

TEAM Professional Learning Package Guidance Document

TEAM Inter-Rater Reliability

This document is designed to support your facilitation of the TEAM Inter-Rater Reliability professional learning package. Leaders will calibrate observation ratings and feedback, while exploring the foundational understandings necessary to ensure accuracy and quality.

This guidance document will help you deliver a high-quality professional learning opportunity for the TEAM observers in your district. It can support learning for those who conduct observations as a part of teachers' formal evaluation process as well as those who observe solely for the purpose of providing feedback and support. This package is designed with cooperative learning at its center, so if the number of observers does not lend itself to group discussion, consider extending an invitation to other observers, perhaps in a neighboring school or district.

This session qualifies for TASL credit. Please reach out to TASL.Information@tn.gov for more information.

I. Who should attend?

This session is designed for any educator responsible for conducting TEAM observations. While the session is designed around the TEAM General Educator rubric, the skills practiced align with any state-approved observation tool.

II. What materials are needed?

The following materials are supplied in this professional learning package:

- A presentation-ready slide deck with presenter notes and step-by-step instructions and samples for all activities
- Three lesson video options with different grade bands and content areas, ratings for each, and corresponding evidence documents from which facilitators can choose for the calibration activity
- Framework for providing student-focused, actionable feedback (*coming soon*)
- All necessary supplemental documents and templates for participants

The facilitator should supply:

- Chart paper
- Markers
- Copies of participant documents (not necessary for an all-digital delivery)
- A/V equipment (speakers are necessary)

The participant should bring:

- Paper and pen/pencil for scripting (or laptop/table for digital scripters)
- Copies of digital files (for all-digital deliveries)
 - Digital files can be downloaded from the [TEAM website](#).

III. What decisions must be made prior to delivering this content?

As you consider how to most effectively deliver this content, consider your **audience**, your **space**, and your **time frame**.

Your Audience

Choose a video that is appropriate for your audience. This package offers three video options:

1. Sixth Grade ELA
2. Tenth Grade Geometry
3. Twelfth Grade ELA

The script provided will work with each of the three videos. Each video option has the corresponding evidence and ratings included that can be used with the calibration process as desired. Ideally, you will calibrate with the same audience more than once, so you may use the videos in any order.

Test the video of your choice prior to the start of the calibration section to ensure a smooth transition between the slide deck and the video, and to troubleshoot any technology issues before you begin.

Your Space

This session is highly collaborative in nature and relies heavily on partner and group conversations. Select a space that will allow for this, ideally with round tables and clear visual lines for viewing the slides and lesson video. If presenting the video whole group, be sure the room has high-quality speakers that will allow participants to hear the lesson audio clearly.

Your Timeframe

Below you will find pacing guides for this professional learning package to help you plan for your content delivery timeframe(s). These include a delivery time for each session, allowing the facilitation to be tailored to your needs.

Module 1 Accurate Ratings	Slides Per Session	Time Allotment
Learning Session 1: Understanding Performance Levels, Indicators, and Descriptors	Slides 1- 18	4 hours + an additional 2 hours for each indicator
Slides	Content	Time Allotment
Slides 1-3	Welcome and Outcomes	10 minutes
Slides 4-8	Understanding Performance Levels	1 hour
Slides 9-15	Understanding the Descriptors	2 ½ hours
Slides 16-17	Learning to Application	10 minutes
Slide 18	Closure	10 minutes

Module 1 Accurate Ratings	Slides Per Session	Time Allotment
Learning Session 2: Calibration of Ratings	Slides 1- 9	2 ½ -4 ½ hours
Slides	Content	Time Allotment
Slides 1-3	Welcome and Outcomes	10 minutes
Slides 4-6	Calibration	4 hours with video; 2 hours if video scoring/rationale pre-assigned
Slides 7-8	Learning to Application	10 minutes
Slide 9	Closure	10 minutes

*Additional modules coming soon!

IV. How should I approach these materials?

- Slide decks are available in PowerPoint and PDF format to suit your needs
- The illustration on the next page is annotated with formatting notes.
- The folder titled *Videos with Evidence and Ratings* contains all three video options and the corresponding evidence and ratings document. This will be used with the calibration activity in module 1 learning session 2.
- The document titled *Calibration Chart Examples* contains instructions and pictures of each step of the calibration chart that you will create and use with the calibration activity in module 1 learning session 2.
- Coming soon you will find a document titled *Inter-Rater Reliability Feedback Survey*. This optional survey will allow you to get feedback from participants about their professional learning from the package.

As you consider facilitation options, you may wish to provide hard copies of materials or have the participants access them digitally. If you provide hard copies, consider printing each document on different colored paper for easy identification. If you choose a digital delivery, be sure participants have access to the documents prior to the start of your delivery.

V. How should I approach this content?

Review all materials to ensure your comfort with the content, facilitation instructions, and use of supplemental materials. Watch and score the video you have chosen for the session. Familiarize yourself with the TN raters' evidence notes and scores to enhance understanding.

Encourage participants to engage fully and participate in discourse. Peer-to-peer learning allows the participants to construct their own learning and deepens the take-away for each individual. Permit conversations to develop and enhance the learning of the group. Be prepared to facilitate learning, not deliver content.

If you have questions about content or facilitation, contact your regional [TEAM coach](#) or TEAM.Questions@tn.gov for support.



TEAM Professional Learning Package
Inter-Rater Reliability
Module 1: *Accurate Ratings*
Learning Session 1: *Understanding Performance Levels, Indicators, and Descriptors*

The suggested script is denoted with "Say:"

Say: Welcome to today's professional learning session on inter-rater reliability. Inter-rater reliability is essential to the teacher evaluation process to eliminate biases and sustain transparency, consistency, and impartiality. This work will not only deepen our own understanding of TEAM, but also improve teacher perception of our local implementation of teacher evaluation.

**Note to facilitator—survey responses from the Tennessee Educator Survey might be shared to reinforce the need of this module. See TM_E5.d on the Tennessee Educator Survey at <http://educatorsurvey.tnk12.gov/>.*

**Note to facilitator—if completing all modules of the professional learning package,*
Say: Over the next few professional learning sessions we will

- Build our understanding of performance levels, indicators, and descriptors
- Calibrate our ratings
- Calibrate our feedback with a structured framework
- Consider the impact of this work on your own evaluation (C1 on the TEAM Administrator rubric).

We will be walking through this session as learners—active participants—so your engagement will be key for allowing you to construct new learning.

**Note to facilitator—this session is designed to allow the learner to construct his/her own learning, so there will be several points of self-assessment and reflection vs. telling/instructing. You will be facilitating learning, not giving a lecture.*

Background notes for the facilitator are in *italics*.

Non-verbal actions and alternate word choices are in **[brackets]**.