



European School LLC

შპს ევროპული სკოლა

Teacher Evaluation Manual



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Introduction

The European School provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

Our values-driven international education is expressed through core values that are woven into every academic and extracurricular activity at the European School. We actively promote four values that form the basis of everything we do. They include:

- Leading through innovation
- Pursuing excellence
- Growing by learning
- Fostering global citizenship

These values are embedded in both the curricular and co-curricular programs offered at the European School, forming the basis of an internationally oriented, values-driven educational experience.

Achieving the school's mission is only possible through the dedication of a highly qualified teaching faculty. Attaining and sustaining professional competence requires the continuous development of professional knowledge, practical skills, and behavioral competencies.

To support ongoing professional growth and ensure consistent, high-quality teaching, European School LCC. has established a comprehensive framework for teacher professional development and performance appraisal. These regulations and procedures are mandatory for all faculty members and form an essential component of the school's approach to teacher development and evaluation.

The Rule for Teacher Professional Development (hereinafter referred to as “the Rule”) outlines in detail all related processes and responsibilities.

To ensure a purposeful approach to teacher professional growth, as well as to maintain objectivity, transparency, reliability, and validity in performance appraisal, the Rule defines the standards for teacher evaluation, performance indicators, assessment rubrics, observation protocols, feedback questionnaires, and other relevant tools.

Purpose of Teacher Professional Development and Performance Appraisal

The primary objective of the professional development and performance appraisal framework at European School LCC. is to continuously enhance the quality of teaching and learning by fostering collaborative, focused, and ongoing professional engagement among school leadership, faculty members, and other stakeholders. This collective commitment aims to improve the overall educational process and positively impact student learning outcomes.

This goal is achieved through the effective use of the school’s internal capacity and human resources, encouraging collaboration, peer learning, and the sharing of best practices across the teaching community.

Professional Standards for Teacher Performance European School LCC.

Teachers at European School Ltd. are expected to demonstrate the following behavioral competencies:

- **Influence and Impact:** Demonstrates open, confident communication and the ability to positively influence and inspire others.
- **Commitment to Student Interests:** Prioritizes each student’s well-being and individual progress both within and beyond the school setting. Views each learner as a unique individual and supports their holistic development.
- **Alignment with the School’s Mission:** Exhibits behaviors and professional conduct consistent with the school’s vision, priorities, and strategic objectives.
- **International mindedness:** Possesses a global outlook and awareness, with the ability to identify and leverage opportunities at the international level.
- **Stakeholder Orientation:** Proactively identifies and responds to the needs and expectations of both internal and external stakeholders, demonstrating adaptability and openness to innovation.
- **Self-Development and Personal Effectiveness:** Continuously seeks personal and professional growth while actively supporting the development and well-being of colleagues. Promotes a positive and collaborative work environment.

- **Results Orientation:** Effectively manages time and resources, delivers high-quality work, and accepts accountability for actions and outcomes.
- **Teamwork and Collaboration:** Fosters collaboration within and across teams, demonstrating strong interpersonal and teamworking skills.
- **Commitment to Continuous Improvement:** Actively contributes to the ongoing development and renewal of teaching and learning practices, recognizing this as a form of social responsibility.
- **Global Citizenship:** Embodies and promotes the values of global citizenship. Encourages the development of essential global competencies and ethical values in students.
- **Decision-Making:** Applies ethical and evidence-based decision-making practices, shows resilience in the face of challenges, and demonstrates strong problem-solving skills and professional accountability.
- **Organizational Development:** Actively contributes to the implementation and refinement of the school's strategic plan. Demonstrates readiness to engage with challenges in pursuit of both short- and long-term goals aligned with the school's mission and values.

Assessment of Professional Knowledge, Practical Skills, and Behavioral Competencies

A teacher's professional knowledge, practical skills, and behavioral competencies are demonstrated and evaluated throughout the academic year based on their engagement in both instructional and non-instructional activities. The assessment is conducted in accordance with the following standards:

- **Standard 1** – Professional Knowledge and its Application in the Teaching Process
- **Standard 2** – Instructional planning
- **Standard 3** – Establishment of a Positive Learning Environment
- **Standard 4** – Purposeful Use of Diverse, Inquiry-Based Teaching Strategies and Learning Resources, Including Digital Tools
- **Standard 5** – Integration of Assessment in the Teaching Process
- **Standard 6** – Effective Communication
- **Standard 7** – Professional Responsibility

Each standard is broken down into specific performance indicators and corresponding qualitative descriptors. This structure ensures transparency regarding the expectations European School holds for teacher performance. Furthermore, it supports teachers in conducting meaningful self-assessment, facilitates peer review and professional dialogue, and provides a reliable framework for the Quality Assurance and Monitoring Team to conduct performance evaluations.

At European School Lcc., teacher appraisal is developmental in nature, aimed at fostering continuous professional growth and improved educational outcomes.

Standard 1 – Professional Knowledge and Its Application in the Teaching Process

The teacher demonstrates a strong command of the subject area and the relevant curriculum, applying this knowledge effectively in ways that are responsive to students’ developmental stages, interests, and individual learning needs.

Performance Indicators:

- Demonstrates thorough knowledge of the relevant curriculum and uses it as the foundation for instructional planning.
- Accurately conveys subject content, considering students’ prior knowledge and readiness levels.
- Presents key content elements, concepts, principles, and rules in ways that promote the development of higher-order thinking skills among students.
- Applies curriculum standards consistently and meaningfully throughout the instructional process.
- Understands and responds to students’ developmental characteristics and individual differences within the teaching and learning process.
- Demonstrates awareness of recent developments, research findings, and best practices in the field (including subject-specific pedagogy) and effectively translates this knowledge into classroom practice.

Standard 1 – Professional Knowledge and Its Application in the Teaching Process			
Not Applicable	Insufficient	Good	Excellent
The teacher makes serious subject-related errors. Instruction does not consider students’ prior knowledge or developmental characteristics. Concepts, rules, and terminology are either not explained or explained inaccurately. The teacher	The teacher's subject knowledge requires updating and further development. Some inaccuracies are observed when conveying subject content. The teacher is unable to establish or establishes incorrectly connections within the subject and across disciplines. While the teacher does provide explanations of concepts, terms,	The teacher demonstrates solid subject knowledge and generally establishes successful intra- and interdisciplinary connections. Provides students with explanations of concepts, terms, and rules that are mostly appropriate for their developmental level. Information is presented in an organized manner. The teacher makes a consistent effort to enrich students’ vocabulary both within	The teacher demonstrates deep, fundamental knowledge of the subject, including awareness of the latest developments and research in the field. Successfully establishes both intra-and interdisciplinary connections. Provides students with clear and precise explanations of concepts, terms, and rules that are fully appropriate to their

<p>makes no attempt to enrich students' academic vocabulary.</p>	<p>and rules, these are often not developmentally appropriate for the students. There is limited effort to enrich students' academic vocabulary, and students frequently misuse academic terminology. The teacher is able to use digital technology during the instructional process.</p>	<p>the subject area and in the general use of academic language. Students mostly use academic terminology correctly. The teacher is able to integrate digital technologies into the lesson to support the development of students' digital skills.</p>	<p>developmental level. Instruction is well-structured and consistently organized. The teacher actively seizes every opportunity to enrich students' vocabulary, both within the subject area and in the general use of academic language. Students use academic terminology accurately and confidently. The teacher effectively integrates digital technologies into the learning process to develop students' digital literacy and support their growth as responsible digital citizens.</p>
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Standard 2 – Instructional planning

Performance Indicators:

- Incorporates the core principles of constructivism, Universal Design for Learning (UDL), and differentiation when planning the learning process.
- Develops a vertical plan aligned with the relevant curriculum.
- Designs a thematic plan and establishes coherent connections among its components.
- Focus on inquiry-based teaching and learning.
- Considers both intra-disciplinary and interdisciplinary connections during the planning process.
- Formulates long-term and short-term learning objectives based on subject-specific curriculum standards, considering students' needs and interests.
- Selects a diverse range of activities, strategies, classroom organizational formats, and resources that are appropriate and aligned with the learning objectives.
- Ensures that assessment methods, including peer assessment and self-assessment, align with intended learning goals.

