Comparative Study on Quality Assurance in EU School Education Systems – Policies, procedures and practices

Final report

DG EAC
Order 12 Lot 3 DG EAC Framework Contract

4 June 2015

Education and Training

Table of Contents

Basque Country (Spain) - The evaluation of school head performance for school improvement

Basic facts box:

- Country: Spain; Autonomous Community of the Basque Country.
- Characteristics of the school system: The central State establishes the core curricula (further developed by the Autonomous Communities), mechanisms of quality assurance for the whole State (i.e. the use of standardised tests to measure students' learning outcomes), and general principles for school and staff evaluation. The departments of education of the Autonomous Communities are responsible for quality assurance in their territories. As such, they contribute to quality assurance mechanisms developed by the Ministry of Education, Culture and Sport (e.g. by providing data to the national system of indicators) as well as develop their own mechanisms for quality assurance (e.g. school evaluation). Regional inspectorates under the departments of education of the Autonomous Communities are in charge of the supervision and evaluation of schools, as well as the evaluation of teachers' and school heads' performance, where this has been implemented. Local authorities do not have autonomy regarding education. Schools have limited autonomy concerning curriculum development and recruitment of staff, and medium autonomy in terms of school organisation. Teachers can decide on teaching methodologies and materials.
- School level which the measure covers: primary, lower and upper secondary school.
- Scope of implementation of the measure: public schools.
- Participation in the measure: on a voluntary basis.
- Stage in the QA cycle: evaluation; yet, it has a formative purpose and promotes the use of the QA cycle at school level.
- Date of start of the measure: 2008/2009
- Stakeholders involved: inspectorate of the Basque Country (ES), inspectors, school heads and other members of the school leadership team (head of studies and secretary).
- Target issue the QA measure addresses: staff appraisal; capacity-building to support the use of the evaluation cycle at schools.
- Information on levels of funding and source: it is funded from the budget of the department of education of the Autonomous Community of the Basque Country (ES).

1.1 General context

In line with the Europe 2020 headline targets and Education and Training 2020 benchmarks, two of the most important objectives for improving Spanish school education are: reducing the rate of early leaving from education and improving educational results according to international criteria (namely in PISA).

The Basque Country (ES) is one of the Autonomous Communities with better results in PISA. It had the lowest rate of early leavers from education and training in 2013, 8.8 %, which is markedly below the Europe 2020 national target (15%) and the national average (23.5 %).[189] Yet, the Basque government intends to continue improving these results. According to the 'Framework of the pedagogical education model' for 2020, it aims at introducing qualitative improvements to increase the number of students reaching the highest performance levels.[190] The strategic directions of this framework are: inclusive education and attention to diversity, initial and continuing teacher

---

[189] State system of education indicators 2014 (National Institute of Education Evaluation, 2014).
[190] *Heziberri 2020.* Framework of the pedagogical education model (Basque Government, 2014a).

training, design and use of didactic materials, autonomy and control of schools, and evaluation of the education system and research.

One of the key actors in the evaluation of the system is the inspectorate. The Education Inspectorate of the Basque Country (ES) is certified by ISO since 2008 and this is thought to have contributed to the development of a more structured and comprehensive quality assurance system.[191] The role of the Inspectorate goes beyond the supervision of schools (checking of compliance with regulations); it also includes following up and supporting schools and the development of their educational projects, promoting self-evaluation and participating in external evaluation.

The general triennial plan of the Inspectorate (2014-2017) establishes three types of evaluations:[192]

- External evaluations contributing to school improvement. The Inspectorate is responsible for the follow-up of the 'improvement plans' designed by schools to improve their results in the standardised tests measuring students' outcomes.[193]

- Evaluation of school heads' performance for school improvement. This type of evaluation has been implemented since 2008/2009 and is organised in cycles of four years, which is the time a school head is elected for this position[194].

- Evaluation of teachers' performance. In 2014/2015 the Inspectorate has created a work group to develop a 'teacher profile' which will allow for the design and implementation of processes for the evaluation of teachers' performance in the future.

