EIPPEE Conference 2012

Using Evidence of Teachers' Assessment for Learning Practices to Develop Site-Based Professional Development

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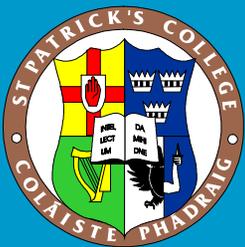
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Positioning the Presentation

- David Gough
  - Dominant model = "Push model"
 - Mediated model = "Street level bureaucrats" (Lipsky)
- Roadmap
  - Overview of AfL warranty
  - Development of AfL audit instrument
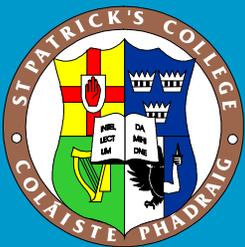 - Engagement with schools
  - Challenges arising

Assessment for Learning:
Minute by minute, day by day

- Assessment for Learning: "…any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning…." (Black et al., 2002)

- Meta-review of 250+ studies = warranty

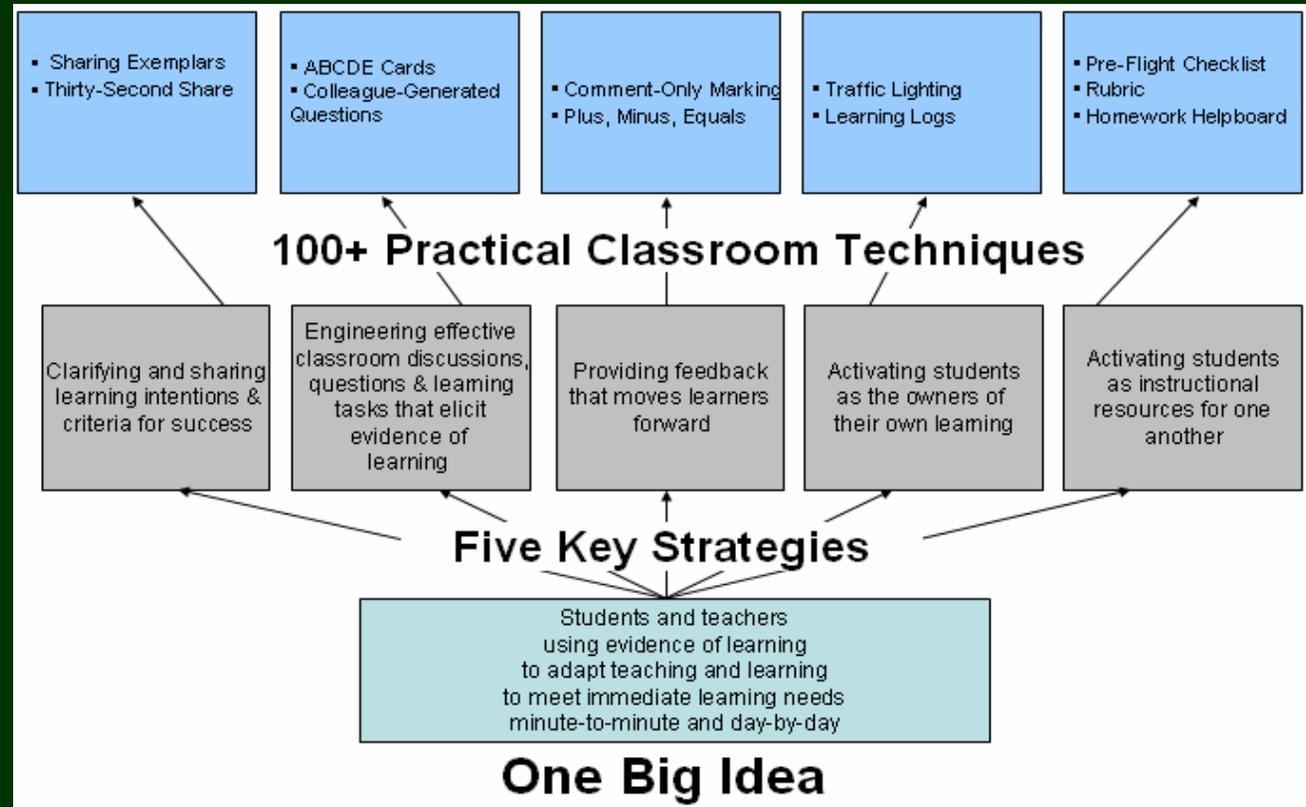- International research studies (AfL strategies and techniques)
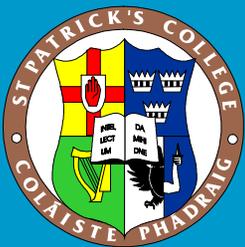
The Research Warranty for AfL

- A meta-review 250+ international studies, all levels and abilities
  - Effect size gains: 0.4 and 0.7 across countries for different subject areas
  - Significance: larger effects than any other educational intervention
 - Plus: disproportionate larger effect for low achievers/SEN students.

One Big Idea + 5 Key Strategies and 100s of Techniques

- Sharing Exemplars
- Thirty-Second Share

- ABCDE Cards
- Colleague-Generated Questions

- Comment-Only Marking
- Plus, Minus, Equals

- Traffic Lighting
- Learning Logs

- Pre-Flight Checklist
- Rubric
- Homework Helpboard

100+ Practical Classroom Techniques

Clarifying and sharing learning intentions & criteria for success

Engineering effective classroom discussions, questions & learning tasks that elicit evidence of learning

Providing feedback that moves learners forward

Activating students as the owners of their own learning

Activating students as instructional resources for one another

Five Key Strategies

Students and teachers using evidence of learning to adapt teaching and learning to meet immediate learning needs minute-to-minute and day-by-day

One Big Idea

# The *Spirit* of AfL: 5 Key Strategies

- Shifting the focus from teaching to learning
- Adopting the role of guide rather than sage – social constructivism
- Sharing control and responsibility for teaching and learning
- Using assessment information on a minute-by-minute, day-by-day basis
- Changing the way you think and practice as a teacher in the classroom.
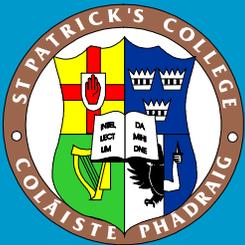
# The Status of AfL in Irish Schools: Research Reports

- DES 2005; 2010
- ERC, 2010
- Hall, 2000; 2002
- INTO, 2010
- Lysaght, 2009
- NCCA, 2005
- O'Leary, 2006

- Lysaght & O'Leary on-going (AfL audit)
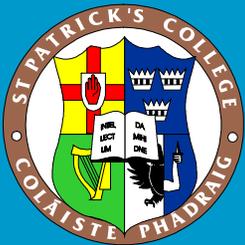
DES Assessment Policy: Circular 0056/2011

- "Schools should use a balanced combination of AfL and AoL practices". (p. 5)

- "…aggregated results of standardised tests …to be reported to the BOM and the DES once annually (*from June 2012*) (p. 12).

- Implications?
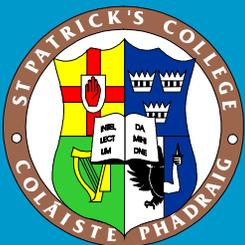
Why push the AoL Agenda?
Our Ranking Internationally

- PISA Results 2009 – Relative to 34 OECD countries
  - Reading: down from 5th in PISA 2000 to 17th in PISA 2009
  - Mathematics: down from 20th in PISA 2003 to 26th in PISA 2009
  - Science: unchanged

AfL Audit Instrument: Helping Teachers to Self-Assess

- Primary level audit (teachers)
  - Instrument with 4 scales
    - Sharing learning intentions and success criteria
    - Questioning and discussion
    - Feedback
    - Peer- and Self-Assessment
  - 35+ schools, 400+ teachers (on-going)

What Teachers Say They are Doing: Key AfL Audit Findings

	Mean	SD
Questioning and Classroom Discussion	2.5	0.64
Sharing Learning Intentions & Success Criteria	2.6	0.74
Feedback	2.7	0.69
Peer- & Self-Assessment	3.7	0.73

Data from one School

| Embeddedness	Most	Least
• Sharing Learning Intentions & Success Criteria	1.13	3.57
• Questioning and Classroom Discussion	1.13	2.63
• Feedback	1.63	3.00
• Peer- and Self-Assessment	1.88	3.75

Interpreting the Findings

- AfL requires a leap of faith
- Time-consuming
- Requires on-going CPD:
  - External (AfL audit)
  - Internal (Using audit info. to prioritise)
- Shifts roles and expectations
  - Between staff – Teacher Learning Communities
  - Between staff, pupils and parents – Democratisation of T&L
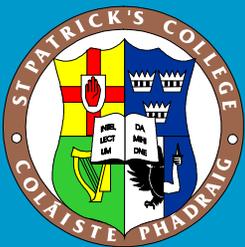
Site-based Teacher Professional Development

A Teacher Learning Community (TLC) refers to a small, site-based, group of practitioners who meet regularly to share, critically review and reflect on their teaching practice and pedagogical knowledge and then use this learning to actively improve their practice for the benefit of children's learning. It is a medium for the provision of continuous professional development (CPD) for teachers.

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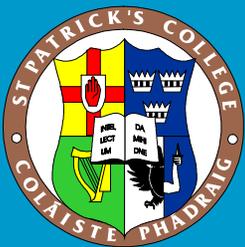
Key Challenges for Schools

■ Teachers find it difficult to:

– Identify where the children are at, collectively & individually

⊡ This means being able to identify the knowledge, skills , concepts &/or attitudes that children have mastered & need to master

– Share this knowledge with the children & other relevant personnel

Key Challenges for Schools cont.

- Teachers need to:
  - Know what they want to 'cover' in each lesson but also know what they want the children to learn, collectively & individually
    - This means that they need schema (or files) about how key knowledge, skills, concepts &/ attitudes will be introduced incrementally
  - Again, need to share this knowledge

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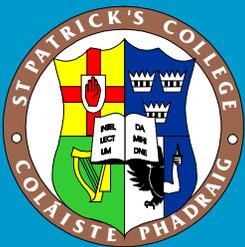
Key Challenges for Schools cont.

- **More broadly, this requires the:**
  - Democratisation of teaching, learning & assessment by introducing –
    - More opportunities for child-led questioning, answering & problem-solving (e.g., passing the ? around the room)
    - Engage the children in self- & peer-review (e.g., using rubrics)
    - Give formative feedback, and encourage the children to do this, rather than praise (e.g., 2 stars & a wish – relative to LIs)

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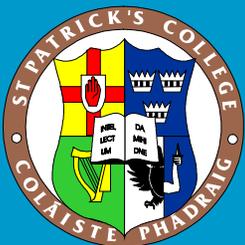
Key Challenges for Schools cont.

- **Teachers find it challenging to:**
  - Keep accurate notes on children's learning
    - E.g., using a flipchart/whiteboard to identify the learning focus and give the children an opportunity to review where they are at (e.g., using traffic lights, thumbs…)
    - Keep running records (whether theirs or the child's simple) e.g., using highlighters
    - Share the power!! And responsibility for teaching, learning & assessment.

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Reframing the Challenges

- Micheline and Bruno:

  - Some key ideas worth remembering
    - The nature of classrooms (confounding variables: context, culture…) and implications for generalisability given non-representation of groups etc.
    - Plasticity of the brain – implications for teacher re-education – "apprenticeship of observation" (Lortie)
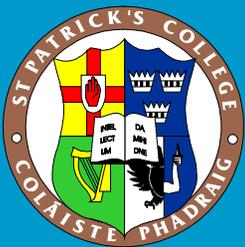
Thank You/Bedankt
for Your Time and Interest

Any questions/comments arising?