School Quality and Empirical Analyses

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Organizational Chart

**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
Aims and Tasks

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

- Quality assurance at the IQ
- Hessian framework of school quality
- 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 (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

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<th>Requirements and conditions</th>
<th>Goals and strategies</th>
<th>Leadership and management</th>
<th>Professionalism</th>
<th>School culture</th>
<th>Teaching and Learning</th>
<th>Results and impacts</th>
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<td>I.1 Requirements in matters of law and education policy</td>
<td>II.1 School program</td>
<td>III.1 Directing educational processes</td>
<td>IV.1 Preservation and further development of professional competence</td>
<td>V.1 Pedagogical basic attitude</td>
<td>VI.1 Acquire professional and interdisciplinary competences</td>
<td>VII.1 Professional competences</td>
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<td>II.2 Evaluation</td>
<td>III.2 Organisation and administration of school.</td>
<td>IV.2 Communication and cooperation of teaching staff</td>
<td>V.2 School life</td>
<td>VI.2 Structured and transparent teaching and learning processes</td>
<td>VII.2 Interdisciplinary competences</td>
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<td>I.3 Educational opportunities at the school (location)</td>
<td>III.3 Personnel management and development</td>
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<td>VI.3 Handling heterogeneous learning preconditions</td>
<td>VII.3 Educational careers and school-leaving-qualifications.</td>
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<td>I.4 Pupils and school environment</td>
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<td>VI.4 Climate and environment that promotes learning</td>
<td>VII.4 Consent and acceptance.</td>
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<td>I.5 External support</td>
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<td>VII.5 Lasting impacts</td>
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<td><strong>VI.2.1</strong> The Teaching is clearly structured in terms of content and procedure.</td>
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<td><strong>VI.2.2</strong> Goals, contents and the planned procedure of the teaching is transparent.</td>
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<td><strong>VI.2.3</strong> The teaching shows variability of learning arrangements – consistent with the goals, contents and learning preconditions.</td>
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<td><strong>VI.2.4</strong> The teaching time is used effectively in terms of learning.</td>
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<td><strong>VI.2.5</strong> Learning processes and learning results are discussed, acquired partial competences are referred to the target competences.</td>
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<td><strong>VI.2.6</strong> In class, learning and rating situations are separated.</td>
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<td><strong>VI.2.7</strong> The teachers ensure transparency of performance expectations and evaluations.</td>
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### VI.2.4 Teaching time is used effectively in terms of learning.

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<th>Key questions</th>
<th>Possible Indicators</th>
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</table>
| 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
- reflection/analysis
- development action
- internal evaluation
- external evaluation
- school inspection

Evaluation

HRS and School Development

HRS and School Development
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 attention!