Demonstration of the Unique Characteristics in the Evaluation of Junior High School on School-Based Management

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Abstract. There are many matters needed to manage, such as administration affairs, curriculum and teaching affairs, personnel's, social resources. Most of these routine matters have ruled by national laws, standards and normal operational processes. If a middle school just do all the right things, but it can't present the unique characteristics from other schools. It will lose the rights and opportunities in school-based management (SBM), becomes to an ordinary school. The data were gathered by using observation, interview and document-analysis from 2 year-term evaluation on 24 junior high schools in 2016-2018. This paper proposes some application strategies on the levels of principal's leadership and administration; curriculum, teaching and assessment; student affairs and guidance; management of teaching resources; relationship of school-parent and school-community; and advantages and achievements of the school. Members of the school can easily pass the criterions of evaluation and demonstrate all the advantages and achievements of the school to the evaluators. Finally, these strategies will bring the school to a better and more attractive one.

1. Introduction

School marketing is an important way to present the performances, it can't only increase the rate of enrollment and stakeholders' information, but also improve the understanding, identification and participation of parents, teachers and students.

How to present the unique characteristics to the stakeholders is so important, especially shows to the evaluators on behalf of a superior management unit. These evaluated results represent the certification of government, they can show the advantages to society, remind the items need to improve for school. So, if we can aware of these proposed strategies, the school can easily pass the criterions of evaluation, demonstrate the advantages and achievements, and bring the school to a better and more attractive one.

2. School-based management (SBM)

2.1 The meaning and important elements in SBM

The meaning of "school-based" refers to the school-based, school-focused, school-centered, school-sited, and self-management. Its core is to build a new curriculum with the school as the main body. Its final goal is to improve the school's quality through the reconstruction of the school culture[1]. The fundamental meaning of school-based management (SBM) is it allows schools more autonomic rights on decision making about their management in administration, curriculum, teaching, guidance, finance, and general affairs.

The school-based education development leads to more precise considerations about the particularity of the sites[2]. Stakeholders: teachers, administrators, staff members, parents, students, and their irrelated people, are critical elements in SBM. Studies said that the involvement of members can direct the better ways for school development; the involvement of parents can foster students' achievements; and SBM locally reflects the efficacy of current policy efforts[3]. So, all the stakeholders are the important element in SBM. How to show the ability and competency are

promoted by the SBM, for example, the student's character, behavior, academic achievement are better than before; the teachers have achieved the goal of professional development on curriculum, teaching, guidance, class management, and they have constructed and operated well in professional learning community; the administrators and staffs have executed and managed projects efficiently and effectively; and parents have gladly involved in the meeting, council, activities of school, and they are willing to dedicate themselves in school, and so on.

2.2 Resources of School

If we want to demonstrate the improvement of performance, we should understand all the resources of our strengths and weakness inside, and the opportunities and threats outside. A. D. Grauwe (2005) indicated that SBM can't ensure the positive impacts on quality to school, unless we could guarantee that school has its basic and adequate resources; has developed an effective school-support system; knows the information on their performance that needs to improve; and the principal is positive in emphasizing, facilitating, and motivating stakeholders in the management[4].

Resources of school can be roughly classified to human resource, physical resource, social resource, and financial resource. It's the first step to understand the current situation by checking all the resources school already have. Second step is discussing how to present the effectiveness of advantageous items, how to improve the defection and deficiency or having well done with them. Thirdly, we should recognize that besides the advantageous items are unique characteristics, the improvement of defection or deficiency in quantity, quality and ratio are also unique characteristics.

3. School Evaluation in Taiwan (SET)

There are many ways, modes, patterns, levels and items we need to understand, assess and evaluate the performances of schools. In general, school evaluation contains internal and external ones by their evaluators; diagnostic, formative, and summative ones by time intervals; and normal referent or standard referent ones by its comparative others or existed standards[5,6,7,8]. Approaches of SET are somewhat alike taking improvement, performance, and accountability orientation.

Most of the practices of SET include informal assessment by internal stakeholders, and formal evaluation by external expert evaluation. The previous one has the function to understand the school status and to diagnose the factors of defection and deficiency in school. The following one has the function to judge and evaluate the performances of school.

