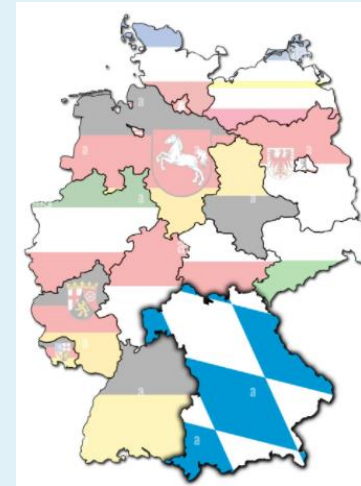




Research and practice go together: Aspects from the external school evaluation in Bavaria/Germany

SICI-workshop London 22nd and 23rd of July, 2023

Gisela Goegelein & Margit Schmidbauer, speakers
(Quality agency at the Bavarian State department of school education)



Data and research go together in the field of teaching, school education and evaluation (Bavaria/Germany): An approach

- Terms and definitions /A short look at history
- Bavarian framework of school quality
- Analysis of data as part of the qualifying/training course for evaluators
- Scientific examination of the new concept - Data from school evaluation as basis for research, e.g. pilot study



Terms and definitions



Approach to terms and definitions

Data...

Research...

Evidence...

..based

..driven



...influenced...

..aware..

..informed..



A short look at history



From the scratch..

Since the end of the 14th century up to the end of the 20th century:



14th cent.

20th cent.

Quality in education in Germany was mainly defined in humanistic terms and was taken for granted



..on the way...



‘Constance Resolution’: influenced by quality management systems of business and economy, so-called **‘empirical turning point’** in German Education policy: Participation in international and national comparative studies (e.g. PISA) and focus on quality assurance

Bavarian quality memorandum: future guidelines of educational policy in Bavaria (external evaluation, use of scientific findings, **founding of the quality agency**)

Pilot phase of external evaluation, first edition of the quality tableau



Standing Conference of the Ministers of Education and Cultural Affairs



The Quality agency at the Bavarian State department for school education



.. up to now..



