



Race to the Top Brief

State Development and Use of Video Libraries to Improve Teacher Effectiveness

Several Race to the Top grantees are considering the development of video libraries as one element of their larger teacher and leader effectiveness reforms. Video libraries promise to offer “real world” examples of teaching practice that can be used for a wide range of purposes: providing teachers with concrete evidence of excellent practice aligned with college and career ready standards, serving as examples in inter-rater reliability training for observers of teaching practice, and so forth. This publication summarizes research about the specifications for video libraries in the Requests for Proposals (RFPs) developed by four States: Delaware, Illinois, New York and Rhode Island.

This publication may be particularly useful for policymakers and administrators in State and local educational agencies that may be considering the development of a video library as a strategy for improving teacher and student performance. Below, the publication analyzes the contents and specifications of the RFPs that each State developed for video libraries. The differences between them offer insights into the different use cases for video libraries, as well as the ways States describe them.

We ask the reader to keep in mind that this publication documents an emerging practice. It captures a moment in time in the design and procurement of video libraries by Race to the Top grantees, not necessarily best practice.

Background

Early in 2012, the Delaware Department of Education (DDOE) requested research support from the Reform Support Network as it prepared an RFP for a video library that would be a part of an online assessment used to certify teacher observers. Delaware’s teacher evaluation system—the Delaware Performance Appraisal System (DPAS II)—is required in all Delaware public schools. In response to the DDOE’s request, the Reform Support Network reviewed recent video library specifications for Delaware, Rhode Island, New York and Illinois and prepared a summary memorandum in March 2012, from which this publication is derived.

The Rhode Island Department of Education (RIDE) is in the process of implementing a new teacher evaluation system, the Rhode Island Educator Evaluation Model, and sought to include video clips aligned to observable competencies in the evaluator training conducted in the summer of 2012. The intention is that, by illustrating each competency, the videos would help evaluators ground their ratings in real practice.

The Illinois State Board of Education (ISBE) has selected the Consortium for Educational Change to develop a performance evaluation training program, deliver evaluator training courses, and provide technical assistance and web-based resources associated with the State’s teacher and principal performance evaluation system. The video library is one feature of the web-based resources intended to support evaluator training.

The New York State Education Department (NYSED) is seeking a partner to develop a video library to support its reform of teacher and leader practice. The goal is to establish a high-quality video resource library that contains footage of highly effective teachers and can serve as a professional development resource for educators across New York.

Overview

Each of the four Race to the Top grantees has a distinctive purpose for its video library. (The appendix provides a detailed analysis of each State's RFP.) New York's purpose is fundamentally different from that of the other three States.

New York's video library is to be a resource for professional development, aligned to the New York State Common Core State Standards (CCSS), offering videos that demonstrate effective teaching (and leadership) aligned with the New York State Teaching Standards and New York State-approved rubrics, in various grades and subjects. New York's library will feature videos of principals as well as teachers.

Illinois, Delaware and Rhode Island will primarily use their video libraries to train evaluators. All three States include "rater calibration" as a primary purpose for the repositories and will use their video libraries as an element of their evaluator certification process. Rhode Island and Illinois have also built in opportunities for "recalibration" to avert the phenomenon of rater drift, the tendency for raters to shift over time in their understanding of standards. In these States, raters will repeat the calibration process periodically in order to counter drift.

A review of these RFPs offers useful perspectives for other States or districts contemplating video libraries, which could help them to ensure that the RFPs they write are designed to secure the product desired.

Key Findings

- 1. Each State defines the level of teacher performance the videos will document.** New York's videos document only the practice of highly effective educators. In contrast, the other three States' video libraries will demonstrate the range of teacher performance: Delaware, across the full teacher performance spectrum; Rhode Island, across the State's four levels of performance; and Illinois, across a range of skill levels.
- 2. Each State requires the alignment of the video library with teaching standards.** Illinois stipulates the alignment of the videos with the Illinois Professional Teaching Standards; Rhode Island, alignment with the Rhode Island Educator Evaluation Model's professional practice rubric; Delaware, alignment with the criteria from the State's teacher and specialist frameworks; and New York, alignment with the New York State Teaching Standards for teachers, the Interstate School Leaders Licensure Consortium Standards for principals, and the New York State-approved rubrics.
- 3. Each State specifies training in the use of the video library as a design consideration,** although most training would not extend beyond the launch phase. (Delaware sought introductory baseline or assessment acclimation training; Rhode Island, orientation materials for teachers to convey the expectations and rigor of each competency; and New York, instructional coaches to support teachers with videotaping.) The Illinois Request for Secure Proposals (RFSP) included the most extensive focus on continuing training as part of the State's broader evaluation system to enhance teacher and evaluator development.
- 4. Only New York requires alignment of the videotaped lessons with student standards.** The NYSED requires the video libraries to be aligned with the CCSS. The other States made no similar requirement.
- 5. Three States provide detail regarding subjects, grades and student populations to be featured in the videos.** New York's RFP seeks videos that address all grades and subjects and showcase educators working in high-need schools, with students seeking a General Educational Development credential, students performing below grade level, over-age under-credited students, African-American and Latino adolescent males, girls in science and math classrooms, English learners and students with disabilities. The Illinois RFP also sought representation of a wide variety

of students and different preK-12 subjects and grades. Rhode Island is seeking a range of grades and content. Delaware's RFP did not name specific student groups or subjects or grades.

6. Three States align video library specifications to teacher and principal evaluation. Illinois plans an integrated approach to incorporating video libraries within the broader teacher and principal evaluation system. The State's RFSP sought a partner to design and implement the evaluation system, of which the video library is one component. Illinois, Rhode Island and Delaware all propose to align the content of the videos and the supporting tools, such as observation rubrics, with the broader evaluation system. Additionally, they specified the need for videos that show diverse teacher performance levels aligned to the teacher effectiveness levels described in the State evaluation system. This intentional alignment of teaching quality with the evaluation framework is designed to support greater consistency across evaluators.

7. Three States consider videos a tool for qualifying and/or certifying evaluators. Delaware and Rhode Island plan to use their video libraries as a tool to help certify evaluators to conduct teacher evaluations; Illinois and Rhode Island also seek alignment of the videos with the initial training/qualification of evaluators.

8. Three States address calibration of ratings/standards. Illinois seeks pre-scored videos based on expert norms for rater calibration and regularly updated online resources to offer trainees frequent opportunities to calibrate rater reliability. Rhode Island requires that videos be aligned to observable competencies and seeks a tool to allow evaluators to recalibrate periodically. Delaware focuses on measuring the accuracy of evidence collection and decisions about performance levels. New York's RFP does not explicitly address calibration.

9. Two States include details about the State role and selection criteria. Both New York and Illinois provide detailed information in their RFPs about the role the State will play as a partner in the proposed work and the criteria for evaluating proposals. This detailed information about roles and expectations serves to clarify from the outset the extent of State engagement and encourage proposals tightly aligned to the State's desired outcomes.

10. Two States provide detailed technological specifications. New York and Illinois both include more detailed technological specifications in their RFPs, such as information about the State server platform, preferred software for training, parameters for video quality, and the use of meta tags to identify lessons aligned with the CCSS.

Appendix: Detailed State-by-State RFP Analysis

	Delaware	Rhode Island	New York	Illinois
Specifications/ Guidelines	<ul style="list-style-type: none"> • Must be benchmarked to DE teacher frameworks • Assessment training and delivery must be: <ul style="list-style-type: none"> – Consistent in message/content – Allow for flexible delivery (time/location) – Offered over period of time – Accessible for refresher training/assessment • Must include “real world” video and/or case studies across full teacher/specialist performance spectrum • Must address criteria in each of the four components of the teacher and specialist frameworks • Must be of sufficient depth/breadth to ensure inter-rater reliability has been established • Item pool for assessments must be large enough to allow for multiple test forms 	<ul style="list-style-type: none"> • Provide calibrated video tapes aligned to each rubric competency that differentiates across RI’s 4 levels of performance • Align observable competencies of the RIDE Model’s professional practice rubric to a research observation rubric • Provide a subset of calibrated videotapes and orientation materials for teachers to understand the expectations and rigor of each observable competency • Develop a certification tool and process for evaluators to signal that they are initially trained and a tool that allows evaluators to recalibrate periodically • Include system to track rater accuracy, reliability and potential drift • Prefer training systems and assessments that can be integrated with RI’s newly developed Educator Performance Support System for multiple levels of users (e.g. teachers, administrators) 	<ul style="list-style-type: none"> • Professional development aligned to the CCSS on the effective implementation of lesson plans in various grades and subjects, in English Language Learner (ELL) programs, special education programs including self-contained and co-teaching classrooms, and with an emphasis on successful practice with over-age under-credited students, African-American and Latino adolescent males, and girls in science and math classrooms • Footage and reflections of what effective teaching looks like, specifically in alignment with the New York State Teaching Standards and New York State-approved rubrics • Footage and reflections of what effective school leadership looks like, specifically in alignment with the Interstate School Leaders Licensure Consortium (ISLLC) standards and New York State-approved rubrics • Footage of developing teachers and principals to be used for training purposes • Highlights of highly effective teaching/leadership techniques and strategies within the videos • At least five instructional coaches to identify teachers for videotaping, develop CCSS-aligned lesson plans, apply the rubrics, and prepare students and teachers for filming <p>See extensive detail provided in RFP.</p>	<p>Online library to be used to provide evaluation trainees with the opportunity to conduct practice evaluations. Must include:</p> <ul style="list-style-type: none"> • Samples which apply a variety of metrics for use in calculating student growth and a variety of algorithms for weighting those metrics are necessary for training those districts with a 2012–2013 implementation date; • A portion of library evaluation samples must be pre-scored or presented with sample ratings based on expert norms and practices for calibration purposes including lessons where the assigned ratings fall on the cusp between two scores; and • Online resources must be regularly updated to allow trainees frequent on-demand practice opportunities to calibrate rater reliability.

