



Inspectorate of Education  
*Ministry of Education, Culture and Science*

**UNIVERSITY  
OF TWENTE.**

# 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



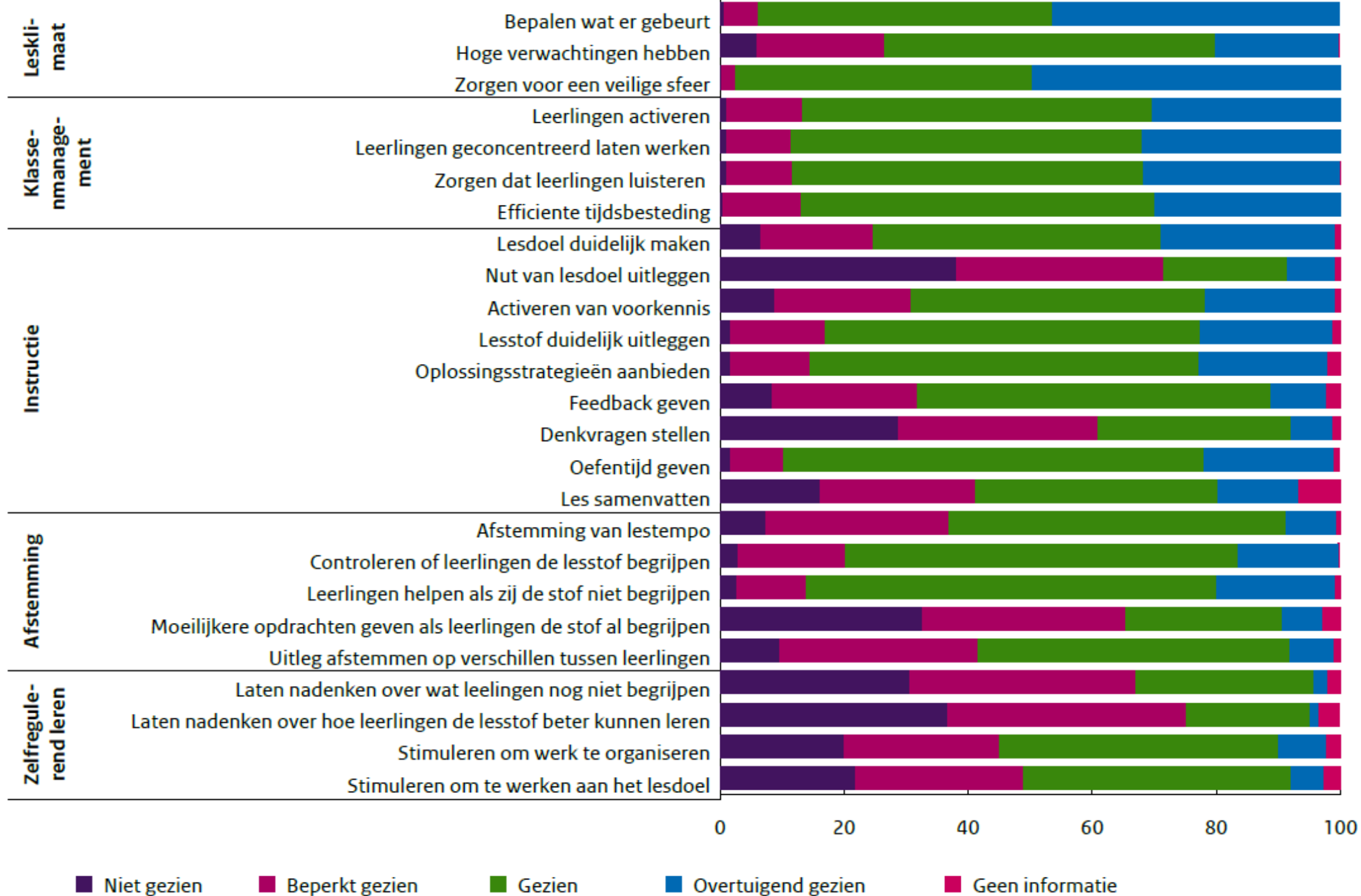
# Analyses

- 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



Niet gezien
  Beperkt gezien
  Gezien
  Overtuigend gezien
  Geen informatie

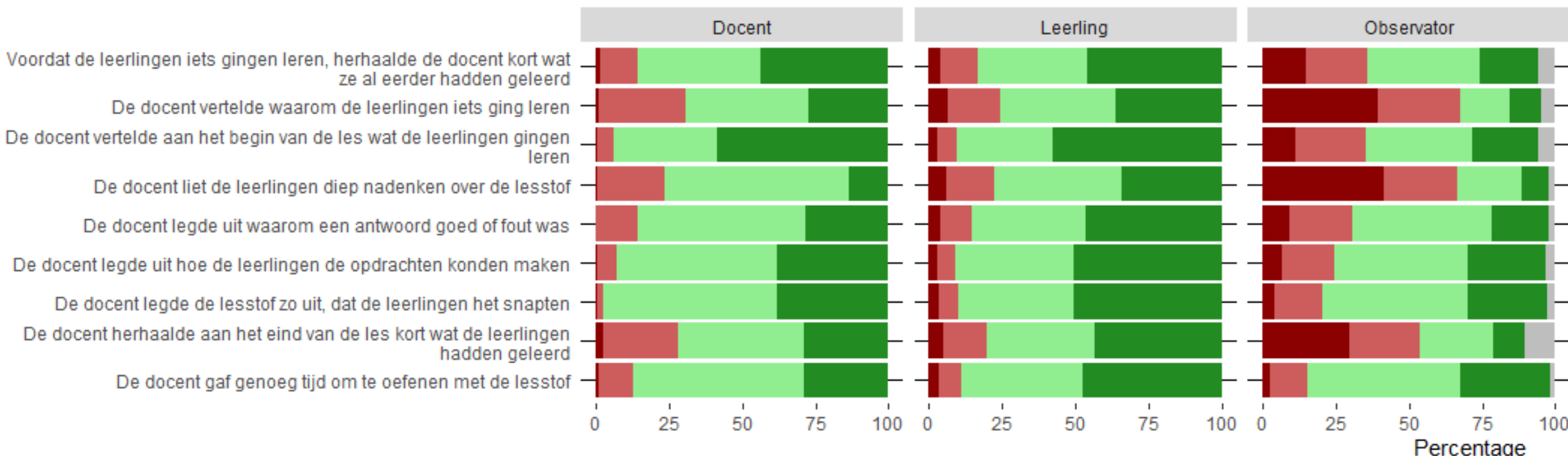
