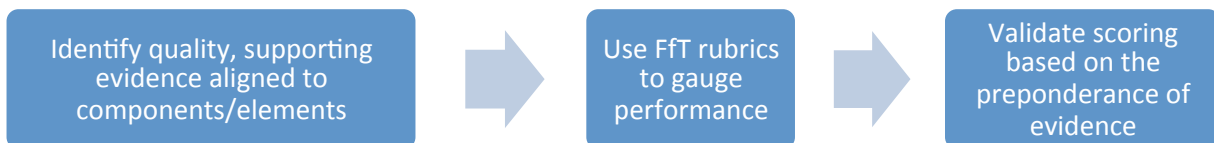


Focus on Fair, Reliable, and Effective Teacher Evaluation

Abstract: Training, Evaluation, Feedback and the Framework for Teaching

Charlotte Danielson’s Framework for Teaching (FfT) provides a basis for observation, evaluation and feedback related to specific research-based aspects of teacher performance. As a frequently used tool in teacher supervision and evaluation, it is imperative that evaluators use the tool in objective and reliable ways. To do this, they must:



States, districts and schools are seeking ways to ensure that the FfT is used in a fair, valid, and consistent manner to promote continuous improvement of teacher practice(s) leading to increased student achievement. The FfT guides evaluators to use specific, descriptive feedback to teachers focused on continuous improvement and also includes teacher self-reflection opportunities. Together, teacher and evaluator foster goal setting for professional growth leading to increased student learning.

How can evaluators and other educators learn about and gain competence in appropriate and beneficial use of the Framework for Teaching?

MyLearningPlan ElevateSM is an online simulation platform for educator/evaluator training, calibration, and certification.

MTEC has developed a “Master Coding” process aligned to the FfT (2007) to evaluate teacher performance based upon evidence collected through multiple measures.

ETS has developed a video library of authentic classroom teaching.

While viewing an ETS video, participants collect, analyze, align and score evidence based on the FfT, then compare evidence and scoring to that provided by MTEC’s Master Coder Team.

When users consistently match master coders in evidence collection, alignment, and scoring, they will have reached a level of calibration and demonstrated a level of competence that allow the Danielson Framework for teacher evaluation to be applied in an accurate, reliable, and defensible manner, which is often referred to as inter-rater reliability. With this accuracy comes greater consistency and greater trust in the process. Without this, improvements in teaching and student learning are lost. Inconsistency in evaluation scores erodes trust in the whole enterprise of teacher evaluation. (McClellan, C. (2013). *What it looks like: Master coding videos for observer training and assessment*. Retrieved from http://www.metproject.org/downloads/MET_Master_Coding_Brief.pdf).

Introduction:

Nationwide, a growing number of states and districts are requiring evaluators to participate in and successfully complete a calibration certification prior to conducting teacher evaluation activities. Evaluators must demonstrate the ability to identify and score evidence from observations, and possibly related artifacts, to meet a calibrated score threshold as determined by the state or district. The scores for an evaluator are compared to master coded scores to derive an “end-score” that must meet the passing threshold established in the calibration metric.

Problem Definition:

How can educators, schools and districts train, calibrate, and recalibrate evaluators and other observers in the Danielson-based evaluation model to ensure ongoing inter-rater reliability?

Solution:

MyLearningPlan Elevate (MLPElevate) is an online training and calibration platform that can house online simulations of the evaluation process consisting of multiple measures such as video-based lessons and related artifacts created by professional organizations to train, calibrate, and ensure inter-rater reliability of evaluators and observers across multiple measures. The Milwaukee Teacher Education Center (MTEC) provides educator certification programs, customized professional development, instructional coaching, in addition to the expertise of the master coder scoring of the video observation and artifacts using the Danielson Framework for Teaching (2007). These online training and calibration plans offer an accessible, valid and reliable resource for both training and calibration certification in teacher evaluation.

Any school, district, or state using the Danielson Model for teacher evaluation could subscribe to the MTEC master coded training and calibration Plans in MLPElevate to both identify and certify rater reliability and to support teachers in gaining an understanding of the FFT 2007 rubric components and elements to evaluate their performance.

Training Plans - prepare evaluators and other observers (coaches, peers, mentors, etc.).

- Video-based evidence is “tagged” and aligned to an element or elements by the master coder.
- Evidence is reviewed and scored by master coders based on the preponderance of evidence collected.
- Training plans prepare a participant for a calibration certification plan in a formative manner.
- When a participant completes a training plan, they are able to see and compare their evidence, scores, rationale and feedback to those of the master coders. This meaningful feedback supports best practice for inter-rater reliability and continuous on-going calibration.
- In addition, data from the training plans drives focused professional development in identified areas to ensure inter-rater reliability across all components / elements of the FFT.

Calibration Plans - serve as summative assessments for participants.

