AURORA
INSTITUTE
WEBINAR

Putting Data to Work: Formative Evaluation and Continuous Improvement in Transformative Education Efforts

September 22, 2020

Welcome

- **Introduce yourselves.**
  - Share who you are, where you are from, and one hope you have for this school year.

- **Ask and answer questions.**
  - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
  - We will leave time for our panelists to answer questions.

- **Share your learning.**
  - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.

- **We are recording and archiving the webinar.**
  - The slides and video will be available on **aurora-institute.org**.

Putting Data to Work:
Formative Evaluation and Continuous Improvement in Transformative Education Efforts

AURORA INSTITUTE | Symposium 2020

September 22, 2020

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KnowledgeWorks CELEBRATING 20 YEARS

OAKES PUBLIC SCHOOLS

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Welcome! Who is with us?

Which option best describes your role?

a. Researcher
b. Teacher
c. Administrator
d. Other educator
e. Policy Maker
f. Funder
g. Technical Assistance Provider
h. Other

Robin Ahigian

WestEd

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Drake Bryan

KnowledgeWorks

Geoff Zimmerman

KnowledgeWorks

Kraig Steinhoff

Oakes Public Schools

KnowledgeWorks

Objectives:

- Review **learning from year one** of the North Dakota Personalized Competency Based Learning Initiative.

- Learn about **continuous improvement efforts,** including data collection instruments, for transforming districts.

- Consider lessons learned and best practices for building adaptive tools and processes for measuring change, while shifting to a new normal in the era of COVID-19.

North Dakota Personalized Competency Based Learning (PCBL) Initiative

What is Personalized, Competency-Based Learning?

- Learner Agency

- Assessments are flexible & meaningful

- Student supports are timely & differentiated

- Competency-Based Curriculum and Progression

- Pacing and pathways vary

- Culture of Equity

- Learning targets are explicit, transparent, measurable, and transferable

Adapted from CompetencyWorks at the Aurora Institue

Poll
How familiar are you with PCBL?

Which option best describes your familiarity with PCBL?

1. This is the first I've heard of it

2. I have heard about it in the past

3. I have some familiarity with PCBL

4. I follow news and social media on PCBL

5. I could teach others about PCBL

North Dakota PCBL Initiative

DISTRICT DESIGN TEAMS	**Team that drives the transformation at the school district**
EDU FELLOWS	**Drivers of Implementation, Support the DDT**
POLICY	**Provide guidance at State and Local level to remove (policy) barriers**
LEARNING CONTINUUM	**Develop a Statewide Learning Continuum**
KNOWLEDGEWORKS AND PARTNERS	**Support overall statewide implementation and drive evaluation**
NETWORK	**Statewide network to support implementation & drive statewide scaling**

Pause

Reflections

Questions?

North Dakota

Bismarck Oakes Fargo

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Angry Beaver Lodge
Oakes, ND

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Portrait of a Graduate

Masters of Content
Can transfer and apply gained knowledge to different life situations

Effective Creative Thinkers
- Use a wide range of idea techniques when problem solving
- Create new and worthwhile ideas
- Elaborate, refine, analyze, and evaluate their own ideas
- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives
- Demonstrate originality and inventiveness in work
- View failure as an opportunity to learn
- Understand that creativity and innovation is a long-term
- Act on creative ideas to make contributions to different fields

Effective Communicators
- Use effective interpersonal skills
- Build positive relationships with others
- Promote collaborative learning
- Use a range of tools, transmissions, and processes
- Listen effectively
- Share ideas through the creation of authentic products
- Can inform, persuade, and entertain others
- Show cultural understanding and global awareness when engaging with others
- Can deliver ideas in oral, written, non-verbal, and technological forms

Effective Collaborators
- Work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful
- Make necessary compromises to accomplish a common goal
- Assume shared responsibility
- Value individual contributions
- Work productively in teams for sustained periods of time
- Recognize and focus on developing high-quality products

Effective Critical Thinkers
- Collect, assess, and analyze relevant information
- Reason effectively
- Use systems thinking
- Make sound judgements and decisions
- Identify, define, and solve authentic problems and answer essential questions
- Reflect critically on learning experiences, processes, and solutions

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Formative Evaluation and Continuous Improvement

What We Are Studying

- Systemic shifts to empower student ownership of learning and transform to personalized, competency-based learning environments

- The extent to which historically marginalized subgroups experience equitable learning outcomes

- The degree to which students have the academic, workplace and career-ready skills necessary for success in postsecondary education

- The impact of the personalized, competency-based learning approach on high school graduation rates and the successful transition of students into postsecondary education

How did we study this?

