

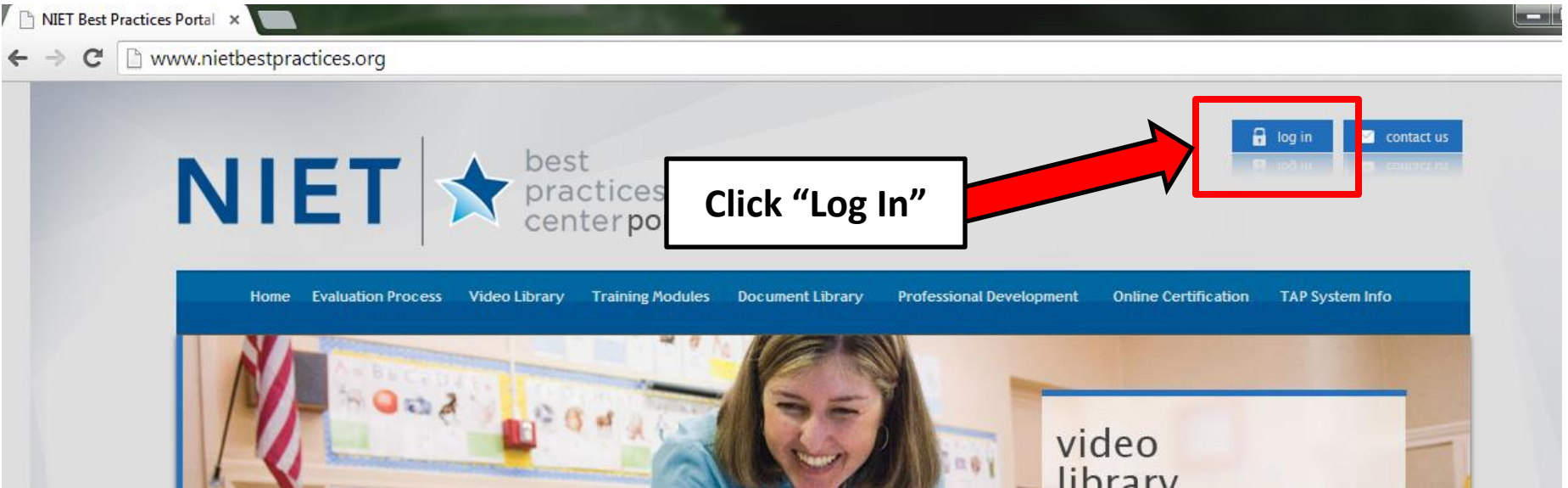
Norming Sessions

Step-by-step guide for conducting
your own norming session

Conducting Your Own Norming Sessions

- Norming sessions can occur at the school, district or regional level.
- Norming sessions are a great, low-cost development tool for certified observers as well as aspiring observers.
- While the focus of norming sessions is on accurate scoring, they provide an excellent starting point for discussions about providing meaningful feedback grounded in evidence.

NIET Best Practices Portal: Logging In




Go to www.nietbestpractices.org

NIET Best Practices Portal: Logging In

User Log In x

www.nietbestpractices.org/Hidden/Login/tabid/827/Default.aspx

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Home Evaluation Process Video Library Training Modules Document Library Professional Development Online Certification TAP System Info

ACCOUNT LOGIN

In order to access the on-line tools and resources available through the NIET Best Practices Portal, you must first have a subscription. If you currently have a subscription, please log in below. If you want to purchase a subscription, please [contact us](#).

Please note that once you are logged in, access to certain sections may be limited based on the subscription package selected by your state, district or school.

Enter your user name and password. Your user name should be your official school email address.

User Name:

Password:

