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TQM - Teacher e-portfolio for self-appraisal and improvement.

Development of an Italian tool.

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TQM background

- Teacher appraisal is currently a topic of great interest and intense debate internationally (OECD, 2013; 2009; Eurydice, 2002).
- Recent evidence shows that teachers' appraisal can improve their performance even after the assessment ends: the feedback received seems to burst teachers' investments in human capital development (Taylor & Tyler, 2011).
- INVALSI in charge of the development of a theoretical framework guiding decisions on intended processes, procedures and tools to inform the concrete development of the TQM e-portfolio.

TQM – Overview of Italian teaching context

- 727.368 teachers in Italian state schools at all school levels in Scholastic Year 2012-13 serving a student population of 7.8 million approx.
- No teaching standards are in place in Italy (National collective contract 2006-2009; Valorizza, 2011; OECD 2013). ADI standards revisited (Cenerini & Drago, 2001).
- Italian teachers show positive attitudes towards their own profession (OECD TALIS, 2008; FGA Gianferrari, 2010; Farinelli & Barbieri, 2010).
- They are intrinsically motivated and love their profession (Dei, 1994; Cenerini & Drago, 2001; FGA Gianferrari, 2010; Gasperoni, 2009, 2010; Cavalli & Argentin, 2010)
- They do not object teacher appraisal altogether, but rather some potential distortions of it (Comoglio, 2007; Gasperoni, 2010). Teacher evaluation very sensitive policy topic.

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TQM development methodology

- Transfer of innovation (TePNI, SEALLL)
- Literature review
- Teacher questionnaire and "beta" group

How do you imagine an ICT tool for teacher self-evaluation?



N = 937

TQM – From context to theoretical underpinnings

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INVALSI work is based upon three fundamental needs:

- Systemic level: how to develop a self-appraisal tool that is teacher-friendly and useful at different school levels (focus on VET in Abruzzo Region)?
- Teacher perspective: which professional profile I teacher want to achieve during my career? → teacher is in control of own professional profile and development
- School perspective: why teacher self-evaluation is useful for this particular school? And classroom? → situational teaching (Lave & Wenger, 2006).

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TQM – Intended goals

- TQM pursues teacher empowerment for the ongoing career-long improvement of teaching practices.
- TQM shares teachers' concerns about an excessive emphasis on external teacher evaluation and mechanisms of prizes and sanctions often associated with it in other countries.
- TQM is not simply a translation of an international tool, it is rather informed by previous and current teacher evaluation experiences carried out in Italy also by INVALSI → Eg.: Vives I e II, VSQ, PON Audit, Vales, Valorizza.
- TQM links teacher self-appraisal with INVALSI standardised student assessment results in order to maintain a tight focus on student outcomes improvement (not a generic school improvement initiative, but one at the micro classroom and student level).

TQM – Broad theoretical perspective

- SDT and psychological needs theory have informed TQM development (Deci & Ryan, 2002), along with fourth way educational change (Hargreaves 2009);
- Self-evaluation is considered as a training and development process which can be more thorough and focused than external evaluation or school inspections;
- Self-appraisal is linked to models of teaching based upon teaching competencies during the entire teachers' career (Caena & Margiotta, 2010; Eurydice, 2002; Cenerini & Drago, 2001; Danileson, 1996);
- TQM is based upon a participative methodology with and for teachers since the early phases of e-portfolio development.
- TQM is linked to student outcomes and assessments for formative use by teachers in their own reflection upon their teaching practice (INVALSI SNV) and their own learning to learn (Deakin Crick, 2006, 2012; Schön, 1993)

SE working definition

*„Self-evaluation in education or learning is the **process of systematically collecting, analysing and exchanging data**, which relate to educational processes of individuals, groups or organisations (institutions, schools etc), to promote **learning among all parties**, in order to base assessment and decisions on data rather than on assumptions.“*
 (Tilkin & Kerkhofs 2005: 8).

TQM – Theoretical principles



- Teacher self-appraisal for improvement and self-determination values intrinsic motivation of teachers to do well.
- TQM supports teachers professional development needs and benefits from their strong intrinsic motivation to teach.
- TQM links teacher self-appraisal to student outcomes, in order to facilitate a self-initiated improvement by teachers through self-exploration and empirical research on own teaching practices → concrete teaching situations in classroom.

Why self-evaluation for TQM teachers?

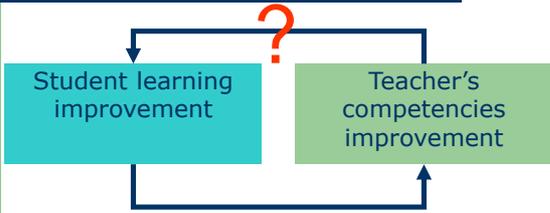
1. Accountability;
2. **Improvement** → Of which type?