- Adapts lesson plans as needed based on evolving student needs or contextual requirements.

Standard 2 – Instructional planning			
Not Applicable	Insufficient	Good	Excellent
<p>The unit objective is vague, unrealistic, and not measurable, making it difficult to assess. It does not align with the expected outcomes of the relevant curriculum standard. There is a complete lack of coherence among the components of the plan, activities do not support the achievement of the stated objective, and resources are either missing or limited to the textbook only. Assessment methods are entirely inappropriate and fail to evaluate learning outcomes. No assessment criteria or rubrics are included. Activities for adapting the plan do not correspond to the needs described in the reflection section.</p>	<p>The unit objective is based on the intended learning outcomes of the relevant standard but is not focused on developing students' inquiry or other transferable skills. The objective is difficult to achieve within the given timeframe and/or lacks specificity, making it hard to measure. The plan demonstrates limited application of key principles of constructivism, Universal Design for Learning (UDL), and differentiated instruction. Connections between components of the thematic plan are partially disrupted, some activities contribute to the intended learning goals, while others do not. Resources, including digital tools, are limited. Assessment methods are only partially appropriate and do not fully capture the extent of student learning. Assessment criteria and rubric are either missing or poorly developed. The rationale for adapting the lesson plan based</p>	<p>The unit objective is clearly and realistically formulated; it is measurable and primarily focused on the development of inquiry and other transferable skills. The objective is aligned with the learning outcomes defined by the standard. There are connections among the topics within the unit that support the achievement of the unit objective. The plan generally incorporates the core principles of constructivism, Universal Design for Learning (UDL), and differentiated instruction. The components of the plan are mostly coherent activities, generally supporting the learning objective. Appropriate resources, including digital technologies, are indicated and are used by the teacher both in the planning and delivery of the lesson. Assessment methods aligned with the objective are identified, and rubrics are included that enable objective evaluation. The need for lesson plan adaptations, as presented in the reflection section, lacks clear justification, though the adapted</p>	<p>The unit objective is clearly and realistically formulated. It is measurable and fully aligned with the intended outcomes defined by the standard. The objective is explicitly focused on developing students' inquiry and other transferable skills. Logical connections are established between the topics within the unit, fully supporting the achievement of the objective. The plan thoughtfully incorporates the core principles of constructivism, Universal Design for Learning (UDL), and differentiation. The primary instructional approach is inquiry-based learning. The components of the plan are logically interconnected activities are fully aligned with the learning goals. All necessary resources are identified, including high-quality digital technologies that the teacher plans to use effectively as instructional tools. The assessment methods align with the objectives, and well-developed rubrics are included to ensure objective and accurate evaluation. The plan clearly</p>

	on student needs, as indicated in the reflection section, is weak or unclear, and the proposed adaptations are only partially aligned with the identified needs.	activities mostly correspond to the identified student needs.	demonstrates intra- and/or interdisciplinary integration, presented in a logical manner. The reflection provides a convincing rationale for the need to adapt the learning plan, and the adapted activities are fully responsive to the identified student needs.
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Standard 3 – Creating a Positive Learning Environment

Performance Indicators:

1. Environment Promotes Mutual Respect and Understanding

- Establishes a warm and equitable relationship between teacher and students.
- Recognizes and values diversity, including ethnic, religious, and cultural differences, and promotes related inclusive activities.
- Accepts and respects differing viewpoints.
- Actively engages students in the process of inquiry.
- Encourages students to become independent, self-directed learners.
- Demonstrates high expectations for all students.

2. Classroom Management

- Applies effective classroom management strategies.
- Ensures the active participation of all students during the lesson, including students with special educational needs (SEN).
- Promotes student self-regulation and responsible behavior.

Standard 3 – Creating a Positive Learning Environment			
<i>Environment Promotes Mutual Respect and Understanding</i>			
Not Applicable	Insufficient	Good	Excellent
<p>The teacher’s attitude toward students is predominantly subjective and often harsh. The teacher’s behavior negatively affects students and creates a tense classroom atmosphere. There is a perceived sense of unfairness and/or fear. The teacher shows little interest in students’ perspectives and does not allow opportunities for the expression of differing opinions. The learning environment does not support student engagement in the inquiry process. The teacher demonstrates biased attitudes toward certain students, including those</p>	<p>The teacher–student relationship in the classroom is at times overly familiar or overly authoritative. Expression of differing opinions is permitted but not actively encouraged. The learning environment provides limited support for student engagement in the inquiry process. The teacher’s attitude toward students (including those from diverse cultural backgrounds, genders, or with different learning needs) is often superficial, formal, or distant. The teacher struggles to recognize students as individuals and independent learners. High expectations for student success are not consistently communicated or demonstrated.</p>	<p>The relationship between the teacher and students is based on respect, care, and kindness. Expression of differing opinions and active engagement in the inquiry process are encouraged. The teacher treats all students, including those from diverse cultural backgrounds, genders, or with different learning needs—with respect and empathy. Overall, the classroom atmosphere is positive and supportive. However, the teacher may sometimes struggle to distribute attention equally among all students or to consistently demonstrate high expectations for each individual.</p>	<p>The relationship between the teacher and students is built on the principles of mutual respect, personal equality, and collaboration. The teacher actively encourages the expression of differing opinions and models respect for diverse perspectives. The learning environment fully supports each student’s engagement in the inquiry process. The teacher has a strong understanding of each student as an individual, recognizes their potential, and builds relationships accordingly, including with students from diverse cultural backgrounds, genders, or with specific learning needs. The teacher consistently demonstrates high expectations for every student.</p>

from different cultural backgrounds, genders, or with diverse learning needs.			
<i>Classroom Management</i>			
Not Applicable	Insufficient	Good	Excellent
The teacher is either unable or does not attempt to manage the classroom effectively. Students do not follow behavioral expectations. Time allocation for activities is inappropriate, either excessive or insufficient. Transitions between activities or any changes in routine result in classroom disorder, noise, and significant loss of instructional time. Lessons are conducted in a dull and disengaged manner. Students remain passive throughout the lesson.	The teacher struggles with classroom management. Students frequently need reminders about expected behavior, resulting in a loss of valuable instructional time. The lesson is generally slow-paced and lacks energy. Only a small number of students are actively engaged in the learning process.	Students are familiar with and follow the behavioral expectations appropriate for each activity and instructional method. The teacher rarely needs to remind them of these expectations. The lesson proceeds in a structured and orderly manner, with minimal loss of instructional time. The overall tone of the lesson is positive and dynamic, and the majority of students are actively engaged in the learning process.	Student behavior is self-regulated; they have a thorough understanding of, and consistently follow, the behavioral expectations appropriate for each activity and instructional method. Students (in accordance with their age) actively contribute to classroom management, as they share responsibility for maintaining the classroom environment. The entire class understands how to manage time effectively. The lesson is lively and dynamic from beginning to end, with all students actively engaged in the learning process.

