



From evaluation towards support: Lithuanian practice

„Every child has the right to a school with a culture of quality development based on synergy between internal and external evaluation processes.“

The Syneva Declaration, 2007

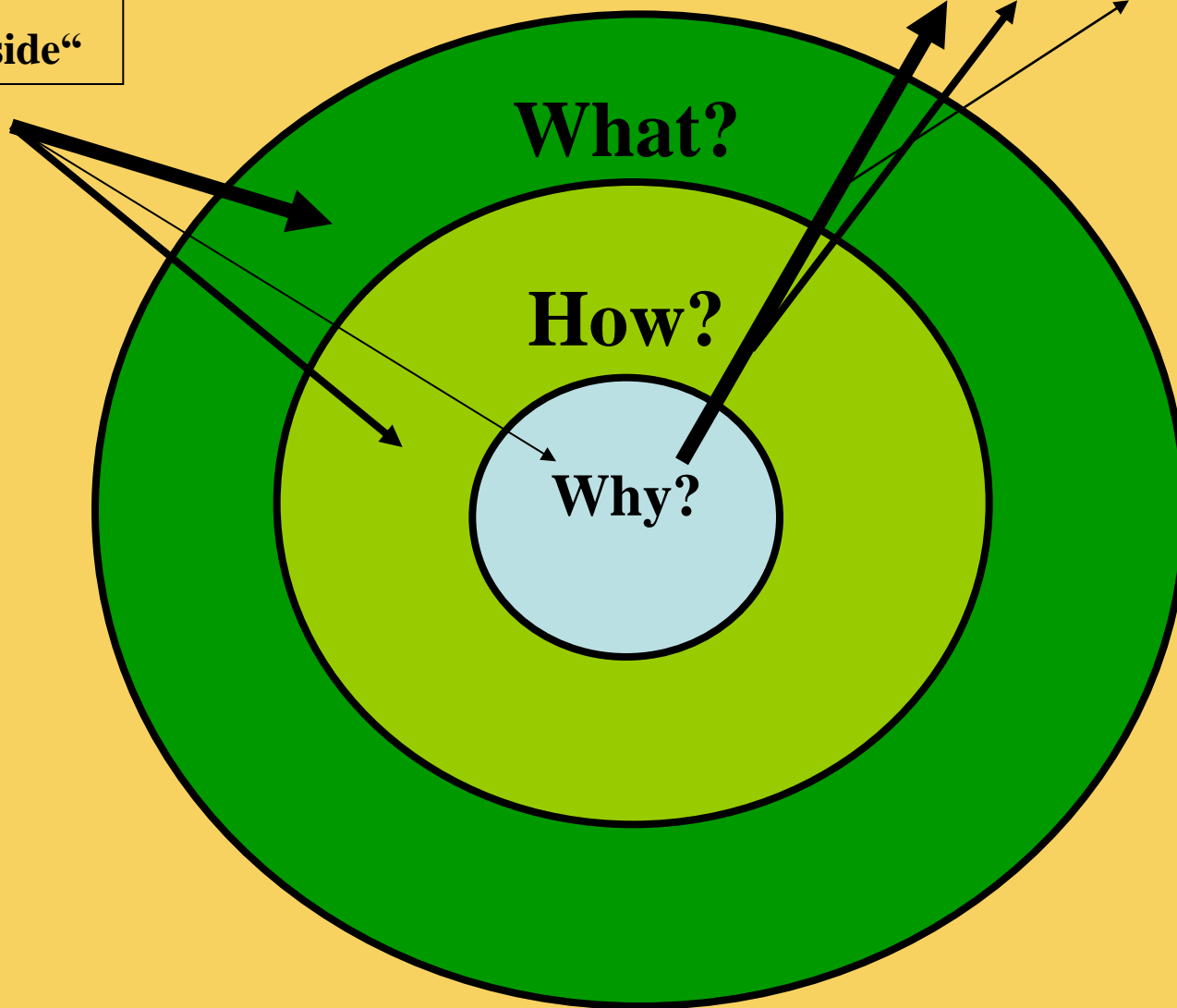
Gražvydas Kazakevičius

The National Agency for School Evaluation



Life
„from out side“

Life
„in side“





PROPORTION OF EVALUATION METHODS

Formative
(education)
evaluation

Involvement
Contextuality
Adaptivity

*Evaluation is a process
of consulting that helps
correct one's activities*

*Evaluation is an integral
part of daily operations,
continuous self-monitoring
and reflection*

External
(done by others)
evaluation

Internal
(self)
evaluation

*Evaluation is an exhaustive
activity aimed at stating
evaluation outcomes*

*Evaluation is an
exhaustive activity
aimed at self-evaluation*

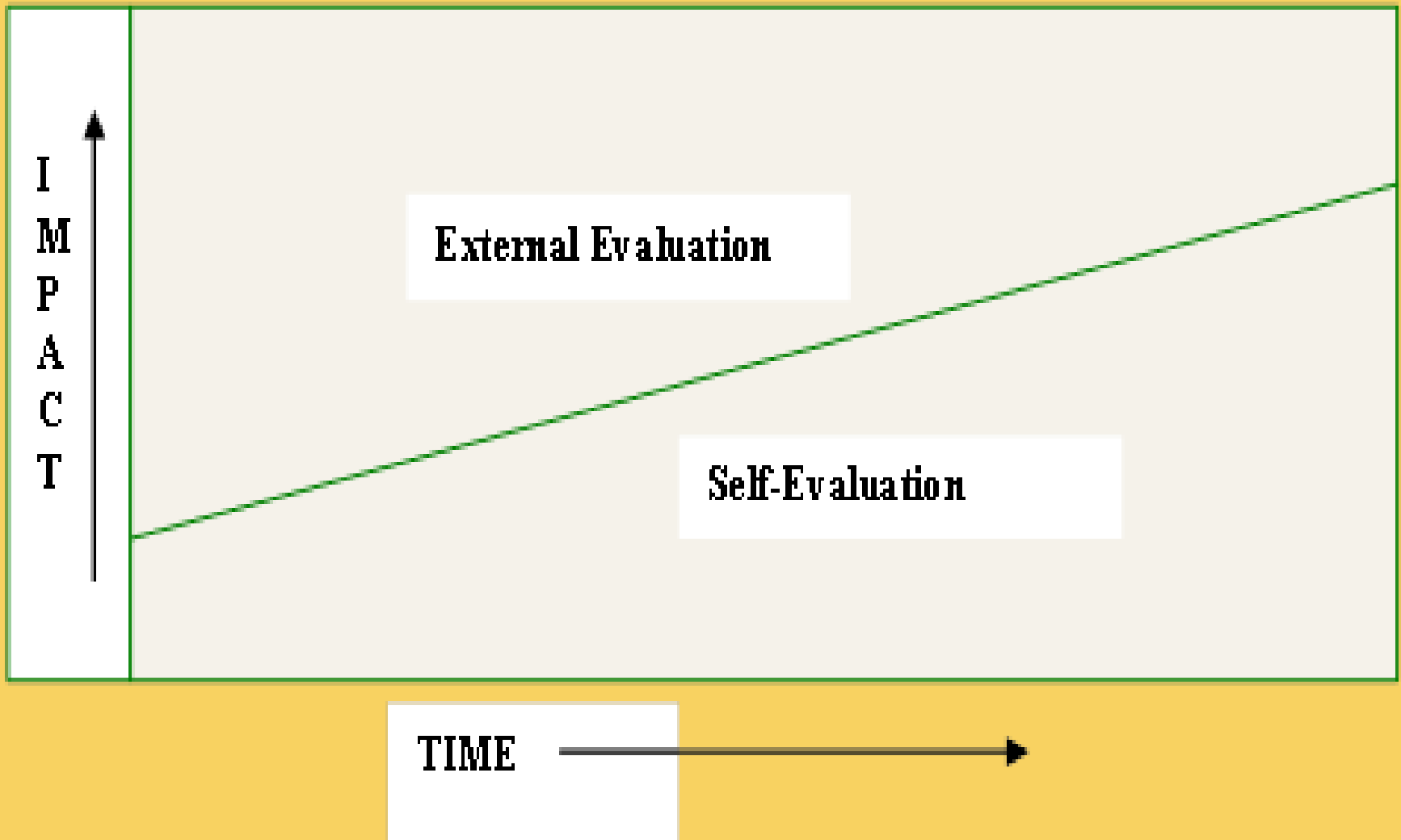
Supervision
Regulation
Comparison

Summative
(statement)
evaluation

Reporting
Self-defense
Planning



SELF-EVALUATION AND EXTERNAL EVALUATION RATIO





EVALUATION EVOLUTION

(according to Egon G. Guba, Yvonna S. Lincoln)

- **MEASUREMENT** – measurement of various features by standardized tests.



