School of Education

EDST5308
Teacher Learning

Term 2 2021

7. RESOURCES

Compulsory Readings for online workshop 1

Kennedy, M. M. (2016). How Does Professional Development Improve Teaching? Review of
Educational Research, 86(4), 945-980. doi:10.3102/0034654315626800

Lindvall, J., & Ryve

Additional readings

Langer, G., & Colton, A. (2005). Looking at Student Work. Educational Leadership, February 2005, 22-26.

National School Reform Faculty. ATLAS-Learning from Student Work. Retrieved from http://www.nsrfharmony.org/protocol/doc/atlas_lfsw.pdf

Compulsory readings for online workshop 4

Kane, M. T., & Staiger, D. O. (2012). Gathering Feedback for Teaching. Combining High-

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FEEDBACK SHEET
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Student Name: Student No.:

Assessment Task: **Critical analysis of a teacher professional learning program**

SPECIFIC CRITERIA	(-) ———————— h (+)				
Understanding of the question or issue and the key concepts involved					
x Interpretation of question and evidence.					
x Analysis and evaluation of salient arguments.					
x Drawing of warranted conclusions.					
Depth of analysis and/or critique in response to the task					
x Evidence of high order analytic skills.					
x Reasoning of argument/s.					
Familiarity with and relevance of professional and/or research literature used to support response					
x Understanding of theory and research including references to contemporary literature on professional learning models and strategies.					
x Evidence of critical reading.					
Structure and organisation of response					
x Planning and structure of argument.					
x Persuasiveness and cohesiveness of argument.					
Presentation of response according to appropriate academic and linguistic conventions					
x Clarity of written expression.					
x Claims supported by sources/evidence.					
x Referencing of sources using APA style & completeness of reference list.					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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Student Name: Student No.:

Assessment Task: **2a – Oral presentation to the class**

SPECIFIC CRITERIA	(-) ———————— h (+)				
Understanding of the question or issue and the key concepts involved x Demonstration of a creative & high level of understanding of the topic.					
Depth of analysis and/or critique in response to the task x Plausibility of proposal.					
Familiarity with and relevance of professional and/or research literature used to support response x Demonstration of a synthesis of new knowledge acquired in this course.					
Structure and organisation of response x Organisation of elevator pitch					
Presentation of response according to appropriate academic and linguistic conventions x Clarity of speech and communication with the audience. x Engagement with audience.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**
Recommended: /20   (FL PS CR DN   HD)   Weighting: 10%

NB: The ticks in the various boxes are 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.**

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Student Name: Student No.:

Assessment Task: **2b - Detailed proposal for a professional learning program**

SPECIFIC CRITERIA	(-) (+)				h
Understanding of the question or issue and the key concepts involved x Interpretation of question and evidence. x Analysis and evaluation of salient arguments.					
Depth of analysis and/or critique in response to the task x Evidence of high order analytic skills. x Reasoning of argument/s.					
Familiarity with and relevance of professional and/or research literature used to support response x Understanding of theory and research including references to contemporary literature on professional learning models and strategies. x Demonstration of a synthesis of new knowledge acquired in this course. x Evidence of critical reading.					

Structure and organisation of response

x   Planning and structure of argument.

x