



Learning schools project

Teacher Assessment and Professional Development – Comparative Analysis

IO3

Partner organization:

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	Educational Initiatives
Country:	BULGARIA

I. Introduction

Looking at schools through the lenses of the learning organization instrumentation inevitably leads to the question of how we are going to measure the progress made in the professional development and team learning of all staff. The LS Model assesses learning at organisational level. Individual and team learning require a more detailed instrument within the same framework as the LS Model.

This comparative analysis takes a deeper look into all the participants' educational systems and existing teacher assessment and teacher development strategies. It is based on the country reports (IO 1) and additional desk research.

2. Teacher Assessment and Development

2.1. Teacher Assessment and Professional Development in Turkey

Turkey developed and adopted the *Education Vision 2023* national education plan in 2018. It contains long term goals, which are broken down into 3 year periods. It contains some provisions regarding teacher assessment and development such as: the creation of post-graduate professional development programmes; the annual evaluation of directors in their role of teacher support and the realization of 'School Development Plans'.

Teachers are appointed in public schools according to the provisions of the Ministry of National Education Teacher Appointment and Relocation Regulation. Teachers are required to be graduates from 4-year degree programmes or have a pedagogy certificate if graduated from Science and Literature departments (chemistry, biology, literature, language and literature, etc.), or have sufficient points from the public personnel selection examination and branch competence exam. New or 'candidate' teachers undergo a regulated evaluation process, which lasts for 1 year. Through the **Performance Evaluation Form**, teacher candidates are evaluated three times in total by the evaluators, once in the first period of the assignment and twice in the following period. Candidate teachers who are considered successful, are appointed by the governorships as teachers.

In Turkey, within the framework of the objectives determined by the Ministry of National Education (MoNE), inspections are carried out at every level of education to check if the students achieve the desired outcomes and the degree of achievement of the country's goals. Supervision of teachers has emerged as a necessity of the education system within the activities of monitoring and supervising, to ascertain whether investments made in education are used correctly and whether the individuals who receive education reach the desired goals in education. Assessment of teachers' performance has been one of the current debates in our education system. Several teacher performance evaluation approaches and methods have been planned and implemented so far, however; in the current education system there is not a systemic teacher assessment system in Turkey.

Ministry Inspectors and Education Inspectors inspected teaching environments, teachers and students until 2014. The main purpose of these inspections was to improve the quality of education, to observe teachers and students in the natural teaching environment and provide guidance and supervision if necessary. Nowadays, school principals can observe training environments, teacher-student relations, legal documentations and lesson planning. The results of these observations and assessments are not transcribed with scores but turned into an opportunity to guide and counsel teachers. According to Tonbul and Baysülen (2017), principals should put aside the classical supervision methods and restructure their inspections collaboratively with teachers within the framework of learning schools, system approach and cognitive models.

The Teacher Strategy Paper (2017-2023) is a roadmap in the teacher training and development process and covers actions to be taken in 2017-2023. One of the objectives of the strategy constitutes the theoretical and practical roadmap of lifelong learning of in-service teachers. It aims to support teachers in adaptation to changing teacher roles. In this regard, the School Based Professional Development Model (OTMG) has been developed as one of the activities to contribute to personal and professional development of teachers. It is a model that allows teachers to take on the responsibilities of learning and development by self-assessment based on competencies, and to share and collaborate with their colleagues.

Currently, professional training of teachers is regulated and takes place during the candidacy period and during the initial civil service period. This second stage is divided into 4 categories: Central level where training is delivered by experts; Provincial level where training is delivered by experts or former teachers, District level where training is also delivered by experts or former teachers and finally seminars held at schools at the beginning and end of each semester. Teachers present the topics decided in the plan to each other, mostly in the form of peer-to-peer learning.

2.2. Teacher Assessment and Professional Development in Italy

Italy has not yet introduced a formal teacher evaluation system, although the Italian Ministry of Education has declared that it's time to organize a "formal" teacher assessment system in the light of a recent broad-ranging school reform called The Good School (La Buona Scuola, 2015, Law 107/15) to improve educational outcomes.

The Italian Ministry of Education lays down a general framework for school autonomy to ensure uniformity within the Italian education system in terms of the general objectives of the educational process, the “specific learning objectives” for pupils’ skills, the subjects on the minimum national curriculum and the annual number of teaching hours dedicated to them, the total annual compulsory timetable for curricula, standards for the quality of education services, general criteria for pupil assessment and general criteria for the organization of adult education study paths.

Italian school autonomy is rather weak: schools have no power in the recruitment, payment and dismissal of teachers. Teachers’ salaries are determined and paid by the government (apart from fixed-term contracts). Thus, schools just manage facilities, their three-year Education Plan (PTOF), integrative projects, and the possibility of collecting money by private or local institutions.

With regards to professional development, Paragraph 124 of L. 107/2015 made training “compulsory, permanent and structural” and attempted to change the approach to training and professional development, without defining the boundaries of this obligation. It was followed by D.M. 797/2016, which - although reluctant to define individual or collegiate commitments regarding training - has allocated substantial resources to it: 40 million euros to schools to develop targeted training paths through the PNFD (National Plan for teacher training) and 386 million euros directly granted to teachers in the form of a bonus of 500 euros - the so-called “teacher’s card” - to support individual choices.

Schools recognize as training units the participation in initiatives promoted directly by the Regional Administrations, the networks of schools, the school and those freely chosen by the teachers, provided they are consistent with the school’s training plan. The certificate is issued by the subjects that promote and provide the training, including the training facilities accredited by the Ministry of Education, in accordance with Directive n. 176/2016.

2.3. Teacher Assessment and Professional Development in Spain

In Spain, there are three types of school: public or state schools, where ownership, installations, resources and staff salaries are public; semi-public, in which ownership and installations are private, but teachers’ salaries are paid with public funds, and finally private. In terms of

legislation, there are state-level general norms which each Autonomous Community adapts to their particular context.

To teach in a public school teachers must pass a public exam. Each Autonomous Community administers its own exams with its own specific norms. In addition to the mark achieved in this exam, work experience and other recognised training courses are taken into account for the final grade. Candidates with the highest scores are the first to choose which public school they wish to teach in. School directors therefore take no part in recruitment decisions.

In semi-public schools, school direction teams select the teachers they wish to contract. In the case of Aragón, for example, when there is a vacancy, the job offer, detailing the desired candidate profile must be published on the local government web page. However, the reception of applications, interviews and hiring decisions are taken by the school with no intervention from the local government. Private schools school directors select which teacher profiles they wish to hire with no notification whatsoever to the public administration.

To be an infant or primary school teacher, a 4-year degree in Education is required. During this degree there are several obligatory periods of teaching practice in schools (in Aragón, between 41 and 44 ECTS). To be a secondary school or vocational studies teacher, candidates must be in possession of a 4-year degree and an M.A. in secondary, Baccalaureat, vocational and language teaching. This M.A also includes obligatory teaching practice in schools.

All public and semi-public schools have a training coordinator (COFO) . This is a teacher at the school whose job is to analyse the school's training needs and transmit her findings to the public administration which in turn must provide the necessary training courses for teachers. The COFO also coordinates the university students' teaching practice at her school.

Teacher training is coordinated by the public administration through Teachers' Centres. It is also possible to find recognised teacher training courses through unions, in the Federation of Catholic Schools (most of which are semi-public), or in other types of private initiatives.

Teacher evaluation is the responsibility of the school direction and of Education Inspectors in the case of public and semi-public schools. These inspectors carry out periodic audits and reviews of the functioning of the school and teacher performance. They pay specific attention to teaching plans and student results.

2.4. Teacher Assessment and Professional Development in Bulgaria

In Bulgaria, teachers are hired by the school principal following a public competition, published on the website of the Regional Educational Inspectorate in the particular administrative region. To the mandatory requirement for an educational qualification, principals may add concrete qualification and skills for the potential candidates. The interview with the approved candidates is conducted by a principal and a specialist in the respective field of study (for example, a senior math teacher).