Remember Login

LOGIN ►

CANCEL ►

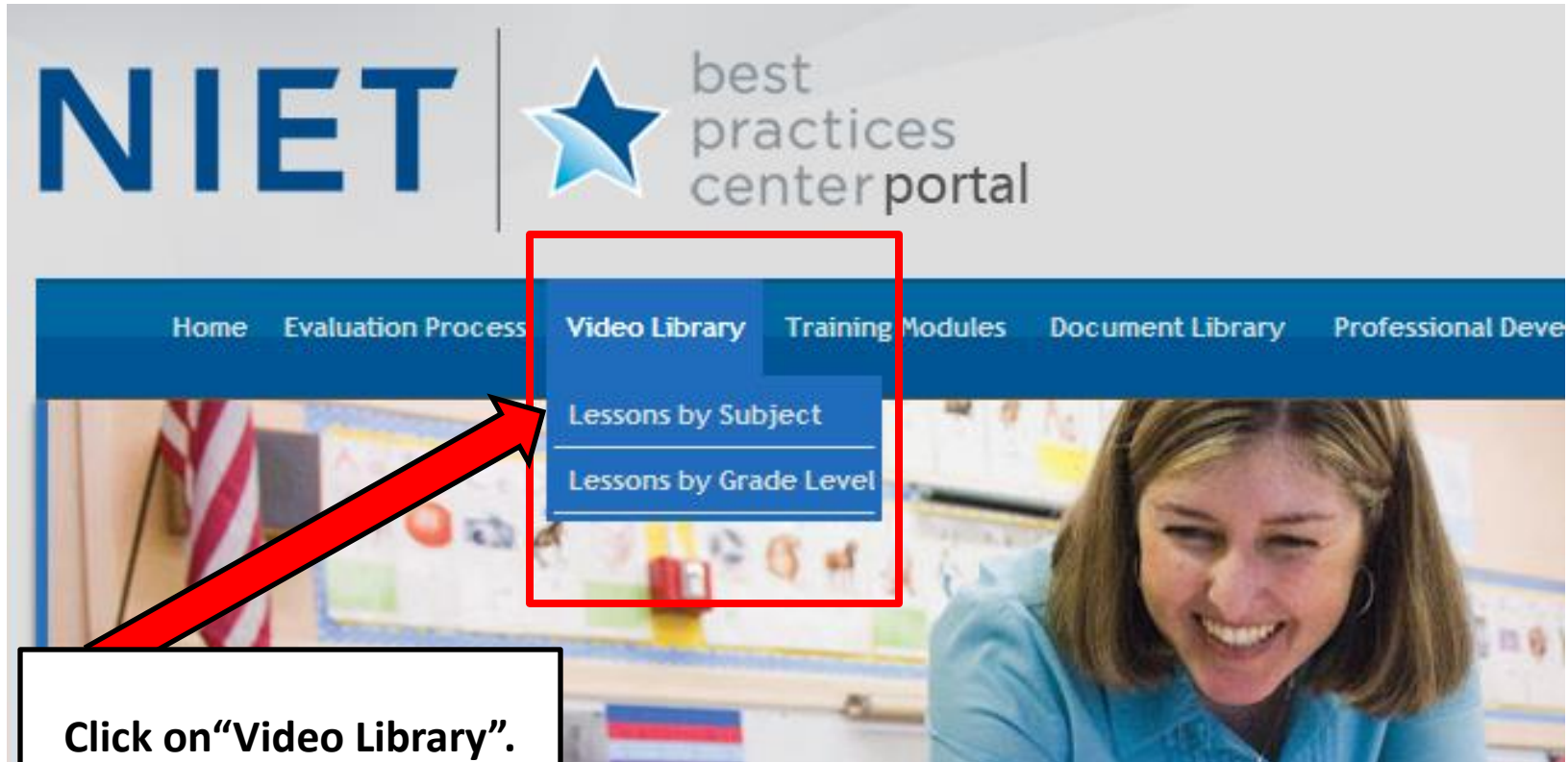
[Forgot Password ?](#)

NIET Best Practices Portal: Logging In

If you do not have a password or if you have forgotten your password, please click "Forgot Password?"

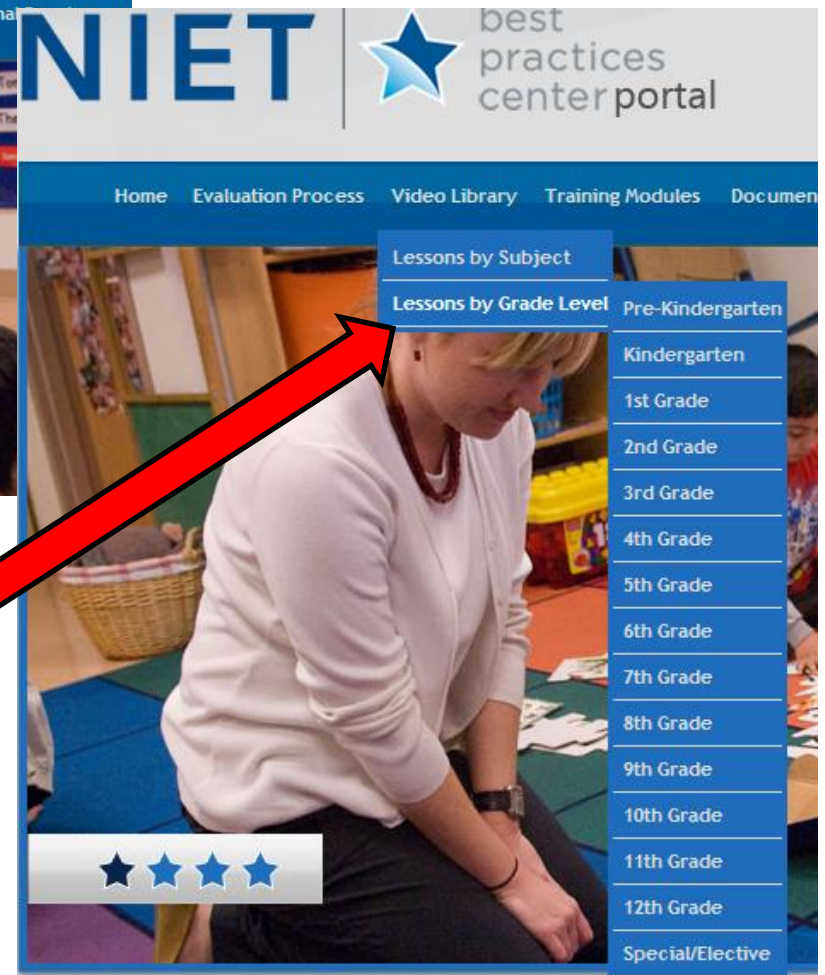
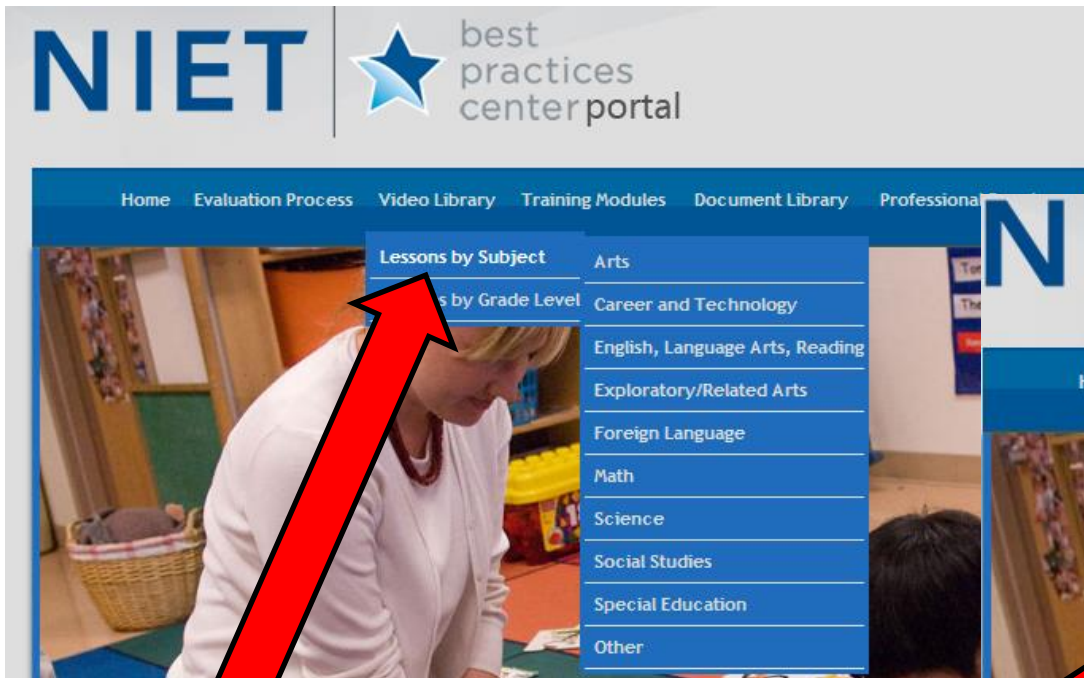
A screenshot of the login form for the NIET Best Practices Portal. The form is enclosed in a black border and contains the following elements: a 'User Name:' label with a question mark icon and an empty text input field; a 'Password:' label with a question mark icon and an empty text input field; a 'Remember Login' checkbox; a 'LOGIN' button with a right-pointing arrow; a 'CANCEL' button with a right-pointing arrow; and a 'Forgot Password?' link. The 'Forgot Password?' link is highlighted with a red rectangular border.

