Speaker Handouts – Barry W. Sweeny

The 10 Commandments: What Works in Assessing Program & Mentoring Effectiveness & Progress
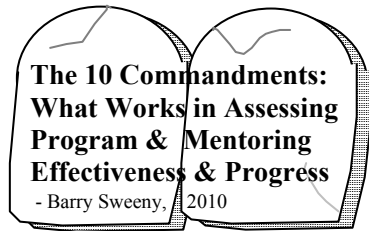- Barry Sweeny, 2010

I. Define mentoring as one-on-one "practice" at the adult level of the instructional model desired at the classroom level.

II. Map your "Chain of Logic" for the program and assess the assumptions in each link.

III. Define Induction as the program level orientation, training, observations, and support given novice educators. That makes mentoring an induction strategy.

IV. Define mentoring as, and assess the extent to which it IS, follow up support of novice educator's implementation in classroom practice of what is learned in the Induction Program.

V. Define what best mentoring practices look like (see #s 1, 4 & 6). Then, ask mentors to observe each other for these practices and provide each other feed back on those observations. (peer review = internalization)   (implements #4)

VI. Use a research-based and proven developmental model (CBAM) as the conceptual basis for:
    A. Your program model
    B. Your model of mentoring practice
    C. Your model for assessment of the impact of the program and the mentoring.

VII. Combine needs assessment with program evaluation. (Hint - It's a cycle.)

VIII. Use the CBAM (implements #1 & 6) to assess:
    A. participant needs for a topic **before** events, to design for participant learning.
    B. change in participant needs **during** events and adjust plans to meet needs
    C. change in participant development / needs as a result of (**after**) the event.

IX. Use end-of-event data on novice teacher needs on the topic to design the next program steps. (implements #1 & 6)

    X. Provide mentors end-of-event data on novice teacher needs and prompt their follow up support for next steps and implementation. (implements #1, 4 & 6)

Illinois New Teacher Collaborative

ADULT LEARNING

ADULTS PREFER LEARNING SITUATIONS WHICH:

1. <u>ARE PRACTICAL AND PROBLEM-CENTERED</u>, SO...
- Give overviews, summaries, examples, & use stories
- Plan for direct application of the new information
- Design in collaborative, problem-solving activities
- Anticipate problems applying the new ideas, offer suggested uses

CAUTION- Guard against becoming too theoretical.

2. <u>PROMOTE THEIR POSITIVE SELF ESTEEM</u>, SO...
- Provide low-risk activities in small group settings
- Plan for building success incrementally
- Help them become more effective and competent

CAUTION- Readiness to learn depends on self-esteem

3. <u>INTEGRATE NEW IDEAS WITH EXISTING KNOWLEDGE</u>, SO...
- Help them recall what they already know that relates to the new ideas
- Help them see how the new information is relevant to them.
- Plan ways they can share their experience with each other

CAUTION- find ways to assess participant knowledge before an event

4. <u>SHOW RESPECT FOR THE INDIVIDUAL LEARNER</u>, SO...
- Provide for their needs through breaks, snacks, coffee, comfort
- Provide a quality, well organized experience that uses time effectively
- Avoid jargon and don't "talk down" to participants
- Validate and affirm their knowledge, contributions and successes
- Ask for feedback on your work or ideas, provide input opportunities

CAUTION- Watch your choice of words to avoid negative perceptions

5. <u>CAPITALIZE ON THEIR EXPERIENCE</u>, SO...
- Don't ignore what they know, it's a resource for you
- Plan alternate activities so you can adjust to fit their experience level
- Create activities that use their experience and knowledge
- Listen before, during and after the event

