TEACH-project
Translating and implementing Evidence based theory and Assessment into the Classroom practice
to Heighten education for all
An Erasmus+ KA2 project (2014-1-BE02-KA201-000477)
www.teachproject.eu

Intellectual Output

Teacher course/ experimental group sessions (IO3)

Leading Organization: Tallinna Haridusamet

ORGANIZATION: **TOPunt Gent (Belgium)**

CONTACT PERSON: Anneleen Denys

DATE: 15/03/16

IO3 TEACHER COURSE OR EXPERIMENTAL GROUP SESSIONS

SUMMARY

- **Common list of priority recommendation that all partners have followed during the course:**

- **Big impact on learning**

- **Dynamic assessment**

- **Effective feedback (including the theory of mindset)**

- **Course content and implementation strategy:**

  Course content:

- What has a big impact on learning? What are evidence based teaching strategies?

- How do pupils learn and how do we make learning visible in the classroom?

- What is effective feedback and how to apply it in practise? (Feedback, feed up, feedforward, levels of feedback and mindset)

- How can dynamic assessment contribute to the learning of pupils?

  Implementation strategy:

- 4 sessions with a homework assignment in between the sessions.

- Setup of each session: the goals of the session, theory, exercise, exchange of good practises/experiences, interaction, evaluation, homework and feedback on the homework

- Evaluation meetings in March with every school

- **Course target group and number of participants:**

- 5 school teams (consisting of a teacher, principal, support teacher, pupil guidance centre, pedagogical guidance centre)

- The selected schools consisted of primary and secondary schools. The participating schools were recruited from the three types of educational institutions: government-provided education, subsidized public schools and subsidized free schools (often

Catholic schools)

- **Number and dates of the sessions:**

- Session 1: 12/10/2015

- Session 2: 27/10/2015

- Session 3: 19/11/2015

- Session 4: 10/12/2015

EVALUATION

- Summary of the results of the joint questionnaires (participants reflection before the course and reflection after the course)

  The participants showed a higher score on all the topics on the questionnaire after the teacher course was completed in comparison to the pre-evaluation.

- Summary of the evaluation and recommendations for further implementation

  - Next to the reflection before and after the course, there was also an evaluation after each session and a more open evaluation of the course after the last session. In summary, participants liked:

  - Good balance between theory and practice, exercises, exchange in group,…

  - Interaction with colleagues from other schools/learning from each other

  - Diverse group composition (primary – secondary, teachers-principals-student guidance counsellors)

  - Confidential atmosphere

  - Trying out different strategies

  - The content: what really works, feedback, making learning visible, evidence based education

  - Less is more (focus on strategies with small cost and large learning effect)

  - Triggers to try things out

  - Inspirational examples, concrete materials and tools

  - Variation in and enthusiasm of speakers

  - Setting goals at the beginning of each session

Challenges

- How do we transfer this information to the entire school team and obtain a change in vision?

- How to embrace innovations and not to be afraid of change?

- How to stimulate more teachers to open up their classroom, share experiences, observe critically their own teaching practices?

- How can we facilitate the implementation of concrete evidence based strategies?

Evaluation meetings:

- All the participants considered the teacher course as very positive and would like to have follow-up sessions.

- Every school stressed the benefit of learning from each other across education levels and institution.

- The participants want to continue experimenting with evidence based education, especially with impact on learning, making learning visible and effective feedback.

ORGANIZATION: **Mölndal, Sweden**

CONTACT PERSON: Gunilla Almgren Bäck

DATE: 17th March 2016

IO3 TEACHER COURSE OR EXPERIMENTAL GROUP SESSIONS

SUMMARY

Common list of priority recommendation that all partners have followed during the course:

- **Impact on learning**

- **(Dynamic assessment) / formative assessment**

- **Effective feedback (including the theory of mindset)**

Course content and implementation strategy:

Implementation strategies

- Seminars: Minilectures and peer learning in small groups

- actionlearning, participant observations followed by supervision between workshops

- ongoing evaluation/research by Borås University

1.Define inclusion to get a common understanding
2.Find out how inclusive the environment is for the students
   (Offer, meet, acknowledge (see, listen), understand, teach/learn
    Universal design   and adaptive education, special need)
3.Making changes
4. Examining effects

Content

➢ **Reflection of the impact of learning**
   (seminars, peer learning, supervision)

- defining the concept of inclusion as a process (as described above)

- defining participation aspects

- indicators for inclusion such as involving students and Universal design for learning strategies

- inclusive learning environment, adaptive education

- Co-teaching/learning strategies in classroom: Roles of teachers in collaborative group teaching.

