Session Goals

Understand why it is important to develop an evidence base for your Formative Assessment efforts

Draft a Theory of Action for your approach to Formative Assessment

Draft measures aligned with your Theory of Action to develop your evidence base
Evidence Matters

- Ongoing reflection on evidence helps improve practice
- Evidence helps to target efforts where they may be the most effective
- Evidence helps to demonstrate impact
- Every Student Succeeds Act (ESSA) embeds evidence-based decision making as a continuous improvement strategy throughout the legislation
Building Evidence Through a Theory of Action

A TOC helps you articulate:

• Who your efforts are targeting
• Your strategies and approach
• Your intended impact

A TOC helps you examine:

• Existing evidence and theories about the relationship between strategies and desired impacts

A TOC helps you track:

• Progress on meeting your intended outcomes
• Evidence of the effectiveness of your efforts
Basics of a Theory of Action

Do (Strategies) → Get (Results)
Theory of Action

TOC maps out why a desired change is expected to happen in a particular context.

Relationship between the target population, strategies, and desired impact

If you do [strategies] for/with/to [target population], then [desired impact].

If you do [strategies] then [target population] will do x, which will result in [desired impact].
Backwards Design

Start with your desired results

Then describe the strategies that will get you there
Apply TOA to your Role

District Leadership/Staff

School Leaders/Coaches

Teachers
Desired Results

What do you hope your Formative Assessment work will achieve?

How will your district, school, or classroom be different in X years because of your Formative Assessment work?
What strategies/activities will you use to make these results happen?
Connection Between Strategies and Results

What evidence do you have that this change can happen as a result of your approach?

Why do you believe that this change can happen as a result of your approach?
Target

Who are your efforts targeting (e.g. students, teachers, principals)?

How directly does your target affect your desired results?
Theory of Action

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Reflect on your TOA

Are we targeting who we want to target?

Do stakeholders have a shared definition of the desired results?

Did we examine our assumptions about what it takes to achieve those results?

Did we consider capacity when determining our strategies?

Does the TOA clearly show the relationship of strategies to results? Are these connections valid?

Did we examine research and practice to choose our strategies?

How does the TOA reflect our priorities?
Peer Feedback Time!
TOA to Logic Model

<table>
<thead>
<tr>
<th>TOA</th>
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<tr>
<td>Strategies</td>
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<td>Results</td>
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Logic Model

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<tr>
<th>Problem Statement</th>
<th>Resources</th>
<th>Strategies/Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
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</thead>
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Results
Logic Model

Visual representation of the program and its desired outcomes

Demonstrates the “if-then” relationships between elements of a program

Many different models from complicated to simple!
Road Map to Logic Models

Problem Statement
“What issue am I addressing?”

Resources
“What do I need?”

Strategies/Activities
“What do I do?”

Outputs
“What is produced?”

Outcomes
“What changes?”
Outputs

What does the approach create as a result of the activities and strategies?

Usually the quantity and/or quality of the activities.
Outcomes

Expected observable and measurable results that may occur directly from the strategies

- Short-Changes in knowledge, attitude

- Medium-Changes in behavior

- Long-Changes in proficiency, skill
Measures - Reflect and Discuss

- How will you measure each outcome?
- Do you have a baseline you can use for each outcome?
- Are there milestones that can be measured along the way to the outcome you are trying to achieve?
- What evidence would you see if an outcome was achieved?
Source Examples

Student behavior
Teacher behavior
Student work products
Teacher work products
Documents (e.g. plans, agendas, rosters)
Student scores/ratings
Teacher scores/ratings
Student self-report
Teacher self-report
Evidence & Indicator Examples

Skills (knowledge, learning):
Percent increase in scores
Percent that believe skills were increased
Percent increase in knowledge

Attitude:
Percent improvement as reported by parent, teacher, co-worker, other
Percent improvement as reported by participant

Readiness:
Percent feeling well-prepared for a particular task/undertaking
Percent meeting minimum qualifications for next level/undertaking

Behavior:
Percent that engage in desired behaviors
Rate of improvement in desired behaviors
Number weeks/months/years maintaining desired behaviors
Percent moving to next level/condition/status
Peer Feedback Time!
Thank you!