

BEYOND COMPLIANCE: HOW DO YOU KNOW YOUR PROGRAM IS MAKING A DIFFERENCE?

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Victoria L. Bernhardt

**Executive Director
Education for the Future
vbernhardt@csuchico.edu
*http://eff.csuchico.edu***

OUTCOMES

We will be talking about—

- ❖ **Program evaluation for the mere mortal.**
- ❖ **What I wished every teacher and administrator knew about continuous school improvement and using data.**

SUSTAINING TEACHERS

- Belonging.
- Collaboration.
- Knowing they are doing the right thing in the right way.
- Support/coaching.
- Meaningful observations and discussions with administrators.
- Appreciation.
- Knowing they are successful.

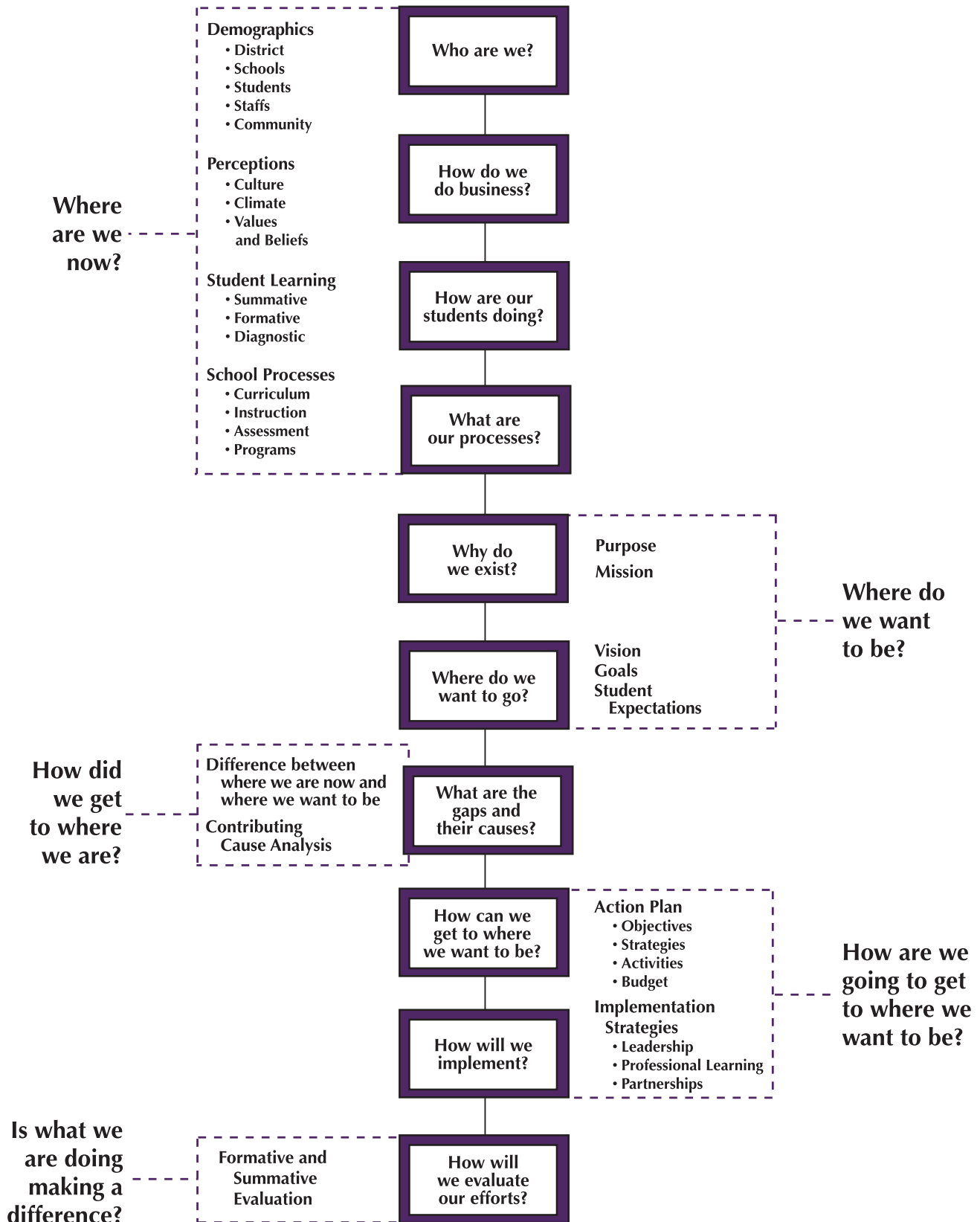
THINGS THAT NEED TO HAPPEN

- Teachers and administrators must *believe* that all children can learn.
- Schools must honestly review their data.
- There must be *one vision*.
- There needs to be *one plan* to implement the vision.

THINGS THAT NEED TO HAPPEN

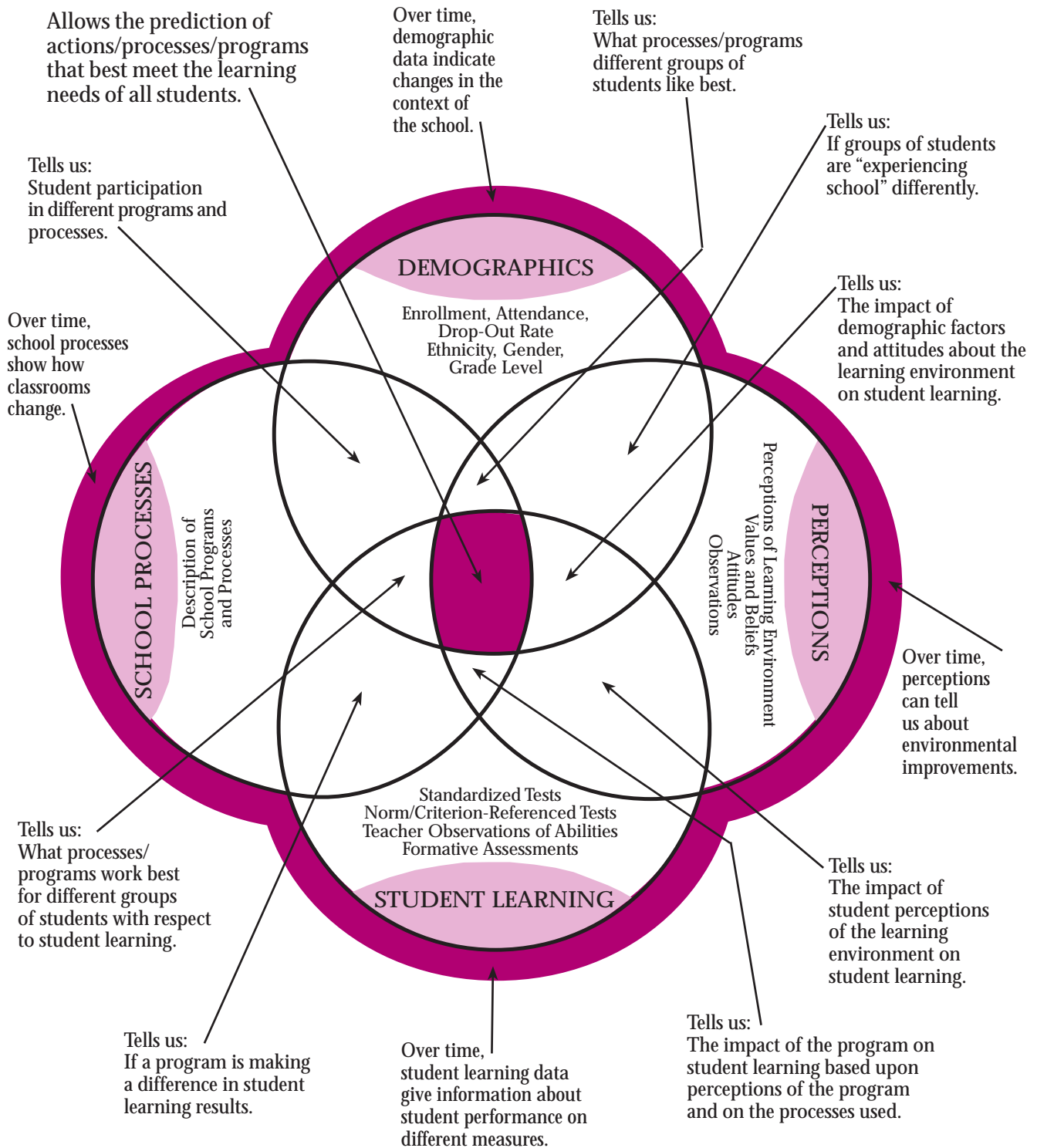
- Staff need to collaborate and use student and school level data.
- Staff need professional development to meet the needs of the students they have.
- Schools need to rethink their current structures, and avoid add-ons.

CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK



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Multiple Measures of Data



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**DEMOGRAPHICS ARE
IMPORTANT DATA**

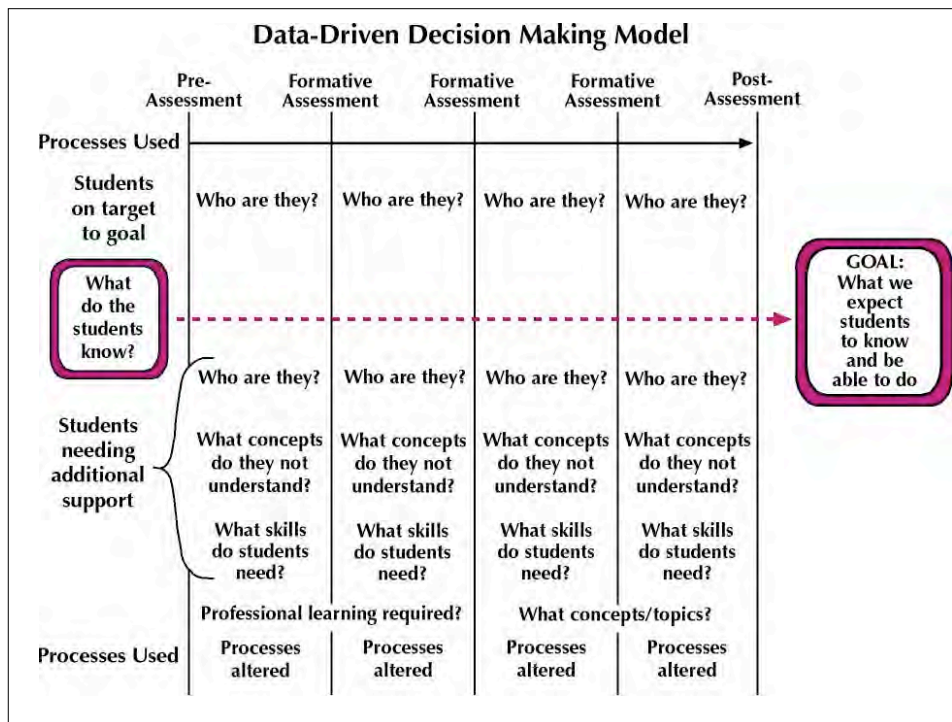
- Describe the context of the school and school district.
- Help us understand all other numbers.
- Are used for disaggregating other types of data.
- Describe our system.

**PERCEPTIONS ARE
IMPORTANT DATA**

- Help us understand what students, teachers, and parents are perceiving about the learning environment.
- We cannot act different from what we value, believe, perceive.

