Supporting Rater Accuracy and Consistency in Classroom Observations

October 20, 2011

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Presenters

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Roadmap for Today

- Context and background about Cambridge Education

- Overview of our general approach to effective classroom observation

- Details related to implementation

- Questions and answers

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Cambridge Education is Part of the Mott MacDonald Group

We work in over 140 countries

From 200 permanent offices

On some 16,000 projects

90% in the public sector

Over 14,000 staff

Employee owned

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Cambridge Education in the US

Current Work

- Large Scale Teacher Evaluation Projects

- School Turnaround and Transformation

- District Accountability and Reform

- Leadership Development at all Levels

Projects with States, Districts and Charter Management Organizations

MA, CT, NY, NJ, VA, NC, FL, DE, TN, MI, IN, MN, TX, CA

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What Drives Us?

Working in Partnership

Building Local Capacity

Focusing on Student Learning

Delivering High Quality

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Capacity to Deliver and Cost

- We draw on staff an associates from around the world and are known for effectively managing large scale projects

    - Over 1400 schools reviewed in NYC in 2007

    - Over 600 administrators trained in Hillsborough, Florida in 3 months in 2010

- We don't sell a package, but instead tailor our approach to suit local needs and budget requirements

    - Train observers (raters) ourselves

    - Train a portion of observers

    - Build local capacity to train observers, providing quality assurance

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A Path to Improved Outcomes
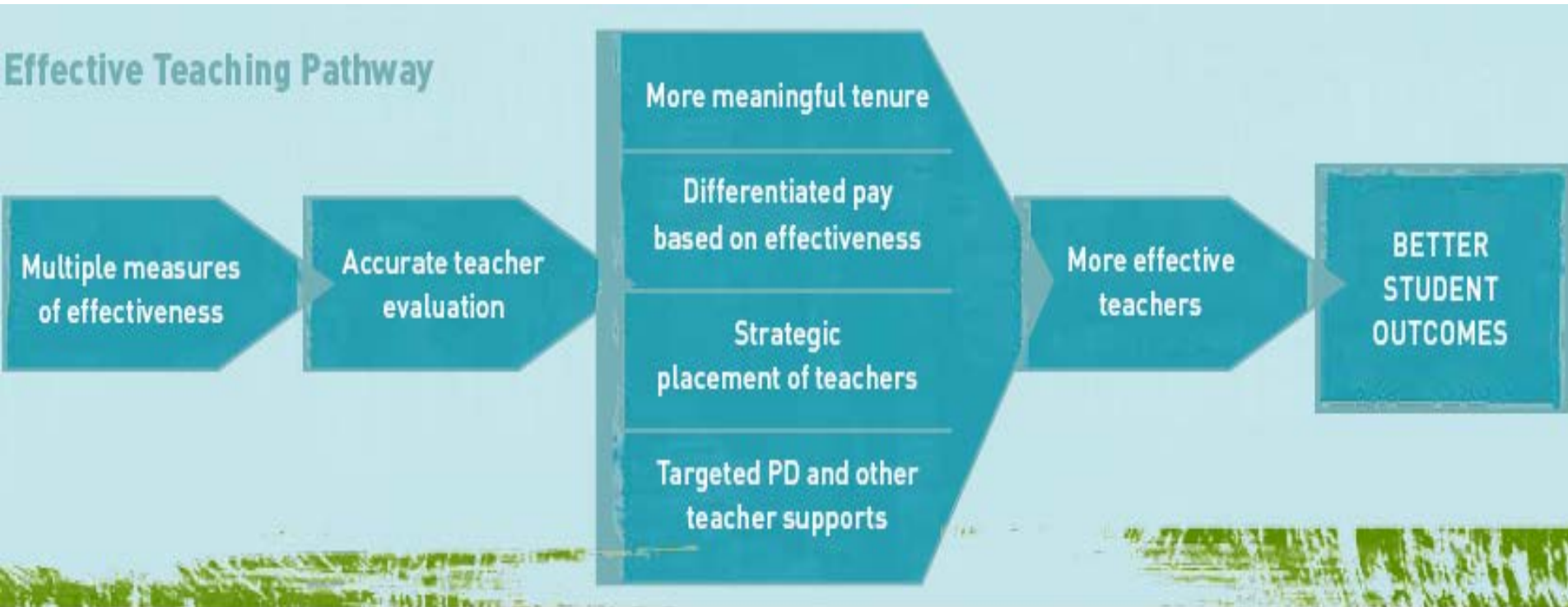
Source: Gates Measures of Effective Teaching Project

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Featured Examples in Florida: Hillsborough, Pasco, Polk, Pinellas, Highlands, Okaloosa

These examples selected because they

- Represent a range of models, tailored to local needs and budget constraints

- Focus on capacity building for rater consistency and reliability

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Our Assumptions in This Work

- The quality of teaching is the single most important factor in student learning, research tells us.

