



# ESCAPE TEACHER SKILLS ASSESSMENT FRAMEWORK



Co-funded by  
the European Union

*ESCAPE. Preparing healthcare professionals for cyberattacks  
Project No.2023-1-ES01-KA220-VET-000151536*

# Partners



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# Table of Contents

1. Introduction	1
2. Teacher Skills Assessment Framework (TSAF)	1
3. Didactic and methodological foundation	1
1. European framework and political guidelines	1
2. Pedagogical Foundations	2
3. Reflection and professionalization	3
4. Development of a personal action plan for ESCAPE lessons	3
1. Phases of an Escape Action Plan	3
2. Practical example: Cybersecurity in healthcare	4
3. Objectives of the approach and application	4
5. Tools for teachers	5
1. Self-reflection questionnaire	5
2. Peer observation protocol	8
3. Feedback from learners	9
4. Lesson evaluation and development passport	10
5. Example of Development passport	11
6. Evaluation and use of the results	11
6. Application, quality assurance and data protection	13
1. Application in the school context	13
2. Quality Assurance	14
3. Data protection	15
7. Conclusion	16
8. Bibliography	16



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## 1. Introduction

The ESCAPE Teacher Skills Assessment Framework (TSAF) was part of the European project ESCAPE developed to help teachers promote Cyber security skills to support teachers in meaningfully integrating and evaluating cyber security into their lessons. This is achieved through self-reflection, peer observation, and continuous professional development. The goal for teachers is not only to expand their knowledge of cyber security but also to anchor it in their teaching, reflect on it, and develop it further together with colleagues. The framework promotes a learning culture based on responsibility, self-efficacy, and continuous improvement.

## 2. Teacher Skills Assessment Framework (TSAF)

The TSAF is not a test. It is a tool for self-development and peer-to-peer quality assurance, based on the motto "Reflect instead of test" (Fullan, 2020). Teachers identify their own areas and those of their colleagues for development. They set goals and document the progress. The following examples of procedures are used for this purpose which can be implemented independently by the teaching staff.

1. Self-assessment using a structured 20-item questionnaire for situational analysis.
2. Voluntary peer observation with descriptive feedback during an ESCAPE learning unit.
3. Learner feedback survey through open questions.
4. Teaching evaluation and development passport (considering steps 1-3).

## 3. Didactic and methodological foundation

### 3.1 European framework and political guidelines

The Digital Education Action Plan (2021–2027) of the European Union focuses on and addresses a strong digital education eco system and the promotion of digital skills for all people. It supports a quality-oriented digital transformation based on scientific evidence and pedagogical reflection (European Commission, 2020). In addition, the TSAF is thematically aligned with European Competence Framework DigCompEdu (Redecker & Punie, 2017). The following four key dimensions are particularly relevant for ESCAPE:



Dimension	Description
<b>1. Digital and security-related didactics</b>	Pedagogically sound and safe use of digital tools and methods.
<b>2. Cybersecurity competence</b>	Ability to identify risks, implement data protection, and act ethically.
<b>3. Collaborative and ethical practice</b>	Joint, responsible action in the digital space.
<b>4. Reflective and innovative teaching practice</b>	Continuous development and evaluation of one's own actions.

These dimensions build the foundation of TSAF and reflect the specific needs in the area of digital education and cybersecurity.

### 3.2 Pedagogical Foundations

The following section outlines the educational basics of the TSAFs and the framework of Kolb's (1984) experiential learning theory.

cycle of experiential learning	Description
<b>Experience</b>	Learners act, observe, and experiment.
<b>reflection</b>	They reflect on their experiences.
<b>Conceptualization</b>	They derive principles or rules.
<b>Application</b>	They put the new knowledge into practice.

These cycles form the grounding of all TSAF instruments. Teachers engage in experiences, reflect on them, and continuously plan new activities. Cybersecurity is considered a key aspect of this process. It supports the understanding of a complex, action-oriented learning environment. This understanding is not achieved through mere information but through experimentation, reflection, and transfer.

The ESCAPE project therefore adopts the principles of experiential learning by engaging teachers and learners in solving problems together, reflecting on their decisions, and developing appropriate strategies. Game-based learning, as used in escape rooms, promotes motivation, teamwork, and critical thinking (Mayer, 2019).



For game-based learning to be pedagogically effective, it must be connected to reflection, in line with the principle that “Experience alone does not teach – reflection on experience does” (Dewey, 1933). This principle applies not only to learners but also to teachers.

### 3.3 Reflection and professionalization

Reflection is the central mechanism of professional development (Schön, 1983; Korthagen, 2017). It enables teachers to question their routines, adopt new perspectives, and improve their own actions.

In TSAF, reflection is carried out using the following tools:

- **Self-reflection before the lesson**
- **Voluntary Peer observation of the lesson**
- **Learner feedback survey**
- **Teaching evaluation and the development passport**

It makes reflection not only an additional task, it becomes part of the teaching culture.

It serves both **personal professionalization and the school quality development** as well as the optimal use of the materials of the Escape project and enables continuous development and adaptation of the teaching material.

## 4. Development of a personal action plan for ESCAPE lessons

Before teachers can use the specific instruments of the ESCAPE Teacher Skills Assessment Framework (TSAF), it is helpful to develop a personal action and reflection plan first.

This Action Plan serves as a guide to adapt the use of ESCAPE games to one's own teaching context.

The concept is based on the model that has proven to be successful in the European education sector: **SUPERHEROES methodology** (EOLAS Research, 2023). It was originally developed to help teachers integrate the Sustainable Development Goals (SDGs) into their teaching in a practical way.

The underlying logic lends itself perfectly to being applied to **ESCAPE materials on cybersecurity in healthcare**. Both approaches are based on the same educational principles: **experience-oriented learning, reflection, cooperation and further development** (cf. Dewey, 1938; Kolb, 1984).

### 4.1 Phases of an Escape Action Plan

The personal action plan comprises four successive phases that structure the professional learning and reflection cycle of an ESCAPE teaching unit.

#### Phase 1: Understanding and context analysis

Analysis of the initial situation: What significance does cybersecurity have in healthcare for my learners? Which learning objectives are relevant and motivating?



## Phase 2: Planning and goal definition

Selection of suitable escape games or puzzles and definition of learning objectives (e.g., data protection, teamwork, ethical thinking). The goal is a well-founded, engaging lesson plan.

## Phase 3: Implementation and monitoring

Implementation and observation of learning processes – such as teamwork, problem-solving behavior, and communication. The tools of the TSAF can be used for this purpose (e.g., observation forms, reflection logs).

## Phase 4: Reflection and further development

After the session, the results are evaluated: Which competencies became apparent, and what should be adjusted? This reflection can be done individually or collaboratively.

### 4.2 Practical example: Cybersecurity in healthcare

A teacher is planning an ESCAPE unit on the topic “Phishing in hospital administration”.

The learners should understand the importance of data security and ethical conduct for the protection of patient data.

The game Hospital Data Breach will be used for this purpose.

During the game phase, the teacher observes the communication, problem-solving behavior, and handling of time pressure.

After the game, the learners reflect in the debriefing on how the strategies developed can be transferred to real work contexts.

The teacher documents the findings in the reflection log and uses them for their own professional development.

### 4.3 Objectives of the approach and application

The Action Plan supports teachers in:

- designing the ESCAPE lesson focused and reflective way,
- 
- systematically documenting learning processes,
- 
- Collegial evaluation of teaching experiences
- and strengthening their own professionalism.

It is not a separate document, but a **didactic model**, which complements the TSAF tools. The observation sheet, the reflection logbook the peer feedback tool and the **continuous cycle of planning, action, observation and reflection** work together. (cf. EOLAS, 2023; Dewey, 1938; Kolb, 1984)





## 5. Tools for teachers

This section gives an overview of the TSAF's practical tools together. They continue the cycle: Planning, Teaching, Reflecting & Improving specifically, all tools can be used analogously or digitally.

Instrument	Purpose	Time in the process	Output/Evidence
<b>Pre-lesson self-assessment</b>	Individual status assessment	<b>Before</b> a unit and <b>after</b> the	Average values per area; 1-2 keywords
<b>Peer observation</b>	Supplement self-reflection with an	<b>During</b> the unit; subsequently	2 strengths + 1 next step; optional
<b>Learner feedback survey</b>	Individual feedback from the learners as	<b>After</b> the unit, allow sufficient	Free text on open-ended guiding
<b>Evaluation after the lesson &amp;</b>	It links all collected information,	<b>After</b> the feedback; ongoing.	Goal(s), measure(s), resource(s),

Instructions for use in schools

- The tool is used internally by the staff. Results remain confidential.
- The implementation is possible individually or as a team.

### 5.1 Self-reflection questionnaire

**Purpose:** Individual assessment. It does not replace subject-specific knowledge. It helps to make more conscious decisions in the classroom. The TSAF describes four competency areas, each with five indicators. The scale ranges from 1 ("hardly applicable") to 5 ("completely applicable"). Each section contains a brief description, self-assessment items, and a didactic rationale.

**Construction:** 20 statements in 4 areas of competence and Scale from 1-5

Value	Anchor
1	not yet / not yet apparent
2	rarely / only partially
3	partial / situational
4	regularly / systematically with evidence
5	fully integrated / routine

**Input (per item):** Number **1–5** and a short **Evidence keyword** (e.g. “Data protection checklist in planning”, “Artifact present”).



## Evaluation & Interpretation of the Results

The evaluation serves to structure the results of the assessment and to make the current development stage of a teacher or a team of teachers visible.

It makes it possible to classify and specifically develop individual and school-based learning processes.

Value	Level	Description
1,0–2,0	Awareness	Initial attention has been drawn to the topic. Initial approaches have been taken, but there has been no
2,1–3,0	Basic understanding	Awareness exists; initial applications are being tested in the classroom. Basic concepts are understood (e.g.,
3,1–4,0	Application	Regular, conscious use of TSAF tools and methods. Working with ESCAPE materials is part of the teaching
4,1–4,5	Integration	The principles and methods of TSAF are systematically anchored in the school's concept or subject
4,6–5,0	Innovation	Exemplary practice. The teacher takes on a multiplier role, further develops materials, or shares good

### Steps of the evaluation:

1. Sum of points in a competency area / 5 = area average
2. Sum of all 20 items / 20 = total value
3. Classification according to development stage as per table

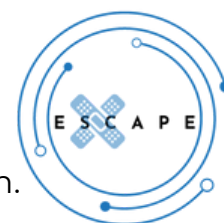
### First area of competence: Digital and security-related didactics

Ability to use digital tools and game-based methods in a didactically sound and safe manner.

No.	Self-assessment item	Scale 1–5
11	I am planning lessons that specifically promote digital security and media literacy.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12	I use game-based or simulation-oriented methods to make cybersecurity concepts tangible.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
13	I consciously choose digital tools depending on the learning objective and data protection.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
14	I plan visible feedback loops into the lesson (self- and peer feedback).	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
15	I incorporate short self-assessments by the learners (e.g., exit ticket) into the process.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5



**Reason:** This area assesses the ability to integrate technology into pedagogically meaningful contexts. Digital security thus becomes a learning objective, not merely a framework criterion.



### Second area of expertise: Cybersecurity expertise

Knowledge, attitudes and strategies for safe and ethical online behavior.

No.	Self-assessment item	Scale 1–5
21	I can recognize common digital threats (e.g., phishing, malware) and explain them.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
22	I consistently take data protection and security rules (e.g. GDPR) into account in my teaching.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
23	I discuss ethical questions of digital communication with learners.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
24	I can assess risks in online learning environments and react appropriately.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
25	I make a conscious effort to integrate topics such as digital footprints, misinformation, and AI transparency into my teaching practice.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Reason:** Cybersecurity knowledge is understood as part of general education, like media criticism or source evaluation. The goal is a reflective awareness of security, not mere adherence to rules.

### Third area of expertise: Collaborative and ethical practice

Collaboration, communication and responsibility in the digital team.

No.	Self-assessment item	Scale 1–5
31	I regularly work with colleagues on digital teaching projects.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
32	I address ethical issues (copyright, AI, privacy) within the team (e.g., agreements, guidelines).	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
33	I share materials via secure, GDPR-compliant platforms.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
34	I promote a culture of open communication about mistakes and data protection.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
35	I regularly reflect on my own digital communication behavior.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Reason:** Cooperation is designed to be safe, inclusive, and transparent. Ethical dilemmas are addressed in lessons, thereby fostering a trust-based school culture.

