

Assessment of the quality of inclusive schools – A short version of the Quality Scale of Inclusive School Development (QU!S-S)

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Assessment of the quality of inclusive schools – A short version of the Quality Scale of Inclusive School Development – Short Form (QU!S-S)

Background

The assessment of the quality of inclusive schools is an instrument for evaluating five quality levels of inclusive school development and was derived on the basis of the more comprehensive instrument for the external rating of schools the "Quality scale of inclusive school development" (QU!S). The QU!S was developed by Heimlich, Wilfert, Ostertag and Gebhardt (2018) and used in research (Heimlich, Kahlert, Lelgemann, & Fischer 2016). It is based on an ecological multi-level model of inclusive school development (Heimlich, 2003; 2019).

The implementation of an inclusive education system is one of the central demands of the UN-Convention on the Rights of Persons with Disabilities 2009. Accordingly, quality of schools must also be measured by the degree of implementation of inclusion.

Data-supported feedback loops are helpful to identify the current status of implementation as well as the progress of implementation and the identification of possible problem areas.

QU!S sees itself as an instrument which can be used by external consultants, to enter into a dialogue between all those involved in the development of the school. This includes the learners, the teachers, the school management, the parents and other participants.

The QU!S-S, on the other hand, is more strongly understood as an instrument of school self-evaluation. This way, a multi-perspective, i.e. objective, picture of the status of implementation and possible focus points can be obtained.

Technical Data

The short scale comprises 25 questions. Five questions each address the following levels

- **students with individual needs**
- **inclusive teaching**
- **interdisciplinary cooperation within the professional teams in school**
- **school concept and school life**
- **external support and communal networking** (Heimlich, Wilfert, Ostertag & Gebhardt, 2018).

The response options are four-step and range from "does not apply at all" (0) to "applies totally" (3).

The scale was tested on a sample of N=471 teachers (< 5% missing values) (Gebhardt, Schurig, Weiß, Muckenthaler, Kiel, & Heimlich, in preparation). The response rate was 40%, which corresponds to a good response rate (Shih & Fan, 2008). The participating teachers worked in 35 primary schools, 11 secondary schools and three schools, which were home to both a primary school and a secondary school. The average age of the teachers was 43.6 years. 79% of the teachers were women.

The mean values of the levels and the corresponding distributions, as well as the internal consistencies of the levels were calculated using separate models. The values are shown in Table 1. The correlation of the items at the school level, i.e. the intraclass correlation, reaches values between .091 and .226, which confirms a significant correlation at the school level.

Further analyses on prerequisites, reliability and validity will be published in the following article by Gebhardt, Schurig, Weiß, Muckenthaler, Kiel, & Heimlich (in preparation) *A short form of the Quality Scale of Inclusive School Development (QUIS-S) - Reliability, factorial structure and invariance*.

If you are planning a translation of the instrument, please contact markus.gebhardt@tu-dortmund.de.

Tabelle 1: Descriptive Values for each level

	Min	Max	Mean	Median	Standard-deviation	Cronbachs Alpha
students with individual needs	0.60	3.00	2.31	2.40	0.51	.68
inclusive teaching	0.00	3.00	1.97	2.00	0.58	.84
interdisciplinary cooperation within the professional teams in school	0.20	3.00	1.85	1.80	0.67	.80
school concept and school life	0.40	3.00	2.42	2.60	0.49	.73
external support and communal networking	0.00	3.00	2.22	2.20	0.54	.78

Scoring of the QUIS-S

Form averages within each level to get each teacher's assessment of each level. Then the mean values of all teachers within each level can be calculated to derive the quality-profile of a school.

How true is the following statement for the situation at your school?		does not apply at all (0)	Applies barely (1)	More likely to apply (2)	applies totally (3)	Mean per level; \bar{x}
students with individual needs	Specific special educational needs are included in individual support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	\bar{x} _____
	All students with special educational needs have a diagnostic report as a basis for individual support.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Students with special educational needs have an individualized education programs (IEP).*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	The initial ability level and the learning progress of all students are regularly reviewed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	If necessary, all students can take advantage of individual support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
inclusive teaching	Inclusive teaching takes into account the individual learning styles of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	\bar{x} _____
	Instruction takes appropriate account of the different learning requirements and ability levels of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Lessons are clear and comprehensible for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Inclusive teaching offers all students a well-organised learning and development space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Inclusive teaching endeavours to create a climate conducive to learning for all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interdisciplinary cooperation	The lessons are taught as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	\bar{x} _____
	The lessons are planned together and carried out together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	The teaching and educational activities is reflected upon jointly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	The pedagogical work is organized so that it can be mastered as quickly and effectively as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Cooperation also takes place beyond the boundaries of the class.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
school concept and school life	The school's foundational principles create possibilities to reflect on the opportunities of an inclusive school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	\bar{x} _____
	The school management is actively involved in the development of inclusive school policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	It is clear that all students can fully participate in all extra-curricular activities.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	The school has anchored the principle of inclusion in its school concept.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	The topic of inclusion is supported by the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
external support and communal networking	The school cooperates with all stakeholders in the pedagogical process in order to provide each pupil with the best possible learning conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	\bar{x} _____
	The school strives to develop a network to provide all students with the best possible conditions to live and develop within the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Collaboration with parents is considered a prerequisite for continued progress in the inclusive school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Institutions from the communal area are included in the inclusive school development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	The school can receive professional advice and support.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Comments: * = The marked items were excluded in a multidimensional factor analysis due to skewness and resulting poor discrimination.

Adaptations

The following are proposals for reformulation. Items that were answered too positively and no longer discriminated against were formulated in such a way that they are answered less frequently and completely positively.

students with individual needs

Item 2: "All students with special educational needs have a diagnostic report as a basis for individual support."
Rewording: "All teachers know the diagnostic report as a basis for individual support"

Item 3: "Students with special educational needs have an individualized education program (IEP)."
Rewording: "All teachers make use of the individual education program (IEP)."

interdisciplinary cooperation

Item 15: "Cooperation also takes place beyond the boundaries of the class."
Rewording: "Cooperation is lived in all working groups of the school."

school concept and school life

Item 18: "It is clear that all students can fully participate in all extra-curricular activities."
Rewording: "In school life, it goes without saying that all pupils can successfully and fully participate in all activities."

Item 19: "The school has anchored the principle of inclusion in its school concept."
Rewording: "Inclusion as a guiding principle is lived at the school."

external support and communal networking

Item 25: "The school can receive professional advice and support."
Rewording: "The school makes use of professional advice and support."

References

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