

04A

FOCUS AREA 4: CONTINUOUS QUALITY IMPROVEMENT

Component 4A: Conduct Evaluation

COMPONENT GOAL: Organizations plan for the future by inviting critical feedback to inform future practice.



Characteristics of Practice

ELEMENTS

CHARACTERISTICS OF PRACTICE

Evaluate Capacity

Organizations evaluate their capacity with respect to quality practice, and align their capacity-building goals for quality with their broader efforts to achieve excellence. Organizations use diagnostic tools and process of reflection to assess strengths and weaknesses. They develop plans to address weaknesses and build from strengths.

Organizations clearly understand their needs and objectives regarding data, assessment, and evaluation. The organization's capacity for collecting, analyzing, and using data for assessment, evaluation, and organizational research purposes is aligned to its needs and objectives. Organizations regularly assesses their capacity, and incorporates planning for data collection, analysis, assessment, and evaluation needs into its broader strategic planning for capacity building.

Evaluate Programs

At the close of the partnership, joint reflection between the organization and a school can lay a strong foundation for future knowledge sharing and programmatic impact. Organizations and schools should meet to discuss and review:

- Efficacy of class sessions
- Allocation of class management responsibilities across the classroom teacher and Teaching Artist
- Documentation of diverse learning needs
- Results of assessment and/or student outcomes

Organizations continually use results of feedback and evaluation data to inform changes to artistic learning outcomes, goals, and strategy.

Characteristics of Practice *(continued)*

ELEMENTS	CHARACTERISTICS OF PRACTICE
Analyze Data	<p>Organizations make meaningful use of their data products. Data products are not just for other stakeholders to demonstrate success—they are used as the foundation for the organization’s critical reflection on the efficacy of their own work. Organizations use sound research and analysis methods, within the scope of their abilities and capacity, to ensure the accuracy and reliability of the data itself and to validate findings related to the data.</p> <p>Learning organizations rely upon anecdotal, qualitative, and quantitative data to feed evolving practices, including curricular approaches. While many organizations conduct an analysis of available data annually, learning organizations continually seek feedback and data, using them to reflect on the efficacy of their vision and adapt accordingly.</p>



Improving Practice in this Component

The following questions, organized by element, are designed to help organizations and program managers improve and sharpen current practices in this element as well as engage in professional conversations with colleagues and organizational decision-makers.

ELEMENTS	GUIDING QUESTIONS
Evaluate Capacity	<ul style="list-style-type: none"> • How does the organization embed reflection into its day to day practices, whether related to instruction or not? • How tolerant is your organization of risk-taking with its programs? • What happens when programs fail? • What kind of information do you want to collect? Should it be quantitative, qualitative, or a combination of both? • Does the data suggest there are changes that need to be made to policies or practices? What are they, and how will you undertake that change?
Evaluate Programs	<ul style="list-style-type: none"> • What questions should you ask of artistic staff, Teaching Artist staff, and others to learn about the effectiveness of programs? • What are the elements of a successful school/partner relationship? • What did students learn? • What did the Teaching Artist learn? • What did the organization learn?

Improving Practice in this Component *(continued)*

ELEMENTS	GUIDING QUESTIONS
Analyze Data	<ul style="list-style-type: none"> • What is the right amount of data to evaluate? What's too much? What's too little? • Who is data for? How is it shared? • How do we define "good" data? • What types of data do we expect to collect? What will assemble the fullest picture while managing resource intensity to collect and understand data points? • Is there data we collect that we do not use? Do we really need that data? • How do we quantify what is qualitative? Do we have to? Need to? • What does data integrity mean to us, and how do we ensure strong ethics as we collect, interpret, and analyze data of all types? • What is our capacity to use data products? • How do we use data to inform future practice?



Demonstrating Growth in this Component

SUPPORTING DOCUMENTS: Organizations have multiple opportunities to gather tools as evidence of practice in this component. The supporting documents below can serve as artifacts and evidence of practice, and can be shared during professional conversations, uploaded to *artlook*,[®] or gathered during an observation. The following provides examples, rather than an exhaustive listing, of how organizations can showcase their practice.

- Student assessment data
- Reflection protocol
- Documentation of student learning
- Research and analysis of program topic or area
- Quality Toolkit Exercises: *Planning with the End in Mind, Thinking Critically About Data, Research Thinking, Research and Data Capacity Assessment*



Implications for Field Trips

Continuous quality improvement in the context of field trips simply means that organizations collect necessary data to ensure field trips are conducted in a way that meet goals for quality instruction and forward improvements to field trip practices as necessary to increase their impact.