3.1 Criterions of School Evaluation

As above, we focus on the criterions of school evaluation in preparing, developing, and presenting the unique characteristics over time schedule. The data of SET were collected from junior high schools of Kaohsiung and Taitung. The author analyzed the criterions of school evaluation into six levels as below:

3.1.1 Principal's leadership and administration
3.1.2 Curriculum, teaching and assessment
3.1.3 Student affairs and guidance
3.1.4 Management of teaching resources
3.1.5 Relationship of school-parent and school-community
3.1.6 The advantages and achievements of the school

3.2 Result of SET in 2016-2018

The author was appointed member of evaluation committee by Taitung and Kaohsiung government in 2016-2018 and 2017-2018 respectively. We collected data and information by methods of visiting campus, buildings and equipment; listening to the principal's briefing; interviewing with parent representatives, administrators, teachers, and students; checking data; and discussing in final comprehensive symposium.

Advantages of being evaluated schools were: 1) The principal and administrators have formed a team for showing excellent performances. 2) The frames of annual plans and projects are well

designed, and stakeholders are involved in decision making conference. 3) Schools can arrange professional growth activities according to needs. 4) Schools have established checking mechanism. 5) Assessments of student's performance are conducted in multiple methods, and they are proper recorded. 6) Schools make efforts in stakeholders' involvements. 7) Schools care for students of disadvantaged and high-risk families.

In contrast, we also found some shortcomings: 1) The process of improving action taken after the review and analysis has not been recorded or well preserved. 2) Most students are not clear about the content of the school's vision or annual plans. 3) Some parent associations aren't well operated. 4) Curriculum development meetings are focused in formalism not for improving.

Table 1. The brief of time, location, and numbers of school evaluation

Time/School year	Location/City	Numbers of school
2016-2017	Taitung	9
2017-2018	Taitung	8
2017-2018	Kaohsiung	7
total		24

4. Strategies for Preparing and Demonstrating School Evaluation

4.1 Build consensus

Stakeholders need to build consensus: we are family, we are team working, we are professional in teaching and administration, administration is serving and supporting for teaching, preparing for school evaluation is our responsible work to be done, and the honor of the school is everyone's honor.

4.2 Reach the minimum pass criterion

Checking and ensuring each item of SET was completed by the specified deadline. The first demand is reaching the minimum pass criterion, especially has been provided standard actions by laws, such as life safety, campus security, no body punishment, no public ranking, operations of committees in curriculum development and parent-association. Secondly, pursuit of good, and then look for excellence.

4.3 Present the effectiveness of resources using

Members investigate the status of every resources, physical resources, social resources and financial resources already in the school. They need to show financial resource put into support the maintain of software and hardware, members development, administration operation, and teaching affairs effectively. In addition, members' performances have achieved goal effectively.

4.4 Use Strategic Analysis

Find out existed advantageous strength by using method of SWOT strategic analysis. Members need to understand the elements of strength, weakness, opportunity, and threats in school. Present these strengths as a part of unique characteristics. Seeking opportunity of outside resources to improve school's weakness.

4.5 Work as a team

All the team members work together with cooperation and collaboration: 1) improvement on the continuous circle of PDCA (planning, doing, checking, and reflecting action). 2) establishment of shared-leadership team: participation in decision-making and the exertion of strengths. 3) learning or following the advantages, and avoiding the shortcomings mentioned above in **3.2**.

4.6 Promote the professional competency of members

The school must arrange professional development activities according to stakeholders' needs, provide the adequate resources and opportunity for members, and motivate and empower the efforts of team members to improve the performance of the school's operations. It's unique for showing

teachers are positive and active in improving his/her professional development. And, students' behavior, character, morality and academic achievement are promoted by efforts of school, especially, showing real examples as a storyteller do.

4.7 Make the school a better and more attractive one

School present the individual's good achievement frequently may increase the honor and cohesion of stakeholders. But the more important things are to promote all the students' performances. Stakeholders involvement in "School-based" needs to focus on "student-centered", "student-orientation". How to develop all the students' performances, and to care about the individual development need is both necessary sides. Teachers and administrators ought to manage by objective in order to achieve the educational goal "no child left behind, and each student is successful", and make the school a better and attractive one than before.

5. Summary

Just as Stufflebeam emphasized: "The most purpose of evaluation is not to prove, but to improve." The main goal of this article is not only to prove the school may have excellent performance by following the above strategies, but to improve the effectiveness on all the levels of school operation and management. We believe that using the strategies for preparing and demonstrating school evaluation: 1) build consensus, 2) reach the minimum pass criterion, 3) present the effectiveness of resources using, 4) use strategic analysis, 5) work as a team, 6) promote the professional competency of members, and 7) make the school a better and more attractive one could help schools continuous improvement, obtain the well marketing function, and demonstrate the unique characteristics in the evaluation of junior high school on school-based management

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