Standard 4 – Purposeful Use of Diverse, Inquiry-Based Teaching and Learning Strategies and Educational Resources

Performance Indicators:

1. Purposeful Use of Teaching and Learning Strategies

- Designs lessons based on the core principles of constructivism, Universal Design for Learning (UDL), and differentiation.
- Applies inquiry-based approaches in the instructional process.
- Implements differentiated instruction strategies to address diverse learning needs.
- Uses a variety of interactive teaching strategies aligned with the lesson objectives to engage different levels of thinking and increase student motivation.
- Applies approaches that foster the development of metacognitive skills (planning, monitoring, and evaluating) and support students in mastering effective learning strategies.

2. Purposeful Use of Educational Resources, Including Digital Tools

- Effectively uses a wide range of instructional resources, including digital tools¹, that are appropriate to the learning objectives.
- Ensures equitable and safe access to learning resources for all students.
- Designs or adapts instructional resources based on the learning objectives and students' needs.
- Integrates existing technologies and digital resources into the learning process:
 - The teacher knows when and how to use digital technologies to enhance the quality of instruction.
 - The teacher supports students in using modern digital tools to deepen their understanding of content, foster critical and creative thinking, engage in problem-solving, research, communication, and collaboration.

¹ Types of digital resources include simulations, educational games, animations, quizzes, e-books, and other digital instructional materials.

Standard 4– Purposeful Use of Diverse, Inquiry-Based Teaching and Learning Strategies and Educational Resources			
<i>Purposeful Use of Teaching and Learning Strategies</i>			
Not Applicable	Insufficient	Good	Excellent
<p>The lesson objective and topic are unclear to students. Activities and teaching strategies are poorly planned, resulting in a disorganized and unfocused learning process that does not align with the intended objective. The teacher limits instruction to checking students' factual knowledge only.</p>	<p>The teacher introduces the lesson topic to students but does not explain the learning objective or explain the objective but it is only partially achieved by the end of the lesson. The teacher gives limited consideration to students' prior knowledge and readiness, and the lesson is minimally focused on the development of transferable skills, primarily emphasizing factual knowledge. There is little effort to connect new content to previously learned material. The activities and teaching strategies used by the teacher are mostly misaligned with the learning objective and lack effective organization. The teacher's role is dominant, with minimal encouragement for students to think critically, engage in reflective discussion, or develop metacognitive thinking skills.</p>	<p>The lesson topic, learning objective, and expected outcomes are clearly explained to students. The teacher generally takes into account students' prior knowledge and readiness and attempts to connect new information to previously learned content. The activities and teaching strategies used are mostly aligned with the learning objective and support the development of students' transferable skills. The teacher encourages students to reflect, analyze concepts, engage in reasoned discussion, and begin developing metacognitive thinking.</p>	<p>The teacher clearly and explicitly communicates the lesson objective to students and establishes connections between the immediate learning goal and broader, long-term goals. Students are guided to understand what they will learn and how this knowledge can be applied. The teacher takes into account each student's prior knowledge, readiness, interests, and learning styles. The lesson focuses not only on the topic itself but also on the development of students' transferable skills. Students are actively engaged in the process of inquiry. The teacher consistently connects new content to previously learned material. Instructional activities and strategies are purposefully aligned with the learning objective and require students to reflect, understand key concepts, and engage in reasoned, evidence-based discussion. These</p>

			strategies also promote the development of students' metacognitive skills.
<i>Purposeful Use of Educational Resources, Including Digital Tools</i>			
Not Applicable	Insufficient	Good	Excellent
The instructional resources used by the teacher are very limited and not aligned with the learning objectives.	The teacher uses instructional resources, including digital tools; however, in some cases, their use is ineffective or misaligned with the learning objectives. Students are not actively engaged with the resources and remain passive observers. The teacher occasionally attempts to adapt resources to students' individual needs, but these efforts are often unsuccessful.	The teacher uses instructional resources effectively and purposefully. Learning resources, including digital tools, are accessible to the majority of students. The resources used are mostly tailored to students' individual needs. Students are actively engaged in the use of digital resources during the learning process.	The teacher effectively and purposefully uses a variety of engaging instructional resources, including digital tools. All students have access to the learning resources, as individual needs are carefully considered. Students are actively involved in the creation of learning resources. They not only use digital technologies during lessons (individually or in groups), but also demonstrate problem-solving, critical thinking, and creative thinking through their use of these technologies.

Standard 5 – Use of Assessment During Instruction

Performance Indicators:

- Ensures transparency of the assessment process for students.
- Uses assessment methods that are aligned with the learning objectives of the lesson.
- Provides effective formative assessment and constructive feedback to support learning.
- Applies praise and encouragement in a purposeful and supportive manner.
- Encourages students to engage in self-assessment and peer assessment.
- Analyzes student performance data and draws appropriate conclusions based on the results.

- Uses assessment data and conclusions to establish individualized learning goals that support student progress and plans relevant instructional activities accordingly.
- Monitors student progress and, when necessary, makes adjustments to planned activities based on the analysis of monitoring results.

Standard 5 – Use of Assessment During Instruction			
Not Applicable	Insufficient	Good	Excellent
Students are not familiar with the assessment criteria. The teacher either does not check students' understanding of the material or uses assessment methods that do not effectively determine whether learning objectives have been achieved. No feedback is provided to students, or feedback is limited to negative comments only. Instructional activities planned and implemented based on student performance analysis do not address the identified learning challenges.	The assessment process is not transparent for students; they have only a general understanding of what constitutes a strong or weak response/performance. The assessment methods used partially determine whether the learning objectives have been achieved. Assessment tools are used primarily for diagnostic purposes. The teacher either does not provide formative feedback or, if provided, it is vague and unhelpful. Conclusions drawn from the analysis of student performance are general and not sufficiently targeted. Activities planned and implemented based on these conclusions only partially address the identified issues. The teacher makes limited and less effective use of a variety of assessment methods, including digital technologies.	The assessment process is transparent for students. The assessment methods used generally determine whether the intended learning outcomes have been achieved. Students are mostly involved in the assessment process, engaging in self-assessment and peer assessment. The teacher provides formative feedback, although in some cases it is general and directed at the whole class rather than tailored to individual students. Activities planned and implemented based on student performance analysis generally address the identified challenges. The teacher periodically uses a variety of assessment methods, including digital technologies.	The assessment process is transparent for students. The assessment methods used accurately measure whether the intended learning outcomes have been achieved. Student involvement in the assessment process is encouraged; students engage in self-assessment and peer assessment based on clear criteria. The teacher provides effective formative feedback that is personalized and directed toward each individual student. Praise is delivered sincerely and directed at both high- and low-achieving students, without comparisons; the teacher emphasizes effort rather than outcomes. Activities planned and implemented based on the analysis of student performance fully address the identified learning needs. The teacher consistently and effectively applies a variety of assessment methods, including digital technologies.

