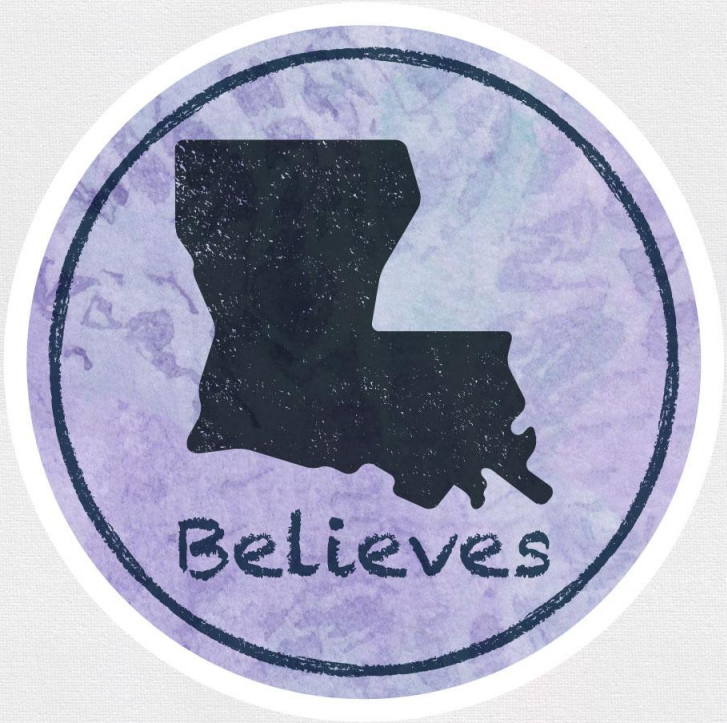


Rater Reliability Compass Evaluator Training 2023-2024

Recorded July 2023

Purpose, Objective, and Agenda

Objective: By the end of this training participants will be able share a common understanding of the Louisiana evaluation tools, evaluation practices, and the impact of this data on teacher certification.

Agenda Topics:

- Evaluation Rationale and Policy/Continuum of Evaluation and Certification
- Elements of Evaluation: Professional Practice Scores and Student Performance Scores
- Rater Reliability/ Rubric Review
- Resources and Survey/ Confirmation of Attendance

Evaluation, Law, and Policy

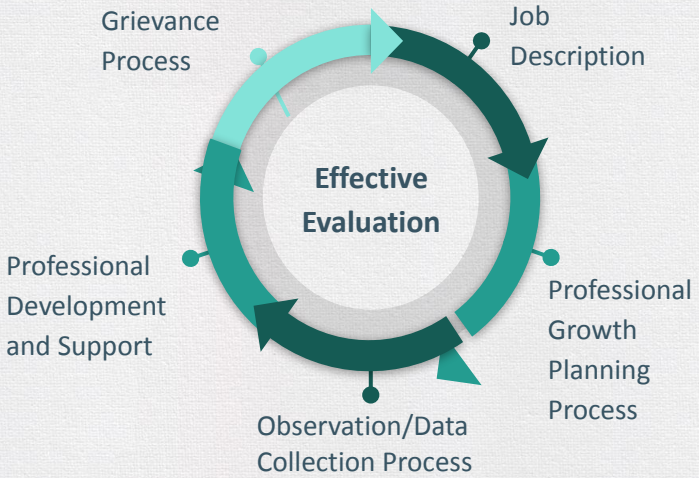
Terminology in Conjunction with Evaluation

Compass	Compass Rubric	Compass Information System (CIS)
Compass is the entire system of evaluation.	The Compass Rubric is the name of the recommended observation rubric* used by school systems for evaluation of professional practice. **CLASS® is used for observations in Early Childhood classrooms. Alternate rubrics require a Professional Practice Observation Rubric Request form.*	CIS is the IT system, also known as the Human Capital Information System (HCS). This is the required system of record to enter both professional practice scores and student outcome scores (evaluation scores).

