S.A.T. - SCHOOL ASSESSMENT TOOL

A brand new tool for the Erasmus Plus project "NewS - New Skills New Schools"

	Elements of Practice	LEVEL OF ENGAGEMENT			Your Current Stage
		DEVELOPING	BUILDING	SUSTAINING	
1	Current Teachers mindset about their role to develop a European Awareness	(1) Most of the permanent teachers usually consider EU and its Institutions as a school topic to be learned. (2) They do not present practical implications. They rarely discuss with students the way a future life-plan can be designed into a European perspective. (3) Students learn information about EU but there are no dedicated programs in place to grow the awareness about the tangible effects of this ongoing evolution. (4) This topic is seen as a relevant aspect of specific subjects (Language & Literature, History, Geography…)	(1) Almost 40-50% of the permanent teaching staff usually consider EU and its Institutions as a relevant topic that is affecting education in different ways. (2) Teachers sometimes mention practical implications with pupils. They also discuss with students how a future life-plan can be designed into a European perspective. (3) Students are encouraged to learn about EU only when a Teaching Unit is focused on this theme. They can be occasionally motivated to reflect about the effects of this ongoing evolution. (4) Some teachers consider this topic as cross-curricular but they organize dedicated Teaching Units only for special events (e.g. celebrations, European days…)	(1) A significant part of the permanent teaching staff consider EU and its Institutions as a very relevant topic that is re-shaping education priorities. The School Development Plan also includes these concepts. (2) Teachers often analyze practical implications with pupils. They also discuss with students about their thoughts and opinions about EU and how a future life-plan can be successful if designed into this perspective. (3) Students are encouraged to learn about EU through dedicated educational experiences, and to reflect about the tangible effects of this ongoing evolution in their life. (4) A significant number of teachers consider this topic as cross-curricular and they always support internal or external projects and initiatives oriented to EU themes.	o **Developing** o **Building** o **Sustaining** o **Don't know**
2	Flexibility of the School Curriculum to match the skills required by the European Dimension	(1) Subjects and timetable are strictly planned and stay fixed for the whole school year. You can perceive some influence by external stakeholders to keep the current organization.	(1) Subjects and timetable can be adjusted to meet the need of temporary situations, curricular projects and special activities planned to enrich the educational offer.	(1) School is open to innovative ri-modulations of the timetable and Teachers often merge their work to plan cross-curricular approaches. (2)	

#	Area				Assessment
		(2) Additional experiences can get into the school curriculum only through external or internal projects carried out to enrich the educational offer. The School Council or the Headmaster strictly scrutinize and approve any proposal. (3) The separation between different subjects is pronounced and students relate every Teacher to a specific teaching area. (4) Most of the Teaching staff is afraid to try new organizational solutions or think they are unnecessary.	(2) Additional educational experiences can be carried out by one or more teachers with the "routine approval" by the School Council or the Headmaster. (3) The separation between different subjects is defined but students are used to a cross-curricular approach and they know that various Teachers can focus on a similar topic from different perspectives. (4) Most of the Teaching staff is intrigued by new organizational solutions but they are still hesitant.	Teachers are motivated by a high level of flexibility. They take maximum advantage of their teaching freedom. Communication to the School Council or the Headmaster is a routine and it is sometimes made just "for their information". (3) Teachers are identified by their subject but they take part in cross-curricular activities regularly. Students and Teachers are fully aware that skill-based tasks can be merged in their everyday routine. (4) A significant part of the Teaching staff is intrigued by new organizational solutions and they collaborate to find new opportunities.	o **Developing** o **Building** o **Sustaining** o **Don't know**
3	**Social and Interpersonal skills (students)**	(1) These skills are seen as a natural development of students' personalities. They are only partially involved in Formal Education. (2) Teachers are aware of their role to support pupils' individual and collective evolution but social abilities are considered an obvious consequence of the progress experienced at school and in everyday life outside. (3) Assessment of social skills is not yet an official parameter to evaluate students' learning success. (4) There are different opinions and views about the evaluation of "social skills" so it is hard to agree upon a shared standard.	(1) Formal Education can have a great impact on the development of social skills, so the whole school staff should work to create a positive emotional environment. (2) Educational Environment can be improved to help students developing their social attitudes. Teachers share this common vision and collaborate to create a positive environment. (3) Teachers often discuss the assessment of social skills and the best "approach" and "evaluation parameter" to assess students' learning success. (4) Social skills are perceived as a basic element for a successful growth, so they can be as important as other compulsory subjects.	(1) Students always take into the classroom what they experience outside. Formal Education should take into consideration also Non Formal and Informal experiences which are necessary aspects to assess social, interpersonal and emotional evolution of students' personalities. (2) Educational Environment must be improved to help students developing their social attitudes. Teachers share this common vision and collaborate to create a positive environment. (3) Assessment of social skills is important for understanding students' learning, it is also relevant for understanding social and emotional learning. (4) Social and Interpersonal skills are part of the ordinary assessment. There are **evaluation schemes** in place to	o **Developing** o **Building** o **Sustaining** o **Don't know**