Standard 6 – Effective Communication

Performance Indicators:

- **Effective use of verbal communication** – Speaks respectfully and in language that is clear and understandable to students; appropriately manages voice volume, pitch, tone, clarity, and modulation.
- **Variety and correctness in spoken language** – Demonstrates diverse and appropriate language use; in foreign language instruction, uses accurate pronunciation and stress patterns.
- **Delivery of constructive criticism** – Expresses critical feedback in a respectful, clear, and effective manner.
- **Provision of oral and written feedback** – Gives feedback aimed at supporting the student’s growth and development.
- **Effective use of non-verbal communication** – Applies body language (facial expression, eye contact, gestures), appropriate use of classroom space, physical proximity, touch (as appropriate), pauses, and professional appearance.
- **Application of active and empathetic listening techniques** – Listens attentively and responds in ways that demonstrate understanding and empathy.
- **Use of digital communication tools** – Utilizes digital technologies to enhance communication with students and support the learning process.

Standard 6 – Effective Communication			
Not Applicable	Insufficient	Good	Excellent
The teacher’s verbal and non-verbal communication is ineffective. The teacher either does not provide feedback or, when given, it	Verbal and non-verbal communication is often less than effective. The feedback provided by the teacher is generally vague and lacks a clear focus on student development. In some cases, critical	The teacher generally uses verbal and non-verbal communication effectively. Most feedback provided is focused on student development, though in some cases it remains general. The teacher is mostly respectful and appropriate when	The teacher uses verbal communication effectively, speech is respectful, clear, and easily understood by students. Voice volume, pitch, tone, clarity, and modulation are well-balanced. The teacher’s language is diverse and

<p>is not developmental. Critical comments are delivered inappropriately or without sensitivity. The teacher demonstrates passive listening behavior. Despite clear need, the teacher fails to provide guidance, or the instructions given are not aligned with the activity. Instructions for learning tasks are not adapted to individual student needs; instead, only general directions are provided, which leaves some students at a disadvantage.</p>	<p>remarks are delivered inappropriately. The teacher may be passive or only superficially engaged as a listener. Instructions or guidance given to students are sometimes unclear, confusing, or overly general, often requiring additional clarification. While the teacher does attempt to create instructions tailored to individual student needs, these are not always applied effectively. Digital technologies are rarely used for communication with students.</p>	<p>delivering critical comments. They are usually active listeners. Instructions are clear, and directions are explained in a precise manner. The teacher has developed instructions tailored to students' individual needs and applies them appropriately. Additional clarification is rarely needed. Digital technologies are periodically used to support effective communication with students.</p>	<p>appropriate for the context. Feedback is personalized and focused on student development, while critical comments are delivered respectfully. The teacher makes effective use of non-verbal communication, including body language (facial expressions, eye contact, gestures), spatial awareness in the classroom, and strategic use of pauses. The teacher is an active and empathetic listener. Digital technologies are used purposefully to enhance communication with students. Students clearly understand even brief prompts or cues. Instructions are explicit and anticipate common misunderstandings. It is evident that concise directions are sufficient for students to complete tasks accurately. Instructions for learning activities are carefully designed and differentiated to meet students' individual needs.</p>
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Standard 7 – Professional Responsibility

Performance Indicators:

- Uses a variety of self-assessment methods for professional development purposes.
- Develops or updates an individual action plan based on the results of self-assessment and implements changes in teaching practice accordingly.
- Demonstrates ongoing commitment to self-improvement and professional growth.
- Engages in professional collaboration with colleagues.

- Collaborates with parents and the wider community.
- Participates actively in school development initiatives.

Standard 7 – Professional Responsibility			
Not Applicable	Insufficient	Good	Excellent
<p>The activities included in the teacher’s individual professional development plan are not based on the analysis or evaluation of conducted lessons and achieved outcomes. The plan does not reflect feedback received from colleagues, school leadership, parents, or students, nor does it incorporate analysis of student performance. The teacher shows no initiative toward self-development. There is no collaboration with colleagues. The teacher does not participate in school- or staff-led professional meetings. There is little to no cooperation with</p>	<p>The activities included in the teacher’s individual professional development plan are only partially based on the analysis and evaluation of conducted lessons and achieved results. The plan reflects limited consideration of feedback received from colleagues, school leadership, parents, and students, as well as limited use of student performance data. The teacher demonstrates minimal engagement in self-directed professional growth. The teacher rarely collaborates with colleagues, provides limited constructive feedback, and shows low willingness to seek or accept peer support. Participation in school- or teacher-organized professional meetings is infrequent. Efforts are made to cooperate with parents, but the collaboration is not consistently aligned with individual</p>	<p>The activities included in the teacher’s individual professional development plan are largely based on the analysis and evaluation of conducted lessons and achieved results. The plan is mostly informed by feedback from colleagues, school leadership, parents, and students, as well as by student performance data. The teacher is committed to self-development regularly attends professional learning activities, engages with current professional literature, builds connections with other local educational institutions, and applies the acquired knowledge to classroom practice. The teacher collaborates effectively with colleagues offers constructive feedback and frequently demonstrates openness to receiving support from peers. Participates in school- and teacher-organized professional meetings.</p>	<p>The activities included in the teacher’s individual professional development plan are fully based on the analysis and evaluation of conducted lessons and achieved learning outcomes. The plan is informed by feedback from colleagues, school leadership, parents, and students, as well as by detailed analysis of student performance data. The teacher consistently prioritizes self-development, regularly attends a wide range of professional learning activities, engages with up-to-date professional literature, builds and maintains partnerships with both local and international educational institutions, and effectively integrates the acquired knowledge into classroom practice. The teacher collaborates systematically with colleagues, provides constructive feedback and openly seeks and welcomes professional support. They take a leading role in organizing and/or actively</p>

<p>parents, or such cooperation is ineffective. The teacher is not involved in school development activities such as school projects, needs assessments, or other institutional initiatives.</p>	<p>students' needs and interests. The teacher takes a passive role in building effective school-home partnerships. The teacher is minimally involved in school development activities, such as school projects, needs assessments, or other institutional initiatives.</p>	<p>Cooperates with parents by taking into account each student's needs and interests, provides feedback focused on student growth, and fosters effective school-home partnerships. Actively participates in school development activities, including school-wide projects, institutional needs assessments, and other initiatives.</p>	<p>participating in professional meetings initiated by the school or teaching staff. The teacher works effectively with parents, taking into account the needs and interests of each student. They regularly provide feedback focused on student growth and help foster strong and productive school-home collaboration. The teacher is actively involved in school development initiatives, plans and implements school projects, contributes to institutional needs assessments, and engages in other school improvement efforts.</p>
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Teacher Professional Development and Performance Evaluation at the School Level

At European School, teacher performance is evaluated based on observed lessons, involvement in extracurricular activities, feedback from students and parents, and documentation presented in the teacher's professional portfolio.

