EDUCATOR EVALUATION HANDBOOK 2022 - 2023

Revised August 2022

DRAFT VERSION

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Purpose of the Educator Evaluation

The purpose of the Educator evaluation is to improve student outcomes by providing Educators with the opportunity to accomplish the following:

- Work collaboratively with colleagues and Evaluators to build a community of practice
- Engage in ongoing professional feedback cycles so the Educators continue to build upon their teaching practice to meet goals for student achievement Measurably improve practice
- Develop strategies and standards that lead to effective results
- Engage in self-reflection and self-assessment
- Measurably improve student outcomes

Providence Public Schools Educator Evaluation Models

Teachers: Providence Public Schools (PPSD) & Rhode Island Innovation Consortium (RIIC) Educator Evaluation Model/Rubric: Danielson Option. Student Learning Outcomes are included in this evaluation model.

Support Professionals: PPSD/RIIC Support Professional's Evaluation Model/Rubric

Effective Use of this Document

This document was developed to provide clear expectations for the Educator evaluation process. The timeline included in this document is designed to provide Educators with ample time to demonstrate progress, attain goals and demonstrate impactful student growth throughout the school year. In order for the process to be most beneficial to the Educator, both the Educator and Evaluator are encouraged to follow the process and timeline outlined in this document as closely as possible. All parties are urged to refer to this document regularly to lay the foundation for a smooth evaluation experience.

Who is Being Evaluated this Year?

- Non-tenured teachers and Support Professionals
- Tenured teachers who are teaching under a new certificate
- Tenured teachers/Support Professionals who were scheduled to be evaluated last year and due to circumstances were rolled forward one year
- Tenured teachers/ Support Professionals who scored a final effectiveness rating of I (1) or D (2) on the 2021-2022 Evaluation
- Teachers on a PIP
- Tenured teachers placed on an off-cycle evaluation by administration

EVALUATION TIMELINE

DATES	EVALUATION ACTIONS
September 9 - October 4	Beginning of Year Conferences
October 14	SLO/SOO/SAO and PGG due
October 28	Revised SLO/SOO/SAO and PGG (if applicable)
January 30 - February 17	Middle of Year Conferences
April 6	All Observations Completed
May 5	All PGG and Standard 4 evidence uploaded
At least 96 hours prior to EOY	SLO data and summaries entered into Frontline
May 8 - 26	End of Year Conferences

Conference Descriptions

Beginning of Year (BOY) Conference

The BOY provides the Educator and Evaluator time to discuss the Educator's goals and objectives for the year, i.e. student learning, professional growth goals. This is also a time for the Educator to discuss any support or guidance they wish to receive from their Evaluator and colleagues throughout the school year. The Evaluator may address any questions or concerns that the Educator has about the evaluation process.

The window for formal observation is to be scheduled during the BOY.

The Educator should bring a draft PGG and SLO/SOO to the BOY as well as any questions about the evaluation process or rubric.

Mid-Year (MOY) Conference

The MOY provides the Educator and Evaluator the opportunity to review the progress of student learning and the Educator's practice and development. It is at this time that adjustments may be made if deemed necessary and appropriate according to the following criteria:

1. A teaching schedule or assignment has changed significantly
2. Class compositions have changed significantly
3. A new, higher quality source of evidence isavailable
4. Based on new information gathered since the SLOs were set, objectives fail to address the most important learning challenges in the classroom/school.

*Other extenuating circumstances may be considered. Please consult the department of Performance management.

The EOY must be scheduled during the MOY conference

The Educator must bring evidence of progress with the PGG and SLO/SOO to the MOY Conference. The Educator should be prepared to discuss progress, challenges, and the next steps to be taken between the MOY and EOY Conferences.

End-of-Year (EOY) Conference

Prior to the EOY, the Educator uploads all evidence of completion of the PGG and evidence of meeting the goals for SLO/SOOs.

During the EOY, the Educator and the Evaluator review the final results of attainment of the PGG, student learning objectives, and professional practices. The Educator must leave the EOY with a clear understanding of how their Final Effectiveness Rating was determined and steps that they can take to continue and/or improve their practice moving forward.

Post-Observation Conferences

Post-Observation conferences will take place after the formal observation and the informal observations. These conversations are essential in identifying strengths, areas for growth and plans of action to improve overall practice. These conferences should take place as soon as possible after the final scoring for the observation to provide feedback for continued excellence and areas of immediate attention for professional growth. Space is provided in Frontline for the documentation of these three post-observation conferences.

Evaluation Components

Formal Observation

The Educator and Evaluator will agree upon a window of three consecutive school days when the Evaluator will come in to conduct the formal observation.

The observation will last for 30 to 60 minutes.

There is one formal observation required as part of the evaluation process.

During the observation, the Evaluator will gather evidence of the Educator's professional practice and planning for instruction according to Standards 2, 3, and 4.5 of the evaluation rubric.

Within 96 hours of the formal observation, the Evaluator will align the evidence gathered during the evaluation and will score the individual elements of Standards 2, 3, and 4.5. The Evaluator will provide feedback to the Educator in the form of commendations, recommendations, and suggestions. These will be formally captured in the evaluation form in Frontline.

A post-observation conference will be scheduled to discuss the formal observation, evidence and scoring.

The informal observation may take place prior to the formal observation.

Informal Observation

The Evaluator will conduct at least 2 informal observations. These may be conducted either before or after the scheduled formal observation.

The informal observations will last for a minimum of 20 minutes.

During the informal observations, the Evaluator will gather evidence of the Educator's professional practice and planning for instruction according to Standards 2, 3 and 4.5 of the evaluation rubric.

Within 96 hours of the informal observation, the Evaluator will align the evidence gathered during the evaluation and will score the individual elements of Standards 2, 3, and 4.5. The Evaluator will provide feedback to the Educator in the form of commendations, recommendations and suggestions. These will be formally captured in the evaluation form in Frontline.

A post-observation conference will be scheduled to discuss the formal observation, evidence and scoring.

The informal observation may take place prior to the formal observation.

Planning Component— Standard 4.5

Rather than providing a single lesson plan to be scored, the Evaluator will observe and gather evidence of planning for instruction over time. The Educator is welcome to submit a lesson plan to the Evaluator before or after the formal observation, after the informal observations, or at any other time as evidence of ongoing lesson planning. This lesson plan should be uploaded to the Educator's archives in Frontline.

NOTE: The Evaluator may also request a lesson plan be provided as a response to an observation or as a support measure for the Educator.

Student Learning Objectives- SLOs

An SLO measures a teacher's impact on student learning through demonstrated student progress toward academic goals. The SLO process is student-centered and curriculum-focused. It recognizes the impact teachers have in their classrooms, is based on research, and supports best-practices like prioritizing the most important learning standards, implementing curriculum, and planning assessments. Additionally:

- **The SLO process respects the diversity of all grades, subjects, and courses.** The best way to measure student learning differs from one course or grade to another (e.g., measuring student learning in a third grade art class vs. a tenth grade chemistry class). SLOs present an opportunity for teachers to be actively involved in deciding how to best measure the learning of their specific population of students while providing a consistent process for all teachers across the state.
- **SLOs utilize the assessment process teachers think are best for their specific purposes**. SLOs require teachers to identify the most important learning that occurs within their grade or subject. Such learning should be measured by a high-quality, authentic assessment. When written well, SLOs should include assessments that require students to produce evidence of their learning. However, the primary purpose of that assessment should be to measure what the teacher is teaching and the students are learning. **No assessment should be used just to collect evidence for an SLO.**

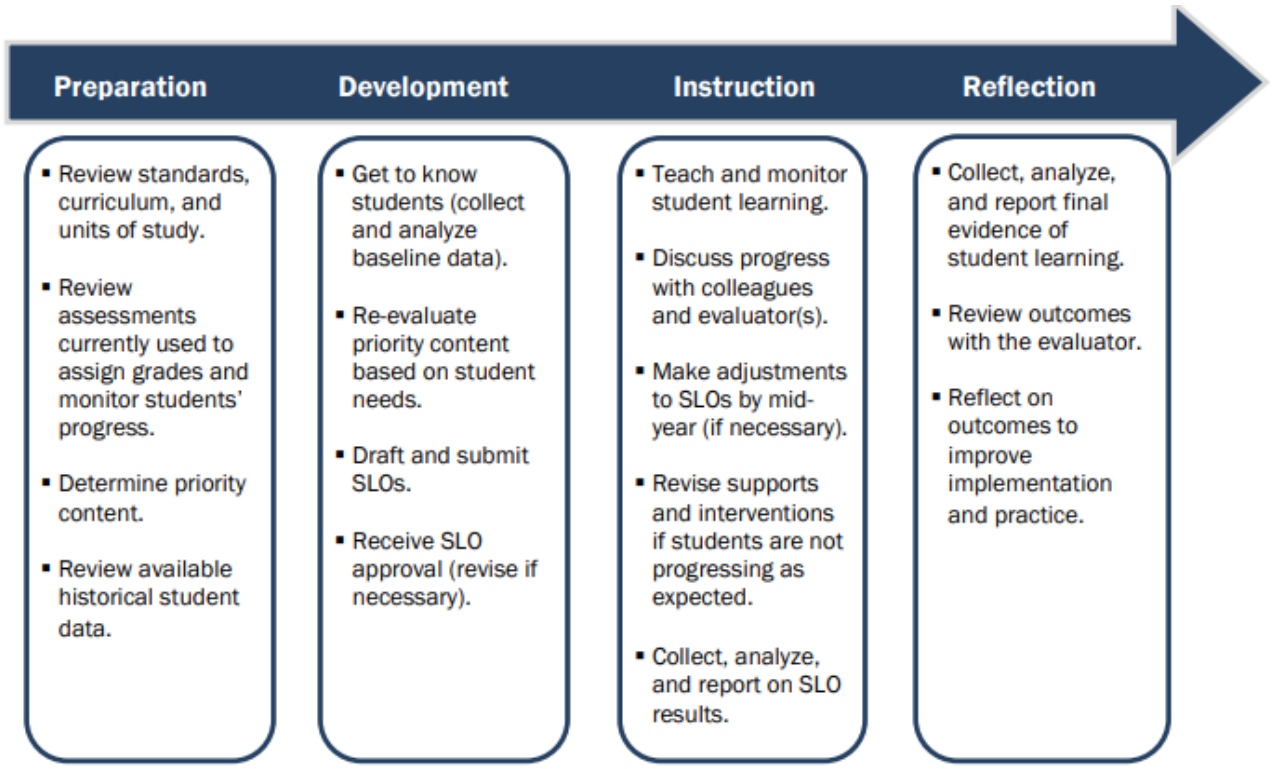
NOTE: Some special education teachers may use Student Outcome Objectives (SOOs) in place of one or more of their SLOs. An SOO is a long-term goal focused on an outcome that increases access to learning or creates conditions that facilitate learning. Additional information about SOOs, including an SLO/SOO Decision Tree, can be found in the SLO resource section of this guide.

A common concern that has been expressed with regard to SLO data is related to chronically absent students. A student is chronically absent if absent for 10 days in a semester course or 20 days in a full-year course. As previously indicated, this should be discussed at the MOY. Prior to the EOY, the Educator should collect two final data sets, one of which includes the results of this group and one set that does not include the group of students. The Educator would also be required to produce satisfactory evidence that s/he is working independently and cooperatively with others in an effort to encourage these students to attend school and class regularly. Possible examples of these efforts may include but are not limited to sending letters home, calls to family, emailing/messaging students, family conferences, school counselor support, TST, school admin outreach, community liaison, child advocate, mentor, etc.

The Student Learning Objective Process

Teachers should, whenever possible, work collaboratively with grade, subject area, or course colleagues to develop SLOs. Teams of teachers can craft SLOs together, but should differentiate their targets according to their students' baseline data. The SLO process is meant to foster reflection and conversation about the essential curriculum, targeted outcomes, and assessment tools used in classrooms across the state.

The SLO process mirrors a teacher's planning, instruction, and assessment cycle as described in the chart below:



From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 15

The Anatomy of a Student Learning Objective
The SLO Form is designed to elicit answers to three essential questions.

1. What are the most important knowledge/skills 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/skills?

Each of these questions has a description for review and help in guiding Educators and Evaluators in the development of an SLO in the image below.

Anatomy of a Student Learning Objective (Form)

Title – A short name for the SLO

Content Area – The content area(s) to which this SLO applies

Grade Level – The grade level(s) of the students

Students – The number and grade/class of students to whom this SLO applies

Interval of Instruction – The length of the course (e.g., year, semester, quarter)

Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?		
Priority of Content	Objective Statement	▪ Identifies the priority content and learning that is expected during the interval of instruction ▪ Should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured ▪ If attained, positions students to be ready for the next level of work in this content area
	Rationale	▪ Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective
	Aligned Standards	▪ Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data/ Information	▪ Describes students' baseline knowledge, including the source(s) of data/ information and its relation to the overall course objectives
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/skills?		
Rigor of Target	Target(s)	▪ Describes where the teacher expects all students to be at the end of the interval of instruction ▪ Should be measurable and rigorous, yet attainable for the interval of instruction ▪ In most cases, should be tiered to reflect students' differing baselines
	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 indicate the target is both rigorous and attainable for all students ▪ Should be provided for each target and/or tier
Quality of Evidence	Evidence Source(s)	▪ Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective ▪ 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) ▪ 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)

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 15

Number and Scope of Student Learning Objectives

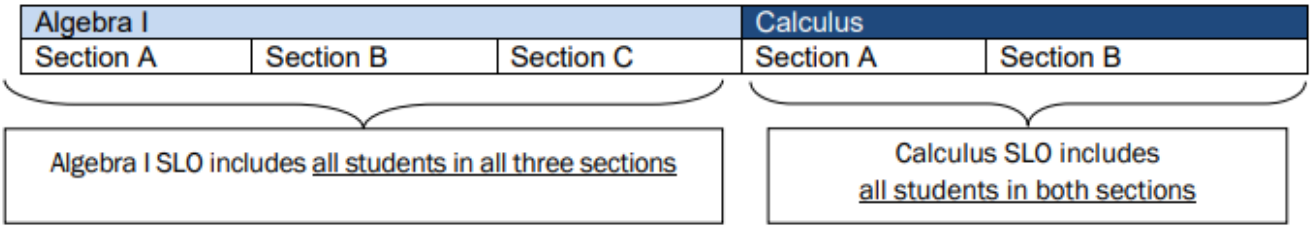
Educators and Evaluators should work together to determine how many SLOs are appropriate for their instructional area and teaching load. The minimum number of SLOs an Educator may set is two. Educators

should discuss their rationale for selecting a particular course or subject area with their Evaluators at the beginning of the school year,

While ideally all courses or subjects the teacher instructs would be included in his or her set of SLOs, sometimes the most effective strategy is to begin by focusing on a specific area of need and expanding over time.

Students

An individual SLO must include all students on the roster for the course or subject area with which the objective is aligned if SLO Flex is not in effect. An example for a High School Math Teacher is below:



From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 18

Furthermore, percentages or particular groups of students may not be excluded. For example, **students with IEPs in a general education setting must be included in the general Educator's SLO.** In addition, teachers may not include absenteeism clauses in SLOs (e.g. "for students who are present 80% of the time), because these potentially exclude students. However, an Evaluator can take extreme absenteeism into account when scoring the SLO.

