

SHiFT

School Harnessing Inclusive Facilitator Technology



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Structure of the Presentation



From WP1 to WP2:

Transforming results to evaluation tools

- The type of Tools -Rational
- How the tools will look like: The indicators of evaluation and the level of performances
- How the evaluation Rubric will be used
- How to create new information from the existing research: The new research questions that will lead to the indicators of evaluation

Methodology of Work: Working with Delphi Procedure

- The four phase procedure: Design, Developing, Testing Phase, Evaluation
- Two Delphi Rounds for Indicators
- Two Delphi Rounds for Level of Performance

From WP1 to WP2:



WP1: Identification of ICT standards

Identification of teachers' digital competencies of teachers and education support staff related to inclusion

Identification of inclusion needs

WP2: Establish indicators and tools for evaluation

Design of tools, establish indicators to evaluate professional competences and evaluation of the learning environment.

WP3: Preparation and monitoring of pilot

WP4: Gathering Data and Results

WP2: Establishing indicators and tools for evaluating teachers' competency in creating an effective and inclusive learning environment enhanced with technology

What type of tools and indicators do we need to measure teachers' competency in creating an effective and inclusive learning environment enhanced with technology?



Why Rubric?

The shift towards an outcomes based approach has also necessitated the development of valid tools for assessment.

Rubric, is a scoring guide that outlines key performance criteria along a continuum of quality.

Rubrics are usually categorized as one of two types; holistic or analytic but depending on developer creativity you can find many variations.

What type of tools?

Rubrics are designed to help educators and evaluators

(1) develop a consistent, shared understanding of what proficient performance looks like in practice,

(2) develop a common terminology and structure to organize evidence, and

(3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Structure of the Teacher Rubric

Structure of the Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement; and Professional Culture.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard 1 of the teacher rubric: Curriculum and Planning; Assessment; and Analysis. There are 17 Indicators in total for teachers.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of performance in one of four categories: Unsatisfactory, Needs Improvement, Proficient, or Exemplary.

Why use a rubric?

- Support a 360 Degree Assessment.
- 360 Degree Assessment is the process of assessing the competence of an individual from the perspectives of all perspectives around him or her.
- This includes the teachers' own perception of his/her competencies, and also the perspectives of the school director, parents, students and, if appropriate colleagues.

Rubrics generally include the below key components:

1. Criteria (or “indicators”) are the specific areas against which student work is evaluated
2. Quality scale of a rubric, which articulates the quality of the work. Common examples include:
 - Beginner, developing, proficient, strong
 - Needs development, emerging, competent, expert
 - Fails, below expectations, meets expectations, exceeds expectationsLastly, in an analytic rubric, quality descriptors articulate the performance expectations at each level of mastery (articulated by the scoring scale)

Why Rubric?



Holistic rubrics provide an overall score on the quality of work across multiple criteria (see Table 1) and allow the assessor to enter qualitative comments.

Holistic rubrics are easier to develop and may reduce grading time, large courses where multiple raters may be involved in assessment.

Table 1: Example basic structure of a holistic rubric

Grade	Description of Grade
Exceeds Expectations	
Meets Expectations	
Below Expectations	
Fails	

Why Rubric?

Analytic rubrics provide explicit feedback on the specific individual dimensions of a piece of work (see Table 2) using predetermined descriptors. It is more difficult to be developed but give more guidance to the evaluator.

Table 2: Basic structure of an analytic rubric

Rubric Criteria	Scale (Level of Performance)			
	FAILS	Below Expectations	Meets Expectations	Exceeds Expectations
Indicator 1	Descriptor 1a	Descriptor 1b	Descriptor 1c	Descriptor 1d
Indicator 2	Descriptor 2a	Descriptor 2b	Descriptor 2c	Descriptor 2d

Who will use the Rubric?



- Rubric will be used by [teachers](#) and other interdisciplinary teams as a resource to guide teachers' teaching and learning practices and enhance their effectiveness in building an inclusive learning environment.
- Rubric may also be used by [school leaders](#), in initiating a focused conversation about inclusive learning environments. The Rubric will allow schools to identify where they are, and then use this information as a beginning point for discussion, planning and decision making.
- [Parents' Rubric](#) to give their feedback on the effectiveness of the inclusive learning environment
- [Students' assessment rubric](#) to give their feedback on the effectiveness of the inclusive learning environment

Procedure for Developing the Rubric: The Delphi Method

How the Delphi Method Works?

