

School collaboration  
teams for improvement:  
a proposal from Italian  
context

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Challenges  
of the 21st  
Century: Democracy,  
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## Outline and presentation objectives

to discuss, in an international comparison perspective, on school evaluation teams that carry on self evaluation processes and elaborate the school improvement plan, named data teams or school support teams or school internal evaluation team or school collaboration team which has become a strategic element of development and innovation within the school

to illustrate the role, composition, functions, skills and training needs of school evaluation team in Italian scenario, since from 2015

to discuss about competitive factors to support school data use and school self evaluation introduced through the italian project Valu.E



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Why Evaluation (and School self-evaluation) it has become a strategic element of development and innovation within the school?

(Oecd, 2013; Nelson et al. 2015; van der Bij et al., 2016; O'Brien et al, 2017).

- ❑ Over the past ten years, national education and training evaluation systems have taken on different and complex features around the world, adopting an increasingly holistic and comprehensive approach (OECD, 2013).
- ❑ While the design of quality assurance mechanisms (tools, processes and actors) varies across national contexts, their common objective is to improve teaching and learning – with the ultimate goal to support the best outcomes for learners. (European Commission, 2017, 2).
- ❑ eight-point recommendations in the European Commission document on quality assurance mechanisms (2017) - Coherence, Professional Learning Communities, Trust And Shared Accountability, Support Innovation, Shared Understanding And Dialogue, Networks, Building Capacity For Data, Different Data For Balanced View;
- ❑ “In particular, the effective interplay between internal and external mechanisms – in order to ensure that they best serve school development and innovation” (EU, 2017).
- ❑ The focus is not only on improvement but also on innovation: the development or experimental testing of approaches in different contexts (for quality, equity and efficiency). Approaches to quality assurance may need to be adapted over time to better meet needs for feedback and decision-making across systems.



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Data teams/Data support teams/internal evaluation teams/ data based decision making

What's happen?

Data use involves:

– the systematic collection, analysis, interpretation, and use – of qualitative and quantitative data related to the school's performance – in order to make decisions about achieving the school's objectives – to improve the quality of the education it provides» (Schildkamp, Handelzalts, Poortman, Leusink, Meerdink, Smit, Ebbeler,& Hubers, 2018: xiii, introduction).

Mandinach and colleagues (Mandinach et al 2006) talking about Data-based decision making affirm that in the literature systematic efforts for school improvement have been aimed at the importance of the data function in developing, guiding, supporting organizational change, which in turn it leads to the improvement of students' learning (Massel, 1998).

Need to be meet (Mandinach et al 2006)

- A series of needs to be met, even at the district level, in order to provide results data that could be consulted by schools. These were practical and material difficulties to be able to adapt the data deriving from national surveys in forms more suitable for use by schools (for example, their transformation into disaggregate terms).
- Difficulties highlighting other characteristics or problems (teachers use individual data, for example on behavior, while national surveys use other kind of data) (Mandinach et al 2006)



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## What's happen in Italy Scenario?

### Italian Evaluation System established in 2013

#### 4 phase

- school self-evaluation.
- External evaluation
- School Improvement Actions
- Social accounting of school institutions

### Who carries on the self evaluation process at school?

All schools are involved into a self-evaluation process and make an analysis of their services based on MIUR, INVALSI data, school data etc.

School self evaluation teams carry on self evaluation processes (Guidelines MIUR, april 30, 2015):

- The management of the schools self evaluation process is entrusted to the Principal
- Principal establishes a school self evaluation team
- School Self evaluation team is made up of the Principal, the teacher referring to the evaluation and one or more teachers with adequate professionalism identified by the Teaching Body.
- Internal composition of each unit can however be variously articulated according to the context of reference, the school situation and the methods of analysis to be undertaken



