'I really wonder what evaluation is?'

Evaluation in Secondary Schools

WORKSHOP

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Lecturers

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im Unii Europejskiej w Zamościu, POLAND

The agenda of the workshop

1. Evaluation as a process:
   - definition
   - methodology
   - designing
   - participants
2. Types of evaluation
   - division by time
   - division by the evaluator

3. Teacher's self-evaluation
4. Internal school evaluation
5. External school evaluation
6. Other forms of evaluation
7. Internal evaluation in our school - example

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Evaluation – operational definition

EVALUATION MEANS GATHERING AND PROCESSING

Research concerning what?:

Information concerning the conditions, course and efficiency of the process being evaluated.

What kind of research?:

Planned, systematic, conducted using scientific methods.

Why do the research?:

To draw conclusions useful in decision making

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Why do we need evaluation?

because…

The development of an institution is not possible if the process of changes is not accompanied by continuous learning based on one's experiences

(J. Kotter, 2007)

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Evaluation Methodology

QUANTITATIVE APPROACH:
- The data are numbers which can be analysed with statistical methods (questionnaire methods)

QUALITATIVE APPROACH:
- The data are in the form of a text which needs to be interpreted (the analysis of documents, texts, comparison, observation, interviews, case study)

Triangulation – The Evaluation Principle

It consists in looking at the problem from several perspectives, e.g.:
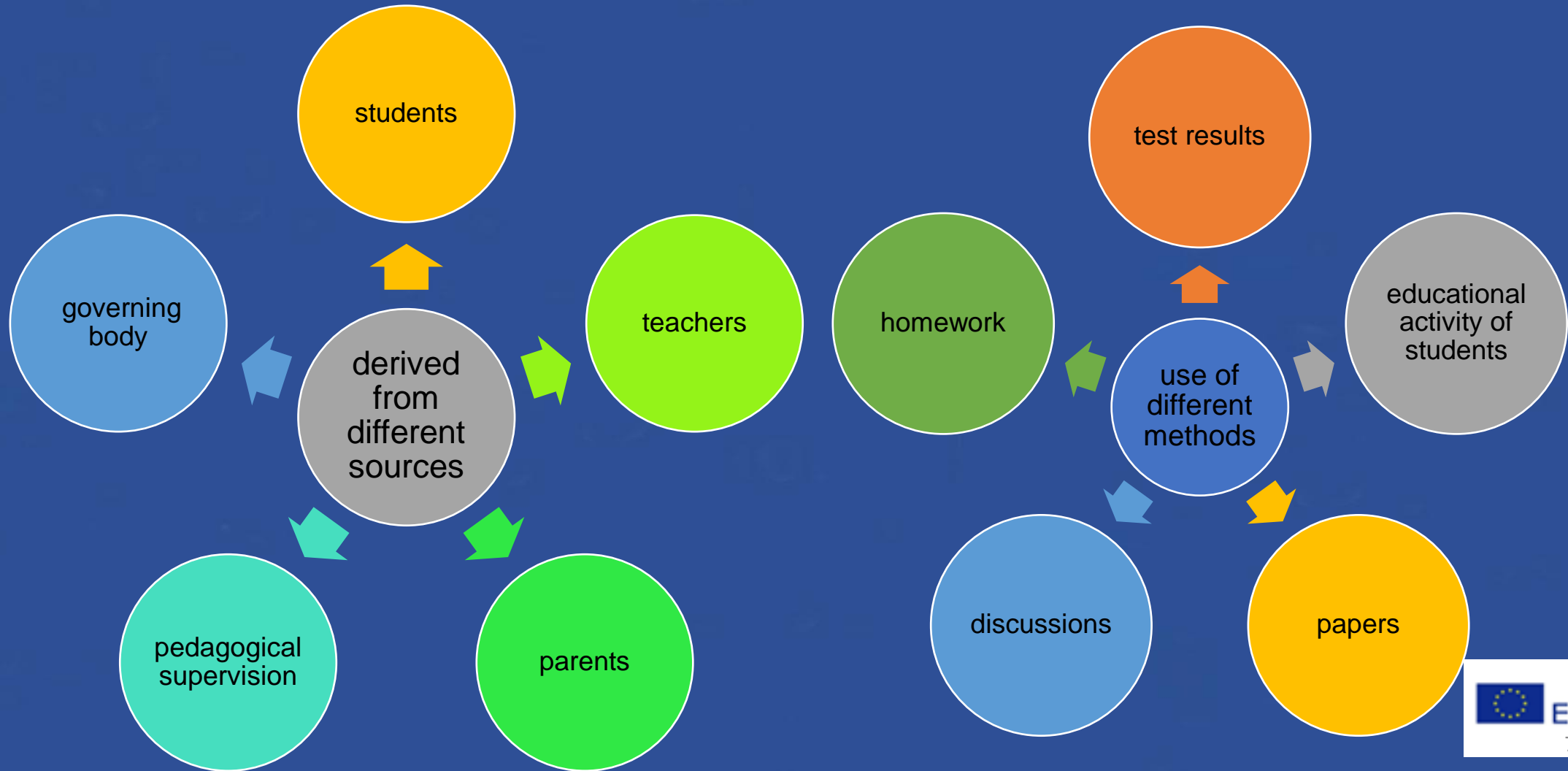
Evaluation – The Design And The Process

Evaluation preperation

- Objectives
- Needs
- Recipients
- The use of results method
- Problems
- Criteria and indicators
- Research methods
- The results presentation form

Evaluation implementation

- Gathering data
- Analysis
- Conclusions and recommendations
- Presentation

Meta evaluation

- The analysis results to be used in practice

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Evaluation – as a process

- the problem identification,
- finding alternative solutions aiming at the problem symptomps reduction,
- the solutions assessment,
- choosing the most successful solutions to be implemented in the future

Acording to the Deming Cycle (PDCA)

Who takes part in the evaluation process?

