

**ELEMENTARY/SECONDARY SCHOOL
EVALUATION GUIDEBOOKS**

Prepared for:

***Evaluation Directorate
Indian and Northern Affairs Canada***

JULY 1990

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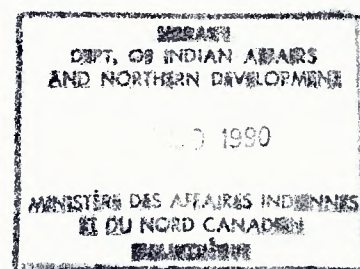
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*Establishing an Approach to Evaluating Indian Schools:
A Review of Current Practices*

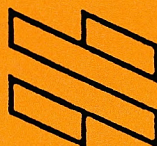
HOW TO PLAN, MANAGE AND FOLLOW UP A SCHOOL EVALUATION

Booklet 1

A series prepared for:

Band-Controlled and Federal Indian Schools

**Draft 3
February 1990**



ROBERT NIXON AND ASSOCIATES

GLOSSARY OF TECHNICAL WORDS

This booklet includes some words that are technical. Some of these words are educational terms, some relate to evaluation methods or techniques. A detailed glossary of technical words is included starting on page 43 of this booklet for those who wish to use it.

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PART 1: INTRODUCTION TO SCHOOL EVALUATION

PURPOSE

- o This is one in a series of booklets designed to assist Band Local Education Authorities (LEA's) in doing a comprehensive school evaluation. Using these booklets the Local Education Authority can:
 - o plan and manage an evaluation of the overall effectiveness of their school;
 - o identify the strengths and weaknesses of all aspects of the school;
 - o decide what action is needed to improve the school;
 - o develop an action plan;
 - o implement the action plan;
 - o test to see if the action plan has resulted in real improvements.
- o In these booklets the LEA refers to the committee or organization that is responsible for educational matters for the Band. The term LEA also refers to all committees which have the same purpose but may have a different name, such as: School Committee, Board of Education, Education Authority.
- o The term "school" in the singular is used throughout these booklets since most Bands operate one school. It should also be understood that the term school could be understood as plural for those Bands who operate two or more schools.

INDIAN RECOGNITION OF THE IMPORTANCE OF SCHOOL EVALUATION

- o Indian educators working with the Assembly of First Nations have recognized the importance of school evaluation in the AFN's 1988 report entitled Tradition and Education: Towards a Vision of Our Future. In this report, the AFN recommended that the federal government assist the First Nations in the development of evaluation mechanisms and processes, and that school evaluations be conducted regularly.

- o This series of booklets is designed to provide Bands with the tools to evaluate their schools consistent with this recommendation of the AFN's report.

DESCRIPTION OF THE BOOKLETS

- o There are six booklets in the series. Think of them as a set of tools provided to help LEA's carry out the three stages of a school evaluation - planning, management and follow-up.
- o Booklet 1 has two parts: Part 1 describes:
 - what comprehensive evaluation is (and what it is not)
 - how evaluations can help improve the effectiveness of the school
- o Part 2 of Booklet 1 describes:
 - the three stages in the evaluation process: planning, management and follow-up
 - each stage broken down into specific tasks
- o Booklet 2 is entitled **Comprehensive School Evaluation Profile**. It provides:
 - a format for collecting quantitative information, or data, about the school. Examples of quantitative school data include: student test results, numbers of parents who assist in school programs, or descriptions of school curriculum. This information that is used to create an accurate and up-to-date profile of the school.
- o Booklet 3 is a **Question Booklet**. It is designed:
 - to help LEA's and School Evaluation Committees understand and decide what questions to ask school staff, students and community members in order to gather their perceptions about the school. This type of information that describes people's perceptions of the school and its effectiveness is called qualitative information or data. It involves peoples' perceptions of the quality of different parts of the school.
 - Examples of qualitative information include teachers' perception of school climate or students' perceptions of the school discipline policy.

- o Booklet 4 is written as an **Information Booklet** for school personnel to describe:
 - what school evaluation is
 - how they can participate
 - what the expected results of the school evaluation will be
 - the types of questions that teachers and school staff might be asked as part of the evaluation.
- o Booklets 5 and 6 are also **Information Booklets**, designed in the same way as Booklet 4, but designed for different audiences. Booklet 5 is written for Chiefs, councillors, Elders and community members and Booklet 6 is designed for students.

GUIDING PRINCIPLES

- o A number of important principles have guided the development of the evaluation tools in these booklets.

Support of Indian Control of Education:

School evaluations should support the principle of Indian control of Indian education. They should provide LEA's with an understanding of the process and the information required to plan and manage future evaluation exercises. School evaluations should also provide LEA's with the information needed to improve their schools immediately and to plan future initiatives.

Local Level Decision-Making:

The decision first to undertake, then manage and follow up a school evaluation should come from the local school decision-making body - the LEA, the school committee, or equivalent. In addition, LEA's normally involve parents, Elders and community members in the evaluation process.

Evaluation Should Lead to Action:

The evaluation process is intended to identify aspects of the school that need improvement and to recommend specific action to make improvements

possible. School evaluation is intended to be a useful exercise that leads to concrete and practical improvements. Normally evaluations are undertaken regularly, usually at least once every five years.

Evaluation Linked to Community Awareness and Participation:

Elders, LEA members, school principals, administrators, teachers, students, parents, and community members should be involved in the evaluation process. Their participation helps ensure that 1) the evaluation will produce valuable information about the school's needs and 2) improve community awareness of the school - its goals, activities and performance.

USE OF THESE BOOKLETS

- o This series is a guide to Bands who want to carry out a full school evaluation. In some cases, however, the LEA or School Evaluation Committee may decide to concentrate on evaluating only certain aspects of the school and place less emphasis on other aspects. If so, they may use only those parts that relate to their specific evaluation needs.
- o It is important to note that in designing these booklets, our assumption has also been that LEA's and School Evaluation Steering Committees will hire evaluation consultants to conduct the evaluation. Conducting the evaluation includes collecting and analyzing information and writing the evaluation report.
- o These booklets together provide LEA's and school Evaluation Committees with the necessary information to take control of all parts of the school evaluation: planning, management, implementation and follow up.

WHY DO A SCHOOL EVALUATION?

- o There are a variety of reasons why a Band or LEA might do a school evaluation, for example:
 - to assist the Band to decide whether to take control of the school;

- to evaluate a school that has been operated by the Band for some time in order to determine what it is doing well and what needs improvement;
- to fulfill one of the requirements of the flexible transfer payments (FTPs) system that requires school evaluations be undertaken every five years;
- to improve management of the school;
- to plan change and improvements in the school;
- to provide decision-makers with critical information;
- to confirm the quality of the school's performance;
- to provide a clear and organized way of sharing information on the school;
- to inform the community as a whole about the school, and build understanding and cooperation regarding the school's goals.

WHAT IS SCHOOL EVALUATION?

o School evaluation IS:

- a series of evaluation activities designed to involve school personnel and concerned community members in an assessment process aimed at school improvement;
- a way to examine the school as a whole and how everyone works together as an effective unit, including the LEA, Elders, principals and administrators, teachers, students, parents, and community members;
- based on the idea that it is necessary to examine all the parts of a school to really understand how well that school is operating and to identify the full range of its strengths and weaknesses;
- a review of how school staff functions in relation to the school's overall educational philosophy and goals.

- o Comprehensive school evaluation is NOT:
 - a performance review of individual teachers or staff. (Performance reviews normally include a detailed assessment of teachers' accomplishments related to their goals and objectives.) The comprehensive evaluation format does not identify the strengths and weaknesses of individual teachers or staff. Instead it addresses how the staff as a whole perform and achieve results;
 - an evaluation of specific courses or specific elements of the curriculum. This would involve a more detailed examination than a comprehensive school evaluation includes. For example, evaluation of a specific course would involve assessing specific course objectives, course materials, test results, etc.;
 - a detailed analysis of financial requirements of the school. (DIAND has an established funding formula.) The evaluation can, however, examine the effectiveness of the existing financial and administrative systems in the school;
 - a technical feasibility study to decide whether a new school building or expansion to the present building should be built. Feasibility studies are technical studies that examine such things as: benefits of building new schools versus repairing or expanding existing ones; consideration of alternate sites, future possible uses of a new school building, requirements for constructing services such as sewer, power, or water lines.

HOW SCHOOL EVALUATION SUPPORTS LONG-RANGE SCHOOL PLANNING

- o Comprehensive evaluations can help those who make decisions for and about the school - LEA's or principals - to do long-range planning in their school. In fact a comprehensive evaluation is usually one of the first steps in preparing a long-range plan for the school.

- o An evaluation provides the opportunity to collect information or data about a school, to analyze the data, form conclusions and propose recommendations that lead to school improvements.
- o There are many models or types of long-range school plans. Typically long-range plans usually have two major parts. One part identifies the important issues that can have an impact on the school. The other part recommends strategies related to how these issues should be dealt with. For example, a long-range plan might predict an increase in the number of students at the school in the next five years based on the experience of the past five years and then develop a strategy to deal with this increase.

SCHOOL EVALUATION IS PART OF COMMUNITY PLANNING

- o Many Bands have completed comprehensive community plans. Comprehensive community plans often set priorities for employment, economic and social development, and for the training and education of Band members. The plan may also have identified specific goals for the school(s). In such a case, a school evaluation can help the Band Council determine how well these overall community educational goals are being met.

WHAT IS AN EFFECTIVE SCHOOL?

- o An effective school is one that operates well and where those involved, including the LEA, administration, teachers and students, work well together. It is also a school where students, teachers and other staff members achieve high standards of performance.
- o In the past ten years or so, both Indian and non-Indian groups have worried that their schools are not as effective as their communities would like. This concern prompted school officials and researchers to examine why some schools function more effectively than others, even when they have the same resources. Their work is called effective school research.

- o Effective school research has played an important role in school reform movements around the world. This series of evaluation booklets was designed using that research and, more specifically, using research on effective Indian schools.

CHARACTERISTICS OF AN EFFECTIVE SCHOOL

- o The following ten characteristics of effective schools represent a summary of research in this area, including effective school research, Assembly of First Nations reports, other native education reports, and more general educational literature:
 - 1. **Clear, agreed-upon School Philosophy and Goals**
 - The philosophy, which is sometimes called a mission, and goals are written out and defined. They include academic, organizational, community and cultural concerns.
 - The philosophy and goals have an appropriate balance of academic, organizational, community and cultural goals.
 - The philosophy and goals are agreed on by LEAs, administrators, teachers and parents.
 - 2. **Positive and clear Educational Authority**
 - The roles and responsibilities of the Local Education Authority or other similar structure are clear. The LEA:
 - makes decisions consistent with the school's stated philosophy and goals;
 - sets policies that provide clear guides for action and decision making;
 - reviews policies regularly and where required, revises them;
 - ensures that policies are known and understood by LEA members;
 - involves administrators, parents, Elders, teachers and community members in key decisions;
 - is perceived as clear and fair in making decisions;
 - supports a school-work environment where people work well together;

- considers local needs and priorities when making key school decisions;
- ensures that each LEA member has a voice in decision making.

3. Strong and Positive Administrative Leadership

- The administrative leadership - the School Board or equivalent, the director of education and school principal - sets high expectations for students and teachers. The administrative leadership:
 - develops plans and makes decision based on a clear statement of the school's philosophy and goals;
 - supports parent and community participation in school activities;
 - keeps parents and community members well informed of activities;
 - supports planning activities that involve people working together jointly;
 - implements policy set by the LEA and keep school staff aware of LEA policy.
 - encourages teachers to work together effectively to improve student performance;
 - sets clear, measurable goals and objectives for teacher and staff performance evaluation;
 - ensures a safe, orderly school environment;
 - is continuously aware of student and teacher progress;
 - ensures that adequate resources are available to support the school's philosophy, goals and policies;
 - is respected by the community.

4. A Planned Curriculum

- The school has a curriculum that is planned for the whole school, for each class, and is coordinated across grades.
- Teachers and LEA members participate in planning curriculum with administrators. The curriculum:
 - is relevant, useful, not biased, and appropriate for students;
 - strengthens the concept that students have of themselves;

- integrates culturally appropriate content in a variety of ways;
- sets out clear and measurable goals and objectives;
- includes teaching of skills and knowledge at a variety of levels of learning;
- includes extra-curricular activities or after school activities as complementary to the formal curriculum;
- supports the needs of special students.

5. Quality Instruction in the Classroom

- Instruction is guided by the planned curriculum.
- Instruction sets and communicates high expectations for students.
- Teachers clearly explain instructional objectives and how to achieve them.
- Instructional activities support a positive classroom climate.
- Instruction pays attention to the different styles of learning students may have and to teacher's different teaching styles.
- Instruction is sensitive to the culture of students.
- Adequate consideration is paid to teaching in aboriginal mother-tongue languages.
- Teachers use learning time well.
- Teachers are supported to continuously learn new content and teaching techniques.
- Teachers understand students' cultural and value systems.

6. High Degree of Teacher and Staff Effectiveness

- Teachers set high expectations.
- Teachers provide useful and constructive feedback to students.
- Teachers treat students in a fair and consistent manner.
- Teachers use a variety of teaching materials and styles.
- Students exhibit a sense of pride in their school.
- Teachers and other educational staff support positive ways of working together.

- Teachers and staff set goals for, and participate in, ongoing professional development.
- There is a school-wide staff development plan.
- Quality and excellence of teaching is rewarded.

7. School/Parent and Community Involvement

- Community resource people such as Elders are recognized as important to the school and used accordingly.
- The school has a plan for parent and community members involvement in its activities, and this plan is working.
- Parents and community members are perceived as a resource to the school.
- Parents are adequately informed of their children's progress.
- Parents and community members are encouraged to visit and observe activities during school time.

8. Positive school and classroom climate.

- The school is a safe place to learn and teach.
- The school is kept neat and orderly.
- The school places a high value on education and learning among all school members.
- School policies encourage and promote a positive climate in the school as a whole and in each classroom.
- Excellence in student achievement and behaviour is encouraged and recognized.
- The school encourages opportunities for student responsibility-taking and participation.
- Students and staff perceive they are treated fairly and consistently.
- Conflicts in the school are handled fairly.

9. Adequate Facilities

- The school facilities are appropriate, adequate, safe and well-maintained.
- Library resources and school equipment are adequate and effectively used by students.

10. Adequate Support Services and Resources

- Community resources are used by the school when that is appropriate.
 - Health-care and social-work support services provided to the school are adequate.
 - Counselling and psychological support services are adequate.
 - Transportation services for students are adequate.
 - Cultural education services to schools are adequate.
- o It may be useful to know some of the assumptions which effective school research is based on:
- that effective schools are schools that focus on students and what they achieve.
 - that there are logical explanations why some schools achieve better results than others that have similar resources and whose students have similar backgrounds.
 - that one of the most frequent indicators of school achievement comes from standardized (norm-referenced) tests, though sometimes other indicators are used to determine student achievement.
- o This series is based on the assumption that the purpose of schools is to support the achievement of students. In addition, the series is based on the assumption that all schools, including Indian schools, can learn more about what makes schools effective. However, we believe there is more to measuring achievement in schools than just using test scores.
- o First, virtually all Indian schools throughout Canada are struggling with the challenge of defining their educational philosophy and goals. These definitions, in turn, should be used in determining the standards against which achievement can be measured. Test results should not be the only basis for judging student achievement. We believe that the achievement criteria developed by the school and community are the most important. Second, these booklets support a process of data collection and analysis which asks communities to look at achievement over a period of time rather than simply at one point. For example, some Indian schools have indicated that they want their students to perform better on basic skills tests. Thus, the data gathering

tools provided in Booklet 2 require that scores be looked at over a period of years. This means the data is more dynamic, more useful and more realistic.

- o No matter how a school may define effectiveness, the school does need criteria against which it can measure that effectiveness. Standardized test scores are one form of criteria, but some schools feel these are biased both in content and application. Other schools develop "criteria reference tests," or tests that are closely linked with the curriculum objectives. Some communities feel that these tests also have limitations. We believe that no single method can adequately reflect the many types of achievements students obtain from schools. Rather, we think that Indian schools should develop several types of achievement indicators that can be used together and used over a period of time.

HOW THE CHARACTERISTICS OF EFFECTIVE SCHOOLS ARE USED IN CONDUCTING SCHOOL EVALUATIONS

- o The characteristics listed above shape the way in which this comprehensive school evaluation has been designed in two important ways.
- o First, we have used the ten characteristics to determine what kind of data (documents, test scores and other information) should be gathered to assemble a school profile. Booklet 2 provides a guide for schools to collect quantitative data linked to these ten characteristics.
- o Second, the ten characteristics determine the type of information or data to be gathered from each of the groups of people involved in the school including: LEA members, educators and school staff, students, parents, Elders, Band Councillors and other community members. Booklet 3 provides a guide for schools to gather qualitative data from all these groups of people based on the ten characteristics of effective schools.
- o In summary, the design of this comprehensive school evaluation allows schools to examine all the important components of the school with input and data from all the key groups or individuals who need to be involved.

- o As mentioned earlier, an effective school works well as a unit. It is a school where students, teachers and other school staff achieve high standards of performance. An effective school is one where the component parts, including the local education authority, the administration, teachers and students all work well together.

PART 2: HOW TO CONDUCT A SCHOOL EVALUATION

INTRODUCTION

- o A school evaluation requires the involvement and cooperation of the LEA members, the Band Council, school administrators, teachers, parents, students, Elders and community members. Its success will depend on their goodwill and the many hours of voluntary work they will put into this project.
- o There are three major stages to a school evaluation: Planning, Managing, and Follow-Up. Each stage involves several tasks.
- o At the beginning of each stage, a summary in the form of a flow-chart has been provided. It shows all the tasks and participants involved in each stage of the evaluation.
- o The Band Council may wish to participate in some tasks or decisions that are indicated as the responsibility of the LEA. Where the term LEA is used in this document it can be understood that the Band Council may also wish to be involved.
- o The purpose, scope and process involved in each individual task is outlined. Roles of different participants are specified.
- o This booklet describes one complete cycle of a school evaluation. It is important to emphasize that school evaluations are conducted in cycles - every three or five years. A typical school evaluation cycle includes the following:

Year 1

The school evaluation is planned and conducted. The school evaluation report is considered and approved by the LEA and the Band. A school improvement follow-up/action plan is developed based on the evaluation report recommendations.

Year 2

Implementation of school improvements.