Framework of Effective Evaluation

Each local school board has the responsibility of providing a program for the evaluation of certified and other professional personnel employed within the system. Programs should be appropriate and should meet the needs of the school district.
Local personnel evaluation plans include, at a minimum, the following elements:

- Job Description
- Professional Growth Planning Process
- Observation/Data Collection Process
- Professional Development and Support
- Grievance Process



Evaluation Grievance Requirements for LEAs in Law and Policy

- LEAs are required to have a grievance policy established to address the components of due process of evaluation in Bulletin 130 (*Regulations for the Evaluation and Assessment of School Personnel).*
- LEAs shall include in their local personnel evaluation plans a description of the procedures for resolving conflict and/or grievances relating to evaluation results in a fair, efficient, effective, and professional manner.
- Bulletin 130, Section 317 *Due Process and Grievance Procedures* Part B, outlines the justifiable rationale for filing a grievance or appeal to an evaluation score.
- Failure by the LEA to adhere to the components of evaluation is a grievable matter.

Notes for Charters: Louisiana Charter School Law

R.S. 17.3887 - D.(1)
(a) Each governing authority of a charter school annually shall evaluate every teacher and administrator employed at the school using the value-added assessment model and measures of student growth as determined by the State Board of Elementary and Secondary Education pursuant to R.S. 17:3902(B)(5).

Charters are beholden to the standards of effectiveness and reporting in our Compass Information System. *(Please note the sections of* Bulletin 130 *that apply to Charters, §301, §303, §305, §307, §309, §325, §329, and §701).*

Purpose of Teacher and Administrator Evaluation

1) Ensure qualified and effective personnel are employed in instructional and administrative positions
2) Enhance the quality of instruction and administration
3) Provide procedures to retain effective teachers and leaders and to strengthen the learning environment
4) Foster continuous improvement of teaching and learning by providing opportunities for targeted professional growth and development

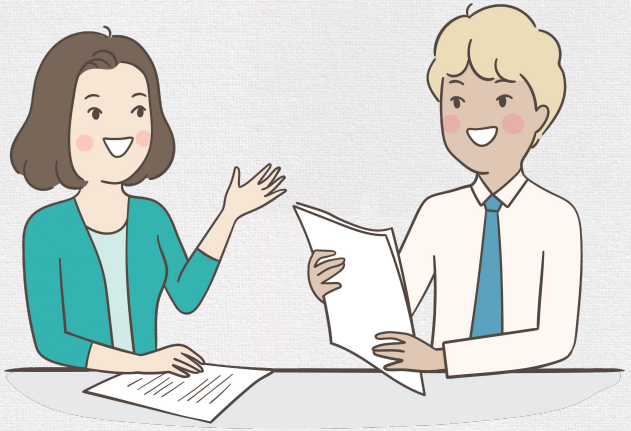
(per Bulletin 130)

Evaluation and Certification

Evaluation

System of Record (CIS)

Certification



Compass Information System (CIS)

Systems are required to report evaluation data. The Compass Information System (CIS) houses evaluation data. The following educators should be evaluated and data should be reported in CIS:

- All teachers of record, including late hires and those serving on a TAT certificate
- Long-term substitute teachers
- Alternative school teachers
- Special education teachers
- Master teachers, literacy coaches
- School counselors
- School librarians
- School level leaders

Assigning Evaluation Type in CIS

Job Title	Evaluation Type
Teacher: instructional role	**T**eacher, **O**ther
Librarian	**T**eacher, **O**ther
Counselor	**C**ounselor, **O**ther
Principal/AP: school site leader	**L**eader, **O**ther
Other	**T**eacher, **C**ounselor, **L**eader, **O**ther

*Note: Evaluation type **O**ther will only allow for renewal or advancement of teacher certification.*

Elements of Evaluation

Total Evaluation Scores are Comprised of Professional Practice and Student Outcome Scores	
Professional Practice *Observation Scores*	**50% of total score** *Two Formal Observations on a 4 point scale*
Student Outcomes *Value-Added Model (VAM) +* *Student Learning Targets (SLTs)*	**50% of total score** *Non-VAM teachers:* SLTs = 50% *VAM teachers:* SLTs = 15%, *VAM =35%*

Elements of Evaluation: Student Outcomes

Student Outcomes: Value-Added Model (VAM)

The value-added model (VAM) measures students' success compared to similar peers year to year.

