Use THIS QR CODE to access the MEGA 2014 Online Conference Planner!
Objectives

During this session we will:

Define clear targets to ensure accountability

Develop delivery chains from the creation of the initiative to the classroom

Consider ways of measuring and monitoring implementation progress

Discuss how to evaluate success by checking against clear milestones

Work through activities designed to increase knowledge of SMART goals and strategies

Take back practical activities to use during planning in our LEAs and schools
• Deliverology – Definitions and Examples
• Prioritizing Activities Based on Goals
• Evaluating Impact and Difficulty of Activities
• Delivery Chains
• Feedback Loops
• 5 Levels of Professional Development Evaluation
• Collecting Evidence of Success
• CCRS Implementation Tools
Introductions

Tell us about yourself…

LEA

Job Title

What is your primary responsibility?
Connecting Plan 2020 to Preparedness and Achievement

Every Child a Graduate – Every Graduate Prepared for College/Work/Adulthood in the 21st Century
What is Deliverology?

“delivery” (n.) is a systematic process through which system leaders can drive progress and deliver results.

It involves asking the following questions consistently and rigorously:

1. What are we trying to do?
2. How are we planning to do it?
3. At any given moment, how will we know whether we are on track?
4. If not, what are we going to do about it?
5. How can the ALSDE help?
The public sector in general—and education in particular—face increasing pressure for results. What pressures do you face?

- Pressure for enhanced learning outcomes
- Pressure to prepare students to meet workforce needs
- Recession and budget cuts: pressure to utilize public funds wisely

Productivity imperative for the education sector
Steps in the Delivery Process

1. Develop a foundation for delivery
   - Help system decide what it is trying to do for its students

2. Understand the delivery challenge
   - Help system understand its current state and why

3. Plan for delivery
   - Help system connect current work to goals for students

4. Drive delivery
   - Help system remain focused on its priorities

5. Create an irreversible delivery culture
   - Help stakeholders inside and outside of the system understand the work underway and how they connect to the work
Definitions: Aspiration, Goal, Reform Strategy

An *aspiration* answers the broad question—*what is it that we care about?*

A *goal* is a measurable aspiration. *How will we know when we are successful?*

A *reform strategy* is a coherent set of activities, initiatives, actions, etc. that are designed to *maximize impact* on your goal.

- A well-crafted strategy clarifies reform efforts and serves as an important tool for communication
- It highlights the connection between the work underway and the final goal.
Aspirations push the boldness of reform while delivery pushes the quality of execution.

The nature of your aspiration determines how bold the reform will be, while the quality of the delivery effort determines how well executed the reform will be.
An aspiration must translate into goals that reflect “SMART” principles

| Specific | • Does it have a clear definition?  
|          | • Is it straightforward to understand?  
|          | • Can it be easily generated without complex calculations? |
| Measurable | • Is it easy to measure? Do people agree on measurement?  
|            | • Do we have or can we collect the data required?  
|            | • Can it be benchmarked against outside data? |
| Ambitious | • Does the target feel like a “stretch” from the current level of performance?  
|           | • Will it inspire your system to rise to a new challenge? |
| Realistic | • Is it connected to the strategy?  
|           | • Are there benchmarks that suggest a target like this has been achieved elsewhere? |
| Timely | • Does it have a clear deadline?  
|        | • Can it be measured at a frequency that will allow us to solve problems and track success? |
The SDE’s Plan 2020 has identified four priority areas, centered around SMART goals.
Alabama’s 2020 Learners

Objectives

1. All students perform at or above proficiency and show continuous improvement (achievement/growth).

2. All students succeed (gap closure).

3. Every student graduates from high school (grad rate).

4. Every student graduates high school prepared (college and career readiness).
Absolutes

- Teach to the standards for each of the required subjects
- Through a clearly articulated and locally aligned K-12 curriculum
- Supported by aligned resources, support, and professional development
- Monitored regularly through formative, interim/benchmark assessments to inform the effectiveness of the instruction and continued learning needs of individuals and groups of students
- With a goal that each student graduates from high school with the knowledge and skills to succeed in post-high school education and the workforce without the need for remediation as evidenced by multiple measures achieved through multiple pathways to meet the graduation requirements set for students in Alabama.
Plan 2020 STRATEGIES for Learners

• Develop and implement a unified PreK through college and career readiness plan.

