



Kuriame
Lietuvos ateitį
2014–2020 metų
Europos Sąjungos
fondų investicijų
veiksmų programa



NACIONALINĖ
ŠVIETIMO
AGENTŪRA



Topic 2: Didactics of higher achievement integration of interdisciplinary topics and coherence of subjects Webinar 5

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21st October 2022

Making a difference to student progress

Learning Outcomes

- To review practical approaches to monitoring student progress
- To consider key messages from international research – John Hattie and EEF
- To evaluate teacher approaches to questioning and its relationship to learning
- To look at role of formative assessment in mapping student progress
- To consider the importance of high quality feedback to students

School leaders' role in improving student progress

School culture:

- Set high expectations – amongst staff, students, parents
- Create a “can do” positive culture
- Reward effort as well as achievement
- Recognise progress at all levels
- Create safe and harmonious environment

What else can school leaders do?

School leaders' role in improving student progress

School Management:

- Devise formative and summative assessment policy – monitor its use
- Create effective data collection systems
- Know the data and use it smartly – don't collect too much data
- Hold teachers to account for student progress and outcomes
- Involve parents in their daughter/son's progress
- Focus on strategies that make a difference to student progress

Anything else?

School leaders' role in monitoring progress:

- Regular meetings with subject leaders to review data
- Keeping in touch by visiting classrooms
- Focus group discussions with students
- Analysis of termly data - by year group, subject, class
- Review a sample of work books

Don't wait until the end of the school year – that may be too late!

How much progress are students making?

National tests taken every two years measure attainment – what are schools doing to measure progress?

Reflecting on the last three slides –

- As a Ministerial or Municipal leader what do you expect schools to do?
- As a teacher what would you like your school to do?
- As a school leader what actions are you taking and which are providing useful student progress data?

Please unmute to share your experiences and thoughts

Self Evaluation Tools

- Lesson observation & feedback
- Learning Walks
- Student, staff, parent, focus groups
- Student, staff, parent survey
- Tracking a student for a day
- Looking at books
- Student achievement data
- Teacher class performance data

Which of the tools listed do you think would provide valuable information about student progress?

- Progress – in a lesson / series of lessons
- Progress over a school term
- Progress over a school year

Why do Students fail to make progress?

Students underperform because:

- Students are trapped in a circle of poor performance
- Lack of basic skills, e.g. poor reading and writing skills
- Demotivated by historical failure – lack self confidence
- Failure to understand what is being taught
- Poor school attendance – health challenges
- Low expectations by teachers
- A combination of many factors
- **Anything else?**

Please note: Breakout Discussions

Participants have given feedback that indicates some breakout discussions have been slow to start and not very participatory.

When you arrive in your breakout room please turn your camera on and unmute so colleagues can see who is actually present.

Please join in the discussion – your views and experience are important

Breakout Discussion

Identify a subject in your municipality / school where students perform well and are making good progress

- What is it about the teaching in that subject that enables students to make good progress and perform well?
- How are you sharing this good practice ?

Nominate a colleague to report key messages on the group

What has the most impact on student outcomes?

Which of these have the most impact on student outcomes?

Which one is the most important?

Pupil mobility

Classroom discussion

Feedback

Co-operative learning

Individualised instruction

Study skills

Students' expectations of themselves

Open plan teaching spaces

Holding pupils back a year if needed

Collective teacher efficacy

John Hattie, 2015

Improving progress: strategies that work

Strategy	Cost	Evidence	Progress in months
Feedback to students	£	++++	+ 6
Individualised instruction	£	++	+ 4
Mastery learning	£	++	+ 5
Metacognition	£	++++	+ 7
Setting / streaming	£	+	0
Within class attainment groups	£	+	+2
Repeating a year	£££££	++	-3
			Education Endowment Foundation, 2022



Practical activities that improve student progress

Webinar 5

Classroom discussion –
questioning skills

Formative assessment -
individualized instruction

Feedback to students

Webinar 6

High expectations – students’
expectations of themselves /
collective teacher efficacy

Metacognition



Break

We now have a 20 minute break - please return promptly

Questioning & Cognitive Competence

As we saw in Webinar 4, high quality questioning by teachers in the classroom is an important process in developing critical thinking and problem solving.

By effective use of questioning we can help our students to develop their critical thinking and make better progress

A reminder: Quality questioning is a key skill in teaching

Basket Ball not Table Tennis!

- No Hands up
- PPPB
- Hot Seating
- Elevator Pitch

Teachers: questioning styles

Watch the video and think about how, in your experience, teachers use questions to promote cognitive competence and other competencies to encourage student progress.

Video Dylan Wiliam Questioning

Identify two key messages you will take from this video

Be ready to share with the group

<https://youtu.be/y8bHMd3PosM>

Questioning

Group Discussion

Please share the two points you have taken from the video either:

- In the chat box
- Or unmute to speak

How would Lithuanian teachers respond to these statements?

1. I prepare questions as part of my lesson preparation.
2. I make sure I use a variety of questions.
3. I always pause for a few seconds after posing a question to give students time to think.
4. I make sure all students get an opportunity to answer a question.
5. I actively engage all students in thinking.
6. I use a variety of prompts to encourage further reasoning and answers.
7. I use student answers as a start for further, probing questioning.
8. I try to follow the line of thought of a student who gave a wrong answer.
9. I involve other students in the discussion after one student has given an answer

Which questions do you respond “yes” to and which “no”

Deep Questioning

To which of the nine statements did you respond “yes”?

Which statements have “no” responses?

Please unmute to share your experience

Those answering “Yes” are developing deep learning

Those answering “No” are are developing shallow or surface learning

Questioning for deep learning

The Westbrook 2013 report on pedagogy, curriculum, teaching practices and teacher education in developing countries has this to say about questioning:

“In the most effective practices, teachers

asked a variety of questions drawing on students’ backgrounds and ranging from closed, recall questions to higher order, open questions with feedback embedded through elaboration, rephrasing and probing”.

Questioning for deep learning

In the less effective practices, teachers

rarely rephrased, elaborated or probed a student's response apart from short praise or whole-class clapping;

Hardman, et al point out that while students were involved, their understanding was not checked – and hence in these ritualistic question and answer sessions, 'no learning' took place

(Hardman et al., 2012, p.828).

A Reminder: knowing your students well

To get the best out of students, teachers must know them well

- Know their level of attainment (every 6 weeks)
- Know the progress they are making (every 6 weeks)

Student Achievement

Achievement = Attainment + Progress

Monitoring progress: sources of information

Assessment data

- Summative assessment: (e.g. test results give information about student attainment and if baseline available student achievement)
- Formative assessment: (e.g. quality of feedback in books or given verbally in lessons helps to judge progress students are making)

Both summative and formative assessment can support progress:

- By showing students what to do to improve
Enabling teachers adapt teaching in the light of what assessment is telling them

Assessment & the Curriculum Reform

When designing curriculum, assessment needs to be thought of, combining three key elements:

1. the competence in which students are expected to acquire at different stages of learning,
2. curricula covering standards (descriptions of what students need to know and be able to do in the learning process),
3. the assessments of students and schools that measure the basis for achievement.

In the absence of such coherence, it is not possible to draw reasonable conclusions about student learning success or develop an effective strategy to improve the school.

Looney, 2019

Assessing Students

Test or exam

Self assessment

Peer assessment

Teacher Assessment

Practical assessment

Group assessment

Types of assessment

Formative assessment-

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Summative assessment-

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

(*Eberley centre Carnegie University*)

Breakout

We know there are national summative tests every two years – what happens in school between these national tests?

Please share examples of very effective assessment methods you have seen used with students in schools or higher education.

What makes them effective?

Which approaches are most suited to a competency based curriculum and why?

Break

We will now have a 20 minute break

Please return and switch your cameras on so we know you have returned

Summative and Formative Testing

We understand the arrangements for summative tests relating to the curriculum reform has still to be decided.

Here we are focusing on formative assessment, sometimes known as Assessment for Learning (AfL) – giving feedback to students on the progress they are making.

Formative Assessment/ Assessment for Learning

Black et al. (2003) make a distinction between these two terms by arguing that assessment intended to promote learning only becomes formative when evidence is actually used to adapt teaching work to meet learning needs.

Diagnostic assessment is often confused or used interchangeably with formative assessment. An assessment is considered as diagnostic when it provides information about what is going amiss and formative when it provides guidance about what action to take (William and Thompson 2008).

Dylan William calls AfL “responsive teaching”



There are several reasons why successful implementation of formative assessment is still problematic

- teachers do not distinguish between formative and summative purposes (Bachor and Anderson, 1994)
- effective implementation of formative assessment requires the development of new tools and changing classroom practices (Black and William, 2003)
- formative assessment is difficult to achieve because the shift in teacher practice required is large and may also involve changing teacher beliefs and values related to effective teaching and learning (Webb and Jones, 2009)
- Formative assessment has become a misunderstood term (James et al 2006)

Formative assessment

Formative assessment can be conceptualized as consisting of five key strategies:

- (1) clarifying and sharing learning intentions and criteria for success;
- (2) engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding;
- (3) providing feedback that moves learners forward;
- (4) activating students as instructional resources for one another;
- (5) activating students as the owners of their own learning.

Formative Assessment or Assessment for Learning

- What learners are doing and why?
- Assessment should be substantial
- Regular
- Meaningful
- Help the teacher plan and prepare the next steps

Dylan Wiliam Assessment for Learning/ Formative Learning

You are about to watch a video with Dylan Williams talking about Assessment for Learning

Identify two key messages you will take from this video
Be ready to unmute and share with the group

Assessment for Learning/ Formative Assessment

Dylan Wiliam

https://youtu.be/q-myBw36_DA

Formative Assessment: feedback

Feedback to students is an essential feature of Formative Assessment.

Feedback can be:

- Written
- Verbal
- Individual
- Small group / whole class
- Given by teachers or students

Breakout - giving effective feedback to students

Share examples of giving good quality feedback to students – either examples you have used yourself or observed in another colleague

Finally - Try something in your role

Developing the way you give feedback to others

Try something different!

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Thank You

Thank you for your contributions today

– we look forward to seeing you at the next webinar on

October 24th 2022