Calibrating on High-Quality Feedback

Video-Based Calibration Training Workshop for CAP Program Supervisors and Supervising Practitioners

Facilitator's Guide

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Workshop Overview

This workshop is designed to provide Program Supervisors and Supervising Practitioners implementing the Candidate Assessment of Performance (CAP) with opportunities to calibrate their perceptions of effective instructional practice and high-quality feedback related to the Six Essential Elements of the CAP Rubric. Participants will conduct a mock observation using a 10-15 minute video, independently evaluate practice and draft written feedback, and then engage in a calibration discussion.

This workshop may be delivered as part of a Sponsoring Organization's CAP supervisor training program. It is recommended that the audience be comprised of both educator preparation organization-based Program Supervisors and school-based Supervising Practitioners. Throughout the CAP 5-Step Cycle, the Program Supervisor and Supervising Practitioner work together to assess candidate readiness and provide feedback to inform candidate growth and development. By coming together to build a common understanding of high quality practice and feedback grounded in evidence, CAP supervisors will be better prepared to implement a consistent and meaningful performance assessment that supports candidates to meet rigorous expectations for readiness.

This guide will assist facilitators in delivering a rich and engaging training experience for CAP supervisors. The content of this workshop draws from the Calibration Video Library, elements from CAP's Six Essential Elements (selected from the MA Model Classroom Teacher Rubric), the Video-Based Calibration Protocol from Amherst-Pelham Regional Public Schools, and the Subject Administrator Calibration Protocol from Revere Public Schools.

The workshop is for optional use – educator preparation programs and districts may use the workshop as is, adapt it to best meet their needs, or develop a similar professional development experience that utilizes the online calibration tool.

Intended Outcomes

At the end of this workshop:

- Participants will have practiced conducting a short observation via video and constructing written feedback.
- Participants will gain insight into the degree to which they are calibrated within their organization, as well as across the state.
- Participants will begin to develop a shared understanding of high-quality feedback aligned to CAP's Six Essential Elements

Suggested Time: 90 minutes (or 60 minutes + 30 minutes of pre-work)

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Facilitator Preparation

Prior to the Workshop

1. Select a video of classroom practice from the 10 videos below. Each video is 10-15 minutes long and tagged to two focus elements from the CAP Rubric. [For links to each video and applicable forms, see: Appendix II]

2. Review this workshop guide, making adjustments based on the needs of your organization.

Video	Element 1	Element 2
2nd Grade Retelling & Comparing Two Stories	I.A.4: Well-Structured Lessons	II.B.1: Safe Learning Environment
3rd Grade Main Idea	II.A.3: Meeting Diverse Needs	II.D.2: High Expectations
4th Grade Poetry	II.A.3: Meeting Diverse Needs	II.B.1: Safe Learning Environment
4th Grade Informational Writing	II.B.1: Safe Learning Environment	II.D.2: High Expectations
6th Grade Informational Text	I.A.4: Well-Structured Lessons	II.A.3: Meeting Diverse Needs
8th Grade Rhetorical Analysis	I.A.4: Well-Structured Lessons	II.A.3: Meeting Diverse Needs
9th Grade ELA	II.A.3: Meeting Diverse Needs	II.B.1: Safe Learning Environment
9th Grade Biology	I.A.4: Well-Structured Lessons	II.A.3: Meeting Diverse Needs
High School Polynomial Functions	II.A.3: Meeting Diverse Needs	II.B.1: Safe Learning Environment
High School Algebra	I.A.4: Well-Structured Lessons	II.D.2: High Expectations

Day of the Workshop

1. Prepare Wi-Fi, projector, and speakers.
2. Prepare support materials and handouts:
   - Chart paper and markers
   - Copies of the CAP Rubric
   - Copies of the Sponsoring Organization's observation note-taking template (if applicable)

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Workshop Guide

This workshop is divided into five sections for a total time allocation of **90 minutes.**

- I.   Warm Up (5 min.)
- II.   Introduction (5 min.)
- III.   Observation & Feedback (30 min.)
- IV.   Calibrating on Practice (15 min.)
- V.   Calibrating on Feedback (30 min.)
- VI.   Closing (5 min.)