## Fourth area of competence: Reflective and innovative teaching practice



Further development, creativity and effectiveness testing.

No.	Self-assessment item	Scale 1–5
41	I actively seek feedback from learners or colleagues.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
42	I documented my teaching experiments and their results.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
43	I regularly try out new methods or tools and critically evaluate them.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
44	I incorporate current research or projects into my lesson planning.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
45	I share my experiences with colleagues to develop common standards.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Reason:** Reflective teaching practice is the driving force behind professional development. Innovation does not mean constantly introducing new things but rather improving proven processes and sharing them with colleagues.

### 5.2 Peer observation protocol

**Note:** Peer observation is intended to be a voluntary tool for collegial development. It serves as an invitation to exchange perspectives, not as a mandatory control mechanism.

**Purpose & Sequence:** The external perspective on the lesson is applied as a guided, descriptive, and value-free process. The recommended procedure is:

Phase	Time	Goal
Preparation	approx. 10 minutes.	Clarify topic, learning objectives, and observation priorities
observation	about.45-90 Min.	Notes on guiding questions; <b>no</b> rating, description only
Feedback	approx. 15 minutes	Feedback with 2 strengths + 1recommended work step by step, concise and to the point ( <i>Hattie &amp; Timperley</i> ,





## Selection of possible options guiding questions:

1. Are the learning objectives for cybersecurity clear and understandable for learners?
2. Is the connection to practical application in healthcare clear?
3. Which games or puzzles demonstrate learning, and what can be seen or heard?
4. Are data protection and cybersecurity addressed explicitly and correctly?
5. Does the choice of tool or media, including data protection and accessibility, make sense?
6. Is there a brief analysis after each phase of the game?
7. Do the tasks promote the transfer of knowledge to everyday life or work?
8. How can learning without multiple-choice tasks be made visible? For example through student work, observations, or brief explanations?
9. Can all students participate meaningfully, considering factors such as pace, language, and possible alternatives?
10. How does teamwork work in practice, for instance with respect to roles, coordination, and secure communication?

**Protocol Summary: 2 identified strengths** (bullet points) and **1 actionable next step** (to be implemented by [date]) (*Hattie & Timperley, 2007*)

### 5.3 Peer observation protocol

**Purpose:** Learners receive a short reflection sheet or a digital form to promote self-awareness, responsibility and reflective ability (Dewey, 1933; European Schoolnet, 2021).

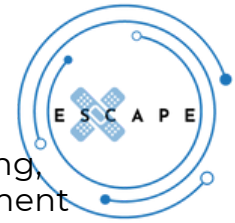
#### Part 1: Personal Learning Experience

- What have I learned in this unit and how do I know it?
- When was learning difficult and how did I deal with it?
- What rules or strategies can help me use digital media more safely?
- What helped me solve a problem or understand a mistake?
- How did we work together as a team, and what worked well?
- What will I do differently in the future when I learn or work online?

#### Part 2: Feedback to the teacher

- Which task, question, or discussion made me think the most?
- What would have helped me to understand even more?
- How do I assess the interplay between play, reflection, and safety?

**Possible evaluation:** The feedback helps to identify patterns and effects of the methods. The learners' results are collected immediately after the lesson (worksheets, solutions, brief explanations) and stored anonymously. They are aligned with the agreed-upon learning objectives and compared with the observation notes, clearly identifying both the achievement of objectives and any remaining gaps. The assessment focuses on observable actions and comprehensible reasoning. Concrete consequences are derived from the patterns observed (maintain, adapt, supplement) and recorded as next steps with deadlines. Key feedback is briefly reviewed in the next lesson and incorporated into a short transfer task, which is then included in the final evaluation.



## 5.4 Lesson evaluation and development passport

**Purpose:** Completion of the TSAF cycle. The idea is not a grading, but learning-oriented diagnosis and targeted further development of teaching with ESCAPE materials on cybersecurity in healthcare (Hattie & Timperley, 2007; Hattie, 2009; Fullan, 2020).

### Self-reflection (after class)

#### Content assessment: Learning objective & outcome

- What overarching learning objective (technical, safety-related, digital) was the focus?
- How could it be recognized that learners understood and were able to achieve this goal?
- Which ESCAPE elements (puzzles, tasks, scenarios) were particularly helpful – what should be expanded upon or reduced in the next round?

**Note:** Connection to learning objective taxonomies (Bloom, 1976) and cognitive activation (Hattie, 2009)

#### Didactic-methodological analysis: Materials & methods

- Which digital tools/platforms were used – and for what reason (suitability for the objective, data protection/GDPR, accessibility)?
- How were playful elements (teamwork, time pressure, puzzles) didactically justified and introduced?
- Where did difficulties arise (time, understanding, technology) – what methodological adjustments are advisable?

#### Learning effectiveness: Sustainability & Transfer

- What typical misunderstandings arose and how were they addressed?
- How successfully was the transfer to new contexts (e.g., daily life or professional settings) demonstrated?
- Which motivating/emotional reactions were visible, but what triggered them?
- What forms of feedback (peer, teacher, self) were used and with what effect?
- What will be omitted or emphasized next time?

#### Documentation & Evaluation:

- Short narrative notes are sufficient; ideally within the first 24 hours after the end of class (Schön, 1983).
- The results are summarized in the development passport at the end.

## 5.5 Example of Development passport



Action step	Results & Measures
Initial situation	Brief reference to self-reflection and observation: <i>Tool selection area – justification regarding data protection was unclear; learning objectives were partly unclear.</i>
Goals)	"Competence <i>Cybersecurity</i> from level 2 → ≥ 3 until the end of the half-year."
Field	Content / Example
Measures	"ESCAPE phishing scenario; debrief guiding questions on data minimization; peer observation focusing on ethics/data protection."
resources	"ESCAPE materials, school cloud, observation guide."
Evidence(s)	"Student products, reflection protocols, short questionnaire scores."
Re-Assessment	"Appointment in January (repeat testing + brief peer feedback)."
Brief reflection	"Phishing patterns were detected automatically; next step: introduce a password manager."

## 5.6 Evaluation and use of the results

Comparing perspectives: Self-assessment (TSAF questionnaire), Peer observation (protocol), Learner feedback (short form/exit ticket), Lesson reflection (sections above). Triangulation enables a sound diagnosis of teaching quality (Creswell & Plano Clark, 2018).

Key findings are **categorized** and documented in the passport and each linked with at least one specific **Improvement measure**.



## Examples:

Dimension	Observation / Insight	Improvement measure	Next cycle
Clarity of learning objectives	Learners didn't always know what the goal was.	Visualize learning objectives at the beginning and have	Use the learning objective board.
Motivation	High participation due to game	Schedule mandatory	Establish a final round.

**Didactic added value:** Evaluation serves professionalization, not justification; it combines observation, learning research and collegial perspectives to create actionable development steps (Hattie, 2009; Fullan, 2020).

**Reflect:** Reflection begins after the session.

### Procedure (recommended)

1. **Self-reflection** the teacher (structured),
2. Comparison with the **Observation protocol** (if applicable)
3. **Brief debriefing** (approx. 15 min.) with 2 strengths/1 step,
4. **Learner feedback** is collected (briefly, focused).

### Guiding questions

- What was successful – and why?
- Where did uncertainties arise?
- How did the learners react?
- What will I change next time?

### Notes

- **Reflect promptly** (ideally within 24 hours).
- **Triangulation** increases the validity of findings (self, peer, and learner perspectives). Self-reflection and feedback from learners should always be included, while peer observation should be integrated regularly whenever possible.
- **Record results briefly.** Detailed conclusions are documented within the framework of the Development Passport.

**Improve:** Based on the reflection, concrete adjustments are planned, documented and tested in the next sequence.

## improvement cycle (coupled within the development passport)



Step	Action	field in development passport	Goal
<b>analyze</b>	Compile the results from	“Initial situation/evidence”	Identifying patterns and areas
<b>planning</b>	Formulate new focused goals."	"Goals"	Manage Focus
<b>measure</b>	Adapt the method/strategy (e.g.,	“Measures/Resources”	Ensure implementation
<b>Re-Evaluation</b>	Assess the impact (self/peer/short learner	“Evidence/Re-assessment”	Document progress

### Didactic Added Value

- The Action Plan makes educational learning **visible**.
- It promotes **self-determined professionalization** instead of external printing.
- It strengthens collegial responsibility and transparent, trust-based quality development within the team.

## 6. Application, quality assurance and data protection

The Teacher Skills Assessment Framework (TSAF) is most effective when it is used regularly, reflexively, and collaboratively. This chapter describes how schools can organizationally embed TSAF, ensure quality, and apply it in compliance with data protection regulations.

### 6.1 Application in the school context

The TSAF is **flexible** and **scalable**. It can be used by individuals, in pairs or by entire departments – regardless of school type or subject.

Type of use	Description	Advantages
<b>Individual use</b>	Individual teachers use TSAF for personal reflection.	Independent, fast, self-directed
<b>Tandem/Peer Use</b>	Two colleagues <b>voluntarily</b> work together, observing and giving	Trustworthy feedback, change of perspective
<b>Team/student council work</b>	Sharing for quality development.	Systematic anchoring, exchange, common standards

### Integration into school development processes

- part of the **school-internal training plan**.
- **Anonymized results** can be incorporated into educational conferences.
- Can be combined with existing methods



**Important:** TSAF remains **the property of the teachers**. It delivers **reflection data**, no **Performance data**. The results serve the purpose **of Self-development, not** the assessment.

### Implementation for use by the entire staff (Recommendation):

Phase	Period	Goal	Actors
Initial phase	Month 1–2	Introduction, initial reflection of all participants	Project/steering group
testing	Months 3–5	First implementation, peer observations	teachers
Evaluation I	Month 6	Exchange and adaptation	Specialist groups, management
anchoring	Months 7–12	Regular use, documentation, progress analysis	entire staff
Evaluation II	after 1 year	Review, next goals, report to school conference	Project group

This model allows for a **gradual introduction** without overload; scope and frequency are adjustable.

## 6.2 Quality Assurance

The TSAF supports quality development at **three levels**:

level	Goal	Instrument
Individual teacher	Professionalization, reflection, learning effectiveness	Self-reflection +Development passport
Staff/Team	Collegial culture, common standards	Observation + feedback sessions
School as an organization	Sustainable school development	Aggregated, anonymized feedback

### Principles of quality assurance

1. **Voluntary and personal responsibility:** Invitation instead of obligation.
2. **transparency:** All they know is what the collected data will be used for.
3. **Reflection instead of control:** Focus on learning, not on assessment.
4. **Scientific foundation:** The criteria are based on recognized educational frameworks.

## Quality assurance instruments



Instrument	function
Self-reflection data	Progress measurement at the individual level
Peer Feedback	External perspective/reflection
Development passport	Documentation of individual learning paths
Reflection reports	Collection of practical examples (“Best Practice”)

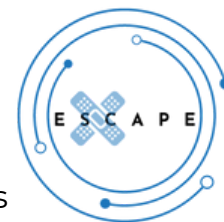
These instruments connect **self-control** and **collegial responsibility**.

### 6.3 Data Protection

Cyber and data security are in TSAF legal and educational **Basic principles**. Secure data processing within the context of reflection is part of the professional conduct of teachers.

#### Data protection principles (according to GDPR 2016/679)

principle	Meaning in the TSAF context
Purpose Limitation	Data is used exclusively for reflection and professional development.
Data minimization	Only the necessary data are collected (e.g., averages).
consent	Use by learners is voluntary and can be withdrawn at any time.
transparency	Teachers know where their data are stored and who has access to them.
Anonymization	Aggregated results do not allow for conclusions to be drawn about individual persons.
deletion	Data is deleted after the completion of the cycle.



## Privacy Policy Recommended Implementation

- Use local/school-internal storage systems (no cloud services with third country transfer).
- Storage physical documents (Questionnaires, reflection sheets) in locked cabinets.
- When used digitally: password protection and pseudonymization.
- Use anonymized data for school development only according to approval.

These instructions comply with the **EU General Data Protection Regulation** and common recommendations (including **ENISA, 2023**).

## 7. Conclusion

The guide provides a structured basis for planning and reflection on cybersecurity and the materials from the ESCAPE project. **in all phases of teaching**– from preparation and implementation to evaluation – in a targeted manner and adapted to the respective learning groups. It supports teachers in reflecting on their didactic decisions, making learning processes visible, and sustainably strengthening their own professionalism in dealing with digital and ethical challenges.

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