Measures of Effective Teaching: 3c - Base Data: Item-Level Observational Scores, 2009-2011

Description
Bibliographic Description

ICPSR Study No.: 34346

Title: Measures of Effective Teaching: 3c - Base Data: Item-Level Observational Scores, 2009-2011

Alternate Title: MET 3c - Item-Level Observational Scores, 2009-2011

Principal Investigator(s): Bill and Melinda Gates Foundation

Series: Measures of Effective Teaching (MET) Project Series

Funding Agency: Bill and Melinda Gates Foundation


Scope of Study

Summary: The MET project is based on two premises: First, a teacher's evaluation should depend to a significant extent on his/her students' achievement gains; second, any additional components of the evaluation (e.g., classroom observations) should be valid predictors of student achievement gain.

Student achievement was measured in two ways -- through existing state assessments, designed to assess student progress on the state curriculum for accountability purposes, and supplemental assessments, designed to assess higher-order conceptual understanding.

Panoramic digital video of classroom sessions were taken of participating teachers and students, teachers submitted commentary on their lessons (e.g., specifying the learning objective) and then trained raters scored the lesson based on classroom observation protocols using the following five observation protocols:

- Classroom Assessment Scoring System (CLASS), developed by Robert Pianta, University of Virginia
- Framework for Teaching (FFT), developed by Charlotte Danielson
- Mathematical Quality of Instruction (MQI), developed by Heather Hill, Harvard University, and Deborah Loewenborg Ball, University of Michigan
A subset of the videos also are being scored using an observational protocol developed by the National Board for Professional Teaching Standards (NBPTS) and using the UTeach Observational Protocol (UTOP), developed by the UTeach Preparation Program.

Close to 3,000 teacher volunteers from across the following 6, predominantly urban, school districts participated in the MET project: Charlotte-Mecklenburg Schools, Dallas Independent School District, Denver Public Schools, Hillsborough County Public Schools, Memphis City Schools, and the New York City Department of Education. Participants teach math and English language arts (ELA) in grades 4-8, Algebra I, grade 9 English, and high school biology.

**The Item-Level Observational Scores Release**

This release consists of data files for the five observational protocols listed (CLASS, FFT, MQI, PLATO, and QST) and the UTOP subset. Also included are rater comment files explaining rater scores on the CLASS instrument and master coded scores for the CLASS, FFT, PLATO, MQI and QST observational measures.
Data Collection Notes: Participating academic institutions include Dartmouth College, Harvard University, Stanford University, University of Chicago, University of Michigan, University of Virginia, and University of Washington. Participating non-profit organizations include Educational Testing Service, RAND Corporation, and the New Teacher Center. Participating education consultants include Cambridge Education, Teachscape, and Westat. The National Board for Professional Teaching Standards and Teach For America supported the project and have encouraged their members to participate. The American Federation of Teachers and the National Education Association were involved in discussions about the MET project and supported the research.

Teachscape conducted the classroom video recordings, Educational Testing Service (ETS) managed the lesson-scoring process.

For additional information about The Measures of Effective Teaching (MET) Project, please visit the ICPSR MET LDB Web site, as well as the MET Project Data Web site hosted by the Bill and Melinda Gates Foundation.

Methodology

Data Source: Administrative data were gathered from each of the six participating school districts.

Mode of Data Collection: coded video observation

cognitive assessment test

Response Rates: 2,746 teachers began the year 1 of the MET project, 1,868 completed year 2 of the MET project.

Presence of Common Scales: Classroom observational measures include:

- Classroom Assessment Scoring System (CLASS), developed at the University of Virginia
- The Framework for Teaching (FFT), developed by Charlotte Danielson
- Mathematical Quality of Instruction (MQI), developed at the University of Michigan
- Protocol for Language Arts Teaching Observation (PLATO), developed at Stanford University
• Quality of Science Teaching (QST), developed by Raymond Pecheone, Stanford University
• UTeach Observational Protocol (UTOP), developed by the UTeach Preparation Program

Extent of Processing: Performed consistency checks.

Created variable labels and/or value labels.

Checked for undocumented or out-of-range codes.

**Access and Availability**

Note: A list of the data formats available for this study can be found in the summary of holdings. Detailed file-level information (such as record length, case count, and variable count) is listed in the file manifest.

Restrictions: The Measures of Effective Teaching Longitudinal Database (MET LDB) is restricted from general dissemination; a Confidential Data Use Agreement must be established prior to access. Researchers interested in gaining access to the data can submit their applications via ICPSR's online Restricted Contracting System accessible via the "Access Restricted Data" tab on the ICPSR study homepage.

Applicants will be required to:

- Submit IRB approval/exemption documentation;
- Scan and email the completed Confidential Data Use Agreement, signed by the Primary Investigator and an Institutional Representative;
- Pay annual access fee and renew yearly for continued data access.

Please visit the MET LDB Web site for more information.

Original ICPSR Release: 2012-10-26

Version History: The last update of this study occurred on .

2018-09-19 - The Observation Measures Report has been added to accompany the collection.

2014-12-16 - A versioning system was installed in the filenames.
2014-08-01 - A series wide update to assure that files distributed through internal systems are current with those turned over.

2014-01-08 - Excel files containing rater comments for why they chose the scores they chose on the CLASS instrument were added as parts 12 and 13 of this study.

2013-10-02 - Adding a zip of Excel spreadsheets that contain master coded scores for the CLASS, FFT, PLATO, MQI and QST observational measures.

2013-09-24 - 2013-09-23 Study title was changed and documents were updated.

2013-09-10 - The ACT, BAM, and SAT 9 files were removed, and will be re-released as ICPSR Study 34868. Updated study title. The UTeach Observational Protocol (UTOP) file was released.

2013-06-28 - Updated missing Section IDs in PLATO Year 2 with correct Section IDs. Added District IDs to CLASS Year 1, FFT Year 1, MQI Year 1, and PLATO Year 1. Added Grade variable to CLASS Year 1. Corresponding documentation was also updated.

2013-06-06 - Updated Year 1 files for CLASS, FFT, MQI, and PLATO and Year 2 files for ACT, BAM, and SAT-9. Corresponding documentation was also updated.

2012-12-03 - Year 1 and 2 SAT-9 files were released, as well as a year 2 QST file. Documentation was made public.

Dataset(s):

- DS1: Classroom Assessment Scoring System (CLASS) - Year 1
- DS2: Classroom Assessment Scoring System (CLASS) - Year 2
- DS3: Framework for Teaching (FFT) - Year 1
- DS4: Framework for Teaching (FFT) - Year 2
- DS5: Mathematical Quality of Instruction (MQI) - Year 1
- DS6: Mathematical Quality of Instruction (MQI) - Year 2
- DS7: Protocol for Language Arts Teaching Observations (PLATO) - Year 1
- DS8: Protocol for Language Arts Teaching Observations (PLATO) - Year 2
- DS9: Quality Science Teaching (QST) - Year 1
- DS10: Quality Science Teaching (QST) - Year 2
- DS11: UTeach Observational Protocol (UTOP)
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- DS12: Classroom Assessment Scoring System (CLASS) - Year 1 - Comments
- DS13: Classroom Assessment Scoring System (CLASS) - Year 2 - Comments