

Learning Forward  
Session L07

**Evidence-based Model for Measuring  
Improvement and Results**

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## Learning Philosophy

We believe that, as QLD Consultants, our job is to facilitate your learning by presenting new information, asking probing questions, creating the opportunity for dialogue and building a safe environment in which to learn. We acknowledge and value the tremendous wealth of experience, knowledge and wisdom that the participants bring to the session and pledge to do all that we can to optimize each person's contributions. We believe in the fundamental premises of the Learning Organization and will attempt to model its many facets throughout the workshop.

Though the agenda and activities herein have been carefully designed, they were created in the absence of specific information from the individuals here today and with limited knowledge about your personal needs, expectations and backgrounds. Therefore, as your facilitators, we commit to check in with you and make appropriate adjustments as we go.

Last but not least, we believe that learning is made easier, more meaningful and more enduring when the process is enjoyable. We like to encourage participants to “play with” new ideas and to enjoy one another's company.

To facilitate full and comfortable participation by all, we suggest the following guidelines for working together:

- ◆ Take care of your comfort
- ◆ Start on time, stay on time, end on time
- ◆ Pay attention to your “feathers”
- ◆ Respect the 100 Mile Rule
- ◆ Have fun



## Overview of the Session

### *Objectives:*

- ◆ KNOW how to apply various levels of evaluation to school improvement and professional development efforts.
- ◆ LEARN a variety of evidence-based tools to evaluate and monitor continuous improvement of student learning.
- ◆ BE ABLE to apply the S.M.A.R.T. criteria in the evaluation of school improvement and professional development efforts.

## Agenda

- ◆ Reflection – personal connect
- ◆ Presentation of the challenge
- ◆ S.M.A.R.T. criteria and supporting structures
- ◆ Stories/examples from the field
- ◆ Tools and data for continuous improvement

## Reflection

Think about a school improvement initiative you have been a part of in the past.

How did you know it was successful?

What factors contributed to the success of your initiative?



## What's at Stake?

- ◆ Achievement
- ◆ Huge financial investments
- ◆ Huge emotional investments
- ◆ Confidence in educators and in public education generally
- ◆ The will to continue in an environment of perceived futility
- ◆ USA's viability in a global market

## The Challenge

Demonstrating that school improvement efforts are worth the investment.

*The effectiveness of a staff development program is strengthened when both its implementation and its impact are evaluated. . . . A glass-box evaluation of staff development provides the information needed for making adjustments and improvements and for increasing the probability of producing the intended results for students.*

Killion, page 25



## S.M.A.R.T. Measurement System <sup>TM</sup> (S.M.S.)

### What is it?

- ◆ Measurement of the system (school district)
- ◆ Measures both results AND process
- ◆ Purpose: To help you monitor the implementation of any systemic intervention and the results achieved

