CRITERIA FOR SYLLABUS EVALUATION[1]

Below are criteria for syllabus evaluation. Their objective is to help you conduct formative evaluation and improve the mentors' course and to provide evidence concerning the project's quality. In the end of the year we will examine the actual execution in comparison with the plans.

The criteria form part of Work package WP3 and WP4 and will be used both for the external evaluation of the project and the evaluation of the pilot mentor courses. Please submit the evaluation document by January 10 2021.

The Criteria are based on Ariav (1997) curricula evaluation tool.

Throughout this document, use of the word teachers also refers to kindergarten teachers.

The following appendices are attached to help you fill this document:

1. The project aims
2. A comparison table of the mentoring models
3. A comparison table between traditional mentoring and the project's conceptualizations of mentoring.
4. Integrative discussion of mentoring.

   Appendices 2 – 4 were written by WP1 team.

5. Mentoring in Israel, by Irit Sarig

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[1] *Disclaimer: The European Commission's support for the production of this deliverable does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

6. The Bologna guidelines for academic syllabi, sent by Barbara Rosenstein.
7. A summary of item 6 (in Hebrew).

We are greatly indebted to partners who helped us with their ideas and advice: Dr. Dalia Imanuel-Noy, Dr. Orit Dahan, Dr. Haya Kaplan, and Dr. Bosmat Ber-Nadav.

Sincerely Yours,
WP3 & WP4

Please answer the following sections and write a summative evaluation in the end:

1. The contents do not appear in the syllabus. 2. The contents are implicit. 3. The contents are partially stated. 4. Most of the contents appear in the syllabus. 5. All the contents are explicitly stated.

Criterion	Qualitative Comment	Summative Evaluation
1. Rationale and aims:		

1.1 Compatibility between course syllabus and rationale and goals of the project	Give details of the rationale and goals, and how they are similar to or differ from the project's goals	
1.2 The syllabus rationale is grounded in accordance with the mentoring models studied in the project: PGM, Lesson Study, SDT, community mentoring, reverse mentoring	Give a description of the syllabus model with reference to the mentoring models in accordance with WP 1 and 2	
1.3 Compatibility between the course syllabus and the Ministry of Education's syllabus	Give a description of which of the course's goals is the same as those mentioned in the Ministry of Education's syllabus	
1.4 Compatibility between the course syllabus and the EU Bologna guidelines	The goals are formulated as "learning outcomes". Goals, instruction and evaluation methods are closely connected.	
1.5 Designing the syllabus in collaboration with the relevant parties in the community and members of the project team	Name the parties who participated in designing the syllabus as well as a description of the collaboration and mutual relationship between them	

1.6 Accreditation process for the course	Describe the completed and planned accreditation processes	
1.7 Adaptability for the corona year	Describe the adaptations	
2. Contents	** The summative evaluation refers to the whole course and not just the provided examples	
2.1 Please describe the course's contents		
2.2 Compatibility between the course contents and its rationale and goals	Give two examples	
2.3 Compatibility between the course contents and the contents required by the Ministry of Education	Give two examples	
2.4 Compatibility between the course contents and local needs (educational frameworks or community/authority)	Describe the local needs and how the course is adapted to meet them	

2.5 Course contents refer to questions of empowerment, collaboration and professional development	Describe the contents related to empowerment, collaboration and the development of the mentors and interns	
3. Facilitation and participation		
3.1 Use of various teaching methods	Give details of teaching methods	
3.2 Active learning and participation among the participants	Give details of ways in which the mentors are planning to contribute to the contents and the course teaching (creation of a professional learning community)	
3.3 Joint meetings between mentors and interns / novice teachers	The number of joint meetings planned, including topic and how joint meetings will be held. Description of the added value of the joint meetings between mentors and interns	
3.4 Creation of a professional learning community	Describe the mutual collaboration and learning processes in the course	
3.5 Involvement of relevant parties in the community and additional people in the project	Describe the planned collaboration between the course facilitator and relevant parties in the community and additional people in the project	

3.6 Shared **facilitation** between the course facilitator and the educational or community framework representative	Describe how the educational or community representative will be incorporated into the course facilitation	
3.7 Flexibility in facilitation and in contents according to the groups' needs	Willingness to make possible changes in accordance with the groups' needs	
4. Evaluation and Feedback		
Is there a designated feedback process?	List the evaluation and feedback that are planned in order to learn from the experience and to improve the course, as well as to promote the positioning of the role of "mentor teacher" (use of the interview layout, questionnaire for mentors, discussion with the community, project partners in Israel and abroad	
5. Outcomes		

5.1 Do the assignments include a joint activity and/or initiative between the mentor teachers and the interns and novice teachers?	Describe the planned assignments/initiatives, and refer to the roles of the partners	
5.2 Do the assignments make it possible to evaluate whether the course's goals were achieved?	Explain how the course assignments can be proof of the mentors' (and interns') empowerment and / or whether any other goals of the course were achieved	
5.3 Partnership with the community	Explain how the partnership with the community was expressed during the course	
5.4 Continuation / sustainability	Explain the process for learning from the experience of the course in order to ensure its continuity	