**Art. 113c
Bavarian law
on education
and teaching:**
Legal basis for
external
evaluation

2008

2011

Standardisation
of instruments
and procedures

External
evaluation is
suspended for
one year

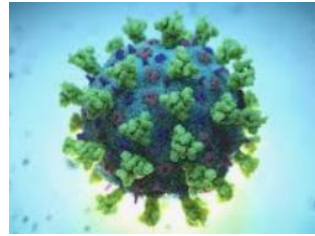
2018

2019

Revision of
the concept
and of the
quality
tableau



2020



External
evaluation
and pilot
studies on
limited scale
due to COVID

2023

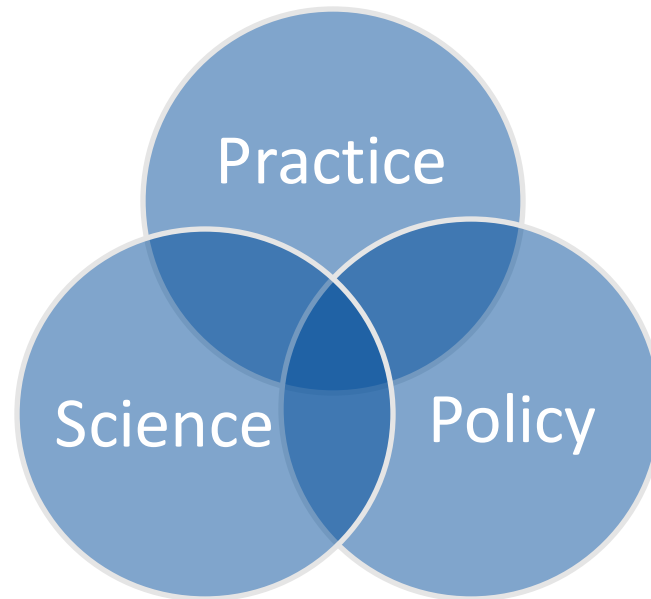


The Role of Research in the Bavarian Concept of School Evaluation

The Quality Agency –
Science and Practice Inspire Each Other



Bavarian Quality Agency – Work at interfaces



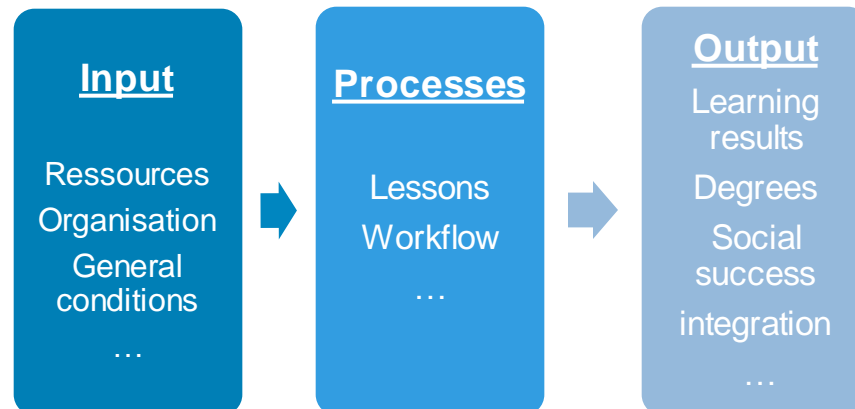
The role of research in the Bavarian concept of school evaluation

The **Bavarian framework of school quality** integrates the findings of leading educational researchers, especially from **school effectiveness research**:



input-process-output model

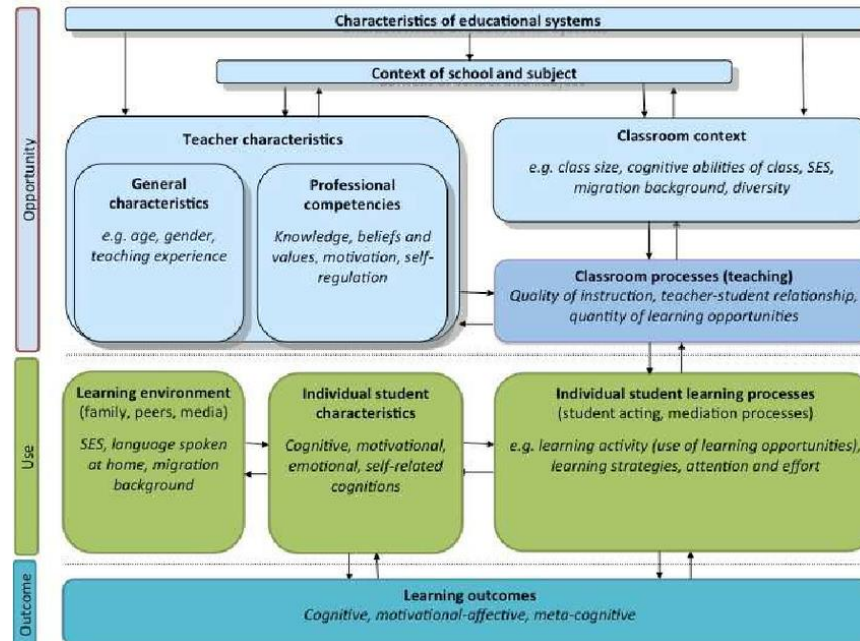
(e.g. Ditton 2007, Scheerens 2000)



