

Rhode Island Model Academy for Personnel Evaluating Teachers

Summer 2017 Pre-work

Thank you for signing up! We are looking forward to seeing you at our two-day summer academy on **August 16 & 17, 2017**. In preparation for your professional learning, we ask that you complete some pre-work. This includes exploring potential biases in evaluative practices and becoming familiar with the professional practices rubrics for teachers, support professionals, and building administrators.

1. **Biases.** Please view the *Minimizing Teacher Bias in Teacher Observations* PowerPoint presentation. This module is meant to address types of biases that can influence an evaluator's collection and rating of evidence. Reflect on the material and consider how an evaluator should gather objective evidence through which to rate teachers' professional practice.
2. **Observation.** Watch the [video clip](#) of a sixth grade math lesson. While you view this lesson, actively consider how you would gather evidence of professional practices:
 - Where might personal bias influence your observations? Practice gathering objective evidence through which to evaluate this teacher according to the professional practices rubric for teachers. You can practice writing anecdotal notes while viewing the clip and going back to your notes to reflect and make improvements.
3. **Feedback:**
 - Creates a culture where all educators have an understanding of what defines excellence in their work
 - Provides prioritized, specific, and actionable feedback on educators' performance that, in turn, helps educators improve their practice
 - Helps identify supports needed for educators continue to refine their practice over time regardless of experience level or proficiency

During the video, you took **observation notes** that help you capture objective evidence of the teaching episode to determine scores, write **rationales**, and craft **feedback**. The observation notes should focus on the words spoken by and actions of the teacher and students, as well as the appearance of the physical learning environment (i.e. classroom). The **rationale** helps the educator understand the reasoning for each component score (1-4) by providing evidence and an explanation that aligns with a performance-level descriptor. **Feedback** helps the educator improve their practice by identifying strengths (practices they should continue) and areas for improvement (changes in practice that should be prioritized). Effective feedback should be **prioritized, specific, actionable, supportive in tone, and provided in a timely manner** following the observation (based on your LEA's local policy on timeframes).

4. **Rubrics.** Review, generate, and respond to questions related to the professional practices rubric domains to gain familiarity across evaluation practices [see chart below]. Note that we will spend time addressing these rubrics more in-depth during our training.
 - [Professional Practices Rubric for Teachers](#) (Appendix 3, p. 43)
 - [Professional Practices Rubric for Support Professionals](#) (Appendix 3, p. 41)
 - [Professional Practices Rubric for Building Administrators](#) (Appendix 3, p. 37)

Values	Teaching and Learning	Familiarity
<p>What professional practices are valued across each of the three rubrics?</p>	<p>How does professional practice around teaching and learning look similar across the three rubrics?</p>	<p>With which rubric(s) are you least familiar? Why?</p>
<p>What professional practices are specific to a particular rubric?</p>	<p>How does it look different?</p>	<p>What action step will you take to better inform your understanding of that rubric?</p>

In preparation for our training, please **bring your laptop** to support some of the learning activities. **Lunch will be provided on both days** for all participants. We look forward to seeing you from **8:30-3:30 at the RI Shriners Imperial Room at One Rhodes Place, Cranston, RI 02905.**

Sincerely,

The Educator Evaluation Team

Carrie Appel, Steven LaBounty-McNair, & Alexis Meyer