



Inspectorate of Education
Ministry of Education, Culture and Science

**UNIVERSITY
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Teaching Quality in the Dutch Educational System from the Perspectives of School Inspectors, Students, and Teachers

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Introduction

- Teaching quality (TQ) has a high impact on student achievement
- Dutch Inspectorate of Education:
 - Evaluation of TQ in schools in the Netherlands (primary, secondary, special)
 - At the Dutch educational system level
- Lessons rated by inspectors, teachers and students

Teaching quality

- Literature search on teacher effectiveness research
- Characteristics of effective teaching
- Operationalized in concrete, observable teacher behaviour

→ Note: not law-based, but evidence-based

Teaching quality

- Five characteristics of effective teaching:
 - Classroom climate
 - Classroom management
 - Instruction
 - Differentiation
 - Self-regulative learning

→ Items indicate teacher behavior

→ Same items for three raters,
formulated slightly differently

Item examples

(Instruction)

- **Inspector:** the teacher explained the subject matter in such a way that the students understood it well
 - **Teacher:** I explained the subject matter in such a way that the students understood it well
 - **Student:** the teacher explained the subject matter in such a way that I understood it well
-
- Not seen; hardly seen, seen, seen convincingly

Research questions

- To what extent are **characteristics of effective lessons observed** in Dutch schools?
- How do the TQ ratings from **inspectors**, **students** and **teachers** relate to each other?
- What factors are associated with **differences in teaching quality** ratings?

Design of the study

- Special education: 100 schools
- Primary education: 198 schools
- Secondaire education: 172 schools
- 2-6 lessons a day
- Rated by inspectors, teachers and students using a digital tool (Impact!)