The role of research in the Bavarian concept of school evaluation



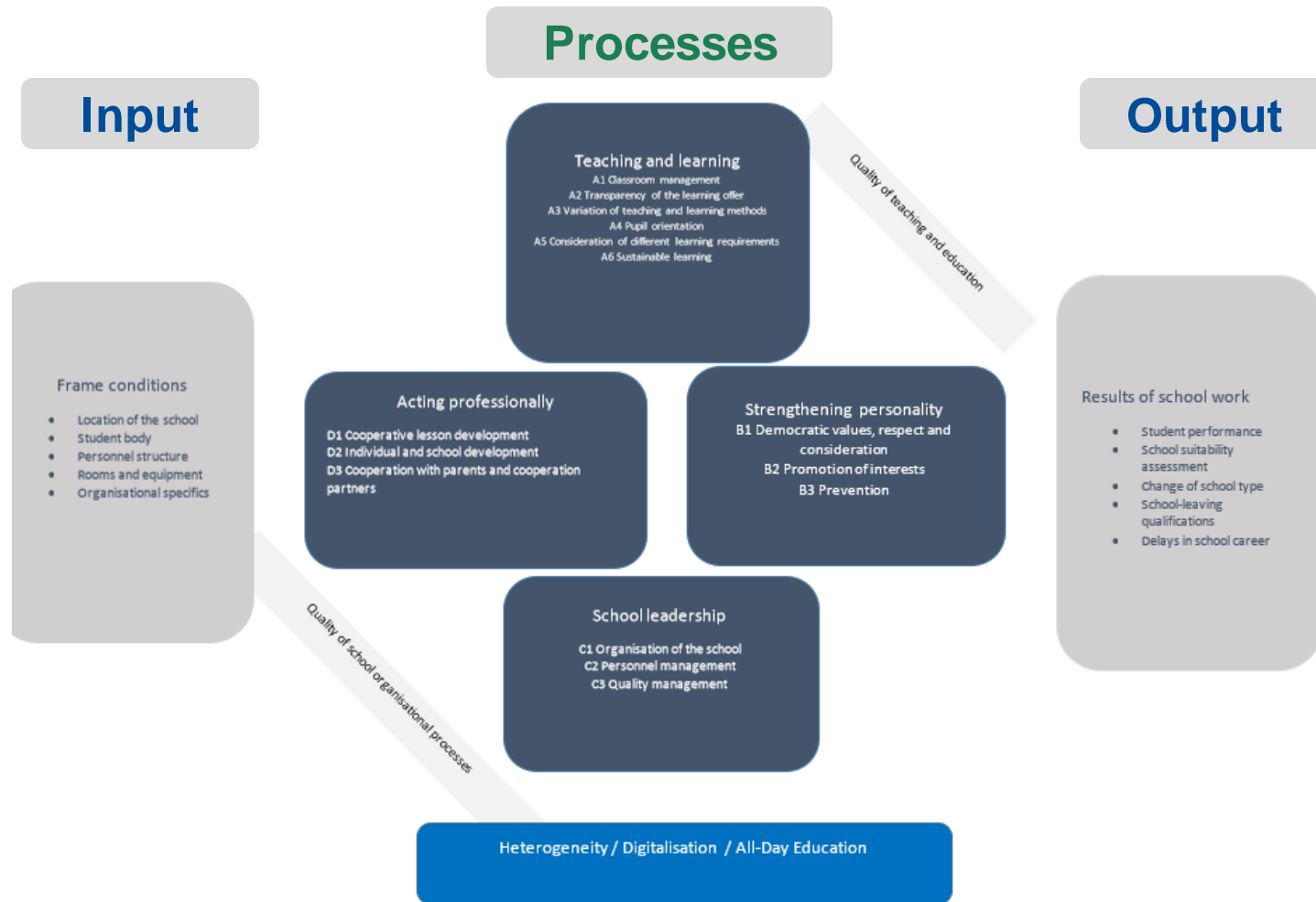
utilization of learning opportunities model (Helmke, Weinert 1997)



Both models distinguish between general conditions, processes and results of school work.