The teacher evaluation process involves the following stakeholders:

- **Colleagues** – Within the framework of the “critical friend” approach, teachers observe one another's pedagogical practice, engage in peer evaluation, and provide formative feedback. “Critical friend” groups are formed at the beginning of each academic year for a one-year term and are formally approved through subject department meeting minutes. *See Appendices 1 and 2 for sample observation templates.*
- **Students and Parents** – Once per year, at the end of the academic year, students and parents assess teacher performance using a pre-designed electronic questionnaire. *See Appendix 3.*
- **The Quality Development and Monitoring Group** – This group evaluates teacher performance through classroom observation and review of documentation submitted in the teacher's professional portfolio.
 - The Quality Development Group observes each teacher's lesson at least once per academic year using the official evaluation form. *(See Appendices 1 and 2).*
 - If the observed lesson is rated as “Excellent” or “Good” across all evaluation criteria, the observation will occur once per academic year.
 - If the lesson receives a “Needs Improvement” rating on even a single criterion, the Quality Development and Monitoring Group will provide written formative feedback aligned with each evaluation criterion and will conduct a follow-up observation within the same academic year.
 - At the end of each academic year, every teacher is required to present their professional portfolio to the Quality Development and Monitoring Group.

The Professional Portfolio Must Include:

- **Self-assessment** – The teacher completes a self-assessment at the end of each academic year. This self-assessment is based on feedback received from “critical friends” and members of the Quality Development and Monitoring Group, as well as the analysis of student achievement data and responses from student and parent questionnaires. The self-assessment must be structured around all seven teacher performance standards.
- **An Individual Professional Development Plan** – This plan must be developed based on the self-assessment. *(See Appendix 4 for the self-assessment and individual development plan templates.)*

- **Evidence of Standard Implementation** – The teacher is required to submit at least one piece of documented evidence for each of the seven performance standards, as defined in the professional development plan. Each piece of evidence must be accompanied by a reflective commentary. *(See Appendix 5 for recommended types of evidence to be included in the portfolio.)*

Quality Development and Monitoring Group

The Quality Development and Monitoring Group is composed of the following members:

1. **Director of the European School** (serves as the head of all Quality Development Groups).
2. **Programme Coordinators** (serve as members of the Quality Group for their respective programme).
3. **Head of the relevant Subject Department** (serves as a member of the Quality Group for the corresponding subject area).
4. **Quality Assurance Coordinator** (serves as a member of all Quality Development Groups).

At least three members of the Quality Development and Monitoring Group must participate in the evaluation of each teacher's professional performance.

Appendices:

Appendix 1 – Sample Evaluation Form



Lesson Observation Evaluation Form

Teacher:			
Observer(s)			
Subject:	Lesson #	Grade Level:	Number of Students:
Observation Duration:	Start Time:	End Time:	Date:
Learning Objective(s):			
Activities:			

Standard 1	Professional Knowledge and Its Application in the Teaching Process
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ▪ Demonstrates thorough knowledge of the relevant curriculum and uses it as the foundation for instructional planning. ▪ Accurately conveys subject content, considering students' prior knowledge and readiness levels. ▪ Presents key content elements, concepts, principles, and rules in ways that promote the development of higher-order thinking skills among students. ▪ Applies curriculum standards consistently and meaningfully throughout the instructional process. ▪ Understands and responds to students' developmental characteristics and individual differences within the teaching and learning process. ▪ Demonstrates awareness of recent developments, research findings, and best practices in the field (including subject-specific pedagogy) and effectively translates this knowledge into classroom practice. 	
<p>Comments and Recommendations:</p>	
Standard 2	Instructional planning
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ▪ Incorporates the core principles of constructivism, Universal Design for Learning (UDL), and differentiation when planning the learning process. ▪ Develops a vertical plan aligned with the relevant curriculum. ▪ Designs a thematic plan and establishes coherent connections among its components. ▪ Focus on inquiry-based teaching and learning. ▪ Considers both intra-disciplinary and interdisciplinary connections during the planning process. 	

<ul style="list-style-type: none"> ▪ Formulates long-term and short-term learning objectives based on subject-specific curriculum standards, considering students' needs and interests. ▪ Selects a diverse range of activities, strategies, classroom organizational formats, and resources that are appropriate and aligned with the learning objectives. ▪ Ensures that assessment methods, including peer assessment and self-assessment, align with intended learning goals. ▪ Adapts lesson plans as needed based on evolving student needs or contextual requirements. 	
Comments and Recommendations:	
Standard 3	Creating a Positive Learning Environment
Performance Indicators:	
1. Environment Promotes Mutual Respect and Understanding <ul style="list-style-type: none"> ▪ Establishes a warm and equitable relationship between teacher and students. ▪ Recognizes and values diversity, including ethnic, religious, and cultural differences, and promotes related inclusive activities. ▪ Accepts and respects differing viewpoints. ▪ Actively engages students in the process of inquiry. ▪ Encourages students to become independent, self-directed learners. ▪ Demonstrates high expectations for all students. 	
2. Classroom Management <ul style="list-style-type: none"> ▪ Applies effective classroom management strategies. ▪ Ensures the active participation of all students during the lesson, including students with special educational needs (SEN). ▪ Promotes student self-regulation and responsible behavior. 	
Comments and Recommendations:	

Standard 4	Purposeful Use of Diverse, Inquiry-Based Teaching and Learning Strategies and Educational Resources
<p>Performance Indicators:</p> <ol style="list-style-type: none"> 1. Purposeful Use of Teaching and Learning Strategies <ul style="list-style-type: none"> ▪ Designs lessons based on the core principles of constructivism, Universal Design for Learning (UDL), and differentiation. ▪ Applies inquiry-based approaches in the instructional process. ▪ Implements differentiated instruction strategies to address diverse learning needs. ▪ Uses a variety of interactive teaching strategies aligned with the lesson objectives to engage different levels of thinking and increase student motivation. ▪ Applies approaches that foster the development of metacognitive skills (planning, monitoring, and evaluating) and support students in mastering effective learning strategies. 2. Purposeful Use of Educational Resources, Including Digital Tools <ul style="list-style-type: none"> ▪ Effectively uses a wide range of instructional resources, including digital tools², that are appropriate to the learning objectives. ▪ Ensures equitable and safe access to learning resources for all students. ▪ Designs or adapts instructional resources based on the learning objectives and students' needs. ▪ Integrates existing technologies and digital resources into the learning process: <ul style="list-style-type: none"> - The teacher knows when and how to use digital technologies to enhance the quality of instruction. - The teacher supports students in using modern digital tools to deepen their understanding of content, foster critical and creative thinking, engage in problem-solving, research, communication, and collaboration. 	
Comments and Recommendations:	
Standard 5	Use of Assessment During Instruction

² Types of digital resources include simulations, educational games, animations, quizzes, e-books, and other digital instructional materials.

Performance Indicators:

- Ensures transparency of the assessment process for students.
- Uses assessment methods that are aligned with the learning objectives of the lesson.
- Provides effective formative assessment and constructive feedback to support learning.
- Applies praise and encouragement in a purposeful and supportive manner.
- Encourages students to engage in self-assessment and peer assessment.
- Analyzes student performance data and draws appropriate conclusions based on the results.
- Uses assessment data and conclusions to establish individualized learning goals that support student progress and plans relevant instructional activities accordingly.

