

## Evaluation of quality in schools

### A Theme/Topic

Related to workpackage 6 "Evaluation of quality in schools" the Italian partner gathered information from all network partners using a digital, anonymous questionnaire on some essential (or as well "displaced" ...) aspects referring to:

- school quality development
- responsibility
- enable-/ facilitate-factors
- influencing circumstances and deciding-moments

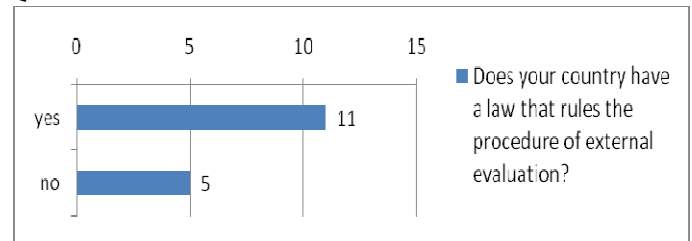
The inquiry's approach is from top to bottom: from general to specific topics.

### B Questionnaire

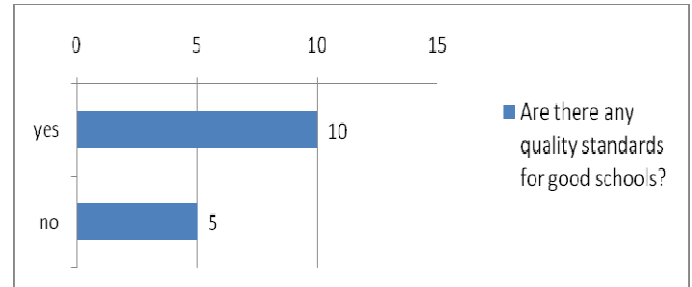
- Does your country have a law that rules the procedure of external evaluation?
- Are there any quality standards for good schools?
- Are there any rules and standard procedures for internal evaluation?
- Do the schools have any influence on the procedures of external evaluation?
- Do the schools have any influence on the procedures of internal evaluation?
- Is knowledge about evaluation techniques part of the teacher's training?
- Is knowledge about evaluation techniques part of the school head's training?
- Is there any procedure for the assessment of teachers?
- If the answer is YES in # 8: Does this assessment have any influence on the career and the salary of the teachers?
- If the answer is YES in # 8: Who is responsible for the assessment?
- Has the result of the external evaluation (if there is any) an impact on the salary of school heads?
- If you answered YES in # 11: What are the procedures? Who is responsible for identifying the quality of the Heads of School's work?

