

- *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.

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 checklists, 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.

Analytical activities use, in addition to European documents, developed analytical studies of strategic documents and data/information published by schools pursuant to the Education Act. An example might be the Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic highlighting priorities of further development and progress indicators. The Czech School Inspectorate is also building on annual reports of individual regions and priorities of the Long-term Policy Objectives of Education and the Development of the Educational System in regions. Furthermore, the CSI also uses information sources of partner organisations – the Institute for Information on Education, the Pedagogical Research Institute, the National Institute for Vocational Education and Training, as well as other institutes, institutions and associations working within the education system.

### **Principles for Measurement and Evaluation**

Summary evaluation is based on evaluation of individual logically inter-connected indicators and criteria (or sub-criteria). In order to improve communication and the presentation of inspection results a set of indicators is used. Selected indicators quantify information better than verbal comments and diagrams. Indicators provide a measurement for assessing and evaluating (with respect to quality) trends, school policy objectives and progress achieved. They are based on a wide database of primary data obtained through monitoring and verified by means of other procedures.

The selection relies on standards for education, if they are available. The aim is also to identify any activities which could threaten the existence of a school or which are stipulated by a legal provision as inadmissible and if detected can cause the school in question to be removed from the Register of Schools and School Facilities.

### **Evaluation of Compliance between SEPs and the FEP**

Under Section 174 (2) (c) of the Education Act the CSI tries to find and evaluate compliance of the School Education Programme with legal regulations and the Framework Education Programme. The data on the SEP necessary for a comparative analysis are collected by an inspection team consisting of inspectors and invited external experts who make the first evaluation of the document concerned.

An inspection team authorised to perform inspections within the three-year inspection cycle obtains the SEP of the school selected for institutional evaluation in advance, i.e. before the team commences inspections. Members of the team will study the text, assess whether all the formal requisites are included, whether the structure of obligatory chapters is followed, how such chapters are drawn up and whether they are sufficiently