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Empowering teachers

Teacher Induction Programme

Module 11: Evaluation and giving feedback

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EMPOWERING TEACHERS PERSONAL, PROFESSIONAL AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH INNOVATIVE PEER - INDUCTION PROGRAMMES

Evaluation and giving feedback

A. What is the main idea/goal/objective of this module?

Assessment and feedback is an ongoing process in any lesson design. We have to understand assessment as continuous and integrated in the progress that students continuously make day after day in the classroom. In order to do this, good feedback on all those actions that students do is essential to guarantee the provision of teaching quality.

B. Expected learning outcomes:

- The mentor will gain access to material and information that will help him to approach the issue of evaluation and feedback and how to discuss about it.
- The NQT will learn effective tips and reflections on the mentioned topics.

C. Activities, presentations and other materials included in the module:

ELEMENT	Target audience	Type of resource	Time for resource	Area
11.1 Principles of evaluation and giving feedback	NQT	Short presentation	30 minutes	Pedagogical/ Didactical
11.2 Guide for a mentor discussion	Mentor	Guide	30 minutes + 100 minutes	Pedagogical/ Didactical

11.1 Principles of evaluation and giving feedback are a short list of principles, best practices on effective feedback developed by an international foundation. Just a sample of a list of recommendations appropriate for further debate or personal reflection.

11.2 Guide for a mentor discussion is a template proposal that can help the mentor structure a discussion with the NQT concerning the aspect of evaluation and giving feedback in the relevant context of the school. Attached to the guide are 6 video prompts that might be used to steer the conversation.

D. Suggestion for the implementation of the module

The module is heavily dependent on the local context of the NQT and the mentor. For this reason the guide for discussion (11.2) anticipates a larger time investment by the mentor to modify it and prepare for a discussion on the topic with the NQT. The main idea of the module is to have the mentor and the NQT review existing regulations and practices and reflect on positive approaches and effective feedback.

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The principles (11.1) might be used as an alternative point of reference that could be used to motivate the discussion. (They can also serve as a reflection tool for the NQT).

11.1 PRINCIPLES OF EVALUATION AND GIVING FEEDBACK

As a starting point we might consider some recommendation on good feedback established by the Education Endowment Foundation in 2022. Their guidance report aims to focus on what really matters: the principles of good feedback rather than the written or verbal methods of feedback delivery. It encourages a renewed focus on the principles of effective feedback, which the mentor can select and work with the new teacher:

Recommendation 1:

Lay the foundations for effective feedback.

Recommendation 2:

Deliver appropriately timed feedback that focuses on moving learning forward.

Recommendation 3:

Plan for how pupils will receive and use feedback.

Recommendation 4:

Carefully consider how to use purposeful, and time-efficient, written feedback.

Recommendation 5:

Carefully consider how to use purposeful verbal feedback.

Recommendation 6:

Design a school feedback policy that prioritises and exemplifies the principles of effective feedback.

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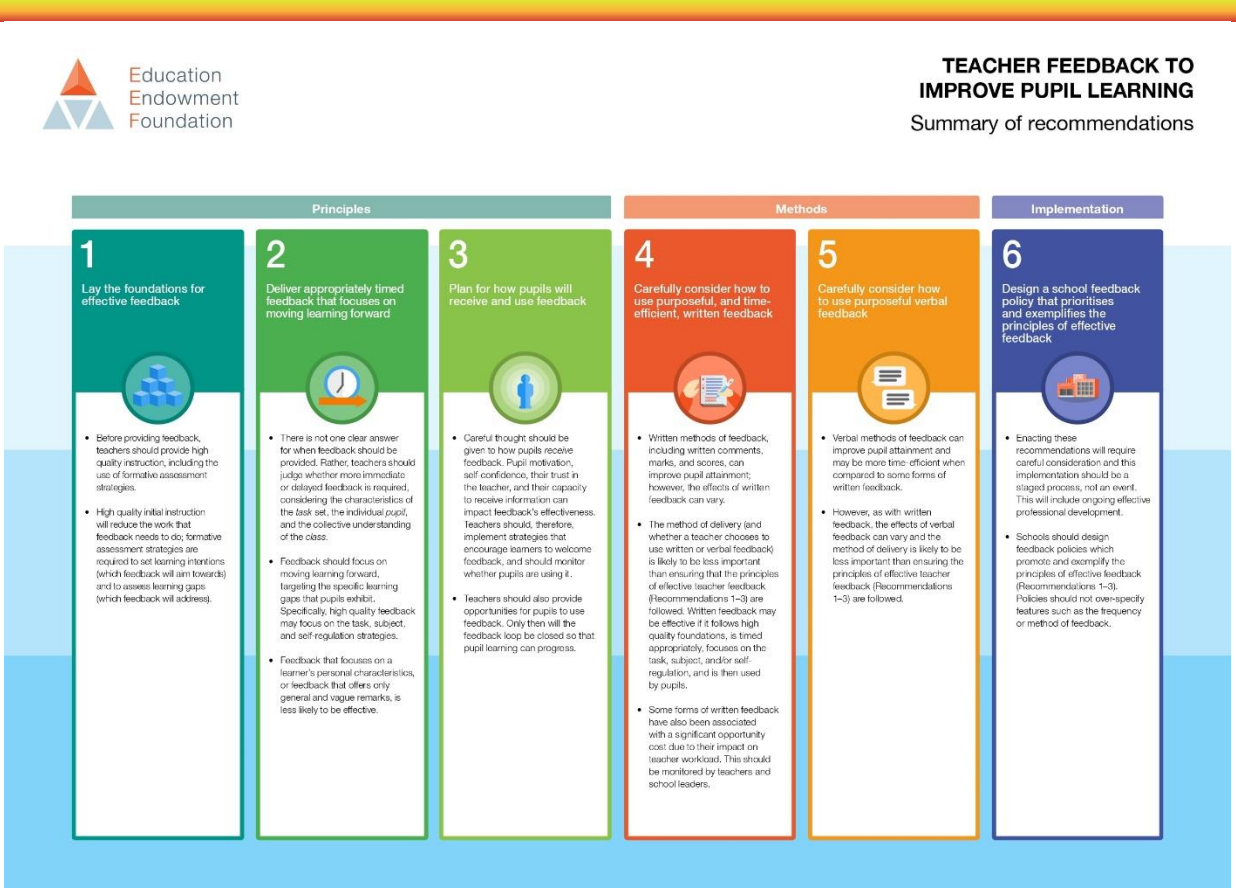

Figure 17: Teacher Feedback to improve pupil learning [link] (source: Guidance report. 2022. Joe Collin and Alex Quigley, Education Endowment Foundation.)

11.2 GUIDE FOR A MENTOR DISCUSSION

As the area of evaluation and giving feedback is quite heavily dependent also on the local context in terms of regulations as well as school policies, it is important that the mentor prepares a heavily adapted discussion session for the NQT. In this sense the guide serves as an aid in the planning of the discussion.

During the discussion it is welcomed if the mentor shares his own experiences, draws from the already existing experience of the NQT and his/her expectations. It is necessary to address also the legal or regulatory aspects of the evaluation process and the school policies regarding this area. A possible scheme for a discussion might go as follows.

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1. What are the expectations/fears of the NQT regarding the process of evaluation? What are his/her existing experience, perhaps own experiences as a student? (10 minutes)
2. Sharing own anecdote, experience – something positive if possible – of the mentor? His/her own experience as a student, his/her experiences from the beginning of the career, recent examples? (10 minutes)
3. Discussion on good principles for evaluation and giving feedback. Concrete examples of good practice from mentor or other teachers. Pedagogical staff agreements on the topic. Debate about the below offered materials. Not a presentation but a debate between the NQT and the mentor. (60 minutes)
4. Concrete specifics concerning evaluation process. Legal/regulatory aspects. How to record grades and archive graded materials. GDPR regulations on the topic. Communication with the parents. Teacher/school records. Software used for grading and record keeping. Physical records. (20 minutes)

Below are 6 video prompts (3 dealing specifically with evaluation and 3 with giving feedback) that might be used in the mentor discussion as points of departure for a more concretized debate about issues relevant to the context of the NQT. Mentor is of course invited to find other examples closer to the situation of their school setting. In any case – the main idea of the videos is to motivate a reflective discussion during a 1:1 session of the mentor with the NQT.

Evaluation

Assessment in Education: Top 14 Examples

Https://www.youtube.com/watch?V=ztkqjh-_97c (4:21)

This video introduces different ways of assessment in education. As you know, there are many different types of assessments, but that video shows and focuses on 14 specific examples of assessments. At the same time, the video shows related examples of assessments including formative, summative, formal, informal, individual, and many many more.

- When you were a child, which type of assessment did your teacher use?
- Have you ever implemented any of these different types of assessments?
- If your answer in the previous question is “Yes” say : What of them? How do you use it?
- In that video we can see 14 specific examples of assessments. What is your favorite? Explain why.

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- Expose the situations you would use three of these different types of assessments.

Bloom's Taxonomy: Why, How, & Top Examples

Https://www.youtube.com/watch?V=ooy3m02ueae (4:19)

The video explains the "Bloom's Taxonomy" and answers the question of why teachers and educators should use it in their practice. So the main overall goal of this video is to help teachers understand Bloom's taxonomy, showing its connections to Webb's Depth of knowledge.

- Have you ever heard about Bloom's Taxonomy?
- What do you think about it? What is your opinion?
- If you want to include Bloom's Taxonomy in your daily class, how would you do it? Can you give three examples?

An Introduction to Realist Evaluation (RE)

Https://www.youtube.com/watch?V=rufe04hq4mq (22:41)

This video talks about another way to understand evaluation: Realist Evaluation (RE). If you want to know more about it, you should not lose the opportunity and watch the video which explains the Realist Evaluation (RE) approach by Pawson and Tilley (1997). In that way, by seeing that video you can learn about RE's basic concepts, how to conduct, and tips for implementing it.

- Have you ever heard about Realist Evaluation?
- What do you think about it? What is your opinion?
- If you want to include Realist Evaluation in your daily class, how would you do it? Can you give 3 examples?

Giving feedback

Effective feedback animation

Https://www.youtube.com/watch?V=ljczbslyiwi (3:23)

In this video you can see a short animation that shows you a teacher in class and how he improves his practice and evaluation and how that changes their vision. An evaluation centrate in how important it is to give good feedback to motivate your students in their learning.

- What is good feedback for you?
- What is your opinion on how to give good feedback to your students?

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- The main topic of the video is “how important it is to give good feedback to motivate your students in their learning” , what do you think about it?
- Can you give three examples that a teacher doesn't give good feedback? And now, how do you solve it?

The Power of Feedback

Https://www.youtube.com/watch?V=s770g-LULFY (3:26)

The video shows the power of good "Feedback", and how you can change the vision of the teachers and the students applying that. Also, you can learn about the four levels you need to keep in mind to develop that type of feedback. In other words, with this video you can learn the concepts of the power of feedback and how you can do it for applying constructive feedback in your class.

- What is the Power of Feedback for you?
- The main topic of the video is “how important is the Power of Feedback” , what do you think about it? How can that help your students?
- In case there is a teacher at your school who doesn't believe in that. How would you convince him/her to discuss it?
- How will you promote feedback in your class?

Characteristics of Good Student Feedback

Https://www.youtube.com/watch?V=Huju0xwNFKU (4:38)

This video explains and shows the four main characteristics of effective student feedback: specific, actionable, timely and respectful. In that way, it is also talking about what teachers need to do to incorporate it in their class to improve student learning.

- What are the main characteristics of effective student feedback?
- Give in case there is a teacher of your school that doesn't believe in that type of feedback. How do you convince him/her to change that position?

How will you promote this feedback in your class? Describe three examples

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