Teach2Learn

Teach2Learn
Assessment Tool Piloting Report

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Impressum

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About the Teach2Learn Project

Project objectives are focused on equipping teachers, parents and students from minority, migrant or refugee background from Austria, Bulgaria, Spain, Portugal, Luxembourg and Turkey with innovative methodology, interactive resources and pedagogical instruments based on gamification for teaching and learning reading comprehension skills in the official language of the country, thus increasing the quality of learning and the access to affordable and high-quality education.

The project activities include development of assessment tools for teachers 'training needs, training program providing skills for teaching reading comprehension skills to students grade 2th to 4th, and development of interactive platforms with practical and user-friendly resources involving teachers, parents and students. It will also develop and upload a database of videos demonstrating practical use of the project resources. Wide promotion of all the project products will be implemented.

The project will aid teachers to achieve high quality in the teaching process and support their students more effectively in order to overcome their learning disadvantages thus preventing the early school leaving. It will give further opportunities and will build resources that will strengthen expertise of the participating organizations and will be a step further into their experience in working in cooperation with other EU organizations to address common issues.

Objectives

The present report is part of the Work package II and gathers information provided by all partners of our project Teach2Learn on the skills and training needs of 2th to 4th grade teachers, teaching reading comprehension to students whose mother language is different from the official language of each of the partner countries.

The information gathered is summarized in the following report and will be used as a basis for the development of a methodological assessment tool with assessment scale reflecting the competences teachers need, the teachers self - assessment card, training program and the selection of texts and exercises organized in the Storyboard complementing the training program.

Logistics of the Piloting in partner countries

The Assessment tool piloting was conducted in each partner country throughout the period November 2023 till February 2024. In different countries it was conducted as per the specifics and choices of the partners, either as joint event with the piloting of the Teachers training program or as a separate online event, where the tool was send out by e-mail in advance.

Feedback from the participants

1. Assessment methodology and theoretical background

The evaluation of the new assessment tool's methodology and theoretical framework received predominantly positive feedback. A clear majority from partner countries, considered the methodology most suitable for its purpose, validating its design and practical applicability. However, some respondents suggested room for improvement to enhance effectiveness and flexibility.

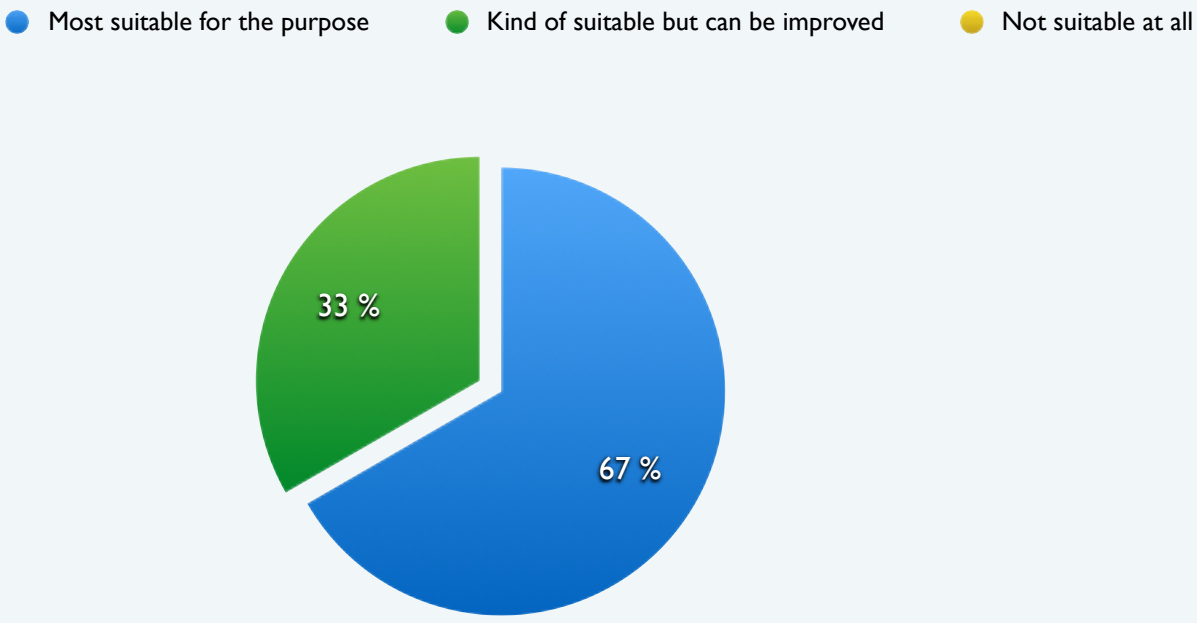
Constructive feedback on the theoretical aspect ranged from recommending more positive examples of self-learning to integrating current research findings. Respondents praised the successful integration of technology but suggested incorporating the latest digital trends to modernize teaching methods.

Additionally, respondents emphasized the importance of practical exercises, especially for promoting critical thinking and problem-solving skills, to enhance the tool's direct applicability in the classroom. Suggestions for including peer feedback and best practices were made to inspire teachers and improve the tool's effectiveness further.

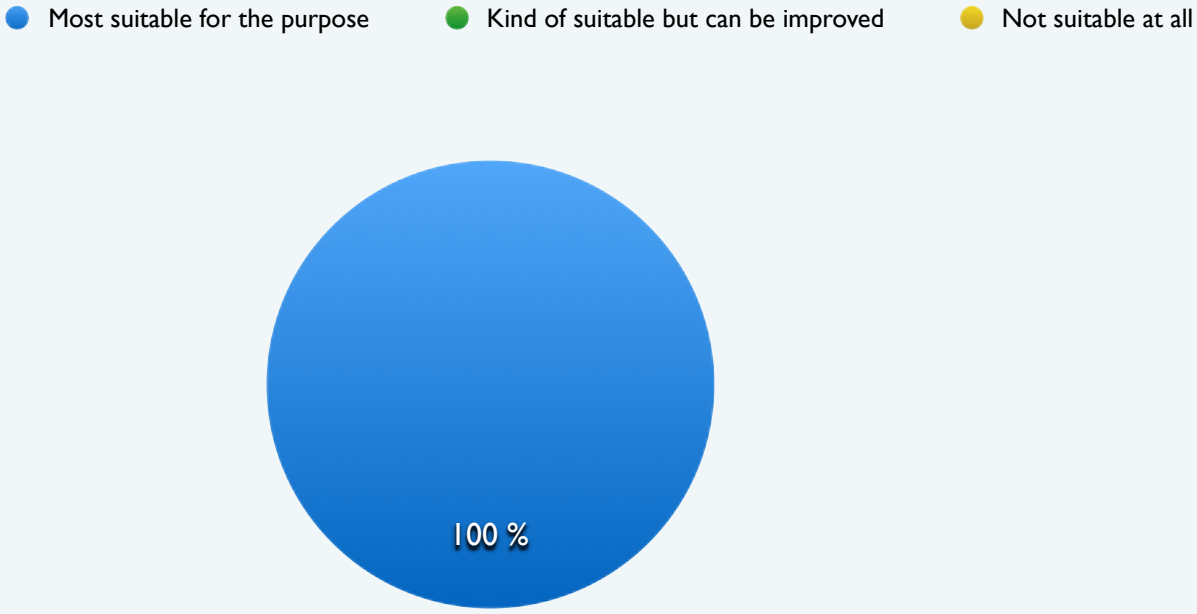
Examples of the feedback received:

