

Demands of the Teacher Profession and Graduates' Ability to Fulfil these Demands

The Potential of Results from Graduate Tracer Studies for the Evaluation of Teacher Education in North-Rhine-Westphalia, Germany

International Conference
Employability of Graduates & Higher Education Management Systems
Ljubljana, September 2012



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Basic Properties of Evaluation Research – Purpose

Based on Chelimsky, (1997) Kromrey (2001) distinguishes three kinds of evaluation by their purpose:

accountability evaluation – to account for the realisation of the aim through an existing measure

developmental evaluation – to improve performance and impact of an existing or new measure

knowledge evaluation – to generate knowledge to enhance understanding of a specific subject



Basic Properties of Evaluation Research – Quality

accountability evaluation – quality is assessed by comparing the conceptual aim of a measure with its realisation

developmental evaluation – quality is defined by an existing or thought best practice in regard to the inherent processes of a measure

knowledge evaluation – quality is defined as the validity, reliability and relevance of the findings in regard to the subject the evaluation refers to

Good quality leads to collective happiness, i.e. the more of the actors involved benefit from the programme, the better the quality of the programme. (see Stake 2001)



Purpose of the Evaluation Project on the Demands of the Teacher Profession

Purpose I:

knowledge evaluation – demands of the teacher profession

- producing knowledge on the demands, teachers in training perceive after graduation from university

Purpose II:

accountability and knowledge evaluation – match between demands of the teacher profession and graduates' abilities to fulfil these demands

- evaluation of teacher education programmes according to their aim to prepare teaching students for the demands of the teacher profession
- but first of all producing knowledge to gain an insight on the level of demands in various teacher action fields and graduates' abilities to fulfil these demands



Scale on the Demands of the Teacher Profession Implemented in Graduate Tracer Studies in Germany – Development

- based on a theoretical model of the fields of teacher action founded on the recommendations by the German *Standing Conference of the Ministers of Education and Cultural Affairs*
- 'teaching', 'moral education', 'student evaluation', 'school innovation' and 'subject areas' – further divided into subareas each represented by two to four items of the scale
- confirmatory factor analysis to test validity and reliability of the operationalisation of the model by the respective items of the scale
- qualitative content analysis of graduates' open answers to test for missing components (action fields or subareas) in the theoretical model



Scale on the Demands of the Teacher Profession Implemented in Graduate Tracer Studies in Germany – Results I

Purpose I:

- complexity of the teacher profession is reflected in the official standards for teacher education in Germany
- the action field ‘Moral Education’ has to be extended by adding a subarea of ‘Socio-Pedagogical Counselling’
- the action field ‘School Development and Evaluation’ has to be refined according to the graduates’ open answers
- Contradicting results regarding the action field ‘Subject Areas’ renders further research necessary



Scale on the Demands of the Teacher Profession Implemented in Graduate Tracer Studies in Germany – Results II

Purpose II:

- contrasting perceived demands and self-assessed abilities in the fields of teacher action provide evidence for demands in all areas included but put emphasis on subareas of ‘Teaching’, ‘Moral Education’ and ‘Student Evaluation’
- match between demands and abilities very high in traditional subareas of the action fields ‘Teaching’ and ‘Moral Education’
- lower match for the action field ‘Student Evaluation’ and less defined areas of ‘Teaching’ and ‘Moral Education’
- demands are much more heterogeneous between graduates at different types of schools for the action fields ‘School Development and Evaluation’ and ‘Subject Areas’



Potential and Limits of the Results for an Evaluation of Teacher Education in North-Rhine-Westphalia, Germany

- results provide **information** on an **abstract level** regarding the demands of the teacher profession perceived by young professionals
- results **cannot** be used to **evaluate the complex measure** of teacher education
- results can **complement** but **not substitute developmental evaluation** in teacher education programmes
- results can **hint at areas formerly neglected** in teacher education programmes, but they do **not supply information** on how to **achieve better performance**
- **sample is not representative** for Germany, it can even be argued that it is not representative for North-Rhine-Westphalia



Discussion

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