

## Ceibal en Inglés - Primary & Media - Institute Assessment 2018

### General Information

<b>Institute</b>		
<b>Institute Coordinator/Director</b>		
<b>Date Institute joined CEI</b>		
<b>Review number</b>		
<b>Reviewer</b>		
<b>TQR Dates</b>	<b>Pre-observation meeting</b>	
	<b>Observation period</b>	
	<b>Institute Assessment meeting</b>	
<b>RTs Observed</b>	<b>Number and % of RTs observed</b>	
	<b>Number and % of observations</b>	

### Anonymous Feedback from Remote Teachers: (max 700 words for each area)

**Lesson plans:**

**Materials:**

**Assessment (only for Primary):**

**Coordination:**

**CREA2:**

**Training:**

**Challenges:**

**Feedback from Coordinators/Directors:**

**Lesson plans:**

**Materials:**

**Assessment (only for Primary):**

**Coordination:**

**CREA2:**

**Training:**

**Challenges:**

**Other:**

## Rating Scale

The following rating scale is used in the following sections 1-9:

<b>Met</b>	The standard is <b>mostly</b> and <b>consistently</b> met overall.
<b>Partly met</b>	The standard is met <b>to an extent</b> , but there are <b>some weaknesses</b> .
<b>Not met</b>	There is <b>no evidence</b> the standard is reached.
<b>Not applicable</b>	<b>Circumstances beyond</b> the <b>control</b> of the institute prevent accurate assessment.

**Quality Standards and Indicators**

<b>1. Remote Teaching Observation</b>					
<b>The observations show that <i>Ceibal en Inglés</i> students are receiving quality instruction according to the programme standards.</b>					
<b>Standard No.</b>	<b>Criteria</b>	<b>Met</b>	<b>Partly met</b>	<b>Not Met</b>	<b>N/A</b>
1.1	Lesson Planning	No. %	No. %	No. %	
1.2	Creating a positive learning environment	No. %	No. %	No. %	
1.3	Managing interaction and participation	No. %	No. %	No. %	
1.4	Managing activities	No. %	No. %	No. %	
1.5	ELT subject knowledge	No. %	No. %	No. %	
1.6	Understanding the learners	No. %	No. %	No. %	
1.7	Learning technologies	No. %	No. %	No. %	No. %
1.8	Resources	No. %	No. %	No. %	
1.9	Punctuality and form completion	No. %	No. %	No. %	
1.10	Portfolio completion	No. %	No. %	No. %	
<b>Overall percentage</b>		<b>No. %</b>	<b>No. %</b>	<b>No. %</b>	<b>No. %</b>
<b>Comments:</b>					
<b>Points of excellence:</b>					

2. Remote Teacher's Bonus					
Standard No.	Criteria	Met			N/A
2.1	Going the extra mile	No. %			No. %
Comments:					

3. Processes and Systems					
The processes and systems in place contribute to a smooth coordination of the programme.					
Standard No.	Criteria	Met	Partly met	Not Met	N/A
3.1	Institute has an internal quality assurance document detailing the management of the programme in relation to the nine areas covered in this assessment instrument.				
3.2	Institute communicates with schools (Primary) and/or CTEs (Media) at the beginning of a course to introduce themselves and when necessary during the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Institute ensures someone is available for technical support during all allocated remote lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Institute attends meetings to share experiences or receive information about the project e.g. monthly Institute Coordinator meetings, and communicates key information to remote teachers, e.g. about <i>Ceibal en Inglés</i> Handbook, Contests, training events and exams, e.g. YLE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Institute has a probationary period in place to assess remote teachers' suitability for working as a remote teacher and for working with children and/or teenagers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Institute communicates quality management pre-observation meeting, observation schedule and processes in advance to remote teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Institute ensures remote teachers complete and upload all the required documents to their portfolios, e.g. CV information, QM forms, evidence of coordination, use of CREA 2, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.8	Institute ensures remote teachers conduct first coordination meeting using the RT/CT Questionnaire for First Coordination form (only for Primary).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9	Institute submits its final comment on the teaching quality review in due course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>					
<b>Comments:</b>					
<b>Points of excellence:</b>					

<b>4. Cancellations, Substitution and Rescheduling</b>					
<b>Cancellations, substitutions and rescheduling are managed effectively to enable continuity of lessons.</b>					
<b>Standard No.</b>	<b>Criteria</b>	<b>Met</b>	<b>Partly met</b>	<b>Not Met</b>	<b>N/A</b>
4.1	There are free slots in teachers' timetables and teaching point availability for re-scheduling classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	The strategies and processes implemented by the Institute show good results on rescheduling and substitutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	A clear system is in place to effectively communicate changes to classes with schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	A clear system is in place to inform substitute teachers about the class and the last lesson taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Institute updates changes to teaching timetable on the Ceibal class system on an on-going basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>					
<b>Comments:</b>					
<b>Points of excellence:</b>					

