# Observation Calibration Ratings/Rationale Protocol

Campus: Teacher: Grade: Subject:

Options: [ ]  Video Lesson [ ]  In-Person Lesson [ ]  Single Dimension Calibration (Dimension: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

## Directions:

1. After the observation, individual evaluators should independently sort evidence and score each dimension based on the evidence they collected. In addition to the rating, evaluators should be prepared to provide a rationale to support their scores.
2. Once each evaluator has had a chance to independently score each dimension and identify evidence, the group should share and discuss the dimension-level ratings and rationale together. The debrief should include specific teacher and student behaviors that were used to determine the ratings.

## SCORING DEBRIEF NORMS

* One member serves as facilitator.
* Use the chart on the next page to document ratings.
* Establish conversation time limits (e.g., plan to complete Domain/Indicator in “x” amount of time).
* Hold one another accountable to bias and interpretation.
* Every member shares their dimension rating one dimension at a time.
* If the ratings are the same, name why the rating is at that performance level by using the evidence to justify the decision.
* If the ratings are different, have a conversation regarding rationale from the evidence to reach consensus by grounding the conversation in the two following questions:
	+ What does the rubric-level descriptor exactly say?
	+ Where does the preponderance of evidence fall?
* When dimensions are off by more than one performance level for individual raters, conversations should focus on the evidence and rating discrepancies to ultimately reach a consensus on ratings that are within one performance level*.*
* Repeat this process for each dimension used during the calibration process.
* Finalize the process using the “Connect, Reflect, and Plan” questions on Page 3.

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| **Dimension** | **Observer 1****Ratings** | **Observer 2****Ratings** | **Observer 3****Ratings** | **Observer 4****Ratings** | **Notes**  |
| Achieving Expectations |  |  |  |  |  |
| Content Knowledge and Expertise |  |  |  |  |  |
| Communication |  |  |  |  |  |
| Differentiation |  |  |  |  |  |
| Monitor and Adjust |  |  |  |  |  |
| Classroom Environment, Routines, and Procedures |  |  |  |  |  |
| Managing Student Behavior |  |  |  |  |  |
| Classroom Culture |  |  |  |  |  |

## CONNECT, REFLECT, AND PLAN

* What indicators were most challenging in reaching consensus? What caused this challenge?
* Were there instructional practices that were interpreted differently? Why?
* How was this protocol helpful in aligning our *look fors*, instruction language and expectations?
* How can others experience this learning?
* Are there any significant next steps that have come from this conversation that need action steps?