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Lithuania

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

“EUROPE FOR INCLUSION”

ISTITUTO COMPRENSIVO SAN DONATO – SASSARI – ITALY
JIEZNAS GYMNASIUM – PRIENAI REGION – LITHUANIA
AGRUPAMENTO DE ESCOLAS COIMBRA SUL – COIMBRA – PORTUGAL
SZKOŁA PODSTAWOWA NR 7 IM. WOJSKA POLSKIEGO W LESZNIE – LESZNO – POLAND
SCOALA GIMNAZIALA "I.I. MIRONESCU" – TAZLAU – ROMANIA
TAUTSKOLA 99 BALTIE ZIRGI – DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS – LATVIA
COLLEGE JEAN JAURES – AQUITAINE – CENON – FRANCE
GAP KIZ ANADOLU LISESI – SANLIURFA – TURKEY

Assessment Tool Booklet

by

The Lithuanian Scientific Committee

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Evelina Tiscenkiene, psychologist



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

Lesson Protocol

Lesson n° _____

Trainers _____ Number of trainees _____ Time _____

Which difficulties have you noticed?



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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. _____



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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 _____



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Recording of the reached and not reached competences

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



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Recording of the evaluation of the training course

Trainees' diary

| | |
|---|--|
| I have learnt | |
| It has been useful because | |
| I had some difficulties | |
| Solutions adopted to overcome the difficulties | |
| Material produced | |
| Possible feedback on my job | |



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Evaluate the difference between the initial and final expectations

| | |
|--|--|
| Management of meetings, pace and modalities | |
| Trainers' lessons | |
| Definition of the individual needs | |
| Competence level at the end of the training course | |
| Motivation and level of willingness towards the training course | |



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?

- _____
- _____
- _____



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Assessment of the activated processes for the change

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



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



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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



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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 _____



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Management group

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

| Actors | Process description | Strength | Weaknesses | Critical factors | Strategies/tools |
|----------------------|----------------------------|-----------------|-------------------|-------------------------|-------------------------|
| Trainers | | | | | |
| Trainees | | | | | |
| Students | | | | | |
| Scientific Committee | | | | | |
| Management Group | | | | | |



FINAL EVALUATION

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



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



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



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

| Writers | Tools taken into consideration | Comments |
|-----------------------------|---------------------------------------|-----------------|
| Trainers and tutors | | |
| Trainees | | |
| Scientific Committee | | |
| Management Group | | |