



***What conceptions of teaching
are conveyed by
TP Assessment Instruments?***

Presentation by

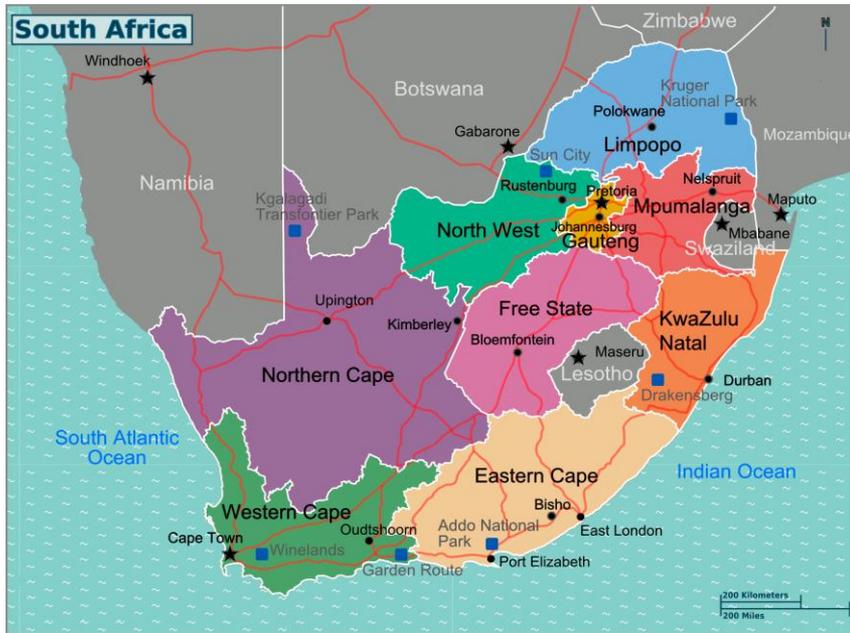
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South Africa: Quick overview



“Africa is not a country”

	South Africa	Sweden
Population	55 m (2015 est)	9.5 m
Population density	45	21.8
GDP per capita (2013)	6,617.91 USD	60,430.22 USD

Quick education overview (2014 stats)

- 25 741 ordinary schools (primary and secondary)
- 12.6 m learners
- 425 000 teachers
- 23 higher education institutions
- 15 650 teacher graduates in 2013
- Unisa (distance educ) accounts for 50% of teacher education enrolment



Work Integrated Learning / Teaching Practice

“... a very **uneven area** and represents a significant **challenge to quality** in the sector.....a great range of practices across institutions and the **lack of a sectoral consensus** regarding quality issues.

Lack of **common understanding** of ... assessment rubrics.”

(Council on Higher Education,
2010 p. 94)



Teaching Practice Assessment Instruments

Provide guidance to:

- University lecturers: who observe students and are accountable for the assessment judgments they make
- School-based teachers: who mentor students and participate in their assessment

Create a ZPD for student teachers when they reveal:

- What they are doing
- What they are not (yet) doing
- What they could be doing



Initial Teacher Education Research Project (ITERP)

- JET Education Services; DHET & DBE
- Qualitative Case Study Research design
- Five Higher Education Institutions offering initial teacher education (of a total of 23 in the country)

Research Question:

What conceptions of teaching and learning are conveyed implicitly and explicitly by the design of teaching practice assessment rubrics?

- Documentary analysis of TP Assessment Instruments
- Illuminate a range of practices rather than seek generalisable trends

Broad conceptions of teaching

Teaching as a craft

Focus on the practical knowledge

Generic skills applied to range of situations/ subjects/ phases

Teaching is learned through experience and reflection

Teaching as professional art

Focus on a range of knowledge bases.

Knowledge specialised to subjects/phases/learners

Practical knowledge must be underpinned by understanding which leads to judgement

Conceptions of effective teaching conveyed TP Assessment instruments

- Enable a **holistic/ integrated** or **atomistic** assessment of student teaching
- Rely on **implicit** or **explicit** indicators of competence
- Convey an understanding of teaching as informed by General Pedagogic Knowledge (**generic** approaches) or by Pedagogical Content Knowledge (**specialised** to the grade and subject)
- Convey a set of expectations which are **normative** (there is one best practice) or privilege the development of students' **professional judgement** (practice underpinned by reason)
- Privilege the knower (who you are/ identity) or the knowledge of the practice
- Present teaching as the application of **technical skills** or as a **knowledge-based practice**.

Assessing Teaching practice atomistically

- List of discrete criteria
- Criteria may be explicit or implicit
- Mark / Result is an arithmetic sum of discrete marks awarded against each criterion



LESSON 1: ASSESSMENT BY THE SUPERVISORY TEACHER

- Key:**
- 1 Excellent
 - 2 Good
 - 3 Satisfactory
 - 4 Needs attention

1 How well was the lesson planned?

1	2	3	4
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2 How well did the student present the lesson?

