

# **Peer Evaluation**

**Away team training for peer evaluators**

# **Introduction to peer evaluation**

- **Welcome and introductions**
- **Short background on this project including its aims**
- **Outline and timescale of the peer evaluation**

# **This morning and early afternoon**

## **This session will cover;**

- **Your role as a peer evaluator**
- **Evaluative writing**
- **Using QIs to evaluate**
- **Place based briefing**

# **Your role as a peer evaluator – using Education Scotland's PRAISE framework**

- **Purpose**
- **Relationships**
- **Awareness**
- **Information gathering**
- **Sharing information**
- **Enabling**

# **Your role as a peer evaluator - Purpose**

- **Being clear about the overall purpose of the peer evaluation and retaining this throughout.**
- **Creating a shared agenda with staff in the organisation and amongst members of the peer evaluation team**

# **Your role as a peer evaluator - Relationships**

- **Building and maintaining constructive relationships throughout the process, as the basis of a high quality peer evaluation**

# **Your role as a peer evaluator - Awareness**

- **Maintaining a high level of awareness of the context in which staff are operating**
- **Maintaining a high level of awareness of staff feelings and reactions to the process and of peer evaluator's own approach and its impact**

# **Your role as a peer evaluator – Information gathering**

- **Careful inquiry to gather and analyse evidence.**
- **Retaining an objective stance**
- **Testing assumptions and assimilating data before evaluating**



# **Your role as a peer evaluator – Sharing information**

- **Communicating thoroughly throughout the process to prepare and inform staff**
- **Encouraging staff to be open in providing their perspective and sharing findings as the peer evaluation progresses**

# **Your role as a peer evaluator – Enabling**

- **Treating people with respect**
- **Engaging them in professional dialogue**
- **Recognising their efforts**
- **Sharing findings in a constructive way to encourage ownership and learning to take place**

# **Your role as a peer evaluator**

**Short exercise – in pairs discuss this session.**

**How will you make sure you follow PRAISE?**

**Share, briefly, some feedback**

# **A short introduction to effective evaluative writing and reporting**

## **Avoid**

- **Long sentences**
- **Lots of acronyms and terminology (jargon)**
- **Too much unnecessary description**
- **Statements not backed up with evidence**
- **Tendency to focus on the same word to describe learner experience i.e. confidence**

## **Hints and tips**

- **Have you told a clear & coherent story?**
- **Is there any unnecessary repetition?**
- **Are there messages that contradict each other?**
- **Does the text reflect the QI?**
- **Have you thought about the audience for it? Make sure your audience would understand**

## **Asking yourself 'so what'?**

- **Useful to use this question to review your writing**
- **If what you have written doesn't answer it- take it out or amend.**

# Using Quality Indicators to assess impact and identify next steps

Quality indicators are a tool to support self-evaluation

- To explore progress, identify what has improved and what needs to improve.
- To inform planning
- To provide evidence for reporting to stakeholders

How good is ... QIs each include

- Illustrations of very good practice
- Challenge questions
- Suggestions around evidence



# They will support you as peer evaluators to undertake evaluation in a consistent and open way

Asking;

How are you doing?

How do they know?

What are they going to do now?

Looking;

Inward, outward, forward





# Using Quality Indicators to assess impact and identify next steps

**Read the QIs you are focussed on for the visit;**

*List the QIs each hone team have selected here*

*EG Somewhere team QI 3.1*

**In small groups identify and adapt challenge questions you may use. What information will enable you to understand and evaluate progress, strengths, areas for development?**

**Finally**

**Any questions, feedback, comments?**