Goals of education (LT)

- 1) to develop a person's values enabling him to become an honest, knowledge-seeking, independent, responsible and patriotically-minded human being; to cultivate the communication skills important in modern life; to assist in internalising the information culture characteristic of the knowledge society, by providing for command of the state language, foreign languages and the native language, information literacy as well as modern social competence and the skills to shape one's own life independently and to live a healthy lifestyle;**
- 4) to convey to a person the basics of national and ethnic culture, the traditions and values of the humanistic culture of Europe and of the world, to foster the maturation of a person's national identity, moral, aesthetic and scientific culture as well as personal outlook; to guarantee the continuity of ethnic and national culture, the preservation of its identity and continuous renewal of its values; to promote the country's openness and inclination for dialogue;**
- 5) to ensure conditions enabling a person to acquire the basics of civic and political culture that embody democratic traditions, and to develop the abilities and experience needed by a person as a competent a citizen of the Republic of Lithuania, a member of the European and global community as well as of a multi-cultural society.**



EVALUATION EVOLUTION

(according to Egon G. Guba, Yvonna S. Lincoln)

- **MEASUREMENT** – measurement of various features by standardized tests.
- **DESCRIPTION** – attention is paid not only to things the tested students know, but also to the way they are taught.
- **DECISION, OPINION** – the opinion is issued based on stringent standards and responsibility to be objective is assumed.
- **CONSTRUCTIVELY RESPONSIVE EVALUATION**



CONSTRUCTIVELY RESPONSIVE EVALUATION

- **Categorical attitude (absolutism) gives way to social (community) relativism.**
- **Accountability is replaced with distributed responsibility.**
- **Evaluators' professionalism becomes a general empowerment for all.**
- **Lack of knowledge about the evaluation process on the part of the evaluated subjects is replaced with the overall understanding and recognition of the process.**
- **Stagnation, waiting for evaluation outcomes and permanence is replaced with overall improvement actions.**



DATA

INFORMATION

KNOWLEDGE

ALTERNATIVES

SOLUTIONS



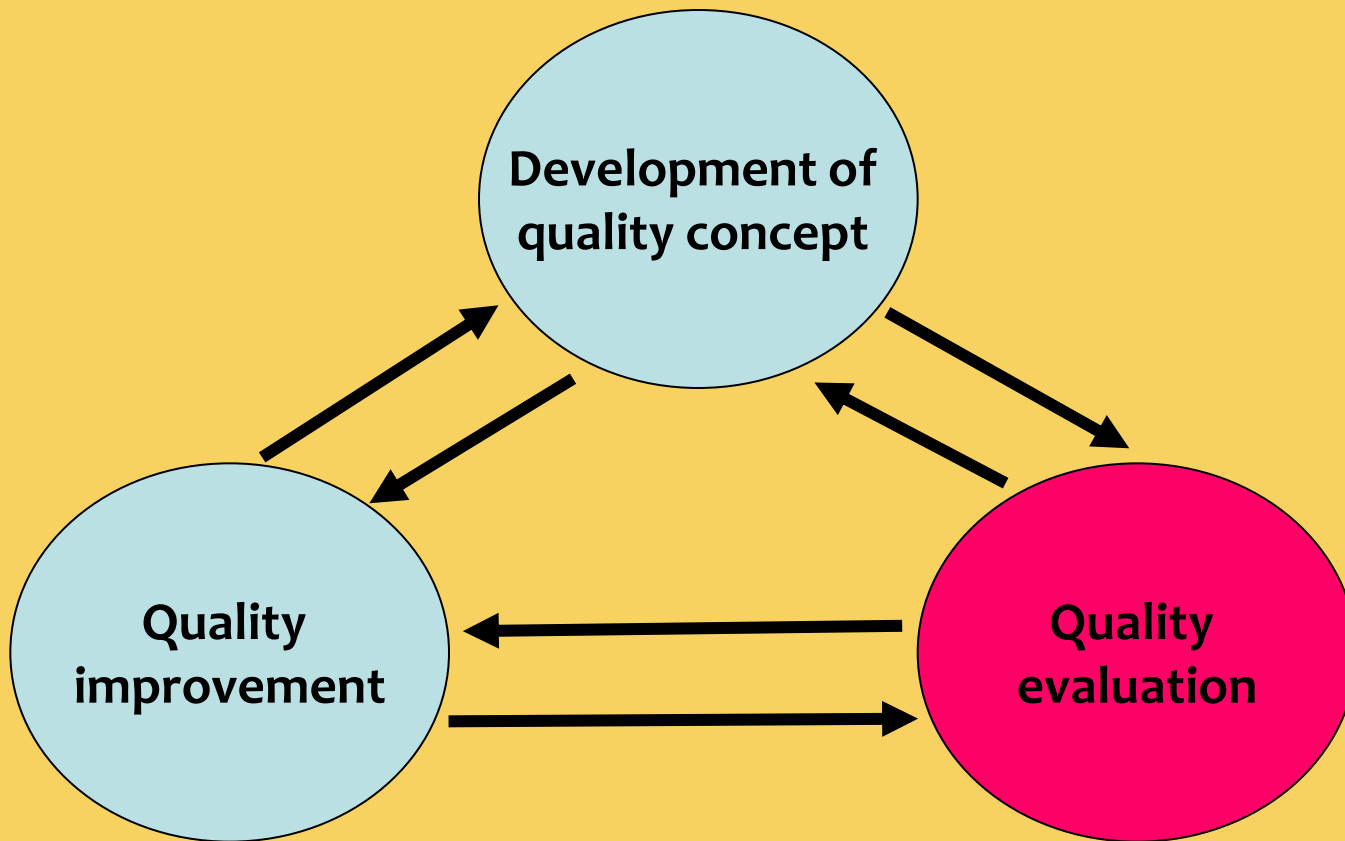
NACIONALINĖ MOKYKLŲ VERTINIMO AGENTŪRA

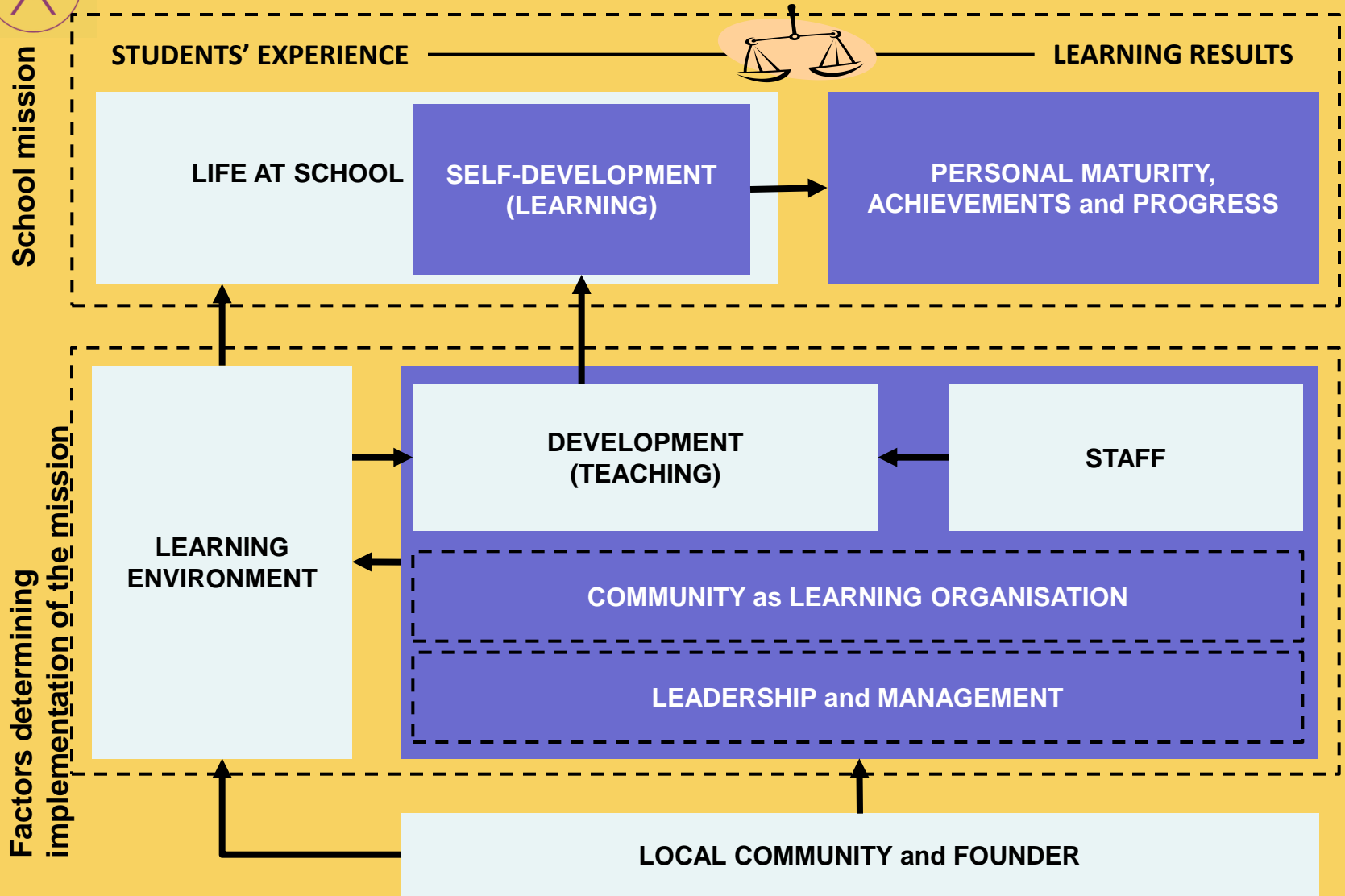
ROLES OF EXTERNAL EVALUATORS IN LITHUANIA

Role	Index
Capacity building	2,875
Risk mitigation	1,750
Catalyst	1,750
Formation of political agenda	1,625
Source of knowledge	0,875
Enforcement	0,500
Preservation and creation of innovation-friendly environment	0,125
Enforcement of legal provisions	0,000
Building partnerships	0,000



