

# **SICI workshop Flanders**

## **How to go with the data flow?**

Comparative study of school evaluation in Europe:  
Connoisseurship of the Inspector

Dr. Ilse De Volder  
Flemish Inspectorate of Education



ONDERWIJSINSPECTIE  
OOG VOOR KWALITEIT

# Presentation outline

## Part I: Comparative study of school evaluation in Europe

- Research context
- Results
- Conclusions

## Part II: 40 points bar

- Construction of a 40 points bar
- 40 points bar as comparative tool
- Online survey in SICI workshop 2014

# **Part I.**

## **Comparative study of school evaluation in Europe**

Research context

Previous studies

Current study

# Research context

Comparing external school evaluations through inspections

Research of

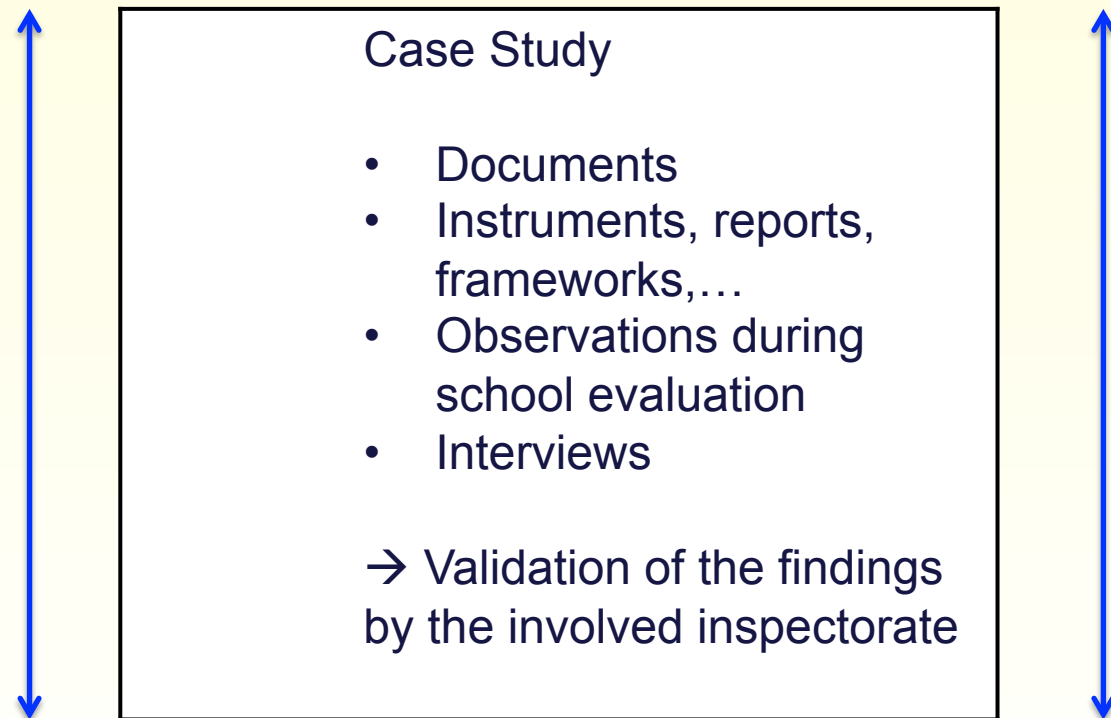
- functions of the school evaluation
- frameworks
- organizational characteristics
- methodological characteristics

