

Ensuring the reliability and validity of an independent assessment of teachers practice in making decisions on attestation

Branch "Center for Pedagogical Measurements" of "Nazarbayev Intellectual Schools" AOE

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NIS teacher attestation model (*since 2017*)

Schools



1. Internal assessment:

- Assessment of teachers practice by school administration
- Preparing reflective report on lesson for independent assessment

Centre for pedagogical measurements



2. Independent assessment:

- Assessment of reports on the components
- Providing individual feedback for each reflective report
- Providing/updating instruments of assessment

Department for human resources



3. Interview:

- Review of p.1 and p.2 results
- Interview of teacher with presentation
- Making decision on attestation

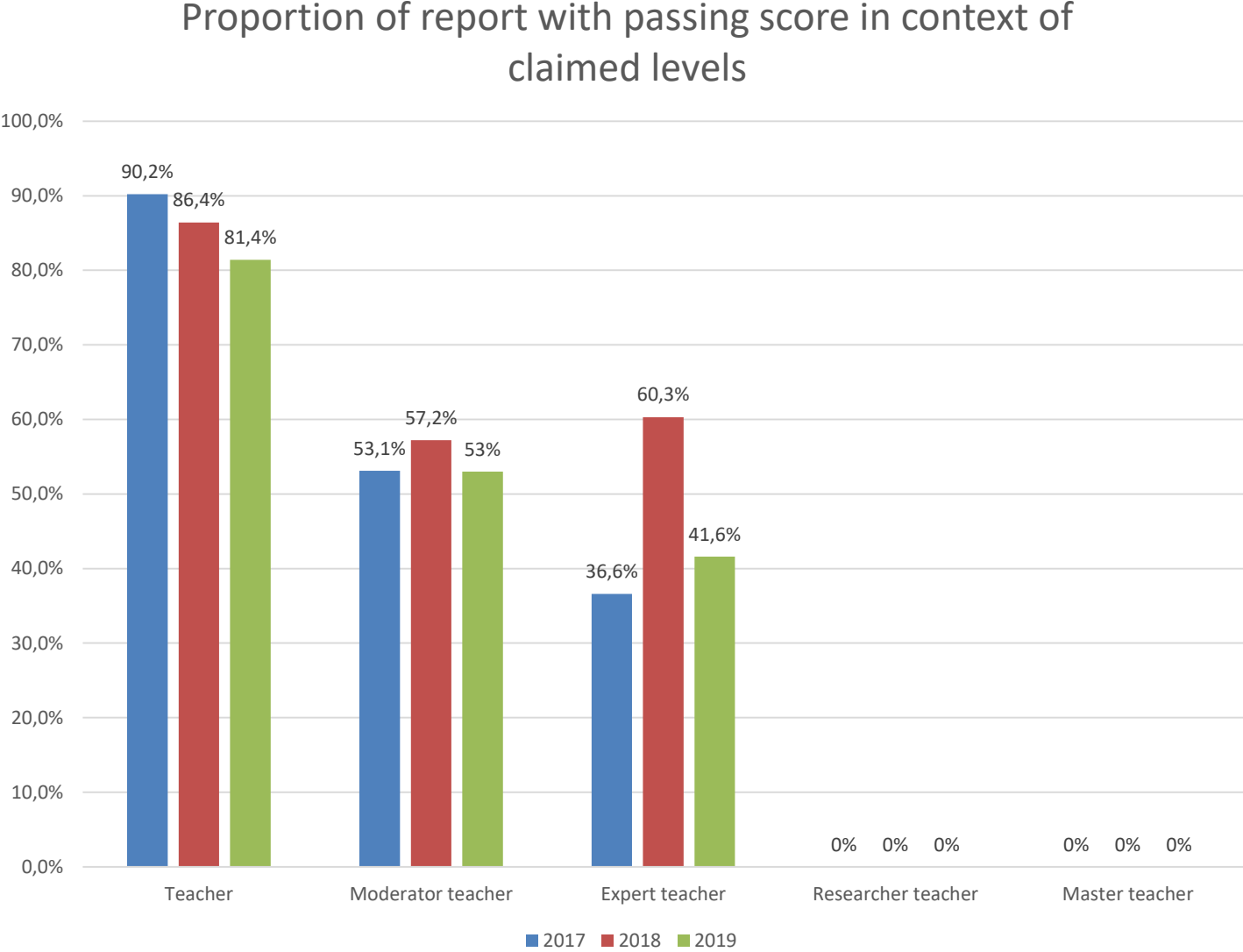
Systematic research of NIS teachers attestation realization