The Bavarian Framework of School Quality



The Bavarian Framework of School Quality



takes into account the current state of research

describes school and teaching quality

is basis for school quality assurance and development

reflects current developments in education policy

gains legitimacy and acceptance

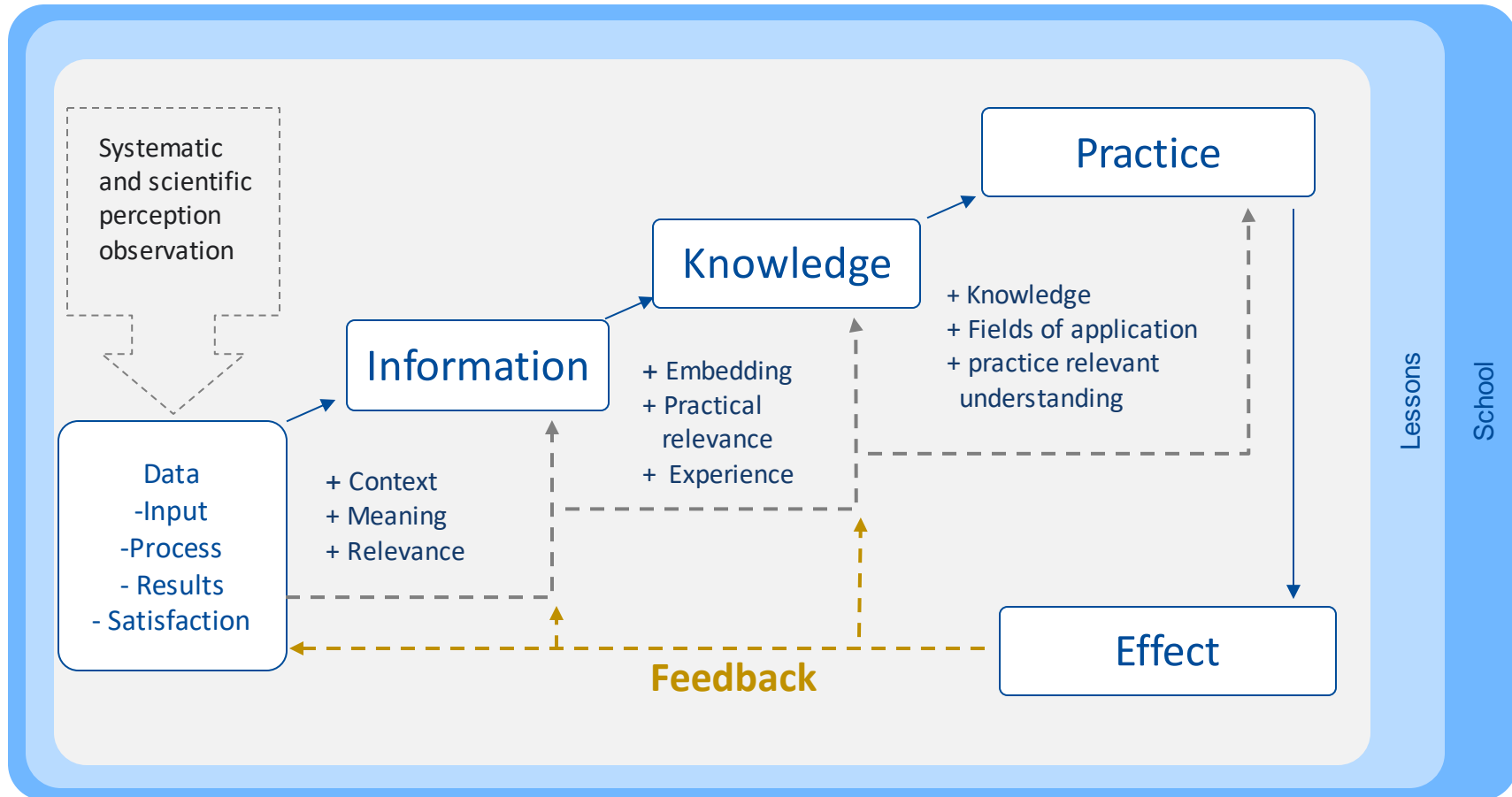
moves the school system in the desired direction

offers a reference in the training and further education of school actors

Analysis of data as part of qualifying/training courses for the evaluators



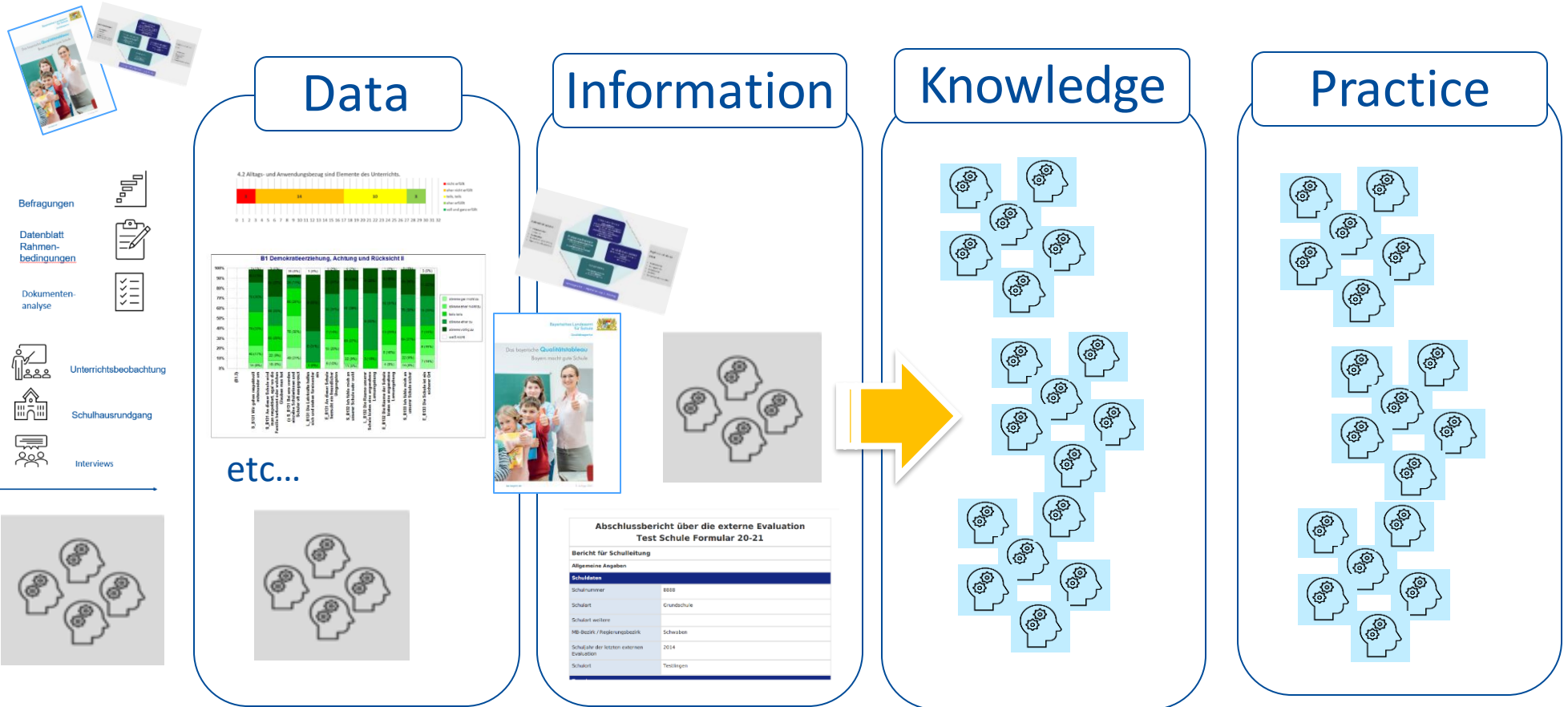
Data from school evaluation as useful tools for school development processes: How it is meant to be ..