• Develop and adopt college- and career-ready aligned standards in all subject areas.

• Create and implement a balanced and meaningful assessment and accountability system.

• Develop and implement a unified School Readiness Plan.

• Align available programmatic and fiscal resources to support local school needs in the area of instruction.
Plan 2020 Learners
Indicators/Targets Graduation Rate

Indicator: By 2016, increase the 4-year Cohort Graduation Rate.*

Baseline: 72%
1-year target: 74% (Actual: 75%)
4-year target: 80%
8-year target: 90%

*The target year represents the previous year’s measure.
The Four Phases of Implementation

Awareness
- Building awareness of CCRS among educators, including the rationale for common standards across the states

Initiation & Implementation
- Going deeper into the standards, & implement significant instructional shifts implicit in the ELA & mathematics standards & to develop lessons & units of study that reflect the CCRS

Follow Up Support
- Focusing on curriculum development/adoption, resources and assessment strategies to ensure success for all students

Evaluation & Accountability
- Evaluating progress and making necessary revisions to the professional development/transition plan to ensure success for all students
Turn and Talk: Your Reform Agenda

What are your goals for
  The district?
  The school?
  The classroom?

Are they SMART goals?
Are they aligned to Alabama’s College and Career Ready Standards?
In addition to SMART goals, we must have the right set of activities planned to reach our goals.

1. Prioritized Reform Strategy
2. Targets and Trajectories
3. Delivery Chains

- Do we have the right set of activities to reach our goals?
- When can we expect significant impact from our identified strategies?
- Have we accounted for and addressed potential risks along our chain?
We can begin to prioritize and sequence our work by **assessing the impact** of activities on the goals.

A reform strategy can be comprised of three types of activities:

The **activities** in a strategy can include:

1. **Doing something new** *(e.g., providing weekly collaborative planning time)*
2. **Changing** something that already exists *(e.g., aligning curriculum to the Common Core)*
3. **Continuing** something that you are **already doing** *(e.g., Grade Level Assessment Data Meetings)*

Activities can be assessed for impact by using a **impact-difficulty matrix**.
Example: A K-12 system prioritized activities to improve college and career ready graduation rates
There are a number of factors to consider when evaluating impact and difficulty.

**Factors to consider:**

### Impact

- How many grade levels will be impacted by this activity?
- How many schools, districts, or regions will be impacted by this activity?
- Therefore, how many teachers or students will be impacted by this activity?
- What will that impact look like? (e.g. will it directly affect college and career readiness? Or will the impact be more indirect?)

### Difficulty

- What is the scale of the activity?
- What level of effort will it require from the school? From the district?
- What resources (monetary or human) will it require?
- Are there any associated risks?
- Is it politically feasible?
**Exercise: Prioritize your current CCRS activities**

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prioritize your activities on a 2 x 2 matrix</td>
<td>• Together</td>
<td>• Cards with activities</td>
<td>15</td>
</tr>
<tr>
<td>▪ Place projects on matrix based on balance between high and low</td>
<td></td>
<td>▪ Wall poster with</td>
<td></td>
</tr>
<tr>
<td>difficulty, and high and low impact</td>
<td></td>
<td>▪ matrix</td>
<td></td>
</tr>
<tr>
<td>▪ Put a green dot on projects you prioritize, a red dot on those</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that are not priorities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We believe that if you have a goal then you **must** have a plan to deliver. So...how are we to implement our activities?
What is a delivery chain?

A delivery chain is the set of actors (people or organizations), and the relationships between them, through which a given system activity will be implemented.

A delivery chain has one question at its core:
Starting from the policy intent of a leader in your system and ending with the front-line behaviors and practices that this policy is designed to influence, how — and through whom — does a system activity actually happen?
Delivery chains help to define the “intent” of a given strategy

Sample delivery chain: professional development

<table>
<thead>
<tr>
<th>State</th>
<th>Region/County</th>
<th>District</th>
<th>School</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief</td>
<td>Region committees</td>
<td>Curriculum directors</td>
<td>PLC Facilitators</td>
<td>Teachers</td>
</tr>
<tr>
<td>Curriculum/instruction team</td>
<td>1</td>
<td>15</td>
<td>400</td>
<td>65,000</td>
</tr>
<tr>
<td>Approve by 9/2011</td>
<td>Manage</td>
<td>150</td>
<td>Principals</td>
<td>Teachers</td>
</tr>
<tr>
<td>Give incentives to choose “approved” providers by 9/2011</td>
<td>Contract by 6/2012</td>
<td>400</td>
<td>700</td>
<td>65,000</td>
</tr>
<tr>
<td>Approved providers</td>
<td>PD instructors</td>
<td>Manage</td>
<td>Train by 9/2013</td>
<td>Teachers</td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td>Train by 12/2011</td>
<td>Train by 9/2013</td>
<td>65,000</td>
</tr>
</tbody>
</table>

What percent of teachers will change their teaching practice as a result?

- 10% (large districts)
- 15% (small schools)
- 15% (large schools)
Train the trainer, workshops, coaching, instructional strategies, unpacking the standards

Lesson modeling, coaching, inservice days, staff meetings
Delivery chains **show** the actors involved with the implementation of a strategy, and the **relationships** between them.
Delivery chains can be useful for **planning, diagnosing problems, and problem-solving**

### How delivery chains can be useful

**Planning**
- Plans must be credible in every aspect, including the story they tell about which delivery actors will be responsible for implementation.
- A delivery chain analysis ensures that delivery plans will rely on solid relationships with influential delivery actors.

**Diagnosing problems**
- Delivery problems for a given activity will have their source somewhere along that activity’s delivery chain, so the identified delivery actors and the relationships between them comprise the complete set of potential places to look for the causes of problems.

**Problem-solving**
- Once problems with actors and/or relationships are identified along the chain, they can be quickly addressed and solved.
There are **two** approaches to drawing delivery chains

<table>
<thead>
<tr>
<th>What it is</th>
<th>When it is useful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing</strong></td>
<td>▪ Draw the chain as it currently exists</td>
</tr>
<tr>
<td></td>
<td>▪ Lack of clarity – If you need to identify relevant actors and existing relationships.</td>
</tr>
<tr>
<td></td>
<td>▪ Little need or room for altering the chain</td>
</tr>
<tr>
<td><strong>Optimal</strong></td>
<td>▪ Draw the chain as you would like it to exist</td>
</tr>
<tr>
<td></td>
<td>▪ Existing chain is out of date or irrelevant</td>
</tr>
<tr>
<td></td>
<td>▪ Strategy requires substantial change</td>
</tr>
<tr>
<td></td>
<td>▪ Chain needs to be simplified</td>
</tr>
</tbody>
</table>
There are a few **core principles** for drawing a delivery chain

### Questions to ask

- For the strategy you are considering, where does the chain begin and end, and what are the levels between?

- At each level, who are all the people or organizations that could conceivably be involved in implementing the strategy? How many of each are there? What role does each play?

- What are the most important lines of direct influence from the beginning to the end of the chain? How will they work?

- Are there secondary or more indirect relationships that involve others? How important are they?

### Potential visual elements to include

- A mapping of each person or organization and its location relative to others (e.g., state level, LEA level), with an indication of how many of them there are (e.g., 200 teachers)

- Short summary of the role played by each person or organization

- Lines between people/organizations that represent relationships of influence

- Brief description of the relationships between the actors
**Exercise:** Construct a delivery chain for a key CCRS strategy

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Identify the key actors involved with the activity.</td>
<td>Group</td>
<td>Notecards</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Markers</td>
<td></td>
</tr>
<tr>
<td>▪ Place key actors in your delivery chain.</td>
<td>Group</td>
<td>Chart Paper</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Draw the single most important line between beginning and end.</td>
<td>Group</td>
<td>Markers</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Draw secondary or supporting lines between actors.</td>
<td>Group</td>
<td>Markers</td>
<td>5</td>
</tr>
</tbody>
</table>
Feedback Loops: How do we know if we are successful?
Knowing what’s happening in classrooms is an important part of solving the teaching and learning part of the puzzle.

- Are strategies for improving teaching and learning aligned to the new standards so that students will be prepared for assessments?

