

## The Criteria for Evaluation of Conditions, Progress and Results of Education and School Services (2009-2010)

| Main evaluation areas                             | Evaluation criteria <sup>1</sup>  |
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| <p><b>A: Equal opportunities in education</b></p> | <p><b>• Subcriteria for evaluation</b></p> <ol style="list-style-type: none"> <li>1. Equal opportunities in admission to education               <ul style="list-style-type: none"> <li>• A school/school facility informs about its education offer and admission process. The information shall be accessible to all applicants</li> <li>• A school/school facility creates equal conditions for admission of all applicants and takes measures towards eliminating social, health and safety barriers</li> </ul> </li> <li>2. Emphasis on individual needs               <ul style="list-style-type: none"> <li>• A school/school facility identifies and registers children, pupils, students with special educational needs and the talented in the school register</li> <li>• A school/school facility organizes education in forms tailored to children, pupils, students with special educational needs and the talented</li> <li>• A school/school facility identifies and records children, pupils and students with risks of school failure and provides them with timely support in education</li> <li>• Preventive strategies of school/school facility focus on precautions to avoid accidents and social-pathological phenomena, in particular bullying</li> </ul> </li> <li>3. An equal approach during completing education               <ul style="list-style-type: none"> <li>• A school/school facility takes measures towards eliminating barriers in an equal approach during completing education</li> <li>• A school/school facility provides all pupils with equal opportunities during completing education</li> </ul> </li> <li>4. School counselling               <ul style="list-style-type: none"> <li>• School/school counselling facilities provide information and counselling in matters of education</li> <li>• School/school counselling facilities provide help in case of changing the Education Programme</li> </ul> </li> </ol> |

<sup>1</sup> Individual criteria and subcriteria for evaluation are used in content of character of evaluated school and school facility

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| <p><b>B: Management of a school/school facility</b></p> | <p>5. The School Education Programme (hereinafter SEP) /Content of education</p> <ul style="list-style-type: none"> <li>• The offer of school/school facility fulfils the conditions under which it was included into the school register</li> <li>• The SEP is elaborated and meets the requirements of the Education Act. It is in accordance with the principles of the Framework Education Programme (hereinafter FEP), if the FEP was issued</li> <li>• Innovations of the education content correspond to the principles and aims of the current Education Act and to the graduate's profile</li> <li>• The SEP takes into account the external environment (social, regional), real conditions and possibilities of the school/school facility which may affect education of children, pupils and students</li> </ul> <p>6. Strategies and Planning</p> <ul style="list-style-type: none"> <li>• The management of a school/school facility continuously evaluates and innovates strategies and plans for the implementation of the SEP</li> <li>• Accepted procedures are based on the school's self-evaluation, principles and aims of the Education Act and on priorities emphasized in the Long-Term Aim and the Long-Term Aim of the Region</li> <li>• The Educational Board and other employees of school/school facility participate in strategic planning and the school's self-evaluation</li> </ul> <p>7. A head teacher of a school/school facility</p> <ul style="list-style-type: none"> <li>• Meets the requirements for holding the office</li> <li>• Fulfils the legal duties resulting from holding the office according to the Education Act and other legal provisions</li> <li>• Creates conditions for further education of pedagogical workers and further activities of the school council, if it was established as stipulated by the Education Act</li> <li>• Exploits funds from the state budget efficiently, economically and effectively</li> <li>• Pays attention to opinions of self-governing pupils' and students' bodies</li> <li>• Takes consequential steps on the basis of the CSI findings</li> </ul> |
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| <p><b>C: Requirements for the proper functioning of a school/school facility</b></p> | <p>8. Personnel conditions</p> <ul style="list-style-type: none"> <li>• A school/school facility makes arrangements to minimize personnel risks (presumption of qualifications, age structure, substitutability)</li> <li>• A school/school facility systematically supports pedagogical workers - beginners (up to 3 years of experience)</li> <li>• The Further Education of Pedagogical Workers (FEPW) corresponds to the school/school facility needs related to implementation of the SEP</li> <li>• A school/school facility exploits funds allocated for the FEPW from the state budget efficiently, economically and effectively</li> </ul> <p>9. Material and financial conditions</p> <ul style="list-style-type: none"> <li>• A school/school facility ensures safe environment for education and the sound social, mental and physical development of children, pupils and students during all activities organized by the school/school facility</li> <li>• A school/school facility has potential for advancement of material resources needed for the implementation of the SEP</li> <li>• A school/school facility exploits the funds allocated from the state budget in accordance with the purposes for which they were assigned</li> </ul> |
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| <p><b>D: Course of education</b></p> | <p>10. Organization of education</p> <ul style="list-style-type: none"> <li>• Forms of education enable innovations of the educational process based on the results achieved in the scientific research</li> <li>• Efficient modern pedagogical methods and approaches are applied in the course of education</li> <li>• A school/school facility fulfils the syllabus (compulsory subjects of the curriculum, utilisation of available lessons and scale of optional and voluntary subjects) in accordance with the approved teaching documents or according to the SEP linked with the FEP, or it follows its education schedule</li> <li>• Education is organized in order to support good achievement of a child, pupil or student</li> </ul> <p>11. Pedagogical worker's support for children's, pupils', and students' personality development</p> <ul style="list-style-type: none"> <li>• A pedagogical worker applies pedagogical diagnostics in performing self-evaluation</li> <li>• A pedagogical worker provides opportunities for an individual approach in education and differentiated activities</li> <li>• A pedagogical worker stimulates children, pupils and students towards participation in various educational and spare-time activities</li> <li>• Pedagogical workers' evaluation is well founded and stimulates children, pupils and students towards improving their personal achievements</li> </ul> <p>12. Evaluation of children, pupils and students in the course of education</p> <ul style="list-style-type: none"> <li>• Children, pupils and students express themselves independently. They can freely choose from the educational offer</li> <li>• Children, pupils and students solve problems. They think in a logical and creative way</li> <li>• Children, pupils and students cooperate and respect work of others</li> <li>• Children, pupils and students openly communicate corresponding to their age and their education<br/>They express themselves in a cultivated way</li> <li>• Children, pupils and students are actively engaged in activities</li> <li>• Children, pupils and students use self-reflection and self-evaluation</li> </ul> |
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| <p><b>E: Partnership<sup>2</sup></b></p>  | <p>13. Development of relations between schools/school facilities and partners</p> <ul style="list-style-type: none"> <li>• A school/school facility cooperates with legitimate representatives of minor children and pupils, with parents of major pupils and students, eventually with people who have a maintenance duty towards aforementioned</li> <li>• A school/school facility takes action based on the evaluation of its founder</li> <li>• A school/school facility cooperates with the School Board (it concerns basic, secondary and tertiary professional schools), if the School Board was established under the Education Act. It also takes action based on its suggestions</li> <li>• A school/school facility supports formation of pupils or students body and allows it to participate in the administration of schools/school facility</li> <li>• A school/school facility organizes events for children, pupils, students and parents (school concerts etc.)</li> <li>• A school/school facility cooperates also with other partners in drawing up an offer of spare-time activities</li> </ul> |
| <p><b>F: Level of key competencies achieved through the educational content</b></p> | <p>14. Evaluation of support for the development of functional literacy (knowledge, skills, attitudes) of children, pupils and students in the following areas:</p> <ul style="list-style-type: none"> <li>• Reading literacy</li> <li>• Mathematical literacy</li> <li>• Foreign language communication skills</li> <li>• Information literacy</li> <li>• Social literacy</li> <li>• Science studies literacy</li> </ul> <p>15. Evaluating the level of knowledge and skills in selected subjects according to the FEP curriculum</p> <ul style="list-style-type: none"> <li>• The level of preparedness of children and pupils during the transition to a higher level of education</li> <li>• Appropriate level of mastery concerning expected outcomes identified in the FEP during the SEP implementation</li> </ul>  |

<sup>2</sup> According to the Education Act partnership includes not only school partners, but also other bodies such as informal parental organization, “partner schools”, sponsors, etc.

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| <p><b>G: Educational outcomes of children, pupils and students on the school/school facility level</b></p> | <p>16. Successfulness of children, pupils and students</p> <ul style="list-style-type: none"> <li>• Successfulness of children, pupils and students in realized the school's/school facility's programmes</li> <li>• Successfulness of children, pupils and students in self-evaluation</li> <li>• Successfulness of children, pupils and students in external evaluation</li> </ul>  |
| <p><b>H: Overall evaluation of school/school facility</b></p>  | <p>17. Compliance with the school/school facility's inclusion in the register of schools and school facilities<br/> 18. Ensuring the safety and health protection of children, pupils and students<br/> 19. Effective use of resources and funds for implementation of the SEP<br/> 20. Adherence to principles and objectives of the Education Act, in particular equal access to education during implementation of the SEP<br/> 21. Adherence to set rules for the assessment of learning outcomes of children, pupils and students<br/> 22. Level of educational results in relation to the requirements of the FEP</p> |