(Schatz, M., Wiesner, C., Rößler, L., Schildkamp, K., George, A., Hofbauer, C. & Pant, H. (2018). Möglichkeiten und Grenzen evidenzorientierter Schulentwicklung. In S. Breit, F. Eder, K. Krainer, C. Schreiner, A. Seel & C. Spiel (Hrsg.), Nationaler Bildungsbericht Österreich 2018: Fokussierte Analysen und Zukunftsperspektiven für das Bildungswesen, Beitrag 10 (S. 403- 454). Graz: Leykam)



Data from school evaluation as useful tools for school development processes: How it is meant to be ..



- Befragungen
- Datenblatt Rahmenbedingungen
- Dokumentenanalyse
- Unterrichtsbeobachtung
- Schulhausrundgang
- Interviews



Scientific Examination Pilot Study

2019 to 2021



Pilot Study

► Data sources and sampling

Statistical review of the questionnaires
34.000 students, 3200 teachers, 10.000 parents

Telephone interviews with school headmasters N=24

Qualitative examination of the questionnaires – cognitive interviews with 40 students, 40 teachers, 40 parents

Group discussions with school authorities N=115

Review of the lesson observations (N=38)

Telephone interviews with evaluators (inspectors) N=28



Pilot Study: Examination of the Questionnaires

- **Who participated?**
 - cognitive interviews (40 pupils, 20 teachers, 40 parents)
- **Focus of interest**
 - easy to understand and clearly answerable?
 - items capture quality aspects properly?
- **Procedure**



Pilot Study

▶ Focus of interest

▪ Questionnaires

• Qualitative aspects

- ✓ easy to understand and clearly answerable?
- ✓ items capture quality aspects properly?

• psychometric analysis of the surveys

- ✓ confirmatory and exploratory factor analysis and internal consistency of scales regarding instructional quality
- ✓ analysis of item parameters

▪ Lesson Observations

- Duration of the observations
- Interrater-Reliability (Cohens Kappa)

▪ Analysis of documents



Pilot Study

▶ Focus of interest

- new elements in the external evaluation process
 - organisational issues
 - acceptance and benefit of the innovations

- Goals of the new evaluation concept achieved?
 - stronger focus on school and teaching development
 - improvement of the practical benefits for schools
 - reduction in the burden on schools by slimming down the workload.
 - better linkage with school development



Pilot Study: Review of Lesson Observation

- **Who participated?**
 - five schools from different school types
- **Focus of interest**
 - Duration of the observations
 - Observability of the items related to the indicators
 - Consensus building in the team
- **Procedure**
 - 27 lessons were observed
 - 45 teachers were interviewed after the observation





Questions?



Thank you for your attention!

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