The evaluation of the school heads' performance started to be designed in 2008. The rationale behind the introduction of this evaluation was that school heads are used to taking action, solving problems, and the inspection could contribute to enhancing their performance by promoting planning and the use of the 'Plan, Do, Check, Act' (PDCA) cycle of Deming.[195]

The procedure introduced was inspired by research which links an effective performance of school heads with the existence of a project that allows for the follow-up of objectives, and establishes a good initial diagnosis to determine needed improvements.[196] These studies also link evaluation procedures of staff in the leadership teams, with the existence of a project containing their commitments for a certain period of time. The leadership project should allow for a logical decision-making process and contribute to a culture of constant improvement.

The model of the evaluation of school heads' performance is interlinked with the process of school heads' selection. It introduces strategic planning by requiring school head candidates to present a leadership project.[197] Once this project is voted for and

[191] Actually, the introduction of quality assurance systems (based on ISO standards or the EFQM model) in the education system in the Basque Country (ES) started in schools, VET schools being the pioneers; education authorities followed the trend later on.
[192] Department of Education, Linguistic Policy and Culture, 2014.
[193] The application of these tests is under the responsibility of the Basque Institute for Evaluation and Research in non-university education (ISEI-IVEI).
[194] School heads are elected based on a leadership project which is voted by the School Board, the Teachers' Assembly and the Inspectorate.
[195] The rationale is based on information from interviews.
[196] The 'Guide for the development of the leadership project' (Basque Government, 2012) mentions Álvarez & Santos (1996), Campos (2010), Gairín & Villa (1999), García & Aguirregabiria (2006), Montero (2007), Sarasúa (2003), Villa & García (2003).
[197] The project is voted by the School Board, the Teachers' Assembly and the Inspectorate.

the school head and the proposed leadership team are selected, they start a process of evaluation.

The evaluation aims at quality assurance but also, and most significantly, at quality improvement. At the end of each four-year period, a summative evaluation is performed and the school head must perform at a certain level to be able to stand as candidate for this position for an additional 4-year period. However, most of the school heads pass this evaluation. The main purpose of the measure is that there is a continuous improvement of quality over time.

The evaluation of school heads' performance has a formative purpose. The procedure includes self-evaluation and is designed with the intention that, with time, the weight of external evaluation decreases while the weight of self-evaluation increases. The initiative therefore contributes to capacity-building and promotes the ownership of QA processes among school actors.

1.2 Description of the measure

The introduction of the evaluation of the school heads' performance was triggered by the Act on Education issued by the Spanish government in 2006,[198] which established that education authorities can introduce procedures to evaluate the performance of school heads and other members of the school leadership team.[199] Following the issuing of this regulation, the education department of the Basque Country (ES) decided to explore the possibility of introducing an evaluation of the school heads' performance as a means to enhance quality of school education.

There was a specific circumstance to be taken into account in school education in the Basque Country (ES): in general, leadership roles in schools were negatively perceived by the educational community. There was a widespread belief that those who applied for leadership positions were looking for power and, in consequence, few people applied for these positions since they felt that the educational community would not support them.[200] Hence, many head teachers were designated by the Inspectorate i.e. were imposed to perform this role; this was a source of conflict and tense relationships between the Inspectorate and schools, and resulted in very unstable leadership teams (few lasted the period of four years, established in regulations). Therefore, the introduction of a system of evaluation of the performance of head teachers was seen by the Inspectorate as an opportunity to change this perception and, in fact, there has been a positive change in recent years, reflected on an increase in the rate of school heads who volunteered for this position.

The evaluation of the school heads' performance applies to school heads of public schools who voluntarily stand as candidates for this position, and consequently agree to present a management project. The project includes a proposal for a leadership team composed of at least of one school head, one head of studies and one secretary; all three positions in the leadership team are covered by the evaluation. The Inspectorate of the Basque Country (ES) has published guidelines on how to design the leadership project and how to implement its evaluation.[201]

---

[198] Organic Act 2/2006, of 3 May 2006, on Education modified by the Organic Act 8/2013, of December 9.
[199] In Spain, the school leadership team is composed of a school head, a head of studies and a secretary. Regional governments may authorise the establishment of other members.
[200] This belief has to be interpreted in a historical context. During the dictatorship in Spain, leadership positions where associated with closeness to the regime and thus to an authoritarian approach.
[201] 'Guide for the development of the leadership project' (Basque Government, 2012) and 'Guide for the evaluation of school head performance' (Basque Government, 2014b).