Monitors student progress and, when necessary, makes adjustments to planned activities based on the analysis of monitoring results.

Comments and Recommendations:

Standard 6

Effective Communication

Performance Indicators:

- **Effective use of verbal communication** – Speaks respectfully and in language that is clear and understandable to students; appropriately manages voice volume, pitch, tone, clarity, and modulation.
- **Variety and correctness in spoken language** – Demonstrates diverse and appropriate language use; in foreign language instruction, uses accurate pronunciation and stress patterns.
- **Delivery of constructive criticism** – Expresses critical feedback in a respectful, clear, and effective manner.
- **Provision of oral and written feedback** – Gives feedback aimed at supporting the student’s growth and development.
- **Effective use of non-verbal communication** – Applies body language (facial expression, eye contact, gestures), appropriate use of classroom space, physical proximity, touch (as appropriate), pauses, and professional appearance.
- **Application of active and empathetic listening techniques** – Listens attentively and responds in ways that demonstrate understanding and empathy.

- **Use of digital communication tools** – Utilizes digital technologies to enhance communication with students and support the learning process.

Comments and Recommendations:	
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Appendix 2 - Online/Distance Learning Observation Form



Online/Distance Learning Observation Form			
Teacher:			
Observer(s)			
Subject:	Date:	Grade Level:	Number of Students:
Learning Objective			
Standard 1		Use of Online Platform	
Performance Indicators: <ul style="list-style-type: none"> ▪ The teacher demonstrates the necessary technological skills to effectively use the selected online platform(s). ▪ The teacher adheres to the core principles of cybersecurity and online ethics and encourages students to do the same. ▪ The functionalities of the selected digital platform and the forms of online communication are clearly explained to students. 			
Comments and Recommendations:			
Standard 2		Creating a Positive Learning Environment	
Performance Indicators: <ul style="list-style-type: none"> • The teacher, considering the specific nature of the online format, actively engages all students in the lesson (e.g., through questioning, online discussions, use of self- and peer-assessment, pair or group tasks, etc.). • The teacher fosters an online learning environment that supports student inquiry and promotes the development of independent learners. 			

<ul style="list-style-type: none"> • The teacher effectively manages student behavior in the virtual space using appropriate behavior management strategies. • The online lesson is dynamic, the pacing is optimal, and instructional time is used purposefully and efficiently. 	
Comments and Recommendations:	
Standard 3	Relevant Online Instruction and Assessment
Performance Indicators:	
<ul style="list-style-type: none"> ▪ The instructional approaches and strategies used in the lesson both support the achievement of the learning objective and are appropriate for the online format. ▪ The teacher takes into account students' prior knowledge and uses it to facilitate the understanding of new material. ▪ The teacher applies the principles of differentiated instruction, considering varying learning styles and paces. ▪ The approaches used by the teacher (including both online lessons and homework tasks) foster the development of students' higher-order thinking and social skills. ▪ The teacher employs a variety of instructional methods that stimulate academic achievement and enhance students' motivation to learn. ▪ The teacher establishes a valid system for online student assessment and evaluates student achievement in alignment with learning objectives. 	
Comments and Recommendations:	
Standard 4	Effective Use of Instructional Resources
Performance Indicators:	
<ul style="list-style-type: none"> ▪ The teacher provides students with a variety of instructional resources aligned with the lesson objective (e.g., videos, presentation materials, useful links, etc.). ▪ The resources provided to students are appropriate for the online learning form ▪ The resources, including digital ones, are age-appropriate for the students. ▪ The students are actively involved in the process of finding and/or creating instructional resources. 	

Comments and Recommendations:

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Appendix 3-Student Electronic Questionnaire – Version 1

Statement		Subjects				
		Georgian	Mathematics	English
	Their lessons are so engaging, and the tasks so meaningful, that I don't even notice how quickly the time passes during class.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
	In their lessons, I learn a lot of information that isn't in our textbook and would be difficult to find on my own. This increases my interest in the subject.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
	The teacher explains the material in language we can understand. If they use a word or phrase that is unfamiliar to us, they make sure to clarify it.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
	I enjoy their lessons because they give us the opportunity to express our opinions, think critically, analyze, research, discover, and draw interesting conclusions.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
	The teacher shows us simple and effective ways to learn.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never

The teacher gives clear and precise instructions on how to complete assignments, which makes it easier for me to do the tasks.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
When completing homework and class activities, the teacher gives us choices (e.g., selecting one task from several options; presenting our work in different formats; working individually, in pairs, or in groups, etc.).	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
The teacher manages time so well during the lesson that we are able to complete everything, and we also receive comments and feedback on our answers. This helps me better understand my abilities and strengthens my confidence.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
When the teacher gives me a grade, they explain why I received that specific mark.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
The teacher asks us whether we liked the lesson, if we understood the explanation, and what kind of lesson would be more interesting for us.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never

<p>The teacher has a friendly attitude toward every student. They understand us well, respect our opinions, listen to what we have to say, and take our views into account.</p>	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
<p>All students are actively engaged in the learning process during their lessons. Everyone completes the assigned tasks, and no one tries to distract themselves or others with unrelated activities.</p>	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
<p>The teacher can maintain such strong classroom discipline without even raising their voice that even the most restless students don't disrupt the lesson.</p>	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
<p>When I face difficulties, I turn to my teacher, and they are always willing to help.</p>	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
<p>The teacher does not compare students to one another and never hurts anyone's feelings.</p>	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never 	<ul style="list-style-type: none"> <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never

<p>The teacher knows exactly what we are good at and what we struggle with; they help us develop our strengths and overcome our challenges.</p>	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Never 	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Never 	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Never 	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Never 	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Never
<p>When there are conflicts or tensions between students in the class, the teacher is able to resolve the situation in a way that no one is left feeling hurt.</p>	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Never 	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Never 	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Never 	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Never 	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Never

Appendix 4 - Student Electronic Questionnaire – Version 2

----- Lesson					
1. The following question relates to student behaviour during ----- lessons. How often do your classmates behave as described below during ----- lessons?					
<i>Please select one response for each row.</i>					
		In every lesson	In most lessons	In some lessons	Never or almost never
a)	During lessons in this subject, student behaviour is under the teacher's control.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b)	I really don't like how students behave during lessons in this subject.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c)	During lessons in this subject, students' behaviour sometimes upsets the teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d)	Student behaviour during lessons in this subject is problematic.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e)	My classmates behave the way the teacher expects them to.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f)	During lessons in this subject, students treat the teacher with respect.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g)	In this lesson, our class stays engaged and doesn't waste time.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