Accessing Video Library



**Click on “Video Library”.
You will see two options:
“Lessons by Subject” and
“Lessons by Grade Level”.**

Accessing Video Library



Under “Lessons by Subject” and “Lessons by Grade Level” you can select a specific lesson aligned to your grade level or subject area.

Accessing Video Library

Select the video you want to view. In this example, we have selected 4th Grade Math.

Before viewing the video, be sure to have your tool for evidence collection (Ex. a notepad, an iPad, a computer, etc.)

es
portal

contact us Enter Search Term Here search

Modules Document Library Professional Development Online Certification CODE TAP System Info

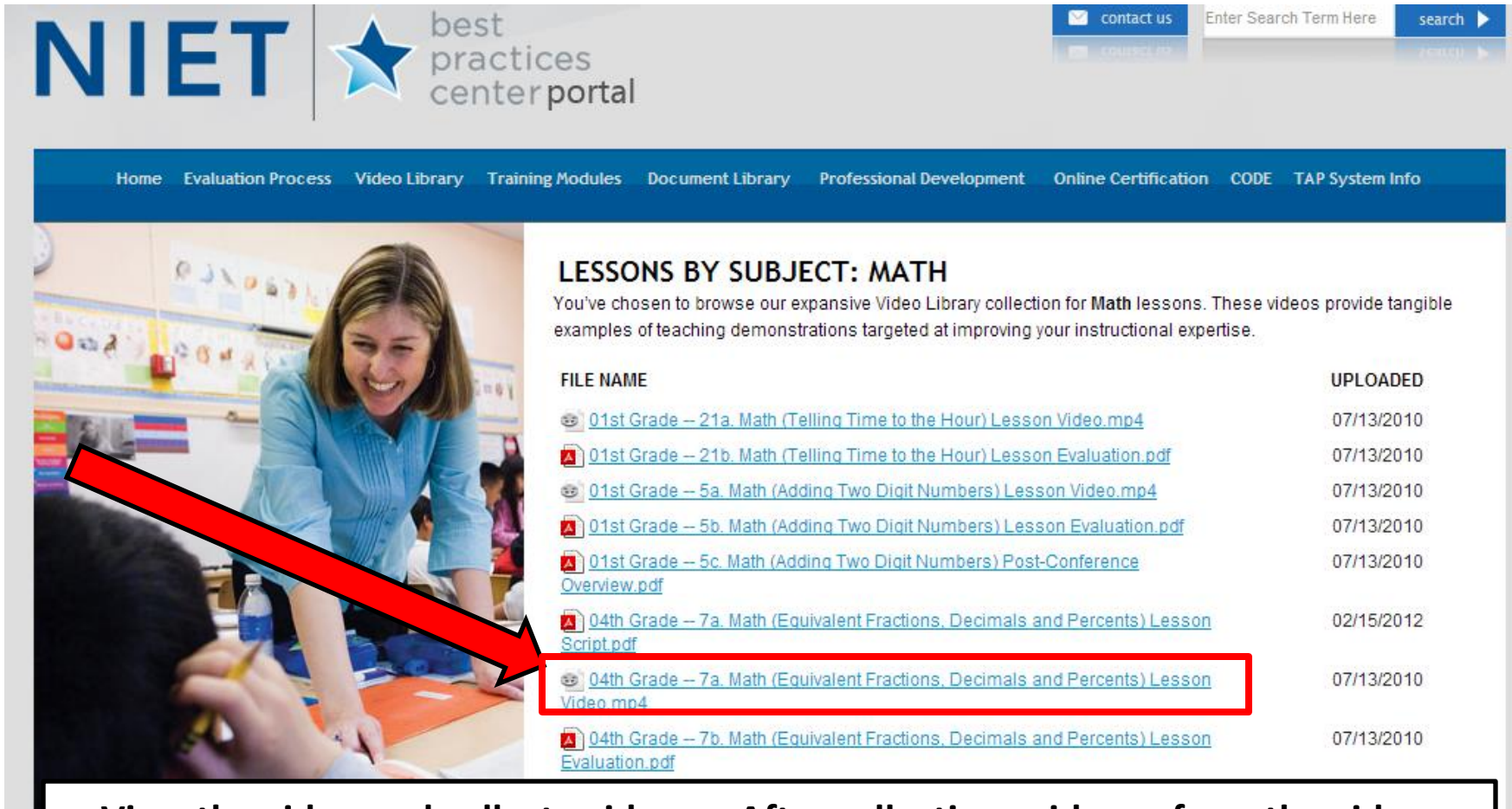
LESSONS BY SUBJECT: MATH

You've chosen to browse our expansive Video Library collection for **Math** lessons. These videos provide tangible examples of teaching demonstrations targeted at improving your instructional expertise.









FILE NAME	UPLOADED
01st Grade -- 21a. Math (Telling Time to the Hour) Lesson Video.mp4	07/13/2010
01st Grade -- 21b. Math (Telling Time to the Hour) Lesson Evaluation.pdf	07/13/2010
01st Grade -- 5a. Math (Adding Two Digit Numbers) Lesson Video.mp4	07/13/2010
01st Grade -- 5b. Math (Adding Two Digit Numbers) Lesson Evaluation.pdf	07/13/2010
01st Grade -- 5c. Math (Adding Two Digit Numbers) Post-Conference Overview.pdf	07/13/2010
04th Grade -- 7a. Math (Equivalent Fractions, Decimals and Percents) Lesson Script.pdf	02/15/2012
04th Grade -- 7a. Math (Equivalent Fractions, Decimals and Percents) Lesson Video.mp4	07/13/2010
04th Grade -- 7b. Math (Equivalent Fractions, Decimals and Percents) Lesson Evaluation.pdf	07/13/2010
05th Grade -- 52a. Math (Four Step Problem Solving) Lesson Video.mp4	07/28/2010



Accessing Video Library



