

1. Record Nr.	UNINA9910866568903321
Autore	Sowada Moritz G
Titolo	Evaluating Schools : Dynamic Production of Scoring Decisions in the School Inspection Process // by Moritz G. Sowada
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2024
ISBN	9783031623240 9783031623233
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (216 pages)
Collana	Education Series
Disciplina	371.26
Soggetti	Educational tests and measurements Education and state School psychology Assessment and Testing Educational Policy and Politics School Psychology Escoles Avaluació educativa Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Introduction - Situating School Inspection in the Context of the Evaluation Society -- Chapter 2. Research and Its Relevance for the Study of School Inspection Teams -- Chapter 3. A Conceptual Toolbox for Analysing the Scoring Work of School Inspection Teams -- Chapter 4. The Study Design for the Analysis of the Scoring Work of School Inspection Teams -- Chapter 5. Official Procedures of School Inspection -- Chapter 6. Understanding the Practice of External School Evaluation by Inspection Teams -- Chapter 7. Approaches to Scoring the Quality of Schools by Inspection Teams -- Chapter 8. Steps of Scoring Discussions by School Inspection Teams -- Chapter 9. The Negotiation of Scores by School Inspection Teams -- Chapter 10. Conclusion: Insights on How Inspection Teams Evaluate Schools.

This book provides an analysis of how inspection teams evaluate schools – especially how they decide on assigning scores. It shows how the governance of schools through evaluation is enacted pragmatically. With its focus on the practice of evaluation by a group of external experts, it contributes to the expanding interdisciplinary field devoted to studying phenomena of the ‘evaluation society’ spanning from assessment research to programme evaluation, from the psychology of decision-making to the sociology of valuation and evaluation. Additionally, it argues that official inspection systems frame the inspection process, but cannot fully determine scoring practice. The implementation of official scoring guidelines is characterized by irreducible uncertainty requiring professional discretion for its resolution. Inspection teams thus must employ a flexible and pragmatic approach to finalize their scoring task. By drawing on empirical data from six observed inspection teams from two German states, it provides profound insights into how real evaluation decisions were made. This book is valuable to anyone seeking to understand evaluation in education – in particular scholars, policy-makers and educators in the field of school evaluation and accountability.
