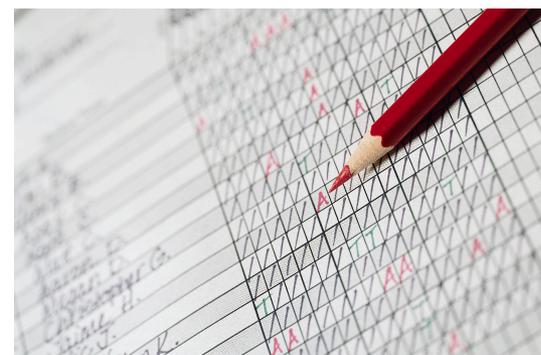




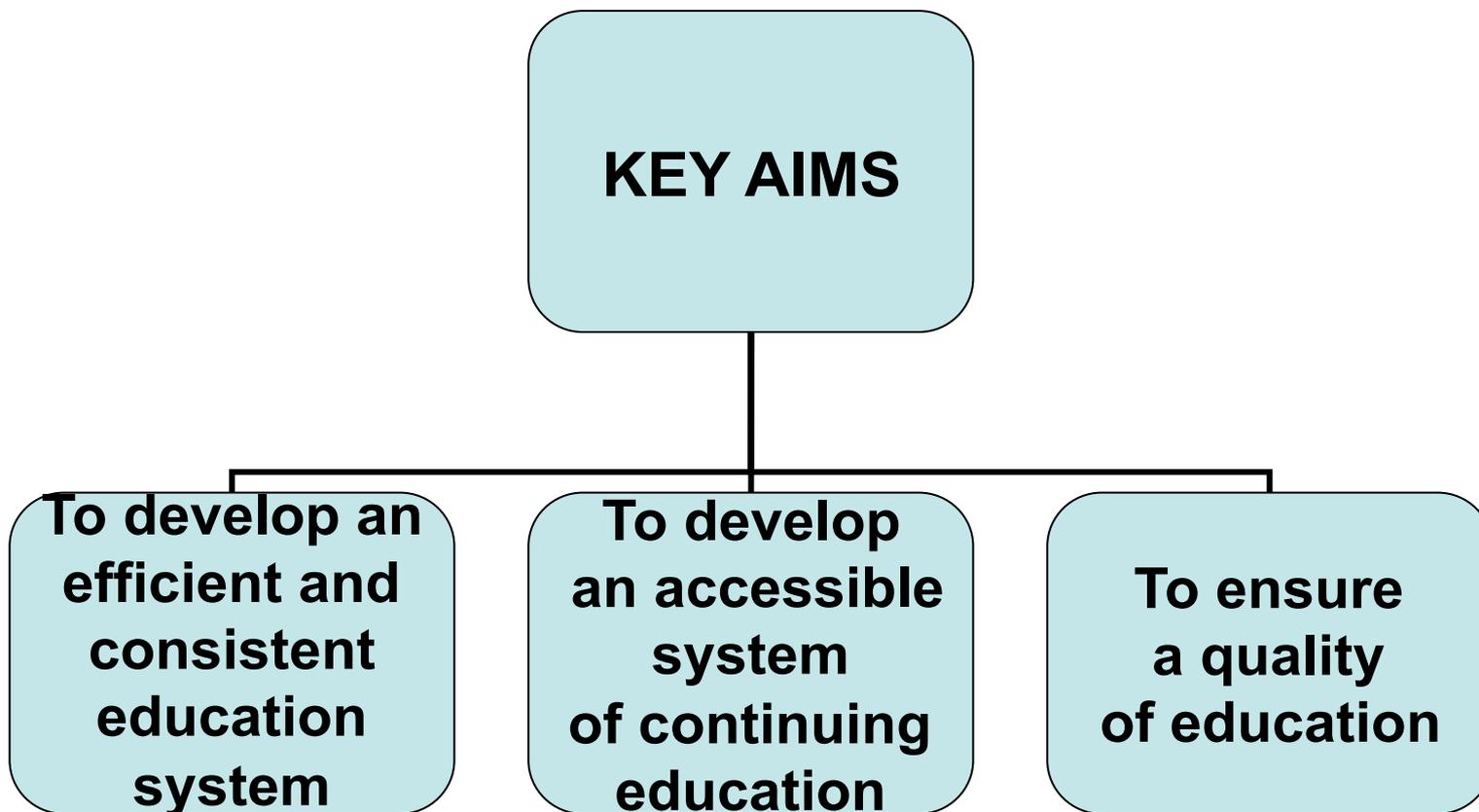
EXTERNAL EVALUATION FOR HIGHER EDUCATION QUALITY AND ACHIEVEMENTS



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NATIONAL EDUCATION STRATEGY 2003–2012





The main steps in education policy towards inclusion:

State Education Strategy 2003–2012 and the Law on Education 2003:

To ensure accessibility of all school types to learners with SEN at environment that meets their needs.

Law on Education 2011:

SEN – a need for assistance and services in education process that occurs due to being exceptionally gifted, having congenital or acquired disorders or disadvantages in person's surrounding.



Quality of education assurance system from the beginning of National Education Strategy 2003–2012

2003		2012
Indicators + monitoring Public reports		Monitoring system; EMIS (national and regional); National list of indicators; National and regional reports
