



## **Gregory-Portland ISD Calibration Plan**

The Teacher Performance component of TIA for Gregory-Portland ISD uses T-TESS, a multi-dimensional observation tool. The T-Tess rubric is used in conjunction with collected evidence to evaluate and inform each teacher’s performance and professional needs as an ongoing system of continuous improvement to ultimately impact student performance. The process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

To support frequent feedback and coaching, Administrator’s sets to following criteria for observations:

<b>T-TESS Walkthrough Observations</b>	September-May	<ul style="list-style-type: none"> <li>• 10-15 minute observations conducted throughout the year</li> <li>• Returning teachers received a minimum of 4, one per 9 weeks</li> <li>• New teachers receive a minimum of 8, two per 9 weeks</li> <li>• Focus on T-TESS Domains 2 &amp; 3 and their eight dimensions</li> <li>• Written feedback required</li> </ul>
<b>Extended Observations w/ Conference</b>	October-April	<ul style="list-style-type: none"> <li>• One 45-minute observation</li> <li>• Focus on T-TESS Domains 2 &amp; 3 and their eight dimensions</li> <li>• Written feedback and conference required</li> </ul>
<b>Summative Evaluation</b>	March-May	<ul style="list-style-type: none"> <li>• Includes review of all four T-TESS domains</li> <li>• Focus on T-TESS Domains 2 &amp; 3 and their eight dimensions</li> <li>• Written feedback and conference required</li> </ul>

Evaluators are a critical component for the effectiveness of the T-TESS tool. The purpose of the TIA Evaluator Calibration Process is to align understanding, aligns feedback, and align coaching. Gregory-Portland ISD will use a variety of approaches outlined below to ensure observations are strongly calibrated.

**Component 1: Evaluator Accuracy** *to be completed summer 2022, additional activities throughout the year*

Through observing and scoring a video of classroom instruction, evaluators demonstrate accuracy on all indicators in Domains 2 and 3. Additional calibration activities may be included in administrator meetings throughout the year. Note, evaluators are required to maintain T-TESS evaluator certification, which requires a separate re-certification process every three years.

**Component 2: Inter-Campus Calibration Walkthroughs** *ongoing, throughout the year*

Through campus walkthroughs in conjunction with their Executive Directors, evaluators demonstrate accuracy on indicators in Domain 2 and 3, including accuracy in scoring and in evidence collection.

**Component 3: Data Analysis** *ongoing, throughout the year*

Through data analysis of T-TESS data Gregory-Portland ISD Administration, Executive Directors, and evaluators ensure alignment of evaluators across campuses and content areas. Additional data review is completed to check congruency of observation with student growth outcomes. Areas of concern are identified and a root cause analysis is performed to target areas of concern, if applicable.

Month	Observation Calibration Plan	Who will participate?
July	<b>Data Analysis</b> <ul style="list-style-type: none"> <li>- Analyze the previous year’s teacher observation data. Look for areas of skew by appraiser, campus, grade level, and teaching assignment. Determine whether teachers’ observation scores align to student growth data.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> </ul>
	<b>Strategic Planning &amp; Decision-Making</b> <ul style="list-style-type: none"> <li>- Create a strategic plan to address problem areas in the observation data. Plan should include specific dates and deadlines as well as measurable goals to determine progress.</li> <li>- Determine the observation requirements (quantity and frequency) based on the strategic plan</li> <li>- Define “calibrated”. This district has decided that two appraisers are calibrated to each other if 50% of their ratings are an exact match AND 80% of their ratings are within one level of teacher effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> </ul>
August	<b>Certification</b> <ul style="list-style-type: none"> <li>- New appraisers attend three-day T-TESS certification training.</li> <li>- Appraisers who were T-TESS certified three or more years ago attend T-TESS certification training again.</li> </ul>	<ul style="list-style-type: none"> <li>- New appraisers</li> <li>- Appraisers who need to re-certify</li> </ul>
	<b>Calibration</b> <ul style="list-style-type: none"> <li>- Returning appraisers with current T-TESS certification attend a calibration session facilitated by district leaders. During this session they review T-TESS and practice rating instruction using videos. They must pass a calibration assessment at the end of the training. Those who do not pass engage in one-on-one coaching with their manager.</li> </ul>	<ul style="list-style-type: none"> <li>- Returning appraisers who were certified less than three years ago</li> <li>- District leaders</li> </ul>
	<b>All-Appraiser Professional Development</b> <ul style="list-style-type: none"> <li>- All appraisers attend a district-wide training. The objective is to share the observation data analysis that district leaders completed over the summer as well as the district’s strategic plan for addressing areas of growth in observation data.</li> <li>- Communicate the observation requirements for the school year.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> <li>- Appraisers</li> </ul>
	<b>Teacher Professional Development</b> <ul style="list-style-type: none"> <li>- New teachers attend a training to develop a conceptual understanding of how T-TESS defines excellent instruction.</li> <li>- Returning teachers attend a refresher training on T-TESS.</li> <li>- All teachers receive an update on district priorities around teacher observation as well as any changes to appraisal processes for this year.</li> <li>- Communicate the observation requirements for the school year.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- District leaders</li> <li>- Principals</li> </ul>
	<b>Create Observation Schedules</b> <ul style="list-style-type: none"> <li>- Campus evaluators work together to create a year-long observation schedule that meets the follow criteria: <ul style="list-style-type: none"> <li>o Includes a minimum of one long (45-minute)</li> <li>o 10-15 minute observations conducted throughout the year. Returning teachers received a minimum of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Principal managers</li> </ul>

