

## Regional standard of competences for external evaluators

### REGIONAL STANDARD OF COMPETENCES FOR EXTERNAL EVALUATORS

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#### Job profile (Job description):

- Plans, organizes and carries out the external evaluation of educational institutions/providers together with colleagues on the basis of the legislation and valid external evaluation framework and applies customization if necessary.
- Evaluates the quality of specific domains/areas from the External evaluation framework aiming at the improvements\_\_\_\_\_ (to be filled with categories/areas of evaluation from the evaluation framework for each economy) and examines compliance with legislation and regulation by governing bodies and educational institutions/providers.
- Cooperates with relevant stakeholders<sup>1</sup> and authorized institutions/providers and/or coordinates an external evaluation team consisting of fellow external evaluators (including colleagues from other competent institutions, if applicable, analysts and others).
- Forms a judgement about educational institutions/providers taking into account the results of internal evaluation process; forming opinions based on data and information gathered from research methods (analyzing documents, direct class observations, focus groups, questionnaires and interviewing governing bodies, employees of educational institutions/provider, parents, students, teachers and other stakeholders like business representatives if applicable etc.)
- Shares opinions, discusses and fine-tunes the findings with the external evaluation team, with manager or team leader and relevant institutions/providers.
- Reports on draft findings of the external evaluation together with colleagues and links the findings back to the parties involved, including recommendations.
- Prepares and consolidates the judgements in reports and/or a public report (bearing in mind the data protection and privacy regulations).
- Plans, contributes to or coordinates the evaluation and development of the external evaluation of educational institutions/providers (including identifying good practice examples, annual evaluations and thematic external evaluations or projects, if applicable)
- Is responsible for monitoring the progress, quality, and timely delivery of the final product together with colleagues.

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<sup>1</sup> Ministries, schools and other educational institutions, local community, businesses, parents, students

Standard of competences for external evaluators		
Entry requirements (to be nationally decided)		
Entry requirements	<p>5 years of teaching experience</p> <p>3 years of educational institution leadership experience or 3 years as a curriculum specialist in pre-university educational institutions or three years as specialist within the districts level authorities responsible for education</p> <p>Master of Science university degree or equivalent in teaching/science or education profile</p> <p>Good knowledge of mother tongue</p> <p>Good knowledge of English or another EU language</p> <p>Use of ICT effectively</p>	
Areas of expertise	Knowledge, skills and attitudes	Characteristics of a competent evaluators
DOMAIN 1. CORE COMPETENCES		
1. Core competences	<p>Responsible</p> <p>Constantly learns</p> <p>Self-reflective</p> <p>Self-managing</p>	<ul style="list-style-type: none"> <li>● Acts ethically through evaluation practice that demonstrates integrity (respects the Code of Ethics and/or other relevant documents).</li> <li>● Respects people from different social, cultural backgrounds and minority groups.</li> </ul>

	<p>Productive</p> <p>Cooperative</p> <p>Problem solver</p> <p>Reliable</p> <p>Integrity</p> <p>Analytical skills</p> <p>Synthesis skills</p> <p>Writing skills</p> <p>Confidentiality</p> <p>Objectivity</p> <p>Decision maker</p> <p>Planning and organising skills</p> <p>Open minded</p> <p>Communication skills</p> <p>Efficiency</p>	<ul style="list-style-type: none"> <li>● Demonstrates contemporary educational values, promoting and supporting the educational policies of her/his economy.</li> <li>● Possess intellectual (analytical, creative, practical) and physical capacity to seek and apply knowledge, including problem solving.</li> <li>● Uses IT appropriately to support and manage the evaluation.</li> <li>● Is able to perform all tasks of the profession of external evaluator independently, or with little supervision, within educational institution/provider.</li> <li>● Is investing in continuous personal development.</li> <li>● Protects the legitimate public interests of natural and legal persons.</li> <li>● Reflects on her/his own evaluation process and practice.</li> <li>● Establishes open, positive and professional relations with all educational institutions/providers, maintaining and applying the principles of reliability, objectivity, confidentiality, and professional competence.</li> <li>● Has good skills to communicate and interact in group work, showing individual responsibility and efficiency.</li> </ul>
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**DOMAIN 2. PROFESSIONAL PRACTICE FOR EXTERNAL EVALUATION**  
Focuses on what makes evaluators distinct from other practicing professions in education

<p>2. Professional knowledge, skills and attitudes</p>	<p>Knowledge of education and training system</p> <p>Understanding of foundational documents</p> <p>Adequate interpretation and implementation of legislation in the field</p> <p>Risk identification and assessment</p> <p>Knowledge and appropriate application of external evaluation procedures</p>	<ul style="list-style-type: none"> <li>● Knows very well education system s/he is working in, and, if relevant, labour market needs and legislation in force in the fields and informs her/himself on the main (inter)national research findings.</li> <li>● Has very good theoretical knowledge and practical skills for evaluation of curriculum implementation, pedagogy (including contemporary novelties), teaching and learning process and student assessment.</li> <li>● Knows, understands, and applies the legislative and foundational documents (e.g. frameworks).</li> <li>● Uses systematically reliable, accurate and relevant evidence to make evaluative judgement.</li> <li>● Critically reflects on external evaluation to improve practice.</li> <li>● Develops professionally (including communication skills), based on identified personal areas of professional competence and needs for growth, to deepen reflective practice, stay current, and build connections.</li> <li>● Has a clear understanding of the purpose and value of the evaluation, the complexity of the evaluation process, the different roles it has, and what it is expected to achieve.</li> </ul>
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<p><b>DOMAIN 3. INTERPERSONAL COMMUNICATION SKILLS AND COMPETENCES</b></p> <p>Focuses on human relations and social interactions that ground evaluator effectiveness for professional practice throughout the pre-evaluation, on-site evaluation and post-evaluation and teamwork</p>		
<p>3.1. Communication during the process of the external evaluation practices</p>	<p>Cultural competences</p> <p>Communication (including official correspondence)</p> <p>Facilitation</p> <p>Conflict resolution</p>	<ul style="list-style-type: none"> <li>● Expresses tolerance and empathy in communication.</li> <li>● Communicates clearly, convincingly, timely and concisely, both orally and in writing about the process of external evaluation and legal consequences of actions or inaction.</li> <li>● Adapts the style of oral and written communication to the audience and to the aim.</li> </ul>

	<p>Persuasiveness</p>	<ul style="list-style-type: none"> <li>● Provides clear, unambiguous, and constructive feedback on results based on evidence to all stakeholders.</li> <li>● Facilitates shared understanding of the evaluation program/plan with stakeholders.</li> <li>● Listens to understand and engage different perspectives.</li> <li>● Builds trust throughout the evaluation.</li> <li>● Attends that evaluation process is not misused by authority, privilege and other different influences.</li> <li>● Facilitates constructive and culturally responsive interaction throughout the evaluation.</li> <li>● Manages resistance/conflicts constructively.</li> </ul>
<p>3.2. Development and sharing of the report of the external evaluation</p>		<ul style="list-style-type: none"> <li>● Drafts the evaluation report in time, in a clear, accurate, reliable, complete and concise way in all cases provided by law.</li> <li>● Writes in the report the findings and judgments related to the object of the evaluation, taking into account the contributions of each team member.</li> <li>● Drafts conclusions and recommendations, which come as a logical consequence of the object of the evaluation and which are based on the evaluation findings.</li> <li>● Informs and report through national legal framework.</li> <li>● Responds to and resolve any complaints made against the final decision or evaluation report.</li> </ul>

<p>3.3. Communication with the team of external evaluators</p>		<ul style="list-style-type: none"> <li>● Participates in or leads the meetings of the evaluation team in a constructive way to enable the team to reach accurate and acceptable judgments by all.</li> <li>● Facilitates shared decision making for evaluation.</li> <li>● Contributes positively to discussions, debates, dialogues and opinions, respecting the individuality of each evaluator.</li> </ul>
<p><b>DOMAIN 4. METHODOLOGY OF EVALUATION</b> Focuses on technical aspects of evidence-based, systematic inquiry for valued purposes</p>		
<p>4.1. Data collection and analysis</p>	<p>Basic research skills</p> <p>Data collection technics, including questionnaire/survey drafting, interviewing and observation of teaching-education activity</p> <p>Documentation of data</p> <p>Quantitative, qualitative and mixed research methods for learning, understanding, decision making and judging</p> <p>Checking documentation</p>	<ul style="list-style-type: none"> <li>● Identifies evaluation purposes and needs.</li> <li>● Determines evaluation questions.</li> <li>● Determines and justifies appropriate methods to answer evaluation questions, e.g., quantitative, qualitative, and mixed methods.</li> <li>● Identifies and assesses quality relevant, and reliable sources of evidence in line with existing regulations.</li> <li>● Gathers and analyses systematic information and data (educational institution/provider context) in accordance with the object of evaluation.</li> <li>● Gathers sufficient and convincing proof/evidence/information while maintaining privacy, to support the fair, impartial and independent findings of the evaluation, without making</li> </ul>