How suitable do you find the Assessment methodology used as basic for the creation of the tool?

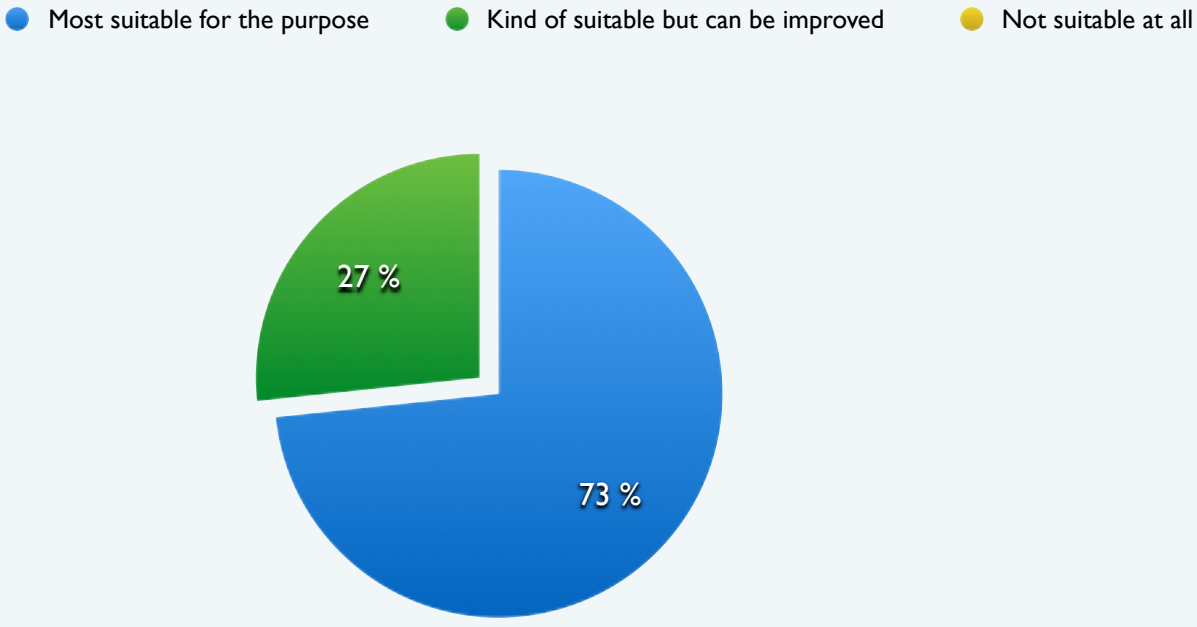
Bulgaria (15 answers)



Portugal (15 answers)

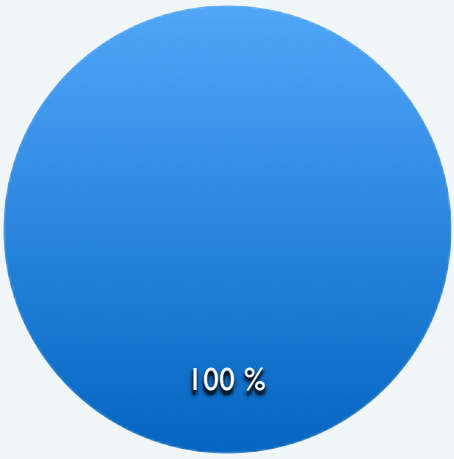


Austria (15 answers)



Luxembourg (10 answers)

Most suitable for the purpose | Kind of suitable but can be improved | Not suitable at all



II. CanDo statements

The evaluation of CanDo statements for self-assessment received positive feedback from respondents. A significant majority, rated the use of CanDo statements as ‚very suitable', highlighting their effectiveness in facilitating clear and targeted self-assessment. This underscores the practical applicability of CanDo statements in self-assessment contexts.

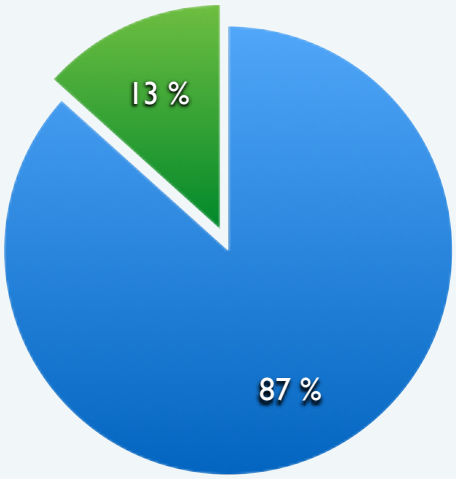
The remaining respondents generally find CanDo statements well suited but suggest room for improvement. This feedback indicates potential areas where CanDo statements could be adjusted or enhanced to further improve their effectiveness and accuracy in self-assessment.

Here is the collected data:

In your opinion, how appropriate is it to use CanDo statements when doing self-assessment?

