



IIS  
PROFESSIONALE E TECNICO COMMERCIALE  
"A. CASAGRANDE"  
"F. CESI"  
TERNI



Leonardo da Vinci



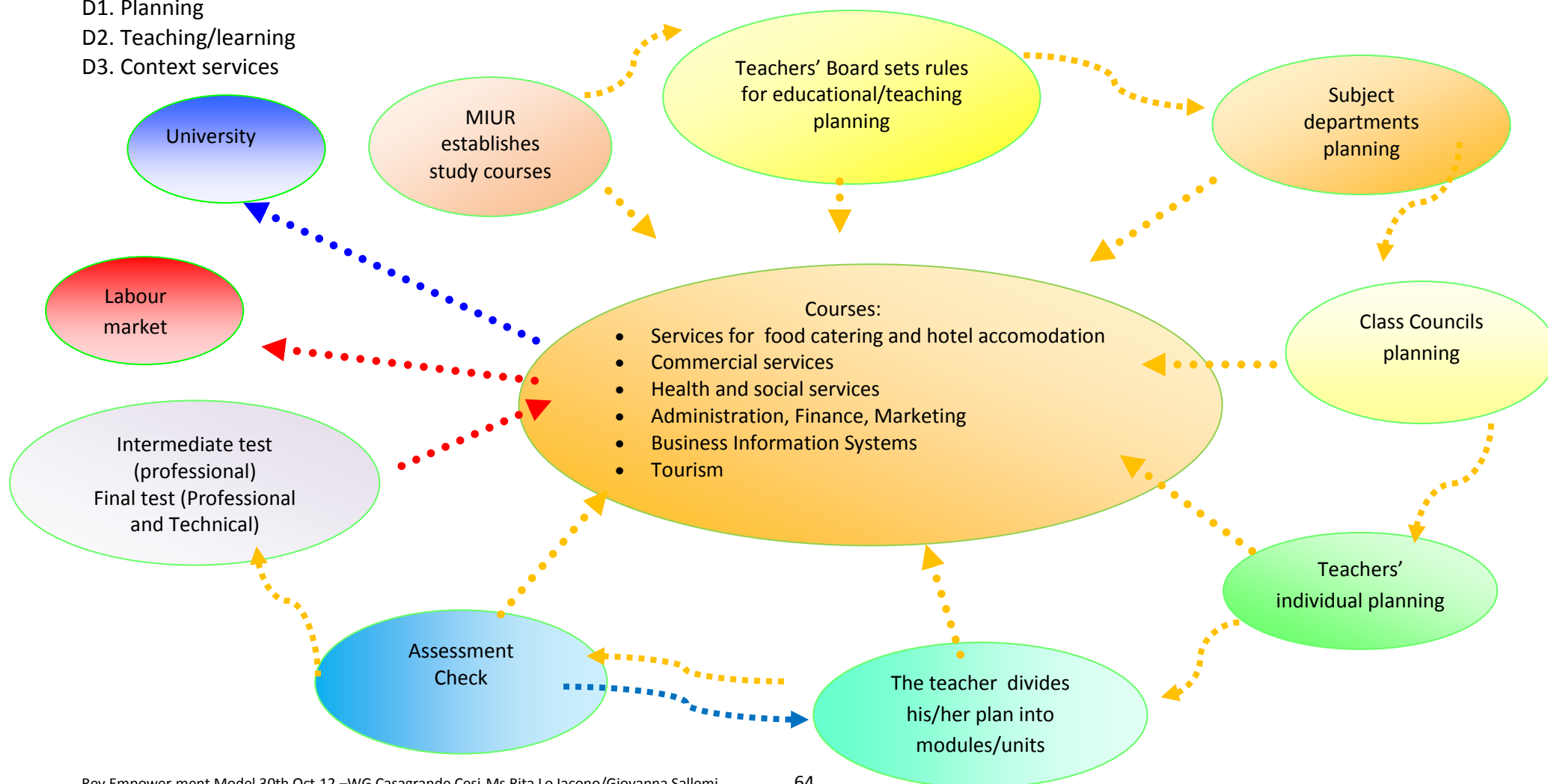
# EMPOWER.MENT PROJECT

II ASSESSMENT REPORT  
DIMENSION D



## DIMENSION D-PLANNING AND TEACHING

D1. Planning  
D2. Teaching/learning  
D3. Context services



**D1 Planning**

The planning and delivery of training takes place mainly through teaching; support services to the educational process may be yearly introduced (placements of students, extracurricular activities in collaboration with external organizations, etc..).

The planning of all activities is based on the analysis of the training needs identified in the area and of projects or agreements with external organizations already approved or in progress during the previous school year. In this plan, are defined by the Teachers' Council and ratified by the School Board:

- + the requirements of the service and its objectives;
- + curricular and extra curricular activities;
- + resources, human and otherwise;
- + identification of criteria and procedures for monitoring and control;
- + records necessary to demonstrate that processes and services meet the requirements;
- + the school functioning, both as to teaching and personnel management and as to the management of classes/students;
- + planning results are subsequently included in the preparation of EOP.

This planning is checked and if necessary updated at least once a year and then subject to final assessment

**D1.1 Teaching contents and learning experiences of the educational offer**

- ❖ The study courses are set centrally by MIUR and currently in our old school coexist new and old courses (B1.4.1-ministerial and regulatory limitations)
- ❖ The curricula have a homogeneous structure for each course: the professional course aims at training mainly work-oriented people, while the technical course, given also the choices of post graduate students in recent years, is more oriented towards university education, although the percentage of upper school graduates who enter the labour market is still substantial. Teaching is traditional, with strong integration (50%) of operating laboratories for the Professional, less for the technical (20%) in the various fields of specialization.

