

Learning Instructions

1. **Getting Started:** The table of contents page serves as your guide to the course content and an indicator of lessons you have reviewed or completed. To start reviewing a page, click the **"Begin"** link next to the page. Once you have accessed a page's content, you can always revisit the content by clicking **"Revisit."**
2. **Navigating the Course:** Upon reading the first page of the course's units, you can access the next page of the content by clicking the **"Next"** button. If you need to re-read a unit's content, you can click the **"Previous"** button to return to the previous page. Or, you can return to the course syllabus to select the unit you wish to re-read. Repeat these steps until you have finished the course.
3. **Taking the Posttest:** At the end of the course, you will be given a posttest. Answer each question and click **"Submit, I'm Done."** You will immediately see your test results and each question's correct answer. To receive credit for a course, you must answer at least 7 of the 10 questions correctly. If you don't pass the first time, review the course content again and re-attempt the posttest. If you start the posttest, but cannot complete it during a session, click **"Save and Return Later"** at the bottom of the page.
4. **Completing the Application & Knowledge Activities:** Each course includes five extended response questions that allow for reflection and help you consider how you will apply this learning to your work. Your administrators can review responses to these questions and provide feedback as well. After you have entered your responses, click **"Submit, I'm Done."** Once you submit your answers, you will no longer be able to edit them. If you wish to save your work, but cannot complete it during a session, click **"Save & Return Later"** at the bottom of the page.
5. **Deciding to Withdraw from a Course:** If you select a course that you decide you do not want to take, click **"Withdraw"** under the **"Action"** column.
6. **Resuming a Course:** If you start taking a course, but do not complete it in your current session, you can continue the course when you return to the portal to access Learn. Simply click on **"Resume Course"** under the **"Action"** column when you return.
7. **Completing a Course:** Once you have completed a course and passed the posttest, the course will appear at the bottom of the screen under **"My Completed Courses."** Click **"Print Certificate"** under the **"Action"** column to receive a personalized document confirming that you have completed this course. If you wish to review the content of a completed course, click **"Review."**
8. **Accessing Your Transcript:** Click **"View Transcript"** link at the top right corner of the screen to review a list of courses you have completed, including the Course Completed Date, Course Name and Course Code.
9. **Ending Your Session:** Be sure to click **"Log Out"** at the bottom of the page when you are finished using the portal.

Learning Description & Objectives

Learning Description

In this course, you will learn how to interpret individual Teacher Value-Added Reports. A Teacher Value-Added Report displays a teacher's aggregate value-added results and his/her diagnostic results. This course includes visual representations of copyrighted EVAAS® Web reporting software from SAS Institute Inc. for instructional purposes.

Learning Objectives

1. Learn about Teacher-Level Value-Added Reports and find out how they are different from other value-added reports.
2. Differentiate between aggregate- and disaggregate-level Teacher Value-Added Reports.
3. Analyze the information available in Teacher-Level Value-Added Reports.
4. Explore how to use Teacher-Level data for school improvement.

Unit 1: Introduction

Value-added reporting is available to educators at multiple levels within and across a school system. There are reports that aggregate value-added information across school systems, schools, and even grade levels. Other reports provide disaggregated information within a particular grade level and subject area.

In some school systems, additional analyses are performed to produce reports that are disaggregated to the individual classroom level. These teacher-level value-added reports provide the cleanest estimate of teachers' influences on their students' academic progress rates.

In short, these reports allow teachers to see which students are benefiting the most from their instruction.

Teacher-level reports are similar, both in form and function, to other value-added reports—with one exception. Teacher-level value-added reports provide information at the aggregate and disaggregate levels.

In other words, these reports provide information on the progress of an entire classroom of students and on particular subgroups of students within a classroom. Teachers who instruct in more than one subject area or grade level typically receive a separate teacher-level value-added report for each subject area and grade level they teach.

Unit 2: Teacher-Level Information

The information available through value-added reporting is unlike any other kind of classroom-level student performance information.

