

IUS SOE
Record of Rater Reliability Training 2003-2004

Program	Month	Who Participated	Description
Elementary	9/03 1/04	For supervising teachers: Supervising teachers of student teachers	Elementary cooperating teachers were trained in how to use the Program Standards assessment form to evaluate student teachers. The training used videos of student teachers teaching. Supervising teachers evaluated particular standards as they watched the video. Discussion followed and main points of observation were stressed and clarified.
	11/03	For Faculty evaluating portfolios: All elementary faculty	Each portfolio was evaluated by two faculty members. Faculty were asked to evaluate portfolios without consultation with their partner. All final scores were submitted to Ryan who completed a rank order test for each pair of faculty. At the January elementary team meeting, there was a 20-minute discussion on some issues that resulted from the procedure.
Secondary	1/04	Cooperating teachers for secondary spring student teachers	Cooperating teachers were taken through the Secondary Education Student Teaching Handbook. The evaluation forms and rubrics were discussed with examples provided for clarification. University supervisors provided additional training by answering questions cooperating teachers had during the student teaching experience.
Special Ed	03/04	Shea/Jackson	Shea & Jackson individually evaluated and subsequently exchanged 3 portfolios from the M550 and M470 T2T field courses. Study of the scoring included looking at ratings on each portfolio item, discussing differences, planning for revisions in portfolio items, instructions, and how the skills are taught in courses.
Master's in Elementary and Secondary Education	1/21 2/4 2/10 2/12 2/25 3/9 3/10 3/16 3/18 4/2	Camahalan, Lewellen, Babione	Camahalan and Lewellen read and individually evaluated the materials submitted for SDPs 2 and 3. Rubric evaluations were not evaluated as complete. Camahalan, Lewellen & Babione met to discuss how the rubric for assessing materials was being used, and determined which parts each student needed to rewrite for a satisfactory evaluation. Discussion includes the relevance of items on the rubrics for SDPs 2 and 3 and how to better prepare students to effectively complete these projects in a timely manner. Both the procedures and criteria for assessing students are under review by the MEST team.
Counseling	12/03	3 adjuncts	Constructed a rubric for evaluating tapes for individual counseling sessions.
Ed Leadership	9/03 1/04	Hottman, Fankhauser	Both E536 & S655 supervision courses (one elementary and one secondary) were studied. To make the transition to the Rules 2002 P-12 license, courses were designed with assignments and rubrics. The same is being done for courses taught in the fall that have the same content but one is for KY certification and one is for IN certification. Both Hottman & Fankhauser will have the same assignments and use the same rubrics to address rater reliability. A formal review procedure is now in place for SDP 3. One person evaluates using a rubric and when a low rating is given, a second faculty reviews the portfolio.