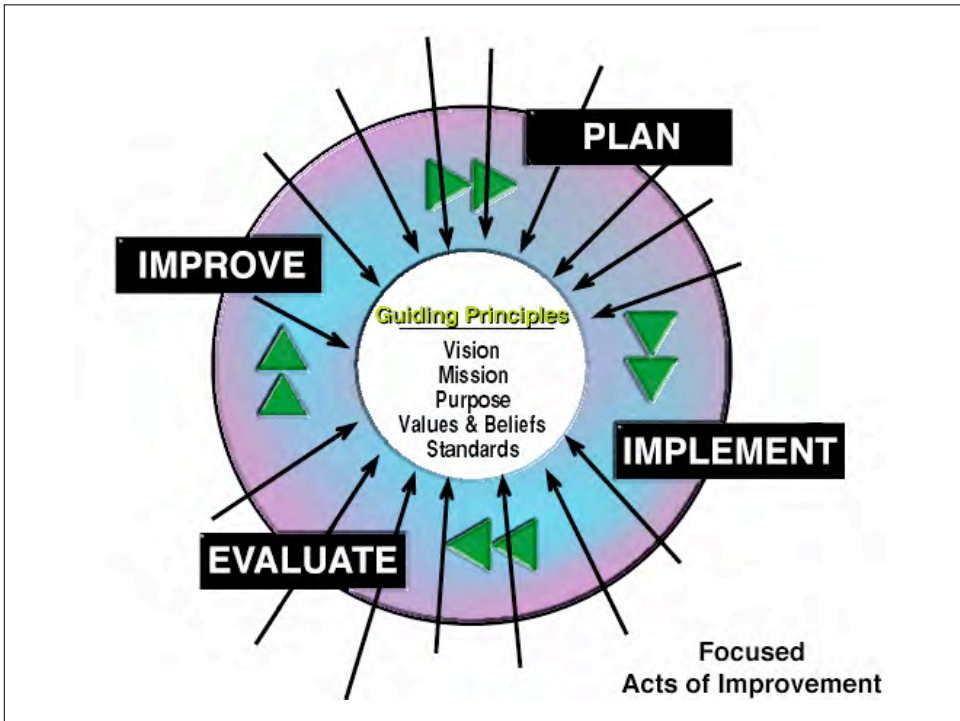
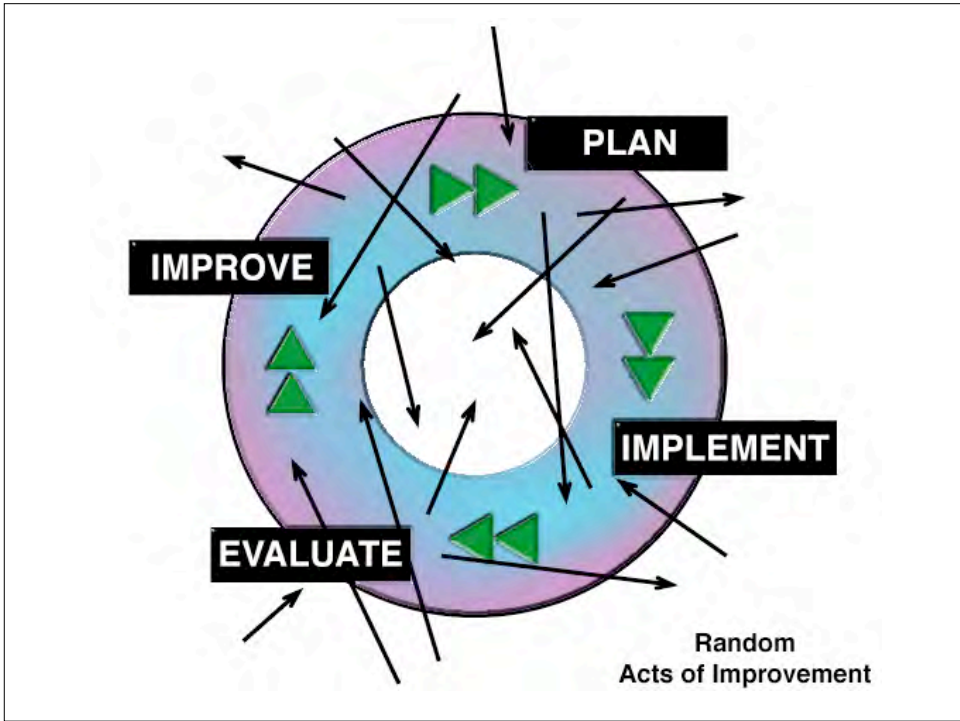
**STUDENT LEARNING ARE
IMPORTANT DATA**