				support Teachers' assessments.	
4	**Communicating in one or more Foreign Languages**	(1) Foreign Languages are mainly seen as a mandatory school subject. Learning one or more foreign languages is part of the school routine and students have to deal with this subject regardless of their real interest. (2) There is no tangible interaction between Foreign Languages and other subjects at school. (3) Foreign Language Teachers are seen as ordinary average curricular teachers and they do not play any special role in the school environment. (4) Foreign Languages at school are not linked to other subjects, Language Teachers only take care of their programs.	(1) Foreign Languages are not only a school subject but also useful tools to perform Informal activities (listening to music, videogames…) (2) Languages are sometimes used as cross-curricular discipline to involve students in projects or ICT tasks. (3) Foreign Language Teachers are seen as more dynamic teachers and they sometimes encourage students to perform experience-based-tasks. (4) Foreign Languages at school are often connected to other subjects, Language Teachers share topics and projects with other subjects.	(1) Foreign Languages are seen as an important tool to explore the world, travel, getting to know other cultures and think of a competitive life-plan. (2) Foreign Languages are a key-skill to improve interaction with other social abilities and they can easily be connected to some disciplines and/or experience-based-tasks. (3) Foreign Language teachers are seen as key-people in the development of the EU awareness. Their approach is often innovative and students see them as those who can refresh the school routine. (4) Foreign Languages at school are very often cross-curricular and they enhance contents introduced by other subjects. Language Teachers often promote topic-blend.	o **Developing** o **Building** o **Sustaining** o **Don't know**
5	**Multicultural Skills (students)**	(1) Pupils are aware that their national identity, habits and language are just one possible cultural expression among many, but they show suspicious mood or lack of interest when debating on cultural differences. (2) When an immigrant pupil enroll our school usually one or two school-staff people take decision about the best way to include he/she in the school community. Usually teachers' meetings are not organized to discuss the best solutions. (3) Only certain teachers engage pupils in cross-cultural topics and some students show	(1) Pupils are encouraged to reflect upon their national identity, habits and language and to find similarities with other cultures. They show a certain level of interest and curiosity about these topics. (2) When an immigrant pupil enroll our school usually a course-teachers' meeting is organized to take decisions about the best way to include he/she in the school community. (3) Pupils are often engaged in debates or experiences related to cross-cultural differences. They show a certain level of interest in	(1) Teachers always take into account how pupils react in front of foreign cultural elements, people or topics. Pupils show a genuine interest in cultural differences. (2) When immigrant pupils enroll our school we also involve teachers, families and group dynamics to improve the integration process. (3) Pupils are expected to learn features to be aware of in cross-cultural exchanges, how to gather information about cultural habits and how to adapt behaviours to get results	o **Developing** o **Building** o **Sustaining** o **Don't know**

