

SICI GENERAL ASSEMBLY:



“The role of inspection: Improving the Educational System by research”

BILBAO, BASQUE COUNTRY.
NOVEMBER 2023



INDEX:

- 1.- How schools carry out research at THEIR OWN LEVEL. How we foster research at school level.
- 2.- How we promote research AT EDUCATIONAL SYSTEM LEVEL: by HELPING schools to READ students' internal & external results. DISSEMINATE the most effective teaching practices based on RESEARCH.
- 3.- Focus on the 4 MOST EFFECTIVE educational and organizational teaching PRACTICES according to research:
 - Cross international data.
 - Ethics.
- 4.- The dissemination of those best teaching practices at our Teachers training centers and our POLICY MAKERS level.

1.-SCHOOL LEVEL RESEARCH BY SCHOOL AGENTS. INSPECTORATE ROLE.

IS THERE A SCHOOL LEVEL RESEARCH?:

Is it possible for schools to carry out their own research, so to say: school-level research? and what would be inspectorate's role in this case?

Some schools carry out that kind of research. In a certain way, they are **TINY** research: tiny in terms of involved population but very significant because they are very-very close to the daily reality of that school. The results of that research can imply significative changes in that reality.

Usually, they 1.- **Gather** the data 2.- **Analyze** them, 3.- Obtain **conclusions** and 4.- Apply the results to **change the reality**.

But be careful, the results of that research can be applied only to that universe.

Let's see some examples:

EXAMPLES OF SCHOOL LEVEL RESEARCH:

QUESTIONNAIRES FOR SCHOOL COMUNITY:

Your opinion on:

- Living together. 😊 😐 😞
- Governing committee. 1 2 3 4
- Attention to parents ↓ ↔ ↑
- Attention to students 1 2 3 4 5 6 7 8 9 10
- Information you receive about your child....
- More questions, subquestions, etc.

**DATA BECOME KNOWLEDGE
FOR 1.- DIAGNOSIS, AND
2.- CHANGE & IMPROVEMENT**

IT WAS DIAGNOSTIC.

ADDITIONALLY, SOME SCHOOLS, APART FROM
GATHERING DATA "ONLY" FOR DIAGNOSTIC (Step
1), ASK ANOTHER KIND OF QUESTIONS.

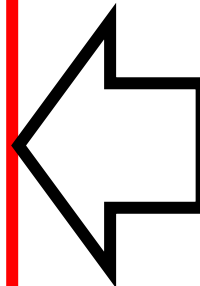
THEY ASK ABOUT "*HOW TO IMPROVE*" (Step 2)

For example: Please, write at least one **CONCRETE
CONTRIBUTION, IMPROVEMENT PROPOSALS:**

Proposal 1; Proposal 2; Proposal 3...



Most demanded ones: Improvement plan



INSPECTORATE ROL IN SCHOOL LEVEL RESEARCH?

If SCHOOLS design questionnaire, gather data, obtain conclusions.... what is the paper of the INSPECTORATE?

To **FOSTER** those practices in every school. We believe in democratic participation of the School Community. A legal duty for teachers and school leaders.

To **PROMOTE** the surveys that conclude in **DECISION MAKING**: *if x% of the families think that one concrete aspect has to be modified, to promote the reaction to that opinion.*

To **SUPPORT** the **ETHICS STANDARDS**, the **CONDITIONS** under which the research is conducted: e.g if you say it is an **ANONYMOUS QUESTIONNAIRE**.... *(avoid questions that make easy the identification: how many children, which level, which classroom, even address...)*

To promote the **DISSEMINATION** of that kind of **GOOD PRACTICES** among other schools.

2.-FROM SCHOOL LOCAL INVESTIGATIONS TO A BROADER SCOPE: HOW WE PROMOTE RESEARCH IN SCHOOLS AT EDUCATIONAL SYSTEM LEVEL DEALING WITH BIGGER AMOUNTS OF DATA & COMPARISONS.

PRACTICE EVERY YEAR AS INSPECTORS.

- Beginning school year: VISIT schools
- Help them to READ/ANALYSE students results from the school internal eval- & results from an external evaluation
- SPREAD the most effective teaching practices according to RESEARCH & ADJUST them to each school's context

Analysis STUDENTS' RESULTS FROM INTERNAL EVALUATION: School

- Each school:
 - Every year
 - ALL the Students
 - ALL the Subjects.



Internal exams

Internal final results



All Final results **COMMON DATA BASE.**

Each School's final results classified & put together with general rates from Basque students results. Classified by different pts.view: **the % students that have passed every subject at each level.**

Processed data back to each school **SYSTEMATICALLY**
PRIVATE DATA (NOT PUBLISHED).

INFO SCHOOLS & US RECEIVE JULY: PRIMARY ED
SCHOOL: % STUDENTS PASS SUBJECT

BLOCKS = LEVELS (1,2,3...)

6 LEVELS=Primary ed.

EACH LEVEL: 10 SUBJECTS

1. Advantage :
At a glance a complete picture of
students results of the
whole primary educ. stage
Colors explicit.

Subjects (10)

	NZ	GZ	EL	GL	MAT	AH	AH	GH	Erli	BSZ
	CN	CS	LVL	LCL	MAT	LE	EA	EF	Reli	VSC
EAE/CAPV	96%	96%	88%	95%	93%	94%	100%	100%	100%	100%
BIZ.-PUB	94%	94%	83%	93%	90%	93%	99%	100%	100%	100%
Ikastetxea	100%	100%	77%	92%	85%	95%	100%	100%	100%	100%
L.H.3.2	100%	100%	80%	100%	90%	100%	100%	100%	100%	100%
L.H.3.1.	100%	100%	74%	84%	79%	89%	100%	100%	100%	100%

	NZ	GZ	EL	GL	MAT	AH	AH	GH	Erli	BSZ
	CN	CS	LVL	LCL	MAT	LE	EA	EF	Reli	VSC
EAE/CAPV	96%	95%	88%	95%	92%	94%	100%	100%	100%	100%
BIZ.-PUB	94%	93%	84%	93%	89%	91%	100%	100%	100%	100%
Ikastetxea	97%	97%	82%	94%	85%	94%	100%	100%	100%	100%
L.H.4.2	94%	94%	75%	94%	88%	88%	100%	100%	100%	100%
L.H.4.1.	100%	100%	88%	94%	82%	100%	100%	100%	100%	100%

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L.H.6.1	100%	100%	77%	86%	86%	91%	100%	100%	100%	100%
L.H.6.2	96%	92%	76%	96%	75%	83%	100%	100%	100%	100%

A closer look: 5th level primary school: particular public Prim. school
% of students that pass each one of subjects . EACH COLUMN subject.

	NScie	S Scie	Basq	Span	Math	Eng	Arts	Phys	Reli	Values
<u>Basque C.</u>	94%	94%	89%	94%	90%	91%	99%	100%	100%	100%
<u>Area/Pub</u>	90%	91%	85%	91%	85%	88%	99%	99%	100%	99%
<u>School</u>	83%	97%	79%	89%	71%	74%	100%	97%	100%	100%
<u>L.H.5.1</u>	71%	100%	69%	82%	71%	76%	100%	100%	100%	100%
<u>L.H.5.2</u>	94%	94%	89%	94%	72%	72%	100%	94%	100%	100%

QUALITY: Students to get best results: check differences of 10% or + btw school and BC rate

EQUITY: No differences bigger than 10 points in results btw groups. COLORS: One group is doing much worse than the other. NO: a slow group and another the fast one. Research: TALIS, OCDE, PISA reports: **Heterogeneous groups**: students different levels of competences acquire better personal and social competences.

ANALYSIS: **Difficulties**: students distribution, teacher staff:systematic coordination: place& time,...

IMPROVEMENT PLAN: **Most effective** Pedagogic & organizational measures, scientific

ANOTHER
EXAMPLE...

Another closer look: Compulsory secondary ed public H.S.: 2nd level

	Eng	Histo	Espa	Basq	Phys	Math	Fi&Qu	Tecn
Basque	87%	90%	90%	89%	97%	86%	89%	93%
Area / Pub	81%	84%	85%	83%	93%	80%	83%	88%
School	88%	75%	86%	95%	99%	73%	91%	93%
2°B	83%	79%	88%	96%	100%	83%	83%	88%
2°C	88%	80%	88%	92%	100%	84%	92%	96%
2°D	91%	57%	83%	91%	100%	52%	96%	91%
2°A	91%	83%	87%	100%	96%	70%	91%	96%

School results are different, so improvement measures should be different.

Each school: different evaluation procedures & criteria, exams, teachers, etc.: SUBJECTIVITY

Another source of info: Students external evaluation exams, complementary source, with the same evaluation procedures & criteria

So, ... WHAT ABOUT OBJECTIVITY??

A COMPLEMENTARY POINT OF VIEW. EXTERNAL EVALUATION IN THE BASQUE COUNTRY:

CHARACTERISTICS:

NOT EVERY YEAR, but every two years. Since 2010.

FOR

1. All the students the same exam.
2. Graded and marked by external agents.
3. Same marking/grading criteria

AGAINST

1. NOT all the STUDENTS but only a SAMPLE (P - 4th and S - 2nd).
2. Not all the subjects but only four COMPETENCES

PISA model: no MEMO, but SOLVING DAYLY SITUATIONS.

HOW ARE THESE RESULTS PRESENTED??

