Betekenis geven aan schoolfeedback. Welke attributies maken leraren en schoolleiders?

Evelyn Goffin, Rianne Janssen & Jan Vanhoof

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Betekenis geven aan data om tot schoolontwikkeling te komen
Hoe gaan onderwijsprofessionals aan de slag met schoolprestatiefeedback?

Betekenis geven aan schoolfeedback.
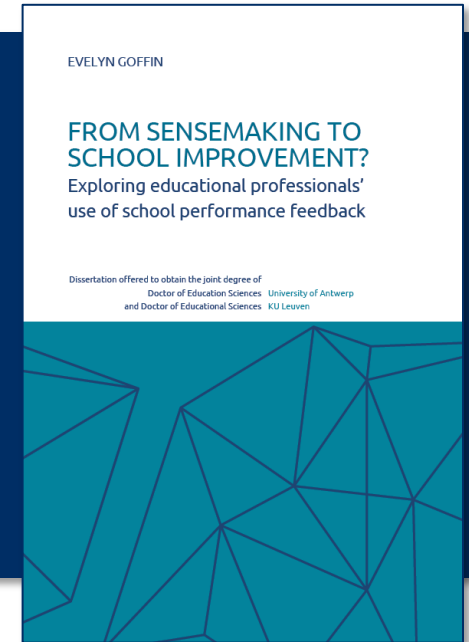**Welke attributies maken leraren en schoolleiders?**

EVELYN GOFFIN

FROM SENSEMAKING TO SCHOOL IMPROVEMENT?
Exploring educational professionals' use of school performance feedback

Dissertation offered to obtain the joint degree of
Doctor of Education Sciences   University of Antwerp
and Doctor of Educational Sciences   KU Leuven

Universiteit Antwerpen

KU LEUVEN

STEUNPUNT TOETSONTWIKKELING EN PEILINGEN

# Betekenis geven aan data om tot schoolontwikkeling te komen

Hoe gaan onderwijsprofessionals aan de slag met schoolprestatiefeedback?

- Data-geïnformeerd werken

- Schoolfeedback

- Informatiegebruik (schoolfeedbackgebruik) is geen lineair, vanzelfsprekend proces

- Conceptueel kader betekenisgeving (*sensemaking*)

