The Best Foot Forward Project

Can video technology improve teacher evaluations?
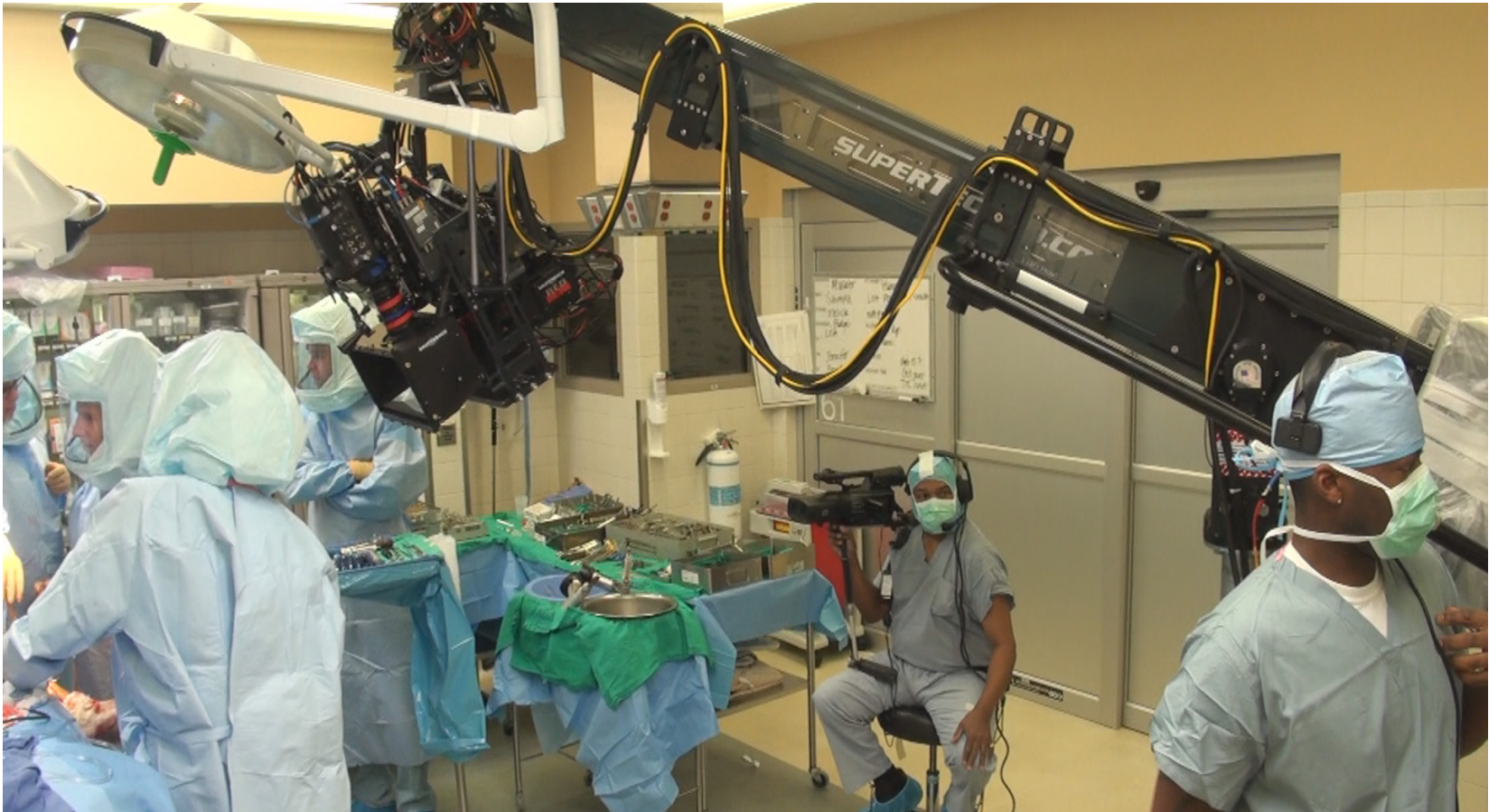

