

**Final Report of Project**

Project No. : 2010/0123

**Part A**

Project Title: The Power of Formative Assessment (Formative Instructional Practices) to enhance for Student Learning and Motivation

Name of Organization/School: International Alliance of Invitational Education (Hong Kong)

Project Period: From \_\_\_\_\_ 06/2011 \_\_\_\_\_ (month/year) to \_\_\_\_\_ 07/2012 \_\_\_\_\_ (month/year)

**Part B**

*Please read the Guidelines to Completion of Final Report of Quality Education Fund Projects before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

*\* Final Report of Project prior to the 8<sup>th</sup> call should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

*\* Final Report of Project under the 8<sup>th</sup> and subsequent calls should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

*This form/guidelines can be downloaded from the QEF webpage at <http://qef.org.hk>.*

## Guidelines to Completion of Final Report of Quality Education Fund Projects

*Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.*

### 1. Attainment of Objectives

**Table 1: Attainment of Objectives**

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
To extend the understanding and application of formative instructional practices to more secondary schools in Hong Kong in order to enhance student-based learning and learning motivation	Marketing workshop in July 2011; 4 day workshop for project schools; public sharing session	Fully achieved	100% teachers and principals who attended the public sharing workshop agreed they gained basic understanding of how to use FIP to promote student motivation. 95% project schools teachers agreed the our 4 days training and whole school workshop extend their understanding and encouraged them to apply formative instructional practices.	
To train teachers to use and apply formative instructional practices to guide effective instruction decision-makings to better address learning diversity	4 day training, follow-up sharing sessions, webinars, online courses	75% attained	75% teachers who attended the 4 day training shared about how they unpacked their learning goals to cater for learners with different abilities and learning pace; they also mentioned how they use different responsive	The objective to train teachers how to use FIP strategies is 100% achieved. However, the challenge remains with small proportion of teachers are too busy to try new things. It could deal to the fact that whether they have enough support from the leadership team

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			teaching strategies to engage students and decide why to teach next.	to try these practices.
To enhance learning through formative instructional strategies	4 day workshop for project school; follow up sessions; online courses	80% achieved	80% of the surveyed students are more motivated to learn; they said in the interview that they now have a better understanding of what their teachers are trying to teach them than before. 80% of teachers seems to have a better idea to engage their students in learning and provide assessments that align with learning goals	Same as above.
To create a learning network to constantly try and share effective practices assess participants' knowledge and understanding of formative instructional practices and the effectiveness of formative practices in classrooms to transform student learning	Follow up session, school visits, webinars, support from consultants	100%	All teachers agreed that they got sufficient support from the project e.g. school visits, webinars, direct contact with education consultants. Teachers agreed that they were able to share with each other about what strategies they used and what's the effectiveness of such trials. All teachers attending the follow-up sessions were encouraged and felt benefited from listening to good examples given by	



			other schools.	
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The following items should be included in the evaluation of the attainment of each of the project objectives stated in the project proposal (*the information may be presented in a table form in the format of Table 1 in this Annex or in*

## 2. Project Impact on

### Learning effectiveness:

Teachers were trained in the 4-day training to breakdown learning goals into small and manageable learning targets for students. Students from the project schools were interviewed and they felt more in control of their learning than before and they now have a better understanding of what they learn in each lesson rather than a general idea of what it might be. Also students are motivated to learn and growing interest in their learning progression as teachers now require their students to track their learning progress using various simple strategies e.g. consensograms, student portfolios. The learning atmosphere even among poorly motivated students is drastically improved.

### Professional development:

The 4-day training and online courses help teachers to gain a better understanding of the formative instructional strategies. From the evaluation form gathered after the workshop, teachers claimed they now feel more confident to use the strategies we taught them e.g. breaking down learning goal, providing effective feedback to students, teaching students to do focus revision, etc. Also with the ongoing support of the online courses, teachers can refer back to the materials they learnt in the 4-day training should they want to refresh their memories or learn more about a certain topic. Furthermore, the launch of online courses broadened teachers' opportunity to learn at their own pace and own space. It allows professional development to happen without interruption to teachers' daily classroom teaching and other school responsibilities as they can decide on when and where to learn but not limit to the traditional face-to-face instruction.

The regular follow-up sessions, school visits and webinars are preserved to be useful by project schools. Teachers from the project schools were given the opportunities to share what they have done and learn from each other. Through these activities they can promote collaboration and cooperation among these schools as they formed a learning circle within them.

The public seminar at the end to share what the good practices from these project schools also allowed other HK schools to learn more about what formative instructional practices and offer a professional development opportunity for schools other than the 8 schools.

### School development

School leaders (principals and curriculum directors) and core teachers are actively engaged in the training and

implementation with the help from this project. A few of the project schools are putting formative instructional practices/ assessment for learning into their 3 year school development plan as one of their main focuses for the coming year. The project provides these schools with a positive experience in using formative instructional practices and sustains them to continue the effort in the coming years.

### 3. Cost-effectiveness

4. Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$30,000	\$30,000	0%
General Expenses	\$45,000	\$45,187.49	+0.4%
Services	\$115,000	\$114,067.76	-0.8%
Total	\$190,000	\$189,255.25	-0.4%

Unit cost for the direct beneficiaries:

\$190,000/40 teachers

= \$4,750

Sustainability of the learning programme and materials developed:

Teachers who went through the training programme could share their learning with their teachers in the school. The training materials developed for the whole day school training can be edited by schools for further internal staff development purposes.

