

# Schultz Center Leadership Institute Assessment

(Evaluation of Learner and Program Outcomes)

Assessment & Evaluation Type	Target Learning/Outcomes	Performance Measures
<b>Participation and Participant Satisfaction</b>  (Kirkpatrick <sup>1</sup> Level 1; Guskey <sup>2</sup> Level 1)	<b>Participant Feedback</b> <ul style="list-style-type: none"> <li>evaluations</li> <li>observations</li> </ul>	<ul style="list-style-type: none"> <li>% who participate; % increase</li> <li>quality control &amp; program improvement</li> <li>participant satisfaction with content, procedures</li> </ul>
<b>Diagnostic Assessment, Needs Assessment, and Developmental Assessment of Leadership Skills</b>	<b>Learner Developmental Assessment</b>  <u>Lead 360°</u> <ul style="list-style-type: none"> <li>Individual</li> <li>Group</li> <li>Pretest, Annual, Ongoing</li> </ul> <p><i>Lead 360° content is based on the leadership model developed by the Schultz Center Leadership Institute.</i></p>	<ul style="list-style-type: none"> <li>learner developmental needs are assessed for program planning</li> <li>identification of ILDP areas</li> <li>monitoring individual progress in competencies</li> </ul>
<b>Formative Assessment of Learner Outcomes</b>  (Kirkpatrick Level 2; Guskey Level 2)	<b>Knowledge, Skills, and Abilities:</b> <ul style="list-style-type: none"> <li>Learning of new curriculum content, principles and generalizations</li> <li>Learning of new and expanded concepts</li> <li>Advanced understanding of common concepts in real world situational scenarios</li> </ul>	<ul style="list-style-type: none"> <li>% mastery of content for program planning and individual progress</li> <li>assessment of individual and group mastery of content for progression</li> <li>oral or written display of content knowledge and understanding (literal and inferential)</li> </ul>
	<b>Analysis &amp; Application of Concepts:</b> <ul style="list-style-type: none"> <li>Demonstrating knowledge of concepts and understandings combined in new or different ways</li> <li>Compare and contrast concepts and apply appropriate principles or generalizations in scenarios</li> <li>Understand features and characteristics of data in group and disaggregated forms to allow for distinguishing patterns and trends</li> <li>Analyze features of situations or problems making choice of approaches or actions likely</li> <li>Synthesize and evaluate conclusions, approaches, or understandings in response to variety of situational factors</li> </ul>	<ul style="list-style-type: none"> <li>% mastery of content for program planning</li> <li>written narrative and/or oral demonstrations of concept mastery (open-ended questions)</li> <li>assigned topical or thematic writings; oral presentations or debates of contrasting positions</li> <li>application of data analysis protocols to group level data to demonstrate ability to recognize significant patterns and trends</li> <li>use of Action Research protocols for self-reflective dialogue and professional development for individual growth</li> <li>use of Action Research protocols for use in team decision-making and school or district continuous improvement planning</li> </ul>
<b>Summative Assessment of Learner and Program Outcomes</b>  (Kirkpatrick Levels 3 & 4; Guskey Levels 3,4,5)	<b>Synthesis of Learning: Impact on Individual &amp; School Performance</b> <ul style="list-style-type: none"> <li>Demonstrate proficiency in applying concepts and learning from previous content taught in modules</li> <li>Critical portfolio elements identified by program developers that represent essential learning</li> <li>Rubric for evaluation of portfolio contents identifying key elements and standards for evidence of success</li> </ul>	<ul style="list-style-type: none"> <li>portfolio elements chosen to demonstrate mastery of concepts and ideas</li> <li>portfolio elements will included to represent complex, higher order learning of concepts</li> <li>portfolio elements will also demonstrate problem-solving approaches to new and/or unique situations</li> <li>portfolio elements will demonstrate the impact of learning on student and school performance</li> </ul>

<sup>1</sup> Kirkpatrick, D. - <http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>.

<sup>2</sup> Guskey, T. - <http://www.nsd.org/library/publications/jsd/guskey194.cfm>.