HOW RESEARCH DATA ARE PRESENTED, THREE KEY ASPECTS:

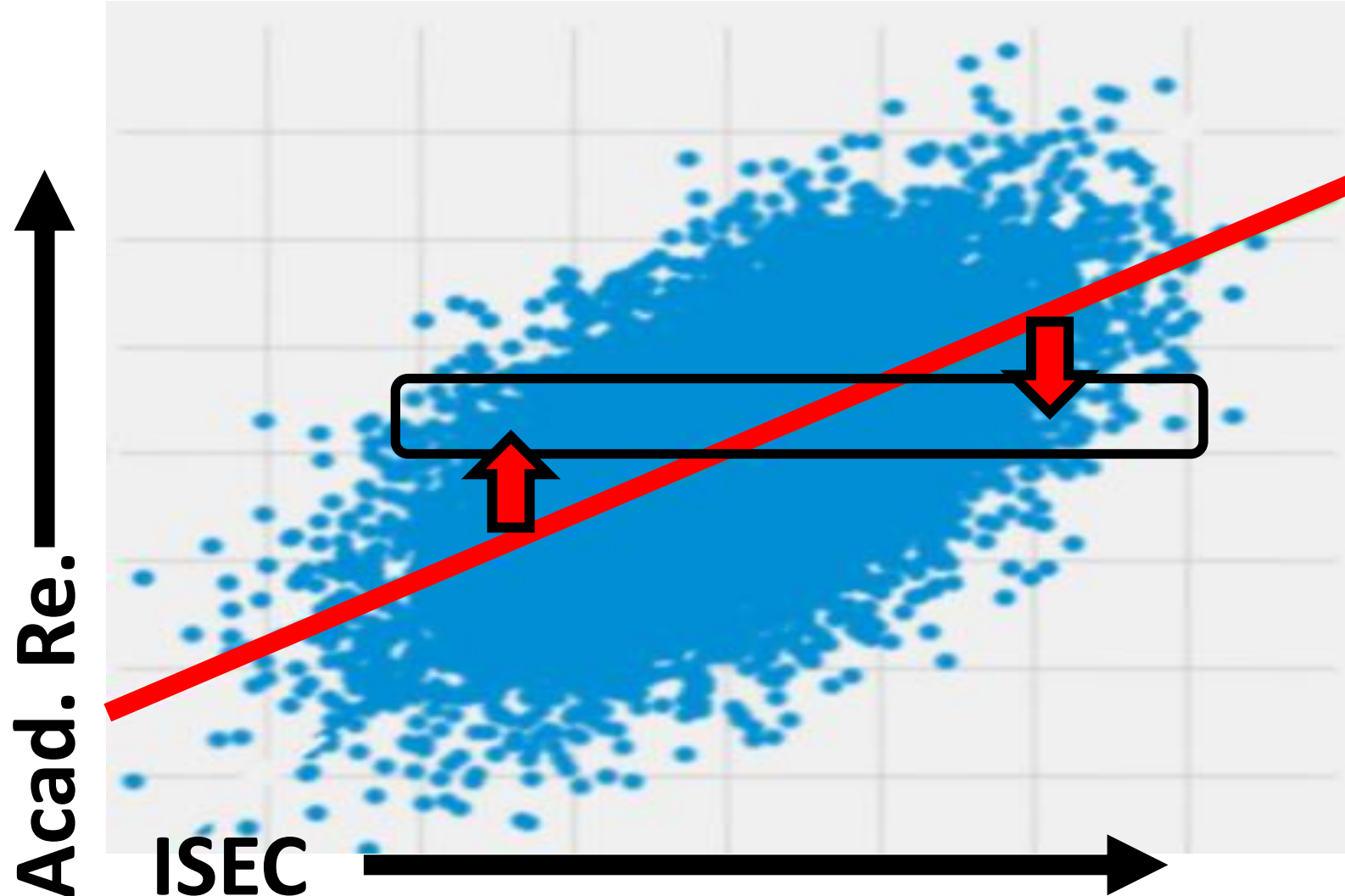
1.- Regression line & Added Value = schools can compare with their own situation rather than other schools.

2.- Results along time: not a photo but a chronological progress

3.- Student's distribution in levels:

- With descriptors according to the RESEARCH: IMPROVEMENT

1ST ASPECT: REGRESSION LINE *600.000 students*



- No news. Intuition...
- Regression Line. Nowadays PISA, TALIS...
- New concept: ADDED VALUE.
- Students with exactly the same results: success or failure are relative.

In the Basque Country this approach is applied school by school.

Why students with the lowest ISEC are in the same group?

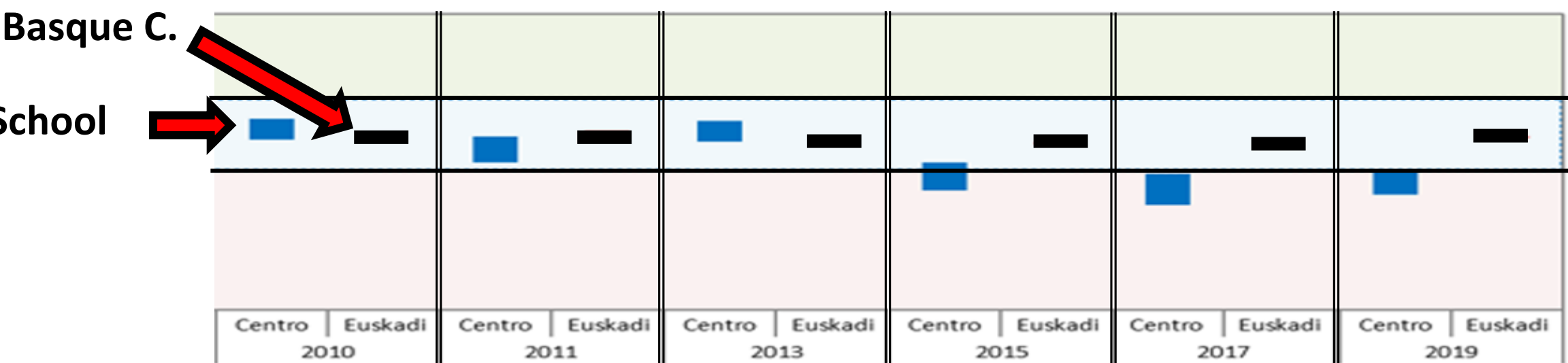
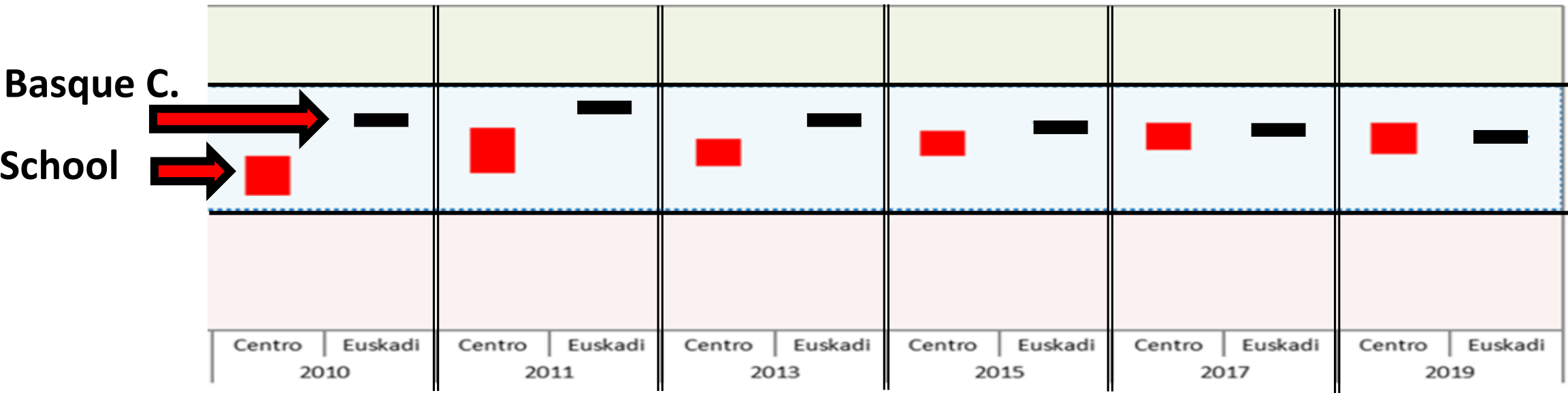
Many questions to deal with =
many ways to help the school

Different roles.

Puntuación



2nd aspect: TENDENCY (timeline) vs. PHOTO..

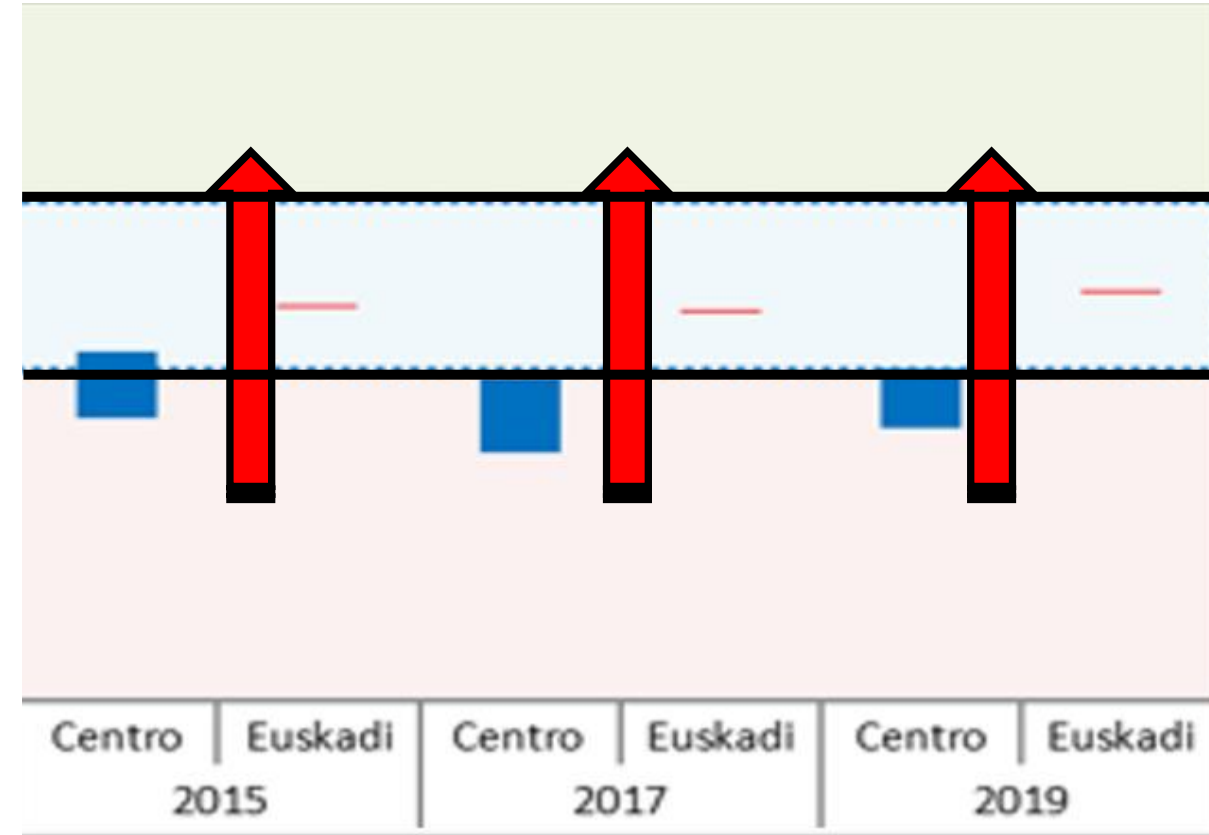


3.- How to improve: levels of performance

- The objective is to get better results, the students to go from INITIAL to INTERMEDIATE to ADVANCED level.
- The schools receive a Dossier with COMPETENCE DESCRIPTORS the explanation of what TASKS the students are able to do in each one of the levels..