## 7 Involved Inspectorates

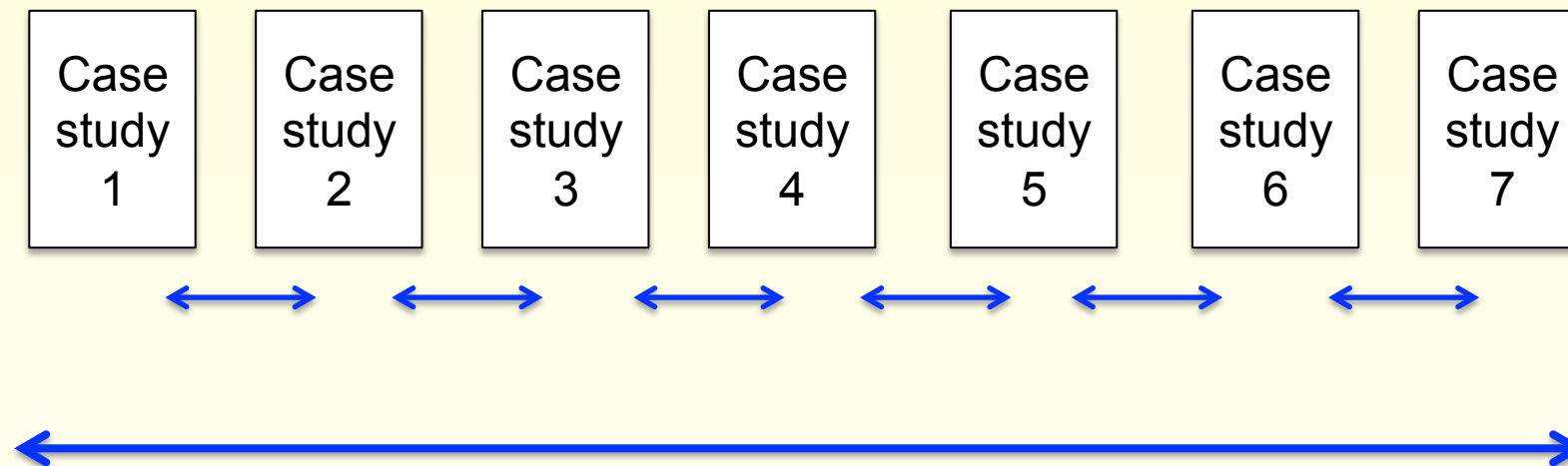
- Netherlands
- Sweden
- Catalonia, Spain
- Czech Republic
- Wales, United Kingdom
- North Rhine-Westphalia, Germany
- Flanders, Belgium

# Qualitative research of 7 European inspectorates

## Vertical data analysis



## Horizontal data analysis



→ comparing the cases

## Results

### Function of school evaluation

| <b>Accountability</b> | <b>Improvement</b>          | <b>Sanctions</b>    |
|-----------------------|-----------------------------|---------------------|
| Output                | Supporting approach         | Financial penalties |
| Legislation control   | School as first responsible | Extra control       |
| Judgements            | Professional dialogue       | Public reports      |
| School selection      | Strengths <> weaknesses     | Shame & blame list  |

# Results

## **Quality aspects in frameworks**

- Differences in concretization
- Generic for compulsory education
- Framework focus:
  - Output indicators
  - Coaching & counselling of pupils
  - Quality monitoring of schools
  - Policy capacity

# Results

## Organizational characteristics

### Common organizational model

periodic control every 4 to 6 years

2 inspectors

4 phases:

- preparation
- school visit
- oral feedback + written report
- follow-up

# Results

## Connoisseurship of the Inspectors

Definition?

professionalism of the inspector

professional freedom

on the job developed professionalism

# Results

## **Impact of Connoisseurship of the Inspectors**

on professional freedom

- use of instruments
- judgmental heuristics
- the existence of explicit decision rules

on the professional background

- experience in education
- legal experts – lawyers
- management

|                              | NL | Sweden | Cz | FI | Wales | NRW | Catal. |
|------------------------------|----|--------|----|----|-------|-----|--------|
| Non educational background   |    |        |    |    |       |     |        |
| Instruments for observations |    |        |    |    |       |     |        |
| Judgements rules             |    |        |    |    |       |     |        |
| Holistic approach            |    |        |    |    |       |     |        |
| Autonomy of the inspector    |    |        |    |    |       |     |        |
| Peer inspecteurs             |    |        |    |    |       |     |        |
| Triangulatie >1              |    |        |    |    |       |     |        |



ONDERWIJSINSPECTIE  
OOG VOOR KWALITEIT

# Results

## Methodological characteristics

### Data collection: differences in configuration

#### Risk analysis

- for differentiating intensity
- as basis for the data collection

#### Self-evaluation

# Results

## Methodological characteristics

- Documents
- Interviews
- Surveys
- Observations

# Focus of observations

- Time management
- School climate
- Classroom climate
- Pedagogical-didactical
- Well-being and participation of the pupils
- Pupil support
- Social skills

