

Inspection reference frame for school heads and inspectors

In France, the career assessment of a secondary school teacher consists of 3 steps:

- *An observation in a class for about one hour, by both inspector and school head;*
- *An interview with the inspector just after the visit, for about one hour;*
- *An interview with the school head, in the following month, for about one hour.*

The professional competences of a teacher are evaluated according to 4 degrees, referring to a national frame of reference (JO du 18/07/2013).

Master level	To consolidate	Satisfactory	Very Satisfactory	Excellent
1. Mastering disciplinary knowledge and didactic				
2. Use clear and adapted language, and integrate into activities the mastery of the written and oral language by pupils				
3. Elaborate, implement and animate teaching and learning situations taking into account the diversity of pupils				
4. Organise and ensure a classroom functioning that promotes learning and socialization				
5. Evaluating student progress and acquisitions				
6. Contribute to the action of the educational community and cooperate with parents and school partners				
7. Install and maintain a climate conducive to learning				

8. Act as a responsible educator and according to ethical principles				
9. Accompany students in their education path				
10. Engaging oneself in an individual and collective approach of professional development				

Competences 1 to 5 are evaluated by the inspector (in lower and upper secondary schools)

Competences 8 to 10 are evaluated by the school head (or by the inspector in primary school)

Competences 6 and 7 are evaluated by both inspector and school head (or by the inspector in primary school)

Each competence is described by indicators that help inspectors and school heads adjust their assessment. See tables below called "Descriptors for evaluation grid".

The proposed descriptors are derived from BO No. 13 of 26 March 2015. They were reorganized according to the evaluation grid. They are an aid to evaluation but it is not expected to fully observe each element to position a teacher on a degree of mastery.

*If we focus on the competence 3 **"Elaborate, implement and animate teaching and learning situations taking into account the diversity of pupils"**, and the competence 4 **"Organise and ensure a classroom functioning that promotes learning and socialization"** we can consider these are indicators that evaluate education and social inclusion in the practice of the teacher.*

DESCRIPTORS FOR EVALUATION GRID

3. Elaborate, implement and animate teaching and learning situations taking into account the diversity of pupils

Expected competences	Satisfying	Very satisfying
<p>Know the basis of psychology (applied to children, teenagers and young adults).</p> <p>Know the processes and mechanisms of learning, based on research evidences.</p> <p>Take into account cognitive, affective and relationship dimensions of teaching.</p>	<p>Uses knowledge in psychology as well as objective observations to adjust his (her)actions towards students.</p> <p>Explains and justifies steps and reasoning in teaching.</p>	<p>Gathers various processes implemented by students to learn, analyzes them and helps them to improve them.</p>
<p>Adapt teaching and educational action to the diversity of students.</p> <p>Work with specialized educators to implement personalized approach for schooling students with disabilities.</p> <p>Identify the signs of dropping out of school.</p>	<p>Takes into account the diversity of the representations and the ways of learning to propose adapted answers.</p> <p>Recognizes the signs of difficulties in a student behavior; thinks about their nature and relies on specialized educators.</p>	<p>organizes his(her)teaching to create collective dynamics.</p> <p>Identifies each student's strength to construct appropriate learning paths.</p> <p>Contributes to the implementation of specific approaches that fit into institutional framework and respond to the diversity of situations.</p>

<p>Know how to prepare lessons and, for that, define planning, identify objectives, contents, didactic obstacles, strategies, training and evaluation procedures.</p> <p>Differentiate teaching according to the learning rhythms and the needs of each one.</p> <p>Adapt teaching to students with Additional Learning Needs (ALN).</p> <p>Take into account the social representations (gender, ethnic, socio-economic and cultural background) to overcome any difficulties in accessing knowledge.</p> <p>Select appropriate didactic approaches to the targeted skills.</p> <p>Promote the integration of soft skills (creativity, responsibility, collaboration) and the transfer of learning through appropriate processes.</p>	<p>Converts the objectives and the teaching contents as well as the requirements of the curriculum into activities that are feasible for the students.</p> <p>Establishes a short and medium term planning of his(her) sequences on the basis of the contents and the progressive learning.</p> <p>Organizes the implementation of the session: - clearly identifying the stages of the session and paying attention to their pace and duration; - formulating clear objectives, instructions and explanations for students to engage in the proposed learning tasks.</p> <p>Uses complementary communication supports (table, video projector ...)</p> <p>Is aware of the quality of the equipment used to perform the tasks.</p> <p>Is aware of the gaps between the design and the effective implementation of his(her) teaching and learning activities.</p> <p>In vocational high school, uses the benchmark of certifications to elaborate the learning progression.</p>	<p>Provides differentiation to answer the different needs of students.</p> <p>Ensures the diversification of the supports offered to students.</p> <p>Adopts diversified professional postures according to the activities undertaken.</p> <p>Provides students with work methods.</p> <p>Impulses real situations of questioning likely to awaken the critical mind of the students and to encourage the confrontation of points of view.</p> <p>Promotes as much as possible the autonomy and creativity of students.</p>
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4. Organise and ensure the functioning of a classroom that promotes learning and socialization

Expected competences	Satisfying	Very satisfying
<p>Establish a trust and kindness relationship with the students.</p> <p>Maintain a conducive climate to foster the students' learning and make it efficient.</p> <p>Make the objectives explicit for the pupils and share with them the meaning of learning.</p> <p>Promote the participation and involvement of all students and create a dynamic exchange and collaboration between peers.</p> <p>Establish a framework and rules ensuring safety within technical platforms, laboratories, sports and artistic equipment.</p> <p>Use appropriate strategies to prevent the emergence of inappropriate behavior and take action if they occur.</p>	<p>Establishes and maintains a framework for the efficient conduct of the usual activities of the class.</p> <p>State and explain the purpose of the learning. Gives a right to the error and avoids the stigmatizing effect.</p> <p>Boost exchanges between students Identifies and defuses a behavior that affects the functioning of the group.</p> <p>Ensures compliance with safety rules.</p>	<p>Adopts a spatial and temporal organization according to the age of the pupils and the proposed activities.</p> <p>Explains the issues and expectations, uses the error in students' productions and reasoning as a lever for the construction of learning, uses it to adjust and redefine his (her) educational objectives and his (her) assistance strategy.</p> <p>Promotes collaboration between students Responds appropriately and proportionately to inappropriate behavior.</p> <p>In vocational high school, offers working conditions close to those of the professional reality.</p>