# Results on effective lessons

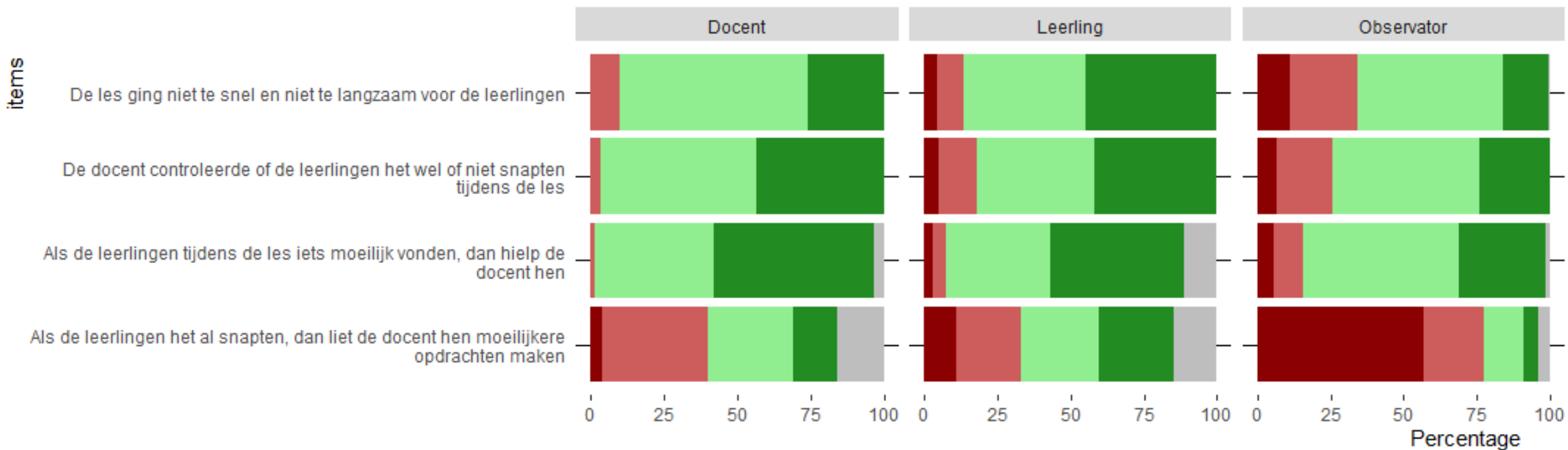
- Classroom climate and classroom management **OK**
- Instruction, differentiation and self-regulative learning **needs improvement**
- Although classroom climate is OK...
  - ... teachers not express explicitly high expectations

# 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