- Will you have quality information about whether or not changes in teaching practice are happening before the assessments?
Too often, we don’t have good data about how implementation is going in the classrooms.
Feedback loops help us collect **accurate, actionable data** to spur real improvement

**Project milestones: what did we do?**

- Did teachers think the training was useful?
- Did teachers learn from the training?
- Are teachers getting the support they need from schools and districts?
- Has teacher practice changed as a result?

**Student data: what were the outcomes?**
An adapted version of Thomas Guskey’s levels of PD evaluation can help guide our projects.
Guskey’s 5 Levels of PD Evaluation

Guskey proposes five critical levels of professional development evaluation:

The first level evaluates the participant’s reactions
- Did participants find the experiences enjoyable and useful? This level is the most familiar and most widely used.

The second level measures participants’ learning
- Did they increase their knowledge or skill?

The third level makes a shift from the individual learner towards organizational issues.
- Having gained knowledge and skills, were participants supported to implement their new learning?

The fourth level asks if participants are successfully implementing their new knowledge and skills.
- Are the participants successfully implementing what they learned?

Finally, and most importantly, the fifth level focuses on student learning
- Did the learning have an impact on or affect student achievement?
Handout: Guskey’s 5 Levels of PD-Application to CCRS
Using Feedback Loops: Collecting Evidence

How do we use feedback loops to collect evidence of success or need for change?
The **delivery chain** will help you to decide which measures to focus on.

Sample delivery chain with measures identified: professional development

<table>
<thead>
<tr>
<th>State</th>
<th>Region/County</th>
<th>District</th>
<th>School</th>
<th>Classroom</th>
<th>What are the metrics we will use?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief</td>
<td>Curriculum/instruction team</td>
<td>Regional committees</td>
<td>Curriculum directors</td>
<td>Principals</td>
<td>PLC Facilitators</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
<td>150</td>
<td>400</td>
<td>400</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**What are the metrics we will use?**

1. Number of districts undergoing training
2. Number of teachers trained by school officials
3. Number of teachers trained by approved providers
4. Number of teachers satisfied with training
5. Number of teachers trained whose observed practices are changing
6. Difference in formative assessment gains for students with trained teachers vs. untrained
Once you have *prioritized* your metrics, you need to *ensure* that *collection mechanisms* are in place for each

<table>
<thead>
<tr>
<th>Measures from delivery chain (professional development)</th>
<th>Potential ways to collect data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of schools undergoing training</td>
<td>• Fold into district monthly reporting</td>
</tr>
<tr>
<td>2. Number of teachers trained by school officials</td>
<td>• Fold into district monthly reporting</td>
</tr>
<tr>
<td></td>
<td>• Collect directly from schools</td>
</tr>
<tr>
<td>3. Number of teachers trained by approved providers</td>
<td>• Include a requirement for reporting on this information in vendor contracts</td>
</tr>
<tr>
<td>4. Number of teachers satisfied with training</td>
<td>• Add relevant questions to existing school climate survey</td>
</tr>
<tr>
<td>5. Number of teachers trained whose observed practices are changing</td>
<td>• Teacher’s self-assessment and reflection</td>
</tr>
<tr>
<td></td>
<td>• Principal’s classroom observations</td>
</tr>
<tr>
<td>6. Difference in formative assessment gains for students with trained teachers vs. untrained</td>
<td>• Formative assessment data combined with survey self-reporting of adoption in classrooms</td>
</tr>
</tbody>
</table>
There are a **variety** of mechanisms that a system can use to **gather data** for feedback loops

Before creating a new mechanisms from scratch, it’s usually a good idea to scan existing sources of information – you may find that you can simply add onto or repurpose existing mechanisms.

