



ReVision Learning Supervisory Continuum

ENSURING EVALUATOR CAPACITY

ReVision Learning has established a set of practice standards that describe and promote growth in the discrete skills of an evaluator associated with observing classroom practice and providing feedback and coaching within teacher evaluation models. The **ReVision Learning Supervisory Continuum™**, a continuous growth rubric, is designed to directly support evaluators as they review teacher performance and provide meaningful feedback to teachers.

The values, criteria, and scales contained within the rubric have been extensively field-tested. The **ReVision Learning Supervisory Continuum™**

was formatively developed through its use in 5000 complementary classroom observations and the training and support of over 1000 evaluators. This extensive classroom-based development process has not only helped to ensure the validity of the rubric, but it has also led to a set of key guiding principles. These principles build on the belief that teacher evaluation should not be merely an inspection and assessment system, but instead one of continuous cycles of improvement in which both teachers and evaluators advance their professional practices to a level of proficiency that ultimately supports student growth.

DOMAIN 1: EVIDENCE BASED OBSERVATION	
Indicator A:	Evidence cited is directly tied to the appropriate indicators of practice and accurately represents the levels of performance.
Indicator B:	Qualitative and quantitative evidence cited in feedback is aligned, appropriate and facilitates targeted growth and improvement.
Indicator C:	Evidence cited in written feedback connects teacher action with student engagement and intended learning outcome.
Indicator D:	Feedback contains areas of strengths and areas of growth explicitly connected to the indicator and observed practices/ evidence and are developed based on indicator language and the key levers between ratings.
Indicator E:	Evidence cited is objectively stated and without opinion.
Indicator F:	Feedback report serves as a comprehensive learning tool containing clearly articulated evidence-based feedback and explicit connections.

VALIDATION OF EVALUATOR PROFICIENCY

While the *ReVision Learning Supervisory Continuum*TM has two domains, as of now, the cut scores in Domain One have been tested and validated. It is critical to focus our efforts on building up evaluator capacity in the observation process. Coaching for growth is impossible without evidence that is tied to student achievement.

As a diagnostic tool, the *ReVision Learning Supervisory Continuum*TM rates evaluators on six scales within four performance levels: 1- basic, 2- developing, 3- proficient, and 4- exemplary. **Cut Scores** are set as a sum of scores on each indicator:

BASIC	DEVELOPING
6-11	12-16
PROFICIENT	EXEMPLARY
17-21	22-24

The first domain in the *ReVision Learning Supervisory Continuum*TM underwent four phases of development.

Phase I: In the first phase, six guiding principles were developed and operationalized into indicators.

Phase II: In the second phase of development, the instrument self-report data were gathered to help hone definitions of proficiency.

Phase III: In phase three of development, the descriptions of scales were expanded. Efforts focused on developing key levers between each descriptor of scale. This instrument was then piloted as a self-report measure. Through each design phase, the instrument was tested and revised in a field-based, iterative process.

Phase IV: In the fourth phase, which is ongoing, the *ReVision Learning* tool is being used in our collaborative, team-based professional learning model, Collegial CalibrationsTM.

While the four-phase process established the validity and reliability of the *ReVision Learning Supervisory Continuum*TM, work development efforts will continue. To established inter-rater agreement within teams of administrators, an anchor set of feedback reports should be selected from each performance level. These should then be given to outside experts to score.

Criterion validity can also be established by testing how well the rubric correlates with real-life practice. For example, correlations between scores on the *ReVision Learning Supervisory Continuum*TM of individuals and groups could be investigated. If the instrument has high criterion validity, higher scores on the rubric should correlate with fewer disagreements.

The greatest source of established validity for the *ReVision Learning Supervisory Continuum*TM is strong ecological validity. Every aspect of the rubric, the criteria, scales, and descriptors have undergone extensive field-testing in 2,500 classrooms and in the training and support of over 700 evaluators.

