



Erasmus+



Collège Jean Jaurès  
32, Avenue des Quatre Pavillons  
BP 20115  
33151 CENON CEDEX  
☎ 05.56.86.34.20  
✉ [ce.0331885v@ac-bordeaux.fr](mailto:ce.0331885v@ac-bordeaux.fr)



**FRANCE**

**PROGRAMMA ERASMUS+  
THIRD LEARNING, TEACHING, TRAINING ACTIVITY ACTION KA2  
SCHOOL TO SCHOOL PARTNERSHIP**

**"EUROPE FOR INCLUSION"**

COLLEGE JEAN JAURES – AQUITAINE- CENON – FRANCE  
ISTITUTO COMPRENSIVO SAN DONATO - SASSARI - ITALY  
TAUTSKOLA 99BALTIE ZIRGI - DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS- LATVIA  
PRIENU RAJONO JIEZNO GIMNAZIJA – PRIENAI REGION – LITHUANIA  
SZKOŁA PODSTAWOWA NR 7 IM. WOJSKA POLSKIEGO – LESZNO – POLAND  
ESCOLA BASICA DRAMARIA ALICE GOUVEIA – COIMBRA – PORTUGAL  
SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU - ROMANIA  
GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY

# Assessment Tool Booklet

by

The French Scientific Committee

Philippe Felber, headmaster and coordinator for France

Cécile Prévost, Head of "Centre Académique " for the schooling of allophone children.

Fanny de la Taille , teacher in UPE2A (course dedicated to allophone children) and Trainer

Dominique Carré, trainer for Primary school teacher

Sylvain Trias, trainer for teachers concerned with the inclusion of allophone students



**ASSESSMENT: Recording of the level of motivation, attention, trainees' participation to the single lessons.**

The trainees :

- Make suggestions
- Express opinions
- Comment, give information
- Ask for information
- Support each other
- Consider the group a source of well-being
- Have difficulties in making themselves understood

- <input type="checkbox"/> ↑	<input type="checkbox"/> ↔	<input type="checkbox"/> ↓
- <input type="checkbox"/> ↑	<input type="checkbox"/> ↔	<input type="checkbox"/> ↓
- <input type="checkbox"/> ↑	<input type="checkbox"/> ↔	<input type="checkbox"/> ↓
- <input type="checkbox"/> ↑	<input type="checkbox"/> ↔	<input type="checkbox"/> ↓
- <input type="checkbox"/> ↑	<input type="checkbox"/> ↔	<input type="checkbox"/> ↓
- <input type="checkbox"/> ↑	<input type="checkbox"/> ↔	<input type="checkbox"/> ↓
- <input type="checkbox"/> ↑	<input type="checkbox"/> ↔	<input type="checkbox"/> ↓



## Lesson Protocol

Lesson n° \_\_\_\_\_

Trainers \_\_\_\_\_ Number of trainees \_\_\_\_\_ Time \_\_\_\_\_

Which difficulties have you noticed?

---

---

## Lesson Protocol

Lesson n° \_\_\_\_\_

Trainers \_\_\_\_\_ number of trainees \_\_\_\_\_ Time \_\_\_\_\_

1 - Which difficulties have you noticed ?	
2 - What do you think the trainees have learnt ?	



## Grid of trainees' formative process evaluation

Tutor \_\_\_\_\_

### Acquired knowledge competences :

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Acquired relational competences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Acquired methodological-didactic competences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Evaluation Grid on the differences compared to the ordinary didactic praxis

#### *Quality of the pedagogical choices taken:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### *Quality of strategies put into action:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### *Quality of tools used :*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Course Evaluation

	Very satisfied	So and so	A little satisfied
1. The presentation has been understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I can use what has been presented in my ordinary job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The course objectives have been clearly explained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I could participate actively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In our group the atmosphere was positive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The material produced could be useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you want to add a comment, you can do it here:

---

Further

critical

and

suggestions

---

---



## Recording of the reached and not reached competences

Final Phase		
Skills	Achieved skills	Unachieved skills
Knowledge skills		
Relational skills		
Methodological- didactic skills		



---

## Recording of the evaluation of the training course

### Trainees'diary

<b>I have learnt</b>	
<b>It has been useful because</b>	
<b>I had some difficulties</b>	
<b>Solutions adopted to overcome the difficulties</b>	
<b>Material produced</b>	
<b>Possible feedback on my job</b>	



---

## Evaluate the difference between the initial and final expectations

<b>Management of meetings, pace and modalities</b>	
<b>Trainers' lessons</b>	
<b>Definition of the individual needs</b>	
<b>Competence level at the end of the training course</b>	
<b>Motivation and level of willingness towards the training course</b>	





## Assessment of the documentation activity

1. Did the Scientific group produce or is going to produce a documentation of the process carried out ?

YES      NO    ↑

If yes, when :      ↑ in progress      ↑ at the end

if in progress, how often ? \_\_\_\_\_

2. What kind of material has been produced or used during the execution of the project ?

Paper material    ↑ audio material    video material    ↑ audio-video material

Other material (specify) : \_\_\_\_\_

grids    ↑ graphics    ↑ tables    ↑ structured-semi-structured material    ↑ other (specify) : \_\_\_\_\_

synthesis of work    ↑ diaries    ↑ oral feedback    ↑ written reports    ↑ other (specify):  
\_\_\_\_\_

observation grids    ↑ evaluation grids    ↑ questionnaires    ↑ assessment grids

other (specify): \_\_\_\_\_

3. What kind of material are you going to produce after the final phase of the project ?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Assessment of the activated processes for the change

Indicators	Innovations introduced	Results obtained
Learning Variables	<ul style="list-style-type: none"> <li>• Building of a new vision</li> <li>• Becoming aware of the importance of the relationship among teachers and transversal didactic organization, communication and group activities.</li> <li>• Learning different inclusive approaches</li> <li>• Defining of best practices</li> <li>• Experimenting new teachers' roles : tutoring, coaching, training</li> <li>• Developing relational skills</li> <li>• Developing methodological and didactic skills</li> <li>• Elaborating modular plans to be published</li> </ul>	
Teaching Variables	<ul style="list-style-type: none"> <li>• Experimenting new formative ideas</li> <li>• Strict didactic and methodological collaboration among the European teachers</li> <li>• Skill in documenting the acquisition of processes</li> <li>• Self-evaluation of the didactic intervention</li> <li>• Application of the learnt methodologies through microteachings</li> <li>• Application of cooperative-learning</li> <li>• Remodulation of the didactic plan after the evaluation phase</li> <li>• Active participation and positive climate</li> <li>• Use of Cooperative learning</li> </ul>	
	<ul style="list-style-type: none"> <li>• Critical and constructive comparison with peers, with a peculiar attention to the European and international</li> </ul>	



Schooling Variables	<p>debate going on</p> <ul style="list-style-type: none"><li>• Didactic planning as a tool to build a school taking care of a multiplicity of languages and stimuli in links with today's world</li><li>• Developing the interdependence among teachers, group-work and school development</li><li>• Developing professional skills</li><li>• Use of innovative methodologies</li><li>• Remodulation of the usual pedagogic, strategic and instrumental praxis.</li><li>• Developing didactic research in the prospect of building a teaching organization within the schools involved.</li><li>• Modality of assessment and evaluation of processes</li><li>• Developing a didactic research aimed at building teaching organizations.</li></ul>	
---------------------	---	--



## FINAL ASSESSMENT: Scientific Committee self assessment

### 1. Motivation

- satisfaction     availability     ↑spirit of initiative

### 2. Organization

- tasks and role sharing     ↑time planning     ↑respect of the tasks given
- respect of the planned times     ↑ leadership role     ↑modality of documentation
- assessment criteria and modalities

### 3. Productivity

- creativity     efficiency     ↑functionality

### 4. Documentation

- object \_\_\_\_\_
- typology -----
- exploitation \_\_\_\_\_
- efficacy \_\_\_\_\_

### 5. Communication and interpersonal relationship

- cohesion     care for the other     leadership     relational climate     behaviours



## 6. Autonomy

- ▣ spirit of initiative
- ▣ Others

## 7. Project organization

- project phases \_\_\_\_\_
- strategies used \_\_\_\_\_
- internal relationship \_\_\_\_\_
- each other relationship \_\_\_\_\_
- process and product \_\_\_\_\_
- change in the system \_\_\_\_\_



## *Management group*

**Self-assessment of the project execution, the organization and the results achieved**

<b>Actors</b>	<b>Process description</b>	<b>Strength</b>	<b>Weaknesses</b>	<b>Critical factors</b>	<b>Strategies/tools</b>
Trainers					
Trainees					
Students					
Scientific Committee					
Management Group					



## FINAL EVALUATION

Objective to reach	Results to be obtained	Results obtained	Difficulties encountered
<p><b>LEARNING VARIABLES</b></p> <ul style="list-style-type: none"> <li>• Alphabetization at the new formative idea of a consistent group of teachers from all the countries involved</li> <li>• Building of a new vision</li> <li>• Acquisition of the awareness of the importance of the relationship among teachers and transversal didactic organization, communication and group activities.</li> <li>• Development of relational competences</li> <li>• Learning of different inclusive approaches</li> <li>• Learning new teachers' role: tutoring, coaching, training</li> <li>• Development of methodological and didactic competences</li> </ul>	<ul style="list-style-type: none"> <li>• Training course on Scholastic Skill Disturbs</li> <li>• Definition of best practices of inclusive approaches for children suffering from Scholastic Skill Disturbs</li> <li>• Experimenting new teacher's roles: tutoring, coaching, training</li>   <li>• Use of cooperative learning</li>   <li>• Use of innovative and inclusive methodological-didactic competences</li> <li>• Elaboration of modular plans to be published</li> </ul>		



<p><b>TEACHING VARIABLES</b></p> <ul style="list-style-type: none"><li>• Experimentation of the new formative idea inside the curriculum</li><li>• Strict didactic and methodological collaboration among the European teachers</li><li>• Skill in documenting the acquisition of processes</li><li>• Self-evaluation of the didactic intervention</li><li>• Application of the learnt methodologies through microteachings</li><li>• Development of the awareness that collaboration, participation and negotiation are the only way to achieve a good management of cooperative learning</li></ul> <p><b>SCHOOLING VARIABLES</b></p> <ul style="list-style-type: none"><li>• Developing the interdependence among teachers, group-work and school development</li><li>• Development of a</li></ul>	<ul style="list-style-type: none"><li>• Remodulation of the didactic plan after the evaluation phase</li><li>• Documentation of activities carried out</li><li>• Active participation and positive climate</li><li>• Building teaching organizations</li></ul>		
--	--	--	--





<p>didactic research aimed at building teaching organizations.</p> <ul style="list-style-type: none"><li>• Developing of professional skills</li><li>• Remodulation of the usual pedagogic, strategic and instrumental praxis.</li><li>• Development of didactic research in the prospective of the building of a learning organization in the schools involved.</li><li>• Modality of assessment and evaluation of processes</li></ul>	<ul style="list-style-type: none"><li>• Experimenting new teacher's roles ( tutoring, coaching, training ) and new approaches</li><li>• Use of innovative methodologies</li> <li>• Tools for assessing and evaluating processes</li><li>• Collaboration with local boards and stakeholders</li></ul>		
---	--	--	--



---

**Collecting data about the level of satisfaction and motivation of the various actors involved in the learning, training, teaching experience**

<b>writers</b>	<b>Tools taken into consideration</b>	<b>Comments</b>
<b>Trainers and tutors</b>		
<b>Trainees</b>		
<b>Scientific Committee</b>		
<b>Management Group</b>		