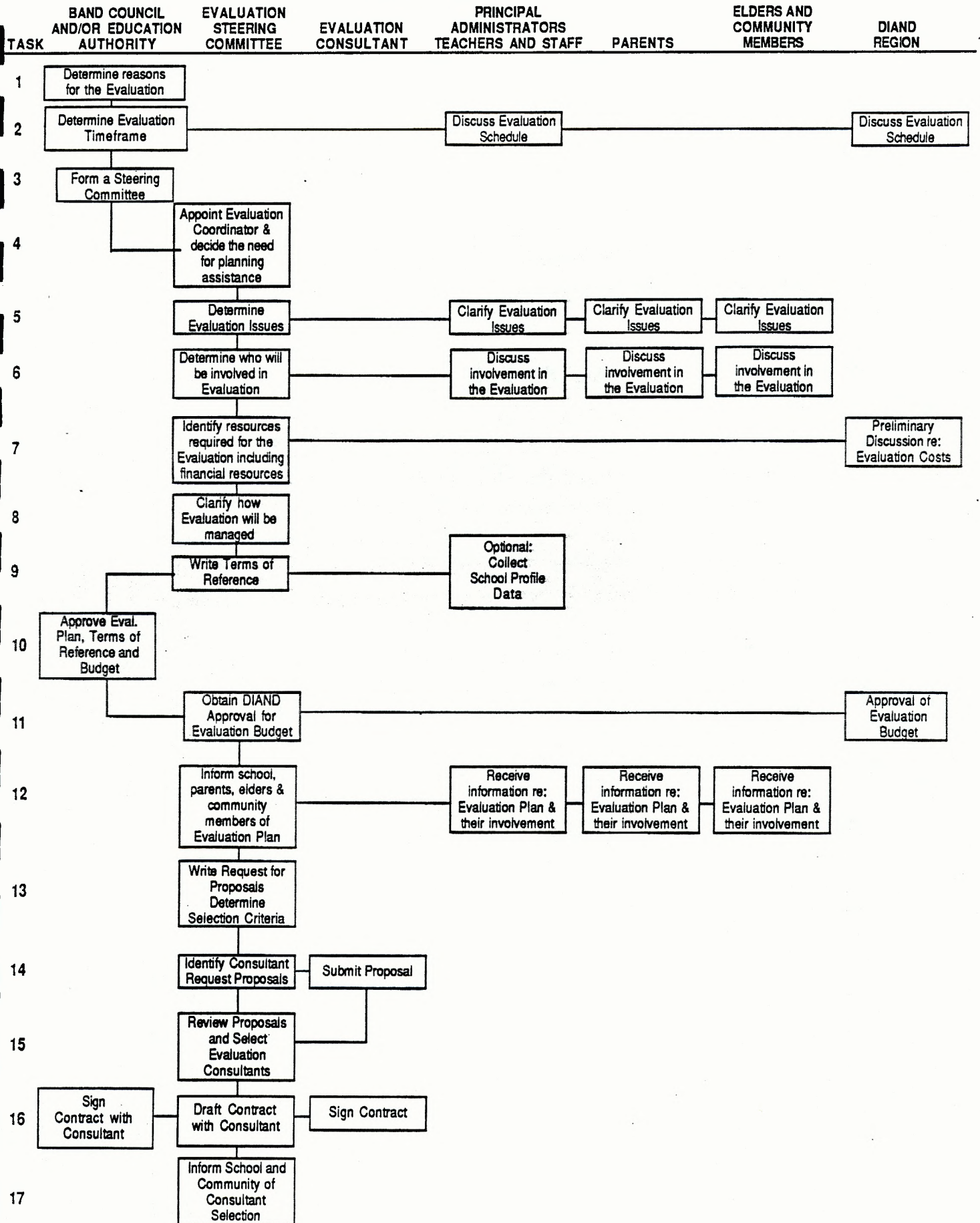
Year 3 or 4

An interim or mini-evaluation is carried out to determine whether the school improvement objectives have been reached.

Year 5

Planning for a new school evaluation begins.

STAGE 1: PLANNING THE SCHOOL EVALUATION



STAGE 1: PLANNING A SCHOOL EVALUATION

- o Planning is probably the most demanding and most critical stage in the school evaluation. This is the time for asking hard questions, such as why the evaluation is needed and what you hope to gain from it. It is also the time to determine the budget for the evaluation, decide on the human resources needed to carry it out prepare a schedule for the entire process and identify who will receive the final report.

TASK 1 DETERMINE REASONS FOR SCHOOL EVALUATION

- o The LEA begins by deciding why it wants to do an evaluation using the description in Part 1 as a guide. Other groups involved with the school, including Elders, the principal and other administrators (perhaps also the DIAND regional educational officials if the Band wishes) should be asked why they want an evaluation. It is important that the evaluation meet their needs as well, and consulting with them now helps ensure their cooperation.
- o On the basis of the above work, the LEA can make a list of reasons for doing an evaluation. At this stage the reasons may be quite general. For some examples we have included a list in Exhibit 1 similar to those outlined in part 1 of this Booklet. These have been gathered from examining previous school evaluations.

EXHIBIT 1 REASONS TO ENGAGE IN SCHOOL EVALUATION

- To inform the community as a whole about the school, and build understanding and cooperation regarding the school's goals
- To assist in deciding whether the Band wishes to take control of the school
- As part of the requirements of flexible transfer payment which requires a school evaluation every five years.
- To improve management of the school
- To plan change and improvements in the school
- To provide decision-makers with critical information
- To confirm the quality of the school's performance
- To provide a clear and organized way of sharing information on the school

- School administration (e.g. Director of Education, principal or other)
 - Teachers
 - Students
 - Parents
 - Elders
 - Community-oriented staff (e.g. parent-school co-ordinator, social development counsellor, etc.)
 - Provincial departments of education
 - Superintendent of a nearby school board
 - DIAND education officers will normally be requested to sit on Evaluation Steering Committees for those Band operated schools operating with Contribution agreements. The DIAND Regional Director of Education will determine which officer will be asked to participate.
- o It is important that the members agree to remain on the committee until the work is completed.
 - o The LEA should provide the Steering Committee with a clear mandate and role in writing so that it can carry out its responsibilities with clearly defined guidelines.
 - o Either the LEA will appoint a committee chairperson, or the committee will select its own chairperson.

TASK 4 APPOINT AN EVALUATION COORDINATOR

- o Evaluation Steering Committees often need help with such duties as calling meetings, taking minutes or notes, following up on committee meetings or organizing materials or documents. We encourage Steering Committees to appoint someone to take on this role as an evaluation coordinator. It may be useful to appoint someone such as the school principal or a member of the school's administrative staff.

TASK 5 DETERMINE EVALUATION ISSUES

- o The general reasons for the evaluation have already been determined. Now it is time to decide, in consultation with the community, what key issues the school is facing. It is particularly important to discuss these issues with the school principal or administrator, whose input at this stage will help ensure the overall success of the evaluation.
- o Next, it is important to discuss the evaluation issues with others whose opinions and attitudes about the school are important to it. These include LEA members, Band Council members, Elders, school administrative and teaching staff, and other community members who interact with the school (community health or social service workers). Their concerns should be addressed in the evaluation.
- o As part of the process of determining the evaluation issues, it is often useful to review the experience that already exists, such as previous evaluation reports, LEA minutes or other documents, to understand evaluation issues that have been raised before.
- o For more ideas on what the major issues might be, see Exhibit 2. A review of previous school evaluations has shown that these five points or something similar are often important evaluation issues in schools.

EXHIBIT 2 TYPICAL MAJOR SCHOOL EVALUATION ISSUES

1. Are the philosophy, goals, and activities of our school consistent with our Band's goals?
2. Is the school providing our children with an education that helps them to achieve high standards of performance?
3. Is the school administration managing the resources provided to our school in an efficient manner?
4. Is the school using community resources enough? For example, use of Elders, parents, community members.
5. Are the schools providing our community and children with the type of education required for success in finding jobs in their own community or elsewhere?
6. Are the school education policies clearly defined and understood?

TASK 6 DETERMINE WHO WILL BE INVOLVED IN THE EVALUATION PROCESS

- o After identifying the major issues through consultation with individuals or groups, the Steering Committee must determine to what extent, and how, these various groups will continue to be involved in the evaluation process. Experience shows that the more understanding and involvement these groups have, the greater is the likelihood of success in implementing the recommendations of the final report.
- o Different groups or individuals can be involved in a variety of ways.
 - They can be informed at the beginning of the process so that they understand the purpose and method of the evaluation.
 - They can be informed at regular intervals of the progress of the evaluation.
 - They can be involved in the data-gathering process by filling out questionnaires or giving information in interviews.
 - They can be involved in the analysis of the data by providing critical comments and feedback.
 - They can be involved in analyzing the evaluation recommendations and determining how such recommendations can be implemented.

TASK 7 IDENTIFY RESOURCE NEEDS

- o There is no simple answer to the question "what human and financial resources do we need to carry out a school evaluation?" - it depends on the issues, the size of school, the type of data you decide to collect, the available data , etc.
- o Some DIAND Regions allocate money for school evaluations according to a formula that identifies maximum contributions available taking into account such things as the size of the school and the remoteness of the community.
- o The cost of the school evaluation should be discussed with the DIAND education officers responsible for school evaluations in the Regional office.

TASK 9 WRITE TERMS OF REFERENCE FOR THE EVALUATION CONSULTANT

- o It is now time to begin the process of hiring an evaluation consultant. This person is someone who is familiar with the evaluation process and has worked in the past with LEAs and/or Band Councils. That is, the consultant understands the community context. The consultant should be able to plan an evaluation, gather and analyze data, write and present a report and assist to determine follow-up action. Exhibit 3 provides you with a profile of skills for an Evaluation Consultant.
- o First, the committee must draw up the terms of reference (TORs) for the job.
- o The terms of reference define what is expected of those who are to carry out the school evaluation. Each school evaluation will differ with respect to the key evaluation issues, resources available, and timing. Consequently, each school evaluation requires a specific set of terms of reference TORs. Appendix 2 provides a description of the type of information required in a set of TORs. Appendix 3 contains a sample set of TORs for a school evaluation.
- o The first step in writing the terms of reference is to finalize the reasons, issues, users and the qualification of the type of person you would like to find to carry out the school evaluation. By writing the draft TORs following our outline, you will be able to clarify even further the expectations different people and groups have for this activity.
- o As mentioned earlier, building a consensus on what is to be evaluated is a crucial process in a school evaluation. You may wish to get comments on the draft TORs from different individuals such as the principal, teachers, Elders, etc. After obtaining comments, you must be confident that the resources available match the expectations set down in the TORs.
- o Finalize the Terms of Reference.

EXHIBIT 3: PROFILE OF MAJOR SKILLS REQUIRED IN ORDER TO CONDUCT SCHOOL EVALUATIONS

- o Ability to work effectively in an Indian school and community
- o Ability to work with the LEA and/or evaluation Steering Committee to:
 - assist in clarifying the purposes and issues of the evaluation
 - develop a good working relationship
- o Ability to develop a detailed evaluation workplan including:
 - identify evaluation questions that relate to the evaluation issues
 - identify indicators of school success
 - identify and agree on data or information sources with the evaluation committee
 - develop questionnaires and/or interview guides
 - develop useful sample techniques
- o Ability to gather data effectively including:
 - administer questionnaires
 - conduct interviews effectively
 - ensure collection of reliable and valid data or information
 - gather documents, reports and other data
- o Ability to analyze data effectively including:
 - conduct a content analysis of documents and reports
 - analyze qualitative and quantitative data
 - analyze school organization structures and process
 - perform or manage statistical analysis
 - analyze school financial systems
- o Ability to write and present reports including:
 - analyze, understand and interpret the meaning of all the data gathered
 - develop appropriate recommendations
 - identify and analyze the lessons learned
 - write reports clearly in a way that Band members can understand
 - present report verbally to a variety of audiences
- o Ability to assist LEA's to determine follow-up action including:
 - prioritize school improvement recommendations
 - develop objectives based on school improvement priorities
 - develop action oriented workplans to implement school improvement
- o Appropriate educational qualifications in a field of study related to:
 - education administration
 - school evaluation
 - research methods

- o Once the Terms of Reference are finalized the Steering Committee may decide to direct the school administrators or principal to collect some or all school profile information. Alternately the Steering Committee may decide to wait until the consultant has been hired, and direct school administrators to work together with the consultant to gather this data. A more detailed description of the school profile data collection process is contained in Task 18.

TASK 10 SEEK APPROVAL FOR THE EVALUATION TERMS OF REFERENCE FROM THE LEA

- o In some cases, the LEA may give the Steering Committee the authority to determine and finalize its own terms of reference and budget.
- o If this is not the case, or if the Steering Committee wishes to inform the LEA of its progress, then the committee will present the TORs and proposed budget to the LEA for authorization.

TASK 11 OBTAIN DIAND APPROVAL FOR THE EVALUATION BUDGET AND TERMS OF REFERENCE

- o The Steering Committee should present the terms of reference and the budget to the DIAND regional office for review and approval.

TASK 12 INFORM THE SCHOOL AND COMMUNITY OF THE FINALIZED EVALUATION PLAN

- o In order to ensure school and community awareness and understanding of the evaluation, it is useful to present a summary version of the evaluation plan, as outlined in the TORs, to some or all of the following individuals or groups: the principal, teachers, students, parents, Elders and other interested community members.

TASK 13 WRITE REQUEST FOR PROPOSALS AND DETERMINE CONSULTANT SELECTION CRITERIA

- o After determining what the job of the evaluation consultant consists of, the Steering Committee then has to find the consultant who suits its needs. This is done by asking candidates to submit proposals, through a process called Requests for Proposal (RFP). The committee then evaluates the proposals and selects the best candidate (or firm). An outline of the type of information normally included in the RFP is set out in Appendix 4.
- o An example of an RFP is included in Appendix 5.
- o At this point, Steering Committees should determine a set of criteria by which it can analyze the proposals and thus select its consultant.
- o Normally, at this stage, a scoring system is developed for each of the parts of the proposal. All proposals are reviewed and analyzed using this scoring system. An example of a scoring system is included in Appendix 6.

TASK 14 IDENTIFY POTENTIAL CONSULTANTS AND REQUEST FOR PROPOSALS

- o The DIAND Education Office or the AFN can supply the Steering Committee with lists of consultants who have demonstrated their ability to carry out comprehensive evaluations in Indian and/or Federal schools.

TASK 15 REVIEW PROPOSALS AND SELECT THE CONSULTANT

- o The proposals received by the Steering Committee should be reviewed according to the selection scoring system outlined in Task 13.
- o The Steering Committee can do this in one of several different ways. For example:
 - The Steering Committee can review and rate the proposals as a group;

- The Steering Committee can have each member rate the proposals individually and then agree on a joint rating and decision; or
 - The Steering Committee can ask one or more of its members to rate the proposals and to make a recommendation to the committee.
-
- o Once the committee has made its decision, the consultant who has been chosen is informed in writing.
 - o After the chosen consultant has confirmed his/her interest in the assignment with the Steering Committee, the unsuccessful candidates are notified of the outcome in writing.

TASK 16 DRAFT AND SIGN A CONTRACT WITH CONSULTANT

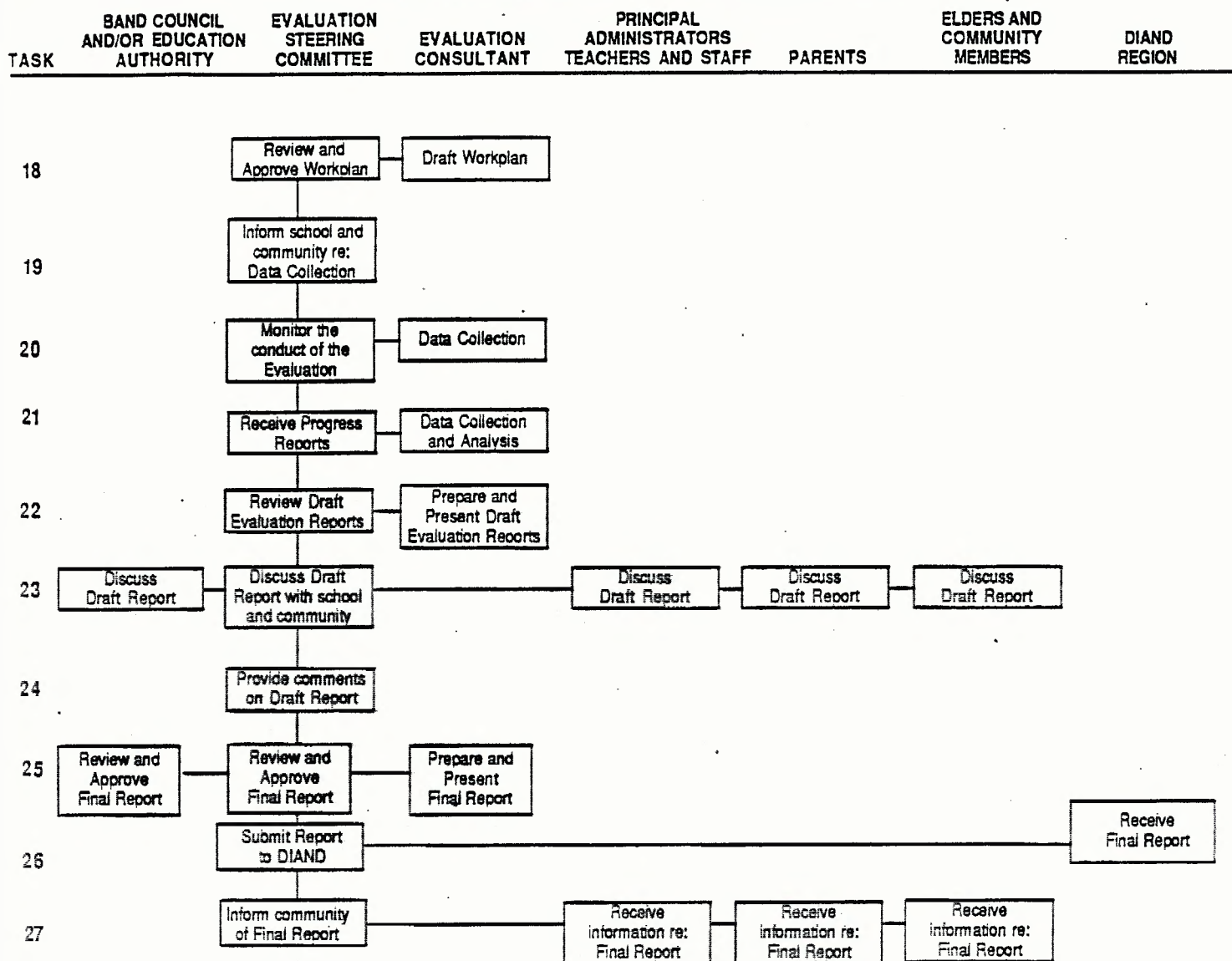
- o The contract is normally between the LEA and the consultant. In some cases the Band Council may wish to be the contractor.
- o The contract should state what work (output) will be required from the consultant and what parts of the consultant's proposal the committee wants to see implemented.
- o The contract normally specifies the duration of the evaluation, the due dates of all reports (progress and final reports), and the schedule of payments.
- o Examples of contracts can be obtained from the DIAND Regional Education office. Appendix 7 contains a sample consulting contract for a school evaluation.

TASK 17 INFORM THE SCHOOL AND COMMUNITY MEMBERS OF THE CONSULTANT SELECTION AND EVALUATION PLAN

- o The Steering Committee will inform the school staff (including principal, teachers, students), Elders, parents, and community members which consultant has been engaged and when the person will start the work. In addition, the committee may want to let community members know what changes, if any, have been made in the evaluation plan as a result of the ideas

the consultant presented in his/her proposal.

STAGE 2: MANAGING THE IMPLEMENTATION OF THE EVALUATION



STAGE 2: MANAGING THE IMPLEMENTATION OF AN EVALUATION

- o Stage two of the evaluation ensures that the ongoing project is well managed. This stage has been broken down into nine tasks, as the flow-chart on the previous page shows.

TASK 18 REVIEW AND APPROVE THE WORKPLAN

- o The consultant must now develop a workplan - a plan for the design of the evaluation. In order to do this, the consultant will need to gather background information and to speak to school and community representatives. It is the role of the Steering Committee to provide both the necessary background information and introductions to people who can provide useful information to help the consultant complete the workplan.
- o It is important to note there is no single way to design an evaluation. The "how-to" of the evaluation depends very much on the individuals involved in the process. However, the workplan must address in a clear way the TORs outlined in the planning stage.
- o Exhibit 5 outlines a sample workplan. Once the consultant has drafted a workplan, it should be reviewed by the Steering Committee. The committee may also wish to have the draft workplan reviewed by school and community representatives.
- o The committee should also review the methods that the workplan proposes to use in carrying out the evaluation, including:
 - the major issues to be addressed;
 - the scope of the school profile to be developed;
 - the relevant questions to be asked;
 - the indicators to be used;
 - the data sources to be used; and
 - the method of analysis to be employed.

EXHIBIT 5 SUGGESTED OUTLINE FOR AN EVALUATION WORKPLAN

1. Introduction to Workplan

- o contains basic background information about the school, its mandate and activities
- o contains a brief summary of the purpose of the workplan

2. Major Issues of the Evaluation

- o defines major issues of the evaluation
- o contains consultant's refinements to original TORs

3. Methodology

- o addresses how the consultant will examine each major issue. This includes outlining the questions to be asked, the indicators and the sources of data for each issue.
- o defines major sources of data (people, documents)
- o defines types of data gathering methods to be used (questionnaires, interview guides)
- o indicates what sampling strategy will be used (if required)

4. Tentative Report Outline

- o contains an outline for the evaluation report

5. Project Management

- o contains information on roles and responsibilities of the consultants and the Steering Committee (if applicable)
- o contains an analysis of the time required for each activity (person-day analysis)
- o contains a time-line chart (identifies activities to be performed over a specific period of time, and includes target dates for completion of activities)
- o outlines the budget required to carry out the evaluation

6. Appendices

- o contains curriculum vitae of project personnel
- o contains interview guides and questionnaires

- o An important element of the workplan is the way in which the Consultant will develop a consistent set of evaluation questions, indicators, and outline sources of data working from the evaluation issues set by the Steering Committee. Often, these items are presented together in a chart or matrix format. Appendix 8 provides an example of such a chart using common school evaluation issues.
- o The consultant will have to determine with the Steering Committee from which people or groups of people to collect data. Then he/she will have to decide how data will be collected, that is, how many people will be approached for information. Finally, the consultant must decide if data will be collected using questionnaires (which people will be asked to fill out), or whether data will be collected in personal interviews. Often data is collected using some combination of these methods.
- o The School Profile Guide, booklet 2, provides information to the consultant relating to the school's goals, policy and administrative structure; student and teacher experience; curriculum; parental involvement; school climate; and school facilities and services. The Steering Committee may direct all or part of the profile to be completed by the school principal and the consultant. It is important that the school principal participate in some way in developing the school profile since he/she generally knows where much of the data is and may want to continue to collect this profile data on an ongoing basis after the evaluation.
- o The Question Booklet, Booklet 3, provides detailed questions for each of the major groups involved in the evaluation. These questions are designed to obtain perceptions about how well the school is performing according to ten characteristics of effectiveness. They were drawn up as a guide to the Steering Committee and the consultants, who will probably want to make some changes, additions or deletions. The questions in these booklets can be used as part of a questionnaire or they can be rephrased to be used in interview guides. These questions will require refinement, adjustment and additions by the Consultant according to the issues addressed by the evaluation.
- o We must emphasize that it is critical that different groups of people (including actual staff, students and community members) be asked the same

type of questions. For example if one of the evaluation issues dealt with the relationship of the school to the community, then all groups would be asked the same type of questions relating to this issue. In this way the information or data becomes more valid and reliable.

- o In addition, we must also emphasize that it is important to gather quantitative and qualitative data that compare or relate to each other. For example, information on student test results (quantitative data) can be compared with the data about teachers, students and parents perceptions of how well students are doing on tests.
- o In summary, the Steering Committee and consultant will have to decide which method of gathering data is most appropriate given the goals of this evaluation. It is not necessary that all the data gathered be original. It is important, however, to gather the best information possible within the available budget.
- o The data collected must be reliable and adequately reflect the views of those school and community members you consult. For example, in some instances it might be preferable to use local people in collecting data.
- o Lastly, the workplan should include a schedule outlining when data collection, site visits, analysis and writing will occur, and when briefings, draft reports, and final reports will be presented.
- o Once all these matters have been clarified, and amendments made and discussed with the consultants, the workplan can be approved and the schedule updated.
- o It is also important that the Steering Committee understands that the data collected by the consultant and the final report are the property of the committee, the LEA and, if the Band Council wishes to be involved, the Band Council itself. This means that the Steering Committee, the LEA and the Band Council can decide how they wish to make the report public.

TASK 19 INFORM THE SCHOOL AND COMMUNITY ABOUT THE DATA COLLECTION

- o The Steering Committee should inform the groups involved which method for data collection was accepted, and what the schedule will be. Their cooperation during data gathering is important to the success of the project.

TASK 20 MONITOR THE CONDUCT OF THE EVALUATION

- o The Steering Committee will decide how closely they wish to monitor the consultant's data collection activities in the community. The consultant should provide the committee with either verbal or written progress reports at regular points during his/her work. The committee may also wish to have periodic meetings with the school principal to ensure that the data collection is being carried out effectively from the school's perspective.
- o In some cases it will be important for the Steering Committee to assist the consultant in contacting parents, Elders or community members.

TASK 21 RECEIVE PROGRESS REPORTS

- o The Steering Committee will meet with the consultant to review reports on the conduct of the evaluation. The meetings should also resolve any questions, problems or concerns raised by the consultant or any member of the Steering Committee.

TASK 22 REVIEW THE DRAFT EVALUATION REPORT

- o The committee will require the consultant to submit a draft of the report before proceeding to the final report. This allows the committee to ensure that the report and recommendations are accurate, objective, clear and useful. Exhibit 6 presents a sample outline for an evaluation report.

EXHIBIT 6 REPORT OUTLINE

1. Executive Summary
2. Evaluation Purpose, Major Issues and Methodology
3. School Background
 - a. History of the school
 - b. Description of school profile
4. Discussion of Findings Regarding Major Issues
5. Conclusions about Findings
6. Recommendations

Appendices:

Technical Details of the Methodology
Data Collection Instruments
Tables and Summaries
Terms of Reference
Bibliography
Other Supportive Data not in Report

- o Once a draft report has been submitted, the Steering Committee should determine the extent to which it meets the requirements as stated in the TORs and the workplan. Next, determine whether it clearly and adequately communicates its findings and recommendations. Normally, Steering Committees require consultants to make recommendations that clearly indicate what specific action or change is required on the draft report (or summary draft report). In drafting his recommendations, the consultant should be guided by the types of follow-up issues outlined in Appendix 9 which contains a sample of a school follow-up schedule. If the evaluation report is too technical or hard to understand, it might be necessary to develop other methods of communicating the results.

TASK 23 DISCUSS THE DRAFT REPORT WITH OTHERS

- o The Steering Committee may wish to ask for reaction and comments from the Chief and council, school staff, parents, Elders, and community members.

TASK 24 PROVIDE COMMENTS TO THE EVALUATORS ON THE DRAFT REPORT

- o The consultant should be provided with the above comments, as well as those from the Steering Committee itself. The comments might relate to a range of issues including the consultant's understanding, interpretation or conclusions from the data, and his/her recommendations that flow from the findings or conclusions. Normally, the Steering Committee would meet with the consultant to present these comments.

TASK 25 REVIEW FINAL REPORT AND OBTAIN APPROVAL FROM THE LEA

- o Once the consultant submits his final report, the Steering Committee will review the final report to ensure that all the committee's comments have been taken into consideration, will then submit it to the LEA and/or Band Council to for their consideration and approval.

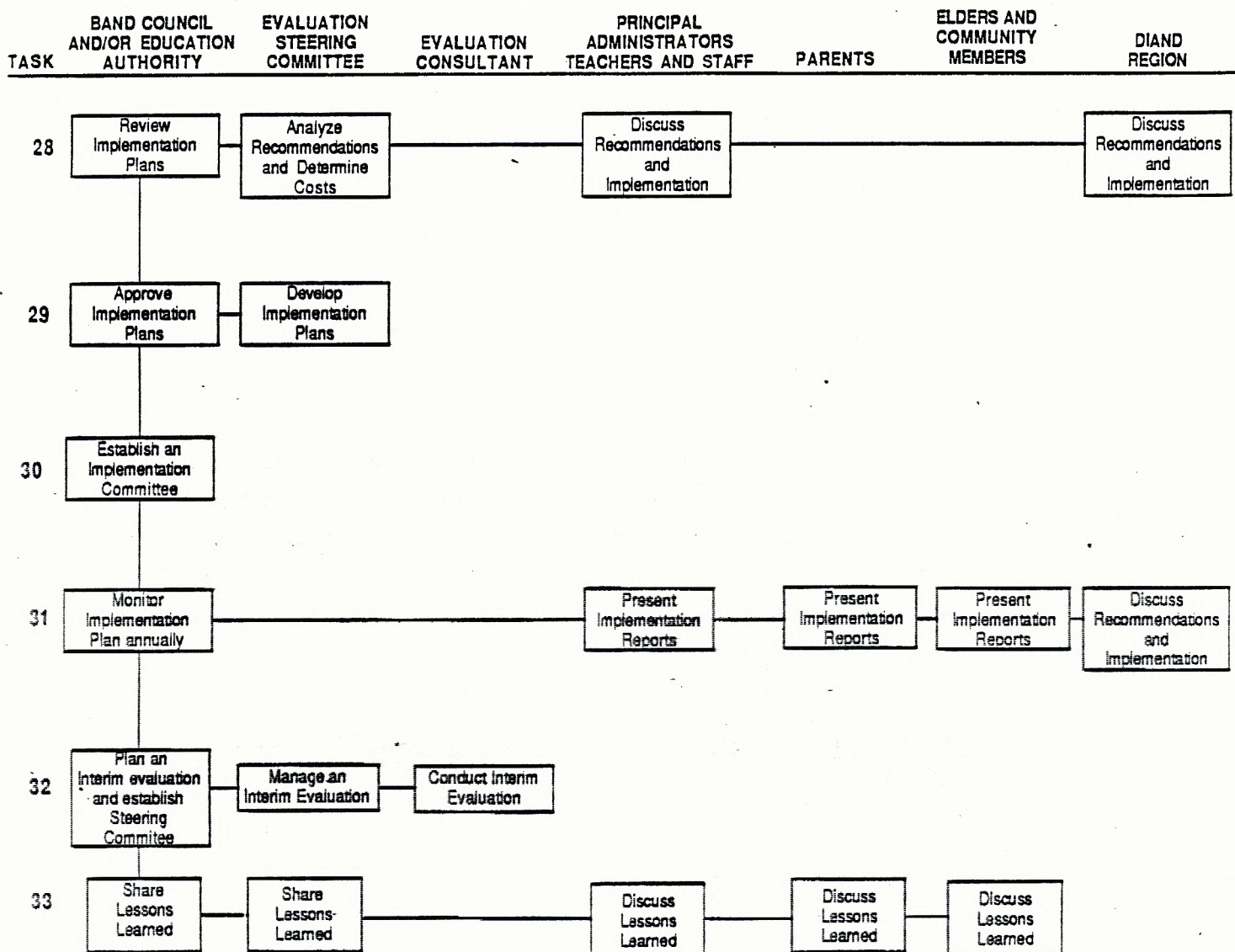
TASK 26 SUBMIT THE FINAL REPORT TO DIAND

- o The LEA or Band Council will submit the final report to DIAND once they have approved it.

TASK 27 INFORM THE SCHOOL AND COMMUNITY OF THE FINAL EVALUATION REPORT

- o The Steering Committee may wish to inform the school staff, students, parents, Elders, and community members about the school evaluation results, findings and recommendations.

STAGE 3: FOLLOW-UP TO THE EVALUATION



STAGE 3: EVALUATION FOLLOW-UP

- o The key reason to undertake a school evaluation is to improve the school. In order for that improvement to take place, there must be a clear and well constructed follow-up on the recommendations contained in the evaluation report.
- o By following the six major tasks in stage 3, the Steering Committee can ensure that adequate follow-up takes place. Follow-up includes implementing the recommendations from the evaluation report, monitoring, conducting interim evaluation and sharing any lessons learned. These tasks are summarized in the flow-chart on the previous page.
- o Interim evaluations are particularly important because they allow the LEA to determine to what extent the evaluation recommendations have led to actual school improvement.

TASK 28 ANALYZE RECOMMENDATIONS AND DETERMINE COSTS

- o The Steering Committee has not finished its work yet. It must now analyze the recommendations in the final report and propose an implementation plan. Obviously, the LEA, the Band Council and school staff will play an important role in this final stage of the process. Without their support, it may be difficult or even impossible to implement any of the recommendations in the report. If you have consulted with these groups during the earlier stages of the evaluation, they are more willing to give their support at this stage.
- o Because evaluation reports often contain many recommendations, it is not always possible, or even desirable, that all the recommendations be carried out. Some ideas are appropriate only in an ideal situation where there is no lack of resources or other constraint. Consequently, the Steering Committee, the LEA and the school should review the report's recommendations to determine which ones are feasible, appropriate and have high priority.

- o An important element in analyzing the recommendations is determining what the recommended changes will cost. A consultant's report will normally estimate the cost of recommendations. If not, it is helpful to estimate the costs before deciding on priority implementation plans.

TASK 29 DEVELOP AN IMPLEMENTATION PLAN

- o The Steering Committee and LEA should develop an implementation plan based on their analysis of the recommendations. An implementation plan would include:
 - a brief description of the recommendations;
 - a summary of specific action to be taken;
 - a description of implementation objectives and activities and staff responsible for implementation;
 - an outline of target dates for each implementation activity; and
 - an outline of costs, or budget required to implement the recommendations.
- o A sample format for an implementation or follow-up plan is contained in Appendix 9. It is important that the implementation plan establish objectives that can be measured over time.
- o The Chief and Council would review and approve the implementation plan.

TASK 30 ESTABLISH AN IMPLEMENTATION COMMITTEE

- o Often, LEA's and/or Band Councils decide at this point to establish an implementation Committee so that a specific group of people are responsible to ensure that the decisions and plans made in Task 28 are carried out. The implementation Committee is usually given a specific written mandate or set of goals by the Band Council and LEA.
- o Membership on the Implementation Committee includes the Director of Education, the School Principal, and if the Band Council wishes, members of

the Band Council. Bands may also decide to include DIAND Regional education staff on this committee.

- o The Implementation Committee sets a plan to monitor the implementation plans over time, and to conduct an interim or mini-evaluation.

TASK 31 MONITOR THE IMPLEMENTATION PLAN ANNUALLY AND REVISE AS REQUIRED

- o The LEA and the Implementation Committee should monitor the implementation plan annually to examine the degree to which the plan has been carried out. The LEA or members of the committee may wish to alter the implementation plan after this review to take into account new concerns, issues, or considerations. The implementation plan shown in Appendix 9 suggests a monitoring format that LEAs and the committee may choose to use.

TASK 32 PLAN AND MANAGE AN INTERIM OR MINI-EVALUATION WITHIN TWO TO FOUR YEARS

- o Normally, LEA's will conduct comprehensive school evaluations every five years. In addition to yearly monitoring of the implementation, Band Councils and/or LEAs may choose to undertake an interim evaluation or mini-evaluation. This would be done to determine what results or impacts have been achieved as a result of the implementation of the evaluation recommendations. Interim evaluations are carried out between two and four years after the comprehensive evaluation. The Implementation Committee normally acts as an interim Evaluation Steering Committee.
- o The interim evaluation can be carried out in two ways. If the improvements implemented as a result of the evaluation were numerous and/or complex the interim evaluation will be carried out by an external evaluator. (The LEA may wish to hire the same evaluator who conducted the original evaluation.) In this case, the LEA would go through the same process as outlined in steps 1 through 18 to hire the consultant and conduct the interim evaluation. If on the other hand, the evaluation issues are few and not complex the

implementation committee may decide to ask the school administrator or principal to collect the data and prepare a report.

- o The major difference in an interim evaluation is that it concentrates on fewer areas of concern than a comprehensive evaluation and it does not require data collection from the same number of sources. Usually an interim evaluation will focus on only those specific areas of interest or concern that were seen as problems and required attention in the comprehensive evaluation report, and for which implementation recommendations were designed.

TASK 33 SHARE LESSONS LEARNED WITH OTHER INDIAN SCHOOLS

- o Another part of the follow-up process is to share the lessons learned from the school evaluation with other schools, Band Councils or LEAs.
- o School evaluations are important in helping schools to better understand and control the educational process. They can motivate the schools and the educators to improve the quality of education offered.
- o The LEA may wish to produce a short evaluation summary and send it to interested schools, educators and community groups. Or, the LEA may wish to develop a workshop presentation in order to share what it learned from the evaluation with other Indian schools, Band Councils, principals, and DIAND representatives.

GLOSSARY

1. **AFN**

Assembly of First Nations

2. **Comprehensive School Evaluation:**

Comprehensive school evaluation is a method of evaluating all parts of the school, and how these parts work together. This includes evaluating things such as school philosophy and goals, administration, curriculum, teaching, parent and community involvement, and school facilities, equipment and service. Comprehensive school evaluation assists the school decision-makers to understand the school strengths and weaknesses, and allows them to identify what can be improved. In addition, Comprehensive School Evaluation normally includes the following categories of people in the evaluation process: LEA members, principals, teachers, students, parents, Elders and other community members.

3. **Criterion-Referenced Tests**

These tests examine how a student performs based on a set of objectives. They measure whether or not a student has mastered the particular skills and objectives of a unit of instruction or course set by the school. Success is the attainment of a "criterion score". Passing the test is required before the student can proceed on to the next unit of instruction in the grade.

The major advantage of a criterion-referenced test is that it measures the actual changes in student achievement that were brought about by the instructional program of the school. Use of criterion-referenced tests requires the school to specify instructional objectives, strategies and instructional materials. In this way, the criteria for success are set in advance.

4. **Curriculum**

Curriculum is a term that describes all the courses or subjects of study offered by the school. It includes a plan, a set of objectives for each course, how it will be taught, how students' progress and achievements will be measured, and the ways in which individual, group and cultural needs will be met. In general, there are two types of curriculum: a formal curriculum described above, and a non-formal or extra-curricular curriculum that includes learning activities such as sports, social, cultural or community-oriented activities.

5. **Educational Staff**

Educational staff refers to those persons in the school whose jobs are directly related to teaching, managing teachers, developing material or providing educational services. This includes teachers, principals, Directors of Education, curriculum consultants, school psychologists and guidance counsellors.

6. Effective School Research

Research on Effective Schools has been carried out throughout North America and other parts of the world. This research examines the characteristics of schools with students that perform well. The effective school research has, in general, shown how important it is that all aspects of the school work well together, and that individual aspects (such as teachers, or administrators) perform well individually.

7. Evaluation Indicators

An evaluation indicator is a description of how a school evaluation consultant will measure different types of information or data that is collected, in order to come to some conclusion concerning the data. For example, if an evaluator wants to know if a school has a school philosophy or mission, he searches for a written statement of philosophy. The written statement is an indicator. If an evaluator wants to know about students' performance levels, he would examine the tests and student achievement records as examples of indicators.

8. Evaluation Issues Chart

An evaluation issues chart is a document that an evaluation consultant prepares as part of the evaluation workplan. This chart brings together a number of different parts of the evaluation plan in one place. It is used as a way to connect steps in designing the evaluation. The issues chart outlines four specific parts of the evaluation plan. It describes the key evaluation issues, and for each issue describes what questions should be asked to gather all useful information about the issue. It describes what evaluation indicators will be used for each question, and outlines the sources of information or data for each question.

9. Evaluation Method or Methodology

Evaluation method describes the way in which the evaluation research will be carried out. Normally, a description of a school evaluation method includes: how the evaluators will deal with the evaluation issues, what questions will be asked, what indicators and sources of information will be used, what types of evaluation instrument will be employed, and what people will be questioned.

10. Evaluation Outputs or Deliverables

Evaluation outputs or deliverables are those specific items that the evaluation consultant will provide during the evaluation. This includes such things as reports on interviews, written or verbal progress reports, draft final reports, and a final school evaluation report.

11. Evaluation Workplan

An evaluation workplan is a plan to be written by the school Evaluation Consultant that describes what will be evaluated, how it will be carried out, what steps will be involved, who will be responsible for each step, who will

participate in the evaluation and in what ways, and what the final report will contain.

12. Local Education Authority

A Local Education Authority is the committee responsible for education matters for the Band. The term LEA is used in these booklets to include other words that Bands use to describe this body; for example, School Committee, Board of Education or Education Authority.

13. Long-Range Planning

A long-range school plan (normally 1-5 years) is one that school leaders create to determine those things they wish to improve and change in the school. Developing a long-range school plan normally involves the school leadership undertaking the following stages of planning:

- o identification of strengths and weaknesses in the school
- o identification of DIAND or provincial policy that may have an impact on the school in the future
- o identification of community factors that may have an impact on the school in the future
- o identification of goals and key values of the school
- o development of a statement of school philosophy
- o identification of the most important issues the school should deal with
- o development of a school strategy plan to deal with these issues
- o identification of how the strategy will be carried out

14. Norm-Referenced Tests

These are tests of general academic performance. They are intended to compare a student's performance in a given subject area with other students in general (i.e. in Canada or in Canada and U.S.). In conducting school evaluation, if one wishes to compare the performance of the students in the school being evaluated with Canadian students in general, then it is necessary to use norm-referenced tests.