- Know what students are learning.
- Understand what we are teaching.
- Determine which students need extra help.



SCHOOL PROCESSES ARE IMPORTANT DATA

- Tell us about the way we work.
- Tell us how we get the results we are getting.
- Help us know if we have instructional coherence.



DEFINITION OF EVALUATION

“The systematic collection of information about the activities, characteristics, and results of programs to make judgments about the program, improve or further develop program effectiveness, inform decisions about future program development, and/or increase understanding.”

(Patton, 2008)

“Good evaluations are the product of thoughtful planning, the ability to ask good questions, and a basic understanding about how to find valid answers. In many ways, they are simply the refinement of everyday thinking.”

(Guskey & Sparks, 1991)

FROM COMPLIANCE TO EFFECTIVENESS

From:

- What are you doing?
- What activities do you deliver?
- Who participates? How many?

To:

- So what?
- What difference are you making?
- What results were achieved?
- Who benefited? How?

ACTIVITIES



OUTCOMES

PURPOSES FOR EVALUATION

- Clarify and assess the effectiveness of the learning organization's theory of change.
- Identify what is working and what is not working and why.
- Determine the degree to which programs and visions are being implemented, as intended, and why not.
- Understand if the program is meeting its short term and long term outcomes.

TYPES OF PROGRAM EVALUATION

- *Planning* ~ Designed to guide program development and implementation.
- *Formative/Process* ~ Assesses programs while they are operating to guide program improvement.
- *Summative/Outcome* ~ Assesses program results/outcomes. Looking for overall effectiveness.

EVALUATING SCHOOL PROGRAMS AND PROCESSES

**You cannot evaluate
a program that you
cannot describe.**

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 SCHOOL PROGRAMS AND PROCESSES

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

KEY PROGRAM EVALUATION CONSIDERATIONS

- 1. What is the purpose for the evaluation? What do you want to be able to decide as a result of the evaluation? Is the purpose to improve a program or process, or to know if it makes a difference, or a combination of both?**

KEY PROGRAM EVALUATION CONSIDERATIONS

- 2. Who is the audience(s) for the information from the evaluation—students, staff, parents, administrators, or program funders? Who will use the results, and how will the results be used?**

**KEY PROGRAM
EVALUATION CONSIDERATIONS**

3. What is the program or process being evaluated? What are the components, and desired outcomes, and who is served?

**KEY PROGRAM
EVALUATION CONSIDERATIONS**

4. What information is needed, such as data to understand how the process or program is being implemented, and strengths and challenges of the process or program?

**KEY PROGRAM
EVALUATION CONSIDERATIONS**

5. From what sources should the information be collected, e.g., teachers, administrators, students, parents?

**KEY PROGRAM
EVALUATION CONSIDERATIONS**

6. How can the information be collected, e.g., questionnaires, interviews, focus groups, classroom observations, student achievement results, examining documents, etc.?

**KEY PROGRAM
EVALUATION CONSIDERATIONS**

7. When will the information be collected? When is the information needed? What is the timeline, and what is the deadline for completion?

LEADERSHIP

- Challenge current processes with data.
- Inspire a shared vision.
- Enable others to act.
- Model the way.
- Encourage the heart.

The Leadership Challenge
