



**THE FLIPPEN GROUP**

*Bringing out the best in people*

## **SUGGESTED EVALUATION IDEAS FOR DESIGN OF CKH MODEL:**

Several methods of determining effective implementation of CKH will be used throughout the course of the grant. The evaluation will assess the impact of “Capturing Kids’ Hearts” on the school staff and on students. Information that will be gathered concerning the program’s effect on school staff will include changes in the staff culture, classroom management, faculty turnover, and faculty attendance. Information that will be gathered concerning changes in student behavior will include student attendance records, number of discipline referrals, number of delinquent behaviors, changes in classroom rapport, and changes in students’ empathy for each other. Information that will be gathered concerning changes in student achievement will include both classroom student grades and standardized achievement test scores.

Information will be obtained from each of the school administrators, teachers, students, and parents through document analysis, surveys, classroom observations, and personal or group interviews.

### **SAMPLING**

Sampling is the method that evaluators will use to select who participates in the evaluation.

Determine how you will choose who participates in interviews, questionnaires and observations.

Determine which student data you will obtain.

Determine how much data you need to obtain for the level of statistical power you want to have.

### **METHODS**

Use both quantitative and qualitative methods.

### **QUANTITATIVE METHODOLOGY**

#### ***Document Analysis***

Determine which years of documents you wish to analyze.

Determine which data you want to review, for instance:

#### ***Behavioral or School Climate Outcomes***

- The number of discipline referrals
- The number of in-school suspensions
- The number of out-of-school suspensions
- The number of expulsions

- The drop out rates
- Student attendance rates
- Student tardies
- Faculty attendance rates

***Academic Outcomes***

- Student report cards
- Test scores on standardized academic achievement tests

**QUALITATIVE METHODOLOGY**

Determine when qualitative methods will be used. Determine a timeline for administering the qualitative methods.

- ***Questionnaires***
- ***Interviews***
- ***Observations***
- ***Surveys***

DATA ANALYSIS PLAN

REPORTING PLAN

SUMMARY

ADDITIONAL REFERENCES

PROJECT STAFF

**REFERENCES**

Blum, R.E., Butler, J.A., & Olson, N.L. (1987) Leadership for Excellence: Research-Based Training for Principals. *Educational Leadership*, 45(1), 25-29.

Bryk, A.S., & Schneider, B. (2002) *Trust in Schools: A Core Resource for Improvement*. New York, NY: The Russell Sage Foundation.

Cotton, K. (1995) *Effective Schooling Practices: A Research Synthesis. 1995 Update*. School Improvement Research Series (SIRS). Portland, OR: Northwest Regional Educational Laboratory (NWREL).

<http://www.nwrel.org/scpd/esp/esp95.html>

Cotton, K. (2002) *Schoolwide and Classroom Discipline*. School Improvement Research Series (SIRS) Close-Up #9. Portland, OR: Northwest Regional Educational Laboratory (NWREL).

Donaldson, G.A. (2001). *Cultivating Leadership in Schools: Connecting People, Purpose, and Practice*. NY: Teachers College Press.

Fullan, M. (2005). *Leadership & Sustainability: Systems Thinkers in Action*. Thousand Oaks, CA: Corwin Press

Hallinger, P. & Murphy, J.F. (1987) Assessing and Developing Instructional Leadership. *Educational Leadership*, 45(1),54-61.

Levine, D.U. & Lezotte, L.W. (1990) *Unusually Effective Schools: A Review and Analysis of Research and Practice*. Madison, WI: National Center for Effective Schools Research and Development.

Marzano, R.J. (2000) *A New Era of School Reform: Going Where the Research Takes Us*. Aurora, CO: Mid-continent Research for Education and Learning (McREL).  
[http://www.mcrel.org/PDF/SchoolImprovementReform/5002RR\\_NewEraSchoolReform.pdf](http://www.mcrel.org/PDF/SchoolImprovementReform/5002RR_NewEraSchoolReform.pdf)

Marzano, R.J. (2003) *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.