1	2	3	4
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3 How well did the student make sure that all the learners participate in the activities?

1	2	3	4
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4 How well did the student control the class?

1	2	3	4
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GENERAL IMPRESSION

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	Excellent - Weak 5.....0	Comment
Lesson introduction		
Effectiveness in motivating and arousing interest	3 2 1 0	
Efficient use of learner's previous knowledge	3 2 1 0	
Linking lesson contents with reality for meaningful learning	3 2 1 0	
Communication skills		
Ability to use voice, gestures, eye contact and movement to enhance teaching effectiveness	4 3 2 1 0	
Ability to use main language of instruction to describe, discuss key concepts	4 3 2 1 0	
Classroom management		
Ability to create a positive learning environment for student learning and involvement	5 4 3 2 1 0	
TOTAL	100%	

Explicit descriptors in the rating scale

	Not yet coping	Emerging teaching competence	Developing skilled competence	Thoughtful, insightful teaching competence
Knowledge and understanding of content	Inaccurate content, or misunderstands concepts frequently	Knowledge limited to what learners need to know	Sound understanding of concepts beyond what learners need to know	Comprehensive, well-organised knowledge of topics, foregrounds main ideas, provides conceptual links
Learner participation & development	Many learners remain passive during lessons; few opportunities for learner development	Learners are given tasks that develop recall	Learners actively involved in comprehension or application tasks	Tasks require learners to engage with resources; extend their thinking and understanding

Assessing Teaching Practice more holistically

- Network of relationships between criteria
- Simultaneous consideration of cognitive & performance dimensions

		Teacher understanding and thinking				
		1: Inadequate	2: Basic	3: Adequate	4: Comprehensive	5: Insightful
Teacher action	1: Ineffective	44% or less	45 – 49%		n/a	n/a
	2: Copes	45 – 49%	50 – 54%	55 – 59%	60 – 64%	65 – 69%
	3: Capable		55 – 59%	60 – 64%	65 – 69%	70 – 74%
	4: Effective	n/a	60 – 64%	65 – 69%	70 – 74%	75 – 79%
	5: Responsive	n/a	65 – 69%	70 – 74%	75 – 79%	80% or over

Exemplars of Teaching as a generic or specialised practice

CRITERION	Generic (GPK)	Specialised (PCK)
Teaching / Learning Strategies	Uses a variety of teaching strategies effectively	Thoughtfully selects teaching / learning strategies appropriate to subject / content
Teaching Resources	LTSM enhances lesson presentation	Thoughtfully designs / modifies LTSM to enhance concept development
Assessment	Student monitors and probes learner understanding	Acts on the assessment data to remediate conceptual understanding

Teaching as a normative practice or use of reasoned judgement

CRITERION	Normative	Reasoned judgement
Teaching/ learning strategies	Apply principles of co-operative learning	Thoughtfully selects and effectively uses teaching and learning strategies appropriate to both content and learners
Learning and teaching support materials	Use media correctly Lessons have quality handouts	Relevant teaching and learning materials are selected and used to develop learners understanding of key concepts.

Privilege the knower or the knowledge of the practice

- Focus on the **knower** often seen through the reflective questions which rely on personal experience and perceptions rather than on principles/ theories/ concepts.
E.g. What was good about your lesson?
 With what were you dissatisfied?
- How much emphasis is placed on appearance (“neatly attired”) or characteristics (respectful, enthusiastic)?



Applied Science / Technological / Craft or Competency-based Conception of Teaching



How is this conception of teaching conveyed through the design of TP Assessment Instruments?

- Lists of atomistic criteria
- Normative criteria that close down pedagogical decisions
- Teaching portrayed as a straightforward, generic practice
- Result/Mark obtained by an accumulation of discrete scores
- Reflection based on personal perceptions and not on principles or concepts.



Knowledge-based/ Professional Art / Knowledge-for-judgment Conception of Teaching

How are possibilities for working within this conception of teaching enabled by designs of TP Assessment Instruments?

- Relationships between criteria revealed
- Teaching portrayed as a complex practice: content, context
- Criteria reveal specialised knowledge base (e.g. PCK)
- Consideration of both cognitive and performance dimensions





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Find the research reports from the Initial Teacher Education Research Project at www.jet.org.za. Click on Resources > ITERP

Curricula comparisons focused on language and mathematics programmes for primary school teachers,

questionnaires from final year student teachers,

teacher knowledge tests in English and maths,

interviews with novice teachers after 18 months of teaching.

Transformation through knowledge

