



*CIS Ontario*

**CONNECTS UNCONFERENCE 2025**

**Rethink. Measure. Connect.**

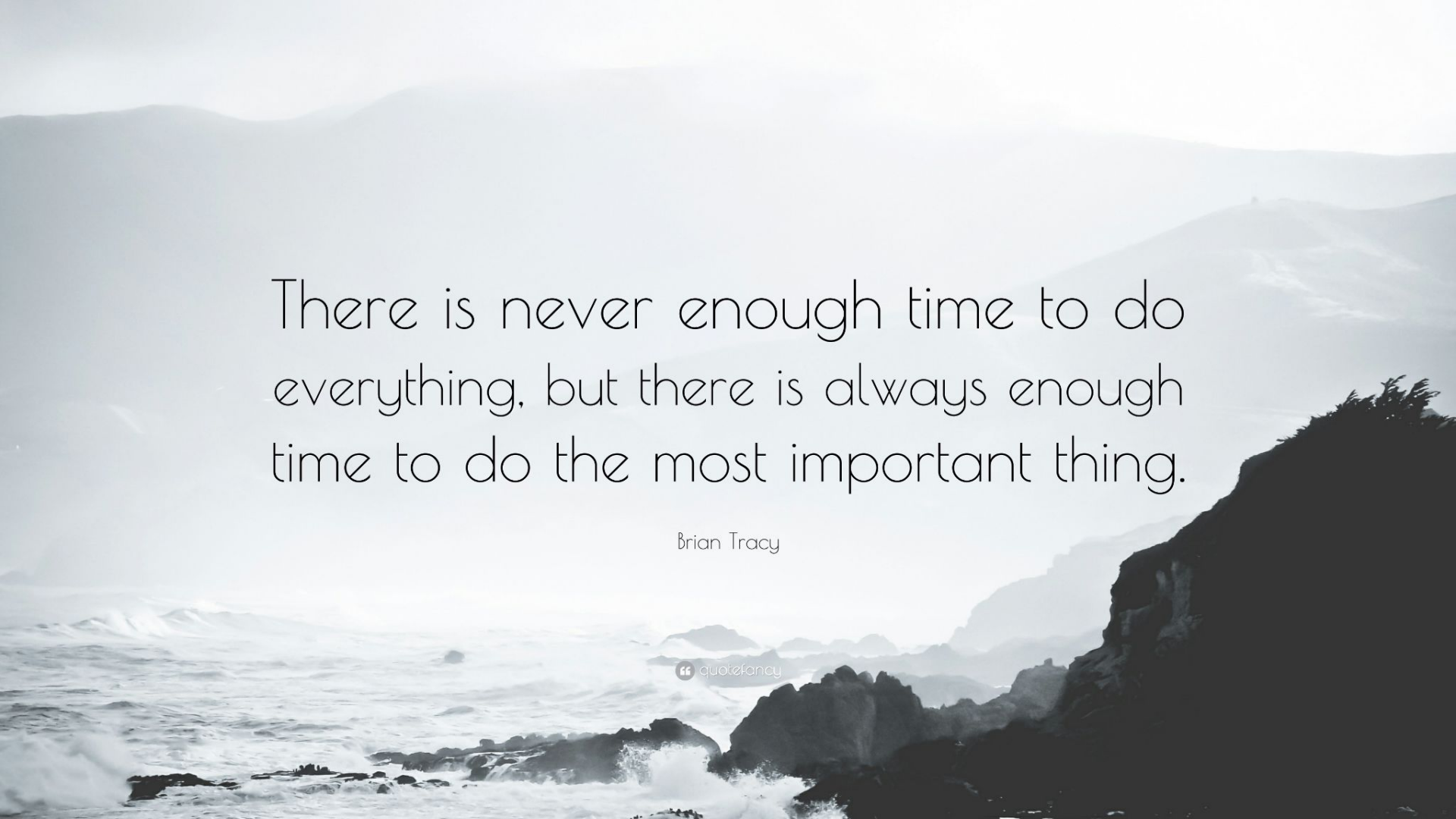
**Measuring What Matters:  
Using Metrics to Elevate Learning & Define Success**

# Measuring What Matters: Using Metrics to Elevate Learning and Define Success

*How might the metrics we track reshape educational experiences, inform smarter instructional strategies, and redefine success in the classroom?*

# Let's set the table: UnConference Essential Agreements

- **Respect Air-Time:**
  - Share your thoughts succinctly & create space for others to contribute.
- **Recognize Everyone's Expertise:**
  - Build on others' insights to foster collaboration.
  - Offer support and encouragement to your colleagues.
  - Engage in thoughtful, forward-thinking discussions.
  - Listen actively and generously to every voice at the table.
- **Embrace Growth:**
  - Approach conversations with curiosity and an open mind.
  - Celebrate diverse perspectives from different schools and cultural contexts.
- **Network & Connect**
  - Use breaks and meals as opportunities to deepen connections & spark new ideas.



There is never enough time to do everything, but there is always enough time to do the most important thing.

Brian Tracy

“ quotezofancy

# Session Format (120 min)

<b>Welcome</b>	5 min	Facilitator & Expert introductions & Session overview
<b>Learn</b>	30 min	Session <b>EXPERTS</b> to share their <b>experience / learning</b>
<b>Reflect &amp; Share</b>	30 min	Table <b>sharing of expertise and prior knowledge</b>
<b>Deep Dive</b>	20 min	Facilitated <b>deep dive</b> into a session sub questions.
<b>Consolidate &amp; Record</b>	30 min	Participants consolidate & record learning in exit ticket activity
<b>Gallery Walk</b>	5 min	Conversations and connections during the coffee break.

# Your Conference Workbook

This is the key to effective learning from today's session:

- Follows the flow of the session
- Provides you with prompts and space to ask questions, write ideas, and document your learning.

Use it, write on it, doodle, sketch note, whatever helps you learn the most from the the day.

The form is titled "Your Conference Workbook" and is designed for use during a conference session. It includes the following sections:

- Name:** \_\_\_\_\_
- Session Strand:** \_\_\_\_\_
- Who is at my table? (Record Names - Schools - Email)** \_\_\_\_\_
- Session Guiding Questions:** \_\_\_\_\_
- Prepare & Inquire** (A large rounded rectangular area for notes and questions.)
- Learn** (A large rounded rectangular area for notes and questions, with a sub-note: *Use this section to take notes during your session expert presentation*)


# Prepare & Learn

## Prepare

- 5 min solo reflection and expertise inventory.
- What do you know already and what are you curious about?