Both the leadership project and the evaluation of the leadership performance are organised on five dimensions and 18 criteria.[202] They cover the different phases of the QA cycle:

- Planning - dimension 1 on 'Definition of goals and strategic interventions',
- Implementation - dimensions 2, 3, 4 on 'School management, organisation and running', 'Pedagogical leadership' and 'Participation and cooperation of internal and external stakeholders', and
- Evaluation and review -'Promotion of evaluation and management of change'.

Under these 5 dimensions, there are 10 key criteria, which must be evaluated from the first year of the school head's work, and 8 non-key criteria, which can be evaluated later. Each criterion is sub-divided into indicators.

For each indicator, there are four levels of attainment. Level 1 indicates a 'scarce development' on the criterion, and it corresponds to the minimum performance (what is prescribed by the law). Level 4 indicates an 'excellent development'.

Figure 1.1   Example of indicator, level of attainment and source of evidence

Dimension 2	Management, organisation and running of the school
Criterion 7	Leadership of the leadership team, distribution of responsibilities in school organisation and teachers' involvement and compromise
Indicator 7.1	Leadership and organisation of all the school activities
Level 3	The leadership team has automatized procedures to attain the coordination and coherence of the school's different activities. These procedures are included in the school's management documents. The school head coordinates the team but also delegates and distributes responsibilities among its components. The leadership team promotes the distributed leadership making work teams become effective management units.
Source of evidence (example)	Distribution of responsibilities among the members of the leadership team (revision of documents, interviews).

ICF based on Basque Government (s.d.). Description of the attainment levels of each criterion.

The document defining the dimensions, criteria, levels, indicators and sources of evidence is used both by schools to perform their self-evaluation and by inspectors for carrying out the external evaluation.[203]

The evaluation follows cycles of four years. It begins with an initial evaluation:

3. Firstly, the leadership team receives a document describing the dimensions, criteria and descriptors for each level, and is asked to position itself on each criterion;
4. Secondly, the team of inspectors visits the school, and discusses the results of the self-evaluation with the leadership team.
5. Based on this discussion, the leadership team designs the first proposals for improvement with the support of the inspectors.

The initial evaluation is completed in the second year and more proposals for improvement are introduced which are followed up throughout the 4-year period (the length of the leadership team mandate). In the fourth and last year of the first

---

[202] Established in legislation: Decree 22/2009, of February 3, modified by Decree 61/2012, of May 8; *Orden de 25 de mayo de 2012*.
[203] Basque Government (s.d.). 'Description of the attainment levels of each criterion'.

evaluation period, the inspectors perform the final summative evaluation and communicate the results to the school leadership team (see figure 1.2).

YEAR 1
- Present the process
- Initial evaluation
- First proposals for improvement

YEAR 2
- Follow up of improvements
- Complete initial evaluation
- New proposals for improvement

YEAR 3
- Follow up of improvements
- New proposals for improvement
- Self-assessment members of leadership team
- Assessment of the School Board
- Compare situation with criteria of final evaluation

YEAR 4
- Guide the end of the process
- Perform the final summative evaluation
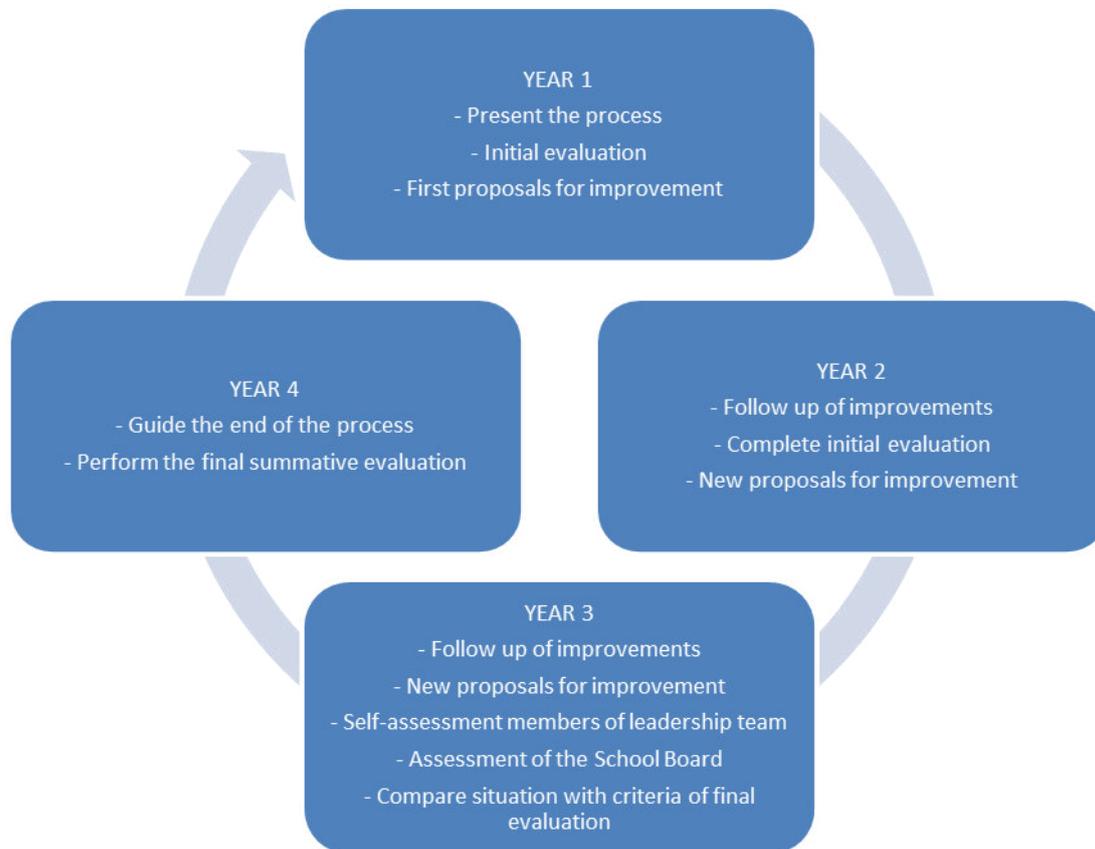
ICF based on Basque Government (2014b).

To pass the final evaluation, the school head needs to attain at least level 2 in all the 10 key criteria, and attain level 2 or show an improvement in the other criteria. The head of studies and the secretary also have to attain at least level 2 in those functions that they are required to undertake according to legislation and in the priority criteria.

The evaluation involves two inspectors, including the one designated for the general supervision of the school and another one who is not so familiarised with the school. Although it is desirable that the second inspector participates in the whole process, in practice, it is not always possible to coordinate agendas. The presence of the two inspectors is only mandatory in the meetings with the leadership team of the first and third year; also, they both sign the final report of the evaluation in the fourth year.

The methods used in the evaluation include the revision of school documents, interviews with the school leadership team, a questionnaire to collect the opinion of the School Board[204] (used in the third year), questionnaires for the self-evaluation of each member of the leadership team (head of school, head of studies and secretary), and for the evaluation of the head of studies and secretary by the head of school.

---

[204] In the Basque Country (ES), the School Board is called the 'highest representative body' (*Órgano Máximo de Representación (OMR)*). It is the governing body of the educational institution where the education community participates. It comprises the leadership team and a representative of the school management and services staff, a representative of the City Council, and teachers, parents and students representatives (Source: Eurypedia – Spain 'Administration and Governance at Local and/or Institutional Level').

The second period of evaluation (next four years) is similar to the first one, however simplified. For instance, only one inspector interviews the leadership team and this interview is embedded in the regular inspection visits to the school.

The 'Guide for the evaluation of school head performance'[205] contains a detailed description of the procedure, establishing for each year of the first period and second period: objectives, activities, and methodological proposals and guidelines. It also includes a set of templates to support the activities[206].

