

Evaluating and developing the school staff

In the project Road to Quality Improvement, three evaluation tools were created that assist the headmaster, managing school officials and teachers in the assessment of individual work and development of teachers and teaching staff:

- Framework of teacher's professional qualities – evaluation and self-evaluation sheet
- Teacher's professional portfolio – a set of methods for evaluation and self-evaluation
- 360° feedback for the middle level of the school management – a set of questionnaires and methodological recommendations

Framework of teacher's professional qualities

The purpose of developing the Framework of teacher's professional qualities is to support the professionalization of the teaching profession and support the career development of teachers.

– Objectives of the Tool

Framework of teacher's professional qualities is a characteristic of an excellent primary and secondary school teacher, particularly a teacher of general education courses. It is a goal to which both the beginning and experienced teacher head towards. It is part of the system to support teachers in their professional development and in meeting their professional needs. The framework provides a comprehensive self-assessment and teacher evaluation. It reveals not only their strengths but also areas for improvement. Besides the predominant formative function of the tool we assume that it can be used also in the „summative“ sense, i.e. for reviewing and proposing other ways of the professional development. The tool also provides support to the school (to the introducing teacher, colleagues, school management) in helping the teacher and improving the quality of schools, including its system of evaluation and self-evaluation.

– Who is the tool designed for

The tool is designed primarily for teachers in the school and mentors who work closely with novice or experienced teachers. The tool is also intended for the management of schools. It serves evaluators - members of the school management or other persons having in the organization of a particular school the right to comment on the qualities and the work performance of teachers. It allows schools to lead a structured discussion about the quality of teacher work. It provides the background for effective development and continuing education of the teaching staff, serves on the selection of new teachers. It helps in the redistribution of the additional component of the teachers' salary. Using the tool, the school can present the structure and demanding character of the teacher work to legal representatives and the general public. The tool is the foundation for systemic collaboration between faculties of education and primary schools and practitioners, allowing educators of future teachers to develop the clinical concept of teaching practice and implementation of the reflective model of teacher education.

– Characteristics of the tool

The tool is based on an unfinished proposal of the Teacher Profession Quality Standard (Učitelství noviny (Teacher Newspaper), No. 12/2010), which is inspired by domestic theoretical concepts of teacher quality and foreign models, resulting from an analysis of two rounds of public debate (in 2008 and 2009). Framework of teacher's professional qualities is based on professional activities divided into areas:

- Planning the lessons
- Environment for learning
- Processes of learning
- Assessment of pupils' work
- Reflection on teaching
- Development of the school and working with colleagues
- Working with parents and the wider community
- Professional teacher's development

Professional activities are developed into quality criteria. The content of individual quality criteria is specified by examples of quality indicators.

The Framework of teacher's professional qualities also features a description of professional knowledge and professional ethics of the teacher. The electronic form of the tool also provides other documents, such as theoretical background of the tool, characteristics of teacher professional development or an example of a teacher-evaluator interview.

Sample of the 3rd area Processes of learning

The teacher uses teaching strategies that allows each student to understand the studied topics, acquire desirable competencies and gain internal motivation and skills for lifelong learning and cognition.

Criterion 3.3: The teacher differentiates and individualizes lessons with regard to the potential and needs of individual pupils, trying to reach the individual maximum for each pupil.

Examples of indicators:

- keeps a record of individual needs and abilities of students (e.g. on the basis of continuous systematic observation of pupils in the form of pupil portfolio)
- assigns tasks of varying difficulty (time, qualitative and quantitative difference)
- differentiates the schoolwork and requirements, modifies working methods and forms, criteria and evaluation methods
- takes into account individual learning pace, giving ample time to address the challenges
- takes into account different learning styles of students
- gives pupils during and out of lessons options and leads them to understand that every choice has consequences

Evaluation scale

A six-degree evaluation scale is used by teachers and evaluators for evaluating the quality of teacher professional activities in the criteria and areas that are developed in the Framework of teacher's professional qualities. Evaluating the quality of teacher professional activities in the specific criterion with a degree of the scale, always reasoned, is part of the basis for teacher-evaluator evaluation interview. Possible differences in the evaluation on the scale are an opportunity for clarification, arguing, or seeking agreement. Inherently, the evaluation scale is primarily used by teachers in their learning and development of skills, reflection and self-reflection, and by colleagues and school management to support the development of professional skills of teachers.

How to work with the tool

The focus of the model to evaluate professional qualities of the teacher is a teacher-evaluator interview, preceded by a phase of teacher self-evaluation and evaluation through an electronic form. The quality of the evaluation process is significantly affected by reflective and assessment skills of the teacher and evaluator.