Teachers are obviously familiar with student achievement measures like homework grades, test scores, and standards-based checklists that allow them to assess how their students are performing relative to specific content or process standards.

For example, a homework assignment may be graded on the basis of completion, form, accuracy, or some other criterion. But, regardless of which criteria are being employed, achievement data provide a snapshot of where a student is relative to some performance criterion.

Value-added measures provide a completely different kind of information. They tell teachers how effective they've been in "growing" their students.

Unit 2: Teacher-Level Information

Sophisticated statistical procedures are used to produce teacher-level value-added reports. The steps that follow this process are discussed in this course in simplified terms, but the spirit of what is being done in the analysis is preserved.

It all begins with each student's complete testing history in a teacher's classroom.

Each student's set of test scores is used together with test scores from other students across the state in the same testing pool to determine the relationships that exist between particular tests at different grade levels. This information and the unique set of scores for each student are used to produce a prediction of where each student is likely to score on each subject area test at the end of the year.

This prediction is called a **predicted score**.

Unit 2: Teacher-Level Information

Next, each student's predicted score is averaged together to produce a mean or average predicted score for all of the students in the classroom. This **mean predicted score** is compared to the average score that this group of students actually produced when they took the test in the spring.

Finally, additional statistical procedures are used to protect teachers from being inappropriately classified. These statistics tend to "shrink" the size of the teacher's effect back toward the mean of the larger pool. This results in a "conservative" estimate of that teacher's influence on the learning of his or her students.

This information is critical to educators' continuing professional development.

For example, a teacher may discover that his or her instruction is producing solid gains for low- and average-achieving students, but less than adequate gains for high-achieving students. In this case, it's important for that teacher to understand the connections between his or her teaching practices and his or her students' academic gains.

In what follows, we will analyze a teacher-level value-added report to help you understand and accurately interpret the information it contains.

Unit 3: Collecting the Data

The purpose of teacher-level value-added reports is to provide feedback to teachers on their students' progress rates. To produce the best estimate of teacher effects, teachers go through a roster verification process each spring.

The purpose of this process is to verify which students each teacher actually taught during the school year. As a part of this process, teachers also verify the amount of time that students were enrolled in their classrooms, and which teachers, if any, co-taught with them.

Without this verification process, teacher-level value-added reports could not be produced. The value of these reports is directly related to how accurately these reports connect teachers to the students they taught.

However, not all students' data count the same in these reports. Students who were not in a teacher's classroom the entire year count less in the analysis than students who were present for the entire year.

Verified student rosters are integral to produce teacher-level reports that accurately document the influence that teachers have on their students. With this unique information, teachers can ultimately examine their practices and make changes to benefit all of their students.

Unit 4: Aggregate-Level Teacher Value-Added Reports

Now, let's examine an aggregate-level teacher value-added report. This report provides a conservative estimate of a teacher's influence on his or her students' academic progress as a whole.

As a part of this analysis, a teacher is placed in one of three value-added categories:

- **Above** expected gains.
- Gains that are **not detectably different(NDD)** from expected gains.
- **Below** expected gains.

Note: This is a *conservative* estimate of students' gains. The SAS EVAAS® team that produces these reports is intent on not classifying teachers as either highly effective or highly ineffective if the evidence does not warrant such a classification.

Unit 4: Aggregate-Level Teacher Value-Added Reports

Following is an example of an aggregate-level teacher value-added report.

School: Elementary School
Teacher: Jane Doe
Subject: Reading—Grade 5

Year	N	Mean Student Score	Mean Score %tile	Mean Pred. Score	Pred. Score %tile	Teacher Effect	Effect Std. Error	Teacher vs Comparison Avg
2007	18	440.0	70	426.6	53	8.9	3.1	Above

This report contains the following information:

Year

This column shows the year in which a particular summative test was administered. The year typically references either a state criterion-reference test or a norm-reference test administered in the spring.

