

# Module 2: Observation + Calibration

Date: 9/23/21



**RIDE** Rhode Island  
Department  
of Education

Attract

Prepare

Recruit  
& Hire

Support  
& Grow

Retain

# Welcome! Who's in the (Zoom) Room Today?

Who's in the room?

- Name
- District
- Please respond in the chat:

*What's a start of the school year tip or hack that you would share with other educators?*



**Katie Jones**  
Education Specialist



**Matthew Yates**  
Education Specialist



# Session Agenda

1. Introductions (10mins)
2. Gathering Evidence (65 mins)
3. Writing Rationales (20 mins)
4. Feedback Statements (20 mins)
5. Q&A (10 mins)



# Module 2: Intended Outcomes

By the end of this module, you will:

- Develop skills needed to conduct evidenced-based teacher observations
- Learn how to write rationale statements in order to substantiate scores given
- Learn how to provide high-quality written feedback

# Module 1 Recap

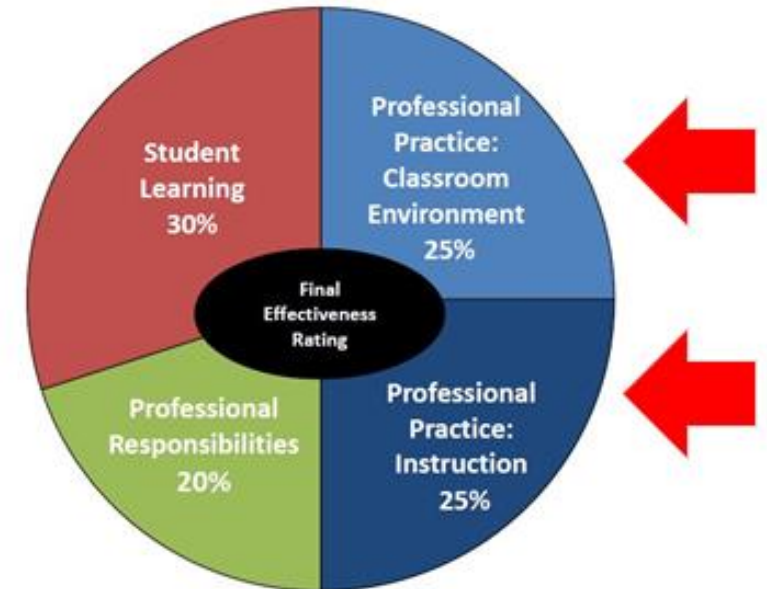
Reflecting on Your Role as Observer:  
What Are Your Triggers?

*What are the triggers that you might observe that may cause you to add bias, inference, or judgment?*

- Are there instructional styles that you prefer?
- Are there instructional approaches that you disagree with?
- Are there characteristics about the educator that will lead you either have positive or negative feelings without even looking at the evidence?



Professional Practice:  
The Big Picture



# The Teacher Professional Practice Rubric

## Appendix 3: Teacher Professional Practice Rubric

THE FRAMEWORK AT A GLANCE	
DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
<b>2a: Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"><li>Teacher interactions with students, including both words and actions</li><li>Student interactions with other students, including both words and actions</li></ul> <b>2b: Establishing a Culture for Learning</b> <ul style="list-style-type: none"><li>Importance of the content and of learning</li><li>Expectations for learning and achievement</li><li>Student pride in work</li></ul> <b>2c: Managing Classroom Procedures</b> <ul style="list-style-type: none"><li>Management of instructional groups</li><li>Management of transitions</li><li>Management of materials and supplies</li><li>Performance of classroom routines</li></ul> <b>2d: Managing Student Behavior</b> <ul style="list-style-type: none"><li>Expectations</li><li>Monitoring of student behavior</li><li>Response to student misbehavior</li></ul>	<b>3a: Communicating with Students</b> <ul style="list-style-type: none"><li>Expectations for learning</li><li>Directions for activities</li><li>Explanations of content</li><li>Use of oral and written language</li></ul> <b>3b: Using Questioning/Prompts and Discussion Techniques</b> <ul style="list-style-type: none"><li>Quality of questions/prompts</li><li>Discussion techniques</li><li>Student participation</li></ul> <b>3c: Engaging Students in Learning</b> <ul style="list-style-type: none"><li>Activities and assignments</li><li>Grouping of students</li><li>Instructional materials and resources</li><li>Structure and pacing</li></ul> <b>3d: Using Assessment in Instruction</b> <ul style="list-style-type: none"><li>Assessment criteria</li><li>Monitoring of student learning</li><li>Feedback to students</li><li>Student self-assessment and monitoring of progress</li><li>Lesson adjustment</li></ul>

Pro Tip!

