



(Self)-Evaluation philosophy

Within this project we have chosen to involve an evaluator not as an external evaluator but as someone helping the project partners to set up and carry out a self-evaluation of the project.

The Self-evaluation of the project will be based on an evaluation approach that is rooted in three principles:

1. **Self-Evaluation is a learning process and has to be organized accordingly (as a motivating, rich and reflective learning process!)**
2. **Self-Evaluation is a dialogue and the methodology of the process has to adapt to the kind of dialogue concerned (an explorative, a dispute, a negotiation, a persuasive, of a debate kind of dialogue etc.)**
3. **In Self-evaluation the design theory of the project should be made explicit and used as a frame of reference in the analysis and interpretation of the data. The phases of design thinking will be directing the evaluation process at all levels (partners, professionals, pupils), as will the enhancement of metacognitive skills.**

Impact Evaluation

The success of the Talent Education Project will be measured by evaluating the impact of the programme. This impact evaluation will be (Self) facilitated by Jaap van Lakerveld (PLATO, Leiden University). Jaap van Lakerveld distinguishes between four types of impact, that are all relevant for the Talent Education project. Impact has to be

1. **Longitudinal impact.** This means how long does the participation in the project show its results in the chain of learning process, learning outcomes, change behavior and effects of this improved behavior.
2. **Transversal impact.** This refers to the number of subject areas or themes covered by the project. How widely does the changed approach pervade into the parts of the school's programme, or that of other member organisations.
3. **Horizontal impact.** This refers to the number of people reached. How many people are affected by the project?
4. **Vertical impact** refers to the level of power reached in influencing the school/ system. How high up have people, and what is more, have decision makers been affected by the project (at school level regional level, national level, international level)

In this document we further elaborate only the impact oriented self-evaluation

The phases of the horizontal alignment model can be integrated with the categories of impact as distinguished by Jaap van Lakerveld. A time line with intended kinds of impact will have to be made by the subgroups of members of the project per city.

The project has four strands:

1. One devoted to diagnostic activities among 2-6 year olds;
2. The development of metacognitive skills among students of group 7 and 8 in primary education
3. One on design thinking in secondary education
4. One on differentiation in secondary school teaching and learning.

In the self evaluation of te Talent Education project we will focus on the impact in each of the four strands mentioned.

	Goal orientation	Inspiration	Design	Implementation	Reflection
Diagnostics					
Metacognition					
Design thinking					
Differentiation					

Apart from a number of things that will need to be registered and monitored three major themes need to be included in the self-evaluation.

1. The extent to which teachers operate according to the new methods (teachers and pupils)
2. The level of satisfaction of teachers and the pupils regarding the new methods
3. The extent to which the project increases the frequency, intensity and efficacy of co-operation with others (peers, stakeholders, chain partners)

Instruments and methods

In order to select and elaborate the instruments and methods we need to realize that the results mentioned above have to be considered from the four impact category perspectives. Below the consecutive steps of evaluation throughout the project are broadly outlined.

Starting phase

1. *Teachers self diagnostic tool* based on a competence profile including the teachers' competences needed to implement the project and make it successful. This tool will also include the things teachers will need to do to gain impact throughout the project. Administering this instrument will provide the project with a kind of zero measurement, the state of play before the project gets running. This tool will be used twice, during the start-up

phase and later during the completion of the project. The tool meant here includes a selection of the relevant items of the list attached as appendix 1

2. *Group interview* with teachers about the four kinds of impact. How many subjects, how many teachers are involved and will eventually be involved. What will teachers do in order to establish the intended impact and how will they keep track of their progress. What is done to make the project outcomes and its approach part of the school (system)? This interview will also be repeated later on in the project.

The tool will include the questions/items for the interview mentioned in appendix 2

3. *Documents analysis* to identify the level of implementation in school documents (programme, policy documents, teacher manuals, learning materials etc.). Again this will need to be repeated later on to identify the progress made. All aspects of impact (longitudinal, transversal, horizontal and vertical) are included here. The document analysis will be done by using the items included in appendix 3.

