



University
of Glasgow

SES

*Society for
Educational
Studies*

Professional judgement and standard frameworks: Exploring duplexity in assessment of teachers' practices

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...? If so, explain why?
...? How does (what) need?
...? How does it work?
...? What type of time does it take?
...? How does it work?
...? How does it work?
...? How does it work?
...? How does it work?
...? How does it work?
...? How does it work?

I Pick up Writing Calendar
Belligerent
Ugly
Gestures/Gauche

SCHOOL
IMPROVEMENT
NETWORK





University
of Glasgow

2019



Global Framework of Professional Teaching Standards

Jointly developed by
Education International and UNESCO



Education International
International des Enseignants
International der Lehrkräfte
IE@unionschools.org

*“Teacher professionalism
is not negotiable.
Just as we would never
want unqualified surgeons
operating on our children,
we do not want our young
people to be taught by
unqualified teachers.”*

Research Questions

RQ1 What is the nature of shared judgement, consensus, and dissensus of observed teaching effectiveness amongst university staff, associate tutors, and school-based mentor teachers from partner ITE programmes?

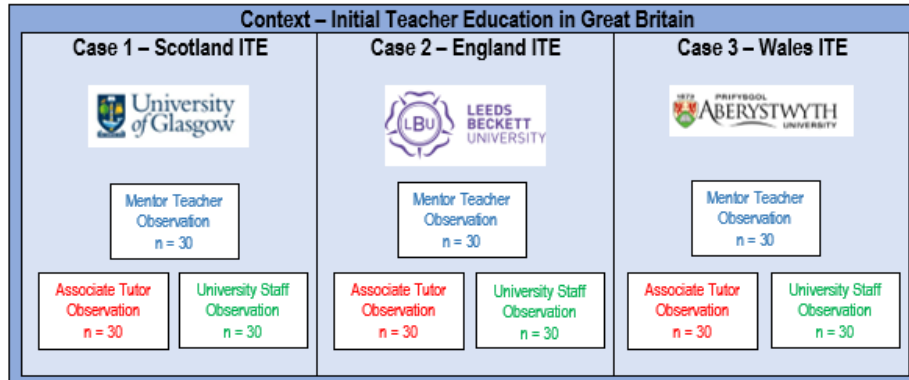
RQ2 How might enhanced reliability of professional judgement foster greater collaboration between schools and universities?

RQ3 How are the roles of university-based and school-based teacher educators in judging teaching effectiveness in ITE shaped by power dynamics?

Policy Analysis



Systematic Literature Review



Focus Groups



Delphi Panel



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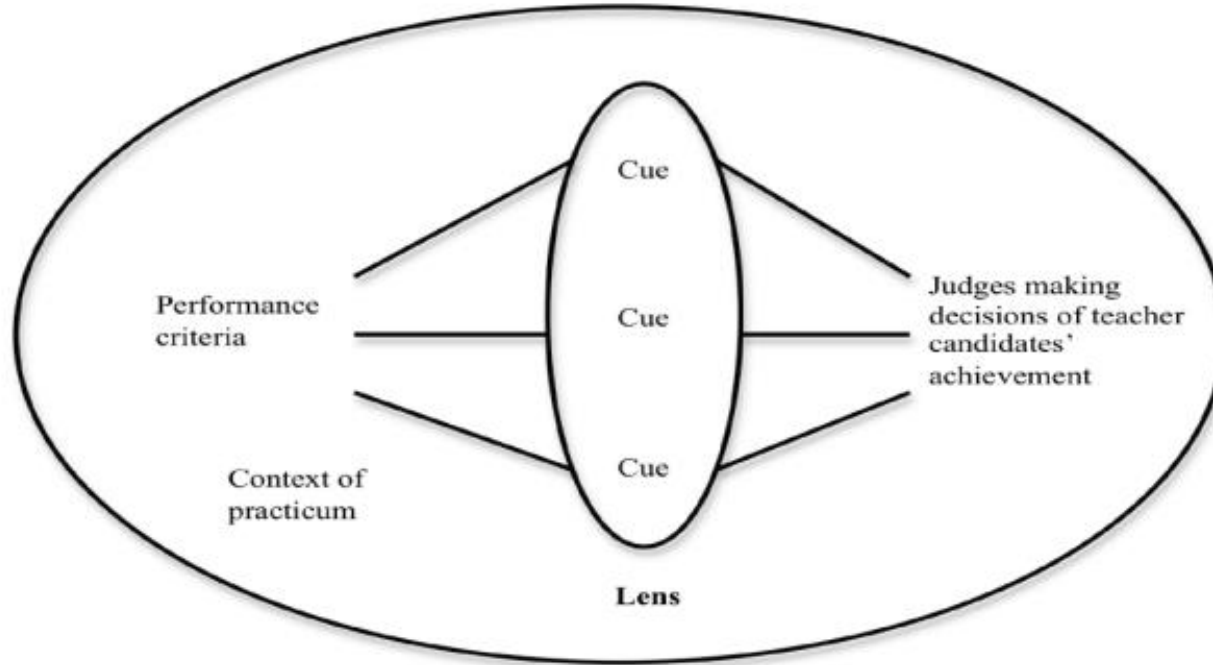
Daryl Phillips
Director of ITE Partnership
Reader in Education



Dr Pinky Jain
Head of Teacher Education



Dr Rachel Lofthouse
Professor of Teacher Education



**Figure 1. The Lens Model in Social Judgment Theory (Haig et al., 2013)
(Cooksey, 1996)**

Emerging Findings



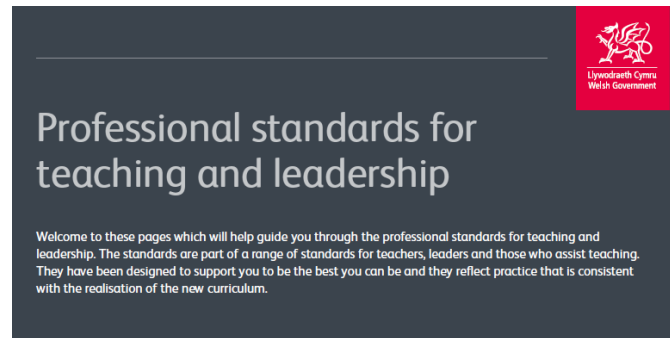
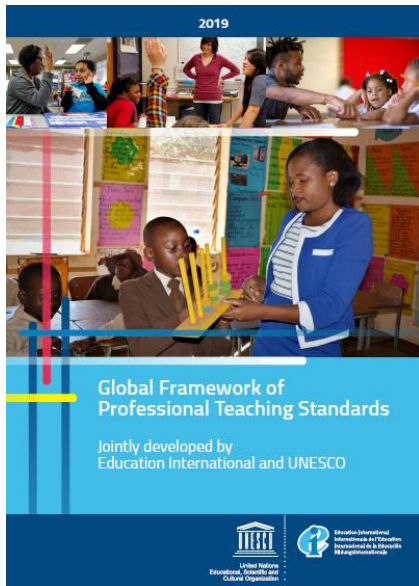
Teaching standards comparative
policy analysis



Systematic literature review



Video observation and
questionnaire (university-based
teacher educators in Scotland)

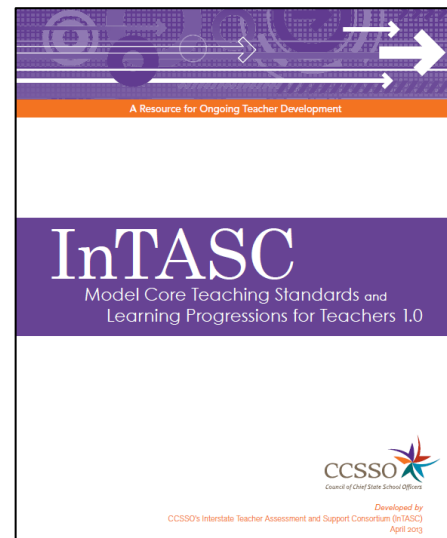



Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.



Professional Standards

Calibrated against the UNESCO standards to support standardisation.

