

FULFILLMENT OF TEACHERS' DUTIES

	Level 1. Unfavorable	Level 2. Good	Level 3. Notable	Level 4. Excellent
Correspondence of the programming with what is established in the regulations.	The programming does not correspond to what is established in the regulations in terms of content.	The programming corresponds to what is established in the regulations only in terms of content.	The programming corresponds to what is established in the regulations in terms of content and evaluation instruments.	The programming corresponds to what is established in the regulations in: contents, methodology and evaluation instruments.
Continuous, global and proficiency evaluation. Use of different evaluation instruments.	The evaluation is reduced to punctual exams, without the use of different evaluation instruments.	The evaluation is continuous, but with a poor use of different evaluation instruments.	The evaluation is continuous, using different evaluation instruments.	The evaluation is continuous, global and proficient, using different evaluation instruments.
Systematic record of the evaluation for each student that collects both their grades and their evolution throughout the course.	There is no systematic record of the evaluation.	There is an informal record of the evaluation for each student that collects only their grades, but not in a systematic way.	There is a systematic record of the evaluation for each student that collects their grades.	There is a systematic record of the evaluation for each student that collects both their grades and their evolution throughout the course.
Implementation of the activities designed in the plans of tutorial action and attention to diversity of the center, using systematic records for the collection of information from the families and on the characteristics of the students themselves.	The activities designed in the plans of tutorial action and attention to diversity of the center are not put into practice.	The activities designed in the tutorial action and attention to diversity plans of the center are put into practice, although no records of any kind are used for follow-up.	The activities designed in the tutorial action and attention to diversity plans of the center are put into practice, although no systematic records are used for the collection of information from the families and the characteristics of the students themselves.	The activities designed in the plans of tutorial action and attention to diversity of the center are put into practice, using systematic records for the collection of information from the families and the characteristics of the students themselves.
Participation in the different activities of the center, both educational and complementary, promoting an appropriate climate of coexistence both in the classroom and in the center.	Absence of participation in the different activities of the center. Passive attitude regarding the contribution of an adequate climate of coexistence both in the classroom and in the center.	Participation in the different teaching activities of the center, but not in the complementary ones. Contributes to an adequate climate of coexistence both in the classroom and in the center.	Participation in the different activities of the center, both educational and complementary, promoting an adequate climate of coexistence both in the classroom and in the center.	Continuous participation in the different activities of the center, both educational and complementary, promoting an appropriate climate of coexistence both in the classroom and in the center.

TEACHING PRACTICE

	Level 1. Unfavorable	Level 2. Good	Level 3. Notable	Level 4. Excellent
Development of the approach and content of the class in accordance with the contents established in the didactic program.	The teacher does not develop the content of the class according to the contents established in the didactic program, working on contents not present in the same.	The teacher develops the content of the class considering most of the contents of the didactic program.	The teacher develops the approach and content of the class according to the contents established in the didactic program.	The teacher develops the approach and content of the class according to the contents established in the didactic program, expanding these contents.
Clarity and comprehensibility of the contents.	The presentation and explanations of the contents do not have a planned order, making it difficult for the students to understand them. The need to reformulate is common, which denotes a lack of previous preparation.	The presentation and explanations of the contents have a planned order, but their exposition makes it difficult for the students to understand them. The need to reformulate is common, which denotes a lack of previous preparation.	The presentation and explanations of the contents are clear and understandable. The teacher demonstrates previous preparation. Occasionally it is necessary to reformulate.	The presentation and explanations of the contents are so clear and understandable that they do not require any reformulation by the teacher, showing a deep previous preparation.
Ability to use different methodological strategies: summaries, diagrams, practice exercises, concept maps, individualized explanation or in small groups.	No support is used in the explanations to facilitate their comprehension.	The teacher does not usually change the methodological strategy, explaining the contents in the same way.	When the presentation and explanations of the contents are not clear and understandable for some students, the teacher knows how to use individualized and different strategies.	Systematic use of learning support tools.

