

# MEASURING PROCESSES

21<sup>st</sup> Annual NAAC Conference

March 10, 2011

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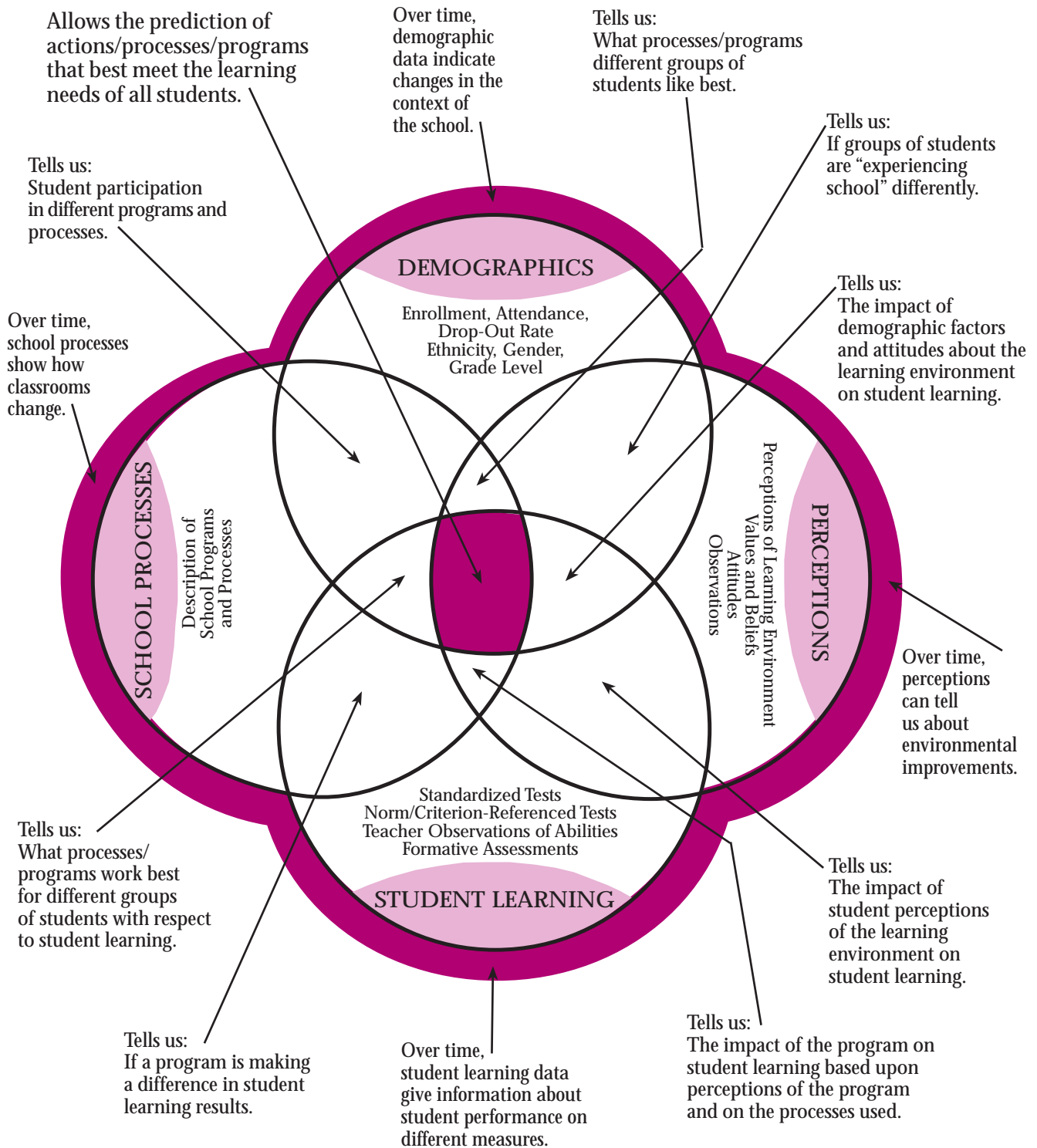
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Dr. Victoria L. Bernhardt is Executive Director of the *Education for the Future Initiative*, located in Chico, California, whose mission is to build the capacity of learning organizations at all levels to gather, analyze, and use data to continuously improve learning for all students. She is also a Professor (currently on leave) in the College of Communication and Education at California State University, Chico.