- Standards clearly reflected the policy and political values of each jurisdiction 3 out of 4 jurisdictions have standards that take into account progression in skills and experiences and have different standards for different phases of a teacher's development
- Language used in different jurisdictions varied from suggestions to fixed expectations of student teachers
- The reference to children in 3 out of 4 was *learners* (with the learners at the centre of the purpose of the standards). The other standards refer to learners as *pupils* (where the teacher's skills were the central purpose)

Gaps across jurisdiction were in the following areas;

- Research-informed teaching
- Continuous Professional Development
- Wellbeing
- Views of learners
- Working with parents
- Value of communities

PROFESSIONAL TEACHING STANDARDS CROSSWALK

UNESCO Global Framework	SCOTLAND	ENGLAND	WALES	InTASC
All Teachers	Standards for Provisional Registration (SPR)	“trainees working towards <u>QTS</u>; all teachers completing their statutory induction period (early career teachers [ECTs]); teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations”	Professional Standards for Teaching and Leadership (QTS)	All Teachers
I. Teaching Knowledge & Understanding II. Teaching Practice III. Teaching Relations	1. Being a Teacher in Scotland 2. Professional Knowledge & Understanding 3. Professional Skills and Abilities	Teaching Personal and professional conduct	Pedagogy (P) Professional learning (PL) Collaboration (C) Innovation (I) Leadership (L)	A. The Learner & Learning B. Content Knowledge C. Instructional Practices D. Professional Responsibilities
1. How students learn, and the particular <u>learning</u> , social, and development needs of their students (Domain 1)	3.2.2 Engage learner participation	2 Promote good progress and outcomes by pupils be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how <u>this impacts</u> on teaching • encourage pupils	P1 The teacher develops and demonstrates up-to-date theoretical knowledge and understanding as well as practical insight into how children and young people develop and learn. P4 The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs. P14 The teacher provides appropriate levels of challenge and expectations for the range of	Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Systematic Literature Review: Methodology

Aims

- To explore the most recent evidence related to nature of teacher judgement in home and international contexts
- To map and analyse processes involved in judgement-making of teaching effectiveness

Search strategy

- 19 education-focused databases searches
- Limited by peer-reviewed articles written in English or Welsh language, published within the last 13 years
- Included studies that have aspect on teacher judgement within or outside of the UK

Results

- 601 studies were identified as an initial sample after 31 exact duplicates being removed (632 in total)
- 555 were excluded as a result of abstract screening
- 46 publications were identified for the initial round of inclusion.
- 45 studies were included as a result of full text review

Key findings from mapping subject specific and methodological tendencies in examined literature

Study	Subject area	Study focus	Evidence	Context	Dataset & sample size
Tanguay (2020)	Evaluation use	perspectives of teacher educators on edTPA	Empirical, Primary & Secondary, Qualitative	1 TPP in a university in Georgia, US	<ul style="list-style-type: none"> Interviewed 8 teacher educators about their views of edTPA. Text analysis of programme documents

Table: an extract of mapping subject specific and methodological tendencies

No research identified in the context of UK nations.

Original data often collected from university-based teacher educators

4 research domains: evaluation use (n=15), psychometric properties (n=12), reliability of judgement (n=11), and evaluation approaches (n=7)

Only 2 studies used longitudinal administrative data

Vast majority empirically driven. Few theoretical & desk-based (14%).

No research identified non-university teacher education provisions (i.e., Teach First)

Evaluation Use

- ❑ Educative engagement with evaluation is diminished by gatekeeping purpose of evaluation.
- ❑ Success in evaluations may turn into the primary goal.
- ❑ Midpoint evaluation for candidate's growth conditioned by availability of support and feedback.
- ❑ Self-assessment is useful in long term, self-reflective practicing teachers.
- ❑ Relationship between candidate success in evaluations and their future teaching quality is still a question, with some suggesting a lack of alignment in diverse teacher workforces.
- ❑ Raters become more likely to identify their own indicators when dissatisfied with tool reliability and validity.

Reliability of judgement

- ❑ Assessors could use different reasoning strategies, no matter how standardised, i.e., personal judgment
 - rater characteristics influence judgement, i.e., cognitive skills, social dimensions, expertise
 - task demands influence judgement, i.e., rubric descriptions, writing based portfolios
 - evaluatees characteristics influence judgement, i.e., agreeability
- ❑ How to generate consistent ratings?
 - Standardisation of sources, scoring and criteria
 - Training for a shared understanding
 - Multiple rater to mediate judgement of one raters over others.
 - Multiple measure to enhance quality of information coming from single measures

How judgement made across globe: characteristics and implementations of 14 evaluation tools in ITE and new teacher contexts

Foundational information

Developer.

