# Rater Reliability Compass Evaluator Training 2020-2021
Virtual Companion

Purpose and Contents

Purpose: This slide deck serves as a companion to the Rater-Reliability Compass Evaluator training. While not required, this companion serves as a resource to further assist with evaluating virtual lessons.

Objective: After viewing this deck, evaluators will have additional examples for using the Compass rubric as an evaluation tool for virtual lessons.

Contents: This resource includes rater-reliability exercises using two virtual classroom videos provided by University View Academy and virtual learning expertise from the Rater-Reliability Compass Evaluator training
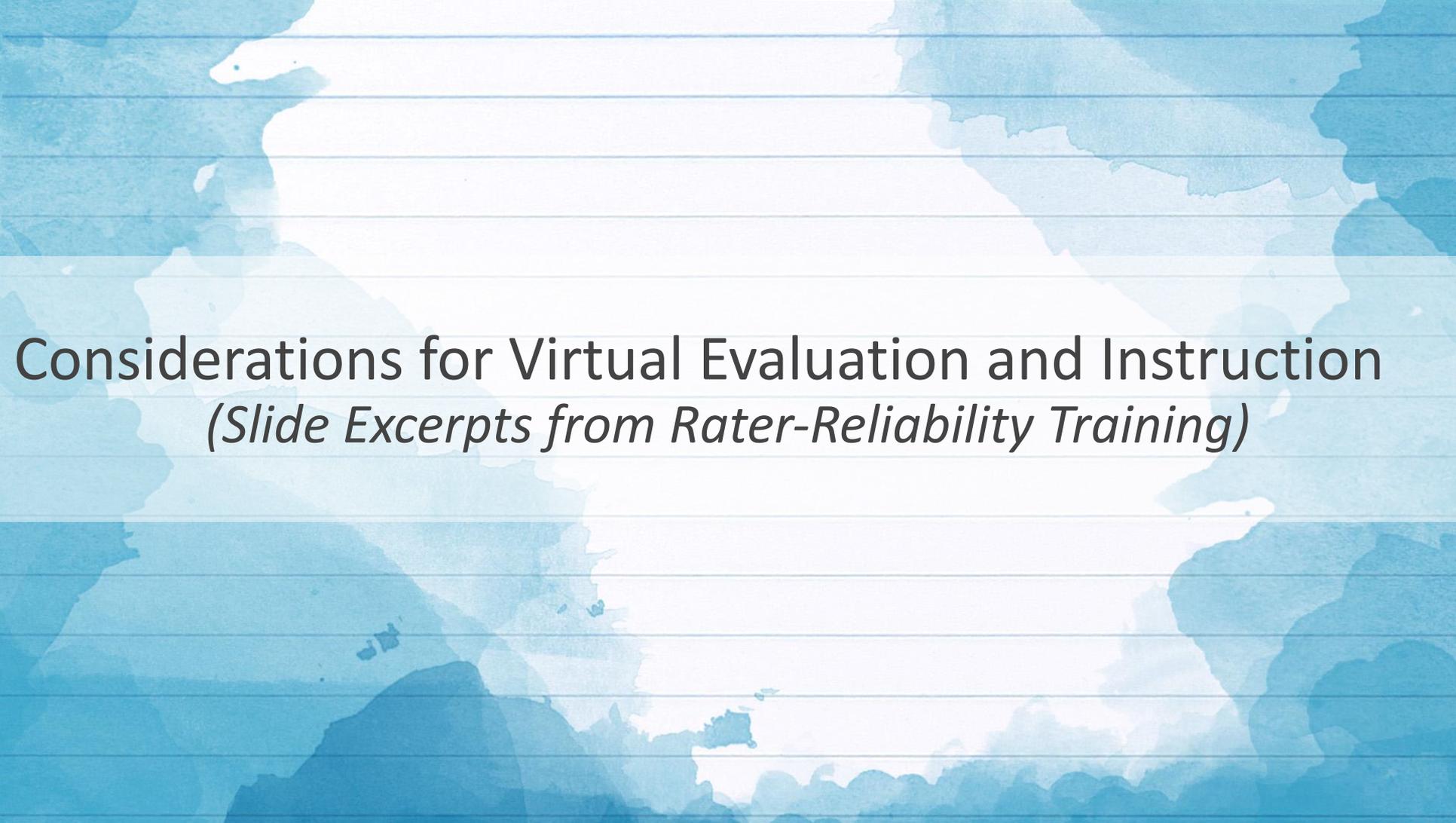
# Considerations for Virtual Evaluation and Instruction
(Slide Excerpts from Rater-Reliability Training)

