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TRAINING MODULES

T2TT – Training Modules

Introduction

This handbook is a compilation of the Training Modules to be used by schools introducing support programmes for newly qualified teachers (NQT). They support school management and teacher mentors in their induction and support work with NQTs or teachers who require additional support.

These Training Modules are one of the results of an Erasmus+ project funded by the European Union which brought together 6 partners from 5 EU countries, all specialised in teacher training and ongoing support. You can learn more about the project here: http://t2tt.weebly.com/

There are 6 Training Modules each containing a set of additional resources to be used during the implementation of the module programme.

Click on the following links to discover the Training Modules:

M1: Developing an Initial Teacher Training Induction Package

M2: Teaching and Learning

M3: Behaviour for Learning and Special Educational Needs

M4: Measuring Pupil Progress and Impact

M5: Coaching and Mentoring

M6: Assessment and accreditation of ITT and NQTs

Each module comes with an Evaluation sheet which will allow the trainer leading the modules to assess the progress made by the trainees.

The following pages present each module and its additional resources in a logical order from Module 1 to Module 5 without page numbering as the modules and resources constitute separate documents.

Reminder: All modules and additional resources are downloadable as separate editable files from the project website: http://t2tt.weebly.com/resources.html

MODULE 1

Developing
An Initial Teacher Training
Induction Package

CONTENT:

- M1 Workshop Module - ITT Induction Package
- M1 Teaching and Learning Framework of Standards
- M1 ITT Induction Presentation
- M1 Lesson Observation Sheet
- M1 Card Sort Activity
- M1 Evaluation Sheet

Workshop Module 1	Workshop Objectives	Activities and Resources	Resources	Outcomes
Teaching and Learning	Participants will- • Be aware of the UK Teachers' Standards • Develop a rationale for how standards/ aims can be helpful in teacher training and professional development • Develop an awareness of how teacher competence impacts upon pupil progress, achievement and attainment • Create an awareness of possible evidence for the aims/ standards to capture impact of	Pre-sessional task – participants will read the UK Teaching Standards Facilitator will introduce the UK context and how the Teachers' Standards are used to support continuous professional development from trainee to trained teacher Delegates record any questions that can be addressed throughout the day In pairs delegates should summarize each standard and sub-standard into one sentence. Moving into different pairs delegates should share their discussion and summary sentence. Then to reduce the sentence into one word. Again merge into a new pairing and share the word and wider discussion regarding the standard they were assigned. Group to feedback their Standard Key Word and discussion. Key words to be recorded by facilitator And displayed on a flip chart At this point delegates can record any questions they have on to post it notes and arrange under the appropriate key word. For other questions that do not apply to a key word the facilitator should add a general questions area so that these general questions can be answered throughout the day Groups of 4 delegates should use a sheet of	Teaching Standards Table Power point objectives Post-it notes Pens Blu Tack	Raised awareness of the UK Teachers' Standards and a framework to support teacher training and continuous professional development. Understanding of how each aim/ standard is central to teacher and pupil progress. Evidence of what progress for teachers' and pupils' looks like.

| | | professional development on pupil progress | flip chart paper to look at a standard identifying Why this standard/ aim is important for teaching and learning. Notes could be made in 2 columns - important for teaching and teachers and important for learning and pupils.

Notes are shared and discussed- any additional questions are added to the question board and any addressed questions can be archived.

Flip chart notes are displayed around the room.
Gallery Task -Delegates view each sheet as they would source material or art in a gallery. Delegates can add to the notes.

Delegates are invited to choose a standard/ aim to work on- ideally a different aim/ standard than previously explored with a colleague who they haven't yet worked with.

With a new sheet of flip chart paper delegates are invited to explore:
How teachers fulfill this aim or standard and what challenges are faced in achieving this aim.

Colleagues feed back and discuss. Offering suggestions for addressing the challenges. Facilitator shows a video clip of a lesson. Colleagues use an observation sheet to record how the teachers' standards are observed. | Flip chart paper and pens

Video clip of a lesson (link) Lesson observation sheet | |

| | | In triads colleagues share their observations and what teachers standards were met and what they considered to be evidence for this.

Facilitator addresses the quality of the lesson and the quality of how each standard was addressed.

Matching Mat Activity
Delegates match/ sort cards with descriptions on into 4 categories- outstanding/ good/ requires improvement/ inadequate. Discussion about the consistency and quality of the teaching and learning to ensure outstanding progress for teachers and pupils.

Lesson plan workshop
Colleagues in pairs share a lesson plan. Plans are analysed for evidence of the standards and impact on pupil learning. Colleagues share their expertise and coaching for plan development.

Colleagues share their learning and evaluate the session.

Post sessional task- colleagues invited to share their reflections of the lesson they delivered and whether their teaching and pupil learning had been impacted in any way from the workshop. | | |
|---|---|---|---|---|
| | | | Card sort activity | |
| | | | Colleagues to bring a lesson plan to share/ discuss/ analyse. | |

Teaching Standards Table

Context

Since September 2012 the UK has worked within a framework of standards applied to the teaching profession.

The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self- evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

The Teachers' Standards form the structure for this shared work for Erasmus+ as they are statutory for trainees/ teachers in the UK and also form a robust structure for the scope of teacher development internationally.

This framework supports colleagues at all career points. Evidence of teaching practice offers a rich picture of experience, expertise and areas for continued development. The framework is a useful diagnostic tool for professional development and for self-assessment and reflective practice.

Within this project we have identified the 8 standards presented below as "Aims" and identified the rationale, approach and necessary resources/ means within each area. We were also conscious to support the recognition of these skills or practices and have addressed some possible outcomes/ impact or evidence of each strand.

Teachers' aims:	Teachers' Rationale:	Teachers' Approach:	Resources:	Impact:
What:	Why:	How:	Through:	Evidence: (see appendix)
Set High Standards Which Inspire and Challenge Pupils	* To set goals that stretch and challenge pupils in order for them to meet their potential	* Demonstrates consistently positive attitudes to behaviour and learning	* A safe and stimulating environment for students.	* Students are engaged with their learning and are ambitious in their attitudes to learning.
Promote Good Pupil Progress	* To be accountable for pupil's attainment progress and outcomes.	* Is aware of prior knowledge and capabilities * Understands pedagogy and how pupils' learn	* Guiding pupils to reflect on their progress and emerging needs	* Student outcomes are positive and students make progress * Students show a highly responsible attitude towards their own work and study
Demonstrate Good Curriculum Knowledge	* Teachers have secure and current subject knowledge and are able to foster a love of subject and to address misunderstandings	*Demonstrates a critical understanding of the developments in the subject and curriculum area * Promotes the value of scholarship * Promotes numeracy and literacy	* An engaging, relevant and interesting subject scheme of work that is in line with regional or national assessments	* Students' voice an appreciation of subject, and data showing subject uptake beyond statutory levels -show a vibrant curriculum that is enjoyed by learners

Teachers' aims:	Teachers' Rationale:	Teachers' Approach:	Resources:	Impact:
What:	Why:	How:	Through:	Evidence: (see appendix)
Plan and Teach Well Structured Lessons	* Lesson time is used productively * To reflect and develop lessons constantly to be part of a purposeful scheme of learning	*Promotes a love of learning * Uses purposeful activities as vehicles for powerful learning experiences	* Reflective approach to ensure class and homework is purposeful	* Students are intellectually curious and on task * Students demonstrate a love of learning
Adapt Teaching To The Needs of All Pupils	* Ensure all learners make progress and that the lesson is accessible to all	* Is inclusive *Acknowledges barriers to learning and uses strategies to remove learning difficulties as much as possible *Knows students well	* Differentiated task/ activities/ starting points. * Deployment of teaching assistants to support the less able * Applies data and knowledge of students to empower their learning	* Pupils of all abilities make progress * Included the gifted and talented and those with special educational needs

Teachers' aims:	Teachers' Rationale:	Teachers' Approach:	Resources:	Impact:
What:	Why:	How:	Through:	Evidence: (see appendix)
Make Accurate And Productive Use Of Assessment	* Ensures assessment for and of learning is used to develop and capture knowledge and understanding at key points * Ensures students are prepared for assessments fully	* Know and understand how to assess the subject and curriculum areas * Give regular feedback	* Summative and formative assessment *Relevant data	*Students are comfortable and competent in acting on formative feedback to improve work *Students are able to achieve their potential and make progress as evidenced through assessment data
Manage Behaviour Effectively	* Have clear rules for and high expectations of behaviour for learning * Have mutually respectful relationships with students	* Establishes a framework of discipline * Uses praise and sanctions consistently and fairly * Motivates students	* School behaviour policy * Framework for rewards and sanctions	* Students are highly accountable for their behaviour *Students are actively engaged in learning and on task
Fulfill Wider Professional Responsibilities	*Make a positive contribution to the wider life of the school and community * Support the school ethos and mission	* Engage in professional development to continually improve teaching practice * Respond to advice and feedback * Communicate with parents and carers effectively	* A relevant continued professional development (CPD) programme	* Skilled teachers who are fully engaged in their CPD and willing to embrace the changes in the curriculum.

Appendix

Suggestions for Evidence of Teachers' Aims

These exemplars offer suggestions of evidence and are not an exhaustive list.

1.Set high expectations which inspire, motivate and challenge pupils

Examples of evidence:

- Health and safety briefings given to pupils/students at the start of practical lessons/ school trips.
- Ensuring appropriate clothing for session, e.g. PE clothing, footwear, aprons.
- Pupils/students are able to work in an environment, which fosters mutual respect, and are encouraged to support and help each other. Evidence could include class rules/ behaviour policies verified by colleagues on how they have been successfully used.
- A stimulating environment-examples of display resources and use of other resources; use of resources, pupils are engaged in tasks set e.g. giving presentations.
- In the classroom pupils/students are engaged in lessons, showing curiosity, asking questions, excited about task. Evidence could include student reflections and questions.
- Lesson plans demonstrate differentiation.
- Objectives are clearly explained to pupils/students and inform teaching the task. Evidence could come from lesson observations.
- Lesson delivery and outcomes reflect the lesson plan- observations would evidence this.
- Trainee demonstrates the ability to improve a lesson plan when delivering in the classroom to secure better learning outcomes- evidence in reflective journal and lesson observations.
- Appropriate tasks set for pupils/students. Evidence in lesson observations, reflective journal and pupil progress data.
- Trainee/ Teacher demonstrates an enthusiasm for learning- lesson observations.
- Mentor/Tutor feedback from the classroom observation, one to one sessions, and conduct in other meetings.

2. Promote good progress and outcomes by pupils

Examples of evidence:

- Evidence of progress throughout the year coming from data/ resources/ planning collated in teaching files.
- Use of baseline assessments and pupil targets to show pupil progress.
- Trainee/ Teacher is aware of school's tracking system and has made effective use of it. Evidence shows the effective use of data, how lessons are differentiated due to pupils different starting points and how pupils make progress because of this.
- How the Trainee/Teacher uses their subject and pedagogical knowledge to enable pupils to achieve targets. Evidence might include extra revision sessions the trainee leads or is involved in, extra classes and clubs that engage and promote learning.
- How the Trainee/ Teacher takes responsibility if insufficient progress is made, seeking advice or support from other teachers. Evidence might involve discussions with the SENCO or LSA to ensure inclusion and progress of children with SEN.
- Use of introduction to lessons, recapping previous work and learning from earlier sessions.
- Use of peer and self-assessment in classroom with clear criteria for pupils to evaluate their own work and progress. Evidence could include lesson observations, copies of effective pupil feedback and progress.
- The physical arrangement of the classroom. Evidence could involve photographs, reference in lesson observations or in the Trainee's/ Teacher's reflective journal.
- Use of different learning styles. Evidenced in lesson plans and lesson observations.
- Shows a willingness to take appropriate risks and try new ways and activities to enhance learning experience e.g. looking for opportunities outside the classroom, offer lunch clubs.
- Agreed deadlines are met, e.g. completion of homework.
- Feedback from pupils on their enjoyment of task, and assessment of progress.
- Enabling children to develop their own success criteria e.g. the Trainee/Teacher enables pupils and students to support one another in the learning process so the 'class becomes the teacher'.
- Presentation of work by pupils/students.
- Students come to class with the right equipment for the lesson or task.
- Good relationships have been established with pupils.

3. Demonstrate good subject and curriculum knowledge

Examples of evidence:

- Short and medium term planning shows curriculum and subject knowledge. Evidence in Teaching, Training and Subject Knowledge File.
- Evidence of current subject developments, attendance at lectures or accredited courses, affiliation to subject associations or networks. Trainees/Teachers can evidence the curriculum demands of their subject and the expectations of curriculum content for the age range they are trained to teach.
- Pupils enjoy and achieve in the lesson or activity. Pupil reflection or feedback, and evidence of progress.
- Evidence of high expectations can be found in copies of students' work, data showing expected or more than expected progress, comments from mentors or tutors.
- Evidence of how the trainee maintains their own knowledge and love of subject through the background reading, visits to other schools and accessing CPD opportunities.
- Evidence of encouraging work ethic in pupils can be evidenced through their effort and attainment. Data on attendance, behaviour and academic progress can all demonstrate this.
- Use of reward systems to encourage learning. Evidence of how the trainee effectively uses the school's behaviour management and reward policy. Evidence of how the Trainee/Teacher has shown a mastery of various behaviour for learning strategies.
- Recognising success at all levels and magnitude, praising pupils and sharing the success with others including parents. Evidence could be a letter to a parent or a certificate the trainee has designed and effectively used.
- In Primary, early reading and mathematics trainee gives clear instructions to children, in practical sessions makes appropriate use of equipment and resources. Evidence could include lesson observations, pupil progress and subject knowledge development audits.
- Evidence of subject specific vocabulary, key words, marking for literacy, teaching systematic synthetic phonics, evidence of public speaking or debating.

4. Plan and teach well-structured lessons

Examples of evidence:

- Lessons demonstrate pace, this will be evidenced in lesson plans and observations.
- Plenary sessions are effective; lesson plans identify progress checks and plenaries to consolidate learning.
- Trainee/Teacher offers pupils the opportunity to talk and give feedback. Evidence could include student feedback, lesson plans, observations and mentor comments.
- Seeks out opportunities for pupils to further learning opportunities out of classroom. Evidence could include homework tasks, links to related activities pupils could research either in their local libraries or online and trips to consolidate class learning.
- Homework evidence showing differentiation and creativity to engage learners. For example some trainees might engage family learning as a vehicle for homework tasks.
- Evidence of assessment of homework and how pupils have acted on the feedback to make progress.
- Promotes pupils intellectual curiosity. Evidence could include lesson plans, observations, and pupil comment or mentor discussions.
- Facilitates an atmosphere conducive to learning. Evidence would be in observer's notes and any student voice that could be captured.
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5. Adapt teaching to respond to the strengths and needs of all pupils

Examples of evidence:

- Trainee/Teacher knows the pupils well. Evidence could include: lesson observations that recognise the highly effective use of pupil's names, the Trainee's/Teacher's ability to direct higher order questions to various student groups and the ability to plan a progressive lesson.
- Uses seating plans or pupil groupings in order to offer additional support or to offer additional rigour.
- Lesson plans show differentiation of task. Evidence would clearly show how the trainee had used pupil attainment data to make pupil progress for all learners.
- Use of questioning to maximise learning. Evidence of how training on questioning has impacted upon practice, this could be found in reflective journal or discussion notes with mentor or tutor.
- Uses knowledge of the pupils to identify barriers to learning. Evidence could include a rationale for various activities with certain classes, also in the provision of accessible and highly differentiated material for pupils to ensure learning.
- Evidence that the Trainee/Teacher can work well with all ages and abilities (in the subject and in the age range that they are training in) Lesson observations are of a range of classes and ability ranges.
- Data showing progress for various pupil cohorts.
- Trainee/Teacher shows an awareness of school systems and policies, uses them to support pupils where appropriate. Evidence could include the trainee using the schools' reward system or behaviour management policy.
- Evidence of pastoral duties may be available if the trainee works with a tutor group or delivers PSHE.
- Trainees/Teachers can offer examples of how they work with and respond to pupils with different needs. This may include academic, physical, social and cultural needs. For example the provision of PE for a disabled child. The trainee uses CPD opportunities to develop or update knowledge about specific issues affecting pupils and how they learn. Evidence could come from central and school based training, and the impact of the training on practice.
- Trainees/Teachers know where to seek support and expert knowledge and will do so when required. Mentors, PLTS and PTs, can evidence this.

6. Make accurate and productive use of assessment

Examples of evidence:

- The Trainee/Teacher demonstrates that they are assessing work appropriately, seeks moderation and responds to guidance and discussion. Evidence of moderation process, statutory guidance and colleague feedback.
- Trainee/Teacher uses formative and summative assessment during lesson delivery. This can be evidence through lesson observation, lesson plans and pupil voice.
- The Trainee/Teacher makes appropriate use of assessment file or mark books to show progress. The evidence will be students' books and mark books.
- Feedback is regular and constructive. This will be evidenced in observer's comments, students' work and pupil voice.
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7. Manage behaviour effectively to ensure a good and safe learning environment

Examples of evidence:

- The Trainee/Teacher re-enforces school policies. Evidence will be in mentor notes and in lesson observations when the school's policies are deployed.
- The Trainee/Teacher makes appropriate use of rewards for pupils. Evidence will be found in reward charts, progress assemblies, pupil voice and lesson observations.
- In lessons, tasks are varied and appeal to pupils varying learning styles. Evidence will be found in lesson planning and observations to show that learning task were appropriate and effective. Mentors and tutors will also comment on the Trainee's pedagogical understanding of lesson development to maximise learning for all.
- The Trainee/Teacher will be able to evidence how they use resources well. Trainees/Teachers may have made all their own resources and shared them with the department.
- How the Trainee/Teacher organises the learning provides good evidence for this standard. Using pupil data (academic and pastoral) to create pupil groups and to differentiate task is good evidence for how pupils are motivated and involved.
- Trainees/ Teachers have good time management of tasks and lessons are well managed and have a good pace.
- The Trainee/Teacher responds effectively and decisively when needed. They are able to act with authority. Evidence of this would be found in lesson reflections, observations and mentor notes.
- Evidence can be found in lesson plans, pupil feedback and in observation notes.
- Trainees/Teachers model good and courteous behaviour around the school. They have a fair and consistent approach. This will be evidenced in the rapport with students that is captured in lesson observations and in mentor notes.

8. Fulfil wider professional responsibilities

Examples of evidence:

- Trainees/Teachers organise lunch time/after school activity. Evidence could be photographs, resources, pupil feedback and staff evaluations of the impact of the additional learning.
- Trainees/Teacher contribution to staff meetings. Evidence could be minutes of meetings and mentors comments.
- Trainee's/Teachers contributes to extra-curricular opportunities e.g. trips, school visits. Evidence could be the risk assessment document, photographs of the trip, resources and pupil feedback.
- Trainees/Teachers seek support or advice and is prepared to act on it.
- How the Trainee/Teacher uses teaching assistants, student associates and other adults in the classroom. Evidence will be found in how well they discusses/ shares the learning plan with the LSA in advance of the lesson, provides differentiated resources/ tasks and is organised for another adult to be working in the room e.g. evidence of an accomplished/ outstanding trainee- Teaching assistant shows a good understanding of their role and what is expected of them in advance of lesson stating all resources are prepared and shared in advance.
- Trainees/Teachers engage with their own CPD and take responsibility for their own learning. Evidence could include accredited or certificated courses and training provided by schools, clusters or central training.
- Trainees/Teachers engage positively with parents/carers at start and end of the school day (primary) Evidence could include evidence of discussions with parents either in person, on the telephone or in writing. Written reports and parents evenings would be good evidence for this standard.

- **Personal and professional conduct (possible exemplification)**

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

- Evidence can comment on professionalism, this could include; reference to the Trainee's/Teacher's confident and dedicated commitment to the profession; their friendly, courteous approach to students and staff; their strong work ethic; highly organised planning and preparation; their full involvement in the life of the school; how they have initiated new opportunities for students or organised visits. How their high expectations of self and others is communicated to students to raise attainment and ambition. How they develop highly effective and mutually respectful relationships to create a climate for learning and formation.
- Evidence can be found in documentation, training and trainee practice. This can include Safeguarding Training/ SEN training/ Behaviour Management Training and evidence of understanding that can be found in units of study and discussions with mentors and tutors.
- Evidence can be found in teaching. If the trainee has been involved in PSHE or citizenship, or their subject includes aspects of values based concepts or themes e.g democracy, human rights or equality of opportunity. Trainees/Teachers may be involved in school groups that promote social justice and peace. Trainees could use the SoW, assembly resources, charity or social justice materials to support this standard.
- Safeguarding and well-being training are good examples.
- Mentors and tutors can verify that the Trainee/Teacher doesn't express personal beliefs in ways, which exploit students or promote individual political beliefs.
- The Trainee/Teacher can demonstrate their commitment to professional learning if they are part of T&L group in the school; attend Teach Meets, studying for PGCERT.
- Extra-curricular activities are good evidence for this standard.
- Pupil voice surveys and the maintenance of a reflective journal demonstrate the trainee's reflective nature and that they are able to critically evaluate practice.
- Positive relationships with students in lesson observations can be evidenced in mentor notes and formal observation records.
- The Trainee/Teacher shares successes with students and highlights good practice (behavioural and academic) and in marking and feedback.
- The Trainee/Teacher has a positive manner with parents at Parents' Evenings and deals with parental complaints and concerns professionally.
- The Trainee/Teacher has very good safeguarding and health and safety awareness. Including their own safe use of the Internet e.g. Facebook/social media. Trainees have all had training to support their safe use of social media.

Teaching Standards

1. Set high expectations which inspire, motivate and challenge pupils

. a) establish a safe and stimulating environment for pupils, rooted in mutual respect
. b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
. c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

. a) be accountable for pupils' attainment, progress and outcomes
. b) plan teaching to build on pupils' capabilities and prior knowledge
. c) guide pupils to reflect on the progress they have made and their emerging needs
. d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
. e) encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

. a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
. b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
. c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
. d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
. e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

. a) impart knowledge and develop understanding through effective use of lesson time

. b) promote a love of learning and children's intellectual curiosity

. c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

. d) reflect systematically on the effectiveness of lessons and approaches to teaching

. e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

. a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

. b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

. c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

. d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

. a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

. b) make use of formative and summative assessment to secure pupils' progress

. c) use relevant data to monitor progress, set targets, and plan subsequent lessons

. d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

. a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

. b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and

rewards consistently and fairly

. c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

. d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

. a) make a positive contribution to the wider life and ethos of the school

. b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

. c) deploy support staff effectively

. d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

. e) communicate effectively with parents with regard to pupils' achievements and well-being

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Erasmus+

Trainee to Trained Teacher
Module 1 – Initial Teacher Training Induction

Erasmus+

TRAINEE TO TRAINED TEACHER

Module 1 Objectives

- Be aware of the Teachers' Standards
- Develop a rationale for how standards/ aims can be helpful in teacher training and professional development
- Develop an awareness of how teacher competence impacts upon pupil progress, achievement and attainment
- Create an awareness of possible evidence for the aims/ standards to capture impact of professional development on pupil progress

Standards

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively
- Fully engage with school and community

What does each standard look like?

- How do we understand each standard?

- *Task A*

  In pairs create a sentence that describes each standard

- *Task B*

  Reduce the sentences to a word

Why is this standard important ?

Important for Teachers	Important for Learners

- *Task C*

  On flip chart paper in groups of 4 record why this standard is important for teaching and learning

Gallery Task

- *Task D*: Exhibit your notes and view each others notes. Add to the notes with your own ides and responses.

- *Task E:* Chose a standard to work on. In teams add to the notes with responses to:
  - How do teachers fulfill this standard?
  - What challenges are there?

Discussion

- *Task F*: Two minute presentations on each standard- Outlining:

- What it is?

- What teachers do to achieve it?

- How this affects pupils

- What challenges there are

Recognising good practice

- https://www.youtube.com/watch?v=wJPzrIRODxQ

- *Task G*: Record evidence of a teaching standard.

- *Task H*: How well was that standard met?

Developing a language for pedagogy

- *Task I*: In pairs develop a taxonomy for a standard.

  What would the standard look like if the practice was:
  - Outstanding
  - Good
  - Requires improvement
  - Inadequate

How to support improvement

- *Task J*: Consider and discuss

- Share and agree –Outstanding/ Good/ etc

- What strategies would you offer to develop outstanding practice in each standard?

- Look at a lesson plan and identify areas that could be developed in light of the standards.

- How would you coach a teacher who was planning to deliver that lesson?

Evaluation

- Be aware of the Teachers' Standards
- Develop a rationale for how standards/ aims can be helpful in teacher training and professional development
- Develop an awareness of how teacher competence impacts upon pupil progress, achievement and attainment
- Create an awareness of possible evidence for the aims/ standards to capture impact of professional development on pupil progress

Lesson Observation Sheet

Lesson Objectives	
Focus of the observation (teacher) **Focus of the observation (pupils)**	
Elements to be used (teacher) **Elements to be used (pupils)**	
Targets (statistical analysis)	
Reflection and general comments	

OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE

Teachers encourage pupils to participate in and contribute to an atmosphere conducive to learning.	Teachers contribute fully to the life of the school. Supporting and developing the school ethos.	Teachers deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive.
Teachers are able to develop a rapport with students.	There are high levels of mutual respect.	Planning and teaching shows the teacher understands what the students know and what they need to learn.
Teachers take responsibility for pupil progress.	Teachers generate high levels of enthusiasm for learning.	Teachers assume a high level of responsibility for pupil progress.
Teachers know learners' needs and are proactive in differentiating.	Teachers regularly create opportunities for independent and autonomous learning.	Teachers actively plan and deliver engaging lessons.
Teachers know how students learn and how to recognise progress.	Teachers are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment.	Teachers plan lessons that are differentiated, so that all students make progress.

Teachers employ a range of teaching strategies and resources.	Teachers demonstrate very well-developed pedagogical subject knowledge.	Teachers can confidently and accurately assess pupils' attainment
Teachers consistently have high expectations and understand a range of strategies to promote positive behaviour.	Teachers maintain accurate records of pupils' progress and use these to set appropriately challenging targets.	Teachers use a range of assessment strategies that are used to inform lesson planning.
Teachers build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis.	Teachers confidently manage pupil behaviour.	Teachers assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress
All students make good progress.	All students are confident and skilled learners.	Teachers model excellent learning behaviours.

Name _____

Organisation & Country_____

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.**

My role is…	
Trainee Teacher	☐
Newly Qualified Teacher	☐
Fully Qualified Teacher	☐
Other – please specify …………………………………………………………………………..	☐

I am…			
Male	☐	Female	☐

	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?	

Part 1 – Teachers' Standards
Following the workshop, how do you assess your understanding in the following areas?

	1	2	3	4	5	6	Comments
I understand a range of teacher standards/ competencies	☐	☐	☐	☐	☐	☐	
I understand why these standards support good teaching	☐	☐	☐	☐	☐	☐	
I recognise these standards in my own practice	☐	☐	☐	☐	☐	☐	
I feel able to develop my practice in light of these competencies	☐	☐	☐	☐	☐	☐	

Any comments about the resources provided to support your enquiry?

……..

Part 2 – Applying Teaching Skills

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

	1	2	3	4	5	6	Comments
I can identify a teaching standard/ competency in a lesson	☐	☐	☐	☐	☐	☐	
I understand that each skill can be practiced with varying levels of efficacy	☐	☐	☐	☐	☐	☐	
I feel more confident in developing my teaching practice	☐	☐	☐	☐	☐	☐	
I can clearly identify my strengths and areas to develop within my teaching practice	☐	☐	☐	☐	☐	☐	

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.

MODULE 2

Teaching
and
Learning

CONTENT OPTION 1 (Lesson planning):

- M2O1 Workshop Module 2 - Lesson planning
- M2O1 Lesson Planning Presentation
- M2O1 Bloom's Taxonomy
- M2O1 Lesson plan_1_handout
- M2O1 Lesson plan_2_handout
- M2O1 5 step lesson plan template

CONTENT OPTION 2 (Differentiation):

- M2O2 Workshop Module 2 - Option 2 Differentiation
- M2O2 Differentiation Presentation
- M2O2 Multiple intelligences Handout
- M2O2 Learning techniques Handout

- M2 Evaluation Sheet

Workshop Module	Workshop Objectives	Activities and Resources	Resources	Outcomes
Module 2 Teaching and Learning **Option 1** Lesson Planning	*Teachers plan backwards and set big goal and lesson goals. They create an objective-driven lesson plan.*	**Communicate the what, why, and how of the session.** Brainstorming: - Elements of good teaching. - Why planning is important? - What are the pluses for the teacher, for the students, for the school? And what are the minuses?	*Flipchart*	Teachers are aware of the goals of the session.

		1) Backwards planning the year and units
		• Set Big goals (Powerful, big goals that are measurable, ambitious, and meaningful)
		  - Identify your learning goals
		  - Logically group and order those learning goals
		  - Schedule your learning goals on a calendar so that the pacing supports learning
		2) Create objective-driven lesson plans
		• Identify your **objective** on your unit plan. (Present Bloom's Taxonomy)
		• Create your lesson assessment. What do you need to see from students to know if they mastered the objective?
		• Write your key points Break down your objective into the bare essentials
		• Choose Your Instructional Methods
		• Decide on a lesson plan model (introducing five step lesson plan model).
		• Plan lesson activities so they fulfil key purposes:
		  ◦ Communicate the what, why, and how of a lesson
		  ◦ Engage students in new content in clear and accessible ways
		  ◦ Give students multiple, scaffolded opportunities to practice with a gradual release of teacher support
		  ◦ Give students opportunities to show mastery of the objective independently
			Lesson Planning Presentation
			
			 Bloom's Taxonomy picture
				Teachers are familiar with the notions of backward planning and objective-driven lesson plans

		Summarize learning and test mastery		
		1) Work in groups – each group watches a <u>short video</u> from a classroom where the teacher describes the big goal. Then teachers have to identify key points and describe what the basic elements of that big goal are and how it is inspirational for the students. 2) Work in groups – each group has 2 or 3 lesson plans with different quality and they have to **discuss each plan and decide if it covers the standards**. Each group gives ideas how to improve the lesson plan. Some of the mistakes concern lesson goals and teachers should set a new goal demonstrating their knowledge of Bloom's taxonomy.	*2 different lesson plan handouts*	Teachers start working with goals, objectives and lesson plans, focusing on standards and Bloom taxonomy
		1) Work in groups. Each group will define a pupil group with some information about the background of the children, their social status, interests and results. Each group should **create a Big Goal that could inspire kids and involve them in learning**. 2) Each teacher has to create a Lesson plan using all the elements. Then some of the teachers present their work.	*5-step lesson plan template*	Teachers create goals, objectives and lesson plans
		Tasks to check understanding of the material in the session: 1) Teachers have a short description of a group of children and have to develop big learning goal for them. 2) Teachers have to set a lesson goal for a given lesson topic; they have to briefly describe how children will learn new material and what activities could be included to help the learning process.		Trainers are aware of the level of understanding of the covered material

		Watch some videos that describe students' progress in the classroom working with teachers that use all the described methods.
		   ✓ <u>Example Link 1</u>
		   ✓ <u>Example Link 2</u>
			Videos	Teachers have access to best practices on the topic

Possible variation		*Teachers create their own lesson plan to be used.*		

Trainee to Trained Teacher
Module 2 – Teaching and Learning

Lesson Planning

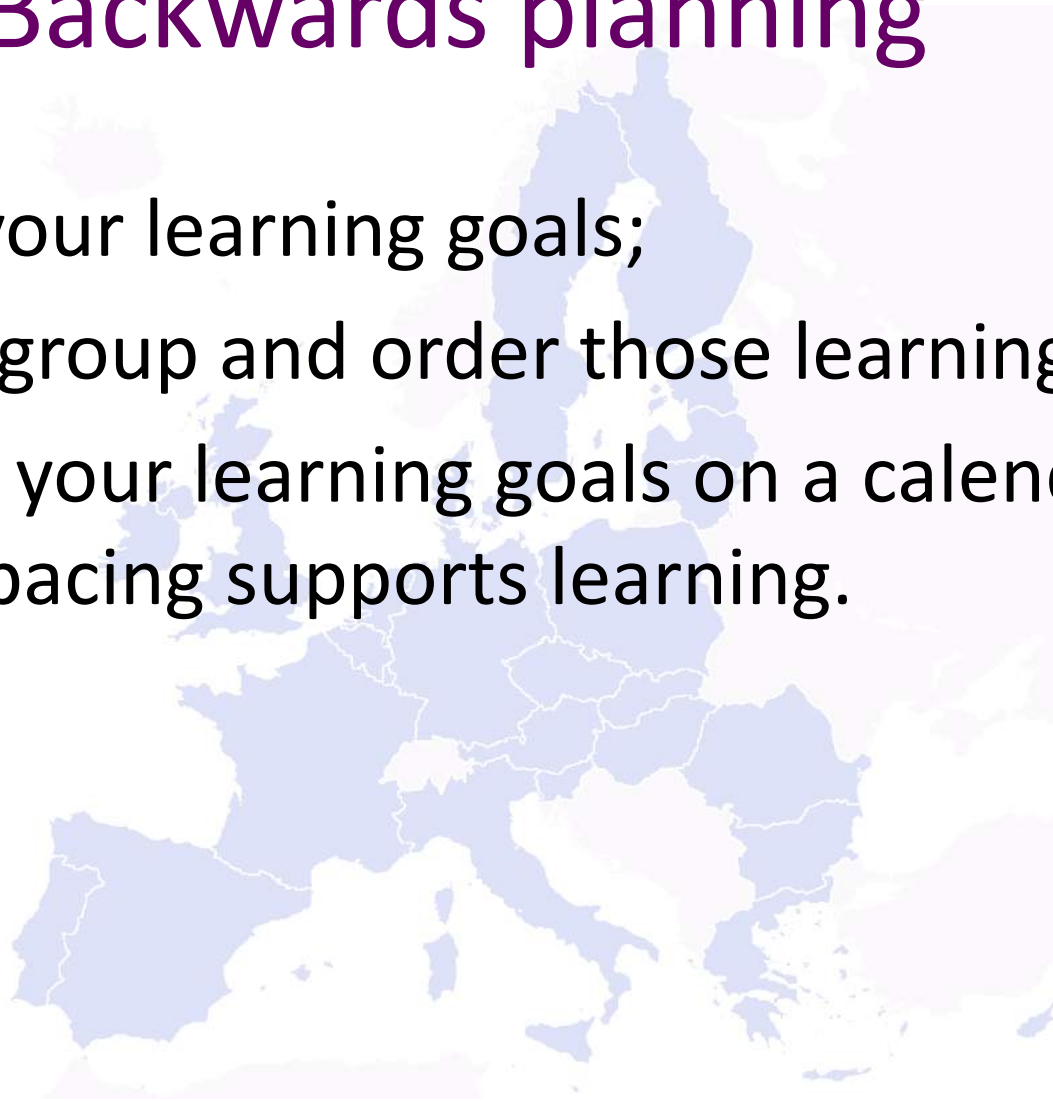# Lesson planning. WHY?

Backwards planning

- Set Big goals

A good big goal is:

✓ powerful,

✓ measurable,

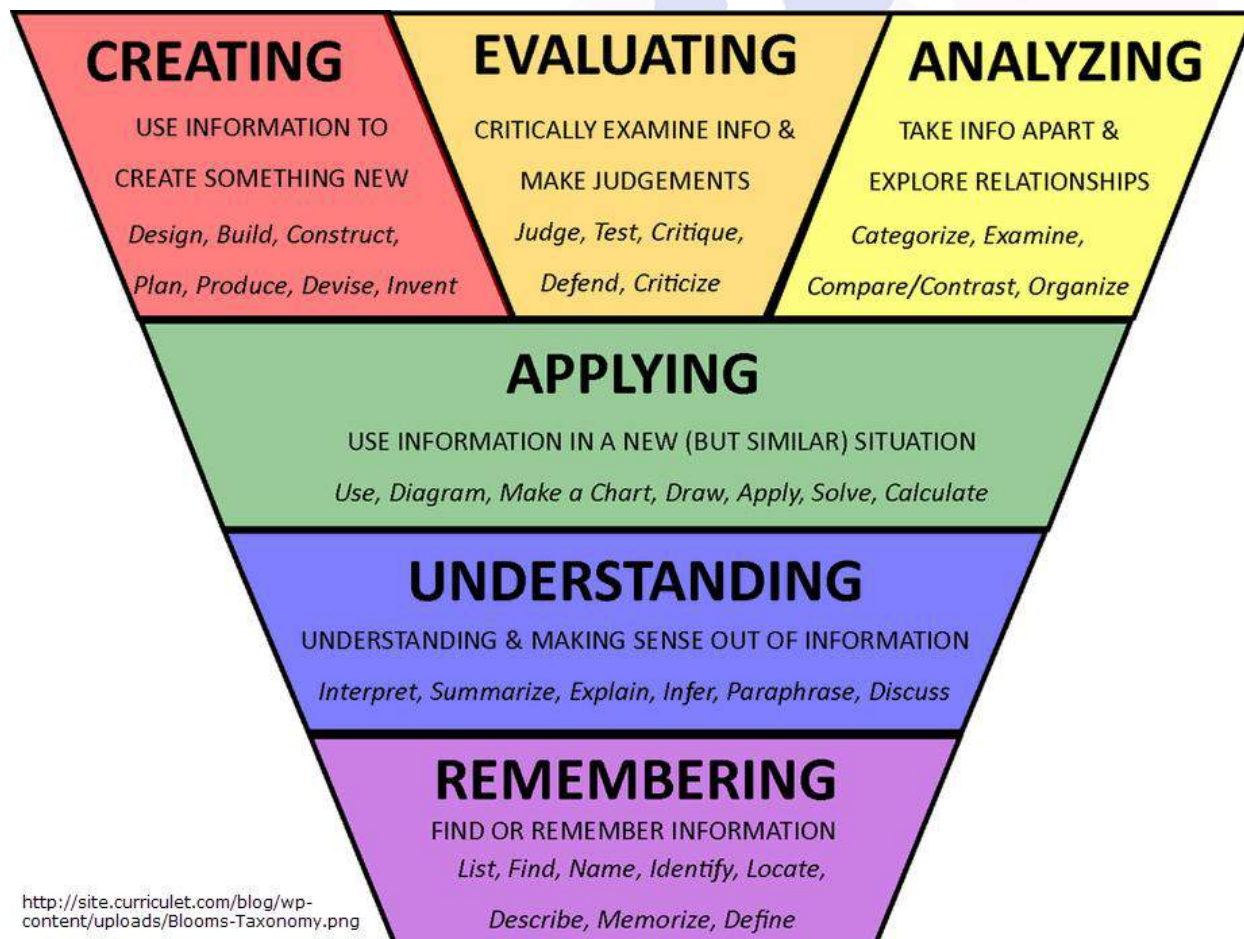✓ ambitious,

✓ meaningful

Backwards planning

- Identify your learning goals;
- Logically group and order those learning goals;
- Schedule your learning goals on a calendar so that the pacing supports learning.

Create objective-driven lesson plans

1. Identify your **objective** on your unit plan

CREATING
USE INFORMATION TO CREATE SOMETHING NEW
Design, Build, Construct, Plan, Produce, Devise, Invent

EVALUATING
CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS
Judge, Test, Critique, Defend, Criticize

ANALYZING
TAKE INFO APART & EXPLORE RELATIONSHIPS
Categorize, Examine, Compare/Contrast, Organize

APPLYING
USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION
Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

UNDERSTANDING
UNDERSTANDING & MAKING SENSE OUT OF INFORMATION
Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

REMEMBERING
FIND OR REMEMBER INFORMATION
List, Find, Name, Identify, Locate, Describe, Memorize, Define

http://site.curriculet.com/blog/wp-content/uploads/Blooms-Taxonomy.png

Create objective-driven lesson plans

2. Create your lesson assessment.

Create objective-driven lesson plans

- Write your key points: break down your objective into the bare essentials.

Create objective-driven lesson plans

- Decide on a lesson plan model

Create objective-driven lesson plans

- Plan lesson activities so they fulfil key purposes:
  - Communicate the what, why, and how of a lesson
  - Engage students in new content in clear and accessible ways
  - Give students multiple, scaffolded opportunities to practice with a gradual release of teacher support
  - Give students opportunities to show mastery of the objective independently

Work in groups Part 1

- Identify key points and describe what the basic elements of that big goal are and how it is inspirational for the students.

