

What follows the evaluation of schools in Saxony?

How is the school's quality-development supported or coached after the evaluation?

- The school receives a report that contains the results of the external evaluation and shows the strengths and weaknesses of the school.
- The evaluators give an on-site presentation and explain the structure of the report and how to understand its content and they outline selected results.
- The Evaluators do not provide advices to the school (for instance about how to deal with the weaknesses or which measures should be taken first). This is the job of the regional school board and of the so called "support system" (see below).
- The school has the opportunity to locate the weaknesses and to prioritize the necessary tasks.
- The responsible official of the regional school board receives a copy of the report, too.
- The school and the responsible official of the regional school board discuss the report and come to a mutual agreement about the areas of action and necessary tasks within the framework of a target agreement.
- If the school needs support in this process (e.g. for the implementation of measures), the services of "support system for the school development" can be called upon.

Project RuN "Reception and Use of the reports of the external evaluation of schools in the context of target agreement process"

"RuN - Rezeption und Nutzung der Berichte der externen Evaluation an Schulen und im Rahmen von Zielvereinbarungsprozessen"

At the University of Leipzig a project group carries out a scientific research on the reception and use of the external evaluation in Saxony.

The main focus of the study is upon the use of the results of external evaluation at the evaluated schools.

The final report of this project will be published at the end of September 2013.

Support system for the school development

The “support system for the school development” includes five components:

1. **Process moderators** support longer-term processes of school development and quality assurance.
2. **Regional advisors for mediation at school** are responsible for transfer the models of student mediation and give support for conflict resolution at the school.
3. **Advisors for democratic pedagogy** support schools to develop a democratic school culture.
4. **Pedagogical supervisors** organize the process of reflection of the pedagogical work and support the participants with respect to the further development of their professionalism.
5. **Trainer for teaching development** give advice and support to the teacher in learning and teaching

processes and for further development of teaching quality.

