



Education and Culture DG
Lifelong Learning Programme



Erasmus+

Istituto Comprensivo San Donato

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PROGRAMMA ERASMUS+ -

FIRST LEARNING, TEACHING, TRAINING ACTIVITY ACTION KA2 SCHOOL TO SCHOOL PARTNERSHIP

“EUROPE FOR INCLUSION”

COLLEGE JEAN JAURES – AQUITAINE- CENON - FRANCE

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

GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY

Assessment Tool Booklet

By

The Italian Scientific Committee

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Giovanna Maria Melis Responsible for documentation

Mario Pintus Responsible for Training

M. Giuliana Ballicu Responsible for the Inclusion Group

M. Carmela Noce Responsible for the procedure

INTRODUCTION

The Assessment Tool Booklet contains all the grids of observation, data recording and evaluation for the punctual and precise definition of the evaluation and control project activity. The *Booklet* will be an interactive tool, as the data collected will be time after time used by the Management Group, the Scientific Committee, the Trainers and the Tutors with the aim of assessing all the ongoing processes.

Brief Description of tools

Fillers	Kind of instrument	Kind of analysis	Purpose	Time	Final user	Page
Trainers	Observation grid n. 1 Data collecting grid	Qualitative	Recording of the level of motivation, attention, trainees' participation to the single lessons.	The grid must be filled in during the Trainees' lessons	Scientific Committee Management Group	
Tutors	Observation grid n. 2 Data collecting grid	Qualitative	Observation grid on the lesson protocol	During the coaching activities	Scientific Committee Management Group	
Tutors	Observation grid n. 3 Data collecting grid	Qualitative	Grid of trainees' formative process evaluation	The grid must be filled at the end of the course	Scientific Committee Management Group	
Tutors	Observation grid n 4 Data collecting grid	Qualitative	Evaluation Grid on the differences compared to the ordinary didactic praxis	The grid must be filled at the end of the course	Scientific Committee Management Group	
Trainees	Trainees' journal Data collecting grid	Qualitative	Assessment of the professional development	At the beginning and at the end of the course	Scientific Committee Management Group	
Trainees	Trainees' journal Data collecting grid	Qualitative	Recording of the reached and not reached competences	In the final part of the course	Scientific Committee Management Group	
Trainees	Trainees' journal Data collecting grid	Qualitative	Assessment on diary's filling up	In the final part of the course	Scientific Committee Management Group	
Trainees	Trainees' journal Data collecting grid	Qualitative	Recording of the difference among the initial and final expectations	At the beginning and at the end of the course	Scientific Committee Management Group	
Trainees	Data collecting grid n° 5	Qualitative	Course Evaluation	In the final part of the course	Management Group	
Scientific Committee	Data collecting grid n° 6	Qualitative	Professional development assessment	At the beginning and at the end of the course	Management Group	
Scientific	Data collecting grid n° 7	Qualitative	Recording of the reached and not	At the beginning and	Management Group	



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Committee			reached competences	at the end of the course		
Scientific Committee	Data collecting grid n° 8	Qualitative	Assessment on diary's filling up	In the final part of the course	Management Group	
Scientific Committee	Data collecting grid n° 9	Qualitative	Recording of the difference among the initial and final expectations	Nella parte iniziale e finale del corso	Management Group	
Scientific Committee	Data collecting grid n° 10	Qualitative	Assessment of the documentation activity	In the final part of the course	Management Group	
Scientific Committee	Data collecting grid n° 11	Qualitative	Assessment of the activated processes for the change	In the final part of the course	Management Group	
Scientific Committee	Data collecting grid n° 12	Qualitative	Scientific committee's self-evaluation	In the final part of the course	Management Group	
Management Group	Data collecting grid n° 13	Qualitative	Self-assessment of the project execution, the organization realized and the results achieved	In the final part of the course	Trainees Scientific Committee Trainers/Tutors Schools involved Territory	
Management Group	Data collecting grid n° 14	Qualitative	Assessment of the setback of the project on school and territory	In the final part of the course	Trainees Scientific Committee Trainers/Tutors Schools involved Territory	
Management Group	Data collecting grid n° 15	Qualitative	Course Evaluation	In the final part of the course	Trainees Scientific Committee Trainers/Tutors Schools involved Territory	

