

SGC FUNCTIONALITY ASSESSMENT TOOL For Secondary Schools

Enclosure No. 1 to DM-OUHROD-2022-_____

In relation to the mandate of DO 26, s. 2022 on the establishment of School Governance Council (SGC) and to ensure that all public schools are able to establish functional SGCs, the Bureau of Human Resource and Organizational Development – School Effectiveness Division (BHRDO-SED) shall conduct a monitoring and evaluation of SGCs using the SGC Functionality Assessment Tool ("Tool").

The **SGC Functionality Assessment Tool** ("Tool") aims to initially assess the functionality of SGCs in secondary schools. The Tool consists of the following components:

- **Two (2) Main Purposes**
(1) To provide structure for **shared governance**, and (2) to provide a **feedback mechanism**.
- **Twelve (12) Functionality Indicators**
Functionality indicators are anchored on the two main purposes of the SGC and can be found in Section VII of DO 26, s. 2022. In the Tool, these indicators are grouped according to the functions per purpose. Additionally, a brief description on how the Functionality Indicator can be observed is also included to provide schools with further guidance in establishing functional SGCs.
- **Nineteen (19) Functionality Sub-indicators**
These are the specific activities that enable the achievement of their corresponding functionality indicator. In the Tool, seven (7) functionality indicators have sub-indicators. These sub-indicators are divided into:
 1. **Primary Sub-indicators**, which are the sub-indicators that **determine the achievement** of their corresponding Functionality Indicators, and thus must be met; and
 2. **Other Sub-indicators**, which are the sub-indicators that SGCs may comply with only when applicable.

The results of the assessment shall be used as information in identifying priority areas that may need support and assistance from the different governance levels.

ACCOMPLISHING THE SGC FUNCTIONALITY ASSESSMENT TOOL

1. **The SGC Functionality Assessment Tool must be accomplished ONLINE.** *To assist the SGC in their preparation for the accomplishment of the online SGC Functionality Assessment Tool, the Council may use this printable Tool.*
2. **The Designated Co-Chairperson shall lead the accomplishment of the online SGC Functionality Assessment Tool.** *He/she must consult with the Council the data to be submitted via the online version of the Tool.*
3. **Complete the following sections:**
 - **School Profile:** The SGC shall provide information about the school.
 - **SGC Functionality Indicators for Shared Governance:** The SGC shall assess its functionality as a structure for shared governance based on the eight (8) functionality indicators.
 - **SGC Functionality Indicators for Feedback Mechanism:** The SGC shall assess its functionality as a feedback mechanism based on the four (4) functionality indicators.

DETERMINING A FUNCTIONAL SGC THROUGH THE SGC FUNCTIONALITY ASSESSMENT TOOL

For an SGC to be considered functional, the Council must be able to **comply with at least 10 out of the 12 (at least 80%) Functionality Indicators** based on the **minimum MOVs** submitted. Thus, at a minimum, a functional SGC complies with the following requirements:

1. **Functionality Indicators** without sub-indicators are observed (*Yes to the Functionality Indicators without sub-indicators*).
2. **Primary Sub-indicators**, under Functionality Indicators with sub-indicators, are observed (*Yes to the Primary Sub-indicators*).
3. **Minimum MOVs** are submitted.

Other Sub-indicators are also **recommended to be attained** to further strengthen the SGC's functionality. Further, **Additional MOVs** may be submitted when available to showcase its advanced practices.

Assessment In Secondary Schools

**Great Britain. Committee to Review
Assessment in the Third and Fourth
Years of Secondary Education in
Scotland, Great Britain. Scottish
Education Department**

Assessment In Secondary Schools:

Assessment and Examination in the Secondary School R. J. Riding, Sue Butterfield, 1990 First published in 1990 Routledge is an imprint of Taylor Francis an informa company

Assessment and Learning in the Secondary School Prof E C Wragg, 2003-08-27 Assessment is now regarded as a high stakes issue schools teachers and individual pupils are often judged by the results of national tests and public examinations This book addresses both formal and informal ways of assessing children s work and progress Pupils learning is often neglected in the debate so this book puts what children actually learn right at its centre and involves them sensibly and appropriately in the improvement of teaching and learning The book is divided into six units where Ted Wragg address topics such as principles and purposes of assessment written oral and practical evaluation self assessment the whole school approach staff development and appraisal The inclusion of tried and tested practical activities discussion topics photographs cartoons and case examples makes this a very user friendly book for both trainee and experienced teachers in secondary schools This is one of a set of eight innovative yet practical resource books for teachers focussing on the classroom and covering vital skills for primary and secondary teachers The books are strongly influenced by the findings of numerous research projects during which hundreds of teachers were observed at work The first editions of the series were bestsellers and these revised second editions will be equally welcomed by teachers eager to improve their teaching skills

Assessment and Learning Edward Conrad Wragg, 1997 The assessment of what children have learned has become an important issue in education in the last few years and this book addresses both formal and informal ways of assessing children s work and progress The inclusion of practical activities discussion topics photographs cartoons and case examples makes this a very user friendly book for both trainee and experienced teachers in primary and secondary schools

Assessment for Learning and Teaching in Secondary Schools Martin Fautley, Jonathan Savage, 2008-01-04 Assessment is central to teaching and learning yet is one of the most difficult areas of professional practice This book guides trainee secondary teachers through its complexities and provides practical strategies exemplified by case studies It examines issues such as diagnosing problems sharing learning objectives assessment as a tool for motivation effective planning using evidence to adapt teaching peer and self assessment learning through dialogue and understanding formative assessment Targeted specifically at trainees this text links explicitly to the new QTS Standards and its tasks provide opportunities for reflection and for practising the range of skills involved in assessing pupils

Assessment In Secondary Schools Val Brooks, 2002-01-16 This is a very important book Assessment is one of the most technically and professionally challenging of topics for new teachers Val Brooks has brought her own impressive technical expertise to bear and sets out the key professional demands in a thorough logical and clear way The book draws extensively on practical examples which exemplify and develop the argument New teachers will find it an invaluable guide experienced teachers will find that it widens their understanding of assessment as a tool for learning Chris Husbands University of

Warwick Mentors will find much to aid their sessions with student teachers while senior staff responsible for professional development will have a sound easily read source of material Highly recommended British Journal of Educational Studies

How can new teachers use assessment to enhance their teaching How can assessment help pupils to learn What are the arrangements for testing and examinations and the statutory assessment requirements at secondary school level This book is aimed at students who are preparing to teach in secondary schools and newly qualified teachers in their induction year The entire text is devoted to assessment and therefore it is able to offer an in depth consideration of aspects of assessment which exercise teachers at the beginning of their career for example the relationship between assessment and learning how assessment contributes to planning ways of marking pupils work writing reports for parents and meetings with parents Although it is informed by theory and research the text has a practical orientation It provides practical examples for readers to consider in developing their own practices and makes suggestions for activities intended to help beginning teachers to develop their own ideas and insights into assessment The text is written for a graduate and undergraduate audience and aims to promote a thoughtful well informed approach to assessment and critical awareness of issues which arise out of practice

Formative Assessment in the Secondary Classroom Shirley Clarke, 2005-01 This highly practical guide focuses on learning objectives effective questioning and feedback as the key elements of formative assessment assessment for learning in the secondary classroom Taking forward core themes developed in *Unlocking Formative Assessment* Shirley Clarke shows how marking and feedback complete the learning loop which starts with learning intentions and success criteria The ways in which pupils are told what is expected of them how well they are doing and how their efforts are appraised lie at the heart of effective assessment for learning Shirley Clarke explains first how to formulate and communicate clear learning intentions and the types of success criteria to which pupils can relate She then explores the use of questioning as a tool for effective teaching before looking at classroom interaction and how pupils respond to written oral and incidental feedback Different approaches to marking including self and paired marking are then considered as one aspect of feedback which in turn can underpin pupil self evaluation and target setting Down to earth and direct and with examples from across the secondary curriculum this book shows how formative assessment can bring a dramatic culture shift to teaching and learning in your own classroom

Assessment and Learning in the Secondary School Edward Conrad Wragg, 2001 During the last few years the assessment of what children have learned has become an ever more important matter and this book addresses both formal and informal ways of assessing children s work and progress Assessment is now regarded as a high stakes issue schools teachers and individual pupils are often judged by the results of national tests and public examinations Pupils learning is often neglected in the debate so this book puts what children actually learn right at its centre for mechanical assessment without due regard for the wider issues about learning would be sterile The book is divided into six units which address topics such as principles and purposes of assessment written oral and practical evaluation self assessment the whole

school approach and staff development and appraisal The inclusion of practical activities discussion topics photographs cartoons and case examples makes this a very user friendly book for both trainee and experienced teachers in secondary schools