## Learn

- 20 min presentation from your facilitators.
- Take notes
- Write down questions and ideas

	Name: _____	Session Strand: _____
Who is at my table? (Record Names - Schools - Email)		
Session Guiding Questions:		
<p>Prepare &amp; Inquire</p>	<p>Learn</p> <p><i>Use this section to take notes during your session expert presentation</i></p>	

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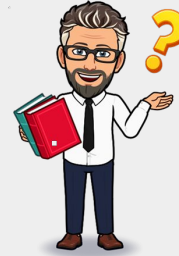
# Welcome!



John Buchanan

Science Teacher  
Duke of Edinburgh's Award Leader

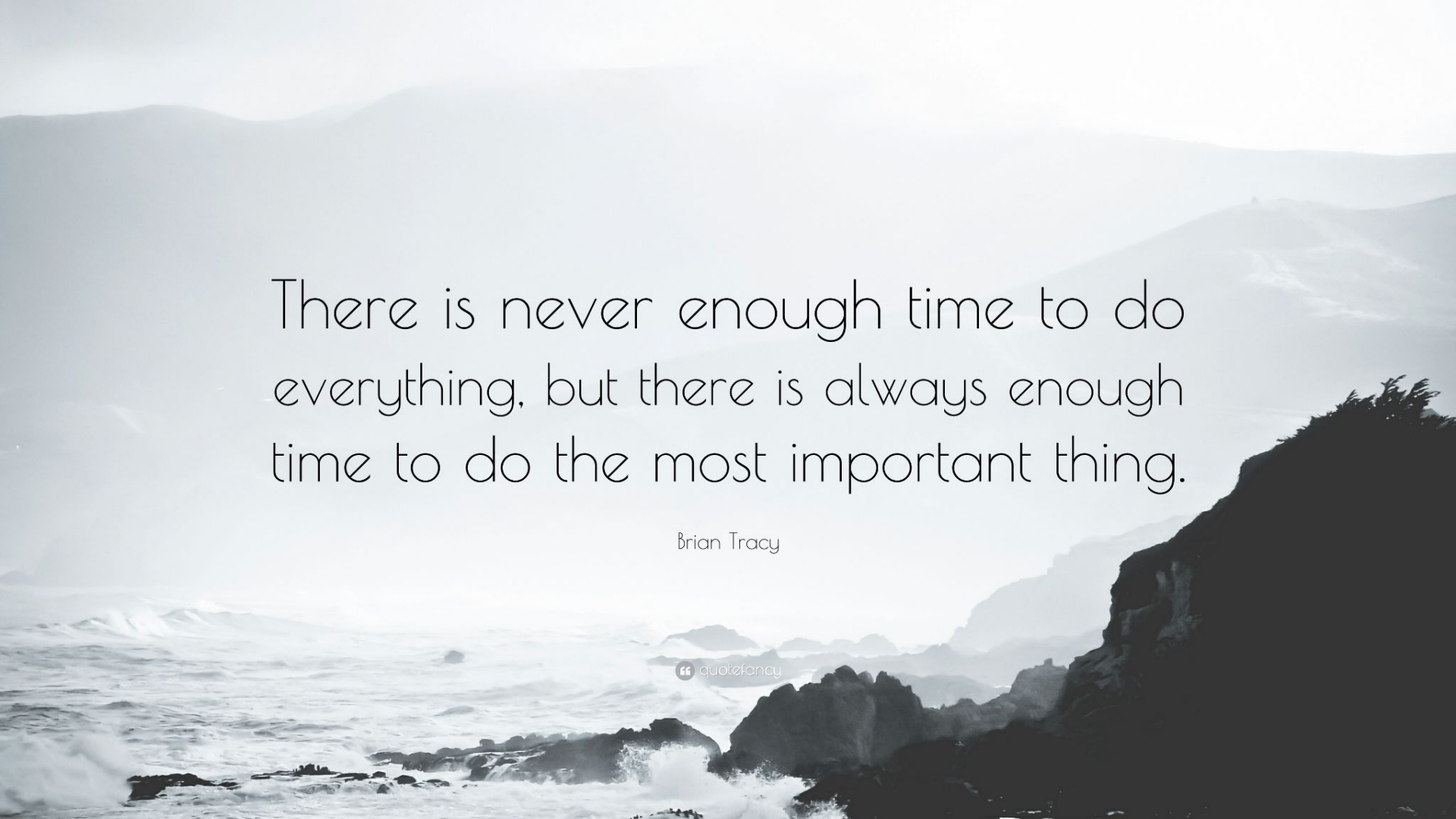
Hillfield Strathallan College



Mark Dilworth

Director of Educational Technology

The Country Day School



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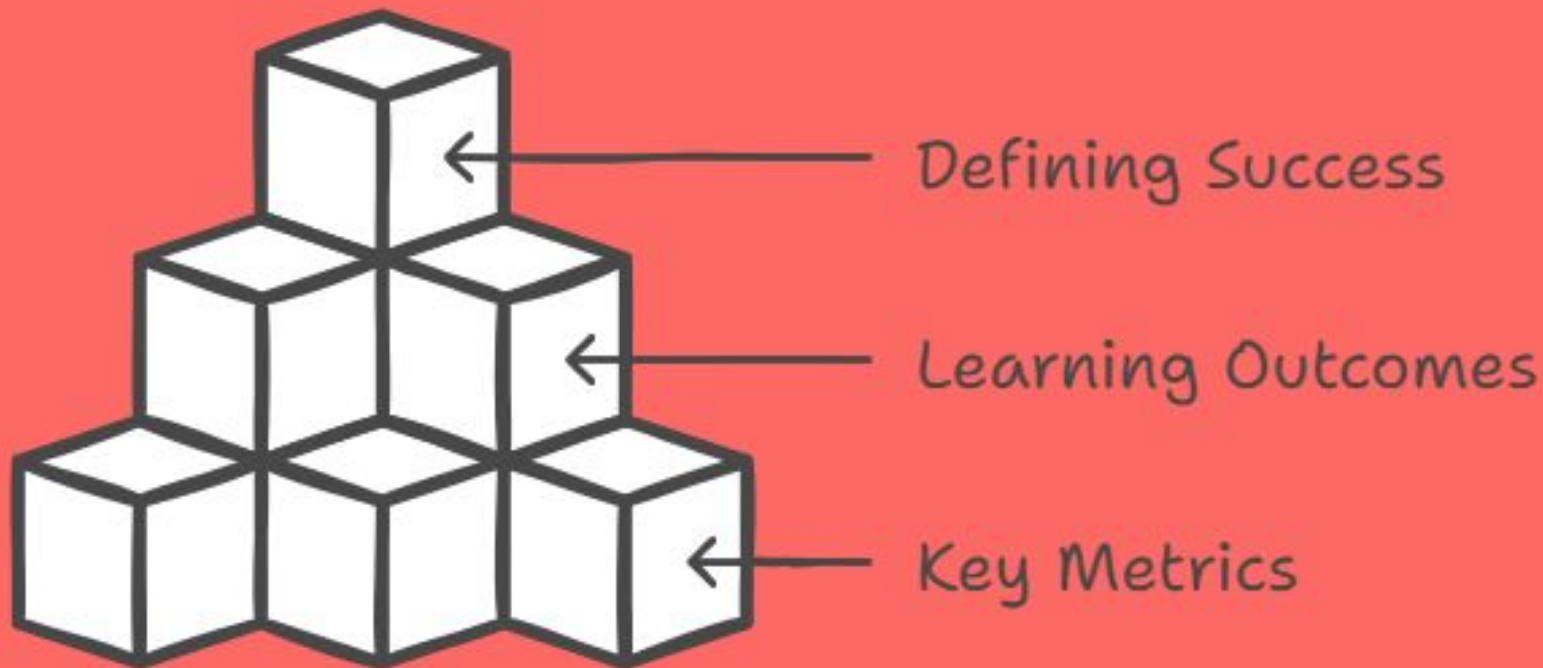
# Measuring What Matters: Using Metrics to Elevate Learning and Define Success

