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**Product Evaluation**

***Leadership Practices Checklist***

Fourteen individuals attended the three-day (September 12-14, 2019) ECPC Doctoral Student Institute at Avon Old Farms Hotel in Avon, Connecticut. The participants were asked to evaluate the quality, relevance, and usefulness of five products. This summary pertains to one of those documents, the *Leadership Practices Checklist*. Eleven (11) participants completed the product evaluation (78.6% response rate).

Table 1*. Quality: Substance and Communication (n=11)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Quality** | **SD** | **D** | **N** | **A** | **SA** | **N/A** | **M** | **STD** |
| **Substance:** The product’s content reflects evidence of conceptual soundness and quality, grounded in recent scientific evidence, legislation, policy, or accepted professional practice. | -- | -- | -- | 7 | 4 | -- | 4.36 | 0.50 |
| **Communication:** The product’s content is presented in such a way so as to be clearly understood, as evidenced by being well-organized, free of editorial errors, and appropriately formatted. | -- | -- | -- | 6 | 4 | 1 | 4.40 | 0.52 |

***Note:*** *SD = Strongly Disagree, D = Disagree, N= Neutral, A = Agree, SA = Strongly Agree, N/A = Not Applicable, M = Mean, STD = Standard Deviation*

**Additional comments related to the quality of the product:**

* Checklist wording feels a bit in-accessible for users in the field.
* Could be used for program staff and development for PD audiences.
* Depending on the audience, it may be too technically written.
* Relationship/alignment to RPS DEC/CEC standards?
* Some breakdown of where each item comes from the literature - this could be an addendum.

Table 2. *Relevance: Needs, Pertinence & Reach (n = 11)*

| **Relevance** | **SD** | **D** | **N** | **A** | **SA** | **N/A** | **M** | **STD** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Need:** The product attempts to solve an important problem or deal with a critical issue. | -- | 1 | 2 | 5 | 3 | -- | 3.91 | 0.94 |
| **Pertinence:** The product addresses a problem or issue recognized as important by the target audience(s). | -- | -- | 3 | 6 | 2 | -- | 3.91 | 0.70 |
| **Reach:** The product’s content is applicable to diverse segments of the target audience(s). | -- | -- | 3 | 6 | 2 | -- | 3.91 | 0.70 |

***Note:*** *SD = Strongly Disagree, D = Disagree, N= Neutral, A = Agree, SA = Strongly Agree, N/A = Not Applicable, M = Mean, STD = Standard Deviation*

**Additional comments related to the relevance of the product:**

* [Regarding the Pertinence item] Not sure if there are other similar tools in use? Or Not? Therefore neutral.
* I think this is hard to evaluate when the context in which it's used is vague. It is not specific to early Childhood Leadership Practices.
* Looking at it as the target audience being state/district Part C and Part B leadership positions.

Table 3. *Usefulness: Ease & Suitability (n = 11)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Usefulness** | **SD** | **D** | **N** | **A** | **SA** | **N/A** | **M** | **STD** |
| **Ease:** The product addresses a problem or issue in an easily understood way, with directions or guidance regarding how the content can be used to address the problem or issue. | -- | 2 | -- | 7 | 2 | -- | 3.82 | 0.98 |
| **Suitability:** The product provides the target audience(s) with information or resources that can be used again or in different ways to address the problem or issue. | -- | 2 | 1 | 7 | 1 | -- | 3.64 | 0.92 |

***Note:*** *SD = Strongly Disagree, D = Disagree, N= Neutral, A = Agree, SA = Strongly Agree, N/A = Not Applicable, M = Mean, STD = Standard Deviation*

**Additional comments related to the usefulness of the product:**

|  |  |  |
| --- | --- | --- |
| |  | | --- | | * I have found that checklists without fully fleshed out items is not useful. It would be helpful to have a practice profile or possible examples. Also, the use of space for people to input evidence for each item. | | * This is more useful and practical for self-reflection. | |
|  |

**Other comments:**

None.