

TRAINING PROGRAM FOR EXTERNAL EVALUATION OF INSTITUTIONS

FIRST TRAINING CYCLE - 2 DAYS

DAY ONE

OPENING TOPIC - INTRODUCING THE PROJECT AND THE TRAINING PROGRAMS TO THE PARTICIPANT

Objective: To create a common understanding of project goals, and individual responsibilities and working methods.

code	Activity	Duration	Working method
A 0.1.	Greetings, introducing the participants	20 min.	Plenary
A 0.2.	The existing context and description of the project	10 min.	Plenary, PPT 1
A 0.3.	The current position of the project - where we are now	5 min.	Plenary, PPT 1
A 0.4.	Presentation of the objectives, training content and working methods	5 min.	Plenary, PPT 1
A 0.5.	The presentation of the first cycle of training	5 min.	Plenary, PPT 1
A 0.6.	The roles and responsibilities of external evaluators- the existing contexts and expectations	45 min.	Group sharing, individual work, discussions, summarizing
	Total duration	90 minutes	

Working Materials:

PPT 1 - Standards of quality for educational institutions (with introductory information about the project)

WM - 1 - the text "Roles and responsibilities of external evaluators"

WM - 2 - an instrument for individual self-assessment

Agenda for the first training cycle

Activities:

A 0.1. Greetings, introducing the participants

A welcoming speech by the representatives of the Ministry of education and science, the Institute for Education Quality and Evaluation and international consultants.
Introduction of the trainers: full name, institution where they are working.
Introduction of the participants: full name, school authority.

A 0.2. The existing context and description of the project

The trainer presents the project, using PPT 1 - Standards of quality for educational institutions and gives information about the project (slides 1 to 12).

A 0.3. The current position of the project - where we are now

The trainer presents the current position of the project, using PPT 1 (slide 13).

A 0.4. Presentation of the objectives, training content and working methods

The trainer shows the complete training course in 3 cycles, with an explanation of all planned activities using PPT 1 (slides 14 to 15).

A 0.5. The presentation of the first cycle of training

The trainer gives a detailed overview of the first two-day cycle with the agenda and expected outcomes (slide 16). They also speak about other technical and logistical details that are important for a quality and efficient work during training. The trainer directs the participants' attention to the Agenda which is the part of the working material for the participants.

A 0.6. The roles and responsibilities of external evaluators- the existing contexts and expectations

The trainer gives an introduction to the activity by reminding them that during this training they are the future carriers of external evaluation in Serbia, that they have a huge responsibility, because they will implement the activities that are of national interest, and that they have surely thought about whether they will be able to do their new jobs with quality. Since they are at the very beginning of the project, when they should learn some important things, we will discuss the question about the upcoming roles and responsibilities by using the written material which every participant shall receive.

The trainer divides the participants into 5 groups, and gives them WM -1 (for every participant).

The trainer gives the task for the groups orally:

1. The text should be read carefully and individually, and important parts should be highlighted. (about 10 minutes)
2. At group level, discuss about the roles and responsibilities, and answer the two questions that are given, in writing. (about 10 minutes)
3. After the discussion within the small group, the representatives will give the answers to the rest of the groups to the given questions. (every group has got 5 minutes to present their answers)

The questions that are given to groups (on slide 18 PPT1):

1. On what existing capacities of your school authorities can you rely on in the upcoming external evaluation of schools?
2. What difficulties might the school authorities have in the upcoming external evaluation of schools?

While the representatives of the groups present their answers, and the trainer writes the key word from the answers on a flip chart and summarizes.

After summarizing, the trainer explains: We did the self-assessment at team level. We have discussed about the advantages and disadvantages of school authorities that you can count on during the upcoming work. Now, we will talk about the personal plan. Just as there are differences between school authorities, there are also differences between individuals. In order to obtain answers to these questions, we will use a self-assessment instrument that you will use individually, and that is going to be used only by you at some points of the training. This instrument should help you answer these questions: What skills and knowledge do you personally need in order to perform well as an external evaluator?

The trainer explains the content of the instrument WM-2 and the method of usage.

When the exercise has been completed, the trainer asks the participants, plenary: In what area are your knowledge and skills the strongest, highest? And where you are least confident?

After the explanation of a number of participants, the trainer gives the instruction to put away and save the instrument in their material, because the participants will use this material at one point during the three-cycle training

TOPIC 1.1. - METHODOLOGY OF EXTERNAL EVALUATION OF INSTITUTION QUALITY

Objective: to become familiar with the role of external evaluation in a school system of quality assurance.