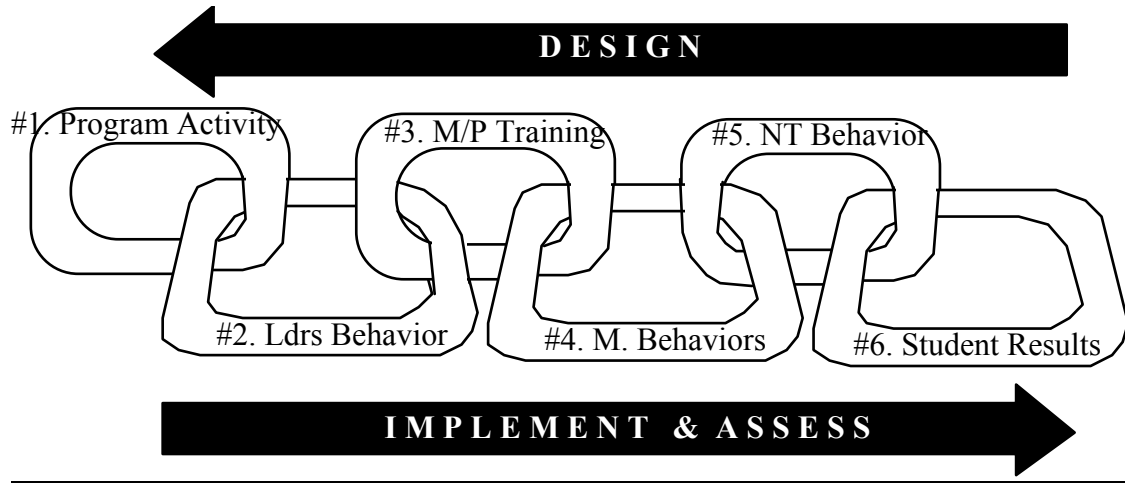**CAUTION- Provide for the possibility of a need to unlearn old habits**

6. <u>ALLOW CHOICE AND SELF-DIRECTION</u>, SO...
- Build your plans around their needs, compare goals & actual
- Share your agenda and assumptions and ask for input on them
- Ask what they know about the topic
- Ask what they would like to know about the topic
- Build in options within your plan so you can easily shift if needed
- Suggest follow up ideas and next steps for after the session

CAUTION- Match the degree of choice to their level of development

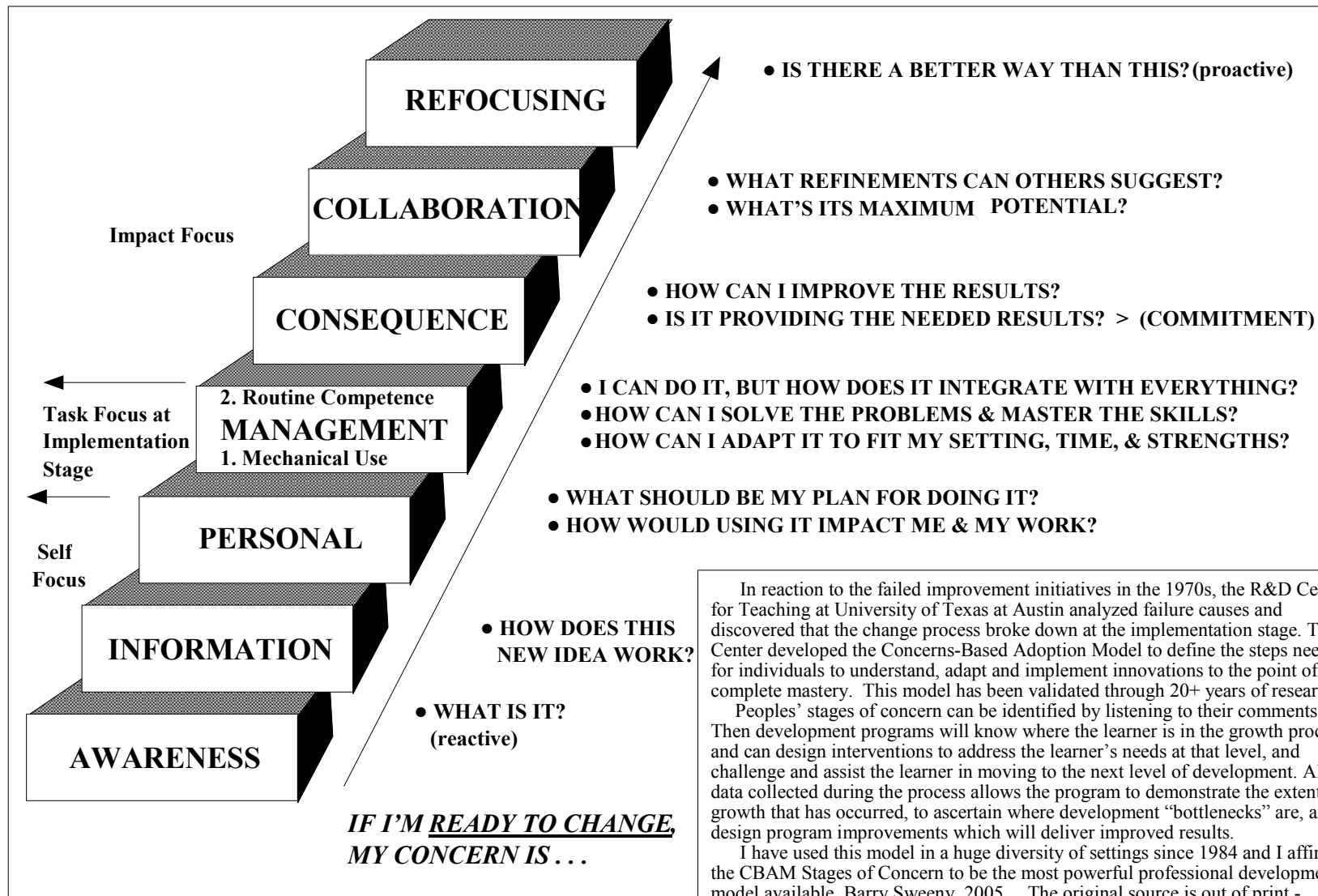# Backward Map Your "Chain of Logic" & Assess Its Assumptions
Barry Sweeny, 2007

