

TRAINING PROGRAM FOR EXTERNAL EVALUATION OF INSTITUTIONS

SECOND TRAINING CYCLE – 3 DAYS

DAY 1

INTRODUCTORY TOPIC – A REVIEW OF THE FIRST TRAINING CYCLE AND INTRODUCTION TO THE SECOND CYCLE

code	Activity	Time	Working Method
A 0.1.	Road map and the overview of the first cycle	20 minutes	Plenary
A 0.2.	Presentation of the second training cycle	10 minutes	Plenary
	Total time	30 minutes	

Working material:

Slide – *Road map* of all the steps and activities in the training
PPT 0 – the overview of the program in three cycles with expected outcomes concerning knowledge and skills (Serbian trainers)
PPT1 – On key and chosen standards (created by Frank, presented and explained by international consultants)
Program for the second cycle for participants

Activities:

A 0.1. Road map the overview of the first cycle (20 minutes)

Presentation of the slide with the training road map with the aim to provide a better understanding of the external evaluation activities and the tasks external evaluators are faced with. It is expected that, with the help of the map, participants will get a clear picture of the upcoming work and understand the training logic.

Slide with the topics from the first cycle is presented. The trainer highlights key points and topics which were covered in the first training.

International consultants give a new, short presentation on key and chosen standards (Frank's new presentation).

A 0.2. Presentation of the second training cycle (10 minutes)

The slides present the activities in the 4 cycles. An overview of the outcomes of each realized topic with a reminder why we did it.

Using the slide, the trainer shows activities, goals and expected outcomes of the second training cycle. They point out expected work methods and dynamics to participants. Agreement on the technical matters of the training.

TOPIC 2.1. HOMEWORK ANALYSIS (ON VISITED CLASSES)

code	Activity	Duration	Working method
A 2.1.1.	Homework overview	40 minutes	presentation
A 2.1.2.	Summary and discussion	20 minutes	discussion in front of a large group
	Total	60 minutes	

A 2.1.1. Each school authority presents their homework (up to 10 minutes per school authority). They talk about how many classes they visited, what are the main things they have noticed concerning the process, usage of the form, assessment, agreeing on the assessment, and other.

A 2.1.2. The trainer summarizes on a flipchart, according to the following elements:

- Biggest problems in the observation process and form usage
- Biggest problems during the assessment agreement

TOPIC 2.2. – USE OF CLASS OBSERVATION INFORMATION IN EXTERNAL EVALUATION OF SCHOOLS

Objective: Knowledge and skill development for an objective observation of teaching and learning quality, opinion and argument exchange within a group, and noting down observations of an evaluated class.

code	Activity	Time	Working method
A 2.2.1.	Class observation and individual use of evaluation form	40 minutes	Watching a movie as a group and individual work
A 2.2.2.	Giving a mutual opinion on an observed class	20 minutes	Work in small groups
A 2.2.3.	Presentation in front of a big group	40 minutes	Plenary
A 2.2.4.	Summary	5 minutes	Plenary
	Total	105 minutes	

Work material:

Video of a class – 20 minutes

WM 1 – class observation form (from the Handbook)

WM 2 – a big piece of paper for summing up

Activities:

A 2.2.1. Class observation and individual use of evaluation form (40 minutes)

Trainer introduces upcoming task to participants. They will watch a part of the class (about 20 minutes) and will individually, without small group exchange, use WM-1 The class evaluation form. They will have about 15-20 minutes for individual evaluation. They will not discuss about the class with other colleagues.

A 2.2.2. Agreeing on the evaluation on the observed class (20 minutes)

Trainer forms 5 groups and each group agrees the views on the observed classes for all standards. On a separate sheet (WM 1) they write quantitative and qualitative assessment, which will later be used in argumentation.

A 2.2.3. Reporting in front of a big group and comparing evaluations (40 minutes)

The representative of each of the 5 groups explains in front of the big group their summary quality evaluation for the observed class, having in mind the estimation of levels for each standard. The trainer notes them on a large paper. Before they start analyzing the given assessments, the trainer directs their attention to the assessments of other groups and says that they should discuss about the following:

1. Were there any differences between evaluations? If the answer is YES, why did this happen?
2. Where you had the biggest overlap, and where the differences? Why did it happen?
3. What can help you in reaching a mutual evaluation?