During the first year of the project

4. An *inventory of examples of good practices* will be made, including an overview of how the good practices affect colleagues in school; a format for describing an example of good practice may be found in appendix 4
5. *Group interviews* will be organized with colleagues to see to what extent they agree on the goals, to what extent they feel inspired by the project, do they appreciate the design, do they feel competent to implement it and how do they reflect upon it. (this interview will be repeated later on in the next year). Items for the interview are included in appendix 5
6. *Open questionnaire for students* to let them describe how they approach their learning tasks and how they think their peers approach theirs These items are included in appendix 1 in the section for students, questions 7 – 12.
7. *Group conversation with students*. Classroom based exchange among students of tips and tricks about how to approach learning tasks. This involves an open interview in which students exchange ideas they have on how their school work including homework may be improved. The two basic questions are: What do you do that may be helpful to others; and what do others do that may be helpful to you. The main conclusions need to be listed.
8. *Student questionnaire*, Instrument to inventories what students see as key features of good teaching and good teachers and on how they feel the actual teaching in their school related to these ideal typical features. Items of this instrument are included in appendix 6
9. *Teachers Port-folio on their actions, reflections and professional learning*. This port-folio is meant to support the teachers on their itinerary from the initial level of competence towards the eventual intended and desired level of competence.
A format for this portfolio , or log is included in appendix 7

Second year of the project

Repetition of instrument 2, 3, 4, 5, 6, 7, 9

Third year of the project

Repetition of instrument 2, 3, 4, 5, 6, 7, 9

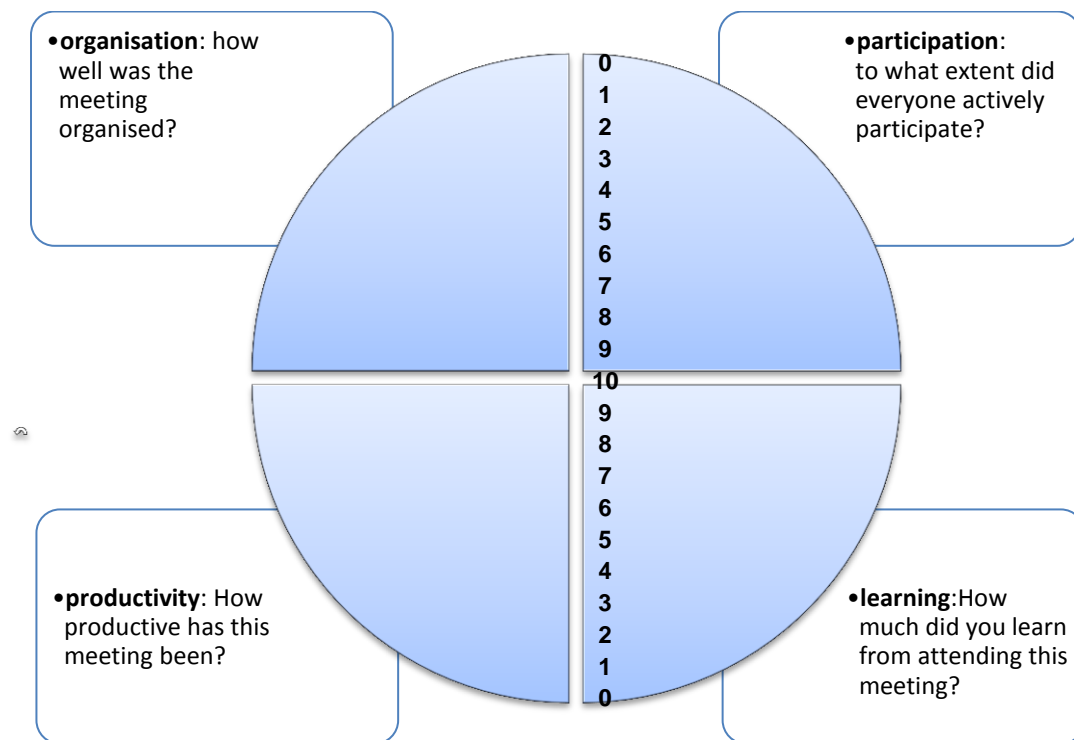
Interview to identify examples of good practices in chain co-operation

Brief survey among chain partners to identify evidence of good chain co-operation

Interviews among co-operation partners to gather examples of good international co-operation

Evaluation of Project meetings

Bull's eye as an efficient project meeting evaluation tool



Every body is invited to mark or sticker four dots in the bull's eye to indicate how one values the project meeting on each of the questions posed in the sectors of the circle. The middle is the highest score (10) the edge is the lowest (0). After the dots have been placed. One makes a picture and the evaluation data are processed. What is needed only is to have a talk about the meaning of the scores and the implications for next meeting (make minutes of this talk and keep them as project evaluation data in a file).

