DEVELOPMENTAL FOCUS	**LENGTH**
Learner, Professional, Self	*synch: 3 days*

Improvement-based assessment (also called SII-Assessment) is used to improve quality and is critical for growing life-long learning skills and elevating performance in diverse contexts. However, the value of this kind of assessment is not always apparent, nor is the process always understood. Also, the lack of clarity in higher education between two necessary but complementary processes—evaluation and SII-Assessment—has made the effective use of improvement-based assessment more difficult. A major aim of this event is to build a greater understanding of assessment and its practice, resulting in cultural change at institutions and serving as a catalyst for elevating learning and teaching performance. Participants will develop skills and competencies in recognizing high performance, measuring performance, assessing performance for the purpose of improving performance, growing performance, and evaluating performance not only for themselves and their students, but those who they manage or lead.

OUTCOMES

- Experience and validate new tools and techniques for performing quality assessment.

- Improve your ability to perform high quality self-assessment.

- Strengthen facilitation and mentoring skills so you can improve the growth in your students' life-long learning skills.

- Learn the design principles and processes for building appropriate assessment systems and data collection tools.

- Embed formative assessment in classroom practices, instructional design, program design, annual review, and strategic planning processes and systems.

SAMPLE AGENDA (INSTITUTE ACTIVITIES)

Day 1	Performance and measurement, Introduction to SII-Assessment (Strengths, Areas for Improvement, Insights), Roles for assessment and evaluation, Initial self-assessment and outcomes, Team learning outcomes, Writing performance criteria, Designing an assessment
Day 2	Assessing an assessment, Using learning skills to anchor assessment, Fishbowl learning activity, Designing a rubric, Self-assessment and outcomes, Creating a peer coaching system, Modeling an evaluation, Designing a grading system, Implementing team assessment designs, Mid-term assessment
Day 3	Team meeting, Assessing professional planning work, Performance measures, Overview of program assessment, Institutional assessment, Academic quality improvement project, Inventorying best practices in assessment

PERFORMANCE AREAS

Assessor	Collaborator	Consultant	Designer	**Evaluator**	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	**Reflector**	Researcher	Self-Growth Coach	Systems Thinker	Teacher		