★ Pilot Study   ★ Impact Evaluation

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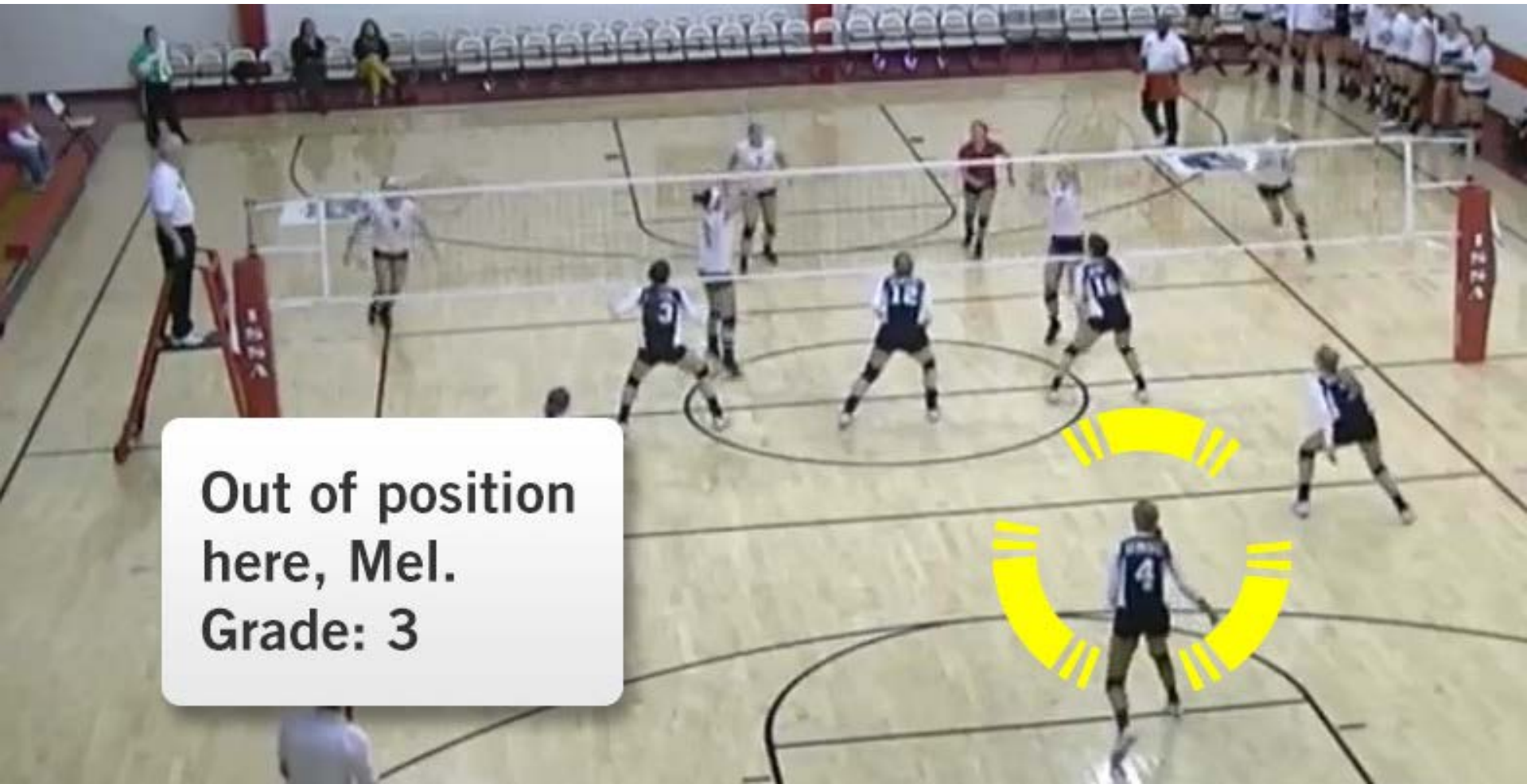# Agencies struggle to ensure reliable scores.

Videos may help improve reliability.

There isn't enough time to do the work.

Videos may help improve time-use.

Delivering quality feedback is not easy to scale.

Out of position here, Mel.
Grade: 3

Videos may help improve feedback quality.

Many agencies have a staff "buy-in" problem.

Video observations may increase approval.

Why is it called "Best Foot Forward"?

Best Foot Forward Philosophy

The most promising way to implement video observations for evaluation purposes is to **hand control of the camera over to teachers** and let them film and select what the observer scores.

What about the Dog and Pony Show?

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What did MET in Hillsborough show us?

Table 8

MEAN SCORES, SOURCES OF VARIANCE, AND RELIABILITY BY MODE OF OBSERVATION

	Mean Score	# of Ratings	FROM G-STUDY			Reliability of 1 Rating by 1 Observer
			S.D. of Teacher Effect	Correlation in Teacher Effect	SEM of a Single Observation	
BY TEACHER DISCRETION						
Teacher-chosen videos	2.530	558	0.242	1	0.320	0.365
Difference relative to teacher-chosen videos:						
Non-chosen videos	0.072	558	0.214	1	0.340	0.284

Higher average score   Higher variability   Preserves rankings between teachers   Higher reliability

How are we testing video's impact?

PHASE 1
Pilot
Study

PHASE 2
Randomized
Experiment

January – August 2013

September 2013 – August 2015

- What video setup works?
- What challenges will participants face?
- What benefits will participants experience?

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What do we want to know?

- Does digital video provide **more effective feedback** to teachers than in-person observations?

- Do video observations **predict** student achievement across different state tests and district/state contexts?

- Under what conditions does digital video become a **cost-effective** replacement for in-person observations?

- Do teachers and administrators **prefer** video observations?

How will we test our hypothesis?

Treatment Schools

- 3 administrator video observations replace required in-person observations

- 2 video observations from a virtual peer

Control Schools

- In-person observations, as usual
- Peer support, as usual

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What did we learn from teachers?

94% of teachers agreed that the watching their videos helped them identify their development areas.

88% of teachers said that **watching the videos of their lessons <u>will</u> change their practice.**

93% of teachers thought they put forward an **equal or more accurate version of their teaching using video**.

What will make or break video observations?

High quality audio
- Captures student voices
- Allows teacher mobility

High quality video
- Captures ~90% of class
- Captures board
- Captures student engagement
- Simple upload

Privacy and Security
- Video ownership
- Video access
- Refusing parents

Cost
- Equipment and storage

Study Year Technology
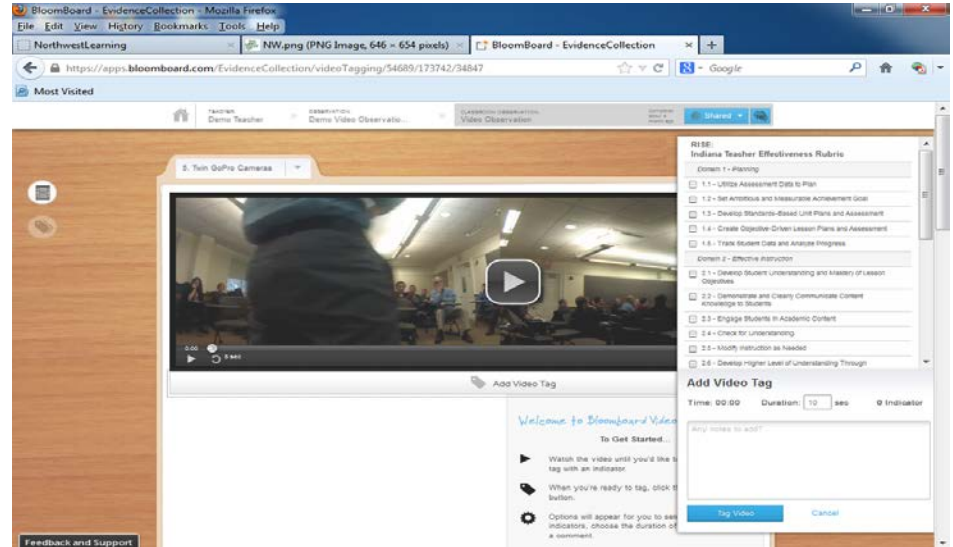
Questions?

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BloomBoard

The Power of Video-Based Feedback

Beyond the Numbers
Boston, MA
April 24, 2014

Giving feedback is hard.

Even if it is about strengths..

Rest assured that your recent accomplishments at work have gone largely unnoticed.

someecards

…and (especially) if it is around weaknesses.

Digital video-based feedback…

Flexible

Relevant

Objective

BloomBoard helps streamline the observation & evaluation process

So how does it work?

Possibilities & Challenges

Rapid adoption of online tools

"Unbundle" feedback

Technical realities

Time

Complex systems

What is next?

Want to learn more?

kathy.choi@bloomboard.com

BloomBoard

April 24, 2014

Introducing the align TLF Training platform

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS at a Glance

- 45,000 students

- 4,000 educators

- 123 schools

DCPS Theory of Action

Rigorous Academic Content
with a Focus on **Literacy**

Highly Effective
Educators

Engaged and Motivated
Students and Families
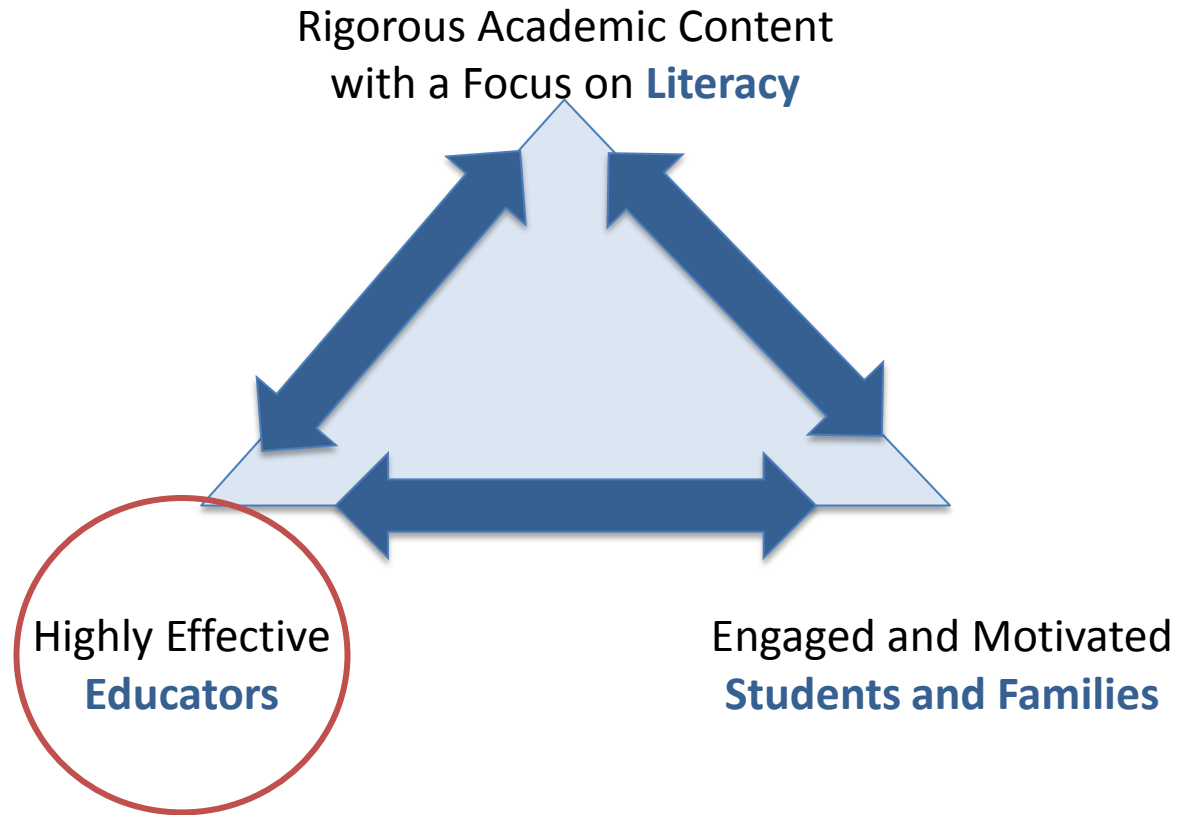
An Overview of IMPACT

Group 2 – General Education Teachers
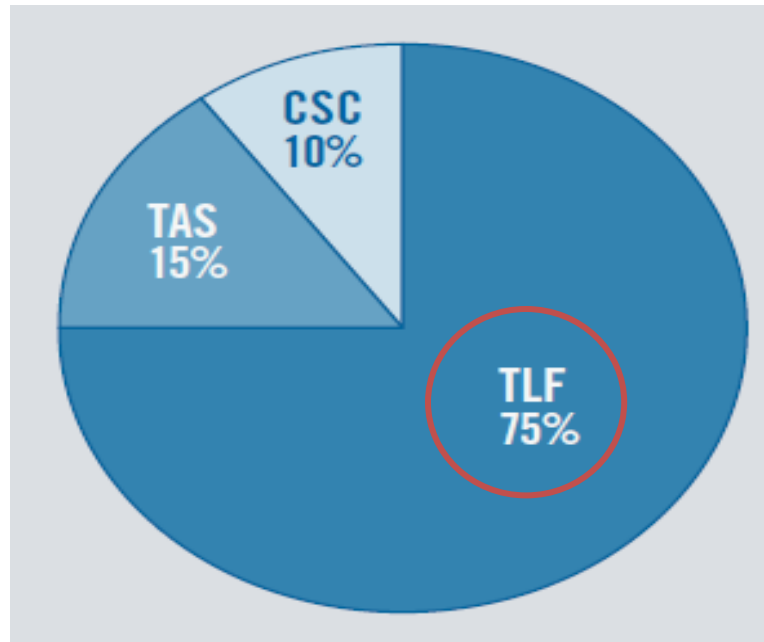
The Teaching and Learning Framework (TLF)

Execute aligned lessons that move all students toward mastery

- Teach 1: Lead well-organized, objective-driven lessons
- Teach 2: Explain content clearly
- Teach 3: Engage students at all learning levels in accessible and challenging work
- Teach 4: Provide students multiple ways to move toward mastery

Check progress and push understanding

- Teach 5: Check for understanding
- Teach 6: Respond to student understanding
- Teach 7: Develop higher-level understanding through effective questioning

Create a climate for learning

- Teach 8: Maximize instructional time
- Teach 9: Build a supportive, learning-focused classroom community

What is Effective Practice?

LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
TEACH 9	**BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY**		
Highly Effective *The following best describes what is observed:*	**Effective** *The following best describes what is observed:*	**Minimally Effective** *The following best describes what is observed:*	**Ineffective** *The following best describes what is observed:*
Students are invested in their work and value academic success. Students are also invested in the success of their peers. For example, students can be seen helping each other or showing interest in other students' work without prompting from the teacher.	Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.	Students are generally engaged in their work but are not highly invested in it. For example, students might spend some time off-task, ... reminders, or give up easily.	Students demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.	The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortab... the teacher for help, feel comfortable engaging in constr... with their classmates, and do not respond negatively when ... answers a question incorrectly.	The classroom environment is generally safe for students, such that students are willing to take on challenges and risk failure, but ... some exceptions. For example, while many students might ... challenges and not respond negatively when a peer ... incorrectly, some students might demonstrate reluctance or occasionally respond negatively when a classmate gives an incorrect answer.	The classroom environment is not safe for students, such that students are frequently unwilling to take on challenges and risk failure. For example, students might be reluctant to answer questions or take on challenging assignments, students might generally hesitate to ask the teacher for help even when they need it, or students might frequently discourage the work of their peers or criticize classmates who give incorrect answers.
Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.*			...acher or their peers. ...be clearly inattentive
The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. Students also give unsolicited praise or encouragement to their peers, when appropriate.			...behavior and good ...a few students.
The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions. There is also evidence that the teacher has strong, individualized relationships with some students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences.			...rt between the teacher ...teacher has a negative

Investment

Risk Taking

Respect

The classroom environment is safe for students, such that students are willing to take on challenges and risk failure.

Reinforcement

Rapport

Our Solution: The align TLF Training Platform

Video Forms the Core of the Platform

1 Snapshots

2 Training Clips

3 Calibration Clips

Convenient to view

All participants see the SAME instruction

Videos can be pre-screened and pre-scored

Example of a Snapshot

Snapshots Overview

1

Snapshots: Teaching the Rubric

- 30 seconds to 6 minutes long
- Used as exemplars to demonstrate what is being measured by the row

Training Clip Overview

2

Training Clips: Practice

- 6-12 minutes long
- Used for evidence collection and interpretation practice

Example of a Training Clip

Video Practice

(T at board, grid of Character/ Emotion or Choice/ Lesson)

How is Sophie feeling in this passage?

Click to Open Sample Evidence Script

« Back   Next »

Calibration Clip Overview

3

Calibration Clips: Assessment

- 30 minutes (required observation length)
- Ratable for all 9 standards
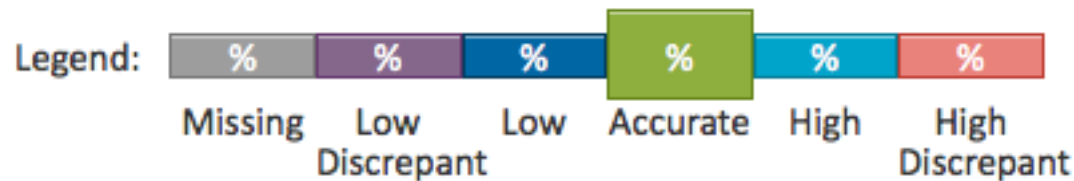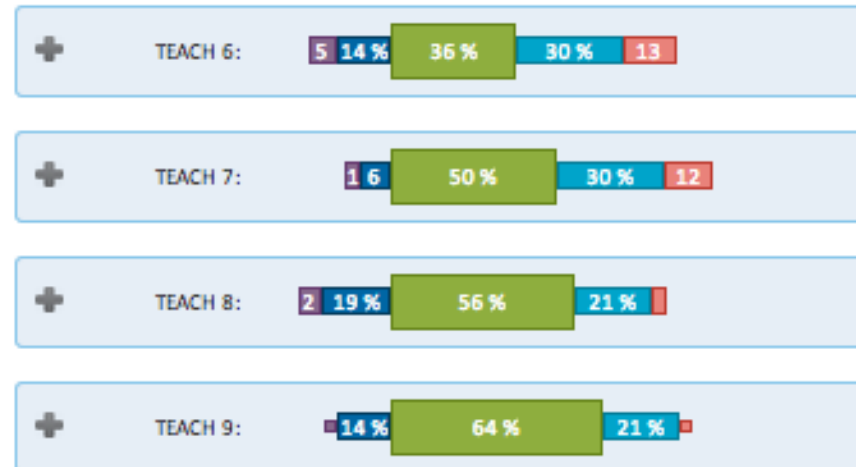- Used to determine assessment trends for individuals and groups

Anchor Rating Process

Anchor Score

Level 1	Level 2	Level 3	Level 4
Adjacent	Exact	Adjacent	Discrepant

Analyzing Assessment Trends

TEACH 1: 14% | 50% | 31% | 4

TEACH 2: 4 | 26% | 51% | 17%

TEACH 3: 26% | 45% | 22% | 5

TEACH 4: 5 | 23% | 33% | 28% | 8

TEACH 5: 7 | 34% | 35% | 22%

TEACH 6: 5 | 14% | 36% | 30% | 13

TEACH 7: 1 6 | 50% | 30% | 12

TEACH 8: 2 | 19% | 56% | 21%

TEACH 9: 14% | 64% | 21%

Legend: % (Missing) | % (Low Discrepant) | % (Low) | % (Accurate) | % (High) | % (High Discrepant)

A Filming Perspective

How do we ensure we have access to high quality videos?

