

KPBSD Team Calibration 2014-15

Objective

- Allow teams of administrators to observe teachers at a variety of schools and reflect as a group to calibrate their individual observations and come to a consensus on what effective instruction looks like in the KPBSD.
- Engage teacher leaders in the calibration process.

General Expectations

Teams (listed on the last page) will consist of 3 school administrators and a teacher leader will be invited to participate during each calibration visit. Each administrator will host one calibration visit from their group before Feb. 15. A consensus form for each teacher observed, plus a reflection summary from each administrator must be submitted to the Asst. Superintendent following each calibration visit.

Process

1. Team will determine dates for visits and communicate them with the Asst. Superintendent of Instruction – subs and mileage reimbursement will be provided for all team members for each visit through this office and must be requested a minimum of 2 weeks prior to the team observation.
2. Team is expected to observe 2 to 3 (if practical) different teachers for 30 minutes each as a team.
3. Host administrator will request teacher volunteers for observations, if there are no volunteers, the administrator may make selections.
 - a. Teachers can expect:
 - i. 3 administrators to observe, as a team, their classroom for 30 minutes
 - ii. Receive (within 2 days) observational notes and calibrated rating information generated by the team
 - iii. Have the opportunity to ask questions/seek further clarification of all information gathered
 - iv. This observation cannot replace the formal observation required by the KPBSD evaluation process
4. Before observing teachers, the team should watch one of the practice videos together and score the video, then discuss their scores to calibrate their thinking and ratings to the standard scores.
5. The team should decide which components they will observe for in each classroom. For example, in classroom 1, the team might observe for 2c and 3b. In classroom 2, the team might observe for 2d and 3c, and so on.
6. For each classroom visit, the team members will individually reflect and rate the selected components/elements using a copy of the “Observation Notes” (page 2 of this document) for each teacher observed.
7. After individual reflection, the team shares evidence and status for each observed element/component for each individual teacher and comes to consensus on the evidence and ratings.
8. One copy of the “Observation Notes” (page 2 of this document) for each teacher observed will be completed by the team as the “Team Consensus Document.” That copy gets submitted to the Asst. Superintendent **and** the teacher.
9. The team jointly completes one copy of “KPBSD Calibration Overview” (page 3 of the document.) Team members *individually* complete the “Individual Summary of Team Calibration Experience” (page 4 of the document.) Both the individual and the team forms are submitted to the Asst. Superintendent within a week of the observation experience.

Observation Notes Document

- Use this form to collect your individual notes.
- Use a fresh copy of the form as your 'Team Consensus Document' and give one copy to the teacher one copy to the Asst. Superintendent.

Educator Name: _____

Subjects(s): _____ Grade Level(s): _____

Observers: _____

Date: _____ Time: _____

Domain 2: The Classroom Environment

Component 2c: *Managing Classroom Procedures*

Elements:

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Component 2d: *Managing Student Behavior*

Elements:

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Evidence:

Domain 3: Instruction

Component 3b: *Using Questioning and Discussion Techniques*

Elements:

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: *Engaging Students in Learning*

Elements:

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: *Using Assessment in Instruction*

Elements:

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

Evidence:

Team Summary of Team Calibration Experience

Date of Calibration Visit:

School Visited:

Observer Names:

**Video Used for Pre-
Observation Calibration:**

Please describe how the
scoring of your team
compared to the master
scores.

Classes Observed:

Component(s) Focused On:

Individual Reflection of Team Calibration Experience

Your Name:

What went well today?

What could be improved upon in this process?

On a scale of 1 to 5, with 5 being 'perfectly calibrated with the standard scores and each other' and 1 being 'not even remotely calibrated' how calibrated with the standard do you think your team was today?

1

2

3

4

5

What evidence justifies the rating above?

Describe something you learned today.

2014-15 Calibration Teams

Nauta Dahlman Withrow	Marshall Wojciak Mall	Bickling Graham Beck	Carstens Neill Ambrosier	Swanson Haskins Pederson
Pothast Johnson Gilman	Edwards-Smith Hanson Sanders	Woodhead Sellers Whip	Syverson Randle Reese	Dosko Truesdell Bostic
Waclawski Dendurent Wessel	Hayman Kelly Kingsland	Fields Schmidt Walker	Kleine Rothenberger Abrahamson	Kircher Crabtree Diamond