

Protocol for Video-Based Calibration of Observational Feedback to Teachers

Amherst-Pelham Regional Public Schools

Objective

This protocol supports the calibration of high quality feedback from administrators to teachers about instructional practice. The activity is designed for a group of evaluators/administrators to observe one video, record feedback about the educator's practice through a shared online survey tool, and then share and calibrate around principles of high quality feedback.

Facilitator Preparation

- Select a [video](#) of classroom practice and identify a 10-15 minute segment for viewing.
- Build the following open response survey prompts into an online platform (e.g. Survey Gizmo, Survey Monkey, Google Forms, etc.). (See sample on p. 3)
 1. *Positive Instructional or Collaborative Strategy(ies) Used (please cite evidence of impact)*
 2. *Question(s) for Teacher Reflection and to Support Observer Understanding (question should promote additional reflection by the teacher, and/or solicit additional information or context)*
 3. *Recommended Next Step(s) re: Instructional or Collaborative Strategy (please cite evidence of why needed)*
- Design the survey such that users are prompted to select a numerical I.D. (e.g. "Observer 1, Observer 2, etc) rather than input their name.
- Distribute survey link to evaluators/administrators in advance of the meeting so they have it ready for the activity.

Meeting Protocol (90 mins)

- 1) **5 min.** The facilitator (typically a district administrator) reviews the activity
 - Make sure all participants have the survey feedback form open on a laptop or tablet for note-taking.
- 2) **10-12 min.** Play the video. Participants should observe and take notes as though they were conducting a typical unannounced classroom observation.
- 3) **5-7 min.** Allow participants additional time to complete notes/feedback in online survey form.
- 4) **15 min.** Once participants have submitted their feedback, the facilitator (or assistant) downloads, prints and distributes copies of all participants' feedback forms to each participant.
 - Participants either engage in independent worktime or a separate activity while feedback is downloaded and printed.
- 5) **20 min.** In teams of 3 or 4, administrators do the following:
 - **5 min.** Individually review feedback from all observers.
 - **15 min.** In small groups, chart examples from the feedback in response to the following:
 - Do you see any exemplary feedback in terms of content?
 - Do you see any exemplary feedback in terms of communication style?
 - What themes do you see in the data?
 - If you were the teacher receiving the feedback, what would be your next step given these themes?
- 6) **15 min.** Teams share their findings with the larger group.
- 7) **10 min.** Facilitator leads the group to identify overall trends or findings from the observational feedback provided to this teacher. Probe for the following:
 - What themes do you see in the feedback?
 - One new common understanding or practice the team will adopt

Reflections on Video-Based Calibration from APRSD

- Repeating this calibration activity periodically will gradually improve consistency of feedback across evaluators
- Anticipate wider differences in feedback content and style at the beginning of the year—initial meetings should focus on establishing a collective understanding of what constitutes high quality feedback.

Sample Online Survey Form

ARPSADMIN

1. Positive Instructional or Collaborative Strategy(ies) Used (please cite evidence of impact)

2. Question(s) for Teacher Reflection and to Support Observer Understanding

3. Recommended Next Step(s) re: Instructional or Collaborative Strategy (please cite evidence of why needed)