

## 8 Implementation of New Inspection Methods, Procedures and Tools

The Czech School Inspectorate is an authority with nation-wide powers in the fields of evaluation and monitoring of the conditions, processes and outcomes of the education processes in schools and other school facilities entered into the Register of Schools and School Facilities. The Czech School Inspectorate, moreover, evaluates the quality and effectiveness of the education system as a whole. In doing so, it applies and makes use of various methods, procedures and tools. The Czech School Inspectorate has already innovated or newly developed many of the mentioned methods, procedures and tools as part of the running project called National System of Inspection Evaluation of the Education System in the Czech Republic (NIQES). During the school year 2014/2015 these methods/tools were gradually implemented into the main activities of the organization. A number of outputs were then made available free of charge directly to schools and school facilities for their voluntary use.

### The Quality School Model and Evaluation Criteria

The dominant part of these methods, procedures and tools is a national framework for quality in education. This particularly includes the so-called **Quality School Model** with the inspection criteria for the evaluation of the conditions, course and results of education (hereinafter the "evaluation criteria"), accompanied by the methodology of inspection activities and forms for recording information and data relating to education.

Each school and each school facility should undergo complete assessment and scrutiny by the Czech School Inspectorate at least once every six years. A comprehensive inspection activity is based on the evaluation criteria structured into six areas:

1. *The school concept*
2. *School management*
3. *Quality of the teaching staff*
4. *Education processes*
5. *Results of education*
6. *Support provided to children, pupils and students in education (equal opportunities)*

Each model area contains three to five inspection evaluation criteria (a total of 26 criteria). Descriptions for each level are modified for preschool education, elementary education, secondary general education, secondary vocational education and higher vocational education in order to reflect the specific quality parameters for these types of education. The Quality School Model and inspection criteria are supplemented by the characteristics of the external environment in which the school operates.

A new element will be introduced which will include descriptions of rating levels for each sub-criterion on a **four-level scale**. The levels are defined as excellent, expected, requiring improvement, and unsatisfactory. Achieving unsatisfactory levels at the key criteria may serve as a reason leading to a proposal for the dismissal of the school director or deletion from the school register.

### InspIS Information Systems

Within the NIQES project the Czech School Inspectorate also developed some important information systems for evaluation of initial education, some of which can also be used directly