TASKS SOLVED ON THEIR OWN /
WITH HELP / DIFFICULT TASKS.

- RESEARCH contribution on how to improve (focus in one aspect: READING COMPREHENSION)



WHY IS READING COMPREHENSION IMPORTANT?

1.-As teachers and school inspectors, we know:

A.- Dimension of LITERACY, is the BASIS for all competences in a way: INSTRUMENTAL, related to all of them (pedagogical reason to make students good readers)

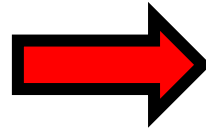
B.- Reading allows our students to UNDERSTAND lots of information via MOBILE DEVICES:

- They read very FREQUENTLY very SHORT TEXTS AND HYPERTEXTS, in a QUICK way.
- Many times they read messages with a second meaning, e.g. *"Share your videos with us, because 1.- it is very funny, and 2.- you will be very popular"*.
- But they have to learn how to develop the critical thinking , how to defend themselves from deceiving messages (ethical reason to make students good readers)

2.- Besides our knowledge, RESEARCH states that reading is necessary to advance in the acquisition of all competences

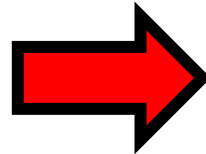
According to **PISA** reports & BASQUE INSTITUTE OF EVALUATION & RESEARCH (**ISEI-IVEI**),
3 DIFFERENT TYPES OF READING COMPREHENSION:

- **LITERAL COMPREHENSION**



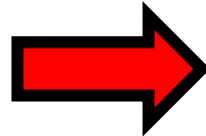
linked to initial level a. c.. Extract automatically explicit information in a direct way: explicit words, figures, etc.

- **INFERENTIAL COMPREHENSION**



linked to intermediate and advanced levels.
Infer implicit info, main ideas, to obtain info in an indirect way.

- **INTENTIONAL COMPREHENSION**



linked to intermediate and advanced levels.
Infer author's intention, objective of the text.
Develop Critical thinking, understand complex ideas.

ALL OF THEM must be trained, **NECESSARY** for **ADVANCING** in this overall competence. But **SOME** are **more elaborated** than the others.

Achieved by **instruction**, also with **students with SENs**, as RESEARCH by Elleman 2017, Willingham 2017.

Working NOT being aware of COMPETENCE DESCRIPTORS IN READING COMPREHENSION :

Very often many students: space for improvement: **INITIAL LEVEL**

First reaction: **MORE SESSIONS** of the classical exercise: **“READ A TEXT AND ANSWER TO SOME QUESTIONS”**, to get better results.

Keep on **strategies& activities** at **LITERAL COMPREHENSION LEVEL**: Develop their reading comprehension??

A shocking example: can a student score an A without having understood anything in a text?

Last serny, Flingledobe and Pribin were in the nerd-lonk treppering gloopy caples and cleafing burly greps.

Suddenly, a ditty strezzle boofed into Flingledobe's tresk. Pribin glaped and glaped. "Oh, Flingledobe," he chifed, "that ditty strezzle is tunning in your grep!"... (text continues)

ANSWER TO THESE QUESTIONS:

1.- *When did this take place?*

- a) Last beefle
- b) Last serny**
- c) Last groumph

2.- *Where were Flingledobe and Pribin?*

- a) In the nerd-lonk**
- b) In the flowns
- c) Around the boomphies

3.- *They were treppering something, what were they treppering?*

- a) Caples**
- b) Fronglis
- c) Uras

4.- *What type of caples?*

.....
.....
.....

Success is possible without any comprehension!!

Work aware of COMPETENCE DESCRIPTORS IN READING COMPREHENSION (given to the school in evaluation report (ISEI):

INFERENTIAL & INTENTIONAL R. C.= KEY FACTORS TO ASCEND from *initial to intermediate and advanced levels* in LITERACY.

- They mark the difference. They are **essential** to acquire **HIGHER LEVELS** READING SKILLS.
- Do **more elaborated** reading comprehension activities: **higher results**, intermediate and advanced levels.

BUT If only focus on **LITERAL** reading comprehension....at **initial level**.

Let's take a look at this text:

Last week, Mike and Helen were in their village in the countryside having a walk in the park.

Suddenly, a woman came to them. She explained they needed Helen because her dog had been severely injured. In the village everybody loved Helen because: when animals had any health problem she cured them!

ANSWER TO THESE QUESTIONS:

1.- When did this take place?

- a) Last month
- b) Last week**
- c) Yesterday



2.- Where were Mike and Helen??

- a) In their village**
- b) In a city
- c) In the hospital

3.- Helen's job is:

- a) Gardener
- b) Baker
- c) Veterinarian



4.- What is the objective of the writer?

- a) To give instructions
- b) To entertain.
- c) To teach something



Some INTUITIVE strategies to get higher comprehension:

- Previous work on vocabulary.
- Pictures
- Student's interests and background...

All of them well intentioned proposals... OPINIONS.

From opinions to data. We need sources of evidence
The opinion of the research & scientific communities? How? (7)

RESEARCH, BUT WHAT KIND OF RESEARCH?

Education
Inspectorate
+
Application of 5
criteria for
selection.

Research based on studies
with high number of
students and schools...

Research that is a
reference for other
researchs. *"Authorities"*

Recent research.

Research maintained in
time, not punctual.

If possible crossing
global and local
research

*... criteria
related to
ethics...*

AS A CONCLUSION: 4 EFFECTIVE PRACTICES, FROM PEDAGOGIC AND ORGANIZATIVE P. of V.

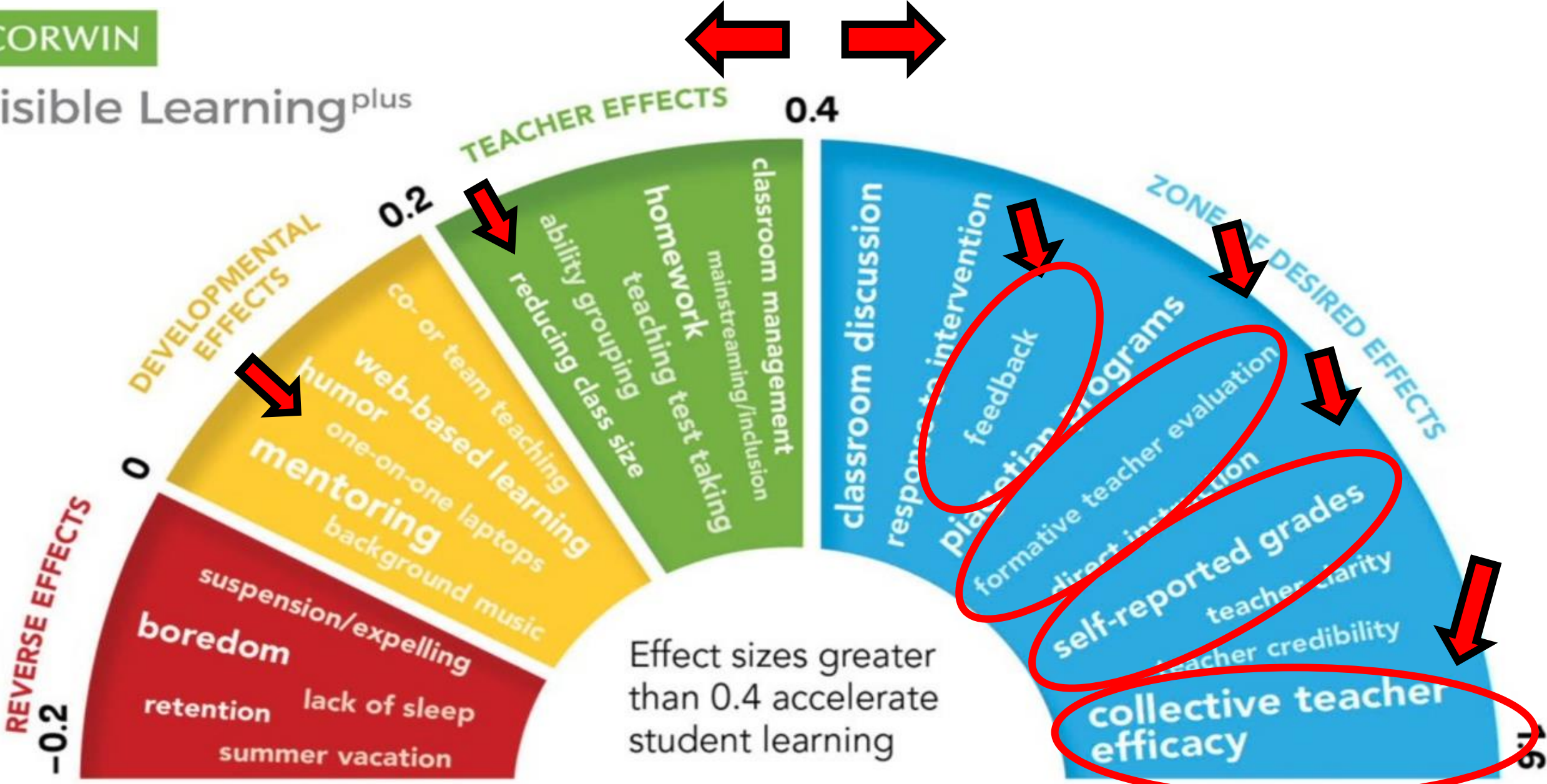
1. **"COLLECTIVE TEACHER EFFICACY"**. More than coordination.
2. **EVALUATION-FEEDBACK:**
 - The one that finished up in the report card – students' grades or marks;
 - Communicative situations: *"well done, think again, go ahead..."* very fast, but very powerful: expectations...
3. **METACOGNITION** (students knowledge about their cognitive process).
4. **READING COMPREHENSION STRATEGIES**

****Surprising!!** some expected ones are not; we did not expect ... **open minded**
Order is not connected to importance; they are complementary.

Vis. Learning 800.000 students, from 2006. Hattie

CORWIN

Visible Learning^{plus}















































2 Institutions -Organizations: EVIDENCE FOR LEARNING (Aus) E4I / EVIDENCE FOR IMPACT (UK)

Collect researches of 500 students along 12 weeks. RESULTS IN 2019

Sort by Name –	Average cost –	Evidence security –	Months' impact ▼
Feedback	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+8
Metacognition and self-regulation	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+7
Reading comprehension strategies	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+6
Collaborative learning	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+5

2 Institutions -Organizations: EVIDENCE FOR LEARNING (Aus) E4I / EVIDENCE FOR IMPACT (UK)

Collect researches of 500 students along 12 weeks. RESULTS IN 2022

Toolkit Strands 	Cost 	Evidence 	Impact 
Metacognition and self-regulation <small>Very high impact for very low cost based on extensive evidence.</small>	    	    	+7
Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence.</small>	    	    	+6
Oral language interventions <small>Very high impact for very low cost based on extensive evidence.</small>	    	    	+6
Feedback <small>Very high impact for very low cost based on extensive evidence.</small>	    	    	+6

Effective pedagogical practices: MOOLENAAR, NIENKE. DUTCH INSPECTORATE.

COLLECTIVE EFFICACY BELIEFS SUPPORT STUDENT ACHIEVEMENT:

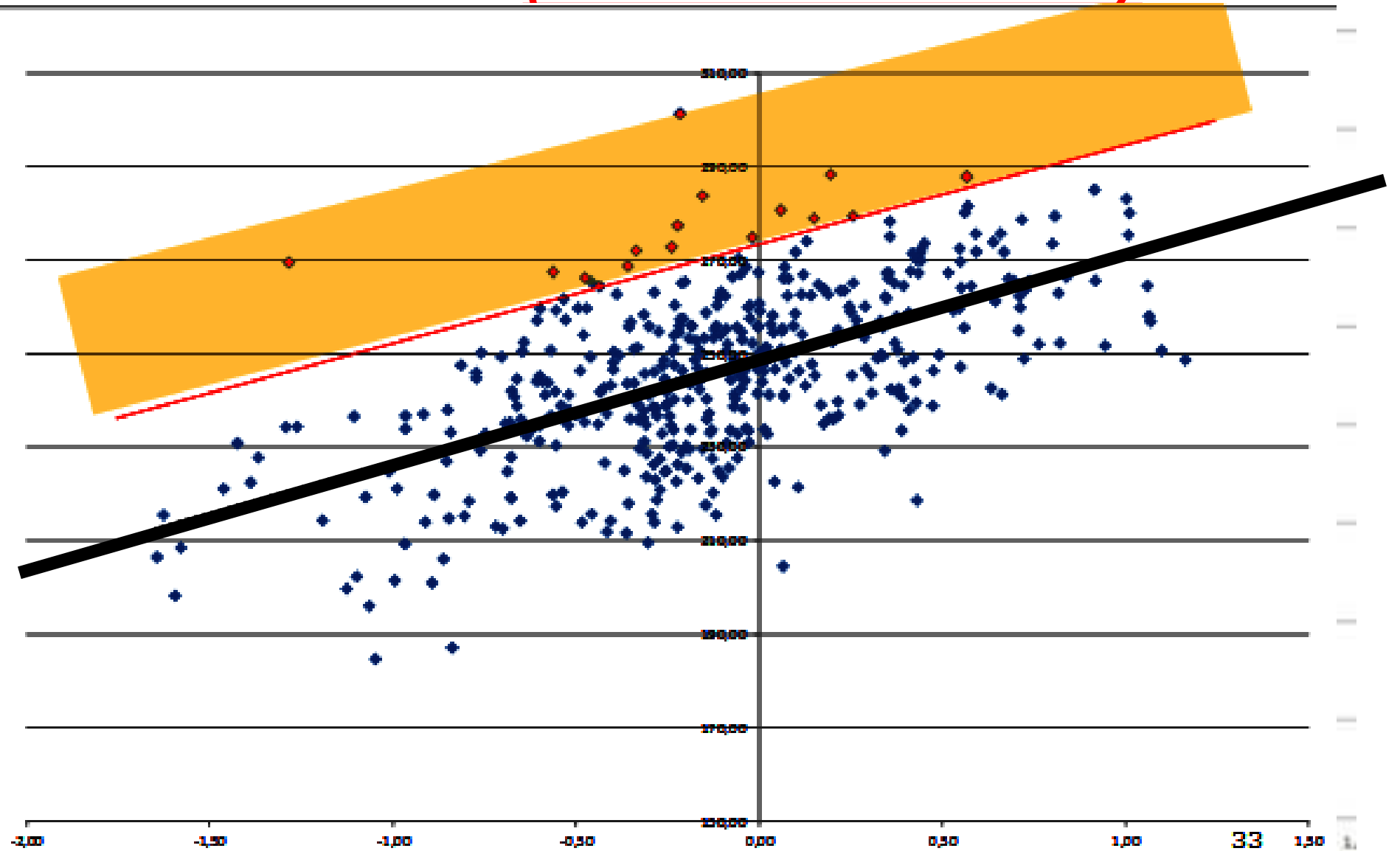
Our findings indicated that TEACHERS' COLLECTIVE EFFICACY beliefs supported student achievement (...) schools that achieved HIGHER STUDENT PERFORMANCE FOR LANGUAGE.

*Greater collaboration among teachers may enhance the resources available in a school to support increased student learning. (90 teachers and 2114 students) . **ALIGNED WITH J HATTIE.***

Eskolaren eraginkortasuna Euskadiko ikastetxeetan. Txostena *(2011-2015-2019)*

Interviews to: 25
inspectors. / 26
Teacher Centers'
advisors. / 30
Management
Teams.

Objective:
DETECTION OF
COMMON
PRACTICES
AMONG THEM.



SOME CONCLUSSIONS OF THE BASQUE RESEARCH:

- “Effective schools have (...) internal **COORDINACIÓN** very well organized. = **“TEACHERS’ COLLECTIVE EFFICACY”**”

Schools NOT effectives “invest time in coordination, but very frecuently it is only information transmittion and contents” (not pedagogical issues)”

- “They pay a great attention to **STUDENTS EVALUATION; FREQUENT AND FORMATIVE**”
- “They use to work on Language dimensions: **READING COMPREHENSION**”
- **METHODOLOGY: DIVERSITY** (%33 main source textbook)
- The last one was a surprise

OECD: 2016. *“PISA Results Policies and Practices for Successful Schools”* (Sciences)

540.000 students: 72 countries. Analysis of Results and Questionnaire.

- *“When school principals reported that **TEACHERS CO-OPERATE** by exchanging ideas or material, the average 15-year-old student in OECD countries scores **9 POINTS HIGHER IN SCIENCE**”.*
- Providing informative and encouraging **FEEDBACK** is essential for improving student outcomes (...) it refers to the information that students receive (...) can take several forms, such as praise, surprise, approval (...) However, not all types of feedback are equally effective.
- *“In all but three education systems – Indonesia, Korea and Peru – using **TEACHER-DIRECTED INSTRUCTION** * more frequently is associated with **HIGHER SCIENCE ACHIEVEMENT**, **TRADITIONAL VERSUS ACTIVE METHODOLOGIES**. Again a surprise*

- **OECD 2016:** Teaching Strategies for Instructional Quality: Insights from the TALIS-PISA Link. Education Working Paper nº 148: Analysis of Results and Questionnaire.

3 390 teachers from 1 111 schools. 8 countries: Australia, Finland, Latvia, Mexico, Portugal, Romania, Singapore and Spain.

FINAL POLICY RECOMMENDATIONS:

- *The findings of this report highlight a further key ingredient of policies that aim at increasing students' learning through improved teaching quality: the **DEVELOPMENT AND SUPPORT OF TEACHER COOPERATION**. Thus, the promotion of professional learning communities that encourage **TEACHERS TO WORK AND TEACH JOINTLY**.*
- ***COGNITIVE ACTIVATION**^a, **ACTIVE LEARNING STRATEGIES**, are associated with better student achievement.*

SPANISH UNIVERSITY (LEON) 2022: *“Modelos didácticos en matemáticas: relación e influencia en el rendimiento académico”*

1000 SCHOOLS 35.943 students. 5671 teachers. A questionnaire to “cross” the pedagogical practice (traditional vs active teaching) and results in 2018 maths PISA.

