



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

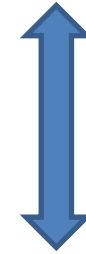
- Background/ Context
- Research Questions
- Rationale
- Methodology
- Application
- Results
- Implications



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



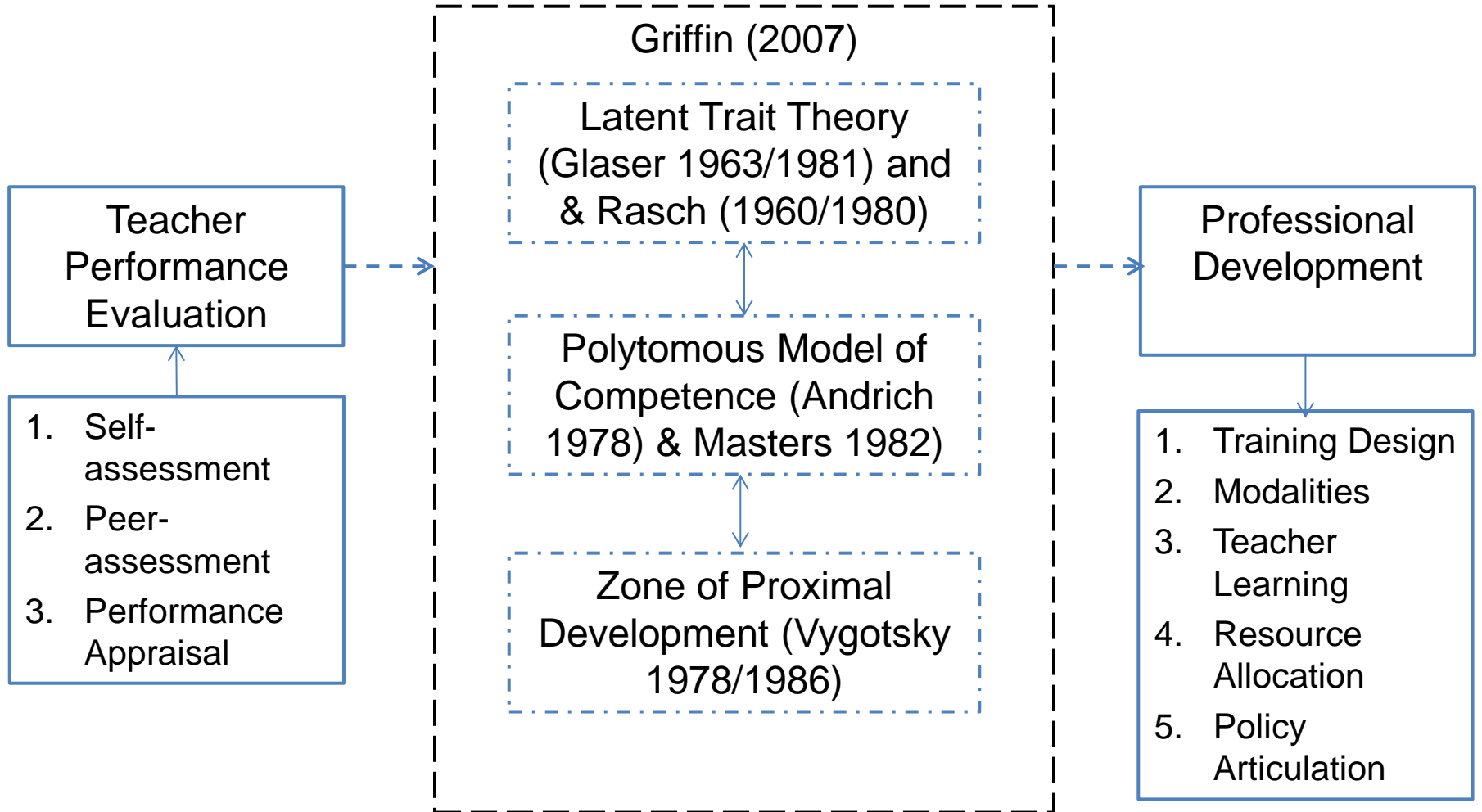
No detailed standards to evaluate EAL teachers' AfL development over time, nor to discriminate between different needs/stages of professional learning within a very diverse teacher cohort

Research Questions

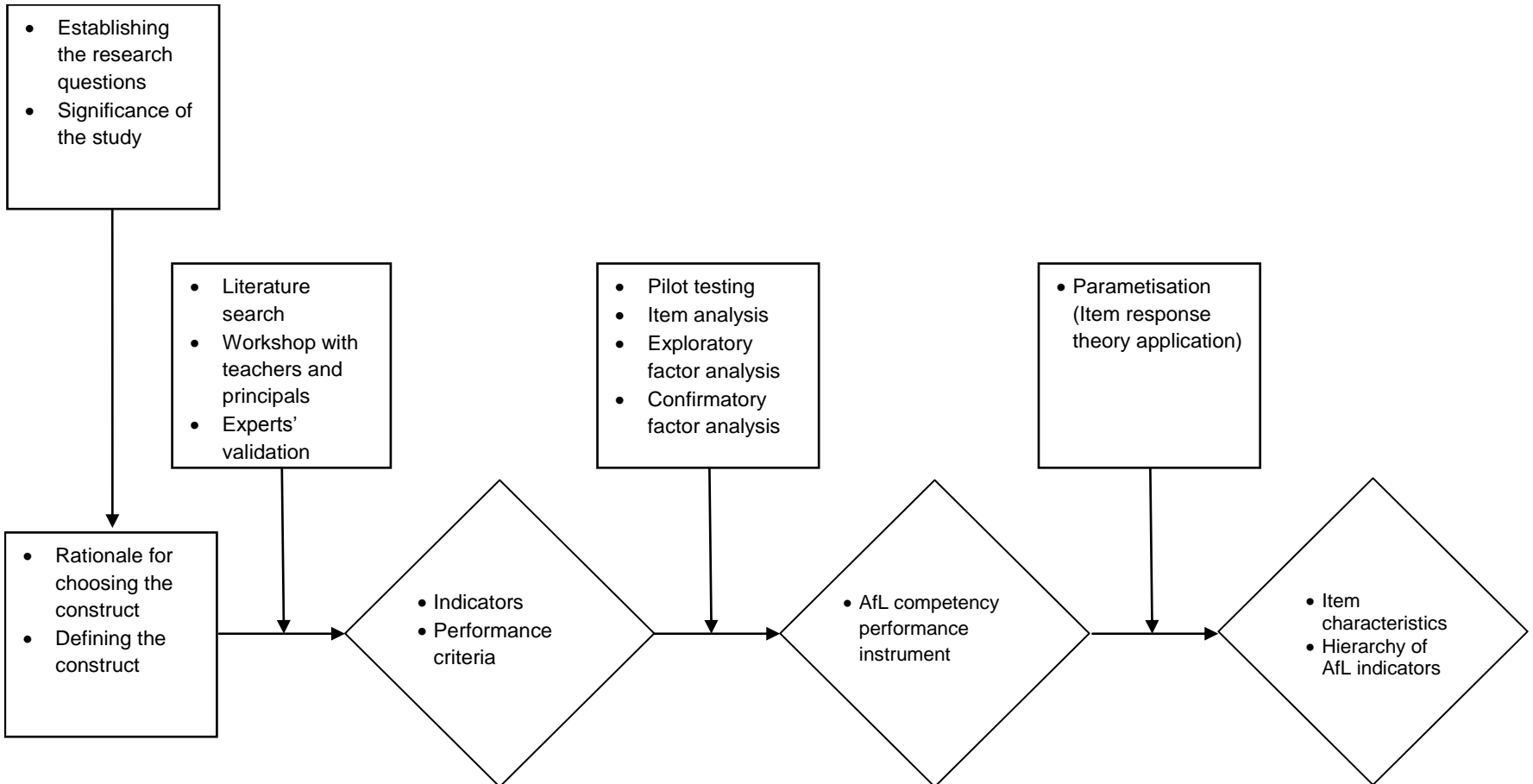
1. What are the assessment competencies of EAL teachers?
2. What are the degrees of performance expected for each skill?
3. What are the domains of EAL teacher's AfL competency?
4. Can the framework be supported by empirical evidence?
5. What are the implications of the results for developing and designing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