MODEL TO ENSURE QUALITY IN EDUCATION



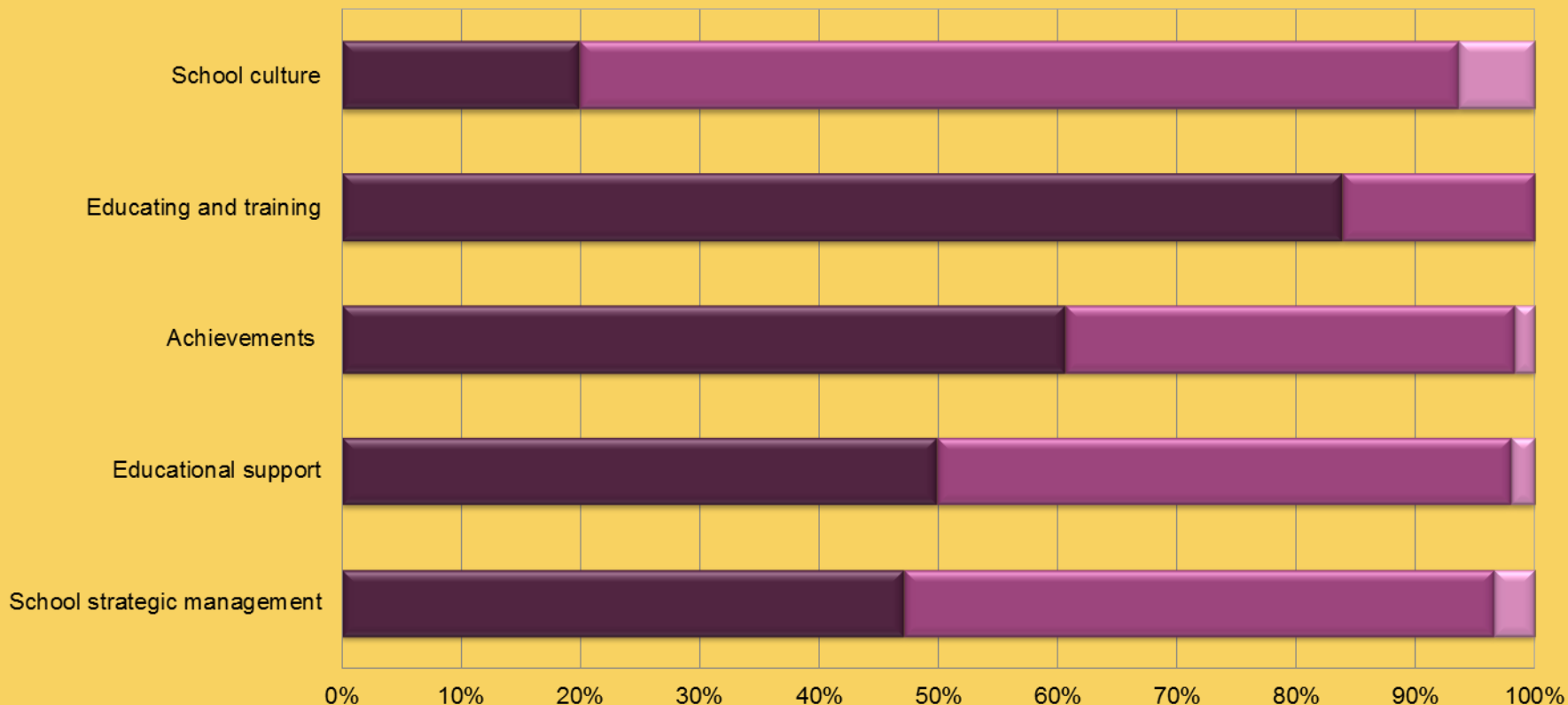




**A good school is the school
seeking the meaning, discoveries
and success in learning based on
community agreements and
learning**



EVALUATIONS OF SCHOOL PERFORMANCE QUALITY AREAS (N=297)



	School strategic management	Educational support	Achievements	Educating and training	School culture
■ Level 2	140	148	180	249	59
■ Level 3	147	143	112	48	219
■ Level 4	10	6	5	0	19



CORRELATION BETWEEN DIFFERENT SCHOOL ACTIVITY AREAS

	School culture	Educating and training	Achievements	Educational support	School strategic management
School culture	1				
Educating and training	0.333	1			
Achievements	0.443	0.519	1		
Educational support	0.436	0.434	0.519	1	
School strategic management	0.512	0.410	0.455	0.569	1



Statistical data on the assessment of aspiring heads of educational establishments (from 2011)

	Required minimum	Average assessment	Minimum requirement met
General competencies			
1. Personal efficiency	3	2.78	302 (64%)
2. Strategic thinking and change management	3	2.59	251 (53%)
3. Knowing how to learn	3	3.08	376 (79%)
4. HR management	3	2.58	244 (51%)
5. Communication and information	2	2.65	472 (99%)
Managerial competencies			
1. Strategic governance of educational establishments	2	2.56	453 (95%)
2. Leading education and learning	3	2.88	312 (66%)
3. Leading teachers' professional development	2	2.70	468 (99%)
4. Structure, process and resource management of educational establishments	2	2.51	464 (98%)
5. Partnership and cooperation of educational establishments	2	3.23	475 (100%)

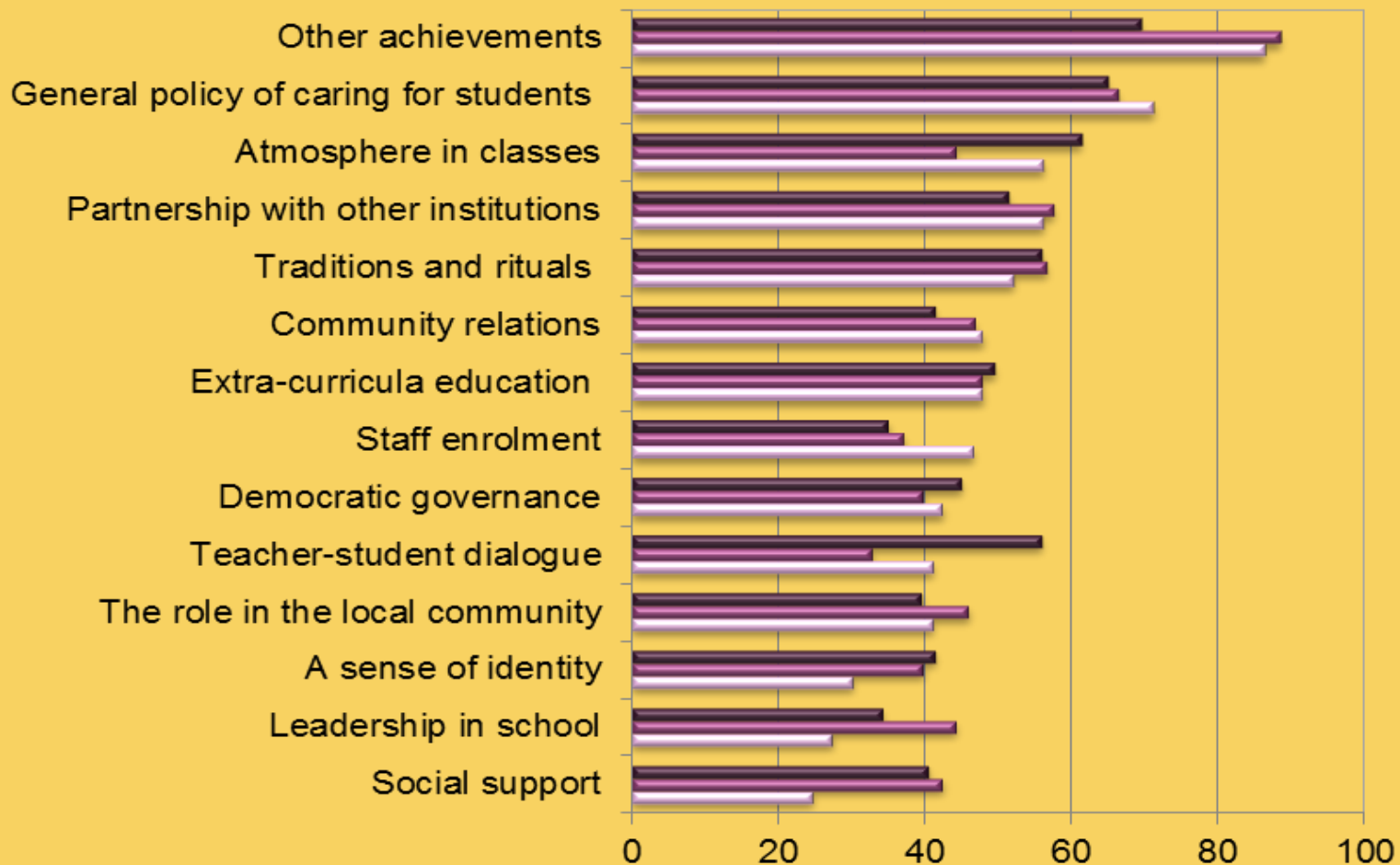


THREE-YEAR COMPARISON OF PERFORMANCE STRENGTHS (PERCENTAGE)

■ 2011 (N= 111)

■ 2012 (N=113)

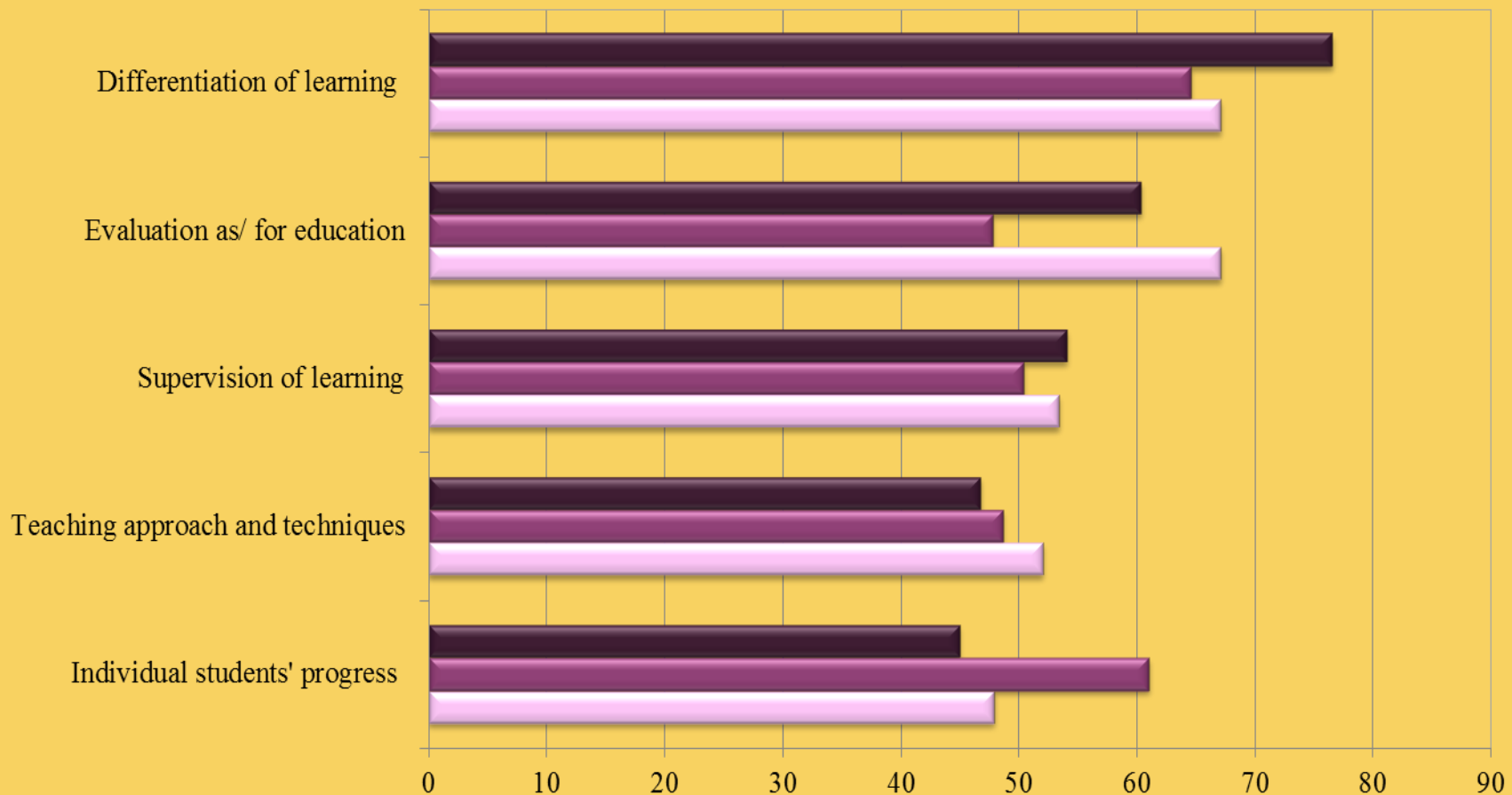
■ 2013 (N=73)





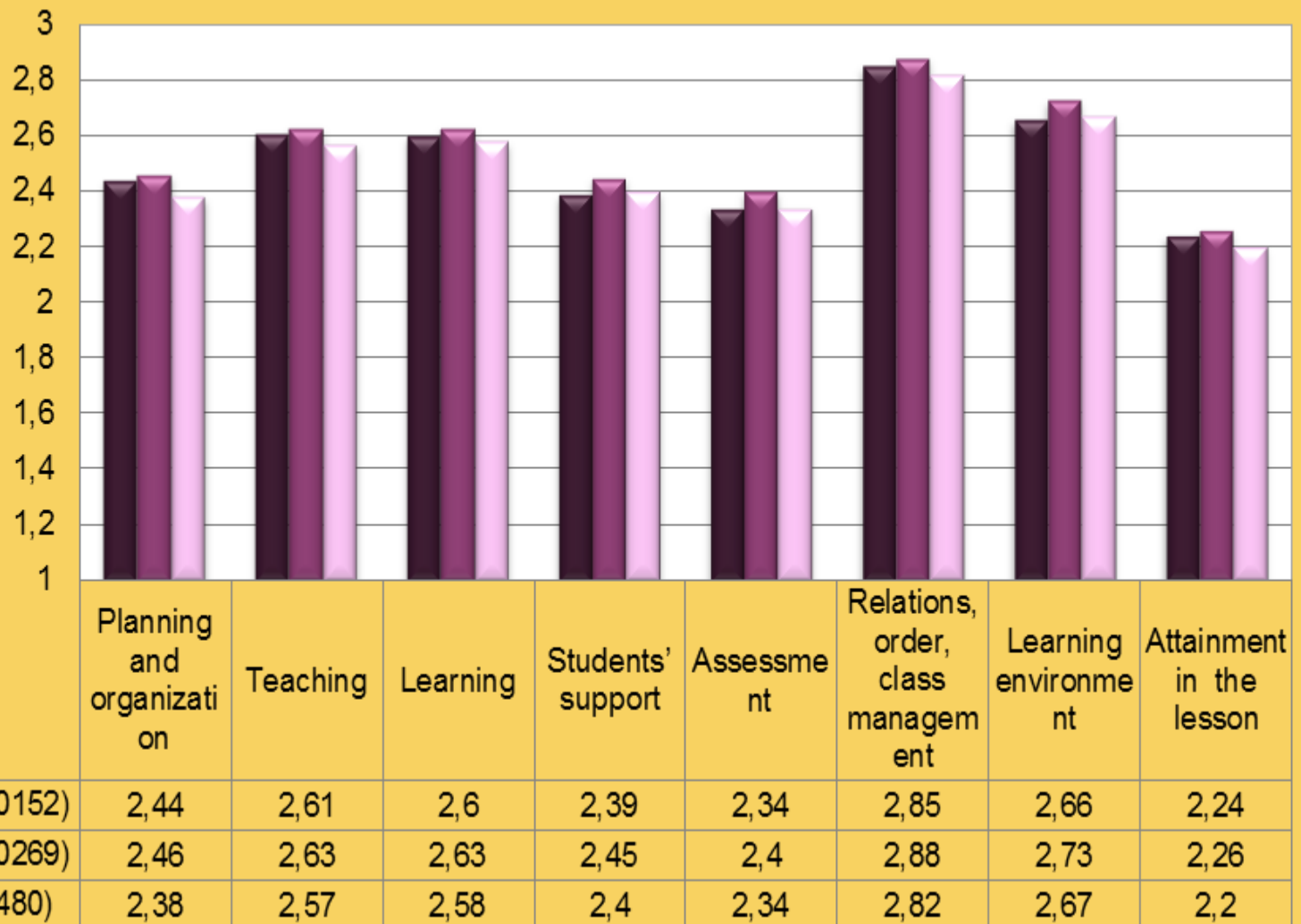
THREE-YEAR COMPARISON OF AREAS FOR IMPROVEMENT (-5)

■ 2011 (N= 111) ■ 2012 (N=113) ■ 2013 (N=73)



