

Supporting Instructional Leadership

Orientation Session

December 14, 2011

Brad Cousins & Jess Whitley



uOttawa

L'Université canadienne
Canada's university



Centre de recherche sur les services
éducatifs et communautaires
Centre for Research on Educational
and Community Services

Welcome & Overview



- Introductions
- Our role
 - Support, facilitate, provide resources
- Goals for the year
 - Support development of Instructional Leadership related to School Improvement Planning
 - Provide time for in-depth examination @ School Improvement Plans
 - Provide opportunities for shared learning, reflection, practice and evaluation



Agenda



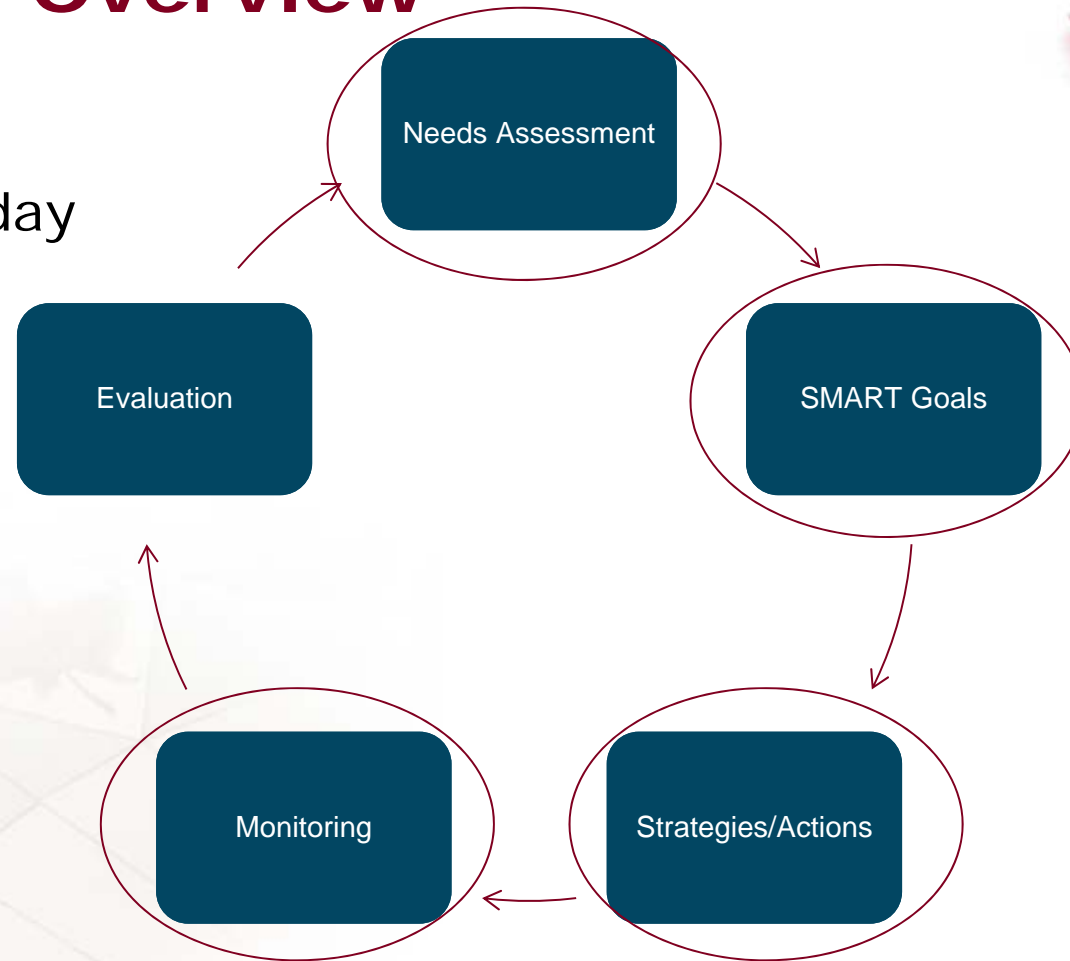
9:30 – 10:00	Welcome & Overview
10:00 – 10:45	Activity 1: Revisiting the Needs Assessment
10:45 – 11:15	Activity 1: Feedback & Observations
11:15 – 12:00	Activity 2: Reflecting on our SMART goals
12:00 – 12:45	Lunch
12:45 – 1:15	Input: From Indicators to Measures
1:15 – 2:00	Activity 3: Developing and Refining Measures
2:00 – 2:30	The Way Forward: Next Steps

