

Methodology of external evaluation of institution quality



REPUBLIC OF SERBIA
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INSTITUTE FOR EDUCATION
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STANDING INTERNATIONAL
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INSPECTIE VAN
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Basic methodology

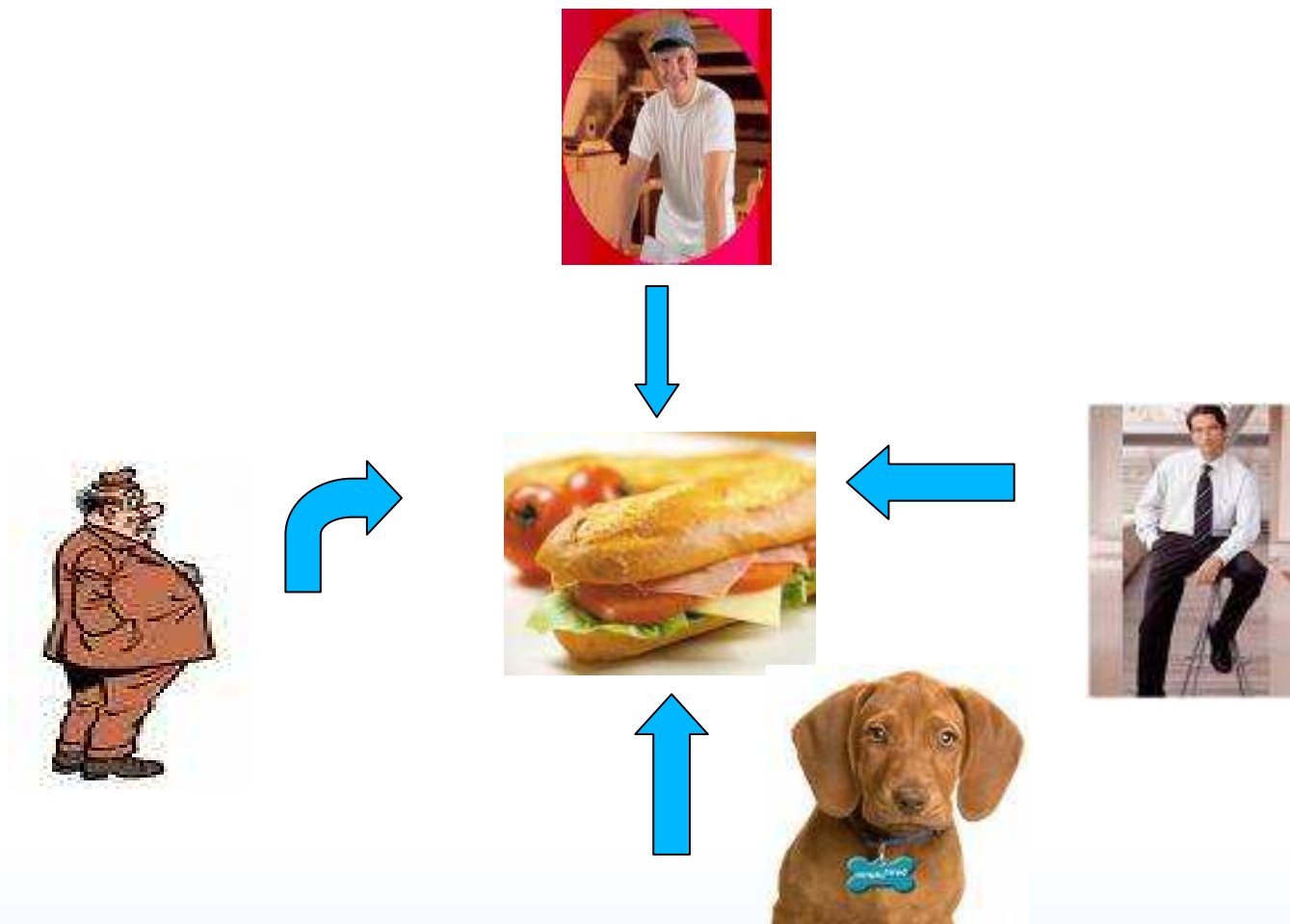
- Questions for evaluation (definition of quality)
- Framework:
 - Standards (or criteria) e.g. achievement should be above national average
 - Indicators
 - Norms
- Gathering data
- Comparing data with the framework
- Evaluation + suggestion for improvement

Definition of quality

- Depends on:
 - The purpose of evaluation
 - Perspective of the persons/institutions that are included:
 - Mediator (school)
 - Consumers (students/parents/society)
 - Tax payers
 - Teachers

Training program for external evaluation of schools

Part 1



Definition of quality – example 1.

- Teachers are doing a good job
- Many students have improved
- Parents are very well informed about pupils attainment
- The number of absences is small
- Every student has their own locker



Definition of quality – example 2.

- Textbooks are in accordance with high quality standards
- School conditions contribute achievement
- Lessons are very well prepared
- Teachers and students express mutual respect in communication
- Achievement is above national average

Example for national level:

What makes the quality of schools in the Netherlands? What quality framework does the Dutch Inspectorate use in external evaluation of schools?

Good quality is provided in schools where student achievement is high, based on the modern curriculum, which was made by qualified and competent teachers in appropriate conditions.

