

FRAMEWORK OF TEACHER PERFORMANCE ASSESSMENT TO SUPPORT TEACHING 21ST CENTURY SKILLS

Dace Bertule

University of Latvia
The Interdisciplinary Center for Educational Innovation

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Līga
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Inese
Dudareva



Dace
Namsone



Anete
Butkēviča



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our office 

A map of the United Kingdom, including Great Britain and Ireland, is shown in a light green and tan color scheme. The map features a network of thin lines representing administrative boundaries. A prominent yellow banner with a black border is centered horizontally across the middle of the map. Inside this banner, the text "The need to change" is written in a large, bold, black, sans-serif font.

The need to change



“

*For teachers, as for students,
the most effective evaluation
comes from someone who sits
beside us and helps us grow*



SITUATION IN LATVIA

**An acute need to
continuously adapt to the
changes for more objective
assessment of teacher
performance**

OUR RESEARCH QUESTIONS AND METHODS

1

What is the theoretical framework for teaching performance to teach 21st century skills?

Analysis of scientific literature and documents, experts' method, expert focus group discussion, analysis of best practice examples.

2

How to describe the performance levels according to framework?

Selected 5 categories are characterized with 13 criteria. For each criteria, 5 performance levels are described.

3

What results of validation of the framework in school practice show?

Field work - lesson observation (145 lessons, 18 subjects) and analysis; expert focus group discussions, statistical data analysis (133 teachers, 21 schools).



RESULTS

1. What is the theoretical framework for teacher performance to teach 21st century skills?

Selected category - criteria framework for teaching performance to develop 21st century skills

| Categories | | II 1 | II 2 | II 3 |
|--------------|----------------------------------|---|----------------------------|--|
| | | Planning | Teaching | Classroom environment |
| IA 1 | Student self-regulation | 1.1. Learning goals | 1.2. Metacognitive skills | |
| IA 2 | Student cognitive activation | 2.1. Learning tasks for cognitive depth | 2.2. Classroom discourse | |
| IA 3 | Student collaboration | 3.1. Learning tasks for collaboration | 3.2. Student collaboration | |
| IA 4 | Leveraging digital | 4.1. ICT tools | 4.2. Meaningful ICT usage | |
| IB 5 IB 6 | Teacher techniques, basic skills | 5.1. Lesson design | 5.2. Teaching techniques | 5.3. Differentiation, personalization, support |
| | | 6.1. Curriculum | 6.2. Feedback to students | |

Performance level description (PLD) example of chosen criteria - category II 2nd criteria 1.2. metacognitive skills.

2. How to describe the performance levels according to the framework?

Levels

| Criteria | 0 | 1 | 2 | 3 | 4 |
|---|---|--|--|---|---|
| | Not observed | Beginner | Developing | Proficient | Expert |
| 1.2. Metacognitive skills Conducts a strategy of learning at a conscious level. Teaches to set goals, plan, assess, monitor one's learning. | Don't organize reflection on how learning takes place. | Involves students in reflection on the purpose of the learning activity, the purpose of the task, talks on the possibilities of using knowledge, skills, strategies. | + Make a conversation on how pupils learn, read, think, remember, discuss, compare strategies used by students. | + Give students the task of evaluating different strategies, their effectiveness, and choosing the most appropriate for themselves and the situation. | + Give tasks for student to justify the choice of their strategies. |
| | Does not involve students in setting goals, monitoring their activities, assessment, etc. | Involves students in discussing goals, performance criteria; encourages students to see the linkage of learning activities. | Encourages students to personalize, adjust goals, see the roles of activities, use the criteria to give a feedback to a classmate, to use the received feedback. | Encourages students to set individual goals, plan activities to achieve the goal, formulate product, process criteria; choose a task that suits them, ask and give a qualitative feedback, using criteria, description of performance levels. | Creating a process so that pupils are guided, adjusted, plan their activities on their way to a common or individual goals. |
| | <i>The pupil does not use metacognitive skills.</i> | <i>Pupil understands what and why - clear sequence of activities and tasks; have the opportunity to learn some individual metacognitive skill.</i> | <i>The pupil learns to manage learning through metacognitive strategies.</i> | <i>Pupil uses, assess, learns new metacognitive strategies to guide their learning.</i> | <i>The pupil consciously, independently chooses and uses metacognitive strategies, guides their learning.</i> |

Dimensions

3. What do the results of validation of the framework in school practice show?

Frequency of performance levels (min 0 - max 4) and average performance observed

| Criteria | 0 | 1 | 2 | 3 | 4 | Average performance | Criteria | 0 | 1 | 2 | 3 | 4 | Average performance |
|----------|----|----|----|----|---|---------------------|----------|-----|----|----|----|---|---------------------|
| 1.1. | 52 | 57 | 23 | 8 | 3 | 0.97 | 4.1. | 43 | 51 | 40 | 2 | 0 | 1.01 |
| 1.2. | 90 | 37 | 12 | 1 | 0 | 0.46 | 4.2. | 109 | 6 | 11 | 3 | 0 | 0.29 |
| 2.1. | 43 | 65 | 23 | 10 | 1 | 1.02 | 5.1. | 20 | 36 | 51 | 30 | 3 | 1.71 |
| 2.2. | 14 | 74 | 31 | 23 | 1 | 1.46 | 5.2. | 10 | 60 | 36 | 33 | 0 | 1.66 |
| 3.1. | 41 | 48 | 34 | 11 | 0 | 1.11 | 5.3. | 65 | 20 | 36 | 6 | 1 | 0.89 |
| 3.2. | 55 | 73 | 11 | 2 | 0 | 0.72 | 6.1. | 19 | 42 | 38 | 31 | 4 | 1.69 |
| | | | | | | | 6.2. | 21 | 74 | 34 | 9 | 3 | 1.28 |



CONCLUSIONS

Framework

Is created to support the teacher's professional development in the context of ongoing education reform.

Development

Validation

Performance level descriptions has been created and validated in the school practice to assess the performance of teachers

Implementation

Next study

The study will be continued by extending the criteria for sample selection and study set.

International comparative

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INVESTING IN YOUR FUTURE



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*It's the teacher that
makes the difference,
not the classroom*

Michael Morpurgo



THANK YOU!

Any questions?

Dace Bertule

dace.bertule@lu.lv



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