- Video.
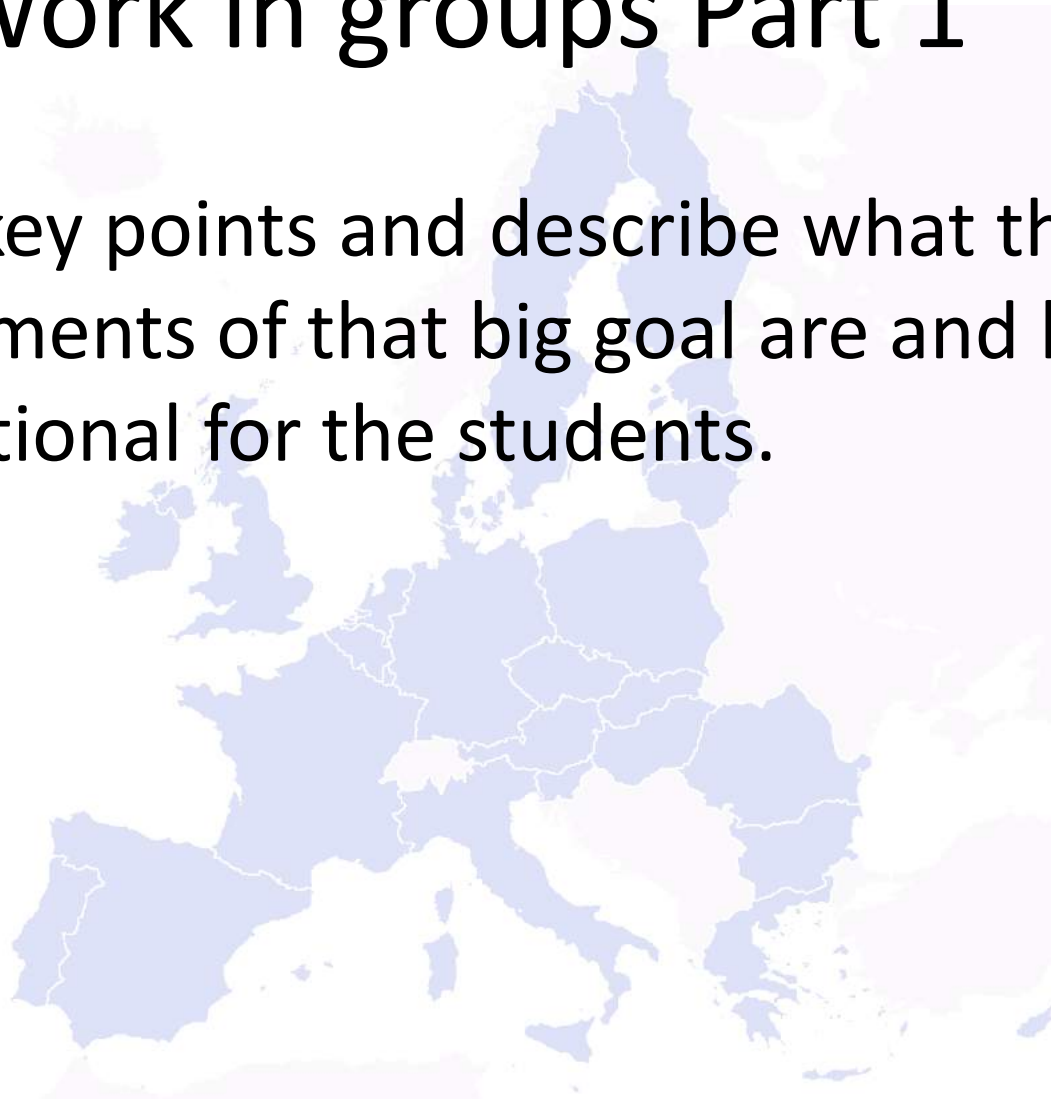
Creativity time #1

- Create a Big Goal that could inspire students and involve them in learning.

Work in groups Part 2

- Look at the different lesson plans and discuss if they meet the standards.
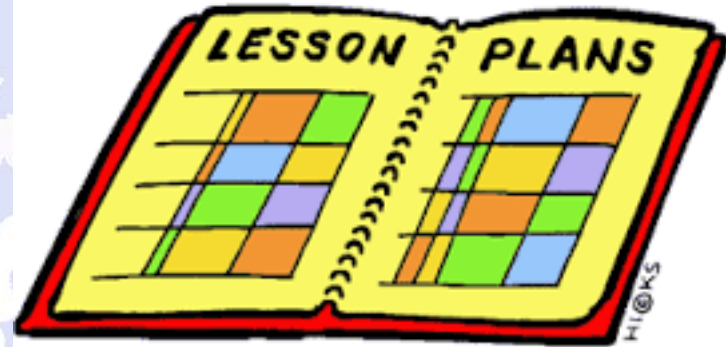
Creativity time #2

- Create a Lesson plan using all the 5 elements in the handout.

Exit ticket

Some inspirational examples…

- Video 1

- Video 2

5 step lesson plan **5th Grade – ESL – A2**   *Date:*

<table>
<tr><td rowspan="10">Vision and objectives</td><td>OBJECTIVE
- Students answer 3-4 open questions verbally
- Students say 3-4 key words from a text they've listened to (for students who are behind curriculum)</td><td>KEY POINTS
- Listening comprehension strategies</td></tr>
</table>

**ASSESSMENT
(EXIT TICKET)**

OK guys, it's time for our final listening test. Listen carefully, follow the strategies and you will do great! Remember – our aim is 80%!

http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/library-giving-personal-information

http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/describing-people

Exit slip attached below.

CONNECTION TO THE BIG GOAL
The goal is a Revision and it covers the part of my Final (big) goal which is connected to the Listening part of the final assessment where each one of my students should have more than 80 %.

	Teacher's actions	*Students' actions*	**MATERIALS**
Selection of methods	**OPENING** https://www.youtube.com/watch?v=ZyhrYis509A *Hi guys,* *Last week we closed a lesson with a song, today we are going to open it with one.* *It's a well-known song, but listen carefully because in the end I will want you to tell me what the song is about.* I run a record of the song - Barbie Girl – first 1:30 min. When I stop the music, I randomly choose a student to answer the question: *„How does the song begin? What happens first?"* Next question to another randomly chosen student: *„Who sings the song?"* Next question to another randomly chosen student: *„According to the song, life is your ….?"* *OK, guys – great! As you've probably guessed from this exercise, today we will be practicing listening again. We will do a short review of the listening strategies we've looked at before and then we will practice together. At the end of the lesson we will do the final listening exam, on which you should all have above 80%!* On the board: „6ᵗʰ August, 2014 **At the end of this lesson, I will be able to** …. answer questions after hearing a short passage or dialogue. **Lesson plan**:		

1. Revision (5min)
2. Exercise with Miss Nikol (10min)
3. Independent work (10min)
4. Exit slip (10min)

INTRODUCTION TO NEW MATERIAL
OK, let's talk about listening comprehension strategies.

I write every strategy on the board while we are discussing it.
What's the first thing we need to do BEFORE we hear the text?

(I pick up a name of a student from the jar with the cards with all the students' names and ask for an answer like – "*Read the questions that we will be answering*")

OK, why is this important?

(*I pick up another name and expect this answer - "So that we know what to be listening for when the recording begins.*)

Great! We hear each recording twice every time. What do we do the first time we listen to it?

(We've already discussed that, however if they can't answer, I say: „we look for key words which we've found where? – in the questions!")

So, the next thing we do is to listen and pinpoint where in the recording the information we are looking for is.

Great, so far we have two strategies! – Peter, could you read them out loud for everyone to hear?

What is the third thing we need to do when we hear the dialogue for the second time?

(*I pick up another name and expect this answer – We listen carefully to the sentences where we know the information we need is to find the correct answer!*)

I write on the board:

OK, so to summarize – we read the questions, during the first listening we pinpoint where the information we need is and during the second hearing we listen carefully to find the correct answer.

And remember, guys, just like with the reading – you DO NOT need to understand every single word, you only need to focus on the key words and facts. And one last thing, you are allowed to take notes on a blank piece of paper while the hearing is going on if this is going to help you structure your thoughts or remember things.

Pick up a student's name and ask – Let's see who is going to tell me the three major strategies for when we are doing listening comprehension.

Great – now make sure to implement them in the last 10 minutes of the class, so that we can all be above 80% today!

	EVIDENCE OF PROGRESS *EVIDENCE OF DIFFERENTIATION*	
	GUIDED PRACTICE *Ok, now we are going to hear a couple of dialogues and go through the three strategies together as a class, so that we can practice them and they come more easily to you by the end of the lesson.* *Let's begin with a guy who wants to make a dinner reservation. For the first exercise, you have multiple choice answers, so it must be easier.* *Take 30 seconds to read the questions, so that you know what you will be looking for in the recording.* *http://esl.about.com/library/media/audio/reservation.mp3* *Ok, now let's listen to the recording for the first time and try to pinpoint the information we need.* I play the record of the dialogue. *Cool, do we know where the information we need is? So-so? Ok, let's listen to it again before we answer the questions together.* I play the record of the dialogue for the second time. After the end of the dialogue, I pick up a name of a student and ask him/her to answer the question. The exercise is easy and it's multiple choice, so I expect that the student will do it without much trouble. *Ok, now we move on to another dialogue. This time you need to answer open questions for which you do not have the answers in front of you. Read the questions first and think about the information you will be looking to hear.* *http://www.learning-english-online.net/skills/listening-comprehension/exercises/inviting-someone/* *Let's listen. It's a dialogue between two friends talking about a party.* I play the record of the dialogue. *Cool, do we have at least some of the answers we need? Let's listen for the second time.* I play the record of the dialogue for the second time. After the end of the dialogue, I pick up a name of a student and ask him/her to answer the question. If someone faces difficulties, I encourage the rest of the students to help. Check for understanding: *Ok, guys, what was the most difficult thing about doing this listening?* – I ask to see what is difficult for them so I can help there during the independent practice.	
	INDEPENDENT PRACTICE	

Now, before we do the final test, let's just do individual practice with one dialogue that you are going to work on by yourselves and then we are going to check it as a class. *Take 30 seconds to read the questions.* *http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/interview-swimmer* I run the record of the dialogue twice and let the students work independently. *Ok, guys, now let's check the answers.* *Does anyone have the answer to number 1/2/3/4/5? Thumbs up if we all agree!* If someone has another answer, we discuss the issue and help that student understand the right answer.	
CLOSING After the end of the assessment we have this short discussion. *How did you do?* *Do you feel more confident about listening comprehension?* *What else do you think you can do to improve your listening skills?* (For example – to listen to songs in English and to search for the lyrics online and to watch movies in English without using translated subtitles ☺)	

Exit slip LISTENING COMPREHENSION

Name:

<u>Exercise 1.</u>

Listen to the following conversation between a girl and a librarian. Then answer the multiple questions below.

1. Lucy's surname is …

   a) More
   b) Moor
   c) Moore

2. Lucy is in class
   a) 1C
   b) 1B
   c) 4B

3. How old is Lucy?
   a) 13
   b) 14
   c) 15

4. The librarian asks for Lucy's …
   a) address
   b) photo
   c) passport

<u>Exercise 2.</u>

Listen to the following conversation between two friends. Then answer the following questions.

1. Jem is Hannah's ………………………………… .

2. Who is Lucy and what is her hair?

3. How old are Alex and Jem?

4. Alex and Jem have both got …………………………………………….., ……………….………

   hair, ……………………………. eyes and ……………….…………………. ears.

LISTENING COMPREHENSION – exercises during the lesson

Exercise 1.

1. What is the name of the restaurant?
A) Apple Tree Restaurant
B) Apple Inn Restaurant
C) Appeal Restaurant

2. What day would he like to make a reservation for?
A) Saturday
B) Friday
C) Thursday

3. What is the date?
A) 12th
B) 2nd
C) 22nd

4. What time would he like to make the reservation for?
A) 6 o'clock
B) 8 o'clock
C) 9 o'clock

5. How many people does he make a reservation for?
A) 5
B) 4
C) 3

6. What is his surname?
A) Leavens
B) Liavens
C) Leavins

Exercise 2.

Listen to the dialogue between two friends. Then answer the following questions in COMPLETE sentence.

1. When is the birthday party going to take place?

2. Is the girl going to go to the party?

3. What time does the party start?

4. Where is the birthday party going to take place?

5. Who is the girl going to go to the party with?

Exercise 3.

1. What does Dan do every day at 5 o'clock in the morning?

2. What does Dan have for breakfast?

3. What does Dan study at university?

4. What time does Dan have lunch at?

5. What does Dan do before going to bed?

5 step lesson plan   *Date:*

<table>
<tr>
<td rowspan="3">Vision and objectives</td>
<td colspan="2">

OBJECTIVE
Students give arguments.

</td>
<td>

KEY POINTS
Words:
- Argument
- Explain / Explanation
- True
- False
- Answer
- Agree
- Sweating

Introductory phrases.
- I think
- In my opinion
- I believe
- From my point of view
- I agree

Connecting phrases:
- Also
- In addition to that
- Lastly
- I think so because
- I believe so as

Other phrases:
- Complete an exercise

Questions:
- Do you think
- What do you think

Is it true or false

</td>
</tr>
<tr>
<td colspan="2">

ASSESSMENT
(EXIT TICKET)
"I am a good student."

Please tell me if this statement is True or False for you. Give me 3 arguments why you think so. Each argument will give you 1 point. Each full and grammatically correct sentence will also give you 1 point. You get one additional point for starting your answer with an introductory phrase. You have 7 minutes to complete this exercise.

Maximum point: 7.

</td>
</tr>
<tr>
<td colspan="2">

CONNECTION TO THE BIG GOAL
Hello everyone!

Today we are going to learn how to express our opinion and how to motivate it.
What does it mean?

Student: To explain Why you think that.

Great! In other words – how to build an argument.

What does an argument mean? – Please find this word in your Dictionary handout.

</td>
</tr>
</table>

	Student: It means "Argument" in native language. Great!	
	Teacher's actions **Students' actions**	**MATERIALS**
	OPENING Hello everyone! Today we are going to learn how to express our opinion and how to motivate it. What does it mean? Student: To explain Why you think that. Great! In other words – how to build an argument. What does an argument mean? – Please find this word in your Dictionary handout. Student: It means "Argument" in native language. Great!	
Selection of methods	***INTRODUCTION TO NEW MATERIAL*** Now, how do we share our opinion? We start with an introductory phrase or intro phrase. Who knows what intro means? Student: Intro, beginning, entrance. Super. In that case, if somebody asks us "Do you think it is hot or cold outside?" what would you answer? Student: It is hot outside. Well, that answer stops the conversation. You want to sound smarter. ☺ You need to use an intro phrase. - I think - In my opinion - I believe - From my point of view What else do you need to say apart from you thinking it's hot? You need to say why you think it's hot, right? So what would your answer be? Student: In my opinion it is hot outside (again, use the whole phrase from the question) because I am sweating.	

	If you want to add another argument, how do you start the next question? Student: Also, In addition to that. Super!	
	EVIDENCE OF PROGRESS *EVIDENCE OF DIFFERENTIATION*	
	GUIDED PRACTICE So in our case, how would we write our response? Exercise 1: ………………(1) (intro phrase) it is …. (2) outside. I think so because …………………………………… (3) . Also, I believe so as ……………………………….. . And lastly, I think …… because …………………….. .	
	INDEPENDENT PRACTICE *Who knows who Justin Bieber is?* *Great!* Now, as you are seated, please tell me if you agree with this statement or not. Give me 3 arguments why do so. "Justin Bieber is awesome". You have 5 minutes for this exercise. When you are done, you can go to the beach. Now let's see who wants to share their opinion? (3 minutes).	
	CLOSING Ok, what did we learn today? Why is it useful for us? Student: We learned how to share our opinion and give arguments. Legendary! Have a wonderful day every one! You were phenomenal today.	

5 step lesson plan

Date:

Vision and objectives	***OBJECTIVE***		***KEY POINTS***
	ASSESSMENT (EXIT TICKET)		
	CONNECTION TO THE BIG GOAL		

	Teacher's actions	***Students' actions***	**MATERIALS**
Selection of methods	***OPENING***		
	INTRODUCTION TO NEW MATERIAL		
	EVIDENCE OF PROGRESS		
	EVIDENCE OF DIFFERENTIATION		
	GUIDED PRACTICE		
	INDEPENDENT PRACTICE		
	CLOSING		

Workshop Module	Workshop Objectives	Activities and Resources	Resources	Outcomes
Module 2 Teaching and Learning **Option 2** Differentiation	*Teachers use different techniques to address different learning styles in the classroom.*	**1) Communicate the what, why, and how of the session.** Brainstorming: - What types of learning styles do teachers know? - What are multiple intelligences? - What is the connection between learning styles and multiple intelligences?	*Flipchart*	Teachers are aware of the goals of the session.
		2) Presenting Gardner's Theory of Multiple intelligences • Description of all types of intelligence according to that theory. - **Verbal-linguistic intelligence** refers to an individual's ability to analyze information and produce work that involves oral and written language, such as speeches, books, and emails. - **Logical-mathematical intelligence** describes the ability to develop equations and proofs, make calculations, and solve abstract problems. - **Visual-spatial intelligence** allows people to comprehend maps and other types of graphical information. - **Musical intelligence** enables individuals to produce and make meaning of different types of sound. - **Naturalistic intelligence** refers to the ability to identify and distinguish among different types of plants, animals, and weather formations found in the natural world. - **Bodily-kinesthetic intelligence** entails using one's own body to create products or solve problems. - **Interpersonal intelligence** reflects an ability to recognize and understand other people's moods, desires, motivations, and intentions. - **Intrapersonal intelligence** refers to people's ability to recognize and assess those same characteristics within	*PowerPoint presentation* Multiple intelligences handout	Teachers are familiar with Gardner's Theory of Multiple intelligences.

		themselves.		
		3) Presenting some of the techniques that help students with different learning styles to learn. - Teachers identify some techniques in a demonstrated short lesson. The activity could be created according to the specifics of the group. The aim is to demonstrate how different techniques are implemented in 1 lesson in order to present the new material in several differnt ways.	*A short video that could be played or used as an inspiration to play a simulated lesson.* *[Link](#) to the video*	Teachers **discuss an example of a lesson** incorporating different learning styles techniques.
		4) Planning a lesson with different learning techniques. Teachers have to create a lesson plan in which they are planning at least 4 different activities that help representatives of different learning styles to	*Learning Techniques Handout may be used to help teachers*	Teachers **create lesson plans with different activities** to help students with different learning styles learn better.
				Trainers are aware of the level of understanding of the covered material

Trainee to Trained Teacher
**Module 2 – Teaching and Learning**

Differentiation

Warm up activity

- Please split into groups of 5
- Each group will receive a text
- You have 20 minutes to:
  - Read the text out loud
  - Draw a Venn diagram with the info from the text
  - What % of the day do we use the left side of the brain?
  - Write a song using the info from the text
  - Make a figure with your bodies representing the info from the text
  - Draw a picture using elements from nature to describe the info from the text
  - Each member of the group has one min to decide which hemisphere of the brain is more developed
- Each group will have 3 minutes to present all of the work
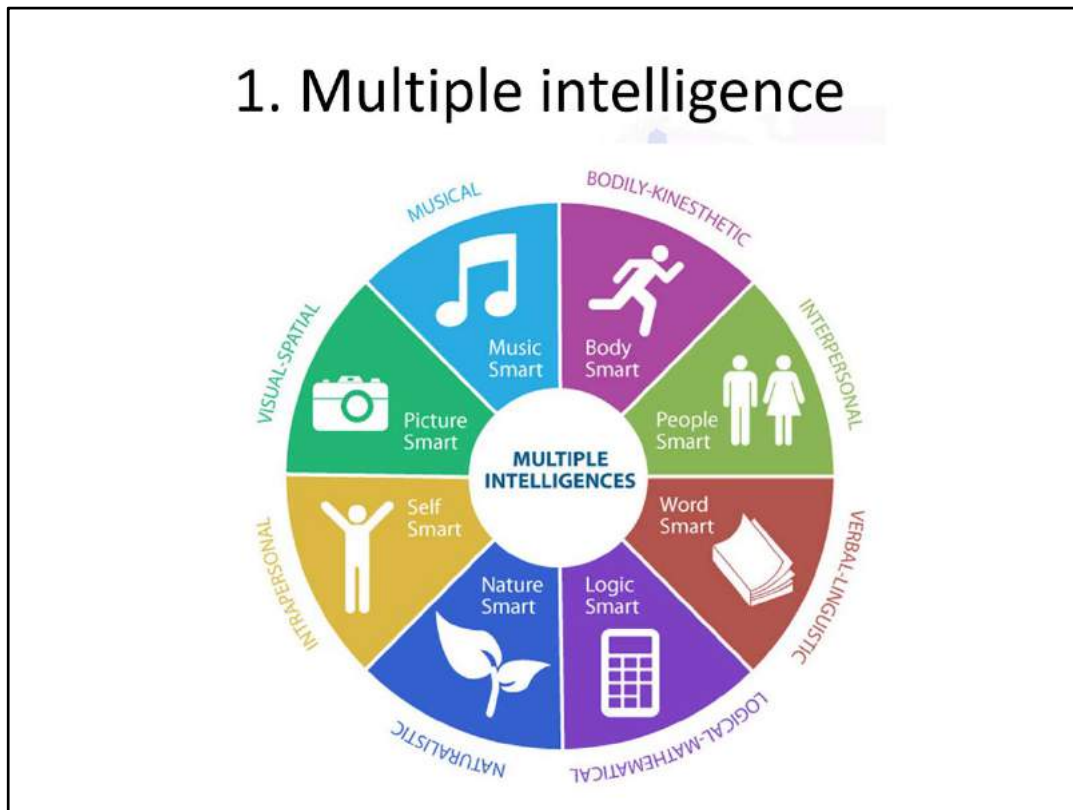
How do you learn best?
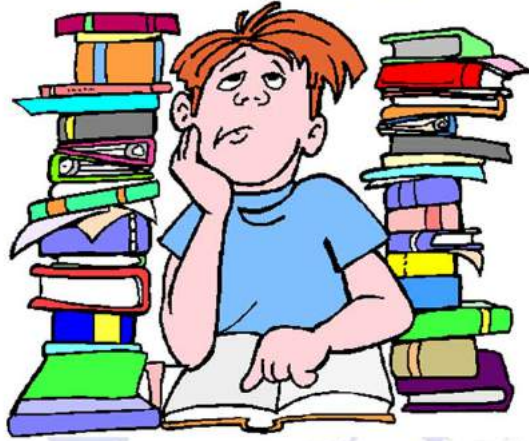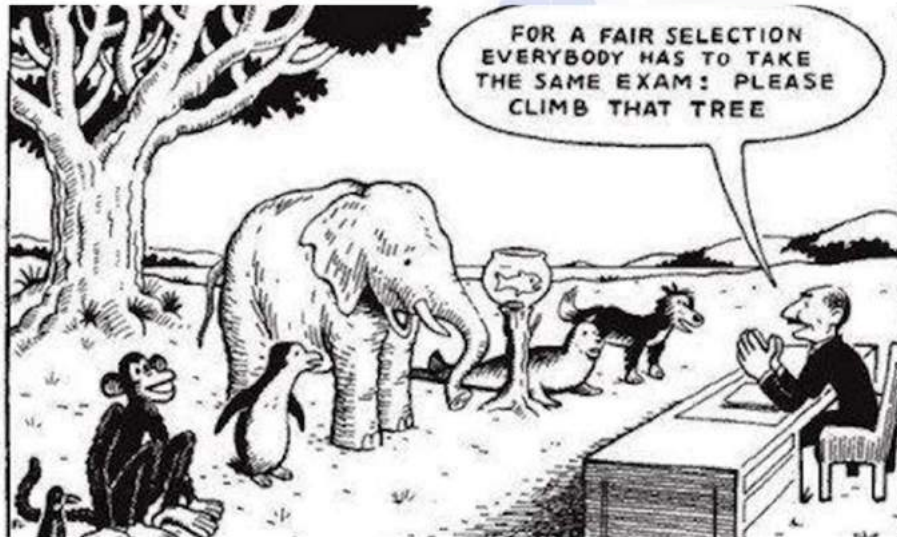
Why do we need to use different methods in order to help students to learn?

1. Multiple intelligence

Howard Gardner of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). According to this SELECTION/SELECTION theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well." Gardner argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means."

Visual-Spatial Learner Characteristics

Visual-Spatial - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Musical Learner Characteristics

Musical - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

Bodily-kinesthetic Learner Characteristics

Bodily-kinesthetic - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

Interpersonal Learner Characteristics

Interpersonal - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

Intrapersonal Learner Characteristics

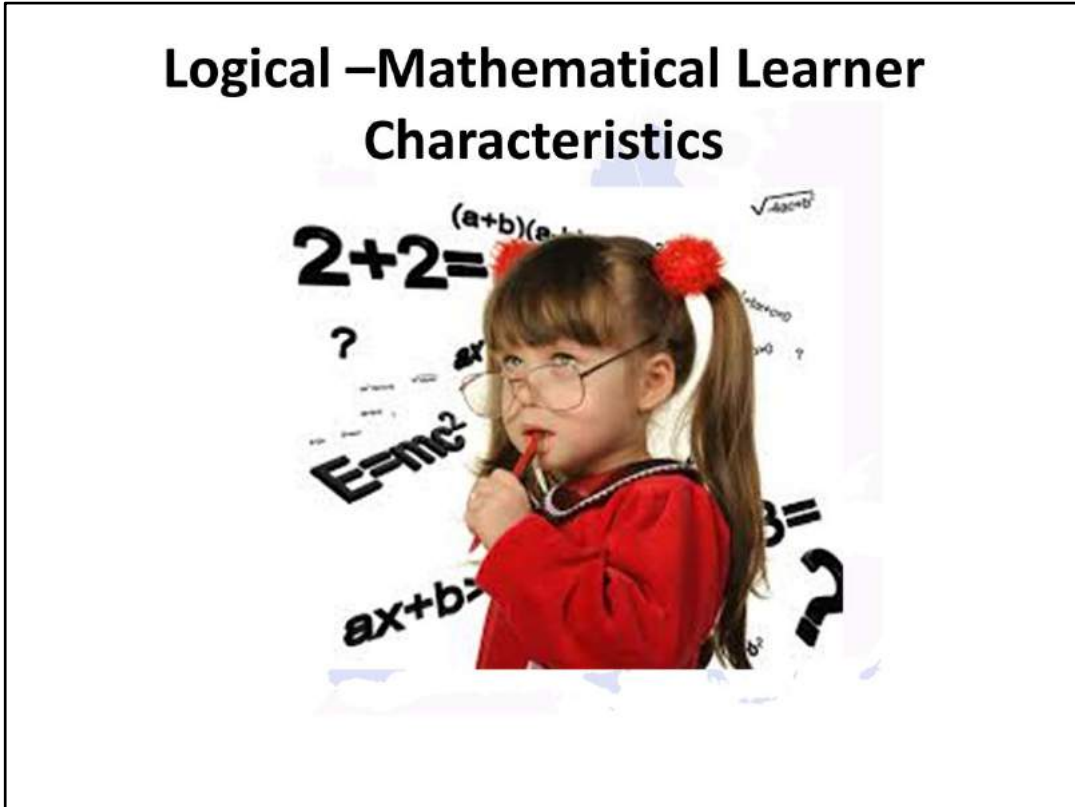**Intrapersonal** - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

Linguistic Learner Characteristics

Linguistic - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

Logical -Mathematical - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details.

Welcome to our classroom

How to respond to different learning styles in the classroom?

Individual activity

- Please refer to your lesson plan from the previous session
- You have 30 mins to include activities for at least 3 of the intelligences
- You will have 2 mins to present your lesson adjustments

The Brain

How many brains do you have - one or two? Actually, this is quite easy to answer...you have only one brain. However, the cerebral hemispheres are divided right down the middle into a right hemisphere and a left hemisphere. Each hemisphere appears to be specialized for some behaviours. The hemispheres communicate with each other through a thick band of 200-250 million nerve fibres called the corpus callosum. (A smaller band of nerve fibres called the anterior commissure also connects parts of the cerebral hemispheres.)

Right Side - Left Side

The right side of the brain controls muscles on the left side of the body and the left side of the brain controls muscles on the right side of the body. Also, in general, sensory information from the left side of the body crosses over to the right side of the brain and information from the right side of the body crosses over to the left side of the brain. Therefore, damage to one side of the brain will affect the opposite side of the body.

In general, the left and right hemispheres of our brain process information in different ways. While we have a natural tendency towards one way of thinking, the two sides of our brain work together in our everyday lives. The right brain of the brain focuses on the visual, and processes information in an intuitive and simultaneous way, looking first at the whole picture then the details. The focus of the left brain is verbal, processing information in an analytical and sequential way, looking first at the pieces then putting them together to get the whole.

Left brain thinking is verbal and analytical. Right brain is non-verbal and intuitive, using pictures rather than words. The best illustration of this is to listen to people give directions. The left brain person will say something like "From here, go west three blocks and turn north on Vine Street. Go three or four miles and then turn east onto Broad Street." The right brain person will sound something like this: "Turn right (pointing right), by the church over there (pointing again). Then you will pass a McDonalds and a Walmart. At the next light, turn right toward the Esso station."

Cerebral Dominance

Each hemisphere of the brain is dominant for other behaviours. For example, it appears that the right brain is dominant for spatial abilities, face recognition, visual imagery and music. The left brain may be more dominant for calculations, math and logical abilities. Of course, these are generalizations and in normal people, the two hemispheres work together, are connected, and share information through the corpus callosum. Much of what we know about the right and left hemispheres comes from studies in people who have had the corpus callosum split - this surgical operation isolates most of the right hemisphere from the left hemisphere. This type of surgery is performed in patients suffering from epilepsy. The corpus callosum is cut to prevent the spread of the "epileptic seizure" from one hemisphere to the other.

Learning techniques

Visual – Spatial learning style. If you have visual learners, use images, pictures, colour and other visual media to help them learn. Incorporate much imagery into your visualizations.

You may find that visualization comes easily to your students. Makes sure that the new material is obvious among all the other visual images you are using during your teaching.

• Use colour, layout, and spatial organization in your associations, and use many 'visual words' in your assertions while you are teaching.
• Use mind maps. Use colour and pictures in place of text, wherever possible. If you don't use the computer, make sure you have at least four different colour pens.
• Systems diagrams can help your students visualize the links between parts of a system, for example major engine parts or the principle of sailing in equilibrium. Replace words with pictures, and use colour to highlight major and minor links.
• The visual journey or story technique helps your students to memorize content that isn't easy to 'see.' The visual story approach for memorizing procedures is a good example of this.
• Peg words and events come easily to your students, however they need to spend some time learning at least the first ten peg words. Afterwards, your students' ability to visualize helps them peg content quickly.
• The swish technique for changing behaviours also works well for your students, as it relies on visualization.

Aural learner style. If you have aural learners, use sound, rhyme, and music in your teaching. Focus on using aural content in your association and visualization while teaching new material.

• Use sound recordings to provide a background and help your students get into visualizations. For example, use a recording of an aircraft engine running normally, playing loudly via a headset, to practice flight procedures. Use a recording of the sound of wind and water when visualizing sailing manoeuvres. If you don't have these recordings, consider creating them while next out training.
• When creating mnemonics or acrostics, make the most of rhythm and rhyme, or set them to a jingle or part of a song.
• Use the anchoring technique to recall various states that music invokes in your students. If you know that your students have some particular music or song that makes them want to 'take on the world,' play it back and anchor their emotions and state. When your students need the boost, they can easily recall the state without needing the music.
•

Verbal (Linguistic learner) If you have verbal learners in your classroom, try the techniques that involve speaking and writing. Find ways to incorporate more speaking and writing in techniques. For example use recordings of your content for repetition.
• Make the most of the word-based techniques such as assertions and scripting. Use rhyme and rhythm in your assertions where you can, and be sure to read important ones aloud. Set some key points to a familiar song, jingle or theme.
• Mnemonics are your friends for recalling lists of information. Acronym mnemonics use words, focusing on the first letter of the word to make up another word or memorable sequence. You can also make up phrases using the items you want to memorize.
Scripting is also powerful for you. You don't just have to write them down. Record your scripts using a tape or digital audio recorder (such as an MP3 player), and use it later for reviews.
• When you read content aloud, make it dramatic and varied. Instead of using a monotone voice to go over a procedure, turn it into a lively and energetic speech worthy of the theatre. Not only does this help your recall, you get to practice your dramatic presence!

Try working with others and using role-playing to learn verbal exchanges such as negotiations, sales or radio calls.

Bodily-kinaesthetic learning style. If your students use a physical style, use touch, action, movement and hands-on work in the learning activities you create. For visualization, focus on the sensations you would expect in each scenario. For example, if you are visualizing a tack (turn) on a sailboat, focus on physical sensations. Make your students feel the pressure against their hand as they turn the rudder, and the tension lessening on the ropes. Make them feel the wind change to the other side, feel the thud as the sail swaps with the wind, and feel the boat speed up as they start the new leg.

• For assertions and scripting, describe the physical feelings of the actions. For example, a pilot might script as follows: 'I feel the friction as I push the throttle forward to start my take off run. The controls start to feel more responsive as I check the airspeed, oil pressure and temperature. At take off speed, I pull back slightly, and I feel the vibrations of the wheels stop as the plane leaves the ground. After a few moments, I reach down and set the gear selector to up. I feel the satisfying bump as the gear stops fully up.'

• Use physical objects as much as possible. Make your students to physically touch objects as they learn about what they do. Flashcards can help your students memorize information because they can touch and move them around.

• Keep in mind as well that writing and drawing diagrams are physical activities, so don't neglect these techniques while teaching. You may use big sheets of paper and large colour markers and make students draw diagrams as they get more action from the drawing.

• Teach your students to use breathing and relaxation to focus their state while they learn and perform. Teach them how to stay focus on staying calm, centred, relaxed and aware.

• Use role-playing in your teaching, either singularly or with someone else, to make students practice skills and behaviours. Find ways to make your students to act out or simulate what they are learning.

Logical – Mathematical Learning style. If you have logical learners, aim to help them understand the reasons behind their content and skills. Don't just rote learn. Understanding more detail behind the compulsory content helps them memorize and learn the material that they need to know. Explore the links between various systems, and note them down in order to help these students.

• Teach your students to create and use lists by extracting key points from the material while they are studying. They may also want to use statistics and other analysis to help them identify areas they may want to concentrate on.

• Pay attention to your students' physical state, for example their breathing and stress level. It's possible that they isolate their own body from your rational thought. Help them understand that they are just as much a part of the 'system' as any equipment they may be using.

• In your scripting though, highlight logical thoughts and behaviours. Teach your students the ability to pick up systems and procedures easily, and that they can detect when they need to change a set procedure.

• Make your students to use 'systems thinking' to help them understand the links between various parts of a system. An important point here is that system thinking helps them understand the bigger picture. Often the whole is greater than the sum of the parts. For example, they may understand the individual aircraft systems and flight surfaces, but they may not have a view of how all those systems support flight in equilibrium. Systems diagrams can help them gain that understanding.

• Your students may sometimes overanalyse certain parts of their learning or training. This can lead to analysis paralysis. They may be busy, but not moving towards their goal. If you find that they are overanalysing which task to start with, or you are over-planning their course maps, stop

them and help them refocus on activities that move them forward. If your students often focus from analysis paralysis, write 'Do It Now' in big letters on some signs or post-it notes. Place them in strategic places around the classroom.

Interpersonal (social) learning style. If your students are social learners, aim to make them work with others as much as possible. Try to organize the study with groups of students. Consider forming different study groups with students at a similar level. They don't have to be from the same school or class. If you like, introduce them to some of the techniques from this book.

- Role-playing is a technique that works well with others, whether it's one on one or with a group of people. You can use it creatively in your teaching. For example, in aviation training, role-play the aerodrome area. Have people walking around in 'circuits' making the right radio calls with the tower co-ordinating everyone. Another example might be to role-play with one person being the instructor and the other being the student.
- Work on some of your students' associations and visualizations with other people. Make sure they understand the principles of what you are doing though, otherwise you may get some interesting responses! Others often have different perspectives and creative styles, and so the group may come up with more varied and imaginative associations compared to the ones you might create yourself.
- Encourage your students to share their reviews, review checklists and 'perfect performance' scripts with those in their group as well. By listening to how others solve their issues, your students may get further ideas on how to solve their own issues. Try sharing the work of the students by creating a 'perfect performance' script. Each student writes the script for the areas they want to work on the most, and then the group brings all the scripts together.
- Mind maps and systems diagrams are great to work on in class. Have one person be the appointed drawer, while the rest of the class works through material and suggests ideas. The group may have varied views on how to represent some ideas, however this is a positive part of learning in groups. If someone can't agree on something, just take a copy of what the group has worked on and add that person's thoughts. Often there is no right answer for everyone, so teach your students to agree to disagree!
- Working in groups to practice behaviours or procedures helps your students to understand how to deal with variations. Seeing the mistakes or errors that others make can help learners avoid them later. Whether it's via role-playing, a simulator or other technique doesn't matter too much. Be imaginative. Two chairs in the middle of a classroom to simulate an aircraft cockpit can be just as good as computer simulation and the real activity.
- Lastly, if you are organising your classes with a group work, it may help to have everyone do the learning styles questionnaire. This may help everyone understand why each person has different viewpoints. It can also help with assigning activities to people. Individuals may volunteer for activities based on either the styles they currently have, or the styles they want to learn. Remember the classroom is a risk-free environment. It's often safer to experiment, try out new techniques and make mistakes in the classroom than in the real activity.

Intrapersonal Learning style. You have students who prefer to learn alone using self-study. They may dislike learning in groups. Teach your students to not be afraid to ask questions like 'What's in this for me?' 'Why does this matter?', 'How can I use this idea?' Be aware of their inner thoughts and feeling towards various topics. This is because these inner thoughts have more of an impact on their motivation and ability to learn than they do in the other styles. Here are a few ideas to help this along:

- Spend more time on the 'Target' step of the Memletic Approach. Tach your students to set their goals, objectives and plans. Define ultra-clear visualizations or scripts of what life is like once they've achieved their goals. Understand their reasons for undertaking each objective, and

ensure that you are happy with your learning goals.
• Teach your students to align their goals and objectives with personal beliefs and values. If there is misalignment, they may run into issues with motivation or confidence. It's not always obvious what the underlying cause is. If you suspect a misalignment, try some of the techniques like 'five whys' and 'seventy by seven' to flush these issues out. Scripting and assertions also help highlight issues.
• Create a personal interest in the topics. An example for pilots might be to learn more about other aviators, both current and past. Why do others find aviation interesting? What is in it for them? What keeps them motivated? Why do they work in the field?
• Keep in mind that your students may also want to look at the people behind your books or material. What was their motivation to create it? Why do you think they organized the material in the way they did? Can you help your students ask them?
• Teach your students to keep a log or journal. Your students may want to keep one separate from their normal journal or training log. They may include some extra information about their thoughts and feelings. Outline their challenges, ideas on how to overcome them, and what worked. Advise them to write down what works well and doesn't work well for them.
• Assertions are important for your students of this group. They drive themselves by the way they see themselves internally. Assertions are a good way to ensure their internal self-image matches their learning objectives. This also applies to the scripting techniques, so teach them to include their internal thinking and feelings in their scripts.
• Modelling is a powerful technique for your students. Don't just make them model behaviours and appearance. Try to teach then to get 'inside their heads' and model the thought patterns and feelings they believe others have in various circumstances. Remind them they don't have to find a single perfect model, they can create a model that combines several people.
• Be creative with role-playing. You don't always need to organize groups to a role-play. Make your students create plenty of people using visualization! For example, you can make them visualize their instructor beside them or a colleague and they practicing a procedure or skill. An advantage of this form of role-playing is that your students can control the behaviour of their visualizations!

Source:
learning-styles-online.com

Name_____

Organisation & Country_____

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.**

My role is…	
Trainee Teacher	☐
Newly Qualified Teacher	☐
Fully Qualified Teacher	☐
Other – please specify ……………………………………………………………………..	☐

I am…			
Male	☐	Female	☐

	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?	

Part 1 – Lesson planning
Following the workshop, how do you assess your understanding in the following areas?

	1	2	3	4	5	6	Comments
I understand the difference between Planning and Backwards planning	☐	☐	☐	☐	☐	☐	
I understand what makes a good lesson plan	☐	☐	☐	☐	☐	☐	
I feel able to plan backwards	☐	☐	☐	☐	☐	☐	
I feel able to set big goal and lesson goals using Blooms Taxonomy	☐	☐	☐	☐	☐	☐	
I feel able to create objective-driven lesson plans	☐	☐	☐	☐	☐	☐	

Any comments about the resources provided to support your enquiry?

