CALIBRATION VISITS
Preparing for your visit

Reading First Leadership
What’s the purpose?

- Gain instructional ideas to improve implementation of SRRB materials and instruction
- Gain instructional or schoolwide ideas to inform the action planning process.
- The use of data to improve student achievement is essential. Have your data summary prepared and ready
Rapid Process of Improvement

- Philosophy of small, incremental changes sustained over time resulting in improvement
- A team from various functions in an organization analyzes a targeted process to identify opportunities to improve. **Solutions are implemented quickly.**
- The building action plan is the targeted process. Begin with your data summary sheets and current action plans.
Think in terms of the problem solving steps of creating an action plan.

Define the Problem
What is the problem?

Evaluate
How well did the Action Plan work?

Conduct Problem Analysis
Why is it happening?

Determine the Goal
How well do we want our students to perform?

Create a Plan
What will we do about it?

Implement the Plan
How will we ensure all steps in the Action Plan have been implemented?
Conducting a problem analysis is where the visiting schools provides ideas and feedback.

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The facilitator will organize the visiting teams ideas around some of these critical components depending on the building needs and focus of the visit.
Calibration visits promote...

Rapid Process of Improvement
Before the calibration, the principal, coach, and leadership team, grade level teams, and or specialists use summary data sheets and action plans to:

- Identify an appropriate target area. Utilize your current action plan.
- Narrow the focus to a specific problem within the target area or action plan.
- **NOTE:** The hosting school must contact the facilitator and visiting school to set the date.
Sample Schedule

- Opening meeting - 30 minutes
- Classroom Observations - 15 or 30 minutes in each class or split the group and observe bell to bell instruction. Whatever configurations meets your needs.
- Visiting school debriefs - 20 - 25 minutes
- Solution meeting - 60 minutes or more
- Don’t forget lunch.
How Phase I: continued

- Request additional members for the visiting team. What grade level teacher(s) or specialists would you like to invite to visit your school?
- Determine the schedule for observations.
- **NOTE:** The schedule should provide time for the facilitator and visiting school to debrief. This will provide the time needed to organize their ideas so they can be shared in a respectful and focused manner.
How Phase I: continued

- The focus will be based on the beginning meeting.
- Provide maps if the host school is not participating in the observations.
- It would be proper etiquette to provide a light breakfast and drinks.
- Lunch is also provided by the hosting school.
Visiting Team of Experts (Who can and will be at your school.)

- Principal
- Coach
- One or two teachers with expertise in a specific area
- Or school specialist such as Title I, ELL, or Special Education
- Reading First Coordinator/Facilitator
Phase I: What you may expect from your facilitator

- We are there to serve you. Facilitators will listen carefully during the beginning meeting to determine what the school would like the visitors to observe and the kinds of ideas the school appears to seek.

- Introductions can be made by the hosting school or facilitator.
Phase I: What you may expect from your facilitator  continued

- If you would like to have a pre-conversation with your facilitator to gain any input as you design your schedule or have any other thoughts about the process, please call or e-mail. We are willing to provide feedback as you prepare for your visit.
Phase II: The Calibration Visit

Opening Meeting:

- Begin with your data summary sheet and have your action plan ready to share and talk about.

- Host principal explains the data, purpose and focus of the visit, then makes observation assignments for the visiting team.

- Assignments can be to a particular grade level, to a subgroup of students, one of the three tiers, etc. Use your action plans to guide this process.
Phase II: The Calibration Visit

Observations:

- Host principal and coach set the schedule. Amount of time observing in each setting will be determined by the focus of the visit. **Remember to build in a visiting school debrief time.** (20-25 minutes)

- The visiting team searches for answers to inform your action plans and your focus that was communicated during the beginning meeting.

- Host principal and coach assist the visiting team in finding their assignment. Participating in the observation is optional. Many coaches and principals find it valuable to be part of the observations in their school. It is a building decision based on your needs.
Phase II: What you may expect from your facilitator during observations.

- The facilitator may set some norms for the visit such as holding discussions in the halls and not in classroom while observing.
- It may be important that visitors not interact with teachers and students only observe.
Phase II: What you may expect from your facilitator continued...

- The facilitator will remind the visitors to look for positives, ideas to suggest and to be prepared with possible solutions.
- The facilitator will also keep the focus and help the visitors relate their ideas in terms of action planning. So that ideas shared can be aligned with the work of action planning.
Phase II: The Calibration Visit

Solution Meeting:

- The visiting team relates the information collected and provides answers to inform your action plans and your focus.
- The teams work together to develop possible solutions.
- A blank action plan form may be used. (A blank form in a word document is provided on your data traveler thumb drive.)
- No new funds, no new personnel.
Phase II: What you may expect from your facilitator during the solution meeting.

- The facilitator will frame the conversation around three ideas: positives, think abouts (suggestions) and next steps.
- He/she may begin with the positives, then move on to the suggestions or think abouts. This may be a time for inquiry to better inform their suggestions.
- Solution ideas are considered next steps. **But remember finalize your revised action plan with your leadership, grade level or specialists.**
Phase II: What you may expect from your facilitator during the solution meeting.

- Think abouts are suggestions. Based on the beginning meeting suggestion will be given centered around the big ideas the group discussed during the visiting school debriefing.

- The facilitator may begin with a discussion of the how the group arrived at these big ideas during the visiting team debriefing. These ideas should align with the beginning meeting focus.
Phase II: What you may expect from your facilitator during the solution meeting.

- The facilitator may ask the hosting school leadership to summarize what they have heard from the group.
- The hosting school leadership may ask the visiting members to clarify any of the comments or suggestions made.
- The facilitator may bring as a reference resource the tools that have been introduced at leadership trainings such as the pink best practices handbook, the grade level check list ideas, alterable variables chart or others.
Phase III: Implementation and Follow-up

- Within two weeks the host principal and coach work with their the leadership team, and/or grade level teams, and or specialists to choose and implement the solution into their action plan. The plan should include a process for measuring effectiveness.

- The revised action plan is sent your assigned Reading First Coordinator within two weeks.

- Technical Assistance visits may be guided by the implemented solutions.
# Assigned Reading Coordinators Schools

- **Debra Pfost** - Aberdeen, Acequia, Adams, Archer & Union-Lyman, Driggs, Hamer, Heyburn, Oakwood, Paul, Pioneer, Terreton
- **Steve Underwood** - Bickel, East Elementary, Glens Ferry, Lewis & Clark, Oregon Trail, Popplewell, Priest River, Sherman, Snake River, West Canyon, West Elementary, Wilson
- **Rosie Santana** - Butteview, Central Canyon, East Canyon, Gooding, Harrison, Homedale, Lincoln, Marsing, New Plymouth, Sacajawea, Wendell
What about the schools new to Reading First?

- When they host, the focus will be implementation with fidelity and organization of the 3-tier model.
- The principals and coaches from both schools will observe together in as many classrooms as possible for 10 to 15 minutes each.
- It is helpful if the coaches prepare copies of the lessons ahead of time.
Thank you for using this guide to prepare your building for an informative and effective calibration visit.