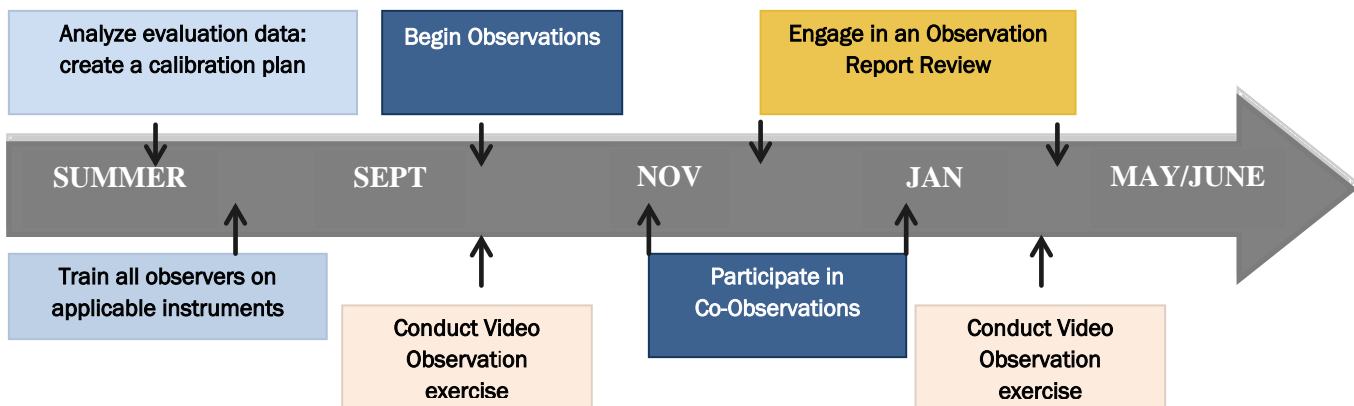


Calibration Activities for Observers

It is the responsibility of each school district to ensure that educators receive a high-quality evaluation annually. For teachers, classroom observations are the cornerstone of their evaluations. A high-quality observation should accurately and fairly reflect a teacher's practice and provide valuable feedback to help the teacher improve.

To promote observations that are accurate, reliable, and valuable, AchieveNJ requires observers to participate in annual training on the instrument, as well as bi-annual co-observations. Working closely with a variety of districts, the Department has identified three different approaches to these requirements, which have helped districts improve observations. These optional activities are presented on page two as calibration protocols that districts can employ to improve accuracy and consistency. Below are some general guidelines for observation training.

1) Approach observation procedures training as a cycle of continuous improvement, not a one-time annual event. The graphic below provides a sample calendar of training, observation, and data analysis.



2) Use a variety of calibration activities; viewing and scoring video, conducting co-observations, and collaboratively reviewing reports using the [Observation Report Quality Rubric](#). These can be used to identify strengths and weaknesses in collecting evidence and providing effective feedback.

3) Establish protocols for evaluation components including pre- and post-conferences ([link](#)).

4) Ensure that teachers fully understand how the practice instrument describes excellent teaching by engaging them in effective training activities.

Observation Activities for Teachers:

Teachers should be included in activities that support their understanding of high-quality instruction and use of the rubric in their evaluation. This can be powerful professional development and can be organized in a variety of ways including, but not limited to the following:

1. *Grade-level or content-area teams of teachers from a single school:* Grade-level teams or departments within a school can explore best practices through observation-related activities.
2. *Content-area teachers across a district:* Teachers can explore instruction at other schools and other grade levels. This is especially important in small schools where a subject area may have only one or two teachers.
3. *Cross-content teams of teachers:* teachers are encouraged to work collaboratively with teachers outside their own content area to deepen their understanding of the rubric and of high-quality instruction.
4. *Teams of teachers focused on a single component of observation:* Each month, teachers could focus on a different component of the rubric and observe each other in a focused way, identifying a variety of successful strategies in diverse contexts.

Calibration Activities for Observers

Calibration Protocols for School Leaders

	Protocol 1: Video Observation	Protocol 2: Redacted Observation Report Review	Protocol 3: Co-observation
Objective	<i>Ensure a deep understanding of the practice rubric across a range of classrooms and learners.</i>	<i>Establish a shared understanding of high-quality evidence and actionable feedback.</i>	<i>Promote inter-rater reliability.</i>
Process	1. Select a classroom video ⁱ	1. Select a school leader to present a classroom observation at a leadership team meeting ⁱⁱ	1. Establish a procedure for pairing or grouping school administrators for co-observations
	2. Collaboratively view the video and individually collect high quality evidence ⁱⁱⁱ	2. Individually read and score the observation report using the <u>Observation Report Quality Rubric</u> (link)	2. Collectively observe a teaching block. Individually collect and record high' quality evidence
	3. Assign the evidence to standards and score it	3. Resolve all questions	3. Post-observation, independently sort the evidence and score each component based on the evidence collected
	4. Debate and defend scores until consensus is reached	4. Debate and discuss component level ratings and rationale	4. Reconvene to share and discuss component-level ratings and rationale
	5. Employ the Scoring Debrief Norms and the Score Sharing Process below; then connect, reflect and plan	5. Employ the Scoring Debrief Norms and the Score Sharing Process below; then connect, reflect and plan	5. Employ the Scoring Debrief Norms and the Score Sharing Process below; then connect, reflect and plan
Process	SCORING DEBRIEF NORMS	SCORING SHARING PROCESS	CONNECT, REFLECT, PLAN
	<ol style="list-style-type: none"> One member serves as facilitator Establish conversation time limits (e.g. plan to complete Domain 2 by x time) Hold one another accountable on bias and interpretation Every member shares his or her component score 	<ol style="list-style-type: none"> If the scores are the same, describe how the evidence demonstrates that rubric level If the scores are different, have a conversation regarding each person's rationale in order to reach consensus (revisit the video, if necessary). Ground the conversation in two questions: <ul style="list-style-type: none"> Exactly what does the rubric-level descriptor say? Where does the preponderance of evidence fall? 	<ol style="list-style-type: none"> What components were most challenging in reaching consensus? What caused this challenge? Was there evidence that was interpreted differently? How was this protocol helpful in aligning instruction language and expectations? Did this activity result in action steps that will need to be followed up on? If so, is the follow-up plan clear?

ⁱ [The Teaching Channel](#) has many publically available videos or districts can build their own video library

ⁱⁱ The selected leader comes with copies of a redacted observation report for each participant

ⁱⁱⁱ Over time, the district may choose to vary the context of teaching and learning that is viewed.