

Regional standard of competences for external evaluators

REGIONAL STANDARD OF COMPETENCES FOR EXTERNAL EVALUATORS

Job profile (Job description):

- Plans, organizes and carries out the external evaluation of educational institutions/providers together with colleagues on the basis of the legislation and valid external evaluation framework and applies customization if necessary.
- Evaluates the quality of specific domains/areas from the External evaluation framework aiming at the improvements_____ (to be filled with categories/areas of evaluation from the evaluation framework for each economy) and examines compliance with legislation and regulation by governing bodies and educational institutions/providers.
- Cooperates with relevant stakeholders¹ and authorized institutions/providers and/or coordinates an external evaluation team consisting of fellow external evaluators (including colleagues from other competent institutions, if applicable, analysts and others).
- Forms a judgement about educational institutions/providers taking into account the results of internal evaluation process; forming opinions based on data and information gathered from research methods (analyzing documents, direct class observations, focus groups, questionnaires and interviewing governing bodies, employees of educational institutions/provider, parents, students, teachers and other stakeholders like business representatives if applicable etc.)
- Shares opinions, discusses and fine-tunes the findings with the external evaluation team, with manager or team leader and relevant institutions/providers.
- Reports on draft findings of the external evaluation together with colleagues and links the findings back to the parties involved, including recommendations.
- Prepares and consolidates the judgements in reports and/or a public report (bearing in mind the data protection and privacy regulations).
- Plans, contributes to or coordinates the evaluation and development of the external evaluation of educational institutions/providers (including identifying good practice examples, annual evaluations and thematic external evaluations or projects, if applicable)
- Is responsible for monitoring the progress, quality, and timely delivery of the final product together with colleagues.

¹ Ministries, schools and other educational institutions, local community, businesses, parents, students

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

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

DOMAIN 2. PROFESSIONAL PRACTICE FOR EXTERNAL EVALUATION

Focuses on what makes evaluators distinct from other practicing professions in education

2. Professional knowledge, skills and attitudes

Knowledge of education and training system

Understanding of foundational documents

Adequate interpretation and implementation of legislation in the field

Risk identification and assessment

Knowledge and appropriate application of external evaluation procedures

- Knows very well education system s/he is working in, and, if relevant, labour market needs and legislation in force in the fields and informs her/himself on the main (inter)national research findings.
- Has very good theoretical knowledge and practical skills for evaluation of curriculum implementation, pedagogy (including contemporary novelties), teaching and learning process and student assessment.
- Knows, understands, and applies the legislative and foundational documents (e.g. frameworks).
- Uses systematically reliable, accurate and relevant evidence to make evaluative judgement.
- Critically reflects on external evaluation to improve practice.
- Develops professionally (including communication skills), based on identified personal areas of professional competence and needs for growth, to deepen reflective practice, stay current, and build connections.
- Has a clear understanding of the purpose and value of the evaluation, the complexity of the evaluation process, the different roles it has, and what it is expected to achieve.

		<ul style="list-style-type: none"> ● Effectively plans, organizes, directs and controls the necessary evaluation resources, so that the object of the evaluation is completed within the defined deadlines. ● Completes the relevant instruments clearly, coherently, and irrefutably in accordance with the legislation. ● Builds collaborative and encouraging team relations encouraging the atmosphere of constant improvements. ● Reports to the superior any complaint on legal violations during the evaluation activity. ● Advocates for the values and relevance of external evaluation. ● Selects and disseminates successful practices of pre-university educational institutions/providers at the national level, if applicable.
<p>DOMAIN 3. INTERPERSONAL COMMUNICATION SKILLS AND COMPETENCES</p> <p>Focuses on human relations and social interactions that ground evaluator effectiveness for professional practice throughout the pre-evaluation, on-site evaluation and post-evaluation and teamwork</p>		
<p>3.1. Communication during the process of the external evaluation practices</p>	<p>Cultural competences</p> <p>Communication (including official correspondence)</p> <p>Facilitation</p> <p>Conflict resolution</p>	<ul style="list-style-type: none"> ● Expresses tolerance and empathy in communication. ● Communicates clearly, convincingly, timely and concisely, both orally and in writing about the process of external evaluation and legal consequences of actions or inaction. ● Adapts the style of oral and written communication to the audience and to the aim.

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

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

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

DOMAIN 5. LEADERSHIP AND MANAGEMENT

Focuses on determining and monitoring work plans, timelines, resources, and other components needed to complete evaluation and deliver evaluation reports

<p>5.1. Planning and Management</p>	<p>Networking</p> <p>Developing proposals</p> <p>Contracting</p> <p>Determining work assignments</p> <p>Monitoring progress</p> <p>Fostering use of results</p> <p>Management of human resources</p> <p>Management/coordination of evaluation groups</p> <p>Training of external evaluators</p> <p>Counselling</p> <p>Guiding quality improvements of the educational institutions/providers' services</p>	<ul style="list-style-type: none"> ● Negotiates and manages a feasible evaluation plan, budget, resources, and timeline. ● Is well organized, correctly implementing the evaluation work plan. ● Manages and safeguards evaluation data. ● Plans for evaluation use in line with existing regulations. ● Coordinates, supervises and documents evaluation processes and products in order to provide in time and appropriately the required information for the evaluations. ● Monitors evaluation process and quality and makes adjustments when and if needed. ● Works with stakeholders to prepare them for evaluation when or if appropriate. ● Initiates and/or performs all tasks of external evaluator, in particular with educational institutions/providers with complex management problems. ● Contributes and proposes directions for the formulation or revision of educational policies, strategies and decision-making, based on the findings and information from the evaluations.
-------------------------------------	--	--

		<ul style="list-style-type: none"> ● Delegates assignments and ensures work quality of other evaluators of the team, providing professional support and challenge within the team. ● Processes complex information and data, to carry out accurate and reliable assessment, translating them into meaningful recommendations or necessary measures. ● Continuously improve the evaluation expertise by identifying and promoting good practice and exchanging experiences aiming to increase the quality of the educational institution/provider.
5.2. Leadership		<ul style="list-style-type: none"> ● Acts calmly, prudently, flexibly, and confidently during the evaluation activity, constructively managing stress and preventing/resolving stressful situations. ● Has knowledge of and uses effective leadership strategies. ● Has knowledge of and uses strategic planning. ● Creates stimulating and motivational working environment. ● Ensures continuous and reliable flow of relevant information among the staff members.

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

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