Dr. Bernhardt works with learning organizations all over the world to assist them with their continuous improvement and data analysis. She is the author of 15 books, all published by Eye on Education. Her latest book is *Response to Intervention (RtI) and Continuous School Improvement (CSI): Using Data, Vision, and Leadership to Design, Implement, and Evaluate a Schoolwide Prevention System*.

# Multiple Measures of Data



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**INPUT**

Data elements that describe the “givens” that are usually beyond our immediate control.

**PROCESS**

Elements that describe the actions learning organizations plan for and implement to get the outcomes they are striving to achieve, given the input.

**OUTCOME**

The data elements that describe the results of a learning organization’s processes.

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**MEASURING WHAT WE DO IN SCHOOLS**

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Schools are perfectly designed to get the results they are getting now. If schools want different results, they must measure and then change their processes to create the results they really want.

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**EVALUATING PROGRAMS AND PROCESSES**

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“How can anyone be sure that a particular set of new inputs will produce better outputs if we don’t at least study what happens inside?”

Paul Black and Dylan Wiliam  
*Beyond the Black Box*

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**EVALUATING PROCESSES**

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**Key: LOGIC**

- **What do you want the process to look like?**
- **How can it be measured?**

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**EVALUATING PROCESSES**

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**Determine what you want to measure, e.g.,**  
***CURRICULUM.***

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**EVALUATING PROCESSES**

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*What you want it to look like—*

- **Aligned to the standards and grade-level expectations.**
- **Continuum of learning that makes sense for students.**
- **Implemented in every classroom.**

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## MEASURING PROCESSES TABLE

<i>What do we want the process to look like?</i>		<i>How can it be measured?</i>
<b>Curriculum</b>	Aligned to the standards and grade level expectations; continuum of learning that makes sense; interesting; implemented in every classroom.	<ul style="list-style-type: none"> <li>♦ Curriculum mapping</li> <li>♦ Process flowchart</li> <li>♦ Classroom/teacher observations</li> <li>♦ Student achievement results (student data and student work)</li> <li>♦ Staff, student, parent, and standards questionnaires</li> <li>♦ Vision assessment tool</li> </ul>
<b>Instruction</b>	Agreed upon strategies implemented in every classroom, including small and large group instruction, flexible groupings, differentiated instruction, scheduling, designed to meet the needs of whom the school has as students.	<ul style="list-style-type: none"> <li>♦ Process flowchart</li> <li>♦ Classroom/teacher observations</li> <li>♦ Student achievement results (student data and student work)</li> <li>♦ Staff and student questionnaires</li> <li>♦ Vision assessment tool</li> </ul>
<b>Assessments for learning</b>	Formative assessments aligned to the standards, grade level expectations, and summative assessments.	<ul style="list-style-type: none"> <li>♦ Process flowchart</li> <li>♦ Classroom/teacher observations</li> <li>♦ Student achievement results (student data and student work)</li> <li>♦ Staff and student questionnaires</li> <li>♦ Vision assessment tool</li> </ul>
<b>Staff collaboration</b>	Teachers meet in teaching teams to plan lessons, to review student progress (student data and student work), to improve the implementation of the vision, and to adapt processes.	<ul style="list-style-type: none"> <li>♦ Staff questionnaire</li> <li>♦ Vision assessment tool</li> <li>♦ Leadership structure</li> </ul>
<b>Environment</b>	<p>Students feel like they belong, are challenged, are cared for, etc.</p> <p>Teachers feel supported and that they are working in a collaborative environment; teachers have high expectations for students and believe all can learn.</p> <p>Parents feel welcome at the school, and know what they can do to support their child's learning; effective home-school communications.</p>	<ul style="list-style-type: none"> <li>♦ Student, staff, and parent questionnaires</li> <li>♦ Demographic data that indicate how students and staff are treated, such as attendance, tardies, behaviors, and discipline</li> </ul>
<b>Leadership</b>	Leadership structure that helps everyone implement the vision; supportive of all staff, students, and parents; supports the continuous improvement of the organization and all personnel.	<ul style="list-style-type: none"> <li>♦ Student and staff questionnaires</li> <li>♦ Leadership structure that helps everyone implement the vision</li> <li>♦ Evaluation tools and strategies</li> </ul>

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# PROCESSES MEASUREMENT PLANNING TABLE

What process do you want to measure?	What will it look like when the process is implemented?	How can this process be measured?

