

# Outcome Measurement Framework

Northwest Region: Houston Link to Learning and Storytellers' Foundation

Developed by Anne Docherty, Dee McRae and Sandi Lavallie

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOME
<ul style="list-style-type: none"> <li>■ Staff</li> <li>■ Learning resources</li> <li>■ Learning space</li> <li>■ Office space</li> <li>■ Office supplies</li> <li>■ Telephone and Internet connectivity</li> <li>■ Transportation</li> <li>■ Computers</li> </ul>	Promote the program to the community, outreach to individual learners, supporting them to begin attending the program	<ul style="list-style-type: none"> <li>-&gt; X newspaper ads</li> <li>-&gt; X posters</li> <li>-&gt; X visits to homes, community programs</li> <li>-&gt; X one on one discussions about participation</li> </ul>	Learners know about literacy services and feel supported to get involved.	Learners have new literacy skills and are able to use them in their day to day lives	Northwest BC towns and villages are active lifelong learning communities that are socially, economically and culturally inclusive of all community members.
	Develop and facilitate a learner program advisory committee of learners to evaluate the program and give input into program direction	<ul style="list-style-type: none"> <li>-&gt; # of learner orientation sessions</li> <li>-&gt; # of learners involved</li> <li>-&gt; # of committee meetings</li> <li>-&gt; # of decisions made</li> </ul>	Learners voice is valued and the program is responsive to their views.	<b>Literacy practitioners are working collaboratively to address the complexities in their practice.</b>	
	Deliver literacy and numeracy programming in collaboration with community partners that is responsive to community and learner needs.	<ul style="list-style-type: none"> <li>-&gt; # of participants</li> <li>-&gt; # and type of learning activities</li> <li>-&gt; # of other community based practitioners contributing</li> </ul>	Learners begin to experience learning in a way that is safe and relevant to them	Community members actively support inclusive life long learning opportunities for all.	
	Recruit, train, supervise and celebrate and maintain volunteers to support all aspects of the literacy program.	<ul style="list-style-type: none"> <li>-&gt; # of volunteers</li> <li>-&gt; # of formal and informal tutor training sessions</li> <li>-&gt; # of volunteer hours contributed</li> <li>-&gt; # of volunteer appreciation events</li> </ul>	Volunteers are skilled in supporting learners and feel valued in their roles.	Learning is recognized and used as a critical tool for social and economic change by diverse sectors of community.	
	Facilitate and support collaborative reflective activities that promote the interconnectedness of literacy and other social and economic issues in the provision of literacy programs.	<ul style="list-style-type: none"> <li>-&gt; # of reflective peer development workshops</li> <li>-&gt; # of workshop participants</li> <li>-&gt; # of practitioners who used the rubric</li> </ul>	Community literacy practitioners understand reflective practice and identify opportunities to work together.		
	Support and participate in cross sector community practitioner committees to promote a shared philosophy and reflective approach, and coordinate organizational mandates, evaluation methods, and program philosophy	<ul style="list-style-type: none"> <li>-&gt; # of participants</li> <li>-&gt; # of committee meetings</li> <li>-&gt; # and type of decisions made</li> </ul>	Practitioners work together to implement reflective practice and coordinated program delivery.		
	Develop and implement sustainability plan in collaboration with local, regional, provincial and national allies	<ul style="list-style-type: none"> <li>-&gt; # of local meetings</li> </ul> <b>Sustainability plan</b> <ul style="list-style-type: none"> <li>-&gt; # of meetings on provincial scale</li> <li>-&gt; # of proposals written</li> </ul>	Literacy programs understand funding options available and work together to access needed resources.		

