Using the MET LDB Video Data: Access, scoring, and linking

http://www.icpsr.umich.edu/icpsrweb/METLDB
MET LDB Spring 2014 Webinar Series

Orientation to Accessing the Measures of Effective Teaching Longitudinal Database (MET LDB)

Recoded webinar, visit: http://bit.ly/1k7YK9s
MET LDB Website: http://www.icpsr.umich.edu/METLDB/

Using the MET LDB Video Data: Access, scoring, and linking
May 22, 2014, 12:30 – 1:30pm EDT

Random Assignment in the MET LDB: A discussion of the MET randomization process, implications for analysis, and relevant research
May 28, 2014, 2:00 – 3:15pm EDT

MET Early Career Grantees: Research projects underway and preliminary findings
June 2, 2014, 2:00 – 3:00pm EDT

Video Data Within the MET LDB: Video capture, scoring protocols, and measures used
June 4, 2014, 1:00 – 2:00pm EDT
Webinar Agenda

Lesli Scott, Survey Research Center, Institute for Social Research
- Brief overview of the MET Project
- Video capture
- The video collection
- Characteristics of videos
- Searching for and using videos
- Current video analysis projects

Johanna Bleckman, ICPSR, Institute for Social Research
- Documentation and access
- Video use and protecting confidentiality
- Q&A
MET Video Collection: A Powerful Research Resource

- Largest US collection of authentic classroom sessions
- Though not a representative sample of US classrooms the collection is robust for examining central tendencies and variation across six large urban districts
- Research community is discovering powerful ways to use video:
  – ‘dig deeper’ into original MET findings by viewing the related classroom footage
  – analyze MET quantitative data to find useful MET videos
  – define new investigations – qualitative and quantitative – then use MET videos, for example:
    • reveal constructs of teaching
    • find relationships
    • develop new instruments
    • follow teachers across teaching years
MET Partners

Bill & Melinda Gates Foundation
Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives.

Research Partners:
American Institutes for Research
Cambridge Education
University of Chicago
The Danielson Group
Dartmouth University
Educational Testing Service
Empirical Education
Harvard University
National Board for Professional Teaching Standards
National Math and Science Initiative
New Teacher Center
University of Michigan
RAND
Rutgers University
University of Southern California
Stanford University
Teachscape
University of Texas
University of Virginia
University of Washington
Westat.

The Charlotte-Mecklenburg Schools
Dallas Independent Schools
Denver Public Schools
Hillsborough County Public Schools
New York City Schools
Memphis Public Schools
MET Sample

317 schools from six large school districts

Classrooms of more than 2500 teachers

4th - 8th grade ELA & Mathematics
9th grade Biology, Algebra I & English

AY 2009-2010 to AY 2010-2011
MET Research Plan

- Research Theme:
  - Teaching quality’ greatly influences student learning
  - Multiple measures are needed to understand teaching well

- Participant Recruitment
  - Opportunity sample
  - Obtained teacher and parent consent

- Two Years of Data Collection
  - Year 1: constructed multiple measures of teaching quality and student outcome
  - Year 2: randomization of students in classrooms

Details in the User Guide
MET Instruments

- surveys of students
- measures of students’ achievement
- video-recorded lessons taught by teachers and scored by independent observers
- tests of teacher’s pedagogical and content knowledge
- teacher and principal surveys
MET Video Capture

4th-5th grade generalists teachers:
Year 1 & 2 – recorded two sessions (ELA and math) on each of four days

4th-9th grade subject specialists teachers:
Year 1 – two sections each on two days;
Year 2 – one section on four days

- Video capture with two cameras and two wireless microphones
- Files were uploaded. Technician combined two audio to one video
- Teacher viewed & added artifacts
Over 22,000 classroom sessions were captured. 11,541 sessions are available in LDB (about 2/3 of classroom sessions that were ‘scored.’) Half on assigned focal topic – half on topic of choice.
## MET Video Collection Profile

<table>
<thead>
<tr>
<th>Subject-Grade</th>
<th>Year Video Collected</th>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year</td>
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<tr>
<td>ELA</td>
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<tr>
<td>Grades 4-5</td>
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<td>Grades 6-8</td>
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<tr>
<td>Grades 4-5</td>
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<td>1117</td>
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<td>Grades 6-8</td>
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<td>1035</td>
<td>943</td>
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<tr>
<td>English</td>
<td>Grade 9</td>
<td>431</td>
<td>385</td>
</tr>
<tr>
<td>Algebra</td>
<td>Grade 9</td>
<td>356</td>
<td>305</td>
</tr>
<tr>
<td>Biology</td>
<td>Grade 9</td>
<td>338</td>
<td>385</td>
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<tr>
<td>Total</td>
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<td>6168</td>
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<table>
<thead>
<tr>
<th>Number of Teachers</th>
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Characteristics of Videos

- Streaming MP4s require Flash player (free download)
- Rectangular Board View - 478x338
- Panoramic Classroom View - 1153x299
### Observation Session List

<table>
<thead>
<tr>
<th>Consented?</th>
<th>Session ID</th>
<th>Subject</th>
<th>Grade</th>
<th>Period</th>
<th>Capture Year</th>
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<td>4th period</td>
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<tr>
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<tr>
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<td>aad8</td>
<td>ELA</td>
<td>9</td>
<td>1st period</td>
<td>2</td>
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</table>
View Videos and Artifacts

CLASS VIEW VIDEO

BOARD VIEW VIDEO
Search for Videos

- Search in the ICPSR Video Player
- Search in the LDB Quantitative Files
- Useful files and variables in the LDB
  - Video Information File
  - MET Item Level Observation Scores File
Create New Data Files

• Split Screen: View Video & Record Data

• It is acceptable to record information that does not identify people or places. For example, rubrics describing teaching styles, student reactions to lessons, classroom tone or climate may be used to score videos. These scores may be recorded outside the VDE with the video ID.
## How Early Users Work with MET Video

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Use of MET Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employing Urban Adolescent Interpretations of Instructional Practice to Distinguish Teacher Proficiency from Ceiling Effect in the Classroom Organization Domain</td>
<td>Using about 130 videos. Collecting 'talk aloud' data from adolescents and expert teachers as they watch video. Analyzing how adults and adolescents report on classroom management.</td>
</tr>
<tr>
<td>An In-depth Examination of Reading Comprehension Instruction in a Sample of MET Classrooms</td>
<td>Using about 200 videos. Coding different instructional characteristics in order to identify patterns of variation in how reading comprehension is taught.</td>
</tr>
<tr>
<td>Levels of interactional focus for teacher evaluation: an exploration of contrasting protocols for effective ELA instruction</td>
<td>Re-scoring several hundred MET videos. Having transcribed 120 lessons, is using contrasting tools for observation to see what information and validity is lost when observations are focused on different aspects of classroom interactions.</td>
</tr>
</tbody>
</table>
Applying for Access

• All MET data are restricted to protect respondent confidentiality
• Eligibility requirements
  • PhD or other terminal degree
  • Faculty appointment at a research university, or staff position at a research institution
• The user’s institution must enter into a Data Use Agreement (DUA) with the University of Michigan via ICPSR’s online contracting system
• DUA application requirements:
  • Research summary
  • IRB review documentation
  • Signature from an Institutional Representative
  • PI and research staff contact information
  • $500 access fee
Video use and protecting confidentiality

• Secure web streaming
• Recording information from the videos outside of the VDE
• Video transcripts
Q&A

For more information:
www.icpsr.umich.edu/METLDB

Contact us at:
MET-LDB-Inquiries@umich.edu