In this example, results from the 2007 test are used along with all the prior test results of Jane Doe's students to estimate these students' academic growth during the 2006 to 2007 school year.

N

In this column, you'll find the number of students who were included in the analysis in 2007. For each year, the "N" signifies the number of students whose testing records could be longitudinally connected. In 2007, 18 students in Jane Doe's classroom had 2007 results that could be connected to their 2006 results.

Unit 4: Aggregate-Level Teacher Value-Added Reports

School: Elementary School
Teacher: Jane Doe
Subject: Reading—Grade 5

Year	N	Mean Student Score	Mean Score %tile	Mean Pred. Score	Pred. Score %tile	Teacher Effect	Effect Std. Error	Teacher vs Comparison Avg
2007	18	440.0	70	426.6	53	8.9	3.1	Above

Mean Student Score

The *mean student score* is the average of all the observed scores (actual test scores) for the students who were included in this teacher's analysis. In this example, the average observed score for these 18 students was 440.0.

Mean Score Percentile

This number indicates where the average student in Jane Doe's classroom would rank in the pool of all students who were included in the 5th Grade Reading pool. In this example, a mean score of 440.0 placed the average student in the 70th percentile.

Mean Predicted Score

The *mean predicted score* is the score that would be expected from the average student in this classroom. This score is calculated based on the relationships that exist between all of the prior tests that students have taken and on the unique performance history of each student in this group. In this example, the mean predicted score for 2007 was 426.6.

Predicted Score Percentile

This number indicates where the average student in Jane Doe's classroom would be expected to score when compared to all the other students in the 5th Grade Reading pool. In this example, a mean predicted score of 426.6 would put the average student in the 53rd percentile of the pool.

Unit 4: Aggregate-Level Teacher Value-Added Reports

Teacher Effect

The *teacher effect* is a conservative estimate of Jane Doe's influence on her students' progress rate. The number in this column is a function of the difference between the mean student score and the mean predicted score.

School: Elementary School
Teacher: Jane Doe
Subject: Reading—Grade 5

Year	N	Mean Student Score	Mean Score %tile	Mean Pred. Score	Pred. Score %tile	Teacher Effect	Effect Std. Error	Teacher vs Comparison Avg
2007	18	440.0	70	426.6	53	8.9	3.1	Above

Notice that Jane Doe's 2007 teacher effect (8.9) approximates the difference between the mean student score and the mean predicted score (440.0 - 426.6), but is, in fact, less than this difference.

Unit 4: Aggregate-Level Teacher Value-Added Reports

Statistical processes are used to “shrink” teacher effects slightly back toward the average growth in the pool. This protects teachers from being inappropriately categorized as producing either **above** average growth or **below** average growth.

This process is especially important for teachers who have small classroom sizes. In small classrooms, even a few students who have either had an especially good day or bad day of guessing on a test can result in a teacher being misclassified. It’s primarily from this process that teacher effects can be termed “conservative” estimates of a teacher’s influence.

School: Elementary School
Teacher: Jane Doe
Subject: Reading—Grade 5

Year	N	Mean Student Score	Mean Score %tile	Mean Pred. Score	Pred. Score %tile	Teacher Effect	Effect Std. Error	Teacher vs Comparison Avg
2007	18	440.0	70	426.6	53	8.9	3.1	Above

In this example, a teacher effect of 8.9 in 2007 means that Jane Doe’s students scored, on average, at least 8.9 scaled-score points **above** where they were expected to score. If the teacher effect had been -8.9, it would have meant that students scored, on average, at least 8.9 points **below** where they were expected to score.

Note: A negative school effect does not mean that students regressed. It simply means that they scored, on average, below where they were expected to score.

Unit 4: Aggregate-Level Teacher Value-Added Reports

Effect Standard Error

The *effect standard error* is a measure of the uncertainty in the estimate of the teacher effect. The magnitude of the standard error is influenced by the number of students in the classroom and by the dispersal of student scores.