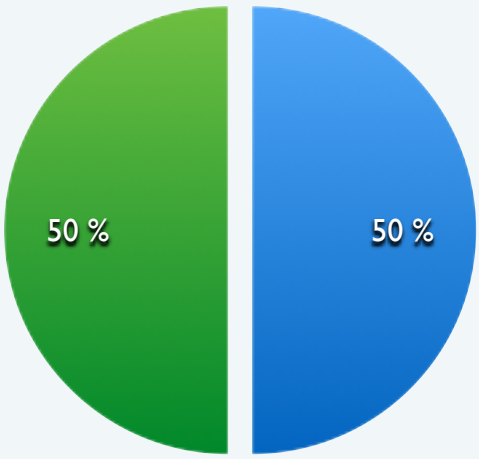
Austria (15 answers)

Most suitable for the purpose | Kind of suitable but can be improved | Not suitable at all



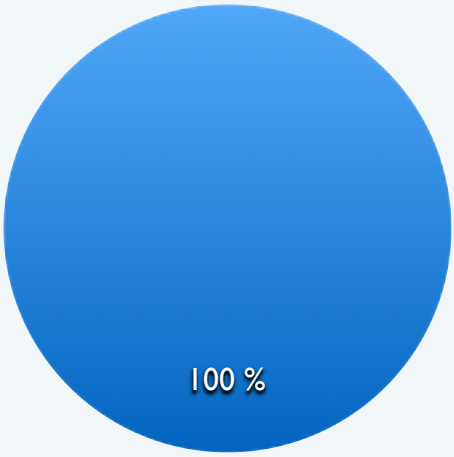
Turkey (16 answers)

Most suitable for the purpose | Kind of suitable but can be improved | Not suitable at all



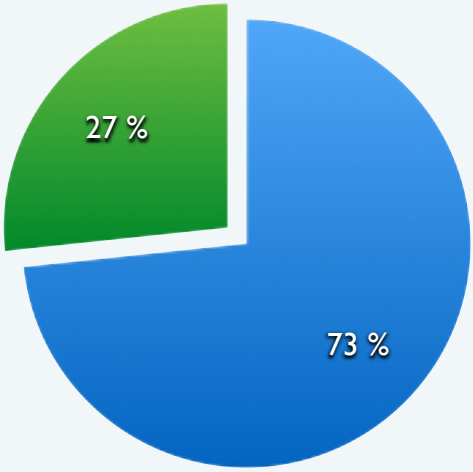
Luxembourg (10 answers)

Most suitable for the purpose | Kind of suitable but can be improved | Not suitable at all

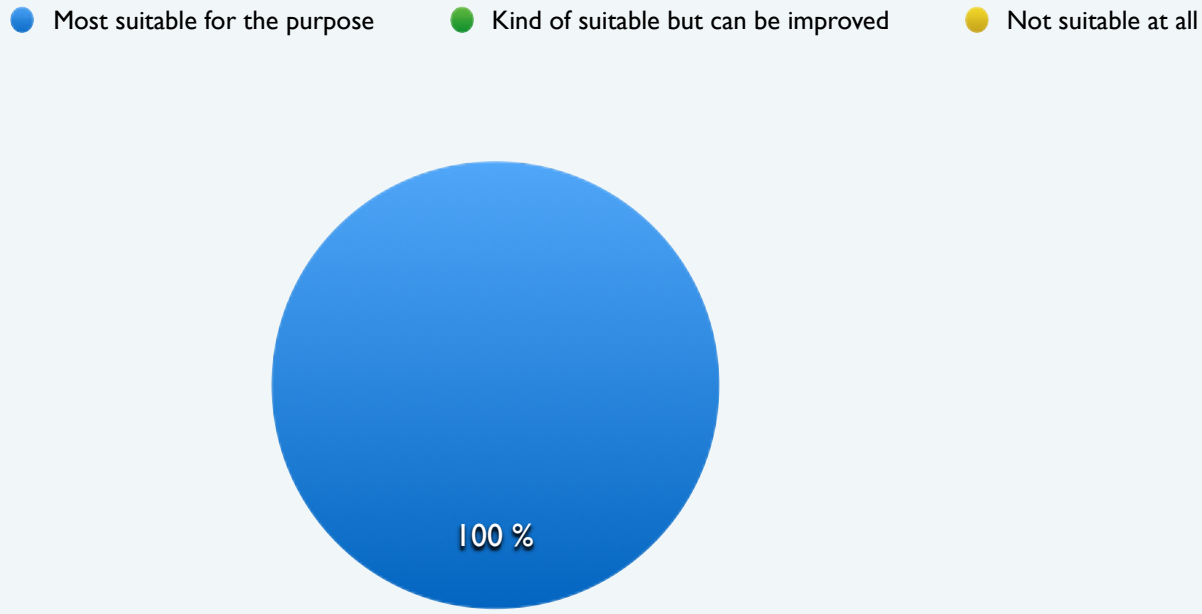


Bulgaria (15 answers)

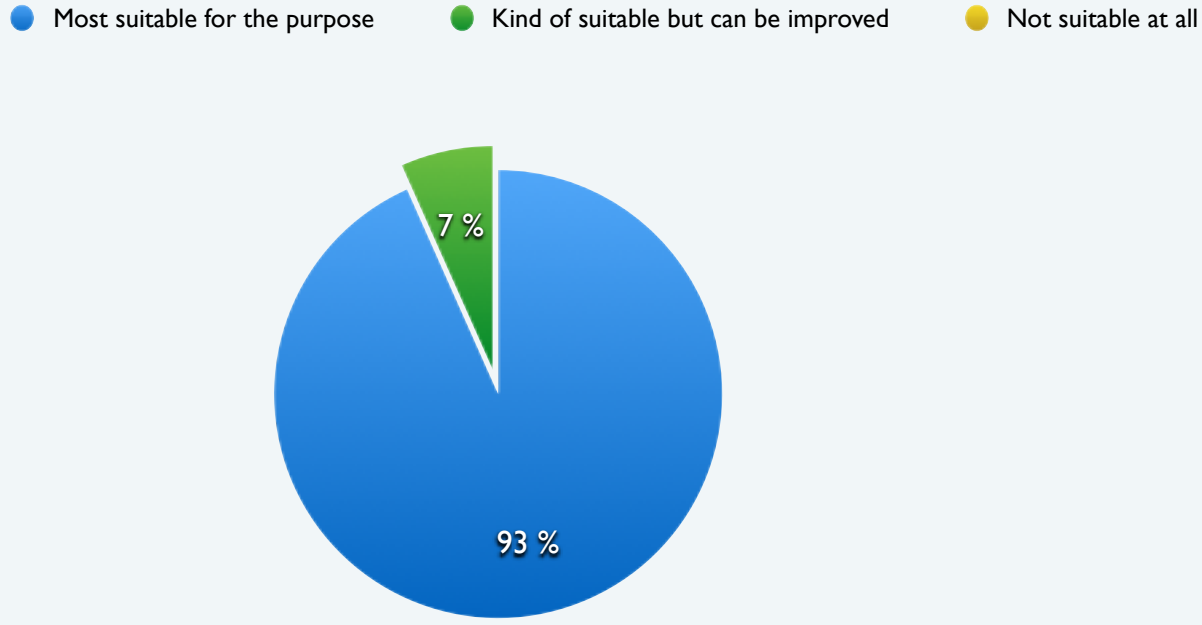
Most suitable for the purpose | Kind of suitable but can be improved | Not suitable at all