→ These presentation focuses on secondary education

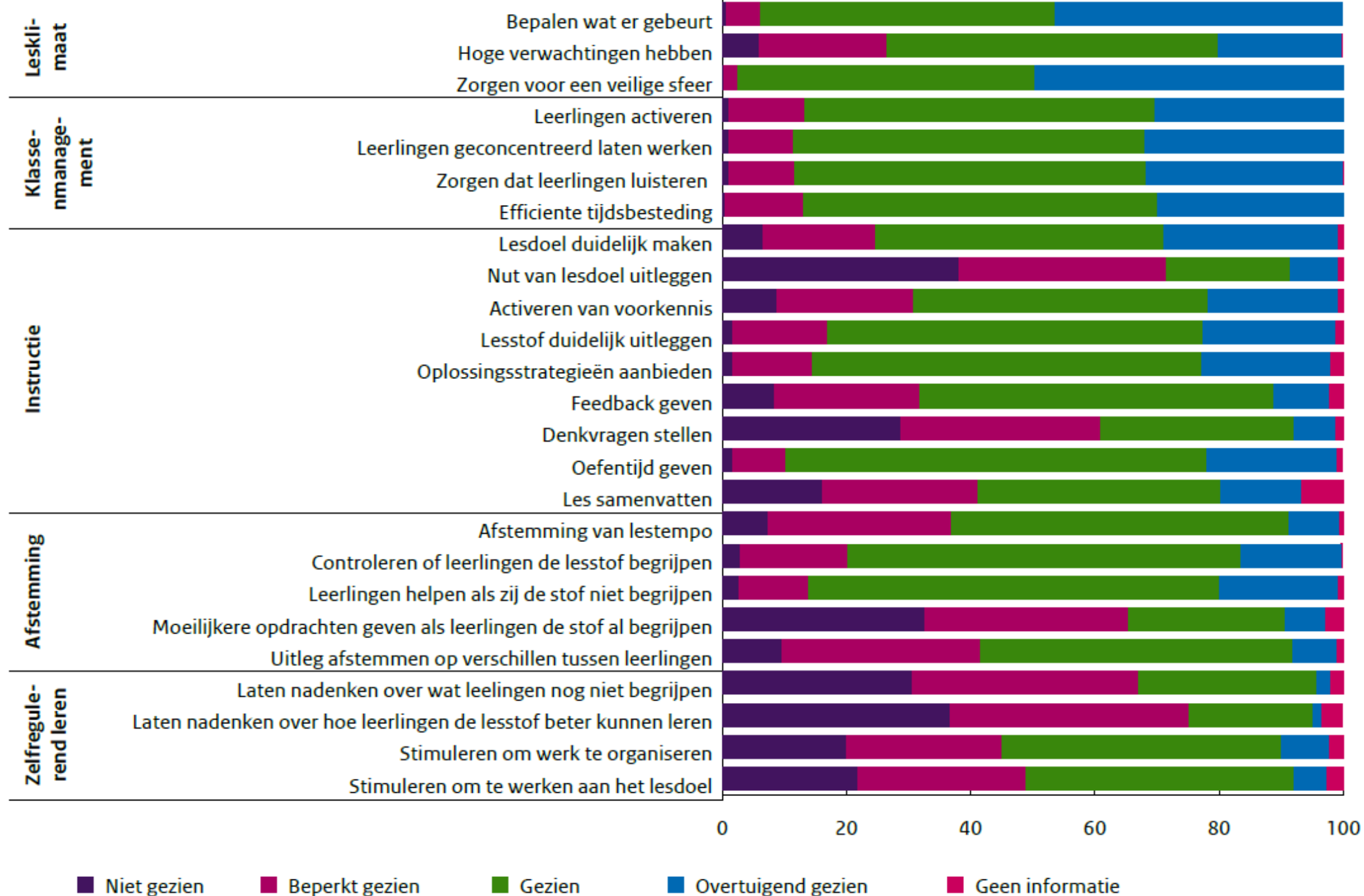


Analyses

- IRT- GT- modelling approach to investigate psychometric quality of the questionnaire (validity and reliability)
- The extent to which all indicators were observed by inspectors on the four point scale
- Correlations between TQ ratings of inspectors, students and teachers
- Multi-level regressions: effects of variables on TQ ratings