**D1.1.a How the process of contents definition is managed**

The Teachers' Board draws, at the beginning of the school year, the guidelines of the educational and teaching planning based on the paths set by the Ministry of Education; after that, the teachers shall apply the directives issued by the School Board during the **departmental meetings** (twice a year ) where disciplinary objectives, are defined – redefined (level of sufficiency, minimum disciplinary objectives, common correction/measurement grids for tests, procedures for the use of laboratories, proposals for the

adoption of textbooks/purchase of materials. In the first departmental meeting pathways are established for each subject resulting in departments planning, which can be viewed at these addresses:

Professional "A. Casagrande" [http://lnx.casagrande-cesi.it/pagineweb/toppagina/dipartcasagrande12\\_13.html](http://lnx.casagrande-cesi.it/pagineweb/toppagina/dipartcasagrande12_13.html)

Technical "F.Cesi" [http://lnx.casagrande-cesi.it/pagineweb/toppagina/dipartcesi12\\_13.html](http://lnx.casagrande-cesi.it/pagineweb/toppagina/dipartcesi12_13.html)

What has been defined at discipline level is then recorded during the **Class Councils' meetings** (6 per year, of which 2 with the participation of students / families) for the development of the educational planning, which is calibrated on each single class and aims

- ✓ to evaluate if students possess the needed access prerequisites through entrance tests
- ✓ to provide for remedial/strengthening of prerequisites
- ✓ to establish learning objectives to be achieved in terms of knowledge, skills, abilities
- ✓ to set cross and behavioral targets to achieve
- ✓ to define methods for the teaching activities
- ✓ to define the means and tools for managing the teaching activities
- ✓ to develop assessment tools and criteria for the assessment of learning

Class Councils' plans may be viewed at the following addresses:

Professional "A. Casagrande" <http://lnx.casagrande-cesi.it/pagineweb/toppagina/programconsclassecasagrande1.html>

Technical "F.Cesi" <http://lnx.casagrande-cesi.it/pagineweb/toppagina/programconsclassecesi1.html>

Finally, based on what was agreed in Department meetings and Class Councils, each teacher shall draw out his/her individual planning, defining

- ✓ entry levels, strategies for remedial /strengthening of competences
- ✓ learning objectives to be achieved in terms of knowledge, skills, abilities, minimum learning objectives
- ✓ methods, means and tools for the teaching activities
- ✓ assessment tools and criteria for the assessment of learning

The **individual planning** for each class, drawn by each teacher is available at these links:

Professional "A. Casagrande" <http://lnx.casagrande-cesi.it/pagineweb/toppagina/pianoindividualecasagrande1.html>

Technical "F.Cesi" <http://lnx.casagrande-cesi.it/pagineweb/toppagina/pianoindividualecesi1.html>

#### **D1.1.b Teaching contents and learning experiences of the educational offer**

Teaching contents and learning experiences of the educational offer are described in paragraphs D1.1 , D1.1.d e D1.2.b

#### **D1.1.c Learning activities and/or with strong ethical and social implications for disadvantaged and foreign students**

D1.1.c A special committee has been formed to promote activities with strong ethical and social impact to implement strategies for the integration of foreign students, which consist of:

- ✓ afternoon remedial courses held by teachers
- ✓ support to study: in morning sessions (during religion classes) and in the afternoon held by peers
- ✓ psychological advice service (held by ASL 4 psychologists)
- ✓ cooperation with social services

- ✓ absence/delays on- line control
- ✓ Italian language courses: basic and advanced level. The activity takes place in the afternoon (from 14.30 to 16.30) and includes 2 weekly sessions of 2 hours each
- ✓ cooperation with associations for cultural mediation activities / associations of foreign students' parents
- ✓ creation of a listening and support service ( collection of foreign students' needs
- ✓ remedial courses for shortfalls on specific topics/in specific subjects
- ✓ Integrated training (cf. B2.2a2.3)

#### **D1.1.c.1 Inclusion and integration of students at risk of exclusion, in particular disabled**

The activities organized are as follows:

##### **Pre-welcoming**

- ✓ Meeting with families, the support teacher and/or 3rd class comprehensive operator, ASL reference person for the presentation of the case and possible re-orientation (May / June)
- ✓ School GLH meeting (August) to determine the criteria for allocating resources to pupils with disabilities (No. hours of specialist teaching and/or any psycho-socio-educational operator)
- ✓ I Class Councils with the presentation of the case (first days of September and before classes begin)
- ✓ departmental meeting of specialized teachers with the Head teacher for assigning cases to individual teachers

##### **Welcoming**

Along with the class on first school day to learn the structure

- ✓ identification of any laboratory activity resulting from the type of planning agreed (with differentiated planning there is the possibility to attend specific laboratories)
- ✓ first meeting of the Committee h (prior to following school GLH)
- ✓ first G.L.H operational meeting (coordination meeting school/family/ASL with definition of objectives to be included in the PEI (Individualized Educational Plan (Oct/Nov)
- ✓ preparation of PEI with definition of the annual plan (Nov/Dec) the Class Council coordinated by the specialized teacher
- ✓ for 3 ^ -4 ^ -5 ^ classes possibility of internship (January or even earlier date if there is continuity with the previous year)
- ✓ sharing with ASL and family
- ✓ identification of the company
- ✓ identification of reference person
- ✓ drawing out of the Convention
- ✓ G.L.H. (to monitor the inclusion)
- ✓ departmental meeting for planning verification (April)
- ✓ meeting of all specialized teachers of terminal classes to check all the documentation required for qualification exam and state exam (first fortnight of May)

##### **Labs**

The lab typology reflects the characteristics of the school and is agreed with the ASL reference person. Over the last few years the following laboratories have been started:

- **E-CITIZEN** (acquisition of certification for the use of computer network). To facilitate access to computer use by persons with disabilities, AICA has made available, in collaboration with the Foundation and ASPHlonlus I.Ri.Fo.R. (Institute for Research, Training and Rehabilitation, non-profit organization), e-Citizen version accessible to disabled people. The project is proposed to all children with disabilities that while following differentiated planning, show to have skills and competence suitable to a possible future job placement and still show they can achieve good personal autonomy. A dozen (about 20% of students with disabilities) are the guys who are placed in the project in

the two locations. The exam is online, like the one to achieve the ECDL.

- **LIBRARY** (storage management, book loans and management of activities related to the library)
- **COOKING LAB** (at Acquavogliera labs, in the presence of the operator and for the whole morning - at I.go Paolucci premises with specific times for each project/student)
- **MUSIC THERAPY** (specifically for individuals with special features, indicated by the ASL, it is managed by a cooperative)

In the previous year an assessment activity began, completed in the current year, where the school has been part, on the proposal of the Regional Education Authority, a "control room" for the creation of a questionnaire, called QUISQUE, to assess the quality of school inclusion of students with disabilities. The question from the questionnaire was as follows: "Is the school system inclusive?" The questionnaire, developed in collaboration with the University of Val d'Aosta with the participation of the expert Dr. Besio, has allowed an assessment of inclusion through the analysis of the structure, process and outcome elements. Positive was the overall result of the evaluation, from which emerged the opportunity to improve links with external stakeholders (local authorities such as the municipality, the province, ...) in the area in order to place students in the social and labor environment.

#### D1.1.d Coherence of contents and educational offer with learning objectives

The consistency of content and experiences with the learning objectives can be observed through the various levels of planning (D1.1.1) and the activities of alternation school-work, also for pupils with disabilities. For the "Casagrande" school-work courses are provided, structured in a two-year period characterized by two training packages: a curricular one and the other with the support of local authorities (regional and provincial). The courses involve approximately 600 hours of which at least 200 of internship/stage.

