

MODULE 4

Measuring Pupil Progress and Impact

CONTENT:

- [M4 Workshop Module - Measuring Pupil Progress and Impact](#)
- [M4 Pupils' Progress and Impact Presentation](#)
- [M4 Appendix A](#)
- [M4 Appendix B](#)
- [M4 Appendix C](#)
- [M4 Appendix D](#)
- [M4 Appendix E](#)
- [M4 Appendix F](#)
- [M4 Evaluation Sheet](#)

Workshop Module	Workshop Objectives	Activities and resources	Resources
<p>Module 4 Pupils Progress and Impact</p>	<p>The aim of the module - To support teachers in creating their own guidelines on how to encourage, monitor and evaluate progress of each pupil (considering specifics of their own country and school).</p> <p>The objectives of the module</p> <ol style="list-style-type: none"> 1. Identify factors which exist and are important in the evaluation process in their country (national and regional level). 2. Determine forms and ways of communication with the community of your school in order to support each student's development and progress. 3. Identify areas in which pupil's evaluation process is strong and which areas need to be improved in their daily work. 	<p>Introduction Facilitator to explain the aim and the objectives of the module (10 min.).</p> <p><u>Practical task Nr. 1</u> By working in groups please put these factors according to their relevance to pupils' study results. (15 min.)</p> <p>Facilitator to explain the barometers of influence and show the research results (by J. Hattie). Facilitator to invite participants to discuss their answers. Which factors participants agree or not with? (20 min.)</p> <p>Facilitator presents the first objectives of the module.</p> <p><u>Practical task Nr. 2</u> By working in groups please think about the main instruments which are used to measure and evaluate study progress of pupils in your country or region. (20 min.)</p> <p>Each group presents their results, other groups add their worksheets. (25 min.)</p> <p>Facilitator explains the second objective of the module and presents 3A module. (10 min.)</p>	<p>The aim and Objectives on PowerPoint or written on flip chart.</p> <p>Card sort activity from Appendix A (one set for each group)</p> <p>Slides 6 – 8 on PowerPoint</p> <p>Individual copies of Appendix B. Groups use flip chart to present their results.</p> <p>Slides 11 – 13 on PowerPoint</p>

		<p><u>Practical task Nr. 3.1</u> Keep in mind your pupils and answer the following questions: A area – How can other members of the community (parents, teachers, social workers, psychologist, school's administration) help you to tackle the barriers which your pupils are facing? B area – How can you help your colleagues to improve pupils' progress? C area – How can the entire community of the school contribute to the better development of pupils learning progress? (15 min.)</p> <p><u>Practical task Nr. 3.2</u> By working in groups please discuss specific forms and methods which would help your school to achieve better learning results of your pupils. (20 min.)</p> <p>Each group presents its results, other groups add their worksheets. (25 min.)</p> <p>Facilitator explains the third objective of the module. (5 min.)</p> <p><u>Practical task Nr. 4</u> Participants will fill in the questionnaire about the teacher's work in the classroom which would help to improve pupil's progress and will draw their own skills profile. In which areas do participants think they are strong and which areas would they like to improve? (15 min.)</p> <p>Facilitator asks to share strong and weak areas. Participants discuss how it is possible</p>	<p>Individual copies of Appendix C.</p> <p>Individual copies of Appendix D. Groups use flip chart to present their results.</p> <p>Slides 16 – 17 on PowerPoint</p>
--	--	--	--

		<p>to improve in these areas. (15 min.)</p> <p>Facilitator reminds the aim of the module. (5 min.)</p> <p><u>Practical task Nr. 5</u> Think about the main forms and ways of your daily work which help to develop pupils' growth. How do systemic level and school community influence your daily work in the classroom? (25 min.)</p> <p>Facilitator asks participants to share their results. What new things have the participants learned about themselves? (25 min.)</p> <p>Participants watch the video about 8 Mind Frames For Teachers.</p> <p>Facilitator invites all participants to talk about what they have experienced/learned today.</p>	<p>Individual copies of <i>Appendix E.</i></p> <p><i>Slides 19 – 20</i> on PowerPoint</p> <p>Individual copies of <i>Appendix F.</i></p> <p><i>Slide 22</i> on PowerPoint</p> <p>Video link http://visible-learning.org/2014/08/john-hattie-mind-frames-teachers/</p>
--	--	--	---



Trainee to Trained Teacher

Module 3 – Measuring Pupils’ Progress and Impact



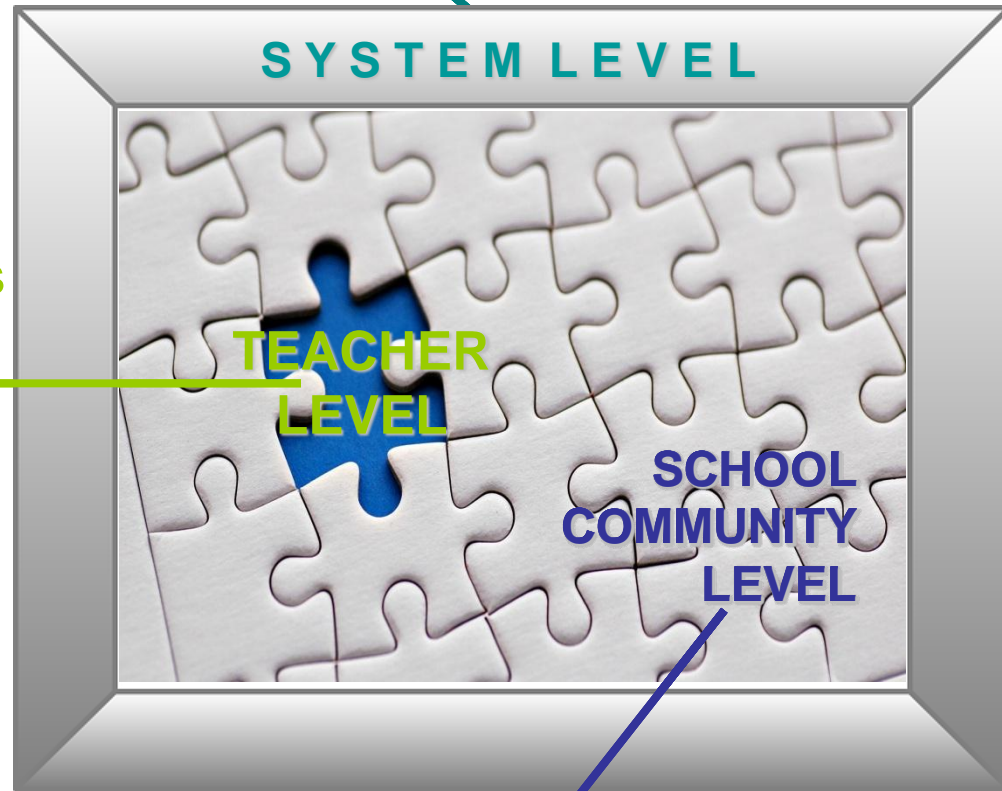
Erasmus+



Pupils' progress and impact

Factors which exist in your country

Teacher's daily activities
in the classroom



Agreements upon which we agree

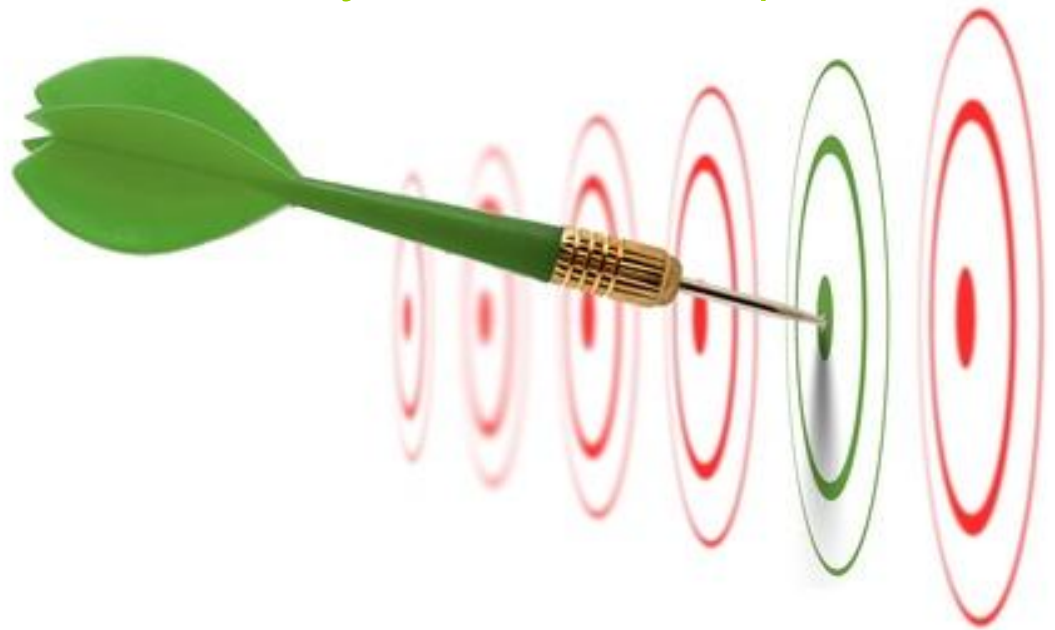
WHAT IS YOUR ROLE?



Pupils' progress and impact

THE AIM OF THE MODULE:

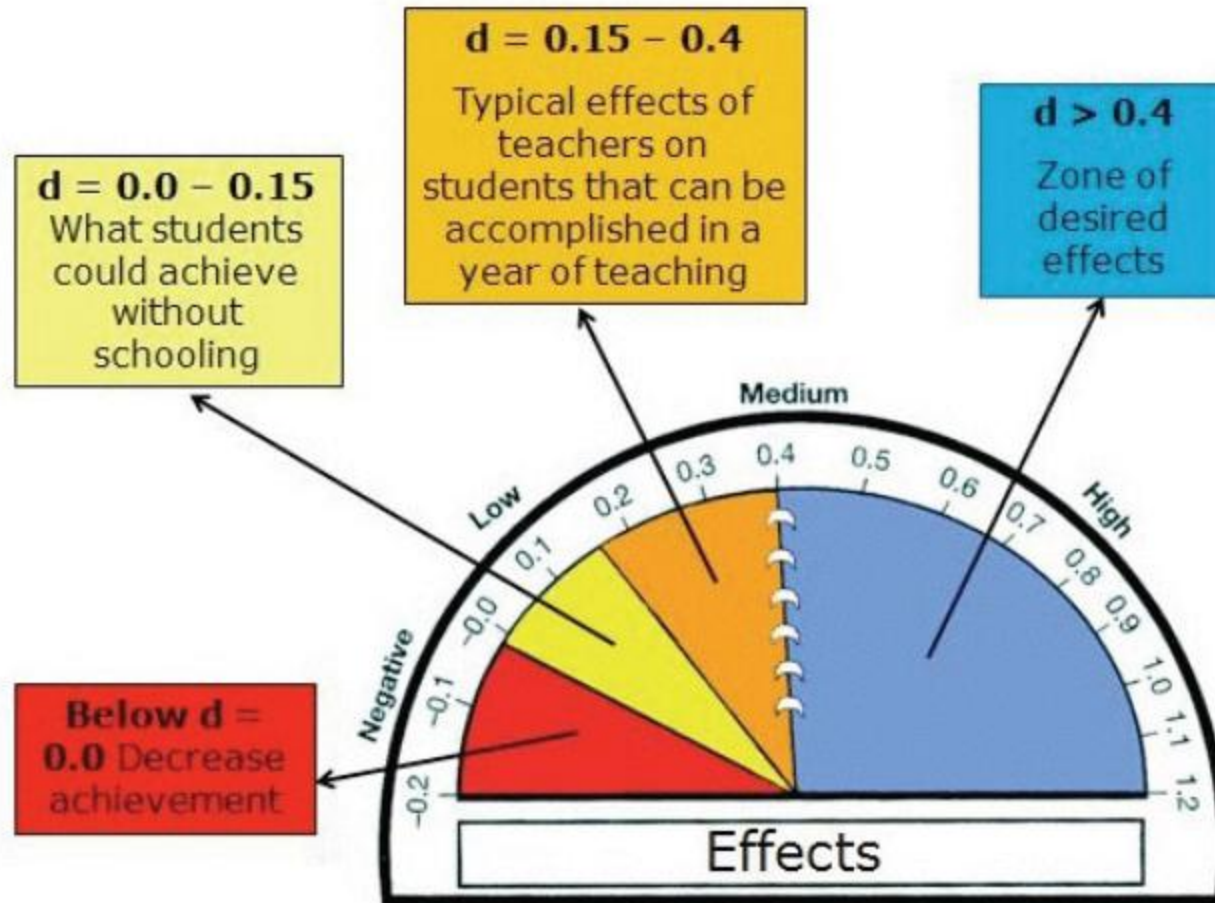
To support teachers in creating of their own guidelines on how to encourage, monitor and evaluate progress of each pupil (considering specifics of their own country and school).