Students

Teachers and other school staff

Parents

The managing body

The school's partners

R E S U L T S

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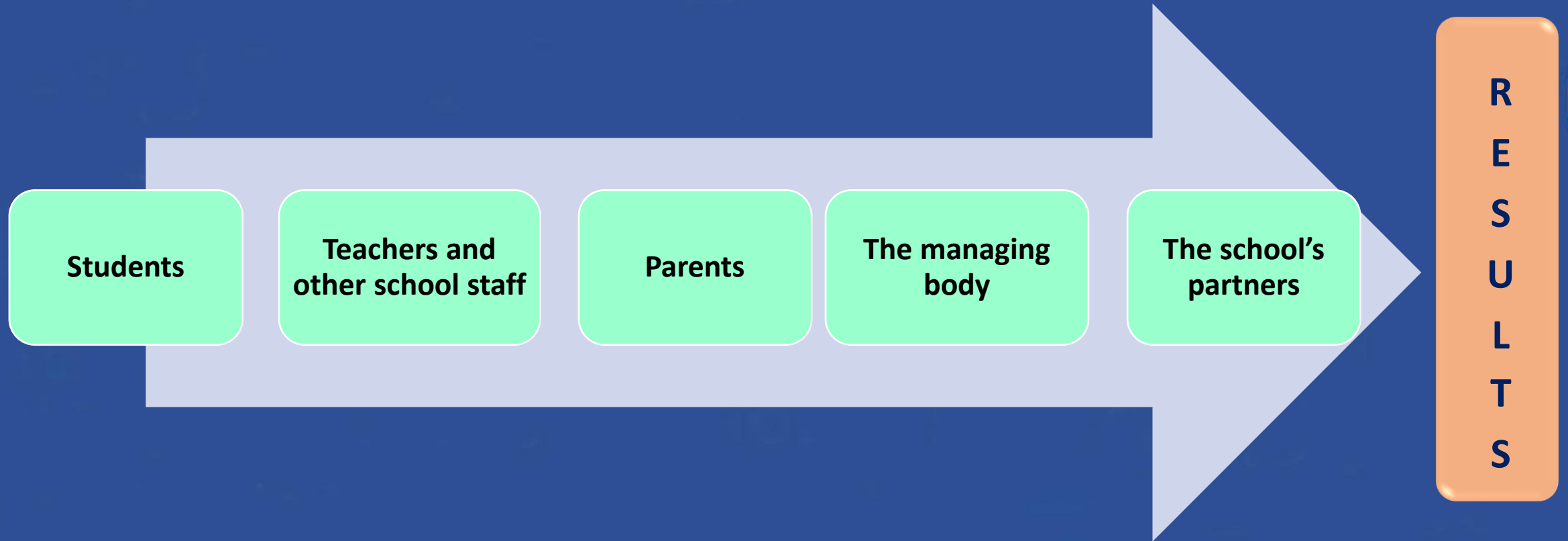
Types of evaluation - DIVISION BY TIME

Formative	Summing up	Postponed
• simultaneous with the evaluated issues, • conducted as an ongoing process, • it is of fragmentary nature, • the results need confirmation, • the form of a pilot study	• after the evaluated activities are finished (e.g. at the end of the school year)	• after a longer period of time since the evaluated activities, • when long-term results can be revealed (e.g. following the graduates' careers)

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Types of evaluation - DIVISION BY THE EVALUATOR

external school evaluation

internal school evaluation

teachers self-evaluation
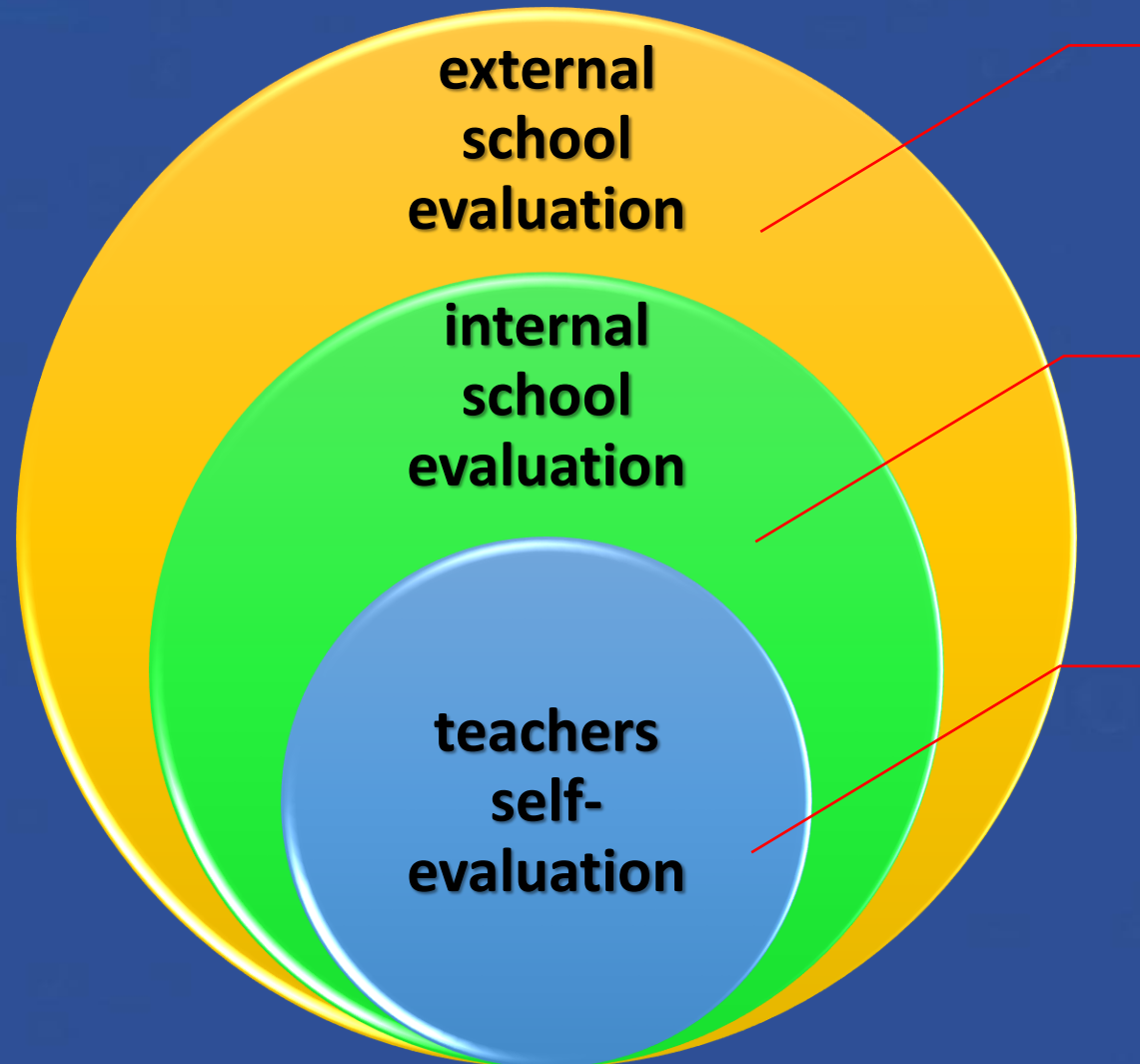
conducted by a specialist from beyond the evaluated institution/school
(e.g. the school inspectors of the department of education)

conducted by the particular institution's staff
(e.g. a team of teachers; summing-up, formative type)

