



RESEARCH ARTICLE

Developing a Methodology for Assessing the Performance of the Advisor to the Director for Educational Work and Engagement with Youth Organizations

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ARTICLE INFO	ABSTRACT
Received: Oct 17, 2025	To develop a comprehensive methodology for assessing the performance of the advisor to the director for educational work and engagement with youth organizations, in response to the growing complexity of educational management and the need for performance-based professional development tools. The study employs a mixed-methods approach, combining theoretical analysis of pedagogical and psychological literature with empirical research. A diagnostic framework was developed using systemic-activity, learner-centered, acmeological, and individualized approaches. A survey of 61 advisors was conducted to validate the proposed assessment model and gather user feedback. This is the first comprehensive methodology tailored to the relatively new role of the advisor to the director for educational work in Russian education. The approach supports the integration of evaluation into professional growth trajectories, addresses regulatory requirements, and reflects the multidimensional nature of the advisor's responsibilities. The assessment model includes a two-block system: procedural (14 criteria) and results-oriented (17 criteria), mapped across thematic lines and stakeholder interaction directions. Three flexible evaluation tracks are proposed, with options for comprehensive or targeted evaluation. Survey results showed a high level of support for the methodology, with 72.5% of participants affirming its necessity and 86% finding the criteria clear and applicable for certification.
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INTRODUCTION

The formation of a talent pool of specialists in educational work is a key condition for improving the educational process and enhancing the competitiveness of the education system. In educational institutions across Russia, the advisor to the director for educational work and engagement with children's public organizations (hereinafter referred to as the advisor to the director for educational work) serves as the primary agent for implementing the federal agenda in education. This professional is responsible for managing the implementation of federal educational programs and activity calendars in schools and colleges, contributing to the achievement of federal project indicators related to upbringing and ensuring the creation of a unified educational environment within the institution.

A responsibility of the advisor to the director for educational work is to consolidate the efforts of all participants in the educational process in fostering civic and patriotic values among the younger generation, as well as in supporting and implementing children- and youth-led social initiatives and projects.

Contemporary Russian research by Z.I. Lavrenteva (2023), T.A. Romm (2023), O.A. Lavrenteva (2023), E.M. Skrypnikova (Lavrenteva, Skrypnikova, 2023), and M.M. Betilmerzaeva and I.V. Muskhanova (2023) highlights the multifunctional nature of the advisor to the director for

educational work, exploring both the theoretical and practical aspects of their professional development, strategic orientations, and the specific features of interaction with various participants in the educational process.

The works by O.A. Lavrenteva (Lavrenteva, Skrypnikova, 2023), which focus on the development of a competence-based model for the advisor to the director for educational work, emphasize that this specialist serves as a vital link between the school administration and public organizations. One of their primary responsibilities is to ensure efficient information exchange and manage public relations. According to A.V. Bogdashin and T.O. Soloveva (2023), another important aspect of the advisor to the director's role is engaging with the parent community and selecting effective forms of cooperation between family and school.

Given the multifunctionality of the advisor to the director for educational work and their role in enhancing the quality of the educational process, the need to assess the effectiveness of their activities becomes particularly relevant. Such assessment serves as a valuable tool for the professional development of these specialists.

Issues related to assessing the performance of the advisor to the director for educational work are currently being explored in both educational theory and practice. For example, the works by B.A. Deich, Z.I. Lavrenteva and E.V. Lisetskaya (2023) present an analysis of the prospects, challenges, and professional gaps of advisor to the directors for educational work, based on empirical research.

A.V. Kislyakov, A.V. Shcherbakov, and S.V. Buranova (2023) emphasize the importance of assessing the professional competence of the advisor to the director for educational work, highlighting its potential to improve the effectiveness of their activities. The authors propose several assessment tools: a self-evaluation method for tracking the time spent on various tasks, a self-assessment method for professional skills, and a questionnaire for school administrators and teaching staff to evaluate the advisor to the director's performance.

In educational practice, the criteria and indicators for assessing the professional performance of advisor to the directors for educational work are developed by regional ministries of education across the Russian Federation (Ministry of Education of the Stavropol Territory, 2023), as well as by Institutes for the Development of Education and general educational institutions.

Existing studies and developments in the field of assessing the effectiveness of the advisor to the director for educational work remain fragmented and do not provide a comprehensive, scientifically grounded approach to addressing this issue. There is a lack of conceptual foundations and an integrated methodology for evaluating the effectiveness of the advisor to the director's activities that would ensure both the coherence and adaptability of the assessment process according to current regulatory requirements and the principles of pedagogical science.

In this context, the article aims to provide a theoretical foundation and develop a methodology for assessing the effectiveness of the advisor to the director's educational work.

LITERATURE REVIEW

The assessment of the effectiveness of the advisor to the director for educational work is among the most important and complex issues in pedagogical theory and practice. Its complexity lies in the fact that the performance and effectiveness of this specialist are influenced not only by the conditions of the educational institution, their level of competence, initiative, and engagement, but also by other participants in the educational process (parents, teachers, social partners, and municipal and regional coordinators from the Russian Children's Center "Rosdetcentr").