Setting tiered targets according to students' starting points, whether they are measuring mastery or progress, is recommended because students may begin at varying levels of preparedness.

However, the expectation is that all students should make academic gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial progress toward course/grade objectives by the end of the instructional interval, reducing the gap between their current and expected performance, while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.

Baseline Data/Information

Data is information, and Educators collect information from students every day in order to help them plan effectively, adjust instruction, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, Educators must understand where their students are at the beginning of instruction, When determining which baseline data are available and how they might be used, consider the following:

- Student data or information from prior years in many cases can be used to inform the teacher's understanding of students' starting points.
- If students have never been exposed to course content (e.g. students taking Spanish), it may be more accurate to gather information on the students' performance throughout the first few weeks of the course.
- Baseline data from a pre-test may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course. These tests could include a teacher-created or commercial assessment and focus on either the current or previous grade's standards and content.

Baseline data/information can be used in two ways for SLOs. It can inform the Objective Statement and contribute to setting Targets. In all scenarios baseline data/information is a must; **however, a pretest/post-test model is not required and, in some cases, might be inappropriate.**

The function of the baseline assessment is to provide information about where students are starting in order to set appropriate targets. This does not mean it is necessary to pinpoint projected student growth since some targets may focus on reaching a specific level of proficiency. Teachers should gather information that helps them understand how prepared their students are to access class material.

Aligning Student Learning Objectives

SLOs should be horizontally and vertically aligned, when applicable. When SLOs are horizontally aligned all teachers in the same grade level who teach the same course collaborate to set SLOs and then each teacher sets specific targets based upon his or her own students' baseline knowledge.
Vertical alignment means that SLOs build on one another across a school, reflecting the scope of the larger curriculum and comprehensive assessment system from grade to grade or course level to course level. This requires significant collaboration and requires time for a faculty to develop.

There may be instances in which teachers and building administrators collaborate to align their SLOs as well. In these cases, teachers can have direct or supportive alignment. There are some instances when it may not make sense for a teacher to align their SLOs with an administrator's SLOs or with a LEA goal or improvement plan.

There are three ways to think about alignment between teacher SLOs and building administrator SLOs:

- Direct alignment is when the focus of the objective statement, targets, and evidence sources are shared. The teacher's SLOs mirrors the building administrator's SLOs.
- Supportive alignment is when the content or skills addressed in the teacher's SLO relates to the content or skills of the building administrator's SLO, but is not identical and may be assessed using different evidence sources.
- No alignment is when the teacher's SLO authentically reflects the most important content or skills of his/her discipline and grade level, but do not align with the content or skills of the building administrator's SLO.

An example of each type of alignment can be seen below:

Type	Example
Direct Alignment	In a K-5 school, multiple sources indicate that students struggle with literacy in the earlier grades and numeracy in the upper grades. The principal set the focus for K-2 on increasing the number of students reading on grade level and for 3-5 increasing the number of students who are proficient in math. The K-2 teachers collaborated to write and share an SLO focused on increasing the number of students reading on grade level and differentiated their *Targets* according to the students in their individual classes. The 3-5 teachers did the same with their own shared focus on numeracy. The teachers SLOs were directly aligned with the principal's SLOs.
Supportive Alignment	A middle school principal has set the focus on writing across the curriculum and students' ability to respond to informational text in their transition to the Common Core literacy standards. While some teachers' SLOs might directly align to the building administrator's SLO, others might focus more on complimentary skills. For example, an English teacher might write an SLO on reading and responding to informational text, while a social studies teacher might focus on synthesizing various primary and secondary sources focused on the social studies content. The skills that the building administrator, English teacher, and social studies teacher focus on are very similar, but the SLOs are tailored to the content of the course and the Evidence Sources are particular to each discipline.
No Alignment	The school principal has written an SLO focused on math and one on literacy. While the music teacher often incorporates math and literacy into her classroom and could align her SLOs to support the two building administrator SLOs, the main focus of the curriculum at the middle school is music performance. Given this focus, the LEA music teacher's evaluator did not feel alignment would be appropriate.

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 18

NOTE: It is essential that a teacher's SLOs authentically reflect the most important content or skills of the discipline and grade level they teach. We encourage LEA administrators, school administrators, and teams of teachers to work together toward common objective statements when appropriate, but we do not recommend forcing alignment.

Rigor of Target

When setting the target(s) for an SLO, the teacher should start by considering the most important content/skills the students need to attain by the end of the interval of instruction (objective statement) and where the students are with respect to the objective statement (baseline data).

While the default target for any SLO should reflect mastery of the relevant course or grade-level standards, the reality is that not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning.

Setting tiered targets based on students' prerequisite knowledge and skills helps to ensure that the targets are rigorous and attainable for all students. Students entering a course with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course with lower

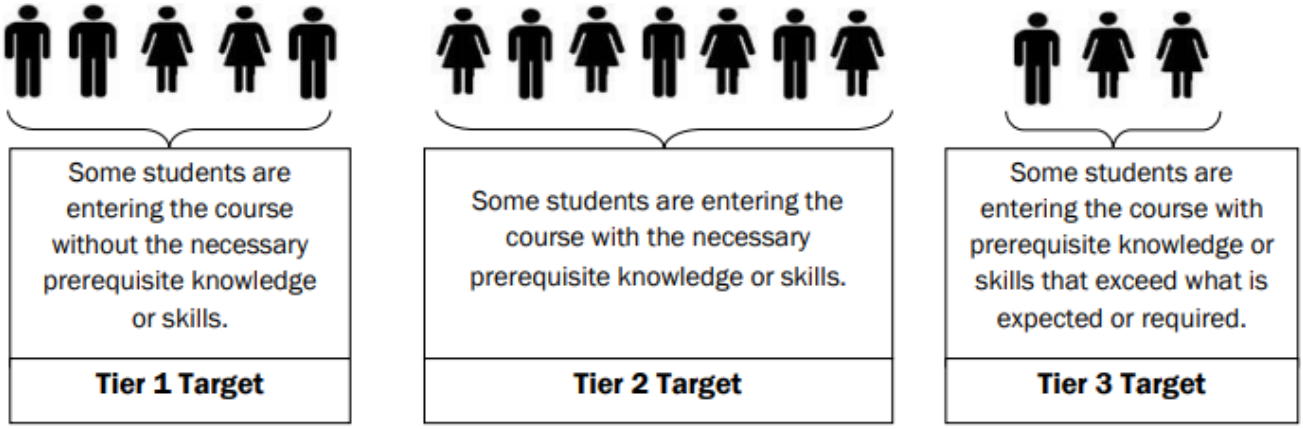
proficiency or lacking prerequisite skills, a more modest target may be appropriate in order to ensure that it is reasonably attainable in the interval of instruction.

However, it is also important to consider the support a student or groups of students receive. For example, students may enter a course lacking prerequisite skills in reading, but they have a personal literacy plan and receive significant support from a reading specialist and a special education teacher. In this scenario, it may make sense to raise expectations for what the students will be able to learn or be able to do by the end of the interval of instruction because of the intensity of support provided.

The intent of tiered targets is not to calcify achievement gaps. The needs for fairness and appropriateness should be balanced by the need to challenge lower-achieving students to catch up to their peers.

Additionally, while students in lower tiers may have a lower absolute target, reaching it may require them to make more progress than students with higher targets, resulting in a closing or narrowing of the achievement gap(s).

