Abstract: Inter-rater reliability (IRR), the extent to which ratings from two individuals agree, is a key psychometric property of observation protocols. Common measures of IRR, percent agreement, and Cohen’s Kappa, rely on a two-way table of ratings. In this talk, I will describe the Math Habits Tool for assessing the quality of a mathematics lesson. The tool decomposes a mathematics classroom into four types of codable activities: teaching routines, catalytic teaching habits, student habits of mind, and student habits of interaction identifying time-stamped, individual occurrences of pre-determined codes. The time-stamped coding creates challenges in assessing the degree to which coders agree. I will describe the challenges and our attempts to overcome them.

Bio: Dr. White has a Ph.D. in Statistics from Michigan State University, and is a Professor at the Department of Mathematics, Texas State University. He is currently Assistant Chair of Mathematics. Dr. White has consulted on in test development, sample selection and evaluation for several international organizations. He is the author of multiple publications on the effect of using technology to teach geometry, the use of visualizations in mathematics and statistics classrooms, and the co-author of a middle school mathematics Algebra I textbook. His research interests are Statistics Education, Visualization of Functions and Technology for Teaching.