

RESEARCH AREA & SOURCE	DESCRIPTION & MAIN FINDINGS / ARGUMENTS
<p>Assessment</p> <p><i>Review of Educational Research, Vol. 77, No. 1, pp. 81 - 112</i></p>	<p>Hattie, J. & Timperley, H. (2007) The power of feedback.</p> <p>The authors review the evidence from numerous studies of the effects of feedback on student learning and use their findings to build a model of feedback that identifies the particular properties and circumstances that make it effective.</p> <p>Main Findings / Arguments:</p> <p>Model</p> <pre> graph TD A["Purpose To reduce discrepancies between current understandings / performance and a desired goal"] --> B["The discrepancy can be reduced by: Students * increasing effort or employing more effective strategies OR * abandoning, blurring, or lowering the goals Teachers * providing appropriate challenging and specific goals * assisting students to reach them through effective learning strategies and feedback"] B --> C["Effective feedback answers three questions: Where am I going? (the goals) How am I going? Where to next?"] C --> D["Each feedback question works at four levels:"] D --> E["Task Level How well tasks are understood / performed"] D --> F["Process Level The main process needed to understand / perform tasks"] D --> G["Self-regulation Level Self-monitoring, direction and regulating of actions"] D --> H["Self Level Personal evaluations and affect (usually positive) about the learner"] </pre> <ul style="list-style-type: none"> • In 12 different meta-analyses of studies on feedback in classrooms (including 196 studies), feedback fell into the top 5 – 10 highest influences on achievement. • The purpose of feedback according to the model is to reduce discrepancies between current understandings / performance and a desired goal.

	<ul style="list-style-type: none"> • Kluger and DeNisi (1996) found that learners are more likely to increase effort when the intended goal is “clear, when high commitment is secured for it, and when belief in eventual success is high”. • Feedback is effective when it contains information about progress and / or how to proceed as encapsulated in the three questions in the model. • Feedback at the task level is more powerful when it is about misconceptions or misinterpretations, not lack of information. If students lack the necessary knowledge, further instruction is more powerful than feedback. • Feedback at the task level often does not generalize to other tasks. • Butler (1988) found that feedback through comments alone led to learning gains, whereas grades alone or a combination of comments and grades did not. • Feedback at the task level alerts students to the relationships between cues (such as the use of a graphic organizer) and how the cue can lead to more successful performance. • Feedback at the process level seems to be more effective than feedback at the task level for deeper learning. • Feedback at the self-regulation level addresses the way students monitor, direct and regulate actions towards the learning goal. It involves both self-appraisal (reviewing and evaluating own abilities, knowledge states and cognitive strategies) and self-management (monitoring and regulating own behavior through planning, correcting errors, and using fix-up strategies). • There can be negative effects on feelings of self-efficacy when students are unable to relate the feedback to the cause of their poor performance. • Feedback at the self level usually contains little task-related information. Various studies have demonstrated the ineffectiveness of praise in raising achievement as it can direct attention away from the task to the self. It should be noted that praise related to the task and its performance (as opposed to the self) may be effective in enhancing self-efficacy. • When feedback draws attention to the self, students tend to attempt to avoid the risks involved in tackling challenging assignments. • Most feedback in classrooms is at the level self or task. • “Ideally feedback should move from the task to the processes or understandings necessary to learn the task to regulation about continuing beyond the task to more challenging tasks and goals”.
<p>Assessment</p> <p><i>Review of Educational Research</i> Vol. 78, No. 1, pp.</p>	<p>Shute, V. (2008) Focus on formative feedback.</p> <p>This paper also reviews the evidence from numerous studies on feedback including a number of meta-analyses conducted by other researchers. The writer uses the results of the review to propose a set of research-based principles related to the use of feedback. The following is a very short summary of some of these principles along with the research on which they are based.</p> <p>Main Findings:</p> <p>Formative feedback to enhance learning - things to do</p>