Grounded on

Evaluation approaches

Purpose

Rater.

Method.

Tool properties

Tool type

Dimensions

Psychometric properties

Implementation

Result use.

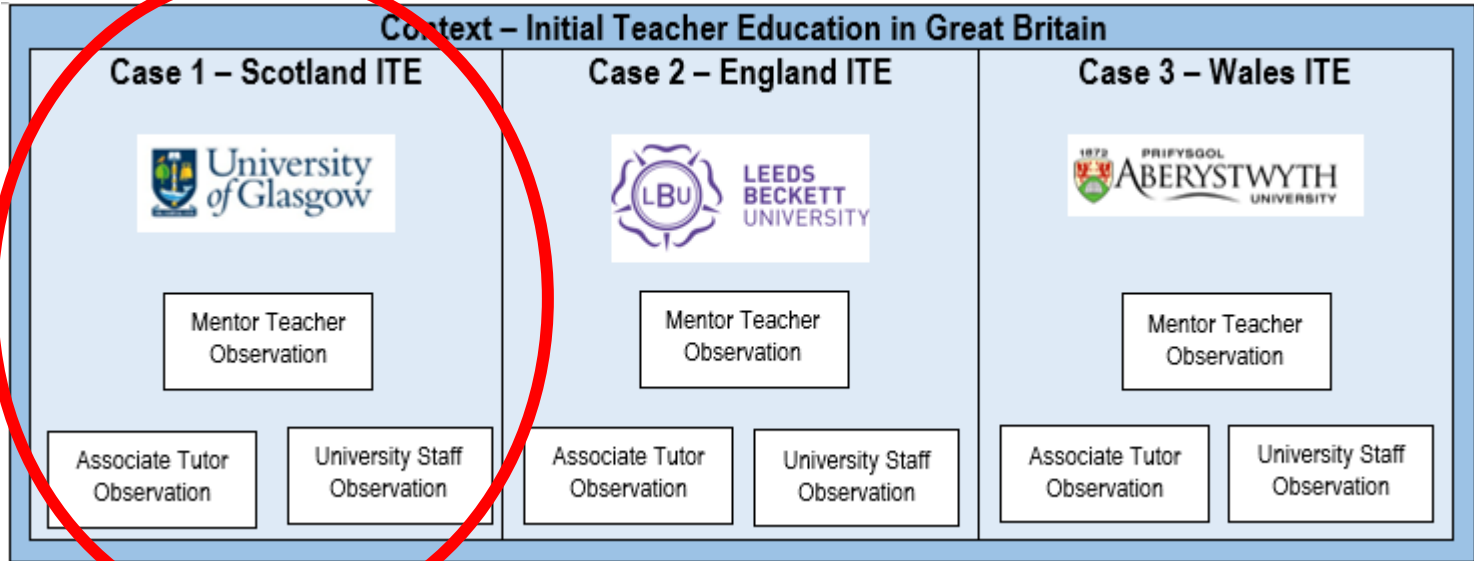
Quality assurance.

Rater training.

Interrater agreement



Emergent Findings – Video Observation & Questionnaire

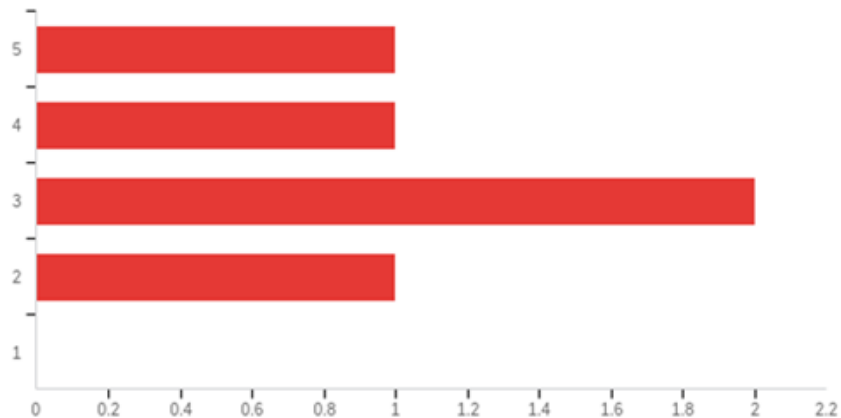




Video Observation Questionnaire



Q8 - 8. What is your overall judgement of the teaching demonstrated in the video where (5) is Highly Effective and (1) is Unsatisfactory?