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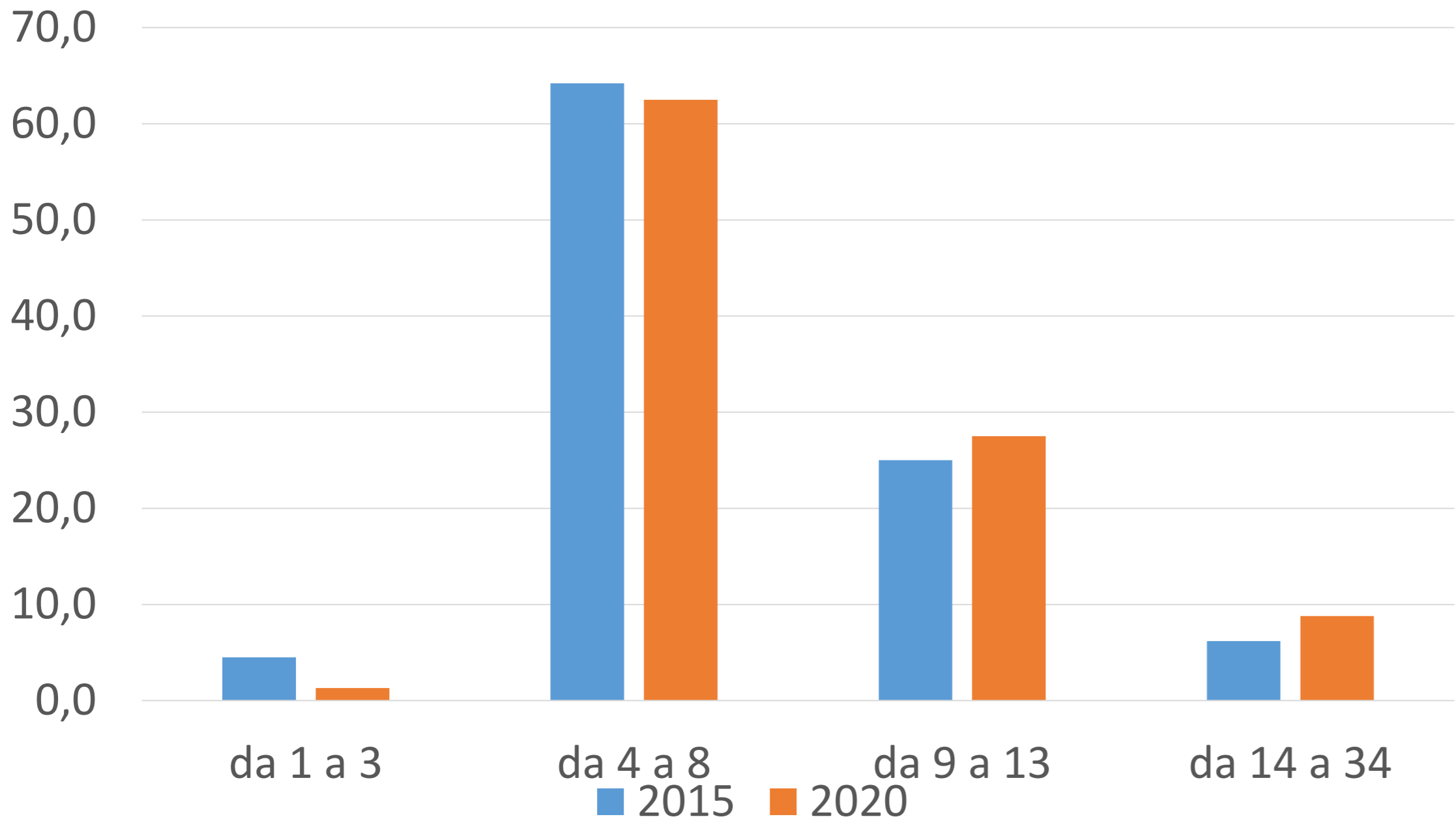
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# School self evaluation team: composition