The screenshot shows the NIET Best Practices Center Portal website. The header includes the NIET logo, a star icon, and the text "best practices centerportal". There are navigation links for "contact us" and "search". The main navigation bar lists: Home, Evaluation Process, Video Library, Training Modules, Document Library, Professional Development, Online Certification, CODE, and TAP System Info. The main content area is titled "LESSONS BY SUBJECT: MATH" and includes a sub-header "You've chosen to browse our expansive Video Library collection for Math lessons. These videos provide tangible examples of teaching demonstrations targeted at improving your instructional expertise." Below this is a table of lesson files.

FILE NAME	UPLOADED
 01st Grade -- 21a. Math (Telling Time to the Hour) Lesson Video.mp4	07/13/2010
 01st Grade -- 21b. Math (Telling Time to the Hour) Lesson Evaluation.pdf	07/13/2010
 01st Grade -- 5a. Math (Adding Two Digit Numbers) Lesson Video.mp4	07/13/2010
 01st Grade -- 5b. Math (Adding Two Digit Numbers) Lesson Evaluation.pdf	07/13/2010
 01st Grade -- 5c. Math (Adding Two Digit Numbers) Post-Conference Overview.pdf	07/13/2010
 04th Grade -- 7a. Math (Equivalent Fractions, Decimals and Percents) Lesson Script.pdf	02/15/2012
 04th Grade -- 7a. Math (Equivalent Fractions, Decimals and Percents) Lesson Video.mp4	07/13/2010
 04th Grade -- 7b. Math (Equivalent Fractions, Decimals and Percents) Lesson Evaluation.pdf	07/13/2010

A red arrow points from the text box below to the video file link in the table.

View the video and collect evidence. After collecting evidence from the video, each participant scores the lesson individually.

Charting the Individual Scores

Instructional Indicators	Rater 1	Rater 2	Rater 3
1. Standards and Objectives	4	4	2
2. Motivating Students	5	4	2
3. Presenting Instructional Content	3	2	1
4. Lesson Structure and Pacing			
5. Activities and Materials			
6. Questioning	5	3	1
7. Academic Feedback	3	2	2
8. Grouping Students	4	3	3
9. Teacher Content Knowledge	4	4	4
10. Teacher Knowledge of Students	4	3	2
11. Thinking	2	1	5
12. Problem Solving	3	2	3

After everyone has scored the lesson individually, chart the scores.

