

INTERNAL ASSESSMENT CULTURE IMPLEMENTATION REQUIRES A CLEAR, SIMPLE AND UPDATED PROCEDURE FOR SCHOOLS

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Abstract

The importance of a periodic self-assessment of the school, as a condition for providing the quality of service required from it, will be the focus of this paper. In its introduction, we will present some of the world experiences concerning school self-evaluation. These models from Hong-Kong, American, European system in education shows clearly that there is not only a model for this process. Further, the experience of Albanian educational system, concentrated mainly in recent years, has been analyzed. A Special issue has taken place: the relation between external and internal evaluation. The actual methodology of self-evaluation in pre university educational education is also presented to clarify the situation. The research question was rise: Are our school ready to conduct their self-evaluation process? Data that have been found from the questionnaires with headmasters of schools, such as: experience of the head-schools, their trainings, the quality of the annual plans made by schools (formulation of aims and objectives), are given. The need of an update methodology for self- evaluation, based on a coordinated legal framework will take a significant place. The differences between annual analysis, self-evaluation report and school performance card, are necessary to be analyzed, according to legal framework. Finally, the necessity to spread the culture of self-evaluation and its importance will be addressed in this writing. The main conclusions have been connected with the experience of leadership, their trainings in the planning and self-assessment of schools and also in the right coordinated legal framework. Methodology: Foreign literature and Albanian educational systems' literature of specialists was used, related to Self-assessment practice and methodology, in order to have a clear view of the current experience, and to use and moderate it, in a new time and geographical context. The current legal framework regarding self-assessment process has been discussed. Data from the self-assessment reports of the seven 9-year school and from three gymnasiums were used. Data about self-assessment from 10 pilot schools, data from questionnaires realized with 330 executives of 9-year schools and secondary schools were used. Research question: Are our schools ready to conduct their self-evaluation process?

Keywords: *Albania, educational system, internal assessment, school, self-evaluation.*