The following graphic shows one example of how to tier targets based on students' preparedness for the content:



From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 21

Teachers who collaborate on SLOs should also confer about targets; however, **the targets for each individual teacher must reflect the actual students in their class(es).**

Quality of Evidence

High-quality assessments are essential for accurately measuring student learning. In Rhode Island, a teacher may use a variety of summative assessments as evidence for SLOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, or a combination of these items. Teachers may use assessments purchased from a commercial vendor or created by individual teachers, teams of teachers, LEA leaders. However, Evaluators must review all assessments.

In most cases, teachers of the same course should share an SLO that includes the same source(s) of evidence. Using a common source of evidence ensures that students across the school or LEA in each course are required to demonstrate their understanding in the same way and presents an opportunity for teachers to collaborate in the creation or selection of the assessment, scoring, as well as in reviewing and analyzing assessment results. This collaboration promotes consistency and fairness, and can make the process more efficient for teachers and Evaluators.

Selecting the right evidence source is about finding the best assessment for the purpose. In order to make this determination, the question to ask is, "Is this evidence source aligned to what is being measured?" Alignment of evidence source refers to:

- Content (e.g., SLO focuses on reading informational text and the evidence source focuses on informational text)
- Coverage (e.g., SLO includes five standards and all five of those standards are addressed by the evidence source)
- Complexity (e.g., SLO addresses a variety of DOK levels and the evidence source includes items/tasks aligned with those DOK levels. DOK refers to Webb's Depth of Knowledge Framework).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the content standards of the SLO, it is not the best choice. Additionally, the use of a single evidence source can be problematic if it does not capture the full breadth of skills and knowledge identified in the Objective Statement.

Other considerations for determining the quality of an evidence source include format, item type, and administration and scoring procedures. In most cases, the evidence source(s) should be as authentic as possible without being impractical to administer and score.

The table below includes further guidance on selecting high-quality evidence sources. The Assessment Quality Descriptors below represent some of the most important aspects of an assessment to consider. Some of the criteria are inherent to the assessment (e.g., the purpose), while others relate to an Educator's use of the assessment (e.g., the scoring process).

Assessment Quality Rubric for SLOs:

High Quality	▪ Assessment is aligned with its intended use. ▪ Assessment measures what is intended. ▪ Items represent a variety of DOK levels. ▪ Assessment includes a sufficient number of items to reliably assess content. ▪ Assessment includes some higher-level DOK constructed response items at least one very challenging item. ▪ Assessment is grade level appropriate and aligned to the curriculum. ▪ Scoring is objective (includes scoring guides and benchmark work), and uses a collaborative scoring process.
Moderate Quality	▪ Assessment is loosely aligned to its intended use. ▪ Assessment mostly measures what is intended. ▪ Items represent more than one level of DOK. ▪ Assessment includes a sufficient number of items to reliably assess most content. ▪ Assessment is grade level appropriate. ▪ Scoring may include scoring guides to decrease subjectivity, and/or may include collaborative scoring.
Low Quality	▪ Assessment is not aligned to its intended use. ▪ Assessment does not measure what is intended. ▪ Items represent only one level of DOK. ▪ Assessment includes an insufficient number of items to reliably assess most content. ▪ Assessment is not grade level appropriate. ▪ Scoring is open to subjectivity, and/or not collaboratively scored.

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 22

Multilingual Learner (MLL)/English Learner (EL) Students

General Educators should incorporate Multilingual Learners (MLLs) and English Learners (ELs) in their SLOs. Teachers may set differentiated targets to ensure that all students are meeting a rigorous, yet attainable, target. In some cases, evidence may need to be differentiated for MLL/EL students to account for how they currently use language to demonstrate content skills and knowledge. All teachers should ensure their content targets for MLL/EL students are aligned to both grade level state adopted content standards and the WIDA English Language Development (ELD) standards.

As noted in WIDA's Guiding Principles of Language Development, language is learned within context, as one learns content. Therefore, teachers need both language and content objectives for MLL/EL students. For more information regarding language and content objectives for MLLs/ELs, please visit Essential Actions: A Handbook for Implementing WI DAs Framework for English Language Development Standards.

MLL/EL program models vary across schools in RI. In the vast majority of cases, Educators working with ELs will need to align the SLO objectives to both content and WIDA standards. In the few cases where teachers are solely delivering core English Language Development (ELD), they may focus on alignment to WIDA standards. In both cases, evidence should include ACCESS for ELs, the WIDA Model, LasLinksEnglish, or other Language Proficiency Assessments. Regardless of which assessment is used, scoring approaches should be calibrated with local and national methods.

We encourage all Educators and administrators to visit the Multilingual Learners (MLLs)/ English Learners (ELs) page on our RIDE website for current information and resources.

Students with Disabilities

Special educators provide specially designed instruction in a variety of settings and delivery models to meet the diverse needs of their students. Because of the unique needs of the students, special educators' impact on their students' learning may be measured through the use of SLOs and/or Student Outcome Objectives (SOOs). Please use the decision tree in the next section to determine when it makes sense to set SLOs or a combination of an SLO/SOO.

SLOs for students with disabilities should be based on Common Core State Standards or other appropriate content standards, historical performance data, and other academic information. Educators working to support students' skills across grade levels in core content can refer to the interactive CCSS coherence map for math skills,the K-5 (pp. 11-17) and 6-12 (pp. 36-40) standards in ELA, the Next Generation Science Standards (NGSS) resources for science skills, and RIDE's graduation proficiencies and performance indicators for History and Social Studies. Those Educators who instruct students who participate in alternative assessments should refer to the Tested Essential Elements page on the RIDE website for information that can be used to inform instructional planning and goal-setting.

