

pädagogische hochschule zürich

Evaluation of schools in switzerland

**Challenges for the future  
between extern and intern evaluation**

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## Schulentwicklung in the Kanton Zürich

between

**internal evaluation**

**and**

**external evaluation**

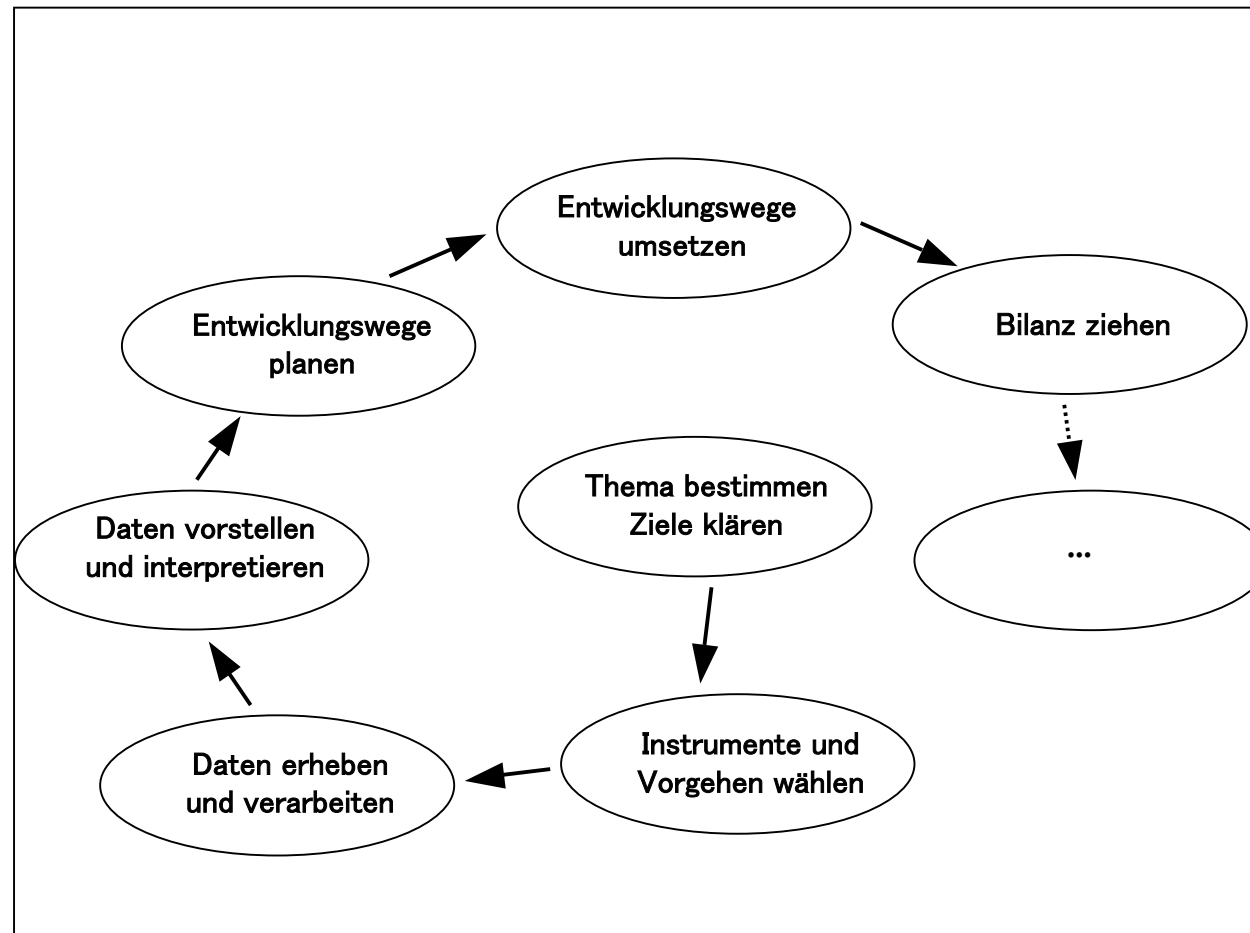
## What is the impact of extern evaluation/ assessment?

- What`s happen after an extern evaluation?
- Which stakeholders are motivated to work on base of the results of the extern evaluation?
- What kind of activities we can find after an extern evaluation?
- What are the goals from that activities?
- Are there effects for an sustainable development and enhancement of school?
- Does it change the school from the bottom?