- Analysis of independent assessment results (*quant.*)
- Analysis of feedback of experts on assessment/schools administration/ attested teachers (*qual.*)
- Analysis of methodical documents effectiveness (*qual.*)

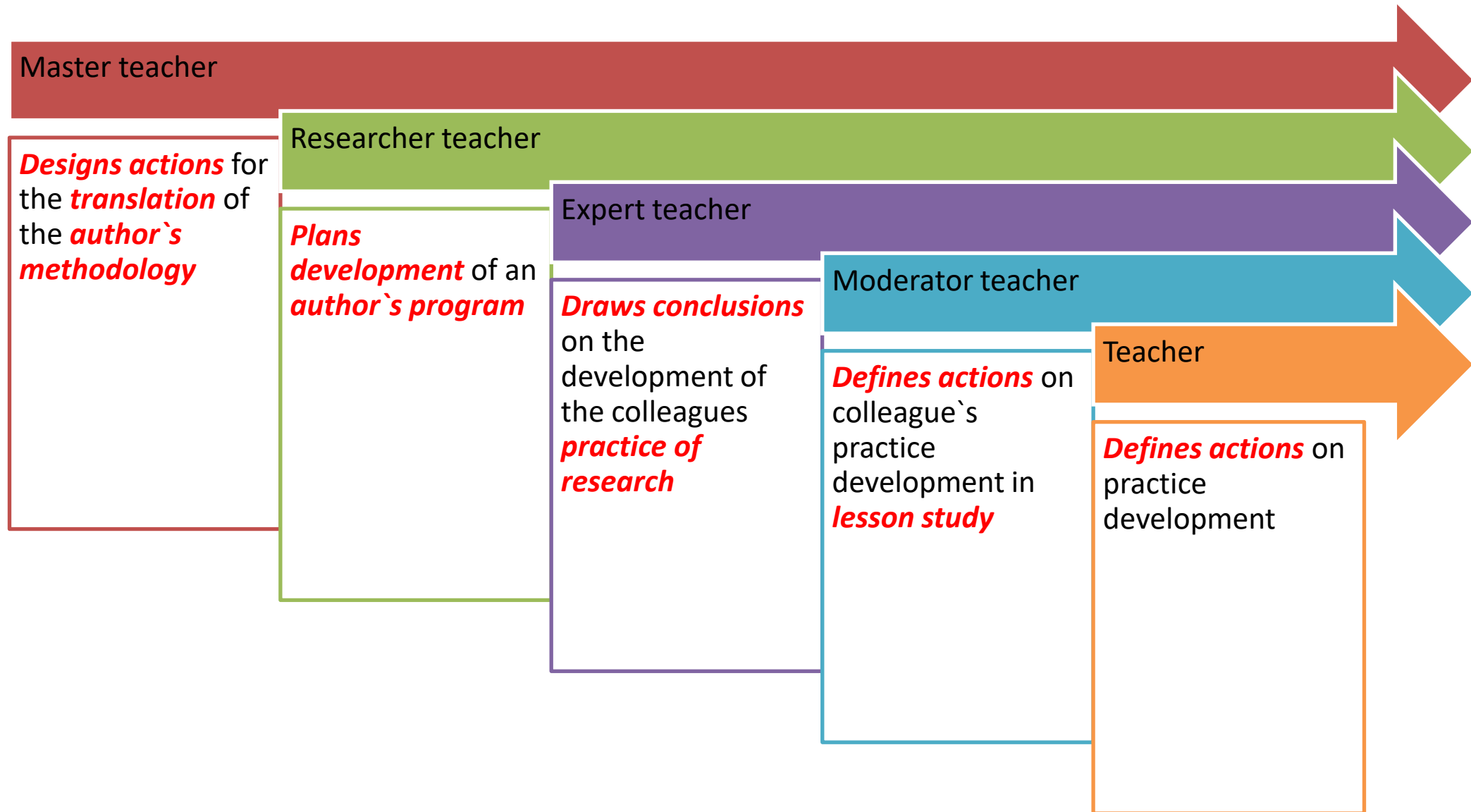
Proper, Reliable and valid assessment is provided by sustainable development of the instruments, but even with right instrument we might be assessing wrong things.