Teacher educator judgements on seven elements of observable practices of UNESCO professional teaching standards

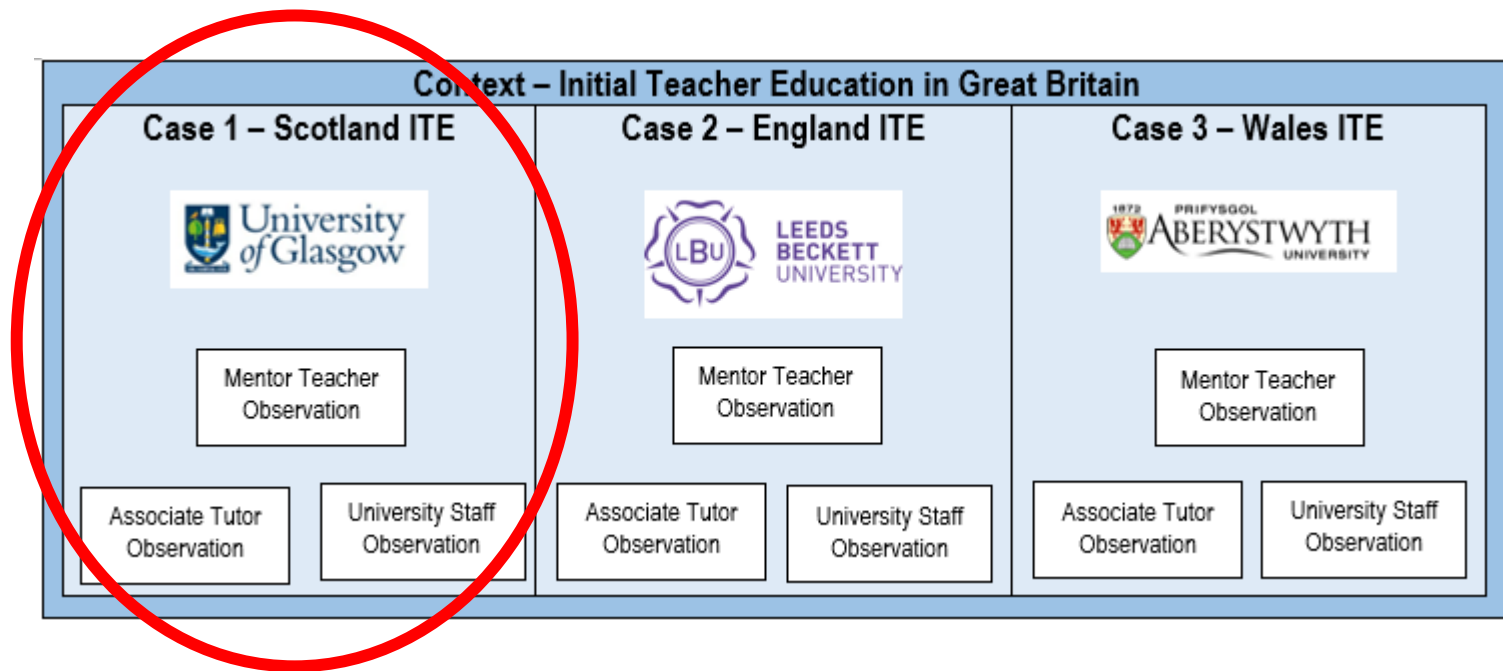
	5	4	3	2	1	Mean
	<i>N</i> = 6					
Learners	0	3	1	2	1	2.9
Content	0	2	3	0	1	3.0
Research	0	2	2	1	1	2.8
Planning & Preparation	1	1	3	0	1	4.0
Instructional Strategies	0	1	2	1	1	2.6
Learning Environment*	2	1	0	2	0	3.6
Assessment	0	2	1	1	1	2.8
Overall Rating	1	1	2	1	0	3.4

Note. Questionnaire items 1-9 where 5 = highly effective and 1 = unsatisfactory

<i>Classroom cue utilization</i>	<i>Suggestions for lesson improvement</i>	<i>Using internal expectation criteria</i>	<i>No identified strategy</i>
Professional judgment		Personal judgment	Indeterminate judgement
Observed teacher action (8) - (positive and negative) Multiple examples as evidence to support as rationale (6) Observed pupil action (6) Physical environment cues (4) Learning materials (4) Context cues (3) Pupil learning (3) Teacher and pupil interaction (3)	Lesson improvement (8)	Internal criteria (3)	Unable to explain (3) Need more to make judgement (2) None (2)



Focus Group Findings





Possible reasons for inconsistencies



Evaluator centred factors



Student teacher centred
factors



Aspects of the teaching
observation



Processes

Learning Environment

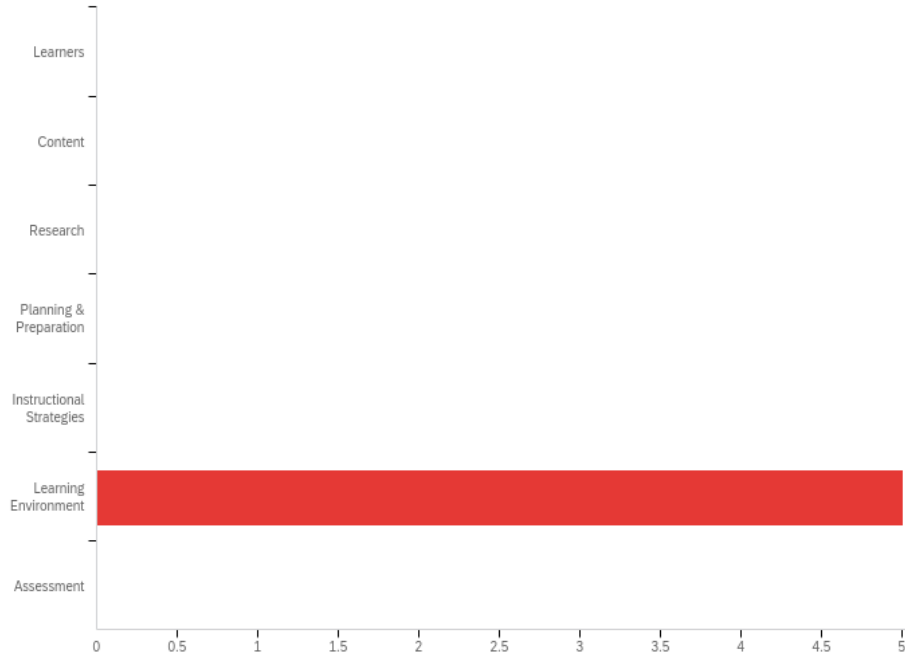
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Organisation and facilitation of students' activities so that students are able to participate constructively, in a safe and cooperative manner

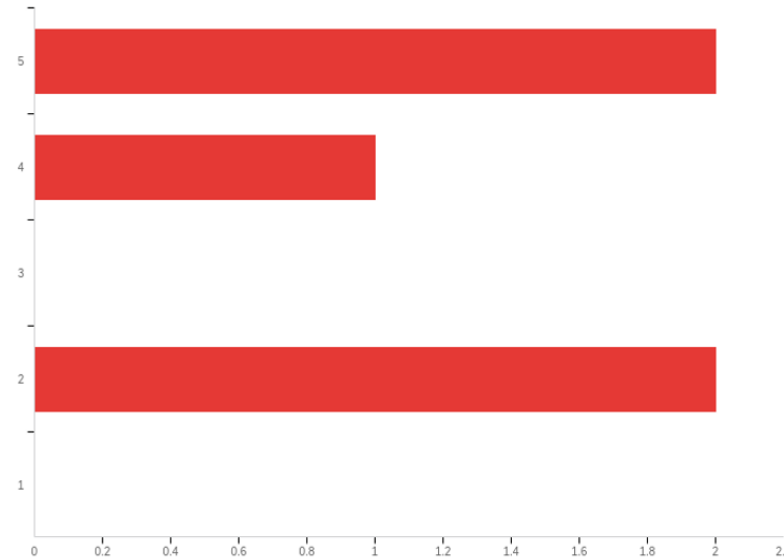
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- A safe and secure environment
- Effective classroom management having regard to the needs of all individuals and the class as a whole

Which was the easiest element to judge for the teaching in this video and why?



Q6a - 6. Assign a judgement of the teaching performance where (5) is Highly Effective and (1) is Unsatisfactory.





Improving consistency of judgements



Preparation before making
a judgement

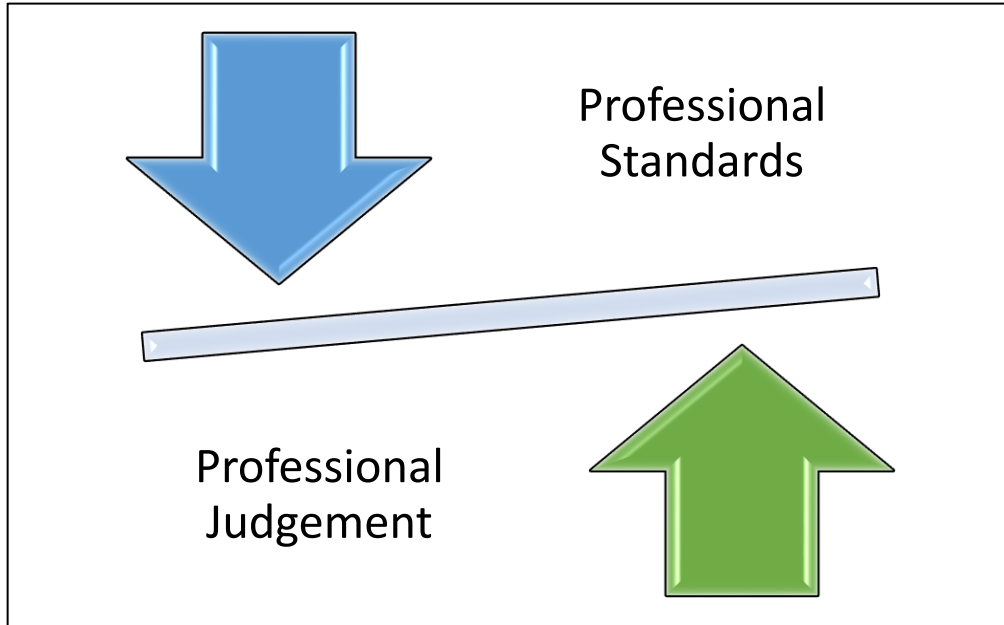


Understanding why the
judgements is being made,
what is being judged, the
criteria for success



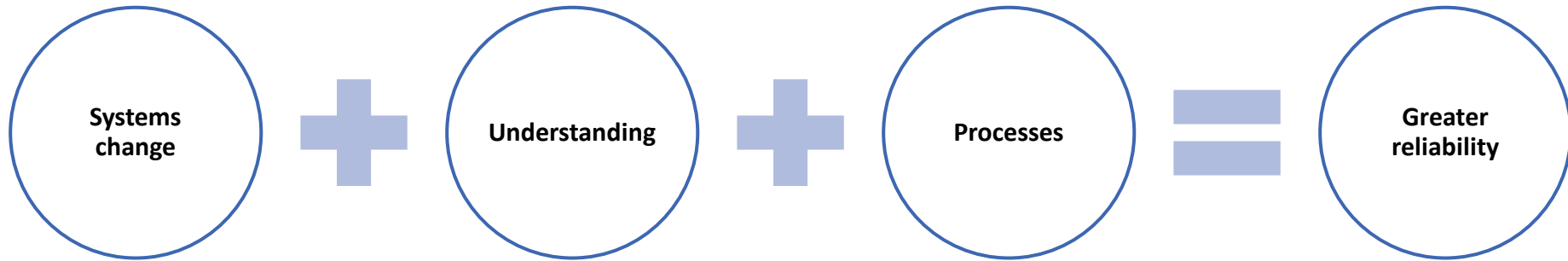
How the outcome is
captured and
communicated

Judging teaching effectiveness?



"...both of those words in professional judgment [and professional standards], are quite important, but neither of them carries the full implications of an inescapable subjectivity, is necessarily going to be part of that judgment. Because we're not machines...we don't function on reductive algorithms. We don't just think with logic, we respond with our head and our heart."

How might schools and universities work together to gain greater reliability in evaluating teaching effectiveness?



Why does it matter that judgements of teaching effectiveness are consistent and reliable?



Fairness



Standards in education can be undermined

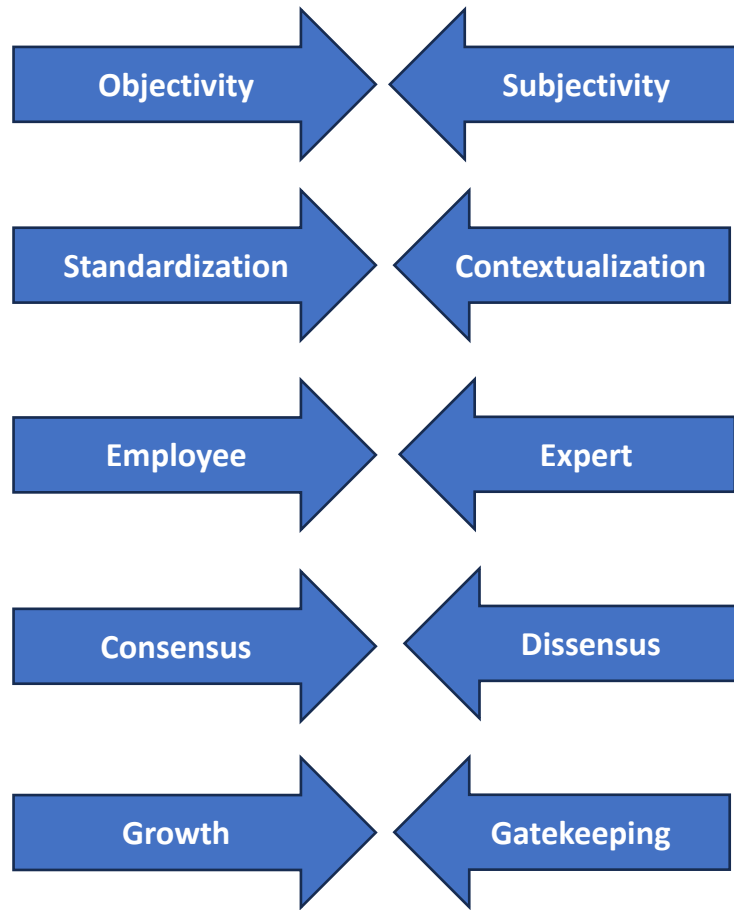


Implications of the results



Setting a minimum level of competency

An Emerging Duplexity



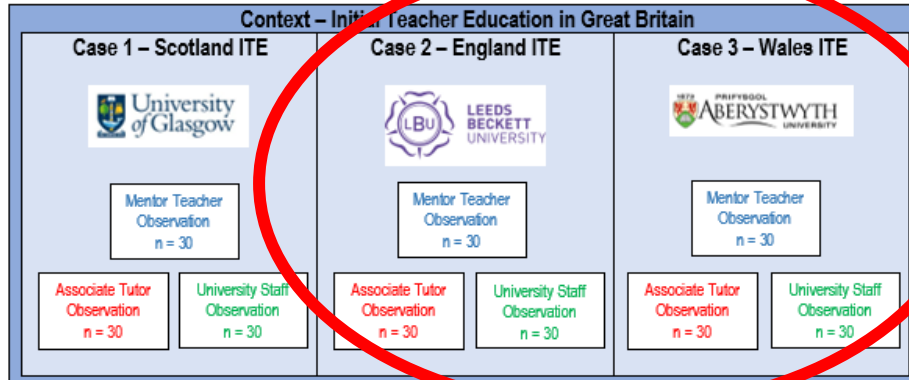


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