The implemented courses are the following: “Casagrande”

“Casagrande”		“Cesi”	
Class	Name	Class	Name
4°A	CLERK FOR THE SALE OF INSURANCE PRODUCTS		School-work alternation in local authorities, professional offices, businesses, banks, trade associations, trade unions
4°E	FRONT OFFICE HOTEL AND AGENCY CLERK	3Bp	
4°H	VIDEO MAKER	3Dp prog/Igea	
4°L	CAFETERIA AND PASTRY EMPLOYEE	4Ap	
4°M	TECHNICAL OF THE WHITE ART	4Bp	
4°O	LOUNGE SOMMELIER	4Cp	
5°A	CONDOMINIUM ADMINISTRATOR	4A Igea	
5B	TECHNICAL FOR THE MANAGEMENT OF IC NETWORK SERVICES	5Ap	
5°E	TOUR LEADER	5Bp	
5°F	“TECHNICIAN FOR TOURISM”	5Cp	
5°H	EXPERT IN THE DESIGN AND CONSTRUCTION OF WEB SITES ORIENTED TO THE PUBLICATION OF CULTURAL EVENTS.		
5°L	FLOUR PROCESSING TECHNICIAN		
5°M	PASTRY TECHNICIAN		
5°O	RESTORANT MANAGER ASSISTANT		

#### D1.2 Planning of the educational offer . Criteria:

1.1 To concretize national objectives into training programs: the choices	1.2 For the time	1.3 For the flexibility of teaching: the choices include reference to	1.5 The choices made for the identification of methods	1.6 The choices made for remedial and support to
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<p>a) are functional to the right to learn and to the educational growth; recognize and enhance diversities by promoting integration in the class also through extracurricular activities for socialization and remedial, both for foreign students and for disabled; for the latter, particular attention is paid to the transition from school to higher education through meetings with specialist teachers, the involvement of families and psycho-socio-educational team (GLH); access to facilities is guaranteed by the fall of architectural barriers (elevators and ramps); programming is individualized, and, if there is a PEI, prepared in collaboration with the psycho-socio-educational team; the children are especially followed in the final guidance phase with the creation of school-work-oriented paths. In the last school year information meetings are held on job opportunities for disabled people by Law 68/99, including a guided visit to the employment centers of the province. Laboratories are also made favoring transversal key competencies, expendable in workplaces, such as the E-Citizen computer project</p> <p>b) promote the potential of each one aimed at the achievement of educational success: facilitating the inclusion in the class through remedial activities, peer tutoring, remedial courses and support to learning, participation in projects and extracurricular activities; recognition of training credits and certificates outside the school system.</p>	<p>settings of teaching and performance of tasks: the choices are appropriate to the type of study and the pace of pupils' learning. They seek to optimize the most appropriate allocation of time between theoretical and practical activities.</p>	<p>the annual/pluriannual number of hours of single subjects and the autonomous subdivision of topics in order to ensure the necessary disciplinary propaedeutics identified by the School Departments though respecting the ministry guidelines.</p> <p>1.4 The organizational flexibility includes: the articulation of lessons on six days a week and respect for the annual number of hours scheduled for individual subjects and compulsory activities, except for adjustments in the share of 20% of school autonomy for single discipline; shifts for school employees; opening in the afternoon, during term time, for two days a week (Tuesday / Thursday for the Paolucci site for curricular activities and / or free for students and for receiving users by the secretariats .</p>	<p>and evaluation criteria for students are:</p> <p>the assessment is global, since it includes the "measurement" of the profit, but also takes into account the progress recorded by the pupil if compared with initial levels, the attendancy, the interest, commitment and participation in school life;</p> <ul style="list-style-type: none"> <li>• the interim and final evaluation is the responsibility of the Class Council;</li> <li>• the level of sufficiency in terms of knowledge, skills and abilities is defined by each Department.</li> <li>• end-term evaluation is performed in compliance with national legislation and in particular adopts the measurement ranging 1 to 10 whole decimal numbers;</li> </ul>	<p>study are as follows:</p> <p>a) remedial of deficiencies in curricular time is implemented with</p> <ul style="list-style-type: none"> <li>• an initial phase of remedial, integration and standardization of prerequisites in each class</li> <li>• a teaching pause at the beginning of the second term for remedial/reinforcement of skills and contents;</li> <li>• extra-curricular remedial and support activities throughout the school year according to modalities and times set by the Teachers' Board. In case of suspension of judgment in one or more subjects at the end of the school year remedial courses will be activated under the current regulations, according to modalities and times set by the Teachers' Board</li> </ul>
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1.7 The choices made to ensure initiatives of continuity, guidance and counseling, meet:

- a) the need to maintain a link between comprehensive school and high school and to manage information and "formation" guidance;
- b) the need to ensure a link with university, enterprises and labour market;
- c) the need to ensure work experiences consistent with the professional profile and the knowledge of the needs of the productive and entrepreneurial world (Alternating-School Jobs, Internships and IFS).

Average of evaluations	School credit (Scores)		
	III year	IV year	V year
A = 6	3-4	3-4	4-5
6 < A = 7	4-5	4-5	5-6
7 < A = 8	5-6	5-6	6-7
8 < A = 9	6-7	6-7	7-8
9 < A = 10	7-8	7-8	8-9

1.8 The awarding school credits is performed by Class Councils on the basis of criteria defined by the Teachers' Board and is guaranteed in case of passage to another course or of returning into the educational system, in the presence certified formal or professional school credits. The assignment of the "swinging" point among levels is illustrated in the table according to the modalities set by the Teachers' Board

A= Average of marks got in the scrutiny at the end of the year

#### D1.2 .a How the educational planning process is managed

Following the process set out in section C1.1 ° (criteria for the identification of teaching staff) the School, considering the restrictions referred to in paragraph B1.4.1 and B2, adopts ministerial curricula with changes and flexibility quotas based on the autonomy of the school.