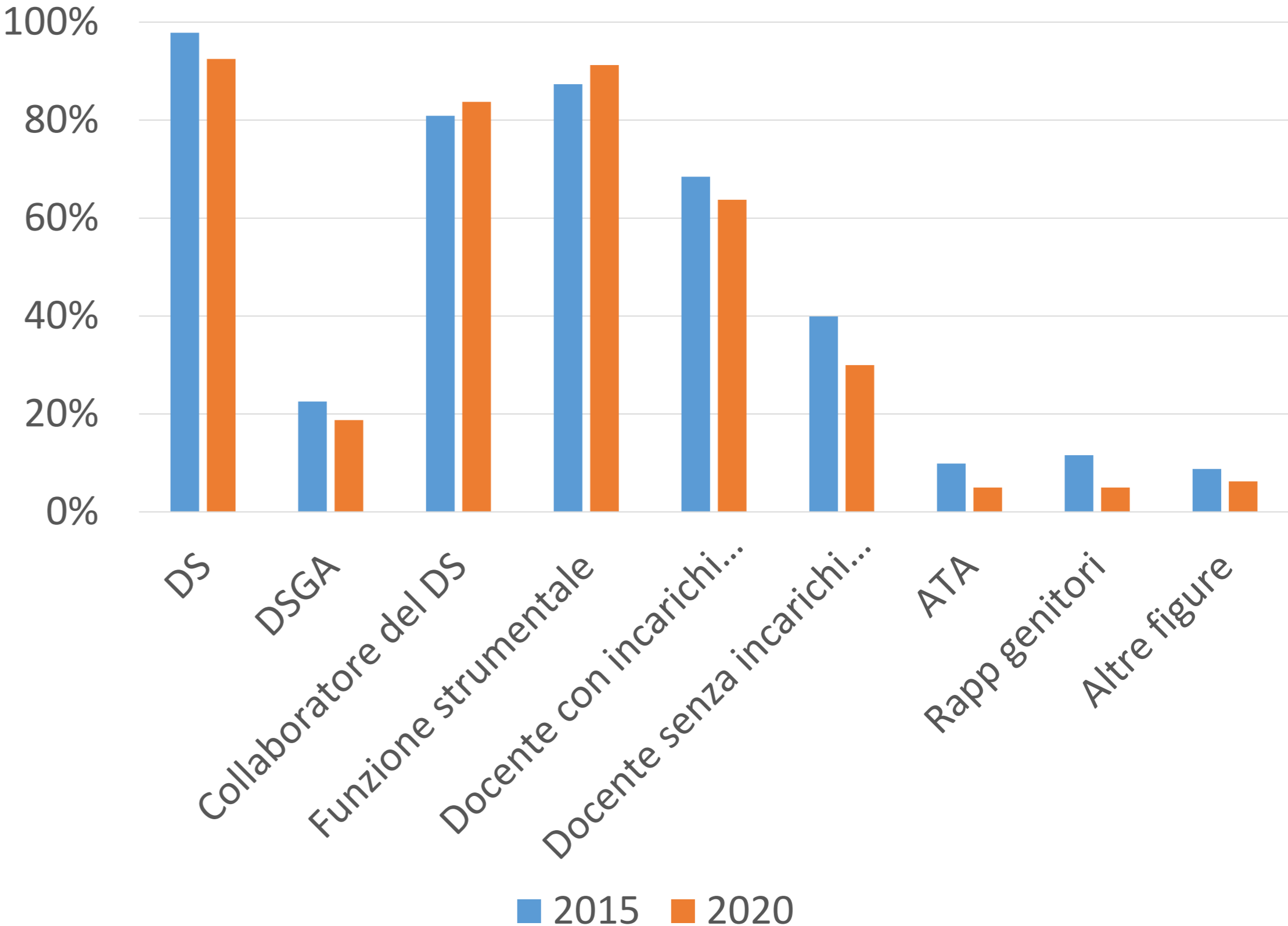
## Size team

N. 532 (2016) – N. 88 (2020)



## Composition

N. 532 (2016) – N. 88 (2020)

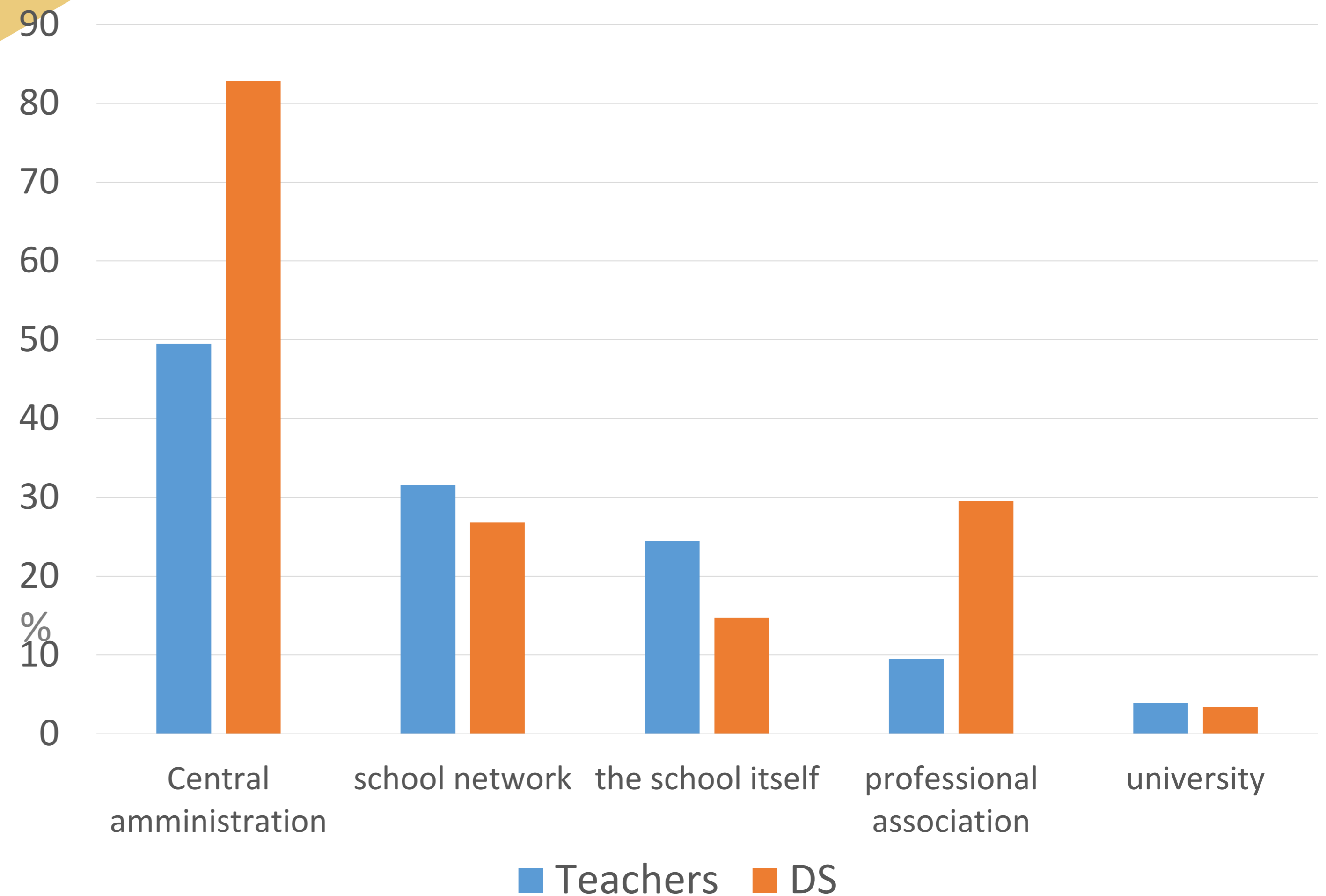


# School self evaluation team: training

INVALSI Survey 2016

Principal= 82,9% (N.532)  
Teachers=45,6% (N.2625)

## Which agencies support the evaluation training?



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# Support Activities by Region In the first stage

INVALSI  
Survey 2017 (Fiore e Torelli, 2019)  
Data MIUR

	MINISTERIAL DIRECTIVES	SERVICE CONFERENCES	REGIONAL STAFF / FACILITATORS	MEETINGS WITH EXTERNAL EXPERTS
Abruzzo	X			
Basilicata	X		X	
Calabria				
Campania	X			
Emilia Romagna	X	X	X	X
Friuli Venezia Giulia	X	X		
Lazio	X		X	
Liguria	X	X		X
Lombardia	X	X	X	
Marche	X	X		
Molise	X	X		
Piemonte	X	X	X	X
Puglia	X		X	
Sardegna	X	X		X
Sicilia	X	X		
Toscana	X		X	
Umbria	X	X	X	
Veneto	X	X		



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# Support Activities by Region: funding for training In the first stage

Data MIUR 2015

%

123.860 euro

- Total for 10 regions

0 euro

- 7 regions

60.000 euro

- 1 region (regional fund)



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## network presence

INVALSI Survey 2017 (Fiore e Torelli, 2019)

%

	Presence	Network
Abruzzo	x	
Basilicata		
Calabria		
Campania	x	PRO.VA.MI, Lisaca
Emilia Romagna	x	Rete Valutazione in progress
Friuli Venezia Giulia	x	
Lazio	x	Rete Valutazione in progress
Liguria	x	
