

Models of Teacher Evaluation and School Accountability Around the World:



DENMARK

by Jakob Wandall

My background

- Research, social science, 10yrs
- Ministry of Education, 15yrs.
- R&D of educational/assessment technology, (independent Consultant)

WANDALL

Frå evaluering til praksis,
fra teori & teknik
til konkret & anvendeligt

JAKOB WANDALL arbejder med:
Rådgivning og konsulentbistand vedr.
evaluering
Formidling, især om test:
- Mundtligt (oplæg, undervisning)
- Skriftligt (artikler, debat, bøger)
Testudvikling og bistand hertil.

Jakob Wandall / WANDALL.BIZ
Frederik VI alle 9,
Frederiksberg 2000 - DK
Denmark.
Phone +45 2299 8099
Mail: Jakob@Wandall.biz

Materialer/Artikler
Samarbejde
Baggrund (CV)

Facts about Denmark

Denmark

- 4,9 mill. Inhabitants
- 90% ethnic Danes

The public primary and lower secondary education in Denmark, "Folkeskolen":

- 600.000 pupils, 60.000 pr. Grade level
 - App 2.000 public schools, of those 1.300 ordinary folkeskoler,
 - School governed by decentralized local governments → significant differences from municipality to municipality
 - 3-5 pupils pr. new computer (<3 year) – some place 1:1
 - highspeed internet-connection almost everywhere
- **Infrastructure suited for It-based assessment**

Assessment in Denmark, "Folkeskolen":

- Summative – Final examination after 9th grade
- Formative – National testing system (10 adaptive test from 2nd-8th grade)

Netherland VS Denmark

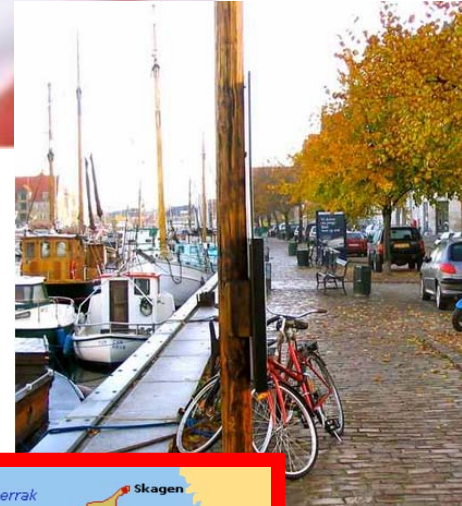
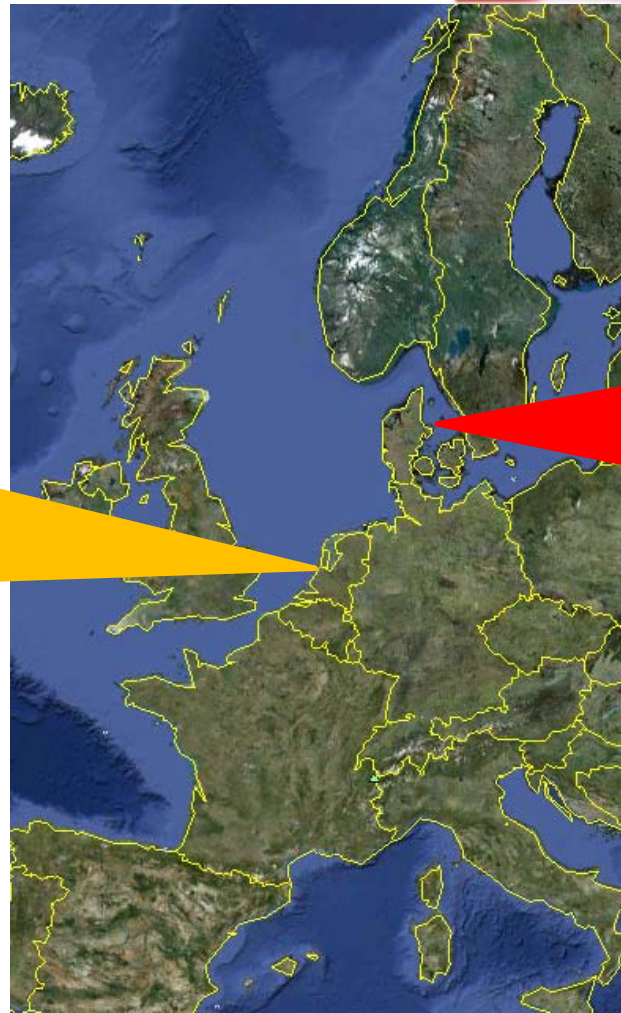


WORLDWIDE

Netherlands VS Denmark



Netherlands VS Denmark

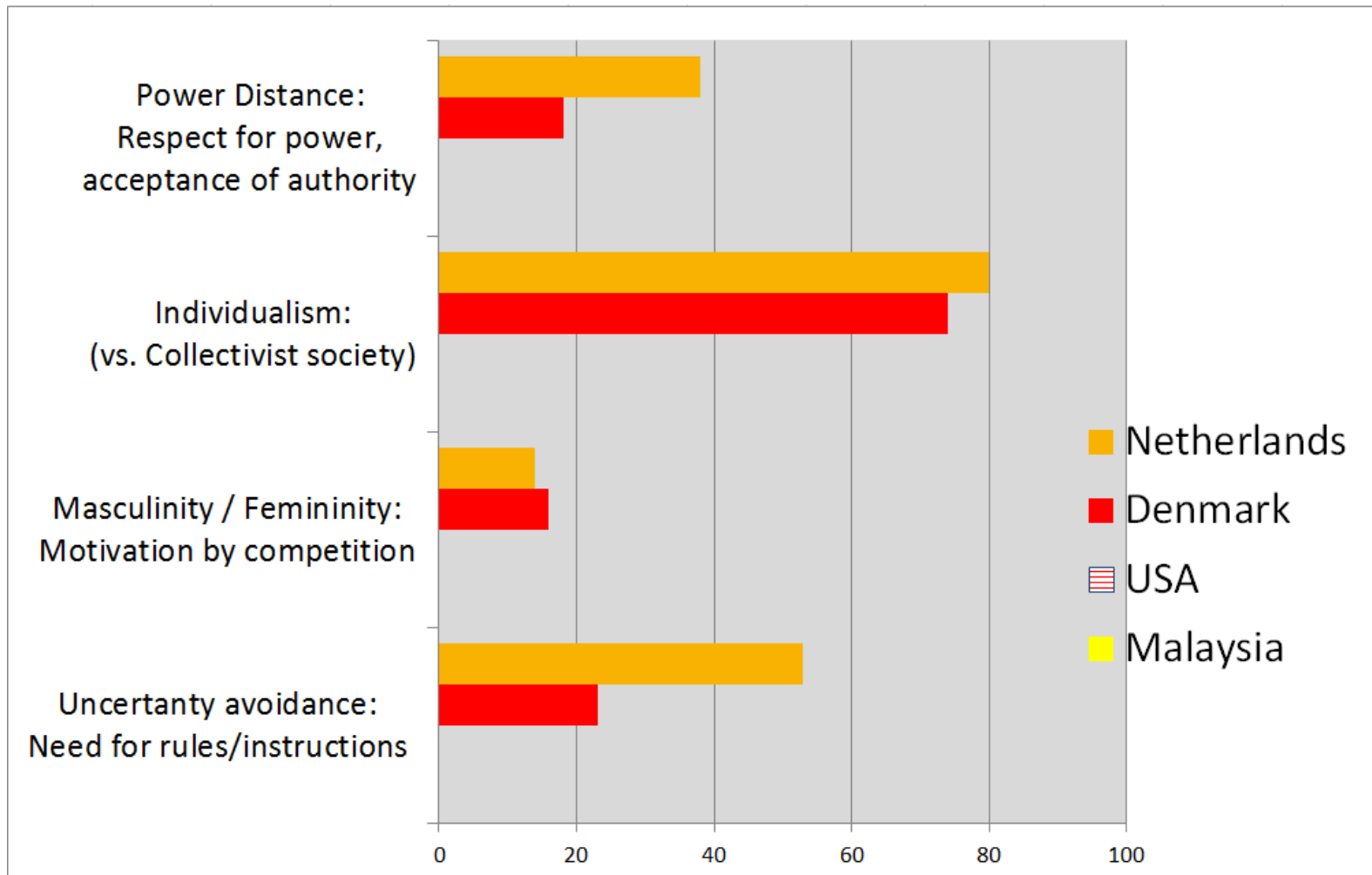


Dutch antropologist* describes Danes with 4 cultural dimensions

- Power Distance: ***Danes do not lead, they coach. And employee/student autonomy is required. Argument counts, hierarchy doesn't.***
- Masculinity / Femininity: ***Danes value equality, solidarity and quality in their working lives. Conflicts are resolved by compromise and negotiation until consensus has been reached.***