When all the groups present their assessment, the trainer compares and opens the discussion. With the support of the trainers, they come to a mutual class quality assessment on which they all agree. Maybe someone will change their assessment by the influence of the comments from large groups.

A 2.2.4. Summary (5 minutes)

Trainer ends with a statement that this exercise can be used in everyday work of School authorities, which contributes to the development of knowledge and skills for professional and objective quality evaluation.

COFFEE AND LUNCH BREAK

TOPIC 2.3. – GIVING FEEDBACK TO THE TEACHER AFTER CLASS OBSERVATION

Objective: to be able to provide feedback to teachers and schools about the quality of teaching and learning.

code	Activity	Time	Working method
A.2.3.1.	Providing the teacher with a feedback of the observed class – principles and guidelines	15 minutes	PPT Presentation, plenary
A.2.3.2.	Preparing feedback and practicing feedback in groups	40 minutes	Group work
A.2.3.3.	Giving and receiving information about the observed class, with the analysis after every simulation (self-assessment and assessment)	50 minutes	Plenary Simulation Discussion in front of a big group
A.2.3.4.	Trainer's summary	5 minutes	Plenary
	Total time	110 minutes	

Work material:

PPT 2 – Feedback for the teacher (presented by the international consultants)
 WM-3 Group work task - preparing feedback, including proforma for recording main feedback points
 WM-4 Group work task – evaluating the effectiveness of feedback
 Analysis and notes on class observation

Activities:

A.2.3.1. Providing the teacher with the feedback of the observed class - principles and guidelines (15 minutes)

Trainer's PPT 2 – feedback for teachers

A.2.3.2. Feedback for teacher – group work (40 minutes)

Group work task: Participants are in the same groups as in the previous exercise (A.2.2.2). There are 5 groups which have dealt with evaluation across all standards. They are given the PPT 2 as a support in group work.

Group task WM-3 preparing feedback (in written form).

1. Agree on three or four major points which you wish to share with the teacher in feedback. Prepare notes on which the group agrees and record them on the proforma attached to the task sheet. In a real situation you won't have much time. You need to have the following:

- a. Introduction (e.g. kind introductory reference to the teacher, reminder of what you have seen, etc.)
- b. Questions you might have for the teacher
- c. The main feedback points linked to the standards, using examples; what is the balance between strengths and weaknesses?
- d. Concluding comments (e.g. final summary, giving thanks, wishing all the best).

Feedback should not last longer than 5 minutes.

2. At group level, discuss and note observations on your working process -, whether there were different points of view or difficulties in reaching mutually agreed points. Give suggestions for overcoming obstacles.
3. Form pairs in your group to practice giving and receiving feedback. Everyone should be in a situation to give as well as to receive feedback. Talk briefly about the quality of the given feedback and any difficulties you found in giving or receiving feedback.
4. Prepare for the situation of giving feedback information in front of the big group. Anyone may be called on by the trainer to give feedback. Also, anyone may be called on to receive feedback.. The new pairs will be formed randomly (they will not be the same pairs in which they practiced)

A. 2.3.3. Giving and receiving feedback information about an observed class, with the analysis after every simulation (self-assessment and assessment) (50 minutes)

Trainer calls on someone to give feedback and someone else to receive feedback in front of a big group. Other participants listen and watch carefully and record their observations of the feedback considering the following:

- a. Were the judgements clear, including the overall quality of the lesson i.e. the balance of strengths and weaknesses?
- b. Did the feedback show use of the standards for teaching and learning and include examples?
- c. Did the feedback include the effect of teaching on learning?
- d. Did the presenter engage the person receiving feedback e.g. was there constructive dialogue?
- e. Was the feedback well received?

They are given a direction that they will discuss the quality of the feedback and any evident difficulties later on. They should be given a copy of WM-4 to remind them of the questions to consider. The trainer organizes two cases of giving and receiving feedback.

The participants that give and receive feedback should make their self assessments.

The presenters should consider:

- a. Do you think the messages were heard and understood?
- b. What did you find easiest and most difficult about giving feedback?
- c. What would you do differently in future?

The receivers should consider:

- a. Were the messages clear and understandable?
- b. Did you feel comfortable with the feedback and were you sufficiently involved?
- c. How could the feedback be improved to make it more effective?

A.2.3.4. Trainer’s summary (5 minutes)

Summary is directed towards a conclusion that it is necessary to develop skills for giving quality feedback information to the teacher. Good quality feedback is highly important as it (a) ensures development of quality relations between colleagues in schools, (b) has an impact on growth of the reputation external evaluators and (c) contributes to improvement. This activity, although short, presents guiding steps towards effective feedback.

TOPIC 2.4. – GIVING FEEDBACK TO THE SCHOOL MANAGEMENT ON THE VISITED CLASSES

Code	Activity	Duration	Working method
A.2.4.1.	Feedback to the school management on the observed classes – needs, principles, guidelines	15 minutes	Presentation PPT, Plenary
A.2.4.2.	Feedback to the principal – group work	30 minutes	Group exercise
A.2.4.3.	Summarize	15 minutes	Plenary Discussion in front of a large group
	Total Duration	60 minutes	

This is one of our suggestions for the group exercise:

Two trainers play the role of evaluator and principle, based on the scenario. According to the scenario, this presentation has certain flaws in giving

feedback (bad practice, bad examples). The participants are expected to find and point out the “evaluator’s” mistakes while giving feedback to the teacher.

TOPIC 2.5. – PREPARATION FOR CLASS OBSERVATION

Code	Activity	Duration	Working method
A.2.5.1.	Precise information for tomorrows school visit	15 minutes	Plenary
A.2.4.2.	Agreement on the dividing of responsibilities in the group	15 minutes	Group work
A.2.4.3.	Document and material handout	15 minutes	Plenary
	Total duration	45 minutes	

DAY TWO

CLASS OBSERVATION IN 4 CHOSEN SCHOOLS (FROM 8 AM TO 2 PM)

DAY THREE

TOPIC 2.6. – REFLECTION AND SUMARIZING THE RESULTS ON THE QUALITY OF OBSERVED CLASSES

Code	Activity	Duration	Working method
A 2.6.1.	Discussion about the experience from school	60 minutes	Group discussion
A 2.6.2.	Summarize and conclusions	15 minutes	Plenary
	Total	75 minutes	

Serbian trainers: As we did in training on 13th December: each (sub) group gives 3 positive experiences on observing and evaluating the process and 3 elements for discussion/improvement.

TOPIC 2.7. – ANALYSIS AND THE USAGE OF THE QUANTITATIVE DATA ON THE OBSERVED CLASSES

Code	Activity	Duration	Working method
A 2.7.1.	An overview of the scores on the quality of visited classes	20 minutes	Plenary, slides
A 2.7.2.	Data analysis and the possibilities of their usage	20 minutes	Group work
A 2.7.3.	Discussion and summing up	20 minutes	
	Total	60 minutes	

In the introductory part we will use a small reminder on which way to use the database on visited classes (prepared by IEQE and the trainers).

After that, for each visited school, strengths and weaknesses in teaching will be presented as well as what needs to be improved.

Discussion on whether there were standards and indicators that were not be visible and why weren't they visible (if the teacher was working bad, or the nature of class or subject did not allow it to be seen).

TOPIC 2.8. – WRITING THE REPORT ON THE QUALITY OF TEACHING AND LEARNING IN SCHOOL

Code	Activity	Duration	Working method
A 2.8.1.	Instructions for writing the report on quality of teaching and learning	15 minutes	Plenary
A 2.8.2.	Writing the report on the quality of teaching and learning	45 minutes	Group work
A 2.8.3.	The presentation of the draft report	30 minutes	Plenary
A 2.8.4.	Discussion and summing up	15 minutes	Plenary
	Total	105 minutes	

Gonnie will prepare a few slides on how to write a report on teaching and learning.

Working method as from the 13th December.

FINAL TRAINING ACTIVITIES

1. Homework for participants

EVALUATION OF THE SECOND CYCLE TRAINING

The participants evaluate the second cycle of training in the same manner as the first cycle.