

Evaluation Tools: Surveys for Parents, Pupils and Teachers

Introduction

Evaluation tools Survey for parents, Survey for pupils and Survey for teachers are designed as variable interrogation methods that are to facilitate the users working on the creation of the school evaluation report. They allow giving scope to the authentic voice of school staff, pupils and parents in school self-evaluation. The structure of the surveys is closely related to five areas of assessment, as defined in Regulation No. 15/2005 in Section 8, paragraph 2, points a-f. The resulting report also provides help to evaluate how the school meets the SEP objectives, their importance, to identify areas with good results as well as areas where reserves are evident, and for repeated administration to evaluate the effectiveness of the proposed measures to improve and develop the school. Each of the target groups of the surveys (parents, pupils and teachers) bring their own unique perspective on operation of the school, the very incorporation of their views in the process of school self-evaluation can be seen as encouraging their cooperation in operation of the school. The surveys can be usefully supplemented with, for example, the Framework school self-evaluation (see the third issue of the bulletin On the Road to Quality Improvement), they representing a fairly detailed tool for general assessment of the school activities, the results of which can be a guide for including other, more specifically focused methods of the project Road to Quality Improvement.

All the surveys are available in versions tailored to serve the widest possible spectrum of school types. They allow variable assignments in terms of scope and focus on individual areas defined by the Regulation; they can be evaluated separately and with a requirement to confront individual data sources.

Specific requirements can also be put on the form of the final report. Variability in the length and content of the assignment in making of surveys even in the required format of the final report should help further customize the questionnaires to meet the needs of schools as much as possible, and contribute to user comfort of beginners as well as advanced evaluation coordinators.

Methodological Background of the Surveys

Surveys for parents, pupils and teachers formally consistently follow general principles for creating questionnaires. Mainly, they include quantifiable items and offer space for free expression.

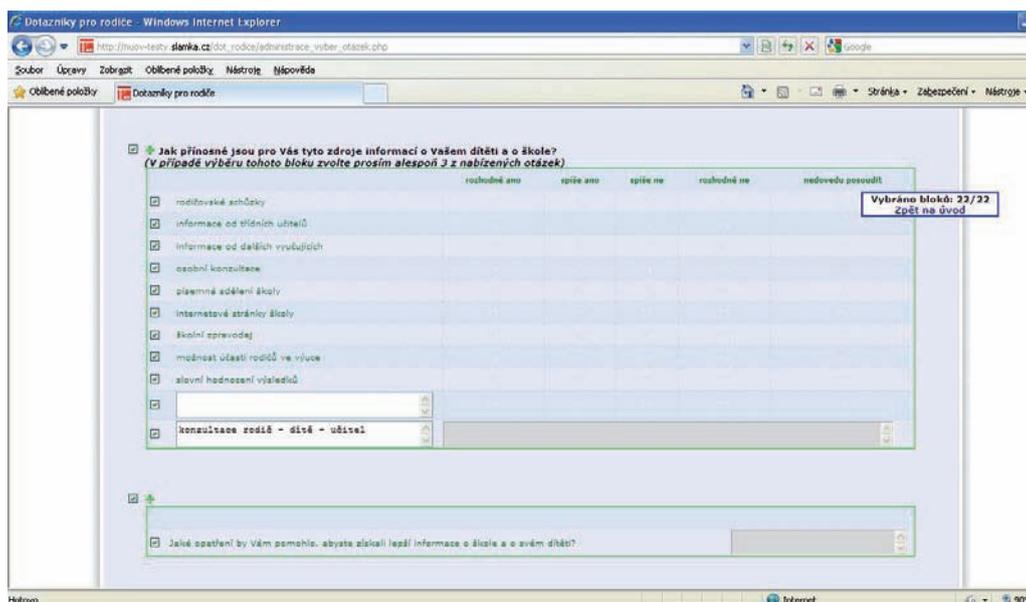
The scope of the tools is quite wide, but they do allow the modular use, thus work with selected sub-sub-areas only. The formulation of each of the surveys was carried out with maximum respect to the nature of the target group and its user-friendliness. In making the surveys, previous experience with the course of similar investigations were consistently taken into account, proposals were continuously discussed with the school headmasters and self-evaluation coordinators of various types of schools in a working group of the project. Working versions of the surveys also underwent piloting in various types of schools. Certain restrictions in the interpretive power of the surveys are based in the very definition of the voluntary screening investigation. Sub-limits can also be seen in their strictly anonymous administration (thus limiting the range of potentially identifying information - such as stating the teaching qualification for teachers), namely in that the respondents' answers should be viewed as opinions, whose legitimacy may vary and should be evaluated in conjunction with other data held by the school for individual areas of activities.