in-depth and objective self-assessment

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TEACHER'S SELF-EVALUATION

Teacher's self-evaluation

substantive competence

educational competence

methodological competence
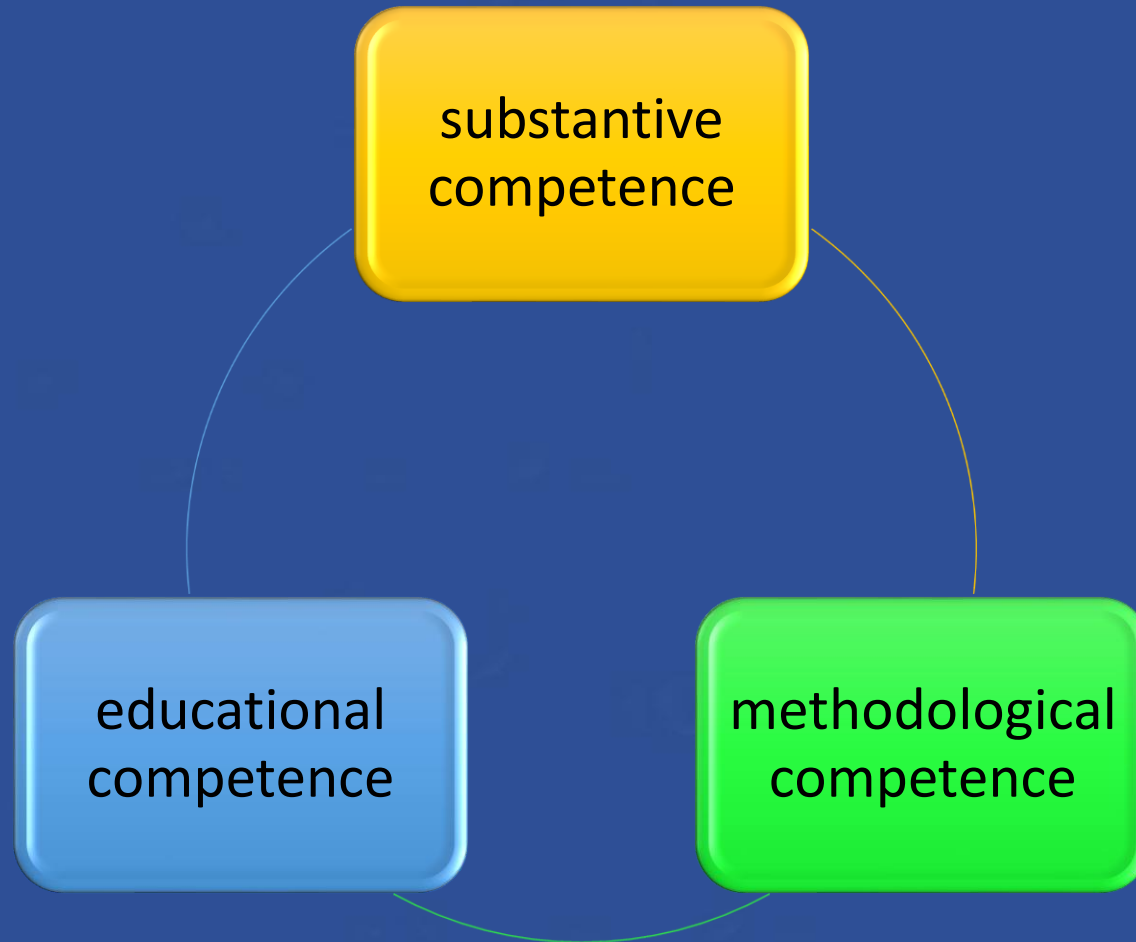
objective: to increase the level of professionalism

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Teacher's self-evaluation

Self-assessment sheets

Feedback from students

Feedback from parents

Evaluation by the Head Teacher

Information from other teachers (lessons observed by other teachers)

Portfolio

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Example of the teacher's self-evaluation

1. Was my knowledge of the subject matter sufficient?
2. Was the lesson interesting and the content useful?
3. Did I adjust the methods to the particular issue and class?
4. Did I use the students' knowledge to introduce the new ideas?
5. Was the lesson logically planned and was it conducted according to it?
6. Had I prepared appropriate materials and educational tools?
7. Did I make it possible for the students to work individually?
8. Were the students interested in the lesson and did they reach the planned objectives?
9. Was I enthusiastic enough to encourage the students to make some effort?
10. Is my assessment fair, is it based on the current progress or am I only correcting mistakes?
11. Am I able to listen to someone else's opinion?

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Example of the teacher's self-evaluation
– feedback from students

What do you want to keep after today's lesson?
What was good?
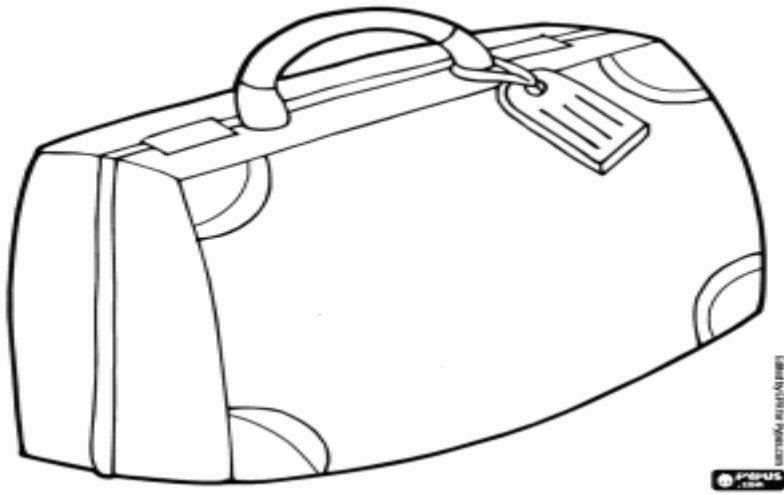
What was unnecessary in the lesson?
What was wrong?

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Strengths and weaknesses
of the Teacher's self-evaluation

-	**+**
subjective rating	increase of the level of professionalism
not obligatory	not obligatory
no professional instruments for testing	for personal use only

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INTERNAL SCHOOL EVALUATION

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Internal school evaluation

obligatory in public / state schools

element of the Head Teacher's pedagogical supervision

collecting information of the school activity in different areas

areas recognized as important

useful results (concept of the school development)

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Tools of school evaluation

diagnostic sheets and surveys

interviews

evaluation survey

observations

group discussions

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Examples of internal evaluation areas

WHAT TO EVALUATE AT SCHOOL?
→ EVERYTHING THAT CAN CONTRIBUTE TO BETTER FUNCTIONING
(or anything that can justify the implemented activities or diagnose problems)

1) PROCESSES AND RESULTS OF STUDENTS' EDUCATION at each development level:	2) EDUCATION, CARE, PREVENTION	3) WORKING WITH STUDENTS OF SPECIAL EDUCATIONAL NEEDS	4) ORGANIZATIONAL EFFICIENCY OF THE SCHOOL
?	?	?	?

Examples of internal evaluation areas

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exam results, diagnosis, sports and artistic achievements, the students' careers; learning styles, teaching methods; after-school activities; innovations; didactic failures; assessment system; cooperation with other institutions; students' participation in competitions; the curriculum content implementation, etc.	values, attitudes, self-management, obeying social norms, students' safety, the school atmosphere, adaptation of preventive activities, the level of social and emotional competences, cooperation with parents, students and parents' expectations, students' ambitions, future career planning, etc	the needs recognition, the help system, work methods, supportive activities results, etc.	standards, procedures, respecting the law, programs, the school's functioning on the local ground, work organisation, etc.

The most important questions

WHAT do you want to evaluate?

**WHAT will the evaluation report be LIKE?
and
WHO will it be useful FOR?**

WHY evaluate?
The evaluation objectives

**WHEN do you want to evaluate?
(the deadline)**

**HOW do you evaluate?
(the methods)**

WHO do you want to evaluate FOR?