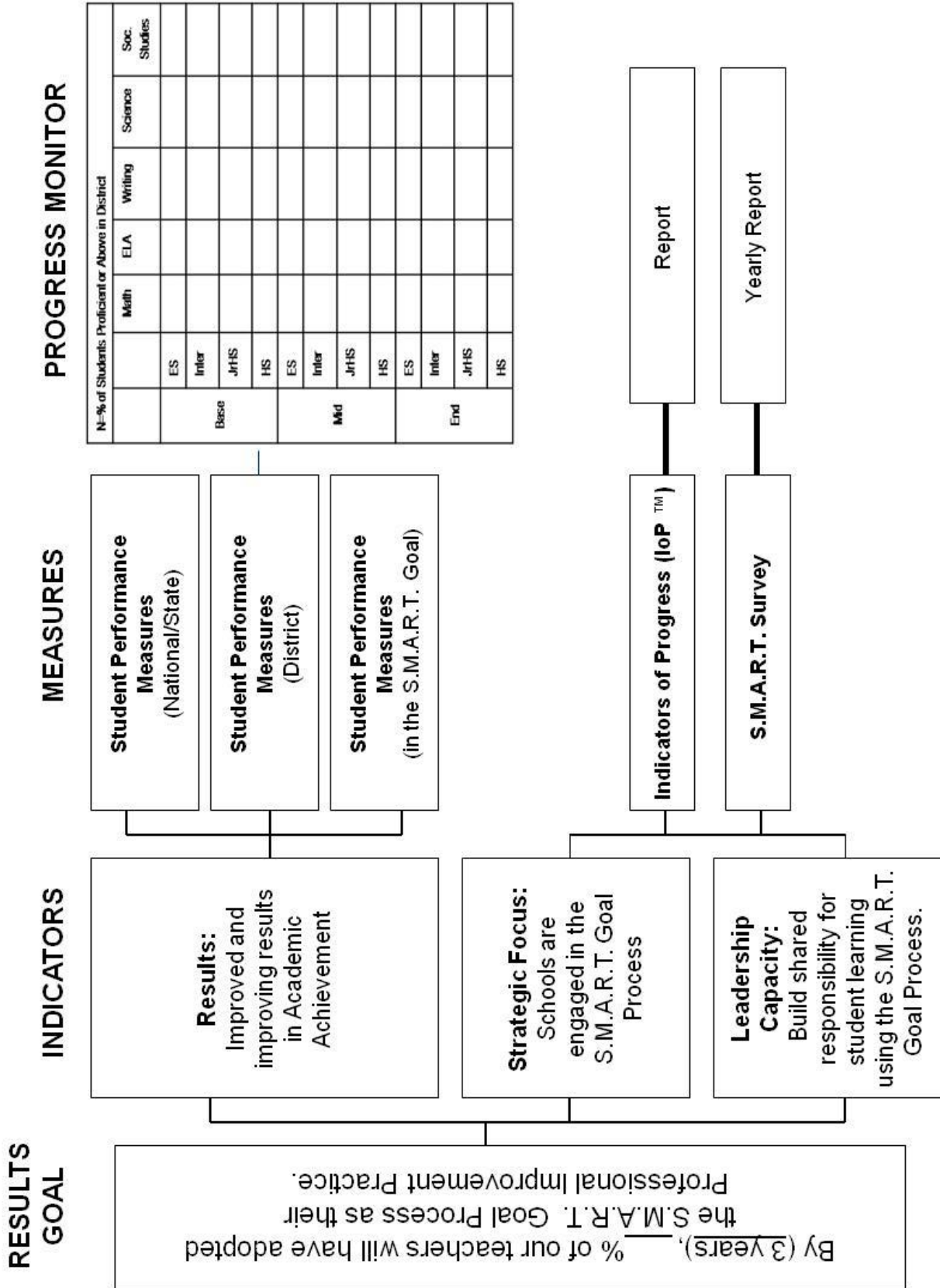
### What does it include?

- ◆ Student performance results
- ◆ Strategic focus on a common goal and process
- ◆ Cultural changes needed to sustain improvement

### What tools are used?

- ◆ **S.M.A.R.T. Goal Tree:** Goal-setting and monitoring template
- ◆ **Indicators of Progress (IoP <sup>TM</sup>):** Evidence-based rubric for measuring strategic focus and fidelity of implementation
- ◆ **Online Survey:** Measures the cultural impact of the intervention

## S.M.A.R.T. Measurement System <sup>TM</sup>



## Indicators of Progress (IoP™)

An evidence based instrument

- ◆ Based on 4 levels of mastery (Fullan/Abplanalp)
- ◆ Provides a road map of both results and process

### Coaching Summary Report

<i>RESULTS: Improved and improving results in academic achievement</i>				
	<i>Inquiry</i>	<i>Initiation</i>	<i>Implementation</i>	<i>Institutionalization</i>
<i>Student Performance Data</i>				
<i>STRATEGIC FOCUS: Schools are engaged in the S.M.A.R.T. Goal Process</i>				
	<i>Inquiry</i>	<i>Initiation</i>	<i>Implementation</i>	<i>Institutionalization</i>
<i>School S.M.A.R.T. Goal Process</i>				
<i>Team S.M.A.R.T. Goal Process</i>				
<i>Student S.M.A.R.T. Goal Process</i>				
<i>LEADERSHIP CAPACITY: Build shared responsibility for student learning using the S.M.A.R.T. Goal Process</i>				
	<i>Inquiry</i>	<i>Initiation</i>	<i>Implementation</i>	<i>Institutionalization</i>
<i>Shared Accountability</i>				
<i>Shared Vision</i>				
<i>Shared Commitment to Building Trust</i>				
<i>Shared Leadership</i>				
<i>Professional Learning</i>				

