



Designing an EAL teacher assessment literacy framework: Linking results to professional development

Never Stand Still

Faculty of Arts & Social Sciences

School of Education

Dennis Alonzo

d.alonzo@unsw.edu.au

Chris Davison

c.davison@unsw.edu.au

Outline

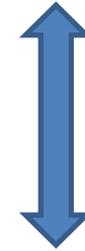
- Background/ Context
- Research Questions
- Rationale
- Methodology
- Application
- Results
- Implications



Rationale

- The positive roles of AfL in learning and teaching (Black and Wiliam, 1998; Hattie, 2008)

Little or no information at system level about EAL teachers' emerging AfL competencies

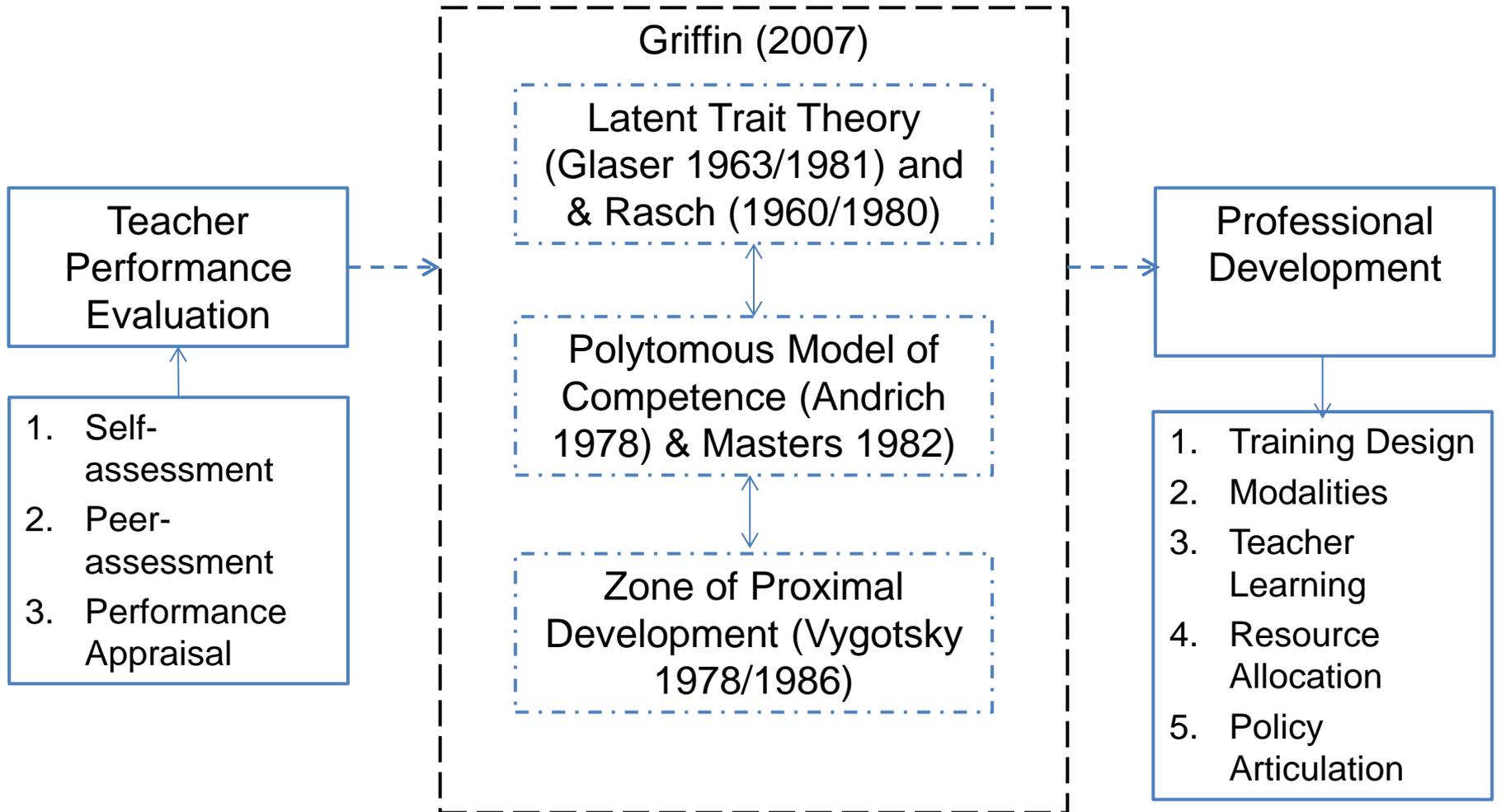


No detailed standards to evaluate EAL teachers' AfL development over time, nor to discriminate between different needs/stages of professional learning within a very diverse teacher cohort

