 1: Individual Scoring Practice

1. Review each SLO
2. Focus on the targets and the results section
3. Assign a rating for each SLO

Score
individually

(10 min)



Discuss with
your group



Step 1

The evaluator should rate each individual Student Learning Objective



Step 2

The rating is calculated within EPSS based upon individual scores

Step 2: Scoring a Set of SLOs

Exceptional Attainment	<ul style="list-style-type: none">•Results across Student Learning Objectives indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs and/or demonstrated an outstanding impact on student learning.
Full Attainment	<ul style="list-style-type: none">•Results across Student Learning Objectives indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs and/or demonstrated a notable impact on student learning.
Partial Attainment	<ul style="list-style-type: none">•Results across Student Learning Objectives indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs and/or demonstrated a moderate impact on student learning.
Minimal Attainment	<ul style="list-style-type: none">•Results across Student Learning Objectives indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs or the educator who has not engaged in the process of setting and gathering results for SLOs.



p. 42

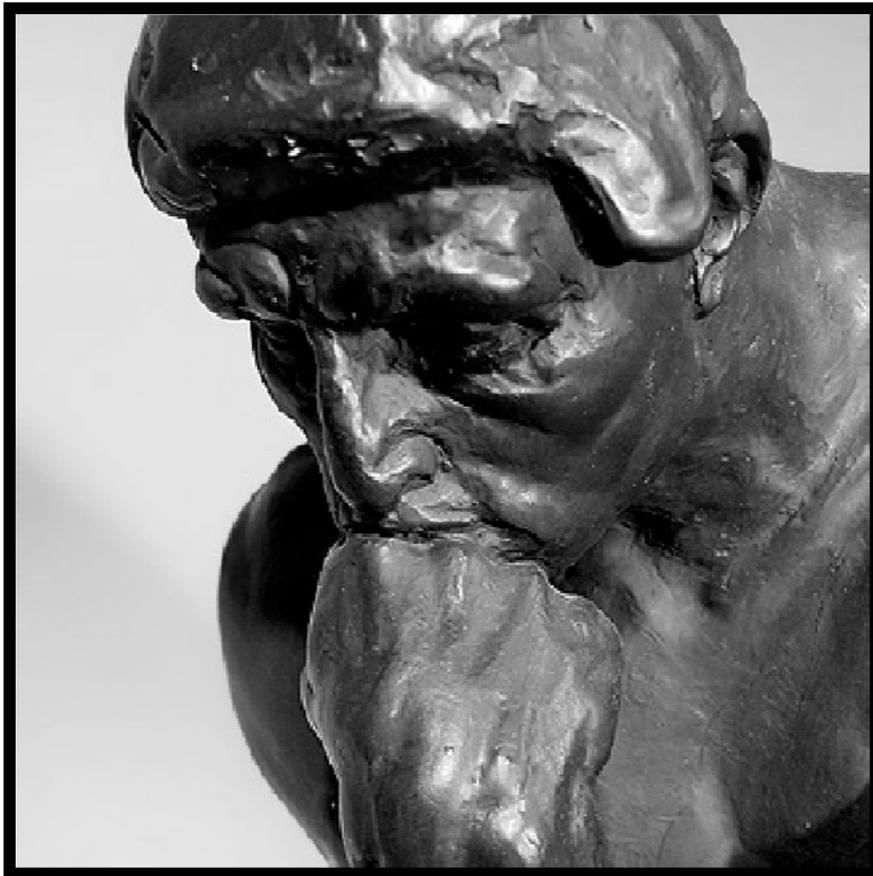
Step 2: Scoring a Set of SLOs



Table 1. For the educator with 2 Student Learning Objectives

	Student Learning Objective 1	Student Learning Objective 2	Final
1	Exceeded	Exceeded	E
2	Exceeded	Met	F
3	Exceeded	Nearly Met	P
4	Exceeded	Not Met	P
5	Met	Met	F
6	Met	Nearly Met	P
7	Met	Not Met	P
8	Nearly Met	Nearly Met	P
9	Nearly Met	Not Met	M
10	Not Met	Not Met	M





- Think about what **you have done or provided** to students to facilitate learning.
- Think about how the SLO process has changed your view about **what you do or provide** to students to facilitate learning.