Portugal (10 answers)



Spain (15 answers)



III. Usefulness of "The Class Observation Checklist"

The joint feedback collected by the teachers in the partner's countries was that teachers consistently report positive experiences with "The Class Observation Checklist", considering it a valuable tool in their everyday teaching. They find it helpful for targeting lesson planning, ensuring coverage of essential reading strategies, and monitoring student progress. Despite initial skepticism, teachers recognize its value in reflecting on and adjusting teaching strategies. The checklist provides a structured framework that guides effective teaching and supports all pupils. Its practical use facilitates progress documentation and provides a basis for discussion with parents.

Teachers also appreciate its role in making teaching more inclusive and responsive to individual student needs. Moreover, it serves as a tool for self-reflection, helping teachers identify and improve personal strengths and weaknesses.

Regular use of the checklist yields clear insights into student mastery of reading strategies and sharpens teachers' observation skills.

Some of the shared feedback is:

- „Out of the 15 responses collected, all indicated that the class observation checklist is useful. Teachers expressed a positive experience and highlighted several favorable aspects." (Spain)
- „It's possible to verify my strengths and weaknesses."; "I can use it to monitor student's development."; (Portugal)
- „When I observe the class with this tool, I get a clearer picture of the students' knowledge and achievements and I can more easily prepare a lesson plan, more accurately set goals and expected outcomes." (Bulgaria)
- Teachers appreciate the structure it provides to make teaching effective and ensure that all pupils are supported. It guides lesson planning, covers all the key aspects of reading comprehension and acts as a useful feedback tool, allowing progress to be systematically recorded and individual difficulties to be addressed. (Austria)
- „It allows me to stay within a precise framework for both myself and the students, so that we don't get sidetracked from the objectives." (Luxembourg)
- „This ongoing and specific feedback has enabled them to identify areas for improvement and adjust their pedagogical approaches more effectively." (Spain)
- „It's useful to evaluate how well the teacher is guiding the students." (Portugal)
- The checklist provides a structured framework for observers to assess various aspects of classroom instruction, such as lesson planning, instructional delivery, classroom management, student engagement, and assessment practices. This structure ensures that observers focus on key components of effective teaching. (Turkey)
- „Checklist templates are important in an educational context to ensure task completion, error reduction, consistency, time saving and accountability. To best use them, it is important to define the purpose, make it comprehensive, strive to keep the template simple, review and update regularly, provide training, and encourage feedback." (Bulgaria)
- „It gives me a sense of direction and enables me to lead my students in the direction I want them to go. I think it's essential." (Luxembourg)

IV. "The Metacomprehension strategy"

Feedback from teachers indicates that the Metacomprehension strategy is perceived positively by students Respondents are suggesting both pre- and post-lesson implementation to track students' awareness of strategic reading processes. Students' reactions vary, with many initially surprised by their unconscious reading strategies but finding the strategy helpful in improving self-awareness and understanding of reading habits. Despite some initial confusion, students recognize the value of self-reflection in reading and appreciate the opportunity for reflection and skill testing.

Teachers note that while some students may find the strategy engaging and stimulating, others may struggle, particularly those with language barriers. However, overall, teachers find the strategy effective in summarizing content, encouraging student interaction, and stimulating participation in reading

lessons. Additionally, teachers emphasize the importance of providing clear instructions and support for effective use of the strategy, ensuring students understand its purpose and feel motivated to improve their reading skills.

Some of the responses collected in regards to "The best moment for the students to work with the strategy in class":

- „When asked about the optimal time to use the 'metacomprehension strategy' in the classroom, a clear picture emerges: 80% of respondents see the ideal time as both before and after class. This approach is used to gather relevant data to demonstrate the development of students' awareness of strategic reading processes." (Austria)
- „It is always welcome, because it helps to summarize the content at various points in the story and serves as a form of comprehension monitoring." (Luxembourg)
- „When there is pre-talk and explanations of the text students understand the material better, it becomes more accessible." (Bulgaria)
- „Faculty members expressed that the tool was suitable for use both before and after class, suggesting flexibility and adaptability of the strategy for different moments in the educational process." (Spain)

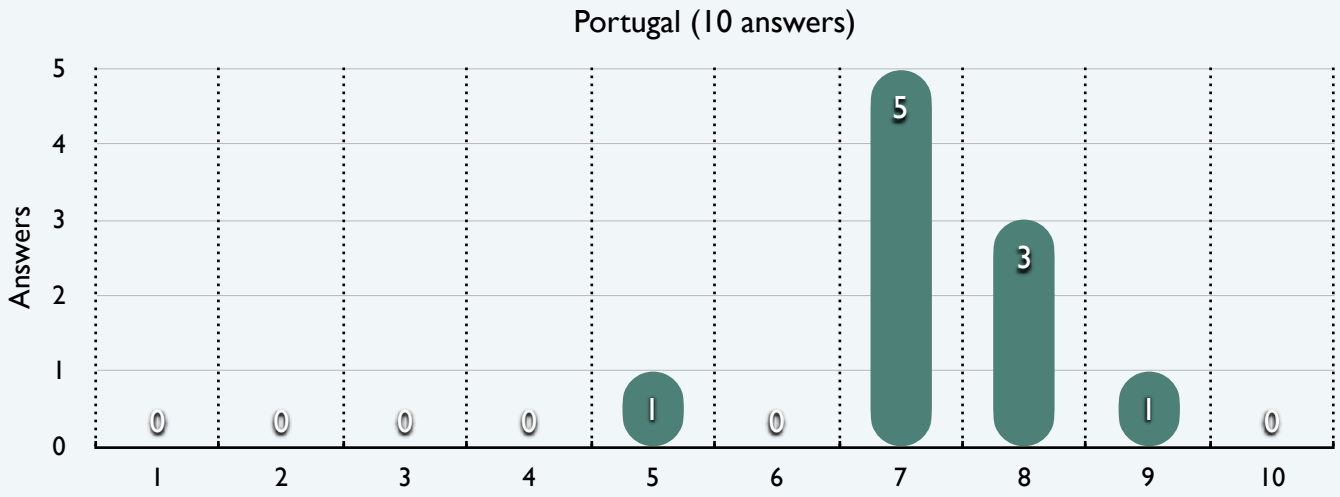
Some of the responses collected in regards to "The student's reactions, critics and comments when using it":