Surveys Policy research		Policy analysis; Policy briefs; Surveys
IEA, PISA Educational studies		IEA TIMSS , IEA PIRLS , IEA ICCS , OECD PISA , OECD TALIS , OECD PIAAC ; Educational studies; National studies; Studies on state of education
National examinations School examinations		National examinations; School examinations; National testing of basic education achievements
Inspection and supervision External audit Internal audit		School self-evaluation (internal); external evaluation; Evaluation and accreditation of programmes



Instruments for quality assurance:

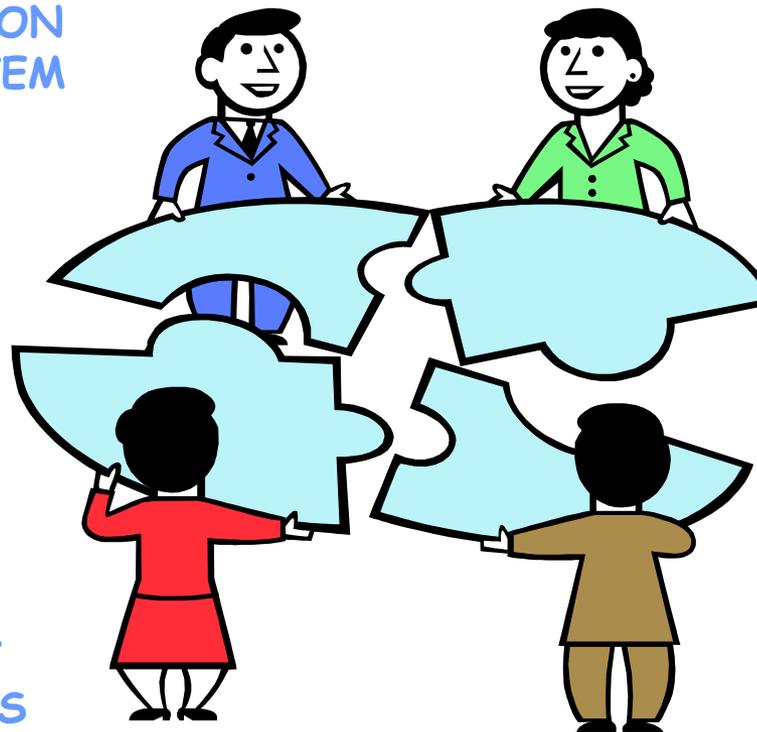
- Monitoring
- Evaluation of schools and programs
- Accreditation of schools and programs
- Student assessment
- Education research
- Policy analysis
- Education management information system (EMIS)