The VAM predicts how well students will perform on the assessment in comparison to their peers with similar prior assessment scores and background.

Once a student has taken state assessments, the model shows the extent to which his or her achievement was on target with what was expected (student expected score).

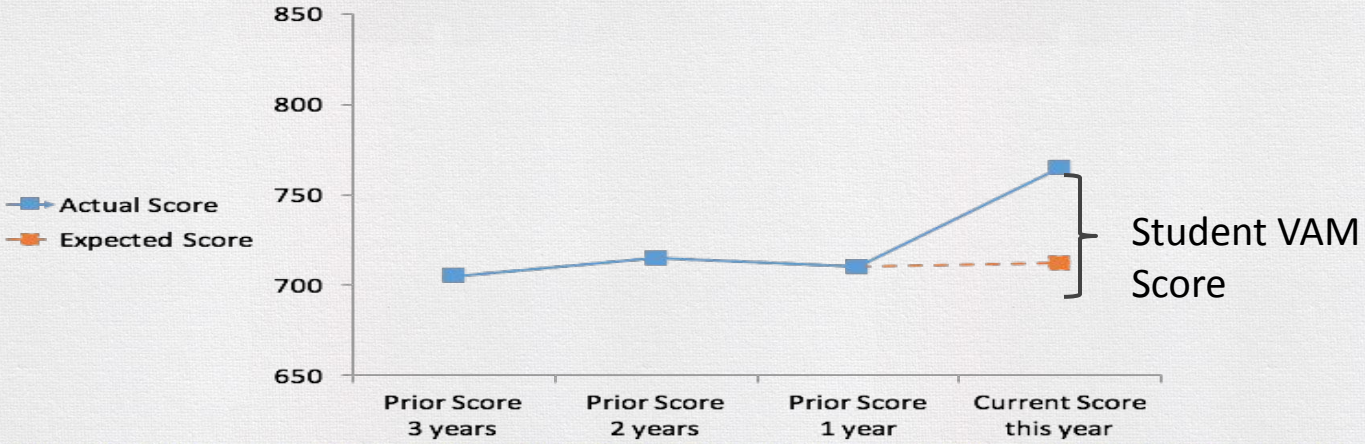
The difference between a student's actual achievement and his or her expected achievement is known as the "value added."

Please see VAM Frequently Asked Questions for additional information.

How is VAM Measured?

A student's VAM score is representative of the difference between a student's actual achievement and his or her expected achievement.

- The score can be a positive or negative number. If a student did exactly as expected, the student's VAM score would be zero.
- In this example, the student's VAM score is +65, the difference between her expected score (710) and actual score (775).



Data Used in VAM Calculations

Data Included in model	Definitions for Data included in Model
Prior Year Scores	Scale score from state assessments for all subjects from up to three prior years
Student Attendance	Total number of days student is absent
Student Suspension	Total number of times a student is suspended from school
Student Mobility	Yes or No (based on if student is enrolled in more than one school in an academic year)
Gifted Classification	Yes or No
Section 504 Classification	Yes or No
Special Education Classification	Emotional Disturbance, Specific Learning Disability, Mild Intellectual Disability, Speech or Language Impairment, Other Health Impairment

VAM Eligible Teachers 2023-2024

VAM results are produced for teachers in the following contents and grades:

Content	Grade
ELA	Grades 4-8
Math	Grades 4-8
Science	Grades 4-8
Social Studies	Unavailable - Field Testing
Algebra I	All grades
Geometry	All grades
English I	All grades
English II	All grades

Curriculum Verification

Each spring, teachers and school leaders are given an opportunity to verify rosters. The purpose of the curriculum verification is to provide teachers the opportunity to review and correct their courses and student rosters for the purposes of value-added (VAM) analyses. Roster verification ensures that teachers are able to verify the teacher-student links for accuracy as this data is used to calculate the teachers' VAM scores.