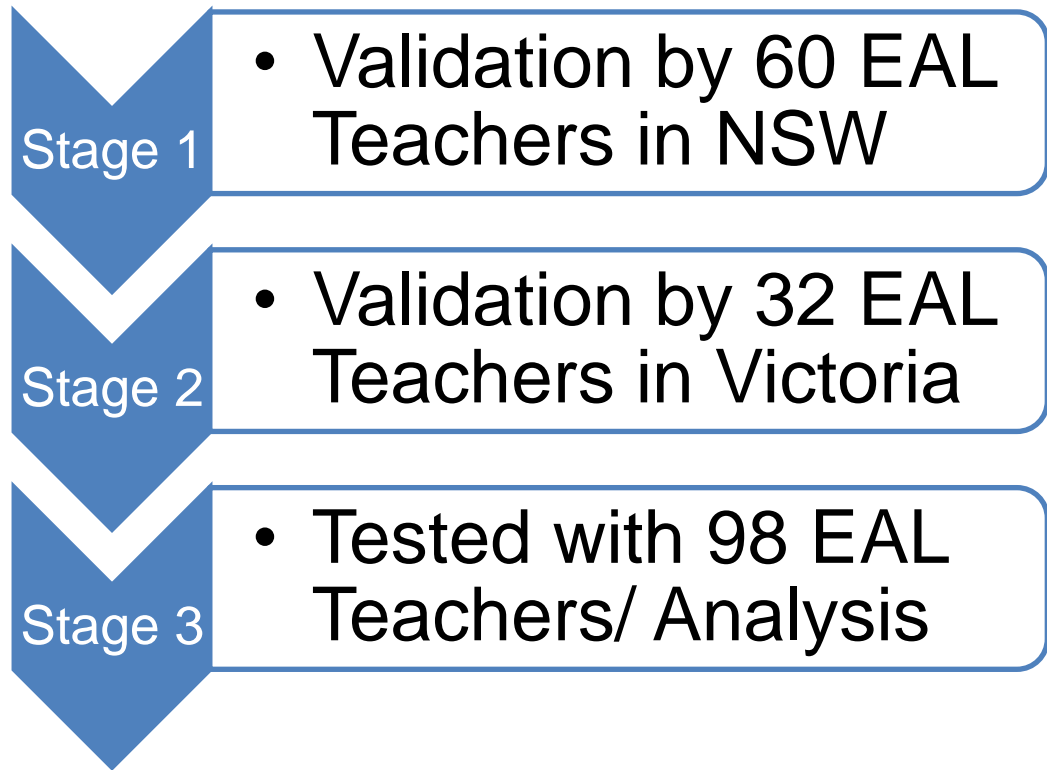
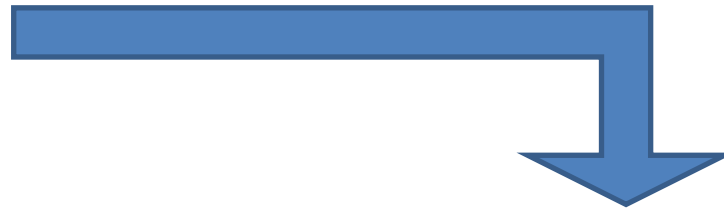
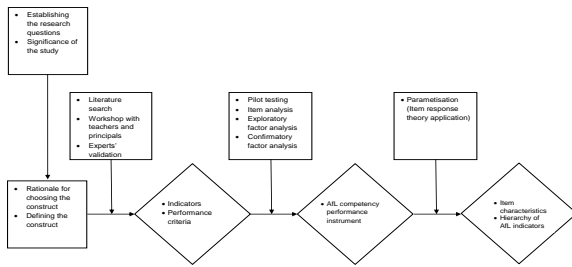


