Using student work samples to evaluate impact of professional learning

Illustration of Practice: Primary school

About this guide

This illustration of practice demonstrates how student work samples have been used to evaluate the impact of Curriculum Implementation professional learning in English on student progress.

School setting: Primary school, 500 students.

Step 1

Identify existing student need and relevant professional learning

Identified student needs:

- **Data:**
  - whole school moderation of writing using the syllabus content points and learning progressions
  - check-in assessment Y6 writing
  - NAPLAN growth and achievement in bands
  - teacher programs and annotations

- **Analysis:**
  - under performance in 'Creating Written Texts'
  - under performance in check-in assessments
  - under performance in NAPLAN Writing in Top 2 bands and growth data
  - lack of consistency in programming and expectations for student learning

- **Implications:**
  - foundational skills in sentence-level grammer need to be more established in K-2
  - teachers need further professional learning to support effective teaching of writing embedding formative assessment

Question: To what extent have the new practices improved student outcomes in writing?

Professional learning: Strategic Delivery Curriculum Implementation professional learning

Who: Stage 1 AP (Year 1 teacher) and 2 K-2 teachers (Kindergarten and Year 2)

ℹ **HIPL Element:** Professional learning is driven by identified student needs.

Step 2

Identify a set of students and gather baseline data

Student selection:

Each teacher to identify 3 students in their class to represent diverse achievement levels and student groups.

Work samples round 1

1. Teachers identify a lesson from the existing program that relates to sentence-level grammar (sentence construction) prior to the professional learning in Term 1 Week 5.
2. Teachers gather the work samples from identified students that related to this lesson.
3. Teachers save the pre-PL work samples and lesson plans so they can use them in the PL.

ℹ **HIPL Element:** Professional learning is continuous and coherent.

Resources to support selecting professional learning

Priority professional learning sector

Universal Resources Hub

Resources to support collaboration and application

Micro teaching protocol - (Corwin)

Lesson study - (AITSL) Australian Institute for Teaching and School Leadership

Team teaching - (AITSL) Australian Institute for Teaching and School Leadership

Step 3

Engage in and apply the professional learning, analyse baseline data

Professional learning:

Teachers and their Assistant Principal to attend PL identified in Step 1. Assistant Principal to attend an additional session focused on leadership support.

Application of learning:

During the PL, teachers identify specific lessons where they would implement the high impact assessment strategy: Learning Intention and Success Criteria (LISC). These lessons will focus on the following sentence-level grammar content points:

Early Stage 1

write a simple sentence with correct subject-verb-object structure to convey an idea

Stage 1

write compound sentences using coordinating conjunctions

Analysing work samples #1, #2 and #3

1. Teachers gather work samples in Term 1 Weeks 3 and 8 and Term 2 Week 3 and use the Grammar indicators from V3 Literacy Progressions to analyse student work by highlighting evidence of indicators and annotating with progression level.
2. Teachers analyse the lesson plan using the criteria about effective learning intentions and success criteria used in the professional learning to identify change in practice.
3. Teachers save the annotated work samples and lesson plans.

ℹ **HIPL Elements:** School leadership teams enable professional learning; Collaborative and applied professional learning strengthens teaching practice.

Step 4

Gather and analyse post-professional learning work samples, identify next steps

Collaborative analysis of data:

1. Teachers uploaded one work sample and related lesson plan from Work Sample #2 and #3 (Step 3) to the shared drive.
2. Teachers attended the 'Reflect' day of the professional learning in Term 2 Week 5 and engaged in structured reflection and analysis of work samples to identify evidence of impact and determine next steps in the action learning cycle.

Shared findings and planned for next steps:

1. Team presented their process, changes in practice, work sample evidence and overall summary of the impact on teacher practice and student learning to the K-2 team.
2. The teacher team and Assistant Principal developed an action learning plan for the next semester including:
   a. identifying teachers to attend the second round of Strategic Delivery Curriculum Implementation professional learning
   b. plan for implementing LISC across K-2 and evaluating impact
   c. dates for gathering and analysing work samples in Terms 3 and 4 (in line with existing assessment schedule)
   d. planned for sharing with the school executive and wider community

ℹ **HIPL Element:** Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.