Smaller-sized classrooms and a greater dispersal of student scores tend to increase the standard error. A teacher effect with a relatively small standard error is more precise than one with a larger standard error.

The effect standard error is used to build a confidence band around a teacher effect. One standard error unit on either side of the teacher effect produces a 68 percent confidence band.

School: Elementary School
Teacher: Jane Doe
Subject: Reading—Grade 5

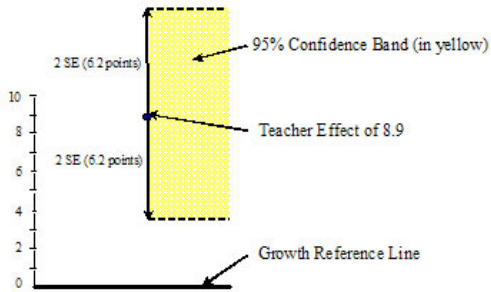
Year	N	Mean Student Score	Mean Score %tile	Mean Pred. Score	Pred. Score %tile	Teacher Effect	Effect Std. Error	Teacher vs Comparison Avg
2007	18	440.0	70	426.6	53	8.9	3.1	Above

Two standard error units on either side of the teacher effect produce a 95 percent confidence band. A two standard error confidence band represents the range within which we are 95 percent confident that the "true" teacher effect for this classroom lies.

Your teacher report will indicate the confidence band used.

Unit 4: Aggregate-Level Teacher Value-Added Reports

The following picture shows Jane Doe's teacher effect of 8.9 represented by a blue dot. Extending upward and downward from that dot are two arrows that represent two standard error units—6.2 scaled-score points (2 times the standard error of 3.1)—on either side of the teacher effect. The yellow-shaded area represents the 95 percent confidence band.



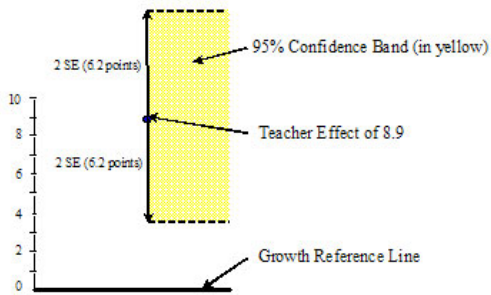
When the confidence band associated with a teacher's effect is entirely above the *Growth Reference Line*—which represents typical growth in the 5th grade reading pool—the teacher has produced **above** expected gains.

When the confidence band is entirely below the Growth Reference Line, the teacher has produced **below** expected gains relative to other teachers in the pool.

When the confidence band intersects the Growth Reference Line, the teacher has produced gains that are **not detectably different (NDD)** from typical gains in the pool.

Unit 4: Aggregate-Level Teacher Value-Added Reports

This picture shows that Jane Doe has produced above expected gains with her students relative to the entire pool of 5th grade reading teachers.



The average student's performance in her classroom (indicated by a teacher effect of 8.9) compared to the two standard error confidence band associated with her students' performance (2×3.1) produces a confidence band that is entirely above the Growth Reference Line.

This result shows that we can be at least 95 percent confident that the performance of the students in this group departs from where the group was expected to perform. Jane Doe produced gains that are, statistically speaking, above what would be expected, given her students' performance in prior years.

Unit 4: Aggregate-Level Teacher Value-Added Reports

Teacher versus Comparison Average

School: Elementary School
Teacher: Jane Doe
Subject: Reading—Grade 5

Year	N	Mean Student Score	Mean Score %tile	Mean Pred. Score	Pred. Score %tile	Teacher Effect	Effect Std. Error	Teacher vs Comparison Avg
2007	18	440.0	70	426.6	53	8.9	3.1	Above

The next column in the aggregate-level report provides the designation that accompanies a teacher's analysis.

An **Above** designation means that a teacher's students made gains that were, on average, two standard error units above the typical growth of 5th grade reading students in the pool.