- *Leadership*: How do headmasters help teachers to help each other.
  How do teachers help students to help each other.

- "Kids do well if they wanna" and "kids do well if they can"
  Motivation and skills needed in peer learning and metacognitive strategies in the classroom and what linguistic concepts that are required. *Read more about this in the appendix.*

  ➢ **Formative assessment**

- *Developing strategies in classroom / practice*
  Dylan Williams five strategies for formative assessment

- Support and guidance during seminars for implementing these strategies such as:
  -Communication strategies supported by ICT such as mentimeter.com, "think, pair, share", http://www.cal.org/siop/
  -Common goals for the whole class
  -Clear goals/objectives for the lesson
  -Define skills needed in peer tutoring

- Trying out/applying these strategies directly in classrooms (action learning)

  ➢ **Effective feedback**

- *Professional development:*
  Strategies: metacognition and peer tutoring (peer learning and participant observation / critical friend)
  feedback: metacognitive process and questions to clarify next step

- evidence based strategies by David Mitchel

- theory: learning as a social process; socio-cultural perspective of learning proximal development zone

Course target group and number of participants:

- Teachers from elected teams from three different primary schools in Molndal.

- 2-6 teachers in each team.

Number and dates of the sessions:

- 6 workshops: 19/10, 3/11, 25/11, 9/12, 19/1, 27/1

- actionlearning, participant observation, supervision between workshops.

EVALUATION

Summary of the results of the joint questionnaires (participants reflection before the course and reflection after the course)

- **Identified strong ideas**

What strong ideas (in the course: TeachLearn) contributed to more evidencebased education?

- Practice pupils in giving each other feedback

- Reflection on your own impact on the learning (actionlearning, supervision, observations)

- Model Dylan William: (pupil as owner of their own learning process, metacognitive strategies, positive class climate, visualising the learning)

- Exercise in the class such as the coloured cards and co-teaching/collaborative group teaching (one teach, one observe), clarify teachers roles

- Setting learning goals for the whole class

Factors that teachers rated high in the questionaire:

- Knowing where the student is currently in the learning, follow up the progress and give elaborated feedback.

- Analyzing the learning of children with specific educational needs and look for ways to improve the learning

- Knowing how to create a good classroom climate where mistakes are seen as sources for learning (a high degree of acceptance for failure and challenge)

- Explaining the purpose of the lesson.

- Goals are known and shared by pupils and teachers

The following parts have been improved (teachers opinions) in TeachLearn:

Peerlearning/professional development (teachers opinions)

- Reflect upon their work: "We think more about why we do as we do"

- Sharing experiences

- Increased their awareness of inclusion.

- Inclusion has a more prominent role in the planning and evaluation of lessons/learning activities.

Evidencebased strategies and organisation used in the classroom (teachers opinions)

- More aware of peer tutoring and use it as a strategy"

- More aware of interaction skills, abilities and linguistic concepts that are required. Providing feedback on students´ progress in different ways.

- Co-teaching gives you an opportunity to observe students´ learning. It´s developing teachers thoughts about the practice which will benefit the students:

These factors have to be improved according to the questionaire (teachers opinions about strategies in education):
The evaluation shows that teachers assesses their ability *in the middle of the scale* when it comes to:
- guidance through evidens or students view of their situation in school.
- seeking feedback from a critical friend about impact on the learning of children and then modify my actions in light of this feedback.
- a good balance in teacher/student dialogue in the classroom.setting common social skills and goals for the class.

Summary of the evaluation and recommendations for further implementation and improvement of the course TeachLearn

Identify important recommendations for further implementation

- Process: Improve observation and supervision between the sessions (collegial learning and learning in the classroom)

- Collaborative & Proactive Solutions *approach*

- Leadership
  Coordination of inclusive education
  Making teams: teachers with different areas of competences

  Forming a development group with different qualifications, involving Students Health

  Improving leadership involving also the students
  leading yourself, leading others and to be led.
  Teachers approach to develop these skills. Showing that one can learn from eachother. Asking not only what have you learned today but also:
  What have you taught others today which means expectations of everyones contribution to collective learning.

- Improving teachers peerlearning and skills doing observations /critical friends.

