

EXTERNAL EVALUATION OF SCHOOLS

Conference: Evaluation frameworks for teachers and schools
Lisbon, 20 October 2017

IGEC's website

www.ige.min-edu.pt



Inspeção-Geral da
Educação e Ciência

português

Welcome Message

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NEWS

Survey on the relationship between inspectorates and the disciplinary activity across Europe [+]

The Bratislava Memorandum on Inspection and Innovation [+]

WELCOME to IGEC's website

We are a comprehensive control organisation of the Portuguese educational and science system - from nursery and pre-school to higher education and university. Our aim is to ensure quality, equity and justice in Education. We are in charge of monitoring, controlling, evaluating and auditing public cooperative and chartered schools, as well as the European schools, in order to ensure social trust on Education and to inform political decision-makers and public opinion.

HIGHLIGHTS

Portuguese Schools abroad - External Evaluation [+]

Conference: Evaluation frameworks for teachers and schools

Evaluation

- Enacted by Law (2002)
 - It sets the main guidelines for school self and external evaluation

First cycle : 2007 – 2011

Second cycle: 2011–2017

How to promote an external evaluation of schools leading to education quality?

- Variables with a bigger impact on students learning
 - the quality of teachers
 - teaching practices

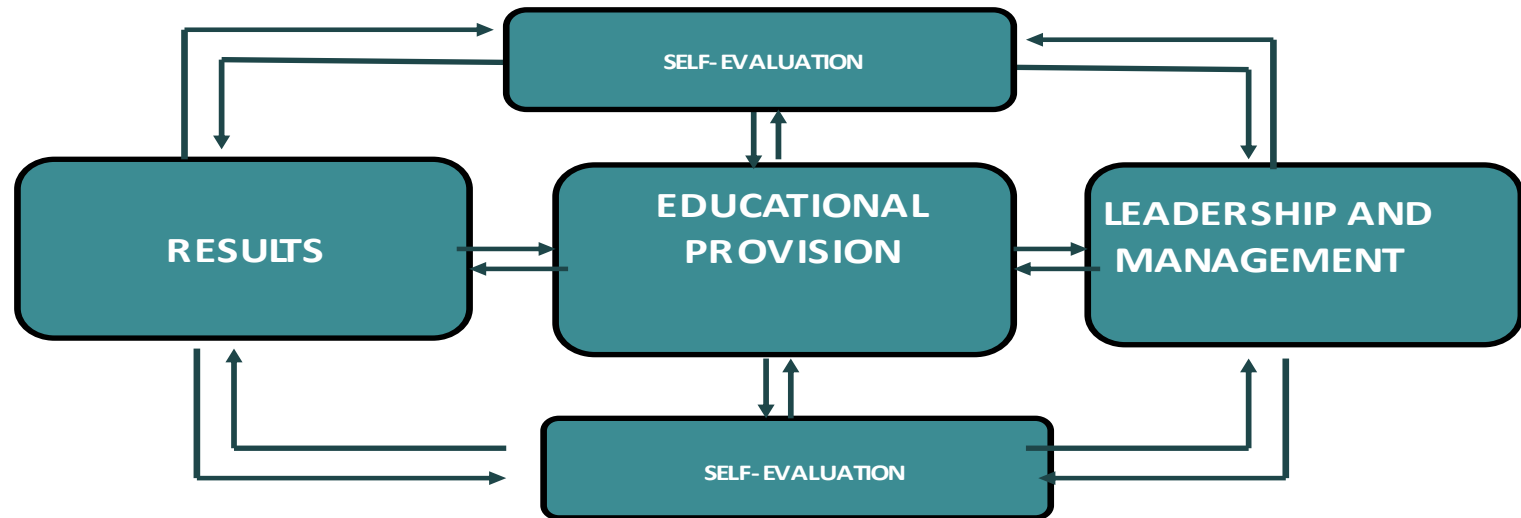
How to promote an external evaluation of schools leading to education quality?

- Quality schools are those in which:
 - leadership is concerned with the principles of equality and inclusion
 - leadership promotes interculturality, citizenship and ethics
 - management is transparent and fair
 - families and other external stakeholders are engaged
 - learning improvement and dropout prevention are a target

Aims of the External Evaluation

- To promote the progress of pupil's learning and achievements, by identifying the strengths and priority areas where the schools' actions should improve.
- To increase responsibility at all levels, validating the schools' self-evaluation practices.
- To encourage stakeholders' participation and involvement in school, offering a better public knowledge about the quality of the schools' work.
- To contribute to the regulation of the educational system, providing relevant information for decision-making and school management.

Reference framework



Domains and key factors of evaluation

RESULTS

- ▶ Academic success
- ▶ Social outcomes
- ▶ Community recognition

EDUCATIONAL PROVISION

- ▶ Planning and articulation
- ▶ Teaching practices
- ▶ Monitoring and assessment

LEADERSHIP AND MANAGEMENT

- ▶ Leadership
- ▶ Management
- ▶ School self - evaluation and improvement



Evaluation Scale

Five levels of performance

- Excellent
- Very Good
- Good
- Fair
- Unsatisfactory



The evaluation team:

- Two IGEC inspectors
- One external evaluator : university professors
or
researchers



Previously

The evaluation team receives and analyses documentation from IGEC headquarters:

- results from satisfaction questionnaires to stakeholders
- previous existing reports
- file with some demographic and social context indicators (such as number of pupils, of classes, parents' jobs and academic qualifications, ...), with national exams results and with the expected value (which is calculated by the DGEEC using a statistic model)

The team meets to discuss main findings and to prepare their “strategy”

During the school visit:

- Single schools lasts three days
- Clusters of schools lasts four or five days
- School introduction by the school Director (Headteacher)
- Visit around the school /schools and kindergartens
- Group interviews

School report

- Output: a report that is sent afterwards to the school. The school can contradict it
- The reports, and every schools contradictory are published at IGEC's website
- Every school report stresses major strengths and improvement areas in the school's performance
- The school prepares an improvement plan to respond to the challenges identified by the inspection report

2014-2015 / 2015-2016

223 schools and clusters of schools evaluated

**Some findings identified in satisfaction
questionnaires applied to the community**



Students

- **Most agree:**
 - To have friends at school
 - To know the rules for good behaviour
 - To know the assessment criteria (lower and upper secondary)
- **Most disagree:**
 - To use computer frequently in the classroom
 - To enjoy lunch that is served at the school canteen
 - To have comfort in the classroom

Parents

- **Most agree:**
 - Availability of the teacher responsible for the class and his/her connection with the family
 - The child has good friends at school
 - Enjoys that the child attends the school
- **Most disagree:**
 - The quality of the service provided by the canteen and cafeteria
 - The quality of the buildings
 - The resolution of misbehaviour problems

Teachers

- **Most agree:**
 - School openness to the external community
 - Degree of school teaching is demanding
 - Enjoys working at the school
- **Most disagree:**
 - Comfort of the classroom
 - Adequacy of sports and leisure areas
 - Good behaviour of the students

Non teaching staff

- **Most agree:**
 - Cleanliness of the school
 - Enjoys working at the school
 - School openness to the external community
- **Most disagree:**
 - Good attitude of the students towards teachers and non teaching staff
 - Good behaviour of the students
 - Adequacy of sports and leisure areas



2014-2015 / 2015-2016

**223 schools and clusters of schools were
evaluated**

Some findings identified in the school report

Strengths

- Strategic vision and enhancement of a feeling of school belonging
- Development of projects, partnerships and innovative solutions
- Adequacy of the responses to pupils with special needs
- Participation / engagement in school life and responsibility shared with the students
- Prevention of dropout

Areas for improvement

- Monitoring and supervision of teaching
- Continuity and scope of self-evaluation
- Curriculum management / collaborative work
- Adequacy of educational activities (differentiation)
- Active and experimental methodologies in teaching and learning