Filming Overview

"Virtual Visits"

2-Dimensional Video Footage

Filming Team →

3-Dimensional Classroom Experience
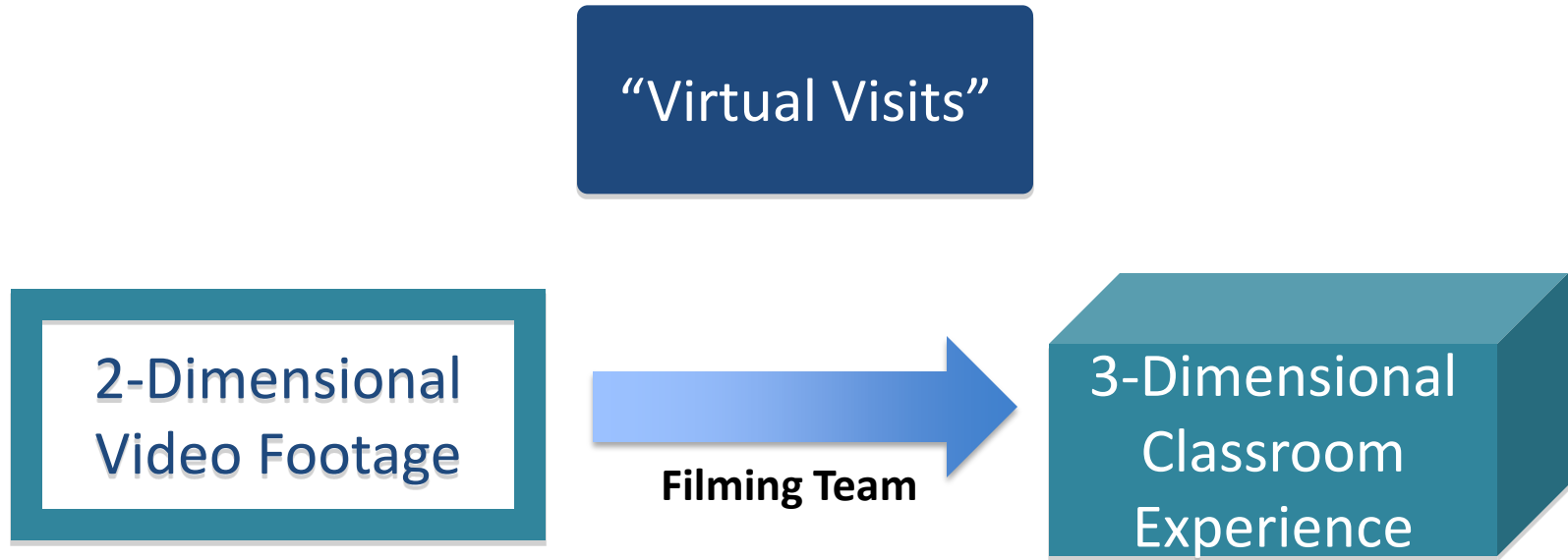
Ensure videos are both technically *and* instructionally sound.

Outsourcing v. In-House Video Footage

Measures of Effective Teaching

DCPS

A Tale of Two Sources

MET (Outsourced)	**DCPS (In-House)**
• Content/Grade restrictions	• Additional time and effort
• Less subjectivity in training	• Choice of content
• Technically sound	• More likely to see rubric connections
• Pre-bundled with artifacts and waivers	

Lesson Learned #1: Strategically Recruit and Prepare Teachers.

1. Recruit strong teachers.

2. Bank 3x the amount of teachers needed.

3. Hold face-to-face pre-filming conversations.

Lesson Learned #2: Authenticity Matters.

1. Document, do not disrupt.
   - Unobtrusive equipment
   - Multiple camera views
   - Artifact collection

2. Provide robust support rather than stage instruction.

Lesson Learned #3: Check for Quality.
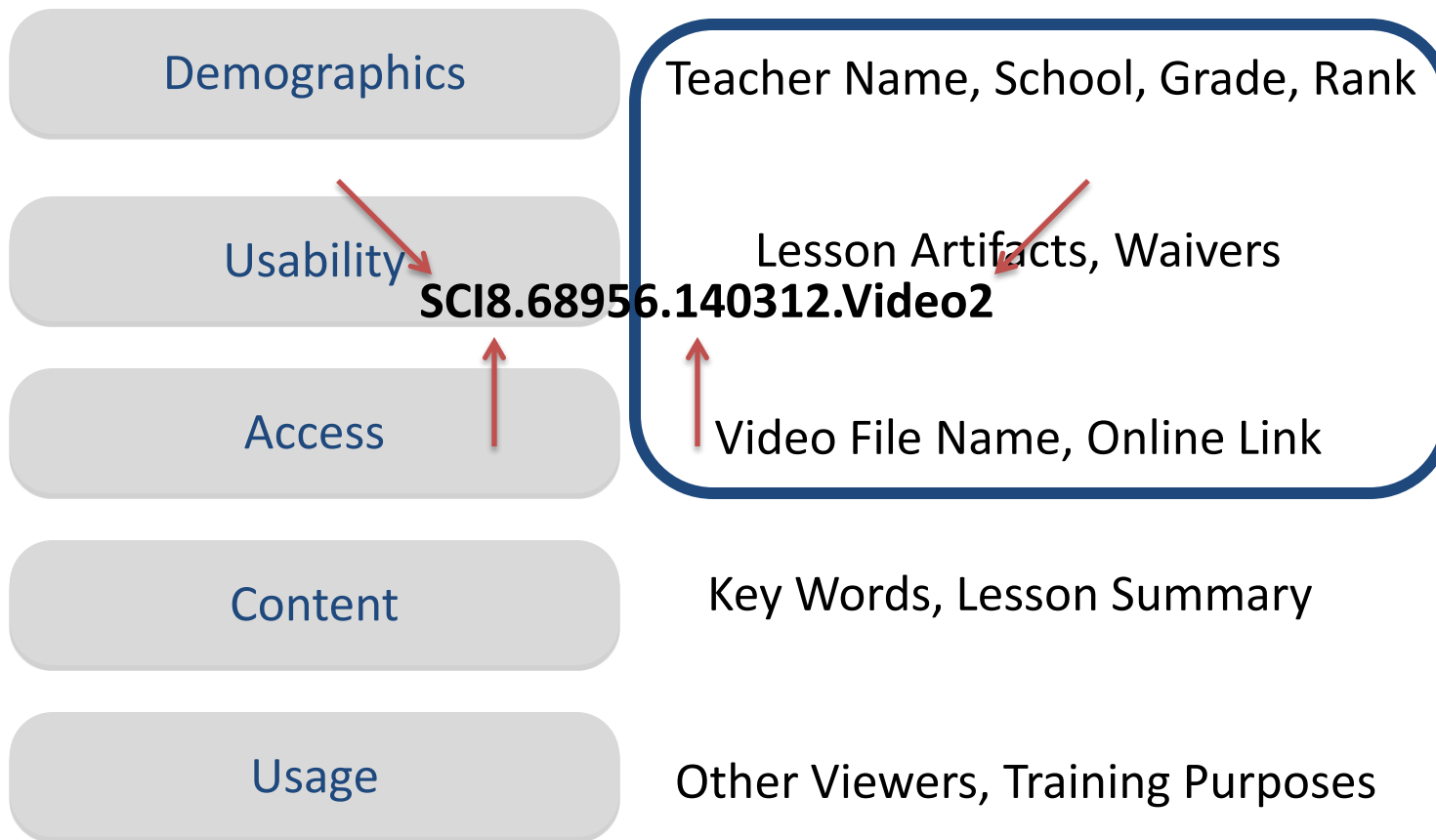
Can this clip be scored?

Is this clip viewer ready?

Ways to share videos: thereNow, Vimeo, YouTube, Google Drive, evaluator platform

Lesson Learned #4: Centralize Access and Track Usage.

Demographics — Teacher Name, School, Grade, Rank

Usability — Lesson Artifacts, Waivers

SCI8.68956.140312.Video2

Access — Video File Name, Online Link

Content — Key Words, Lesson Summary

Usage — Other Viewers, Training Purposes

Evolve and Empower.

Coolidge Senior High School
12th Grade ELA
Highly Effective

Additional Questions?

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