Results on effective lessons

- Overview of the extent that every item was observed by inspectors



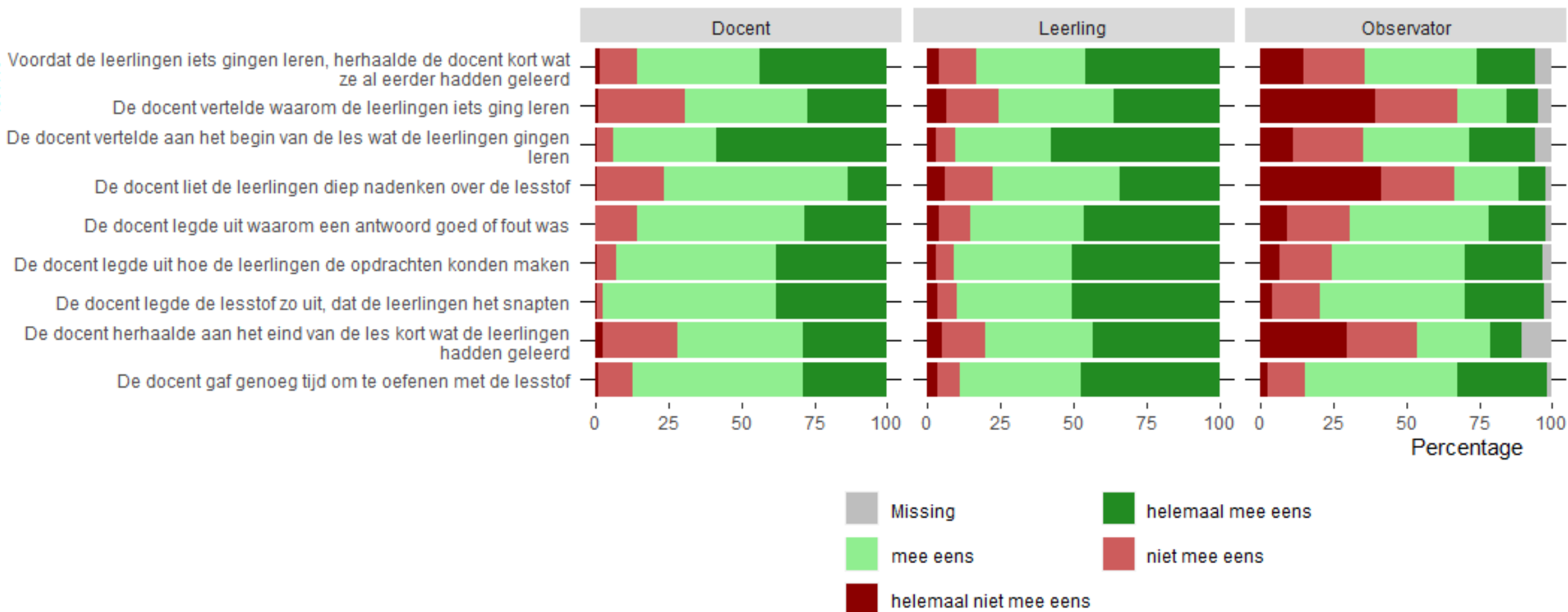
Results on effective lessons

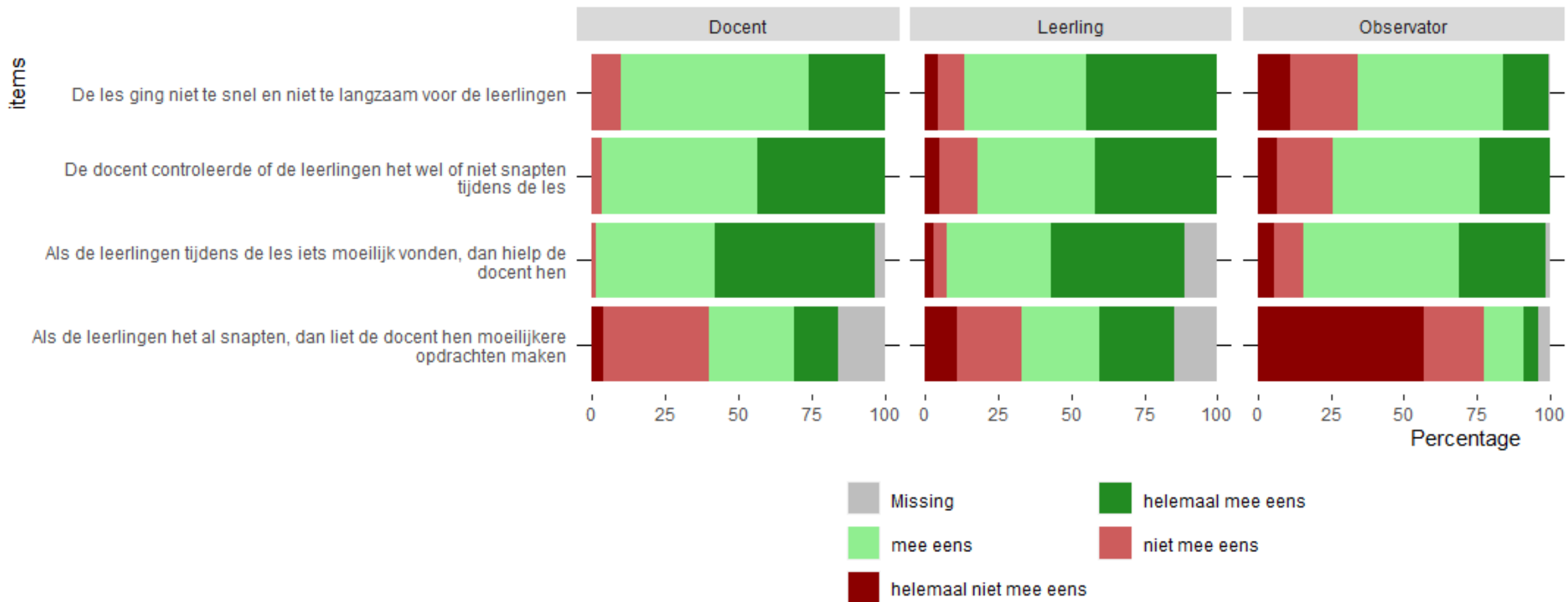
- Classroom climate and classroom management **OK**
- Instruction, differentiation and self-regulative learning **needs improvement**
- Although classroom climate is OK...
 - ... teachers not express explicitly high expectations

Comparing raters

- **Correlation** between perspectives
 - Students/teachers: 0.15
 - Inspectors/students: 0.33
 - Inspectors/teachers: 0.27
- Teachers are most positive about their TQ
- Inspectors are most critical
- Students in-between
- Same items that need improvement

items





Explain differences in TQ ratings

- **Secondary education**
 - Higher level of education > lower level of education (classroom climate)
 - Practical oriented lessons > maths lessons (self-regulative learning)
 - Lower classes > upper classes (instruction)
 - Middle part of Holland > Northern part of Holland (instruction)

Discussion

- Improving TQ on Dutch educational system
 - Teachers: as a mirror to reflect on own lessons
 - School boards and school leaders: policy on improvement of TQ
 - Teacher training programs
- Different raters
 - Some teaching quality aspects better judged by one of the raters
 - Using teacher, external observer and student perspectives of TQ
- Differences in TQ
 - Helps to deliberately work on improvement of TQ on system level



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Thanks for your attention!

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Results on reliability

- Reliability student ratings high (0.92)
- Reliability inspector ratings sufficient (0.60)
- No indication of teacher ratings reliability
 - Only 1 observation per teacher, per lesson
- Reliability of the constructs are low (0.42-0.62)
 - The number of items