A survey of Indian School Principals in the early 1980's identified the Canadian Test of Basic Skills (CTBS) the Stanford Achievement Tests (SAT) and the Canadian Cognitive Abilities Test (CGAT) as the three most used tests in Indian Schools. Provincially developed tests were also frequently reported as being used in the schools.

A major problem in using norm-referenced tests for school evaluations is that they are often culturally biased. In many cases, the "norm" group is not comparable to Indian students. This is especially the case with Indian students living in non-urban, isolated reserve communities.

A related problem is that most standardized tests are developed for pupils whose first language is English. Clearly, large numbers of Indian students would be at a disadvantage on these tests because of language background.

A third problem is the fit between the test and the curriculum content of the school. A mis-match between the skills tested on a standardized test and these taught in school will result in bad measurements of student ability.

Despite these drawbacks, there is something to be said for the use of *carefully selected* norm-referenced tests in school evaluations. For example, to the extent that Indian students leave the Reserve to attend provincial high schools and universities, or to seek employment, they will need the skills measured by these tests.

15. Quantitative and Qualitative Data or Information

Quantitative information is information that involves quantities of things including numbers, statistical counting, or summary descriptions of existing information. Examples of qualitative data include student test results, counting the number of parents who assist in school programs, or summarizing a description of the school curriculum.

Qualitative data is that type of information that involves peoples' perceptions of the quality or effectiveness of some aspect of the school. Examples of qualitative information are teachers' perceptions of the school climate, students perceptions of school discipline, or parents' perception of the effective use of Elders in the school.

16. Reliable and Valid Information or Data

The goal of any evaluation (schools or other types of evaluations) is to ensure, as much as possible, that the data or information collected is both reliable and valid. In this context, reliable refers to consistent methods of measuring information. In other words, information or data is reliable if different persons collect the same information using similar methods. Valid data is data that is accurate and authentic. Evaluators normally seek to have reliable and valid research results by making sure that different sources of data point to the same conclusions.

17. School Evaluation Steering Committee

The School Evaluation Steering Committee is the committee selected by the LEA or the Chief and Council to plan, manage and follow-up the school evaluation. The Steering Committee is normally given a specific mandate or role, often in writing.

18. School Educational Staff

In this booklet, School Educational Staff refers to the staff of the school including the principal, teachers, and administrative personnel.

19. School Philosophy or Mission

The school's philosophy (or mission) statement normally describes what the school wants to accomplish, who will be involved in achieving these results, and what values are important in accomplishing these results.

20. Scope of the Evaluation

The scope of the evaluation describes what parts of the school are to be evaluated. The scope outlines to what extent specific aspects of the school will be evaluated, and what key evaluation issues will be examined.

21. Terms of Reference for School Evaluation

School Evaluation Terms of Reference are the description of all the tasks required to be carried out to conduct a school evaluation. Normally the terms of reference are written to provide direction to the evaluation consultant who works with the Evaluation Steering Committee to carry out the evaluation.

HOW TO PLAN, MANAGE AND FOLLOW UP A SCHOOL EVALUATION

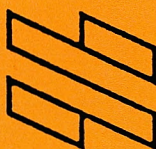
Booklet 1

APPENDICES

A series prepared for:

Band-Controlled and Federal Indian Schools

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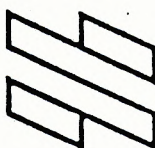
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APPENDIX I

SAMPLE PERSON-DAY ANALYSIS

**SAMPLE PERSON-DAY ANALYSIS
INDIAN SCHOOL EVALUATION
SCHOOL X**

	<u>TASK</u>	<u>PERSON-DAYS REQUIRED</u>	<u>TIMING</u>
1.0	Initial Consultant Contact with the Evaluation Steering Committee (ESC)		
1.1	Consultant meetings with the ESC to discuss and decide on evaluation purpose, issues, and process.		
1.2	Initial consultant meetings with important school and Band personnel.		
2.0	Consultant Develops a Workplan		
2.1	Consultant develops the workplan, including methodology, school profile, format questionnaire and interview guides.		
2.2	Consultant discusses and receives approval of workplan from ESC.		
3.0	Data Gathering		
3.1	Consultant gathers quantitative data for the school profile with the help of school principal or administrator.		
3.2	Consultant gathers qualitative data from school staff, students and community members using questionnaires or interviews.		
3.3	Consultant provides an progress report to ESC.		

APPENDIX I (cont.'d.)

	<u>TASK</u>	<u>PERSON-DAYS REQUIRED</u>	<u>TIMING</u>
4.0	Data Analysis		
4.1	Consultant reviews, examines and analyzes the information or data collected.		
5.0	Report Writing and Presentation.		
5.1	Consultant writes a draft report.		
5.2	Consultants presents draft report to ESC for discussion and comments.		
5.3	Consultant presents draft report to school staff and community members for their comments.		
5.4	Consultant revises draft report as required.		
5.5	Consultant presents final report to ESC for review and approval.		

APPENDIX II

DESCRIPTION OF INFORMATION REQUIRED

IN A SCHOOL EVALUATION

TERMS OF REFERENCE

APPENDIX II

DESCRIPTION OF INFORMATION REQUIRED IN A SCHOOL EVALUATION TERMS OF REFERENCE

1.0 Background and Purpose of the Study

- o Information on the school, including student population, number of grades, number of staff, description of facility, government structure.
- o Outline of the purposes or reasons for the evaluation as developed in Task 1.

2.0 Additional Reference Material Available

- o Provides a list of background material that will be made available to the consultant for review.

3.0 Clients of the Evaluation

- o Describes who is the primary client of the evaluation. Normally this would be the LEA and Evaluation Steering Committee.
- o Describes any secondary client of the evaluation, e.g. Band Council, DIAND, etc.

4.0 Scope of the Evaluation

- o Outlines the key evaluation issues to be addressed.
- o Lists those parts of the school program to be evaluated.

5.0 Evaluation Activities and Outputs

- o Indicates the activities the consultant is expected to or required to carry out. These might include preparing and evaluation workplan; designing data gathering instruments; gathering data using questionnaires and interviews and reviewing documents; analyzing the data; providing evaluation progress reports to the Steering Committee and/or community; presenting a final evaluation report with conclusions and recommendations, and a plan for follow-up.
- o Indicates the specific items that the consultant will provide during and at the completion of the evaluation such as written progress reports, draft final reports, final reports.

6.0 Time Frame and Reporting Requirements

- o Approximates the start and completion dates of the evaluation.
- o Outlines the role of the Steering Committee and the consultant's reporting relationship to the committee.

7.0 **Cost of Evaluation**

- o Indicates the maximum budget that has been allocated for the evaluation.

8.0 **Constraints of the Evaluation**

- o Outlines any constraints that the consultant might encounter in carrying out the evaluation such as lack of documentation, absence of staff, etc.

APPENDIX III

SAMPLE TERMS OF REFERENCE

FOR A SCHOOL EVALUATION

APPENDIX III

SAMPLE TERMS OF REFERENCE (TORs)

1. BACKGROUND AND PURPOSE OF THE EVALUATION

- o In (date) , a new school will open in our Reserve. Several years ago, the school was destroyed in a fire, and at present, the school functions in a number of portable classrooms.
- o The general purpose of the evaluation is to help strengthen and improve the educational programs and services on and off the Reserve. High value is placed on practical recommendations designed to enhance the quality and standards of education in the community.
- o The school is currently administered by (name) . When the new school opens, the Band will assume local authority for education.
- o One of the objectives of the evaluation is to compare the quality of education in our school with:

 - the study carried out five years ago;
 - similar communities in the North;
 - the quality of education available in a typical upper-middle class suburb in (name of city) .
- o The school has approximately 400 students in Kindergarten through Grade 9. Students who continue their education must attend a school off the Reserve. The new school is designed for K-12.
- o The new school will be a major community facility. It is designed for multi-purpose use and integration of the school into the community was an important design criteria.
- o The evaluation will:

 1. describe existing conditions, programs, and practices;
 2. assess the adequacy, strengths, and weaknesses of existing programs and practices;
 3. make recommendations for maintaining, modifying or changing programs and practices;
 4. comment on the school's adherence to the "effective schools research";
 5. recommend modifications to the new school (recognizing that the construction of the school will have begun by the completion date of this contract);

APPENDIX III (cont'd.)

6. provide a practical implementation guide for the changes and recommendations contained in the report.
- o More emphasis shall be placed on planning for the new school curriculum and facilities than on problems associated with the current facility (which is recognized as being inadequate).
- o Recommendations to aid the School Board with its new responsibilities for control of local education are required.
- o Special emphasis is to be placed on native language, studies and culture as separate curriculum subjects, and their adoption within other curriculum areas.
- o The list of School Components to be evaluated shall be viewed as a minimum requirement. The community wishes to take full advantage of the expertise of the consultant in planning for its new school. Additions to and/or modifications of the list should be outlined in the proposal.

2. ADDITIONAL REFERENCE MATERIAL

- o The following material will be available for review:
 1. A plan of the community;
 2. The Community Plan, ____ (date) ____;
 3. Basic community demographic and school statistics;
 4. Plan and description of the new school;
 5. The School Evaluation, ____ (date) ____.
- o This material will be available for viewing during normal business hours. Please contact ____ (name) ____, or the Band Office to arrange an appointment.

Name of Contact
Address
Phone Number

3. CLIENTS OF THE EVALUATION

- o The contractor for the evaluation will be the Local Education Authority of the Band. The LEA will delegate responsibility regarding the evaluation to an Evaluation Steering Committee. The consultant will report to the Evaluation Steering Committee.

APPENDIX III (cont'd.)

4. SCOPE OF THE EVALUATION:

School Components to be Evaluated

4.1 Indication of Student Performance:

- Rate of student drop-outs
- Age/grade progression
- Grade 12 graduates
- Student attendance patterns for the past three years
- Student performance on standardized tests for the past three years

4.2 Evaluating the Elementary/Secondary Curriculum, Programs and Materials

- Existing instructional programs
- Subject time allocation
- Classroom instructional practices
- Instructional materials
- Study skills programs
- Homework policies
- Student assessment procedures
- Student - teacher ratio
- Report card format and content
- Parent involvement
- Student promotion policies
- Student counselling
- Early childhood programs
- Health programs including drug and alcohol awareness and human sexuality
- Adaptation of curriculum to Indian culture
- Native language, native studies programs

4.3 Evaluating Special Education Services

- Early identification and intervention
- Low incidence program
- High incidence programs
- Gifted/talented programs
- Interagency co-operation
- Diagnostic services
- Special education programs and resource materials

4.4 Evaluating School and Classroom Climate and Structure

- School organizational climate
- Teacher and student morale
- Student perception of school climate
- Teacher/administration perception of school climate

APPENDIX III (cont'd.)

- Extent of Philosophy of Education, "Mission Statement" of purpose of education
- Assessment of student rules, regulations and student discipline
- Policy manual
- Code of ethics, conflict of interest guidelines
- Bus supervision

4.5 Evaluating Teachers and Teaching

- Assessment of teacher supervision of evaluation procedures
- Professional development program
- Teacher evaluation procedures
- Teacher credentials, experience and areas of expertise
- Difference between native and non-native teachers
- Teacher retention rates
- Teacher orientation program
- Time efficiency use study
- Teaching styles/learning styles
- Program and lesson planning activities
- Preparation time

4.6. Evaluation School Leadership and Administration

- clarity and knowledge school philosophy and goals
- agreement on school philosophy and goals by LEA, administrators, teachers
- clear roles and responsibilities of LEA
- LEA policies reviewed regularly
- administration implements LEA policy based on school philosophy
- administration supports parent and community participants and provide information
- administration sets measurable clear objectives for teachers and staff
- administration ensures adequate resources are available

5. EVALUATION ACTIVITIES

o The consultant will be required to:

- meet with the Evaluation Steering Committee to provide progress reports
- develop a detailed workplan that will outline how the work will be carried out
- design and use data gathering instruments
- review documents, reports and files
- analyze all data
- write and present a written evaluation report with conclusions, recommendations and follow-up plans.

APPENDIX III (cont'd.)

6. EVALUATION TIMING AND REPORTING REQUIREMENTS

- o** The evaluation shall commence no later than _____ and shall be completed by _____.
- o** Written reporting requirements include at least the following:
 - a detailed evaluation workplan
 - a preliminary draft report
 - a final report
- o** Each of the written reports must be approved by the Evaluation Steering Committee. The Steering Committee may also require that the consultant make presentations of these written reports to the Steering Committee, to the LEA or Band Council or other groups as required.

7. EVALUATION COSTS

- o** The budget cost of the evaluation shall not exceed \$ _____

APPENDIX IV

DESCRIPTION OF INFORMATION

CONTAINED IN A REQUEST FOR PROPOSAL

APPENDIX IV

DESCRIPTION OF INFORMATION CONTAINED IN A REQUEST FOR PROPOSAL

o A Request for Proposal includes four sections:

Section 1 includes the terms of reference;

Section 2 outlines the information required from the candidate such as:

- information on the experience and organization of the firm or individual;
- the specific experience of the persons to be assigned to the evaluation project;
- the consultant's approach to the evaluation;
- the consultant's method including a specific outline of activities and stages of work, and work schedule;
- analysis of the number of days to be devoted to the project and their timing;
- the consultant's approach to managing and controlling the project;
- method of working with the Education Steering Committee;
- outline of evaluation outputs.
- the final date for submission of the proposal and the name and address of the person to send the proposal. A minimum of three to five weeks is usually allowed for consultants to prepare proposals;

Section 3 suggests how the consultants should present their proposed costs including costs of fees and other costs. Cost of fees normally shows:

- proposed person days for each activity and for total project; and
- cost per person day and total cost of fees.

Other costs include:

- travel costs, including transportation, accommodation and meal expenses at Federal Treasury Board rates;
- communications costs, including telephone, fax, courier, mail costs; and
- secretarial including word processing, photocopying, printing, etc.

APPENDIX IV (cont'd.)

Section 4 outlines the following items:

- the criteria that will be used to evaluate proposals and selection of the successful candidate.
- the name and telephone number to contact if consultants wish additional information;
- consultants are normally asked to indicate within two or three weeks of receiving the RFP to indicate their interest in submitting a bid;

APPENDIX V

SAMPLE REQUEST FOR PROPOSAL

APPENDIX V

SAMPLE REQUEST FOR PROPOSAL

1. TERMS OF REFERENCE

(as outlined in Appendix II)

2. CONTRACT AND BID SPECIFICATIONS

- o Four (4) copies of the proposal shall be submitted to:

Name
Address

by 12:00 noon (date)

- o The work shall begin no later than weeks after the contract has been awarded and shall be completed by .
- o The proposal shall include the curriculum vitae of the evaluation team, and experience of the consultant team or firm in completing other similar assignments.
- o The proposal shall indicate the evaluation team's approach to managing and controlling the project.
- o The proposal shall outline the approach methods and procedures which will be used for carrying out the evaluation, including collecting data. Include the means by which information on students who are attending High School off the Reserve is to be collected.
- o A detailed time schedule shall be attached. This shall specify significant completion points, meetings, consultant days devoted to the project, the date of submission of the final report, and other evaluation outputs.
- o Meetings with Steering Committee shall be held at least monthly. The proposal shall indicate the evaluation team's method of working with the Steering Committee.
- o Twenty-five copies of the final evaluation are required.

3. PRICE PROPOSAL

- o The proposal shall indicate the price of the proposed work. The proposal shall outline all fees, transport, accommodation, communications, wordprocessing, copying costs and other related costs. Transportation and accommodation costs shall be consistent with Federal Treasury Board Guidelines.

APPENDIX V (cont'd.)

- o The proposal shall indicate the proposed consulting days for each activity and for the total project. It shall also indicate the cost per consulting day and total cost of fees.
- o The consultant shall indicate a proposed payment schedule.
- o Note: There is no restaurant or commercial lodging available in the community. The contractor is responsible for his/her own meals and accommodations.

4. PROPOSAL RATING, INFORMATION AND INDICATION OF INTEREST

4.1 Proposal Rating

The proposal will be rated in the following manner:

- | | |
|--|---------|
| 1. Consultant team or firm's experience and qualifications | _____ % |
| 2. Experience of individual team/firm members | _____ % |
| 3. Appropriate timeframe | _____ % |
| 4. Method and approach | _____ % |
| 5. Cost | _____ % |
| 6. Other criteria (to be discussed by the School Evaluation Committee) | _____ % |

The lowest bid need not be accepted.

Further Information

For further information contact _____ at
telephone number.

Indication of Consultant Interest

- o The consultant will be required to indicate his/her interest in submitting a bid for this school evaluation by indicating interest in writing no later than _____ Fax messages will be accepted.

APPENDIX VI

SAMPLE EVALUATION PROPOSAL RATING GUIDE

APPENDIX VI

SAMPLE EVALUATION PROPOSAL RATING GUIDE

(Possible) Rating Scale

1 = Poor

2 = Fair

3 = Good

4 = Excellent

5 = Exceptional

Consultant	Qualifications Experience	Team Personnel Experience	Timeframes	Methodology	Cost	Other	Total
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APPENDIX VII
SAMPLE CONTRACT

APPENDIX VII
SAMPLE CONTRACT

Dear (consultant)

Re: Contract for School Evaluation of _____ School

The purpose of this letter is to set out the terms and conditions of a contract for the evaluation of the _____ School which your firm has agreed to undertake.

1. SCOPE OF WORK

The scope of work to be undertaken will include the conduct of an evaluation of _____ School. The Final Report will:

1. describe existing conditions, programs, and practices;
2. assess the adequacy, strengths, and weaknesses of existing programs and practices;
3. make recommendations for maintaining, modifying or changing programs and practices;
4. comment on the school's adherence to the "effective schools research";
5. recommend modifications to the new school (recognizing that the construction of the school will have begun by the completion date of this contract);
6. provide a practical implementation guide for the changes and recommendations contained in the report.

The school evaluation report will evaluate 11 school components as outlined in the Request for Proposal Terms of Reference provided by the Band. Examination of these 11 school components shall be considered a minimum requirement for the report.

2. PRODUCTS TO BE SUPPLIED BY THE EVALUATION CONSULTANT TEAM

The Evaluation Consultant Team shall submit the following products:

- a detailed workplan outlining approach, procedures, data collection methods, methods of analysis
- a progress report following the data collection phase
- a draft Final Report
- a Final Report

APPENDIX VII (cont'd.)

3. RESPONSIBILITY OF THE EVALUATION STEERING COMMITTEE

The Evaluation Steering Committee will provide direction to the consultant team. The Steering Committee will be kept informed by the consultant team on a regular basis in relation to the progress of the project. The Evaluation Steering Committee will review and approve the consultant team's workplan, progress report, draft final report and final report.

4. DURATION OF THE CONTRACT

This contract comes into effect on _____.
This evaluation shall be completed and submitted to the Steering Committee as follows:

- Draft Final Report _____
- Final Report _____ days after comments are received from the Evaluation Steering Committee.

The Consultant agrees that deadlines must be adhered to. Any alteration must be approved in advance by the Steering Committee.

5. REMUNERATION

Subject to the terms and conditions of this contract and in consideration of the performance of the services, the _____ Band shall pay to the Consultant the sum of _____ (\$ _____).

The above amount is all-inclusive and covers all professional fees, travel and accommodation costs, and any costs for typing, photocopying, computer time, telephone and research which may be incurred by the Consultant.

5.1 Basis of Payment

The Association agrees to pay the Consultant on the following basis:

- 3.1.1 A fixed fee price for the performance of work related to the evaluation project. The calculation of fees is based on a per diem fee of (\$ _____) for each day spent directly on the performance of the services.
- 3.1.2 Transportation, accommodation, meals and incidentals, in accordance with the Federal Treasury Board Travel Directive.
- 3.1.3 The cost of airline tickets, using the most direct routing, in accordance with the Treasury Board Travel Directive.
- 3.1.4 All necessary, reasonable and justifiable out-of-pocket expenses arising from the performance of these services such as long distance telephone calls, telex, fax, production costs of reports, reproduction including photostating, mimeographing and printing of extra copies of documents.

