



Pennsylvania Value Added Assessment System (PVAAS)

Self Reflection Guide for PVAAS Teacher Reporting

Fall 2015



PVAAS Statewide Team for PDE
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HAVE YOU SEEN THE PVAAS TEACHER SPECIFIC REPORTING VIRTUAL LEARNING MODULE?



To learn more about PVAAS Teacher Specific Reporting, check out the Virtual Learning Module (VLM), available on the PVAAS site, <https://pvaas.sas.com>.

How to get there:

Find the *Professional Development* heading on the login page, and click on “Online Learning and Archived Webinars” listed underneath. Scroll down to the PVAAS Teacher-Specific Reports VLMs: one is available for teachers, and one for administrators.

What topics are covered?

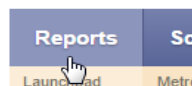
The module is a total of 47 minutes, but it is broken into several segments that you may view all at once or by specific section, at your convenience. Segments and approximate times are listed here:

- Welcome and Getting Started (5 min)
- How growth is measured (10 min)
- Getting there (2 min)
- Value-Added Summary (3 min)
- Value-Added Reports (11 min)
- Diagnostic Summary (4 min)
- Diagnostic Reports (8 min)
- Custom Diagnostic reports (3 min)
- Resources & Feedback (1 min)

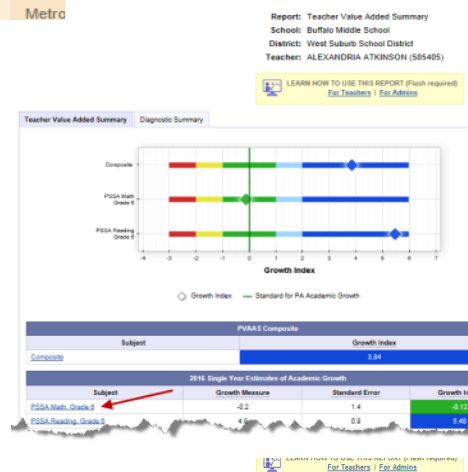


A Few Tips for Navigation

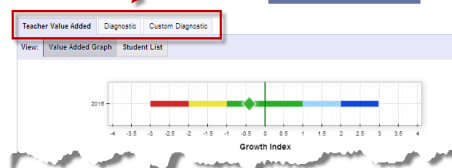
- Log in to PVAAS and select “Teacher Reports” from the Reports menu.
(You’ll be prompted to enter your PPID & password before being directed to your reports.)



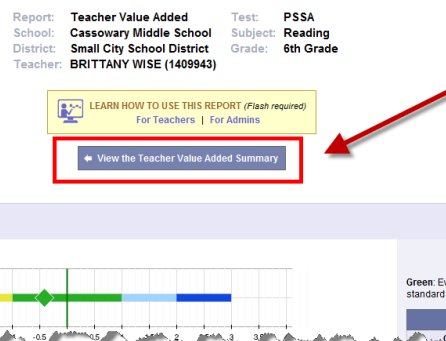
- From the Value Added Summary report, click on the subject & grade or course **in the table at the bottom** to navigate to the single subject version of the Value Added report.



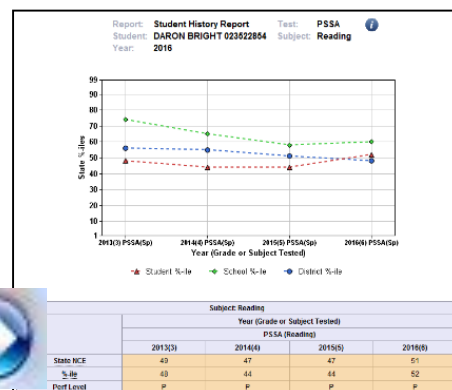
- Use the tabs to navigate between the value-added types of reports and the diagnostic types of reports:



- To get back to Summary Reports, use the blue button above your current report view:



- Caution! If you click on a student’s name, such as to view the Student History Report, use the back button to get back to your teacher specific reporting.
 - If you select Teacher Reports from the menu bar instead of using the back button, you’ll need to log back in!



