

Session 2

Teacher Training on Classroom Assessment: Armenia's Experience

READ Regional Workshop

Astana, Kazakhstan
September 19, 2012

System-Level Mechanisms to Ensure that Teachers Develop Skills and Expertise in Classroom Assessment

Pre –Service teacher training opportunities

- There is no systematic approach to Pre-service teacher training on classroom assessment
- There is a need for revision

Bachelor's Program

- There is no special course for classroom assessment;
- Some basic theoretical knowledge on classroom assessment is delivered within few courses;
- Practical work in schools provides opportunity for students to obtain some experience on classroom assessment.

Master's Program

- There is a special course on assessment system.

System-Level Mechanisms to Ensure that Teachers Develop Skills and Expertise in Classroom Assessment

In –Service teacher training opportunities

General Education Reform

- National Curriculum Framework and State Standards for General Education
- Subject standards and syllabi for core subjects
- Education Assessment Policy Paper
- Concept on Students classroom Assessment: General Statement, Basic Approaches
- Model classroom-use tests for core subjects

National Curriculum framework came into action in September 2006:

- General education is shifted from 11 to 12 year
 - Primary School (years 1-4);
 - Middle School (years 5-9);
 - High School (years 10-12).
- New assessment system is introduced in September 2008
 - Moving from 5-point grading scale to 10-point scale.
- Teacher in-service training was conducted on new NCF and subject syllabi introduction.
- Teacher in-service training was conducted on classroom assessment.

Mechanism of Teacher Training on Classroom Assessment conducted during 2006-2009

- Teacher training modules were developed;
- Teacher trainers were trained;
- Teacher training was conducted with 2 phases:
 - 3-day workshop that is more theoretical
 - practical activities in the classroom.

Mechanism of Teacher Training on Classroom Assessment Conducted during 2011-2012

Frequency:

- ***Every year*** about **20%** of teachers get trained on mandatory basis, and at least 10% of this course is allocated for assessment;
- ***Every year*** methodical instructions prepared by NIE are provided to schools, and ***at least twice a year*** one-day seminars are organized and conducted with school teachers and administration officials;
- ***Every day*** face-to-face and distance consultations;
- ***Every year*** Non-compulsory training courses are organized by NIE upon a school request for about 5-6% of teachers.

Mechanism of Teacher Training on Classroom Assessment Conducted during 2011-2012 (2)

Format:

- A tender is announced for selection of training organizations;
- The list of selected organizations is published and disseminated to schools;
- Schools are free to choose the training organization and sign a contract with it;
- The selected organizations conduct trainings in accordance with the Trainer's Manual and training course program approved by the MoES.

Mechanism to Monitor and Ensure the Quality of the Trainings

Monitoring is conducted in 2 stages:

- Training course monitoring
- Monitoring on how the gained skills are applied in the classroom

Training course monitoring is conducted by:

- The training organization - ***Internal Monitoring***, which is more of the training organization's interest.
- A state body assigned by MoES - ***External Monitoring***. The State body is responsible for carrying out evaluation of the content and methodology of trainings offered by organizations providing training services.

Training Course Monitoring Mechanism

External Monitoring

- The state body conducts site visits;
- The trainees complete corresponding questionnaires;
- The results get summarized and a summary report is submitted to MoES;
- The results are reviewed and the training program are updated correspondingly.

Monitoring of Trained Teachers on How They Apply the Obtained Skills in the Classroom Activities

- NIE and regional branches conduct observations in the classrooms of the trained teachers;
- National Inspectorate of Education carries out inspections and among other activities it conducts analysis comparing the results “Before the training” vs “After the training”;
- ATC conducts annual classroom assessment and it serves to ensure that teachers develop skills and expertise in classroom assessment.

Main Challenges in Ensuring that Teachers can Apply what They have Learned during the Training when Engaged in Classroom Assessment Activities

- Advanced students **VS** students with low performance;
- Activities related to recalling information **VS** activities related to student's creativity, higher order thinking and practical applicable skills;
- Student's individual performance **VS** group work;
- Summative Assessment **VS** Formative Assessment.

Main Challenges to Ensuring the Quality and Sustainability of the Training Programs and Courses

- *Trainers during training delivery did not always follow the training program.*

To avoid this, external monitoring of teacher training course is conducted by a state body assigned by MoES.

- *During the training process teachers raise questions that were beyond the approved training course program.*

Training program is updated and about 5-10% of the program is allocated for “reserve hours” that are dedicated to all topics raised by teachers at the beginning of the training course.

Main Challenges to Ensuring the Quality and Sustainability of the Training Programs and Courses

- *General Education Programs and assessment system revision requires some changes in the contents of training program.*

A training course/module on classroom assessment for in- and pre-service teacher training will be developed under the READ Armenia Trust Fund.

- *There is no special training course for teachers working with students with developmental delays, disabilities and special needs, yet it requires some peculiarities.*

This will be considered during the development of a training course/module on classroom assessment for in - and pre-service teacher training under the READ Armenia Trust Fund.

Armenia Like to be in 5 Years with regards to Teacher Training on Classroom Assessment

- Well-structured and systematized pre-service teacher training on classroom assessment.
- Teachers will be ready to ensure fair and unbiased classroom assessment.
- Teacher will be able to ensure classroom assessment process transparency.
- Teachers be able to apply classroom assessment common criteria so that the student grades can be recognized by other institutions.
- The ICT is fully introduced in assessment and self-assessment process.