

Wisconsin Educator Effectiveness
2023–24 DPI Teacher Observation Training

Protocol #1

Includes:

Part 1: Online Module

Part 2: Observation & Related Activities

Required for
New and Recertifying Teacher Evaluators



WISCONSIN DEPARTMENT OF
Public Instruction

Overview: 2023–24 Teacher Observer Certification/Recertification Process

DPI-model new and recertifying teacher observers will satisfy the initial Educator Effectiveness (EE) certification or recertification requirements by 1) completing the DPI 2023-24 training module and related Learning Guide; and 2) participating in a collaborative observation, evidence alignment, and feedback activity.

Successful completion of both parts of the training will constitute interim certification/recertification valid through the end of the 2023-24 school year.

Part 1 Overview: Self-Guided Training Module

Complete the five-section module and related activities in the Learning Guide (approximately 4.0 hours). Upon finishing the module and activities, you will receive an email to confirm your completion of the requirement. DPI will receive a copy of the email.



- [Click here to register](#) for immediate access to the 2023-24 training module and related materials.
-

Part 2 Overview: Collaborative Observation

Complete a collaborative observation and related activities. Part 2 requirements are designed to help teacher observers build basic knowledge and skill around observation and feedback. Activities include:

- Identifying a certified peer evaluator as your collaboration partner.
 - Collecting evidence during a live or video-based classroom observation.
 - Completing observation follow-up activities.
-

Full instructions for the Part 2 Collaborative Observation follow in this document.

INSTRUCTIONS for Part 2

The Collaborative Observation

Part 2 of the 2023-24 Teacher Observer Training is a collaborative, observation-based experience. New and recertifying evaluators should start by identifying a certified evaluator as their collaboration partner. Collaboration partners will complete an observation, collect and document evidence, align it to the Framework for Teaching, and discuss 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.

Check for bias before you begin 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 collaboratively 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.