- When calibration plan is completed, participants are given feedback only on their calibrated status.
- Based on the master coder metric identifying the passing threshold, the results are displayed for the participant as simply as “Results support calibration” or “Results do not support calibration.”
- The master coder evidence, alignment, scoring, rationale and feedback are never available in calibration mode to protect the validity of the responses.
- MLPElevate’s robust system reporting tools allow authorized users to access participants’ number of calibration attempts, progress, and status.

In the 2007 Danielson FfT there are 22 components and 76 elements. Each MTEC master coded training and calibration plan aligns and scores evidence to at least 38 or more of the 76 elements. Detailed information identifying the targeted and scored elements in each plan is provided to the subscriber. In the event an organization scores at the component level of the FfT, a request can be made to MTEC to customize the scoring in the plans to reflect the organization’s scoring needs. Each organization that subscribes to MLPElevate with the MTEC bundle receives both training and calibration plans.

Prior to using the training and calibration plans in MLPElevate, subscribing districts/organizations must separately purchase the license to use the 2007 Framework for Teaching in electronic format from the Association for Supervision and Curriculum Development (ASCD) if they currently do not have permission from ASCD.

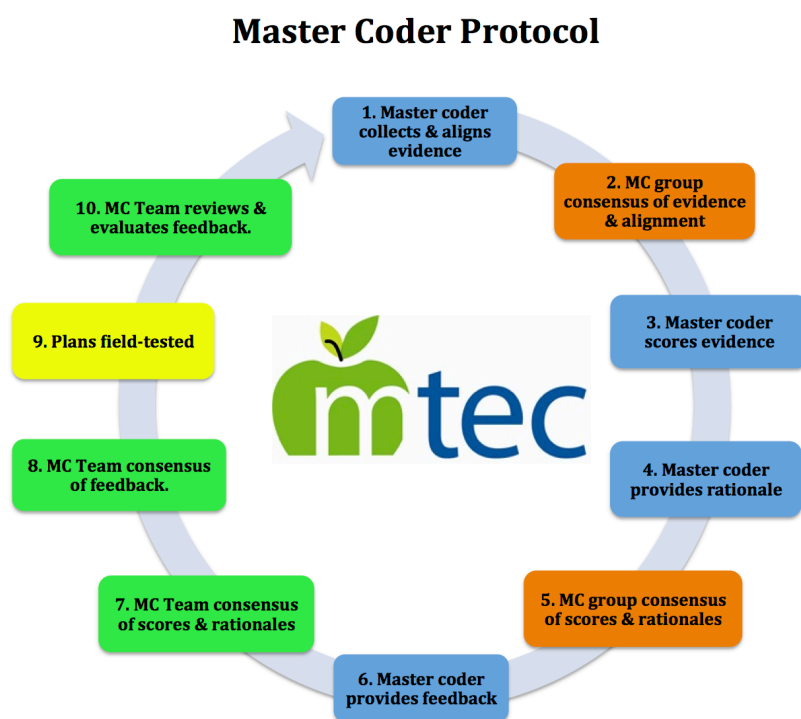
Solution Details:

Founded in 1996 the Milwaukee Teacher Education Center (MTEC) is a not-for-profit, results-orientated organization designed to support and retain teachers and school leaders. MTEC serves as an innovative, performance-based professional development center that recruits, prepares, supports, and certifies highly qualified teachers for Wisconsin public, charter, and non-public schools. MTEC’s educator certification programs, customized professional development, and elbow-to-elbow instructional coaching focus on increasing student learning and closing achievement gaps. A diverse and highly qualified cadre of trained instructional coaches, mentors, assessors, and professional developers deliver MTEC services. MTEC has trained and certified over 1,100 teachers since its inception. Over the past five years, 96% of principals who have MTEC teachers on staff say they would recommend MTEC to others.

What is the “Master Coder” process?

An individual “master coder” does not exist. Since reliability and objectivity are so important, master coder evidence is collected, analyzed, evaluated, and scored multiple times at individual, group, and team levels to reach consensus. In this manner, there is consistent application of the FfT rubric (2007). The MTEC master coder team is currently comprised of ten educators.

Master coders individually collect and score evidence. Then they work in groups of two to three coders to compare and reach consensus of the evidence and the alignment of that evidence. The MTEC master coder protocol for each plan is identified in the graphic to the right.



Danielson's 2007 Framework for Teaching rubrics are used as the basis for ratings on each element for which evidence is collected. Master coders as needed to inform, clarify, or validate decisions or discrepancies would reference the Framework for Teaching Evaluation Instrument. When disagreements cannot be resolved within a master coder group, at least one other coder would be brought into the conversation. A final master coder team review (steps 7,8 and 10) ensures consensus of the team at-large. When the master coding process is complete, the plans are then field tested by evaluators and observers currently working in districts. The field testers provide feedback on master coder evidence, scoring, rationale and feedback. The MTEC master coder team then reviews and reevaluates based on the feedback for that plan. This vetting process ensures the defensibility of calibration certification and the validity of inter-rater reliability training.