- Teacher evaluation systems must be rigorous, valid and reliable.

- These systems must be trusted by all stakeholders.

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Technical Assistance, Training and Development

- Rater training, certification and reliability training

- Pre-lesson observation meeting and post- lesson observation feedback training

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Cambridge Education's Way Forward

Cambridge Education supports:

- All rubrics, to help measure teacher effectiveness

- Multiple observers/evaluators to triangulate judgments

- Formal and informal observation tools with feedback

- Agreed prescriptive professional development

- Mentors for new teachers/induction programs

- Extensive training programs for evaluators

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The Process:
Formal Observations

- Pre-Observation Conference (pre-observation questions)

- Observation of lesson (selected scripting)

- Post-Observation Conference (summary form with strengths, areas for development, and next steps)

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Types of Observation

Formal Lesson Observation	Informal Observation	Walk Through Observation
30-60 minutes in length	15-20 minutes in length	4-7 minutes in length
Script to collect evidence on 16 components	Script to collect evidence on components related to one Domain	Check evidence next to specific look-fors
Must have pre and post observation conference	No pre or post conference necessary	No pre or post conference necessary
Rate components and record data	Rate components and record data	Record data

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Six Days of Training Includes

- 2 days of face to face training (to learn how to script and use the rubric to make judgments about teaching and learning) – this is a change of focus from teaching to student learning

- 2 days of shared observation practice in real-life classrooms with a coach

- 1 full day of coached observation training with 2 pre-lesson conferences, 2 lesson observations, and 2 post-observation conferences in real classrooms (serves as certification process for evaluators)

- Half day paired observation calibration exercise after 3 months

- Half day training on saving information and computer tablet training

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Timeline:
An Individual Trainee

- DAY 1 : First Day face to face training - 1 trainer with 20 trainees

- DAY 2 : First Day in school – 1 trainer and 4 trainees, calibration

- DAY 3 : Second Day face to face training - 1 trainer with 20 trainees

- DAY 4 : Second Day in school – I trainer and 4 trainees, calibration

- DAY 5: Third Day in school – 1 trainer with 1 trainee, calibration and certification

- DAY 6 : Computer training and paired observation calibration exercise after 3 month's observations

Typically, Districts ask for their Administrators to complete their training over 3-4 months. In Hillsborough, the first 630 Administrators were trained by 15 Cambridge trainers in 3 months, August – October 2010.

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Calibration

An essential part of the process that leads to accurate lesson component ratings:

- Training sessions consider what the evidence for particular components looks like and how to differentiate between one performance level and another.

- Administrators working in pairs or small groups observe a lesson, record the balance of evidence, rate all observable components and compare ratings, citing evidence, finally agreeing ratings.

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Essentials:

- Administrators need at least 10 practices using DVDs and live lessons in school before they are ready to rate for real in their schools.

- It takes very small group and individual training to refine administrators' skills. Personalized feedback.

- Administrators and other observers need a thorough understanding of what each component rating means in the classroom and how to record evidence.

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Teacher Evaluation Frameworks and Rubrics

CE works with all frameworks and rubrics and adds a process for scripting lessons, and pre and post lesson conferences.

CE implements the lesson observation rubrics chosen by our clients, offering advice to ensure they work effectively.

- We can work with existing lesson evaluation rubrics and protocols.

- We can help create new evaluation rubrics and protocols.

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Validation Engine

- CE is working with the Gates Foundation, AIR and Empirical Education to implement an online calibration tool.

- There is a data platform that hosts the scoring.

- This is in a pilot stage and is ultimately intended to keep a check on the accuracy of rater judgments and to validate the lesson observation rubrics.

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- Detailed calibrations of lesson components

- Accurate feedback to teachers and open conversations between administrators and teachers

- Well chosen next steps, leading to improved teaching and consequent student achievement

- Teachers are thinking more about student learning

- Principals are looking differently at teaching and learning

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Question and Answer Period

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