

## Section 5

# Evaluation

Evaluation Overview	3
Evaluating TYP - Basic Questions	4
How to Evaluate the Overall TYP	5
TY End-of-Year Evaluation by Students	6
End-of-Year Evaluation of Students	7
Student's Evaluation of a Specific Event	9
Teacher's Self-Evaluation Checklist	10
TY Evaluation - Internal	11
Evaluation - Teacher Reflections	12

# Evaluation

## Overview

---

“The programme should be regularly reviewed and evaluated internally by the co-ordinating team in close co-operation with school management, staff, students, parents work providers and community interests.

As part of this process, schools should attempt to develop appropriate quantitative and qualitative indicators as the means of raising and assuring the overall quality of the programme provided in the school.

Regular monitoring and external evaluation of Transition Year will be a responsibility of the Department’s inspectorate and psychological service.”

*Transition Year Programmes, Guidelines 1994-95.*  
Department of Education

### Why?

- Necessary for on-going course design
- Encourages learning from experience
- Encourages continual improvement
- Avoids staleness

### Who might be involved?

- Teachers
- Students
- Parents
- Employers
- TYP Core Group

### Approaches

- Qualitative
  - Questionnaires
  - Checklists
  - Essay writing
- Quantitative
  - Questionnaires
  - Rating charts

### When might it take place?

- Weekly
- End of Modules
- During Work Experience
- End of term
- Towards end of school year

How to evaluate the overall

# Transition Year Programme

## Seven Practical Steps

---

- 1** Coordinator informs staff that evaluation of overall programme is to take place.
- 2** TYP team draws up evaluation forms (one per team member) for
  - Students
  - Staff
  - Management
  - Parents/guardians
  - Employers.
- 3** Send out forms (confidential).
- 4** TYP team collates information received (each team member collates one form).
- 5** TYP team discusses findings and draws up recommendations.
- 6** Co-ordinator writes up recommendations and submits them to staff and management for approval at a staff meeting.  
Refine recommendations as necessary and re-submit for approval.
- 7** Implement recommendations!

*Model of a type of Evaluation Paper which can actively engage students.*

# Transition Year

## End-of-Year Evaluation by Students

This is not an examination. The teachers involved with Transition Year are interested in your experience of the year and your views on it. So, we would like you to use this time to write out answers to each of the questions below.

**Your answers should be supported by practical examples where possible.**

- 1** Work Experience is a central feature of Transition Year. From your point of view, what were the main advantages and disadvantages of your work experience placements?
- 2** ‘Assignments should help students learn to work on their own and so prepare them better for the Leaving Certificate programme.’  
State, with examples, whether you agree or disagree with this statement.
- 3** Visiting public offices was one aspect of the Significant Learning Day in Transition Year Studies. Describe one such visit which you made. What do you think you learned from that day?
- 4** Transition Year involves taking part in a variety of activities which are not offered to any other year. Select any one such activity and describe how you think you benefitted from it this year.
- 5** One student remarked, ‘A Health Education Module in Transition Year is good, but really I think there should be much more Health Education during the Junior Cycle’.  
State, with reasons, whether you agree or disagree with this statement. If you agree, suggest what topics should be covered in the Junior Cycle and how they should be presented.
- 6** A new student will join this school next September, in Transition Year. The student has heard mixed reports about the year. Write a letter to the student suggesting how she/he might make the most of the year.

Student's

# End-of-Year Evaluation

Student's Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

**1** What three aspects of the TYP did you most benefit from?

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_

**2** What aspects of TYP did you least benefit from?

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_

**3** For you personally, what would you consider to have been your greatest success this year?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4** What aspect(s) of TYP would you most like to change?

---

---

---

---

**5** How would you rate the following aspects of TYP? Tick.

	Of <b>great</b> benefit	Of <b>some</b> benefit	Of <b>little</b> benefit
Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visiting speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor pursuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6** What one piece of advice would you offer to a third-year student about to go into TYP?

---

---

---

---

---

Thank you for your co-operation.

# Student Evaluation of a Specific Event

(Visiting Speakers, Out-of-School Learning Experiences, Significant Learning Days, etc.)

Name \_\_\_\_\_ Class \_\_\_\_\_

Event  Date

*Describe briefly the main activities of the event.*

---

*What did you find most satisfactory about the event?*

---

*What did you learn from the event?*

*Tick the words which best describe your experience of the event.*

Interesting

Boring

Educational

Enjoyable

Useless

Worthwhile

Challenging

Helpful

*Any other comments?*

Teacher's  
**Self-Evaluation**  
CHECKLIST

This is not a test and this sheet should remain confidential to the individual teacher.

**1** For you, what were the three highlights of your involvement with the Transition Year Programme this year?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

**2** Using 5 for excellent and 1 for very disappointing, how do you rate your own performance in TYP this year under the following headings?

Knowledge of material	<input type="checkbox"/>	Rapport with students	<input type="checkbox"/>
Preparation of classes	<input type="checkbox"/>	Classroom discipline	<input type="checkbox"/>
Linking with other subject teachers	<input type="checkbox"/>	Use of appropriate assessment	<input type="checkbox"/>
Variety of teaching methodologies used	<input type="checkbox"/>	Rapport with colleagues	<input type="checkbox"/>
Use of teaching and learning resources	<input type="checkbox"/>	Record keeping	<input type="checkbox"/>

**3** Based on my responses to Q 1 and Q 2, I want to concentrate on developing the following three areas as priorities:

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

Today's date: \_\_\_\_\_



# Transition Year Evaluation

## Internal Evaluation within the school

(Questionnaire to be completed by each Staff member)

**Q1** What are the main strengths of the Transition Year Programme in this school?

---



---

**Q2** What aspects of TYP in this school would you most like to see improved?

---



---

**Q3** How well, in your opinion, does your school's TYP curriculum respond to the needs of the students? Tick the appropriate box.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Very Well	5	4	3	2	1	Not Well

**Q4** Please indicate the subjects, modules or special features of this school's TYP which, in your opinion, offer examples of good practice of the following:

Approach	Subject - Module - Special Feature
Activity-based learning	
Negotiated learning	
Interdisciplinary work	
Remediation	
Term teaching	
Self-directed learning	
Group work	
Project work	
Utilising community resources	

## Evaluation

# Teacher Reflections

---

- 1** What did the students actually do this year?
- 2** What did the students learn this year?
- 3** How worthwhile was it?
- 4** What did I do?
- 5** What did I learn?
- 6** What do I intend to do now?
- 7** What things went very well?
- 8** What problems occurred?
- 9** How were these problems solved?
- 10** How could the Transition Year Programme be improved for the next group of students?