

**Q.1 Discuss the concept and domains of leadership. Also highlight scope of leadership.**

The following traits are common among the most successful school leaders.

**1. They Understand the Importance of Building Community**

Effective school leaders build and sustain reciprocal family and community partnerships and leverage those partnerships to cultivate inclusive, caring and culturally responsive school communities. To build these community networks it is essential that school leaders are visible in their schools and community, develop trust and create a sense of transparency and shared purpose with parents, staff, community members and students.

Megan Tschannen-Moran, author and professor of educational leadership at the College of William and Mary, discusses the importance that trust plays in building communities in her book, "Trust Matters: Leadership for Successful Schools."

Tschannen-Moran explains, "In schools with high levels of trust:

- Teachers are motivated and willing to try new strategies because they trust leaders to support them.
- Students are motivated and connected to the school because they trust their teachers.
- Families are supportive because the principal and teachers have built trusting relationships with them."

**2. They Empower Teachers and Cultivate Leadership Skills**

Great school leaders know that they are not running a one-man show; that they cannot do it all alone. They know that they must surround themselves with great teachers and colleagues and, not only that, they must fully support teachers and staff by encouraging them to continually learn, develop and, perhaps most important, become leaders themselves.

It is no secret that when people are fulfilled and given opportunity for career growth, as well as autonomy and control over their careers, they are more productive, more engaged and more effective overall. In a recent Gallup poll, it was discovered that 33 percent of U.S. teachers are engaged in their work, while 51 percent are not engaged and 16 percent are actively disengaged. These statistics are startling to say the least.

Through offering professional development opportunities and support services to teachers, as well as by creating an environment where teachers are able to experiment, innovate and lead, principals can ensure a healthy environment for educators that will have positive repercussions for students. Another Gallup study found that "highly talented principals on Gallup's Principal Insight assessment were 2.6 times more likely to have above average employee engagement at the schools they lead three years later." Gallup has studied the issue closely, even issuing a report titled "Six Things the Most Engaged Schools Do Differently."

In his book, "What Great Principals Do Differently," education author and researcher Todd Whitaker wrote: "Great principals focus on improving the quality of the teachers within their buildings. By carefully hiring the best teachers, by supporting their efforts and their ambitions, by holding all staff members to high expectations, and by working to carefully support the individual development of each professional, principals impact student achievement."

**3. They Utilize Data and Resources**

Successful school leaders use data, including standardized and school-based assessments, to drive continuous improvement through site-based decision-making for the express purpose of promoting equitable and culturally responsive opportunities for all students. The opportunities that data present are many and the most effective leaders are able to leverage that data to make strategic decisions to benefit their students.

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A report from the Wallace Foundation asserts that: “When it comes to data, effective principals try to draw the most from statistics and evidence, having ‘learned to ask useful questions’ of the information, to display it in ways that tell ‘compelling stories’ and to use it to promote ‘collaborative inquiry among teachers.’ They view data as a means not only to pinpoint problems but to understand their nature and causes.”

**4. They Have a Vision and a Plan**

The very best leaders are also visionaries. They have a goal that they can unite a team around and a plan to help them get there. Not just that, but they are able to clearly articulate their school vision and goals.

Vision is perhaps one of the most important qualities a leader can have as it provides momentum and direction, not just for the team leader but for each and every team member. Of course, in order for leaders to be successful in pursuing their vision and enacting their plan, they must pair their vision with unrelenting passion. Vision and passion from an effective leader should generate inspiration, motivation and excitement that permeates throughout the school.

According to a “Successful School Leadership” report published by UK-based Education Development Trust, “Effective headteachers provide a clear vision and sense of direction for the school. They prioritize. They focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students.”

**5. They Create Collaborative, Inclusive Learning Environments**

Inclusive learning provides all students with access to flexible learning choices and effective paths for achieving educational goals in spaces where they experience a sense of belonging. The best educators know this and prioritize inclusivity, creating safe learning environments that nurture every student. Leaders that prioritize inclusive learning also typically believe that every person can contribute to the greater learning community and therefore they encourage collaboration between faculty as well as students.

“Perhaps the most critical role in successful inclusive schools is the role of the principal,” wrote the Inclusive Schools Network. “The school principal’s active participation is the single most important predictor of success in implementing change, improving services, or setting a new course. The school principal is central to facilitating systemic change and leading faculty to adopt new attitudes and new practices.”

**6. They Are Passionate About Their Work**

Passion is a critical ingredient for nearly anyone who wants to be successful and happy in their job. But passion is especially important for school leaders, who typically have a great influence on their school's climate and culture.

Passionate people have a contagious energy that can greatly affect teacher satisfaction and drive as well as student performance. "All the knowledge in the world can't make a good leader: It's the care for the work and the people who collaborate with you that makes the difference," wrote Forbes. "This is in large part because people want to follow a passionate leader. Someone who cares about not only the cause for which he or she is working, but also the other people who are involved in the effort. Passion for the projects, for the company and for the people involved are key to successful leadership."

**7. They Encourage Risk-Taking**

What most educators already know is that failure can be the greatest teacher. Just as teachers should encourage risk-taking amongst their students in order to spur growth, truly effective leaders encourage risk-taking amongst their subordinates and colleagues by creating a supportive environment that rewards not just successful ideas or initiatives but effort as well, no matter the outcome.

"Failure is required for learning, but our relentless pursuit of results can also discourage employees from taking chances. To resolve this conflict, leaders must create a culture that supports risk-taking," wrote the Harvard Business Review. "One way of doing this is to use controlled experiments — think A/B testing — that allow for small failures and require rapid feedback and correction. This provides a platform for building collective intelligence so that employees learn from each other's mistakes, too."

**8. They Lead by Example**

We've all heard the saying, "Do as I say, not as I do." Of course, the irony is that actions are much more telling than words. Leaders who lead by example position themselves as tremendous role models for not only the students in their school or district but for colleagues and parents as well. A leader that leads by example almost always receives respect and admiration, without which he or she will find little luck in leadership. As philosopher and physician Albert Schweitzer once said, "Example is not the main thing in influencing others; it is the only thing."

**9. They Persevere – Staying with a School for at Least Five Years**

Change, while good, can also be disruptive when it occurs too frequently. In the case of school leadership, it has been documented that frequent turnover results in a negative school climate, which in turn has a negative effect on student performance.

"Committed and effective principals who remain in their schools are associated with improved schoolwide student achievement. As a corollary, principal turnover is associated with lower gains in student achievement," reported the Learning Policy Institute. "Principal turnover has a more significant negative effect in high-poverty, low-achieving schools — the very schools in which students most rely on their education for future

success. The negative effect of principal turnover suggests that principals need time to make meaningful improvements in their schools. One study found that it takes, on average, 5 years of a new principal leading a school for the school's performance to rebound to the pre-turnover level."

The best leaders, therefore, are willing to commit to a school and persevere despite the obstacles or challenges. After all, realizing a vision doesn't happen overnight; true transformation takes time. A leader's commitment displays not only passion but dedication, which can have a tremendously positive effect on school culture.

#### 10. They Are Lifelong Learners

Perhaps the most important of all qualities that a school leader can possess is the unquenchable thirst for knowledge. As John F. Kennedy said, "leadership and learning are indispensable to each other." The best leaders, no matter what industry they work in, know they will never know it all. They are humble in their knowledge yet confident in their abilities. They're endlessly curious individuals who never stop questioning, and learning.

The Harvard Business Review put it perfectly when they said: "It takes a real sense of personal commitment, especially after you've arrived at a position of power and responsibility, to push yourself to grow and challenge conventional wisdom. Which is why two of the most important questions leaders face are as simple as they are profound: Are you learning, as an organization and as an individual, as fast as the world is changing? Are you as determined to stay interested as to be interesting? Remember, it's what you learn after you know it all that counts."

