

# Evaluation of the Surrey School's

## **Knowing Our Learners Initiative**

September, 2020

## A MESSAGE FROM SURREY SCHOOLS

Surrey Schools is located on the traditional, ancestral, and unceded territory of the Katzie, Kwan-tlen, Semiahmoo and other Coast Salish Peoples. It is B.C.'s largest school district where close to 12,000 employees serve almost 75,000 children in our diverse multicultural city. We have over 130 educational sites from early learning to adult education.

The District is committed to continuous improvement and success of all students through implementation of evidence-informed practices that enhance student learning, inclusivity and equity of outcomes. We welcome and honour diversity while supporting students' holistic growth—mind, body and heart—a commitment captured in our welcome video, *Éy swayel / Bienvenue / Welcome to Surrey Schools*.



Click to watch our welcome video, [Éy swayel / Bienvenue / Welcome to Surrey Schools](#).

**TITLE:** Evaluation of the Surrey School's Knowing Our Learners Initiative:=

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# Executive Summary

## Overview of the KOL and Evaluation Project

The District's-KOL initiative offered opportunities for School Teams (teachers and administrators) to participate in a collaborative with the District-Based KOL Team (KOL Director of Curriculum and Instruction, Assistant Superintendent, and Helping Teachers) between October of 2019 and May of 2020.

Data analysis included a combination of multiple lines of evidence, which supported robust analysis and support for the findings and resulting recommendations. These included:

1. School-Based KOL Team Reflectionnaire (see Appendix A);
2. Knowing Our Learners World Café Conversations (Appendix B)
3. District-Based KOL Team Reflectionnaire (Appendix C)

Each question items were matched to intended objectives outlined by the DB-KOL Team and were placed in a matrix (Appendix D).

## Overall Outcomes of the KOL Initiative

A total of 143 KOL participants representing 44 schools completed a survey at the end of their respective session. Across six sessions, 120 educators completed a reflectionnaire, which translated to a response rate of 84%. Approximately 1,048 responses across nine Likert scale items on the Knowing Our Learners Reflectionnaire were provided by 120 participants.

The combined average of all Likert scale response was closer to agreeing a lot ( $M = 3.51$ ), with participants attending Session 4 and Session 6 having the highest averages. Across KOL sessions, greater level of agreeability on reflectionnaire items was reported for Session 6 ( $M = 3.76$ ), followed by Session 4 ( $M = 3.64$ ). The average of all Likert scale responses for Session 2, Session 4, and Session 6 indicates that participants were closer to *agreeing a lot* on reflectionnaire items. Across reflectionnaire items, greater level of agreeability across KOL sessions was reported for Item 1 ( $M = 3.81$ ), followed by Item 6 ( $M = 3.72$ ). All responses across KOL sessions indicates participants were closer to *agreeing a lot* on Item 1, Item 2, Item 5, and Item 6.

## Outcomes by Reflectionnaire Item

### Item One

A total of 120 responses were provided for **ITEM ONE** of the Knowing Our Learners Reflectionnaire. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in aligning my learning intentions with the learning needs of my students.* An average of about eight in ten (83%) respondents agreed [a lot](#), while all (100%) respondent had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing [a lot](#) ( $M = 3.81$ ), with participants attending **Session One** ( $M = 4.00$ ) and **Session Four** ( $M = 3.91$ ) having the highest averages.

### Item Two

A total of 119 responses were provided for **ITEM TWO** of the Knowing Our Learners Reflectionnaire while one participant did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in creating success criteria that align with my learning intentions.* An average of nearly seven in ten (69%) respondents agreed [a lot](#), while all but one (99%) respondent had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing [a lot](#) ( $M = 3.64$ ), with participants attending **Session Six** ( $M = 3.90$ ) and **Session Four** ( $M = 3.75$ ) having the highest averages.

### Item Three

A total of 119 responses were provided for **ITEM THREE** of the Knowing Our Learners Reflectionnaire while one participant did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in gathering evidence for my sprint focus so it demonstrates success criteria I wanted students working towards.* An average of five in ten (53%) respondents agreed [a lot](#), while all but one (99%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing [somewhat](#) ( $M = 3.43$ ), with participants attending **Session Four** ( $M = 3.66$ ) and **Session Six** ( $M = 3.60$ ) having the highest averages.

### Item Four

A total of 117 responses were provided for **ITEM FOUR** of the Knowing Our Learners Reflectionnaire while three participants did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in implementing instructional strategies and interventions that are grounded in research-informed teaching practices.* An average of five in ten (55%) respondents agreed [a lot](#), while all but five (96%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert

scale responses was closer to agreeing *somewhat* ( $M = 3.43$ ), with participants attending *Session One* ( $M = 3.66$ ) and *Session Six* ( $M = 3.60$ ) having the highest averages.

### Item Five

A total of 119 responses were provided for **ITEM FIVE** of the Knowing Our Learners Reflectionnaire while one participant did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in using evidence of student learning to determine where students are at in their learning.* An average of seven in ten (70%) respondents agreed *a lot*, while all but three (98%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing *a lot* ( $M = 3.62$ ), with participants attending *Session Two* ( $M = 3.92$ ) and *Session Six* ( $M = 3.80$ ) having the highest averages.

### Item Six

A total of 118 responses were provided for **ITEM SIX** of the Knowing Our Learners Reflectionnaire while two participants did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in using evidence of student learning to determine next steps in teaching and learning.* An average of nearly eight in ten (78%) respondents agreed *a lot*, while all but three (98%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing *a lot* ( $M = 3.72$ ), with participants attending *Session Six* ( $M = 3.90$ ) and *Session Two* ( $M = 3.84$ ) having the highest averages.

### Item Seven

A total of 112 responses were provided for **ITEM SEVEN** of the Knowing Our Learners Reflectionnaire while eight participants did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in providing feedback and direction to my students that is supported by my observations (e.g. As part of running records, checklists, anecdotal/informal observations, etc.).* An average of five in ten (50%) respondents agreed *a lot*, while nine in ten (90%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing *somewhat* ( $M = 3.31$ ), with participants attending *Session Six* ( $M = 3.80$ ) and *Session Four* ( $M = 3.39$ ) having the highest averages.

### Item Eight

A total of 114 responses were provided for **ITEM EIGHT** of the Knowing Our Learners Reflectionnaire while six participants did not provide a response. Participants were asked to rate their level of

agreement with the following statement: *Participating in learning sprints supported me in providing feedback and direction to my students that is supported by my conversations (e.g. Exchanges during conferences, journals, feedback, focused conversations, online forums, class discussions, interviews, etc.).* An average of five in ten (55%) respondents agreed a lot, while nine in ten (90%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing somewhat ( $M = 3.35$ ), with participants attending **Session Six** ( $M = 3.70$ ) and **Session Four** ( $M = 3.47$ ) having the highest averages.

### Item Nine

A total of 109 responses were provided for **ITEM NINE** of the Knowing Our Learners Reflectionnaire while 11 participants did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in providing feedback and direction to my students that is supported by student products (e.g. Portfolios, assignments, self and peer assessments, demonstrations, songs, dances, tests, quizzes, etc.).* An average of four in ten (44%) respondents agreed a lot, while nearly nine in ten (87.5%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing somewhat ( $M = 3.28$ ), with participants attending **Session Six** ( $M = 3.62$ ) and **Session Four** ( $M = 3.52$ ) having the highest averages.

## Outcomes by Session

### Session One

Approximately 12 (52%) out of 23 KOL participants completed a survey at the end of **SESSION ONE**. Of the 12 completed reflectionnaires, a total of 97 responses were provided. An average of five in ten (54%) respondents who provided a response agreed a lot, while nearly nine in ten (85%) respondents had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing somewhat ( $M = 3.46$ ), with **Item One** ( $M = 4.0$ ) and **Item Four** ( $M = 3.66$ ) having the highest averages.

### Session Two

Approximately 13 KOL participants completed the KOL Reflectionnaire at the end of **SESSION TWO**. A total of 116 responses were provided by respondents while one participant did not provide a response. An average of six in ten (62%) respondents who provided a response agreed a lot across all reflectionnaire items, while all but one (99%) respondent had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing a lot ( $M = 3.51$ ), with **Item Five** ( $M = 3.92$ ) and **Item Six** ( $M = 3.84$ ) having the highest averages.

### Session Three

A total of 23 KOL participants completed the KOL Reflectionnaire at the end of **SESSION THREE**. A total of 205 responses were provided by respondents while two participants did not provide a response. An average of about five in ten (53%) respondents who provided a response agreed a lot across all reflectionnaire items, while all but four (98%) respondents had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing somewhat ( $M = 3.37$ ), with **Item Six** ( $M = 3.69$ ) and **Item One** ( $M = 3.65$ ) having the highest averages.

### Session Four

A total of 24 KOL participants completed the KOL Reflectionnaire at the end of **SESSION FOUR**. A total of 208 responses were provided by respondents while seven participants did not provide a response. An average of two-thirds (67%) of respondents who provided a response agreed a lot across all reflectionnaire items, while all but two (98%) respondents had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing a lot ( $M = 3.64$ ), with **Item One** ( $M = 3.91$ ) and **Item Six** ( $M = 3.81$ ) having the highest averages.

### Session Five

A total of 38 KOL participants completed the KOL Reflectionnaire at the end of **SESSION FIVE**. A total of 334 responses were provided by respondents while eight participants did not provide a response. An average of six in ten (63%) of respondents who provided a response agreed a lot across all reflectionnaire items, while all but eight (98%) respondents had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing somewhat ( $M = 3.48$ ), with **Item One** ( $M = 3.81$ ) and **Item Two** ( $M = 3.68$ ) having the highest averages.

### Session Six

A total of 10 educators and administrators attended **SESSION SIX** of the KOL initiative, of which 11 completed the KOL Reflectionnaire. A total of 88 responses were provided by respondents. An average of nearly eight in ten (77%) respondents who provided a response agreed a lot across all reflectionnaire items, while all (100%) respondents had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing a lot ( $M = 3.76$ ), with **Item One** ( $M = 3.90$ ), **Item Two** ( $M = 3.90$ ), and **Item Six** ( $M = 3.90$ ) having the highest averages.

# 1.0. Overview of Surrey School District's Education Services

## 1.1. EDUCATION SERVICES DEPARTMENTAL PHILOSOPHY

Surrey School District is dedicated to the promotion of inclusive, equitable and meaningful educational experiences for all students. To this end, the Surrey School District's Education Services team works collaboratively with school teams to create supportive, inclusive, and caring learning communities where all children can reach their full potential. Education Services endeavours to provide support to schools with programs and services spanning early learning through Grade 12. This support includes both direct and indirect support to school personnel and students, professional learning, and the provision of a wide-range of human and learning resources in schools.

Education Services believe: 1) embracing diversity as a fundamental value must be supported throughout public schooling; 2) all school district actions must support the primacy of the classroom environment; 3) quality professional learning is multi-faceted and is fundamental to improving student learning; 4) there is a broad-based need for the organization of public schooling to evolve in ways that are aligned, sustainable, and coherent; 5) resources can be used most effectively to enhance capacity when they are applied in response to analysis and understanding of school needs a systems analysis; 6) in a context where diversity is the norm, professional collaboration and shared responsibility is key; 7) developing professional capacity is critical in order to embrace diversity in public schooling; and, 8) focused priority should be placed on the earliest and least intrusive intervention that is embedded in a systems approach to educational design.

Some of the ways Education Services provide services and supports include: 1) Supporting and providing robust professional learning experiences to individuals and school teams; 2) focus on research-based teaching, learning and assessment in support of District Priority Practices; 3) assist administrators in supporting quality learning experiences in classrooms; and 6) review, provide, and support the implementation of quality learning resources.

## 1.2. QUALITY ASSESSMENT AND INSTRUCTIONAL STRATEGIES AS PRIORITY PRACTICES

Surrey School District knows that to build school and system-wide capacity that meets the needs of all learners, there must be an organized and collective effort to support innovation and professional learning. To achieve these objectives, the District's Education Services combines research, innovation, and collaboration to support ongoing professional learning of staff throughout its schools.

The district supports inquiry-focused school planning with a view to identifying one or more areas for focus based on student learning and align with its four interrelated Priority Practices:

- Curriculum Design;
- Quality Assessment;
- Instructional Strategies; and
- Social and Emotional Learning.

### PRINCIPLES OF QUALITY DESIGN

*Assessment and instruction are interconnected. When designing a framework for quality assessment, it is important to build on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. Quality assessment consists of both formative and summative assessment.*

### PRINCIPLES OF INSTRUCTIONAL STRATEGIES

*Instructional strategies are carefully crafted by teachers to enrich learning experiences for all students. Effective instructional strategies are anchored by curriculum design and formative assessment practices that provide students with choice, voice, and ownership of their learning.*

## 2.0. The Knowing Our Learners Initiative

The sections below provide an overview of the Knowing Our Learners (KOL) initiative, as well as the goals, activities, and expected outcomes of the initiative.

### 2.1. VISION AND GOALS OF THE KNOWING OUR LEARNERS INITIATIVE

The District's-KOL initiative offered opportunities for School Teams (teachers and administrators) to participate in a collaborative with the District-Based KOL Team (KOL Director of Curriculum and Instruction, Assistant Superintendent, and Helping Teachers) between October of 2019 and May of 2020.

The vision of the initiative articulated by the DB-KOL Team is *to support widespread understanding and use of evidence of learning to inform practice*. Drawing upon research, the DB-KOL Team identified goals aimed to enhance instructional and assessment practices including teachers:



- Using evidence of student learning to determine where students are at in their learning;
- Making informed decisions about teaching strategies and interventions based on research and other supports; and
- Analyzing evidence of student learning to monitor student progress and determine next step(s) in teaching and learning.

### 2.2. TEAMS IN THE KNOWING OUR LEARNERS INITIATIVE

The DB-KOL Team is comprised of seven Helping Teachers with speciality in specific curricular areas of focus, the Director of Curriculum and Instruction and an Assistant Superintendent. The role of the DB-KOL Team is to support further development of teaching instructional and

assessment practices of SB-KOL Teams which include two to three teachers and administrators per school site. The DB-KOL Team supports the implementation of quality instructional and assessment practices through full day and half day sessions that provide SB-KOL Teams:

- Time for collaborating in two full day sessions and two half day sessions;
- On-going support from Helping Teachers; and
- Professional learning resources

As a commitment to the KOL initiative, SB-KOL Teams are asked to attend and participate in two full-day sessions at the District’s Education Centre, two half-day sessions at school, two lunch and after school touchbacks at school, and one after-school celebration at the District’s Education Centre. SB-KOL Teams take part in activities that allow them opportunities to:

- Identify and explore teaching practices based on the needs of students;
- Gather evidence of student learning connected to specific core or curricular competencies within an area of learning;
- Engage in ongoing reflection that asks, “Are we making a difference? How have students’ learning changed? How do we know?”
- Collaborate with educators from other SB-KOL Teams; and,
- Document and share their learning stories (i.e., What has been learned about the students and classroom practice)

## 3.0. Approach to the Evaluation

The sections below provide an overview of the Knowing Our Learners (KOL) initiative, as well as the goals, activities, and expected outcomes of the initiative.