Making Use of the Surveys in Self-evaluation

Basic Work with the Surveys

In the beginning, the user, usually a self-evaluation coordinator, chooses the type of school. Following his/her selection, the system provides a choice of more than hundreds of items that can be included in the survey. A smaller portion (depending on the version of the method it is about 15 items) of these questions is registered automatically. These are usually items of general evaluation of areas of the school activity and so called validating items - i.e. those that allow deducing the validity of responses (e.g. questions about the awareness of parents about the school). The next selection can be based on the content of the curriculum of the school, ad hoc established requests for more detailed investigation of selected themes or outcomes of the previous surveys. To make sure that filling in the questionnaires is reasonable for respondents in terms of time, it is advisable to select a maximum of about half the items from the menu.

In the event that there are no pre-defined target areas for the survey in the school, it is possible to proceed in two stages. In the first step only general questions can be administered, in the following one you can specifically monitor the situation in areas where the results of the first inquiry are not unambiguously interpretable or where they reveal the existence of reserves of the school. Administration of the surveys is anonymous, due to the nature of some items respecting the anonymity and creating appropriate conditions by the Administrator is necessary for maintaining the validity of the statements.

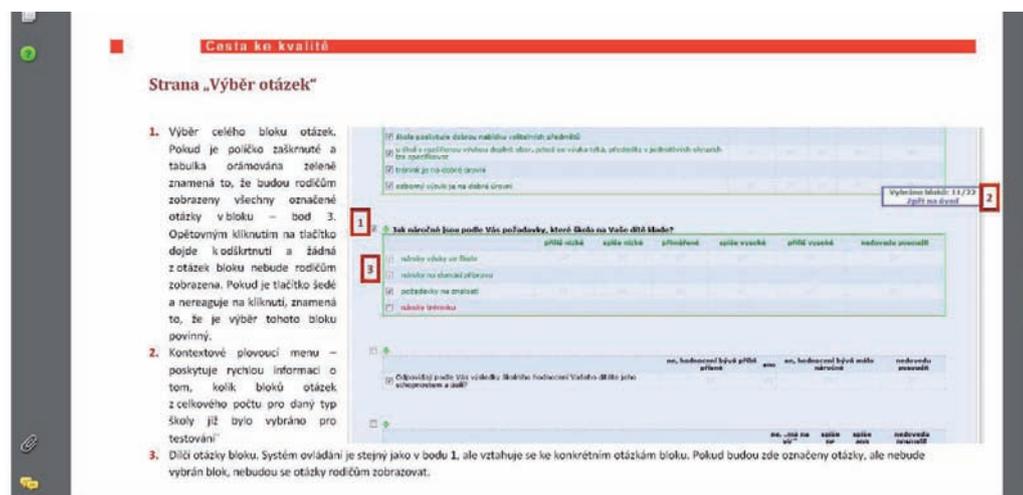


Selection of Items

The menu contains mostly closed questions with a possibility to express the response on an assessment scale; the respondents may add free specifying statements to each theme, or alternatively their own suggestions for improvement. These statements can be, for example, categorized and expressed as for their frequency in the sample of respondents. The method of working with free statements, however, is a matter of the administrator as it is only their list that can be automatically included within the generated body of the report. When choosing, a coordinator may advance with individual items or blocks of items and, in some cases, selection of certain quota of items is required in inclusion of a content-defined block (e.g. five of the ten offered) to ensure reliability of the survey.

If the school decides to administer more surveys, we recommend choosing a similar structure for each of them (if we ask, for example, about the difficulty of teaching the pupils, you should ask teachers or parents the same questions) and enabling comparison of data from multiple sources.

The form to create the final form of the evaluation tool also provides the coordinator with an option to add his/her own items. This procedure is particularly suitable if the school has an interest to evaluate particular specific educational programs, events, items of equipment and the like, its use is recommended especially in schools with a specific focus or with extended education, it is directly required in the assessment of individual subjects or areas of learning, defined by the school curriculum. And also these authenticated items automatically become part of the evaluation report generated.



The Content of the Surveys

Surveys for parents, pupils and teachers are designed with regard to the specific situation of each group of the respondents. Aspects of school life, related to parents, pupils and teachers are naturally different with each of the groups of respondents; for the user who interprets the outcomes of the surveys, again, different information about respondents is important, their attitudes, priorities, levels of participation in running the school. Therefore, individual surveys vary in sub-circuits relevant for any of the groups or in the formulation of items leading to the evaluation of the same theme.

Survey for Parents

The basic version of the questionnaire for parents focuses on ten areas; the final eleventh section is a summary and includes a comprehensive assessment of satisfaction with various aspects of operation of the school and questions about the strengths and weaknesses of the school. A specific of the survey are areas focused on the involvement of parents in the operation of the school and their awareness about school. The themes for the construction of the survey are structured as follows:

- 1 Information
 - 1.1 Sufficiency of information
 - 1.2 Contribution of individual sources of information
- 2 School facilities
- 3 Teaching
 - 3.1 Satisfaction with the quality of teaching
 - 3.2 Satisfaction with teaching areas
 - 3.3 Difficulty of the school requirements
 - 3.4 Differences in the quality of teaching
 - 3.5 Home preparation
- 4 Educational activities of the school
 - 4.1 Satisfaction with the quality of educational activities (rules, institutional support, approach)
 - 4.2 The development of values and moral qualities
- 5 Other activities (additional activities, extracurricular activities)
- 6 Relationships (school climate)
- 7 Cooperation of parents (parents' participation in the school life, communication with the child about the school, ...)
- 8 School co-operation with partners
- 9 Communication between parents and the school
- 10 School management
- 11 Summarising questions, overall assessment

Survey for Pupils

In accordance with the remaining two instruments, the survey for pupils monitors primarily issues of the process and outcomes of teaching and education activities of the school, specific are areas dedicated to the motivation of pupils and other benchmarks of their participation in operation of the schools.

- 1 Motivation
- 2 Teaching and learning
 - 2.1 The course of lessons
 - 2.2 Differences in teaching
 - 2.3 Evaluation
 - 2.4 Demands
 - 2.5 Home preparation
 - 2.6 Results, obstacles
- 3 Atmosphere in school, relationships
- 4 Educational activities
- 5 School facilities
- 6 Other activities
- 7 Activity, involvement of pupils
- 8 Summarising questions, overall assessment

Survey for Teachers

It represents formally the most specific tool of all the three surveys. The views of teachers can be seen as the closest to the expert assessment, but at the same time, however, they are directly interested parties in the position of an employee. The survey includes areas focused on the priorities of teachers, evaluation of their own work, as well as areas dedicated to the demands of professional growth (further training for the teaching staff), evaluation of teamwork and quality of cooperation among all the three target groups of the surveys and a theme dedicated to job satisfaction.

The Survey for Teachers can also be supplemented with a special short module for non-teaching staff. This module focuses primarily on issues of cooperation within the school and job satisfaction.

- 1 Attitudes, preferences
- 2 Reflection of own results, self-evaluation
 - 2.1 Results of the pupils
 - 2.2 Achievements (in relation to preferences)
- 3 Forms of teaching
- 4 Results, evaluation
 - 4.1 Evaluation of pupils
 - 4.2 Demands of the school requirements
 - 4.3 Obstacles
- 5 Self-assessment of the teacher's activities
 - 5.1 Sources of feedback
 - 5.2 Procedures for self-evaluation
- 6 Further education of pedagogical staff
 - 6.1 Willingness to further education
 - 6.2 Forms of further education
- 7 Cooperation
 - 7.1 Cooperation in the teaching staff, collaboration with pupils and parents
 - 7.2 Cooperation with the non-teaching staff
- 8 Support from the school, school management
- 9 Relations
- 10 School facilities and equipment
 - 10.1 Facilities
 - 10.2 Equipment for teaching
 - 10.3 Information Technology
- 11 Satisfaction with working conditions
- 12 Summary questions, overall assessment

Survey for Non-teaching Staff

- 1 Cooperation
 - 1.1 Cooperation with teachers, pupils, parents
 - 1.2 Cooperation with other non-teaching employees
- 2 Working conditions, facilities
- 3 The school management
- 4 Summary questions, overall assessment

Evaluation Report

The coordinator can affect both the form of evaluation reports by selecting which statistics are required to be included in the report, and by own editorial inputs, for example, by adding more advanced analysis or own text and illustrative materials. The report normally contains a text identifying the areas and items in which respondents agree on the positive evaluation, areas with a predominance of positive statements and areas in which reserves are often perceived. The text can optionally be supplemented with a summary response frequency table, advanced users can follow the instructions in the manual process to include also the outcomes of expanding open questions, or more detailed statistics by following the instructions in the manual. An option is being developed to automatically generate these detailed analytical procedures (predominance of responses, distribution of the outcomes by classes, subjects, etc.).

The evaluation report can serve not only to the development of the school, but also as a source of feedback to the respondents and the basis for further discussion. Preliminary experience speaks about raising the survey participants' awareness and deepening of their interest in issues related to the school activities. The Report or parts thereof may be published on the website of the school.

You can get acquainted with the specific form of the tools and possibilities of their usage on the evaluation tools portal (www.evaluaclinastroje.cz) where they are available free of charge for use by schools.

Výuka

Převážná většina rodičů zaznamenává, že škola poskytuje dostatek znalostí, škola vede dítě k tomu, aby se umělo učit - cvičit na nástroj apod.. Mezi rodiči však nepanuje úplná shoda v tom, zda škola rozvíjí motivaci dítěte učit se, chuť se připravovat. Relativně nejvíce rodičů nespátňuje pozitivní výsledky v tom, zda škola rozvíjí schopnosti dítěte, škola rozvíjí zájmy dítěte, učivo je přiměřeně náročné.

Výuka: Jak jste spokojeni s úrovní výuky na naší škole?	Rozhodně ne	Spíše ano	Spíše ne	Rozhodně ne	Nedovedu posoudit
škola poskytuje dostatek znalostí	0 %	66.67 %	0 %	0 %	33.33 %
škola rozvíjí schopnosti dítěte	0 %	33.33 %	0 %	33.33 %	33.33 %
škola rozvíjí zájmy dítěte	0 %	0 %	33.33 %	66.67 %	0 %
učivo je přiměřeně náročné	0 %	0 %	33.33 %	33.33 %	33.33 %
škola rozvíjí motivaci dítěte učit se, chuť se připravovat	33.33 %	33.33 %	0 %	33.33 %	0 %
škola vede dítě k tomu, aby se umělo učit - cvičit na nástroj apod.	0 %	100.00 %	0 %	0 %	0 %

Nároky školy považuje obecně za přiměřené 0 % rodičů. Největší procento rodičů (33.33 %) považuje za přiměřené nároky výuky ve škole, naopak nejnižší procento požadavky na znalosti

We believe that the surveys can contribute to the development of schools and higher satisfaction of all who are part of the educational process. We wish that you find a useful tool in the surveys that can be adapted to the needs of your school and that will provide a scope for the voice of teachers and school staff, pupils and their parents.