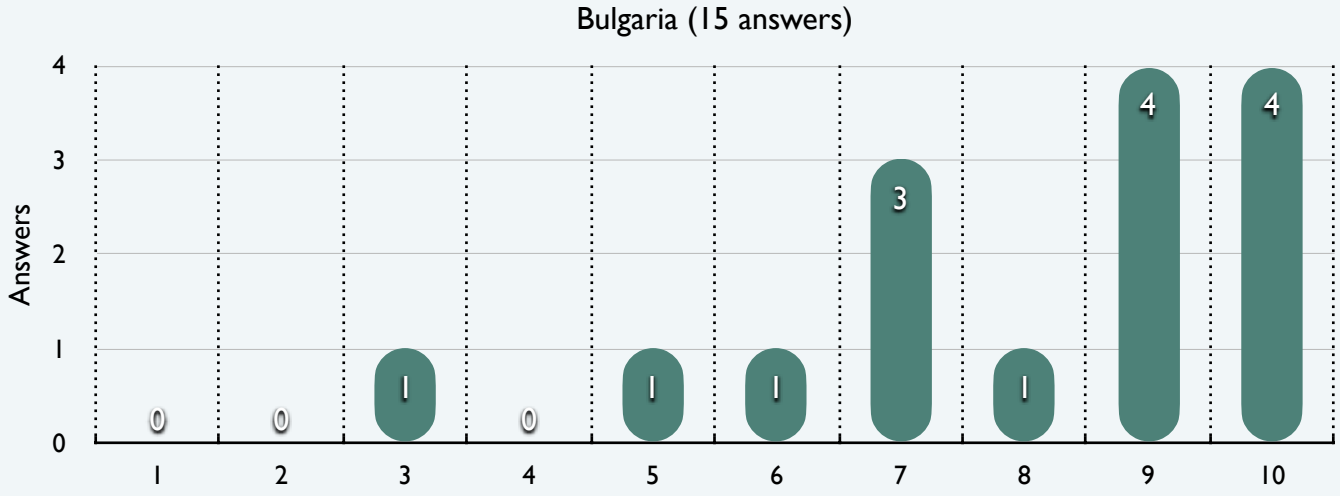
- „Many students were initially surprised to realise which strategies they used unconsciously when reading and found it helpful to use them more consciously thanks to the index. Some reported that the index helped them to rethink their reading habits and to develop a better understanding of self-monitoring in reading." (Austria)
- „The predominantly positive reactions and the absence of significant criticisms indicate a favorable perception of the strategy among students, suggesting that it can effectively contribute to improving understanding and learning." (Spain)
- „The strategy was useful gave me strategies to improve my students' comprehension." (Turkey)
- „It allows them to say what they have retained from the text, to show that they were paying attention. For children who don't yet have a good command of the language, it's a bit complicated and you have to find other ways of measuring their degree of understanding of the text." (Luxembourg)
- „When there is pre-talk and explanations of the text students understand the material better, it becomes more accessible." (Bulgaria)
- „Some students may find self-assessment tools like the „Metacomprehension Strategy Index" empowering and helpful because it provides a structured way to assess their own knowledge and skill level. They may appreciate having concrete goals and criteria to work towards and feel motivated to improve their awareness of strategic reading processes." (Portugal)

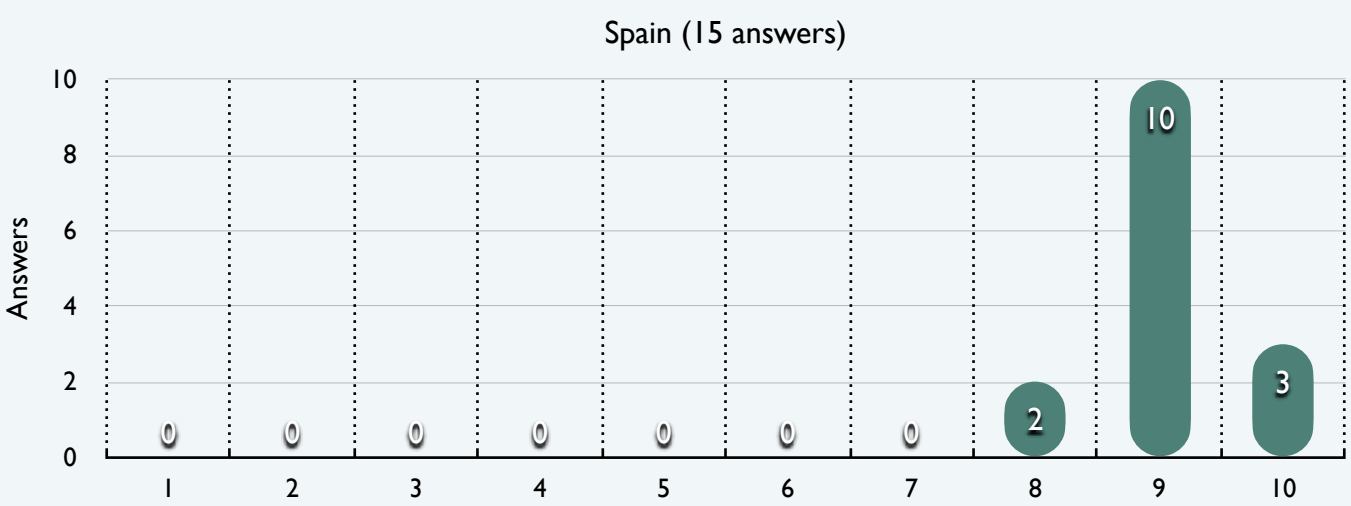
V. "Classroom Observation Form: Reading Comprehension"

