**Rhode Island Model Academy for Personnel Evaluating Teachers**

To prepare for this two-day academy, we ask that you complete pre-work in advance of Day 1 and Day 2 of the training.

**Day 1 Pre-work**

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](https://www.youtube.com/watch?v=WIy-JkOqpB0) 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).

**Rubrics.** Respond to prompts related to the 8 teacher professional practice rubric components to gain familiarity and initial understanding. Note that we will also spend time addressing these rubrics more in-depth during our training.

* + Professional Practices Rubrics for Teachers (Appendix 3, p. 38)

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| --- | --- | --- |
| Components | Determine 3-4 words that capture the essence of this component | Provide an example of what this component might look like in practice |
| 2a |  |  |
| 2b |  |  |
| 2c |  |  |
| 2d |  |  |
| 3a |  |  |
| 3b |  |  |
| 3c |  |  |
| 3d |  |  |

**Day 2 Pre-work**

In order to prepare for Day 2 content, please complete this 45-minute segment on the new student learning options being offered this year. Additionally, if you don’t already know, please inquire with your LEA leadership if your school will be using one of the new student learning options this year: *SLO Flex, Student Learning Goals, or Embedded Practice.*

1. **New Student Learning Options.** [Please listen to this recorded informational presentation](http://media.ride.ri.gov/EEIE/EQAC/EvalTraining/SL_Options_InfoSession_Module_19-20.mp4). Take notes, as needed. Your questions or concerns will be addressed during Day 2.
2. **New 3e Rubric.** [Please review to become familiar with **only** the first page of the new 3e Rubric and Guidance.](http://www.ride.ri.gov/Portals/0/Uploads/Documents/SL_Models_3e_Rubric_Guidance_19-20_FINAL.pdf)  Take notes, as needed. Your questions or concerns will be addressed during Day 2.

While the focus of Day 2 training will primarily be on Student Learning Objectives (SLOs), we will still do an activity that will necessitate having a decent understanding of the new student learning options. Therefore, we thank you, in advance, for attending to this essential pre-work.