		distrust or irony towards foreign cultures, habits and traditions. (4) Some First or Second Generation Immigrant Pupils are not fully integrated in the class-groups, also due to a lack of inclusiveness and bad approach of the classmates. In some occasions teachers can detect a suspicious mood or a lack of solidarity in the classroom.	these topics and most of them are developing cross-cultural sensitivity. (4) In the classroom pupils show a general constructive approach towards diversity and most of them socialize regardless of cultural difference. Many of them have friends of First or Second Generation Immigrants or from mixed marriages outside the school.	by simulating a cross-cultural experience and to build cross-cultural sensitivity. (4) Pupils are learning about fundamental cultural differences and how to be conscious of the synergies and differences between others' values and attitudes and those of your own culture. They will be acquainted on tools and methods for recognizing cultural issues at school and outside school and avoiding them or repairing them.	
6	ICT skills (TEACHERS)	(1) Teachers with the highest number of working hours/presence in the same classroom (i.e. core subjects like National Language, Maths, History etc…) do not use ICT at all. (2) Most of the Teachers do not use computer skills on daily basis to support their general organizational tasks. (3) Teachers never use the Internet and various online materials because they still rely on their books as main educational tools. (4) It is not relevant, in the learning process, to have Teachers with good ICT skills.	(1) Most of the Teachers with the highest number of working hours/presence in the same classroom (i.e. core subjects like National Language, Maths, History etc…) use ICT **occasionally or at intervals.** (2) Most of the Teachers often use computer skills to support their general organizational tasks. (3) Sometimes teachers use Internet and various online resources because they can be useful as an educational tool for their work. (4) Teachers with good ICT skills can spicy up their pupils' learning process, but these actions are mostly individual initiatives.	(1) Most of the Teachers with the highest number of working hours/presence in the same classroom (i.e. core subjects like National Language, Maths, History etc…) use ICT **frequently or on a regular basis**. (2) Most of the Teachers use computer skills every day to support their general organizational tasks. (3) Often teachers use the Internet and various online resources to improve their teaching strategies. (4) Teachers with good ICT skills interact with each other on a regular basis to consistently enhance their pupils' learning process (i.e. sharing applications, introducing flipped classroom approaches etc…)	o **Developing** o **Building** o **Sustaining** o **Don't know**
7	ICT skills (STUDENTS)	(1) Almost all kids needs specific lessons to learn how to access basic functions related to essential computer knowledge. (2)	(1) Most of the kids know how to access the basic functions related to essential computer knowledge. (2)	(1) Most of the kids know how to operate the basic functions related to primary computer knowledge. (2)	

		ICT skills are considered not very relevant in our teaching/learning process. Thus Teachers seldom check the awareness of these specific skills (according to their grades). Pupils are never or rarely put in touch with multimedia resources, applications or Web resources. (3) Many kids can use their smartphones but their abilities are unrelated to other devices or ICT environments. (4) School does not disseminate ICT certifications or ICT projects (i.e. ECDL or similar).	When students are engaged (individually or in groups) in tasks involving their very basic ICT knowledge (i.e. searching the Web, using a Web Site, create contents with popular softwares and applications), most of them show to be **sufficiently aware** of the activity - according to their grade - and some of them also have relevant basic ICT skills. (3) Many kids can use their smartphones and, if guided, they can to relate these skills to other devices or ICT environments. (4) There is certain interest towards ICT certifications and ICT project (i.e. ECDL or similar)	When students are engaged (individually or in groups) in tasks involving their very basic ICT knowledge (i.e. searching the Web, using a Web Site, create contents with popular softwares and applications), they generally show a **high level** of awareness and independence according to their grade. Their ICT skills are generally considered adequate to their age. (3) Most of the kids can use their smartphones and, if guided, they can **easily** relate these skills to other devices or ICT environments. (4) Some ICT certifications (i.e. ECDL or similar) are popular and ICT projects are regularly launched during the school year.	○ **Developing** ○ **Building** ○ **Sustaining** ○ **Don't know**
8	**Learning to Learn Skills (students)**	(1) Students are not able to develop thinking strategies to encourage their learning process. (2) Teachers do not use methodologies such as flipped classroom or cooperative work that provides students with opportunities to learning to learn. (3) Traditional teaching methods make students always dependent on their teachers in every study related matter. This trait suppresses the creative side of their personality and they never get to know their strengths. (4) Teachers don't develop self-evaluation activities in class as a reflection tool on their student's learning progress.	(1) Students start to develop some thinking skills to encourage their learning process. (2) Teacher are introducing some new methodologies such as flipped classroom or cooperative work that provides students with opportunities to learning to learn. (3) Students' are taught some linguistic strategies to make their learning process easier to carry out but they are still dependent to the adult. (4) Teachers give an oral feeback on student's work but they don't give them a written comment so students easily forget what they have to improve.	(1) Students are able to develop thinking strategies to encourage their learning process. (2) Teachers use new methodologies such as flipped classroom or cooperative work that provides students with opportunities to learning to learn (3) By a learner-centered practice, teachers show students how to make learning choices and monitor the positive and negative consequences of their choices to engage and make them responsible of their own process of learning. (4) By using rubric as a self-assessment tool, students are able to	○ **Developing** ○ **Building** ○ **Sustaining** ○ **Don't know**

				internalize the feedback that the teacher gave to them and they are able to include it in the new products.	
9	Sense of Initiative & Entrepreneurship (students)	(1) Teachers discuss with students' only about proficiency most of the time, leaving other attitudes out of observations or evaluations. Assessments are made considering only school marks and final year evaluations do not consider informal and non-formal skill progress. Families mostly agree with these approach.