### 3.1. A UTILIZATION-FOCUSED APPROACH TO THE KNOWING OUR LEARNERS INITIATIVE

We integrated into the research design ideas borrowed from Utilization-Focused Evaluation (UFE),<sup>1</sup> which began with the premise that applied research studies should be judged by their utility and actual use. We put careful consideration into how everything from beginning to end may have affected the use of the findings and we concentrated on intended use by intended users (e.g., Helping Teachers). U-FE is a participatory research approach that has been shown to promote follow up to study recommendations.

We viewed participation in research processes as one of the key elements in this research project. Users (i.e., people with a direct, identifiable stake in the Inner City Early Learning Support initiative) were identified at the start of the research and become active participants throughout the process. U-FE principles and practices supported this research by ensuring appropriate tools and systems were in place (as informed by members of the DB-KOL Team), learning was supported, project needs were identified and addressed, and key considerations for future action were established to support a pathway for future Early Learning Support initiative activities.

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<sup>1</sup> Patton, M. Q. (2002). *Utilization-Focused Evaluation (U-FE) Checklist*. URL: [http://dmeforpeace.org/sites/default/files/Patton\\_UFE%20Checklist.pdf](http://dmeforpeace.org/sites/default/files/Patton_UFE%20Checklist.pdf)

### 3.3. DATA SOURCES AND ANALYTICAL APPROACH TO THE KNOWING OUR LEARNERS INITIATIVE

Data analysis included a combination of multiple lines of evidence, which supported robust analysis and support for the findings and resulting recommendations. These included:

4. School-Based KOL Team Reflectionnaire (see Appendix A);
5. Knowing Our Learners World Café Conversations (Appendix B)
6. District-Based KOL Team Reflectionnaire (Appendix C)

Each question items were matched to intended objectives outlined by the DB-KOL Team and were placed in a matrix (Appendix D).

In consultation with the DB-KOL Team, quantitative data from close-ended reflectionnaire items (i.e., Likert scale) underwent appropriate quantitative data analysis. Open-ended reflectionnaire items were put through a process of deductive and inductive analysis borrowed from well-established procedures in qualitative analysis research.<sup>2</sup> Analysis began by first engaging in line-by-line analysis of open-ended questions, identifying and coding salient features in the data. These codes were then collated into higher-level themes, refined, and compared with results of the quantitative evidence findings. The data analysis technique allowed for an examination of alternative explanations of results from each data source and to enhance the strength of findings and related recommendations.

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<sup>2</sup> Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. URL: <https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa>



# SECTION 4.0

Overall Outcomes

## 4.0. Results: Overall Program Outcomes

The following sub-section provides the summary of findings and assessment conclusion for the C-SP afterschool programs. Sub-sections are broken down by eight afterschool programs.

### 4.1. OVERALL PROGRAM PARTICIPATION

A total of 143 KOL participants representing 44 schools completed a survey at the end of their respective session. Across six sessions, 120 educators completed a reflectionnaire, which translated to a response rate of 84%. Table 1 provides a breakdown of the number of participants across the six KOL sessions delivered between February 3, 2020 and February 26, 2020.

**Table 1.** Participants by Knowing Our Learners Session

Session	Schools Represented	Participants	Completed Reflectionnaire
One – February 3, 2020	7	16	75% (12/16)
Two – February 5, 2020	4	20	65% (13/20)
Three – February, 13, 2020	9	29	79% (23/29)
Four – February 19, 2020	8	24	100% (24/24)
Five – February 25, 2020	11	41	93% (38/41)
Six – February 26, 2020	5	13	77% (10/13)
<b>Total</b>	<b>44</b>	<b>143</b>	<b>84% (120/143)</b>

## 4.2. OVERALL RESULTS OF THE KNOWING OUR LEARNERS REFLECTIONNAIRE

Approximately 1,048 responses across nine Likert scale items on the Knowing Our Learners Reflectionnaire were provided by 120 participants. There were a total of 32 instances when participants provided no response to question items in the reflectionnaires.

The combined average of all Likert scale response was closer to agreeing a lot ( $M = 3.51$ ), with participants attending Session 4 and Session 6 having the highest averages.

Table 2 provides a breakdown of the responses by level of agreement.

**Table 2.** Overall Level of Agreement on the Knowing Our Learners Reflectionnaire

Rating	Session One	Session Two	Session Three	Session Four	Session Five	Session Six	Total
A Lot	59	71	108	140	210	68	656
Somewhat	29	32	70	65	83	19	298
A Little	4	12	23	1	33	1	74
Not At All	5	0	4	2	8	0	19
I Don't Know / No Opinion	10	2	2	8	8	2	32
<b>Total</b>	<b>3.14</b>	<b>3.45</b>	<b>3.34</b>	<b>3.53</b>	<b>3.40</b>	<b>3.67</b>	<b>3.51</b>

Across KOL sessions, greater level of agreeability on reflectionnaire items was reported for Session 6 ( $M = 3.76$ ), followed by Session 4 ( $M = 3.64$ ). The average of all Likert scale responses for Session 2, Session 4, and Session 6 indicates that participants were closer to *agreeing a lot* on reflectionnaire items.

Across reflectionnaire items, greater level of agreeability across KOL sessions was reported for Item 1 ( $M = 3.81$ ), followed by Item 6 ( $M = 3.72$ ). All responses across KOL sessions indicates participants were closer to *agreeing a lot* on Item 1, Item 2, Item 5, and Item 6.

Table 3 provides a breakdown of the responses by level of agreement by KOL Session and reflectionnaire item.

**Table 3.** Overall Mean from Responses on the Knowing Our Learners Initiative by Session and Item

# of Responses	Session 1 ( $n = 12$ )	Session 2 ( $n = 13$ )	Session 3 ( $n = 23$ )	Session 4 ( $n = 24$ )	Session 5 ( $n = 38$ )	Session 6 ( $n = 10$ )	Overall ( $N = 120$ )
Item 1 ( $n = 120$ )	4.00	3.69	3.65	3.91	3.81	3.90	<b>3.81</b>
Item 2 ( $n = 119$ )	3.41	3.53	3.54	3.75	3.68	3.90	<b>3.64</b>
Item 3 ( $n = 119$ )	3.36	3.46	3.34	3.66	3.31	3.60	<b>3.43</b>
Item 4 ( $n = 117$ )	3.66	3.23	3.26	3.52	3.44	3.60	<b>3.43</b>
Item 5 ( $n = 120$ )	3.41	3.92	3.45	3.75	3.55	3.80	<b>3.62</b>
Item 6 ( $n = 118$ )	3.50	3.84	3.69	3.81	3.65	3.90	<b>3.72</b>
Item 7 ( $n = 112$ )	3.12	3.16	3.08	3.39	3.36	3.80	<b>3.31</b>
Item 8 ( $n = 114$ )	3.27	3.41	3.21	3.47	3.29	3.70	<b>3.35</b>
Item 9 ( $n = 109$ )	3.14	3.31	3.13	3.52	3.17	3.62	<b>3.28</b>
<b>Total (<math>N = 1,048</math>)</b>	<b>3.46</b>	<b>3.51</b>	<b>3.37</b>	<b>3.64</b>	<b>3.48</b>	<b>3.76</b>	<b>3.51</b>

# SECTION 5.0

OUTCOMES BY REFLECTIONNAIRE  
ITEMS



## 5.0. Results: Program Outcomes By Reflectionnaire Items

The following sub-section provides the summary of findings and assessment conclusion for the KOL initiative by reflectionnaire items.

### Reflectionnaire Results for ITEM ONE

#### ITEM 1

*Participating in learning sprints supported me in aligning my learning intentions with the learning needs of my students?*

A total of 120 responses were provided for **ITEM ONE** of the Knowing Our Learners Reflectionnaire. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in aligning my learning intentions with the learning needs of my students.*

All participants provided a response. An average of about eight in ten (83%) respondents agreed [a lot](#), while all (100%) respondent had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing [a lot](#) ( $M = 3.81$ ), with participants attending **Session One** ( $M = 4.00$ ) and **Session Four** ( $M = 3.91$ ) having the highest averages. Table 4 provides a breakdown of the responses by level of agreement and by session.

**Table 4.** Overall Mean from Responses on **ITEM ONE** of the Knowing Our Learners Initiative by Session

Rating	Session One	Session Two	Session Three	Session Four	Session Five	Session Six	Total
A Lot	12	9	16	22	32	9	100
Somewhat	0	4	6	2	5	1	18
A Little	0	0	1	0	1	0	2
Not At All	0	0	0	0	0	0	0
I Don't Know / No Opinion	0	0	0	0	0	0	0
<b>Total</b>	<b>4.00</b>	<b>3.69</b>	<b>3.65</b>	<b>3.91</b>	<b>3.81</b>	<b>3.90</b>	<b>3.81</b>

Approximately 108 out of the 120 participants (90%) responded to the prompt for **ITEM ONE**: *Why do you think this?* Responses were thematically analyzed, resulting in 310 mentions across four categories. Nearly half (49%) of the mentions were related to the KOL supporting teachers to be more focused and intentional, especially as it relates to reflecting and planning with students in mind.

A breakdown of themes and theme mentions aggregated from all KOL sessions is provided in Table 5.

**Table 5. Total Number of Themes and Sub-Themes for ITEM ONE**

Theme	Sub-Theme	Mentions (N = 310)	%
KOL Supports Teachers to Be More Focused and Intentional (n = 152; 49%)	a. Supports Reflection and Planning with Students in Mind	77	25%
	b. Supports Narrowing and Focusing Learning Intentions	58	19%
	c. Supports Connections with Core Competencies and the Curriculum	10	3%
	d. Supports Understanding and Confidence in Aligning Learning Intentions with Student Needs	7	2%
KOL Supports Teaching and Assessment Practices (n = 93; 30%)	a. Supports Teaching Practices	39	12.5%
	b. Supports Reflection and Documentation of Student Growth	27	9%
	c. Supports Reflection of Teaching Practices	14	4.5%
	d. Supports Exploration of Ideas, Research, and Best Practices	13	4%
KOL Offers Collaboration Activities and Supports (n = 53; 17%)	a. Supports Collaboration and Sharing	33	10.5%
	b. Provides Support from Helping Teachers and Colleagues	20	6.5%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 12; 4%)	a. Challenges with Aligning Learning Intentions	6	2%
	b. Challenges with Dedicating Time to Sprint Focus	6	2%

A sample of **ITEM ONE** quotes are provided in Table 6 below.

**Table 6.** Sample of **ITEM ONE** Quotes by Theme

Theme <sup>a</sup>	Sample Quotes
KOL Supports Teachers to Be More Focused and Intentional	<i>Because I started by looking at my class, and the specific needs that I was seeing in the class. On the first day we really unpacked the core competencies and the curriculum in a way that enabled me to really align my learning intentions with the students' specific needs.</i>
KOL Supports Teaching and Assessment Practices	<i>Helped me reflect on my practice, fine tune my thinking around teaching literacy.</i>
KOL Offers Collaboration Activities and Supports	<i>This has been especially helpful because of the guidance and resources of my supporting/helping teacher.</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>It was hard to generalize when you have such a large spread of abilities.</i>

<sup>a</sup>12 KOL participants did not provide a response.

## Reflectionnaire Results for ITEM TWO

### ITEM 2

*Participating in learning sprints supported me in creating success criteria that align with my learning intentions?*

A total of 119 responses were provided for **ITEM TWO** of the Knowing Our Learners Reflectionnaire while one participant did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in creating success criteria that align with my learning intentions.*

An average of nearly seven in ten (69%) respondents agreed [a lot](#), while all but one (99%) respondent had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing [a lot](#) ( $M = 3.64$ ), with participants attending **Session Six** ( $M = 3.90$ ) and **Session Four** ( $M = 3.75$ ) having the highest averages. Table 7 provides a breakdown of the responses by level of agreement and by session.

**Table 7.** Overall Mean from Responses on **ITEM TWO** of the Knowing Our Learners Initiative by Session

Rating	Session One	Session Two	Session Three	Session Four	Session Five	Session Six	Total
A Lot	6	8	13	18	28	9	<b>82</b>
Somewhat	5	4	8	6	8	1	<b>32</b>
A Little	1	1	1	0	2	0	<b>5</b>
Not At All	0	0	0	0	0	0	<b>0</b>
I Don't Know / No Opinion	0	0	1	0	0	0	<b>1</b>
<b>Total</b>	<b>3.41</b>	<b>3.53</b>	<b>3.54</b>	<b>3.75</b>	<b>3.68</b>	<b>3.90</b>	<b>3.64</b>

Approximately 95 out of the 120 participants (79%) responded to the prompt for **ITEM TWO**: *Why do you think this?* Responses were thematically analyzed, resulting in 232 mentions across four categories. About four in ten (44%) of the mentions were related to the KOL supporting teachers to be more focused and intentional, especially as it relates to narrowing and focusing success criteria.

A breakdown of themes and theme mentions aggregated from all KOL sessions is provided in Table 8.

**Table 8. Total Number of Themes and Sub-Themes for ITEM TWO**

Theme	Sub-Theme	Mentions (N = 232)	%
KOL Supports Teachers to Be More Focused and Intentional (n = 102; 44%)	a. Supports Narrowing and Focusing Success Criteria	48	20.5%
	b. Supports Reflection and Planning with Students in Mind	32	14%
	c. Supports Understanding and Confidence in Aligning Success Criteria with Learning Intentions	22	9.5%
KOL Supports Teaching and Assessment Practices (n = 69; 30%)	a. Supports Reflection and Documentation of Student Growth	28	12%
	b. Supports Teaching Practices	22	9.5%
	c. Supports Reflection of Teaching Practices	19	8.5%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 36; 15.5%)	a. Additional Time, Understanding, and Narrower Success Criteria Are Needed	26	11.5%
	b. Providing Additional and More Useful Resources and Supports	5	2%
	c. Challenges with Limited Time to Focus on Success Criteria	5	2%
KOL Offers Collaboration Activities and Supports (n = 25; 10.5%)	a. Supports Collaboration and Sharing	13	5.5%
	b. Provides Support from Helping Teachers and Colleagues	12	5%

<sup>a</sup>25 KOL participants did not provide a response.

A sample of **ITEM TWO** quotes are provided in Table 9 below.

**Table 9.** Sample of **ITEM TWO** Quotes by Theme

Theme <sup>a</sup>	Sample Quotes
KOL Supports Teachers to Be More Focused and Intentional	<i>Planning for the sprint encouraged me to have this criteria clearly stated and to be shared with students.</i>
KOL Supports Teaching and Assessment Practices	<i>Actually taking the time to say EXACTLY how a student can show success is beneficial for all of us.</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>Success criteria is still an area of growth for me.</i>
KOL Offers Collaboration Activities and Supports	<i>Collaboration with colleagues leads to more meaningful assessment criteria.</i>

## Reflectionnaire Results for ITEM THREE

### ITEM 3

*Participating in learning sprints supported me in gathering evidence for my sprint focus so it demonstrates success criteria I wanted students working towards?*

A total of 119 responses were provided for **ITEM THREE** of the Knowing Our Learners Reflectionnaire while one participant did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in gathering evidence for my sprint focus so it demonstrates success criteria I wanted students working towards.*

An average of five in ten (53%) respondents agreed a lot, while all but one (99%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing somewhat ( $M = 3.43$ ), with participants attending **Session Four** ( $M = 3.66$ ) and **Session Six** ( $M = 3.60$ ) having the highest averages. Table 10 provides a breakdown of the responses by level of agreement and by session.

