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PhD Project:

Data Rich, Information Poor? – To what extent can evidence-based research improve school development at German special needs schools (*Förderschulen*)?

In how far are concepts and strategies of evidence-based and data driven school development in terms of comparative assessment able to support German special needs schools for students with mild to moderate mental retardation with regard to their (instructional) quality management? To approach this question the dissertation project focuses on the development of a school performance feedback system which takes into account the specific circumstances that *Förderschulen* are facing in Germany. The dissertation project is closely linked to the Panel Study at the Research School Education and Capabilities in North Rhine-Westphalia (PARS) in which twelve *Förderschulen* participate (PARS-F). In fall of 2009 and 2010 the students' performance was assessed in the area of mathematic and reading literacy and afterwards fed back to the schools. The data feedback that the teachers get should function as a connection between the empirical research findings on students' outcomes and further actions for school improvement. Creating a convenient feedback-system for *Förderschulen* with regard to the current state of research in the area of school performance feedback systems and the specific needs of teachers at *Förderschulen* is therefore an important part of my research. In an evaluation at the end of each school year it is measured how the participating teachers (n = 21) use the administered feedback information in order to improve their quality. Qualitative and quantitative methods are combined to obtain a broad knowledge about the kinds of information that are relevant to special needs teachers as well as in-depth knowledge about the data use in German *Förderschulen* and its determinants.

Curriculum Vitae:

- 2008 – 2011 Scholarship Holder of the Research School Educap
- Since 10/2008 Holding teaching assignments at the Cologne University for Prof. Dr. A. Strathmann (areas: math instruction in special needs schools; evaluation and organisational development in special needs schools)
- 2007 – 2008 Participation in a research project concerning curriculum based Measurement conducted by Univ.-Prof. Dr. K.-J. Klauer and Univ.-Prof. Dr. A. Strathmann
- 2004 – 2008 Studies of Special Education at the Cologne University
Title of Thesis: *What do primary teachers know about mathematics learning disabilities with regard to the number sense concept?*

Publications and Presentations:

Publications

- Bos, W., Müller, S., Stubbe, T.C. (2010). Abgehängte Bildungsinstitutionen: Hauptschulen und Förderschulen. In G. Quenzel & K. Hurrelmann. *Bildungsverlierer. Neue Ungleichheiten*. Wiesbaden: VS Verlag für Sozialwissenschaften. S. 375-398.
- Bos, W., Stubbe, T. C., Buddeberg, M., Dohe, C., Kasper, D., Müller, S. & Walzebug, A. (2011). Framework for the Panel Study at the Research School 'Education and Capabilities' in North Rhine-Westphalia (PARS). Manuskript in Vorbereitung.
- Müller, S., Stubbe, T.C. & Bos, W. (2011). Leistungsheterogenität angemessen berücksichtigen. Konzeption der Kompetenzmessung an Förderschulen im Rahmen von PARS-F. Manuskript in Vorbereitung.

Presentations

- Müller, S. (November 2009). Data Rich, Information Poor? Potenziale und Grenzen dateninduzierter Schul- und Unterrichtsentwicklung an der Förderschule mit dem Förderschwerpunkt Lernen. Vortrag im Rahmen der Tagung der Arbeitsgruppe für empirische sonderpädagogische Forschung (AESF), Hamburg (19.-20.11.2009).
- Müller, S., Schwippert, K. & Stubbe, T.C. (August 2010). Assessing Students with Learning Disabilities – Design and First Results of a Study in German Special Needs Schools. Poster presented at the European Conference on Educational Research (ECER), Helsinki (25.-27.08.2010).
- Müller, S. (September 2010). Mathematische Kompetenzen von Schülerinnen und Schülern der Klassen 8 und 9 an der Förderschule Lernen. Vortrag im Rahmen der 74. Tagung der Arbeitsgruppe für empirische pädagogische Forschung (AEPF), Jena (13.-15. 09.2010).
- Müller, S. & Schwippert, K. (März 2011). Data Rich, Information Poor? Adaptive Entwicklung einer Rückmeldung über Schülerleistungen für Lehrkräfte der Förderschule Lernen. Vortrag im Rahmen der 75. Tagung der Arbeitsgruppe für empirische pädagogische Forschung (AEPF), Bamberg (28.02.-02. 03.2011).
- Müller, S. (Mai 2011). Mathematische Kompetenzen von Schülerinnen und Schülern der Klassen 8 und 9 an der Förderschule Lernen. Erste Ergebnisse der Longitudinalstudie PARS an Förderschulen (PARS-F). Vortrag im Rahmen der Tagung der Arbeitsgruppe für empirische sonderpädagogische Forschung (AESF), Gießen (27.-28.05.2011).

Further Information: