



Teach Well.

# Masterclass Series in High-Impact Instruction

2019 Impact Snapshot

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January 2020

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***We believe our Australian education system can and should be world-leading again, within a decade. With the right support, school leaders and teachers across the nation are able to significantly improve student learning, by translating research into classroom-level action, at minimal cost.***

## The Challenge

Across Reading, Science and Maths, Australian students are falling behind.

In Mathematics and Science, Australian students in Year 4 and Year 8 now perform worse than students in many countries, including England, America and Ireland.

Less than 10% of Australian Year 4 and Year 8 students achieved the Advanced international benchmark in mathematics – compared to 50% of students in Singapore and 27% in Northern Ireland in Year 4. (ACER, 2016).

In Reading, Australian students score lower in Year 4 than 13 other countries, including Singapore, Hong Kong, Ireland, Northern Ireland and England (who all tested in English), Finland and Poland (ACER, 2017).

The PISA 2018 results demonstrate declining results for Australian students too, with student performance falling in every assessment domain (Reading, Maths and Science).

In turning these results around, we know that great teaching really matters. Studies show that children with high performing teachers can learn four times as much in a year as children with low performing teachers (Hanushek, 2014).

At Teach Well, we believe in an Australia where every child reaches their full potential through excellent teaching in every classroom, every year of their schooling.

## The Masterclass Series

The Masterclass Series supports teachers and teacher leaders to improve practice in their own classroom through a very practical learning experience, with a pathway to mastery for all participants.

### Our Approach

By working from a robust research and evidence base and providing concrete techniques teachers can use immediately, this Masterclass Series supports teachers to build high-impact instruction. Throughout the Masterclass Series, teachers:

- » Are supported to implement and embed evidence-based teaching strategies into their practice, in their own classrooms.
- » Receive rich feedback about student learning, as they're teaching, so that they can make decisions on what to teach next, using information from every student in their class.
- » Improve student participation and engagement, such that every student achieves at least a year's worth of progress, masters concepts and retains learning in the future.



***It's not about a magical intervention to help the kids this year; it's about helping teachers make decisions based on the level of understanding of all students. That's how you close the achievement gap.***

*Dr. Dylan William*

### The Experience

- » 5 days of professional learning that deepen understanding of the research, seeing instructional strategies in action, digging into high quality examples and modelling, with hands-on testing and trialing.
- » Multiple rounds of coaching, both in person on the professional learning days, as well as by video with opportunities for self-reflection. Complete the Masterclass Series feeling confident in the practices.
- » A learning environment where every participant commits to implementing and practicing the instructional strategies as well as collecting feedback from their own students over the course of the series.
- » The opportunity for executive school leaders to participate in the first day of professional learning to build their own understanding of high-impact instruction and support for participant teachers back at school.

**100%** of teachers reported they changed their practice during the Masterclass.

**87%** of students reported their teachers changed their teaching practice.

**1**  
Teachers changed their daily teaching practices.

**Improving student behaviour and reducing disruptions is correlated with improving academic results.**

**75%** of teachers noted improvements in student behaviour in their class(es);  
22% felt behaviour was steady;  
3% felt behaviour had worsened.

**71%** of students noted peer behaviour had improved in their class(es).

**2**  
Student behaviour improved.

**89%** of teachers felt more confident students will achieve grade-level content.

**5**  
Teachers are more confident their students will achieve success with grade-level content.

3

**Students learnt more on average.**

**In primary and secondary schools, and across the curriculum (Maths, Science, English, HASS, Dance, Music, D&T, HPE, etc.)**

**50%** of participants had improved student progress, against a comparison;

**40%** of participants had student progress data but without a comparison or reference for expected growth;

**6%** of teachers did not have usable data or did not show increased student progress.

4

**Some students changed their views on learning.**

**Several significant changes in student mindsets were noted. This is rare – few interventions have been shown to build stronger student mindsets.**

**9%** of primary students and

**6%** secondary students were less likely to agree with the statement:

*“There is a limit to how much I can learn.”*

**8%** of primary students and

**4%** secondary students were more likely to agree with the statement

*“I can master the hardest topics in this class.”*

## Demographics and teacher feedback – government schools\*

### Teachers and leaders

- 49% primary teachers/leaders
- 51% secondary teachers/leaders
- 78% North/South metro schools
- 22% regional schools
- Regional areas include schools from:  
Southwest, Pilbara, Geraldton, Kalgoorlie.
- 90% teachers & HOLAs with teaching load
- 10% leaders with no teaching load
- 90% participants in schools with ICSEA below 1000
- 10% participants in schools with ICSEA 1000-1020
- 102 participants from government schools

### Students

- 5000: approximate number of students in classrooms
- 8%: approximate % of indigenous students
- 386: approximate number of indigenous students
- 35%: approximate % of ESL students
- 1715: approximate number of ESL students



“Thank you for this opportunity. I am a teacher of 30 years experience. I had a year 8 class that I could not get through to. I tried all the tricks in my bag. The high-impact instruction strategies have helped the majority of them immensely.

**Year 8 teacher**



**4**  
COHORTS

**106**  
PARTICIPANTS

The rigorous strategies, research, examples, presenters and information delivered in this PL have made a huge impact on how I teach. I am considered an extremely competent teacher but I now know what I need to focus on to be an even more successful, effective teacher. I have gained more in terms of strategies for delivery and feedback in the last 6 months than I have in the past 20 years.

**Year 7 teacher**

\* Four participants from non-government schools also completed the course, their data is not captured here.

**100%**

agree they've changed their daily teaching practices; 56% say they've changed them a lot.

**97%**

would recommend the high-impact instruction techniques to other teachers.

Participants in 2019 rated the Masterclass Series

**9.2/10**

**75%**

feel student behaviour has improved in their focus class(es); 22% say it has not changed; 3% say it has gotten worse.

**95%**

would recommend the Masterclass Series to other teachers looking to improve student outcomes.

**89%**

feel more confident students will achieve grade-level content.

**96%**

agree the practices are relevant for teachers in high socio-economic communities.



I believe the content of the Teach Well course NEEDS to be heard by every teacher. The content is hugely valuable to every student, regardless of SES. I have had so much success using this method.

**Year 4 teacher**

I just wanted to say that the most profound thing in my classroom has been the introduction of an interleaved mixed review as a learning strategy and not an assessment. Also, the re-teach part of the daily review has completely transformed the ways my students remember what I've taught them.

**Year 3 teacher**

Thank you for instilling my love of learning about teaching practices. I can't wait to keep teaching, keep sharing and see these kiddos kick goals.

**Year 4 teacher**

This opportunity has been invaluable and has been what I've been looking for to upgrade my teaching practice. I can already see the impact it is having on classroom engagement and confidence of my students. It has been a game changing PD and I've recommended it to several colleagues for next year. Thank you for the opportunity to participate.

**Year 7 teacher**



## Feedback quotes from students with teachers in Cohorts 1-4



**87%**  
of students said  
their teachers  
made changes to  
their practice.

Since [my teacher] participated in the training course I have been more engaged in class while also learning a lot. I am able to easily absorb the information with the teaching methods applied and I feel I can keep up with the numerous learning tasks. I would definitely like to see other teachers participate in the teachers course to help see improvement in their teaching and hopefully help raise my grades.

**Year 7 student**

Since [my teacher] started this program everyone has made a big improvement in our learning and with our test results as well.

**Year 8 student**

My teacher sounds more confident the past couple weeks after starting this course. I believe he's an amazing teacher and I've learned a lot from him and I can't wait to learn more with the new techniques he's learned over the next few weeks because of the course.

**Year 9 student**

[My teacher] is a great teacher and the way he teaches makes me understand things better sometimes. His way of teaching makes students comfortable with learning. Keep up this way of teaching.

**Year 8 student**



**60%**  
of students want their teacher  
to continue with the changes  
they've made; 30% are not  
sure yet; 10% don't want  
their teacher to continue.

I feel like ever since [my teacher] started these training courses that I have been more interactive with my learning and understanding more.

**Year 6 student**

I would like it if other teachers do the training course too, so my class can give them some feedback about their teaching.