1.3   Effectiveness of the QA measure

The aim of the evaluation of the school heads' performance is the continuous improvement of the performance of school leadership and, in consequence, the increase of the quality of education in the respective school. The process of formative evaluation aims at promoting reflection, evidence-based decision making and the pursuit of constant improvement.[207]

The Inspectorate evaluates the outcomes of the initiative through two procedures: a) a satisfaction survey for participants, the results of which are reflected in a report; and b) a final global report on the results of the evaluations. These tools do not gather information on concrete changes in school management and leadership, but they rather focus on the appropriateness of the procedures and materials used, and the global evolution of school heads performance in the evaluation criteria.

The Inspectorate conducts surveys on the process of evaluation among those evaluated (members of leadership teams) and the professionals responsible for the evaluation (inspectors), at the end of the four-year periods of evaluation.[208] Although the results of the 2013 survey were generally positive, it was found that there is a need to simplify the process. As a result, the Inspectorate revised the materials and procedures and, among other aspects, published the 'Guide for the evaluation of school head performance'. It is not yet possible to know the effect of those changes since they have only been applied to the leadership teams selected from 2013 onwards, and who will respond to the satisfaction survey in 2016-2017 and later.[209]

In the survey from 2014, the degree of satisfaction among those evaluated was positive and had increased compared to the previous year. Since they had not worked with the new procedure and materials, this improvement in satisfaction was attributed to an increase in experience of the evaluation teams and their participation in training activities provided by the Inspectorate. The Inspectorate identified three areas for improvement (see challenges in section 1.4):[210]

- The evaluation process of heads of studies' and secretaries' performance;
- Revision of the materials used in evaluation and self-evaluation processes;
- The use of the information obtained from the different sectors of the School Board or 'highest representative body'.

The Inspectorate drafted a final global report on the results of the evaluations, for internal use of the education department.[211] It covered the school heads who finished

---

[205] Basque Government, 2012b.

[206] Such as the 'Report on the implementation of proposals for improvement of the previous year and initial evaluation of the 8 non-key criteria'.

[207] 'Guide for the evaluation of school head performance' (Basque Government, 2014b).

[208] Since the introduction of the initiative, it has conducted two surveys: one in 2012-2013, for leadership teams selected in 2009, and the second one in 2013-2014, for those selected in 2010.

[209] 'Evaluation of the school head performance – meta-evaluation' (Basque Government, s.d.).

[210] Ibid.

[211] Report on the results of the final evaluation reports of school heads selected for the period 2009-2013.

a 4-year period of evaluation. The only report available for the moment covers the period 2009-2013. It should be considered that the new materials, including the 'Guide for the evaluation of school head performance' were not yet used during this period; this means, for instance, that there was not a systematic initial evaluation.

The main findings from the evaluations of the performance of school heads selected for this position for the period 2009-2013, were:

- From the 174 selected school heads, 139 (79.9%) finished the evaluation process (the others decided to stop the process).

- Most of the school heads who finished the evaluation attained at least a level 2 in all the evaluated dimensions. There was only one school head who did not attain this level, thus not passing the evaluation.

- The dimension scoring highest was 'School management, organisation and running´ while the dimension scoring lowest was 'Promotion of evaluation and management of change'.[212]

However, it was not possible to know if there was an improvement over time because the data collected as part of the initial evaluation was not precise enough to allow for comparisons with the data at the end of the process.

The report included several proposals for improvement, and the Inspectorate has recently introduced measures to address them. The following are amongst the most relevant:

Proposals for improvement	Measures introduced to address them
Including a procedure for initial evaluation in the evaluation design, so as to be able to assess improvement over time.	Initial evaluation is now part of the process.
Developing more concrete and clear descriptions of levels and including them in the reference documents for evaluation.	These descriptions were improved in the document 'Description of the attainment levels of each criterion'.
Unifying the criteria used by evaluation teams in the attribution of levels, through initial training and follow-up.	The Inspectorate has recently put in place training activities for inspectors; these include in-depth study of the materials and work in teams to solve cases and calibrate scores among the team members.