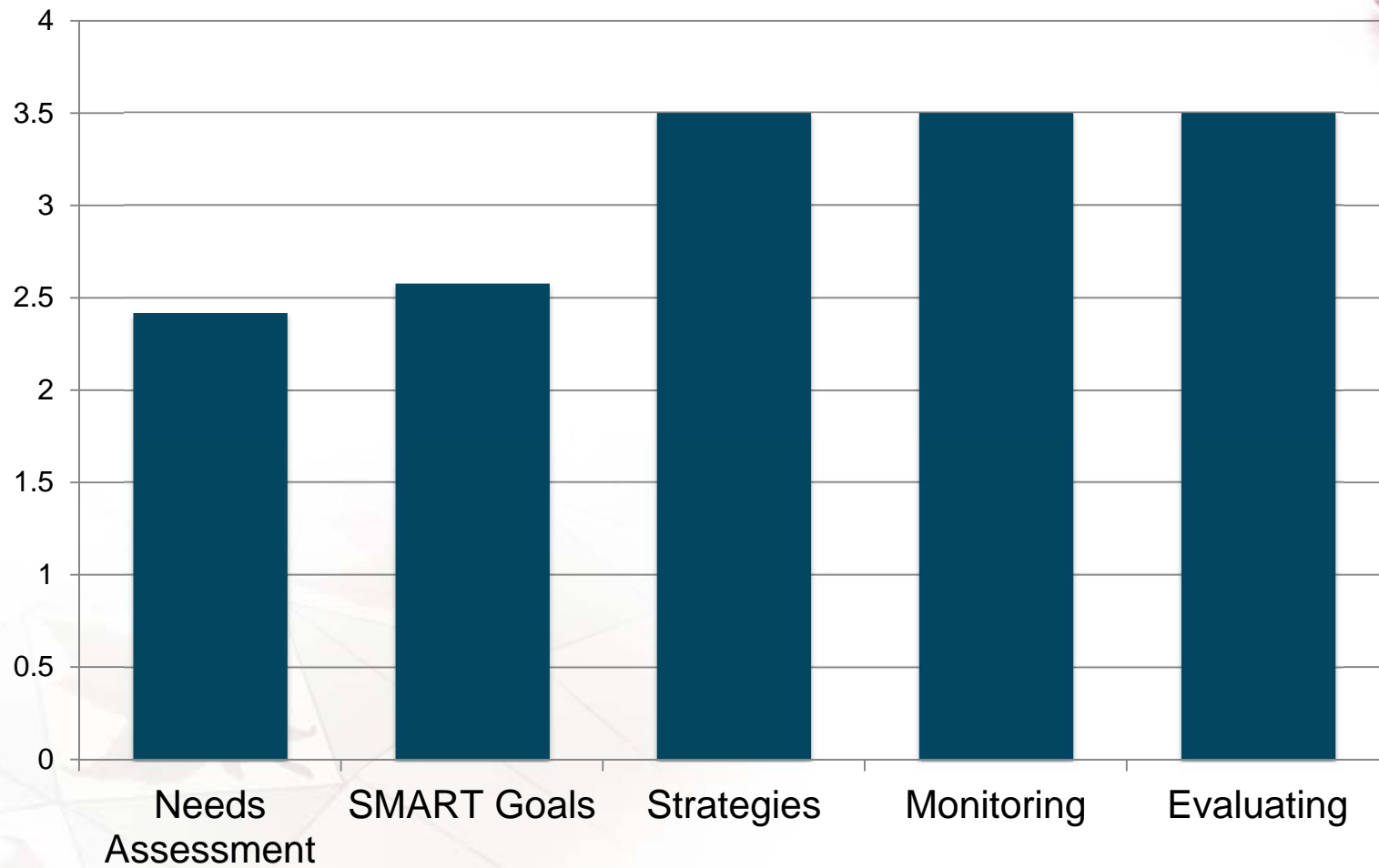


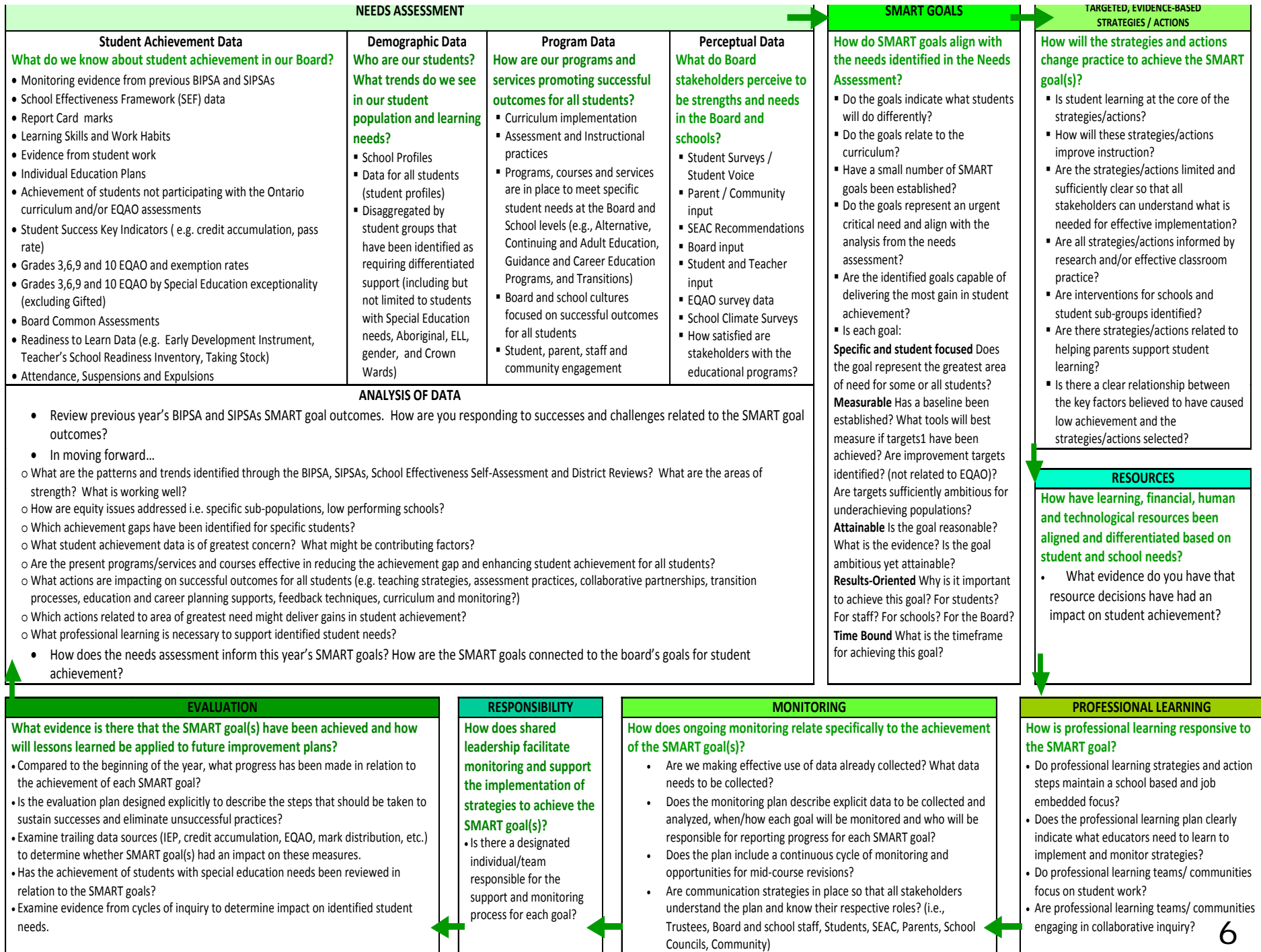
Welcome & Overview



- Goals for the day







Needs Assessment



- **Definition:** An evaluative study that answers questions about educational needs and conditions for which an educational strategy or intervention might be addressed. (Adapted from Rossi et al., 2004).
- **Options:**
 - Reanalysis of existing data
 - Original inquiry
 - Hybrid: existing data/original inquiry
- **Purpose:** make evidence-based decisions about educational strategy (scope, focus, timing) – i.e., SMART GOALS



