



MT ST MICHAEL'S COLLEGE

UNDER THE STEWARDSHIP OF MARY AIKENHEAD MINISTRIES

Director of Professional Learning  
Janelle O'Neill

# Insight beyond anecdotal data in an adolescent and adult learning environment

CLAS19



CiTEL Learning Analytics  
2019 SYMPOSIUM  
Breaking New Ground in Education

WORKSHOPS | FRIDAY 31 MAY  
MAIN SYMPOSIUM | SATURDAY 1 JUNE

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How do you gain an  
insight into  
adolescent thinking?



# Classroom Observation and Surveillance



## Elicit and use evidence of student thinking

### What are *teachers* doing?

- ⇒ Identifying what counts as evidence of student progress toward subject learning goals.
- ⇒ Eliciting and gathering evidence of student understanding at strategic points during instruction.
- ⇒ Interpreting student thinking to assess understanding, reasoning, and methods.
- ⇒ Making in-the-moment decisions on how to respond to students with questions and prompts that probe, scaffold, and extend.
- ⇒ Reflecting on evidence of student learning to inform the planning of the next instructional steps.

### What are *students* doing?

- ⇒ Revealing their understanding, reasoning, and methods in written work and classroom discourse.
- ⇒ Reflecting on mistakes and misconceptions to improve their understanding.
- ⇒ Asking questions, responding to, and giving suggestions to support the learning of their classmates.
- ⇒ Assessing and monitoring their own progress toward subject learning goals and identifying areas in which they need to improve.

# Student Reflective Practice

## Year 11 Maths B Term 1 Reflection

TICK/CROSS and comment if applicable

1. I come to class prepared. ✓
2. I ask questions in class if I am unsure. ✓ *generally, or I use worked solutions*
3. I display a positive attitude towards learning in this subject. ✓
4. In this subject, I have been challenged to learn more than I expected. ✓
5. I am working to my potential in this subject. ✓
6. I utilised the weekly consolidation strategy as instructed by my teacher ✗
7. I used the following Study Hints that were provided by my teacher:
  - Complete the Test Preparation with in-class assistance ✓
  - Redo questions in the Textbook Exercises as indicated ✓  
on the Planner: at least one question from each eg questions we completed together in class, can you do these independently?
  - Redo Chapter Review Questions ✓
  - Redo Test Preparation INDEPENDENTLY ie on paper or again in One Note ✓
  - Check End of Week summaries ✓
  - Identify what you still need help with and seek assistance via One Note collaborative or Maths Tutorials ✗
8. Focus for Term 2 re 7 questions or beyond.
  - Consolidate weekly
  - Make better use of the O.N. collaborative space
  - Ask more questions if I am unsure/ to clarify things



*The New Taxonomy of Educational Objectives* (Marzano and Kendall, 2007).

Mental processing applied to the three knowledge domains:

**1. Cognitive system**

Hierarchical levels of retrieval, comprehension, analysis, and knowledge utilization.

**2. Metacognitive system**

Monitoring, evaluating, and regulating our goals and plans. It includes specifying goals, process monitoring, monitoring clarity, and monitoring accuracy.

**3. Self-system**

Decide what tasks we attend to and how much effort we will expend on each one. It regulates our motivation. Motivation is a function of three factors: Importance (the priority we assign the task), efficacy (our belief in our ability to execute the task), and emotional response (how we feel about the task, subjectively).

<http://www.marzano-center.com/2013/04/22/learning-goals-the-evolution-of-a-teaching-tool-part-2/>



# Building human capacity

Self-regulated learning and self-efficacy beliefs are dependent; both need the ability to self-monitor, set goals, seek assistance and reflect.

Effective learning environments require strategies that promote self-efficacy and self-regulation.



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Evaluative survey  
transformed into a student  
perception survey  
containing statements with  
in-built strategies to  
develop the self-system.

..to inform the adolescent and adult..

