



**UNSW**  
SYDNEY

**Arts & Social Sciences**

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School of Education

EDST5146

Teacher Evaluation and Improvement

Semester 2, 2017

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### **IMPORTANT :**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5146 Teacher Evaluation and Improvement (6 units of credit)  
Semester 2, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tony Loughland  
Office Location: Room 135 ,John Goodsell Building  
Email: [tony.loughland@unsw.edu.au](mailto:tony.loughland@unsw.edu.au)  
Phone: 9385 8390  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

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|                      |   |
|----------------------|---|
| <b>Course Name</b>   | EDST 5146 Supervision and Assessment (6 units of credit)  |
| <b>Credit Points</b> | 6 units of credit (uoc)   |
| <b>Workload</b>      | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| <b>Schedule</b>      | Online weekly activities on Moodle  |

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### **Summary of Course**

***In this online course you will study and share your insights about the main forms of teacher evaluation that can lead to the improvement of teaching practice. You will create a proposal for and complete an action research project where you will apply and evaluate the reliability, validity and feasibility of these strategies for your context.***

### **Student Learning Outcomes**

| Outcomes  | Assessment(s) |
|---|---------------|
| 1 Identify and develop the knowledge and skills necessary for effective evaluation of teachers in schools               | 1,2           |
| 2 Demonstrate their ability to use valid, reliable and feasible assessment strategies that lead to teacher improvement. | 1,2           |
| 3 Demonstrate their ability to modify their evaluation strategies per the evidence generated                            | 2             |

### **Program Learning Outcomes**

Students will be encouraged to develop the following graduate attributes by undertaking selected activities and knowledge content. These attributes will be assessed within the prescribed tasks:

| Standard   | Assessment (s) |
|--|----------------|
| <b>1 Advanced disciplinary knowledge and practices</b><br>Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments. | 1,2            |
| <b>2 Enquiry-based learning</b><br>Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.  | 1,2            |
| <b>3 Cognitive skills and critical thinking</b><br>Demonstrate advanced critical thinking and problem solving skills   | 1,2            |
| <b>4 Communication, adaptive and interactional skills</b><br>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership  | 1,2            |
| <b>5 Global outlook</b><br>Demonstrate an understanding of international perspectives relevant to the educational field  | 1,2            |
| <b>6 Ethics</b><br>Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education  | 1,2            |

### **AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)**

| Standard  | Assessment/s |
|---|--------------|
| 5.1.3 Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.                  | 1, 2         |
| 5.4.3 Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.  | 1, 2         |
| 6.1.3 Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice. | 1, 2         |
| 6.2.3 Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.                   | 1, 2         |

|       |  |      |
|-------|--|------|
| 6.3.3 | Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students. | 1, 2 |
| 6.4.3 | Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.  | 1, 2 |
| 7.2.3 | Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.   | 1, 2 |

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

*This course enables you to develop an understanding of the role that evaluation plays in the promotion of continuous teaching improvement in the workplace. The online course provides the opportunity for detailed study of the theory, research and practice associated with teacher evaluation and improvement that leads to a completion of an action research project in your workplace.*

#### 5. TEACHING STRATEGIES

This course will be taught fully online with a strong emphasis on student participation. Students will be provided with online resources and references to research journals which they will be expected to read throughout the course. Students will have the opportunity of sharing their ideas with each other in structured online discussion fora.

#### 6. COURSE CONTENT AND STRUCTURE

| Week Beginning            | Driving Questions  |
|---------------------------|--|
| 1                         | What specifically is the problem you are trying to solve in your context?<br>What is the main source of the variation in student performance in your identified problem of practice? |
| 2                         | What are the drivers that lead to the variation in student performance in your problem of practice?  |
| 3                         | What protocols and measures will you employ to address this problem of practice?   |
| 4                         | <b>Assessment Task One Due</b>   |
| 5                         | What did you do? What impact did it have on teaching and student performance?  |
| 6                         | What did you do? What impact did it have on teaching and student performance?  |
| 7                         | What did you do? What impact did it have on teaching and student performance?  |
| 8                         | What did you do? What impact did it have on teaching and student performance?  |
| 9                         | What did you do? What impact did it have on teaching and student performance?  |
| <b>Mid-semester break</b> |  |
| 10                        | What failures did you have along the way? What did you learn from them?<br>Which changes in your strategy resulted from you learning from failure?                                   |
| 11                        | What have you learnt about the learning improvement process?   |
| 12                        | What networks will help you to achieve the next steps in your professional learning strategy?  |
| 13                        | <b>Assessment Task Two Due</b>   |



## 7. RESOURCES

### **Recommended Reading**

- Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. C. (2011). Predicting adolescent achievement with the CLASSTM-S observation tool. [http://curry.virginia.edu/uploads/resourceLibrary/Research\\_brief\\_CLASS-S4.pdf](http://curry.virginia.edu/uploads/resourceLibrary/Research_brief_CLASS-S4.pdf): Curry School of Education, University of Virginia.
- Baecher, L., & McCormack, B. (2015). The impact of video review on supervisory conferencing. *Language and Education*, 29(2), 153-173. doi: 10.1080/09500782.2014.992905
- Bill & Melinda Gates Foundation. (2012). Gathering feedback for teaching. Combining high-quality observations with student surveys and achievement gains *MET Project*. [www.gatesfoundation.org](http://www.gatesfoundation.org).
- Bryk, A. S. (2015). 2014 AERA Distinguished Lecture Accelerating How We Learn to Improve. *Educational Researcher*, 44(9), 467-477.
- Burn, K., & Mutton, T. (2015). A review of 'research-informed clinical practice' in Initial Teacher Education. *Oxford Review of Education*, 41(2), 217-233. doi:10.1080/03054985.2015.1020104
- Fermilab Teacher Resource Center. (2005). *Classroom Observation Protocol*. Retrieved August 25, 2014, from [http://ed.fnal.gov/trc\\_new/program\\_docs/instru/classroom\\_obs.pdf](http://ed.fnal.gov/trc_new/program_docs/instru/classroom_obs.pdf)
- Hudson, P. (2014). Feedback consistencies and inconsistencies: eight mentors' observations on one preservice teacher's lesson. *European Journal of Teacher Education*, 37(1), 63-73. doi: 10.1080/02619768.2013.801075
- Hudson, P. (2015). Identifying mentors' observations for providing feedback. *Teachers and Teaching*, 1-16. doi: 10.1080/13540602.2015.1055446
- Kennedy, M. M. (2016). How Does Professional Development Improve Teaching? *Review of Educational Research*, 86(4), 945-980. doi:10.3102/0034654315626800
- Langer, G., & Colton, A. (2005). Looking at student work. *Educational Leadership*, February 2005.
- Mockler, N., & Groundwater-Smith, S. (2015). Seeking for the unwelcome truths: beyond celebration in inquiry-based teacher professional learning. *Teachers and Teaching*, 21, 603-614. doi: 10.1080/13540602.2014.995480
- National School Reform Faculty. ATLAS-Learning from student work. Retrieved 24 April 2014, from [http://www.nsrffharmony.org/protocol/doc/atlas\\_lfsw.pdf](http://www.nsrffharmony.org/protocol/doc/atlas_lfsw.pdf)
- National School Reform Faculty. ATLAS-Looking at data. Retrieved 24 April 2014, from [http://www.nsrffharmony.org/protocol/doc/atlas\\_looking\\_data.pdf](http://www.nsrffharmony.org/protocol/doc/atlas_looking_data.pdf)
- National School Reform Faculty. Collaborative assessment conference: Overview. Retrieved 23 April 2014, from <http://www.nsrffharmony.org/protocol/doc/cac.pdf>
- National School Reform Faculty. Consultancy. Adapted for examining student work. Retrieved 24 April 2014, from [http://www.nsrffharmony.org/protocol/doc/consult\\_stud\\_work.pdf](http://www.nsrffharmony.org/protocol/doc/consult_stud_work.pdf)
- Pianta, R. (2011). Teaching children well. New evidence-based approaches to teacher professional development and training. [www.americanprogress.org](http://www.americanprogress.org): Center for American Progress.
- Stuhlman, M., Hamre, B., Downer, J., & Pianta, R. C. (2014). How classroom observations can support systematic improvement in teacher effectiveness. *A Practitioner's guide to conducting classroom observations: What the research tells us about choosing and using observational systems*. [http://curry.virginia.edu/uploads/resourceLibrary/CASTL\\_practitioner\\_Part5\\_single.pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practitioner_Part5_single.pdf): University of Virginia.
- Stuhlman, M., Hamre, B., Downer, J., & Pianta, R. C. (2014). How to select the right classroom observation tool. *A practitioner's guide to conducting classroom observations: What the research tells us about choosing and using observational systems*. [http://curry.virginia.edu/uploads/resourceLibrary/CASTL\\_practitioner\\_Part3\\_single.pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practitioner_Part3_single.pdf): University of Virginia.
- Tang, S. Y. F., Wong, A. K. Y., & Cheng, M. M. H. (2015). Examining professional learning and the preparation of professionally competent teachers in initial teacher education. *Teachers and Teaching*, 1-16. doi: 10.1080/13540602.2015.1023028

## e-learning Moodle

This course uses *Moodle* as its on-line environment. The following information will be available on the Course e-learning website:

- The course outline;
- All PowerPoint slides and handouts;
- Suggested references and readings;
- Assessment details;
- Discussion forum;
- Electronic submission box.

Please log into Moodle through: <http://elearning.unsw.edu.au>

If you have problems accessing Moodle, please contact the Support Help Desk on 9385-1333.

## 8. ASSESSMENT

| Assessment component                            | Length     | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed | Date due |
|---|------------|--------|------------------------------------|------------------------------------|----------|
| Assessment task 1<br>– Action Research Proposal | 2000 words | 40%    | 1,2                                | 1,2,3,4,5,6                        | 18.8.17  |
| Assessment task 2<br>– Action Research Report   | 4000 words | 60%    | 1,2,3,                             | 1,2,3,4,5,6                        | 3.11.17  |

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

### Assessment Details

#### Assessment Task 1 Action Research Proposal

**2000 words**

**Where submitted: Moodle Turnitin**

#### Details

Synthesise and refine the responses you generate to these driving questions in the first three weeks of the course to produce your action research proposal. It is appropriate to employ a report structure with headings but please use full sentences instead of bullet points. Please note you must also use references from the literature or data to support every claim you make in the text.

1. What specifically is the problem you are trying to solve in your context?
2. What is the main source of the variation in student performance in your identified problem of practice?
3. What are the drivers that lead to the variation in student performance in your problem of practice?
4. What protocols and measures will you employ to address this problem of practice?



## **Assessment Task 2 Action Research Report**

**4000 words**

**Where submitted: Moodle Turnitin**

### **Details**

Synthesise and refine the responses you generate to these driving questions in the middle weeks of the course to produce your action research report. It is appropriate to employ a report structure with headings but please use full sentences instead of bullet points. Please note you must also use references from the literature or data to support every claim you make in the text.

1. What did you do? What impact did it have on teaching and student performance?
2. What failures did you have along the way? What did you learn from them? Which changes in your strategy resulted from you learning from failure?
3. What have you learnt about the learning improvement process?
4. What networks will help you to achieve the next steps in your professional learning strategy?

### *Return of Assessment Tasks*

Assessments are normally assessed and returned online within two weeks or less of submission. Please see Student Policies and Procedures on Moodle and on School of Education website for details of assessment process, grading descriptors, special consideration and late penalties.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5146 SUPERVISION AND ASSESSMENT

Student Name:

Student No:

Assessment Task 1 – Action Research Proposal

| SPECIFIC CRITERIA  | (-) $\longleftarrow$ $\longrightarrow$ (+) |  |  |  |  |
|--|--|--|--|--|--|
| <b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Addresses the question/issue</li> <li>• Understanding of the question/issue</li> <li>• Understanding of relationship to relevant theory, research and practice</li> <li>• Information presented is relevant</li> <li>• Understanding of the complexities and interrelationships involved</li> </ul> |  |  |  |  |  |
| <b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of analysis</li> <li>• Well-reasoned arguments</li> <li>• Sound analysis of problem</li> </ul>   |  |  |  |  |  |
| <b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>   |  |  |  |  |  |
| <b>Structure and organisation of the response</b> <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>  |  |  |  |  |  |
| <b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• APA style for citations and references and complete reference list</li> <li>• Clarity and appropriateness of language style</li> <li>• Word count within 10% of set limit</li> </ul>   |  |  |  |  |  |
| <b>GENERAL COMMENTS</b>  |  |  |  |  |  |
|  |  |  |  |  |  |

**Lecturer**

**Tony Loughland**

**Date**

**Recommended:**

**/20 (FL PS CR DN HD)**

**Weighting:**

**40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5146 SUPERVISION AND ASSESSMENT

Student Name:

Student No:

Assessment Task 2 – Action Research Report

| SPECIFIC CRITERIA  | (-) $\longleftarrow$ $\longrightarrow$ (+) |  |  |  |  |
|--|--|--|--|--|--|
| <b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Addresses the question/issue</li> <li>• Understanding of the question/issue</li> <li>• Understanding of relationship to relevant theory, research and practice</li> <li>• Information presented is relevant</li> <li>• Understanding of the complexities and interrelationships involved</li> </ul> |  |  |  |  |  |
| <b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of analysis</li> <li>• Well-reasoned arguments</li> <li>• Sound analysis of problem</li> </ul>   |  |  |  |  |  |
| <b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>   |  |  |  |  |  |
| <b>Structure and organisation of the response</b> <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>  |  |  |  |  |  |
| <b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• APA style for citations and references and complete reference list</li> <li>• Clarity and appropriateness of language style</li> <li>• Word count within 10% of set limit</li> </ul>   |  |  |  |  |  |
| <b>GENERAL COMMENTS</b>  |  |  |  |  |  |
|  |  |  |  |  |  |

**Lecturer**                      **Tony Loughland**    **Date**  
**Recommended:**              **/20 (FL PS CR DN HD)**    **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**