5. Issue management					
Institute has resolved or reported and followed up on issues effectively using the correct channel and according to the CEI Handbook.					
Standard No.	Criteria	Met	Partly met	Not Met	N/A
5.1	Issues pertaining to video conference equipment are reported promptly and followed-up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Problems with access to CREA2 or training courses are reported promptly and followed-up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	RT performance issues reported to the institute are investigated and followed-up by the institute coordinator promptly and according to the CEI Handbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	Institute supports RTs and provides guidance for dealing with common challenges they may face by organising group/individual meetings, training sessions, and asking for external pedagogical assistance if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>					
<b>Comments:</b>  <b>Points of excellence:</b>					

6. Guidance and support for remote teachers					
Remote teachers receive full orientation and support on the programme before starting to teach and throughout the academic year.					
Standard No.	Criteria	Met	Partly met	Not Met	N/A
6.1	Remote teachers complete the <i>Ceibal en Inglés</i> 10-module in-house training course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.2	Remote teachers complete their corresponding mandatory courses on CREA2 in time and in due form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Remote teachers attend all <i>Ceibal en Inglés</i> face-to-face orientation training sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	Remote teachers peer-observe at least one lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	Remote teachers are given practical classroom management guidance with reference to the observation standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6	New remote teachers are advised on the syllabus, weekly cycle, integrative and evaluation weeks (levels 1 & 2), weekly evaluations (level 3) and extension weeks in primary. In the case of Media Conversation Classes, new remote teachers are advised on the syllabus, weekly cycle and final oral outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7	New remote teachers are shown how to use the following basic functions in CREA2: Groups, Resources, Courses and Messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8	New remote teachers peer-observe at least one coordination meeting or review a real coordination email.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9	RT orientation checklist is completed for each new remote teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.10	Progress with each new RT is reviewed and a record is kept by the institute coordinator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>					
<b>Comments:</b>					
<b>Points of excellence:</b>					

<b>7. Continuous Professional Development</b>					
<b>The institute provides on-going support and opportunities for remote teachers to develop teaching skills.</b>					
<b>Standard No.</b>	<b>Criteria</b>	<b>Met</b>	<b>Partly met</b>	<b>Not Met</b>	<b>N/A</b>
7.1	At least one formal observation is carried out by the institute for each remote teacher per year. Institutes must use of CEI observation form for that purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



7.2	The institute provides in-house training which is relevant to remote teaching and keeps record to prove that.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Institutes inform RTs and encourage them to attend <i>Ceibal en Inglés</i> face-to-face and online training events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	RTs are provided with relevant teaching resources to improve subject and methodology knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	A culture of peer observations is in place at the institute; RTs are encouraged to make use of peer-observation template.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6	A culture of sharing good practice amongst remote teachers is in place at the institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7	Institute ensures that RTs' presentations, flipcharts and additional materials are interactive, engaging, and suitable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>					
<b>Comments:</b>					
<b>Points of excellence:</b>					

<b>8. Institute Facilities and Resources</b>					
<b>The institute facilities and resources are suitable for remote teaching; size, space, light, equipment in order, appearance, audio, teacher comfort, materials, and Plan Ceibal signs.</b>					
<b>Standard No.</b>	<b>Criteria</b>	<b>Met</b>	<b>Partly met</b>	<b>Not Met</b>	<b>N/A</b>
8.1	Plan Ceibal signs are placed in all teaching points and are visible to CT/CTE and students during the class through VC equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Camera, VC equipment and laptop are all in full working order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	RTs have access to presentation software such as PowerPoint or ActivInspire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	Teaching points have good lighting or natural light. Blinds or curtains are in place to shield sunlight if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5	Teaching points have air-conditioning/heating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.6	Teaching points are sufficiently sound-proofed to avoid outside noise distraction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.7	An observer can fit comfortably inside a teaching point and not be in view of the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8	All teaching points have easily accessible information for resolving urgent technical problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.9	The VC equipment is kept safely and securely when not in use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.10	Teaching points are appropriately furnished to accommodate the RT and the VC equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>					
<b>Comments:</b>					
<b>Points of excellence:</b>					

<b>9. Teaching Quality Review Action Plan</b>					
<b>The action plan is completed by the institute, which contributes to the continuous improvement of quality standards.</b>					
<b>Standard No.</b>	<b>Criteria</b>	<b>Met</b>	<b>Partly met</b>	<b>Not Met</b>	<b>N/A</b>
9.1	Institute has implemented the action points from the previous year's Action Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	Institute contributes in setting the action points for the current Action Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	Once RT observations are carried out, the Institute writes down the academic action plan and sends it to the QM. The Institute updates the plan with the actions taken for each RT's progress per the QM's request.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>					
<b>Comments:</b>					
<b>Points of excellence:</b>					

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A summary of the progress made on the Action Plan from the previous Teaching Quality Review.				
No.	Action Point	Who	When	Progress Update (Achieved, in progress, not started, no longer applicable.)
1.				
2.				
3.				

**Institute Overall Comment**

Institute coordinator writes a brief summary of the teaching quality review.

**Action plan:**

An agreed list of action points, including immediate and long-term follow up as a result of the review for institute, British Council, or *Ceibal en Inglés* with deadline and name of person responsible.

No.	Action Point	Who	When
1.			
2.			
3.			
4.			

A copy of the review and remote teacher observations to be kept by *Ceibal en Inglés*.

Signed: Quality Manager

Date:

Signed: Institute Coordinator/Director

Date:

Signed: Quality Controller:

Date: