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|  |  European Schools**Pedagogical Development Unit** |

Ref.: 2015-07-D-11-en-2

Orig.: EN

Toolkit

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 8 AND 9 OCTOBER 2015 IN BRUSSELS**

**Entry into force 1 September 2016**

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# INTRODUCTION TO DOCUMENT 2015-07-d-11

**QUALITY TEACHING IN THE EUROPEAN SCHOOLS**

Over the past four school years the European Schools have put substantial effort into developing a sound continuous professional development (CPD) policy for all teachers. The policy is underpinned by two pillars:

* the setting of clear expectations (standards) of teaching and learning
* the implementation of a comprehensive training structure.

This document focuses on the first pillar. It offers an overview of the steps that have been taken and aims to culminate in a publication on ‘Quality Teaching in the European Schools’.

A DRAFT version of what such a publication might look like has been made available (2015-09-D-3).

**I Teaching Standards**

The development of teaching standards was the first step in this process. It was agreed that teachers and their work needed to be evaluated against set standards, also to improve identification of teachers’ professional needs. The list of areas for evaluation in document 1812-D-96 was taken as the starting point for development of the teaching standards. Sections IV and V – Annex 1 of the Common Framework for Whole School Inspections, regarding evaluation of the quality of teaching and assessment, were also taken into account.

In February 2014, Teaching Standards[[1]](#footnote-1) for the European Schools (ref: 2012-09-D-11) were adopted by the Joint Teaching Committee.

**II Toolkit for evaluation**

The next step was to develop further tools, based upon the standards, such as:

* a self-evaluation grid;
* a class observation grid;
* an evaluation report for teachers;
* an assessment procedure.

For that purpose a document of a more operational nature (Guidelines for reflection, observation/(self-) evaluation of nursery, primary and secondary school teachers; ref. 2013-01-D-55) was produced, presented and discussed, and its content was piloted and improved.

*Pilot Toolkit*

A digital survey (related to the statutory evaluations in September 2014 – February 2015) was carried out to find out how all involved in the process felt about the new guidelines and how they could be improved. The teachers’ response rate was satisfactory (N=115 of which: 4.35% nursery, 33.04% primary, 62.61% secondary). The response rate of directors, deputy directors and inspectors was somewhat disappointing (N=22: 4 (deputy) directors, 18 inspectors). However, the overall feedback was interesting and helpful in adapting the Toolkit.

*Results of the Pilot*

The teachers’ impressions of the evaluation tools as a whole were positive (65.22%) to most positive (28.70%). Most of the teachers (92.17%) had used the toolkit for self-evaluation to prepare themselves for the statutory evaluation. For 18.26% of the teachers the tools were very helpful, 71.30% considered them as “helpful”. More than 75% of the teachers declared that the evaluation tools had inspired them in their daily work and that all aspects of their profession were taken into account.

The lesson observation form and also the ‘guide for discussion’ were considered good to very good by more than 90%. The ‘analysis of class and group administration’ form was a little less successful: 10% of the teachers considered it to be poor. As regards the evaluation process, the impressions were positive: 90% of the teachers felt that there was time and room for feedback during the evaluation and that the process was carried out in an open and transparent way.

Reading the personal comments the working group understood that there had been some misinterpretation of the (use of the) Toolkit. The dual presentation of the tools (most tools were presented in two versions: one for the inspectors/directors and one for the teachers) was misleading and made the size of the toolkit excessively large. It was also not clear that depending on the situation, evaluators could choose between tools presented and indicators. It seemed that the very exhaustive presentation of the toolkit had somehow frightened the (deputy) directors and some of the inspectors. In the light of the work load of both posts and the number of evaluations that have to be carried out in a short time, the working group could well understand this apprehension.

*Conclusion of the Pilot*

In accordance with the feedback from the (deputy) directors, inspectors and teachers it was decided that:

* the (use of the)Toolkit should be presented in a more transparent and concise way;
* the tools should be pertinent and simplified;
* the different tools concerning Teacher Evaluation should not only be aligned with the Teaching Standards, but also be combined with the Teaching Standards in one comprehensive document;
* the communication and publicity about the Toolkit should be more effective.

An adapted version of the (use of the) Toolkit is incorporated into Chapters I and II of this document.