To understand the main principles of the methodology of external school evaluation.

code	Activity	Duration	Working method
A 1.1.1.	Methodology of external evaluation and the framework for evaluation	20 minutes	Presentation PPT2 and discussion
A 1.1.2.	Detailed analysis of the framework for external evaluation	30 minutes	Group work
A 1.1.3.	Presentation of group work	50 minutes	Plenary and discussion
A 1.1.4.	Summing up by the trainers	10 minutes	Plenary

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	Total duration	110 minutes	
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Working Materials:

PPT 2 - Methodology of external evaluation
 WM – 6 Standards and indicators of school quality
 WM-3 - Group Task

Activities:

A 1.1.1. Methodology of external evaluation and the framework for evaluation

The trainer uses PPT 2 and explains the methodology of external evaluation and a framework for evaluation.

A 1.1.2. Detailed analysis of the framework for external evaluation

Working materials have been prepared for the participants, with the standards and indicators from the document Standards for work quality of educational institutions (WM – 6).

The analysis is done based on group exercises:

The large group is divided into 7 groups (the number of quality areas). Each group receives the same task, but deals with only one field of quality. The answers to these questions will be written on a large piece of paper, numbering the answers, with clear writing, because the papers will be displayed in front of the large group.

Assignment for group work (WM-3):

1. Write the indicators which might arise potential problems in an unambiguous understanding.
2. Write the indicators that can be challenging to measure objectively and reliably.

A 1.1.3. Presentation of group work

Groups display the large pieces of paper. All the participants observe the answers to questions from their sitting place. The trainer sums up the results.

A 1.1.4. Summing up by the trainers

The trainer summarizes the group results of the exercise (large pieces of paper) and completes the process of introducing the national framework for external evaluation.
 - key words, difficult-easy, and why, the speed of changes, measurability. Insist on explanations.

TOPIC 1.2. - RELATION BETWEEN SELF-EVALUATION AND EXTERNAL EVALUATION

Objective: to understand the different but complementary purposes of self-evaluation and external evaluation.

To understand that self-evaluation as part of a school's quality assurance system and the role of self-evaluation in External Evaluation.

code	Activity	Duration	Working methods
A 1.2.1.	Definition of SE and EE	20 minutes	Group work
A 1.2.2.	Relation between SE and EE	20 minutes	Presentation PPT3
A 1.2.3.	How the data from SE can be used in EE	30 minutes	Group work
A 1.2.4.	Presentation of group products and summarizing	50 minutes	Presentations
	Total duration	120 minutes	

Working Materials:

PPT 3 - Self-evaluation (SE) and external evaluation (EE)

WM-4 - The text "Self-evaluation and external evaluation".

WM-5 - Single quality area and the text from Article 9 of Rulebook

Activities:

A 1.2.1. Definition of SE and EE

Participants are divided into 7 groups. Every participant receives WM-4. Participants individually read WM-4 – the text "Self-evaluation and external evaluation". After reading, at group level, the participants extract the keywords from given definition of SELF-EVALUATION and EXTERNAL EVALUATION. The second step is to list all the important the positions of an external evaluator in self-evaluation and external evaluation that can be identified in the text.

A 1.2.2. Relation between SE and EE

The trainer uses the PPT 3 and explains.

A 1.2.3. How the data from SE can be used in EE?

Group exercise: Each group receives one domain for self-evaluation (from the national framework) and the text from Article 9 of the Draft Rulebook (WM-5). They are assigned to specify a list of data that the school gains from self-evaluation, which can be used in external evaluation. How can the data from self-evaluation be used in external evaluation?

WM-5:

Every group will get to work on one quality domain. Read carefully the standards and indicators from the given quality domain. Reminder: Self-evaluation of educational institutions is done in the same quality domains.

List the data that an educational institution can obtain during the self-evaluation of your domain. What can be used in external evaluation from the listed data? What can be data for an external evaluator, which is a result of the self-evaluation process?

When you complete your task, discuss who will report on behalf of the group.

You will have 20 minutes for the group activity, and maximum 5 minutes for reporting.

A 1.2.4. Presentation of group results and summarizing

Representatives of the group report to the large group. The trainers write on the flip chart and summarize towards the conclusion that there is extensive data on the quality of schools, but it is necessary to be critical towards them and use them selectively and carefully, because of all the limitations in SE. However, this data should not be avoided, because it encourages the capacity and future development of the school towards SE. On the other hand, in some self-evaluation domains, a lot of information can be obtained that can be used in external evaluation, while in other self-evaluation domains, less information can be obtained.

TOPIC 1.3. NATIONAL FRAMEWORK FOR EXTERNAL EVALUATION OF INSTITUTIONS

Objective: to understand and be able to use the concept of school quality and standards across indicators.

To be familiar with the National Framework for School Evaluation.

code	Activity	Duration	Working methods
A 1.3.1.	The position and importance of standards and indicators in the National framework	25 minutes	Group work
A 1.3.2.	The presentation of group results with addition by the trainers	45 minutes	Plenary and discussion
A 1.3.3.	The key standards and indicators	30 minutes	Presentation
	Total duration	100 minutes	

Working Materials:

PPT 4 - Characteristics of the National Framework for external evaluation (also contains the group assignment)

WM-6 - Standards and indicators for school work quality.

Activities:

A 1.3.1. The position and importance of standards and indicators in the National framework

Group exercise: Participants work in 7 groups (the number of quality areas). Each group deals with one area using the working material (WM-6). Their task is to answer the question: Why are these standards and indicators represent the quality of a certain domain? Why are they chosen?

A 1.3.2. The presentation of group results with addition by the trainers

The group leaders present and the trainers write the group results on the flip chart and add comments with the support of PPT 4.

A 1.3.3. The key standards and indicators

The trainer introduces the key standards, the additional standards and the chosen standards using PPT 4 - Slides on key standards and indicators (based on the Handbook). The trainer explains how to use the documents and the methods of evaluation.



TOPIC 2.1. - SOURCES OF EVIDENCE IN EVALUATING THE ACHIEVEMENT OF QUALITY STANDARDS OF THE INSTITUTIONS

*Objective: to be able to use student results in evaluating the quality of a school.
For each of the Serbian quality standards to be able to identify the most suitable sources of evidence.
To be able to analyze relevant documents and the school self-evaluation of the school.*

code	Activity	Duration	Working methods
A. 2.1.1.	Sources of evidence on the school quality	30 minutes	Group work
A.2.1.2.	Analysis of sources of evidence	30 minutes	Group work
A.2.1.3.	Discussion and summary	20 minutes	Plenary discussion
	Total duration	80 minutes	

Working Materials:

WM-7 Form with the standards and indicators and fields to enter the name of the document, the applicability in class, the target groups for the interview and assessment of measurability

WM-8 Questions for group work

WM-9 completed form WM-7 (it will be given at the end of the topic as a reminder for support during external evaluation)

Activities:

A.2.1.1. Sources of evidence on the school quality

Exercise for participants - WM-7 (the entire framework except they will not be working on the domain Teaching and learning) with added columns on evidence. Simulation of the preparation for external evaluation.

Participants are divided into 6 groups (each group gets one quality domain), they get WM-7 and the task to fill empty fields - which documents will be used/viewed, can a specific indicator be observed in classes, will they conduct interviews and with whom, and they need to determine the level of objective measurability.

A.2.1.2. Analysis of sources of evidence

Participants receive a group task to prepare answers to questions that will end all the group activities, and that the trainer asks: (questions from the WM-8 are shown on the slide and are given in writing for every group).

WM-8

1. What are the two most often listed school documents that are used in external evaluation of that domain?
2. Which two target groups are the most listed for interviews in the process of external evaluation? Which target group is the least listed? Explain.

A 2.1.3. Discussion and summary

The trainer writes the responses from participants of all groups on a flip chart, and summarizes. Finally, each participant receives WM-9 and an explanation how to use it in real situations.

TOPIC 2.2. - STANDARDS, INDICATORS, LEVELS OF ACHIEVEMENT AND SOURCES OF EVIDENCE FOR EVALUATING THE QUALITY DOMAIN TEACHING AND LEARNING

Objective: to learn about domains, standards, indicators, quality levels and collecting evidence and to use these appropriately.

code	Activity	Duration	Working method
A. 2.2.1.	Sources of evidence for evaluating the domain Teaching and learning	40 minutes	Group work
A. 2.2.2.	Presentation of group products	40 minutes	Plenary
A. 2.2.3.	Summing up by the trainer	10 minutes	Plenary
	Total duration	90 minutes	

Working Materials:

WM-10 Form for class observation where each indicator is given one source of evidence

Activities:

A 2.2.1. Sources of evidence for evaluating the domain Teaching and learning

Exercise for 7 groups that receive two standards with indicators from the domain Teaching and learning such as:

1. 1 and 2
2. 2 and 3
3. 3 and 4
4. 4 and 5
5. 5 and 6
6. 6 and 7
7. 7 and 1

Groups are given the form WM-10 and they defined two standards with one example

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of evidence for each indicator. Groups have a task to supplement the list of evidence for each indicator with at least 2 more evidence.

A 2.2.2. Presentation of group products

Groups begin presenting, with the first group which presents evidence for both standards, and the second group continues to supplement the first group for the second standard and continues with the third standard, and so on.

A 2.2.3. Summing up by the trainer

The trainer summarizes and concludes that the evidence is important in order to give an evaluation of teaching quality based on explicit evidence that they have registered. Sources of evidence are very useful and necessary when giving feedback to teachers and schools, and writing reports on the quality of a school.

TOPICS 2.3. - PREPARING FOR THE LESSON OBSERVATION AND OBSERVING THREE CLASSES

Objective: to be able to evaluate the quality of learning and teaching.

To be able to use a standardized form in classroom observation and reliable way.

code	Activity	Duration	Working Method
A.2.3.1.	Guidelines for class observation	20 minutes	Plenary with slides
A.2.3.2.	Observation of the first class with evaluation and discussion	45 minutes	Individual and group work
A.2.3.3.	Observation of the second class with evaluation and discussion	45 minutes	Individual and group work
A.2.3.4.	Observation of the third class with evaluation and discussion	45 minutes	Individual and group work
A.2.3.5.	Final discussion on class assessment	60 minutes	Plenary
	Total duration	215 minutes	

Working Materials:

PPT 5 - Guidelines for class observation (based on the Handbook) and questions for summarizing

DVD - First class

DVD - Second class

DVD - Third class - English

WM-11 Form for class observation from the Handbook (3 for each participant)

WM-12 Form for summarizing the class assessment estimates from the Handbook (for groups)

Activities:

A.2.2.1. Instructions for class observation

The trainer uses PPT 5 to give guidelines. The trainer reminds participants about all standards for the domain TL, the previous activity of finding evidence and particularly directs the participants to the obligation of finding evidence for the key indicators in the field TL (2.3, 2.4 and 2.6) and everything else in order to understand the usage of the form. The trainer reminds the participants that they should write the evidence for preparing a later discussion with the teacher and for documenting the assessment.

Note that they will evaluate while observing classes because it is a situation in which the evaluators will be.

Special attention should be focused on the standards and indicators from other domains which they have noticed in class. The trainer explains the content of the form, gives additional instructions and supports participants to ask questions about the usage of the form.

A 2.3.2. A 2.3.3. and A 2.3.4. – Class observation with evaluation and discussion

Participants watch **two or three short films** of about 20 minutes. Each participant evaluates the class individually using the form for class observation WM-11. After the individual assessment, 6 groups are formed. The trainer gives guidelines for using WM – 12. At group level, the participants agree and record any special assessment on the common form WM-12, which is the basis for later feedback to the teacher and the school.

A. 2.3.5. Final discussion on class assessment

A review of the group products (questions in PPT 5):

1. What did they find difficult in the class observation and assessment process (proof, compliance, assessment, etc.)?
2. Which indicators were the most difficult to assess and why?
3. What are the major benefits of this method of class assessment?
4. Other observations of the participants.

EVALUATION OF THE FIRST TRAINING CYCLE

The evaluation of the first training cycle is carried out as followed. Participants are given post-its in two colors. One color is for comments about what was the most useful and the best in training. The other color is for training weaknesses, uncertainties and shortcomings. Two boxes are drawn on the board, and the participants stick post-its in the appropriate color. There is no limitation in the number of comments. One paper contains one comment.

Table layout:

THE EVALUATION OF THE FIRST EDUCATIONAL CYCLE	
What was the most useful and the best in training	Training weaknesses, uncertainties and shortcomings

Note:

Participants at the end of the first cycle have for homework to do a detailed analysis of two documents from the same school - Annual Work Plan and School Report. Then, they will get the questions that will lead them during the analysis of documents. A third document The School program, should be added, since it has proven necessary for the preparation of the visit (it is in the standards and indicators)