

Supporting Rater Accuracy & Consistency

Fair, Valid, and Reliable

Observational Assessment at Scale

Raising the Bar on Observations

What Makes for Effective Observers?

Observers must:

- Have a good understanding of the domains and components of the given Framework
- Be able to distinguish the different performance levels for each component/standard
- Be able to objectively identify evidence of teaching practice
- Connect evidence to a specific component of the Framework
- Score classroom practice accurately on an established rubric based on the overall evidence
- Be able to identify their biases and personal preferences

Raising the Bar on Observations

The District/State Program Must Have:

- Reliability Any two observers making observations of the same practice should arrive at the same result
- Fairness Observers must be aware of and reduce bias and prejudice
- Validity Tests of evaluators have to be designed for that purpose and proven fair

How Do You Prepare?

- Targeted training
- Substantial opportunities for practice with expert feedback
- Well designed assessment backed by expertise and research

Framework for Teaching Proficiency System







NOTE: System could be coutured for any Framework

Proficiency System History

History

- Evolved from our experience in rater training for MET Project
- Implemented successfully with over 500 evaluators selected and screened by ETS
- Outcome: Evaluators trained using the Teachscape system passed the test at a rate of over 90%

"The Framework for Teaching Proficiency System is a vital element of any fair and equitable approach to teacher evaluation. It provides assurance that when the Framework for Teaching is used for evaluation, it's done with integrity and fidelity."

-Charlotte Danielson



Framework for Teaching Proficiency System

- Framework for Teaching Observer Training and Teacher Orientation
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Test



Framework for Teaching – Observer Training

~21 hours of training content

including 1 2 online learning modules and

over 100 master scored videos

Framework for Teaching – Observer Training

- General Training for Observers (3 modules)
 - Rater Training: Introduction—Introduction to the role of evaluator
 - Rater Training: Using the Scoring Tools—Using the video scoring tools
 - Rater Training: Minimizing Bias—Covers personal preference, experience, blind spots, separating evidence from personal preference, triggers; includes quizzes and activities
- FFT Training for Observers (8 modules)
 - Framework for Teaching Components in Domain 2 and Domain 3 detailed rater training on each component and performance level; includes master scored videos and rangefinders
- Teacher Orientation Module
 - Overview module for teachers focused on the Framework for Teaching

Observer Training Focuses on Domains 2 and 3

Domain	1 Planning and Preparation	2 The Classroom Environment	3 Instruction	4 Responsibilities
Component	1a: Demonstrating Knowledge of Content and Pedagogy	2a: Creating an Environment of Respect and Rapport	3a: Communicating with Students	4a: Reflecting on Teaching
	1b: Demonstrating Knowledge of Students	2b: Establishing a Culture for Learning	3b: Using Questioning and Discussion Techniques	4b: Maintaining Accurate Records
	1c: Setting Instructional Outcomes	2c: Managing Classroom Procedures	3c: Engaging Students in Learning	4c: Communicating with Families
	1d: Demonstrating Knowledge of Resources	2d: Managing Student Behavior	3d: Using Assessment in Instruction	4d: Participating in a Professional Community
	1e: Designing Coherent Instruction	2e: Organizing Physical Space	3e: Demonstrating Flexibility and Responsiveness	4e; Growing and Developing Professionally
	1f: Designing Student Outcomes			4f: Showing Professionalism

