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## MODULE SIX

### UNIT FOUR

#### Planning a Programme of Evaluation

##### Introduction

Evaluation is a key managerial skill, required both by those from outside schools, such as school inspectors, researchers, and examiners, and those working from within. This unit focuses on self-evaluation, that is the process of each school evaluating its own work as part of a planning and managerial process. This builds on our discussion of evaluation techniques in [Unit 3](#).

Individual study time: 2 hours

##### Learning outcomes

By the end of this unit you should be able to:

- analyse the factors which determine how self-evaluation could be conducted in a school
- plan a suitable evaluation programme for your school
- identify priorities and time-scales within which such plans could be achieved
- identify the resources available for the evaluation bearing in mind other pressures on resources
- collect, record, collate, analyse, interpret and report information.

##### School readiness for self-evaluation

A conducive school climate is a prerequisite for successful teaching and learning, and it is an equally necessary condition for undertaking a self-evaluation exercise. Such an exercise presupposes that both the head and the staff have the right type of positive attitude that will enable successful self-evaluation projects to be conducted. For an evaluation programme in school to be effective, the head and the staff must co-operate and work as a team. When the staff are consulted in all aspects of school matters, they are more likely to feel committed and to carry out assignments given by the head. Thus, ensuring a conducive climate is a necessary step towards introducing a systematic self-evaluation scheme into a school.

What is a conducive climate? The following are some of the conditions we might look for:

- commitment of the management of the school which is expressed in clear statements acknowledging the importance of self-evaluation as a necessary and ongoing aspect of policy

- a management style based on openness, trust and confidence
- an institutional climate which fosters collaboration, innovation and the expression of ideas, and opinion formed through rational argument
- a school culture in which there is an expectation of critically reflective practices, access to information on current educational thinking and development, and which exploits the use of available expertise within the local authority, colleges of education and other agencies
- a district and regional support system which is responsive to the needs of schools in developing the skills and expertise needed to develop self-evaluation strategies
- an acknowledgement of the distinctions between self-evaluation procedures and appraisal procedures (see [Module 3, Personnel Management](#), for detailed consideration of appraisal)
- considerations of the resource implications of self-evaluation procedures
- an awareness of the time implications of self-evaluation activities
- an expectation that identified needs will be satisfied.

#### ***Activity 4.1***

List the steps you might take to carry out a small survey to find out how ready you and your staff are to undertake a programme of systematic evaluation in your school.

20 minutes

#### **Comment**

Here is one way to go about it.

1 Prepare a short questionnaire to survey staff opinion on a range of aspects of your school, including questions about the following:

- the learning process and level of performance
- the curriculum and how it is implemented in your school
- the physical environment, including provision and maintenance.

2 You could make several simple statements about each aspect and let your staff react to each. You might also undertake informal interviews raising questions related to the 'conditions' listed above.

3 You also need to undertake your own self-assessment. The questionnaire presented in Fig 4 might be useful.

Fig 4 Self-assessment questionnaire

Fig 4 Self-assessment questionnaire

Score a grade of 0 to 4 (0 totally disagree, 4 totally agree) to indicate to what extent you agree or disagree with each of the following statements:

	GRADE
1 One should ignore certain faults in the work of subordinates in order not to discourage them.	_____
2 I spend too much time sorting out problems that my subordinates ought to be able to deal with.	_____
3 I try to tell my subordinates exactly what they have to do and how I want it done.	_____
4 I know enough about my area of responsibility to be able to take most decisions quickly and without having to seek the views of my subordinates.	_____
5 I always consult with my staff before we make any changes.	_____

From your answers you may be able to see whether you are making all the decisions affecting your school alone, or if you believe in teamwork and involve your staff in the decision-making. Note that some seek 'agree' answers, whilst others seek 'disagree' or even neutral answers. In assessing the climate of your school, please note that there is no perfect school. No-one is likely to agree with you about everything! Your teachers may tend towards being helpers or hinderers. It is your job to try to make everyone see how they may contribute to the evaluation and change process in their own way.

### **Planning an evaluation programme**

#### **Identify the issues**

In planning a suitable evaluation programme for the school, the problem areas must be identified and sorted into types or categories, and then ranked according to criteria such as urgency and feasibility. Thus you can isolate the problem or issue to be studied. Such a problem or issue must be important and manageable; do not try to evaluate too much at one time.

#### **Formulate questions**

After selecting the problems or issues to be studied, you now decide on the specific questions to be asked, and to whom they will be addressed. For example, the priority may be the performance of students in a certain subject, or the behaviour of a particular group of pupils who exhibit deviant traits by playing truant or by destroying school property. Formulating questions requires the discipline of keeping within the bounds of your enquiry and of limiting the number of questions asked.

#### **Fix a time-scale**

You now need to fix a time-scale within which to conduct the evaluation. In fixing this you should take into consideration the earliest time for the evaluation to be accomplished, the latest allowable time, and slack periods, during which the

evaluation could be delayed. If the evaluation goes on for too long people may lose interest and introducing changes may become more difficult.

### **Match resources to the programme**

It is also very important to identify the resources available for the evaluation, in particular, the time of those who may be involved. This is necessary because the successful accomplishment of the programme will be eroded if, for example, the staff are too busy to participate. Once resources are allocated they must be matched to the time-scale and progress monitored to ensure that the exercise is completed on schedule.

### **Collect the information**

As soon as the preliminary stages have been completed, the investigating team can begin the work of the evaluation proper. Basic information on the problem which has been isolated for study could be obtained using one or more of the following techniques:

- using diaries that are kept systematically by individual teachers
- interviews
- observations, including shadowing selected teachers or pupils
- brain-storming discussions
- questionnaires.

### **Collate the information**

The information needs to be gathered and arranged in a systematic order which will help you or your team to analyse, and interpret the data.

### **Interpret the data**

It is important that an evaluation exercise such as we are proposing is not intended as research for a PhD, but as a practical, problem-solving exercise to provide new solutions to old problems. The analysis and interpretation of the data should thus be limited to describing the problem and identifying possible ways forward.

### **Write the report**

You will need to consider carefully the form of your report and how it will be disseminated. The purpose of the evaluation and the target audience must be kept in view when compiling the final report. It must be short, perhaps just two or three pages, and to the point. Overlong reports divert attention from the set objective. A good report will:

- state the problem
- describe briefly the methods used to collect the information
- identify alternative ways forward
- make recommendations about which path to choose and what needs to be done to implement it.

### **Case study**

#### **Problems at Ikeja Primary School**

Some parents are withdrawing their children from Ikeja Primary School. Mr Musaaazi,

the head, decides to mount an evaluation programme to find out the reasons for the withdrawal and how best to check (or even reverse) the situation.  
What steps should he take? Outline a possible plan of action.

30 minutes

### **Comments**

You could consider the following outline and see how it tallies with your own plan, and then enrich yours where necessary.

### **Identifying issues**

The head might call a Parent-Teacher Association (PTA) meeting to identify the problems.

Suppose the problems listed are:

- lack of equipment
- increase in exam fees
- low performance of students in the sciences
- teachers not attending classes as and when due.

### **Deciding on the priorities**

The head could call a staff meeting to explore these problems with the staff, to establish their priorities and then to decide on them as they feel appropriate and given the available resources and time.

Re-arrangement of the priorities may be like this:

- teachers not attending classes
- low performance of students in the sciences
- lack of equipment
- increase in exam fees.

### **Planning the evaluation programme**

The head might now decide to evaluate the first two areas, and find out about the level of teacher lateness and absenteeism, and the reasons for this, and also find out about the performance of pupils in science subjects. He or she will need to consider the scope of the evaluation, the precise form and sort of evaluation questions to be asked. Some of the topics which may need to be evaluated will include the implementation of the curriculum, lesson plans, timetable allocations, and the actual teaching performance of teachers in the class. It may be useful to set up an evaluation committee to manage the evaluation. Bearing in mind the key evaluation questions being asked, it will be necessary to decide what information is to be collected, how (questionnaires, observations, interviews, group discussions) and from whom. In the light of these decisions a time-scale can be set for the completion of evaluation (including analysis and the preparation and dissemination of the report) and then the evaluation can commence.

### **Collection of information**

Considering just the quality of science teaching will involve both science pupils and

their teachers in the evaluation.

Pupil evaluation may be done through a review of the quality of the continuous assessment, checking through the weekly, monthly and termly assessments in science subjects.