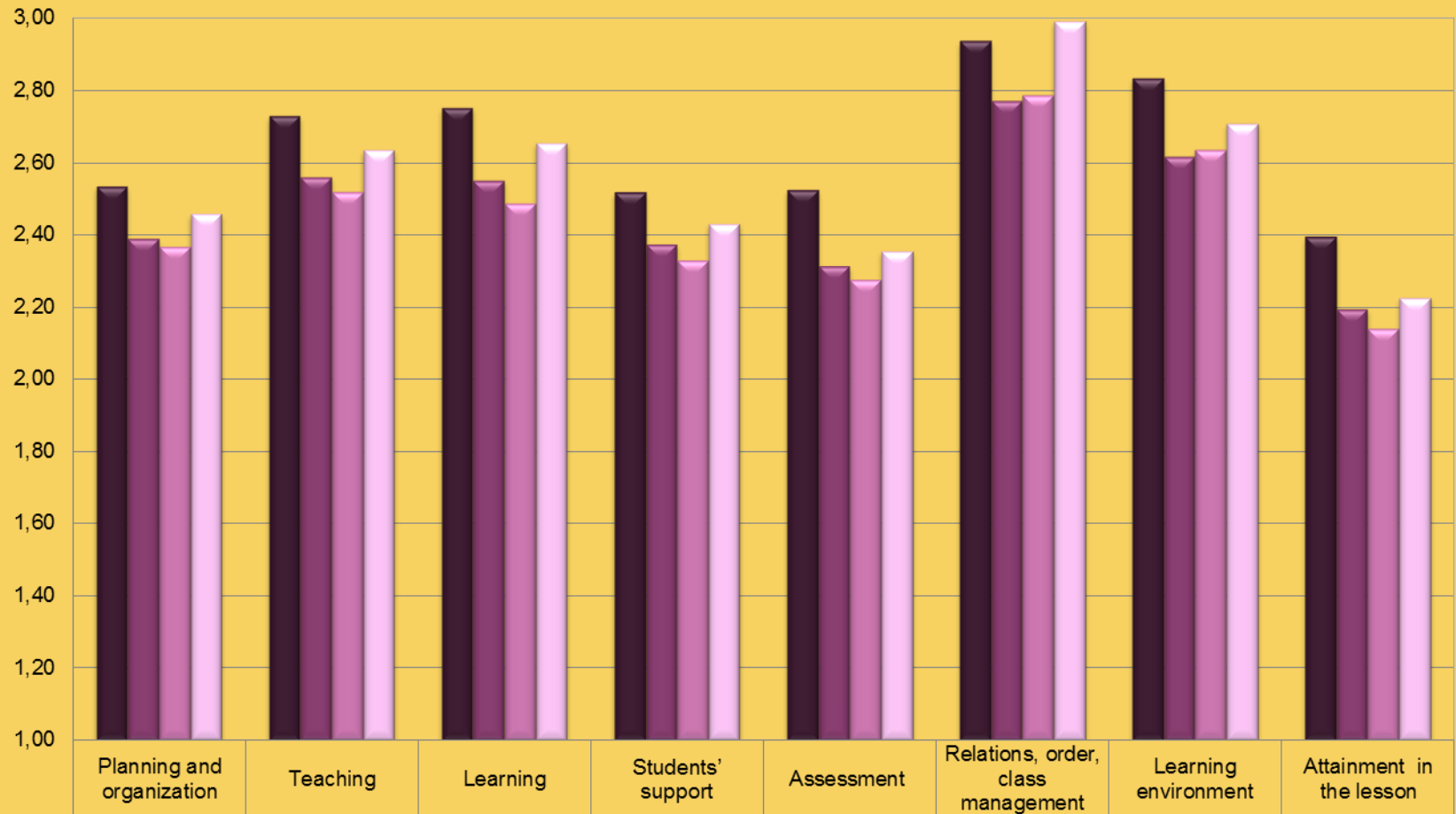


THREE-YEAR AVERAGE OF LESSON COMPONENT EVALUATION





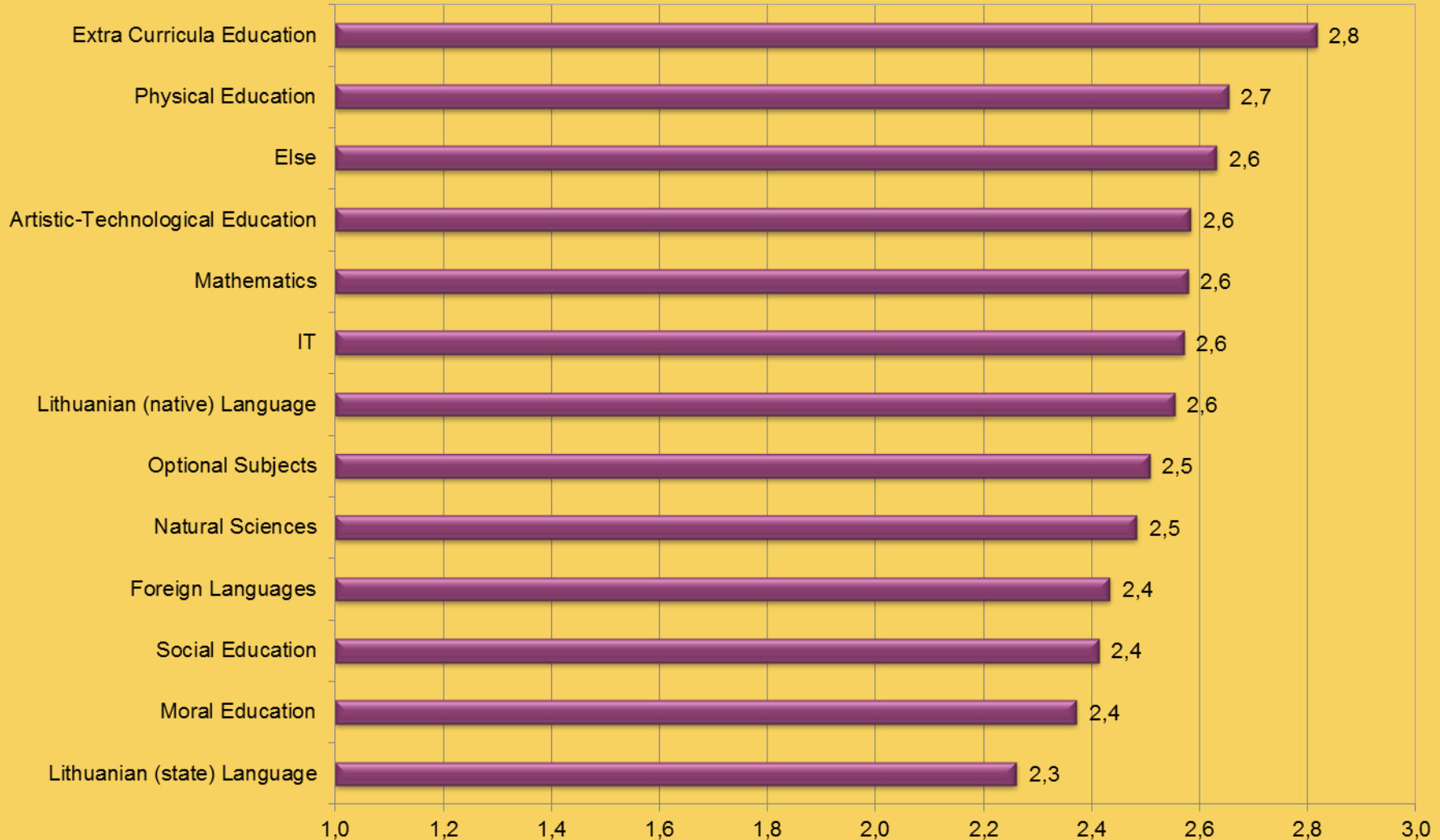
LESSON COMPONENT EVALUATION AVERAGE BY GRADES FROM 2011 TO 2013



1-4 gr. (N=6071)	2,53	2,73	2,75	2,52	2,52	2,94	2,83	2,40
5-8 gr. (N=9479)	2,39	2,56	2,55	2,37	2,31	2,77	2,62	2,20
9-10 gr. (N=6015)	2,37	2,52	2,49	2,33	2,28	2,79	2,64	2,14
11-12 gr. (N=4637)	2,46	2,64	2,65	2,43	2,36	2,99	2,71	2,23



EVALUATION AVERAGE OF DIFFERENT DISCIPLINES FROM 2011 TO 2013





Education success – students' academic, personal and social progress and achievements

Having performed the quantitative and qualitative analysis of external evaluations of schools the following has been determined:

3.2. Achievements =

Students' academic achievements, other achievements, success of further learning)

5.4. Personnel Management × 0,266 +

(Proper qualification of teachers; Dissemination of personnel's experience inside/outside of school; Respect for personnel; Promoted personnel cooperation; Assistance to new employees; Effective team work; Self-evaluation of promoted personnel; Proper working conditions)

3.1. Progress × 0,243 +

(Benchmarking of achievements; Parents are involved in monitoring students' achievement; Students are involved in monitoring achievement and discussions; Encouragement for progress; Achievement analysis is used to improve performance; Progress evaluation is agreed upon; School monitors progress made by each student)

1.1.1. Values × 0,213 +

(Values (standards) are agreed upon; Most students or almost all of them are aware of the behaviour acceptable at school; Values are publicised; Values are reflected in school vision and philosophy; Most students successfully self-develop values)

2.4. Learning Quality × 0,086 +

(Students have the tools necessary for lessons; Good attendance; Students are active during lessons; Students feel responsible for their learning; Students perform teacher's assignments; Students ask, clarify, are not afraid to make mistakes; Students are able to find sources, information, choose a suitable way to perform a task; Students are able to work in teams and groups)

1.2.1. Personal Development Expectations × 0,066 +

(Clubs (informal education); School events (self-expression); Competitions, olympiads, projects; Teachers' positive attitude, they believe in students' success; Focus on self-development and self-expression; Educational excursions; Surveys of students' needs; Parent involvement; Personal progress is emphasised)

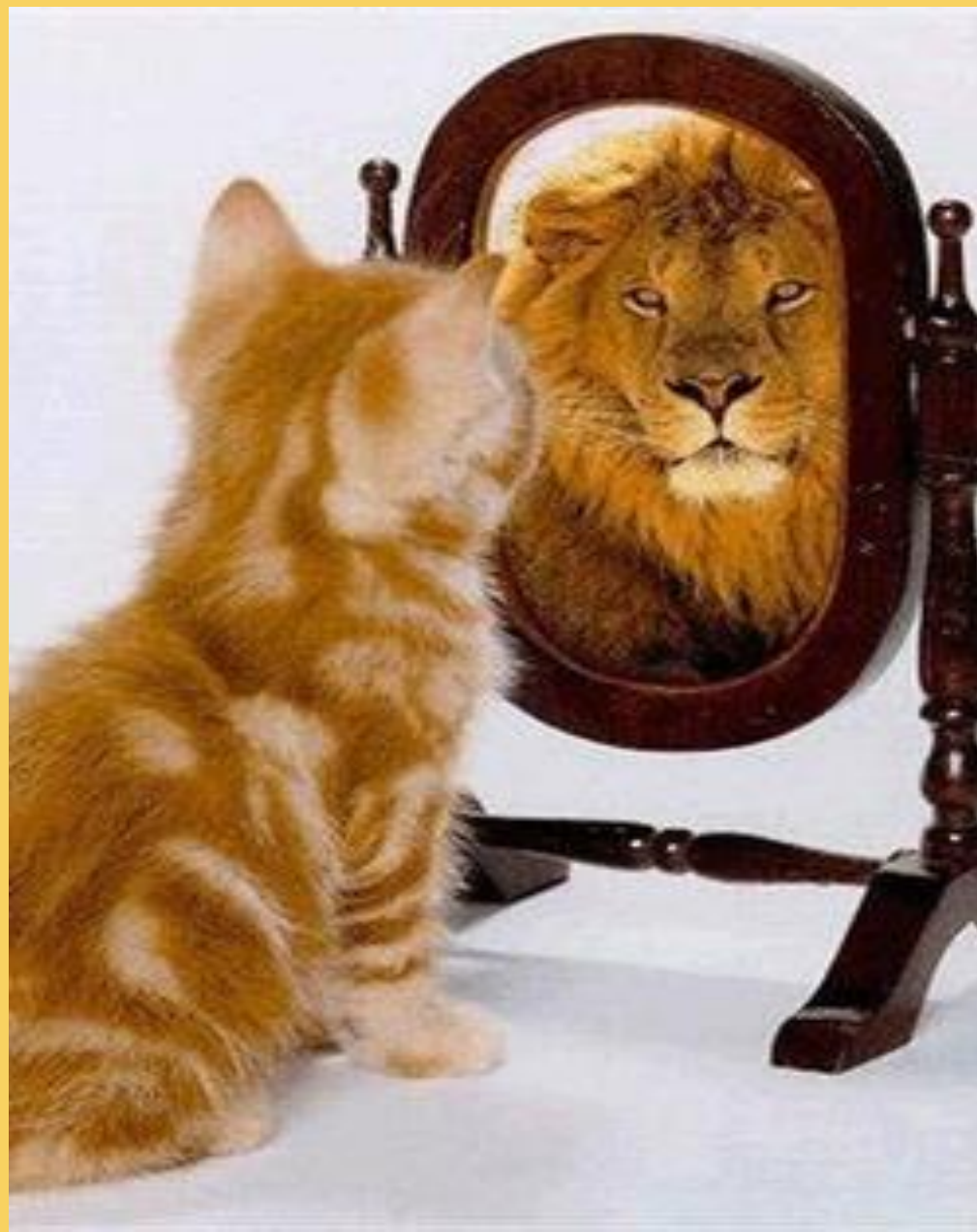
2.3. Teaching Quality × 0,031 + 0,297

(Proper variety of approaches used during lessons; Individual work, group work and class work are coordinated; Topics of the lesson are related to students' experience, interests and environment; Clear criteria for task performance; Integrated (non-conventional) lessons; Students' self-evaluation is encouraged; Effective monitoring of learning; Homework is related to the topic of the lesson for knowledge consolidation)