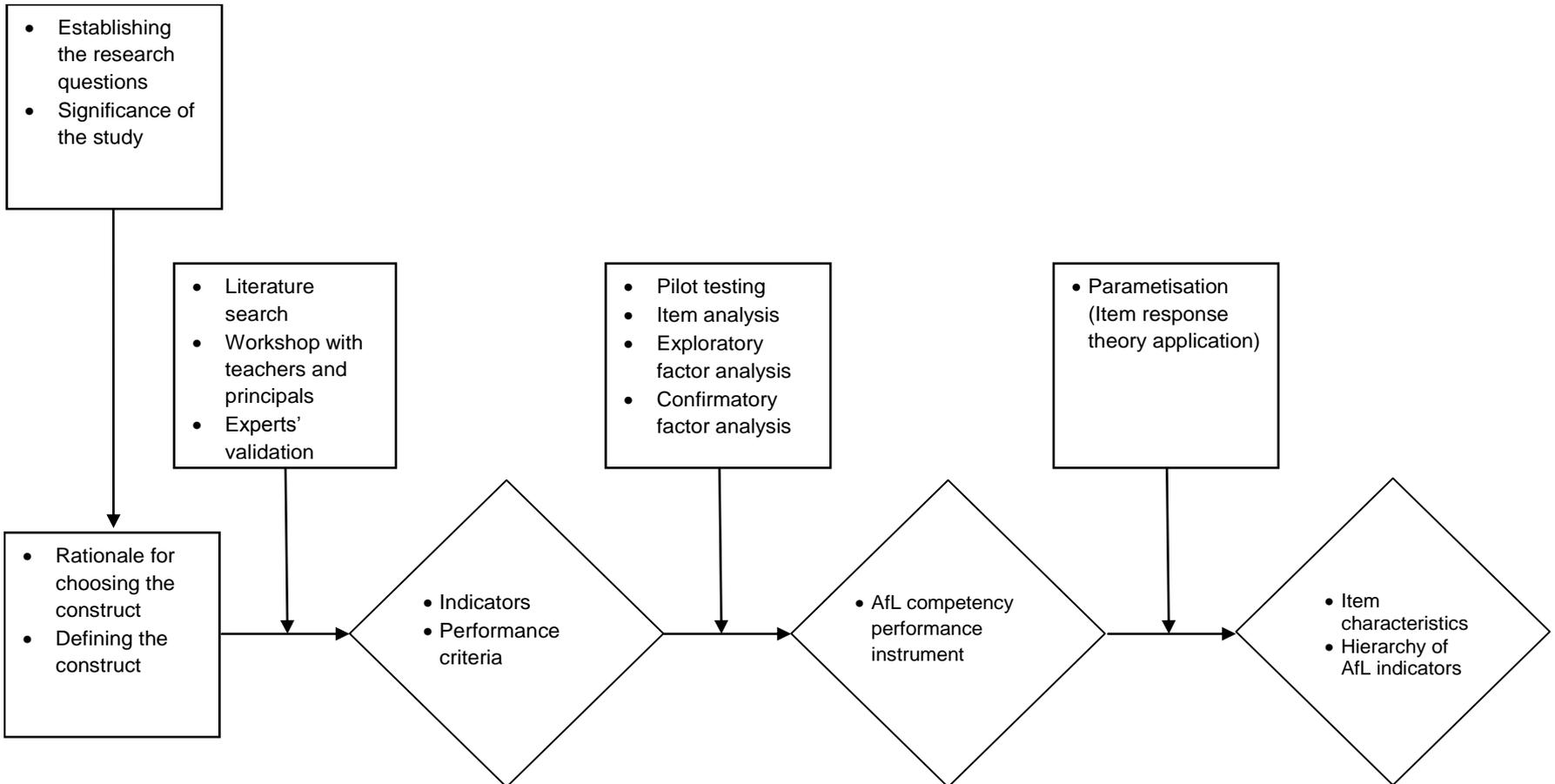
Research Questions

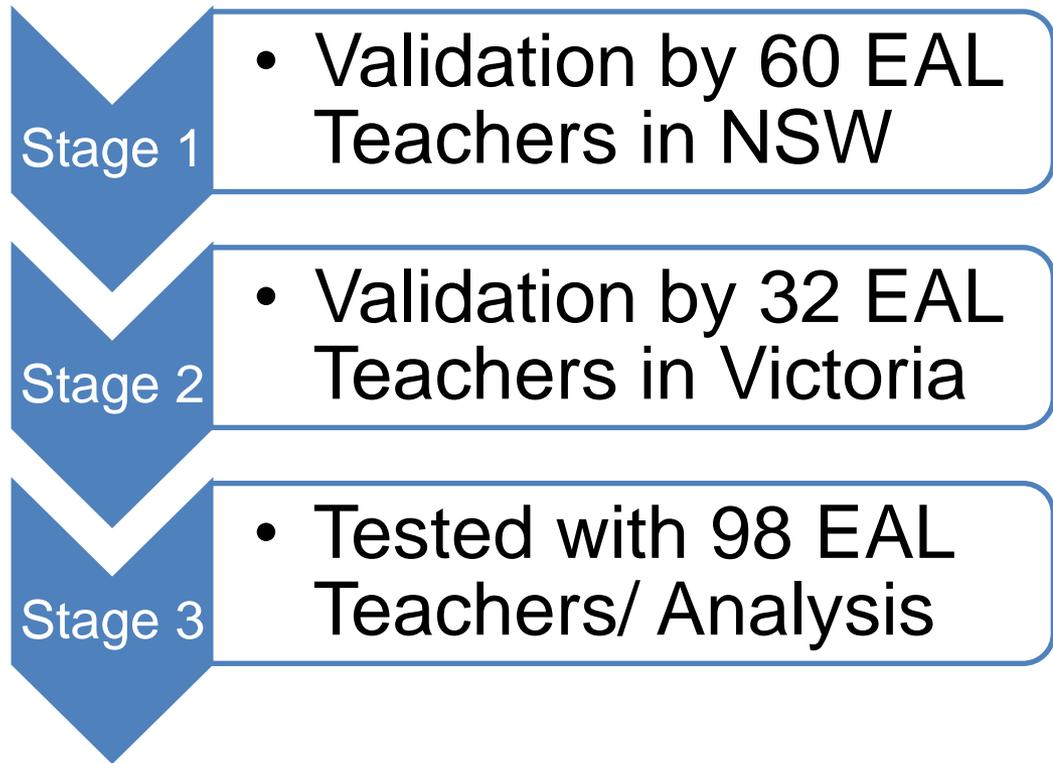
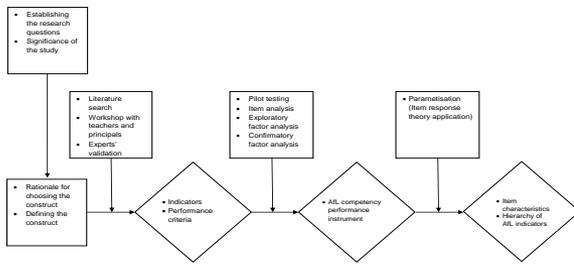
1. What are the assessment competencies of EAL teachers?
2. What are the degrees of performance expected for each skill?
3. What are the domains of EAL teacher's AfL competency?
4. Can the framework be supported by empirical evidence?
5. What are the implications of the results for developing and designing an EAL teachers' AfL literacy program?

The Challenge



Methods





EAL Teachers' Assessment for Learning Competency Framework

Example of an Item

Indicator	A	B	C	D	E
Engages students in peer-assessment	Never/rarely uses peer-assessment	Manages the learning experience to ensure all students engage in peer-assessment	Develops and uses strategies to fully engage students in peer-assessment	Determines the effectiveness of strategies used to engage students in peer-assessment	Provides support to colleagues in using various strategies to engage students in peer-assessment

Validation meetings:

Sample positive comments

- *‘Students will benefit from teachers who are aware of this framework’*
- *‘Very clear and easy to use’*
- *‘It is easy to use to see where an individual teacher might be able to place themselves in this framework’*
- *‘The way the standards are organised helps with overall clarity of the framework’*
- *‘The framework promotes self-reflection’*
- *‘Clear progression of performance’*



Sample negative comments (that have been addressed)

- *‘Too many indicators, maybe too much’*
- *‘Some performance standards can be challenging to teachers due to range of EAL students’ needs’*
- *‘There are unclear terms, need to provide definitions for clarity and uniformity’*



Key Issues

- The indicators in Domain 3 (Student Partner) will be challenging to implement, especially if EAL students have zero English.
- The execution/effectiveness of Domain 6 (Stakeholder Partner) will be greatly dependent on the leadership of Principals.
- The assessment competence of principals is a critical factor in supporting teachers in enhancing their assessment literacy

