

Educational Process Area

teaching and educational activities; the evaluation of learning outcomes, taking into account the individual progress of each child, the support of children with special educational needs, the relationship between teachers and children or students and the prevention of dropping out of the education system

CRITERIA	INDICATORS	SUB- INDICATORS
1. Effectiveness of interaction in the learning process	1. Organization of the pedagogical situation / lesson / production practice	1. The pedagogical situation / lesson corresponds to the planning of the didactic work
		2. The structure of the pedagogical situation / lesson is clear and justified in accordance with the expected results
		3. The teacher takes into account the volume of educational content in the pedagogical situation with the capabilities of the children
		3.A The teacher takes into account the volume of learning content in the lesson with the capabilities of students
		4. The teacher takes into account the organization of the pedagogical situation / lesson / production practice with the expected results and the possibilities of the physical one, incl. of the electronic environment
		5. An organization has been established for the effective conduct of the students' production practice
	2. Use of appropriate and diverse teaching methods, approaches, techniques and technologies	1. The teacher combines methods and approaches of teaching in a way that ensures the achievement of the expected results
		2. The teacher combines teaching methods in a way that ensures the formation of key competencies
		3. The teacher uses and requires the use of terminology that is consistent with the educational content and the age of the children / students.

		4. Didactic materials, equipment, tools, materials, etc. are used.
		5. The teacher appropriately uses ICT resources in the pedagogical situation / lesson
		6. The teacher enables the children / students to use ICT resources for educational purposes
		7. The teacher works to build interdisciplinary links and links between different educational areas
	3. The teacher demonstrates professional behavior	1. The teacher demonstrates presentation skills, speaks with appropriate strength and intonation
		2. The pace of work is consistent with group dynamics
		3. The teacher shows professional attitude and behavior
		4. The teacher uses and monitors the observance of the norms of the Bulgarian literary language in the process of teaching and communication
	4. Applying an individualized approach	1. The teacher takes into account the activities in the pedagogical situation / lesson with the individual abilities of the children / students
		2. The teacher checks the fulfillment of the set tasks
		3. The teacher monitors the learning / educational content of the children / students by emphasizing understanding and not mechanical perception and reproduction
2. Effectiveness of the interaction for personal development of children / students	1. Development of learning skills	1. The teacher motivates the children / students to take an active part in the learning process
		2. The past experience and knowledge of the children / students are used to acquire new knowledge
		3. The teacher assigns well-structured tasks that consolidate the acquired knowledge and deepen the understanding of the educational / learning content
		4. The teacher implements activities for the application of new knowledge and skills
		5. The teacher sets tasks for searching, extracting and using information from various sources related to the educational content

		6. The children / students express their own ideas, opinions and / or draw conclusions on the topic of the pedagogical situation / lesson
		7. Children / students have the opportunity to present in an appropriate way the results of their work in the course of the pedagogical situation / lesson
2. Development of skills in children / students for self-assessment, self-criticism and self-improvement - no		1. Children / students demonstrate skills for self-assessment of knowledge, skills and experience
		2. The teacher develops in the children / students skills for managing their own educational and professional development
		3. We work with children / students to form and develop critical thinking
		4. Work with children / students to acquire decision-making skills and take responsibility for their own actions
3. Developing skills in children / students for teamwork		1. The teacher organizes the children / students to work in a team / and according to the specific expected results
		2. The teacher changes the number and / or composition of the teams as the children / students have the opportunity to play different roles in the team
4. Early assessment of the child's development and the risk of learning difficulties		1. Screening was conducted to determine the risk of learning difficulties for children aged 3 - 3 years and 6 months or to assess the risk of learning difficulties for 5 and 6 year old children who were not screened
		2. There are trained pedagogical specialists in the kindergarten / school, resources are provided for the early assessment of the child's development and the risk of learning difficulties

