Question 2.6.4 - Please describe what steps are being taken to ensure inter-rater reliability on those assessments that are embedded in specific courses.

The EPP is addressing the challenges of inter-rater reliability. Efforts to improve the overall fidelity of implementation will also improve inter-rater reliability on key assessment. Faculty training is critical to the successful administration of these assessments. In some program areas, faculty members meet in “course-alike” groups to discuss course objectives, activities and assessments. In others, scoring training is conducted during faculty meetings. Below are two examples of the EPP’s approach to improving inter-rater reliability.

edTPA

The edTPA is conducted during the teaching internship and is associated with the corresponding course and/or the associated seminar. The edTPA is locally evaluated by professional education faculty and select clinical faculty. All local evaluators must attend a six-hour workshop on the local evaluation protocol before they are allowed to evaluate an edTPA portfolio. These workshops are conducted in both the fall and spring semesters. During the workshop, prospective evaluators review sample portfolio work, locate evidence of the candidate’s level of performance, and assign a score of Emerging, Proficient or Advanced for each of the rubrics. The local evaluation process is demonstrated by a SCALE trained facilitator. Participants work in small groups in order to reach a consensus on scores. Participant scores are compared predetermined official scores. Differences between local and official scores are identified and discussed. To help support their work, participants are given access to the edTPA Online User Guide.

Professional education faculty and clinical faculty who have completed initial training are required to attend a “refresher” workshop every year. The three-hour workshop focuses on a particular aspect of the local evaluation protocol, providing participants with additional practice and a deeper understanding of the evaluation process. During the evaluation period, the edTPA coordinator sends out evaluation guidelines outlining the process of evaluating the edTPA along with a decision table to determine if the candidate’s work has met the requirements.

The College of Education has provided funds to have all edTPA portfolios officially scored by Pearson. The official scores are for informational purposes only and are not used to determine an intern’s final grade or recommendation for licensure. Once the official scores have been received, the Office of Assessment and Accreditation provides the edTPA liaisons (TPALs) with a comparison of local and official scores. TPALs and program coordinators use the report to identify those local evaluators who may need more instruction and/or practice with edTPA evaluation. The official scores also help the edTPA leadership team to determine the content of the refresher workshops.
Faculty who teach courses in which ISLES modules are embedded, have access to a number of resources to assist them with ISLES implementation, including the ISLES 3 assessment. In addition to the faculty guide, FAQ documents for faculty, clinical teachers and teacher candidates are located online at http://www.ecu.edu/cs-educ/TQP/elmid-sped_cur-reform.cfm. The ISLES coordinator sends regular updates via email to the designated ISLES facilitator in each program area. Programs conduct course-alike meetings with faculty to discuss ISLES implementation.