Scientific literature was analyzed in two main directions. The first involved examining studies related to the assessment of pedagogical effectiveness. The second focused on exploring existing methodologies and diagnostic tools used to evaluate the work of the advisor to the director for educational work.

C.D. Ellett and C. Teddlie (2023) provide a historical overview of the conceptual and research-based approaches to teacher evaluation and the assessment of teaching effectiveness in the United States. S. Pastore and M. Mincu (2024) present findings from a study examining teachers' perceptions of performance evaluation and professional development. W. Doyle (1990) and B. Rosenshine and R.

Stevens (1986) emphasize the need to identify independent and scientifically grounded indicators for evaluating effectiveness. D. Beijaard and N. Verloop (1996) highlight the importance of assessing teachers' practical knowledge. D. Muijs (2006) explores various aspects of research on teacher effectiveness, discussing the advantages and limitations of different assessment methods such as surveys, student performance observations, and interviews. A.Y. Teshaboev (2024) draws attention to the role of diagnostic assessment in teachers' professional development, particularly in identifying strengths and weaknesses in their professional performance. V. Podgornik and J. Vogrinc (2017) examine the potential of self-assessment for improving school performance, as well as the factors that directly influence its effectiveness.

L. Darling-Hammond, S.P. Newton, and R. Chung Wei (2013) analyze the Performance Assessment for California Teachers (PACT). This method is designed not only to evaluate but also to improve teacher performance and determine future instructional strategies. R. Sabharwal and S.J. Miah (2024) propose a methodology for evaluating teacher performance that involves the use of machine learning (ML), a subset of artificial intelligence (AI).

In Russian scientific research, assessment is regarded as a key tool for professional development and improving performance. According to S.L. Rubinstein (1973), assessment holds fundamental significance as it encompasses not only knowledge but also attitude. G.P. Vyzhletsov (1972) argues that assessment deepens self-awareness, stimulates the subject's activity, and facilitates decision-making. The developmental nature of assessment is emphasized in the works by B.G. Anan'ev (1980) and A.E. Esterle (2014).

The psychological foundations of evaluating educators' performance are explored in the works by V.D. Shadrikov (2011), N.V. Kuzmina (2002), A.K. Markova (1996), and Yu.P. Povarenkov (2002). These authors describe methods for studying the effectiveness of pedagogical activity, with particular attention paid to the evaluation of teachers' personal qualities, professional performance, and professional growth. Thus, V.D. Shadrikov (2011) proposed and substantiated a model for assessing teachers' qualifications, which includes methodological approaches and principles, criteria, and indicators for evaluating the development of professional competences. The works of Yu.N. Slepko (2010, 2011) present research findings on the influence of intellectual and personal factors on educators' performance, highlighting the importance of the procedural, personal, and outcome-based aspects of assessment. The studies also provide data on the evaluation of pedagogical effectiveness as perceived by stakeholders in the educational process (teachers, methodologists, and parents).

In the pedagogical study by N.B. Avalueva (2003), a methodology for assessing the effectiveness of teachers' performance (KOEVD) is substantiated from the perspective of a criteria-based approach. This methodology integrates both self-assessment and student evaluation.

A comprehensive assessment approach is further developed in the research of L.F. Medvednikova. The methodology she designed for evaluating the performance of preschool educators includes both internal assessment (by educational staff) and external assessment (by parents and representatives of the public) (Medvednikova, 2008).

L.V. Alieva, D.V. Grigorev, P.V. Stepanov, and N.L. Selivanova (2010) developed a methodology for assessing the activities of educational institutions. It includes specific criteria and indicators, an assessment mechanism, and a comprehensive set of diagnostic tools.

In the model of qualimetric monitoring of teacher professional mastery developed by O.V. Leus (2019), formal, hidden, external, and internal evaluation indicators are identified. Among the external indicators, the author highlights the teacher's authority, positive evaluations from students, parents, and colleagues, as well as prestige and respect. The internal indicators are associated with the teacher's subjective positive attitude toward their professional activity and overall job satisfaction.

Some aspects of evaluating the performance of the advisor to the director for educational work are addressed by A.V. Kislyakov, A.V. Shcherbakov, etc. (2023).

Thus, the existing body of scientific literature is focused on evaluating the performance of teachers. The assessment of the advisor to the director for educational work remains underexplored. The

demands of a rapidly changing, post-industrial society and the non-linear nature of current developments call for new approaches and methodologies to effectively assess the performance of this professional.

MATERIALS AND METHODS

To achieve the objectives set, we employed both theoretical and empirical research methods, including the analysis and synthesis of scientific literature, regulatory documents related to the research problem, and experiences of advisor to the directors for educational work, as well as surveys, data systematization, analysis, and interpretation.

The methodological framework was based on a combination of theoretical approaches

The systemic-activity approach views the assessment of performance as an integrated process in which the advisor to the director for educational work acts as both the subject of evaluation and the architect of their professional development. The assessment methodology is designed as a unified and interconnected system comprising goal-setting, content, procedural-technological, and outcome-evaluation components.

The learner-centered approach allows the advisor to the director for educational work or another initiator of the evaluation process (such as the school administration) to choose an evaluation track based on their specific needs and requests.