Analysis of independent assessment results

	2017	2018	2019
Teacher	123	66	70
Moderator teacher	527	327	317
Expert teacher	71	68	77
Researcher teacher	5	7	1
Master teacher	-	-	1
Total	726	468	466



Reflection level



Quality of evidences in report section

Claimed level: *teacher*

Report sections	Planning			Teaching			Assessment			Lesson effectiveness evaluation		
year	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
School												
School #1	88,9%	86,7%	77,8%	88,9%	86,7%	77,8%	100%	86,7%	66,7%	83,3%	80%	74,1%
School #2	94,4%	73,3%	33,3%	83,3%	80%	33,3%	83,3%	80%	33,3%	83,3%	66,7%	33,3%
School #3	79,4%	33,3%	-	81%	33,3%	-	60,3%	66,7%	-	66,7%	66,7%	-
School #4	87,2%	60%	73,3%	82,1%	73,3%	80%	64,1%	66,7%	73,3%	69,2%	73,3%	73,3%
School #5	83,3%	60%	66,7%	77,8%	60%	66,7%	72,2%	60%	66,7%	61,1%	60%	66,7%
School #6	81,8%	73,3%	86,7%	81,8%	73,3%	66,7%	81,8%	80%	86,7%	78,8%	80%	86,7%
School #7	77,8%	33,3%	66,7%	88,9%	33,3%	100%	77,8%	33,3%	100%	77,8%	33,3%	66,7%
School #9	88,9%	-	66,6%	100%	-	100%	100%	-	100%	88,9%	-	100%
School #10	81,5%	86,7%	44,4%	92,6%	86,7%	50%	74,1%	80%	50%	74,1%	80%	50%
School #11	66,7%	-	100%	88,9%	-	66,7%	77,8%	-	66,7%	61,1%	-	66,7%
School #12	83,3%	80%	100%	100%	66,7%	66,7%	83,3%	66,7%	66,7%	50%	66,7%	66,7%
School #13	66,7%	-	69%	57,1%	-	66,7%	52,4%	-	54,8%	52,4%	-	69%
School #14	77,8%	93,3%	83,3%	77,8%	100%	83,3%	77,8%	93,3%	50%	72,2%	93,3%	66,7%
School #15	88,9%	66,7%	-	72,2%	66,7%	-	61,1%	66,7%	-	72,2%	66,7%	-
School #16	91,7%	93,3%	-	83,3%	100%	-	66,7%	93,3%	-	75%	83,3%	-
School #17	66,7%	100%	83,3%	83,3%	83,3%	75%	50%	66,7%	66,7%	66,7%	66,7%	91,7%
School #19	83,3%	46,7%	84,8%	83,3%	53,3%	81,8%	91,7%	53,3%	66,7%	91,7%	46,7%	66,7%
School #20	76,2%	66,7%	66,7%	81%	53,3%	66,7%	81%	53,3%	66,7%	76,2%	53,3%	50%

Quality of evidences in report section

Claimed level: *moderator* teacher

Report sections	Planning			Teaching			Assessment			Lesson effectiveness evaluation		
year school	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
School #1	80,8%	93,3%	80%	78,2%	90%	80%	75%	86,7%	66,7%	67,9%	80%	53,3%
School #2	78,1%	70%	66,7%	81,3%	70%	74,4%	72,9%	66,7%	60,3%	74%	56,7%	55,1%
School #3	76,9%	73,3%	79,6%	76,4%	73,3%	75,9%	71,3%	66,7%	70,4%	70,4%	60%	70,4%
School #4	83,3%	70%	67,9%	78,6%	70%	71,6%	73,8%	66,7%	62,3%	59,5%	63,3%	53,1%
School #5	66,7%	90%	81,7%	66,7%	83,3%	79,4%	66,7%	76,7%	69%	66,7%	70%	55,6%
School #6	83,3%	73,3%	75%	86,7%	75%	78,1%	82,2%	70%	69,8%	72,8%	63,3%	59,4%
School #7	87,2%	60%	43,8%	88,9%	60%	52,1%	82,8%	50%	35,4%	67,8%	33,3%	31,3%
School #8	80,1%	83,3%	85%	78,9%	86,7%	75%	75,6%	76,7%	75%	67,1%	70%	83,3%
School #9	84,7%	93,3%	66,7%	80,7%	83,3%	71,4%	80,7%	76,7%	71,4%	68%	80%	66,7%
School #10	-	88,2	76,5%	-	89,6	73,1%	-	82,6	69,4%	-	70,1	69%
School #11	80,2%	80%	78,6%	81%	73,3%	83,3%	74%	66,7%	75%	66,7%	60%	73,8%
School #12	79,9%	80%	88,3%	79,9%	80%	86,7%	77%	76,7%	70%	68,4%	66,7%	66,7%
School #13	83,3%	80%	86,8%	75%	80%	79,8%	75%	70%	75,6%	75%	66,7%	76%
School #14	84,2%	100%	66,7%	81,7%	93,3%	68,5%	77,5%	93,3%	53,7%	71,7%	73,3%	55,6%
School #15	80,2%	76,7%	81%	76%	83,3%	83,3%	76%	83,3%	81%	63,5%	83,3%	64,3%
School #16	75%	73,3%	78,8%	70,8%	73,3%	77,3%	71,7%	70%	72,7%	65,8%	66,7%	65,2%
School #17	86,2%	73,3%	64,8%	88%	73,3%	63%	81,9%	66,7%	51,9%	70,3%	60%	42,6%
School #18	77,1%	86,7%	100%	80,2%	80%	91,7%	77,1%	73,3%	66,7%	71,9%	70%	75%
School #19	71,4%	76,7%	72,2%	67,7%	83,3%	72,2%	66,1%	73,3%	70,4%	67,7%	66,7%	55,6%
School #20	76,4%	83,3%	93,9%	76,8%	83,3%	90,9%	73,2%	73,3%	83,3%	72,4%	63,3%	62,1%
School #21	77,8%	63,3%	70,5%	77,8%	60%	77,3%	61,1%	53,3%	65,2%	72,2%	43,3%	52,3%