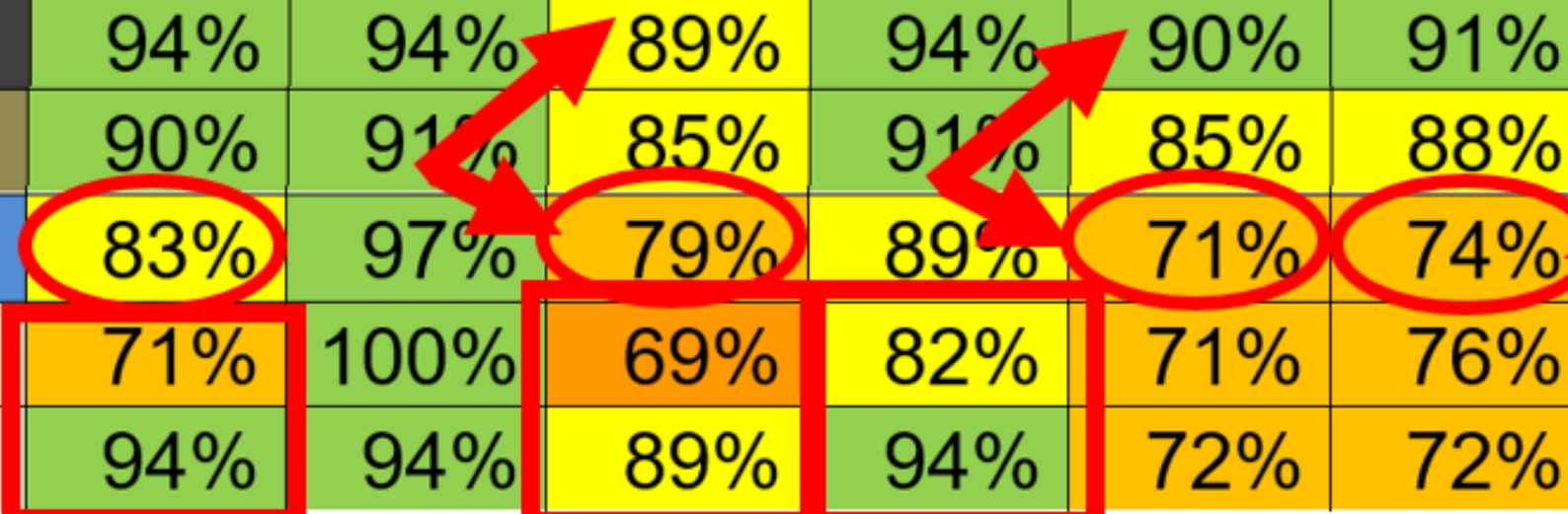
*When **mathematics** teachers make high use of **BOTH** the **TRADITIONAL AND ACTIVE MODELS**, the performance of the students **IS HIGHER**.*

*The key to increasing academic performance in mathematics lies in **AVOIDING METHODOLOGICAL POLARIZATION** – opting for a single model – and articulating an eclectic mathematics teaching in which the **TRADITIONAL AND ACTIVE MODELS COEXIST IN A BALANCED WAY**.*

Focus on effective practices

- **COLLECTIVE TEACHER EFFICACY:** ($1 + 1 > 2$, They generate new synergies).
 - “Collective belief of teachers in their ability to positively influence the students”.
 - Teachers’ coordination: Remember the difference of students' results among groups in the same school (25%) of the previous slides, IF AT THE BEGINNING OF THE ACADEMIC YEAR THEY WERE SIMILAR GROUPS OF STUDENTS?

	<u>NScie</u>	<u>S Scie</u>	<u>Basq</u>	<u>Span</u>	<u>Math</u>	<u>Eng</u>
<u>Basque C.</u>	94%	94%	89%	94%	90%	91%
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Focus on effective practices

EVALUATION (x 2)

- **EVALUATION FOR REPORT CARD (*clasification of students*):**

- ✓ Auto-evaluation, in pairs, co-evaluation... It is not enough only good will or good intention, it is to apply some TECHNIQS and TOOLS:
 - Correct a composition, should I find the answers in Internet or in Classroom blog?
 - Public group presentation, but audience-students without a key to evaluate // ow can be detected that the group effort was not balanced?
 - Positive application of a “Classic exam”: students had to explain the solutions to other students a level below, in a way that all could understand, etc. (tool or technics)

- **EVALUATION AS A MOTIVATING ASPECT:**

- ✓ POSITIVE messages private and public, NEGATIVE messages only in private. Ok. But...
- ✓ How to transmit NEGATIVE messgs / needs-for-improvement in a MOTIVATING way?
- ✓ KEY FACTOR, RAPPORT: Speed, tone, volume, breath (replicating behav.), body language, eye contact... Locus of Control, Attribution for success...

RESEARCH: 3. Most efficient pedagogical practice

METACOGNITION: to know how I have learnt

- Importance of this measure spread to schools, teachers, families-. IE VISIT to school.
- Teachers should make students aware of their own learning processes, of their learning successful strategies.
- 2 learning aspects can be achieved:

A.- AUTORREGULATION of student's knowledge: Teacher lead student- path of SELF AWARENESS OF LEARNING PROCESSES through simple QUESTIONS:

- *What steps have you taken to go through the task? I have read the text, underlined it, highlighted , I ve seen some youtube videos, etc.*
- *Which steps would you repeat?*
- *Which steps would you abandon?*
- *Could you summarize the most important steps?*

B.-STUDENTS' ABILITY OF EXPLAINING TO THEIR MATES THE SUCCESSFUL TASK. Teacher lead student- simple question: can you explain the task to your mates? If so, **Complete assimilation** of the learning process done!! Linked to ACTIVE, STUDENT CENTRED METHODOLOGIES: working in pairs, cooperative groups, through **ORAL PRESENTATIONS**. Linked to learning IN COMMUNITY,

RESEARCH. 4. Most efficient pedagogical practice: development

COMPREHENSION READING STRATEGIES

IE should foster at school visits by focus on:

A.- ORGANIZATIONAL STRATEGIES

- ✓ **Control that school STRATEGIC DOCUMENTS gather READING C. STRATEGIES:**
 - ❖ **ANNUAL REPORT** improvement proposals (coming from students internal & external results): priorities for next school year.
 - ❖ **ANNUAL PLAN** : in terms of objectives & activities
 - ❖ **TRACEABILITY & COHERENCE** among them
- ✓ **Create own READING PLAN & READING COMMITTEE:** Not only linguistic areas but **scientific areas- ALL TEACHERS ARE LANGUAGE TEACHERS**
- ✓ **Stablish a COMMON CALENDAR for COORDINATION** among teachers: **TIME & PLACE**

INSPECTORS ASK THE SCHOOL TO THINK ABOUT:

B.-METHODOLOGICAL WORKING STRATEGIES :

- The use of texts and questions that combine **LITERAL, INFERENTIAL and INTENTIONAL** comprehension. **ALL** are **NECESSARY**. Some **MORE ELABORATED**.
- Introduce **INFERENTIAL AND INTENTIONAL** questions **GRADUALLY**, from September to June (one question, two...), along with literal questions.
- Create **THEIR OWN TEXTS**, closer to students' reality and focus of interest. Combine text-books with pre-designed texts.

INSPECTORATE ASKING FOR & PROMOTING EXPERTS INTERVENTION:

- Schools need **GUIDANCE, SUPPORT & TRAINING** provided by the “**ADVISORY SYSTEM**” such as Teachers Centers or similar. Specialized on ***THOSE FOUR PRACTICES***.
 - ✓ How to promote ***meta-cognition***. In secondary, primary, nursery...
 - ✓ ***Evaluation Strategies*** (group presentation of the work to students 2 years younger?)
 - ✓ ***Communication abilities***: rapport, effective feedback, description of the behavior...
 - ✓ ***Reading comprehension*** strategies and activities:
 - ✓ Difference between “***group work***” and “***cooperative techniques***”.
 - ✓ ICT as a tool.
 - ✓ **Materials, Examples, Exchange of good practices. Networks...**
- All the above under some pedagogical basis:
 - ✓ Students must experience ***success to progress*** (Attribution for Success, Locus of control...)
 - ✓ Attention to Specific Educational support and needs
 - ✓ Quality, Equity, Inclusion.
 - ✓ Avoiding learning differences related to background: Social Justice.

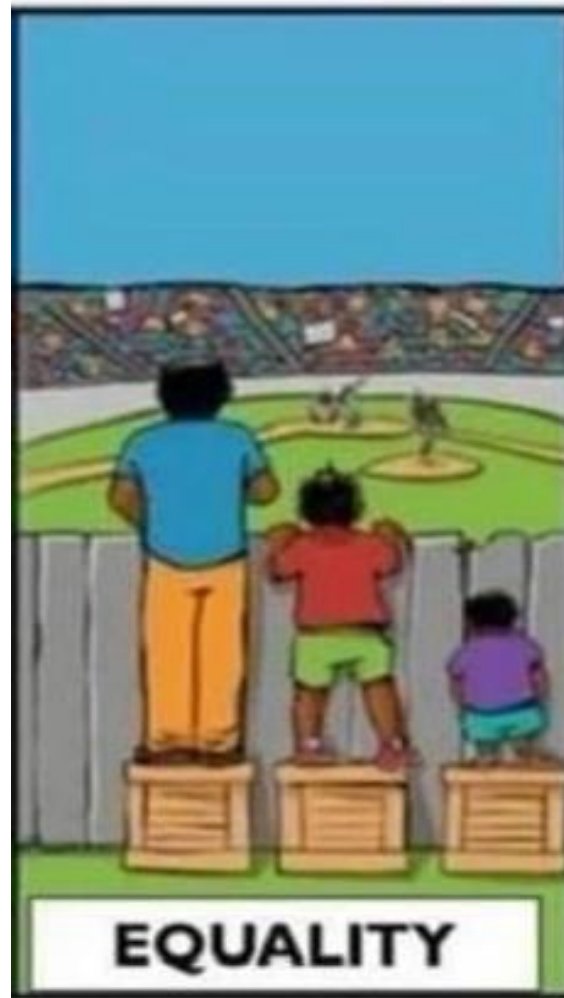
TO SUM UP:

- 1. SCHOOL –LEVEL research exists. Education Inspection has to foster it.**
- 2. SYSTEM LEVEL research and data are very rich. Education Inspection can help schools to read INTERNAL AND EXTERNAL EVALUATIONS and take decisions.**
- 3. INTERNATIONAL LEVEL research says: four practices are effective. Teachers have to put them into PRACTICE IN SCHOOLS under experts guidance and training.**
- 4. INTERNATIONAL LEVEL research says that four practices are effective. Education Inspection has to inform about it to the POLICY MAKERS.**

E.I. path and contribution: from REALITY TO.... JUSTICE:



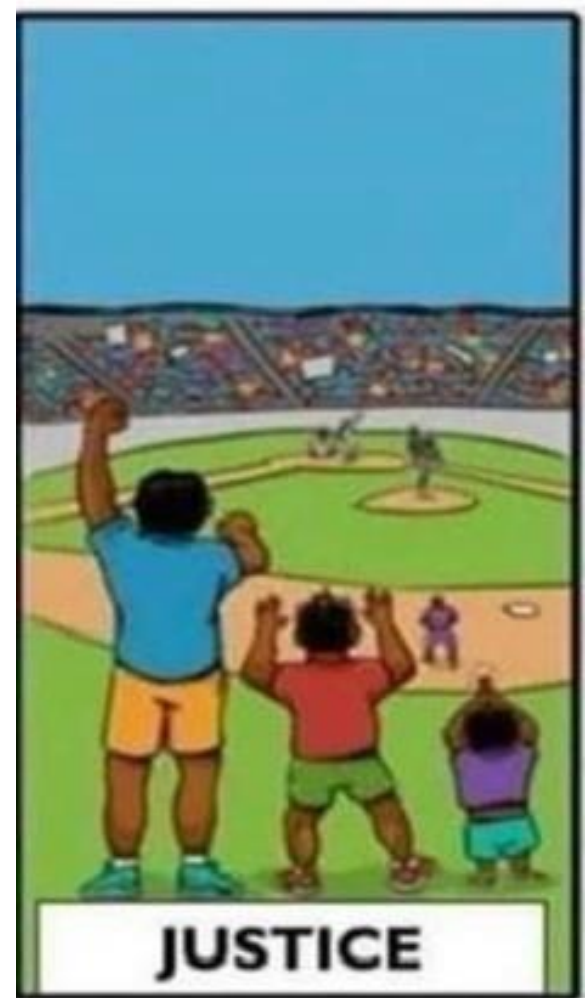
One gets **more than** is needed, while the other gets **less than** is needed. Thus, a huge disparity is



The assumption is that **everyone benefits from the same supports**. This is considered to be equal



Everyone gets the support they need, which produces equity.



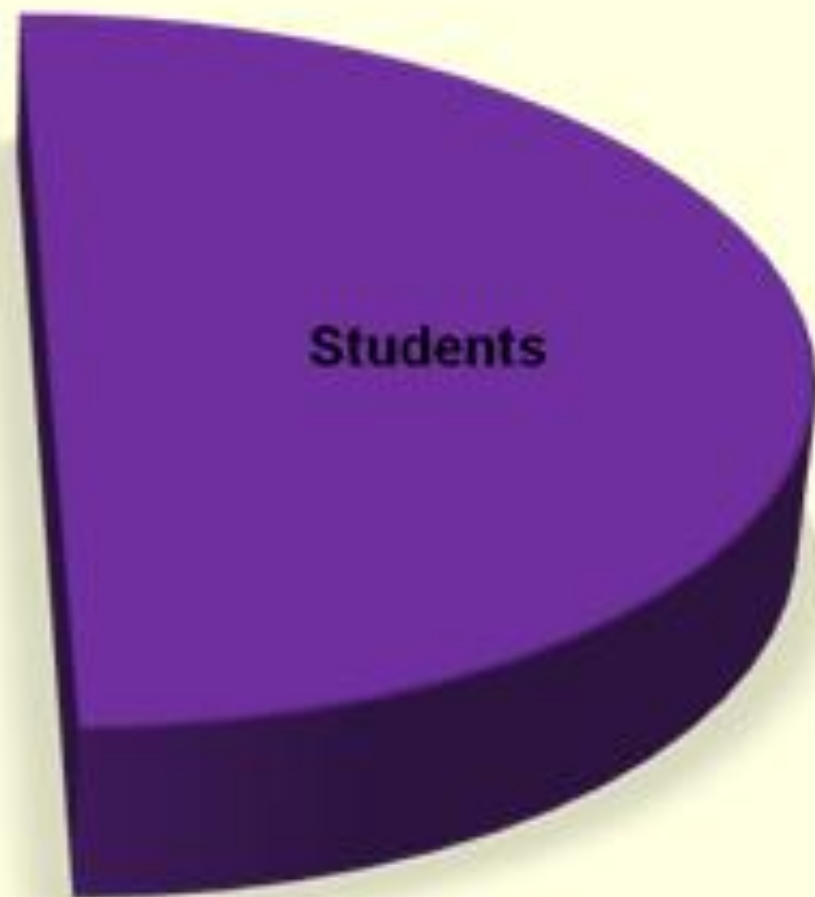
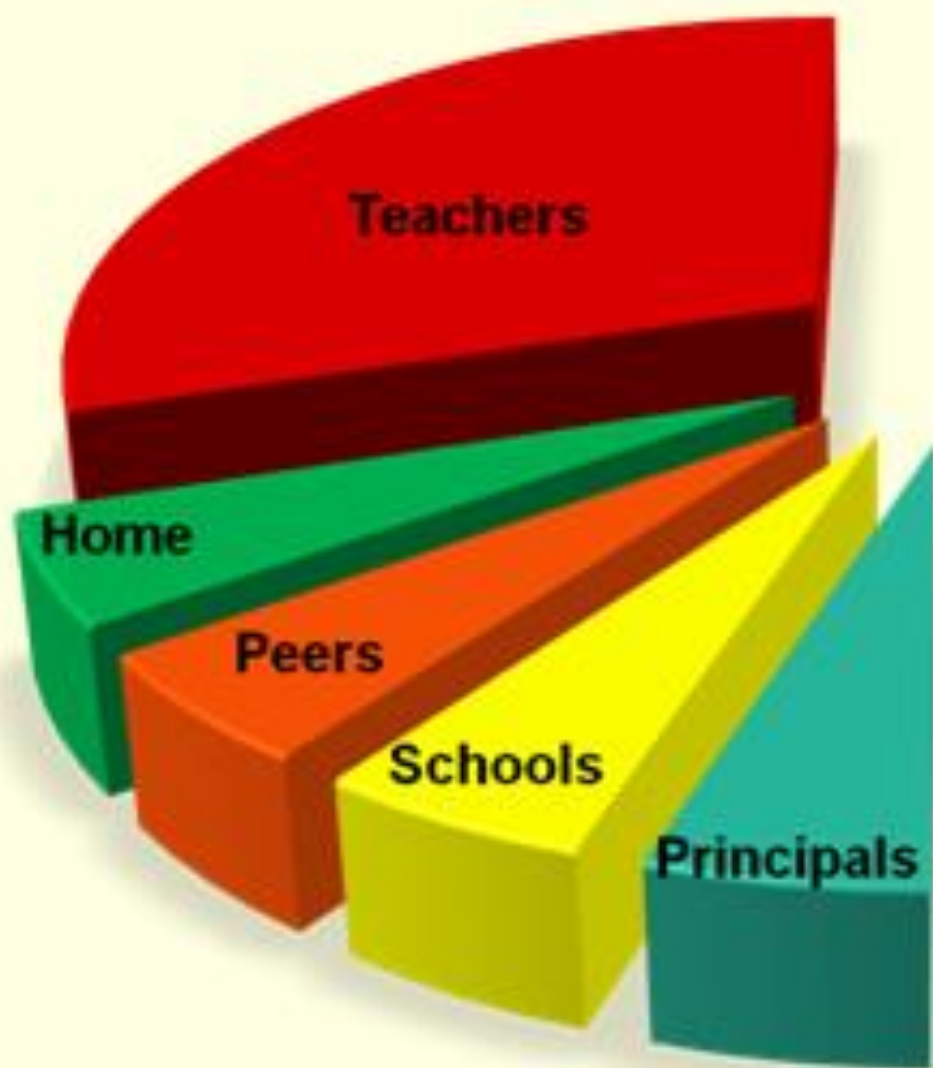
All 3 can see the game without supports or accommodations because the **cause(s) of the**

Eskerrik asko.

Thank you very much.

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✓ **WORKING STRATEGIES :**

- The use of texts and questions that combine **LITERAL, INFERENTIAL and INTENTIONAL** comprehension. **ALL** are **NECESSARY**.
- Introduce inferential and intentional questions **GRADUALLY**, from September to June (one question, two...), along with literal questions.
- Create **THEIR OWN TEXTS**, close to students' reality and focus of interest. Combine text-books with pre-designed texts.
- Establish a **COMMON CALENDAR** for coordination among teachers: TIME & PLACE

INTRODUCCIÓN PARA LA GA DE BILBAO:

This is the end of the thematic year on Research and Inspectorate.

We are here thanks to the previous three workshops on Madeira, London and Luxembourg on the same topic. Just to mention some ideas that were then and there mentioned, and for us have been like references:

1. **In Madeira, Mr. George Morgado:** Research can be *“Calling into question what was obvious for Inspection” Does it happen? Are there educational revolutions based on the results of research?*
2. *In London: Ethics and Inspection: What is Ethics? How can we understand it? How can we as inspectors be affected by the ethics in research? Ethics in selecting the topics, (the main needs of the students related to social media-networks...). Ethics in communicating the results of the research, etc.*
3. *Una idea de Luxemburgo (poner aquí)*

PARA ASEGURAR LA COMPRENSIÓN LECTORA: IE le pide al centro escolar que actúe en 4 ámbitos:

1. ESTRATEGIAS ORGANIZATIVAS

- ✓ Creación de su propio **PLAN LECTOR**: dirigido a **TODAS LAS AREAS/MATERIAS**, no únicamente a las lenguas: acuerdos, actividades coordinadas, objetivos comunes.
- ✓ **COMISIÓN LINGÜÍSTICA** : No solo docentes de áreas lingüísticas & resto del profesorado. **TODOS SOMOS PROFESORES DE LENGUA.**
- ✓ **ESPACIO VIRTUAL: IRAKURGUNEA**: Modelos Plan lector, banco de recursos, experiencias centros. Redes de formación e intercambio de experiencias y Buenas prácticas:

2.-ESTRATEGIAS METODOLÓGICAS:

- Utilización de textos con preguntas que combinen los tres tipos de comprensión **LITERAL, INFERENCIAL E INTENCIONAL. TODOS NECESARIOS**
- Introducir preguntas inferenciales e intencionales **GRADUALMENTE**, desde septiembre a junio (1, una, luego 2...)
- Producción de **TEXTOS PROPIOS**, cercanos al interés y realidad del alumnado. Combinar libros de texto con textos pre-diseñados
- Establecer un **CALENDARIO COMÚN DE COORDINACIÓN DEL PROFESORADO: TIEMPO&LUGAR**

So, Inspectors practices should be based on

RULES. We have to pay attention to:

- Added value,
- Students results.

INTERNAL EVALUATION:

Exhaustive: every year, every student, every subject differences with the BAC and inter groups.

EXTERNAL EVALUATION:

- Regression line (added value)
- Levels and descriptos of each level.

EFFECTIVE PRACTICES:

- Collective teachers' efficacy.
- Evaluation.
- Meta-cognition

Let's see an example:

INFERENTIAL & INTENTIONAL comprehension

KEY FACTORS TO ASCEND from **initial to intermediate and advanced levels** in literacy.
They mark the difference.

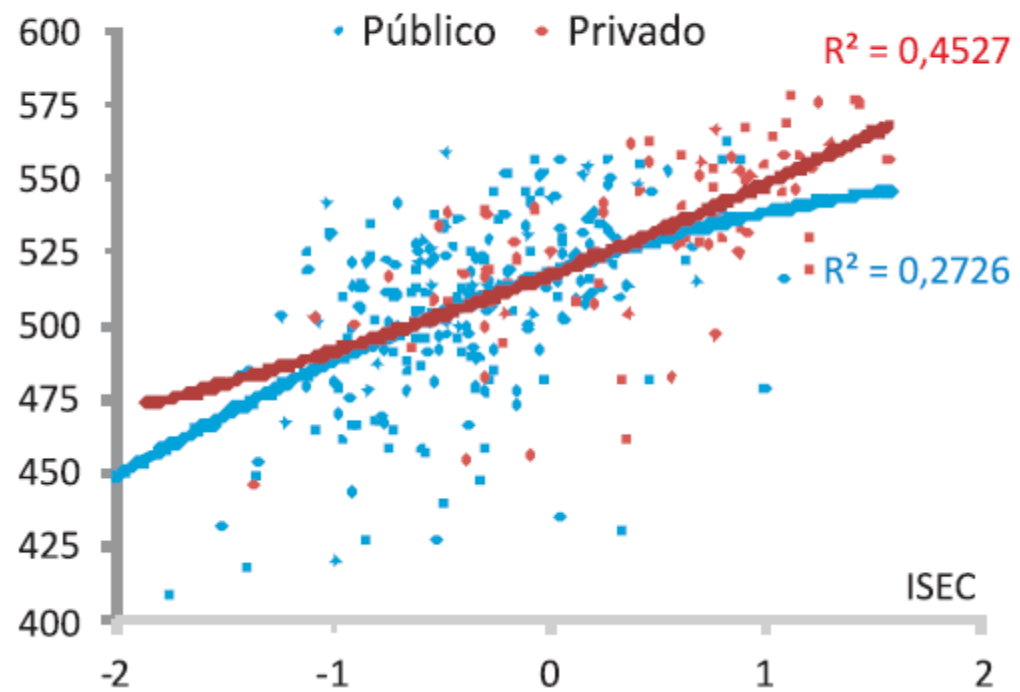
They are essential to acquire high level reading skills.

If only focus on **LITERAL comprehension**, our students will be very good at it. But probably will keep at **initial level**.

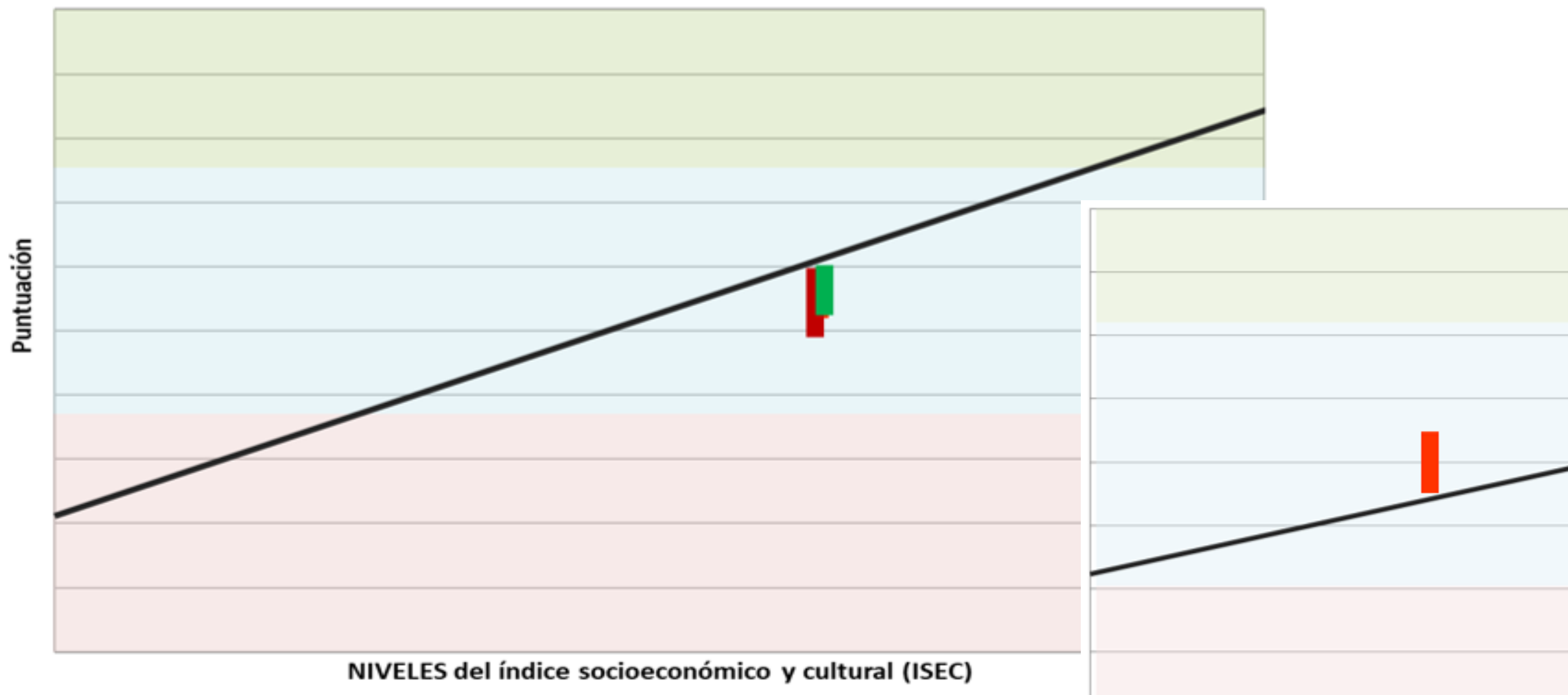
More elaborated type of comprehension activities: different results, **intermediate and advanced levels**

Let's take a look at this text:

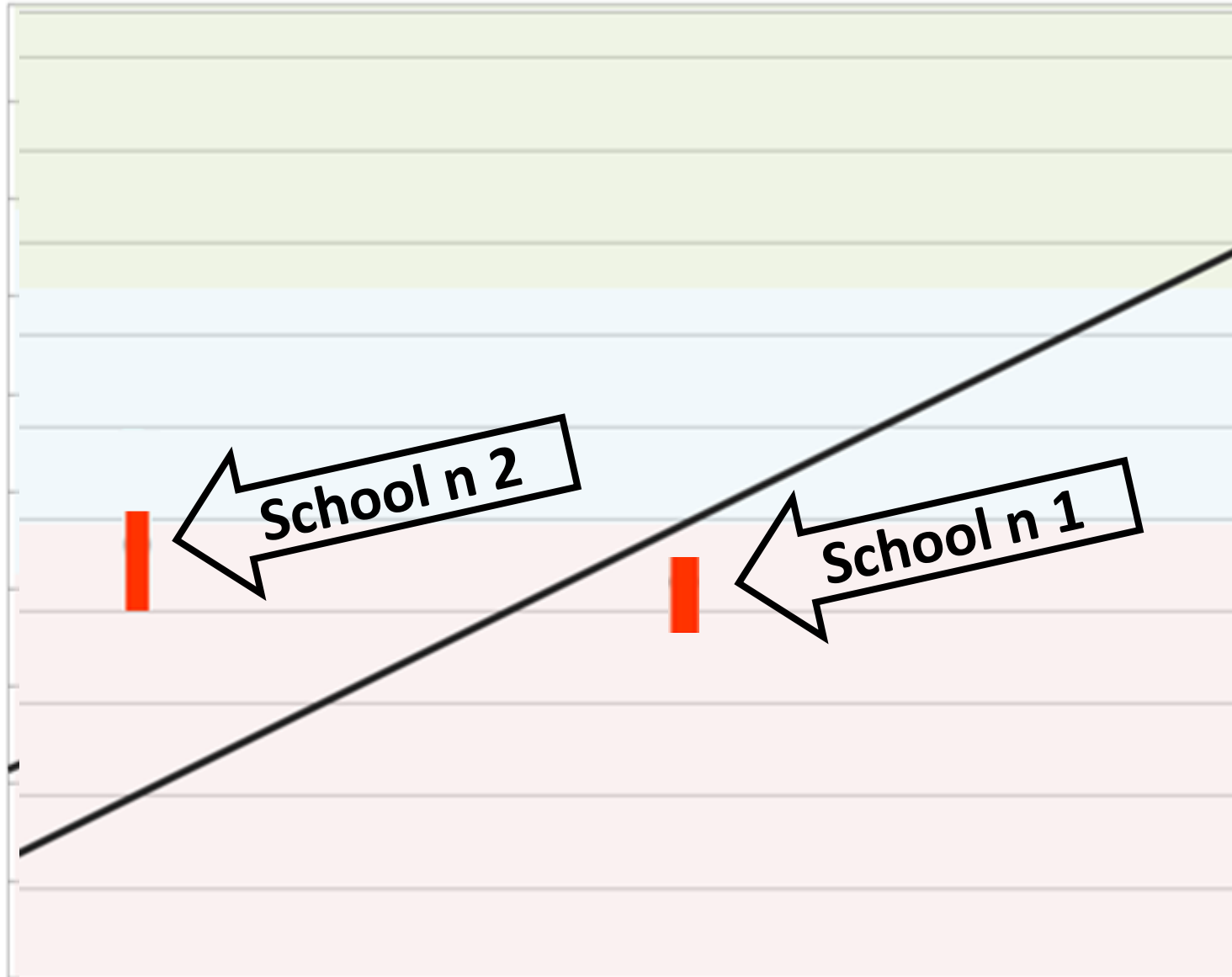
PIRLS



This 2 schools results are very similar, but....



