FRAMEWORK OF TEACHER PERFORMANCE ASSESSMENT TO SUPPORT TEACHING 21ST CENTURY SKILLS

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OUR TEAM



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THE INTERDISCIPLINARY CENTER FOR EDUCATIONAL INNOVATION

THE UNIVERSITY OF LATVIA







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For teachers, as for students, the most effective evaluation comes from someone who sits beside us and helps us grow

SITUATION IN LATVIA

An acute need to continuously adapt to the changes for more objective assessment of teacher performance





Analysis of scientific literature and documents, experts' method, expert focus group discussion, analysis of best practice examples.

How to describe the performance levels according to framework?

Selected 5 categories are characterized with 13 criteria. For each criteria, 5 performance levels are described.

What results of validation of the framework in school practice show?

Field work - lesson observation (145 lessons, 18 subjects) and analysis; expert focus group discussions, statistical data analysis (133 teachers, 21 schools).



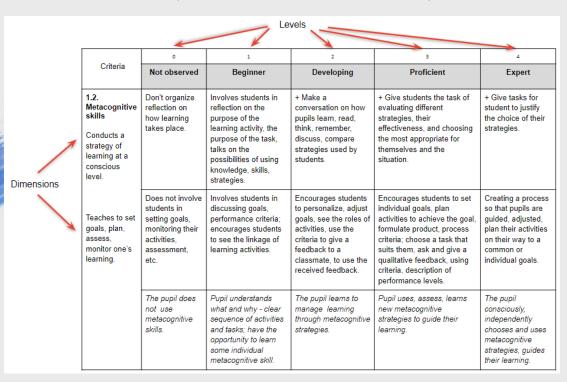
1. What is the theoretical framework for teacher performance to teach 21st century skills?

Selected category - criteria framework for teaching performance to develop 21st century skills

		II 1	II 2	II 3		
	Categories	Planning	Teaching	Classroom environment		
IA 1	Student self-regulation	1.1. Learning goals	1.2. Metacognitive skills			
IA 2	Student cognitive activation	2.1. Learning tasks for cognitive depth	2.2.Classroom discourse			
IA 3	Student collaboration	3.1.Learning tasks for collaboration	3.2. Student collaboration			
IA 4	Leveraging digital	4.1. ICT tools	4.2. Meaningful ICT usage			
IB 5 IB 6	Teacher techniques, basic skills	5.1. Lesson design	5.2. Teaching techniques	5.3. Differentiation, personalization, support		
		6.1. Curriculum	6.2. Feedback to students			

2. How to describe the performance levels according to the framework?

Performance level description (PLD) example of chosen criteria - category II 2nd criteria 1.2. metacognitive skills.



3. What do the results of validation of the framework in school practice show?

Frequency of performance levels (min 0 - max 4) and average performance observed

	Criteria	0	1	2	3	4	Average performance	Criteria	0	1	2	3	4	Average performance
5	1.1.	52	57	23	8	3	0.97	4.1.	43	51	40	2	0	1.01
	1.2.	90	37	12	1	0	0.46	4.2.	109	6	11	3	0	0.29
	2.1.	43	65	23	10	1	1.02	5.1.	20	36	51	30	3	1.71
4	2.2.	14	74	31	23	1	1.46	5.2.	10	60	36	33	0	1.66
	3.1.	41	48	34	11	0	1.11	5.3.	65	20	36	6	1	0.89
	3.2.	55	73	11	2	0	0.72	6.1.	19	42	38	31	4	1.69
Ī								6.2.	21	74	34	9	3	1.28



Framework

Is created to support the teacher's professional development in the context of ongoing education reform.

Development

Validation

Performance level descriptions has been created and validated in the school practice to assess the performance of teachers

Implementation

Next study

The study will be continued by extending the criteria for sample selection and study set.

International comparative

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