

## **Annex 2: The Procedure for Evaluation of Schools by the Czech School Inspectorate in the School year 2007/2008**

### **Description of the Evaluation system**

The Czech School Inspectorate uses more criteria (multicriteria evaluation approach) for evaluating institutions included in the register of Schools with a fundamental tool being a set of criteria for the evaluation of conditions, the course and results of education and school services. Its structure is based on the requirements of school legislation and this makes it possible to monitor innovation and modernisation in schools according to the priorities incorporated in the long-term objectives of education and the development of the education system at national and regional levels. The set of criteria is linked to the European Qualifications Framework for Lifelong Learning and, when some selected parameters are used, makes it possible to compare quality in individual parts of the Czech education system.

The development of the set of criteria as a model of the institutional evaluation of schools and school facilities (within the current legislative conditions) is directed towards bringing together external evaluation and school self-evaluation in the basic scheme 'inputs – processes – outputs'. Criteria included in this scheme are for the purposes of school evaluation broken down into main indicators, with respect to the level of education or types of schools. Changes of the inspection system will be completed by development of the basic set of tools for detecting and evaluating the extent to which specified criteria are being met. CSI evaluation tools are also currently being developed as a system of feedback on gradually introduced curricular reform. Data collection and processing are supported by the new CSI information system.

### **Basic Methods of Detecting and Evaluating Conditions, the Course and results of Education**

Inspection findings and concrete sets of data describing monitored phenomena (indicators) are gathered by means of the following information sources and detection methods:

- analyses of school documentation;
- a comparative analysis, used in particular for experimental evaluation of compliance of a school education programme with the framework education programme;
- observation of rooms and other school resources (equipment);
- direct observation of both theoretical and practical teaching or the course of professional practice (subject and inspection observations);
- direct watching of competitions and other events supporting teaching;
- analysis of pupils' work;
- interviews with head teachers, teachers and other pedagogical staff;
- respective contact with school founders.

In addition, inspections focusing on a special topic use the following:

- interviews with advisory bodies to head teachers;
- interviews with pupils – foreign nationals;
- questionnaire surveys among pupils, teachers, and head teachers;
- questionnaire surveys among parents or other partners.

Check up standards and procedures for their verification with regard to transitional provisions of the Education Act have been developed for inspections.

Analytically evaluated information is a basis of inspection outputs drawn up in accordance with the Education Act at the level of the school in inspection reports and in protocols, at the republic-wide level in thematic reports. Summary findings are broken down according to the levels of education and topics of other inspection tasks stipulated by the Education Act.