

## Analysis of Process Sample

### Overview

Several elements of a school program can support or detract from the quality of the program. Identifying these elements will assist planners in deciding which areas to address in order to continuously improve. Completing this Analysis of Process form as a collaborative exercise with those involved with a specific program will help to identify these elements. Completing the “Setting Priorities” section will help to prioritize elements that need attention.

### Step 1

Identify the specific program to be assessed and assemble a representative group of 5 to 6 educators directly involved with that program. Place the title of the program in the appropriate space. If more than six participants are desired, it would be best to use two groups.

### Step 2

Locate and read the 15 program elements listed on the left side of the table and their corresponding descriptions. There is room to add to additional program elements if applicable.

### Step 3

Become familiar with the rating system described below, using symbols to indicate if an element supports, deters, or is not appropriate to the quality of a program.

- (1) + indicates that the element currently supports the quality of the program.
- (2) - indicates that the element currently is a deterrent to the quality of the program.
- (3) 0 indicates that the element is not appropriate or relevant to assess.

### Step 4

Identify a group facilitator and time keeper from within the groups. Give each participant a copy of the AOP form and proceed through each of the 15 elements. Identify whether each element is a support or a deterrent to the quality of the program. In a few cases, a ‘0’ might be used. Consensus is the goal.

Record any important comments related to the program element in the Comments section.

### Step 5

Whichever method you choose to employ, record any important comments related to the program element in the Comments column.

### Program Elements Table

Program being assessed \_\_\_\_\_ Title 1 \_\_\_\_\_

PROGRAM ELEMENT	DESCRIPTION	RATING	COMMENTS
<b>Materials/equipment for teachers</b> (consider quality, quantity, accessibility)	Consider those things SPECIFICALLY for teacher use; e.g. teacher text editions; curriculum guides; professional books, journals; technology equipment	+ 1	
<b>Materials/equipment for students</b> (consider quality, quantity, accessibility)	These are items for student use; e.g. textbooks, supplemental books; technology; learning center equipment	+ 2	

accessibility)			
<b>Materials/equipment for parents</b> (consider quality, quantity, accessibility)	These are items specifically for parent use; e.g. assistance kits for assisting students; materials for educating parents as to how to help students; do not consider typical memos, newsletters, etc	0 3	
<b>Existing program content</b>	Normally, this is found in curriculum guides of various types, often in the form of instructional goals and objectives, or content standards; also the content of the textbooks used	- 4	Nothing in district Curriculum to Support teaching v
<b>Time spent on instruction</b> (actual time spent teaching)	Consider only the time the teacher spends in direct contact with students in the specific content areas being assessed.	- 5	Literature is taking too much time
<b>Teachers' schedules</b> (consider time for instruction, planning, duties, etc.	This considers the manner in which teachers spend their work day. Sufficient planning time? Reasonable duty time? Appropriate instructional time?	0 6	
<b>Diagnosing learning and prescribing instruction on a student or group basis</b>	Relates to the process of identifying where students are and adjusting instruction to meet individual and group needs. May be formal or informal. Does a process exist? Is it positive? Does the process assist or burden the teacher?	- 7	Teacher inexperienced with the writing process
<b>Assessing student results or outcomes</b>	Is there a system for assessing student progress? Is it efficient and effective? Consistent? Is assessment clearly connected to intended learnings? Efforts at performance based assessment ? Use of multiple measures?	- 8	So time consuming
<b>Managing the classroom</b> (organizing and operating)	Is the manner in which classrooms are maintained efficient and effect ive? Is the organization basically sound in light of the number of students?	+ 9	
<b>Providing effective instruction in a positive environment</b>	Is the atmosphere conducive to learning? Variety of instructional strategies? Are learning styles considered? Is there an attitude that all students can learn? Is positive reinforcement important? Is the classroom a good place to be?	+ 10	
<b>Physical environment</b> (library; classrooms; labs, etc.)	Do the facilities support effective instruction? (This would be significant for science, P.E., and other areas in which the physical plant facilities play an important role)	0 11	
<b>Teachers' knowledge and skills</b>	Are they sufficient to contribute to maximul growth? Are there specific areas of strength? Is something lacking?	- 12	Skills are lacking in teaching writing
<b>Teachers' receptivity to the program</b>	Do teachers agree with the intent of the program? Do they like the program? Is there an advocacy base for the program among the teachers?	+ 13	Teachers are eager to learn
<b>Communication systems</b> (clear goals and expectations, understanding between principal, teachers, parents)	Do all levels within the school and community (especially the school) understand what is expected? Are lines of communication clear? Is it known who makes decisions and under what circumstances? Are there surprises? Is the situation fairly stable?	- 14	We've nor really had formal discussions about teaching writing.
<b>Staff Development</b>	Is there a strong link between staff development and what is planned for program implementation? Are	-	Very little to date

	staff development activities well received? Is there follow through after formal workshop sessions?	15	
<b>Add your own</b>		16	
<b>Add your own</b>		17	

**Step 6**

Write the name of the program on the appropriate line below.

**Setting Priorities**

**Program** \_\_\_\_\_ **Title 1** \_\_\_\_\_

**Step 7**

Transfer the rating symbols from the Program Elements table above, based on the groups' assessment, to the corresponding lines below.

**Step 8**

With the group, discuss the program elements that support and deter the quality of the program, and rank the top three for each.

- |  |   |                               |
|--|---|-------------------------------|
| __+__1. Materials/equipment for teachers | __-__7. Diagnosing learning & prescribing instruction | __+__13. Teachers receptivity |
| __+__2. Materials/equipment for students | __-__8. Assessing student results                     | __-__14. Communication system |
| __0__3. Materials/equipment for parents  | __+__9. Managing the classroom                        | __-__15. Staff Development    |
| __-__4. Existing program content         | __+__10. Effective instruction/ positive environment  | _____16. _____                |
| __-__5. Time spent on instruction        | __0__11. Physical facilities                          | _____17. _____                |
| __0__6. Teachers' schedules              | ___-__12. Teachers' knowledge/skills                  |                               |

**Step 9**

As the group prioritizes the top three supports and deterrents, write them on the appropriate blanks below.

TOP THREE SUPPORTS	RANK	TOP THREE DETERRENDS
#10 _____	1 <sup>ST</sup>	#12 _____
#13 _____	2 <sup>ND</sup>	#4 _____
#9 _____	3 <sup>RD</sup>	#5 _____

**Step 10**

Use the priority rankings above to help you guide your strategic planning to implement changes in the program addressed.