- **Focus feedback on the task, not the learner**
- **Provide elaborated feedback** – feedback has been shown to be significantly more effective when it provides details of how to improve rather than just an indication of the level of correctness.
- **Present elaborated feedback in manageable units** - feedback that is too complex seems to be ignored by many learners.
- **Be specific and clear** – Feedback that is not specific can actually impede learning by producing uncertainty in learners as to how to respond to the feedback.
- **Reduce uncertainty between performance and goals** - feedback is most effective when it helps a learner understand exactly where they stand in relation to a specific goal.
- **Promote a 'learning' orientation** - Learners have been shown to have either a 'learning' orientation (a desire to increase one's competence and a belief that intelligence is malleable) or a 'performance' orientation (a desire to demonstrate one's competence to others accompanied by a belief that ability is innate) towards a particular task. A learning orientation is characterized by persistence, strategy and a desire for challenge and is associated with more positive outcomes. A performance orientation is characterized by a tendency to seek less challenging tasks where success is assured. Feedback which emphasizes effort and the fact that mistakes are an important part of the learning process can encourage a learning orientation.

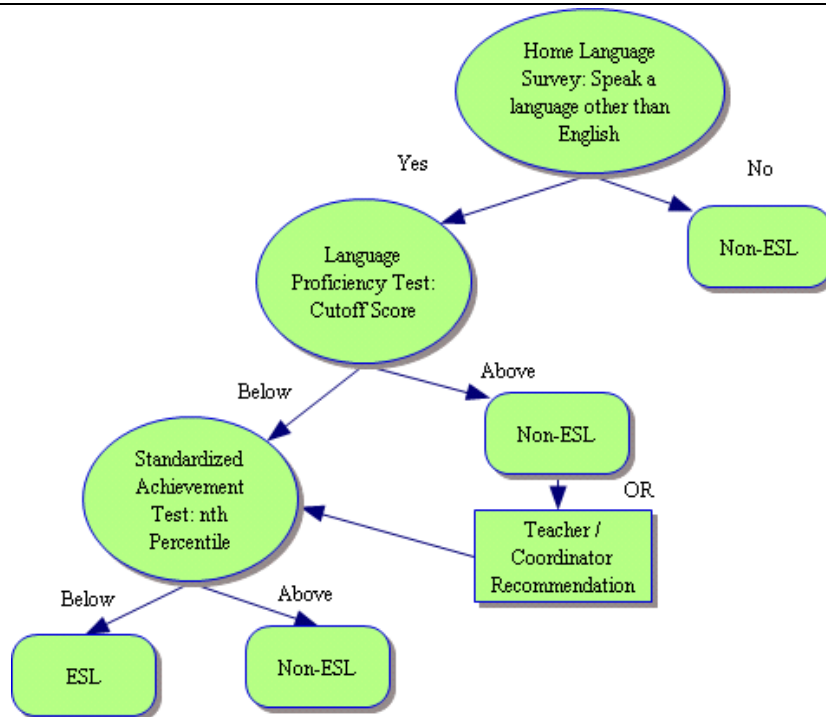
Things to avoid

- **Do not give normative comparisons** – Learners who do not perform well tend to attribute poor performance to lack of ability when given feedback which compares them with peers. This lowers their expectations and motivation. McColskey and Leary (1985) found that feedback referenced to the learner's own past performance resulted in higher expectations regarding future performance and increased attribution to effort when compared with feedback referenced to the performance of peers.
- **Be cautious about providing overall grades** - comment only feedback has been shown to be more effective than grades alone (which produce no learning gains) and grades with comments.
- **Do not give feedback which discourages the learner or threatens the learner's self-esteem.**
- **Use 'praise' sparingly** – directing attention to the 'self' can distract attention from the task and the consequent learning.
- **Do not interrupt the learner with feedback if the learner is actively engaged.**

