



## Sample Observation Calibration Plan

*This plan is intended as a sample plan, not an exemplar. We encourage districts to use this document as an example of one way to plan for teacher observation training, certification, calibration, and data analysis throughout the year. We anticipate districts would adapt this to fit their unique needs and contexts.*

**Objectives:**

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

**Context:**

- This district uses T-TESS
- There are 4 elementary schools, 2 middle schools and 1 high school in this district

Month	Observation Calibration Plan	Who will participate?
<b>July</b>	<b>Data Analysis</b> <ul style="list-style-type: none"> <li>- 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 to student growth data.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> </ul>
	<b>Strategic Planning &amp; Decision-Making</b> <ul style="list-style-type: none"> <li>- Create a strategic plan to address problem areas in the observation data. Plan should include specific dates and deadlines as well as measurable goals to determine progress.</li> <li>- Determine the observation requirements (quantity and frequency) based on the strategic plan</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> </ul>
<b>August</b>	<b>Certification</b> <ul style="list-style-type: none"> <li>- New appraisers attend three-day T-TESS certification training.</li> <li>- Appraisers who were T-TESS certified three or more years ago attend T-TESS certification training again.</li> </ul>	<ul style="list-style-type: none"> <li>- New appraisers</li> <li>- Appraisers who need to re-certify</li> </ul>
	<b>Calibration</b> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Returning appraisers who were certified less than three years ago</li> <li>- District leaders</li> </ul>
	<b>All-Appraiser Professional Development</b> <ul style="list-style-type: none"> <li>- All appraisers attend a two-hour district-wide training. The objective is to share the observation data analysis that district leaders completed over the summer as well as the</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> <li>- Appraisers</li> </ul>

	<p>district’s strategic plan for addressing areas of growth in observation data.</p> <ul style="list-style-type: none"> <li>- Communicate the observation requirements for the school year: two 45-minute observations and five 15-minute observation per teacher.</li> </ul>	
	<p><b>Teacher Professional Development</b></p> <ul style="list-style-type: none"> <li>- New teachers attend a full day training to develop a conceptual understanding of how T-TESS defines excellent instruction.</li> <li>- Returning teachers attend a half-day refresher training on T-TESS.</li> <li>- All teachers receive an update on district priorities around teacher observation as well as any changes to appraisal processes for this year.</li> <li>- Communicate the observation requirements for the school year: two 45-minute observations and five 15-minute observation per teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- District leaders</li> <li>- Principals</li> </ul>
	<p><b>Create Observation Schedules</b></p> <ul style="list-style-type: none"> <li>- Principals and appraisers work together to create a year-long observation schedule that meets the follow criteria: <ol style="list-style-type: none"> <li>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 as well as announced and unannounced.</li> <li>2. Is differentiated by teacher effectiveness</li> <li>3. Allows each teacher to receive at least two ratings on every rubric dimension.</li> <li>4. Allows each teacher to have one scored observation from someone other than their main appraiser.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Principal managers</li> </ul>
September	<p><b>Inter-Campus Calibration Walkthroughs</b></p> <ul style="list-style-type: none"> <li>- Middle and high school principals co-observe three classrooms at middle school #1 and calibrate.</li> <li>- Elementary principals co-observe three classrooms at elementary school #1 and calibrate</li> </ul>	<ul style="list-style-type: none"> <li>- Middle and high school principals</li> <li>- Elementary principals</li> <li>- District leaders</li> </ul>
	<p><b>Initial Observations</b></p> <ul style="list-style-type: none"> <li>- Walk through classrooms of teachers scoring three or higher on T-TESS.</li> <li>- Complete one short observation of all teachers who are new to the district or had a T-TESS score less than three last year.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
October	<p><b>Execute Observation Schedule</b></p> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule created in September.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<p><b>Inter-Campus Calibration Walkthroughs</b></p> <ul style="list-style-type: none"> <li>- Middle and high school principals co-observe three classrooms at the high school and calibrate.</li> <li>- Elementary principals co-observe three classrooms at elementary school #2 and calibrate.</li> </ul>	<ul style="list-style-type: none"> <li>- Middle and high school principals</li> <li>- Elementary principals</li> <li>- District leaders</li> </ul>
	<p><b>Campus Calibration</b></p>	<ul style="list-style-type: none"> <li>- Principals</li> </ul>

