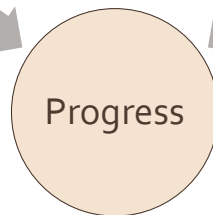


# Determining Progress:

Assessment vs. Evaluation

- How we are "doing things"
- Assessing our processes and/or leading indicators
- Assessment

Outputs



Outcomes

- How the work is "working"
- What are the eventual results?
- Evaluation

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Level 1--Reactions to the change: Excitement, Perceptions, Concerns

Level 2--Learning in the group: Knowledge and Skills acquired by the adults who are affected by the change—what do they now know?

Level 3--Structural or organizational changes they are making: Climate work, schedule changes, implementation adjustments to give the change support to “stick”

Level 4--Application of what people now know: How are people using the work/support/strategies and what are the beginning outcomes?

Level 5--Recipient impact: Impact on the learners in terms of their cognition, behavior, or feelings about school and/or learning

## An Effective Way to Look at Assessing Progress

- The transition to evaluation happens as implementation progresses, and the expectation is on more sophisticated use of the work, resources, and support
- The “ultimate” goal of the work is to yield growth in the eventual recipients of the work (students):
  - Cognitive outcomes
  - Affective outcomes
  - Psychomotor outcomes
  - Behavioral outcomes

Any or all of these outcomes



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## Try this out as practice . . .

Your school has decided that as part of its PL plan, it will tackle DIFFERENTIATION as a major initiative. The school is in its early stages. As part of that early stage, your team has decided to conduct two days of training in October and November about differentiation to make sure the teachers have a standard of knowledge about the concept. Your team is very interested in assessing this first stage to determine effectiveness. Answer these questions:

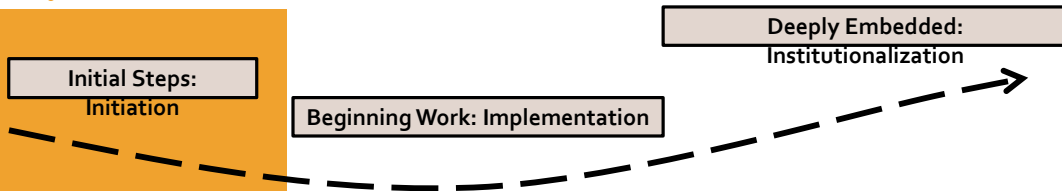
- *What do you think the goal is for the training? (think of two goals at least)*
- *Based on your goals, how would you determine effectiveness for those goals?*

In late November, you encourage teachers to begin to plan together to implement “low prep” strategies in their classrooms. You tell them that from November – January you (the principal) will be looking for these low prep strategies when you informally visit classrooms.

- *What do you think the goal is for this next action? (think of two goals at least)*
- *Based on your goals, how would you determine effectiveness for those goals?*

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Let's apply this to our contexts . . .

What is the  
Work of Your  
Team All Year?