Phases of the evaluation process:

1. The starting point for meaningful work with the Framework of teacher's professional qualities is familiarization with the meaning and content of the framework and all its components. Similarly, one should get well acquainted with self-assessment and evaluation through the electronic form and with the whole evaluation process, especially with the course of the teacher evaluator-interview. At this stage it is possible to modify examples of indicators in the tool according to the needs and circumstances of individual schools.
2. The headmaster or a person of the school authorized by him/her specifies who is to evaluate who, what, since when and until when (see Figure 1). The form of the tool allows you to select areas for self-evaluation/evaluation.
3. In a specified time (e.g. in a specified month or two) the teacher and the evaluator (2 assessors) perform self-evaluation/evaluation using the electronic form (see Figure 2). They choose an appropriate degree on the scale for professional activities described in the individual criteria and justify the choice in writing.
4. After the teacher and the evaluator have performed self-evaluation/evaluation, they can download the Basis for the Interview.
5. The interview is the core of the entire evaluation process. It takes place in a safe environment, supported with electronic self-evaluation/evaluation, or Basis for the Interview, or with support of other materials.
6. The evaluator, in agreement with the teacher, fills out the Interview Report, including strengths, incentives for growth and the teacher's personal development plan for the area (areas) evaluated. The results are displayed for the headmaster in a summary table.

The tool was prepared by a team composed of: PhDr. Anna Tomková, Ph. D.; prof. PhDr. Vladimíra Spilková, CSc.; Mgr. Jana Kargerová, Ph. D.; Mgr. Tereza Krčmářová, Ph. D.; PaedDr. Nataša Mazáčová, Ph. D., of the Pedagogical Faculty of Charles University in Prague; doc. PhDr. Michaela Pišová, M. A., Ph. D., of the Pedagogical Faculty of Masaryk University in Brno; Mgr. Klára Kostková of the Faculty of Arts, University of Pardubice.

Teacher's professional portfolio

The tool Teacher's professional portfolio is used for development and reflection of the teacher and his/her portfolio. The tool and work with it are complementary to the tool Framework of teacher's professional qualities. The Professional Portfolio is intended for teachers of general subjects in elementary and secondary schools.

The tool includes a description of how to properly introduce teachers' portfolios in schools, how to work with the portfolio, structure design and an example of what it may contain, an example of artefacts to individual parts and risks and recommendations for work with the tool.

The structure of professional portfolio

1. Structured professional CV
2. Personal educational platform (in this part, the teacher formulates his/her personal basis, teaching philosophy, opinions and attitudes towards the profession)
3. Professional development plan (personal career goals and steps to achieve them based on evaluation and self-evaluation)
4. Documents proving the fulfilment of the Framework of teacher's professional qualities for the following areas:
 - Planning the lessons
 - Environment for learning
 - Processes of learning
 - Assessment of pupils' work
 - Reflection on teaching
 - Development of the school and working with colleagues
 - Working with parents and the wider community
 - Professional teacher's development

The authors of the tool divide work with the portfolio into the following phases:

1. Collecting (searching and collecting) appropriate artefacts which should help answer questions such as:
Do I purposefully create an environment in the classroom in which the students feel comfortable and can work at full stretch? Do I treat the students as unique personalities?
Do I purposefully and intentionally use such teaching strategies that enable pupils to acquire the internal motivation, acquire the desired skills and meet the learning objectives?
2. Selecting artefacts that characterize or represent the area (e.g. preparation for teaching) and non-production of artificial documents.
3. Analysis, reflection is the third phase of the work with the portfolio and reflection over the documents supporting the answers to the questions above.
4. Meeting over the portfolio with evaluator. It is suitable if the teacher leads the conversation with his/her direct supervisor. The interview then not only provides feedback to the teacher, but also to the manager, contributes to better understanding between them and has a motivating character.
5. Formulating a personal development plan for the next period (usually one year) is the final phase of the work with the professional portfolio. It then becomes a binding part of the professional portfolio and is one of the criteria for self-reflection and assessment of the teacher's development in the future.

Examples of artefacts to the 5th area Reflection on teaching

5.1 evaluates the selected strategies, organization and methods of the lessons with regard to the planned targets of the lessons, but also the achievement thereof

- changes in educational plans
- feedback from students
- education plans

5.2 compares the planned learning objectives and the actual results

- samples of pupils' work
- pupils' speech video
- pupils' self-evaluation
- pupils' test results

5.3 collects and uses resources that help to reflect the effectiveness of teaching

- records of communication with students
- records of communication with parents
- information on pupils obtained from colleagues

5.4 evaluates the impact of teaching on the progress of each pupil

- pupil portfolio
- feedback from pupils
- comments of the observers
- test results
- pupils' self-evaluation

360° feedback for the middle level of the school management

The 360° feedback is a staff evaluation system that provides information about the competencies of the workers, their job performance and professional behaviour from multiple sources from different evaluators (immediate supervisor, colleagues, subordinates, external collaborators and others.), it also includes employee self-evaluation and an interview between the superior and the worker evaluated. The 360° feedback for the middle level of the school management uses computerized assessment. The system is designed for senior teachers of all types of large primary and secondary schools.

