

Workshop: Research Instruments as Tools for the Professional Development of Teachers

EAPRIL, Lisbon 2010





This workshop

Research instruments as tools for the professional development of teachers:

- Questioning
- Observation
- Analyzing
- Reflection



Expedition Dare, Share, Do

- Connection between research and practice
- Schools work on innovations and select their own researchers
- Research question of school starting point
- Schools and researchers collaborate
- Teacher research as a tool for teacher professional development
- From knower *for* practice to knower *of* practice
(Crochan-Smith and Lytle, 1999)

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International comparable initiatives

- Teacher Network Leadership Institute (USA): action research of experienced teachers to inform educational policy ★
- Teachers research (UK): examples of teacher research within their everyday work in the classroom ★
- For instance in Best Practice Research Scholarship Programme (UK): initiative of English department for Education studies to support teachers professional development. ★
- Several university initiatives to support teacher in their research, e.g. Dresner and Worely, 2006



Teacher Research

- Teachers use research results in their own teaching practice
- Teachers and researchers collaborate in research
- Teacher research related to subjects on school level
- Teacher research related to teacher practice
- Teachers supervise student research



Research Instruments

- Research instruments for teacher professional development
- Co-developed
- Collecting information from students by self reports and observation
- Two case studies:
 - Learner report
 - Eduscope



Workshop activities

- Short introduction to both instruments
- Hands on
- Plenary discussion:
 - Experiences working with these instruments
 - Do you know other research instruments that might be useful to support teacher professional development?
 - How and under what conditions can such research instruments support teacher professional development?



Learner reports





Learner Report

Introduced in 1974 by prof. de Groot

To identify educational objectives



Learner report

- Self evaluation
- Identify learning experiences
- Reflection on teaching practice



Open-ended

- What did you learn?.....
- I have discovered that.....



Close

Agree <<>> Do not agree

- I am more self-confident
- I can cooperate better
- I have learned how to explain something to others



Combination closed & open

- I am more self-confident (closed)
- That became clear to me because (open).....



Output: quantitative

I am more self-confident

- Totally disagree: 6%
- Partly agree: 41 %
- Totally agree: 45%
- No opinion: 8 %



Output: qualitative (1)

I am more self-confident

That became clear to me because:.....

- I was at ease while presenting something to my classmates
- I talked with my teacher
- I got higher grades



Output: qualitative (2)

I have learned how to explain something to others

That became clear to me because:.....

- I noticed everybody learns in different ways
- I learned that it's important to know someone's background and interests



Support professional development

- Use as research instrument
 - *Formulation of learning statements*
 - *Focus on learning goals*
- Information about learning experiences
- Reflection on teaching practice



Try it yourself

- First on your own
 - Experiences EAPRIL Conference
 - Three topics
 - Three learning sentences
- Then exchange
 - Fill in the learner report
 - Discuss about the outcomes
 - Can it help you to evaluate?



Eduscope → Look Wiser



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Context

- Comprehensive school in Limburg
- Innovation: to integrate special needs students in regular secondary education
- Special needs (Cluster IV):
 - ADHD, Dyslexia, Autistic spectrum, Socio-emotional disorders, Performance Anxiety, Behaviour (aggression)





Research approach

- Design questions: through what processes is the innovation shaped (at different levels from ideal to operational)
- Evaluation questions: what are the results and outcomes of these processes
 - Success in integration
 - **Professional development of teachers**
 - Motivation for learning for all pupils



30+ teachers in regular education

- Dutch, English, German, math, science, chemistry, geography, history, social science
- Not used to teach SEN students
- What type of students will we receive?
- Do I know enough of their problems?
- Am I able to handle them?
- Also resistance (invented by management, not by us)



Discuss

- In groups of 3 (5 minutes)
- How would you approach this situation as a researcher?
- What instruments would be suitable?
- What would be a good end situation?



