

## Review Instrument

(Peer review by the Flanders inspection authority)

### General information (to be completed by Dutch inspector)

Name/names of the Dutch inspector(s)	
Name of the Flemish colleague	
Name of the school	
Brin number of the school	
Cluster	<input type="radio"/> one <input type="radio"/> two <input type="radio"/> three <input type="radio"/> four
Department	<input type="radio"/> primary special education <input type="radio"/> post-primary special education
Date of investigation	..... and ..... November 2012
Type of investigation	<input type="radio"/> Quality investigation focusing on risks <input type="radio"/> Interim quality investigation <input type="radio"/> Quality investigation for the education report <input type="radio"/> Investigation into quality improvement
Documents used to prepare quality investigation	- - - - -

## **How to use this rating system**

This review instrument is a tool to help structure findings and to substantiate resulting observations. The idea of the peer review is not to assess the performance of the individual inspector. The aim is rather to gain insight into the general working methods of the Netherlands Inspection for Special Education. Reports are confidential.

To reach conclusions at indicator level, the Flemish inspector starts by gathering scores for the points of attention relating to each indicator. The inspector proceeds to describe findings relating to the points of attention. This sheds light on what factors he/she considered determinant in drawing his/her conclusion. The last step is to circle or underline one of three key concepts below each indicator. A print of this instrument serves to jot down notes during the investigation.

The review instrument looks at indicators relating to preparing, carrying out and finalizing the quality investigation. In forming an opinion, it is important that the inspector speaks his/her mind so that his/her Flemish colleague understands the considerations which play a role in the process.

Appendices to this instrument are:

General:

- Inspection framework for (post) primary special education 2012
- Explanation of the inspection framework for special education 2012
- Explanation of the inspection framework for post-primary special education 2012
- Presentation of norm indicators and decision rules for the assessment framework for post-primary special education
- Working instructions for setting up an investigation
- Guidelines for student interviews
- Guidelines for teacher interviews
- Lesson observation form and collective list of lesson observations

Specific:

- Planning of the specific quality investigation

**Preparing the quality investigation:  
gathering information**

**Indicator 1.0**

Preparation of the quality investigation is effective.

effective

somewhat effective

hardly effective

**Explanatory notes on findings for indicator 1.0:**

*(observation: written preparation by the inspector and the colleague/analyst; optional oral explanation by the inspector)*

**Findings of possible interest/other remarks:**

**Points of attention**

**yes**

**no**

**to some extent**

The information tells us something about quality policy.

The information tells us something about student care policy.

The information provides insight into teaching time.

The information provides insight into the curriculum.

The information provides insight into current developments.

The information provides insight into risks and possible shortcomings.

The information generates relevant investigation questions.

Investigation questions serve the purpose of the investigation.

The information allows for drafting of preliminary judgments.

The information allows for drafting of preliminary inspection arrangements.

Information gathering draws on all necessary sources.

Information gathering makes sensible use of digital and other tools.

**Conducting the quality investigation:  
information processing**

**Indicator 2.0**  
Information is processed systematically.

systematic

somewhat systematic

hardly systematic

**Explanatory notes on findings for indicator 2.0:**

*(observation: during interviews, in the course of file and document analysis; notes taken by the inspector)*

**Findings of possible interest/other remarks:**

**Points of attention**

**yes**

**no**

**to some extent**

Information gathering takes place systematically.

Collected information leads to preliminary conclusions.

Findings are verified systematically with different people and/or checked against documents (triangulation).

The method used to gather information is effective.

**Carrying out the quality investigation:  
conducting interviews**

**Indicator 2.1**  
Interviews are conducted effectively.

effective

somewhat effective

hardly effective

**Explanatory notes on findings for indicator 2.1:**

*(observation: during interviews)*

**Findings of possible interest/other remarks:**

**Points of attention**

yes

no

to some  
extent

The persons interviewed for the investigation are relevant.

Sufficient time has been allowed to conduct the interviews.

Interview questions are relevant.

Questions vary depending on the interlocutor.

Questions show empathy where necessary.

Questions are generally open-ended.

Follow-up questions are systematically asked.

Guidelines for student and teacher interviews are useful.

**Carrying out the quality investigation:  
lesson observations**

**Indicator 2.2**

Lesson observations provide a complete picture of the teaching and learning process.

complete	more or less complete	incomplete
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**Explanatory notes on findings for indicator 2.2:**

*(observation: during lesson observations; completed lesson observation forms)*

**Findings of possible interest/other remarks:**

<b>Points of attention</b>	<b>yes</b>	<b>no</b>	<b>to some extent</b>
The lesson observation form is a useful instrument.			
Sufficient time has been planned for lesson observations.			
Lesson observations shed sufficient light on teaching time (also taking into account lesson schedule, planning, etc.)			
Lesson observations provide sufficient insight into the curriculum (including class file, planning, etc.)			
Lesson observations provide sufficient insight into didactic practice (including instruction).			
Lesson observations provide sufficient insight into pedagogic practice.			
Lesson observations provide sufficient insight into the relationship between teaching time and exam results.			
Lesson observations provide sufficient insight into the relationship between curriculum and exam results.			
All relevant aspects of the teaching and learning process are exposed (if not, what is missing?)			

**Carrying out the quality investigation:  
assessment**

**Indicator 2.3**  
Assessment based on indicators is well-founded.

well-founded

more or less well-founded

ill-founded

**Explanatory notes on findings for indicator 2.3:**

*(observation: while the inspector takes time to draw preliminary and final conclusions, during the final interview with the Board and the Management Team, oral comments by the inspector, if applicable)*

**Findings of possible interest/other remarks:**

**Points of attention**

**yes**

**no**

**to some  
extent**

Assessment is based on data gathered prior to and during the investigation.

The data relates to all relevant educational aspects.

Statements on quality policy sufficiently reflect the overall quality policy of the school.

Assessments reflect the actual quality of the school.

Inspection criteria are relevant and thorough.

Decision rules lead to an inspection arrangement which fits in with the school's quality policy.

Assessments based on indicators relating to the teaching and learning process clearly discriminate between sufficient and insufficient quality.

**Finalizing the quality investigation:  
feedback**

**Indicator 3.0  
Board and Management recognize final conclusions.**

recognition

partial recognition

insufficient recognition

**Explanatory notes on findings for indicator 3.0:**

*(observation: during the final interview with the Board and Management Team)*

**Findings of possible interest/other remarks:**

**Points of attention**

**yes**

**no**

**to some  
extent**

The Board and Management Team are presented with clear and convincing final conclusions.

Final conclusions are substantiated with relevant illustrations and examples.

Response from the Board and Management Team testifies that final conclusions have been duly communicated.

Final conclusions do not come as a surprise to the Board and Management Team.

<b>General points of attention</b>	
<b>Quality investigation</b>	
Does the inspection authority use the right instruments to conduct the quality investigation?	
Is the inspection authority's planning effective?	
(If applicable) Is cooperation between the two inspectors effective?	
Is the 2012 inspection framework for (post)primary special education adequate? Or are there any relevant omissions?	
What are the strengths of the Dutch inspection procedure and why?	
What are the weaknesses of the Dutch inspection procedure and why?	
Other remarks:	
<b>The peer review</b>	
Are the findings of the peer review sufficiently reflected in this report format?	
Did you encounter difficulties in conducting this peer review?	
Do you have suggestions for improvement?	
Other remarks:	