

# Using student work samples to evaluate impact of professional learning

## Practical guide for teachers and school leaders



### About this guide

This tool provides practical advice for teachers and school leaders about how to use student work samples to evaluate the impact of professional learning.

### Step 1

#### Identify existing student need and relevant professional learning

**What is the existing student need and what professional learning might address this?**

Identify existing student needs through analysis of data.

Identify relevant professional learning, in collaboration with school leaders, and ensure it is something you can measure the impact of by looking at student work, for example:

- Improving the structure of student narrative writing
- Improving the use of accurate complex sentences in student writing
- Justifying solutions to mathematical problems using appropriate terminology and examples

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

### Step 2

#### Identify a set of students and gather baseline data

- What group of students will we gather work samples from and why?**
1. Identify a set of students you will gather work samples from. Select 2-3 students from different groups within the same focus area in the class/cohort with whom you will be applying the learning.
  2. Be clear on why you have selected these students. Connect this to school targets (eg particular equity groups or achievement levels) and priorities and/or Implementation and progress monitoring samples (IPMs).
  3. Gather a pre-professional learning work sample from the selected students.

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

### Step 3

#### Engage in and apply the professional learning, analyse baseline data

- What criteria will be used to analyse work samples, how and when will this happen?**
1. Complete the PL you identified in step 1 that will support improvement in the identified area.
  2. Following the professional learning, identify what criteria will be used. For example, use the criteria from the PL or develop criteria/rubric based on learning progressions, syllabus outcomes or exemplar models.
  3. Collaborate with colleagues to analyse the pre-professional learning using a protocol to support collaborative analysis.
  4. Apply the identified practice in the classroom

**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

- How will we know if the professional learning has improved teacher practices and had impact on student progress and achievement?**
1. After applying the identified practice in the classroom for 1-2 weeks, gather work samples from the same group of students and collaborate with colleagues to analyse them using the same criteria as in Step 3.
  2. Annotate the work samples and keep copies. Record any changes in student learning, reflect and adjust classroom practice in response as needed.
  3. Continue to apply practice in the classroom.
  4. After applying the identified practice for at least 6 weeks, gather a further work sample and analyse as above.
  5. Annotate the work samples and keep copies. Record any identified changes in student learning, reflect and adjust classroom practice in response (as needed).
  6. Consider any additional professional learning that may be required to embed practice or deepen understanding.
  7. Share learning, feedback and recommendations with the wider team or across the school to impact teacher practice and student learning outcomes more widely.

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

### 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

