

Florida's Value-Added Model (VAM)
Webinar 2: Digging into Data – Knowing What Data You Have Access To
7/21/15
Transcript

Slides 1 & 2 – participant direction slides

Slide 3: Intro Slide

“Good morning! My name is Kelly Oglesby. I’m a Policy Consultant for the Teacher Retention Unit in the Bureau of Educator Recruitment, Development, and Retention. Joining me today will be Jason Graham, our Program Director, and Alvin Davis and Denise Scheidler, Program Specialists. In addition, we have Jason Gaitanis and Greg Hand from the ARM division. Thank you for allowing us to share with you today information about Florida’s Value-Added Model, also called VAM. For your information, we will “mute” all participants until the question/answer sections.”

Slide 4: Our Opportunity

“Good morning everyone! I’m glad you could join us for today’s webinar that will talk a little about the kinds of data you have access to and different ways we’ve seen districts and principals message teacher evaluation data and VAM to teachers. We had more than 100 participants for our first webinar, which just confirms for us how important this topic is to you all. We are so thrilled that, like us, you all recognize the powerful opportunity House Bill 7069 gives us to reposition teacher evaluation as part of a professional growth system for educators and to reclaim the potential of VAM to support teachers and leaders in improving teaching and learning.”

Slide 5: Goal

“I said in our first webinar that our goal is that teachers understand how they are being evaluated, including how VAM works, and that they are using evaluation data as they would student data – to inform their practice and to identify areas for professional learning. To get there, we know we need to do a better job at clearly and effectively communicating what VAM is, who receives a VAM, and how it can be used to inform professional learning and improve instructional practice.

There will be opportunities during the webinar for active discussion and questions. We hope you will join in the conversation as this will lead to a deeper understanding of VAM , teacher evaluations and how to use it to inform our professional learning needs. If you think of any additional information along the way that would help you with your work, please let us know.

Kelly will provide you with a link to this webinar and all related materials soon after the webinar.”

Slide 6: Overview

“As you can see from this slide, we plan to host a series of two additional webinars in the upcoming weeks. Of course, we are happy to add other webinars depending on your needs. Each presentation will last from 50 - 60 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.

Today we will be presenting, Digging into the Data – Knowing What Data You Have Access To”.

On July 28th, Webinar 3 will share information on “Using Data to Inform Our Practice”.

On August 4th, Webinar 4 will focus on “Difficult Conversations.”

You will also find these dates in the original invitation email.

During each of these sessions we will also share information and resources that you may find helpful.”

Slide 7: Agenda

“Let’s look at today’s webinar.”

Slide 8: Structure of Our Time Together

“Our time together today will be broken down into four sections: a review of messaging, a review of communication, explaining the score, and the teacher VAM verification chart.

In each section we will present the information and then ask the audience to pose any questions they have regarding the slide.”

Slide 9: Review of Guidelines

“During the first webinar, Communicating about VAM in a Positive Way, we presented some materials that districts could use to demonstrate who gets a VAM and how it is determined. We shared a short 6 ½ minute video to help people understand VAM a little better, but we cautioned against using the VAM video as ‘the answer’. As we discussed, 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.

In addition, we proposed nine guidelines to assist districts.”

Slide 10: General Guidelines to Consider Pt. 1

Please take a few moments to look over some of the general guidelines we suggested during the last webinar for communicating with teachers about their performance evaluation.”

Slide 11: General Guidelines to Consider Pt. 2

“Here are the next three suggested guidelines. I just want to reiterate one of these on this slide. Bullet one is SOOO important!

It’s critical that principals and district leaders send a clear message to teachers about the purpose of evaluation. We are not evaluating for evaluation’s sake nor are we trying to seek out teachers to get rid of. One of the key reasons we evaluate teachers and administrators is to inform their practice and areas for professional growth.”

Slide 12: General Guidelines to Consider Pt. 3

“Another thing to always consider is how the data can be an opportunity for professional learning. VAM provides individualized data. Collaborative practices are to every one’s benefit!”

Slide 13: Review of Communication

“Again, in order to assist principals, we created resource materials that could be given to principals to support meetings and discussions about teacher evaluations or VAM. We will send these to you as soon as allowable.”