Day 1

Day 2

Session 6: Scoring & Closure

Objectives

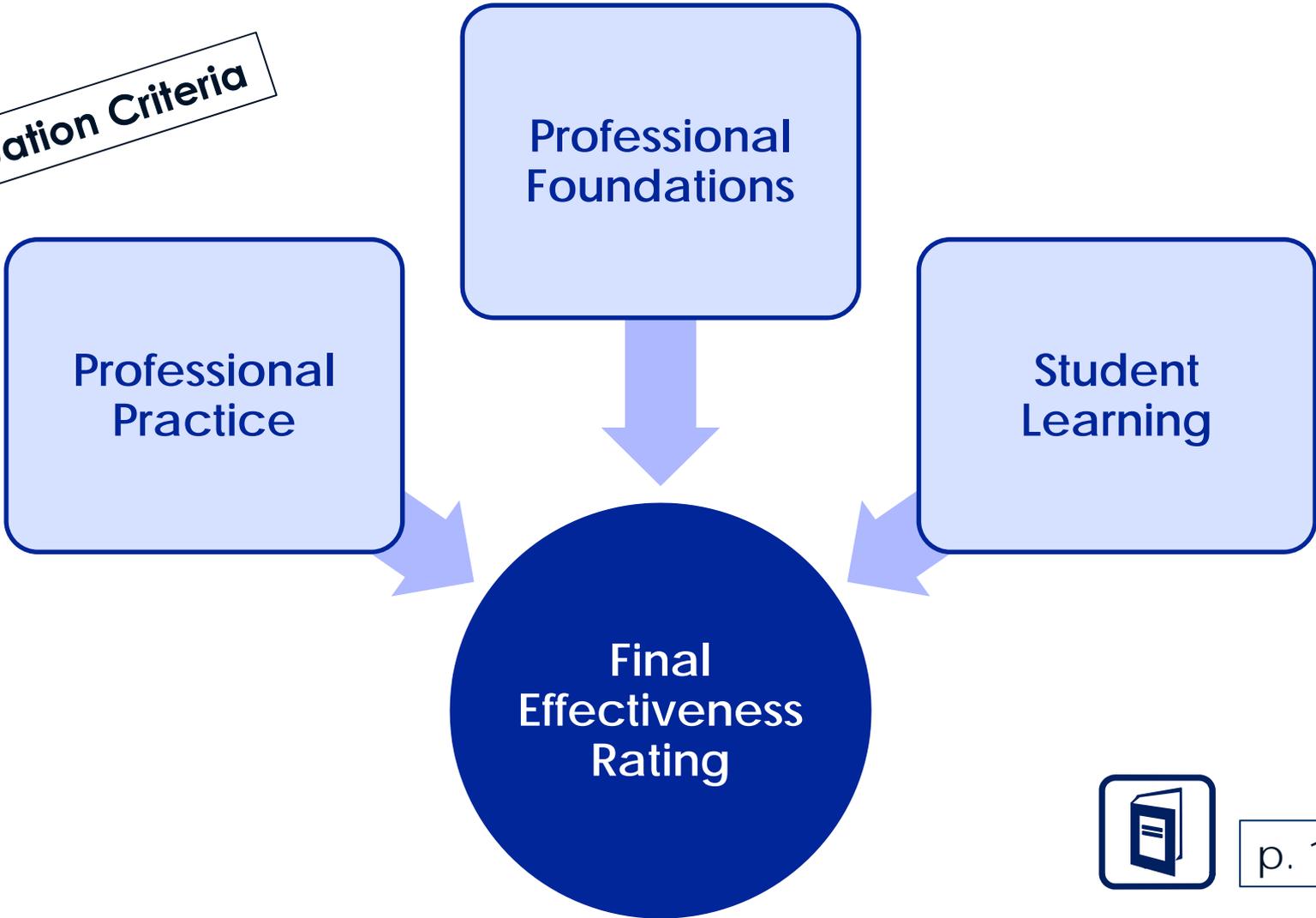
Evaluators will be able to:

- Understand how a building administrator's final effectiveness rating is calculated
- Understand the role of the Educator Performance and Support System (EPSS) in calculating a teacher's final effectiveness rating

