

Assessing Program and Session Effectiveness

How do we know that the Focusing Students on Achievement, Managing Classroom Behavior, and Creating a Healthy School Climate programs achieve what they set out to accomplish?

That is, how do we know that these Culture of Achievement system programs “work”?

What is to be taught and measured

The programs were designed to satisfy specific overall performance objectives. The objectives were derived from state education officials, school district and school level administrators, teachers, parents, community stakeholders and students who described problems, challenges, and, as a result, prescribed desired individual, classroom, and school-wide behavior. That which was described was and continues to be considered behavior-sets that enable learning to take place in a safe, happy, and productive classroom environment within a school-level culture of achievement.

The structure of performance measurement

First, a structural note: The **system** is made up of three **programs** and each program is made up of a series of **sessions** that, in turn, are made up of **instructional units**. Sessions and programs are the points of performance measurement.

For all Culture of Achievement programs there are two sets of outcomes that are measurable by the very existence of their *Products of Work*. Those outcomes are:

- Formative ***Products of work*** for each program session
- Summative ***Program Outcomes***
 - ✓ Teacher Outcome
 - ✓ School Leader Outcome

There are Teacher Level and School Leader Level Outcomes (performance objectives) that detail what must be demonstrated by teachers, principals, and school leaders as a result of completing formal instruction and associated guided practice. These authentic assessments at the formative level (session) and the Summative level (program) assure that participants demonstrate that which is minimally required (criterion-referenced thresholds).

Culture of Achievement programs are criterion-referenced leadership and professional development programs.

For each Program there is a *Sessions & Instructional Units* document that details the instructional and guided practice content as well as the Products of Work for each of a program's Sessions.

Further, there is a program document, *Program-level Outcomes*, that details program level Expected Outcomes for Teachers and principals and school leaders. Each participant must demonstrate minimal level performance at each session level and, ultimately, at the program level. Formative measures of performance are building-block elements of the summative outcomes and authentic assessments.

Each Culture of Achievement program is criterion-referenced. That which is required is defined by Performance Objectives that describe required outcomes. **Individual success** is measured by the demonstration of the behaviors defined by the program-level outcomes.

Adequate program performance is reached when each designated principal, school leader and teacher demonstrates the program-level outcomes to the criteria contained in the appropriate rubric.

Performance responsibilities

It is the responsibility of Metis Leadership Group to prepare principals, school leaders, and teachers to demonstrate the program level outcomes per the appropriate rubrics. Such outcomes include teacher performance and principal and school-leader mentoring.

It is the responsibility of the district, the principal, and school leaders to assure that the program's practices are sustained.

Example of Program-level Outcomes

Short form

The following two program-level performance outcomes are for the program, Focusing Students on Achievement.

When teachers conduct a Goal-Focused Conversation to the criteria found on the Session 4b rubric they have achieved that which was prescribed. This level of performance deems the teacher capable of conducting a Goal-Focused Conversation and has demonstrated this via an authentic, criterion-referenced assessment.

When all teachers mentored by a principal or an individual school leader meet the Session 4b rubric criteria, that principal or school leader has demonstrated that he or she has performed that which the end of course objective/outcome details.

Comprehensive form

Given two formal classroom learning sessions that cover:

- The teaching relationship
- Engaging communication
- Three questions

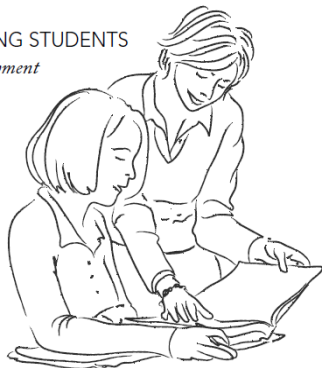
- Characteristics of a Goal-Focused Conversation
- Structure of a Goal-Focused Communication

and guided practice in conducting basic and intermediate Goal-Focused Conversations, each teacher will conduct a Goal-Focused Conversation that causes a student to clarify his or her career, school, or classroom goals and causes that student to elicit a plan for reaching those goals.

Elements of the teacher's communication are compared to a rubric's criteria understood in advance by the teacher and the principal, school leader or Metis fellow reviewing the teacher's work

Example of a Rubric Addressing the Outcome

The following rubric is that which is used to document the demonstration of the teacher's demonstration of the above-stated program-level objective/outcome. This procedure supports the program's criterion-referenced learning/assessment structure.



Guided Practice Skill Sheet

(Intermediate Level)

Teacher Name _____

Student Name _____

The 3 Questions

WHAT is your goal?

WHERE are you now?

1 2 3 4 5 6 7 8 9 

HOW will you get there?

- ☐ Affirmation
 - ☐ Reason
 - ☐ 3 ?s*
 - ☐ Plan*
 - ☐ Appointment*
- *See left

- ☐ Congruent
 - Verbal, non-verbal agree
 - Authentic, flows naturally

- ☐ Accepting
 - Non-critical
 - Listens without judgment

- ☐ Respectful
 - Demonstrated belief in:
 - Student goals
 - Student strengths, resources
 - Student competence

- ☐ Encouraging
 - Expressed confidence in student's ability to:
 - Clarify goals
 - Identify resources
 - Accurately gauge progress
 - Carry out action plan

Plan

WHAT do you want to accomplish before we meet again?

HOW will you do that?

WHERE will you be (on the scale) when we meet next?

1 2 3 4 5 6 7 8 9 10 

Appointment

When will our next conversation be?

Mon Tues Wed Thu Fri ____/____; ____:____ am pm

FOCUSING STUDENTS ON ACHIEVEMENT

Rubric

This rubric serves as the final skill assessment for the FOCUSING STUDENTS ON ACHIEVEMENT program and is completed by a School Leader or MLG Teaching Fellow following the third session. A completed skill sheet indicates that the teacher conducted a GOAL-FOCSED conversation with a student and the degree to which the conversation adhered to the questions, structure, and characteristics of a complete GOAL-FOCSED COMMUNICATION.

THREE QUESTIONS

WHAT is your goal?

WHERE are you now? (...in relation to that goal)?

HOW will you get there? (What are your next steps)?

Completion of the first segment of the Skill Sheet will indicate that all three questions were asked and answered.

STRUCTURE

Affirmation

Did the teacher **affirm** the student (state something positive, hopeful)?

☐ Yes

☐ No

Reason

Did the teacher state a **reason** for the conversation (e.g. regularly scheduled, special concern, requested by parent, etc.)?

☐ Yes

☐ No

Plan

A **plan** will be documented by completion of the second segment of the Skill Sheet.

Appointment

The follow-up **appointment** will be documented by completion of the third segment of the Skill Sheet.

CHARACTERISTICS

Congruent

Did the teacher seem natural? Did the conversation flow naturally? Did verbal and non-verbal messages agree?

☐ Yes

☐ No

Accepting

Was the teacher non-critical? Did the teacher listen without judgment (and not try to sell a point of view)?

☐ Yes

☐ No

Respectful

Did the teacher demonstrate belief in the student's goals, the student's strengths, and the student's competence?

☐ Yes

☐ No

Encouraging

Did the teacher express confidence in the student's ability to: clarify goals, identify resources, and accurately gauge progress? Was the student encouraged to carry out the action plan?

☐ Yes

☐ No

Teacher's Signature _____

School Leader or Metis Fellow _____