



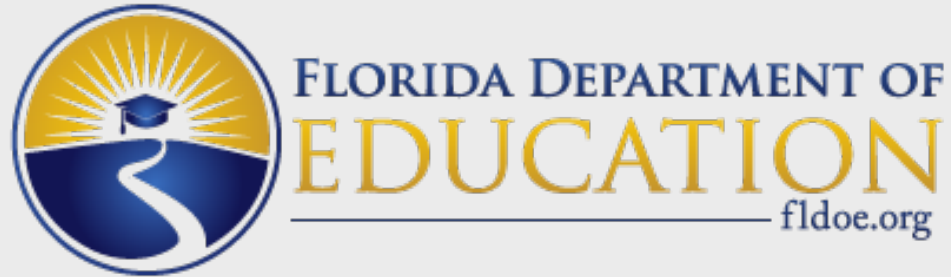
District VAM Roll Out

Webinar 1: Communicating About VAM in a Positive Way

Presented by the Bureau of Educator Recruitment, Development, & Retention

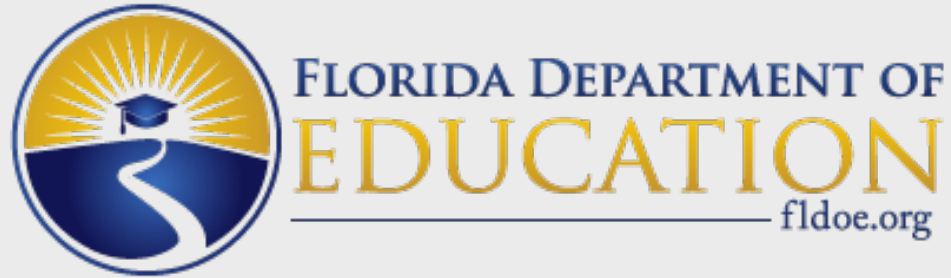


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Our Opportunity

- To reposition teacher evaluation as a part of a professional growth system for educators
- To reclaim the powerful potential of VAM to support leaders in making data-driven decisions that support student learning and educator growth



Goal

Clearly and effectively communicate:

- General Guidelines
- Messaging
- VAM Video

Overview

- **Webinar 1: Communicating About VAM in a Positive Way**
- Webinar 2: Digging into the Data – Knowing What Data You Have Access To
- Webinar 3: Using Data to Inform Our Practice
- Webinar 4: Difficult Conversations



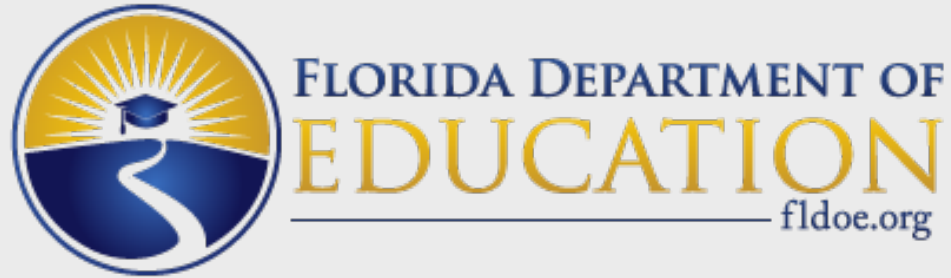
Agenda

Structure of Our Time Together

Today, we will discuss the following:

1. A Consistent Message – the VAM Video
2. District message to principals
 - Positive messaging is important
 - Arming you with the information you need to support teachers
 - Identifying district points of contact (POC)
3. Principal message to teachers
 - You get a VAM – that’s a good thing
 - Explaining VAM using the VAM video
 - Difference between raw VAM, district VAM and overall evaluation

In addition, we will stop throughout the webinar to answer questions. Please know that each slide will present an opportunity to pause for questions.