		<p>assumptions regarding the decisions and honesty of the persons who take them.</p> <ul style="list-style-type: none"> <li>● Interprets findings/results in context.</li> <li>● Verifies preliminary findings/ the proofs with the relevant information in a fair, impartial and independent way.</li> <li>● Takes into account the views of others and possible contradictory evidence in order to carry out a careful and reliable analysis.</li> </ul>
<p>4.2. Data processing and use</p>	<p>Ability to make fair and objective decisions</p> <p>Quantitative, qualitative and mixed methods for learning, understanding, decision making and judging</p>	<ul style="list-style-type: none"> <li>● Uses evidence and interpretations to draw conclusions, making judgments and recommendations when appropriate.</li> <li>● Involves stakeholders in designing, implementing, interpreting, and reporting evaluations, if and when applicable.</li> <li>● Analyses, synthesizes, judges, evaluates complex and contradictory evidence in order to make fair and objective judgments based on reliable evidence, in full compliance with applicable laws and regulations, without being influenced by her/his or others' interest.</li> <li>● Is able to responsibly link the consequences with the decisions taken.</li> <li>● Uses the evaluation criteria in a reliable way to make irrefutable and coherent judgments that are fully consistent with the evidence.</li> </ul>



**DOMAIN 5. LEADERSHIP AND MANAGEMENT**  
Focuses on determining and monitoring work plans, timelines, resources, and other components needed to complete evaluation and deliver evaluation reports

<p>5.1. Planning and Management</p>	<p>Networking</p> <p>Developing proposals</p> <p>Contracting</p> <p>Determining work assignments</p> <p>Monitoring progress</p> <p>Fostering use of results</p> <p>Management of human resources</p> <p>Management/coordination of evaluation groups</p> <p>Training of external evaluators</p> <p>Counselling</p> <p>Guiding quality improvements of the educational institutions/providers' services</p>	<ul style="list-style-type: none"> <li>● Negotiates and manages a feasible evaluation plan, budget, resources, and timeline.</li> <li>● Is well organized, correctly implementing the evaluation work plan.</li> <li>● Manages and safeguards evaluation data.</li> <li>● Plans for evaluation use in line with existing regulations.</li> <li>● Coordinates, supervises and documents evaluation processes and products in order to provide in time and appropriately the required information for the evaluations.</li> <li>● Monitors evaluation process and quality and makes adjustments when and if needed.</li> <li>● Works with stakeholders to prepare them for evaluation when or if appropriate.</li> <li>● Initiates and/or performs all tasks of external evaluator, in particular with educational institutions/providers with complex management problems.</li> <li>● Contributes and proposes directions for the formulation or revision of educational policies, strategies and decision-making, based on the findings and information from the evaluations.</li> </ul>
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<p>5.2. Leadership</p>		<ul style="list-style-type: none"> <li>• Acts calmly, prudently, flexibly, and confidently during the evaluation activity, constructively managing stress and preventing/resolving stressful situations.</li> <li>• Has knowledge of and uses effective leadership strategies.</li> <li>• Has knowledge of and uses strategic planning.</li> <li>• Creates stimulating and motivational working environment.</li> <li>• Ensures continuous and reliable flow of relevant information among the staff members.</li> </ul>

<b>DOMAIN 6. CONTEXT</b> Focuses on understanding the unique circumstances, multiple perspectives, and changing settings of evaluations and their users/stakeholders in a particular environmental contexts		
<p>6.1. Awareness of particular circumstances and contexts</p>	<p>Awareness of site, location, environment, participants, stakeholders, organization, structure, culture, history, traditions, gender, politics, beliefs, values, power, privilege</p>	<ul style="list-style-type: none"> <li>● Understands and responds respectfully to the uniqueness of the evaluation context.</li> <li>● Engages a relevant range of users/stakeholders throughout the evaluation process.</li> <li>● Reflects on and describes the context during external evaluation process and in reports.</li> </ul>
<p>6.2. Cross-cutting awareness (environmental sustainability, social inclusion, gender equality)</p>		<ul style="list-style-type: none"> <li>● Identifies how evaluation practice can promote social justice (including gender equity) and the public good.</li> <li>● Reflects on educational institution/provider practice taking into account aspects of environmental sustainability, gender equity and social inclusion.</li> <li>● Understands the environmental sustainability standards in the context of school practices and identifies potential for improvements at school level.</li> <li>● Stimulates the use of the environmental sustainability standards in the school management and identifies good practices.</li> <li>● Stimulates the use of environmental sustainability standards in the implementation of school curricula and identifies good practices.</li> </ul>

		<ul style="list-style-type: none"> <li>● Understands the social inclusion principles in the context of school practices and identifies potential for improvements at school level.</li> <li>● Stimulates the implementation and integration of social inclusion principles at the level of school management.</li> <li>● Stimulates the implementation and integration of social inclusion principles at the level of curriculum implementation.</li> <li>● Understands the principles of gender equity and identifies potential for improvements at school level.</li> <li>● Stimulates the principles of gender equity at the level of school management.</li> <li>● Stimulates the principles of gender equity at the level of curriculum implementation.</li> </ul>
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