NACIONALINĖ MOKYKLŲ VERTINIMO AGENTŪRA

SELF-EVALUATION



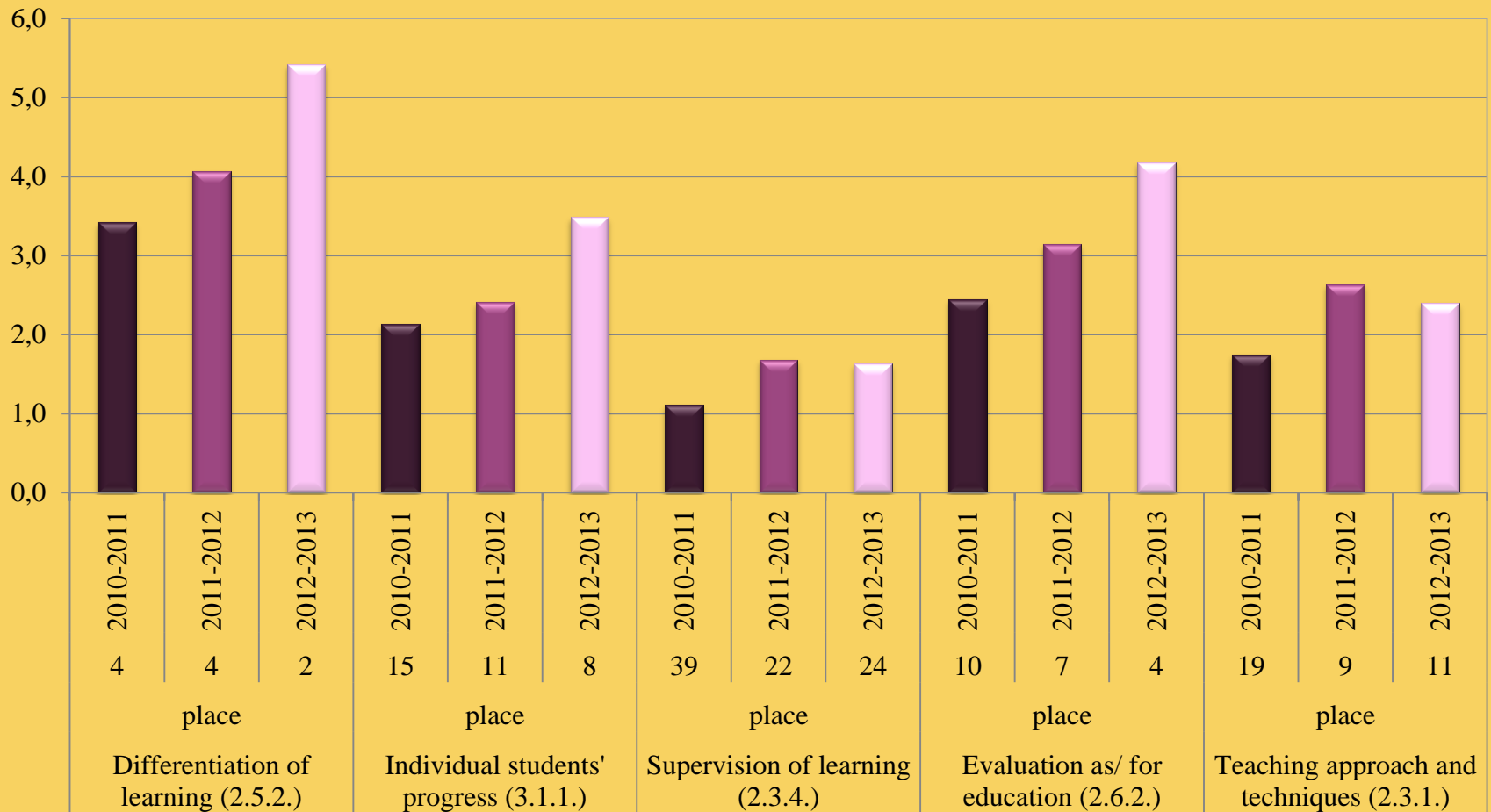


SELF-EVALUATION vs EXTERNAL EVALUATION

Self-evaluation (N=199) 2012-2013 m. m.	External evaluation (N=293) 2010-2013 m. m.
2.5.2. Differentiation of learning	2.5.2. Differentiation of learning
2.4.1. Learning motivation	2.6.2. Evaluation as/ for education
2.6.2. Evaluation as/ for education	2.3.4. Supervision of learning
4.5.2. Policy of parental instruction	3.1.1. Individual students' progress
2.2.2. Quality of the lesson structure.	2.3.1. Teaching approach and techniques