(2) Students' observations and interests never lead Teachers to take on unplanned topics. Teachers try to keep kids on the planned curriculum most of the time.

(3) Non-Formal and Informal activities cannot be taken into consideration to better evaluate students personality and performances. They belong to personal students' life.

(4) During involvement in curricular or extracurricular projects pupils' sense of initiative is never put under assessment or evaluation. | (1) Teachers discuss with students' not only about proficiency. They try to raise awareness of other attitudes and positive behaviors to improve general conduct. These observations sometimes can contribute to determine pupils' assessments. Students and families can be aware of that on a certain level.

(2) Students' observations and interests can sometimes motivate Teachers to take on unplanned topics, but when it happens it is only for a brief digression. We should stay focused on the curriculum!

(3) Non-Formal and Informal activities can help teachers to better evaluate students personality and performances but this approach in everyday routine is usually reached through projects, outdoor activities, group works etc…

(4) During involvement in curricular or extracurricular projects pupils' sense of initiative can be assessed but is not an element to influence curricular evaluations. | (1) Most of the teachers constantly try to raise attitudes and behaviors to motivate pupils to improve their curiosity, perseverance and initiative. These observations always contribute to determine pupils' assessments; students and families are always aware of that.

(2) Students' observations and motivations can sometimes make Teachers take on unplanned topics to better match their interests, even if someone could see the topic as unusual.

(3) Most of the Teachers are aware that involving Non-Formal and Informal skills into the school activities can enhance the whole learning process; so they constantly highlight these aspects and use them to motivate kids.

(4) During involvement in curricular or extracurricular projects pupils' sense of initiative is assessed through specific indicators and can potentially be an element to influence also curricular evaluations. | o **Developing**

o **Building**

o **Sustaining**

o **Don't know** |
| 10 | Experience-based tasks/activities | (1) Some curricular subjects regularly implies practical experiences but they always follow given tasks strictly.

(2) Co-curricular activities are usually used to enhance educational measures or to give support to special need | (1) Some curricular subjects regularly implies practical experiences and students are given the chance to express their potential.

(2) Co-curricular activities are encouraged to give more opportunities to pupils. | (1) Some curricular subjects regularly implies practical experiences, labs and workshops and students are evaluated more on attitude than results.

(2) Co-curricular activities are usually a way to give | |

		pupils. (3) The Teacher is responsible to deliver an agreed program using the best educational approaches. The kind of activities are strictly established by external guidelines (i.e. The Ministry of Education, Local Educational Bodies etc…) (4) School is still very harnessed by many bonds; education follows national standards. Extracurricular activities are subject to national or local guidelines.	Teachers sometimes need to be motivated to develop such interactions. (3) The Teacher is a facilitator; responsible to deliver a flexible program using the best educational approaches. Any innovation should be agreed with Direction and/or colleagues. (4) School has a good degree of autonomy to decide its own extracurricular activities. National or local guidelines allows to customize the educational curriculum.	more opportunities to pupils. Teachers are inclined to develop such interactions. (3) The Teacher should act as Innovator by introducing some innovative programs. (4) Now-a-days, schools have been given much more importance to extracurricular activities so that the hidden potential of students could be guided.	○ **Developing** ○ **Building** ○ **Sustaining** ○ **Don't know**
11	**Introduction of innovative approaches (CLIL, Coding, Flipped Classroom…)**	(1) Most of the teachers define effective teaching as that which leads to improved student achievement set by single CURRICULUM TARGETS. (2) Teachers usually do not involve themselves in national or international networks and they prefer to exchange ideas with their local colleagues. (3) The traditional teacher-centered model is still the most popular. The teacher is the primary source of information. (4) CLIL, Flipped Learning and other Active Learning methodologies are not present in a meaningful way in the school routine.	(1) Most of the teachers define effective teaching as that which leads to improved student achievement set by CROSS-CURRICULAR TARGETS. (2) **Some** teachers usually involve themselves in national or international networks to exchange ideas with colleagues working in different environments and countries (i.e. using eTwinning) (3) There is a growing interest in the learner-centered approach, where learners are actively involved in the knowledge construction. (4) CLIL, Flipped Learning and other Active Learning methodologies are taking root in the school mentality and rubbing off on the teaching routine.	(1) Most of the teachers define effective teaching as that which leads to improved student achievement using outcomes that matter to their FUTURE SUCCESS. (2) A **relevant** percentage of teachers regularly involve themselves in national or international networks to exchange ideas with colleagues working in different environments and countries (i.e. using eTwinning). (3) There is a strong and consistent interest in the learner-centered approach. Learners are regularly involved in the knowledge construction. Students are encouraged to explore materials on their own. (4) CLIL, Flipped Learning and other Active Learning methodologies are part of the school routine.	○ **Developing** ○ **Building** ○ **Sustaining** ○ **Don't know**
12	**Inclusion of disadvantaged categories**	(1) School environment and staff consider <u>respect for</u>	(1) School environment and staff regularly promote	(1) There is a high level of attention of the whole	

