

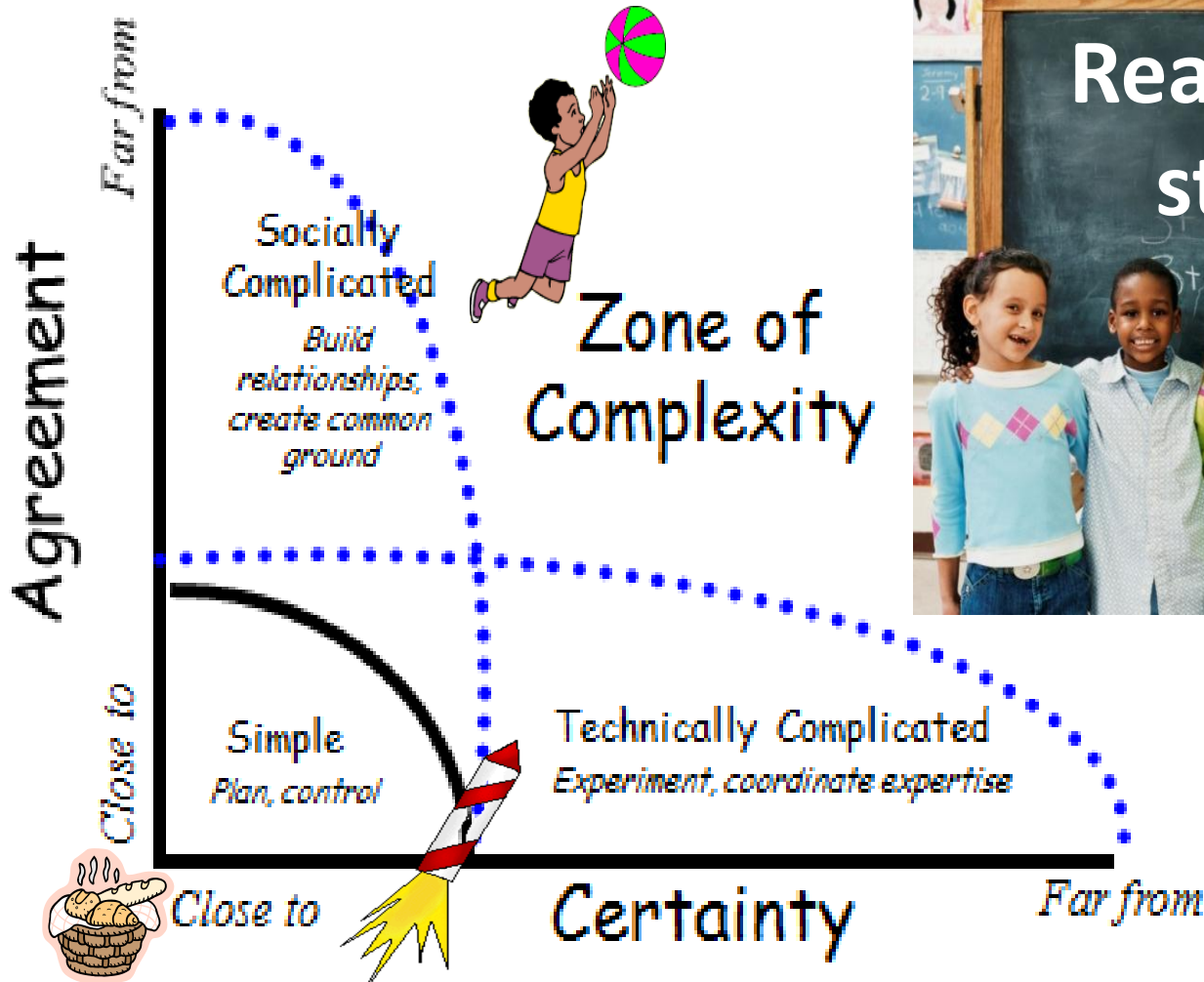
# The Role of Evaluators in Infusing Evaluative Thinking to Facilitate Evaluation Use in the Public Sector for the Betterment of Society

American Evaluation Association

October 18, 2013

Ontario Ministry of Education

# Complexity (Patton 2009)



# The Next Phase in Ontario's Education Strategy



<http://www.edu.gov.on.ca/eng/about/excellent.html>

# **Leadership's role in valuing evaluative thinking**

Mary Jean Gallagher and Richard Franz, Ministry of Education

Dr. John Malloy, Hamilton Wentworth District School Board

## **Board Improvement Plan for Student Achievement through a system-wide collaborative inquiry model**

Dr. Mag Gardner, Hamilton Wentworth District School Board

## **Using logic models to infuse evaluative thinking and guide developmental evaluation**

Megan Börner and Keiko Kuji-Shikatani, Ministry of Education





Ontario has:

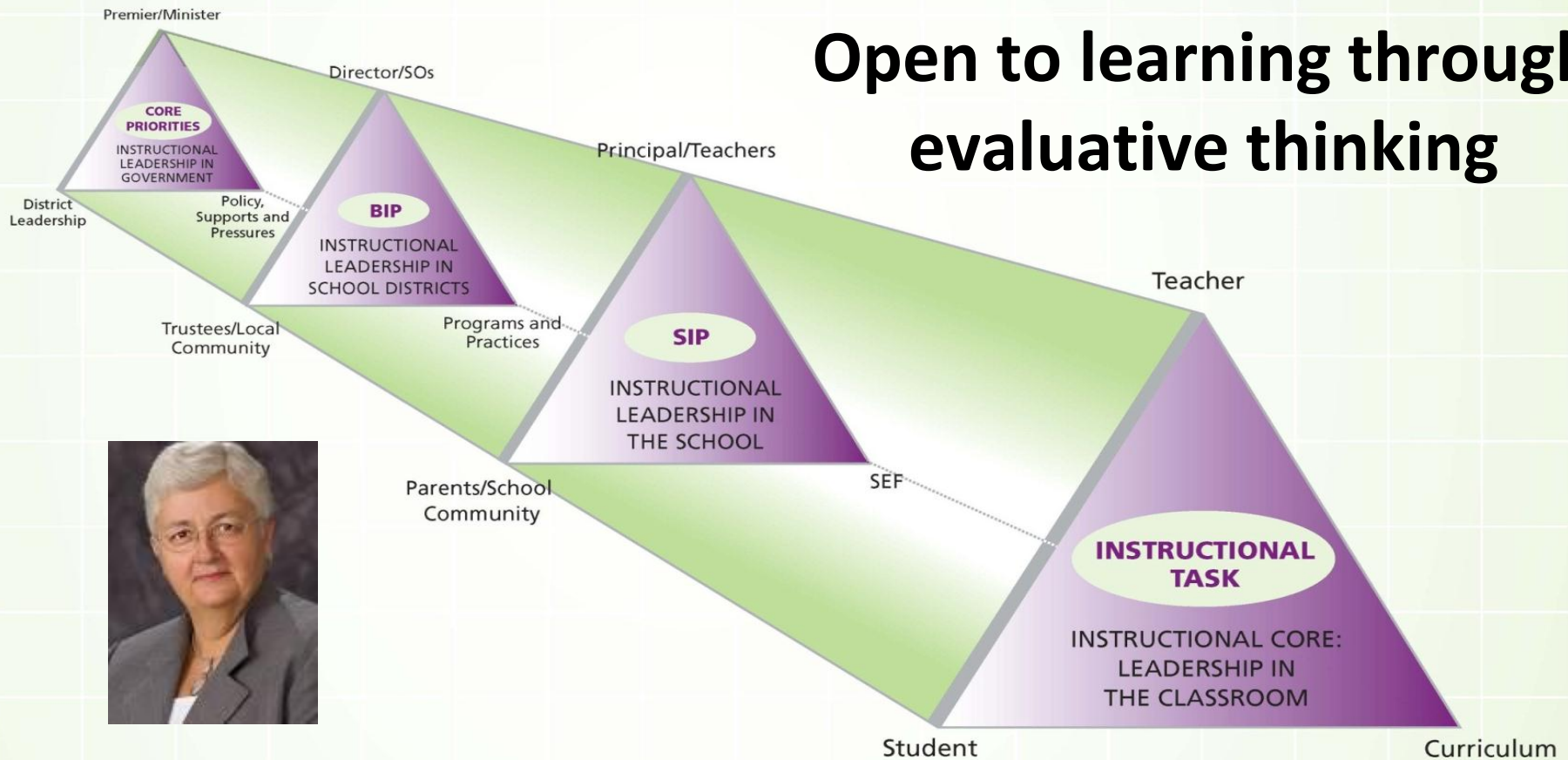
- 40% of Canada's 33.6 million people (it *is* the most populous province)
- 60% of 225,000 immigrants who come to Canada annually
- Over 1 million square kilometres of land
- 2.1 million students
- Almost 126,000 teachers (unionized teaching and support staff)
- About 5,000 schools in 72 school districts
- Four different publicly funded school systems (English public, English Catholic, French public and French Catholic).
- 95% of all students attend publicly funded schools.