*How might the metrics we track reshape educational experiences, inform smarter instructional strategies, and redefine success in the classroom?*

“Only 20% of schools report using data to inform instructional strategies effectively.”

“What would your classroom or practice look like if success were measured differently?”

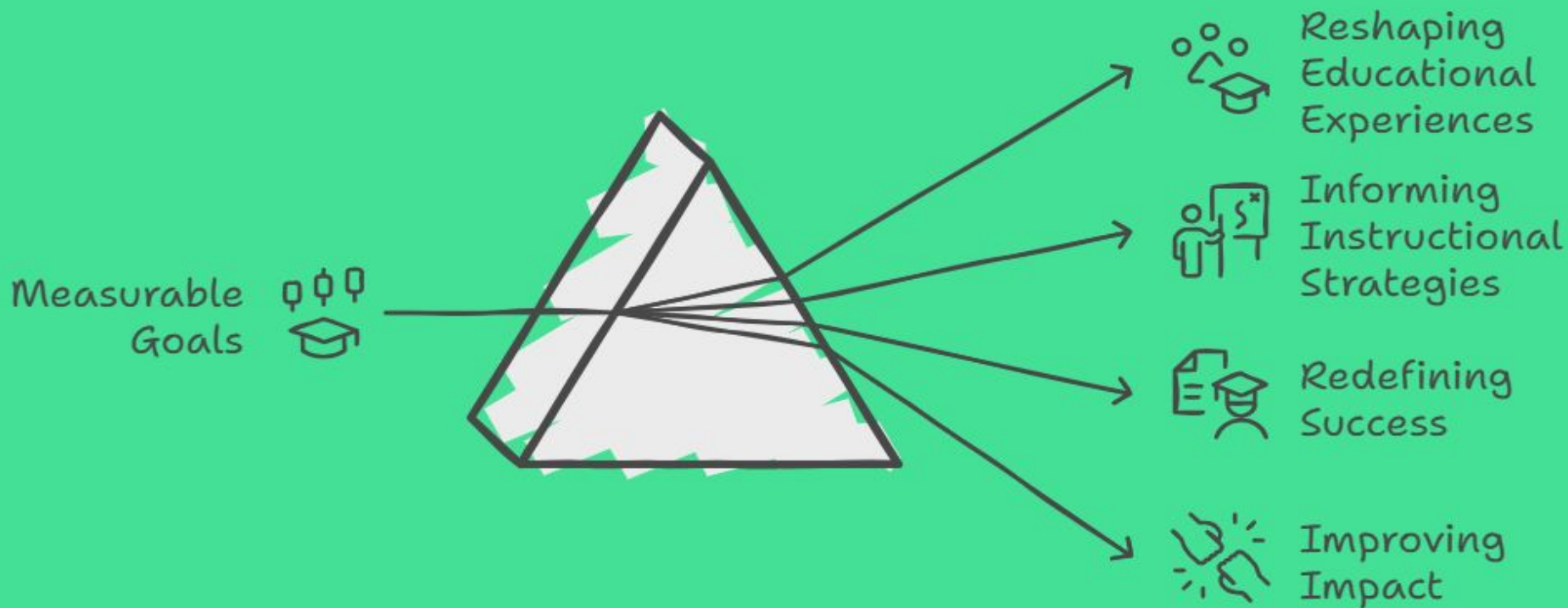
# Measuring What Matters



# Defining Success



## Identify the Outcomes



# Measuring what Matters

Informing Instructional  
Strategies

[Instructional Coaching](#)

[Student of Concern Meetings](#)

[Longitudinal Grades](#)

[External Testing](#)

[AI Tutors](#)

Reshaping Educational  
Experiences

[Duke of Edinburgh's Award](#)

[OECD Learning Compass](#)

[Global Citizenship Diploma](#)

[Experiential Learning](#)

Redefining Success &  
Impact

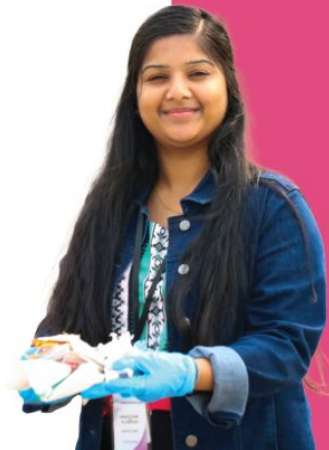
[Capital Campaign](#)

[Building a Data Culture](#)

[Building effective teams](#)

[Devil's Advocate](#)

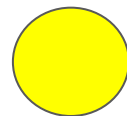




DONATED

**33,537 hours**

giving back to causes they care about. As a result **87%** now believe they can **make a difference in their community.**