	4, one per 9 weeks , New teachers receive a minimum of 8, two per 9 weeks	
September	<b>Inter-Campus Calibration Walkthroughs</b> <ul style="list-style-type: none"> <li>- Middle and high school principals co-observe three classrooms at a middle school and calibrate.</li> <li>- Elementary principals co-observe three classrooms at an elementary school and calibrate</li> </ul>	<ul style="list-style-type: none"> <li>- Middle and high school principals</li> <li>- Elementary principals</li> <li>- District leaders</li> </ul>
	<b>Initial Observations</b> <ul style="list-style-type: none"> <li>- Walk through classrooms of teachers scoring three or higher on T-TESS.</li> <li>- Complete one short observation of all teachers who are new to the district or had a T-TESS score less than three last year.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
October	<b>Execute Observation Schedule</b> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule created in September.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<b>Inter-Campus Calibration Walkthroughs</b> <ul style="list-style-type: none"> <li>- Middle and high school principals co-observe three classrooms at a high school and calibrate.</li> <li>- Elementary principals co-observe three classrooms at an elementary school and calibrate.</li> </ul>	<ul style="list-style-type: none"> <li>- Middle and high school principals</li> <li>- Elementary principals</li> <li>- District leaders</li> </ul>
	<b>Campus Calibration</b> <ul style="list-style-type: none"> <li>- Campus appraiser teams complete single-dimension calibration protocol</li> <li>- Each appraiser completes one calibration co-observation with their manager.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraisers</li> </ul>
	<b>Observation Data Dive #1</b> <ul style="list-style-type: none"> <li>- After October assessments, compare student growth data with teacher observation data and check for positive correlation.</li> <li>- Check for skew by appraiser, campus, subject and grade level.</li> <li>- Determine strategic areas of focus and next steps around teacher observations for Quarter 2 based on the data.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> <li>- Appraisers</li> </ul>
November	<b>Execute Observation Schedule</b> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<b>Inter-Campus Calibration Walkthroughs</b> <ul style="list-style-type: none"> <li>- Middle and high school principals co-observe three classrooms at a middle school and calibrate.</li> <li>- Elementary principals co-observe three classrooms at an elementary school and calibrate.</li> </ul>	<ul style="list-style-type: none"> <li>- Middle and high school principals</li> <li>- Elementary principals</li> <li>- District leaders</li> </ul>
	<b>Campus Calibration</b> <ul style="list-style-type: none"> <li>- Each appraiser completes one calibration co-observation with their manager or another appraiser.</li> <li>- Campus appraiser teams conduct a calibration walkthrough of math and science classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraiser managers</li> <li>- Appraisers</li> </ul>
December	<b>Execute Observation Schedule</b> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>

