

MERA Fall 2015 Conference
Monday, November 23, 2015
Moving Beyond Compliance to Deep Change
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Outcomes:

- Explore the nature of evaluation through the lens of both a fixed and growth mindset.
- Understand the influence of performance and learning orientation on the evaluation process.
- Understand how mediation can be an entry point into data conversations around the evaluation process.

9:00 a.m. Welcome, Introduction and Activator

9:30 a.m. The Essence of Evaluation

“Evaluators are working to make an impact on real people, organizations, and societies. To do so, they must not only collect data, but they must also see that the intended audiences are open to using or being influenced by the data. This can be a challenging task!”

Participants will explore the essence of evaluation—its nature, processes and the influence these elements exert on the evaluators’ intention.

10:15 a.m. Break

10:30 a.m. First and Second Order Change

“When strategies are outward manifestations of underlying philosophies, deep change in school culture and in the classroom teaching and learning can occur.”

Participants will examine the correlation between 1st and 2nd order change and the essence, definition, and process of evaluation.

12:00 p.m. Lunch

12:45 p.m. Beliefs & Mindsets, and Mediation

“Mindset change is not about picking up a few pointers here and there. It’s about seeing things in a new way.”

Carol S. Dweck, Mindset: The New Psychology of Success

Participants will understand the influence of performance and learning orientation on the evaluation process, and how mediation can be an entry point into data conversations.

2:30 p.m. Break

2:45 p.m. “Your Turn” Application Exercise

Participants will have an opportunity to practice recognizing, and constructing mediative questions that can be used in data conversations around the evaluation process.

3:30 p.m. Large Group Debrief

3:50 p.m. Closing & Evaluation

Fall Learning Partners



The “Essence of Evaluation”

Evaluation has been developed to assist and extend the ability to observe, understand, and make judgments about policies, programs, and objects that are deemed valuable. It is not simply about methods and rules.

Evaluation forms a middle ground between overreliance on and over-application of methods, general principles, and rules to making sense of ordinary life (on a regular basis) on one hand, and advocating trust in personal inspiration and sheer intuition on the other. Thus, the evaluator is a helping practitioner who helps constituents to “cultivate critical intelligence”.

(Schwandt, 2001)

Definition of Evaluation

We define evaluation as identification, clarification, and application of defensible criteria to determine an evaluation object’s value (worth or merit) in relation to those criteria. One important role of an evaluator is to help constituents articulate their criteria and stimulate dialogue about them.

Scriven (1967)

Priming the Pump: “A Potpourri of Words!”

Circle the words you associate with evaluation.

effectiveness value analyze appraise critique cost benefit
testing assessment learning standards utility working well
criteria rank inspect test judge significance quality
diagnostic value judgment worthy of merit potential improvement
feedback mediation inquiry successful collaborative
learning formative aspiring growing developing influence merit
judgment examine score

FOCUSED READING



- Got it. I know and/or understand this.



- This is really important or interesting.



- I don't understand this or this does not make sense.

THEORY OF INTELLIGENCE



ORIENTATION DOMINANT GOAL



THOUGHTS, FEELINGS AND ACTIONS AFTER FAILURE OR DIFFICULTY

The Innate Ability Paradigm →
 Innate Ability → Development
 (Dweck's Fixed Mindset Theory)

Performance Orientation →
 Is my ability adequate?

The Goal:
To perform well → to prove I'm smart.

Helpless Response

Thoughts

- Failure attributed to low ability.
- Need for high effort seen as indicator of low ability.

Feelings

- Failure evokes shame.

Actions

- Task choice predicated on avoiding failure.
- Embrace unchallenging or unrealistic goals.



The Efficacy Paradigm →

Confidence → Effective Effort → Development
 (Dweck's Growth Mindset)

Learning Orientation →

What must I do to get better?

The Goal:
To improve my capabilities.

Mastery Response

Thoughts

- No ability attribution.
- Failure attributed to ineffective effort.

Feelings

- Failure stimulates determination.
- High effort and good strategies are sources of pride.