Edition II: Final Effectiveness Rating

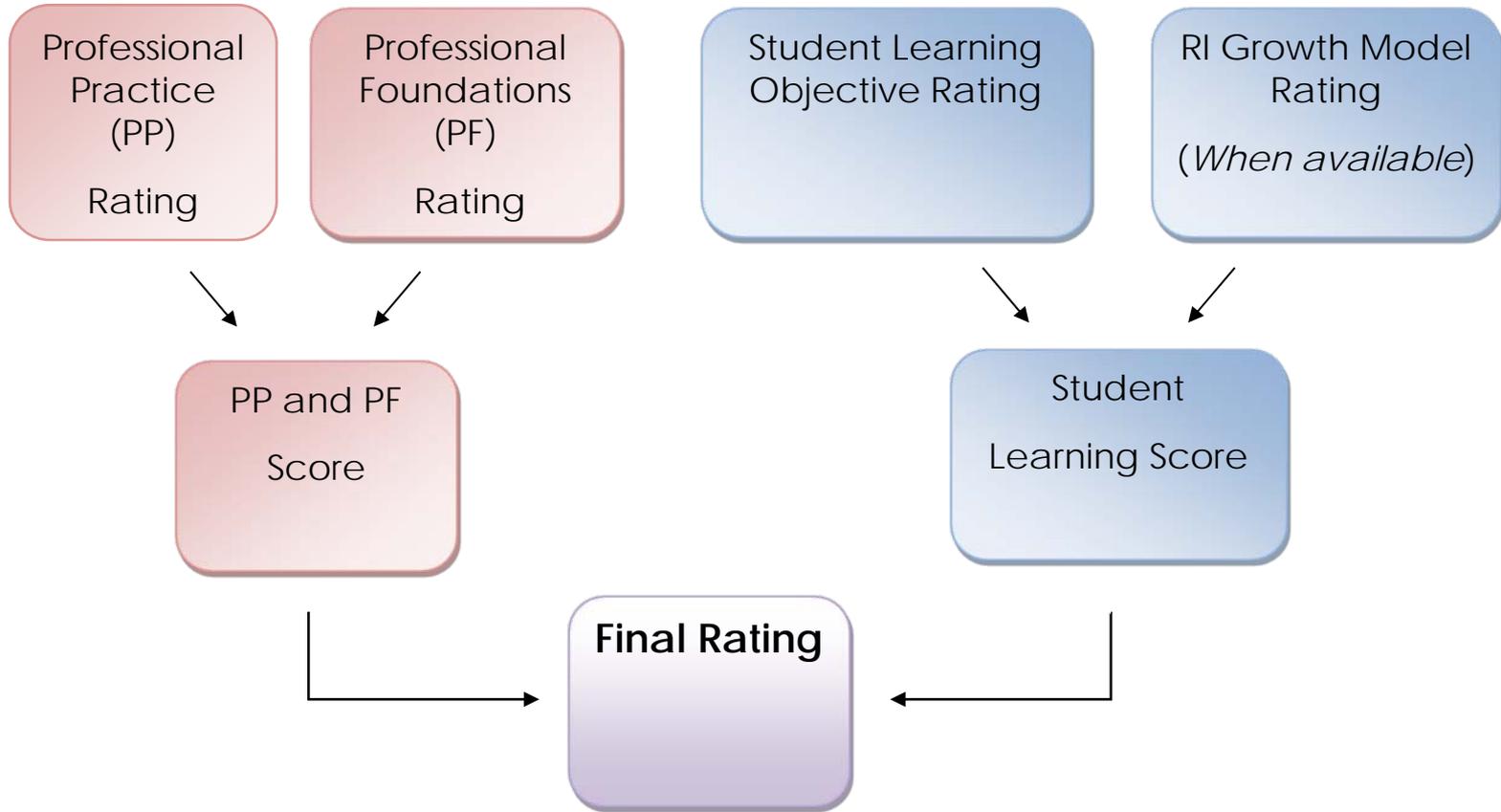


Evaluation Criteria



p. 11

Calculating a Final Effectiveness Rating

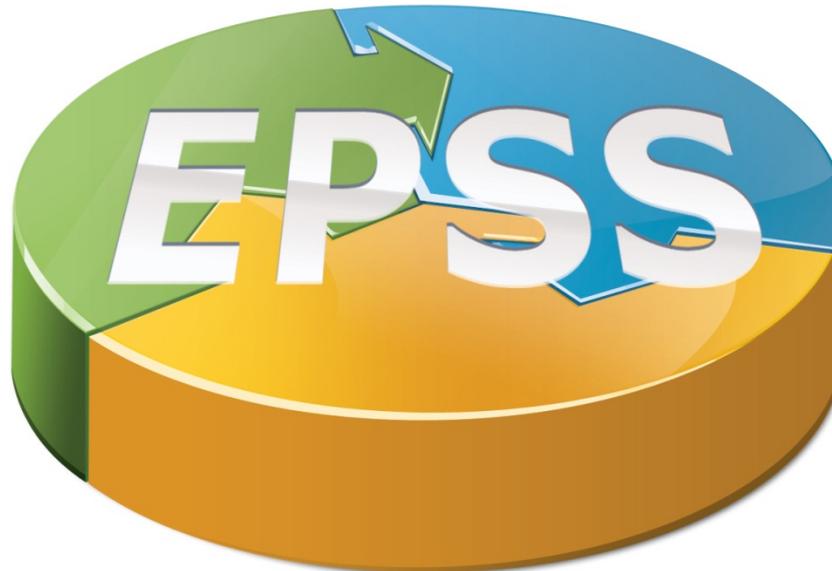


Educators will receive one of four final Effectiveness ratings - *Highly Effective, Effective, Developing, or Ineffective*

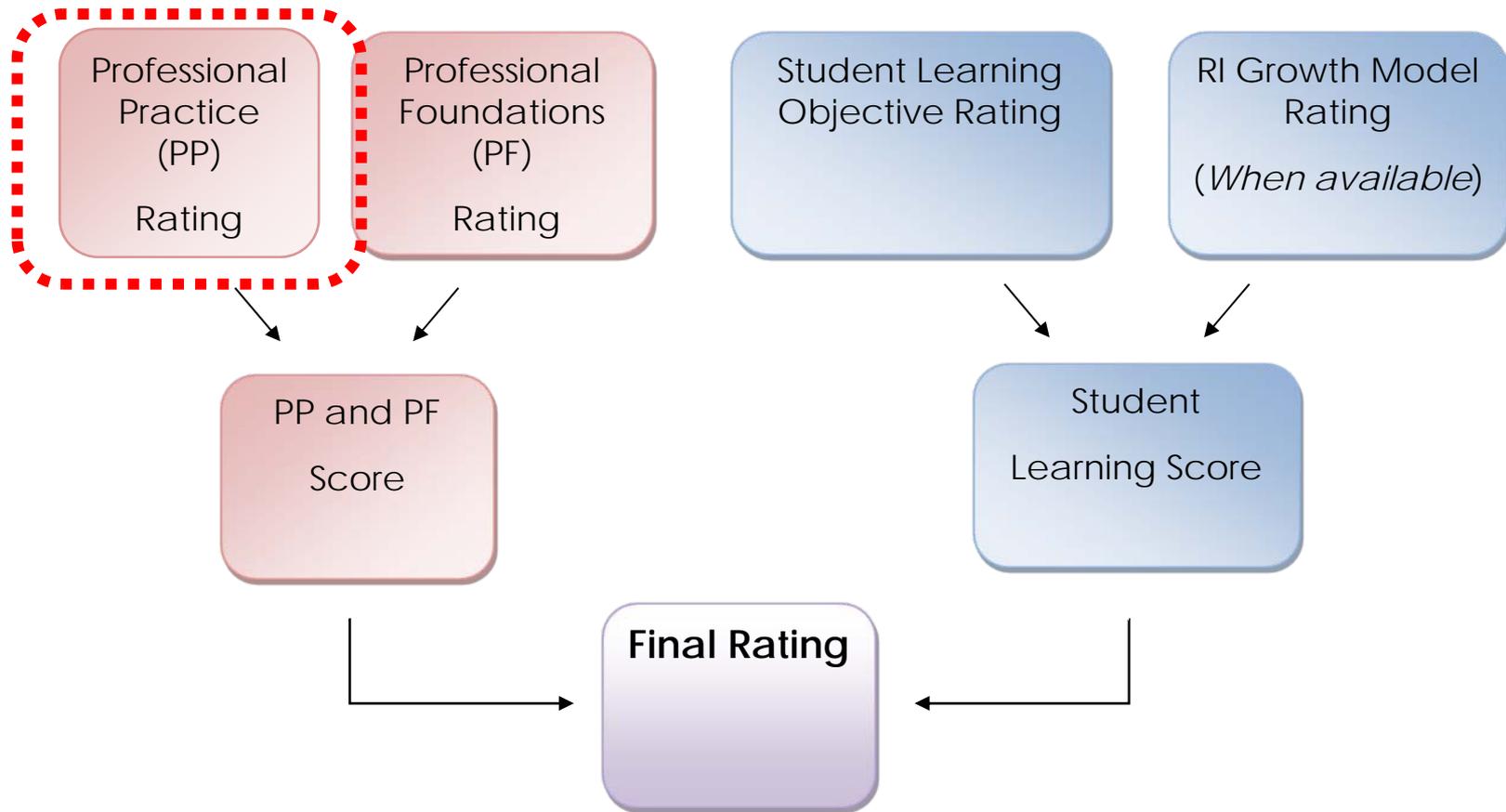


p. 47

Calculating a Final Effectiveness Rating and the EPSS



STEP 1: Calculate a Professional Practice Rating



Professional Practice Rating Example

Component	Score
1a	3
1b	2
2a	2
2b	3
2c	2
3a	3
3b	4
3c	3
3d	2
4a	3
4b	3
TOTAL	30

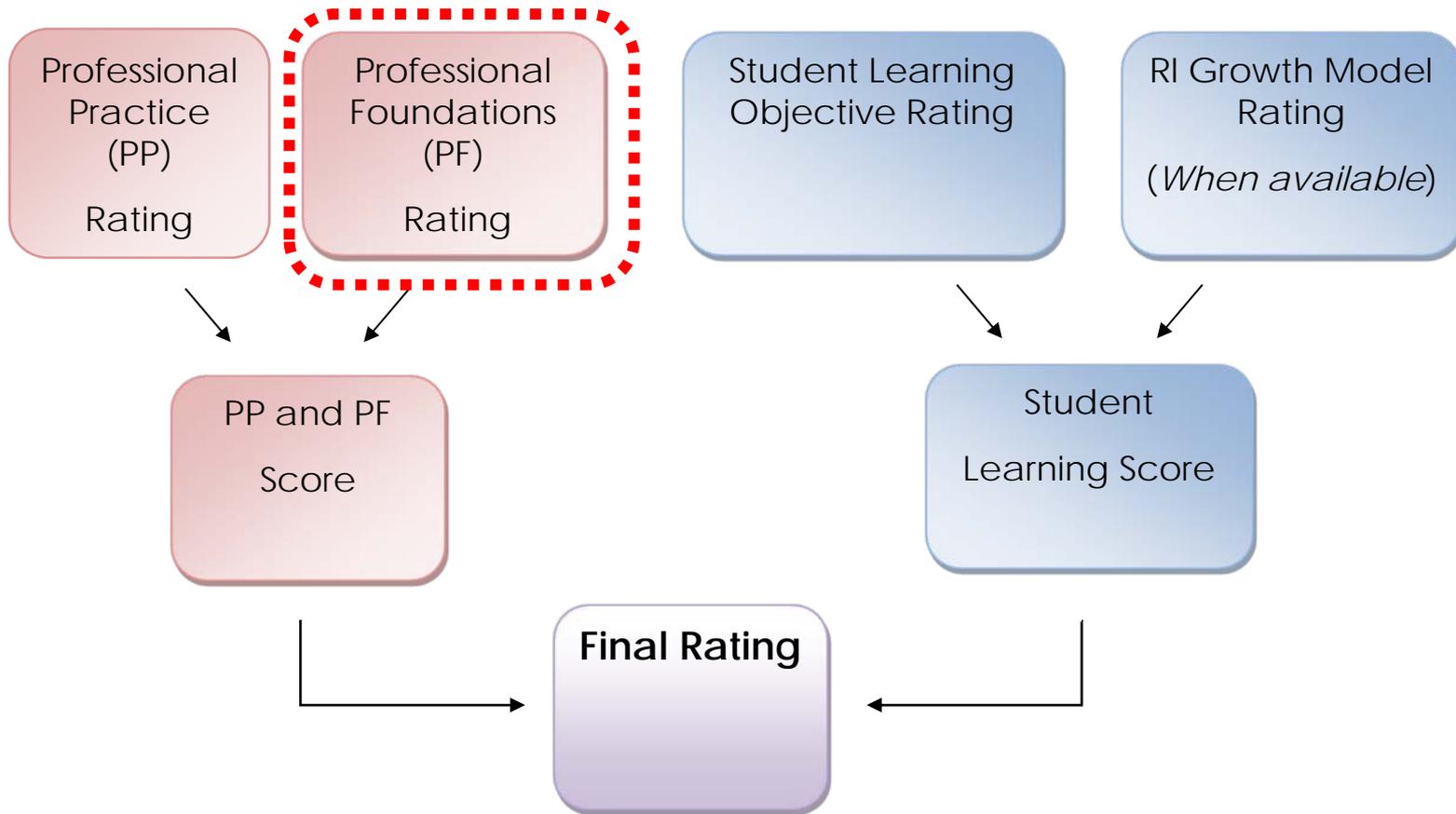
Professional Practice Scoring Bands

Professional Practice

Rating	Score
Exemplary	40-44
Proficient	31-39
Emerging	21-30
Unsatisfactory	11-20