Lombardia	x	Stresa, progetto A.I.R (Autoanalisi d'Istituto in Rete), Progetto "Qualità totale, Rete REQUS
Marche	x	AU.MI.RE
Molise		
Piemonte	x	Avimes
Puglia	x	
Sardegna		
Sicilia	x	Progetto Faro
Toscana	x	Rete Valutazione in progress
Umbria		
Veneto	x	



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## Some Invalsi data on Schools self evaluation processes in the first stage

(Vales, Valutazione e Miglioramento, Valu.E)

(Muzzioli et al., 2016);  
(Epifani et al., 2016);  
Poliandri et al., 2019; Fiore and Torelli, 2018  
Fortini et al., 2016

- ❑ Schools show difficulties with the analysis of data: they show a poor quality of analysis in order to justify the attribution of the scores.
- ❑ Schools use often more a descriptive rather than an interpretative or evaluative approach.
- ❑ The connection between self-evaluation results and improvement objective targets need to be operable
- ❑ It is necessary to strengthen and encourage the involvement and participation of all stakeholders in the self-evaluation process: teachers are less involved than principals, teachers doesn't show a deep understanding of the purpose of self-evaluation
- ❑ the Training activities that involve managers or other regional or local stakeholder often shows habitual, customary and institutional forms of adaptation; most of the members of the self-evaluation units are excluded;
- ❑ It could be important to support evaluation and self-evaluation process and consider it as close as possible to the specific needs of similar schools.



Some  
raccomandations  
By international  
research

Recommendations expressed by the research on evaluation and school self-evaluation

- building adequate assessment skills of school staff (Hubers and Poortman, 2018)
- the development of an evaluative culture in the places where learning takes place (Schildkamp et al. 2016)
- the need to take a decentralized perspective in supporting schools, also in initiatives to support self-assessment processes (Ehren, et. Al., 2017)
- the importance of supporting schools in the self-assessment process (OECD, 2013)



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## Some international good practices

- ❑ Some initiatives follow the development of the evaluation protocol more closely and mainly investigate the needs of school managers in carrying out the evaluation and self-evaluation processes (for the case of the Czech Republic, Chval and Stary, 2008; for the Danish case, EVA, 2010);
- ❑ Sometimes specific workshops are held with national facilitators to support local evaluators (New Zealand Ministry of Education, 2010, 2011).
- ❑ In other projects, good practices are promoted which can become a basis for informed reflection for updating teachers' in-service training, or helping teachers to use assessment in greater connection with classroom activities and with students. Also in this last case there is an example of supporting schools in the hypothesis of exploration and in the situated application of contexts (in the New Zealand case, see Education Review Office, ERO).
- ❑ “For example, at a particular level of the system, the accuracy and accessibility of data and the technical support or training might affect educators’ ability to turn data into valid information and actionable knowledge”. Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006).



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# Valu.E Project PON 2014-2020

- Action participatory research
- Service actions
- Research

## Aim to promoting and supporting the quality of the National Evaluation System

- Action 1: Evaluate the evaluation of schools:
  - to understand the functioning of the tools and procedures for the school evaluation; metaevaluatative function;
- Action 2: Support school self evaluation:
  - To teste and to evaluate effectiveness of different formative models in support of the activities of self-evaluation of the schools;
  - to teste different strategies of the school support ;
  - to create a informal and formal network to support schools in theis contexts
- Action 3: identify the expert competence about evaluation:
  - To research on professional skills for the evaluation of schools;
  - to define a training model for the evaluation skills identified.



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# Valu.e Opportunities

- To balance between national needs and local needs;
- To consider the importance of the individual expectations for professional development;
- To involve different stakeholders through the creation of shared and collegial spaces for reflection;
- To support evaluation culture in the places where learning takes place;
- To development of solid basic knowledge to face the evaluation processes: both for school personal and school committee and external evaluation teams
- To support reflective capacity on school context
- To empowerment the intervention capacity of the teaching and management staff starting from the context in which they operate.
- To do good quality research on school evaluation and use of evaluation results by different stakeholder

And  
finally...

Which institutional layout can promote evaluation actions that are coherent with the values and perspective of the different stakeholders?



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The Official Research Magazine and Disseminating Newsletter of the Valu.E PON Project

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*Valu.Enews* is the Official Research Magazine and Disseminating Newsletter of the Valu.E PON Project, a periodical edited by INVALSI every three months which is proposed as an innovative tool to provide quality in the framework of scientific dissemination of educational policies.

*Valu.Enews* focuses on the main scientific achievements of the Valu.E PON Project within the framework of the Italian National Evaluation System (SNV) activities (with particular reference to schools' self-evaluation processes and schools' external evaluation).

As a Research Magazine, a Research Forum, and a Dissemination Newsletter, *Valu.Enews* main aims are to analyse in depth the research tools adopted and designed by the Valu.E PON Project's research group in recent years, starting from the three research actions of the Valu.E PON Project itself: evaluating the evaluation, support schools' self-evaluation, and outlining the professional competences of Italian schools evaluators.

The main topics addressed by *Valu.Enews*' Research Magazine include the innovations introduced to the Self-Evaluation Report (RAV), the methods of conducting external schools' evaluation visits, the impact of big data in education and evaluation policies, the scientific debate aimed at establishing the culture of school evaluation internationally according to the different countries' school systems' needs and beliefs.

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This booklet reproduces some articles published on the 9th Special Issue of *Valu.Enews* (May 2019), exploring with a disseminating-style both national as well international research contribution on school effectiveness and improvement, after the Stavanger's (Norway) 2019 International Congress. In particular, we are glad to host hereby some reflection by ICSEI President Prof. Kim Schildkamp and ICSEI former President Prof. Andrew Hargreaves.

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