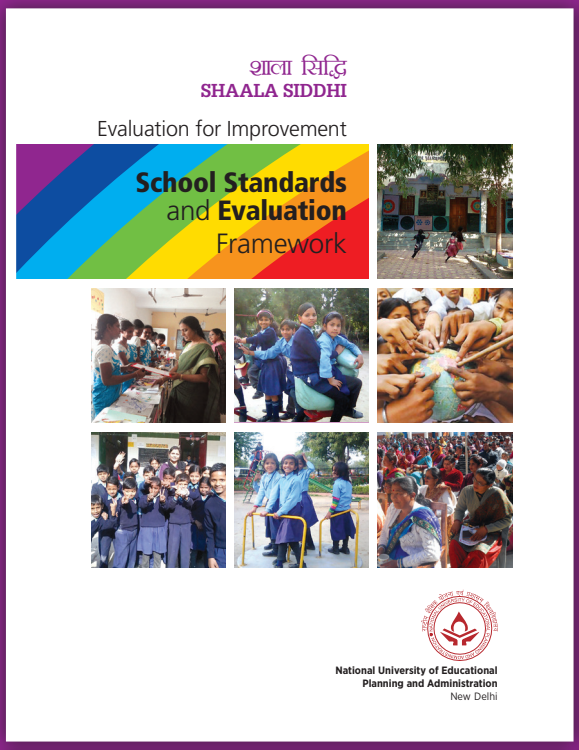
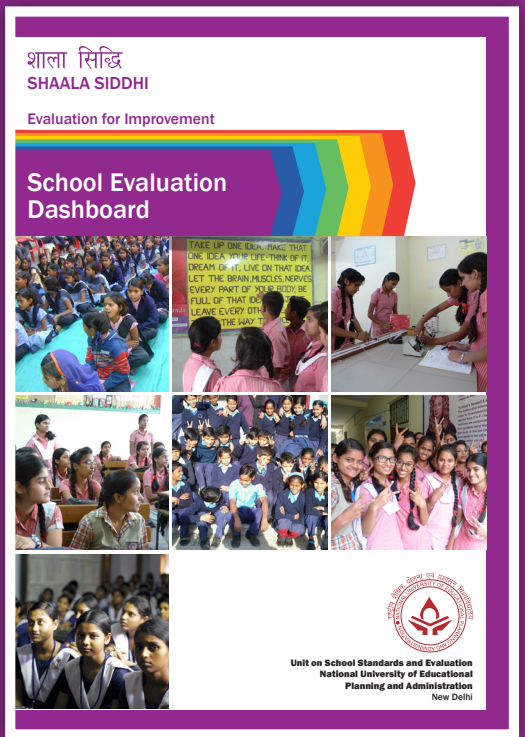
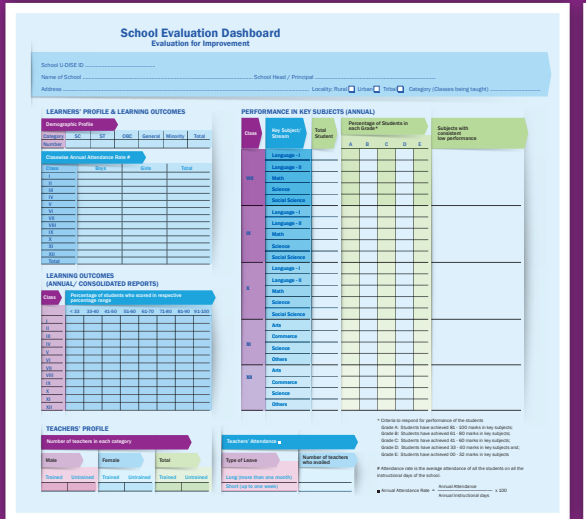
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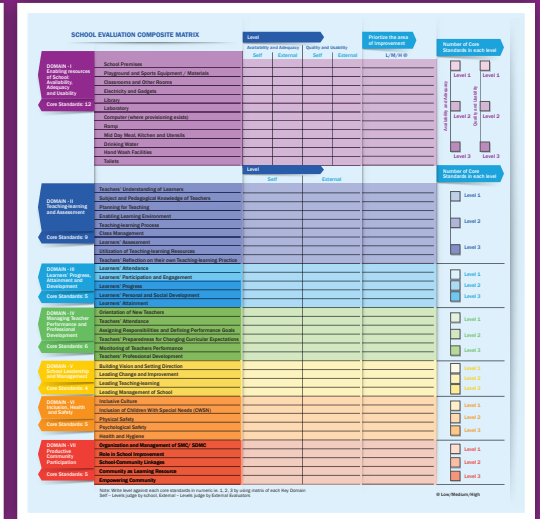
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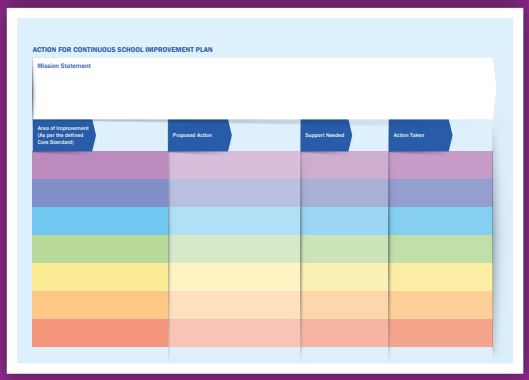
Guidelines for External-Evaluation of Schools











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Evaluation for Improvement

Guidelines for External-Evaluation of Schools

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This booklet on Guidelines for External-Evaluation was documented and finalized in consultation with Shaala Siddhi Core Group Team members and Nodal Officers. The external experts from different national organizations and NGOs also supported in finalizing the guidelines.

Guidelines for External-Evaluation of Schools

External-Evaluation: A Collaborative Approach Towards School Improvement

External-Evaluation of schools is considered as complementary to the self-evaluation process. It follows as corollary to self-evaluation, so as to ensure that the two approaches work in synergy. A collaborative external-evaluation process aims to bring transparency, accuracy and builds a better understanding of the overall school improvement process.

Objectives

The objectives of the External-Evaluation of schools are:

1. To review school performance to validate, complement and supplement the School Self-Evaluation, thereby helping the school to identify its 'Strengths' and 'Areas of Improvement';
2. To highlight innovative, creative and best practices of the school;
3. To support the school to identify its prioritization for incremental improvement of the school performance;
4. To facilitate the school to develop an action plan and support towards improvement in an incremental and sustainable manner.

Constitution of the Team for External-Evaluation and their Capacity Building

External-Evaluators are external to the school, but internal to the education system. They are responsible for External-Evaluation of the schools, extending continuous support for improvement of the school and learners' performance.

The team for External-Evaluation will be constituted by the highest level officials at the state/ district levels, with specific guidelines issued for each level. The state may take desired decision regarding the modalities for constituting the group and formulating necessary rules and regulations for carrying out their duties and responsibilities. The following may be considered while constituting the team:

Constitution of the External-Evaluation Team

Sl. No.	Activities	Responsible stake-holders
1	Selection of External-Evaluators; decide a list of skills, experience, qualification and availability	Shaala Siddhi Core Committee along with Nodal Officers
2	Constitution of team; number of members based on the school size (two-five members), proportionate numbers of academics with school education background such as HMs, DIET faculty, and administrators like DEO, BEO etc.	At district level including identification of the evaluation team leader
3	Formulate rules and regulations for performing their responsibilities and other administrative arrangements such as provisions for boarding, lodging, DA, duty leave, travel, payment norms etc.	DEO based on the state guidelines
4	Orientation of External-Evaluators (design and content of orientation is shared in a separate document). This is to help develop desired attitudes, skills and competencies including methods of gathering evidences using research methods and protocols	Training agency or team identified by the state
5	Delegation of responsibility	Team leader in consultation with the evaluation team based on expertise and experience
6	Agreement on sample; teachers, students, observation of classes, community members in school specific context	Team leader to decide with reference to context of the specific school to be evaluated by the respective team

Duration

Though School Self-Evaluation is an annual feature, External-Evaluation should be conducted for each school once in a three year cycle (either in year-1, year-2 or year-3) for each school.

- External-Evaluation process may be conducted over a period of one academic year; where one third of the targeted total number of schools at each block level will be covered;
- External-Evaluation may be initiated for every school within one week to two months' time succeeding the self-evaluation process. This would help to support the school's self-evaluation results of the previous year.

The time and date for external-evaluation may be mutually fixed with the school.

Process of External-Evaluation

The process of External-Evaluation can take place in three phases.

Pre-Evaluation Phase

Activities	Persons Responsible
Developing an in-depth understanding of Shaala Siddhi by accessing online/ hard copies of 'School Standards and Evaluation Framework' and 'Guidelines for Self and External-Evaluation'	Nodal Officers
Studying all available School Self-Evaluation Dashboards by accessing online or hard copies	Nodal Officers/ School to be evaluated
Setting dates for school evaluation in consultation with the schools	District/ Block education officials/ External-Evaluation Team/ School
Sending notice to schools at least a week prior to External-Evaluation with a copy marked to the Nodal Officer. This will include: 1. The evaluation schedule 2. A one page write-up stating purpose and process of External-Evaluation along with a request for organising interactions	External-Evaluation Team
Sharing the list of documents/ evidences used for self- evaluation and keeping the same ready	School

During Evaluation Phase

Activities	Persons Responsible
Pre-evaluation Briefing: The Introductory meeting with the school functionaries to familiarize them with the procedure that would be followed for External-Evaluation	External-Evaluation Team and School
Discussion on School Self-Evaluation Dashboards	School and External-Evaluation Team
Sharing evidences by the schools on Seven Key Domains (46 Core Standards)	School and External-Evaluation Team
Analysis and review of judgments (professional decisions) made by schools against each Core Standard along with the evidences	School and External-Evaluation Team
Learning walk of the school to substantiate the evidences on school performance levels: It includes going around the school, observing classrooms, other facilities, interaction with teachers, students and parents to develop a detailed perspective on the school	External-Evaluation Team
Collecting additional evidence through observations/ interactions with school head, teachers, staff, parents and students specifically focusing on key domains: methods like interview, classroom observation and focus group discussion can be used	External-Evaluation Team
Collective and collaborative deliberations with school on the Self-Evaluation and External-Evaluation reports providing scope for clarifications and justifications based on evidences	School and External-Evaluation Team
Review of 'School Improvement/ Development Plan', with a view to put into perspective strategic prioritization against Core Standards, including timelines and further support needed Prioritisation of 'Areas of Improvement' and action taken by the school for change management	School and External-Evaluation Team

Activities	Persons Responsible
Debriefing Meeting: Sharing of learning experiences with the schools in order to communicate their 'Strengths' and 'Areas for Improvement'	School and External-Evaluation Team

Post-Evaluation and Report Submission

Activities	Persons Responsible
Uploading of the External-Evaluation report on the School Evaluation Dashboard	External-Evaluation Team
Discussion with school Looking back and ahead: 1. Revise recent years' school self-evaluation report 2. Support schools in prioritized areas for effective implementation of School Improvement/ Development Plan	School, SMC and External-Evaluation Team
Follow-up and Monitoring: Periodic follow-up (every six-months) with the school on the status of implementation of the School Improvement/ Development Plan in various areas of school functioning, using a tracker for monitoring implementation	School and External-Evaluation Team

Revisiting

Activites	Persons Responsible
Identification of gaps between Self-Evaluation and External-Evaluation reports: to be done beginning from the second cycle of External-Evaluation	Expert Team/ External-Evaluation Team

Ethical Standards for External Evaluators

The ethical standards support what is proper, fair, legal, right and just in evaluations. The following would be:

1. Responsive and Inclusive Orientation– Evaluation should be responsive to the sentiments of both stakeholders as well as the communities they belong to, showing sensitivity towards their needs and circumstances.

2. Human Rights and Respect– Evaluation should be conducted to protect human and legal rights and maintain the dignity of participants and other stakeholders.

3. Clarity and Fairness– Evaluation should show understanding and fairness in addressing stakeholders' needs and purposes.

4. Transparency and Disclosure– Evaluation should provide complete descriptions of findings, limitations and conclusions to all stakeholders.

5. Conflict of Interests– Evaluation should openly and honestly identify and address real or perceived conflict of interests that may compromise the evaluation.

6. Valid Information– Evaluation information should serve the intended purposes and support valid interpretations.

7. Information Management– Evaluation should employ systematic information collection, review, verification and storage methods.

8. Explicit Evaluation Reasoning– The reasoning for evaluation should follow from information and analyses to findings, interpretations, conclusions and judgments. This should be clearly and completely documented.

9. Communication and Reporting– Evaluation communications should have adequate scope and guard against misconceptions, biases, distortions and errors.

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