STEP 2: Calculate a Professional Foundations Rating



Professional Foundations Rating Example

Component	Score
PF1	2
PF2	2
PF3	2
PF4	2
PF5	2
PF6	3
TOTAL	13

Professional Foundations Scoring Bands

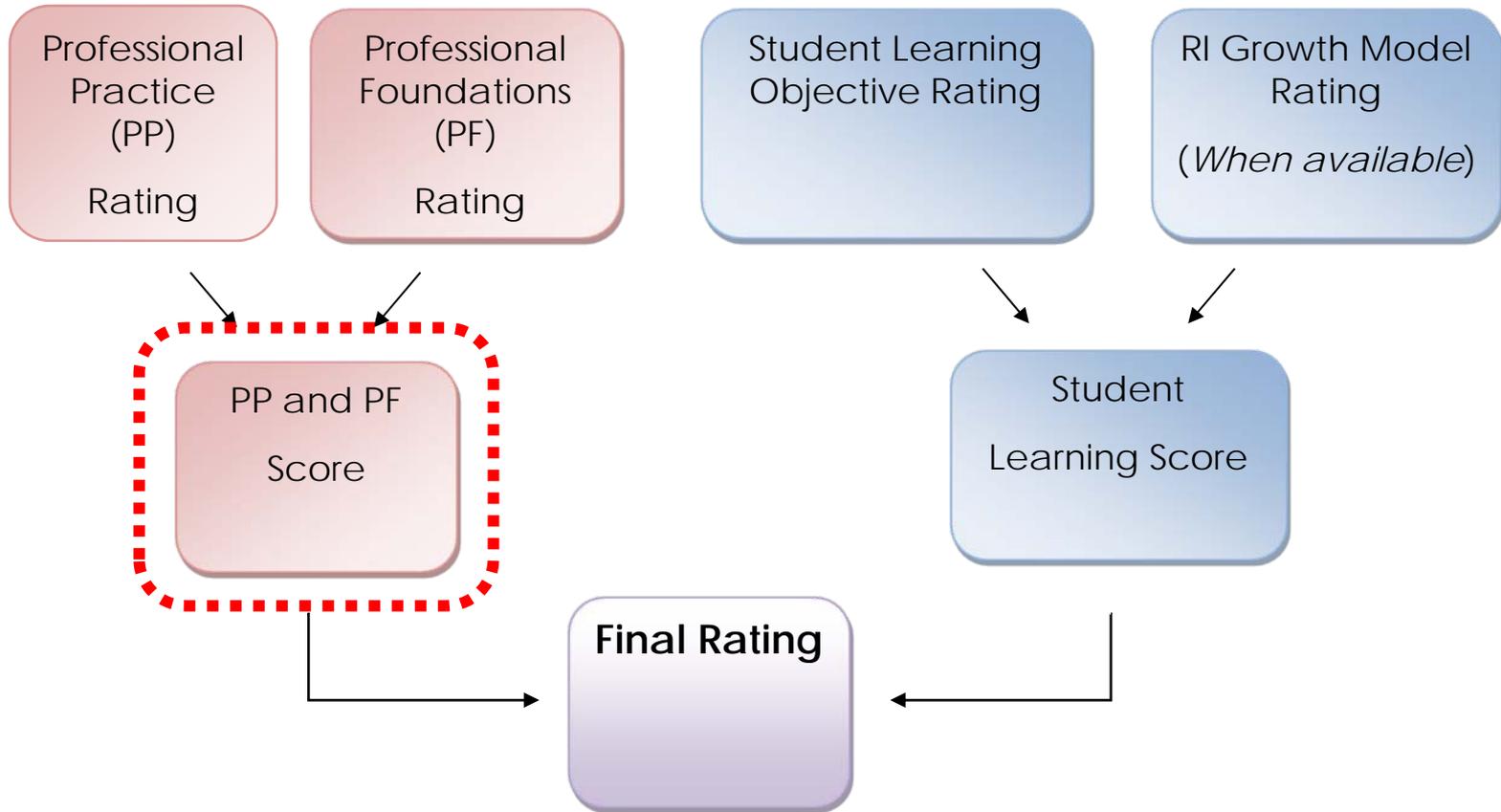


Professional Foundations

Rating	Score
Exceeds Expectations	17-18
Meets Expectations	12-16
