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 Interviews with teaching staff Interviews with students School/classroom documentation Samples of student work Interviews with the principal Interviews with the board Interviews with parents/community	O T S D W P B
Additional staffing entitlen year:	nent received by the school for the 2004	

Section A Background questions					
1.	Who in the school is aware of the existence of entitlement allocated through the Staffing Rev <i>Please indicate all that are applicable</i> Principal		Iditiona	I teach	ing
	Teaching staff employed as a result of the entitlement	All	Many	A few	None
	Board members				
	Teaching staff generally				
	Students				
	Parents/whänau/community				
2.	Who in the school is aware of <i>how</i> the addition has been allocated in this school? Please indicate all that are applicable Principal	nal tead	ching e	ntitlem	ent
	Teaching staff employed as a result of the entitlement				
	Board members	All	Many	A few	None
	Teaching staff generally				
	Students				
	Parents/whänau/community				
3.	Has use of the additional entitlement by the so <i>Please indicate the allocation of FTTEs to all that all</i> The employment of new teaching staff (part or full-time Charge against entitlement teaching staff previously choperations funds? Maintenance of staffing levels following roll reductions? Increase hours of part-time staff? Other	pply e)? narged aq		in:	TES

Section B What is the entitlement being used for and

why?	Henr being used for and
This section requires you to gather and r	report information directly from the
school. 'Programme theory' refers to the rationale or log 'programme') resulting from the additional teaching programme.	ic used by the school to link activity/activities (the ing staff resource with the intended goals of the
You will need to collaborate closely with the school questions could be used as the basis of interview talk to more than one person/position (i.e. principles shared understanding exists in the school around being used for and why. If a shared understanding	w questions. It is expected that you will need to pal/board member/teaching staff) to verify that a d what the additional teaching staff resource is
Please indicate the sources of evidence investor T	stigated for this section:
 Are the professional leadership in the prompting) what the additional teaching Yes / No	e school able to identify (without ng staff entitlement is being used for?
5. If no, what are the reasons given for which the entitlement is delivered, un entitlement, size of overall FTE increases	aware of expectations around use of
If no, please work with the school (through parties answer the questions that follow.	rompting and investigative questioning) to
6. How is the additional teaching staff e 2004 year?	ntitlement being allocated over the
Describe the types of activities that staffing entitlement has been allocated for. (please indicate if this is a new (N) activity, or a continuation/enhancement (C) of a	What are the intended outcomes/goals of the activity/activities?
previously existing activity carried out by teaching staff)	
touching ordin	

1.		staff entitleme	0 1	process around the use of eindicate 'all'/ 'some'/ 'few'
	Teaching staff Board of trustees Parents/community No conscious decision-making process carried out Go to Q10		Principal Students Other	1
8.	additional teaching staf	f entitlement. ocesses for s	To what ex elf-review u	ised to inform decisions
9.	As part of this decision- been identified by the s Yes / No (please circle) If yes, please outline below	school?	ess, have p	riorities in relation to staffing

10. What (if any) other resources (beyond the additional teaching staff entitlement) are contributing to any identified goals/outcomes of the way in which the additional teaching staff entitlement has been allocated?
11. How long is it currently planned that staffing will be allocated in this way?
12. Are there any anticipated difficulties or obstacles to achieving any identified goals? Yes / No (please circle) If yes, please outline below

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I V	10a3	uiiiq	u	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	$\rho a c \iota$

13. Have measures, signs, or indicators of effectiveness of the way in which staffing has been allocated been identified by the school? Yes / No (please circle)	
If yes, please outline below	
	_
14. If yes, has a process been developed to measure these indicators? Yes / No (please circle) If yes, please outline below	-
Yes / No (please circle)	

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,			ned and, Well defined and			
therefore, unable	e to be		measurable goals			
measured 1	□ 2	□ 3	□ 4			
•	-	J	,			
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 v	alid		Indicators are valid and	
or reliable	ana		reliable	
<u> </u>	2	3	4	
			7	
Rationale				
	at they can actu		<i>asible, and is it realistic</i> to a result of a staffing allocat	tion
Allocation goals and	d		Allocation goals and	
objectives are not			objectives are feasible	
feasible or realistic			and realistic	
П	П	П	П	
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			Activities address priority
address priority needs			needs of students
of students			
1	2	3	4
Rationale			

Section D What are the outcomes for students as a result of the allocation of the additional entitlement?

The purpose of this section is for you to evaluate the effectiveness of the way in which the entitlement has been allocated by comparing it with what you observe when you examine the allocation in operation.							
The questions below are intended to guide your evaluative thinking. Please provide examples of practice with each question to indicate the evidence your evaluative judgement has been based on.							
Please indicate the sources of evidence investigated for this section							
0	T	S	D	W	Р	В	C
	•	•				•	<u>. </u>

Effectiveness of implementation

19. To what extent is *the additional teaching staff entitlement being allocated* as planned?

(NB: This question does not ask for a judgement about the extent to which the allocation is achieving any identified outcomes – merely the extent to which it has been allocated as planned).

Ineffective			Effective	
1	2	3	4	
Example of pr	actice			

Yes / No ((please circle)	side-effects can be	observed?	
	ase outline below adicate if you believ	re the side-effect to be	e negative or positive).	
been allow 21. To what	cated extent are the <i>go</i>	<i>pals</i> of the way in w	additional entitlement	
No goals being	n allocated being	acnieved?	All goals being achieved	
achieved			All goals being achieved	
1	2	3	4	
Please descri effectively.	ibe all observed god	als achieved and/or c	urrently being progressed	
Please outline been based.	e the evidence/indid	cators of effectivenes	s on which this judgement has	5