	(only for preschool education)	3. Parents are informed about the results of the early assessment of the child's development and the risk of learning difficulties
	5. Providing general support	1. Activities for prevention of learning difficulties are carried out
		2. Parents are informed about the weekly consultations on subjects
		3. The parents have ensured the presence of the child: <ul style="list-style-type: none"> - in additional modules (aimed at children for whom Bulgarian is not their mother tongue or who do not speak Bulgarian well); - for additional training in subjects; - for the prevention of learning difficulties and for general support activities; - for the prevention of violence and overcoming problematic behavior.
		4. Teachers and other pedagogical professionals work as a team to discuss general support activities
		5. Additional training in subjects is provided
		6. Additional counseling on subjects is provided
		7. Career guidance of the students is carried out. (Art. 178, para. 1, item 6 of the WUA, Art. 180)
		8. Classes are held in the interests of students (within the meaning of Article 20 of the Ordinance on Inclusive Education)
		9. Speech therapy work is carried out
	6. Provide additional support	1. An assessment of the individual needs of the child / student to provide additional support for personal development was conducted
		2. The parent is familiar with the child / student support plan, the individual curriculum and the individual curricula of students with special educational needs and / or gifted students
		3. Didactic resources and work environment are provided according to the child / student support plan
		4. Adapted curricula and learning content, reasonable facilities, technical means, specialized equipment and

		specialized support environment, methodologies and specialists are provided
		5. The work of the support teams for personal development of the child or student in providing additional support is effective
3. Monitoring the progress of children / students and evaluating the results of students' learning	1. Results of external evaluations, Olympiads, competitions, etc.	1. Results of national external assessment in IV class
		2. Results of national external assessment in VII grade
		3. Results of national external assessment in X class
		4. Achievements / results of the children / students from participation in Olympiads, competitions, contests, etc.
	2. Results of state matriculation exams	1. Results of state matriculation exams in Bulgarian language and literature
		2. Results of state matriculation exams in a subject of the student's choice
		3. Results of a state exam for acquiring a professional qualification - in theory and practice of the profession
	3. Monitoring the level of acquisition of competencies in children / students	1. The child's achievements are monitored at the beginning and end of school hours in educational areas and are used to determine measures for children's progress
		2. The teacher uses different ways to track the progress of the children / students
		3. The pedagogical specialists jointly discuss and plan concrete measures for the progress of the children / students
	4. Ensuring transparency and objectivity of monitoring the achievements of children in kindergarten and the assessment process in school	1. Students and parents are familiar with the criteria for evaluating student learning outcomes
		2. The parents are informed about the schedule for conducting tests and class work
		3. The teacher argues his assessment
4. The teacher informs the parents about the learning outcomes of the children / students		

	5. Application of various types and forms of assessment in school	1. The teacher uses a variety of types and forms to assess students
		2. School external evaluation is carried out (Art. 6, para. 2, item 2 and para. 3, item 3 of Ordinance №11 for evaluation of the results of students' education)
		3. The teacher uses assessment to establish learning outcomes, address gaps and motivate learning
	6. Encouraging the progress of children / students	1. The teacher has high requirements for achievement and creates incentives for children / students to learn
		2. The teacher uses the mistakes of the children / students to encourage their progress
		3. The teacher gives feedback to the children / students about the results achieved in the pedagogical situation / lesson
4. Socialization and education in the educational process	1. Orientation of the pedagogical situation / lesson to the socialization and upbringing of the child / student	1. The teacher helps the children / students to adapt to the educational environment
		2. Components with educational impact are included in the training
	2. Maintaining positive discipline	1. Children / students demonstrate behavioral commitment and self-discipline
		2. There is no interruption of the pedagogical situation / lesson due to violations of the discipline
	3. Formation and development of social and civic competencies	1. Work with children / students to form and develop conflict management skills
		2. We work with children / students to form and develop skills for solving practical tasks
		3. Tolerance is encouraged in children / students
		4. The teacher works to build an active citizenship and national values
		5. The teacher forms and develops intercultural competencies in the children / students
		6. The teacher develops skills in children / students to protect and maintain a sustainable environment

		7. The teacher develops skills for a healthy lifestyle in children / students
	4. Creating conditions for meeting the personal, educational and social needs of children / students	1. Teachers organize external trainings (outside the classroom - in the park, in the museum, etc.)
		2. Teachers organize excursions, visits to cultural, scientific, public institutions and events for educational purposes
		3. Teachers conduct trainings with the participation of guest lecturers (parents, members of the public, etc.)
		4. Children / students are stimulated to participate in Olympiads, competitions, contests, etc.
5. Coverage, inclusion and prevention of dropping out of the education system of children and students of compulsory preschool and school age	1. Effectiveness of prevention measures	1. Identify children / pupils who are not covered, dropped out or at risk of dropping out
		2. Support is provided to children / students at risk of dropping out and from vulnerable groups
		3. Support is provided in the transition from kindergarten to school, as well as in the transition between the different stages in school
		4. The all-day organization of the school day is effective
		5. The program for prevention of early school leaving is effective
	2. Effectiveness of intervention measures	1. Working with children / students at risk of dropping out is effective
		2. The commitment of the parents for the regular attendance of the kindergarten / school is increased
	3. Effectiveness of compensatory measures about education)	1. Students who drop out of school are reintegrated into school
		2. The school provides training in various forms for the reintegration of students who have dropped out of school
		3. The school provides conditions for validation of learning outcomes
	4. Effectiveness of the interaction between the participants in the educational	1. The number of absences of children / students at risk of dropping out has decreased
		2. The educational results of students at risk of dropping out have been increased

	process to reduce dropouts from the educational system	3. The share of school dropouts has decreased
6. Degree of satisfaction with the educational process	1. Degree of satisfaction of students with the educational process	
	2. Degree of satisfaction of pedagogical specialists in the educational process	
	3. Degree of satisfaction of parents with the educational process	

"INSTITUTION MANAGEMENT" AREA

financial management; human resource Management; the professional skills and competencies of the pedagogical specialists; stakeholder interactions and physical environment management.

CRITERIA	INDICATORS	INDICATORS
1. Sustainable development of the kindergarten / school	1. Strategic management	1. The strategy for the development of the kindergarten / school reflects the specifics of the institution and takes into account the influence of the external environment
		2. The action plan to the Strategy for the development of the kindergarten / school corresponds to the goals and the financing of the activities is set.
		3. Measures to improve / update the strategy are identified according to the report

		4. The team of the kindergarten / school is involved in the development of the Strategy for development of the institution and the plan for its implementation
		5. The kindergarten / school team shares the mission and vision
	2. Autonomy of the kindergarten / school	1. The kindergarten / school defines its activity in regulations in accordance with the specifics of the institution
		2. The kindergarten / school chooses the organization, methods and means of education to ensure quality education, incl. and implementing innovative practices
		3. The kindergarten / school chooses and approves its symbols and rituals
		4. The school determines the profiles, professions, curricula and study programs
	3. Operational management	1. Resources and an appropriate working environment shall be provided for the effective performance of the relevant post
		2. The activity of the Pedagogical Council contributes to the achievement of the goals of the institution
		3. The Director shall ensure clear and transparent rules for coordination and subordination
		4. Systematic control activities and timely feedback from the Director and Deputy Director (s) shall be provided.

		5. There is an improvement of the results through the control activity
		6. A system for replacing absent teachers is applied in the kindergarten / school
	4. Leadership in the school community / kindergarten community	7. Conditions for effective administrative services have been created in the kindergarten / school
		1. The principal as a leader unites and inspires the school / kindergarten community
		2. The Director supports successful change, stimulates innovation and creativity
		3. The director creates conditions for the development of managerial skills and leadership competencies among pedagogical specialists
		4. The team of the kindergarten / school is motivated and active for fulfilling the goals of the institution
		5. Conditions have been created for existing structures of student self-government (Student Council or other forms of student representation)
		6. There is leadership among students and support for their school development initiatives

	5. Team work in the kindergarten / school	<p>1. Culture, structures have been developed and conditions for professional dialogue and teamwork between pedagogical specialists have been created</p> <p>2. The pedagogical specialists conduct joint pedagogical situations / lessons</p> <p>3. The exchange of good practices takes place in the kindergarten / school</p> <p>4. There is an "open door" practice in the kindergarten / school</p> <p>5. The interaction between the pedagogical specialists and the non-pedagogical staff is effective</p>
2. Effective resource management	1. Appropriate management of financial resources for the development of the kindergarten / school	<p>1. Funding has been provided for the objectives of the Kindergarten / School Development Strategy and its implementation plan</p> <p>2. Funds for improving the physical environment have been planned and implemented</p> <p>3. Funding is provided for modern didactic tools (books, aids, tools, equipment, technique, materials, etc.)</p> <p>4. Activities to support equal access and support personal development have been funded</p> <p>5. The planned and spent annual funds for the qualification of the pedagogical specialists ensure the fulfillment of the set goals and the established needs.</p> <p>6. The Public Council has coordinated the proposal of the director for distribution of the funds from the excess of the revenues established at the end of the previous year over the payments under the budget of the school / kindergarten</p>
	2. Transparent budget management	1. The approved budget and the report on its implementation of the kindergarten / school, implementing a system of delegated budget, are published on the website (in the absence of such a

		<p>publication is on the website of the first authorizing officer)</p>
		<p>2. The pedagogical specialists and the non-pedagogical staff are acquainted with the budget of the kindergarten / school, as well as with the reports on its implementation</p>
		<p>3. The Public Council has given an opinion on the distribution of the budget by activities and the amount of capital expenditures, as well as on the report on its implementation.</p>
	<p>3. Provided additional funds for the development of the kindergarten / school</p>	<p>1. The additional funds provided under National Programs contribute to the development of the kindergarten / school</p>
		<p>2. The provided additional funds for projects contribute to the development of the kindergarten / school</p>
		<p>3. Own revenues under Art. 293, para. 1 of the WUA</p>
	<p>4. Attracting, motivating and retaining pedagogical specialists in the kindergarten / school</p>	<p>1. Clear and transparent rules and procedures for the appointment and dismissal of pedagogical specialists shall apply</p>
		<p>2. The director creates conditions for support of the pedagogical specialists in their professional development</p>
		<p>3. Mentoring is applied to motivate and support pedagogical specialists in their professional development</p>
		<p>4. Clear responsibilities are allocated and additional powers are delegated to pedagogical specialists to achieve the goals of the kindergarten / school</p>

		<p>5. Indicators for evaluation of the results of the work of the pedagogical specialists have been developed, in accordance with the specifics of the kindergarten / school</p>
		<p>6. Rules for encouragement and rewarding of pedagogical specialists with moral and material rewards are applied</p>
	<p>5. Motivation and retention of non-teaching staff</p>	<p>1. Clear and transparent rules and procedures for the recruitment and dismissal of non-teaching staff shall apply.</p>
		<p>2. Clear rules are in place for the performance of the duties and responsibilities of non-teaching staff, including teamwork</p>
		<p>3. Non-pedagogical specialists are encouraged and rewarded with moral and material rewards</p>
		<p>4. Qualification of the non-pedagogical staff for effective performance of the duties is planned and realized</p>
	<p>6. Orientation of the qualification of the pedagogical specialists to the development of their professional skills and competencies and to the progress of the children / students</p>	<p>1. The qualification of the pedagogical specialists corresponds to the policies and priorities, defined in the Strategy for development of the kindergarten / school and to the identified needs for professional development.</p>
		<p>2. Pedagogical specialists have the opportunity to participate in international and national programs and projects for professional development</p>
		<p>3. Qualification of the pedagogical specialists, aimed at application of ICT in the educational process, is planned and realized.</p>
		<p>4. The internal institutional qualification of the pedagogical specialists during the last school year has contributed to their professional development</p>
		<p>5. The pedagogical specialists apply in their direct work the acquired competencies from the qualification activity</p>

3. Management and development of the physical environment	1. Safe and accessible physical environment	1. Conditions have been created for equal access to education for children and students by providing an accessible architectural and physical environment
		2. An effective throughput regime is applied
		3. Video surveillance is provided in the building, at the entrance, in the yard and in the area of the kindergarten / school
		4. Children / students have access to a health office and health care
		5. Classrooms / study rooms are safe
		6. Cabinets are safe
		7. Workshops / laboratories are safe
		8. The gym is safe
		9. Sports grounds / yard are safe
		10. Safety when working on the Internet is ensured
		11. Actions have been taken for renewal, modernization and protection of the material base
		12. Safe transport by school bus is provided
	13. In the dormitory at the school are provided conditions for organizing and conducting self-preparation, consultations on subjects, individual work and activities of interest	
2. Functional and modernized physical environment	1. The classrooms / study halls in the kindergarten / school are equipped and maintained in a modern and functional form	