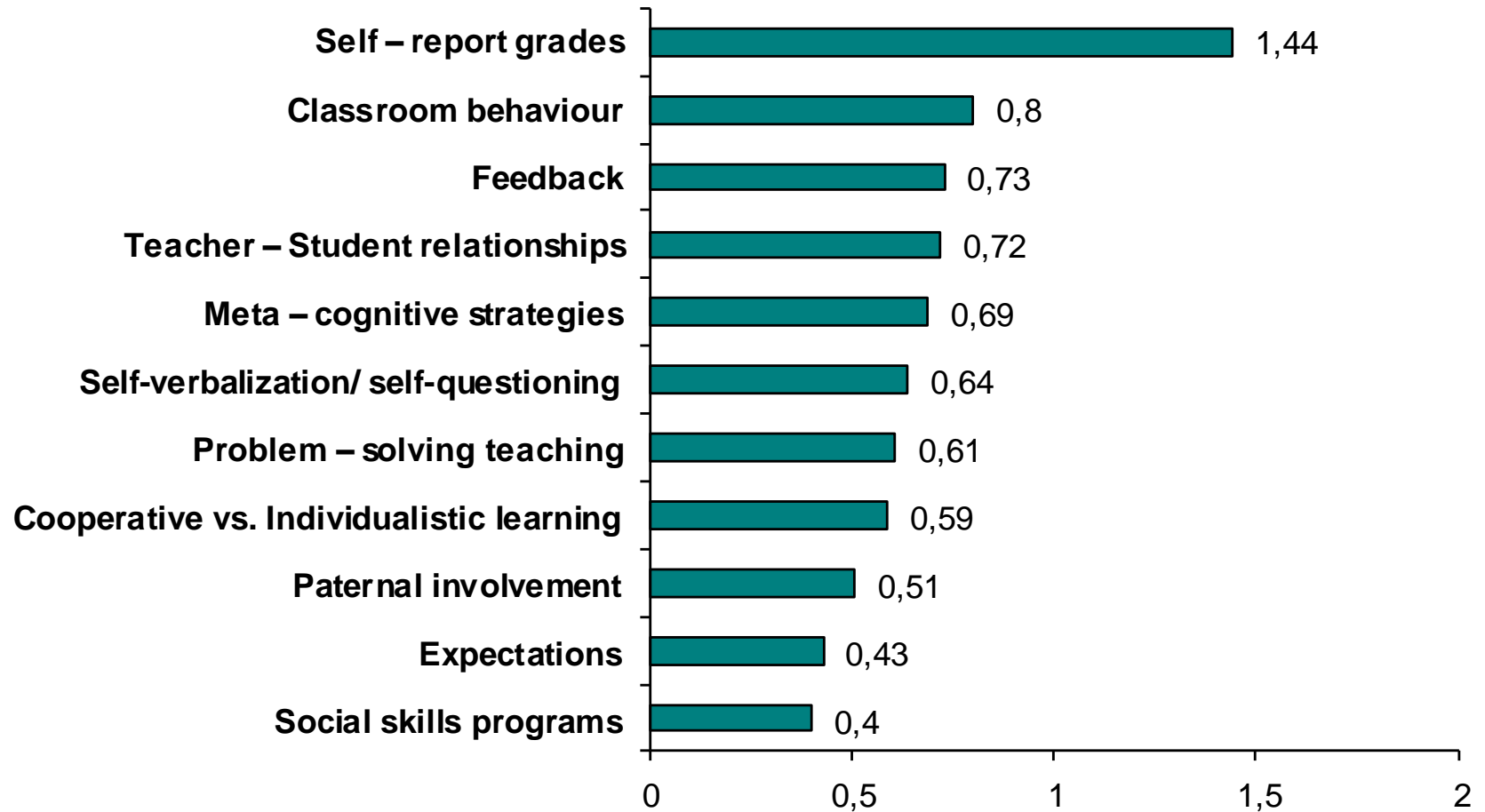
Practical task Nr. 1 *(Appendix A)*

By working in groups please put these factors according to their relevance to pupils' study results.

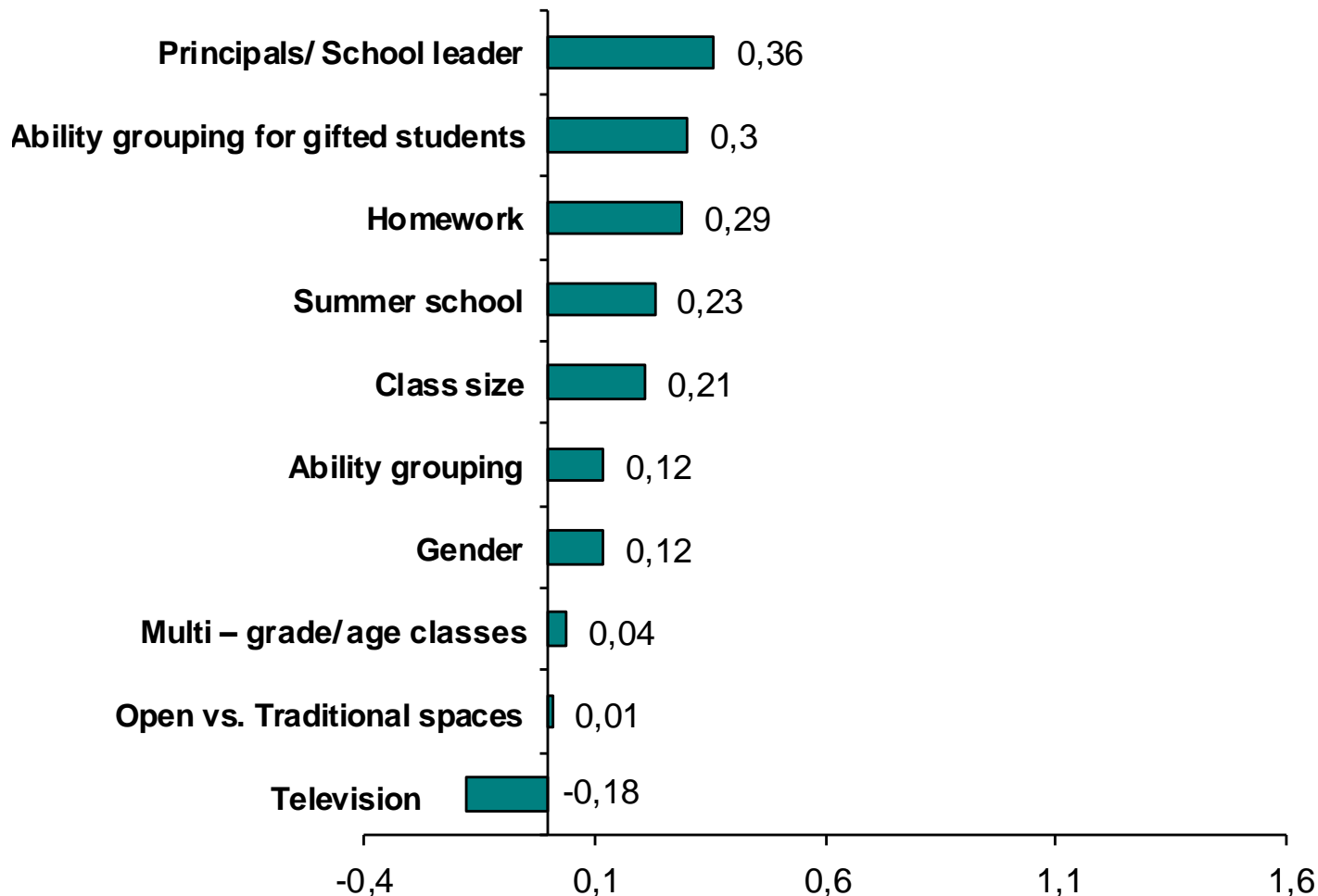
Barometers of Influence *(source: J. Hattie, 2009)*