Identify the two observers with whose scores are the farthest apart. In this example, Rater 1 and Rater 3 seem to be the farthest apart.

Charting the Individual Scores

Instructional Indicators	Rater 1	Rater 2	Rater 3
1. Standards and Objectives			
2. Motivating Students			
3. Presenting Instructional Content			
4. Lesson Structure and Pacing			
5. Activities and Materials			
6. Questioning			
7. Academic Feedback			
8. Grouping Students			
9. Teacher Content Knowledge			
10. Teacher Knowledge of Students	4		
11. Thinking	3	1	5
12. Problem Solving	3	2	5

Starting with the observers who are farthest apart, ask each observer to justify his/her scores using only the rubric and collected evidence.

Please keep in mind that this is not a competition with winners and losers, but rather an opportunity for meaningful discussion about why specific indicators were assigned specific scores.

Work to find a consensus score on each indicator based on the collected evidence.

Comparing with National Raters

After you reach a consensus, show and talk about the national raters' scores.

The national raters' scores are most often found just below the video link. They are labeled as "Lesson Evaluation".

...sons. These videos provide tangible
...al expertise.

UPLOADED


07/13/2010

07/13/2010

07/13/2010

07/13/2010

07/13/2010

 [01st Grade -- 5c. Math \(Adding Two Digit Numbers\) Post-Conference Overview.pdf](#)

 [04th Grade -- 7a. Math \(Equivalent Fractions, Decimals and Percents\) Lesson Script.pdf](#)

 [04th Grade -- 7a. Math \(Equivalent Fractions, Decimals and Percents\) Lesson Video.mp4](#)

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02/15/2012

07/13/2010

07/13/2010



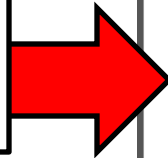
Comparing with National Raters



Evaluation Overview Training Lesson #7 – Lesson Time: 22:36 Fourth Grade-Math

Evidence Notes	Instructional Indicators	Average Score
Expectations for behavior were clear. "Today we will be working in teams. I'll be looking for everybody in the team participating and listening for fine voices." The teacher activated background knowledge with the question "Where do you see fractions?" and restated student responses for all to hear: "So you are saying that the monkey bars are divided so you see fractions?" "Okay, so when you see people in line, one person in five, you see fractions." She then stated the lesson objective as "Today we are going to be converting easy fractions into decimals and percents." However, what the students actually did was identify/match equivalent fractions, decimals, and percents. Sub-objectives were unclear if students were asked to convert, identify or create fractional pieces. At the end of the lesson, few students demonstrated mastery of the objective.	Standards and Objectives	1
The teacher attempted to organize the content so that it was personally meaningful to students by questioning students about fractions they see in their world. She also had students work with materials that attempted to involve some inquiry and exploration.	Motivating Students	2
The teacher rarely modeled the academic performance expectations. She did communicate group expectations for behavior. Directions were not always clear. The teacher instructed students to decide who would write in each group, and later told them they should all be writing. It was necessary for her to explain the directions for completing the cards to the whole group two times and then to three groups individually.	Presenting Instructional Content	1
The lesson had a beginning and middle, but there was not enough time at the end of the lesson for students to complete the assignment. Further, no lesson closure was provided. The teacher did not adjust the pacing of the lesson based on student understanding. Students did not understand what was being taught, yet the lesson and activities continued.	Lesson Structure and Pacing	1
The activities did not support the stated lesson objective. Activities required		

When you view the national raters' scores, you will see the evidence notes as well as the corresponding scores.



Reflecting on Your Norming Session

- Are there any systematic scoring differences among your evaluator team or compared to national raters?
- Do you experience challenges in accurately scoring when watching videos of teachers of varying effectiveness levels?
 - *Ex. Do you find it easier to accurately score a struggling teacher as opposed to a teacher who meets expectations?*

Effectively Using Norming Sessions

- Norming with your evaluator team is a good way to continue to develop your observation practices.
- All observers experience some level of drifting scores over time, which is why it is important to continue to pay attention to norming.
- Ensure that norming sessions are focused on continuous improvement and not on winners and losers.
- Accurate scoring is a first step, but don't forget to discuss what type of feedback your evaluator team would provide to the teacher in the video.