		2. The cabinets are equipped and maintained in a modern and functional form
		3. Workshops / laboratories are equipped and maintained in a modern and functional form
		4. The gym is functional and modernized
		5. The sports grounds / playgrounds are functional and modernized
		6. Premises for food preparation, catering and dining places shall be furnished, equipped and maintained
		7. An organization has been established for the effective use of dining areas and / or dormitories / recreation areas
		8. Recreation and physical activity are organized in rooms other than those for self-preparation activities in the all-day organization of the school day
		9. The bedrooms are furnished and maintained
		10. Access to a functional library and / or separate reading corners is provided
		11. The service rooms have been renovated and maintained
	3. Introduction of information technology resources in the overall activity of the kindergarten / school	1. Activities are planned to provide information technology resources in the overall activities of the institution
		2 . ICT is provided for the educational process

		3. ICT in the administrative activity is provided
		4. ICT is used appropriately in the administrative activity of the kindergarten / school
4. Development of the institutional culture in the kindergarten / school	1. Building a positive environment in the nursery garden / school	1. Jointly agreed rules and values ensure positive discipline, are shared and respected
		2. The code of ethics of the school community is applied in the institution
		3. The school team has developed skills for managing and dealing with conflicts
		4. A system of shifts is applied in order to maintain a safe environment
		5. Children / students are rewarded with material and moral rewards
		6. Students receive scholarships for educational results
		7. The sanctions imposed on students are effective
		2. Policies of the kindergarten / school for development of social and civic competencies

		students, the environment and the specifics of the kindergarten / school	
		2. Institutional policy aimed at building and maintaining national and collective values, including in an intercultural environment, has been established	
		3. Initiatives supporting sports, health and environmental protection are implemented in the kindergarten / school	
		4. Activities promoting human rights and developing social sensitivity are organized and carried out in the kindergarten / school	
		5. Events for affirmation and popularization of school values and traditions are realized in the kindergarten / school	
		6. Volunteer initiatives are implemented in the kindergarten / school	
		7. Democratic practices related to youth leadership have been established in the school	
		8. Individuals who have graduated from school and / or public figures are actively involved in school life / in the life of the kindergarten	
		3. Effectiveness of the system for intervention and support in cases of harassment and violence	1. A system for intervention and support in cases of harassment and violence has been established
			2. Joint actions are carried out with external specialists at the level of kindergarten / school in case of harassment and violence
4. Publicity of the activity of the kindergarten / school	1. The website of the institution shall contain up-to-date information		
	2. Activities for promotion of the kindergarten / school are being implemented		
	3. Information materials are available in the kindergarten / school with current information content		

5. Partnership management	1. Proactivity of the director	1. Partnerships have been established to achieve the objectives of the institution
		2. Established partnerships are developing sustainably
		3. The Board of Trustees contributes to the development of the kindergarten / school
	2. Interaction with parents	1. Conditions are created for direct communication (meetings, consultations, etc.)
		2. Opportunities are available for communication with parents through technology
		3. Effective, timely communication between parents and other participants in the educational process (principal, students, teachers)
		4. The parents are involved in the activities of the educational institution
		5. A partnership is established with parents on the prevention of violence and harassment
	3. Effectiveness of interaction with stakeholders	1. Interaction with stakeholders contributes to improving the quality of the educational process
2. Activities with stakeholders create conditions to support the expression in the field of science, culture, art, sports and others		
3. Conditions have been created for constructive social dialogue		
6. Degree of satisfaction with the management of the institution	1. Degree of student satisfaction with the management of the institution	
	2. Degree of satisfaction of the pedagogical specialists from the management of the institution	

	3. Degree of satisfaction of the parents with the management of the institution	
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