APPENDIX VII (cont'd.)

5.2 Method of Payment

The _____ Band shall pay the consultant, in accordance with the payment schedule outlined in Schedule A of this Agreement.

An invoice, in three (3) copies, will be provided to the _____ Band for each payment request.

6. CONFIDENTIALITY

Any information of a character confidential to the affairs of the _____ Band or to the school to which the Consultant, or any officer, servant or agent of the Consultant becomes privy as a result of the work to be performed under this Agreement shall be treated as confidential during and after the performance of the said services.

7. TERMINATION

Notwithstanding any other provision, this Agreement may be terminated by the _____ Band without prior notice to the Consultant where, in its opinion, there is sufficient cause for doing so.

In the event of the termination of this Agreement;

The Consultant shall forthwith transmit to the _____ Band all completed work and work in progress, including all research, reports, papers, material and other information relating to the completed work and work in progress.

8. LIABILITY

- 1) The Consultant agrees that the _____ Band shall not be liable for any injury, or damage (including death), to the consultant, or to the person of any officer, servant or agent of the consultant or for the loss or damage of property of the consultant or his/her officers, servant or agents in any manner based upon, occasioned by, or in any way attributable to the performance of the said services (unless such injury, loss or damage is caused by the negligence of an officer, servant, or agent of the _____ Band while acting within the scope of her or his employment.)
- 2) The Consultant shall at all time indemnify and save harmless the _____ Band and its officers, servants, and agents from every claim of any kind in respect of any injury, loss or damage resulting from the performance or non-performance of this Agreement, regardless by whom the claim is made (unless the injury, loss or damage is caused by the negligence of an officer, servant or agent of the _____ Band while acting within the scope of her or his employment.)

APPENDIX VII (cont'd.)

9. ASSIGNMENT

The Consultant shall not assign or sublet this Agreement, or any part thereof, without the written permission of the _____ Band.

10. COMMUNICATION

- 1) All notices and communications to the _____ Band in connection with this Agreement shall be addressed to:

or one so designated by the Executive Director.

- 2) All notices and communications to the Consultant in connection with this Agreement shall be addressed to:

11. Governed by laws of _____ (Province)

This contract is governed by the laws of (Province) and any action which should arise from it shall be taken before the courts of the province of (Province)

If you are in agreement with this Contract, please sign and witness below and return two signed copies to our office.

Authorized Band Signator

Authorized Consultant Signator

Witness

Witness

Date

Date

SCHEDULE A: PAYMENT SCHEDULE

<u>PAYMENT #:</u>	<u>DATE:</u>	<u>AMOUNT:</u>	<u>DELIVERABLE</u>
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1			
2			
3			
4			

APPENDIX VIII
SCHOOL EVALUATION ISSUES CHART

APPENDIX VIII

SCHOOL EVALUATION ISSUES CHART

Major Issue	Sub-Questions	Indicators	Data Sources
1. Are the school philosophy and goals consistent with our Band's overall goals?	1.1 Does the school have a written philosophy and goals statement?	- written statement of philosophy and goals	- records/minutes
	1.2 If there is not written statement, what are the Band Council's, LEA's and school principals (and other administrators) understanding of the school's philosophy and goals?	- perceptions of the school leaders	- interviews with Chief and Council
	1.3 Does the Band have a written statement of overall goals?	- written statement of overall Band goals	- Band resolutions, planning reports
	1.4 If there is a written statement of overall Band goals, what are the Chief and Band Councillors understanding of the overall Band goals?	- perceptions of Chief and Council	- interviews with Chief and Council
	1.5 How are the school's philosophy and goals (written or otherwise) consistent with overall Band goals?	- judgement of consistency of school and Band goals	- statements of goals and/or interviews with school and Band leaders
2. Is the school providing students with an education that helps them to achieve high standards of performance?	2.1 What are the performance of students (at all grade) levels on standardized tests in the past three years?	- standardized test results	- school and class documentation
	2.2 What are the performance of students (at all grade levels) on school tests in the past three years?	- school criterion-referenced test results	- school and class documents
	2.3 What percentage of students have passed their year and moved on to the next grade level in the past three years?	- percentage level of progression from grade levels.	- school and class documentation

APPENDIX VIII SCHOOL EVALUATION ISSUES CHART (cont'd.)

Major Issue	Sub-Questions	Indicators	Data Sources
3. Is the school managing its resources in an efficient manner?	2.4 What percentage of students who graduated fro high school achieved adequate results to go on to post secondary education in the past three years?	- comparison of graduating student marks with entrance requirements in post secondary institutions (colleges, technical schools, universities)	- school documents - post secondary institution entrance requirement documents
	2.5 What percentage of students who graduated from high school in the past three years have been able to secure employment?	- number of graduating students with jobs lasting longer than six months	- interviews with principal, informed community sources - questionnaire survey of graduated students
	2.6 What has been the level of participation in extra curricular activities in the past three years?	- percentage of participants in extra curricular activities	- school documents
	3.1 Are the roles and responsibilities of LEA members and of school staff clear?	- school organizational diagram - perceptions of school staff and LEA members	- school documents - interviews with school staff and LEA
	3.2 Is there adequate coordination between LEA and the administration and administration and staff?	- co-ordination system exists. - Informed judgement of adequacy	- interviews with school staff and LEA members
	3.3 Does the school have adequate human resources?	- perceptions of staff and LEA - informed judgement	- interviews with school staff and LEA
	3.4 Does the school have adequate financial administrative systems?	- informed judgement - standardized system exists and is written - system follows generally accepted accounting principles	- school documents - interviews with school principal and financial officer
	3.5 Does the school have an adequate system to plan its curriculum and other activities?	- informed judgement of adequacy related to standard admin. requirements	- school planning document - interviews with school staff and LEA

APPENDIX VIII

SCHOOL EVALUATION ISSUES CHART (cont'd.)

Major Issue	Sub-Questions	Indicators	Data Sources
4. Does the school prepare students with an education to find jobs in the community?	3.6 Does the school have an adequate system to recruit, monitor and evaluate human resources?	<ul style="list-style-type: none"> - perceptions of adequacy - congruence with standard management practices - staff turnover rates 	<ul style="list-style-type: none"> - human resource procedures documents - interviews with school staff
	3.7 Does the school have an adequate system to support professional development of staff?	<ul style="list-style-type: none"> - list of professional development activities - prof. developments plans - judgement of adequacy 	<ul style="list-style-type: none"> - school documents - interviews with school staff
	3.8 Does the school have an adequate system to monitor its activities?	<ul style="list-style-type: none"> - informed judgement 	<ul style="list-style-type: none"> - school documents - interviews with school staff
	3.9 Does the school have an adequate system to evaluate its activities?	<ul style="list-style-type: none"> - informed judgement 	<ul style="list-style-type: none"> - school documents - interviews with school staff
	4.1 What percentage of students graduating from high school sought jobs during the past three to five years?	<ul style="list-style-type: none"> - comparison of numbers of students seeking or not seeking jobs 	<ul style="list-style-type: none"> - interviews with graduated students
	4.2 What percentage of graduating students seeking jobs in the past three to five years were able to find a job for at least six months?	<ul style="list-style-type: none"> - comparison of numbers of students seeking --- those who find jobs 	<ul style="list-style-type: none"> - interviews with graduated students
	4.3 What skills or knowledge learned in school were most relevant to finding a job for those who graduated in the past three to five years?	<ul style="list-style-type: none"> - informed judgement 	<ul style="list-style-type: none"> - interviews with former students

APPENDIX IX

SAMPLE SCHOOL EVALUATION FOLLOW-UP SCHEDULE

APPENDIX IX SCHOOL EVALUATION FOLLOW-UP SCHEDULE

Name of School Evaluated: _____

Date of Final Report: _____

Evaluator: _____

Recommendations per School Evaluation Report	Action to Be Taken	Person(s) Responsible for Action	Date to Monitor Follow-up Action	Results of Follow-up Action	Cost Required to Implement Action

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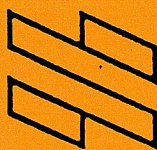
GUIDE FOR THE PREPARATION OF A COMPREHENSIVE SCHOOL PROFILE

Booklet 2

Prepared for:

Band-Controlled and Federal Indian Schools

**Draft 3
February 1990**



ROBERT NIXON AND ASSOCIATES

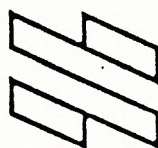
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PURPOSE AND DESCRIPTION OF A SCHOOL PROFILE

- o Preparing a school profile is something like taking a series of snapshots of a school over time. This involves describing and documenting the school's goals, performance, operation, organizational context, and facilities. The design of this school profile guide is consistent with the idea that school evaluations should be comprehensive. In other words, it should examine all the key parts of the school operation.
- o The purpose of the school profile is to provide written or documented information about both the current and past situation in the school. For example, the school profile describes current and past information on students' performance, school policies, curriculum, teaching staff experience, important elements of the community in which the school operates, and the nature and state of the school facilities and equipment.
- o The Comprehensive School Profile is organized so that there are 10 major categories of data to collect. These 10 categories correspond to the 10 categories or characteristics of effective schools that were outlined in Booklet 1. These 10 characteristics are as follows:
 - 1. Clear, agreed upon school mission and goals.
 - 2. Positive and clear Local Education Authorities
 - 3. Strong and positive administrative leadership.
 - 4. A planned curriculum.
 - 5. Quality instruction.
 - 6. A high degree of teacher and staff effectiveness.
 - 7. Parent and community involvement in the school.
 - 8. A positive school and classroom climate.
 - 9. Adequate facilities.
 - 10. Adequate educational support resources.
- o This Booklet, the School Profile Guide, has been designed to relate directly to the design of the other Booklets. Booklet 1 introduces the concepts of Comprehensive School Evaluation and outlines 10 major Effective School Characteristics. Booklet 1 also outlines in detail 32 tasks to plan, manage, and follow-up a Comprehensive School Evaluation. Booklet 2 is organized to collect written or documented data using the same 10 categories of school characteristics as introduced in Booklet 1. Booklet 3 is designed to assist school evaluation committees to decide what kinds of questions to ask local people about the school. Booklet 3 does this by using the same ten categories

of school characteristics. In this way, when data from all the Booklets are gathered and compiled, the Consultant can compare school staff, parents', and community members' perceptions (qualitative data) of the school with the written and documented information available on the school (quantitative data). This allows the Consultant to form the basis for forming a complete or comprehensive assessment of the school.

- o It is important to be realistic about the amount of data gathering involved in creating a school profile. There are a number of categories and types of data outlined in this document. For some schools collecting all the data suggested in this Booklet would take a long time and represent a great deal of work because it would involve collecting or producing new data. For other schools, much of the information can be gathered quickly because it already exists in one form or another. (Having the data available is an indication of an effective school in itself.)
- o The key point in determining what type and amount of data is adequate will be determined by the schools evaluation needs and the key evaluation issue the school decides on. If your school's evaluation issues deal with only three of the 10 categories of data outlined in this book, then you may decide those are the only types of information you wish to gather.
- o The large number of categories and types of information outlined in this profile Booklet have been included so that schools may choose to gather all or some according to their needs. In either case, much of the material will have to be recorded on separate sheets since the space provided in this booklet for information is likely insufficient.
- o However, taken as a whole, the data categories in this booklet, if fully collected, would allow a school to have a comprehensive base of data on which to base decisions. For example, the data in this type of school profile identifies performance trends, and potential areas for change, growth or areas that require decision-making of some kind.
- o This school profile guide suggests in several data gathering sections that data be reported for the past three years. (For example, scores of student performance on basic skills tests.) It must be emphasized that this is a suggestion. Some schools will find it easy to collect this data, others will not.

The reason for requesting three years information is that it gives the evaluator an understanding of the patterns or trends involved, rather than a "snapshot" view of one year's data. In summary, schools are encouraged to gather three years of data if possible where indicated, otherwise to gather the most data available.

- o The format of this booklet, can also serve as a guide for schools as they consider what kind of information to collect on an ongoing basis and create a school data or information system.

HOW TO USE THIS BOOKLET

- o Once the decisions to carry out a school evaluation is made, the Steering Committee may direct that work begin on creating the school profile. The Steering Committee, on the other hand, may decide to wait until the consultant has been hired to commence the work on profile.
- o There are two general types of data to be gathered to create a comprehensive school profile. The first type is school-oriented information, the second is community demographic and socio-economic data.
- o In order to compile the school-oriented data, normally the Principal would work with one or two senior school staff (often an administrator and other staff) who are familiar with all the school records, documents, files, policies, etc., and who can assist the Principal to compile this information quickly and efficiently.
- o The Consultant's role in developing the school profile is normally to assist the school principal, where required, to collect, to ensure the data is accurate and to analyze the data.
- o For the community-oriented data, if the school does not have this kind of information, the Consultant can normally work with a Band Council employee, often the economic development officer, or employment development worker to compile the demographic and socio-economic data. If, as is the case in some situations, the Band has not compiled this type of

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information, the evaluation consultant can contact the INAC Regional Office who normally compiles demographic and socio-economic information for each Band in the Region.

1.0 EDUCATIONAL PHILOSOPHY AND GOALS

- o** The school's educational philosophy (or mission) and goals reflect the values, vision and priorities of the school and provide guidelines for the schools' operation. It is usual for an Educational Authority to review the organizational mission every two or three years; the school's goals are normally reviewed on an annual basis.

1.1 The school's Educational Philosophy Statement is:

1.2 The school's goals are:

1.3 Have the school's Philosophy Statement and goals been reviewed in the last three years?

1.4 When is the next planned review of the school's Philosophy Statement and goals?

2.0 LOCAL EDUCATION AUTHORITY ACTIVITY

- o A positive Local Education Authority identifies clear roles and responsibilities and has put in place clearly defined management systems. It supports ongoing internal LEA training. Effective LEA's set up useful links with other community bodies, agencies and with federal and provincial governments.

2.1 The policy and decision-making authority for the school is:

The Local Education Authority _____
The Band Council _____
Other _____

2.2 Describe the role of the LEA and how it works with the school and community:

2.3 The relationship between the Band Council and the LEA is (please describe mandate and other direction given the LEA by Council):

2.4 Does a written training plan for LEA members exist?

_____ yes _____ no

If yes, when was it written?

2.5 What are the training goals and activities outlined in the LEA training plan?

2.6 The LEA and school have consulted with Provincial Education officials over the following matters during the last three years:

2.7 Describe the relationship of the LEA to the following organizations, groups, or government departments:

Tribal Council (if it exists): _____

Regional Indian Education Association or group: _____

National Indian Education Association or group: _____

DIAND District or Regional Office: _____

Provincial Ministry of Education: _____

Other local Boards of Education: _____

2.8 What policies or procedures has the LEA approved or reviewed in the last three years? _____

2.9 The school has a written personnel policy

_____ yes _____ no

2.10 The responsibility for maintaining the school financial records is held by the: (name of post)

2.11 The school financial reporting system provides regular financial statements that show the differences between budgeted costs and actual expenditures, and projected year-end totals.

_____ yes _____ no

3.0 SCHOOL ADMINISTRATIVE STRUCTURE

- o Effective schools have competent administrative leadership. This includes an open and frank communication process, a clear and consistent focus on mission and goals and solid instructional leadership. Roles and responsibilities are clear and decision-making processes are understood by all parts of the school staff.

3.1 The School's enrolment is:

_____ students.

3.2 The school's grade levels include:

Grade _____ to grade _____ .

3.3 The administrative structure includes:

_____ principal(s)
_____ vice-principal(s)
_____ head teacher(s)
_____ department head(s)
_____ staff assistant(s)
_____ other(s)

If so, please specify: _____

3.4 The administrative support staff includes:

_____ secretary(ies)
_____ other(s)

If so, please specify: _____

3.5 The staff selection process is: (please describe)

Administrators:

Teachers:

Administrative and Secretarial Support:

3.6 There is an official written job description for all:

Administration (principal, vice-principal, etc.)	_____	yes	_____	no
Teaching staff	_____	yes	_____	no
Support staff	_____	yes	_____	no

3.7 Job descriptions were last reviewed:

	<u>Year</u>
Administrative staff	_____
Teaching staff	_____
Support staff	_____

3.8 The school has an organization chart

— yes — no

If yes, attach a copy to the Profile.

- 3.9 What school policies, guidelines and operating procedures exist, (attach copies) and at what date were they last reviewed?**

Example:

1. Student promotion policy
2. Student homework policy
3. Aboriginal language policy
4. Student code of behaviour
5. Personnel policies and procedures
6. Administrative and financial procedures and regulations

- 3.10 Is there a staff evaluation process? Are confidential records maintained on these evaluations?**

- 3.11 Is there a confidential student reporting system in place?**

- 3.12 Is there a parent-teacher reporting system in place?**

4.0 THE CURRICULUM

- o The curriculum includes all of the subjects and courses of study offered by the school. The curriculum defines in an overall way what is taught to students, how students' progress and achievement is measured and the method in which individual, group and cultural needs are addressed.
- o The curriculum has two components: the formal one which is referred to above, and the non-formal curriculum. Non-formal or extra-curricular activities include learning activities such as sports, social activities, cultural and community activities.
- o It is through the implementation the curriculum that the school achieves its mission and goals.
- o The terms and conditions of the Flexible Transfer payments require that the school principal certify annually that the curriculum being used in all grades meets basic provincial requirements.

4.1 Describe the school's curriculum in terms of:

Elementary Core Curriculum

<u>Grade Level</u>	<u>Subjects</u>	<u>Language of Instruction</u>	<u>% of Instructional Time</u>	<u>Has goals/ objectives Based on Prov. Guidelines</u>

Elementary Enriched Curriculum

<u>Grade Level</u>	<u>Subjects</u>	<u>Language of Instruction</u>	<u>% of Instructional Time</u>	<u>Has goals/objectives Based on Prov. Guidelines</u>

Elementary Extra-Curricular and Co-curricular Activities

4.2 Describe the school's curriculum in terms of:

Secondary Core Curriculum (Compulsory Courses)

[illegible]

Secondary Enriched

<u>Grade Level</u>	<u>Subjects</u>	<u>Language of Instruction</u>	<u>% of Instructional Time</u>	<u>Has Prov. accreditation</u>

Secondary Vocational Curriculum

<u>Grade Level</u>	<u>Subjects</u>	<u>Language of Instruction</u>	<u>% of Instructional Time</u>	<u>Has Prov. accreditation</u>

Secondary Extra-Curricular and Co-curricular Activities

4.3 The school has a special needs program for:

1. The learning disabled. ☐ yes ☐ no

If yes, describe: _____

2. Gifted students. ☐ yes ☐ no

If yes, describe: _____

3. Other special needs students. ☐ yes ☐ no

If yes, describe: _____

- 4.4 Indian language and cultural content is included in the curriculum in the following ways:

- 4.5 The following curriculum materials have been developed by the school staff and/or curriculum consultants:

- 4.6 The following curriculum materials have been developed with the help of community Elders:

- 4.7 The following curriculum materials have been developed with input from parents:

- 4.8 The following curriculum materials are planned to be developed by the school staff and/or curriculum consultants:

- 4.9 Does the school have a multi-year curriculum development plan? When was it last reviewed?

2.0 LOCAL EDUCATION AUTHORITY

- o A positive Local Educational Authority (LEA) in effective schools identifies clear roles and responsibilities. It supports a working environment that values different groups in the school. Effective schools make fair policy decisions that support the school's philosophy and goals. Effective LEA structures set up appropriate links with other community bodies and agencies and with federal and provincial agencies or departments.