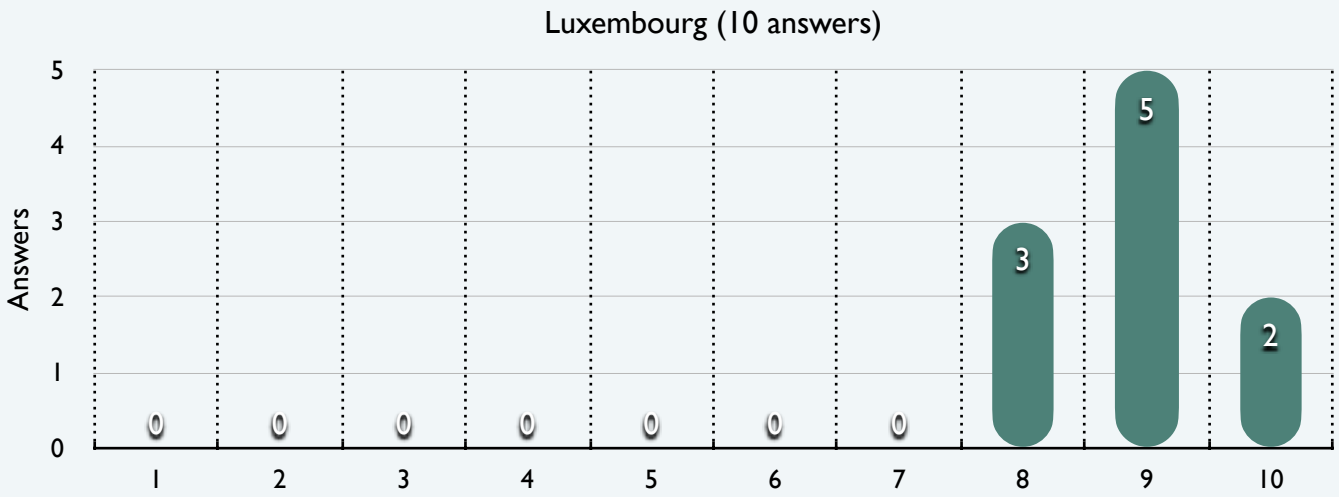
The form " Classroom observation form: reading comprehension" was found to be effective and user-friendly. Some of the feedback received is:

To what extend do you feel comfortable to use „Classroom Observation Form: Reading Comprehension" as a tool for reflection of the level your professional skills and knowledge as a teacher?









In partner's countries, despite the variety of suggestions for improvement, there are also teachers that see no need for a change and feel that the current structure and content of the observation sheet is appropriate. The suggested improvements in each of the forms parts are as follows:

Part 1: Preparation

- „In the preparation phase, some see the need to include clear examples for identifying reading strategies, while others see the inclusion of checklists for teachers as helpful." (Austria)
- „It may be helpful to ensure that the specific reading strategies are aligned with the overall learning goals and objectives. Teachers can also consider addressing potential challenges in the text such as vocabulary, concepts, and format or structure." (Portugal)
- „It's useful to improve clarity by providing specific criteria or indicators of what constitutes effective preparation for reading comprehension instruction." (Turkey)
- „…Part 1 and 2 could therefore be more specific and simplified with clear aims and objectives for students." (Bulgaria)

Part 2: Before reading

- „Teachers can encourage students to be actively engaged in the reading process by previewing the text, discussing the student background knowledge, and brainstorming expectations for the text." (Portugal)
- „Before reading, it is suggested to include interactive activities such as discussions to increase engagement or methods to create a positive reading environment." (Austria)

Part 3: During reading

- „Part 3 could be simplified as much as possible or removed altogether in order to concentrate the students' attention on comprehending the text." (Bulgaria)
- „It includes tips for teachers to guide meaningful discussions that deepen students' understanding of the text, encourage higher-order thinking, and strengthen connections to real-world cases." (Turkey)

- „During reading, the importance of critical thinking is emphasized, with suggestions to place more emphasis on strategies to promote this aspect or to include questions to encourage reflection. The emphasis on individual support is also seen as valuable." (Austria)
- „To improve this part, teachers could increase the focus on reading comprehension strategies such as asking more types of questions, such as inferential and critical, to keep students on track and focused on main ideas, better encouraging students to summarize or make connections between important ideas in the text and promoting the integration of new ideas with existing background knowledge." (Portugal)