## How can work an intern evaluation successfully?

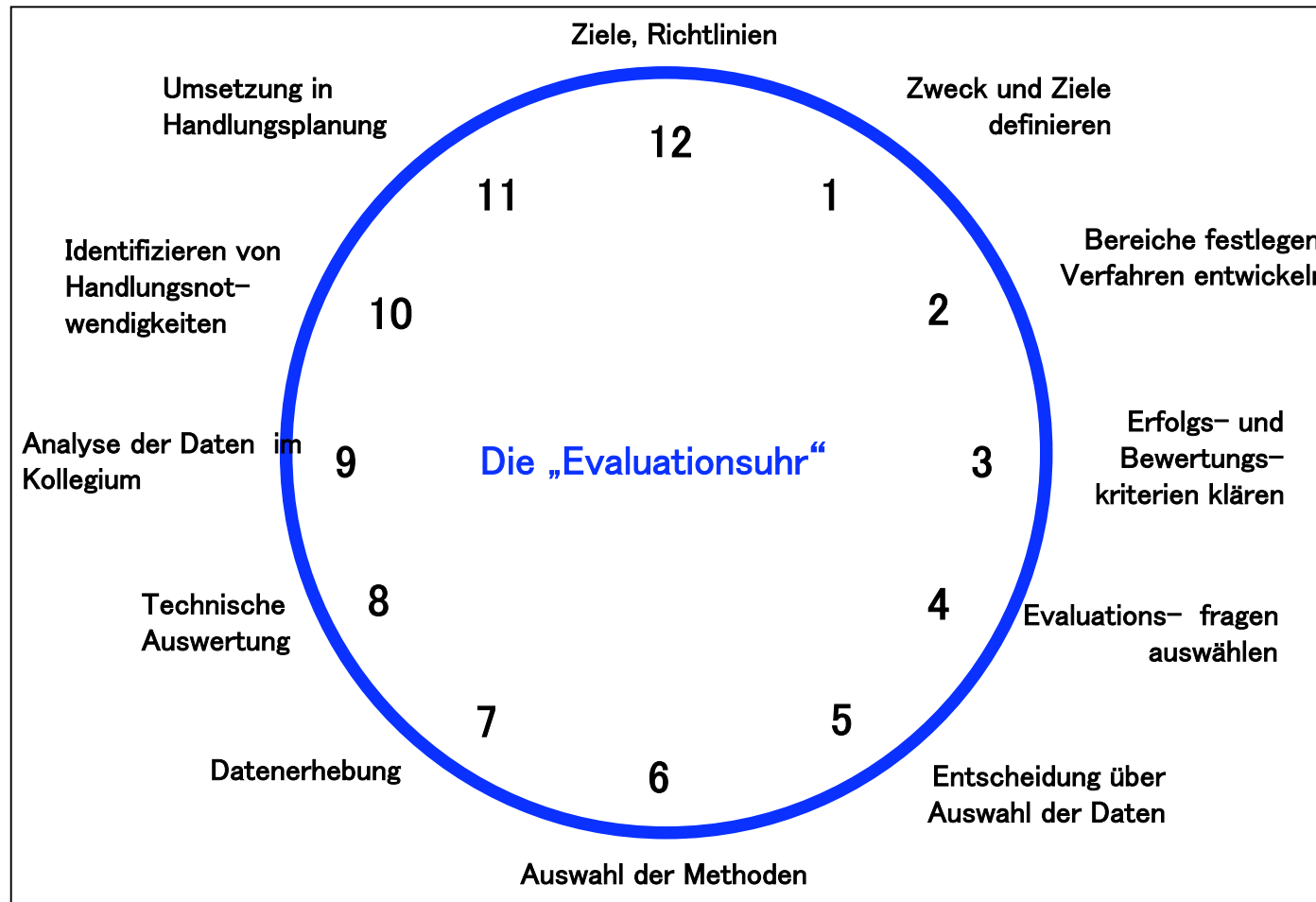
- Stakeholders create their own process from the bottom
- They use their special knowledge of school
- They have a better connection to daily practise
- They do things and activities which are probably successful
- They develop and enhance from the base
- We find a much greater participation of stakeholders

## Processmanagement of evaluations: Q-cirkel



(M. Keller, 2006)

## Processm. of evaluations: Evaluationclock



(R. Leemann)

## **Processm. of evaluations: 4 big steps**

**I. Phase of calculation**

**II. Phase of concretion**

**III. Phase of data collection and analysis**

**IV. Phase of controlling, quality assurance,  
development and enhancement**

# I. Phase of calculation

- 1 clearing purpose, targets and issues**
- 2 assessment und calculation of ressources, planing and drafting the procedure**
- 3 Checking the targets, ressources and the procedure and decide that with the stakeholders**

## II. Phase of concretion

**4 Find a model of indicators**

**5 Define the methods for the evaluation**

**6 Work out and test the instruments for the evaluation**

## **III. Phase of data collection and analysis**

**7 Collect data**

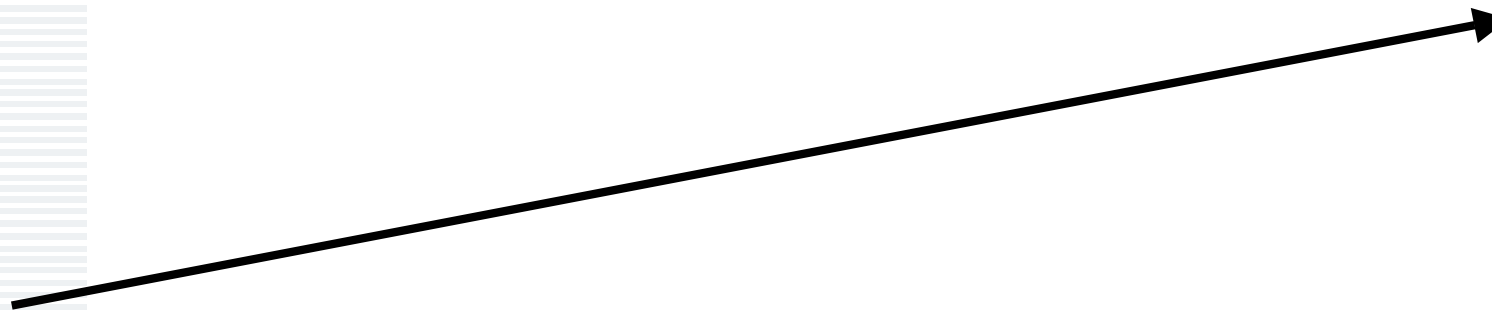
**8 Analyze data**

**9 Presentate the results, analyze, discuss them with the stakeholders and estimate them**

## **IV. Phase of controlling, quality assurance, development and enhancement**

- 10** derivate from the conclusions arrangements for development and enhancement
- 11** Integrate them in the school program
- 12** Work this program out and apply, that there is an impact you can measure

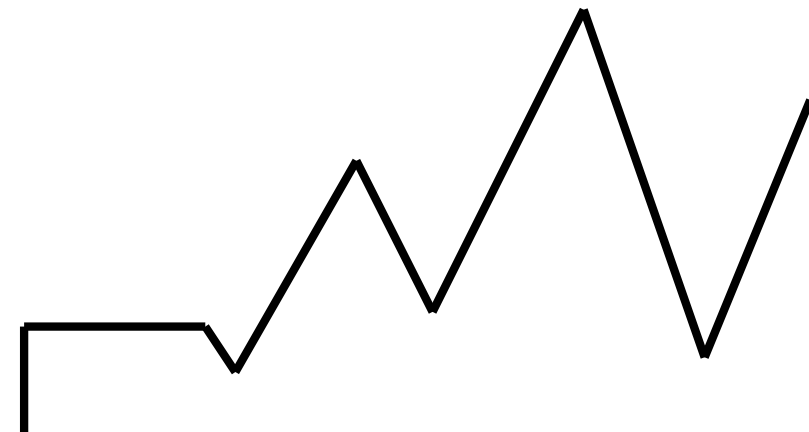
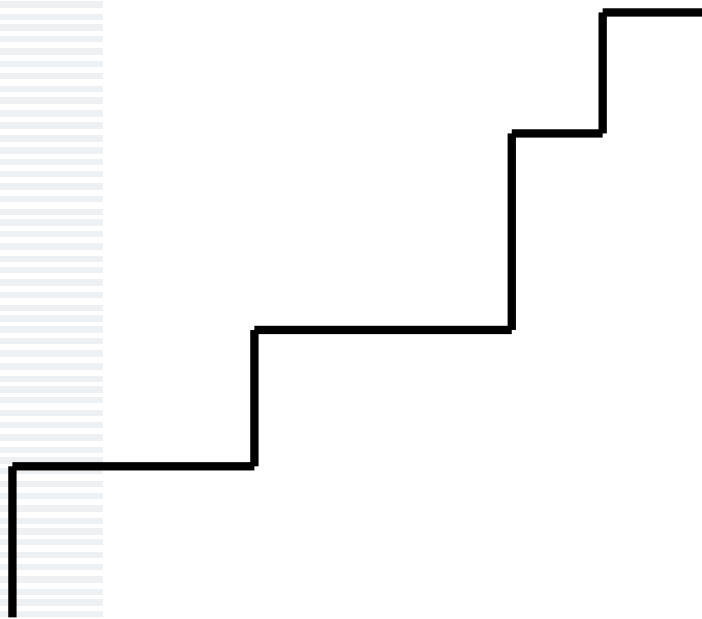
## Dynamic of development from an internal evaluation



## Dynamic from development from an external evaluation which intends activities of innovation

- Ideal

- Reality



## internal + external evaluation



## internal versus external evaluation?

syntheses:

**internal evaluation can stabilize the effects of external evaluations**



**external evaluations can give impulses when  
development of schools lost their dynamic**

## **conclusion**

**Assessments and evaluations with an short horizont and few time for development and implementation are not sustainable**

**Necessary is time, a scientific foundation, ressources and a systematic process**

**Fast and blind arrangements are not successful**

**The challenge for the future is to find a constructive combination between internal - external evaluation and assessment**

Thank you for your attention!