New elements of education quality management system

EDUCATION
MANAGEMENT
INFORMATION
SYSTEM

EDUCATION
POLICY
ANALYSIS



ASSESSMENT
OF STUDENT'S
ACHIEVEMENTS

INTERNAL/
EXTERNAL
SCHOOL
EVALUATION



The aim of external evaluation

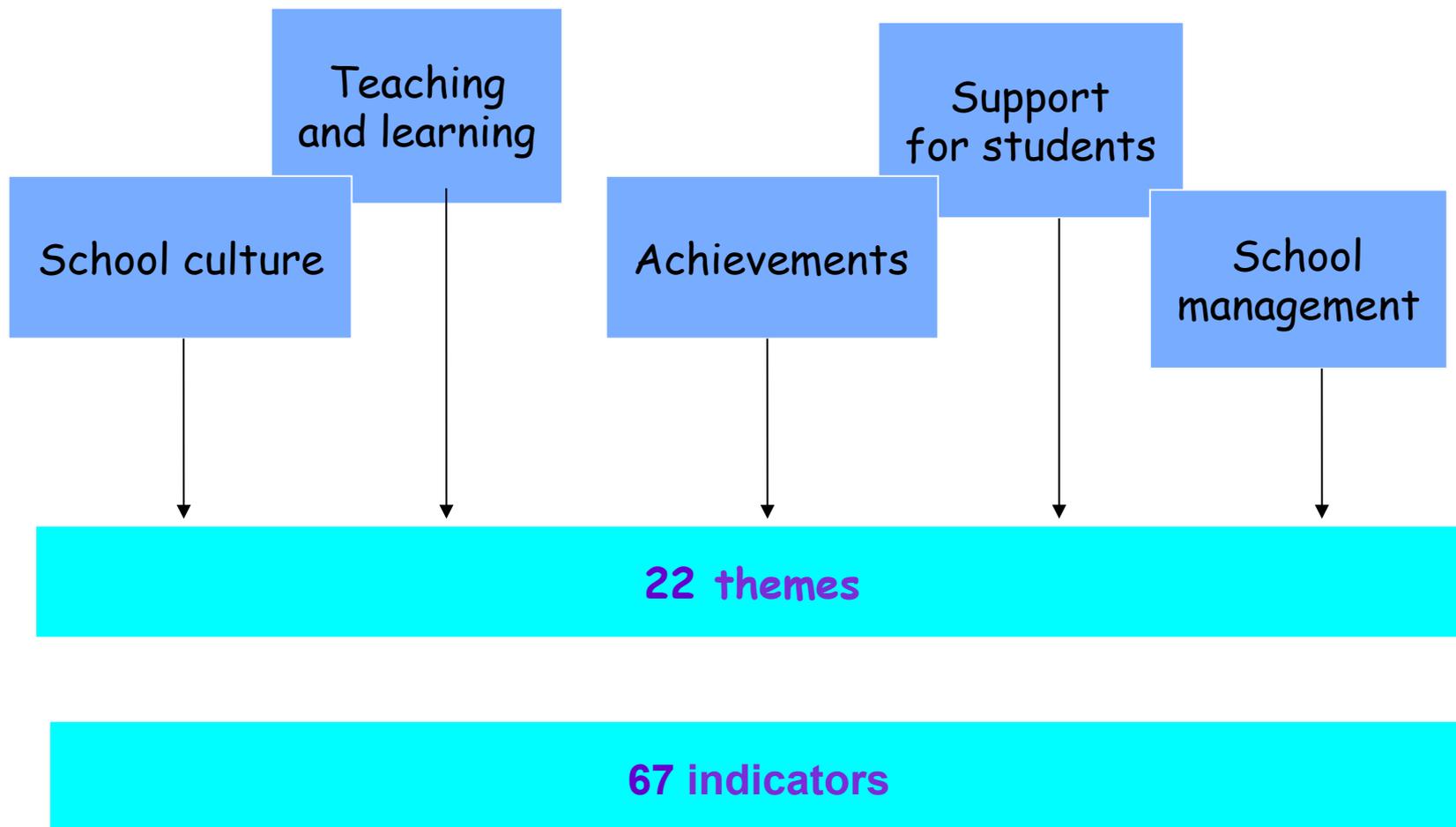
- To evaluate quality of school activity, to help school to look to itself from outside, and to strengthen the weak areas.

External evaluation stimulate schools' development for seeking higher quality and better achievements.

It would be purposeful to use the results of school external evaluation for strategic decisions in education and improving school or class activities.



Framework of general school evaluation methodology





The areas and themes of external evaluation of quality of school activity

AREAS

1. School culture	2. Teaching and learning	3. Learning achievements	4. Support for pupil	5. School strategic management
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THEMES

1.1. Ethos (6 indicators)	2.1. General organization of education (5 indicators)	3.1. Advancement (2 indicators)	4.1. Care of pupils (2 indicators)	5.1. School strategy (4 indicators)
1.2. Objectives for advancement (3 indicators)	2.2. Organization of lesson (3 indicators)	3.2. Learning achievements (3 indicators)	4.2. Pedagogical, psychological, and social support (3 indicators)	5.2. School self-evaluation (2 indicators)
1.3. Order (3 indicators)	2.3. Quality of teaching (5 indicators)		4.3. Supplying of special educational needs (2 indicators)	5.3. Management style (2 indicators)
1.4. School contacts (3 indicators)	2.4. Quality of learning (3 indicators)		4.4. Guidance of career planning (3 indicators)	5.4. Staff management (3 indicators)
	2.5. Differentiation of teaching and learning (2 indicators)		4.5. Parent's pedagogical education (2 indicators)	5.5. Management of material resources (3 indicators)
	2.6. Assessment during educational process (3 indicators)			



The results of evaluation consist of:

- General ratings of the areas of school activity: the strongest aspects of activity (+10); the weakest aspects of activity (-5).
- General ratings of observed lessons;
- Surveys of pupils' and parents' opinion about school activity.





Evaluation of the components of lesson

Lesson is evaluated at 8 aspects:

- 5 aspects – teacher’ s activity (planning, organizing of lesson, creating of learning environment, teaching, helping pupils, assessing of pupils);
- 2 aspects – pupil’ s activity (learning, achievements);
- 1 aspect – of both (collaboration).



Levels of school activity

Level of quality	Descriptive evaluations of quality of activity	Conclusion
Level 4	Very good: effective; fast improvement; exceptional; purposeful; original; exclusive; impressive; individual; perfect; forceful; impeccable; creative	It is worth to disseminate around the school
Level 3	Good: exceed the average; relevant; forceful; has individual features, potential; flexible	It is worth to disseminate within the school
Level 2	Fair: satisfactory, ordinary, acceptable, desultory, unexceptional	Relevant, but could be improved, strengthened and developed
Level 1	Poor: unsatisfactory, worse than an average, inefficient, unsuccessful, inappropriate, non-specific, prospectless, risky	It is necessary to improve
Level N	Very bad: bad, unacceptable, reprehensible, to take notice, inadequate	It is necessary to take extreme changes; school needs immediate support



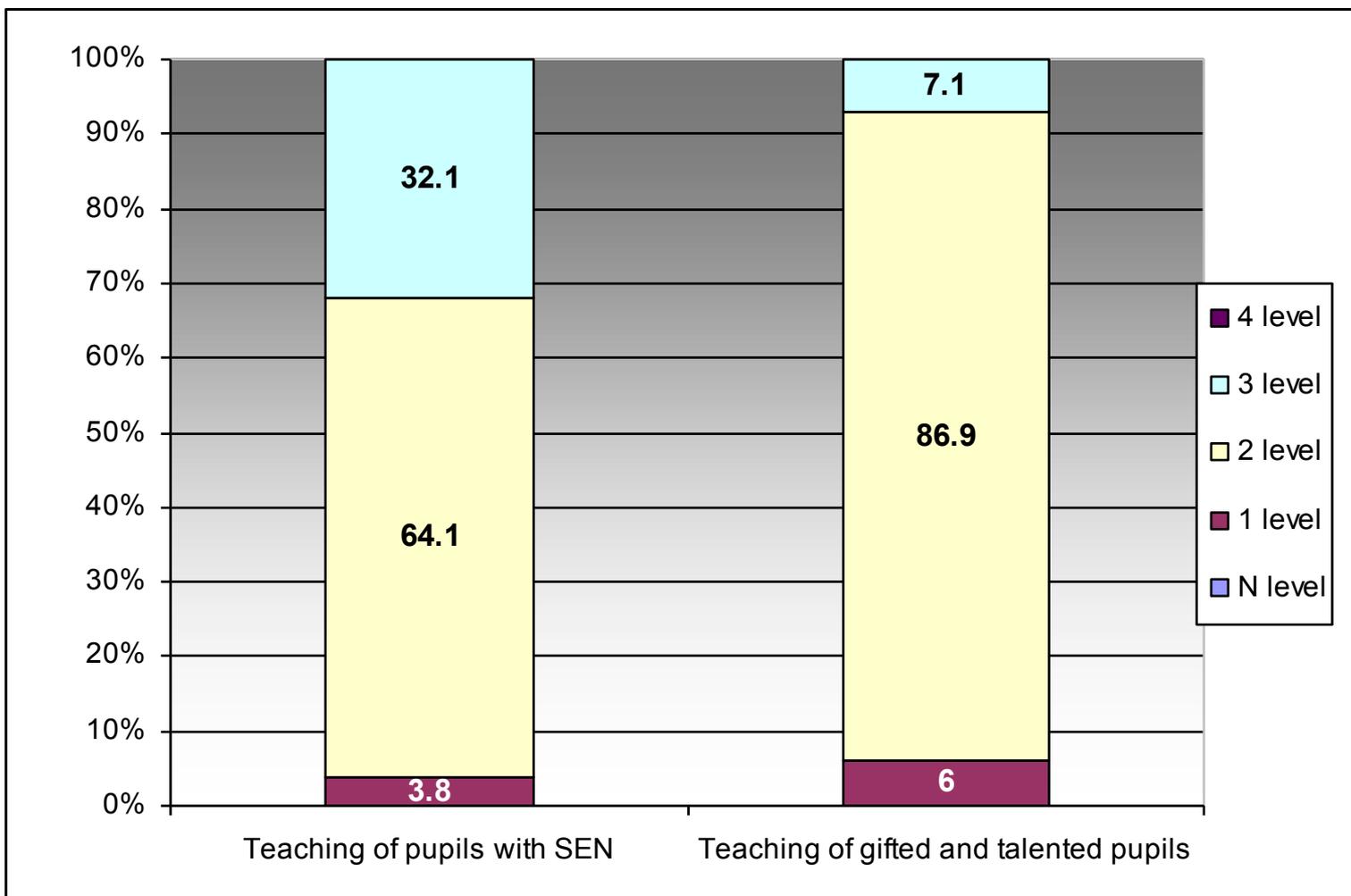
The results of school external evaluation in 2009–2010

- 85 schools were evaluated;
- 8260 lessons were observed, and 65,720 lesson components were described;
- 10,721 parent and 10,092 pupils took part in survey.

336 general education schools (more than one fourth of all schools in Lithuania) were evaluated from the year 2007 till 2011.