Does Not Meet Expectations	6-11



STEP 3: Combine Professional Practice and Professional Foundations



PP and PF Matrix

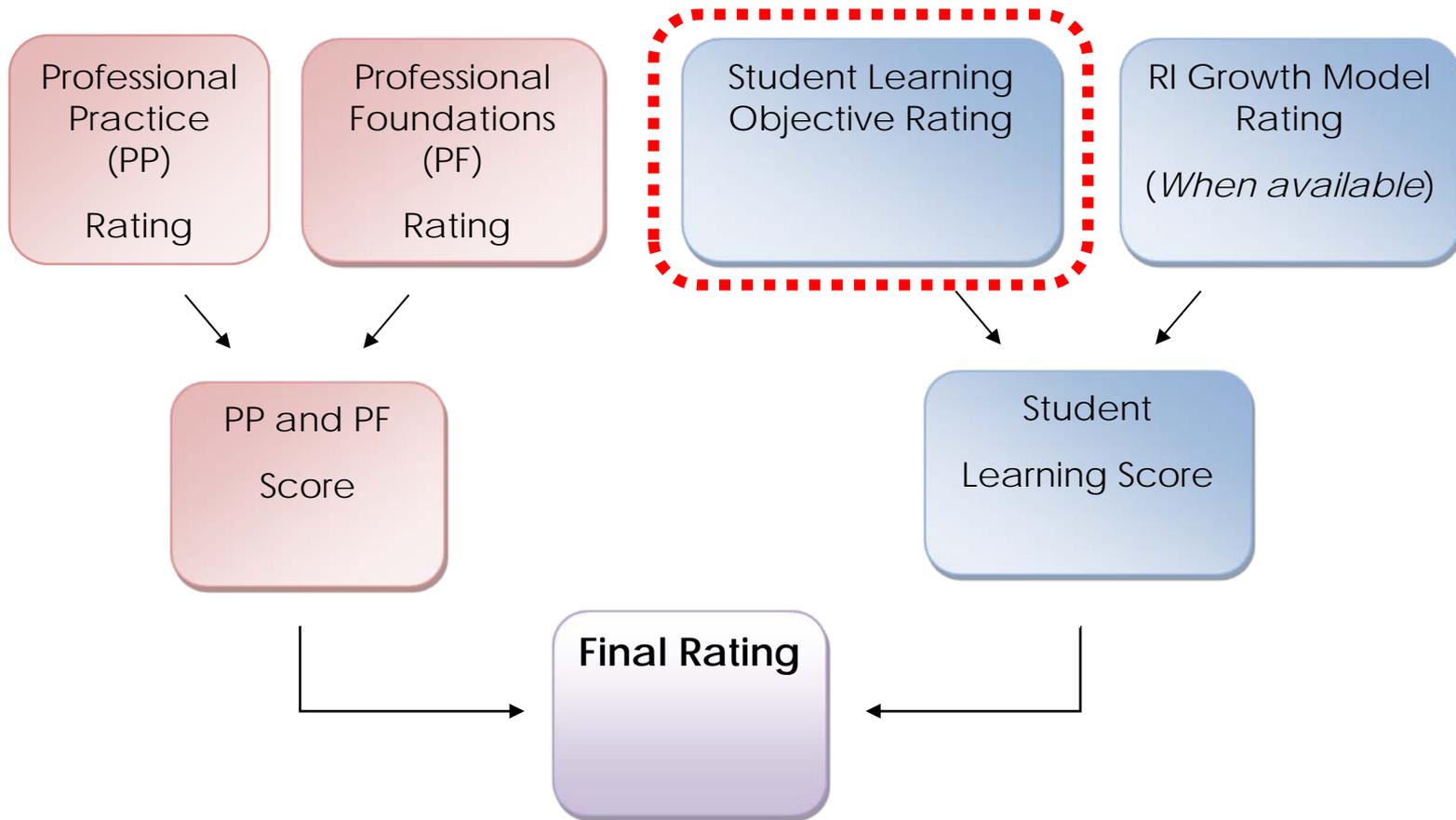


Matrix Used for All Educators

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Foundations	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1