- Individualism: ***Denmark is an Individualistic society. Welfare state - High taxes – large public sector. Individuals are expected to take care of themselves and their immediate families only.***
- Uncertainty Avoidance: ***It is ok to say “I do not know” and the Danes are comfortable in ambiguous situations.***

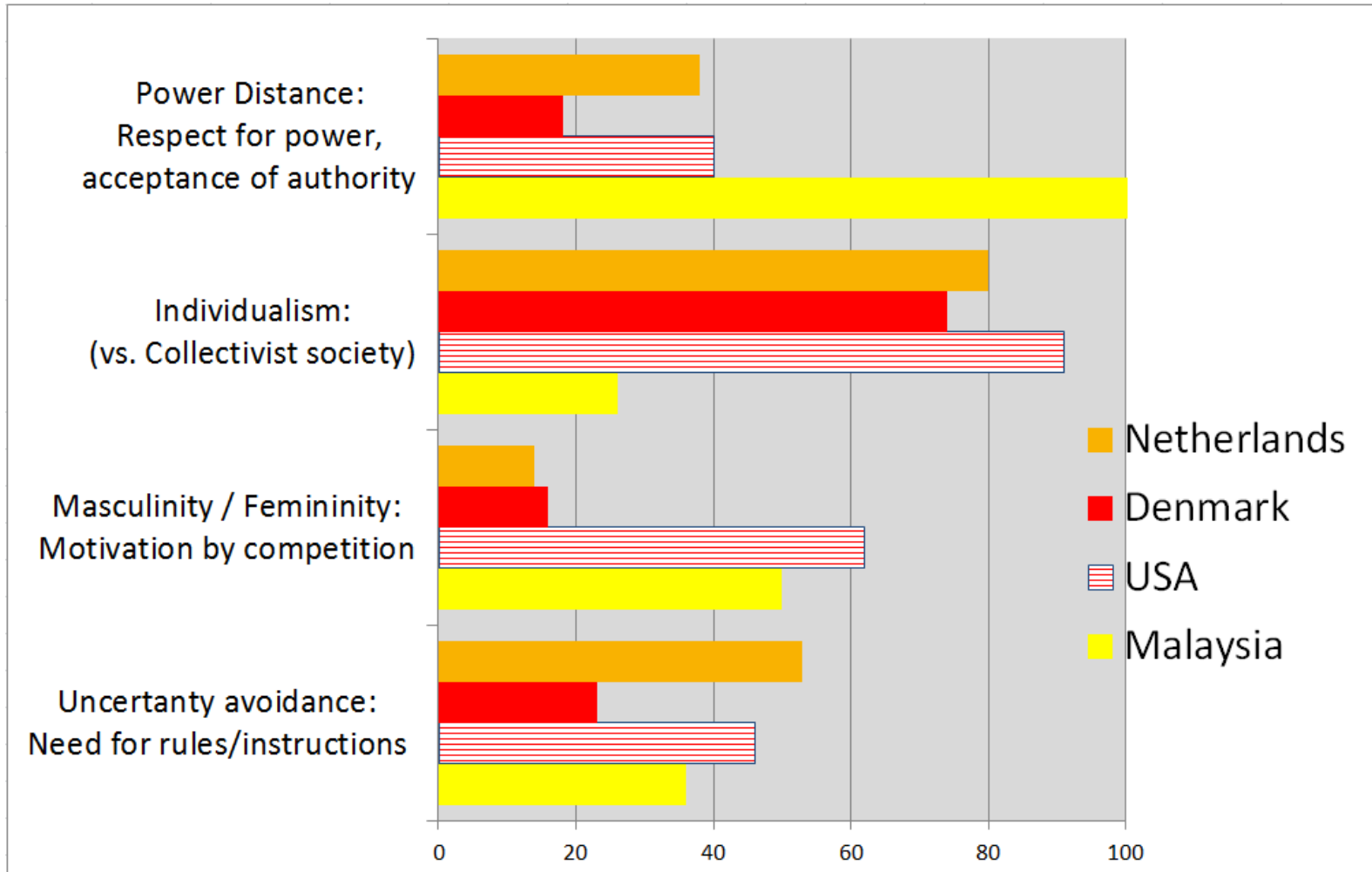
* <http://geert-hofstede.com/netherlands.html>