EVALUATION

	Level 1. Unfavorable	Level 2. Good	Level 3. Notable	Level 4. Excellent
Systematic record that objectively collects the grades obtained by the students according to what is established in the didactic program, as well as the evolution of the learning process of the students in non-curricular aspects: attitude towards learning, motivation in the classroom, teamwork.	The teacher does not keep records of grades (or they are not in accordance with the didactic program) or of the evolution of the students' learning process.	The teacher only keeps partial and non-systematic records of the grades obtained by the students according to what is established in the didactic program. The evolution of the students' learning process is not recorded.	The teacher carries out a systematic record that objectively collects the grades obtained by the students according to what is established in the didactic program, but not the evolution of the learning process of the students in non-curricular aspects.	The teacher carries out a systematic record that objectively collects the grades obtained by the students according to what is established in the didactic program, as well as the evolution of the learning process of the students in non-curricular aspects.
The communication that is made to the families about the evaluation criteria, key competences, the evaluation instruments that will be used throughout the course and the percentages on which they will be evaluated according to what is established in the didactic programming, as well as the recovery system that, in its case, will be carried out, is carried out in a planned and systematic way in the general meetings.	The teacher does not communicate to the families the evaluation criteria, the key competencies or the evaluation instruments that will be used throughout the course, nor the percentages on which they will be evaluated or the recovery system that, if applicable, will be carried out. The criteria for deciding that a student will benefit from ordinary reinforcement or flexible groupings are not communicated.	Although the information is public, it does not formally communicate to the families the evaluation criteria, the key competences or the evaluation instruments that will be used throughout the course, nor the percentages on which it will be evaluated according to what is established in the didactic program or the recovery system that, in its case, will be carried out. The criteria for deciding that a student will benefit from ordinary reinforcement or flexible groupings are not communicated.	Although the information is public, the communication made to the families about the evaluation criteria, the key competences, the evaluation instruments that will be used throughout the course and the percentages on which they will be evaluated according to what is established in the didactic programming, as well as the recovery system that, in its case, will be carried out, is made in an informal, incomplete and unsystematic way.	The communication made to the families about the evaluation criteria, the key competences, the evaluation instruments that will be used throughout the course and the percentages on which they will be evaluated according to what is established in the didactic program, as well as the recovery system that, in its case, will be carried out, is made in a formal, planned and systematic way in the general meetings.

ATENCIÓN A LA DIVERSIDAD

	Level 1. Unfavorable	Level 2. Good	Level 3. Notable	Level 4. Excellent
Adaptation of the teaching practice to the different rhythms and learning styles, abilities and interests of the students.	The teacher does not adapt his/her teaching practice to the different rhythms and learning styles. The teacher does not take into account students' abilities and interests.	The teacher slightly adapts his/her teaching practice to the different learning rhythms, but not to the students' styles, abilities or interests.	The teacher sufficiently adapts his/her teaching practice to the different rhythms and learning styles, abilities and interests of the students.	The teacher fully adapts his/her teaching practice to the different rhythms and learning styles, abilities and interests of the students.
Planned and systematic classroom methodology, appropriate to the evolutionary and maturational development of the students.	The teacher uses a classroom methodology that is far from the evolutionary and maturity development of the students.	The teacher uses a classroom methodology appropriate to the evolutionary and maturational development of the students.	The teacher uses a methodology adapted to the evolutionary and maturational development of the students, designing activities accordingly.	The teacher uses a planned and systematic classroom methodology fully adapted to the evolutionary and maturational development of the students.
Methodological adaptations and ordinary measures of attention to diversity established in its didactic programming (flexible groupings, educational reinforcement).	The teacher does not carry out the methodological adaptations and ordinary measures of attention to diversity established in the didactic program.	Carries out all the methodological adaptations and ordinary measures of attention to diversity established in the didactic program, although not systematically.	Carries out the methodological adaptations and ordinary measures of attention to diversity established in its didactic programming in a systematic way.	He/she carries out the methodological adaptations and ordinary measures established in his/her didactic program in a systematic and planned way and, in addition, personalizing them.
Systematic use, with a previous planning and a varied methodology regarding the transmission of contents through different channels: visual, auditory, spatial or verbal.	Does not use a varied methodology regarding the transmission of contents through different channels.	Occasionally uses a multisensory methodology in terms of the transmission of content through different channels.	Uses habitually a multisensorial methodology in terms of the transmission of the contents through different channels.	Systematically uses a multisensory methodology in terms of the transmission of content through different channels with prior planning.
Significant curricular adaptations for students with special educational needs are carried out in a planned manner. There is continuous coordination with the support team and guidance service for its preparation and development.	Does not carry out significant curricular adaptations for students with special educational needs, nor is there coordination with the support team for its development and implementation.	Performs significant curricular adaptations for students with special educational needs, although in an improvised manner, without coordination with the support team or guidance service for its preparation and development.	Performs significant curricular adaptations for students with special educational needs. There is timely coordination with the support team and guidance service for its preparation and development.	Performs significant curricular adaptations for students with special educational needs in a planned manner. There is continuous coordination with the support team and guidance service for its preparation and development.

