Tulsa Public Schools
Tulsa TLE Observation and Evaluation System
Observation Protocol Report
April 23, 2012

Study: Validation Study 20 raters
Description: validation of TLE instrument 11-18-11
Protocol: Tulsa TLE Observation and Evaluation System

Study start date: 11/18/2011
Number of raters included in the report: 20
Number of video viewings: 259

TABLE OF CONTENTS

PROTOCOL VALIDATION

Correlation Between the Protocol and Student Achievement Gains

This section helps answer the following questions:

- Do teachers who rate highly on a domain also have higher student achievement gains?
- Do teachers with a high average protocol score also have higher student achievement gains?

Correlation Between the Protocol and Student Achievement Gains

The Validation Engine performs a correlation between the teachers' scores on the protocol and their student achievement gains to determine whether there is a relationship. The student achievement gains are calculated using a statistical method called value-added modeling, which estimates a teacher's contribution to the achievement growth of their students. The method considers factors like a student's prior achievement and then estimates what gains we would expect in an average classroom. It then determines whether the gains made in a teacher's classroom are greater or lesser than we would expect.

How to Interpret the Results

Figure 1 shows the results of the correlation between the protocol and student achievement gains. A positive correlation represents a relationship where teachers with high protocol scores also tended to have students who made greater achievement gains. A negative correlation represents a relationship where teachers with high protocol scores tended to have students who made lesser achievement gains. Each domain is listed in the order entered into the Validation Engine. Below each domain is a bar representing its correlation with student achievement gains. The Validation Engine calculates the statistical significance level of the correlation, and if the correlation is significant, an asterisk is displayed. If the relationship is statistically significant, then it probably did not happen by chance.

It is expected that some protocol domains may be more strongly associated with student growth than others. If the findings present a weak correlation or no correlation at all, this does not mean the protocol is invalid. It means only that an association was not established.

VALIDATIONENGINE

Plans for delivery of the less (1)

.13 *

Clearly defines expected behav (2)

.12 *

Optimizes the physical learnin (6)

.03

Embeds the components of liter (7)

.1

Uses questioning techniques an (9)

.08

Teaches the objectives through (10)

.1

Gives directions that are clea (11)

.06

Demonstrates/models the desire (12)

.13 *

Checks to determine if student (13)

.12 *

Changes instruction based on t (14)

.16 *

Summarizes and fits into conte (15)

.13 *

Use of common / varied assessm (16)

.13

Effective interactions and com (19)
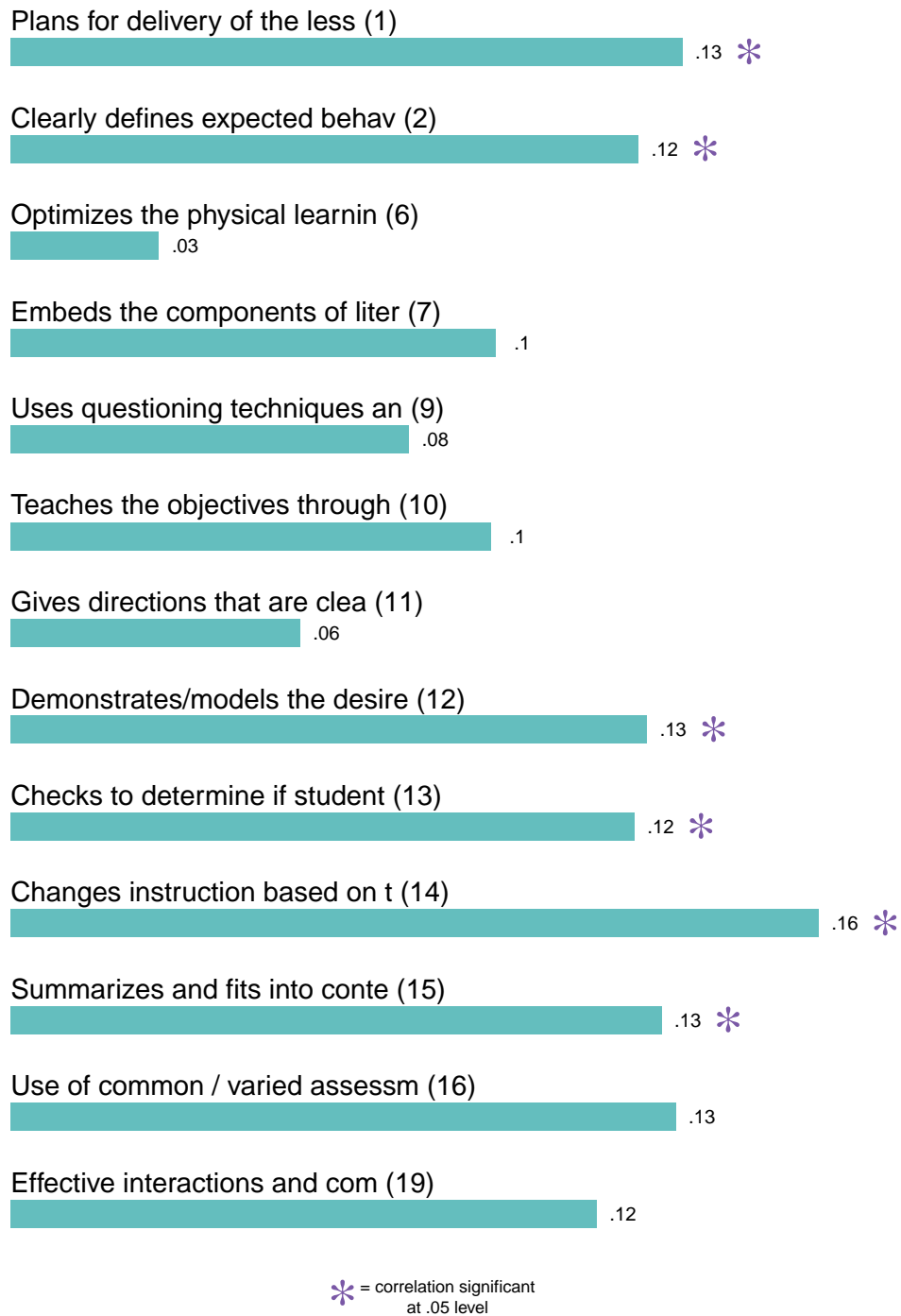
.12

* = correlation significant
at .05 level

Figure 1: Correlation Between Protocol and Student Achievement Gains

VALIDATION**ENGINE**