Digital Considerations

"As educators, **our challenge is to figure out how to deliver on the opportunity of remote learning**. To do this, we must design and deliver in ways that optimize the benefits and mitigate potential risks associated with it."

-The Learning Accelerator

Analog vs Digital
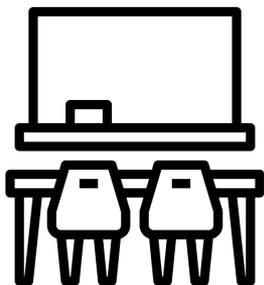
ANALOG

Not tech-dependent, offline

For example:
- Printed materials
- Assigning work for students to complete independently
- Working together through other means like phone calls, etc.
- In-person connections (if possible)

DIGITAL

Dependent on tech, perhaps online

For example:
- Working online together and independently (one-to-one, groups, tutorials)
- Learning a skill and practicing with an online tool
- Collaborating digitally on a work product
- Using a learning management system

Asynchronous vs Synchronous

ASYNCHRONOUS

Individually, directed/regulated by learner

- Via variety of modalities (e.g., readings, videos, discussion boards)
- Offers flexible pacing and location (helpful for students who need more time, want to re-review)
- Can be more time-effective, efficient, and can accommodate home schedules
- More limited interpersonal actions, can feel isolating for some and empowering for others
- Learning highly dependent on motivation and self-direction of learner
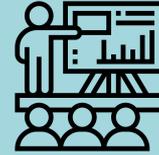
SYNCHRONOUS

