Early Educator Support, Licensure, and Professional Development (EESLPD) Office:
A Framework for Practice, Research, and Reliability

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Quality Assurance and Reliability

- The North Carolina Teacher Evaluation Process (NC TEP)

  - Performance evaluation instrument for all teachers of children in grades Pre-K – 12th

  - No set standard of interrater reliability among evaluators in NC who use the rubric as part of the TEP with educators (Mazurek, 2012).

Quality Assurance and Reliability

- Early Childhood Educators (ECEs) who have earned a Birth-Kindergarten (B – K) license are ***unique***.

Quality Assurance and Reliability

- High-quality, inclusive early childhood settings have benefits for typically developing children and children with disabilities and/or at-risk for DD (Gordon et al., 2013; Odom et al., 2005; Peisner-Feinberg, Schaaf, Hildebrandt, Pan, & Warnaar, 2015).

- Families and ECEs support high-quality inclusive programs, but barriers exist (Bailey, McWilliam, Buysse, and Wesley, 1998; Odom & McEvoy, 1990).

Quality Assurance and Reliability

- ECEs must be prepared at both **preservice** and **in-service** levels to work with children and families in inclusive settings:

    - NC's B – K teacher education programs focus on a collaborative and inclusive approach for supporting teachers (e.g., child development, ECE, ECSE) (Myers, Griffin, Telekei, Taylor, & Wheeler, 1998).

Quality Assurance and Reliability

- ECEs must have a broad knowledge base for working with children in inclusive Pre – K programs.

    - Program standards and recommended practices in fields of ECE and Early Childhood Special Education (ECSE) (e.g., DEC, NAEYC) = Standard III

Quality Assurance and Reliability

- EESLPD Office Mentors and Evaluators…

  - Have expertise in fields of Early Childhood Education and Early Childhood Special Education (ECSE).

  - Help support ECEs who work with children and families in nonpublic, inclusive classrooms.

Quality Assurance and Reliability

- EESLPD Office Mentors and Evaluators…

  - Understand the Guiding Principles that serve as the *foundation* for the supportive coaching model provided to ECEs as part of the NC Teacher Evaluation Process.

The EESLPD Office's Guiding Principles

- 1. Teachers must be respected as adult learners.

- 2. Teachers progress through developmental stages.

- 3. Individualized, strengths-based coaching supports encourages the use of effective high-quality practices.

Guiding Principles (cont.)

- 4. Trusting relationships are fundamental to building an effective team (teacher, site administrator, mentor, evaluator).

- 5. Fostering reflective practice is essential to effective teaching.

- 6. Research indicates that the teacher is the most crucial factor in the classroom for predicting child success.

Quality Assurance and Reliability

- Teachers may benefit from the support of coaches and mentors by changing their teaching practices and applying evidence-based practices (Hsieh, Hemmeter, MCollum, & Otrosky, 2009; Knight & Wiseman, 2005; Kretlow & Bartholomew, 2010; Kretlow, Wood, & Cooke, 2011; Sibley, Lawrence, & Lambert, 2010).

    - NC TEP ➡ Evidence-Based Practices (EBPs)

Quality Assurance and Reliability

- The EESLPD Office's guiding principles serve as the foundation for the work we do with ECEs who hold a B-K license with its *unique* features.