		difference and acceptance of persons with disabilities as part of the daily shared values. (2) School environment and staff consider equality between men and women as part of the daily shared values. (3) School environment and staff consider full and effective participation and inclusion in society as part of the daily shared values. (4) School environment and staff consider attention on school bullying and non-discrimination as part of the daily shared values.	respect for difference and acceptance of persons with disabilities as part of human diversity and humanity. (2) School environment and staff regularly promote equality between men and women. (3) School environment and staff regularly promote full and effective participation and inclusion in society. (4) School environment and staff regularly promote attention on bullying and non-discrimination.	School environment and staff on respect for difference and acceptance of persons with disabilities as part of human diversity and humanity. (2) There is a high level of attention of the whole School environment and staff on equality between men and women. (3) There is a high level of attention of the whole School environment and staff on full and effective participation and inclusion in society. (4) There is a high level of attention of the whole School environment and staff on bullying and non-discrimination.	○ **Developing** ○ **Building** ○ **Sustaining** ○ **Don't know**
13	**Using various communication methods to seek and share information**	(1) The school web site is updated on a monthly basis. (2) The school web site is linked to other sites, platforms, blogs etc… connected to school projects and networks. (3) The school does not have a clear policy or an internal regulation about communication and/or dissemination of activities. (4) Traditional media: newspapers, local televisions, radio, advertising posters, are still seen as valuable tools.	(1) The school web site is updated on a weekly basis. (2) The school web site is linked to other sites, platforms, blogs etc… connected to school projects, networks **and visits are monitored.** (3) The school has a policy or an internal regulation about communication and/or dissemination of activities. (4) Traditional media: newspapers, local televisions, radio, advertising posters, are still seen as useful tools if used alongside IT media.	(1) The school web site is promptly updated every time it is required. (2) The school web site is linked to other sites, platforms, blogs etc… connected to school projects, networks. **Visits are monitored and there is a Feedback Collection System in place.** (3) The school policy about communication and/or dissemination of activities is regularly revised in order to meet the changes taking place in media, culture and society. (4) Traditional media: newspapers, local televisions, radio, advertising posters, are seen as tools necessary to reach all different target groups.	○ **Developing** ○ **Building** ○ **Sustaining** ○ **Don't know**
14	**Involvement of the School Community**	(1)	(1)	(1)	

and other Stakeholders	Families do not play a relevant role in any organizational aspects of our school. (2) Psychologists, social workers and health professionals are not part of the regular school staff. They can be involved through specific projects and on defined periods. (3) The practice of connecting the educational community to other local partners is pursued when National or Local Authorities give specific instructions. (4) The level of participation of the school stakeholders to the different school-initiated activities is considered to be moderate.	Families play an active role in some organizational aspects of our school and they can propose some adjustments. (2) Psychologists, social workers and health professionals are part of the school staff and they can operate beyond their strictly defined duties in order to give support in many different situations. (3) The educational community is developing an increasing awareness about the importance of partnerships with subjects coming from different areas. (4) The level of participation of the school stakeholders to the different school-initiated activities is considered to be quite good.	Families are involved in many school projects and they can play an active role in some organizational aspects of our school. They can also be represented on a Panel/Board. (2) A multidisciplinary approach to educational disadvantage and early school leaving brings together professionals **from within and beyond the school**, including psychologists, social workers and health professionals. (3) Effective relationships between schools and the community are regularly framed to have an important effect on the quality of learning. Libraries, youth and sports clubs, local NGOs and other community organizations can develop partnerships to reinforce the bonds between schools, families and learners. (4) The level of participation of the school stakeholders to the different school-initiated activities is considered to be excellent.	○ **Developing** ○ **Building** ○ **Sustaining** ○ **Don't know**

- **Getting started >>>** Effective use of this tool requires participation by the whole school community-students, families, school staff and members of the community.The assessment of school practice can be made by individuals, teacher groups, family groups, student groups or by the whole school community. It is important to gain an understanding of how the school is operating across the 14 dimensions before taking any action.