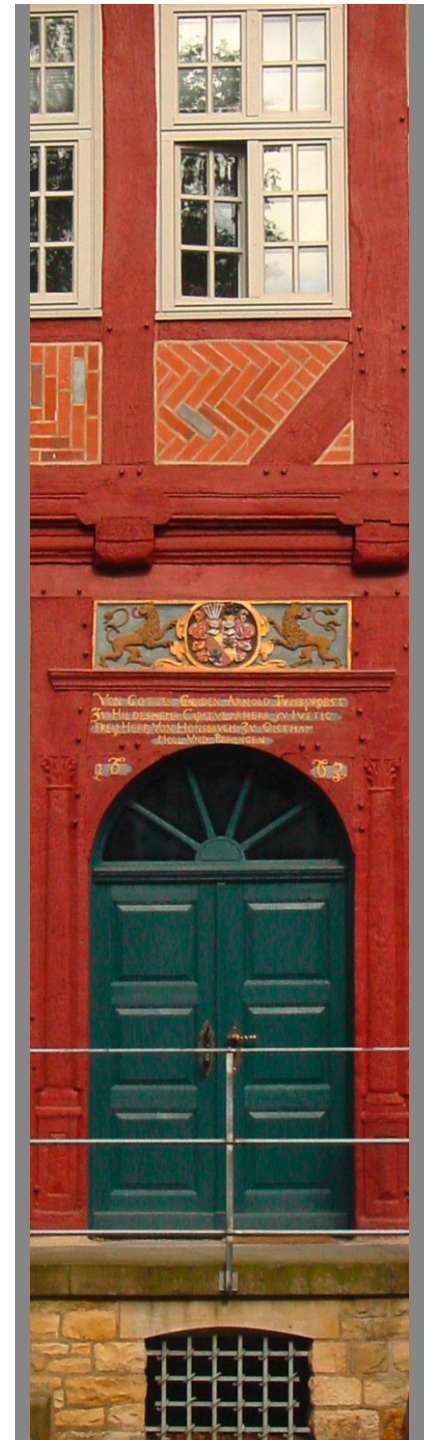


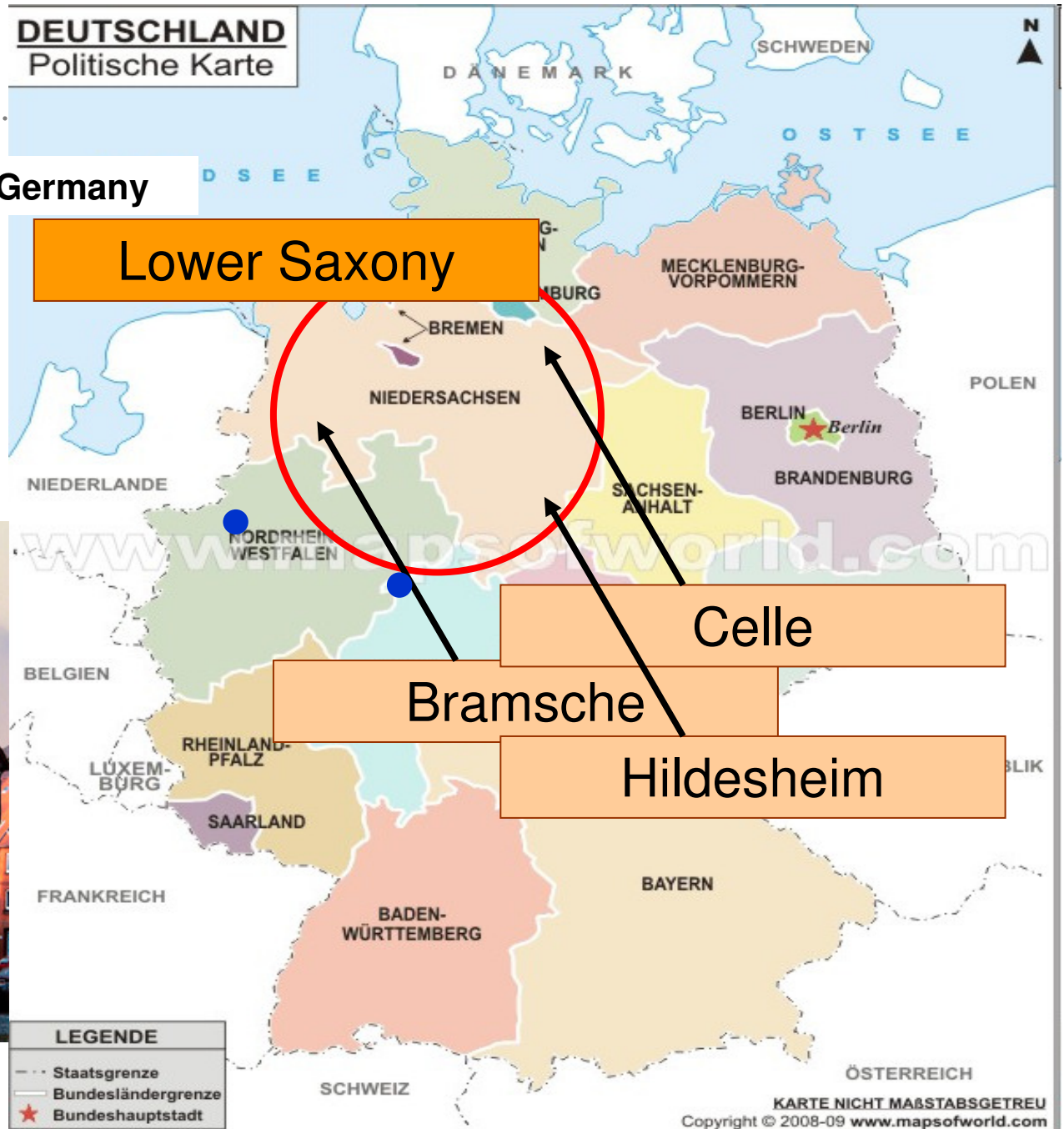
# School Inspection in Lower Saxony

Process oriented school  
inspection – a dialogue between  
school and inspection



- ▶ Assignment
- ▶ The Inspection System
  - » Main Improvements
  - » Basic System
    - Core Task Model (KAM)
  - » Quality-Estimation of the School (QES)
  - » Summary
- ▶ Lesson Observation
  - » Construction
  - » Judging/Assessing
  - » Application
  - » Practise

.....



- ▶ In Lower Saxony: MK – NLQ – NLSchB
- .....▶ administrations of education



Niedersächsisches  
Kultusministerium



NLQ  
Hildesheim



Niedersächsische  
Landesschulbehörde

In future inspection in Lower Saxony will ...

- ▶ **stimulate quality development** in each inspected school,
- ▶ **regard the individual requirements of each type of school,**  
but
  - » with a **basic system,**
  - » which is **similar for all types of schools** and
  - » where **additional questions** can be adjoined,
  - » which help to generate **steering knowledge for the Ministry of Education,**
- ▶ include the three elements ***data analysis – self-estimation of school – school visitation,***
- ▶ focus on **main areas of activities.**



### The new inspection system

- ▶ focused inspection
- ▶ less to do for schools to prepare for inspection
- ▶ quality of processes
- ▶ quality-estimation of the school (QES)
- ▶ validation talks between school and inspectors
- ▶ quality development of each inspected item
- ▶ dialogic system

Inspektion focusses on ...

- ▶ the quality of the curriculum and of teaching and learning
- ▶ the quality of all processes supporting these items

by comparing Quality Estimation of the School – QES) with the inspectors' view

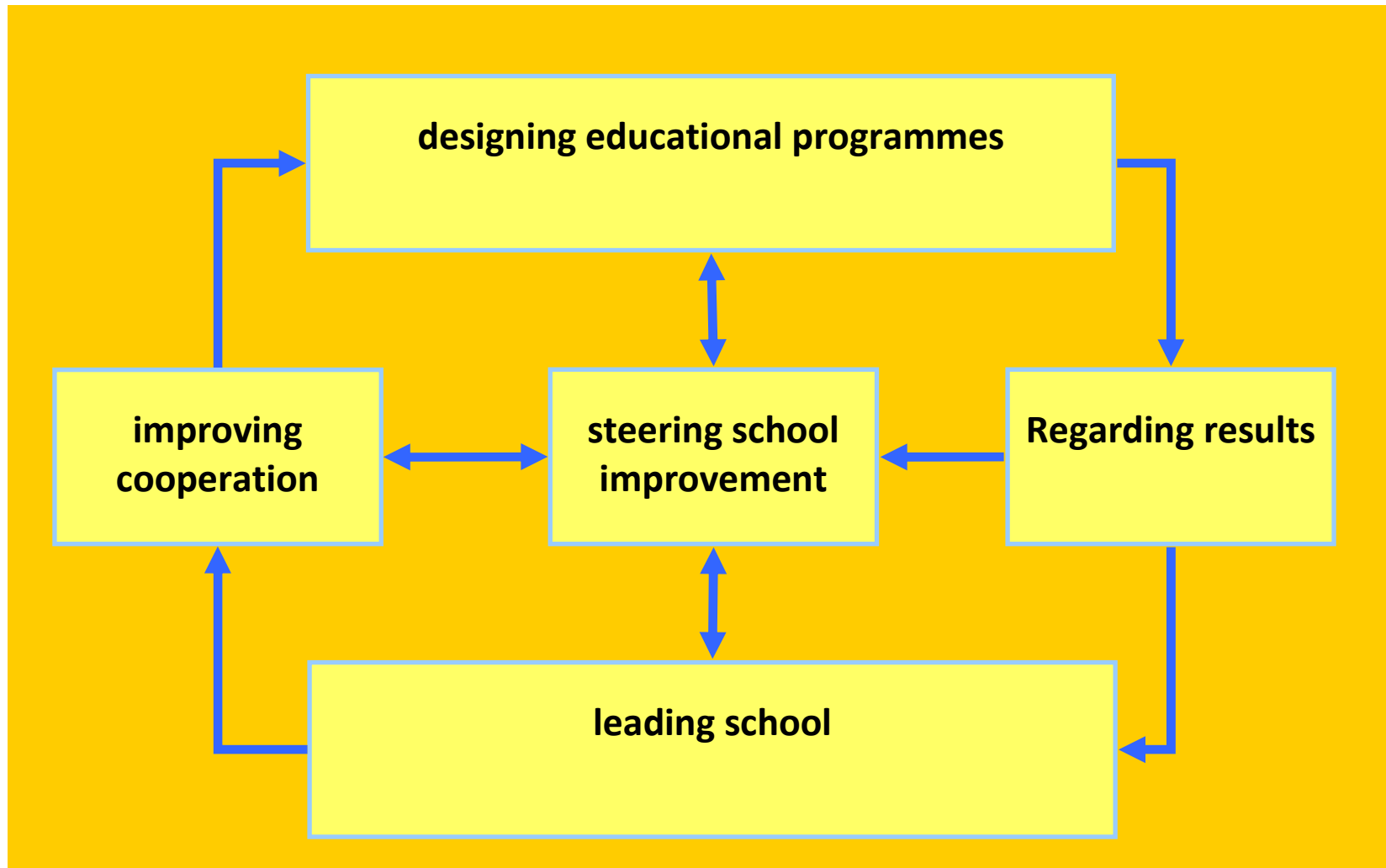


# Core Task Model

## (KernAufgabenModell - KAM)



## Areas of Activity



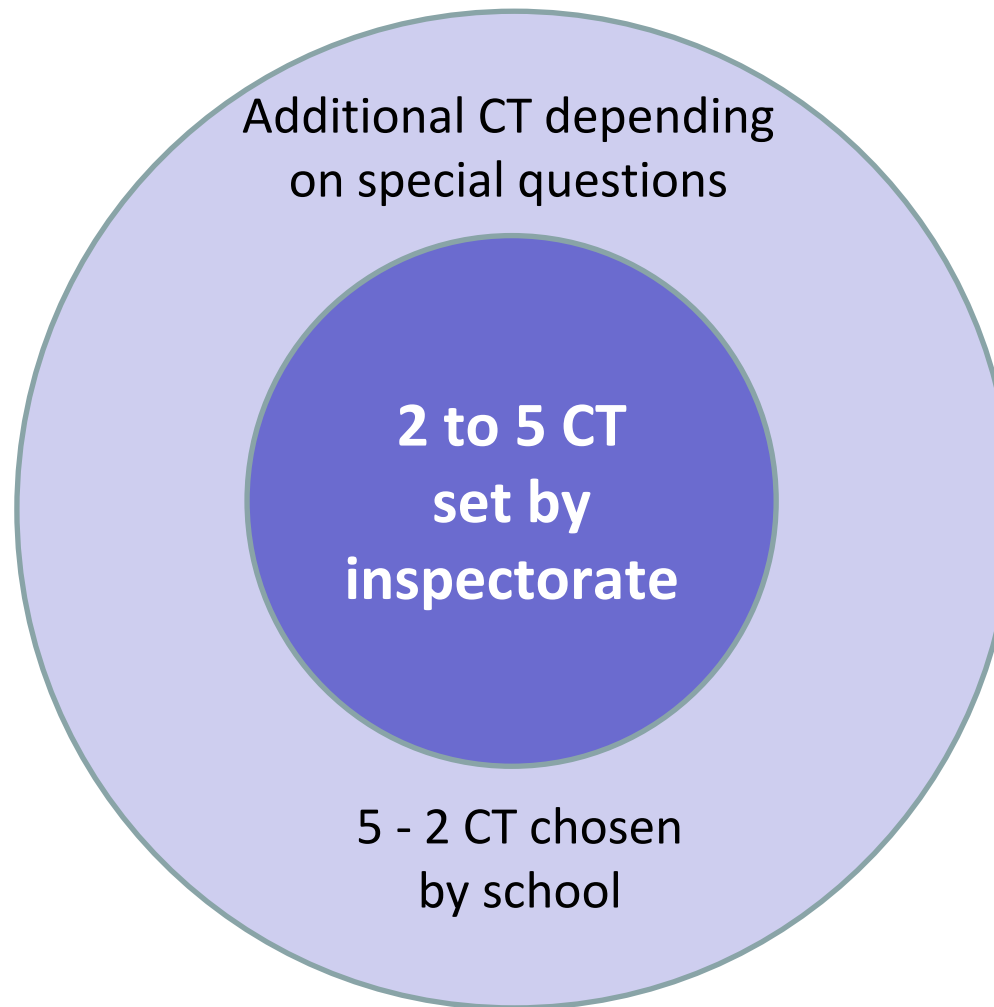
## Overview 21 Core Tasks

leading school	steering school improvement	designing educational programmes	improving cooperation	regarding results
L1 Improving the quality of teaching and learning	S1 Updating the school action plan	B1 Developing a curriculum	K1 Organizing internal cooperation	E1 Evaluating results
L2 Organising school/administrating school	S2 Improve quality of teaching and learning	B2 Improving teaching	K2 Organizing transitions	E2 Evaluating the management of resources
L3 Supporting cooperation	S3 Extending competences	B3 Applying performance criteria	K3 Extending educational programme	
L4 Improving capacity of staff	S4 Ensuring school quality	B4 Supporting individually		
L5 Involving parents and students		B5 Advising and supporting individually		
L6 Evaluating headteacher's performance		B6 Working preventatively and creating a good school		

## Overview 21 Core Tasks

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L4 Improving capacity of staff	S4 Ensuring school quality	B4 Supporting individually		
L5 Involving parents and students		B5 Advising and supporting individually	2 core tasks chosen by school	
L6 Evaluating headteacher's performance		B6 Working preventatively and creating a good school		

In future...

