Avoiding the Emperor's Clothing Syndrome:

Inter-Rater Agreement (IRA)

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leadership and support for student learning

Holistically

Goal: Common Frame of Reference

- Increased student growth

- Common lens: Is this good teaching?

  How do we know?

- Evaluation has brought this to the forefront, but IRA translates into <u>all</u> areas

- No ONE answer to all of this – Personalize to local needs/culture

Today's Time Together

I. Awareness/Importance

II. Pragmatics/Considerations

III. Getting started at home

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Why Is This Important?

- Provides common understanding: defines goals/desires
- Accurate data
    - ➤ **ACCOUNTABILITY/REFORM**
- Fairness across the board
- Proper feedback → leads to professional learning
- Legally defensible
- Public scrutiny

First Things First

Interrater Reliability and Agreement: What Are They?

Definitions

Inter-rater reliability is the relative similarity between two or more sets of ratings.

Teacher	Rater 1	Rater 2
Teacher A — Lowest	1	2
Teacher B	2	3
Teacher C	3	4
Teacher D — Highest	4	5
Interrater reliability	Perfect reliability on the relative performance of the teachers!	

+1   +1

Low Agreement, High Reliability

(Relative order of skill)

First Things First

Interrater Reliability and Agreement: What Are They?

Definitions

Interrater agreement is the degree to which two raters using the same scale give the same rating in identical situations.

Teacher	Rater 1	Rater 2
Teacher A	1	1
Teacher B	2	2
Teacher C	3	3
Teacher D	4	4
Interrater agreement	Perfect agreement on the relative performance of the teachers!	

High Agreement,
High Reliability

(A 3 is a 3)

IRA Statistical Goal

Seeking 75% agreement with no ratings more than a level apart

Overarching Important Thoughts

- Need for mutual understanding – agreed upon external criteria to assess something
  - ➢ Observations, artifact review, units of study, processes, program development, etc…
- Calibration matters: Looking for accuracy and consistency
  - ➢ Length of observations, rubrics may need to be personalized to situation (subject, issue, etc…)
- Words matter
  - ➢ "Frequently" "Occasionally" "Effective Practice"
- Protocol of observations
  - ➢ Live and artifacts

Pragmatics/Considerations

Quality of training/Experience of Trainer (knowledge and credibility)

Experience of participants

Fidelity

Examples used for training

Bias exists

Number of categories of observation - "Less is more"

Degree of innovation (familiarity)

Single vs. multiple observations

Professional judgment

Re-calibration is imperative

Getting Started At Home

Goal → Create approach at home with a training cycle and a guidebook

1. Getting your bearings
2. Developing a training cycle
3. Developing a guidebook

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Getting Your Bearings

1. Start with one/two issues: Pilot approach
   - Real need → ex. choosing a text series
   - Get a win
2. Review current issue/goal/vision/needs
3. Review current practices/instrumentation
   - Rubrics
   - Protocol
   - Training

Developing a Training Cycle

Essentials:

- Terms
→ "Demonstrates" "Frequently"
- Process
→ Cycle, steps in the process

Step By Step

1. Initial training: goals/terms

   "Frame-of-Reference Training Outline"

1. Calibration of the players

   Videos, examples

3. Review of the system
4. Adjustments (if needed)
5. Implementation
6. Evaluate/reflect/adjust
7. Re-calibrate…

Developing a Guidebook

- Definitions: Frame of reference/common understanding
- Examples and rubrics
  - ➢ Possible issues: D.I. PTCs, lunch line…
- Exemplars
- Videos (master coded): leads to high level of agreement
- Artifact examples
- Training protocol (lesson plan for adults)

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Test Run

Issue: Fire Drill

1. Goal?

2. Key terms?

3. Current practice?

4. Desired result?

5. Steps to follow…

Training of Staff with Fire Drill

1. Calibration of staff: Goal/terminology
2. Smell test
3. Adjust as needed
4. Implement
5. Reflect/evaluate/adjust
6. Re-calibrate

Final Thoughts

- Imperative for all players to have a common understanding

- Start with the end in mind

- Build a plan to reach that goal, making sure ALL facets are clearly communicated

- Involve others – Leadership team

- Questions?