Real-time, learners work together

- Via any tool that allows learners to interact at the same time – e.g., webinar, virtual classroom, phone
- Collaborative, with feedback that can happen immediately (helpful for youngest learners or those needing real-time support)
- When students are engaged, can offer high levels of interaction with facilitator and other learners
- Schedule/time-dependent
- Can lack individual attention, flexibility
- Session quality highly dependent on skills of the facilitator to manage and instruct
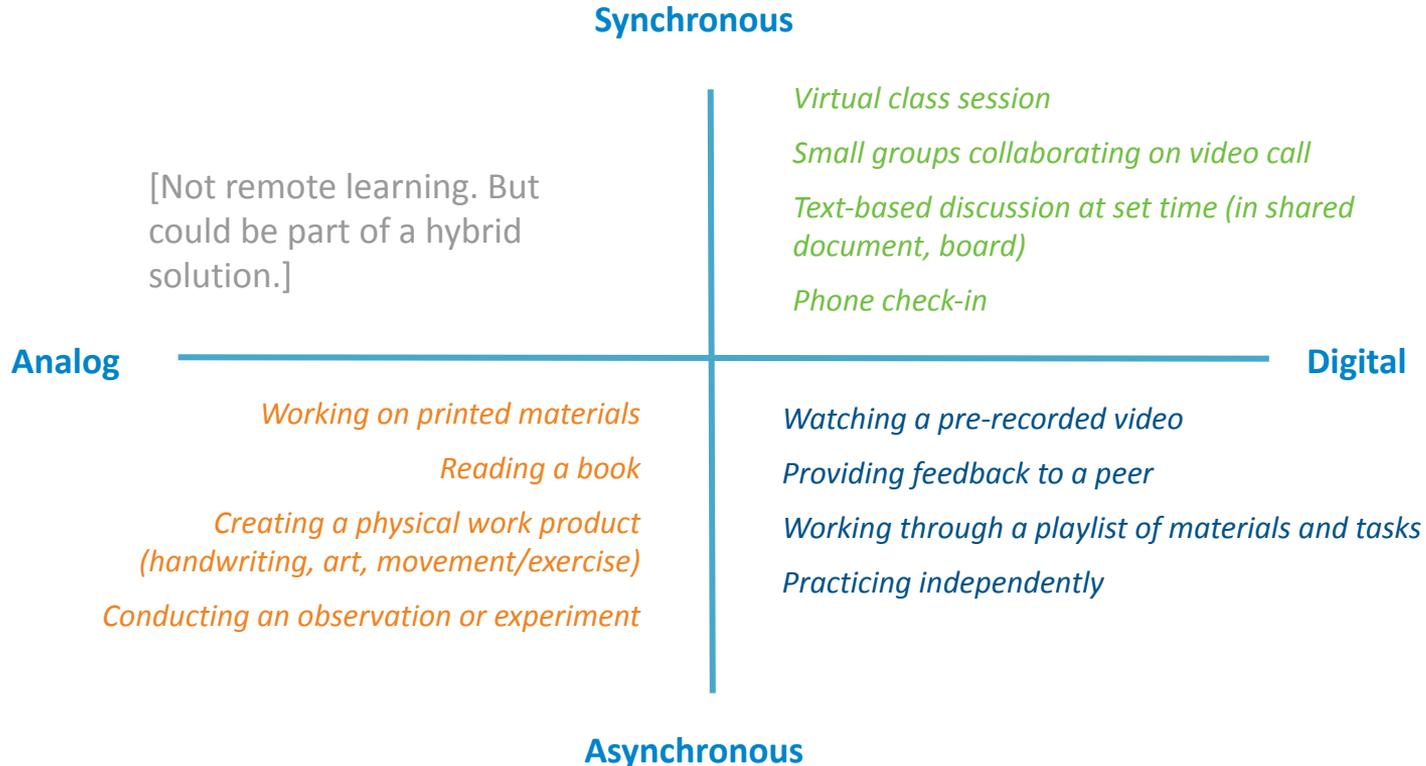
Blended Modalities

These **modalities** (analog, digital; asynchronous, synchronous) **are the building blocks** for creating students' remote instructional experiences.

Like in any in-person learning experience, teachers need to **match the modality to their objectives, as well as context** (student need, engagement, content, technology access, and level).

The best approaches will blend them.

Within remote design, teachers make choices about **how to use and blend different modalities during instruction**, matching the mode of learning to their objectives and context (student needs and engagement, content area grade level).

Synchronous

[Not remote learning. But could be part of a hybrid solution.]

Virtual class session

Small groups collaborating on video call

Text-based discussion at set time (in shared document, board)

Phone check-in

Analog ———————————————————————— **Digital**

Working on printed materials

Reading a book

Creating a physical work product (handwriting, art, movement/exercise)

Conducting an observation or experiment

Watching a pre-recorded video

Providing feedback to a peer

Working through a playlist of materials and tasks

Practicing independently

Asynchronous

Norming as an Evaluator

Norming with rater-reliability requires us to plan ahead with the following questions:

1. How will you assign evaluators/observers?
2. What will your observation schedule look like? What role will walkthroughs play? How can you "walk through" remote learning rooms as well as in-person learning rooms?
3. How will you know teachers are teaching the right content and students are learning based on delivery format? What materials and information should you gather in advance?
4. What will you communicate with teachers regarding the feedback they will receive throughout the year?
5. What time and space are set aside for peer collaboration? How will you use peers to support improvement?

These are the types of questions a quality evaluator will ask in order to contribute an accurate evaluation to the professional growth process.

Louisiana Believes

Helpful Hints for Observing a Digital Classroom

BENEFIT: Digital observations provide an opportunity for the evaluated and evaluator to see same thing, they also enable playback. **Always press record.**

- **Calendar out** digital walkthroughs. Make sure to test technology platforms in advance so it is not disruptive to the learning process.
- **Plan to** collect all evaluative evidence, such as walk-through observation data and written work products prior to observation so you can gather the whole picture.
- **Prior to observation** ask for evidence as to what is happening in a synchronous/asynchronous, and analog/digital format during the observation so your rating accounts for the whole picture whether in the classroom in-person or digitally.

