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of Glasgow

Reliability and consistency in judging new teacher practices – why does it matter?

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SES

*Society for
Educational
Studies*



LEEDS
BECKETT
UNIVERSITY



AACTE
AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION

... of ... explain ... why ...
... of ... ideas ... (points) ... need?
... of ... how ... if any
... of ... time ... about ... way
... of
... (Clinton) ... using ... part ... part of ...
...
... understand Clinton ... now ... and ... her ...
... now ... and ... connect ... to other ... parts of the ...
... and ... not ... we read? ... of ... or ...
...
...
... and ... Writing on ...
... Summary

I Pick up Writing Calendar
Belligerent
Ugly
Gestures/Gaunts of

SCHOOL
IMPROVEMENT
NETWORK



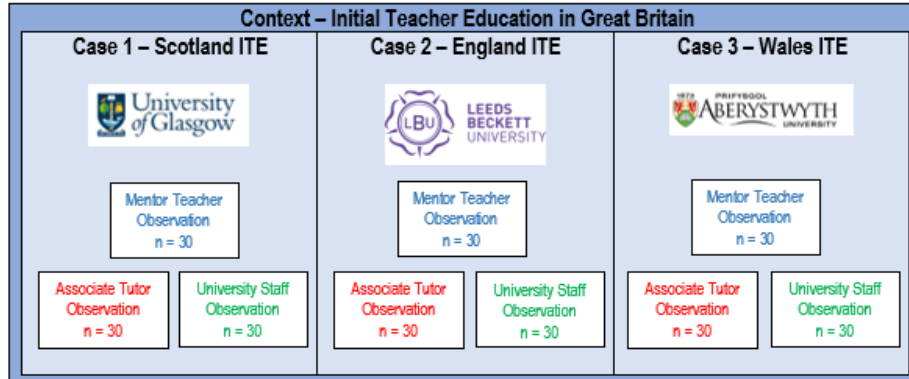
Objectives

1. Develop a deeper understanding of factors which have a possible impact on observation of teaching practice
2. Define how mentors make judgments to support novice teachers and the efficacy of these judgments
3. Consider how observations of practice might be conducted to ensure judgments are balanced and account for impacting factors

Policy Analysis



Systematic Literature Review



Focus Groups



Delphi Panel



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Reader in Education



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Reader in Education



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Head of Teacher Education



Dr Rachel Lofthouse
Professor of Teacher Education

Research Questions

RQ1 What is the nature of shared judgement, consensus, and dissensus of observed teaching effectiveness amongst university staff, associate tutors, and school-based mentor teachers from partner ITE programmes?

RQ2 How might enhanced reliability of professional judgement foster greater collaboration between schools and universities?

RQ3 How are the roles of university-based and school-based teacher educators in judging teaching effectiveness in ITE shaped by power dynamics?