- Improving students peerlearning
  Students leading conversations, meetings in groups etc.
  Improvement of communication skills and metacognitive conversations about the conversations. (Teachers helping students to help eachothers and to improve conversations)

- Identify progression of feedback strategies in peertutoring

- Develop peer learning (students with different mother tongue) using for instance ICT.

- Involve students: Why we have common goals, why we do as we do, expectations about peerlearning etc.

- Develop Strategies for analysis and problemsolving

- Develop Collaborative & Proactive Solutions *approach*

Ross Greene

Ross Greene is founder and Director of *Lives in the Balance* and the originator of the *Collaborative & Proactive Solutions* approach. He served on the faculty at Harvard Medical School for over 20 years, and is now adjunct Associate Professor in the Department of Psychology at Virginia Tech.

When we talk about inclusion, there is often one group that creates a big challenge for the teacher; the pupils with a challenging behavior. This group often gets in to conflicts with peers, adult and sometimes as well with or having problems with attending classes and not seldom get the blame for negative situations. During the TEACHLearn project in Mölndal we gave a short introduction to Ross Greenes method Collaborative & Proactive Solutions approach.

Philosophy and Skills
According to Ross W. Greene, when you are working with children you need a philosophy. Especially when you are working with challenging children, because your philosophy will guide your actions, in particular when it is going to get tough. The philosophy that guides Ross Greene is; "kids do well if they can". With this philosophy in mind; the reason why a pupil who is having problem with a challenging behavior in school is not because he does not want to behave well (which sometimes is a common notion) it is because he does not know how to behave or something is getting in his way. The reason why he cannot behave according to this theory is because he has skills that are undeveloped and the skills he have does not match the demands. If the demands that you have on a pupil exceeds his or her skills it will probably lead to a negative behavior because the pupil do not have the skills required to handle the situation. With this philosophy, we have the believe that if a kid could do well, he would do well and that will render in an approach towards trying to understand what is getting in his way to behave more constructively. Or in other words what undeveloped skills the pupil need to develop. Examples of skills could be flexibility – ability to adapt, managing emotional response to frustration, problem solving, difficulty maintaining focus, difficulty expressing concerns, needs or thought in words, consider a range of solutions to a problem.

_____

ORGANIZATION: **Tallinn Education Department**

CONTACT PERSON: Piret Lind, Reet Nõmmoja

DATE: 15.03.2016

IO3 TEACHER COURSE OR EXPERIMENTAL GROUP SESSIONS

SUMMARY

- **Common list of priority recommendation that all partners have followed during the course:**

- **Impact on learning**

- **Dynamic assessment**

- **Effective feedback (including the theory of mindset)**

- **Course content and implementation strategy:**

What are evidence based teaching strategies, the theory of mindset, how to engage teachers in autonomy-supportive teaching behavior's in order to enhance intrinsic motivation among their students, what are teachers' possibilities to support students' basic psychological needs, effective feedback:

- Days 1-2: The learner -centered classroom. Motivation. Self-determination theory. Basic psychological needs. Mindsets and how do they affect the learning. Ways to begin building a growth mindset classroom.

- Days 3-4: Teacher activities creating learning environment. Satisfaction the need of relatedness .Communication skills, interaction, group processes. Supporting student's autonomy and competence. Formative assessment.

- Days 5-6: Teacher and students well- being. Controlling vs autonomy supportive teaching. Advantages of autonomy supportive teaching and practice. Ways to reach our goals. Analysis of changes and sharing best practices. Planning next steps. Learning community. Dissemination of lessons learned during the course. Feedback and conclusions.

Implementation strategy:

Four 2-days training sessions and independent work between the training sessions. During training sessions: presentations and mini-lectures, discussions, group work, practical games, sharing experiences, SDT surveys for teachers and students and

observation grid developed by Sarrazin, et al., (2006).

Integration research elements to the training, guiding teachers to reflect and analyze more their activities in the classroom. Data collection in the beginning and in the end of the training to help to see changes and the impact of the changes. Lesson observations to support learning from each-other.

- **Course target group and number of participants:**

Teams of school management and teachers (24 participants) from 3 schools and 3 pre-schools: Tallinna Arte Gümnaasium, Tallinna Lilleküla Gümnaasium, Tallinna Mustamäe Reaalgümnaasium, Tallinna Päikesejänku Lasteaed, Tallinna Muinasjutu Lasteaed, Päikese Lasteaed. Representatives/ specialists of Tallinn Education Department (2 participants).

Total: 26 participants

- **Number and dates of the sessions:**

I session: 24.-25.09.2015

II session: 22.-23.102015

III session: 26.-27.11.2015

EVALUATION

- **Summary of the results of the joint questionnaires (participants reflection before the course and reflection after the course)**

The participants showed a higher score in the final questionnaire in comparison to the pre-evaluation questionnaire in the following points:

I can analyze the learning of children with specific educational needs and look for ways to improve the learning.
My teaching is guided by/reflects what the evidence shows to work best.
I seek feedback about my impact on the learning of children and then modify my actions in light of this feedback.
Pupils are actively involved in the knowledge of their learning (this means that they can evaluate themselves).

The participants showed a lower score in the final questionnaire in comparison to the pre-evaluation questionnaire in the following point:
There is a good balance in teacher/student dialogue in the classroom.

- **Summary of the evaluation and recommendations for further implementation:**

According to the pre- and after-course questionnaire the participants liked:

- positive and friendly atmosphere;

- an opportunity to share own views with others;

- practical doings, which supported with the theory;

- discussions, exciting and practical communicative games and tips;

- the whole training with the inspirational lecturers.

Challenges:

- the balance in teacher-student dialogue in the classroom should be better followed and

- more analysed and elaborated feedback should be given to the students.

Evaluation meeting:

The educational institutions will compose their activity plans as a result from the TEACH course sessions. Participants use the methods and practical tools in their daily work in the classroom practice and at the management level developments of the schools. Each school has shared received new knowledge and skills to their colleagues in their school. The participating schools will invite the other project schools to their open lessons and open activities during this spring to share and exchange experiences.

The participants considered the teacher course as very useful. Tallinn Education Department is planning to have follow-up sessions next school year.

ORGANIZATION: **Universidad de Granada (Spain)**

CONTACT PERSON: Antonio Fernández Parra

DATE: March 31, 2016

IO3 TEACHER COURSE OR EXPERIMENTAL GROUP SESSIONS

SUMMARY

- **Common list of priority recommendation that all partners have followed during the course:**

- Impact on learning

- Dynamic assessment

- Effective feedback (including the theory of mindset)

- **Course content and implementation strategy:**

Course content:

- Module 1: Intervention in literacy skills from practice based on evidence

READING COMPREHENSION: Primary school (3rd-6th grade): (a) Development of reading comprehension skills: effective measures to promote and improve; (b) Detection and intervention of difficulties: effective measures derived from evidence-based practice and propose an intervention program; (c) Motivation towards literacy : how to motivate the students and how to prevent discouragement from evidence-based practice.

- Module 2: Introduction to Dynamic Assessment and Cognitive Education

1.   Introduction to the evaluation of learning potential and cognitive education.
2.   Methodology to implement the learning potential assessment.
3.   Proposals to apply the learning potential in the classroom:
     a.   Increasing learning through evaluation Learning Potential (Lauchlan and Carrigan, 2013).
     b.   How to implement a mediational strategy in the classroom? (Calero, García-Martín and Gómez-Gómez, 2007).

- Module 3: Behavior Management in Schools. Evidence –based resources

INTRODUCTION TO BEHAVIORAL APPROACH IN SCHOOL: (a) Positive and preventive behavioral approaches; (b) Contingency management and feedback; (c) Antecedents interventions; (d) Instructional approach.

PRACTICAL CLASSROOM RESOURCES: (a) Antecedent-based interventions; (b)

Feedback; (c) Individual and group-oriented contingencies in classroom; (d) Daily Report Cards: home-based consequences for classroom behavior; (e) Positive behavioral supports; (f) Organizational skills training.

Implementation strategy:

- 2 sessions / module

- 18 attended work hours and 12 non-attended work hours

- Web based homework between modules: activities and case studies.

- **Course target group and number of participants:**

- Primary school teachers (from 16 schools in Granada).

- Participants were recruited through the CEP-GRANADA (Teachers Centre) of the Department of Education (Granada, Andalusia): http://educacionadistancia.juntadeandalucia.es/profesorado/enrol/index.php?id=2028

- **Number and dates of the sessions:**

- 6 sessions:

  • December 12th, 2015
  • December 10th, 2015
  • January 20th, 2016
  • January 27th, 2016
  • February 17th, 2016
  • February 24th, 2016

  • Work through Platform: completion platform in March 31st, 2016

- **EVALUATION**

Summary of the results of the joint questionnaires (participants reflection before the course and reflection after the course)

Participants showed higher results in the ending-module questionnaire, compared to the one performed at the starting point. An important result of the course was that participants realize their school-practice did not reflect what the evidence shows to work best. They informed that the courses helped improving their knowledge about evidence-based teaching methods (I know the evidence about what works best).

Summary of the evaluation and recommendations for further implementation:

- Participants in Granada showed to need more knowledge and instruction regarding learning processes in children with specific educational needs, as well as evidence based learning strategies (i.e. feedback).

- At the beginning of the course, participants considered they know how to create a good classroom climate in which "mistakes are seen as sources for learning". However, after the course termination, they were aware that they knew less than they thought once. We consider this point as crucial regarding the course – it reflects the need of a better and more specific instruction in these topics for the future.

- For many of the participants being able to get a good classroom climate was a challenge, and they felt unable to get it. After the course they got knowledge about evidence based strategies based on behavioral techniques. They highly valued these techniques and even demanded more information about them, as well as future courses on this specific topic.

- Participants highly appreciated instruction on strategies for student motivation.

- Participants highly appreciated instruction on dynamic assessment as totally innovative and useful. Most of them hardly knew about it before.

- Participants highly appreciated instruction on intervention in reading difficulties, as those are one of the most frequent problems they have to face in everyday practice at the classroom.

- Overall, the course was highly and positively valued – all contents, methodology, expert-speakers.

- **Challenges:**

- Difficulties for applying some of the strategies in the classroom, taking into account the high number of pupils per classroom.

- Concerns regarding how to pay adequate individualized attention to pupils with more needs.

- Course impact seems to be too limited, as not all teachers were allowed to attend it (the organization implied a limit).

- There is still not enough research regarding evidence-based practices to be applied in the classroom.

- **Evaluation meeting:**

- Participants valued the course as very positive.

- Concepts like evidence-based education and impact of learning are still very unknown and innovative.

- A clear interest in developing and offering instruction in these topics was manifested.

Appendix: Evaluations

Reflection before the course

Name:
Function:
Date:

This is true for me: 1= not at all, 6= very much

I can analyze the learning of children with specific educational needs and look for ways to improve the learning	1	2	3	4	5	6
I know where the student is currently in the learning, follow up the progress and give elaborated feedback	1	2	3	4	5	6
I know the evidence about what works best	1	2	3	4	5	6
My teaching is guided by/reflects what the evidence shows to work best	1	2	3	4	5	6
I know how to create a good classroom climate where mistakes are seen as sources for learning (a high degree of acceptance for failure and challenge)	1	2	3	4	5	6
I seek feedback about my impact on the learning of children and then modify my actions in light of this feedback	1	2	3	4	5	6
I explain the purpose of the lesson	1	2	3	4	5	6
Goals are known and shared by students and teachers	1	2	3	4	5	6
There is a good balance in teacher/student dialogue in the classroom	1	2	3	4	5	6
Pupils are actively involved in the knowledge of their learning (this means that they can evaluate themselves)	1	2	3	4	5	6

What do you already do to eliminate barriers and improve the learning of all children?

What more would you like to do?

Reflection after the course

Name:
Function:
Date:

This is true for me: 1= not at all, 6= very much

I can analyze the learning of children with specific educational needs and look for ways to improve the learning	1	2	3	4	5	6
I know where the student is currently in the learning, follow up the progress and give elaborated feedback	1	2	3	4	5	6
I know the evidence about what works best	1	2	3	4	5	6
My teaching is guided by/reflects what the evidence shows to work best	1	2	3	4	5	6
I know how to create a good classroom climate where mistakes are seen as sources for learning (a high degree of acceptance for failure and challenge)	1	2	3	4	5	6
I seek feedback about my impact on the learning of children and then modify my actions in light of this feedback	1	2	3	4	5	6
I explain the purpose of the lesson	1	2	3	4	5	6
Goals are known and shared by pupils and teachers	1	2	3	4	5	6
There is a good balance in teacher/student dialogue in the classroom	1	2	3	4	5	6
Pupils are actively involved in the knowledge of their learning (this means that they can evaluate themselves)	1	2	3	4	5	6

What do you already do to eliminate barriers and improve the learning of all children?

What more would you like to do?

References

- Hattie, J & Yates, G. (2013). *Visible Learning and the Science of How We Learn.* Routledge.
- Hattie, J (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge/
- *Hattie, J. (2011). Visible Learning for Teachers: Maximizing Impact on Learning. Routledge London & New York.*