Quality of evidences in report section

Claimed level: *expert* teacher

Report sections	Planning			Teaching			Assessment			Lesson effectiveness evaluation		
year school	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
School #1	85,2%	97,8%	88,9%	81,5%	93,3%	87,8%	70,4%	84,4%	72,2%	77,8%	88,9%	73,3%
School #2	80,6%	93,3%	58%	69,4%	93,3%	70,4%	55,6%	77,8%	49,4%	63,9%	62,2%	59,3%
School #3	70,4%	66,7%	92,6%	66,7%	73,3%	88,9%	63%	55,6%	92,6%	66,7%	55,6%	81,5%
School #4	44,4%	44,4%	85,2%	44,4%	62,2%	85,2%	33,3%	46,7%	75,9%	44,4%	44,4%	64,8%
School #8	66,7%	100%	72,2%	70,4%	88,9%	68,1%	63%	88,9%	65,3%	70,4%	100%	66,7%
School #9	73,3%	95,6%	88,9%	77,8%	93,3%	91,7%	73,3%	82,2%	91,7%	64,4%	84,4%	88,9%
School #12	81%	88,9%	88,9%	82,5%	88,9%	94,4%	74,6%	100%	88,9%	74,6%	77,8%	83,3%
School #13	-	88,9	88,9%	-	92,6	87,3%	-	96,3	74,6%	-	92,6	77,8%
School #14	75%	84,4%	94,4%	63,9%	88,9%	86,1%	52,8%	88,9%	80,6%	50%	86,7%	66,7%
School #15	63%	88,9%	100%	64,8%	77,8%	88,9%	53,7%	66,7%	77,8%	57,4%	75,6%	44,4%
School #16	57,1	-	83,3%	50,8	-	100%	49,2	-	88,9%	49,2	-	88,9%
School #17	75,6%	62,2%	88,9%	66,7%	62,2%	90,5%	66,7%	62,2%	82,5%	62,2%	62,2%	81%
School #18	80,6%	88,9%	-	77,8%	84,4%	-	72,2%	80,0%	-	59,7%	80%	-
School #19	88,9%	77,8%	92,6%	88,9%	100%	92,6%	88,9%	88,9%	88,9%	88,9%	88,9%	88,9%
School #20	82,2	-	82,5%	82,2	-	87,3%	80	-	81%	75,6	-	71,4%
School #21	77,8%	55,6%	94,4%	92,6%	62,2%	100%	81,5%	55,6%	100%	74,1%	57,8%	72,2%

Analysis of feedback of experts on assessment/ schools administration/ attested teachers

Reports of the experts on assessment

from 9 to 12 experts

- Lack of understanding of teachers on report sections
- Inconsistency of the presented evidence of reflection in the report sections

Feedback from school administration

21 representatives from 21 schools

- Developing a common understanding of the reflexive report
- Clarify reflection on a lesson as a part of Lesson Study/Action Research

- Conduct workshops on school assessment

Feedback from attested teachers (focus-group)

120 teachers from 21 schools

- Further clarification of the criteria is needed

- Differentiate requirements for profile and non-profile subject teachers

Strengthen the methodical support to school administration

Development of cluster of professional development support trainers

Subject type	2017-2019					
	% of reports with passing score					
	Teacher		Moderator		Expert	
	teachers	%	teachers	%	teachers	%
Profile (chemistry, biology, physics, IT)	97	85,6	345	55,4	57	43,9
Non-profile	162	87,7	844	52,6	159	45,4

No difference in succeeding between a profile and non-profile subject teachers

Methodological support



Analytical report
after assessment

*Providing recommendations for
school administration*

More accent
to higher
levels

Improvement of
assessment tools
Accent to clarification;



Methodical
Support

*Updates instructions and
methodical recommendations*

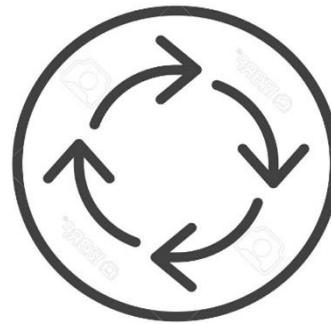


Online Conferences

*Providing support and Q&A for
school administration*



Changes to
guidelines



Annual visits to
Schools

*PDST practice observation
Providing recommendations*



Updates to
Regulations

*Updates/additions to NIS
teacher attestation rules*



Training of
school administration

*Certification of professional
development support trainers*

(PDST)

Conducting
coaching

Changes to
deadlines;
Adding subject
content to qual.
requirements

167 certified
trainers

Independent assessment of reflective report

Report section	«Teacher»	«Moderator teacher»	«Expert teacher»	«Researcher teacher»	«Master teacher»
Planning	1,5	3	4,5	6	7,5
Teaching	1,5	3	4,5	6	7,5
Evaluation	1,5	3	4,5	6	7,5
Lesson quality assessment	1,5	3	4,5	6	7,5
The maximum number of point for report	6	12	18	24	30
Required point to confirm claimed level	4	10	16	22	28