Comparison of cultures, 4 Dimensions



Source: <http://geert-hofstede.com/netherlands.html>

Comparison of cultures, 4 Dimensions



Source: <http://geert-hofstede.com/netherlands.html>

The Danish Act on public primary and lower secondary school

Section 1. **STATEMENT OF PURPOSE:**

(1) The school must - in cooperation with the parents – give the students **knowledge and skills** that:

1. prepare them for further education and make them want to learn more,
2. make them familiar with Danish culture and history,
3. give them an understanding of other countries and cultures,
4. contribute to their understanding for human interaction with nature and
5. promotes the individual student's personal overall development.

(2) The school must develop working methods and provide a framework for experience, reflection and dynamism so students **develop awareness and imagination and confidence in own ability, makes a stand and take action.**

(3) The school should **prepare students for participation, joint responsibility, rights and duties in a society of freedom and democracy.** School work must therefore be characterized by intellectual freedom, equality and democracy.

The Danish Act on public primary and lower secondary school

Section 1. **STATEMENT OF PURPOSE:**

(1) The school must - in cooperation with the parents – give the students **knowledge and skills** that:

1. prepare them for further education and make them want to learn more,
2. make them familiar with Danish culture and history,
3. give them an understanding of other countries and cultures,
4. contribute to their understanding for human interaction with nature and
5. promotes the individual student's personal overall development.

(2) The school must develop working methods and provide a framework for experience, reflection and dynamism so students **develop awareness and imagination and confidence in own ability, makes a stand and take action.**

(3) The school should **prepare students for participation, joint responsibility, rights and duties in a society of freedom and democracy.** School work must therefore be characterized by intellectual freedom, equality and democracy.

- Knowledge & skills are defined ***as means, not objectives.***
- What could we call the objective? Development of wisdom?

Danish Results vs. Economy

“ Denmark has one of the most expensive education systems in the world, and for years perceived it to be one of the best in the world.

