



MEASURING WHAT MATTERS:

RE-FRAMING GOALS AND MEASURES IN PUBLIC EDUCATION

DR. DAVID HAGEN CAMERON, Research Director



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WHO IS PEOPLE FOR EDUCATION?

- Independent, non-profit organization
- Working since 1996 to ensure public education can live up to its promise
- Funded by foundations, government, donors
- Works with multiple partners including school boards, parents, teachers, universities, government
- Conducts research, holds conferences, facilitates broad public dialogue, oversees wide communications strategy including extensive media outreach

OUR GOALS

- Canadians are proud of their strong public education system.
- Canadians can link the success of country with strength of public education.

CANADA / THE WORLD NEEDS

- New generations with the skills to innovate, adapt, imagine and continue to learn
- New thinking about how to address growing gaps between rich and poor, and between indigenous and non-indigenous people
- Young people with the capacity and desire to be civically engaged
- A population that is healthier, both physically and mentally
- A society committed to sustainable development

“Measurement matters. Although reason and imagination also advance knowledge, only measurement makes it possible to observe patterns and to experiment—to put one’s guesses about what is and is not true to the test.”

(Duckworth & Yeager, 2015)



GOALS OF...

MEASURING WHAT MATTERS

Create a *set* of measures for K to 12 education that are:

- publicly understandable
- educationally useful
- reflect the broad skills and attributes that Canada needs from generations to come
- focus on the competencies students will need to live happy, healthy, economically secure, and civically engaged lives

PEOPLE FOR EDUCATION & MWM

Working with multiple partners, including:

- Ontario's Ministries of Education, Health and Children and Youth Services
- Education Quality and Accountability Office of Ontario
- Higher Education Quality Council of Ontario
- Schools and school boards
- Civil society organizations
- Advisory Committee – universities, agencies, experts from across Canada

MWM: THE CHALLENGES

- Broader goals and/or measures can be misused in same ways as current measures to rank schools
- Danger of reinforcing misconception that schools are solely responsible for these areas of student success
- Difficulty with creating an approach that is relevant to local needs and context, while at the same time attending to a central understanding of these areas
- Tension between the complexity of education and the public desire for concise reports / simple proxy measures of success

THE DOMAINS

Creativity

Citizenship

Health

Social-Emotional Learning

Quality Learning Environments



MWM: DEVELOPING THE COMPETENCIES AND CONDITIONS

- Clarifying each domain's **discrete** meaning
- Understanding the **interrelationships** between the domains
- Developing observable/concrete **sets** of individual competencies and conditions (distillation)
- Developing a **common set** of learning **conditions**

CREATIVITY: WHAT IS IT?

Creative competencies and skills include...

- Generation of ideas and possibilities
 - e.g. students think flexibly, rely on intuitive leaps, articulate potential problems to solve within ambiguous or complex phenomena...
- Evaluation and improvement
 - e.g. students objectively assess the strengths and weaknesses of creative ideas, work or products, refine and improve work, explore, observe, visualize, detect patterns...
- Generation plus evaluation
 - e.g. students challenge assumptions, apply metaphorical thinking, integrate different sets of discipline knowledge or skills to solve problems...

CREATIVITY: WHY IT'S IMPORTANT

- Resilience
- Resourcefulness
- Confidence
- Engagement
- Critical thinking
- Achievement
- Innovation

CITIZENSHIP: WHAT IS IT?

Citizenship competencies and skills include...

- Civic engagement
 - e.g. students understand how they can influence change(s) in society through participation, students iteratively and progressively express opinions about key concepts of citizenship...
- Civic knowledge
 - e.g. students understand concepts of government by consent of the governed, knowledge of historical / political concepts, institutions / mechanisms of civic engagement
- Civic dispositions/attitudes
 - e.g. students develop a set of personal attitudes around areas of identity, responsibility, respect for diversity, and trust
- Civic skills
 - e.g. students synthesize, create commonalities amongst and between diverse and/or conflicting ideas and points of view

CITIZENSHIP: WHY IT'S IMPORTANT

- Engagement – in school and as adults
- Communication
- Ability to synthesize information and perspectives
- Critical thinking skills
- Respect for different perspectives / worldviews
- Awareness of the impact of individual behaviour and decisions on others

HEALTH: WHAT IS IT?

Health competencies and skills include...