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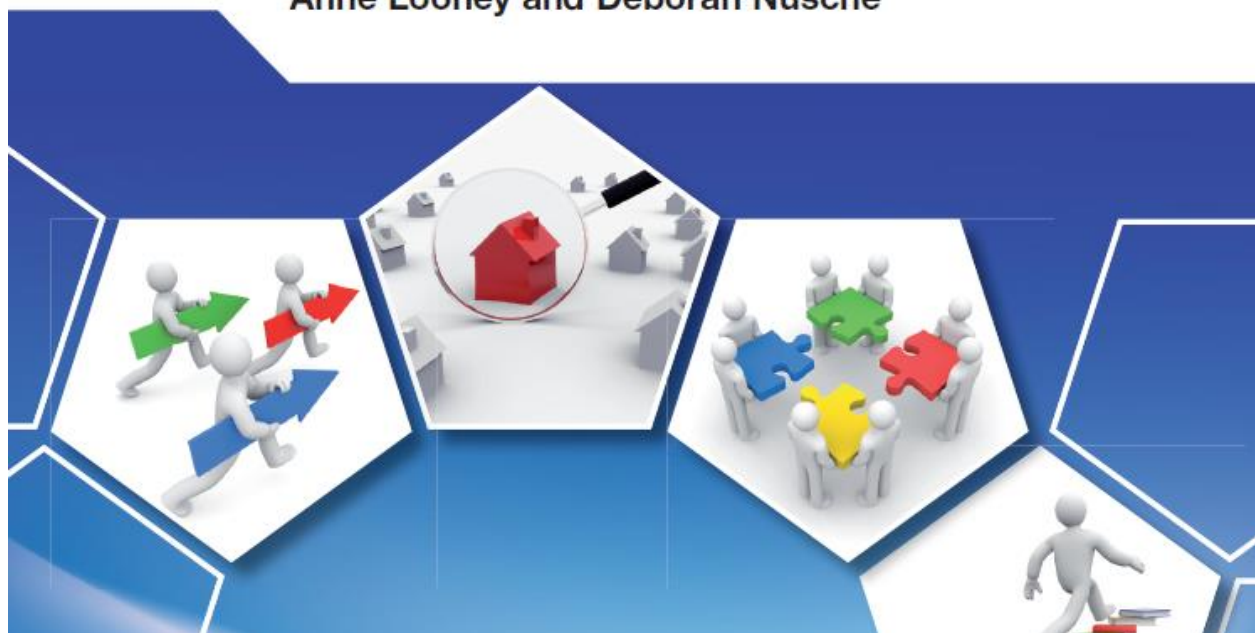


OECD Reviews of Evaluation and Assessment in Education

PORTUGAL

Paulo Santiago, Graham Donaldson,
Anne Looney and Deborah Nusche

OECD
April 2012



- **Strengths**

- External school evaluation is becoming well established
- The external evaluation model embodies a number of features of best practice
- Transparency is a feature of the approach
- A relationship has been established between self and external evaluation
- School leadership is promoted in school evaluation
- Schools benefit from some follow-up
- Inspections are themselves evaluated
- A good basis for further development



Challenges

- There is a need to strengthen a culture of evaluation and improvement
- There is an insufficient focus on learning and teaching
- School self-evaluation requires to be strengthened
- There is a need to develop competences on evaluation methods
- The external evaluation impact is limited
- There are some issues about the credibility of external evaluators
- There are concerns related to the implementation of school director appraisal



Policy recommendations

- Focus the evaluation on the improvement of learning and teaching, and students' outcomes
- Improve the alignment between external and self-evaluation and raise the profile of self-evaluation
- Improve the acceptability and impact of external inspection
- Consider changes in the length of inspections and of the inspections cycle
- Improve the articulation between school evaluation and other policy developments
- Ensure school leaders receive appropriate feedback on their performance

Thank you for listening!

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