Student outcomes improvement, not only improvement of teaching (practices)

Source: OECD 2013

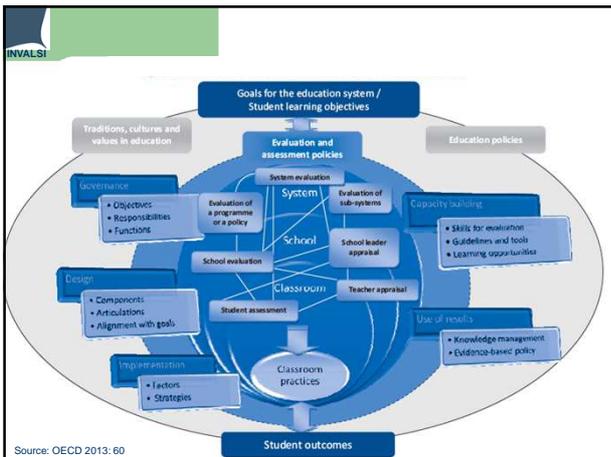
Why a focus on students?



Which factors impact student learning?

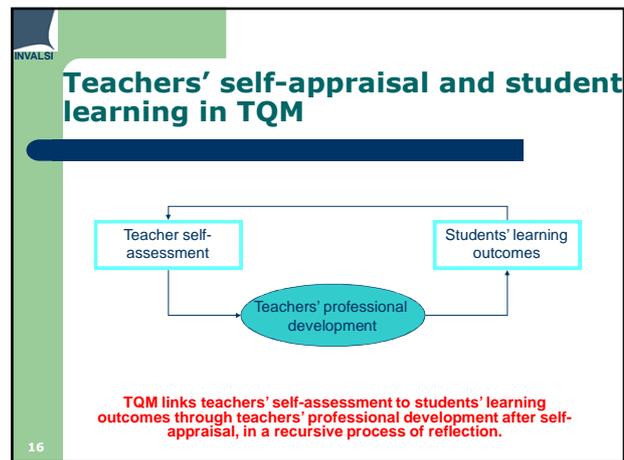
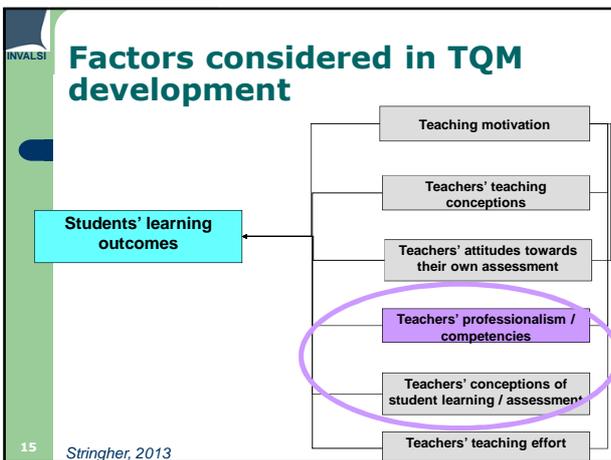


Probably thousands!



How to find our way?

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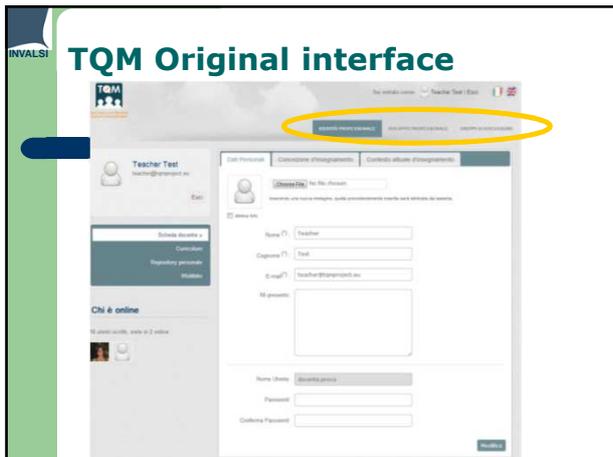
Teacher self-appraisal: tools and procedures

Where do I (teacher) start from?

TQM path: a synergy among 3 basic tools parallel to 3 basic needs

- Personal identity: CV/teaching conceptions current teaching context → *teacher autonomy*
- Competencies self-appraisal¹ for professional development → *competence*
- Teacher's improvement plans and discussion groups → *relatedness with tutors / significant others*

18 1. Donaldson, 1996; ADI, 2001



Where are we now?

- Beta version of the TQM e-portfolio developed and under testing by a group of self-selected voluntary teachers in Abruzzo Region and Austria;
- The Italian trial group also helped the actual e-portfolio development
- TQM development involved N. 154 teachers in four workshops N. 7 tutors and N. 89 teachers "experimenters";

Synthesis: TQM pathway to teaching improvement through L2L

Teachers L2L with e-portfolio + National student assessment results

RIFLECTION & involvement of teachers in empirical research based upon objective information on their own classroom

21 *Stringher C., 2011*

Conclusion

- TQM is a joint research/development shared project with teachers;
- Aims at theoretical coherence while ensuring practical usefulness to users;
- Pursues teacher professional development and long-term improvement, while focussing on student learning outcomes.

Thank you for your attention!

Questions ?

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