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Measurement; 3.2.1 National Assessment Programs
3.2.2 International Assessment Programs
3.2.3 School Performance Reporting; 3.2.4 Student Monitoring Systems; 3.2.5 Assessment-Based School Self Evaluation; 3.2.6 Examinations; 3.3 Forms That Are Based on Education Statistics and Administrative Data; 3.3.1 System Level Management Information Systems; 3.3.2 School Management Information Systems; 3.4 Forms That Are Based on Systematic Review, Observations and (Self)-Perceptions; 3.4.1 International Review Panels; 3.4.2 School Inspection/supervision; 3.4.3 School Self-Evaluations, Including Teacher Appraisal; 3.4.4 School Audits
3.4.5 Monitoring and Evaluation as Part of Teaching
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4.3.3 Monitoring and Evaluation in Functionally Decentralized Education Systems
4.4 Creating Pre-Conditions for M&e; 4.4.1 Political Will and Resistance; 4.4.2 Institutional Capability for M&e; 4.4.3 Organizational and Technical Capacity for M&e; 4.5 Conclusion: Matching Evaluation Approach to Characteristics of the Reform Program, Creating Pre-Conditions and Choosing an Overall Strategy for Systemic M&e; Chapter 5. Evaluation as a Tool for Planning and Management at School Level; 5.1 Introduction; 5.2 The Rationality Paradigm Reconsidered; 5.2.1 Synoptic Planning and Bureaucratic Structuring
5.2.2 Creating Market Mechanisms: Alignment of Individual and Organizational Rationality

Sommario/riassunto

This book looks at the foundations of school self-evaluation from a scientific as from a practical perspective. Planning concepts, restructuring of education systems, organizational theory on schools, evaluation methodology and models of school effectiveness and school improvement are discussed as contributing to the overall conceptualization of school self-evaluation. A broad range of approaches is presented and methodological requirements are discussed. School self-evaluation contains controversial issues that reflect tension between the need for objectivity in a context that is permeated by