### **Q.2 Critically examine the main aspects of behavioral theory.**

In Behavioral Theory, the focus is on the specific behaviors and actions of leaders rather than their traits or characteristics. The theory suggests that effective leadership is the result of many learned skills.

Individuals need three primary skills to lead their followers – technical, human, and conceptual skills. Technical skills refer to a leader's knowledge of the process or technique; human skills means that one is able to interact with other individuals; while conceptual skills enable the leader to come up with ideas for running the organization or society smoothly.

Many aspects of these theories can be applied to help one improve his or her leadership skills.

#### **1. Maximize Your Strengths**

As proposed by the Trait Theory, effective leadership depends on the traits that one possesses. Leaders should strive to focus on their strengths rather than their weaknesses. The strengths vary from one leader to another and may include:

- A strong will is crucial to staying resilient and seeing leaders through difficult times. No matter how challenging the situation may be, a strong-willed leader is able to find inner strength and carry on until he or she overcomes all challenges.
- A decisive nature is another strength that some leaders possess. Decisiveness means that when others may be perplexed, a leader can calmly assess the situation and choose one action to unite everyone. But,

since they may not always make the right decisions, they must also be willing to learn from their mistakes.

### 2. Be Inclusive Leaders

Some of the more complex situational theories emphasize focusing on people. It means that they acknowledge individual people to be their greatest assets and not just mere numbers in their workforce. Being an inclusive leader requires that one constantly involves other people in their leadership, whether it is by always welcoming the feedback of others or delegating more responsibility to others than other forms of leadership.

#### Key Takeaways

There are numerous ways of defining leadership. Some leadership theories attempt to explain what differentiates a leader, while some explain how great leaders come to be. The Great Man Theory believes that the inherent traits that one is born with contribute to great leadership. Situational Theory recommends leaders to adopt a leadership style depending on the situation at hand, while the Behavioral Theory is all about the learning the skills necessary to become a good leader.

Leadership theories don't only exist in history. They are concepts with actionable advice that can be adopted by many, from executive managers to community leaders and government officials.

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### **Q.3 Discuss the laissez faire leadership. Also highlight the leadership skills.**

Laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members.<sup>1</sup>

However, it is important to recognize that this leadership style can have both benefits and possible pitfalls. There are also certain settings and situations where a laissez-faire leadership style might be the most appropriate. Knowing your dominant leadership style can be helpful for understanding your own strengths and potential weakness.

#### Characteristics of Laissez-Faire Leadership

Laissez-faire leadership is characterized by the following:

- Hands-off approach
- Leaders provide all training and support
- Decisions are left to employees
- Comfortable with mistakes
- Accountability falls to the leader

While the conventional term for this style is "laissez-faire" and implies a completely hands-off approach, many leaders still remain open and available to group members for consultation and feedback. They might provide direction at the beginning of a project, but then allow group members to do their jobs with little oversight.

This approach to leadership requires a great deal of trust.<sup>2</sup> Leaders need to feel confident that the members of their group possess the skills, knowledge, and follow through to complete a project without being micromanaged.

#### Advantages of Laissez-Faire Leadership

Like other leadership styles, the laissez-faire leadership style has its advantages.

- **It encourages personal growth.** Because leaders are so hands-off in their approach, employees have a chance to be hands-on. This leadership style creates an environment that facilitates growth and development.
- **It encourages innovation.** The freedom given to employees can encourage creativity and innovation.

- **It allows for faster decision-making.** Since there is no micromanagement, employees under laissez-faire leadership have the autonomy to make their own decisions. They are able to make quick decisions without waiting weeks for an approval process.