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th><strong>Example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surveys</strong></td>
<td>- Emailing principals questions about rules for enforcing school discipline.</td>
</tr>
<tr>
<td><strong>Site Visits</strong></td>
<td>- Visiting a sample of schools in a district with specific questions guiding the observations.</td>
</tr>
<tr>
<td><strong>Interviews</strong></td>
<td>- Scheduling a small group interview to ask principals what they have done that has impacted gains in student achievement in their schools.</td>
</tr>
<tr>
<td><strong>Focus Groups</strong></td>
<td>- Inviting a sample of teachers to small-group discussions on a newly planned strategy for early grade reading.</td>
</tr>
<tr>
<td><strong>Narrative Reports</strong></td>
<td>- Requiring an end-of-year accounting from schools on progress they have made raising high school graduation rates.</td>
</tr>
<tr>
<td><strong>Raw Data Sources</strong></td>
<td>- Using the GTS or I-Now to track student attendance.</td>
</tr>
</tbody>
</table>
Please rate your overall level of familiarity with the College- and Career-Ready Standards (CCRS) in Mathematics, English Language Arts, and Literacy in History/Social Studies, Science, and Technical Subjects.
Which of the following would help you feel better prepared to teach the CCRS? Select all that apply.
There are a **variety** of mechanisms that a system can use to **gather data** for feedback loops

Before creating a new mechanisms from scratch, it’s usually a good idea to scan existing sources of information – you may find that you can simply add onto or repurpose existing mechanisms.

<table>
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<tr>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surveys</strong></td>
<td>Emailing principals questions about rules for enforcing school discipline.</td>
</tr>
<tr>
<td>Asking a series of questions via email,</td>
<td></td>
</tr>
<tr>
<td>telephone, or mail or with a survey tool.</td>
<td></td>
</tr>
<tr>
<td><strong>Site Visits</strong></td>
<td>Visiting a sample of schools in a district with specific questions guiding the observations.</td>
</tr>
<tr>
<td>Traveling to one or more sites to make</td>
<td></td>
</tr>
<tr>
<td>direct observations.</td>
<td></td>
</tr>
<tr>
<td><strong>Interviews</strong></td>
<td>Scheduling a small group interview to ask principals what they have done that has impacted gains in student achievement in their schools.</td>
</tr>
<tr>
<td>Asking select individuals a series of</td>
<td></td>
</tr>
<tr>
<td>questions, usually in person or via</td>
<td></td>
</tr>
<tr>
<td>telephone.</td>
<td></td>
</tr>
<tr>
<td><strong>Focus Groups</strong></td>
<td>Inviting a sample of teachers to small-group discussions on a newly planned strategy for early grade reading.</td>
</tr>
<tr>
<td>Gathering select individuals together</td>
<td></td>
</tr>
<tr>
<td>to ask them questions and observe their</td>
<td></td>
</tr>
<tr>
<td>discussions.</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative Reports</strong></td>
<td>Requiring an end-of-year accounting from schools on progress they have made raising high school graduation rates.</td>
</tr>
<tr>
<td>Requesting written reports that address</td>
<td></td>
</tr>
<tr>
<td>one or more questions.</td>
<td></td>
</tr>
<tr>
<td><strong>Raw Data Sources</strong></td>
<td>Using the GTS or I-Now to track student attendance.</td>
</tr>
<tr>
<td>Using sources that contain raw, unfiltered</td>
<td></td>
</tr>
<tr>
<td>data.</td>
<td></td>
</tr>
</tbody>
</table>
## Identify your priority metrics and collection methods

<table>
<thead>
<tr>
<th>Priority Metrics</th>
<th>What are the metrics we will use?</th>
<th>How will we measure them?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment</strong></td>
<td>Number of schools undergoing training</td>
<td>Fold into district monthly reporting</td>
</tr>
<tr>
<td><strong>User satisfaction</strong></td>
<td>Number of teachers satisfied with training</td>
<td>Add relevant questions to existing school climate survey</td>
</tr>
<tr>
<td><strong>Change in behavior</strong></td>
<td>Number of teachers trained whose observed practices are changing</td>
<td>Teacher’s self-assessment and reflection Principal’s classroom observations</td>
</tr>
<tr>
<td><strong>Impact on outcomes</strong></td>
<td>Difference in formative assessment gains for students with trained teachers vs. untrained</td>
<td>Formative assessment data combined with survey self-reporting of adoption in classrooms</td>
</tr>
</tbody>
</table>
QR Codes for Quick Downloads

Alabama College- & Career-Ready Standards: ALEX Website
http://alex.state.al.us/ccrs/

College- & Career-Ready Implementation Progress and Capacity Rubric
http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/CCRS%20Rubric.docx
QR Codes for Quick Downloads

A Guide for Professional Development/Transition Planning
For Implementation of the College- and Career-Ready Standards
Questions?

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