



COLORADO

Department of Education

Fine-tuning your skills to support fair and dependable evaluation ratings

**Educator Effectiveness Unit
and Colorado Educators**

June 23, 2015

Objectives

- **By the end of this session, we will answer these questions:**
 - What is inter-rater agreement?
 - Why is it important?
 - What are the components of an Inter-rater Agreement System?
 - What tools, resources and activities can you use to develop your own and teachers understanding of the teacher professional practices?
- **And, you will hear from folks deeply embedded in the work about their experience in developing inter-rater agreement as master scorers and what lessons they've learned.**

Introductions

Panelists:

- Jessica Cuthbertson – 8th Gr. Literacy teacher
 - Allison Sampish – Kindergarten teacher
- Kimba Rael – HS English/Language Arts teacher
 - Curtis Garcia – K-12 Principal

All master scorer extraordinaires!



IRR vs. IRA

■ Inter-rater Reliability (IRR)

- A measure of consistency between evaluators
 - In regard to the ordering or relative standing of performance ratings

■ Inter-rater Agreement (IRA)

- A measure of consistency between evaluators
 - In regard to the *absolute value* of ratings



Example of the Difference Between Reliability & Agreement

	Low Agreement, High Reliability		High Agreement, High Reliability	
	Rater 1	Rater 2	Rater 3	Rater 4
Teacher A	1	2	1	1
Teacher B	2	3	2	2
Teacher C	3	4	3	3
Teacher D	4	5	4	4
Agreement	0.0		1.0	
Reliability	1.0		1.0	

Inter-rater Agreement

- *Inter-rater agreement* is based on a “criterion-referenced” interpretation of the ratings.
- It is a measure of consistency between how frequently evaluators assign the same rating or an adjacent rating to an identical observable situation.

Why was inter-rater agreement important to the State Model Evaluation System?

- Evaluation ratings with better *inter-rater agreement* are more likely to be a credible source of performance feedback and basis for professional development planning because they are more likely to reflect true strengths and weaknesses rather than a rater’s opinion on a good educator practice.

Developing Inter-rater Agreement

Evaluators understand:

Evaluation process

Student and educator standards

Quality adherence to the evaluation process

Art and skill of evaluating

Inter-rater Agreement
(Consistent/Dependable Ratings)



Feedback that is:

- Actionable
- Clear
- Growth-producing
- Timely

Outcome

Perceptions of system fairness and credibility

Increased Educator Effectiveness

Positive Impact on Student Outcomes

Teacher Quality Standards

- What professional practice in the teacher rubric do you just check off because you just don't really understand it?
- What professional practice do you think of one way, but know a colleague interprets it differently?
- What professional practice would you like to reword, modify, move to another element or just plain delete?
- Share your thoughts with your table group.
 - Did you identify common practices?
 - What makes them problematic?

Teacher Quality Standards Resource Guide



*Resource Guide
for
Deepening
the
Understanding
of
Teachers'
Professional
Practices*



*In support of the
Rubric for Evaluating
Colorado Teachers*

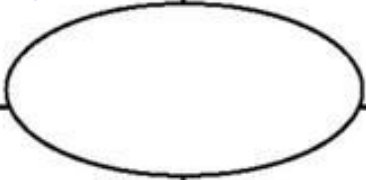
- **Focuses on Stds. I-III**
 - Professional Practices in rating levels Basic to Proficient
 - Includes:
 - Examples of classroom practice
 - Links to additional resources
 - Planning and Coaching questions

Resource Guide Activity

■ Digging in

- With your group, choose one practice that you'd like to understand from Std. 1-3, Basic to Proficient.
- Find the information about that practice in the Resource Guide.
 - Review the definition, examples and resources that apply.
 - As a group, use the Frayer model to develop your understanding of this practice:

Definition	Facts/Characteristics
Examples	Non-examples

A diagram of the Frayer model, which is a 2x2 grid with a central oval. The four quadrants are labeled: top-left 'Definition', top-right 'Facts/Characteristics', bottom-left 'Examples', and bottom-right 'Non-examples'. The central oval is empty and positioned in the middle of the grid.

Using Classroom Examples

- **Walkthroughs**
- **Videos:**
 - Of your school/district teachers
 - Of videos from other organizations
 - Other schools
 - Websites like Teaching Channel, etc.
 - Master-scored videos
 - Elevate Colorado
 - 14 master scored training videos
 - 9 master scored calibration videos

Master Scorer

- **A Master Scorer is someone who:**
 - Has expertise in evaluating teaching and learning.
 - Has experience using the Colorado Teacher Quality Standards rubric.
 - Has deep content area and grade level expertise.
 - Has the ability to share their expertise and come to consensus with others in order to determine a final score for given lessons.

The Master Scorer Process

- What is the process for master scoring a video?
- What part of the process do you find most valuable?

Let's Practice

- Watch a short video and record what you believe are examples of high quality teaching practices that are in the teacher rubric.
- After watching, for 1 or 2 pieces of evidence, find which professional practices you think they would best align to
- Share your thoughts with your group.
- Come to agreement!
- Be prepared to share out what you've learned!

Practical Ideas Guides

- Created collaboratively with CDE Standards team, EE team and content area educators from around the state
- Include evidence, artifacts and “look fors” at the element level
 - Special Education teachers
 - Early Childhood Educators
 - Culturally and Linguistically Diverse Education Specialists
 - Teacher Librarians
 - Teachers of the Arts
 - <http://www.cde.state.co.us/educatoreffectiveness/implementationguidance>
- More being developed in 2015-16 school year

Practical Idea Guides Activity

- **Each table has copies of a Practical Idea Guide:**
 - Turn to the section “Teacher Quality Look Fors” – Std. 1b or 1c
 - Read through each of the *look fors* to find one that is specific and resonates with your group to share out.
- **Listen for:**
 - The similarities in the practices described?
 - Differences?
- **What did we learn?**
 - How could you use these guides in your school or district?

Panel Q&A

- How did the work of a master scorer deepen your understanding of the teacher professional practices?
- What recommendation you would make to those developing inter-rater agreement at their schools?
- What caution might you give? Why?