GUIDANCE AND TUTORING

	Level 1. Unfavorable	Level 2. Good	Level 3. Notable	Level 4. Excellent
Activities designed in the center's Tutoring Plan (activities to promote group cohesion, social skills, emotional education, bullying prevention).	The teacher does not develop the activities designed in the center's Tutoring Plan.	The teacher develops most of the activities designed in the Tutoring Plan of the center.	The teacher develops the activities designed in the center's Tutoring Plan, but not in a systematic and planned manner over time.	The teacher develops all the activities designed in the center's Tutoring Plan in a systematic and planned manner over time.
Systematization and planning of family interviews	Family interviews are conducted only at the request of the family.	Family interviews are conducted on an ad hoc basis or at the request of the family.	Family interviews are carried out in a planned and systematic manner throughout the course.	Family interviews are conducted in a planned and systematic manner throughout the course and the information is collected in a record.
Model of family interview and student interview.	The teacher does not follow a model of family interview or student interview.	Follows a model of family interview and student interview, but does not record the information.	Follows a model of family interview and student interview, collecting information informally.	Follows a model of family interview and student interview, collecting the information through a record.
Coordination with the guidance service and other teachers who teach the same group.	Lack of coordination with the guidance service and other teachers who teach the same group.	Poor and unplanned coordination with the guidance service and other teachers who teach the same group.	Regular coordination with the guidance service and other teachers who teach the same group.	Systematic and planned coordination with the guidance service and other teachers who teach the same group.
Systematic recording of each student according to their characteristics: special educational needs, educational compensation needs, family situation, information gathered in family interviews, agreements reached and follow-up.	Does not follow any type of student registry.	Follows an informal record, taking into account only the curricular characteristics of their students.	Follows a formal record of their students taking into account only their curricular characteristics.	Follows a systematic record of each student according to all their characteristics.
Use of strategies to favor an adequate work and group climate in the classroom.	There is a lack of interest in the students and in favoring an adequate work and group climate in the classroom.	Use of unplanned and punctual strategies to promote an adequate work and group climate in the classroom.	Use of systematic strategies to promote an adequate work and group climate in the classroom.	Use of various systematic and planned strategies to promote an appropriate working and group climate in the classroom.