**Leadership Capacity:** Build shared responsibility for student learning using the S.M.A.R.T. Goal Process.

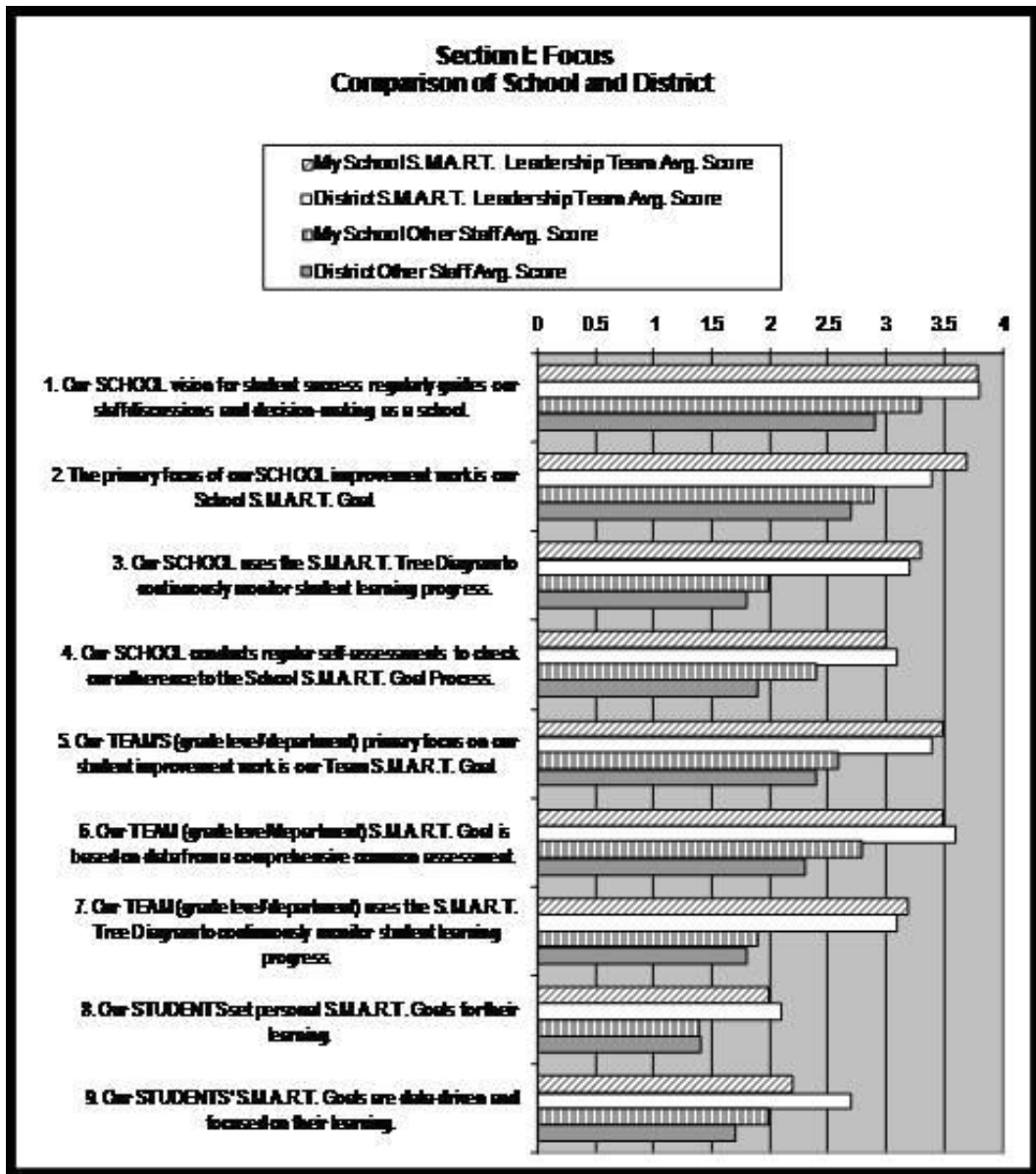
**SHARED ACCOUNTABILITY**

<b>Inquiry</b>	<b>Initiation</b>	<b>Implementation</b>	<b>Institutionalization</b>	<b>Evidence</b>
Individuals are responsible for their own students.	Teacher teams meet to discuss data on students or curriculum they have in common.	School wide forums exist for teachers to discuss curriculum, instruction and assessment. Data on student performance are analyzed by grade level or department.	School wide forums exist for all members of the school faculty to discuss curriculum, instruction and assessment. All members of the school staff take collective action to assist students to develop, learn and achieve at high levels.	<ul style="list-style-type: none"> <li>• Documentation of systems and structures that support feedback and commitment to the norms of shared responsibility.</li> <li>• Action plans from forums.</li> <li>• Agendas from meetings.</li> </ul>