	<ul style="list-style-type: none"> <li>- Ensure that appraisers have some collected evidence of teacher effectiveness for every teacher.</li> </ul>	
	<b>Inter-Campus Calibration Walkthroughs</b> <ul style="list-style-type: none"> <li>- Elementary principals co-observe three classrooms at an elementary school and calibrate</li> </ul>	<ul style="list-style-type: none"> <li>- Elementary principals</li> <li>- District leaders</li> </ul>
<b>January</b>	<b>Informal Mid-year Performance Conferences</b> Appraisers meet with individual teachers and discuss observation ratings, general strengths and areas of growth, student growth goals and other professional goals.	<ul style="list-style-type: none"> <li>- Appraisers</li> <li>- Teachers</li> </ul>
	<b>Execute Observation Schedule</b> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<b>Observation Data Dive #2</b> <ul style="list-style-type: none"> <li>- Compare student growth data from December assessments with teacher observation data and check for positive correlation.</li> <li>- Check for skew by appraiser, campus, subject and grade level.</li> <li>- Determine strategic areas of focus and next steps around teacher observations for Quarter 3 based on the data.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> <li>- Appraisers</li> </ul>
	<b>Campus Calibration</b> <ul style="list-style-type: none"> <li>- Each appraiser completes one calibration co-observation with their manager or another appraiser.</li> <li>- Campus appraiser teams conduct a calibration walkthrough of reading, writing and social studies classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraiser managers</li> <li>- Appraisers</li> </ul>
	<b>Mid-Year Appraiser Training</b> <ul style="list-style-type: none"> <li>- District leaders facilitate training for all appraisers to review observation data and correlation data from the first semester as well as collaborate on 2<sup>nd</sup> semester priorities around teacher observation.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> <li>- Appraisers</li> </ul>
<b>February</b>	<b>Execute Observation Schedule</b> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<b>Campus Calibration</b> <ul style="list-style-type: none"> <li>- Campus appraiser teams conduct a calibration walkthrough of electives classrooms. If the appraisers are not calibrated (see calibration definition in July), the appraiser team decides key next steps to increase calibration.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraisers</li> </ul>
	<b>Calibration Checkpoint</b> <ul style="list-style-type: none"> <li>- Each appraiser completes one video calibration and submits their ratings to a district leader who determines whether the appraiser is calibrated. If an appraiser does not calibrate, they have a 2<sup>nd</sup> attempt before being required to attend an appraiser refresher training.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> <li>- District leaders</li> </ul>
	<b>Appraiser Refresher Training</b> <ul style="list-style-type: none"> <li>- Appraisers who do not calibrate attend a refresher training led by the district.</li> </ul>	<ul style="list-style-type: none"> <li>- Any appraiser who did not calibrate on the video calibration</li> <li>- District leaders</li> </ul>
<b>March</b>	<b>Execute Observation Schedule</b>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>

	<ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> </ul>	
	<p><b>Campus Calibration</b></p> <ul style="list-style-type: none"> <li>- Each appraiser completes one calibration co-observation with their manager or another appraiser.</li> <li>- Campus appraiser teams conduct a single-component walkthrough.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraiser managers</li> <li>- Appraisers</li> </ul>
	<p><b>Inter-Campus Calibration Walkthroughs</b></p> <ul style="list-style-type: none"> <li>- Based on current need, school appraiser teams that are not highly calibrated to the district will participate in calibration walkthroughs partnered with schools that are highly aligned.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraisers</li> <li>- District leaders</li> </ul>
<b>April</b>	<p><b>Execute Observation Schedule</b></p> <ul style="list-style-type: none"> <li>- Appraisers conduct teacher observations according to the year-long schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<p><b>Observation Data Dive #3</b></p> <ul style="list-style-type: none"> <li>- Compare student growth data from March assessments with teacher observation data and check for positive correlation.</li> <li>- Check for skew by appraiser, campus, subject and grade level.</li> <li>- Determine if there are teachers to prioritize in terms of collecting sufficient, valid observation data.</li> </ul>	<ul style="list-style-type: none"> <li>- District leaders</li> <li>- Principals</li> <li>- Appraisers</li> </ul>
	<p><b>Campus Calibration</b></p> <ul style="list-style-type: none"> <li>- Each appraiser completes one calibration co-observation with their manager or another appraiser.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals</li> <li>- Appraiser managers</li> <li>- Appraisers</li> </ul>
<b>May</b>	<p><b>Final observations</b></p> <ul style="list-style-type: none"> <li>- Appraisers conduct any final teacher observations according to the year-long schedule.</li> <li>- Appraisers and leaders determine if they need additional observation data for any teachers and collect that data.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> </ul>
	<p><b>End-of-Year Performance Conferences</b></p> <ul style="list-style-type: none"> <li>- Appraisers meet with individual teachers and discuss observation ratings, general strengths and areas of growth, student growth goals and other professional goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Appraisers</li> <li>- Teachers</li> </ul>