Slide 14: Screen Shot of Invite

“This short invitation shows how one principal invited teachers to a staff meeting to discuss teacher evaluations or VAM.”

Slide 15: Screen Shot of Discussion

“Here’s an example of how a principal might communicate with teachers about the VAM video. This could aid principals in prepping the group, focusing on key take-aways, and bringing to light the district point of contact for additional questions.”

Slide 16: Explaining the Score

“Let’s now move into the focus of this webinar. We will start by looking at how to explain the score and how it is determined for each teacher. For teachers this will be a VAM score or a student performance measure.”

Slide 17: What is a Student Performance Measure?

“All teachers receive a student performance measure in their summative evaluation score. Only 1/3 of teachers teach subjects and courses that generate a VAM score. These include 4th-8th Math, 4th-10th ELA, and 8th and 9th grade Algebra I.

Everyone else receives a district determined student performance measure.

Let’s take a moment here to pause and answer any clarifying questions you might have. Please identify yourself and your district. Press *6 to unmute yourself. Who would like to go first?”

Slide 18: Student Performance Measure

“The proportion of growth or achievement used to determine the student performance measure is also determined by the district. In some instances districts will use a chart, like the one on this screen to detail the student performance measure by instructional assignment. Teachers can locate this information in their district instructional evaluation system.”

Slide 19: Summative Evaluation Score

“Instructional and administrative summative evaluation scores must include that at least 1/3 of the evaluation is based on performance of students.”

Slide 20: Card Example 1

“One of the keys to reclaiming the powerful potential of evaluation data as a tool to inform instructional practice is to clearly communicate it with teachers during one-on-one conversations.

Here is an example of a report that was used to clearly communicate a teacher's student performance score. This format shares key information to teachers. As you can see from the example on the slide, the teacher would know their raw VAM score, percentage of students meeting expectation, the instructional practice score, and the final summative evaluation score."

Slide 21: Card Example 2

"This is a second example of a teacher report. The key is to give teachers and administrators the most accurate data available about their impact on their students' performance. Let's take a moment here to pause and answer any clarifying questions you might have. Please identify yourself and your district. Press *6 to unmute yourself. Who would like to go first?"

Slide 22: The Teacher VAM Classification Chart

"Another form of data reporting to consider is the Teacher VAM Classification Chart."

Slide 23: What is the Teacher VAM Classification Chart?

"The Teacher VAM Classification Chart, often referred to as "red and green" sheets due to the color markings, are a visual representation of which teachers at a given school had students that fell on average at, above or below their expected scores."

Slide 24: What does 68% and 95% mean?

"We provide this picture to explain the 68% and 95% that we often hear discussed. The visual demonstrates where the score falls and how sure we are the score falls within a range. 95% is used to determine highly effective, effective, and unsatisfactory teachers. 68% is used to distinguish between effective and needs improvement."

Slide 25: Chart Headers

"This chart includes data elements that a district or principal might wish to include when they are creating their Teacher VAM Classification Chart. Districts have access to all of these data points.

The headers are defined here.

For clarity, the last category is the final summative evaluation score, which includes the instructional practice score.

Let's take a moment here to pause and answer any clarifying questions you might have. Please identify yourself and your district. Press *6 to unmute yourself. Who would like to go first?"

Slide 26: Questions

"Today we quickly reviewed webinar 1, discussed student performance measures, looked at an idea for teacher report cards, and explained the teacher VAM verification chart. We have used this webinar to build not only our knowledge of VAM but sought to enhance our data literacy.

Please know that we are here to support you. If you have questions, please don't hesitate to reach out to us. As soon as possible, following this webinar, all related materials will be sent out and posted on our webpage."

Slide 27: Next Webinar

“Our next VAM webinar will focus on Using Data to Inform Our Practice. Please plan to spend approximately the same amount of time as we share protocols to assist in data driven conversations that will inform instructional practice.”

Slide 28: Conclusion

“Thank you for participating in this webinar. We look forward to sharing additional information with you in the upcoming webinars.

Have a great rest of your day!”