**Table 10.** Overall Mean from Responses on **ITEM THREE** of the Knowing Our Learners Reflectionnaire by Session

Rating	Session One	Session Two	Session Three	Session Four	Session Five	Session Six	Total
A Lot	5	7	12	16	17	6	63
Somewhat	5	5	7	8	16	4	45
A Little	1	1	4	0	5	0	11
Not At All	0	0	0	0	0	0	0
I Don't Know / No Opinion	0	0	0	1	0	0	1
<b>Total</b>	<b>3.36</b>	<b>3.46</b>	<b>3.34</b>	<b>3.66</b>	<b>3.31</b>	<b>3.60</b>	<b>3.43</b>

Approximately 100 out of the 120 participants (83%) responded to the prompt for **ITEM THREE**: *Why do you think this?* Responses were thematically analyzed, resulting in 275 mentions across four categories. About four in ten (47%) of the mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teacher reflection and documentation of student growth.

A breakdown of themes and theme mentions aggregated from all KOL sessions is provided in Table 11.

**Table 11. Total Number of Themes and Sub-Themes for ITEM THREE**

Theme <sup>a</sup>	Sub-Theme	Mentions (N = 275)	%
KOL Supports Teaching and Assessment Practices (n = 129; 47%)	a. Supports Reflection and Documentation of Student Growth	93	34%
	b. Supports Reflection of Teaching Practices	25	9%
	c. Supports Teaching Practices	11	4%
KOL Supports Teachers to Be More Focused and Intentional (n = 68; 25%)	a. Supports Narrowing and Focusing Learning Intentions and Data Gathering	34	12.5%
	b. Supports Reflection and Planning with Students in Mind	34	12.5%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 46; 16.5%)	a. Difficulty With Data Collection, Limited Time to Gather Evidence, and Inadequate Data	29	10.5%
	b. Additional Time, Understanding, and Alignment Between Success Criteria and Learning Intentions Are Needed During KOL Sessions	10	3.5%
	c. Providing Additional and More Useful Resources and Supports	7	2.5%
KOL Offers Collaboration Activities and Supports (n = 32; 11.5%)	a. Supports Collaboration and Sharing	23	8.5%
	b. Provides Support from Helping Teachers and Colleagues	9	3%

<sup>a</sup>20 KOL participants did not provide a response.

A sample of **ITEM THREE** quotes are provided in Table 12 below.

**Table 12.** Sample of **ITEM THREE** Quotes by Theme

Theme	Sample Quotes
KOL Supports Teaching and Assessment Practices	<i>Gathering evidence informs our strategy choices and instruction and helps to direct the next learning intention (and again our own learning!).</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>It helped me be more intentional about collecting evidence over time.</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>I gathered evidence but I did not have enough time to reflect on the evidence as accurately as I would have liked.</i>
KOL Offers Collaboration Activities and Support	<i>We were encouraged to gather. That's all that was really necessary. I appreciate that the facilitators were very open to whatever we were bringing. There was no feeling of judgment. They have created a very supportive environment.</i>

## Reflectionnaire Results for ITEM FOUR

### ITEM 4

*Participating in learning sprints supported me in implementing instructional strategies and interventions that are grounded in research-informed teaching practices?*

A total of 117 responses were provided for **ITEM FOUR** of the Knowing Our Learners Reflectionnaire while three participants did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in implementing instructional strategies and interventions that are grounded in research-informed teaching practices.*

An average of five in ten (55%) respondents agreed [a lot](#), while all but five (96%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing [somewhat](#) ( $M = 3.43$ ), with participants attending [Session One](#) ( $M = 3.66$ ) and [Session Six](#) ( $M = 3.60$ ) having the highest averages. Table 13 provides a breakdown of the responses by level of agreement and by session.

**Table 13.** Overall Mean from Responses on **ITEM FOUR** of the Knowing Our Learners Reflectionnaire by Session

Rating	Session One	Session Two	Session Three	Session Four	Session Five	Session Six	Total
A Lot	9	5	10	12	22	7	65
Somewhat	2	6	10	11	9	2	40
A Little	1	2	2	0	4	1	10
Not At All	0	0	1	0	1	0	2
I Don't Know / No Opinion	0	0	0	1	2	0	3
<b>Total</b>	<b>3.66</b>	<b>3.23</b>	<b>3.26</b>	<b>3.52</b>	<b>3.44</b>	<b>3.60</b>	<b>3.43</b>

Approximately 82 out of the 120 participants (68%) responded to the prompt for **ITEM FOUR: Why do you think this?** Responses were thematically analyzed, resulting in 278 mentions across four categories. About one-third (32%) of the mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teaching practices.

A breakdown of themes and theme mentions aggregated from all KOL sessions is provided in Table 14.

**Table 14. Total Number of Themes and Sub-Themes for ITEM FOUR**

Theme <sup>a</sup>	Sub-Theme	Mentions (N = 278)	%
KOL Supports Teaching and Assessment Practices (n = 87; 31%)	a. Supports Teaching Practices	38	13.5%
	b. Supports Reflection of Teaching Practices	27	9.5%
	c. Supports Reflection and Documentation of Student Growth	22	8%
KOL Offers Collaboration Activities and Supports (n = 85; 30.5%)	a. Provides Support from Helping Teachers and Colleagues	65	23.5%
	b. Supports Collaboration and Sharing	20	7%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 65; 23.5%)	a. Providing Additional and More Useful Resources and Supports	29	10.5%
	b. Additional Time and Understanding Are Needed	19	7%
	c. Already Part of Teaching and Assessment Practices	17	6%
KOL Supports Teachers to Be More Focused and Intentional (n = 41; 15%)	a. Supports Narrowing and Focusing the Goals and Strategies of the Learning Sprint	27	10%
	b. Supports Reflection and Planning with Students in Mind	14	5%

<sup>a</sup>38 KOL participants did not provide a response.

A sample of **ITEM FOUR** quotes are provided in Table 15 below.

**Table 15.** Sample of **ITEM FOUR** Quotes by Theme

Theme	Sample Quotes
KOL Supports Teaching and Assessment Practices	<i>I chose a few that were beneficial to my students and then got some more ideas from the group at each of the sessions.</i>
KOL Offers Collaboration Activities and Supports	<i>Opportunity to connect with knowledgeable helping teacher who connected us to relevant resources that supported our learning sprint.</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>I don't feel like there was a check in for this. While the idea sprint itself is based in research informed practice I'm not sure that I can confidently say, that beyond best practices that I implemented myself, that there was really any evidence/research informed practices taking place. I can't recall if these were every explicitly given to/modeled for us.</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>The learning sprint did help me remain focused and committed to following my plan and getting others on board to the plan. They are excited and participating enthusiastically.</i>

## Reflectionnaire Results for ITEM FIVE

### ITEM 5

*Participating in learning sprints supported me in using evidence of student learning to determine where students are at in their learning?*

A total of 119 responses were provided for **ITEM FIVE** of the Knowing Our Learners Reflectionnaire while one participant did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in using evidence of student learning to determine where students are at in their learning.*

An average of seven in ten (70%) respondents agreed a lot, while all but three (98%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing a lot ( $M = 3.62$ ), with participants attending **Session Two** ( $M = 3.92$ ) and **Session Six** ( $M = 3.80$ ) having the highest averages. Table 16 provides a breakdown of the responses by level of agreement and by session.

**Table 16.** Overall Mean from Responses on **ITEM FIVE** of the Knowing Our Learners Reflectionnaire by Session

Rating	Session One	Session Two	Session Three	Session Four	Session Five	Session Six	Total
A Lot	7	12	12	18	27	8	84
Somewhat	4	1	8	6	6	2	27
A Little	0	0	2	0	4	0	6
Not At All	1	0	0	0	1	0	2
I Don't Know / No Opinion	0	0	1	0	0	0	1
<b>Total</b>	<b>3.41</b>	<b>3.92</b>	<b>3.45</b>	<b>3.75</b>	<b>3.55</b>	<b>3.80</b>	<b>3.62</b>

Approximately 84 out of the 120 participants (70%) responded to the prompt for **ITEM FIVE: Why do you think this?** Responses were thematically analyzed, resulting in 273 mentions across four categories. Nearly six in ten (57%) mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting reflection and documentation of student growth.

A breakdown of themes and theme mentions aggregated from all KOL sessions is provided in Table 17.

**Table 17.** Total Number of Themes and Sub-Themes for **ITEM FIVE**

Theme <sup>a</sup>	Sub-Theme	Mentions (N = 273)	%
KOL Supports Teaching and Assessment Practices (n = 155; 57%)	a. Supports Reflection and Documentation of Student Growth	109	40%
	b. Supports Teaching Practices	33	12%
	c. Supports Reflection of Teaching Practices	13	5%
KOL Supports Teachers to Be More Focused and Intentional (n = 68; 25%)	a. Supports Reflection and Planning with Students in Mind	46	17%
	b. Supports Narrowing and Focusing Data Gathering Methods and Feedback	22	8%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 40; 14.5%)	a. Already Part of Teaching and Assessment Practices	18	6.5%
	b. Additional Time and Understanding Are Needed	15	5.5%
	c. Providing Additional and More Useful Resources and Supports	7	2.5%
KOL Offers Collaboration Activities and Supports (n = 10; 3.5%)	a. Supports Collaboration and Sharing	10	3.5%

<sup>a</sup>36 program participant did not provide a response.

A sample of **ITEM FIVE** quotes are provided in Table 18 below.

**Table 18.** Sample of **ITEM FIVE** Quotes by Theme

Theme	Sample Quotes
KOL Supports Teaching and Assessment Practices	<i>I absolutely used the evidence I collected to give me clarity about where my students are at.</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>This is really a matter of clarity at the outset. Knowing what I'm looking for makes it easy for me to judge if my students are able to perform the tasks.</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>It was a challenging group and it was difficult to find the data I needed and was looking for.</i>
KOL Offers Collaboration Activities and Supports	<i>I will begin to discuss student evidence much more with my teaching partner.</i>

## Reflectionnaire Results for ITEM SIX

### ITEM 6

*Participating in learning sprints supported me in using evidence of student learning to determine next steps in teaching and learning?*

A total of 118 responses were provided for **ITEM SIX** of the Knowing Our Learners Reflectionnaire while two participants did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in using evidence of student learning to determine next steps in teaching and learning.*

An average of nearly eight in ten (78%) respondents agreed [a lot](#), while all but three (98%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing [a lot](#) ( $M = 3.72$ ), with participants attending [Session Six](#) ( $M = 3.90$ ) and [Session Two](#) ( $M = 3.84$ ) having the highest averages. Table 19 provides a breakdown of the responses by level of agreement and by session.

**Table 19.** Overall Mean from Responses on **ITEM SIX** of the Knowing Our Learners Reflectionnaire by Session

Rating	Session One	Session Two	Session Three	Session Four	Session Five	Session Six	Total
A Lot	9	11	17	19	28	9	93
Somewhat	1	2	5	2	7	1	18
A Little	1	0	1	1	3	0	6
Not At All	1	0	0	0	0	0	1
I Don't Know / No Opinion	0	0	0	2	0	0	2
<b>Total</b>	<b>3.50</b>	<b>3.84</b>	<b>3.69</b>	<b>3.81</b>	<b>3.65</b>	<b>3.90</b>	<b>3.72</b>

Approximately 101 out of the 120 participants (84%) responded to the prompt for **ITEM SIX**: *Why do you think this?* Responses were thematically analyzed, resulting in 284 mentions across four categories. About four in ten (42.5%) mentions were related to the KOL supporting teachers to be more focused and intentional, especially as it relates to supporting reflection and planning with students in mind.

A breakdown of themes and theme mentions aggregated from all KOL sessions is provided in Table 20.

**Table 20. Total Number of Themes and Sub-Themes for ITEM SIX**

Theme	Sub-Theme	Mentions (N = 284)	%
KOL Supports Teachers to Be More Focused and Intentional (n = 120; 42.5%)	a. Supports Reflection and Planning with Students in Mind	97	34%
	b. Supports Clear Success Criteria and Planning	12	4.5%
	c. Supports Understanding and Confidence in Using Evidence to Determine Next Steps	11	4%
KOL Supports Teaching and Assessment Practices (n = 103; 36.5%)	a. Supports Reflection and Documentation of Student Growth	62	22%
	b. Supports Teaching Practices	24	8.5%
	c. Supports Reflection of Teaching Practices	17	6%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 32; 11%)	a. Additional Time and Understanding Are Needed	20	7%
	b. Already Part of Teaching and Assessment Practices	6	2%
	c. Providing Additional and More Useful Resources and Supports	6	2%
KOL Offers Collaboration Activities and Supports (n = 29; 10%)	a. Supports Collaboration and Sharing	29	10%

<sup>a</sup>19 program participant did not provide a response.

A sample of **ITEM SIX** quotes are provided in Table 21 below.

**Table 21.** Sample of **ITEM SIX** Quotes by Theme

Theme	Sample Quotes	
KOL Supports Teachers to Be More Focused and Intentional	<i>My planning was purposeful and it was geared around what my students needed.</i>	
KOL Supports Teaching and Assessment Practices	<i>It helped me refine my practice and revisit what the students were not quite grasping.</i>	
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>The smaller sessions was much more effective than the large session in our first workshop.</i>	<i>The meetings were so far apart, I had already move onto the next steps on my own.</i>
KOL Offers Collaboration Activities and Supports	<i>I was able to share with colleagues who then offered input on how I could proceed with my next sprint.</i>	

## Reflectionnaire Results for ITEM SEVEN

### ITEM 7

*Participation in KOL supported me by providing feedback and direction to my students that is supported by MY OBSERVATIONS (e.g. As part of running records, checklists, anecdotal/informal observations, etc.)?*

A total of 112 responses were provided for **ITEM SEVEN** of the Knowing Our Learners Reflectionnaire while eight participants did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in providing feedback and direction to my students that is supported by my observations (e.g. As part of running records, checklists, anecdotal/informal observations, etc.).*

An average of five in ten (50%) respondents agreed a lot, while nine in ten (90%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing somewhat ( $M = 3.31$ ), with participants attending **Session Six** ( $M = 3.80$ ) and **Session Four** ( $M = 3.39$ ) having the highest averages. Table 22 provides a breakdown of the responses by level of agreement and by session.

**Table 22.** Overall Mean from Responses on **ITEM SEVEN** of the Knowing Our Learners Reflectionnaire by Session

Rating	Session One	Session Two	Session Three	Session Four	Session Five	Session Six	Total
A Lot	3	5	9	11	21	8	57
Somewhat	4	4	8	11	8	2	37
A Little	0	3	5	0	6	0	14
Not At All	1	0	1	1	1	0	4
I Don't Know / No Opinion	4	1	0	1	2	0	8
<b>Total</b>	<b>3.12</b>	<b>3.16</b>	<b>3.08</b>	<b>3.39</b>	<b>3.36</b>	<b>3.80</b>	<b>3.31</b>

Approximately 60 out of the 120 participants (50%) responded to the prompt for **ITEM SEVEN**: *Why do you think this?* Responses were thematically analyzed, resulting in 131 mentions across four categories. Nearly half (46.5%) of all mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting reflection and documentation of student growth.

A breakdown of themes and theme mentions aggregated from all KOL sessions is provided in Table 23.