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>SCHOOL PHILOSOPHY AND GOALS</u>				
1. The LEA members can state the school's philosophy and goals in concrete terms.	x	x		
<u>ROLES AND RESPONSIBILITIES</u>				
2. The roles and responsibilities of the LEA are clear in relation to the Band Council.	x	x		
3. The roles and responsibilities of the LEA are clear in relation to the principal and the school.	x	x		
4. The roles and responsibilities of the LEA are clear in relation to the community.	x	x		x
<u>PLANNING</u>				
5. The LEA's decisions are consistent with the school's philosophy and goals.	x	x		
6. The LEA ensures that the cultural components that are part of the school program are based on Band priorities.	x	x		x
7. The LEA involves the principal and teachers in decisions which significantly affect their work.	x	x		
8. The LEA consults enough with Elders in making its decisions.	x	x		x
9. The LEA consults enough with parents in making its decisions.	x	x		x
10. The LEA consults enough with community members in making its decisions.		x	x	x

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
11. The LEA develops policies which help create an effective school.	x	x		
12. The LEA's policy-making process is seen as fair by school personnel, parents, community members.	x	x		x
13. The LEA encourages a collaborative working environment in the school.	x	x		
<u>RESOURCES</u>				
14. The LEA works to obtain adequate resources to implement the school's philosophy and goals.	x	x		
15. The LEA has an adequate selection process to choose a principal and staff.	x	x		x
<u>EXTERNAL RELATIONS</u>				
16. The LEA co-ordinates adequately with other Band Council programs and activities (e.g. Health Board, Cultural Centre, Drug and Alcohol Program, etc.)	x	x		x
17. The LEA maintains adequate relations with INAC officials.	x	x		
18. The school maintains adequate relations with Provincial Education officials (if appropriate).	x	x		
<u>MONITORING THE ADMINISTRATION</u>				
19. The LEA has an adequate system to monitor the financial administration of the school.	x	x		
20. The LEA has put in place adequate systems to monitor the school management and administration.	x	x		
21. The LEA establishes policies and procedures that provide clear guides for action.	x	x		x
22. The LEA ensures that policies and procedures are known and understood by LEA members and staff.	x	x		x

3.0 ADMINISTRATIVE LEADERSHIP

- o In effective schools, strong, competent and positive leaders set high expectations for staff and students. They regularly review progress and ensure a safe, orderly environment. Effective school leaders work well with all groups in the school. They encourage teachers and staff to work well together and encourage parental participation in school activities.

LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
-----	-----------	----------	-------------------------------

COMMUNICATION OF THE SCHOOL PHILOSOPHY

- | | | | | |
|---|---|---|---|---|
| 1. The school principal has clear understanding of the school's philosophy and goals. | x | x | | |
| 2. The school principal can communicate the school's philosophy and goals in a clear and concrete manner. | x | x | x | x |

STUDENT AND TEACHER PERFORMANCE

- | | | | | |
|---|---|---|---|---|
| 3. The principal sets high expectations for students. | x | x | x | x |
| 4. The principal sets high expectations for teaching and administrative staff. | x | x | | x |
| 5. The principal encourages teaching activities that improve student performance. | x | x | | x |
| 6. The principal regularly reviews student progress with teachers. | x | x | | |
| 7. The principal sets clear and measurable goals for teachers and administrative staff. | x | x | | |

STAFF TEAM WORK

- | | | | | |
|--|---|---|--|---|
| 8. The principal succeeds in getting people to work well together. | x | x | | x |
| 9. The principal encourages teachers to plan together. | x | x | | |

SCHOOL CLIMATE

- | | | | | |
|--|---|---|--|--|
| 10. The principal works actively for a safe, orderly school environment. | x | x | | |
|--|---|---|--|--|

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
11. The principal tries to keep the school safe and students well-behaved.			x	
12. The principal ensures that students' classroom learning time has minimum interruptions.	x	x	x	x
13. The principal encourages fair student discipline in the school.	x	x		x
14. The principal is fair with students.			x	
15. The principal makes consistent and fair decisions.	x	x		

SCHOOL RESOURCES

16. The school leadership (the LEA and principal) work to obtain adequate resources to achieve the school's philosophy and goals.	x	x		x
17. The school budget is well planned.	x	x		
18. The school budget is well managed and controlled.	x	x		

PARENT AND COMMUNITY RELATIONS

19. The school keeps parents adequately informed about their children.	x	x		x
20. The school keeps parents adequately informed about school activities.	x	x		x
21. The school succeeds in getting parents involved in school activities.	x	x		x
22. The school keeps Elders and community members adequately informed about school activities.	x	x		x
23. The school succeeds in getting community members involved in school activities.	x	x		x
24. The principal is generally respected by community members.	x	x		x

ADMINISTRATION

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
25. The school administration implements policies and procedures set by the LEA	x	x		x
26. The school administration develops, plans and makes decisions based on the school philosophy and goals.	x	x		x
27. The school administration has established management systems that allow timely decisions to be made.	x	x		x
28. The school administration sets clear, measurable goals for school staff.	x	x		x

4.0 CURRICULUM

- o Effective schools have a well-planned and comprehensive curriculum that reflects culturally appropriate content. Effective school curriculum is useful to students and connects extra-curricular activities with the formal curriculum. Curriculum in effective schools is balanced, it supports the learning needs of all students including special students, and it is evaluated regularly.

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>CURRICULUM PLANNING</u>				
1. Major curriculum decisions are approved by the LEA.	x	x		
2. The principal and teachers are significantly involved in planning and adapting the curriculum.	x	x		
3. Elders are adequately involved in curriculum planning.	x	x		x
4. Curriculum is coordinated within each grade and across grades.	x	x		
5. The curriculum has course material that usefully prepares students to get jobs.	x	x	x	x
6. The curriculum includes the right level of Indian cultural content.	x	x	x	x
7. The curriculum should include additional course content such as:	x	x	x	x

GOALS

- | | | | | |
|--|---|---|---|---|
| 8. Courses of study have clear, measurable goals and objectives. | x | x | | |
| 9. Courses I take have clear goals and objectives. | | | x | |
| 10. The curriculum teaches basic skills adequately. | x | x | | x |

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
11. Courses I take teach basic skills I can understand.			X	
12. The curriculum teaches advanced skills adequately.	X	X		
13. Teachers assign homework as part of the curriculum.	X	X	X	X
14. The school assists students to make career choices and further education and decisions.	X	X		X
15. The school helps me to decide what kind of job or further education I would like.			X	

EXTRA-CURRICULAR ACTIVITIES

16. Extra-curricular or co-curricular activities, such as sports, clubs and other after-school activities, support and add to the formal curriculum.	X	X		X
17. I learn things during after-school activities (such as sports activities, clubs) that help me in class.			X	

SPECIAL NEEDS

18. The school adequately supports the needs of learning disabled students.	X	X		X
19. The school adequately supports the needs of gifted students.	X	X		X

RESOURCES

20. There are sufficient texts, materials and supplies to support student learning.	X	X		
21. The school supplies enough texts, materials and supplies.			X	X
22. There are adequate curriculum materials to assist teachers in planning courses of study.	X	X		

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>REVIEW</u>				
23. There is an adequate ongoing process to evaluate the curriculum.	x	x		
<u>AWARENESS</u>				
24. Teachers are aware of curriculum priorities.	x	x		
25. Parents are aware of curriculum priorities.	x	x		x
26. Elders are aware of curriculum priorities.	x	x		x
27. Curriculum members are aware of priorities.	x	x		x

5.0 INSTRUCTION

- o Quality instruction in effective schools is based on high expectations of students, clearly communicated objectives and methods of teaching, and a variety of ways to evaluate students. Quality instruction involves teachers managing their classroom well, and using many types of teaching and learning alternatives in class. Quality instruction also includes assignment of useful homework activities and emphasis on teachers understanding the students' culture, background and community.

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>PLANNING/EXPECTATIONS</u>				
1. Courses of instruction are guided by a planned curriculum.	x	x		
2. Teachers explain clearly their instructional objectives to students in each course.	x	x		
3. Teachers explain clearly their objectives in each course.			x	
4. Teachers set high expectations for student learning.	x	x	x	
<u>CLASSROOM CLIMATE</u>				
5. There is a positive climate in classrooms.	x	x		
6. I feel that the teachers and students are positive in my class.			x	
7. Students are encouraged to cooperate while learning.	x	x		
8. Students are encouraged to cooperate in class.			x	x
<u>CULTURAL SENSITIVITY</u>				
9. Teachers understand the culture and value systems of students.	x	x	x	x
10. Course material pays attention to cultural differences between students.	x	x	x	x
11. Courses of instruction provide ways for students to understand their culture and traditions.	x	x	x	x

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
12. Instruction in the students' aboriginal "mother-tongue" language is adequate.	x	x	x	x

TESTING

13. Student progress is assessed using the following methods:	x	x		

SUPERVISION

14. The principal regularly reviews teaching plans.	x	x		
15. Teachers are held accountable for achieving instructional objectives.	x	x		

CLASS MANAGEMENT

16. Effective classroom management is an objective supported by the principal and all teaching staff.	x	x		
17. Class time is well spent.	x	x		
18. Teachers assign useful homework.	x	x	x	x

LEARNING/TRAINING METHODS

19. Teachers pay attention to different ways that students learn.	x	x	x	x
20. Teachers are consistently learning how to improve their teaching.	x	x		

6.0 TEACHER/STAFF EFFECTIVENESS

- o Teachers and staff in effective schools set high expectations for students, provide constructive and timely feedback, and treat students in a consistent and fair manner. Teachers and staff work together well, participate in ongoing professional development and use a variety of teaching materials and approaches. Excellence in teaching is rewarded in effective schools.

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>STAFF WORKING TOGETHER</u>				
1. There is a positive, collaborative working relationship among teachers.	x	x		
2. Teachers work well together.			x	x
3. There is a positive, collaborative working relationship among teachers and administrative staff.	x	x		
4. Teachers work well with other school staff.				x
5. Teachers share ideas and assist each others professional learning.	x	x		
6. Teachers welcome suggestions from other teachers and staff about improving their work.	x	x		
<u>SCHOOL CLIMATE</u>				
7. Teachers show a sense of pride in their school.	x	x	x	x
8. The principal and other administrative staff show a sense of pride in their school.	x	x		x
9. Students show a sense of pride in their school.	x	x	x	x
10. Teachers treat students fairly.	x	x	x	
11. Teachers treat students in a consistent manner.	x	x	x	

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>COMMUNICATION WITH STUDENTS</u>				
12. Teachers clearly communicate high expectations to students.	x	x		
13. Teachers expect a lot from students.	x	x	x	x
14. Teachers provide constructive feedback to students.	x	x		
15. Teachers give helpful comments to students.			x	
16. Teachers praise students.			x	
17. Teachers understand the students community and background.	x	x	x	x
<u>STUDENT PERFORMANCE</u>				
18. Teachers are aware of the progress made by each student.	x	x		x
19. Teachers know how well students do in each of their classes.			x	
<u>STAFFING</u>				
20. There is an acceptable balance of Indian and non-Indian teachers in the school.	x	x		x
<u>TEACHING</u>				
21. Teachers require students to be able to understand and apply learning, not just recall facts.	x	x		x
22. Teachers require that I am able to understand and know how to use what I learn, not just recall facts.			x	
23. Teachers use special learning activities to assist their teaching program (e.g. field trips, debates, etc.).	x	x	x	x
24. Teachers make good use of the school's equipment and facilities to assist their teaching.	x	x	x	

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
10. Parents are adequately involved in providing assistance to teachers in the classroom.	x	x		x
11. The school encourages parents to visit the school and observe activities.	x	x		x
12. Parents are involved enough in assisting extra-curricular, or after-school activities.	x	x	x	x

COMMUNITY ACTIVITIES

13. The school encourages community members to visit the school and see school activities.	x	x	x	
14. The school encourages community organizations to participate in extra-curricular, or after-school activities.	x	x	x	x

INFORMATION

15. The school provides enough information to parents about their childrens' performance.	x	x		x
16. The school provides enough opportunities to meet their childrens' teachers to discuss their child's performance.	x	x		x
17. Parents are informed enough about school plans and activities.	x	x		x
18. Community members are informed enough of school activities and plans.	x	x		x

RESOURCES

19. The school is seen as a resource to be used by Band members.	x	x		x
20. Parents are seen as a resource to the school by the principal and teachers.	x	x		x

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
21. Community members are seen as a resource to the school by the principal and teachers.	x	x		x
<u>PARENTAL ACTIVITIES</u>				
22. Parents encourage their children to attend school.	x	x	x	x
23. Parents consider schooling to be important for their children.	x	x	x	x
24. Parents encourage their children to arrive at school on time.	x	x	x	x

LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
-----	-----------	----------	-------------------------------

REWARDS

- | | | |
|---|---|---|
| 25. Excellent teaching quality is acknowledged. | x | x |
| 26. Excellent teaching is rewarded appropriately. | x | x |

PROFESSIONAL DEVELOPMENT

- | | | |
|---|---|---|
| 27. Teachers have individual, professional development plans with goals and objectives. | x | x |
| 28. Teachers take part in ongoing professional development activity. | x | x |

7.0 SCHOOL/PARENT AND COMMUNITY RELATIONS

- o In effective schools, Elders, parents, and community members are involved in a variety of school activities and are considered resources to the school. Effective schools are schools in communities that know a lot about school activities and are well satisfied with the school's performance.

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>SCHOOL PHILOSOPHY AND GOALS</u>				
1. Parents understand the school's philosophy and goals.	x	x		x
2. Community members understand the school's philosophy and goals.	x	x		x
<u>PLANNING</u>				
3. The school has a plan for Elder involvement in the school.	x	x		x
4. The school has a plan for parent involvement in the school.	x	x		x
5. The school has a plan for community member involvement in the school.	x	x		x
<u>USE OF ELDERS</u>				
6. The school involves Elders usefully in the development of the school's philosophy and curriculum.	x	x	x	x
7. The school involves Elders enough in teaching traditional culture and language.	x	x	x	x
<u>PARENT ACTIVITIES</u>				
8. The school encourages parents to assist in their children's learning.	x	x		x
9. Parents support learning activities taught in school.	x	x		x

8.0 SCHOOL AND CLASSROOM CLIMATE

- o Effective schools place a high value on learning and education. Effective schools value acceptance and support of different levels of student ability. Effective schools are safe and orderly. They are schools in which staff and students exhibit pride, and where excellence in student achievement and behaviour is both encouraged and recognized.

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>SCHOOL FACILITY</u>				
1. The school is a safe place to learn and teach.	x	x	x	x
2. The school building is kept neat and orderly.	x	x	x	x
<u>SCHOOL POLICIES</u>				
3. School policies encourage a positive climate in the school.	x	x		
4. School policies encourage a positive climate in classrooms.	x	x		
<u>SCHOOL CLIMATE</u>				
5. School staff exhibit pride in their school.	x	x		x
6. There is a high level of trust among staff.	x	x		
7. The school tries to include all students, including those with special educational needs, in major school activities.	x	x	x	x
8. The school encourages acceptance of different types of students with different levels of ability.	x	x	x	x
<u>VALUE OF LEARNING</u>				
9. The school places a high value on student learning.	x	x	x	x

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
10. The school places a high value on teacher learning.	x	x		x
11. The school rewards student achievement adequately.			x	x
12. The school encourages students to work hard.	x	x	x	x

STUDENT PARTICIPATION

13. The school encourages student participation in after-school or extra-curricular activities.	x	x	x	x
14. The school encourages students to organize appropriate extra-curricular activities.	x	x	x	x

COLLABORATION

15. The school encourages staff and students to work well together.	x	x	x	x
---	---	---	---	---

CONFLICT

16. The principal handles conflict situations fairly between staff and students.	x	x	x	x
17. Teachers handle conflict situations fairly with students.	x	x	x	x
18. The principal handles conflict situations fairly between staff.	x	x		

ALCOHOL AND DRUG ABUSE

19. Drug abuse is a problem for students in the school.	x	x	x	x
20. Alcohol abuse is a problem for students in the school.	x	x	x	x

4.10 Are instruction time tables developed, approved and in use?

4.11 Are curriculum outlines on file for parent consultation?

4.12 Are teachers curriculum/instructional goals and objectives developed annually? And reviewed/approved by the principal?

5.0 STUDENT ACHIEVEMENT

- o Student achievement is better in a school that provides an orderly environment. Higher achievement has been associated with schools in which there is a sense of order that is fair, consistent and which encourages student responsibility and promotes high standards of performance.

Note: As mentioned earlier, three year data is desirable if possible.

- 5.1 The school enrolment by grade for the current year, over the past 3-year period and for a 3-year projected period is:

Grade Level	Actual Enrolment				Projected Enrolment		
	Y-3	Y-2	Y-1	Current Year	Y+1	Y+2	Y+3
K							
1							
2							
3							
4							
to							
12							

- 5.2 The monthly attendance rate by grade as expressed as a percentage of maximum possible attendance in the most recent three school years was:

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Year	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

Note:

Divide the total class days attended per month by the total possible attendance days per month. For example, a class of 20 students attended 360 days in a month with 20 school days. The total possible days is then 20 days x 20 students 400. $360/400 = 90\%$

- 5.3 The number of student suspensions from school in the most recent three years was:

	Y-3	Y-2	Y-1		Y-3	Y-2	Y-1
Sept.	_____	_____	_____	Feb.	_____	_____	_____
Oct.	_____	_____	_____	March	_____	_____	_____
Nov.	_____	_____	_____	April	_____	_____	_____
Dec.	_____	_____	_____	May	_____	_____	_____
Jan	_____	_____	_____	June	_____	_____	_____

- 5.4 The number of discipline referrals from teachers to administration, counsellors, or others in the last three years was:

Total discipline referrals Y-3 _____ Y-2 _____ Y-1 _____

- 5.5 The number of students who withdrew from school in the last three years before reaching 16 years of age was: (Note: withdraw indicates no longer attending school)

	Y-3	Y-2	Y-1		Y-3	Y-2	Y-1
Sept.	_____	_____	_____	Feb.	_____	_____	_____
Oct.	_____	_____	_____	March	_____	_____	_____
Nov.	_____	_____	_____	April	_____	_____	_____
Dec.	_____	_____	_____	May	_____	_____	_____
Jan	_____	_____	_____	June	_____	_____	_____

Total withdrawals Y-3 _____ Y-2 _____ Y-1 _____

- 5.6 The number of students who withdrew immediately on reaching their 16th birthday:

	Y-3	Y-2	Y-1
Students who withdraw immediately at age 16.	_____	_____	_____

- 5.7 The number of students who withdrew after reaching age 16.

	Y-3	Y-2	Y-1
Students who withdraw after reaching age 16.	_____	_____	_____

5.8 The percentage of the senior class that graduated in the last three years was:

Level	Grade	No. of Students	% Graduating
		Y-3Y-2Y-1	Y-3Y-2Y-1
Senior Elementary			
Senior Secondary			

5.9 The graduates of the senior class who pursued the following activities in the last three years:

Elementary Graduating Class	No. of Students		
	Y-3 %	Y-2 %	Y-1 %
Went on to High School			
Went on to employment			
Went on to other			
Don't know			

Secondary Graduating Class	No. of Students		
	Y-3 %	Y-2 %	Y-1 %
Went on to University			
Went on to Junior Coll./CEGEP			
Went on to other post-sec. ed.			
Went on to employment			
Went on to other			
Don't know			

5.10 The school administered the following standardized tests in the last three years:

Name of Standardized Test	Check test(s) used			Grade level tested		
	Y-3	Y-2	Y-1	Y-3	Y-2	Y-1
Group administered tests						
The Canadian Test of Basic Skills						
The Gates McGinitie Reading Test						
The Metropolitan Readiness Tests						
The Stanford Diagnostic Tests						
The Morrison McCall Spelling Scale						
The Ginn Initial Placement Test						
The Otis-Lennon Test of Mental Ability						
The Wide Range Achievement Tests						
The Piat-Peabody Tests						
Other tests (specify):						
Individually administered tests						

5.11 The standardized test results in the last three years were:

Name of Test	Grade tested	Results (Grade Average)		
		Y-3	Y-2	Y-1
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				

6.0 TEACHERS AND STAFF

- o Effective schools have well trained and dedicated teachers. This includes teachers who know and understand the students and their environment and who set clear objectives and communicate them clearly. Furthermore, effective schools have teachers that are involved in ongoing professional development and curriculum review and modification.

6.1 Teachers

Type of Teachers	Number				
	Teaching Certificate	Teaching Diploma	Bachelor's Degree	Master's Degree	Doctoral Degree
Regular Teachers					
Elders					
Specialist Teachers					
- Language, Aboriginal					
- Language, English					
- Language, French					
- Language, other					
- Art					
- Music					
- Physical Education					
- Special Education					
- Computer					
- Home Economics					
- Industrial Arts					
- Science					
- Social Science (history, geography, social studies, etc.)					
Vocational Teachers					
- Business Education					
- Industrial/Technical Education					
- Social Service Education					
Teaching Assistants					
- Aboriginal Language					
- Art/Music					
- Home Economics					
- Science					
- Social Science					
- Other					
TOTALS					

- 6.2 The number of teachers leaving the school and the number of new teachers to the school in the last three years:

	Y1	Y2	Y3
Teachers leaving the School			
Teachers new to the School			

- 6.3 The number of teacher days lost due to sickness and other causes in the last three years was:

	Y1	Y2	Y3
Number of sickness days lost			
Number of other days lost			
Total lost teaching days			

- 6.4 The number of teachers and the number of days attending professional in-service education conferences and workshops in the last three years was:

	Y1	Y2	Y3
Number of teachers attending conferences and workshops			
Number of teacher days			

- 6.5 The teaching staff have the following years of experience:

Years of Experience	Number of Teachers
1	
2 to 4	
5 to 9	
10 to 14	
15 to 19	
20 to 34	
35 or more	

6.6 Does the school have a multi-year professional development plan?

_____ yes _____ no

6.7 How often are the professional development objectives reviewed?

6.8 Does each individual teacher, teaching assistant, and administrator have a professional development plan?

_____ yes _____ no

If no, specify which do not:

6.9 How often are the individual professional development plans reviewed?

7.0 PARENTAL AND COMMUNITY INVOLVEMENT

- o Parental and community involvement in the school's operation provides the school with a method of linking with parents and the community. Community involvement includes a variety of options ranging from participation of Elders in the classroom to parent volunteers who perform a wide range of school support activities. Effective schools usually have a wide community participation and a high degree of community satisfaction with the school's performance.

- 7.1 Elders participate in the school in the following ways (please describe)

- 7.2 Parents participate in the school in the following ways (please describe)

- 7.3 Community members participate in school activities in the following ways (please describe)

7.4 How and how often does the school communicate with parents? With community members?

8.0 COMMUNITY

- o Schools are one of the community's most important institutions. Communities differ from one part to another and they are always in a process of change. It is important for the school to understand its community.

8.1 Total population of Band is:

On Reserve _____
Off Reserve _____

8.2 Population of Band members by age groupings is:

0-5	_____	35-44	_____
6-13	_____	45-54	_____
13-17	_____	55-64	_____
25-35	_____	64 +	_____

8.3 Population of Band members by single year groupings is:

8.4 Employment rates are:

On Reserve _____
Off Reserve _____

8.5 Labour force participation rates are:

On Reserve _____
Off Reserve _____

8.6 Educational levels completed by age group are:

Age Group	Elem. School	High School	Vocational School	Community College	University	Graduate Degree
15-24						
25-34						
35-44						
45-54						
55 +						

Note: Data for age groups 35 and up may be difficult to obtain.

8.7 The long-term economic development goals and objectives of the Band are:

8.8 How do the schools educational philosophy and goals relate to (or support) the Bands long-term economic development goals?

8.9 The new types of job skills required to allow Band members to benefit from the long-term economic development plan are:

9.0 SCHOOL CLIMATE

- o Effective schools place a high value on learning. They encourage acceptance and support of different levels of ability. Effective schools are safe and orderly and are places in which staff and students exhibit pride. Excellence in student achievement and behaviour is encouraged and recognized.

- 9.1 The number of specially-called parent or guardian interviews relating to a student's behaviour, conduct or performance in the last three years was:

	Y3	Y2	Y1		Y3	Y2	Y1
Sept.	___	___	___	Feb.	___	___	___
Oct.	___	___	___	March	___	___	___
Nov.	___	___	___	April	___	___	___
Dec.	___	___	___	May	___	___	___
Jan	___	___	___	June	___	___	___

Total special interviews Y1 ___ Y2 ___ Y3 ___

10.0 EDUCATIONAL FACILITIES

- o The school facility is important in providing a place and a climate in which teachers and others work and in which children learn. Properly used and cared for, facilities support good learning. Poorly used facilities detract from learning.

10.1 The year in which the school was constructed was:

Year of Construction _____

Additions, if any, were added in ____ and ____ .

10.2 The current capacity and utilization of the school is:

Designed capacity in pupil places _____

Utilizations (enrolment) _____

% of utilization (enrolment
divided by capacity) _____

10.3 In general, the condition of the school building is:

1. Classrooms: _____
2. Corridors/stairs: _____
3. School office(s): _____
4. Gymnasium/sports facilities: _____
5. Other: _____

10.4 In general, the suitability and condition of the school site is:

10.5 The school facilities include:

Type of	Number	Condition	Square Feet of Space
Administrative office(s)			
Teacher room			
Board room			
Guidance offices			
Classrooms			
Science Laboratory (ies)			
Computer Laboratory			
Cafeteria			
Lunch Room			
Gymnasium			
Auditorium			
Art Room			
Music Room			
Home Economics areas			
Industrial Arts Shops			
Other Vocational teaching areas			
Other areas (specify):			

10.6 The school uses the following community facilities and resources (eg. Cultural Education Centres, sports facilities, Drug and Alcohol Abuse Centre, etc.):

10.7 The school has been used as a community resource in the following ways:

11.0 SCHOOL SUPPORT SERVICES

- o Effective Schools have adequate health care, social work and counselling support services and have safe and reliable transportation.

11.1 The school receives social, health, psychological, and educational services from the following agencies or organizations:

1. _____
2. _____
3. _____
4. _____
5. _____

11.2 The school receives the following INAC services:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11.3 The school has student transportation services:

_____ yes _____ no

If yes:

The number of school buses serving the school is: _____

The number of students transported is: _____

The longest time students are on the bus: _____

The number of schools days missed due to lack of bus service: _____

In the last three years Y1 _____ Y2 _____ Y3 _____

11.4 The school's accessibility:

1. No. of students who don't need bus transportation. _____
2. No. of students who spend 20 minutes or less on the school bus per trip. _____
3. No. of students who spend 20-40 minutes on the school bus per trip. _____
4. No. of students who spend 40 minutes or more on the school bus per trip. _____

11.5 The following resources are provided to the school by INAC (e.g. instructional funding, school operation and maintenance, etc.):

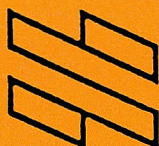


**SCHOOL EVALUATION QUESTIONS
FOR GATHERING PERCEPTIONS
ABOUT THE SCHOOL FROM
EDUCATION PERSONNEL, STUDENTS AND
COMMUNITY MEMBERS**

Booklet 3

**A Series Prepared for:
Band-Controlled and Federal Indian Schools**

**Draft 3
February 1990**



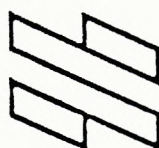
ROBERT NIXON AND ASSOCIATES

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PART 1: INTRODUCTION

PURPOSE OF THIS BOOKLET

- o This booklet is designed for the use of the School Evaluation Consultant and the Evaluation Steering Committee and/or LEA. In general, it is designed to assist them in deciding what information to gather from school staff, students, parents and community members. This booklet provides a large number of questions relating to each of the ten school effectiveness characteristics. The Consultant and Steering Committees can choose to ask all or only some of the questions provided here.
- o The questions provided here are intended as guides. Steering Committees and consultants may decide to phrase questions differently.
- o The steps involved in deciding what questions to ask which group are outlined in task 18 of booklet 1. Normally, the Evaluation Steering Committee would have already decided what the key evaluation issues are; consequently the questions that the Consultant and Steering Committee choose to use should relate directly to the key evaluation issues.
- o Specifically, this booklet is designed to be discussed by the Evaluation Consultant and the Evaluation Steering Committee to give them an idea of the range of possible questions and to help them make a final decision about what questions to ask which groups.
- o The information collected through the use of this booklet is closely related to the information collected using booklet 2: the Comprehensive School Profile Booklet. Our approach in this Comprehensive School Evaluation format is to ensure that two types of information are collected. This includes information about people's perception of the school (qualitative information) and written or documented information (quantitative information). Once both types of information are collected, they can be analyzed and compared. This provides a reliable and valid understanding of the school's effectiveness.

BOOKLET DESCRIPTION

- o Booklet 3 is based on the ideas of Comprehensive School Evaluation and effective schools outlined in booklet 1. The following is a brief summary of these ideas:
 - A Comprehensive School evaluation examines all the major component parts of the school and how they work together.
 - Effective schools are schools that work as a unit and schools whose students, teachers and staff achieve high standards of performance.
 - The design of this Comprehensive School Evaluation guide is based on extensive educational research done over the past 15 years. This research has shown that effective schools have specific characteristics. For the purpose of this series of booklets, the effective school characteristics have been grouped into ten major categories. Taken together the following characteristics address all aspects of a well-functioning school.
 1. Clear, agreed upon school mission and goals.
 2. A positive and clear school education authority.
 3. A strong and positive administrative leadership.
 4. A planned curriculum.
 5. Quality instruction.
 6. A high degree of teacher and staff effectiveness.
 7. Parent and community involvement in the school.
 8. A positive school and classroom climate.
 9. Adequate facilities.
 10. Adequate educational support services.
- o Part 2 of this booklet has been divided into ten sections corresponding to the ten characteristics. Within each section, a series of questions is outlined. These questions have also been developed from research on effective schools. For example, the questions related to planned curriculum are based on substantial research relating to effective curriculum characteristics.

USE OF THIS BOOKLET

- o As mentioned earlier, this guide has been developed for the use of Evaluation Consultants and Evaluation Steering Committees.
- o It is important that as much as possible the questions posed to one group be the same as those posed to all groups. In this way, the reliability of the information or data can be improved. Similarly, it is important to ask questions about peoples' perceptions of aspects of the school for which quantitative information exists in the school profile. For example, an Evaluation Committee may wish to ask about people's perceptions of the school written philosophy or goals which are included as part of the school profile.
- o The questions have been developed to address all the important areas within each section, based on the research. There are, however, several ways that the consultant and Evaluation Steering Committee can choose, use or formulate these questions.
- o Option 1: Questionnaire Format: Agree/Disagree
Use the questions as they appear in this booklet as a survey questionnaire to be completed in writing. The questions in this guide are designed so that people can state how much they agree or disagree with a specific statement.
- o Option 2: Questionnaire Format: Detailed Response
The evaluation consultant and Steering Committee may decide they wish to re-write the questions to allow respondents to give longer or more detailed responses.
- o Option 3: Interview Format: Individual Interview
The consultant and Steering Committee may decide they want some or all of the data to be gathered through personal interviews. In that case, the consultant can develop interview guides based on the questions in this booklet.

- o **Option 4: Interview Format: Small Group Interview**
The consultant and Steering Committee may decide they wish to interview small groups of people. (Evaluators call this kind of data gathering "focus group" interviews). In this case, the consultant can develop small group interview guides based on the questions in this booklet. Questions for small group interviews are generally similar to individual interview questions.

QUESTION FORMATS

- o The following section outlines the various formats for each of the four options described above.

Option 1: Questionnaire Format: Agree/Disagree

- o As mentioned above, most of the questions in this booklet have been designed so that people can state how much they agree or disagree with a specific, simple statement. An example of this format is outlined below.

SDDNASA

The school has a written statement
of its educational philosophy and goal

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

LEGEND: SD = Strongly Disagree; D = Disagree; NO = No Opinion;
A = Agree; SA = Strongly Agree

Option 2: Questionnaire Format: Detailed Response

- o This format asks persons to provide a more detailed response to a question.

I have the following concerns with the School's philosophy and goal statement:
(Please specify)

Option 3: Interview Format: Individual Interview

- o This format asks for a similar level of response to Option 2, but in an interview format.
Do you have concerns with the school's philosophy and goal statement?

Option 4: Interview Format: Small Group Interview

- o This format is similar to those questions asked individual interviewees. Generally speaking, fewer questions would be asked small groups since the answers from small groups will be longer and more varied than from individuals.

Do you have concerns with the school's philosophy and goal statement?

- o Also in part 2 of this booklet, we have outlined which type of person (e.g. educator, student, or parent and community member) could be asked each of the questions. It will be useful to ask some questions to all types of people. Other questions, such as those related to specific aspects of instruction, might only be asked to teachers, since they are the only ones with the knowledge and understanding to answer.

TYPES OF GROUPS TO WHOM QUESTIONS CAN BE ASKED

- o Finally, in this booklet we have organized the different groups to whom questions might be addressed into four clusters:
 1. LEA Members:
 2. Educators and school staff: including Directors of Education, Principals, Vice-Principals, teachers, teaching assistants and other school instructional staff.
 3. Students: including elementary and secondary students.
 4. Parents and Community members: including Chief and Band Councillors, Elders, parents of students, and community members

CONFIDENTIALITY

It is important to let people know before asking either questionnaire or interview-type questions that all of their responses will remain confidential, and that they will not be quoted or named directly in any report.

PART 2: POSSIBLE QUESTIONS FOR GATHERING PERCEPTIONS

1.0 SCHOOL EDUCATIONAL PHILOSOPHY AND GOALS

- o The school's educational philosophy, or mission, and goals reflect the values, vision and priorities of the school. They provide guidelines and direction for the school's overall operation. In effective schools there is general agreement among Local Educational Authority members, administrators, parents and interested community members about what the school's philosophy and goals include.

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>CLARITY OF GOALS</u>				
1. The school has a written statement of its educational philosophy and goals.	x	x		x
2. This school philosophy and goal statement has been distributed to teachers, parents, Elders and interested community members.	x	x		x
3. Teachers, parents, elders and interested community members are aware of the school's statement of its philosophy and goals.	x	x		x
4. This school philosophy and goal statement has a good balance of academic, Indian cultural, and community-related goals.	x	x		x
5. Teachers, parents, Elders and interested community members generally agree with the school's statement of its philosophy and goals.	x	x		x
6. I agree with the school's statement of its philosophy and goals.	x	x		x
7. I have the following concerns with the School's philosophy and goal statement:	x	x		x
(Please specify)				

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
8. There is a process to review the school's philosophy and goals.	x	x		
9. The philosophy and goals have been reviewed within the last three years.	x	x		
10. The philosophy and goals should be reviewed in the near future.	x	x		

ACHIEVEMENT OF GOALS

- | | | |
|---|---|---|
| 11. Generally, administrators, teachers, parents, and interested community members feel that the philosophy and goals are being achieved. | x | x |
| 12. I feel the school's philosophy and goals are being achieved. | x | x |
| 13. If you disagree on question 12, why have the philosophy and goals are being achieved? | x | x |

9.0 SCHOOL FACILITIES

- o Effective school facilities are adequate, safe and well maintained. Library resources are adequate and used by students. Effective schools use community resources when they are required.

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>SCHOOL FACILITIES</u>				
1. The school facilities are adequate for the number of students involved.	x	x		x
2. The school facilities are maintained satisfactorily.	x	x	x	x
3. The school facilities are used in a creative manner by school staff.	x	x	x	x

SCHOOL RESOURCES AND EQUIPMENT

4. The school's science laboratory equipment is adequate.	x	x	x	x
5. Students use the sports equipment sufficiently.	x	x	x	x
6. The school sports equipment is adequate.	x	x	x	x
7. The library resources are adequate.	x	x	x	x
8. Students utilize the library sufficiently.	x	x	x	x

COMMUNITY RESOURCES

9. The school uses community facilities in an appropriate way (provide examples of community facilities).	x	x		x
10. The community uses the school facilities well.	x	x		x

10.0 SCHOOL SUPPORT SERVICES

- o Effective schools have adequate health care, social work, counselling and other support services. They also have safe reliable transportation service for students.

	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>HEALTH AND SOCIAL SERVICES</u>				
1. The school health care worker provides adequate services to students.	x	x		x
2. I receive good health care from the school.			x	
3. I have used the school health care worker.	x	x	x	
4. The school social worker provides adequate services to students.	x	x		x
5. I have used the school social worker	x	x	x	
6. The school social worker assists me when I need help.			x	
<u>PSYCHOLOGICAL SERVICES</u>				
7. The school psychological counsellor provides adequate services.	x	x		x
8. I have used the school psychologist.		x	x	x
9. The school psychological counsellor assists me when I need help.			x	
<u>CURRICULUM DEVELOPMENT SERVICES</u>				
10. I have used the curriculum development consultant.		x		
11. The school curriculum development consultant(s) provide(s) adequate support to teachers.	x	x		

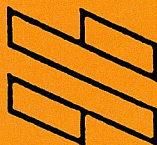
	LEA	EDUCATORS	STUDENTS	PARENTS/ COMMUNITY MEMBERS
<u>SCHOOL-COMMUNITY WORKER SERVICES</u>				
12. The school community worker provides adequate services.	x	x		x
13. I have used the school community worker.		x		x
14. The school community worker helps me when I need assistance.			x	
<u>CAREER COUNSELLING SERVICES</u>				
15. The school career counselling services are satisfactory for students.	x	x		x
16. I have used the school career counselling services.			x	
17. The school career counselling services are useful when I use them.			x	
<u>DIAND ADVISORY SERVICES</u>				
18. The DIAND Regional Office provides adequate support services to the school.	x	x		
19. The school uses the DIAND advisory services appropriately.	x	x		
<u>TRANSPORTATION SERVICES</u>				
20. The bus services for students are safe.	x	x	x	x
21. The bus services for students are reliable.	x	x	x	x

INFORMATION BOOKLET
ON
SCHOOL EVALUATION
FOR SCHOOL PERSONNEL

Booklet 4

A Series for:
Band-Controlled and Federal Indian Schools

Draft 3
February 1990



ROBERT NIXON AND ASSOCIATES

INFORMATION BOOKLET

ON

SCHOOL EVALUATION

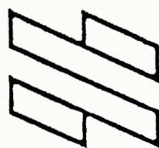
FOR SCHOOL PERSONNEL

Booklet 4

A Series for:

Band-Controlled and Federal Indian Schools

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PURPOSE OF THIS BOOKLET

- o This booklet is designed to introduce school personnel to the idea of comprehensive school evaluation. For the purpose of this booklet, school personnel includes: principals, teachers, teaching assistants and aides, instructors, counsellors, school health personnel, clerical, custodial and maintenance staff. The booklet will provide you with information about the following:
 - 1. What is Comprehensive School Evaluation;
 - 2. How it is carried out;
 - 3. Who participates in a Comprehensive School Evaluation and how you can be involved;
 - 4. Ways that information can be gathered to complete the school evaluation;
 - 5. Expected results of a Comprehensive School Evaluation;

WHAT SCHOOL EVALUATION IS:

- o designed to involve school staff and concerned community members in an assessment process aimed at school improvement.
- o a way to examine all the parts of a school and how they work together as an effective unit. This includes the LEAs, Elders, principals and administrators, teachers, students, parents, and community members.
- o based on the idea that it is necessary to examine all the parts of a school to understand how well that school is operating, and to identify the full range of its strengths and weaknesses.
- o a review of how school staff functions in relation to the school's overall philosophy and goals.

SCHOOL EVALUATION IS NOT:

- o a performance review of individual teachers or staff, (Performance reviews normally include a detailed assessment of teachers' accomplishments related to their goals and objectives.) The comprehensive evaluation format does not identify the strengths and weaknesses of individual teachers or staff, but rather addresses how the staff as a whole performs and achieves results.
- o an evaluation of specific courses or specific elements of the curriculum. This would involve a more detailed examination than a comprehensive evaluation includes. For example, evaluation of a specific course would involve assessing specific course objectives, course materials, test results, etc.
- o a detailed analysis of financial requirements of the school. (DIAND has an established funding formula.) The evaluation can, however, examine the effectiveness of the existing financial and administrative systems in the school.

WHY DO A SCHOOL EVALUATION?