System on the Move: Story of the Ontario Education Strategy

[http://www.edu.gov.on.ca/bb4e/Ontario\\_CaseStudy2010.pdf](http://www.edu.gov.on.ca/bb4e/Ontario_CaseStudy2010.pdf)

# Open to learning through evaluative thinking



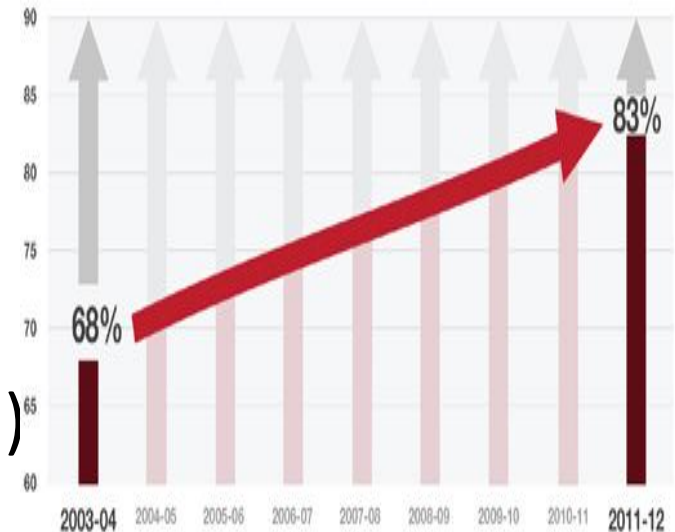
*Eight mind frames that underpin every action and decision in a school....it is a belief that we are evaluators, change agents, adaptive learning experts, seekers of feedback about our impact, engaged in dialogue and challenge, and that we see opportunity in error, and are keen to spread the message about the power, fun and impact that we have on learning. John Hattie (2012) Visible Learning for Teachers: Maximizing Impact on Learning*

# Research, Evaluation and Capacity Building

- Goal: To build Ministry and sector capacity for the use of evidence to inform decisions and implementation.
- Research, monitoring, evaluation and capacity building are integrated into the work of Ministry staff and the sector through evidence-informed practice that:
  - Improves the coherence of planning, implementation and ongoing learning .
  - Facilitates capacity building for improved student learning, well-being, achievement and engagement.
  - Supports good decisions and promotes increased public confidence.
  - Builds a culture of evaluative thinking through collaborative inquiry, action and reflective practice that is adaptive, coherent, precise and personalized.

# Evaluative thinking valuable for the sector

- Evaluative thinking gets us to be more precise
- Evaluation as an instrument of change
- Role is to mobilize knowledge across the province (Franz, 2013)



*Evaluative thinking identifies the flow of organizational knowledge and this provides decision makers with a point of reference for quality decisions.  
(Widmer, 2013)*



# Why evaluative thinking is important?

- Improve student achievement and well-being
- Creates a positive climate and community--where shared ownership is encouraged
- Inspire each staff member to be the best they can be so that students achieve their potential (Malloy, 2013)



# Idea of Evaluation has evolved over time

- Value of infusing evaluative thinking
- Supporting work in a complex system that require precision (Gallagher, 2013)



*Embedded Evaluative Thinking Creates Lasting Impact: Evaluation is an activity that produces reports; evaluative thinking produces effective organizations. Evaluative thinking is systematic, intentional and ongoing attention to expected results. It focuses on how results are achieved, what evidence is needed to inform future actions and how to improve future results. (Patton 2013)*

# Evaluative thinking serves the leader

- Public sector leaders' responsibility:
    - To know the impact and evidence
    - To have the information needed for decision-making
- (Franz, 2013)



*Leaders as Lead-learners... visible and public co learning on the part of administrators is such an impactful dimensions of high-leverage leadership. (Katz 2013)*

# Leadership role in evaluative thinking

- Leaders creates the condition for evaluative thinking as a learning organization
  - Importance of data
  - Communication
  - An atmosphere of trust necessary to ask challenging question



What's making a difference in getting people to adopt evaluative thinking? What is helping us to cultivate evaluative thinking? What has supported that thinking?  
(Franz, 2013)

# Embed evaluative thinking in the work we do

Primary reason for using logic modeling

- supports precision
- dialogue with common vision
- rigorous analysis
- be on top to move forward (Gallagher, 2013)



*Evaluative thinking = Thinking skills (e.g., questioning, reflection, decision making, strategizing, and identifying assumptions), and Evaluation attitudes (e.g., desire for the truth, belief in the value of evaluation, belief in the value of evidence, inquisitiveness, and scepticism.)*

*Archibald and Buckley, 2012<sup>13</sup>*



# Use of logic modeling as a way we work







- Keep terminologies to a minimum
- Theory of Change – plausibility
- Program/Theory of Action – feasibility

What is a Theory of Change Logic Model?

We believe that ...	Doing this ...	Will get us there ...
<b>Identified Needs, Knowledge + Assumptions</b>  Why do you need to do this? How do you know?  Define the assumptions that support the specified strategies: <ul style="list-style-type: none"> <li>the evaluation and research</li> <li>practice</li> <li>and theory that inform choices</li> </ul>	<b>Description</b>  How would you summarize what you are doing to get there?  Name the activities/strategies that will deliver your intended results: <ul style="list-style-type: none"> <li>how intended changes will occur</li> </ul>	<b>Objective(s)</b>  Where do you want to get to?  Identify results desired: <ul style="list-style-type: none"> <li>specifying the intended results</li> </ul>

Theory of Change Logic Model - a general representation of how you believe change will occur. Logic models are visual method of presenting an idea.  
Knowlton & Phillips (2008) *The Logic Model Guidebook - Better Strategies for Great Results*

What is a Program Logic Model?

