Illuminating the Black Box: Assessing and Monitoring Impact

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Black-Box Evaluation

How do we ensure impact for all our efforts?
How do we ensure impact for all our efforts?

Black-Box Evaluation

Teachers receive 25 hours of training.

Student achievement in reading increases

Black-Box Evaluation
Session Objectives

1. Become awake to the prevalence of “the black box” in our profession, which diminishes our ability to assess collective effort and thus our ability to motivate ourselves and others.

2. Learn how KASABs can be used to provide leading indicators for staff/students to both monitor and motivate key steps along the long-term improvement journey.

3. Apply your learning to “illuminate the black box” (i.e., assess and monitor impact) of one of your key improvement efforts underway.

Phases of the Change Process

Initiation → Implementation → Institutionalization

Professional Learning → Student Impact
SAMPLE GLASS-BOX EVALUATION

<table>
<thead>
<tr>
<th>Resources</th>
<th>Actions</th>
<th>Initial Changes</th>
<th>Intermediate Changes</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained coaches</td>
<td>Teachers engage in professional development</td>
<td>Teachers’ knowledge about teaching reading increases.</td>
<td>Teachers’ capacity to provide differentiated, high-quality instruction increases.</td>
<td>Achievement in reading increases for all students. Gains for underperforming students are significant.</td>
</tr>
<tr>
<td>Time for coaching</td>
<td>A skilled coach provides teachers with classroom support.</td>
<td>Teachers gain understanding about students’ reading difficulties.</td>
<td>Students’ needs are identified.</td>
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<tr>
<td></td>
<td>Classroom schedules are altered.</td>
<td></td>
<td>Students receive differentiated, high-quality reading instruction.</td>
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</tbody>
</table>

**Knowledge**

- Conceptual understanding of information, theories, principles, and research
- Teachers understand mathematical concepts they are responsible for teaching.
- Students have a deeper understanding of key mathematical concepts measured on criterion-referenced tests.

**Attitude**

- Beliefs about the value of particular information or strategies
- Teachers believe students’ competence in mathematics is important to their success, both within and beyond school.
- Students enjoy mathematics.

**Skill**

- The ability to use strategies and processes to apply knowledge
- Teachers know how to employ a variety of instructional strategies to help students visualize mathematical concepts.
- Students demonstrate their understanding of math on classroom tasks.

**Aspiration**

- Desires, or internal motivation, to engage in a particular practice
- Teachers have a genuine desire for their students to understand and perform well in mathematics.
- Students want to advance their understanding of mathematics and aspire to advanced work in mathematics.

**Behavior**

- Consistent application of knowledge and skills
- Teachers consistently apply mathematical reasoning to solve problems in math and other areas of their coursework.
- Students regularly apply mathematical reasoning in solving problems in math and other areas of their coursework.

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<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Teachers</th>
<th>Students</th>
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<tr>
<td>Attitude</td>
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<td>A</td>
</tr>
<tr>
<td>Skill</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Aspiration</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
<td>3</td>
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</table>
Consolidation Time

- What KASABs (for teachers and/or students) would best indicate that your school is making progress with your biggest improvement effort?

Monitoring AND Diagnosing Your Strategy Implementation

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<thead>
<tr>
<th>Adult Learning Mechanisms</th>
<th>Practice of New Knowledge with Feedback</th>
<th>Improved Instructional Practices</th>
<th>Improved Student Learning</th>
</tr>
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<tbody>
<tr>
<td>Professional Development</td>
<td></td>
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<tr>
<td>Teacher Teams</td>
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<tr>
<td>Coaching/Mentoring</td>
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