

EVALUATE IMPACT ON ENGAGEMENT

Teacher observation
Student self Assessment > degree to which students are engaged with learning
(common scale for tchr + questionnaire for student)

EVALUATE IMPACT ON ACHIEVEMENT

Teacher observation
Teacher assessment
Student Self Assessment >

- student capability in relation to AL, MS, and/or P+C at their achievement level
- student understanding of the content area in which the research is based.

To measure achievement...

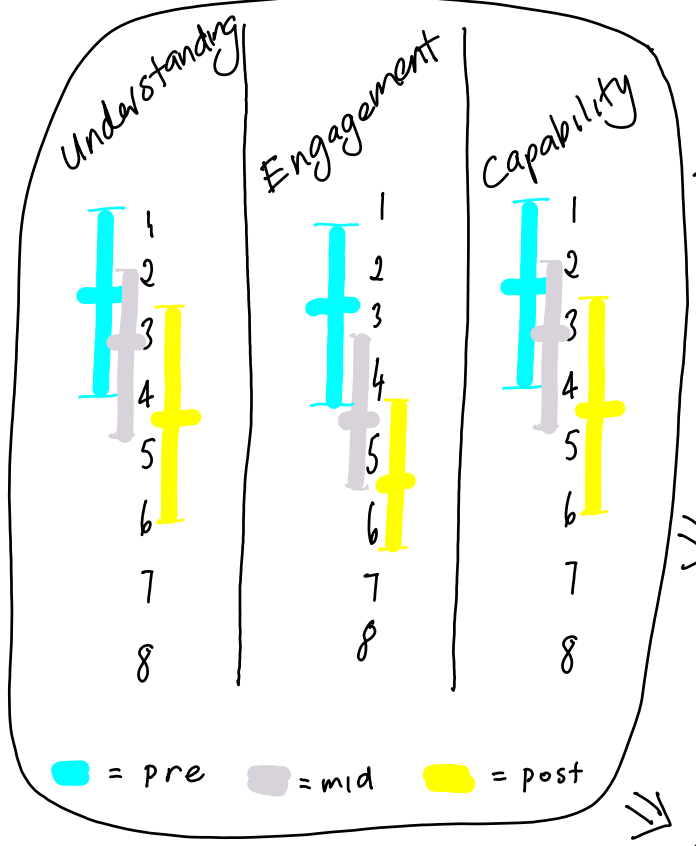
Either, use the novice → expert taxonomy

Or, use alternative taxonomy as developed by individual schools

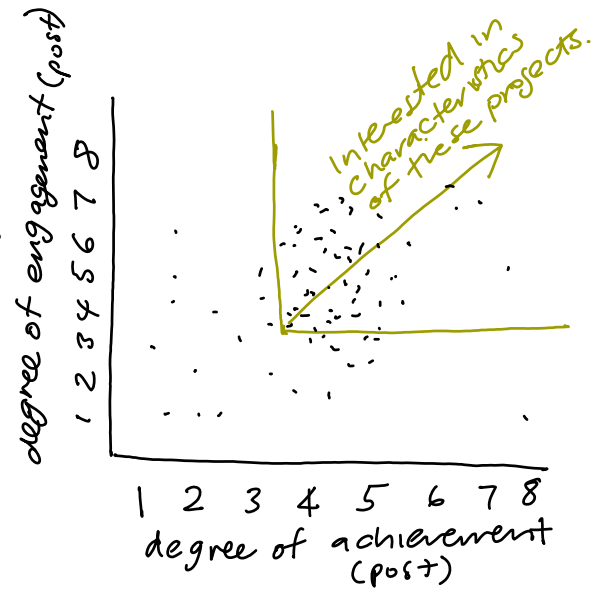
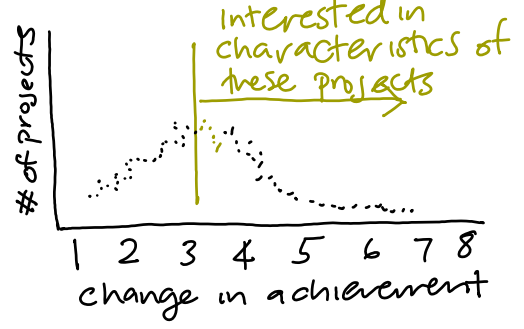
(Moderation will be used to ensure comparability between taxonomies)

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|--|--|--|
| KNOWLEDGE Be aware of own strengths and weaknesses in utilising knowledge and be able to plan how to improve knowledge | An EXPERT is self aware | SKILLS Be aware of own strengths and weaknesses in utilising skills and be able to plan how to improve skill |
| Be able to analyse how best to apply this knowledge and then utilize the knowledge to help you learn | A PRACTITIONER can utilise | Be able to analyse how best to apply the skill and then utilize the skill to help you learn |
| Be able to describe the characteristics of information and represent this to someone else | An APPRENTICE can comprehend | Be able to describe the characteristics of the skill and represent this to someone else |
| Be able to retrieve information without significant error | A NOVICE can retrieve | Be able to use a skill without significant error |

COMMON DATA GENERATED FROM EACH ACTION RESEARCH PROJECT

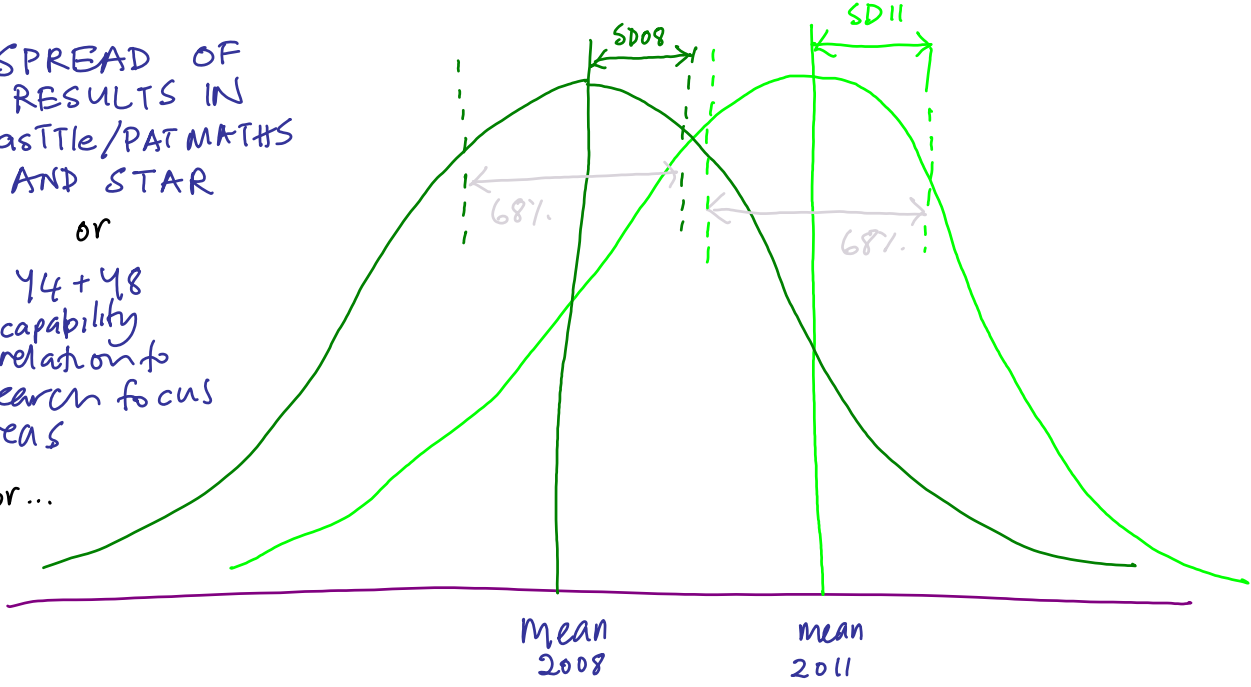


PATTERNS ACROSS PROJECTS



NETWORK OVERALL EFFECT

SPREAD OF RESULTS IN asTtle/PATMATHS AND STAR
 or
 44 + 48 capability in relation to research focus areas
 or...



$$\text{Effect size} = \frac{\text{mean}_{2011} - \text{mean}_{2008}}{\text{pooled SP from 2008 \& 2011}}$$

TARGET > 0.4

TOOLS WE NEED TO CONSTRUCT TO MAKE THIS WORK.

1. A common scale and method for teachers to observe and rate engagement.
2. A common questionnaire for students to rate their self perception of engagement
3. A moderated scale for teachers and students to assess achievement in our three focus areas (AL, P+C, MS)
4. A moderated scale for teachers and students to assess achievement in the content area in which the research is based
5. A common expectation for student capability in the various aspects of AL, SML and P+C at key transition points (e.g. Y2, Y4, Y6, Y8)

ACTIONS NEEDED IN ORDER TO BUILD THE TOOLS

- Principals' Learning Community to unpack Dreyfus, Costa, Anderson, Bloom, Marzano in order to better understand the scales for, and moderation of, student achievement data.
- Lead Teachers' Learning Community to do the same thing.
- Working groups drawn from each Community to create the five tools before the end of term 1 2008.