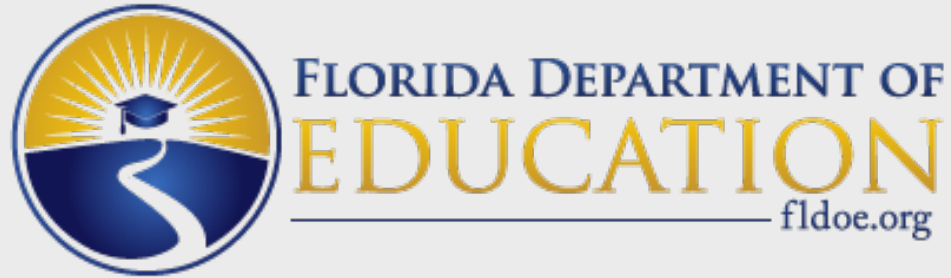


1. A Consistent Message

The VAM Video



This video can be located at
<http://www.fldoe.org/about-us/division-of-educator-quality.shtml>
at the bottom of the page.



2. District Message to Principals

How do we get started?

General Guidelines to Consider Pt. 1:

- Do NOT rely on the video as the “be all, end all”. Instead, use the video as an introduction to a conversation about VAM.
- Help your teachers understand how they got their VAM score. Give them their raw VAM score, their district adopted VAM score, and their individual student scores with a breakdown of the expected versus the actual score for each student.
- Point out students’ test scores in previous years and the predicted score for those same students so teachers can see for themselves that these predicted scores are realistic.

General Guidelines to Consider Pt. 2:

- Help teachers understand that the goal is to use student performance data and other data points to determine professional learning needs as part of a continuous growth model.
- Reassure teachers that VAM is not out to get them. Point out that 70 to 75% of teachers positively impact student learning according to raw VAM data.
- You may want to show one year VAM Data for 3+ years so teachers can understand and feel more comfortable with the scores themselves. You might also show them the three-year aggregate and explain how that works.

General Guidelines to Consider Pt. 3:

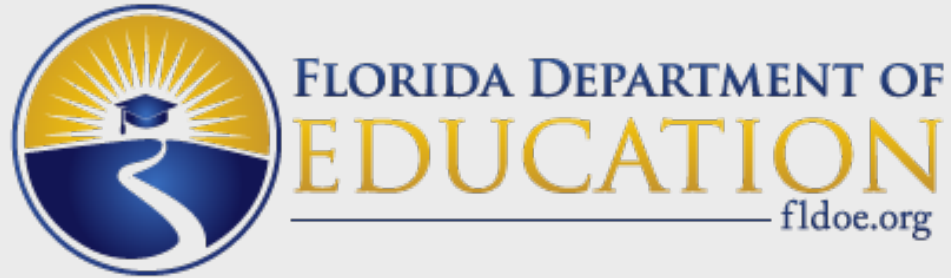
- Give your teachers an opportunity to ask questions and feel okay knowing that you may not have the answers. We recommend that each district have a point of contact to answer questions that come up. The department is also happy to help answer any questions should the district point of contact not be able to answer them.
- Help teachers understand some of the benefits of teaching courses that get a VAM score. They have access to better data; they are being compared to other teachers with similar students using the same test.
- VAM has been seen by some as a competition between teachers for pay-for-performance. This has created reluctance to share best practice across classrooms. Understanding that VAM is individualized down to the performance of an individual student, sharing best practices across classrooms, applying action research, working together in efficient and effective professional learning communities, and participating in constant observation and feedback cycles may increase a teacher's chance at a higher VAM score.

Dear Principals:

As I think about how far we have come in the last two years to improve teaching and learning in our district and what we can do to continue to make progress towards ensuring that every one of our students is taught by teachers that are as good as the best teacher we have ever had, I keep coming back to a few key ideas:

- Performance evaluations are part of a larger growth model that provide us with useful data that inform our own practice and professional learning needs.
- VAM provides the best information educators have ever had about the impact of teaching on learning.
- Educators will not use performance data to inform their instructional practice and growth needs until they understand it and trust in how it is being used.





A video and script have been provided to you in our efforts to provide the best information available about VAM. If you have any additional questions that are specific to the dissemination of this information, the district has provided a point of contact to answer questions that may not be covered in the materials. (Name) _____ can be reached at (Phone) _____ or at the following email _____. This is the point of contact for our district and he/she is authorized to discuss evaluation scores and can address VAM related questions in greater detail.