- Selection of experts/stakeholders of each consortium partner.
- The group is sent a draft version of the Rubric with instructions to comment on each indicator or level of performance presented, based on their personal opinion, experience, or previous research.
- The draft Rubric with experts' individual comments are returned to the UNIC research team who groups the comments and prepares copies of the information.
- A copy of the compiled comments is sent to each participant of the experts group, along with the opportunity to comment further.
- At the end of each comment session, draft Rubric is returned to the UNIC research team who decides if another round is necessary or if the rubric is finalized. The rounds can be repeated as many times as necessary to achieve a general sense of consensus.

Working with a four phase Delphi Method

The four phase model

- Design Phase
 - Develop the research questions
 - Conduct experts/stakeholders
 - Developing Phase
 - 4 rounds –rubric development procedure
 - Testing Phase
 - Measuring the effectiveness of
 - Re-evaluation –final rubric
 - Improvements to the rubric
- the tool

Developmental Phase

A four round Delphi technique will be employed in the development of a universal rubric to measure teachers' competencies in creating an inclusive learning environment/ create a universal Design for Learning

Round 1	Defining the indicators and the criteria of evaluation
Round 2	
Round 3	Defining the level of performance for each of the criteria of evaluation
Round 4	

Round 1

- ***Research Question 1: List the indicators of teachers' competencies in creating an inclusive learning environment.***
 - The Delphi survey to answer research question 1, will be administered in two rounds. The first round of the survey will use a google form document. A hyperlink will be sent to [experts \(consortium partners\)](#) via email. They will be given approximately two weeks to give feedback. The deadline can be extended until experts complete round one.
 - Experts will be requested to “List the indicators of teachers’ competencies in creating an inclusive learning environment?”
- An indicator is defined as a teachers’ behaviour/action/ decision statement that can be used to evaluate his/her ability to create inclusive learning environment. Experts will be provided with examples of indicators to ensure that they will all be working from the same definition. There will not be limit to the responses that experts can provide. The goal is to generate a comprehensive list of all possible criteria that can be assessed in each competency.

Round 1

- Round one responses will be analysed over multiple sessions by members of the research team.
- The review process will include:
 - Removing duplicates
 - Removing indicators deemed irrelevant to the competency through discussion and consensus, and
 - Comparing against indicators extracted from an extensive literature review.
- The responses (indicators) will be grouped.
- Experts feedback is used to refine the rubric criteria and performance levels.

Round 2

- Experts will be presented with the list of indicators gathered in round 1. They will be asked to express their opinions about the list of indicators, whether they agree or not, if they believe there is a need to add more indicators or improve wording in order to be better understood by the stakeholder it will apply to
- In the final section of the second round survey, participants will be given an opportunity to make any suggestions or additional comments on the consolidated list of indicators.
- The purpose of this round is to verify that the indicators are appropriately categorized and to obtain further feedback on how they can be improved.

Round 3

- *Research Question 2: What are the levels of teachers' performance for each of the indicator in creating an inclusive learning environment?*
- The Delphi survey to answer research question 2, will follow the same procedure as during the indicators development procedure
- In the round 3 experts will be invited to a focus group.
- They will be requested to describe the teachers' behaviours-levels of performance for the indicators listed at the end of round 2.
- Round 3 experts responses will be used to refine the rubric performance levels.

Round 4



- Round 4 will be administered electronically. Experts will be presented with the draft rubric that will include the performance levels as a result of information gathered in round 3. They will be asked to express their opinions about the list of indicators, whether they agree or not, if they believe there is a need to add more indicators or improve wording in order to be better understood by the stakeholder it will apply to
- In the final section of the second round survey, participants will be given an opportunity to make any suggestions or additional comments on the performance levels.
- The purpose of this round was to verify that the performance levels were appropriately categorized and to obtain further feedback on how they could be improved.



Deliverable of the project:

Rubrics to support a 360 degree Assessment of teachers' competency in creating an effective and inclusive learning environment enhanced with technology

- Teachers' self-assessment rubric
- School director' assessment rubric
- Parents' assessment rubric
- Students' assessment rubric

SHIFT

Thank you!