Trainers / Tutors

Drafters	Kind of instrument	Kind of analysis	Purpose	Time	Final user	Page
Trainers	Observation grid n. 1 Data collecting grid	Qualitative	Recording of the level of motivation, attention, trainees' participation to the single lessons.	The grid must be filled in during the Trainees' lessons	Scientific Committee Management Group	
Tutors	Observation grid n. 2 Data collecting grid	Qualitative	Observation grid on the lesson protocol	During the coaching activities	Scientific Committee Management Group	
Tutors	Observation grid n. 3 Data collecting grid	Qualitative	Grid of trainees' formative process evaluation	The grid must be filled at the end of the course	Scientific Committee Management Group	
Tutors	Observation grid n 4 Data collecting grid	Qualitative	Evaluation Grid on the differences compared to the ordinary didactic praxis	The grid must be filled at the end of the course	Scientific Committee Management Group	

SSD assessment grid

Lesson _____ Date: _____

Actors:

Trainers / Tutors

Grid n° 1

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

1. Cognitive sphere - orientation to the task

The trainees :

- Make suggestions, produce ideas, possible directions
- Express opinions, evaluations, statements
- Comment, give information, confirm, clarify, repeat
- Ask for information and explanations
- Ask for impressions, suggestins, opinions

- <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"/> ↓

2. Socio-affective sphere - relationality

The trainees :

- Support the other , help, encourage, show esteem
- Relax and relax themselves, cheat, look glad
- accept, understand the others, agree with them
- consider the group a source of well being
- reject, doubt, refuse,
- show tension, produce tension
- attack, defend themselves, show anthagonism , oppose
- provoke the conflict
- refuse suggestions, are oppositive without a reason
- accepte uncritically others' ideas
- 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"/> ↓
- <input type="checkbox"/> ↑	<input type="checkbox"/> ↔	<input type="checkbox"/> ↓

Legenda

level

↑ high

↔ medium

↓ low

SSD assessment grid

Lesson _____ Date: _____

Collecting data grid

Actors:

Trainers / Tutors

Grid n° 1

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

1. Cognitive sphere - orientation to the task

The trainees :

- Make suggestions, produce ideas, possible directions
- Express opinions, evaluations, statements
- Comment, give information, confirm, clarify, repeat
- Ask for information and explanations
- Ask for impressions, suggestins, opinions

- <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"/> ↓

2. Socio-affective sphere - relationality

The trainees :

- Support the other , help, encourage, show esteem
- Relax and relax themselves, cheat, look glad
- accept, understand the others, agree with them
- consider the group a source of well being
- reject, doubt, refuse,
- show tension, produce tension
- attack, defend themselves, show antagonism , oppose
- provoke the conflict
- refuse suggestions, are oppositive without a reason
- accepte uncritically others' ideas
- 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"/> ↓
- <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"/> ↓

Legenda

level

↑ high

↔ medium

↓ low

SSD assessment grid

Lesson _____ Date: _____

Observation grid

Actors:

Tutors

Grid n° 2

Lesson Protocol

Lesson n° _____

Trainers _____ Number of trainees _____ Time _____

Have the trainees carried out the task scrupulously?

YES NO

Comment: _____

Have they paid attention to how the students have worked?

YES NO

Comment: _____

Have they tried out the learner' difficulties?

Which difficulties have you noticed?

What do you think the trainees have learnt?

SSD assessment grid

Lesson _____ Date: _____

Attori:

Tutors

Grid n° 2

Collecting data grid

Lesson Protocol

Lesson n° _____

Trainers _____ number of trainees _____ Time _____

Have the trainees carried out the task scrupulously? ↑	
Have they paid attention to how the students have worked?	
Have they tried out the learner' difficulties?	
Which difficulties have you noticed?	
What do you think the trainees have learnt?	

SSD assessment grid

Lesson _____ Date: _____

Actors: *Tutors*

Grid n°3

Grid of trainees' formative process evaluation

Tutor _____

Acquired Knowledge Competences :

1. _____
2. _____
3. _____
4. _____
5. _____

Acquired relational Competences:

1. _____
2. _____
3. _____
4. _____
5. _____

Acquired methodological-didactic Competences:

1. _____
2. _____
3. _____
4. _____
5. _____

SSD assessment grid

Lesson _____ Date: _____

Attori:

Tutors

Grid n° 4
Evaluation Grid on the differences compared to the ordinary didactic praxis

Quality of the pedagogical choices taken:

1. _____
2. _____
3. _____
4. _____
5. _____

Quality of strategies put into action:

1. _____
2. _____
3. _____
4. _____
5. _____

Quality of tools used :

1. _____
2. _____
3. _____

Corristi

Drafters	Kind of instrument	Kind of analysis	Purpose	Time	Final user	Page
Trainees	Trainees' journal Data collecting grid	Qualitative	Assessment of the professional development	At the beginning and at the end of the course	Scientific Committee Management Group	
Trainees	Trainees' journal Data collecting grid	Qualitative	Recording of the reached and not reached competences	In the final part of the course	Scientific Committee Management Group	
Trainees	Trainees' journal Data collecting grid	Qualitative	Assessment on diary's filling up	In the final part of the course	Scientific Committee Management Group	
Trainees	Trainees' journal Data collecting grid	Qualitative	Recording of the difference among the initial and final expectations	At the beginning and at the end of the course	Scientific Committee Management Group	
Trainees	Data collecting grid n 5	Qualitative	Course Evaluation	In the final part of the course	Management Group	

SSD assessment grid

Lesson _____ **Date:** _____

Attori:

Management Group

Grid n. 5

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 _____

Scientific Committee

Drafters	Kind of instrument	Kind of analysis	Purpose	Time	Final user	Page
Scientific Committee	Data collecting grid n° 6	Qualitative	Professional development assessment	At the beginning and at the end of the course	Management Group	
Scientific Committee	Data collecting grid n° 7	Qualitative	Recording of the reached and not reached competences	At the beginning and at the end of the course	Management Group	
Scientific Committee	Data collecting grid n° 8	Qualitative	Assessment on diary's filling up	In the final part of the course	Management Group	
Scientific Committee	Data collecting grid n° 9	Qualitative	Recording of the difference among the initial and final expectations	Nella parte iniziale e finale del corso	Management Group	
Scientific Committee	Data collecting grid n° 10	Qualitative	Assessment of the documentation activity	In the final part of the course	Management Group	
Scientific Committee	Data collecting grid n° 11	Qualitative	Assessment of the activated processes for the change	In the final part of the course	Management Group	
Scientific Committee	Data collecting grid n° 12	Qualitative	Scientific committee's self-evaluation	In the final part of the course	Management Group	

SSD assessment grid

Lesson _____ Date: _____

Attori:

Scientific Committee

Collecting data grid n. 6

Professional development assessment

1. Self-assessment of knowing competences

Normative Knowledge

Descriptors	INITIAL								FINAL						
	1	2	3	4	5	6	7		1	2	3	4	5	6	7
TRAINEE I know the laws which protect students with Scholastic Skill Disorders in my Country															
I know the territorial boards devoted to Scholastic Skill Disorders and I know how to deal with them															
I know the laws which protect students with Scholastic Skill Disorders in the Countries of the partnership															

Psychological compwtences

Descriptors	INITIAL								FINAL						
	1	2	3	4	5	6	7		1	2	3	4	5	6	7
TRAINEE Psychology of development															
Learning Theories related to Scholastic Skill Disorders: dyslexia															
Learning Theories related to Scholastic Skill Disorders: dysgraphia															
Learning Theories related to Scholastic Skill Disorders: dyscalculia															
Learning Theories related to Scholastic Skill Disorders: dysorthography															



Methodological competences

Descriptors	Trainee	INITIAL							FINAL							
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	
a. Personalized methodologies: adjustment of objectives, contents, counseling and support																
b. Laboratorial methodologies: problem solving (brainstorming, Wh questions and P.A.S.T.A.) research, active and constructive learning, intentional and situated learning.																
c. Collaborative methodologies: peer education, dialogic learning, modeling learning																
d. Metacognitive methodologies: reflective learning and different learning styles																
e. Simulative methodologies (role-playing)																
f. Discussion methods (Circle time and case analysis)																
g. Inclusive didactic strategies and methodologies																
h. Dispensative measures																
i. Compensative instruments																
h. other (specify _____)																

Relational Dynamics

Descriptors	Trainee	INITIAL								FINAL						
		1	2	3	4	5	6	7		9	10	11	12	13	14	15
Group work																
Simulation – Role play																
Cooperative learning																
Peer learning																
Circle time																

Knowing how to use the informatics resources according to:

Descrittori	Corsista	INITIAL								FINAL						
		1	2	3	4	5	6	7		1	2	3	4	5	6	7
Use of keyboard																
Vocal synthesis																
Building of graphic organizers																
Building of hypertext																
Use of devoted software																
Multimedia resources in internet																

2. Self-assessment of relational competences

Knowing how to think over my didactic praxis by using different self-assessment strategies:

Descriptor	INITIAL								FINAL							
	Trainee	1	2	3	4	5	6		7	1	2	3	4	5	6	7
Diary																
Questionnaires and/or grids																
External observer																
Interviews																
Audio and/or video recording																
Other (specify)																

Knowing how to use the results of the self-assessment to:

Descriptors	INITIAL								FINAL							
	Trainee	1	2	3	4	5	6		7	1	2	3	4	5	6	7
Question myself																
Self-evaluate myself																
Become conscious																
Enhance change																

Knowing how to get into relation with my colleagues through:

Descriptors	INITIAL								FINAL							
	Trainee	1	2	3	4	5	6		7	1	2	3	4	5	6	7
Listening to them																



Mediation														
A proposal attitude														
Collaboration														
Conflicts management														
Negotiation														

3. self-assessment of the methodological-didactic competences

Knowing how to design

knowing how to work in group to design a didactic plan having as framework:

Descrittori	INIZIALE							FINALE						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Corista														
Common European Framework of Reference														
Ministerial Indications														
AIP (Annual Inclusion Plan)														
EPP (Educative Personalized Plan)														
Continuity among the different school levels														

Knowing how to design cross-curricular didactic units taking into account:

Descriptors	INITIAL							FINAL						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Trainee														
Ministerial Indications related to all disciplines														



Transversal competences															
Transversal objectives															

Knowing how to plan

Knowing how to make organizational decisions related to:

Descriptors	Trainee	INITIAL								FINAL						
		1	2	3	4	5	6	7		1	2	3	4	5	6	7
Use of space																
Use of instruments																
Planning time and its management																

Learning strategies

Descriptors	Trainee	INITIAL								FINAL						
		1	2	3	4	5	6	7		1	2	3	4	5	6	7
VAK																
multiple intelligences																
multisensory approach																
Knowing of the principal compensative instruments and how to handle classroom management																
Knowing the different dispensative strategies																
Other																



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Interactive modalities

Descriptors	Trainee	INITIAL								FINAL						
		1	2	3	4	5	6	7		1	2	3	4	5	6	7
group work																
whole class																
circle time																
cooperative learning																
peer learning																
Learning styles																
Individual formative needs																
Other																

Knowing how to plan to reach the specific objectives through::

Descriptors	Trainee	INITIAL								FINAL						
		1	2	3	4	5	6	7		1	2	3	4	5	6	7
Planning of cross-curricular units																
Management of classes with mixed-up abilities																
Respect of the individual learning pace																
Enhancing of motivation																
Enhancing of collaboration among the students																

Knowing how to evaluate



6. Knowing how to individuate evaluation criteria related to:

Descriptors	Trainee	INITIAL								FINAL						
		1	2	3	4	5	6	7		1	2	3	4	5	6	7
Ministerial indications																
Curriculum																
Learning Units																
Linguistic skills listening <input type="checkbox"/> ; speaking <input type="checkbox"/> ; reading <input type="checkbox"/> ; writing <input type="checkbox"/>																
Age of students																