Reminder: The classroom alone may not present the full picture in a blended learning environment.

For further assistance on conducting digital observations and proper protocol for COVID-19 considerations, please refer to the K-12 Fall 2020 Observation Protocol Guidance document located in the Compass Library.

Rater Reliability Examples in Virtual Instruction

Rater Reliability Video
Component 2c: Managing Classroom Procedures

Mrs. Kendrick, UVA
Subject: Math
Gradeband: K-5

Lesson Type: Virtual synchronous learning (all students are learning the objective at the same time digitally).
Lesson Objective: Students will be able to model the distributive property with arrays to decompose units as a strategy to multiply.
Watch: 3:21 - 13:13

Video url:
https://www.youtube.com/watch?v=bn7ReIeYOj4&feature=youtu.be

How would you rate Mrs. Kendrick in *only* Domain 2: The Classroom Environment Component 2c: Managing Classroom Procedures

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
● Much instructional time is lost due to inefficient classroom routines and procedures. ● There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. ● There is little evidence that students know or follow established routines.	● Some instructional time is lost due to only partially effective classroom routines and procedures. ● The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. ● With regular guidance and prompting, students follow established routines	● There is little loss of instructional time due to effective classroom routines and procedures. ● The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. ● With minimal guidance and prompting, students follow established classroom routines.	● 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. ● Routines are well understood and may be initiated by students.

Indicators and Evidence:
This evidence gives Mrs. Kendrick a rating of **Highly Effective**.

Aligned Rubric Strand	Observations	Explanation
Highly Effective: Instructional time is maximized due to efficient classroom routines.	- At 3:32, the teacher says "make sure you have your materials." At 3:42, she moves onto the next part of the lesson by saying, "Ok, so today…" - At 5:00, the teacher begins giving directions for getting into groups by saying, "I want you to choose your favorite Avenger… and I want you to type your name in the chat pod for whichever group you choose." At 5:24, the teacher finishes giving her directions for getting into groups. - By 5:51, 26 student names have appeared across the four Avenger groups.	- The ten second transition window between the teacher providing directions (3:32) and moving to the next part of the lesson (3:42) represents a very small portion of the overall lesson. This indicates an efficient routine that maximizes instructional time. - The 27 second transition window between the teacher providing directions (5:24) and students getting into small groups (5:51) represents a very small portion of the overall lesson. This also indicates an efficient routine that maximizes instructional time.

Indicators and Evidence:
This evidence gives Mrs. Kendrick a rating of **Highly Effective**.

Aligned Rubric Strand	Observations	Explanation
Highly Effective: Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.	● At 3:32, the teacher says "make sure you have your materials." At 3:42, she moves onto the next part of the lesson by saying, "Ok, so today…" ● At 3:42, the chat box contains 18 comments from 18 students, which is the maximum number of comments that can be viewed at one time. The highest number that has been assigned to a student in the class is #29. ● At 5:00, the teacher begins giving directions for getting into groups by saying, "I want you to choose your favorite Avenger… and I want you to type your name in the chat pod for whichever group you choose." At 5:24, the teacher finishes giving her directions for getting into groups. ● By 5:51, 26 student names have appeared across the four Avenger groups.	● Assumption: For purposes of this evaluation, assume there are 29 total students in the class and that three (3) students are absent. This means that the 26 students who assigned themselves to small groups represent all students present for the day's lesson. ● The full chat box at 3:42 indicates that most, if not all, students are on their computer. This indicates they have and are properly using one of the materials they need for the lesson. ● All 26 students present for the day's lesson have put themselves in an instructional group (5:51), which indicates that all students contribute to the management of instructional groups and transitions.

Indicators and Evidence:
This evidence gives Mrs. Kendrick a rating of **Highly Effective**.