To benefit from these advantages, certain preconditions have to be met. For instance, if your team is full of highly-skilled and experienced people, capable of working on their own, this approach might work. Since these group members are experts and have the knowledge and skills to work independently, they are capable of accomplishing tasks with very little guidance.

### Disadvantages of Laissez-Faire Leadership

Because the laissez-faire style depends so heavily on the abilities of the group, it is not very effective in situations where team members lack the knowledge or experience they need to complete tasks and make decisions. This can lead to poor job performance and less job satisfaction.<sup>4</sup>

This leadership style is also not suitable for situations where efficiency and high productivity are the main concerns. Some people are not good at setting their own deadlines, managing their own projects, and solving problems on their own. Under this leadership style, projects can go off-track and deadlines can be missed when team members do not get enough guidance or feedback from leaders.

Some possible disadvantages of the laissez-faire style include:<sup>5</sup>

- **Lack of role clarity:** In some situations, the laissez-faire style leads to poorly defined roles within the group.<sup>4</sup> Since team members receive little to no guidance, they might not really be sure about their role within the group and what they are supposed to be doing with their time.
- **Poor involvement with the group:** Laissez-faire leaders are often seen as uninvolved and withdrawn, which can lead to a lack of cohesiveness within the group. Since the leader seems unconcerned with what is happening, followers sometimes pick up on this and express less care and concern for the project.
- **Low accountability:** Some leaders take advantage of this style as a way to avoid responsibility for the group's failures. When goals are not met, the leader can then blame members of the team for not completing tasks or living up to expectations.
- **Passivity:** At its worst, laissez-faire leadership represents passivity or even an outright avoidance of true leadership. In such cases, these leaders do nothing to try to motivate followers, don't recognize the efforts of team members, and make no attempts at involvement with the group.

### Laissez-Faire Leaders Thrive

If you tend to have a more laissez-faire approach to leadership, there are areas and situations where you might tend to do better. Working in a creative field where people tend to be highly motivated, skilled, creative, and dedicated to their work can be conducive to obtaining good results with this style.

Laissez-faire leaders typically excel at providing information and background at the start of a project, which can be particularly useful for self-managed teams. By giving team members all that they need at the outset of an assignment, they will then have the knowledge they need to complete the task as directed.

For example, a delegative leader might excel in a product design field. Because team members are well-trained and highly creative, they likely need little in the way of direct management. Instead, an effective leader can provide minimal oversight and guidance and still produce high-quality results.

Even in such fields, it may pay to utilize a variety of leadership approaches at different phases of the work process. For example, laissez-faire leadership may be most effective during the early phases when a product or idea is being brainstormed or created. Once the design is in place and ready for production, it may be best to switch to a style that involves more direction and oversight.

A leader with this style may struggle in situations that require great oversight, precision, and attention to detail. In high stakes and high-pressure work settings where every detail needs to be perfect and completed in a timely manner, a more authoritarian or managerial style may be more appropriate.<sup>6</sup>

Using a laissez-faire approach in this type of scenario can lead to missed deadlines and poor performance, particularly if group members are unsure of what they need to be doing or do not have the skills they need to perform tasks with little to no direction.

### Famous Laissez-Faire Leaders

There have been a number of well-known political and business leaders throughout history who have exhibited characteristics of a laissez-faire leadership style.

Steve Jobs was known for giving instructions to his team about what he would like to see but then leaving them to their own devices to figure out how to fulfill his wishes.<sup>7</sup> Former U.S. President Herbert Hoover was famous for taking a more laissez-faire approach to governing, often by allowing more experienced advisors to take on tasks where he lacked knowledge and expertise.

### **Q.4 Critically analyze the role of the educational leadership. Also give suggestions for improving the role of leader.**

Effective school leaders are key to large-scale, sustainable education reform. For some time, educators have believed that principals must be instructional leaders if they are to be the effective leaders needed for sustained innovation. Newmann, King, and Youngs (2000), for example, found that school capacity is the crucial variable affecting instructional quality and corresponding student achievement. And at the heart of school capacity are principals focused on the development of teachers' knowledge and skills, professional community, program coherence, and technical resources.