7. Knowing how to individuate evaluation modalities through:

Descriptors	Trainee	INITIAL								FINAL						
		1	2	3	4	5	6	7		1	2	3	4	5	6	7
Diary																
Structured tests																
Interviews																
External observer																
Questionnaires and/or grids																
Audio/video Recording																
Feedback																
Portfolio of competences																



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SSD assessment grid

Lesson _____ Date: _____

Actors:

Scientific Committee

Recording of the reached and not reached competences

Final Phase Collecting data grid n. 7

Competences	Reached competences	Not yet reached competences
Knowledge competences		
Rekational competences		
Methodological-didactic competences		



SSD assessment grid

Lesson _____ Date: _____

Actors:

Scientific Committee

Grid n. 8

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 set back on my job	



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SSD assessment grid

Lesson _____ Date: _____

Actors:

Scientific Committee

Collecting data grid n° 9

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	

SSD assessment grid

Lesson _____ Date: _____

Actors:

Scientific Committee

Grid n. 10

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-semistructured material other (specify) : _____

syntesis of work diaries oral feedback written reports other (specify): _____

observation grids evalutaion grids questionnaires assessment grids

other (specify): _____

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

<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"/>

SSD assessment grid

Lesson _____ Date: _____

Actors:

Scientific Committee

grid n° 11

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 • Rimodulation of the didactic plan after the evaluation phase 	



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	<ul style="list-style-type: none">• Active participation and positive climate• Use of Cooperative learning	
Schooling Variables	<ul style="list-style-type: none">• Critical and constructive comparison among peers, with a peculiar attention to the European and international debate going on• 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• Rimodulation of the usual pedagogic, strategic and instrumental praxis.• Development of didactic research in the perspective 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.	

SSD assessment grid

Lesson _____ Date: _____

Actors:

Scientific Committee

Grid 12

FINAL ASSESSMENT: Scientific Committee self-evaluation

1. Motivation

- satisfaction availability spirit of initiative
- open comment : _____
- _____
- _____

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
- open comment : _____
- _____
- _____

3. Productivity

- creativity efficiency functionality
- open comment : _____
- _____
- _____

4. Documentation

- object _____
- typology _____



- exploitation _____
- efficacy _____
- open comment : _____
- _____
- _____

5. Communication and interpersonal relationship

- cohesion care for the other leadership relational climate behaviours
- open comment : : _____
- _____
- _____

6. Authonomy

- decisionality spirit of iniziative Other
- open comment: _____
- _____
- _____

7. Project organization

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

Management group

Drafters	Kind of instrument	Kind of analysis	Purpose	Time	Final user
Management Group	Data collecting grid n°13	Qualitative	Self-assessment of the project execution, the organization realized and the results achieved	In the final part of the course	Trainees Scientific Committee Trainers/Tutors Schools involved Territory
Management Group	Data collecting grid n°14	Qualitative	Assessment of the setback of the project on school and territory	In the final part of the course	Trainees Scientific Committee Trainers/Tutors Schools involved Territory
Management Group	Data collecting grid n°15	Qualitative	Course Evaluation	In the final part of the course	Trainees Scientific Committee Trainers/Tutors Schools involved Territory

Actors:
Management group

SSD assessment grid
Lesson _____ Date: _____

Grid 13

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

Actors	Process description	Strengthnesses	Weaknesses	Critical factors	Strategies/tools
Trainers					
Trainees					
Students					
Scientific Committeee					
Management Group					

SSD assessment grid

Lesson _____ Date: _____

Actors:

Management group

Grid 14

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 	<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>methodological and didactic competences</p> <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 	<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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<ul style="list-style-type: none">• Development of a didactic research aimed at building learning organizations.• 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 • Tools for assessing and evaluating processes• Collaboration with local boards and stakeholders		
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SSD assessment grid

Lesson _____ Date: _____

Actors:

Management group

Grid n. 15

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		