• Domains 2 and 3 include observable classroom practice

- 8 Components covered in the Training, Practice Videos, and Proficiency Test

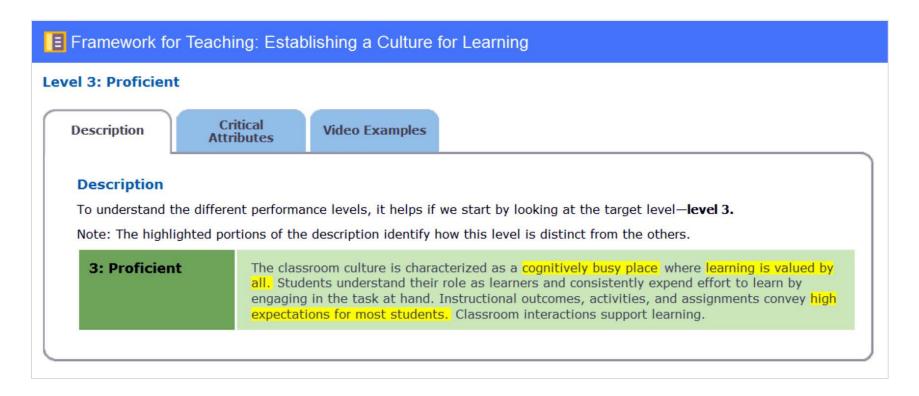
Emphasizes Distinctions between Performance Levels

Indicates distinctions between performance levels for each Component

Framework for Teaching: Establishing a Culture for Learning			
Performance Level	Description		
1: Unsatisfactory	The classroom culture is characterized by a lack of teacher or student commitment to the learning, and/or little or no investment of student energy into the task at hand. Learning is not expected or valued.		
2: Basic	The classroom culture is characterized by little commitment to the learning by teacher or students. Student engagement in the task at hand is inconsistent. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task rather than quality.		
3: Proficient	The classroom culture is characterized as a cognitively busy place where learning is valued by all. Students understand their role as learners and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning.		
4: Distinguished	The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Students assume responsibility for high-quality work by initiating improvements, making revisions, adding detail, and/or helping peers. High expectations are internalized by students.		

Description of Performance Level by Component

Every Performance Level has Description, Critical Attributes, Video Examples



Training on Critical Attributes for Each Level

Framework for Teaching: Establishing a Culture for Learning

Level 3: Proficient

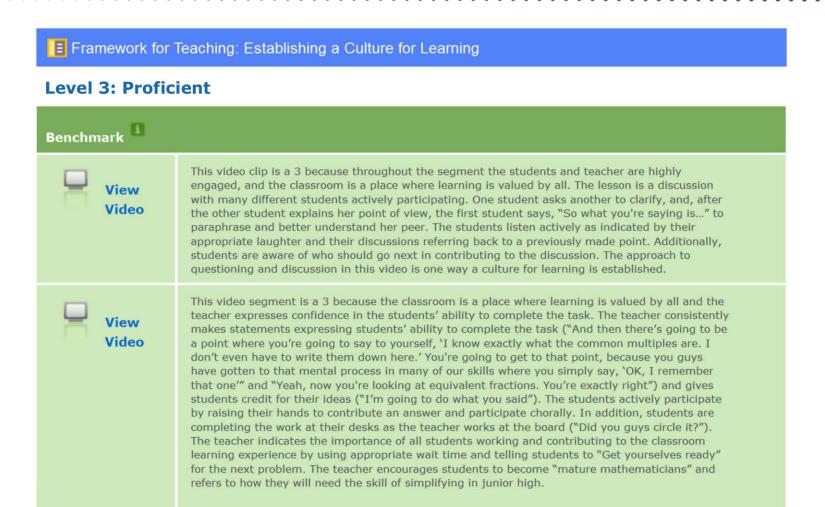
3: Proficient

The classroom culture is characterized as a cognitively busy place where learning is valued by all. Students understand their role as learners and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning.

The highlighted portions of the description call out what distinguishes this level. The table below details critical attributes of this performance level and provides a few examples of evidence you might observe in a video that scores at this level.

Critical Attributes	Examples	
The teacher communicates the importance of the work, and expectations that all students can be successful in it.	 Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job." Teacher says: "This idea is really important! It's central to our understanding of history." 	
Student work and conduct during a lesson indicate commitment to high quality.	Students get right to work when an assignment is given or after entering the room.	
The teacher demonstrates a high regard for student abilities.	Teacher says: "You are really conducting yourselves as art curators today. Good design for the exhibit."	
The teacher emphasizes the role of hard work in student learning.	Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."	

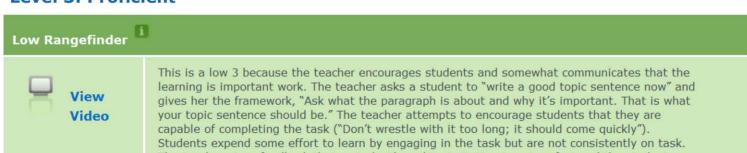
Master Scored Videos: The Gold Standard in Evaluation



Master Scored Rangefinder Videos Promote Accuracy

Framework for Teaching: Establishing a Culture for Learning

Level 3: Proficient



learning is important work. The teacher asks a student to "write a good topic sentence now" and gives her the framework, "Ask what the paragraph is about and why it's important. That is what your topic sentence should be." The teacher attempts to encourage students that they are capable of completing the task ("Don't wrestle with it too long; it should come quickly"). Students expend some effort to learn by engaging in the task but are not consistently on task. The teacher gives feedback that a student's end text citation is not perfect and the student demonstrates the value of correct work by immediately looking for the error and fixing it. The teacher acknowledges this "fixing" to the whole class. This is not a 2 because the teacher encourages the students and attempts to communicate that the work is valuable, and students are somewhat engaged in their work.

High Rangefinder



This is a high 3 because the teacher communicates the importance of the learning and is encouraging to the students about their ability to complete the task. The students are active participants in the lesson and classroom interactions support learning. The teacher communicates to students that the learning is important when she says, "When you know how to read it, raise your hands." This sends a message to the learners that they will all be able to read the words on the smartboard. The teacher also tells students they "need to pay special attention." This communicates to students that the learning is important work and they need to be actively engaged to learn. The students are cognitively engaged and raise their hands or chorally answer questions. They are excited to participate and say, "Yes!" and "ohhhh!" when they know an answer. Finally, the teacher uses words generated by the students for this vocabulary lesson. The teacher makes the students an integral part of the learning process and allows the students to assume some responsibility for their learning.

Framework for Teaching – Scoring Practice

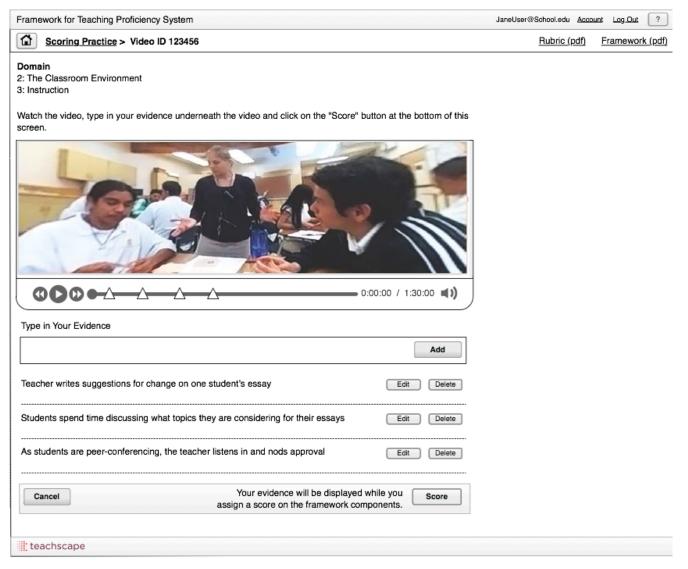
Practice videos cover multiple grades and subjects

- English/Language Arts, Mathematics, Social Studies and Science
- K-5, 6-8, 9-12, K-8, and K-12

Provide opportunities for observers to practice

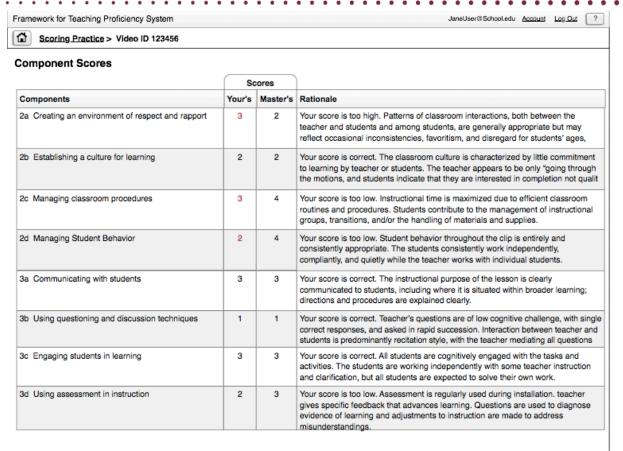
- Identifying and recording instructional evidence
- Aligning the evidence to a specific component of the Framework for Teaching
- Scoring classroom practice based on the evidence
- Receiving feedback on the score versus expert-assigned rubric and rationale

Video-Based Scoring Practice





Scoring Practice Feedback Report



Download this report in a printer friendly format (pdf)

We will not have an archive of each practice attempt, only the last one.

What do you want to do next?

- · Score the next practice video
- Return home

teachscape

Framework for Teaching – Proficiency Test

- 7.5 hours and contains two pass/fail stages
- Scientifically sound and psychometrically valid
- Tests the proficiency of observers in making accurate and reliable judgments of teaching practice
- Measures observer judgment across the content areas: English language arts, math, science, social studies
- Five test versions, two forms per version: Grades K-5, 6-8, 9-12, K-8, K-12

Why Such a Robust Test?

- This is high stakes. Assessments with low reliability may lead to severe legal consequences and an inability to defend the fairness and reliability of the practice of observation.
- A highly reliable assessment ensures consistency in testing across a large base of examinees and from one administration instance to the next
- Adding any well-constructed item to a test increases its reliability. To achieve a perfect reliability a test would have to be infinitely long.
 Adding different types of items helps to arrive at the optimum reliability and test length.

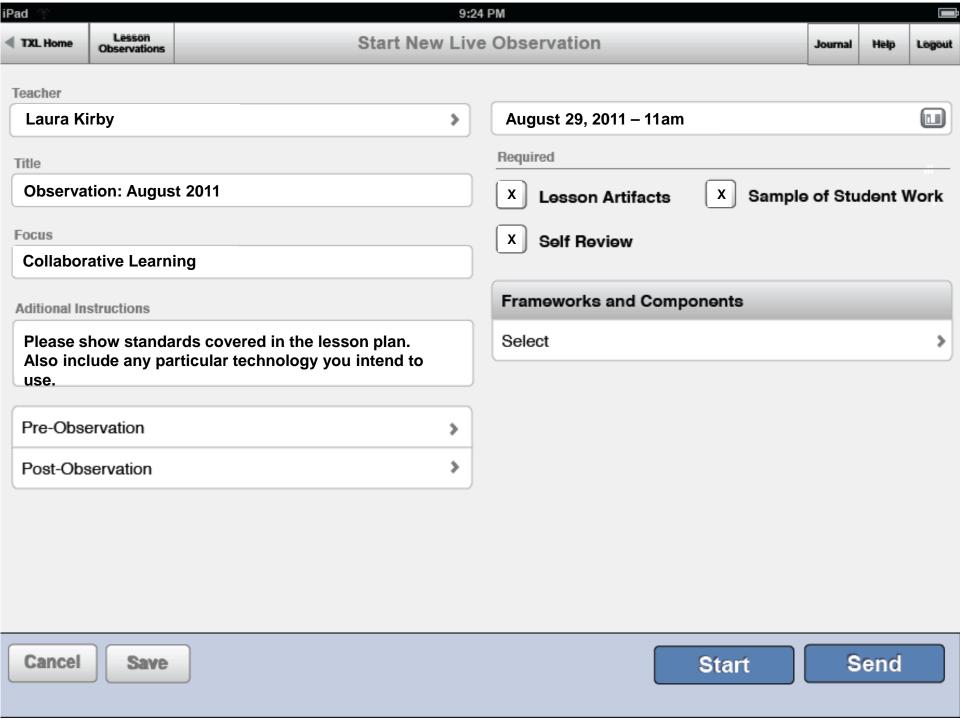
Teachscape Reflect Live

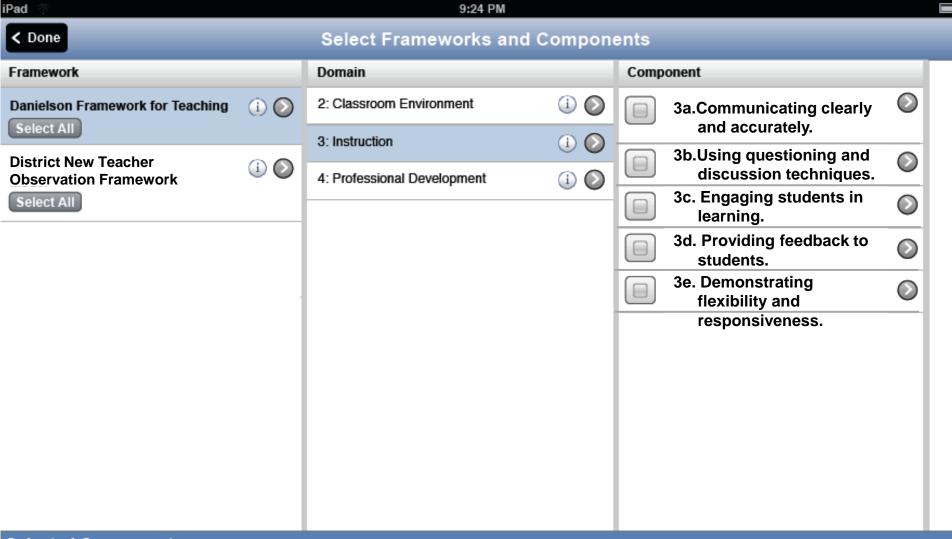






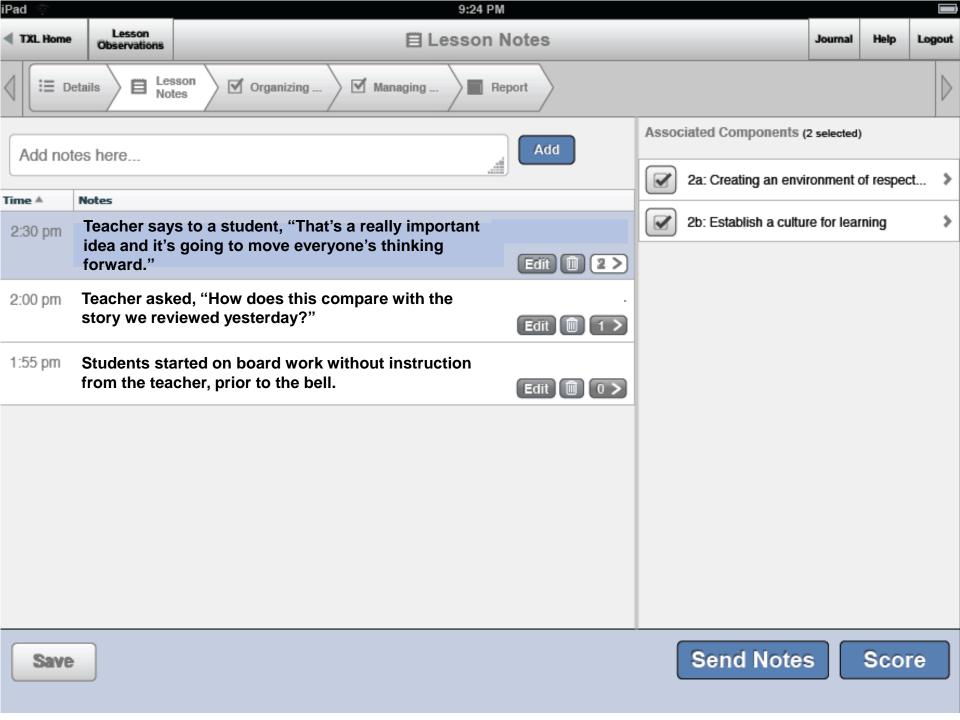
- Efficiency promotes frequency
- Reinforce framework accuracy
- Has to be "done with" and not "done to" teachers