Changes are marked in yellow.

**III Towards one document for Quality Teaching in the European Schools**

The working group has prepared the DRAFT of a new document (2015-09-D-3 Annex to this document) in which the Teaching Standards and the Toolkit for reflection, observation/(self-) evaluation of nursery, primary and secondary school teachers in the European Schools are incorporated into one document on ‘Quality Teaching in the European Schools’. This document is the intended final product of the whole process. As soon as this document has been approved, it can be published in an attractive lay-out and serve as a work of reference for all stakeholders and as an important introduction for new teachers and management staff.

**IV Proposal for the JBI and JTC**

In the light of the introduction and of the proposals set out above, the ‘CPD-Evaluation of Teachers’ Working Group invites the JBI to express a favourable opinion on proposals 1) and 2) below and to recommend that the JTC should approve them, with entry into force on 1 September 2016.

The JBI’s opinion will be conveyed orally at the JTC’s meeting on 8 and 9 October:

**1)** Opinion of the JBI and approval by the JTC of this document 2015-07-D-11 and Chapters I ’Toolkit for (self-)evaluation’ and II ‘Use of the toolkit ‘, both of which are final proposals produced as a follow-up to the Working Group’s work.

For information:

In parallel with this document, document 2015-09-D-40 ‘Evaluation of teachers in the European School system’ is being presented to the JBI and the JTC for their opinions, with a view to its final approval by the Board of Governors. That document is an update of the documents currently in force regarding the evaluation of teachers: 1812-D-96 ‘Evaluation of teachers in the European School system’

* Evaluation Report

Once approved by the Board of Governors, document 2015-09-D-40 would be appended to document 2015-09-D-3 ‘Quality teaching in the European Schools’.

**2)** Opinion of the JBI and approval by the JTC of the following proposal:

In order to improve integration of new teachers and communication between all the parties concerned, the Working Group recommends having a single document on evaluation of teachers entitled ‘Quality teaching in the European Schools ‘, (currently only a draft – 2015-09-D-3 – and an annex to this document for information, the final version will be presented to the JTC at its February 2016 meeting) and which would include the following documents:

* I Teaching Standards (2012-09-D-11 – approved by the JTC in February 2014)
* II Toolkit for (self-)evaluation (ex 2015-07-D-11)
* III Use of the Toolkit (ex 2015-07-D-11)
* Annex I Articles 28 & 30 of the Regulations for Members of the Seconded Staff – for information
* Annex II Document 2015-09-D-40 approved by the Board of Governors – for information

Following final approval by the Board of Governors of document 2015-09-D-40 ‘Evaluation of teachers in the European School system’, a memo accompanying the said document and document 2015-09-D-3 ‘Quality Teaching in the European Schools ‘will be produced by the Human Resources Unit of the Office of the Secretary-General in order to inform all the parties concerned.

# introduction (TO the toolkit)

**Teaching Standards; framework for quality teaching**

The European Schools deem the quality of education to be of paramount importance. For that reason, in 2014 *Teaching Standards* for the European Schools were approved by the Joint Teaching Committee. They represent the frame of reference for quality of teaching and apply to all teachers, both seconded and locally recruited. Document 1812-D-96, ‘Evaluation of teachers in the European Schools’, currently under revision, set the guidelines for evaluation of teachers in the European Schools; *Teaching Standards* correspond to international trends in the field of description of teachers’ competences. They clarify professional expectations across the spectrum of the teacher’s role. They are the basis for:

* Teachers’ self-evaluation;
* Teachers’ professional development;
* Recruitment and induction of teachers;
* Evaluation and appraisal of teachers related to contract reviews.

**Monitoring teachers’ competences**

Quality education is vital for students’ success, their learning and achievements. To achieve quality education it is important to check teachers’ expertise and maintain it at a high level. Teachers’ knowledge, skills and competences, in terms both of content and of pedagogy and didactics, must always match current standards as closely as possible. In addition to being competent teachers in the classroom, teachers are also expected to make a contribution to achievement of the fundamental aims of the European Schools in general and to the operation of their own school in particular. Teachers themselves first and foremost play a major role in that respect. Then, through periodic, carefully carried out external checking, a stimulus effect can be produced. It is important for an appropriate training pathway to be based on the results of such checking.