2. How often does your ----- teacher use the following activities/approaches to help summarize what students have learned (or covered)?					
<i>Please select one response for each row.</i>					
		In every lesson	In most lessons	In some lessons	Never or almost never
a)	My teacher devotes enough time to summarizing what we have learned.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b)	My teacher checks to make sure we truly understand what is being taught.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c)	My teacher explains what we did wrong in our assignments and gives us helpful advice.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d)	My teacher's comments help me understand how I can improve my results.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. How often does your ----- teacher use the following approaches and activities when explaining the lesson?					
<i>Please select one response for each row.</i>					
		In every lesson	In most lessons	In some lessons	Never or almost never
a)	If we don't understand something, my teacher explains it in a different way.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b)	My teacher can tell when our class understands something and when we don't.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c)	When explaining something, my teacher often thinks we understand, but in reality, we don't.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d)	My teacher has several good strategies that they use when explaining ----- to us.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e)	My teacher explains difficult topics in a way that is easy for us to understand.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

f)	My teacher asks us questions to make sure we understand what they explained.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g)	My teacher asks students to explain or justify their answers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h)	My teacher praises students for their effort.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i)	My teacher gives us challenging tasks that require problem-solving, reasoning, and justification.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j)	My teacher connects new material to the knowledge we have learned previously.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k)	My teacher allows us to freely express our opinions in class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l)	My teacher helps us find different ways to solve a problem (or complete a task).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m)	My teacher gives us the opportunity to conduct experiments or try things out.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n)	My teacher wants us to think critically, not just memorize the material.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o)	In this subject, we learn how to correct the mistakes we make.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. How often does your ----- teacher use the following methods/approaches to engage and motivate you and your classmates?					
<i>Please select one response for each row.</i>					
		In every lesson	In most lessons	In some lessons	Never or almost never

a)	For the ----- teacher, only work completed with our maximum effort is acceptable.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b)	My teacher doesn't let us give up when we have a difficult task to complete.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c)	My teacher wants me to explain why I think the way I do.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d)	This subject doesn't capture my attention because I often get bored.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e)	My teacher makes the learning process enjoyable.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f)	My teacher delivers interesting lessons.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g)	I like the way we learn this subject.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h)	In this subject, we learn something new every day.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. How often does your ----- teacher show care for you and your classmates, and demonstrate the attitudes described below?					
<i>Please select one response for each row.</i>					
		In every lesson	In most lessons	In some lessons	Never or almost never
a)	The teacher makes me feel that they genuinely care about me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b)	My teacher can tell when something is bothering me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c)	My teacher genuinely tries to understand what their students think.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

d)	My teacher wants us to share our opinions with them.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e)	Students decide which activities to choose and complete in this subject.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f)	My teacher gives us time to explain our opinions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g)	My teacher respects my opinions and suggestions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

6. How does your teacher assess you? How often does your teacher do the things described below?

Please select one response for each row.

		In every lesson	In most lessons	In some lessons	Never or almost never
a)	When I make a mistake with my homework, my teacher gives me the opportunity to find a way to correct it on my own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b)	My teacher gives grades/scores fairly.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c)	If an assignment is going to be graded, the teacher explains in advance what will be assessed and how.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d)	When I receive a grade/score, I understand why I got it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

7. How often do the following things happen during ----- lessons?

Please select one response for each row.

		In every lesson	In most lessons	In some lessons	Never or almost never
a)	My teacher is interested in each student's learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

b)	When needed, my teacher provides additional help to students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c)	My teacher supports students in their learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d)	My teacher explains the material until every student understands it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e)	My teacher gives students the opportunity to express their own opinions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

8. How often do the following things happen during ----- lessons?

(Remember, when answering this question, refer to the science subject you have selected.) Select one response for each row.

		In every lesson	In most lessons	In some lessons	Never or almost never
a)	The teacher tells me how I'm doing in this subject.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b)	The teacher explains what my strengths are in this subject.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c)	The teacher tells me which areas I need to improve.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d)	The teacher tells me how I can improve my results.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e)	The teacher gives me advice on how to achieve my learning goals.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

9. On average, how often does your teacher assign homework in -----?

Please select one answer

<input type="checkbox"/> 1	Does not assign homework → Please skip to Question 10
<input type="checkbox"/> 2	In every lesson
<input type="checkbox"/> 3	Every other lesson

<input type="checkbox"/> 4	Once every 2–3 weeks
<input type="checkbox"/> 5	Once a month
<input type="checkbox"/> 6	Once or twice per semester
10. On average, how many minutes do you need to complete your homework for ----- -----?	
<i>Please select one answer</i>	
<input type="checkbox"/> 1	Less than 15 minutes
<input type="checkbox"/> 2	16–30 minutes
<input type="checkbox"/> 3	31–60 minutes
<input type="checkbox"/> 4	61–90 minutes
<input type="checkbox"/> 5	More than 90 minutes

This is the end of the questionnaire.

Thank you very much for your participation!

Appendix 5 - Student Electronic Questionnaire – Version 2

Dear students of the Georgian Programme,

Please complete this questionnaire as our goal is to take your feedback into account to further improve teaching and learning.

Student Name and Surname:

Which grade are you in?

Grade 6A

Grade 6B

Grade 6C

Grade 6D

Grade 7A

Grade 7B

Grade 7C

Grade 7D

Grade 8A

Grade 8B

Grade 8C

Grade 9A

Grade 9B

Grade 9C

Grade 10A

Grade 10B

Grade 11A

Grade 11B

Grade 12A

Grade 12B

Please rate the following statements:

[1 – Strongly disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly agree]

1. I feel comfortable approaching my teachers when I need support.
[1] [2] [3] [4] [5]
2. I feel comfortable approaching the school administration when I need support.
[1] [2] [3] [4] [5]
3. I am satisfied with my academic performance this semester.
[1] [2] [3] [4] [5]
4. I am satisfied with my behavior this semester.
[1] [2] [3] [4] [5]
5. I feel safe at school, both physically and virtually.
[1] [2] [3] [4] [5]
6. The school provides timely information about my academic performance.
[1] [2] [3] [4] [5]
7. The school provides timely information about my behavior.
[1] [2] [3] [4] [5]
8. Staff take time to help me reach my personal best.
[1] [2] [3] [4] [5]

1. Student Support

Please rate the following statements:

[1 – Strongly disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly agree]

1. I am satisfied with additional services and teacher support.

[1] [2] [3] [4] [5]

2. I am satisfied with the library.

[1] [2] [3] [4] [5]

3. I am satisfied with the activities of the Student Council.

[1] [2] [3] [4] [5]

4. I am satisfied with the cafeteria.

[1] [2] [3] [4] [5]

5. I am satisfied with school transportation.

[1] [2] [3] [4] [5]

6. I am satisfied with additional/support lessons.

[1] [2] [3] [4] [5]

7. I am satisfied with the school clubs.

[1] [2] [3] [4] [5]

2. I am satisfied with my achievement in the following subjects:

[1 – Strongly disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly agree]

- Georgian Language & Literature
- Mathematics
- English

- Russian
- French
- German
- Spanish
- History
- Geography
- Civics
- Economics
- Government & Law
- Biology
- Chemistry
- Physics
- Visual Arts
- Music
- Personal Project
- ICT – Information & Communication Technologies
- Computer Science
- Robotics

What would you change?

3. What was your greatest success or personal achievement this semester that you would like to share?

Please write your response below:

4. Please share any other suggestions that might help us improve teaching and learning!

Please write your suggestions below:

Dear students, we sincerely thank you for your trust, understanding, and support! We wish you and your families all the best in 2025!