ICF based on Basque Government (2013); Basque Government, 2014b; Basque Government (s.d.). Descripción de niveles de logro de cada criterio; interviews conducted by ICF.

The global report also reflects on the appropriateness of the requirement of attaining level 2 also in the next four years for the school head –and his/her team- when re-elected. It suggests that the criterion for passing the evaluation should instead be improvement (accounting for any contextual circumstances which might affect it). This aspect has not yet been modified and it implies a change in legislation.

The report also provides recommendations on the training of leadership teams to be provided by the education department of the Basque Government. Based on the results of the evaluations, it suggests that the training should address the dimension on 'Promotion of evaluation and management of change' (the dimension with lower scores), and that it should be adapted to the different education levels.

---

[212] Interestingly this is the case for primary and secondary schools but not for VET schools, where the dimensions with lower scores were 'Pedagogical leadership' and 'Participation and cooperation of external and internal stakeholders'.

Moreover, the introduction of the evaluation of school heads' performance and its formative purpose has had as an indirect effect on the number of teachers who voluntarily candidate for becoming school heads. According to the information provided by interviewees from the Inspectorate, the rate of school heads who have volunteered for their position increased from 22% to around 60% in five years.

1.4 Critical factors of the QA measure

The following factors have been mentioned by interviewees to contribute to the effectiveness of the measure:

- The fact that the evaluation has a formative purpose is considered a critical factor for its implementation (to ensure that is well perceived by schools and by inspectors) and for its effectiveness.

- Stability of the Inspectorate programming, despite changes at political level. Interviewees mentioned that since the introduction of the measure, there have been several parties in the regional government and they have all respected the Inspectorate triennial plans. This is considered fundamental to ensure coherence and continuity in the implementation of the measure.

- The evaluation process is constantly improved based on the feedback from inspectors and school-level actors.

- Training for the inspectors, on the procedures to be followed in the evaluation.

- Training for the school leadership team to be able to understand the procedure without having to spend too much time on it.

- As for the existing incentives:

  o Interviewees both from the inspectorate and from schools agree that the most important incentive to participate in the evaluation is the attribution to the school of more teachers/teaching hours (around half a day of teaching hours, according to interviewees). Interestingly, this was not introduced as an incentive but rather as a measure to release the members of the leadership team from teaching duties so that they will have time to participate in the evaluation procedure.

  o There is a salary supplement for school heads that becomes permanent if they pass the evaluation. However, interviewees both from the inspectorate and from schools agree that the amount of this supplement is too small to constitute an incentive.

  o Participating in the school head performance evaluation, gives the school an advantage when applying for other projects supported by the education department, such as the programme *Hamaika Esku*.[213] Among other measures, the latter gives more autonomy to schools to decide on organisation aspects and staff management (for instance, schools can ask for a more stable team of teachers), and this is considered a relevant incentive for schools.

- The school heads and their team are elected based on a leadership project which is voted by the School Board, the Teachers' Assembly and the Inspectorate. This promotes the support of teachers and other stakeholders to

---

[213] Hamaika Esku means "many hands" in Basque language. More information on the programme available at: http://www.hezkuntza.ejgv.euskadi.eus/r43-573/es/contenidos/informacion/dig_publicaciones_innovacion/es_diversid/adjuntos/17_aniztasuna_120/120015c_Pub_EJ_hamaika_esku_laburpen_c.pdf

the project and its objectives, and the recognition of the work undertaken by the members of the leadership team. In addition, it ensures stability of the leadership team for four years, with a shared project.[214]

- Good relationship and communication between the leadership team of the school and the inspector responsible for the school.[21]

- According to members of the school leadership team, the inspector has to be someone who knows what happens in school, who is not too theoretical.

One of the main challenges observed is that the implementation of the evaluation was not successful in all cases (79.9% finished the evaluation process in the period 2009/2013). This does not seem to be related to the socio-economical background of the student population but rather to the legitimacy and cohesion of the leadership team. The evaluation has been applied in schools where the school head had been designated by the Inspectorate but this proved challenging. A school head who did not choose to be in this position is often less motivated and less supported by the other members of the leadership team and the educational community; this shows in the results of the evaluation, often contributing to further discourage the school head. As a consequence they often decide to leave the evaluation process.