Feedback guidelines in relation to learner characteristics

- **For high-achieving learner consider using delayed feedback** – high-achieving learners appear to benefit from more delayed feedback.
- **For low-achieving learners, use immediate feedback.**
- **For low achieving learners use more directive feedback** (tell the learner what needs fixing)
- **For high achieving learners use more facilitative feedback** (comments and suggestions to help guide the learners in their own

	<p>revision and conceptualization).</p> <ul style="list-style-type: none"> • For all learners provide specific, goal-directed feedback - Fisher & Ford (1998) showed that close match between a learner's goals and they expectation that they can meet the goal increases motivation.
<p>ESL / Assessment</p> <p><i>Educational Measurement: Issues and Practice, Fall 2008, pp. 17 - 31</i></p>	<p>Abedi, J. (2008) Classification system for English language learners: Issues and Recommendations</p> <p>This paper examines the situation in US schools with regard to entry and exit from ESL support programs. The validity of current practices is investigated and a model to improve the validity of classification is proposed and tested.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • Commonly used English proficiency tests used to classification / placement of ESL learners vary widely with respect to purpose, theoretical foundation, test design, validity etc. • Post NCLB, consortiums worked to create English proficiency tests aligned with state standards. These generally exhibit higher validity than tests previously used. • Standardized achievement tests are also often used for classification If ESL learners, but these can be problematic as none are specifically designed to assess the content knowledge of these students and often contain unnecessary linguistic complexity. • Research indicates that there is no specific indication of which tests or which cutoff scores would indicate an acceptable level of English proficiency. • Surveys filled out by parents with questions on nationality and languages spoken at home are also used for classification, but these can be unreliable as parents do not always give completely accurate answers for various reasons. • Performance differences in one piece of research between learners classified as ESL and those classified as non-ESL on English Language Proficiency tests only explained between 3% and 9% of the variation in classification - not large enough to suggest a strong association between test scores and ESL / non-ESL classification. • Performance differences between learners classified as ESL and those classified as non-ESL on Standardized Norm-Referenced Achievement tests only explained between 3.5% and 12% of the variation in classification. • A valid classification system should be based on a theory of language acquisition and should clearly identify the level of academic language proficiency required to allow full participation in an English-only curriculum. • The paper proposes the use of multiple criteria in what they term and augmented-classification system:



- A study showed that using this model improved the strength of association between ESL classification and the criteria used for classification (from 24.8% of variance explained to 41.1% of variance explained).

Instructional Supervision

*ED 480 159
National Governor's Association. Center for Best Practices.*

Goldrick, L. (2002) Improving teacher evaluation to improve teaching quality. Issue brief.

The author proposes a number of steps that can be taken to ensure teacher evaluation is used to improve teaching quality. A rationale for each step is provided along with a description of what is happening in various US states with respect to that particular suggested step.

Main Arguments:

The steps are:

1. Define teaching quality - using standards that describe what a quality teacher needs to know and be able to do.
2. Focus evaluation policy on improving teacher practice
3. Incorporate student learning into teacher evaluation
4. Create professional accountability - perhaps using career ladders or professional classifications that result from evaluation.
5. Train evaluators
6. Broaden participation in evaluation design - to ensure acceptance by all involved.

The author claims that fully realized, such an approach would enable reforms such as pay-for performance.

<p>Curriculum Implementation</p> <p><i>Curriculum Inquiry Vol. 28, No. 2, pp. 209 - 229</i></p>	<p>Shkedi, A. (1998) Can the curriculum guide both emancipate and educate teachers.</p> <p>Three curriculum guides were compared and described. Teachers were interviewed to find out how well they comprehended the pedagogical approach intended and the level to which they felt that autonomy was supported by each respective guide.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • Two of the guides were recognized by most teachers to have a clear and specific pedagogical approach. Teachers did not perceive that either of these guides allowed for teacher autonomy. This was true even when the teachers were in fact exercising autonomy in the sense that they were not implementing the curriculum in line with the pedagogical approach intended by the curriculum writers. In most cases these teachers were not aware that their interpretations were in conflict with the intentions of the curriculum. • One guide was perceived by teachers as not having a clear and specific pedagogical approach and this guide was perceived as allowing for teacher autonomy. • The researcher notes that none of the guides was perceived as combining both a clear pedagogical approach and autonomy and claims that as far as teachers are concerned, these two elements cannot be combined in one curriculum guide. The researcher hypothesizes that this is because teachers were unable to connect their personal curriculum 'stories' to the writer's intentions and suggests that a potential solution may be curriculum workshops that create opportunities to do this rather than written curriculum guides.
<p>Teaching Strategies – Literacy / ESL</p> <p><i>Phi Delta Kappan November 2007, pp. 229 - 231</i></p>	<p>Ness, M. (2007) Reading comprehension strategies in secondary content-area classrooms.</p> <p>The research set out to answer two questions: (1) To what degree do teachers in Science and Social Studies classrooms on middle and high school incorporate reading comprehension strategies into their teaching? (2) Which reading strategies are most frequently used? 2,400 minutes of instruction in 8 MS and HS classrooms were observed.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • Only 3% of instructional time was devoted to reading comprehension. • Teachers mainly used only a couple of strategies: asking literal questions and having students write summaries of text. • Some teachers also used had students examine text structure. • The National Reading Panel review of research on comprehension contained 8 research-based strategies, but of these only the three listed above were used in the classrooms observed. • Three recommendations are made to remedy this situations: (1) Provide explicit PD for teachers (2) Create an inquiry-based environment where teachers critically reflect on their instructional goals and priorities and (3) Make use of literacy coaches and curriculum specialists.
<p>Assessment / Professional</p>	<p>Pijanowski, L. (2008) Striking a Balance: Georgia District Adds Assessments and Transforms Classroom Practice</p> <p>Lissa Pijanowski, associate superintendent in the Forsyth County Schools in Georgia, reports on her district's impressive</p>

**Learning
Communities /
Leadership**

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pp. 43 - 46*

student-achievement gains, which she attributes to “focused, collegial conversations” about interim assessment results.

Main Arguments:

- the key was organizing three levels of reflection on interim assessment results, with teacher leaders involved at every stage of the process:

• *Level 1: Individual teachers* – Classroom teachers look at their interim assessment item analyses and ask themselves these questions:

- Which items did my students miss most frequently?
- What standards was each of these items assessing?
- How did my students’ results compare to school performance on each item?
- Why did most of my students choose the incorrect responses they did?
- What will I do now to reteach the most problematic missed standards?
- Which individual students need additional help based on these results?

Teacher understanding of their own performance data must precede conversations within a professional learning community.

• *Level 2: Grade-level or content teams* – Having done their individual reflections, teachers meet in same-grade or same-subject teams and ask these questions:

- What are our team strengths based on these results?
- What are our team challenges?
- What factors in our curriculum and instruction do we feel influenced these results?
- How can we collaboratively modify instruction and reteach standards that our students had the most difficulty learning?
- How will we know if our students have mastered each standard?
- What remediation and intervention will be most effective for individual students with low performance?
- Is there additional professional development and learning support that we need as a team to help us achieve our goals for student learning?

Teachers analyzed their results even more intensely and took actions they may not have otherwise considered in isolation.

• *Level 3: Schoolwide dialogue* – Finally, school leaders got the whole staff together to focus on interim assessment results and other schoolwide data, answering these questions:

- Do the results show we are making progress toward meeting our school improvement goals?
- How did we perform on the reading/English language arts and math target areas we identified for improvement this year?
- How did our subgroups and at-risk students perform?
- Are there strategies and actions in our school improvement plan that need to be modified based on these results?
- Are our remediation and intervention strategies closing the achievement gap?
- Do we need to modify our professional learning plan to provide additional support?

	- What resources do we need to accomplish the curriculum and instructional changes we have identified?
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