**Table 23.** Total Number of Themes and Sub-Themes for **ITEM SEVEN**

Theme	Sub-Theme	Mentions (N = 131)	%
KOL Supports Teaching and Assessment Practices (n = 61, 46.5%)	a. Supports Reflection and Documentation of Student Growth	42	32%
	b. Supports Teaching Practices	12	9%
	c. Supports Reflection of Teaching Practices	7	5.5%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 35, 27%)	a. Already Part of Teaching and Assessment Practices	13	10%
	b. Additional Time and Opportunities For Providing Student Feedback Would Be Needed	11	8.5%
	c. Providing Additional and More Useful Resources and Supports	10	7.5%
	d. Not Applicable to Learning Sprint	1	1%
KOL Supports Teachers to Be More Focused and Intentional (n = 32, 24.5%)	a. Supports Narrowing and Focusing Data Gathering Methods and Feedback	21	16%
	b. Supports Reflection and Planning with Students in Mind	11	8.5%
KOL Offers Collaboration Activities and Supports (n = 3, 2%)	a. Supports Collaboration and Sharing	3	2%

<sup>a</sup>60 program participant did not provide a response.

A sample of **ITEM SEVEN** quotes are provided in Table 24 below.

**Table 24.** Sample of **ITEM SEVEN** Quotes by Theme

Theme	Sample Quotes
KOL Supports Teaching and Assessment Practices	<i>The biggest growth for me was learning new ways to triangulate forms of assessment.</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>I feel like learning sprints don't help with providing feedback to students.</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>I've been intentional with my use of language and feedback.</i>
KOL Offers Collaboration Activities and Supports	<i>Connected discussions with colleagues about what my focus is and what I want to achieve with my students.</i>

## Reflectionnaire Results for ITEM EIGHT

### ITEM 8

*Participation in KOL supported me by providing feedback and direction to my students that is supported by MY CONVERSATIONS (e.g. Exchanges during conferences, journals, feedback, focused conversations, online forums, class discussions, interviews, etc.)*

A total of 114 responses were provided for **ITEM EIGHT** of the Knowing Our Learners Reflectionnaire while six participants did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in providing feedback and direction to my students that is supported by my conversations (e.g. Exchanges during conferences, journals, feedback, focused conversations, online forums, class discussions, interviews, etc.).*

An average of five in ten (55%) respondents agreed a lot, while nine in ten (90%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing somewhat ( $M = 3.35$ ), with participants attending **Session Six** ( $M = 3.70$ ) and **Session Four** ( $M = 3.47$ ) having the highest averages. Table 25 provides a breakdown of the responses by level of agreement and by session.

**Table 25.** Overall Mean from Responses on **ITEM EIGHT** of the Knowing Our Learners Reflectionnaire by Session

Rating	Session One	Session Two	Session Three	Session Four	Session Five	Session Six	Total
A Lot	5	8	11	12	20	7	63
Somewhat	5	1	7	8	11	3	35
A Little	0	3	4	0	3	0	10
Not At All	1	0	1	1	3	0	6
I Don't Know / No Opinion	1	1	0	3	1	0	6
<b>Total</b>	<b>3.27</b>	<b>3.41</b>	<b>3.21</b>	<b>3.47</b>	<b>3.29</b>	<b>3.70</b>	<b>3.35</b>

Approximately 58 out of the 120 participants (48%) responded to the prompt for **ITEM EIGHT**: *Why do you think this?* Responses were thematically analyzed, resulting in 170 mentions across four categories. Nearly half (46.5%) of all mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting reflection and documentation of student growth.

A breakdown of themes and theme mentions aggregated from all KOL sessions is provided in Table 26.

**Table 26. Total Number of Themes and Sub-Themes for ITEM EIGHT**

Theme <sup>a</sup>	Sub-Theme	Mentions (N = 170)	%
KOL Supports Teaching and Assessment Practices (n = 92; 54%)	Supports Reflection and Documentation of Student Growth	48	28%
	Supports Teaching Practices	36	21%
	Supports Reflection of Teaching Practices	8	5%
KOL Supports Teachers to Be More Focused and Intentional (n = 41; 24%)	Supports Narrowing and Focusing Data Gathering Methods and Feedback	23	13.5%
	Supports Reflection and Planning with Students in Mind	18	10.5%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 32; 19%)	Additional Time and Opportunities For Providing Student Feedback Would Be Needed	12	7%
	Already Part of Teaching and Assessment Practices	9	5.5%
	Providing Additional and More Useful Resources and Supports	6	3.5%
	Not Applicable to Learning Sprint	5	3%
KOL Offers Collaboration Activities and Supports (n = 5; 3%)	Supports Collaboration and Sharing	5	3%

<sup>a</sup>62 program participant did not provide a response.

A sample of **ITEM EIGHT** quotes are provided in Table 27 below.

**Table 27.** Sample of **ITEM EIGHT** Quotes by Theme

Theme	Sample Quotes
KOL Supports Teaching and Assessment Practices	<i>Because of this inquiry and my initial results I have already changed my instruction and conversation with students around collaboration and communication skills.</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>The greatest skill I have learned about myself is that I need to be more focused and less broad in my learning goals. This results in better and more accurate feedback with the kids.</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>I could have had more dialogue between my students. This might be something that could be emphasized more during the sprint.</i>
KOL Offers Collaboration Activities and Supports	<i>I felt like I gain a lot more insight being given the time to meet and exchange ideas with colleagues teaching different grades.</i>

## Reflectionnaire Results for ITEM NINE

### ITEM 9

*Participation in KOL supported me by providing feedback and direction to my students that is supported by MY STUDENT'S PRODUCTS (e.g. Portfolios, assignments, self and peer assessments, demonstrations, songs, dances, tests, quizzes, etc.)?*

A total of 109 responses were provided for **ITEM NINE** of the Knowing Our Learners Reflectionnaire while 11 participants did not provide a response. Participants were asked to rate their level of agreement with the following statement: *Participating in learning sprints supported me in providing feedback and direction to my students that is supported by student products (e.g. Portfolios, assignments, self and peer assessments, demonstrations, songs, dances, tests, quizzes, etc.).*

An average of four in ten (44%) respondents agreed *a lot*, while nearly nine in ten (87.5%) respondents had some level of agreeability with the reflectionnaire item across all sessions. The combined average of all Likert scale responses was closer to agreeing *somewhat* ( $M = 3.28$ ), with participants attending **Session Six** ( $M = 3.62$ ) and **Session Four** ( $M = 3.52$ ) having the highest averages. Table 28 provides a breakdown of the responses by level of agreement and by session.

**Table 28.** Overall Mean from Responses on **ITEM NINE** of the Knowing Our Learners Reflectionnaire by Session

Rating	Session One	Session Two	Session Three	Session Four	Session Five	Session Six	Total
A Lot	3	6	8	12	15	5	49
Somewhat	3	5	11	11	13	3	46
A Little	0	2	3	0	5	0	10
Not At All	1	0	1	0	2	0	4
I Don't Know / No Opinion	5	0	0	1	3	2	11
<b>Total</b>	<b>3.14</b>	<b>3.31</b>	<b>3.13</b>	<b>3.52</b>	<b>3.17</b>	<b>3.62</b>	<b>3.28</b>

Approximately 53 out of the 120 participants (48%) responded to the prompt for **ITEM NINE**: *Why do you think this?* Responses were thematically analyzed, resulting in 113 mentions across four categories. About half (52.5%) of all mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting reflection and documentation of student growth.

A breakdown of themes and theme mentions aggregated from all KOL sessions is provided in Table 29.

**Table 29. Total Number of Themes and Sub-Themes for ITEM NINE**

Theme <sup>a</sup>	Sub-Theme	Mentions (N = 113)	%
KOL Supports Teaching and Assessment Practices (n = 59; 52.5%)	a. Supports Reflection and Documentation of Student Growth	39	34.5%
	b. Supports Teaching Practices	12	11%
	c. Supports Reflection of Teaching Practices	8	7%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 34; 30%)	a. Additional Time and Opportunities For Providing Student Feedback Would Be Needed	12	11%
	b. Already Part of Teaching and Assessment Practices	9	8%
	c. Providing Additional and More Useful Resources and Supports	7	6%
	d. Not Applicable to Learning Sprint	6	5%
KOL Supports Teachers to Be More Focused and Intentional (n = 16; 14%)	a. Supports Narrowing and Focusing Data Gathering Methods and Feedback	8	7%
	b. Supports Reflection and Planning with Students in Mind	8	7%
KOL Offers Collaboration Activities and Supports (n = 4; 3.5%)	a. Supports Collaboration and Sharing	4	3.5%

<sup>a</sup>67 program participant did not provide a response.

A sample of **ITEM NINE** quotes are provided in Table 30 below.

**Table 30.** Sample of **ITEM NINE** Quotes by Theme

Theme	Sample Quotes
KOL Supports Teaching and Assessment Practices	<i>I realized my students needed a lot of explicit instruction and then practice on communicating and collaborating before they are reading to create a product.</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>I would appreciate more examples of self-assessments and an opportunity to spend the time creating/printing/preparing materials or have the helping teachers bring/send examples of lesson ideas that would help with our learning sprints.</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>Focusing on the sprint made me more focused on if the products accurately reflected my sprint and learning intentions.</i>
KOL Offers Collaboration Activities and Supports	<i>I liked the time provided in our sessions for us to reflect on our evidence and discuss with other colleagues.</i>



# Section 6.0

Program Outcomes by Sessions



## 6.0. Results: Program Outcomes By Sessions

The following sub-section provides the summary of findings and assessment conclusion for the KOL initiative by sessions.

### 6.1. KOL SESSION ONE OVERVIEW AND REFLECTIONNAIRE RESULTS

#### *Session One Quantitative Results*

Approximately 12 (52%) out of 23 KOL participants completed a survey at the end of **SESSION ONE**. Of the 12 completed reflectionnaires, a total of 97 responses were provided. An average of five in ten (54%) respondents who provided a response agreed *a lot*, while nearly nine in ten (85%) respondents had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing *somewhat* ( $M = 3.46$ ), with **Item One** ( $M = 4.0$ ) and **Item Four** ( $M = 3.66$ ) having the highest averages. Table 31 provides a breakdown of the responses by level of agreement across all reflectionnaire items.

**Table 31. SESSION ONE** Participant Responses by Rating and Mean

Rating	Item One	Item Two	Item Three	Item Four	Item Five	Item Six	Item Seven	Item Eight	Item Nine	Total
A Lot	12	6	5	9	7	9	3	5	3	59
Somewhat	0	5	5	2	4	1	4	5	3	29
A Little	0	1	1	1	0	1	0	0	0	4
Not At All	0	0	0	0	1	1	1	1	1	5
I Don't Know / No Opinion	0	0	1	0	0	0	4	1	5	11
<b>Overall Mean</b>	<b>4.00</b>	<b>3.41</b>	<b>3.36</b>	<b>3.66</b>	<b>3.41</b>	<b>3.50</b>	<b>3.12</b>	<b>3.27</b>	<b>3.14</b>	<b>3.46</b>

## Session One Qualitative Results

All **SESSION 1** participants ( $n = 12$ ; 100%) responded to at least one prompt for **ITEM 1**, **ITEM 2**, and **ITEM 3: Why do you think this?** A total of 35 responses across the three items were thematically analyzed, resulting in 95 mentions across four categories. Approximately four in ten (40%) mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting reflection of teaching practices.

A breakdown of themes and theme mentions from **SESSION ONE** is provided in Table 32.

**Table 32. SESSION ONE Participant Responses by Number of Themes and Sub-Themes (Q1 – Q3)**

Theme	Sub-Theme	Mentions ( $N = 95$ )	%
KOL Supports Teaching and Assessment Practices ( $n = 40$ ; 42%)	a. Supports Reflection of Teaching Practices	17	18%
	b. Supports Reflection and Documentation of Student Growth	12	12.5%
	c. Supports Teaching Practices	11	11.5%
KOL Supports Teachers to Be More Focused and Intentional ( $n = 38$ ; 40%)	a. Supports Reflection and Planning with Students in Mind	19	20%
	b. Supports Narrowing and Focusing, Learning Intentions, Success Criteria, and Data Gathering	18	19%
	c. Supports Connections with Core Competencies and the Curriculum	1	1%
Challenges with the Learning Sprint Process ( $n = 10$ ; 10.5%)	a. Additional Time and Alignment Between Success Criteria and Learning Intentions	6	6.5%
	b. Difficulty With Data Collection, Limited Time to Gather Evidence, and Inadequate Data	3	3%
	c. Providing Additional and More Useful Resources and Supports	1	1%
KOL Offers Collaboration Activities and Supports ( $n = 7$ ; 7.5%)	a. Supports Collaboration and Sharing	4	4.5%
	b. Provides Support from Helping Teachers and Colleagues	3	3%

A sample of **SESSION ONE** quotes are provided in Table 33 below.

**Table 33.** Sample of **SESSION ONE** Quotes by Theme (Q1 – Q3)

Theme	Sub-Theme	
KOL Supports Teaching and Assessment Practices	<i>Helped me focus on one thing at a time within a busy year, this can be hard normally... but this process will refine my practice and hopefully allow me to work smarter.</i>	<i>Being involved in this inquiry encouraged me to gather evidence that I wouldn't have normally collected.</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>Because I started by looking at my class, and the specific needs that I was seeing in the class. On the first day we really unpacked the core competencies and the curriculum in a way that enabled me to really align my learning intentions with the students' specific needs.</i>	
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>The success criteria I used as evidence did not align with my learning intention so for my second sprint I will have to revisit this and ensure that they match better.</i>	<i>I gathered evidence but I did not have enough time to reflect on the evidence as accurately as I would have liked.</i>
KOL Offers Collaboration Activities and Supports	<i>Collaboration with colleagues leads to more meaningful assessment criteria.</i>	<i>I am not sure I would have known where to start without feedback from others.</i>

All **SESSION 1** participants (100%) responded to at least one prompt for ITEM 4, ITEM 5, and ITEM 6: *Why do you think this?* A total of 35 responses across the three items were thematically analyzed, resulting in 127 mentions across four categories. About half (48%) of all mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting reflection and documentation of student growth.

A breakdown of themes and theme mentions from Session Two is provided in Table 34.

**Table 34. SESSION ONE Participant Responses by Number of Themes and Sub-Themes (Q4 – Q6)**

Theme	Sub-Theme	Mentions (N =127)	%
KOL Supports Teaching and Assessment Practices (n = 61; 48%)	a. Supports Reflection and Documentation of Student Growth	31	24%
	b. Supports Teaching Practices	22	17%
	c. Supports Reflection of Teaching Practices	9	7%
KOL Offers Collaboration Activities and Supports (n = 25; 20%)	a. Supports Collaboration and Discussion	13	10%
	a. Provides Support from Helping Teachers and Colleagues	12	10%
KOL Supports Teachers to Be More Focused and Intentional (n = 24; 18%)	a. Supports Reflection and Planning with Students in Mind	18	15%
	b. Supports Narrowing and Focusing the Goals and Strategies of the Learning Sprint	6	3%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 17; 14%)	a. Additional Time and Alignment Between Success Criteria, Learning Intentions, and Data Being Gathered	6	5%
	b. Providing Additional and More Useful Resources and Supports	6	5%
	c. Already Part of Teaching and Assessment Practices	5	4%

A sample of **SESSION ONE** quotes are provided in Table 35 below.

**Table 35.** Sample of **SESSION ONE** Quotes by Theme (Q4 – Q6)

Theme	Sub-Theme	
KOL Supports Teaching and Assessment Practices	<i>I felt encouraged to collect data on where they are now and to create a questionnaire to see how they are feeling rather than only basing things on what I think is happening.</i>	
KOL Offers Collaboration Activities and Supports	<i>Collaboration time with colleagues helps me to see different ways of moving forward.</i>	
KOL Supports Teachers to Be More Focused and Intentional	<i>Time with the Helping Teacher helped focus on practices, point us in the direction of resources, and things that aligned with my learning sprint and topic</i>	
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>I had already done a formative assessment before joining this sprint but I do like the validation :-)</i>	<i>During our sprint, the instructional strategies and interventions weren't specifically linked to research informed practices. Instead, we discussed the strategies together and chose one to test out. We selected the strategy based on our professional experience about what we thought would work best but not because some book/article or expert told us too.</i>

Approximately 10 out of 12 **SESSION 1** participants (83%) responded to at least one prompt for ITEM 7, ITEM 8, and ITEM 9: *Why do you think this?* A total of 16 responses across the three items were thematically analyzed, resulting in 95 mentions across four categories. , resulting in 113 mentions across four categories. About half (52.5%) of all mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting reflection and documentation of student growth.

A breakdown of themes and theme mentions from Session Two is provided in Table 36.

**Table 36. SESSION ONE Participant Responses by Number of Themes and Sub-Themes (Q7 – Q9)**

Theme	Sub-Theme	Mentions (N = 73)	%
KOL Supports Teaching and Assessment Practices (n = 35; 48%)	a. Supports Reflection and Documentation of Student Growth	22	30%
	b. Supports Teaching Practices	13	18%
KOL Supports Teachers to Be More Focused and Intentional (n = 23; 31.5%)	a. Supports Narrowing and Focusing Data Gathering Methods and Feedback	12	16.5%
	b. Supports Reflection and Planning with Students in Mind	11	15%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 11; 15%)	a. Not Applicable to Learning Sprint	5	7%
	b. Providing Additional and More Useful Resources and Supports	3	4%
	c. Additional Time and Opportunities For Providing Student Feedback Would Be Needed	3	4%
KOL Offers Collaboration Activities and Supports (n = 4; 5.5%)	a. Supports Collaboration and Sharing	4	5.5%

A sample of **SESSION ONE** quotes are provided in Table 37 below.

**Table 37.** Sample of **SESSION 1** Quotes by Theme

Theme	Sub-Theme	
KOL Supports Teaching and Assessment Practices	<i>Because of this inquiry and my initial results I have already changed my instruction and conversation with students around collaboration and communication skills.</i>	
KOL Supports Teachers to Be More Focused and Intentional	<i>I've been intentional with my use of language and feedback.</i>	
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>Students struggled with self-reflection and many students did not complete this component.</i>	<i>Not focused on giving feedback.</i>
KOL Offers Collaboration Activities and Supports	<i>Connected discussions with colleagues about what my focus is &amp; what I want to achieve with my students.</i>	

## 6.2. KOL SESSION TWO OVERVIEW AND REFLECTIONNAIRE RESULTS

Approximately 13 KOL participants completed the KOL Reflectionnaire at the end of **SESSION TWO**. A total of 116 responses were provided by respondents while one participant did not provide a response. Results have been analyzed and presented below.

### *Session Two Quantitative Results*

An average of six in ten (62%) respondents who provided a response agreed *a lot* across all reflectionnaire items, while all but one (99%) respondent had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing *a lot* ( $M = 3.51$ ), with *Item Five* ( $M = 3.92$ ) and *Item Six* ( $M = 3.84$ ) having the highest averages.

Table 38 provides a breakdown of the responses by level of agreement across all reflectionnaire items.

**Table 38.** SESSION TWO Participant Responses by Rating and Mean

Rating	Item One	Item Two	Item Three	Item Four	Item Five	Item Six	Item Seven	Item Eight	Item Nine	Total
A Lot	9	8	7	5	12	11	5	8	6	<b>71</b>
Somewhat	4	4	5	6	1	2	4	1	5	<b>32</b>
A Little	0	1	1	2	0	0	3	3	2	<b>12</b>
Not At All	0	0	0	0	0	0	0	0	0	<b>0</b>
I Don't Know / No Opinion	0	0	0	0	0	0	1	0	0	<b>1</b>
<b>Overall Mean</b>	<b>3.69</b>	<b>3.53</b>	<b>3.46</b>	<b>3.23</b>	<b>3.92</b>	<b>3.84</b>	<b>3.16</b>	<b>3.41</b>	<b>3.31</b>	<b>3.51</b>

*Session Two Qualitative Results*

Approximately 10 out of 13 **SESSION TWO** participants (77%) responded to at least one prompt for ITEM 1, ITEM 2, and ITEM 3: *Why do you think this?* A total of 25 responses across the three items were thematically analyzed, resulting in 53 mentions across four categories. About four in ten mentions (37.5%) were related to the KOL supporting teachers to be more focused and intentional, especially as it relates to narrowing and focusing their learning intentions.

A breakdown of themes and theme mentions from Session Two is provided in Table 39.

**Table 39. SESSION TWO Participant Responses by Number of Themes and Sub-Themes (Q1 – Q3)**

Theme	Sub-Theme	Mentions (N = 53)	%
KOL Supports Teachers to be More Focused and Intentional (n = 20; 37.5%)	a. Supports Narrowing and Focusing Learning Intentions	9	17%
	b. Supports Reflection and Planning with Students in Mind	7	13%
	a. Supports Understanding and Confidence in Aligning Learning Intentions with Student Needs	3	5.5%
	b. Supports Connections with Core Competencies and the Curriculum	1	2%
Challenges With the Learning Sprint Process (n = 14; 26.5%)	a. Additional Time to Narrow Success Criteria and Align Learning Intentions	10	19%
	b. Difficulty With Data Collection, Limited Time to Gather Evidence, and Inadequate Data	4	7.5%
KOL Supports Teaching and Assessment Practices (n = 14; 26.5%)	a. Supports Reflection and Documentation of Student Growth	12	20.5%
	b. Supports Reflection of Teaching Practices	2	4%
	c. Supports Teaching Practices	1	2%
KOL Offers Collaboration Activities and Supports (n = 5; 9.5%)	a. Provides Support from Helping Teachers and Colleagues	3	5.5%
	b. Provides Collaboration, Sharing, and Support	2	4%

A sample of **SESSION TWO** quotes are provided in Table 40 below.

**Table 40.** Sample of **SESSION TWO** Quotes by Theme (Q1 – Q3)

Theme	Sample Quotes	
KOL Supports Teachers to be More Focused and Intentional	<i>It allowed me think back on my intentions, rather than moving on too quickly. Still working out what my intentions are.</i>	<i>Planning for the sprint encouraged me to have this criteria clearly stated and to be shared with students.</i>
Challenges With the Learning Sprint Process	<i>I feel that I am overwhelmed this year with my class and new grades. That I am also not having enough time to dedicate to this process.</i>	<i>I think my success criteria was too challenging.</i>
KOL Supports Teaching and Assessment Practices	<i>Knowing I have these sessions to meet/debrief with colleagues kept me accountable in collecting meaningful evidence (and a decent amount of evidence) to analyze.</i>	<i>Gathering evidence has informed by next steps on how to proceed.</i>
KOL Offers Collaboration Activities and Supports	<i>Helping Teachers have helped a lot with increasing my understanding in this area.</i>	

Approximately 8 out of 13 **SESSION TWO** participants (62%) responded to at least one prompt for ITEM 4, ITEM 5, and ITEM 6: *Why do you think this?* A total of 22 responses across the three items were thematically analyzed, resulting in 59 mentions across four categories. About half (47%) of all mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting reflection and documentation of student growth.

A breakdown of themes and theme mentions from Session Two is provided in Table 41.

**Table 41. SESSION TWO Participant Responses by Number of Themes and Sub-Themes (Q4 – Q6)**

Theme	Sub-Theme	Mentions (N = 59)	%
KOL Supports Teaching and Assessment Practices (n = 28; 47%)	a. Supports Reflection and Documentation of Student Growth	16	27%
	b. Supports Reflection of Teaching Practices	6	10%
	c. Supports Teaching Practices	6	10%
KOL Supports Teachers to Be More Focused and Intentional (n = 11; 19%)	a. Supports Reflection and Planning with Students in Mind	10	17%
	b. Supports Narrowing and Focusing the Goals and Strategies of the Learning Sprint	1	2%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 11; 19%)	a. Providing Additional and More Useful Resources and Supports	5	8.5%
	b. Additional Time and Understanding Are Needed	5	8.5%
	c. Already Part of Teaching and Assessment Practices	1	2%
KOL Offers Collaboration Activities and Supports (n = 9; 15%)	a. Supports Collaboration and Discussion	5	8.5%
	b. Provides Support from Helping Teachers and Colleagues	4	6.5%

A sample of **SESSION TWO** quotes are provided in Table 42 below.

**Table 42.** Sample of **SESSION TWO** Quotes by Theme (Q4 – Q7)

Theme	Sample Quotes	
KOL Supports Teaching and Assessment Practices	<i>Did class check in, to see how the students felt about the activity and why. I implemented changed based on what they told me.</i>	
KOL Supports Teachers to Be More Focused and Intentional	<i>My hope that the evidence collected will be used to further target my teaching.</i>	<i>Providing us the space and time to determine the next steps has helped.</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>We didn't talk about specific strategies.</i>	
KOL Offers Collaboration Activities and Supports	<i>I was introduced to a new resource to prepare for the sprint.</i>	

Approximately 8 out of 13 **SESSION TWO** participants (62%) responded to at least one prompt for ITEM 7, ITEM 8, and ITEM 9: *Why do you think this?* A total of 18 responses across the three items were thematically analyzed, resulting in 113 mentions across four categories. About half (52.5%) of all mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting reflection and documentation of student growth.

A breakdown of themes and theme mentions from Session Two is provided in Table 43.

**Table 43. SESSION TWO** Participant Responses by Number of Themes and Sub-Themes (Q7 – Q9)

Theme	Sub-Theme	Mentions (N = 32)	%
KOL Supports Teaching and Assessment Practices (n = 14; 44%)	a. Supports Reflection and Documentation of Student Growth	6	19%
	b. Supports Teaching Practices	5	16%
	c. Supports Reflection of Teaching Practices	3	9%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 13; 41%)	a. Additional Time and Opportunities For Providing Student Feedback Would Be Needed	9	28%
	b. Providing Additional and More Useful Resources and Supports	4	13%
KOL Supports Teachers to be More Focused and Intentional (n = 3; 9%)	a. Supports Narrowing and Focusing Data Gathering Methods and Feedback	2	6%
	b. Supports Reflection and Planning with Students in Mind	1	3%
KOL Offers Collaboration Activities and Supports (n = 2; 6%)	a. Provides Support from Helping Teachers and Colleagues	1	3%
	b. Supports Collaboration and Sharing	1	3%

A sample of **SESSION TWO** quotes are provided in Table 44 below.

**Table 44.** Sample of **SESSION TWO** Quotes by Theme (Q7 – Q9)

Theme	Sample Quotes
KOL Supports Teaching and Assessment Practices	<i>I am growing in allocating more time to meeting with students to provide them feedback</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>It was a challenging area to collect data for</i>
KOL Supports Teachers to be More Focused and Intentional	<i>The day away has given me time to be creative and find connections in the classroom with students to help them progress in their learning</i>
KOL Offers Collaboration Activities and Supports	<i>I liked the time provided in our sessions for us to reflect on our evidence and discuss with other colleagues</i>

### 6.3. KOL SESSION THREE OVERVIEW AND REFLECTIONNAIRE RESULTS

A total of 23 KOL participants completed the KOL Reflectionnaire at the end of **SESSION THREE**. A total of 205 responses were provided by respondents while two participants did not provide a response. Results have been analyzed and presented below.

#### *Session Three Quantitative Results*

An average of about five in ten (53%) respondents who provided a response agreed *a lot* across all reflectionnaire items, while all but four (98%) respondents had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing *somewhat* ( $M = 3.37$ ), with *Item Six* ( $M = 3.69$ ) and *Item One* ( $M = 3.65$ ) having the highest averages.

Table 45 provides a breakdown of the responses by level of agreement across all reflectionnaire items.

**Table 45. SESSION THREE Participant Responses by Rating and Mean**

Rating	Item One	Item Two	Item Three	Item Four	Item Five	Item Six	Item Seven	Item Eight	Item Nine	Total
A Lot	16	13	12	10	12	17	9	11	8	<b>108</b>
Somewhat	6	8	7	10	8	5	8	7	11	<b>70</b>
A Little	1	1	4	2	2	1	5	4	3	<b>23</b>
Not At All	0	0	0	1	0	0	1	1	1	<b>4</b>
I Don't Know / No Opinion	0	1	0	0	1	0	0	0	0	<b>2</b>
<b>Overall Mean</b>	<b>3.65</b>	<b>3.54</b>	<b>3.34</b>	<b>3.26</b>	<b>3.45</b>	<b>3.69</b>	<b>3.08</b>	<b>3.21</b>	<b>3.13</b>	<b>3.37</b>

## Session Three Qualitative Results

Approximately 19 out of 23 **SESSION THREE** participants (83%) responded to at least one prompt for ITEM 1, ITEM 2, and ITEM 3: *Why do you think this?* A total of 51 responses across the three items were thematically analyzed, resulting in 130 mentions across four categories. Close to half (46%) of all mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teachers with narrowing and focusing success criteria, learning intentions, and data gathering.

A breakdown of themes and theme mentions from **SESSION THREE** is provided in Table 46.

**Table 46. SESSION THREE Participant Responses by Number of Themes and Sub-Themes (Q1 – Q3)**

Theme	Sub-Theme	Mentions (N = 130)	%
KOL Supports Teaching and Assessment Practices (n = 60; 46%)	a. Supports Narrowing and Focusing Success Criteria, Learning Intentions, and Data Gathering	27	14.5%
	b. Supports Reflection and Planning with Students in Mind	18	8%
	c. Supports Understanding and Confidence in Aligning Success Criteria, Learning Intentions, and Student Needs	15	4.5%
KOL Supports Teachers to Be More Focused and Intentional (n = 35; 27%)	a. Supports Reflection and Documentation of Student Growth	19	14.5%
	b. Supports Teaching Practices	10	8%
	c. Supports Reflection of Teaching Practices	6	4.5%
Challenges With the Learning Sprint Process (n = 20; 15.5%)	a. Additional Time to Narrow Success Criteria and Align Learning Intentions	12	%
	b. Difficulty With Data Collection, Limited Time to Gather Evidence, and Inadequate Data	4	%
	c. Providing Additional and More Useful Resources and Supports	4	%
KOL Offers Collaboration Activities and Supports (n = 15; 11.5%)	a. Supports Collaboration and Sharing	8	6%
	b. Provides Support from Helping Teachers and Colleagues	7	5.5%

A sample of **SESSION THREE** quotes are provided in Table 47 below.