The middle management group in the broadest coverage includes the following staff:

- deputy headmasters
 - deputies for the lower primary school
 - deputies for the upper primary school
 - deputies for economy and operation
 - deputies for theoretical and practical courses (also by subjects)
 - deputies for separate units
- heads of groups of teachers
 - heads of methodological associations (1st - 2nd Year, 3rd - 5th Year)
 - heads of subject committees, senior teachers, heads of subjects, senior teachers by subjects, group teacher in the workshop
- careers advisors (for the lower and upper primary schools)
- coordinators (e.g. ICT, SEP, environmental education)
- prevention specialists
 - head of the after-school care centre
 - head of the school canteen
 - head of student's hall of residence
 - head of kindergarten
 - head of the administrative section

The following competencies are the subject of 360° feedback for the middle level of the school management:

- Work Initiative
- Working communications inside and outside the school
- Collaboration with colleagues
- Troubleshooting
- Resistance to stress at work
- Work organization, decision making
- Reliability, responsibility
- Leadership, human resources management
- Expertise

How to evaluate the staff in the 360° feedback

The evaluation period is usually one calendar year. The annual evaluation of the staff takes place, for example, in the period from early January to mid February of the following calendar year.

1. The participants will become familiar with the information on the evaluation system, evaluation rules, access to the electronic system, with questionnaires for evaluation, with information on the evaluation interview through the recording thereof.
2. The headmaster or a person of the school authorized by him/her sets who is to evaluate who, in what capacity, what, and in what period.
3. Then electronic evaluation - completion of the questionnaires take place (see Figure 3). The results of the electronic evaluation are the basis for the evaluation interview.
4. The evaluator shall determine, after consultation with the evaluated, a date and place of the evaluation interview so that the two had a chance to prepare for the interview.
5. The basis for the evaluation interview is evaluation reports (see Figure 4) for the evaluator and the evaluated, evaluation questionnaire of the superior and self-evaluation of the worker.
6. Following the evaluation interview, the evaluated worker confirms with his/her signature on the form Evaluation Interview Recording that he/she has been acquainted with the evaluation conclusions and that these have been discussed with him/her. The evaluator and the evaluated retain a copy of the evaluation questionnaires and the recording of the interview. The originals of all completed forms with signatures are forwarded by the evaluators to the headmaster.

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I believe that the tools can contribute to the school development and greater satisfaction of all those involved in the learning process of students. We wish that you find them to be useful aids that can be adapted to the needs of your school and provide space in evaluation to those involved in the development of the school staff.

360° zpětná vazba pro střední úroveň řízení.
Soubor dotazníků a metodických doporučení.
Přihášená osoba: PhDr. Marie Malá
Hodnocená osoba: Ing. Jan Nový
Tuto osobu hodnotíte jako svého spolupracovníka
ZPŘÍLIVY HODNOCENÉHO ZPŘÍLIVY SEBHODNOCENÍ

Hodnocená kompetence

Pracovní iniciativa

- aktivita, činnost
- pracovní nasazení, zaujetí
- ochota přijímat úkoly, ochota se osobně angažovat pro své úkoly
- orientace na výsledky, usilování o dosažení stanovených cílů (vytrvalost při plnění úkolů)
- pracovní tempo
- snaha o efektivitu a kvalitu ve své práci
- plnění úkolů bez připomínek
- ochota pracovat nad rámec svých povinností
- dosahování úspor při plnění úkolů
- ochota a schopnost realizovat náročnější úkoly
- schopnost učení se, rozvoj vlastních schopností, snaha se dále vzdělávat
- znalost a respektování navazujících činností své práce
- flexibilita – přizpůsobování se novým situacím, zvládnutí změn v práci – změn vnitřních a vnějších podmínek školy a vlastní práce
- rychlost reakce na nové úkoly
- sd.

Vztaž hodnocenému

vztaž/g hodnocené/mu

*Do vztaž hodnocenému uvádějte prosím konkrétní vztažy, aby si z toho mohla hodnocená něco odnést ke svému rozvoji.

Vaše hodnocení

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domů

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