

EVALUATION OF THE LEARNING PROCESS AND SCHOOL PERFORMANCE

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The paper presents the result of the as an overview of what is good together with a list of action items and improvement proposals. The results of an evaluation must enable an organization to take well-founded decisions with a view to its further development.

Also, it is evaluated the school performance, referring to different levels of the quality indicators, to good resultants, to exceptional realizations, to maximum efficiency an educational activity. It supposes standards, information and corrective action.

Keywords: evaluation, school performance, evaluation instruments, quality education

1. INTRODUCTION

The evaluation [1] represents the process of the collection and the analysis of information, connected with judgment in the context of quality assurance in order to facilitate improvement, informed decision-making.

- External evaluation is the evaluation of the quality and performance of an organization or aspects of it, is conducted by an outside body - an inspector, consultant or other authority.
- Internal evaluation is evaluation of the quality and performance of an organization or aspects of it, carried out by the organization itself or by people within the organization.

2. PRESENTATION OF THE CONCEPT

The evaluation is a process [2], in which the organization asks questions about the quality of the working processes, seeks evidence and comes to a judgment. An evaluation exercise is not only a matter of working your way through a set of procedures but it is also a continuous process of interpretation and negotiation.

The result of the evaluation should be an overview of what is good together with a list of action items and improvement proposals. The results of an evaluation must enable an organization to take well-founded decisions with a view to its further development.

The idea of evaluation is often seen as threatening, especially when it is not made clear what is done with the obtained information on management level. Resistance

can be prevented through good information and effective involvement of the staff in the decision process vis-à-vis the structure and the method [3]. The nature and organization of the quality assurance system and evaluation need to be explained. There needs to be clarity about how the measurement results will be used beforehand. The emphasis needs to be on making the staff aware, culture changes and discussion of progress.

3. EVALUATION COMPONENTS

The evaluation components are presented bellow:

Goal:

- To evaluate the quality of an organization using an evaluation.
- To draw up improvements based on the results of the evaluation.

Target group:

- Education organizations.

Method:

- The method is modified as much as possible to the properties and operation of the organization.

Criteria:

The criteria refer to aspects that are relevant for quality in education [4], [5]: human resources management, resources management, management information system, technical and administrative support, courses offered, quality assurance, participants needs, attitude of the trainers, use of learning time, trainers' preparation, educational methods, assessment and evaluation of learning processes, users' level of satisfaction, impact on society.

Questions

The project for educational evaluation proposes to achieve a tip of evaluation for a specifically function. It built with the answers of questions.

The evaluation structure and evaluation efficacy depends of these answers. . Each question can be placed towards each criterion.

What estimate we?

The whole sister, one of its component, efficiency educational, training educational process, school resultants, levels of performance, competence, aptitudes, abilities, attitudes.

What is the goal of evaluation?

Training, orientation.

How make we the evaluation?

We will settle clear and transparent the evaluation process: goals-objectives-resultants-interpretation communication.

When make we the evaluation?

From beginning to end of the school year.

With what estimate we?

- evaluation instruments;

- exercises, problems, essays;
- projects, papers, portfolios;
- proceedings of self-evaluation.

Who benefit of the evaluation resultants?

Graduates, teachers, parents, authority, decision factors.

4. EVALUATION OF THE SCHOOL PERFORMANCE

The school performance refers to different levels of the quality indicators, to good resultants, to exceptional realizations, to maximum efficiency an educational activity. It supposes standards, information and corrective action [6].

The standard in evaluation of performance to be composed of “craters” and identification ways of success for an activity in relation generally objectives and organization’s strategy.

The information is necessary when the performance has come true for to measure with its standard. There are three essential elements: the information’s source, the programs and methods for to obtain these.

The corrective action restore anything differences between realization performance and its standard.

What is the performance of our organization?

Notice that it is of great importance not only to describe the concrete realizations, but also to go beyond the concrete achievements. It is important not only to look at what we do with respect to a certain criterion. We also have to reflect on some additional and more profound questions.

These more profound questions concern the ideas, opinions, visions, or even the values behind the concrete realizations.

To clarify what we mean, we want to refer to the theory of learning organizations.

Sometimes, it is not sufficient just to do things better. It may be necessary to develop new working methods or new procedures. It is important not only to bring the more superficial performance into focus when you answer the question what the performance of our organization is.

5. CONCLUSIONS

The process of quality-assurance does not end when the evaluation is finished. The evaluation is followed by quality maintenance and quality development. The way in which the quality can be maintained or developed must be planned.

Therefore, more specified evaluation-instruments could be used. It is also possible to ask yourself detailed questions.

The decisions on further planning are based on discussion of the evaluation results. It may be decided that further analysis is required for one or more criteria following the global evaluation.

Further on, activities for improvement have to be defined and planned. After all, the goal of the evaluation is to develop the organization. An activity for improvement may imply setting up projects and training.

In planning, further attention is also needed for the evaluation of the improvement activities.

The quality level that our organization already has reached has to be maintained. As a result, the organization develops and changes.

5. REFERENCES

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