PARTICIPATION IN THE CENTER

	Level 1. Unfavorable	Level 2. Good	Level 3. Notable	Level 4. Excellent
Proactive participation in collegiate bodies and constructive contributions.	The teacher does not participate in the collegiate bodies entrusted to him/her.	The teacher participates in the collegiate bodies entrusted to him/her without making constructive contributions.	The teacher participates actively in the collegiate bodies that have been entrusted to him/her.	The teacher participates proactively in the collegiate bodies entrusted to him/her and his/her contributions are always constructive and enriching.
Attitude towards the different members of the educational community and contribution to an adequate climate of coexistence.	Presents a negative attitude towards the different members of the educational community, contributing to an inadequate climate of coexistence.	Presents a correct attitude towards the different members of the educational community, but without favoring an adequate climate of coexistence.	Presents an attitude of collaboration and respect towards the members of the educational community that favors an adequate climate of coexistence.	Collaborative attitude, proposing activities that promote an appropriate climate of coexistence.
Attitude towards teamwork.	Presents a negative attitude and lack of respect in teamwork with the rest of the teachers.	Presents a critical but collaborative attitude in teamwork with the rest of the teachers.	Presents a positive attitude towards teamwork with other teachers.	Presents an excellent attitude towards teamwork with the rest of the teachers.
Participation in complementary activities, inside or outside the school grounds, programmed by the centers.	Does not participate in the complementary activities, inside or outside the school grounds, programmed by the center.	Poor participation in complementary activities, inside or outside the school grounds, programmed by the center.	Participates in complementary activities, inside or outside the school grounds, programmed by the center.	Promotes, organizes and participates in complementary activities, inside or outside the school grounds, programmed by the center.
Interest in training in the areas of attention to diversity, school coexistence and group management.	Does not show any interest with respect to training in the areas of attention to diversity, school coexistence and group management.	Shows little interest in training in the areas of attention to diversity, school coexistence and group management.	Usually shows interest with respect to training in the areas of attention to diversity, school coexistence and group management.	Systematically trains in the areas of attention to diversity, school coexistence and group management.
Attitude with respect to the School Coexistence Plan	Rejects activities and pedagogical experiences of educational innovation related to school coexistence.	Occasionally participates in activities and pedagogical experiences of educational innovation related to school coexistence.	Usually participates and sometimes promotes activities and pedagogical experiences of educational innovation related to school coexistence.	Systematically and in a planned manner promotes activities and pedagogical experiences of educational innovation related to school coexistence.

INFRASTRUCTURE ADEQUACY

	Level 1. Unfavorable	Level 2. Good	Level 3. Notable	Level 4. Excellent
Physical condition of the building: maintenance of facilities: heating, window insulation, security conditions.	The building's facilities do not meet the minimum safety conditions in terms of heating systems, thermal insulation and door protectors in the kindergarten classrooms.	The building's facilities meet the minimum safety conditions in terms of heating systems, thermal insulation and door protectors in the Early Childhood Education classrooms. When a malfunction occurs, it takes a long time to solve it.	The building's installations comply with the conditions established in the regulations regarding the safety conditions required in the heating systems, thermal insulation and door protectors in the kindergarten classrooms. As soon as any fault is detected, the necessary repairs are carried out.	The building's installations comply with the conditions established in the regulations regarding the safety conditions required in the heating systems, thermal insulation and door protectors in the Early Childhood Education classrooms. Annual inspections are carried out and the necessary updates and repairs are made.
Presence of architectural barriers that may hinder access to the center.	The structure of the building presents a high number of architectural barriers, preventing access to the building for students with motor difficulties or reduced mobility.	Although the structure of the building is old, the means have been put in place to eliminate the architectural barriers present. Access ramps have been built both at the main entrance and in the playgrounds to allow access for students with motor and mobility difficulties.	Although the structure of the building is old, we have taken steps to eliminate architectural barriers. Access ramps have been built both at the main entrance and in the playgrounds to allow access for students with motor and mobility difficulties. There is no plan established and agreed with the city council for the renovation of the center's structures.	Although the structure of the building is old, we have taken steps to eliminate architectural barriers. Access ramps have been built both at the main entrance and in the playgrounds to allow access for students with motor and mobility difficulties. There is a renovation plan for the center's structures planned and agreed with the local town council.
Relationship between the allocation and distribution of space and student ratios	The building does not meet the adequate conditions of space distribution and student ratio. The classrooms, playgrounds and dining room are small in relation to the number of students.	The building meets the appropriate conditions of space distribution and student ratios. The classrooms, playgrounds and dining room are adequate in relation to the number of students. There are no spaces for common use.	The building meets the appropriate conditions of space distribution and student ratios. The classrooms, playgrounds and dining room are adequate in relation to the number of students. There is room for the creation of spaces for common use.	The building meets the appropriate conditions in terms of space distribution and student ratios. The classrooms, playgrounds and dining room are adequate in relation to the number of students. There are spaces for the creation of common use spaces and also to carry out flexible groupings and splits.

