State Institute for Educational Development

The State Institute of Educational Development (LS) regards itself as a service provider for quality development in education and schools in Baden-Wuerttemberg. Within the portfolio of the Ministry of Education of Baden-Wuerttemberg, it supports and gives advice to all kinds of schools and educational institutions, the ministry itself and the administration, on the basis of experience in both scientific research and practical orientation at schools. Based on these responsibilities, the institute's departments are divided into:

- Administration, coordination and educational reporting
- Quality development and evaluation
- Educational development and empirical educational research
- Curriculum development for both general and vocational education schools

The State Institute of Educational Development was established as an institution of public law on 1st January 2005.

State Institute for Educational Development

Service Center

Phone +49 (0) 711 6642-2304
Fax +49 (0) 711 6642-2099

www.evaluation-bw.de
www.ls-bw.de

State Institute for Educational Development
Heilbronner Str. 172
70191 Stuttgart
Germany

Landesinstitut für Schulentwicklung

Innovativer Bildungsservice

External Evaluation

of general education schools in Baden-Wuerttemberg

Innovativer Bildungsservice

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Quality Development and External Evaluation

The Baden-Württemberg concept of quality development of schools emphasises the on-site responsibility for quality. Therefore evaluation is required.

In the context of its quality development process each school asks itself questions based on the educational reform and further federal state statutory guidelines. These are complemented by the school's individual agenda, which is part of the school's overall concept.

The 'Guidelines of School Quality', where different categories of quality and criteria are defined and elucidated with possible references, provide operative support. This process of internal evaluation is documented in the school portfolio, which is also the basis of external evaluation.

External evaluation is a service by the State Institute of Educational Development and is organised by specially qualified teachers.

With an impartial external view the process of school development is encouraged. Evaluation is based on transparent criteria, which are part of the 'Frame of Reference of School Quality' for external evaluation in Baden-Wuerttemberg. Thereby schools are given criteria-based feedback about their strengths and aspects that need to be developed, which is documented in a report.

External evaluation has a positive impact on school quality development by invigorating the follow-up activities of schools.

For detailed information on the concept, the frame of reference and the process please visit: www.evaluation-bw.de.

Compulsory External Evaluation

Internal evaluation and quality development have been compulsory for general education schools in Baden-Wuerttemberg since the 2007/08 school year. At the beginning of the 2008/09 school year compulsory external evaluation was introduced as the second element of school quality development. It is now conducted regularly each school year at schools of all different types, which are selected by a representative system of drawing lots. A five-year-interval of compulsory external evaluation for each school is aimed for.

Frame of reference of school quality

The conceptual foundation of external evaluation is the 'Frame of Reference of School Quality' which has been developed based on the 'Guidelines of School Quality' and is structured by the same categories of quality and criteria.

Focus

On the one hand the focus of external evaluation is on how lessons are arranged with regard to content and individual support and how schools deal with results and surrounding conditions. On the other hand the focus is on how schools manage and structure their internal quality development. In addition to the obligatory categories, which are evaluated at all schools, every school has to choose optional categories before the actual evaluation process takes place.

Instruments

In order to be able to give a differentiated assessment of a school's quality the following instruments are used: Analysis of the school portfolio and additional school documents, group interviews with teachers, students and parents and one interview with the headteacher, or respectively with the school leading team. In addition a defined number of 20-minute-sequences of lessons are monitored and the school building and campus are examined by the evaluation team.

The External Evaluation Process

1. Establishing Contacts

The leader of the evaluation team gets in touch with the school to arrange an appointment for a preliminary talk, in which an agreement is concluded and the evaluation frame is documented. Schools can appoint an external person to take part in the evaluation process as an "associated person".

2. Planning the evaluation

Schools provide their school portfolios and further documents to the evaluation team. The evaluation team then works out a detailed evaluation plan, which is adjusted to the situation of each school in terms of its realisation.

3. Evaluation on-site

The team size and the number of days the evaluation team spends in the school depend on the size of the school. During the evaluation on-site interviews, monitoring and examining the school building and grounds are accomplished.

4. Evaluation Report

At first the schools get a preliminary report. The final report is sent to the schools by the State Institute of Education after the evaluation process has been completely finished.

5. Planning further development

The results of the external evaluation help with developing school quality and taking adequate measures. Moreover, together with the school's action plan they are the basis of target agreements concluded with the School Supervisory Board. Schools also have to send the report to the school maintaining body.