**Harmonised approach**

This document introduces a harmonised approach to teacher evaluation for the European Schools, in line with the Teaching Standards. The standardised set of tools provided (Toolkit, Chapter II), facilitates valid, fair and reliable evaluations. The outcome of the evaluations will support the dialogue between teachers, management and inspectors; how can each party make a meaningful contribution to a successful education process which works for the children, the teacher, the school, the European Schools?

**Aims of evaluation**

The aims of teacher evaluation can differ:

* statutory evaluations of seconded teachers;
* evaluations of locally recruited teachers prior to a permanent contract;
* evaluations related to the implementation of innovations;
* evaluations in the context of the induction of new teachers;
* ...

In accordance with Articles 28 and 30 of the Regulations for Members of the Seconded Staff of the European Schools and the ‘Guidelines for the Professional Evaluation of Teachers in the European Schools’ (f,), appraisal/evaluation of seconded teachers takes place:

* before the end of the two-year probationary period;
* Before the end of a further period (further periods) of extension of secondment.

Likewise in cases where directors have to decide on a permanent contract for a locally recruited teacher, such a decision has to be based on an evaluation in line with the harmonised approach to teacher evaluation presented in this document.

In other cases of teacher evaluation (parts of) the Toolkit and/or (parts of the) separate tools can be used. Depending on the specific aim/topic of the evaluation, adjustment is possible but should always correspond to the Teaching Standards for the European Schools.

In all cases it is important that there is early communication between the people involved, about the aim of the evaluation and the tools used.

**Importance for the teachers to be evaluated**

The Toolkit offers teachers an instrument to reflect on:

* their own teaching in the light of the Teaching Standards of the European Schools ;
* their wider responsibilities;
* Their ambitions and needs for further professional development.

The standardised approach makes an evaluation transparent. It is clear what it comprises. This supports preparation and setting of priorities. The Toolkit also shows what is not regularly included and what could be added, depending on the specific aims, needs and wishes of the parties involved.

The outcomes of the evaluations provide a structured basis for personal portfolios and/or development plans.

**Importance for the evaluators**

The comprehensive nature of the Toolkit prevents evaluators from losing sight of important aspects. The structure supports the preparation and organisation of the evaluation. The standardised approach helps objectivity to be maintained and evaluations made more independent of individual evaluators. At the same time it leaves room for flexibility and differentiation amongst teachers.

Harmonisation of teacher evaluation throughout the system is undoubtedly important for quality assurance and fair assessment processes. The outcome of the procedure will help with decision-making in an objective and evidence-based way, and it may also suggest recommendations for professional development programmes such as in-service training courses or self-study sessions.

**Legal status of the document**

Complementary to document 1812-D-96 (see Annex 2 document 2015-09-D-40), currently under revision, this document provides a substantiating basis for the process of evaluation of teachers within the legal framework provided by the *Regulations for Members of the Seconded Staff of the European Schools* (doc. 2011-04-D-14; see Annex 1 for the relevant excerpt) and the *Conditions of Employment of Part-Time Teachers*.

It includes:

* in Chapter I, the Teaching Standards for the European Schools by replacing document 2012-09-D-11-en-4 (*Teaching Standards for the European Schools);*
* in Chapters II and III, a Toolkit and its ‘operating instructions’, which give direction to reflection, observation, evaluation and/or (self-)evaluation of nursery, primary and secondary teachers in the European Schools; the Toolkit is a further development of document: 2013-01-D-55 (*Guidelines for reflection, observation/(self-)evaluation of nursery, primary and secondary school teachers in the European Schools)*
* In Annex 2, document 2015-09-D-40 ‘evaluation of teachers in the European School system’ together with the final Report template can be found.

**Personal File**

The final evaluation report has to be kept in the teacher’s ‘Educational and Administrative File’. Moreover, all existing lesson observation forms, analysis sheets for class and group administration, notes of the feedback meeting and the summary sheets should be added to this file, when relevant for the formal evaluation.

# I Toolkit

The Toolkit comprises:

* a lesson observation form;
* an analysis sheet for class and group administration;
* topics for a feedback meeting between the person observed/evaluated and the observer/evaluator;
* summary sheet.

## Lesson observation form

|  |
| --- |
| **A. Identification data and general information** |
| Name of the school |  | Teacher’s name |  |
| Observer’s name |  | Class/number of pupils |  |
| Date(s) of the observation |  | Area/subject |  |
|  |  | Objective of the lesson |  |

The observer records his/her findings in a score. This score indicates to what extent the relevant indicator has been achieved/observed. Key:

1 observed to an insufficient extent (definitely expected but not observed)

2 observed to a sufficient extent

3 observed and of good quality

NA not applicable (at the time in question)

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 2 3  | NA |  Comments |
| **1 Teaching** | **0 0 0**  |  |  |
| * The teacher explains things clearly:
	+ the language used is at the pupils’ level;
	+ explains the terms used (new/  complex);
	+ explains in logical steps ;
	+ uses appropriate examples;
	+ visualises;
	+ regularly summarises the explanations;
	+ offers pupils the opportunity to ask questions.
 | 0 0 0  |  |
| * The teacher shows that he/she has a command of the subject matter.
 | 0 0 0 |  |
| * The teacher structures the lesson:
	+ explains the lesson’s objective;
	+ signals the start of the lesson;
	+ signals the end of the lesson.
 | 0 0 0  |  |
| * The teacher sets the lesson in context as regards:
	+ the subject and/or ;
	+ current events and/or;
	+ reality outside school.
 | 0 0 0  |  |
| * The teacher activates previous knowledge and connects to and builds on what has already been learned.
 | 0 0 0  |  |
| * The teacher gears his/her teaching to differences in development.
 | 0 0 0  |  |
| **2 Learning process** | **0 0 0**  |  |  |
| * The teacher checks whether pupils understand the subject matter and the tasks expected of them, giving them feedback if necessary.
 | 0 0 0  |  |
| * The teacher actively involves pupils in the pedagogical activities.
 | 0 0 0  |  |
| * The teacher creates a stimulating, task-directed working environment.
 | 0 0 0  |  |
| * The teacher creates a working environment conducive to linguistic development.
 |  |  |
| * The teacher incorporates ICT relevantly.
 | 0 0 0  |  |
| * The teacher uses a variety of ways of working, including independent working and cooperative learning.
 | 0 0 0  |  |
| * The teacher adjusts the tasks to be carried out to match differences in development.
 | 0 0 0  |  |
| **3 Pedagogical action**  | **0 0 0**  |  |  |
| * The teacher creates an open and safe atmosphere in the classroom, where pupils are motivated and where they can work with concentration and dare to participate.
 | 0 0 0  |  |
| * The teacher ensures that pupils show respect for one another and for teachers, setting a good example in that respect. The teacher:
	+ speaks to pupils when they have a negative attitude;
	+ praises pupils on a positive attitude;
	+ applies rules.
 | 0 0 0  |  |
| **4. Classroom** | **0 0 0**  |  |  |
| * The room is welcoming and decorated and there is up-to-date material.
 | 0 0 0  |  |
| * Sufficient up-to-date multimedia equipment is present in the room, for both teacher and pupils.
 | 0 0 0 |  |
| **5. Time** | **0 0 0**  |  |  |
| * The teacher makes efficient use of the planned teaching time.
 | 0 0 0  |  |

|  |
| --- |
| **Comments** |
|  |

## Class and group administration

|  |
| --- |
| **A. Identification data and general information** |
| Name of the school |  |
| Analyst’s name |  | Teacher’s name |  |
| Date of the analysis |  | Class/number of pupils |  |

**Analysis of the documents should contribute to insight into and understanding of a number of subjects:**

|  |  |
| --- | --- |
| **Aspect[[2]](#footnote-2)** | **Appraisal, commentary** |
| **Subject matter planning** |  |
| **Transfer, continuity** |  |
| **Pupils’ Assessment** * **Instruments**
* **Progress, results**
* **Analysis of results**
* **Planning of action**

  |  |

|  |
| --- |
| **Comments** |
|  |

## Feedback meeting[[3]](#footnote-3)

|  |
| --- |
| **A. Identification data and general information** |
| Name of the school |  | Teacher’s name |  |
| Date of the discussion |  | Class/number of pupils |  |

**I Review of lesson(s) observed**

**II General pedagogical-didactic action**

Potential topics: subject matter offered and planning, pupils’ autonomy, evaluation/assessment, educational support

**III Extra-curricular commitment**

What additional contribution do you make in the section, your cycle (nursery, primary, secondary) and your school?