RESOURCES ADEQUACY

	Level 1. Unfavorable	Level 2. Good	Level 3. Notable	Level 4. Excellent
Degree of equipment and digitalization of classrooms: computers with internet access, tablets, digital whiteboards, projectors.	The classrooms are not digitalized. They do not have computers with Internet access or a digital blackboard, impoverishing the adequate development of the contents of each area.	The classrooms are digitalized. They have computers with internet access and a digital blackboard, enriching the adequate development of the contents of each area.	The classrooms are digitized. They have a computer with internet access, digital whiteboard and projector in each classroom. The center has tablets available for students to work on research projects in the classroom.	The classrooms are digitized. They have a computer with internet access, digital whiteboard and projector in each classroom. The center has a sufficient number of tablets available to students and permanently assigned to each classroom to work and promote research projects.
Materials available for teaching specific areas: music, physical education, science.	The classrooms where the specialties are taught are not sufficiently equipped to facilitate and enrich the contents of the area.	The classrooms in which the specialties are taught have sufficient equipment to facilitate and enrich the contents of the area.	There is no planned intervention of the ICT figure in the use of these resources, being punctual when there is some incidence of operation.	There is a planned intervention of the ICT figure in the use of these resources and in teacher training.
There is a school library in the center that complies with the regulations, constituting a basic resource center for the operation of the center.	Although there is a physical space in the center for the library, it is not equipped for its use. The operating criteria established in the regulations are not followed.	There is a physical space in the center that meets the necessary conditions for daily use. The operating criteria established in the regulations are followed, although it is evident that there is a shortage of varied and updated bibliography according to the age and evolutionary development of the students.	The classrooms where the specialties are taught have enough equipment to facilitate and enrich the contents of the area. These resources are constantly updated and maintained by the teaching staff.	The classrooms in which the specialties are taught have sufficient equipment to facilitate and enrich the contents of the area. Constant updating and maintenance of these resources by the teaching staff. There is an annual plan for the acquisition of specific material for the specialties of Physical Education, Music and laboratory, if available in the center.

INTERNAL COMMUNICATION PROCESSES

	Level 1. Unfavorable	Level 2. Good	Level 3. Notable	Level 4. Excellent
The center has a communication plan with the different members of the educational community.	The center does not have an established communication plan with the different members of the educational community.	The center has an established communication plan with the different members of the educational community. Although it is included in the PGA, it is too generic.	The center has an established communication plan with the different members of the educational community. It is included in the PGA, specifically specifying the channels of communication with teachers, families, students and administration and services personnel.	The center has an established communication plan with the different members of the educational community. It is included in the PGA, specifically specifying the communication channels and documents to be used with teachers, families, students and administration and services personnel.
Communication channels with the teaching staff	The center does not have established mechanisms and communication channels with the teaching staff regarding documents, meetings, weekly and monthly planning, or deadlines for the delivery of documentation, hindering the correct performance of teachers.	The center has established mechanisms and channels of communication with the teaching staff in terms of documents, meetings, weekly and monthly planning, or deadlines for the delivery of documentation, although these are not systematic in their use.	The center has established mechanisms and channels of communication with the teaching staff in terms of documents, meetings, weekly and monthly planning, or deadlines for the delivery of documentation in a planned and systematic manner. The documents needed by the teaching staff to carry out their daily work are available to them in physical format.	The center has established mechanisms and channels of communication with the teaching staff in terms of documents, meetings, weekly and monthly planning, or deadlines for the delivery of documentation in a planned and systematic manner. The documents needed by the teaching staff to carry out their daily work are available in both physical and digital format. There is a continuous updating of this documentation in digital format.
Communication channels with families	The center does not have established mechanisms for communication with families, creating the perception of a lack of transparency in the processes.	The center has established mechanisms for communication with families: the center's website, e-mails, contact telephone numbers. Families are informed of these channels.	The center has established mechanisms for communication with families: website, e-mails, contact telephone numbers, platforms. Families are informed of these channels, and access to them is simple and clear.	The center has established mechanisms for communication with families: website, e-mails, contact telephone numbers, platforms. Families are informed of these channels, and access to them is simple and clear. There is a differentiation by themes and incidents to contact the center and the contact person.