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-term Outcomes
  <b>What are the resources that link directly to and will "supply" the activities?</b> <ul style="list-style-type: none"> <li>What do you need to accomplish the named activities to occur?</li> <li>Include human, financial, organizational, community, or system resources in any combination</li> </ul>	  <b>What are the activities and processes needed to generate the outcomes?</b> <ul style="list-style-type: none"> <li>What are you going to be doing?</li> <li>Describe the specific action steps that will bring about the intended results.</li> <li>Description should include tools, processes, events, technology, devices and actions that are intentional.</li> </ul>	  <b>The outputs or products that reflect the accomplishment of activities</b> <ul style="list-style-type: none"> <li>Quantified and qualified, describes types, levels, &amp; audiences or target delivered.</li> <li>Who/when/where do we reach? What? How many? How often?</li> </ul>	  <b>Immediate Outcomes</b> <ul style="list-style-type: none"> <li>Immediate changes, often in program participants or organization, as a result of the activities.</li> <li>Often include specific changes in awareness, knowledge, skill and behaviour.</li> </ul>	  <b>Intermediate Outcomes</b> <ul style="list-style-type: none"> <li>Intermediate changes, often in program participants or organization, by applying the immediate changes resulting from the activities.</li> <li>Often include specific changes in awareness, knowledge, skill and behaviour.</li> </ul>	  <b>Long-term Outcomes</b> <ul style="list-style-type: none"> <li>Longer-term changes, often in program participants or organization, by applying the intermediate changes resulting from the activities leading to the desired impact.</li> <li>Often include specific changes in awareness, knowledge, skill and behaviour</li> </ul>

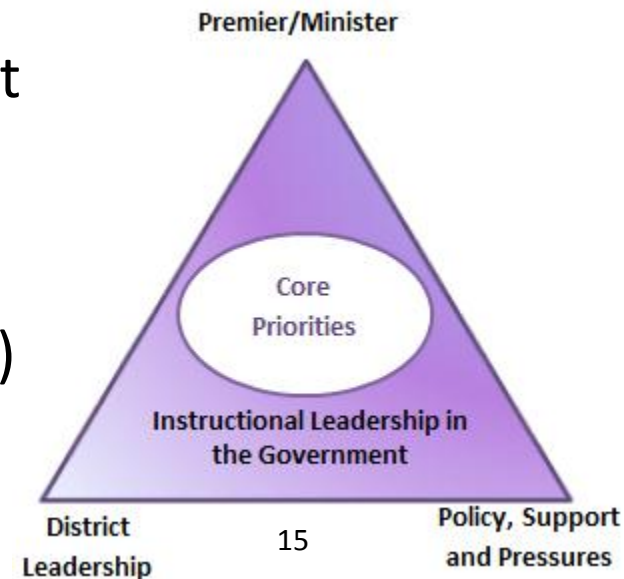
A program logic model details resource, planned activities, and their outputs and outcomes over time that reflect intended results.  
Knowlton & Phillips (2008) *The Logic Model Guidebook - Better Strategies for Great Results*

- What would tell you that you are getting there?
- How do you know?

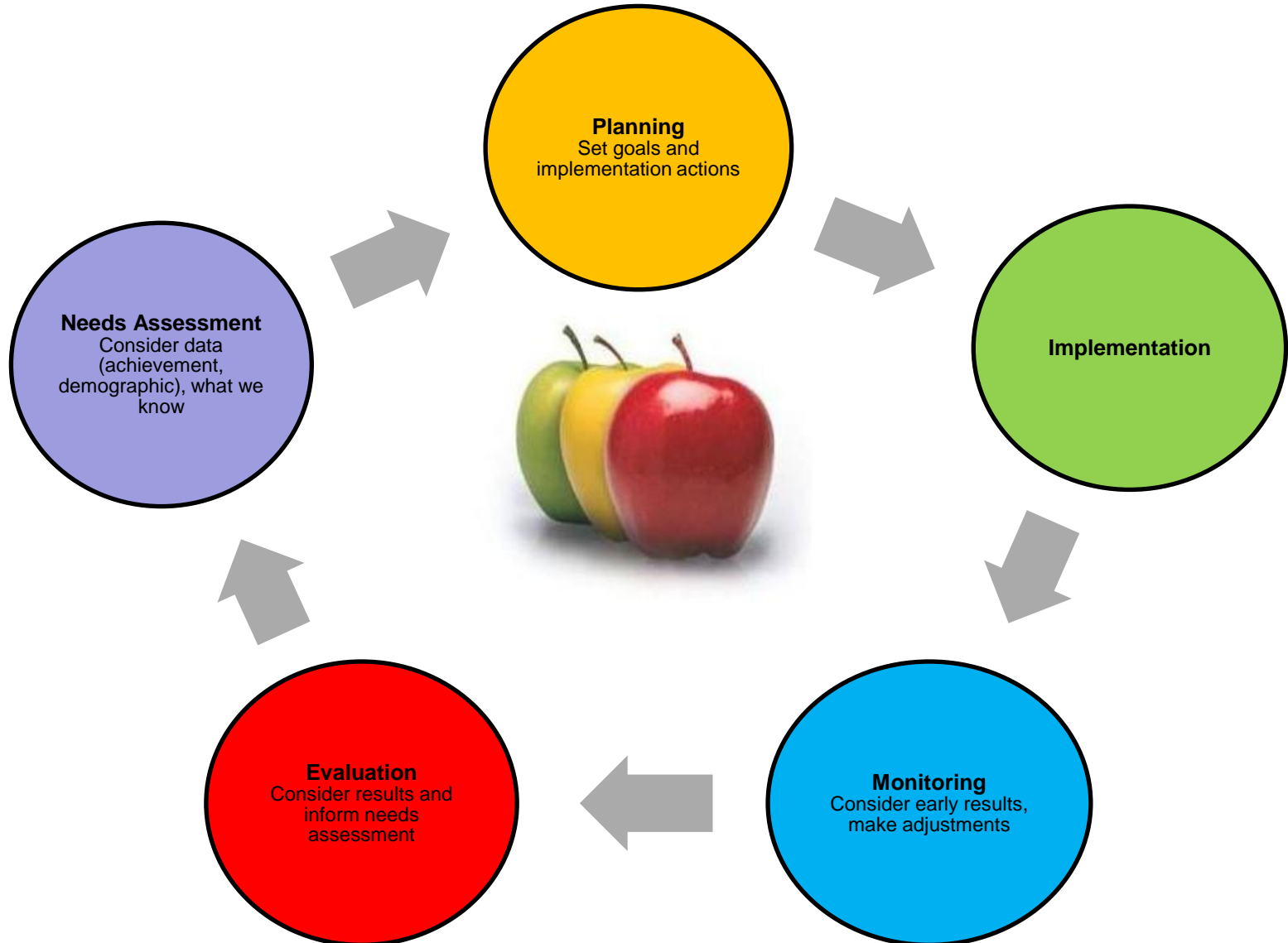
# Implementers and educators need to come together early

- Logic model brings people together to reveal assumptions, establish expectations, etc.
  - Prescriptive in earlier stages → differentiated (McKinsey Report)
- Leadership at each different level
  - Set parameters
  - Create meaning from their own context
  - Co-learning
  - Know when to seek an outside view

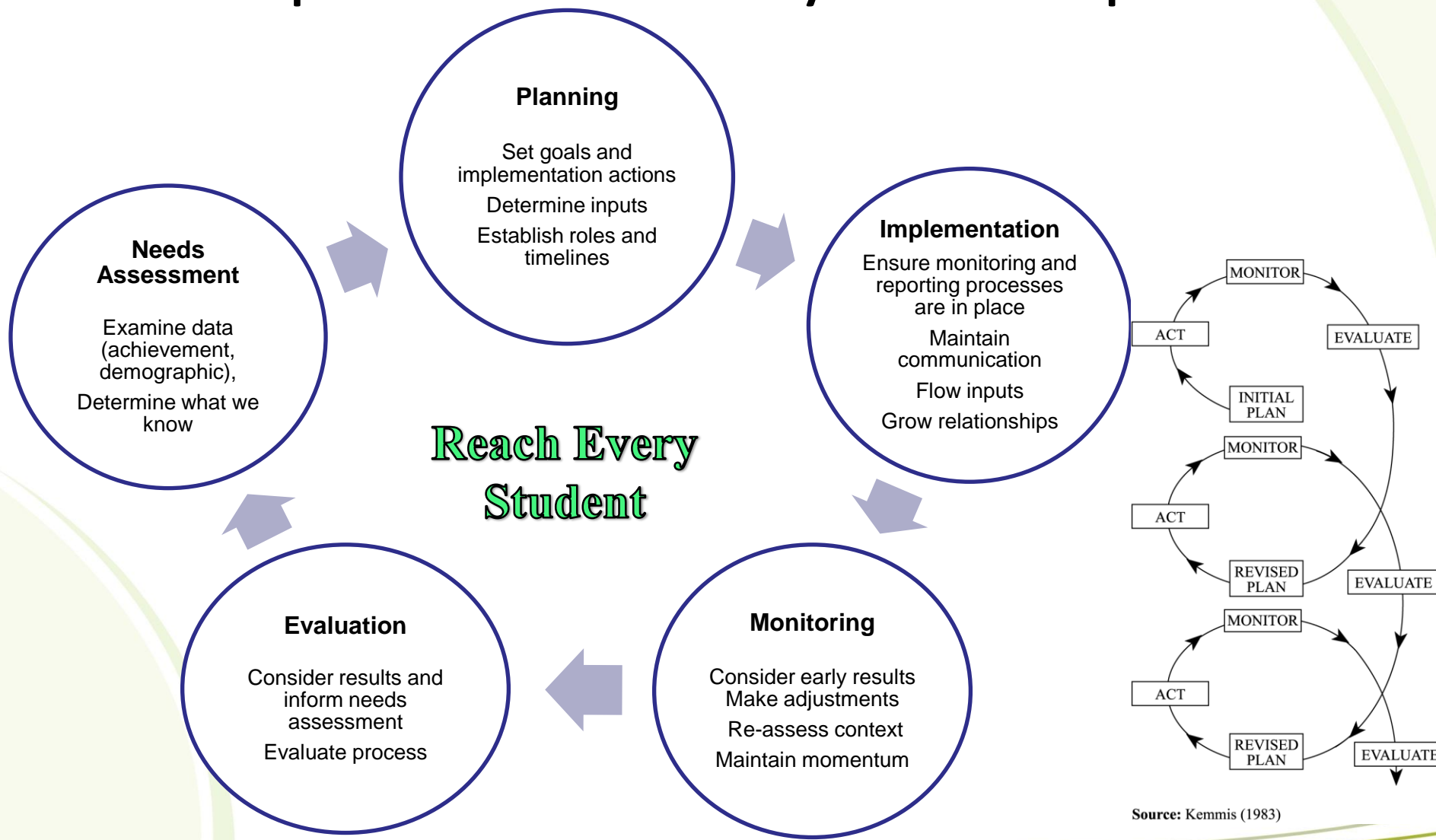
(Franz, 2013)

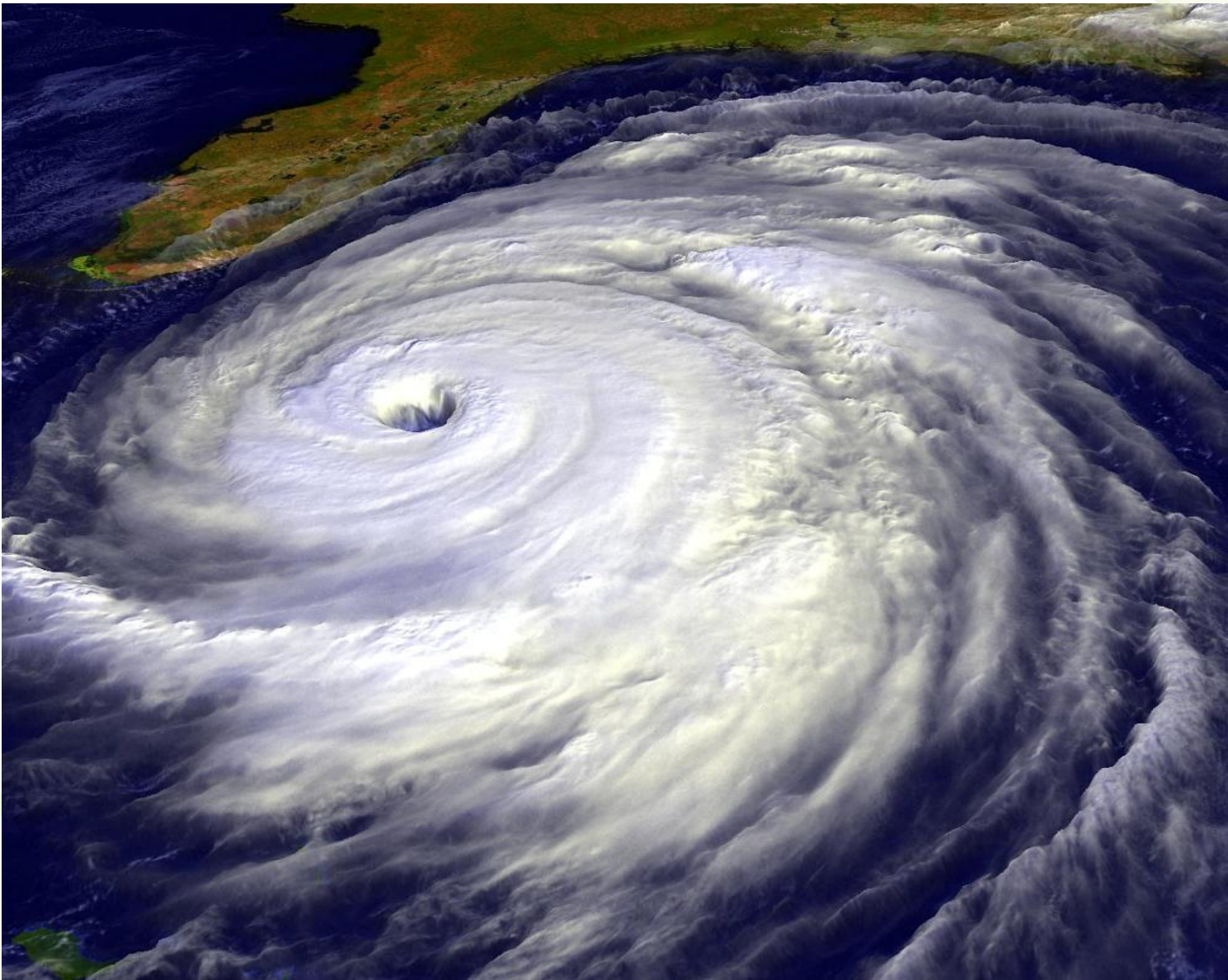


# The Implementation Cycle



# The Implementation Cycle...simplified







# Evaluative thinking needs to be an inclusive activity – challenges for leaders

## How do you make it happen?

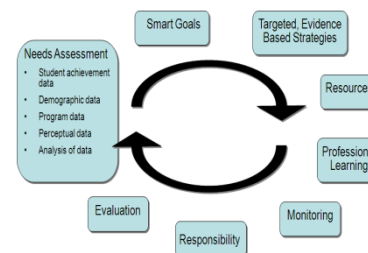
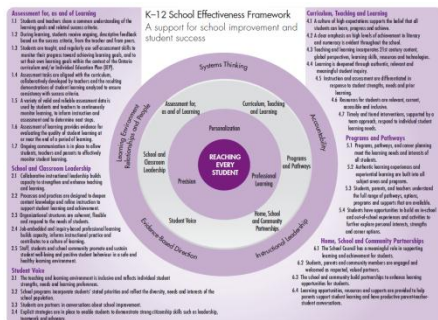
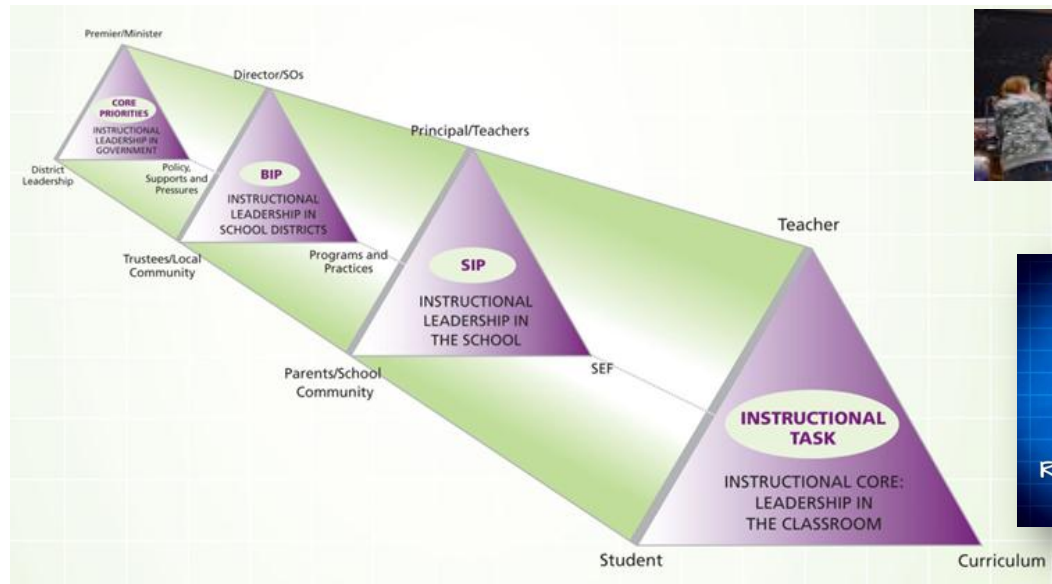
- Leaders messaging constantly and deliberately that they value evaluative thinking
- Enacting evaluative thinking in the ongoing challenges of our practice (Gallagher, 2013)



