

BROADER PROJECT CONTEXT OF THE PHD



- PROJECT GOAL: competence development of in-service and pre-service teachers to create inclusive learning environments
- PARTNERS: 4 universities, 2 university colleges
- WHICH COMPETENCES?
 - C1: Recognizing, appreciating and exploiting diversity;
 - C2: Establishing positive relations and a safe classroom environment;
 - C3: Establishing powerful learning processes in an accessible and flexible learning environment;
 - C4: Establishing collaborative teaming with school-internal and school-external partners;
 - C5: Working purposefully and actively on the own professional development

RESEARCH GOAL PHD

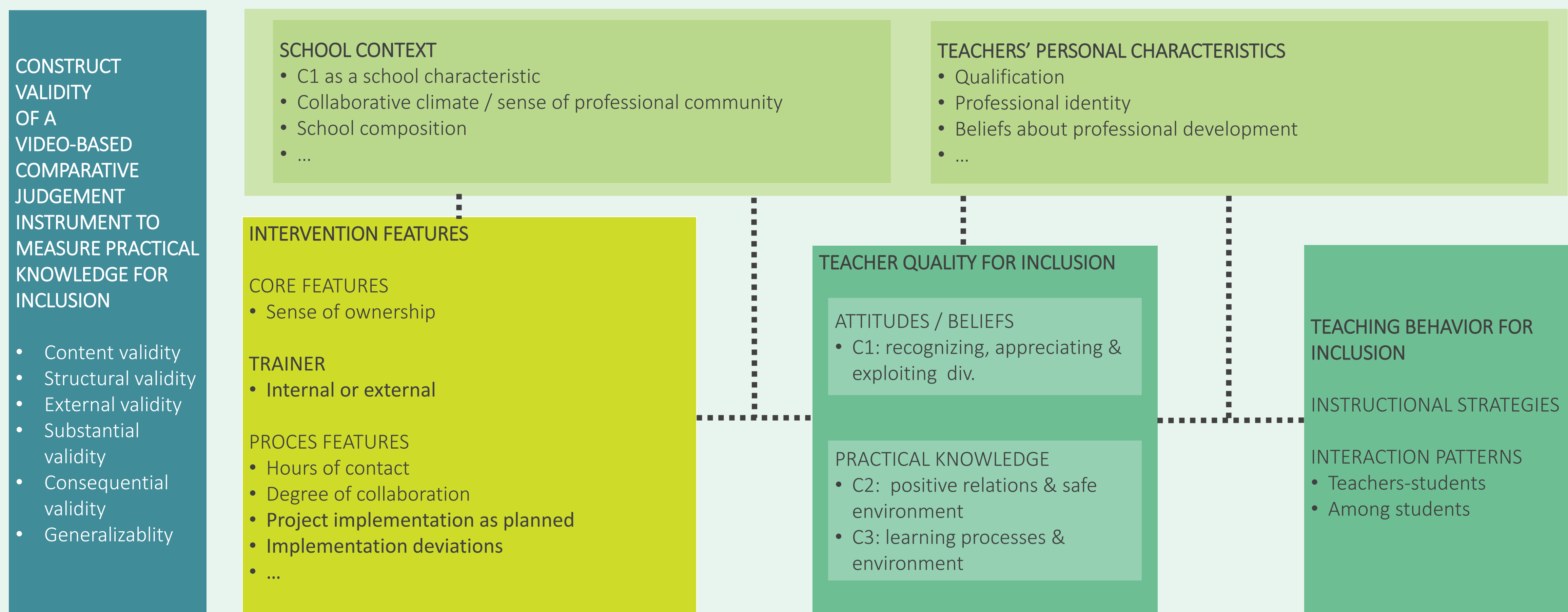
DURATION: January 2016 - December 2019

MAIN RESEARCH GOAL: To map the competence development of in-service teachers to create inclusive classrooms (= C1, C2, C3) in primary and secondary education.

- RG1: Validity inquiry of a video-based comparative judgement instrument to measure practical knowledge for inclusion.
- RG2: Baseline measurement
- RG3: Impact measurement of the professional development program on teachers' competences to create inclusive classrooms.

RESEARCH FRAMEWORK

Adaptation of the extended evaluative framework to map the effects of professional development initiatives from Merchie et al. (2016)



RESEARCH QUESTION 1

- RQ 1: Does the developed instrument measure the construct of practical knowledge of C2 and C3 of in-service teachers in a valid way?

RESEARCH QUESTION 2

- RQ2A: What is the stage of teacher quality to create inclusive classrooms?
- RQ2B: What is the association between the components of teacher quality?
- RQ2C: What are predictors of teacher quality?
- RQ2D: How does teacher quality relate to self-reported teaching behavior?

RESEARCH QUESTION 3

- RQ3A: What is the impact of a PDP on teachers' quality to create inclusive classrooms?
- RQ3B: How does Δ in components of teacher quality relate to Δ in self-reported teaching behavior?
- RQ3C: What is the impact of the contextual factors on the relations discovered in RQ3A & RQ3B?
- RQ3D: What is the impact of the intervention features on the relations discovered in RQ3A & RQ3B?

METHODOLOGY

- Study with experts to inquire content validity and set expert-norm
- Pilot study to inquire structural validity and generalizability
- Correlational statistical analyses to inquire external validity
- Repeated measurement analysis to inquire substantial validity before and after the PDP
- Interviews with teachers and trainers to inquire consequential validity

METHODOLOGY

- Cross-sectional survey design
- Teachers in primary and secondary education ($n > 1200$)
- Baseline data to conduct univariate, bivariate and multivariate analyses

METHODOLOGY

- Quasi experimental mixed method design
- 1 control group and 2 experimental groups (with or without external coach) in primary and secondary education ($n > 480$ in each group)
- Baseline and post-test survey data to conduct longitudinal multilevel data analysis
- Multiple cases to assess the process of PDP implementation:
 - 4 schools, 2 with and 2 without external coach
 - Interviews with teachers, trainers and school principals

CONTRIBUTIONS TO THE FIELD

THEORETICAL

- Conceptualizing practical knowledge of competences to create inclusive classrooms

METHODOLOGICAL

- Operationalisation of teacher quality for inclusion
- Instrument development for competences to create inclusive classrooms
- Argument and use-based approach of instrument development (Bachman, 2005)
- Systematic evaluation of a professional development program (Merchie et al., 2016)

EMPIRICAL

- Evidence of impact of professional development (Merchie et al., 2016)

REFERENCES

- Bachman, L. F. (2005). Building and supporting a case for test use. *Language Assessment Quarterly*, 2(1), 1-34.
- Bamberger, M., Rao, V., & Woolock, M. (2010). Using mixed methods in monitoring and evaluation. In A. Tashakkori, & C. Teddlie (Red.), *SAGE Handbook of Mixed Methods in Social & Behavioral Research* (Second Edition) (pp. 613-641). Thousand Oaks, CA: SAGE Publications, Inc.
- Beijaard, D., & Verloop, N. (1996). Assessing Teachers' Practical Knowledge. *Studies in Educational Evaluation*, 22(3), 275-286.
- Merchie, E. et al. (2016). Evaluating teachers' professional development initiatives: Towards an extended evaluative framework. *Manuscript under review*.
- Messick, S. (1989). Validity. In L. L. R., *Educational measurement* (3rd ed.) (pp. 13-103). New York: Macmillan.
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