- Physical fitness
 - e.g. students develop muscular strength, body and spatial awareness...
- Capacity to make healthy choices
 - e.g. students acquire knowledge and sense of responsibility for healthy eating choices...
- Well-being in relation to sexuality
 - e.g. students develop secure sexual identity, understand importance of intimate relationships...
- Capacity to understand and manage mental illness
 - e.g. students are informed about mental health issues, able and willing to seek help for mental health issues for themselves and others, feel safe and included at school...
- Mental health/social-emotional learning
 - e.g. students develop social-emotional skills and competencies that promote and support their mental health

HEALTH: WHY IT'S IMPORTANT

- Academic achievement
- Reduced risk of chronic disease
- Reduced risk of mental illness
- Reduction of risky behaviour

SOCIAL-EMOTIONAL LEARNING: WHAT IS IT?

Competencies and skills in social-emotional learning include...

- **Self-awareness**
 - e.g. students identify and describe their own emotions, develop an accurate sense of their capacity to succeed...
- **Self-management**
 - e.g. students monitor and adapt academic goals, develop persistence, develop self-regulations skills...
- **Social awareness**
 - e.g. students understand others' perspectives, recognize verbal and non-verbal emotional cues in themselves and others...
- **Interpersonal relationship skills**
 - e.g. students build and maintain trust in themselves and others, develop collaborative skills, resist inappropriate/negative social pressures...
- **Decision making skills**
 - e.g. students identify problems when making decisions and generate alternatives, make decisions based on moral, personal and ethical standards...

SOCIAL-EMOTIONAL LEARNING: WHY IT'S IMPORTANT

- Achievement
- Lifelong learning
- Engagement
- Fewer problems at work
- Stronger relationships
- Capacity to contribute to society

QUALITY LEARNING ENVIRONMENTS: WHAT ARE THEY?

The **learning conditions** are divided into the following nested contexts/settings...

- **Within the classroom**
 - welcoming, high expectations, supporting risk-taking, multiple forms of learning and assessment
- **Within school**
 - Shared authority, collaborative, student input, strong social relationships, action research teams, open to community, integrated outside supports
- **Beyond the school**
 - Agreements with community partners, learning opportunities outside school

MWM: REVIEW OF CURRICULA AND POLICY

- Domains are widely represented in existing policy and curricula
- Form critical components in Ontario's new educational goal of student well-being
- Little substance provided in how and what these critical areas look like in practice and evaluation

CITIZENSHIP: REVIEW OF CURRICULA AND POLICY

Strengths	Gaps
<ul style="list-style-type: none">• Articulates cross-curricular importance• Recognition of students as active, meaning-makers	<ul style="list-style-type: none">• Inhibited by different program streams in relation to quality or richness of content• Highly rhetorical• Misses explicit connections wider program learning in schools e.g. community service requirements

CREATIVITY: REVIEW OF CURRICULA AND POLICY

Strengths	Gaps
<ul style="list-style-type: none">• Cross curricular emphasis on critical, evaluative, disciplined-thinking	<ul style="list-style-type: none">• Imagination, exploration, pursuit of interest and play are underrepresented• Conflates critical, disciplined thinking processes as main value within notions of creativity

HEALTH & SOCIAL-EMOTIONAL LEARNING: REVIEW OF CURRICULA AND POLICY

Strengths	Gaps
<ul style="list-style-type: none">• Physical and mental health clearly articulated• Importance of establishing social relationships are common in and across policy and curricula	<ul style="list-style-type: none">• Mental health represented more than physical activity• Limited integration of SEL competencies within academic areas

MEASUREMENT: OUR PROCESS

- Working meetings and consultations with the public, research, measurement and policy experts and practitioners are revealing multiple possibilities and problems in measurement.
- Several themes have consistently emerged that provide insights into the inherent challenges in MWM.

A NEW MEASUREMENT SYSTEM : the hybrid model

- Uses common lexicon
- Uses diverse forms of measurement based on purpose
- Formative and summative classroom/school-based assessments
- System measures disconnected from school/classroom measures
- Uses jurisdictional sampling to evaluate system success
- Includes assessment of learning conditions and opportunities

MWM: NEXT STEPS

- **Field Trials**
 - Partnering with a set of schools
 - Field testing the competencies and conditions
- **Consultation (MASS LBP)**
 - Small group to finalize competencies and conditions
 - Draft measurement framework
- **Collaboration with universities**
 - Bringing specific challenges to a variety of scholars and graduate seminars in policy and measurement
 - Collaborate on a measurement paper

MWM: THE IMPACT

- Canada has new generations with the broad skills and attributes to meet the emerging needs of our changing world
- Students have the skills they need to live happy, healthy, economically secure, civically engaged lives

THANK YOU FOR PARTICIPATING

- Keep the **conversation** going!
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- Stay informed. Join the **email list** to receive project updates: <http://eepurl.com/hRtJU>
- Join us on **Facebook**:
<https://www.facebook.com/peopleforeducation>