*Embedding evaluative thinking requires treating evaluation as a leadership responsibility and function. Leaders walking the talk: reality-testing, results-driven, learning-focused leadership (Patton 2013)*

# Building Ministry and sector capacity for the use of evidence to inform decisions and implementation.

Strategic Priority	Key Performance Indicators	Measurement Tools	Responsible Parties
1. Enhance the quality of teaching and learning	1.1 Student achievement in literacy and numeracy	Standardized tests, classroom assessments	Teachers, Principals
2. Increase the capacity of the teaching workforce	2.1 Teacher effectiveness ratings	Classroom observations, peer reviews	Principals, District Leaders
3. Strengthen the leadership of school districts	3.1 District leadership effectiveness	Surveys, interviews, focus groups	District Leaders, Principals
4. Improve the quality of school infrastructure	4.1 School infrastructure quality	Facility inspections, student surveys	School Boards, Districts
5. Enhance the quality of school governance	5.1 School governance effectiveness	Surveys, interviews, focus groups	School Boards, Principals



**K-12 IMPROVEMENT PLANNING ASSESSMENT TOOL! - 2012-13**

**BIPSA Process 1. 2 NEEDS ASSESSMENT**

Demographic Data	Program Data	Perceptual Data
<b>Who are our students?</b> <ul style="list-style-type: none"> <li>• School Profiles</li> <li>• Data for all students (student profiles)</li> <li>• Disaggregated by student groups that have been identified as requiring differentiated support (including but not limited to students with Special Education needs, Aboriginal, ELL, gender, and Children and Youth in Care)</li> </ul>	<b>How are our programs and services promoting successful outcomes for all students?</b> <ul style="list-style-type: none"> <li>• Curriculum implementation</li> <li>• Assessment and Instructional practices</li> <li>• Programs, courses and services that meet specific student needs at the Board and School levels (e.g., Alternative, Continuing and Adult Education, Guidance and Career Education Programs, and Transitions)</li> <li>• District and school cultures focused on successful outcomes for all students</li> <li>• Student, parent, staff and community engagement</li> </ul>	<b>What do Board stakeholders perceive to be strengths and needs in the Board and schools?</b> <ul style="list-style-type: none"> <li>• Student Surveys/ Student Voice</li> <li>• Parent/ Community input</li> <li>• SEAC Recommendations</li> <li>• Board input</li> <li>• Student and Teacher input</li> <li>• EQAO survey data</li> <li>• School Climate Surveys</li> <li>• How satisfied are stakeholders with the educational programs?</li> </ul>

**BIPSA Process 3. SMART Goals/If... then statements**

How do SMART goals/If... then statements align with the needs identified in the Needs Assessment?

- Do the goals indicate what students will do differently?
- Do the goals relate to the curriculum?
- Have a small number of goals been established?
- Do the goals represent an urgent critical need and align with the analysis from the needs assessment?
- Are the identified goals capable of delivering the most gain in student achievement?

Is each goal:

- **Specific** and student focused - does the goal represent the greatest area of need for some or all students?
- **Measurable** - Targets/ represent improvement in student learning. They are achieved by the focused efforts of staff, parents and students themselves. A wide variety of data are used to set the targets.
  - Has a baseline been established?
  - What tools will best measure if targets have been achieved?
  - Are improvement targets identified (not related to EQAO)?
  - Are targets sufficiently ambitious for underachieving populations?
- **Attainable** - Is the goal reasonable? What is the evidence? Is the goal ambitious yet attainable?
- **Results-Oriented** - Why is it important to achieve this goal? For results? For staff? For schools? For the Board?
- **Time Bound** - What is the timeframe for achieving this goal?

**BIPSA Process 4. TARGETED, EVIDENCE-BASED STRATEGIES/ACTIONS**

How will the strategies and actions change practice to achieve the goal(s)?

- Is student learning at the core of the strategies/ actions?
- How will these strategies/actions improve instruction?
- Are the strategies/actions limited and sufficiently clear so that all stakeholders can understand what is needed for effective implementation?
- Are all strategies/actions informed by research and/or effective classroom practice?
- Are there interventions for schools and student sub-groups identified?
- Are there strategies/actions related to helping parents support student learning?
- Is there a clear relationship between the key factors believed to have caused low achievement and the strategies/actions selected?

**BIPSA Process 5. RESOURCES**

How have learning, financial, human and technological resources been aligned and differentiated based on student and school needs?

- What evidence do you have that resource decisions have had an impact on student achievement?

**PROFESSIONAL LEARNING**

How is professional learning responsive to the goal(s)?

- Do professional learning strategies and action steps maintain a school based and job embedded focus?
- Does the professional learning plan clearly indicate what educators need to learn to implement and monitor strategies?
- Do professional learning teams/ communities focus on student work?
- Are professional learning teams/ communities engaging in collaborative inquiry?
- What is the connection to Board Leadership Development Strategy?

**RESPONSIBILITY**

How does shared leadership facilitate monitoring and support the implementation of strategies to achieve the goal(s)?

- Is there a designated individual/team responsible for the support and monitoring process for each goal?

**BIPSA Process 6. MONITORING**

How does ongoing monitoring relate specifically to the achievement of the goal(s)?

- Are we making effective use of data already collected? What data needs to be collected?
- Does the monitoring plan describe explicit data to be collected and analyzed, when/how each goal will be monitored and who will be responsible for reporting progress for each SMART goal?
- Does the plan include a continuous cycle of monitoring and opportunities for mid-course revisions?
- Are communication strategies in place so that all stakeholders understand the plan and know their respective roles? (i.e., Trustees, Board and school staff, Students, SEAC, Parents, School Councils, Community)

**BIPSA Process 7. EVALUATION**

What evidence is there that the goal(s) have been achieved and how will lessons learned be applied to future improvement plans?

8. Reflect on end of year data to determine the degree to which goals have been achieved and what has been learned:

8.1 Recognize accomplishments and gaps to continue cycle of improvement for student achievement and well-being.

**INSTRUCTIONAL LEADERSHIP IN SCHOOL DISTRICTS**

goal(s) to ease of student inquiry related to have been each inquiry SMART then based on assessment.

4.1 Select and explicitly articulate a few high leverage strategies for each SMART Goal/ If... then statement.

4.2 Identify how each strategy would be measured – what evidence will demonstrate implementation, outcomes and impact?

4.3 Which actions related to area of greatest need might deliver gains in student achievement?

**RESOURCES**

How have learning, financial, human and technological resources been aligned and differentiated based on student and school needs?

**PROFESSIONAL LEARNING**

How is professional learning responsive to the goal(s)?

**TARGETED, EVIDENCE-BASED STRATEGIES/ACTIONS**

How will the strategies and actions change practice to achieve the goal(s)?