Fink and Resnick (2001) examined school districts' efforts to develop principals into instructional leaders who could achieve a large-scale turnaround in literacy and numeracy. They described some core strategies for developing the role of the principal as instructional leader, including five mutually reinforcing sets of strategic



activities: nested learning communities, principal institutes, leadership for instruction, peer learning, and individual coaching.

Characterizing instructional leadership as the principal's central role has been a valuable first step in increasing student learning, but it does not go far enough. Literacy and mathematics improvements are only the beginning. To ensure deeper learning—to encourage problem solving and thinking skills and to develop and nurture highly motivated and engaged learners, for example—requires mobilizing the energy and capacities of teachers. In turn, to mobilize teachers, we must improve teachers' working conditions and morale. Thus, we need leaders who can create a fundamental transformation in the learning cultures of schools and of the teaching profession itself. The role of the principal as instructional leader is too narrow a concept to carry the weight of the kinds of reforms that will create the schools that we need for the future.

### **Principals Who Lead Cultural Change**

Leaders have a deeper and more lasting influence on organizations and provide more comprehensive leadership if their focus extends beyond maintaining high standards. Collins (2001) examined 11 businesses with a minimum of 15 years of sustained economic performance each. The study identified the effective leader, who “catalyzes commitment to a compelling vision and higher performance standards,” as well as the executive leader, who goes beyond performance standards and “builds enduring greatness” (p. 20). The best examples of school system success represent accomplishments at the effective level—high performance standards with corresponding results. These accomplishments may be impressive, but they do not represent the kinds of deep, lasting reforms implemented by executive leaders, who establish the conditions for “enduring greatness.”

When the goal is sustainable change in a knowledge society, business and education leaders increasingly have more in common. Like the business leader, the principal of the future—the Cultural Change Principal—must be attuned to the big picture, a sophisticated conceptual thinker who transforms the organization through people and teams (Fullan, 2001). Cultural Change Principals display palpable energy, enthusiasm, and hope. In addition, five essential components characterize leaders in the knowledge society: moral purpose, an understanding of the change process, the ability to improve relationships, knowledge creation and sharing, and coherence making.

### **Moral Purpose**

Moral purpose is social responsibility to others and the environment. School leaders with moral purpose seek to make a difference in the lives of students. They are concerned about closing the gap between high-performing and lower-performing schools and raising the achievement of—and closing the gap between—high-performing and lower-performing students. They act with the intention of making a positive difference in their own schools as well as improving the environment in other district schools.

Let me be clear: If the goal is systemic improvement—to improve all schools in the district—then principals should be nearly as concerned about the success of other schools in the district as they are about their own school. Sustained improvement of schools is not possible unless the whole system is moving forward.

Student learning is paramount to the Cultural Change Principal. This principal involves teachers in explicitly monitoring student learning. But the Cultural Change Principal is also concerned with the bigger picture and continually asks, How well are other schools in the district doing? What is the role of public schools in a democracy? Are we reducing the gap between high-performing and lower-performing students in this school? district? state? nation? The Cultural Change Principal treats students, teachers, parents, and others in the school well. Such a principal also works to develop other leaders in the school to prepare the school to sustain and even advance reform after he or she departs. In short, the Cultural Change Principal displays explicit, deep, comprehensive moral purpose.