A designation of **Below** indicates that a teacher's students made gains that departed from typical 5th grade reading growth by at least two standard error units in the negative direction.

Finally, a designation of **NDD** (not detectably different) means that a teacher produced student gains that were within two standard error units of what the typical 5th grade reading student should receive.

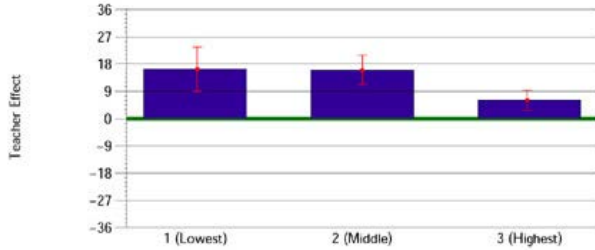
In Jane Doe's example, her teacher effect of 8.9 produced an Above designation. The gains she produced were at least two standard error units above typical growth.

Unit 5: Disaggregate-Level Teacher Value-Added Reports

In addition to the aggregate-level report you just reviewed, teachers also receive a diagnostic report that disaggregates their results by student subgroups based on students' predicted scores.

Following is the disaggregate-level report that corresponds to Jane Doe's aggregate-level report that was discussed earlier in this course.

SAS® EVAAS® Teacher Diagnostic Report for 2007



		Observed minus Predicted Score by Predicted Score Subgroup		
		1 (Lowest)	2 (Middle)	3 (Highest)
Year				
2007	Mean	16.4	16.1	6.1
	Std. Error	7.3	4.8	3.3
	Nr of Students	5	8	5
	% of Students	27.8	44.4	27.8

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The disaggregate-level report takes the same students who are represented in the aggregate-level report and places them into one of three predicted score subgroups.

These placements are based on each student's predicted score and on where that score would place each student in the larger pool.

In terms of subgroups:

- **Subgroup 1** consists of students whose predicted scores would place them in the *bottom third* of the 5th grade reading pool.
- **Subgroup 2** consists of students whose predicted scores would place them in the *middle third* of the 5th grade reading pool.
- **Subgroup 3** consists of students whose predicted scores would place them in the *top third* of the 5th grade reading pool.

Unit 5: Disaggregate-Level Teacher Value-Added Reports

Table Portion

Jane Doe's report for 2007 shows that she has 5 students whose predicted scores place them in the bottom third of the distribution of 5th grade reading students, 8 students whose predicted scores place them in the middle third, and 5 students whose predicted scores place them in the top third.

		Observed minus Predicted Score		
		by Predicted Score Subgroup		
		1 (Lowest)	2 (Middle)	3 (Highest)
Year				
2007	Mean	16.4	16.1	6.1
	Std. Error	7.3	4.8	3.3
	Nr of Students	5	8	5
	% of Students	27.8	44.4	27.8

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To the right of the **Mean**, you'll find the average gain of each subgroup relative to the growth that was expected for that subgroup. In this report, the 5 students in Subgroup 1 scored, on average, 16.4 scaled-score points higher than they were expected to score. The mean is calculated by subtracting the average predicted scores from the average observed scores.

Average Observed Score – Average Predicted Score = 16.4 (Mean)

When this subgroup's gains are compared to the associated **Standard Error** of 7.3, the average student in this subgroup scored more than two standard error units above where he or she was expected to score.

Note: This can be found by doing a simple calculation. If you multiply the standard error of 7.3 by 2, you get 14.6. The students' mean of 16.4 is obviously greater than the two standard error units of 14.6.

Unit 5: Disaggregate-Level Teacher Value-Added Reports

In terms of growth, Jane Doe's 5 low-achieving students demonstrated considerably more growth than expected, relative to similar low-achieving students across the pool.