# MEASURING PROGRAMS AND PROCESSES WORKSHEET

PURPOSE		PARTICIPANTS				IMPLEMENTATION					RESULTS
What is the intent?	How will you know the intent is being met?	Who is the program intended to serve?	Who is being served? Who is not being served?	What would it look like if the program were fully implemented?	How is implementation being measured?	To what degree is the program being implemented?	How should implementation be measured?			What are the results?	

**EVALUATING  
PROGRAMS AND PROCESSES**

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**If you are not monitoring  
and measuring program  
implementation, the  
program probably  
does not exist.**

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**Everything  
we do is a  
*PROCESS.***

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**FLOWCHARTING SCHOOL PROCESSES**

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- **Assess what is really being implemented.**
- **Understand how we get our results.**
- **Determine the cause of a problem or challenge.**

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### **FLOWCHARTING SCHOOL PROCESSES**

- **Build common understandings of a whole process.**
- **Communicate process related information visually.**
- **Provide a way to monitor and update processes.**

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### **PROCESS FLOWCHARTS**

**Process maps or flow charts are composed of a relatively standardized set of symbols.**



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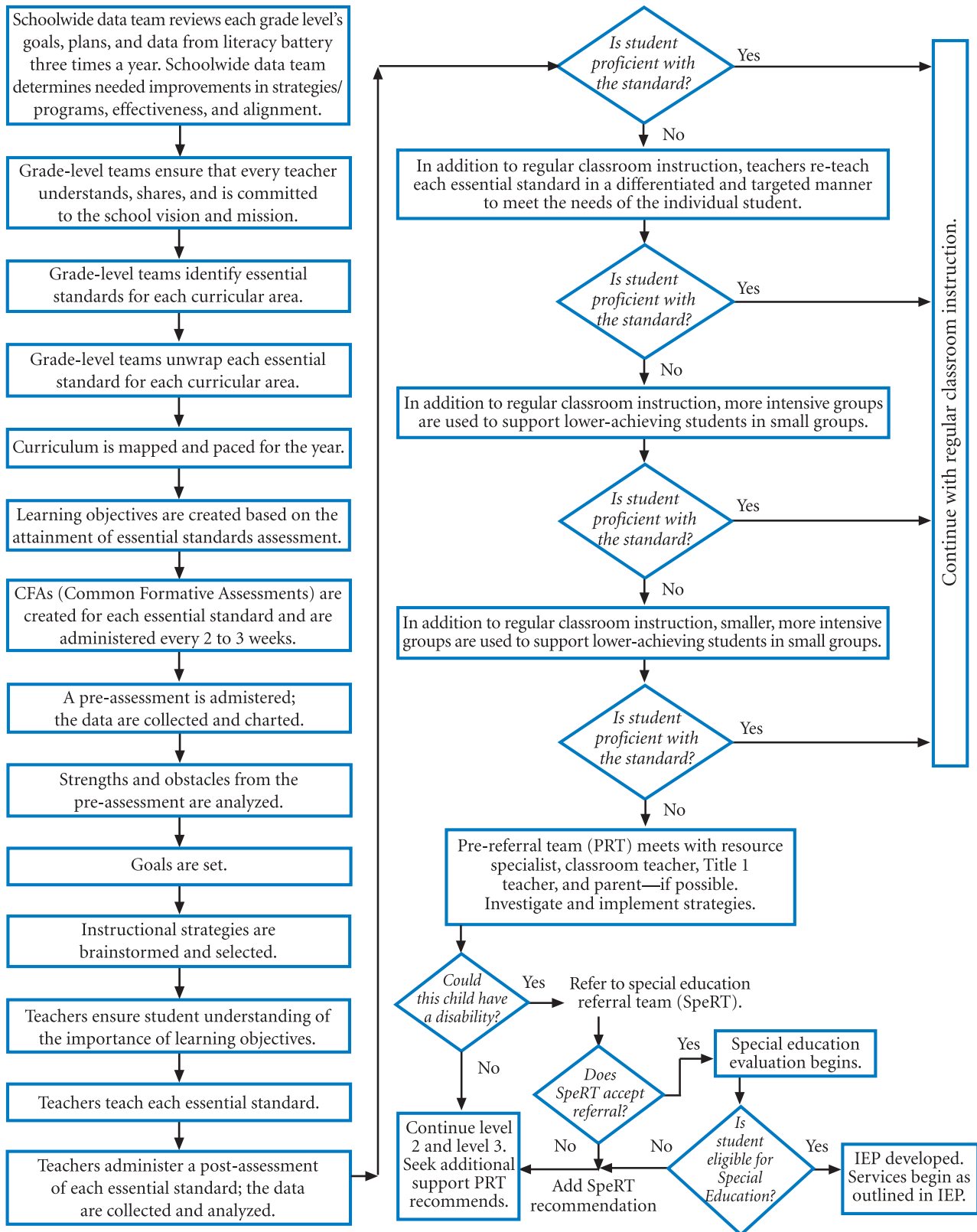
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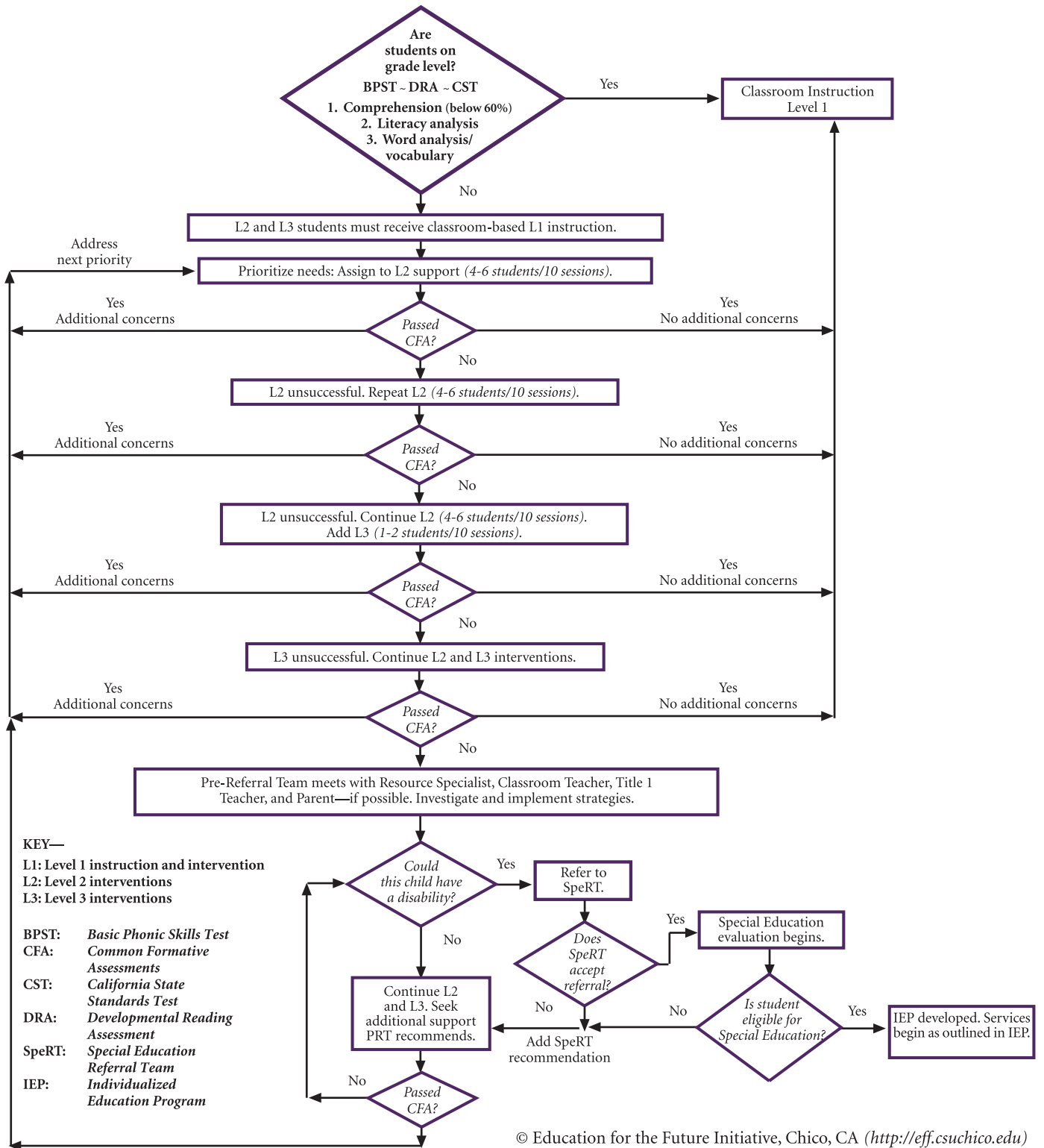
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# MARYLIN AVENUE'S SHARED VISION FLOWCHART

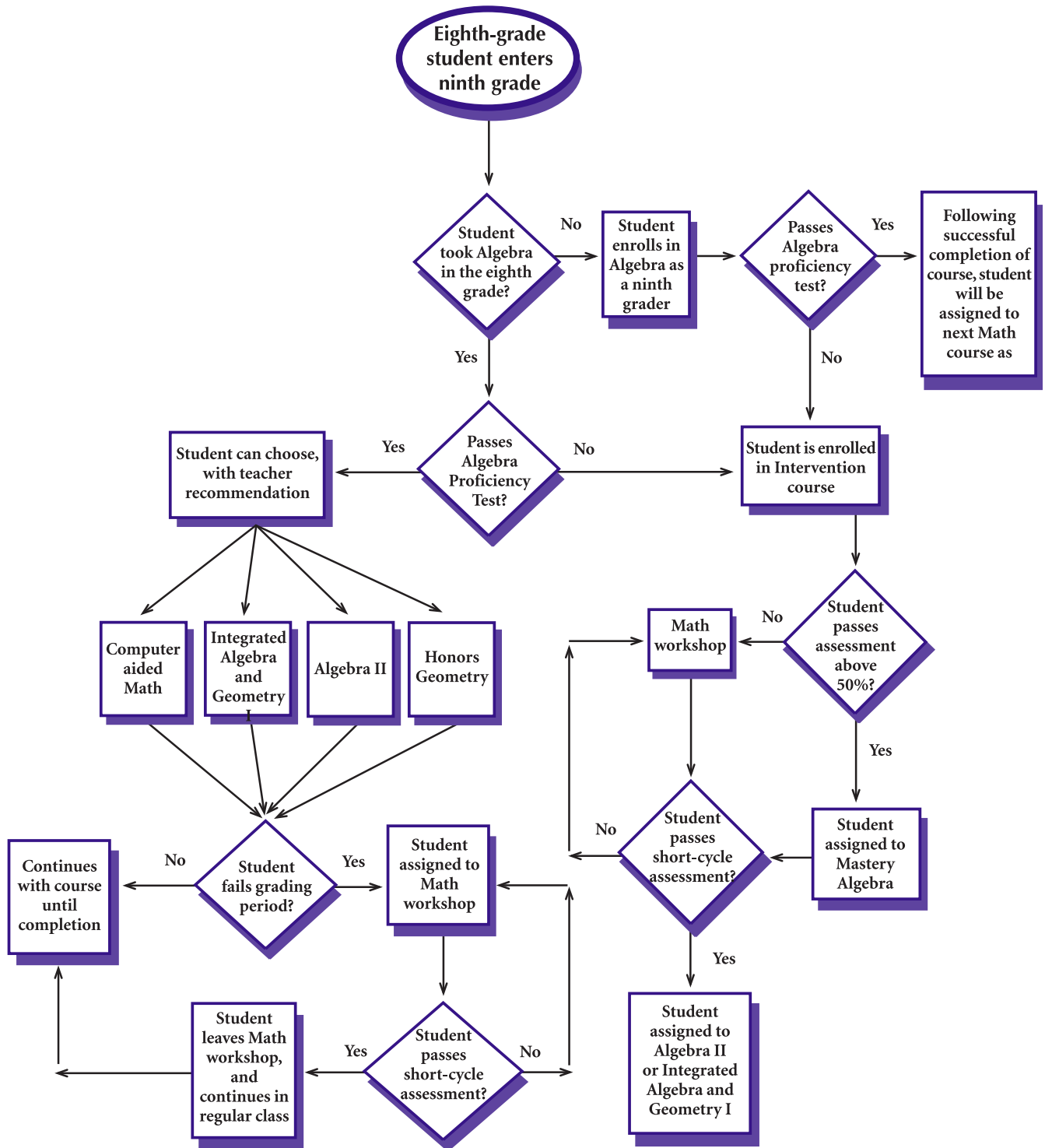


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# Example: Grade 3 Reading Response to Intervention