	<ul style="list-style-type: none"> <li>- Campus appraiser teams complete single-dimension calibration protocol</li> <li>- Each appraiser completes one calibration co-observation with their manager.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<p><b>Observation Data Dive #1</b></p> <ul style="list-style-type: none"> <li>- After October assessments, compare student growth data with teacher observation data and check for positive correlation.</li> <li>- Check for skew by appraiser, campus, subject and grade level.</li> <li>- Determine strategic areas of focus and next steps around teacher observations for Quarter 2 based on the data.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> <li>- Appraisers</li> </ul>
November	<p><b>Execute Observation Schedule</b></p> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<p><b>Inter-Campus Calibration Walkthroughs</b></p> <ul style="list-style-type: none"> <li>- Middle and high school principals co-observe three classrooms at middle school #2 and calibrate.</li> <li>- Elementary principals co-observe three classrooms at elementary school #3 and calibrate.</li> </ul>	<ul style="list-style-type: none"> <li>- Middle and high school principals</li> <li>- Elementary principals</li> <li>- District leaders</li> </ul>
	<p><b>Campus Calibration</b></p> <ul style="list-style-type: none"> <li>- Each appraiser completes one calibration co-observation with their manager or another appraiser.</li> <li>- Campus appraiser teams conduct a calibration walkthrough of math and science classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraiser managers</li> <li>- Appraisers</li> </ul>
December	<p><b>Execute Observation Schedule</b></p> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> <li>- Ensure that appraisers have some collected evidence of teacher effectiveness for every teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<p><b>Inter-Campus Calibration Walkthroughs</b></p> <ul style="list-style-type: none"> <li>- Elementary principals co-observe three classrooms at elementary school #4 and calibrate</li> </ul>	<ul style="list-style-type: none"> <li>- Elementary principals</li> <li>- District leaders</li> </ul>
	<p><b>Mid-year Campus Walkthroughs</b></p> <ul style="list-style-type: none"> <li>- Each campus conducts a full-day campus walkthrough, spending 10-15 minutes in each classroom. Data serves three purposes: 1) Increase calibration on campus teams; 2) Provide campus-wide mid-year data on strengths and areas of growth to focus on in the 2<sup>nd</sup> semester; 3) Provides district-wide observation “point in time” data on both teacher effectiveness and district-wide calibration.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraiser managers</li> <li>- Appraisers</li> </ul>
January	<p><b>Informal Mid-year Performance Conferences</b></p> <p>Appraisers meet with individual teachers and discuss observation ratings, general strengths and areas of growth, student growth goals and other professional goals.</p>	<ul style="list-style-type: none"> <li>- Appraisers</li> <li>- Teachers</li> </ul>

	<p><b>Execute Observation Schedule</b></p> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<p><b>Observation Data Dive #2</b></p> <ul style="list-style-type: none"> <li>- Right after returning from winter break, compare student growth data from December assessments with teacher observation data and check for positive correlation.</li> <li>- Check for skew by appraiser, campus, subject and grade level.</li> <li>- Determine strategic areas of focus and next steps around teacher observations for Quarter 3 based on the data.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> <li>- Appraisers</li> </ul>
	<p><b>Campus Calibration</b></p> <ul style="list-style-type: none"> <li>- Each appraiser completes one calibration co-observation with their manager or another appraiser.</li> <li>- Campus appraiser teams conduct a calibration walkthrough of reading, writing and social studies classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraiser managers</li> <li>- Appraisers</li> </ul>
	<p><b>Mid-Year Appraiser Training</b></p> <ul style="list-style-type: none"> <li>- District leaders facilitate training for all appraisers to review observation data and correlation data from the first semester as well as collaborate on 2<sup>nd</sup> semester priorities around teacher observation.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> <li>- Appraisers</li> </ul>
<b>February</b>	<p><b>Execute Observation Schedule</b></p> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<p><b>Campus Calibration</b></p> <ul style="list-style-type: none"> <li>- Campus appraiser teams conduct a calibration walkthrough of electives classrooms. If the appraisers are not calibrated (see calibration definition in July), the appraiser team decides key next steps to increase calibration.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraisers</li> </ul>
	<p><b>Calibration Checkpoint</b></p> <ul style="list-style-type: none"> <li>- 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 2<sup>nd</sup> attempt before being required to attend an appraiser refresher training.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> <li>- District leaders</li> </ul>
	<p><b>Appraiser Refresher Training</b></p> <ul style="list-style-type: none"> <li>- Appraisers who do not calibrate after two attempts will attend a half-day refresher training led by the district.</li> </ul>	<ul style="list-style-type: none"> <li>- Any appraiser who did not calibrate after 2 attempts on the video calibration</li> <li>- District leaders</li> </ul>
<b>March</b>	<p><b>Execute Observation Schedule</b></p> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<p><b>Campus Calibration</b></p> <ul style="list-style-type: none"> <li>- Each appraiser completes one calibration co-observation with their manager or another appraiser.</li> <li>- Campus appraiser teams conduct a single-component walkthrough.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraiser managers</li> <li>- Appraisers</li> </ul>

	<b>Inter-Campus Calibration Walkthroughs</b> <ul style="list-style-type: none"> <li>- Based on current need, school appraiser teams that are not highly calibrated to the district will participate in calibration walkthroughs partnered with schools that are highly aligned.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraisers</li> <li>- District leaders</li> </ul>
April	<b>Execute Observation Schedule</b> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<b>Observation Data Dive #3</b> <ul style="list-style-type: none"> <li>- Compare student growth data from March assessments with teacher observation data and check for positive correlation.</li> <li>- Check for skew by appraiser, campus, subject and grade level.</li> <li>- Determine if there are teachers to prioritize in terms of collecting sufficient, valid observation data.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> <li>- Appraisers</li> </ul>
	<b>Campus Calibration</b> <ul style="list-style-type: none"> <li>- Each appraiser completes one calibration co-observation with their manager or another appraiser.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraiser managers</li> <li>- Appraisers</li> </ul>
May	<b>Final observations</b> <ul style="list-style-type: none"> <li>- Appraisers conduct any final teacher observations according to the year-long schedule.</li> <li>- Appraisers and leaders determine if they need additional observation data for any teachers and collect that data.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<b>End-of-Year Performance Conferences</b> <ul style="list-style-type: none"> <li>- Appraisers meet with individual teachers and discuss observation ratings, general strengths and areas of growth, student growth goals and other professional goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> <li>- Teachers</li> </ul>