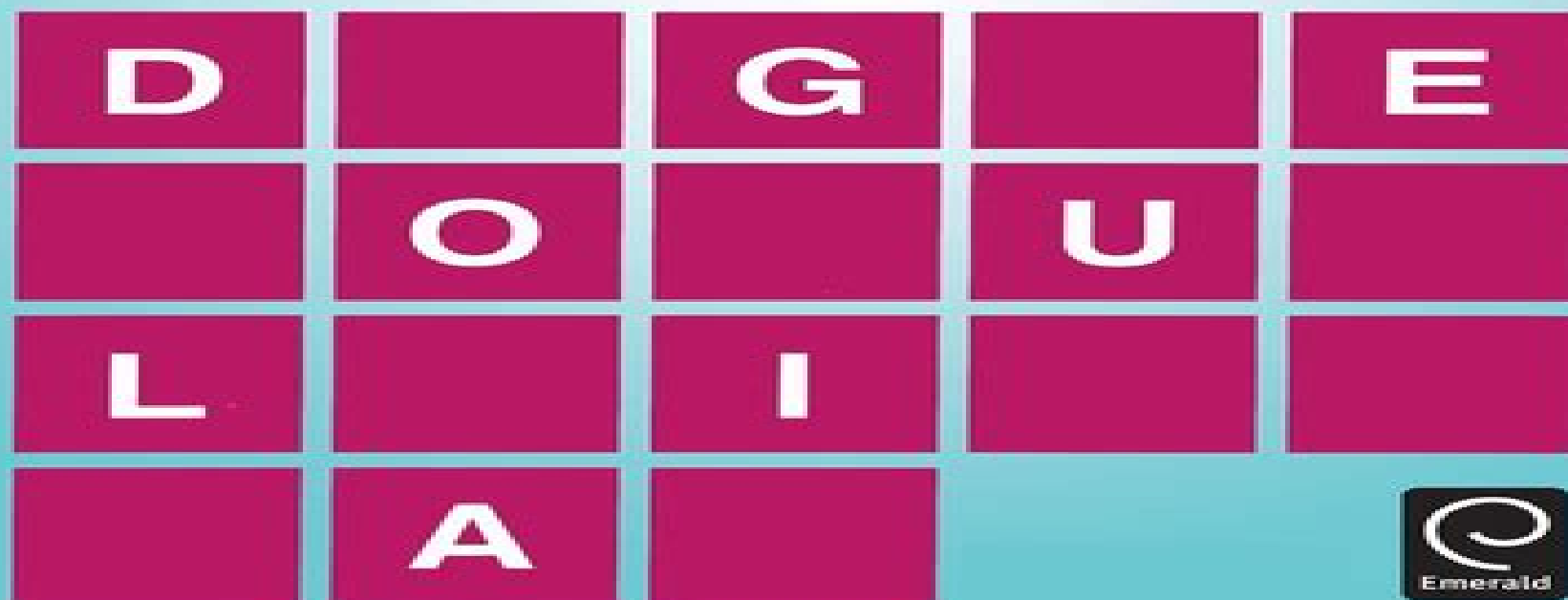


SCHOOL-BASED EVALUATION

A Dialogue for School Improvement

David Nevo



School Based Evaluation A Dialogue For School Improvement

Nancy Falchikov



School Based Evaluation A Dialogue For School Improvement:

School-based Evaluation David Nevo,1995 Presents a conceptual framework for school evaluation and evaluation methods that can be used within the framework of the school This work is based on concepts and ideas originally developed in the area of program evaluation and combining internal and external evaluation that provides a common ground for school evaluation

School-based Evaluation David Nevo,2002-09-04 Divided into two parts this volume first discusses the concept of school based evaluation followed by a presentation of case studies of school evaluation from across the world In part one school based evaluation is examined from three perspectives school based evaluation as a dialogue between internal and external evaluation school evaluation from a perspective of institutional self evaluation in a democracy and issues of definition methods and implementation The second part of the book presents case studies from Norway England The Netherlands Austria Spain United States Canada Israel Scotland and Germany All of the case studies are based on actual experience with school based evaluation in various educational and social contexts Authors recognise the wide range of local constraints and reflect upon multiple evaluation perspectives describing their educational context evaluation perspective and specific school based experience They highlight difficulties encountered in their work discuss the implications and make recommendations for further development of the concept of school based evaluation and its practice School Based Evaluation An International Perspective does not suggest internal self school evaluation as an alternative to external objective evaluation However an attempt is made to advocate the combination of both for the benefit of school accountability and school improvement

The SAGE Handbook of Evaluation Ian Shaw,Ian Graham Ronald Shaw,Jennifer C Greene,Melvin M Mark,2006-07-27 In this comprehensive handbook an examination of the complexities of contemporary evaluation contributes to the ongoing dialogue that arises in professional efforts to evaluate people related programs policies and practices The SAGE Handbook of Evaluation is a unique and authoritative resource consisting of 25 chapters covering a range of evaluation theories and techniques in a single accessible volume With contributions from world leading figures in their fields overseen by an eminent international editorial board this handbook is an extensive and user friendly resource

Educational Evaluation, Assessment and Monitoring Cees Glas,Jaap Scheerens,Sally M. Thomas,2006-01-16 This book looks at the foundations of school self evaluation from a scientific as from a practical perspective Planning concepts restructuring of education systems organizational theory on schools evaluation methodology and models of school effectiveness and school improvement are discussed as contributing to the overall conceptualization of school self evaluation A broad range of approaches is presented and methodological requirements are discussed School self evaluation contains controversial issues that reflect tension between the need for objectivity in a context that is permeated by values and potential conflicts of interests Similar tensions may be seen to exist with respect to the static and reductionist aspects of available data collection procedures in a complex and dynamic situation and the appeal for external accountability on the one hand and improvement

oriented self reflection on the other The mission of the book is to clarify these tensions and offer ways to deal with them in practical applications The school effectiveness knowledge base is offered as a substantive educational frame of references that serves an important function in selecting relevant factors for data collection and the use of the evaluation results

Improving Quality in Education Bert P.M. Creemers, Leonidas Kyriakides, 2013-07-03 Improving Quality in Education is a major contribution to the area of school improvement setting out a dynamic framework that will help schools collect data evaluate themselves decide on priorities for improvement and develop action plans *An Ecosystem for Research-Engaged Schools* David Godfrey, Chris Brown, 2019-03-14 Looking at the potential for research use by educators to improve schools for all young people An Ecosystem for Research Engaged Schools presents a range of ground breaking research and fascinating case studies It carefully explores the elements and dimensions of research engaged schools using an ecosystems perspective to study the layers and interconnections that occur amongst the people and institutions that exist within the ecosystem Allowing the reader to consider how to ensure independent elements of the ecosystem are maintained to ensure an effective balance this book brings together contributions from international experts working in a variety of fields such as school leadership professional development and accountability Key issues facing the research use ecosystem both theoretically and empirically are covered with examples of innovative practice new theories and value systems The book also provides an insight into the exciting possibility of such a system of learning and innovation in our schools where structures cultures practices and policies align to promote research informed school improvement With chapters bringing together issues from different aspects of the system this book expands the analysis of evidence and research informed practice considering the wider environment within which it is undertaken shows the interplay and tensions between aspects of the ecosystem and illustrates how different aspects of the ecosystem affect evidence use reconciles all aspects of the ecosystem within an overarching framework which attempts to explain the complex totality of the ecosystem Designed to both challenge and inspire An Ecosystem for Research Engaged Schools truly bridges the gap between theory and practice It will be an invaluable asset to those currently working in the area allowing them to think more deeply about their work and the theoretical mechanisms that underpin it Policy makers practitioners and teachers will also find this book a fascinating read

Reimagining the P-20 Landscape for School Leadership Learning Bailey Watters, Jennifer Miller, Gary J. Rhone, Ron, 2024-12-20 Enhancing school leadership through innovative and effective professional learning practices is critical for improving education at all levels By exploring new methods and pedagogical approaches educators and leaders can better support the development of leadership skills within the P 20 community Strengthening school leadership not only improves decision making and school outcomes but also fosters a culture of continuous improvement and student success This focus on leadership efficacy has a lasting impact on educational quality and equity benefiting communities and society as a whole Reimagining the P 20 Landscape for School Leadership Learning provides a collection of theoretical conceptual and

empirical research on innovative and engaging practices methods and pedagogy for school leadership professional learning It seeks to improve the landscape of methods and pedagogical approaches for leadership development among the P 20 community in supporting school leaders and advancing leadership efficiency Covering topics such as competence development online education and virtual reality this book is an excellent resource for practitioners professionals researchers policy advisors and more **Data-based Decision Making in Education** Kim Schildkamp, Mei Kuin Lai, Lorna