	Delaware	Rhode Island	New York	Illinois
Technical Specifications	<ul style="list-style-type: none"> Prefer to house in State's eLearning Delaware platform Must be secure 	<ul style="list-style-type: none"> Calibration tools are secure, sufficiently deep and broad to ensure inter-rater reliability Tracking system to determine rater accuracy and reliability Integrated technology platform to deliver training 	<ul style="list-style-type: none"> "Professional grade video production" (defined on page 11 of RFP) Compatible with common video formats used in publicly available hosted sites such as YouTube and Vimeo Include metadata tags to all delivered video content aligned with the CCSS including, but not limited to, the standard adopted by the Learning Resource Metadata Initiative (www.lrmi.net) 	<p>The web-based system must:</p> <ul style="list-style-type: none"> Follow all ISBE Data Systems' application development and coding standards (e.g. Microsoft®-based NET 2008 going against Microsoft® SQL Server 2008). All web-based systems run on Microsoft® Server 2008 R2 Data Center edition running IIS 6; All servers run as virtual machines under VMware ESXi 5. All backend storage is on an EMC VNX 5700 unified storage system; For training resources that are defined as "training modules," ISBE presently uses Adobe® Connect Pro and Adobe® Presenter to produce, publish and track participant progress for another internal ISBE division. Use ISBE existing structures for deliverables on the PERA system; ISBE may assign an internal programmer/analyst to be part of the development team so that the system can be easily transferred to in-house staff at the end of the contractor engagement; and For secure access to the new system, ISBE requires use of ISBE IWAS system (ISBE Web Application Security).

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Timeframe	Training and assessments delivered no later than the summer of 2012. All evaluators calibrated prior to the start of the 2012–2013 school year (early August 2012)	<p>The RFP term established:</p> <ul style="list-style-type: none"> • April 15, 2012 contract awarded • May 15, 2012 observation rubric aligned to RI professional practice rubric • June 1, 2012 training modules developed • June 15, 2012 training modules ready for use with aligned videos • July 1, 2012 training modules, videos and tracking systems integrated with the EPSS • July 1, 2012 in each subsequent year will be used to update/add videos and establish training links to all evaluators 	<ul style="list-style-type: none"> • Term beginning March 30, 2012 and ending March 31, 2014 (vendor must be available immediately) 	<ul style="list-style-type: none"> • January 1, 2012 until June 30, 2013. ISBE, at its sole discretion, may renew the contract beyond the initial contract period. This contract may be renewed for up to four consecutive one-year contract periods or any part thereof (i.e., FY 2014 through FY 2017).
Deliverables	Not specifically stated	<ul style="list-style-type: none"> • Multiple training videos for evaluators with range of performance levels, grade levels and content areas • Sample videos demonstrate a range of performance among competencies, grade level and content areas • Training documents • Aligned rubric • Calibration tools that are secure, deep and broad to ensure inter-rater reliability • Tracking system to determine rater accuracy and reliability • Integrated technology platform to deliver training 	See detailed tables provided in RFP on pages 10-13.	<ul style="list-style-type: none"> • Online library

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Additional Requirements/Qualifications	Not applicable	<ul style="list-style-type: none"> Research-based materials: provide evidence of effectiveness in training and ability of tools to train efficiently and effectively and support critical instructional practices in the classroom across a broad range of grades and content areas. Research-based should include clear evidence of established standards for rater accuracy and reliability and meaningful and observable differences between score points. 	See detailed information provided in RFP.	<ul style="list-style-type: none"> Detailed budget narrative template Describe the capacity of the bidder or its selected subcontractor to develop and maintain the web-based system. Address the web-based system technical specifications.
Eligible Applicants	Not stated	Not stated	May include but not limited to: not-for-profit and for-profit organizations, companies or agencies with demonstrated experience in creating, filming and producing high-quality short films. Eligible applicants with demonstrated experience in the development and implementation of projects with similar vision and scope are strongly preferred.	All entities, including educational associations and institutions of higher education, with the necessary expertise in conducting educator performance evaluations, delivering professional development, providing technical assistance, and developing web-based resources, and that can demonstrate the qualifications required by this RFSP, are eligible to apply.
Additional background provided	Not applicable	None provided	See detailed information provided in RFP.	<ul style="list-style-type: none"> Detailed information on State procurement Detailed information on selection criteria
RFP Details	Not applicable	2 pages	84 pages	<ul style="list-style-type: none"> 61 pages (pages 1-19 focus on the content of the request)

Sources

This publication is based on sources of information specific to each of the four States discussed. New York is the only State that has a publicly available RFP: http://usny.nysed.gov/rttp/rfp/gt-15/nysed_rfp_gt-15.pdf. The information for Delaware came from the technical assistance request the State submitted to the U.S. Department of Education, which was not a complete RFP. Rhode Island's information also came from material shared by that State with the Department. Illinois had already selected a vendor at the time this publication was written, so that State's RFP has expired and is not publicly available. For further information about progress in developing RFPs for video libraries, grantees may contact info@reformsupportnetwork.org.

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