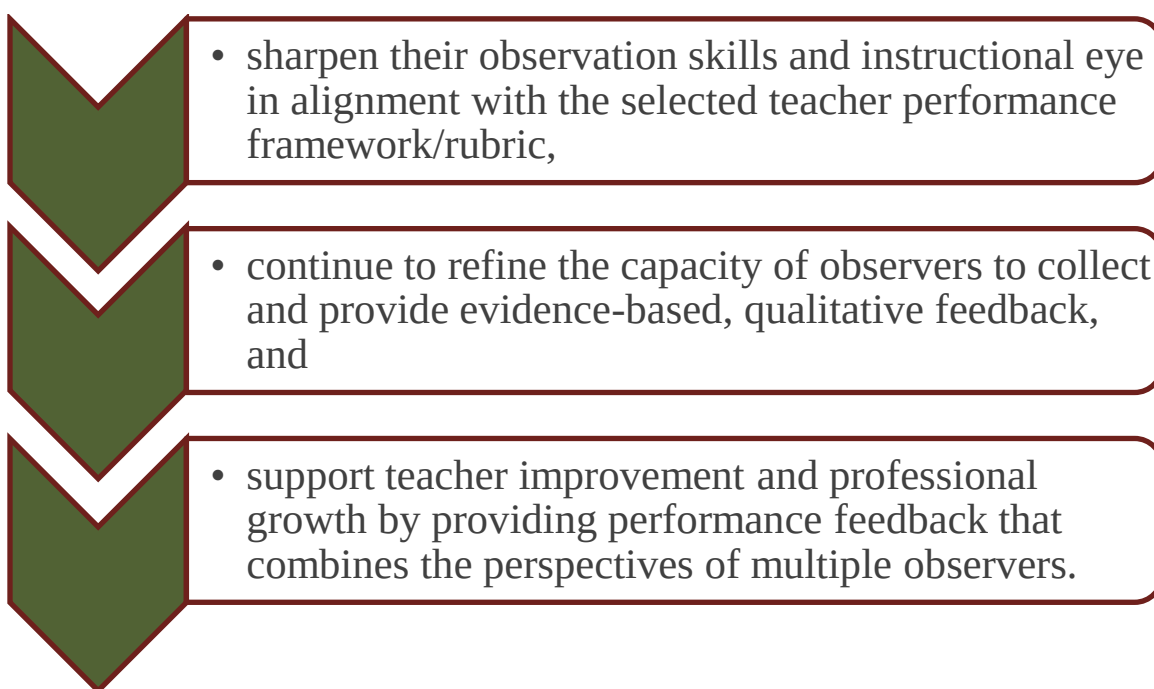
This validation empowers districts to feel confident in using the *ReVision Learning Supervisory Continuum*TM.

The rubric measures the competencies of effective evaluators with established consistency. The validity and reliability of the rubric were established through an extensive four-phase development. This process was constantly reviewed by industry experts and field-tested. Overall the *ReVision Learning Supervisory Continuum*TM is a tool to develop and support a growth mindset in the field of teacher evaluation.

ReVision Learning's Collegial Calibrations™

TRAINING FOR EVALUATOR CAPACITY

ReVision Learning has created an on-going, job-embedded professional learning platform that allows administrators/evaluators within a district to:

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- sharpen their observation skills and instructional eye in alignment with the selected teacher performance framework/rubric,
 - continue to refine the capacity of observers to collect and provide evidence-based, qualitative feedback, and
 - support teacher improvement and professional growth by providing performance feedback that combines the perspectives of multiple observers.

The facilitated process includes team-based classroom observations with a focus on continued calibration to the identified behaviors associated with the framework/rubric selected by the district as a part of their overall teacher evaluation plan. Throughout the process, participants will continue to develop proficiency with evidence collection methods and techniques. Reviews of results from the Collegial Calibration™ conversations will include a formal review of evidence collection against the *ReVision Learning Supervisory Continuum™* to support on-going development for administrators/evaluators and to help satisfy typical state Department of Education requirements for proficiency reviews of practice.



ReFLECT

BY ReVISION LEARNING PARTNERSHIP

A Formative Learning Educator Capacity Tool

FEEDBACK TO SUPPORT EVALUATOR PROFESSIONAL LEARNING

The ReVision Learning ReFLECT™ system is a *Formative Learning Educator Capacity Tool* designed to support professional learning through feedback. The tool provides schools and districts with a structure to support professional learning for its staff that:

- integrates review and analysis of everyday practice,
- provides targeted feedback to professionals about that practice, and
- supports goal setting and independent professional learning of educators.

The system is currently used with the ReVision Learning Collegial Calibrations™ evaluator development model to support administrators and evaluators in learning the key skills of evidence-based observation and providing quality teacher feedback. The system enables the provision of feedback for evaluator growth within a district's educator evaluation model. Thus, it ensures that evaluators are provided with resources and feedback on their practice in order to become effective teachers of teachers.

ReVision Learning works with subgroups of administrators and evaluators to collectively review practice and analyze interpretations of

the district's instructional framework. Team-based observation debriefs focus on continued calibration to the behaviors described in the instructional framework as well as development of administrator/evaluator proficiency at evidence collection and reviews of practice. Each Collegial Calibrations™ round includes a formal review of evidence collection against the *ReVision Learning Supervisory Continuum™* using the ReFLECT™ system to support on-going professional learning and development.

A district can select to have these calibration rounds reviewed by one of ReVision Learning's expert facilitators. Or a district may choose to establish a train-the-trainer approach to support internal capacity building. Regardless of approach, the focus of professional learning is on providing rich qualitative and quantitative feedback to nurture professional growth.

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