- Each *principle* has a strong structural component to support the EESLPD Office Coaching Framework.
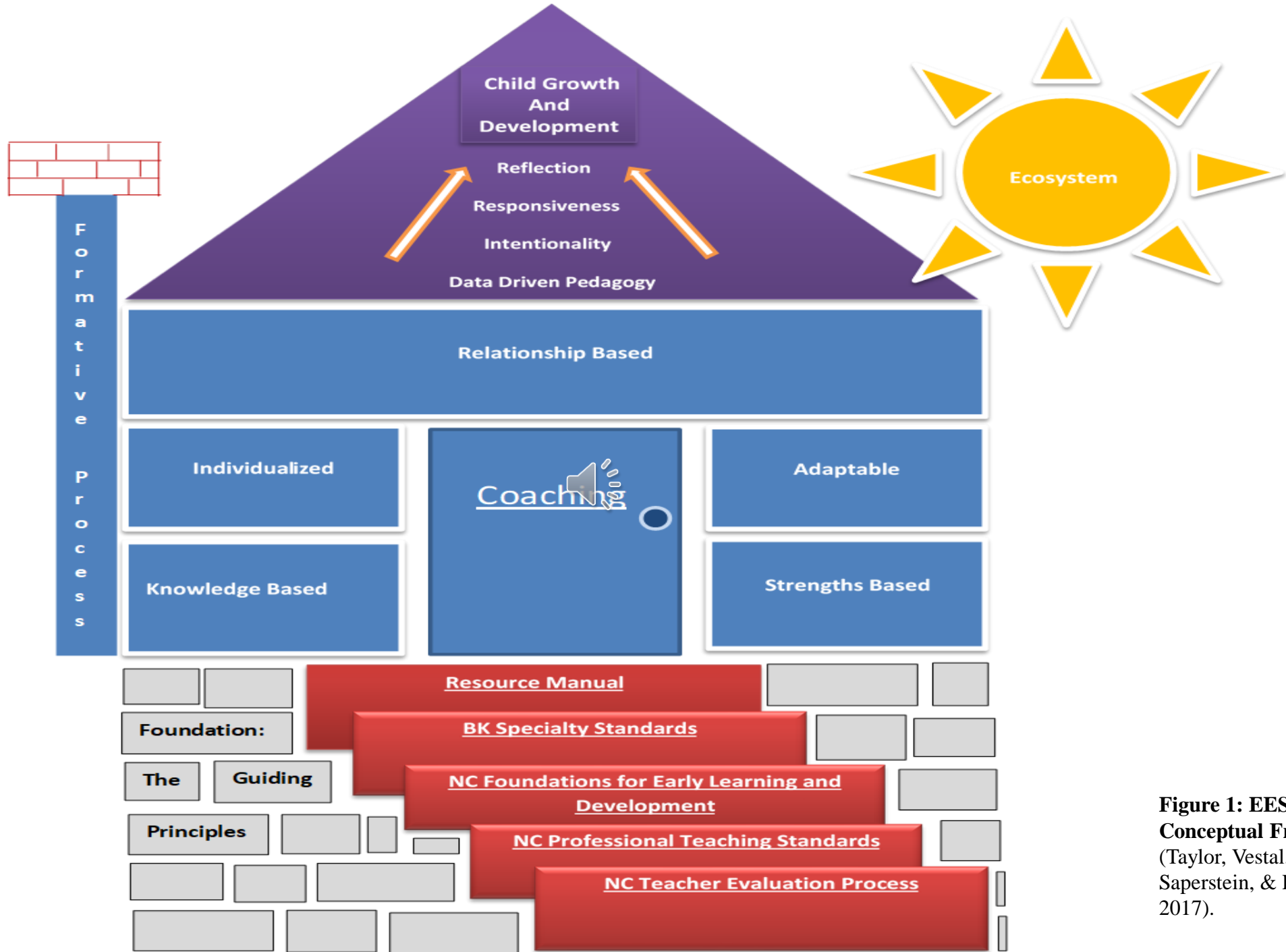
  - Grounded in research

Figure 1: EESLPD Conceptual Framework (Taylor, Vestal, Stafford, Saperstein, & Lambert, 2017).

Research Study

- A qualitative research study, with a quantitative component was conducted during the 2018-2019 school year.

  - A qualitative reanalysis of 2017-2018 teacher survey data.

  - Individual interviews and a focus group.

  - A cross-sectional reanalysis of NCEES summative evaluation data collected over a 3-year period (e.g., 2015-2016, 2016-2017, 2017-2018)

Research Questions

- 1. In what areas of the rubric used during the NC TEP (e.g. standards, elements) are ECEs making progress or not making progress?

- 2. How do ECEs responses regarding needs for support and the support they receive from mentors and evaluators align with the coaching components of the EESLPD Office conceptual framework?

- 3. What are the perceptions of ECEs regarding the supports provided to them by mentors and evaluators?

Research Outcomes

- A thorough description of study outcomes can be found in the power point entitled, , "Quality Assurance and Reliability of the North Carolina Teacher Evaluation Process for Early Childhood Educators."

  - This presentation includes a description of the data collected and analyzed during the 2018-2019 School Year.

Implications for Practice

- Mentors/evaluators to practice implicit and explicit modeling with ECEs they support.

- EESLPD guidance in particular rubric areas (e.g., advocacy, diversity, technology, global awareness, 21st century skills, meeting the needs of children with diverse abilities).

- A system of procedural fidelity and reliability when using the rubric as part of the NC TEP with ECEs.

Implications for Practice

- A system of interrater reliability ensures that all ratings are addressed fairly and eases concerns of educators, policy makers, and researchers when using a performance evaluation instrument to assess teacher quality of practices (Graham et al., 2012).

EESLPD Office Conceptual Framework

Three questions to ponder…

(1) Why is interdependence so important to our
    framework and coaching model?

(2) How is our model equipped to continuously
    improve?

(3) *Why* do we do what we do?

EESLPD Office Development of
Quality Assurance & Reliability Process:
A Model of Continuous Improvement

- Conceptual Framework

- Historical Trends
- PD Needs Assessment
- Procedural Fidelity
- Agreement

- Field tests
- Data Base
- Fidelity Measure

- PD Revisions
- Agreement Cohort (pilot)
- Full Scale Plan
- Calibration Activity
- Research study

- Full Implementation
- Certification Cycle
- Continuous Improvement Model

Support of teachers = Enhancement of child and family outcomes

EESLPD Office Conceptual Framework

Now to answer the 3rd question…

WHY do we do what we do?

HERE'S TO THE
TEACHERS
who have
CHANGED OUR
lives forever.

Bringing it all together…

**EESLPD
Interrater Reliability
and
Certification Process**

Interrater Reliability & Certification

- All details of the certification process to be announced at the EESLPD Office Beginning of Year meeting in 2019.

- Evaluators to be certified during 2019-2020 service year.

- If you have questions, please address them with individual EESLPD East/West Hub reliability committee members.

Interrater Reliability & Certification Process

- System of reliability and certification based on Rasch Analysis study (Jones & Bergin, 2019).

- Fascinating study that addresses rater effects and _facets_ (sources of variation in assessment).

Interrater Reliability & Certification Process

- Rater Effects:

  - Liking

  - Rater differences (leniency vs. severity)

Interrater Reliability & Certification Process

- Rater Effects:

  - Overuse of rating categories (middling scores)

  - Halo Effect

Interrater Reliability & Certification Process

- Evaluators will view a series of vignettes (videos, photographs, scenarios).

- Ten different teacher scenarios and vignettes will be developed that correspond with Standards I-V and corresponding elements.

- Vignettes will intentionally have a range of classroom activities and teacher effectiveness that also correspond with standards, elements, and indicators in the NC TEP.

Interrater Reliability & Certification Process

- Goal is for all staff members to reach 80% reliability to meet certification criteria.

- Recertification process will occur every three years.

- Individual support will be provided to evaluators that is consistent with the EESLPD Office Conceptual Framework through the duration of the process.

Interrater Reliability & Certification Process

- Evaluator ratings and reliability must be analyzed so EESLPD evaluators can provide ECEs with accurate feedback to improve teaching practices and meet the needs of young children and families they support.

Interrater Reliability & Certification Process

- Prior research indicates that embedded career support that uses specific assistance, provides ECEs with opportunities to receive feedback and reflect on their performance (Snyder et al., 2015).

Interrater Reliability & Certification Process

- A feature that all professions have in common includes the ability to determine who enters and stays in the field through the individual's qualifications, required trainings needed to perform the job, and performance evaluations (Lambert, Sibley, & Lawrence, 2010).

Possible Implications for Practice

- Potential model of reliability for other educational settings

- Highly reliable estimates of ECE effectiveness

- Evaluator self-consistency

- Evaluators providing differentiated ratings for distinct teaching practices

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