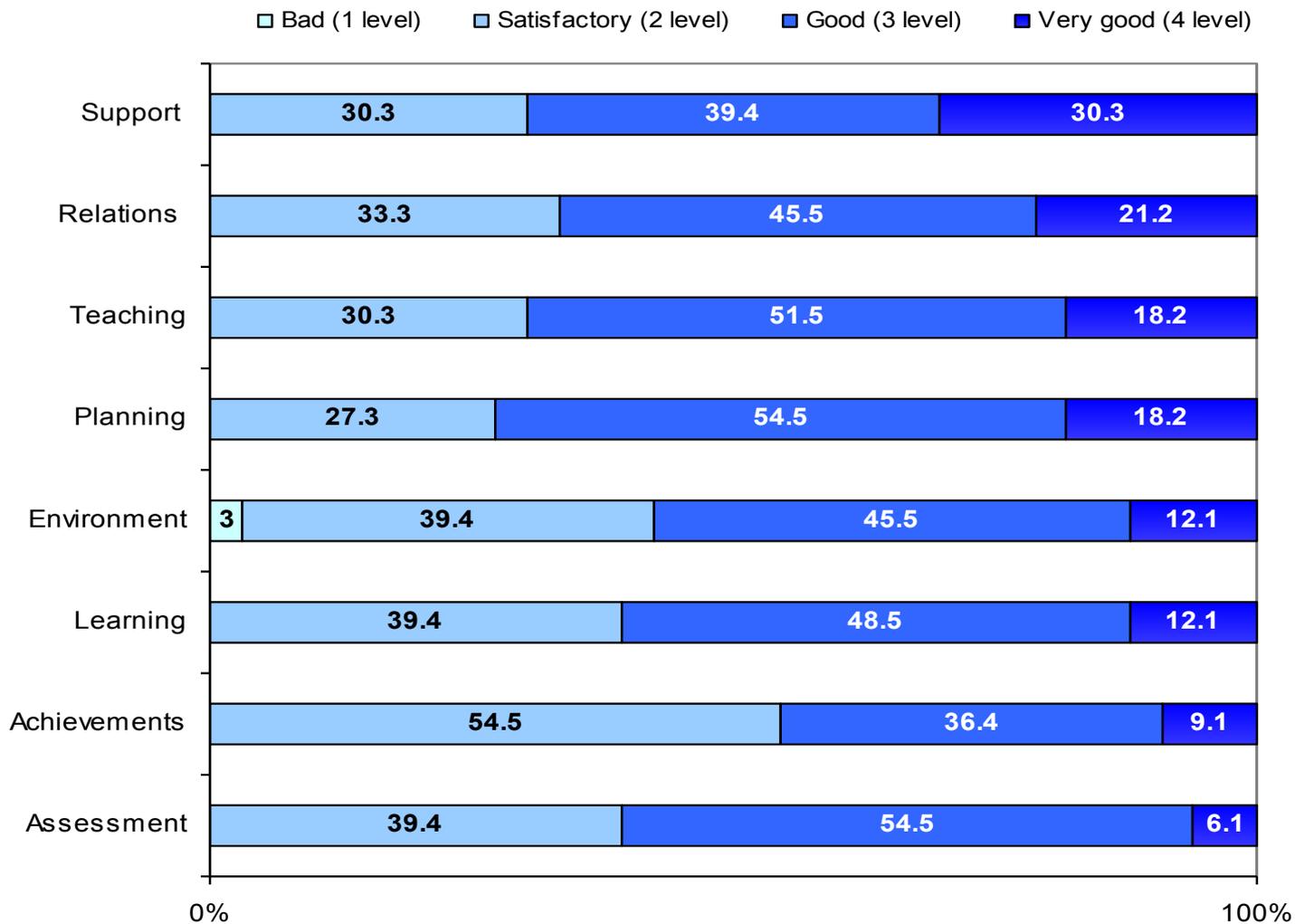


Evaluations of meeting of special education needs



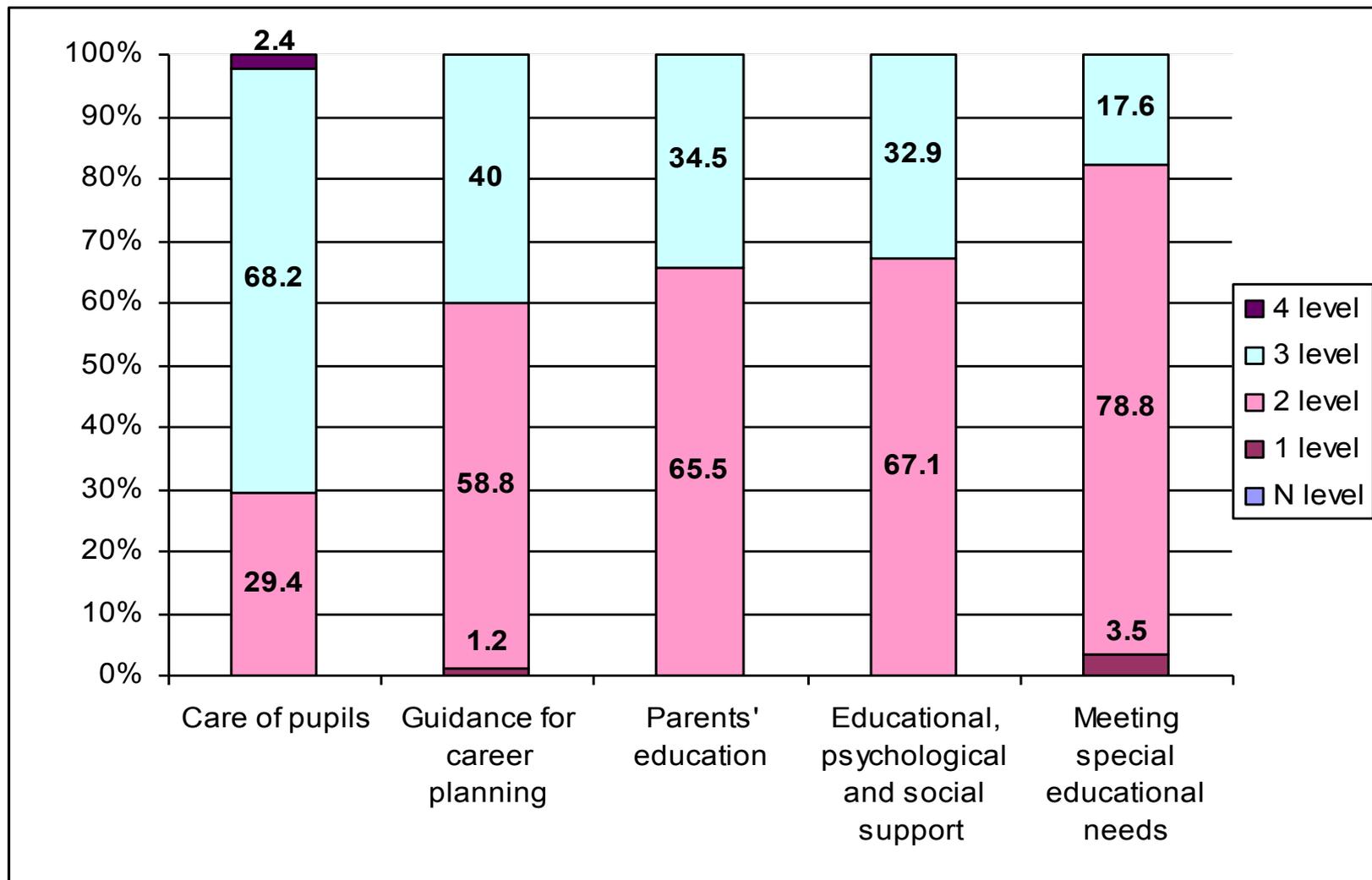


Distribution of ratings (percents) of the separate components in the lessons with speech therapist