#### D1.2 .b Distribution of contents and learning experiences between teaching and other educational activities

The courses are divided as follows:

**Professional "A.Casagrande"**

**SERVICES:**

- Services for food catering and hotel accommodation
- Commercial services
- Health and social services
- Graphical (4-5 year-going to end due to reform)



**PROFESSIONAL  
A. CASAGRANDE**



SERVICES FOR FOOD CATERING AND HOTEL ACCOMODATION					
FOOD & WINE					
Subjects	1° two- years	2° two- years	5°		
Italian language and literature	4	4	4	4	4
History	2	2	2	2	2
English	3	3	3	3	3
Law and Economics	2	2			
Maths	4	4	3	3	3
Biology	2	2			
Science (Physics)	2				
Science iChemistry)		2			
P.E.	2	2	2	2	2
Religion/alternative activities	1	1	1	1	1
Cooking Lab.	2	2	6	4	4
Lounge-Bar lab.	2	2		2	2
Reception lab.	2	2			
Second foreign language	2	2	3	3	3
Food science and culture	2	2	3	3	3
Law and administrative techniques			5	5	5

SERVICES FOR FOOD CATERING AND HOTEL ACCOMODATION						
LOUNGE AND BAR SERVICES						
Subjects	1° two- years	2° two- years	5°			
Italian language and literature	4	4	4	4	4	
History	2	2	2	2	2	
English	3	3	3	3	3	
Law and Economics	2	2				
Maths	4	4	3	3	3	
Biology	2	2				
Science (Physics)	2					
Science iChemistry)		2				
P.E.	2	2	2	2	2	
Religion/alternative activities	1	1	1	1	1	
Cooking Lab.	2	2		2	2	
Lounge-Bar lab.	2	2	6	4	4	
Reception lab.	2	2				
Second foreign language	2	2	3	3	3	
Food science and culture	2	2	3	3	3	
Law and administrative techniques			5	5	5	

SERVICES FOR FOOD CATERING AND HOTEL ACCOMODATION					
TOURIST ACCOMODATION					
Subjects	1° two- years	2° two- years	5°		
Italian language and literature	4	4	4	4	4
History	2	2	2	2	2
English	3	3	3	3	3
Law and Economics	2	2			
Maths	4	4	3	3	3
Biology	2	2			
Science (Physics)	2				
Science iChemistry)		2			
P.E.	2	2	2	2	2
Religion/alternative activities	1	1	1	1	1
Cooking Lab.	2	2			
Lounge-Bar lab.	2	2			
Reception lab.	2	2	6	4	4
Communication Techniques				2	2
Second foreign language	2	2	3	3	3
Food science and culture	2	2	4	2	2
Law and administrative techniques			4	6	6



COMMERCIAL SERVICES					
Subjects	1°two-years	2°two-years	5°		
	1°	2°	3°	4°	5°
Italian language and literature	4	4	4	4	4
History	2	2	2	2	2
English	3	3	3	3	3
Law and Economics	2	2			
Maths	4	4	3	3	3
Biology	2	2			
Science (Physics)	2				
Science iChemistry)		2			
P.E.	2	2	2	2	2
Religion/alternative activities	1	1	1	1	1
ICT and labs.	2	2			
Professional techniques of commercial services	5	5	8	8	8
Second foreign language	3	3	3	3	3
Law and economics			4	4	4
Communication Techniques			2	2	2

HEALTH AND SOCIAL SERVICES					
Subjects	1°two-years	2°two-years	5°		
	1°	2°	3°	4°	5°
Italian language and literature	4	4	4	4	4
History	2	2	2	2	2
English	3	3	3	3	3
Law and Economics	2	2			
Maths	4	4	3	3	3
Biology	2	2			
Science (Physics)	2				
Science iChemistry)		2			
P.E.	2	2	2	2	2
Religion/alternative activities	1	1	1	1	1
Human and social science	4	4			
Music and graphic labs	2	2			
Second foreign language	2	2	3	3	3
Hygiene and medical health culture			4	4	4
General developmental and educational psychology			4	5	5
Law, Social Economics and Socio-Medical Legislation			3	5	5



TECHNICAL OF ADVERTISING GRAPHICS		
Subjects	2°two-years	5°
	4°	5°
Italian language and literature	4	4
History	2	2
English	3	3
Maths and ICT	3	3
P.E.	2	2
Religion/alternative activities	1	1
Photographic Technique	2	2
Graphic design	5	5
History of visual arts	3	3
Marketing planning	3	3
Psychology of Communication	2	2

## TECHNICAL COMMERCIAL F. CESI

### ADMINISTRATION FINANCE MARKETING

Discipline	1°biennio		2°biennio		5°
	1°	2°	3°	4°	5°
Italian language and literature	4	4	4	4	4
History	2	2	2	2	2
Maths	4	4	3	3	3
English	3	3	3	3	3
Second foreign language	3	3	3	3	3
ICT	2	2	2	2	
Business economics	2	2	6	7	8
Geography	3	3			
Law and economics	2	2	3	3	3
Political economics			3	2	3
Biology	2	2			
Science (Physics)	2				
Science iChemistry)		2			
P.E.	2	2	2	2	2
Religion/allternative activities	1	1	1	1	1

### TURISM

Discipline	1°biennio		2°biennio		5°
	1°	2°	3°	4°	5°
Italian language and literature	4	4	4	4	4
History	2	2	2	2	2
Maths	4	4	3	3	3
English	3	3	3	3	3
Second foreign language	3	3	3	3	3
Third foreign language			3	3	3
ICT	2	2			
Business economics and tourism	2	2	4	4	4
Geography and tourism	3	3	2	2	2
Tourism law and legislation	2	2	3	3	3
Art and the environment			2	2	2
Biology	2	2			
Science (Physics)	2				
Science iChemistry)		2			
P.E.	2	2	2	2	2
Religion/allternative activities	1	1	1	1	1

### INFORMATION COMMUNICATION SYSTEMS

Discipline	1°biennio		2°biennio		5°
	1°	2°	3°	4°	5°
Italian language and literature	4	4	4	4	4
History	2	2	2	2	2
Maths	4	4	3	3	3
English	3	3	3	3	3
Second foreign language	3	3	3		
ICT	2	2	4	5	5
Business economics	2	2	4	7	7
Geography	3	3			
Law and economics	2	2	3	3	2
Political economics			3	2	3
Biology	2	2			
Science (Physics)	2				
Science iChemistry)		2			
P.E.	2	2	2	2	2
Religion/allternative activities	1	1	1	1	1

### D1.2 .c Features of teaching and other educational activities

Teaching load	18hpw.+ lesson preparation, updating, drawing and correction of tests, online filling in of marks and absences Teachers engaged in other activities such as instrumental functions, area coordinators, coordinators of commissions, generally do not benefit from reductions of working hours, but receive forfeit minimum extra-wages.		
Individual study	according to needs		
Educational program	After identifying the program, based on ministry guidelines, the teacher defines the modular units choosing methodologies and strategies, which take account of pupils' starting level (verified by entry tests) and their learning style.		
Teaching methods	Lectures, cooperative learning activities, laboratory work (cooking, reception, bar, photography, computer)		
As to the knowledge, competences, abilities to convey to students see refer to ministry charts synthesized to be employed during the first departmental meeting (B 3). Here's an example:	<b>Competences</b>	<b>Abilities/capacity</b>	<b>Knowledge</b>
	Foreign language		
	Using the foreign language for the main communicative and operational aims	Understand and employ the sounds of International phonetic alphabet to convey clear messages in standard level language on familiar topics i	sounds and phonemes Word Spelling Pronunciation in language2
		Use introductory and leaving phraseology, offer, request, accept and reject actions, invite, order, prohibit	Vocatives, greetings, offers and requests for help, invitations. Verb be, have, modal verbs for basic daily interaction., Numbers
		Introduce oneself and others, give and ask for personal information, physical and characterological descriptions and, express likes and dislikes, opinions and judgments, compare objects and people.	Names and adjectives of nationality, jobs and trades. Vocabulary specific for body parts. Nouns and adjectives about the character. Verbs related to tastes and preferences. Vocabulary appropriate to the expression of opinions and judgments; verbs of opinion. Comparatives and superlatives
		Place things, people, events in the space: describe objects and places, ask and give directions	Lexicon relating to shapes and colors. Location (prepositions).
		Place things, people, events in time: speak and write about routine events, simultaneous actions, recent events and past experiences; assume obligations, possibilities, probabilities, future events,	Present Tense / Present Progressive. Past / Present Perfect / Past continuous/ Future Prepositions, adverbs of time. Verbs of state and movement
		Join parts of oral/written interaction linking them in logical order	Linkers
Assessment methods	Entry Test to assess skills, knowledge, abilities possessed. Written, oral and/ or practical tests during the course, usually at the end of the modular unit, to measure both the level reached by the pupils and the the effectiveness of teaching. Written, oral and / or practical assessment		
Teaching materials used	Books, syntheses, fact sheets, Internet, educational software, CD, DVD		

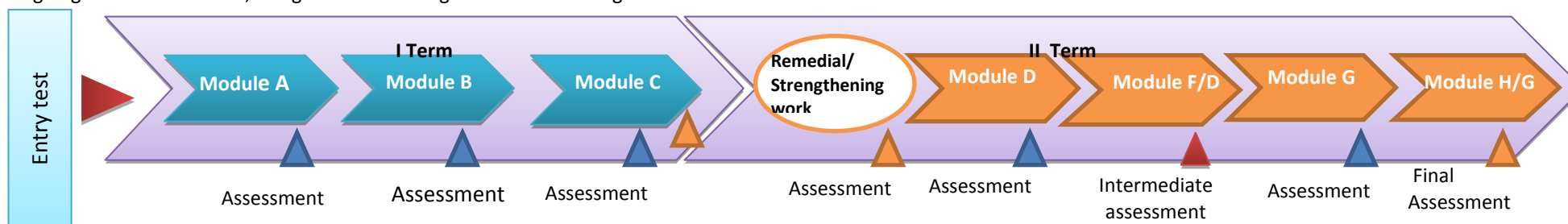
## Extra-curricular activities and coordinators

Title	Referent/s	Recipients
Legality and citizenship	Ms. Rema Evangelista	All second-third-fourth-fifth classes
Peer tutoring	Ms. Vismara	Internal-external users
Guidance	Ms. Aureli/De Iaco	Internal-external users
Projects ex art..9 ccnl school	Ms.Vismara - Zambuto	Internal teachers and ATA
Road safety education “driving licence”	Ms. Sallemi	Second-year students
English language certification “pet”	Ms.Schiaroli	All second-third-fourth-fifth classes (internal and external)
French language certification level B1	Ms. Raggi	Third-fourth-fifth classes
English course	Ms. Laudadio- Schiaroli	First and second classes hotel&catering course
Ecdl for everybody/Ecdl for teachers	Ms.Catanzani	Internal-external users
Project “ snow”	Ms.Sallemi	Third-fourth-fifth classes
Meeting with “the unsuspected”	Ms.Rossini Iaccarino	First-second classe professional
Distance adoptions	Ms.Vismara/Onida	Whole school
Sports group	Ms.Gorietti	All students
First Aid	Prof.ssa Gorietti	4th classes Hotel/Catering/3rd/5th ITC/H.C.applying
“Sailing together”	Mr.Caparvi	Students with special educational needs
Instrumental-vocal laboratori & musical	Ms.Curini– Pacifici-Patumi	All students
School Orchestra	Mr.Pacifici	All students/Students of other schools
Discovering Al Alamein	Prof.Patumi	third and fifth classes
“The book is served”	Ms.Manuali	The whole school
Youth chess championships	Mr.Puglia	all classes applying
Electronic School of consumption	Ms.Bellelli- Pertichetti	fourth-fifth classes tourism
S.o.s school	Mr.Caparvi- De Vito S.	Disabled/students in difficulty
Day of remembrance	Ms.Aureli/history teachers	All applying classes
Promotion of well being through life skills education methodology	Prof. Aureli- Venturi	Teachers and students interested
Let’s work with LIM	Teachers first classes	Teachers applying
Prevention: a life commitment	Ms.Sallemi-Manuali	All applying classes
Conscious choices	Ms.Stocchi	Students of the 1st/2nd classes

Some teachers are engaged in projects useful to enlarge culture, knowledge, competence, abilities of students

### D1.2 .d Adequacy of curricula to learning objectives

The study plan, drawn up by the teacher of each subject, is written after a period of observation of the class and after entry tests, designed to establish the prerequisites needed to follow yearly teachings. The teacher, after making a subdivision of the program in modular units, assess the ongoing appropriateness of the proposed activity, based on the outcome of the tests made at the end of each unit. If the teacher finds out inadequate results in evaluating the standards achieved by pupils, he/she will proceed in the ongoing remedial activities, using different strategies and methodologies.



Tab. 1 CORRESPONDENCE MARKS/LEVELS

LEVEL	KNOWLEDGE	COMPETENCE-SKILLS	ABILITY	MARK
A Very good	Complete, detailed and revised	Steady, autonomy in elaborating knowledge	Excellent speaking/writing Complete and personalised analyses/synteses	8<P<=10
B Good/Fair	Complete and/or detailed	Good elaboration of knowledge	Good speaking/writing Complete analyses/synteses	6.5<P<=8
C Sufficient	Essential of basic contents	Sufficient, guided /partial elaboration of knowledge	Essential but acceptable speking/writing with error control. Acceptable analyses/synteses though inaccurate and/or partial	5.5<P<=6.5
D Non sufficient	Modest/ Superficial	Modest, lacking or superficial elaboration of knowledge	Modest speaking/writing without error control Partial analyses/synteses	4<P<=5.5
E Inadequate	Very scanty/ inexistent	Inexistent elaboration of knowledge	Very modest speaking/writing with high incidence of error Inexistent analyses/synteses	P<=4

Tab.2 NON COGNITIVE PARAMETERS

LEVEL	PARTECIPATION	COMMITTMENT	PROGRESSION IN LEARNING
A	Proactive	Rigorous	Remarkable
B	Active	Diligent	Constant
C	Attentive	Sufficient	Sufficient
D	Superficial	Superficial/opportunistic	Discontinuous
E	Inattentive/disturbing	Poor	Inexistent

Tab.3 BEHAVIOUR

INDICATORS	Mark
Very fair behavior, responsible, active and constructive, full awareness and strict adherence to commitment times, regular attendance, timely compliance of school timetable	10
Behavior is always correct, responsible and respectful of the rules, fully aware of school commitment the, regular attendance, timely compliance of school timetable	9
Correct behavior and respect for rules, regular attendance, compliance with one's obligations, and of school times	8
Behavior is not always correct and respectful of rules, lack of education in one's duties, not always regular attendance, frequent delays / early exits / strategic absences with a written reprimand	7
Irresponsible behavior in the respect for rules, for peers, teachers and people who work in school. Lack of awareness of one's school duties. Presence of a written reprimand on class register	6
Behaviors that violate the dignity and respect for human life, create danger for the safety of people, show systematic / repeated refusal of the rules, severe or total lack of respect towards peers, teachers, people working in the school. Lack of awareness of one's school duties. Presence of behaviors that involve the imposition of sanctions by the Class Council of at least five days' suspension from school attendance (this mark causes failure in the school year)	5

#### D1.2 .e Mode of allocation of credits and assessment of the final test

The professional course has a a final qualification test at the end of the first year of the second period (3 rd year), while both addresses, professional and technical, i have a final State examination at the end of the fifth year. Professional course: the qualifying examination consists of two written tests, one in the language area, the other technical / professional, both organized according to the indications of the Class Council, assisted by two external experts, representing trade associations. The final evaluation is defined according to the following scores: **Tab. 4** third, fourth, fifth classes

Average of marks	School credit				
	Third classes (with stage)	Fourth classes	Fifth classes		
M = 6	3-4	3-4	4-5	0 ≤ total ≤ 1,50 total > 1,50	Band min. Band max.
6 < M ≤ 7	4-5	4-5	5-6		
7 < M ≤ 8	5-6	5-6	6-7		
8 < M ≤ 9	6-7	6-7	7-8		
9 < M ≤ 10	7-8	7-8	8-9		
	Third classes (without stage)				
M = 6	3-4			0 ≤ total ≤ 1,00 total > 1,00	Band min. Band max.
6 < M ≤ 7	4-5				
7 < M ≤ 8	5-6				
8 < M ≤ 9	6-7				
9 < M ≤ 10	7-8				

The qualification exam is held in the first decade of June. For the evaluation of written tests teachers use grids of correction

**Professional**

**and technical courses:** the ministerial state exam includes testing differentiated for different type of school and course valid for the entire national territory. Admission to State exam states that those who attended the last class, at the final scrutiny shall have achieved a mark of at least six in each discipline or group of subjects evaluated by assigning one single vote according to laws in force and a behavioral mark not below 6/10 (Article 6, paragraph 1, Presidential Decree 22 June 2009, n.122). The outcome of the assessment, if positive, is published on the school albo , with the mark in each subject and the behavior evaluation, the scores for the last year school credit and the overall credit, followed by the term 'Admitted'; if negative there is no publication of marks and scores, but only the words 'not admitted'.

Crediti scolastici						Credits	External credits		School credits	
School attendance		Interest and commitment in taking part in the educational dialogue		Internship/stage		Extra curricular activities coherent with curriculum or personal max 4 credits 0,20 each	0,20	ECDL ( 4 exams)	0,20	Peer tutoring
							0,40	ECDL ( 7 exams)	0,20	Sporting group and/or participation in events on behalf of the school
							0,20	Foreign language courses		
							0,40	Foreign language certification (Pet)		
Poor a > 35	0,00	Poor	0,00	Poor	0,00		0,20	Attendance of professional courses coherent with curriculum	0,20	Musical activities
Occasional 25< a ≤ 35	0,25	Opportunistic	0,15	Sufficient	0,30		0,20	Working activities coherent with curriculum	0,20	Participation in activities organized by the school (guidance, courses, various services)
Regular 15 < a ≤ 25	0,50	Sufficient	0,30	Good	0,60		0,20	Participation in relevant events and/or cultural activities		
Assiduous a ≤ 15	0,75	Good	0,50	Very good	0,75		0,20	Scholarships /awards for participating in contests held by recognised entities	0,20	School music lab
		Assiduous	0,70				0,20	Agonistic sport activity	0,20	Other school projects recognised and certified by teacher in charge
						0,20	Volunteering external certified activity			

Cases of non-admission to the examination should be carefully motivated by the class council. Students with certified disabilities who have followed an individualized differentiated educational path (PEI), (Art. 15, OM 21 May 2001, n.90), are assessed by Class Council with the assignment of marks and a school credit , pertaining solely to the development of this plan. Therefore, they are admitted-on the basis of justified and timely resolution of the Class Council - to sit the state examinations with different tests, consistent with the path undertaken, aimed exclusively at the release of the certification mentioned in Article 13 of Presidential Decree No. .323/1998. Also for these students marks and credits followed by the words “admitted” will be published on the Institute albo; in case of failure, only the words 'not allowed' will be published.



**Tab. 6** Final test assessment: the total max. score for the final test equals 100 scores divided as follows:

20 credit scores got in the 3-year course	15 scores for First Test (national)	15 scores for Second Test (national)	15 scores for third test (Class Council)	35 scores for interview
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The committee is chaired by a President appointed by the MIUR, an external component (appointed by the ministry) and an internal one (identified by the Class Council). The CC. prepares for the Committee the "15th May document" (Article 5 paragraph 2 of Presidential Decree No 323 23.7.98) where the educational course of the class is introduced, that is, cross targets, content, projects, tests simulations (All. 8); times spaces, assessment tools with relating correction grids (All. 5, All. 6, All. 7)

<b>Tab.7</b>	
<b>Mon/Wed/Fri/Sat</b>	<b>Tue/Thur</b>
8-9	8-8,55
9-10	8,55-9,50
10-10,55	9,50-10,40
11,05-12	10,50-11,40
12-12,55	11,40-12,35
	12,35-13,30

#### **D1.2 .f Organizational Coordination**

For the 'school year 2011-12', based on the regional calendar approved by the Regional Council of Umbria, the Teachers' Board adopts the following school year:

Beginning September 12, 2011. Learning activities are suspended in the days / periods indicated below: 02/11/11, 08/12/11, from 23/12/11 to 07/01/12 (S. Claus) 14/02/12 (San Valentine's Day), from 02/04/11 to 04/10/11 (Easter), 25/04/11, from 30 / / 05/12 al 01/05/12; 02.06.12. End of lessons: 09/06/12.

The Teachers' Board decides:

- ✓ the division of the school year into 4 month terms: 1st term: from the beginning of school to 23/12/12; 2nd term from 07/01/12 to 10/06/12
- ✓ Intermediate evaluations: March / April 2012; final evaluations: January 2012 / June 2012.

- ✓ The annual timetable for each class is divided into six days a week.
- ✓ As for weekly timetable, the Teachers' Board has outlined Tab.7 scheduling, based on the guidelines of MIUR, that dictated a reduction of school hours to 32 hours p.w.
- ✓ Consequently, a committee has drawn up a weekly timetable for each class and each teacher, using suitable software so that workload and disciplines are equally distributed
- ✓ In case of absence of a teacher (illness, family documented reasons, etc), the Manager and / or his staff may make temporary changes to timetable.
- ✓ A "time bank" is established, where the teacher, by a declaration of availability, is committed to recover unmade lessons (maximum 6 days during the year - Credit/debit system)
- ✓ With regard to organizational coordination of the various levels of planning reference is made to paragraph D1.1.1.

## D2 TEACHING AND LEARNING

### D2.1 Verification of teaching

The Teachers' Board explicitly exerts some functions of internal self evaluation when appointing the instrumental functions with the indication of their duties, implicitly when activating remedial courses and when evaluating the EOP, according to CM 4/8/99 N. 194. The EOP quality is evaluated based on three indicators:

1. flexibility of innovative choices in learning organization;
2. integration as coherence of various initiatives and as interactivity school / local community;
3. responsibility of school decision-making components

The internal evaluation, as well as the educational sphere, is also carried out in different areas such as on the organizational structure, ensuring the application of the Charter of school services, or whether:

school organization is managed in an effective and transparent way	services to the public are timely	economic resources are best used	facilities are well organized and stored	labs, library and gym are correctly employed	students are fully informed about the objectives and teaching strategies	a "supportive network" (reception, guidance, support to socialization) is activated	the school uses appropriate media, including its website and mailing lists
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Monitoring and / or verification of the effectiveness of the collaboration between school and family is done by submitting special customer satisfaction questionnaires.

Verification of teaching in the curricular activity: each teacher carries out assessment tests, recording interterm evaluations into the electronic register; the average of those marks will make the final mark at the end of the term. The assessment parameters relate to the corresponding marks/ levels of Table 1, Table 2, Table 3.

#### D2.1.a How teaching is verified

- ✓ Class Councils: each teacher reports to Class Council about the carrying out of the program indicating compliance with the times scheduled in the individual teaching plan. In such a place, whereas the students' response is not the one expected, the Council will identify methods and strategies appropriate to the situations encountered (eg. "cooperative learning", peer tutoring might be of use to help).
- ✓ Departmental meetings: in mid-2nd term a verification is made for each subject to reflect on the effectiveness of planned activities. A minute is drawn out, which will be considered as an interim report for the activities.
- ✓ Individual Final Report: the teacher relates as to the activities performed in the various classes, indicating the level reached by the class, the difficulties met, deviations from programmed objectives and improvement actions.
- ✓ The verification of teaching is done through regular meetings of the Councils to assess:
  - ✓ Participation and involvement of pupils
  - ✓ Relapse on teaching
  - ✓ Evaluation of products made

#### D2.1.b Correspondence between planning and actual teaching

If there is no matching between planned objectives and actual achievement of planned learning levels (minimum objectives), at the end of the first term and / or during the second, each CC decides the appropriate activation of extra-curricular remedial courses or ongoing curricular interventions. Remedial courses are implemented for school

debts, by the end of lessons to July 15 with verification of the results, whose passing will permit admission to the next class.

### D2.1.c Documents for the verification of teaching

Class register	Teacher's register	Final report of remedial activities (in projects /activities sheets)	Class Council minutes	Minutes Department/ Commission meetings	Individual Plan, final program, teacher's final report	Individualized educational plan for disabled students (PEI)	Exam minutes	On line customer satisfaction questionnaires
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## D3 CONTEXT SERVICES

### D3.1 Organization and management of guidance activities

For guidance services for first class students the guidance commission has organized the following activities:

- ✓ Entry guidance for incoming students from third comprehensive grade (sending information letters/brochures / visits of teachers to I grade school premises, contacts with staff / afternoon information desk at "Casagrande Cesi", multimedia products in the school website, visit during curricular time to participate in active days in Labs, Open Days).
- ✓ Reception for 1st class students by tutors (Peer Tutoring )(D3.2).]

### D3.2 Organization and management of services for ongoing support and tutoring service

#### D3.2.1 How ongoing assistance and tutoring is organized and managed, in particular for disadvantaged students.

- ✓ The class coordinator maintains relations with students, families and other teachers, monitors absences and delays, coordinates the CC educational activities. In the 4 th and 5 th year, the tutor in charge of school-work activities facilitates school-family-society relations.
- ✓ Support ongoing activities, especially for disadvantaged students:

❖ **Peer Tutoring** The project, started in the previous school year ensures that young first classes students are aided, throughout the school year, by a group of "Tutors" (currently about 220, with the support of about 25 "senior" tutors, who in turn act as mentors for other teachers, according to the philosophy of "Peer Education"), older students who follow their smaller mates implementing strategies of observation, preventing discomfort and promoting a sense of well being, helping them in their school duties with afternoon support to study. The group has set up a tutor tutors' blog on which to post photographs and comments. These activities, besides facilitating relations of solidarity between young people, allow more competent students make themselves useful to the more fragile, while at the same time testing their tutoring skills and developing a sense of belonging, empathy and interpersonal skills, qualities particularly valuable at a time when the Italian school seems to be undergoing a severe crisis of identity, in which worrying forms of youth distress are appearing: from the apparently harmless "Internet addiction", to decommitment, vandalism, bullying, a term in vogue which includes various expressions of disrespect for the common thing and others. The project, highly ambitious, starts from:

- the idea of the possible rescue of the "army of the mild," who, by definition, suffer the imposition of the style of the arrogant and are unable to reverse this situation because they are not united (the situation is similar to the present situation of society)
- the detachment from the increasingly evident between teenager and adult, who is evidently unable to transmit values which, however, he no longer possesses (as highlighted by recent Italian events)

❖ **Education to legality** (the project has been active since the 90s and insists on the development of a sense of respect and sharing of rules

- ❖ **Citizenship and the Constitution** (within education to legality)
- ❖ **Eco Schools' Net** (the project, now taken up by local authorities, has been active for years in the school and aims to develop the habit to separate waste collection)
- ❖ **Anti-smoking campaign** (the project has been active for two years, implemented in collaboration with the section of Terni in the Italian League Against Cancer, also sees the active participation of the school tutors)
- ❖ **Education to correct driving**
- ❖ **Vocal-instrumental lab** (school orchestra and "band")
- ❖ **Psychological support with ASL 4** psychologists (for the difficulties relating to states of distress and / or eating disorders)
- ❖ **Education to solidarity** : volunteering activities in cooperation with local public and private organizations, such as Caritas, Casa dei Colori, activities for the elderly in situations of disadvantage; international remote adoptions
- ❖ **Sports**: Football 5, cross-country, volleyball, drum ball , orienteering, etc.