Having innovative ideas and understanding the change process are not the same thing. Indeed, the case can be made that those firmly committed to their own ideas are not necessarily good change agents because being a change agent involves getting commitment from others who might not like one's ideas. I offer the following guidelines for understanding change:

- The goal is not to innovate the most. Innovating selectively with coherence is better.
- Having the best ideas is not enough. Leaders help others assess and find collective meaning and commitment to new ways.
- Appreciate the implementation dip. Leaders can't avoid the inevitable early difficulties of trying something new. They should know, for example, that no matter how much they plan for the change, the first six months or so of implementation will be bumpy.
- Redefine resistance. Successful leaders don't mind when naysayers rock the boat. In fact, doubters sometimes have important points. Leaders look for ways to address those concerns.
- Reculturing is the name of the game. Much change is structural and superficial. Transforming culture—changing what people in the organization value and how they work together to accomplish it—leads to deep, lasting change.
- Never a checklist, always complexity. There is no step-by-step shortcut to transformation; it involves the hard, day-to-day work of reculturing.

The Cultural Change Principal knows the difference between being an expert in a given content innovation and being an expert in managing the process of change. This principal does not make the mistake of assuming that the best ideas will carry the day. Instead, the Cultural Change Principal provides opportunities for people to visit sites that are using new ideas, invites questions and even dissent, and expects the change process to proceed in fits and starts during the first few months of implementation. Nevertheless, such a principal forges ahead and expects progress within a year because he or she has nurtured the conditions that yield results sooner rather than later.

### **Improving Relationships**

The single factor common to successful change is that relationships improve. If relationships improve, schools get better. If relationships remain the same or get worse, ground is lost. Thus, leaders build relationships with diverse people and groups—especially with people who think differently. In complex times, emotional intelligence is a must. Emotionally intelligent leaders are able to build relationships because they are aware of their own emotional makeup and are sensitive and inspiring to others (Goleman, Boyatzis, & McKee, 2002).

The Cultural Change Principal knows that building relationships and teams is the most difficult skill for both business and education leaders (Hay Management Consultants, 2000). This leader works hard to develop the full range of emotional intelligence domains, especially self-management of emotions and empathy toward others (Goleman et al., 2002). Focusing on relationships isn't just a matter of boosting achievement scores for next year, but rather a means of laying the foundation for year two and beyond. The Cultural Change Principal's efforts to motivate and energize disaffected teachers and forge relationships among otherwise disconnected teachers can have a profound effect on the overall climate of the organization. Well-established relationships are the resource that keeps on giving.

### **Knowledge Creation and Sharing**

Creating and sharing knowledge is central to effective leadership. Information, of which we have a glut, only becomes knowledge through a social process. For this reason, relationships and professional learning communities are essential. Organizations must foster knowledge giving as well as knowledge seeking. We endorse continual learning when we say that individuals should constantly add to their knowledge base—but there will be little to add if people are not sharing. A norm of sharing one's knowledge with others is the key to continual growth for all.

The Cultural Change Principal appreciates that teaching is both an intellectual and a moral profession. This principal constantly reminds teachers that they are engaged in practicing, studying, and refining the craft of teaching. The Cultural Change Principal is the lead learner in the school and models lifelong learning by sharing what he or she has read lately, engaging in and encouraging action research, and implementing inquiry groups among the staff. Teachers who work with the Cultural Change Principal know that they are engaged in scientific discovery and the refinement of the teaching knowledge base. Knowledge creation and sharing fuels moral purpose in schools led by Cultural Change Principals.

### **Coherence Making**

Because complex societies inherently generate overload and fragmentation, effective leaders must be coherence-makers (Fullan, 1999, 2001). The other characteristics of the change leader—moral purpose, an understanding of the change process, the ability to build relationships, and the creation and sharing of knowledge—help forge coherence through the checks and balances embedded in their interaction. Leaders with deep moral purpose provide guidance, but they can also have blinders if their ideas are not challenged through

the dynamics of change, the give-and-take of relationships, and the ideas generated by new knowledge. Coherence is an essential component of complexity and yet can never be completely achieved.

Principals not attuned to leading in a culture of change make the mistake of seeking external innovations and taking on too many projects. Cultural Change Principals, by contrast, concentrate on student learning as the central focus of reform and keep an eye out for external ideas that further the thinking and vision of the school.