Reacquaint yourself  
with the rubric before  
an observation!





# Three Elements of an Evaluative Observation



## Observation Notes (The Evidence)

Helps the evaluator **capture evidence** of the teaching session to determine scores, write rationale, and craft feedback. The observation notes should focus on: the **words** spoken by the teacher and students, the **actions** by the teacher and students, and the **atmosphere** of the classroom.

## Rationale

Helps the educator **understand the reasoning** for each component score (1-4) by providing **evidence and explanation that aligns with a performance-level descriptor**.

## Feedback

Helps the educator **improve their practice** by identifying **strengths** (practices that they should continue) and **areas for improvement** (changes to their practice that they should prioritize).



# Observing Professional Practice



Each observation requires that you:

1. **Gather Evidence**
2. Write Rationales
3. Provide Feedback





# Classroom Observation

## Grade 4, ELA

### Pro Tip!

Close out of all windows, silence your phones/walkies and be present and in the moment! Let your support staff know your whereabouts.

Take notes to gather evidence during the observation.



# Alignment/ Mapping

## The Evidence:

T says "Take the next 3 mins to think about and write a written response to the following question, Why might the author have included the phrase 'magnificent' when describing the girl's jacket?"

T says "Next, discuss your answer with the person sitting to your right."

**What domains would these pieces of evidence align to?**

### DOMAIN 3: INSTRUCTION

#### 3a: Communicating with Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

#### 3b: Using Questioning/Prompts and Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

#### 3c: Engaging Students in Learning

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

#### 3d: Using Assessment in Instruction

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



# Alignment/Mapping Example

Ms. Announced Observation Notes 9/23/21

Start time- 9:46am

End time- 10:06am

4<sup>th</sup> Grade ELA Lesson

Objective: We will use context clues to infer events from stories

9:46am T:Who's gonna do the big hand today? 5 of 9 students raise their hand **2b**

T: calls on student to come to board and point to the objective **2b**

T: Eyes on the smart board we are all in our seats, feet on the floor (students whose feet are not on the floor put them on the floor) **2a**

9:48am Students read the objective unison as a class 9 out of 9 eyes on board, then boys repeat, then girls repeat **2b**

9:48am T: what does that mean Trevor? -explains in his own words we will be looking for context clues to explain events in the story. T:your almost there, there is a key word you are missing look at your smart board calls on another student S: we will be predicting events T-what is the big key word? S-inferencing T-we want to make sure to use infer because making a prediction and making an inference are a little bit different. **3a, 3b**

T-Thank you Alyssa we have earned 5 dollars **2b**

T-So what is an inference? Cold calls student S-A conclusion or guess S-an educated guess when you get the clues from the text and your own experience T-teacher repeats student definition **3b**

9:51am T-teacher reads the definition of an inference: Something you can conclude based partly on evidence and partly on your own knowledge. An easier way to look at that is What I read, plus what I already know equals what I infer **3a**

Teacher posts a paragraph on board and students work in group to make inference. Students are in groups of 4. Teacher then shares her idea first and gives a non-example of an inference about a concert and the students laugh. Let's see what yall come up with. All the groups come up with Hurricane. T-waves crash, wind howls, bent trees. People who live in Florida near the beach get ready by boarding windows. References student who used to live in Florida and asks her about it. How many have you read stories or watched the news about storms. **3c, 2a, 3a**

Makes personal connection about going to the store for storm preparation. **2a**

Teacher provides positive affirmation you guys are pretty good **2a, 2d**

Teacher reads scenario while students listen to context clues then walks around room to check if students are participating in group discussion. **3d**

T-Freeze why do we know she is not buying a car? s-you don't pedal a car T-what is going on here? S-she is saving her money to buy a bicycle T-teacher reads choices and then student comes up and burst a virtual balloon.

T-corrects student behavior: I wont say it again references students hands **2d**

T-what is an inference, give me a good example, a good definition S-to get the text out of the book, T-teacher repeats students laugh, then student says what you read plus your own knowledge equals your inference.

T-today I was really reaching it was a guess but it wasn't an educated guess we want to use the clues to help us



# Activity: Calibrating Professional Practice Scores

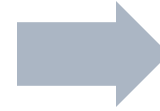
## Independent Work (20 min.)

- Review your evidence notes and rubrics.
- Align all evidence to components.
- Score each component using the rubric descriptors.



## Complete Zoom Survey

- When prompted, submit the score for which you would assign each component according to the language of the rubric and the preponderance of evidence gathered



## Group Calibration (25 min.)

- Share evidence to support your scores
- Cite rubric language used in your decisions
- Reflect on the differences between levels



Break!- Please  
be back in 5  
minutes.

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# Observing Professional Practice



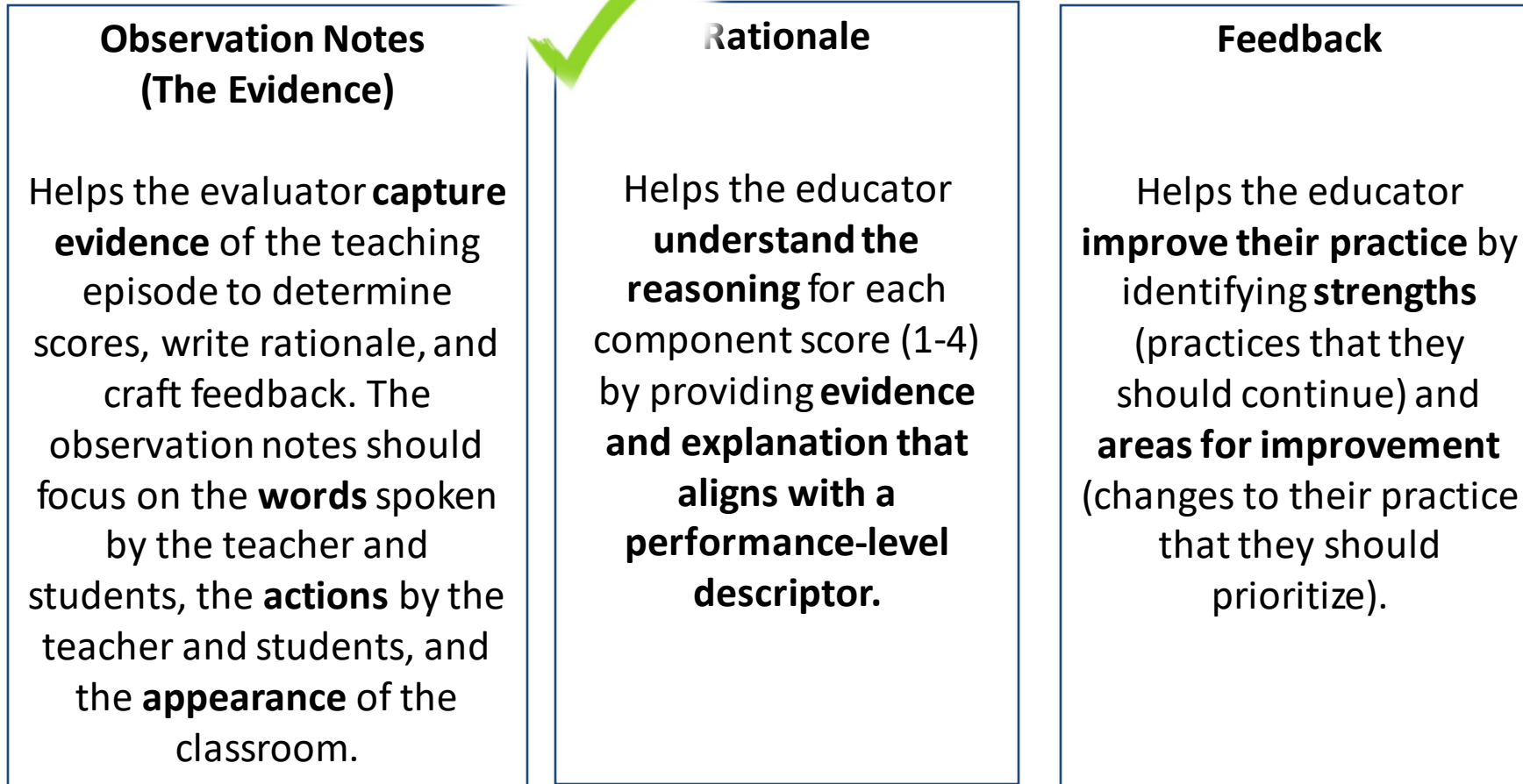
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1. Gather Evidence
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# Three Elements of an Evaluative Observation



# Using Descriptor Level Language

- Focus on the descriptor level language of the component.
- Unsure? Let the critical attributes and possible examples guide you.
- Pro Tip: Over time, add to possible examples for your context!

Component 3D: Using Assessment in Instruction			
LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	<ul style="list-style-type: none"> <li>Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> <li>The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.</li> <li>While students are working, the teacher circulates, providing specific feedback to individual students.</li> <li>The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.</li> <li>Students offer feedback to their classmates on their work.</li> <li>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</li> </ul>
3	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	<ul style="list-style-type: none"> <li>The teacher makes the standards of high-quality work clear to students.</li> <li>The teacher elicits evidence of student understanding.</li> <li>Students are invited to assess their own work and make improvements; most of them do so.</li> <li>Feedback includes specific and timely guidance at least for groups of students.</li> <li>When improvising becomes necessary, the teacher makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher circulates during small-group or independent work, offering suggestions to students.</li> <li>The teacher uses specifically formulated questions to elicit evidence of student understanding.</li> <li>The teacher asks students to look over their papers to correct their errors; most of them engage in this task.</li> </ul>
2	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective.	<ul style="list-style-type: none"> <li>There is little evidence that the students understand how their work will be evaluated.</li> <li>The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>Feedback to students is vague and not oriented toward future improvement of work.</li> <li>The teacher makes only minor attempts to engage students in self- or peer assessment.</li> <li>The teacher's attempts to adjust the lesson are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher asks, "Does anyone have a question?"</li> <li>When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</li> <li>The teacher says, "Good job, everyone."</li> <li>The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.</li> <li>The students receive their tests back; each one is simply marked with a letter grade at the top.</li> </ul>
1	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent, or of poor quality. Students do not engage in self- or peer assessment, and the teacher makes no attempt to adjust the lesson even when students don't understand the content.	<ul style="list-style-type: none"> <li>The teacher gives no indication of what high-quality work looks like.</li> <li>The teacher makes no effort to determine whether students understand the lesson.</li> <li>Students receive no feedback, or feedback is global or directed to only one student.</li> <li>The teacher does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>A student asks, "How is this assignment going to be graded?"</li> <li>A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.</li> <li>The teacher forges ahead with a presentation without checking for understanding.</li> <li>After the students present their research on globalization, the teacher tells them their letter grade; when students ask how the teacher arrived at the grade, he responds, "After all</li> </ul>



# Writing Rationale Statements

Rationale statements should include:

- Rubric language from the level descriptor of the score
- Evidence statements

Rationale statements should exclude:

- Judgment statements
- Feedback on what should have been done differently

## 3a: Communicating with Students

(3) **The instructional purpose of the lesson is clearly communicated to the students.** The teacher starts the class by reviewing the objective statement on the board and asking students what they think they will be learning today. **The teacher focuses on strategies the students can use when working independently.** The teacher reminds students to highlight text as they were reading that described the main character so they could cite it in their response to text.



# Activity: Writing Rationale Statements

- Write a rationale for the component assigned to you.
- Submit your rationale statement in the Google Form provided.
- If it's helpful, use two different colors to highlight the rubric language and your evidence statement. Please note that the colors will not translate on the Google Form.