		Observed minus Predicted Score		
		by Predicted Score Subgroup		
		1 (Lowest)	2 (Middle)	3 (Highest)
Year				
2007	Mean	16.4	16.1	6.1
	Std. Error	7.3	4.8	3.3
	Nr of Students	5	8	5
	% of Students	27.8	44.4	27.8

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Students in Subgroup 2 scored 16.1 scaled-score points higher than expected. Because the standard error associated with this subgroup is 4.8, the average gain for these students was almost 4 times the associated standard error. These 8 students experienced gains that were well above their expected gains.

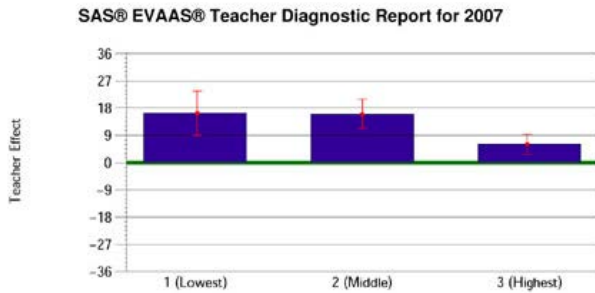
Now, look at the students in Subgroup 3. These students' average gain was 6.1 scaled-score points above where they were expected to score. When their gain is compared to the associated standard error of 3.3, this subgroup experienced gains that departed from expected gains by almost two standard error units in the positive direction.

All student subgroups in Jane Doe's classroom made above expected gains. The gains made by Subgroup 2 were the largest in comparison to the standard error.

Unit 5: Disaggregate-Level Teacher Value-Added Reports

Graphic Portion

Above the table in this report, you'll find a chart or graphic depiction of the same information.



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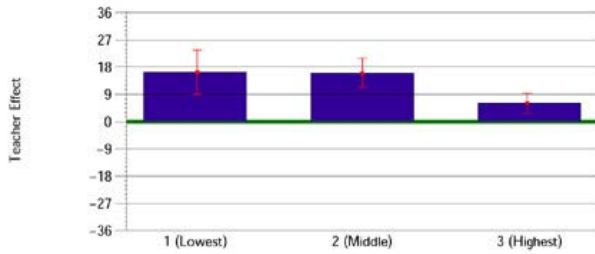
The **green line** in the chart represents the Growth Reference Line associated with 5th grade reading. Note: We also discussed this line in the aggregate report. It represents the amount of growth students must make to keep pace with their peers. In this case, the line is set at 0.

The **blue bars** represent the gains that each of Jane Doe's subgroups made relative to the expected gains for that subgroup. Blue bars that stretch above the green reference line represent average student gains that are *above* expected gains. Blue bars that extend below the green reference line represent average student gains that are *below* what was expected.

The **red "whisker" bars** in this chart, called a box and whisker plot, represent the standard error associated with each subgroup's gains. The whisker begins at the end of the blue bar and stretches one standard error unit above the mean gain of the subgroup and one standard error below the mean gain of the subgroup.

Unit 5: Disaggregate-Level Teacher Value-Added Reports

SAS® EVAAS® Teacher Diagnostic Report for 2007



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If the red whisker crosses the green reference line, the performance of this group was within one standard error of expected performance. This result would indicate that, on average, the subgroup is experiencing typical growth.

Because all three blue bars and the red whiskers associated with each blue bar also are completely above the reference line, each of the student subgroups in Jane Doe's class is gaining more growth than expected.

Unit 6: Using Teacher-Level Data for School Improvement

In Jane Doe's case, both the aggregate and disaggregate reports are useful.

The aggregate-level report tells Jane that, on average, she is producing more growth than expected with her 5th grade reading students in comparison to the growth that is being produced by the rest of the 5th grade reading teachers in the pool.

The disaggregate report is even more useful for Jane. This report shows that she is successfully serving all of her students. However, her high-achieving students are growing a little less than her average- and low-achieving students.

Notice that Jane's high-achieving students are scoring, on average, 6.1 scaled-score points above where they were expected to score. But, her other two subgroups are scoring, on average, about 16 points above expected.

Jane can use this information to assess the work she is doing with her students. She doesn't need to tweak her instruction much. She might want to find some additional ways to stretch her high-achieving students to the next level.

Posttest

The following posttest will help you gauge your understanding of the objectives and content addressed in this course. Please answer each question and click **"Submit, I'm Done."** If you start the posttest, but cannot complete it during a session, click **"Save & Return Later"** at the bottom of the page.

To receive credit for this course, you must answer at least 7 of the 10 questions correctly. Upon submitting your answers, you will immediately see your test results and each question's correct answer. If you don't pass the first time, review the course content and attempt the test again. These questions are randomly selected from a larger pool to increase comprehension when you take the test more than once.

Question 1

What is the purpose of teacher-level value-added reports? Required

- a. To provide feedback to teachers on the progress rates of their students.
- b. To help teachers assess how their students are performing relative to specific content standards.
- c. To verify which students each teacher actually taught over the course of the school year.
- d. Both b and c.
- e. All of the above.

Question 2

When the confidence band associated with a teacher effect crosses the Growth Reference Line in an aggregate report, what can you assume about the teacher's gains? Required

- a. The teacher produced gains that were slightly above what would be expected compared to the average performance of other teachers in the comparison pool.
- b. The teacher produced above expected gains with his or her students relative to other students in the comparison pool.
- c. The teacher produced below expected gains with his or her students relative to other students in the comparison pool.
- d. The teacher produced gains that are not detectably different from expected student gains in the comparison pool.

Question 3

Which column on the aggregate report includes the numeric value that describes a conservative estimate of a teacher's influence on the progress rate of his or her students? Required

- a. Teacher versus Comparison Average.
- b. Mean Student Score.
- c. Effect Standard Error.
- d. Teacher Effect.

Question 4

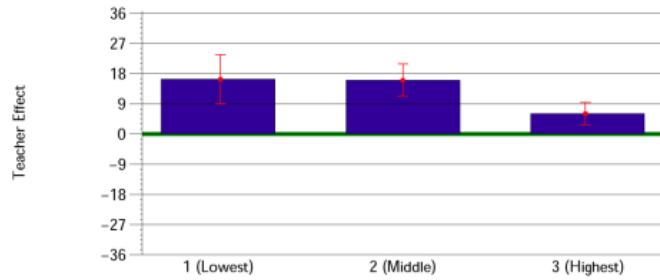
Which of the following is NOT one of the three value-added categories that a teacher is placed into as part of the teacher-level analysis? Required

- a. About the same.
- b. Below.
- c. Not detectably different.
- d. Above.

Question 5

Looking at the information in this report, which student subgroup grew more than expected compared to similar students in the pool?

SAS® EVAAS® Teacher Diagnostic Report for 2007



Required

- a. Subgroup 1.
- b. Subgroup 2.
- c. Subgroup 3.
- d. All of the subgroups grew more than expected.
- e. The numbers in the scale below 5.6 should have negative signs. This should also be changed on the scale in the content part of this course.

Question 6

What does the Effect Standard Error measure? Required

- a. A conservative estimate of a teacher's influence on the progress rate of his or her students.
- b. The average gain relative to a particular grade level and subject area.
- c. The uncertainty in the estimate of the teacher effect.
- d. The designation that accompanies a teacher's analysis.

Question 7

According to this disaggregate report, how many students were placed in Subgroup 3 based on their predicted scores?

		Observed minus Predicted Score		
		by Predicted Score Subgroup		
		1 (Lowest)	2 (Middle)	3 (Highest)
Year				
2007	Mean	16.4	16.1	6.1
	Std. Error	7.3	4.8	3.3
	Nr of Students	5	8	5
	% of Students	27.8	44.4	27.8

Required

- a. 6 students.
- b. 8 students.
- c. 6.1 students.
- d. 5 students.

Question 8

Based on the following report, which of the following correctly describes the students in Subgroup 2?