STEP 4: Calculate a Student Learning Objective Rating



Student Learning Objective Scoring Lookup Tables



Table 1. For the educator with 2 Student Learning Objectives

	Student Learning Objective 1	Student Learning Objective 2	Final
1	Exceeded	Exceeded	E
2	Exceeded	Met	F
3	Exceeded	Nearly Met	P
4	Exceeded	Not Met	P
5	Met	Met	F
6	Met	Nearly Met	P
7	Met	Not Met	P
8	Nearly Met	Nearly Met	P
9	Nearly Met	Not Met	M
10	Not Met	Not Met	M



Sets of Student Learning Objectives Ratings

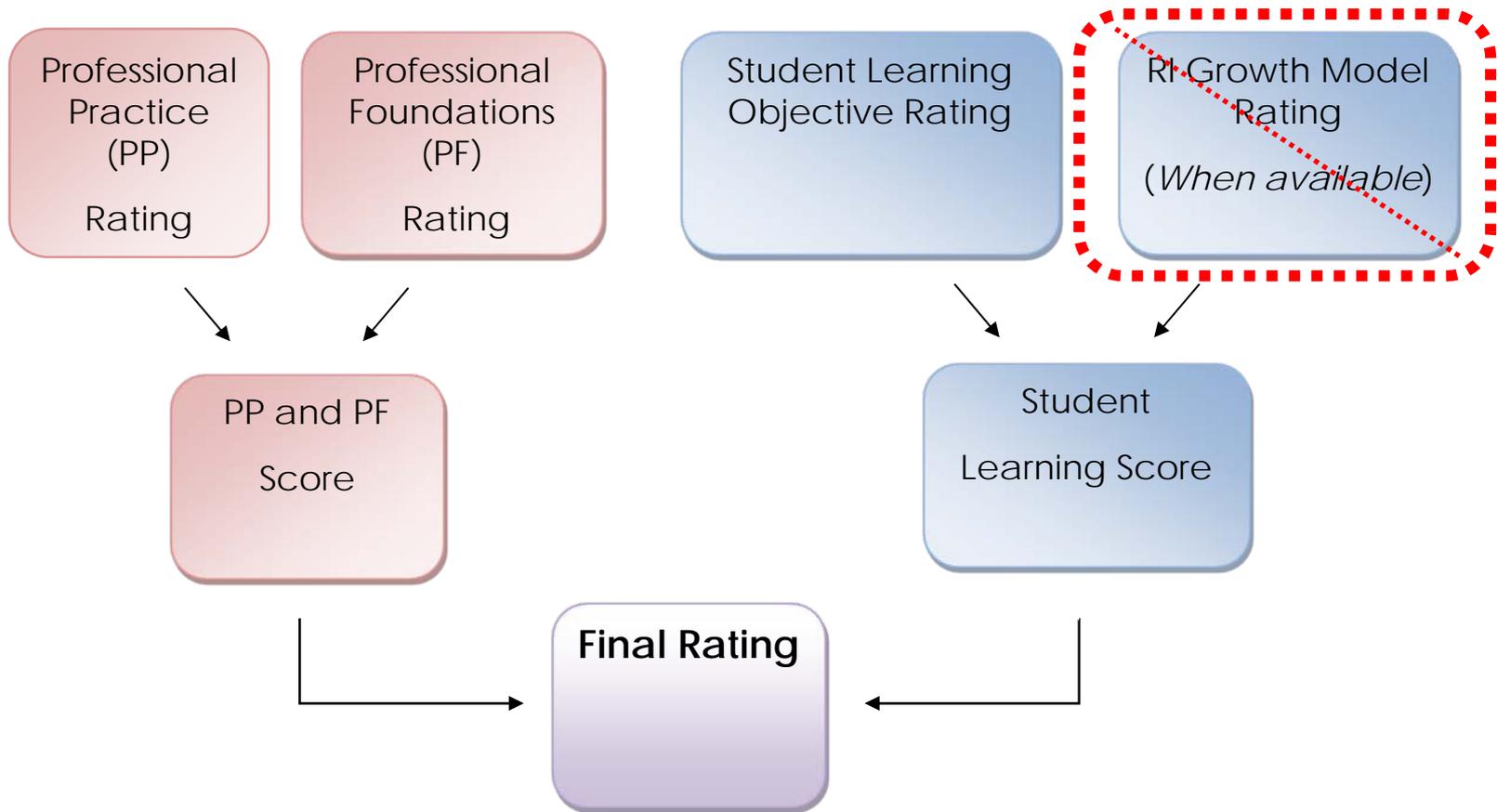


- **Exceptional Attainment (4)**
- **Full Attainment (3)**
- **Partial Attainment (2)**
- **Minimal Attainment (1)**



p. 49

STEP 5: Rhode Island Growth Model Rating (when applicable)