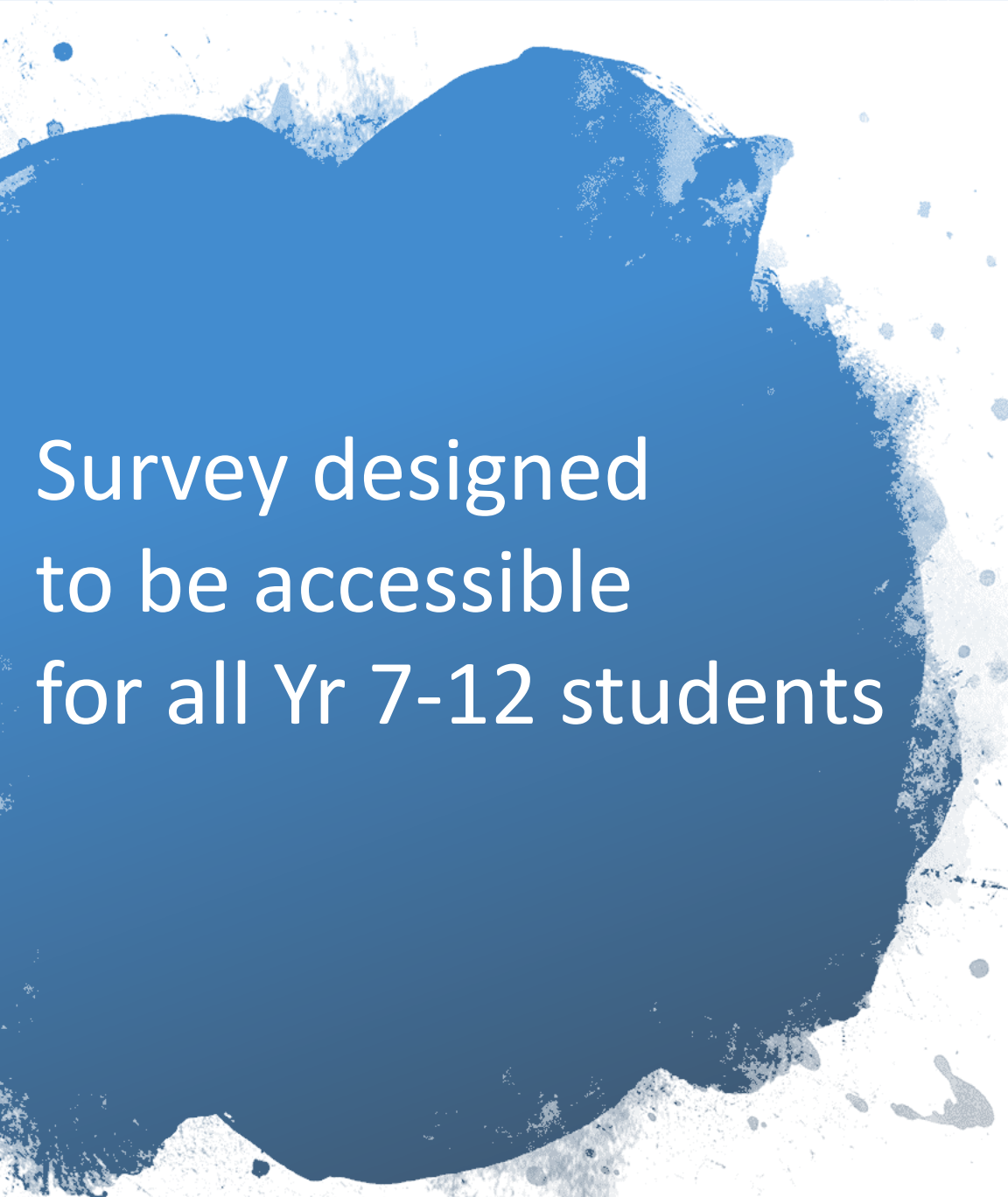
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Survey designed  
to be accessible  
for all Yr 7-12 students

## Student Perception Survey to inform Practice

Bi-annual distribution to all Yr 7-12 classes, for each subject, 2018-


Please reflect on your learning over the Semester and select from the three options Agree, Disagree or Not Applicable to this subject.

Most of the time:

1. I display my positive attitude by being prepared for class.

The complete survey is  
distributed in the session





Students are  
emailed links to a  
Google Form  
Survey for each  
of their subjects

Example of email distribution is  
given in the session



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Choose one statement and discuss a targeted focus if your class generally disagreed.

..to inform the adolescent and adult..

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# What did we do with this insight into Student Perceptions and their developing Self-Efficacy?

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Class data  
Cohort data  
Whole school data

- Patterns and trends were analysed for targeted focus
- Identified which self-efficacy strategies required more overt instruction to enable academic success with reduced stress

Examples of trends and action taken are discussed in the session





Be the agent  
of your  
own goals

**Professional Learning setting for all teaching staff**

- How did Semester 1 Student Perception Survey data inform your practice?
- How does the result of comparing Semester 1 and 2 Student Perception Survey data evidence your impact or inform future pedagogy?
- How did student performance data inform your practice?



