

Teacher Evaluation Rubric Properties and Associations with School Characteristics: Evidence from the Texas Evaluation System

Valeriy Lazarev; Denis Newman; Thanh Nguyen (Presented April 17, 2018 at the annual meeting of the American Educational Research Association)

Background

- Findings from prior studies of teacher evaluation systems:
 - Ratings often cluster around the middle or high end of scales.
 - Ratings are susceptible to biases.
 - Information was insufficient to support teacher development.
- Texas identified teacher effectiveness and evaluation as a high priority education policy focus.
- The Texas Teacher Evaluation and Support System (T-TESS) was piloted in 2014/15, with plans for refining the system in 2015/16 and conducting a state rollout in 2016/17.

The T-TESS Rubric

16 dimensions
organized into
4 domains

5 performance levels

Domain 1: Planning

- 1.1 Standards Alignment
- 1.2 Data Assessment
- 1.3 Knowledge of Students
- 1.4 Activities

Domain 2: Instruction

- 2.1 Achieving Expectations
- 2.2 Content Knowledge
- 2.3 Communication
- 2.4 Differentiation
- 2.5 Monitor and Adjust

Domain 3: Learning Environment

- 3.1 Classroom Environment
- 3.2 Student Behavior
- 3.3 Classroom Culture

Domain 4: Professional Practices and Responsibilities

- 4.1 Demeanor and Ethics
- 4.2 Goal Setting
- 4.3 Professional Development
- 4.4 Community Involvement

Distinguished

Accomplished

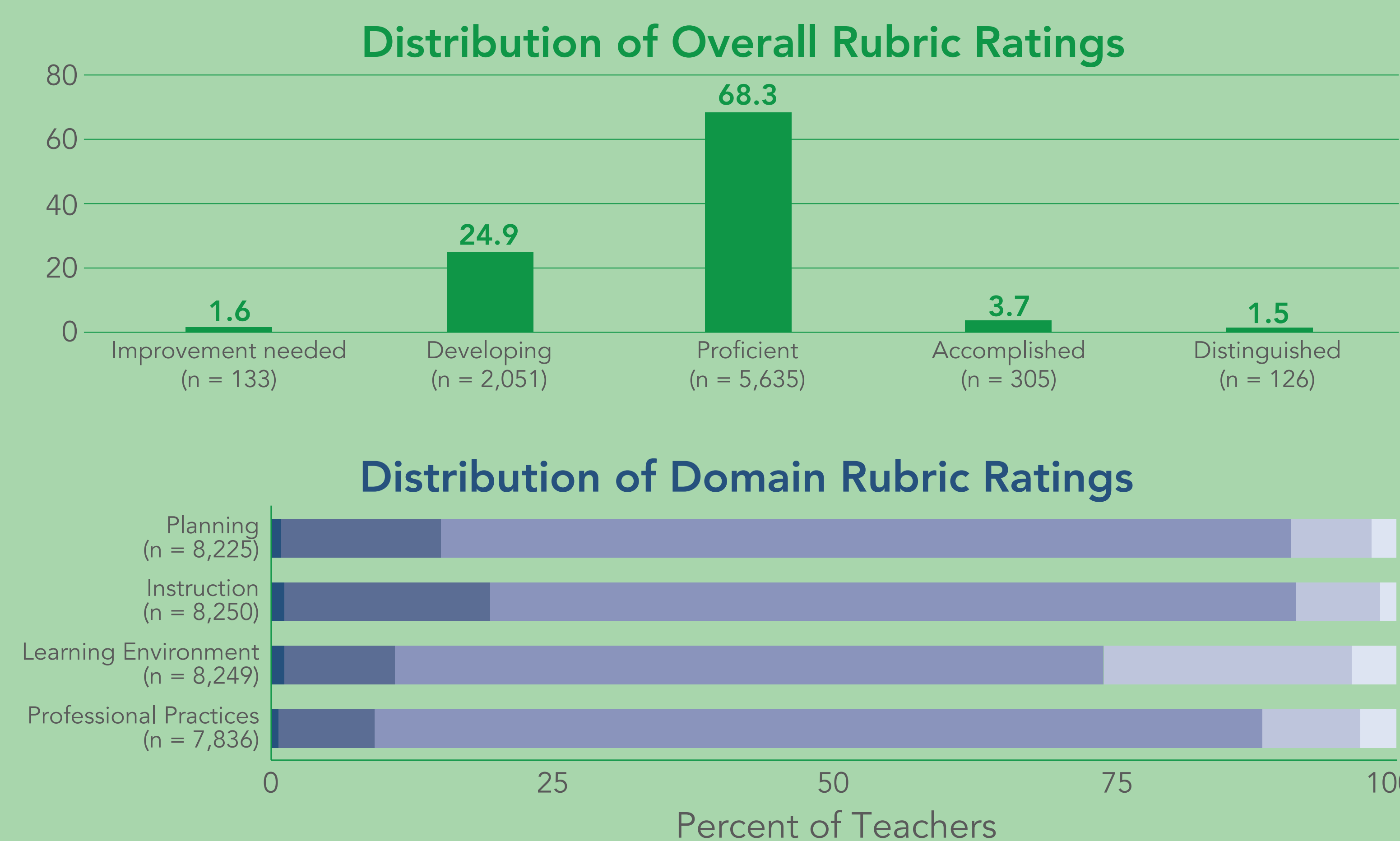
Proficient

Developing

Improvement needed

Research Question 1. To what extent do T-TESS rubric ratings differentiate teacher performance?

The findings suggest that the T-TESS rubric differentiated teacher performance, showing the potential to provide more meaningful feedback that can support targeted PD.



Implication: The distribution of ratings may help inform teacher support strategies.

Research Question 3. To what extent is the T-TESS rubric efficient?



T-TESS dimensions' uniqueness values varied in a narrow range of 0.33 to 0.51.

The T-TESS rubric is efficient; no clear indication that any of the dimensions could have been redundant; each dimension makes a unique contribution to a teacher's overall rating.

Implication: Future research could examine the practicality and feasibility of continuing to administer the rubric in its entirety and the burden that doing so places on the rater.

Research Question 2. To what extent is the T-TESS rubric internally consistent?

The T-TESS rubric is internally consistent at both the domain and dimension levels. All correlations are positive, suggesting that none of the domains or dimensions stands out as unrelated or contradictory to the rest of the rubric.

Correlations between Domain Ratings on the T-TESS Rubric 2014/15

Domain	1. Planning	2. Instruction	3. Learning environment
1. Planning	-	-	-
2. Instruction	.72	-	-
3. Learning environment	.57	.62	-
4. Professional practices and responsibilities	.53	.50	.47

Implication: Further research could explore whether low correlations between each of the first three domains and the fourth is due to actual differences related to teacher effectiveness, to the rubric itself, or to how raters are trained to code dimensions and domains.

Research Question 4. To what extent are T-TESS rubric ratings associated with school characteristics?

Although relationships between overall ratings on the rubric from the 2014/15 Texas Teacher Evaluation and Support System pilot and some school characteristics are statistically significant, albeit small, the combination of school characteristics included in the analysis explains, at most, 8 percent of the variation in overall ratings.

Overall Ratings' Association with School Characteristics

Positive association	Negative association
Percentage of English language learner students (0.004)	Percentage of students eligible for the federal free/reduced-price lunch programs (-0.006)
Student count in thousands (0.125)	

Implication: There is little indication that these characteristics introduced bias in the evaluator's ratings.

Data

T-TESS Rubric

Ratings from the pilot implementation in 2014/15

51 Districts

School Characteristics

based on data publicly available on the Texas Academic Progress Report website for 2014/15

268 Schools

8250 Teachers

Methods

- Descriptive statistics** to explore the extent to which rubric ratings differentiate teacher effectiveness
- Correlations** to examine the rubric's internal consistency
- Examination of dimensions' **uniqueness values** to assess the rubric's efficiency
- Linear regression** to examine the relationship between rubric ratings and school characteristics

Limitations

- Data were collected during a pilot stage.
- The sample was limited (~5% of Texas school districts and 3% of Texas schools).
- The majority of teachers were observed only once.
- Relationships between ratings and school characteristics could be explored only at the school (rather than the class) level.

This poster was prepared under Contract 91990018C0002 by Regional Educational Laboratory Southwest, administered by American Institutes for Research. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.