The Challenge



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

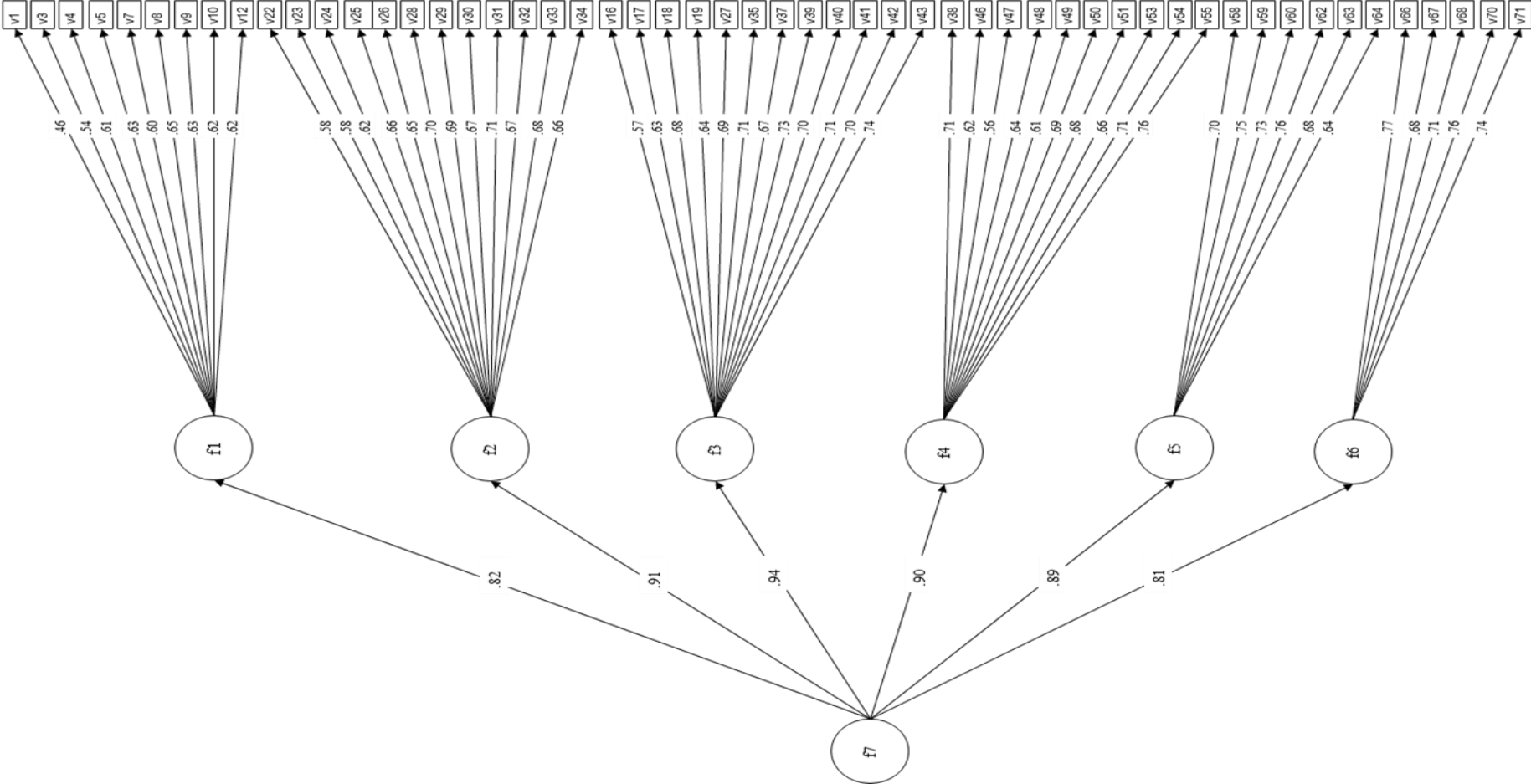
- The indicators in Domain 3 (Student Partner) will be challenging to implement, especially if EAL students have zero English.
- The execution/effectiveness of Domain 6 (Stakeholder Partner) will be greatly dependent on the leadership of Principals.
- The assessment competence of principals is a critical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



