

Wisconsin Educator Effectiveness  
2023–24 DPI Teacher Observation Training

# Protocol #2

Includes:

Part 2: Observation & Related Activities

Required for  
Evaluators in Need of Calibration



WISCONSIN DEPARTMENT OF  
**Public Instruction**

## Overview:

### 2023–24 Evaluator Calibration Process

DPI-model evaluators in need of annual calibration may fulfill requirements by participating in a collaborative observation, evidence alignment, and feedback activity. The calibration process is designed to help certified evaluators strengthen observation and feedback skills. Sharing expertise with other certified evaluators can help reduce observer drift. This calibration is valid for the 2023-24 school year.

## Instructions

Evaluators in need of calibration should start by identifying another certified evaluator to serve as their collaboration partner. Partners will work together to complete an observation, collect and document evidence, and align it to the Framework for Teaching. They will also discuss related feedback strategies.

### What Type of Observation is Required?

The observation should last at least 15 minutes. Collaborative partners may choose one of two scenarios for their observation:

1. Live classroom observation: Collaboration partners observe the same teacher/lesson at the same time (*preferred*).
2. Video observation: Collaboration partners watch a videotaped teacher/lesson individually or together. The video may be of a local classroom. Alternatively, it may be an appropriate video found online or secured by registering for free access to the [TeachForward video library](#).

### What Preparation is Required Before the Observation?

If observing a teacher in your school/district, narrow the scope of the observation. Attend to components that align to educator, school, or district goals, or ask the teacher to tell you what feedback will be most helpful. Be sure to check for bias before the observation:

- Reflect on your personal preferences. How might they bias your experience/understanding during the observation?

- Reflect on potential personal triggers such as gender, race, ethnicity, physical appearance, ability/disability, religious affiliation, sexual orientation, regional speech dialect, familiarity with the lesson content, etc. How might they bias your experience/understanding during the observation?

## What Documentation is Required?

Each collaborative partner should individually collect and document evidence during the observation. Use your local documentation tool or preferred strategy (i.e., Google evaluation form, Microsoft Word document, Frontline platform demo account, paper notes, etc.)

- It is not necessary to script all that is said or done during the observation.
- Evidence may be documented using short statements and/or abbreviations such as (T) Teacher, (S) student.

## What is Required After the Observation?

### 1. Independent Review

Each partner should independently:

- Review the evidence statements they collected and double-check for opinion or bias. Adjust the statements as needed.
- Align the collected evidence statements to the Danielson Framework for Teaching (FfT) components and critical attributes.
  - Identify the most relevant FfT components.
  - Identify the critical attributes that best describe the practice demonstrated highlighted the evidence statement(s).
- Determine strengths (supported by evidence) and areas for growth.
  - Look holistically at the evidence collected during the observation.
  - Determine which critical attributes suggest areas of strength and which suggest next steps for growth.

## 2. Collaborative Review and Discussion

Partners should meet to share and discuss the evidence collected:

- Compare how each collaborative partner aligned the evidence to the Framework for Teaching component(s) and critical attributes.
- Discuss possible causes for any discrepancies:
  - Did you collect different evidence?
  - Did you interpret something differently?
  - Did you align the evidence to the Framework differently?
  - Did one partner notice something the other did not?
- Discuss feedback you would provide to the teacher in a post-observation feedback session:
  - What statements would you make to validate strong practice?
  - What clarifying questions would you pose to better understand something you observed?
  - What clarifying questions would you pose to better understand the teacher's perspective?
  - What statements could you make to encourage the teacher to identify and consider next steps for growth?
  - What statements could you make to encourage the teacher to commit to new and/or different practice?

## SAMPLE: Post-Observation Feedback Discussion

**The new evaluator** identifies 3-5 specific feedback statements or questions they would share with the teacher:

- A statement that validates effective practice
- Clarifying questions to better understand something you observed, or that get at the thoughts and reflections of the teacher
- A statement to encourage the identification of next steps growth and gain a commitment to trying new/different practices

**The experienced evaluator/peer** provides feedback to the new evaluator:

- Affirm effective feedback
- Use clarifying questions to determine what is needed to strengthen future feedback

## Resources:

Archer, J., Cantrell, S., Holtzman, S.L., Joe, J.N., Tocci, C.M., Wood, J. (2016). *Better feedback for better teaching: A practical guide to improving classroom observations*. Jossey-Bass.

Graham, M., Milanowski, A., Miller, J. (2012). *Measuring and promoting inter-rater agreement of teacher and principal performance ratings*. Center for Educator Compensation Reform at Westat.