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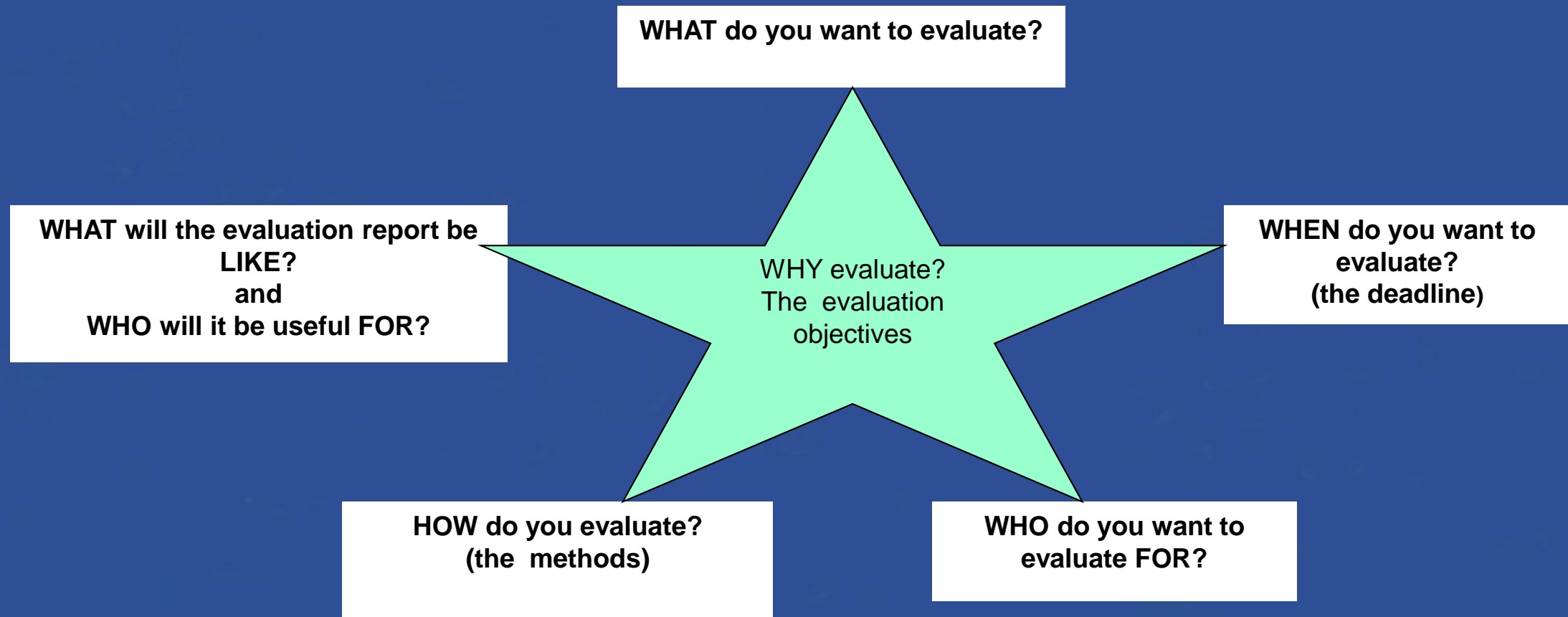
Example

WHAT will the evaluation report be **LIKE**?
and
WHO will it be useful **FOR**?
- Problem report (school educational program)
- Recipients: students, teachers, parents

What?
Respecting social norms

What For?
To determine the school's influence on the students' attitudes and to modify the school's educational activities so that they meet the students' needs

When?
2nd school term

Who for?
For the team of form tutors

HOW do you evaluate? (methods)
1) **Documents analysis** (educational program, the topics of educational classes with form tutors, monitoring papers of form tutors (1st school term), the report of the form tutors' team)
2) **Diagnostic survey specifying the survey.** Questionnaires addressed to:
- students of grade 1, 2 and 3 (three groups each)
- the students' parents (in the same groups)
- teachers (30% of the staff)

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Respecting social norms

The key questions

The key question

Are students, teachers and parents familiar with the social norms described by the internal system of school assessment (WSO)?

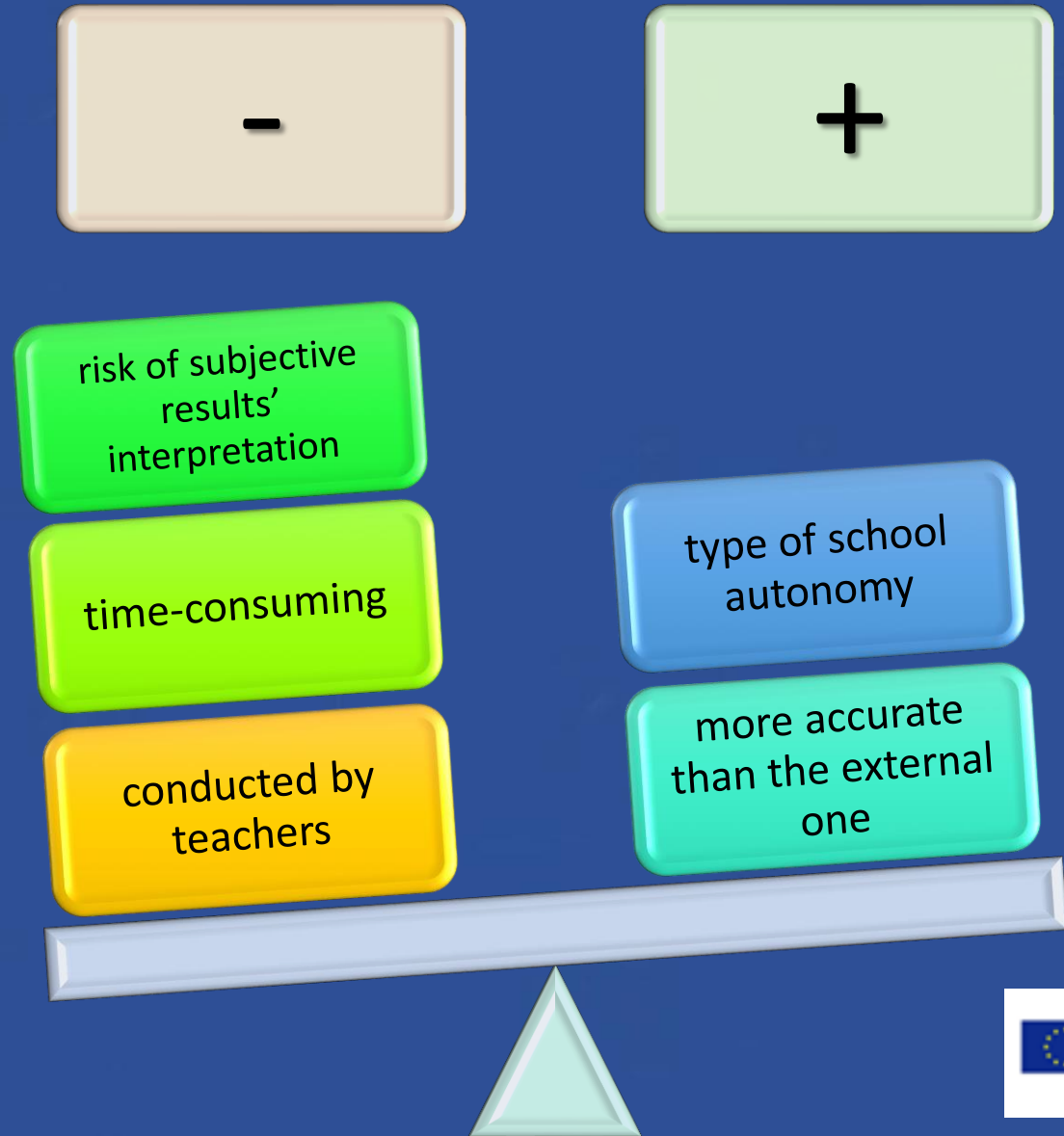Do the assessment rules, included in the WSO, help students and teachers build proper relationships?