5. Allocate resources including professional learning needed to implement the targeted, evidence-based strategies/activities

5.1 What professional learning is necessary to support identified student needs?

# **Strategic Directions**

All Students Achieving Their Full Potential  
*Respect, Creativity, Excellence, Citizenship*



*Achievement Matters, Engagement Matters, Equity Matters*



## **Our Expectation:**

Each Student Reading by Grade 2

Each Student Engaged in Personalized, Collaborative, Inquiry-Based Learning Environments

Each Student Graduating



## **Board Annual Operating Plan (AOP)**

Knowing Our Students, Knowing Our Staff, Knowing Our Parents and Communities

Effective Instruction, Positive School and Department Climate, Exemplary Service



## **Key Areas**

Our Structure: Intelligent and Responsive System, Schools and Departments

Our Culture: Healthy Relationships in Every School, Classroom and Department

Academic Optimism with an Emphasis on High Expectations



## **How Will We Do This?**

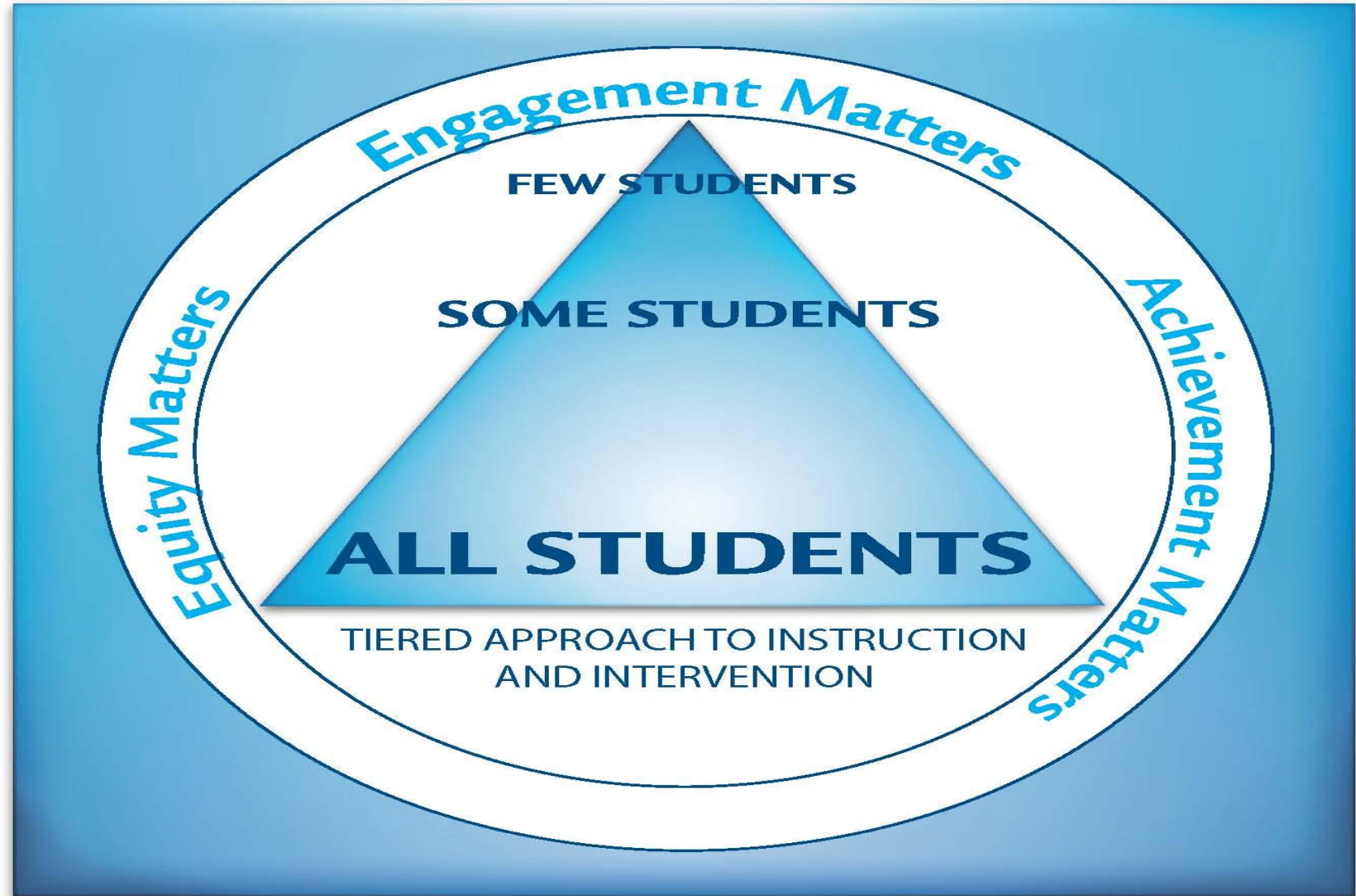
- Collaborative Inquiry: Plan, Act, Assess, Reflect
- All Staff Learning in Teams
- Coaching and Facilitation
- Co-ordinated, Shared Leadership