← D E S I G N

#1. Program Activity **#3. M/P Training** **#5. NT Behavior**

#2. Ldrs Behavior **#4. M. Behaviors** **#6. Student Results**

I M P L E M E N T & A S S E S S →

Chain of Causes and Effects | Assumptions About the Causes and Effects to Assess

Chain of Causes and Effects	Assumptions About the Causes and Effects to Assess
6. What must the Mentoring & Induction Program Do?	• Through their processes & criteria, program components can communicate the Vision of Excellent Teaching & Learning.
5. What must the Program Leaders do so mentors & protégés learn to behave that way?	• By their modeling and direct teaching of the Program Vision, leaders can communicate and facilitate adoption of that Vision by program participants.
4. What must mentor training do for mentors to learn to behave that way?	• By providing great models of mentoring that demonstrate the program Vision, clear & direct teaching to mentors of how to model that Vision, practice and correction to mentors to improve their own modeling of the Vision and by teaching mentors how to teach protégés to be models of that Vision, mentors will be able to teach that vision to new teachers.
3. What must mentors do for novice teachers to learn to behave that way?	• By mentor modeling and direct teaching, the protégés can become models of that Vision in their instruction of students
2. What must novice teachers do for students to learn to behave that way?	• By using strategies defined in the Vision, teachers will meet individual student needs, engage students in active learning, improve students' attitudes as learners and improve students' success in learning
1. What do we want students to do as learners?	• When students' individual needs are met and they are actively engaged in their learning, their attitudes about themselves as learners and their learning will improve. • When student learning improves, so will their performance (application) and their achievement.

THE CBAM "STAGES OF CONCERN"

REFOCUSING

● IS THERE A BETTER WAY THAN THIS? (proactive)

COLLABORATION

● WHAT REFINEMENTS CAN OTHERS SUGGEST?
● WHAT'S ITS MAXIMUM POTENTIAL?

Impact Focus

CONSEQUENCE

● HOW CAN I IMPROVE THE RESULTS?
● IS IT PROVIDING THE NEEDED RESULTS? > (COMMITMENT)

2. Routine Competence

Task Focus at
Implementation
Stage

MANAGEMENT

1. Mechanical Use

● I CAN DO IT, BUT HOW DOES IT INTEGRATE WITH EVERYTHING?
● HOW CAN I SOLVE THE PROBLEMS & MASTER THE SKILLS?
● HOW CAN I ADAPT IT TO FIT MY SETTING, TIME, & STRENGTHS?

PERSONAL

● WHAT SHOULD BE MY PLAN FOR DOING IT?
● HOW WOULD USING IT IMPACT ME & MY WORK?

Self
Focus

INFORMATION

● HOW DOES THIS
NEW IDEA WORK?

AWARENESS

● WHAT IS IT?
(reactive)

IF I'M <u>READY TO CHANGE,</u>
MY CONCERN IS . . .

In reaction to the failed improvement initiatives in the 1970s, the R&D Center for Teaching at University of Texas at Austin analyzed failure causes and discovered that the change process broke down at the implementation stage. The Center developed the Concerns-Based Adoption Model to define the steps needed for individuals to understand, adapt and implement innovations to the point of complete mastery. This model has been validated through 20+ years of research.