- o There are a variety of reasons why a Band might do a school evaluation, for example:
 - to assist Bands to decide whether to take control of education in their community;
 - to examine schools that have been operated by the Band for some time to know what they are doing well and what needs improvement;
 - to fulfill one of the requirements of the flexible transfer payments (FTPs) system which requires that a Comprehensive School Evaluation be carried out every five years;
 - to improve the management of the school;
 - to plan change and improvements in the school;
 - to provide school decision-makers with useful information to help them make decisions;
 - to provide a clear and organized way of sharing information on the school;

- to inform the community as a whole about the school, and build understanding and cooperation regarding the school's goals.
- o In addition, Indian educators working with the Assembly of First Nations (AFN) have recognized the importance of school evaluations a recent report (1988) entitled Tradition and Education: Towards a Vision of Our Future. This report recommended that school evaluations be conducted regularly and that the federal government assist the First Nations in the development of evaluation mechanisms and processes.

HOW IS A SCHOOL EVALUATION CARRIED OUT?

- o The Comprehensive School Evaluation process is designed to be planned and managed by the Band Local Education Authority (LEA) or by a special School Evaluation Steering Committee, set up by LEA or the Band Council. This Evaluation Steering Committee would normally include representatives from some or all of the following groups: LEA, Band Council, school administration, teachers, parents, Elders, community members and DIAND education staff familiar with the school.
- o The Comprehensive School Evaluation normally takes between three to six months to complete and has three distinct phases:
 1. The planning phase: which includes:
 - deciding on the key issues to examine in the evaluation
 - securing financial resources to carry out the evaluation
 - writing the Terms of Reference for the evaluation
 - hiring a consultant to conduct the evaluation
 2. The management phase of the evaluation which includes;
 - approving the consultant's workplan

- monitoring data gathering
 - reviewing interim progress reports from the consultant
 - reviewing and approving the final evaluation report
3. Follow-up and implementation phase which includes
- developing an implementation plan to ensure the recommended improvements are carried out
 - monitoring the implementation annually
 - conducting interim or mini-evaluations 2 to 4 years after the Comprehensive Evaluation to review accomplishments.
- o The LEA or School Evaluation Committee will hire a Consultant or a Consulting Team to carry out Phase 2: the conduct of the Comprehensive Evaluation. In addition, some LEAs or Evaluation Committee will choose to hire a planning consultant to help them in Phase 1 or the planning phase.

HOW THE IDEA OF AN EFFECTIVE SCHOOL RELATES TO SCHOOL EVALUATION

- o Comprehensive School Evaluation attempts to measure the degree to which a school is effective and functioning well.
- o A Comprehensive School Evaluation examines all component parts of the school and how they work together.
- o Effective schools are defined as schools that function well as a unit and schools whose students, teachers and administrative staff achieve high standards of performance.

- o The Comprehensive School Evaluation is based on ideas from extensive educational research over the past 15 years throughout the world. This research has shown that effective schools have specific characteristics. For the purpose of this series of booklets effective school characteristics have been grouped into ten major categories. Taken together, these ten characteristics cover all aspects of a well-functioning school.
- o The ten major characteristics of effective schools identified in booklet 1 are:
 - 1. Clear, agreed upon school philosophy and goals.
 - 2. A positive and clear school governing body (such as the LEA).
 - 3. A strong and positive administrative leadership.
 - 4. A planned curriculum.
 - 5. Quality instruction.
 - 6. A high degree of teacher and staff effectiveness.
 - 7. Parent and community involvement in the school.
 - 8. A positive school and classroom climate.
 - 9. Adequate facilities.
 - 10. Adequate educational support services.
- o The Comprehensive School Evaluation is designed to examine the school from each of the ten characteristics.

SCHOOL EVALUATION INVOLVES GATHERING TWO TYPES OF INFORMATION

- o Comprehensive School Evaluation involves collecting two different types of information or data. First, information is collected about peoples' perceptions about the school and its activities and effectiveness (qualitative data). Second, written or documented information (quantitative data) is collected as apart of a School Profile. For example, patterns of student test results would be part of the School Profile information gathered.

WHO PARTICIPATES IN THE SCHOOL EVALUATION

- o An important element of the Comprehensive School Evaluation is that they normally involve a variety of types of people concerned with the school. For example, school administrators, teachers, school staff, Elders, students, parents, and community members are usually involved at one stage or another in different ways.
- o In general, the LEA or School Evaluation Committee will decide how different groups of people will be involved. For example, in the planning phase school staff, parents, Elders, and community members (and if the Band wishes, DIAND staff) might be consulted about what major issues the evaluation should examine and who might be involved in the process. Later in the planning stage, school and community groups would usually be informed about the details of the evaluation plan once it is finalized.
- o In the data or information collection stage, once the evaluation consultant has begun his work, normally most or all school staff will be interviewed or asked to fill out a questionnaires. In addition, a sampling of Elders, Band Councillors, LEA members, parents, community members and student swill be interviewed or asked to fill out a questionnaire.
- o Once the consultant has produced a draft final report, usually the LEA or evaluation committee will want to have representatives from the Band Council school staff, parents and community membership review it and make comments. Later, after the final report has been approved, the LEA and

Band Council will normally present the recommendations to the school and community members.

TYPES OF QUESTIONS TO EXPECT IN THE DATA OR INFORMATION GATHERING PHASE

- o The evaluation consultant will ask you a series of questions. These questions will usually be presented in a one-to-one interview, or in the form of a questionnaire. Some consultants may choose to meet with small groups of people and ask them questions.
- o The questions that you will be asked will be about your perceptions of the school. In general, there will be ten types of questions, which relate to the ten characteristics of effective schools. You might be asked to fill out questionnaires like the three examples that follow:

	SD	D	NO	A	SA
The principal sets high expectations for teaching and administrative staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses of study have clear measurable goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers show a sense of pride in their school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEGEND: SD: Strongly Disagree A: Agree
D: Disagree SA: Strongly Agree
NO: No Opinion

- o You might also be asked interview questions like the three examples entered below.

How does the principal encourage teachers to plan together?

How are Elders involved in curriculum planning?

How do teachers clearly communicate high expectations to students?

EXPECTED RESULTS OF THE SCHOOL EVALUATION

- o Comprehensive School Evaluations are designed to produce an analysis of overall school strengths and weaknesses, and propose recommendations that lead to specific, practical improvements to a school.
- o Comprehensive School Evaluations can help all those involved with the evaluation process (whether school staff, students, or community members) to become more knowledgeable and aware of the school's goals, activities and performance.
- o Comprehensive School Evaluations also support the idea of Indian control of Indian education, since they provide LEA's and school leaders with the understanding and skills to examine, evaluate and improve their schools.

CONFIDENTIALITY

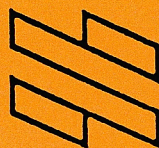
- o You should be assured that all the information you give to the Evaluation Consultant in either a questionnaire or interview form will be kept strictly confidential. The information you provide will not be quoted anywhere in the evaluation report.

**INFORMATION BOOKLET ON
EVALUATION FOR ELDERS, PARENTS
AND OTHER COMMUNITY MEMBERS**

Booklet 5

**A Series Prepared for:
Band-Controlled and Federal Indian Schools**

**Draft 3
February 1990**



ROBERT NIXON AND ASSOCIATES

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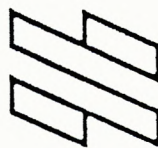
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**INFORMATION BOOKLET ON
EVALUATION FOR ELDERS, PARENTS
AND OTHER COMMUNITY MEMBERS**

Booklet 5

**A Series Prepared for:
Band-Controlled and Federal Indian Schools**

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ROBERT NIXON AND ASSOCIATES

PURPOSE OF THIS BOOKLET

- o This booklet is designed to introduce you to the idea of comprehensive school evaluation. The booklet will provide you with information about the following:
 - 1. What is Comprehensive School Evaluation;
 - 2. How it is carried out
 - 3. Who participates in a Comprehensive School Evaluation and how you can be involved;
 - 4. Ways that information can be gathered to complete the school evaluation;
 - 5. Expected results of a Comprehensive School Evaluation;

WHAT SCHOOL EVALUATION IS:

- o an evaluation or assessment involving school personnel and concerned community members in a process aimed at school improvement.
- o a way to study all the parts of a school and how they work together as an effective unit. This includes the LEAs, Elders, principals and administrators, teachers, students, parents, and community members.
- o based on the idea that it is necessary to examine all the parts of a school to understand all of its strengths and weaknesses.
- o a review of how the school functions in relation to its philosophy and goals.

SCHOOL EVALUATION IS NOT:

- o a performance review of individual teachers or staff. The comprehensive evaluation format does not identify the strengths and weaknesses of individual teachers or staff. Instead it addresses how the staff as a whole performs and achieves results.

- o an evaluation of specific courses in the school curriculum. This would involve a more detailed examination than a comprehensive evaluation includes.
- o an examination of the financial requirements of the school. (DIAND has an established funding formula.) The evaluation can, however, examine the overall usefulness of the existing financial systems in the school.

WHY DO A SCHOOL EVALUATION?

- o There are a variety of reasons why a Band might do a school evaluation, for example:
 - to assist Bands to decide whether to take control of their education;
 - to examine schools that have been operated by the Band for some time to know what they are doing well and what needs improvement;
 - to fulfill one of the requirements of the flexible transfer payments (FTPs) system that requires Comprehensive School Evaluations be carried out every five years;
 - to improve the management of the school;
 - to plan change and improvements in the school;
 - to provide school decision-makers with usefull information to help them make decisions;
 - to provide a clear and organized way of sharing information on the school;
 - to inform the community as a whole about the school, and build understanding and cooperation regarding the school's goals.
- o In addition, Indian educators working with the Assembly of First Nations (AFN) have recognized the importance of school evaluations in a recent report entitled Tradition and Education: Towards a Vision of Our Future published in 1988. This report recommended that school evaluation be carried out regularly.

HOW IS A SCHOOL EVALUATION CARRIED OUT?

- o The Comprehensive School Evaluation process is designed to be planned and managed by the Band Local Education Authority (LEA) or by a special School Evaluation Steering Committee, set up by LEA or the Band Council. This Evaluation Steering Committee would normally include representatives from some or all of the following groups: LEA, Band Council, school administration, teachers, parents, Elders, community members and DIAND education staff familiar with the school.
- o The Comprehensive School Evaluation normally takes between three to six months to complete and has three distinct phases:
 - 1. The planning phase which includes:
 - deciding on the key issues to examine in the evaluation
 - securing the money to carry out the evaluation
 - writing the objectives for the evaluation
 - hiring a consultant to conduct the evaluation
 - 2. The management phase of the evaluation which includes;
 - approving the consultant's workplan
 - gathering information (data)
 - reviewing progress reports from the consultant
 - reviewing and approving the final report
 - 3. Follow-up and implementation phase which includes
 - developing a plan to ensure the recommended improvements are made
 - making sure the plan is carried out
- o The LEA or School Evaluation Committee will hire a Consultant or a Consulting Team to carry out Comprehensive Evaluation. In addition, some LEAs or Evaluation Committee will choose to hire a planning consultant to help them plan the evaluation.

SCHOOL EVALUATION INVOLVES GATHERING TWO TYPES OF INFORMATION

- o Comprehensive School Evaluation involves collecting two different types of information or data. First, information is collected about peoples' perceptions about the school and its activities and effectiveness (qualitative data). Second, written or documented information (quantitative data) is collected as part of a School Profile. For example, patterns of student test results would be part of the School Profile information gathered.
- o It is important to gather both types of data so that they can be compared and analyzed together.

MEASURING HOW EFFECTIVE YOUR SCHOOL IS

- o Comprehensive School Evaluation measures how effective the school is.
- o A Comprehensive School Evaluation examines all component parts of the school and how they work together.
- o Effective schools are defined as schools that work smoothly as a unit and schools whose students, teachers and other staff achieve high standards of performance.
- o The design of the Comprehensive School Evaluation is based on ideas from educational research being done in all parts of the world. This research has shown that effective schools have ten characteristics.
 1. Clear, agreed upon school philosophy and goals.
 2. A positive and clear school LEA.
 3. A strong and positive administrative leadership.
 4. A planned curriculum.
 5. Excellent teaching
 6. Teachers and staff that work together well.
 7. Parent and community involvement in the school.
 8. A positive school and classroom climate.
 9. Adequate facilities.

10. Adequate educational support services.

- o The Comprehensive School Evaluation is designed to examine the school from each of these ten characteristics.

WHO PARTICIPATES IN THE SCHOOL EVALUATION

- o An important element of the Comprehensive School Evaluation is that they normally involve a variety of types of people concerned with the school. For example, school administrators, teachers, school staff, Elders, students, parents, and community members are usually involved at one stage or another in different ways.
- o In general, the LEA or School Evaluation Committee decides how different groups of people will be involved. For example, in the planning stage school staff, parents, Elders, and community members (and if the Band wishes, DIAND staff) might be consulted about what major issues the evaluation should examine. Later in the planning stage, school and community groups would be informed about the details of the evaluation plan.
- o In the information collection stage, once the evaluation consultant has begun his work, some Elders, Band Councillors, LEA members, parents, community members and students will be interviewed or asked to fill out a questionnaire.
- o Once the consultant has produced a draft final report, usually the LEA or evaluation committee will want to have representatives from the Band Council school staff, parents and community membership review it and make comments. Later, after the final report has been approved, the LEA and Band Council will normally present the recommendations to the school and community members.
- o In summary, Elders, parents or community members might be involved at all stages of the evaluations.

TYPES OF QUESTIONS TO EXPECT

- o The evaluation consultant will ask you a series of questions. These questions will usually be presented in a one-to-one interview, or in the form of a questionnaire. Some consultants may choose to meet with small groups of people and ask them questions.
- o The questions that you will be asked will be about your perceptions of the school. In general, there will be ten types of questions, which relate to the ten characteristics of effective schools. You might be asked to fill out questionnaires like the three examples that follow:

	SD	D	NO	A	SA
Parents are aware of curriculum priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students show a sense of pride in their school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school encourages community members to visit the school and observe activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEGEND: SD: Strongly Disagree
D: Disagree
NO: No Opinion

A: Agree
SA: Strongly Agree

- o You might also be asked interview questions like the three listed below:

Are you kept adequately informed about your children's progress in school?

Does the school assist your child to make career choices and decisions?

Does the school involve Elders enough in teaching traditional culture and language?

EXPECTED RESULTS OF THE SCHOOL EVALUATION

- o Comprehensive School Evaluations are set up to identify a school's strengths and weaknesses. They also include recommendations that lead to practical improvements to a school.
- o Comprehensive School Evaluations can help all the people involved with the evaluation process (whether school staff, students, or community members) to become more aware of the school's goals, activities and performance.
- o Comprehensive School Evaluations also support the idea of Indian control of Indian education, since they provide LEA's and school leaders with the skills to understand what parts of the school need improving.

CONFIDENTIALITY

- o You should be assured that all the information you give to the Evaluation Consultant in either a questionnaire or interview form will be kept strictly confidential. The information you provide will not be quoted anywhere in an evaluation report.

INFORMATION BOOKLET

ON

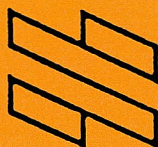
SCHOOL EVALUATION

FOR STUDENTS

Booklet 6

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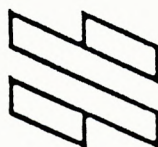
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WHAT IS A SCHOOL EVALUATION?

- o When we evaluate something, we study it. When we evaluate a school, we study the parts of a school and how they work. This is one way of getting information about the school.

WHY DO AN EVALUATION?

- o Schools, like anything else, have strengths and weaknesses. From time to time it is a good idea to examine those strengths and weaknesses to know how to improve the school. This is what an evaluation does; it looks at the way the school is and suggests how it could be better.
- o This evaluation involves you, the students at the school, as well as the principal and other staff, the Band Council and other community members. The person who is doing the evaluation (the consultant) may want to ask you what you think about the school. He will also ask others in the community what they think about the school.
- o It is important that Indian children do well at school - that they want to be there and they want to learn. This means the school has to provide the best possible education. It has to be a good place for learning. To help make sure this happens, the school must go through a special evaluation every few years.

HOW WILL YOU BE INVOLVED?

- o There are three main stages to the evaluation. You may be asked to be involved in the second stage, when information is collected.
- o You might be asked to answer some questions about the school. The questions might be given in writing, and you would fill in what you think. Or the questions might be presented in person, by an interviewer. This might also involve a group discussion.

- o Here are some examples of questions you might be asked in writing:

	SD	D	NO	A	SA
Teachers explain clearly their objectives in each course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school encourages students to work hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEGEND: SD: Strongly Disagree A: Agree
D: Disagree SA: Strongly Agree
NO: No Opinion

- o Here are some examples of questions you might be asked in person, by an interviewer:

Are the buses you travel to and from school in safe?

Are you encouraged to work together with other students in class?

- o Your opinions are private and will be used only by those who are in charge of the study. Remember that some parents, teachers, Elders and others involved with the school will also be answering questions. The information you and they can give is important. Without it, the evaluation might not succeed.

WHAT HAPPENS TO THE INFORMATION THAT IS COLLECTED?

- o The information gathered is used to write a report. This report will make suggestions on how to improve the school. It will be up to the Band Council and others involved with the Local Education Authority to make sure that the recommendations are carried out.

YOUR OPINION ABOUT YOUR SCHOOL is important.

***ESTABLISHING AN APPROACH TO EVALUATING INDIAN SCHOOLS:
SUMMARY OF A REVIEW OF CURRENT PRACTICES***

Prepared for:

***Evaluation Directorate
Indian and Northern Affairs Canada***

October 1988

Prepared by:

Judi Stevenson

OBJECTIVE

This report was undertaken as part of an evaluation project to develop approaches to evaluating elementary and secondary schools for Indian children. It contains the findings of an investigation into current practices in school evaluation. Recommendations are made relating to the next step in this evaluation project.

MAIN FINDINGS

1. Evaluation activity now varies significantly from region to region. Activities under way in different regions include administrative data gathering, traditional school inspections and teacher accreditation, special issue-focused evaluation studies, provincial accreditation of schools or specific programs, and some self-help and/or externally conducted comprehensive school evaluations. There is little comparability of results within or among regions, and no cumulative picture of the effectiveness of the education program is being constructed through present evaluation activities.
2. Amounts currently being spent on school evaluations range from minimal amounts in some regions to several hundred thousand dollars annually in other regions. The present ad hoc funding arrangements for evaluation-type activities will not work for the regular, cyclical evaluations envisaged in this report.
3. It is important that evaluation initiatives be developed and implemented in ways that are consistent with the longstanding commitment of the Government of Canada to the principle of Indian control of Indian education. To this end, Indian educators and leaders should be consulted and involved in education evaluation endeavours at all stages.

CONCLUSIONS

Evaluations of several types are required to provide information needed for effective schools, program improvement and public accountability. Evaluations of local schools, program components and the national elementary/secondary education program are all necessary because the functioning of each has consequences for the others.

Well-designed local school evaluations can contribute to improvements in education for Indian children and can support and extend the policy of local control of Indian schools. These evaluations can be a dynamic tool for change in education and an impetus for extending local educational improvements from the classroom into the community. The process of facilitating school improvement through evaluation can contribute to successful devolution.

The "effectiveness in education" movement has produced examples of ways to assist local schools and school systems to conduct worthwhile evaluations. The most useful evaluations are those that assess teaching and learning activities; curriculum; student achievement; school administration, organization and facilities; and community satisfaction. (These are referred to as "comprehensive" in this report.)

RECOMMENDATIONS

1. Phase II of this study should:
 - design booklets to support and guide locally controlled comprehensive evaluations of band and federal schools;
 - plan for the pilot testing of evaluation booklets;
 - plan for audio-visual support material for training bands in the use of the evaluation booklets; and
 - identify options for implementing cyclical, comprehensive school evaluations across all regions, as well as the departmental and band resources that would be required.
2. A plan should be developed that would lead to fulfilment of the evaluation provisions in master tuition agreements.
3. A plan should be developed for a series of program component evaluations in areas identified by Education Branch educator/administrators and Indian educators.
4. A plan should be developed for periodic evaluation of the national elementary/secondary education program.