School Quality and Emipircal Analyses

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Organizational Chart

Head of institution
D: Director
PSD: Permanent substitute
        of director
        Coordinator of head
        of department

Service area
Internal services

ID.1: Financial reporting
        (budget)
ID.2: Infrastructure
ID.3: Information
        technology (IT)
ID.4: Management
        accounting
        (financial and
        process controlling)
ID.5: Publications, internet
ID.6: Human resources
        management

Department I
External evaluation: school inspection
I.1 Development of concepts and basics of school inspection
I.2: School inspection 1
I.3: School inspection 2
I.4: School inspection 3

Department II
Educational standards, curricula, national comparative tests and central school leaving examinations

II.1: Central national comparative tests
II.2: Central school leaving examinations
II.3: Educational standards and curricula

Department III
Scientific department of policy principles; empirical analyses of school development (under construction)

III.1: Effectiveness analyses and quality assurance
III.2: School quality: concepts, analyses and instruments
III.3: Empirical studies to school development and development of classes , cooperations in science

October 15, 2010

Aims and Tasks

- Quality assurance at the IQ
- Hessian framework of school quality
- Empirical studies with educational aims

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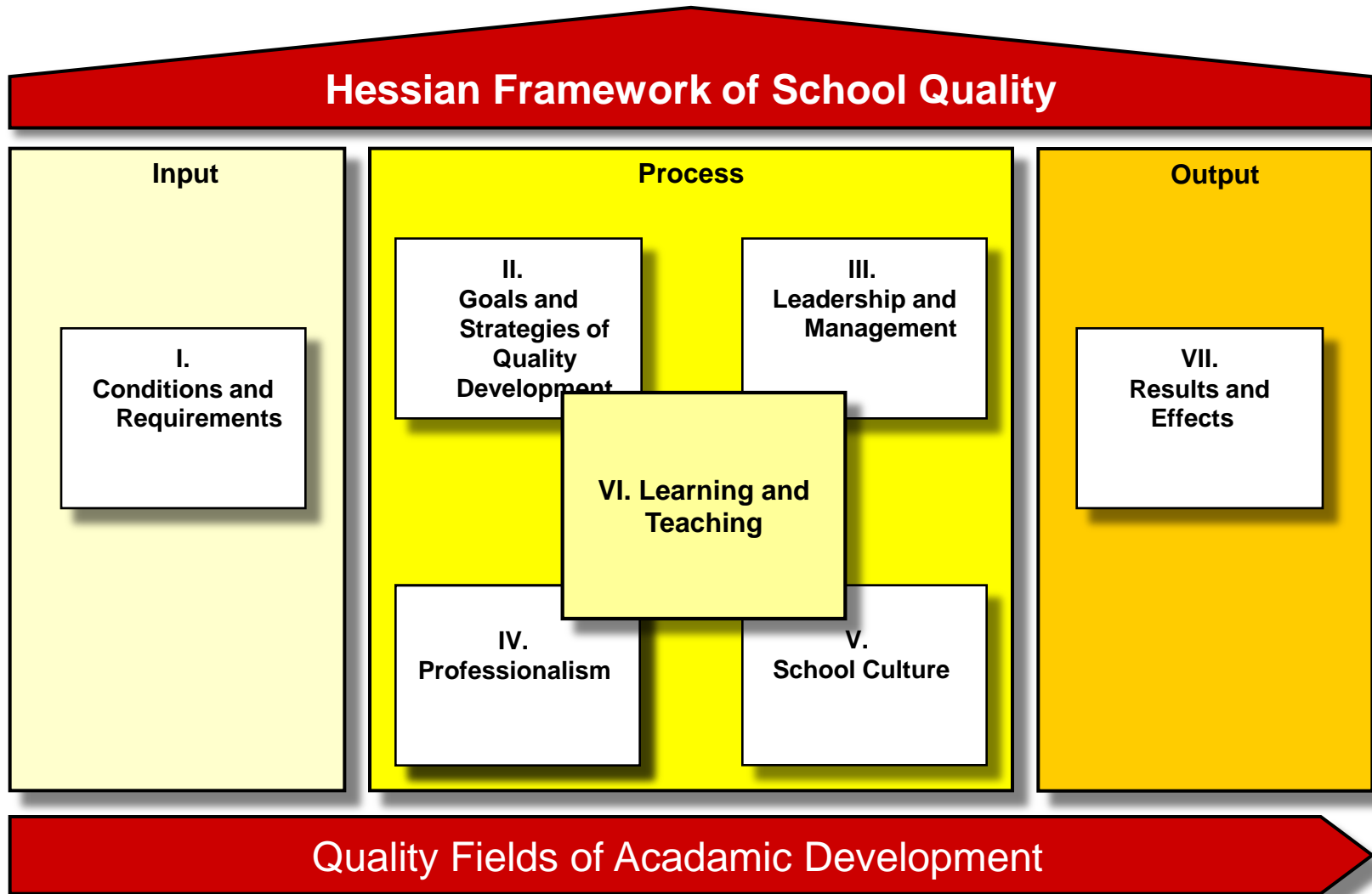- Empirical studies with educational aims

Hessian Framework of School Quality (HRS)

- **Aims**
  - Orientation for schools regarding their quality development
  - Basis for quality assurance in schools
    - Internal school evaluation
    - External school evaluation/ school inspection
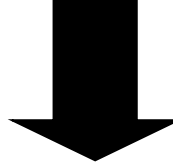
- **Functions**
  - Definition of school quality for all agents in the Hessian educational system based on the scientific results of school research

  - Naming conditions for successful school processes

Hessian Framework of School Quality

Input	Process	Output
I. Conditions and Requirements	**II.** Goals and Strategies of Quality Development · **III.** Leadership and Management · **VI. Learning and Teaching** · **IV.** Professionalism · **V.** School Culture	**VII.** Results and Effects

Quality Fields of Acadamic Development

Hessian Framework of School Quality (HRS) Construction

- **Quality domains:** Definition of the key components of school quality

- **Dimensions and criteria:** Aspects, which describe the specific quality domain

- **Indicators***:* Measurable components of the criteria

Overview – Domains and Dimensions of Quality

I Requirements and conditions	II Goals and strategies	III Leadership and management	IV Professionalism	V School culture	VI Teaching and Learning	VII Results and impacts
I.1 Requirements in matters of law and education policy	II.1 School program	III.1 Directing educational processes	IV.1 Preservation and further development of professional competence	V.1 Pedagogical basic attitude	VI.1 Acquire professional and interdisciplinary competences	VII.1 Professional competences
I.2 Personal and objective resources.	II.2 Evaluation	III.2 Organisation and administration of school.	IV.2 Communication and cooperation of teaching staff	V.2 School life	VI.2 Structured and transparent teaching and learning processes	VII.2 Interdisciplinary competences
I.3 Educational opportunities at the school (location)		III.3 Personnel management and development		V.3 Outward Cooperation and Communication	VI.3 Handling heterogeneous learning preconditions	VII.3 Educational careers and school-leaving-qualifications.
I.4 Pupils and school environment					VI.4 Climate and environment that promotes learning	VII.4 Consent and acceptance.
I.5 External support						VII.5 Lasting impacts

Kriterien

VI.2.1 The Teaching is clearly structured in terms of content and procedure.

VI.2.2 Goals, contents and the planned procedure of the teaching is transparent.

VI.2.3 The teaching shows variability of learning arrangements – consistent with the goals, contents and learning preconditions.

VI.2.4 The teaching time is used effectively in terms of learning.

VI.2.5 Learning processes and learning results are discussed, acquired partial competences are referred to the target competences.
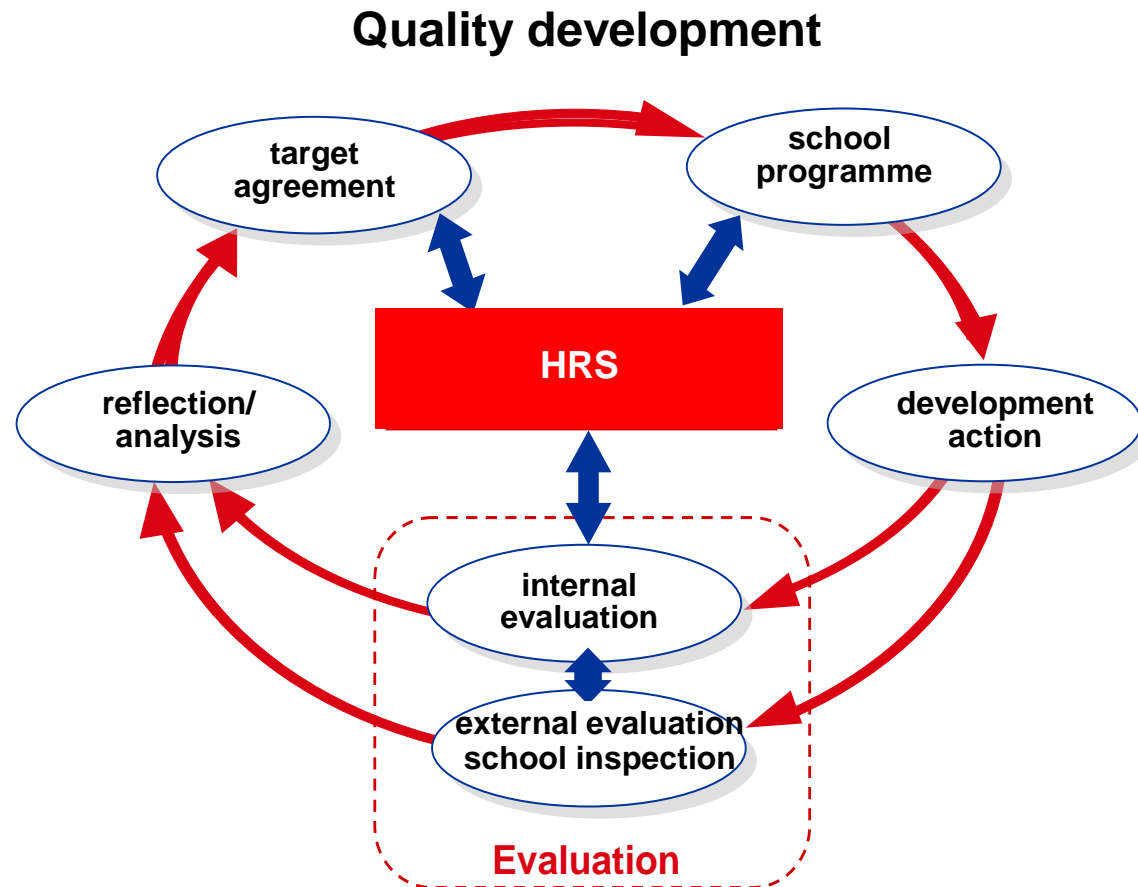
VI.2.6 In class, learning and rating situations are separated.

VI.2.7 The teachers ensure transparency of performance expectations and evaluations.

VI.2.4 Teaching time is used effectively in terms of learning.

Key questions	Possible Indicators
Which benefits are accompanied with learning effectiveness in class?	▪ Teacher and students start class on time. ▪ Materials and equipment required are available and ready for use. ▪ Disturbances are handled immediately, appropriately and consequently. ▪ Learning arrangements and time schedule are aligned well. ▪ …
What impacts do the measures have?	▪ The whole Teaching time is used, no time is wasted. ▪ Pupils play an active and concentrated role while dealing with the class contents. ▪ They attain appropriate results according to the teaching goals within the time scheduled. ▪ …

HRS and School Development

Quality development

- target agreement
- school programme
- development action
- HRS
- reflection/ analysis
- internal evaluation
- external evaluation school inspection
- Evaluation

Aims and Tasks

- Quality assurance at the IQ

- Hessian framework of school quality

- Empirical studies with educational aims
  - Referring to department I: Analysis of lesson observations
  - Referring to department II: Evaluation of the implementation of the Hessian educational standards

Analysis of Lesson Observation During School Inspection

- *Question:*
  - Are there differences in the quality evaluation comparing 20-minute and 45-minute lesson observations?

# Analysis of Lesson Observation During School Inspection

Procedure:

■ Observation training with two observers (using the Hessian lesson observation sheet)

■ Evaluation of 20 lesson videos by the two observers.

  ▪ First observer: 20-minute observation; second observer 45-minute observation

  ▪ Randomized assignment (every observer evaluated ten 20-minute sessions and ten 45-minute sessions)

Analysis of Lesson Observation During School Inspection: Results

There are very high to acceptable interrater-reliabilities in 39 of 43 quality criteria
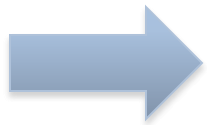
In this study there is nearly no difference between 20- and 45-minute lesson observations regarding the quality evaluation

The study will be replicated in a more naturalistic settings

Evaluation of the implementation of the Hessian educational standards

- *Aims*: Analyses regarding

  - …the school's attitude towards the Hessian educational standards

  - …the implementation status at schools

  - …the implementation status in lessons

  - …the use of support systems (consulting, training,...)

- *Procedure*:
  Combination of longitudinal study (questionnaires for principals, teachers, students,...) and case study (interviews and document analyses)

- *Results*: Still in progress....

Thank you for your attentation!

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