Making Meaning of PVAAS Teacher Specific Reporting: A Process for Review and Planning

1. Go to PVAAS **Value-Added** Report for a single subject/grade/course.
(Note: The % Total Instructional Responsibility is reflected in the Value-Added reporting.)



a. What kind of growth do you see? What Growth Color Indicators are you seeing? What do these colors mean to you? Does this align with what you expected to see? What pattern do you see across years?

b. *Begin* to consider what might account for what you are seeing by reflecting on your practices. Think about what information you might need to go further in your analysis. Questions such, but not limited to:

- How strong is my content knowledge?
- How am I sure I am teaching the big ideas and the important concepts?
- How do I ensure I am clearly communicating the purpose of the lesson(s)?
- Does my instruction reflect the “I DO, WE DO, YOU DO” gradual release of responsibility?
- Am I sure that I am teaching (input/modeling), providing sufficient guided practice, and independent practice for each learning target?
- What formative assessment strategies am I using to assess ALL students?
- Am I using the allocated time efficiently?
- Are my routines and procedures intact so as to minimize transition time?

2. Go to PVAAS **Diagnostic** report for the same subject/grade/course. (Note: The % Total Instructional Responsibility is NOT reflected in Diagnostic reporting.)



a. Were you the only teacher responsible for all of the students in the group(s), or was the responsibility for instruction of some/all of the students shared with another teacher(s)?

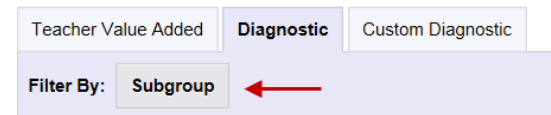
b. What proportion of the group(s) of students were high achieving, middle achieving, and low achieving relative to their peers statewide?

c. Is the growth consistent or different across the achievement groups? High achieving? Middle achieving? Low achieving? What might account for the pattern you see? Some questions you might ask:



- Do I know my students to the degree that I plan and prepare lessons targeted to my students' needs?
- Am I planning coherent instruction that differentiates for groups of students? Am I using flexible grouping to meet the needs of specific groups of students?
- Am I using questioning and discussion techniques that stretch advanced learners? Am I promoting higher level thinking with all students?
- Am I responsive to the needs of all students by seeking approaches for students who need support? Do I have a repertoire of strategies to use with students who are low achieving?

d. If you have enough students in a particular subgroup, use the "Filter By: Subgroup" button to select a subgroup. Is the pattern of growth of students in subgroups consistent with the pattern of all students? What might account for the pattern you see?



e. If data are available for multiple years, is the growth pattern consistent across years? What might account for similarities or differences?

3. *Option/When Ready:* Create **Custom Diagnostic Report(s)**, to investigate questions about other “subgroups of students” that you define – students who share certain types of educational experiences in common (ex. students receiving interventions v. those students who did not, students in period 1 class v. last period class).

#	Student	PKsecureID	District	Tested School	Probability	Projected State Percentile
1.	BRITTON, FAITH	703747210	Small City School District	Warrior Middle School	28.7	21
2.	LINDSAY, DEOLIS	952573174	Small City School District	Warrior Middle School	42.7	28
3.	BOONE, KIANA	181376435	Small City School District	Warrior Middle School	58.6	33
4.	BERRY, TYSON	887788243	Small City School District	Warrior Middle School	65.2	38
5.	LEA, JAQUAN	417341488	Small City School District	Warrior Middle School	83.1	48
6.	ROKENS, JUSTICE	218068048	Small City School District	Warrior Middle School	91.8	54
7.	BRADLEY, ANGELICA	594538971	Small City School District	Warrior Middle School	93.1	58
8.	BUTTS, TARIQ	477773918	Small City School District	Warrior Middle School	93.3	58
9.	LILLY, RONALD	559487418	Small City School District	Warrior Middle School	93.9	57
10.	WALLS, KENDRICK	726241088	Small City School District	Warrior Middle School	93.9	57
11.	AKINS, TYRONE	385031565	Small City School District	Warrior Middle School	95.6	62
12.	BURKE, CARRE	538357341	Small City School District	Warrior Middle School	98.7	77
13.	AKEN, DARRIS	778821688	Small City School District	Warrior Middle School	98.8	79
14.	MELTON, CAROLYN	828818142	Small City School District	Warrior Middle School	98.9	84
15.	BLDGOF, WABRGA	880288824	Small City School District	Warrior Middle School	98.9	87
16.	CRAG, COURTNEY	535857220	Small City School District	Warrior Middle School	98.9	91
17.	THOMPSON, KAYLA	570883442	Small City School District	Warrior Middle School	98.9	97

4. **Dig Deeper:** Why do you think the students (did/did not) make the growth you would like to have seen? What might be root cause(s) of all observations you've made about growth and patterns - of all students and subgroups of students? Consider the patterns, trends, and observations you've made on both the Value-Added Reports, Diagnostic Reports, and Custom Diagnostic Reports. (*See the Digging Deeper Questions in the Appendix.*)

5. Create, or get access to, **Custom Student Reports** (projections on your currently enrolled students in your subject/grade/course for this current school year).

- a. Who are the students you are teaching now and what are their projections to future state assessments?

6. **Apply what you know** about the growth of last year's students to the students you currently have this school year.

- a. How does that match up with the growth that similar achieving students made in previous years? What conclusions can you draw?



7. **Develop an action plan** based on your findings and root causes(s).

- *Which groups of students would you like to see continue making positive growth this year?*

- *Which groups of students would you like to see making more growth this year?*

- *What are some potential and prioritized root causes that may account for the growth patterns you've observed?*

- *What actions and strategies do you think might make a difference for growth with students at various achievement levels in your class(es)?*

- *What kind of support do you need to influence the growth of students in your class(es) this year?*



Digging Deeper: CIAO

How might my practices and knowledge level related to Curriculum, Instruction, Assessment, and Organization contribute to the PVAAS growth results of my students?

These questions/probes are offered as a vehicle to guide purposeful reflection, and are intended to be considered and answered with clear evidence. This list is not an inclusive list, but is intended to be a means of generating thinking specific to your practice as a teacher.

Also note that each probe/item is linked to its appropriate domain(s) in the Framework for Teaching.

PP= Planning and Preparation

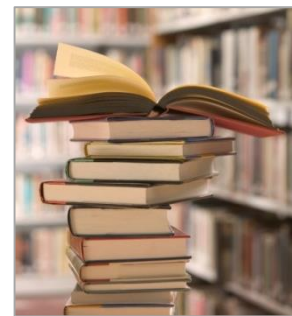
E=Environment

I= Instruction

PR= Professional Responsibility

Curriculum

- ❖ Do I possess a deep knowledge of the content (the PA Core Standards) of the subjects/courses/grades for which I am responsible? (PP)
- ❖ In planning lessons, do I consistently work to deconstruct/unpack the PA Core Standards to ensure that planning, instruction, and assessment focus on intended learning target (concepts/skills) at the appropriate level of rigor (Webb's Depth of Knowledge)? (PP)
- ❖ Am I using the LEA/district's written curriculum in planning, in instruction, and in design and use of assessments? (PP)
- ❖ Do I consistently check for alignment of my lesson plans to the LEA/district's written curriculum? (PP)
 - What students are to know (concepts)
 - What students are to be able to do (skills)
- ❖ Do I use pacing guides (if available)? Or, in the absence of a written pacing guide, do I monitor the pacing of my instruction to ensure that I've addressed what is intended in the written curriculum? (PP)
- ❖ Am I appropriately using additional curriculum resources to supplement the core materials and resources? (PP)
- ❖ Do I use the LEA/district's written curriculum to determine pre-requisite learning targets and/or enrichment learning targets? (PP)