....

Part 2 – Differentiation

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

	1	2	3	4	5	6	Comments
I can identify different types of learning styles	☐	☐	☐	☐	☐	☐	
I understand the importance of dealing with different learning styles in the classroom	☐	☐	☐	☐	☐	☐	
I feel more confident in using different techniques to address different learning styles	☐	☐	☐	☐	☐	☐	
I understand the importance of multiple intelligences and the way they affect learning	☐	☐	☐	☐	☐	☐	

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.

MODULE 3

Behaviour for Learning and Special Education Needs

CONTENT:

- M3 Workshop Module - Behaviour for Learning and SEN
- M3 You tube clips
- M3P1 Presentation Learning Environment
- M3P1 Behaviour for Learning Card Sort
- M3P1 Scenarios
- M3P1 Teacher Standards exercise
- M3P2 Presentation Managing Behaviour
- M3P2 Behaviour Categories - Card Sort
- M3P2 Sample Class Rules 1
- M3P2 Sample Class Rules 2
- M3P2 Sample Class Rules 3
- M3P2 Sample contract for Learning
- M3P2 Behaviour Ladder
- M3P2 Sanctions Pyramid
- M3P2 Sanctions Pyramid – Negative comments
- M3P3 Presentation Special Educational Needs
- M3P3 Sample Behaviour Support Plan
- M3P3 Sample IEP
- M3 Evaluation Sheet

Workshop Module	Workshop Objectives	Activities and resources	Resources

Module 3 Behaviour for Learning and Special Education Needs	**1. Understand the difference between behaviour and behaviour for learning**	Introduce the topic (Slide 1)
		
		Activity – introduce the module objectives (slide 2)
		
		Activity – what is the difference between behaviour and behaviour for learning, card sort (Slide 3)
		
		Discuss
		
		You tube clip – activity – identifying behaviour and behaviour for learning issues – answer questions and discuss
		
		Creating an effective learning environment (Slides 5 & 6) – put the words – learning environment in the middle of a flip chart sheet and either brainstorm or get them to complete in groups
		
		Discuss the conclusions.
		
		Look at this list: (slide 7)
		
		   – Need for a pleasant atmosphere
		   – Need for the teacher to know the pupils
		   – Need for positive relationships
		   – Need for pupils to have confidence in their teacher
		   – Need for the pupils to feel safe
		   – Need for the pupils to know what they are doing
		   – Need for the pupils to be able to make progress
		   – Need for the pupils to be clear about what is
			Powerpoint 1 Learning Environment
			
			Behaviour v Behaviour for Learning Card sort
			
			YouTube clip
			https://youtu.be/Qjex_QXZdO8
			
			Flip Chart

		expected	
		Ask them to work in pairs or groups and list what these mean in practice. Compare answers.	
		Relationships: (Slide 8)	
		Look at this video clip, which dates from 1947 – the first 7 minutes, list all of the negative issues and negative statements – what are the issues arising from this?	
		How could this be handled differently?	
		If you want – look at the final part of the clip about how to do it differently.	Scenarios
		Scenario – role play – in groups of three – one plays the pupil, one the negative teacher and one replays the role as the positive teacher.	
		Role of the teacher – UK professional standards (Slides 9 – 11)	Teacher Standards
		Look at these four standards – if you were observing a teachers, how would expect to see them in practice?	
		Plenary - discuss	

	2. Developing strategies for behaviour management	Introduction to the topic (Slide1)	Powerpoint 2 – Behaviour Management
		Different types of behaviour – do the card sort (Slide 2)	Behaviour Categories – card sort
		Discuss the different categories and what might be the triggers for poor behaviour.	
		In small groups, provide an example from your own experience of one of the following and explain how you dealt with it. Would you have done anything differently?	
		- pupil arrives late for class - not paying any attention - noisy disruption - abuse to peers - chatting to friends	
		Watch the video clip. (Slide 3) Analyse the types of behaviour, any triggers and the approaches taken in dealing with them. Are there any other issues in the video you would have picked up?	https://youtu.be./ug_FaEGavC4
		Developing a system (Slides 4) – classroom management – what is it? Say that we have covered the learning environment – now we will look at rules and policies.	
		Discussion on classroom rules and expectations (Slide5). Introduce the topic with a brief discussion on why they are important.	
		In groups, discuss what rules you apply to your own classrooms and come up with a generic set for	

		everyone. Consider: - how many rules - what are the priorities - what language to use - how to present them Now look at some examples from schools – in groups discuss and comment on them. One of them is a contract for learning – how is this different? Behaviour Policy - (Slide 6) Most schools now have a behaviour policy that aims to treat all pupils equally and fairly. Have a discussion about the importance of having a behaviour policy. Ask them to describe the policy in their own school. In groups – look at the examples of rewards and sanctions. Ask them what they think are the strong points and what they would change? Ask them to create their own model of rewards and sanctions.	Sample classroom rules Sample rewards and sanctions documents

		3. Managing pupils with SEN	Introduce the topic – (Slide 1)	Powerpoint 3 - Special Educational Needs
			Look at the different types of SEN and discuss how you approach them differently. (Slide 2)	
			Look at the strategies for dealing with SEN (Slide 3) – key to this is differentiation.	YouTube clip https://youtu.be/EOPe_cJ67No
			Watch the video clip on differentiation (Slide 4)	
			In groups give one or two examples of how you would differentiate for a pupil with the following SEN?	
			• partially sighted • autism • poor attention span • hearing impairment • dyslexia	
			Feedback	Flipchart
			Discussion	
			What are the support mechanisms available in your school?	
			How does managing a pupil with SEN relate to the behaviour for learning criteria? What are the potential links between SEN and behaviour management? What are the main strategies you would adopt for supporting a pupil with SEN in your class? Can you give some examples from your own classroom experience?	
			For pupils with more prominent Special Needs, they may have a specific Individual Education Plan (Slide 5)	

		– the aim is to make all teachers aware of the needs and to ensure a consistent approach.	
			Sample IEP
		Look at the examples of an Individual Education and Behaviour Support Plan (Slide 6) – can you evaluate them?	Sample IBP
		Can you produce a template for either Individual or Behaviour support for your own situation – think about a specific pupil you have had to deal with.	
		Plenary for Feedback	Evaluation Sheet
		Evaluation	

You tube clips

https://youtu.be/s-FzB6T6cGA - indian

https://youtu.be/G7bGv7LPL4Y - 1947

https://youtu.be/XMhIUo2a1iE - ineffective classroom management

https://youtu.be/Qjex_QXZdO8 - bad teacher clip

https://youtu.be/iW0XsQ4X28s - bad lesson (weather) au

https://youtu.be/SAGS1lFp-dk - how not to handle discipline in the classroom

https://youtu.be/R6psMucLhVY - 6 tips on positive management

https://www.youtube.com/embed/uq_FaEGavC4 -Discipline issues

Trainee to Trained Teacher
Module 3 – Behaviour for Learning and Special Education Needs

Learning Environment

Module Objectives

Understand the difference between behaviour and behaviour for learning

Developing strategies for behaviour management

Managing pupils with SEN

What is the difference between behaviour and behaviour for learning?

Behaviour	Behaviour for Learning

- Look at these words and phrases
- Which column do they belong to?

Erasmus+

What is the difference between behaviour and behaviour for learning?

- **Bad Teacher**

https://youtu.be/Qjex_QXZdO8

- Look at this video clip.
- What behaviours do you see in the children and the teacher?
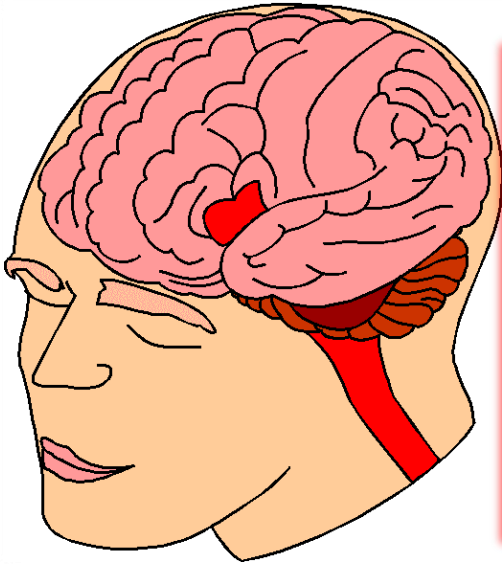- What are the behaviour for learning issues?

The Learning Environment?

Cerebellum and Brain Stem - *Reptilian Brain*

This part of the brain looks after our basic survival.

When students are under threat or stress the limbic system and cortex "switch off" and they are biologically unable to learn.

– Stress creates the freeze, fight or flight reactions

Erasmus+

TRAINEE TO TRAINED TEACHER

The Learning Environment?

- – Pupils are much more likely to learn if they are happy and relaxed

- – What does a positive learning environment look like?

- You are creating a strategy for an effective learning environment – what are the key features?

Erasmus+

TRAINEE TO TRAINED TEACHER

The Learning Environment?

- Need for a pleasant atmosphere
- Need for the teacher to know the pupils
- Need for positive relationships
- Need for pupils to have confidence in their teacher
- Need for the pupils to feel safe
- Need for the pupils to know what they are doing
- Need for the pupils to be able to make progress
- Need for the pupils to be clear about what is expected

What is the difference between behaviour and behaviour for learning?

- **Relationships - 1947**

- Look at this video clip.
- List all of the negatives you see?
- What are the behaviour for learning issues?

http://youtu.be/G7bGv7LPL4Y #discipline #classroom

Erasmus+

Professional attributes - Teacher Standards in the UK

• Teacher as a role model

Professional attributes
All teachers should:

Relationships with children and young people

C1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

C2 Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

C3 Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

C4 (a) Communicate effectively with children, young people and colleagues.
(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

C5 Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

C6 Have a commitment to collaboration and co-operative working where appropriate.

What is the teachers role?

- UK teacher standards
- What do you think they mean in practice?
- How would you know that they have been met?

Have high expectations which of pupils, including a commitment to ensuring that they can reach their full potential

Evidence

2. Establishing fair respectful, trusting, supportive and constructive relationships

Evidence

Erasmus+

What is the teachers role?

- UK teacher standards
- What do you think they mean in practice?
- How would you know that they have been met?

3. Hold positive values and attitudes and adopt high standards of professional behaviour

Evidence

4. Contribute to the development, implementation and evaluation of policy and practice in the workplace including equality of opportunity

Evidence

Erasmus+

Trainee to Trained Teacher
Module 3 – Behaviour for Learning and Special Education Needs

Behaviour	**Behaviour for Learning**

putting your hand up	praise
daydreaming	display
doing your homework	organisation
listening to others	relating
bullying	knowing needs
shouting out	engagement
chatting	expectations

SCENARIOS

Two 12 year old girls have been engaged in constant chatter throughout the lesson. The teacher has given two warnings to stop it, but it has continued. Several students are now complaining about being disrupted by their talking. One of these students has had this issue on several other occasions, while the other hasn't been in trouble for anything.

A 14 year old boy routinely comes to his maths class without his book or equipment. This typically happens 2-3 times per week. The teacher has given the student detention on multiple occasions, but it has not been effective. Yet again today he has not brought anything with him.

1. Have high expectations of pupils, including a commitment to ensuring that they can reach their full potential	**Evidence**
2. Establishing fair respectful, trusting, supportive and constructive relationships	**Evidence**

3. Hold positive values and attitudes and adopt high standards of professional behaviour	Evidence
4. Contribute to the development, implementation and evaluation of policy and practice in the workplace including equality of opportunity	Evidence

Trainee to Trained Teacher
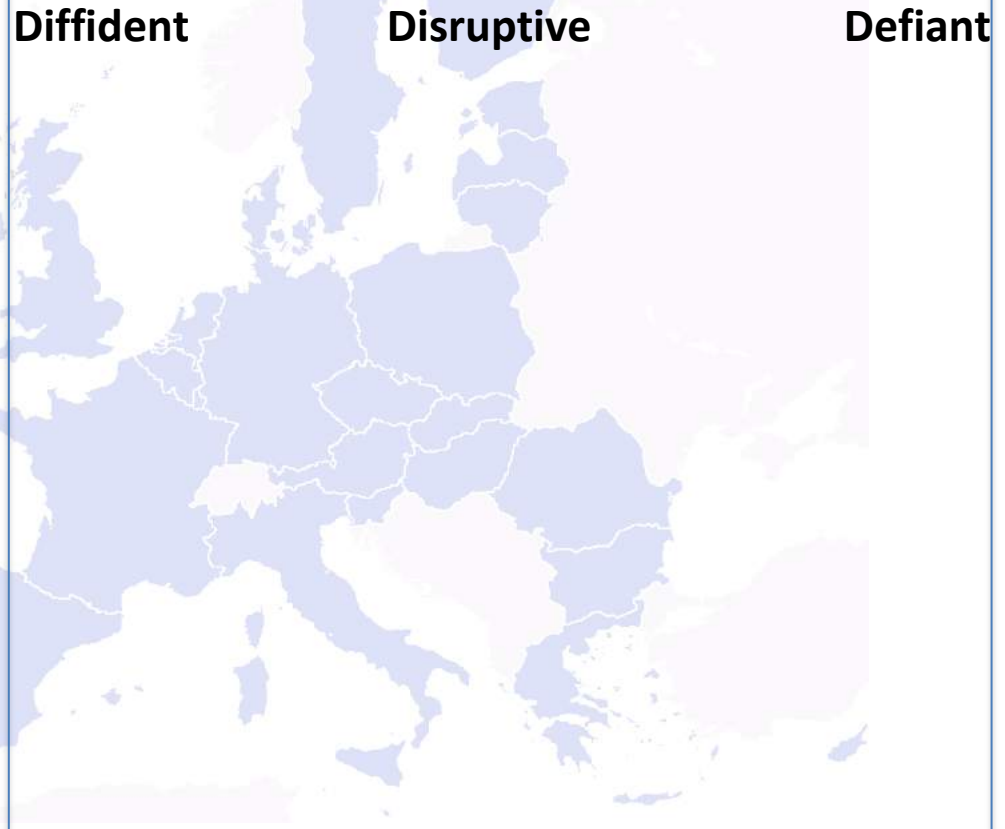# Module 3 – Behaviour for Learning and Special Education Needs

Managing Behaviour

What are the different types of poor behaviour?

- Which column do they belong to?
- Can you think of other examples?
- What might be the reasons for the poor behaviour?

Diffident	Disruptive	Defiant

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Behaviours and Behaviour Management

- **Discipline Issues**

https://www.youtube.com/embed/uq_FaEGavC4

- Look at this video clip.
- What are the types of behaviour?
- Can we recognise any triggers
- Are there any other issues in the video you would have picked up?

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TRAINEE TO TRAINED TEACHER

Classroom Management

A definition:

- Classroom management is a method by which a teacher creates a positive and productive learning environment for his or her students by **preventing** and **effectively dealing** with inappropriate behaviour.

Tools:

- Learning Environment
- Physical organisation of the classroom
- School Behaviour Policy
- Classroom Rules
- Being Prepared
- How you teach

Classroom Rules

Having a clear set of expectations and rules can help prevent poor behaviour and also ensure consistency.

What rules do you you apply to your own classrooms?

You are creating a set of classroom rules. Consider

- how many rules
- what are the priorities
- what language to use
- how to present them
- look at some examples from schools – in groups discuss and comment on them. One of them is a contract for learning – how is this different?

Erasmus+

Behaviour Policy

A school's behaviour policy will

- ensure consistency in the way that teachers act

- be fair to all pupils and ensure they are treated equally

- recognise good behaviour and success as well as dealing with poor behaviour

Have a look at the examples of rewards and sanctions:

- what do you think are the strong points?

- what would you change?

Create your own model of rewards and sanctions.

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TRAINEE TO TRAINED TEACHER
T 2 T T

Trainee to Trained Teacher
Module 3 – Behaviour for Learning and Special Education Needs

Managing Behaviour

Diffident   **Disruptive**   **Defiant**

making excuses	attention seeking	swearing
avoiding starting work	chatting	refusal to do what is told
giving up easily	shouting out	answering back
inattention	silly noises	bullying
not completing work	interrupting	abusive to peers
untidy work	clicking pen	playing with phone
doodling	distracting others	

Freedom High School
Mr. Nieves
Classroom Rules & Procedures

I.   **Introduction**

A. Rules and procedures are fundamental in life. We follow rules and procedures in our daily lives for things such as approaching a traffic light, starting a car and driving, and making a letter.

There are also rules and procedures in this classroom. These rules and procedures ensure a positive atmosphere in the classroom. They contribute to a controlled and learning environment for <u>everyone</u>.

II.   **Procedures for Entering the Classroom**

A.   There is a specific way I want you to enter the classroom. I expect you to follow these procedures:
1.   <u>You are not to stand or wait around in the hallway.</u>
2.   Enter the classroom quietly without running or pushing.
4.   Take your <u>assigned </u>seat
5.   Copy the Bellwork assignment from the board in your notebook
6.   Work quietly and by yourself
7.   Wait for further instructions from the teacher

III. **If You Are Late**

A.   You are late to class <u>if you are not inside </u>the classroom when the bell rings. If you are late to class you must:
1.   Walk in quietly making as little noise as possible.
2.   Sign-in at the Tardy Sheet. (Name, date, time) If you have a pass leave it in the folder.
3.   Take your assigned seat.
4.   Join the activity in progress. If you don't know what the class is doing raise your hand until the teacher sees you.
5.   Continue working (waiting) quietly until I get to your desk.

B.   Consequences for Tardiness
See Classroom Rules and Consequences.

IV.   **If You Are Absent**

A.   It is <u>your responsibility </u>to make-up any assignments or tests in a timely manner when you return from an absence. Follow this procedure:
1.   Join the activity in progress. If you don't know what to do, raise your hand and wait until I reach you.
2.   During the last 5 minutes of class or during "privileged time" copy the missing activities and Bellwork. You may get this information from a responsible classmate.
3.   If you need to make-up a <u>test </u>you must make arrangements with the teacher during the last 5 minutes of class. Tests can only be made up <u>before school or during lunch </u>and only if previous arrangements have been made.

B.   E-mail assignments
If you have access to the Internet at home you may e-mail me at: email@email.netand ask for missing work.
You can also e-mail work if possible. Class work and homework are posted on the website
[http://sample.](http://sample.website)website

V.   **Turning in Assignments**

The teacher will sometimes collect homework, group-work or individual work. You will turn these in only when the teacher asks for them. Make sure the assignment has your full name, period number and date. This should be on the top margin of your paper.

VI.   **Extra Credit Assignments**

Extra credit assignments will be listed in the class syllabus with the due dates. You will have a complete grading period (nine weeks) to work on extra credit. Anyone may turn in extra credit.

VII. **Getting Your Attention**

A. There may be times when I may need to get everyone's undivided attention so that I may give directions,

explanations, answer group questions, etc. or if the noise level gets too loud. When I need everyone to stop talking and pay attention to me:

I will say "Class, your attention please" and raise my hand.

When you see me raise my hand you must:
1.   Raise your hand and keep it up until I put down mine.
2.   Stop talking and look at me.
3.   Wait for me to speak.

This procedure should take us no more than 10 seconds.

VIII.   **Procedure for the End of Class and Class Dismissal**

Right before the bell rings everyone should: be in assigned seat, be quiet, gather all their materials and wait for the teacher to dismiss the class.

IX.   **When We Have a Visitor**

A.   When we have someone come into our classroom who is not part of our class (teacher, administrator, student, parent) you are expected to follow the same classroom rules and procedures. You are expected to be polite to the visitor. Do not talk to the visitor unless he/she is talking to you directly. Continue working on your assignment as usual.

B.   If the visitor needs to speak to me privately, I expect you to remain in your seat without talking until I finish speaking with the visitor.

X.   **When You Finish Early**

A.   If you finish all of your assigned work early you may a) read independently b) work on an assignment for another class c) write d) draw e) work on extra credit. DO NOT TALK OR DISTURB OTHERS.

XI.   **Restroom Policy**

A.   In order to control the amount of traffic leaving my classroom a maximum of 3 people may go to the restroom during any given period. You may go to the restroom only if:
   a) you have finished all of your assigned work
   b) the class is working on Individual Seatwork (no passes during Teacher or Guest Lecture)
   c) you have not abused this privilege in the past
B.   If permission is given to go to the restroom you must provide **your own planner** and have the teacher sign it.

XII.   **Classroom Rules**

A.   Classroom Rules are posted in the classroom. Let's quickly review what each rule means.
   1.   Respect the teacher and classmates (You respect the teacher when you do what he says, don't talk back, do not touch his property without permission, and follow all classroom rules and procedures. You respect your classmates when you follow classroom rules and procedures)
   2.   Follow directions (This means that you do whatever the teacher tells you to do without complaining or arguing about it. Example: return books, go back to seat, copy from board, stop talking, etc.)
   3.   Keep hands, feet, and objects to yourself (This means you do not throw things, kick things, push people, hit people, etc.)
   4.   No swearing, teasing, or name calling (You do not use obscene or vulgar language in the classroom for any reason. You do not make fun of or tease another classmate because of his color, race, language, religion, etc.)
   5.   Be in the classroom when the bell rings (This means I want you in your seat as soon as you come into my classroom and I want you to be on time.)
   6.   Severe: No fighting, threats, or verbal abuse (It is extremely inappropriate for you to fight with another classmate, threaten anyone, or verbally abuse by insulting.)

XIII. **Consequences**

A. Everything we do in life has consequences. If you choose to run a red light, you must accept the consequences that come with it (traffic ticket, taking someone's life, crashing your car, etc.). Consequences are the things that happen to you when you choose not to obey a rule. This is what will happen if you choose to violate one of the classroom rules:

1. 1st time: Warning (I will usually look at you to let you know and mark you on my tally sheet)
2. 2nd time: **Detention** (**25 minutes** & written assignment) (On **Tuesdays before school**)
3. 3rd time: **Detention** (**50 minutes** & written assignment) (On **Tuesdays before school**)
4. 4th time: **Call parents** (and/or send note home)
5. 5th time: **Referral**
6. **Severe: Time out and steps 4+5**

XIV.   **Tracking Your Behavior**

   A. In order to help you make responsible decisions. I will use a chart to track your behavior that looks something like this:

Week of _____ Student Name	Mon.	Tue.	Wed.	Thurs.	Friday	Totals
Angela Saint	T				O	1O 1T
Mark Meany	L	L,G	L	D	D,A	3L 2D 1G 1A
Shirley Allright	Y		T	O		1T 1O 1Y

Key to Violations

A-Arguing	**L**-Loitering	**P**-Physical contact, throwing, hitting
B-Dress Code	**M**-Making	**R**-**F**ailure to follow directions
D-Disruptive	noises/sounds/tapping	**T**-Talking
F-Food or drink	**N**- Name Calling, Swearing,	**V**-Vandalizing/Liter
G-Out of seat	Teasing,	**W**-MP3 or cell phone
I-Inappropriate Comment	**O**-Off task	**Y**- Tardy

Rule Violations – You start a clean slate every week. Consequences will be enforced only for the repeated violations committed during that week. If you reach the 4_{th} step two weeks in a row you will be referred to administration automatically.

   a. Failure to Follow Procedures – *See Classroom Rules & Consequences.*

Rewards – I will recognize students who choose responsible behavior by offering them to select a reward from the Rewards poster if they have no marks next to their name for two consecutive weeks.

Possible rewards are: a) 5 bonus points on test or quiz b) excused from one individual assignment c) grab bag d) turn in assignment late for full credit or e) open book test

Classroom Rules

1. Be in class on time.

2. Listen to instructions and explanations.

3. Talk to your classmates only when there is an activity or assignment that requires you to.

4. Use appropriate and professional language at all times.

5. Keep your hands, feet, and objects to yourself.

Classroom rules

Every student is important in this room. No student is *more* important than anyone else. Our goal is to achieve the best education we can. To make this happen, we have to obey certain rules. This means you will have to behave in a certain way, so that everyone gets the best education possible. These are the basic rules that everyone must follow. Failure to follow these rules will result in a sanction. Success in following these rules will lead to everyone's success.

1. The teacher is in charge of the room, and the class. Any reasonable instruction must be followed.

2. No calling out- every student must put their hand up to speak

3. If the teacher is speaking, the class must listen

4. If the teacher has asked anyone else to speak, the class must listen

5. Every student should bring their equipment to all lessons

6. At the beginning of the lesson, students should take their assigned seats, and quickly begin the work given to them.

7. All homework should be recorded in your planner; it must be handed in on time.

8. All work will be completed to the best of your ability.

9. No one is permitted to leave the room, or walk around the room, without permission.

10. All students should show manners to every other member of the class, the teacher, and to any guests in the room.

I agree to abide by these rules, and I understand what I must do in order to uphold them.

Signed_____

Parent/ guardian signature _____

Teacher signature _____

SAMPLE

Teesdale School's

Contract for Learning

All stakeholders – Students, Staff and Governors agree to:

'Respect other people and their property so everyone can achieve their potential'

In order to do this we agree:-

- To speak to and work with others in a respectful manner.
- For only 1 person to speak at a time.
- To arrive on time and be equipped ready for learning. Equipped means having the correct equipment for the lessons of the day including your planner.
- For mobile phones and all electronic equipment to be <u>switched off and put away during lesson time</u>.
- Follow all staff instructions first time every time. If you feel that you have been treated unfairly, speak to your FT, AHOH or HOH who will discuss this with the member of staff involved.

This contract has been agreed on behalf of the whole school by a selection of students, staff and governors. It will be reviewed annually in June.

Behaviour ladder

Sanctions for breaking learning contract

SAMPLE

8. Fixed term or Permanent exclusion

7. Contract meeting with Co-Principal / HOH
Each time contact broken 1 day in isolation served. Fixed term exclusion after 5 breaks of contract. (3,5,10,12,14 days). 3 clean weeks before coming off contract. Contract to double as BSP/PSP.

6. Isolation
1,2,3,4 day periods of isolation decided by JS. Takes place in isolation room with a bank of work provided by each faculty for each KS. Isolation room timetabled break responsibilities shared by teachers of P2 &3. Lunch by SM/LK and existing duty teams. 5 Incident forms = 1 day of isolation. Failure to behave = alternative school day 10am-5pm in isolation.

5. On Call
Student removed from that lesson by SM/LK or pastoral staff. Student escorted to isolation room and isolated for that lesson.
Parents notified by subject teacher of reasons for removal.
2 removals in 5 days equals 1 day in isolation. Parents must attend a meeting with HOH/ AHOH.
Subject teacher must complete incident form. Phased return into that subject at the discretion of AHOF/HOF

4. Faculty withdrawal
If appropriate student removed to another room within the faculty.
Director of faculty to draw up a rota to support their area. If not appropriate use on call.
Automatic faculty detention and incident report.

3. Teacher detention
Recorded in student and staff planner.
Incident report completed. Failure to attend results in student being placed in the detention system.

2. Written Warning
Recorded in student planner. Possible comment in SIMs. Persistent written warnings require incident form to be completed. **No planner = 1st offence warning 2nd offence within a half term = 1 day isolation. Notify Form Tutor if student has no planner.**

1.   Verbal Warning
First break of learning contract after settling into work period, not recorded formally.
Intended to encourage pupils to work without disrupting the learning.

Your Behaviour

Your Choice

SAMPLE

Permanent Exclusion

PARENT /CARER MEETING (Governing Board)

Alternative Provision

A.C.E. placement

Reduced timetable

PARENT /CARER MEETING (Principal)

Fixed Term Exclusion

1 -15 Days.

PARENT /CARER MEETING (Director of School)

Isolation

Failed to attend 2 consecutive after school DTs

Serious Incident

Return from Exclusion

3 detentions in the same subject

PARENT /CARER CONTACT (Year Manager)

After School Detention

Total of 3 negative points. 30 minute detention

-3 Points 30 min detention

-4 Points 1 hour detention

Repeat Offenders - Letter home

Intervention and Support from staff

Differentiated Work

Support In lessons

Warning to amend behaviour

Consequence Negative point(s) issued

Support session during or after school

HONESTY INTEGRITY CURIOSITY

CRAWSHAW ACADEMY

Supporting Success Consequences

SAMPLE

Your **Behaviour**

Your **Choice**

Serious incident

Referral to Year Manager

Out of bounds

Bullying

Inappropriate behaviour

Deliberate confrontation

-3 Points

Repeated failure to follow instructions in/out of class.

Refusal to hand over mobile phone or planner.

No homework

Failure to attend independent Learning session

-2 Points

Mobile phone confiscated

Uniform Issue

Refusal to cooperate

Off Task Chat

-1 Point

Shouting out

Refusal to work

Inappropriate comment

Missing equipment

Chewing/eating

Verbal Warning

HONESTY
INTEGRITY
CURIOSITY
CRAWSHAW
ACADEMY

Supporting Success

Negative points

Trainee to Trained Teacher
Module 3 – Behaviour for Learning and Special Education Needs

Special Education Needs

What is Special Needs?

The term 'special educational needs' refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Medical Issues:
- specific illnesses like cancer or cystic fibrosis or conditions like asthma or

Physical Disability:
- need for a wheelchair, visual or hearing impairment, cerebral palsy

Behaviour Issues:
- social and emotional issues, ADHD, Tourette's

Developmental Issues:
- autism, Downs syndrome and intellectual disabilities

Learning Issues:
- dyslexia, learning difficulties, low IQ

Mental Health Issues:
- anxiety, depression, bi-polar

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TRAINEE TO TRAINED TEACHER

What are the strategies for dealing with SEN?

- special learning programmes
- differentiation
- extra help from a teacher or assistant
- working in a smaller group
- supervision in class or at break
- help taking part in class activities
- support with physical or personal care difficulties, eg eating, getting around school safely or using the toilet

Use of an Individual Education Plan

Differentiation

Key to dealing with a pupil with SEN, is having some way of differentiating the work and your classroom management.

Have look at this video Differentiation

https://youtu.be/EOPe_cJ67No

Give one or two examples of how you would differentiate the way you might organise your lesson and the work for a pupil with the following SEN?

- partially sighted
- autism
- poor attention span
- hearing impairment
- dyslexia

Individual Education Plan

Information that may be contained in an IEP may include:

- Any likes, dislikes or anxieties that the child may have
- Assessment information
- Details of how the IEP will be co-ordinated
- Details of the child's additional support needs
- Details of who will be providing the support
- Home-based tasks and the parents' and child's comments
- Information and timescales for reviewing the IEP
- Targets that the child is expected to achieve within a specified period of time

- Targets set in the IEP should be "SMART", which stands for:

- Specific, so that it is clear what the child should be working towards
- Measurable, so that it is clear when the target has been achieved
- Achievable, for the individual child
- Relevant, to the child's needs and circumstances
- Time-bound, so that the targets are achieved by a specified time

Individual Education Plan

Have a look at the examples of an Individual Education Plan and an Individual Behaviour Plan:

- what do you think are the strong points?

- what would you change?

Create your own IEP or IBP for a pupil that you have had to deal with.

Trainee to Trained Teacher
Module 3 – Behaviour for Learning and Special Education Needs

Special Educational Needs

XXXX SCHOOL
BEHAVIOUR SUPPORT PLAN

Student's Name:		Conner			**Tutor Group**	8 GIB

Date:	1st July XXX	**Management Contact.** **Head of House**	JS JAB		

People Present at set up of Pastoral Support Plan MeetingSP: Conner, Conner's mother, TM (Connor's Deputy Head of House) and IB Conner's Tutor

Objectives: (long term)

To improve behaviour and remain at XXX School.

Main concerns are:-

Conner continues to present persistent, low-level disruptive and uncooperative behaviour across a range of lessons. He is underachieving in a number of lessons and his effort is only satisfactory. Conner is easily led and drawn to the bad behaviours of others.

Conner has spent 3 days in isolation and has received 19 incident forms.

Attendance: Conner's attendance is below average at 88.8%, and his lateness is also a concern.

Strategies for supporting Conner:

Targets:

   To follow the contract for learning

   To complete 3 weeks whilst on behaviour support plan incident free

Activities: (to help meet targets)

Family :

1. Continue to support the school and Conner by monitoring his planner and emailing concerns to TM.

2. Display the contract for learning at home and remind Conner of his responsibilities.

3. Share information with TM once a week.

4. Set a 'work-period' to do some extension work on English and Maths with Conner
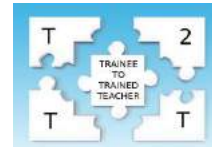
Conner:

1. Attempt to show a positive attitude in all lessons towards the work set.
2. Follow the learning contract – in particular to follow instructions first time.
3. To ask for and accept help when it is needed.
4. To behave sensibly in lessons with peers and avoid disruptions.

School:

1. Will monitor incident reports (TM).
2. Will contact home once a week to share information (TM).
3. Provide tutoring opportunities in subjects Conner has currently dropped attainment in. IB to provide the opportunity for Conner to work on additional English work during pastoral.
4. Will allow Conner opportunities to discuss issues once a week with TM.

Provision/Resources: Conner and his mother agree that there are no extra provisions or resources the school can provide.

Monitoring: incident reports
                planner

Next Review Date: Friday XXX

	Date 02-09-XX	Review of IEP Date: February XXXX			IEP No 1
Statement objective	**Target**	**Strategies and resources needed to achieve target**	**Professionals responsible for monitoring progress and details of how progress is to be monitored.**		**Success criteria**
*To develop her thinking and listening skills. *To develop her social skills and emotional maturity	To complete an independent task if adult support is not available.	*Give X one task she can do independently in each lesson and explain to X that, if adults are not available at a particular time, then she should begin this work. *Praise X if she manages to do this. *Explain to X that completing the task is helpful to the teachers as they cannot always give immediate attention to anyone student all of the time. *Role play different situations where X can explore how becoming involved in different situations can be unhelpful/ not getting involved is helpful.	X will be provided with a chart for her table to tick when she completes her independent task. Class teachers to record X'S progress in her Progress Folder.		For X to complete her independent task 75% of the time.
*To develop her basic literacy and numeracy skills. *To develop her concentration and persistence.	To write a short story with a beginning, middle and end.	*For staff to provide X with a checklist of story writing and sentence rules. This will be stuck to X's English book for her to use when writing stories. *Use of story boards to support the structure of her work. *Class teachers and support staff to provide the necessary support when needed, highlighting X's target. *Staff to remind X to check the list when doing any written work.	X is to tick off the checklist as and when she independently achieves certain aspects of the target. Class teachers to record X's progress in her Progress Folder and on their daily lesson evaluation.		To be able to write two short stories with a clear beginning, middle and end.
*To develop her basic literacy and numeracy skills. *To develop her concentration and persistence.	To use vertical addition to add up 2 x 3 digit numbers without using a calculator.	*Staff to provide X with opportunities for adding up numbers with/without carrying within the individual maths focuses time. Tasks to increase in difficulty. *Practical and concrete activities to be used to enhance X's understanding. *Staff to provide X with a checklist and points to remember for X to refer to in the addition lessons. *Class teachers and support staff to provide the necessary support when needed, highlighting X's target.	Class teachers to record X's progress in her Progress Folder and on their daily lesson evaluation. X will be provided with a chart for her Maths book to tick off: *firstly addition without carrying *addition with carrying This will provide Naomi with a visual recording system to monitor her progress.		To be able to use vertical addition to add up 2 x 3 digit numbers including carrying without using a calculator 10 times.

Trainee to Trained Teacher

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	☐	Female	☐

My role is…	
Trainee Teacher	☐
Newly Qualified Teacher	☐
Fully Qualified Teacher	☐
Other – please specify	☐

	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 areas?

Part 1 – Learning Environment

	1	2	3	4	5	6	Comments
I understand the difference between Behaviour and Behaviour for Learning	☐	☐	☐	☐	☐	☐	
I understand what makes a good learning environment	☐	☐	☐	☐	☐	☐	
I feel able to create a positive learning environment in my classroom	☐	☐	☐	☐	☐	☐	
I understand what professional standards look like in practice	☐	☐	☐	☐	☐	☐	

Any comments about the resources provided to support your enquiry?

Part 2 – Managing Behaviour

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

	1	2	3	4	5	6	Comments
I can identify different types of behaviour	☐	☐	☐	☐	☐	☐	
I understand the importance of dealing with different behaviour issues in different ways	☐	☐	☐	☐	☐	☐	
I feel more confident in tackling classroom management issues	☐	☐	☐	☐	☐	☐	
I understand the importance of expectations, rules and consistency	☐	☐	☐	☐	☐	☐	
I feel able to apply both rewards and sanctions in my behaviour management strategies	☐	☐	☐	☐	☐	☐	

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

Part 3 – Special Education Needs

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

	1	2	3	4	5	6	Comments
I understand what is meant by Special Education Needs	☐	☐	☐	☐	☐	☐	
I understand what is meant by differentiation	☐	☐	☐	☐	☐	☐	
I feel more able to put into practice differentiation strategies when dealing with SEN	☐	☐	☐	☐	☐	☐	
I understand what the function of individual plans is	☐	☐	☐	☐	☐	☐	

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.

MODULE 4

Measuring Pupil Progress and Impact

CONTENT:

Workshop Module	Workshop Objectives	Activities and resources	Resources
Module 4 Pupils Progress and Impact	**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). **The objectives of the module** 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.	**Introduction** Facilitator to explain the aim and the objectives of the module (10 min.). **Practical task Nr. 1** By working in groups please put these factors according to their relevance to pupils' study results. (15 min.) 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.) Facilitator presents the first objectives of the module. **Practical task Nr. 2** 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.) Each group presents their results, other groups add their worksheets. (25 min.) Facilitator explains the second objective of the module and presents 3A module. (10 min.)	The aim and Objectives on PowerPoint or written on flip chart. Card sort activity from *Appendix A* (one set for each group) *Slides 6 – 8* on PowerPoint Individual copies of *Appendix B.* Groups use flip chart to present their results. *Slides 11 – 13* on PowerPoint

		Practical task Nr. 3.1 **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.)	Individual copies of *Appendix C.*
		Practical task Nr. 3.2 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.) Each group presents its results, other groups add their worksheets. (25 min.) Facilitator explains the third objective of the module. (5 min.)	Individual copies of *Appendix D.* Groups use flip chart to present their results.
		Practical task Nr. 4 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.) Facilitator asks to share strong and weak areas. Participants discuss how it is possible	*Slides 16 – 17* on PowerPoint

		to improve in these areas. (15 min.)	
		Facilitator reminds the aim of the module. (5 min.)	Individual copies of *Appendix E.*
		Practical task Nr. 5 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.)	*Slides 19 – 20* on PowerPoint
		Facilitator asks participants to share their results. What new things have the participants learned about themselves? (25 min.)	Individual copies of *Appendix F.*
		Participants watch the video about 8 Mind Frames For Teachers.	*Slide 22* on PowerPoint
		Facilitator invites all participants to talk about what they have experienced/learned today.	Video link http://visible-learning.org/2014/08/john-hattie-mind-frames-teachers/

Trainee to Trained Teacher Module 3 – Measuring Pupils' Progress and Impact

Pupils' progress and impact

Factors which exist in your country

SYSTEM LEVEL

Teacher's daily activities in the classroom

TEACHER LEVEL

SCHOOL COMMUNITY LEVEL

Agreements upon which we agree
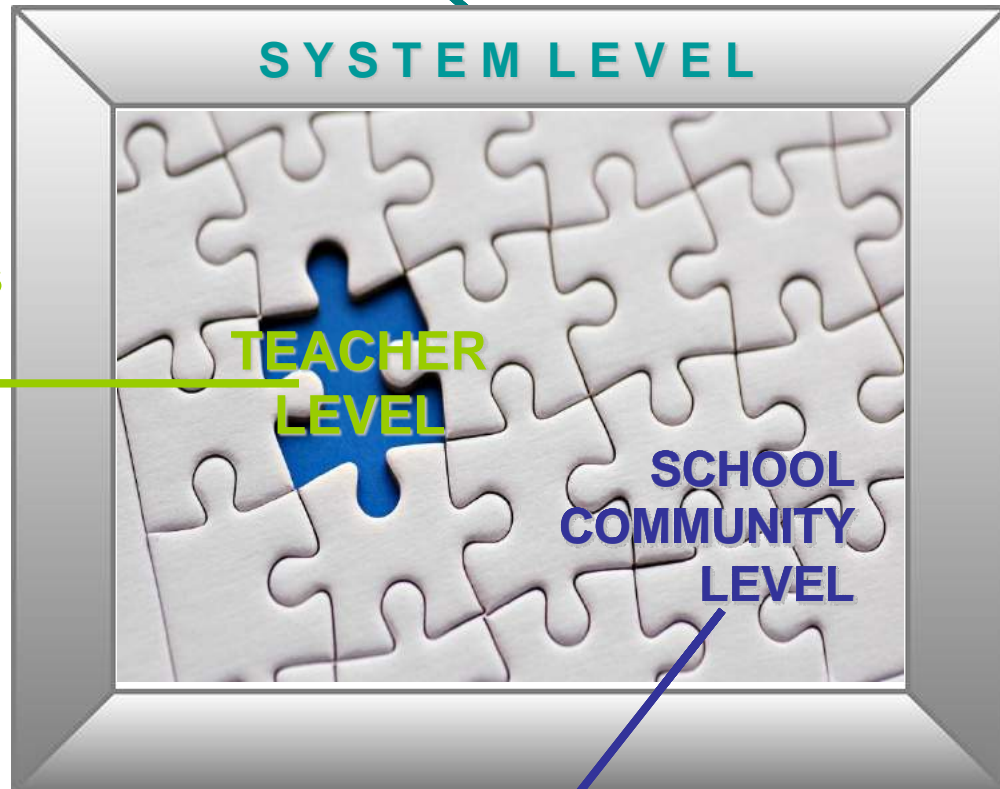
WHAT IS YOUR ROLE?

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).
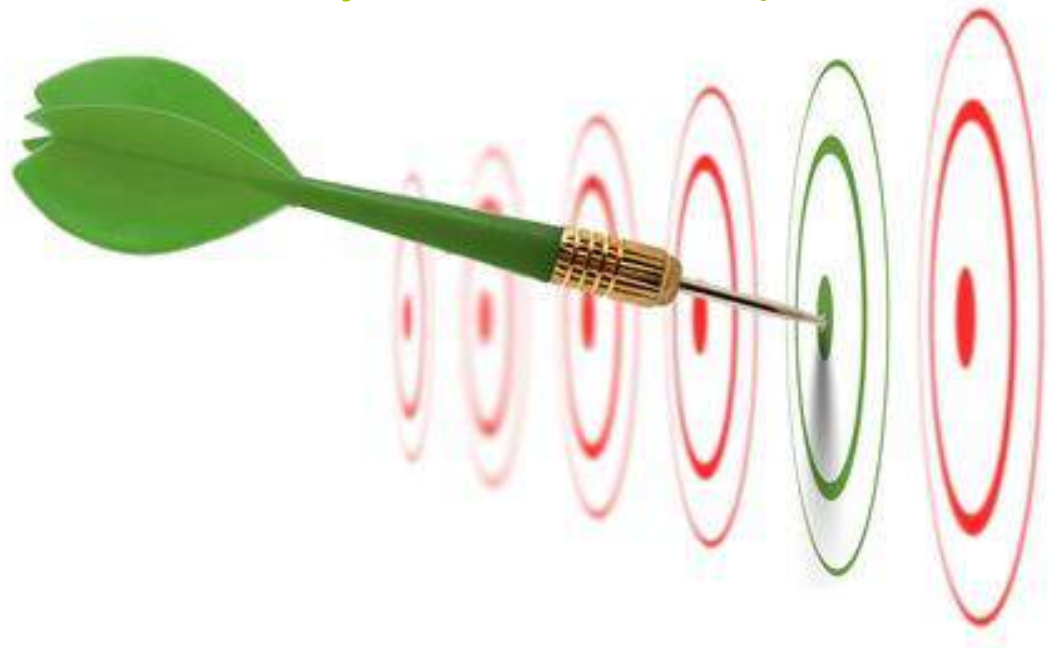
Practical task Nr. 1 *(Appendix A)*

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

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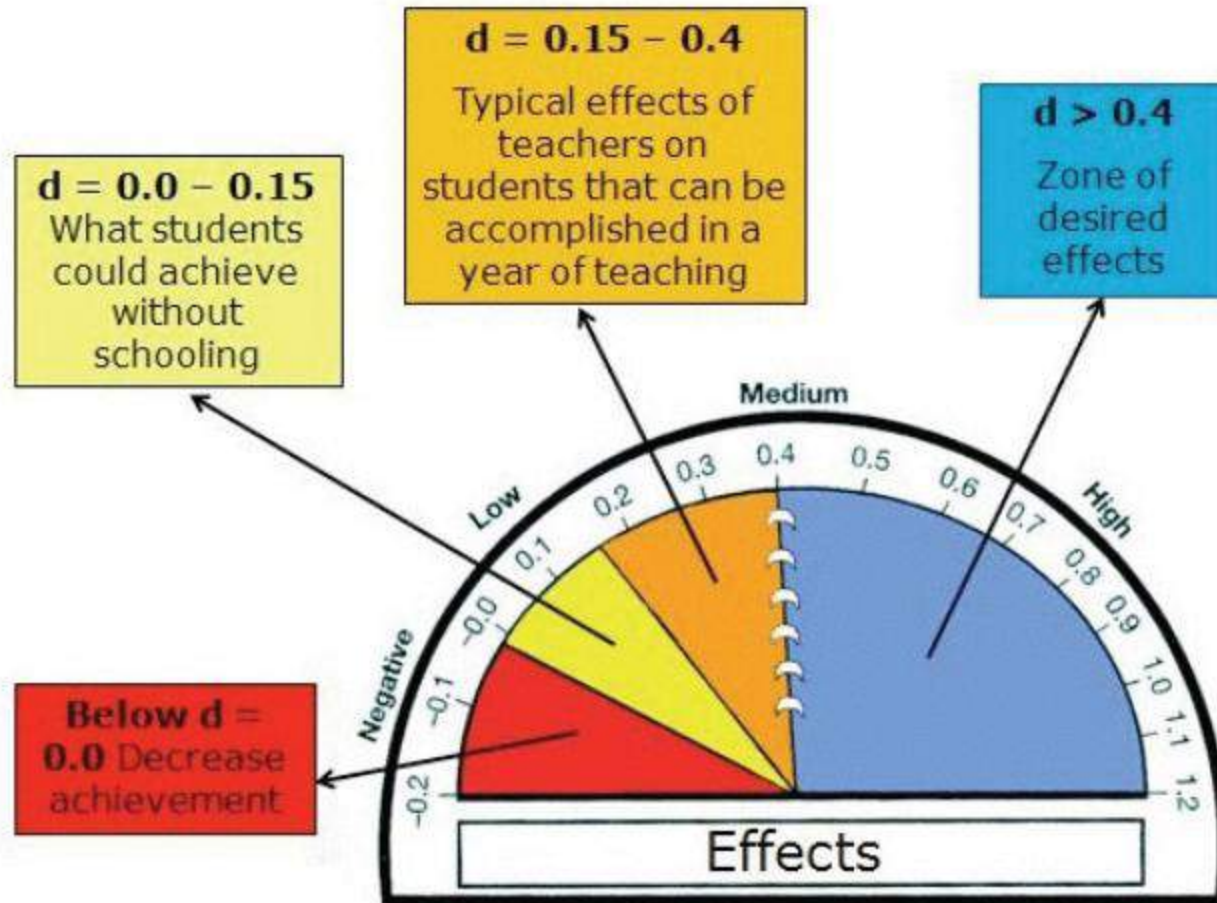
What Works Best In Raising Student Achievement? (1) *(source: J. Hattie, 2009)*

Category	Value
Self – report grades	1,44
Classroom behaviour	0,8
Feedback	0,73
Teacher – Student relationships	0,72
Meta – cognitive strategies	0,69
Self-verbalization/ self-questioning	0,64
Problem – solving teaching	0,61
Cooperative vs. Individualistic learning	0,59
Paternal involvement	0,51
Expectations	0,43
Social skills programs	0,4

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

Factor	Value
Principals / School leader	0,36
Ability grouping for gifted students	0,3
Homework	0,29
Summer school	0,23
Class size	0,21
Ability grouping	0,12
Gender	0,12
Multi – grade/age classes	0,04
Open vs. Traditional spaces	0,01
Television	-0,18
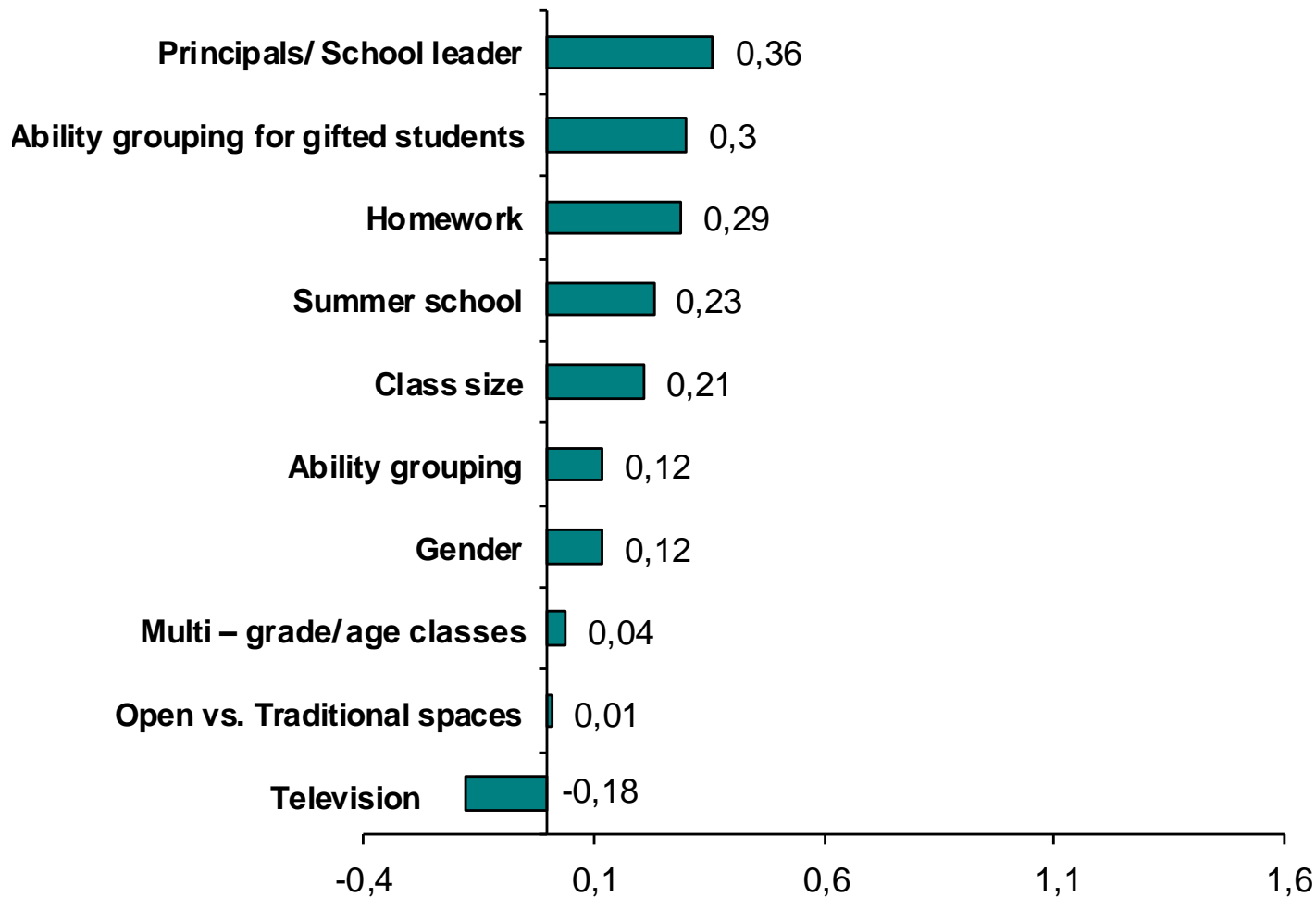
PART 1

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.

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 developement 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)*

ACHIEVEMENT
- *attainment,*
- *experience of success,*
- *progress.*

includes but is not limited to:

ACCESS
- *engagement,*
- *exclusionary barriers,*
- *opportunity, - participation.*

ASPIRATIONS
- *motivation,*
- *orientation,*
- *self – concept,*
- *self – efficacy.*

Practical task Nr. 3.1 *(Appendix C)*

Keep in mind your pupils and answer the following quetions:

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 gudelines on how to encourage, monitor and evaluate progress of each pupil (considering specifics of their own country and school).
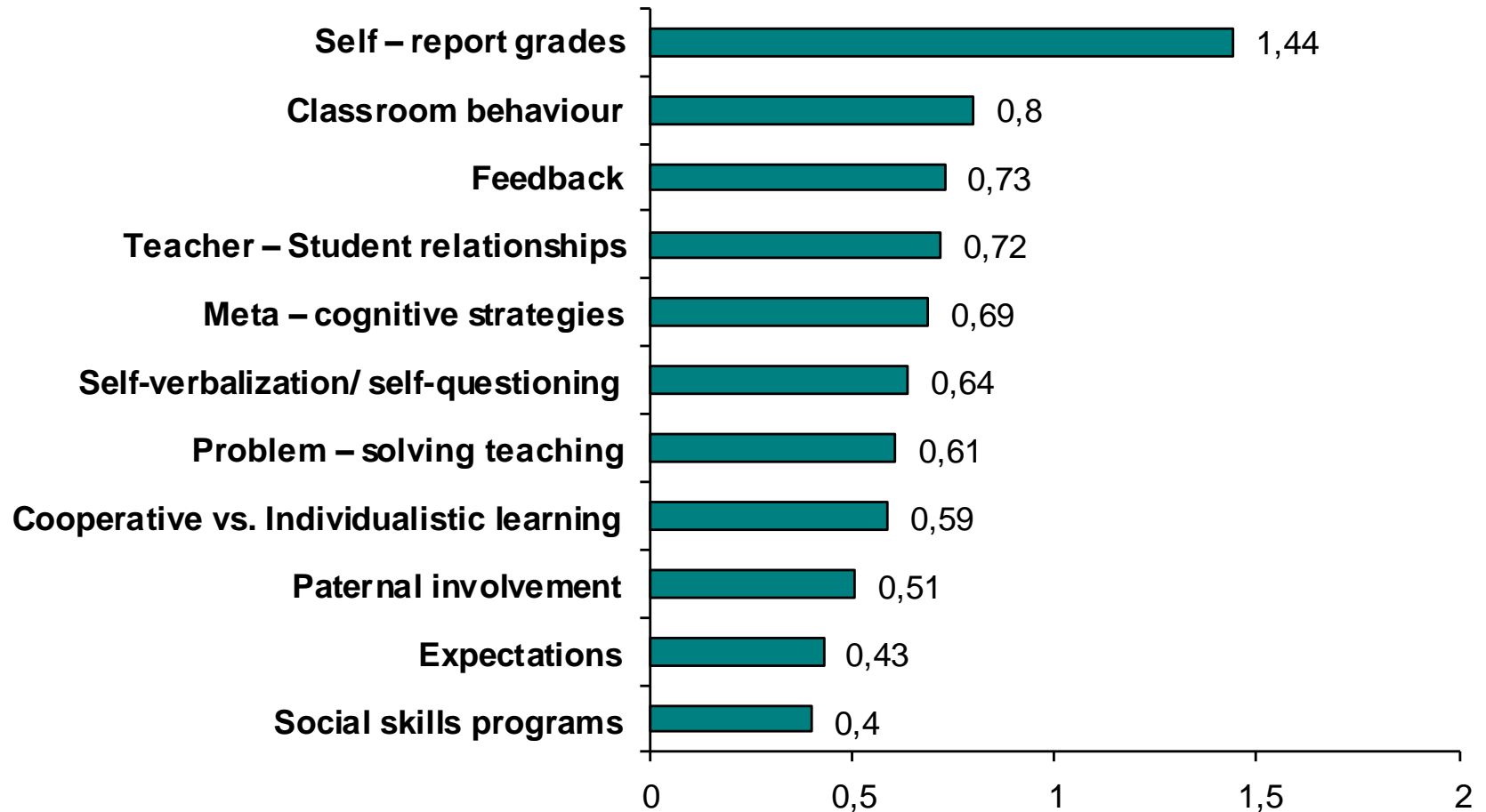
Practical task Nr. 5 *(Appendix F)*

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**

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 *(formal/ informal)*	Feedback *(pupils/ parents)*	Self-evaluation *(teachers/ pupils)*
SYSTEM LEVEL					

DEVELOPING PARTNERSHIP WITHIN THE SCHOOL COMMUNITY

A

B

C
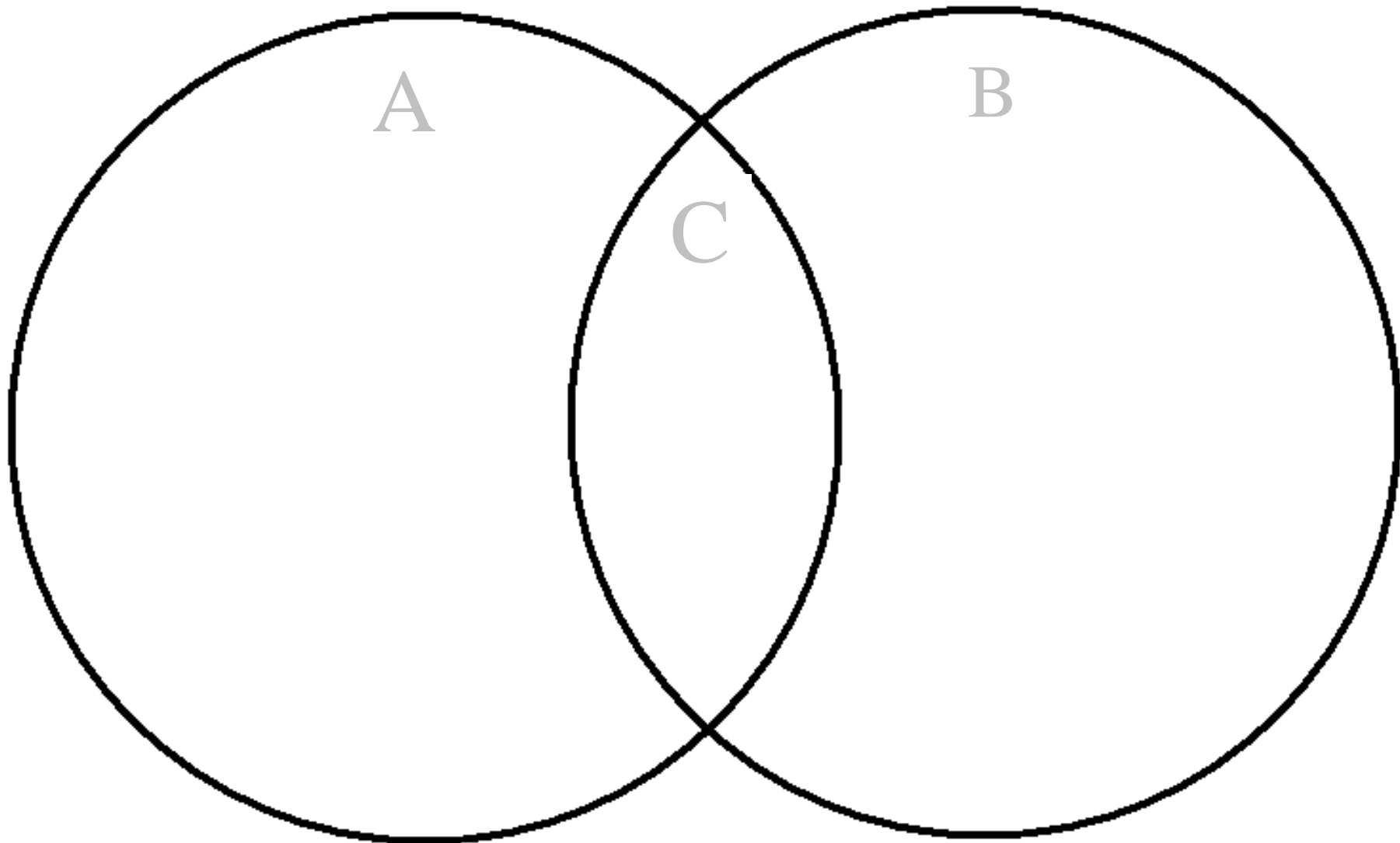
SCHOOL'S COMMUNITY LEVEL OF PUPILS PROGRESS EVALUATION SYSTEM

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

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.
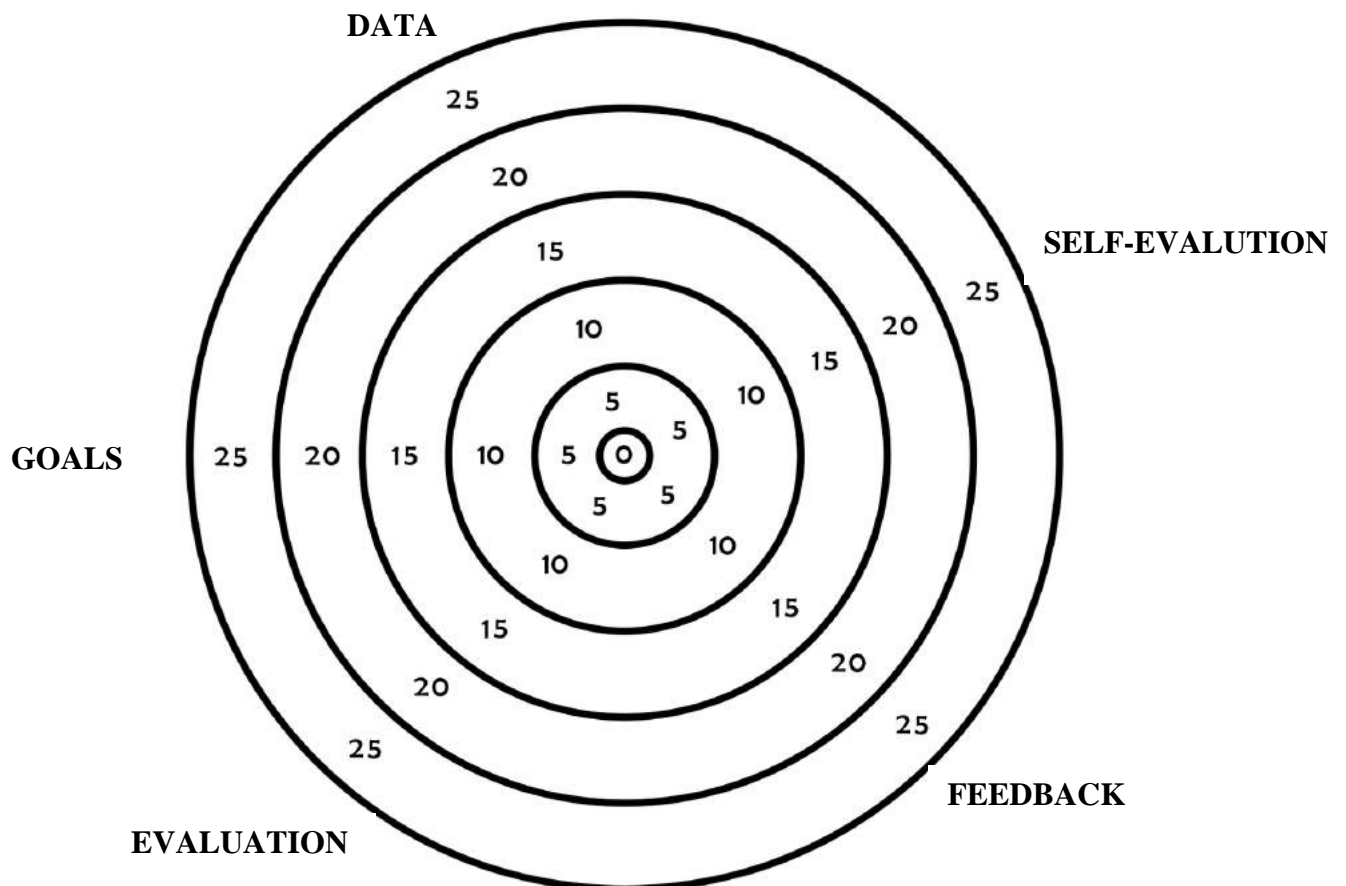
TEACHER'S LEVEL OF PUPILS PROGRESS EVALUATION SYSTEM

	Data	Goals	Evaluation *(formal/ informal)*	Feedback *(pupils/ parents)*	Self- evaluation *(teachers/ pupils)*
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	☐	Female	☐

My role is…	
Trainee Teacher	☐
Newly Qualified Teacher	☐
Fully Qualified Teacher	☐
Other – please specify	☐

	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?

	1	2	3	4	5	6	Comments
I can name the main aspects of how student's achievements are measured in my country.	☐	☐	☐	☐	☐	☐	
I know all basic agreements on how we monitor progress of each student at our school.	☐	☐	☐	☐	☐	☐	
I can name at least few methods how we collaborate with colleagues in order to reach learning progress of each student.	☐	☐	☐	☐	☐	☐	
I understand the importance of formative assessment in order to improve each student's learning process.	☐	☐	☐	☐	☐	☐	
I have better knowledge of methods, which can positively influence student's achievements.	☐	☐	☐	☐	☐	☐	

I know better my strengths and weaknesses during the lessons in order to reach learning progress of each student.	☐	☐	☐	☐	☐	☐	
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.	☐	☐	☐	☐	☐	☐	

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.

MODULE 5

Coaching

and

Mentoring

CONTENT:

- M5 Workshop Module - Coaching and Mentoring
- M5 Coaching and Mentoring Presentation
- M5 Pre-sessional task Coaching and Mentoring
- M5 National-framework-for-mentoring-and-coaching
- M5 Coaching and Mentoring Definitions
- M5 Coaching Scenarios
- M5 Venn diagram
- M5 Evaluation Sheet

Workshop Module	Workshop Objectives	Activities and resources	Resources
Module 5 **Coaching and** **Mentoring**	Participants will - - Understand the difference between coaching and mentoring - Identify the skills and qualities required to be a coach and/or mentor - Develop a coaching model which they can practise and use - Appreciate when to use coaching or mentoring	**Pre-sessional task** - participants will read the article called "Pre-sessional task." **Introduction** Facilitator to explain the objectives of the session (5 minutes) Facilitator to invite participants to write the questions they want answering on post-its and put them on the flip chart. Questions are grouped by type. Facilitator returns to the questions and answers them throughout the day. What is coaching and mentoring? Facilitator asks participants to work in pairs to arrange the descriptions of the principles on page 2 by priority. This should begin a discussion about what coaching and mentoring is… (This is called a Diamond Nine exercise).	Objectives on PowerPoint or written on flip chart. Post-It notes **Page 2 of CUREE framework**, descriptors cut up individually.
	Participants will - - Understand the difference between coaching and mentoring - Identify the skills and qualities required to be a coach and/or mentor - Develop a coaching model which they can practice and use - Appreciate when to use coaching or mentoring	**Development 1** What are the skills required for coaching and mentoring? Facilitator will share a number of definitions of coaching and mentoring. Participants will work as 2 groups. Group A will use the definitions to begin to identify the skills of coaching, whilst Group B will use the definitions to begin to identify the skills of mentoring. Participants will check their responses against the first 2 columns "Mentors" and "Specialist Coaches" on page 4 of the CUREE framework and present their findings to each other.	Facilitator to offer **C and M definitions** sheet. Facilitator to offer copies of **page 4 of the CUREE framework** Flipchart and pens available for presentation.

| | Participants will -
- Understand the difference between coaching and mentoring
- Identify the skills and qualities required to be a coach and/or mentor
- Develop a coaching model which they can practise and use
- Appreciate when to use coaching or mentoring | **Development 2**

Facilitator refers to pre-sessional reading which introduces the GROW model, talking through the 4 parts of the model.

Show video clip example of poor coaching -
partners should attempt to identify YouTube clip in own language.

Participants work as full group to agree protocols for using the GROW model. Confidentiality, professionalism etc etc…

In threes, participants identify a range of questions which would support learning in all 4 parts of the GROW model.

Show video clip example of high quality coaching as produced by Carmel College, UK.

In groups of 3, each person has an opportunity to be coached, to be the coach and to observe and offer feedback. Each person needs at least 15 minutes to try out each role - and time needs to be built in to offer feedback. This part may take up to 1 hour. The facilitator might listen to the groups, prompt with some helpful questions or simply keep time.

Invite all participants to talk about what they have experienced/learnt by the activity. | Additional copies of **pre-sessional reading.**

YouTube clip, internet access

Facilitator to record on flip chart.

Facilitator to record on flip chart.

YouTube clip, internet access

Some groups might welcome scenarios to begin with, others may be able to identify and issue for themselves. Provide copies of **Coaching Scenarios.** |

| | Participants will -
- Understand the difference between coaching and mentoring
- Identify the skills and qualities required to be a coach and/or mentor
- Develop a coaching model which they can practise and use
- Appreciate when to use coaching or mentoring | **Plenary**

Activity 1
Whole group share cards of features of coaching and mentoring. Participants position these on a Venn diagram of 3 connecting circles on a flip chart. The 3 circles are labelled trainee/new teacher, coach and mentor and participants put the cards where they fit best. Can add features they think are missing on blank cards. Explain why they have placed them in certain places.

Activity 2
Whole group watches YouTube clip which provides summary of the GROW model of coaching.

Activity 3
Commitment to action / post-sessional task. All participant agree to practice the GROW model with a colleague before the final session of the programme. | **Venn diagram cards,** (cut up individually), additional blank cards, blu-tak, flip chart paper.

LINK to video

Participants leave with a full copy of the **CUREE framework.** |

Trainee to Trained Teacher
Module 5 – Coaching and Mentoring

Objectives

- Participants will -

- Understand the difference between coaching and mentoring

- Identify the skills and qualities required to be a coach and/or mentor

- Develop a coaching model which they can practise and use

- Appreciate when to use coaching or mentoring

Erasmus+

Diamond 9 activity

- In pairs, sort the cards by priority, into a Diamond 9. Do all pairs agree? If not, why not?
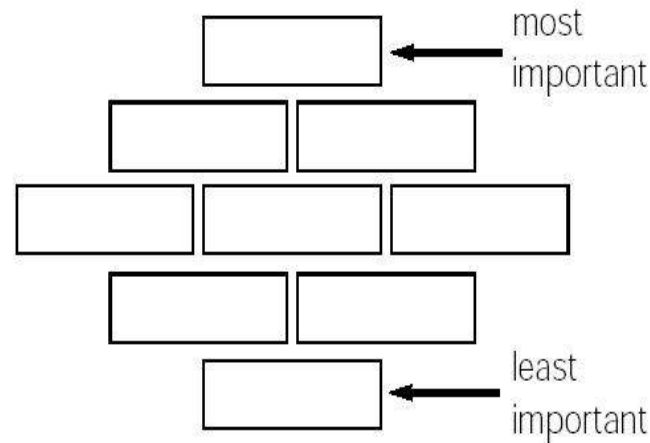
Coaching and Mentoring – what's the difference?

One group to identify skills for coaching

One group to identify skills for mentoring

Compare with page 4 of the framework document and discuss in groups

GROW – the coaching model

- Remind participants of pre-sessional task and add own questions.

- What are our protocols for how we will work?

- Video clip – poor quality coaching.

- Video clip of high quality coaching.

Coaching session

- In groups of 3, each person has an opportunity to be coached, to be the coach and to observe and offer feedback.

- Each person needs at least 15 minutes to try out each role - and time needs to be built in to offer feedback. This part may take up to 1 hour. The facilitator might listen to the groups, prompt with some helpful questions or simply keep time.

- Invite all participants to talk about what they have experienced/learnt by the activity.

Erasmus+

Plenary

- Share cards of features of coaching and mentoring.
- Participants position these on a Venn diagram of 3 connecting circles on a flip chart. The 3 circles are labelled trainee/new teacher, coach and mentor. Participants put the cards where they fit best. They can add features they think are missing on blank cards.
- Explain why they have placed them in certain places.

- https://www.youtube.com/watch?v=xNLRo3jWPcg

GROW

What is it?
- World's best known coaching model, developed in 1980s
- Based on asking questions and a facilitative approach and therefore can be used with many different kinds of problems
- Used by thousands of companies, institutions and individuals
- Coaches need good interpersonal skills to offer effective support

Goal stage
This part clarifies the desired result from the session and provides longer-term understanding of the aims and aspirations.

- This is where you identify what the trainee/new teacher wants to achieve. You might ask, "What do you want to achieve as a result of this coaching session?" or "What will make you feel this time has been well spent?"

- The goal should be in a SMART format: Specific, Measurable, Achievable, Relevant and Time specific. You might ask, "What will this look like in your ideal world?" or "What will it look like when the situation is fixed/mended?"

- The goal for the trainee/new teacher should be challenging but not impossible. If it is, break it down into sections. You might ask, "What is important to you right now?" or "What areas do you want to work on first?"

Reality stage
This part assesses the current situation and identifies what has been done so far

- This is the stage where you work out where the trainee/new teacher is in relation to their goal. It is just where the trainee/teacher is now. You might ask, "Where are you now in relation to your goal?" or "On a scale of 1 -10 where are you?" or "What progress have you made so far?"

- The reality stage would also determine what the trainee/new teacher might need to achieve in order to reach their goal. You might ask, "What is required of you?"

- At this stage you can consider the skills, knowledge and resources that the trainee/new teacher has available in reaching their goal. You might ask, "What skills/knowledge/attributes do you have that will help you to achieve your goal?"

- You can also ask the trainee/new teacher to reflect on how s/he has achieved goals before. You might ask, "What has contributed to your success so far?" or "What is working well right now?"

Options
This stage outlines possibilities and strategies for moving forward.

- At this stage, you can help the trainee/new teacher to consider a wide range of creative options. You could ask, "If anything was possible what would you do?" or say, "Give me 3 options you might consider."

- You can help the trainee/new teacher to think about how s/he has solved similar problems before. You could ask, "How have you tackled this/ a similar situation before?"

- The trainee / new teacher may need to be challenged to think differently. You might ask, "What could you do differently?" or "What else?"

- Asking the trainee/new teacher to identify others who may be able to help will often produce options. You could ask, "Who do you know who has encountered a similar situation?"

Way Forward
This stage creates a plan of action and agrees the commitment required to reach goals set.

- If the trainee / new teacher is to progress there must be a "commitment to action" to move him/her towards their goal. You could ask, "Which options work best for you?" or "On a scale of 1 -10 how committed /motivated are you to doing it?"

- If the process is quite lengthy, you might break the actions into small-steps. You might ask, "What one small step are you going to take now?"

- Check what support the trainee / new teacher needs. You might ask, "Who will help you?"

- Check the trainee / new teacher has thought the consequences of their actions. You could ask, "How will you know you have been successful?"
- Agree the action list with the client with each action in a SMART format. You could ask, ""What actions will you take first?" or "When are you going to start?"

Further reading

- Brown, Saul W; Grant, Anthony M (March 2010). "From GROW to GROUP: theoretical issues and a practical model for group coaching in organisations" (PDF). Coaching: An International Journal of Theory, Research & Practice 3 (1): 30–45. doi:10.1080/17521880903559697.

- Grant, Anthony M (September 2012). "An integrated model of goal-focused coaching: an evidence-based framework for teaching and practice" (PDF). International Coaching Psychology Review 7 (2): 146–165.

- Ives, Yossi; Cox, Elaine (2012). Goal-focused coaching: theory and practice. New York: Routledge. ISBN 9780415808958. OCLC 741542041.

- Kegan, Robert; Congleton, Christina; David, Susan A (2013). "The goals behind the goals: pursuing adult development in the coaching enterprise". In David, Susan A; Clutterbuck, David; Megginson, David. Beyond goals: effective strategies for coaching and mentoring. Farnham, Surrey: Gower Publishing Limited. pp. 229–244. ISBN 9781409418511. OCLC 828416668.

- Stoltzfus, Tony (2008). "The GROW model". Coaching questions: a coach's guide to powerful asking skills. Virginia Beach, VA: Tony Stoltzfus. pp. 28–29. ISBN 9780979416361. OCLC 294952637.

Mentoring and Coaching CPD Capacity Building Project
National Framework for Mentoring and Coaching

Contents:

Principles of Mentoring and Coaching

Mentoring and Coaching: Core Concepts

Skills for Mentoring and Coaching

Mentoring and Coaching: A Comparison

Centre for the Use of Research and Evidence in Education (CUREE).

department for
education and skills
creating opportunity, releasing potential, achieving excellence

GTC
General Teaching Council
for England

NCSL

Primary and
Secondary
National Strategies

QCA
Qualifications and
Curriculum Authority
Guarding standards

**training and development
agency for schools**

Principles of mentoring and coaching

The DfES recognises that the ways mentoring and coaching are used depend on the context. There is no intention to impose a uniform model. These ten principles, based on evidence from research and consultation, are recommended to inform mentoring and coaching programmes in schools and to help increase the impact of continuing professional development on student learning.

Effective mentoring and coaching involves:

a learning conversation

structured professional dialogue, rooted in evidence from the professional learner's practice, which articulates existing beliefs and practices to enable reflection on them

setting challenging and personal goals

identifying goals that build on what learners know and can do already, but could not yet achieve alone, whilst attending to both school and individual priorities

a thoughtful relationship

developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning

understanding why different approaches work

developing understanding of the theory that underpins new practice so it can be interpreted and adapted for different contexts

a learning agreement

establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability

acknowledging the benefits to the mentors and coaches

recognising and making use of the professional learning that mentors and coaches gain from the opportunity to mentor or coach

combining support from fellow professional learners and specialists

collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice

experimenting and observing

creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out direct evidence from practice

growing self direction

an evolving process in which the learner takes increasing responsibility for their professional development as skills, knowledge and self awareness increase

using resources effectively

making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis

Core concepts

	Mentoring **is a structured, sustained process for supporting professional learners through significant career transitions.**	Specialist Coaching **is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.**	Collaborative (Co-) Coaching **is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.**
WHY?	**Mentoring for Induction** is used to support professional learners on joining a new school. For Newly Qualified Teachers this will also include induction into the profession as a whole. **Mentoring for Progression** is used to support professional learners to respond to the demands of the new role, to understand the responsibilities it brings and the values it implies. **Mentoring for Challenge** is used to enable professional learners to address significant issues that may inhibit progress.	**Specialist coaching is used** by schools and teachers to: • review and refine established practice • develop and extend teaching and learning repertoire • introduce and experiment with alternative teaching and learning strategies • support the development, across a department or a school, of a culture of openness e.g. mutual support for and critique of professional practice.	**Co-coaching is used** by schools and teachers to support and sustain voluntary, structured partnerships in which each participant relates specialist inputs to day-to-day practice. It supports the development, across a department or a school, of a culture of openness e.g. mutual support for and critique of professional practice. It also provides a good preparation for more specialist coaching skills and roles.
WHO?	**Mentors** are experienced colleagues with knowledge of the requirements of the role. They broker access to a range of increasingly self-directed learning opportunities to support the development of the whole person. Mentors are selected on the basis of appropriate knowledge of the needs and working context of the professional learner. A professional learner is someone tackling a new or particularly challenging stage in her/his professional development who seeks out or is directed towards mentoring.	**Specialist coaches** are fellow professionals with knowledge and expertise relevant to the goals of the professional learner. They enable professional learners to take control of their own learning through non-judgemental questioning and support. The coach might be from the same institution or from elsewhere (e.g. a university). Coaches are usually chosen by professional learners themselves. A professional learner is someone tackling a specific teaching and learning or leadership challenge who seeks out or is offered coaching.	**Co-coaches** are professional learners committed to reciprocal learning and to providing non-judgemental support to each other based on evidence from their own practice. Co-coaches seek out specialist input to inform their coaching. This may be provided by a third party e.g. via a course, consultant, demonstration session or text based resources. Co-coaches each take the role of coach and professional learner, usually alternately. Co-coaching partners are mostly self selecting.
WHAT?	**Mentoring** involves activities which promote and enhance effective transitions between professional roles, including: 1. identifying learning goals and supporting progression 2. developing increasing learners' control over their learning 3. active listening 4. modelling, observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. providing guidance, feedback and, when necessary, direction 7. review and action planning 8. assessing, appraising and accrediting practice 9. brokering a range of support	**Specialist coaching** involves activities which promote and enhance the development of a specific aspect of teaching and learning or leadership practice, including: 1. support to clarify learning goals 2. reinforcing learners' control over their learning 3. active listening 4. modelling, observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. shared planning of learning and teaching or leadership, supported by questioning 7. supported review and action planning 8. reflection on and debriefing of shared experiences	**Co-coaching** involves activities which promote and enhance reflective practice including: 1. developing mutual understanding of specific goals 2. sustaining learners' control over their learning 3. active listening 4. observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. shared planning of learning and teaching or leadership, supported by reciprocal questioning 7. reciprocal action planning 8. shared analysis of learning experiences, evidence, research or alternative examples of practice
WHERE?	**Mentoring usually takes place** in the professional learner's school, in the work place and in quiet spaces that allow confidential reflection. For teachers, especially trainee teachers, it also takes place in other people's classrooms to enable observation for learning.	**Specialist coaching usually takes place** in the professional learner's own work place - and in quiet spaces that allow confidential reflection - in order to facilitate observation of and reflection about her/his own practice and experiments with new approaches.	**Co-coaching takes place** in the professional learners' work place and in quiet spaces that allow confidential reflection. This will usually involve co-coaches observing each other's work and reflecting upon their own and their co-coach's activities.
WHEN?	**Mentoring is useful** to a practitioner, at the beginning of her/his career, at times of significant career change or in response to specific, significant challenges.	**Specialist coaching is useful** to a practitioner, at any stage in her/his career, in developing a deeper and more sophisticated understanding of existing and new approaches.	**Co-coaching is useful** to a practitioner, at any stage in her/his career, following specialist inputs and whenever professional learners are seeking to review and enhance practice.

Skills for mentoring and coaching - mentors and coaches learn to:

Mentors

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **model expertise** in practice or through conversation
3. **relate guidance to evidence** from practice and research
4. **broker access to a range of opportunities** to address the different goals of the professional learner
5. **observe, analyse and reflect** upon professional practice and make this explicit
6. **provide information and feedback** that enables learning from mistakes and success
7. **build a learner's control** over their professional learning
8. **use open questions** to raise awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions
9. **listen actively**:
- accommodating and valuing silence
- concentrating on what's actually being said
- using affirming body language to signal attention
- replaying what's been said using some of the same words to reinforce, value and reframe thinking
10. **relate practice to assessment** and accreditation frameworks

Specialist coaches

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **model expertise** in practice or through conversation
3. **facilitate access to research** and evidence to support the development of pedagogic practice
4. **tailor activities in partnership** with the professional learner
5. **observe, analyse and reflect** upon the professional learner's practice and make this explicit
6. **provide information** that enables learning from mistakes and success
7. **facilitate growing independence** in professional learning from the outset
8. **use open questions** to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions
9. **listen actively:**
- accommodating and valuing silence
- concentrating on what's actually being said
- using affirming body language to signal attention
- replaying what's been said using the same words to reinforce, value and develop thinking
10. **establish buffer zones** between coaching and other formal relationships

Co-coaches

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **draw on specialist resources** to inform learning
3. **draw on evidence** from research and practice to shape development
4. **understand the goals** of the co-coach
5. **observe, analyse and reflect** upon each other's practice, make this explicit and interpret it collaboratively
6. **provide information** that enables learning from mistakes and success
7. **learn reciprocally** with commitment and integrity
8. **use open questions** to raise awareness, reveal beliefs and enable professional learners to reflect upon them
9. **listen actively:**
- accommodating and valuing silence
- concentrating on what's actually being said
- using attentive body language to signal attention
- replaying what's been said using some of the same words to check meaning and/or value thinking
10. **set aside existing relationships** based on experience, hierarchy, power or friendship

Professional learners develop their ability to:

- **respond proactively to modelled expertise** to acquire and adapt new knowledge
- **respond positively to questions** and suggestions from the mentor
- **take an increasingly active role** in constructing their own learning programme
- **observe, analyse and reflect** upon their own and the mentor's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

- **respond proactively to specialist expertise** to acquire and adapt new knowledge
- **discuss practice and core concepts** professionally with the coach
- **understand their own learning needs** and goals and develop strategies that respond to these through dialogue with their specialist coach
- **observe, analyse and reflect** upon their own and the coach's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

- **seek out specialist expertise** and respond proactively to it to acquire and adapt new knowledge
- **discuss practice and core concepts** in professional dialogue with the co-coach
- **understand their own learning needs** and goals and develop strategies that respond to these through dialogue with their co-coach
- **observe, analyse and reflect** upon their own and the coach's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

Mentoring & Coaching: a comparison

Mentoring is a structured process for supporting professional learners through significant career transitions.
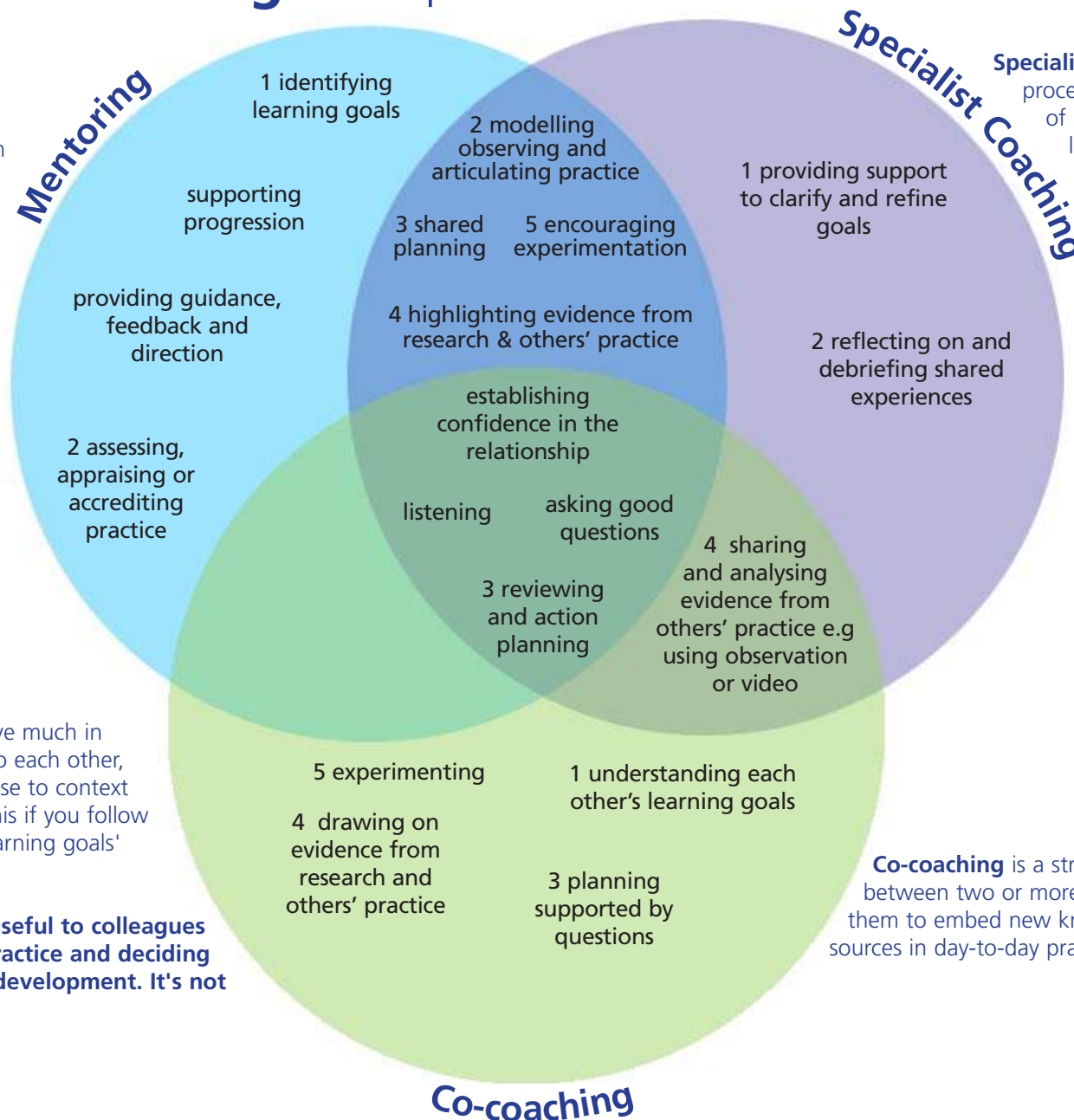
Specialist coaching is a structured process for enabling the development of a specific aspect of a professional learner's practice.

Mentoring

Specialist Coaching

Co-coaching

1 identifying learning goals

supporting progression

providing guidance, feedback and direction

2 assessing, appraising or accrediting practice

2 modelling observing and articulating practice

3 shared planning

5 encouraging experimentation

4 highlighting evidence from research & others' practice

1 providing support to clarify and refine goals

2 reflecting on and debriefing shared experiences

establishing confidence in the relationship

listening

asking good questions

3 reviewing and action planning

4 sharing and analysing evidence from others' practice e.g using observation or video

5 experimenting

4 drawing on evidence from research and others' practice

1 understanding each other's learning goals

3 planning supported by questions

Mentoring and Coaching have much in common; activities shade into each other, changing emphasis in response to context and purpose. You can see this if you follow a theme like No.1 'setting learning goals' around the circles.

This diagram has proved useful to colleagues in reflecting on existing practice and deciding on a direction for further development. It's not prescriptive.

Co-coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.

Centre for the Use of Research and Evidence in Education (CUREE).

DEFINITIONS
of Coaching and Mentoring

Coaching is a structured, sustained process to enable
a) the development of a specific aspect of a professional learner's practice and
b) the embedding of new knowledge and skills from specialist sources in day-to-day practice.

Coaches need not have first-hand experience of the coachee's line of work.

Line managers can use coaching techniques successfully in the management and development of trainees / new teachers.

Coaches will ask 'powerful' questions and not offer or give advice.

Mentoring is a structured, sustained process for supporting professional learners through significant career transitions.

Mentoring is customarily a planned pairing of a more skilled or experienced person (usually in the same field of work) with a less experienced person.

Ideally mentors have no line management relationship to the mentee.

Mentors will often provide direction and advice and should 'open organisational doors' for mentees.

Mentoring involves helping mentees to develop their career, skills and expertise often drawing upon the experiences of the mentor in the process.

NB Both roles provide a neutral 'sounding board', assure total confidentiality, and have no agenda other than assisting their mentees in their development and to reach their goals.

COACHING SCENARIOS

Trainee A has just started in her first placement school and is struggling to manage the behaviour of a small group of children assigned to her. She has tried a number of different ways of trying to tell the pupils how they should behave, but not of these seem to work.

Trainee B is in the middle of his training and has just started in his second placement school. Most of the children enjoy his lessons but he is concerned that a number of SEN pupils seem dis-interested.

Trainee C is towards the end of his training and wants to be an outstanding teacher by the end of it. Unfortunately, the progress of the pupils is not consistent. He is worried that this might restrict his job opportunities and professional development.

Teacher D has just started in a small rural school where there are classes of mixed age-groups. Before this, she used to work in a city school with a deprived intake of children. She is struggling to provide challenging lessons for the most able pupils.

Teacher E has always worked in schools where parents were very involved and were keen to help their children. In her new school, she is struggling with pupils who do not complete their home-work, see little value in formal education. It seems to her that parents only come into school to complain!

Teacher F has taught in 3 schools now. He is concerned that he is unable to develop a relation-ship with one of his classes. A group of girls appear to dislike him and have started posting nega-tive comments on social media.

VENN DIAGRAM
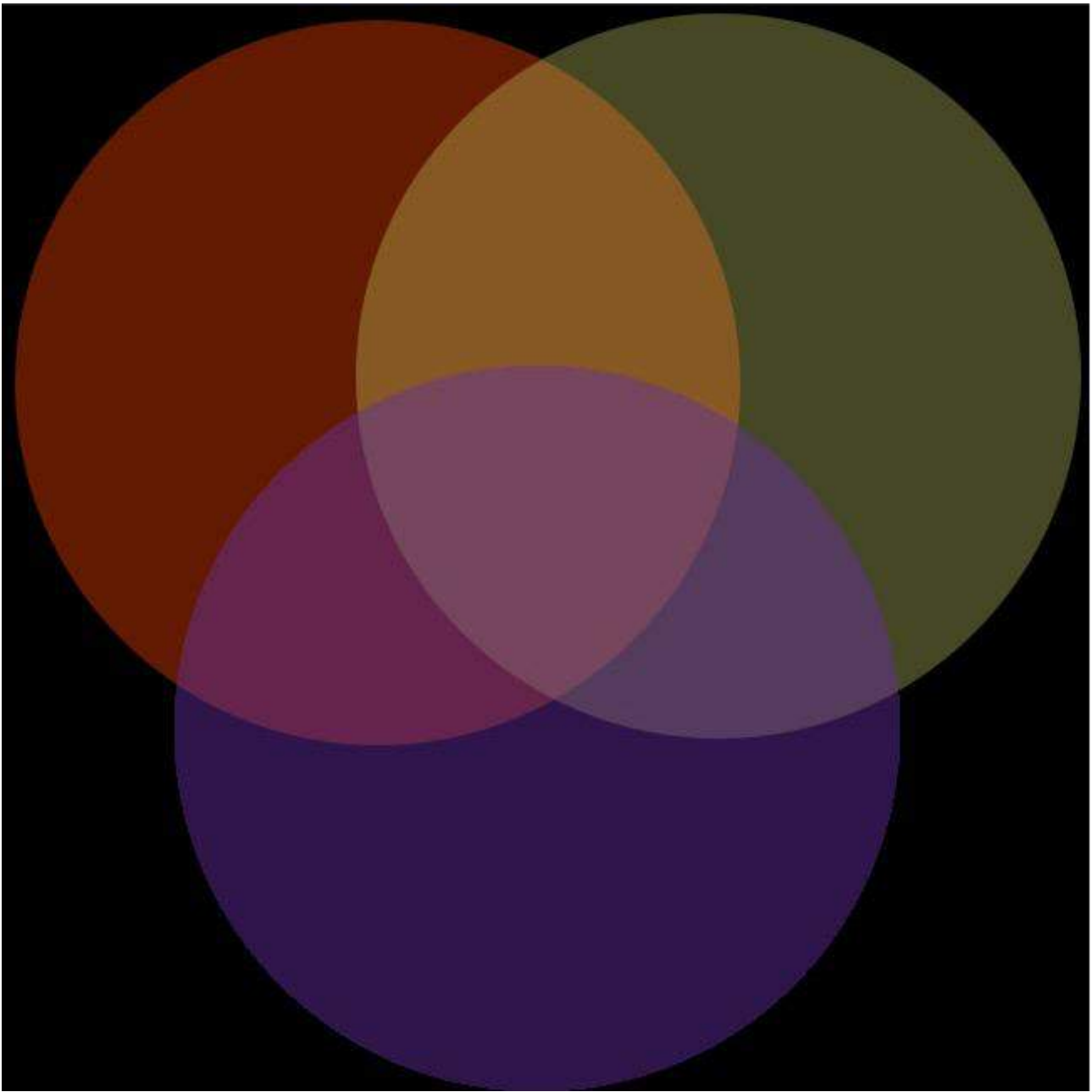
identifying learning goals
supporting progression
providing guidance, feedback and direction
modelling observing and articulating practice
experimenting
drawing on evidence from research and others' practice
understanding each other's learning goals
planning supported by questions
encouraging
providing support to clarify and refine goals
reflecting on and debriefing shared experiences
shared planning experimentation
highlighting evidence from research & others' practice
establishing confidence in the relationship
asking good questions
listening
reviewing and action planning
sharing and analysing evidence from others' practice e.g using observation or video

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.

I am…			
Male	☐	Female	☐

Name   _____

Organisation & Country _____

_____

My role is…	
Trainee Teacher	☐
Newly Qualified Teacher	☐
Fully Qualified Teacher	☐
Other – please specify	☐

	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 areas?

Part 1 – What is Coaching and Mentoring?

	1	2	3	4	5	6	Comments
I understand the difference between Coaching and Mentoring of trainees and NQTs	☐	☐	☐	☐	☐	☐	
I understand why there is a need for Coaching and Mentoring	☐	☐	☐	☐	☐	☐	
I feel able to name and understand the main principles behind Coaching and Mentoring							

Any comments about the resources provided to support your enquiry?

<u>**Part 2 – What are the skills required for coaching and mentoring?**</u>

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

	1	2	3	4	5	6	Comments
I can identify different skills of coaching	☐	☐	☐	☐	☐	☐	
I can identify different skills of mentoring	☐	☐	☐	☐	☐	☐	
I feel more confident in my possession of skills for coaching and mentoring or at least I know what to pursue.	☐	☐	☐	☐	☐	☐	

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

<u>**Part 3 – Developing a coaching model**</u>

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

	1	2	3	4	5	6	Comments
I understand what the GROW model is	☐	☐	☐	☐	☐	☐	
I can identify protocols to be used for the GROW model	☐	☐	☐	☐	☐	☐	
I am confident I can coach a less experienced colleague in need	☐	☐	☐	☐	☐	☐	
I appreciate when to use coaching or mentoring	☐	☐	☐	☐	☐	☐	

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.

MODULE 6

Assessment and Accreditation

of ITT and NQTs

CONTENT:

- M6 Workshop module - Assessment and Accreditation of ITT and NQTs
- M6 Assessment and Accreditation Pre-sessional task 1
- M6 Assessment and Accreditation Pre-sessional task 2
- M6 Assessment and Accreditation Presentation
- M6 Flashcards - Teachers Standards Diamond 9
- M6 Academic-year-planner-2016-2017
- M6 Assessment and accreditation - descriptors for plenary
- M6 Assessment and Accreditation - room layout for plenary
- M6 Evaluation Sheet

Workshop Module	Workshop Objectives	Activities and resources	Resources	Outcomes
Module 6 Assessment and Accreditation	Participants will consider the following questions **Why do we assess Trainees and Newly Qualified Teachers?** **What do we assess? What's important?** **How do we capture it?** **How do we accredit it?**	**Pre-sessional task 1** - participants will read the article called "Assessment and Accreditation: Pre-sessional task." **Pre-sessional task 2** - participants will have followed the various web links to research the assessment and accreditation arrangements in other EU countries. **Introduction** Facilitator to explain the objectives of the session (5 minutes) Facilitator to invite the participants to discuss the "Pre-sessional task 1" and be prepared to share evidence in 3 points - one which is a **Positive**, one which is a **Negative** and one which they found **Interesting.** (PMI feedback) Facilitator to invite participants to write any questions they want answering on post-its and put them on the flip chart. Questions are grouped by type. Facilitator returns to the questions and answers them throughout the day.	Assessment and Accreditation Pre-sessional task 1 Assessment and Accreditation Pre-sessional task 2 Objectives on PowerPoint or written on flip chart. Facilitator should be prepared for some which may not have read the "Pre-sessional task." Do not give extra time for participants to read during the session - they can read it later. Post-It notes	Participants will be able to answer the following questions and develop in school approaches to implementing change in the assessment and accreditation of trainees and Newly-Qualified teachers— **Why do we assess Trainees and Newly Qualified Teachers?** **What do we assess? What's important?** **How do we capture it?** **How do we accredit it?**

Workshop Module	Workshop Objectives	Activities and resources	Resources	Outcomes
Module 6 Assessment and Accreditation	**Why do we assess trainees and Newly-Qualified Teachers?**	**Development 1** **Brainstorm activity in groups of 3-4 participants.** Complete the task without discussion – the aim is to record ideas quickly onto flip chart paper, not to question or debate at this stage. No more than 5 minutes on this task. Facilitator to offer suggestions only if participants struggle e.g. we assess trainees and newly-qualified teachers to • know their previous skills, knowledge and understanding • plan for what they need next • offer support • challenge them to improve • decide whether they have met the required standard to become a teacher / continue teaching • write a reference • identify future potential Each group displays their flip chart responses on a wall. Group by group, the participants are able to ask questions of the responses they see e.g. • What do you mean by… • Why have you written… • Can you tell me more about… This activity can take up to 5 minutes per flipchart, facilitator needs to keep this moving.	Flipchart paper and pens available for presentation.	

Workshop Module	Workshop Objectives	Activities and resources	Resources	Outcomes
Module 6 **Assessment and Accreditation**	**What do we assess?** **What's important?** **How do we capture it?**	**Development 2** *If there are no teaching standards in the country, this session should start by identifying what is important to be assessed -* *Working in pairs, the participants should Diamond 9, the following statements, to identify a rank order. This will be difficult and should provoke lots of discussion. It may help to ask for their top 6 to work with for the rest of the training module. (10-15 min)* **For all participants** - Using the standards agreed in the previous activity, or using the existing standards of the host country, identify the best way of capturing evidence for each of the standards. This activity should be completed in pairs and the facilitator should expect responses such as *application forms, observation, discussion, academic research etc.* You would also expect that some participants would mention *self-assessment* and *peer-assessment* too. (10 minutes) Pairs now join up to make groups of 4 and facilitator asks them to develop an *assessment calendar*. What would happen when? What would the participants expect to see from trainees and newly qualified teachers at these points? Annotate on year planner/calendar. (15 minutes) One person stays with their year planner/calendar whilst the rest of the group visits other groups to find out what they have done. (15 minutes) Participants then return to their own groups and make any necessary changes / improvements. (5 minutes) Facilitator makes link to the *Erasmus+ VEO project* as an electronic means of recording skills demonstrated during observations. Potential opportunity for a demonstration here?	**Diamond 9 flashcards** **Year planner/calendar**	

Workshop Module	Workshop Objectives	Activities and resources	Resources	Outcomes
Module 6 Assessment and Accreditation	**How do we accredit it?**	**Plenary** Facilitator summarises last activity and introduces the descriptors: FORMATIVE and SUMMATIVE Facilitator remind participants of the research via **Pre-sessional Task 2** which looks at the various teacher education systems across partner countries. Facilitator then introduces the descriptors – EXTERNAL and INTERNAL to categorise the characteristics of various national systems. Facilitator asks participants to stand where they believe their teacher education system currently is. Facilitator to ask some participants *"Why have you chosen to stand there?"* Facilitator to then ask them to move to where they would like to be. This time facilitator asks "What needs to change in order to achieve this?" Participants to develop an action plan to support the changes. Facilitator to draw attention to suggestions such as – talk to the university about ways to complement the university assessment and accreditation; trainees/newly qualified teachers encouraged to develop a **portfolio of evidence**; schools provide a **reference/testimonial/certificate** at the end of a trainees/newly qualified teacher's placement; schools develop **annual programme** to assess teachers' performance etc. **Post-sessional task** could be to complete the action plan. Even better if participants could report back on progress at a later date.	Descriptors for plenary See Room Layout for plenary to arrange room for this activity.	

REVIEW

August 2003

What is known about successful models of formative assessment for trainee teachers during school experiences and what constitutes effective practice?

This review is supported by the Teacher Training Agency (TTA) to promote the use of research and evidence to improve teaching and learning

Review conducted by the Assessment of ITT Students Review Group

AUTHORS

This review was undertaken by the Centre for Research into Education and Teaching (CREATe) within the School of Education at Anglia Polytechnic University (APU). It was conducted following the procedures for systematic reviews developed by the EPPI-Centre and in collaboration with Dr Nicholas Houghton and Professor Diana Elbourne, and with help from other members of the EPPI-Centre education team.

Principal authors

Professor Janet Moyles, School of Education, APU
Richard Yates, School of Education, APU

REVIEW TEAM MEMBERSHIP

Alan Bradwell, School of Education, APU
Tim Cooper, School of Education, APU
Alison Feist, Anglo-European School, Ingatestone, Essex
Ann Lahiff, School of Education, APU
Jenny Lansdell, School of Education, APU
Jill Martin, Anglo-European School, Ingatestone, Essex
Professor Janet Moyles, School of Education, APU
Andy Scott-Evans, St Thomas of Canterbury, Essex
Alison Shilela, School of Education, APU
Douglas Stuart, School of Education, APU
Richard Yates, School of Education, APU

ADVISORY GROUP

Professor Diana Elbourne, EPPI-Centre, Institute of Education
Dr Nicholas Houghton, EPPI-Centre, Institute of Education
Paul Moses, Teacher Training Agency (TTA)

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LIST OF ABBREVIATIONS

APU	Anglia Polytechnic University
B. Ed	Bachelor of Education
BEI	British Education Index
BIDS	Bath Information and Data Services
CEP	Career Entry Profile
CERUK	Current Educational Research in the United Kingdom
DfES	Department for Education and Skills
EPPI-Centre	Evidence for Policy and Practice Information and Co-ordinating Centre
ERIC	Educational Resources Information Centre
ESRC	Economic and Social Research Council
GTP	Graduate Teacher Programme
HE	Higher Education
HEI	Higher Education Institution
ICT	Information and Communication Technology
IT	Information Technology
ITT	Initial Teacher Training
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
OfSTED	Office for Standards in Education
PDP	Professional Development Profile
QCA	Qualifications and Curriculum Authority
QTS	Qualified Teacher Status
RTP	Registered Teacher Programme
SCITT	School Centred Initial Teacher Training
SCRE	Scottish Centre for Research in Education
SOSIG	Social Science Information Gateway
TTA	Teacher Training Agency
UK	United Kingdom
URT	User Review Team
US	United States
USA	United States of America

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TABLE OF CONTENTS

SUMMARY

Background

The focus underpinning this systematic review is the assessment of student teachers on Initial Teacher Training (ITT) courses. The background to the review is complex. Assessment has been the subject of much scholarly debate in recent years, the emphasis being on the processes, aims and outcomes of assessment. Comparative studies have been undertaken and have offered up alternative models for assessment, creating a new level of awareness and self-consciousness in the United Kingdom (UK). A number of issues dominate the subject and are central to this review. They include gender (Moyles and Cavendish, 2002), the emphasis on fair testing (Martin, 1997), the new idea of multiple assessments (Willis and Davies, 2002), the tension between standardisation and individualisation (Reyes and Isele, 1990), the demands for replicability (Hartsough 1998) and for non-discriminatory practice (Chambers and Roper, 2000), and so forth. A division, often awkward to uphold, between formative assessment and summative assessment has been drawn, the former being championed as a fairer, more personalised form of assessment than the latter (Adams, 1995).

Aims and review question

The aim of this review is to explore and examine models for formatively assessing student teachers within the context of school-based experience, focusing on specific locations within the English-speaking international community and isolating studies published between 1987 and 2002. One of the aims of the review is to identify components of effective practice as well as effective models for formatively assessing student teachers. 'Effective' is defined in the review as pertaining to 'validity' (assessing the right criteria) and 'reliability' (assessing in a transparent, consistent and replicable way). A number of outcomes were expected: a systematic review and synthesis of existing research in the topic area; a database of evidence extracted from existing research; a descriptive map offering an orientation on the topic area; a small body of trustworthy and relevant studies; and, an indication of the gaps in research in the topic area.

Review question

- What is known about successful models of formative assessment for trainee teachers during school experience and what constitutes effective practice?

Results

The portfolio is identified as the most successful and effective formative assessment tool currently available that has been analysed and evaluated. Having followed the stages of the EPPI-Centre process, two studies, both focusing on portfolios, were

data-extracted and synthesised (Berg and Curry, 1997; Willis and Davies, 2002). Although the content and trustworthiness of the two studies was generally low, and indicative of the general lack of good research in this area of assessment, there were some useful findings. Portfolios were found to increase personal and professional growth and development, allow teachers to express themselves creatively, provide an unprecedented insight into the mind of the student teacher, create a strong bond between the assessed and the assessor, as well as to increase the confidence, reflective capacity and self-awareness of the trainee.

Whilst the review confirms the need for further investigation of, and experimentation with, portfolios, a few problem areas were identified. Firstly, excessive use of the portfolio may cause the education community to lose sight of pedagogical ability and focus attention overly on cognitive ability and clarity, as well as reflective capacity. Secondly, there is a tension between the time the portfolio takes to undertake properly and its ultimate worth (Reis and Villaume, 2002). This time-versus-worth dynamic may have been best explored using a controlled trial. Neither study, however, uses one. In conclusion, the review emphasises the general lack of quality research in the field and highlights the need for more focused research to be undertaken.

1. BACKGROUND

This chapter outlines the theoretical, policy, practice, and research background to the systematic review, including details of the authors and other users of the review, and the development and aims of the review question.

The focus underpinning this review is the assessment of initial teacher trainees on ITT courses. A definition of academic assessment that both reflects the understanding of the User Review Team (URT) and has been a useful working definition is 'the process of identifying collective aims for cumulative learning in terms of knowledge, skills, abilities, values, and/or attitudes and determining whether those aims have been met' (San Francisco State University, retrieved on 13 February 2003). Specifically, the review concentrates on how forms of assessment are devised and applied to trainee teachers[1] in the school-based element of ITT courses.

As a concept, assessment in education has been problematised in the UK. The excess of United States (US) literature on assessment suggests that this is also the case across the Atlantic (see section 3.2). Discourse about assessment, its processes, aims, and outcomes, has become increasingly prevalent (Fairbrother, 2000). Comparative studies of educational models have heightened awareness in the UK, offered up alternatives, and led to the UK system being brought into question, why it exists as it does and why it has its own particular characteristics (Bitner and Kratzner, 1995). A main intention of the review has, therefore, been to examine different models of assessment as applied to trainee teachers.

Some structuralist theories have also affected the way that assessment in general is perceived, offering, for example, the understanding of assessment where the female typically favours the *process* of instruction whilst the male favours the actual *product* of the final assessment (Stobart and Gipps, 1997). Theories such as this have contributed to a climate in which the fairness and effectiveness of different forms of assessment have been questioned and fed a growing belief that assessment should be more personalised, negotiable and adapted to the needs of individual students. With this process-versus-product/female-versus-male structuralist model in mind, the URT became interested in assessment models that emphasised both the *process* and the *product* of learning and evaluating. This was one of many interests that led the URT to its eventual focus on formative assessment.

Not all the theories and beliefs of recent years reflect the reality of assessment within education. If, as some structuralist theories propose, males do in general favour summative to formative assessment, one would expect attainment levels to be higher amongst boys than they are in light of the summative nature of most national examinations. As it stands, Higher Education Institutions (HEIs) are having problems with male recruitment and evidence suggests that this is due to under-achievement and the failure of males to strive (Chambers and Roper, 2000; Moyles and Cavendish, 2002). This may not necessarily be the result of changes in assessment

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1 'Trainee teachers' is the term used by the TTA. However, in many studies, the term 'student teacher' is used. In this review, the two terms are used synonymously except where specific to individual studies.

models. However, the increase in emphasis placed on coursework and the high standard of performance of females in recent years may go some way to proving the validity of the process-versus-product/female-versus-male structuralist model.

Summative assessment has been criticised for its lack of flexibility, its inability to cover the whole course of instruction and for its standardised nature, potentially favouring one particular type of trainee teacher (Moyles and Cavendish, 2002).[2] Minority pressure, gender equity and political correctness have combined, resulting in an emphasis on fair testing. Fair testing has tended to be interpreted as opposing discrimination; of being non-discriminatory. Assessment is, however, by nature a system devised for the purpose of discriminating between people. Moreover, if assessment is to treat all candidates fairly and position all candidates at an equal advantage, it cannot treat everyone as though they were equal, if equal is used synonymously with 'the same' (i.e. from the same cultural, religious and social background, of one gender and of one age). Different people have different expectations of assessment.

The National Foundation for Educational Research (NFER) website, for example, features a definition of 'fair testing' that is flawed. The NFER concede that assessment is designed for the purpose of discriminating. However, the claim is made that 'the test should not discriminate between sub-groups on any basis unrelated to the purpose of the test' (retrieved on 16 January 2003). This is the contradiction. Teachers, like all professionals, are not generic. Trainee teachers from different cultures, religions and backgrounds, of different ages and of different sexes, are not all the same. A single fixed test cannot fairly assess such a varied body of participants. The NFER assert that 'there should be no unfair advantage to any sub-group based on attributes such as gender or ethnic group,' but an unfair advantage is extended to a particular type of candidate because of the failure of most assessment to distinguish between ages, genders and ethnicities.

Formative assessment promises a more personalised, tailored and negotiated form of assessment (Adams, 1995). This continual, fashioning form of assessment during ITT courses, which notes the ability of the candidate to absorb instruction and to measure vocational and professional suitability, ranks as an area worthy of inquiry. Summative assessment perceives the trainee teacher as a generic type; formative assessment, if applied effectively, favours the trainee teacher as an individual, assessing potential by way of individual merit, albeit currently against set criteria (TTA Standards for ITT: TTA, 2002). The interest of the URT lay essentially in formative assessment insofar as this could be isolated from other forms. This interest, in turn, meant that the focus of the review centred on the school experience of trainee teachers, for it is during their practice placements that trainee teachers mainly experience the continual, formative processes of assessment and evaluation, as opposed to those towards the end of an ITT course.

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2 For a systematic review on summative rather than formative assessment, see Harlen W and Crick RD (2002) A systematic review of the impact of summative assessment and test on students' motivation for learning. In: *Research Evidence in Education Library.* London: EPPI-Centre, Social Science Research Unit, Institute of Education.

The main interests of the URT at the start of the review could be qualified as:

- formative assessment as a way of emphasising the *process* as well as the *product* of learning, teaching and evaluating

- the notion of 'multiple assessments' and the reality of achieving it

- the notion of 'fair testing'

1.1 Aims and rationale for current review

1.1.1 Aims

The aim of this review is to explore and examine models for formative assessment of trainee teachers within the context of school-based experience. It focuses on specific locations within the English-speaking international community and studies published between 1987 and 2002. The period of 15 years, whilst not looking back so far that the studies describe an outdated system, offered a manageable timeframe. Though it is not a specific aim of the review to recommend models of assessment, we attempted to identify components and patterns of effective practice. In preferring evaluative studies to descriptive ones, certain models of assessment were deemed more 'effective' than others. 'Effective', in the context of assessment models, can be understood as double-pronged and defined as (i) the 'validity' of that which is being assessed and (ii) the 'reliability' of the assessment model in measuring the student teacher (Martin, 1997).

The review question was influenced by the concept of reflection (Schön 1983) and developed in the wake of the Career Entry Profile (CEP), a portfolio-style document that monitors professional development, identifies competencies, and supports Newly Qualified Teachers (NQTs) towards Statutory Induction. Unlike the UK, most of the US education systems depend heavily upon portfolios. The UK Government has now committed itself to their use, but research is still needed into whether they have been operationalised effectively.

We expected the following outcomes from our literature review:

- a systematic review of existing research on formative assessment of trainees in ITT

- a database of evidence extracted from existing studies reporting empirical research

- a descriptive map offering an orientation on assessment in ITT with specific reference to trainees' school-based experiences and formative models

- a range of studies targeted at different audiences, such as practitioners and policy-makers

- An indication of gaps in the literature and research evidence in the areas of formative assessment of ITT trainees which require further examination.

At the end of the two-and-a-half month, truncated EPPI-Centre review process, the URT aimed to have an informed and informative literature review, bringing tried and tested models of assessment to the fore and, in the process, noting areas of inquiry that have so far eluded research. The studies the URT sought tended, therefore, towards the evaluative rather than the descriptive. Hence the URT's interest in effective practice, how it is defined and what its components are.

1.1.2 Rationale

Before undertaking any new research, policy or practice, it is advisable first to be informed about the research, policies and practices that already exist in relation to the topic. Such information may be known by experts in the field or may have already been summarised within a literature review, but these have not traditionally been based upon systematic methods to ensure substantial and unbiased searching and processing of potentially relevant studies. The URT, therefore, was committed to using a systematic approach. For this reason, this review was allied to the EPPI-Centre review procedures. Systematic reviews are also in alignment with the general move in the UK towards evidence-informed policy and practice. In systematising the review, the URT synthesised the results of primary research and used explicit and transparent methods. The review presents research that is accountable, replicable, and updateable, and involves users.

1.2 Definitional and conceptual issues

There are theoretical issues about assessment that informed the conceptual framework of the in-depth review. A number of studies expounded theories and ideas that were characteristic of a general move towards 'authentic assessment' (Willis and Davies, 2002; p 18). Criteria for assessing trainee teachers are often expressed as standards or competencies. However, checklists that define good teaching in behaviourist terms have come under continual criticism (Martin, 1997). Checklists invariably include high-inference as well as low-inference criteria. High-inference criteria are often subject to the 'halo effect', in which assessors mark according to personal likes (Reyes and Isele, 1990). To avoid this, competencies need to be expressed in behaviourist terms. Developing reliable and valid low-inference criteria for assessing teaching has therefore become something of a priority, as has the need to discover an assessment procedure that assesses a 'replicable finding' (Hartsough *et al.,* 1998).

Implicit within this area of assessment, therefore, is the friction between (i) the development of low-inference criteria that express competence in behaviourist terms because they allow an objective and replicable assessment, and (ii) the development of high-inference items that are liable to make the assessment more subjective and untraceable, but at the same time do not consign the art of teaching to a few simple behaviours.

Two models of assessment come to the fore: the scientific measurement model and the judgmental model (Martin, 1997). Martin raises a question that the User Review Team approach implicitly in the review question: should assessment influence as well as reflect instruction and learning? Formative assessment individualises the assessment programme to the extent that it offers the opportunity for the different degrees of help that are necessary in raising all trainee teachers to the same level of competence to be realised. The intention of the URT was to identify any 'best' models for achieving this, whilst at the same time identifying a means of assessing trainees that is itself more negotiable and personalised.

The ultimate reason for all assessment theorising and development is to 'minimise the number of wrong classifications' (Martin, 1997; p 339). Another issue is again outlined by Martin: the problem of 'MacNamara's Fallacy'. This refers to the common shortcoming of many assessment models, namely their failure to make the important *measurable* rather than the measurable *important*.

A number of different types of assessment exist. Ipsative assessment is a type of assessment to some degree borne of the current climate. 'Ipsative' refers to a way of assessing in which achievement is measured according to past reference and performance. It is cumulative and developmental. It is the academic equivalent of the 'personal best' of an athlete. Ipsative assessment, in the early stages of the review at least, was an additional interest of the URT.

Assessment has many different functions: selection and grading, diagnosis and remediation, motivation, and recording and reporting (Mahoney and Knox, 2000). In this in-depth review, the URT aimed to identify a formative assessment model or instrument that made all of these functions concurrently possible.

1.3 Policy and practice background

The current backdrop for ITT assessment comprises a number of agents. There are the Skills Tests that must be passed in order for the DfES to grant Qualified Teacher Status (QTS) to the trainee. There is the Career Entry Profile (CEP: TTA, 2002), which has been developed mainly for the purpose of integration and continuous professional development during Statutory Induction of trainee teachers (arrangements for which were introduced in 1999 and are now subject to Into Induction 2002: TTA, 2002). There is Qualifying to Teach (TTA, 2002), a document that contains standards that are essential to the assessment of trainees. There are also the recommended, though not compulsory, Professional Development Profiles (PDPs), which are part of a general move towards portfolio-based assessment.

At APU, for example, the PDP is used 'as a reflective journal in which [trainees] can record professional progress and set targets for future development' (APU, 2003 Undergraduate Prospectus; p.94). This profile contributes to the CEP and, to an extent, utilises a formative model of assessment. The URT sought to establish whether other such profiles or portfolios have proven successful, and, if so, identify successful formats and benefits. The URT also wanted evidence as to whether a hybrid model that comprised national standards and a portfolio component had been tried and tested in other countries. In recent years, QTS has been awarded for the

ability to meet a set of competencies or standards (for example, the DfES Circulars 9/92, 14/93, and 4/98). The URT was curious as to whether there existed within current research a way that could perhaps, through portfolios, communicate more creatively the abilities that these checklists assess.

1.4 Research background

The research background to formative assessment is particularly limited in relation to the review question, hence the poor yield of studies in terms of number and quality. Chapter 3 describes the field of assessment in ITT.

1.5 Authors, funders and other users of the review

The URT comprised and represented a cross-section of the community involved in ITT, covering almost all the potential user groups. Some potential users, such as students, NQTs, Local Education Authority (LEA) representatives, school governors, and parents, were not included due to the limited time available to assemble the URT. Ironically, students were unavailable at the time the review began owing to the pressures of their work placements. Those involved in the review and the nature of their involvement in ITT are listed below. With this constitution, the ultimate intention was to create an interface useful to all possible user groups. None was under-represented in the construction of the question and everyone participated in the discussions to formulate the review question.

The review was funded by the Teacher Training Agency (TTA).

The User Review Team (URT) comprised the following members:

- Alan Bradwell, Education Librarian and academic liaison between ITT students and the library at Anglia Polytechnic University (APU)

- Tim Cooper, a Research Administrator at APU

- Alison Feist, a supervising teacher for ITT students at a local maintained secondary school

- Ann Lahiff, the learning and teaching advisor in the School of Education at APU, concerned with the professional development of teachers and trainers across the entire age range, from pre-school and early years to post-compulsory education and training

- Jenny Lansdell, Deputy Dean of the School of Education at APU, responsible for both primary and secondary ITT and the assessment of it

- Jill Martin, Deputy Head of a local maintained secondary school, in charge of ITT partnerships with higher education institutions (HEIs)

- Professor Janet Moyles, Director of Research in the School of Education at APU

- Andy Scott-Evans, Deputy Head of a local Church of England (Voluntary Aided) junior school, in charge of ITT partnerships with HEIs

- Alison Shilela, Associate Dean of the School of Education at APU

- Douglas Stuart, a Researcher at APU

- Richard Yates, a Researcher at APU

Advisory members to the URT were as follows:

- Professor Diana Elbourne from the EPPI-Centre

- Dr Nicholas Houghton from the EPPI-Centre

- Paul Moses from the TTA

1.6 Review questions

The review question agreed by the URT is:

- What is known about successful models of formative assessment for trainee teachers during school experiences and what constitutes effective practice?

In effect, the question is two-tiered. The intention was first to identify all those studies that focused on models of formative assessment and secondly, during the in-depth review, to determine which of them was replicable, valid and reliable, and indicated effective practices. Objectives that are implicit in the question are explored in section 4.3.

1.6.1 Definitions

The definitions of the four key components of the question are outlined below.

Models
By this, we refer to the form taken by the type of assessment related in the reviewed study. 'Models' in this context has *no* connection with any form of representation (e.g. 'modelling' or 'model-making'). In many ways, it covers everything about how the assessment is *carried out*, including its variables, its physical manifestations (e.g. portfolios) and particularly its characteristics. A model is a *system* or a *process*.

Formative assessment
By this, we refer to the diagnostic use of assessment, the continual process of application and alteration, of feedback between student teachers, teachers and

tutors over the course of instruction as opposed to after the period of instruction, requiring no overall or retrospective judgement. It refers to assessment that both *forms* and *informs* the progress of the student.

Trainee teachers
This term is intended to be a synonym for *student teachers*; its usage is mostly for the sake of parity and alignment with the TTA and the term used in some ITT courses. It is also favoured because it implies the onsite *training* of the student teacher rather than their HEI-based *education*. Whether these two terms can be comfortably separated is a topic for extended discussion beyond the scope of this review.

School-based experience
By this, we refer to the practice of school placement experience, field experience (US), or practicum (Australia), that is, the sustained period in which the trainee attends a school to perform actual or simulated teaching.

2. METHODS USED IN THE REVIEW

This chapter details each stage of the review to ensure that it is accountable, replicable and updateable.

2.1 User involvement

2.1.1 Approach and rationale

The User Review Team was involved in the process for a number of reasons. Firstly, it was crucial to the success of the review that it raised questions that users wanted answering rather than questions that may have had more limited practical application or relevance. Secondly, in undertaking a process in which the review question is (at least in the early stages of research) continually changing and is informed and refined by the research itself, it was important to have valid interest groups contributing to the character of the question. User involvement, therefore, was one form of quality assurance.

2.1.2 Methods used

User involvement was operationalised in the following ways. First, the screening stage when the inclusion and exclusion criteria were applied to full texts took place in URT face-to-face meetings. These meetings were arranged so that as many members of the URT as possible were present. The meetings were conducted weekly, for the sole purpose of screening texts. Studies that were not screened during these meetings were sent by post to paired reviewers. Second, users were also involved in the keywording and data-extraction stages of the review. During keywording, much of the data, whilst they originated from and were generated by members of the URT, had to be input into the EPPI-Centre website by the Administrator because of lack of time for URT members to be familiarised with accessing the website. That said, all but two members of the URT received training in inputting keywording data and data-extraction using the EPPI-Centre website facilities directly and would have been able to input data had more time been available. Prior to submission to the Teacher Training Agency (TTA), the draft review was distributed to all members of the URT for preliminary quality assurance.

2.2 Identifying and describing studies

2.2.1 Defining relevant studies: inclusion and exclusion criteria

To ensure that only papers focusing on the review question were selected for mapping, an explicit list of inclusion and exclusion criteria were developed to exclude inappropriate papers.

- *Included* (1): Papers that were published after 1987. *Rationale*: The period of 15 years, whilst not looking back so far that the papers described an outdated system, promised a manageable timeframe within the short period available for this review.

- *Included* (2): Papers that were conducted within Europe, the US, Australia and English-speaking Canada. *Rationale*: Achieving consistency in ideology, culture and practice (i.e. comparing like with like) was one of the foremost concerns of the URT. The URT determined that those from other English-speaking areas of the world, e.g. Hong Kong, would be too culturally and educationally different to be either informative or comparative.

- *Included* (3): Papers written in English. *Rationale*: The timescale was limited and the first (and main) language within the URT was English.

- *Excluded* (4): Papers that focused on the CEP. *Rationale:* The URT was encouraged by the TTA to exclude these.

- *Excluded* (5): Papers that focused on the assessment of students or teachers but not student teachers. *Rationale*: The population focus of the review was student teachers or 'trainee teachers' (the TTA's term for student teachers).

- *Excluded* (6): Papers that focused on an 'evaluation' or 'assessment' of the ITT system rather than the forms of assessment used by ITT courses to assess trainees. *Rationale*: The search terms ASSESS* and EVALUAT* are neither synonymous nor consistent, especially in American usage, therefore papers that did not deal with the assessment process were excluded.

- *Excluded* (7): Papers that focused on the school experience of the student teachers but not the assessment of it. *Rationale*: There was a genus of papers in which the school experience was the educational setting, but this did not presuppose any focus on assessment. These papers were excluded.

- *Excluded* (8): Papers that focused more on mentoring and supervising than assessment. *Rationale*: There was a whole corpus of papers that took these two areas as their main focus. This did not presuppose any focus on assessment. The TTA had also encouraged the URT not to concentrate on mentoring. These papers were excluded.

- *Excluded* (9): Papers that focused on pre-student rather than pre-service teachers. *Rationale*: The population of the review was student teachers or 'trainees'.

- *Excluded* (10): Papers that focused on portfolios, but not as assessment tools. *Rationale*: Although portfolios, coming under the rubric of self-assessment, are a tool for formative assessment, some portfolio-focused papers did not explore them as assessment instruments. These papers were excluded.

- *Excluded* (11): Papers that dealt with reflective practice but not the assessment of it. *Rationale*: There was a whole corpus of papers that took reflection as their

main focus, but this did not presuppose any focus on the assessment of reflection. These papers were excluded.

- *Excluded* (12): Papers that were digests from the ERIC database. *Rationale*: Firstly, these texts were generally reviews and were therefore secondary research. Secondly, regarding the length of the review process and the financial constraints, these texts were deemed unobtainable. These papers were excluded.

- *Excluded* (13): Papers that were duplicates. *Rationale*: Allowance had to be made for human error during the searching, screening and data-entry stages of the review process. Identifying duplicates early on was one way in which the budget could be more effectively utilised. These papers were excluded.

2.2.2 Identification of potential studies: search strategy

Initially relevant sources were searched using a controlled vocabulary which placed our searches firmly within the topic area of assessment. Due to the time constraints, electronic databases were used for initial searches. Handsearching was not undertaken. The databases, Ask ERIC, ERIC and BEI via BIDS Education, and Education Line, were searched. Government organisations and agencies, the TTA, QCA and DfES, supplemented these sites, but from them no extra relevant papers were uncovered on assessment in ITT.

A controlled vocabulary was employed to attempt an initial search that was as far-reaching and comprehensive as possible, using variations on different search terms (which were often truncated) such as STUDENT TEACH*, PRESERVICE TEACH*, BEGINNING TEACH*, and TESTING, EVALUATION and ASSESSMENT. The more complex and numbered the combination of search terms, the smaller the yield of the search. The two largest searches, which between them covered all of the studies yielded from the earlier, smaller searches, became the basis for the literature review.

The two large searches were as follows: (1) An Ask ERIC search using the search terms STUDENT TEACHER EVALUATION and specifying post-1987 publications. This search deliberately used an Americanism because ERIC is an American database; the term EVALUATION was therefore preferential to ASSESSMENT. (2) The second large search was through BEI using the same search term STUDENT TEACHER EVALUATION, because the result of supplanting the search term EVALUATION with ASSESSMENT was a very low yield. These yields suggest that the bulk of papers on assessment are American rather than British. The searches were then extended to allow for the possibility that vital papers had been overlooked. This was achieved through smaller additional searches. These searches included two through Ask ERIC, the first comprising the search terms PORTFOLIO, ASSESSMENT and STUDENT TEACHER, the second comprising TEST, STUDENT TEACHER, TRAINING and ASSESSMENT. One more search was assimilated into the total of searches, this time using the Education Line database, the search term being ASSESSMENT.

Following initial searches, the URT determined that it would be a worthwhile measure to take the precaution of formulating a comprehensive search strategy that

would highlight any missing key papers. This was completed by breaking the question into four sections. Using ERIC via BIDS, all the conceptual synonyms that are used to describe each particular field or 'family' within UK, US, Australian and Canadian education were determined. These were entered and combined using BIDS within their families (using the Boolean operator OR) and then combined together (using the Boolean operator AND), so that each paper, were it to show up in this particular yield, would feature a conceptual synonym from each of the four families that the question is composed of. Appendix 2.1 shows this search strategy.

Other internet sites were searched with similar intentions in mind. These sites comprised CERUK, Regard, SOSIG, SCRE, ESRC, Child Data, SARA, Zetoc, OPAC and COPAC.

2.2.3 Screening studies: applying inclusion and exclusion criteria

Following searching citations were screened on the basis of abstracts and titles and included or excluded according to inclusion and exclusion criteria 1 to 11. These papers were then put onto a database (DB1). A second stage of screening was then carried out on all papers in database 1. This process involved scanning papers again and including or excluding them according to inclusion and exclusion criteria 1 to 13. The final two criteria were devised at the stage in the process when full texts were to be acquired.

2.2.4 Characterising included studies

For articles meetings the inclusion and exclusion criteria the full text articles were obtained and keyworded using the *EPPI-Centre Core Keywording Strategy* (version 0.9.6: EPPI-Centre, 2003). The EPPI-centre Core Keywording strategy included the following categories:

- the origin of the report
- the publication status of the report
- other linked reports
- the language of the report
- the country of the report
- the main topic focus of the study
- the programme name related to the study
- the population focus of the study
- the educational setting of the study
- the type of study the report describes

Additional keywords were developed to create an APU Assessment review-specific keywording sheet. On this sheet, it was necessary to gauge how much the study concentrated on a number of aspects:

- the school experience

- assessment rather than the assessors and assessed

- the degree to which it focused on formative rather than summative assessment

Keyword categories included the following:

- the type of assessment on which the study focuses
- the main aspect within assessment on which the study focuses
- the type of learner on which the study focuses
- the type of teaching staff on which the study focuses
- the phase of ITT on which the study focuses
- the type of research described in the report

Further inclusion criteria 14 to 18 were developed before the process of keywording and applied during keywording. These also informed the APU Assessment review-specific keywording sheet. A Criterion 19, being the cut-off point time limit for obtaining full copies of papers for keywording, was applied after criteria 14 to 18.

Inclusion and exclusion criteria 14 to 18 are as follows:

- Criterion 14: *Included*: Only papers that reported an empirical study (see section 3.2). *Rationale*: On account of the nature of the review question and the evidence-based approach of the EPPI-Centre, only empirical studies were judged to be suitable in terms of trustworthiness and in answering the review question (see APU Assessment review-specific keywording sheet, section 10c).

- Criterion 15: *Included*: Only studies that focus on the assessment model. *Rationale*: This was applied because the URT agreed that assessment in its broadest sense could be divided into three aspects, comprising the actual assessment itself and the model used (*the process*), the assessors (*the subject*) and the *assessed (the object of the* assessment *conducted by the* assessors). The URT intended to look at formative assessment models. The other two aspects were therefore rejected (see APU Assessment review-specific keywording sheet, section 6c).

- Criterion 16: *Included*: Only studies that took place at the post-developmental stage of assessment. *Rationale*: The review question demanded that an assessment instrument, if it were to be examined through data-extraction, must be tested, not at the developmental/experimental stage of its life (see *EPPI-Centre Core Keywording Strategy* (version 0.9.6: 2003), section 10a. Unwanted studies were excluded via the 'Development of Methodology' keyword).

- Criterion 17: *Included*: Only studies that focus on the assessment of the school-based experience. *Rationale*: The review question focuses on only this phase of ITT because this was where issues about 'authentic assessment' (Willis and Davies, 2002) and teaching rather than academic ability come into sharpest focus (see APU Assessment review-specific keywording sheet, section 9b).

- Criterion 18: *Included*: Only studies that focused on formative not summative assessment. *Rationale:* The review question demanded that only formative,

fashioning forms of assessment were of interest (see APU Assessment review-specific keywording Sheet, section 6b).

2.2.5 Identifying and describing studies: quality assurance process

Application of inclusion and exclusion criteria
First, during the application of the inclusion and exclusion criteria, the first ten abstracts were screened by the URT to ensure parity of approach. Second, 20 abstracts then had the inclusion and exclusion criteria applied by independent members of the URT and were then compared with other URT members' results. Finally, 20 abstracts then had the inclusion and exclusion criteria applied by EPPI-Centre personnel, who then compared results with the URT.

Keywording
First, during keywording the first two papers were worked on with the URT to ensure parity of approach. Second, the rest of the papers were keyworded by independent members of the URT, and then compared with other URT members' results. Finally, ten papers were keyworded by EPPI-Centre personnel who then compared results with the URT.

2.3 In-depth review

2.3.1 Moving from broad characterisation (mapping) to in-depth review

Following the keywording process and the development of the systematic map, the URT could have:

- gone straight to the 'in-depth review'

- undertaken a two-stage process in which narrower inclusion criteria were first applied, followed then by an 'in-depth review'

The second choice was chosen because the studies included in the descriptive map were not all deemed of high relevance, and so their inclusion in the in-depth review would not have been worthwhile.

Moving from the broad characterisation of the field to the in-depth review involved devising a series of searches using keywords that would identify relevant studies for data-extraction and inclusion in the in-depth review. Having combined these searches and therefore having identified the studies most likely to answer the review question, a further screening stage was included for the purpose of assessing the relevance of each of these studies. Having determined this, further inclusion and exclusion criteria were applied. Studies that met all of the criteria and were deemed of high relevance, though not necessarily of high trustworthiness, were identified and data-extracted.

2.3.2 Detailed description of studies in the in-depth review

The studies identified for possible inclusion in the in-depth review were data-extracted using the *EPPI-Centre Guidelines for Extracting Data and Quality Assessing Primary Studies in Educational Research* (version 0.9.5: EPPI-Centre, 2002).

2.3.3 Assessing quality of studies and weight of evidence for the review question

In light of the data-extraction outcomes, the quality and weight of evidence for the studies were assessed. To do this, they were rated according to three dimensions: (A) soundness of the study (i.e. internal coherence and implementation of design), (B) relevance of research design and analysis employed to the review question, and (C) external relevance. On the basis of how a study was rated on each of these three, an overall weighting (D) was given (see section 4.3).

2.3.4 Synthesis of evidence

The relevant information for this section was identified during data-extraction. In section 4.3, the studies included in the in-depth review are assessed and synthesised with reference to the weight of evidence they were awarded during their data-extractions.

2.3.5 In-depth review: quality assurance process

Of the data-extraction, 100 percent was carried out by the URT and two reports were data-extracted by an EPPI-Centre representative who then compared results with the URT.

3. IDENTIFYING AND DESCRIBING STUDIES: RESULTS

This chapter outlines the search strategy employed to identify studies for the systematic review and describes the nature and extent of research within the field.

3.1 Studies included from searching and screening

The number of studies identified by the search process and included in different stages of the process of the review are shown in Figure 3.1. Table 3.1 illustrates the process of identifying, obtaining and describing papers for the review. Incorporating all of the searches, the total number of papers prior to the next stage of screening (which involved scanning the abstracts and titles and excluding those outside of the geographic area and not in English) was 668.

Table 3.1: Flow of papers from searching to inclusion in map

Number of prospective studies in the field	?
Number of 'hits' using a controlled vocabulary	668
Reports that met criteria 1 to 11 on basis of abstract	233
Reports excluded because they were duplicates	9
Reports not received or unobtainable	21
Reports excluded because they were ERIC digests	109
Reports excluded through reapplication of criteria 1 to 11	12
Total full reports excluded	151
Total full reports keyworded	82

Note: The figure for the first row is not known as it is the sum of every paper on the ERIC, BEI, and Education Line databases.

The total number of papers included after the application of inclusion and exclusion criteria 1 to 11 was 233. Of these, 109 papers were then excluded because they were digests, seven because the abstract or full citation had not indicated that they were outside of the timeframe, one because it was not actually about trainee teachers, and nine because they were duplicates. The papers from Education Line (N=4) were not deemed relevant for further inclusion once they had been exposed to criteria 1 to 11. Unfortunately, 21 papers were either not received by the deadline (10 March 2003) or were unobtainable.

Table 3.2 presents the origin, by database, of all the papers.

Table 3.2: Origin of papers by electronic database

Database	Found	Checked	Keyworded	Empirical
ERIC	573	204	60	42
British Education Index	66	25	22	16
Education Line	29	4	0	0
Total (mutually exclusive)	*668*	*233*	*82*	*58*

No additional studies were found through the searches of CERUK, Regard, SOSIG, SCRE, ESRC, Child Data, SARA, Zetoc, OPAC and COPAC.

Figure 3.1: Filtering of studies from searching to map

AREA OF INQUIRY SET BY THE TTA: ASSESSMENT

CONCEPTUAL FRAMEWORK

SEARCHES CONDUCTED USING A CONTROLLED VOCABULARY

ERIC DATABASE, BRITISH EDUCATION INDEX, EDUCATION LINE, CHILD DATA, SARA, ZETOC, COPAC, CERUK, REGARD, SOSIG, SCRE, ESRC, BERA

EDUCATION LINE PAPERS EXCLUDED FOR NOT MEETING THE CRITERIA
N = 4

TOTAL NUMBER OF PAPERS FOUND THROUGH ELECTRONIC SEARCHING
N = **668**

SOURCES

PROTOCOL

CRITERIA 1 - 11

CRITERION 1 N = 7	CRITERION 5 N = 1	CRITERION 9 N = 0
CRITERION 2 N = 0	CRITERION 6 N = 0	CRITERION 10 N = 0
CRITERION 3 N = 0	CRITERION 7 N = 0	CRITERION 11 N = 0
CRITERION 4 N = 0	CRITERION 8 N = 0	CRITERION 12 N = 109

SCREENED BY USER REVIEW TEAM

ABSTRACTS AND TITLES SCREENED APPLYING INCLUSION AND EXCLUSION CRITERIA

PAPERS EXCLUDED
N = 435

POTENTIAL STUDIES
N = 233

ENTERED INTO DATABASE 1 (ENDNOTE)

PAPERS EXCLUDED
N = 151

FURTHER SCREENING BEFORE ORDERING

CRITERION 14 (NON-EMPIRICAL)

CRITERION 13
N = 9

CRITERION 19
N = 21

ENTERED INTO DATABASE 2 (EPPI REVIEWER)

SCREENED BY USER REVIEW TEAM

FULL DOCUMENT SCREENED AND KEYWORDED
N = 82

PAPERS EXCLUDED
N = 24

ENTERED INTO DATABASE 3 (ENDNOTE)

STUDIES INCLUDED AFTER KEYWORDING
N = 58

FURTHER EXCLUSIONS
N = 3

DESCRIPTIVE MAP

PAPERS EXCLUDED FROM IN-DEPTH REVIEW VIA DESCRIPTIVE MAP
N = 53

ENTERED INTO DATABASE 4 EPPI REVIWER

STUDIES INCLUDED FOR DATA EXTRACTION AND FOR IN-DEPTH REVIEW
N = 2

IN-DEPTH REVIEW

20

3.2 Characteristics of the included studies

Eighty-two included papers were keyworded using the *EPPI-Centre Core Keywording Strategy* (version 0.9.6: EPPI-Centre, 2003). Whilst the *EPPI-Centre Core Keywording Strategy* (version 0.9.6: EPPI-Centre, 2003) was designed for characterising only papers based on empirical research (i.e. *reports* of actual *studies*), the URT uncovered a number of papers that had no empirical foundation, and were instead conjectural, philosophical or positional. This may have been symptomatic of the subject area, which often appears to feature large numbers of proposals and suggestions for models for assessment purposes without an empirical base. Of the 82 keyworded papers, 58 (71%) were empirical and 24 (29%) non-empirical. Only 58 papers, therefore, qualified as 'reports' according to the working definition used by EPPI-Centre (see *EPPI-Centre Core Keywording Strategy,* version 0.9.6, 2003; section 7). Although all 82 items were left on EPPI-Reviewer, only 58 could reasonably be keyworded under section 10 of the EPPI-Centre Educational Keywording Sheet; these feature in the descriptive map. All studies included in the map were written in English and of published status.

For full bibliographic details and keywords for the 58 included studies, see Appendix 3.1.

Table 3.3 shows the number and proportion of studies according to the country in which they were conducted. Most studies were conducted in the US (35: 60.3%). The second largest exponent of studies was the UK (13: 23.4%). Three studies fell outside of the geographic area (two from China, one from Nigeria). This was because the country of origin was not indicated on either the abstract or full citation, and so the full text was ordered and read. Keywording was completed on all full texts that were obtained within the timeframe; this included the three studies that would normally have been excluded by Criterion 2. These figures may reflect bias within the bibliographic database sources searched towards reports published within the US and the UK.

Table 3.3: Frequency report: In which country/countries was the study carried out? (Coding was mutually exclusive.)

Country	Number	Percentage (%)
United States	35	60
United Kingdom	13	23
Australia	2	3
Canada	2	3
China	2	3
US, Luxembourg, Germany and Austria	1	2
United Kingdom and Germany	1	2
Ireland	1	2
Nigeria	1	2
Total (number of studies = 58)	*58*	*100*

Table 3.4 describes the educational settings of the 58 studies. A study could be conducted in more than one setting, and in most studies that focused on the school

experience of trainees both sectors were featured. This is reflected by 22 studies focusing on both the primary and secondary school settings.

Table 3.4: Frequency report: What is/are the educational setting(s) of the study? (Coding was not mutually exclusive.)

Attribute	Number	Percentage of studies (%)	Percentage of all coding (%)
Higher education institution	39	67	43
Primary school	22	38	24
Secondary school	22	38	24
Special needs school	3	5	3
Home	2	5	3
Nursery school	2	5	3
Total (number of studies = 58)	*90*	*158 (100/58)*	*100 (100/90)*

Table 3.5 shows the population focus of the studies, whilst Table 3.6 shows the sex of the learners, being as they were the overwhelming population focus of the 58 studies (55: 74.3%). A number of these studies also focused on teaching staff (14: 18.9%). The majority of the studies focusing on learners reported mixed sex participants (50: 90.9%). A small number of studies were undertaken using only female trainees (5: 9.0%), whilst none was undertaken involving only males.

Table 3.5: Frequency report: What is/are the population focus/foci of the study? (Coding was not mutually exclusive.)

Attribute	Number	Percentage of studies (%)	Percentage of all coding (%)
Learners	55	95	74
Teaching staff	14	24	19
Other population focus	4	7	5
Senior management	1	2	1
Total (number of studies = 58)	*74*	*127 (100/58)*	*99 (100/74)*

Table 3.6: Frequency report: Sex of learners (Coding was mutually exclusive and depended upon the population focus of the study.)

Attribute	Number	Percentage of studies (%)	Percentage of all coding (%)
Female only	5	9	9
Male only	0	0	0
Females and males	50	86	91
Total (number of studies = 58)	*55*	*95 (100/58)*	*100 (100/55)*

The loading of gender in these studies may be an indication of dated research in the field, for the absence of studies using exclusively male participants is perhaps surprising in light of the attention males have received in recent years regarding assessment and attainment (Stobart and Gipps, 1997). On the other hand, with only

14 percent of primary schoolteachers reported to be male, and only a few more males reported to be secondary teachers, it is perhaps *not* surprising that five studies deal exclusively with females and none with males. The gender loading may reflect the average loading of an ITT course, or may simply have been accidental, i.e. no males happened to be on the ITT courses selected for investigation.

Table 3.7 shows how the studies were weighted when assessment was conceptualised as a system involving three aspects. In this system, the assessment was the *process*, the assessors were the *subject* and the assessed were the *object*. The majority of the studies (32: 51.6%) focused on the assessment process and would therefore be included within Criterion 15.

Table 3.7: Frequency report: Main agent within assessment on which the study focuses (Coding was not mutually exclusive.)

Attribute	Number	Percentage of studies (%)	Percentage of all coding (%)
Assessors	5	9	8
Assessment	32	55	52
Assessed	25	43	40
Total (number of studies = 58)	*62*	*107 (100/58)*	*100 (100/62)*

Table 3.8 shows the overall distribution of reports according to study type. Many of the studies were evaluative and therefore more suited to answering the review question than the other types of study. Development of methodology (6:10.3%) described studies in which the principal focus was on the development of the assessment instrument, drawing on empirical research to construct a model of assessment. These six studies did not meet Inclusion Criterion 16.

Table 3.8: Frequency report: Which type(s) of study does this report describe? (Coding was not mutually exclusive.)

Attribute	Number	Percentage of studies (%)	Percentage of all coding (%)
Evaluation: Researcher-manipulated	17	29	29
Evaluation: Naturally occurring	16	28	28
Description	13	22	22
Development of methodology	6	10	10
Exploration of relationships	5	9	9
Review: Other review	1	2	2
Total (number of studies = 58)	*58*	*100 (100/58)*	*100 (100/58)*

Table 3.9 cross-tabulates types of assessment with the phase of the ITT course. These phases were not intended to be comprehensive; their selection was deliberate. 'Initial pre-student recruitment' was included because a genus of studies focusing on predicting trainee teacher success was identified during previous screening stages. 'School-based experience' was a key component within the review question; in order to be included beyond the descriptive mapping stage the study would have to be focused on this and take a formative model as its particular

interest. The phrases 'Exit practices', 'Career Entry Profile' and 'Statutory Induction' all related to the request of the TTA to avoid studies that focused on the CEP. Thirty-five studies of the 58 would therefore be included under Inclusion Criterion 17.

Table 3.9: Cross-tabulation (x-axis: phase of ITT that is the focus of the study; y-axis: type(s) of assessment on which the study focuses)
(Total number of studies = 58. Coding was not mutually exclusive.)

Type of assessment / phases of ITT	Initial pre-student recruitment	School-based experience	Exit practices	Career entry profile	Statutory induction
Formative assessment	0	35	2	0	3
Summative assessment	0	12	3	0	2
Ipsative assessment	0	4	1	0	0
Self-assessment	0	13	1	0	0
Portfolio assessment	0	8	2	0	0

3.3 Identifying and describing studies: quality assurance results

3.3.1 Application of inclusion and exclusion criteria

The first ten titles and/or abstracts were completed with the URT to ensure parity of approach. In addition, 20 titles and/or abstracts then had the inclusion and exclusion criteria applied by independent members of the URT and were then compared with other URT members' results. Finally, 20 titles and/or abstracts, having been screened by members of the URT, then had the inclusion and exclusion criteria applied by EPPI-Centre personnel, who compared results with the URT. The quality assurance result was that the EPPI-Centre representative was more exclusive. Of the 20 abstracts screened by the EPPI-Centre, ten of which the URT had included and ten excluded, 14 were excluded. The ten URT exclusions were included in this figure. Whilst the URT had an exclusion rate of 50 percent, the EPPI-Centre applied a 70 percent exclusion rate. This satisfied the URT's aim to be over-inclusive.

3.3.2 Keywording

The first two papers were keyworded with the URT to ensure parity of approach. The rest of the papers were then keyworded by independent members of the URT and compared with another URT member's result. Finally, ten papers were keyworded by EPPI-Centre personnel who then compared results with the URT. The quality assurance result was that section 10a of the EPPI-Centre Educational Keywording Sheet (version 0.9.6) was the only area where EPPI-Centre and the URT differed. As a result, section 10a on all papers was re-keyworded by the research members of the URT in close contact with EPPI-Centre personnel to ensure agreement.

4. IN-DEPTH REVIEW: RESULTS

This chapter details the studies included in the systematic review, drawing on the data-extracted using *EPPI-Centre Guidelines for Extracting Data and Quality Assessing Primary Studies in Educational Research* (version 0.9.5: EPPI-Centre, 2002).

4.1 Selecting studies for in-depth review

Table 4.1 is a representation of the combined search strategy used by the User Review Team to exclude studies. This strategy was devised combining keywords from both the EPPI-Centre Educational Keywording Sheet (version 0.9.6) and the APU Assessment review-specific keywording sheet. The third column refers to the sections on these two sheets, which must be viewed together. The review-specific keywords were devised specifically for the purpose of identifying reports that would answer the review question. The strategy was a means by which 58 reports were reduced to a number manageable in a systematic review lasting less than three months.

Table 4.1: Search strategy

Search	Keyword	Section	Number of hits
1	Assessment	6	50
2	Formative assessment	6b	43
3	Assessment	6c	32
4	Learners	8	53
5	Mixed sex	8b	50
6	Undergraduate trainees OR Post-graduate trainees	8c	48
7	Primary school OR Secondary school	9	34
8	School-based experience	9b	47
9	Evaluation OR Evaluation: naturally occurring OR Evaluation: researcher-manipulated	10a	33
10	Empirical	10c	58
11	1 AND 2 AND 3 AND 4 AND 5 AND 6 AND 7 AND 8 AND 9 AND 10		5

Search 1 identified all the studies in which the main topic was assessment. Search 2, using the review-specific keywords, determined those studies that focused on formative assessment more than any other from, such as summative or ipsative. Search 3 pooled all the studies that concentrated on assessment models rather than the assessors and/or the assessed. Search 4 ensured that the main population focus of the studies included was student teachers; Search 5 that the sample used was of mixed gender; and Search 6 that the trainee teachers were undergraduates

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or post-graduates. Searches 7 and 8 both ensured that the studies retrieved focused on the school-based experience and therefore concentrated on performance-based assessment studies with a formative slant. Search 9 ensured that only evaluative studies were included. Search 10 was to double-check that only empirical studies had been included.

The *five* studies remaining after the descriptive map are as follows:

- Berg M and J Curry (1997) Portfolios: what can they tell us about student teacher performance*? Social Studies Review* **36:** 78-84.

- Brucklacher B (1998) Cooperating teachers' evaluations of student teachers: all 'A's'? *Journal of Instructional Psychology* **25:** 67-72.

- Fishman AR and EJ Raver (1989) 'Maybe I'm just NOT teacher material': dialogue journals in the student teaching experience*. English Education* **21:** 92-102.

- Fitzgibbon A (1994) Self-evaluative exercises in Initial Teacher Education*. Irish Educational Studies* **13:** 145-164.

- Willis EM and MA Davies (2002) Promise and practice of professional portfolios*. Action in Teacher Education* **23:** 18-27.

The five studies that seemed to meet the inclusion criteria for the in-depth review according to the keyword codings were then re-examined in detail. Three of the studies were then judged not to meet the second set of inclusion criteria (criteria 14 to 18). It was necessary to reconsider the studies that were included using a keyword search because some of the review-specific keywords required a high level of inference. Three of the studies could have been differently and perhaps more suitably keyworded.

The keywords that affected the keyword search in the way described above were all review-specific. This is not therefore an admission of inaccurate keywording of keywords from the *EPPI-Centre Core Keywording Strategy*, version 0.9.6 (2003).

The *two* included studies were as follows:

- Berg M and J Curry (1997) Portfolios: what can they tell us about student teacher performance? *Social Studies Review* **36:** 78-84.

- Willis EM and MA Davies (2002) Promise and practice of professional portfolios*. Action in Teacher Education* **23:** 18-27.

The *three* excluded studies were as follows:

- Brucklacher B (1998) Cooperating teachers' evaluations of student teachers: all 'A's'? *Journal of Instructional Psychology* **25:** 67-72.

- Fishman AR and EJ Raver (1989) 'Maybe I'm just NOT teacher material': dialogue journals in the student teaching experience*. English Education* **21:** 92-102.

- Fitzgibbon A (1994) Self-evaluative exercises in Initial Teacher Education*. Irish Educational Studies* **13**: 145-164.

Details of these three excluded studies are given in Appendix 4.1.

To summarise, having developed a map that describes the field of assessment of trainees during their initial teacher training (ITT), a combined search was undertaken using EPPI-Reviewer. The result of this combination search was five reports. On further inspection, three of the number were judged to be unfit for data-extraction. Two reports remained. Prior to data-extraction, therefore, the paucity of studies that took as their main focus formative assessment, trainee teachers and school-based experiences, was palpable. Only two studies were identified that were closely relevant. Assessment in ITT, therefore, falls into an obvious gap in assessment research.

4.2 Further details of studies included in the in-depth review

For detailed descriptions and analysis of the studies, see Appendix 4.1.

The Berg and Curry (1997) study investigated portfolios as tools for increasing professional and personal development whilst at the same time providing a means for assessment of trainee teachers. It focused on 30 trainees, monitoring and assessing their portfolios at three times during one year. The portfolio structure was devised by a team of professors, supervisors and cooperating teachers. Four headings were identified, within which questions were asked of the portfolio contents and answers assessed. Ratings were given according to three categories.

The Willis and Davies (2002) study similarly investigated portfolios as tools for increasing professional development, whilst at the same time providing a means for trainee teacher assessment. It focused on 93 trainees and, instead of determining the effectiveness of the portfolio through interventions, the study drew upon data from a questionnaire requiring trainee teachers to reflect on the portfolio component of their ITT courses in retrospect.

4.3 Synthesis of evidence

To determine how the evidence in the two studies relates to the question and the aims of the review, it is necessary to examine the five objectives that are implicit in the review question:

1. To DESCRIBE the best studies that focus on formative models for assessing trainees

2. To evaluate only studies that make POSITIVE claims about the models they examine
3. To evaluate a number of DIFFERENT models to compare and contrast
4. To determine what the different models actually ASSESS
5. To evaluate how good teaching is CONCEPTUALISED

Objectives 1 and 2 were achieved. Objectives 3, 4 and 5 proved to be more problematic.

Using EPPI-Centre questions for review-specific weight of evidence, a number of questions were asked of the data-extracted studies. Table 4.2 summarises the outcomes of these questions, following which is a more extensive explanation of these questions.

Table 4.2: Weight of evidence

Study	A	B	C	D
Berg and Curry (1997)	Low	Medium	Low	Low
Willis and Davies (2002)	Medium	Medium	High	Medium

4.3.1 Weight of evidence A

Weight of evidence A: The trustworthiness of the findings of the studies in answering the study questions, taking account of all quality assessment issues

The Berg and Curry (1997) study would have been difficult to undertake differently. If one wishes to research the use of portfolios in trainee teacher development and growth, then getting trainees to keep a portfolio and assessing it is the obvious choice of method. No information, however, is given about why the particular contents of the portfolios were appropriate nor why they were used. Without significantly more information about the subjective nature of the analysis, bias is inherent in this study. Furthermore, the results are not generalisable without much more contextual information. In US and San Diego terms, one feels certain that there is the basis of a good study. However, the evidence provided is scant both conceptually and empirically, making the findings of the study of low trustworthiness. Results, discussion, conclusions and implications all flow into one another and have to be interpreted.

There is an element within this study that the 'desired' outcomes, which are only implicitly stated, were achieved. There is, however, no argument presented as to whether or why some students were less effective in their portfolios, for example. It is hard to agree or disagree with the findings and conclusions without further information or evidence.

In the Willis and Davies (2002) study there is a loose connection between the climate described in the introduction and the actual study, but no sound justification,

reasoning or apologetic is discernible. Decisions are rarely made explicit, nor are they given a rationale. The questionnaire seems to have been the best, perhaps only way, to have drawn data retrospectively on the portfolio component of the ITT course. Interviews would have been an alternative, for better or worse.

There is no deliberation on the possible shortcomings and flaws of the questionnaire and the collection of it in the Willis and Davies (2002) study. One major shortcoming may be that the Likert scale is four-pronged, instead of the more common five-pronged scale. One school of thought advocates that there is no room for indifference on a four-pronged scale, as everything is either agreeable or disagreeable, to different degrees, and there is no middle ground. Another school of thought, however, advocates that the four-pronged Likert scale is better than the five-pronged one, because it forces participants off the fence. With middle ground, as well, there is the potential for drawing conclusions either way, and seeing them as positive or negative. Use of the four-pronged scale is not given a rationale.

The data-extractor (the questionnaire) used in the Willis and Davies study is based mainly on a set of former survey questions. To some degree, it builds on a tried and tested base. This could be a minor validity assurance measure if the reasoning behind this appropriation was explained.

Although the findings of the study are for the most part reported in the section 'Survey Results', there are obvious omissions. Table 1, for example, does not present all the questions and therefore omits a lot of the data. Because the entire process is not adequately described, the research method and design is not easy to follow; therefore the chance that bias and error have distorted the findings is quite high.

Regarding the generalisability of the findings of the Willis and Davies study, there is nothing to suggest that the sample would seriously differ from any other taken from an average ITT course. The findings, therefore, could safely be applied to other courses, especially within the US.

Although the research design and method is not made explicit, and this naturally raises questions about the reliability and validity of the findings, the data and the assertions in the Willis and Davies study made from the data were fairly trustworthy, insofar as the study is a simple one, without a huge margin of error.

Regarding the data, therefore, the Willis and Davies study is fairly sound. Quantitative data without complex statistical analysis applied cannot really be interpreted in too many ways, so this is fairly trustworthy. The qualitative data is the untrustworthy component of the report. As we cannot see the original questionnaire in its entirety, we cannot fairly assess the validity of the questions, but the report does draw a clear distinction between the findings and the conclusions drawn from them. Formulating a conclusion independently from the conclusion in the report is therefore possible.

Since the study is not completely traceable, high trustworthiness for the findings of the study cannot be awarded, but because it presents most of the data before it interprets it and draws conclusions based on common sense, it can be awarded

medium trustworthiness. The Willis and Davies study, therefore, scores a higher level of trustworthiness regarding findings than the Berg and curry (1997) study.

The concluding section of the Willis and Davies (2002) study, more than anything, synthesises the findings rather than interprets them. The section on page 25, which offers possible implications and recommendations, is the most interpretative part. No real justification is offered, however, for the concluding section, but the conclusions are, at the same time, not implausible. The conclusions drawn from the findings are the same as those the reviewer would make.

4.3.2 Weight of evidence B

Weight of evidence B: The appropriateness of the research design and the analysis of the studies for addressing the review question

The Berg and Curry (1997) study addresses one particular model of formative assessment, that of portfolios. The development and use of these portfolios is described within the study in some detail. How the research was conducted is also outlined with reasonable clarity. The research design, however, is vague in terms of the sample and the context of the research, as well as in terms of how the data were analysed. The findings and conclusions of the study concentrate mainly on what the trainees said in their portfolios, using their statements and comments as indicative of professional and personal development. A better means of data-collection for the purpose of this review would have been interviews after completion of the portfolios to determine how the trainees evaluated the use of portfolios as a means of formative assessment of their skills and understandings. Owing to the limited appropriateness of the research design and analysis for addressing the question for this systematic review, the study was of limited trustworthiness. However, the study does describe a formative model of assessment (Objective 1) and does give it a positive evaluation (Objective 2). The Berg and Curry (1997) study, therefore, scores a medium level of trustworthiness.

Similarly, the Willis and Davies (2002) study offers the portfolio as a model for assessing trainees formatively during their school experience and the rest of the course. The study focuses on the presentation or 'exhibition' of portfolios, although in this context portfolios could be seen as summative, because the presentation of them takes place at the end of the course. That they are deemed formative by the authors is discernible from the fact that key concepts and actions are incorporated within the formative sphere. Examples of these are reflection, self-evaluation, professional development, self-confidence and communication skills. This particular study also describes an assessment model (Objective 1) and makes a positive evaluation of the portfolio, so it does describe a 'successful model' of formative assessment (Objective 2).

The research design and analysis of the Willis and Davies (2002) study are suited to the review question because they combine qualitative and quantitative data, and they also establish from the trainees directly their views on portfolios as a means of formative assessment. Transcribed interviews might have been a better option, if the data were reported satisfactorily, but a questionnaire is a suitable method, and from what is deducible from the findings, the questions asked were ones that the User

Review Team (URT) thought worth answering. The Berg and Curry (1997) study is perhaps less informative because of its failure to collect data relating to portfolios *per se*, although neither of the studies draws conclusions that are completely free from bias.

The URT wanted to determine what is known about formative models, and in the Willis and Davies (2002) study, possible benefits and shortcomings are suggested. The second part of the review question, 'what constitutes effective practice...' is not answerable using this study, however, because it does not focus on an exact model for assessing but explores an assessment tool. The Berg and Curry (1997) study does use a more exact model, but fails to report in sufficient detail. The criteria used for assessing portfolios in the Willis and Davies study are not presented in sufficient detail for the URT to determine how that particular college personnel conceptualise good teaching or to answer the question 'What constitutes good teaching?' What the college personnel in the Berg and Curry (1997) conceptualise as good teaching is easier to determine (p 80). For example, regarding portfolios, a good teacher should have the…

- ability to reflect clearly on own growth and change
- ability to discuss strengths and weaknesses of performance
- ability to address cross-cultural and language development infusion.

Both studies employ appropriate research designs to a degree, and both draw conclusions that make positive evaluations of portfolios as a formative assessment model. Both studies, therefore, satisfy the first two objectives of the review question. It is, however, the quality of the reporting of the research designs and analyses that are problematic. If everything that had been learned by the researchers had been reported, then it would be possible to answer more comprehensively 'what is known…' and 'what constitutes effective practice', but unfortunately what is reported is limited.

In the Willis and Davies (2002) study, the questionnaire used to collect the data is not represented in its entirety. In the Berg and Curry (1997) study, the methods of data analysis used are not stated and the 'reflective questions' that the assessors asked of the portfolios are only represented by four broad 'areas' (p 80). General conclusions can be drawn about portfolios from both studies, but no exact models for either (i) the portfolios, (ii) the assessment of them, or (iii) acquiring feedback about them are offered that are trustworthy, with adequate validity and reliability measures taken. Both studies score a medium level of trustworthiness in this area.

4.3.3 Weight of evidence C

Weight of evidence C: The relevance of the particular focuses of the studies, including their conceptual focus, context, sample and measures for addressing the review question

In the Berg and Curry (1997) study, the portfolio is relevant to the research question, but the conceptual basis of portfolios is only minimally revealed and the context is not described or explained. The authors do not give information on the sample although we know there were 30 students involved. The stage in their training is

unknown, as is the duration or level of their course. We do know that the portfolios were kept for one academic year and that they were monitored through three stages (initial, medial and towards the end of the year) but we are not told much more. It is frustrating that a study that potentially has direct relevance to the research question is so poorly reported and fails to collect feedback from the trainees.

The relevance of the Willis and Davies (2002) study to the review question is high because it focuses on undergraduate trainee teachers on a course that balances theory and practice (p 19) whilst seeking to investigate an instrument that may eventually lead to a more 'authentic assessment' (p 18). The context, sample and conceptual focus, therefore, are perfectly suited to the review question. The problem is that the means by which the teacher educators and peers evaluated the portfolios is not revealed, which may have helped the URT more readily to conceptualise what the college personnel perceived good teaching to be. The report reveals that the portfolios and the presentation of them were examined 'on the rubric of professionalism, organisation of presentation, delivery, and responses to questions', but no more detail is given.

4.3.4 Weight of evidence D

Weight of evidence D: Taking into account the quality of the execution, the appropriateness of the design and the relevance of the focuses of the studies in answering the review question…

Overall, both studies would have been highly relevant had the reporting of research design and methodology been better. The Berg and Curry (1997) study, in US and San Diego terms, is probably a good study because interested parties there would understand the various aspects of portfolio use in that context. However, the evidence provided is scant in both conceptual and empirical terms, meaning that it can have only low trustworthiness for the purposes of answering the review question, satisfying only two of the five objectives. The findings need considerable interpretation in order to answer the review question, as there is little depth to exploring how the outcomes were reached and how the conclusions drawn relate to summative assessment specifically. Many of the findings have to be interpreted and conclusions drawn by the reader.

The Willis and Davies (2002) study is relevant and the research design and methodology is generally appropriate. However, the validity of the conclusions is questionable as the analysis is sometimes vague and there are gaps in the reporting.

It is arguable whether either study is in any way replicable. It is also regrettable that neither study used controlled trials to determine whether the portfolios either enhanced professional development or merely recorded natural development over the course of the training.

With regard to the background to this review (Chapter 1), both studies offer models of assessment that emphasise the equal weighting of process and product in learning, teaching and evaluation (Stobart and Gipps, 1997). However, neither study offers a standardised form nor individual items for the portfolio that are subject to validity and reliability measures. Neither study engages in the current debate about

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fair testing nor the notion of multiple assessments, although both imply that the need for authentic assessment motivated the studies. The Willis and Davies (2002) study refers directly to 'authentic assessment' (p 18), whilst the Berg and Curry (1997) study states that the portfolio would 'also embody an attitude that assessment is dynamic and that the best representations of student teacher performance are based on multiple sources of assessment collected over time in authentic settings' (p 78).

In regard to the aims of this review (section 1.1.1), neither the validity nor the reliability of the assessment models are adequately explored (Martin, 1997). Owing to the lack of reliability measures, a way of making an assessment that is a 'replicable finding' is not forthcoming (Hartsough, 1998). As a result, 'minimising the number of wrong classifications' is not possible from the results of the studies either (Martin, 1997). Both studies do, however, support the belief that portfolios can be used for the purpose of selection and grading, diagnosis and remediation, motivation, and recording and reporting (Mahoney and Knox, 2000).

4.4 In-depth review: quality assurance results

Each study was data-extracted using the *EPPI-Centre Guidelines for Extracting Data and Quality Assessing Primary Studies in Educational Research* (version 0.9.5: EPPI-Centre, 2002) by two separate reviewers in isolation from one another. The extractions were then compared, discrepancies were discussed and changes were negotiated. A third version of the data-extraction was then amended to reflect the agreement of both reviewers. Both studies registered an excellent inter-rater reliability score. The Berg and Curry (1997) study was 0.85 whilst the Willis and Davies (2002) study was 0.91. The double-reviewed data-extractions were then quality assured by an independent member of the User Review Team. The agreed ('triple-reviewed') data-extractions were then quality assessed by an EPPI-Centre team representative. There were again few discrepancies. The Willis and Davies (2002) study had an inter-rater reliability score of 0.92, as did the Berg and Curry (1997) study. To work out the degree of correlation between the coding of the two raters, we used Cohen's Kappa. Table 4.3 represents these scores.

Table 4.3: Inter-rater reliability

Study	*Internal kappa score (between URT personnel)*	*External kappa score (between APU and EPPI-Centre personnel)*
Berg and Curry 1997	0.85	0.91
Willis and Davies 2002	0.92	0.92

4.5 Nature of actual involvement of users in the review and its impact

The User Review Team was involved in the review at all stages: the screening of abstracts, the screening of full texts, keywording, and data-extraction. They brought

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to the review their expertise and ensured that the questions asked and the consequent findings were of use. Some challenges were experienced by the teachers and tutors within the team because of the speed with which all the processes had to occur in the review period (less than three months). For this reason, the majority of the inputting of the studies into EPPI-Reviewer were undertaken by the URT Administrator to save time and inconvenience for the teacher and tutor members of the team. All team members, however, checked their data inputs for accuracy.

5. FINDINGS AND IMPLICATIONS

This chapter details the findings and implications of the in-depth review and the descriptive map.

5.1 Summary of principal findings

In this section, findings are drawn from the three studies that were excluded prior to data-extraction, as well as the two that were included.

On account of the limited trustworthiness of all studies, mainly due to missing details in the report and failure to detail the methods for data gathering and analysis (see section 4.2), the benefits and problems below must be treated with caution.

The two data-extracted studies focused on portfolios.

5.1.1 Benefits of the excluded studies

Portfolios are distinct from *profiles* in that they represent a collection of work and reflections based on a loose, interpretative structure rather than checklists of responses to competencies and statements related to teaching. They offer a more constructivist approach to assessment.

It is also argued by the authors of the two studies that the portfolios are a successful means of assessing teacher trainees during school experience insofar as they:

- are generally perceived to be 'worthwhile' by trainee teachers (Willis and Davies, 2002, p 20; cf. Reis and Villaume, 2002, in which the 'time versus worth' problem is explored in relation to portfolio assessment)
- perpetuate professional growth and development (Berg and Curry, 1997, p 82)
- allow trainee teachers to express themselves creatively as teachers (Willis and Davies, 2002, p 20). The majority of trainee teachers felt that their portfolio 'uniquely represented themselves' (Willis and Davies, 2002, p 22).
- provide insight into teaching and the impact it has on pupil learning (Berg and Curry, 1997, p 82; Willis and Davies, 2002, p 20)
- help trainee teachers to work towards making meaning comprehensible for all pupils (Berg and Curry, 1997, p 82)
- allow trainee teachers to reflect on what is 'fun' and 'motivating' to pupils (Berg and Curry, 1997, p 82)
- allow trainee teachers to reflect on their practice *per se* (Willis and Davies, 2002, p 20)
- create a 'strong bond' between the assessors and the assessed (Berg and Curry, 1997, p 84)
- encourage all involved in the assessment process to 'join as collaborators in learning' (Berg and Curry, 1997, p 84)

- are more popular with trainee teachers when they have 'ownership and decision making about the portfolio categories' (Willis and Davies, 2002, p 20)
- create awareness of personal and professional growth (Willis and Davies, 2002, p 20)
- increase self-confidence in terms of presentation (Willis and Davies, 2002, p 22) and improve trainee teachers' speaking and interviewing skills (Willis and Davies, 2002, p 24)
- prepare trainee teachers for their 'job search' (Willis and Davies, 2002, p 22)
- help trainee teachers, when used in relation to National Standards, to reflect on those Standards and how they could be incorporated and represented in the portfolio (Willis and Davies, 2002, p 22)
- encourage self-perception as lifelong learners (Willis and Davies, 2002, p 24)

5.1.2 Problems with the excluded studies

According to the authors of the studies, portfolios are problematic insofar as they:

- create problems for trainee teachers regarding format, selection and design (Willis and Davies, 2002, p 24)

5.1.3 Findings drawn from the excluded studies

- Dialogue journals – in which both the assessor and the assessed keep journals – enrich the experience of both the trainee teacher and the cooperating teacher (Fishman and Raver, 1989).
- As stated by Willis and Davies (2002), the majority of trainee teachers find portfolios useful and claim their use increases reflection and self-awareness (Fitzgibbon, 1994).

5.1.4 Gaps in research

During the course of the review, and especially after producing the descriptive map, what was most revealing was what the systematic review did not find, rather than what it did. As can be seen in section 3.2, the bulk of the studies were of US origin, with only 13 loosely relevant studies undertaken in the UK. Whilst the majority of the studies did focus loosely on formative assessment (40 in total), only ten of them involved portfolios. Moreover, whilst seven studies in the UK featured formative assessment to some degree, no UK studies focused on portfolio assessment. A likely explanation for this is the recent introduction of the CEP (arrangements for which were made only in 1999).

The User Review Team stands by the statement made in their original bid (and reiterated in section 1.1.1) therefore, that whilst the UK system has only recently started to explore the possibilities of portfolios, profiles, reflective journals and dialogic journals for purposes of assessment and professional development, the US systems have been dependent upon them for some time. That the two data-extracted studies were both conducted in the US suggests a real lack of good UK studies.

An unfortunate absence is that of the controlled trial. Whilst only 17 studies involved a controlled trial, neither of the data-extracted studies featured this type of research. It would have been useful to have had a study that started off with two groups together, with one exposed to a portfolio component or similar, and the other not.

5.1.5 Findings drawn from the map

Most studies of at least loose relevance to the review question were conducted in the US (35: 60.3%). The second largest exponent of studies was the UK (13: 23.4%). These figures may, however, reflect bias within the bibliographic database sources searched towards reports published within both of these countries. The exact physical settings of these studies were evenly conducted at primary and secondary schools (22: 24.4% for each).

Learners of various types were the overwhelming population focus of the 58 studies. With inclusion Criterion 5 specifying trainee teachers, it comes as no surprise that a number of these studies also focused on teaching staff. The majority of the studies reported on mixed sex participants (50: 90.9%) but a small number were undertaken using only female trainees (5: 9%), whilst none were undertaken involving only males.

The loading of gender in these studies may be an indication of dated research in the field, for the absence of studies using exclusively male participants is perhaps surprising in light of the attention males have received in recent years regarding assessment and attainment (Stobart and Gipps, 1997). On the other hand, with only 14% of primary school teachers reported to be male, and only a slightly larger percentage of males reported to be secondary teachers, it is perhaps not surprising that five studies deal exclusively with females and none with males. The gender loading may reflect the average loading of an ITT course, or may simply have been accidental (i.e. no males happened to be on the ITT courses selected for investigation).

The majority of studies were evaluative (33: 56.8%) and therefore more suited than other types to answering the review question. Development of methodology studies, which might also have been useful, were relatively few (6: 10.3%). These studies focused principally on the development of the assessment instrument, drawing on empirical research to construct a model of assessment.

5.2 Strengths and limitations of this systematic review

5.2.1 Strengths of this systematic review

The main strength of this review is that it identifies a number of factors affecting the use of portfolios as a formative assessment tool. However, it also reveals the need for significant further research into an area that has already received much recent attention, namely formative assessment. The general conclusions it draws from the data-extracted studies are informative in relation to portfolios, if not of high

trustworthiness. More reliable and carefully conceived studies need to be conducted, however, to inform the UK education system better about the use of portfolios and other means of formative assessment of trainee teachers.

5.2.2 Limitations of this review

The main limitation of this review is that it cannot confidently recommend, without further research being undertaken, any successful models of formative assessment, nor can it offer any further insight into the debate of what constitutes effective formative assessment practices. Problems may stem from the review question itself, as well as from the research field. A systematic EPPI-Centre education review typically takes twelve months to complete; this particular review was undertaken in less than three months with a relatively small URT. Time to explore and change the question under review was, therefore, equally limited. Had more time been spent on exploring the various studies on formative assessment initially uncovered, it might have been possible to generate a different question with the potential to offer a richer outcome.

No research was uncovered that engaged in the debate about 'gendered' assessments, nor were any studies unearthed that contribute to the debate about structuralist models of learning (see Chapter 1).

A further limitation was that the map of research reported in Chapter 3 included three studies beyond the geographical inclusion criteria.

5.3 Implications

5.3.1 Policy

Evidence suggests that what appears to be a general move in the UK towards the incorporation of US-style reflective journals within ITT courses is potentially an advantageous move. They appear to increase professional and personal growth and allow teacher educators further insight into the depth of their trainee teachers' pedagogical knowledge. The decision of many higher education institutions (HEIs), such as Anglia Polytechnic University, to introduce a portfolio component to their ITT course, is supported by encouraging (but contestable) evidence that they may provide a suitable way forward. In the current push for 'authentic assessment', portfolios may offer 'the promise of identifying both a broader and more in-depth picture of an emerging teacher's thinking and behaviour than other, more traditional forms of assessment' (Berg and Curry, 1997, p 84).

5.3.2 Practice

A corollary of the increased use of portfolios appears to be heightened confidence, metacognition and reflection, as well as professional and personal development in trainees. The introduction of portfolios may have positive implications with regard to the transition from good studentship to good practice in the classroom. 'In today's rapidly expanding field of hires, an assessment model that can shape professional

growth is very useful in creating the seamless fabric between preservice training and practice into the classroom' (Berg and Curry 1997:84).

5.3.3 Research

The absence of trustworthy research in all areas of ITT assessment, especially formative and portfolio assessment, is palpable. If portfolios are to become increasingly widespread for assessment purposes, their validity and reliability, and their ability to satisfy a more 'authentic assessment', must first be proven. There is also a noticeable absence of research that engages either the debate about 'gendered' assessments or the debate about structuralist models of learning.

5.4 Additional points

An EPPI-Centre systematic review would normally be scheduled as a twelve-month project. Because there are no dispensable stages in the process, this particular review had to condense twelve months work into three months. No stage could be bypassed. Putting this into operation was difficult and generated a large amount of work. One of the options available to the User Review Team in order to make the review more manageable was disengagement from the EPPI-Centre process.

Indeed, following the EPPI-Centre process resulted in a relatively small yield of usable studies. One of the available options was to take a step back and depart from the process at the descriptive mapping stage prior to data-extraction. This would have meant the presentation of more findings and a larger review, drawing on more studies. In order to address this issue and reach agreement, the URT scheduled a meeting at which they agreed to continue in alignment with the EPPI-Centre. Some of the reasons for this included the following:

- *The impossibility of making the review exhaustive:* Because of the limited timeframe, performing an exhaustive review was not possible. The need for a systematic review, therefore, was great. If the review was neither exhaustive nor fully systematic, it could not be informative. If the review was not exhaustive but was replicable and reliable, at least a large surface area of the field of research would be covered. Furthermore, what had and had not been synthesised would be explicit.

- *The need for evidence-informed policy and practice:* Policy and practice in education should ideally be informed by research that is not just empirical but also rigorous and trustworthy. By disengaging from the EPPI-Centre process, the URT would have perpetuated the view that was emerging of weak research in the field of assessment.

- *The need for transparency:* The team resolved that there would be no justification for making only part of the process transparent, and leaving the latter, perhaps most important stages of the review process, obscure or potentially subjective.

- *The need for standardised quality assessment:* To follow the EPPI-Centre process to the descriptive mapping stage and then depart from it would have denied the URT the opportunity to weigh the evidence in the studies in a standardised way. The weight of evidence stage of the EPPI-Centre process allows transparent and replicable judgements to be made about the quality of the studies, the appropriateness of their research design, and the relevance of their focus. An overall weight is then awarded. It is on this basis that recommendations are made.

- *Not wishing to distort the field and undermine keywording:* The URT were confident that the retrieval system they had created with keywords could accurately describe the field and a search using it would include only relevant studies. Ignoring the keywording could have distorted the nature and extent of the field and resulted in weak research being perpetuated.

- *The need for synthesising primary research:* At the end of the EPPI-Centre review process, the evidence is synthesised. If the data had not been extracted in a systematic way, ensuring consistent extraction across the board, the synthesis of evidence might have been less reliable.

- *The need for detailed characterisation of studies:* The difference between keywording and data-extraction is that the former employs limited coding, describing the characteristics of the studies. Data-extraction, however, describes in more depth, assessing findings and methodological quality.

- *The need for consensus judgements:* In continuing the systematic process throughout, the URT made use of the utility of 'double reviewing' at the data-extraction stage. Moreover, aligning with the EPPI-Centre during the latter stages of the review opened the extraction of data up to another stage of peer reference for the purposes of quality assurance.

In short, had the User Review Team departed from the EPPI-Centre process, the review may indeed have synthesised more studies, but it might also have been misleading and would certainly not have had the same level of accountability and replicability.

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APPENDIX 2.1: Search strategy for electronic databases

MODELS		FORMATIVE ASSESSMENT		STUDENT TEACHERS		SCHOOL EXPERIENCE
OR Lesson Observation Criteria	AND	OR Student Teacher Evaluation	AND	OR Preservice Teachers	AND	OR Student Teaching
OR Measures (individuals)		OR Assessment		OR Student Teachers		OR Practice Teaching
OR Tests		NOT Summative Assessment		OR Beginning Teachers		OR Microteaching
OR Standards		OR Appraisal		OR Education Majors		OR Practicums
		OR Grading				OR Teaching Experience
		OR Formative Assessment				OR School Experience
		NOT Holistic Assessment				
		OR Informal Assessment				
		OR Peer Evaluation				
		OR Performance-Based Assessment				
		OR Measurement				
		OR Portfolio Assessment				
		OR Self-Evaluation (individuals)				
		NOT Student Evaluation				
		OR Vocational Evaluation				
		OR Testing				
		OR Evaluation				
		OR Teacher Competency Testing				

ERIC Yield = 27
ERIC Yield post 1987 = 21

APPENDIX 2.2: APU Assessment review-specific keywording sheet

6b. Type(s) of assessment on which the study focuses	8c. Type of learner	9b. Phase of ITT that is the focus of the study
(Apply only if you have circled 'assessment' in Section 6) **Circle more than one if necessary** Formative assessment Summative assessment Ipsative assessment Self-assessment Portfolio assessment **6c. Main agent within assessment on which the study focuses** (Apply only if you have circled 'assessment' in section 6) **Circle only one** Assessors (subject of assessment) Assessment (process of assessment) Assessed (object of assessment)	(Apply only if you have circled 'learners' in Section 8) **Circle more than one if necessary** Undergraduate trainees Post-graduate trainees **SCITT trainees** GTP trainees RTP trainees **8d. Type of teaching staff** (Apply only if you have circled 'teaching staff' in Section 8) **Circle more than one if necessary** University tutor Supervising teacher	**Circle only one** Initial pre-student recruitment School-based experience Exit practices Career Entry Profile Statutory Induction **10c. Type of research** **Circle only one** Empirical Non-empirical Definition of empirical research: empirical – *adj.* 1 based or acting on observation or experiment, not on theory (*The Concise Oxford Dictionary*); i.e. being or including a report based on data gathered first-hand

APPENDIX 3.1: Keywords of studies included in the in-depth review

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
ABEI 003, Klenowski V (2000) Portfolios: promoting teaching	Details *Hong Kong*	Assessment	Learners	21 and over *assumed*	Mixed sex *assumed*	Primary school Secondary school	Evaluation: Naturally occurring	Summative assessment	Assessment			School-based experience
ABEI 004, Goos M, Moni K (2001) Modelling professional practice: a collaborative approach to developing criteria and standards-based assessment in pre-service education courses	Details *Australia*	Assessment Organisation and management Teaching and learning	Learners	17-20 *deduced* 21 and over *deduced*	Mixed sex *deduced*	Higher education institution	Description	Formative assessment	Assessment	Under-graduate trainees		

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
ABEI 006, Everton TC (1999) Student teachers in primary schools: the views of pupils	Details *UK: England*	Assessment Other topic focus *students assessed by the pupils they teach*	Learners	17-20 *deduced* 21 and over *deduced*	Mixed sex *deduced*	Higher education institution *Homerton* Primary school	Evaluation: Naturally occurring	Formative assessment Self-assessment	Assessed	Under-graduate trainees Post-graduate trainees		School-based experience
ABEI 008, Hayes D (1999) A matter of being willing? Mentors' expectations of student primary teachers	Details *UK: England*	Teacher careers	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Primary school	Evaluation: Naturally occurring					School-based experience
ABEI 009, Brooker R (1998) Improving the assessment of practice teaching: a criteria and standards framework	Details *Australia*	Assessment	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Secondary school	Evaluation: Researcher-manipulated	Formative assessment	Assessed	Under-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
ABEI 011, Martin S (1997) Two models of educational assessment: a response from Initial Teacher Education: if the cap fits...	Details *UK: England*	Assessment	Learners	21 and over	Mixed sex *Assumed*	Secondary school	Review: Other review	Formative assessment	Assessed	Post-graduate trainees		
ABEI 012, Sharp S (1997) A factorial study of student performance in Initial Teacher Education	Details *UK: England*	Assessment	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution	Evaluation: Naturally occurring	Formative assessment Summative assessment	Assessment	Under-graduate trainees		
ABEI 013, Sumison J, Fleet A (1996) Reflection: can we assess it? Should we assess it?	Details *Australia*	Assessment	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution Nursery school	Evaluation: Researcher-manipulated	Formative assessment	Assessed	Under-graduate trainees *assumed* Post-graduate trainees *assumed*		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
ABEI 015, Lyle S (1996) The education of reflective teachers? A view of a teacher educator	Details *UK: England*	Assessment Teaching and learning	Learners Teaching staff	17-20 *assumed* 21 and over *assumed*	Female only	Higher education institution Primary school	Evaluation: Naturally occurring		Assessed		University tutor Super-vising teacher	School-based experience
ABEI 017, Fitzgibbon A (1994) Self-evaluative exercises in Initial Teacher Education	Details *Ireland*	Assessment	Learners	21 and over	Mixed sex	Higher education institution Secondary school	Evaluation: Researcher-manipulated	Formative assessment Self-assessment	Assessment Assessed	Post-graduate trainees		School-based experience
ABEI 018, Preece PFW (1993) The assessment of teaching practice performance	Details *UK: England*	Assessment	Learners	21 and over	Mixed sex	Secondary school	Exploration of relationships	Formative assessment	Assessment	Post-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
ABEI 019, Vaughan G (1992) Profiling: a mechanism for professional development of students?	Details *UK*	Other topic focus *ICT in ITT*	Learners	17-20 *deduced* 21 and over *deduced*	Mixed sex *deduced*	Higher education institution	Evaluation: Researcher-manipulated			Under-graduate trainees Post-graduate trainees		School-based experience
ABEI 020, Calderhead J, James C (1992) Recording student teachers' learning experiences	Details *UK: England*	Teaching and learning	Learners	17-20 *deduced* 21 and over *deduced*	Mixed sex *deduced*	Higher education institution	Description			Under-graduate trainees *trainee teacher u/g or p/g not specified* Post-graduate trainees *trainee teacher u/g or p/g not specified*		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
ABEI 021, McLaughlin HJ (1991) The reflection on the blackboard: student teacher self-evaluation	Details *USA*	Assessment	Learners	21 and over	Female only	Higher education institution Secondary school	Evaluation: Researcher-manipulated	Formative assessment Self-assessment	Assessed	Post-graduate trainees *assumed*		School-based experience
ABEI 022, Simmons C, Wild P (1992) New forms of student teacher learning	Details *UK*	Assessment	Learners	17-20 21 and over *assumed*	Mixed sex *assumed*	Higher education institution Primary school Secondary school	Evaluation: Naturally occurring	Formative assessment Summative assessment		Post-graduate trainees		School-based experience
ABEI 024, Simbo FK (1989) The effects of microteaching on student teachers' performance in the actual teaching practice classroom	Details *Nigeria*	Assessment	Learners	17-20 *deduced*	Mixed sex *assumed*		Evaluation: Researcher-manipulated		Assessed	Under-graduate trainees *deduced*		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 002, Dutt KM (1997) Assessing student teachers: the promise of developmental portfolios	Details *USA*	Assessment	Learners Teaching staff Other population focus *HEI supervisor*	17-20 21 and over	Mixed sex *assumed*	Higher education institution	Description	Formative assessment Self-assessment	Assessment Assessed	Under-graduate trainees *assumed*		School-based experience
AERIC 005, Dutt-Doner K, Gilman DA (1998) Students react to portfolio assessment	Details *USA*	Assessment		17-20 *assumed*	Mixed sex *assumed*	Higher education institution	Description	Formative assessment	Assessment Assessed	Under-graduate trainees		School-based experience
AERIC 010, Naizer GL (1997) Validity and reliability Issues of performance portfolio assessment	Details *USA*	Assessment Curriculum	Learners	17-20 21 and over	Female only	Higher education institution Primary school	Evaluation Evaluation: Researcher-manipulated	Formative assessment Self-assessment Portfolio assessment	Assessment	Under-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 013, Reis NK, Villaume SK (2002) The benefits, tensions, and visions of portfolios as a wide-scale assessment for teacher education	Details *USA*		Learners Teaching staff	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution Home Primary school Special needs school	Evaluation: Researcher-manipulated	Formative assessment Summative assessment Ipsative assessment Self-assessment Portfolio assessment	Assessment	Under-graduate trainees Post-graduate trainees	University tutor Super-vising teacher	School-based experience Exit practices
AERIC 014, Fahey PA, Fingon JC (1997) Assessing oral presentations of student-teacher showcase portfolios	Details *USA*	Assessment	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution	Evaluation: Naturally occurring	Formative assessment	Assessment Assessed	Under-graduate trainees *assumed* Post-graduate trainees *assumed*		

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 025, Stroh L (1991) High School student evaluation of Student Teachers: how do they compare with professionals?	Details *USA*	Assessment Teacher careers	Learners Teaching staff	17-20 *assumed* 21 and over *assumed*	Mixed sex	Higher education institution *assumed* Primary school *assumed* Secondary school *assumed*	Evaluation: Researcher-manipulated	Formative assessment	Assessors	Under-graduate trainees Post-graduate trainees *assumed*	University tutor Super-vising teacher	School-based experience
AERIC 062, Buchanan D, Jackson S (1998) Supporting self-evaluation in Initial Teacher Education	Details *UK: Scotland*	Assessment Curriculum	Learners Other population focus *ITT students*	21 and over	Mixed sex *assumed*	Secondary school	Evaluation Evaluation: Researcher-manipulated	Formative assessment	Assessed	Post-graduate trainees		School-based experience
AERIC 067, Brucklacher B (1998) Cooperating teachers' evaluations of student teachers: all 'A's'?	Details *USA*	Assessment	Learners Teaching staff	17-20 21 and over	Mixed sex	Primary school Secondary school Special needs school	Evaluation: Naturally occurring	Formative assessment	Assessors Assessment Assessed	Under-graduate trainees Post-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 075, Ashcroft K, Tann S (1988) Beyond building checklists: staff development in a school experience programme	Details *UK: England*	Assessment	Learners Teaching staff	17-20 21 and over	Mixed sex *assumed*	Higher education institution Primary school	Evaluation: Naturally occurring		Assessed			
AERIC 083, Di X, Lee SJ (2000) The impact of an alternative evaluation for group work in teacher education on students' professional development	Details *USA-assumed*	Assessment	Learners	17-20 21 and over	Mixed sex	Higher education institution	Evaluation: Researcher-manipulated	Formative assessment	Assessment Assessed	Under-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 092, Fishman AR, Raver EJ (1989) 'Maybe I'm just NOT teacher material': dialogue journals in the student teaching experience	Details *USA*	Assessment	Learners Other population focus *The Researcher also a Teacher*	17-20 *Assumed* 21 and over *Assumed*	Mixed sex *Assumed*	Higher education institution Secondary school	Evaluation: Naturally occurring	Formative assessment	Assessment	Post-graduate trainees *Assumed*		School-based experience
AERIC 101, Baillie LE (1994) Paradigms lost: the role of reason in reflection	Details *Canada (east)*	Assessment	Learners Teaching staff	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution Secondary school	Exploration of relationships	Summative assessment Self-assessment	Assessors Assessment Assessed			School-based experience
AERIC 104, Fueyo V (1998) Pre-professional accomplished practice indicators: a metric for learning to teach	Details *USA*	Assessment	Learners Teaching staff	17-20 *Assumed* 21 and over *Assumed*	Mixed sex *Assumed*	Higher education institution Primary school Secondary school	Evaluation: Naturally occurring	Self-assessment	Assessment Assessed	Post-graduate trainees *Assumed*		School-based experience

What is known about successful models of formative assessment for trainee teachers during school experiences and what constitutes effective practice? 74

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 105, Edwards A (1997) Guests bearing gifts: the position of student teachers in primary school classrooms	Details *UK: England*	Assessment Classroom management	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Primary school	Evaluation: Naturally occurring	Formative assessment	Assessed	Under-graduate trainees		School-based experience
AERIC 112, Berg M, Curry J (1997) Portfolios: what can they tell us about student teacher performance?	Details *USA*	Assessment Teacher careers Teaching and learning	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution Primary school Secondary school	Evaluation: Researcher-manipulated	Formative assessment Ipsative assessment Self-assessment Portfolio assessment	Assessment	Under-graduate trainees Post-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 115, Jones M (2000) Becoming a secondary teacher in Germany: a trainee perspective on recent developments in initial teacher training in Germany	Details *England; Germany*	Assessment Organisation and management Teacher careers Teaching and learning	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution Primary school Secondary school	Evaluation: Researcher-manipulated	Summative assessment	Assessed	Under-graduate trainees Post-graduate trainees	University tutor Supervising teacher	School-based experience
AERIC 117, Scruggs TE, Mastropieri MA (1993) The effects of prior field experience on student teacher competence	Details *USA*	Assessment Curriculum Teacher careers Teaching and learning	Learners	17-20 21 and over	Mixed sex	Special needs school	Exploration of relationships	Formative assessment Summative assessment	Assessed	Under-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 121, Basom M (1994) Pre-service identification of talented teachers through non-traditional measures: a study of the role of affective variables as predictors of success in student teaching	Details *USA*	Assessment Teacher careers Teaching and learning	Learners	17-20 21 and over	Mixed sex	Higher education institution Home	Develop-ment of method-ology	Formative assessment Summative assessment	Assessed	Under-graduate trainees		School-based experience Exit practices Statutory Induction
AERIC 122, Smith PL (2001) Using multimedia portfolios to assess preservice teacher and P-12 student learning	Details *USA*	Assessment	Learners Teaching staff	17-20 *Assumed* 21 and over *Assumed*	Female only *Assumed*	Nursery school Secondary school	Evaluation: Naturally occurring	Formative assessment Self-assessment Portfolio assessment	Assessment	Under-graduate trainees *Assumed* Post-graduate trainees *Assumed*	University tutor Super-vising teacher	School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 128, Wardlow G (1987) The teaching performance of graduates of teacher education programs in vocational and technical education	Details *USA*	Teacher careers	Learners Teaching staff	17-20 21 and over	Mixed sex	Higher education institution Secondary school	Description			Under-graduate trainees Post-graduate trainees		School-based experience Exit practices Statutory Induction
AERIC 131, Cassidy J (1993) A comparison between students' self-observation and instructor observation of teacher intensity behaviours	Details *USA*		Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Primary school	Evaluation: Researcher-manipulated	Formative assessment	Assessed	Under-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 132, Arroyo AA, Sugawara AI (1993) A scale of student teaching concerns (SSTC)	Details *USA*	Assessment Teacher careers Teaching and learning	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution	Evaluation: Researcher-manipulated		Assessed			School-based experience
AERIC 136, Reyes JR, Isele F Jr (1990) What do we expect from elementary student teachers? A national analysis of rating forms	Details *USA*	Assessment Teacher careers		17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Primary school	Develop-ment of method-ology	Formative assessment Summative assessment	Assessment	Under-graduate trainees Post-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 140, Wile JM (1999) Professional portfolios: the 'talk' of the student teaching experience	Details *USA, Luxembourg Germany and Austria*	Assessment	Learners Other population focus *mentors*	17-20 *deduced* 21 and over *deduced*	Mixed sex *deduced*	Higher education institution	Description	Formative assessment Summative assessment Self-assessment Portfolio assessment	Assessment	Under-graduate trainees Post-graduate trainees	Supervising teacher	School-based experience
AERIC 141, Riner PS, Jones WP (1993) The reality of failure: two case studies in student teaching	Details *USA*	Assessment Teacher careers Teaching and learning	Learners	17-20 *inferred* 21 and over *inferred*	Female only *inferred*		Exploration of relationships	Formative assessment Summative assessment	Assessed	Under-graduate trainees Post-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 143, Tse KS, Chung CM (1995) The relationship between personality-environment congruency and teaching performance in student teachers	Details *China*	Assessment Curriculum Teacher careers Teaching and learning	Learners	17-20 *inferred* 21 and over *inferred*	Mixed sex *inferred*	Primary school	Exploration of relationships	Formative assessment Summative assessment Ipsative assessment	Assessed	Under-graduate trainees Post-graduate trainees		School-based experience
AERIC 145, Isele F (1992) The role of research in evaluating the effectiveness of an elementary teacher's performance: a national study of evaluation criteria	Details *USA*	Assessment	Learners	21 and over	Mixed sex *assumed*	Higher education institution Primary school	Description	Formative assessment	Assessment	Under-graduate trainees *assumed* Post-graduate trainees *assumed*	University tutor Supervising teacher	School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 146, Unrau NJ, McCallum RD (1996) Evaluating with KARE: the assessment of student teacher performance	Details *USA*	Assessment Teacher careers Teaching and learning	Learners	17-20 21 and over	Mixed sex	Secondary school	Description	Formative assessment Summative assessment	Assessment	Under-graduate trainees Post-graduate trainees		School-based experience
AERIC 148, Ingersoll GM, Kinman D (2002) Development of a teacher candidate performance self-assessment instrument	Details *USA*	Assessment Teacher careers Teaching and learning	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution	Develop-ment of method-ology	Formative assessment	Assessment	Under-graduate trainees Post-graduate trainees		School-based experience Statutory Induction
AERIC 153, Anderson RS, DeMeulle L (1998) Portfolio use in twenty-four teacher education programs	Details *USA*	Assessment	Learners	17-20 21 and over	Mixed sex	Higher education institution	Description	Formative assessment Self-assessment Portfolio assessment	Assessment	Under-graduate trainees Post-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 154, Kain DL (1999) On exhibit: assessing future teachers' preparedness	Details *USA*	Assessment	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Secondary school	Description	Summative assessment	Assessment	Under-graduate trainees Post-graduate trainees		
AERIC 170, Willis EM, Davies MA (2002) Promise and practice of professional portfolios	Details *USA*	Assessment	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution Primary school Secondary school	Evaluation: Researcher-manipulated	Formative assessment Portfolio assessment	Assessment	Under-graduate trainees Post-graduate trainees		School-based experience
AERIC 172, Rakow SJ (1999) Involving classroom teachers in the assessment of preservice intern portfolios	Details *USA*	Assessment	Learners Teaching staff	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution Primary school Secondary school	Develop-ment of method-ology	Formative assessment Self-assessment Portfolio assessment	Assessment	Under-graduate trainees Post-graduate trainees	Supervising teacher	School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 175, Costigan AT III (2000) Teaching the culture of high stakes testing: listening to new teachers	Details *USA*	Assessment Teacher careers	Teaching staff			Primary school	Evaluation: Naturally occurring	Formative assessment *of children* Summative assessment *of children*	Assessors			Statutory Induction
AERIC 178, Wepner SB (1997) 'You never run out of Stamps': electronic communication in field experiences	Details *USA*	Other topic focus *Using electronic communications in field experiences*	Learners Teaching staff	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution	Evaluation: Researcher-manipulated				University tutor Super-vising teacher	School-based experience
AERIC 179, Ryan L, Krajewski JJ (2002) The journey toward becoming a standards driven and performance based teacher preparation program: one college's story	Details *USA*	Assessment	Learners Teaching staff	21 and over *assumed*	Mixed sex *assumed*	Higher education institution	Description	Formative assessment	Assessment	Under-graduate trainees Post-graduate trainees	University tutor	School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 180, Gerlach GJ, Milward RE (1989) A new perspective for strengthening teaching skills: pre-teacher assessment							Description	Formative assessment Ipsative assessment	Assessment	Under-graduate trainees Post-graduate trainees	University tutor	School-based experience
AERIC 185, Hartsough CS (1998) Development and scaling of a preservice teacher rating instrument	Details *USA*	Assessment Teacher careers Teaching and learning	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution	Develop-ment of method-ology	Formative assessment	Assessment	Under-graduate trainees Post-graduate trainees		School-based experience

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 188, Johnson CJ, Shewan CM (1988) A new perspective in evaluation clinical effectiveness: the UWO clinical grading system	Details *Canada*	Assessment	Learners	17-20 *Assumed* 21 and over *Assumed*	Mixed sex *Assumed*	Higher education institution	Develop-ment of method-ology	Formative assessment	Assessment	Under-graduate trainees *Assumed* Post-graduate trainees *Assumed*	University tutor	
AERIC 190, Ramanathan H, Wilkins-Canter EA (2000) Preparation of cooperating teachers as evaluators in early field experiences	Details *USA*	Assessment	Learners	21 and over *assumed*	Mixed sex *assumed*	Higher education institution Primary school Secondary school	Description	Formative assessment	Assessors		University tutor Super-vising teacher	

Item	In which country/ countries was the study carried out? (Please specify.)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	Sex of learners	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Type(s) of assessment on which the study focuses	Main agent within assessment on which the study focuses	Type of learner	Type of teaching staff	Phase of initial teacher training that is the focus of the study
AERIC 195, Johnson J (1999) Professional teaching portfolio: a catalyst for rethinking teacher education	Details *USA*	Assessment	Learners	17-20 *assumed* 21 and over *assumed*	Mixed sex *assumed*	Higher education institution	Evaluation: Naturally occurring	Formative assessment Portfolio assessment	Assessment	Under-graduate trainees *assumed* Post-graduate trainees *assumed*		
AERIC 196, Shannon DM, Boll M (1998) State-mandated assessment of preservice teachers in Alabama	Details	Assessment	Senior management			Higher education institution	Evaluation: Naturally occurring	Summative assessment Portfolio assessment	Assessment		University tutor	Exit practices

APPENDIX 4.1: Studies excluded from data-extraction

Study
Brucklacher B (1998) Cooperating teachers' evaluations of student teachers: all 'A's'? *Journal of Instructional Psychology* **25**(1): 67-72.
Aim and rationale
The aim of the report is to 'describe a study of cooperating teachers' evaluations that resulted in few below-average grades' awarded to trainees (p 67). The rationale for this is that 'researchers have found problems with the ratings made by cooperating teachers', namely the 'halo effect in cooperating teacher's evaluations' (p 67).
Study design
'From the fall of 1994 through the fall of 1996, 662 elementary and high school teachers served as cooperating teachers for the university' (p 68). The university was American, but anonymous in the report. 'Of these, 465 (70%) completed evaluations of their student teachers and returned them to the university' (p 68). Evaluations were based on a 20-item assessment tool, a copy of which is included in the report.
Findings
As predicted in previous studies, few below-average grades were given.
Conclusions
'The cooperating teachers in this study may have assigned higher ratings than were warranted by their student teacher's behaviours (leniency), or they may have attended to global impressions of the student teachers rather than to the specific criteria of the rating scale' (p 69). 'A key element in determining success in student teaching is the relationship between the student teacher and the cooperating teacher' (p 69). Sympathy, empathy, and disparity between cooperating teachers and teacher educators may also load the evaluation. 'The above average ratings in this study may also be the result of a flawed instrument. Making items more behaviourally specific, or training cooperating teachers to use the instrument more objectively might lessen rating errors' (p 69). Other reasons for consistently high grading might stem from the 'need to foster students' self-esteem regardless of academic achievement' and the cultural impact the progressivist and egalitarian doctrines have had on American mainstream culture (p 70). The final conclusion is, 'rater bias, problems with the evaluation instrument, and a progressivist educational paradigm that encouraged high grading regardless of performance are all factors that might have influenced the evaluations examined in this study' (p 70).
Reasons for exclusion
This study, which does not focus on a model or instrument of assessment but focuses instead on the shortcomings of an assessment system already in operation, was keyworded ASSESSORS, ASSESSMENT and ASSESSED in section 6c. ASSESSORS or ASSESSED instead of ASSESSMENT would have been more accurate and avoided recall via the descriptive map. The review question also requires positive valuations to be made of the assessment model or instrument, not negative valuations.

