



# FACILITATION GUIDE VALUE-ADDED VIDEO SERIES

## **VIDEO 1:** INTRODUCTION TO THE VALUE-ADDED SERIES

For district, building, and teacher leaders supporting professional learning on value-added analysis



**Battelle**forKids

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## INTRODUCTION

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The Value-Added Video Series is designed for teachers and administrators as an easy, digestible way to acquire a basic, conceptual understanding of Ohio's value-added measures to foster the appropriate and effective use of value-added information.

To get the most out of the video series, you are encouraged to use the videos during collaborative learning times, and leaders may use the accompanying Facilitation Guide for each video to elicit thoughtful discussions among educators in a collegial, professional learning setting.

The video series includes:

- Video 1: Introduction to the Value-Added Series (6:52)
- Video 2: Establishing Awareness: Why Growth Measures Matter! (24:30)
- Video 3: Getting the Basics: SAS® EVAAS® Multivariate Response Model (MRM), Mean Gain Approach (33:38)
- Video 4: Getting the Basics: SAS® EVAAS® Univariate Response Model (URM), Predicted Mean Approach (14:50)
- Video 5: Understanding Standard Error and Growth Index (17:28)
- Interpreting Value-Added & Diagnostic Reports (Facilitation Guide only, no video)
- Video 6: Analyzing and Using Value-Added Information (11:30—includes educators sharing their experiences)
- High School Value-Added Video-A Good Beginning to value-added Information (7:35)

Facilitation Guides include:

- Learning targets and length for each accompanying video
- Guided practice which includes reflection activities, questions, and scenarios
- Talking points and example responses to support the facilitator
- Additional resource suggestions for those interested in learning more

Thank you for accessing and engaging in these professional learning resources to support your understanding and use of value-added measures.

This Facilitation Guide and the accompanying Value-Added Video Series are provided through a partnership between the Ohio Department of Education and Battelle for Kids.



## PLANNING FOR THE USE OF VIDEO 1: INTRODUCTION TO THE VALUE-ADDED SERIES

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### STEP 1

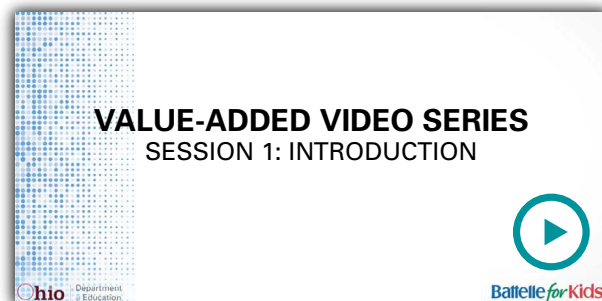
Access and review Video 1 and this Facilitation Guide to familiarize yourself with the content prior to using the resources with an audience.

### STEP 2

Decide who should participate in Video 1 professional learning and when. Since this video introduces the entire video series and the Data Coaching Framework that is incorporated throughout all of the videos start with Video 1. You might begin by having district, building, and teacher leaders view Video 1 and this Facilitation Guide, and plan for implementation of the video series resources with staff.

#### Video 1 Learning Targets

- Understand the purpose and best use of this value-added video series
- Learn about the Battelle for Kids Data Coaching Framework incorporated throughout this video series



**Video 1 Length: 6:52**

### STEP 3

Consider the guided practice activities in this guide, and plan how you will integrate them into professional learning opportunities.

Determine if you will show the video in its entirety first, or pause the video throughout to facilitate activities at suggested times. Suggested times to pause the video and engage in discussion or in an activity are included in this guide. The symbol to the right is included in the videos at any point where a pause is suggested for processing time or to check for understanding.



### STEP 4

Print the pages in the guide you plan to use as attendee handouts. Suggestions:

- Print pages 6 and 8 for all attendees
- Print pages 10 and 11 (back to back) for district/building leaders

Consider printing the pages in this guide marked "Facilitator Copy" to support your efforts. These pages include activity instructions and talking points.