**Table 47.** Sample of **SESSION THREE** Quotes by Theme (Q1 – Q3)

Theme	Sample Quotes	
KOL Supports Teaching and Assessment Practices	<i>It allowed me to intentionally document and reflect on student learning. Which then allowed me to change my teaching practices so that they best help my students learn and grow.</i>	
KOL Supports Teachers to Be More Focused and Intentional	<i>The sprint made me think of a specific goal (sand) and focus keenly on this goal. Reflecting back on the evidence with my peers and helping teacher allowed me to make adjustments that would best fit the learning needs of my students.</i>	
Challenges With the Learning Sprint Process	<i>More time was spent on learning intentions and criteria. Seeing more examples of evidence would have been helpful.</i>	<i>I am more aware of the importance of this, but have found my learning intentions are sometimes too complex for my students.</i>
KOL Offers Collaboration Activities and Supports	<i>This has been especially helpful because of the guidance and resources of my supporting/helping teacher.</i>	<i>I felt supported in choosing success criteria that matches my learning intentions.</i>

Approximately 19 out of 23 **SESSION THREE** participants (83%) responded to at least one prompt for **ITEM 4**, **ITEM 5**, and **ITEM 6**: *Why do you think this?* A total of 43 responses across the three items were thematically analyzed, resulting in 116 mentions across four categories. About four in ten (38%) mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teacher reflection and documentation of student growth.

A breakdown of themes and theme mentions from **SESSION THREE** is provided in Table 48.

**Table 48. SESSION THREE Participant Responses by Number of Themes and Sub-Themes (Q4 – Q6)**

Theme	Sub-Theme	Mentions (N = 116)	%
KOL Supports Teaching and Assessment Practices (n = 44; 38%)	a. Supports Reflection and Documentation of Student Growth	27	23.5%
	b. Supports Teaching Practices	12	10.5%
	c. Supports Reflection of Teaching Practices	5	4%
KOL Supports Teachers to Be More Focused and Intentional (n = 30; 26%)	a. Supports Reflection and Planning with Students in Mind	13	11.5%
	b. Supports Narrowing and Focusing Success Criteria, Learning Intentions, and Data Gathering	10	8.5%
	c. Supports Understanding and Confidence in Using Evidence to Determine Next Steps	7	6%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 27; 23%)	a. Already Part of Teaching and Assessment Practices	10	8.5%
	b. Additional Resources and Providing Useful Supports Are Needed	9	7.5%
	c. Difficulty With Data Collection, Limited Time to Gather Evidence, and Inadequate Data	8	7%
KOL Offers Collaboration Activities and Supports (n = 15; 13%)	a. Supports Collaboration and Sharing	11	9.5%
	b. Provides Support from Helping Teachers and Colleagues	4	3.5%

A sample of **SESSION THREE** quotes are provided in Table 49 below.

**Table 49.** Sample of **SESSION THREE** Quotes by Theme (Q4 – Q6)

Theme	Sample Quotes	
KOL Supports Teaching and Assessment Practices	<i>It helped me refine my practice and revisit what the students were not quite grasping.</i>	
KOL Supports Teachers to Be More Focused and Intentional	<i>I feel more prepared.</i>	<i>Because of my specific focus on the five students I chose. It allowed me to be more intentional and focused.</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>Didn't provide me with much I didn't already know about my learners.</i>	<i>I would suggest showing examples of evidence from other sprints so educators have an idea of examples.</i>
KOL Offers Collaboration Activities and Supports	<i>Working closely with the literacy helping teacher, I was able to use effective techniques from published books.</i>	<i>Being able to discuss my goals for student learning with colleagues and helping teachers allowed me to explore more ideas and resources.</i>

Approximately 15 out of 23 **SESSION THREE** participants (65%) responded to at least one prompt for **ITEM 4**, **ITEM 5**, and **ITEM 6**: *Why do you think this?* A total of 21 responses across the three items were thematically analyzed, resulting in 130 mentions across four categories. About four in ten (43.5%) mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teacher reflection and documentation of student growth.

A breakdown of themes and theme mentions from **SESSION THREE** is provided in Table 50.

**Table 50. SESSION THREE Participant Responses by Number of Themes and Sub-Themes (Q7 – Q9)**

Theme	Sub-Theme	Mentions (N = 78)	%
KOL Supports Teaching and Assessment Practices (n = 34; 43.5%)	a. Supports Reflection and Documentation of Student Growth	22	28%
	b. Supports Teaching Practices	10	13%
	c. Supports Reflection of Teaching Practices	2	2.5%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 30; 38.5%)	a. Providing Additional and More Useful Resources and Supports	13	16.5%
	b. Additional Time and Opportunities For Providing Student Feedback Would Be Needed	10	13%
	c. Already Part of Teaching and Assessment Practices	7	9%
KOL Supports Teachers to Be More Focused and Intentional (n = 8; 10.5%)	a. Supports Reflection and Planning with Students in Mind	5	6.5%
	b. Supports Narrowing and Focusing Data Gathering Methods and Feedback	3	4%
KOL Offers Collaboration Activities and Supports (n = 6; 7.5%)	a. Supports Collaboration and Sharing	6	7.5%

A sample of **SESSION THREE** quotes are provided in Table 51 below.

**Table 51.** Sample of **SESSION THREE** Quotes by Theme (Q7 – Q9)

Theme	Sample Quotes	
KOL Supports Teaching and Assessment Practices	<i>I noticed that I was able to get more out of my students through conversations and group work as opposed to focusing only on written work</i>	
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>I feel like learning sprints don't help with providing feedback to students</i>	<i>I would appreciate more examples of self-assessments and an opportunity to spend the time creating/printing/preparing materials or have the helping teachers bring/send examples of lesson ideas that would help with our learning sprints.</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>The feedback is therefore more tangible, and allows us to have a more meaningful understanding of where our students are at.</i>	
KOL Offers Collaboration Activities and Supports	<i>I felt like I gain a lot more insight being given the time to meet and exchange ideas with colleagues teaching different grades</i>	

## 6.4. KOL SESSION FOUR OVERVIEW AND REFLECTIONNAIRE RESULTS

A total of 24 KOL participants completed the KOL Reflectionnaire at the end of **SESSION FOUR**. A total of 208 responses were provided by respondents while seven participants did not provide a response. Results have been analyzed and presented below.

### *Session Four Quantitative Results*

An average of two-thirds (67%) of respondents who provided a response agreed a lot across all reflectionnaire items, while all but two (98%) respondents had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing a lot ( $M = 3.64$ ), with **Item One** ( $M = 3.91$ ) and **Item Six** ( $M = 3.81$ ) having the highest averages.

Table 52 provides a breakdown of the responses by level of agreement across all reflectionnaire items.

**Table 52. SESSION FOUR** Participant Responses by Rating and Mean

Rating	Item One	Item Two	Item Three	Item Four	Item Five	Item Six	Item Seven	Item Eight	Item Nine	Total
A Lot	22	18	16	12	18	19	11	12	12	<b>140</b>
Somewhat	2	6	8	11	6	2	11	8	11	<b>65</b>
A Little	0	0	0	0	0	1	0	0	0	<b>1</b>
Not At All	0	0	0	0	0	0	1	1	0	<b>2</b>
I Don't Know / No Opinion	0	0	0	1	0	2	0	3	1	<b>7</b>
<b>Overall Mean</b>	<b>3.91</b>	<b>3.75</b>	<b>3.66</b>	<b>3.52</b>	<b>3.52</b>	<b>3.81</b>	<b>3.39</b>	<b>3.47</b>	<b>3.52</b>	<b>3.64</b>

*Session Four Qualitative Results*

All **SESSION FOUR** participants ( $n = 24$ ; 100%) responded to at least one prompt for **ITEM 1**, **ITEM 2**, and **ITEM 3**: *Why do you think this?* A total of 208 responses across the three items were thematically analyzed, resulting in 208 mentions across four categories. Close to half (46.5%) of all mentions were related to the KOL supporting teachers to being more focused and intentional, especially as it relates to narrowing and focusing their learning intentions, success criteria, and data gathering.

A breakdown of themes and theme mentions from **SESSION FOUR** is provided in Table 53.

**Table 53. SESSION FOUR** Participant Responses by Number of Themes and Sub-Themes (Q1 – Q3)

Theme	Sub-Theme	Mentions (N = 208)	%
KOL Supports Teachers to Be More Focused and Intentional ( $n = 97$ ; 46.5%)	a. Supports Narrowing and Focusing Learning Intentions, Success Criteria, and Data Gathering	54	26%
	b. Supports Reflection and Planning with Students in Mind	41	19.5%
	c. Supports Connections with Core Competencies and the Curriculum	1	0.5%
	d. Supports Understanding and Confidence in Aligning Learning Intentions with Student Needs	1	0.5%
KOL Supports Teaching and Assessment Practices ( $n = 66$ ; 31.5%)	a. Supports Reflection and Documentation of Student Growth	35	17%
	b. Supports Reflection of Teaching Practices	17	8%
	c. Supports Teaching Practices	14	6.5%
KOL Offers Collaboration Activities and Supports ( $n = 34$ ; 16.5%)	a. Supports Collaboration and Sharing	21	10%
	b. Provides Support from Helping Teachers and Colleagues	13	6.5%
Challenges with the Learning Sprint Process ( $n = 11$ ; 5.5%)	a. Additional Time to Narrow Success Criteria	5	2.5%
	b. Difficulty With Data Collection, Limited Time to Gather Evidence, and Inadequate Data	5	2.5%
	c. Providing Additional and More Useful Resources and Supports	1	0.5%

A sample of **SESSION FOUR** quotes are provided in Table 54 below.

**Table 54.** Sample of **SESSION FOUR** Quotes by Theme (Q1 – Q3)

Theme	Sample Quotes
KOL Supports Teachers to Be More Focused and Intentional	<i>Once again, learning sprints have allowed us to take the time to really think and create criteria that connects explicitly with the learning intentions. This help me to really think deeply about what I want my students to know, understand, and be able to do at the end of the activity or unit.</i>
KOL Supports Teaching and Assessment Practices	<i>It has allowed me to gauge my student's progress and struggles and it has helped me guide my own teaching to the needs of the students.</i>
KOL Offers Collaboration Activities and Supports	<i>I really enjoyed the table talks that we had where we got to discuss what each of our learners needed and found solutions to address those needs. The helping teachers were also very supportive in offering additional suggestions that I am excited to try.</i>
Challenges with the Learning Sprint Process	<i>I find that because the focus for my sprint is oral language and I have limited time with each target class, the criteria that I hoped to use was quite ineffective. I needed to adapt this to fit to the needs and constraints of the situation.</i>

Approximately 22 out of 24 **SESSION FOUR** participants (92%) responded to at least one prompt for **ITEM 1**, **ITEM 2**, and **ITEM 3**: *Why do you think this?* A total of 56 responses across the three items were thematically analyzed, resulting in 197 mentions across four categories. About four in ten (41%) mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teachers with narrowing and focusing success criteria, learning intentions, and data gathering.

A breakdown of themes and theme mentions from **SESSION FOUR** is provided in Table 55.

**Table 55. SESSION FOUR Participant Responses by Number of Themes and Sub-Themes (Q4 – Q6)**

Theme	Sub-Theme	Mentions (N = 197)	%
KOL Supports Teaching and Assessment Practices (n = 81; 41%)	a. Supports Reflection and Documentation of Student Growth	49	25%
	b. Supports Teaching Practices	18	9%
	c. Supports Reflection of Teaching Practices	14	7%
KOL Supports Teachers to Be More Focused and Intentional (n = 68; 34.5%)	a. Supports Reflection and Planning with Students in Mind	46	23.5%
	b. Supports Narrowing and Focusing Learning Intentions, Success Criteria, and Data Gathering	15	7.5%
	c. Supports Understanding and Confidence in Using Evidence to Determine Next Steps	7	3.5%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 29; 15%)	a. Additional Time and Understanding Are Needed	13	7%
	b. Already Part of Teaching and Assessment Practices	10	5%
	c. Providing Additional and More Useful Resources and Supports	6	3%
KOL Offers Collaboration Activities and Supports (n = 19; 9.5%)	a. Supports Collaboration and Discussion	12	6%
	b. Provides Support from Helping Teachers and Colleagues	7	3.5%

A sample of **SESSION FOUR** quotes are provided in Table 56 below.

**Table 56.** Sample of **SESSION FOUR** Quotes by Theme (Q4 – Q6)

Theme	Sample Quotes	
KOL Supports Teaching and Assessment Practices	<i>Looking closely at evidence of student learning really gives me time to analyze where they are, pause and re-teach if needed, and/or move on when necessary.</i>	<i>I tried several new teaching techniques and they appear to have made a difference - most kids are enjoying the process and follow the criteria outlined for them.</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>Clear success criteria lead to clearly understanding students need and where to go next to best support those needs.</i>	
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>I already did this before the sprint.</i>	<i>I was already basing the work I wanted to do on research.</i>
KOL Offers Collaboration Activities and Supports	<i>The helping teachers really supported our school in finding resources that have been vetted by many sd36 teachers. Students responded very well to them, and found them to be practical.</i>	

Approximately 18 out of 24 **SESSION FOUR** participants (75%) responded to at least one prompt for **ITEM 1**, **ITEM 2**, and **ITEM 3**: *Why do you think this?* A total of 41 responses across the three items were thematically analyzed, resulting in 130 mentions across four categories. Close to half (46%) of all mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teachers with narrowing and focusing success criteria, learning intentions, and data gathering.

A breakdown of themes and theme mentions from **SESSION FOUR** is provided in Table 57.

**Table 57.** SESSION FOUR Participant Responses by Number of Themes and Sub-Themes (Q7 – Q9)

Theme	Sub-Theme	Mentions (N = 99)	%
KOL Supports Teaching and Assessment Practices (n = 46; 46.5%)	a. Supports Reflection and Documentation of Student Growth	26	26.5%
	b. Supports Teaching Practices	17	17%
	c. Supports Reflection of Teaching Practices	3	3%
KOL Supports Teachers to Be More Focused and Intentional (n = 36; 36.5%)	a. Supports Narrowing and Focusing Data Gathering Methods and Feedback	25	25.5%
	b. Supports Reflection and Planning with Students in Mind	11	11%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 17; 17%)	a. Additional Time and Opportunities For Providing Student Feedback Would Be Needed	9	9%
	b. Not Applicable to Learning Sprint	5	5%
	c. Already Part of Teaching and Assessment Practices	3	3%

A sample of **SESSION FOUR** quotes are provided in Table 58 below.

**Table 58.** Sample of **SESSION FOUR** Quotes by Theme (Q7 – Q9)

Theme	Sample Quotes	
KOL Supports Teaching and Assessment Practices	<i>The way I structure my lessons allows for ample 1-1 time, thus leading to increased understanding of writing conventions</i>	<i>I found opportunities to have "teaching moments" related to the sprint, when I did not intend to (most often than not this happened during oral conversations).</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>As I have a clear intention of my learning sprint, I can complete more focused driven activities with my students and give more reflective and constructive feedback to help them improve</i>	<i>I chose my vocabulary based on my intentions and success criteria</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>We used lots of formative assessments (However, this isn't something new to me)</i>	<i>I think I need more practise with this since this is a new approach to socials for me.</i>

## 6.5. KOL SESSION FIVE OVERVIEW AND REFLECTIONNAIRE RESULTS

A total of 38 KOL participants completed the KOL Reflectionnaire at the end of **SESSION FIVE**. A total of 334 responses were provided by respondents while eight participants did not provide a response. Results have been analyzed and presented below.

### *Session Five Quantitative Results*

average of six in ten (63%) of respondents who provided a response agreed *a lot* across all reflectionnaire items, while all but eight (98%) respondents had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing *somewhat* ( $M = 3.48$ ), with *Item One* ( $M = 3.81$ ) and *Item Two* ( $M = 3.68$ ) having the highest averages. Table 50 provides a breakdown of the responses by level of agreement across reflectionnaire items.

**Table 59. SESSION FIVE** Participant Responses by Rating and Mean

Rating	Item One	Item Two	Item Three	Item Four	Item Five	Item Six	Item Seven	Item Eight	Item Nine	Total
A Lot	32	28	17	22	27	28	21	20	15	<b>210</b>
Somewhat	5	8	16	9	6	7	8	11	13	<b>83</b>
A Little	1	2	5	4	4	3	6	3	5	<b>33</b>
Not At All	0	0	0	1	1	0	1	3	2	<b>8</b>
I Don't Know / No Opinion	0	0	0	2	0	0	2	1	3	<b>8</b>
<b>Overall Mean</b>	<b>3.81</b>	<b>3.68</b>	<b>3.31</b>	<b>3.44</b>	<b>3.55</b>	<b>3.65</b>	<b>3.36</b>	<b>3.29</b>	<b>3.17</b>	<b>3.48</b>

Approximately 36 out of 38 **SESSION FIVE** participants (95%) responded to at least one prompt for **ITEM 1**, **ITEM 2**, and **ITEM 3**: *Why do you think this?* A total of 99 responses across the three items were thematically analyzed, resulting in 215 mentions across four categories. About four in ten (43.5%) mentions were related to the KOL supporting teachers to be more focused and intentional, especially as it relates to supporting teachers with reflecting and planning with students in mind.

A breakdown of themes and theme mentions from **SESSION FIVE** is provided in Table 60.

**Table 60. SESSION FIVE** Participant Responses by Number of Themes and Sub-Themes (Q1 – Q3)

Theme	Sub-Theme	Mentions (N = 215)	%
KOL Supports Teachers to Be More Focused and Intentional (n = 93; 43.5%)	a. Supports Reflection and Planning with Students in Mind	42	19.5%
	b. Supports Narrowing and Focusing Learning Intentions, Success Criteria, and Data Gathering	36	17%
	c. Supports Understanding and Confidence in Aligning Success Criteria with Learning Intentions	8	4%
	d. Supports Connections with Core Competencies and the Curriculum	7	3%
KOL Supports Teaching and Assessment Practices (n = 64; 30%)	a. Supports Reflection and Documentation of Student Growth	34	16%
	b. Supports Teaching Practices	20	9%
	c. Supports Reflection of Teaching Practices	10	5%
Challenges With the Learning Sprint Process (n = 33; 15.5%)	a. Additional Time and Alignment Between Learning Intentions and Success Criteria	12	5.5%
	b. Difficulty With Data Collection, Limited Time to Gather Evidence, and Inadequate Data	11	5%
	c. Providing Additional and More Useful Resources and Supports	10	5%
KOL Offers Collaboration Activities and Supports (n = 24; 11%)	a. Supports Collaboration and Sharing	15	7%
	b. Provides Support from Helping Teachers and Colleagues	9	4%

A sample of **SESSION FIVE** quotes are provided in Table 61 below.

**Table 61.** Sample of **SESSION FIVE** Quotes by Theme (Q1 – Q3)

Theme	Sample Quotes	
KOL Supports Teachers to Be More Focused and Intentional	<i>Spending time breaking the core competencies down into the 'sand' and it helped!</i>	
KOL Supports Teaching and Assessment Practices	<i>It allowed me to see how my students met the learning intention. Show which students weren't. Allowed me to reassess my activities to ensure the next activities were successful.</i>	
Challenges With the Learning Sprint Process	<i>It was hard to generalize when you have such a large spread of abilities.</i>	<i>I think it's not always clear what language to use when creating success criteria.</i>
KOL Offers Collaboration Activities and Supports	<i>We had many opportunities to discuss it with our group members. I like having time to talk it over with the people I am actually working with.</i>	

Approximately 34 out of 38 **SESSION FIVE** participants (89.5%) responded to at least one prompt for **ITEM 4, ITEM 5, and ITEM 6: Why do you think this?** A total of 82 responses across the three items were thematically analyzed, resulting in 263 mentions across four categories. Approximately four in ten (40%) mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teacher reflection and documentation of student growth.

A breakdown of themes and theme mentions from **SESSION FIVE** is provided in Table 62.

**Table 62. SESSION FIVE** Participant Responses by Number of Themes and Sub-Themes (Q4 – Q6)

Theme	Sub-Theme	Mentions (N = 263)	%
KOL Supports Teaching and Assessment Practices (n = 105; 40%)	a. Supports Reflection and Documentation of Student Growth	56	21.5%
	b. Supports Teaching Practices	33	12.5%
	c. Supports Reflection of Teaching Practices	16	6%
KOL Supports Teachers to Be More Focused and Intentional (n = 81; 30.5%)	a. Supports Reflection and Planning with Students in Mind	48	18%
	b. Supports Narrowing and Focusing Learning Intentions, Success Criteria, and Data Gathering	30	11.5%
	c. Supports Understanding and Confidence in Using Evidence to Determine Next Steps	3	1%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 39; 15%)	a. Providing Additional and More Useful Resources and Supports	16	6%
	b. Already Part of Teaching and Assessment Practices	13	5%
	c. Additional Time and Understanding Are Needed	10	4%
KOL Offers Collaboration Activities and Supports (n = 38; 14.5%)	a. Provides Support from Helping Teachers and Colleagues	22	8.5%
	b. Supports Collaboration and Discussion	16	6%

A sample of **SESSION FIVE** quotes are provided in Table 663 below.

**Table 63.** Sample of **SESSION FIVE** Quotes by Theme (Q4 – Q6)

Theme	Sample Quotes	
KOL Supports Teaching and Assessment Practices	<i>Evidence was very tangible and provided guidance to steer me through the next phase.</i>	<i>Able to use the evidence to scaffold student learning and differentiate for each individual.</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>It became very apparent of the success and deficits of students in the class when I had a specific intention in mind, and success criteria.</i>	<i>The first session really laid out the goals of sprint, the core competencies and the helping teacher helped to focus our inquiry and instructional strategies.</i>
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>Only research-based practice mentioned was CASEL. The booklet was helpful but perhaps a variety of sources could've been more helpful</i>	<i>I don't feel like there was a check in for this. While the idea sprint itself is based in research informed practice I'm not sure that I can confidently say, that beyond best practices that I implemented myself, that there was really any evidence/research informed practices taking place. I can't recall if these were every explicitly given to/modeled for us.</i>
KOL Offers Collaboration Activities and Supports	<i>The helping teacher helped to focus our inquiry and instructional strategies.</i>	<i>Accessing information and collaborating with colleagues in regards to a specific goal was made clearer and more attainable in the sprint format.</i>

Approximately 17 out of 38 **SESSION FIVE** participants (45%) responded to at least one prompt for **ITEM 4**, **ITEM 5**, and **ITEM 6**: *Why do you think this?* A total of 36 responses across the three items were thematically analyzed, resulting in 130 mentions across four categories. Close to half (46%) of all mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teachers with narrowing and focusing success criteria, learning intentions, and data gathering.

A breakdown of themes and theme mentions from **SESSION FIVE** is provided in Table 64.

**Table 64.** SESSION FIVE Participant Responses by Number of Themes and Sub-Themes (Q7 – Q9)

Theme	Sub-Theme	Mentions (N = 75)	%
KOL Supports Teaching and Assessment Practices (n = 42; 56%)	a. Supports Reflection and Documentation of Student Growth	24	32%
	b. Supports Teaching Practices	9	12%
	c. Supports Reflection of Teaching Practices	9	12%
KOL Supports Teachers to Be More Focused and Intentional (n = 17; 23%)	a. Supports Reflection and Planning with Students in Mind	9	12%
	b. Supports Narrowing and Focusing Data Gathering Methods and Feedback	8	11%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 16; 21%)	a. Already Part of Teaching and Assessment Practices	9	12%
	b. Additional Time and Opportunities For Providing Student Feedback Would Be Needed	4	5%
	c. Providing Additional and More Useful Resources and Supports	3	4%

A sample of **SESSION FIVE** quotes are provided in Table 65 below.

**Table 65.** Sample of **SESSION FIVE** Quotes by Theme (Q7 – Q9)

Theme	Sample Quotes	
KOL Supports Teaching and Assessment Practices	<i>I realized my students needed a lot of explicit instruction and then practice on communicating and collaborating before they are reading to create a product.</i>	
KOL Supports Teachers to Be More Focused and Intentional	<i>The greatest skill I have learned about myself is that I need to be more focused and less broad in my learning goals. This results in better and more accurate feedback with the kids.</i>	
Challenges or No New Knowledge Gained With the Learning Sprint Process	<i>I feel like this has gone okay, but that it hasn't been affected by this workshop</i>	<i>I already do this on an ongoing basis.</i>

## 6.6. KOL SESSION SIX OVERVIEW AND REFLECTIONNAIRE RESULTS

A total of 10 educators and administrators attended **SESSION SIX** of the KOL initiative, of which 11 completed the KOL Reflectionnaire. Results have been analyzed and presented below.

### *Session Six Quantitative Results*

A total of 88 responses were provided by respondents. An average of nearly eight in ten (77%) respondents who provided a response agreed *a lot* across all reflectionnaire items, while all (100%) respondents had some level of agreeability across all reflectionnaire items. The combined average of all Likert scale responses was closer to agreeing *a lot* ( $M = 3.76$ ), with Item One ( $M = 3.90$ ), Item Two ( $M = 3.90$ ), and Item Six ( $M = 3.90$ ) having the highest averages.

Table 66 provides a breakdown of the responses by level of agreement across reflectionnaire items.

**Table 66. SESSION SIX Participant Responses by Rating and Mean**

Rating	Item One	Item Two	Item Three	Item Four	Item Five	Item Six	Item Seven	Item Eight	Item Nine	Total
A Lot	9	9	6	7	8	9	8	7	5	68
Somewhat	1	1	4	2	2	1	2	3	3	19
A Little	0	0	0	1	0	0	0	0	0	1
Not At All	0	0	0	0	0	0	0	0	0	0
I Don't Know / No Opinion	0	0	0	0	0	0	0	0	2	2
<b>Overall Mean</b>	<b>3.90</b>	<b>3.90</b>	<b>3.60</b>	<b>3.60</b>	<b>3.80</b>	<b>3.90</b>	<b>3.80</b>	<b>3.70</b>	<b>3.62</b>	<b>3.76</b>

All **SESSION SIX** participants ( $n = 10$ ; 100%) responded to at least one prompt for ITEM 1, ITEM 2, and ITEM 3: *Why do you think this?* A total of 28 responses across the three items were thematically analyzed, resulting in 115 mentions across four categories. About four in ten (44.5%) mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teacher reflection and documentation of student growth.

A breakdown of themes and theme mentions from **SESSION SIX** is provided in Table 67.

**Table 67. SESSION SIX** Participant Responses by Number of Themes and Sub-Themes (Q1 – Q3)

Theme	Sub-Theme	Mentions ( $N = 115$ )	%
KOL Supports Teaching and Assessment Practices ( $n = 51$ ; 44.5%)	a. Supports Reflection and Documentation of Student Growth	27	23.5%
	b. Supports Reflection of Teaching Practices	17	15%
	c. Supports Teaching Practices	7	6%
KOL Supports Teachers to Be More Focused and Intentional ( $n = 37$ ; 32%)	a. Supports Reflection and Planning with Students in Mind	23	20%
	b. Supports Narrowing and Focusing Learning Intentions, Success Criteria, and Data Gathering	11	9.5%
	c. Supports Understanding and Confidence in Aligning Success Criteria with Learning Intentions	3	2.5%
KOL Offers Collaboration Activities and Supports ( $n = 24$ ; 21%)	a. Supports Collaboration and Sharing	18	16%
	b. Provides Support from Helping Teachers and Colleagues	6	5%
Challenges With the Learning Sprint Process ( $n = 3$ ; 2.5%)	a. Difficulty With Data Collection, Limited Time to Gather Evidence, and Inadequate Data	3	2.5%

A sample of **SESSION SIX** quotes are provided in Table 68 below.

**Table 68.** Sample of **SESSION SIX** Quotes by Theme (Q1 – Q3)

Theme	Sample Quotes
KOL Supports Teaching and Assessment Practices	<i>We gathered observations, products, and notes from conferences that we could examine in relation to our success criteria. It allowed us to determine whether we were on the right track and whether our actions were having an impact on student learning.</i>
KOL Supports Teachers to Be More Focused and Intentional	<i>Creating success criteria initially helped us tweak our learning intentions. It gives us great feedback and allows us to move forward with the next learning intention.</i>
KOL Offers Collaboration Activities and Supports	<i>It allowed us to explore new pedagogy that targeted our students learning in a collaborative team.</i>
Challenges With the Learning Sprint Process	<i>I wish I collected more data. Next steps are to collect more and review and reflect more often.</i>

Approximately 8 out of 10 **SESSION SIX** participants (80%) responded to at least one prompt for ITEM 4, ITEM 5, and ITEM 6: *Why do you think this?* A total of 22 responses across the three items were thematically analyzed, resulting in 68 mentions across four categories. About four in ten (36.5%) mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teacher reflection and documentation of student growth.

A breakdown of themes and theme mentions from **SESSION SIX** is provided in Table 69.

**Table 69. SESSION SIX** Participant Responses by Number of Themes and Sub-Themes (Q4 – Q6)

Theme	Sub-Theme	Mentions (N = 68)	%
KOL Supports Teaching and Assessment Practices (n = 25; 36.5%)	a. Supports Reflection and Documentation of Student Growth	14	20.5%
	b. Supports Reflection of Teaching Practices	7	10.5%
	c. Supports Teaching Practices	4	5.5%
KOL Offers Collaboration Activities and Supports (n = 17; 25%)	a. Provides Support from Helping Teachers and Colleagues	14	20.5%
	b. Supports Collaboration and Discussion	3	4.5%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 14; 20.5%)	a. Additional Time and Understanding Are Needed	5	7.5%
	b. Providing Additional and More Useful Resources and Supports	5	7.5%
	c. Already Part of Teaching and Assessment Practices	4	5.5%
KOL Supports Teachers to Be More Focused and Intentional (n = 12; 18%)	a. Already Part of Teaching and Assessment Practices	11	16.5%
	b. Not Applicable to Learning Sprint	1	1.5%

A sample of **SESSION SIX** quotes are provided in Table 70 below.

