

**Evaluation of Centres and Teachers**

Code: 101660  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2500261 Education Studies	OT	4

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

It is recommended to have passed other subjects related to assessment (*Design, Monitoring and Evaluation of Plans and Programs*) and (*Organizational Development of Educational Institutions*).

## Objectives and Contextualisation

It is a 4<sup>th</sup> year subject that intends to complete the training of professionals to act in two big fields in a complementary way: training in organizations and directing and leading educational institutions.

For that matter, it answers the general objectives established in the profile of Pedagogy Bachelor's Degree, which are: assessing institutions, fostering development in organizations, managing resources and staff, applying strategic plans, designing and developing training activities.

It draws from the educational basis studied in previous years, and it has as references contents related to *Education and Educational Contexts, The Organization and Groups, Design, Monitoring and Evaluation of Plans and Programs, Organizational Development of Educational Institutions, Educational Innovation*.

Likewise, it is important to consider that this subject will be complemented with two other optional courses, which are: *International Quality Models* and *Educational Supervision and Inspection*.

Its general objectives are:

1. Thinking about concepts related to assessment of institutions and teachers.
2. Analyzing models of evaluation of institutions and teachers.
3. Identifying elements and parts that intervene in the assessment process.
4. Designing processes of differential evaluation (assessment of institutions and assessment of teachers)

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Evaluate plans, programs, projects, activities and educational and training resources.
- Evaluate policies, institutions and educational systems.
- Evaluate teaching-learning processes and education agents.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Make prospective and evaluation studies of the characteristics, needs and demands of training and education.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Apply the principles of organizational ethics to the delimitation and development of proposals for evaluation.
3. Apply the principles of professional ethics to the definition and development of proposals for evaluation.
4. Communicate using language that is not sexist or discriminatory.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Design plans for the evaluation of institutions and teachers.
7. Explain the explicit or implicit code of practice of one's own area of knowledge.
8. Identify situations in which a change or improvement is needed.
9. Identifying areas of analysis in institutional evaluation.
10. Identifying areas of analysis in the evaluation of institutional projects and programmes.
11. Identifying areas of analysis in the evaluation of the teaching staff.
12. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
13. Propose ways to evaluate projects and actions for improving sustainability.
14. Providing information on plans for assessing the institution and the teaching staff.
15. Selecting and applying models, strategies and instruments for evaluating institutional programmes and projects.
16. Selecting and applying models, strategies and instruments for evaluating the teaching staff.
17. Selecting and applying models, strategies and instruments of institutional evaluation.
18. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

## Content

### 1.- Evaluation of centres

- Conceptualization and general features of institutional evaluation
- Evaluating to change and improve.
- Models for evaluating educational institutions
- Strategies and tools for institutional evaluation
- Issues and alternatives in institutional evaluation

### 2.- Evaluation of teachers

- Conceptualization and general features of teachers' evaluation
- Models for evaluating teachers
- Strategies and tools for teachers' evaluation
- Issues and alternatives in teachers' evaluation

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
On-site Seminars	30	1.2	2, 3, 10, 9, 17, 15
On-site, big group (lectures)	12.5	0.5	2, 3, 10, 9, 17, 15
Type: Supervised			
Practical exercise developed in groups and delivery through the virtual platform.	32.5	1.3	2, 3, 10, 9, 17, 15
Type: Autonomous			
Dossier reading- teaching units, study and preparation of evaluation tests, development of practical exercises.	75	3	10, 9, 17, 15

The methodological approach of this subject centers the main activity in the students' learning process. In order to achieve this principle, students must be active and autonomous during the process, with the teacher's purpose of helping them in this task. In this regard, the teacher will 1) give support to students all the time giving them information and resources that they need to achieve learning, 2) look out for the students' autonomous learning, proposing them different teaching-learning activities (individual and group activities, theoretical and practical activities) under the principle of methodological multivariety.

In this approach, this subject is structured, in its design and development, in two kinds of teaching-learning activities, which we detailed and concretized in the following table:

Activity	Hours	Methodology	Learning Outcomes
On-site, big group (lectures)	30	This classes help to present contents and participate actively in their development at the same time. Despite being a type of activity where the spotlight is on the teacher, it is necessary to foster students' active participation, especially sharing their achieved (or in process to achieve) learning. At that moment, for example, it is when the practical activities are presented, which are part of the subject and will be developed individually or in groups.	4,5,6,10,11,12

Seminars (small groups-workshops)

This classes help to work in small groups to reinforce individual work and small group work (5 people approx.). At the same time, it is an adequate space to discuss and, without forgetting the whole group, customize learning through analysing documents, solving cases or varied activities. Here it is where we go deeper into contents and topics worked in big group.

