



School of Education

EDST5308  
Teacher Learning

Term 2 2021









## 7. RESOURCES

### **Compulsory Readings for online workshop 1**

Kennedy, M. M. (2016). How Does Professional Development Improve Teaching? Review of Educational Research, 86(4), 945-980. doi:10.3102/0034654315626800  
Lindvall, J., & Ryve

**Additional readings**

Langer, G., & Colton, A. (2005). Looking at Student Work. *Educational Leadership*, February 2005, 22-26.

National School Reform Faculty. ATLAS-Learning from Student Work. Retrieved from [http://www.nsrffharmony.org/protocol/doc/atlas\\_lfsw.pdf](http://www.nsrffharmony.org/protocol/doc/atlas_lfsw.pdf)

**Compulsory readings for online workshop 4**

Kane, M. T., & Staiger, D. O. (2012). Gathering Feedback for Teaching. Combining High-





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FEEDBACK SHEET  
EDST5308 TEACHER LEARNING

Student Name:

Student No.:

Assessment Task: **Critical analysis of a teacher professional learning program**

<b>SPECIFIC CRITERIA</b>	(-) _____ h (+)				
<b>Understanding of the question or issue and the key concepts involved</b> x Interpretation of question and evidence. x Analysis and evaluation of salient arguments. x Drawing of warranted conclusions.					
<b>Depth of analysis and/or critique in response to the task</b> x Evidence of high order analytic skills. x Reasoning of argument/s.					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> x Understanding of theory and research including references to contemporary literature on professional learning models and strategies. x Evidence of critical reading.					
<b>Structure and organisation of response</b> x Planning and structure of argument. x Persuasiveness and cohesiveness of argument.					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> x Clarity of written expression. x Claims supported by sources/evidence. x Referencing of sources using APA style & completeness of reference list.					

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

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Student Name:

Student No.:

Assessment Task: **2a – Oral presentation to the class**

SPECIFIC CRITERIA	(-)	(+) _____	h
<b>Understanding of the question or issue and the key concepts involved</b> x Demonstration of a creative & high level of understanding of the topic.			
<b>Depth of analysis and/or critique in response to the task</b> x Plausibility of proposal.			
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> x Demonstration of a synthesis of new knowledge acquired in this course.			
<b>Structure and organisation of response</b> x Organisation of elevator pitch			
<b>Presentation of response according to appropriate academic and linguistic conventions</b> x Clarity of speech and communication with the audience. x Engagement with audience.			
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>			

**Lecturer****Recommended: /20 (FL PS CR DN HD)****Date****Weighting: 10%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

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Student Name:

Student No.:

Assessment Task: **2b - Detailed proposal for a professional learning program**

SPECIFIC CRITERIA	(-) _____ h (+)				
<b>Understanding of the question or issue and the key concepts involved</b> x Interpretation of question and evidence. x Analysis and evaluation of salient arguments.					
<b>Depth of analysis and/or critique in response to the task</b> x Evidence of high order analytic skills. x Reasoning of argument/s.					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> x Understanding of theory and research including references to contemporary literature on professional learning models and strategies. x Demonstration of a synthesis of new knowledge acquired in this course. x Evidence of critical reading.					
<b>Structure and organisation of response</b> x Planning and structure of argument. x					