Activity 1: Revisiting our needs assessment: Poster Assignment



Revisit (10:00-10:40)

- What sources of data did you use?
- What did the data say?
- To what extent was there corroboration across data sources?
- Was/is there a need to look further?

Create (10:40 – 10:50)

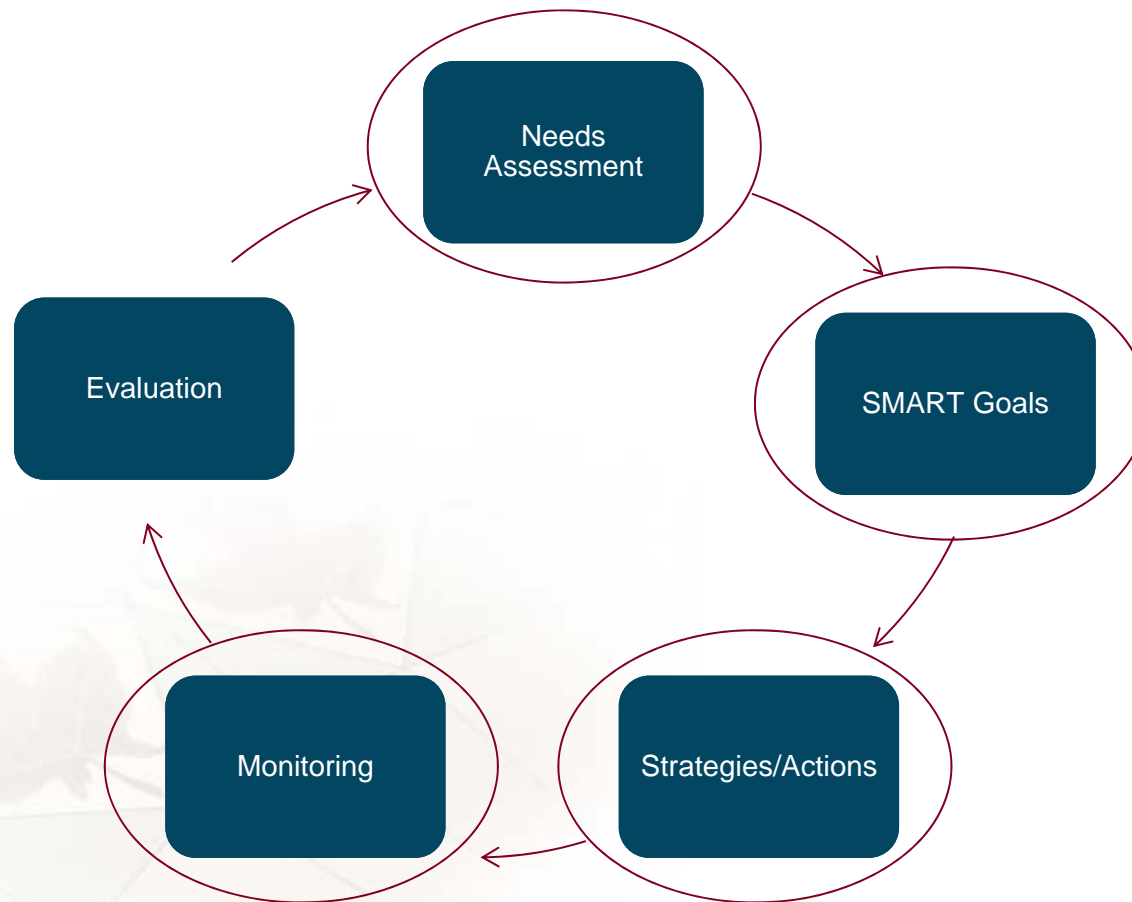
- One page poster response
 - Use symbols, colour, artifacts

Reflect (10:50 – 11:15)

- Gallery walk & coffee
- Debrief



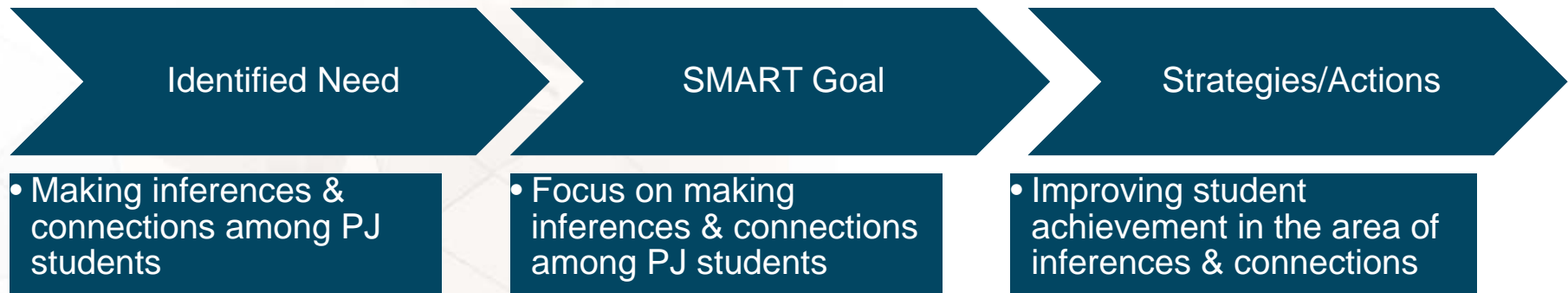
Activity 2: Reflecting on our SMART Goals



Activity 2: Reflecting on our SMART Goals



- Assuming a comprehensive Needs Assessment
 - Identification of priorities
 - Urgent/critical need?
 - Need that is common across population
 - Closes gaps among particular populations
 - Linked to ongoing priorities/initiatives



Activity 2: Reflecting on our SMART Goals



Specific

- Which students? How many of them? Which subjects? Which curriculum expectations? Are terms clearly defined/explained?

Measurable

- Is there baseline data? Can change/progress be assessed/measured?

Achievable

- Is it within your reach and control? Is it ambitious yet attainable?



Activity 2: Reflecting on our SMART Goals



**Results-
based**

- Are there specific targets where you want to end up?

**Time-
bound**

- What is the timeline? Is it reasonable?



uOttawa

Centre for Research on Educational
and Community Services
Centre de recherche sur les services
éducatifs et communautaire



Activity 2: Connecting with Strategies/Actions



- Do these align with needs assessment and SMART goals?
- Is it reasonable to expect that the strategies/actions will lead to results identified in SMART goal?
- **“IF”** all teachers of students in grades 2 and 3 use guided reading to focus on making inferences in their classrooms 3 times/week from January to May...
- **“THEN”** we would expect the achievement of students in these grades to increase significantly (according to some kind of pre and post-assessment)



Think about Monitoring!



- So important to know to what you can attribute changes in your measure(s)!
- Process
 - Has the strategy/action/intervention been implemented uniformly across students/classes/teachers?
 - Has everyone received the same PD?
 - Are there checks being done for this? Is there some kind of record of when/how often/for whom the strategy took place?
- Outcome
 - Were there opportunities to check goal progress throughout the period of intervention and possibly revise mid-course?



Activity 2: Reflecting on our SMART Goals



- **Consider:**
 - Revisiting of needs assessment
 - Characteristics of SMART goals
 - Links between needs, goals and strategies
 - Focusing on one SMART Goal
- **Discuss (11:25 – 11:50)**
 - If goal reflect your needs
 - If goal is:
 - Specific, Measurable, Achievable, Results-based, Time-bound
 - If strategies/actions align with needs and goal
- **Large-group sharing (11:50 – 12:00)**



From Indicators to Measures

Instructional Leadership Support

Brad Cousins & Jess Whitley



Evaluation: What is it?



- Systematic inquiry for the purpose of **judging** the merit, worth and/or significance of [programs] OR to support decision making about [them]
OR, said differently
- Information gathered to determine if programs or projects are accomplishing what is intended and how to improve them.



Judgement: What is it?



- Judgement implies comparison between observations (data, information) and something:
 1. other programs or projects
 2. same program/project at earlier point in time, and/or
 3. external standard, benchmark, measuring stick.



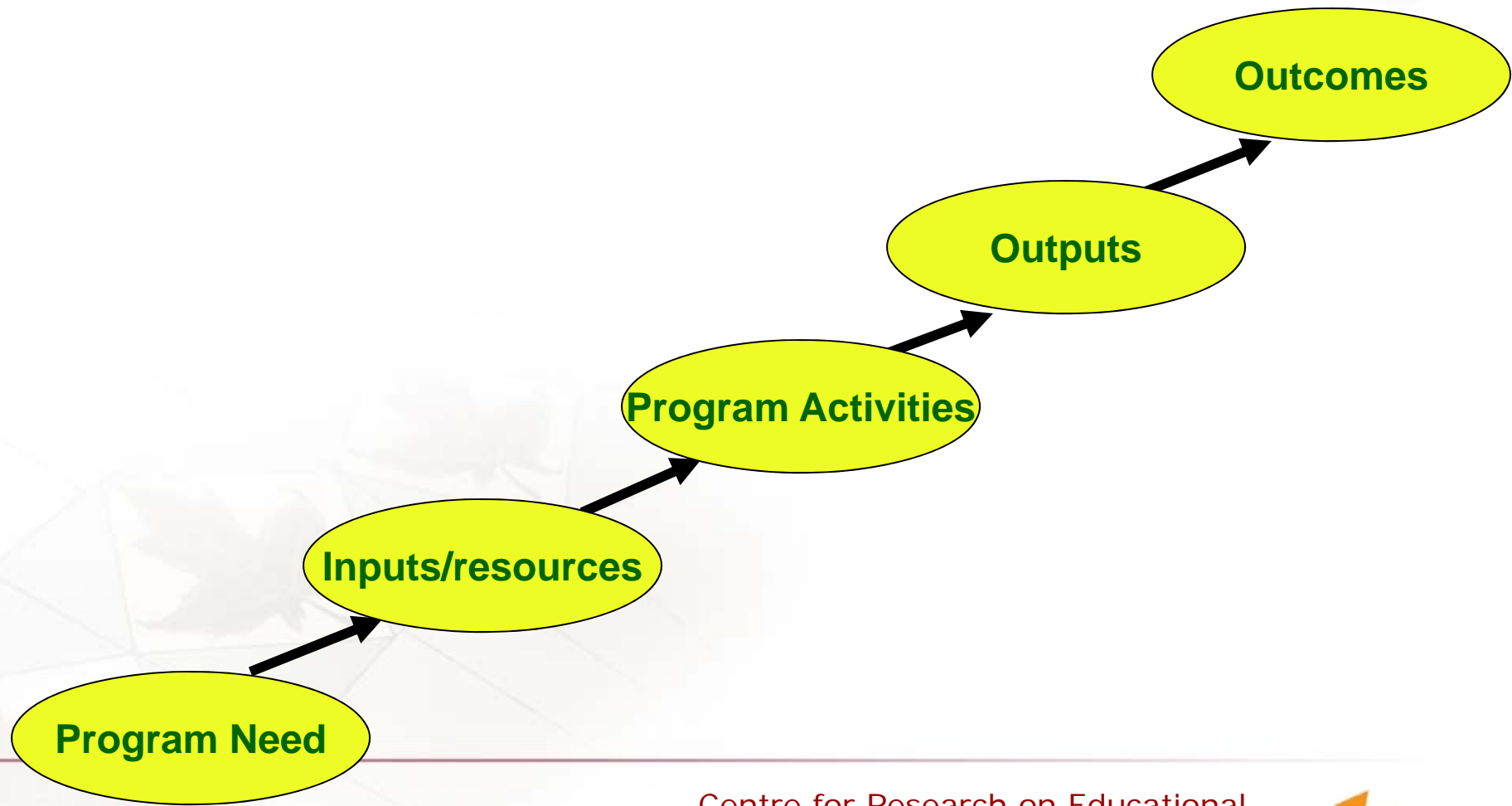
Evaluation is different from...



- **Monitoring:** systematic inquiry for the purpose of describing program performance (processes and outcomes)
- **Social Sciences Research:** systematic inquiry for discovery, understanding and knowledge development



Indicators/measures of what?



Program Logic Models



- **Needs:** *Raison d'être* for the program. The problem to be solved
- **Inputs:** human, fiscal and other resources (e.g., partnerships, infrastructure) needed to run the program
- **Activities:** all action steps needed to produce program outputs (services)
- **Outputs:** amount of service provided
- **Outcomes:** observed change; link to program objectives; immediate, intermediate, long term



Assumptions



- Very familiar with objectives, familiar with performance indicators, less familiar with performance measurement
- Quality performance measurements are difficult to produce
- Measurement principles and guidelines apply across disciplines and settings



Operationalization flowchart



Objective



Performance
indicator



Performance measurement



Objective



- **Definition:** statement about what a program intends to accomplish
- **Synonyms:** goal, purpose, priority, strategic outcome
- **Examples:** “...to improve student capacity for self-evaluation...”, “...to improve reading comprehension...”, “...to improve teacher-parent communication...”



Performance Indicator



- **Definition:** Measurable factor used to evaluate achievement of an objective
- **Synonyms:** Construct, criterion, variable, outcome, output, dimension of performance
- **Examples:** assignment revisions, think-aloud protocol, teacher-parent exchanges in student agenda



Performance measurement



- **Definition:** process of collecting evidence in order to characterize, either quantitatively or qualitatively, the performance indicator
- **Synonyms:** data collection, evidence gathering, data extraction



Performance measurement

(cont)



- **Example:** Number teacher-parent exchanges/
instructional days/reporting period
 - Teacher-parent exchange = written comment with
response in student agenda
 - Instructional days=school days
 - Reporting period=progress, report 1, final report
 - How measured=tallies from report sheets per class



Performance measurement

(cont)



- **Example:** Number teacher-parent exchanges/
instructional days/reporting period

Student	Progress (37 days)	Report 1 (35 days)	Final report (38 days)
Illysa	$27/37 = .72$	$18/35 = .51$	$14/38 = .36$
Jordan	$6/37 = .16$	$2/35 = .06$	$8/38 = .21$
Sonja	$2/27 = .05$	$2/35 = .06$	$3/38 = .08$
Mina	$13/37 = .35$	$7/35 = .20$	$5/38 = .13$
Leanne	$11/37 = .30$	$11/35 = .31$	$23/38 = .61$



Operationalization flowchart



Multiple measures-- triangulation

- Objective: “...to improve teacher-parent communication...”
↓
- Performance indicators
↓
- Performance measurement

Exchanges/term



agenda tallies

Parent satisfaction



questionnaires

Parent satisfaction



school council



Operationalization flowchart

Multiple measures– multiple interpretations



- Objective: “...to improve teacher-parent communication...”
 ↓
 - Performance indicators
 ↓
 - Performance measurement
-

Increased
agenda
exchange
ratio

Increased
self-reported
parent
satisfaction

Increased
concerns
from School
Council



Operationalization principles



Operational definitions should:

- be observable/measurable
- be objective/precise/specific
- include the actual data collection instrument



Could someone else measure this indicator without any questions and obtain the same results?



YES!



Sources of performance measurement error



- Lack of distinction between effectiveness (outcome / observed change) and efficiency (output / amount of service provided)
- Inter and intra-rater reliability
- Data collection environment (timing, length)
- Source of information (primary or secondary, obtrusive vs. unobtrusive)
- Observer bias (self-fulfilling prophecy – Pygmalion effect)
- Novelty effect
- Lack of responsiveness (can't capture change)
- Using wrong measurement scale (nominal, ordinal, interval or ratio)



Means of control of sources of performance measurement error



- Sound development
- Adequate sampling
- Triangulation
- Administration conditions (training, setting, instructions)
- In-depth documentation of data collection process
- Spot checking – cross referencing
- Make it a participatory exercise



Development of measurement

(e.g., surveys, appraisals, to collect “soft” data)



1. For each indicator, choose the most appropriate measure;
2. Consider more items or measures than needed;
3. Select appropriate scale of measurement;
4. Draft preliminary measure;
5. Provide administration and scoring guidelines;
6. Pre-test, peer review, pilot test;
7. Revise according to feedback;



Development of measurement

(cont)

8. Consider technical properties of the instrument (validity, reliability, equity, feasibility; item analysis);
9. Administer according to set guidelines (aim for consistency);
10. Process and analyze;
11. Report (graphs, charts, tables, narrative)



Selected References



Chatterji, M. (2003). *Designing and using tools for educational assessment*. Toronto: Pearson Education, Int.

Colton, D. & Covert, R.W. (2007). *Designing and Constructing Instruments for Social Research and Evaluation*. San Francisco, CA: John Wiley & Sons/Jossey-Bass. ISBN: 978-0-7879-8784-8

<http://ca.wiley.com/WileyCDA/WileyTitle/productCd-0787987840.html>

Fraenkel, J. R. & Wallen, N. E. (2002). *How to design and evaluate research in education*. (5th ed.). Toronto: McGraw-Hill.

Linn, R. L. & Miller, M. D. (2005). *Measurement and assessment in teaching*. (9th ed.). Toronto: Person-Merrill, Prentice-Hall

Mayne, J. (2006) (Ed.). Growing evaluation: Are we missing the boat? Theme segment. *Canadian Journal of Program Evaluation.*, 23(1).

Perrin, B. (1998). Effective use and misuse of performance measurement. *American Journal of Evaluation*. 19(3), 367-379.



Activity 3: Improving our Performance Measures



- **Identify**
 - One or two measures associated with a selected SMART goal
 - Lay this out as objective =>indicator=>measure
- **Analyze**
 - Will the measure provide quality evidence?
 - Can someone else measure this indicator without any questions and obtain the same results?
- **Improve**
 - Identify steps to improve data quality using this measure



The Way Forward: Next Steps



- What can we offer?
 - Online support
 - MISA Web-site
 - PBWorks Wikis
 - Skype
 - Adobe Connect
 - Resource support (e.g. literature reviews)
 - Data literacy/analysis help
 - Site visits
 - Anything else?
- What can you offer each other?
 - Sharing re: similar goals
 - Ongoing discussions re: monitoring
 - Anything else?



Resources



- Brad: bcousins@uottawa.ca
- Jess: jwhitley@uottawa.ca
- Kate: kbobk092@uottawa.ca



Resources



Corporation for National and Community Service - Performance Measurement Toolkit

<http://prevetterresearch.net/wp-content/uploads/image/all/AmeriCorps20Project%20Applicant%20Performance%20Measurement%20Toolkit.pdf>

LEARNS Outcome and Performance Measurement

http://www.nationalservicerresources.org/files/legacy/filemanager/download/learns/Outcomes_and_Performance_Measurement.pdf

The Urban Institute - Performance Measurement Toolkit

http://www.urban.org/center/met/projects/upload/Youth_Tutoring.pdf

Advisory Committee for Academic Assessment

<http://explore.kent.edu/aa/guide/fulltext.html>

Government of Alberta - Guide for Education Planning and Results Reporting

<http://education.gov.ab.ca/departement/planning/schoolguides/SchoolBoardGuideFinalMar06-07.pdf>



Standards of Practice



- Canadian Evaluation Society *Guidelines for ethical conduct* CES www.evaluationcanada.ca
- American Evaluation Association *Guiding principles for evaluators* AEA www.eval.org
- Joint Committee for Standards for Educational Evaluation *Program evaluation standards*
JCESS <http://www.jcsee.org>