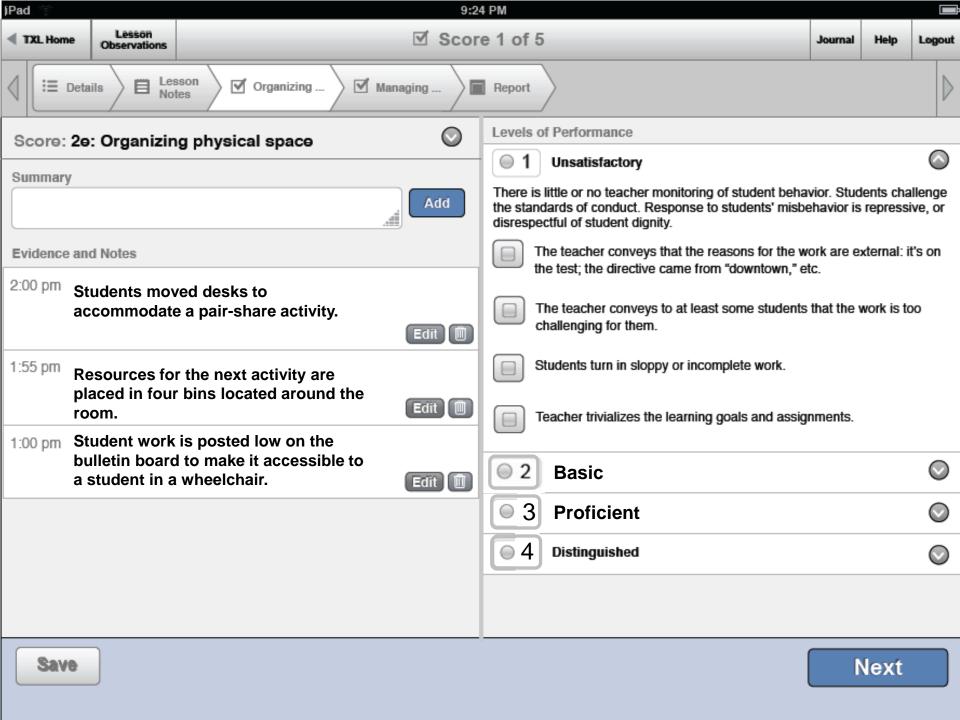


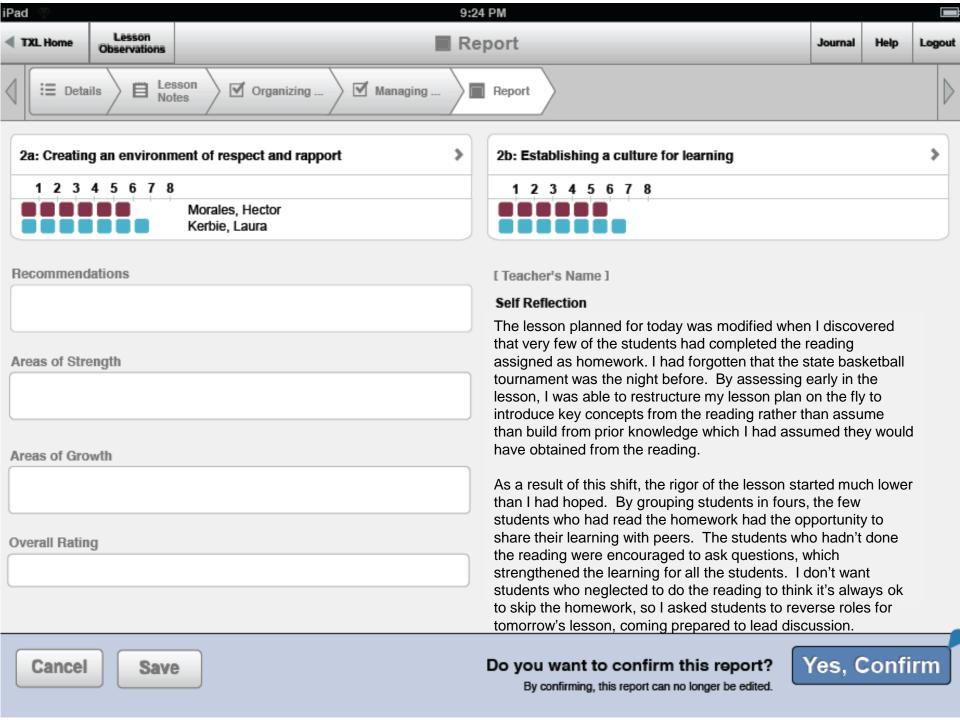


Selected Components

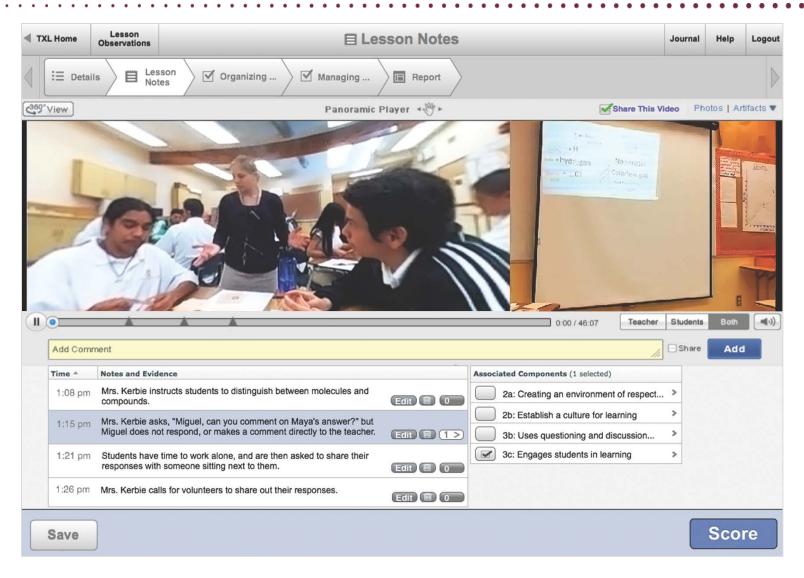
Please select a rubric component above







Video-based 2nd scoring or calibration monitoring



Lessons Learned

- State policy to require certification seems necessary
- Certification has to be based on demonstrated skill, not seat time (same as we expect for teachers)
- Teachscape supports an online learning model. May need to be "blended" at the state/district level to support completion.
- Uncertain as to the frequency of "re-certification"
- Scale = cost effectiveness
- Defensibility is as yet an untested subject. Based on recommendations from ETS, we're shooting for 80% inter-rater reliability as a base measure.
- Districts should consider double scoring periodically to avoid drift, ensure accuracy
- Districts, when possible, should use multiple evaluators to avoid bias





Ensuring Valid & Fair Teacher Evaluations

Scott Noon

Vice President, Market Development

717-626-6555

Scott.noon@teachscape.com