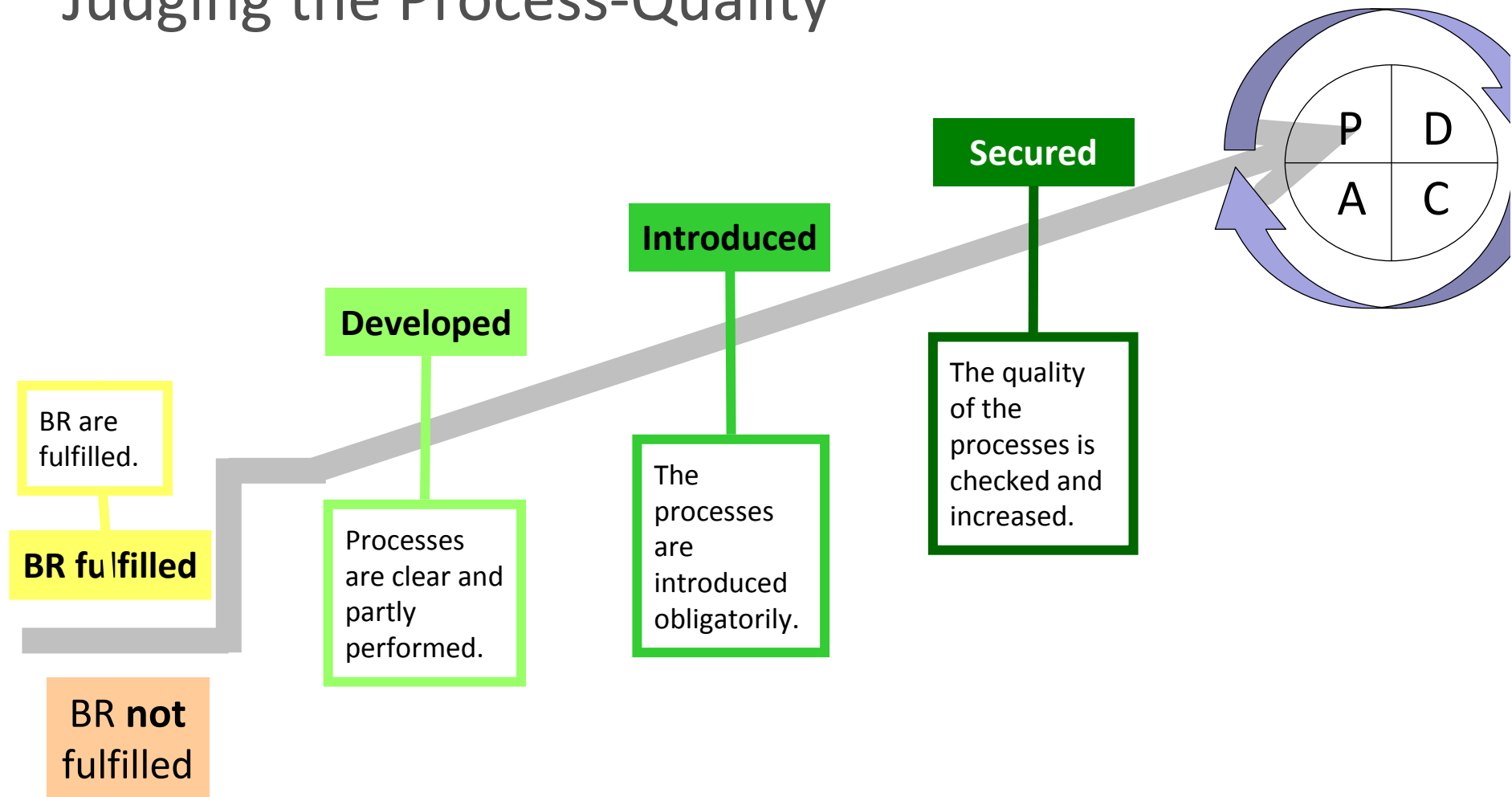


### Overview of the areas of activity, core tasks and basic requirements

Area of activity: "leading school"		
Core tasks and basic requirements		
	L 1	<p><u>Improving the quality of teaching and learning.</u></p> <p>Core task: The head supports the improvement of the quality of teaching and learning.</p> <p>Basic requirements:</p> <ul style="list-style-type: none"><li>▶ The head visits teachers in their lessons and gives feedback to them.</li><li>▶ The head knows how to implement the school curriculum.</li></ul>
	L 2	<p><u>Organising school/administrating school</u></p> <p>Core task: The head stimulates the improvement of organizational structures and processes.</p> <p>Basic requirements:</p> <ul style="list-style-type: none"><li>▶ There are organization plans.</li><li>▶ Legally required committees have been installed.</li><li>▶ Communication structures have been established.</li></ul>

**Quality-Estimation of the  
School**  
(QualitätsEinschätzung der  
Schule - **QES**)

## Judging the Process-Quality





# QES-Tool

Core Task

B1

## Developing a curriculum

The school improves its school curriculum.

Basic

Requirements

Bewerten Sie die grundlegenden Anforderungen für die Kernaufgabe B1!

### Eingangslevel - b a s i e r t -

1. There are school working plans.
2. Interdisciplinary concepts and projects have been included in school working plans.

trifft zu eher zu nicht zu nicht zu

X

X

Process-Quality

Bewerten Sie die Qualitätsfähigkeit der Kernaufgabe B1!

### Bewertung der Qualitätsfähigkeit

BR not fulfilled

BR fulfilled

developed

introduced

secured

☐

☐

☐

☐

☐

Alle Indikatoren zeigen

Vollständiger Text zu den Bewertungsstufen durch Anklicken des jeweiligen Wortes

Handlungsbedarf:

gering

mittelmäßig

hoch

sehr hoch

16

- ▶ The Context
- ▶ The Inspection System
  - » Main Improvements
  - » Basic System
    - Core Task Model
  - » Quality-Estimation of the School (QES)
  - » Summary
- ▶ Lesson Observation

### Core Task Model

- ▶ involving representatives of the Educational Authority in work groups of the NLQ
- ▶ regular synchronizing meetings with the work group School Inspection of the Educational Authority
- ▶ Workshops with heads of schools of general-education schools
- ▶ testing of the Core Task System by universities

### The Core Task Model - Reactions

- ▶ The Core Task Model is suitable as a basis for quality development for all school forms/kinds of schools.
- ▶ The Core Tasks and Basic Requirements are basically relevant for all school forms/kinds of schools.
- ▶ The references to legal and administrative regulations assigned to the different Core Tasks are suitable for all school forms/kinds of schools.

### The Core Task Model - Reactions

- ▶ Heads of schools expressed their appreciation of being involved very early in the development of the future inspection system by the NLQ.
- ▶ Single differentiated hints and indications for focussing on specific characteristics/features of school forms/different kinds of schools.

- ▶ The Context
- ▶ The Inspection System
  - » Main Improvements
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    - Core Task Model
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# The new Lesson Observation Sheet

- ▶ Construction
- ▶ Judging/Assessing
- ▶ Application
- ▶ Practise



### Aims

- ▶ conveying common idea of „good teaching“
- ▶ suitable for all school forms
- ▶ can be used on all levels of lesson observation (fellow teachers, head of school, inspections, teacher training etc.)

### Construction

- ▶ The titles are only meant to structure the sheet not to summarize assessments of quality features.
- ▶ The observation sheet describes the basic content concerning essential/fundamental/significant features of „good teaching“.

- ▶ only observable features
- ▶ no claim for completeness
- ▶ non-ambiguous: avoiding and-/or-links
- ▶ data feedback to schools in a descriptive way
- ▶ descriptive elements linked with quality statements

- ▶ competence oriented
- ▶ registration of special quality of different teaching methods
- ▶ no summarizing of single items
- ▶ no evaluation scale (1 – 4)
- ▶ no standardization (e. g. 75 %)

# Lesson Observation Sheet 2013

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<b>Date:</b>	<b>Time:</b> <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> End	<b>Name of inspector:</b>	<b>Form-No:</b>
<b>Group:</b>	<b>Course:</b>	<b>Mixed age group</b> <input type="checkbox"/> yes <input type="checkbox"/> no	<b>Room:</b>
<b>Subject:</b> _____	<b>Number of students in class-room:</b> _____ delayed _____		
	<b>Staff</b> <input type="checkbox"/> teacher <input type="checkbox"/> 2 <sup>nd</sup> teacher <input type="checkbox"/> teacher in training <input type="checkbox"/> special needs teacher <input type="checkbox"/> supporting staff <input type="checkbox"/> other		

<p><b>Used lesson material:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> blackboard</li><li><input type="checkbox"/> interactive whiteboard</li><li><input type="checkbox"/> exercise book</li><li><input type="checkbox"/> textbook</li><li><input type="checkbox"/> worksheets</li><li><input type="checkbox"/> computer</li><li><input type="checkbox"/> internet</li><li><input type="checkbox"/> media for presentations (Beamer, OHP, Poster, ...)</li><li><input type="checkbox"/> demonstration props, models, maps and charts, calculator, tools, machines</li><li><input type="checkbox"/> disability aids</li><li><input type="checkbox"/> games for learning</li><li><input type="checkbox"/> other</li></ul> <p><b>The lesson material is</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> of good technical quality</li><li><input type="checkbox"/> adapted to the level and the experience of the students</li><li><input type="checkbox"/> used purposefully</li></ul>	<p><b>Seating arrangement:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> U-shaped or similar</li><li><input type="checkbox"/> rows or similar</li><li><input type="checkbox"/> group arrangements</li><li><input type="checkbox"/> other</li></ul> <p><b>Environment:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> classroom   <input type="checkbox"/> science, art,...   <input type="checkbox"/> group   <input type="checkbox"/> other</li><li><input type="checkbox"/> appropriate room size</li><li><input type="checkbox"/> structured functional</li><li><input type="checkbox"/> current results presented</li><li><input type="checkbox"/> clean and well maintained</li></ul>
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<p><b>Activities:</b></p> <p><b>More teacher-oriented</b></p> <ol style="list-style-type: none"> <li>1. organization (including disciplinary action etc)</li> <li>2. instruction (explanation/introduction)</li> <li>3. teacher's lecture/presentation</li> <li>4. teacher-class dialogue</li> </ol> <p><b>More student-oriented</b></p> <ol style="list-style-type: none"> <li>5. reading/reading aloud/writing/calculating</li> <li>6. checking homework or tasks</li> <li>7. practicing/repeating/consolidating</li> <li>8. investigating</li> <li>9. evaluating/interpreting information</li> <li>10. producing/configuring</li> <li>11. creating (painting, doing handicraft, singing)</li> <li>12. student's lecture/ presentation</li> <li>13. sports</li> </ol>	<ol style="list-style-type: none"> <li>14. planning/forming hypotheses/designing</li> <li>15. carrying out experiments/comparing/categorizing</li> <li>16. analyzing/considering/interpreting</li> <li>17. exchanging (information, results, arguments...)</li> <li>18. explaining/annotating/giving reasons/commenting</li> <li>19. reflecting on results/providing feedback</li> <li>20. "learning by teaching"</li> <li>21. other</li> </ol> <p><b>Teaching organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> learning circle, study workshop</li> <li><input type="checkbox"/> daily-/weekly schedule</li> <li><input type="checkbox"/> long-term projects (assignment, term paper, ...)</li> <li><input type="checkbox"/> learning diary, free work, ...</li> </ul>
<p><b>Level</b> (AFB = Anforderungsbereich &gt; requirement-level)</p> <p><b>AFB 1</b> <b>basic knowledge/basic competencies</b> (reproduction)</p> <p><b>AFB 2</b> <b>developed context knowledge</b> (recognising and applying context knowledge)</p> <p><b>AFB 3</b> <b>generalisation and reflexion</b> (structuring problems, developing strategies, judging)</p>	



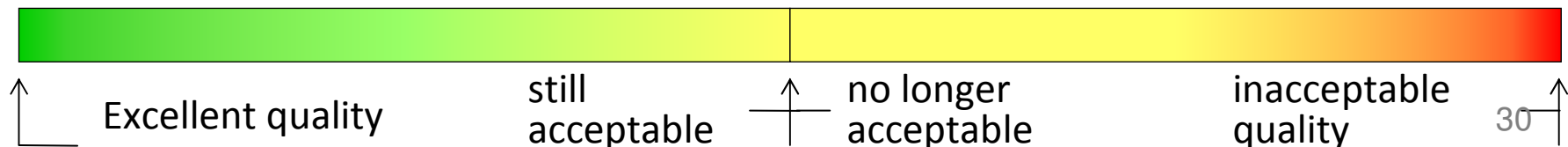
# Lesson Observation Sheet 2012

## Observation form for teaching and learning processes in Lower Saxony



Niedersächsisches Landesinstitut  
für schulische Qualitätsentwicklung

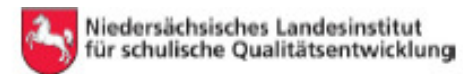
Classroom management		yes	no
1.	The teacher ensures efficient classroom management.	<input type="checkbox"/>	<input type="checkbox"/>
2.	The learning time is used efficiently.	<input type="checkbox"/>	<input type="checkbox"/>
3.	The lesson runs well-regulated.	<input type="checkbox"/>	<input type="checkbox"/>
Safe and stimulating learning climate		yes	no
4.	The teacher treats the students appreciatively.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Students behave respectfully.	<input type="checkbox"/>	<input type="checkbox"/>
6.	The teacher motivates for the teaching contents and the tasks.	<input type="checkbox"/>	<input type="checkbox"/>
Transparency of targets and structural clarity		yes	no
7.	Learning targets are clearly communicated.	<input type="checkbox"/>	<input type="checkbox"/>
8.	The lesson is structured transparently.	<input type="checkbox"/>	<input type="checkbox"/>
9.	Tasks are understandable and explained.	<input type="checkbox"/>	<input type="checkbox"/>



# The Handbook

- ▶ preliminary information
- ▶ Decided indicators, reference to legal and administrative regulations as well as references and explanations to school forms/kinds of school.

Information about observation form  
for teaching and learning processes in Lower Saxony



Classroom management			
	Lesson features	Indicators	Information & explanations
1.	The teacher ensures efficient classroom management.	<b>The teacher</b> <ul style="list-style-type: none"><li>• opens and closes the lesson on time</li><li>• makes sure that the materials and media are prepared in accordance with the teaching requirements</li></ul>	
2.	The learning time is used efficiently.	<b>The teacher</b> <ul style="list-style-type: none"><li>• avoids delays and individual idle</li><li>• uses methods and media efficiently</li></ul> <b>The students</b> <ul style="list-style-type: none"><li>• learn actively.</li></ul>	
3.	The lesson runs well-regulated.	<ul style="list-style-type: none"><li>• The agreed rules are followed.</li><li>• There are rituals.</li></ul> <b>The teacher</b> <ul style="list-style-type: none"><li>• is consistent in her/his handling of disruptions</li></ul>	

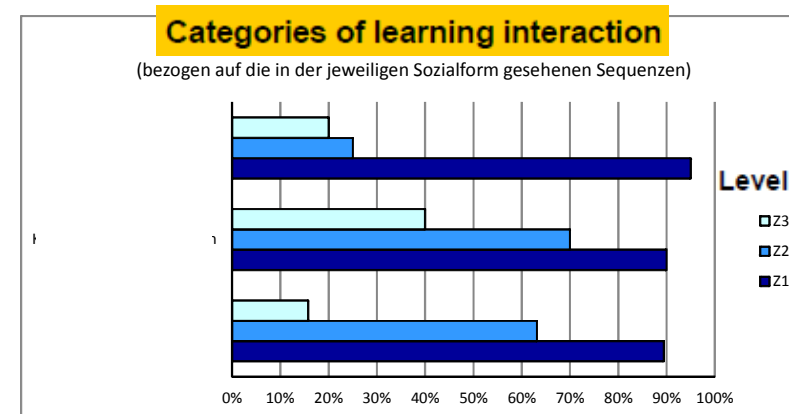
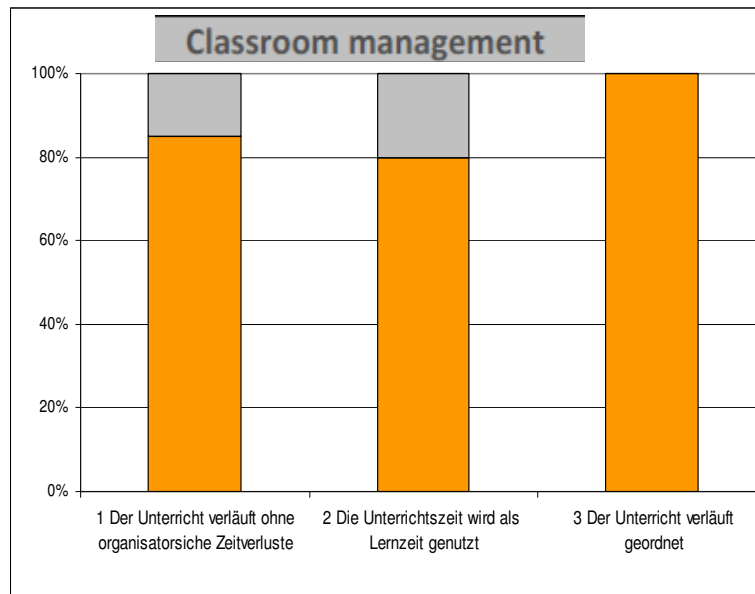
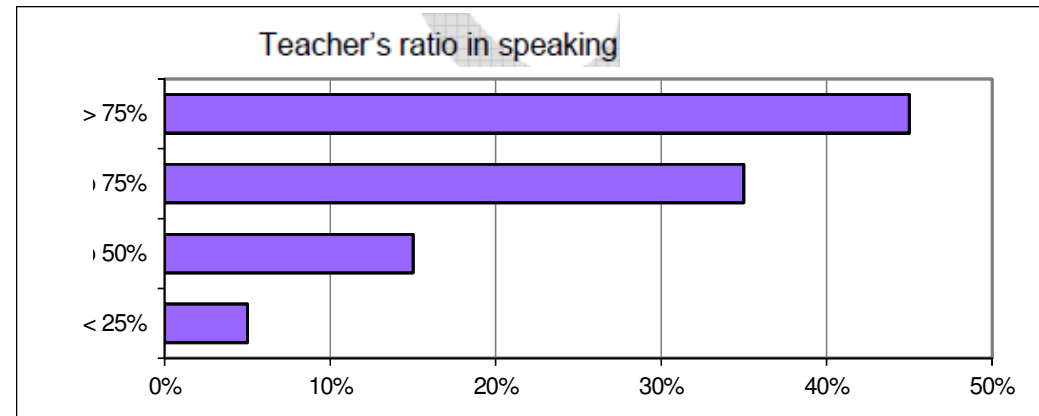
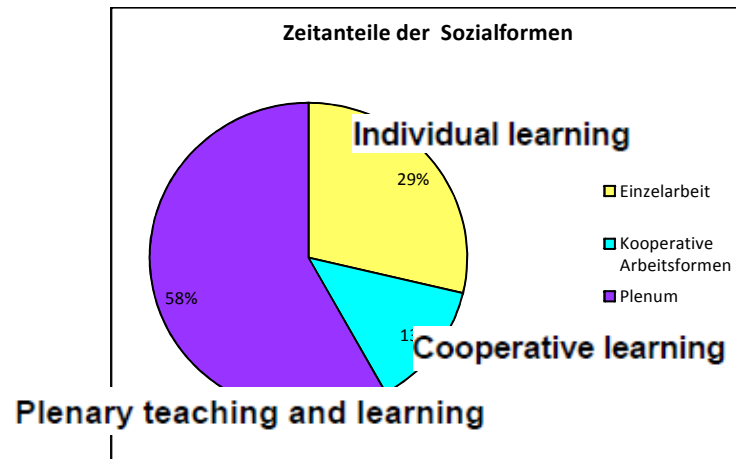
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## ► Practise

» English-Lesson, 13 I

# Lesson Observation Sheet

## Formats of analysis



Thank you very much for your attention!