

IEA ANNUAL AWARDS

IEA offers two annual awards to encourage and promote high quality secondary analysis that makes use of IEA data. The **Bruce H. Choppin award** is designated for an outstanding thesis at the master's or doctoral level, and the **Richard M. Wolf award** is given to the author(s) of a paper published in a refereed journal, monograph, or book. IEA is pleased to announce the winners of the 2013 IEA annual awards:

BRUCE CHOPPIN AWARD



Dr Stefan Johansson,

“On the Validity of Reading Assessments: Relationships Between Teacher Judgements, External Tests and Pupil Self-

assessments” (doctoral dissertation). Dr Johansson's dissertation was completed at the Department of Education and Special Education of the University of Gothenburg, Sweden. His thesis examined validity issues in different forms of assessments: teacher judgments, external tests, and student self-assessment in Swedish primary schools. Data were used from PIRLS 2001, in which more than 11,000 students and some 700 teachers in Sweden from grades 3 and 4 participated. The research employed multilevel structural equation modeling with latent variables. The author concluded that teachers are largely able to rank order their own students in terms of their knowledge and skills. However, the correspondence between teacher judgments and student test results on PIRLS varied between teachers. A higher correlation between these variables was demonstrated for teachers with higher levels of formal competence. Student gender and socioeconomic status (SES) were also

associated with teacher judgments, in that girls and students of higher SES received higher judgments from teachers than accounted for by their test results. The results also showed that students' self-assessments of their knowledge and skills in the reading domain are in relatively good agreement with both teacher judgments and test results. No differences in self-assessment were found for pupils of different gender or SES, when controlling for differences in achievement (test results and teacher judgments).

Dr Johansson's thesis is available online: <http://hdl.handle.net/2077/32012>.

DICK WOLF AWARD

Dr Moosung Lee and **Dr Philip Hallinger**, “National Contexts Influencing Principals' Time Use and Allocation:



Dr Moosung Lee



Dr Philip Hallinger

Economic Development, Societal Culture, and Educational System,” published in *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice* (Vol. 23, No. 4, December 2012, 461–482). The article was part of a special issue entitled, “School Leadership That Makes a Difference: International Perspectives.” The study examined the impact of macro-level context factors on principal time use and allocation. Three specific macro-contexts were explored: national economic development, societal culture (focusing on the

level of hierarchical power relations), and the level of standardization of the education system. The study employed a two-level hierarchical linear model to analyze data on 5,927 principals in 34 education systems participating in PIRLS 2006.

The authors found that the amount of time principals devote to their job role, as well as how their time is allocated across different domains of responsibility, varied substantially across countries. The research identified several distinctive patterns of macro-level context effects on the behavior of school principals. For instance, principals from countries with a higher gross domestic product tended to spend more time on the job overall. Principals from less hierarchically organized societies tended to allocate more time for instructional leadership and for interacting with parents and the community than their peers in more hierarchically structured societies. Principals in more structured education systems reportedly allocated less of their time for administration. The authors concluded with a call for the “next logical step” of research: to investigate how macro-level contexts moderate principals' exercise of leadership and students' learning outcomes.

Full-text access to the article can be obtained through the journal publisher's webpage: <http://dx.doi.org/10.1080/09243453.2012.678862>. ●

To apply: The next IEA awards deadline is 31 March 2014! For submission requirements, please visit www.iea.nl/awards.html.