Study
Fishman AR and EJ Raver (1989) 'Maybe I'm just NOT teacher material': dialogue journals In the student teaching experience. *English Education* **21**(2): 92-102.
Aim and rationale
No aim is explicitly stated. Through inference, it is possible to identify the aim: to chronicle the experience of dialogue journals between the researcher (a cooperating teacher) and a student teacher. The rationale (again not made explicit) is that their recent experience of these journals was enriching enough to warrant retelling.
Study design
The paper reports, retrospectively, the journal entries of both the student teacher and the cooperating teacher, presenting them as expostulations and replies, so that the two parties engage in ongoing dialogue through their journals. The study does not use samples, data-collection methods, analysis methods or quantitative data.
Findings
The dialogue journals enriched the experience of both the student teacher and the cooperating teacher in a number of stated ways.
Conclusions
'Because journal dialogues allow the student, her cooperating teacher, and/or her field supervisor to highlight, review, analyse, and synthesise what's being learned from a variety of perspectives, they can be used as important instruments for evaluation, offering a multidimensional perspective few other instruments provide' (p 106). It continues, 'they help students assess and appreciate what they have learned, what they are learning, and what they have yet to learn, without the constraints of more generic, pre-packaged instruments. For summative evaluation, dialogue journals can describe and assess what student teachers have achieved and still need to achieve along more dimensions than any behavioural performance, or product checklist can reflect' (p 106).
Reasons for exclusion
The study is more unreliable than the other studies. Firstly, it does not aim either to test an assessment instrument or to determine the benefits and shortcomings of some assessment tool. Instead, it concludes that dialogue journals could be used to assess student teachers, but focuses ultimately on their diagnostic rather than assessment function. The selection of data is unreliable because one of the purposes of the selection is cohesiveness of narrative. No quantitative data are presented. No detail is given in the description of what is taking place in the study. The sample group (excluding the researcher) consists of one individual and, for the purpose of reducing subjectivity (and achieving consensus results), the studies to be data-extracted should have a larger group of participants. The review-specific keywording may have been more accurately keyworded ASSESSOR and/or ASSESSED.

Study
Fitzgibbon A (1994) Self-evaluative exercises in Initial Teacher Education. *Irish Educational Studies* **13**: 145-164.
Aim and rationale
'This paper seeks to discuss the teaching of self-evaluation within one element – that of keeping a journal – of a Higher Diploma in Education course' (p 145). It continues, 'in the present paper, two basic issues are explored. The first is the possible usefulness of the different activities offered in connection with the journal to achieve the objective of self-evaluation. The second is the relationship between the students' responses to these activities and their personality types' (p 146). The rationale is, 'student teachers must be given the necessary opportunities and skills to become self evaluators' (p 145). This is a study inspired by Schon's notion of the 'reflective practitioner' (Schon, 1987).
Study: design
Post-graduate secondary schoolteachers completed an autobiographical journal, performed exercises and answered questionnaires.
Findings
In summary, two-thirds (66.6%) of the trainees found the journal useful. Journals were also said to have increased reflection, clarified issues, acted as a forum for ideas, and increased teacher educator empathy.
Conclusions
The journals helped 'a significant number of students in providing exercises for reflection and self-awareness. The level of self-awareness present in the final reflections of many of the journals is impressive' (p 160).
Reasons for exclusion
The study does not focus on developing a formative assessment process or instrument; indeed, 'the journals are ungraded' (p 160). Although the journal could be used as an assessment instrument it is instead used 'for teaching self evaluation and reflection' (p 160). The study was keyworded ASSESSMENT as well as ASSESSED under section 6c. The latter is an accurate descriptor but the former is not.

APPENDIX 4.2: Details of studies included in the in-depth review

Study one
Berg M, J Curry (1997) Portfolios: what can they tell us about student teacher performance? *Social Studies Review* **36:** 78-84.
Study aim(s) and rationale
The word 'aims' is not used in this study. It is stated, however, that 'the evaluation of portfolios has emerged at the centre of the interest in the [assessment] topic' (p 78). Indeed, the researchers 'saw portfolios offering the promise of identifying both a broader and more in-depth picture of an emerging teacher's thinking and behaviour than other, more traditional forms of assessment' (p 84). The broad aim, therefore, could be stated as: to evaluate portfolios in terms of their capability for identifying trainee teachers' growth and evaluation. The study also suggests that portfolios would allow 'the professors, to look beneath the surface of the teaching act itself, and examine the decisions that shaped the student teacher's actions' (p 79).
From being used in classrooms with children, portfolios have increasingly been employed in the US to document teachers' knowledge and skills in teaching. The researchers see portfolios as a 'natural outgrowth of this trend to explore the use of portfolios in defining and documenting more clearly what student teachers know and understand and what they are able to do; to create a vehicle for student teachers to tell their personal story of becoming a teacher' (p 78). The sample of trainees on whom the portfolio system was trialed were all involved at that time in the San Diego State University Model Education Center.
The study identifies the involvement of five university professors, five supervisors, 30 trainees and 30 cooperating teachers, who worked against a 'backdrop of teaming as an organisational structure in classrooms across the partnership' (p 79).
No mention is made of funding sources for the study. As it was part of institutional assessment arrangements, one assumes it was internally funded.
As the study suggests that the portfolio data were gathered during one professional year, and the study itself was published in Spring-Summer 1997, it must be assumed that the previous academic year was the focus year of the study (i.e. 1995/96).
Study research question(s) and its policy or practice focus
The study is related to teacher careers insofar as the trainee teachers are new entrants to the profession in the early stages of their training. The 30 trainees are all involved in the San Diego State University Model Education Center as part of their training. As the US involves mainly undergraduate training for teachers, it is probable that these students are all undergraduates. The portfolios are developed by the trainee teachers in collaboration with the tutors and teachers who are involved in developing teaching and learning. The students themselves are also focusing on their own teaching and learning, and the learning of children.
No information is given regarding the age and sex of the trainees.
The San Diego State University teaching faculty has a Model Education Center which is described within the study as 'a professional practice school... formed as a university-school partnership for the purpose of examining effective teaching and learning practices... of the next generation of teachers' (p 79).

This study is essentially about the instigation of a portfolio system for assessing the growth and development of 30 trainee teachers. The research team developed a set of eleven goals which 'would form the overarching umbrella under which the team developed the structure of the portfolio experience... [which] became the basis for student teacher portfolio entries' (p.79). The research team also devised a series of questions for student teachers to reflect on under the headings of:
- classroom management
- mathematics
- reading/language arts
- videotaped lessons

The students were then assessed broadly on categories determined by the research team, which were:
- ability to reflect clearly on own growth and change
- ability to discuss strengths and weaknesses of performance
- ability to address cross-cultural and language development infusion

The research team also developed assessment criteria which they defined as 'limited', 'developing' and 'strong' abilities of students to reflect through the portfolio. Students were also required to keep at least four examples of the 'best of the best' examples of their own practice. The portfolios were assessed three times: at the beginning of their professional year at the Model Education Center, at mid-point and near the conclusion of the program (p.82).
The research question appears to be: 'Could this [use of portfolios] not be a powerful way for student teachers to document the stories of their growth in an authentic setting?' Other than this, no research question or hypothesis is identified.

Methods: design

The portfolios are a means by which the researchers evaluated the trainee teachers' abilities to be reflective about teaching and learning practices. They are researcher-manipulated insofar as the researchers designed the specification of the content of the portfolios and assessed trainees' development and growth at three points during the year. We must infer that the concepts involved relate to reflective practices and, through these, the growth and development of trainees' thinking and development as teachers.

Methods: groups

The study appears to focus on 30 trainee teachers during one practice-based year of their training.

The potential components of trainee portfolios were determined by the project team of professors, supervisors and cooperating teachers. Questions which trainee teachers should ask themselves under a series of four headings were identified (although no theoretical or empirical basis is provided for these).
Three broad rating categories were also determined and then applied to the portfolios at three times during the teaching year. Inter-rater reliability was established by at least two professors independently assessing each portfolio and final grades were given to trainees.

Methods: sampling strategy

The study reports that 30 trainee teachers were involved but not whether this constituted a whole cohort or a sample from a larger cohort. There is no attempt at identifying a sampling frame. No information is given of any means or ways of selecting the sample.

Methods: recruitment and consent

It has to be assumed that the 30 students were a captive audience.

Methods: Actual sample

Thirty students participated in the study.

Although it could be assumed that all the participants are from the US, at no point is the nationality of the focus group stated explicitly.

We have to assume that the sample represents the pre-service teachers who are registered with the San Diego State University.

There is an assumption that, because the sample group were all trainees on the course over that one-year period, they were all included and all completed.

Methods: data-collection

The data collected were those contained in the trainee teachers' own portfolios, kept as part of the requirements of the course during a single year. The evidence within the portfolios was assessed by a pair of professors and rated on a three-point scale.

Trainee teachers completed their own portfolio of reflections on teaching experiences and examples of best practice.

The authors describe portfolios as 'defining and documenting ... what students know and understand ... a vehicle for student teachers to tell their personal story of becoming a teacher. This is also described as 'a container for storing and displaying evidence of the student teacher's knowledge and skills' (p 78)
Student teachers accumulated all the data in their portfolios. This was then analysed and assessed by the researchers.

Reliability of the data collected in portfolios is not mentioned.

The validity of the collection tools is established only insofar as they relate the contents of portfolios to the contents of other portfolios which have previously been the subject of policy decisions.

The portfolio information was gathered by the trainees themselves.

Data were collected as a result of involvement in the Model Education Center
and all data requested to be kept emanated from there.

Methods: data analysis

Certain items within the portfolio were 'standardised' which would 'serve as benchmarks of formative assessment' (p 79). The 'best of the best' examples of practice would be 'used by the team to evaluate student teachers' ability to reflect upon performance over time' (p 79).

The faculty team developed a set of eleven goals that became the basis for student teacher portfolio entries:
1. Widening the repertoire of communication strategies and skills
2. Creating a collaborative learning community
3. Promoting teaching/learning strategies that align with constructivist theories
4. Promoting higher order thinking skills
5. Developing greater sensitivity to and respect for cultural differences
6. Widening scheme of educational environment
7. Understanding global linkages/interconnections within and among personal, social environments and technological systems

8. Promoting understanding of interconnections among content area through thematic, interdisciplinary instruction
9. Developing English language skills across all content areas while supporting/respecting children's primary language
10. Understanding the theoretical underpinnings of instructional practice
11. Inspiring a lifelong commitment to curiosity and learning

Using these eleven goals as the basis, the team generated a series of 'reflective questions (p 80). The data gathered from these were then analysed against the following criteria:

- *Limited:* [student] unable to respond or cursory, superficial response, no reflection, no specific mention of culture or second language

- *Developing:* specifics identified [by students] with some substantive discussion of underlying principles and/or rationale for decisions, indicators of awareness of and sensitivity to culture and language.

- *Strong:* rich discussion indicating breadth and/or depth of understanding and critical reflection, indicators of concrete application of strategies, focusing on culture and second language acquisition, and a rationale for instructional decisions.

These were later deepened in focus for the final screening.

There was no intervention intended or carried out. The trainees kept their portfolios as part of their course assessment and these were then assessed at the three points in the year previously described.

Neither the validation of the portfolios nor the validity of the analysis of them is mentioned.

The three categories for analysis of the portfolios outlined earlier were later extended to become:

• *Limited:* no connection to or understanding of the goal, or unclear definition of the best [meaning the 'best of the best' examples]; either no mention or a peripheral mention of the student's role in the lesson; nor or vague mention of cultural differences or language development; does not address major weaknesses (by our standards) of the lesson.
• *Developing:* product shows a relation to the goal, but only a pedestrian, unimpressive relationship; sees the importance or mentions the student's role in the lesson (including student affect and/or cognition); explicitly mentions attending to cultural differences and language development in a general, philosophical way; either the lesson has major weaknesses which they mention but do not discuss, or the lesson has no major weaknesses and there is no mention of minor weaknesses or any changes.
• *Strong:* strongly exemplifies goal in an impressive, well-conceived, creative way; focus on student's role, including motivation, affective and conceptual growth and understanding; includes specific ways cultural differences and language development were or might be addressed; discusses weaknesses, if any, and sees options for subsequent instructional delivery.

Results and conclusions

The results are presented mainly in narrative form with examples of statements from student portfolios.

The findings are as follows:

'The results revealed a progressive, professional growth across time in student teacher insights related to the act of teaching, its impact upon student learning in the classroom, and how to work toward making meaning comprehensible for all learners, irrespective or cultural differences or language proficiency... student teachers were focused on selecting representative examples of their practice that they felt were 'fun' or 'motivating' to students in the classroom. Little concern was evidenced with children's learning needs or how to develop instruction. There were no comments made on changes that they would like to make in the activity' (p 82).

The contexts used by the student teachers for presenting the 'best of the best' examples, 'tended to fall into four areas - social studies, science, reading/language arts and math' (p 82).

One unexpected finding is reported in the section 'Conclusions':
'As the planning and implementation evolved, the integration and assimilation of the faculty team's varied pedagogical perspectives and the cohesion that developed forged an unexpectedly strong bond. It was this joining together as collaborators in learning with student teachers that perhaps became one of the most powerful elements of the Model Education Center student teacher portfolio project' (p 84).

These 'findings' are only minimally presented in the reviewers' views. Whilst we are given some information about analysis, this analysis is, in itself, very subjective and we are not told how the issue of subjectivity was handled. This would make replicability very difficult indeed. Similarly, as we have no theoretical or conceptual base for portfolios given in this study, it is difficult to understand quite what students were intended to do.

Before the section 'Conclusions', there is a longer discussion on the issues related to student teacher development as identified in the findings.

The later 'Conclusions' section states:
'We could conclude that student teachers' reflection on practice showed measurable growth over time as evidenced by their writing and professional judgement. They were able to integrate instruction both within content areas and draw across disciplines to meet the learning needs of the increasingly diverse student population in their classrooms... the examples [best of the best] allowed the student teachers to share their own perspectives on teaching and encouraged introspection through which began the process of informed self-assessment' (p 84).

Quality of the study: reporting

There is no explanation of the Model Education Center or of the deeper concepts related to portfolios (e.g. reflective practice as a theoretical construct). No information is given about the trainee teacher group or the ages of the children who were the focus of the portfolio teaching.

Whilst it is easy to assume that portfolios must be a good thing if they encourage reflection amongst trainee teachers which then has an impact on their ability to teach, this is implicit within the aims of this study rather than actually made explicit.

Whilst considerable information is given about the basis on which the portfolio was assessed, this is all very subjective and further information was needed on how this subjectivity was handled by the research team.

More information would be needed on the sample, the actual portfolio and on the underpinning basis for its development.

On the whole, the authors stick to describing what they set out to investigate but, as we are not given sufficient information about sample and portfolio content, then it is hard to judge whether they have been selective in their reporting.

Quality of the study: methods and data

It is hard to see how the researchers could have designed what they did differently. If one wishes to research the use of portfolios in student teacher development and growth, then getting the trainees to keep a portfolio and assessing it is the obvious choice of method.

No information is given about why the particular contents of the portfolios were appropriate or used.

Without significantly more information about the subjective nature of the analysis, bias is inherent in this study. The results are not generalisable without much more contextual information.

In US and San Diego terms, one feels certain that there is the basis of a good study. However, the evidence provided is scant in both conceptual and empirical terms, therefore, making it low in trustworthiness.

Results, discussion, conclusions and implications all flow into one another and have to be interpreted.

There is an element within this study that the 'desired' outcomes (only implicitly stated) were achieved. There is no argument presented as to whether or why some students were less effective in their portfolios, for example. It is hard to agree or disagree with the findings and conclusions without further information or evidence.

Study two
Willis EM, MA Davies (2002) Promise and practice of professional portfolios. *Action in Teacher Education* **23:** 18-27.

Study aim(s) and rationale

The study was conducted in the US but this is not made explicit in the report itself.

The broad aim of this study was to report 'the impact of portfolios on undergraduate teacher education students' professional development and the broader implications for teacher training programs' (p.18). It also explored 'students' perceptions regarding professional portfolios and presentations' and examined 'whether students considered the process of creating a professional portfolio and sharing it in a presentation of value as they moved from the educational to career environment' (p 20).

The report starts with an introduction that refers to previous papers written about portfolios, how they have been introduced into teacher training programmes, and how they have been beneficial. These studies range from 1993 to 2001. The introduction also starts with a quotation (Sanders, 2000; p 11) that touches on 'the current educational reform movement' towards 'authentic assessment' and the consequent rise of portfolios. In the last paragraph of the introduction, the portfolio component of the teacher training programme at a 'southwestern institution', on which the study is based, is said to be a 'response to these multiple uses of professional portfolios for assessment' (p.18). Implicit in the report, therefore, is that the study examines a portfolio component introduced because of the current climate favouring portfolios as a means to 'authentic assessment'.

One previous study, which 'investigated preservice teachers' knowledge of portfolio assessment and attitudes toward using portfolios as an alternative to conventional assessment practice' (p 246) was used to inform the questionnaire that was handed out to the 93 student teachers. This other study, therefore, had an impact on the data collected but could not be described as a 'linked report', neither was this report building on data or theory from an earlier report.

There is no evidence of consultations with any interest groups at stage in this study or report. There is certainly no evidence of any consultation when considering the broad aims of the study and the issues to be addressed.
There is no statement or suggestion about the funding of this study. It could perhaps be inferred that the study was internally funded, as only one teacher training programme was investigated.

The time and date of the actual study is not made explicit, but it is inferable from the opening citation (Sanders, 2000; p 11) and the publication date (2002) that the study was conducted between the winter of 2000 and the summer of 2001. Data were collected over 'a three-semester period'.

Study research question(s) and its policy or practice focus

Assessment is the main focus of the study: the report is about a study that examines the use of portfolios as possible instruments for authentically assessing teacher trainees. It is also about teacher careers; the study focuses on initial teacher training, the pre-career stage of teaching, but at the same time makes frequent references to exit practices and the 'job search', and the benefit portfolios have regarding these two things. It is also about teaching and learning, for the study is loosely concerned with certain issues in teaching and learning, such as reflective practice and self-evaluation. 'Undergraduate teacher education students' are the population focus of the study. The programme is an undergraduate one, so minimum age can be confidently inferred (i.e.

post-18), but maximum age cannot be inferred with any certainty. Of the 93 participants in the study '74 were female and 19 were male' (p 19).

The educational settings of the study are (i) An HEI : the physical setting of the study is the 'southwestern teacher training institution'. It is here that the presentation of the students' 'hard copy notebooks and electronic portfolios' are presented and the later questionnaires about their experiences completed. (ii) Primary schools: although primary schools are not explicitly featured in the report, the course specialises in 'elementary education'. (iii) Secondary schools: although the study does not take the school-based experience of the participants as its main focus, the course is 'elementary education'. The American system is not in perfect alignment with the English one. 'Elementary' is not quite 'primary', so it may also cover grades 7 and 8, the first and second years of English 'secondary' education.

The research questions are implicit. They could be qualified as: what impact do portfolios have on undergraduate teacher education students' professional development and what broader implications are there? (p 18). And, what are students' perceptions of portfolio professional development and presentations? (p 19).

Methods: designs

The study evaluates a recently implemented portfolio component into a teacher education programme. It assess whether it works well, concludes it does, but also draws on suggestions for future improvement. It is researcher-manipulated because the portfolio element has changed the experience of the students that year and 'researchers collected survey data from 93 students enrolled in the third semester of the teacher education cohort program', so the collection of data was an ongoing, intervention-based process, not retrospective.

The study is retrospective, however, insofar as it required participants to look back on their portfolio presentation via a questionnaire.

Methods: groups

A study design summary could be expressed as follows: 'over a three-semester period, researchers collected survey data from 93 students enrolled in the third semester of the teacher education cohort program. Of the 93 participants, 74 were female and 19 male... The questionnaire consisted of 23 Likert-type questions and five incomplete stems' (p 19).

Methods: sampling strategy

The gender ratio (74 females to 19 males) suggests that the study is attempting to represent a 'typical' teacher education course regarding the general make-up of initial teacher training courses. It does not state explicitly nor imply, however, that it is representative of a 'typical' or a specific population. Nevertheless, it does draw conclusions that are generalised. This suggests that the researchers believe that conclusions and implications drawn from this study would naturally be applicable elsewhere.

Selection for the study appears to have been all-inclusive. There are, however, three 'delivery options for coursework' (i.e. courses). One of them, the one that the study focuses on, is 'a three-semester on campus cohort which provides all professional preparation coursework'. This particular course, it is stated, 'focuses on applying theory to practice through practicum experiences'. It is inferable that this style of course is most suited to portfolio assessment, and that this is why students from it have been chosen. People within this particular course are not further identified or classified.

No incentives for recruitment onto the study are stated but it is highly unlikely that any were offered because the portfolio component was obligatory.

There was no sampling frame as such, in that there was no distinction drawn between possible participants, ideal participants, and actual participants.

Methods: data-collection

Data were both quantitative and qualitative. The questionnaire included '23 Likert-type questions and five incomplete sentence stems'. The data from the Likert-type questions were therefore quantitative, whilst the data from the open-ended, incomplete questions were qualitative. The data were used to define the sample. The data appear to have been collected by hand and stored on a software package, The Data Collector (Turner and Handler, 1992).

The report only states who determined the categories for recording the quantitative data; it does not reveal who circulated the questionnaires or who collected the research.

A number of reliability and validity measures were undertaken. The report states that, regarding the collection and collation of qualitative data, 'a team of two, one university faculty and a graduate student, independently identified the response categories and then mutually reached consensus on category labelling' (p 20, paragraph three). There was, therefore, an inter-rater reliability measure for the collection of qualitative data. The questionnaire used to collect data incorporated 'several questions... from an earlier study' (p 19, paragraph seven).

Methods: data analysis

A couple of software packages are mentioned: the Statistical Packages for the Social Sciences (SPSS) is mentioned and so is the Data Collector. Exactly how these packages were used is unclear. From Table 1 on page 21, it appears that answers to the quantitative questions were simply tallied and the mean average deduced. A separate method was used for providing a 'framework for reporting results' from the qualitative questions.

Results and conclusions

The results are presented in prose in a section called 'Survey Results', and in part via Table 1 on page 21. In the section 'Survey Results', the Likert-type answers have been classified under five headings. In the section 'Incomplete Sentence Stems', the open-ended questions are also classified under five headings.

The findings of the study mostly relate to the portfolio as a tool for assessment. The findings are drawn from the students' retrospective answers to the questionnaire. They 'perceived the portfolio and presentation assessment a worthwhile experience' (p 20). It gave them 'greater opportunity to express themselves creatively' but they desired 'personal ownership and decision making about the portfolio categories' (p 20). The 'evaluation form promoted reflection' and 'encouraged them to think about their preparation for student teaching and a teaching career', and this preparation 'made them more aware of their growth as a teacher' (p 20). Also, 'the process of selecting portfolio pieces clearly encouraged reflection' (p 20). The presentation of their portfolio 'increased their self-confidence' and students also preferred that the portfolios were not given a letter grade, just merely passed or failed. Their portfolios 'highlighted their professional growth and skills' and 'prepared them for a job search' (p 22). It also made them think about the standards and how they should be incorporated into the portfolio (p 22). Furthermore, students thought that the portfolios 'uniquely represented themselves' (p 22).

An electronic element was part of the portfolio component and this 'supported the application of technology skills in meaningful contexts to develop technological literacy' and this electronic portfolio, they believed, 'would help them to find a job' (p 22). There were also difficulties with the portfolio.

Students had difficulty 'deciding upon both the content to present and designing a format' (p 22). They 'expressed concern over the portfolio page limitation' and found it difficult to determine how best to represent themselves (p.22). The presentation, as part of an integrated portfolio assessment system, assisted students 'in reflecting on and organising their work' (p 23). The reflective process that was a corollary of the portfolio system 'helped to develop confidence through greater self-awareness and heightened their perceptions of being life-long learners' (p 24). The 'exhibition' of the portfolio also 'improved their speaking and interviewing skills' (p 24).

The numerical data (percentages, etc.), on which assertions are made, were not consistently presented. Imprecision clouds many of the assertions. For example, 'over one fourth of the sample...' (p 24). The presentation of the findings is consistently bad, using vague percentages. The 23 Likert-type questions are not represented in their entirety. The stage involving the metamorphosis of these questions into the five headings is poorly related. The quantitative data presented in Table 1 only includes questions 1, 4, 6, 7, 10, 11, 19, 22 and 23. There is no sign of the other questions. Under the section 'Incomplete Sentence Stems', there is no presentation of the qualitative data on which the statements and assertions are based, save for a few particular statements.

The conclusions of this study mostly synthesise the findings related in the previous section. According to the researchers, the portfolio 'programmatically encourages ongoing professional development through reflective practice' (p 24). It also offers 'programs a tool for assessing effectiveness in promoting growth and its related skills and dispositions' (p 25). It 'allows for ongoing opportunities' for students 'to practice reflection and communication skills, model their values, and expose them to a wide variety of self-evaluation criteria' (p 25). It also helps students to 'develop self-confidence in their verbal communication skills' and 'reflection skills' and ultimately, to 'assist in the job search' (p 25). A further summary of this is offered on page 25. The study 'confirms a number of perceived benefits: increased reflective practice, improved communication skills, emphasis on life-long learning and growth, and greater self-confidence in making the transition from school to work' (p 25).

Quality of the study: reporting

It is inferable that the study took place when it did and where it did, but this is interpretative and conjectural. The study, so it seems, was a reflex action to a heightened nationwide interest in, and use of, portfolios, but how this was funded, the exact location, when it exactly took place, and whether the study was primarily an internally funded review of a new system or a piece of externally funded research which was supposed to have wider implications is uncertain.

It is difficult to determine whether the introduction states the actual aims of the study or what it actually succeeded in doing. If the aims were to 'report the impact', then these are satisfied (p 18).

Apart from the number and the gender, the sample used in the study is not adequately described. What description there is can be found on page 19, paragraph six.

Apart from a brief description of the questionnaire and a reference to software packages involved in the process, data-collection is not described in any detail.

Although software packages are mentioned and the means by which the qualitative research is classified is described, the process through which the data went from this raw stage to the stage in which they are presented is unclear. Not all the data are presented, so the screening process is not discernible.

The portfolio guidelines are not included, neither is a copy of the original questionnaire. The exact methods used to collect, collate and analyse the data are not made explicit. Table 1 is not explained. Percentages are not made explicit.

Quality of the study: methods and data

There is a loose connection between the climate described in the introduction and the actual study, but no sound justification, reasoning or apologetic is discernible. Decisions are rarely made explicit, let alone given a rationale.

The questionnaire seems to have been the best (perhaps only way) to have drawn data retrospectively on the portfolio component of the teacher training course. Interviews would have been an alternative, for better or worse.

There is no deliberation on the possible shortcomings and flaws of the questionnaire and the collection of it. One major shortcoming may be that the Likert scale is four-pronged, instead of the more common five-pronged scale. One school of thought advocates that there is no room for indifference on this model as everything is either agreeable or disagreeable, to different degrees, and there is no middle ground. If this is perceived to be the case, this study is certainly flawed. Another school of thought, however, advocates that the four-pronged Likert scale is better than the five-pronged one, because it forces participants off the fence. With middle ground, as well, there is the potential for drawing conclusions either way, and seeing them as positive or negative.

The data-extractor (the questionnaire) is based mainly on a set of former survey questions. To some degree, it builds on a tried and tested base. This is a minor validity assurance measure.

Although the findings of the study are for the most part reported in the section 'Survey Results', there are obvious omissions (i.e. Table 1 does not present all the questions and therefore omits a lot of the data). Since the entire process is not adequately described, the research method and design is not easy to follow; therefore the chance of bias and error distorting the findings is quite high.

There is nothing to suggest that the sample would seriously differ from any other taken from an average teacher training course. The findings, therefore, could safely be applied to other courses, especially within the US.

Although the research design and method is not made explicit, and this naturally raises questions about the reliability and validity of the findings, the data and the assertions made from the data were fairly trustworthy, insofar as the study is a simple one, without a huge margin of error.

Quantitative data without complex statistical analysis cannot really be interpreted in too many ways, so this is fairly trustworthy. The qualitative data is the untrustworthy component of the report. As we cannot see the original questionnaire in its entirety, we cannot fairly assess the validity of the questions; however, the report draws a clear distinction between the findings and the conclusions drawn from them. Formulating a conclusion independently from the conclusion in the report is therefore possible.

Because the study is not completely traceable, high trustworthiness cannot be awarded. However, given that it presents most of the data before it interprets it and draws conclusions based on common sense it can be awarded medium trustworthiness.

What is known about successful models of formative assessment for trainee teachers during school experiences and what constitutes effective practice?

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The concluding section of the report, more than anything, synthesises the findings rather than interprets them. The section on page 25, which offers possible implications and recommendations, is the most interpretative part.

No real justification is offered, however, for the concluding section, but the conclusions are, at the same time, not implausible.

The conclusions drawn from the findings are the same as those the reviewer would make.

Pre-sessional task 2

Follow the links provided to find out more about the teacher education system in partner countries.

England:
https://getintoteaching.education.gov.uk
https://www.ucas.com/ucas/teacher-training/getting-started/postgraduate-routes-teaching/which-route-right-you;
https://www.ucas.com/connect/videos#js=on)
https://graduates.teachfirst.org.uk/

Greece:
http://www.minedu.gov.gr/
http://www.education-inquiry.net/index.php/edui/article/view/28421
http://www.anglo-hellenic.com/
http://www.celt.edu.gr/aims_activities.htm
http://www.auth.gr/en/educ
http://en.ppp.uoa.gr/postgraduate-studies/postgraduate-programme-in-counseling-and-career-guidance.html

Spain:
https://www.esl-languages.com/en/initial-teacher-training-for-teachers-in-spanish.htm
http://www.hylandmadrid.com/en/courses/teacher-training-madrid.php
https://www.esl-languages.com/en/initial-teacher-training-for-teachers-in-spanish.htm

Bulgaria:
http://diuu.bg/
http://www.dipku-sz.net/otkrivane-na-sdk-pedagogicheska-pravosposobnost
http://www.niokso.bg/index.php
https://uni-plovdiv.bg/en/pages/index/2/
http://zaednovchas.bg/en/

Lithuania:
https://www.european-agency.org/agency-projects/Teacher-Education-for-Inclusion/country-info/lithuania/structure-and-content-of-initial-teacher-education-courses

EU: https://www.european-agency.org/

Trainee to Trained Teacher
Module 6 – Assessment and Accreditation
of Initial Teacher Training and
Newly Qualified Teachers

Objectives

- **Participants will consider the following questions**

- Why do we assess Trainees and Newly Qualified Teachers?

- What do we assess? What's important?

- How do we capture it?

- How do we accredit it?

Introduction

- Discuss the "Pre-sessional task 1" and be prepared to share 3 points - one which is a **Positive**, one which is a **Negative** and one which they found **Interesting.** (PMI feedback)

Why do we assess trainees and Newly-Qualified Teachers?

- Brainstorm activity in groups of 3-4. Complete the task without discussion - the aim is to record ideas quickly onto flip chart paper, not to question or debate at this stage.

- Each group displays their flip chart responses on a wall. Group by group, the participants are able to ask questions of the responses they see e.g.

- What do you mean by…

- Why have you written…

- Can you tell me more about…

What do we assess? What's important?

- Working in pairs, the participants should Diamond 9, the following statements, to identify a rank order.

- Identify the best way of capturing evidence for each of the "standards".

- With reference to pre-sessional task, discuss formative and summative aspects of assessment

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How do we capture it?

- In groups of 4 develop an assessment calendar. What would happen when? What would the participants expect to see from trainees and newly qualified teachers at these points? Annotate on year planner/calendar.

- One person stays with their year planner/calendar whilst the rest of the group visits other groups to find out what they have done.

- Participants then return to their own groups and make any necessary changes / improvements.

How do we accredit it?

- Stand where you believe your teacher education system currently is.

- Where would you like to be?

- What needs to change in order to achieve this?

- Post-sessional task is to develop an action plan to support these changes.

DIAMOND 9 ACTIVITY

Set high expectations which inspire, motivate and challenge pupils	Promote good progress and outcomes by pupils
Demonstrate good subject and curriculum knowledge	Plan and teach well-structured lessons
Adapt teaching to respond to the strengths and needs of all pupils	Make accurate and productive use of assessment
Manage behaviour effectively to ensure a good and safe learning environment	Fulfil wider professional responsibilities
Demonstrate consistently high standards of personal and professional conduct	Uphold public trust in the profession and maintain high standards of ethics and behaviour
Treat pupils with dignity	Observe proper boundaries appropriate to a teacher's professional position
Have regard for the need to safeguard pupils' well-being	Maintain high standards in their own attendance and punctuality
Act within their framework of professional duties and responsibilities	

Academic Year Planner 2016-2017

2016-17	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T
August	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			▨	▨		
September				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	▨	▨		
October						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
November		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			▨	▨		
December				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	▨		
January						▨	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
February			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				▨	▨		
March			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	▨	▨		
April						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			▨	▨		
June				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	▨	▨		
July						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	

Descriptors for plenary

EXTERNAL:
System in the country, university-school, principal-teacher, ministry-school. It is compulsory and formal, usually done by universities or the government. Predominantly summative, though not exclusively.

INTERNAL:
School policy for assessing teaching quality, school framework, school assessment plan, school quality plan) It is voluntary and informal, usually done by the schools within their internal quality framework. Predominantly formative, but not exclusively.

Layout of room for plenary activity

INTERNAL

FORMATIVE   SUMMATIVE

EXTERNAL
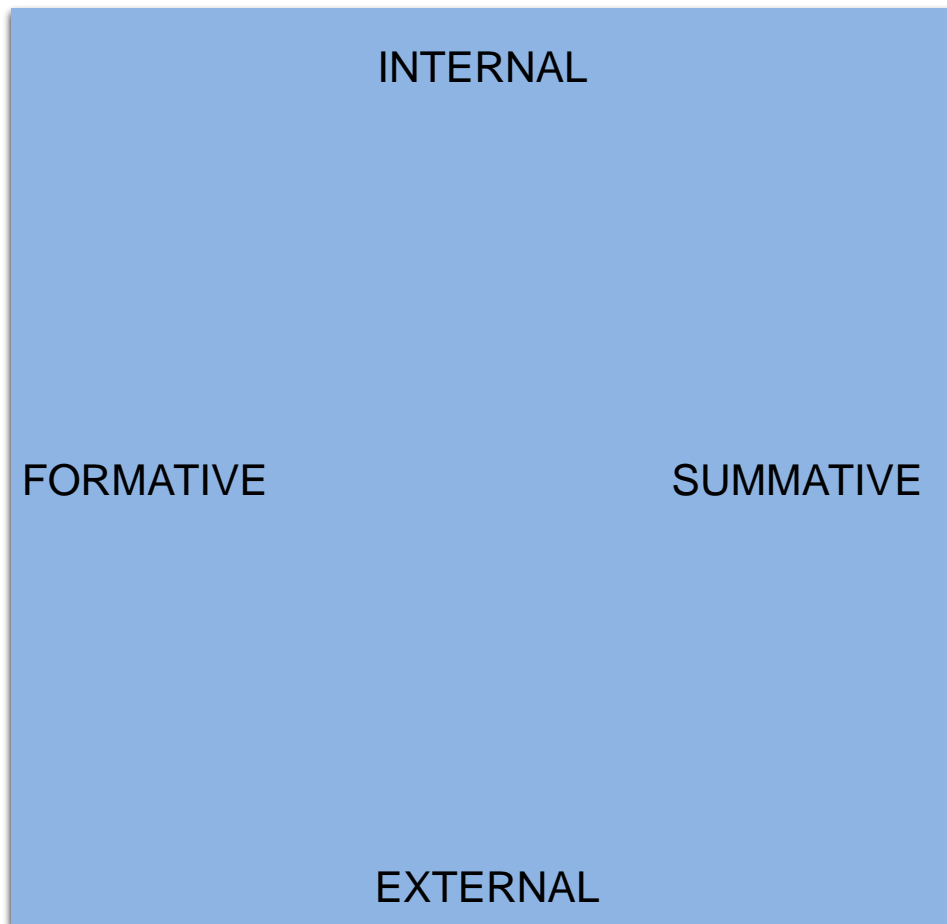
A4 sized signs placed on the walls of the room as above. Tables and chairs need to be cleared as far as possible to allow movement of participants.

Erasmus+   **Module 6 Assessment and Accreditation Evaluation Sheet**

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.
<u>Remember that 1 is low and 6 is high.</u>

I am…			
Male	☐	Female	☐

Name   _____

Organisation & Country _____

_____

My role is…	
Trainee Teacher	☐
Newly Qualified Teacher	☐
Fully Qualified Teacher	☐
Other – please specify	☐

	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 areas?

Part 1 – Why assessment of trainees and NQTs is important?

	1	2	3	4	5	6	Comments
I understand the importance of Assessment of trainees and NQTs	☐	☐	☐	☐	☐	☐	
I understand why do we assess and what do we assess?	☐	☐	☐	☐	☐	☐	
I feel able to apply effective assessment tools that help to understand what is important in assessment and how do we capture it.							
I understand knowing my previous skills, knowledge and understanding helps me to identify my needs	☐	☐	☐	☐	☐	☐	
I understand what professional teachers standards look like in practice by using formative and summative aspects of assessment	☐	☐	☐	☐	☐	☐	

Any comments about the resources provided to support your enquiry?

Part 2 – Assessment tools

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

	1	2	3	4	5	6	Comments
I can identify different types of assessment and its application: external and internal, formative and summative	☐	☐	☐	☐	☐	☐	
I understand the importance of dealing with different assessment issues in different ways of assessing teaching and learning results	☐	☐	☐	☐	☐	☐	
I feel more confident in using different assessment tools in my classroom	☐	☐	☐	☐	☐	☐	
I understand the importance of PMI feedback	☐	☐	☐	☐	☐	☐	
I feel able to apply successfully the year planner/calendar	☐	☐	☐	☐	☐	☐	

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

Part 3 – Accreditation

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

	1	2	3	4	5	6	Comments
I understand what is meant by Accreditation	☐	☐	☐	☐	☐	☐	
I understand better the currently stage of our teacher education system	☐	☐	☐	☐	☐	☐	
I feel more able to put into practice assessment strategies when dealing with mentoring and coaching of NQTs	☐	☐	☐	☐	☐	☐	
I understand what is the function of individual development teachers plans	☐	☐	☐	☐	☐	☐	

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.