Eduscope – Look Wiser

Entering the classroom

| | -- | - | +/- | + | ++ | |
|---|----|---|-----|---|----|-------------------------------------|
| Does not enter the classroom quietly | | | | | | Comes quietly into the classroom |
| Does not seek contact with others | | | | | | Seeks contact with others |
| Has bad language to others | | | | | | Has no foul language |
| Shows a apathetic impression | | | | | | Shows a vivid impression |
| Prepares his/her stuff not on the table | | | | | | Prepares his/her stuff on the table |

Orientation

| | | | | | | |
|----------------------------------|--|--|--|--|--|-------------------------------|
| Causes disquiet/agitation | | | | | | Does not cause trouble |
| Has no stuff necessary with him | | | | | | Has all his stuff with them |
| Not listening to the teacher | | | | | | Listens to the instructor |
| Pays no attention to the teacher | | | | | | Pays attention to the teacher |
| Homework is not made | | | | | | Homework is made |
| Homework is not learned | | | | | | Homework is learned |



Eduscope – Look Wiser

| End of the lesson | | | | | | |
|--|--|--|--|--|--|---|
| Causes disquiet/agitation | | | | | | Does not cause trouble |
| Does not follow the instructions of the lecturer | | | | | | Follows the instructions of the teacher |
| Does not write down homework in his/her diary | | | | | | Writes down homework in his/her diary |
| Has bad language to others | | | | | | Has no strong language to others |
| Shows a apathetic impression | | | | | | Shows a vivid impression |
| Does not calmly leave the classroom | | | | | | Walks quietly out of the classroom |

- Developed together with teachers
- Lesson episodes
- Compare teacher' opinions of same students



Results

- Spectacles of the researcher: systematic observation
- Reflective practitioner: reculer pour mieux sauter; mindfulness
- Classroom management: not only observing synthesis student but also other students
- By sharing also organisational learning
 - learning from and with the Other
 - Inventory of coaching/training wishes



Care Capacity of the Team

| | Light | Medium | Serious |
|---------------------------------|-----------------------|----------------------|----------------------|
| Dyslexia | Jelte (8a) | Rachelle (8b) | Piet (8c) |
| ADHD | Thijs (9a) | Chantal (9b) | Ricky (9c) |
| Autistic spectrum | Rob (10a) | Juan (10b) | Gwen (10c) |
| Socio-emotional problems | Ralfonso (11a) | Julia (11b) | Ruben (11c) |
| Performance anxiety | Jeroen (12a) | Tanja (12b) | Andreas (12c) |
| Behaviour (aggression) | Martin (13a) | Richard (13b) | Hakan (13c) |
| NT2-problems | Nora (14a) | Kemal (14b) | Mehmet (14c) |
| 1.25-problem | Klaas (15a) | Smells (15b) | Jos (15c) |



Questions

- Q1: can you teach this student in your lessons? [yes, only with extra support, no]
- Q2: what knowledge, skills, and means you need to successfully teach this student [open question]
- Q3: what type of education is most suitable for this student? [choice from school types]



Vignet imaginary student

This student has big problems with sitting still. Thus he distracts other students. Even if he gets individual instruction, he is easily distracted. He is nevertheless reasonable in the lessons. This student is good with gym and especially with the other boys he is quite popular.

(9A)



Vignet imaginary student

Julia is a frightened girl. She is constantly afraid that something will happen to her parents. If she sees war violence on the youth news, she refuses to sleep and to go to school. She is afraid of getting lost on the way home, though she lives at a stone's throw from the school. In class, she often makes an absent impression and she has a huge educational backlog. With her classmates she can get along reasonable.

(11B)



Analysis

| % saying YES | Light | Medium | Serious |
|---------------------------------|--------------|---------------|----------------|
| Dyslexia | 85 | 58 | 32 |
| ADHD | 84 | 64 | 4 |
| Autistic spectrum | 80 | 27 | 16 |
| Socio-emotional problems | 64 | 33 | 41 |
| Performance anxiety | 85 | 56 | 27 |
| Behaviour (aggression) | 40 | 32 | 4 |
| NT2-problems | 48 | 25 | 38 |
| 1.25-problem | 80 | 58 | 24 |



Follow-up team results

- The team can include almost all students with the lightest form of special needs
- The results and especially the open answers on needs and wants of teachers are discussed in team meetings
- Teachers say they are much more confident
- Clear what type of students they cannot support in their lessons



Discussion

- Experiences working with these instruments
- Do you know other research instruments that might be useful to support teacher professional development?
- How and under what conditions can such research instruments support teacher professional development?
- Do researchers 'know' practice better than practitioners?



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Expedition Dare, Share, Do

<http://www.durvendelendoen.nl/> (in Dutch)

Thank you!!!

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