## Monitoring Plan

Northwest Region: Houston Link to Learning and Storytellers' Foundation

Developed by Anne Docherty, Dee McRae and Sandi Lavallie

SHORT- TERM OUTCOMES	INDICATORS	COLLECTION METHODS	DATA SOURCES	WHO COLLECTS	WHEN COLLECTED
Learners know about Houston Link to Learning and feel supported to get involved.	→ % of community members who know about the Learning Centre	■ Random survey of community members	■ Community members	■ Organization Administrator	■ Bi-annually
	→ Examples of support received	■ Stories from learners	■ Learners	■ Instructor	■ Twice/year
<b>Learners voice is valued and the program is responsive to their views.</b>	→ % of learner advisory committee who describe feeling that their input was valued	■ Committee focus group	■ Community members	■ Organization Administrator	■ Once/year
	→ Examples of changes made in response to learner input	■ Committee focus group	■ Community members	■ Organization Administrator	■ Once/year
<b>Learners begin to experience learning in a way that is safe and relevant to them and set learning goals</b>	→ % of learners who continue to come	■ Record review	■ Learner sign in sheet	■ Organization Administrator	■ Twice/year
	→ Extent to which learners describe feeling safe in the environment	■ Learner feedback form	■ Learners	■ Instructor	■ Twice/year
	→ Examples of learning identified by learners as relevant to them	■ Learner feedback form	■ Learners	■ Instructor	■ Twice/year
Volunteers are skilled in supporting learners and feel valued in their roles.	→ Examples of changes in skill level	■ Instructor log	■ Instructor	■ Organization Administrator	■ Once/year
	→ % of volunteers who describe feeling valued	■ Volunteer feedback from	■ Volunteers		■ Twice/year
Community practitioners understand reflective practice and identify opportunities to work together.	→ % of practitioners who show progression on the reflective practice rubric	■ Practitioner collection sheet	■ Community practitioners	■ Organization Administrator	■ Once/year
	→ Stories of significant change from using the rubric	■ Storyboard reflections ■ Practitioner focus group	■ Community practitioners	■ Organization Administrator	■ Once/year
Practitioners work together to implement reflective practice and coordinated program delivery.	→ % of practitioners who can describe working together in a reflective way	■ Focus groups	■ Community practitioners	■ Organization Administrator	■ Once/year
	→ Examples of coordinated program delivery	■ Focus groups	■ Community practitioners	■ Organization Administrator	■ Once/year

INTERMEDIATE OUTCOMES	INDICATORS	COLLECTION METHODS	DATA SOURCES	WHO COLLECTS	WHEN COLLECTED
Learners have new literacy skills and are able to use them in their day to day lives	→ % of learners who achieve learning goals	■ Learner goal setting tool	■ Learners	■ Instructor	■ Twice/year
	→ Examples of learners using skills in everyday life	■ Learner stories	■ Learners	■ Instructor	■ Twice/year
Literacy practitioners are working collaboratively to address the complexities in their practice.	→ % of practitioners who can describe working together collaboratively	■ Focus groups	■ Community practitioners	■ Organization Administrator	■ Once/year
	→ Examples of collaborative activity	■ Collaboration map	■ Community practitioners	■ Organization Administrator	■ Once/year
	→ # of relationships and networks fostered				
	→ # and type of collaborative projects that emerge				
Community members actively support inclusive life long learning opportunities for all.	→ Degree to which volunteer base represents diversity of the community	■ Document review	■ Volunteer log	■ Organization Administrator	■ Once/year
	→ Examples of community members showing support for inclusive life long learning	■ Document review	■ Administrator log	■ Organization Administrator	■ Bi-annually
Learning is recognized and used as a critical tool for social and economic change by diverse sectors of community	→ % of community leaders who support literacy as a tool for social change	■ Random survey of community members	■ Community members	■ Organization Administrator	■ Bi-annually
	→ Examples of community support for literacy	■ Stories from learners	■ Learners	■ Instructor	■ Twice/year

## Reflective Practice Monitoring Tool

Northwest Region:

- v Introduction
- v **Tool #1:** Reflective Practice Rubric
- v **Tool #2:** Reflective Practice Storyboard of Change

*The questions have always been there of course, but using the reflective rubric has given me the clarity to sort through so much – without this tool the change wouldn't happen.*

*Tester*

Developed by Anne Docherty, Dee McRae and Sandi Lavallie

Adapted by: \_\_\_\_\_

Date: \_\_\_\_\_

## Introduction

The northwest region of British Columbia is approximately 250,000 square kilometres with a total population of about 80,000. The average size of communities is less than 5,000 people. Of this population, just under 30,000 are First Nations. The population within this region is facing severe challenges in terms of education, welfare dependency, social norms (teen pregnancies, domestic violence, suicide), and employment (as high as 96% in some communities). The northwest region is considered the worst in terms of social and economic health within the province of British Columbia. This social and economic reality is complex. It is easy for literacy practitioners to become overwhelmed, frustrated and discouraged. It is difficult to continue supporting people with low literacy when there are so many complex factors contributing to the dire social and economic realities they are immersed in.

Throughout the region literacy programs are delivered by stand-alone, non-governmental organizations (usually not-for-profit societies). Practitioners are often paid less than comparable professional wages and usually do not receive the same benefits. Administrative responsibilities are often carried out by bookkeepers or 'off the side of the desk' by a busy volunteer. Jobs are routinely less than fulltime, resulting in workers with more than one position, at more than one NGO. Money coming into the NGO is almost always project-based with little base funding money available for staff support, capital costs or administration. Funding is usually based on program success, participant numbers, and on regular and regimented reporting. This leaves practitioners vulnerable to a "being on the treadmill" approach to their work. There is little time to make sense of the complexities of the work and few tools to help the practitioner sort through these complexities and to use their own experience to build new understandings and change within the field.

As literacy practitioners with a regional focus, we decided to design a tool that would help literacy practitioners find a "breathing space" and step back from the daily busyness to sort through the complexities they are immersed in. Because of the realities described above we wanted to create a tool that was reflective, simple and not too time-consuming to use. The tools in this package are what we've created. These tools emerged because of the context of northwest rural and remote practice; however, practitioners from across the province have embraced them. Through the development of this tool we have discovered that literacy practitioners throughout the province share realities of complexity, isolation, and overwhelming demands on their time. This package offers tools for reflective practice. We believe reflective practice can support practitioners to make sense of these complex and multi-faceted situations. Seven practitioners who are involved in literacy work throughout the province have tested the tool. They have confirmed that this tool is, indeed, helping them to stop and reflect and that this process is resulting in more efficient use of time and better communication, planning and organizing:

"It's strange to me, but I find I am being a lot more thoughtful about how and why I do things."

"By using the six categories of the rubric, it is possible to have a structured discussion that leads to a consensus of opinion on any question. Using the rubric allows everyone to have a say and can lead to surprising insights."

"I'm a really reflective practitioner and always have been. However, without direction I have often found myself 'going nowhere' with my thoughts/reflection. I like the tool as a grounding mechanism. We will use the tool to help focus ourselves as we further implement planning."

## Reflective Practice

Reflection enables the practitioner to assess, understand and learn through his or her experiences. The key to reflection is learning how to take perspective on one's own actions and experience—in other words, to examine that experience rather than just living it. We found the testers really did use the rubric to examine a particular experience, project or activity and then articulate what they were learning:

"The rubric really helps me unpack, sort and realize what I'm learning, instead of just enthusiastically jumping in. I'm realizing I have knowledge and am able to re-pack this seriously into the future."

Reflection usually begins by examining assumptions or engaging in a critical analysis of beliefs and practices. Reviewing actions is the essence of reflective practice. Stephen Brookfield (<http://www.stephenbrookfield.com/>) refers to this as appraisal or a period of self-scrutiny where we engage in self-examination. Appraisal or 'unpacking' was a common theme in the testers' comments:

"I have been questioning the role I play on, and at, our committee. I felt like I had to be present but didn't feel like I had much to offer. After using the rubric I realized my role is important and my contribution is valued. I'm no longer hiding in my position but fully engaging in the committee activities."

## The Rubric:

Rubrics are described in Rubrics.com as “a printed set of scoring guidelines (criteria) for evaluating work (a performance or a product) and for giving feedback”

([http://www.rubrics.com/rubric\\_basics.html](http://www.rubrics.com/rubric_basics.html)). They are usually in the form of tables, with each block describing a stage or step on a scale. Our reflective practice rubric leads you through the steps of reflection. Each step describes a stage of reflection. We decided on a rubric because it is a simple tool to follow; the progressive steps helped break down each step involved in reflection, and it also allowed us to describe the elements of a community literacy practitioner’s job. The practitioners who tested the rubric particularly liked the progressive steps:

“Using the rubric allows me to see where I am going with things and how I am making (or not making) progress. The rubric allows me to follow thoughts and emotions through to creating a solution. It is very proactive.”

And, the practitioners liked how the rubric describes the different components of a community-based literacy practitioner’s job. This is the job description in an ideal world where the practitioner would have paid time to attend to the multi-faceted nature of community literacy. These descriptions have developed from the northwest region but resonate with many of the literacy practitioners who tested this tool in various regions of the province.

“This is my first year in adult education. The rubric has helped me to realize that my job description is only a small part of what I do. The rubric helps me keep focused on the big picture and to constantly strive to improve my practice.”

## How to use the rubric

The horizontal axis describes the steps of reflective practice. The vertical axis describes the elements of a community-based literacy practitioner’s job. Each box describes how you would approach a specific element of your job if you were using reflection.

To use the rubric you begin by choosing a particular element of your job (e.g. advocacy). Think of a particular experience, question or problem you have about advocacy. Follow the steps of the rubric to describe this experience, unpack and sort through all the parts of the experience, articulate a learning you have from this experience and consider how you will change your practice because of your learning.

Many of the testers found they could progress to step 3 or 4 but they struggled to re-integrate their learning back into their practice. As they used the rubric on a regular basis they did start to

progress to step 6 where they were much more intentional and aware of their actions and the implications of their actions on others:

“I am glad that I took the time to work through a concern about roles and responsibilities using the rubric. It helped me recognize that I can reach step 4 (realize) and that by using each step’s description I could make decisions that were clearer. This has helped me reach step 6 (do with intent). I now see how being part of a committee is a key role in my work. If I hadn’t used the rubric I would not have seen the connections between this committee and my work. I now am involved with a clear understanding of my role.”

## Tool #1: Reflective Practice

REFLECTIVE PRACTICE	PERFORMANCE	APPRAISAL	ANALYSIS	DISCOVERY	INTEGRATION	INFORMED ACTION
	"I do" 1	"I unpack" 2	"I sort" 3	"I realize" 4	"I re-pack" 5	"I do with intent" 6
<b>CROSS-SECTORAL PARTICIPATION</b>	I attend cross-sectoral meetings and share information about my job and my organization	I think about how my practice impacts others and how others' practice impacts me and learners	I explore the values, goals and mandates that are behind my work and inquire whether they are cohesive or clash with other mandates	I understand other practitioners' approaches and mandates in teaching and/or servicing community	I clarify what I'm doing and question how I might change my practice to better reflect my increased understanding	I work collaboratively and stay mindful of my approach and the approach of other practitioners around me
<b>ADVOCACY</b>	I respond to advocacy requests	I review my actions and change, or improve them	I consider the impact of my advocacy role on myself, learners and colleagues	I seek out opportunities for dialogue and learning about advocacy including ethics, issues, protocols etc	I recognize my knowledge and share it with others	I anticipate opportunities to advocate for literacy
<b>ORGANIZATIONAL CULTURE</b>	I state the vision of the organization	I consider how my work and the organizational vision are related	I participate in debate and dialogue with colleagues about how the vision impacts our work	I find congruence between my personal vision and the vision of the organization	I use the shared vision to frame my work	I demonstrate how my practice relates to the organization's vision
<b>LEARNING &amp; TEACHING</b>	I attend training sessions and seek new formal and informal learning opportunities	I plan how to use newly developed skills in my practice	I process what I'm learning and consider how it relates to local learners	I learn different approaches to literacy development and relate them to my practice	I recognize myself as an educator and apply new skills, knowledge and approaches, actively sharing what I learn with others	I continually learn, reflect on and improve my practice
<b>ROLES AND RESPONSIBILITIES</b>	I do my job as stated in the proposal and according to my supervisor	I identify the various elements of my job and think about the people I impact	I explore whether my job is contributing to learner and community change	I realize I can indirectly affect change in my community	I work purposefully to benefit my immediate program and the community as a whole	Community development is a primary focus of my work