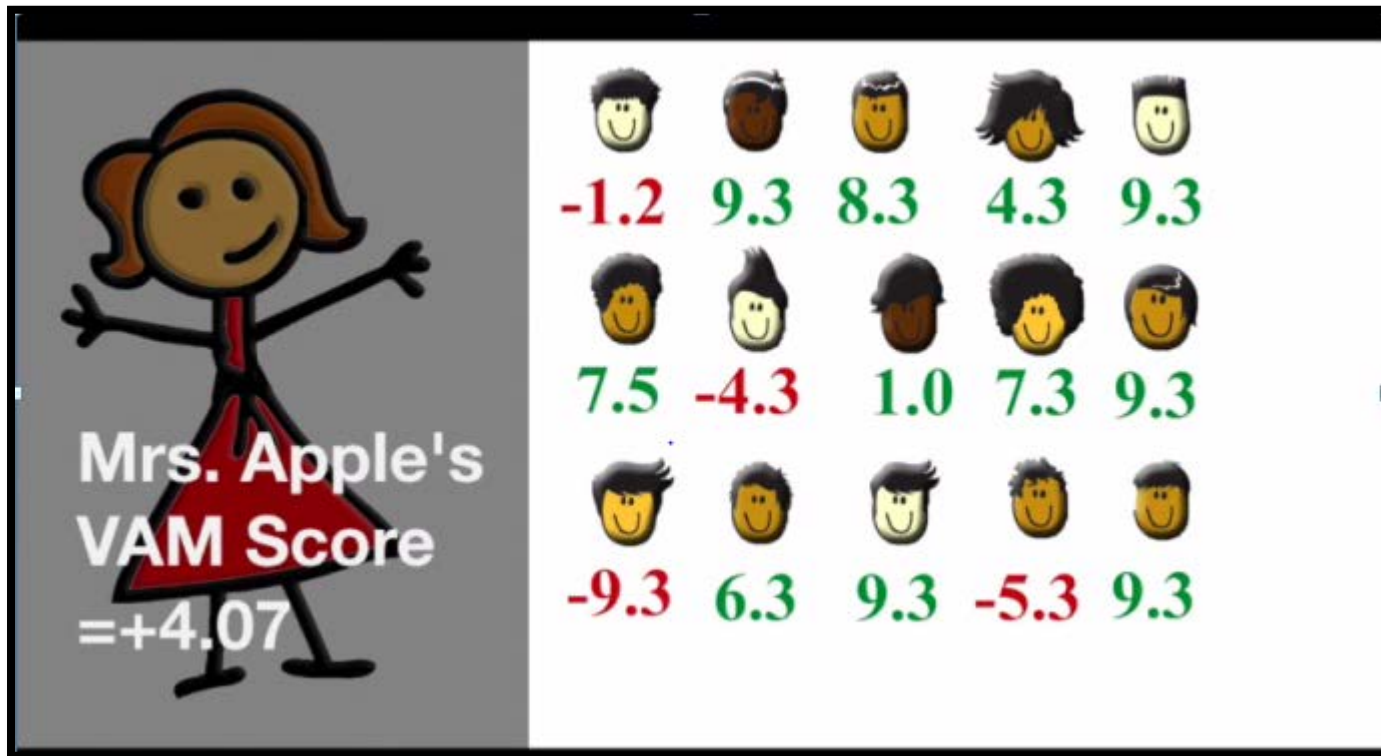
3. Principal Messages to Teachers

Let's Make It Comprehensible!

You Get a VAM – That’s a Good Thing!

NO VAM!	NO VAM!	VAM!
		
District-Created Principal Teacher-Created	3rd Grade English Language Arts & Math FCAT Science Biology Geometry Civics U.S. History	4th-8th Math 4th-10th ELA 8th-9th Algebra I
		

What Does a VAM Score Mean?



What Does VAM Take into Account?

