Using **DOD** to Validate Evidence of SBM Practice
Presentation Outline

- What is DOD?
- Who conducts the DOD?
- Who constitute the assessment committee?
- What operational principles guide the DOD process?
1. What is DOD?

- It is an acronym for Documentary Analysis, Observation, and Discussion - three essential steps in evaluating the validity of an evidence of an SBM practice.

- The SBM Assessment Tool uses evidence to determine a school’s level of practice.

- DOD is a means of evaluating the validity or truthfulness of the evidence.
Obtain and assemble all existing artifacts related to the indicator being assessed.

**Artifacts are the things used by the school community to achieve educational goals.**

Examples: documents, lesson plans, annual reports, assessment tools, test results, community learning centers, computers, organization charts, development plans, things made by the learners, and the like.
### LEADERSHIP AND GOVERNANCE

<table>
<thead>
<tr>
<th>ACCESs Indicator</th>
<th>Descriptor of Practice</th>
<th>Artifact</th>
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</table>
| A network of leadership that provides the vision and direction to the education system making it relevant and responsive to the context of diverse communities. | There is in place a mechanism that allows for the development of a shared vision, mission and goals which guides the direction and education thrusts for the community | VMP statements
SIP, AIP
Pictures
Attendance Sheets
Logbooks
Minutes of the Meetings |
## Leadership and Governance

<table>
<thead>
<tr>
<th>Indicator</th>
<th>SCALE OF PRACTICE</th>
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<tbody>
<tr>
<td><strong>A network of leadership that provides the vision and direction to the</strong></td>
<td>1</td>
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<td><strong>education system making it relevant and responsive to the context of</strong></td>
<td>2</td>
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<td><strong>diverse communities</strong></td>
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<td><strong>There is a clear VMG that is formulated through the participatory</strong></td>
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<td><strong>processes</strong></td>
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<td><strong>There is a clear VMG that engages the community and the school to</strong></td>
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<td><strong>integrate the work collaboratively</strong></td>
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<td><strong>There is a clear VMG that is strongly reflective of the community’s</strong></td>
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<td><strong>shared aspirations and rallies all stakeholders to support education</strong></td>
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## Curriculum and Learning

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<tr>
<th>ACCESs Indicator</th>
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<tr>
<td>The learning systems collaboratively developed and continuously improved anchored on the community and learners’ contexts, and aspiration</td>
<td>Methods and resources are learner and community friendly, enjoyable, safe and aimed at developing self directed learners</td>
<td>Student portfolio, Lesson Plans, Instructional Materials, Assessment tools and results</td>
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1.a. How to conduct Documentary Analysis? (cont’n.)

Evaluate the validity or truthfulness of each artifact against the four criteria (RACS), namely:

- **Relevance.** The evidence must be appropriate to the indicator being assessed. It is appropriate if the artifact or document is a tool or a product of a practice expressed in the indicator.

- **Accuracy.** The evidence must be correct. If it is a lesson plan, then both content and procedure must be correct.

- **Currency.** The evidence must be present, existing or actual.

- **Sufficiency.** The evidence must be adequate or enough. If a student learning portfolio is presented as evidence of self-directed learning, its presence in only two or three classes is not an adequate evidence of school-wide implementation.
1.a. How to conduct *Documentary Analysis*? (cont’n.)

- Collect and analyze evidence horizontally (by subject) and vertically (by year and grade level) to ensure content validity.

- Synthesize the results of the documentary analysis.
1.b How to conduct *Observations* to obtain process evidence?

- Documentary evidence may show the school’s focus on learner-centered processes like
  - cooperative, interactive learning,
  - problem solving, and
  - decision making.

- But are these being practiced? There is a need to obtain process evidence to answer the question.
1.b How to conduct Observations to obtain process evidence? (cont’n.)

Process evidence is obtained by scrutinizing instructional leadership, and management styles, methods, techniques, approaches, and activities used by the school community to achieve the SBM goal.

Evidence is identified through participant or non-participant observations which may be conducted formally or informally.

Individual or group interviews are held to verify or clarify the evidence.

EVIDENCE IS SCRUTINIZED FOR VALIDITY USING THE RACS CRITERIA’’
1.b How to conduct *Observations* to obtain process evidence? (cont’n.)

- Determining the number of observations, interviews, and documents to be scrutinized is a sampling problem in conducting DOD. The problem is commonly addressed by using saturation sampling.

- Use the process evidence to cross-validate documentary evidence.

- Synthesize the process evidence for group discussion.
1.c Discuss the synthesized documentary and process evidence.

- Conduct the discussion as a friendly non-confrontational conversation to explain, verify, clarify, and augment the evidence.

- Invite members of the school community who were engaged in the collection and presentation of evidence to participate in the discussion.

- As a team arrive at a consensus on the level of practice of the indicator being assessed, and indicate it in the scale with a check mark (✔) in the appropriate box. Continue the process until all the four dimensions are assessed.
1.c *Discuss* the synthesized documentary and process evidence. (cont’n.)

Practices vary in establishing the level of practice of an indicator.

The most common is the *integrative approach* in which the entire body of evidence for all indicators of a principle is:

- assembled first;
- scrutinized for internal consistency; and
- used as guide in making a consensual decision to which level of practice an indicator belongs.
1.c *Discuss* the synthesized documentary and process evidence. (cont’n.)

- The other practice is *non-integrative*.
  - Indicators of a principle are scrutinized one by one for evidence;
  - and also classified one by one for level of practice.
  - Relationships among indicators are given less attention.
2. Who conducts the DOD?

- A school assessment committee conducts the DOD if assessment is school-initiated.
- A Division assessment committee conducts the DOD if the assessment is Division-initiated, or if the assessment is requested by a school.
3. Who constitute the assessment committee?

- A leader assisted by a secretary, heads the assessment committee.

- Four subcommittees are organized and each one is assigned to assess an SBM principle.

- Four to five members may compose one subcommittee.
4. What operational principles guide the DOD process?

Collaboration

- The assessors work as a team.
- Leadership is shared.
- Decisions are made by consensus.
- Every member is accountable for the performance of the team.

Transparency

- The validation of evidence is open to stakeholders’ view and review.
4. What operational principles guide the DOD process? (cont’n.)

**Confidentiality.** Information obtained from the DOD process that may prejudice individuals, groups or the school is handled judiciously.

**Validity.** Documentary analyses and observations are rigorous in procedure and demanding in quality of results.
4. What operational principles guide the DOD process? (cont’n)

Reform-oriented. DOD comes up with informed recommendations and action programs that continuously move the school to higher levels of practice.

Principle-oriented. DOD is guided by the ACCESs principles.
4. What operational principles guide the DOD process? (cont’n)

**Stakeholders satisfaction.** DOD is an exciting growth experience.

- The analysis of documents, artifacts, and processes unfold the progress made;
- objectives achieved;
- new techniques developed;
- best practices mainstreamed; and
- prizes won--despite limited resources and constraints (physical, social, and political).
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