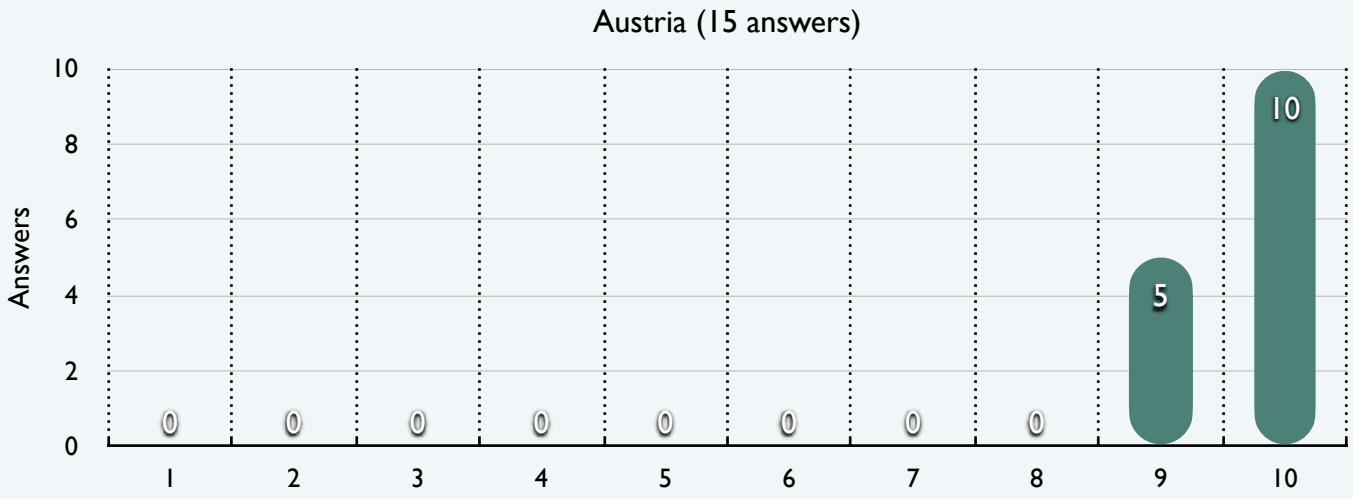
Part 4: After reading

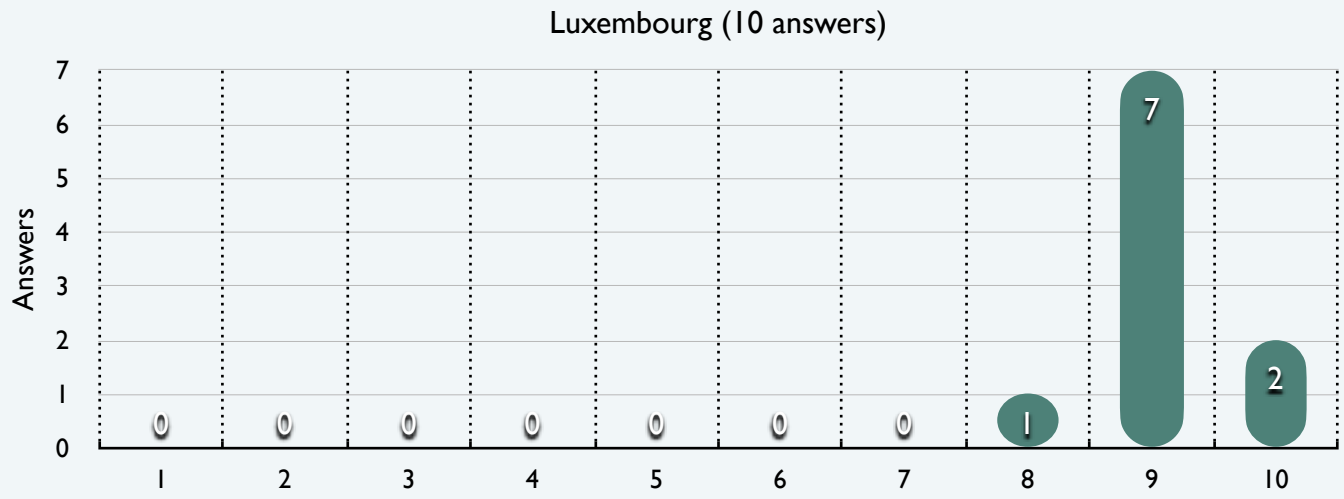
- „After reading, teachers see potential in incorporating reflective questions that encourage pupils to think beyond the text or to undertake creative tasks to deepen understanding. The suggestion of writing an alternative story is seen as a way of encouraging pupils' creativity. (Austria)
- „It offered to learning space to include a range of post-reading activities beyond comprehension questions, such as summarizing, synthesizing information and reflecting on personal connections or critical thinking." (Turkey)
- „Teachers can ask students to evaluate or assess their comprehension of the text, perhaps by answering questions or checking against pre-reading goals. Teachers can also incorporate reflective activities that encourage students to think about how they can apply what they have learned to new situations." (Portugal)

VI. "Observation of culturally responsive and inclusive teaching"

The feedback indicates a highly positive trend in teachers' comfort levels when using a specific educational tool. A significant majority, rated their comfort level as a perfect 10 on a scale from 1 to 10. This overwhelming approval reflects both the ease of use and accessibility of the tool, as well as its relevance and effectiveness in everyday teaching practices.

In your opinion, how appropriate it is for school principals and administrators to use „Observation of culturally responsive and inclusive teaching" tool?




Luxembourg (10 answers)
Answers
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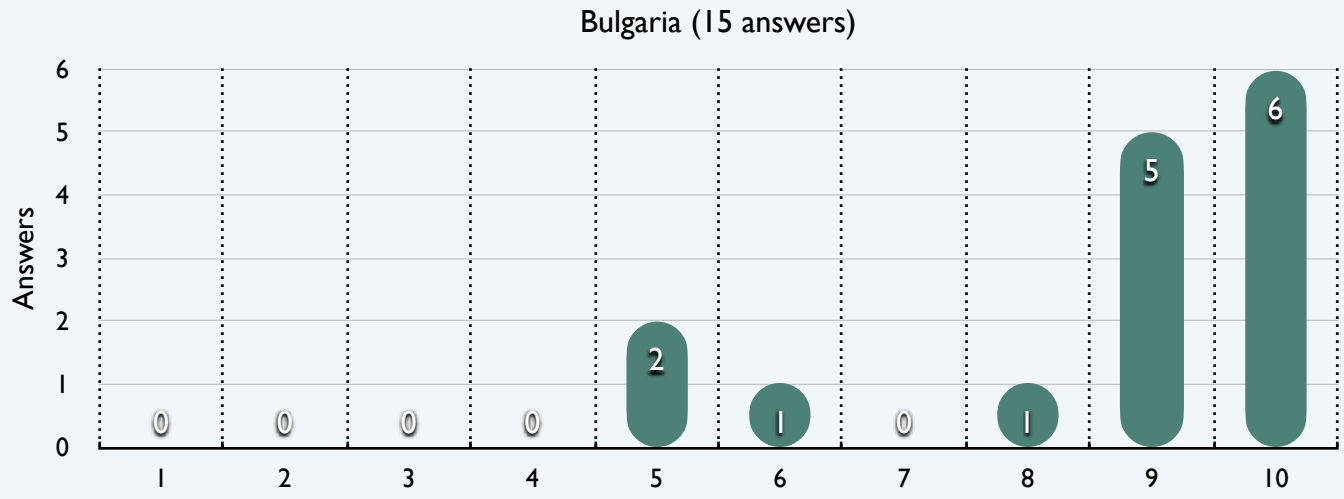
1 2 3 4 5 6 7 8 9 10
0 0 0 0 0 0 0 1 7 2