The newly appointed teachers have a 6-month probationary period, after the expiration of which they are or are not appointed to a permanent employment contract in the school. Every 4 years an attestation is made to every teacher. In addition to the educational goals achieved for the attestation period, each teacher should also receive at least 3 educational credits. Teachers receive credits through participation in qualifying courses as 1 credit usually includes 16 hours of training (sometimes divided into 8 hours onsite and 8 hours online training). All qualification courses end with evaluation by an individual or group task. Upon successful completion of the course, teachers receive a certificate and credit (s).

All organizations that offer qualification courses for pedagogical specialists, have passed the certification procedure of the Ministry of Education and Science. The organizations submit their program proposals and after approval and certification they are included in a special register. Credits, received only from certified providers, are considered by the attestation commission.

In case of negative attestation (below 50%), the commission gives recommendations to the teacher, and the deadline for fulfillment is one year. After the expiration of the term and in case of non-fulfilment of the recommendations, the principal may dismiss the teacher.

School directors undergo a similar attestation procedure each 4 years. In case of negative attestation, they also receive recommendations and the same term in which recommendations should be fulfilled. After the expiration of the term, they may be fired by their employer – the Ministry of Education represented by the Regional Educational Inspectorates.

3.

	Teacher Recruitment and Appointment	Teacher Assessment	Teacher Professional Development	Links to Data Base of Certified Courses for Professional Development
Turkey	Formal process of evaluation and assessment of candidate teachers, performed by the Ministry of National Education	Not an official teacher assessment system; Inspections were done by ministry inspectors and special education inspectors until 2014, aimed at guiding and counseling to improve the educational	Professional training of teachers is regulated in accordance with the MoNE In-Service Training Regulation. Annual In-Service Training Plan is prepared, implemented and evaluated. The trainings are done on four levels:	1- https://oygm.meb.gov.tr/www/hizmetici-egitim-planlari/icerik/28 2- http://personel.meb.gov.tr/www/etkinlikler/icerik/224 3- https://istanbulakademi.meb.gov.tr

		quality rather than evaluation. Now, School principals can observe training environments, teacher-student relations, legal documentations and the lesson planning. The results of these observations and assessments are not transcribed with scores but turned into an opportunity to guide and council teachers.	<ol style="list-style-type: none"> 1. Central level – done by the MoNE 2. Provincial level – by the Provincial Directorates of National Education 3. District level – the District Directorates of National Education 4. School level – seminars led by teachers from the school 	/
Italy	Schools/ principals have no power on recruiting , pay-roll and dismissing of teachers; schools request not a particular person but just somebody teaching a certain subject	<p>Teachers' salaries are determined and paid by the government.</p> <p>While safeguarding the freedom in teaching, the National Guidelines for the curriculum suggest some basic methodological approaches, such as, taking advantage of pupils' experiences and knowledge, promoting exploration and discovery activities, encouraging cooperative learning, developing awareness of one's own learning method, carrying out in-lab learning, etc. The most common teaching methods used are frontal teaching, exercises and individual/group work.</p>	<p>The Paragraph 124 of L. 107/2015, which made training "compulsory, permanent and structural", substantially tried to change the approach to training and professional development, without defining the boundaries of this obligation. It was followed by D.M. 797/2016, through the PNFD (National Plan for teacher training) Schools recognize as training units the participation in initiatives promoted directly by the Regional Administration, the networks of schools, the school and those freely chosen by the teachers provided by accredited</p>	<ol style="list-style-type: none"> 1- https://sofia.istruzione.it 2- https://www.miur.gov.it/formazione-in-servizio 3- https://www.piattaformaelis.it/formazione-docenti/

		<p>It only assesses the student knowledge and competences and the data are aggregated region-by region rather than school-by-school. Thus, data are used just on statistical inquiries.</p> <p><i>There is no evaluation of principals and teachers' performances.</i></p>	Organizations after the Directive 176/2016.	
Spain	<p>School directors in public schools have no power to decide who teaches in their schools. Recruitment is performed through public exams and a points system in which candidates with the highest points can decide their preferred teaching location. School directors have more power of decision in Semi-public and private schools.....</p>	<p>Teacher evaluation is the responsibility of the school direction and of Education Inspectors in the case of public and semi-public schools. These inspectors carry out periodic audits and reviews of the functioning of the school and teacher performance. They pay specific attention to teaching</p>	<p>All public and semi-public schools have a training coordinator (COFO) . This is a teacher at the school whose job is to analyse the school's training needs and transmit her findings to the public administration who in turn must provide the necessary training courses for teachers. The COFO also coordinates the university students' teaching practice at her school.</p>	<p>https://formacionprofesorado.aragon.es/ https://educa.aragon.es/-/cp-territoriales https://educa.aragon.es/-/cp-especificos https://www.ecaragon.es/formacion</p>

		plans and student results.		
Bulgaria	Teachers are hired by the school principal following a public competition. The newly appointed teachers have a 6-month probationary period.	Every 4 years every teacher is assessed by a Regional Inspectorate of Education commission leadership. In addition to the educational goals achieved for the attestation period, each teacher should also receive at least 3 educational credits.	<p>The teachers' professional development is interlinked with the attestation they are having every 4 years and the credits, they need.</p> <p>Teachers receive credits through participation in qualifying courses as 1 credit usually includes 16 hours of training (sometimes divided into 8 hours onsite and 8 hours online training). All qualification courses end with evaluation of individual or group task. Upon successful completion of the course, teachers receive a certificate and credit (s).</p>	

Conclusions:

- The introduction of formal teacher assessment is a goal the four educational systems are all striving for or have already made steps towards its implementation.
- ...

4. Comparison of the teacher assessment criteria

Teacher evaluation criteria from all the four partners' educational system are summarized in the following table:

Criteria for Teacher Assessment	Turkey ¹	Italy	Spain	Bulgaria
The personality of the teacher – level of confidence, good rapport with the students	+			
Communication Style	+			
Lesson Planning	+		+	+
Classroom Management	+			+
<input type="checkbox"/> Clear instructions	+			
<input type="checkbox"/> Group work	+			
<input type="checkbox"/> Answering questions	+			
<input type="checkbox"/> Maintaining student interest	+			
<input type="checkbox"/> Time management	+			
Results of the students	+	+	+	+

Conclusions:

- All four educational systems have focused on the teaching skills of the teachers. None of them have included the participation of the teachers at a more strategic school goals level.
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5. Proposed Framework for Teacher Assessment

After careful analysis and comparison of the existing frameworks in all of the participants' educational systems, the project's team of experts has developed an integrative and strategic approach to teacher assessment and self-assessment. The comparison in the previous step has shown that teacher assessment has focused mainly on an individual level and has evaluated the professional teacher performance.

Since knowledge assessment is the first step in the development of a knowledge management system and the main goal of the LS project is to enhance organizational learning and preserve the accumulated knowledge in the organization, it is suggested that the assessment framework

¹ The teacher assessment criteria for Turkey is based on the assessment form of candidate teachers.

includes a strategic organizational perspective. The integrative learning schools model, developed in IO2, provides and operationalizes such a perspective.

Besides the LS Model, the integrative framework for teacher assessment includes the recommendations of the Council of the EU on the eight key competencies for life-long learning.

The main criteria for teacher assessment in the LS perspective are (the developed tool for teacher assessment and self-assessment is added in Annex 1):

1. Organizational learning ensured on individual level:
 - 1.1. Shared vision
 - 1.2. Creating and supporting learning opportunities for all staff
 - 1.3. Promoting team learning and collaboration among all staff
 - 1.4. Establishing a culture of enquiry, innovation and exploration
 - 1.5. Embedding systems for collecting and exchanging knowledge
 - 1.6. Learning with and from the external environment and wider learning system
2. Lesson Planning and Teaching
 - 2.1. Curriculum Standards
 - 2.2. Student Assessment
 - 2.3. Materials
 - 2.4. Classroom setup – live or virtual
 - 2.5. Instructional time
 - 2.6. Content delivery
 - 2.7. Classroom management
 - 2.8. Student engagement
3. Personal skills and achievements
 - 3.1. Soft skills
 - 3.2. Digital and communication skills

The project's team of experts hopes that the devised teacher assessment tool will serve more than one purpose. It will help strategic knowledge gathering and capturing in schools, but it will also integrate individual teacher performance with the overall mission, vision and long-term and immediate goals of the schools.

