

# Piloting a teacher competence development model in schools

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# OUR TEAM

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**Inese  
Dudareva**



**Dace  
Namsone**



**Līga  
Čakāne**



**Anete  
Butkēviča**



THE INTERDISCIPLINARY CENTER  
FOR EDUCATIONAL INNOVATION  
THE UNIVERSITY OF LATVIA



**UNIVERSITY  
OF LATVIA**  
ANNO 1919

# Background

- New curriculum introducing 21st century skills
- Teacher professional learning in Latvia (previous research)
- Solutions for teacher personalized support activities in the individual level
- Our research is based on designing a competence development model in organizations (including schools)
- First piloting a part of the model in school practice

# Goal and research questions

**Goal of the research is to plan and implement the piloting of the teacher competence development model in selected schools (N=8) in order to analyse the model's applicability for a wider real-life school practice.**

## **Research questions:**

1. A:What are the phases of the teacher competence development model in relation to its piloting? Ko tas nozīmē skolām
2. 2. – kā mums sanāca
3. B:What needs to be improved in the model so that it can be implemented in a wider school practice?
4. What difficulties schools are facing in piloting phases of the model and ?
5. Labās prakses no skolām
6. Diskussion, kas ir šaubīgās, grūtība (gan experti gan skolas, vai iet kopā?)



# Methodology



# School selection for piloting

- 1st: size as management workload rate and number of students, 6 groups (very small to very large); 4 of them are represented in this research
- 2nd: different administratively territorial division; 5 groups, all of them represented in this research
- 3rd: type of education programme provided by a school; 7 groups, 5 of them represented in this research

Schools have been participating in the project since 2017 autumn semester

# Tools used in piloting

Research based tools and frameworks have been developed, piloted, results published in previous research. Based on them we are continuing with piloting

Tool/ framework	Research article
Linking competence assessment with goals: contextual research in Latvian organizations	Butkēviča et al. (2018). Exploring the Input of Competence Assessment to Goal-setting in Various Types of Organizations.
Ontological goal-oriented competence management model	Zandbergs et al. (2018). Model of Linking Organization Goals to Employee Competence Management for Formal and Non-formal Education Providers.
Online tests for assessing teacher knowledge & belief (parts of competence)	Butkēviča et al. (2019). Designing and Piloting Online Tests as Part of a Teacher Competence Assessment.
Theoretical framework for teaching performance to teach 21 <sup>st</sup> century skills; Performance level description for lesson observations	Bērtule et al. (2019). Framework of Teacher Performance Assessment to Support Teaching 21 <sup>st</sup> Century Skills.

# Organizing the piloting process

Date	Activity	Aim of the activity
Jan 4	Joint workshop with school management teams (principal with assistant principal)	Introduction to the piloting goal, logic, possible ways how to participate in it
Jan 4-29	Schools forming teams of teachers, setting out desired ways of participation	Collect feedback from schools to understand in what scale and format schools want to participate
Jan 29	Sending out instruction to school teams	School teams have instructions to guide the piloting so that it's in a similar way in all sites
Feb	Experts visiting schools, electronical contact upon demand	Face to face contact between school teams and experts, individual support
May 31, in progress	Schools prepare reviews about the piloting process	Collecting written reviews and artifacts from schools to start analysis of piloting results, make comparison, identify risks and benefits



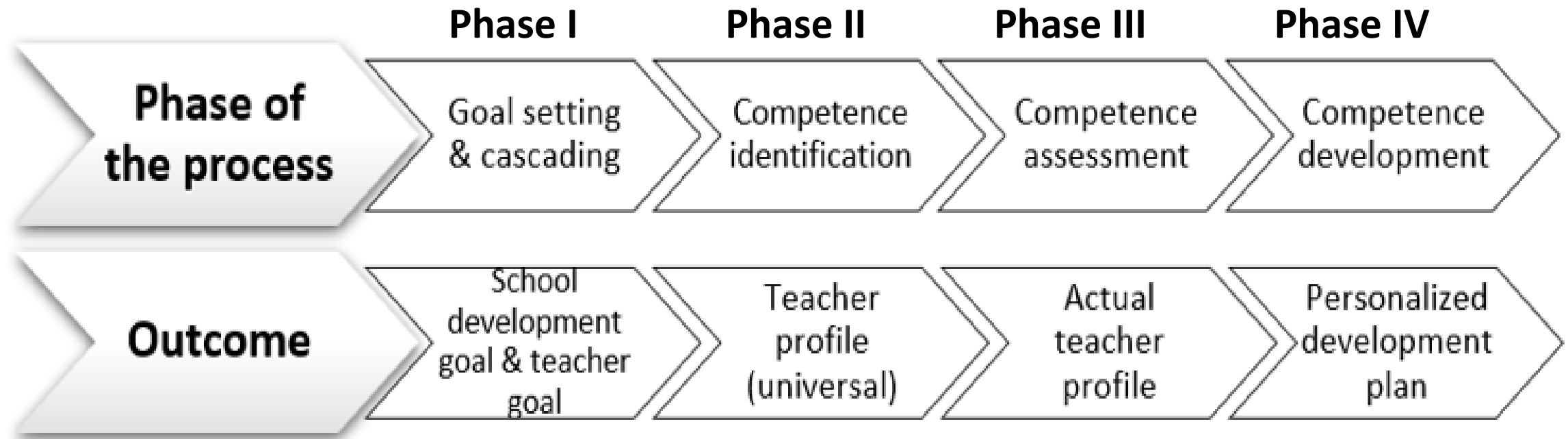


Results



What are the phases of the teacher competence development model in relation to its piloting?

# Phases of competence management process and their outcome



# Phase I

Schools set their goals, depending on what is most topical for them

School	Goal [ summary ]
01_V	Unified approach for student evaluation
08_Z	Student self-directed learning
07_N	Student self-directed learning
02_U	Improving textual literacy for students through teacher collaboration
04_S	Student self-directed learning
06_P	Student self-directed learning
03_T	Improving different elements of student self-directed learning
05_R	Lessons focused on students' learning result and their in-depth understanding of learning

# Phase II

- Experts plan which competence areas and in what levels (scale 1-4) are needed to reach the goals
- Example of criteria ‘metacognitive skills’ ->

Levels

←      ↙      ↘      →

Criteria	0	1	2	3	4
	Not observed	Beginner	Developing	Proficient	Expert
<b>1.2. Metacognitive skills</b> Conducts a strategy of learning at a conscious level.	Don't organize reflection on how learning takes place.	Involves students in reflection on the purpose of the learning activity, the purpose of the task, talks on the possibilities of using knowledge, skills, strategies.	+ Make a conversation on how pupils learn, read, think, remember, discuss, compare strategies used by students.	+ Give students the task of evaluating different strategies, their effectiveness, and choosing the most appropriate for themselves and the situation.	+ Give tasks for student to justify the choice of their strategies.
Teaches to set goals, plan, assess, monitor one's learning.	Does not involve students in setting goals, monitoring their activities, assessment, etc.	Involves students in discussing goals, performance criteria; encourages students to see the linkage of learning activities.	Encourages students to personalize, adjust goals, see the roles of activities, use the criteria to give a feedback to a classmate, to use the received feedback.	Encourages students to set individual goals, plan activities to achieve the goal, formulate product, process criteria; choose a task that suits them, ask and give a qualitative feedback, using criteria, description of performance levels.	Creating a process so that pupils are guided, adjusted, plan their activities on their way to a common or individual goals.
	<i>The pupil does not use metacognitive skills.</i>	<i>Pupil understands what and why - clear sequence of activities and tasks; have the opportunity to learn some individual metacognitive skill.</i>	<i>The pupil learns to manage learning through metacognitive strategies.</i>	<i>Pupil uses, assess, learns new metacognitive strategies to guide their learning.</i>	<i>The pupil consciously, independently chooses and uses metacognitive strategies, guides their learning.</i>

Dimensions

↗      ↘

# Phase II

Competence identification where teacher universal profile is obtained and appropriated to each school's goal (example)

Accordance to school goal: student cognitive activation		Teacher basic skills		
Productive assignments 2.1.	Involvement in thinking, conversation 2.2.	Structure of the lesson; choice of methods 4.1.	Methodological techniques, classroom management 6.1.	Clarity of chosen learning content 6.2.
3	3	2	2	2

# Phase III

- Schools choose teachers who participate in the piloting
- Teacher competence assessment done by experts started in spring semester 2018 (lesson observation + teacher knowledge and belief test)
- Assessment results are reviewed by school management team

# Phase III

School management teams receive the actual profile of each assessed teacher

Teacher competence according to selected assessment criteria: results from lesson observation 2017/2018

Teacher	Subject	Grade	Consistency with school goal – managing self-directed learning			Teacher basic skills	
			Clarity of learning goals 1.1.	Feedback 1.2.	Metacognitive skills 1.3.	Structure of lesson, choice of methods 4.1.	Methodological techniques, classroom management 6.1.
Z-1	English	2	1	1	0	2	1
Z-2	Mathematics	7	2	2	1	3	3