Instruction

- ❖ Is my instruction based on the gradual release model (I Do, We Do, You Do)? Do I follow an effective lesson design model? (I)
- ❖ Do I clearly communicate the learning target(s) for each lesson, visually and orally? (I)
- ❖ Are tasks assigned to students clear in regard to expectations and are these tasks aligned to lesson/unit objectives and/or essential questions? (I)

- ❖ Are assignments and tasks at appropriate levels of rigor, including text complexity? Do I use Webb's Depth of Knowledge to analyze assignments and tasks to ensure rigor?(I)
- ❖ Do I differentiate instruction when appropriate? Do I vary differentiating strategies such as: (I, E)
 - Flexible grouping?
 - Tiered assignments?
 - Questioning strategies?
 - Other?
- ❖ Am I using instructional practices and strategies that are evidenced based? Am I using what are known to be "high yield" strategies? (I)
 - Evidence-based strategies examples: visual organizers, identifying similarities and difference, summarizing and note taking, providing feedback, etc.
- ❖ Do I use a variety of formative assessment strategies daily and adjust my instruction as indicated by students' responses? (I)
- ❖ Do I re-teach when necessary? Do I check for understanding throughout the lesson and re-teach "on the spot?" Do I provide re-teaching opportunities for certain students who need additional instruction on a concept or skill?
 - How do my formative and summative assessment practices inform the need to re-teach? (I)
- ❖ Do I actively engage all students? Are there some students who I call on more frequently? Less frequently? Is engagement equitable? (I, E)
- ❖ Are the projects that I assign of appropriate time length, and do they tightly address intended learning outcomes? (I)
- ❖ Do I devote appropriate time to guided practice to ensure students receive corrective feedback before they work independently? (I)
- ❖ Do I use corrective feedback used in a timely manner to correct/address misconceptions and errors? (I)
 - Correcting errors through re-teaching (e.g.: "a comma goes here, not there")
- ❖ Do I provide supportive feedback to encourage and motivate students? (I)
- ❖ Do I assign appropriate homework, based on need for distributed practice as well as massed practice? Is homework purposeful, and does it have a clear connection to intended learning outcomes? Do I review homework assignments and provide re-teaching if needed?(I)
 - Distributed practice is practice that reviews previously taught skills and is intended to maintain the acquisition of the skill or concept
 - Massed practice is used as a form of guided practice to strengthen students' acquisition of the currently taught skill(s)/concept(s).
- ❖ Do I know and use a variety of questioning techniques, including but not limited to: wait time, student name placement in questioning, random and strategic calling on students, high level questioning mixed with appropriate lower level questions? (I)



- ❖ Is there closure included in each lesson, tied to lesson outcomes? (I)
- ❖ Do I use visual organizers and other scaffolds to adapt and/or modify instruction? (I)
- ❖ In what ways is technology integrated to engage students and promote 21st century learning across all subjects/grades/courses as appropriate and tied to PA Core Standards? (I)

Assessment

- ❖ Do the formative assessment strategies that I use provide me with information on how ALL students are learning the intended skills and concepts? (I)
 - Do I know and use a variety of formative assessment strategies?
 - Do I encourage my students to use formative assessment to monitor their own learning?
- ❖ Are my summative assessments aligned to learning targets? Am I assessing what I taught? (I)
- ❖ What is the frequency of summative assessments and is the frequency appropriate? (i.e., too many, too little?) (I)
- ❖ Do tests and quizzes follow effective design principles (high quality stems, foils, etc. in design of questions)? (I)
- ❖ Are there common assessments in place (across teachers for specific subjects/courses/grades)? How often do I meet with other teachers to discuss the results? (I)
- ❖ How often do I include open-ended items and opportunities for short and long responses from students? (I)
- ❖ Do I use performance assessments, and provide a balance between objective and performance assessments? (I)
- ❖ Do I appropriately design and use rubrics to measure the intended learning targets? Are rubrics clear and available to all students? (I)
 - Do students engage in self-assessment using rubrics?
- ❖ Do I use baseline assessments and PVAAS projection reports to inform instructional flexible grouping and instructional needs of individual and groups of students? (I)
- ❖ Do I use diagnostic assessments, and are they aligned to PA Core Standards? (I)
 - e.g.: Classroom Diagnostic Tool (CDT) (www.pdesas.org)
- ❖ Do I use benchmark assessments to monitor progress along the way? (I)
- ❖ Do I have students monitoring their own progress through formal and informal means? Do they graph their own progress?



Organization

- ❖ Is there appropriate time allotted to the subject in the master schedule? (PP, E)
- ❖ Do I adhere to the allocated time schedule and use the time effectively and efficiently? (E, I)
 - Smooth transitions and established classroom routines
 - Materials organized and accessible to students with minimal time disruptions
 - Plans in place for students who finish assignments early
 - Hold “sacred” specific instructional time blocks
- ❖ Do I plan for and clearly communicate make-up work and “extra” help? Does this consistently occur as needed? (PP, I)
- ❖ Is my student data and record-keeping on student progress organized and accessible for planning and instruction? (PR)
- ❖ Do I seek and/or create opportunities for collaboration with colleagues? (PR)
- ❖ Do I fully participate in PLCs and other collaborative opportunities to plan, deliver and assess instructional outcomes for students? (PR)
- ❖ Do I reflect annually on my PVAAS teacher specific report, and use growth information on previous students to apply to current groups of students? (PR)

Looking to delve more deeply into specific content areas? Content-specific “Digging Deeper” document(s) will be available in September 2015, with questions to delve more deeply into:

- *English Language Arts grades 3-5, 6-8*
- *Mathematics grades 3-5, 6-8*
- *Science grades 4 & 8*
- *Keystone Algebra I, Biology, and Literature*

These documents include questions to ask at both the school/system and teacher level. Look for them on the PVAAS login page, <https://pvaas.sas.com!>



Accessing Support and Resources



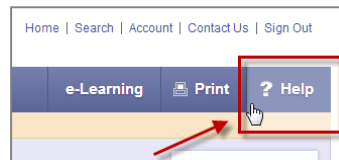
Virtual Learning Modules

- Free, online professional development
- From the login page, click on “Online Learning and Archived Webinars”, under the Professional Development heading.
- Or, login or visit the PVAAS public website, and click on the eLearning button at the top right of the page.
- PVAAS Teacher Specific Reporting module (47 min) *View in segments or all at once!*

e-Learning

PVAAS Help Menus

- Detailed content and explanations of:
 - Concept of Growth
 - Terminology
 - Use of Information



PVAAS Login Page -

<https://pvaas.sas.com>

Resources at your fingertips!

- Common misunderstandings addressed in “Misconceptions about PVAAS Teacher Reporting”
- Professional Development information & schedule
- Frequently Asked Questions and Guides to Reporting

Who Do I Contact for Additional Support

For questions about working with the PVAAS application, such as...

- Logging in or managing accounts, usernames, passwords, and PPIDs
- Accessing or understanding the reporting
- Completing Roster Verification
 - Adding/removing teachers, rosters, or students
 - Verification and submitting rosters
 - Sending rosters back to a teacher or school administrator

Contact PVAAS Technical Support

Use the “Contact Us” link at the top right of the PVAAS site, and select this option.

For policy questions or guidance from the PVAAS Statewide Team, such as...

- Creating/updating a PVAAS District Admin account
- Understanding how teacher specific reports affect evaluations
- Completing Roster Verification
 - Understanding claiming issues
 - Understanding percentages of instructional responsibility
 - Understanding the importance of roster verification

Contact the PVAAS Statewide Team

pdepvaas@iu13.org • (717) 606-1911