

ABOUT THE DIAGNOSING TEACHING PRACTICES

Tool for Diagnosing Teaching Practices (TDTP) for primary school was developed in 2016.

TDTP allows the assessment of teaching activities and actions with the use of three types of teaching strategies:

1 type	Orientation to standard types of tasks and algorithms for solutions, domination of traditional assessment system, "class & lesson" form of organization of educational process. Main teaching tools are the curriculum and traditional textbook.
2 type	Orientation to substantial relationship of given task. Teacher masters the task approach in learning but in educational practice plays a central role.
3 type	Teacher's actions are aimed at organization and management of the educational process. Domination of children's research actions, discussions and formative assessment.

TDTP FEATURES



The diagnosis is built on the SAM model that is based on the theory of cultural growth (Lev Vigotskiy, Boris Elkonin, etc.).



It allows the assessment of dominant teaching strategies of a primary school teacher.



It allows the determination of characteristics of the applied teaching practices that provide for the best mastering of cultural knowledge at 2 and 3 SAM levels.



The tool passed test assessment expertise and approbations in Armenia, Kazakhstan, Kyrgyzstan, Russia and Tajikistan.

CICED Center for International Cooperation in Education Development

SAM STUDENT ACHIEVEMENT MONITORING

Assessment of subject competencies

TOOL FOR DIAGNOSING TEACHING PRACTICES

(primary school)



Russia, Moscow, 119021,
per. Bolshoi Chudov, 8 / 1

+7 (499) 653 51 10

info@ciced.org

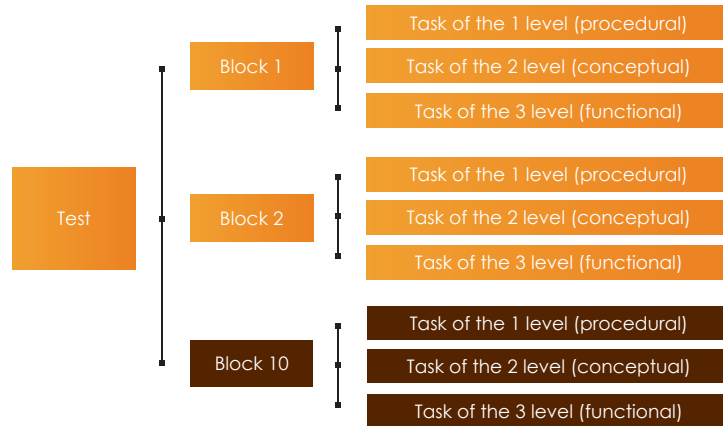
www.ciced.org



TEST STRUCTURE

The test consists of tasks that are united into blocks. Each block includes 3 types of tasks (1, 2 and 3 level).

There are 39 tasks in 13 blocks.



Test Duration: 120 minutes.

Test format: computer based with allowance to use all sources of information.

TASK TYPES

- Open-ended questions.
- Closed-ended questions.

ASSESSMENT

Quality assessment. Every answer is assigned to a leading type of pedagogical action (1, 2 or 3 level).

RESULTS OF DIAGNOSIS

- Determination of predominate type of teaching practices;
- Determination of type of pedagogical strategy of teacher.

RESEARCHED PEDADOGICAL PRACTICES

-  Allocation of core subject ideas.
-  Planning of pedagogical actions on introduction of ideas.
-  Work with academic manuals.
-  Self-consistent analysis of conducted lesson.
-  Setting the problem.
-  Organization of research actions of students.
-  Organization of work with text.
-  Organization of discussions in class.
-  Modelling.
-  Predominate tasks used in educational process.
-  Assessment and controlling.
-  Formats out of school learning.
-  Organization of independent work of students.

EXAMPLE OF TEST ITEM

Solving a following task of dividing multi-digit numbers, $7245 / 35$, several students came up with the answer **27** instead of the correct answer **207**. When solving other examples, there was also a similar error.

Choose those actions of the teacher that you consider to be correct in the situation described and write them down in the correct sequence:

1. To write on the blackboard the different answers given by the students.
2. Specify the correct answer.
3. Explain to students who gave the wrong answers what their mistake was.
4. Offer a student, who has correctly solved the task the opportunity to explain how he did it.
5. To write on the blackboard and in notebooks, what typical mistakes can occur when dividing multi-digit numbers, and how to avoid them.
6. To give a few similar examples.
7. To gather students in groups to analyze the reason for the different answers when performing the task, and to develop a "handbook of potential errors" when dividing multi-digit numbers.
8. Discuss the results of the groups.