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KOSOVAN PEER LED QUALITY ASSURANCE MODEL

GUIDE TO SCHOOL SELF EVALUATION

"Support to basic and upper secondary education" Project

Self evaluation period

The self-evaluation should be carried out over a 6-8 week period.

The self-evaluation process should be as efficient as possible.

Schools should form teams to evaluate each of the five standards.

1. Management and Governance
2. Culture and School Environment
3. Teaching Learning and Assessment
4. School Based Teacher Professional Development
5. Student Performance.

The teams should look for evidence that the school meets these standards and the indicators within them.

The team should also become familiar with the following documents:

- The lesson observation matrix
- A practical guide to effective pedagogical practice
- A practical guide to effective lesson observation.

Triangulation of evidence

Evidence must be triangulated before writing a self-evaluation. An opinion is not valid if it is based on only one source of evidence. It should be based on a minimum of two or three pieces of evidence.

Sources of evidence include:

- Planning documentation
- Analysis of survey results
- Evidence from lesson observations
- Evidence from students' books, assessment portfolios etc.
- Minutes from student council meetings or school council meetings
- Evidence of School Based Teacher Professional Development workshops
- Physical evidence such as classroom displays and resources.

Examples of evidence triangulation

Example 1

The self-evaluation team must not come to a conclusion based only on looking at planning documentation. The evaluator triangulates evidence from planning documentation by comparing it with evidence from observing lessons and conversations with students about teaching and learning.

Example 2

The self-evaluation team should not evaluate the quality of teaching and learning based upon evidence from one lesson. The self-evaluation team must observe as many lessons as possible. The evaluator should also use evidence from conversations with students and analysis of their work before writing the self-evaluation report.

Lesson Observation

It is essential that as many lessons as possible are observed (informally) to provide robust evidence.

It is not necessary to only observe whole lessons as the self-evaluation team will not have sufficient time to observe every teacher in a 4-6 week period.

It is more effective if the team use a variety of lesson observation strategies;

- Observe a small selection of whole 45-minute lessons
- Observe a wider selection of lessons for 25 minutes
- Carry out a series of 10 minute "drop-in" lesson observations over a 1-2 hour period.

Using a range of observation techniques will give the team a more rounded picture of teaching and learning in the school.

The team should aim to observe every teacher in the school (even if it is only for 10 minutes). If there is time or the team is large enough, teachers should be observed multiple times.

The lesson observation matrix uses levels to help observers give constructive feedback. However, it does not need to be used to grade teachers as grading is subjective and one lesson may not fairly represent a phase of learning.

The role of evaluators is not to grade and judge teachers. The key role is to collect evidence that supports the self evaluation document and leads to constructive recommendations that will improve the quality of teaching and learning at the school.

Surveys

The school should send questionnaires to parents, staff and students to collect evidence that informs the school self-evaluation.

Ideally the surveys would be sent in an online format in order to analyse results more efficiently.

Writing the school self-evaluation

The report can be written by one person after consultation with the evaluation team. Alternatively, responsibility could be shared. However, it is important that the reporting style is consistent and that all opinions are supported by evidence.

One or two short paragraphs are sufficient for each indicator.

It is important that the self-evaluation team write an honest evaluation. The process is a supportive peer led process designed to give supportive recommendations.

If the self-evaluation team find no evidence that the school meets the requirements of the standard then this should be written in the self-evaluation report.

Example self-evaluation comments

Comments with evidence

Conversations with staff, students, and parents and evidence from questionnaires indicate that the school council contributes to many school decisions. All members of the school community regularly receive questionnaires which are analysed by the school management. However, as the questionnaires are all on paper, they take time to analyse.

The student council initiated a campaign to keep the school tidy, which was supported by the school management. However, conversations with staff and students indicated that staff were not aware of students views about the quality of teaching and learning at the school.

Comments with evidence

Evidence from lesson planning, conversations with students and lesson observations indicate that teachers use a variety of evidence-based strategies in lessons. The self-evaluation team observed responsive teaching strategies, collaborative learning strategies, differentiation of lessons by content.

However, student feedback is characterised by the use of grades (1,2,3,4,5) without quality feedback. The self-evaluation team saw little evidence of the use of rubrics by teachers.

Create an electronic and physical folder of evidence for the visiting team

When the self-evaluation report is complete the school should send the MDE their report.

If possible, the school will also include access to an electronic folder with examples of evidence such as planning documentation, photos of student work, lesson observation feedback etc.

This folder should be shared with the MDE so it can be shared with the Municipality school quality assurance team.

The school should also make a physical folder of evidence to give to the quality assurance team.

The folder/folders should contain the following type of evidence:

- Planning documentation
- Analysis of survey results
- Evidence from lesson observations
- Evidence from student's books, assessment portfolios etc.
- Minutes from student council meetings or School Council meetings
- Evidence of School Based Teacher Professional Development workshops.



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