If the teacher and/or the principal fail to verify the rosters, the data will be used as originally submitted to the LDOE by the school system for VAM calculation.

For additional information please see the CVR Frequently Asked Questions document.

Student Outcomes:
Student Learning Targets (SLTs) for Teachers

Student Learning Targets (SLTs) are created to measure student progress to mastery. **Two** SLTs will be required for teachers this year.

SLTs include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence.

In other words, this formula can be used as follows in any circumstance:

X outcome in **X amount of time** on **X assessment** for **X number of students**

Resource: SLT Assessment Identification Guide

Student Outcomes:
Student Learning Targets (SLTs) for Leaders

Current policy requires **one** learning target for administrators to be based on overall school performance improvement in the current school year, as measured by the school performance score, and **one** learning target to be based on growth in a component (e.g., ELA or math improvement) of the school performance score.

Student Outcomes: Student Learning Targets (SLTs)

To recap: Teachers and leaders should develop SLTs in their first semester or immediately upon hire in order to understand teaching goals and plan for instruction accordingly.

Teacher SLTs can be based upon data such as:

- performance data from the first unit or module of this school year
- formative assessment data
- diagnostic data from approved screeners

Resources: To view samples of assessments appropriate for SLTs, please see the resources available in the SLT Assessment Identification Guide and the Teacher SLT Guidance and Sample Templates.

Elements of Evaluation: Professional Practice Scores

Professional Development

As outlined in policy (Bulletin 130), evaluation practice is a form of professional development.

Professional development in regards to evaluation should:

1. Be job embedded where appropriate;
2. Individually targeted and data-driven;
3. Include follow up and feedback; and
4. Include measurable objectives to evaluate its effectiveness.

Observation Cycles

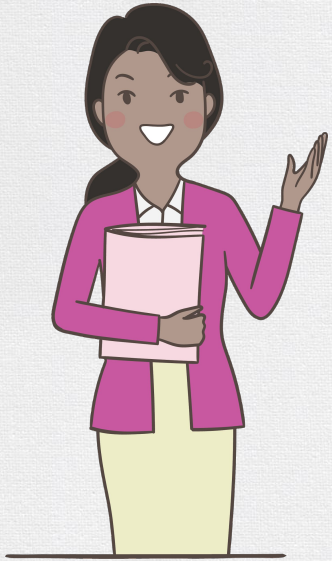
Current policy requires that teachers and administrators are observed **twice per year.** Observation scores and effectiveness ratings can be seen in the chart on the right.

All final scores are to be entered into the CIS system
Converting CLASS® to Compass Equivalent
Converting NIET SKR to Compass Equivalent

Effectiveness Rating	Composite Score Range
Ineffective	$x < 1.5$
Effective: Emerging	$1.5 \leq x < 2.5$
Effective: Proficient	$2.5 \leq x < 3.5$
Highly Effective	$3.5 \leq x$

Observations

- There shall be a minimum of two observations.
- At least one observation/site visit must be announced and include a pre-and post-conference.
- This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.



Professional Practice Rubrics

The Compass Rubric is the state approved professional practice rubric.

- Leader, Counselor, Content Leader, and Mentor Teacher rubrics are also available in the Compass Library.

Note: It has been determined that these rubrics can be applied to virtual, in-person, and blended instructional formats.

Alternative Rubric Waivers

A Professional Practice Observation Rubric Waiver Request is available to LEAs wishing to use a rubric other than the Compass rubric. This form can be submitted to compass@la.gov for approval.

- Alternate rubrics must align to the Louisiana Components of Effectiveness and provide scores on a 4.0 scale.