The next 2 schools have similar results but.....



Their ISEC are different

One of them is not providing students with the expected results.

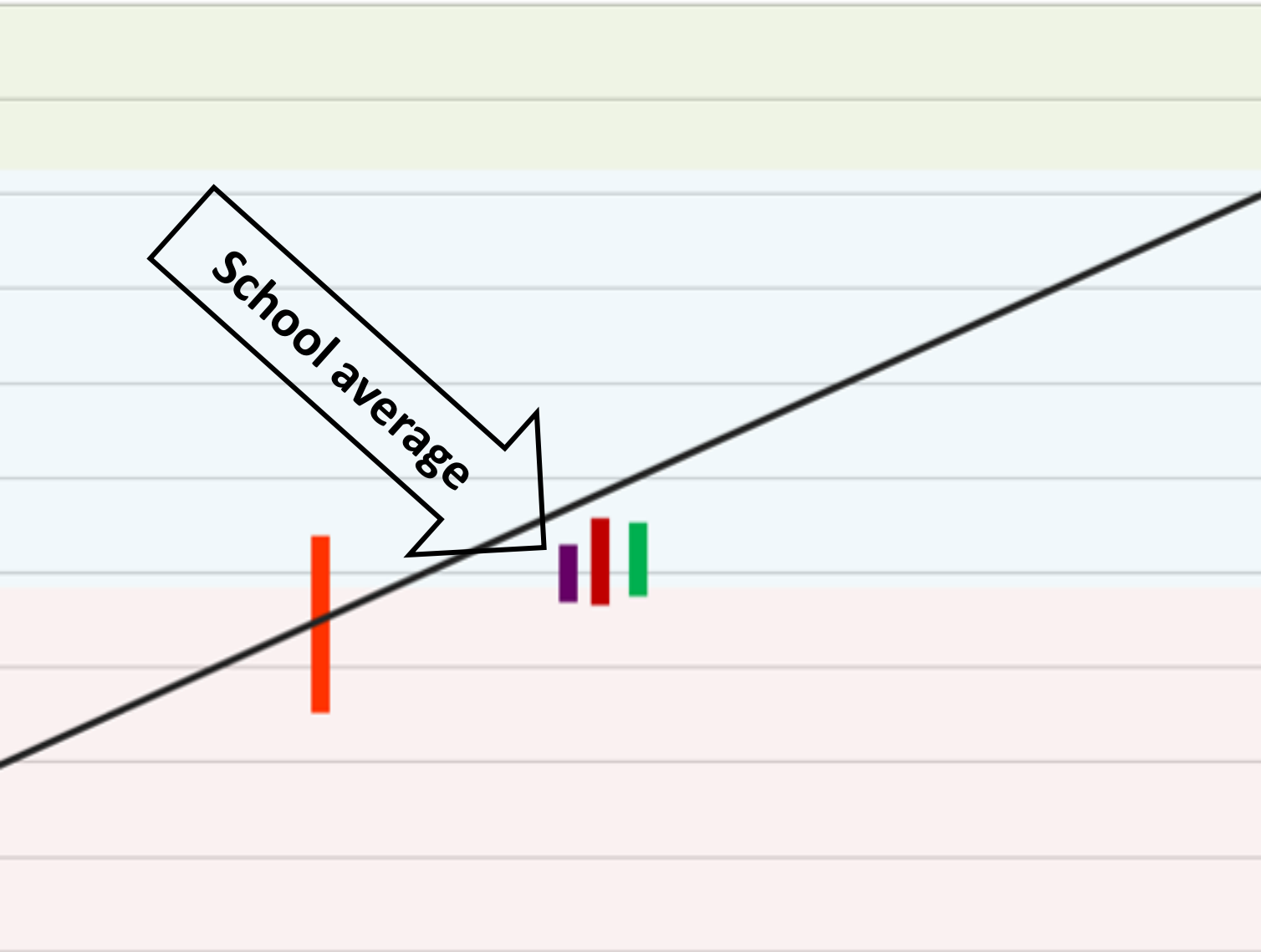
So, there is not added value.

What can do EI?

Special follow up

To warn other branches of the Administration for advisory, training, resources...

Variations within the same school



There are three groups in the same level in the same school

The average does not fulfill expectation.

Ability grouping is not working.

Avoiding this classification

Which groups need reinforcement?

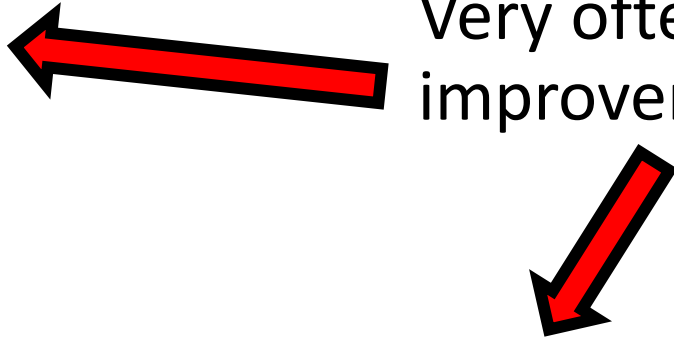
OK. We have the data, next what??

Take one of the Dimensions: LINGUISTIC COMPETENCE or LITERACY:
Basis for other competences.

Divided into:

- **Reading comprehension.**
- *Writing.*
- *Oral comprehension.*
- *Oral expression.*
- *Oral interaction.*

Very often: space for improvement.



Obvious strategy: implement **MORE SESSIONS**
of the classical exercise: “*read a text and
answer some questions*”, to get better results.
Is it a good approach? Better comprehension??

1.- RESEARCH DEFINITION.

RESEARCH DEFINITION:

RESEARCH, MERRIAM-WEBSTER DICTIONARY: *investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws.*

We understand 3 main characteristics:

- 1.- PRACTICAL point of view: we want research to be USEFUL, specially in education. PRAGMATISM.
- 2.- SCIENTIFIC APPROACH: from data to information and from information to conclusions; and
- 3.- the ETHICS of the research

THE FOUR OF THEM ARE GOING TO BE KEY ASPECTS OF THIS PRESENTATION.

3.-INSPECTORATE'S ROLE FOR IMPROVING EDUCATIONAL SYSTEM : PRACTICE EVERY YEAR.

- Beginning school year: VISIT schools
- Help them READ school results of internal students eval- & results of external students evaluation
- ADJUST & SPREAD the most effective teaching practices according to RESEARCH

3.-INSPECTORATE'S ROLE FOR IMPROVING EDUCATIONAL SYSTEM : PRACTICE EVERY YEAR.

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2.-FROM SCHOOL LEVEL RESEARCH TO INVESTIGATION OF BIGGER AMOUNT DATA AND COMPARISONS AT EDUCATIONAL SYSTEM LEVEL PRACTICE EVERY YEAR AS INSPECTORS.

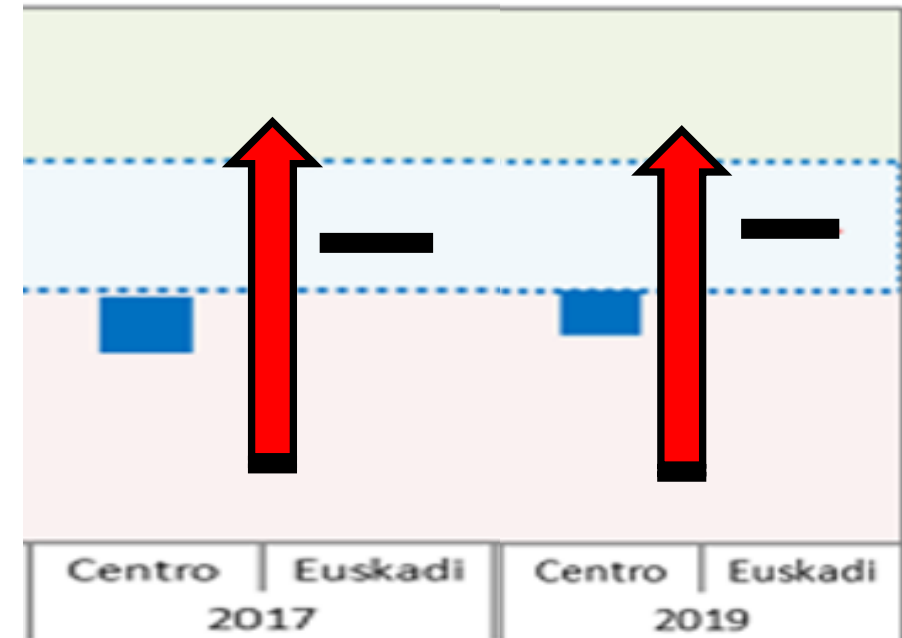
- Beginning school year: VISIT schools
- Help them READ/ANALYSE students results from school internal eval- & from external evaluation
- ADJUST & SPREAD the most effective teaching practices according to RESEARCH according to each school's context

INDEX:

- 1.- SCHOOL LEVEL RESEARCH BY SCHOOL AGENTS. INSPECTORATE ROLE.
- 2.- EDUCATIONAL SYSTEM LEVEL RESEARCH. INSPECTORATE DUTIES: READ Internal& external results. DISSEMINATE the most effective teaching practices.
- 3.- FOCUS ON THOSE 4 MOST EFFECTIVE EDUCATIONAL AND ORGANIZATIONAL PRACTICES
 - CROSSING DATA.
 - ETHICS.
- 4.- POLICY MAKERS LEVEL: CONCLUSSIONS AND DISSEMINATION OF THOSE BEST TEACHING PRACTICES.

As a CONCLUSION:

If schools keep on doing “literal” comprehension activities, even intensifying them, even increasing the number of exercises, even increasing the number of sessions...
... the result will be very similar.



It is necessary to CHANGE the FOCUS TO A HIGHER COMPREHENSION ACTIVITIES.