SESSION 2 Teacher Training on Classroom Assessment

READ Regional Workshop

Astana, Kazakhstan September 19, 2012



READ country presentation



Assessment types/purposes

Classroom assessment

For improving teaching and learning

Examinations

•For making high-stakes decisions about individual students

Large-scale assessment

•For determining system learning levels and related factors





Figure 1. Trend in fourth-grade NAEP reading average scores





Session objectives

- Participants will be
 - aware of different approaches to teacher training on classroom assessment
 - able to evaluate which teacher training approaches are most appropriate for their country context



Activity 1: Teacher training on classroom assessment in your country context

At your table, discuss the following questions, keeping in mind your country context and specific needs.

- 1. Is teacher training on classroom assessment an important issue to address in your country? Why?
- 2. Who should lead the discussion on teacher training in classroom assessment in your country?
- 3. How can the quality of training programs be most effectively evaluated and monitored?



Activity 2: Evaluating teacher training approaches

- At your table, evaluate each of the teacher training approaches as they relate to your country
- Select two approaches that are most applicable to your country context and needs
- Select one team member to share the outcomes of your discussion with the room



Activity 2: Evaluating teacher training approaches

On-the-job training

Formal education

Mentoring

Apprenticeship

Online training

Other

Mixed-model programs



Key lessons



Key lessons

- Training on classroom assessment should be an integral part of the education system
- Teacher training on classroom assessment can take many forms
- Teacher training on classroom assessment needs to be monitored and evaluated to ensure that it has the desired impact on student learning