8,9,10,11,12

Large group classroom activities should allow students to actively participate in the construction of professional knowledge. Although the spotlight falls mainly on the lecturer, it is important to encourage the students' active participation, not only in large group sessions, but also in working group sessions so as to resolve situations and / or specific problems that may arise in order to encourage the training of students.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1 theoretical-practical tests (individual assessment)	50%	0	0	2, 3, 6, 10, 11, 9, 14, 17, 15, 16
Attendance, participation and involvement in big grup classes (individual and group activities).	10%	0	0	5, 2, 3, 4, 8, 11, 9, 12
Presentation of group achievement	20%	0	0	5, 1, 2, 3, 6, 10, 11, 9, 14, 12, 17, 15, 16, 18
project to evaluate a group school	20%	0	0	5, 1, 6, 7, 8, 10, 9, 13, 12, 17, 15, 18

For the evaluation of the subject, we consider that there are three key moments: initial evaluation, continuous eva

- The *initial evaluation* helps us to know the entry level of students regarding their knowledge about the subject and experience in group work, self-directed work, etc., with the purpose of adapting the program to their features.
- The *continuous evaluation* helps us to verify the level of learning achievements in order to respond to diversity and students' particularities, as well as making decisions about the pace of the program's development.
- The *final evaluation* helps us to verify the level of the learning achieved, taking into account the objectives and competences of the program, considering the adaptations that we have might introduced.

With these basic principles, we have that the student must submit three types of evidence: 2 practical tests of a g

The individual theoretical-practical test will take place one week after finishing the two content blocks (January 2025).

The practices have a training purpose from the point of view of their evaluation, since they can be reviewed by the students.

The evaluation project of an educational center has a summative purpose and must be a synthesis of the realization of the activities.

Completion of all practical and theoretical-practical tests is essential to pass the course. In the event that there are any absences, the student must justify them.

Feedback of every evaluation activity will be given in two weeks after their submission.

Attendance is compulsory. The supporting documents only serve to explain the absence, in no case do they exempt from attendance. Students who do not pass any of the written tests will have the possibility of recovery on the indicated date.

The marks obtained in each of the evaluating activities will be delivered to the students by publishing results in Moodle or in the classroom. Once the grades have been delivered, the students will be able to review the grade in the hours that the teachers have for tutoring.

Attendance is mandatory. In no case can it be less than 80% of the sessions. The vouchers only serve to explain the absence; they are not an exemption for the attendance.

In the event that the student does not appear for the final individual written theoretical-practical test, neither submit the Evaluation Project of an educational center, it will be considered that he or she does not provide sufficient evidence for the evaluation, and the subject will be qualified as non-evaluable.

Linguistic correction, writing and formal presentation aspects will be taken into account in all activities. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if teachers consider that it does not meet these requirements.

Copying or plagiarism, both in the case of work and in the case of exams, constitute a crime that may represent failing the subject:

- A work, activity or exam will be considered to be "copied" when it reproduces all or part of another partner's work.
- A work or activity will be considered "plagiarized" when a part of a text by an author is presented as its own without citing the sources, regardless of whether the original sources are on paper or in digital format (more info at: [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_0\\_1.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0_1.html)).

It is recommended to follow the APA regulations (2019, 7th version). See:

[https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa\\_a2016.pdf](https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf)

Single evaluation. The student must hand in and take the written test on January 20, 2025. The recovery will be done on January 27, 2025:

- 2 practical tests (1 from the first block, 1 from the second block), with a weight of 20%
- Design and presentation of an evaluation project for an educational center, with a weight of 30%
- Passing an individual theoretical-practical test, in order to accredit and guarantee the achievement of the learning objectives and results, with a weight of 50%

The same recovery system will be applied as for the continuous assessment (January 27, 2025). The review of the final grade follows the same procedure as for the continuous assessment.

For more information on the general evaluation criteria and guidelines of the Faculty of Education Sciences, you can consult the link:<https://www.uab.cat/web/estudiar/graus/informacio-academica/avaluacio/en-que-consisteix-l-avaluacio-1345>

Every individual situation that doesn't fit with this guide must be communicated to the teacher responsible, to offer if it's pertinent, complementary evaluation without forgetting the evaluation's philosophy presented in this guide.

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AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN: <http://www.aneca.es/>

## Software

No specific software is used in this subject.

## Language list

Name	Group	Language	Semester	Turn
(TE) Theory	4	Catalan	first semester	morning-mixed

PROVISIONAL