In addition to projects, the School promotes maturation of the sense of responsibility of the students caught in transgressive actions through the instrument of "messa alla prova", with the activation of activities performed in the interest of the school in the area where the student produced the offending conduct (helping ATA to clean, sort objects, volunteer in associations, in poor people canteen, etc)

Projects still to be promoted:

Development of transversal skills: social skills / self-efficacy / coping (our boys lack communication and social skills -that should be also transferred to their families-and do not believe in their ability to front and solve problems)

Education in proper nutrition (see context analysis- E1.1.1 )

Energy saving strategies and eco-compatible micro-behavior (see the context analysis -E1.1.1)

"Leavethecarandwalk:do it and tell your family to do it!" (see context analysis-E1.1.1)

### **D3.2.2 Remedial activities**

- ✓ Remedial courses held by teachers
- ✓ Peer Tutoring activity with afternoon support to study (D3.2.1)
- ✓ Ongoing guidance for second-class students (Technical) third classes (Professional) for the choice of post biennium/triennium courses
- ✓ Afternoon courses of Italian language for foreign people level core and advanced
- ✓ Language course for PET and French B1 certification

### **D3.3 Organization and management of internship activities (compulsory)**

- ✓ Activation of specific agreements with local authorities, associations, businesses, banks, law firms and professional bodies for private supplementary educational activities and internships
  - ✓ Meetings with experts and representatives of working life / or universities
  - ✓ Information Conferences / Training
  - ✓ Projects of school-work alternation for pupils with disabilities who need a secure training path with the involvement of social cooperative operators.
- Sample Table of meetings with experts]

CLASS	PERIOD	Date	TOPIC	EXTERNAL OPERATORS
fifth	November	November	Survey on labor market	Delegation of students at a meeting organized by the Chamber of Commerce
fourth	November	1st December	Craftmanship	Confartigianato
fourth	November	November	Safety in the workplace	INAIL (students watch a movie)
fourth	December	22 febbraio	The local economic situation The role of the Chamber of Commerce	CCIAA
fourth	December	22nd January	Safety in the workplace	Provincial Work Direction
fourth	January	2nd March	Safety in the workplace	Provincial Work Direction
fifth	February	12th April	Compliance for the job search	Job Centre
fifth	March	8th/ 9th April	The job interview	Temporary employment agency industrials association
fourth	February	25th March	The Balance	Dr. Fratini
fifth	March		The job interview	Temporary employment agency - Manufacturers' association
fifth	April	4th March	How a business is made: meeting with Franceschini of Celi Ltd.	Manufacturers' association Confartigianato
fourth	(unexpected)	11th March	How a business is made: meeting with Garofoli	Manufacturers' association Confartigianato

### D3.3.a Organization and management of internship, with particular reference to vulnerable students

- ✓ Placement Service: activated from the third year (generally 2 weeks after the end of first term), entrusted to a tutor within school, who plays the role of assistance and guidance of the student and verifies the proper conduct of the path, and an external training tutor (company tutor), who promotes the student's placement in the operating environment, assists in the workplace and provides the school with verification and evaluation activities.
- ✓ Special attention is given to disadvantaged students in trying to place them in places suitable to their needs with a continuous monitoring supported by operators and / or specialist teachers.
- ✓ Development of vocational education and professional training under subsidiarity (article 2, section 3 DPR 15/3/2010 No. 87)

### D3.3.b Activities within the service

- ✓ Identification of companies by teachers in charge of the service and by the Chamber of Commerce
- ✓ Asking for availability of companies by the Chamber of Commerce
- ✓ Conclusion of a training agreement between student, family and business
- ✓ Signed agreement with companies
- ✓ Regular monitoring by the tutor
- ✓ Assessment of student
- ✓ Evaluation of the company

### D3.4 Organization and management of International activities (compulsory)

- ✓ European projects Commission
- ✓ Cultural exchanges
- ✓ School trips with foreign language courses
- ✓ E-twinning

#### **D3.4.a Organization and management of International relationship service, with particular reference to disadvantaged students**

- ✓ Management of international activities through the commission "European Projects" that meets regularly to consider projects that best suit the school reality, and to inform interested teachers

#### **D3.4.b Activities within the service**

- ✓ Leonardo project with Austria/Romania/other Italian school (Vibo Valentia)
- ✓ E-twinning
- ✓ Holidays abroad during summer holidays

#### **D3.5 Organization and management of job placement activities for school graduates (compulsory)**

- ✓ Data-bank professional educational choices of school leavers ( dimension E)
- ✓ Final guidance for the choice of working/achademical paths for fifth class students
- ✓ Meetings and information events are organized

#### **D3.5.a Organization and management of the placement service of outgoing students, with particular attention to disadvantaged students**

- ✓ Visits to the Employment Centre
- ✓ Display and use of related web sites
- ✓ Mentioning of best students to companies

#### **D3.5.b Activities within the service**

- ✓ Meetings with Employment Centre Executives
- ✓ Knowledge of agenzie proposing employment
- ✓ Consultation of magazines and newspapers
- ✓ Knowledge of how research and personnel selection works
- ✓ In particular, for the disabled pupils, it is proposed, in addition to the above activities, the production of simulations of "curricula"

## SW ANALYSIS

DIM	STRENGTH POINTS	WEAKNESS POINTS
D	<ul style="list-style-type: none"> <li>✚ Circulation of information- Interactive site with passwords for teachers/students/families- Online evaluations and absences- Publication of updated information</li> <li>✚ Competence of teachers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demotivation and lack of commitment by teachers</li> <li>✓ Inadequate flow of information due to non consultation of the site/poor distribution of circulars</li> <li>✓ High rates of school failures/suspension of assessment</li> <li>✓ Non homogeneous sharing of objectives / strategy / evaluation criteria by teachers within Class Council</li> <li>✓ Poor use of motivating and innovative teaching strategies by teachers/subjects are not made interesting</li> <li>✓ Parzialità in the assessment/evaluation</li> <li>✓ Lack of students' valorization/attention to students' needs</li> <li>✓ Inadequate organization of support afternoon activities organized by teachers</li> </ul>