The methods used for teacher evaluation could include both peer and self-assessments.

### **Other teachers' assessment of the teacher**

The head or the head of science department could carry out this assessment. See Fig 5 for an example of an instrument which could be used.

### **Teacher's self-assessment**

The form shown in Fig 6 could be used.

### **Pupil assessment of the teacher**

Pupils can be asked to describe their relationship with the teachers through informal interviews and to rate their teachers using the following indicators: mastery of subject, interest and involvement in teaching, relationships with pupils, personality, and involvement in co-curricular activities

Fig 5 A sample observation report

*Fig 5 A sample observation report*

Teacher ..... Class .....

Observer ..... Date ..... Topic .....

Remarks: excellent 5, above average 4, average 3, below average 2, unsatisfactory 1.

TEACHING TECHNIQUES OBSERVED	REMARKS
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1 Evidence of well-planned and internally consistent lesson

2 Preparation, use and appropriateness of learning materials

3 Variety and effectiveness of procedures

4 Provision for individual differences

5 Ability to elicit pupils responses and enthusiasm

6 Skill in questioning

7 Ability to elicit varied levels of thinking

8 Evidence of subject mastery

9 Encouragement of self-direction and independent thinking

10 Maintenance of discipline based on respect and

understanding	
11 Use of chalkboard	
12 Use of demonstration, illustration and lecture	
13 Use of text and audio-visual materials	
14 Assignment and evaluation of given tasks	
<hr/>	
<b>PERSONAL AND PROFESSIONAL ATTRIBUTES</b>	<b>REMARKS</b>
<hr/>	
1 Skilled in communication	
2 Sensitivity to pupils	
3 Poise and appearance	
4 Intellectual curiosity	
5 Voice and use of language	
6 Understanding of principles of learning	
<hr/>	

Fig 6 A teacher's self-assessment form

Fig 6 A teacher's self-assessment form

**HISTORY**

Teaching experience in years..... Sex.....

Subjects taught.....

Qualifications.....

(Give details of your professional qualifications)

Levels of classes being taught: Primary.....

Secondary.....

Are you qualified to teach at this level? YES/NO  
If no, state at what level you are qualified to teach.

**CONDITIONS OF TEACHING AS THEY RELATE TO YOUR SUBJECT**

Rate each factor as S - satisfactory, D - some difficulty  
U - unsatisfactory.

**FACTORS**

- Time allocated for your work
- Laboratory facilities
- Present supply of equipment
- Annual supply of additions and replacements
- Funds for equipment
- Laboratory assistants
- Co-operation from head
- Space provided in the laboratory for practical work
- Supervision of your work by the head of department
- Pupils' attitude to learning science

S	D	U

**TEACHING METHODS**

What form of instruction do you use in teaching? Ring the teaching method most frequently used:

- verbal instruction
- demonstration
- chalkboard
- group work
- independent work
- others (specify)

**Recording, analysing and interpreting information**

The information collected should now be collated together and analysed. The committee should write a report to be presented to the head and staff and a general



staff meeting should be held to discuss the report and its findings. During this discussion, the various factors responsible for the problems will be listed out. Suggestions on how to tackle each one will be considered and a way forward, or solution, identified.

### **Agreeing the report and disseminating findings**

Recommendations for improvement and a strategy for their implementation should be agreed and written up in a brief, summary report. A meeting of the parents and teachers should be held and the parents should be able to share views about the evaluation findings and the recommendations. This last step is important as it can help build up the confidence of parents in the school's ability and willingness to undertake self-evaluation for the purposes of improvement and to involve them in the process.

### **Summary**

In this unit you have examined the steps to be taken in planning a programme of self-evaluation in your school. Remember, self-evaluation is an important managerial skill, the purpose of which is to bring about change in all areas of school life. Self-evaluation should be a continuous process, taking each part of school life in turn. Such an incremental approach to school development is likely to lead to more self-reliance, more accountability and a more confident, more motivated and higher achieving school. Sometimes, however, evaluation findings are not used for reasons which we will explore in the [next unit](#).

### **Self-evaluation exercise**

You should identify a particular problem(s) or issue(s) in your own school which could be evaluated and then plan a programme of evaluation following the processes described in this unit.

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