

### Calibration Protocols

	Time Estimate	Calibration Protocol Description	When would this be useful?
<b>Co-Observation</b>	30-45 minutes	Two or more appraisers observe the same live lesson at the same time, score 2-3 predetermined rubric dimensions and then use the evidence collected to norm on ratings.	<ul style="list-style-type: none"> <li>○ This can be used by appraiser managers as a coaching tool to develop appraisers' accuracy in rating and their ability to collect high-quality evidence.</li> <li>○ It can be used by peers to increase their calibration to each other.</li> <li>○ It can also be used to assess how calibrated to the rubric an appraiser is.</li> </ul>
<b>Single Dimension Walkthrough</b>	60-90 minutes	Two or more appraisers conduct short co-observations of multiple teachers (districts select time for short observations such as 5 minutes, 10 minutes, etc.). Appraisers rate each teacher on only one rubric dimension.	<ul style="list-style-type: none"> <li>○ Two or more appraisers conduct short co-observations of multiple teachers (districts select time for short observations such as 5 minutes, 10 minutes, etc.).</li> <li>○ Appraisers rate each teacher on only one rubric dimension.</li> </ul>
<b>Campus Walkthrough</b>	3-6 hours	Campus leadership team conducts short (10-15 minute) observations across many or all classrooms on a campus.	<ul style="list-style-type: none"> <li>○ Full campus walkthroughs can provide leadership teams a view of strengths and areas of weakness in instructional practices across their entire campus, especially if appraisers score teachers they don't normally observe.</li> <li>○ This protocol can help increase alignment across a campus' leadership team.</li> </ul>
<b>Student Actions vs. Teacher Actions Co-Observation</b>	30-45 minutes	Two or more appraisers observe the same lesson (either live or videoed). One person scripts only what students say and do. The other person scripts only what the teacher says and does.	<ul style="list-style-type: none"> <li>○ This protocol is useful for developing appraisers' ability to collect quality evidence using not only teacher actions but also student actions.</li> <li>○ The debrief conversation will help appraisers develop a deeper understanding of the teaching rubric.</li> </ul>
<b>Virtual Synchronous Lesson Co-Observation</b>	30-45 minutes	Two or more appraisers observe the same live, synchronous lesson at the same time, score certain rubric dimensions, and then discuss ratings together.	<ul style="list-style-type: none"> <li>○ These protocols are especially useful to train appraisers to evaluate instruction in a new context (virtual) and using an adapted virtual instruction rubric.</li> <li>○ If your district needs to conduct scored observations virtually, we recommend implementing calibrated co-observations of virtual instruction.</li> <li>○ This can be used by appraiser managers to develop appraisers' accuracy and ability to use high-quality evidence to rate teachers using the observation rubric.</li> </ul>
<b>Virtual Asynchronous Co-observation</b>	Varies	Two or more appraisers collect evidence on a few predetermined rubric dimensions using asynchronous instruction, and then discuss ratings together.	