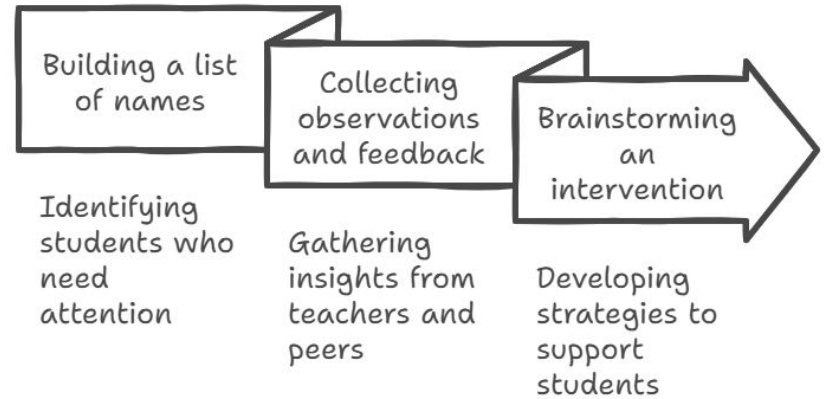


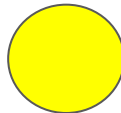
Source: [Duke of Edinburgh's International Award](#)

# Student of concern Meetings

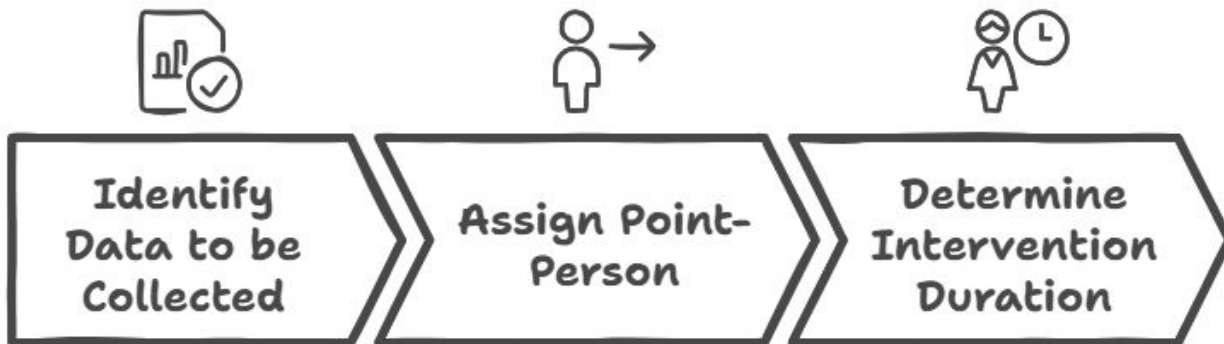


## Students of Concern Process





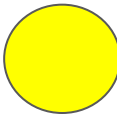
## Intervention Planning Process



Determine what data will measure success and where it will be entered.

Select a leader responsible for overseeing the intervention and data collection.

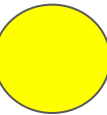
Decide how long the intervention will run and schedule a follow-up review.



# Longitudinal Assessment Data

Subject	S1,20-21	S2,20-21	Y1,20-21	S1,21-22	S2,21-22	Y1,21-22	S1,22-23	S2,22-23	Y1,22-23	S1,23-24
AP Calculus AB							C+	B	B-	
AP Calculus BC										B-
Biology				B		B				A-
Chemistry					B	B				
Economics							C+	B-	B-	
English	B	B+	B+	A-	A-	A-	B+	B	B+	B
Geography							B+	A-	A-	
German	B+	B+	B+	B+	A-	B+				
History	B+	B+	B+	B-	B	B				
Integrated Mathematics 1A	B+	B+	B+							
Integrated Mathematics 2A				B	C+	B-				
Personal Finance										A
Philosophy							A-	A-	A-	
Physical Education	A	A	A	A	A	A				

# External Testing

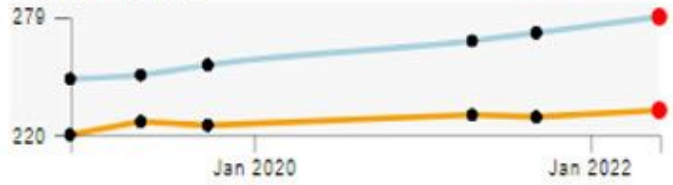


## MAP - Mathematics



RIT Score

Mathematics



[View Instructional Area Score](#)

■ Student's score ■ NWEA norm

## MAP - Reading



RIT Score

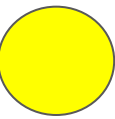
Reading



[View Instructional Area Score](#)

■ Student's score ■ NWEA norm

# AI and Student Feedback



Session analytics

## TEACHER FEEDBACK

*No feedback provided yet.*

## STRENGTHS

You demonstrated good initial analytical abilities by **making logical connections between political factors and business operations**. You also showed intellectual honesty in **clearly expressing your learning preferences and boundaries**, which is important for effective learning. Your early responses showed promise in **developing more sophisticated business insights**, particularly when discussing price sensitivity and supply chain strategies.

## AREAS OF IMPROVEMENT

While you showed initial engagement, you could work on sustaining your analytical focus for longer periods. You could **develop your responses with more specific examples** to strengthen your arguments. Additionally, you could practice maintaining professional engagement even when topics become challenging or less interesting, as this is an important business skill.

## FOLLOW-UP

Your next focus should be on building stamina for sustained analytical discussions. Try setting small, manageable goals for engagement time and gradually increasing them. You might also benefit from connecting business concepts to real-world examples that interest you personally, making the learning process more engaging and relevant to your experiences.

[Create a follow-up activity](#)

# THE AI GUIDE

This side of the doc is the v2 of the mnemonic "TAPE" which is about four guiding principles of using AI in education: **Transparency, Accuracy, Process,** and **Expectations**. You can see a breakdown and explanation of these powerful ideas in the following sections.

The other side of this doc guides teachers on other uses of AI in the classroom and contains **lists of tools**, ways to **prompt AI**, and **other helpful information** when in teaching K-12 with AI.



# TRANSPARENCY

Transparency with Generative AI is all about **being forthcoming** when and how AI tools support one's thinking, language, processes, and products. Below are four ways that students can be transparent and share that they used AI. Teachers might consider how they can **model** these practices as well!



## Disclosure

**Summary:** A disclosure statement can be a simple statement that AI was used.

**Example 1:** option under picture reading "images created by Midjourney"

**Example 2:** statement at the end of writing "ideas inspired by ChatGPT (L1) to CHOC"

Disclosure image of robot by Alex McMillan

"The AI Guide" © Fall 2024 by Holly Clark & Alex McMillan is licensed under Creative Commons BY-NC 4.0



## MLA Citations

**Summary:** Citations might be used more in preference, or for more academic situations. Below are examples from MLA's website (millercenter.org).

**In-Text Example**  
("Describe the symbolism")

**Full Citation Example**  
"Describe the symbolism of the green light in the book The Great Gatsby by F. Scott Fitzgerald." prompt. ChatGPT. In: The version, OpenAI. 8 Mar. 2023. chat.openai.com



## Links to Chats

**Summary:** Most tool-based tasks allow for direct linking to chats. This is helpful for teachers to see how a tool was used when it's needed. Links can be included in disclosure statements or citations.



## Screenshots

**Summary:** When students use tools that do not give teachers direct access to their interactions and students leverage AI more heavily, screenshots can be helpful. Students can share their images in an appendix.

# ACCURACY

It is important that students be **critical consumers** of the content AI generates. There are times it can display **bias** and **hallucinations** (a term that refers to generating wrong information). Below are some things teachers can do with students to ensure accuracy when working with AI.



## Info

**Information Literacy Strategy:** Students identify information from AI and fact check by using trusted sources or experts.

**AI Self-Check Strategy:** Ask an AI tool to double-check itself. It is surprising what LLMs will realize!



## Bias

Students use multiple AI tools and compare the output.

Evaluate AI output; discuss missing perspectives/voices.

Discuss how specific tools were trained and consider whether the tool represents diverse perspectives/voices.

# PROCESS

When students engage in a single or multi-step task, teachers can set **clear expectations** using the section on the right called "Expectations". Below is an example of a **writing process** and how AI-related expectations can be integrated while **maintaining** critical thinking, collaboration, communication, creativity, and peer relationships.



## Ideate

Come up with your first idea, alone or with a peer by having a conversation.

Document your AI use.

**Level 1:**  
Students Think Alone



## Evaluate

Alone or with a friend, discuss your ideas. Then, feed your current ideas into a bot from the teacher and ask for additional ideas. Evaluate the idea from the bot with your friend. Is it accurate, biased, or helpful?

Document your AI use.

**Level 3:**  
Class



## Draft

Choose one idea from yourself, AI, or a combination.

Draft your work.

**Level 1:**  
Students Think Alone



## Revise

With a peer, show your draft to the bot the teacher provided. Discuss what feedback was valuable and what wasn't. Adjust your work accordingly.

Document your AI use.

**Level 4:**  
Feedback & language

# EXPECTATIONS

Assign **one or more** of the options to a step in learning tasks' processes to give students **clear expectations** about when or if they can use AI. You can see examples below the sample in the "Process" section on the left!



## Students Think Alone

1

**Summary:** Students complete a learning task with their own thinking.



## Plans

2

**Summary:** Students use AI to outline plans or preview their own ideas. This may be done by creating summaries of media or text.

**Transparency:** Disclosure/citations are advised.



## Ideas

3

**Summary:** Students use AI to brainstorm ideas to develop.

**Transparency:** Disclosure/citations are advised.



## Feedback & Language

4

**Summary:** Students use AI to improve their work by receiving feedback or language suggestions.

**Transparency:** Disclosure/citations are required.



## AI Creates Elements

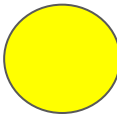
5

**Summary:** Students use AI to create artifacts like media or text to enhance their work. This level is appropriate when AI is used on elements other than the learning objectives of the learning task.

**Transparency:** Disclosure/citations are required.

Disclosure images of both used robot from Oct 18-19

Work created by Holly Clark and Alex McMillan. © Fall 2024. All rights reserved. [www.alexmcmillan.co/](https://www.alexmcmillan.co/)



# Capital Campaigns

## Capital Campaign Planning

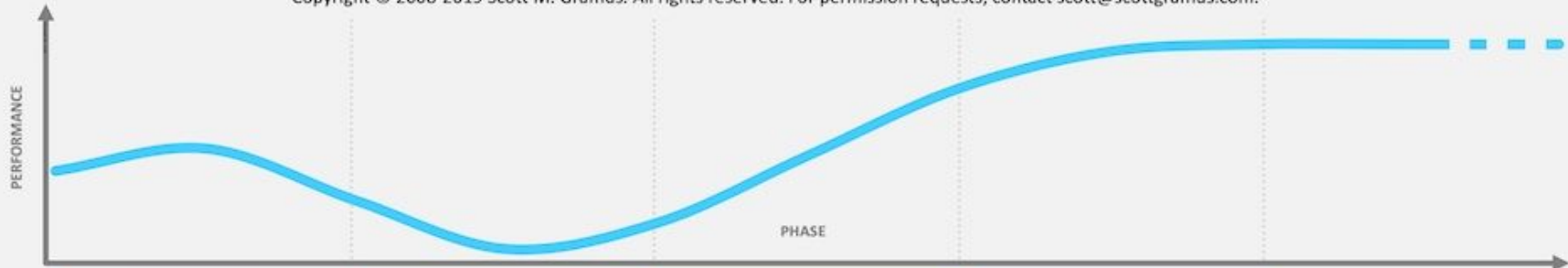


Using past fundraising data

Pros	vs	Cons
Proven strategies		Potential for outdated methods
Preparedness for challenges		Over-reliance on past data
Enhanced decision-making		Limited innovation
Efficient resource use		Inflexibility to change
Consistent communication		Risk of repeating mistakes

# Phases of Team Development

Forming, Storming, Norming, Performing, and Adjourning — based on group development model by Bruce Tuckman  
 All phases are necessary and inevitable for a team to grow, tackle problems, find solutions, plan work, and deliver results  
 Copyright © 2008-2019 Scott M. Graffius. All rights reserved. For permission requests, contact [scott@scottgraffius.com](mailto:scott@scottgraffius.com).