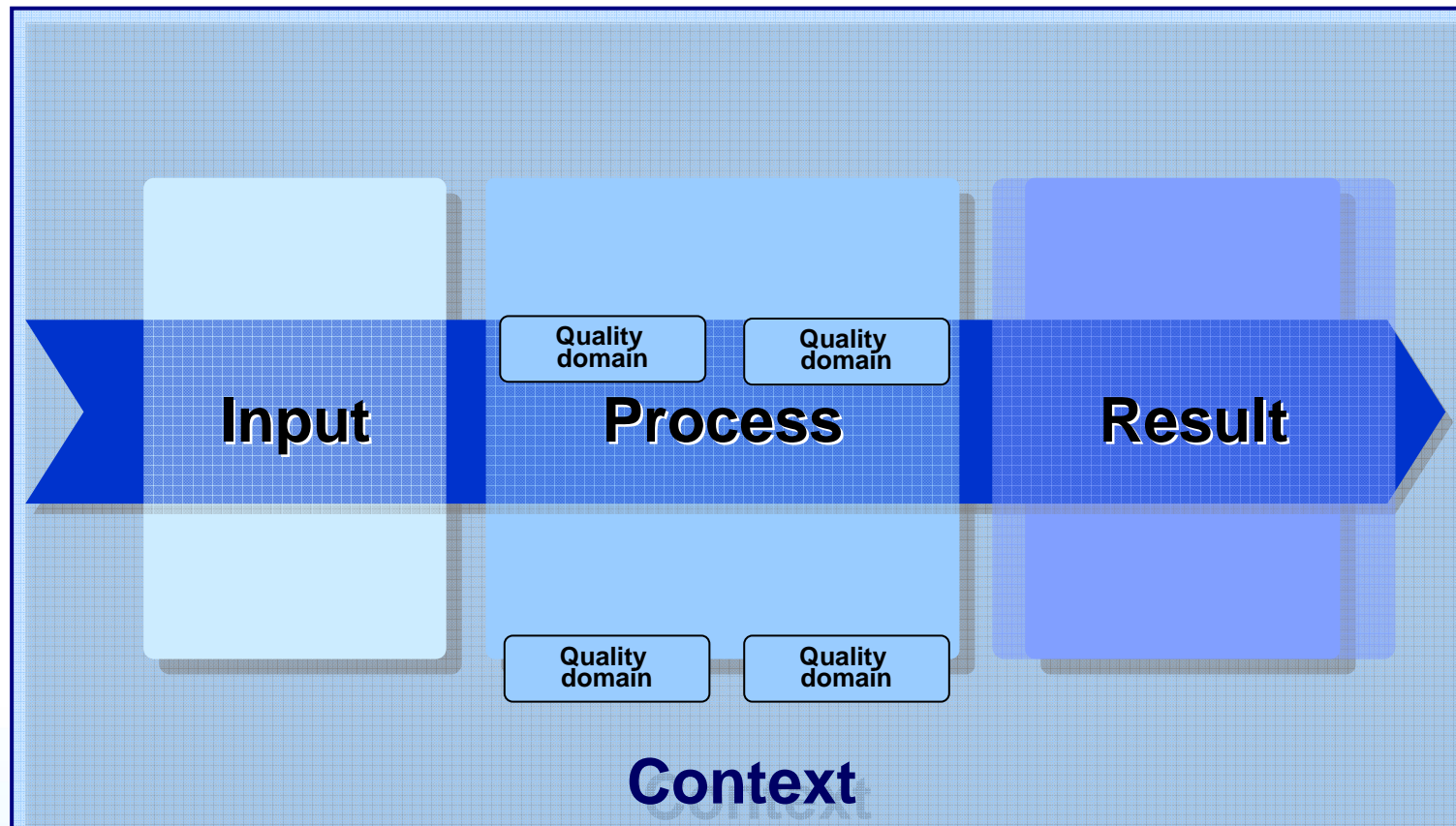


Questions for evaluation

- How many teachers have the appropriate/satisfactory qualifications?
- Is the program of the institution improved compared to the previous year?
- Can the education for teachers be better compared to the previous year?
- How do the teachers use ICT?
- Has education reached national standards?
- How many schools work in accordance with official documents and demands?



Quality framework structure



Criteria for standards

- Standards describe an important aspect of the work areas of a school.
- Standards cover all important work area of a school.
- Standards are described as an achieved goal.
- Standards do not overlap.
- Standard are acceptable for all students, teachers and parents.



Criteria for indicators

- The selection has to be based on the key aspects for deciding if the standard is implemented in the school.
- It has to be a measurable aspect of the standard.
- They should include only one variable.
- Indicators must not be mutually exclusive.
- For every standard, an optimum number of indicators is four or five.

Note on using the indicators: Check on what basis can the presence of certain indicators be seen/recognized.

Ranking indicators (level/degree of implementation)

- Yes/No
- Likert scale: e.g. rank 1 to 4
 - Qualitative – quantitative
 - Description of levels of evaluation



Norms

- The norm consists of a number of established rules that were written, and on their basis it is decided whether the standard is achieved (e.g. sufficient/insufficient or satisfactory/unsatisfactory)
- Methods:
 - Qualitative: theory-based decisions, e.g. standard is achieved when the indicators are **1, 3** and **5** present
 - Quantitative: a decision based upon exclusion, e.g. standard is achieved when **3 of 5** indicators are present

Assignment for group work (PM-3):

1. Underline the key words in every standard and indicator of the given domain and write them on a separate sheet
2. Circle the indicators that are easily achieved, or that are very difficult to achieve
3. Circle the indicators that can easily be improved
4. Circle the indicators that would be particularly challenging to measure objectively and reliably.