Submit

Appendix 5 -Online Questionnaire for Parents

Statement		Subjects				
		Georgian	Mathematics	English
	I receive comprehensive information from the teacher about my child's strengths and areas for improvement, which helps me support my child and prevent potential problems when needed.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
	This teacher demonstrates high expectations for my child, which helps strengthen their self-assessment skills and build confidence in their own abilities.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
	The teacher is able to present new material in a way that enables my child to complete homework independently, without additional help.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
	For my child, this teacher is a good educator whose lessons generate great interest among students.	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never
	The teacher is able to create environment in the classroom that allow my	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never

Appendix 6 -Self-Evaluation and Individual Professional Development Form

Professional Knowledge and its Application in the Teaching Process	
Strengths – What evidence or basis did I use to identify them?	Areas for Improvement – What evidence or basis did I use to identify them?
Professional Interests – How will I pursue or fulfill my professional interests? What activities will support this?	How will I improve my practice in this area? What actions or activities will support this?
Instructional planning	
Strengths – What evidence or basis did I use to identify them?	Areas for Improvement – What evidence or basis did I use to identify them?
Professional Interests – How will I pursue or fulfill my professional interests? What activities will support this?	How will I improve my practice in this area? What actions or activities will support this?
Establishment of a Positive Learning Environment	
Strengths – What evidence or basis did I use to identify them?	Areas for Improvement – What evidence or basis did I use to identify them?
Professional Interests – How will I pursue or fulfill my professional interests? What activities will support this?	How will I improve my practice in this area? What actions or activities will support this?
Purposeful Use of Diverse, Inquiry-Based Teaching Strategies and Learning Resources, Including Digital Tools	
Strengths – What evidence or basis did I use to identify them?	Areas for Improvement – What evidence or basis did I use to identify them?
Professional Interests – How will I pursue or fulfill my professional interests? What activities will support this?	How will I improve my practice in this area? What actions or activities will support this?
Integration of Assessment in the Teaching Process	
Strengths – What evidence or basis did I use to identify them?	Areas for Improvement – What evidence or basis did I use to identify them?
Professional Interests – How will I pursue or fulfill my professional interests? What activities will support this?	How will I improve my practice in this area? What actions or activities will support this?
Effective Communication	
Strengths – What evidence or basis did I use to identify them?	Areas for Improvement – What evidence or basis did I use to identify them?
Professional Interests – How will I pursue or fulfill my professional interests? What activities will support this?	How will I improve my practice in this area? What actions or activities will support this?
Professional Responsibility	
Strengths – What evidence or basis did I use to identify them?	Areas for Improvement – What evidence or basis did I use to identify them?
Professional Interests – How will I pursue or fulfill my professional interests? What activities will support this?	How will I improve my practice in this area? What actions or activities will support this?

Appendix 5 - Suggested/Recommended Evidence for Demonstrating Achievement of Each Standard

Standards	Evidence ³
Standard 1- Professional Knowledge and its Application in the Teaching Process	<ul style="list-style-type: none"> ▪ Certificate confirming the teacher's completion of a subject-specific competency exam ▪ Lesson observation reports ▪ Teacher's reflection on the integration of new/innovative knowledge into teaching practice ▪ Report on professional meetings with colleagues aimed at sharing new/innovative knowledge and experiences ▪ Certificates of participation in trainings, workshops, seminars, internships, etc., along with a reflection on how the acquired knowledge was applied in practice
Standard 2- Instructional planning	Thematic plans (see sample in Appendix 7), vertical curriculum plans (see sample in Appendix 6); plans for extracurricular educational activities (projects, clubs, study circles, etc.), and other related documents.
Standard 3- Establishment of a Positive Learning Environment	Lesson observation reports, student and parent feedback, and other relevant documents.
Standard 4- Purposeful Use of Diverse, Inquiry-Based Teaching Strategies and Learning Resources, Including Digital Tools	Feedback reports provided by colleagues and the Quality Development and Monitoring Group based on lesson observations; the teacher's reflection on the effectiveness of the methods used; student feedback; teacher-created instructional resources; and other relevant materials.
Standard 5- Integration of Assessment in the Teaching Process	Feedback reports from colleagues and the Quality Development and Monitoring Group based on lesson observations; student assessment rubrics and observation records; student feedback; the teacher's reflection on the effectiveness of assessment methods used during instruction; conclusions drawn from the analysis of student performance; planning of learning activities to support student progress; reflection on the implementation of these activities; and other relevant documentation.
Standard 6- Effective Communication	Lesson observation reports, student feedback, and other relevant documentation.

³ At the end of each academic year, the teacher must include in their professional portfolio at least one piece of evidence demonstrating alignment with each standard. The table below presents recommended types of evidence corresponding to each standard.

<p>Standard 7- Professional Responsibility</p>	<p>Completed self-evaluation questionnaire and professional development plan (see Appendix 4); reflection on participation in professional collaboration activities with colleagues; certificate of participation in professional development activities and a reflection on how the acquired knowledge can be transferred into practice; reflection on involvement in school development initiatives; plan and reflection on the implementation of social projects involving students, parents, and the community; report on the teacher’s own pedagogical practice research; school needs assessment report; and other relevant documentation.</p>
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Appendix 6 – Sample Vertical Plan

Subject:

Grade Level:

No.	Unit Title	Overview	Learning Objective	Subject-Specific Learning Outcomes	Cross-Curricular/Transferable Skills

Appendix 7 - Sample Thematic Unit Plan

<p>Grade: School: Unit Title: Duration / Number of Hours: Teacher:</p>
<p>Unit Objective:</p>
<p>Key Concepts and Topics Within the Unit That Support the Achievement of the Learning Objective</p> <ul style="list-style-type: none"> ▪ ▪
<p>Inquiry Questions That Support the Achievement of the Learning Objective</p> <p>Factual Questions:</p> <ul style="list-style-type: none"> • • • <p>Conceptual Questions:</p> <ul style="list-style-type: none"> • • • <p>Debatable Questions:</p> <ul style="list-style-type: none"> • • •
<p>Targeted Student Competencies to Be Developed Through This Unit</p> <p>Subject-Specific Competencies:</p> <ul style="list-style-type: none"> • <p>Transferable Competencies <i>(e.g., communication and collaboration, inquiry and research skills, critical and creative thinking, transfer of learning, self-management, reflection, etc.):</i></p> <ul style="list-style-type: none"> •

Resources to Be Used:

(List all materials, tools, digital platforms, readings, equipment, etc.)

-
-
-

Instructional Strategies for Achieving the Objective / Addressing Each Inquiry Question

(For each key topic, describe specific learning activities, teaching strategies, and the intended learning outcome at the end of the topic.)

-
-
-

Expected Learning Outcomes at the End of the Unit:

(What should students know, understand, and be able to do by the end of the unit?)

-
-

Assessment

How will you determine whether the learning outcomes have been achieved? What types of evidence will be used?

- Formative Assessment:
(Ongoing assessments to monitor student progress and guide instruction.)

- Summative Assessment:
(Assessment conducted at the end of the unit to evaluate achievement of learning outcomes.)

Reflection

How will you conduct self-evaluation, and what evidence will you rely on?

- Analyze the challenges or areas for improvement identified during the unit
- What would you improve and how?
- What changes would you make in future implementation?