# Observation instruments

- Observation guiding document
- Quality indicators for judgements
- Final judgement per lesson
- Aggregation at school level
- Web applications

# Results

## Data-analyses in school evaluation

Relating all the data to each other by  
**triangulation** of

- investigators
- method
- data
- at different levels

# Results

## Judgment or advice of the school quality

- Qualitative judgment
  - only 2 categories: sufficient - insufficient
  - more then 2 categories: outstanding-good-adequate-weak
- Quantitative judgment

## Overall conclusions

- Fundamental methodological differences between inspectorates in the use of data
- Configuration differences in data collection and data triangulation
- Connoisseurship of the Inspectors varies

*How may we use this information within the context of SICI?*

## **Part II.**

### **Development of a comparative tool**

Enhancing and supporting the professional exchanges between inspectorates

- based on the results of the comparative study
- based on differences between 7 European inspectorates

→ 40 points bar or checklist

# 40 points bar

| VERGELIJKINGSINSTRUMENT VOOR SCHOOLEVALUATIES DOOR EUROPESE INSPECTIES |   |                   |                    |                      |                      |                        |                         |               |   |               |                                   |                                    |              |                       |                       |                  |                        |             |                               |               |                            |                        |                       |                      |                         |              |            |        |                    |              |            |        |                                |                               |                                       |                      |        |                       |        |                     |  |
|--|---|-------------------|--------------------|----------------------|----------------------|------------------------|-------------------------|---------------|---|---------------|-----------------------------------|------------------------------------|--------------|-----------------------|-----------------------|------------------|------------------------|-------------|-------------------------------|---------------|----------------------------|------------------------|-----------------------|----------------------|-------------------------|--------------|------------|--------|--------------------|--------------|------------|--------|--------------------------------|-------------------------------|---------------------------------------|----------------------|--------|-----------------------|--------|---------------------|--|
| CATEGORIE  | ALGEMENE KENMERKEN VAN HET KWALITEITSBEWAKINGSSYSTEEM |                   |                    |                      |                      |                        |                         |               | SPECIFIEKE KENMERKEN VAN SCHOOLEVALUATIES |               |                                   |                                    |              |                       |                       |                  |                        |             |                               |               |                            |                        |                       |                      |                         |              |            |        |                    |              |            |        |                                |                               |                                       |                      |        |                       |        |                     |  |
|  | CENTRALE TESTS  |                   |                    | ZELFV. CENTR.        | SANCTIES             | VERANTWOORDING         | MEESTERSCHAP INSPECTEUR |               |   |               |                                   |                                    |              |                       |                       |                  | REFERENTIEKADERS       |             | METHODOLOGIE                  |               |                            |                        |                       |                      |                         |              |            |        | VERSLAG            |              |            |        |                                |                               |                                       |                      |        |                       |        |                     |  |
|  |   |                   |                    |                      |                      |                        |                         |               |   |               |                                   |                                    |              |                       |                       |                  |                        |             |                               |               |                            |                        |                       |                      |                         |              |            |        |                    |              |            |        |                                |                               |                                       |                      |        |                       |        |                     |  |
| KENMERKEN  | JAARLIJKE OPVOLGING                                   | MINSTENS 2 VAKKEN | RESULTATEN PUBLIEK | PROFESSIOEEL DIALOOG | REFLECTIEVE PRAKTIJK | FINANCIEEL - ERKENNING | EXTRA CONTROLE          | SHAME & BLAME | PROFESSIOEEL VERANTWOORDING               | RISICOGERICHT | NIET ONDERWIJSKUNDIGE ACHTERGROND | WERKINSTRUMENTEN (procedures, ...) | BESLISREGELS | HOLISTISCHE INVULLING | AUTONOMIE INSPECTEURS | PEER INSPECTEURS | TRIANGULATIE TEAM (>1) | ALLE VAKKEN | GENORMEERDE VERPLICHTTE TESTS | FOCUSBEPALING | TEVREDENHEID - WELBEVINDEN | ONDERWIJSLEERPROCESSEN | KLAS EN SCHOOLKLIMAAT | DIDACTISCHE HANDELEN | BELEIDSVOEREND VERMOGEN | LEERKRACHTEN | LEERLINGEN | OUDERS | BELEID (directeur) | LEERKRACHTEN | LEERLINGEN | OUDERS | SCHOOLRONDGANG DOOR LEERLINGEN | SYSTEMATISCHE KLASOBSERVATIES | GLOBALE OBSERVATIES (andere locaties) | OBSERVATIESTRUMENTEN | DETAIL | STERKTE-ZWAKTEANALYSE | PUBIEK | SAMENVATTING OUDERS |  |
|  |   |                   |                    |                      |                      |                        |                         |               |   |               |                                   |                                    |              |                       |                       |                  |                        |             |                               |               |                            |                        |                       |                      |                         |              |            |        |                    |              |            |        |                                |                               |                                       |                      |        |                       |        |                     |  |

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| INSPECTIES MET ACCENT OP VERANTWOORDIGERSPERSPECTIEF |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| NEDERLAND - 4JB                                      | + | + | + | + | - | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |   |   |
| NEDERLAND - KO                                       | + | + | + | - | - | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |   |
| ZWEDEN   | + | + | + | - | - | + | + | - | + | + | + | - | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |   |
| TSJECHIE   | - | - | - | - | - | + | + | - | + | + | - | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |   |
| VLAANDEREN   | - | - | - | - | - | + | + | - | + | + | - | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |   |
| WALES  | - | - | - | + | - | - | + | + | + | - | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |   |
| INSPECTIES MET ACCENT OP ONTWIKKELINGSPERSPECTIEF    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| NRW  | - | + | - | - | - | - | - | - | + | - | - | + | + | - | - | - | + | + | - | - | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |   |
| CATALONIË - SI                                       | + | + | - | + | + | - | - | - | + | - | - | + | + | - | - | - | + | + | - | - | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |
| CATALONIË - AGD                                      | + | + | - | + | + | - | - | - | + | - | - | + | + | - | - | - | + | + | - | - | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |
| TOTAAL (op 9)  | 5 | 6 | 3 | 3 | 2 | 5 | 6 | 3 | 2 | 6 | 3 | 3 | 6 | 6 | 2 | 7 | 1 | 6 | 6 | 2 | 1 | 4 | 6 | 6 | 3 | 5 | 5 | 5 | 3 | 5 | 2 | 3 | 3 | 1 | 6 | 1 | 2 | 3 | 5 | 6 | 4 |   |   |
| Aantal landen  | 3 | 4 | 2 | 2 | 1 | 4 | 5 | 2 | 1 | 5 | 2 | 2 | 4 | 4 | 2 | 5 | 1 | 6 | 5 | 1 | 1 | 4 | 6 | 6 | 3 | 5 | 5 | 5 | 3 | 3 | 2 | 3 | 3 | 1 | 6 | 1 | 2 | 3 | 4 | 5 | 3 |   |   |



ONDERWIJSINSPECTIE  
OOG VOOR KWALITEIT

## 40 points bar

→ dialogues between inspectorates

| +   | -   |
|---|---|
| <ul style="list-style-type: none"><li>• transparency</li><li>• development of common vocabulary</li><li>• visual systematic overview</li><li>• comparability of school evaluation</li><li>• defining trends</li></ul> | <ul style="list-style-type: none"><li>• simplification of reality</li><li>• based on a comparative study of only seven inspectorates.</li><li>• interpretation bias</li></ul> |

# Development of Online survey for SICI workshop in Antwerp

- digital translation of the 40 points bar
  - + or – scale
  - possibility to add comments
- 
- 20 different inspectorates participate
  - 15/20 responded the online 40 points bar tool

# Trends in general characteristics

- 10/15 using central tests
- self-evaluation as an important issue
- only 4 inspectorates give financial sanctions or use a shame & blame list
- follow-ups for failing schools

# Trends in connoisseurship of the inspector

- 3/15 educational background not mandatory
- 14/15 have professional autonomy
- 1/15 implement peer inspectors
- 10/15 triangulation between findings of inspectors
- 5/15 inspectors work individually

# Implementation of 40 points bar

- develop common concepts
- enhance the communication in the workshops
- make it more easy to learn from each other
- refine and elaborate the 40 points bar

# Conclusion