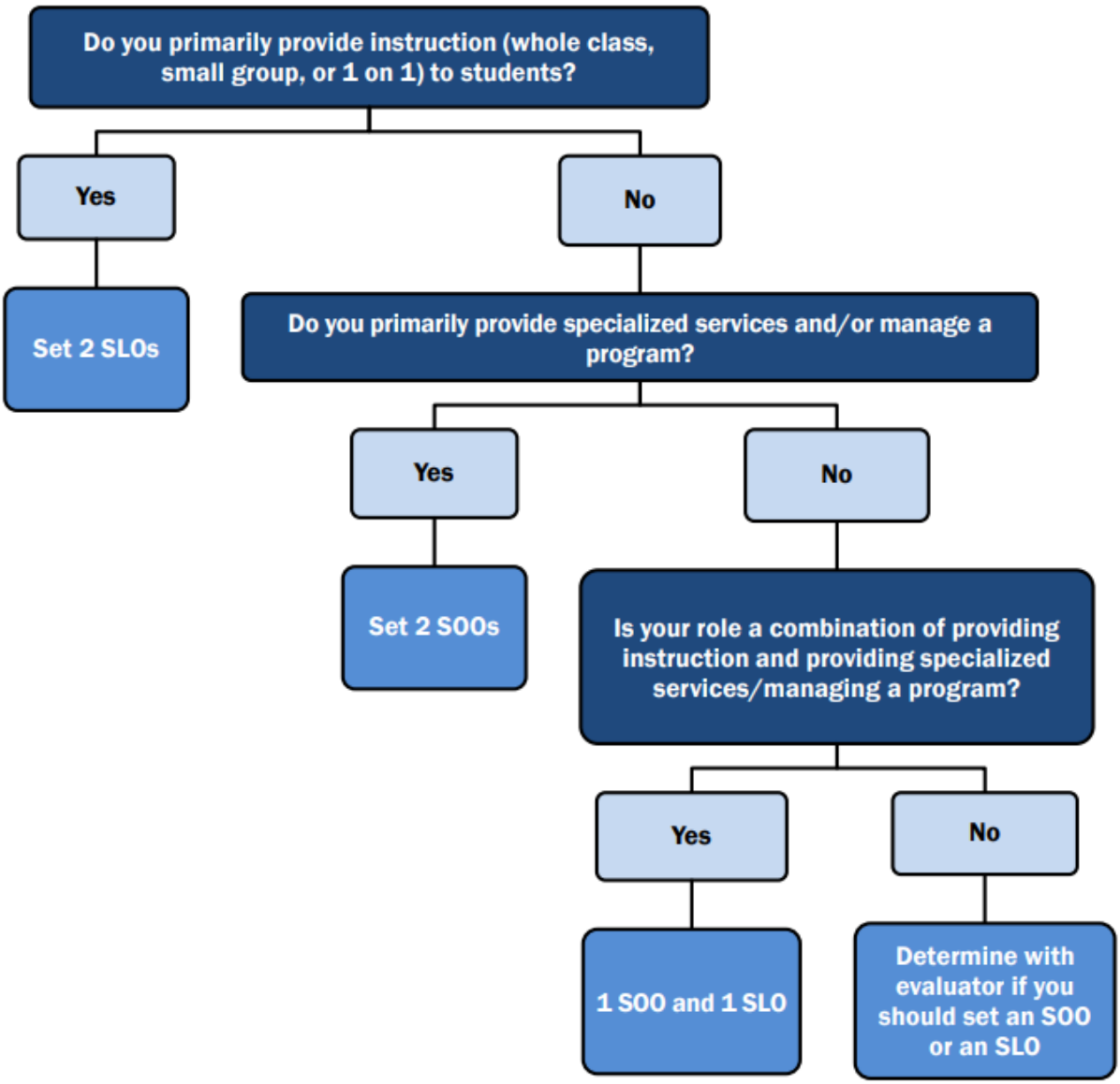
Although there may be overlap in the content, assessments, or evidence used, Individualized Education Program (IEP) goals cannot be used as SLOs. **SLOs include a complete roster of students, whereas IEP goals are independently crafted for each student**. IEPs can inform a teacher's or an instructional team's SLOs by providing data to inform Baseline Data/Information and Targets. IEP goals, assessments, and other evidence may inform the SLOs on specific content areas.

SOOs for students with disabilities are long-term goals set by special educators that are focused on outcomes that increase access to learning. The focus of an SOO is to foster academic success for students. SOOs could be set for the full academic year or the length of time services are provided. An SOO must be specific and measurable, and should be aligned to standards or school or LEA priorities, when applicable. For example, SEL Standards and Indicators in the areas of functional skills such as self-management, responsible decision making, and relationship skills which are necessary for students' access to the general education curriculum may be used for SOOs because they focus on outcomes that increase access to learning.

Special educators may tier their SLO or SOO targets based on student baseline datalinformation to ensure the targets are rigorous, yet attainable for all students included within the SOC). There is no maximum number of tiers an Educator can create for a set of students. Some Educators with smaller caseloads may write SLOs/SOOs in which each student has his or her own target based on individualized starting points and rate of progress. This data may be found within the IEP. Special educators and general educators must collaborate when setting targets for students with disabilities.

SLO/SOO Decision Tree

This decision tree is a guide to assist special Educators and support professionals in determining whether they should set an SLO, SOC), or a combination of both. The determination of an Educator's student learning options is based upon that Educator's role. LEAs need to determine what type of student learning measure is most appropriate for the specific positions in their LEA.



From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 25

Anatomy of a Student Outcome Objective (Form)

Title – A short name for the SOO

Content Area – The service area(s) to which this SOO applies

Grade Level – The grade level(s) of the students

Students – The number of students to whom this SOO applies

Interval of Service – The interval of service defines the period to which the SOO applies. It should mirror the length of time in which the educator is actively working with students, typically one academic year, one semester or a shorter timeframe, as justified by the duration of the service(s) being delivered.

Main Criteria	Element	Description
Essential Questions: What is the most important outcome that will enable students to have better access to education through your services?		
Priority of Content	**Objective Statement**	▪ Describes the specific outcome that the support professional is working to achieve. ▪ Is specific enough to clarify the focus on the SOO, even though the depth and breadth of the objective statement may vary depending on the Support Professional's role and assignment, but should be specific enough to clarify the focus of the SOO
	Rationale	▪ Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or LEA priority
Essential Questions: Where are my students now with respect to the objective?		
	Baseline Data/ Information	▪ Includes information that has been collected or reviewed to support the overall reasoning for the student outcome objective ▪ Includes data from sources such as survey data, statistics, participation rates, or references to historical trends or observations
Essential Questions: 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?		
Rigor of Target	**Target(s)**	▪ Describe where it is expected for groups of students or the school community as a whole to be at the end of the interval of service ▪ Should be measurable and rigorous, yet attainable
	Rationale for Target(s)	▪ Explains the way in which the target was determined, including the baseline information sources and why the target is appropriate for the group of students or the school community ▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, trend data, or historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students. ▪ Should be provided for each target and/or tier.
Quality of Evidence	**Evidence Source(s)**	▪ Describes how the objective will be measured and why the evidence source(s) is appropriate for measuring the objective (e.g. logs, scoring guides, screening procedures, surveys) ▪ Describes how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the support professional or someone else) ▪ Describes how the evidence will be analyzed and/or scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored)
	Strategies	▪ Describe the method, strategies or plan that will be used to achieve your goal

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 26

Approving Student Learning/Outcome Objectives

In order for an SLO/SOO to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content**
2. **Rigor of Target(s)**
3. **Quality of Evidence**

Reviewing Student Learning/Outcome Objectives at the Mid-Year Conference

Whether using the original SLO/SOO, SLO/SOO Flex, Student Learning Goals, or Embedded Practice options, the MOY Conference offers an opportunity for teachers to review and discuss their students' learning progress with their evaluations. Teachers and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practice and supports. If students are not progressing as expected, the teacher and evaluators should collaborate to revise the support and interventions in place to help accelerate student progress.