Bulgaria (15 answers)
Answers
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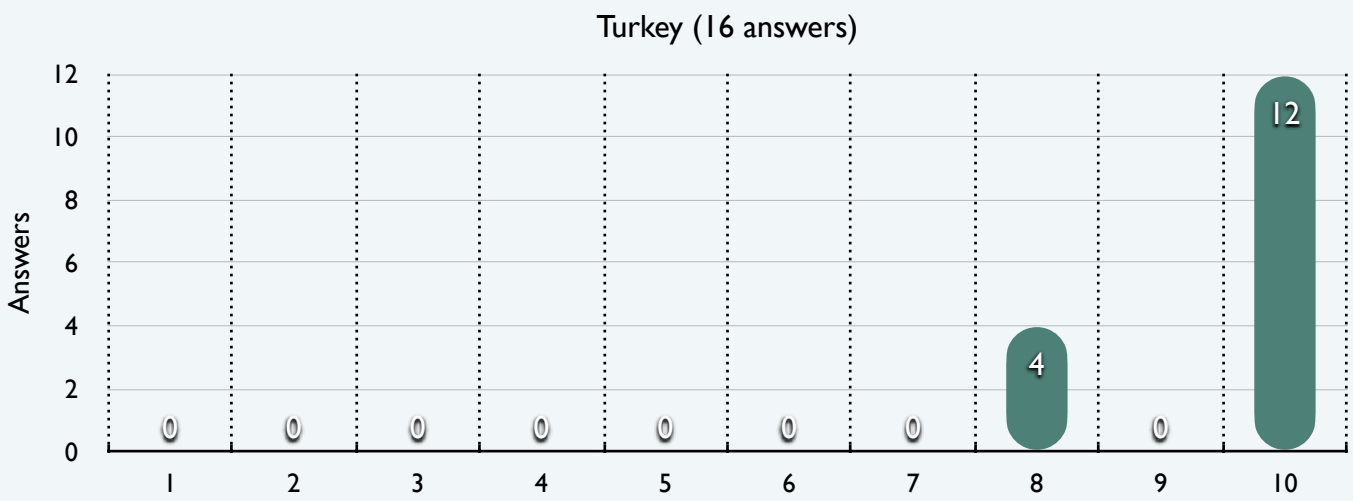
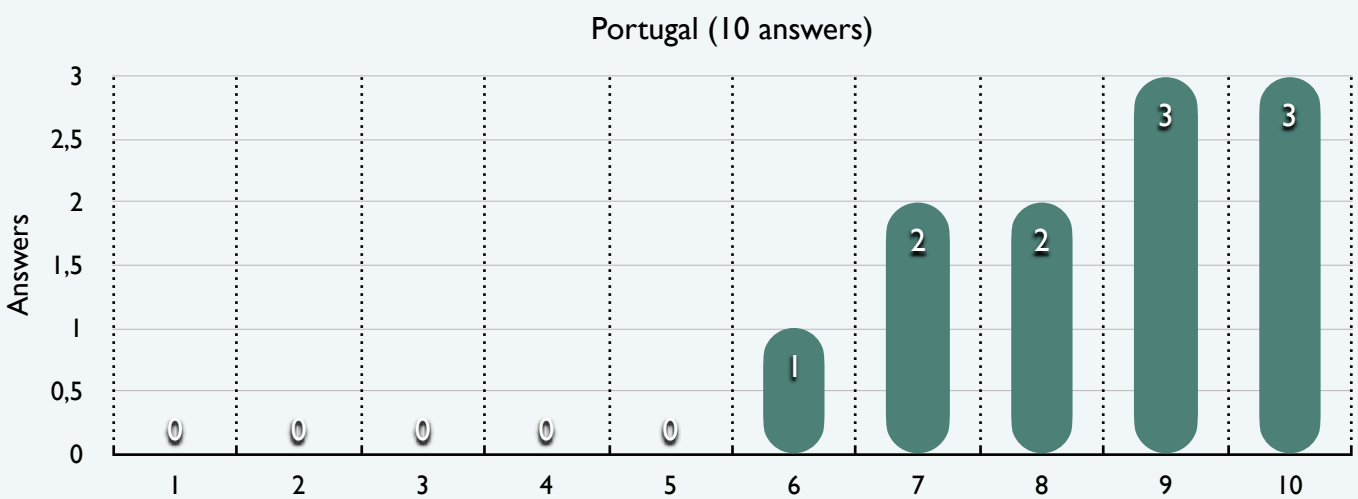
1 2 3 4 5 6 7 8 9 10
0 0 0 0 2 1 0 1 5 6


Turkey (16 answers)
Answers
0 2 4 6 8 10 12
1 2 3 4 5 6 7 8 9 10
0 0 0 0 0 0 0 4 0 12


Portugal (10 answers)
Answers
0 0,5 1 1,5 2 2,5 3
1 2 3 4 5 6 7 8 9 10
0 0 0 0 0 1 2 2 3 3

VII. "Teachers' self assessment instrument"

The Teacher Self-Assessment Tool is highly regarded by educators as a valuable resource for personal and professional development. It allows teachers to evaluate their skills in designing activities that promote reading comprehension and reflect on their instructional strategies. The tool prompts teachers to provide examples from their own practice, facilitating a thorough assessment of their teaching approaches and areas for improvement.

Teachers emphasize the importance of accurate and honest completion of the self-assessment instrument and recommend its use alongside other assessment measures. The feedback indicates that the tool fosters a supportive environment for meaningful self-assessment, promoting reflective practice and continuous improvement in teaching.

Many teachers appreciate the structured approach of the tool, which helps them identify strengths and weaknesses in reading comprehension teaching and set specific goals for improvement. It serves as a valuable starting point for discussion within teaching teams, facilitating collaborative efforts to enhance teaching practices and student learning outcomes.

Overall, the Teacher Self-Assessment Tool is recognized as an effective resource for enhancing teaching effectiveness and promoting professional growth.

VIII. Any additional recommendations and comments teachers have for the further optimisation of the Assessment tool

Teachers have provided valuable recommendations and commentsfor further optimizing the assessment tool to enhance its effectiveness and usability.

Suggestions include:

1. Adding digital components to facilitate assessment and reflection, covering a wider range of teaching methods.
2. Integrating exemplary scenarios and case studies from everyday school life to increase practical relevance.
3. Differentiating by school level to better adapt the tool to the needs of different age groups.
4. Integrating peer feedback elements to encourage collegial collaboration and provide new perspectives on self-evaluation.
5. Developing a mobile app version for improved accessibility and flexibility.
6. Enriching the tool with video or audio material showcasing good teaching practices and updating it regularly to incorporate new research and trends.
7. Including modules on self-care and managing burnout to support teachers' mental health.

Additionally, teachers emphasize the importance of making the tool widely available, simplifying its usage, increasing sample problems for practice, enhancing decision-making skills, fostering non-violent communication with students, and motivating both teachers and students to achieve more. They also

stress the need to tailor the tool for multicultural environments, refine it for working with minority groups, share good practices among colleagues and schools, and provide additional guidelines and training resources for accurate and consistent usage. Incorporating more student-centered evaluation methods, developing a system for sharing data across schools, ensuring cultural responsiveness, and providing resources for professional development are also recommended.

Overall, teachers view the assessment tool as promising for evaluating reading comprehension instruction and emphasize the importance of ongoing refinement based on feedback and evaluation.

www.teach2learn-project.eu

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