	FORMING	STORMING	NORMING	PERFORMING	ADJOURNING
CHARACTERISTICS	<ul style="list-style-type: none"> <li>Questioning</li> <li>Socializing</li> <li>Displaying eagerness</li> <li>Focusing on group identity &amp; purpose</li> <li>Sticking to safe topics</li> </ul>	<ul style="list-style-type: none"> <li>Resistance</li> <li>Lack of participation</li> <li>Conflict</li> <li>Competition</li> <li>High emotions</li> <li>Starting to move towards group norms</li> </ul>	<ul style="list-style-type: none"> <li>Reconciliation</li> <li>Relief, lowered anxiety</li> <li>Members are engaged &amp; supportive</li> <li>Developing cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrations of interdependence</li> <li>Healthy system</li> <li>Ability to effectively produce as a team</li> <li>Balance of task and process orientation</li> </ul>	<ul style="list-style-type: none"> <li>Shift to process orientation</li> <li>Sadness</li> <li>Recognition of team and individual efforts</li> </ul>
STRATEGIES	<ul style="list-style-type: none"> <li>Taking the 'lead'</li> <li>Providing clear expectations and consistent instructions</li> <li>Quick response times</li> </ul>	<ul style="list-style-type: none"> <li>Normalizing matters</li> <li>Encouraging leadership</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing individual and group efforts</li> <li>Providing learning opportunities and feedback</li> <li>Monitoring the 'energy' of the group</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating</li> <li>'Guide from the side' (minimal intervention)</li> <li>Encouraging group decision-making and problem-solving</li> <li>Providing opportunities to share learning across teams</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing change</li> <li>Providing an opportunity for summative team evaluations</li> <li>Providing an opportunity for acknowledgments</li> </ul>

Copyright © 2008-2019 Scott M. Graffius. All rights reserved. | v18071109

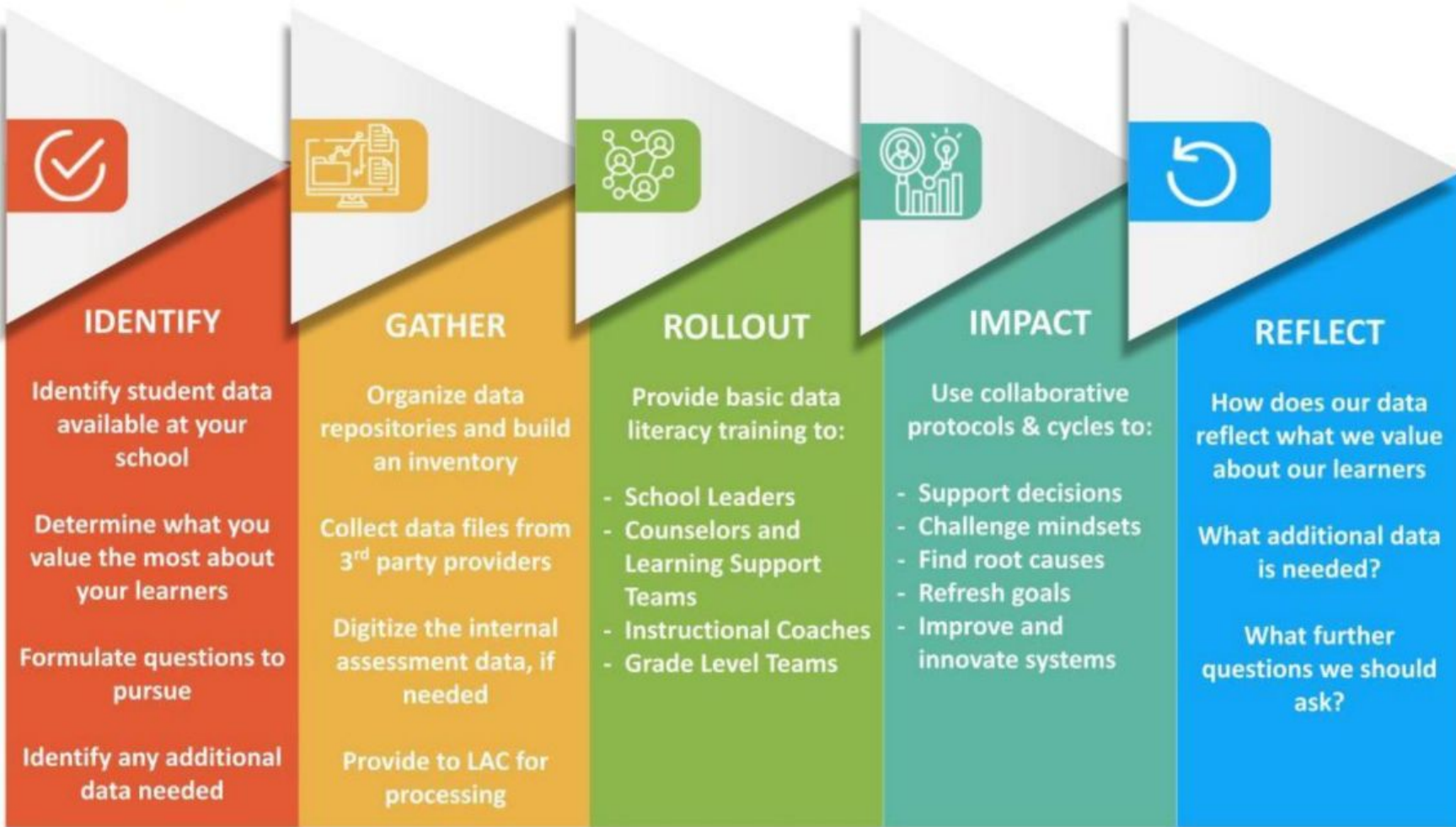
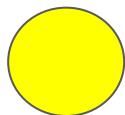
# Instructional Coaching - AAICIS

## We Believe:

- empowered coaches can transform student and professional learning.
- coaches play a role in helping teachers feel valued and recognized for their unique talents, creating a sense of belonging.
- coaches and instructional coaching supports school leaders in creating a culture of growth mindedness.
- Instructional coaching leads to equitable and transformational learning experiences for all students.



Source: [Association for the Advancement of Instructional Coaching](https://www.aaicis.org/)



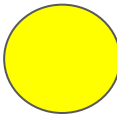
Source: [Road Map to Building a Data Culture](#)

# OECD Learning Compass



OECD Future of Education and Skills 2030 aims to build a common understanding of essential underlying concepts that are crucial for students to thrive and share a better future.