- Empirisch onderzoek in de context van de Vlaamse peilingen

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Studie 1
Betekenisgeving

Studie 2
Gebruikersvaliditeit

Studie 3
Attributie

Studie 4
SPB gebruik
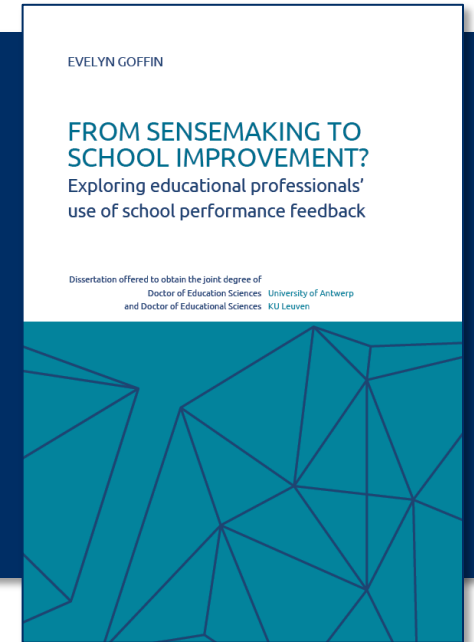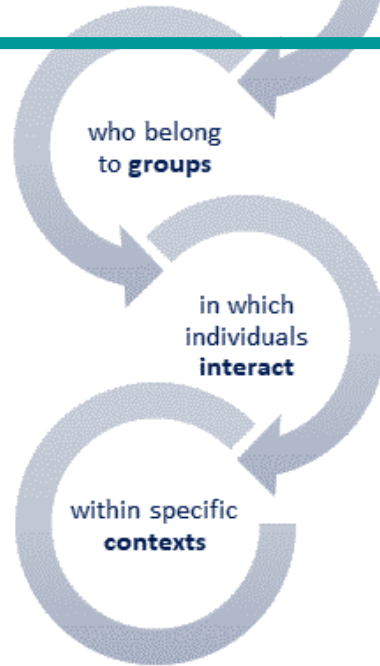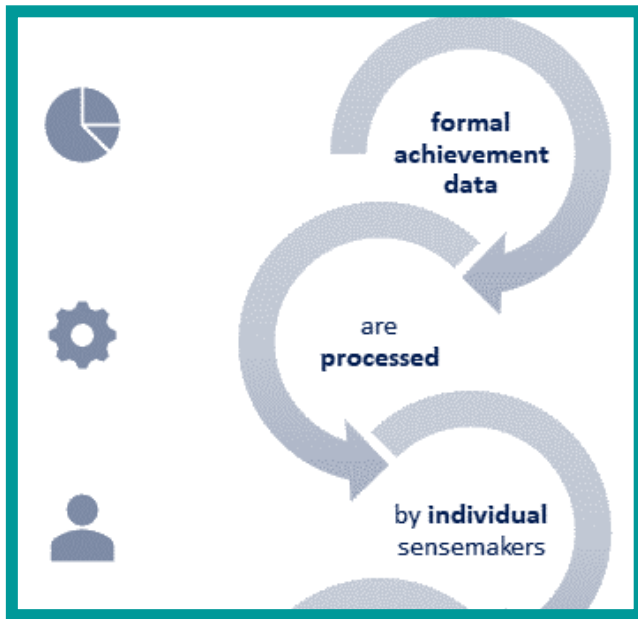
- What raw data mean is not given but constructed.
- Different types of data have different modal affordances.
- Different types of data require and activate different sensemaking processes.
- Data systems have interpretive flexibility.

- Sensemaking is a phase in the data use cycle.
- Sensemaking is fundamentally interpretive.
- Sensemaking is not necessarily a rational affair.

- Sensemaking is rooted in identity-construction.
- Personal beliefs and assumptions shape sensemaking.
- Sensemaking requires human capacity.

- Interpretive sensemaking processes are shaped by the social environment of the sensemaker.
- Factors that influence individual sensemaking, also play a role in group-level sensemaking.
- Organizational conditions impact individual and collective sensemaking at the local level.

- Collective sensemaking takes shape in routines.
- Collective sensemaking entails meaning negotiation and co-construction.
- Leaders act as sensegivers.

- School-external protocols, interventions and policies shape sensemaking.
- System-level policies are mediated by local sensemakers and sensegivers.
- System-level policies shape local discourse and day-to-day practice.
- Sensemaking is a key to understand why data produce (un)expected and (non)normative outcomes.

Studie 1
Betekenisgeving

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Betekenis geven aan data om tot schoolontwikkeling te komen

Hoe gaan onderwijsprofessionals aan de slag met schoolprestatiefeedback?
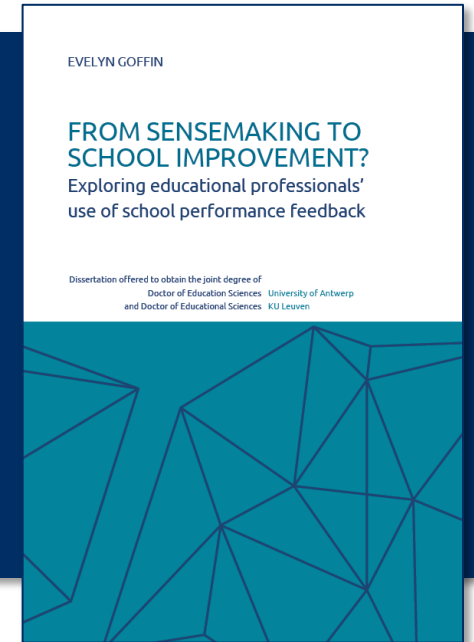
Probleemstelling

- **Schoolfeedback als spiegel**

- **Diagnose stellen is cruciaal onderdeel van betekenisgeving**

  Attributie
  Oorzaken aanduiden:
  wat gaat goed en moet behouden blijven,
  wat kan beter en moet aangepast worden

- **Input | Output| Proces | Context**

Probleemstelling

Looking at **internal factors and dynamics**
is a way of taking **responsibility**
for student outcomes,
and is (believed to be) more productive
in identifying **areas for improvement**

(Schildkamp et al., 2016; Wang & Hall, 2018)

Onderzoeksvragen

- **RQ1**   To which internal and external factors do teachers and school leaders attribute their school's performance on an external assessment?