Actions

- Goals chosen to maximize growth of abilities and pride in improvement.

Adapted from: Dweck and Leggett (1988). *A Social-Cognitive Approach to Motivation and Personality*. Psychological Review, 1988, Vol. 95, No. 2, pages 256-273
 2007 The Efficacy Institute, Inc.

Performance Orientation vs Learning Orientation

A Performance Orientation Debilitates

Thoughts

- Loss of beliefs in efficacy of effort, given low ability attribution.
- Inverse rule: belief that if the amount of effort required to learn new material is high, ability must therefore be low.

Actions

- Inverse rule creates conflict between task requirements and goal that results in defensive withdrawal of effort, which confirms low ability judgment.
- Attention divided between goal (proving you're smart) and task (working hard and strategically).

Feelings

- Negative affect can interfere with concentration or can prompt withdrawal.
- Few positive feelings result from effort (or high effort progress) to sustain further effort.

A Learning Orientation Mobilizes

Thoughts

- Continued belief in efficacy of effort since failure is explained as a function of ineffective effort.
- Positive rule: belief that high effort is the basis of increasing one's ability.

Actions

- No defense required: effort is consistent with task requirements and goal.
- Undivided, intensified attention to task that directly serves goal.

Feelings

- Determination and commitment channeled into the task.
- Positive feelings result from meeting challenge with effort.

Adapted from: Dweck and Leggett (1988). *A Social-Cognitive Approach to Motivation and Personality*. *Psychological Review*, 1988, Vol. 95, No. 2, pages 256–273.
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Fixed Ability View

BELIEF	RESULTANT BEHAVIOR/EMOTION
Ability is fixed at birth, and does not change significantly during life.	When difficulty is experienced, the emotion experienced is shame, which then inhibits further effort. When success is experienced, it is attributed to luck or ease of task.
Character traits, like ability, are not something that can change significantly during life.	There is a tendency to judge people, and/or fail to recognize positive change occurring.
IQ tests measure intelligence and predict future success or failure.	Scores can have serious repercussions resulting in judgments made about self and others, especially children.
Feedback and assessments are seen as judgments rather than opportunities to identify areas needing improvement.	Response often includes defensiveness, which closes communication, thereby making positive use of feedback impossible.
In a learning process, especially when confronted with new tasks, one must prove how much one knows.	Performance orientation,* i.e., feeling of being judged rather than finding ways to improve.
Effort is fruitless (or useless or pointless) if you do not already have the ability the task requires. If you have to try, you must not be very smart.	Even when there is effort manifested, as soon as difficulty is experienced, the effort may not be sustained.

NOTES:

People can have a fixed ability view of themselves in one area, while not in other areas.

* A "Performance Orientation," according to Carol Dweck is characterized by a set of behaviors which inhibit learning processes.

Dynamic Growth View

BELIEF	RESULTANT BEHAVIOR/EMOTION
Learning is an exciting and dynamic process.	The learning process is embraced, providing a sense of joy.
Character traits can change and improve.	Tolerance increases. There is an ability to recognize others' efforts to make positive changes.
IQ tests measure intelligence and predict future success or failure.	A welcoming of new opportunities to learn without the fear of failure or difficulty.
Persistence and hard work pay off.	Ability to wait and sustain effort, or change strategies if needed to make effort effective.
Feedback is an opportunity to increase one's learning.	Feedback is viewed as information to confirm or make changes in the strategy set.
"Failure" or not succeeding right away is seen as an opportunity to learn and improve.	Failure is not given place, but success is seen as "not yet" (or incorporates mistakes to promote success).
Success is a result of effort and ability, and failure or difficulty is the need for identifying different strategies.	Effective effort is the actual behavioral approach needed for success. The three components of effective effort are Commitment, Focus and Strategy.

NOTES:

Although these beliefs and resultant behaviors and emotions are listed as isolated from each other, it is merely to simplify discussion.

They are often overlapping, coming to the forefront at times and receding at other time.