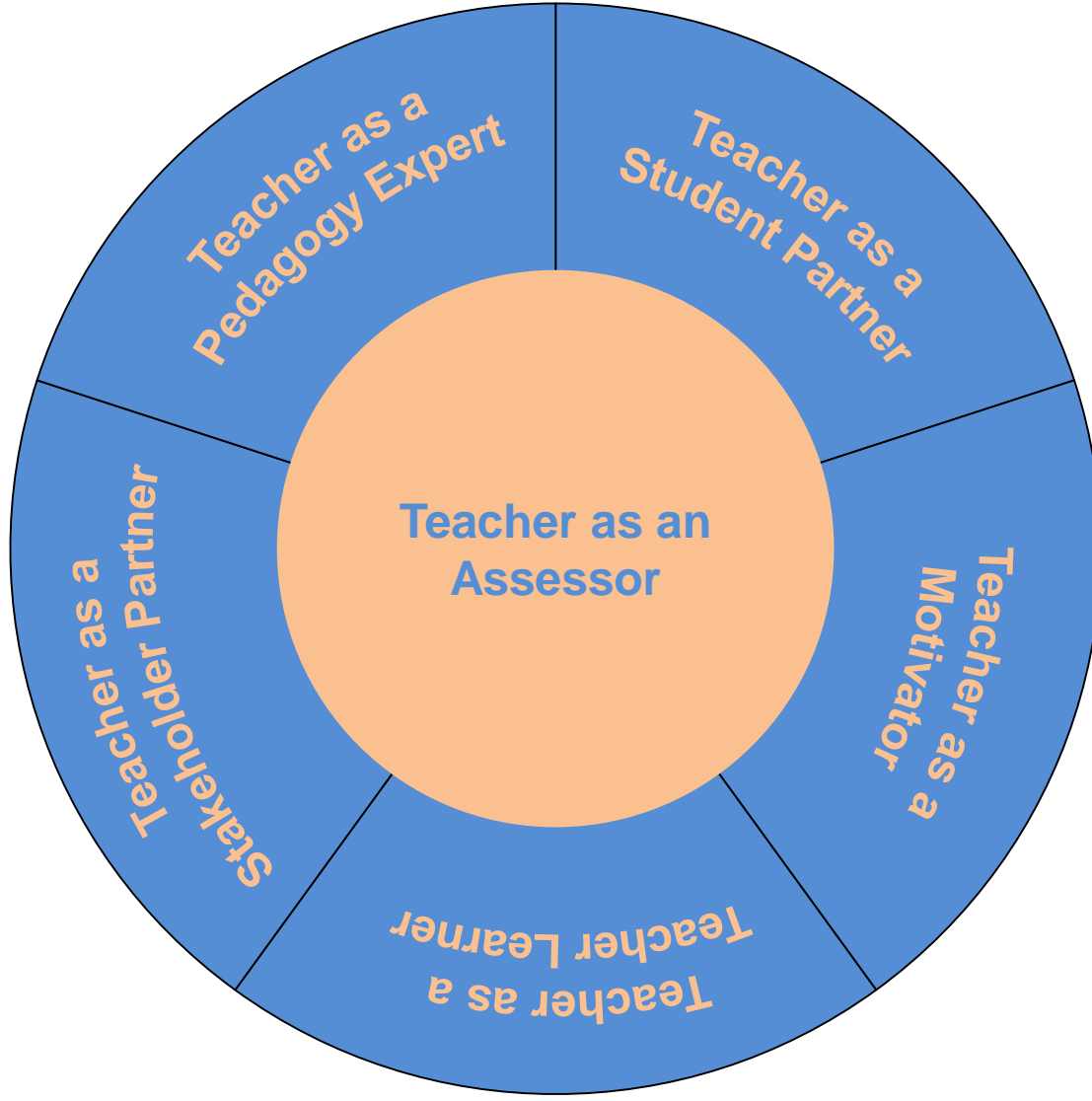
Factor Structure



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