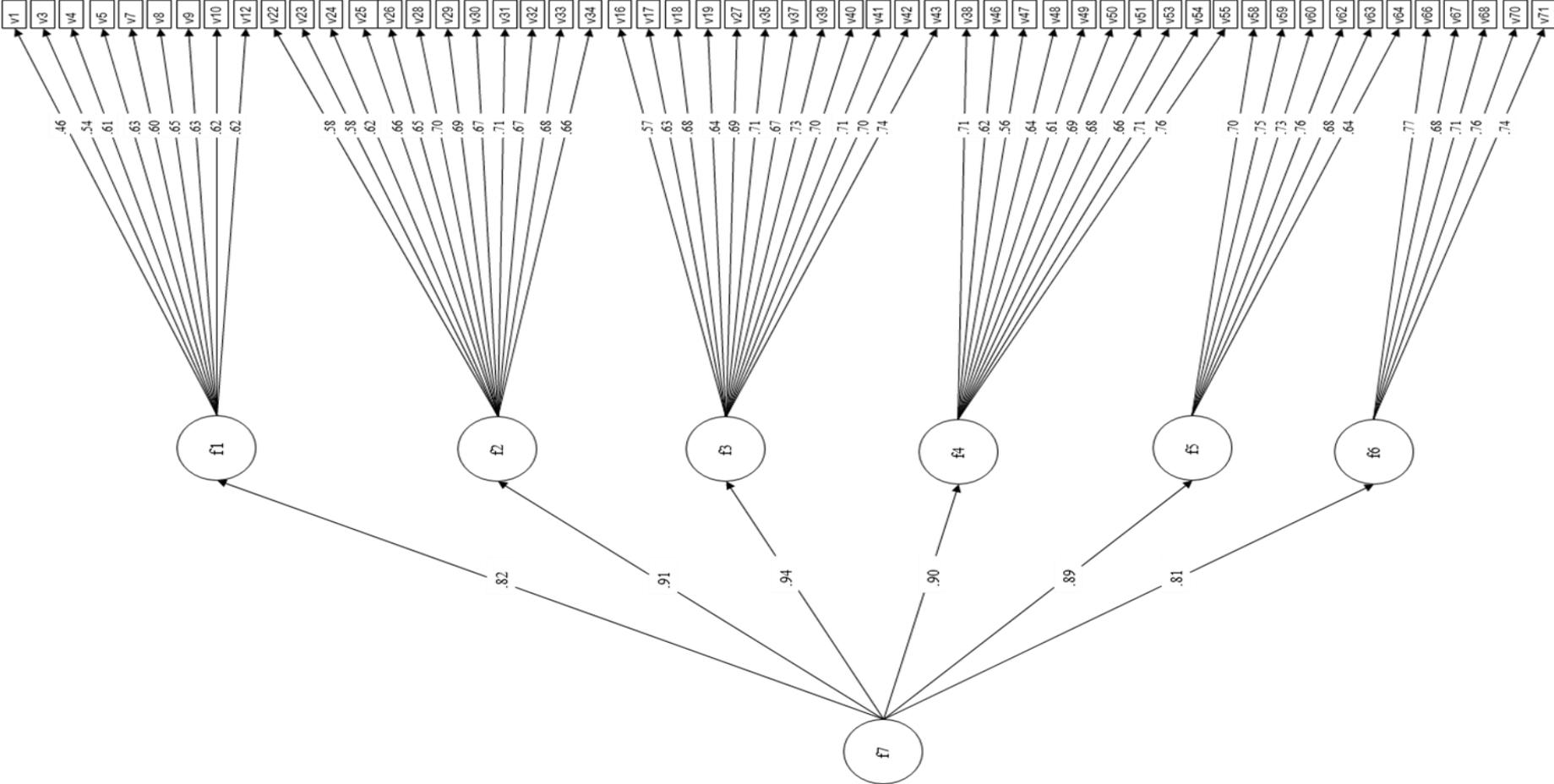


Key Issues

- Lack of common understanding of terminology amongst teachers writing student reports.
- Concern about how teachers deal with parents who do not speak, read or write English.
- Need to include translations in any student report for parents.
- Need to consider the role of culture in preparing any report for parents.



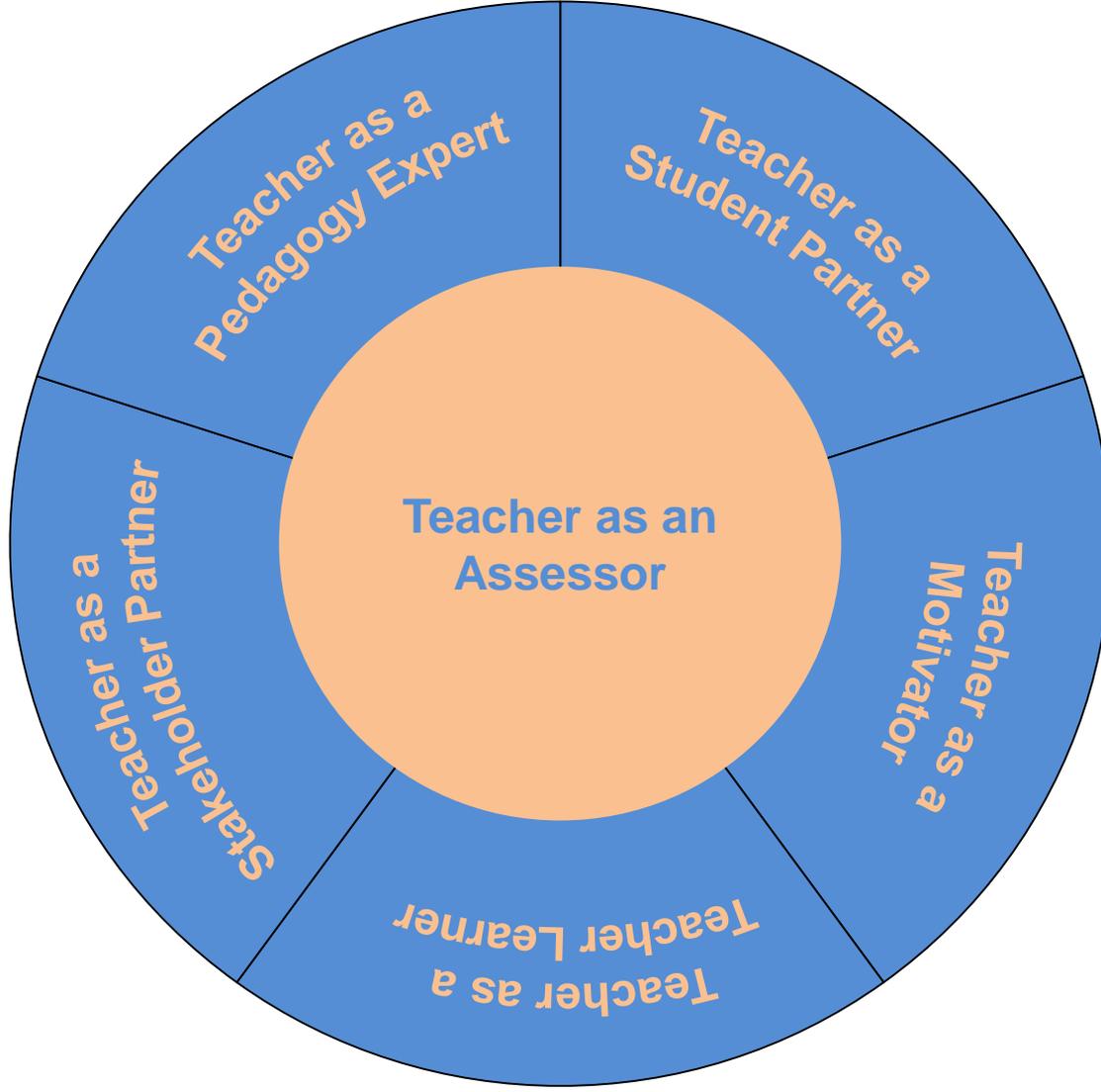
Factor Structure



Factor analysis: EFA and CFA

- Factor 1: Teacher as an assessor
- Factor 2: Teacher as a pedagogy expert
- Factor 3: Teacher as a student partner
- Factor 4: Teacher as a motivator
- Factor 5: Teacher as a teacher learner
- Factor 6: Teacher as a stakeholder partner





EAL Teacher as an Assessor

CAPABILITIES	INDICATORS
DEVELOPMENT OF ASSESSMENT TASKS	Develops appropriate English language assessment strategies
	Designs English language assessment tasks
MEASUREMENT OF STUDENTS' LEARNING	Uses a range of assessment methods
	Gathers a range of evidence of students' learning
	Uses rubrics to assess students' language learning
	Records evidence of student's learning progress and performance
ENSURE TRUSTWORTHINESS OF ASSESSMENT	Considers factors that affect students' performance (length of assessment, suitability of task, design, readiness of students)
	Avoids distortion in task completion (e.g. personality, physical condition or knowledge of irrelevant background information)
	Establishes dialogue/ conversation with colleagues to ensure consistent, fair and comparable judgment of students' language learning

EAL Teacher as a Pedagogy Expert

CAPABILITIES	INDICATORS
DEVELOPMENT OF LESSON	Translates learning standards (curriculum content) to learning outcomes
	Considers students' prior knowledge in lesson planning
	Considers students' interest
	Plans lessons according to students' learning needs
SELECTION OF LEARNING EXPERIENCES	Aligns lessons with available resources
	Develops teaching and learning resources
ADHERENCE TO ETHICAL STANDARDS IN ASSESSMENT	Ensures that there no assessment practices harm students
	Ensures that assessment results reflect students' "true" learning
	Maintains confidentiality in dealing with assessment results

EAL Teacher as a Student Partner

CAPABILITIES	INDICATORS
EMPLOYS STRATEGIES TO ENGAGE STUDENTS IN THE LEARNING PROCESS	<p>Makes students understand the learning outcomes</p> <p>Involves students in the development of learning outcomes</p> <p>Involves students in the development of success criteria/ rubrics</p> <p>Explains the success criteria/ rubrics</p>
PROVISION OF OPPORTUNITIES FOR STUDENTS' INVOLVEMENT IN THE ASSESSMENT PROCESS	<p>Develops students' capabilities in self and peer assessments</p> <p>Engages students in self-assessment</p> <p>Engages students in peer-assessment</p> <p>Moderates feedback and results of self and peer assessment</p>
COMMUNICATION of ASSESSMENT RESULTS	<p>Communicates assessment results to students</p> <p>Gives feedback related to criteria</p> <p>Gives feedback on students' strengths and weaknesses</p> <p>Discusses feedback with students to feed forward</p>

EAL Teacher as a Motivator

CAPABILITIES	INDICATORS
ADAPTATION OF TEACHING	Uses a variety of teaching approaches to cater individual needs
	Uses flexible teaching methods to respond to students' needs
DEVELOPMENT OF ENVIRONMENT THAT VALUES INDIVIDUAL LEARNERS	Uses assessment to demonstrate respect for individual learners
	Develops an environment of trust
	Ensures openness in the class
	Uses assessment to builds students' interest to learn
	Demonstrates belief in the ability of every student to improve
DIRECTING STUDENTS TOWARDS GOAL ATTAINMENT	Affirms students' good performance
	Clarifies students misconceptions
	Reinforces positive learning attitude of students