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# Professional Reflection

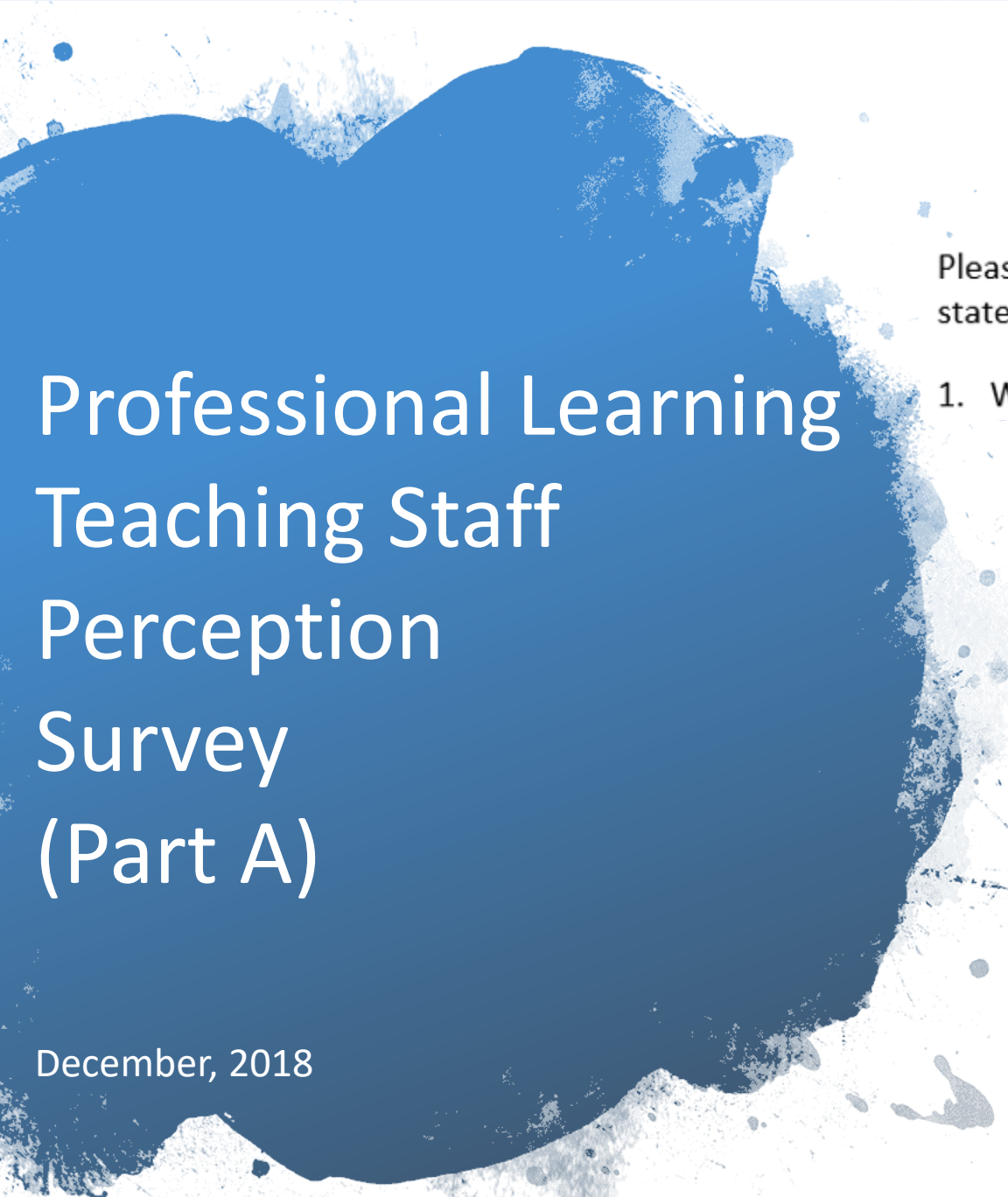
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# Professional Learning Teaching Staff Perception Survey (Part A)

December, 2018

Please reflect over the past two years and select Agree or Disagree for the following statements:

1. We share our teaching practices and ideas with colleagues.

The complete survey is  
distributed in the session



- What are the messages for the teaching staff?
- Would these statements differ to your school context?



Perception data can sit alongside its performance sibling to inform our practice.

*[The New Taxonomy of Educational Objectives](#) (Marzano and Kendall, 2007).*

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