| **Opening Activity** | **Title of Training Segment** | **Details and Instructions** | **Additional Notes** |
| --- | --- | --- | --- |
| Highest hopes and Greatest Fears | On a sheet of paper/notecard/post-it note or in a share out, ask participants to their highest hopes and greatest fears about value-added measures. Another suggestion is to have two pieces of chart paper, one labeled ‘Highest Hopes’ and the other ‘Greatest Fears ’. Have participants write their answers on post-it notes and attach to the corresponding chart. The trainer would then read each statement and refer to them throughout the training as they relate to the concepts presented.**Estimated Time Frame:** 10 minutes *(Times may vary depending on the size of the audience and other factors)* | * Trainers are encouraged to send potential participants information about value-added measures prior to the training. The

Oklahoma Value-Added Model Quick Facts Brochure is the suggested resource to make available.* Consider creating your own opening activity
 |
| **Part I: Introducing Value Added as a Student Growth Measure in the TLE Context** | Value added as a growth measure in the TLE evaluation system | **Training Methods:*** Option 1: Play Module 1: Value Added and TLE and Module 2: Value Added as a Student Growth Measure
* Option 2: Use the corresponding sections of the District Trainer PowerPoint

**Key Concepts to Train:*** Place value added in the TLE context: it is one type of student academic growth measure (Makes up 35% of the overall TLE evaluation system)
* Define value added
* Review which grades and subjects that will receive value added results during the pilot
* Identify alternate student academic growth measures that are part of the TLE system: on-tested grades and subjects will be measured by SLOs/SOOs

**Estimated Time Frame:** 20 minutes *(Times may vary depending on the size of the audience, training method chosen and other factors)* | * Materials to support both training method options may be found on the TLE website.
* Review the Oklahoma Value-Added Model Quick Facts Brochure and the Value-Added Measures: Frequently Asked Questions document for additional information
 |
| **Title of Training Segment** | **Details and Instructions** | **Additional Notes** |
| What is value added? | **Training Method:*** Option 1: Play Module 3: What is Value Added?
* Option 2: Use the corresponding section of the District Trainer PowerPoint

**Key Concepts to Train:*** Identifyseveralalternative measures of student academic growth that have been used in the past
* Discuss the key strengths of value added as a student growth measure

**Estimated Time Frame:** 10 minutes *(Times may vary depending on the size of the audience, training method chosen and other factors)* | * Materials to support both training method options may be found on the TLE website.
* Review the *Train-the-Trainer PowerPoint Presentation* for additional information.
 |
|  Building Conceptual Understanding about Value-Added Results | **Training Method:*** Option 1: Play Module 4: Building Conceptual Understanding about Value-Added Results
* Option 2: Use the corresponding section of the District Trainer PowerPoint

**Key Concepts to Train:*** Define *Value-Added Result*
* Define *Actual Score*
* Define *Typical-Peer Score*
* Demonstrate that the prior year state assessment score and the current state assessment score are NOT directly compared to estimate the typical-peer score
* Explain that student characteristics, including prior achievement, are used to determine the typical-peer score
* Explain that the average actual score minus (-) the average typical-peer school equals (=) the value added result

**Estimated Time Frame:** 20 minutes *(Times may vary depending on the size of the audience, training method chosen and other factors)* | * Materials to support both training method options may be found on the TLE website.
* See Value-Added Measures Glossary and Frequently Asked Questions document for additional information
 |
|  | **Title of Training Segment** | **Details and Instructions** | **Additional Notes** |
| **True False Activity** | True/FalseActivity | **Ask participants the following four (4) questions:**Q1. True or False: Value added is designed to isolate a teacher’s contributions to student academic growth from other factors that might affect a student’s scores but that are outside the teacher’s control. A1: TrueQ2: True or False: During the two-year value added pilot, teachers of all grades and subjects will receive a value-added result.A2: False, only teachers with at least 10 tested students who meet requirements for inclusion in the model. Q3: True or False: The value-added model relies on a direct comparison of two different tests in order to show a teacher’s contribution to a student’s academic growth.A3: False, the value-added model does not rely on a direct comparison of two different tests to estimate a teacher’s contribution to a student’s academic growth. A teacher’s value-added result is determined by comparing the average actual score and the average typical-peer score on the same test.Q4. True or False: The 2014-2015 school year value-added results are based on pilot data from the previous school year.A4. True**Estimated Time Frame:** 10 minutes *(Times may vary depending on the size of the audience, assessment method chosen and other factors)* | The knowledge check questions may be presented to the participants through various methods:Suggestion #1 - Add questions to the existing PPT at the end of the section.Suggestion #2 – Create a paper and pencil quiz.Suggestion #3 – Create signs with ‘True’ on one side and ‘False’ on the other side.Suggestion #4 – Ask each question verbally and call on volunteers to answer.Suggestion #5 – Use a technology-based polling application such as Poll Everywhere.Suggestion #6 – Create your own assessment. |
| **Title of Training Segment** | **Details and Instructions** | **Additional Notes** |
| **Part II: Interpreting Your Value-Added** **Results Report** | Teacher and Administrator Value-Added Results Reports | **Training Method:*** Option 1: Play Modules 5 and/or 6:Interpreting the Teacher/Administrator Value-Added Results Report
* Option 2: Use the corresponding sections of the District Trainer PowerPoint
* Option 3: Use sample results report

**Key Concepts to Train:*** Describe the timing of when a teacher receives their value-added result report
* Distinguish the overall value-added results section from the subject-specific sections
* Define the following terms:
	+ Unique student count
	+ Student equivalent
	+ TLE component score
	+ Average typical-peer score (teacher report only)
	+ Average actual score (teacher report only)
	+ Value-added result
	+ Confidence interval
	+ Dosage
* Explain the following (teacher report only)
	+ Relative Performance Graph
	+ Student Performance vs. Teacher Value-Added Result Comparison Graph
	+ Value-Added by Subgroup

**Estimated Time Frame:** 40 minutes *(Times may vary depending on the size of the audience, training method chosen and other factors)* | * Sample results reports may be found on the TLE website.
* See Value-Added Measures Glossary and Frequently Asked Questions document for additional information
 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title of Training Segment** | **Details and Instructions** | **Additional Notes** |
| **Knowledge Check**  | “What If…”Activity | **Overall Concept:** Using the sample teacher value-added results report provided in the District Trainer Materials, pose the following to help determine if participants truly understand how to interpret the report.**Q1. How would you interpret the overall ‘Student Equivalent’ if it were 70 instead of 72?**A1: The student equivalent would be lower in this case if a student or students have a dosage of less than 100%. The students may have attended school for less than the full year or been assigned less than 100% instructional responsibility to the teacher.**Q2. What would it mean if the overall TLE component score for the teacher in the sample report went from 3.6 to 4.0?**A2: Since the TLE component score reflects how the teacher performed relative to other Oklahoma teachers in the same grade(s) and subject(s), such an increase would mean that the teacher’s value-added result was higher than the average performance of colleagues in the state assigned to the same subject/grade level. **Q3. Under the reading section, what would an Average Typical Peer Score of 650 mean, compared to the current score on the sample report of 644?**A3: An average typical-peer score of 650 would mean that on average, the teacher’s students’ estimated typical peers scored higher on the state assessment.**Q4. What would it mean if the Average Actual Score were 640 instead of 650, while the Average Typical-Peer score remained 644?**A4: This would mean that the teacher’s students scored below the score estimated for their average typical peers. **Q5. In the Value Added by Sub-Groups table in the Math section, how would you interpret a change in the value-added result for any of the prior achievement sub-groups?** A5: The focus for this section should be around understanding the result of each sub-group and identifying where targeted improvement may be needed. **Estimated Time Frame:** 15 minutes *(Times may vary depending on the size of the audience, additional questions asked and other factors)* | * Use the answers below each question to guide user’s interpretation of the sample teacher value-added results report provided
* Additional materials needed: Sample Teacher Value-Added Results Report, What If Activity Worksheet
 |
|  | **Title of Training Segment** | **Details and Instructions** | **Additional Notes** |
| **Part III: Implementation, Resources,****and District Level Support** | Be a Resource | * Implementation –
	+ Pilot years (2013-2014) – No stakes/not included as part of final effectiveness rating
		- Pilot scores are based on 2012-2013 data
	+ Pilot years (2014-2015) – No stakes/not included as part of final effectiveness rating
		- Pilot scores are based on 2013-2014 data
	+ Full implementation (2015-2016) – Included as part of teacher and administrator’s final effectiveness rating
* Resources –
	+ Distribute the Oklahoma Value-Added Measure Quick Facts Brochure
	+ Provide the Value-Added Measures: Frequently Asked Questions document
	+ Explain the distribution process of the PDF report
	+ Show additional resources on the TLE website
* District-Level Support –
	+ What procedure should school-level staff follow for questions about PDF reports?
	+ Will participants have access to a phone number, an email or a ticketing system?
	+ Will participants be able to find additional resources on the district’s website?

**Estimated Time Frame:** 20-30 minutes *(Times may vary depending on the size of the audience, additional district level information added by trainer, and other factors)* | * Consider adding district level information to the District Trainer PowerPoint Presentation.
* If possible, have participants log into the TLE website and show where additional resources may be found. Also encourage participants to sign-up for the TLE newsletter.
 |
|  | **Title of Training Segment** | **Details and Instructions** | **Additional Notes** |
| **Closing Activity** | Give and Take | The purpose for this activity is to learn from your participants the concepts of your training that were the most impactful and the sections that may need further explanation through resources and various support mechanisms created by the district. List the sections of your training on a separate sheet of chart paper and post around the room. For example, Intro to Value Added and Interpreting your Value-Added Results Report. Give each participant a small stack of post-it notes and assign a statement to a particular color. Encourage participants to think back to their highest hopes and fears- did new hopes emerge? Are things still causing concern?* Pink post-it note = I completely understood this section of the training
* Yellow post-in note = I understood some concepts, but not everything in this section and may need to review additional resources
* Blue post-it note = I did not understand the majority of the information in this section

End this activity by reviewing the resources available on the TLE website and any additional resource provided by the district.   | * Consider giving participants an assessment to determine their level of understanding
* Consider obtaining feedback from participants via exit slips, an online survey or a feedback form
 |