# Phase III

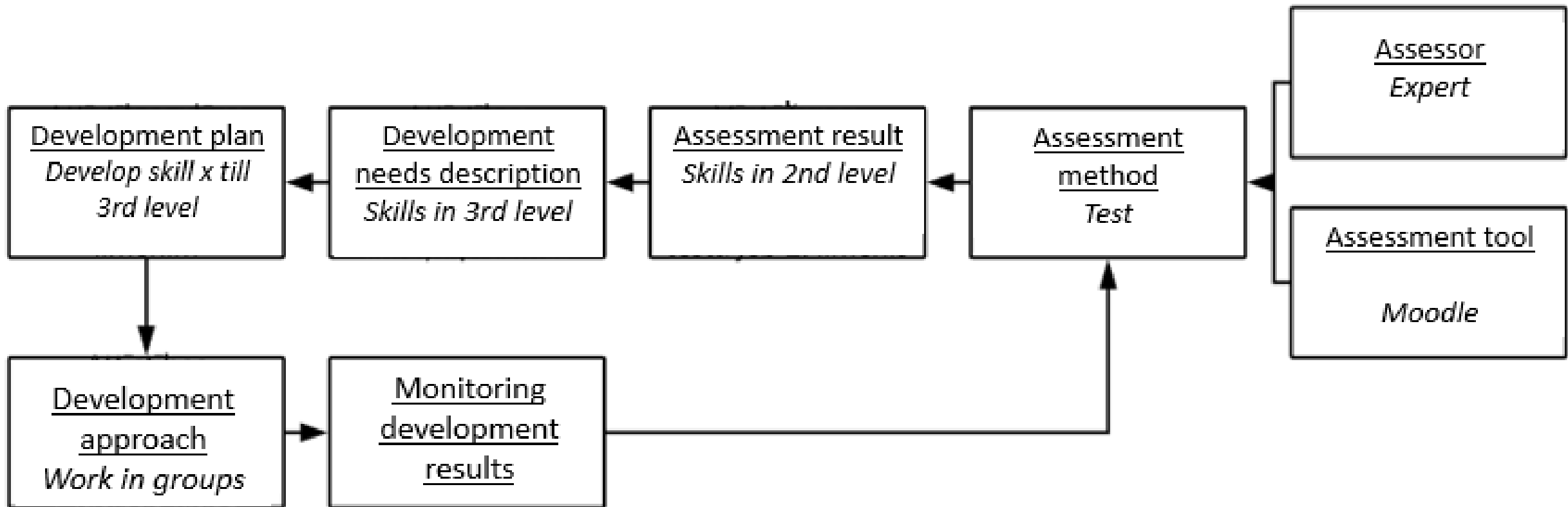
If necessary school management team does another round of teacher competence assessment by using a rubric (example)

		Mēģina, sāk	Tuvu rezultātam	Prasmīgs, lietpratīgs	Eksperts
Prasme vadīt tādu mācīšanos, kura ved uz skolēna kompetenci					
Mācīšanās (t.sk. pašvadītas) vadīšana					
1.1.Mācīšanās mērķu (SR) skaidrība	Pasaka tēmu, par ko būs stunda, bet ne kā mērķi - ko iemācīsies.	Formāli pasaka stundas mērķi (SR)skolēnam vai/un snieguma kritērijus.	SR ir formulēts atbilstoši laba mērķa kritērijiem	Izvirza labi (atbilstoši visiem kritērijiem)	+ Iesaista skolēnus SR un/vai snieguma kritēriju formulēšanā, precizēšanā, koriģēšanā.
Mērķa formulējums	Nepasaka skolēniem neko.	Kā stundas mērķi nosauc visu, kas stundā tiks darīts (ir daudz "mērķu"), neizceļ būtisko.	(skaidrs, izmērāms, būtisks, atbilstošs, sasniedzams laikā), bet nepārliecinās/nepievērš uzmanību tam, vai skolēniem mērķis un/vai snieguma kritēriji ir saprotami.	noformulētu SR un/ vai snieguma kritērijus skolēniem saprotamā valodā un pārliecinās, vai skolēniem tas ir saprotams.	
Saprotamība skolēniem		SR formulējums neatbilst visiem kritērijiem.			
	<i>Skolēns nezina, kas stundā jāiemācās.</i>	<i>Skolēns dzird/redz stundas mērķi, bet nav precīzi skaidrs, kas īsti jāiemācās, svarīgi.</i>	<i>Skolēns dzird precīzu mērķi, bet var būt atsevišķas neskaidrības.</i>	<i>Skolēni saprot, kas jāiemācās.</i>	<i>Skolēni piedalās mērķa formulēšanā.</i>



# Phase IV

- Competence development



What difficulties schools are facing  
in piloting the competence  
management process?

- At the beginning of piloting, one school cancelled participation
- Stated reason: not a priority, not enough time

# Schools are writing reviews on piloting experience based on criteria

- Activities, events organized with the school teams
- Developments / improvements that school teams accomplished
- Obstacles that school teams faced
- Support needs
- Planned activities for next school year
- Involved teachers, other colleagues from the school

Collecting reviews from schools still in progress

# Literature

- Bērtule. D., Dudareva, I., Namsone, N., Čakāne, L., Butkēviča., A. (2019). Framework of Teacher Performance Assessment to Support Teaching 21<sup>st</sup> Century Skills. Proceedings of the 13th annual International Technology, Education and Development Conference INTED 2019.
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# THANK YOU!

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## Any questions?

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