Individual Teacher Observation and Self-assessment Form

Date:									
School:									
Teacher Observed:									
Observer:									
Areas	Criteria	Competencies	Observation Score						Comments/ Show Evidence
			Below Expectations	Meets Expectations			Above Expectations		
Organizational Learning - Individual Level	Shared vision	Contributes actively in discussions every time the school vision is revised	N/A	1	2	3	4	5	
		Sets milestones for the realization of the school vision in her (the teacher's) individual work process							
		Adopts teaching methodologies oriented towards the realization of the vision	N	1	2	3	4	5	
		Practices teaching methodologies, which enhance the learning experiences and outcomes of all learners	N	1	2	3	4	5	
		Communicates and discusses the school vision with the students and the parents at the beginning of each semester	N	1	2	3	4	5	
	Creating and supporting	Carries out personal assessment	N	1	2	3	4	5	

	learning opportunities for all staff	Researches all the professional development options, including external training, conferences and events, professional networks, etc.	N	1	2	3	4	5	
		Creates a personal development plan	N	1	2	3	4	5	
		Follows the steps of the personal development plan	N	1	2	3	4	5	
	Promoting team learning and collaboration among all staff	Actively participates in discussions and staff meetings	N	1	2	3	4	5	
		Mentors new teachers	N	1	2	3	4	5	
		Seeks help from other team members in areas in which she needs improvement	N	1	2	3	4	5	
		Shares resources, methodologies and best practices with colleagues	N	1	2	3	4	5	
	Establishing a culture of enquiry, innovation and exploration	Presents at least one innovative practice or methodology to other staff members during the current school year	N	1	2	3	4	5	
		Participates in international conferences, projects, round table discussions, etc. during the current school year	N	1	2	3	4	5	
		Participates in school meetings devoted to enhancing innovation and the learning outcomes for all students	N	1	2	3	4	5	
	Embedding systems for collecting and	Records and publishes her achievements during the school year as part of the steps in the KMS	N	1	2	3	4	5	

	exchanging knowledge	Participates regularly in school meetings and discussions	N	1	2	3	4	5	
	Learning with and from the external environment and wider learning system	Establishes proactive, regular and reliable communication with parents.	N	1	2	3	4	5	
		Participates in professional networks or organizations	N	1	2	3	4	5	
Lesson Planning and Teaching	Curriculum Standards	Adheres to lesson plan	N	1	2	3	4	5	
		Followed the National Guidelines	N	1	2	3	4	5	
	Student Assessment	Conducts frequent informal assessment	N	1	2	3	4	5	
		Assesses message as well as structure	N	1	2	3	4	5	
		Uses informal assessment to modify instruction	N	1	2	3	4	5	
		Uses different assessment strategies	N	1	2	3	4	5	
	Materials	Uses lesson plans during lesson	N	1	2	3	4	5	
		Uses adapted foreign language materials	N	1	2	3	4	5	
		Used teacher - made materials	N	1	2	3	4	5	
	Classroom setup - live or virtual	Materials/ classroom organized and "ready to go"	N	1	2	3	4	5	
		Peripherals (props, hands-on activities, other visuals) are actively used to support retention	N	1	2	3	4	5	
		Seating promotes effective instruction and student attentiveness	N	1	2	3	4	5	
		Seating promotes movement to accommodate kinaesthetic learners	N	1	2	3	4	5	

	Instructional time	Times activities to keep students alert and focused	N	1	2	3	4	5	
		Varies student groupings	N	1	2	3	4	5	
		Addresses off-task behaviour	N	1	2	3	4	5	
		Executes smooth transitions in the lesson	N	1	2	3	4	5	
	Content Delivery	Uses interactive student- based teaching methodologies - hands on materials, experiment, dialogue and discussions, small group work, etc.	N	1	2	3	4	5	
		Addresses all primary learning styles - auditory, visual, tactile and kinaesthetic	N	1	2	3	4	5	
		Connects to other content areas - Art/ Math/ Music/ Science, etc.	N	1	2	3	4	5	
		Uses age appropriate materials	N	1	2	3	4	5	
		Encourages self - editing	N	1	2	3	4	5	
		Uses appropriate positive reinforcement	N	1	2	3	4	5	
		Uses passive correction							
		Uses target language for classroom management							
	Classroom management	Establishes and maintains behaviour expectations	N	1	2	3	4	5	
		Explains and models directions/ instructions	N	1	2	3	4	5	
		Addresses classroom disruptions	N	1	2	3	4	5	
		Uses procedures and routines	N	1	2	3	4	5	
	Student	Uses proximity to prevent disturbances	N	1	2	3	4	5	

	engagement	Gains and maintains student engagement	N	1	2	3	4	5	
		Elicits student involvement	N	1	2	3	4	5	
		Creates a relaxed, low risk environment for learning	N	1	2	3	4	5	
Personal Skills	Soft Skills	Establishes high but achievable expectations	N	1	2	3	4	5	
		Encourages a love for learning	N	1	2	3	4	5	
		Listens to others	N	1	2	3	4	5	
		Is flexible and capable of adjusting to novel situations	N	1	2	3	4	5	
		Shows empathy	N	1	2	3	4	5	
		Is culturally sensitive	N	1	2	3	4	5	
		Embeds and encourages higher order thinking along with teaching foundation skills	N	1	2	3	4	5	
		Demonstrates a positive regard for students	N	1	2	3	4	5	
	Digital and communication skills	Demonstrates digital competencies	N	1	2	3	4	5	
		Has sufficient foreign language skills	N	1	2	3	4	5	
		Show evidence							

*Note: Based on the LS Model, the 21st century skills and the 8 key competencies for lifelong learning and the samples of teacher assessment and observation tools from all the partners

Annex 2

Sample of Candidate Teacher Observation, Turkey

		For Cooperating Teacher			
EVALUATION SHEET FOR THE PERFORMANCE OF THE TRAINEES IN THE CLASSROOM IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR ISTANBUL BILGI UNIVERSITY SCHOOL EXPERIENCE IN TEFL CLASS					
Trainee: _____		Cooperating School: _____			
Class: _		Date: _____			
PERSONALITY	NEEDS ATTENTION	FAIR	GOOD	EXCELLENT	
Is the trainee able to establish a good rapport with the students?				X	
Does the trainee have self-confidence?				X	
Is the trainee polite to the students?				X	
TEACHER TALK	NEEDS ATTENTION	FAIR	GOOD	EXCELLENT	
Is the trainee's voice audible?				X	
Is the trainee a good model in terms of pronunciation?				X	
Does the trainee speak fluently/naturally?				X	
Is the trainee's talk appropriate for the level of students?				X	
Does the trainee provide students with a wide range of structure/vocabulary?				X	
THE LESSON PLAN	NEEDS ATTENTION	FAIR	GOOD	EXCELLENT	
Are the objectives of the lesson defined correctly?				X	
Are the stages of the lesson indicated clearly?				X	
Are the activities planned communicative and creative?				X	
THE LESSON PLAN	NEEDS ATTENTION	FAIR	GOOD	EXCELLENT	
Does the trainee use appropriate techniques to introduce new topics/materials?				X	
Does the trainee use appropriate techniques to meet the objectives?				X	
Does the trainee provide students with a variety of explanations and examples?				X	
Does the trainee use the board/projector/OHP effectively?				X	
Does the trainee use the supplementary materials efficiently?				X	
CLASSROOM MANAGEMENT	NEEDS ATTENTION	FAIR	GOOD	EXCELLENT	
Are the instructions clear and suitable to the level of students?				X	
Is the trainee successful in eliciting responses from students?				X	
Does the trainee provide equal opportunity to each student to participate in class?				X	
Does the trainee organize and monitor the pair/group works efficiently?				X	
Does the trainee respond to the students' questions appropriately?				X	

Does the trainee provide appropriate feedback to the students' errors?				X
Is the trainee able to maintain students' interest?				X
Is the trainee able to use time effeciently?				X
	NEEDS ATTENTION	FAIR	GOOD	EXCELLENT
Overall evaluation:				X
Name of Cooperating Teacher:				
Signature of Cooperating Teacher:				

Annex 3

Sample of Teacher Observation Form, Spain

EVALUATING THE INTEGRATION OF CONTENT AND LANGUAGE

PRE-OBSERVATION MEETING FOR CLIL ACREDITATION

To be completed by the lecturer together with the CLIL Tutor before the observation

Lecturer:

CLIL tutor:

Degree program: videojuegos / Doble

Observation date:

grado

Subject:

Observation time:

(Topic)

Year:

Classroom location:

Number of students:

The observed instructional stage(s), the learning outcomes, and how the lecturer intends to assess them should be clarified in the lesson plan template.

CLASS OBSERVATION BRIC FOR CLIL ACCREDITATION

To be completed by the CLIL Tutor during and after each class observation.

Start time:

End time:

DOMAINS	INDICATORS	0	1	2	NA	Comments
OUTCOMES						
1. Stating and assessing CLIL-based learning outcomes	The lecturer makes the learning outcomes clear (oral or written).					
	The outcomes include reference to cognition, communication, and culture/community whenever possible.					
	The lecturer gives students a quick overview of the activities that will be used to achieve the learning outcomes.					
Subtotal		/6				
TASK SCAFFOLDING						
2. The need for linguistic and cognitive scaffolding at different stages is reflected in the tasks and the materials <i>Stages:</i> input/processing/output <i>Scaffolding examples:</i> text formatting / multimedia / glossaries / organizers and charts / sentence starters, etc.)	Students are provided with paper or digital resources .					
	input resources are adequately selected or adapted to enhance comprehension .					
	content and language input is broken down into manageable parts .					
	open production tasks (spoken & written) have appropriate language scaffolding .					
Subtotal						

DOMAINS	INDICATORS	0	1	2	NA	Comments
		/8				
TEACHING STRATEGIES	The lecturer					
3. Activating students' knowledge to make content and language more accessible and keeping students engaged	relates new knowledge to students' previous knowledge .					
	activates critical thinking through various question types .					
	engages as many students as possible and balances teacher/ student-centeredness ; with the use of interactive tasks /activities.					
	provides students with the opportunity to recycle information.					
Subtotal		/8				
4. Employing effective classroom management techniques	always gives clear concise and checked instructions, especially in complex activities.					
	monitors students while during tasks and intervenes when necessary.					
	employs wait-time skillfully for students to think and answer.					
	4.4 uses different student groupings (individual, pair, group etc.)					

DOMAINS	INDICATORS	0	1	2	NA	Comments
5. Using multimedia as support not the focus	5.1 engages students in appropriate tasks whenever multimedia is used.					
Subtotal		/10				

TEACHER TALK	The lecturer					
6. Teacher talk is employed to the benefit of the students and reflects awareness of certain important speaking skills	uses comprehension aids: synonyms, L1 when relevant, reformulations, definitions, comparisons, etc. and avoids using unnecessarily difficult language.					
	uses clear speech strategies: projects t voice, paces talk, pauses, stresses key words, etc.					
	varies intonation to convey meaning (is not monotonous) and models intelligible pronunciation.					
Subtotal		/6				
ASSESSMENT & FEEDBACK	The lecturer					
7. Evidence of formative assessment to check learning outcomes have been achieved and gives feedback	uses display questions and comprehension checks frequently to ensure students can follow. Avoids relying on "Do you understand?"/"Any questions".					
	employs effective teacher-led and student-led (whole class and individual) techniques when needed.					
	7.3 Oral and/or written feedback is provided during the lesson.					
	7.4 Feedback is critically constructive, and aids learning.					
Subtotal		/8				