1. *At the end of the meeting write on paper what you consider the tasks to be done before the next meeting and share this with the other partners, so you all agree on the priorities for the next period.*
2. *Last but not least summarize the things you feel you have learned so far in the project. Keep this as an ongoing log throughout the project, so you can reconstruct your own learning process over the whole project duration. (use a nice notebook for this, so it will be a nice memory of your project experiences in the end)*

Appendix 1



The first step towards impact focused the self-evaluation

Support document to assist project partners in composing a list to make an inventory of the state of play now in 2016 and later on in 2018 to see whether progress will have been made

The Talent Education Project includes many partners and diverse themes. That makes it difficult to evaluate the project in a uniform way. In the proposed evaluation strategy the emphasis will be on self-evaluation. Furthermore the application includes a number of kinds of impact the project will have. That is the reason to focus the self-evaluation on impact. This will be done in a way that both promotes impact and measures impact.

One of the evaluation instruments to be included is a tool to identify the current level of competence of the project participants. This tool will have to be used as a kind of starting point of the evaluation. It gives an answer to the current level of competence in view of what we wish to accomplish in the project. This same tool will be used in the end to see if progress will be made. In Ljubljana we tried to make a start with the development of such a tool but didn't get on track yet. That is why we agreed that I would propose a list of possible items that may be part of such tool. I distinguished between a list about talent education and identification, a list about learning with items students might answer. Then a list of items for teachers about their teaching. A list of items for the school to be answered by a representative of the school management, and finally some items about the system the school is part of, probably to be answered to by the school leader. These items I chose to inspire you to select, or add items to include in what you think is the best set of items to eventually show whether the

project brought you, you students, your school and its system partners and stakeholders the intended impacts.

The same list of items may also be used as a checklist to analyse school documents to identify what is written about the issues included in these lists. The items are just suggestions and may need improvement as for their formulation of the questions or the scale dimension. I hope this document will help you to make the first step towards the self-evaluation.

Teachers

Talent education											
Talent											
1. I distinguish between various dimensions of talent when working with students/pupils	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Always</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Never</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	Always				Never	1	2	3	4	5
Always				Never							
1	2	3	4	5							
Assessment											
2. I do assess the various talents I wish to distinguish between	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Always</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Never</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	Always				Never	1	2	3	4	5
Always				Never							
1	2	3	4	5							
Promotion											
3. Depending on the talents Children have I offer them different learning opportunities	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Always</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Never</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	Always				Never	1	2	3	4	5
Always				Never							
1	2	3	4	5							
Design thinking											
4. I do apply the concept of design thinking in my teaching	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Always</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Never</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	Always				Never	1	2	3	4	5
Always				Never							
1	2	3	4	5							
Metacognitions											
5. I support students in the development of metacognitions and learning to learn strategies	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Always</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Never</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	Always				Never	1	2	3	4	5
Always				Never							
1	2	3	4	5							
Creativity											
6. In my teaching I challenge children to be creative and to further develop creativity	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Always</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Never</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	Always				Never	1	2	3	4	5
Always				Never							
1	2	3	4	5							

Students

Learning						
Motivation						
7.	I feel motivated to go to school	Always				Never
		1	2	3	4	5
Strategy						
8.	I know how to approach the study tasks I get	Always				Never
		1	2	3	4	5
Study competences						
9.	I have sufficient study skills to fulfill the tasks I get	Always				Never
		1	2	3	4	5
Planning competence						
10.	I am able to plan my school work adequately	Always				Never
		1	2	3	4	5
Reflection						
11.	I take time to think about the efficacy of how I do my school work	Always				Never
		1	2	3	4	5
Improvement						
12.	Over the last year I made improvements in the way I do my school work	Always				Never
		1	2	3	4	5

Teachers

Teaching						
Needs assessment						
13.	Before starting my teaching, I assess the learning needs of the students	Always				Never
		1	2	3	4	5
Differentiated approach						
14.	In my lessons I give room to students to choose tasks they wish to work on	Always				Never
		1	2	3	4	5
Development of learning materials and study assignments						
15.	In order to support students to work on their own tasks I use different study materials and assignments	Always				Never
		1	2	3	4	5
Methods						
16.	I use various methods of teaching in order to meet the different learning needs of the students	Always				Never
		1	2	3	4	5
Classroom management						
17.	In my classes I use a mix of plenary work, and group work (triads, pairs) and individual work	Always				Never
		1	2	3	4	5
Individualized monitoring, assessment and feedback						
18.	I monitor and assess to what extent the individual learning needs of students are met	Always				Never
		1	2	3	4	5