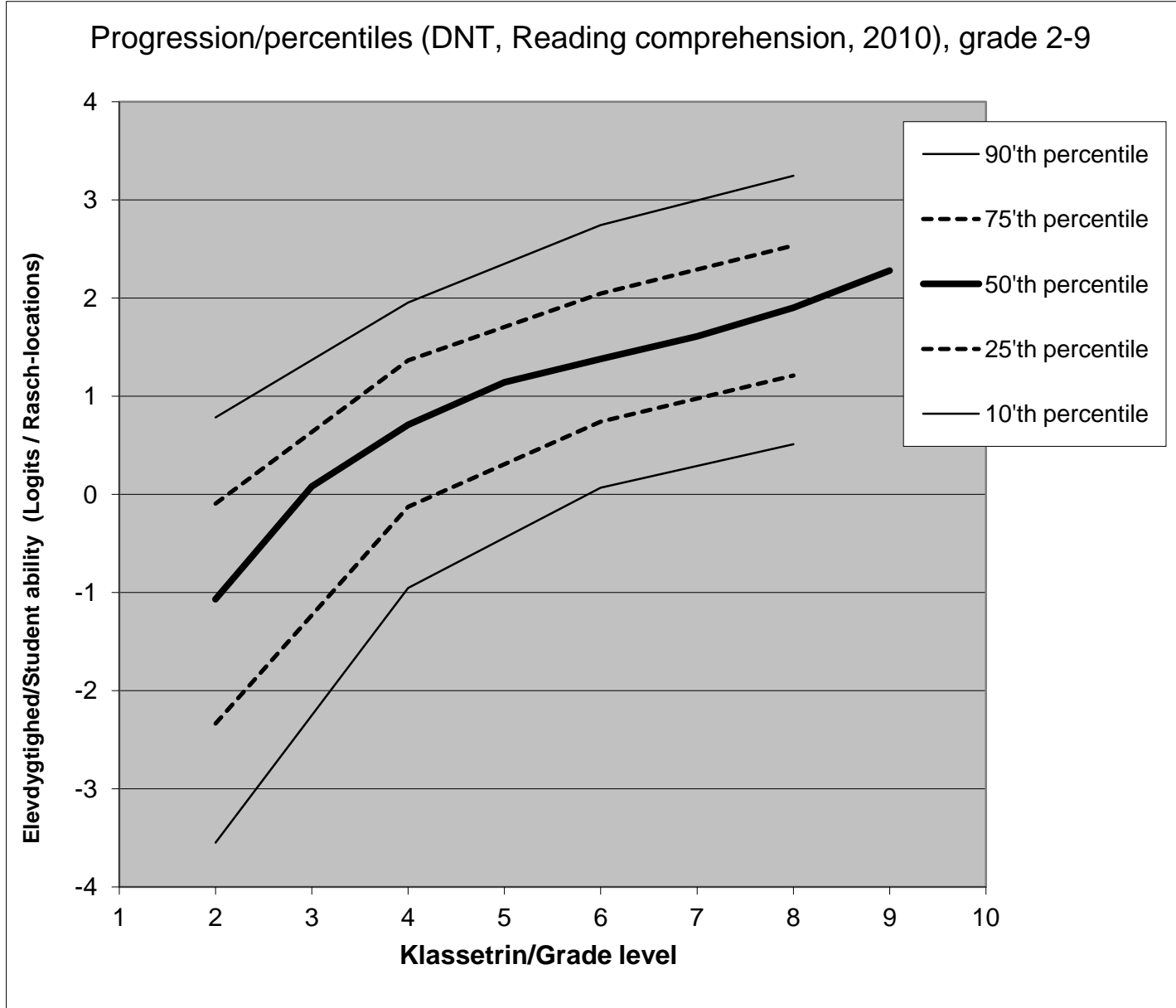
However the disappointing results of recent international tests to measure schooling outcomes confirmed earlier evidence, that the system actually is underperforming.”

Review of National Policies for Education,
Denmark, OECD 2004

National testing system 2010

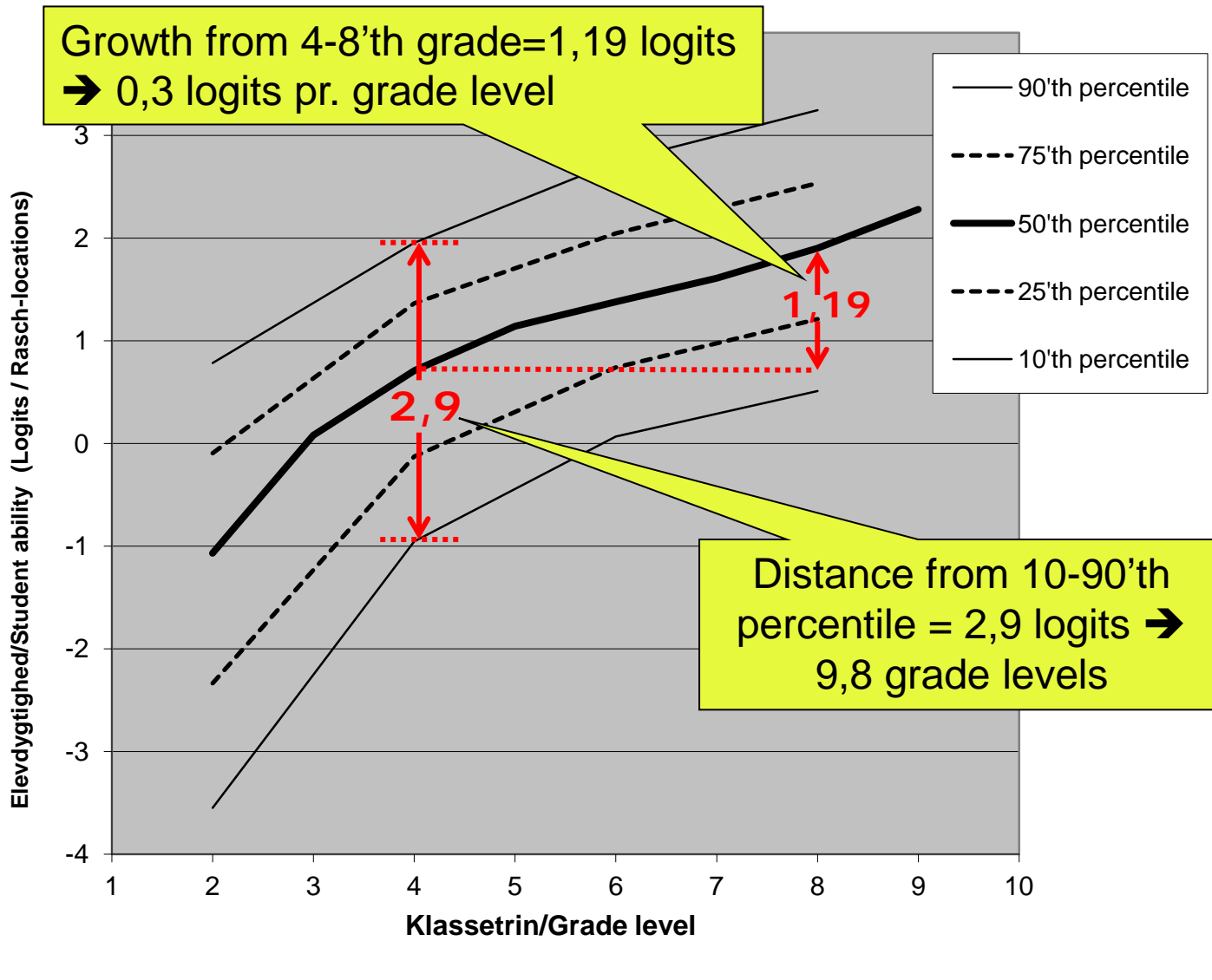
- Full scale implemented in spring 2010
- Adaptive testing:
 - 10 mandatory test : Reading (2-4-6-8), Math (3-6), English (7) Physics, Geography & Biology (8)
 - 3 contend areas in each test,
 - Strictly formative (results are confidential)
 - Teachers sets the rules (limited comparability)
- Assessment of students – not of teachers/schools!!
- First tool for measurement of reading on a scale in DK
Like in Netherlands: Lots of schools don't know what to do with the results

Reading - Growth & deviation



Reading - Growth & deviation

Progression/percentiles (DNT, Reading comprehension, 2010), grade 2-9



What if the schools are not the main problem?