They realize that overload and fragmentation are natural tendencies of complex systems. They appreciate the creative potential of diverse ideas, but they strive to focus energy and achieve greater alignment. They also look to the future and strive to create a culture that has the capacity not to settle for the solution of the day. Cultural Change Principals value the tensions inherent in addressing hard-to-solve problems because that is where the greatest accomplishments lie.

### **Leadership and Sustainability**

To develop and support Cultural Change Principals, we must turn our attention to sustainability—the likelihood that the overall system can regenerate itself toward improvement. Key components of sustainability are developing the social environment, learning in context, cultivating leaders at many levels (and ensuring leadership succession), and enhancing the teaching profession.

### **Developing the Social Environment**

Those concerned about the depletion of resources in the physical environment were the first to discuss the issue of sustainability. Our concern is the depletion of resources in the social and moral environment (Hargreaves, in press). In the social and moral environment of the school, we need the resources to close the achievement gap between high and low performers, to develop all schools in the system, and to connect schools to the strength of democracy in society. Further, if school leaders do not concern themselves with the development of the social and moral environment of the entire district (in addition to the development of the environment within their own school), then not only will the school system deteriorate, but eventually their own school will also fail.

### **Q.5 Highlight the different steps to a performance evaluation system.**

Evaluation aims to obtain information to determine the level of achievement of the objectives of the program through the knowledge of the enforceability of the program of activities. In general, the evaluation aims to determine the level of success of an activity or program. The success rate of related knowledge is based on information obtained from the evaluation by using certain criteria. Revealed that in evaluating the activities of the education program, there are several models of evaluation which are often used to evaluate education programs. Some models of evaluation that is often used to evaluate educational programs, among others: 1. Goal Oriented Evaluation Model 2. Goal Free Evaluation Model 3. Formative Summative Evaluation Model 4. Countenance Evaluation Model 5. Responsive Evaluation Model 6. CSE-UCLA Evaluation Model 7. CIPP Evaluation Model 8. Discrepancy Model Evaluation instrument development research on the application of this Science teaching project appraisal used CIPP evaluation model. This evaluation model is considered suitable to apply. "CIPP assessment's models selected because his effectiveness to get revenue formative and summative

and to find decision and problem solving ability". It can be summarized that the evaluation model of CIPP was chosen because it is effective to obtain the results of formative and summative as well as to determine the decision and prowess problem solving. According to Zhang Guili "in education setting, the CIPP evaluation model has been used to evaluate numerous educational projects and entities". The theoretical framework is based on the CIPP Evaluation Model developed by Daniel Stufflebeam in 1970s. This model was designed to evaluate programs, project, personel, products, institution or system from various disciplines such as education field. Housing and community development, transportation, safety and military personel review system. This is supported which states that the CIPP evaluation model considers a program as a system, so that the evaluation of the program as the system is to be executed in detail based components. The main reason why this evaluation model is chosen for this study is because this model is based on the managementoriented evaluation approach which helps the decision-makers to plan, implement and evaluate programs. Furthermore, it is widely used by the evaluators and it covers wide variety of dimensions which could be chosen by the evaluators to best suit their studies. CIPP is an abbreviation for the evaluation: Context, Input Process, and Product. Context evaluation is used to choose the goal. Input evaluation is used to revise the plan. Process evaluation is used to guide the implementation of the plan. Product evaluation is used to provide the inspection determination.

We believe that educational programs are fundamentally about change. Most persons participating in educational programs—including learners, teachers, administrators, other health professionals, and a variety of internal and external stakeholders—do so because they are interested in change. While a program's focus on change is perhaps most evident for learners, everyone else involved with that program also participates in change. Therefore, effective program evaluation should focus, at least in part, on change: Is change occurring? What is the nature of the change? Is the change deemed "successful"? This focus directs that program evaluation should look for both intended and unintended changes associated with the program. An educational program itself is rarely static, so an evaluation plan must be designed to feed information back to guide the program's continuing development. In that way, the program evaluation becomes an integral part of the educational change process.