**IV Professional development**

How do you maintain your specialist subject (in what areas, how)? What are your professional prospects and ambitions?

**V Capacity for reflection**

Do you reflect on the results which you achieve with your pupils? Do you evaluate yourself as a teacher? How? What is the result?

**VI Communication**

Do you consult with your colleagues, the management, parents? If so, how often and on what subject?

**VII Other matters coming up for discussion**

Points of particular interest, sticking points.

Are there any specific points to which you wish to draw attention?

|  |
| --- |
| **Agreements** |
|  |

## Summary[[4]](#footnote-4)

|  |
| --- |
| **A. Identification data and general information** |
| Name of the school |  | Teacher’s name |  |
| Evaluator’s name |  | Date(s) of the visitand period covered  |  |
| Based on | Sources used, such as lesson observations, meeting with the teacher, analysis of group administration., documentation on extra tasks in the school, |

|  |  |
| --- | --- |
| **Aspect** | **Appraisal** |
| Teaching and learning | Good - Satisfactory - Unsatisfactory |
| Wider professional responsibilities | Good - Satisfactory - Unsatisfactory |
| Professional conduct and qualities | Good - Satisfactory - Unsatisfactory |
| **Meets the teaching standards of the European Schools** | **Yes - No** |

|  |
| --- |
| **Agreements** |
| This box can be used for agreements that Directors/Inspectors and teachers make as a result of the evaluation. For example regarding:* rules/regulations of the European Schools that are not (correctly) applied;
* further personal development;
* specific team-/section-/school-tasks.

Agreements of the first kind should also be mentioned in the final Report. |

|  |
| --- |
| **Explanation[[5]](#footnote-5)** |
| This box can be used for (further) explanation of the appraisals. For example, outstanding (elements of) teaching can be highlighted, specific professional conduct can be described, extra team- or school tasks can be mentioned, etc. If wished, this text can be copied and pasted in the final Report. |

|  |
| --- |
| **Extension** |
| **Yes - No** |

# II use of the toolkit

The instruments in the Toolkit cover different areas of the Teaching Standards. The observation sheet focuses on *Teaching and learning*. It is restricted to topics that can really be observed during everyday life in the classroom. The sheet for class and group administration can be used to analyse underlying preparation and information for teaching and learning processes, such as planning and progress results. The feedback meeting offers the opportunity to discuss standards regarding *Wider professional responsibilities* and *Professional conduct and qualities*.

Depending on the time or the kind of evaluation, certain topics can be emphasised. For example, it can be more important to discuss professional prospects or ambitions during a second evaluation than a first one. In cases of Statutory Evaluations all Teaching Standards have to be broadly covered. In other cases specific areas of interest can be defined, but should be communicated beforehand.

This chapter offers some extra explanations regarding the items on the observation form, the administration form and the form for the feedback meeting.

## 1 Lesson observation

##

The lesson observation formprovides an overview of aspects that can be observed in class and that relate to a wide range of teacher activities and approaches. The observer may focus on some of the aspects or may conduct an overall evaluation depending on the aim of the observation.

During an overall evaluation the observer pays attention to:

* The teacher’s teaching

Quality of explanations, structure of lessons, differentiation in instructions, etc.

* The pupils’ learning
Involvement of pupils, independent working, cooperative learning, use of ICT, etc. Teacher’s activities to organise, stimulate and/or guide this.
* Pedagogical context
Teacher’s effort to create a safe atmosphere, respectful communication, rules for social behaviour, etc.
* Classroom
Teacher’s efforts to create welcoming classrooms and take care of relevant (multimedia) equipment.
* Time
Efficient use of teaching time, such as fast start to lessons, smooth transitions form one lesson to another, differentiation in teaching time.

