

Appendix 4 Evaluation synthesis template provided to review officers



Additional teaching staff Review Officer Synthesis Sheet

| | | |
|---|-----------------------------------|--------------------|
| School: _____ | Profile No: _____ | Date: _____ |
| Review officer: | _____ | |
| Senior review officer: | _____ | |
| Evidence collection codes: | Classroom observations | O |
| | Interviews with teaching staff | T |
| | Interviews with students | S |
| | School/classroom documentation | D |
| | Samples of student work | W |
| | Interviews with the principal | P |
| | Interviews with the board | B |
| | Interviews with parents/community | C |
| Additional staffing entitlement received by the school for the 2004 year: | _____ | |
| Additional staffing entitlement received by the school since 2000 (information has been supplied to ERO Area office by A&P): | _____ | |

Section A Background questions

1. Who in the school is aware of the existence of the additional teaching entitlement allocated through the Staffing Review?

Please indicate all that are applicable

Principal

Teaching staff employed as a result of the entitlement

Board members

| All | Many | A few | None |
|-----|------|-------|------|
| | | | |

Teaching staff generally

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Students

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Parents/whānau/community

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

2. Who in the school is aware of *how* the additional teaching entitlement has been allocated in this school?

Please indicate all that are applicable

Principal

Teaching staff employed as a result of the entitlement

Board members

| All | Many | A few | None |
|-----|------|-------|------|
| | | | |

Teaching staff generally

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Students

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Parents/whānau/community

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

3. Has use of the additional entitlement by the school resulted in:

Please indicate the allocation of FTTEs to all that apply

FTTEs

The employment of new teaching staff (part or full-time)?

Charge against entitlement teaching staff previously charged against operations funds?

Maintenance of staffing levels following roll reductions?

Increase hours of part-time staff?

Other _____

Section B What is the entitlement being used for and why?

This section requires you to gather and report information directly from the school.

‘Programme theory’ refers to the rationale or logic used by the school to link activity/activities (the ‘programme’) resulting from the additional teaching staff resource with the intended goals of the programme.

You will need to collaborate closely with the school to answer the following questions. These questions could be used as the basis of interview questions. It is expected that you will need to talk to more than one person/position (i.e. principal/board member/teaching staff) to verify that a shared understanding exists in the school around what the additional teaching staff resource is being used for and why. If a shared understanding does not exist, please indicate this.

Please indicate the sources of evidence investigated for this section:

| | | | | | |
|---|---|---|---|---|---|
| T | S | D | P | B | C |
|---|---|---|---|---|---|

4. Are the professional leadership in the school able to identify (without prompting) what the additional teaching staff entitlement is being used for?

Yes / No

5. If no, what are the reasons given for the difficulty in identifying? (e.g. way in which the entitlement is delivered, unaware of expectations around use of entitlement, size of overall FTE increase etc)

If no, please work with the school (through prompting and investigative questioning) to answer the questions that follow.

6. How is the additional teaching staff entitlement being allocated over the 2004 year?

| Describe the types of activities that staffing entitlement has been allocated for. <i>(please indicate if this is a new (N) activity, or a continuation/enhancement (C) of a previously existing activity carried out by teaching staff)</i> | What are the intended outcomes/goals of the activity/activities? |
|---|--|
| | |
| | |
| | |
| | |

Section C Evaluating the programme theory

To what extent is it reasonable to have allocated the entitlement in this way?

The purpose of this section is for you to evaluate the extent to which you believe the school's rationale and intended process for allocating the additional teaching entitlement (as outlined in Section A and B) is valid and reasonable. If a school has allocated additional teaching staff entitlement to more than one individually identifiable set of activities please complete Section C and D for each one. A shorter version of this Synthesis Sheet document, including only Section C and D, is available on the intranet for this purpose.

The questions below are intended to provide a framework for your evaluative thinking.

Please provide comment with each question to indicate the rationale on which you have based your evaluative judgement. If you are unable to provide a rationale, please do not provide a judgement.

NB: Judgement scale - 1 is low, 4 is high

15. To what extent are the goals and objectives of the way in which the additional entitlement has been allocated **well defined** and measurable?

| | | | | |
|---|--------------------------|--------------------------|--------------------------|-----------------------------------|
| Goals not defined and, therefore, unable to be measured | | | | Well defined and measurable goals |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1 | 2 | 3 | 4 | |

Rationale

16. To what extent are the proposed indicators/measures of the success of the way in which the additional entitlement has been allocated ***valid and reliable***?

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------------------|
| Indicators are not valid or reliable | | | | Indicators are valid and reliable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | | 4 |

Rationale

17. To what extent are the goals and objectives of the way in which the additional entitlement has been allocated ***feasible, and is it realistic*** to assume that they can actually be attained as a result of a staffing allocation of this size?

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--|
| Allocation goals and objectives are not feasible or realistic | | | | Allocation goals and objectives are feasible and realistic |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | | 4 |

Rationale

18. To what extent is the way in which the additional teaching staff entitlement has been allocated address the *priority needs* of students?

| | | | | |
|--|--------------------------|--------------------------|--------------------------|---|
| Activities do not address priority needs of students | | | | Activities address priority needs of students |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1 | 2 | 3 | 4 | |

Rationale

20. What (if any) unintended side-effects can be observed?

Yes / No (please circle)

If yes, please outline below

(Please indicate if you believe the side-effect to be negative or positive).

Effectiveness of the way in which the additional entitlement has been allocated

21. To what extent are the **goals** of the way in which the additional entitlement has been allocated being achieved?

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| No goals being achieved | | | All goals being achieved |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | 4 |

Please describe all observed goals achieved and/or currently being progressed effectively.

Please outline the evidence/indicators of effectiveness on which this judgement has been based.
