# Sample Observation Calibration Plan

## Objectives

* Appraisers’ and schools’ observation data will be highly calibrated to each other.
* Across content and grade levels, teacher observation scores will be highly correlated to student growth data.

## Context

* This district uses T-TESS.
* There are four elementary schools, two middle schools, and one high school in this district.

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| **Month** | | **Observation Calibration Plan** | | **Who Will Participate?** | |
| **July** | **Data Analysis**   * Analyze the previous year’s teacher observation data. Look for areas of skew by appraiser, campus, grade level, and teaching assignment. Determine whether teachers’ observation scores align with student growth data. | | * District leaders * Principals | |
| **Strategic Planning & Decision-Making**   * Create a strategic plan to address problem areas in the observation data. The plan should include specific dates and deadlines and measurable goals to determine progress. * Determine the observation requirements (quantity and frequency) based on the strategic plan. * Define “calibrated.” This district has decided that two appraisers are calibrated to each other if 50% of their ratings are an exact match *and* if 80% of their ratings are within one level of teacher effectiveness. | | * District leaders * Principals | |
| **August** | **Certification**   * New appraisers attend a 3-day T-TESS certification training. * Appraisers who were T-TESS certified three or more years ago attend T-TESS certification training again. | | * New appraisers * Appraisers who need to recertify | |
| **Calibration**   * Returning appraisers with current T-TESS certification attend a half-day calibration session facilitated by district leaders. During this session, they review T-TESS and practice rating instruction using videos. They must pass a calibration assessment at the end of the training. Those who do not pass engage in one-on-one coaching with their manager. | | * Returning appraisers who were certified less than three years ago * District leaders | |
| **All-Appraiser Professional Development**   * All appraisers attend a 2-hour district-wide training. The objective is to share the observation data analysis that district leaders completed over the summer and the district’s strategic plan for addressing areas of growth in observation data. * Communicate the observation requirements for the school year (two 45-minute observations and five 15-minute observations per teacher). | | * District leaders * Principals * Appraisers | |
| **Teacher Professional Development**   * New teachers attend a full-day training to develop a conceptual understanding of how T-TESS defines excellent instruction. * Returning teachers attend a half-day refresher training on T-TESS. * All teachers receive an update on district priorities around teacher observation and any changes to appraisal processes for this year. * Communicate the observation requirements for the school year (two 45-minute observations and five 15-minute observations per teacher). | | * Teachers * District leaders * Principals | |
| **Create Observation Schedules**   * Principals and appraisers work together to create a yearlong observation schedule that meets the follow criteria:  1. Includes a minimum of two long (45-minute) and five short (15-minute) scored observations over the course of the school year, including scored and unscored and announced and unannounced 2. Is differentiated by teacher effectiveness 3. Allows each teacher to receive at least two ratings on every rubric dimension 4. Allows each teacher to have one scored observation from someone other than their main appraiser. | | * Principals * Principal managers | |
| **September** | **Intercampus Calibration Walk-Throughs**   * Middle and high school principals co-observe three classrooms at middle school #1 and calibrate. * Elementary school principals co-observe three classrooms at elementary school #1 and calibrate. | | * Middle and high school principals * Elementary school principals * District leaders | |
| **Initial Observations**   * Walk through classrooms of teachers scoring three or higher on T-TESS. * Complete one short observation of all teachers who are new to the district or had a T-TESS score less than three last year. | | * Appraisers | |
| **October** | **Execute Observation Schedule**   * Appraisers conduct teacher observations according to the yearlong schedule created in September. | | * Appraisers | |
| **Intercampus Calibration Walk-Throughs**   * Middle and high school principals co-observe three classrooms at the high school and calibrate. * Elementary school principals co-observe three classrooms at elementary school #2 and calibrate. | | * Middle and high school principals * Elementary school principals * District leaders | |
| **Campus Calibration**   * Campus appraiser teams complete single-dimension calibration protocol. * Each appraiser completes one calibration co-observation with their manager. | | * Principals * Appraisers | |
| **Observation Data Dive #1**   * After October assessments, compare student growth data with teacher observation data and check for positive correlation. * Check for skew by appraiser, campus, subject, and grade level. * Determine strategic areas of focus and next steps around teacher observations for Quarter 2 based on the data. | | * District leaders * Principals * Appraisers | |
| **November** | **Execute Observation Schedule**   * Appraisers conduct teacher observations according to the yearlong schedule. | | * Appraisers | |
| **Intercampus Calibration Walk-Throughs**   * Middle and high school principals co-observe three classrooms at middle school #2 and calibrate. * Elementary school principals co-observe three classrooms at elementary school #3 and calibrate. | | * Middle and high school principals * Elementary school principals * District leaders | |
| **Campus Calibration**   * Each appraiser completes one calibration co-observation with their manager or another appraiser. * Campus appraiser teams conduct a calibration walk-through of math and science classrooms. | | * Principals * Appraiser managers * Appraisers | |
| **December** | **Execute Observation Schedule**   * Appraisers conduct teacher observations according to the yearlong schedule. * Ensure that appraisers have some collected evidence of teacher effectiveness for every teacher. | | * Appraisers | |
| **Intercampus Calibration Walk-Throughs**   * Elementary school principals co-observe three classrooms at elementary school #4 and calibrate | | * Elementary school principals * District leaders | |
| **Midyear Campus Walk-Throughs**   * Each campus conducts a full-day campus walk-through, spending 10–15 minutes in each classroom. The data serve three purposes: (a) Increase calibration on campus teams; (b) Provide campus-wide midyear data on strengths and areas of growth to focus on in the secondsemester; (c) Provides district-wide observation “point-in-time” data on both teacher effectiveness and district-wide calibration. | | * Principals * Appraiser managers * Appraisers | |
| **January** | **Informal Midyear Performance Conferences**  Appraisers meet with individual teachers and discuss observation ratings, general strengths, areas of growth, student growth goals, and other professional goals. | | * Appraisers * Teachers | |
| **Execute Observation Schedule**   * Appraisers conduct teacher observations according to the yearlong schedule. | | * Appraisers | |
| **Observation Data Dive #2**   * Right after returning from winter break, compare student growth data from December assessments with teacher observation data, and check for positive correlation. * Check for skew by appraiser, campus, subject, and grade level. * Determine strategic areas of focus and next steps around teacher observations for Quarter 3 based on the data. | | * District leaders * Principals * Appraisers | |
| **Campus Calibration**   * Each appraiser completes one calibration co-observation with their manager or another appraiser. * Campus appraiser teams conduct a calibration walk-through of reading, writing, and social studies classrooms. | | * Principals * Appraiser managers * Appraisers | |
| **Midyear Appraiser Training**   * District leaders facilitate training for all appraisers to review observation data and correlation data from the first semester and to collaborate on second semester priorities around teacher observation. | | * District leaders * Principals * Appraisers | |
| **February** | **Execute Observation Schedule**   * Appraisers conduct teacher observations according to the yearlong schedule. | | * Appraisers | |
| **Campus Calibration**   * Campus appraiser teams conduct a calibration walk-through of electives classrooms. If the appraisers are not calibrated (see calibration definition in July), the appraiser team decides key next steps to increase calibration. | | * Principals * Appraisers | |
| **Calibration Checkpoint**   * Each appraiser completes one video calibration and submits their ratings to a district leader who determines whether the appraiser is calibrated. If an appraiser does not calibrate, they have a second attempt before being required to attend an appraiser refresher training. | | * Appraisers * District leaders | |
| **Appraiser Refresher Training**   * Appraisers who do not calibrate after two attempts will attend a half-day refresher training led by the district. | | * Any appraiser who did not calibrate after two attempts on the video calibration * District leaders | |
| **March** | **Execute Observation Schedule**   * Appraisers conduct teacher observations according to the yearlong schedule. | | * Appraisers | |
| **Campus Calibration**   * Each appraiser completes one calibration co-observation with their manager or another appraiser. * Campus appraiser teams conduct a single-component walk-through. | | * Principals * Appraiser managers * Appraisers | |
| **Intercampus Calibration Walk-throughs**   * Based on current need, school appraiser teams that are not highly calibrated to the district will participate in calibration walk-throughs partnered with schools that are highly aligned. | | * Principals * Appraisers * District leaders | |
| **April** | **Execute Observation Schedule**   * Appraisers conduct teacher observations according to the yearlong schedule. | | * Appraisers | |
| **Observation Data Dive #3**   * Compare student growth data from March assessments with teacher observation data, and check for positive correlation. * Check for skew by appraiser, campus, subject, and grade level. * Determine if there are teachers to prioritize in terms of collecting sufficient, valid observation data. | | * District leaders * Principals * Appraisers | |
| **Campus Calibration**   * Each appraiser completes one calibration co-observation with their manager or another appraiser. | | * Principals * Appraiser managers * Appraisers | |
| **May** | **Final Observations**   * Appraisers conduct any final teacher observations according to the yearlong schedule. * Appraisers and leaders determine if they need additional observation data for any teachers and collect that data. | | * Appraisers | |
| **End-of-Year Performance Conferences**   * Appraisers meet with individual teachers and discuss observation ratings, general strengths, areas of growth, student growth goals, and other professional goals. | | * Appraisers * Teachers | |