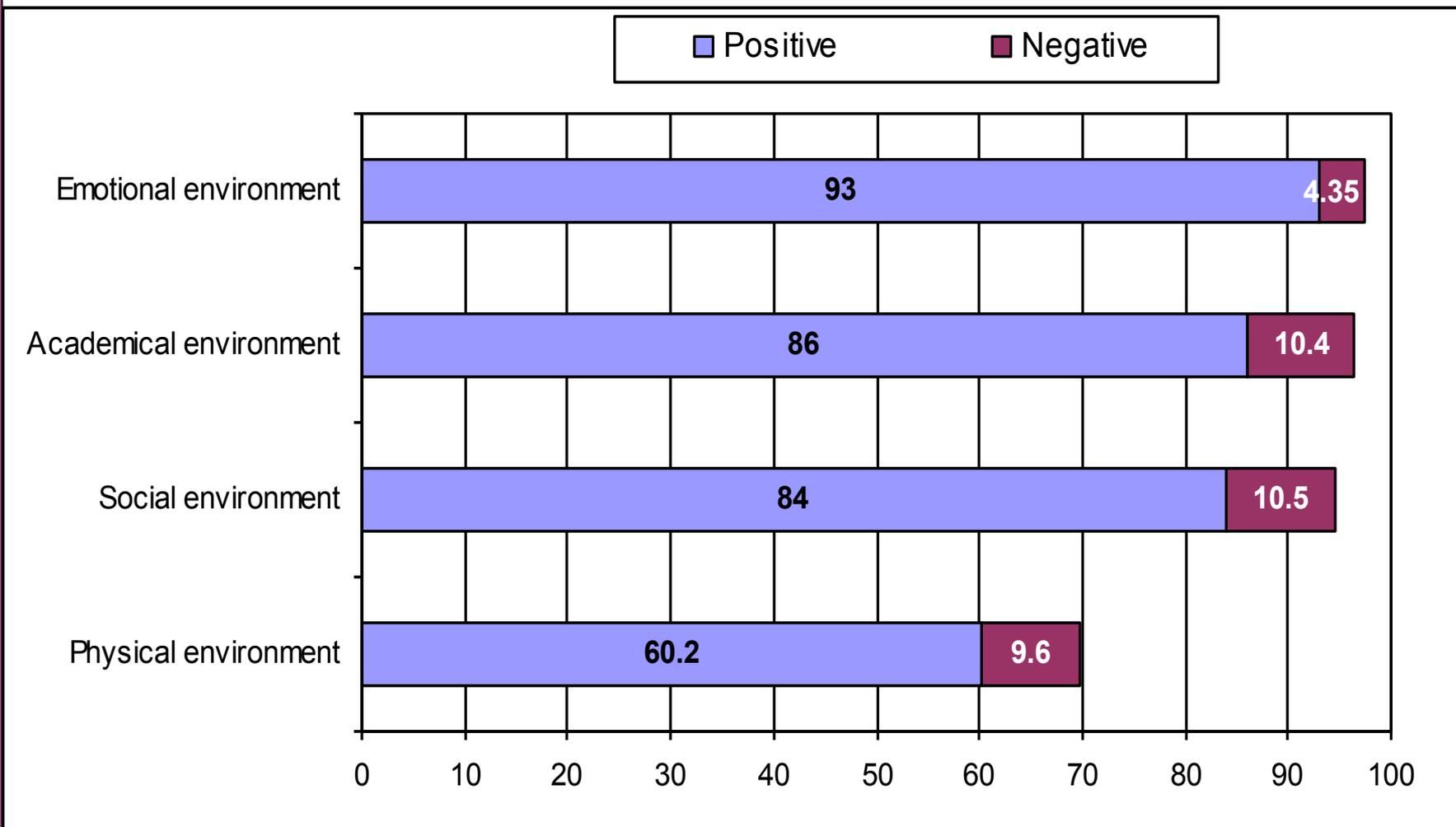


Percentage of schools by rating of the themes of *Support for student area*





Parents' opinion about school environment





Conclusions

- The best evaluated area – School culture, the areas should be improved – Teaching and learning.
- The best evaluated themes – ethos, school relations, care of pupils, order, management style and management of staff.
- Differentiation of teaching and learning – should be improved.
- The best evaluated aspect of lesson – collaboration.
- The best evaluated components of lessons were in primary schools and in the cities, and those lessons where teachers had the highest qualification.
- The care of pupils with SEN is efficient and purposeful – their education meets their SEN.
- The problems exist with the number of specialists at schools, with limited possibilities of administration, teachers, Children welfare commissions and parents.



Evaluation itself doesn't create a quality, but it gives the stimulus for school to rethink its activity, its life that it would become welcome and attractive for all pupils.

Thank you!



Picture of St. Eidrigėvičius