Aligned Rubric Strand	Observations	Explanation
Highly Effective: Routines are well understood and may be initiated by students.	● At 5:00, the teacher begins giving directions for getting into groups by saying, "I want you to choose your favorite Avenger… and I want you to type your name in the chat pod for whichever group you choose." At 5:24, the teacher finishes giving her directions for getting into groups. ● By 5:51, 26 student names have appeared across the four Avenger groups.	● Assumption: For purposes of this evaluation, assume there are 29 total students in the class and that three (3) students are absent. This means that the 26 students who assigned themselves to small groups represent all students present for the day's lesson. ● The 27 second transition window between the teacher providing directions (5:24) and 100% of students getting into small groups (5:51) demonstrates that all present students executed the routine relatively quickly. This indicates that the routine is well understood by all students.

Mrs. Madere , UVA
Subject: ELA
Gradeband: 9-12

Lesson Type: Includes evidence of prior analog asynchronous learning (students have read analog texts separately from the digital lesson), then leads into a digital synchronous lesson.
Lesson Objective: Students will be able to participate in a collaborative discussion analyzing the author's use of rhetorical strategies in a text.
Watch: 24:42 - 30:34

Video url:
https://www.youtube.com/watch?v=xWoTyxM--Ec&feature=youtu.be

Louisiana Believes

How would you rate Mrs. Madere in *only* Domain 3: Instruction Component 3c: Engaging Students in Learning?

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or rushed. • Few students are intellectually engaged or interested.	• The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	• Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.

Indicators and Evidence:
This evidence gives Mrs. Madere a rating of **Highly Effective**.

Aligned Rubric Strand	Observations	Explanation
Highly Effective: Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes.	• At 26:30, the teacher says that "the question they (students) are focusing on is in red." At the top of each discussion box, there is a question written in red. One example reads, "How does this focus build Catt's credibility and help her achieve her purpose?" • The teacher assigns students to groups in the following numbers: Group 1: 5 students, Group 2: 4 students, Group 3: 3 students, Group 4: 4 students, Group 5: 3 students, Group 6: 3 students • At 29:50, the following % of students in each group have contributed to the conversation: Group 1: 80%, Group 2: 100%, Group 3: 100%, Group 4: 75%, Group 5: 100%, Group 6: 100%.	• Context: The objective for this lesson is named before the clip begins. The objective is: *Students will be able to participate in a collaborative discussion analyzing the author's use of rhetorical strategies in a text.* • The example question ("How does this focus…,") aligns with the lesson objective because students are asked to analyze how a rhetorical strategy (focus) builds author's purpose. This indicates that students are engaging with content that is fully aligned with the instructional outcomes. • At 29:50, there is an average participation rate across the groups of 93%. This indicates that virtually all students are engaged in challenging content.

Indicators and Evidence:
This evidence gives Mrs. Madere a rating of **Highly Effective**.

Aligned Rubric Strand	Observations	Explanation
Highly Effective: There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content.	● At 28:24, User 11 in Group 3 has asked, "What would happen if we didn't have women's suffrage?" ● At 28:24, User 9 in Group 5 has said, "I suppose (the speech) was effective since women do have rights now." User 19 in Group 5 responded, "However, didn't it take a while after?"	● These two questions, which students have asked in response to the aligned discussion prompts, demonstrate some student initiation of inquiry and student contributions to the exploration of important content.

Indicators and Evidence:
This evidence gives Mrs. Madere a rating of **Highly Effective**.

Aligned Rubric Strand	Observations	Explanation
Highly Effective: The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding.	● Students are provided three (3) minutes (from 27:00 - 30:00) for the discussion. In this window, every student contributes at least one comment to their group's conversation. ● Based on the teacher's directions for the group discussion, students are able to choose how often they contribute to the conversation and what they say.	● Three (3) minutes for the discussion provides enough time for students to think about the prompt, read their group mates' comments, reflect, and write. This indicates that students have the time needed to intellectually engage with the task. ● Student autonomy over how quickly and how often they contribute indicates that students have some time to reflect upon their learning and consolidate their understanding.

WITH GRATITUDE

Thank you to our teachers and professional staff, you are all our heroes!

A huge thank you to University View Academy for sharing resources.

Please contact compass@la.gov for further support.