Staff

School						
Internal and external differentiation						
19. The school organization provides choices to students adapted to their level of competence		Yes				No
		1	2	3	4	5
Professional development of teachers						
20. Teachers receive in-service training to enhance their competence in mixed ability teaching		often			seldom	
			2	3	4	5
Monitoring system						
21. The school has a system to register and monitor the individual development of students throughout the school career.		yes				No
		1	2	3	4	5
Student support system						
22. The school offers students support in their study career (emotional support, study advice, counseling)		Always			Never	
		1	2	3	4	5
Extracurricular options						
23. The school organization provides optional activities/classes to students adapted to their specific interests		Always			Never	
		1	2	3	4	5
External involvement of stakeholders/experts						
24. The school involves external experts, or stakeholders in its development and its delivery of education		Always			Never	
		1	2	3	4	5

Management

<p>System</p>					
<p>25. The school has official professional connections with other organizations (Teacher education, Sports, Youth organizations, authorities, educative publishers, examination bodies, inspectorate etc.)</p>	yes				No
	1	2	3	4	5
<p>Chain</p>					
<p>26. The school has professional connections with other chain partners (previous school level, following school level, parallel tracks such as remedial teaching or homework support, etc.)</p>	yes				No
	1	2	3	4	5
<p>Co-operation</p>					
<p>27. In performing it educative tasks the school has professional co-operation partners in the community (boarding schools; youth organization, social organizations, etc.)</p>	yes				No
	1	2	3	4	5
<p>International co-operation</p>					
<p>28. The school actively participates in international co-operation projects</p>	yes				No
	1	2	3	4	5
<p>Continuity between levels</p>					
<p>29. Between early years, primary and secondary education policies are developed and implemented to promote the continuity in the development of the student (in methods, workload, social climate etc.)</p>	yes				No
	1	2	3	4	5
<p>Community involvement</p>					
<p>30. Policy issues of schools are shared with, and worked on together with other partners and stakeholders in the community</p>	yes				No
	1	2	3	4	5

Appendix 2

Group interview on actions to be taken to promote the impact of the project:

1. What actions will be taken to make the project spread over various subject areas?
2. What will we do to involve colleagues in this project?
3. What will we do to gain commitment among those responsible at management and policy level?
4. What will we do to see to it that this project will last after its completion?

Appendix 3

Explore various available documents in your school such as:

School programme, mission statement, teaching manuals, student materials, news letters, etc

Make a list of paragraphs, pages, or quotes in the various documents that indicate the extent to which talent education including, diagnostics, metacognitions, design thinking and differentiation is grounded in your school policies and practices. Summarize your search in the table below

Kind of Document	Key words
Policy document	
School programme	
Learning materials	
Teacher manuals	
News letters	
PR materials	
Etc.	

Appendix 4

Format for describing examples of good practice

Brief description of the example of good practice	
How does this practice relate to the themes of talent education (diagnostics, metacognitions, design thinking , and differentiation?	
What is the intended effect of this practice?	
What teaching activities and competences does it require?	
How does it affect the student's learning activities, or processes?	
Why do you consider this an example of good practice?	

Appendix 5

The questions below may be used for a group interview among teachers. The result of the interview will need to be described in a brief report.

1. Do you agree on the goals of the talent education project to arrange our teaching in a way that recognizes and supports talented children and that helps all children develop their talents?
2. Do you feel inspired by the talent education project?
3. Do you appreciate the design of the project (the way it is set up and organized)?
4. To what extent do you feel competent to implement the approach of the project?
5. Do you wish to share any comment or observation related to this project?

Appendix 6

This a questionnaire about the teaching and the education.

It is about teaching in general, no references are made to any particular teacher, or school.

Discuss these questions in small groups and list the key features you identified. Then compose an over all list of the key features of all small groups and ask everybody to tick the three key features per question, they think are the most important. Thus a list of key features arises and a ranking of these features.

1. What do you consider the key features of a good teacher?

2. What do you consider the key features of a good school?

Appendix 7 Project log/portfolio

Keep a log in the following format. When possible add evidence in terms of pictures, materials, etc.

Date	Project related activity	Remarks	evidences

Appendix 8

1. Number of teachers involved in training events (132)
2. Number of transnational meetings 5 (including 1 e-conference)
3. Number of pupils include din mobility (240)
4. Number of manuals (4: design thinking; metacognitive skills; signaling talent and approach of the very young children; practical differentiation)
5. Number of scientific reports (3: on the effects of design thinking; of metacognitive skills and of practical differentiation)
6. Number of instruction reports for chain approach (1)
7. Attendance at conferences (Ljubljana; Pilzen and Leiden..?)
8. Number of conference organized by the consortium (1)
9. IT tool: e-community (1)
10. Project website (1)
11. Interim reports (2)
12. Final report (1)
13. Brochure European project: 2 (at beginning and end)