Florida's Value-Added Model (VAM)
Presented to the Florida School Board Association (FSBA)
Webinar 1: What is VAM?
6/22/15
Transcript

Slide 1: Intro Slide
"Good morning/afternoon! My name is Jason Graham. I'm the Program Director for Teacher Retention in the Bureau of Educator Recruitment, Development, and Retention. Joining me today will be Brian Dassler, Eileen McDaniel, and Kelly Oglesby. Thank you for allowing us to share with you today information about Florida's Value-Added Model, also called VAM."

Slide 2: Our Opportunity
"House Bill 7069 gives us a powerful opportunity to reposition teacher evaluation as a part of a professional growth system for educators and to reclaim the powerful potential of VAM to support leaders in making data-driven decisions that support student learning and educator growth."

Slide 3: Goal
"Our goal today and through future related webinars is to clearly and effectively communicate what VAM is, who receives a VAM, and how it can be used to inform professional learning and improve instructional practice.

We ask that as we go through the webinar you take note of any additional information that would help you with your work.

In addition, we want all to participate in the active discussion sessions of this webinar.

Please know that at the conclusion of this webinar all related materials will be sent to you, along with a link to this recorded webinar."

Slide 4: Overview
"As you can see from this slide, we plan to host a series of three webinars in the upcoming weeks. Of course, we are happy to add other webinars depending on your needs. Each presentation will last from 30 - 40 minutes, based on participation and questions.
Since VAM contains multiple layers of information, we thought it best to break each session into smaller components that build off of each other.

Webinar 1 will focus on answering the question, "What is VAM?"

In Webinar 2 we will "Decode the Student Performance Measure versus VAM".

Webinar 3 will share information on "Using Data to Inform Our Practice".

During each of these sessions we will also share information that districts may find helpful."

Slide 5: Structure of Our Time Together
"Our time together today will be broken down into three sections: the VAM video, **the types of data**, and a VAM FAQ sheet.
In each section we will present the information and then ask the audience to pose any questions they have regarding the slide."

Slide 6: VAM Video
"We have a great opportunity to get really clear about what VAM is and to help teachers see its potential. It **is** the best information we have ever had about a teacher's impact on student learning. Being a teacher who gets a VAM is a good thing. Understanding that starts with understanding how VAM works.
The short 6 ½ minute video that follows will help people understand VAM a little better. We are happy to share the link with you, but we caution against using the VAM video as 'the answer'. It will almost certainly lead to questions that, if not answered, will result in confusion and frustration for teachers. The video is a great first step to unpacking VAM's potential and we will talk more about other steps districts can take in subsequent webinars."

Slide 7: VAM Video – (play video)
AFTER THE VIDEO PLAYS "We are excited to be able to share this video with you. Now that you have seen the video, you might have some additional questions or a few points you want clarified. Let's pause here for a minute to address those questions. Who would like to go first? Please tell us your name and what district you represent."
(if needed, say) …These are perfectly appropriate questions; questions we know teachers and principals will have so thank you."

Slide 8: Types of Data Available to Districts
"Another critical step to helping people understand VAM is building a common language around it. Understanding some of these terms will help dispel some common misinformation about the State's role in teacher evaluation.
We call any VAM data the State sends to districts **"raw"** VAM data. It is simply a number; a data point without any performance level attached to it. Currently, the State gives districts the authority to set performance levels. Districts have access to several different kinds of raw data.

(**Scroll to next slide and toggle back when finished reading**) The **student level data** looks like the scores we saw under each student in the VAM video. It represents the number of points higher or lower on the developmental scale that students taught by the teacher scored when compared to similar students statewide. The higher or lower score is a comparison of how the student performed versus his or her expected score.

The State also sends a **1-year aggregate** and a **3-year aggregate** VAM score to districts. The 1-year aggregate, sometimes just called the **aggregate VAM score**, includes an aggregate for ELA, an aggregate for Math, and a combined score that includes both ELA and Math. This means we combine all courses and grade-levels for a teacher and standardize the score.

The 3-year aggregate includes data from the current school year and each of the two prior years for which data are available for a total of at least one and up to three years of data for the teacher.

Let's take a moment here to pause and answer any clarifying questions you might have."

Slide 9: "Mrs. Apple's Classroom" – picture
"The **student level data** looks like the scores we saw under each student in the VAM video. It represents the number of points higher or lower on the developmental scale that students taught by the teacher scored when compared to similar students statewide. The higher or lower score is a comparison of how the student performed versus his or her expected score."

Slide 10: What is the District's VAM Score?
"Districts have flexibility and autonomy when it comes to using VAM scores to determine performance. Upon receiving the scores, the district can convert the scores and set performance level standards in a manner that they feel will be best understood by the instructional personnel. For example, this could mean taking the raw score and converting it to a four point scale. As long as the scale allows for teachers to be categorized in one of the four mandated performance levels, this is allowed. Just a reminder, these performance levels are highly effective, effective, needs improvement or developing, and unsatisfactory.
It is really important that teachers and principals understand the difference between their "raw" VAM data and the district VAM data. We will unpack this more in a future webinar."

Does anyone have a question at this time regarding the District VAM score?"

Slide 11: Resources
"We have shared a lot of information in a very short time today."

Slide 12: FAQ Document – picture
"We will give Andrea a 3 page Q&A document and the memo "HB 7069 and District Evaluation Systems" the Commissioner sent out as a companion to the VAM video and the information presented in this webinar to hopefully shed some more light on today's topics."
Please - Let us know if additional questions need to be addressed or further explained."

Slide 13: "HB 7069 Memo" – picture
N/A - slide shown but not discussed

Slide 14: Next Webinar
"Our next VAM webinar will focus on Decoding the Student Performance Measures versus VAM. Please plan to spend approximately the same amount of time as we share what constitutes a student performance measure and how it compares to VAM."

Slide 15: Conclusion
"Thank you for attending this session on VAM. We hope we have answered your initial questions about VAM and we realize that it may lead to further questions. That is a good thing! If you will send those questions to Andrea, we will work with her to provide you answers. As mentioned earlier, we will follow-up this session by sending out the materials mentioned and a link to the recorded webinar, along with the date of the next webinar."