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2019



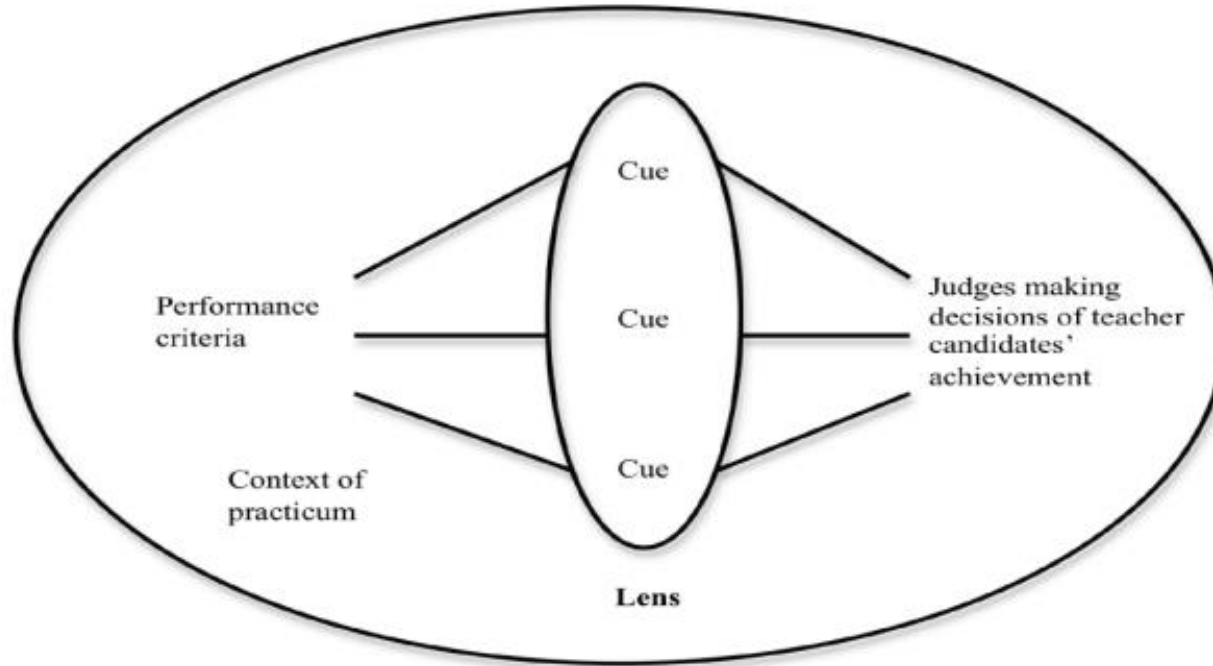
Global Framework of Professional Teaching Standards

Jointly developed by
Education International and UNESCO



Education International
International des Enseignants
International der Lehrkräfte
IE@unionsolidarism

*“Teacher professionalism
is not negotiable.
Just as we would never
want unqualified surgeons
operating on our children,
we do not want our young
people to be taught by
unqualified teachers.”*



**Figure 1. The Lens Model in Social Judgment Theory (Haig et al., 2013)
(Cooksey, 1996)**

Emerging Findings



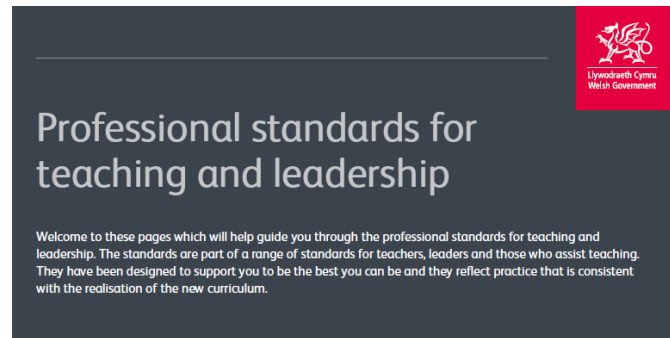
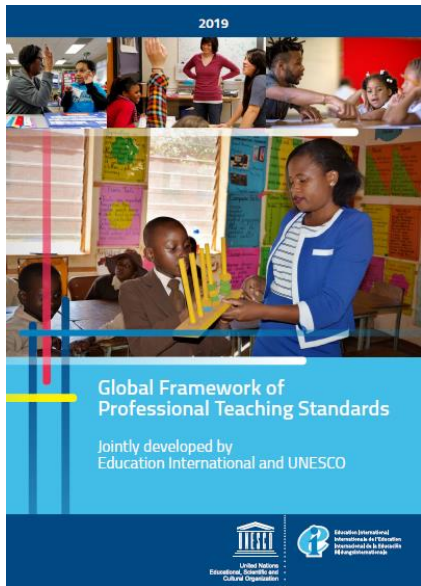
Teaching standards comparative
policy analysis



Systematic literature review



Video observation and
questionnaire (university-based
teacher educators in Scotland)

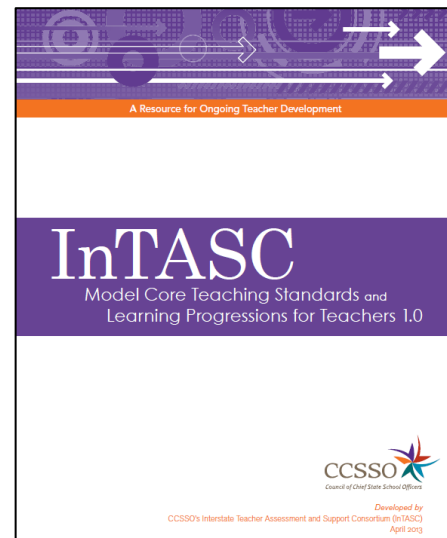



Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.