## Reflective Practice Storyboard of Change

When we designed the reflective practice rubric we had one anticipated outcome – that practitioners would understand reflective practice and identify opportunities to work with their colleagues. As we were testing the rubric we wanted to find out if the tool was helping practitioners realize this outcome and so we created the storyboard of change. The storyboard offers a space for practitioners to describe how they are using the rubric, process their emotions from this experience and identify changes in their practice because of using the rubric.

We wanted this tool to be quick to use and yet hold integrity in order to capture stories of change that were taking place as a result of busy practitioners taking time to reflect. We also wanted an element of fun in using the tool –to create enthusiasm in using the tool, and lessen the ‘heaviness’ that might emerge because a practitioner is looking at complex issues of injustice and struggle. And so, we created “dude” stickers to accompany the storyboard. The stickers peel off and give a visual reminder of emotions when dealing with a particular situation. Here are some examples of practitioners’ completed storyboards:

REFLECTIVE PRACTICE	Describe Experience	Process Feelings	Explore Change
<b>CROSS-SECTORAL PARTICIPATION</b>	<i>I used the rubric to help me decide if I should join the literacy task force. Starting off at the first stage “I do” I worked through my feelings and actions on the rubric until I was able to reach stage 6.</i>	 <p><i>I worry I’m taking on too much.</i> <b>OOOPS!</b> <b>MISCALCULATION</b></p>	<i>By the time I reached informed action I was much more satisfied with why I was involved. I realize that working with others in the community helps me in my role as literacy coordinator. I see how building relationships is important.</i>
<b>ORGANIZATIONAL CULTURE</b>	<i>I work alone and so used the rubric to help me figure out how I relate to the people in the school district office. They let me use the space but I’m not really part of their organization.</i>	<p><b>COOPERATIVE AGREEMENT</b></p> 	<i>This may seem insignificant but I now attend the weekly staff meeting for the first hour. It gives me a sense of colleagues and I realize they can bring a different perspective that helps me understand my goals and vision. I also do the same with them. It feels great to have a “team”.</i>
<b>ROLES AND RESPONSIBILITIES</b>	<i>This is my first year in adult education and I work alone. The rubric gives me a job description and shows me the potential for my job.</i>	<p><b>HAPPINESS SUCCESS</b></p> 	<i>The rubric helps me reflect on my actions and reactions and I now have a big picture to help me stay focused and gives me a picture to strive for.</i>

# Tool #2: Reflective Practice Storyboard of Change

Use this storyboard to jot down the changes that are happening because of reflective activities including peer learning, networking, mentoring, and use of the reflective practice rubric.

REFLECTIVE PRACTICE	Describe Experience	Process Feelings	Explore Change
CROSS-SECTORAL PARTICIPATION			
ADVOCACY			
ORGANIZATIONAL CULTURE			
LEARNING & TEACHING			
ROLES AND RESPONSIBILITIES			