In case of observations it is important that the observer should compare what (s)he might expect in the given circumstances with what (s)he actually sees. For example, at the start of a lesson an observer can expect the teacher to explain the objective of the lesson. The teacher either does or does not do so. This is quite easy to observe. And if (s)he does, the explanation can be ‘sufficient’ or ‘of good quality’. Therefore, three evaluation categories are distinguished:

1. observed to an insufficient extent (definitely expected but not observed);
2. observed to a sufficient extent
3. observed and of good quality.

Indicators that not have been observed to a sufficient extent or were of very good quality can be discussed at the Feedback Meeting.

During some lessons certain topics on the observation form cannot be observed, because they are simply not relevant in the given context. For example, if a teacher introduces a new project that the class will undertake, this information is important for all pupils and – at least at the beginning of the introduction – you would not expect any differentiation amongst pupils. In such a case that specific indicator is not applicable (NA) and will not be evaluated. Another example: especially in the Secondary Cycle teachers do not always have a classroom of their own; also not all teachers have ICT equipment in their classrooms (yet). This is not or only partially within the scope of influence of teachers. Again, in those cases indicators involved are not applicable.

Especially in cases of statutory evaluations it is advisable to sit in on at least two different lessons, if possible. In case of teachers in Secondary, lessons at different levels can be scheduled, for example one lesson in the first cycle of Secondary and one in the third. If a teacher in Secondary teaches different subjects, the observer preferably visits lessons in the different subjects involved. In Primary different subjects/areas of development should be taken into consideration.

## 2 Class and group administration

The form for class and group administrationcovers the most important aspects of teachers’ administrative tasks, from planning to assessment. It of paramount importance to add precise and informative comments on each area, depending on the focus point(s) of the observation/evaluation.

To support the analysis of class and group administration the evaluator can make use of the following questions and indicators.

* **Subject matter planning**
Is the subject matter to be covered over the year, recorded in a plan?
	+ Does the teacher have an annual plan, a semester or period plan, a study guide and a calendar of lessons, based on learning plans/syllabuses?
	+ Does the teacher align planning horizontally (within a level/ year group) and vertically (within a subject/ section) with colleagues?
* **Transfer, continuity**Is the information required for a substitute teacher to take over the teaching of a group available in well-organised form?
* **Pupils’ Assessment**
	+ **Instruments**Is there an overview of the instruments used?
		- How is assessment carried out? With what kind of instruments (observations, tests, portfolio, self-assessment, etc.)?
		- Which areas, subjects, domains are assessed?
		- When does assessment take place; is there a calendar of assessment points in time?
	+ **Progress, results**Are progress and results recorded properly for each group and for each pupil:
		- How are they recorded? In marks, levels, development profiles, etc.?
		- Where are they recorded? In a folio and/or digital system? Who has access?
	+ **Analysis of results**

Are striking results analysed in greater detail?

(Type of mistakes, more thorough testing, diagnostic discussion, psychological examination).

* + **Planning of action**Do striking results lead to targeted actions? What will the teacher/classroom assistant/expert do, what result(s) is/are aimed at, when, how, with what? Has this been made explicit?

## 3 Feedback meeting

The guide for the feedback meeting offers an overview of areas to talk about during a discussion with the teacher. These are suggestions which can be modified or changed according to the aim of the meeting, the focus point(s) of the evaluation, the subject, etc. Nevertheless, the series of questions guarantee that these discussions follow more or less the same pattern and provide a standard framework for the meeting. The more ‘tailored’ they are, however, to the concrete situation, the better.

To support the feedback meeting the evaluator **can** make use of the following questions and indicators.

|  |
| --- |
| **I Review of / reflection on the lesson(s) observed** –+* Are you satisfied with the lesson(s) on which the evaluator sat in?
* Do you consider that the objectives of your lesson were achieved? What were the pupils supposed to learn? Did they learn it and how do you know they did?
* Which did the teacher/evaluator consider to be the stronger/weaker points of the lessons observed?
 |
| **II General pedagogical-didactic action*** Subject matter offered and planning
	+ Learning-teaching trajectories (vertical alignment)

Is there alignment from one lesson to another (what is offered in relation to the previous lesson, the following lesson), from one class to the next (within a language section)? * + Harmonisation (horizontal alignment) Is there alignment within a year group/level (across the language sections)?
	+ Methods/materialsDo you have enough up-to-date methods/materials (including software) to be able to offer what is required?
	+ European dimension Do you touch upon European ideas and values in your lessons?
 |
| * Pupils’ autonomy
	+ Do you encourage pupils to think for themselves about what they are learning (how could you do it or would you be able to do it)?
	+ Do you encourage pupils to use sources of information (the internet, dictionaries, etc.) autonomously?
	+ Do pupils learn to work autonomously on the basis of daily and/or weekly tasks?
	+ Do you develop pupils’ abilities to judge/evaluate for themselves?
 |
| * Evaluation/Assessment
	+ Harmonisation: do you apply the school’s guidelines on assessment?