Total		/46	

Sections that score less than 50%:	1	2	3	4	5	6	7

Strengths:

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Areas to improve:

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Post Observation Interview:

1. What did the students learn in this lesson?
2. How did you feel about the lesson?
3. What went well during the lesson? Describe what you did and how this contributed to effective class engagement and learning.
4. Explain why you think things went well. What do you think helps or prevents learning based on this experience.
5. What did not go so well? Explain what you did.
6. Why do you think this hindered learning?
7. Were the learning outcomes met? How do you know?
8. Based on what you learned from teaching this lesson, what will you do differently in subsequent lessons?

Action Plan:

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Signature CLIL Tutor: _____

Date:

Signature CLIL Lecturer: _____

Teacher Observation and Self-Evaluation Form

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Self-assessment and Teacher evaluation Form

Date: Time: from h. To h.

Name of the visited teacher:

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Subject:

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... class ..... ..
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Lesson topic:

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Lesson objectives:

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Preliminary preparation:

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Observers of the lesson:

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Lesson Observation:

<i>Indicator</i>	<i>Teacher's self-assessment</i>	<i>Evaluation of The inspector/ director, assistant director, head teacher /</i>	<i>Inspector's remarks/ director, assistant director, head teacher /</i>
Planning			
Teaching			
Evaluation			
Classroom dynamics			

Educational activity			
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Name, surname, position of the inspector:

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Familiar with the assessment: -

CRITERIA FOR SELF-ASSESSMENT AND EVALUATION OF THE TEACHER

Indicator	Points	Evaluation criterion
1. Planning	4	Has a leading role in joint planning with colleagues. Identifies and studies connections in cross-curricular areas. Shows flexibility and creativity in planning the learning process in the subject he teaches.
	3	He is able to implement the compulsory curriculum and the required end results in reasoned, meaningful and gradually complicating for the student programs on schedule. Makes changes to your plans to meet the needs of groups or individual students (lagging-advanced)
	2	He knows how to plan the learning process.

		Understands the need to make changes in his plans to meet the needs of groups or individual students (lagging-advanced)
	1	There are not enough skills to plan the learning process. He does not understand the need to make changes in his plans to meet the needs of groups or individual students (lagging-advanced).
2. Teaching	4	Creates its own set of teaching strategies and resources aimed at unleashing the potential of each student.
	3	Uses a rich and varied set of teaching strategies and resources.
	2	Uses an appropriate set of teaching strategies and resources.
	1	Does not use an appropriate set of teaching strategies and resources.
3. Evaluation	4	Improves the effectiveness of assessment, analyzes statistical information for the needs of the learning process.
	3	She uses assessment as part of her teaching to identify the needs of her students and motivate them. Masters and uses modern valuation technologies.
	2	Arguably assesses the knowledge and skills of students.
	1	Formally assesses students' knowledge and skills.
4. Classroom dynamics	4	Uses a variety of behavioral management techniques and strategies, adapting them as needed to promote students' self-control, independence, and teamwork by developing their

		social, emotional, and behavioral skills.
	3	Constructively manages the behavior of students, builds a clear and positive framework for order in the classroom, in accordance with the policy of behavior in the school.
	2	Creates a purposeful and safe learning environment that complies with current legal requirements and national policies, so that students feel safe and confident enough to actively contribute to the learning process.
		Allows disruption of the teacher / student relationship.
5. Educational activity	4	With his personal example he motivates and provokes creativity and awareness. Actively promotes the creation of emotionally and socially intelligent young people with open citizenship.
	3	He has engaged constructive and supportive relationships with students based on respect and trust.
	2	Demonstrates responsibility for the quality, content and implementation of school educational priorities.
	1	Has a formal attitude to the quality, content and implementation of school educational priorities.

