

WI Educator Effectiveness
2022-23 DPI Teacher Evaluation Training

Protocol
for 2022-23
Evaluator Calibration

Overview of the 2022–23 Evaluator Calibration Process

For the 2022–23 school year, DPI model evaluators in need of annual calibration may fulfill requirements by participating in a collaborative observation, evidence alignment, and feedback activity. The activity is designed to support certified evaluators in observation/feedback skills and to reduce observer drift by sharing expertise with other evaluators. The interim calibration is valid for the 2022-23 school year.

Collaborative Observations

Step 1:

1a. Identify your collaboration peer(s)

Choose the collaboration peer(s) that will be most useful to you from the three options below. You may collaborate with a:

- New evaluator who has completed the Activity 1 (module) of the 2022–23 DPI Teacher Evaluation Training, and needs to complete Activity 2, a collaborative observation.*
- Certified evaluator peer; or
- Small group of certified evaluator peers.

1b. Develop your observation strategy

The observation of classroom instruction should last at least 15 minutes. Observations may be conducted in an actual classroom or by using a video.

- Classroom observation (recommended): peers observe the same class at the same time.
- Video observation (if classroom observation not available): peers observe the same video of a classroom. The video may be of a local classroom or a video obtained from the internet. Contact educator.effectiveness@dpi.wi.gov if you need help locating a video.

Step 2: PROTOCOL for the Collaborative Observation

2a. Before the Observation

- Check for Bias:
 - Reflect on your personal preferences and triggers. Consider how they might influence what you observe in the observation event.
- If observing/recording a teacher and classroom in your school/district, narrow the focus of the observation. In advance, ask the educator to identify desired feedback, or focus on components that align to educator, school, or district goals.

2b. During the Observation

Each collaborative peer should independently:

- Collect and document observed evidence during the observation.
- Use the Frontline platform as your tool for documenting evidence (unless your school has directed the use of a different tool).

Note: It is not necessary to script all that is said or done within the observation. Evidence may be documented in short statements using abbreviations: Example (T) Teacher (S) student. Evidence can include teacher actions, student actions, etc.

2c. After the Observation

Independently, each observer should:

- Review your evidence statements to identify any that may include opinion or bias. Adjust the statements, as necessary.
- 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 within the evidence statement(s).

- Determine strengths (as supported by evidence) and potential areas for growth:
 - Look holistically at the evidence collected around various components within the observation.
 - What do the critical attributes suggest are areas of strength? Next steps for growth?

Collaboratively (working together) peers should:

- Share the evidence each of you has collected and the components identified. Compare how you have aligned the evidence to the Framework for Teaching component(s) and critical attributes.

In cases of discrepancy, discuss the reason(s) for the discrepancy. Was there a difference in the evidence collected? Was something interpreted differently? Did collaborators align evidence to the Framework differently? Was anything overlooked?
 - Discuss the feedback you would provide to the teacher in a post-observation feedback session:
 - What statement could you make to validate strong practice?
 - What clarifying question might you pose to better understand something you observed? Or the thoughts of the teacher?
 - What statement could you make to get the educator to consider next steps for growth and commit to new/ different practice?
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Example

Post-observation feedback discussion

The new evaluator identifies 3-5 specific feedback statements they would share with the teacher. For example:

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

The peer evaluator provides feedback to the new evaluator:

- Affirming effective feedback.
- Using clarifying questions to determine what is needed to strengthen feedback evaluation efforts going forward.

Resources for additional information :

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.