Do you apply the school’s agreements?* + With what do you assess pupils’ progress?
	+ How often do you assess pupils’ progress?
	+ Do you analyse the results achieved? How?
	+ Do you inform parents about results?
	+ Do you develop pupils’ abilities to judge for/assess themselves? How?
 |
| * Educational support

For which pupils do you/does the school organise educational support? How is that determined? Who is involved? Do you follow the school’s guidelines on educational support? Are there children with Individual Learning Plans in your class?  |
| **III Extra-curricular commitment*** What additional contribution do you make in your language section, your cycle (nursery, primary, secondary) and your school?
* Do you carry out coordination duties (section, subject areas, cross-curricular subject areas, provision for pupils [educational support], school trips)?
* Do you contribute to the school’s policy? For example, through working groups or as a teachers’ representative?
* Have you taken personal initiatives for the school?
 |
| **IV Professional development*** What? In which areas does professional development take place? Subject knowledge, knowledge of languages, pedagogical-didactic action, European dimension, etc.?
* How? Through refresher courses and further training, specialist literature, intervision, coaching, class visits etc.?
* Professional prospects/ambitions? What would you preferably like to do after your appointment to the ES? What personal development do you consider desirable for this prospect to materialise?
* Behaviour?How would you describe your personal standards with respect to integrity, punctuality and commitment?
* Do you comply with school policy/the European Schools’ policy? Do you put the European Schools’ ideas and values into practice (development of languages, European dimension, harmonisation of the curriculum, etc.)?
 |
| **V Capacity for reflection*** Do you evaluate yourself as a teacher?

If so, are there any agreements at school level? * About what? Pedagogical-didactic action, professional development, extra-curricular commitment?
* How? How often? With what? Portfolio? Evaluation instrument? Peer review?
* What is the result? How do you adjust your approach?
 |
| **VI Communication*** Contacts with colleagues What are your contacts with your colleagues like?
	+ Does consultation take place systematically within the section? About what?
	+ Does consultation take place systematically within the year group/level? About what?
	+ Does consultation take place systematically within the cycle (nursery, primary, secondary)? About what?
	+ Is there provision for coaching/guidance of new teachers?
	+ Other forms of consultation?
 |
| * Relationship with parents What is your relationship with your pupils’ parents like? How, at what times and about what do you communicate? How are parents involved? About what?
 |
| **VII Other matters coming up for discussion**Points of particular interest, sticking points.Are there any specific points to which you wish to draw attention?  |

**4 Summary**

The summary sheet can be used to represent and conclude the information gathered during the evaluation, in a concise way.

The ‘Report’ (Chapter IV) remains the official document for statutory evaluations. It should indicate the period of time covered and the evidence on which the assessment is based. The Report must refer to all areas of the Teaching Standards:

* Teaching and learning (at least to the planning, execution and evaluation of teachers’ lessons)
* Wider professional responsibilities
* Professional conduct and qualities

The ‘Summary’ can serve as a basis (input) for the final Report.

1. Standards for special profiles such as ‘librarian’ or ‘pedagogical adviser’ are being drawn up. [↑](#footnote-ref-1)
2. For further explanation and possible indicators see Chapter III [↑](#footnote-ref-2)
3. For further explanation and possible indicators see Chapter III [↑](#footnote-ref-3)
4. The ‘Report’ (Chapter 2 of document 2015-09-D-40 ‘Evaluation of Teachers in the European School system’) remains the official document for statutory evaluations. Directors and Inspectors can use this summary sheet as a basis (input) for their Report. [↑](#footnote-ref-4)
5. Further comments on teaching, wider responsibilities and/or professional conduct. [↑](#footnote-ref-5)