Does the WSO help the students feel safe at school?

Is the WSO analysed and modified taking the students and parents' initiative into consideration?

What is the communication level between teachers, parents and students like, in terms of the students' assessment?

Are the relationships at school, based on kindness, mutual respect and trust?

THE RESEARCH RESULTS

Consolidated papers, Notes, Analysis, etc.

CONCLUSIONS RECOMMENDATIONS

R   E   P   O   R   T

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Strengths and weaknesses
of internal evaluation

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risk of subjective results' interpretation

time-consuming

conducted by teachers

type of school autonomy

more accurate than the external one

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EXTERNAL SCHOOL EVALUATION

External school evaluation

1. It is in accordance with the educational law;

2. The Ministry of Education has defined 12 requirements the schools have to meet;

3. Evaluation may concern:
   - all the requirements – so called, overall evaluation
   - some chosen requirements – specific problem evaluation;

4. The evaluation results are published in the report available on the platform www.npseo.pl;

5. The external evaluation of the specific institution is conducted by a team of inspectors;

6. The evaluation lasts for a few weeks and is divided into **three stages**:
   - Preparation
   - Evaluation at school
   - Summary

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State requirements towards schools and educational institutions

Requirement 1 The school/institution's work focuses on students' development.

Requirement 2 The educational process is organised in a way fostering learning.

Requirement 3 The students gain knowledge and skills included in the school curriculum.

Requirement 4 The students are active.

Requirement 5 Attitudes are shaped and social norms are respected.

Requirement 6 The school/institution supports students' development taking their individual situation into consideration.

State requirements towards schools and educational institutions

Requirement 7 Teachers cooperate in planning and implementing educational processes.

Requirement 8 The value of education is promoted.

Requirement 9 Parents are partners to the school or institution

Requirement 10 The school/institution's and local environment's resources are used for the mutual development.

Requirement 11 The school/institution's final exam results are taken into consideration while planning educational processes.

Requirement 12 The school/institution's management fosters its development.

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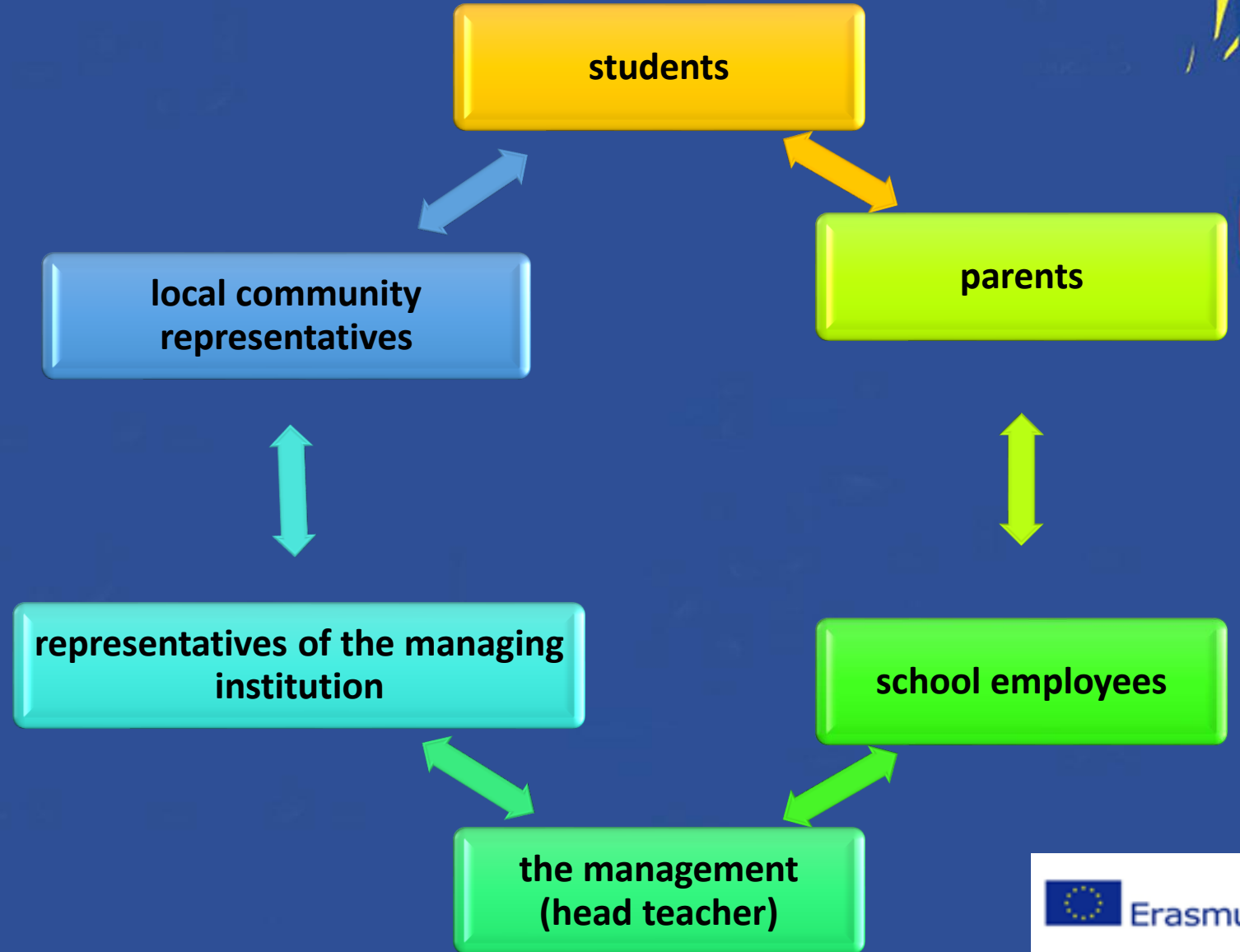# Two levels of meeting the requirements

BASIC

- certifies that the educational process is conducted in a proper way, enabling each student to develop and each school/institution to increase their activity;

HIGH

- certifies high efectiveness of the activities undertaken by the school/institution, confirmed by educational results, positive perception by the community and the school/institution's development.