Professional Standards

Calibrated against the UNESCO standards to support standardisation.

- Standards clearly reflected the policy and political values of each jurisdiction 3 out of 4 jurisdictions have standards that take into account progression in skills and experiences and have different standards for different phases of a teacher's development
- Language used in different jurisdictions varied from suggestions to fixed expectations of student teachers
- The reference to children in 3 out of 4 was *learners* (with the learners at the centre of the purpose of the standards). The other standards refer to learners as *pupils* (where the teacher's skills were the central purpose)

Gaps across jurisdiction were in the following areas;

- Research-informed teaching
- Continuous Professional Development
- Wellbeing
- Views of learners
- Working with parents
- Value of communities

PROFESSIONAL TEACHING STANDARDS CROSSWALK

UNESCO Global Framework	SCOTLAND	ENGLAND	WALES	InTASC
All Teachers	Standards for Provisional Registration (SPR)	“trainees working towards <u>QTS</u>; all teachers completing their statutory induction period (early career teachers [ECTs]); teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations”	Professional Standards for Teaching and Leadership (QTS)	All Teachers
I. Teaching Knowledge & Understanding II. Teaching Practice III. Teaching Relations	1. Being a Teacher in Scotland 2. Professional Knowledge & Understanding 3. Professional Skills and Abilities	Teaching Personal and professional conduct	Pedagogy (P) Professional learning (PL) Collaboration (C) Innovation (I) Leadership (L)	A. The Learner & Learning B. Content Knowledge C. Instructional Practices D. Professional Responsibilities
1. How students learn, and the particular <u>learning</u> , social, and development needs of their students (Domain 1)	3.2.2 Engage learner participation	2 Promote good progress and outcomes by pupils be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how <u>this impacts</u> on teaching • encourage pupils	P1 The teacher develops and demonstrates up-to-date theoretical knowledge and understanding as well as practical insight into how children and young people develop and learn. P4 The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs. P14 The teacher provides appropriate levels of challenge and expectations for the range of	Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Systematic Literature Review: Methodology

Aims

- To explore recent evidence related to nature of teacher judgement
- To map and analyse processes involved in judgement-making of teaching effectiveness

Search strategy

- 19 education-focused databases searches
- Limited by peer-reviewed articles written in English or Welsh language, published within the last 13 years
- Included studies that have aspect on teacher judgement within or outside of the UK

Results

- 601 studies were identified as an initial sample after 31 exact duplicates being removed (632 in total)
- 555 were excluded as a result of abstract screening
- 46 publications were identified for the initial round of inclusion.
- 45 studies were included as a result of full text review

How judgement made across globe: characteristics and implementations of 14 evaluation tools in ITE and new teacher contexts

Foundational information	Evaluation approaches	Tool properties	Implementation
Developer	Purpose	Tool type	Result use
Grounded on	Rater	Dimensions	Quality assurance
	Method	Psychometric properties	Rater training
			Interrater agreement

Key findings: What we know?

Evaluation Use

- Educative engagement with evaluation is diminished by gatekeeping purposes
- Success in evaluations may turn into the primary goal
- Midpoint evaluation for candidate's growth conditioned by availability of support and feedback
- Self-assessment is useful in long term, self-reflective practicing teachers
- Relationship between candidate success in evaluations and future teaching quality is still a question, with some suggesting a lack of alignment in diverse teacher workforces
- Raters become more likely to identify their own indicators when dissatisfied with tool reliability and validity