## GUIDED PRACTICE 1: ESTABLISHING THE RIGHT CONDITIONS

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### PURPOSE

The purpose of this activity is for attendees to reflect on the current conditions in place at their school(s) to support the effective use of value-added information and discuss considerations for improving the conditions. Conditions that are described in the video include: culture, structure, access, and data quality.

### SUGGESTED USE

#### 1. Prior to showing the video:

- Share Video 1 learning targets with the audience.
- Print Guided Practice Handout 1 (page 6) ahead of time for attendees.

#### 2. Pause video at 4:49 to complete this activity on establishing the right conditions:


- Ask attendees to refer to Guided Practice Handout 1 and jot down 1–2 examples in column 1: *How do the conditions in place at our school(s) support effective use of value-added information?*
- Ask attendees to jot down 1–2 ideas in column 2: *Considerations to improve the conditions at our school(s) to support effective use of value-added information.*
- Spend 5–10 minutes for share-out on column 1. Simply ask “who wants to share?” or ask 2–3 attendees to share.

Do you have a large audience? If so, you might have attendees share with their table and then call on each table (or 2–3 tables) to share out what they discussed.

- Repeat process for column 2 sharing.
- If preferred, complete the Guided Practice 1 activity after attendees watch the entire video.



## GUIDED PRACTICE 1: ESTABLISHING THE RIGHT CONDITIONS

THE RIGHT CONDITIONS FOR EFFECTIVE USE OF VALUE-ADDED DATA	1. HOW DO THE CONDITIONS IN PLACE AT OUR SCHOOL(S) SUPPORT EFFECTIVE USE OF VALUE-ADDED INFORMATION?	2. CONSIDERATIONS TO IMPROVE THE CONDITIONS AT OUR SCHOOL(S) TO SUPPORT EFFECTIVE USE OF VALUE-ADDED INFORMATION
 <p><b>CULTURE:</b> represents the norms, values, and traditions which establish the expectations for collaboration</p>		
 <p><b>STRUCTURE:</b> refers to the opportunities available to educators to discuss data</p>		
 <p><b>ACCESS:</b> refers to the availability of multiple sources of data applicable to educators</p>		
 <p><b>DATA QUALITY:</b> references using data generated from high-quality measures in the inquiry process</p> <p><i>Specific to value-added, think about the quality of inputs going into the analysis, i.e., roster verification/linkage for teacher-level reports, EMIS data, etc.</i></p>		

## GUIDED PRACTICE 2: ESTABLISHING THE RIGHT PROCESSES

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### PURPOSE

Staff feedback from this self-assessment will help to inform professional learning offerings and support the school leader's plans throughout the year in building awareness, understanding, interpretation, analysis, and use of value-added information. Effective data use that accelerates student learning and informs professional practice is the ultimate goal to maximize the use of value-added information.

### SUGGESTED USE

#### 1. Prior to showing Video 1:






- Print Guided Practice Handout 2 (page 8) ahead of time for attendees.

#### 2. After Video 1 is viewed in its entirety:

- Ask attendees to complete the self-assessment activity on their readiness levels in the stages leading up to, and including, the effective use of value-added information.
- Make sure that your staff understands that school leaders will use the results of this activity to help inform differentiated professional learning opportunities on value-added analysis during the remainder of the year.
- If appropriate, have attendees include their name on the self-assessment before submitting. The benefit would be for planning purposes to best tailor professional learning options for individuals and to identify potential facilitators.
- Collect self-assessments. Suggest to the group that anyone who marked "I've got this. I can help others." for any stage of the right processes should follow up with ideas on how they might partner with you/the team to build school capacity moving forward.



## GUIDED PRACTICE 2: ESTABLISHING THE RIGHT PROCESSES

THE RIGHT PROCESSES FOR EFFECTIVE USE OF VALUE-ADDED DATA	YOUR READINESS LEVEL		
	I NEED A LOT OF SUPPORT.	I NEED A LITTLE SUPPORT.	I'VE GOT THIS. I CAN HELP OTHERS.
 <p>Having a context for:</p> <ul style="list-style-type: none"> <li>• Differences between achievement and growth</li> <li>• The benefits of value-added information</li> <li>• Various types of growth measures</li> <li>• Expectations of professional practice relevant to data use, including value-added</li> </ul> <p><i>Video 2 focuses on awareness.</i></p>			
 <p>Building a sufficient understanding of how the value-added measure is calculated as a necessary foundation to get to appropriate use of data</p> <p><i>Videos 3, 4, and 5 focus on understanding.</i></p>			
 <p>Establishing basic knowledge of the anatomy of reports, essential for accurate interpretation (e.g., tables, charts, graphs, color-coding)</p> <p><i>The Interpretation Facilitation Guide focuses on interpreting value-added and diagnostic reports.</i></p>			
 <p>Examining cause and effect relationships; exploring strengths and opportunities for growth</p> <p><i>The Interpretation Facilitation Guide and Video 6 focus on analysis.</i></p>			
 <p>Using value-added information to accelerate student learning and improve professional practice</p> <p><i>Video 6 focuses on use.</i></p>			



## GUIDED PRACTICE 3: VALUE-ADDED VIDEO SERIES PLANNING

### PURPOSE

The purpose of this activity is to plan for the use of the remainder of the Value-Added Video Series and Facilitation Guide resources.

### SUGGESTED USE

#### 1. Use Resource 3 as a follow-up activity with district/building leaders responsible for professional learning for staff.

- Print Guided Practice Handout 3 (pages 10 and 11) ahead of time.
- Ask the leaders you are meeting with to review the learning targets of each video/guide listed in Guided Practice Handout 3 and complete the first column: Who needs this professional development (PD)?
- Tally staff responses from submitted Guided Practice Handout 2 and share with the leadership team.

PROCESSES	TOTAL #: I NEED A LOT OF SUPPORT.	TOTAL #: I NEED A LITTLE SUPPORT.	TOTAL #: I'VE GOT THIS. I CAN HELP OTHERS.
AWARENESS			
UNDERSTANDING			
INTERPRETATION			
ANALYSIS			
USE			

- Ask leaders to share their ideas on who needs the PD that accompanies each video/guide.
  - If the leaders' viewpoint on who needs the PD doesn't align with feedback from the staff, discuss options to differentiate the remaining PD opportunities.
- Once the leadership team agrees on who could benefit from the PD that accompanies the remaining videos/guides, work together on the remaining questions:
  - When will they participate in the PD?
  - Who will be assigned to facilitate?
- Consider staff feedback and those who marked "I've got this. I can help others." With the leadership team, discuss the opportunities for facilitation support from these staff members.



## GUIDED PRACTICE 3: VALUE-ADDED VIDEO SERIES PLANNING

VIDEO/GUIDE RESOURCE	WHO NEEDS THIS? (CONSIDER ALL AUDIENCES)	WHEN WILL THEY RECEIVE PD?	WHO WILL LEAD THE FACILITATION?
<p>Video 1: <i>Introduction to the Value-Added Series</i></p> <ul style="list-style-type: none"> <li>Understand the purpose and best use of this value-added video series</li> <li>Learn about the Battelle for Kids Data Coaching Framework incorporated throughout this video series</li> </ul>	<p><i>If applicable staff have already watched Video 1, consider if staff would benefit from additional learning on the right conditions and processes described in the Battelle for Kids Data Coaching Framework. See the Additional Resources section in this guide (page 12) to access data coaching resources.</i></p>		
<p>Video 2: <i>Establishing Awareness: Why Growth Measures Matter!</i></p> <ul style="list-style-type: none"> <li>Understand the difference between measuring student achievement and growth</li> <li>Understand there are multiple and varying approaches to measuring student growth</li> <li>Understand the importance of measuring student growth to inform professional practice and accelerate student learning</li> </ul>			
<p>Video 3: <i>Getting the Basics: SAS® EVAAS® Multivariate Response Model (MRM), Mean Gain Approach</i></p> <ul style="list-style-type: none"> <li>Understand the history of value-added reporting in Ohio</li> <li>Learn about Ohio’s value-added analytics provider, SAS Institute</li> <li>Acquire basic, conceptual knowledge of how the SAS® EVAAS® mean gain model is calculated</li> </ul> <p><i>Applicable to grades 4–8, math and ELA/reading.</i></p>			
<p>Video 4: <i>Getting the Basics: SAS® EVAAS® Univariate Response Model (URM), Predicted Mean Approach</i></p> <ul style="list-style-type: none"> <li>Understand the history of value-added reporting in Ohio</li> <li>Learn about Ohio’s value-added analytics provider, SAS Institute</li> <li>Acquire basic, conceptual knowledge of how the SAS® EVAAS® predicted mean model is calculated</li> </ul> <p><i>Applicable to grades 5 and 8 science, grade 6 social studies, and end-of-course subject areas.</i></p>			

## GUIDED PRACTICE 3: VALUE-ADDED VIDEO SERIES PLANNING

VIDEO/GUIDE RESOURCE	WHO NEEDS THIS? (CONSIDER ALL AUDIENCES)	WHEN WILL THEY RECEIVE PD?	WHO WILL LEAD THE FACILITATION?
<p>Video 5: <i>Understanding Standard Error and Growth Index</i></p> <ul style="list-style-type: none"> <li>Understand that value-added reporting includes a growth estimate and an associated standard error</li> <li>Learn about standard error and how it helps inform whether the value-added estimate is significantly different from the growth standard or expectation</li> <li>Learn about the term growth index (sometimes referred to as gain index) used in value-added reporting to determine effectiveness levels</li> </ul> <p><i>Applicable to both MRM and URM.</i></p>			
<p>Interpreting Value-Added and Diagnostic Reports <i>(Facilitation Guide only, no video)</i></p> <ul style="list-style-type: none"> <li>Interpret a School Value-Added Report and School Diagnostic Report</li> <li>Interpret a Teacher Value-Added Report and Teacher Diagnostic Report</li> <li>Access and review resources to support interpretation and analysis of additional SAS® EVAAS® reports</li> </ul>			
<p>Video 6: <i>Analyzing and Using Value-Added Information</i></p> <ul style="list-style-type: none"> <li>Learn from Ohio practitioners as they share their experiences with analyzing and using value-added information</li> </ul>			
<p>High School Value-Added Video: <i>A Good Beginning to Value-Added Implementation</i></p> <ul style="list-style-type: none"> <li>Learn from Ohio practitioners as they share their experiences implementing value-added information at the high school level</li> </ul>			



## NEXT STEPS & ADDITIONAL RESOURCES

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### STEP 1

Follow up with attendees:

- Show them where to access the resources from Video 1 of the Value-Added Video Series located on the Ohio Student Progress Portal: [www.BattelleforKids.org/ohio](http://www.BattelleforKids.org/ohio).
- Communicate the plan for additional professional learning that will lead to the effective use of value-added information.

### STEP 2

Determine if the staff needs more time with the content from Video 1.

- Consider using the Data Coaching Learning Labs for professional learning with leaders or data teams before proceeding with the Value-Added Video Series. The right conditions (culture, structure, access, and data quality) must be in place at a school before educators can thrive and effectively use value-added information as well as other data.

### ADDITIONAL RESOURCES

The following are free to Ohio educators and available for use to go deeper into the content discussed in this video and guide.

- The Battelle for Kids Data Coaching Framework and four online Learning Labs comprised of PowerPoints with an audio option, Facilitation Guides with activities and data scenarios, and more.

Learn more: <http://portal.battelleforkids.org/Ohio/measures/data-coaching>

- Roster verification, an essential data quality condition for teacher value-added reporting. Videos, guidelines/FAQs, and more are available.

Learn more: [http://portal.battelleforkids.org/Ohio/measures/linkage\\_overview.html](http://portal.battelleforkids.org/Ohio/measures/linkage_overview.html)