What Works Best In Raising Student Achievement? (1) *(source: J. Hattie, 2009)*



What Works Best In Raising Student Achievement? (2) *(source: J. Hattie, 2009)*



PART 1

PUPILS PROGRESS AND IMPACT SYSTEM LEVEL

THE AIM OF THIS PART. Identify factors which exist and are important in the evaluation process in your country (national and regional level).

Practical task Nr. 2 *(Appendix B)*

By working in groups please think about the main tools which are used to measure and evaluate study progress of pupils in your country or region.

PART 2

PUPILS PROGRESS AND IMPACT

SCHOOL COMMUNITY LEVEL

THE AIM OF THIS PART. Determine forms and ways of communication with the school community in order to support each student's development and progress.

Pupils' progress and impact

3A MODEL *(source: S. Blandford)*

- 1. Aspirations** - *teachers, pupils, parents*
- 2. Access** - *what are the barriers for each pupil and how do we remove them?*
- 3. Achievement**

Pupils progress and impact

3A MODEL *(source: S. Blandford)*



Practical task Nr. 3.1 *(Appendix C)*

Keep in mind your pupils and answer the following questions:

A area — How can other members of the community (parents, teachers, social workers, psychologist, school's administration) help you tackle the barriers which your pupils are facing?

B area — How can you help your colleagues to develop pupils' progress?

C area — How can the entire school community contribute to the better developement of pupils' learning progress?

Practical task Nr. 3.2 *(Appendix D)*

In groups, please, discuss specific forms and methods which would help your school achieve better learning results of your pupils.

PART 3

PUPILS' PROGRESS AND IMPACT TEACHER LEVEL

THE AIM OF THIS PART. Identify areas in which pupils' evaluation process is strong and which areas need to be improved in your daily work.

Pupils' progress. What does the teacher need to do?

“Imagine that the teacher and their pupils are in a dark cave and only one of them has a lighter. That person will be the leading one even if it is for a short time. He enlightens our way out until we all reach the exit from the dark.”

source: S. M. Brookhart, 2008

Practical task Nr. 4 *(Appendix E)*

Please fill in the questionnaire about the teacher's work in the classroom which can help improve pupils' progress.

In which areas do you think you are strong and which areas would you like to improve?

PART 4

PUPILS' PROGRESS AND IMPACT

WHAT IS YOUR ROLE?

CONCLUSIONS

THE AIM OF THIS PART. Create guidelines on how to encourage, monitor and evaluate progress of each pupil (considering specifics of their own country and school).

What do I know about pupils' learning? (task nr.1)

What do I know about the educational system in my country? (task nr.2)

What do I know about the agreements in my school community? (task nr.3)

What do I know about myself? (task nr.4)



How these things influence your daily work with pupils?

Practical task Nr. 5 *(Appendix F)*

Think about the main forms and ways of your daily work which would help to develop pupils growth.

How do systemic level and the school community influence your daily work at the classroom?