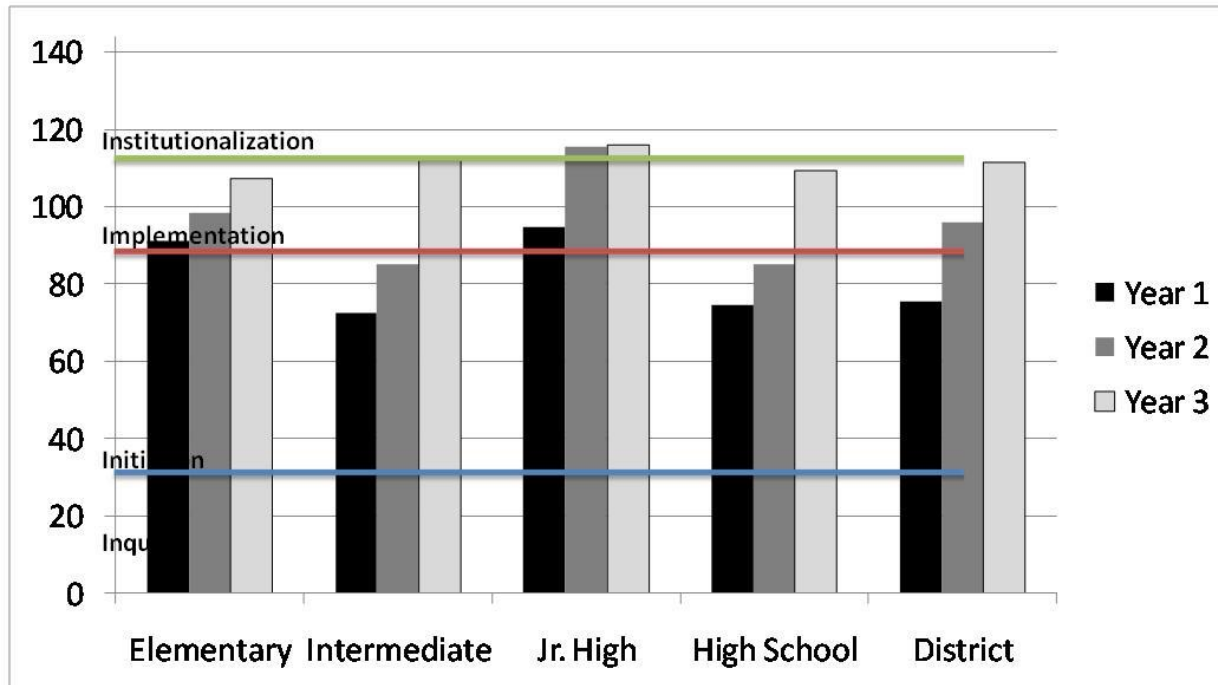
## Survey

- ◆ Purpose: Provides perceptual data about implementation at district, campus, SLT and all teachers
- ◆ Administered once a year

### S.M.A.R.T. Survey Yearly Report



## Comparison Scores by School



## Applications

- ◆ What evidence will you be looking for?
- ◆ What process will you use for gathering data?
- ◆ How will you use what you find?

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## Feedback Form

School: \_\_\_\_\_ Date: \_\_\_\_\_

Which one of the following represents your current position?

Elementary       Middle       High       Central Administration

Indicate your satisfaction with each item by circling the corresponding number of your choice.

	Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied
Presenter's knowledge of topic.	1	2	3	4	5
Presenter's explanation of content.	1	2	3	4	5
Presenter's attention to a variety of learning styles.	1	2	3	4	5
Usefulness of content.	1	2	3	4	5
Learning environment (space, sound, lights, etc.)	1	2	3	4	5
<b>Overall Impression of Session</b>	1	2	3	4	5

What was most useful about the session?

How will you apply this new information from the session?

What suggestions do you have for improvement?

Additional comments: