# Sample Observation Calibration Plan—Single-Campus District

## Objective

* Teacher observation scores will be consistent and accurate across content and grade levels.
* Teacher observation scores will be positively correlated to student growth data.

## Context

* This district uses T-TESS.
* There is one K–12 campus in this district with a single appraiser who is also the principal and superintendent.

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| **Month** | **Actions to Drive Valid and Reliable Teacher Observation Data** | **Who Will Participate?** |
| **July** | **Data Analysis**   * Analyze the previous year’s teacher observation data. Look for areas of skew by grade level, teaching assignment, and T-TESS indicator. * Determine whether the teacher’s observation scores align with student growth data. * Analyze a teacher survey given at the end of last year to determine the extent to which teachers believe observation scores accurately reflect their effectiveness. | * Principal * Board members |
| **Strategic Planning & Decision-Making**   * Create a strategic plan to address skew and lack of correlation in the observation data. * 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 80% of their ratings are within one level of teacher effectiveness. | * Principal * Board members |
| **August** | **Certification**   * If the appraiser’s 3-year T-TESS certification has expired, they attend T-TESS’ certification training. * Two high-performing “teacher leaders” will become T-TESS certified to be calibration partners with the principal. Teachers applied for these positions last year and are selected based on their track record of effective teaching and the quality of their application. Teacher leaders do not officially score other teachers but will serve as calibration partners for the principal. | * Principal (if he or she was certified 3 or more years ago) * Teacher leaders |
| **Calibration**   * If the appraiser’s T-TESS certification has not expired, calibrate using two videos on the NIET EPASS TIA portal. | * Principal (if he or she was certified less than 3 years ago) |
| **Professional Development**   * Teachers who are new to the district are given a full day to complete a self-guided T-TESS PD via the training modules on the T-TESS website. * The principal leads all staff through a 2-hour refresher PD on T-TESS that includes opportunities for teachers to watch videos of instruction, collect evidence, and score T-TESS dimensions. | * Principal * Teachers |
| **September** | **Calibration Activity**   * Conduct calibrated co-observation with teacher leaders. | * Principal * Teacher leaders |
| **Create Observation Schedule**   * Create a yearlong observation schedule that meets the following criteria:  1. Includes a minimum of two long (45-minute) and five short (15-minute) announced and unannounced scored observations over the course of the school year 2. Is differentiated by teacher effectiveness or experience (if they are a new teacher) 3. Allows each teacher to receive at least two ratings on every rubric dimension | * Principal |
| **Initial Observations**   * Walk through classrooms of teachers scoring three or higher on T-TESS last year. * Complete one short observation of all teachers who are new to the district or had a T-TESS score under three last year. | * Principal |
| **October** | **Execute Observation Schedule**   * Conduct teacher observations according to the yearlong schedule created in September. | * Principal |
| **Calibration Activity**   * Calibrated co-observation with teacher leaders and local retired principal. | * Principal * Local retired principal * Teacher leaders |
| **Observation Data Dive #1**   * After October assessments, compare student growth data to teacher observation data and check for positive correlation. * Check for skew by subject and grade level. * Determine strategic areas of focus and next steps regarding teacher observations for Quarter 2 based on the data. | * Principal * Board members |
| **November** | **Execute Observation Schedule**   * Appraisers conduct teacher observations according to the yearlong schedule. | * Principal |
| **Calibration Activity**   * ESC TIA or appraisal lead participates in a calibrated walk-through of three to four classrooms with the principal and both teacher leaders. | * ESC TIA/appraisal lead * Principal * Teacher leaders |
| **Other Activities**   * Principal identifies one area of T-TESS he and the teacher leaders are less comfortable rating or perhaps not aligned on. Principal and teacher leaders watch two to three NIET videos and practice collecting evidence and rating that indicator. | * Principal * Teacher leaders |
| **December** | **Execute Observation Schedule**   * Conduct teacher observations according to the yearlong schedule. * Ensure some evidence of teacher effectiveness has been collected for every teacher. | * Principal |
| **Calibration Activity**   * Principal and teacher leaders walk through multiple classrooms collecting evidence on and rating only one dimension of T-TESS. This should be an indicator that has been challenging to rate in the past. After collecting evidence, the principal and teacher leaders should compile the data and discuss trends and next steps. | * Principal * Teacher leaders |
| **Informal Midyear Performance Conferences**   * Meet with individual teachers and share observation ratings and general strengths and areas of growth. | * Appraiser * Teachers |
| **January** | **Execute Observation Schedule**   * Conduct teacher observations according to the yearlong schedule. | * Appraiser |
| **Observation Data Dive #2**   * Immediately after returning from the winter break, compare student growth data from December assessments with teacher observation data and check for positive correlation. * Check for skew by subject and grade level. * Share trends in data with teachers and determine strategic areas of focus and next steps around teacher observations for Quarter 3 based on the data. | * Appraiser * Board members |
| **Calibration Activity**   * Principal calibrates with teachers. Teachers watch a video of themselves and self-score using evidence. Half the teachers complete this in this month. The other half complete this in March. | * Principal * Teachers |
| **February** | **Execute Observation Schedule**   * Conduct teacher observations according to the yearlong schedule. | * Principal |
| **Calibration Activity**   * ESC TIA or appraisal lead participates in a calibrated walk-through of three to four classrooms with the principal and both teacher leaders. | * ESC TIA/appraisal lead * Principal * Teacher leaders |
| **March** | **Execute Observation Schedule**   * Conduct teacher observations according to the yearlong schedule. | * Principal |
| **Calibration Activity**   * Principal calibrates with teachers. Teachers watch a video of themselves and self-score using evidence. The teachers who did not participate in January participate this month. | * Principal * Teachers |
| **April** | **Execute Observation Schedule**   * Conduct teacher observations according to the yearlong schedule. | * Principal |
| **Observation Data Dive #3**   * Compare student growth data from December assessments with teacher observation data, and check for positive correlation. * Check for skew by subject and grade level. * Determine whether there are teachers to prioritize in terms of collecting sufficient, valid observation data. | * Principal * Board members |
| **Calibration Activity**   * Calibrated co-observation with teacher leaders and local retired principal. | * Principal * Local retired principal * Teacher leaders |
| **May** | **Final Observations**   * Conduct any final teacher observations according to the yearlong schedule. * Determine if additional observation data is needed for any teachers, and collect that data. | * Principal |
| **End-of-Year Performance Conferences**   * Meet with individual teachers, and share observation ratings as well as general strengths and areas of growth. | * Appraisers * Teachers |