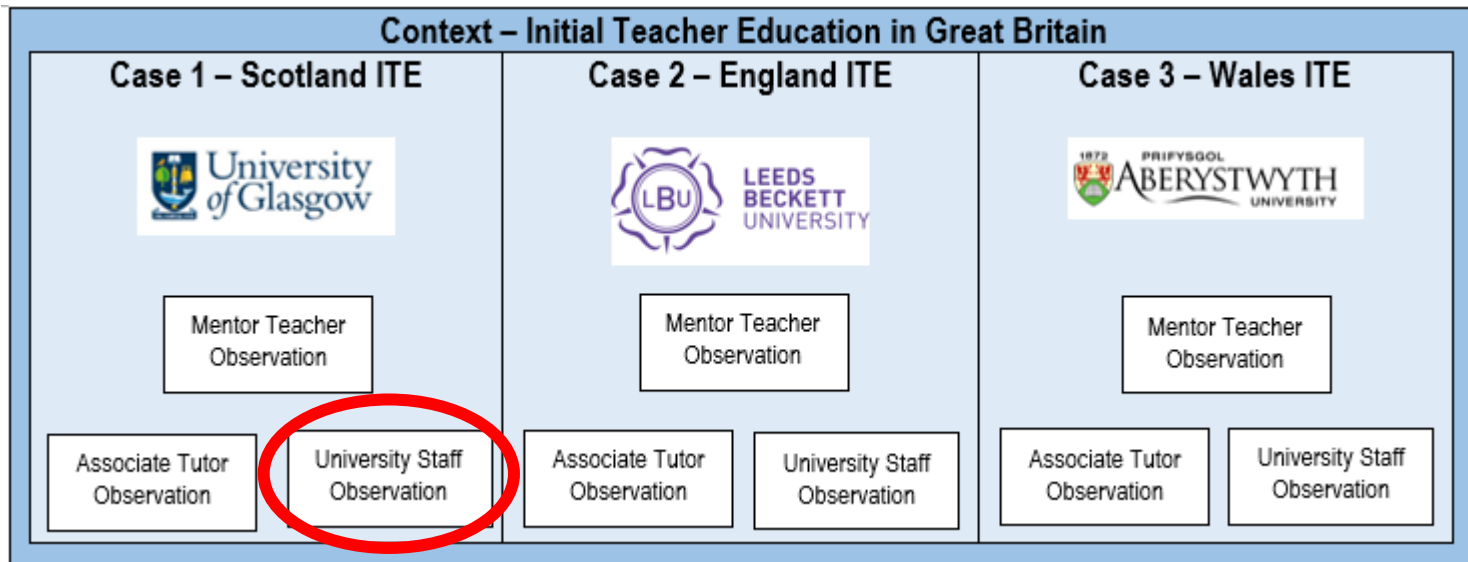
Key findings: What we know?

Reliability of Judgement

- ❑ Assessors use different reasoning strategies, no matter how standardised (i.e., personal judgment)
 - rater characteristics influence judgement (i.e., cognitive skills, social dimensions, expertise)
 - task demands influence judgement (i.e., rubric descriptions, writing based portfolios)
 - evaluatees characteristics influence judgement (i.e., agreeability)

- ❑ How to generate consistent ratings?
 - Standardisation of sources, scoring, and criteria
 - Training for a shared understanding
 - Multiple raters to mediate judgement of one raters over others
 - Multiple measure to enhance quality of information coming from single measures

Emergent Findings – Video Observation & Questionnaire

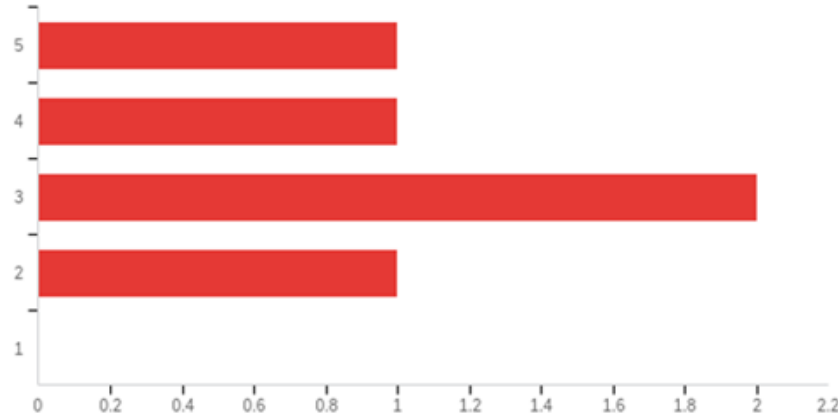




Video Observation Questionnaire



Q8 - 8. What is your overall judgement of the teaching demonstrated in the video where (5) is Highly Effective and (1) is Unsatisfactory?