Additional Evaluation Notes

- Educational Leaders at the **school system** level must be evaluated via Compass.
- Educational Leaders at the **district level** may be evaluated using local personnel evaluations to advance or renew an Ed Leader certificate if a Compass rubric is not available. *Please note, **Local Personnel Evaluations** (non-Compass evaluations of district level personnel) are not entered into CIS. Local personnel evaluations are kept on file at the district and attested to on an attestation form in the educational leader application packet*.
- **Incomplete evaluations** should still be entered in CIS with a code signifying retirement, FMLA, etc.

Rater-Reliability Norming

Purpose of Rater Reliability

Rater-reliability norming is an essential tool to help us share a common understanding of our evaluation tools.

Norming High	Norming Low
“I didn’t see everything on the rubric, but I know it’s there.”	“There is always room to grow. Even though I saw these bullet points on the rubrics, I know it’s not there all of the time.”

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?
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.

Applying the Rubric

- Please take a minute to pull up the Teacher Compass Rubric.
- During each video, review the **Domain** and **Component** being evaluated in each video. Using that portion of the rubric, you will then rate the educator from the video.
- Examine each component of the strand with care. What is the dominant descriptor of what you see?
- Note whether you are rating the video above or below the assigned rating.

Note: While we are practicing with the Compass Rubric, the same attention to rubric descriptors will be applied for any approved rubric.

Domain 3: Instruction
Component 3b: Using Questioning and Discussion Techniques

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
• Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion.	• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	• While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.

Rater Reliability Video Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

OpenSciEd Curriculum Launch -
Subject: Science
Gradeband: Middle school

Lesson Objective:
Evaluate how and why Earth's surface changes over time

https://www.youtube.com/watch?v=Gu-w7GckV4U&t=2s

Indicators and Evidence: This evidence gives the middle school teacher a rating of *Effective Proficient.*

Effective Proficient: While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding.

- During shoulder partner work, the teacher asks four low-level questions (questions with one clear response) and six higher-order questions (questions where students must explain why) designed to promote student thinking.
- The teacher also scaffolds questions aimed toward metacognitive thought and discourse.

Indicators and Evidence: This evidence gives the middle school teacher a rating of *Effective Proficient.*

Effective Proficient: Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.

- The teacher provides opportunities for all students to respond to her questions during small group instruction and engage with materials. From what we see in the clip, student responses directly address the teacher's questions and objectives.
- During the discussion, the teacher allowed students to build on each other's responses during the discussion asking them to formulate and initiate questions and responses.

Effective Proficient: Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

- Most students respond to the teacher's questions and students themselves ensured multiple voices were heard in the discussion.

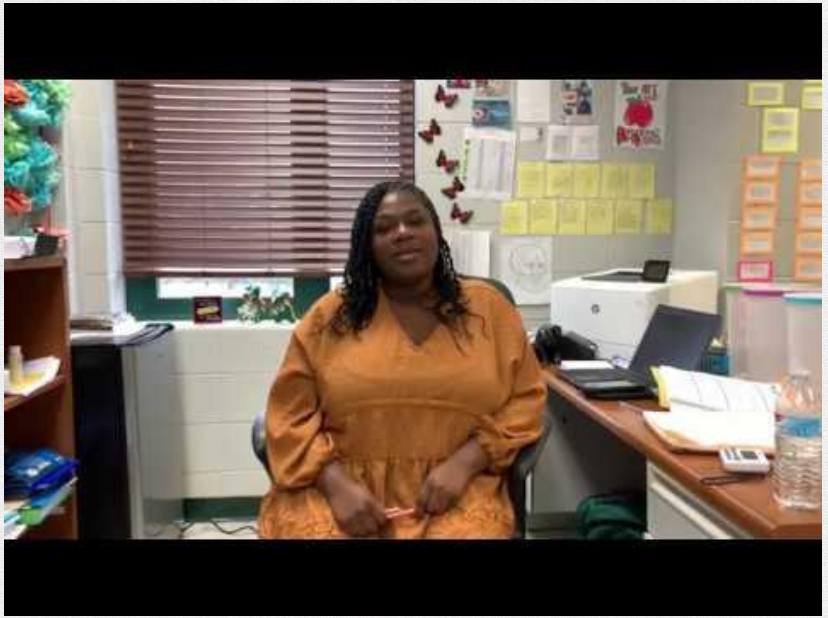
Domain 3: Instruction
Component 3c: Engaging Students in Learning

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.