The acmeological approach positions evaluation as a tool for the professional development of the advisor to the director for educational work.

The comprehensive approach includes key stakeholders in the educational process with whom the advisor to the director interacts. It also entails the selection of criteria and indicators that enable the measurement of both the effectiveness of the process and the outcomes of the specialist's activities.

The individual approach allows for flexibility in evaluating the performance of the advisor to the director for educational work, including the option to select the evaluators involved in the assessment process.

As part of the experimental work conducted in 2024, a questionnaire was developed to evaluate the target-related, content-based, procedural-technological, and outcome-evaluative components of the proposed assessment methodology. This questionnaire was used to survey advisor to the directors for educational work and representatives of regional resource centers affiliated with the Childhood Navigators project. The survey aimed to assess and preliminarily gauge these professionals' attitudes toward the newly developed methodology.

The survey of advisor to the directors for educational work was conducted via the Yandex Forms platform during the educational intensive "Professional Development of the Advisor to the director for Educational Work and Engagement with Youth Organizations: Assessment and Growth Strategy", which was held in a blended format. A total of 61 participants took part in the survey. The age distribution was as follows: 18-25 years (27.4%), 26-35 years (32.3%), 36-45 years (21.0%), 46-55 years (14.5%), and 56-65 years (4.8%).

Following the survey, the collected data were analyzed, interpreted, and documented.

RESULTS

The methodology for assessing the effectiveness of the advisor to the director for educational work was developed based on current regulatory documents governing the activities of this professional role, as well as an analysis of scientific research and educational practice.

The key theoretical foundations that enabled the scientific justification and development of this methodology include the following ideas and principles:

- Concepts related to the essence, specifics, components of assessment, and pedagogical effectiveness as presented in the works by V.D. Shadrikov (2011), Yu.N. Slepko (2010, 2011), N.B. Avalueva (2003), L.V. Alieva, D.V. Grigorev, N.L. Selivanova and P.V. Stepanov (2010);
- Provisions regarding the functions and specific features of the advisor to the director's role in educational work and engagement with children's public organizations as discussed by Z.I.

Lavrenteva (2023), O.A. Lavrenteva (2023), B.A. Deich, Z.I. Lavrenteva and E.V. Lisetskaya (2023), M.M. Betilmerzaeva (2023), T.A. Romm (2023), A.V. Bogdashin and T.O. Soloveva (2023), etc.

The developed methodology for assessing the effectiveness of the advisor to the director for educational work is characterized by its flexibility and the ability to design customized evaluation pathways. It is structured around four interrelated and integrated components (goal-oriented, content-based, procedural-technological, and results-evaluative), allowing for a systematic and holistic approach to assessment.

The goal-oriented component defines the evaluation objectives, which focus on identifying the effectiveness of the advisor to the director's activities in educational work and engagement with children's public organizations as a foundation for enhancing the overall quality of educational outcomes.

The content-based component includes the set of evaluation criteria forming the basis for both the procedural and outcome-based assessment blocks.

The procedural evaluation block contains the criteria (Table 1) for assessing the effectiveness of day-to-day activities, their alignment with job responsibilities, and compliance with the requirements of the professional standard.

Table 1: Criteria for the procedural evaluation block

Criterion code	Criterion name
Criterion 1 (CP-1)	Analysis, planning, and monitoring of the outcomes of implementing federal educational work programs and calendar plans, as well as other programs/projects
Criterion 2 (CP-2)	Support and facilitation of the implementation of federal calendar plans for educational work, federal-level events, and initiatives
Criterion 3 (CP-3)	Participation in the analysis, planning, and development of strategies for improving the educational system of the institution
Criterion 4 (CP-4)	Organization, support, and student engagement in educational events; participation in creating intergenerational communities and developing student self-governance
Criterion 5 (CP-5)	Formation of an educational environment in the institution based on core national spiritual and moral values, and fostering a positive vision of Russia's future among students
Criterion 6 (CP-6)	Identification of the potential, interests, and needs of educational stakeholders
Criterion 7 (CP-7)	Creating conditions and opportunities for student talent development, support for social initiatives, self-realization, and civic-patriotic engagement
Criterion 8 (CP-8)	Coordination and systematization of work with children's and youth public organizations within the school
Criterion 9 (CP-9)	Ensuring interaction with all-Russian public children's and youth organizations and public associations
Criterion 10 (CP-10)	Involvement in the prevention of negative phenomena, including destructive and deviant (unlawful) behavior among the youth
Criterion 11 (CP-11)	Evaluation and analysis of the institution's efforts to prevent antisocial and destructive behaviors
Criterion 12 (CP-12)	Methodological activity and dissemination of best practices
Criterion 13 (CP-13)	Mentorship activity
Criterion 14 (CP-14)	Support for the advisor to the director for educational work provided by stakeholders in the educational process

The results-oriented evaluation block includes criteria (Table 2) for assessing the alignment of the outcomes achieved by the advisor with the goals and objectives outlined in regulatory documents on educational work.

Table 2: Criteria for the results-oriented evaluation block

Criterion code	Criterion name
Criterion 1 (CR-1)	The quality of documentation developed by the advisor to the director for educational work (plans and methodological tools for the implementation of federal educational work programs, federal calendar plans for educational activities, and

	other programs; projects at the federal and regional levels); monitoring activities and holding events within the Unified Calendar of Educational Events, etc.
Criterion 2 (CR-2)	Positive dynamics in the development of students' value-based attitudes and experience in socially significant activities resulting from participation in educational events and initiatives led by the advisor to the director for educational work
Criterion 3 (CR-3)	Formation of civic and patriotic attitudes among students
Criterion 4 (CR-4)	An established system of interaction with parents
Criterion 5 (CR-5)	The effectiveness of the educational environment within the school
Criterion 6 (CR-6)	A structured system for identifying student initiatives, providing opportunities for self-fulfillment and talent development, and engaging students in socially significant activities
Criterion 7 (CR-7)	An increase in students' social engagement
Criterion 8 (CR-8)	Expansion of a range of social partners and the productivity of collaboration with them
Criterion 9 (CR-9)	Students' achievements in socially significant activities made under the guidance of the advisor to the director for educational work
Criterion 10 (CR-10)	An established system for interaction with the All-Russian public-state children and youth movement "Movement of the First"
Criterion 11 (CR-11)	Positive dynamics in the development of leadership qualities, civil responsibility, and patriotism among members of children's associations
Criterion 12 (CR-12)	Consistent support for students with deviant behavior and those in difficult life situations; quality and targeting of programmatic, planning, and evaluative-analytical activities as part of prevention and mitigation of negative phenomena, as well as destructive or deviant (unlawful) behavior in the youth environment
Criterion 13 (CR-13)	Positive dynamics in increasing social activity, developing responsibility, and expanding social interaction among students with deviant behavior
Criterion 14 (CR-14)	Relevance, quality, targeted nature, and value-semantic orientation of the designed educational models and practices for interaction with children and youth, as well as methodological materials
Criterion 15 (CR-15)	Quality of mentoring activities
Criterion 16 (CR-16)	Professional achievements in the sphere of methodological, mentoring, and dissemination activities
Criterion 17 (CR-17)	Positive perception and satisfaction of the participants in the educational process with the activities of the advisor to the director for educational work

The selection and structuring of criteria and indicators for the procedural and results-oriented evaluation blocks can be performed along two vectors:

The first vector is built over the content-based lines of assessment, which reflect the advisor's interaction with all participants of the educational (upbringing) process (Table 3);

The second vector is based on the specific areas of interaction between the advisor to the director for educational work and individual stakeholders in the educational process (Table 4):

- Students (Direction 1);
- Parents (Direction 2);
- Children's public association groups (Direction 3);
- The school administration and teaching staff (Direction 4);
- Municipal coordinators and specialists of the regional resource center "Navigators of Childhood" (Direction 5).

Table 3: Matrix of evaluation criteria by content-based lines

Criteria for the procedural evaluation block (CP)	Criteria for the results-oriented evaluation block (CR)
Line 1. Management of the implementation of national and federal projects, federal educational programs, and other programs within the educational organization.	
CP-1	CR-1

Line 2. Participation in the development of the educational system of some organization in the context of traditional Russian spiritual and moral values, and state policy in the field of upbringing.	
CP-2 CP-3 CP-4 CP-5	CR-2 CR-3 CR-4 CR-5
Line 3. Identification and support of children's initiatives, social activity, and self-fulfillment of children and youth; promoting civil engagement and patriotism.	
CP-6 CP-7	CR-6 CR-7 CR-8 CR-9
Line 4. Quality, productivity, and consistency of interaction with children's and youth public organizations.	
CP-8 CP-9	CR-10 CR-11
Line 5. Prevention of antisocial and destructive behavior; support and guidance for students in difficult life situations.	
CP-10 CP-11	CR-12 CR-13
Line 6. Methodological, mentoring, and dissemination activities.	
CP-12 CP-13	CR-14 CR-15 CR-16
Line 7. Evaluation of organizational support for the activities of the advisor to the director for educational work.	
CP-14	CR-17

Table 4: Matrix of evaluation criteria by directions of interaction with participants in the educational process

Criteria for the procedural evaluation block (CP)	Criteria for the results-oriented evaluation block (CR)
Direction 1 – interaction with students	
CP-6 CP-7 CP-10 CP-11 CP-13 CP-14	CR-3 CR-2 CR-6 CR-7 CR-12 CR-13 CR-14 CR-15 CR-17
Direction 2 – interaction with parents	
CP-6 CP-7 CP-10 CP-11 CP-14	CR-4 CR-7 CR-12 CR-13 CR-17
Direction 3 – interaction with youth public associations	
CP-6 CP-7 CP-8 CP-9 CP-13 CP-14	CR-3 CR-2 CR-6 CR-7 CR-10 CR-11 CR-14 CR-15 CR-17
Direction 4 – interaction with the administration and teaching staff	
CP-1 CP-2 CP-3 CP-4 CP-5 CP-6 CP-7 CP-10 CP-11 CP-13 CP-14	CR-1 CR-5 CR-7 CR-12 CR-13 CR-15 CR-17
Direction 5 – interaction with municipal coordinators and regional resource center specialists “Navigators of Childhood”	
CP-1 CP-7 CP-8 CP-9	CR-1 CR-7

The procedural and technological block includes the assessment stages, a list of possible evaluators, and assessment tracks.

The assessment procedure is carried out sequentially and includes the following stages:

The organizational and preparatory stage means the establishment of a coordinating center for assessing and preparing diagnostic materials;

The diagnostic and analytical stage is for the assessment procedure, collection and processing of the obtained data, and development of an individual profile of professional effectiveness;

The reflective and prognostic stage includes analysis and self-reflection by the advisor to the director for educational work on their effectiveness, which serves as the foundation for designing a personalized professional development trajectory.

The methodology involves the following evaluation subjects (selected as appropriate):

– *Group 1: School administration and teaching staff.* This group includes the administration of the educational organization, representatives of the educational work headquarters, school methodological associations, class teachers, and other pedagogical staff. They provide a professional assessment from the standpoint of the quality and effectiveness of the advisor to the director's activities.

– *Group 2: Parents of students.* This group assesses the advisor to the director's performance in terms of systematic alignment with educational demands and expectations, as well as the consistency and quality of interaction.

– *Group 3: Student leaders and members of youth organizations.* They are operating within the educational organization. They evaluate the advisor to the director's work from the perspective of personal engagement and the degree to which their needs and interests are met.

– *Group 4: Municipal coordinators and specialists from the regional resource center "Childhood Navigators".*

– *The advisor to the director for educational work.* This specialist conducts a self-assessment of their activities to enhance professional effectiveness.

The advisor to the director's performance can be assessed either along thematic lines or differentiated by interaction with participants in the educational process. In this regard, we can identify the following assessment tracks:

Comprehensive evaluation of effectiveness based on the criteria and indicators across all seven thematic lines of activity (track No. 1);

Differentiated evaluation based on the criteria and indicators of one or more thematic lines (track No. 2);

Differentiated evaluation based on one or more areas of interaction with participants of the educational process (from 1 to 5 subjects may be selected) (track No. 3).

The assessment of effectiveness is performed using a diagnostic toolkit that includes self-assessment cards and questionnaires for the school administration, teaching staff, students, and parents.

The result-oriented evaluation block includes a procedure for processing assessment results. Depending on the selected track, effectiveness indices for the advisor to the director for educational work are determined based on the procedural and result-oriented evaluation blocks. Effectiveness indices can be calculated in the following ways: 1) by individual criterion; 2) by a single thematic line of evaluation; 3) by several thematic lines; 4) by all thematic lines (an integral effectiveness index); 5) by a specific direction of interaction between the advisor to the director and a particular group involved in the educational process (parents, students, administration, or teaching staff).

The indices are calculated as the arithmetic mean: the ratio of the sum of the actual quantitative values to the maximum possible quantitative value, multiplied by 100%. Each index corresponds to one of four effectiveness levels: 86-100% – high level; 71-85% – optimal level; 55-70% – acceptable level; below 55% – critical level.

The developed evaluation methodology was tested through a questionnaire survey, which took place after the advisor to the directors for educational work had familiarized themselves with the key provisions of the methodology. Below are some of the results obtained.

The analysis, synthesis, and systematization of the collected data have revealed a generally positive attitude among the advisor to the directors toward evaluating the effectiveness of their activities. 30.6% indicated that such evaluation is mandatory and necessary; 46.8% believed that evaluation should be optional and based on the needs and requests of the advisor to the director and the school administration; 21% of specialists supported a voluntary approach to evaluation (Figure 1).

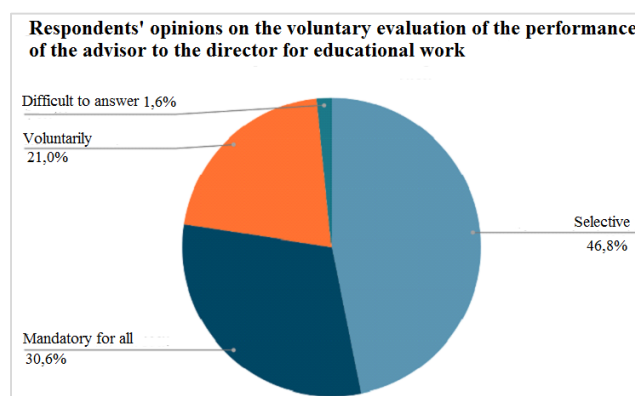


Figure 1: Respondents' opinions on the voluntary evaluation of the performance of the advisor to the director for educational work

72.5% of the survey participants indicated the importance and necessity of implementing the developed methodology for evaluating the effectiveness of the advisor to the director for educational work (Figure 2).

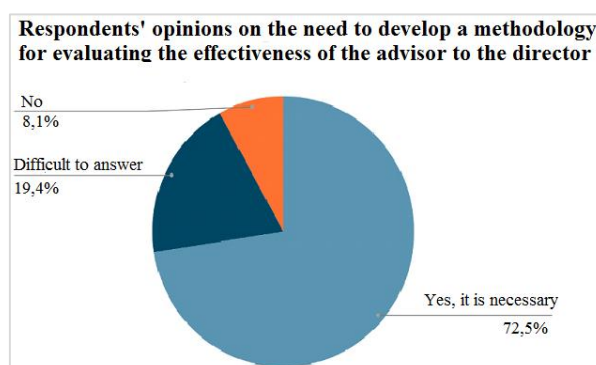


Figure 2: Respondents' opinions on the need to develop a methodology for evaluating the effectiveness of the advisor to the director for educational work

59.7% of the respondents noted that the developed methodology for evaluating the effectiveness of the advisor to the director for educational work reflects the current requirements of regulatory documents for specialists in upbringing. 19.4% of them believed it does so only partially (Figure 3).

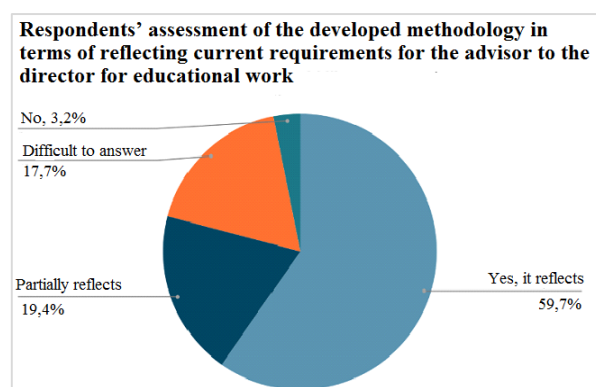


Figure 3: Respondents' opinions on the compliance of the developed methodology with the regulatory documents governing the activities of the advisor to the director for educational work

According to the survey participants, the evaluation of the effectiveness of the advisor to the director for educational work should involve the administration of the educational organization (14.7%), students (12.7%), homeroom teachers (9.9%), parents (8.6%), advisor to the directors for educational work (12.7%), members of the upbringing coordination team (9.9%), and social partners (4.1%) (Figure 4).

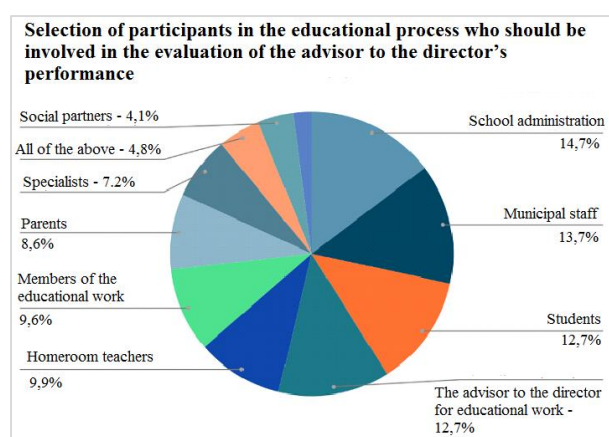


Figure 4: Respondents' opinions on the subjects involved in evaluating the effectiveness of the advisor to the director for educational work

When ranking the procedural and result-oriented evaluation blocks by significance, 30.6% of the respondents placed the procedural evaluation block first. For 22.6% of the survey participants, it is more important to assess not the process but the outcome of the work. Thus, the result-oriented evaluation block is more significant for them.

The survey results have also revealed that the most important content lines of evaluation for the participants are as follows:

- Line 2 “Participation in the development of the educational organization’s upbringing system in the context of traditional Russian spiritual and moral values and state policy in the field of upbringing” (27.4%);
- Line 3 “Identification and support of children’s initiatives, social activity, self-realization of children and youth, promotion of civil engagement and patriotism” (27.4%);
- Line 7 “Organizational support of the advisor to the director for educational work” (24.2%).

According to the respondents, the most important directions for evaluation are as follows: “Interaction with students”, “Interaction with the administration and teaching staff”, and “Interaction with parents”.

When analyzing the criteria and indicators presented in the methodology, more than 80% of the advisor to the directors for educational work indicated the possibility of using them for certification. 46.8% of the respondents fully agreed with the proposed criteria, and 46.8% partially agreed, noting that the criteria require further testing and refinement (Figure 5). Overall, 59.7% of the survey participants believe that the selected criteria and indicators correspond to their functional responsibilities and allow them to objectively assess their work (Figure 6).

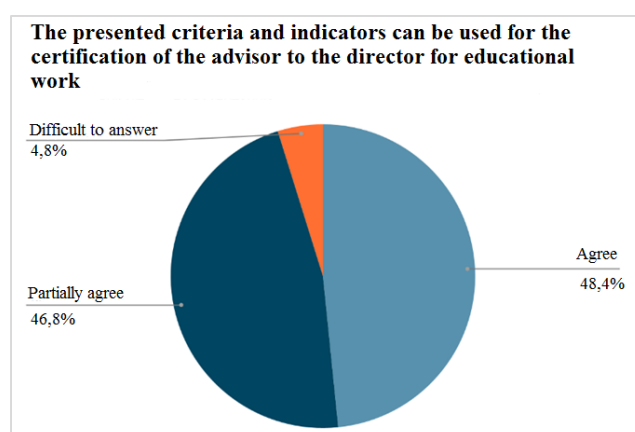


Figure 5: Respondents’ answers to the question about the possibility of using the presented criteria and indicators for the certification of the advisor to the director for educational work

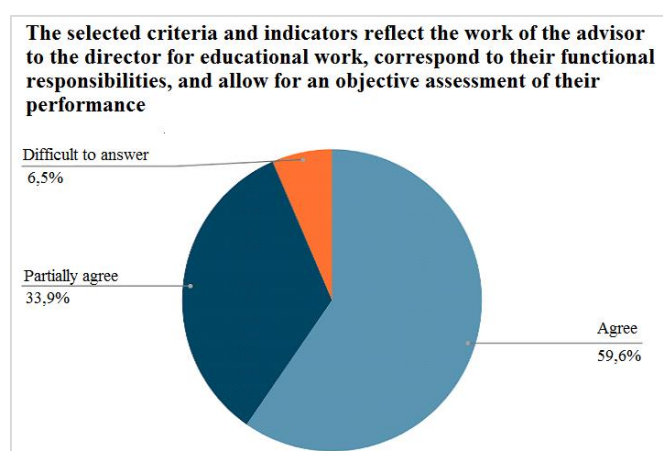


Figure 6: Respondents’ answers to the question about the correspondence of the criteria and indicators to the functional responsibilities of the advisor to the director for educational work

For 56.5% of the advisor to the directors for educational work, the evaluation criteria are clear, understandable, and achievable (Figure 7). For 63% of the respondents, the criteria are optimal and sufficient (Figure 8). 61.3% found them specific and detailed.

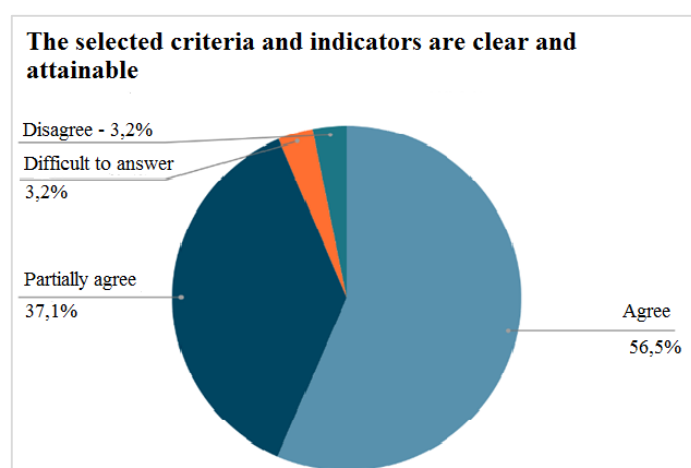


Figure 7: Respondents' answers to the question about the clarity and attainability of the evaluation criteria and indicators presented in the methodology

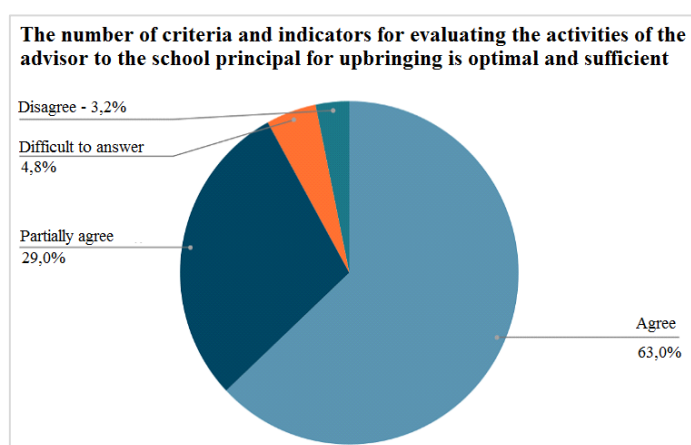


Figure 8: Respondents' answers to the question about the optimality and sufficiency of the evaluation criteria and indicators for assessing the activities of the advisor to the director for educational work

More than half of the survey participants (59.7%) fully agreed with the need to define several evaluation tracks, allowing for the construction of a personalized evaluation trajectory that considers the requests and specifics of the educational organization, as well as the needs of the advisor to the director for educational work.

For 46.8% of the survey participants, the best option is the "Comprehensive evaluation track", which evaluates the effectiveness of activities across all content lines. For the other two differentiated evaluation tracks, opinions were distributed almost equally (Table 5).

Table 5: Results of the evaluation tracks for assessing the performance of the advisor to the director for educational work

Comprehensive evaluation track (track No. 1)	46.8
Differentiated evaluation track based on the criteria and indicators of one or several content lines (track No. 2)	19.4
Differentiated evaluation track based on one or several directions of interaction with subjects of the educational process (track No. 3)	17.7

45.2% of the respondents fully agreed that the evaluation methodology is sufficiently simple and transparent, allowing for a comprehensive and objective assessment of the advisor to the director's performance. Another 45.2% partially agreed (Figure 9), noting drawbacks such as the methodology

being “too detailed”, “complicated”, “some may perceive it as extra work”, and “some criteria may need further clarification”. 47% of the advisor to the directors did not identify any shortcomings, considering the methodology to be optimal.

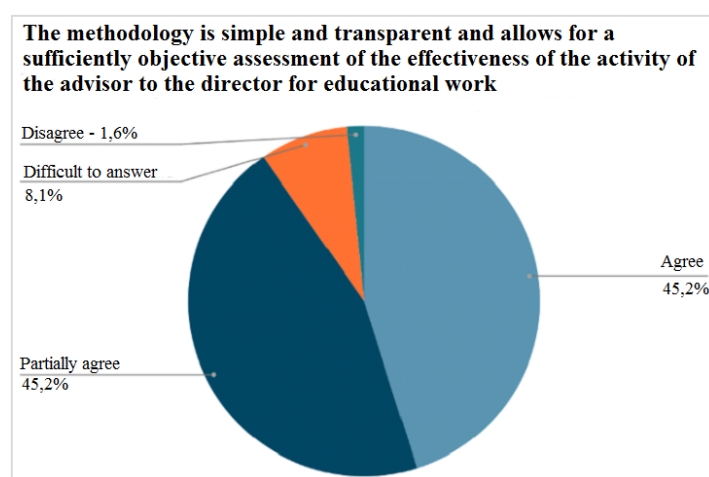


Figure 9: Easiness, transparency, and objectivity of the assessment methodology

The survey conducted represents the first stage of piloting the developed methodology for assessing the effectiveness of the advisor to the director for educational work. Based on the analysis of the survey results, a strong interest in the assessment methodology among the advisor to the directors was identified, as well as an overall positive attitude towards it. The results obtained will serve as a basis for refining the methodology and its further implementation in educational practice.

DISCUSSION

As the analysis of scientific research has shown, the issue of evaluating pedagogical performance has been thoroughly developed in several key studies: in the work by L.V. Alieva et al. (2010), the focus is placed on assessing the quality of educational (upbringing) activities; N.B. Avalueva (2003) explores the assessment of the effectiveness of educators' work based on a criteria-based approach; L.F. Medvednikova (2008) investigates a comprehensive approach to evaluating teaching effectiveness in early childhood education; Yu.N. Slepko (2010) addresses the psychological and pedagogical foundations of assessing pedagogical effectiveness; V.D. Shadrikov (2011) examines methods for evaluating professional teaching performance.

Various aspects of teacher performance evaluation are also explored by international scholars such as D. Muijs (2006), L. Darling-Hammond, S.P. Newton, and R. Chung Wei (2013), C.D. Ellett and C. Teddlie (2023), A.Y. Teshaboev (2024), S. Pastore and M.A. Mincu (2024), V. Podgornik and J. Vogrinc (2017), and M.F.C. Sanches and M. Jacinto (2024). These authors emphasize the importance of both assessment and self-assessment, identify and justify indicators reflecting diverse areas of teaching activity, and describe a range of assessment methodologies and diagnostic tools for evaluating educators' performance.

Certain aspects of evaluating the professional competence of the advisor to the director for educational work are addressed by A.V. Kislyakov, A.V. Shcherbakov, etc.

However, the reviewed studies present the issue of evaluating the effectiveness of this specialist's activities only fragmentarily. This is due to the relatively recent introduction of this position into the Russian education system. The developed methodology for assessing the effectiveness of the advisor to the director's work is both comprehensive and flexible, allowing for a full evaluation of the complex, multifaceted nature of this role. It builds upon the theoretical foundations laid by Yu.N. Slepko (2011), V.D. Shadrikov (2011), Z.I. Lavrenteva (2023), O.A. Lavrenteva (Lavrenteva & Skrypnikova, 2023), E.M. Skrypnikova (2023), and A.V. Kislyakov, A.V. Shcherbakova, and S.V. Buravova (2023). The methodology includes both process- and results-oriented evaluation criteria. It allows for the selection of different evaluation tracks and assessors, thereby ensuring the personalization of the evaluation process and considering the needs and expectations of both the advisor to the director for educational work and the administration.

The levels of effectiveness in educational work presented in the methodology can serve as a basis for determining the type of personalized professional development trajectory (adaptive, compensatory, anticipatory, or integrative (Nikolina, Loshchilova, 2024) and for further designing such a trajectory.

CONCLUSIONS

The study substantiates the relevance of developing an approach to assessing the effectiveness of the advisor to the director for educational work. Its conceptual foundations are defined through a set of scientific ideas, principles, and methodological approaches, including the systemic-activity, learner-centered, acmeological, comprehensive, and individual approaches.

The proposed methodology for assessing the performance of the advisor to the director for educational work has been developed according to the results of current scientific research, the requirements of regulatory documents, and an analysis of educational practice. The methodology includes the following components: target benchmarks; criteria for evaluating both the procedural and results-based components, structured into seven thematic lines and five areas of interaction between the advisor to the director and stakeholders in the educational process; evaluation procedures and assessment tracks; diagnostic tools; a results calculation module.

This methodology can serve as a tool for motivating and enhancing the performance of advisor to the directors for educational work. It can be used in the development of training programs and personalized professional development trajectories for this role, as well as by mentors involved in supporting and guiding advisor to the directors in their practice.

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