Assessment and Learning in the Secondary School Prof E. C. Wragg, 2017-11-06 Assessment is now regarded as a high stakes issue schools teachers and individual pupils are often judged by the results of national tests and public examinations This book addresses both formal and informal ways of assessing children s work and progress Pupils learning is often neglected in the debate so this book puts what children actually learn right at its centre and involves them sensibly and appropriately in the improvement of teaching and learning The book is divided into six units where Ted Wragg address topics such as principles and purposes of assessment written oral and practical evaluation self assessment the whole school approach staff development and appraisal The inclusion of tried and tested practical activities discussion topics photographs cartoons and case examples makes this a very user friendly book for both trainee and experienced teachers in secondary schools This is one of a set of eight innovative yet practical resource books for teachers focussing on the classroom and covering vital skills for primary and secondary teachers The books are strongly influenced by the findings of numerous research projects during which hundreds of teachers were observed at work The first editions of the series were bestsellers and these revised second editions will be equally welcomed by teachers eager to improve their teaching skills

Assessment in Secondary Schools Ruth Sutton, 1986-01-01 **Formative Assessment Improving Learning in Secondary Classrooms** OECD, 2005-01-25 This study features a collection of eight case studies of exemplary cases from secondary schools as well as international literature reviews and policy analysis related to formative assessment

A Look into Methods for Assessing and Monitoring Pupil Progress in Secondary Schools Laura Smith, 2017-10-09 Essay from the year 2017 in the subject Romance Studies Didactics University of Birmingham course PGDipEd Secondary QTS French language English abstract In this discussion I evaluate my practice with regards to assessment and monitoring progress I first consider the relevant literature and explore assessment of learning and assessment for learning as well as suggestions for monitoring pupil progress Assessment for learning AfL is defined by Driscoll Macaro and Swarbrick as formative assessment and the practical implementation of this by teachers in classrooms Assessment of learning AoL often referred to as summative assessment identifies the standard of attainment achieved at a particular moment in time I then discuss my approach in my research design followed by a critical evaluation of my progress so far supported by my documentary evidence As a key part of the teaching and learning process assessment is a frequent focus in educational research both generally and specifically in modern languages ML The Office for Standards in Education state that best practice includes regular assessment of all four language skills while the Department for Education DfE make no specific mention of assessment in the National Curriculum This shows that there are multiple viewpoints on the importance of assessment and monitoring

Understanding Learning and Teaching in Secondary Schools Alison Hramiak, Terry Hudson, 2014-09-11 Understanding Learning and

Teaching in Secondary Schools has been specifically researched written and developed to inform support and guide anyone training to become a secondary teacher today This comprehensive new text strikes a balance between the depth of theory covered in the book and its practical application in the classroom The authors introduce and explore key ideas and issues in an accessible highly readable way inviting you to reflect on your own practice and challenge both your own and others thinking

Diagnostic Assessment in Secondary Schools Harold David Black,W. B. Dockrell,1980 **Diagnostic assessment in secondary schools** ,1980 *Assessment and Control at Parkview School* Hilary A. Radnor,1996 Schools are a prominent part of contemporary society s formal organisation of education The overriding expectation on education is to provide the young person with the tools to be successful in a dynamically ever changing world As society changes so too does society s expectations of schools State maintained institutions dependent on the state for their survival are subject to the prevailing beliefs and values that drive the economic political and educational systems through which society is organised This interpretive study investigates the process of implementation of externally imposed educational change It s central core is a finely detailed empirical case study that offers insights into the meaning of educational change by coming to an understanding of the ideologies values and attitudes of key participants a group of teachers who reveal why they act the way they do when faced with management directives to make changes to their professional working practices The theme of the book is articulated by the question that weaves through the study how do individuals manage to retain a sense of freedom with constraints imposed on them The approach adopted shares the perspective known as policy ethnography which stresses the problematic nature of implementation viewing it as an active process whereby individuals engaged in the act of implementation interpret reinterpret reform and reconstruct the policy ideas when actively putting them into practice or into use

Assessment for All Great Britain. Committee to Review Assessment in the Third and Fourth Years of Secondary Education in Scotland,Great Britain. Scottish Education Department,1977 *Assessment Versus Evaluation* Cedric Cullingford,1997 This addition to Cassell s Children Teachers and Learning series offers a systematic treatment of teachers and their values analysing the values which teachers hold as well as the values which they are supposed to reflect

Assessment and the Secondary School Teacher Henry Gordon Macintosh,D. E. Hale,1976 Quality in Schools Great Britain. Department of Education and Science,1985 *The Changing Face of Educational Assessment* Roger Murphy,Harry Torrance,1988

The Enigmatic Realm of **Assessment In Secondary Schools**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **Assessment In Secondary Schools** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of people who partake in its reading experience.

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