Rater Reliability Video
Component 3c: Engaging Students in Learning

Nakia Graham
Mansfield High School
Subject: Math
Gradeband: 9-12

Lesson Objective: Mathematicians will be able to prove that exponential functions grow by equal factors over equal intervals.



https://www.youtube.com/watch?v=TuXakKjQc8o&t=704s

Indicators and Evidence:
This evidence gives this lesson a rating of *Highly Effective*.

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.

- From what we see, virtually all students are working in pairs to justify their responses to each problem and/or being attentive the pair on screen.
- All problems are fully aligned with the daily objective of proving the qualities of exponential functions.

Indicators and Evidence:
This evidence gives this lesson a rating of *Highly Effective*.

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 come back together at the end of the lesson to consolidate their understanding as a class, redefining the terms written in the objective in their own words. Through written data, we know that 95% of her students accomplished the objective.

Highly Effective: There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content.

- Almost all students are working together in pairs, and in cases where partners disagree with each other, they engage in mathematical discourse to arrive at the correct answer.

Action Steps and Calendar for Evaluation

2023-2024 Compass Information System (CIS) Timeline			
CIS Activity	**Timespan**	**Administrators and Supervisors**	**Principals and Evaluators**
CIS Opens for the 2023-2024 School Year	late Fall 2023-August 2024	**Create CIS Rosters:** Add new employees, assign evaluation types and evaluators for current year	**Check rosters to ensure everyone is listed**
Create PGPs	Fall 2023	**Monitor PGP completion**	**Monitor PGP completion**
Set SLTs	Fall-Winter 2023	**Monitor SLT Entry and Completion**	**Review, meet, and accept SLTs**

Action Steps and Calendar for Evaluation

2023-2024 Compass Information System (CIS) Timeline			
CIS Activity	**Timespan**	**Administrators and Supervisors**	**Principals and Evaluators**
Conduct Observations	Fall 2023-Spring 2024	**Monitor Observation Progress**	**Conduct observations, enter scores into CIS, provide feedback**
Accept and rate SLTs	Fall 2023-Spring 2024	**Monitor SLT Completion**	**Accept SLTs in the Fall, rate SLTs in the Spring, provide feedback**

Compass Information System (CIS) Updates

VAM data will be released in October for the 2022-2023 school year. The Compass Information System (CIS) will then open for the 2023-2024 school year, allowing rosters to be updated.

Systems are encouraged to:

- Review 2022-2023 observation and student learning target (SLT) data with teachers
- Begin setting professional growth plans and student learning targets (SLTs)
- Begin observations
- Begin entering PGPs, SLTs, and observation scores once CIS opens for the 2023-2024 school year

Wrapping Up

Evaluation Systems Review

The Department, in conjunction with the Region 14 Comprehensive Center, administered a statewide online survey for teachers and leaders in Fall 2022. Over 8,000 educators provided feedback on the survey. Survey results will help to inform the redesign of Louisiana's educator evaluation system. Survey results are located in the LDOE Evaluation Survey Report, located in the Compass Library.

Following the RFP process, the National Institute for Excellence in Teaching (NIET) was awarded a contract to assist the Department in utilizing local data, field research, national research, and best practices to improve the educator evaluation system. A pilot will take place during the 2023-2024 school year, and the new evaluation system will be rolled out over the next few years.

Rater Reliability Training Completion Survey

Thank you all for your participation. Prior to leaving, please complete this survey certifying that you have completed this course.

2023-2024 Rater Reliability Training Completion Survey

Systems may reach out to compass@la.gov for a list of employees who have completed Rater Reliability Training.

Thank you so much.

Please contact compass@la.gov for further support.