

Building on school self-evaluation: using the dynamic model to improve educational practice

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Aims and objectives

Project aims at validating use of dynamic model for establishment of effective school self-evaluation mechanisms (SSE).

- School self-evaluation is a process that should be led by schools themselves and should empower them to make an educational change (Fullan, 1998).
- Although SSE is widely applied in Slovenia and is even emphasized in recent legislation, schools use SSE without any conceptual framework that would link their activities to school effectiveness or improvement of teaching and learning practices.

Aims and objectives

Through this project we would like to explore the extent to which the dynamic model can help in establishing effective school self-evaluation mechanisms that aim to improve educational practice.

Our goal is

- to base SSE on conceptual framework of dynamic model and enable theory driven and evidence based implementation of changes in Slovenia
- contribute to validation of the dynamic model on systemic level in different countries/school systems across Europe.

Methodologies/experiments

Design of the project

- experimental longitudinal study
- three groups of schools
- two separate measurements in approximately 1 year interval

Sample of schools, times of measurements and most data collection instruments coincide with the collaborative research project.

Methodologies/experiments

Sample

- 59 primary schools
- 2100 grade 4 students

The school sample were randomly split into three groups in order to measure the effects of three different approaches of establishing SSE mechanisms on student achievement in mathematics and science.

Methodologies/experiments

Selected sample consist of pupils from 59 schools, randomly assigned to one of the three groups and pupil's achievement in mathematics and science, as measured by instruments used in the collaborative project (with items based on TIMSS), was measured at the beginning and will be measured at the end of grade 4 of the primary school (outcome measure).

Instruments:

- Student questionnaire
- Mathematics and Science tests
- Teacher questionnaire - attitudes to SSE
- Teacher questionnaire - school level (Group 3)

Work plan - The design of the study

After the first measure of pupil knowledge and skills in maths and science, we selected a number of schools within the schools of our sample to build different types of SSE mechanisms and through the other measure (one year after) we will be checking whether SSE helped them to improve their results.

Different types of support are and will be provided to each group of schools to establish SSE mechanisms in order to make decisions on how to improve their policy and practice.

- Group 1
- Group 2
- Group 3

Work plan - The design of the study

Group 1

- First group of schools is a control group.
- No other activities during the school year are planned (except the data collection).
- The decision making process in establishing SSE is left to the school itself - based on the legislation of SSE in Slovenia.

Work plan - The design of the study

Group 2

- The second treatment gives emphasis to the establishment of a school climate that supports change.
- The stakeholders of these schools are encouraged to express their concerns about SSE and exchange them with each other.
- Also, support is provided to the schools to establish their own SSE mechanisms by generating their own criteria of SSE and collecting data in relation to these criteria.
- Training about leading school self-evaluation for the teachers.

Work plan - The design of the study

Group 3

- The third group is not only encouraged to establish SSE mechanisms but also to take decisions for their improvement strategies which are in line with the assumptions of the dynamic model.
- Beyond presenting the dynamic model and its assumptions to the school stakeholders, the instruments used to test the validity of the model at the school level were administered.

Work plan - The design of the study

Group 3

- Presentations of dynamic model were made twice - once for a school team in our Centre and once for the whole (or part) school (in each school in Group 3).
- The results of the evaluation were presented to the school stakeholders and they were encouraged to design their own school improvement initiatives in such a way that one of the first three priorities of their schools could be addressed.

Work plan - The design of the study

Group 3

Priorities of the schools could be:

- 1 School Policy on Teaching and actions taken to improve teaching refers to the following three factors:
 - Quantity of Teaching
 - Quality of Teaching
 - Learning Opportunities
- 2 School Learning Environment
 - Behavior outside the classroom
 - Teacher Collaboration/Professional Development
 - Partnership/Community and Parents
 - Use of Resources
- 3 Evaluation of Teaching and the SLE

Work plan - The design of the study

Group 3

School visits

- presentation of the dynamic model to each school
- presentation of the results (teacher questionnaire)
- support to schools with their action plan and SSE

Case study

- two of the schools from Group 3
- Observation instruments - recording reactions of the school staff using observation
- support to schools

Work plan - The design of the study

Comparison of the impact of these treatments can help us identify the extent to which the establishment of SSE mechanisms can help us improve the effectiveness status of the schools, whether we use SSE mechanism based on the dynamic model, or use SSE without any conceptual framework.

THANK YOU!

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HAVE A NICE DAY!