Teacher educator judgements on seven elements of observable practices of UNESCO professional teaching standards

	5	4	3	2	1	Mean
	<i>N</i> = 6					
Learners	0	3	1	2	1	2.9
Content	0	2	3	0	1	3.0
Research	0	2	2	1	1	2.8
Planning & Preparation	1	1	3	0	1	4.0
Instructional Strategies	0	1	2	1	1	2.6
Learning Environment*	2	1	0	2	0	3.6
Assessment	0	2	1	1	1	2.8
Overall Rating	1	1	2	1	0	3.4

Note. Questionnaire items 1-9 where 5 = highly effective and 1 = unsatisfactory

<i>Classroom cue utilization</i>	<i>Suggestions for lesson improvement</i>	<i>Using internal expectation criteria</i>	<i>No identified strategy</i>
Professional judgment		Personal judgment	Indeterminate judgement
Observed teacher action (8) - (positive and negative) Multiple examples as evidence to support as rationale (6) Observed pupil action (6) Physical environment cues (4) Learning materials (4) Context cues (3) Pupil learning (3) Teacher and pupil interaction (3)	Lesson improvement (8)	Internal criteria (3)	Unable to explain (3) Need more to make judgement (2) None (2)



Context – Initial Teacher Education in Great Britain

Case 1 – Scotland ITE



Mentor Teacher
Observation

Associate Tutor
Observation

University Staff
Observation

Case 2 – England ITE



Mentor Teacher
Observation

Associate Tutor
Observation

University Staff
Observation

Case 3 – Wales ITE



Mentor Teacher
Observation

Associate Tutor
Observation

University Staff
Observation

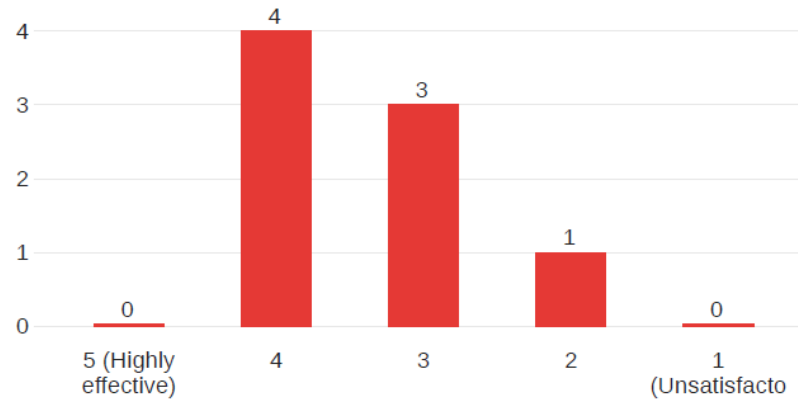


Video Observation Questionnaire – Mentor Teachers



Q8_1 - Final overall rating

8 Responses



Mentor teacher judgements on seven elements of observable practices of UNESCO professional teaching standards

	5	4	3	2	1	Mean
	<i>N</i> = 8					
Learners	0	3	4	1	0	3.25
Content	0	6	1	1	0	3.63
Research*	1	2	4	1	0	3.38
Planning & Preparation	1	5	1	1	0	3.75
Instructional Strategies	0	1	3	4	0	2.63
Learning Environment	3	4	1	0	0	4.25
Assessment	0	4	3	1	0	3.38
Overall Rating	0	4	3	1	0	3.38