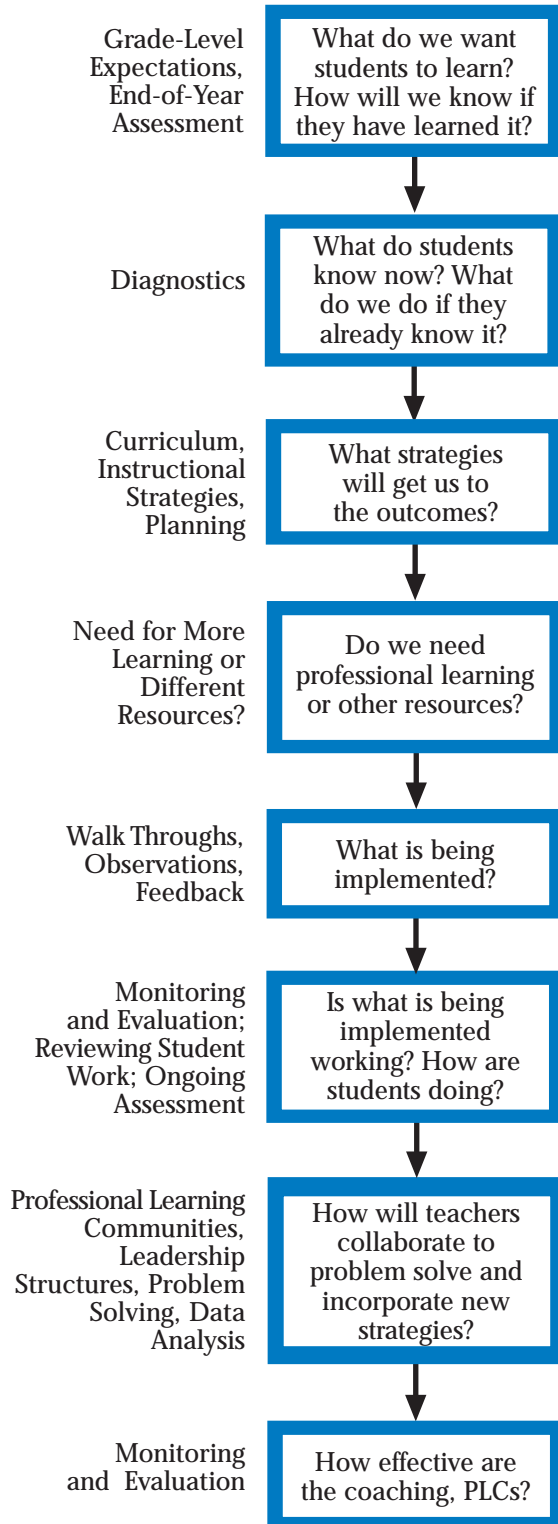


# High School Process Flowchart



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# THE PROCESS OF USING DATA IN PROFESSIONAL LEARNING COMMUNITIES

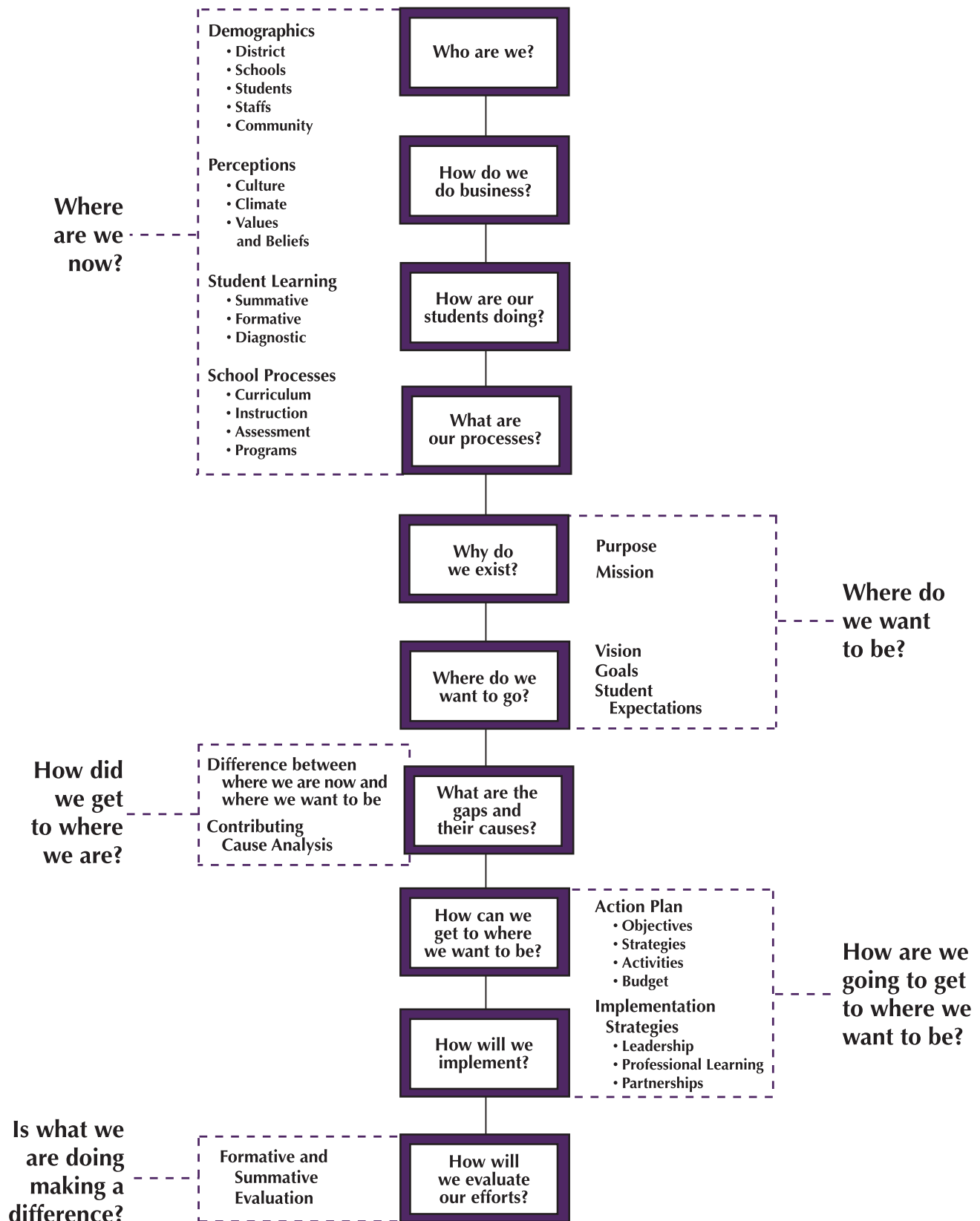


In this PLC structure, the learning community teams—

1. Review what they want students to know and be able to do, and how they will know when the students have learned it.
2. Assess what students know now.
3. Determine the best strategies to help students reach those end-of-course/end of-year expectations.
4. Given #2 and #3 above, identify professional learning and other resources that will help teachers ensure all students' learning.
5. Observe each other and provide feedback, knowing that they can only improve with practice and feedback.
6. Review teaching observation feedback with the student assessment results.
7. Collaborate to determine what needs to change to get different results through problem-solving strategies and deeper analysis.
8. Finally, evaluate the PLC structure to ensure that its intention of improving teaching and learning is achieved.

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# CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK



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**CONTINUOUS IMPROVEMENT**  
 is the process of using  
 data to continually improve  
 all aspects of the  
 learning organization.

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**Processes** article  
 for more information  
  
**MeasuringProcesses.pdf**



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**THANK YOU!**

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INPUT/GIVENS → PROCESS/SYSTEM → OUTCOME/RESULTS