- **RQ2**   Do attributions differ according to the attributor's work role (i.e., teachers versus school leaders)?

- **RQ3**   Do attributions differ according to attributors' perceived favorability of the result?

Theoretisch kader

- **Betekenisgeving**
  Rol van persoonlijke referentiekaders

- **Attributietheorie**
  Weiner's *attribution-based theory of motivation*   (Weiner, 1985, 2010)
  >> Locus of causality | Controllability | Stability
  >> Intrapersoonlijke en interpersoonlijke attributie

- **Feedbacktheorieën**
  Rol van gepercipieerde 'gunstigheid'?

Theoretisch kader

- **Attributional models**

Leerlingen	*extern*
Toets	*extern / intern*
Klas(praktijk)	*intern / extern*
School(beleid)	*intern / extern*

Aanpak

- **Kwalitatieve aanpak**

- **Semi-gestructureerde interviews incl. think-aloud**
  Focus op authentieke schoolfeedbackrapporten | Focustoets

- **22 interviews**
  Schoolleiders en leraren uit 13 basisscholen
  Scoreprofielen

Profile	Criterion	Norm	School	Participant	Role
A	high	higher	01	Valerie	leader
				Sandra	**teacher**
			02	Rebecca	**teacher**
			03	Paula	leader
			04	Frank	leader
				Natalie	**teacher**
B	high	lower	05	Jenny	leader
				Melanie	leader
				Laura	**teacher**
			06	Heidi	**teacher**
			07	Gina	leader
				Erika	**teacher**
			08	Isaac	leader
C	low	higher	09	Ken	leader
				Oscar	**teacher**
			10	Denise	leader
				Quentin	**teacher**
D	low	lower	11	William	leader
				Tony	**teacher**
			12	Brenda	leader
				Catherine	**teacher**
			13	Andrea	leader
				Xavier	**teacher**

Aanpak

- **Framework analyse** om aspecten betekenisgeving aan de oppervlakte te brengen

  - Gepercipieerde gunstigheid?

  - Attributies?

  - Locus? (**RQ1**)

- **Quantitizing** om patronen te zoeken

  - Volgens functie (**RQ2**)

  - Volgens scoreprofiel / gepercipieerde gunstigheid (**RQ3**)

Resultaten

RQ1   **To which internal and external factors do teachers and school leaders attribute their school's performance on an external assessment?**

- Waaier aan attributies

- Veel externe attributie

- Alle 'levels' komen aan bod

| Category	Code	Locus	Example	Utterances	(total 258)	Participants	(total 22)
Test				43	17%	18	82%
	One-shot nature	external	*But I do think it is unfortunate - even though such an assessment is just a snapshot, maybe half of your class was having a bad day. (Oscar, teacher, School 09)*	12	5%	9	41%
	Item formulation	external	*Are the children familiar with the way the questions are asked? Are they being offered that [by the teacher] and do they practice it? (Andrea, leader, School 13)*	11	4%	9	41%
	Content	external	*That it has to do with the way the content was provided, because maybe that doesn't quite fit with what we do in the classroom. (Tony, teacher, School 11)*	10	4%	8	36%
	Conditions	external	*Plus there was that lady who acted super mysterious. [...] The one who comes to administer the tests, she is a very serious person. [She] stands there with the box saying "yes, now, we may open it". Completely different from how I do it and the children aren't used to that either. (Laura, teacher, School 05)*	10	4%	6	27%
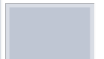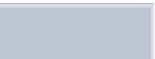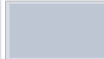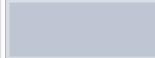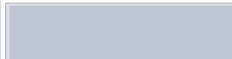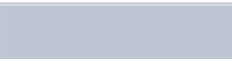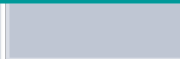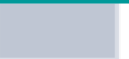
Category	Code	Locus	Example	Utterances	(total 258)	Participants	(total 22)
Student				**83**	**32%**	**20**	**91%**
	Capacity	external	*Well, with good, clever kids it's easier to get good grades of course. (Ken, leader, School 09)*	33	13%	16	73%
	Home and parents	external	*We have a lot of students [whose] parents aren't very involved and I think that also plays a very big role. In order to get something done from children, there also needs to be a very strong team behind them at home. (Catherine, teacher, School 12)*	17	7%	10	45%
	Language	external	*I am looking at the individual students. You might say that this student may have scored less because he's a non-native speaker. (Quentin, teacher, School 10)*	10	4%	8	36%
	SES	external	*In terms of population at our school, we don't have a lot of non-native students. I know that if you have a lot of non-Dutch-speaking students in the class, that is also a factor that contributes to the fact that the level might go down a bit. (Natalie, teacher, School 04)*	8	3%	7	32%
	Wellbeing	external	*We are a school that does not work in the*	8	3%	7	32%

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Category	Code			Locus	Example	Utterances	(total 258)	Participants	(total 22)
Class						55	21%	17	77%
	Instruction			external	*Well, then we actually need to look at whether our teachers are really working to achieve the attainment targets. (Andrea, leader, School 13)*	6	2%	4	18%
				internal	*Not all children are equally interested but I think you can encourage that in the way you approach your lessons - and for world studies that is easier than for math for example. (Sandra, teacher, School 01)*	20	8%	8	36%
	Transfer			external	*In the classroom [...] they go digital very*	1	0%	1	5%

Category	Code	Locus	Example	Utterances	(total 258)	Participants	(total 22)
School				77	30%	20	91%
	Curricular line and emphasis	external	*I think it's also a process throughout the children's school career, what have they been offered along the way? (Paula, leader, School 03)*	1	0%	1	5%
		internal	*World studies is a bit of a, well, not really a second rate subject but ... we do focus a lot on math and language. (Brenda, leader, School 12)*	47	18%	19	86%
	Location	external	*We live in a pretty expansive area here, where the kids have a lot of opportunity to practice and see things. (Paula, leader, School 03)*	12	5%	8	36%
	Staff and collaboration	internal	*Like I said it's really convenient for us now that we have a designated traffic teacher, so more traffic lessons are taught anyway and more thought is put into that. (Erika, teacher, School 07)*	7	3%	4	18%

Resultaten

RQ2   **Do attributions differ according to the attributor's work role (i.e., teachers versus school leaders)?**

		Attributions made by:								
		All participants (total: 258)			School leaders (total: 122)			Teachers (total: 136)		
Category										
	Test	43		17%	15		12%	28		21%
	Student	83		32%	25		20%	58		43%
	Class	55		21%	31		25%	24		18%
	School	77		30%	51		42%	26		19%
Locus										
	External	159		62%	68		56%	91		67%
	Internal	99		38%	54		44%	45		33%

Resultaten

RQ3   Do attributions differ according to attributors' perceived favorability of the result?