Note. Questionnaire items 1-9 where 5 = highly effective and 1 = unsatisfactory

<i>Classroom cue utilization</i>	<i>Suggestions for lesson improvement</i>	<i>Using internal expectation criteria</i>	<i>No identified strategy</i>
Professional judgment		Personal judgment	Indeterminate judgement
Observed teacher actions (34) Observed pupil actions (23) Teacher and pupil interaction (12) dynamics Context cues (12) (e.g., board) Multiple examples as evidence to support as rationale (11) Learning materials (10) Physical environment cues (7) Pupil learning (2) Results of formative assessment	Lesson improvement (27) Observed omissions (14)	Internal criteria (6)	Need more to make judgement (5) Uncertainty (2)



Possible reasons for inconsistencies



Evaluator centred factors



Student teacher centred factors



Aspects of the teaching observation



Processes



Improving consistency of judgements



Preparation before making
a judgement

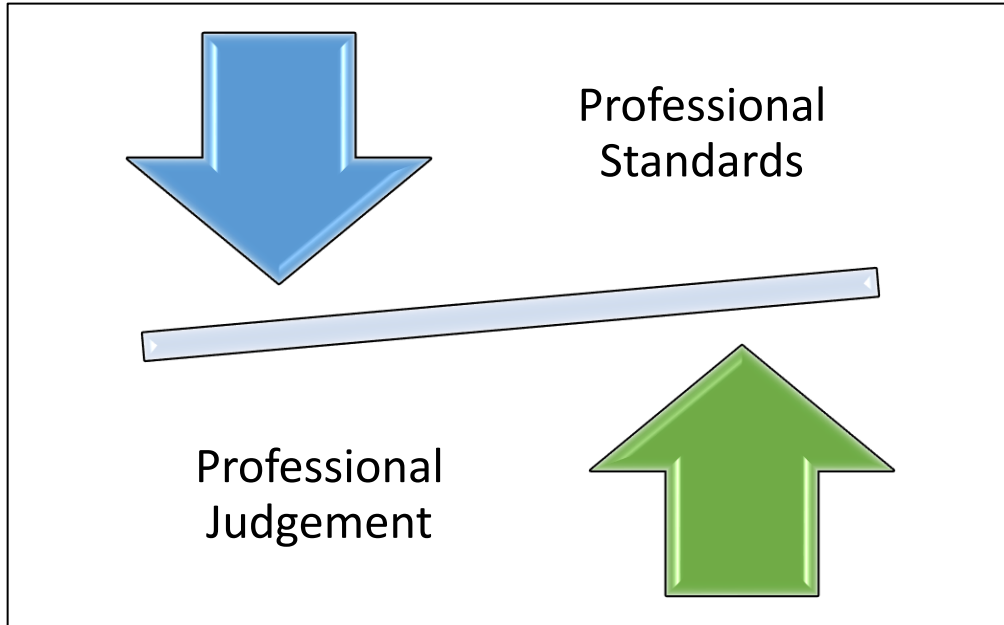


Understanding why the
judgements is being made,
what is being judged, the
criteria for success



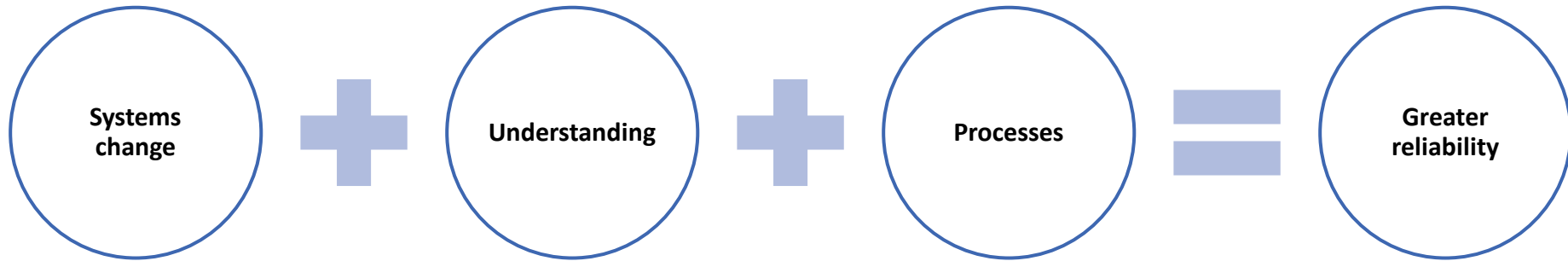
How the outcome is
captured and
communicated

Judging teaching effectiveness?



