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

"EUROPE FOR INCLUSION"

COLLEGE JEAN JAURES – AQUITAINE- CENON – FRANCE
INSTITUTO COMPRENSIVO SAN DONATO - SASSARI - ITALY
TAUTSKOLA 99BALTIE ZIRGI - DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS- LATVIA
PRIENU RAJONO JIEZNO GIMNAZIJA – PRIENAI REGION – LITHUANIA
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 Polish Scientific Committee

Beata Mrosek School Principal

Karolina Krzysztozek, Karolina Chałupka Responsible for the evaluation

Lucyna Donke Responsible for the documentation

Beata Mrosek Responsible for the training

Monika Grześkowiak, Leszek Mrosek Responsible for the Inclusion Group

Tomasz Józwiak Responsible for the procedure



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 comprehensible	<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 had the chance to 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 seems to 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		
Competences	Reached competences	Not yet reached competences
Knowledge competences		
Relational competences		
Methodological- didactic competences		



Recording of the evaluation of the training course Trainees'diary

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



Recording of the difference among 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 to 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?



Assessment of the activated processes for the change

Indicators	Innovations introduced	Results obtained
Learning Variables	<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. • Learning of different inclusive approaches • Definition of best practices • Experimentation of new teachers' role: tutoring, coaching, training • Development of relational competences • Development of methodological and didactic competences • Elaboration of modular plans to be published 	
Teaching Variables	<ul style="list-style-type: none"> • Experimentation of the new formative idea • 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 	
	<ul style="list-style-type: none"> • Critical and constructive comparison among peers, with 	



Education and Culture DG
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Erasmus+

Schooling Variables	<p>a peculiar attention to the European and international debate going on</p> <ul style="list-style-type: none">• Didactic planning as a tool to build a school which takes care of a multiplicity of languages and stimulus right for the nowadays society.• Developing the interdependence among teacher, group-work and school development• Developing of professional competences• Use of innovative methodologies• 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• Development of a didactic research aimed at building learning organizations.	
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FINAL ASSESSMENT: Scientific Committee self-evaluation

1. Motivation

- satisfaction availability ↑spirit of initiative

2. Organization

- tasks and roles sharing ↑recruitment of tasks ↑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. Authonomy

- decisionality
- spirit of iniziative
- Other

7. Project organization

- project phases _____
- strategies used _____
- internal relationship _____
- each other relationship _____
- process and product _____
- chenge in the system _____



Management group

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

Actors	Process description	Strengths	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 teacher, group-work and school development • Development of a 	<ul style="list-style-type: none"> • Rimodulation of the didactic plan after the evaluation phase • Documentation of activities carried out • Active participation and positive climate • Building of learning organizations 		
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<p>didactic research aimed at building learning organizations.</p> <ul style="list-style-type: none"> • Developing of professional competences • Rimodulation 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 • Promuovere un processo di riflessione e pianificazione sugli ulteriori bisogni formativi per un ipotetico successivo percorso di formazione 	<ul style="list-style-type: none"> • Experimenting new teacher's roles (tutoring, coaching, training) and new approaches • Use of innovative methodologies <ul style="list-style-type: none"> • 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

Drafters	Tool taken into consideration	Comment
Trainers and tutors		
Trainees		
Scientific Committee		
Management Group		