
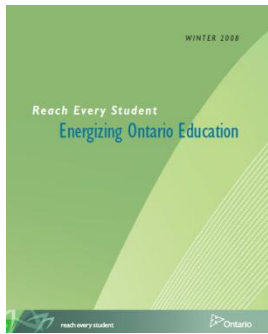


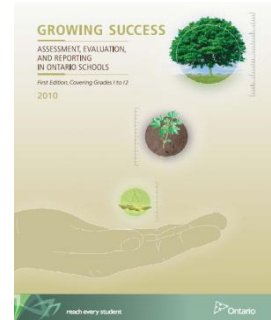
Infusing Evaluative Thinking to Build Capacity to Use Evaluation in a Complex Learning Ecology



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Realization of vision-and-values-driven social innovation typifies the ideal of the public sector



Vision

Ontario students will receive the best publicly funded education in the world, measured by high levels of achievement and engagement for all students. Successful learning outcomes will give all students the skills, knowledge and opportunities to attain their potential, to pursue lifelong learning, and to contribute to a prosperous, cohesive society.





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
- Funding of \$20.2B (CDN) in 2010-11 (40% increase compared to 2002-03)

System on the Move: Story of the Ontario Education Strategy

http://www.edu.gov.on.ca/bb4e/Ontario_CaseStudy2010.pdf



Ontario's International Standing

Programme for International Student Assessment (PISA) 2009

- ✓ From 65 countries, only Shanghai, China scored significantly better in reading. In mathematics Ontario scored very well.
- ✓ In Ontario, the difference in achievement between students in the top socio-economic quarter and the lowest quarter was half the OECD average.
- ✓ Within Canada, Ontario has the highest proportion of immigrant students.

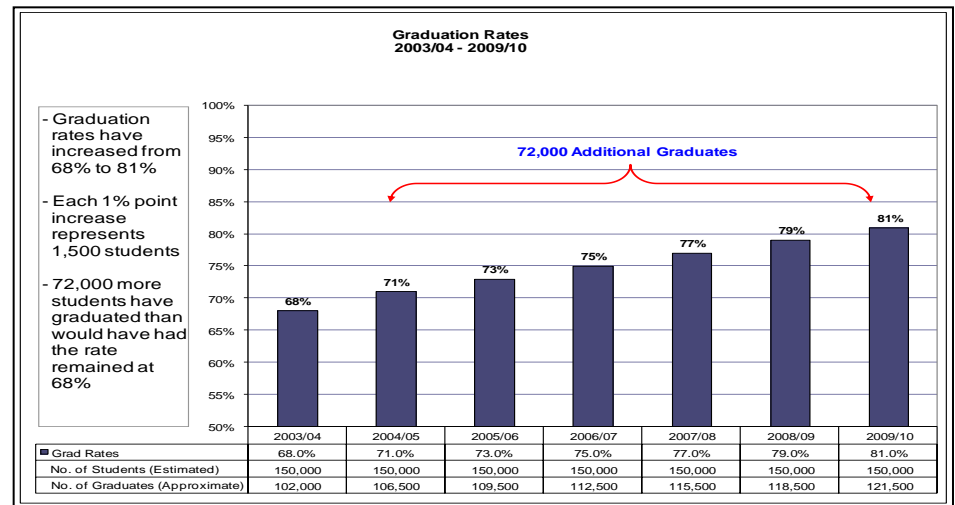
McKinsey Report 2009: How the World's Most Improved School Systems Keep Getting Better



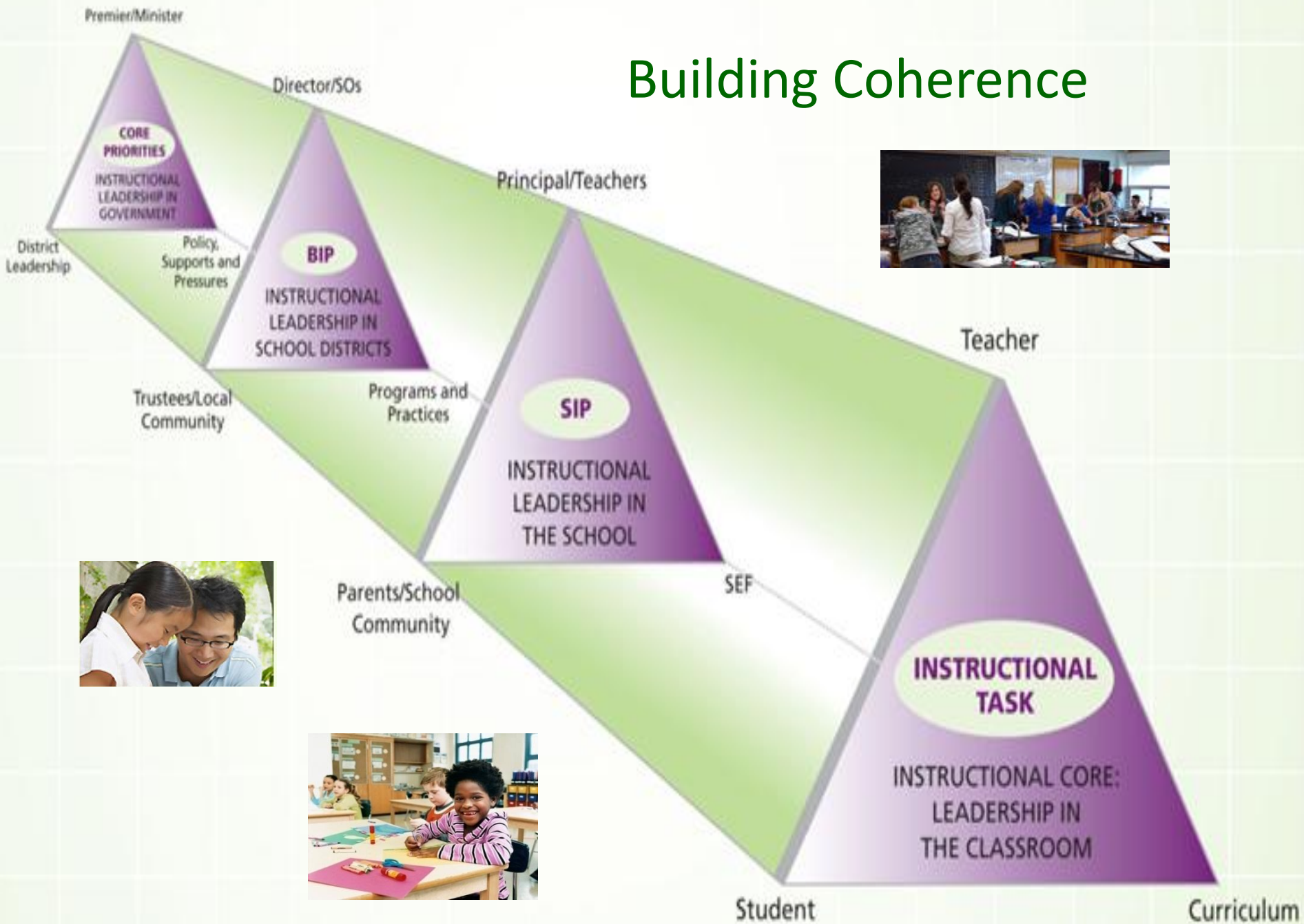
- ✓ Ontario: sustained improvement, from 2003-2009 moved from “good” to “great”, now moving from “great” to “excellent”

Implementation and Focus

1. A small number of ambitious goals
2. A Guiding Coalition at the Top
3. High Standards and Expectations
4. Investment in leadership and capacity building related to instruction
5. Mobilizing data and effective practices as a strategy for improvement
6. Intervention in a Non Punitive Manner
7. Reducing Distractions
8. Being transparent, relentless and increasingly challenging

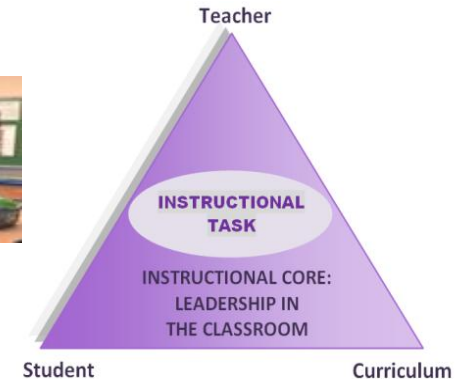


Building Coherence



The collaborative inquiry-action cycle is a tool for learning and change.

Engaging in the cycle is more about changing norms, habits, skills, and beliefs than about changing formal structures. It is about organizational learning, and at the heart of organizational learning is the ability to enter into a professional community, to develop modes of inquiry, and to take risks.



...communities for practice examine their own practice; They analyse data related to their work to inform their planning and decisions; the dialogue results in learning that builds coherence and capacity for change. (Militello, Rallis, and Goldring, 2009)

Assessment for, as and of Learning

- 1.1 Students and teachers share a common understanding of the learning goals and related success criteria.
- 1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.
- 1.3 Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan (IEP).
- 1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.
- 1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.
- 1.6 Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning.
- 1.7 Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning.

School and Classroom Leadership

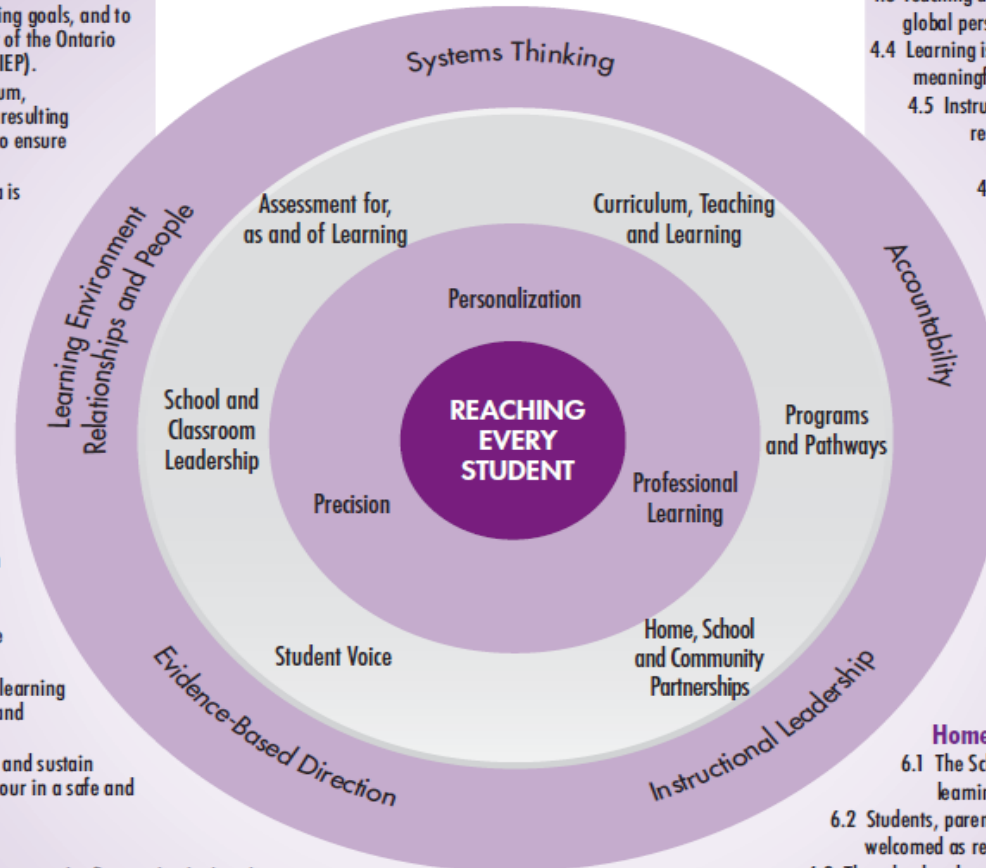
- 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- 2.2 Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.
- 2.3 Organizational structures are coherent, flexible and respond to the needs of students.
- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.

Student Voice

- 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.
- 3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.
- 3.3 Students are partners in conversations about school improvement.
- 3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.

K-12 School Effectiveness Framework

A support for school improvement and student success



Curriculum, Teaching and Learning

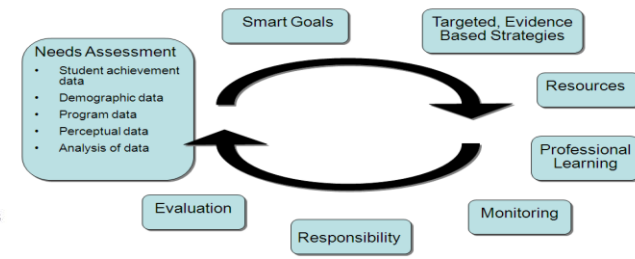
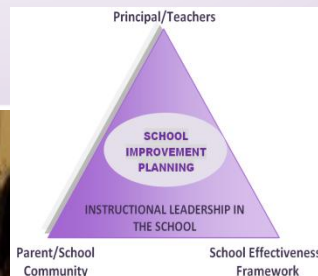
- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 4.3 Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.
- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- 4.6 Resources for students are relevant, current, accessible and inclusive.
- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

Programs and Pathways

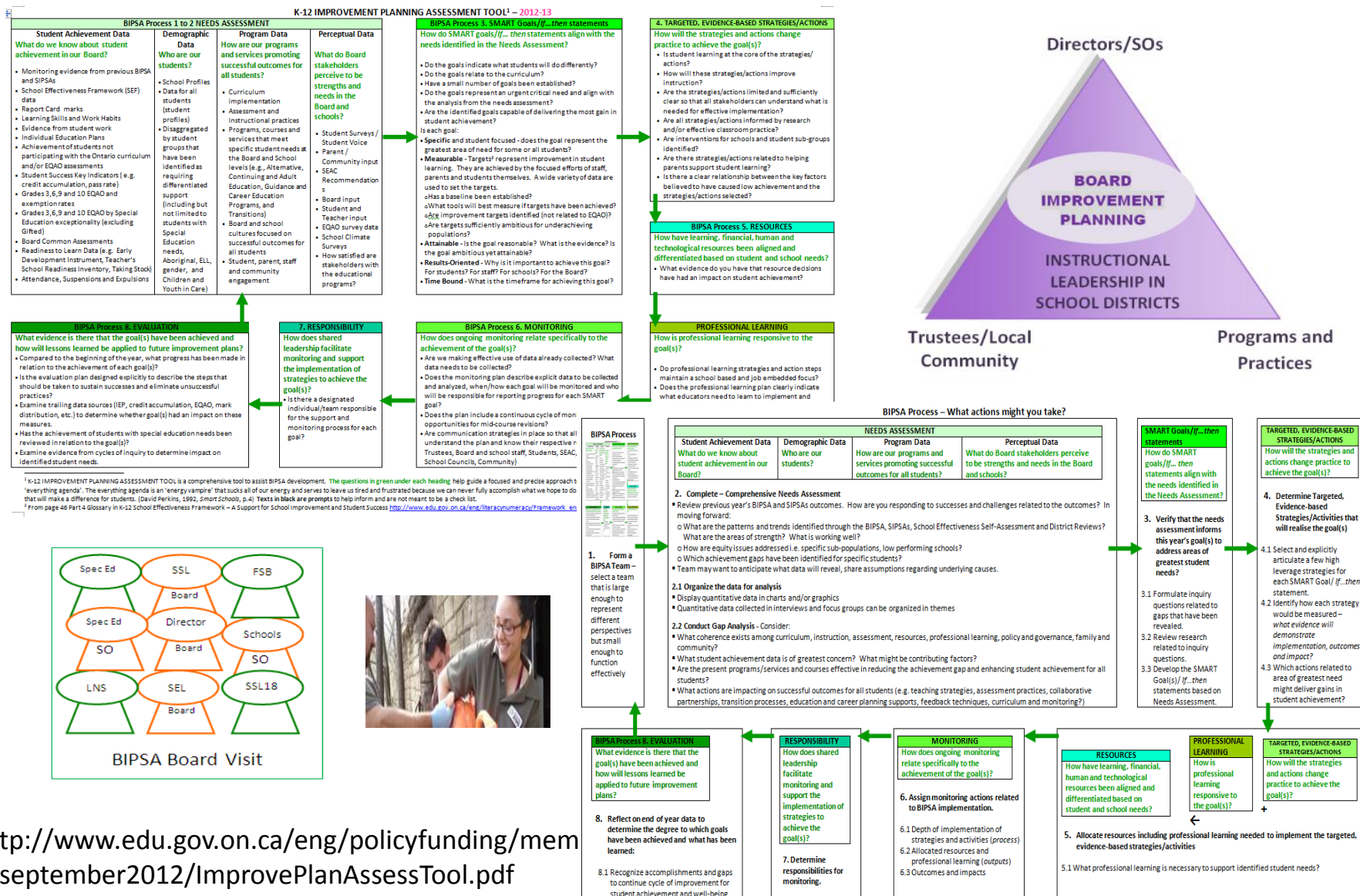
- 5.1 Programs, pathways, and career planning meet the learning needs and interests of all students.
- 5.2 Authentic learning experiences and experiential learning are built into all subject areas and programs.
- 5.3 Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.
- 5.4 Students have opportunities to build on in-school and out-of-school experiences and activities to further explore personal interests, strengths and career options.

Home, School and Community Partnerships

- 6.1 The School Council has a meaningful role in supporting learning and achievement for students.
- 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners.
- 6.3 The school and community build partnerships to enhance learning opportunities for students.
- 6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations.

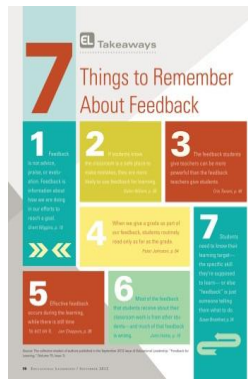
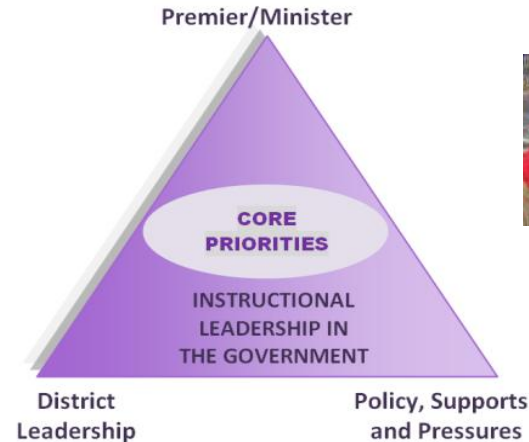
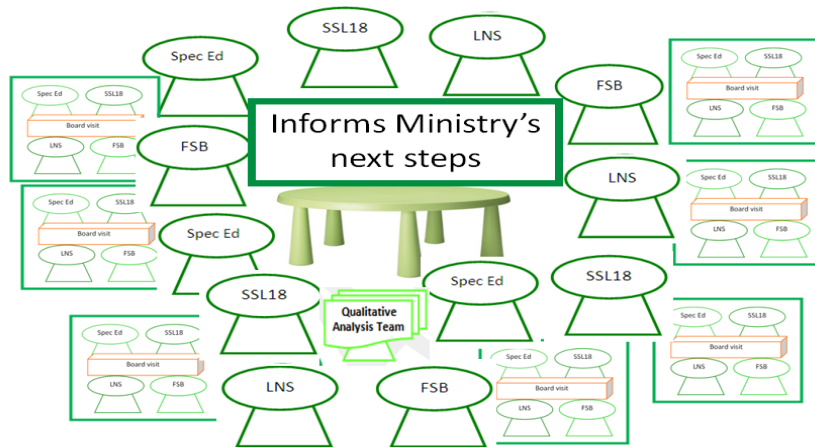


Board Improvement Planning for Student Achievement



Learning as we go and Developmental Evaluation

An approach to the collaborative use of evidence - infusing evaluative thinking - to enable the continual adaptation, improvements and changes over time



Collaborative Inquiry Continuum				
	CRITERIA	BEGINNING	DEVELOPING	INTEGRATING
PLAN	Overall/Individual/Institutional/Community	Individual/Institutional/Community	Individual/Institutional/Community	Individual/Institutional/Community
	Agreement	Individual/Institutional/Community	Individual/Institutional/Community	Individual/Institutional/Community
ACT/OBSERVE	Individual/Institutional/Community	Individual/Institutional/Community	Individual/Institutional/Community	Individual/Institutional/Community
	Collaborative/Institutional/Community	Individual/Institutional/Community	Individual/Institutional/Community	Individual/Institutional/Community
REFLECT	Individual/Institutional/Community	Individual/Institutional/Community	Individual/Institutional/Community	Individual/Institutional/Community
	Collaborative/Institutional/Community	Individual/Institutional/Community	Individual/Institutional/Community	Individual/Institutional/Community

Learning is a major component of the Developmental Evaluation process

DE Process involves:

- Asking evaluative questions
- Applying evaluation logic
- Gathering real-time data to inform ongoing decision making and adaptations.

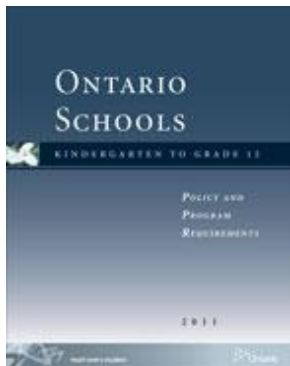
Capacity-building as an evaluation focus of process use.

Infusing ***evaluative thinking*** as a primary type of process use. (Patton, 2010)



Step 1 – Be useful promote buy-in!

- Cease the opportunity to infuse evaluative thinking - model evaluation use *one initiative at a time*
- Model your evaluator competencies (i.e., situational analysis, cultural sensitivities, etc.)
http://www.evaluationcanada.ca/site.cgi?s=5&ss=11&_lang=en
- Build evaluation capacity to use evaluation
- Advocate the use of evaluation



Infusing evaluative thinking into the organizational culture

- Becoming an authentic learning organization
- Incorporating evaluative questioning into routine decision making
- Integrating monitoring and evaluation, and linking both to budget and planning cycles
- Incentives and rewards for evaluation use
- Building support for evaluation throughout the organization, ongoing capacity development and training in evaluation (Patton 2011)



Step 2 – Logic Modeling for Student Achievement Initiative

- Emphasize sense making
- Messaging – going divisional
- Keep terminologies to a minimum
 - We know and believe that...
 - Doing these ...
 - Will get us there...
- Evaluation capacity building
 - Co-construction of logic models
 - Develop appropriate tools and make it useful
 - Build coherence – orchestrating opportunity for collaborative inquiry with visible leadership participation

What is a Theory of Change Logic Model?

We believe that ...	Doing this ...	Will get us there ...
Identified Needs, Knowledge + Assumptions 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"> the evaluation and research practice and theory that inform choices	Description 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"> how intended changes will occur 	Objective(s) Where do you want to get to? Identify results desired: <ul style="list-style-type: none"> specifying the intended results

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

What is a Program Logic Model?

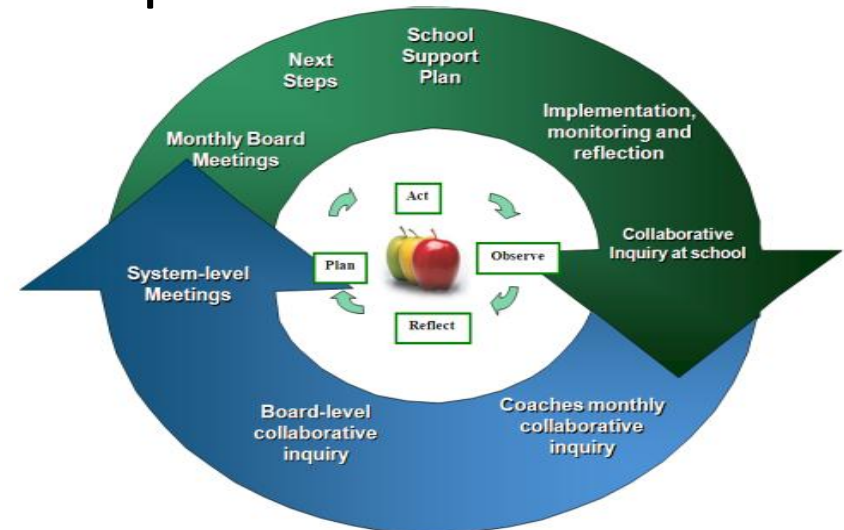
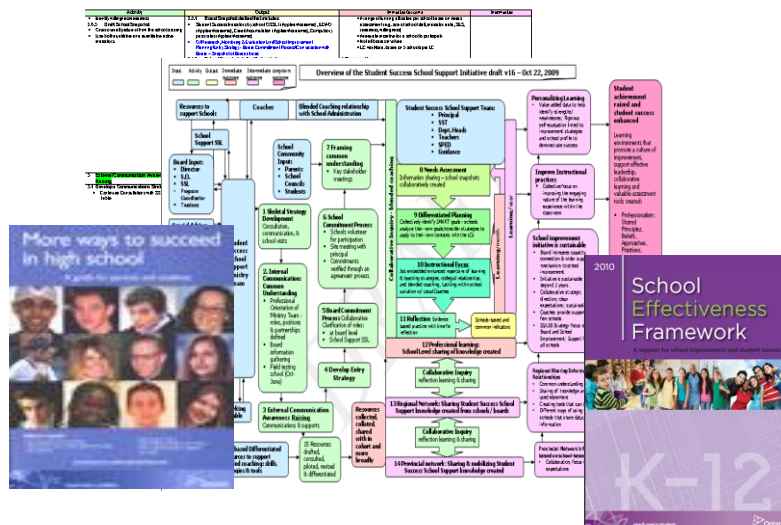
Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-term Outcomes
What are the resources that link directly to and will "supply" the activities? <ul style="list-style-type: none"> What do you need to accomplish the named activities to occur? Include human, financial, organizational,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

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


Mapping the ***forks in the road***



- Identifying level of information useful for the various stakeholders
- Supporting development of program instruments & mechanisms that fit the complex system
- Supporting the system in-real time, receiving, analyzing, collaboratively interpreting the information that comes in and planning the next steps



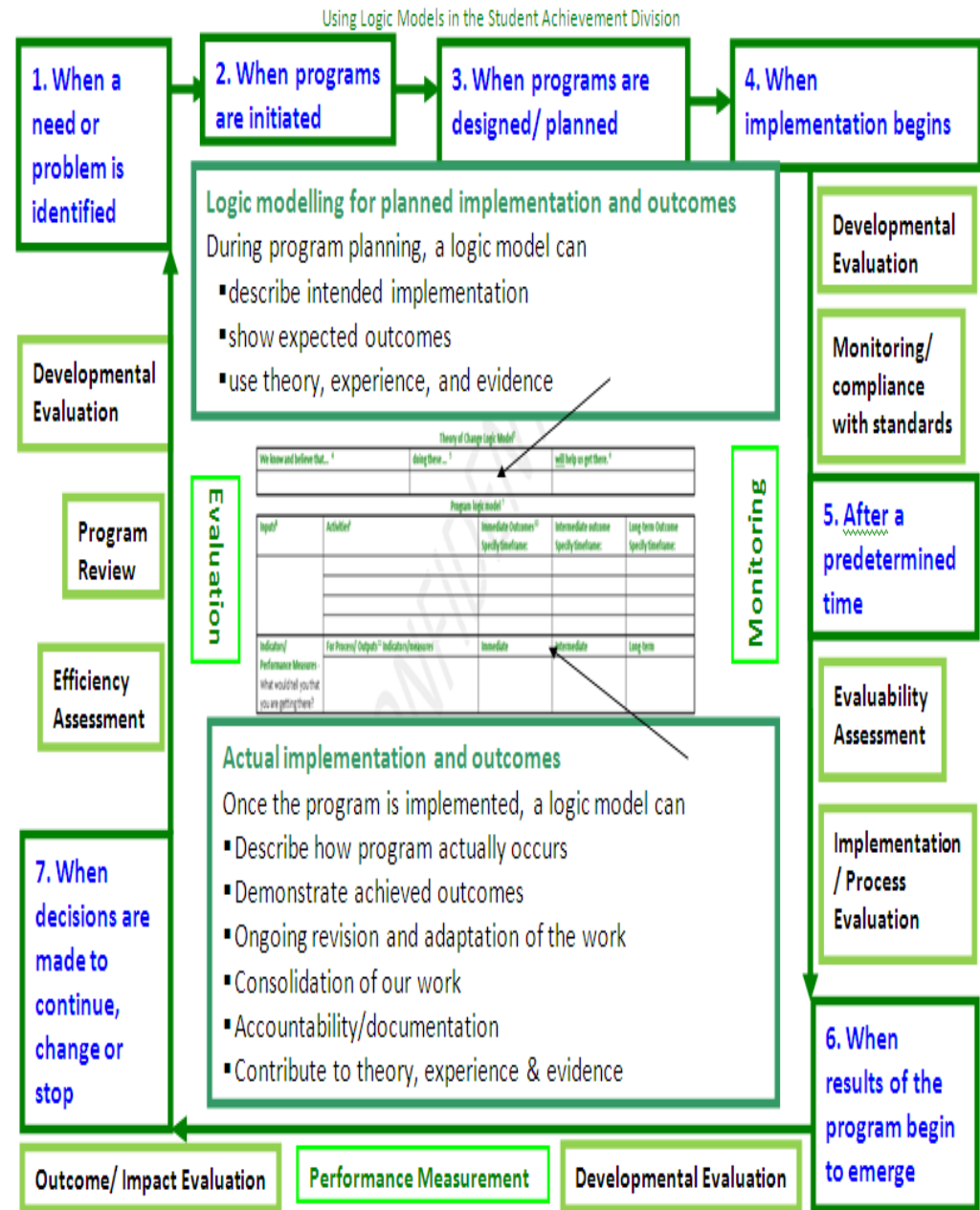
Step 3 - Use of logic modeling as a way we work

- Build a culture of evaluative thinking through collaborative inquiry, action and reflective practice that is adaptive, precise and personalized
- Serves as an important tool for making explicit the logic involved in reaching every student through our commitment to a *learning as we go* stance 
- Models professional accountability for Ontario's three core priorities for schools and districts in a process that is analogous to School Improvement Planning and Board Improvement Planning
- integrate research, monitoring and evaluation across all initiatives

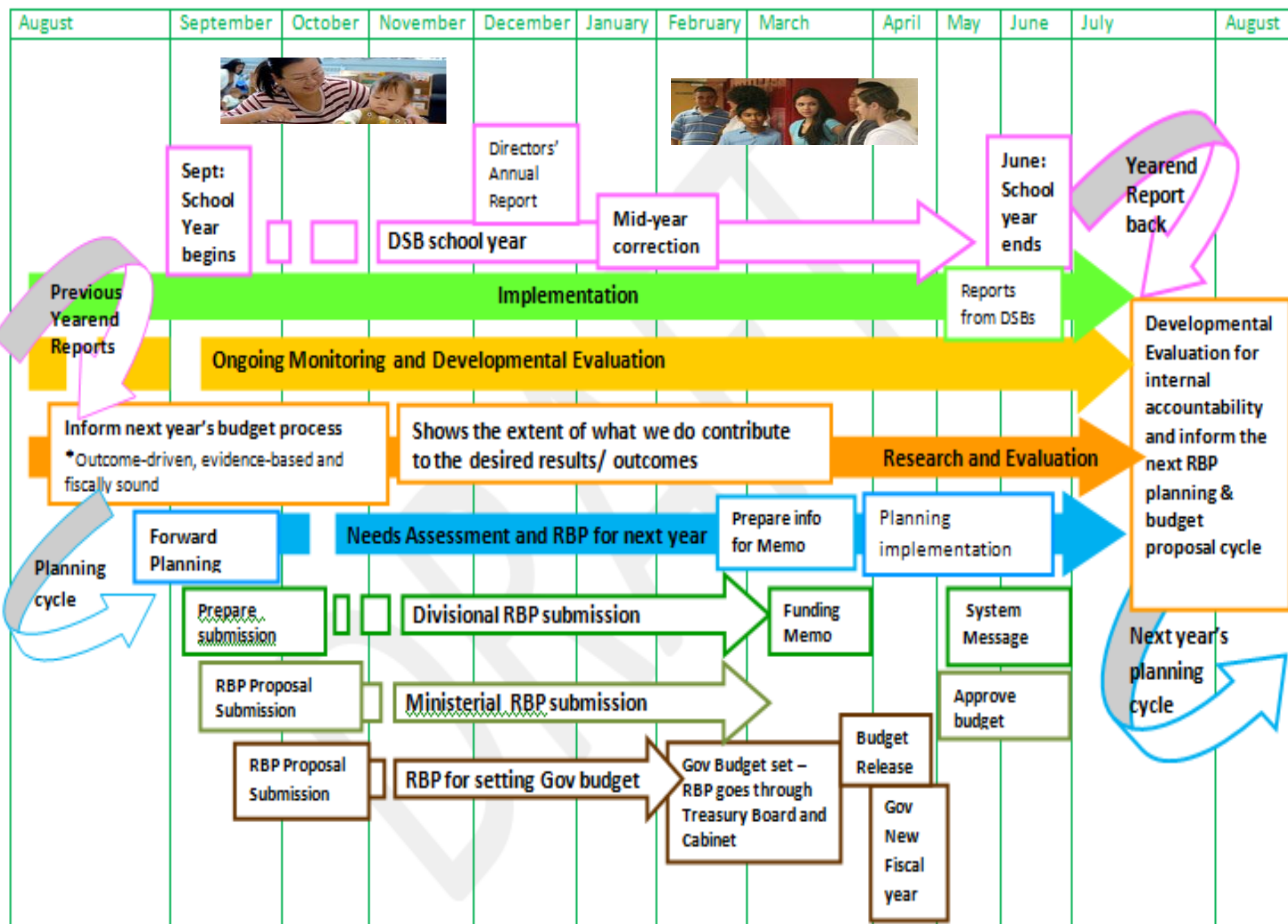


Logic model as a tool to support *Learning as we go/ DE*

- Messaging
- Make it useful
- Build capacity to use evaluation
- Encourage collaborative inquiry
- Learning as we go to introduce DE
- Model DE in initiatives, constantly share practice
- SharePoint



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

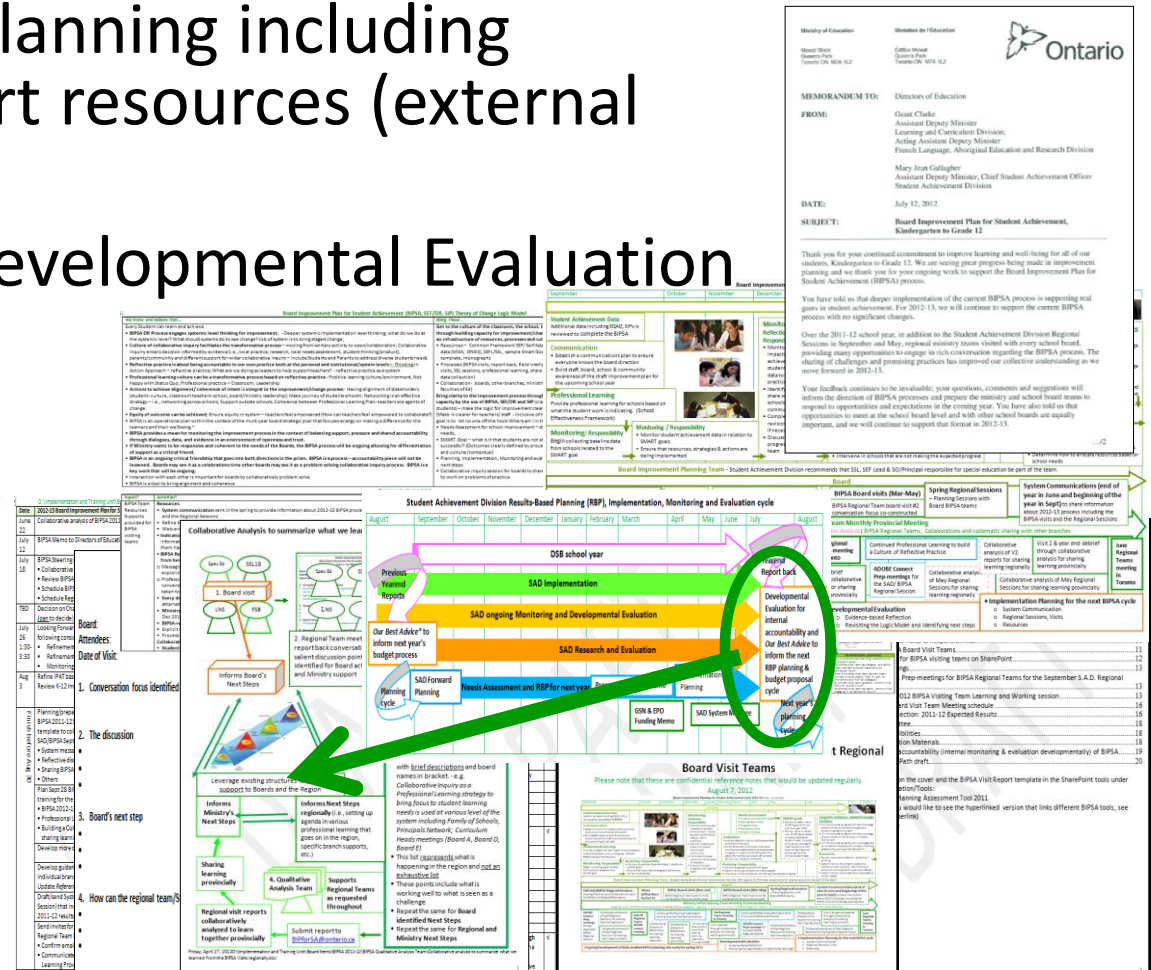


Step 4: *Learning as we go*

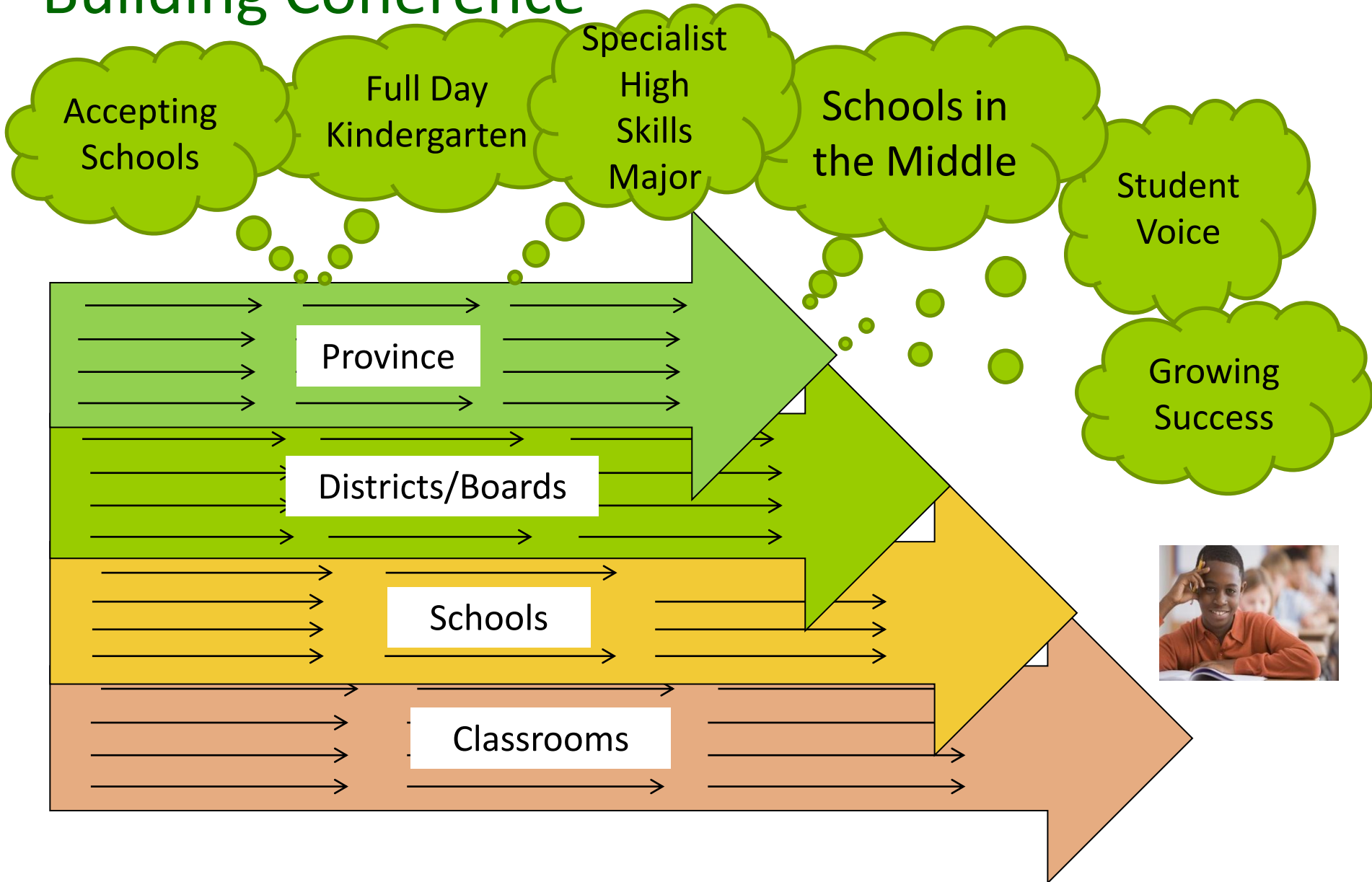
- Communication is key
- Continue Capacity Building Series
 - How to use LM
 - LM Basics
 - Problems of Practice
 - Use example people are interested in
 - Share practice and tools
- Pay attention to language
 - Quote from the sector that talks to them
- Make it useful
 - Model, be available
 - Attention to opportunities



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



Building Coherence



For vision-and values-driven social innovators
highest form of accountability is internal.



Seriousness of inquiry and resulting learning constitutes accountability: Are we walking the talk? Are we being true to our vision? Are we dealing with reality? Are we connecting the dots between here-and-now reality and our vision? And how do we know? What are we observing that's different, that's emerging? (Patton 2010)

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

- Board Improvement Planning for Student Achievement
<http://resources.curriculum.org/secretariat/bipsa/>
- School Effectiveness Framework
<http://www.edu.gov.on.ca/eng/literacynumeracy/framework.html>
- The Improvement Planning Assessment Tool
<http://www.edu.gov.on.ca/eng/policyfunding/memos/september2012/ImprovePlanAssessTool.pdf>
- The Professional Learning Cycle
<http://www.edugains.ca/newsite/di2/prolearningcycle.html>
- Collaborative Inquiry
<http://www.edu.gov.on.ca/eng/literacynumeracy/collaborative.html>
- Student Success Learning to 18
<http://www.edu.gov.on.ca/eng/parents/studentsuccess.html>
- Ontario Education Number
<http://www.edu.gov.on.ca/eng/policyfunding/misa/faq.html>
- Ontario Leadership Framework <http://www.education-leadership-ontario.ca/content/framework>
- Accepting Schools Act <http://www.edu.gov.on.ca/eng/teachers/safeschools.html>