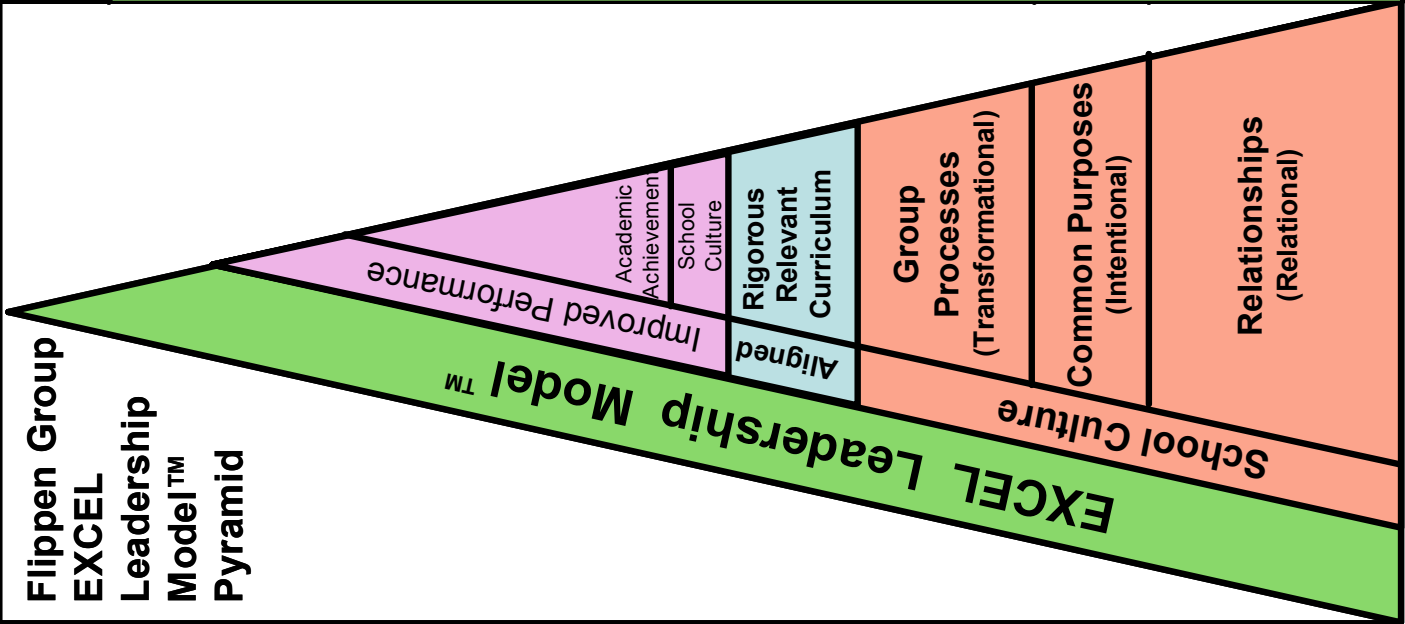
Neufeld, J., & Freeman, D. (1992, November). *Teachers' perceptions of the principal's role in facilitating teacher improvement within the ASU-Tempe PDS*. Paper presented at the annual meeting of the Arizona Educational research Organization, Phoenix, AZ.

Sammons, P., Hillman, J., & Mortimore, P. (1995). *Key characteristics of effective schools: A review of school effectiveness research*. London: Office of Standards in Education and Institute of Education.

Tschannen-Moran, M. (2004) *Trust Matters: Leadership for Successful Schools*. San Francisco, CA: Jossey-Bass.

Whitehurst, G.J. (2002, March 5). *Research on Teacher Preparation and Professional Development* Presentation at the White House Conference on Preparing Quality Teachers. [http://ies.ed.gov/director/speeches2002/03\\_05/2002\\_03\\_05.asp](http://ies.ed.gov/director/speeches2002/03_05/2002_03_05.asp)

**Flippen Group  
EXCEL  
Leadership  
Model™  
Pyramid**



To develop high performing learners, there must be high performing leaders in front of them.

**CKH Principles**

Improved performance occurs when there is an appropriate leader in a connected relationship with a learner, and the leader is equipped with relational skills and group processes that foster an effective learning environment.

Improved Performance

Aligned

Group Processes ... grow the group.

Rigorous & Relevant Curriculum

Successes need to be celebrated by the group and group processes must be developed that recognize and reward the difficulties of performance.

**Leaders must have a strong personal sense of purpose and must be able to focus the energies of others on a common, moral purpose.**

You have to tend to people before you can tend to business.

People learn and perform best in the context of safe relationships and environments.

Performance is increased when the learner is free to ask questions or try new things without fear of judgment in the learning phase.

**CKH Manual Topics**

Unless we have our students **ENGAGED** in a relationship with each other and us, unless we have **X-PLORED** their needs, and unless we have then **COMMUNICATED** to the needs we discovered, only then can we effectively **EMPOWER** our students with the skills and knowledge they need to do what we taught.

Improved Performance

Aligned

Building Healthy Relationships  
Group Stages

Social Contract  
4 Questions Misbehavior  
4 Questions Disrespect

Anxiety Theory  
Values  
Personal Responsibility  
Whose Hand is This?  
SOLER Listening Skills  
First Impressions

EXCEL Model + Leadership

Group Growth