There are eight characteristics of a student that are taken into account when calculating VAM:

- Up to two prior years of achievement scores (the strongest predictor of student growth)
- The number of subject-relevant courses in which the student is enrolled
- Students with Disabilities (SWD) status
- English Language Learner (ELL) status
- Gifted status
- Attendance
- Mobility (number of transitions)
- Difference from modal age in grade (as an indicator of retention)

There are two characteristics of a classroom taken into account when calculating VAM:

- Class size
- Similarity on test prior test scores among students in the class

Teachers:

On _____, we will meet as a team to discuss what VAM is, who receives a VAM score, and how it can be used to improve teaching and learning in our school. When used appropriately, VAM and other measures of performance help us make decisions about our practice and our professional learning needs. VAM can tell us how our students have performed on the assessment instruments relative to students with similar attributes. We will also begin the discussion on how to use VAM to explore targeted teaching techniques and professional development activities so that we can build on our strengths and needs.

I will share a video and some other resources about VAM during this session to help you understand it better. If you have any questions regarding VAM, you might want to jot them down so we can discuss them following the presentation.

	Follow-Up Action
<p>Before showing the VAM video:</p> <p>“This video, created by the Florida Department of Education, is designed to bring clarity about VAM. It explains who receives a VAM score and the factors used to determine VAM. It is approximately 6 minutes long. Please know that this video is a surface level video, not technical, and serves only as an introduction to understanding VAM. Let’s watch it now and talk more about it after the viewing.”</p>	<p>Play the video provided at the link above</p>
<p>Following the video:</p> <p>“One of the key take-aways from this video for me is _____.”</p> <p>What were some aha moments for you all?</p> <p>Do you have any questions for me regarding the VAM video?”</p> <p>So, most of you don’t get a VAM score. Your student performance measure is _____.”</p>	<p>Respond to audience questions</p>
<p>“If you have any additional questions that are specific to your individual evaluation score, please see me. As your site based administrator/administration team, I can explain to you how your score is calculated and why you received the score you did for this year. If you have a question that cannot be answered here at the school site, you will need to contact _____ at _____ or at the following email _____. This is the point of contact for our district. He/She is authorized to discuss evaluation scores and can address VAM related questions in greater detail.”</p>	<p>Refer teachers to the district point of contact for specific questions about the district evaluation system.</p>

Types of Data Available to Districts

- Raw VAM data
- Student level VAM data
- Aggregate
 - ELA
 - Math
 - Combined ELA & Math
- 3-year aggregate

What is the District VAM Score?

After a district receives raw VAM data from the FDOE, districts adjust the scores in a way that they deem fit for dissemination in their individual districts. Value-added models can produce results in addition to the VAM score, which districts use in its personnel evaluation system.

Actual versus Expected Scores



How Does VAM Fit into My Summative Evaluation Score?

The “Summative Evaluation Score” is the final score that determines which of the four rating levels the teacher will receive: highly effective, effective, needs improvement/developing, or unsatisfactory.

The criteria of summative evaluation score (s.1012.34, F.S.) require that teacher evaluations be based on sound educational principles and contemporary research in effective practices in three major areas:

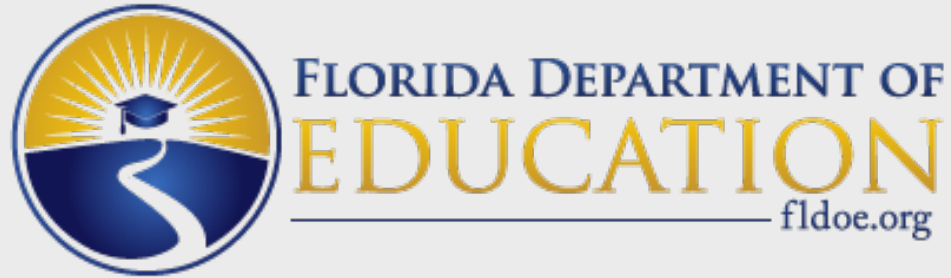
- The Performance of Students (at least 1/3 of the 100%)
- Instructional Practice Score (at least 1/3 of the 100%)
- Other Professional and Job Responsibilities
 - This is the remainder of a 100%, after the first 2 criteria have been determined to be a set percentage, as determined at the district level.



Questions

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Next Webinar

Digging Into the Data –
Knowing What Data You Have Access To



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