EAL Teacher as a Teacher Learner

CAPABILITIES	INDICATORS
ENGAGEMENT IN PROFESSIONAL DEVELOPMENT RELATED TO AfL	Participates in professional development related to AfL
	Engages in self- assessmentsreflection
	Engages in peer-review of teaching performance
UTILISATION OF ASSESSMENT RESULTS TO ENGAGE IN PD RELATED TO CURRICULUM-CONTENT AND PEDGOGICAL KNOWLEDGE	Searches for new and relevant subject-content information
	Identifies subject-content knowledge needs
	Undertakes further education/ training

EAL Teacher as a Stakeholder Partner

CAPABILITIES	INDICATORS
ENHANCEMENT OF COMMUNITY'S TRUST	Collaborates with family to establish home activities to support student learning
	Informs community of the assessment practices
	Reports students' performance to community
	Reports overall performance of students for accountability
UTILISATION OF ASSESSMENT INFORMATION FROM STAKEHOLDERS	Identifies key assessment and teaching issues for review
	Analyses and uses information from stakeholders

Application

- Try out the survey
- Self-reflection: What are the areas in which you feel most confident ? Least confident? Why?
- Peer discussion: What are the similarities and differences in your results? How could you build on your strengths/ address your perceived “weaknesses” ?
- Feedback: What domains/indicators were not so important /critical for you? What was missing?



Teacher Self-Perceptions: High Performance

Indicators	Mean Max = 5
Conducts assessment considering student background and culture	4.36
Participates in professional development related to assessment	4.36
Demonstrates belief in the ability of every student to improve	4.14
Identifies appropriate teaching methods	3.94
Maintains confidentiality in dealing with assessment results (norm referencing, inappropriate disclosure of assessment results and ranking students)	3.93
Develops an environment of trust	3.93
Undertakes further education/ training	3.93
Tailors lessons to available resources	3.88
Uses assessment to build students' interest to learn	3.86
Reinforces positive learning attitude of students	3.79



Teacher Self-Perceptions: Low Performance

Indicators	Mean Max = 5
Gathers a range of evidence of student learning	2.36
Designs English language assessment tasks	2.45
Engages students in peer-assessment	2.45
Engages in self- assessment/ reflection	2.68
Involves students in the development of learning outcomes	2.87
Gives feedback related to criteria	2.87
Assists students in using feedback to feed forward	2.98
Collaborates with family to establish home activities to support student learning	2.98
Informs community of school's assessment practices	3.12
Develops appropriate English language assessment strategies	3.33
Moderates feedback and results of self and peer assessment	3.33
Engages in peer-review of teaching performance	3.36
Identifies key assessment and teaching issues for review	3.36
Involves students in the development of success criteria/ rubrics	3.4
Explains the success criteria/ rubrics	3.4
Engages students in self-assessment	3.4

Implications for Further Research

- Preliminary findings indicate teachers with higher EAL qualifications report higher AfL literacy; EAL experience not a significant factor.
- Research shows teachers' engagement in PD has an effect size of 0.70 on student learning (Hattie, 2008), so important to do further research into the relationship between reported levels of teacher assessment literacy, professional learning and student outcomes



Implications for Professional Development

- Using the framework will make PD consistent with the principles of AfL
 - Learning outcomes, criteria, and standards are clear and are communicated to the teachers
 - It allows teachers to evaluate their present level of performance, and it clearly shows the next level of performance they need to achieve
 - Feedback from principals/department heads is more focused on the criteria and standards.
 - It provides tool for teachers' self and peer assessment
 - PD is embedded in teachers' learning and teaching activities



Implications for Professional Development

- Using the framework will help teachers identify their specific learning needs.
- The framework ensures common understanding of what sound assessment is between teachers and other key stakeholders.
- The framework ensures consistent understanding of EAL teachers' AfL competencies within schools and across states and territories.



For enquiries:

d.alonzo@unsw.edu.au

c.davison@unsw.edu.au