# AOP PLANNING GRAPHIC

PLANNING

REFLECTING



ACTING

ASSESSING



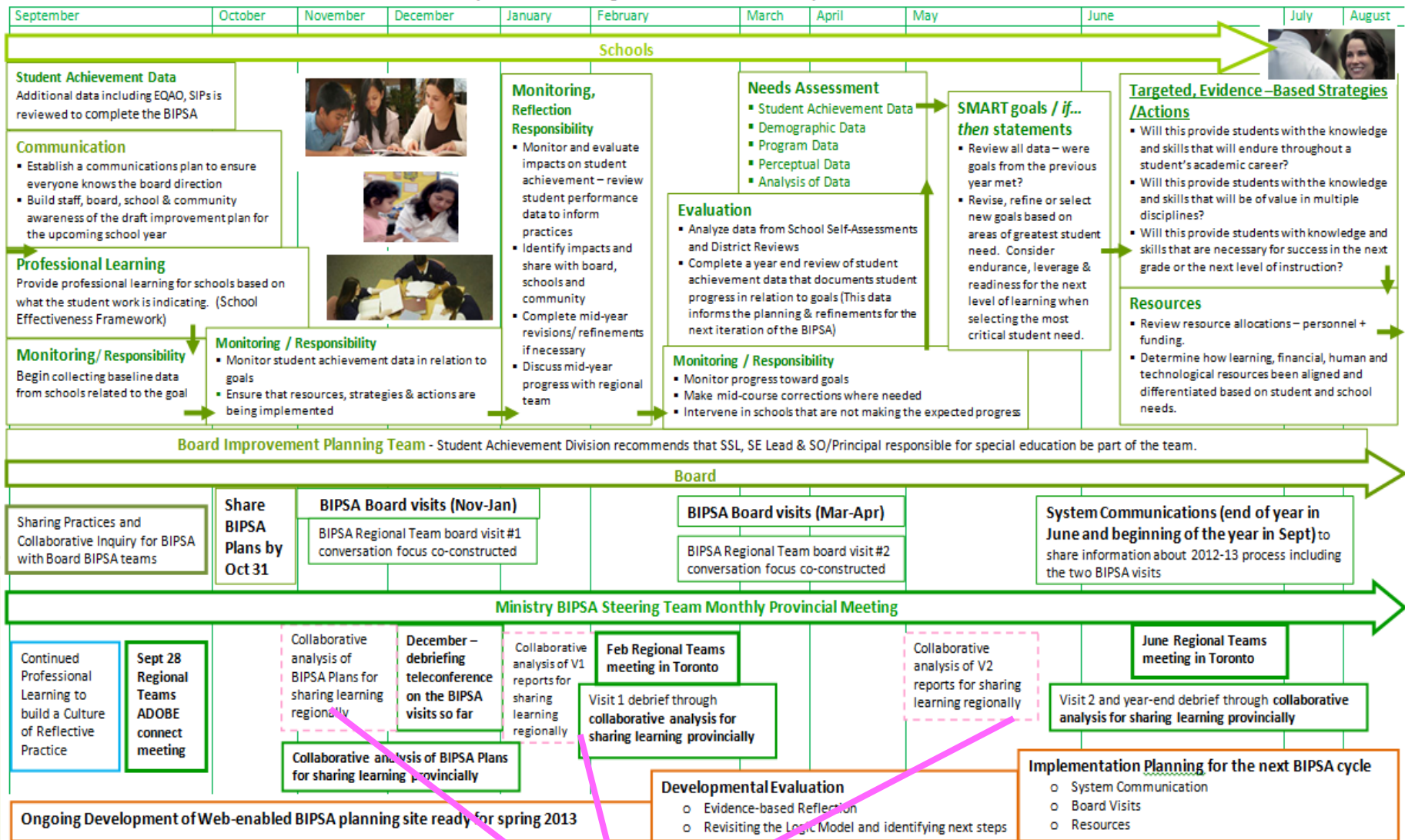
# How we focus: Inquiry Framework

1. Develop an inquiry
2. Develop a working hypothesis - If...then...
3. Develop the success criteria to monitor/measure the hypothesis. What evidence will be collected and how will it be collected?
4. Implement the plan
5. Analyze the evidence/artifacts in relation to the success criteria
6. Reflect on the learning using the evidence – what is your new learning?
7. Share your learning
8. Identify/determine 'next practice' for the inquiry cycle to continue



(Gardner, 2013)

# Board Improvement Planning for Student Achievement Cycle 2012-13 September 24, 2012



## Collaborative analysis meeting

# What does it take to sustain evaluative thinking?

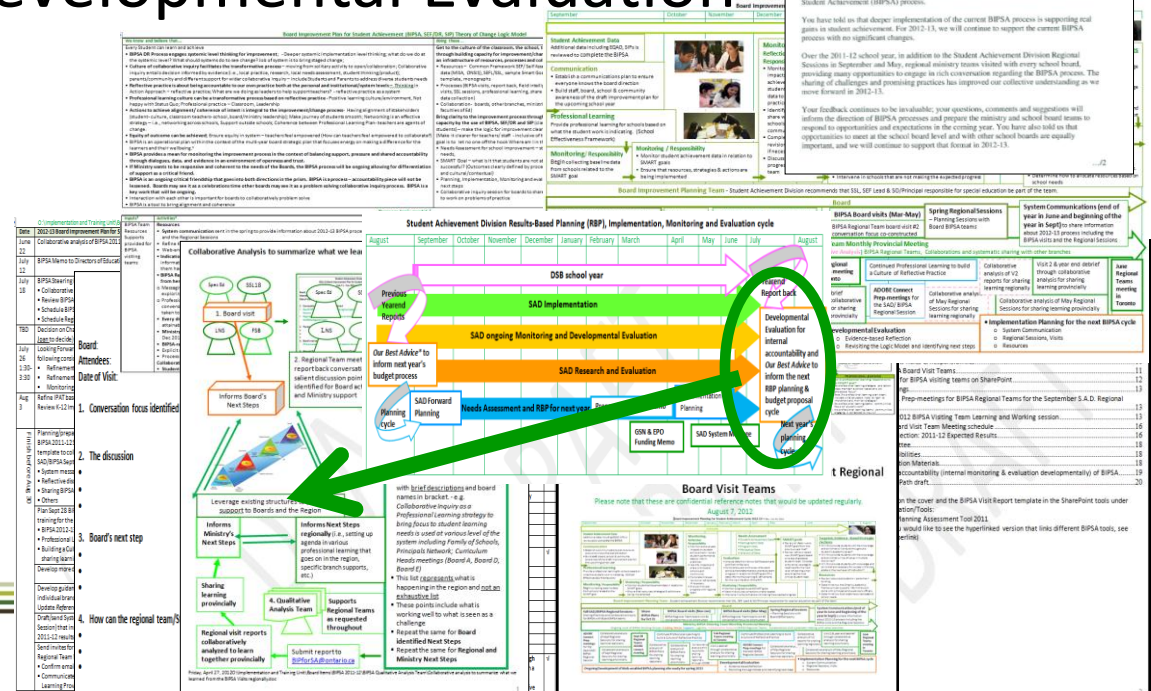
Important to communicate that evaluative thinking is happening and happening at the leadership level

- Articulate the messaging
- Continue communicating the value of evaluative thinking
- Mentor and model



*Evaluative thinking characterizes learning organizations – organizational culture that values: Evidence-informed implementation and decision making; Critical thinking meaningful reflection, and learning; Evaluative inquiry into ongoing attention to mission fulfillment (Patton 2013)*

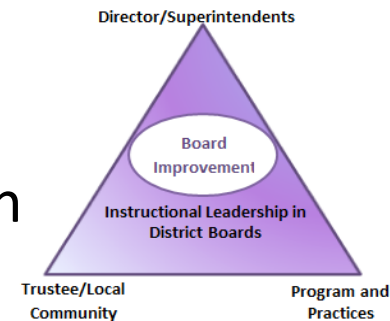
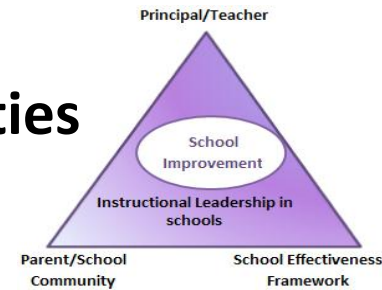
- Planning & Budgeting
- Preparing Communication
- Implementation Planning including developing support resources (external and internal)
- Monitoring and Developmental Evaluation



# Conditions that foster evaluative thinking

## Knowing our students, staff, parents and communities

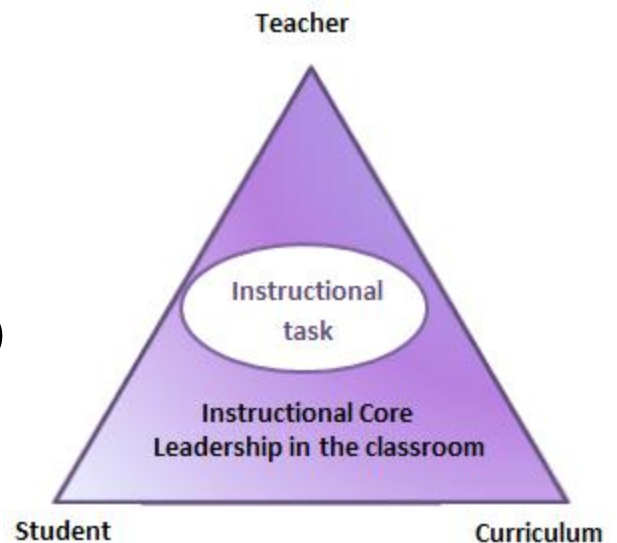
- Intelligent Responsive System
- Learning Stance
- Collaborative Inquiry Cycle – Assessment and Instruction
- Learning Teams strengthened by coaching and facilitation
- Exemplary Service
- Coordinated and Shared Leadership
- Academic Optimism (Malloy, 2013)





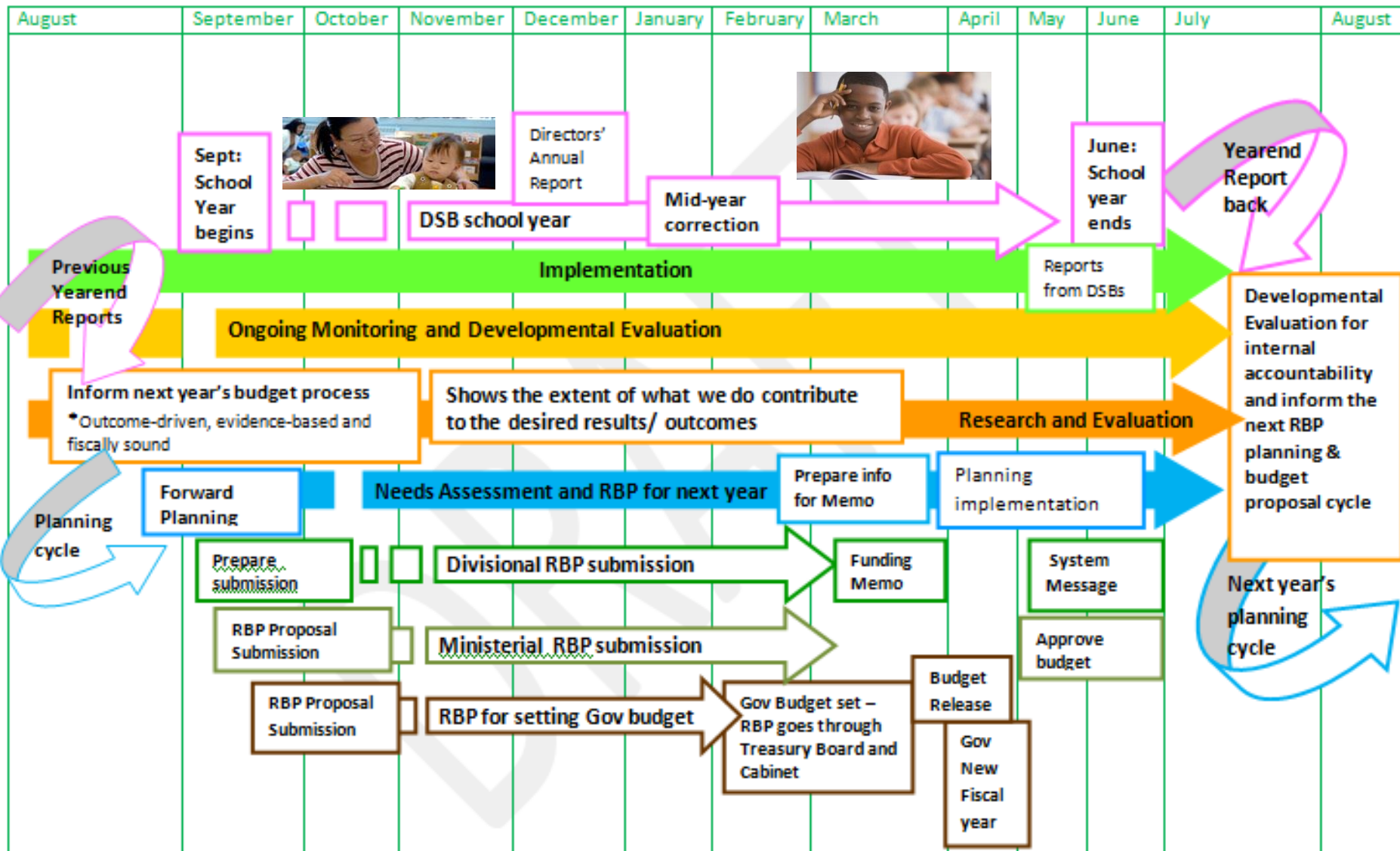
# Structures

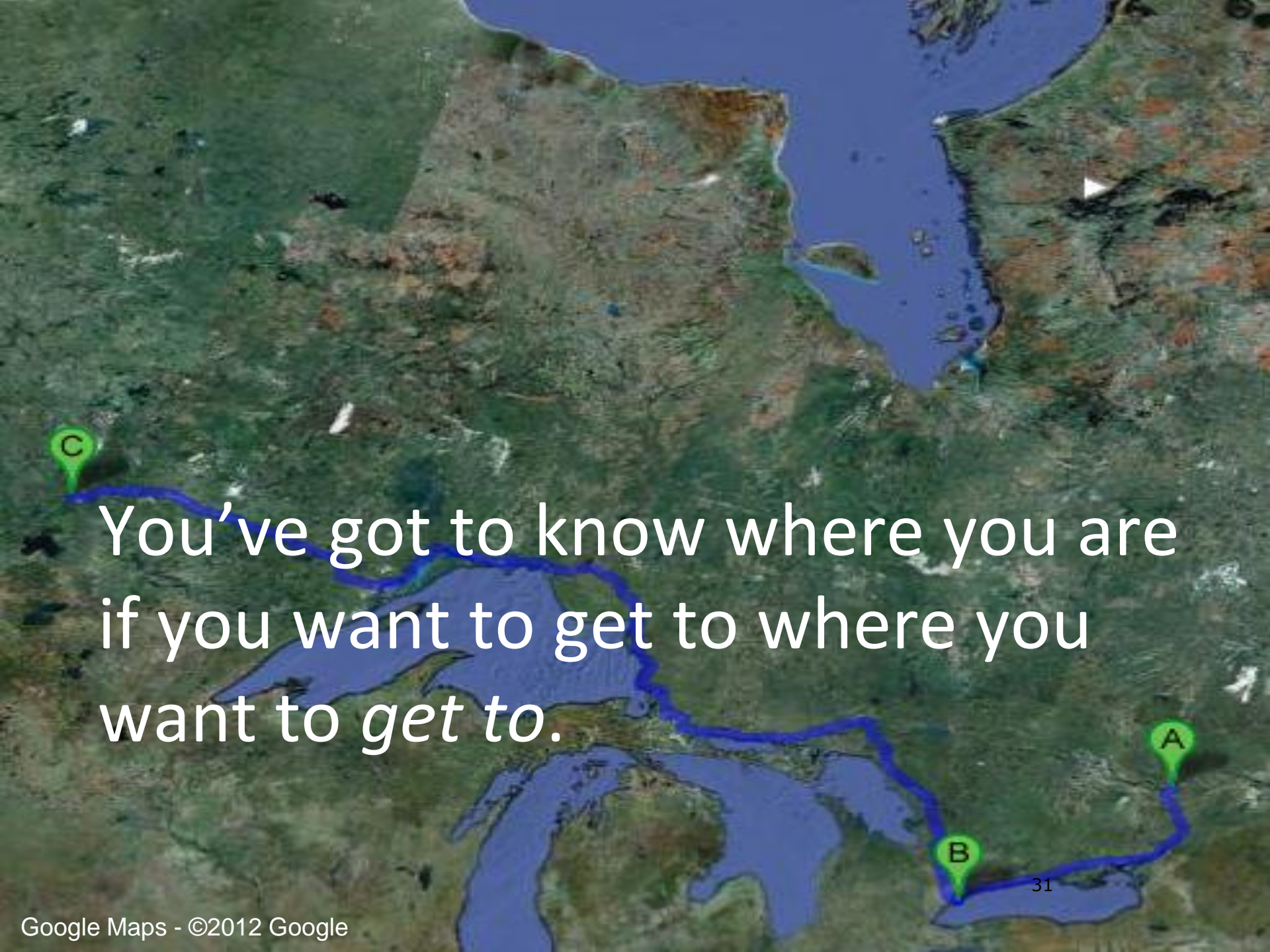
- Role clarifications
- Clear support: before, during and after
- Learning is continual
- Evidence is on the table
- Problems are precise and in writing
- Commitment to a Next Step (Gardner, 2013)



# Mapping the forks in the road

Results-Based Planning (RBP), Implementation, Monitoring and Evaluation cycle



A satellite map of the Great Lakes region in North America. A blue line traces a path starting from point A in the southeast, passing through point B near Lake Michigan, and ending at point C in the northwest. Three green location pins are placed along this path, each labeled with a white letter: 'A' at the start, 'B' in the middle, and 'C' at the end. The text 'You've got to know where you are if you want to get to where you want to *get to*.' is overlaid in white on the map.

You've got to know where you are  
if you want to get to where you  
want to *get to*.

# Experience of an external evaluator

Christine Frank, Ph.D.



# Indicators that evaluative thinking is embedded

- Evaluative thinking permeates the work - commitment to implement learning-based improvements
- Evaluative thinking is demonstrated in the implementation of well-focused programs - use of high-quality evaluations that feed into program and organizational decision making.
- Time and resources are allocated for reflection on and use of the evaluative findings (Patton 2013)

