



Checklist for Assessing Educators' In-Service Training

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General Aspects	Evaluation Criteria
Use of Investigation, Research, Reflective and formative assessment Practices	The program encourages regular collection of data relating to the progress of the students on key language competences
	The program encourages the collaboration between teachers for the trial and testing of specific innovative teaching practices aiming to improve students' learning outcomes
	The program provides for coordination time between teachers for the investigation of specific teaching and learning methods
	The program encourages the collection of data relating to the students' progress in specific folders
Constructive feedback	The program encourages reflection on a regular basis based on the students' learning outcomes
	The program provides for the regular educators' feedback.
	The provided feedback is clearly based on the students' learning outcomes
	The feedback uses information based on the specific learning situation to make clear and specific suggestions for improvement.
	The feedback given primarily welcomes the lessons' positive



	elements and positive learning outcomes
	The feedback given primarily welcomes the lessons' positive elements
	Different feedback methods are used based on the teachers' needs, eg. lesson observation by a peer friend etc, co-teaching with more experienced teachers, exchange of ideas between teachers that teach in similar classrooms
Responsive feedback	The methods used adapt to the specific context and learning situation
	Co-teaching and co-planning are also used as a means of building trust and ensuring mutual responsibility between the senior teacher and the teachers
	The program provides also for teacher invited calls for feedback
	The school program provides time for the organization of regular meetings providing a dialoguing space for the discussion of pedagogical issues
	The methods used for the formation of the different dialoguing spaces avoid possible risk factors that may lead to the lack of a genuine dialogue
General Interaction / Supportive Climate	The methods used for the formation of the different dialoguing spaces encourage exchanges between teachers teaching in the same class and between teachers teaching similar lessons
	The original meetings do not necessarily lead to a specific solution of the issues discussed, but they also encourage reflection.
	The discussions build on the experiential knowledge teachers have acquired



	<p>The dedication, reliability and receptiveness on the part of the managers/trainers is expressed in every exchange between them and the teachers</p>
	<p>The program focuses on teaching skills which have been linked with effective teaching and learning</p>
Suitable Content and use of supportive material	<p>The program focuses also on areas in which teachers face difficulties</p>
	<p>The program provides for sources which facilitate its implementation.</p>
	<p>The program provides sources helping teachers acquire a deep understanding of the different pedagogical issues and practices.</p>
	<p>The in-service training events encourage active learning</p>
	<p>The in-service training events build on teachers' previous experiences</p>
Sufficient Organisation and Communication of the objectives	<p>The in-service training events use collaboration and discussion in small groups to increase participants' active participation</p>
	<p>The in-service training events effectively communicate their objectives to the participants</p>
	<p>The in-service training events are evaluated by the participants and evaluation data are used for the improvement of the content, the methods and the provided resources of this kind of activities.</p>
Effective Motivation - Use of Incentives	<p>The program helps encourage teachers' enthusiastic participation in the project</p>
	<p>The participation of the teachers in the in-service training activities does not result in an increased workload of the teachers</p>



In the case of teachers with high in-service training needs. E.g. newly qualified teachers additional incentives as reduction of teaching time are offered.

Duration

The teachers have multiple opportunities to participate multiple teachers in-service training opportunities and activities.

Teachers have enough time to participate in these events