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The evaluation participants

students

local community representatives

parents

representatives of the managing institution

school employees

the management (head teacher)

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Tools of external evaluation

- survey
- in-depth interview
- focus group interview
- group interview with teachers
- group interview with students
- individual interview
- lesson observation
- school observation
- post-observation interview
- 'desk research'

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Educational evaluation system website

Strengths and weaknesses
of external evaluation

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disruption of school work

time-consuming

the need to prepare

complicated language of surveys/interviews

dedicated platform

the possibility to prepare

ready standardized tools

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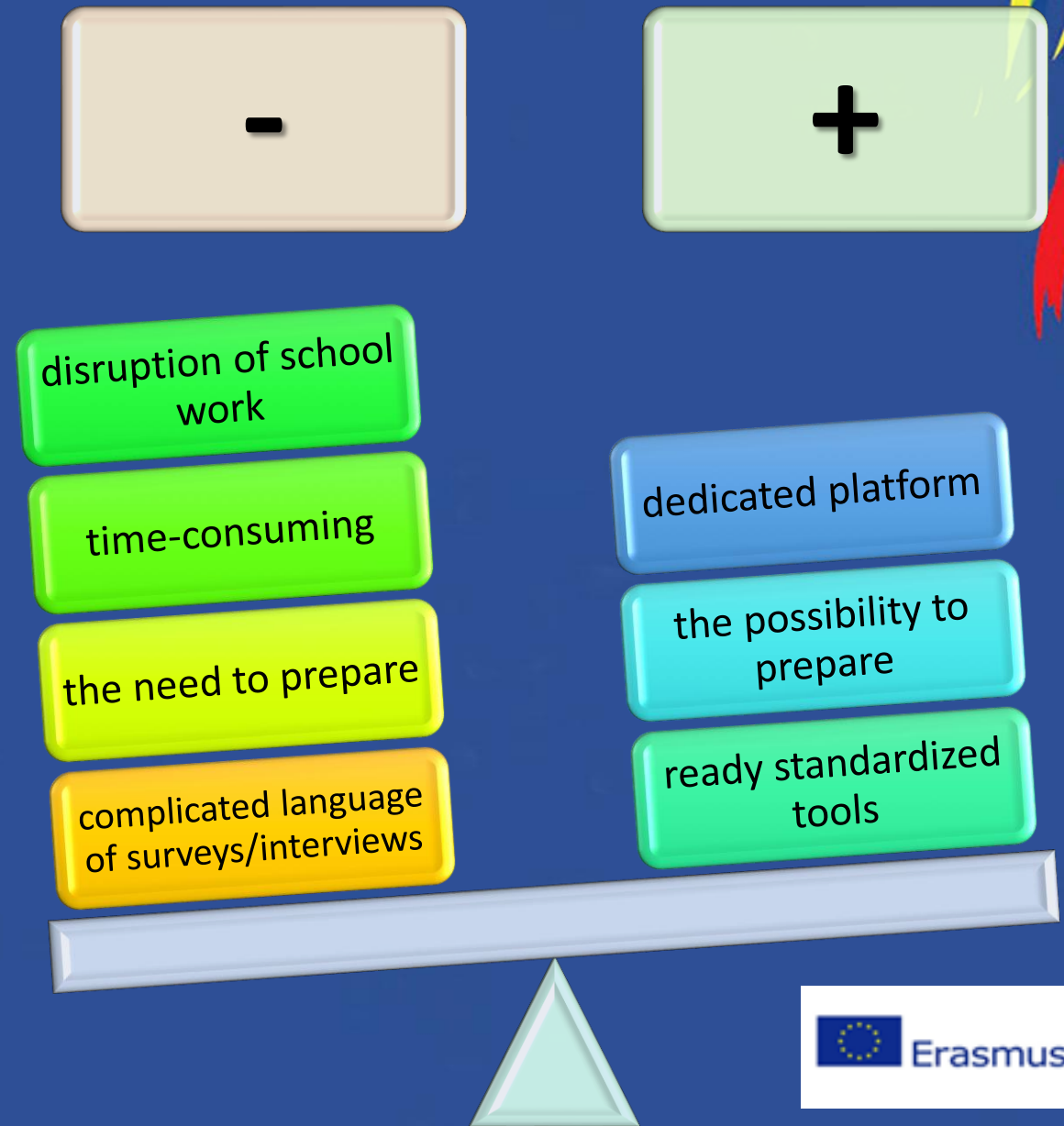
OTHER FORMS OF EVALUATION

Other forms of external school evaluation

Educational value added

External exam results

Press rankings
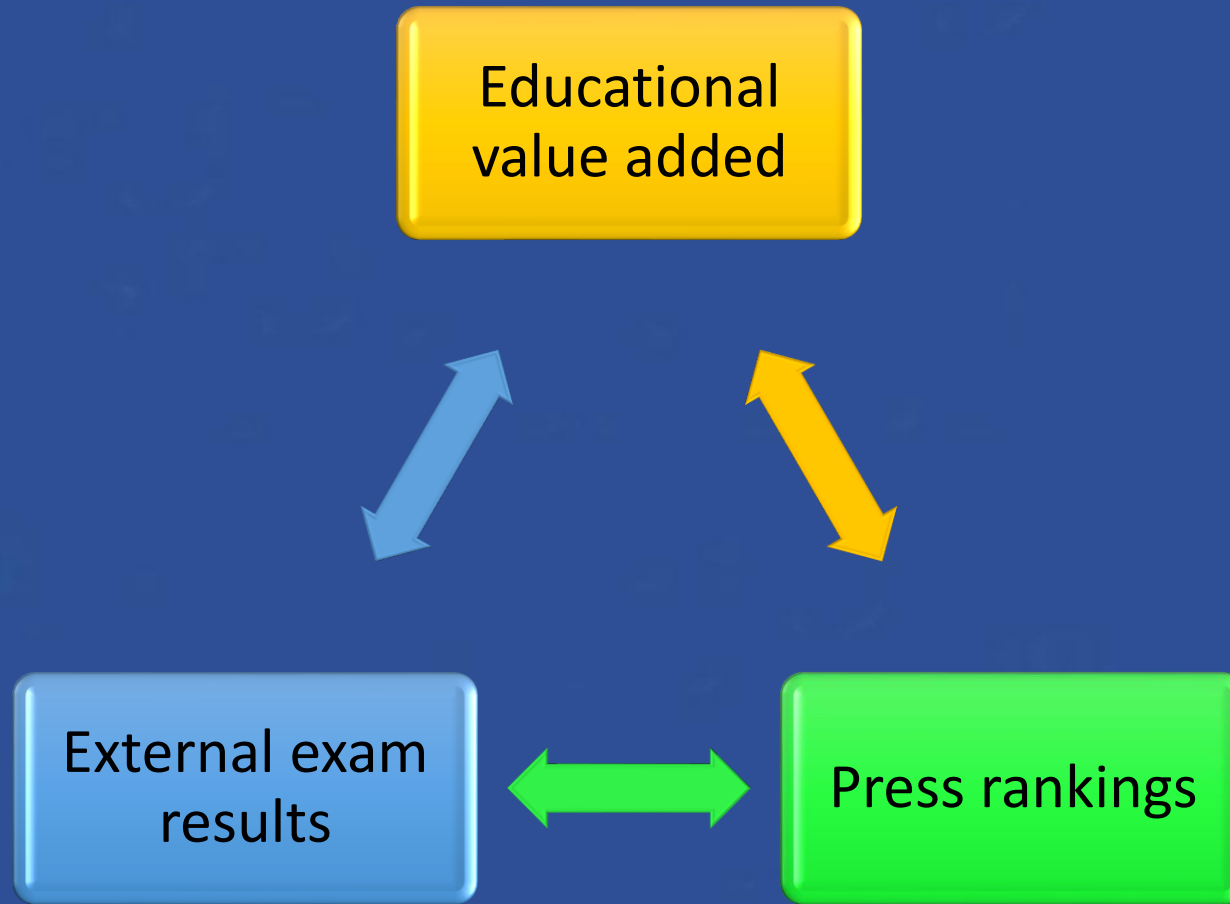
Prepared by various institutions without the school itself, based on the external data

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Educational value added

- one of the statistical methods for analyzing exam results

- shows pupils' external exam results in a particular school compared to the results of pupils gained at earlier educational stages, emphasising their progress