I. Warm Up (5 min.)

- **Think-Pair-Share:** Think of a time when you received high-quality feedback from a supervisor or colleague. What made it high-quality?

II. Introduction (5 min.)

- **[3 min.]** Review the purpose of calibrating CAP supervisors around practice and feedback.
  - ➢ Cultivate a **shared understanding of instructional practice** related to elements of the CAP rubric
  - ➢ Provide **consistent and actionable feedback** that promotes teacher candidate's growth and readiness for the classroom
- **[2 min.]** Share an overview of the agenda for the workshop.

III. Observation and Feedback* (30 min.)

This section may alternatively be completed as pre-work.

- **[2 min]** Inform participants that they will pretend that they are conducting a brief, unannounced observation and take notes on evidence of practice related to the two focus elements. Review the proficient descriptors of each focus element.
- **[3 min]** Introduce the selected video by sharing the grade-level, subject area, and brief context on the objective of the lesson. Remind participants that because this is an unannounced observation, they will not have access to the lesson plan ahead of time, nor will they necessarily know the needs of individual students in the classroom, and instead should focus on capturing evidence based only on what is observed. Acknowledge that this is a snapshot of the lesson and they may have additional questions for the teacher candidate, but their role is to document evidence of teacher actions, student behaviors, and components of the classroom learning environment, with particular attention paid to evidence of the Fundamental Principles of Practice of the focus elements as identified during the warm-up.
  - ○ Note: Participants may record observational notes using the Sponsoring Organization's preferred protocol or a method of their choice, such as scripting.
- **[10-15 min.]** Play the selected classroom video.
- **[10-15 min.]** On laptops or tablets, direct participants to open the applicable online feedback form to share feedback on the video. Participants will select the name of the district or educator preparation organization, score the teacher's practice on a scale of 1-10 on the focus elements based on evidence from the video, and respond to three prompts for written feedback. Participants should draft the written feedback as if they are crafting an email to the teacher.

- Note: The purpose of scoring practice on a 10-point scale (rather than a 4-point scale as with the CAP Rubric) is two-fold: 1) This generates increased nuance in responses, which allows for richer conversations on evidence and differences in perception and 2) This tool is strictly for training purposes and is not intended to mimic the actual determination of teacher or candidate ratings, as that judgment should be made based on a more comprehensive assessment of multiple sources of evidence, not just a 15 minute observation.
- After they complete their feedback, participants click "submit" and save a copy of their individual summary of responses.

IV. Calibrating on Practice (15 min.)

- **[5 min.]** Project the Results page from your selected video (see Appendix II for links). Conduct a preliminary analysis of the data as a whole-group.
  - *Bar-graphs:* The red bars represent us as a group and the blue bars represent the state as a whole. How calibrated are we as a team? Are we more or less calibrated than others in the state?
  - *State map:* Hovering over the state map, we can see how our average scores as a group compare with other districts or organizations across the state. How do our average scores compare? Do we interpret quality practice differently than others in the state?
- **[10 min]** Break into pairs or small groups to briefly discuss the evidence used to arrive at their scores.

V. Calibrating on Feedback (30 min.)

Activity Option 1: Based on the Video-based Calibration Protocol from Amherst-Pelham Regional School District.

- **[5 min]** Participants individually review the written feedback from all observers (page 2 of the Results page)
- **[15 min]** In small groups, chart examples from the feedback in response to the following prompts
  - Do you see any exemplary feedback in terms of content?
  - Do you see any exemplary feedback in terms of communication style?
  - If you were the teacher candidate receiving this feedback, what would your next step(s) be?
- **[10 min]** Debrief as a whole-group
  - What trends do we see in the feedback?
  - What makes high-quality feedback?
  - Is there a common understanding or practice that we can adopt as a group around writing meaningful, actionable feedback?

Activity Option 2: Based on the Subject Administrator Calibration Protocol from Revere Public Schools.

