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EDST5146

Teacher Evaluation and Improvement

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Tony Loughland	tony.loughland@unsw.edu.au			

School Contact Information

School of Education
Arts and Social Sciences
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E: education@unsw.edu.au

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this online course you will study and share your insights about the main forms of assessment and supervision of teachers. You will create a proposal for and complete an action research project where you will apply and evaluate selective use of these strategies according to your context.

At the conclusion of this course the student will be able to

1. Identify and develop the knowledge and skills necessary for effective assessment of teacher education students in schools
2. Use valid assessment strategies for your teacher education student
3. Modify your assessment strategies according to the circumstances
4. Conduct an action research project

Teaching Strategies

Strategies:

This online course will provide you with online materials that you will be able to learn from throughout the course. You will have the opportunity of sharing your ideas with your peers in weekly online activities that will assist you to prepare for both assessment tasks.

Rationale:

This course enables you to develop an understanding of the role that assessment plays in the successful supervision of teachers in the workplace. The online course provides a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete an action research project.

Australian Professional Graduate Teaching Standards

Standard	Description
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.
5.4.3	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.
6.1.3	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.
6.2.3	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.
6.3.3	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.
6.4.3	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Action Research Proposal	40%	1,2	5.1.3,5.4.3,6.1.3,6.2.3,6.3.3,6.4.3,7.2.3	19/08/2018 05:00 PM
Action Research Report	60%	1,2,3,4	5.1.3,5.4.3,6.1.3,6.2.3,6.3.3,6.4.3,7.2.3	28/10/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Action Research Proposal

Start date:

Details: Assessment Task 1, Action Research Proposal, 2000 words
Written feedback within 10 business days of submission

Additional details:

In 2000 words:

Synthesise and refine the responses you generate to the driving questions listed below in the first three weeks of the course to produce your action research proposal. It is appropriate to employ a report structure with headings but please use full sentences instead of bullet points. Please note you must also use references from the literature or data to support every claim you make in the text:

1. What specifically is the problem you are trying to solve in your context?
2. What is the main source of the variation in student performance in your identified problem of practice?
3. What are the drivers that lead to the variation in student performance in your problem of practice?
4. What protocols and measures will you employ to address this problem of practice?

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Action Research Report

Start date:

Details: Assessment Task 2, Action Research Report, 4000 words
Written feedback within 10 business days of submission

Additional details:

in 4000 words:

Synthesise and refine the responses you generate to these driving questions in the middle weeks of the course to produce your action research report. It is appropriate to employ a report structure with headings but please use full sentences instead of bullet points. Please note you must also use references from the literature or data to support every claim you make in the text.

1. What did you do? What impact did it have on teaching and student performance?
2. What failures did you have along the way? What did you learn from them? Which changes in your strategy resulted from you learning from failure?
3. What have you learnt about the learning improvement process?
4. What networks will help you to achieve the next steps in your professional learning strategy?

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

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EDST5146

Assessment Task: Action Research Proposal

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> ◦ Addresses the question/issue ◦ Understanding of the question/issue ◦ Understanding of relationship to relevant theory, research and practice ◦ Information presented is relevant ◦ Understanding of the complexities and interrelationships involved 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> ◦ Depth of analysis ◦ Well-reasoned arguments ◦ Sound analysis of problem 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> ◦ Appropriate research references to support responses ◦ Sound range of research references 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> ◦ Appropriate nature of structural organisation ◦ Logical and coherent structure ◦ Clear presentation of ideas to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> ◦ APA style for citations and references and complete reference list ◦ Clarity and appropriateness of language style ◦ Word count within 10% of set limit 					
<p>General comments/recommendations for next time:</p>					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5146

Assessment Task: Action Research Report

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> ◦ Addresses the question/issue ◦ Understanding of the question/issue ◦ Understanding of relationship to relevant theory, research and practice ◦ Information presented is relevant ◦ Understanding of the complexities and interrelationships involved 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> ◦ Depth of analysis ◦ Well-reasoned arguments ◦ Sound analysis of problem 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> ◦ Appropriate research references to support responses ◦ Sound range of research references 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> ◦ Appropriate nature of structural organisation ◦ Logical and coherent structure ◦ Clear presentation of ideas to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> ◦ APA style for citations and references and complete reference list ◦ Clarity and appropriateness of language style ◦ Word count within 10% of set limit 					
<p>General comments/recommendations for next time:</p>					

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Online Activity	What specifically is the problem you are trying to solve in your context? What is the main source of the variation in student performance in your identified problem of practice?
Week 2: 30 July - 5 August	Online Activity	What are the drivers that lead to the variation in student performance in your problem of practice?
Week 3: 6 August - 12 August	Online Activity	What protocols and measures will you employ to address this problem of practice?
Week 4: 13 August - 19 August	Assessment	Assessment Task One Due
Week 5: 20 August - 26 August	Online Activity	What did you do? What impact did it have on teaching and student performance?
Week 6: 27 August - 2 September	Online Activity	What did you do? What impact did it have on teaching and student performance?
Week 7: 3 September - 9 September	Online Activity	What did you do? What impact did it have on teaching and student performance?
Week 8: 10 September - 16 September	Online Activity	What did you do? What impact did it have on teaching and student performance?
Week 9: 17 September - 23 September	Online Activity	What did you do? What impact did it have on teaching and student performance?
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Online Activity	Week 10: What failures did you have along the way? What did you learn from them? Which changes in your strategy resulted from you learning from failure?
Week 11: 8 October - 14 October	Online Activity	What have you learnt about the learning improvement process?
Week 12: 15 October - 21 October	Online Activity	What networks will help you to achieve the next steps in your professional learning strategy?
Week 13: 22 October - 28 October	Assessment	Final Report Due

Resources

Prescribed Resources

See Moodle

Recommended Resources

See Leganto library in Course Moodle

Course Evaluation and Development

This course has been running since 2016 and the design has benefited from the constructive feedback given by the participants. As a completely online course it is sometimes difficult for the participants to develop the self-regulation required to complete the weekly tasks. Completion of these tasks has a strong correlation to high grades in this course.

Course design innovation this year includes the inclusion of more induction activities to the online learning environment that are aimed at having everyone participate in the weekly activities so that might gain the most benefit of the course. Feedback on the efficacy of these activities will be sought from participants both formally and informally throughout the course.

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G