



STEP 4: Evaluate Plan

**Whole School
Evaluation**

**Self
Evaluation**

STEP 4
Evaluate Plan

STEP 4: Evaluate plan

Evaluation is the final step in the planning cycle and provides the basis for the next planning cycle. It is at this point that the school assesses how well it has met the targets set out in the e-Learning Plan overview and whether or not the priorities identified there have been addressed. In reality, the process of evaluation requires ongoing review and reflection and is facilitated by good monitoring procedures. The school development planning services provide comprehensive guidance on strategies to evaluate the Whole School Plan. Much of this advice is also relevant to the evaluation of the school's e-Learning Plan (www.ppds.ie, www.sdpi.ie, www.slss.ie)

The action plans outline how the school intends to meet its e-Learning priorities. These plans are critical in the process of evaluating how the school is progressing in relation to implementing its e-Learning Plan. When completing the action plans, the school or subject department will identify desired outcomes and should establish evaluation procedures to measure the actual outcomes. Just as every staff member should be involved in creating the e-Learning Plan, every staff member should also be involved in its evaluation.

Evaluation prompts

The e-Learning team will co-ordinate the evaluation of the school e-Learning Plan. During Step 1 of the planning process, the school will have carried out an e-Learning audit and used the e-Learning Roadmap to establish its e-Learning status. This is the baseline against which progress can be measured at the end of the planning cycle.

The following questions may assist the e-Learning team to evaluate if the school is getting to where it wants to be:

“Evaluation should always lead to decisions even if that means the decision to continue current practice.”

School Development Planning Support
Primary Professional Development Service website,
www.ppds.ie

Leadership and planning

- How is the school leadership directing and managing the implementation process?
- Is the school leadership proactive in supporting the teachers in their integration of ICT into their classroom practice?
- Are students with special educational needs catered for in an inclusive school environment?
- Is the vision statement adequate for the guidance of the e-Learning Plan?
- Is the safe and ethical use of all ICT a priority both within and outside of the classroom?

ICT in the curriculum

- Are teachers using the e-Learning Plan to inform their lesson planning?
- Are the e-Learning action plans assisting teachers in integrating e-Learning activities into learning and teaching?
- How are teachers reviewing progress of the e-Learning action plans in their own classes?
- Do students feel that the implementation of the e-Learning Plan has changed how they learn?



Professional development

- What provision has been made within the school for teachers to engage in ongoing e-Learning knowledge-sharing and collaboration activities?
- Has the school organised or facilitated professional development opportunities for the teachers?
- What courses or other professional development programmes have staff members availed of?

e-Learning culture

- Has the school utilised ICT to communicate with parents and with the wider community?
- How has the school developed its web presence?
- Does the school showcase student work in digital formats – e.g., on the school website, digital artwork on the school notice board, etc.?
- Has the school introduced the use of a virtual learning environment.

ICT infrastructure

- What new infrastructure has the school acquired?
- Is the technical support for it adequate?
- What digital resources is the school using and do they provide suitable e-Learning opportunities?
- Has the school ensured that licences for digital resources are catalogued?

Feedback

As with all areas of school planning, feedback and objective evidence is a critical component of any evaluation. It is important to evaluate if the changes made by implementing the e-Learning Plan are enhancing learning and teaching in the school. The SLSS and PPDS websites contain a series of guiding questions to assist schools in co-ordinating their evaluation activities. Here are some questions that are particularly applicable to providing feedback on the school's e-Learning activities:

- Is there feedback from a Whole School Evaluation, e.g., inspector's comments?
- Is there staff feedback – from class teachers, support teachers, principal, others?
- What have parents said? Is there feedback from parent-teacher meetings, class meetings with parents, informal contacts, focus groups?
- What feedback has the Board of Management provided?
- Is there feedback from students on the impact of the e-Learning Plan?

This feedback should be considered by the e-Learning team, in the context of the existing plan, and this information should inform the future development of the e-Learning Plan.

Summary

At this point the e-Learning team will have:

- established evaluation procedures
- sought feedback from a range of stakeholders on the impact of the e-Learning Plan
- initiated an annual review of the e-Learning Plan
- used the results of the evaluation to guide the next cycle of the e-Learning Plan.