- **[8 min]** Participants break into teams of 3-4. One person shares his/her written feedback with the group.
- **[5 min]** The group members critique the feedback and make suggestions for improvement.
- **[2 min]** The person who shared his/her feedback has a chance to respond to the team.
- **[5 min]** The team works together to brainstorm ways to make the feedback stronger.
- Repeat the process with other group members (time permitting).
- **[10 min]** Debrief as a whole-group.
  - Each team shares at least one example of written feedback that they felt was exemplary or that they worked to strengthen. What makes this feedback strong?

> ➢ Is there a common understanding or practice that we can adopt as a group around writing meaningful, actionable feedback?

VI. Closing (5 min.)

- Recap key takeaways from the activity.
  - ➢ How calibrated were you as a team with regards to written feedback?
  - ➢ Is there a style, tone, or specific technique you'd like to commit to as a "best practice" going forward?

Next Steps

Options for Follow-Up Training

- **Revisit Target Elements:** Schedule additional trainings that target one or both of the same elements – do you see improvements in your calibration scores?
- **Focus on Feedback:** Schedule additional sessions that focus only on high quality feedback, using one of the videos from the ESE library OR supervisors' samples of written feedback culled from a real CAP observation.
- **Use Local Videos:** Follow a similar protocol using videos of teacher candidates, maintaining the commitment to a rigorous definition of *proficiency* while calibrating expectations and feedback to a teacher candidate.
- **Include Teacher Candidates**: Conduct this workshop with Teacher Candidates to build a common language around the CAP rubric and demystify the observation and feedback process.

Appendix I: CAP's Six Essential Elements

I.A.4: Well-Structured Lessons				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

I.B.2: Adjustment to Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-2. Adjustments to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.

II.A.3: Meeting Diverse Needs

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

II.B.1: Safe Learning Environment

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.

II.D.2: High Expectations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.

IV.A.1: Reflective Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.

Appendix II – CAP Online Calibration Training Tool Links

The following Online Calibration Training Tool videos focus on essential elements from the CAP rubric:

Video	Classroom Video	Online Feedback Form	Results Page
2nd Grade Retelling & Comparing Two Stories	http://tinyurl.com/2ndGradeRetellingVideo	http://tinyurl.com/2ndGradeRetellingForm	http://tinyurl.com/2ndGradeRetellingResults
3rd Grade Main Idea	http://tinyurl.com/3rdGradeMainIdeaVideo	http://tinyurl.com/3rdGradeMainIdeaForm	http://tinyurl.com/3rdGradeMainIdeaResults
4th Grade Poetry	http://tinyurl.com/4thGradePoetryVideo	http://tinyurl.com/4thGradePoetryForm	http://tinyurl.com/4thGradePoetryResults
4th Grade Informational Writing	http://tinyurl.com/4thGradeInfoWritingVideo	http://tinyurl.com/4thGradeInfoWritingForm	http://tinyurl.com/4thGradeInfoWritingResults
6th Grade Informational Text	http://tinyurl.com/6thGradeInfoTextVideo	http://tinyurl.com/6thGrInformationalTextForm	http://tinyurl.com/6thGrInformationalTextResults
8th Grade Rhetorical Analysis	http://tinyurl.com/8thGrRhetoricalAnalysisVideo	http://tinyurl.com/8thGrRhetoricalAnalysisForm	http://tinyurl.com/8thGrRhetoricalAnalysisResults
9th Grade ELA	http://tinyurl.com/9thGradeELAVideo	http://tinyurl.com/9thGradeELAForm	http://tinyurl.com/9thGradeELAResults
9th Grade Biology	http://tinyurl.com/9thGradeBiologyVideo	http://tinyurl.com/9thGradeBiologyForm	http://tinyurl.com/9thGradeBioResults
High School Polynomial Functions	http://tinyurl.com/HSPolynomialFunctionsVideo	http://tinyurl.com/HSPolynomialFunctionsForm	http://tinyurl.com/HSPolynomialFunctionsResults
High School Algebra	http://tinyurl.com/HighSchoolAlgebraVideo	http://tinyurl.com/HighSchoolAlgebraForm	http://tinyurl.com/HighSchoolAlgebraResults

Additional Online Calibration Training Tool Videos