STEP 6: Determine an Overall Student Learning Score



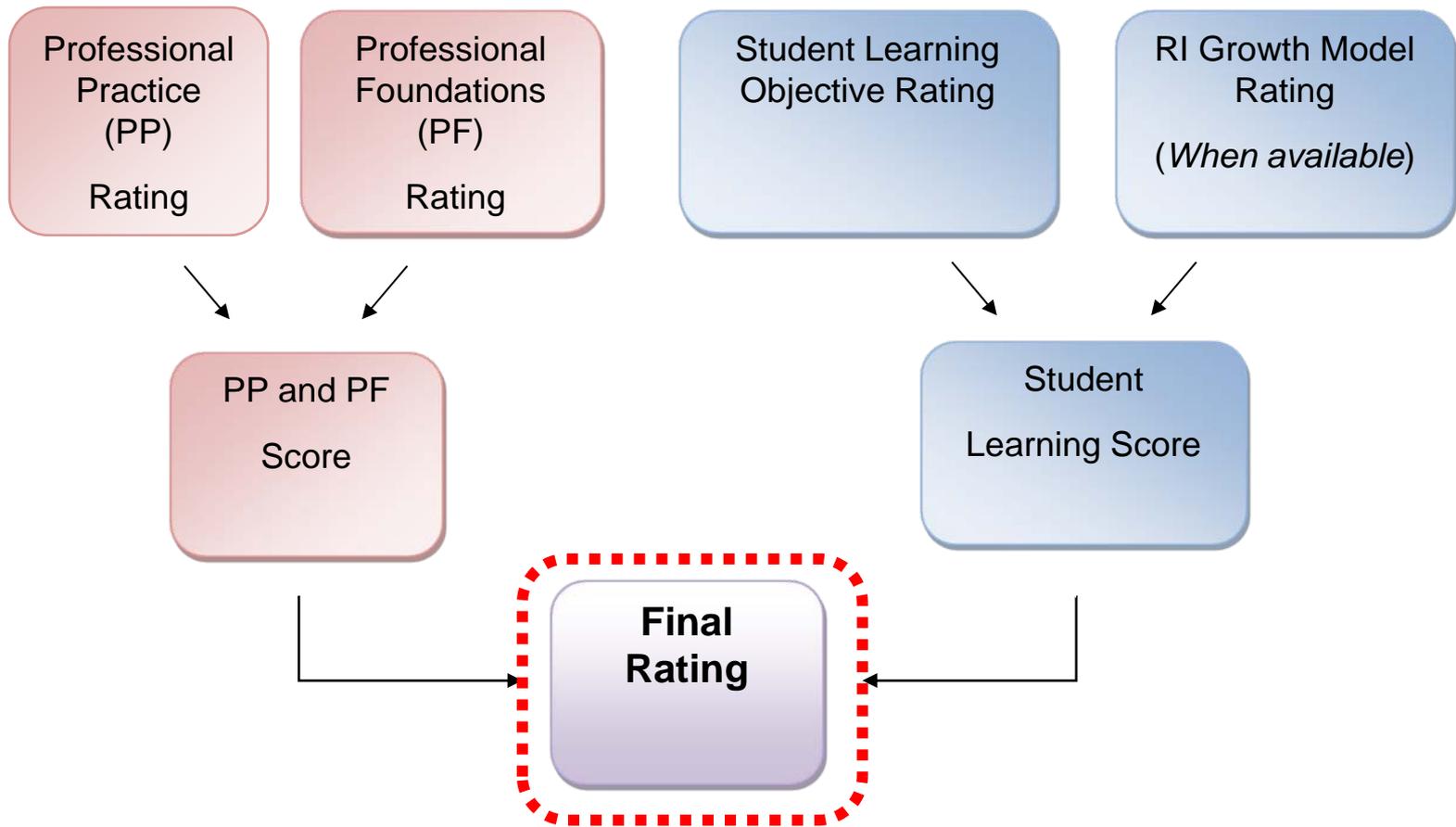
		Student Learning Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

The Rhode Island Growth Model will not be included in educator evaluations until the 2013-14



p. 50

STEP 7: Combine Scores to Determine a Final Effectiveness Rating



Final Effectiveness Rating Matrix

Final Effectiveness Rating Matrix

		STUDENT LEARNING			
		4	3	2	1
PP x PF	4	HE	E	D	D*
	3	HE	E	D	D
	2	E	E	D	I
	1	D*	D	I	I

Key
HE – Highly Effective
E – Effective
D – Developing
I – Ineffective



p. 51

Session Closure



Take a few minutes to independently write down thoughts for implementation planning at your school:

3 actions you will take following this session

2 challenges you anticipate

1 possible solution to your challenge



With a partner, share one action you're going to take or a challenge/solution.

Day Two Reflection and Feedback:

-Please complete the online survey emailed to you before you leave

-On post-its please list:

- One thing that worked today
- One suggestion for improving the training