Earl, 2012-09-18 In a context where schools are held more and more accountable for the education they provide data based decision making has become increasingly important This book brings together scholars from several countries to examine data based decision making Data based decision making in this book refers to making decisions based on a broad range of evidence such as scores on students assessments classroom observations etc This book supports policy makers people working with schools researchers and school leaders and teachers in the use of data by bringing together the current research conducted on data use across multiple countries into a single volume Some of these studies are best practice studies where effective data use has led to improvements in student learning Others provide insight into challenges in both policy and practice environments Each of them draws on research and literature in the field *The Dynamics of Educational Effectiveness* Bert Creemers, Leonidas Kyriakides, 2007-09-12 This book brings together the current thinking and research of two major investigators in the field of educational effectiveness After defining educational effectiveness the authors analyse the various theories and strands of research within educational effectiveness especially with respect to the comprehensive model developed by Creemers Written by one of the worlds leading experts in the field this book will both elucidate our current understanding of educational effectiveness and carry the discipline forward by proposing profound changes to accepted views *Schools Must Speak for Themselves* John MacBeath, 2005-06-23 This book draws on ground breaking work with the National Union of Teachers to demonstrate a practical approach to identifying what makes a good school and the part that pupils parents and teachers can play in school improvement **Improving Assessment Through Student Involvement** Nancy Falchikov, 2013-04-15 Staff developers lecturers and researchers in both higher and further education institutions will welcome this comprehensive yet critical guide to achieving effective student involvement in assessment

OECD Reviews of Evaluation and Assessment in Education: Denmark 2011 Shewbridge Claire, Jang Eunice, Matthews Peter, Santiago Paulo, 2011-10-27 This book provides for Denmark an independent analysis of major issues facing the educational evaluation and assessment framework current policy initiatives and possible future approaches *Encyclopedia of Evaluation* Sandra Mathison, 2005 All humans are nascent evaluators Evaluation has been with us throughout history and in its modern form has moved from the margins to the centers of organizations agencies educational institutions and corporate boardrooms No longer a specialized part time activity evaluation has become institutionalized a common practice and indeed an important commodity in political and social life The Encyclopedia of Evaluation is an authoritative first of its

kind who what where why and how of the field of evaluation Covering professional practice as well as academia this volume chronicles the development of the field its history key figures theories approaches and goals From the leading publisher in the field of evaluation this work is a must have for all social science libraries departments that offer courses in evaluation and students and professional evaluators around the world The entries in this Encyclopedia capture the essence of evaluation as a practice methods techniques roles people as a profession professional obligations shared knowledge ethical imperatives events places and as a discipline theories and models of evaluation ontological and epistemological issues International Scope Despite the fact that evaluation practice is not institutionalized in the same way around the world the encyclopedia recognizes the international growth of the profession due in large part to organizations such as UNICEF the World Bank and USAID Entries cover the following Afghanistan Belgium Cambodia Ethiopia Germany Greece Guyana Israel Netherlands Niger Scotland South Africa Spain and Uganda In addition the international group of authors includes contributions from more than a dozen nations There are a number of stories about evaluation practice around the world that are set off as sidebars in the text These stories provide a glimpse into the nature of evaluation practice in a diverse set of circumstances delineate the common and uncommon issues for evaluators around the world and point to the complexities of importing evaluation from one culture to another Interdisciplinary Methodological Coverage Much of the practice of evaluation has grown out of the social science research tradition While psychological methods and psychometrics continue to be useful evaluation research today draws from a wide range of disciplines including anthropology education political science literary criticism systems theory and others This Encyclopedia covers all of the relevant methodologies including both qualitative and quantitative approaches Evaluators and Theories The Encyclopedia of Evaluation includes significant coverage of the major figures in the field throughout its history Many of these figures are well known for a particular theory or approach and whenever applicable the entries make this connection for the reader as well as provide references for further reading Good examples include Michael Quinn Patton and Utilization Focused Evaluation David Fetterman and Empowerment Evaluation Daniel Stufflebeam s CIPP Model of Evaluation and Huey Chen and Theory driven Evaluations Key Themes Concepts Evaluation Concepts Methodological Concepts Philosophical Concepts Social Science Ethics and Standards Evaluation Approaches and Models Evaluation around the World Stories Evaluation Planning Evaluation Theory Laws and Legislation Organizations People Publications Qualitative Methods Quantitative Methods Representation Reporting Communicating Systems Technology Utilization Key Features More than 100 contributors from around the world Single affordable volume with nearly 600 entries arranged alphabetically Entries written by an international team of experts including narratives that depict evaluation practice around the world Reader s Guide arranges entries into 18 thematic categories to facilitate browsing among core topics Editorial Board Ross Connor University of California Irvine Lois Ellin Datta Consultant Melissa Freeman University at Albany Rodney Hopson Duquesne University Saville Kushner University of the West of England U K

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Educational Effectiveness Theory Katharina Maag

Merki, Marcus Emmerich, Monika Holmeier, 2018-10-11 Despite the advances in educational effectiveness theory and methodology in the last 20 years important questions and issues remain unresolved In particular existing theoretical frameworks of educational effectiveness are only able to describe the interrelationship among factors at the system school classroom and student levels and their cross level interdependency in a very general manner Additionally although a large number of studies provide empirical evidence of the impact of single factors and factor constellations on student learning the embedding of the empirically identified results in theoretical models of educational effectiveness has to be carried out more systematically in order to develop more elaborated theories of educational effectiveness The aim of this book is to contribute to the advancement of educational effectiveness theory by discussing different strategies including alternative theoretical models to understand educational in effectiveness extending the methodology to analyze processes and mechanisms of educational in effectiveness analyzing differential effects of processes and instruments on educational in effectiveness carrying out complex multivariate analyses considering manifest and latent variables and combining theory and practice in real school situations Taken together the strategies presented in this book make it clear that the advancement of educational effectiveness theory depends on the advancement of educational effectiveness methodology or in other words from theory to methodology and from empirical evidence back to theory This book was originally published as a special issue of School Effectiveness and School Improvement

Hong Kong School Curriculum Paul Morris, 1996-08-01

This book is intended for students who are studying courses on the school curriculum and also for teachers and principals who are keen to improve the quality of schooling they provide their pupils The book introduces the reader to the components of the school curriculum and concepts used to analyse it This second edition has been substantially revised to reflect changes in educational policy

Research and Evidence-based Perspectives in Education Vana Chiou, Lotte Geunis, Oliver Holz, Nesrin Oruç Ertürk, Justyna Ratkowska-Pasikowska, Fiona Shelton, 2025 This edited collection focuses on educational challenges questions and discussions in a range of educational contexts and phases of learning including early years primary secondary and higher education These individual discourses lead to connected conversations where educational challenges are pondered solutions offered and where research findings can extend our insights and understanding to enhance educational practices The scope of the book is multi faceted and explores a range of practices and research contexts such as sustainable development parent carer engagement cyber bullying social pedagogy professional development educational innovations language learning

gender diversity and inclusion The chapters offer an insight into how we can think about and offer solutions to complex educational challenges for sustainable and enhanced pedagogic practice

Optimising New Modes of Assessment: In Search of Qualities and Standards Mien Segers,F. Dochy,E. Cascallar,2006-04-11 This is an essential book for all those concerned with the field of assessment It addresses relevant and timely conceptual and practical issues from a research perspective and based on research results clearly provides solutions to practical applications at the cutting edge of the emerging area of new modes of assessment In a clear and rigorous manner the authors explore new methods and study the various quality aspects of innovative approaches

Changing Schools in an Era of Globalization John Chi-Kin Lee,Brian J. Caldwell,2012-04-27 Much has been written about globalization and the challenge of preparing young people for the new world of work and life in times of complexity and continuous change However few works have examined how globalization has and will continue to shape education in the East This volume discusses education within the context of globalization and examines what is occurring in schools and systems of education in the People s Republic of China Hong Kong Chinese Taipei Singapore and Australia Closer examination of recent developments and current trends reveal the same turbulence and a range of common issues in areas such as assessment curriculum leadership management of change pedagogy policy professional capacity and technology This volume demonstrates the commonalities and differences and offers tremendous insight into the way things are done in places where student achievement is high but there is also a sense of urgency in continuing an agenda of change

International Encyclopedia of Education ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere

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Assessment, Learning and Judgement in Higher Education Gordon Joughin, 2008-12-11

There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years. This interest has been expressed in various ways through large scale research projects, international conferences, the development of principles of assessment that supports learning, a growing awareness of the role of feedback as an integral part of the learning process, and the publication of exemplary assessment practices. At the same time, more limited attention has been given to the underlying nature of assessment, to the concerns that arise when assessment is construed as a measurement process, and to the role of judgement in evaluating the quality of students' work. It is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning, and to explicate the nature of assessment as judgement. Despite the recent growth in interest noted above, assessment in higher education remains under conceptualized. This book seeks to make a significant contribution to conceptualizing key aspects of assessment, learning, and judgement.

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