Educational value added

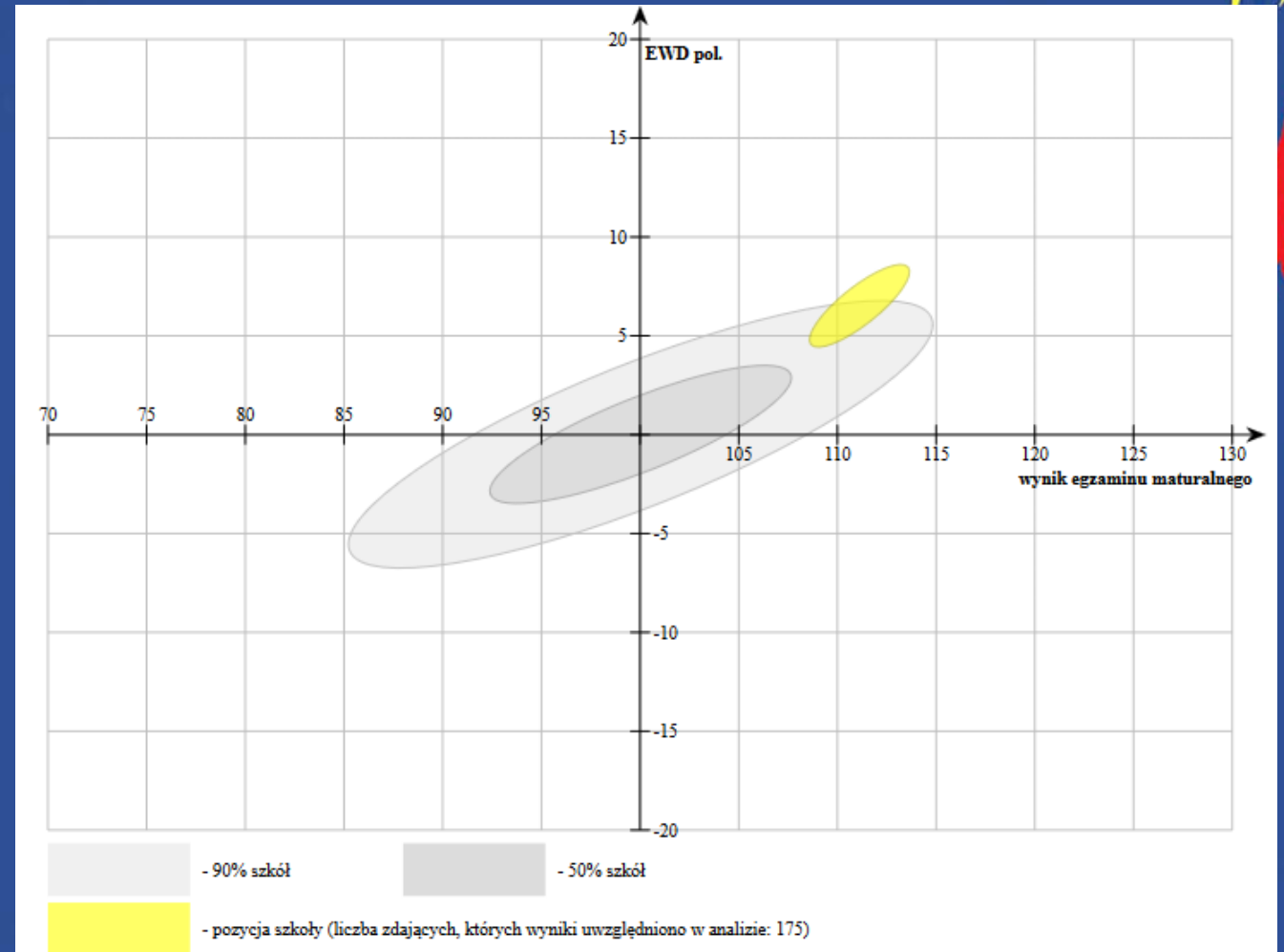• the position of the school is illustrated by the ellipse, located in the coordinate system

Educational value added

• the position of the school is illustrated by the ellipse, located in the coordinate system,
• the vertical axis indicates the result of the exam and the horizontal axis indicates the school's efficiency in the three years of learning,
• the position of the ellipse on the graph determines the main features of the head teacher's and the school staff's work

supportive school

school of success

school requiring help

school of unexploited possibilities

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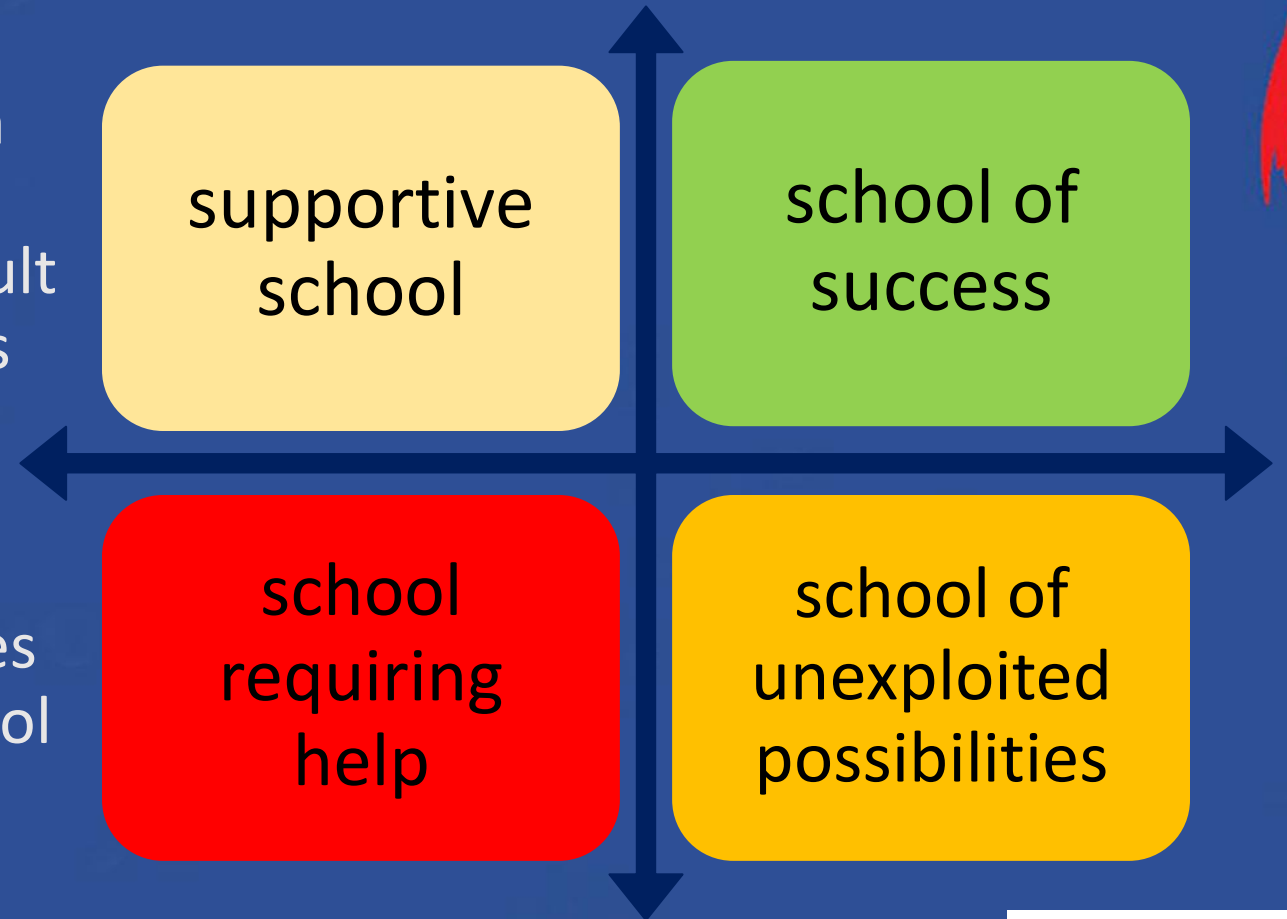
Press rankings

'Perspektywy' magazine ranking:

- presenting the school's position among the best schools in Poland
- the factors taken into consideration:
  - The number of laureates and finalists of nationwide competitions in particular subjects
  - Matura Exam results

(final school leaving exam)

69	LO nr VII im. Krzysztofa Kamila Baczyńskiego	Wrocław	DŚ	52	40	**57.69**
70	XVI LO z Oddz. Dwujęz. im. Charlesa de Gaulle'a	Poznań	WP	132	84	**57.34**
71	I Liceum Ogólnokształcące im. Mikołaja Kopernika	Krosno	PK	64	76	**57.18**
72	VI LO im. Wacława Sierpińskiego	Gdynia	PM	54	33	**57.15**
73	Gdańskie Liceum Autonomiczne	Gdańsk	PM	53	43	**57.14**
74	I Społeczne LO im. Unii Europejskiej	Zamość	LU	51	81	**56.94**
75	II Prywatne Liceum Ogólnokształcące	Kętrzyn	WM	30	152	**56.92**
76	XII LO im. Stanisława Wyspiańskiego	Łódź	ŁD	71	50	**56.82**
77	VIII LO im. Stanisława Wyspiańskiego	Kraków	MP	90	108	**56.69**
78	Katolickie LO im. Jana Pawła II	Gdynia	PM	112	-	**56.68**
78	IV Liceum Ogólnokształcące im. Tadeusza Kościuszki	Toruń	KP	49	122	**56.68**
80	Niepubliczne Liceum Ogólnokształcące nr 81 SGH	Warszawa	MZ	143	150	**56.66**
	XXII LO z Oddziałami Dwujęzycznymi im. Jose Marti	Warszawa	MZ	84	63	**56.60**

External Exam Results (The Matura Exam)

- The Matura Exam is the same for all graduates of high schools in Poland,

- The exam papers are checked and assessed by teams of examiners appointed by the Central (Regional) Examination Board,

- The result is impartial and comparable countrywide in a given year,

- The nationwide ranking allows to compare the results achieved by students, compared to the results achieved in other institutions in the country.
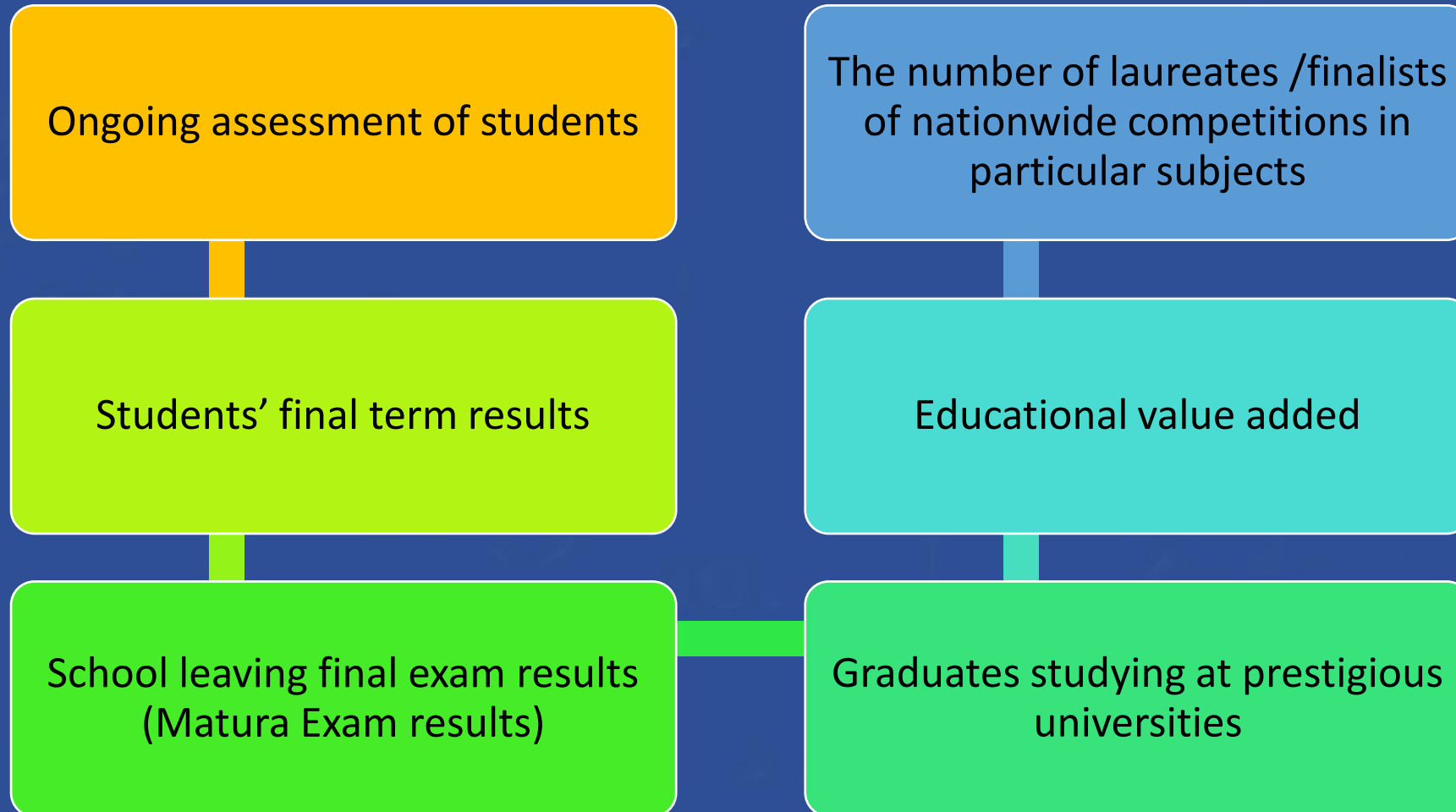
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Internal evaluation at I Społeczne Liceum Ogólnokształcące, Zamość, Poland

The issues of internal evaluation at I Społeczne Liceum Ogólnokształcące are mainly related to the quality of education, which influences other aspects of the school's activity, such as:

- the recruitment process,
- the number of students wanting to continue education in our school,
- school activities range,
- selection of the teaching staff,
- implementation of EU projects,
- school atmosphere,
- the prestige of the institution, etc.

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Evaluation indicators

Ongoing assessment of students

Students' final term results

School leaving final exam results (Matura Exam results)

The number of laureates /finalists of nationwide competitions in particular subjects

Educational value added

Graduates studying at prestigious universities

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Any questions?

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Thank you