### 5. Deliverables and Modes of Dissemination

Table 3: Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
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Student-friendly learning targets samples		Shared with participants at the sharing sessions as well as the public seminar in 7/2012; about 10 teachers indicated that they would use the materials as try-out	
Student-friendly rubrics samples		Uploaded on the website to share with general public	

## 6. Activity List

**Table 4: Activity List**

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Invite potential training providers	June 1- 10, 2011: Invited all universities in HK and*  participate via email and fax					was chosen as the service provider since their proposal and budget fulfill most of our requirements
Invite all secondary schools in HK to participate in this project	June 10-30, 2011: Sent out emails/ fax/ letters to invite all secondary schools to participate in this project and we received 8 application forms from their school representatives					All application forms were received before June 30, 2011. An internal meeting was held to review all the application forms and granted approval based on the pre-set criteria. Approval emails were set to each school's representative in July 1, 2011.

An Introduction seminar on Formative Instructional practices	9:00-12:00 June 11, 2011: Chung Sing Benevolent Society Mrs. Aw Boon Haw Secondary School		40			Formative Instructional Practices were introduced to teachers and they were all looking forward to the project
Day 1-2 face-to-face training on Formative Instructional	9:00- 17:00 July 6 & 7, 2011: Creative Primary School		27			Teachers' participated in the workshop were inspired by both the US and HK examples we shared and they had a good understanding of the concepts and theories we taught. They indicated that they were keen to try them out in their classrooms.
Whole school introductory workshop	9:00-13:30 July 11,2011: Chung Sing Benevolent Society Mrs. Aw Boon Haw Secondary School		60			Most of them gain a better understanding on the definition of Formative Instructional Practices and ways to set clear learning goals for students. More examples on different subjects were suggested.
Whole school introductory workshop	9:00- 17:00 August 26,2011: Caritas Pelletier School		25			Teachers were impressed by the examples we shared on sound assessment design and they look forward to try those strategies in their classrooms.
Support and consultation: Action plan drafting	September 1-30: Emails, phone conversations, sharing session		18			Teachers were engaged in developing action plans upon ways to implement the Formative Instructional Practices in their schools.
Whole school introductory workshop	9:00- 17:00 October 24, 2011: ELCHK Lutheran Secondary School		65			Teachers were actively participating in throughout the workshop and ask questions about how to set clear learning goals for students.



First Sharing session	14:00- 17:00 October 26, 2011: Lok Sin Tong Primary School		16			Teachers' representatives were sharing about the strategies and lesson plans they used with their students and they also talked about the positive feedbacks received from their students after adopting these strategies.
Day 1-2 face-to-face training on Formative Instructional Practices (Re-run)	9:00-17:00 November 10-11, 2011: Tsung Tsin Christian Academy		5			Teachers indicated they understood the theories we shared in the workshop and willing to work with other colleagues to try and adopt some in their classrooms.
Day 3-4 face-to-face training on Formative Instructional Practices	9:00- 17:00 November 16 & 18, 2011: Lok Sin Tong Primary School		30			Teachers were actively involved in the workshops and reflect on their learning at the end of each session.
Whole school introductory workshop	9:00-4:00 December 23, 2011: Ling Liang Church E Wun Secondary School		25			Teachers were impressed by the way our trainers shared about how he uses feedback to clarify the learning goals and modify instruction. More examples from other subjects would be welcomed.
Webinar session	January 1-31, 2012: Online/ Internet		24			Teachers agreed that the session helped them to solve some questions/ challenges they have when they applied the strategies in the classroom. More local examples would be preferred.
Online courses	January-July, 2012: Online/ Internet		40			80% think the courses materials are good but each course takes a long time for teachers to go through.
Second Sharing session	February 2, 2012: Kowloon Tong Training Centre		35			Teachers and principals were encouraged by the examples shared.



Whole school introductory workshop	8:00-12:00 March 16, 2012: Yan Chai Hospital Wong Wha San Secondary School		20			Teachers think the workshop is very practical and would like to have more workshops similar to it in the future.
Webinar session	April 1-30, 2012: Online/ Internet		24			Teachers benefited from the opportunity to ask questions and recommendations given by assessment experts.
Whole school introductory workshop	May, 2012: QESOSA Tong Kwok Wah Secondary School		30			Most teachers think the training matches the school development needs.
School visit	May 7-11, 2012: 2 Caritas Pelletier School, QESOSA Tong Kwok Wah Secondary School					Both schools think it was a great opportunity to receive feedback and recommendations from assessment experts after they came and observe their classroom practices.
Third Sharing session	14:00-17:00 May 22, 2012: Kowloon Tong Training Centre		35			Teachers were more opened to share about their experience as it was the third sharing session. Many of them agreed that it was a good opportunity to share with other schools.
Whole school introductory workshop	14:00-17:00 June 11, 2012: Yuen Long Lutheran Secondary School		65			Teachers gained a better understanding of formative instructional practices. They would like to have more examples from different subjects.
Public sharing seminar	9:00-12:00 July, 2012: Kowloon Tong Training Centre		40			Principals and teachers were very impressed by the school examples we showed to them.

## **7. Difficulties Encountered and Solutions Adopted**

A re-run of Day 1 and 2 workshops were carried out because some project schools could not arrange teachers to attend the initial training in July. That was not part of the original proposal; however, we see the importance to have more teachers from the project schools to receive the initial training.

One school did not receive the whole school introductory training workshop since the school claimed their teachers interested in the project were already been sent to the 4 day training. Furthermore, it cannot arrange time for the whole day school workshop as all the staff development days were scheduled for something else. We provided the school with additional supports as they were allowed to send more representatives to the Day 1-4 training than planned to compensate the fact that they didn't have the whole school training.