Site Visits

Visits to all districts between Oct. 2019 and Feb. 2020

73 **classroom observations** across grades and subjects

Focus groups and/or interviews with certified and non-certified educators, learners, parents

Participation in Cohort Convenings

Three in-person, **two-day convenings** between Oct. 2019 and Feb. 2020; one virtual convening in May 2020

Observation of **action planning process** with all districts

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Focus Group Interview Takeaways

Superintendents have a clear vision for PCBL

Educators generally on board with PCBL; request tangible examples of what PCBL looks like

Parents understanding and support of PCBL varies

Learners think about personalization as a path to acceleration

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Notable Quotes

Learners

FlexMod seemed crazy at first; went really well and wouldn't want to go back to a bell schedule.

People can go home and work on the farm during the last hour of school, or you can job shadow or you can go see a teacher if you need help.

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Notable Quotes

Educators

We've noticed a lot more respect with kids cleaning up after themselves.

    - cafeteria staff

Went to Lindsey and toured; biggest thing I came back with was that we have to shift the mindset of our kids and ourselves.

    - elementary teacher

Cohort Convenings Takeaways

Pause

Reflections

Questions?

Empathic Conversations

Fall Visit Findings

Action Planning

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Action Planning Committees

- Learning Environments

- Agency

- Growth Mindset

- Portrait of a Graduate

- Learning Progressions and Pathways

Continuous Improvement

Action Plans

An Action Plan is a detailed description of the work happening in districts based on specific learning outcomes from convenings in support of scaling PCBL.

Such plans should include the following:
- PCBL Topic
- Action Steps (including due dates)
- Success Indicators ("looks fors") or Short/Long Term Goals
- Responsible Party
- Status

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District Goals

System Level Drivers

Collect & Report Data

Continuous Improvement Process

Oakes Public School District

Goal

The capacity of staff, learner, and community stakeholders to develop agency will continuously progress through the **creation of a culture of inquiry and creativity.**

System Level Drivers

Transparency
Comm. and Engagement

Agency
Voice
Collective Efficacy

Instruction
Instructional Design

Action Steps

Accompanied "why" when a decision is made and shared with the community.

Facilitate ongoing feedback from staff, learners, and community.

Provide Professional Development on instructional strategies to increase student agency.

Time to brainstorm and share ideas with co-workers in order to utilize ways to better incorporate learner agency in our classrooms.

Create a plan and schedule for implementing instructional rounds to gain techniques in using agency.

Formative Data Reporting

Goal — **The capacity of staff, learner, and community stakeholders to develop agency will continuously progress** through the **creation of a culture of inquiry and creativity.**

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Formative Data Reporting

➢ Are we seeing progress against our goals?

➢ Are the action steps appropriate or do they need adjusted?

➢ How can the data be collected differently to better represent our reality?

Discussion

- How can we more deeply engage sites in evaluation and continuous improvement to accelerate their planning and implementation of PCBL?

- How can we use the evaluation findings and action planning tools as an aid to the work?

Evaluation interrupted: Adapting to the "new normal"

Highlights from interviews spring 2020 in the context of COVID

Shifts in instruction due to covid -19 crisis may have accelerated move to personalized learning

Planning and support for personalized learning will continue

Teaching and learning will not go back to the "old" even when we go back to in-person school

Teachers have really risen to challenge

Cross district learning is valuable. Leaders especially appreciate learning from each other

KnowledgeWorks provides access to experts, resources and on-time professional learning and supports

How can we leverage this moment to accelerate the work/systems change?

Planned evaluation activities for 2020-2021 school year

Sites visits to your schools and districts

Online surveys of educators and learners

Observations of the convenings

Interviews with other stakeholders, such as DPI and Ed Fellows

Ongoing engagement of stakeholders in evaluation process

Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/AuroraWebinar_9-22-20

Pre-Symposium Webinar Series

1. **NCAA Review Process: Why and How… and What's Different During COVID-19?** | September 24, 2020 | 2 pm ET
2. **Increasing Capacity for Mastery-Based Learning in Washington State** | September 28, 2020 | 2 pm ET
3. **Science of Motivation: 5 Barriers to Student Motivation and How to Fix Them** | September 29, 2020 | 2:30 pm ET
4. **Developing Equity, Efficacy, and Effectiveness in a Competency-Based System** | October 1, 2020 | 2 pm ET
5. **Building Educator Capacity for Equity: Competency-Based Approaches to Professional Learning for Teachers and Administrators** | October 5, 2020 | 2 pm ET
6. **Impact of Personalized Learning through Interest-Based Internships** | October 6, 2020 | 2 pm ET
7. **Improving the Equity in Personalized Learning through a Multi-Tiered System of Support (MTSS) Approach** | October 8, 2020 | 2 pm ET
8. **Implementing Student-Centered Learning: Lessons Learned from Leaders in the Arena** | October 13, 2020 | 2 pm ET
9. **Lessons from COVID-19: How Competency-Based Education Provided for Continuity of Learning in Three North Carolina Schools and Is Shaping the Path Forward** | October 15, 2020 | 2 pm ET
10. **High School Internships in the Time of COVID-19: Mentorship, Connections, and More in Virtual Work-Based Learning** | October 19, 2020 | 2 pm ET

https://aurora-institute.org/events-webinars/

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