Communication channels with the student	The center does not have established mechanisms for communication with the student body.	The center has established communication mechanisms with students through official platforms for the communication of homework, assignments, grades and reminders, although these are used on an ad hoc basis.	The center has established communication mechanisms with students through official platforms for the communication of homework, assignments, grades and reminders. This resource is used systematically to promote and work on students' digital competence.	The center has established communication mechanisms with students through official platforms for the communication of homework, assignments, grades and reminders. This resource is used systematically to promote and work on students' digital competence. There is a specific center plan to work through this resource at all levels and areas.
Communication channels with administration and services personnel.	The center does not have established mechanisms for communication with administration and services personnel.	The center has established mechanisms for communication with administration and services personnel, although this is not systematic.	The center has established communication mechanisms with the administration and services staff. They are systematic and clear in their application, facilitating the daily functioning of the center.	The center has established communication mechanisms with the administration and services staff. They are systematic and clear in their application, facilitating the daily operation of the center. There is a digitalized folder with the documents and contacts of these personnel available to the teaching staff.

EXTERNAL COMMUNICATION PROCESSES

	Level 1. Unfavorable	Level 2. Good	Level 3. Notable	Level 4. Excellent
The center has an external communication plan with the educational community and the general population.	The center does not have a communication plan established with the educational community and the general population regarding the operation of the center: schooling, deadlines, enrollment, extracurricular activities, innovation projects, celebrations, agreements with entities or organizations.	The center has a communication plan established with the educational community and the general population regarding the operation of the center: schooling, deadlines, enrollment, extracurricular activities, innovation projects, celebrations, agreements with entities or organizations, although it is applied sporadically and not systematically.	The center has an established communication plan with the educational community and the general population regarding the functioning of the center: schooling, deadlines, enrollment, extracurricular activities, innovation projects, celebrations, agreements with entities or organizations. It is applied in a systematized way, but it coexists with other informal means of communication that cause relevant information to be lost or overlapped.	The center has a communication plan established with the educational community and the general population regarding the operation of the center: schooling, deadlines, enrollment, extracurricular activities, innovation projects, celebrations, agreements with entities or organizations. It is applied in a systematized way, being the formal channel of communication, so that there is always a record of the information provided or received.
Communication channels with other entities and institutions.	The center does not have a communication plan established with other entities and institutions regarding coordination processes or collaboration agreements.	The center has a communication plan established with other entities and institutions regarding coordination processes or collaboration agreements.	The center has a communication plan established with other entities and institutions regarding coordination processes or collaboration agreements. There is annual coordination and updating of these activities.	The center has a communication plan established with other entities and institutions regarding coordination processes or collaboration agreements. There is an annual coordination update of these activities. There is a designated reference person in the center for the search of external resources that facilitate and enrich the center's activity.

Communication channels with municipal and social services.	The center does not have a communication plan established with the municipal services and social services of the municipality.	The center has a communication plan established with the municipal services and social services of the municipality, although it lacks specificity.	The center has a communication plan established with the municipal services and social services of the municipality. This plan reflects the procedures to be followed in terms of coordination with municipal services when necessary: schooling of students, work with vulnerable families, extracurricular activities for vulnerable students, although it is not used systematically and is sometimes replaced by informal conversations.	The center has a communication plan established with the municipal services and social services of the municipality. This plan reflects the procedures to be followed in terms of coordination with municipal services when necessary: schooling of students, work with vulnerable families, extracurricular activities for vulnerable students. It is used systematically
Communication channels with other educational centers	The center does not have a communication plan established with other educational centers.	The center has a communication plan established with other educational centers. Coordination occurs sporadically.	The center has an established communication plan with other schools. Coordination takes place systematically at specific times during the school year, such as the schooling period or coordination at the change of stage of the student body.	The center has an established communication plan with other schools. Coordination takes place systematically both at specific times of the school year, such as during the schooling period or coordination at the change of stage of the student body, as well as in plans for inter-center activities (innovation projects).