

## TRAINING PROGRAM FOR REGIONAL EXTERNAL EVALUATORS

DELIVERY AGENDA FOR MATERIALS – DAY BY DAY

MAY 10<sup>TH</sup> 2024

DAY	MODULE	MATERIAL	CODE	SENT
<b>AT THE END</b>	1	Module overview – Module 1	-	
	2	Module overview – Module 2	-	
	3	Module overview – Module 3	-	
	4	Module overview – Module 4	-	
	5	Module overview – Module 5	-	
<b>DAY I</b> MAY 14 <sup>TH</sup> MORNING	1	EQET SEE (2022). Regional standard of competences for external evaluators, ERI SEE. <a href="https://eqet.erisee.org/publications/">https://eqet.erisee.org/publications/</a>		
		Support text no. 1: <i>The nature of the evaluation</i>	1.1	
		Support text no. 2: <i>The purpose of the external evaluation</i>	1.2	
		PPT presentation – Module 1	1.3	
		Support text no. 3: <i>Key moments in the history of evaluation</i>	1.4	
		Video excerpt (from min 1'02 to min 8'06): "School Inspection - where did it come from?", produced by Adrian Gray (SICI). Full version online in <a href="https://www.sici-inspectorates.eu/News/SCHOOL-INSPECTION-HISTORY-ON-YOUTUBE">https://www.sici-inspectorates.eu/News/SCHOOL-INSPECTION-HISTORY-ON-YOUTUBE</a>	1.5	-
		Support text no. 4: <i>The profile and skills of external evaluators</i>	1.6	
		Kosović, R. (2020). Study on the aspects of external evaluation in general education: Focus on external evaluators' initial and continuous trainings and monitoring in South Eastern Europe, ERI SEE. <a href="https://www.erisee.org/eri-see-publications/">https://www.erisee.org/eri-see-publications/</a>	-	-
<b>DAY I</b> MAY 14 <sup>TH</sup> AFTERNOON	2	Self-assessment form – Module 1	1.7	
		Support text no. 5: <i>Leadership and decision-making</i>	2.1	
		Support text no. 6: <i>Leadership and teamwork</i>	2.2	
		PPT presentation – Module 2	2.3	
		Script with task guidelines	2.4	
		Support text no. 7: <i>Planning and team management</i>	2.5	
		Script with task guidelines	2.6	
<b>DAY II</b> MAY 15 <sup>TH</sup> MORNING	3	Self-assessment form – Module 2	2.7	
		Support text no. 8: <i>Quantitative and qualitative data</i>	3.1	
		Support text no. 9: <i>Quality standards for evaluation: indicators and descriptors</i>	3.2	
		Support text no. 10: <i>Questionnaire development</i>	3.3	
		PPT presentation – Module 3 – Part I + Part II	3.4	
		EE Framework	3.5	
		Questionnaire reports	3.6	
		Academic results of a school	3.7	
<b>DAY II</b> MAY 15 <sup>TH</sup> AFTERNOON	3	Script with task guidelines	3.8	
		Support text no. 11: <i>Classroom observation</i>	3.9	
		Guiding questions for observing pedagogical interaction – The Portuguese class observation form – IGEC.	3.10	
		Teach Observer Manual – The World Bank (pp. 22-24) <a href="https://documents.worldbank.org/pt/publication/documents-reports/documentdetail/949541542659103528/teach-observer-manual">https://documents.worldbank.org/pt/publication/documents-reports/documentdetail/949541542659103528/teach-observer-manual</a>	3.11	

		Form 1 – The Portuguese class observation form – IGEC (Pedagogical interaction)	3.12	
		Form 2 – The World Bank form (B area: “Instruction” – 3. “Lesson facilitation” and 4. “Checks for understanding”) (p. 14).	3.13	
		Video excerpt of a Biology class (from the beginning to min 9’ and from min 21’ to 26’) Full version online: “AP Biology class observation” <a href="https://www.youtube.com/watch?v=omzd691qJGI">https://www.youtube.com/watch?v=omzd691qJGI</a>	3.14	
		Self-assessment form – Module 3 (sections 1 and 2)	3.15	
<b>DAY III</b> MAY 16 <sup>TH</sup> MORNING	<b>3</b>	Support text no. 12: <i>Evidence gathering to substantiate evaluative judgments</i>	3.16	
		Script with task guidelines	3.17	
		Excerpt from a school development plan/ programme	3.18	
		Excerpt from a school internal evaluation report	3.19	
		Excerpt from a school annual work plan	3.20	
		Script with task guidelines	3.21	
		Self-assessment form – Module 3 (sections 3 and 4)	3.22	
<b>DAY III</b> MAY 16 <sup>TH</sup> AFTERNOON	<b>4</b>	Support text no.13: <i>Effective and ethical communication</i>	4.1	
		Support text no.14: <i>Communication in the context of evaluation</i>	4.2	
		PPT presentation – Module 4	4.3	
		Script with task guidelines	4.4	
<b>DAY IV</b> MAY 17 <sup>TH</sup> MORNING	<b>4</b>	Video about non-verbal communication	4.5	
		Quiz about non-verbal communication <a href="https://puzzlel.org/pt/quiz/play?p=-Nw9HamF6p74A524dRvZ">https://puzzlel.org/pt/quiz/play?p=-Nw9HamF6p74A524dRvZ</a>	4.6	
		Self-assessment test about leadership skills	4.7	
		Script with task guidelines	4.8	
		Self-assessment form – Module 4	4.9	
<b>DAY IV</b> MAY 17 <sup>TH</sup> AFTERNOON	<b>5</b>	Support text no. 15: <i>Report writing</i>	5.1	
		PPT presentation – Module 5	5.2	
		Script with task guidelines	5.3	
		Excerpts of fictitious interviews transcripts	5.4	
		Script with task guidelines	5.5	
		Self-assessment form – Module 5	5.6	
<b>FINAL</b>		Final assignment	-	

MODULES	DURATION	DATE
1 - Introduction	3 h	May 14 <sup>th</sup>
2 - Leadership and Management	3 h	May 14 <sup>th</sup>
3 - Data collection and analysis	9 h	May 15 <sup>th</sup> and 16 <sup>th</sup>
4 - Interpersonal communication skills and competences	6 h	May 16 <sup>th</sup> and 17 <sup>th</sup>
5 - Effective communication and reporting	3 h	May 17 <sup>th</sup>