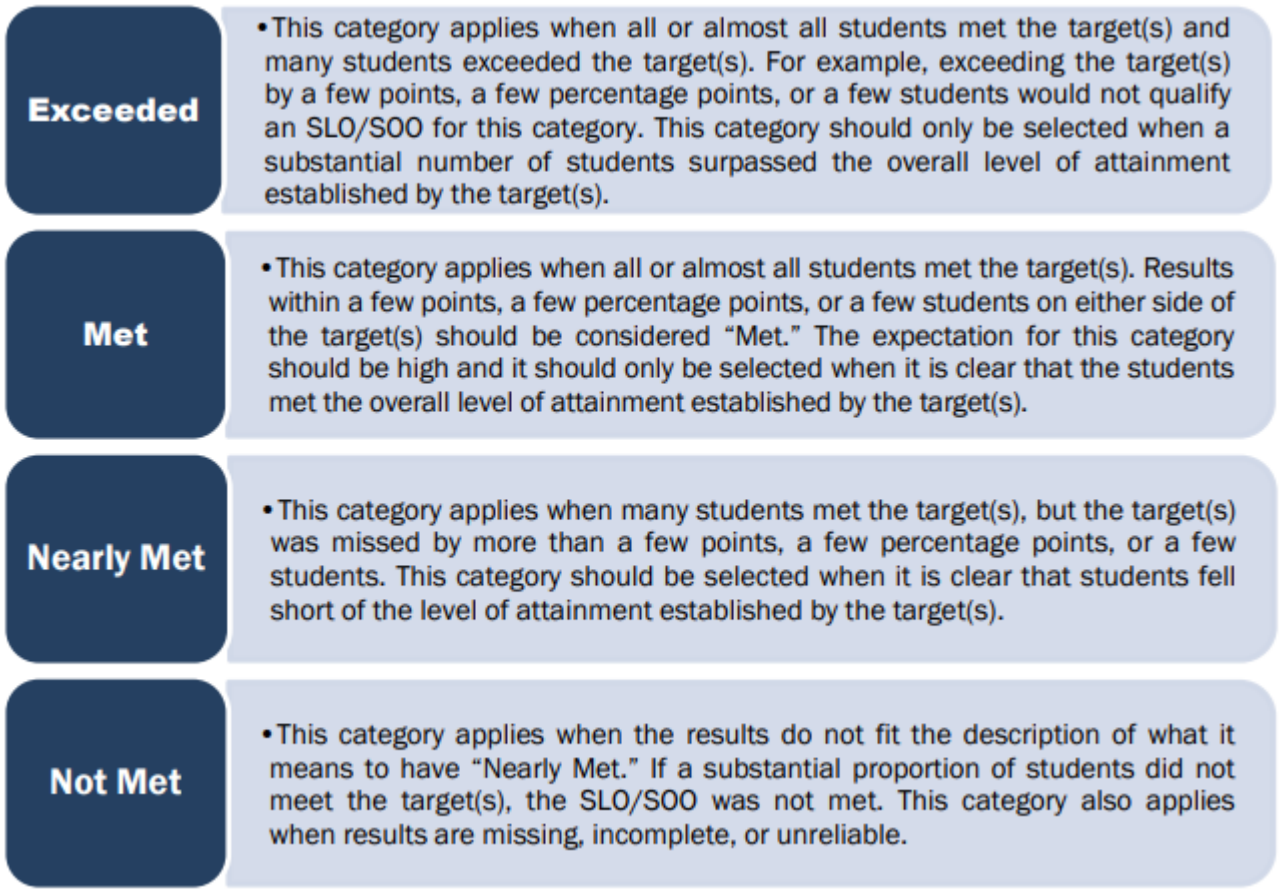
At the MOY, if it has become clear that an SLO/SOO is no longer appropriate, it may be revised. Revisions should be rare with the original SLO/SOO, but adjustments may be made if:

- **The teaching schedule or assignment has changed significantly.**
- **Class compositions have changed significantly.**
- **New, higher-quality sources of evidence are available.**
- **Based on new information gathered since they were set, objectives fail to address the most important learning challenges in the classroom/school.**

Note: There may be extenuating circumstances that do not fit these four categories in which the evaluator must use professional judgment. Additionally, when a teacher is using a student learning option other than the original SLO/SOO, they have the "built-in" option of adjusting targets and/or strategies based on student data; in these cases, the circumstances need to be extenuating when exercising the option of revising student learning targets and/or strategies. For example, when changing targets based on data from instruction, teachers should consult with the evaluator as part of ongoing data discsission. In most cases, these discussions include not only a rationale for the change based on the data, but the instructional strategies that will be continued and/or adjusted based on the needs of students.

Scoring Individual Student Learning/Outcome Objectives

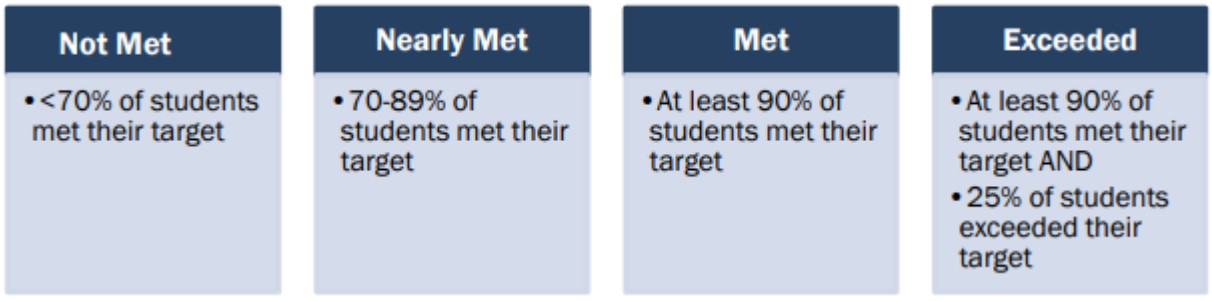
The process for scoring individual SLOs/SOOs begins with a review of the available evidence submitted by the teacher, including a summary of the results. Evaluators will score each individual SLO/SOO as *Exceeded (4), Met (3), Nearly Met (2),* or *Not Met (1).* A description of each level follows.



From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 28

Additional Student Learning/Outcome Objective Scoring Guidance

To help further clarify the definitions of *Exceeded, Met, Nearly Met,* and *Not Met,* RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

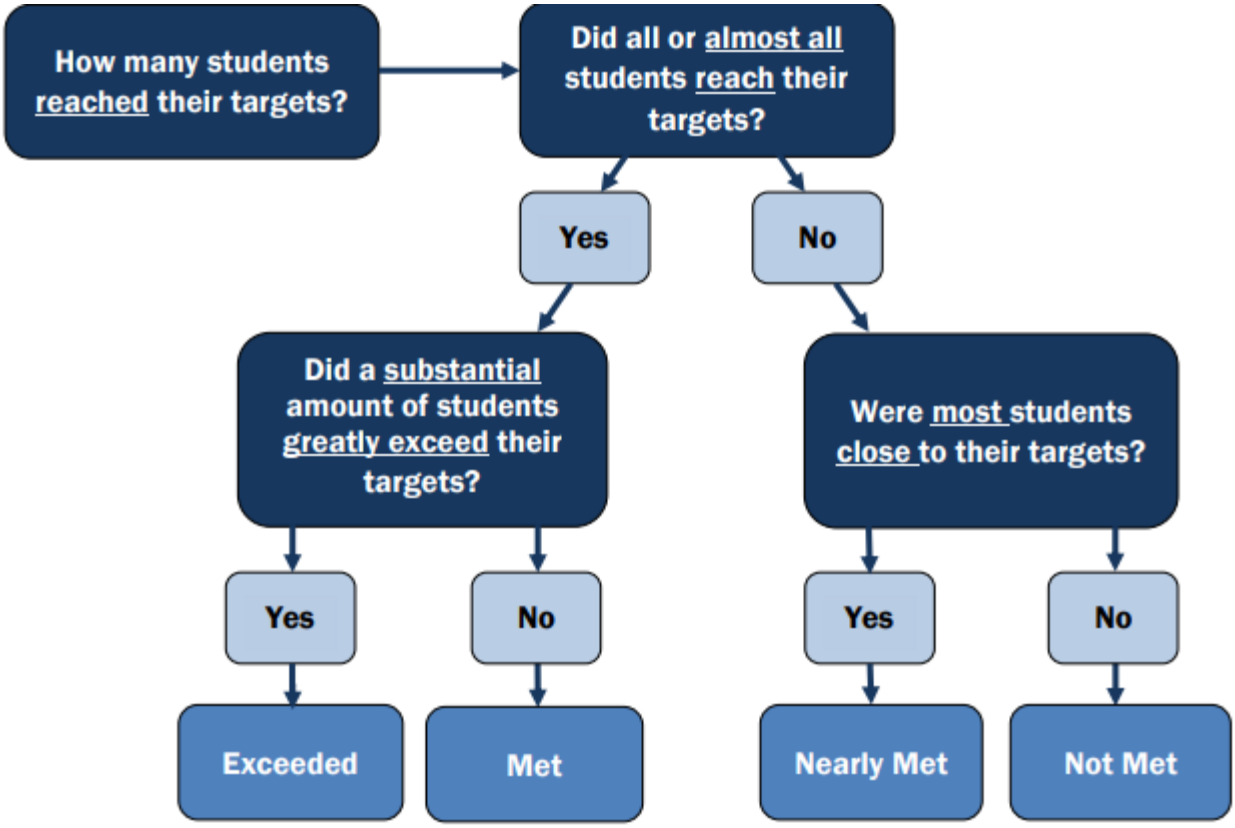


From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 28

NOTE: The additional SLO/SOO scoring guidance above does not eclipse local LEA policy. LEAs have the flexibility to adopt the additional SLO/SOO scoring guidance, create their own guidance, or choose to continue to use the *Exceeded, Met, Nearly Met,* and *Not Met* descriptions exclusively. For example, LEAs may want to create specific guidance for scoring SLOs that represent a small number of students.