### C Quantitative results

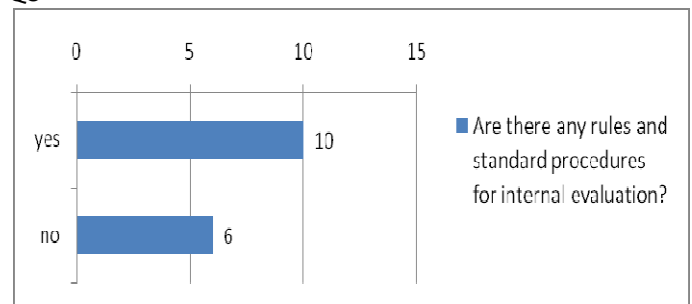
Q1



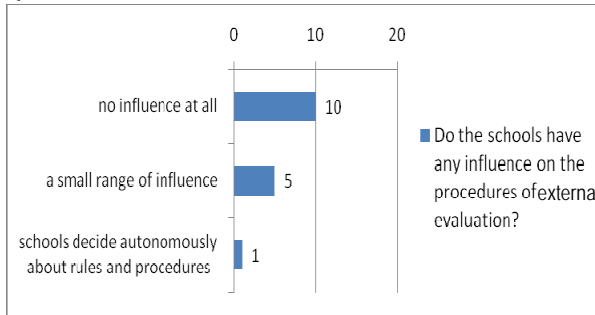
Q2



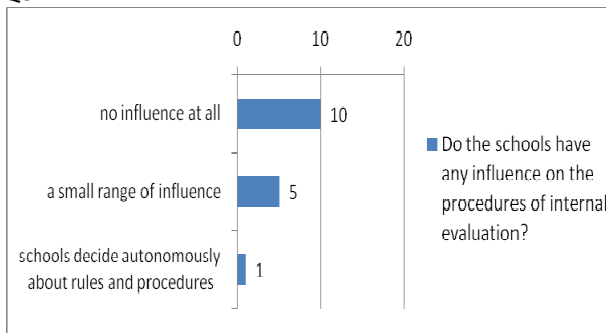
Q3



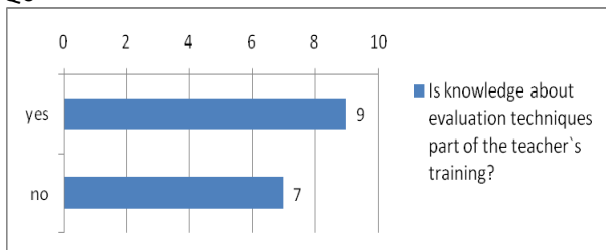
Q4



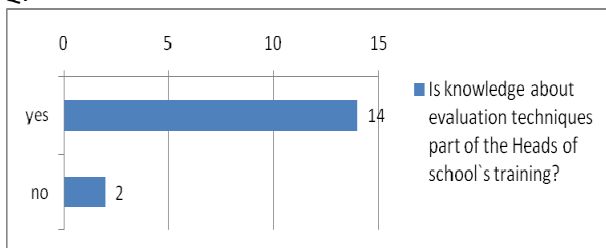
Q5



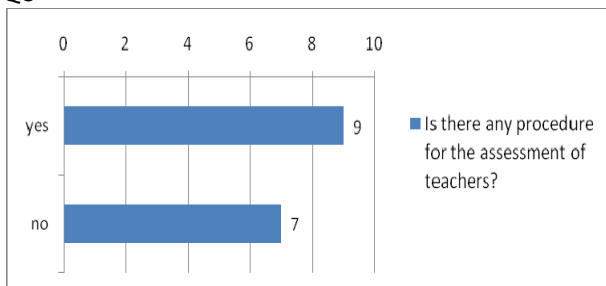
Q6



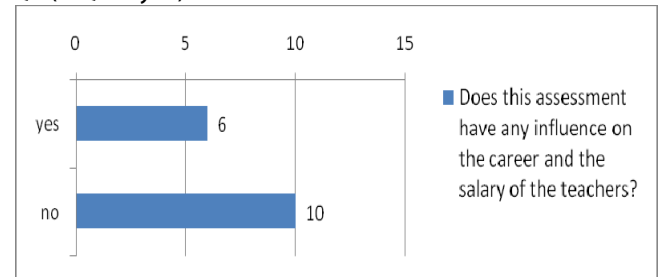
Q7



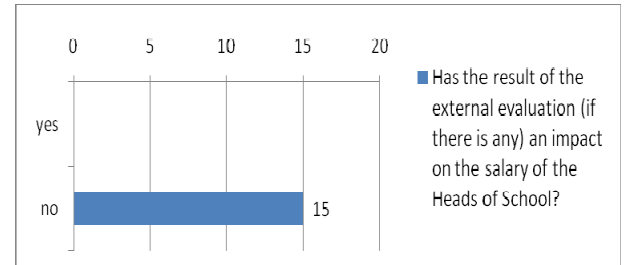
Q8



Q9 (if Q8 is yes)



Q11



## D Qualitative feedback:

### Q9 & Q10 (if Q8 is yes): Does this assessment have any influence on the career and the salary of the teachers? Who is responsible for the assessment?

- Level 1-3: school commission responsibility, level 4: local government responsibility, level 5: state responsibility.
- School head who is responsible for pedagogical supervision, school authority, parents also participate in the assessment, teachers' unions (optional, on special teacher's request).
- The Department of Education and Science Inspectorate but this will be devolved to school principals in the future.
- Yes, it influences the salary. The salary is bigger if you pass the procedures of assessment and defend one of these four categories: teacher, senior teacher, teacher methodologist and teacher expert. The category can or cannot influence a career. The school together with an institution appointed by the founder of the school is responsible.

- The director of the school.
- The local educational authority (board of governors, elected by the whole community) and the head teacher. Assessment is a cooperation of a team of three (one person is the head teacher).
- The head of department, the principal, the Administration Council

### Q11: all participants “no”

### Q 12: What are the procedures? Who is responsible for identifying the quality of the school heads’ work?

- Responsible for identifying the quality of the school heads’ work is the head of the school board/ school administration (in charge of the so called "first evaluator") who then delegates the task to his inspectors ("second evaluators"). As agreed in the assessment contract, the goal attainment following the bilateral arrangement depends on the granting of a third part of the school heads’ salary (which is added to the "base" and the "complexity"-salary) of up to 24%.
- Interview by Local educational authority / community based on board of governors with the opportunity, if wanted, to delegate the head’s-assessment to a professional assessor.

### E Comments/ interpretation/ conclusions/ hypotheses

- The quantitative feedback shows big differences between the European countries, partly also completely different positions.
- Relating to the questions of standards it should be clarified if a minimum average or the highest standards are applied and if a quality framework we should recommend standards.
- The internal evaluation seems to have less importance than the external one. Related to

this there is also the question of the (measure of) independence, resp. autonomy of schools.

- Taking into account that (forms of) the external evaluation/ inspection/ visitation are implemented in mostly all the countries, it is absolutely necessary that basic knowledge about school evaluation becomes part of the teachers’ training.
- Data based school development is only possible if school heads and expert teachers cooperate in the sense of distributed leadership.
- It should also be clarified if further on evaluation results should also be considered on the school/ system level or also on an individual level. If the latter is applicable, subsequently it would have effects on the civil servant situation.
- The effectiveness of the work of those assessing schools every day should also be assessed.<sup>1</sup>

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<sup>1</sup> At school the processes and results of students learning are (probably) measured, evaluated and assessed in various forms every day. Also the service of people at school, who do not teach, is often assessed in various forms. The teachers who (should) be preparing texts and moderate learning processes are often not rated. Mostly the civil servant-status provides a broad protection so that the educational and methodical work and the work with people are equally considered (and paid) as didactical-methodological shortcoming (resp. even inability) or lack of communicative relationship, emotional connection, rapport. Furthermore there are hardly enough forms of acknowledgement for compliments or praise of good pedagogical work and performance, resp. of forms to bring unsatisfactory, insufficient situations to a "turning point".

The head teachers themselves, who are responsible for the quality of teaching, are often even differentiated part of the above mentioned civil servants status. Only in a few countries (Italy, Latvia, Poland, Bulgaria) the degree of target achievement is rated and has a financial impact (often without possibility for the heads of interfering in effective, efficient, "timely" forms).