



TEMPLATE FOR SELFIE PTK STEP 7

Monitoring & evaluation actions

MONITORING DURING IMPLEMENTATION OF THE ACTION PLAN

MONITORING AREA	INDICATORS	MONITORING DATA
METHOD/S & TOOLS FOR MONITORING AND COLLECTING DATA	Means for observing progress	<i>check those you defined in Steps 5 and 6; adjust if required</i>
MONITORING SCHEDULE	Appropriate scheduling for monitoring ongoing progress	<i>e.g., weekly, monthly, after conclusion of a specific activity or activities</i>
ASPECTS TO MONITOR	Uptake of Action Plan: no. of teachers / students / classes getting involved	<i>e.g., 3 teachers, 4 classes, 75 students</i>
	Activity progress levels	<i>e.g. commenced, partial, complete</i>
	Progress towards predefined objectives/goals	<i>see steps 3 & 5 of your Action Plan</i>
	Emerging facilitators & obstacles	<i>e.g., technological infrastructure, frequent meet-ups, etc.</i>
	Ongoing reactions of actors involved	<i>e.g., response in informal meetings, discussion groups, etc.</i>
	Ongoing measurable outcomes	<i>e.g., those in Step 5 SMART approach</i>

EVALUATION OF ACTION PLAN IMPLEMENTATION

MONITORING AREA	INDICATORS	MONITORING DATA
EVALUATION METHOD/S & TOOLS	Means for activity/plan evaluation	<i>those defined in Steps 5 and 6, plus others (e.g., discussion groups, informal meetings)</i>
EVALUATION SCHEDULE	appropriate timeframe for evaluating implementation	<i>e.g. immediately following completion of (all) activities, after 1 week, 2 weeks, etc.</i>
ASPECTS TO EVALUATE	Final level of involvement in Action Plan (teachers/classes/students)	<i>e.g., 2 teachers, 4 classes, 75 students</i>
	Completion of Action Plan activities	<i>e.g. partial, complete</i>
	Key outcomes achieved	<i>as: - observed by coordinating team - perceived by participants - measured (e.g., via student assessment)</i>
	Ultimate attainment of predefined objectives/goals	<i>defined in Steps 3 & 5, including measurable outcomes as per SMART approach (Step 5)</i>
	Key facilitators & obstacles to implementation & achievement	<i>e.g., meeting frequently, technological infrastructure, organisational factors, etc.</i>
	Ultimate response of actors involved	<i>e.g., in informal meetings, discussion groups, etc.</i>

GENERAL EVALUATION OF THE OVERALL SELFIE PTK PROCESS

Below you can find some indicative questions that can be used to get feedback from relevant stakeholders regarding the SELFIE PTK process.

- Was the coordinating team (in terms of role, synthesis) able to support the implementation of the SELFIE PTK? What would you change?
- Were the set priorities and goals of the action plan sufficient to guide the action plan?
- Were the success criteria and monitoring process of the action plan sufficient for the successful implementation of actions?
- Was it a collective process which involved a significant number of teachers?
- Were teachers engaged in an ongoing process of sharing knowledge, experience, and collaboration activities in relation to teaching with digital technologies?
- Has the necessary culture been developed in the school for the use of innovative learning approaches with the support of digital technologies?
- Was the school leadership proactive in the implementation process and especially in supporting teachers in integrating digital technologies into their teaching?
- Were teachers confident and skilled in using digital technology to support their teaching and adapted pedagogy? Has the school organised or facilitated professional development opportunities for the teachers?
- Did the action plan help teachers to integrate digital technologies into learning, teaching and the assessment of students' skills?
- Do students feel that the implementation of the action plan has changed how they learn?
- Do teachers/parents feel that the school benefited from the implementation of the action plan?