Student Learning/Outcome Objective Scoring Process Map

The SLO/SOO Scoring Process Map below outlines the specific steps an Evaluator should take to determine if individual SLOs/SOOs are *Exceeded, Met, Nearly Met,* or *Not Met.*



From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 29

Professional Growth Goal

A Professional Growth Goal (PGG) supports the educator's development in relation to their roles and aligns with the school's and district's goals for learning and achievement. It is based on the specific needs of an individual educator but should be reflective of the mission, vision and strategic plan goals of the school or district.

A PGG must be a SMART Goal - Specific, Measurable, Actionable, Realistic, and Timebound.

The PGG will be approved by the evaluator at the beginning of the year and scored at the end of the year. It is the responsibility of the educator to provide evidence of their progress toward their PGG.

Scoring

Step 1- Calculate a Professional Practice: Classroom Environment Score

- The Evaluator scores each of the four components in *Classroom Environment* on the *Teacher Professional Practice Rubric* after each observation.
- The individual component scores across observations are averaged and rounded to the nearest tenth to get a summative score for each component. The score is always between 1.0 (lowest) and 4.0 (highest).
- The average scores for each component are added together and rounded to the nearest whole number to get a component sum. The chart below provides an example.

Component	Observation 1	Observation 2	Observation 3	Average
2a	3	3	4	3.3
2b	2	2	2	2.0
2c	3	3	3	3.0
2d	3	3	4	3.3
			SUM	11.6
			COMPONENT SUM	**12**

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 31

- The total number of weighted points is calculated by dividing the component sum by the number of components (4) and then multiplying by the measure's weight times 100 (25% x 100 = 25). The lookup table below shows the conversion between the component sum and weighted points. In the example above, the teacher would earn 75 weighted points for *Professional Practice: Classroom Environment.*

Classroom Environment 25% of 400 points 100 points total		
Component Sum	**Points**	**Weighted Points**
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 31

Step 2- Calculate a Professional Practice: Instruction Score

- The Evaluator scores each of the four components in *Instruction* on the *Teacher Professional Practice Rubric* after each observation.

- The individual component scores across observations are averaged and rounded to the nearest tenth to determine a summative score for each component. The score is always between 1.0 (lowest) and 4.0 (highest).
- The average scores for each component are added together and rounded to the nearest whole number to get a component sum for Instruction. The chart below provides an example:

Component	Observation 1	Observation 2	Observation 3	Average
3a	4	3	2	3.0
3b	2	2	2	2.0
3c	3	3	4	3.3
3d	2	3	4	3.0
			SUM	11.3
			COMPONENT SUM	**11**

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 32

A lookup table is used to determine the number of weighted points. The total number of weighted points is calculated by dividing the component sum by the number of components (4) and then multiplying by the measure's weight times 100 (25% x 100 = 25). In the example above, the teacher would earn 69 weighted points for *Professional Practice: Instruction*.

Instruction 25% of 400 points 100 points total		
Component Sum	**Points**	**Weighted Points**
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 32

Step 3- Calculate a Professional Responsibilities Score

- Evaluators review all available data related to the teacher's performance over the course of the year. Evaluators review performance descriptors for each *Professional Responsibilities* component and select the level for each component which best describes the teacher's performance for the year. Each performance level has an assigned numerical point value.
- The scores for each component will be added together to get a total *Professional Responsibilities Rubric* score. The component sum will always be between 9 and 36 points.
- A lookup table is used to determine the number of weighted points. The total number of weighted points is calculated by dividing the component sum by the number of components (9) and then multiplying by the measure's weight times (20% x 100 = 20). For example, a teacher with a component sum of 29 would earn 64 weighted points for Professional Responsibilities.

Professional Responsibilities 20% of 400 points 80 points total		
Component Sum	**Points**	**Weighted Points**
36	4.00	80
35	3.89	78
34	3.78	76
33	3.67	73
32	3.56	71
31	3.44	69
30	3.33	67
29	3.22	64
28	3.11	62
27	3.00	60
26	2.89	58
25	2.78	56
24	2.67	53
23	2.56	51
22	2.44	49
21	2.33	47
20	2.22	44
19	2.11	42
18	2.00	40
17	1.89	38
16	1.78	36
15	1.67	33
14	1.56	31
13	1.44	29
12	1.33	27
11	1.22	24
10	1.11	22
9	1.00	20

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 33

Step 4- Calculate a Student Learning Score

Evaluators score each individual SLO/SOO as *Exceeded (4), Met (3), Nearly Met (2),* or *Did Not Meet (1)*. The SLO/SOO Scoring Process Map on page 33 outlines the specific steps an Evaluator should take to determine SLO/SOO scores, Once individual SLOs/SOOs are scored, the number of points earned (1-4) on each SLO is added together to calculate a component sum. A lookup table is used to determine the number of weighted points. (For all student learning lookup tables, see Appendix 2 at the end of this section.) The component sum is then divided by the number of SLOs/SOOs and multiplied by the weight of 30 to get a total number of points.

Student Learning – 2 SLOs 30% of 400 points 120 points total			
SLO/SOO Combination	**Component Sum**	**Points**	**Weighted Points**
Exceeded (4), Exceeded (4)	8	4.00	120
Exceeded (4), Met (3)	7	3.50	105
Met (3), Met (3)	6	3.00	90
Exceeded (4), Nearly Met (2)	6	3.00	90
Met (3), Nearly Met (2)	5	2.50	75
Exceeded (4), Not Met (1)	5	2.50	75
Nearly Met (2), Nearly Met (2)	4	2.00	60
Met (3), Not Met (1)	4	2.00	60
Nearly Met (2), Not Met (1)	3	1.50	45
Not Met (1), Not Met (1)	2	1.00	30

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 34

Step 5- Calculate the total number of points earned

The total number of points from *Professional Practice: Classroom Environment, Professional Practice: Instruction, Professional Responsibilities* and *Student Learning* is added together to determine a sum of the total number of points out of a possible 400 points. In the example below, the teacher earned 298 total weighted points.

Measures	**Weighted Points**
Professional Practice: Classroom Environment	75
Professional Practice: Instruction	69
Professional Responsibilities	64
Student Learning	90
Total	**298**

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 34

Step 6 — Determine the Final Effectiveness Rating

The Final Effectiveness Rating is assigned using the lookup table below to determine one of four possible ratings. Because the teacher in the example earned 298 weighted points, the final effectiveness rating WOUld be Effective.