In the past, educational program evaluation practices often assumed a simple linear (cause-effect) perspective when assessing program elements and outcomes. More recent evaluation scholarship describes educational programs as complex systems with nonlinear relationships between their elements and program-related changes. Program evaluation practices now being advocated account for that complexity. We hope that this Guide will help readers: (1) become aware of how best to study the complex change processes inherent in any educational program, and (2) understand how appreciating program complexity and focusing on change-related outcomes in their evaluation processes will strengthen their work.

In this Guide, we first briefly define program evaluation, discuss reasons for conducting educational program evaluation, and outline some theoretical bases for evaluation models. We then focus on several commonly used program evaluation models in the context of those theoretical bases. In doing so, we describe each selected

model, provide sample evaluation questions typically associated with the model, and then discuss what that model can and cannot do for those who use it. We recommend that educators first identify the theories they find most relevant to their situation and, with that in mind, then choose the evaluation model that best fits their needs. They can then establish the evaluation questions appropriate for evaluating the educational program and choose the data-collection processes that fit their questions.

### **Program evaluation defined**

At the most fundamental level, evaluation involves making a value judgment about information that one has available (Cook 2010; Durning & Hemmer 2010). Thus educational program evaluation uses information to make a decision about the value or worth of an educational program (Cook 2010). More formally defined, the process of educational program evaluation is the “systematic collection and analysis of information related to the design, implementation, and outcomes of a program, for the purpose of monitoring and improving the quality and effectiveness of the program.” (ACGME 2010a). As is clear in this definition, program evaluation is about understanding the program through a routine, systematic, deliberate gathering of information to uncover and/or identify what contributes to the “success” of the program and what actions need to be taken in order to address the findings of the evaluation process (Durning & Hemmer 2010). In other words, program evaluation tries to identify the sources of variation in program outcomes both from within and outside the program, while determining whether these sources of variation or even the outcome itself are desirable or undesirable. The model used to define the evaluation process shapes that work.

Information necessary for program evaluation is typically gathered through measurement processes. Choices of specific measurement tools, strategies, or assessments for program evaluation processes are guided by many factors, including the specific evaluation questions that define the desired understanding of the program's success or shortcomings. In this Guide, we define “assessments” as measurements (assessment = assay) or the strategies chosen to gather information needed to make a judgment. In many medical education programs data from trainee assessments are important to the program evaluation process. There are, however, many more assessments (measurements) that may be necessary for the evaluation process, and they may come from a variety of sources in addition to trainee performance data. Evaluation, as noted earlier, is about reviewing, analyzing, and judging the importance or value of the information gathered by all these assessments.

### **Reasons for program evaluation**

Educators often have both internal and external reasons for evaluating their programs. Primary external reasons are often found in requirements of medical education accreditation organizations (ACGME 2010b; LCME 2010), funding sources that support educational innovation, and other groups or persons to whom educators are accountable. A strong program evaluation process supports accountability while allowing educators to gain useful knowledge about their program and sustain ongoing program development. (Goldie 2006).

Evaluation models have not always supported such a range of needs. For many years evaluation experts focused on simply measuring program outcomes (Patton 2011). Many time-honored evaluation models remain available for that limited but important purpose. Newer evaluation models support learning about the dynamic processes within the programs, allowing an additional focus on program improvement (Stufflebeam & Shinkfield 2007; Patton 2011). After we describe some of the theoretical constructs that have informed both older and newer evaluation approaches, we will describe the older quasi-experimental evaluation model and then some of the newer, more powerful, models that are informed by more recent theories. We have selected evaluation approaches commonly used in medical education that illustrate the several theoretical foundations, but there are other useful approaches that we could not include in this limited space. The list of recommended readings at the end of this Guide will direct interested readers to information about other evaluation approaches.