Other concrete challenges include:

- According to the members of the Inspectorate there is a need to further develop the evaluation of heads of studies' and secretaries' performance. The evaluation of school heads' performance is highly based on the definition of this role in legislation; however, in the case of heads of studies' and secretaries' legislation is less concrete. At the moment, the evaluation of their performance in the Basque Country (ES) focuses on their contribution to the functions of the school head. However, this is now under revision.

- It is also not clear what should be the use of the information obtained from the different sectors of the School Board or 'highest representative body' in the third year of the evaluation. For instance, there should be some feedback to this body but this is not the case at the moment.

- The process of evaluation is time-consuming. Inspectors are often called by schools to solve urgent problems and this takes time from the planned activities such as the evaluation of school heads' performance. To tackle this problem, the Inspectorate does a follow up on the workloads of the teams every two weeks.

- In the first year of implementation, some of the leadership projects presented by school heads were of poor quality. For instance, the Inspectorate observed difficulties in the definition of clear annual objectives. For this reason, the Inspectorate designed the 'Guide for the development of the leadership project' which is believed to have contributed to an increase in quality of the projects.

- From the perspective of school leadership members, the training received on the evaluation process was useful. However, it was only offered to the school head, and they believe it should be offered to the whole leadership team.

As an opportunity to be further explored, it was mentioned that inspectors could also promote contacts between schools for the sharing of experiences and best practices.

---

[214] This is mentioned both as a condition for and a positive effect of the introduction of the measure.

1.5 School actors' feedback and views

The first reaction to the introduction of the evaluation of school head performance at school level was concern that it would mean more control from public authorities and more bureaucratic burden. Training on the different aspects of the procedure, including an explanation of the terminology used, is perceived by interviewees as a relevant support measure for the introduction of the measure.

When inquired on changes in school management and leadership, interviewees generally agreed to the following aspects:

- Promotion of reflection among the members of the leadership team.

- Raising awareness: it helps the members of the leadership team visualise the work done (even small tasks) and identify needs; it raises awareness on the roles of each member of the team, and on the daily work which goes beyond what is determined in legislation.

- Increased motivation and reassurance due to the visualisation of improvements, and the feeling that all the members of the team, as well as the inspector, are working towards the same goals.

- Promotion of planning (and revision). For instance, matching what is planned with what is implemented is followed up more systematically; the goals are more concrete; and it helps bringing coherence to the different measures and documents developed by the school.

- Contribution to developing a culture of formative evaluation.

- Improvement of the relationship between schools leadership teams and inspectors (who are perceived as supporting the school rather than controlling).

- It helps the hand over to the next leadership team.

- The approach used in the evaluation is extended to other documents for the school management (e.g. end of year report) which become less theoretical and more focused on concrete actions.

The evaluation also motivated the introduction of concrete measures at school level, for instance:

- In a primary school, the introduction of the objective of 'improving communication with families' motivated the revision of the communication mechanisms to adapt them to families with low educational background or knowledge of the languages spoken in the Basque Country (ES) (e.g. reducing length of text, including images, etc.). These and other initiatives have visibly increased the participation of families; for instance, for the first time, there is now a Roma parent in the School Board.

- In a secondary school, the leadership team decided to introduce a questionnaire for students in the last year of upper secondary level about their satisfaction with the school. Students are also asked to evaluate training courses offered by public authorities on different topics throughout the year; this information is used by the school to decide on which courses to request in the following school year.

- Also in a secondary school, the evaluation promoted the introduction of minutes of all the meetings and their publication; these are perceived as helpful to inform decision making.

1.6 Transferability

The evaluation of school heads' performance designed in the Basque Country (ES) could be easily transferred to another context, especially where there is a limited level of school autonomy. In cases where there is a high degree of school autonomy, public authorities (as the inspection body) may not be entitled to do this type of support/monitoring.

The criteria would have to be adapted to what is considered the role of the school head and other members of the leadership team (e.g. as in legislation). Moreover, it would require training of the actors involved (evaluators; and members of leadership teams) to understand the logics of "formative evaluation" and the process itself.

Other Autonomous Communities (Asturias, Catalonia and Madrid) have been in contact with the Inspectorate of the Basque Country (ES) to learn more about this good practice. Moreover, representatives from the Inspectorate mentioned that they would be interested in interchanging best practices with other countries; more specifically, they would be interested in disseminating their measure for the evaluation of school heads' performance, and learn from other countries' experiences in teacher evaluation.

1.7 Interviews

No	Name of Institution	Date of interview
1	Inspectorate of the Basque Country (ES) 4 interviewees: Inspector responsible for the implementation of the measure; Inspector responsible for the design and implementation of the measure; Inspector in charge of school 1; Inspector in charge of school 2	05.02.2015 and 06.02.2015
2	Primary school in Vitoria (school 1) 3 interviewees: School head; Head of Studies; Secretary	05.02.2015
3	Secondary school in Vitoria (school 2) 3 interviewees: School head; Head of Studies; Secretary	06.02.2015

1.8 References

- Basque Government (2014a). Heziberri 2020. Marco del modelo educativo pedagógico [Framework of the pedagogical education model]. Available at: http://www.hezkuntza.ejgv.euskadi.eus/r43-573/es/contenidos/informacion/heziberri_2020/es_heziberr/adjuntos/Heziberri_2020_c.pdf

- Basque Government (2014b). Guía para la evaluación del ejercicio de la función directiva [Guide for the evaluation of school head performance] (not available online).

- Basque Government (2013). Informe sobre los resultados de los informes finales de evaluación a las durecciones nombradas para el period 2009-2013 según decreto 22/2009 [Report on the results of the final evaluation reports of school heads selected for the period 2009-2013 according to the decree 22/2009] (not available online).

- Basque Government (2012). Guía para la elaboración del Proyecto de dirección [Guide for the development of the leadership project]. Available at: http://www.hezkuntza.ejgv.euskadi.eus/r43-2459/es/contenidos/informacion/dig_publicaciones_innovacion/es_liderazg/adjuntos/200011c_Pub_EJ_proyecto_direccion_c.pdf

- Basque Government (s.d.). Descripción de niveles de logro de cada criterio. [Description of the attainment levels of each criterion] (not available online).

- Basque Government (s.d.). Resolución de la Viceconsejera por la que se aprueba el plan general trienal de la Inspección de Educación (2014-2017) [General triennial plan of the Inspectorate (2014-2017)]. Available at: http://www.hezkuntza.ejgv.euskadi.net/contenidos/informacion/planes_inspeccion_educacion/es_planes/adjuntos/Hirurteko_Plana_14-17_C.pdf

- Basque Government (s.d.). Evaluación de la Función Directiva – Metaevaluación. Curso 2013/2014 [Evaluation of the school head performance – meta-evaluation] (not available online).

- Organic Act 2/2006, of May 3, on Education (Spanish Official Gazette 4/5/2006), modified by the Organic Act 8/2013, of December 9, for the improvement of educational quality (Spanish Official Gazette 10/12/2013), http://www.boe.es/buscar/act.php?id=BOE-A-2006-7899

- Decree 22/2009, of February 3, about the selection procedure of school heads (Basque Country Official Gazette 18/2/2009), modified by Decree 61/2012, of May 8 (Basque Country Official Gazette 30/5/2012), http://www.hezkuntza.ejgv.euskadi.eus/r43-2459/es/contenidos/informacion/dig_publicaciones_innovacion/es_liderazg/adjuntos/200006rc_Pub_BOPV_Decreto_Direccion_2012_refundido_c.pdf

- Orden de 25 de mayo de 2012, de la Consejera de Educación, Universidades e Investigación, sobre el proceso de evaluación de los directores y directoras de los centros docentes no universitarios dependientes del Departamento de Educación, Universidades e Investigación, nombrados por un periodo de cuatro años en aplicación del procedimiento establecido en el Decreto 22/2009, de 3 de febrero (BOPV 15/6/2012), http://www.euskadi.net/bopv2/datos/2012/06/1202752a.pdf