The Accountability Planner™

A tool to create accountable designs

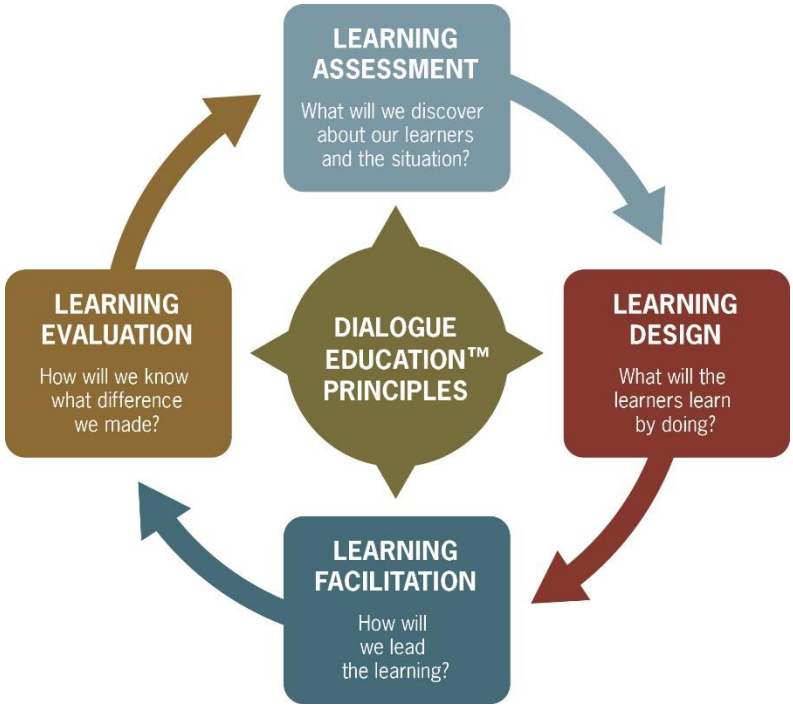
The Accountability Planner™ is a tool that takes strategic elements from your program design and the evaluation process, and matches them to ensure congruence and accountability in design.

Being accountable means that:

- The educational program is designed so that the learners demonstrate the desired new skills, knowledge and attitudes during the program.
- The educational program teaches the skills, knowledge and attitudes that the learners are responsible for outside of the educational program, and the means to measure evidence of learning is built into the program.
- The learning design considers how the participants will apply their learning in their own context, and creates as much congruence between the learning environment and tasks and the learners' environment as possible, while respecting the principles of Safety, Sequence and Reinforcement.

As such, the Accountability Planner™ can serve as both a learning evaluation planning tool and as a learning design tool—two key pieces of the Principles to Practices Framework! By beginning with the end in mind and considering Learning, Transfer and Impact, you can make your designs even more relevant, immediate, effective and accountable.

The Principles to Practices Framework



Accountability Planner: Guidelines

1	2	3	4	5	6
Key Content and ABOs (What & What For)	**Learning Process:** Learning Tasks and Materials	**Anticipated Change** ***Learning Transfer or Impac***t	**Evidence of Change**	**Documentation of Evidence**	**Analysis of Evidence**
Which objectives do you really want and need to evaluate?	***What do the learners do that you might evaluate?***	***Based on your chosen objectives, what do you anticipate changing and are you seeking to evaluate: the Learning, the Transfer and/or the Impact?***	***What will be seen that suggests change?***	***How will you collect the evidence of change?***	***How much analysis is needed?***
Review all of the content (skills, knowledge, attitudes) and corresponding objectives contained in the program which you want to evaluate. **Choose** the most important objectives and content to evaluate.	**Review** the program for learning tasks, activities, products, and learning materials <u>that</u> <u>could be evaluated for the chosen Content and Objectives</u>. **Choose** the specific things in the program that you will use to evaluate the achievement of the objectives.	For the objectives and activities chosen, **Identify** the changes that are anticipated for each one and the level of evaluation you are focusing on.	For each anticipated change, work with the learners when possible, to **Identify** the specific evidence that will be used to determine whether the change has occurred or not. (NOTE: identify "Indicators of Change" is another way to name this effort.	For each evidence of change, **determine** when, where, and how that evidence can be documented and collected. *Remember, if you don't have documentation, you don't have data to analyze.	**Describe** how the documented evidence will be compiled and studied. **Plan** for the reporting of conclusions and recommendations - this will affect how you choose to analyze the data for the reader. **Identify** analysis methods for each segment of data and each objective chosen.

Accountability Planner: Template

1 Content and Objectives	2 Learning Process: Tasks and Materials	3 Anticipated Change Learning, Transfer or Impact	4 Evidence of Change	5 Documentation of Evidence	6 Analysis of Evidence

Accountability Planner: Sample (SURE-Fire Meetings Course)

1	2	3	4	5	6
Key Content and Achievable Objectives	**Learning Process: Learning Tasks / Materials**	**Anticipated Change**	**Evidence of Change**	**Documentation of Evidence**	**Analysis of Evidence**
Distinguished between 3 possible voices that participants may have at different points in your meeting.	**Task 7:** **Three Voices of Meeting Members** **Listen** to distinction between Reactive, Consultative, and Decisive voices. **Analyze** how these different voices are operative on different agenda items. How would this help your meetings?	**Learning** Better understanding of different voices framework.	**Learning** Analysis of agenda using voices framework.	**Learning** Chart outlining their analysis.	**Learning** Review quality of analysis and correctness of answers.
		Transfer Using Voices definitions in their workplace meetings.	**Transfer** Meeting agendas note the voice that the participants have each agenda item.	**Transfer** Meeting agendas.	**Transfer** To be reviewed by participant with supervisor each quarter and discussed further.
		Impact Clarity on roles and more efficient, less frustrating meetings.	**Impact** Higher number of "good meeting" scores on meeting feedback sheets	**Impact** Meeting feedback sheets collected at end of each meeting.	**Impact** Reviewed by participant and supervisor each quarter.
Practiced a Formal Consensus Decision Making process.	**Task 16** **Models of Decision Making** **Discuss** pros/cons of consensus **Review** FCDM process. **Apply** in a case study. **Debrief**.	**Learning** New appreciation that consensus decision making can work.	**Learning** Successful resolution of case study and positive comments during debrief discussions.	**Learning** Observation by facilitator and participants.	**Learning** Discussion together.
		Transfer Participants successfully introduce FCDM to their work place.	**Transfer** Decisions made through FCDM.	**Transfer** Meeting minutes and end of meeting participants' "check-out" comments.	**Transfer** Participant to review with supervisor after each meeting.
		Impact Greater buy-in to decisions and follow-up.	**Impact** % of decisions successfully implemented.	**Impact** Managers' reports.	**Impact** Managers discuss progress reports each month to see % follow-up.
Created a draft plan for an upcoming meeting	**Task 17:** **Mapping Out Your Meeting.** Use worksheets to plan your meeting.	**Transfer** Participants use this plan effectively in their next meeting.	**Transfer** # of participants that report effective use of the plan for a meeting.	**Transfer** Facilitator does email survey after 3 months.	**Transfer** # of participants (and %) who effectively use the meeting planner.