8 Mind Frames For Teachers

(source: Hattie, J., visible-learning.org)



VIDEO HERE

1. *My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.*
2. *The success and failure of my students' learning is about what I do or don't do. I am a change agent.*
3. *I want to talk more about learning than teaching.*
4. *Assessment is about my impact.*
5. *I teach through dialogue not monologue.*
6. *I enjoy the challenge and never retreat to "doing my best".*
7. *It's my role to develop positive relationships in class and staffrooms.*
8. *I inform all about the language of learning.*

Sources

1. *Bareikienė, M., Gudynas, P. et al., Vertinimas ugdymo procese, 2006, Vilnius;*
2. *Blandford, S., Knowles, C., Achievement for All. Raising Aspirations, Access and Achievement, Bloomsbery Education, 2013;*
3. Brookhart, S., How to give effective feedback to your students, ASCD, 2008;
4. Hattie, J., Visible Learning, 2009, visible-learning.org;
5. *Teachers evaluation standart of the program “Let’s Teach!”.*

WHAT WORKS BEST IN RAISING STUDENT ACHIEVEMENT? (By J. Hattie, 2009)



Self – report grades	Classroom behaviour	Feedback
Teacher – Student relationships	Meta – cognitive strategies	Self-verbalization/ self-questioning
Problem-solving teaching	Cooperative vs. Individualistic learning	Paternal involvement
Expectations	Social skills programs	Principals/ School leaders

TRAINEE 2 TRAINED TEACHER

Pupil's progress and impact (Module 4)

Appendix A

Ability grouping for gifted students	Homework	Summer school
Class size	Ability grouping	Gender
Multi – grade/ age classes	Open vs. Traditional learning spaces	Television

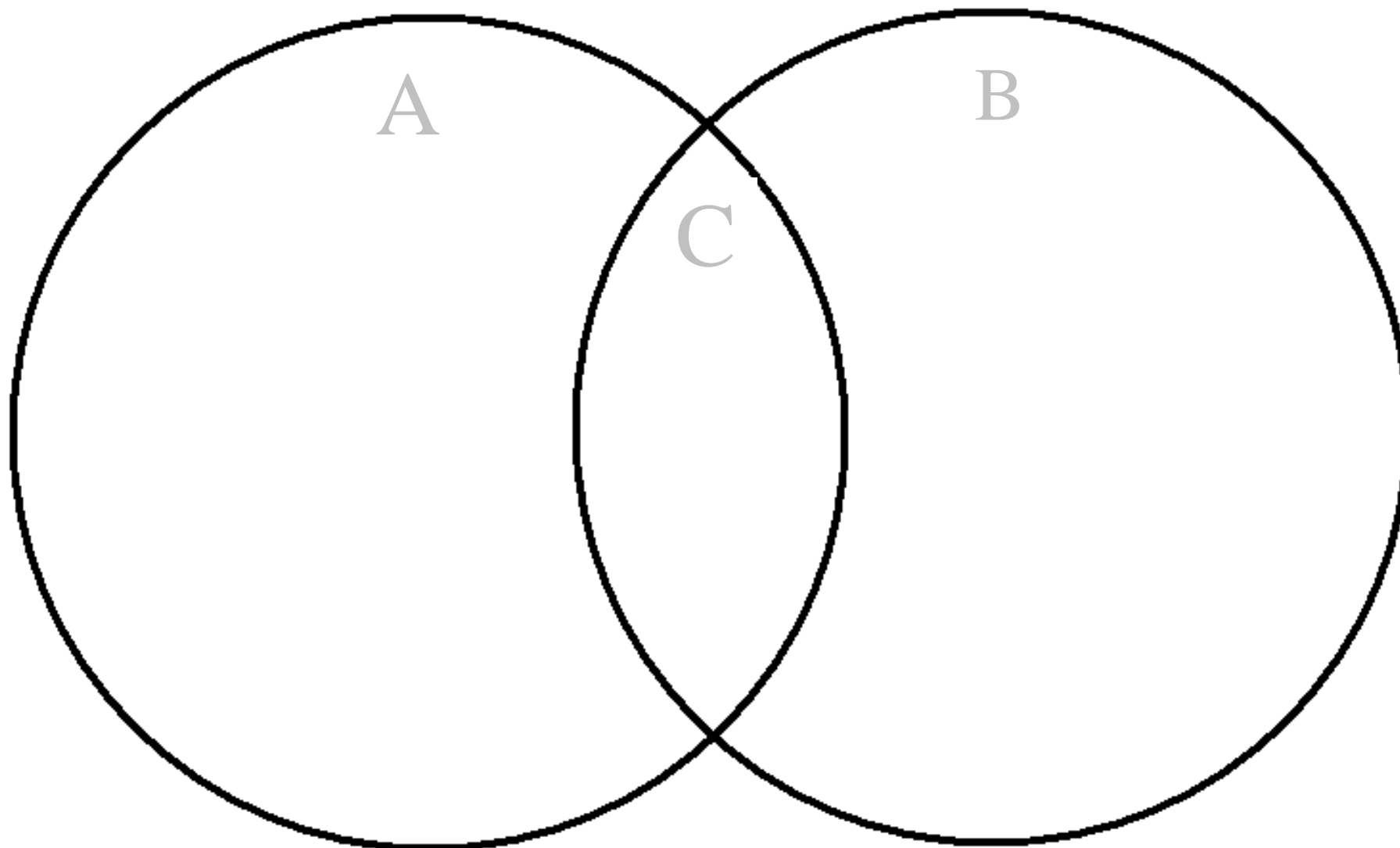
TRAINEE 2 TRAINED TEACHER

Pupil's progress and impact (Module 4)

*Appendix B***SYSTEM LEVEL OF PUPILS PROGRESS EVALUATION SYSTEM**

	Data	Goals	Evaluation <i>(formal/ informal)</i>	Feedback <i>(pupils/ parents)</i>	Self-evaluation <i>(teachers/ pupils)</i>
SYSTEM LEVEL					

DEVELOPING PARTNERSHIP WITHIN THE SCHOOL COMMUNITY



SCHOOL'S COMMUNITY LEVEL OF PUPILS PROGRESS EVALUATION SYSTEM

	Data	Goals	Evaluation <i>(formal/ informal)</i>	Feedback <i>(pupils/ parents)</i>	Self-evaluation <i>(teachers/ pupils)</i>
SCHOOL COMMUNITY LEVEL					

TRAINEE 2 TRAINED TEACHER

Pupils progress and impact (Module 4)

Appendix E

TEACHER'S SKILLS TO DEVELOP PUPILS' PROGRESS

Think about your daily work in the class and evaluate each proposition from 1 to 5, where 1 – never, 2 – rarely 3 - sometimes, 4 - often. 5 – almost always.

I. DATA

1. I spend some time to know each student better (about their interests, hobbies, aspirations, etc.)	1	2	3	4	5
2. I collect data about each student in order to support their personal development	1	2	3	4	5
3. To know my students better I cooperate with parents, teachers and their peers	1	2	3	4	5
4. I assess previous results of studies then I plan for future lessons	1	2	3	4	5
5. I know when my students are in distress or something is bothering them	1	2	3	4	5
Sum of points					

II. GOALS

1. I have skills to develop plans for short and long term perspectives	1	2	3	4	5
2. Students know and understand goals and objectives of their studies	1	2	3	4	5
3. Objectives of my lessons are defined and obtainable	1	2	3	4	5
4. I permanently emphasize learning goals in my lessons	1	2	3	4	5
5. Students are taught to set personal learning targets "What will I learn?"	1	2	3	4	5
Sum of points					

III. EVALUATION

1. I define clear and specific evaluation criteria for tasks	1	2	3	4	5
2. My students know and understand criteria of evaluation in my lessons	1	2	3	4	5
3. I frequently remind my students about the evaluation criteria in my lessons	1	2	3	4	5
4. My evaluation criteria allow students to reach their personal goals	1	2	3	4	5
5. I teach my students to follow evaluation criteria	1	2	3	4	5
Sum of points					

IV. FEEDBACK

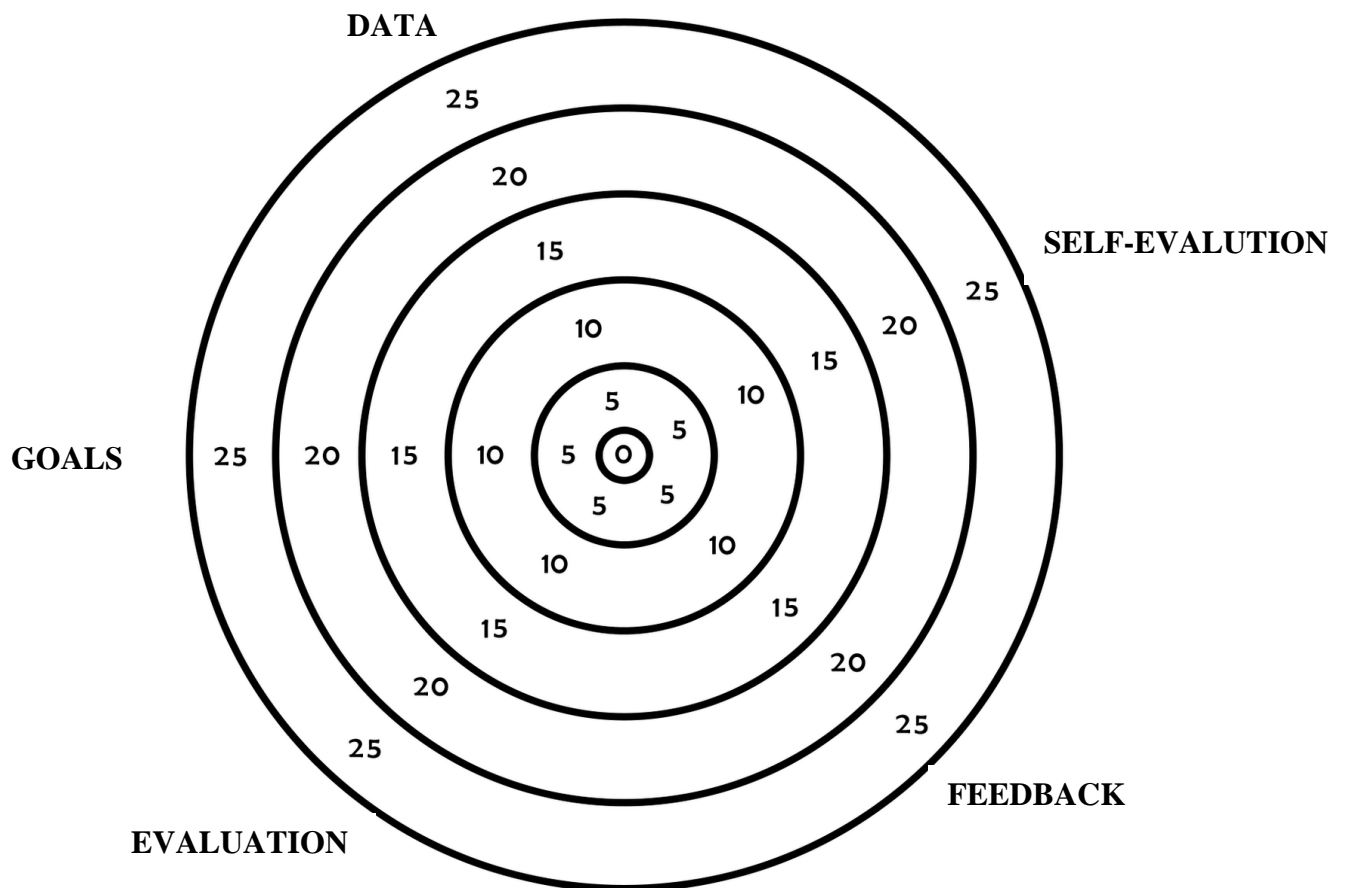
1. I give constructive feedback to my students	1	2	3	4	5
2. My feedback allows students to see improvement areas	1	2	3	4	5
3. I provide my feedback in various forms (in writing, orally, in our own specific system)	1	2	3	4	5
4. I have a system to provide feedback to each student personally	1	2	3	4	5
5. I have an effective way to inform parents about their children's learning progress	1	2	3	4	5
Sum of points					

TRAINEE 2 TRAINED TEACHER
Pupils progress and impact (Module 4)
Appendix E

V. SELF-EVALUATION

1. I encourage students to provide solid arguments for their self-evaluation	1	2	3	4	5
2. My students employ various methods of self-evaluation	1	2	3	4	5
3. After lesson I reflect about our learning progress and how each student is seeking to achieve their learning goals	1	2	3	4	5
4. I search for new sources and methods to support students in their learning process	1	2	3	4	5
5. Creativity and persistence help me solve arising problems	1	2	3	4	5
Sum of points					

DRAW YOUR OWN SKILLS PROFILE.



TEACHER'S LEVEL OF PUPILS PROGRESS EVALUATION SYSTEM

	Data	Goals	Evaluation <i>(formal/ informal)</i>	Feedback <i>(pupils/ parents)</i>	Self- evaluation <i>(teachers/ pupils)</i>
TEACHER'S LEVEL					



Please would you complete this questionnaire to enable us to assess the quality of the training and to improve the draft resources. For the question with a scale, please put a cross X on the number that suits you. Remember that 1 is low and 6 is high.

Name _____ Organisation & Country_____

I am...			
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>

My role is...	
Trainee Teacher	<input type="checkbox"/>
Newly Qualified Teacher	<input type="checkbox"/>
Fully Qualified Teacher	<input type="checkbox"/>
Other – please specify	<input type="checkbox"/>

	Comments
Were you satisfied with the organisation and pre-event information/communication?	
Were you satisfied with the relevance of the workshop in relation to your professional activity?	
Were your expectations of the workshop addressed?	
Were you actively participating in the workshop?	

Following the workshop, how do you assess your understanding in the following area?

[illegible]



I know better my strengths and weaknesses during the lessons in order to reach learning progress of each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I have better understanding, how to improve my class activities according to the local and national needs in order to reach learning progress of each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any comments about the resources provided to support your enquiry?

Any comments about the resources or activities used in this module?

Any other comment about the workshop you wish to add:

Many thanks for taking time to complete this form.