# DEBRIEF

**Glow:** What makes this a strong rationale statement?

**Grow:** What could make it even stronger?





# Observing Professional Practice



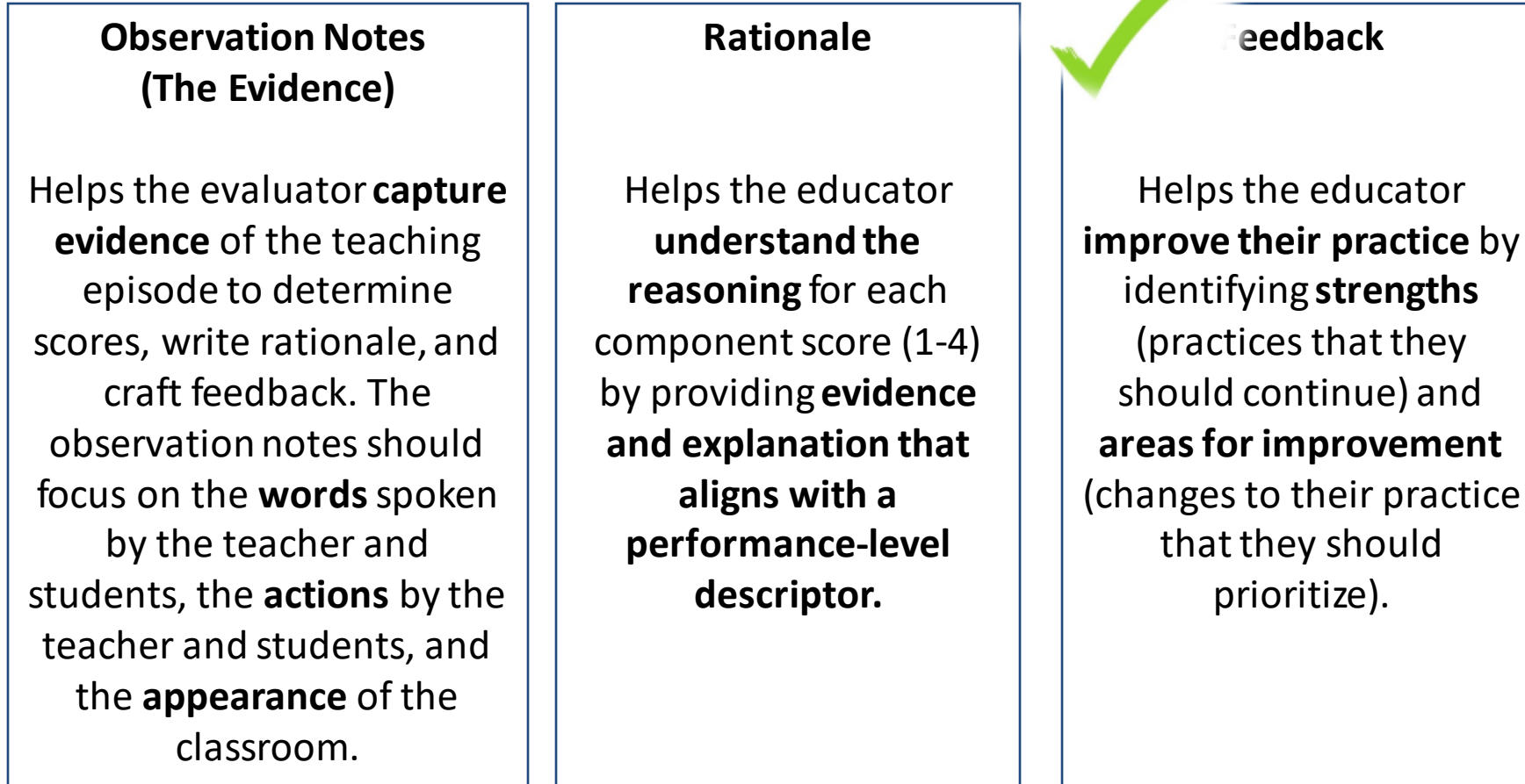
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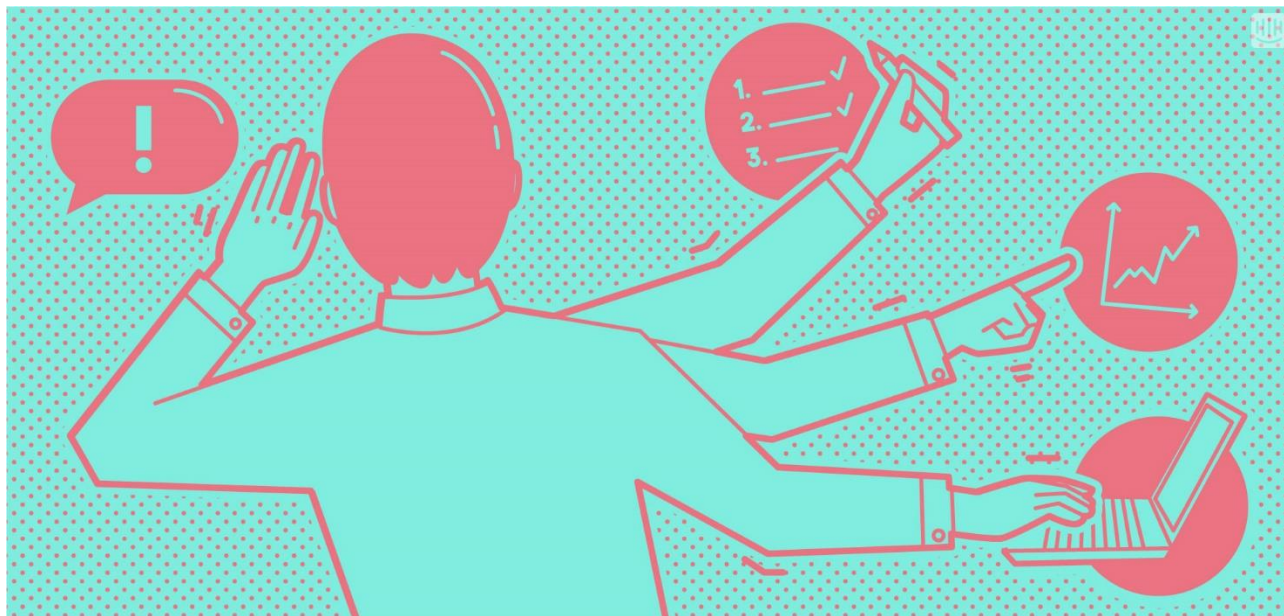
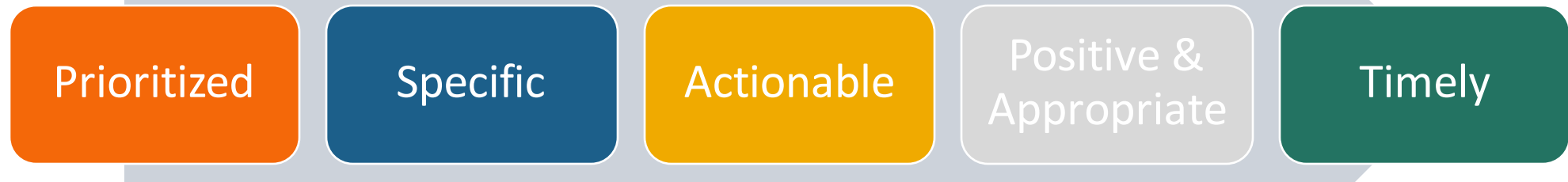
1. Gather Evidence
2. Write Rationales
3. **Provide Feedback**





# Three Elements of an Evaluative Observation





**Feedback** is important in supporting continuous improvement; it takes time to ensure it is of high quality.



# Activity: Feedback Review



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## Pro Tip!

### Written Feedback Quality Review Tool

Prioritized:			
1. Does the feedback reinforce the teacher's strongest practice areas?		<input type="checkbox"/> No	<input type="checkbox"/> Yes
2. Does the feedback focus on 1 or 2 areas for improvement?		<input type="checkbox"/> No	<input type="checkbox"/> Yes
3. Will the focus of the feedback have the greatest impact on teacher and student performance?		<input type="checkbox"/> No	<input type="checkbox"/> Yes
4. Is the feedback appropriate to the context of the classroom?		<input type="checkbox"/> No	<input type="checkbox"/> Yes

- Use a feedback framework such as **Glow/ Grow**
- Think about the highest leverage feedback to share that would support improved practice
- Provide resources that align to the feedback

Review the feedback using the Written Feedback Quality Review Tool.  
Provide suggestions for revision, if needed.



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# Pro Tip Cheat Sheet

- Observation Note-Taking Sheets (Ask does your district have one they recommend for use)
- Be fully present. Observations count for 50% of teacher's score! (phones, walkie talkies, and unnecessary interruptions can cause distractions).
- Take copious notes, because the notes will be useful for scoring. Practice shorthand before if needed.
- Be sure to ground rationale statements in the rubric language. Base solely on observable data.
- After the observation, reserve time to do your rationales and feedback and complete all three parts of the evaluation.
- Unsure? Find another admin you can calibrate and ask for feedback from.
- Be in the know about required turn-around time for giving feedback and completing scoring!
- Build a positive culture around evaluation. Provide clarity about the process, restate the purpose of the process, and invite optional self-scoring to encourage collaboration and reflection. Extend an optional debrief meeting.



# Additional Observation Resources

## ***Need more practice?***

- ✓ Seek additional opportunities to observe an educator
- ✓ Read articles provided for useful strategies for delivering feedback.





Questions?