

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

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- 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 **12** 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


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- 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

 Framework for Teaching: Establishing a Culture for Learning

Level 3: Proficient

Description

Critical Attributes

Video Examples

Description

To understand the different performance levels, it helps if we start by looking at the target level—**level 3**.

Note: The highlighted portions of the description identify how this level is distinct from the others.

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.

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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">Students get right to work when an assignment is given or after entering the room.
The teacher demonstrates a high regard for student abilities.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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

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Framework for Teaching: Establishing a Culture for Learning

Level 3: Proficient

Benchmark



[View
Video](#)

This video clip is a 3 because throughout the segment the students and teacher are highly engaged, and the classroom is a place where learning is valued by all. The lesson is a discussion with many different students actively participating. One student asks another to clarify, and, after the other student explains her point of view, the first student says, "So what you're saying is..." to paraphrase and better understand her peer. The students listen actively as indicated by their appropriate laughter and their discussions referring back to a previously made point. Additionally, students are aware of who should go next in contributing to the discussion. The approach to questioning and discussion in this video is one way a culture for learning is established.



[View
Video](#)

This video segment is a 3 because the classroom is a place where learning is valued by all and the teacher expresses confidence in the students' ability to complete the task. The teacher consistently makes statements expressing students' ability to complete the task ("And then there's going to be a point where you're going to say to yourself, 'I know exactly what the common multiples are. I don't even have to write them down here.' You're going to get to that point, because you guys have gotten to that mental process in many of our skills where you simply say, 'OK, I remember that one'" and "Yeah, now you're looking at equivalent fractions. You're exactly right") and gives students credit for their ideas ("I'm going to do what you said"). The students actively participate by raising their hands to contribute an answer and participate chorally. In addition, students are completing the work at their desks as the teacher works at the board ("Did you guys circle it?"). The teacher indicates the importance of all students working and contributing to the classroom learning experience by using appropriate wait time and telling students to "Get yourselves ready" for the next problem. The teacher encourages students to become "mature mathematicians" and refers to how they will need the skill of simplifying in junior high.

Master Scored Rangefinder Videos Promote Accuracy

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 Framework for Teaching: Establishing a Culture for Learning

Level 3: Proficient

Low Rangefinder



[View
Video](#)

This is a low 3 because the teacher encourages students and somewhat communicates that the 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



[View
Video](#)

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

Framework for Teaching Proficiency System


JaneUser@School.eduAccountLog Out?

Scoring Practice > Video ID 123456

[Rubric \(pdf\)](#) [Framework \(pdf\)](#)

Domain
2: The Classroom Environment
3: Instruction

Watch the video, type in your evidence underneath the video and click on the "Score" button at the bottom of this screen.



00:00 / 1:30:00

Type in Your Evidence

Add

Teacher writes suggestions for change on one student's essay

EditDelete

Students spend time discussing what topics they are considering for their essays

EditDelete

As students are peer-conferencing, the teacher listens in and nods approval

EditDelete

Cancel

Your evidence will be displayed while you assign a score on the framework components.

Score

Scoring Practice Feedback Report

Framework for Teaching Proficiency System
JaneUser@School.edu
Account
Log Out
?

[Scoring Practice](#) > Video ID 123456

Component Scores

Components	Scores		Rationale
	Your's	Master's	
2a Creating an environment of respect and rapport	3	2	Your score is too high. Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages,
2b Establishing a culture for learning	2	2	Your score is correct. The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion not qual
2c Managing classroom procedures	3	4	Your score is too low. Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.
2d Managing Student Behavior	2	4	Your score is too low. Student behavior throughout the clip is entirely and consistently appropriate. The students consistently work independently, compliantly, and quietly while the teacher works with individual students.
3a Communicating with students	3	3	Your score is correct. The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly.
3b Using questioning and discussion techniques	1	1	Your score is correct. Teacher's questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions
3c Engaging students in learning	3	3	Your score is correct. All students are cognitively engaged with the tasks and activities. The students are working independently with some teacher instruction and clarification, but all students are expected to solve their own work.
3d Using assessment in instruction	2	3	Your score is too low. Assessment is regularly used during installation. teacher gives specific feedback that advances learning. Questions are used to diagnose evidence of learning and adjustments to instruction are made to address misunderstandings.

[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

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

Teacher

Laura Kirby

August 29, 2011 – 11am

Title

Observation: August 2011

Required

X

 Lesson Artifacts

X

 Sample of Student Work

X

 Self Review

Focus

Collaborative Learning

Additional Instructions

Please show standards covered in the lesson plan.
Also include any particular technology you intend to use.

Frameworks and Components

Select

Pre-Observation

Post-Observation

Select Frameworks and Components		
Framework	Domain	Component
<div>Danielson Framework for Teaching</div> <div>Select All</div>	2: Classroom Environment	<div><input type="checkbox"/></div> 3a.Communicating clearly and accurately.
	3: Instruction	<div><input type="checkbox"/></div> 3b.Using questioning and discussion techniques.
	4: Professional Development	<div><input type="checkbox"/></div> 3c. Engaging students in learning.
<div>District New Teacher Observation Framework</div> <div>Select All</div>		<div><input type="checkbox"/></div> 3d. Providing feedback to students.
		<div><input type="checkbox"/></div> 3e. Demonstrating flexibility and responsiveness.

Selected Components

Please select a rubric component above

TXL Home

Lesson Observations

Lesson Notes

Journal

Help

Logout

Details

Lesson Notes

Organizing ...

Managing ...

Report

Add notes here...

Add

Time ▲	Notes
2:30 pm	<div>Teacher says to a student, “That’s a really important idea and it’s going to move everyone’s thinking forward.”</div> <div>Edit🗑️2➡️</div>
2:00 pm	<div>Teacher asked, “How does this compare with the story we reviewed yesterday?”</div> <div>Edit🗑️1➡️</div>
1:55 pm	<div>Students started on board work without instruction from the teacher, prior to the bell.</div> <div>Edit🗑️0➡️</div>

Associated Components (2 selected)

☒ 2a: Creating an environment of respect... ➡️

☒ 2b: Establish a culture for learning ➡️

2a: Creating an environment of respect and rapport >

1 2 3 4 5 6 7 8

Morales, Hector
Kerbie, Laura

2b: Establishing a culture for learning >

1 2 3 4 5 6 7 8



[Teacher's Name]

Self Reflection

The lesson planned for today was modified when I discovered that very few of the students had completed the reading assigned as homework. I had forgotten that the state basketball tournament was the night before. By assessing early in the lesson, I was able to restructure my lesson plan on the fly to introduce key concepts from the reading rather than assume than build from prior knowledge which I had assumed they would have obtained from the reading.

As a result of this shift, the rigor of the lesson started much lower than I had hoped. By grouping students in fours, the few students who had read the homework had the opportunity to share their learning with peers. The students who hadn't done the reading were encouraged to ask questions, which strengthened the learning for all the students. I don't want students who neglected to do the reading to think it's always ok to skip the homework, so I asked students to reverse roles for tomorrow's lesson, coming prepared to lead discussion.

Recommendations

Areas of Strength

Areas of Growth

Overall Rating

Cancel

Save

Do you want to confirm this report?

By confirming, this report can no longer be edited.


Yes, Confirm

Video-based 2nd scoring or calibration monitoring.....

TXL Home Lesson Observations Lesson Notes Journal Help Logout

Details Lesson Notes Organizing ... Managing ... Report

360° View Panoramic Player Share This Video Photos | Artifacts



0:00 / 46:07 Teacher Students Both

Add Comment Share Add

Time	Notes and Evidence	Associated Components (1 selected)
1:08 pm	Mrs. Kerbie instructs students to distinguish between molecules and compounds. Edit 0	<input type="checkbox"/> 2a: Creating an environment of respect... >
1:15 pm	Mrs. Kerbie asks, "Miguel, can you comment on Maya's answer?" but Miguel does not respond, or makes a comment directly to the teacher. Edit 1 >	<input type="checkbox"/> 2b: Establish a culture for learning >
1:21 pm	Students have time to work alone, and are then asked to share their responses with someone sitting next to them. Edit 0	<input type="checkbox"/> 3b: Uses questioning and discussion... >
1:26 pm	Mrs. Kerbie calls for volunteers to share out their responses. Edit 0	<input checked="" type="checkbox"/> 3c: Engages students in learning >

Save Score

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

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