



## OPTIC: Online Platform for Teaching and Informed Calibration

### HOW TO: Use OPTIC to Calibrate Around Effective, Standards-Aligned Instruction and High-Quality Feedback

Groups of educators can use OPTIC to facilitate ongoing, collaborative conversations about perceptions of effective, standards-aligned teaching practice and high-quality feedback.

#### STEPS:

<p>1. Identify a focus.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify two high-priority elements of the rubric on which to focus your group’s study of practice over the four-session series. Consider the goals and priorities of your district/school and choose focus elements that will align with and support that work.</li> </ul> <p>OPTIC includes calibration tasks focused on:</p> <table border="0" style="width: 100%;"> <tr> <td><i>I-A-1. Subject Matter Knowledge</i></td> <td><i>II-A-2. Student Engagement</i></td> </tr> <tr> <td><i>I-A-3. Well-Structured Units and Lessons</i></td> <td><i>II-A-3. Meeting Diverse Needs</i></td> </tr> <tr> <td><i>I-B-2. Adjustments to Practice</i></td> <td><i>II-E-1. High Expectations</i></td> </tr> <tr> <td><i>II-B-1. Safe Learning Environment</i></td> <td></td> </tr> </table>	<i>I-A-1. Subject Matter Knowledge</i>	<i>II-A-2. Student Engagement</i>	<i>I-A-3. Well-Structured Units and Lessons</i>	<i>II-A-3. Meeting Diverse Needs</i>	<i>I-B-2. Adjustments to Practice</i>	<i>II-E-1. High Expectations</i>	<i>II-B-1. Safe Learning Environment</i>	
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<p>2. Develop a plan.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Map out a series of calibration training sessions (the sample scope and sequence on page 2 is one model for how this workshop series may progress over time).</li> </ul>								
<p>3. Prepare for the workshop.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use the <a href="#">Video Library Searching Tool</a> to identify a video in OPTIC tagged to your priority focus elements.</li> <li><input type="checkbox"/> Consult the <a href="#">Workshop Facilitator’s Guide</a> for guidance on structuring the session and navigating the platform.</li> </ul> <p>NOTE: OPTIC is designed for flexible use. Participants can complete calibration tasks synchronously or asynchronously and engage in calibration discussions in-person or virtually.</p>								
<p>4. Create a Group.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Once logged into <a href="http://www.ma-optic.com">www.ma-optic.com</a>, go to the Plus (+) menu (top right corner) and select Manage Groups. Select the (+) menu again to create a group. Add participants by entering emails. They will receive an automatic invitation.</li> </ul>								
<p>5. Assign the Task.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Go to the Plus (+) menu and select Assign a Calibration Task. Find your selected video/task and set a due date. Once assigned, participants will receive an email invitation to complete the task. Use the <a href="#">Guide</a> to view and discuss results.</li> </ul>								



**Sample Scope and Sequence for OPTIC Calibration Training Series:**

<i>Goal: Develop and refine a shared understanding of priority elements of practice and use this understanding to inform specific, actionable, and evidence-based feedback to teachers.</i>				
	Session 1	Session 2	Session 3	Session 4
Session Focus	<i>Defining Effective Practice</i>	<i>Refining Understanding</i>	<i>Defining High-Quality Feedback</i>	<i>Examining Authentic Feedback</i>
Objective	Define as a team the characteristics of effective, standards-aligned instructional practice aligned to two focus elements.	Continue to develop and refine the team’s collective understanding of effective, standards-aligned practice.	Establish and refine team expectations and practices around high-quality, content-specific feedback.	Examine authentic samples of feedback in support of continuous improvement.
Session Overview	In session 1, participants generate a list of fundamental “look fors” associated with two elements of the rubric, together watch a video of classroom instruction, reflect on and discuss their perceptions of the observed practice.	In session 2, participants are divided into groups by grade-span or subject-area to apply their understanding of effective practice of the priority elements with a grade- or subject-specific lens.	In session 3, participants use their understanding of effective practice to draft and analyze written feedback.	In session 4, participants apply their understanding of high-quality feedback and follow a structured protocol to review, analyze, and strengthen a sample of authentic written feedback.
Resources	<a href="#">Facilitator’s Guide</a> : Module 1	<a href="#">Facilitator’s Guide</a> : Module 1	<a href="#">Facilitator’s Guide</a> : Module 2	<a href="#">Subject Administrator Protocol</a>

For more information or support with using OPTIC, please contact [educatordevelopment@doe.mass.edu](mailto:educatordevelopment@doe.mass.edu)