Profile	School	Participant	Role	Perceived favorability	Intensity								
					Category				Locus		Statement-level valence		
					Test	Student	Class	School	External	Internal	Positive	Negative	Both
A	School 01	Valerie	leader	positive	0%	13%	0%	88%	13%	88%	75%	25%	0%
A	School 03	Paula	leader	positive	18%	45%	9%	27%	91%	9%	45%	9%	45%
A	School 04	Frank	leader	positive	10%	20%	30%	40%	55%	45%	65%	25%	10%
A	School 01	Sandra	teacher	positive	29%	48%	14%	10%	76%	24%	48%	38%	14%
A	School 02	Rebecca	teacher	positive	7%	40%	33%	20%	53%	47%	60%	20%	20%
A	School 04	Natalie	teacher	positive	20%	20%	20%	40%	40%	60%	70%	0%	30%
B	School 05	Melanie	leader	mixed	75%	0%	0%	25%	75%	25%	25%	50%	25%
B	School 07	Gina	leader	mixed	0%	30%	30%	40%	60%	40%	0%	100%	0%
B	School 08	Isaac	leader	mixed	0%	8%	42%	50%	42%	58%	0%	92%	8%
C	School 09	Ken	leader	mixed	10%	30%	20%	40%	50%	50%	20%	70%	10%
C	School 10	Denise	leader	mixed	11%	33%	11%	44%	67%	33%	0%	100%	0%
B	School 06	Heidi	teacher	mixed	50%	38%	0%	13%	88%	13%	25%	63%	13%
B	School 07	Erika	teacher	mixed	0%	36%	14%	50%	50%	50%	7%	86%	7%
C	School 09	Oscar	teacher	mixed	11%	42%	32%	16%	58%	42%	26%	68%	5%
C	School 10	Quentin	teacher	mixed	25%	75%	0%	0%	100%	0%	0%	100%	0%
D	School 11	William	leader	negative	27%	9%	27%	36%	64%	36%	0%	73%	27%
D	School 12	Brenda	leader	negative	11%	11%	33%	44%	39%	61%	6%	94%	0%
D	School 13	Andrea	leader	negative	11%	22%	44%	22%	78%	22%	0%	100%	0%
B	School 05	Laura	teacher	negative	40%	60%	0%	0%	100%	0%	0%	90%	10%
D	School 11	Tony	teacher	negative	29%	43%	14%	14%	71%	29%	7%	93%	0%
D	School 12	Catherine	teacher	negative	8%	46%	23%	23%	54%	46%	0%	92%	8%
D	School 13	Xavier	teacher	negative	50%	0%	25%	25%	75%	25%	0%	100%	0%

Profile	School	Participant	Role	Perceived favorability	Intensity Category				Locus		Statement-level valence		
					Test	Student	Class	School	External	Internal	Positive	Negative	Both
A	School 01	Valerie	leader	positive	0%	13%	0%	88%	13%	88%	75%	25%	0%
A	School 03	Paula	leader	positive	18%	45%	9%	27%	91%	9%	45%	9%	45%
A	School 04	Frank	leader	positive	10%	20%	30%	40%	55%	45%	65%	25%	10%
A	School 01	Sandra	teacher	positive	29%	48%	14%	10%	76%	24%	48%	38%	14%
A	School 02	Rebecca	teacher	positive	7%	40%	33%	20%	53%	47%	60%	20%	20%
A	School 04	Natalie	teacher	positive	20%	20%	20%	40%	40%	60%	70%	0%	30%
B	School 05	Melanie	leader	mixed	75%	0%	0%	25%	75%	25%	25%	50%	25%
B	School 07	Gina	leader	mixed	0%	30%	30%	40%	60%	40%	0%	100%	0%
B	School 08	Isaac	leader	mixed	0%	8%	42%	50%	42%	58%	0%	92%	8%
C	School 09	Ken	leader	mixed	10%	30%	20%	40%	50%	50%	20%	70%	10%
C	School 10	Denise	leader	mixed	11%	33%	11%	44%	67%	33%	0%	100%	0%
B	School 06	Heidi	teacher	mixed	50%	38%	0%	13%	88%	13%	25%	63%	13%
B	School 07	Erika	teacher	mixed	0%	36%	14%	50%	50%	50%	7%	86%	7%
C	School 09	Oscar	teacher	mixed	11%	42%	32%	16%	58%	42%	26%	68%	5%
C	School 10	Quentin	teacher	mixed	25%	75%	0%	0%	100%	0%	0%	100%	0%
D	School 11	William	leader	negative	27%	9%	27%	36%	64%	36%	0%	73%	27%
D	School 12	Brenda	leader	negative	11%	11%	33%	44%	39%	61%	6%	94%	0%
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D	School 13	Xavier	teacher	negative	50%	0%	25%	25%	75%	25%	0%	100%	0%

Profile	School	Participant	Role	Perceived favorability	Intensity Category — Test	Student	Class	School	Locus — External	Internal	Statement-level valence — Positive	Negative	Both
A	School 01	Valerie	leader	positive	0%	13%	0%	88%	13%	88%	75%	25%	0%
A	School 03	Paula	leader	positive	18%	45%	9%	27%	91%	9%	45%	9%	45%
A	School 04	Frank	leader	positive	10%	20%	30%	40%	55%	45%	65%	25%	10%
A	School 01	Sandra	teacher	positive	29%	48%	14%	10%	76%	24%	48%	38%	14%
A	School 02	Rebecca	teacher	positive	7%	40%	33%	20%	53%	47%	60%	20%	20%
A	School 04	Natalie	teacher	positive	20%	20%	20%	40%	40%	60%	70%	0%	30%
B	School 05	Melanie	leader	mixed	75%	0%	0%	25%	75%	25%	25%	50%	25%
B	School 07	Gina	leader	mixed	0%	30%	30%	40%	60%	40%	0%	100%	0%
B	School 08	Isaac	leader	mixed	0%	8%	42%	50%	42%	58%	0%	92%	8%
C	School 09	Ken	leader	mixed	10%	30%	20%	40%	50%	50%	20%	70%	10%
C	School 10	Denise	leader	mixed	11%	33%	11%	44%	67%	33%	0%	100%	0%
B	School 06	Heidi	teacher	mixed	50%	38%	0%	13%	88%	13%	25%	63%	13%
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C	School 09	Oscar	teacher	mixed	11%	42%	32%	16%	58%	42%	26%	68%	5%
C	School 10	Quentin	teacher	mixed	25%	75%	0%	0%	100%	0%	0%	100%	0%
D	School 11	William	leader	negative	27%	9%	27%	36%	64%	36%	0%	73%	27%
D	School 12	Brenda	leader	negative	11%	11%	33%	44%	39%	61%	6%	94%	0%
D	School 13	Andrea	leader	negative	11%	22%	44%	22%	78%	22%	0%	100%	0%
B	School 05	Laura	teacher	negative	40%	60%	0%	0%	100%	0%	0%	90%	10%
D	School 11	Tony	teacher	negative	29%	43%	14%	14%	71%	29%	7%	93%	0%
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B	School 05	Laura	teacher	negative	40%	60%	0%	0%	100%	0%	0%	90%	10%
D	School 11	Tony	teacher	negative	29%	43%	14%	14%	71%	29%	7%	93%	0%
D	School 12	Catherine	teacher	negative	8%	46%	23%	23%	54%	46%	0%	92%	8%
D	School 13	Xavier	teacher	negative	50%	0%	25%	25%	75%	25%	0%	100%	0%

Conclusies en implicaties

- **En-en-verhaal:**
  Schoolperformantie / Leerlingprestaties als product van vele verschillende factoren

➢ **Complexiteit van betekenisgeving**

- **Veel externe attributie | Interne attributie is veelal "collectief"**

➢ **Verantwoordelijkheid voor het leren van leerlingen?**

- **Verschillen volgens functie**

➢ **Belang van collectieve betekenisgeving**

- **Weinig verschillen volgens resultaat *maar* attributie gefocust op negatieve aspecten**

➢ **"Diagnose" = "gebrek" vaststellen??**

(Aanzet tot) discussie

- **Locus: wat is (echt) intern / extern?**

  - Afhankelijk van de attributor

  - *Individueel* vs. *collectief* intern

- **Scherp inzicht van participanten dat *alles een rol speelt* of…
  Onvoldoende in staat om oorzaken vast te pinnen of…
  Schoolperformantie is *niet mijn verantwoordelijkheid*?**

- **Hoe zou dit verlopen in een authentieke betekenisgevingssetting?**

- **Herkenbaar (al dan niet in de context van externe gestandaardiseerde toetsen)?**

Betekenis geven aan schoolfeedback. Welke attributies maken leraren en schoolleiders?

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EVELYN GOFFIN

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Dissertation offered to obtain the joint degree of
Doctor of Education Sciences   University of Antwerp
and Doctor of Educational Sciences   KU Leuven

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