Peoples' stages of concern can be identified by listening to their comments. Then development programs will know where the learner is in the growth process, and can design interventions to address the learner's needs at that level, and challenge and assist the learner in moving to the next level of development. Also, data collected during the process allows the program to demonstrate the extent of growth that has occurred, to ascertain where development "bottlenecks" are, and design program improvements which will deliver improved results.

I have used this model in a huge diversity of settings since 1984 and I affirm the CBAM Stages of Concern to be the most powerful professional development model available. Barry Sweeny, 2005. The original source is out of print - "Taking Charge of Change", by Shirley Hord, Gene Hall, et.

When you think about your knowledge & skill in class management, which response below best indicates your most immediate concerns or needs?　N = 31

PRE			POST
1	☐	I am not sure what effective class management really is.	
4	☐	I need to know more about the factors that lead to effective class management?	
5	☐	How can I plan for more effective class management in my work?	3
14	☐	I need help solving class management problems so I can become a more effective leader.	16
4	☐	I have good class management skills but I wonder if what I do can be improved so kids can accomplish & improve more.	4
3	☐	I'd like to share what I know & to learn from others who are good at class management.	8

The "High Impact" Program Evaluation Process

Barry Sweeny, 2007

Note, those items in **bold** are not usually in typical evaluations, but have proven invaluable.

1. Develop parameters for program evaluation.

Parameters define "What we will try to do." and "What we will not do." This sets boundaries around the work so the scale of the project is manageable and intentions are more likely to be implemented.

2. Define audiences for the evaluation data, conclusions and recommendations.

Defining your audience ensures that you collect no more than the data you need. You can focus your efforts and time on what is strategically critical to know and to say. There are usually multiple audiences.

3. Define the assumptions you have made that are inherent to your program model.

When we define each link in the Chain of Causes and Effects, we make assumptions about what would cause a specific, desired effect. *Using* the Chain *will produce* the effects we want, but to show that your *program has caused* this whole sequence of effects, we need evidence for each of the assumptions.

4. Determine the indicators that will measure the assumptions

Defining an indicator for each assumption tells us what to measure and how to collect the data.

5 Define evaluation questions to assess the truth of each indicator.

Translate each of the indicators into a specific, observable behavior that is stated as a question and which can feasibly can be assessed. Some indicators definitely need more than one question to be thoroughly assessed.

6. Define the data needed to assess each indicator.

Program assessment must provide the data we need, not just about the last link in the chain (student learning), but about every assumption for every link in the chain. That means we need to know the *current* situation for each indicator we have defined and we need to monitor the progress in the data year-to-year as those data move toward a match with the truth stated in the indicators.

7. Identify target populations from which to collect data.

Who has a viewpoint on each topic that warrants collecting it for comparison? To maintain the best quality in your conclusions you need to have three data sources for comparison.

8. Identify or develop tools to collect data.

Check that the instrument you design is adhering to your parameters, designed to provide the data which you and the audience you serve will want, investigates your program assumptions about the Chain, and so on. Each tool or process has purpose behind its creation and so, has advantages to offer and built-in limitations.

9. Decide on the need to validate the quality of the assessment tools.

The point is to avoid mistakes that destroy credibility and usefulness of the data you collect.

10. Integrate needs assessment into program evaluation.

Conceptions of evaluation as only an "after event" process are simply untrue. "After" and "Before" *exist together* because growth, learning and improvement are a continual process. For example, an after-event evaluation can eventually evolve into needs assessment for the same participants at the next event. That is why to be able to measure, monitor, document and improve our progress we must collect and monitor a wide range of the same data, *before, during & after* events, and NOT just at the end of an event.

11. Define a time line for data collection, analysis and reporting .

12. Select person(s) responsible for implementation of the evaluation plan.

13. Collect, organize and analyze the data.

The process is essentially one of arranging the data to allow comparisons, searching for meaningful patterns in the data, and interpreting or assigning meaning to the patterns found.

14. Develop targets for each indicator that needs to improve.

Targets define the desired extent of improvement for a specific indicator within a specified time. Consensus on measurable goals also greatly increases the chances that you will actually attain the goals you set.

15. Write recommendations for program activities that are likely to improve the target data.

16. Analyze the adequacy, quality, and timeliness of the evaluation process.

17. Write recommendations for improvement of the evaluation process.