**Table 70.** Sample of **SESSION SIX** Quotes by Theme (Q4 – Q6)

Theme	Sample Quotes	
KOL Supports Teaching and Assessment Practices	<i>I have changed the way my day is structured from the evidence I found out from this Learning Sprint.</i>	
KOL Supports Teachers to Be More Focused and Intentional	<i>This informs me of where my students are at and where they need to go next.</i>	<i>We were able to plan our next learning sprints based on what my individual students needed.</i>
KOL Offers Collaboration Activities and Supports	<i>Discussing with our group on the focus day helped to guide and generate ideas for our next steps.</i>	<i>We were supported by a Helping Teacher who was able to guide us to some 'new to us' instructional strategies. She was able to provide us with teacher resource books that supported our learning with the new approaches.</i>
Challenges With the Learning Sprint Process	<i>I feel this is something I was already working on...but it was a good reminder.</i>	<i>It was a challenging group and it was difficult to find the data I needed and was looking for.</i>

Approximately 6 out of 10 **SESSION SIX** participants (60%) responded to at least one prompt for ITEM 7, ITEM 8, and ITEM 9: *Why do you think this?* A total of 15 responses across the three items were thematically analyzed, resulting in 130 mentions across four categories. Close to half (46%) of all mentions were related to the KOL supporting teaching and assessment practices, especially as it relates to supporting teachers with narrowing and focusing success criteria, learning intentions, and data gathering.

A breakdown of themes and theme mentions from **SESSION SIX** is provided in Table 71.

**Table 71. SESSION SIX Participant Responses by Number of Themes and Sub-Themes (Q7 – Q9)**

Theme	Sub-Theme	Mentions (N = 36)	%
KOL Supports Teaching and Assessment Practices (n = 22; 61%)	a. Supports Reflection and Documentation of Student Growth	14	39%
	b. Supports Teaching Practices	5	14%
	c. Supports Reflection of Teaching Practices	3	8%
Challenges or No New Knowledge Gained With the Learning Sprint Process (n = 14; 39%)	a. Already Part of Teaching and Assessment Practices	12	33.5%
	b. Not Applicable to Learning Sprint	2	5.5%

A sample of **SESSION SIX** quotes are provided in Table 72 below.

**Table 72.** Sample of **SESSION SIX** Quotes by Theme (Q7 – Q9)

Theme	Sample Quotes	
KOL Supports Teaching and Assessment Practices	<p><i>Through written reflections and peer conversations I was able to see that my students understood the topic and they were able to reflect on the importance of the topic.</i></p>	<p><i>Through the students role plays I was able to see how much my students have learned and how they can use it in their day to day lives. I was also able to now have conversations with my students on this topic and they now understood the importance of why active listening is important.</i></p>
KOL Offers Collaboration Activities and Supports	<p><i>This was already an embedded part of my practice.</i></p>	<p><i>My students are too young</i></p>

## 7.0 Recommendations

The following recommendations recognizes and builds upon current efforts and results of the KOL initiative. Recommendations are based on an analysis of evaluation forms gathered from participating teachers.

### ***Recommendation 1. Review and Implement a Data Collection Protocol***

Explore opportunities to embed periodic data collection activities through the streamlining of data collection procedures including: 1) training of program staff in administering the data collection tool used to evaluate individual programs; 2) an integration of multiple data collection time points at key junctures (e.g., baseline, end-of-KOL session surveys to enhance data reliability); and 3) continuing to ensure appropriate cleaning (having consistency in how data is represented and how missing data is treated) as well as appropriate storage of data.

### ***Recommendation 2. Embed Formative Assessment Strategies within KOL Sessions***

To improve teacher's abilities to align learning intentions and success criteria, provide periodic formative assessment activities to review teacher's learning sprints and provide feedback prior to teachers implementing activities in their classrooms.

### ***Recommendation 3. Ensure an Appropriate Amount of Time for Implementation and Reflection***

Plan for enough time between and within KOL sessions for teachers to implement learning sprints, collect and analyze student data, and then to develop next steps as part of their reflection during KOL sessions. Review the data that teachers gathered and ensure if it is an adequate amount and appropriate to assessing the learning goals of students outlined in teacher's learning sprints.

### ***Recommendation 4. Continue to Build on the Effectiveness of KOL Sessions and Extend Learning***

Continue to ensure that KOL initiative staff (Helping Teachers) are receiving necessary resources and support to implement sessions and relay resources to teachers. Identify teachers who already implement practices and strategies being taught in KOL sessions and extend on their learning by individualizing their learning experience.

# Appendix A

## School-Based Knowing Our Learners Team Reflectionnaire

### Knowing Our Learners Initiative: “Learning Sprints” Reflectionnaire

*Participating in learning sprints supported me in...*

1. ...aligning my learning intentions with the learning needs of my students?

<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Lot</i>	<i>I Don't Know/No Opinion</i>
<p><i>Why do you think this?</i></p>   				

2. ...creating success criteria that align with my learning intentions?

<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Lot</i>	<i>I Don't Know/No Opinion</i>
<p><i>Why do you think this?</i></p>   				

3. ...gathering evidence for my sprint focus so it demonstrates success criteria I wanted students working towards?

<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Lot</i>	<i>I Don't Know/No Opinion</i>
<p><i>Why do you think this?</i></p>   				

4. ...implementing instructional strategies and interventions that are grounded in research-informed teaching practices?

<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Lot</i>	<i>I Don't Know/No Opinion</i>
Why do you think this?				

5. ...using evidence of student learning to determine where students are at in their learning?

<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Lot</i>	<i>I Don't Know/No Opinion</i>
Why do you think this?				

6. ...using evidence of student learning to determine next steps in teaching and learning?

<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Lot</i>	<i>I Don't Know/No Opinion</i>
Why do you think this?				

7. ...providing feedback and direction to my students that is supported by my observations (e.g. As part of running records, checklists, anecdotal/informal observations, etc.)?

<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Lot</i>	<i>I Don't Know/No Opinion</i>
Why do you think this?				

8. ...providing feedback and direction to my students that is supported by my conversations with students (e.g. Exchanges during conferences, journals, feedback, focused conversations, online forums, class discussions, interviews, etc.)?

<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Lot</i>	<i>I Don't Know/No Opinion</i>
<i>Why do you think this?</i>				

9. ...providing feedback and direction to my students that is supported by student products (e.g. Portfolios, assignments, self and peer assessments, demonstrations, songs, dances, tests, quizzes, etc.)?

<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Lot</i>	<i>I Don't Know/No Opinion</i>
<i>Why do you think this?</i>				

### INVITATION TO SHARE YOUR EXPERIENCES

Because we believe teacher's experiences and successes should be highlighted and shared with other members of the community, we are asking teachers like you if you would be interested in allowing Education Services to share your experiences as part of a storytelling document. This includes sharing this reflectionnaire, your Learning Sprint, and Learning Dialogue. All experiences shared will be compiled together so that teachers and students are anonymous.

I am okay with sharing my evidence of student learning with Education Services. The evidence that I share will be used to capture my journey with the learning sprint and may be used as part of our district storytelling with the public as a part of our Vision for Learning.

Yes

No

## INVITATION TO A WORLD CAFÉ CONVERSATION

Because we believe teacher's experiences and successes should be highlighted and shared, we are inviting teachers like you to take part in a deeper conversation to learn more about student successes that resulted from participation in Knowing Our Learners.

I would like to participate in a deeper group conversation to discuss my experiences and student successes.

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you answered 'Yes' to participating in the group discussions, please copy and fill out the following information in the email link provided:

[waugh\\_m@surreyschools.ca](mailto:waugh_m@surreyschools.ca)

Subject: Group Discussion

Name:

School:

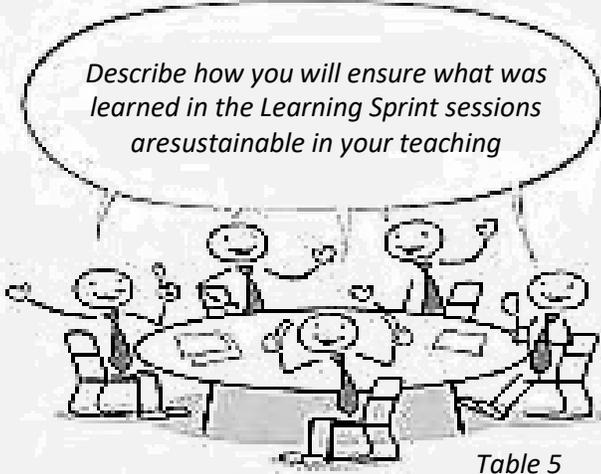
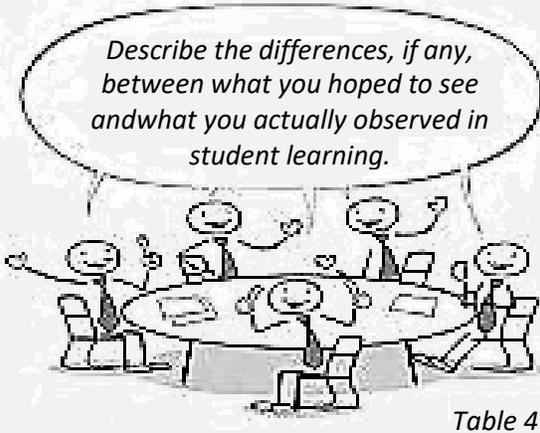
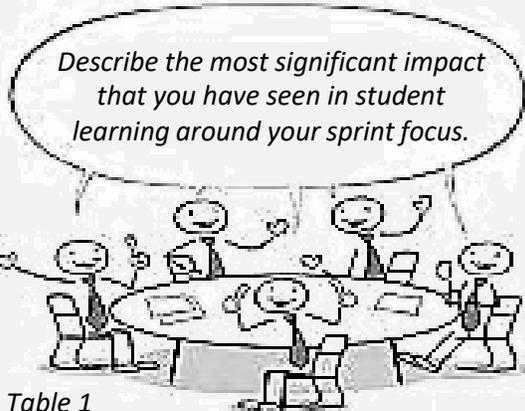
Sprint Focus:

**THANK YOU FOR YOUR TIME**

# Appendix B

## Learning Sprint World Café Conversations

### Learning Sprint World Café Conversations: Proposed Questions



# Appendix C

## District-Based Knowing Our Learners Team Reflectionnaire

**Respondent Name**

**Position/Role in the KOL Initiative**

To support planning and programming, we would like to ask you a few questions about your experiences with the Knowing Our Learners initiative. We are asking members of the Knowing Our Learners District-Based Team like you to complete this reflectionnaire for the purpose of exploring the following areas of interest:

- Awareness of the KOL initiative
- KOL planning and delivery
- School Team outcomes and,
- KOL initiative strengths and sustainability

If you are not familiar with the subject matter of any of the questions, please continue onto the next section. Your responses will be summarized along with those of others for the purposes of the report, such that personal anonymity is maintained. Thank you for your participation.

### Awareness of the Knowing Our Learners Initiative

1. Please share with me your role and experiences with the KOL initiative.

2. What purpose and objectives does the KOL initiative serve?

3. Based on what you have seen or have been told, what do KOL activities look like among School Teams?

## Knowing Our Learners Planning and Delivery

4. Please provide your thoughts about the oversight and support you believe was provided to members of School Teams.

5. Please describe what KOL resources and support, if any, have been supportive in carrying out KOL initiative activities.

6. Please describe what KOL resources and support, if any, could be improved for carrying out KOL initiative activities.

## Impacts from Participating in Knowing Our Learners Activities

7. Based on what you have seen or have been told, what impact have KOL activities had on students?

8. Based on what you have seen or have been told, what impact have KOL activities had on teachers?

Please rate the following sentences based on your beliefs

From what I have seen or have been told, participating in learning sprints supported teachers in...

9. ...aligning their learning intentions with the learning needs of their students.

<b><i>Not At All</i></b>	<b><i>A Little</i></b>	<b><i>Somewhat</i></b>	<b><i>A Lot</i></b>	<b><i>I Don't Know/No Opinion</i></b>
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10. ...creating success criteria that align with their learning intentions.

<b><i>Not At All</i></b>	<b><i>A Little</i></b>	<b><i>Somewhat</i></b>	<b><i>A Lot</i></b>	<b><i>I Don't Know/No Opinion</i></b>
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11. ...gathering evidence for their sprint focus so it demonstrates success criteria they wanted students working towards?

<b><i>Not At All</i></b>	<b><i>A Little</i></b>	<b><i>Somewhat</i></b>	<b><i>A Lot</i></b>	<b><i>I Don't Know/No Opinion</i></b>
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12. ...implementing instructional strategies and interventions that are grounded in research-informed teaching practices?

<b><i>Not At All</i></b>	<b><i>A Little</i></b>	<b><i>Somewhat</i></b>	<b><i>A Lot</i></b>	<b><i>I Don't Know/No Opinion</i></b>
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13. ...using evidence of student learning to determine where students are at in their learning?

<b><i>Not At All</i></b>	<b><i>A Little</i></b>	<b><i>Somewhat</i></b>	<b><i>A Lot</i></b>	<b><i>I Don't Know/No Opinion</i></b>
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14. ...using evidence of student learning to determine next steps in teaching and learning?

<b><i>Not At All</i></b>	<b><i>A Little</i></b>	<b><i>Somewhat</i></b>	<b><i>A Lot</i></b>	<b><i>I Don't Know/No Opinion</i></b>
--------------------------	------------------------	------------------------	---------------------	---------------------------------------

15. ...providing feedback and direction to their students that is supported by their observations (e.g. As part of running records, checklists, anecdotal/informal observations, etc.)?

<i><b>Not At All</b></i>	<i><b>A Little</b></i>	<i><b>Somewhat</b></i>	<i><b>A Lot</b></i>	<i><b>I Don't Know/No Opinion</b></i>
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16. ...providing feedback and direction to their students that is supported by their conversations with students (e.g. Exchanges during conferences, journals, feedback, focused conversations, online forums, class discussions, interviews, etc.)?

<i><b>Not At All</b></i>	<i><b>A Little</b></i>	<i><b>Somewhat</b></i>	<i><b>A Lot</b></i>	<i><b>I Don't Know/No Opinion</b></i>
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17. ...providing feedback and direction to their students that is supported by student products (e.g. Portfolios, assignments, self and peer assessments, demonstrations, songs, dances, tests, quizzes, etc.)?

<i><b>Not At All</b></i>	<i><b>A Little</b></i>	<i><b>Somewhat</b></i>	<i><b>A Lot</b></i>	<i><b>I Don't Know/No Opinion</b></i>
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## Knowing Our Learners Initiative Strengths and Sustainability

18. What are the strengths of the KOL initiative?

19. How can the strengths you have identified be further built up and shared so the KOL initiative is strong and sustainable?

20. How might the KOL initiative be expanded?

**THANK YOU FOR YOUR TIME**

# Appendix D

## Matrix of Desired Outcomes by Data Collection Tool

**Table 73.** Matrix of Desired Outcomes by Data Collection Tool

Desired Outcomes	Data Collection Tool		
	School-Based KOL Team Reflectionnaire	District-Based KOL Team Reflectionnaire	KOL World Café Conversations
1. Teachers align learning intentions with student’ needs	Q1	Q9	TBD
2. Teachers create success criteria that align with learning intentions	Q2	Q10	TBD
3. Teachers select appropriate assessment methods to demonstrate success criteria students are working towards	Q3	Q11	TBD
4. Teachers make informed decisions about teaching strategies and interventions based on research	Q4	Q12	TBD
5. Teachers use evidence of student learning to determine where students are at in their learning	Q5	Q13	TBD
6. Teachers analyze evidence of student learning to monitor student progress and determine next step(s) in teaching and learning	Q6	Q14	TBD
7. Teachers provide feedback and direction to students that is supported by observations, conversations, and student products	Q7, Q8, Q9	Q15, Q16, Q17	TBD