		Observed minus Predicted Score		
		by Predicted Score Subgroup		
		1 (Lowest)	2 (Middle)	3 (Highest)
Year				
2007	Mean	16.4	16.1	6.1
	Std. Error	7.3	4.8	3.3
	Nr of Students	5	8	5
	% of Students	27.8	44.4	27.8

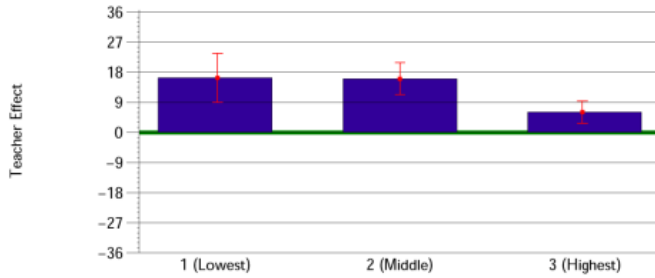
Required

- a. Students scored, on average, 16.1 points above expected.
- b. Students scored, on average, 4.8 points above expected.
- c. 44.4 percent of students scored below what was expected.
- d. All 8 students in Subgroup 2 scored about 16 points above expected.

Question 9

In this graphic depiction of a disaggregate report, what does the green line represent?

SAS® EVAAS® Teacher Diagnostic Report for 2007



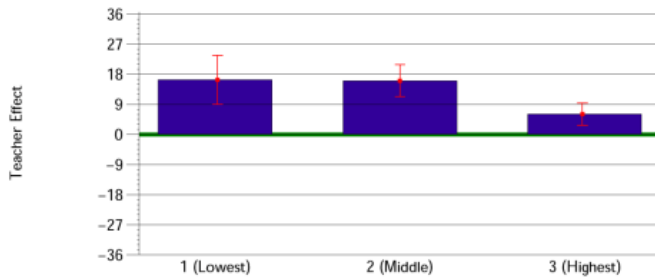
Required

- a. The amount of gain the average student displayed in the state.
- b. The gains that students made in each subgroup relative to their performance the previous year.
- c. The amount of growth students must make to keep pace with their peers.
- d. The standard error associated with each subgroup's gains.

Question 10

Based on Jane Doe's disaggregate-level teacher value-added report, with which students might she want to focus additional attention?

SAS® EVAAS® Teacher Diagnostic Report for 2007



Required

- a. Her high-achieving students.
- b. Her average-achieving students.
- c. Her low-achieving students.
- d. Both a and b.
- e. All of the above.

Application & Knowledge

NOTE: Please read all directions carefully before proceeding to ensure that your responses are properly saved.

The following extended-response questions will allow you to reflect on course content and consider how you will apply this learning to your work.

Type your response into the space provided. Space for responding is unlimited. Please contact your administrator if you are unsure about how long your responses should be. If you want to save your work, but are not yet ready to submit your responses, click "**Save & Return Later.**"

Once ready to submit your final responses, click "**Submit, I'm Done.**" You will no longer be able to edit your answers.

Your administrators may choose to review responses to these questions and provide feedback as part of your learning experience.

Activity 1

Reflect on the following questions relative to this course's content.

- Teacher-level value-added reports are confidential. However, what is at least one good reason why teachers should share their results with other colleagues?
- Why is value-added information important for teachers as they consider ways in which their instruction can be improved?

Required

Activity 2

Respond to the following scenario and related questions based on knowledge gained from this course.

When Maria received her teacher-level value-added report, she was reluctant to look at her results because of the low achievement level of her fourth grade students. As Maria's principal, what might you say to encourage Maria to study her results? Required

Activity 3

Why is it important to include effect standard error measures in teacher-level value-added reports? Required

Activity 4

Describe how the following scenario might be possible: Mrs. Taylor's teacher effect was -2.4, but her Teacher versus Comparison Average was labeled NDD. Required

Activity 5

Outline your plans to receive more training and gather further resources or materials for understanding and using value-added analysis for school improvement. Required