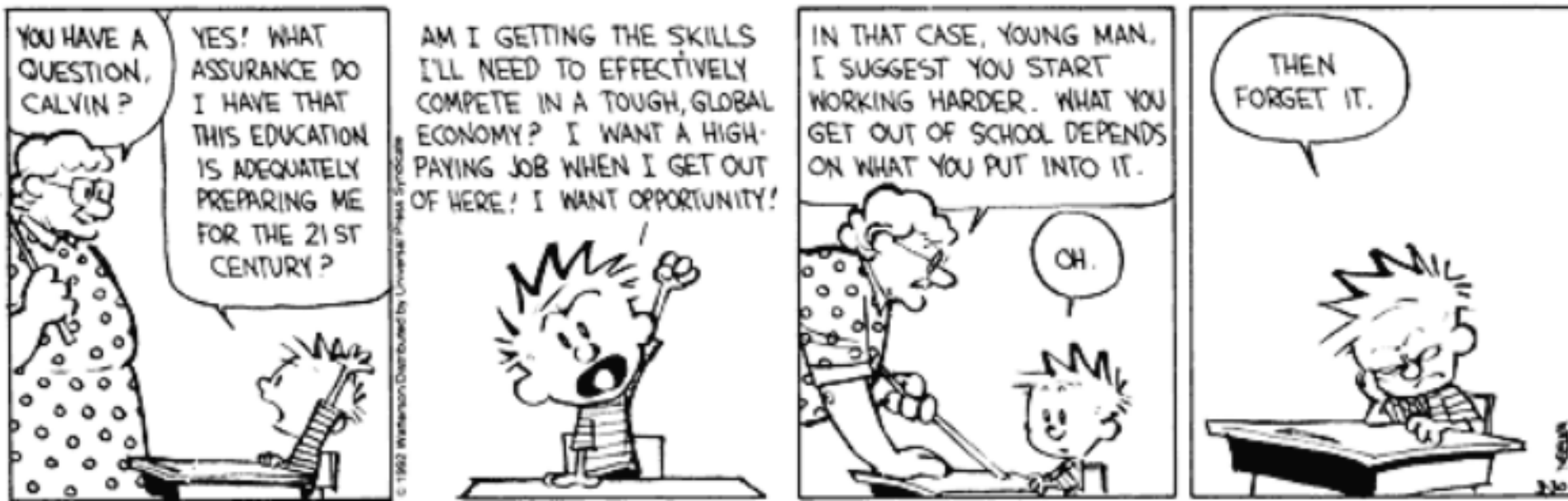
No doubt: We need to monitor school quality and provide optimal information to the schools/teachers.

What if the schools are not the main problem?

No doubt: We need to monitor school quality and provide optimal information to the schools/teachers.

But what if the real problem is:

- Culture – discipline and habits.
- Parents – They criticize, they don't back up.
- Students – They don't want to make an effort.



What if the schools are not the main problem?

No doubt: We need to monitor school quality and provide optimal information to the schools/teachers.

But what if the real problem is:

- Culture – discipline and habits.
- Parents – They criticize, they don't back up.
- Students – They don't want to make an effort.

We cannot change Schools and we cannot change People. But we can develop new learning technology.

Hattie's suggestion, ITC-Hong Kong 2010: We need a new concept, "game like" individual learning activities, having fun, learning, measuring at the same time.

3 generations of testing in DK

- 1: DK-Exams (1814):
 - Purpose: Summative / Information for the system
 - Assessment **of** learning
- 2: DK-National testing (2010):
 - Purpose: Formative /
 - Assessment **for** learning
- 3: (Near?) future: Testing embedded in training
 - Purpose: Enhance & monitor learning
 - Assessment **with** learning – There exist some fully developed solutions, but only in English language.

We are facing the same challenges

President Obama:

- “Just weighing a pig doesn’t fatten it.”
- “But we do need to have accountability & to measure our kids’ progress”



We are facing the same challenges

President Obama:

- “Just weighing a pig doesn’t fatten it.”
- “But we do need to have accountability & to measure our kids’ progress”



A Dane (from pig farming country) would say:

- Why not try to make it eat, while measuring?