Who are the MTEC master coders?

Ten professional educators were selected as master coders for this project. Those selected have a proven track record of knowing and implementing best practices in teaching and learning, and all have a minimum of Masters level degrees in teaching and/or educational leadership. Collectively, they have over 300 years of experience in education as K-12 teachers, teacher leaders, administrators, supervisors, directors of instruction, mentors and providers of professional support in both preK-12 and adult education settings.

The MTEC master coders have teaching and administrative experiences including, but not limited to, early childhood, primary, secondary, special education, gifted and talented, assessment, on-line learning, mathematics, bilingual education, urban, rural, private, higher education, district, state, and national level work. MTEC's master coders have both training and experience in the use of the FfT to conduct observations and provide feedback and coaching for educators. Some are state certified evaluators in the FfT evaluation model.

How were master coders prepared for this project?

Prior to coding their first plan, the master coder team engaged in the reading and discussion of: *What It Looks Like, Master Coding Videos for Observer Training and Assessment*, a Measures of Effective Teaching (MET) Policy and Practice Brief. The brief thoroughly describes the process of developing people and resources to provide reliable training resources. (McClellan, C. (2013). *What it looks like: Master coding videos for observer training and assessment*. Retrieved from http://www.metproject.org/downloads/MET_Master_Coding_Brief.pdf).

Prior to each coding session, MTEC coders review the following documents related to their work:

- Danielson's Framework for Teaching components, elements, and rubrics.
- Bias Words (e.g. poor, unacceptable, great, effective) related to subjective judgments rather than objective statements based upon evidence.
- Master coder norms: 1) Use rubric, not personal preference in evaluation; 2) Use knowledge about the teaching observed and continually refer back to rubric in analysis; 3) Locate strong and sufficient evidence to support scores and rationales; 4) Defend views, but remain open to ideas of others; 5) Be patient with the process.

How do MTEC master coders collect and score evidence aligned to the Framework for Teaching (2007)?

MTEC master coders use the unrivalled features and tools in MLPElevate to collect evidence of teacher performance from video lessons and any corresponding artifacts (e.g., lesson plans, pre-observation conference summaries, student work samples, survey analyses, professional development, etc.). All evidence collected is

then reviewed and may be aligned to one or more of the 76 FFT elements of teacher performance using the online tools. Once evidence is collected and aligned, coders work together in small groups or pairs to review the quality of evidence collected and the accuracy of alignment to element(s), all driven by the FFT rubric language and consensus.

Once all evidence and alignment is complete, a score for each element is determined. A scoring rationale must be provided. Prior to scoring evidence and its alignment, it is reviewed again. The master coder team must again agree that the evidence collection and alignment is rooted in the language of the rubric. If there is not consensus, the evidence is reviewed, discussed, and consensus must be reached as to whether the evidence should be edited and how, or whether it should be removed.

Master coders then move into scoring mode. All master coders in the team must agree that the evidence given supports the scoring decision. If there is a discrepancy of scoring, master coders either return to the video and artifacts to build a preponderance of evidence to support consensus of a scoring decision, or they determine a rating will not be given for that element.

As each score is given, the master coders formulate a scoring rationale statement. The team reviews each rationale statement. To provide uniformity in rationale statements, MTEC master coders adopted rationale “stems “ to consistently clarify to the participant why a rating was given, along with supporting justification based on rubric language. The rationale may also include a statement as to why the element was not scored at the “next” or “higher” scoring level. Master coder teams can also opt to include a statement as to why the element was not scored at the level below, but this is not required. The rationale for each score is rooted in the language of the rubric creating defensible and valid master coded plans.

As a value-added component of the training plans, master coders provide a model for teacher feedback in the form of commendations and recommendations that an evaluator/observer could give to the teacher based on the observation and artifact evidence. High quality, meaningful feedback from evaluators drives effective and highly effective teacher practices. If a key purpose for the MTEC training and calibration plans is to focus on the quality of evaluators as well supporting districts/organizations to build fair, reliable and effective evaluation systems, then it would be amiss not to include the evaluator “feedback” as part of the master coded plans. An effective evaluation system is rooted in high-quality, constructive, developmental teacher feedback to foster continuous improvement and growth.

Why use MLPElevate for training and calibration on the Framework for Teaching?

MLPElevate is a cost-efficient and reliable platform that offers a complete simulation of the evaluation process for a district/organization. The evidence collection, alignment, scoring and feedback tools offer an unparalleled interactive, hands-on, contextual learning experience focused on developing a participant’s level of expertise. Licenses for teachers and administrators are affordable, especially in contrast to the cost of in-person professional development or that of other online systems designed to certify evaluators in the use of the Danielson Framework for Teaching.

Reference: McClellan, C. (2013). *What it looks like: Master coding videos for observer training and assessment*. Retrieved from http://www.metproject.org/downloads/MET_Master_Coding_Brief.pdf.