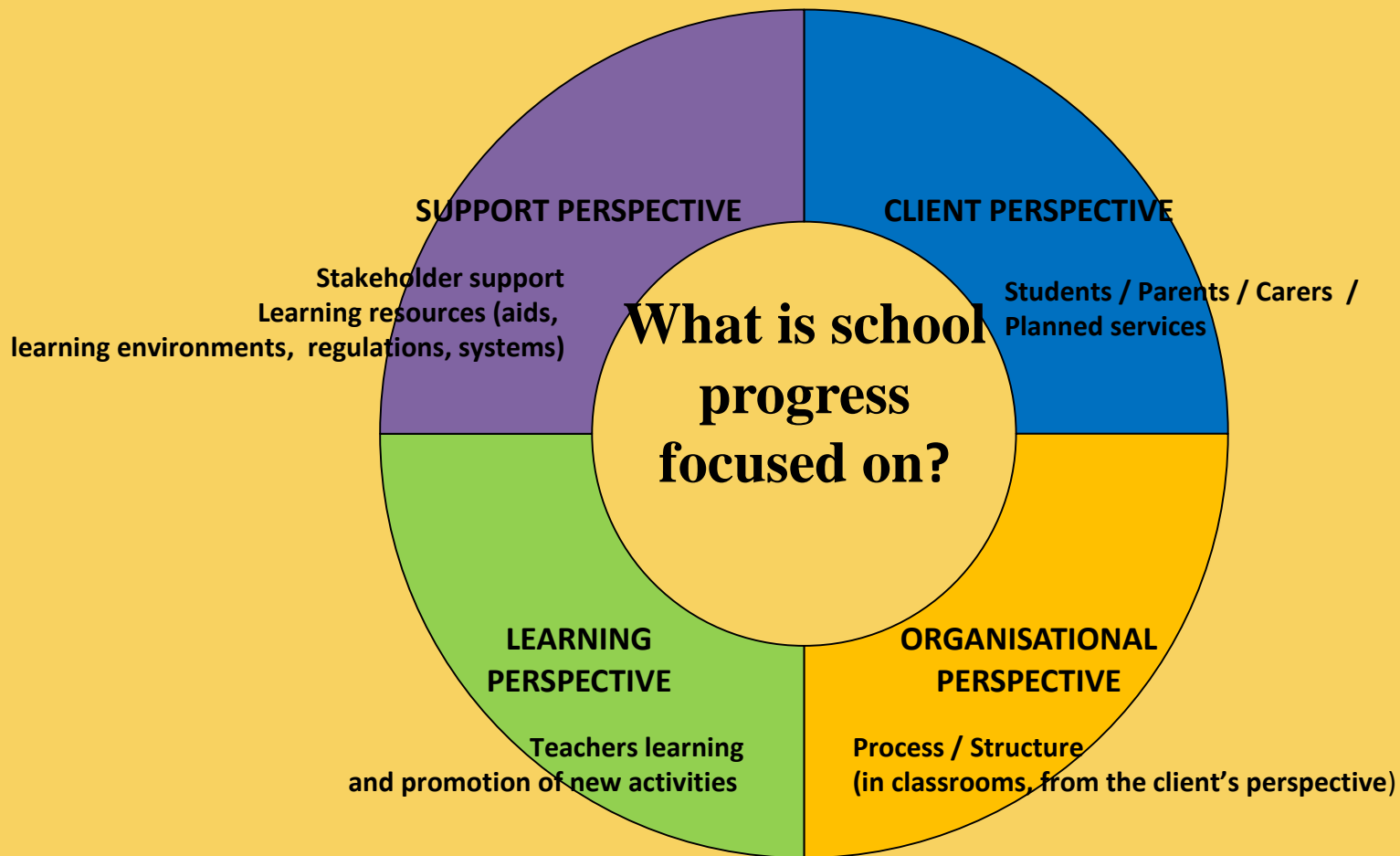


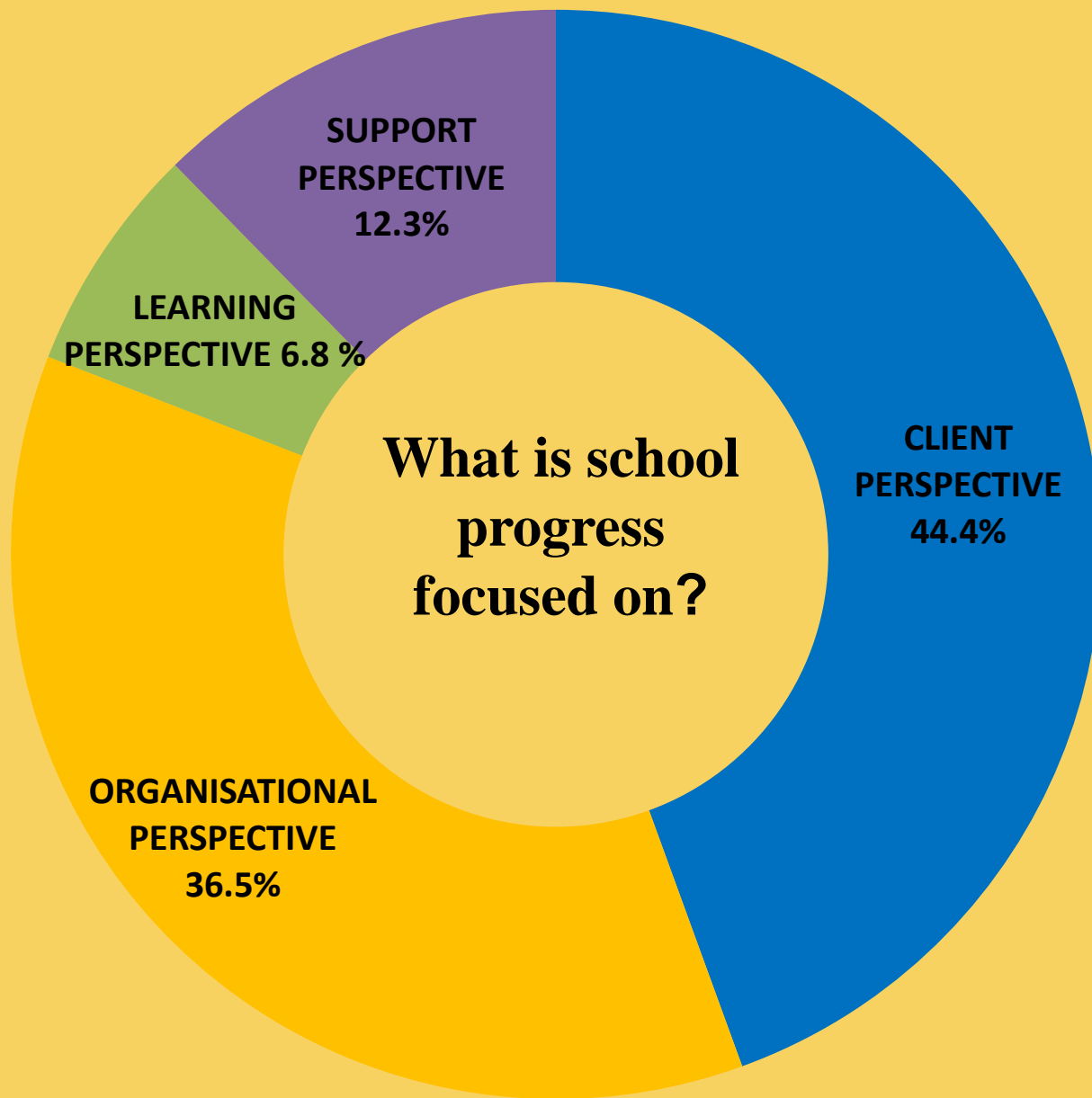
CHANGE IN SELECTION OF INDICATORS FOR IMPROVEMENT (-5) IN THREE SCHOOL YEARS





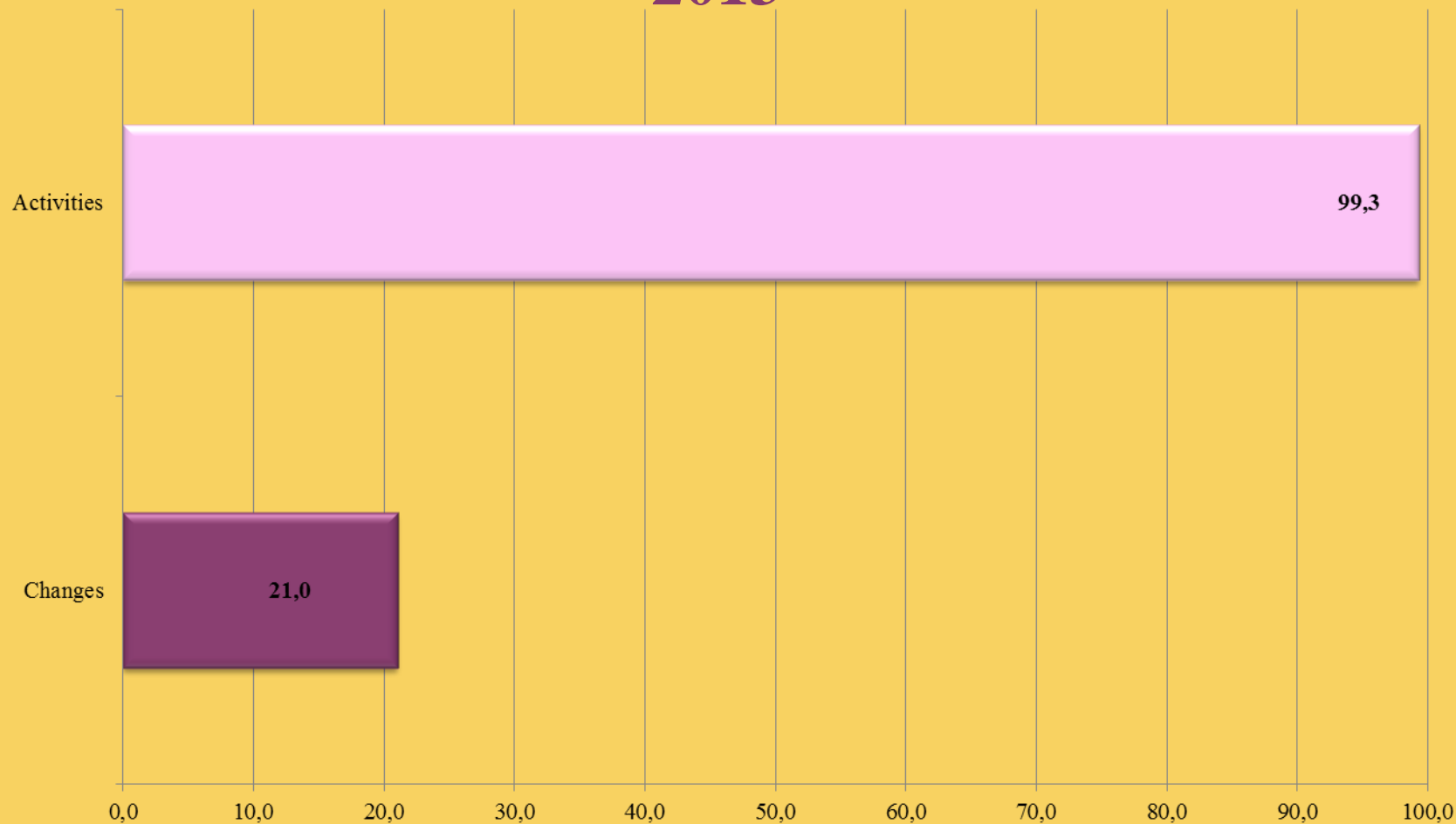
Coding of qualitative data on progress – balanced scorecards





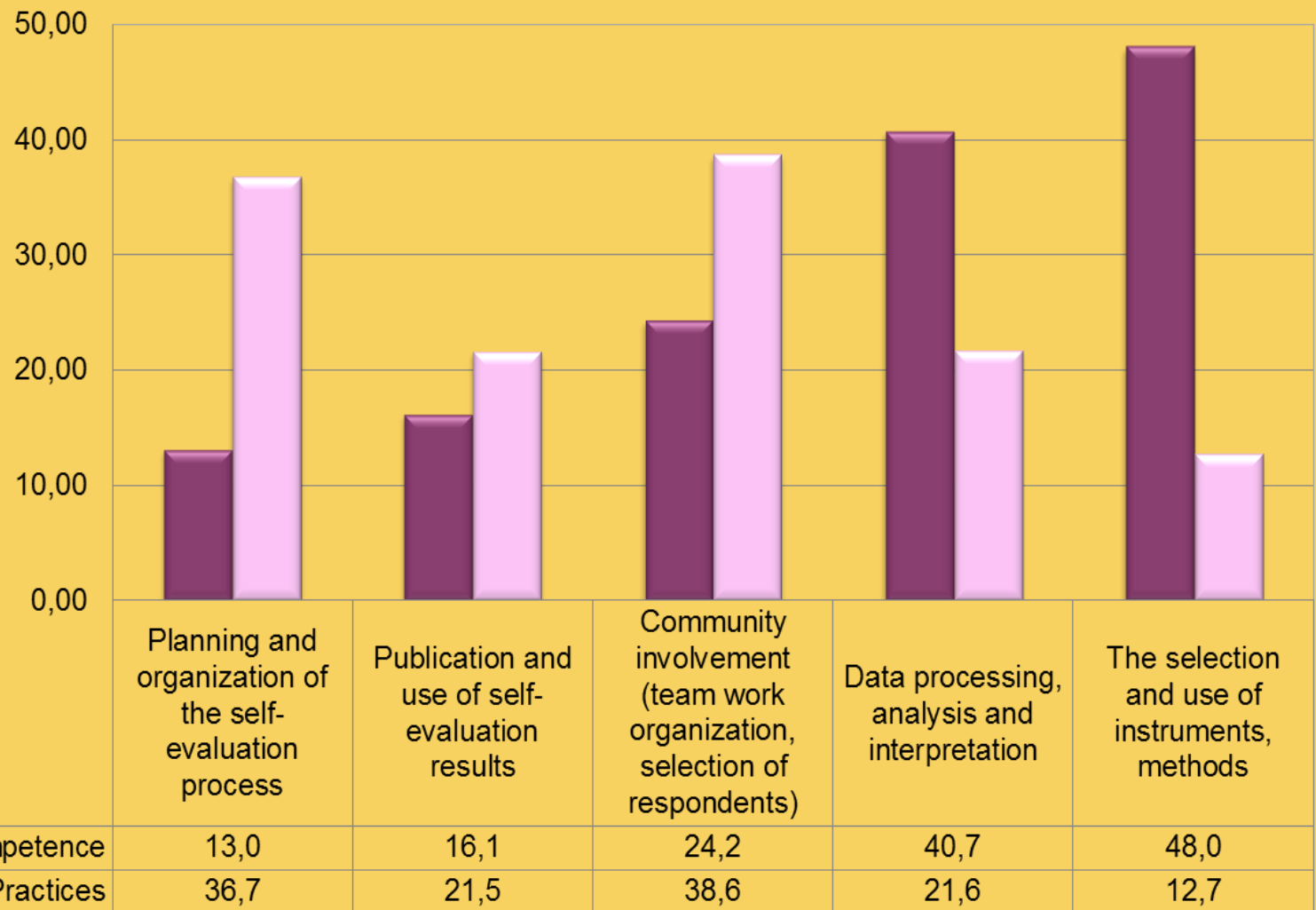


SCHOOLS WHICH INDICATED THE IMPROVEMENTS AND THE RELATED CHANGES (PERCENTAGE) FROM 2011 TO 2013





COMPETENCE OF SCHOOL COMMUNITY DURING SELF-EVALUATION





IQES online Lietuva

Instrumentai mokyklos veiklos kokybei įsivertinti ir tobulinti

Vartotojo vardas:

Slaptažodis:

▶ Pamiršote slaptažodį?

Registracijos vardas

[Kontaktai](#) | [Registracija](#) | [Pagalba](#) | [Registracijos vardas](#)

Pagrindinis puslapis

Mokymasis

Mokytojams

Mokykloms

Biblioteka

Vertinimo centras

IQES online Lietuva:
tai interneto platforma, skirta
mokykloms, siekiančioms
įsivertinti savo veiklą
ir ją tobulinti.



Jūs esate čia: **Pagrindinis puslapis**



Įsivertinimas

IQES online Lietuva siūlo prie sistemos prisiregistravusioms mokykloms



Pamokos tobulinimas

Platformoje IQES online Lietuva visi mokytojai ras ir galės naudotis

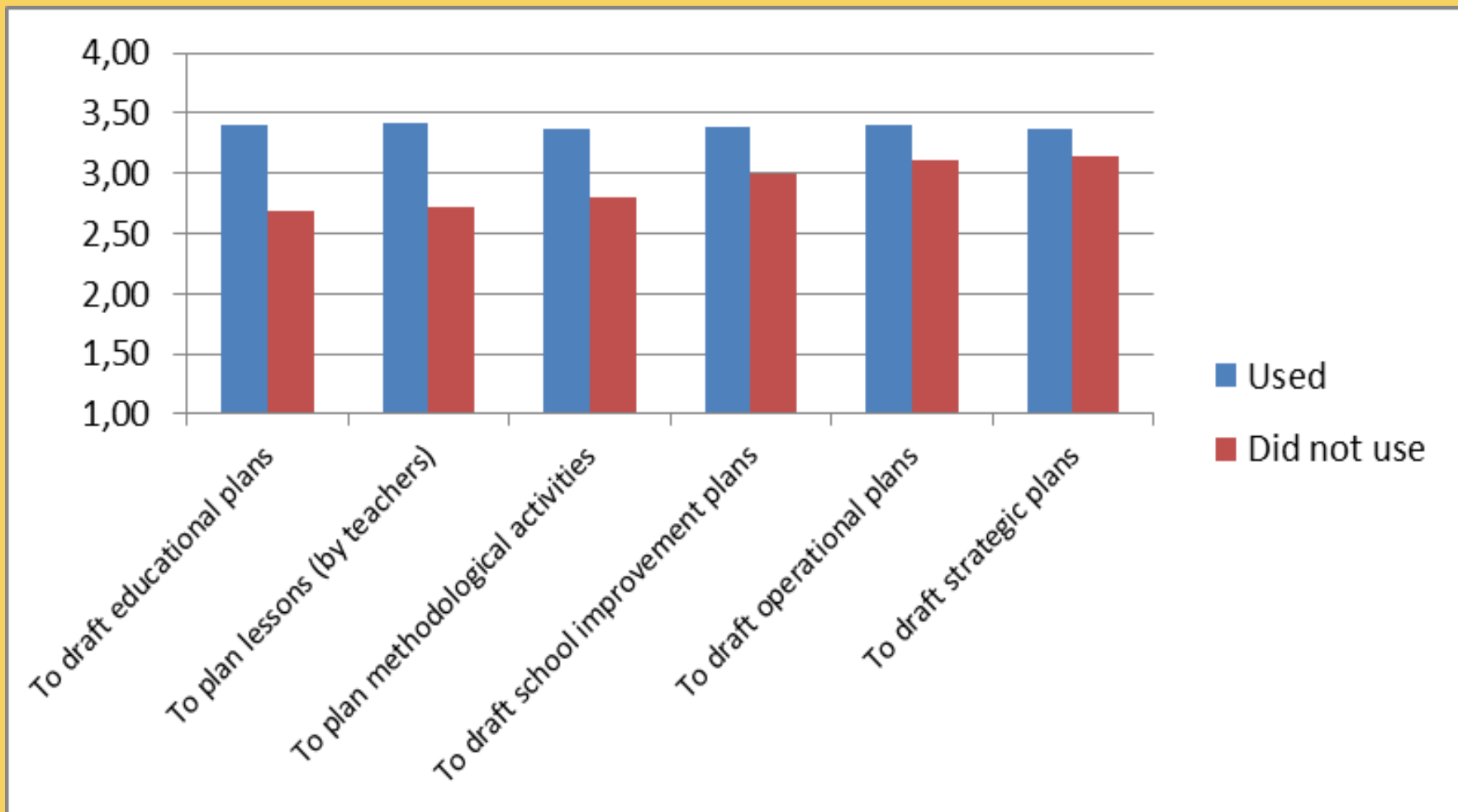
Registracija

IQES online Lietuva – tai Nacionalinės mokyklų vertinimo agentūros teikiama nemokama paslauga visoms Lietuvos mokykloms, kurios jau dabar gali registruotis ir pradėti naudotis šia platforma.



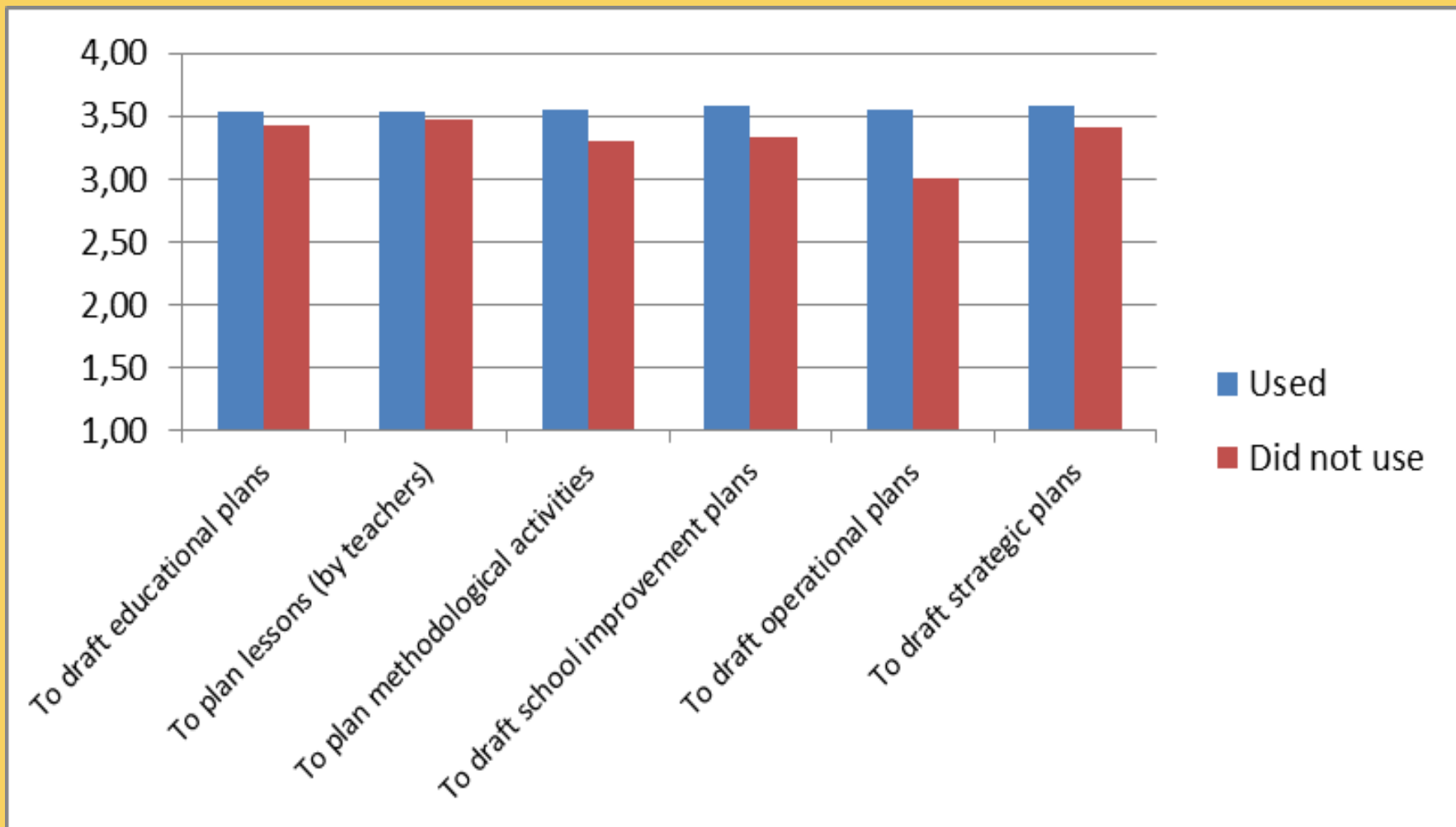
Usefulness of strengths and areas for improvement (+10 and -5) and recommendations.

School heads.





Usefulness of strengths and areas for improvement (+10 and -5) and recommendations. School tutors.





BENEFITS OF EVALUATION

- **Lessons, which are one of the key aspects in schools operations, become more topical and gain an improved structure.**
- **Evaluation data is used to prepare school improvement plans.**
- **External evaluation helps build self-evaluation skills needed to identify topical problems to be tackled by the school.**
- **Positive changes in professional development programs.**
- **Good practice.**
- **Evaluation conclusions form the basis for the planed use of the EU structural funds.**
- **Provides insights for respective changes in the curriculum.**
- **External evaluation and self-evaluation data is used for scientific research.**



TOPICS TO DISCUSS

- **Use of data resulting from external and self-evaluation on the national, municipal and school level.**
- **Reliability of qualitative data.**
- **Evaluation and support balance.**
- **How to measure the (direct and indirect) impact of evaluation?**
- **Transition from an obeying school towards a thinking school.**
- **Integrity and interrelations between different types of school data.**
- **Evaluation models: holistic evaluation; risk factor evaluation; thematic evaluation.**
- **Full-time vs temporary staff.**