



**Erasmus+**

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**ERASMUS+ Key Action 2 - Cooperation for innovation and the exchange of good practices,**

**Field: School Education**

**Promoting quality and equity: A dynamic approach to school improvement – PROMQE**

**OUTCOMES OF THE TEACHER QUESTIONNAIRE (FINAL EVALUATION)**

### **Newtownmountkennedy N.S.**

First of all we would like to thank you for your cooperation in our research project aiming to improve specific school level factors affecting student performance during the school year 2015-2016. Your participation in our project was very important for exporting results related to the improvement of the effectiveness status of schools and we hope in continuing our collaboration.

In order to examine the effectiveness of our intervention in your school, at the end of the school year 2015-2016, we used similar procedures and instruments as in the initial evaluation. Therefore, a questionnaire was administered to teachers examining the policy developed by your school in relation to the factors of the Dynamic Model of Educational Effectiveness operating at the school level that you have chosen to improve. These factors refer to the: a) school policy for teaching, and b) school policy for creating a learning environment at school.

The questionnaire was completed at the beginning of the school year by 16 teachers and at the end of the school year by 19 teachers of your school. Both times, data analysis was based on the non-parametric statistical criterion Kendall's W to point out the factors that according to the views of teachers of your school, required further improvement. Also, by comparing the results of the initial and final measurement, we were able to identify if there was an improvement of the factors that you have



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addressed. We once again like to remind you that the factors for which you have developed an action plan during the school year 2015-2016 were:

1. Provision of Sufficient Learning Resources to Students and Teachers
2. Quantity of Teaching
3. Quality of Teaching

The data of the teacher questionnaire from the final measurement revealed that the intervention (dynamic approach) had a statistically significant effect in improving the factors that you have addressed. However, while the average rating of the factor “Quantity of Teaching” is higher than the other school level factors, the functioning of the factors “Quality of Teaching” and “Provision of Sufficient Learning Resources to Students and Teachers” can be further improved. Additionally, according to the views of teachers of your school, **1 new school level factor** that may provide a basis for improvement also emerged for the new school year. Therefore, the school level factors for improvement that emerged from the final evaluation of the teacher questionnaire are listed below:

- 1. Provision of Sufficient Learning Resources to Students and Teachers**
- 2. Student Behaviour outside the Classroom**
- 3. Quality of Teaching**

Therefore, your school may *continue its strategies for improving the factors “Quality of Teaching” and “Provision of Sufficient Learning Resources to Students and Teachers” or combine some of the above areas during the new school year 2016-2017 if desired.* In the handbook used during the previous school year you can find several suggestions for actions that may be undertaken in order to improve each one of these new factors.

Recalling our final meeting before the closure of schools in which you have expressed your interest in continuing our collaboration, our research team can help you develop your new action plans depending on the needs and context of your school. Therefore, you can contact us by email or phone at the School of Education, University College Dublin ([www.ucd.ie/education](http://www.ucd.ie/education)).



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Thank you once again for your cooperation and we wish you a successful and productive new school year!

Yours sincerely,

Professor Dympna Devine, Head of School

Dr. Declan Fahie

Dr. Catherine Merrigan