"...both of those words in professional judgment [and professional standards], are quite important, but neither of them carries the full implications of an inescapable subjectivity, is necessarily going to be part of that judgment. Because we're not machines...we don't function on reductive algorithms. We don't just think with logic, we respond with our head and our heart."

How might schools and universities work together to gain greater reliability in evaluating teaching effectiveness?



Why does it matter that judgements of teaching effectiveness are consistent and reliable?



Fairness



Standards in education can be undermined

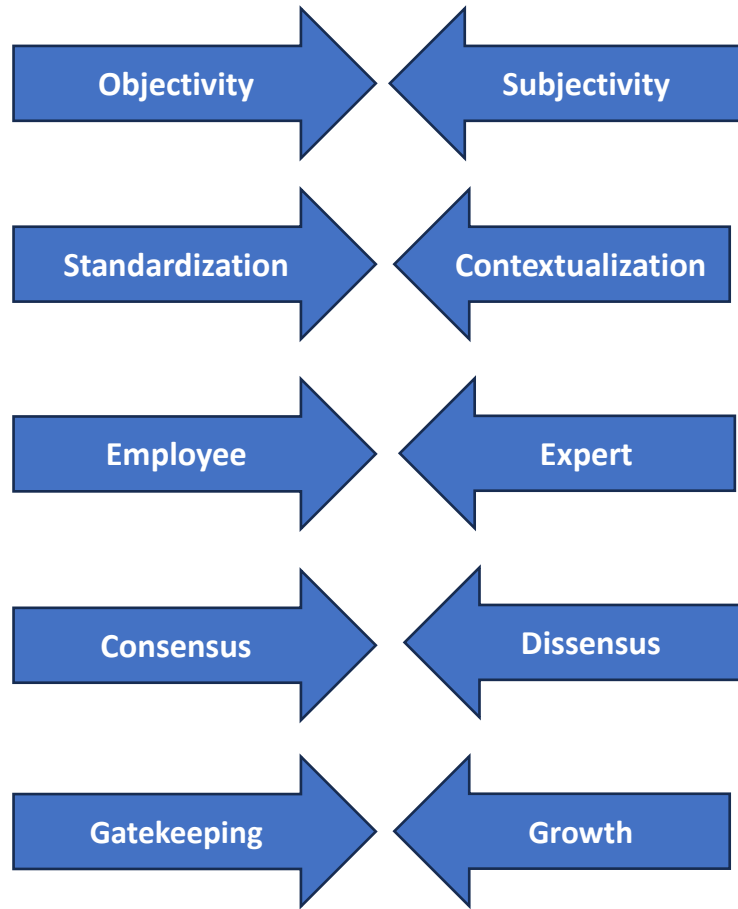


Implications of the results

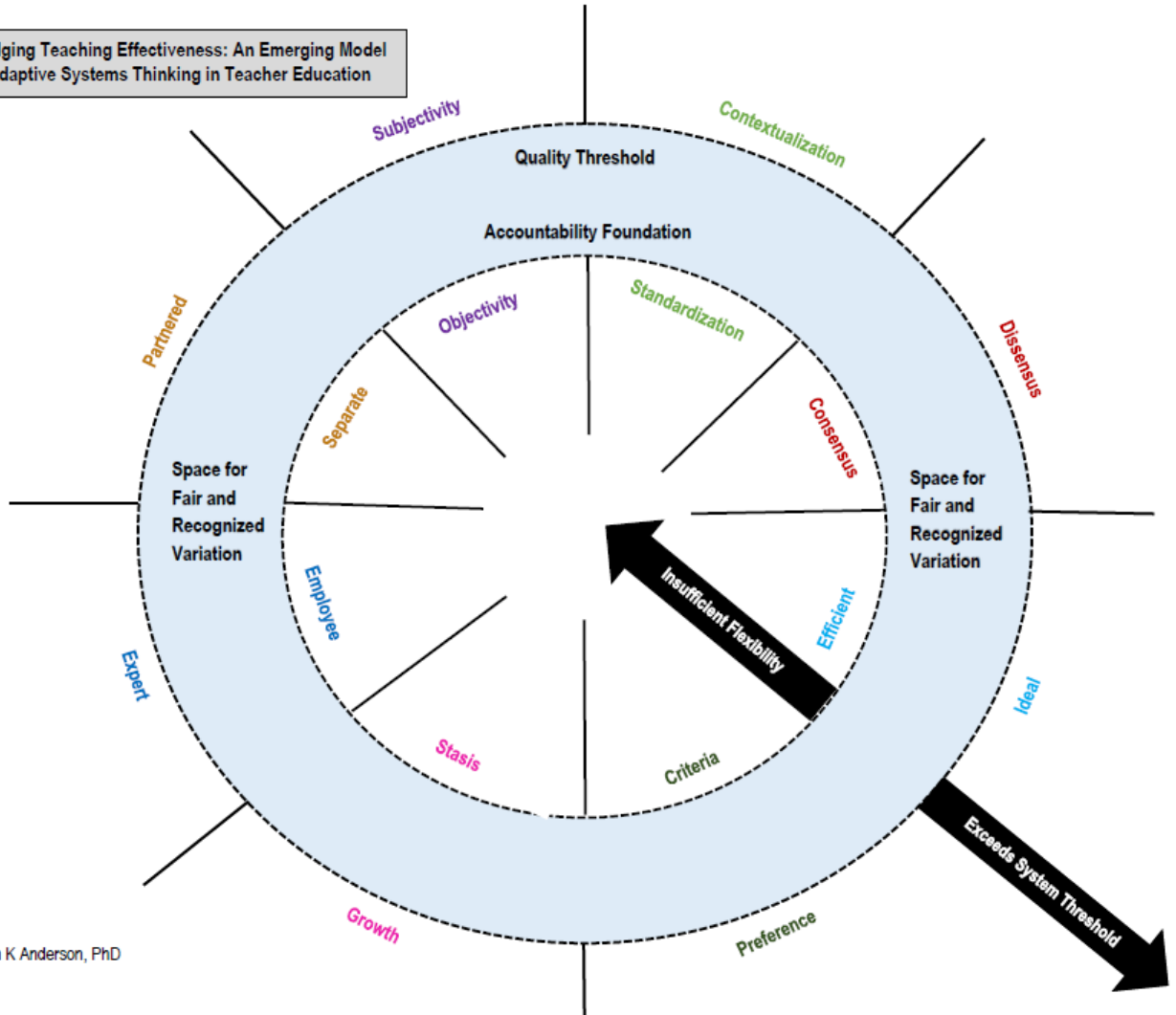


Setting a minimum level of competency

An Emerging Duplexity



Duplexity of Judging Teaching Effectiveness: An Emerging Model of Dynamic, Adaptive Systems Thinking in Teacher Education



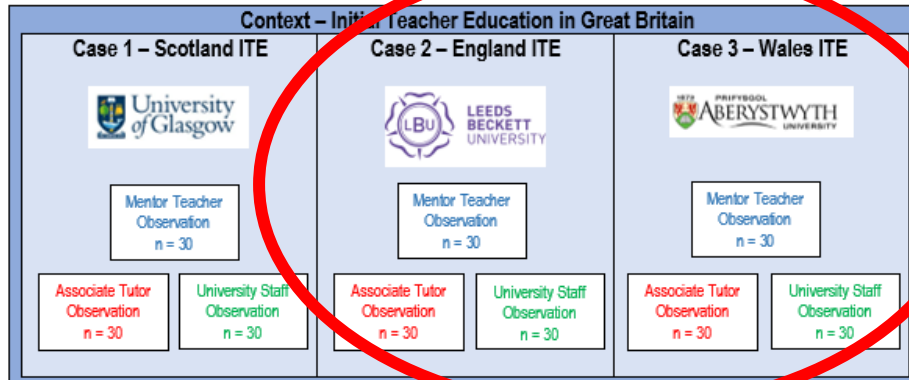


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