Key concepts include: e.g. student agency, student well-being and competencies (including knowledge, skills, attitudes and values)



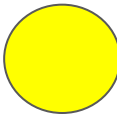
# Global Citizenship Diploma

 <p><b>ACADEMICS</b> Achieve a level of education that makes it possible to hold informed opinions. <i>Certificates can be earned prior to high school graduation. Diplomas are earned upon graduation.</i></p>	 <p><b>ACADEMIC SKILLS</b> Develop proficiency in interdisciplinary academic skills such as research, reflection, transfer, organization, collaboration &amp; inquiry.</p>	 <p><b>PUBLIC COMMUNICATION</b> Engage an audience &amp; communicate effectively, ethically, &amp; publicly on issues of personal interest or passion.</p>	 <p><b>ADVANCED ACADEMICS</b> Engage &amp; perform at the highest academic level in one subject/ across disciplines/ in a specific academic skill.</p>
 <p><b>COMMUNITY ENGAGEMENT</b> Make a consistent, sustained commitment to serving &amp; developing connections with others.</p>	 <p><b>ARTISTIC EXPRESSION</b> Nurture the habits of creative exploration &amp; communication through sustained engagement with the arts.</p>	 <p><b>WELLNESS</b> Learn how to maintain their own physical, social, mental / emotional, &amp; spiritual health.</p>	 <p><b>LEADERSHIP</b> Fulfill their vision through the effective leadership of people &amp; management of resources.</p>
 <p><b>GLOBAL UNDERSTANDING</b> Seek personal understanding of the interaction of power or privilege &amp; economics, ethics, politics, religion, environment between countries / cultures.</p>	 <p><b>MANAGEMENT</b> Take responsibility for managing resources such as space, money, &amp; time, towards the completion of a goal.</p>	 <p><b>WILDERNESS ENGAGEMENT</b> Assess risk, &amp; develop a skill or understanding through interaction with nature.</p>	 <p><b>MULTILINGUALISM</b> Function at native or fluent proficiency in at least two skills of reading, writing &amp; speaking. In at least two different languages.</p>

I could tell you I got 1 A and 2 Bs at A Level.

Or I could tell you how spending my spare time collecting trash off beaches has influenced my goal to be plastic neutral.

**My story is more than numbers**



# E-week



**Gr9**  
**Camp**  
**Community**



**Gr10**  
**Modules**  
**Exploration**



**Gr11**  
**Boston/New York**  
**Culture**

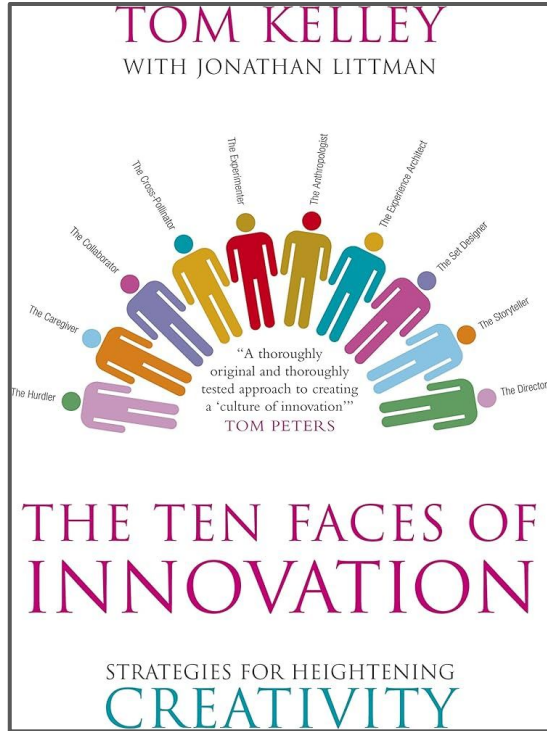


**Gr12**  
**Camp**  
**Leadership**

Each September, students at HSC participate in unique enrichment experiences known as E-week.

These experiences take place in the great outdoors and are designed to develop leadership skills, foster personal growth, create opportunities for students to socialize outside of the classroom, and support the resilience and wellbeing of our community.

# Overcoming the devil's advocate

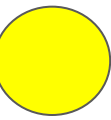


The role of the devil's advocate is nearly universal in business today.

It allows individuals to step outside themselves to raise questions and concerns that effectively kill new projects and ideas, while claiming no personal responsibility.

Nothing is more potent in stifling innovation.

Source: [Ten Faces of Innovation](#)



# Challenges

Resistance to change from traditional metrics.

Ensuring equity and inclusivity in data collection and interpretation.

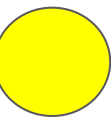
Navigating privacy concerns with increased data use.

# Opportunities

Using metrics to provide personalized learning pathways for students.

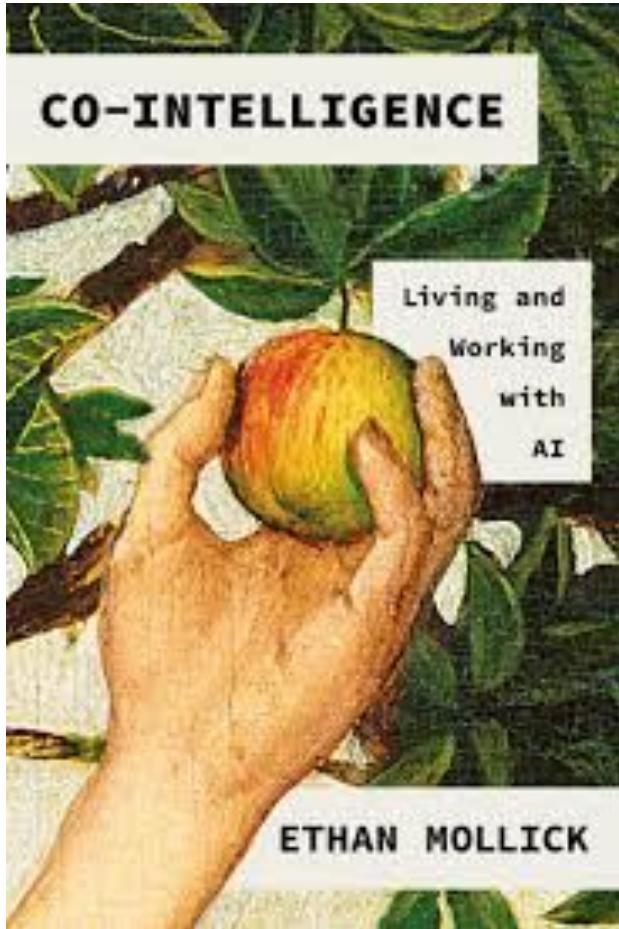
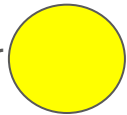
Leveraging AI to analyze patterns and suggest evidence-based strategies.

Fostering a culture of transparency and reflection in tracking and sharing data.



Can you identify one new trackable metric that aligns with your school's vision of success?

Is there a tool or a framework to track and analyze these metrics?



From Wharton professor and author of the popular One Useful Thing Substack newsletter Ethan Mollick comes the definitive playbook for working, learning, and living in the new age of AI.

Mollick challenges us to utilize AI's enormous power without losing our identity, to learn from it without being misled, and to harness its gifts to create a better human future. Wide ranging, hugely thought-provoking, optimistic, and lucid, *Co-Intelligence* reveals the promise and power of this new era.



Thank You!

# Resources & References

[Learning Analytics Collaborative](#) & [Tie Online](#)

[The Duke of Edinburgh's International Award](#)

[Data in Schools Conference](#)

[OECD Learning Compass](#) & [Global Citizenship Diploma](#)

[Students of Concern Protocol](#) & [Processes that guide the Student Support Team](#)

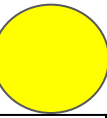
[Starting a Capital Campaign](#) & [Running a school during a capital campaign](#)

[Association for the Advancement of Instructional Coaching](#)

[FlintK1](#) & [Beyond AI in the Classroom](#) &

Charts and Images generated by [Napkin AI](#) and [Gemini](#)

# Session Format (120 min)



<b>Welcome</b>	5 min	Facilitator & Expert introductions & Session overview
<b>Learn</b>	30 min	Session <b>EXPERTS</b> to share their <b>experience / learning</b>
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<b>Gallery Walk</b>	5 min	Conversations and connections during the coffee break.

# Reflect & Share (35 min)

Reflect on all of the three questions

- 6 min (solo)

Share Your answers back to the group

- 24 min (group share)
- 8 min each question

CIS Ontario  
CONNECTS  
UNCONFERENCE

### Reflect & Share

<p><i>Imagine:</i> What might _____ look and feel like when it is implemented &amp; functioning at its best?</p>	<p><i>Resources:</i> Where can I look for answers, ideas and best practices to inform my own learning? (Books, Stiles, People, Podcasts etc.)</p>	<p><i>Tips &amp; Tricks:</i> What are some important steps to consider when planning &amp; implementing? What have you already tried so far? What have you learned in the process?</p>
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# Deep Dive (20 min)

Follow the flow of the  
workbook

Solo - Group - Solo - Group

Transfer your answers to the  
Impact report at the end

**Deep Dive**

CIS Ontario  
CONNECTS  
UNCONFERENCE

**ON Your Own** **STEP ONE:** Come up with either an answer, question or wondering about the question. Write it down

**Notes:**


**GROUP** **STEP TWO:** Share your response with everyone in your group. Read aloud

**Person A: Responds** **Person B: Responds** **Person C: Responds**

**ON Your Own** **STEP THREE:** Listen to the other in your group as they talk about your response. Take notes here:

**Notes:**

**GROUP** **STEP FOUR:** Comment on what you heard and any changes you would make to your initial response



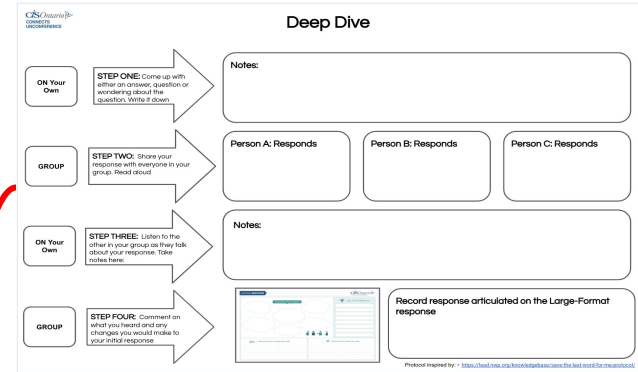
**Record response articulated on the Large-Format response**

Protocol inspired by - <https://lead.map.org/knowledgebase/save-the-last-word-for-me-protocol/>

# EXIT TICKET: Inform the Impact Report

## Inform the Impact report:

- 20 mins group synthesis to capture and transfer as much knowledge as possible to contribute to the post-conference impact report.



**Deep Dive**

**ON Your Own** **STEP ONE:** Come up with either an answer, question or wondering about the question. Write it down.

**Notes:**

**GROUP** **STEP TWO:** Share your response with everyone in your group. Read aloud!

**Person A: Responds** **Person B: Responds** **Person C: Responds**

**ON Your Own** **STEP THREE:** Listen to the other in your group as they talk about your response. Take notes here.

**Notes:**

**GROUP** **STEP FOUR:** Comment on what you heard and any changes you would make to your initial response.

**Record response articulated on the Large-Format response**

Protocol inspired by: <https://dial.net.au/brainstorming-the-basics-for-impact/>



**GUIDING QUESTION**

**Answers and Insights**

**Tips, Tricks & Advice**

**Resources to Follow Up with**

**Schools to Follow Up with**

CIS Ontario  
Catholic Instructional Services

**Answers and Insights**



Diagram illustrating a central area for taking notes, featuring six large, empty cloud-shaped thought bubbles arranged around a central dark green rounded rectangle containing the text "Answers and Insights". Below the bubbles is an illustration of four people in a meeting.



**Tips, Tricks & Advice**

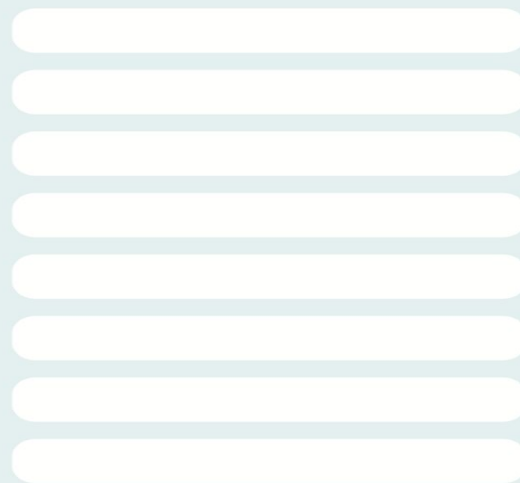


Diagram illustrating a section for taking notes, featuring seven horizontal, rounded rectangular boxes stacked vertically.



**Resources to Follow Up with**



Diagram illustrating a section for taking notes, featuring two columns of horizontal dotted lines for writing.



**Schools to Follow Up with**



Diagram illustrating a section for taking notes, featuring two columns of horizontal dotted lines for writing.

# Gallery Walk





# SUMMER AI INSTITUTE

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