ON THE ROAD
TO QUALITY

Cesta
ke kvalitě

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In the third issue of our Bulletin we will focus on the choice of evaluation tools and their suitability to determine how you manage to meet its current objectives.

Editorial

What is in this issue?

In the Mainline you can learn how to approach surveying information about the reality of schools and what are the advantages and pitfalls of commonly used methods. The second article deals with the testing of outcomes and unintended consequences of learning. It stresses that the basis should be a description of the expected performance with a feedback being the sense for the school. „Results of tests in schools in many systems are not published, but used as information for schools, or their establishing authorities, and not as a whip towards the schools or a basis for the choice of school and competition of schools for attention from parents," writes the author. The third article deals with the issue of how to recognize the quality of (not only) commercial evaluation tools. The term quality and its various concepts are also dealt with in the column Safe Passage.

The author of the Lookout Tower highlights the conditions of choice and use of self-evaluation methods. First of all, it is the technical expertise, respect for the culture of the school as well as individuals and the concept of self-evaluation as an invitation to dialogue. The Legislation Stop column points out the implications of the proposed exclusion of school self-evaluation from the Education Act. In the Crossroad of Views readers may read about the experience of two headmasters of elementary schools about how they go about their choosing of evaluation tools, how they assess teachers and what they recommend to the other colleagues. The Hitchhiker's Guide (and detailed in the annex) brings a unique tool – the framework school self-assessment that affects all areas dealt with in the Regulation, presents the evaluation scale, and also helps with the evaluation report.

Two participants talk about their immediate experiences of the so called Peer Review which was done between ES Bronzova elementary school in Prague and the elementary school in Horni Briza in the column Meeting on the Road. The Travel Diary contains information about education and the role of consultants who will operate within the project in the next year at dozens of schools. In the task analysis drafted by participants of the course for self-evaluation coordinators, you will learn how schools choose their evaluation tools and how they use them.

In the Oasis column we again gave the word to children and students. You will see that they perceive the feedback very well – whether the parents or teachers are satisfied or dissatisfied with them.
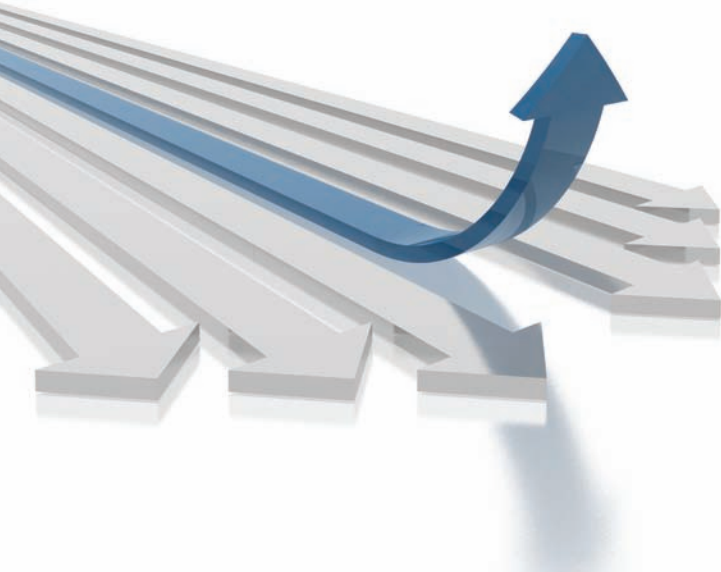
We did not forget the Journey through Time column where we look at how the evaluation and quality control in the education system have developed since the early 1900's till 1950's. The Journey around the World this time takes us to the far north – we learn how they deal with the assessment of learning outcomes in Iceland. The Filling Station provides information on interesting publications and e-learning courses on self-assessment of the kindergartens. Tips for the Journey will offer you the opportunity to sign up for workshops with the theme of self-evaluation, and information about news of the project during this winter and next spring.

We will be glad if you can find something interesting and useful for yourselves also in this issue.

Jana Hrubá, Editor in Chief

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tohoto čísla

It is then a matter of course that the evaluators must be sure about their readiness before the „departure", i.e. sure to get as much knowledge of the intricacies and benefits of the chosen path. The following overview presents a brief of advantages and possible disadvantages of four probably the most widely used methods of finding information.

use not only his/her knowledge and experience, but also more sophisticated methods, and often involve their fellow specialists in determining the condition. Some of the information can be yielded through taking and analysis of blood, others by such methods as as stethoscope, stress tests, electrocardiographic examination, etc. Without them, they would apparently fail to prescribe proper medication while the patient would only hardly be supported on his/her way to recovery. Similarly, it is the case with realization of self-evaluation. Even an „ordinary" headmaster or teacher together with colleagues must first have some idea of the theoretical possibilities of how to obtain data and information when identifying the current status. Normally, they should manage some methods themselves, others in collaboration with other teachers from their schools, and in using others (e.g. psychological tests) they should not hesitate to involve specialist colleagues, psychologists, etc.

In self-evaluation, one can use a number of well-prepared-in-advance and specifically designed methods, tools and techniques (some are available as to www.nuov.cz/ae/evaluacninastroje). However, in practice, situations often arise so specific that it is impossible to avoid modification of existing tools or development of new tools to meet the needs of as many people in a particular school as possible. There are two basic approaches to the method of getting information about reality, i.e. about the current state of events in the selected areas of school work. In the first (quantitative) approach, one can ascertain much information from many people, but it is usually little in-depth, in the latter (qualitative) one can „go much in depth" but ... „Who knows what the others say about the issue?" Some methods are common to the two approaches,

Acquisition of Data and Information
in Self-evaluation

1. Observation helps to identify phenomena in the natural environment. It differs from simply watching things in the sense of purpose, deliberateness, and a systematic approach. It is just seemingly a simple method. It is difficult to perform it competently. It generally requires a certain training or longer experience, so that the observer could be able to eliminate as many factors as possible related to their person (with their current physical and mental condition; with reduced ability to concentrate and focus their attention on multiple events simultaneously and even on taking notes, etc.) and with the environment in which the observation is made (complication is caused by active factors, such as lack of light in the classroom, long distance, too many people present, etc.). The biggest limitations of this method include the fact that it is possible to observe only what is observable (you can only observe the current behaviour, facial expressions). A common mistake by inexperienced observers is also that they combine data collection with their assessments, i.e. they both observe and evaluate at the same time.

Self-evaluation in practice is no simple matter: it entails a number of challenges with which the promoters and the entire school must cope. The following text will focus on only one facet of the self-evaluation process, namely the methods, tools and techniques that are used during the collection of data and information. Self-evaluation includes, among other things, systematic collection of evidential material which is then processed in different ways, analyzed, interpreted and used for further work: to maintain or improve quality (which is what the following fourth number of the Bulletin deals with).

With some degree of exaggeration, the use of methods in self-evaluation may be compared to the situation at the doctor's: they also have various ways to detect and determine the current status of the patient to be able to recommend procedures for maintaining or improving his/her health. And it is obvious that to make a diagnosis the doctor usually can not merely „look at the patient". Even „an ordinary practitioner" must

but they differ in a specific form of individual tools (e.g. questionnaire allows you to measure what is measurable, while written questioning in the form of an essay about given issues allows to understand the context, relationships, etc.); others are specific (for example, the focal group is typical for a qualitative approach in comparison with the standardized observation used in large quantitative surveys).

2. The interview allows the direct acquisition of information (face to face) on people's experience, ideas, perceptions, and at the same time the knowledge thus obtained may be, albeit in very limited basis, verified through the parallel observation of nonverbal expressions of the interviewee.

An important precondition for the interview is the ability to listen and, in appropriate situations, to remain silent. A plus is the ability to use or build a personal relationship (and detect even relatively sensitive information), an opportunity to flexibly respond to change the original discussion scenario according to current needs. However, it is difficult to hold a conversation properly (to use the appropriate wording and structure of questions, take notes and be sufficiently responsive, flexible, yet strong-willed). The downsides include the time-consuming aspect of the interview: the amount of time increases with the number of people interviewed and even more with any transcript of the interview, if a sound recording was made (e.g. with a voice recorder).

3. The questionnaire provides information in a relatively short time from a large group of people (i.e. respondents) at once, but even so it is a time-consuming method (especially if it is necessary to create the questionnaire or edit it in a situation where it is not possible to adopt it from someone). It allows ascertaining views, previous experience, attitudes; however, it should not be focused on verification of knowledge. In general, trickiness of the questionnaire lies in the return (usually given as the percentage difference between the cards in and return of completed questionnaires), which, if low, undermines the efforts of members of the evaluation group. The greatest limitation of this method may be that we never know whether the respondent wrote the truth (people sometimes unintentionally overestimate), and then, with an impersonal assigning, primarily whether the one corresponds to whom the questionnaire is intended.

4. Document analysis is another important method, which can however be used only in situations where written documents exist and people gain access to them. This seemingly simple principle is very difficult when, for example, considering the family background of students. The quality of the analysis is then mainly based on the quality of these documents (it is important to bear in mind that the documents were created primarily for other than evaluation purposes). In addition to the list provided, there is a range of other possible methods such as didactic tests, sociometric techniques, semantic differential, etc. (on the possibilities of their use we can read in most textbooks and methodological publications or the Internet.) Other methods, such as those receiving information „without words" (taking pictures, creating collages, etc.) are less common. Perhaps that is also why their use in practice is more fun than filling out a questionnaire, but people often do not know what to do „next". And „a mere collection of data (even if it was implemented systematically and properly, etc.) alone will not help improve the work of the school. Teachers and other concerned people must be willing and able to continue working with the information obtained ... (Hopkins, 2001). Learn about it in the next issue of the Bulletin.

Jana Poláchová Vašťatková

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Evaluation as a Tool
for Improving Learning Outcomes

Recently, there is an increasing number of complaints about the deteriorating quality of education. Educational policy makers as well as many educators currently consider tests to be a tool to ensure quality of education. The remedy is somehow expected from testing a priori, only by the introduction of the system. Implicitly it is understood that the tests will differentiate between good and bad schools, the good will be rewarded, the bad closed down.
Publication of results will serve as a guide for parents, who will be able to choose the best school for their child. Bad schools that will not be closed down will cease to exist due to lack of students. The threat of tests will encourage teachers and students to higher performance, ensuring that everyone will try to stand, and thus will work better ... This text aims to highlight the pitfalls of such an approach and report on alternative procedures for managers to ensure quality education.

Checking, or feedback?

Expectations of Czech education policy-makers from testing are not unique. In the second half of last century, many educational systems have introduced blanket testing to the same goal. However, experience (e.g. in Great Britain and the United States) have shown that basing an educational system on a competition among schools, on external monitoring and rewarding „successful schools" has many unintended consequences. The most serious ones include, for example, cheating or tendency of schools to get rid of poor pupils not to spoil their test scores. This phenomenon leads to dividing those schools to those that educate students from well-educated and well-off families apart from those that educate students with poor family backgrounds, and those that show good results, apart from those showing poor results. Differences between schools are increasing, bad schools are getting worse. The choice of a school becomes a crucial life choice. Although average test scores of students have been improving in the systems building upon the blanket testing, it is not so with all pupils. In the UK, for example, they found that no improvement occurs with 10% of the worst students. It is not interesting for schools to attend to these children, as their chance to reach the threshold of performance and thus positively contribute to the overall results of the school is too small. Another unintended effect is a reduction of the curriculum.

Schools spend a lot of energy to prepare students for testing and focus on those areas of the curriculum, which are included in the tests. A number of important educational objectives, which are not subject to testing, is sidelined in education. All of the above reasons resulted in the fact that in most developed countries in recent years the emphasis has been shifting from the checking function of the evaluation to its feedback function. Rather than on checking and rewarding and punishing, they build on the trust in schools and teachers that they will endeavour to responsibly improve performance of their pupils based on the feedback received. Schools that reported problems get support, not punishment in the form of a reduction of funds.

More than a competition between schools, cooperation is emphasized. Therefore, results of schools in tests are not published in many systems, they serve as information for schools, or possibly for the authority, not as a whip against the schools or a basis for the choice of a school and school competition for attention from parents.

All evaluation activities aim to ensure that all actors on the level of the system, the school and the pupil get valid information about their work and conditions are created for them to improve it.

It is based on a description of expected performance

To make sure that the evaluation serves the feedback function it is useful to describe the features of a quality work, quality performance, a desirable objective – to allow comparing the current situation with this ideal.

In the case of assessment of learning outcomes, this means that the pupil's desired knowledge and skills must be pre-defined in intermediate learning stages, with which the student's current performance would be compared. In most systems of developed countries, it is greatly emphasised that the information about the expected performance of pupils in that year should be available not only to teachers but also to pupils and parents in order to make it clear what the learning is supposed to aim at. The definition of expected performance can take many forms. Sometimes these are year standards that describe the expected performance of a student in a given year. Sometimes, teachers work with the so-called developmental maps (also known as a developmental continuum) that describe how knowledge and skills develop in the given field of education, with a common level for each age.

Teachers have a number of tasks that enable them to determine each pupil's current position. Observing the development of students with the developmental map allows teachers to compare the performance of pupils among them, the performance of each
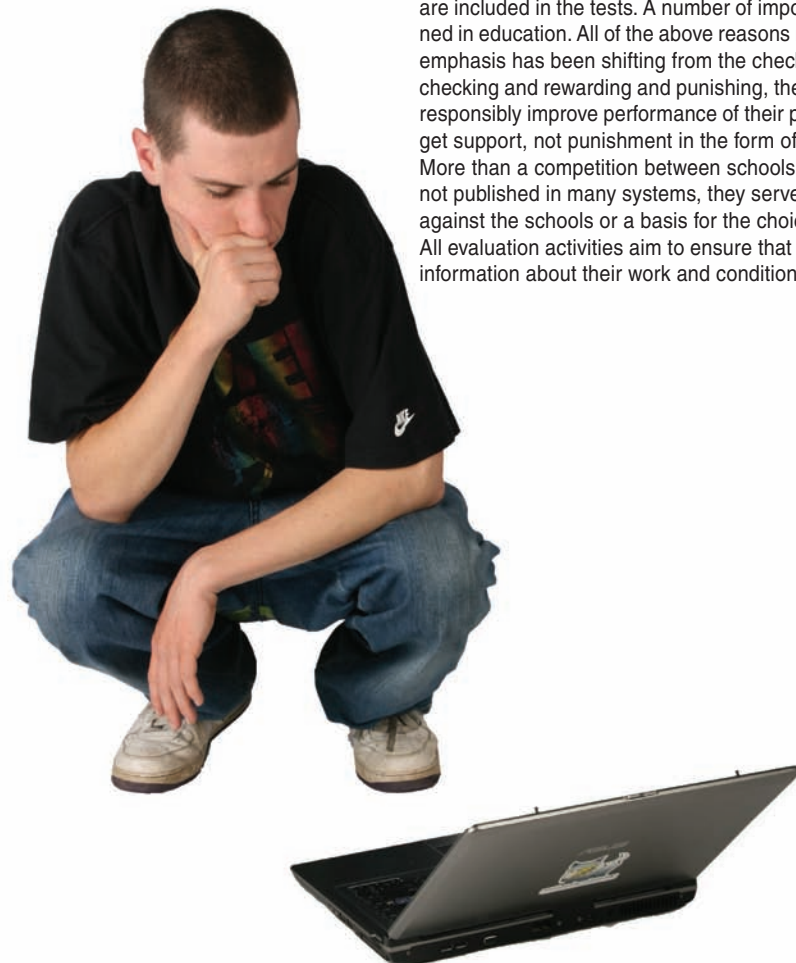
student, given the expected performance and the speed with which the pupil's performance improves. Information about the student's developmental map is of great informational value for the pupil and his parents. It is quite clear what the student can do and what are the educational objectives for which strength should be gathered in the future. Monitoring the progress of individual students facilitates early diagnosis of specific learning needs of each student and adaptation of their training to these needs. For example, in some schools teachers have differentiated teaching materials provided to students of different performance. If a student places himself/herself with his/her performance well below the level normal for the year or markedly above this level, or if a student achievements stagnate, it is clear that the student needs specific support, such as remedial or developing teaching. The teacher, however, does not usually manage to do so alone and he/she can provide it only in cooperation with other colleagues, such as teaching assistants, ancilliary teachers and alike. Similarly, the developmental map allows identifying partial weaknesses in the case that the student develops unevenly, and allows better targeting on their removal.

For you to get an idea of how the developmental map looks like, we present examples of maps for reading and writing from the International School in Prague–Nebusice. The development map specifies the following 10 phases (with the age of children and students indicated):

Reading and Writing Phase:
Pre-conventional: age 3–5
Emerging: age 4–6
Developing: age 5–7
Beginning: age 6–8
Expanding: age 7–9
Bridging: age 8–10
Fluent: age 9–11
Proficient: age 10–13
Connecting: age 11–14
Independent

For two levels of writing (Developing and Independent) and one level of reading (Beginning) the following features are presented that characterize the performance of pupils at these levels. For example, the teacher diagnoses the writing level at which the pupil is currently found, through types and contents of the texts the student creates, activities the student is capable of, and respect for conventions of grammar and apporach to work. Specifications for each of the aspects are very detailed and specific, which facilitates the correct classification of each child.

Example of Specification of Developmental Stages of Writing
T – types of texts, C – contents, P – processes, V – conventions, H – approach and self-assessment.

Developing
T – writing 1–2 sentences about the topic
T – writing names and familiar words
C – coming up with his/her own ideas for writing
V – writing top to bottom, left to right and front to back
V – using capital and lowercase letters
V – experimenting with the use of capital letters at the beginning of the sentence
V – experimenting with punctuation
V – beginning to make spaces between words
V – beginning to use sound segments (syllables, rhymes) when writing words
H – starting to read his/her own written text

Independent
T – writing orderly, precise, unsuperficial professional texts in which individual ideas are well-linked, and using quotes correctly
T – writing impressive and continuous stories and poetry
C – forming understandable sentences and paragraphs and effectively linking one to the other
C – starting to use literary devices (metaphors, personification, etc.)
C – efficiently inserting dialogues into the text
C – beginning to create a distinctive writing style and speech
P – independently adjusting the text on the basis of repeated revisions
P – receiving feedback from others and incorporating their comments in order to improve the quality of the text
P – publishing the text for different readers and purposes
M – using correct grammar
H – writing own texts on different subjects, demonstrating the proper self-confidence and competence
H – persistent in difficult tasks
H – setting their own targets based on analysis and evaluation of their own texts

Example of Specification of Developmental Stages of Reading
T – types of texts, C – contents, P – processes, V – conventions, H – approach and self-assessment.

Beginning
T – reading simple books for beginning readers
T – reading more difficult books for beginning readers
T – reading simple instructions and follow them, supervised by the teacher
T – identifying the basic genres (fiction, factual texts, and poetry)
T – governed by punctuation when reading aloud
P – reading independently for 10–15 minutes
P – independently choosing the reading material
P – learning by reading and sharing information obtained by reading with others
S – following the meaning (context) when trying to understand the text,
S – using the word order (grammar) when trying to understand the text
S – recognizing commonly used words and abbreviations
S – beginning to correct himself/herself
R – retelling the beginning, middle and end of story with a help
R – talking about the characters and story events with a help
H – identifying his/her reading habits with a help

Evaluation is followed by targeted support

Therefore, the essence of the work with developmental maps is that the teacher monitors the progress of each child and regularly informs parents of the child (preferably at the meetings attended by the pupil, who himself/herself reports about his/her work, along with the teacher and parents). In addition, the teacher provides the student with learning opportunities that match his/her actual performance (ideally, the teacher has differentiated own instructional materials according to individual levels) and, if necessary, provide the student with additional or developing lessons (either by himself/herself before or after school or with a help of colleagues or auxiliaries) so that every child could develop maximally. One of the levels of competence is usually defined as the minimum necessary for each of the graduates of the given level of education. The role of the teacher is to bring each of his/her students to this level.

This principle is crucial also in the case of evaluation of schools. Information about how we are doing is, in itself, useless unless we know how to use it. If we find deficiencies, we have the tools to remove them. Although this approach may seem from our perspective as a rather maximalist, it is, in fact, the only guaranteed way for a thorough rethinking of training objectives and their targeted implementation, with no unintended consequences, and also being the one the Czech educational policy should be directed to.

If tests, then quality and with consideration

If we strictly proceeded as described above, it is quite possible that we would not need any external tests. If we were to decide for external tests, after all, for some reason it is important to make it perfectly clear what knowledge and skills are tested, so therefore they must be based on some standard, specification of expected student performance at the respective level of education. It has to be completely independent on the test and must precede it. Otherwise, the verification will not be guided by what the student should know at that level of education, but by what tasks the test makers are able to create.

It is very dangerous especially in the case of printed tests administered by the State, since they will determine more than any no-matter-how-well developed curricula (e.g., FEP), to what the schools will pay their attention in their work. It is also important in the case of tests chosen from private companies by teachers and principals for their feedback. And they need to get the proper guidance to enable them to choose a test that verifies the learning objectives that they actually develop at their schools and find them important.

We are not able yet to construct tests to verify clearly defined educational goals. We can see weaknesses in our tests best if we compare them with international tests, such as tests that are part of international research. International tests are always very carefully specific in what targets they are to verify and why these targets are important, thus worthy of testing. Moreover, it is very thoroughly explained how exactly the objectives are operationalized in the test tasks. This allows the test user to decide whether the test reflects the objectives targeted by the lessons, and whether they are measured in a quality way. Czech tests lack this specification, and in most of them it is obvious that the tasks are combined in more or less randomly. The Czech Republic also has no standards which the creation of validation tools would be based on. In case of an unprofessionally and hastily implemented blanket testing, this may have fatal consequences for the curriculum.

It is important to bear in mind that even if the tests were well prepared and were to verify a consensus standard of education, they could not be used as such to assess the quality of school work. It should be noted that the results of pupils at the school are strongly conditioned by the composition of pupils who attend the school. The effects of family background are very difficult to filter, so comparing the work of schools based only on the results of students without considering the context is always unjust.

We certainly should however have quality tests at our disposal. They can serve to identify the schools and pupils who need support, but especially for the purpose of monitoring the education system as a whole. Through sample surveys, we can effectively determine how average educational attainments of Czech students develop, but also how differences develop in the results of individual schools, pupils and community groups. This would be key information for educational policy makers.

Jana Straková

Increased school autonomy, and moreover the obligation enacted implementing school self-assessment, created room for entrepreneurs who offered assistance to schools in these new conditions. I believe it is good that there are such offers of assistance on a commercial basis to schools and I believe that it would further develop. What is missing, however, is a definition of quality of these services, under which the schools could be directed in the choice. Given that the themes of school self-assessment and specific evaluation tools are relatively new, it is possible to understand the situation, but we can not be satisfied. Evaluation tools determining knowledge and skills and offer criticism of the tests are discussed in detail in Jana Straková's article. This text wants to contribute more generally to schools considering the offer of services in the school self-evaluation, thus not only the offer coming from commercial entities.

How to **Recognize Quality**
of Evaluation Tools (not only Commercial Ones)

The issue of choosing from the offer, of course, should be preceded by questions about school goals and priorities (see the article Planning the Self-evaluation in the second issue of the bulletin) and, on their basis, seek reasons for accepting any of the offers, or possibly which one (see the introductory article by Jana Poláchová Vašťatková – Acquisition of data and information in self-evaluation).

First, it is necessary to understand the behaviour of enterprises using advertisements to promote sales of their products, which may include misleading statements. For instance, no external body can provide the school with „turnkey" self-evaluation because it thus loses its fundamental meaning. However, external entities can effectively support some phases of the self-evaluation process in a similar way the project Road to Quality Improvement tries so with a number of activities. Furthermore, attention will be narrowed to the evaluation tools that can be used in the monitoring phase, i.e. information collecting and processing. The actual choice of evaluation tools must be the result of a critical assessment of compliance of objectives, priorities and capabilities of the school with the offer of information provided by the given evaluation tools. Enticing advertising slogans may include „measuring pupils' key competencies" or „effectiveness of teaching". A natural question to an attractive offer should be how this measurement is implemented, thus a critical assessment of whether the advertising name corresponds to the actual content (technically it is called content validity). It should be a matter of course that the schools do not have to ask about that, but they will be granted it in a plausible way. Sure it could be argued that this critical assessment requires increased expertise, which the people in schools may not have. In the future, however, the situation should change because the issues related to evaluation now begin to be a crucial part of the work of headmasters, but also teachers. Here I will try briefly to offer some guidance only. In the absence of explicit quality of evaluation tools in the Czech educational environment, I will borrow approaches from the fields of sociology and psychology, whose methods are relevant for our problem in many ways.

Sociological agencies, or more precisely market research and public opinion agencies, have their association SIMAR that „pays attention mainly to improving the quality of services provided by member agencies" (more at www.simar.cz/default.php). For this purpose, the member agencies must comply with the Code of Market Research and Social Behaviour, which is internationally valid. The fundamental principles in the Code include: market researchers ensure that the projects and activities are designed, implemented, developed and documented accurately, transparently and objectively. It is further specified: researchers ensure that the market research project is designed, developed and implemented transparently and objectively, and that it is also well documented (Article 4, Section e). In the reports on the results of the market research project, the researchers must clearly distinguish between knowledge, their interpretation of these findings and any recommendations based on them (Article 11, Section a).

With the sociological service providers, we can see a clear emphasis on the transparency of all activities in communication with the client. In this case then, there is nothing that the service provider should hide from the client in the project research and processing of the results. A bit different is the situation with providers of psychological services. It is clear that the disclosure of, for example, an intelligence test renders the test unusable, since it would allow everyone to rehearse it, and therefore it would no longer measure what is expected of them. Transparency has its specific form here, namely that certain psychological instruments, or their specific content, are transparent only within the psychological community. Within this community, very high demands are also placed on information about individual tools, which include, for example, theoretical justification, proper use procedures, limits and limitations of the tool, recommended ways of interpreting the results. This information is a content of manuals to the tools and can be found in specialized books. Professional polemics about the instruments then generally take place publicly.

One can get acquainted with the imposed requirements, for example, through the Standards for Educational and Psychological Tests published by the American Educational Research Association, American Psychological Association and the National Council on Measurement in Education (published in Czech translation by Testcentrum in 2001) or standards issued by the European Association of Psychologists' Associations (available for download at www.efpa.eu/professional-development/tests-andtesting, including review criteria in Czech translation).

In effect, this means that every psychological test or questionnaire includes a manual that contributes mostly to the proper use of the instrument and correct interpretation of the results. The user may be only an educated psychologist who can put the client's outcomes into a broader context and, based on his/her expertise background, choose reasonable interpretations in the particular case. The professional approach also includes that the more projective the method is (a big difference between information knowingly provided by the client and the resulting interpretation), the more carefully communicated and less ambiguous must be the information given to the client. What can you take from these inspirations for the selection of evaluation tools for school self-assessment? I summarize it in three guiding questions.

Is the service provider willing to give all the information about the offered evaluation instrument, including the method of processing information? At best, he/she offers it without having to be encouraged to do so. If not, is there any relevant reason for this? In this case, have reliability guarantees been provided by a credible independent expert authority? Are factual findings always clearly separated from the interpretation of results, or draft recommendations?

If these conditions are not met, it does not necessarily mean that the offered tool is not useful. There are people who can claim that they were helped by a prophecy of the coffee dregs. But they will not stand a critical professional look. They should not therefore succeed at assessing the effective use of public funds at the schools' side, let alone the funding of similar services directly by the establishing authority. I consider it important that external bodies also play their role, particularly the Czech School Inspectorate, for which the report on school self-assessment is a basis for the evaluation of schools (Education Law § 12) and it therefore needs to rely on credible information produced by the school about itself.

My wish is that the quality of outsourced services (commercial and public) for school self-evaluation has, in the sense mentioned above, markedly increased. This will probably be possible only when the clients are more demanding with the external providers while being encouraged by external audit bodies for their demandingness. Certainly, it would be helpful if the offer to choose from was expanded even more. Both the Czech School Inspectorate and the school authorities will probably have to acquaint themselves with assessing the quality of evaluation instruments to be able to perform their role well.

Martin Chvál

Recommended Resources:
Standardy pro pedagogické a psychologické testování. Praha: Testcentrum 2001.
www.simar.cz
www.efpa.eu

What the **exclusion** of the school **self-assessment** from the law would mean

The following text was included in the opinion of the project management for planned amendments of the Education Act in the field of school self-assessment. As of November 30, 2010, more than 80 representatives of schools and experts engaged in the evaluation of education have attached their signatures to this opinion. The opinion together with the support expressed was handed over to the MEYS management.

We have learnt from an open letter of November 9, 2010 which the Minister of Education Josef Dobes addressed to headmasters and teachers that the Education Act is going to be amended. The Minister states in the letter: „the amendment will also affect the obligation to process the self-evaluation report that will not be stipulated by the law." We will still allow ourselves to be surprised how this change will look like in the exact legislative provision.

The Education Act (Act No. 561/2004 Coll. as amended) distinguishes between two terms – school self-assessment (§ 12) as a logical balance of the external inspection in the new democratic conditions and the report on school self-assessment as part of the school documentation (§ 28).

Considering the large and still uncertain legislative change, the following lines are hypothetical. §12, Article 1 states: „Assessment of the school is conducted as a school self-assessment and an evaluation by the Czech School Inspection. Its exclusion would mean a fundamental turn from the current developments since 1989. In the context of the implementation of external testing of pupils it is a clear vote of no confidence against schools that can ensure the quality of their work. The current lack of an evaluation system should be resolved exclusively by an external scrutiny. It would also send a clear signal abroad that the Czech education system is not able to ensure the quality in the new democratic conditions and „has taken a reverse run".

Cancelling "only" the obligation to process a report on school self-assessment in accordance with § 28, as the sentence in the Minister's letter could be read, could mean a less significant change. The report may be, and for many schools is, a formal document. The absence of a formal document, however, increases demands on the methodology of the CSI (its elaborateness and transparency) that should (according to § 12 paragraph 2) based on school self-assessment in its inspection activities. If the report were to be cancelled, it would have a varied documentary form. For the schools themselves, the absence of the school self-assessment report would put more emphasis on the projection of the results of self-evaluation in the public annual report of the school (also § 12, Article 2). If the schools did not pursue self-assessment, they would renounce their perspective on their activities to the benefit of the external evaluation only.

Although these legislative changes may mean "a relief from bureaucracy" to the schools, they surely limit their autonomy and terminate the partnership in assessing the quality of education provided by schools.

Any modification of the Education Act aimed to ensure the quality of education in the Czech Republic should be based on a clear design of the evaluation system. The Czech Republic has not elaborated it, or more precisely it is not fully functional. Introduction or cancellation of partial elements, however, requires a system justification that is missing in this case.

For the unabridged opinions with the current list of celebrities who have given it their support, visit the project website at http://www.nuov.cz/ae/vyjmuti-vlastniho-hodnoceni-skoly-ze-skolskeho-zakona.

If you want to join that opinion or to express your view, you can do so at the e-mail address cesta@nuov.cz.

Martin Chvál

Question Two **– How?**
On the Use of Methods of Self-evaluation

In the last issue I briefly stopped at the issue of the purpose of self-evaluation. Now is the time to deal with the method of its implementation. In other words, if the subject of the last essay was the question „Why?", today the question is „How?". We will speak about some of the conditions of the choice and application of self-evaluation methods. I will focus on four conditions which are in my opinion bound to a successful use of any method of evaluation in the school, including self-evaluation.

In particular, the method and manner of its use must comply with demands for expertise. These include, among other things, a requirement that the tools of the method be created in an acceptable way, that the method be appropriately selected in view of the purpose and the object of the assessment as well as of readiness of the assessor, or that it must be relatively possible through it to reliably assess what we want, and that the users must be able to work with the method. The method is based on the objectives, not vice versa, as in many cases. This is usually achieved by a strict supervision of the substantive and procedural aspects of the self-evaluation. Not always, however, do the schools succeed. Many quasi-questionnaires can be seen whose issues are not comprehensible, being directed elsewhere than they should be (for example, to evaluate people, not processes and phenomena of the school reality) encouraging to virtually unassessable answers and suffering from a number of other abuses. Well known are also caricatures of interviews in which some „beat" the others, and still the said is eventually considered a result of a democratically conducted interview. And what to say to the spectacularly decorated collages made by a self-styled group that passes its own interpretation as the only valid one, despite the opposition of other members of the teaching staff? A lot of similar examples can be mentioned. It is clear that even though some reviews are always carried out in the school, people in most schools do not yet have enough experience with self-evaluation. Of course, in this case, it is not a research in a strictly academic sense and it is even not supposed to be one, but still the set of self-evaluation steps should be relatively clearly structured for us to „actually come from point A to point B, and not to get lost in a fog of conjectures, feelings, illusions or wishes. Some handle it well themselves, others take advice if they are wise...

We can succeed with the chosen method if its character and design respects the existing school culture. The school culture is a reliable filter that lets through to live only what is compatible with it, and vice versa it dooms to failure virtually any initiative that does match up with the culture, or perhaps it even ignores it. Each school has a unique culture. It therefore pays to think on what terms, whether voiced or unspoken, it is based, what supports it and what it prevents or can prevent. I know a man who, after coming from another school to the headmaster's position, did not intend to concern himself too much about the characteristics of the environment he wanted to change, but he tried right away to impose an order according to his tastes upon the school (he was an enthusiastic innovator). He failed as he simply did not overpower the current culture of the school; he failed to establish a vision, together with the most of others, where to direct the school. He eventually left the school himself.

When choosing assessment methods, one can orientate, to a certain extent, by general characteristics of school cultures, e.g. in terms of school grades (some methods are more appropriate for the first grade, others for high schools) or the degree of maturity of the school as an organization (some methods can be applied in a beginning school, others in a school firmly established in its ways of stereotypes, routines, „historic confines"), or according to previous experience of the school with self-evaluation, etc. For the successful choice and implementation of any evaluation method, it is important, however, to respect individuals. Only a fool would allow exclusively for enthusiasm of those participating – people usually need to have their own interest in matters. The way of using self-evaluation method should also be discreet, nonthreatening the respondents or those who work with the method, it should not bring concern and even fear. Procedures inducing fear or other blocking emotions can not succeed in the long term, going straight against the desired sense of self-evaluation. On the contrary, it is fortunate if the method and manner of its application inspire. No matter what method is involved, it is recommended to keep in mind that this is primarily an invitation to dialogue – that is, after all, one of the main principles of self-evaluation as a process of stimulating the internal development of the school!

Important is not only the technical but also cultural, social and emotional side of things – the thing is not just which method to choose and introduce, but to be able to give reasons for it, as well as be able to interpret the data obtained, but what matters after all is also how to discuss the results and what they mean for the future. Pertinent is simply the question how we can invite people from the school (and sometimes even those of the surrounding area) to discuss the quality of life and work at school. Mere technical perfection of the method or its use does not mean much, if self-evaluation in school is not a generally accepted, sensitive and correct process of working together.

Good luck in striving for the direction indicated!

Milan Pol

Travel *Diary*

In this column, we regularly acquaint you with what we have had to offer in the project Road to Quality Improvement. Training of self-evaluation coordinators was conducted, which we described in the previous issue (Bulletin No. 2, column Travel Diary, p. 16), and now we bring you evaluation of e-learning tasks, which followed each training module. We also want to present how training of Self-evaluation Consultants took place who will provide consultancy services to schools throughout the school year 2010/2011.

Educational Program
Self-evaluation Coordinator
under the Magnifying Glass

In the last issue, we wrote about an educational program for the coordinators of self-evaluation. Its participants (there were 217 of them) after each of the five modules prepared a „home" work. There were about thousand answers full of interesting information that became the basis for content analysis. It has two parts: one provides information on how schools, or graduates of the course, approach self-evaluation based on tasks assigned during the course. In particular, it identifies which areas and sub-areas of self-evaluation are most important for schools, what evaluation tools they use to assess these sub-areas, how they go about collecting and evaluating their data, how the coordinators present the obtained data in the self-evaluation report, what powers a good self-evaluation coordinator should have from the perspective of the participants of the course.

The second part of the analysis is intended to show the program makers how the participants managed to pass the basic principles of management and quality monitoring in schools. Even the experts on self-evaluation need a feedback on their work to be able to continue to improve.

What does the analysis tell us about the evaluation tools?
The theme of this issue of the bulletin is evaluation tools. What did the analysis of their use tell us then? It showed, inter alia, that the monitoring of physical conditions is dominated by observation, schools obtain information on personal conditions primarily from the employees' documentation, and the course of teaching is usually assessed on the basis of observations and questionnaires. So if it was possible to assess the responses, most schools manage to choose tools depending on what they intend to find out. It also showed that relatively few schools monitor how pupils perform core competencies and expected outcomes, and that they most often use questionnaires to do so. Here, however, we have to distinguish whether we learn with their help about views of the students and teachers on how we manage to develop competencies, or determine the actual level of competence. The analysis also shows that the schools find the situation at their schools predominantly by themselves, only a small percentage of them (i.e. 10 representatives of schools) stated that they use products of external services for self-evaluation. If they do, it is primarily intended to monitor the results, or the school climate. Perhaps the most commonly used tool, according to the results of the analysis, is questionnaire. It was also the working with it that the participants described most often, and thanks to that we have gained many an inspiration from practice that is worth sharing. Here are two examples to illustrate.

Questionnaire according to SEP
As one of the participants in a training program stated, a proper self-evaluation coordinator should be „naturally lazy". It is often enough to reach for what you actually have at our disposal. So to survey how students develop their skills, two schools used formulations of educational policies of their SEP (School Educational Programme). They just converted them into the first person and expand them with a range of how often it happens, and thus a questionnaire for self-assessment of teachers came into the world. The teachers then simply considered, for example, how often „they assign work to students, using application of theoretical knowledge", „require presentations from students, or how often „ the pupils get involved in the rulemaking in their lessons." Then they saw for themselves how much their teaching style approximates the standard the school had set as a goal, and what specifically they had yet to work hard on. And if such a simple tool is taken as a basis for inspectional protocol, even the management may relatively reliably monitor how well the teachers work primarily on the development of competencies. Last but not least, it is possible to assess how the school meets its SEP, or to determine in practice to what extent the formulated strategies actually suit it and whether some adjustment might be necessary, for example.

How do students learn at home?
Already the previous example suggests that as important as the actual evaluation tool and its choosing is how we use it. We must not forget that the main goal of our survey is to improve the situation. Thus, in one school, where they probably felt shortcomings in the students' results and where they had concluded that homework could play a role therein, they created a poll with very specific questions on how students learn at home. They were asked how long and when they prepare for school, how they proceed in the process (e.g. „Do you review what you've just learned at the end of the home preparation for each subject?"), what conditions they have at home for learning, whether someone teaches them and whether they know what to learn, and last but not least, whether they enjoy it. As in the previous example, a questionnaire thus compiled actually gives instructions on how the ideal situation should look like. The teachers were thus able to realize that the tasks were supposed to be fun, and that they should clearly specify what the students should learn, and they again got a few tips on how to improve homework. And when the poll eventually revealed that parents help children with learning just a little, they focused on the issue at class meetings and prepared a discussion for parents on how to prepare the pupils who have learning problems. Through an analysis of homework by participants in the training program Self-evaluation Coordinator, we obtained interesting findings and insight into practice. The Research Report from the content analysis will be published in January 2011 on the project site (http://www.nuov.cz/ae/vyzkumya-sbery-informaci).

Anna Valouchová

Within the Project of Road to Quality Improvement, the activity Consulting was planned in the area of self-evaluation. The Consulting model was designed so that the selected participants in the educational program Self-evaluation Coordinator, who also pass Self-evaluation Consultant program, will act in an advisory role and will provide support to schools to solve a specific problem that concerns the school self-assessment.

How did the training of consultants go?
Who is the consultant? What makes a good consultant? What does a consultant do and what can he/she not do? What does one need to learn? How much can an incipient consultant utilize of his/her previous experience? What does one need to give up and what matters most? How do I hold out as an advisor? Who can help me? These and many questions arose during the three-day training program for future self-evaluation consultants.

Self-evaluation Consultant
– help to schools

The participants, graduates of the education program Self-evaluation Coordinator of and future advisors (mostly they were headmasters or deputy headmasters of schools), began their „transformation" into the new role by their own self-reflection. The coaching approach and the associated scaling method gave the future consultants an opportunity to reflect where they are from the perspective of consulting skills, what they know, where they feel safe. The following discussion showed the need to explore the role of the consultant more closely, the consulting process itself, to learn about options advisor, about the advantages and pitfalls of the consulting work. The Venn diagram method gave them an opportunity to organize their thoughts, where the roles of the teacher--instructor and the consultant differ and what they have in common. Gradually, the participants began to realize that being a consultant means a change of thinking. The advisor is also a different emotional level than, for example, the level of a lecturer, teacher or the management. The key moment was the practice of contract negotiation, i.e. bringing the client to a particular formulation of what he/she intends to address jointly with the consultant, what to work on together. This section showed that for successful consulting it is very important and decisive to formulate the goal well and clearly. To make this and other steps too, it is necessary for the consultant to be able to ask. When is it a good idea to make sure, and when on the contrary it is important to ask open questions, what questions may box the client in, and why is it so tricky to ask „WHY?". Through other activities focused on training, the participants received an idea of how to act in the later stages of the consulting process. At the conclusion of the program, they could determine in a joint reflection where they moved in the original spectrum and what can still be helpful in the further development. Some still need to extend their expertise, while others consider it crucial to practice, reflect oneself and support in the form of supervision. The nice and creative atmosphere of the entire program was supported not only by the environment but also by the involvement of participants. In addition to training the consulting skills, they were also building basis of a co-operative group by mutual familiarization and discovering.

What can we expect from consultancy?
Who is the consultant? Advisor/Consultant is a position of a certain impact on other persons, groups of people or an entire organization, but at the same time does not have a direct impact on the implementation of the changes proposed. Primary responsibility for implementing the recommendations is born by the consulting. The consulting or the beneficiary of the advice is usually called a client.
What is the objective of consultancy? The objective of the consultancy is to achieve change. In principle, changes may either lead to organizational changes or changes in understanding, or to learning something new.
Summary: Basically, consultancy is any activity (method of providing assistance), conducted by the advisor with a system that he/she is not a part of. The aim of the consultant is to participate in successful activities resulting in the fact that people or entire organizations act differently and more effectively.
Schools in the project can make use of technical assistance of the consultant who:
Is credible and treats information confidentially.
Observes and respects ethical values.
The overall results are more important to him/her than his/her own visibility.
Controls his/her emotions.
Is able to handle conflict.
Welcomes the initiative while supporting the involvement of others.
Is inspiring and manages motivation actively.
Is a moderator of the process.
Is characterized by patience, and speaks and acts deliberately.
Takes care of himself/herself, further educates himself/herself and develop his/her consulting activities.
How will the consultancy proceed in schools?

Training of the self-evaluation consultants was organized by the National Institute for Further Education on 27 – 29 September 2010 in Luhacovice. After completing the training program, the National Institute of Vocational Education took 28 advisors to its „care" as it organizes praxis of the advisors at schools. From November 2010 to October 2011, approximately 150 intervention visits will take place at schools. Consultancy at schools will be either short term, when the consultant will be able to solve problems at the school during a single visit, or long-term, where we expect four intervention visits to schools. Currently, we are able to provide consultancy for 57 schools that signed up first. As more schools signed up than we are currently able to satisfy, we discuss extending the activities. Our goal is to meet the needs of schools to the maximum extent. We will timely inform those logged in about the possible extension of the activity.

Kamila Bobysudová, Jana Kazíková

How does the bulletin **On the Road** to Quality serve you?

So far, the editors of the bulletin On the Road to Quality have specifically addressed selected school principals and teachers to comment on the contents of the bulletin. However, we would like to know your views too. The aim of the editors is that the bulletin On the Road to Quality will be useful for you and that reading it will be a pleasant moment for you. In particular, we are interested in your views on the appropriateness and content of each column of the bulletin.

Specifically, we would like you to answer these questions:
Are the articles clear enough?
Do you consider the articles inspiring and useful for your practice?
Do the articles correspond to the topic of self-evaluation, or self-evaluation of the school?
Does the graphic design suit you?
What needs to be improved?
What needs to be changed?

The editors of the bulletin will be very pleased to learn about your personal views and will use them to improve further issues.
How can you communicate your ideas and suggestions to the editors of the bulletin? We offer you two ways:
Write to us at cesta@nuov.cz with the subject "Bulletin – Questionnaire".
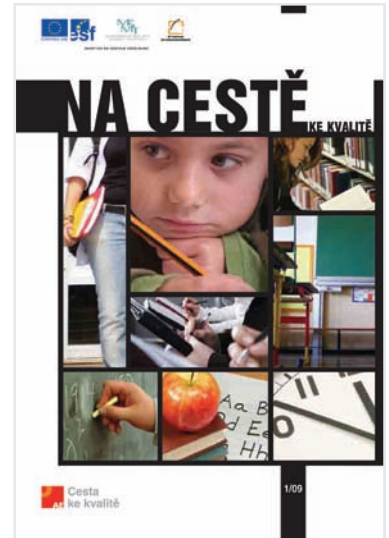The project website features a questionnaire at http://www.nuov.cz/ae/bulletin that you can fill in directly at the site in an electronic form, or print out, fill out and send to:
Road to Quality Improvement – Bulletin – Questionnaire NUOV
Weilova 1271/6; 102 00 Praha 10

I thank you in advance for your comments and suggestions on behalf of the editors.

Jana Ostrýtová

Hitchhiker's **Guide**

Framework School **Self-assessment**

The evaluation tool is designed as a guide to self-evaluation. Its aim is to facilitate the work when making reports on school self-assessment. The tool is quite variable and is intended for both beginners and those who already have a richer experience of self-evaluation. With the ability to generate printed documentation, it supports teamwork as well, division of tasks, discussion among colleagues. The tool is available on the site of evaluation tools at www.evaluacninastroje.cz.

The methodological structure of the tool is similar to the structure of some quality models developed abroad. The tool covers five areas of the school quality given by Regulation No. 15/2005 Coll. and its amendment provided for in Sections a) – e) of Article 2, § 8. The individual areas and sub-areas of quality are assigned to criterial questions. The evaluation was performed using one of two types of scales. An important part of the evaluation process is the submission of evidence which demonstrates the choice of the degree on the evaluation scale. This makes the evaluation more objective. The outputs of the evaluation tools developed under the project Road to Quality Improvement may be used, inter alia, as evidence. If the assessor is not satisfied with the offered choice of several levels of the scales, he/she can make even finer evaluation by points, which takes into account inter alia the quality of the evidence. After reviewing specific areas, overall results are generated that serve as a basis for evaluation as required by Section f) 2, § 8 of the Regulation. In conclusion, the evaluator conducts an overall assessment of the results. These are presented in the form of a list of sub-areas, where good results were achieved, and the sub-areas to be significantly improved. The last phase is the formulation of measures for further improvement. A report on school self-assessment can be generated in several formats, or you can continue to edit it.

You can learn about his tool in more detail through the attachment in this issue of the Bulletin.

Martina Kekule

What are we actually talking about?

The concept of quality (jakost[1] in Czech) itself does not mean anything; it is an empty shell, which acquires meaning only in conjunction with another word, indicating a value of a thing or phenomenon. Intuitively, the quality was seen in ancient times as the distinction of „good" and „bad" based on life experience, i.e. subjective criteria. The earliest known definition can be found in Aristotle, in effect asking about the specific properties of a matter and searching an answer to the question „What?". The concept of quality is thus derived from the Latin form of the interrogative pronoun „Qualis?"[2].

QUALITY

The medieval scholastics distinguished between the primary quality (objective characteristics) that are in the matter (in res – that is real) and the secondary (contingent, subjective) quality, which arise through perceiving things. The Modern Age science is trying to replace these arbitrary qualities with measurable quantities and categories, which is still a subject to technical discussion, particularly influenced by value priorities of the human society.

Generally acceptable definition of the concept

We understand the quality as a feature or a condition we project to the object (thing, phenomena, living beings), which is then observed to take an evaluating conclusion of the attributes we have previously established as important, essential or critical in accordance with certain own or externally taken (imposed) criteria. The problem often is that the object of the assessment is confused with value. This then leads to confusion and mistakes. Objects, phenomena or beings can not themselves be value because it is attributed to them, inserted into them, and introduced by people.

The relationship between quality and value

Each quality corresponds to a certain (appropriate) value because the value is a quality defined quantitatively, i.e. the value is an expression of a quantity of quality in the observed thing, object or phenomenon. We often encounter the view that the value is a quantity of its kind that exists in itself. We believe these thoughts to be abbreviating, because each quantity, thus the value as well, is determined not only by the content but also by the degree (quantity). The problem arises, perhaps, that in the evaluation process the content is attributed to the evaluated object and thus becomes (or, rather, is), its quality and then its value. E.g.: when I say that the observed object is hard, I classify it in its characteristics (quality), but when I say that it is harder than something else, in that case I evaluate its hardness (i.e. degree of its quality). Determination of the degree or the level of quality (thus an attribute or state of the object) is different from the impact it has on the nature of quality. In the event that the attribute has only one degree, the conclusion of the qualification of the attribute and the conclusion of its value is one and the same, not different. The rule is applicable to 100%. It cannot happen that the rule is a little more or less valid.

That would be bringing our feelings into the qualification of the object. The rule is valid even if we do not like it. A logical procedure of our thinking is then the same with classification and evaluation. Since in qualifying, thus communicating and labelling an attribute or condition of an object, some (albeit minimal) levels of quality must be reasonably assumed, our every conclusion (statement) then becomes a qualifying judgement as well. It is therefore necessary to differ in assessing from and between each other the qualities (properties) of various degrees (i.e. the quantity of the same quality), which is sometimes difficult and can lead to errors, especially if we have different names for varying degrees of quality (e.g., heat, warmth, cold, chill). It can thus be concluded that the quality (i.e., properties or states) are different, if we cannot reduce the alleged differences to mere quantile differences (in the extent, degrees, etc.).

1) Quality is derived from the words „what is" within the meaning of „what are the qualities, characteristics or values of the observed phenomena".
2) This is the same relationship when the quantity answers the question „How much?" (Latin for „Quantum?").

How does the life see it?

In the real life, exact numerical (quantile) designations as offered by science do not specifically assert themselves towards the normal everyday experience. Their mixing with the general language may even result in comic or paradoxical verbal puns. E.g. if we want to express a feeling of the blue sky, we may disclose this property by describing the blueness (cerulean, pale blue or steel grey-blue), but also by disclosing the information on the wavelength of blue light. We use terms denoting a specific quality in everyday speech as metaphors: sour face can not be described with the data on the pH or the concept of terrible love does not seek to intimidate, but to impress with its depth or size.

Industrial effects on the narrowed concept of quality

Industrial and post-industrial societies generate large quantities of targeted models and quality management and control systems that are now emerging in the field of education, and that is to the extent to which education and training begin to be perceived in the meaning of a product whose price is dependent not on the obvious value to society, but on the difference between demand and supply. Each of these models and systems promotes their own tools and prioritizes their own indicators and benchmarks. With this reduced expediency, it is not currently possible to accept the only possible and correct understanding of the concept of quality. It would be so general and generalized that it would be actually almost unusable. In conclusion, several examples of expediently enforced definitions of quality: Quality is fitness for use (J. M. Juran). Quality is the conformance with the requirements (P. B. Crosby). Quality is the minimum of losses that a product causes to the society since its shipping (G. Taguchi). In conclusion

From the late 18th century, the quality in the education field has been determined by rather subjective feeling of actors, but since the state intervention effective quality evaluation models are still looked for with different forms of standardization, formulation of criteria sets with a series of indicators, and creation of comprehensive systems of evaluation, covering comprehensively not only the outputs, but the processes as well. But this is a very complex set of issues, so no simple and cheap solutions prove to be viable in the world, to which especially politicians resort, strongly supported by economists and formalized after a short-term euphoria. Only comprehensively sophisticated systems are capable of this with long-term incentive application, based inter alia on the self-evaluation interests of the actual actors of the educational processes.

Karel Rýdl

You – the readers – liked comparing two views of two headmasters on the same topic in the previous issue. It turned out that there is no only „correct" way to achieve the goal and it depends on each school what cocktail it mixes from a wide range of instruments. This time we asked about the method of choosing evaluation tools and the motivation of teachers to shift their own quality of work and the whole school. .

The quality of **school work**
can only improve

Mgr. Alena Hradílková, Headmaster of Primary and Nursery School, Jiráskovo náměstí 1166, Hradec Králové
The school has 369 pupils, 19 classes, 34 teachers.

1) Does self-evaluation have any real meaning to your school?
It certainly does. I can not imagine that the school would not carry out self-evaluation. It is a device which gives us an overview of the quality of school work. The school must know its strengths and weaknesses. Without knowing them, the school can not „move" forward. Otherwise, there is a danger that the school will live within its very nature, and sooner or later to find out that it „missed the train".

2) Do you monitor all the self-assessment areas to the same depth or do you choose specialization as your needs change?
I believe that there is no immediate need to monitor all the areas of self--assessment with the same intensity. We must not ignore any of them, however there are areas where there are no problems, and we monitor these areas just „marginally". School self-assessment is performed continuously, being evaluated in the middle and at the end of each school year, regardless of the obligation to process it in writing every three years. We monitor more closely the areas
a) in which we discover a problem, or we know that we are engaged in the area, and yet the results in this area are not satisfactory,
b) which are topical due to the current social demand (monitored by CSI, parents or with important guidelines attached thereto, or are new),
c) that have been troubled in recent years, we have now made significant progress therein and we want to make sure that progress is not accidental, but that it is the result of long-term systematic work.

3) How do you go about choosing your methods and evaluation tools?
An example can be assessing the quality of mathematics lessons (one must know the characteristics of quality teaching of mathematics) – whether it is consistent with the requirements as set by Framework Educational Programme (FEP) and criteria for evaluation of the conditions, process and outcomes of CSI, etc. Accordingly, we choose criteria to use in inspections in the lessons helping us to recognize whether the lesson is consistent with our expectations. Another evaluation tool is checking written comparative work and comparing their results, post-inspection interviews, monitoring the work of the subject commission, pupils' participation in competitions. In addition to internal evaluation tools, we use also external tools, in this case these are comparative tests SCIO or Kalibro. Within a kind of feedback, we compare the results of pupils of the class with national results. Teachers look for an answer to the question where their pupils were more successful or less successful if compared to the parallel class and why. The relevant conclusions serve as a basis for recommendations for adjusting the thematic plans for the next school year.

4) Using what tools do you monitor the work of teachers, how do you motivate and evaluate them?
The school is generally considered to be a place for students. We are used to evaluate the educational process and outcomes of pupils. The actual results of pupils, however, reflect only a small part of the school quality. I believe the school should be considered as a place for teachers responding to their professional needs. Meeting the needs of teachers will help to meet the needs of pupils. A satisfied and well-educated teacher = a satisfied and well-educated student. I therefore perceive the road to the quality of school especially in improving the quality and motivation of teachers. If there are educated teachers in the school who keep a good track of innovations in the field, participate in regular training courses, follow the professional press, there is the assumption that they will be able to transmit most knowledge to their pupils. Most important is to set „the bar" to realize what kind of teachers' work is desirable due to the implementation of the school curriculum and given the quality of the school.

At school we have established the basic circles for evaluation. They are the quality of educational work of teachers, quality of the teacher's educational activities, professional knowledge, motivational activities, representation and positive promotion of the school, personal initiative and willingness to cooperate, self-education, keeping and upgrading of skills in line with the needs of schools, cooperation with parents, responsibility for informing parents and colleagues. Within each criterion, we created a point scale describing where we see the quality. One year at the beginning of the school year, the teachers are evaluated by the school management (evaluation interviews with teachers). We follow the teacher's own self-assessment in comparison with the evaluation of school management naturally on the basis of all available instruments of evaluation. The teachers bring with them their own portfolio. The evaluation results are then converted to the score, to be followed by financial reward in the form of an additional salary component. In the context of the scale, we gradually increase the demand on various criteria, and thus improve the quality.

In addition, (and a written acknowledgment of outstanding work), we appreciate any extra work in the form of reward. For each school year, we advertise so-called school grants. These are events that help develop and promote the school, and the teachers who sign up to implement the grant receive a fixed predetermined fee. In addition, we use non-financial opportunities of motivation – we organize meetings held outside the College associated with education throughout the teachers' staffroom and exploiting other entertainment environment; we offer training opportunities, study visits, we arrange the experience of study abroad, we establish collaboration with other schools in the region, and we arrange sample inspections for colleagues.

5) Did you change anything in your school on the basis of evaluation findings?
Yes. Based on the inspection findings, we complemented SEP and on the basis of our knowledge of teaching, we strengthen lessons of financial literacy. Through analysis of parental questionnaires, we made a decision to change the frequency of class meetings and establish office hours, which we previously had not had. According to the SWOT analysis, knowledge of inspection activities and questionnaire surveys among the teachers, we partially modified the plan for further education, broadened skills and methodological associations and strengthened the authority of the advisory bodies.

6) What would you recommended on the basis of your experience to your fellow-headmasters?
Do not be afraid to evaluate. Realizing what we are good at is nice, but more important is to detect and identify what we fail to do and focus on that area. At the beginning, know how to choose 2–3 areas which need attention. Do not take it for granted that we will manage to implement the change in the course of one school year. Have plenty of patience and perseverance. Do not try to change things at all costs and everywhere.

in cooperation of the entire teaching staff

Mgr. Pavel Škramlík, Headmaster of Private Sports Grammar School Ltd, Litvínov,
focusing on ice hockey, soccer, aerobics and artistic gymnastics
The school has 421 pupils, 19 classrooms, 30 teachers.

1) Does self-evaluation have any real meaning to your school?
We understand school self-evaluation as a means through which we keep track of the quality of our work. Since we endeavour to continuously improve our work, self-evaluation is necessary and indispensable to us. During the school year, we evaluate the status of the school in different areas, revealing the risks and then adopting and implementing measures. This ongoing process is a source for the final evaluation of sections, evaluation of the headmaster, a basis for the annual report and for modification of internal documentation. The vision of our school is „A school in motion, respected and sought after", so also for this reason we cannot view self-evaluation only as a formal activity.

2) Do you monitor all the self-assessment areas to the same depth or do you choose specialization as your needs change?
In the school year, we monitor the objectives of all areas, but not with the same intensity. We usually select two areas that we focus on more. For example, we keep periodically returning to various questionnaire surveys. All the self-evaluation areas are developed in detail to the work plan for the school year, based on the self-evaluation plan while respecting areas given by the Regulation. The plan sets forth specific goals and objectives, including dates and responsibilities. Implementation of the plan is evaluated in the middle and at the end of the school year. In the next school year, we focus on areas in which we have found reserves, or nail down objectives, targets and measures.

3) How do you go about choosing your methods and evaluation tools?

We try to engage the widest possible range of methods and evaluation tools. Important selection criteria are sensible, low administrative demands. We get back to most of the instruments regularly and include them again after a period in the school year. We choose the traditional and proven methods: questionnaires for parents, for pupils and graduates, SWOT with the staff as well as the students, classroom visits and peer observations, document analyses, teachers' and pupils' portfolios. We use perhaps less traditional instruments such as internal evaluation sheets, admission tests for students, teacher's personal development plan, motivational assessment interviews with teachers and non-pedagogical staff, evaluation of professional work of the 9th year pupils and various surveys within the school consulting office. We also successfully use supervisions for teachers; beneficial was also coaching of the school management, the subsequent conclusions and recommendations.

4) Using what tools do you monitor the work of teachers, how do you motivate and evaluate them?

We use inspectional broader of the wider management (headmaster, deputy, head of the methodological associations of ISCED 1 and 2, educational consultant and special education teacher), we support mutual classroom inspections. Records from the classroom inspections are then evaluated and saved so that we could monitor the long-term development for teachers. Important to us are personal (about an hour) motivation talks taking place in the pre-week period where we evaluate the past period and define tasks for the school year. We also monitor the teacher's personal development plan with which the teacher sets each year's specific goals and objectives in further education, work with the class, methods and forms, etc. and evaluates them in an evaluative interview after six months of the year. To evaluate, we also use teachers' portfolios. Teachers are asked for self-assessment according to criteria that are part of the internal wage regulation, they were created along with the teachers; they are specific and responsive to the needs of the school. Subsequently, we assess meeting the criteria in the school. On the basis of aggregate data findings we derive a personal evaluation. We pay attention to the ongoing remuneration of anything the teacher does beyond the call of duty for students and school, and we reward as soon as possible in the next month.

5) Did you change anything in your school on the basis of evaluation findings?

Evaluation findings, inspectional activities or supervision findings help us in planning further education and its specialization. SWOT Analysis of the teaching staff helps formulate goals for the next year, as well as a SWOT analysis with ninth graders. These are regular self-evaluation activities, which help in the formulation of partial measures. But to be more specific, I can give a few recent examples.

Some parental questionnaires referred to the chaotic arrangement of our web site, it was an impetus for us to change. In collaboration with the School Board we made the web site more transparent and gave it a new design. On the basis of internal monitoring, but also the evaluation of surveys among students and parents, we found the need to better deal with relationships among pupils in the class, paying attention to prevent risky behaviour. Due to the specialization of sports classes, trainings and demanding schedule, the class teacher did not have many chances to organize the parental sessions. As we considered the regular meetings of classes with the class teacher very necessary and beneficial, starting from this school year we have introduced outside the schedule in all classes a regular morning class half-hour intended for communication with pupils, development of PSE (personality and social education) and so on. Another measure introduced regular meetings of selected classes with the school prevention worker, establishing of the criteria for the sociometry work of the class teacher or including an optional subject of Ethics in the curriculum. Another example concerns the specialization of our school, the focus on physical education. Based on interviews with coaches and the monitoring of pupils, we have rethought our particular SEP outcomes in physical education, we have enabled the coaches to participate in teaching and introduced regular meetings of physical education teachers with trainers.

6) What would you recommended on the basis of your experience to your fellow-headmasters?

In our school, it has proved useful to implement a plan, break down the assessment throughout the school year and for longer periods and focus more closely on two areas during the school year. I recommend involving a team of colleagues in self-evaluation activities, delegating, continuously monitoring, motivating and rewarding. Involving the whole teaching staff as much as possible in developing of criteria, in evaluating and planning, in working on administrative tasks, if possible, for example, involving the school matron. If they assess several persons (sections, subject sections, methodological associations, etc.), I propose to introduce a single processing system. We proved meaningful to give description of the pros and cons and the formulation of measures, to use the SMART objectives in formulating the objectives. It proved useful to link the documents relating to the self-evaluation with other documents, especially plans.

In the last issue of the bulletin we talked about the Peer Review activity – peer learning, about its purpose and course (Bulletin No. 2, column Travel Diary, p. 17). Now we want you to see implementation of this activity piloting through the eyes of the participants elaborated by ES Bronzová, Prague 5, with ES Horní Bříza. So what was the experience of the assessed school ES Bronzová?

The colleagues´ view could help
in the self-assessment

But how to establish criteria for self-evaluation? Who to involve in the evaluation process? Approach the school authority? Contact the parental public? These and other questions were asked by the school management and teachers at the elementary school with extended language teaching in Prague 5 from the Bronzová Street.

The discussion was aimed at the experience of international projects realized for many years at the school. From the partnership meetings, we always brought new insights into our own school, evaluating views that went through the reality of other schools and provided information about our own school too. We compared school environments, facilities, teaching quality, atmosphere, relationships between pupils and teachers and between teachers with each other, the professionalism of teachers and school managements, cooperation with the public, the economic situation, but also the openness of the school to international cooperation. We had partnership meetings with colleagues from England, Austria, Greece, Germany and Bulgaria. Every time it seemed to us that our school is really on the level. However, a colleagues' view from the Czech environment was missing. Approaching the nearest schools, and indeed there are many in Jihozápadní Město, did not seem to be too tactical. Especially in recent years, due to lack of students, there is a stiff competition and we did not want anyone to be „looking into our kitchen" and used our ideas. We therefore wanted to find a school from another district or city.

On the website of the National Institute of Vocational Education, we discovered the project Road to Quality Improvement and the Peer Review activity. That is exactly what we need – two Czech schools of the same type, one in the position of the evaluator, the other school to be evaluated, with colleagues assessing who have the same or similar experience, working in similar conditions. The peer review has no checking nature, but the nature of the critical friend; it may also uncover a number of things that we cannot see in our professional blindness. We signed up forthwith.

The first meeting convened for the beginning of March 2010 was a bit disappointing. Of the four enrolled or contacted schools only three appeared, namely two secondary schools and us. So we were missing a partner, which was a bit of stalemate. We finally found a partner ourselves. It was the primary school Základní Masarykova škola in Horní Bříza. The head of the team was the headmaster Ladislav Casa, other members being deputy headmaster Peter Hubka, Ludmila Králová a Jaroslava Navrátilová. Our team included headmaster Nikola Hladík, two deputies – Svatava Čočková and Alena Koukalová – Helena Tržická.

In the preparatory phase, we prepared for Horní Bříza a report on school self-assessment, annual report, the concept of the school, curriculum, inspection report and other materials related to our requirements for areas that should be the objective of the assessment – the area of public relations and public presentation of the school and the area of the school climate. Having handed over the materials, we agreed to meet on May 19 and 20, 2010. The Horní Bříza team then studied the materials, including our web site, and performed analysis, prepared sets of questions for the school management, careers masters, methods of prevention and colleagues – teachers, and created two member tandems, one for PR, the other specializing on school climate.

The visit to our school took place as appointed and completely fulfilled our expectations. It all took place in a friendly and professional atmosphere. After visiting the campus, inspecting the lessons, and participating in the ceremonial evaluation of year works followed a series of interviews. Questions from the examination of the school climate were mainly related to mutual communication, cooperation with parents or school psychologists, social and ethnic composition of pupils, incidence of bullying, the most common educational and training problems and their solutions, bonding activities, etc. Questions about public relations and public presentation of the school were directed towards the quality of the school management, the specifics of the curriculum, presentation of the schools in the public, updating web sites, teaching staff publishing, exhibitions, presentation of internal information on successes, cooperation with authorities, companies, offer of extracurricular activities and many others. Headmaster of DDM Prague 13 M. Gajdošová was also invited to the meeting.

Our guests provided the first feedback already at the end of the visit, which was later elaborated into the final evaluation report. Findings from the first area – high-quality curriculum, experienced teaching staff, efficient management. What to improve? Strive to cooperate with the city district to address the issue of reconstruction of the building, the possibility of enriching the scope and structure of the school newspaper, continue by all appropriate means in presenting the school in the public.

Strengths of the second area: the friendly and creative atmosphere at the school, a minimum of serious symptoms of troublesome behaviour, stable and high-quality teaching staff, fruitful cooperation with other organizations, such as DDM, RWCT, Meta, Anima and others. Teaching several foreign languages, professional team of teachers, multimedia and computer classrooms, specialized classes, modern curriculum, all of that is commonplace in Bronzová. And much more. The school is particularly safe for children. Safe in education where, thanks to close cooperation with Charles University and RWCT, tolerant and helpful teachers teach to make the children feel easy at any time in the educational process to learn with zest.

Safe during breaks when children of all ages meet together and work together without problems, the school parliament is functioning, the children of ISCED 1 and 2 play table tennis together at school hallways, and sometimes they even learn together, prepare projects together and go on school trips in nature.

Safe in the fact that the children are assisted in dealing with various life situations by two school psychologists, members of the police, medics, firemen and other professionals. The pupils made the impression of being children full of joy without feelings of fear and stress, healthily confident kids, friendly, responsible kids with lots of knowledge and skills.

Evaluation report conclusions of our peers: firstly, the ascertained situation does not allow the evaluators to propose fast and simple recommendations. Secondly, the school should persist in the dynamics achieved in both the monitored fields. Although the findings do not lead to immediate action, the Peer Review is a valuable experience to us and a joy of knowing that we the schoolmasters still want to learn something new, get to know colleagues from other schools and get inspired by their experience and work.

Although the Peer Review activity is over for us in the project Road to Quality Improvement ended, we have already arranged another meeting in Horní Bříza.

Svatava Čočková, Alena Soukalová

Introduction

In the history of the Icelandic education there was no institution or organization that would be comparable with the school inspection as we know it here. Individual Icelandic schools were inspected in their teaching activities and this responsibility in terms of professional supervision over educational processes belonged to the Ministry of Education, Science and Culture. Until 1950's this authority had included the obligation of collecting and evaluating data related to education. But the Ministry did not fulfil this obligation anyhow regularly and relied on parental and other public and the liability of headmasters and teachers in schools that perform their activities in the circumstances, as best they can. Local municipal authorities have supervising powers concerning the organization and content of preschool and primary education, which was organized in collaboration with local political authorities and headmasters of kindergartens. Regional education authorities (Iceland is divided into 171 districts) had a similar supervisory duty for the lower secondary level of education in their scope while being accountable for ensuring that their activities were in accordance with the law and ministerial regulations.

Assessment of pupils in primary and lower secondary level, which were before 1994 included in the area of compulsory education, was not standardized, and especially in its written form it was a business of individual schools and teachers. The written report on the progressive development of the quality of each student with a ten-degree scale was a personal letter from the teacher to parents or a verbal description of the strengths and weaknesses of the pupil. The choice of oral or written statements always depended on the teacher. The written tests were developed and the exams organized by the Institute for Educational Research at the Ministry. The basic aim of these national comparative tests was to obtain information on the overall educational level of the age group of pupils and help them select a high school. After completion of compulsory school attendance, each student received a certificate report (grunnskolaprof), which confirmed the achievements in the state written comparative tests while describing other skills of the pupil.

How education is assessed
in Iceland

In the higher secondary education (high school), continuous assessment of pupils was compulsory by law, in both the written and oral forms during each school year and at its end. The written or oral examinations were not standardized and their content and level of assessment were the prerogative of the school and individual teachers. Common was only a grading scale from 1 to 10 required by law, copying the then Danish system. Many high schools provided students in the course of study with consulting services to choose courses, organize the study with regard to the interests or problems of the pupil.

Creating an evaluation system

The first systematic approach to the use of evaluation in education in Iceland comes from the mid-1990s. In relation to growing pressure from employers and the public to improve the quality of the Icelandic education, the Education Act No. 56 on compulsory education was passed in March 1995, outlining the role of the state, municipalities and schools in the evaluation system. § 49 of the Act reads: „Each school providing compulsory education will have to evolve methods to evaluate school activities, including instructions, administrative practices, internal communications and external relations." The Act also defined the different role and responsibility of administrative and management levels. So the Ministry of Education, Science and Culture is responsible for „evaluating the effectiveness of self-evaluation procedures used in schools (self-evaluation) in five-year intervals", by which the Ministry partially substitutes non-existent school inspection in Iceland. Towns and cities as the authorities and operators of schools providing compulsory education in the area of assessment under the Act must ensure the implementation of self-evaluation methods and forms in schools through cultural and educational courses for school principals and teachers, provide methodological and technical assistance to schools in implementing self-evaluation, supply schools with necessary information and tools to facilitate the collection and evaluation of data needed.

Schools are obliged by law to implement self-evaluation in practice, which is within the responsibility of the head-master, with the choice of methods and forms of school self-evaluation, an introduction to the current state of the school, its development needs and response to identified strengths and weaknesses being the business of all pe-dagogical workers who may themselves arrange the form the school evaluation, including the schedule. All this was to appear in the school development plan, the school should make the founder of at least two years periods. These statutory provisions started to be applied during the second half of 1990s only very slowly. But the State generously provided enough time to municipalities and schools and supported training for the progressive development and im-plementation of evaluation tools. Today we can say that the first empirical knowledge are available about the status and perspectives of the evaluation system in the Icelandic educational system, especially thanks to the activities of the Education Department office in the city of Reykjavik that began in 2000 making and implementing experimen-tally the self-evaluation in schools. As we found out that the other municipalities in Iceland are not anywhere further than Reykjavik in applying the evaluation tools, the next section of this chapter will deal with the model, which is applied in Reykjavik schools providing compulsory education.

School self-assessment project in Reykjavik
In 2000, under the guidance of the professional worker of the Department of Education at the City Office in Rey-kjavik, Mrs. Gudrun Edda Berntsdottir, a model project was prepared entitled „Self-evaluation of Public Schools." The project aims to provide methodological support to schools in forming their own assessment tools according to criteria agreed between the school headmaster and the project team. The school self-assessment should result in School Development Plan submitted once every two years, specifically describing how the information disclosed will be used for continuous improvement of the school quality. The project team also proposed a basic entry-level model of progressive steps to improve the quality of assessment culture of the school.

School headmasters submitted their completed documents to authorized officers who assessed the data collected using a purpose-made computer program. It turned out that the experience of headmasters and their preparedness for the evaluation processes in their schools are still in their infancy. After all, in the first three years, of the total of 41 only three schools were rated as satisfactory, 32 as poor and the rest ranged between these extremes. The document contained a collection of hard and soft data.

The Education Department of City Office in Reykjavik clearly has been declaring from the beginning that it does not want to misuse information obtained regarding individual schools to establish rankings comparing the schools among them. The project team too was well aware of the risk that such „league tables of schools" would ultimately impact counter-productively in the emerging assessment culture in schools while totally discouraging most of school headmasters responsible for implementing the school self-evaluation. Therefore, publishing the results of the eva-luation surveys was approached very carefully with regard to the confidentiality of a number of the data identified.

The outcome of the evaluation of their information was disclosed only to the school in question and the results were in general overview tables showing the average among Reykjavik schools, published under a numeric code known only to the headmaster of the school and a few officials who were bound by secrecy.

The headmasters now know themselves where the school finds itself in a certain evaluated item. Officials need to know only the general averaged results that are sent to the Ministry as a basis for further thinking about steps and directions of the educational policy concept.

Self-evaluation in schools
The legislation places a strong emphasis on self-assessment of schools from kindergartens to higher secondary schools. The main objective of self-assessment is to facilitate their employees' work in achieving the goals of schools/institutions, to assess whether they have achieved them, evaluate them and promote their further development. The objectives are defined by law and concretized by each school according to their needs. At the same time, self-assessment forms a real basis for self-improvement. The self-assessment includes collecting comprehensive information on the activities of schools/institutions and providing information on the extent they achieve with the activities consistent with their objectives. Self-evaluation is a compulsory task of every teacher in a school/institution. Anyone who is associated with a school/institution and, to some extent, is participating in its activities or otherwise participating in the self-assessment (administration, teachers, other staff, students and parents) is required to participate in school´s self-assessment. A steering group or "a quality group" is often set up to design and coordinate continuously perceived self-evaluation. It depends on the city office, school/institution, individual teachers, whether the actors have undergone special training.

Each school/institution can choose its own methods and assessment procedures. Reports on self-evaluation of primary and secondary schools are usually published on the school website. Higher education institutions are required to give a description of the quality of their work that are published in the annual reports of the institution and the Ministry may at any time request information regarding the internal quality system. The results are used for the school/institution to improve various aspects of their own performance and activities and to highlight good activities and results of work of the school/institution.

Performance of the education system is controlled by the Ministry of Education, Science and Culture. The Ministry organizes external evaluation of schools/institutions in all four academic levels. The authorities of municipalities are dealing with pre-school level and elementary schools whose external evaluation can also be stimulated by the very city authorities. External evaluation of schools/institutions and their work, which is supported by the Ministry, seek to ensure that the activities of schools/institutions comply with laws, regulations, and the National Education guidelines.
The main requirement for an external evaluation of schools/institutions is to obtain an overall view of each school/institutional activity at any time. Attention is focused on various properties of the inner work of schools/institutions, such as administration, research, collaboration and communication within the school, pupils' performance and the connection between school and society.

System of external evaluation
The Elementary School Act and the Act on Public Schools provides that the methods of internal evaluation of schools are subject to external evaluation every five years, supported by the Ministry of Education, Science and Culture. The role of the evaluators is to assess the self-evaluation methods used by schools and determine the extent of how these methods meet the requirements of the Ministry. Evaluators may be, for example, former teachers or school headmasters. The evaluator's status is contractual and they are hired by the state on the basis of declared and proven experience.

For the external evaluation of higher education levels, the Ministry appoints a team consisting of 3–6 members, with at least one from abroad. In each group, students have one representative. Evaluators work in accordance with standards issued by the Ministry. The basic rule is that the work of evaluators begins with collecting important data on schools/institutions in question. They attend schools/institutions and speak with the headmaster/rector, teachers, students and parents. They are also interested in other staff and representatives of municipalities and school board. Evaluation of methods for self-evaluation is based on school reports, visits to the web sites and interviews with administrators, staff and student representatives. Evaluators draw up a report after analysing all data available. They fill in a form drawn up by the Ministry and write a brief report summarizing the main results.

Subsequently, the headmaster/rector has an opportunity to add their substantial comments, and then a special form is sent in electronic format to the Ministry, along with a short message. The overall result is published on the website of the Ministry. Ministry of Education, Science and Culture shall report to the relevant school/institution, and similarly does the municipal office if it is a primary school, and indicates which activities the school should improve.

External evaluation of a school/institution is carried out on the initiative of the Ministry or at the request of a third party. The official request may come from municipal authorities, school committee or a higher education management institution. However, we did not find any regulations that would regulate the frequency of the external evaluation of school/institution, in any law or standards.

The results of the external evaluation of educational institutions are used by schools or other institutions to improve their own work. Education authorities also use the evaluation results. Messages are sent with the overall evaluation to schools/institutions and published on the website of the Ministry.

External testing of pupils
At the end of the compulsory school attendance, pupils can choose national coordinated examinations (samræd prof) in six subjects (Icelandic, mathematics, English, Danish, social sciences and natural sciences). These tests are devised, developed, and organized by the Institute for Educational Assessment. Marks are awarded in the range of one to ten and are based on clear criteria known in advance. The intent of these tests is in the primary diagnosis of the state of pupils' knowledge and skills after completing their compulsory school attendance. At the end of the compulsory school attendance, all students receive a certificate stating their marks on both tests – national coordinated tests and school examinations in all subjects. Results of the national coordinated examinations at the end of compulsory school attendance are published, i.e. pupils receive their own marks and also the average values are published for each test and each elementary school in the country and for each region. In addition to the state-coordinated national examinations at the end of compulsory school attendance, similar tests take place (samræd prof) of the basic subjects in the fourth and seventh year. These subjects are Icelandic and mathematics. The results of these tests are also published.

Practical tests of craft skills are only national coordinated examinations in the higher secondary level (high school). School exams take place at the end of every secondary school and the teachers teaching the same subjects can collaborate with other schools during the tests. Every three years, the Ministry delivers full reports to the Parliament on the compulsory school attendance and higher secondary education level, on the operation and activities of schools, based on systematic collection of information, research (both national and international) and evaluation. Iceland regularly contributes to the IEA and OECD surveys (TIMSS, PISA, PIRLS).

Institute for Educational Assessment is a dependent institution under the protection of the Ministry of Education, Science and Culture and supported by the state. Its main task is to prepare, organize and develop coordinated national state tests. The Institute also participates in the international comparative research in education with special emphasis on projects that can produce practical and/or scientific knowledge, which are important for valuation. International participation in comparative school studies has been increasing only in recent years. The Institute is responsible for annual publication of the results of national tests coordinated by the State in the fourth, seventh and tenth year of the compulsory school attendance and gives average values for each school and other important information regarding the tests. The Statistical Office of Iceland is responsible for obtaining and publishing data on all school levels used to monitor the quality and performance of the education system.

Conclusion: The Icelandic model clearly showed that where the evaluation system is developed by people involved expertly, professionally and not only politically, a very useful form of evaluation asserts itself that is not overrated, but neither underestimated. Plenty of financial security was a matter of course; that is until the economic downturn. Currently, Iceland has got into a situation where they considerably restricted the generous support in the area pf evaluation of schools, but only so as not to under-fund and thus limit the functionality of the system.

Karel Rýdl

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Report from the International Conference
„**Evaluation** in the Public Interest"

Ninth International Conference of the European Evaluation Society consisting of 36 associations from 15 countries in Europe and the USA, entitled „Evaluation in the Public Interest: Participation, Politics and Policy" was held from 6 to 8 October 2010 in Prague. Broad theme of the Conference „Evaluation in the public interest: participation, practice and policy attracted to the Clarion Hotel in Vysocany about 660 speakers from most European and many other countries (e.g. Canada, USA, Mexico, India, Israel, Brazil, China, Pakistan, Japan, South Korea, Taiwan, Tanzania, Tunisia, Egypt, Kenya, Burkina Faso, Australia, New Zealand) who presented more than 370 papers in nearly 140 sections (291 presentations, 44 posters, 26 panel discussions, 9 symposia, 4 round tables).

The conference covered a wide range of topics from the evaluation of regional development and EU programs to the evaluation in transit and developing economies, as well as it touched topics such as evaluation standards, methodology, and application of the gender dimension in the evaluation. Under one roof, there was thus a meeting of researchers, commissioners, managers, practitioners, auditors, representatives of educational institutions, representatives of professional associations, clients contracting evaluation from various sectors of human activities, such as public administration and local government, research, education, work with youth, work, social affairs, humanitarian and development aid, health care, small and medium-sized businesses, trade.

In particular, panel discussions asked difficult questions such as: How does globalization affect the evaluation sector? How independent are the evaluators and evaluation? Is it necessary to evaluate evaluation and evaluators? What is the impact of evaluation in the real world? Why are human rights a subject of evaluation? Can democracy be developed through evaluation?

The education area was not a topic of peripheral importance, and so the participants could meet with evaluation of educational reforms made, development of evaluation in national education systems, evaluation of educational programs, the theme of self-evaluation in many different ways, external evaluation, accreditation, developing of appropriate evaluation culture in schools, evaluation of the school environment, preparation of external evaluators and the theme of presentation of professional skills of apprentices.

The conference was a great opportunity to exchange experiences and discuss current problems of evaluation in the world. Therefore, many impulses from both general topics as well as from other sectors can also be used for the development of evaluation in the education sphere.

Stanislav Michek

How do I know the satisfaction of parents or teachers?

How do I know that parents/teachers are happy/unhappy with me? (How do I get feedback?)

Mom: That she is good to me. (5 years, MS Zilina)

The teacher is pleased with us when he praises us, and unhappy when he frowns. Parents grumble typically, or are „excited". (6 years, ES Na Lise)

When mom is happy, she gives me a kiss; if dissatisfied, she just does not give it to me. (7 years, ES Horackova)

That they are more likely to oblige me and listen to me. (9 years, ES Open Gate)

I know that according to learning. I can tell that by food. I can tell that by cleaning. I can tell that by behaviour. (11 years, ES Chomutov, Na Prikopech)

They are laughing, they praise me, they are happy. Mom says she loves me. When she is dissatisfied, she screams and I can see it in their eyes or face and she wants to know why I did something. (11 years, ES Jizni)

They are smiling, talking pleasantly, talking about nice things. I know dissatisfaction by screaming, not smiling, not speaking, they keep retorting, they have anger in their eyes; they go into other rooms or the hallway. (11 years, ES Jizni)

My parents are unhappy when they have no humour, or just like that. (11 years, ES Chomutov, Na Prikopech)

Well usually, when a teacher is not satisfied, he is bad and tries to be happy, and when satisfied, he leaves me alone and is bad with students, with whom he is not satisfied. (12 years, ES Chomutov, Na Prikopech)

When both parties are satisfied with me, they do not pressure. Normal communication! Relaxation mode. (15 years, HS Power and Civil Engineering, Chomutov)

Much is given away by the eyes and blissful expression

That mom smiles at me and caress me. (4 years, KG Zilina)

When they frown, they are angry and unhappy. When they are satisfied, then ... (Mark shows a blissful smile) (6 years, ES Dolni Pocernice)

Julinka (teacher) is satisfied with us, when she caresses us and laughs. (4 years, KG Zahradka)

So that when they are happy, my parents do not have wrinkles on their forehead, and they or the teacher have a „different" kindly voice. They make various expressions. When they have a nice expression, they are proud of me. When they grin, they are angry. (11 years, ES Jizni)

He does not listen to my opinions. He looks at me with a murderous expression. (ES Chomutov, Na Prikopech)

He looks at me strangely. (ES Chomutov, Na Prikopech)

They want you to improve and be better. That's why they swear, for instance, pull disappointed face, they might even get mad. (12 years, ES Chomutov, Na Prikopech)

Satisfied: they praise me and say, „Well you see, where there is a will, there is a way." Dissatisfied: „You are kidding me", mom screams and then I have to get out of their sight. (11 years, ES Jižní)

They say they are dissatisfied with me, because my world lives by computer games. (11 years, ES Jižní)

When the teachers are upset, it's bad. They say that if we are not trying, then why they should make it easier for us. (12 years, ES Chomutov, Na Příkopech)

This only applies to parents: When I am at a competition outside the school, they cheer me, support me. If not satisfied, they usually brush me off. E.g. „Today I play the game." „So do not forget something to drink" (not satisfied). „Today I play the game." „Well, win and I'll come to cheer" (satisfied). (12 years, ES Chomutov, Na Příkopech)

Some of the material responses

Teachers are happy when they have everything they need from the headmaster, and when they have a good mood. (9 years, ES Chomutov, Na Prikopech)

„How can I know that? – The first response. When you get an F or a note. Then I do not get any pocket money and they tell me: „Run off to learn and not a step out!" and I'm always mad and I go to learn. (11 years, ES Chomutov, Na Prikopech)

When I ask him to buy me something, he tells me to save up for it. (12 years, ES Chomutov, Na Prikopech)

When my parents are happy with me, they comply with all my wishes, financially motivating me to make me go on. (16 years, HS energeticka a stavebni, Chomutov)

What I can't read from the face, I understand from the words

My parents praise me. (5 years, Kindergarten Strančice)

The teacher is satisfied if she says, „Well done". When she is displeased, she says: „Stop it, you're such a monkey. (7 years, ES Donovalská)

I'll ask them and they tell me. (9 years, ES Open Gate)

Dissatisfied: My mother says to me that she is ashamed of me. (9 years, ES Open Gate)

Usually I can tell by them praising me, or expressing that with a smile. My parents tell me, for example: „You're very clever," or „I'm proud of you" and caress me. They will not yell at me or scold me, when I make a mistake, or I fail to do something, but they explain everything. (10 years, ES Chomutov, Na Příkopech)

When the parents are happy, they say, „Good, good, thanks", when dissatisfied, they scold. (11 years, ES Jižní)
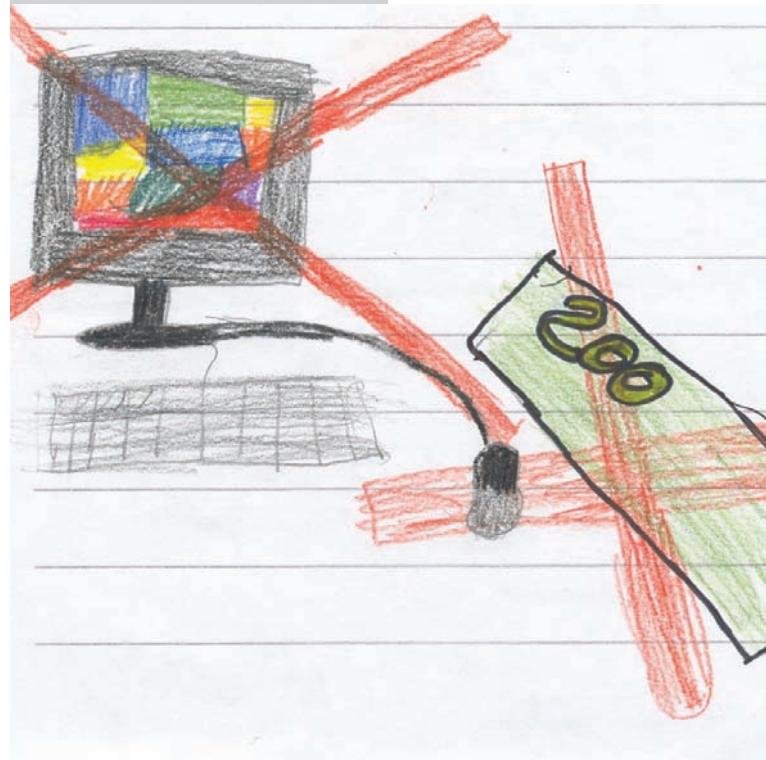
Sighs over the pupil's record book

The teacher gives us a nice mark or praise or gives us a chance to correct the error. (8 years, ES Náměsti Svobody)

When the teacher is happy, she gives me an A. When unhappy, she does not give me an A, and if very unhappy, she sends notes to our parents. She tells me that straight. She allows me to do callisthenics. She gives me an A. She is not angry. Shet akes us on the trip. She examines me. (10 years, ES Chomutov, Na Příkopech)

The teacher does not give us much homework, we do not do much work, she is nice with us, and she is funny. (11 years, ES Chomutov, Na Příkopech)

I get a good mark, or they tell us something more about the subject matter, such as their own experiences, or give us space for our experiences. (11 years, ES Jižní)

Teachers: When they are satisfied, we get praised, an A, the school PA system announces us, we get the jokers, points or some other small reward. When they are unhappy, they scream, giving bad grades, notes, writing to parents, we go to the headmaster. When it's really rough, the headmaster calls the police. (11 years, ES Jižní)

When I do not notice that the teachers are displeased with me, they push me away from everything. (12 years, ES Chomutov, Na Příkopech)

When they have to give us a fail mark or D mark, or a note, a reprimand, or a B of behaviour or C of behaviour. (ES Chomutov, Na Příkopech)

Rewards, prohibitions, penalties, and pushing limits

I get a reward. (5 years, Kindergarten Strančice)

... I get praised. They can even tell me that in words. My parents make it clear also differently. They are happy with me, or they allow me everything. Also, they make various trips, or give me a reward, also give me more attention. (10 years, ES Chomutov, Na Příkopech)

When mom is unhappy, she yells and forbids me to use my computer. When satisfied, she does not yell and I can use my computer. (11 years, ES Mendíků)

Parents are happy if they talk to me nicely, that we'll go together somewhere, perhaps to the swimming pool. If disgruntled, they speak with a nervous voice, the look on their face. (11 years, ES Jižní)

I know satisfaction from a moderate tone, praise; they allow me some things that I normally must not. Dissatisfaction that they prohibit me using PC, I have to go to bed at 20:00 and by the tone of their voice. (11 years, ES Jižní)

When the parents are satisfied, they are happy and allow me watch a fairytale. If dissatisfied, they are angry. By how they treat me and also by the limits of what I can afford and what I cannot. (12 years, ES Chomutov, Na Příkopech)

Radka Víchová, Jan Mareš, Romana Velflová

New from Research Institute of Education

Before we introduce the hot news that concerns the self-evaluation, let me summarize that material previously provided by the Research Institute of Education to schools as a methodological support to the implementation of school self-assessment.
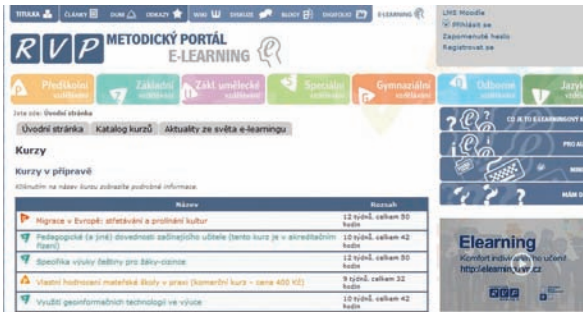
One of the outcomes from the Pilot Z project in 2007 was the Good Practice Guide distributed to all primary schools. In addition to examples of the development of key competencies in various educational fields, the manual also featured evaluation tools used in pilot primary schools. The Guide is available for download at: http://pdpzv.vuppraha.cz/

A similar guide entitled Good Practice Examples from the project Pilot G in 2008 was distributed to all Gymnasia. The described evaluation tools do not come only from the experience of pilot secondary schools, but also from elementary and secondary vocational schools. The guide is available for download at: http://clanky.rvp.cz/clanek/s/G/2607/PRIKLADY-DOB-RE-PRAXE.html/

In 2007, Metodický portal (Methodological Website) that provides various forms of methodological support to teachers on site www.rvp.cz, Collection of Articles from the Methodological Website on Self-evaluation. The publication was distributed to all elementary schools and Gymnasia, featuring initial theoretical articles, but also specific evaluation tools applicable to different types of schools. The Collection is available for download at: http://clanky.rvp.cz/clanek/c/Z/1769/sbornik-clanku-z-metodickeho-portalu-k-tematu-self-evaluation.html/

Nursery schools were given in 2008 a publication entitled Kindergarten Self-Evaluation. It is a comprehensive methodology text called the provided with the so called inventories, i.e. sets of indicators for evaluating individual areas of the school self-evaluation. The publication can be purchased at Tauris publishers.

And finally, the promised news – the latter publication served as a basis for an e-learning course on kindergarten self-assessment. You can currently apply to the course from October 2010 to March 2011, after the course is fulfilled, more courses will be announced. For more information see http://elearning.rvp.cz/.

Lucie Procházková

The Norwegian education under the microscope

Kaldestad, O. H., Pol, M., Sedláček, M. (eds.) Vybrané otázky školského managementu. Norská perspektiva. Brno: MU, 2009, 153 s. ISBN 978-80-210-5078-5

The publication presents a collection of ten texts of twelve Norwegian authors selected and prepared to issue by the editors within the project, Innovation of Programs to Educate Senior Teaching Staff in Brno/Bergen, implemented in 2009 with the support of „Norwegian funds". These are texts by authors working mostly in an academic environment, or in school and educational policy at various levels. Readers are thus offered both synoptically analytical texts on the development and current status of the Norwegian education and training in a broader context, and partially oriented texts dealing with the current prevailing trends in the development of public sector and training and education in it, as well as other selected practical topics, such as the capabilities of senior executives to act in a bureaucratic school setting, ways of organizing school management, working with the school vision, meaning of the teacher's credo, curriculum reform, development of managing work in the school (relationship management) and work on the organizational development of the school and training of the school management.

Although the Norwegian education/school system is not a Scandinavia's leader today, it is worth noting what and how its protagonists think, how they perceive some processes of education, for what reforms they decided and how they evaluate their success. Indirectly, they can thus offer inspiration to how to approach the evaluation processes at own school in terms of management and leadership. The publication is primarily intended for managers of schools. But it is not only them who can be helped with the selected texts to peek inside both the teaching kitchen of the Nordic countries, as well as to compare and reflect the realities of education and learning with us. And that is often an interesting and useful opportunity.

Milan Pol

What kind of teacher I am

Hrabal, V., Pavelková, I. Jaký jsem učitel. Praha: Portál, 2010. ISBN 978-80-7367-755-8.

A book has just been published that offers assistance to teachers in the reflection of their teaching activities. The book presents specific methods that will help teachers provide answers to three basic questions: How do students perceive my subject? What type of students is successful in my course? How well do I know my students? One of the methods – the School Performance Motivation Questionnaire – is offered for use in the framework of the project The Road to Quality Improvement through the portal of evaluation tools where users automatically receive evaluated results.

I think the publication should not be missing in any school where the leadership depends on the professional development of teachers through their self-reflection and sharing of experiences among teachers. However, only non-violent encouragement and support to teachers by the school management can bring the desired fruit in teachers' pleasure from their own knowledge and understanding of their pupils.

Martin Chvál

Offer of workshops – you can still enrol

The project The Road to Quality Improvement holds workshops with the theme of self-evaluation in various cities of our country.
The aim of the workshops is to share experiences with the implementation of school self-assessment. The workshop is divided into the so-called presentation and the creative part. Schools present how they conduct their self-assessment and work together to find answers as to what steps are necessary to make self-evaluation effective. The groups further discuss issues such as: What evaluation tools have proven useful? What is problem-free in the process of self-evaluation? What are the difficulties? At the conclusion, the lecturer offers practical inspiration how to look on planning the self-evaluation process and puts into context the implementation of self-evaluation and legislative requirements in this area. Finally, the participants express what experiences shared by other colleagues are useful for their practice. The working character of the workshop is always accompanied by good mood, and participants in the polls declare that the actions were helpful to them. More about the workshops can be read in the second issue of the bulletin On the Road to Quality published in June 2010.

We have planned enough workshops to satisfy all interested parties. Even your school can still enrol!
We will continue to address schools that applied for the workshop at the beginning of the project and offer them an appropriate time and place. There is no need for you to enrol again. Also the schools may now enrol that have not cooperated with us yet. Because self-evaluation is a collective activity, it is good of the workshop is attended by theree representatives of the schools, but it is not necessary. We understand that this requirement may be burdensome for organizational reasons. Therefore, individuals can apply too. If you are interested in any of the dates, write to either cesta@nuov.cz or directly to the guarantor of the activity gabriela.noskova@nuov.cz. The workshop takes place around 9am – 3pm.

6 January 2011 Jihlava	14 April 2011 Ostrava
7 January 2011 Jihlava	15 April 2011 Ostrava
13 January 2011 Olomouc	21 April 2011 Jičín
14 January 2011 Olomouc	22 April 2011 Jičín
21 January 2011 Praha	28 April 2011 Chomutov
17 February 2011 Ústí nad Labem	29 April 2011 Chomutov
18 February 2011 Ústí nad Labem	5 May 2011 Liberec
24 February 2011 Zlín	6 May 2011 Liberec
25 February 2011 Zlín	12 May 2011 Jihlava
3 March 2011 Tábor	13 May 2011 Jihlava
4 March 2011 Tábor	19 May 2011 Karlovy Vary
7 April 2011 Brno	20 May 2011 Karlovy Vary
8 April 2011 Brno	27 May 2011 Praha

Quality assessment

1. The influence of military and industrial production on the quality assessment

In the last issue, we dealt with the quality assessment and its control from the ancient times to the early modern period. This part of the Journey through Time will move us to take a tour in 19th century. The concept and assessment of quality from the beginning of the 19th century was mainly applied in the military industry, which was linked to other sectors of the economy. One of the first pioneers of quality evaluation of raw materials before they are used mainly in armament factories was the State Atelier of Measuring and Controlling Materials, set up by the French post-revolutionary government in 1794. The operation of this office aimed to create conditions for functional training of conscripts to handle mutually interchangeable rifles and ammunition, whose parameters were unified.

But the French Revolution helped to evaluate and measure the quality of goods and various phenomena in particular by introducing the so called metric system that was designed by the Constituent Assembly in 1790 with a view to remove obstacles to a confusingly large number of units of measurement in the production of goods and their subsequent distribution. Up to now, the symbol of this unified metric system has been the so called archival standard that has been redesigned several times in the past and was constantly being improved. The International Bureau of Weights and Measures is still located in the town of Sevres near Paris, founded in 1875 under an international „metric" conference, which defined the meter and kilogram as the two basic measurement quantities. The metric system began to break into the area of higher technical education and science (natural science systematics). In the Czech lands, the metric system was introduced in 1876 as in the entire Austro-Hungarian Empire and gradually pushed the system of regionally and geographically diverse traditional measurements. One of the consequences of the development of railways in the Habsburg monarchy was also the unification of time as a unit. In France and gradually in other countries, a new science called metrology developed from the early 19th century.

The second half of the 19th century brought many inventions and discoveries that affected the quantity and utility value of products, but due to the uneven development in different countries in different ways and with different delays. There appeared the first publications focusing on quality control and its evaluation. E.g. French industrialist and director of the ironworks in Commentry, Henri Fazol, promoted five stages of the enterprise management: planning, organization, leadership, coordination and quality control. In the early 20th century, the economist Joseph Schumpeter (native of Třešť u Jihlavy) promoted a model to segment the production process into simple parts to acts for which someone was always responsible who sent only error-free components to further processing. That saved not only the material but also the cost of the final inspection; workers were more involved in the production, which effectively allowed a serial mass production of goods.

Continuously repeating acts and activities, the workers got specialized and improved their performance. That also allowed to „objectively" measure the volume of work, to plan in accordance with the formulated standards and to assess the performance of people and factories. This system was pioneered by the Ford car manufacturer in the U.S. and the system was soon known worldwide as „Taylorism". In 1920, the US company Western Electric, due to frequent disturbances, set up a quality department, analyzing the causes of defects and it demonstrated that failure, error or material damage is not coincidence but a consequence of previous bad behaviour, bad handling, non-compliance procedure, etc. So the statistics got significantly involved in the quality control with the so-called regulatory diagram (W.A. Shewhart 1931). Around the same time, Karl Pearson and his son developed the theory of regression and statistical correlation at London University.

The decade before the Second World War then brought not only a number of critical objections to Taylorism, but also a number of new psychological findings, such as the impact of routine activities on human behaviour. It is worth mentioning the influence of sophisticated evaluation systems on the development of evaluating the effectiveness of the scientific knowledge in the field of humanities too, from which most of the critical reservations emerged. Unlike the USA, the implementation of evaluation systems was conducted in Europe due to shutting down of the professional, civic and economic barriers (guilds) in favour of centralization and unification.

Due to the need of maximum flawlessness of mechanical arms, the Second World War brought new systems of evaluation and quality control in the U.S. and Japan, which became the basis for post-war economic „miracle" of the two countries.

2. The concept of evaluation and quality control in education, training and school system
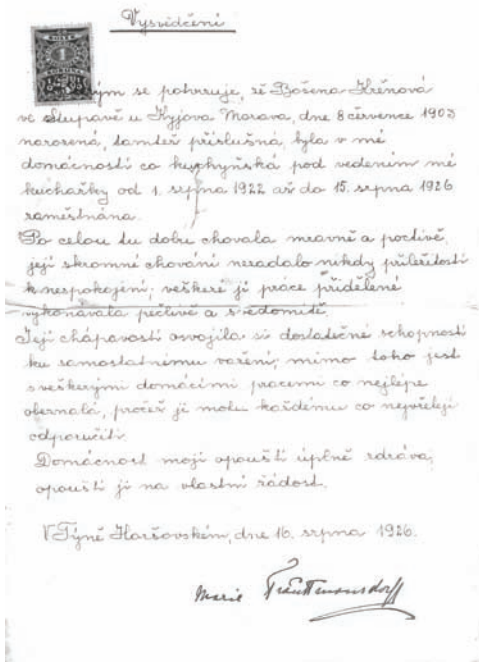
in 1800–1945

With the general teaching duties (Habsburg Monarchy) or compulsory school attendance (Prussia, Scotland, Saxony) – the educational reform formulated General School Rules Code of December 6, 1774, gradually gaining ground at the turn of the 18th and 19th century, forms of quality assessment of pupils' work began to come in, namely with a numerical designation, which entered the education area from the previous expression of the ranking of all students especially in monastic schools. The seating arrangement was then derived from this ranking so that even new teachers then had a clear overview of who was doing well in the class and their knowledge which were the only objects to be assessed in the form of testing, in addition to behaviour. Terminology of marks representing the position in the class and level of knowledge evolved from a concept in monastic and later urban schools (the Latin name of the satisfaction of the teacher) to many forms of local nature, which are often maintained at different locations until today. About half of the 19th century, commonly used was only a three-level classification (above average, average, below average) in the Central Europe, to which another level was added in the second half of the 19th century. In the Czech lands, assessment of students was performed in annual public examinations according to the Book of Methods. Changes had occurred since 1869 with implementation of the so-called Hasner Act. One-word names of marks (excellent, very good, good, satisfactory, poor) were replaced by a numerical designation (1–5), in some countries in the first half of 20th century, six-level classification was established (e.g. Great German Empire in 1938–1945), sometimes even in the opposite way than in our country (e.g. Russia, England).

After the First World War, marks began to have a much stronger distinctive feature, which had partially been codified in the General Rules of Primary and Town Schools in 1905. Classification of students was conducted quarterly covering the overall performance in four criteria: ethics, diligence, arrangement and welfare. Interestingly, the final mark was not an arithmetic average, but it was modified by a collective assessment of student's personality as a whole. Teachers thus discussed about each student in practice during the conference. Entries in the logs are thus witnesses to the teachers' efforts to ‚hurt' with evaluation as little as possible. More objective evaluation methods were searched for that would eliminate the projection of, for example, teachers' feelings within the classification. In the 1930s, written tests pervade Europe along with American behaviourism, substantiated as an objective assessment method. The first theoretical works started to be published on the evaluation and classification of pupils (with us, for example, V. Příhoda). In 1937, new Testing and Assessment Regulations were published for secondary schools in Czechoslovakia that, inter alia, prohibited the use of arithmetic means to evaluate students, but the emphasis was put on the overall assessment of the student's personality.

Since the mid-19th century, the so-called maturity test had been stabilized – school-leaving examination, which became in the 20th century the most important test of the youth's transition to adult age. It was often just a strongly verbalised form of initiation. Over the whole period in question, the maturity test was a statutory requirement for admission to universities and became in practice a certain qualification criteria of people who comprised about 7% of the population in the Czech society before the First World War. In the early 19th century, with the emergence of nation states, effective models of educational systems were also sought by sending the selected candidates from the ranks of teachers abroad to describe the local system and bring new experiences and suggestions. It was only the beginning of attempts to compare ways of working with the so-called comparative education, but also to find appropriate indicators and criteria for evaluating the effectiveness of schools and school systems.

Since the mid-19th century, similar methods and forms in the field of education then began to be sought for in relation to the quest for an effective quality control in the economy. The most effective control mechanism, which lasted until now, was formation of the school inspection, which took over the powers of the church school wardens and had exactly prescribed tasks, whose results were also used to evaluate individual teachers and entire schools. As the results of the evaluation by the school inspection had an increasing impact on the economic security of teachers and schools, strong effort gradually erupted to influence the quality of the organization of education (education therein to a smaller extent) with injection of funds from the early 20th century. A period began when more and more quality activities were required for less money. It began to show with the political circles trying to push various forms of standardization of activities, which could then be standardized and better controlled. We could talk about other trends in self-evaluation in the 19th century and their impact on current approaches. Within the period, however, we could highlight only a few selected features from a wide variety of complex interrelationships and dependencies in the area of attempt to evaluate quality.

Karel Rýdl

What the future holds
for us in store…

Dear readers,
soon comes the time of Christmas holidays, so let us also mention „presents" of the Road to Quality Improvement Project in a recapitulation of what we have done and what we have prepared for you in the following period.

What has recently succeeded:
– there is a call centre in operation – we have a new phone number, 775 583 513. But you can send your enquiries regarding the application for consultancy to e-mail address cesta@nuov.cz,
– we have offered you to use other evaluation tools http://www.nuov.cz/ae/evaluacni--nastroje:
 – in September, Framework School Self-assessment was published to which we have noted the positive feedback;
 – in October, inspectional form was published „We teach children to learn" and the description of the 360° feedback for secondary school management;
 – in November, Involvement of ICT in the School Life (Profile School21), Analysis of Internet Presentations of the Schools and Parents Surveys;
– from Spring to September seven workshops took place where experience is shared of the implementation of school self-assessment, and others will follow;
– in September, we completed initial meeting of primary schools for mutual visits and Peer Reviews where representatives of the schools were informed of the activities, and the first of these events have been realized;
– a workshop was held in early October for descriptive feedback for primary schools that act as peers – critical friends of the schools;
– an education program was completed in September of Self-evaluation Consultant attended by 30 participants.

And can you look forward to during the winter 2010 and spring 2011?
– the first 3 examples of practices will be published;
– the project site will publish contacts to foreign institutions or various documents and materials for inspiration from abroad; more evaluation tools will be gradually released;
– we offer you more workshops in which you can enrol (see the dates in the preceding article Offer of Workshops – you can still enrol, page 29 or http://www.nuov.cz/ae/ostre-workshopy);
– the high schools enrolled will be invited in the spring to an introductory meeting for visits to schools; visits to schools and Peer Review will continue where there is a mutual learning in the school self-evaluation;
– thirty self-evaluation consultants will carry out from November to the end of the school year their practice in the schools enrolled;
– and in spring you can look forward to the next (the fourth) issue of the Bulletin with the theme of Data and Information Collection, Analysis, Evaluation and Interpretations.

We hope that the project outputs will be useful for you and will help you cope with the school self-assessment.

We look forward to meeting you and working with you in 2011.

Jana Ostrýtová
The project team of Road to Quality Improvement

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All articles have been reviewed.