

CHALLENGES TO TEACHER DEVELOPMENT FOR SCHOOL-BASED ASSESSMENT

Johann Dreyer

Teacher Education Unisa

STUDENT TEACHER COMPETENCE AS ASSESSORS

- In awarding teacher qualifications in DE we need to assess student teachers' competence as assessors
- Qualification related assessment criteria to assess competence in this regard should be used.
- In practice student teachers' competence is not being assessed satisfactorily.

WHAT ARE THE REASONS?

DE - theory, scenario's and simulations (not context conscious and context ready)

Over dependent on mentors (may not be good assessors or do not allow student to assess)

DE is focused on inputs and not necessarily the quality expected from beginner teachers

Many schools do not initiate teachers into the context specific requirements of assessment

Many teachers do not know how or do not want to go to the trouble of designing challenging assessments

Quality - classroom observations, testing professional knowledge, portfolio entries, surveys of graduate preparedness, and achievement tests (Ingvarson in IEA (2013)

DeLuca et al. (2013) tend that teachers are largely unprepared to effectively integrate assessment into their practice, with beginning teachers particularly lacking in confidence (DeLuca et al. 2013)

when teacher candidates are provided with explicit opportunities to learn about assessment they demonstrate positive growth and development (DeLuca & Klinger 2010)

absent from the literature on assessment education is understanding of the pedagogical conditions that develop student teachers' competence as assessors (DeLuca, Chavez, & Cao 2013)

perspective-building conversations, praxis activities, modeling, critical reflection and planning for learning

LITERATURE

SA KZN IN-SERVICE TEACHERS

- Experienced teachers do not know how to assess
- Their managers do not know how to assist them/ moderate
- Their training from the districts is inadequate
- Lack of examples
- Lack of modeling
- No example of correct assessment in their work

UNISA STUDENT TEACHERS (MENTOR FEEDBACK)

- Some student teachers cannot plan for or conduct assessment
- despite completing an assessment module (120 notional hours) focusing on own level
- despite subject didactics assessment education
- despite guidelines in lesson plans/portfolios

UNISA STUDENT TEACHERS (OWN FEEDBACK)

- We are not prepared for practice
- Some bad examples
- Little support
- Few opportunities to do own assessments

ONGOING RESEARCH

- Improve assessment standard outcome and level descriptors for assessing student teachers as assessors
 - Co-operation with Australia and UK (OU and Cambridge)
 - Consult DE examples (eg Mauritius, Florida, Nottingham, South Queensland)
- Local research all role players
- Joint understanding by all assessors
- Continuum of co-operation (schools and universities and

STUDENT TEACHERS' ASSESSMENT STANDARD OUTCOME

<p>Use knowledge of assessment policies and guidelines to develop assessment strategies suitable to their phase(s) and subject(s).</p>	<p>Does not demonstrate an understanding of different types of assessment, e.g. only uses tests</p>	<p>Demonstrates basic understanding of different types of assessment. Tends to use the same one over and over.</p>	<p>A variety of assessment techniques are used, allowing learners to demonstrate their abilities and assisting them to overcome learning barriers.</p>	<p>Different assessment techniques used to cater for learners from diverse backgrounds, with multiple intelligences and preferred learning styles while using alternative assessments to accommodate differently abled learners.</p>
<p>Giving meaningful assessment feedback.</p>	<p>No evidence of meaningful feedback to learners, or feedback irregular and inconsistent.</p>	<p>Some evidence of feedback.</p>	<p>Feedback is regular, consistent and timeously provided.</p>	<p>Feedback is insightful, regular, consistent, timeous, and integrated as part of learning.</p>