Final Effectiveness Scoring Bands	
Highly Effective	360-400
Effective	295-359
Developing	200-294
Ineffective	100-199

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 34

Appendix 1: Lookup Tables to Calculate the Final Effectiveness Rating

Classroom Environment
25% of 400 points
100 points total

Component Score Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

Instruction
25% of 400 points
100 points total

Component Score Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

Professional Responsibilities
20% of 400 points
80 points total

Component Score Sum	Points	Weighted Points
36	4.00	80
35	3.89	78
34	3.78	76
33	3.67	73
32	3.56	71
31	3.44	69
30	3.33	67
29	3.22	64
28	3.11	62
27	3.00	60
26	2.89	58
25	2.78	56
24	2.67	53
23	2.56	51
22	2.44	49
21	2.33	47
20	2.22	44
19	2.11	42
18	2.00	40
17	1.89	38
16	1.78	36
15	1.67	33
14	1.56	31
13	1.44	29
12	1.33	27
11	1.22	24
10	1.11	22
9	1.00	20

Student Learning
30% of 400 points
120 points total

SLO Combination	Points	Weighted Points
Exceeded (4) Exceeded (4)	4.00	120
Exceeded (4) Met (3)	3.50	105
Met (3) Met (3)	3.00	90
Exceeded (4) Nearly Met (2)	3.00	90
Met (3) Nearly Met (2)	2.50	75
Exceeded (4) Not Met (1)	2.50	75
Nearly Met (2) Nearly Met (2)	2.00	60
Met (3) Not Met (1)	2.00	60
Nearly Met (2) Not Met (1)	1.50	45
Not Met (1) Not Met (1)	1.00	30

Final Effectiveness Ratings

Highly Effective	360-400
Effective	295-359
Developing	200-294
Ineffective	100-199

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 35

Appendix 2: Student Learning Lookup Tables

Student Learning – 2 SLOs 30% of 400 points 120 points total			
SLO/SOO Combination	**Component Sum**	**Points**	**Weighted Points**
Exceeded (4), Exceeded (4)	8	4.00	120
Exceeded (4), Met (3)	7	3.50	105
Met (3), Met (3)	6	3.00	90
Exceeded (4), Nearly Met (2)	6	3.00	90
Met (3), Nearly Met (2)	5	2.50	75
Exceeded (4), Not Met (1)	5	2.50	75
Nearly Met (2), Nearly Met (2)	4	2.00	60
Met (3), Not Met (1)	4	2.00	60
Nearly Met (2), Not Met (1)	3	1.50	45
Not Met (1), Not Met (1)	2	1.00	30

Student Learning – 3 SLOs 30% of 400 points 120 points total			
SLO/SOO Combination	**Component Sum**	**Points**	**Weighted Points**
Exceeded (4), Exceeded (4), Exceeded (4)	12	4.00	120
Exceeded (4), Exceeded (4), Met (3)	11	3.67	110
Exceeded (4), Met (3), Met (3)	10	3.33	100
Exceeded (4), Exceeded (4), Nearly Met (2)	10	3.33	100
Met (3), Met (3), Met (3)	9	3.00	90
Exceeded (4), Met (3), Nearly Met (2)	9	3.00	90
Exceeded (4), Exceeded (4), Not Met (1)	9	3.00	90
Met (3), Met (3), Nearly Met (2)	8	2.67	80
Exceeded (4), Met (3), Not Met (1)	8	2.67	80
Exceeded (4), Nearly Met (2), Nearly Met (2)	8	2.67	80
Met (3), Met (3), Not Met (1)	7	2.33	70
Met (3), Nearly Met (2), Nearly Met (2)	7	2.33	70
Exceeded (4), Nearly Met (2), Not Met (1)	7	2.33	70
Met (3), Nearly Met (2), Not Met (1)	6	2.00	60
Nearly Met (2), Nearly Met (2), Nearly Met (2)	6	2.00	60
Exceeded (4), Not Met (1), Not Met (1)	6	2.00	60
Nearly Met (2), Nearly Met (2), Not Met (1)	5	1.67	50
Met (3), Not Met (1), Not Met (1)	4	1.67	50
Nearly Met (2), Not Met (1), Not Met (1)	4	1.33	40
Not Met (1), Not Met (1), Not Met (1)	3	1.00	30

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 36

Student Learning – 4 SLOs 30% of 400 points 120 points total			
SLO/SOO Combination	**Component Sum**	**Points**	**Weighted Points**
Exceeded (4), Exceeded (4), Exceeded (4), Exceeded (4)	16	4.00	120
Exceeded (4), Exceeded (4), Exceeded (4), Met (3)	15	3.75	113
Exceeded (4), Exceeded (4), Exceeded (4), Nearly Met (2)	14	3.50	105
Exceeded (4), Exceeded (4), Met (3), Met (3)	14	3.50	105
Exceeded (4), Exceeded (4), Exceeded(4), Not Met (1)	13	3.25	98
Exceeded (4), Exceeded (4), Met (3), Nearly Met (2)	13	3.25	98
Exceeded (4), Met (3), Met (3), Met (3)	13	3.25	98
Exceeded (4), Exceeded (4), Met (3), Not Met (1)	12	3.00	90
Exceeded (4), Exceeded (4), Nearly Met (2), Nearly Met (2)	12	3.00	90
Exceeded (4), Met (3), Met (3), Nearly Met (2)	12	3.00	90
Met (3), Met (3), Met (3), Met (3)	12	3.00	90
Exceeded (4), Exceeded (4), Nearly Met (2), Not Met (1)	11	2.75	83
Exceeded (4), Met (3), Met (3), Not Met (1)	11	2.75	83
Exceeded (4), Met (3), Nearly Met (2), Nearly Met (2)	11	2.75	83
Met (3), Met (3), Met (3), Nearly Met (2)	11	2.75	83
Exceeded (4), Exceeded (4), Not Met (1), Not Met (1)	10	2.50	75
Exceeded (4), Met (3), Nearly Met (2), Not Met (1)	10	2.50	75
Exceeded (4), Nearly Met (2), Nearly Met (2), Nearly Met (2)	10	2.50	75
Met (3), Met (3), Met (3), Not Met (1)	10	2.50	75
Met (3), Met (3), Nearly Met (2), Nearly Met (2)	10	2.50	75
Exceeded (4), Met (3), Not Met (1), Not Met (1)	9	2.25	68
Exceeded (4), Nearly Met (2), Nearly Met (2), Not Met (1)	9	2.25	68
Met (3), Met (3), Nearly Met (2), Not Met (1)	9	2.25	68
Met (3), Nearly Met (2), Nearly Met (2), Nearly Met (2)	9	2.25	68
Exceeded (4), Nearly Met (2), Not Met (1), Not Met (1)	8	2.00	60
Met (3), Met (3), Not Met (1), Not Met (1)	8	2.00	60
Met (3), Nearly Met (2), Nearly Met (2), Not Met (1)	8	2.00	60
Nearly Met (2), Nearly Met (2), Nearly Met (2), Nearly Met (2)	8	2.00	60
Exceeded (4), Not Met (1), Not Met (1), Not Met (1)	7	1.75	53
Met (3), Nearly Met (2), Not Met (1), Not Met (1)	7	1.75	53
Nearly Met (2), Nearly Met (2), Nearly Met (2), Not Met (1)	7	1.75	53
Met (3), Not Met (1), Not Met (1), Not Met (1)	6	1.50	45
Nearly Met (2), Nearly Met (2), Not Met (1), Not Met (1)	6	1.50	45
Nearly Met (2), Not Met (1), Not Met (1), Not Met (1)	5	1.25	38
Not Met (1), Not Met (1), Not Met (1), Not Met (1)	4	1.00	30

From *Rhode Island Model Evaluation & Support System, Teacher, Edition V,* p. 37

Available Support

- Voluntary professional development specific to SLOs and Evaluation process tiered to meet the needs of both novice teachers and veteran educators.
- Technical support for evaluation platform
- Educator Evaluation Handbook
- Educator Evaluation electronic resources in Frontline's "My Library"
- Evaluation webpage of the www.providenceschools.org website.
- Evaluation professional learning videos
- Dedicated evaluation support team at PDfeedback@ppsd.org
- FAQs for Educator Evaluations in Frontline's "My Library"