

Dasy

June 28, 2017

TRANSCRIPTION PROVIDED BY CAPTION ACCESS, LLC

[contact@captionaccess.com](mailto:contact@captionaccess.com)

<http://www.captionaccess.com/>

June 28, 2017.

>> Hi, everyone. We'll begin in just a couple of minutes. Hello and welcome to today's webinar. My name is Kellen Reid. We have sandy and Valerie here today as presenters from Washington state program. Before we begin I would like to go over logistics for the call. We are not using the conference line to broadcast the audio, so if you are hearing me now, that's a good thing. Unless you have a headset or microphone you will not be able to hear. You can enable or disable your mic by clicking the tool bar of the interface. Since it's only 30 minutes, there will not be a lot of times for questions, but we'll keep the room going at the end.

Those with mics can un-mute or enable them then. We have a couple of teams monitoring the chat for questions. They'll address questions you have as we go. We'll be recording this and make it available soon after the presentation. Last thing is about evaluation. We use the feedback from other webinars to reduce the time today. It's 30 minutes. We have an evaluation e-mail and a link at the end for you to access it. I would like to set the ground work for what I hope to convey. What I hope you will gain from the presentation, by the end I hope you gain information about how to present and share information through the knowledge and tools to do so.

The challenge -- there are lots of challenges. You have theme and imagery, the content itself, timeliness of plans to create it, compliance policies, creating challenges to restrict your creativity in some cases. The biggest challenge today, just the overall status quo. Before considering the challenges, for me to rock the boat, let's articulate what the real challenge is and talk about how pre-thinking sets you on the right trajectory, path to make things easier. Give me one second. I need to be sure this is recording. There it goes. Sorry about that. Articulate

If you had to describe a presentation in one sentence, you may say it's data in a meaningful way appropriate for your audience. I think up front planning and decision making can maximize your return. Three areas, the audience, purpose and the message. The audience, the importance of knowing and tailoring to your audience is important. Once the presenter is preparing for a PowerPoint slide show, maybe it should be more than the slides you make but should guide the means by which you share your content. How many would have thought I was setting the stage to talk about PowerPoint slides exclusively by showing the audience aspect?

Before we go there we have a couple of things to consider. Next is the purpose. This is the think you can think about at any point of your presentation from the presentation media to the fun cue. Being explicit up front about what you hope to accomplish and filtering your decisions through that lens will make your presentation more effective as then you have your message. It will be focused and intentional. The message or plot often left off to list of pre-thinking. The message in this case is the full account of the purpose, objectives and content you wish to convey to a particular audience. My interpretation of the audience, the little engine that could was used to teach children the value of hard work. The message is more, I think. When we are facing a seemingly hopeless task, we shouldn't give up, but use optimism and hard work to overcome challenges.

This can be used as a step before you decide and outline a slide show. Your information may be best conveyed using something besides PowerPoint. There may be aspects that point you toward a number of media options such as dashboards or learning modules. The crucial first step is selecting the best tool. Given the wide array of options available to us, we have time to cover animation slides and slide-like alternatives. Acknowledging this is a good start. As you flesh out the details of the audience and purpose, and message, options begin to narrow. One scenario, for instance, you might want to Garner political will for an initiative to address a certain problem. That would be the purpose. Does the information coalesce into a message that sounds like a story line, problem, and solution. Animation cartoons would be on my list in that scenario.

Other factors that point me to animation would be something that would require complex information that must be shared but not fully understood by the audience. The audience I need to convince or persuade or time to convey to an audience. To illustrate how this might play out, we again have Sandy and Valerie. We'll get to that. I don't believe Segar is on the call. I'll hand it over to you.

>> We use the Washington state index measuring the congruence  $S_i$  between a problem, and instruction. The consistency index we believe can drive instructional practices to improve educational outcomes for persons with disability in our state. This initiative is not limited by broad band or disability categories.

Represented in the consistency index are multiple targeted audience and complex data consideration. A major challenge we face with the message about the consistency index data collection platform is the misconception that the primary use is compliance. There are pieces of diagnostic tools that are used by the review team. That is not the message we wanted to convey about the project. We went looking for alternatives to the traditional format. We considered brochures, PowerPoints, stand and deliver methods and videos. We have drafted a questions and answer brochure and video. The video is only used as part of our index training and certification course which launched in December. It's not accessible unless you have already registered for the course. A primary consideration to deliver the message was the need for presentation software to include sharp, crisp visualization sparking meaningful discussion and interest in this project.

SBA staff quickly saw the benefit of using formats for the delivery method as a way to provide easy understand ability of the concept to our target audience.

>> I agree, sandy, there have been many challenges along the way. Speaking of our targeted audience, the data visual illustration projects are targeted for preschool educators and regional and district coaches and early learning leaders participating in local action research activities part of our state's systemic improvement plan. Indicator B17 is designed to close the gap between peers. The initiative has been the corner stone of the state improvement plan theory of action. As such, a comprehensive profile was designed to implement a validation process for the diagnostics and the web based data collection and platform and rigorous training and certification course that sandy mentioned to ensure the fidelity of the implementation initiative.

Currently, we have close to 70 certified scorers that have completed the 30 hour training and certification course. Many of those are individuals that will be working with these local action research sites that are part of our state systemic improvement scores. They can measure the extent to which there is consistency in the delivery of special education services here in Washington state. In regard to purpose, Kellen mentioned purpose. Research based instruments can connect the IEP and delivery of specially designed instruction which will reliably help coaches target technical assistance and improvement strategies and as a result of the targeted efforts, demonstrate measurable improvements in literacy outcomes for those entering kindergarten with disabilities. To sum up our core message before we take a look at the illustrations within the context of the state plan, the consistency focuses on the instructional consistency.

Specifically, our core message in order to close the literacy performance gap between those with specific goals and objectives aligned with a comprehensive evaluation. Let's take a look at the help sandy and I got in looking at some of the alternative formats for presentation.

>> Kellen: Great. We'll use the tools introduced at the presentation. Before I show you the pow toon, I wanted to use the context they provided for us. Say you have a preschool program that requires buy in from you, but from the state's end, it's an incredibly helpful tool. We have to cross the divide. With that context, I'll switch over. The video is not loading. Sorry. One second.

[Video ]

>> Good news, we have something amazing to show you. The consistency index. After watching this information, we hope you will be more knowledgeable of how this fits into improvement and what it means to you. Let's start with the end of the day. Thousands of big picture goals and how the initiative is interconnected. At the end of the day, we want the best possible outcomes for children receiving special education services. We can achieve that if we do our best to continuously improve. Sometimes it's hard to see the link between compliance and requirements from above to our job of teaching our kids with special needs. What if we show you a way to connect the dots in a way that helps us understand why the requirements are there in the first place, a way to better implement the requirements while at the same time attaining outcomes from the instruction delivered to our kids.

We have a research based way between requirements, targeting improvement strategies and demonstrating improvement in educational outcomes as a result of the hard to get efforts. Let me explain. Start by intentionally aligning the student's evaluation, IEP and instructionally aligned services. Imagine how useful it would be to have a relationship between the crucial factors. One number that could align. The consistency number, the outcomes increases proportionately. Let's look at how the consistency index is calculated. For simplicity sake, say there are ten students eligible for part B. Eight receive comprehensive evaluations and several receive an appropriate IEP. If four of the seven students receive instructionally aligned services, we can say there is an index of .4 for the program. Now that you have a better sense of what the program will provide, can you imagine what you could do with this data?

>> They brought us in. I work as the designer for the pow toon, without background of the complexity of the index. We teased out the audience to get a sense of who and what information they need. We scripted out what it might look like in my own words, met back up with Washington and it turned out they were correcting the language I used, a bit too informal, but we wanted to keep people engaged and interested and what would come next would be more training.

That was the pow toon. The next piece -- let me give you the overall points. We keep these together as we go through the different tools we have. When we are looking at animation of cartoons, these are not in a particular order. The top two show how the animation is useful. They are engaging and disarming. From a young age we are taught to love cartoons. That continues and we use that now. Other things such as storytelling, if you have a story to tell, a plus and minus would be the brevity. It's difficult to fit the ideas into a cartoon you want. You want to Max it out at three minutes. Anything more, you lose your audience. It takes a bit of effort. When you get good at it, it's like anything, but there is a bit of a learning curve. Then the Perzi. This is a slide show alternative. I wanted to expand your repertoire. I will switch over.

This is a Prezi. It can stand independently in terms of the information Washington would want. It ties nicely, and we'll go into depth on the pieces of information required for each piece of the consistency index and what does a sufficient evaluation need? Click on it and get the diagnostic tool and requirements, and you can build in your data as an example. In this case, we can highlight the index increases as a number of students receiving evaluations will increase. One of the benefits, this could be a presentation someone interacts with alone. It doesn't necessarily need a presenter. It's nonlinear. If I wanted to know more about services specifically, I could click on it. Information is shared. We continue to add to our data pool. Until we see 21 of the original 48 students receive sufficient evaluation. Now we can calculate consistency index. We have it defined here. This might identify or justify why further investigation into the calls or decreases high five for the certain program for meeting or having a high rate of pass. This is what they talk about with targeted improvement strategies. That is the pow toon. It's a simple package presentation media used to show relationship.

There is criticism that it can be distracting. If you wanted to have narration with it, it's not included in the video. Last but not least, we have the PowerPoint. It didn't need an introduction, so I didn't put one in, but I wanted to talk about the data aspects of presenting and the slide show. We have created the nested chart that you saw in the example. There really isn't a chart type accelerator in Microsoft that has a discriminating amount of information for a chart, so we took a bar chart and made it look like it was going down based on the values to it. This is a complicated one. You can see how it morphs from what it starts out to what it ends up being, you can use the same methodology to apply to your own presentations with almost any chart. The one we created doesn't necessarily exist as a base chart.

This is the data we were given for the example. You can see why a visual would be much more effective in conveying information than the table. There is a lot going on. There are a lot of numbers and it doesn't have a great deal of meaning. Coming from that to this, if you just selected a bar chart with a hundred% bar chart, you can see this is similarly difficult to understanding what is happening. From going from this to this is a substantial difference in terms of effectiveness, and a fair number of clicks, but not too time consuming or complicated. I wanted to highlight the ways you can make the charts coming from Microsoft more effective. In this case, we have taken out the vertical and horizontal access. The information we have is relevant to the row above it. We took it out. We no longer need a legend. Instead we add a data label. The title is gone, and tick marks are gone. I'll let you process that and show you why this is good.

With removing the accents, it may take an explanation, but you can grasp it easier. You start with 40 students, lose 12, and of the 28, only 21 remain. You lost seven. This brings you to the PowerPoint where you can maximize your slide. The difference removing the title from this slide to this chart gives you a sense of purpose. We remove the legend, but instead, we have the color-coded type for the series. They also match the consistent logo. The last thing presenting the slide, my last point, you can use the same thinking and process to emphasize something. If instead of trying to educate people about the spandex, I'm using it. I'm in a program that I wanted to convey, go back to my data, say there is a 27% drop in the IEP. I want to convey my concern using color.

PowerPoint is run of the mill and it takes a little bit of effort. You can get tips and tools for presenting data using the visualization tool kit. There is a much broader array for data visualization topics. As you can see, they are listed there. That is all we have time for today. We are right at 30 minutes. Again, we would love to hear your feedback. You can click the link directly, and we'll e-mail you soon. As promised, I will save time. I'm not going to get off the line until I see if there are questions and address those. Thank you all for attending. Just to remind you, if you have a microphone or you are using your headset, you can enable it and speak or type into the chat with any questions you have. Someone asked for the location of the tool kit. Absolutely.

You can click this link, [daisycenter.org/data-visualization-toolkit](http://daisycenter.org/data-visualization-toolkit)

If others have questions about -- maybe you have processing to do if you are making your own animation or other tool, we are happy to field the questions for you and talk through how it might work for you or how something might look. I'll just give it a couple more minutes for any questions.

Thanks, Heather. I think that brings us to the end. Thank you so much sandy and all for being here. Let us know if you have any other questions. You can also e-mail them. Thank you.