**Year 8 student**

**71%**  
of students said behaviour  
improved in their class, 1 out  
of 4 said that behaviour  
improved a lot; 22% said  
behaviour has remained stable;  
7% say it has gotten worse.\*

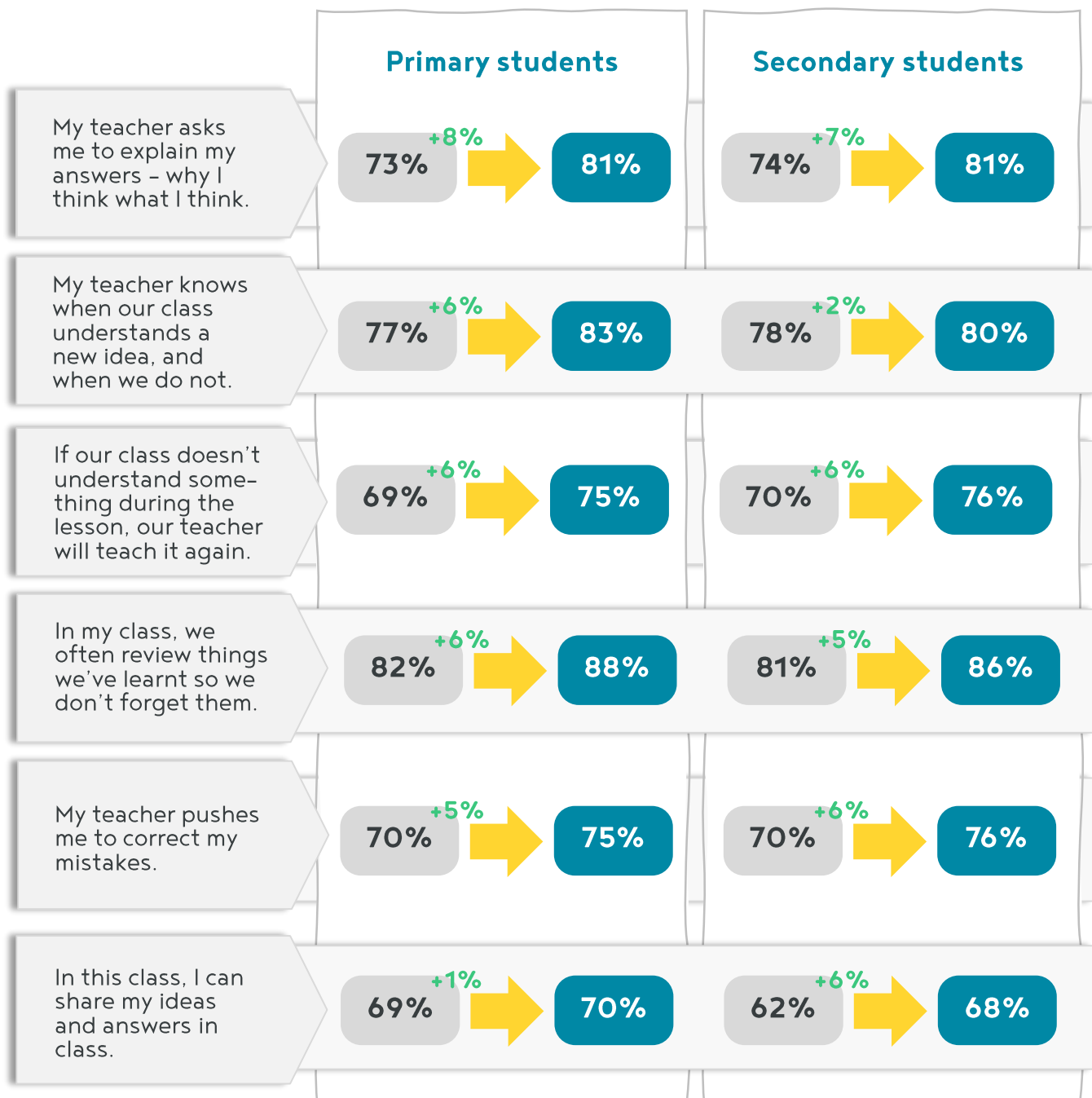


\* According to 1167 students with teachers in Cohort 3 and Cohort 4.





Across a range of teaching practices aligned to the AITSL standards, student feedback was steady\* with the following practices showing changes above/below 5%. No practices or mindsets fell significantly (from baseline). Students did not report significant changes to their sense of belonging or whether they liked the way they learn in their class.



914 primary students and 1066 secondary students with teachers in Cohort 1-4 took the pre Masterclass survey, and 917 primary students/1057 secondary students took the post course survey.

\* Results +/- 5% from initial baseline were not considered to be significant and are defined as 'steady'.

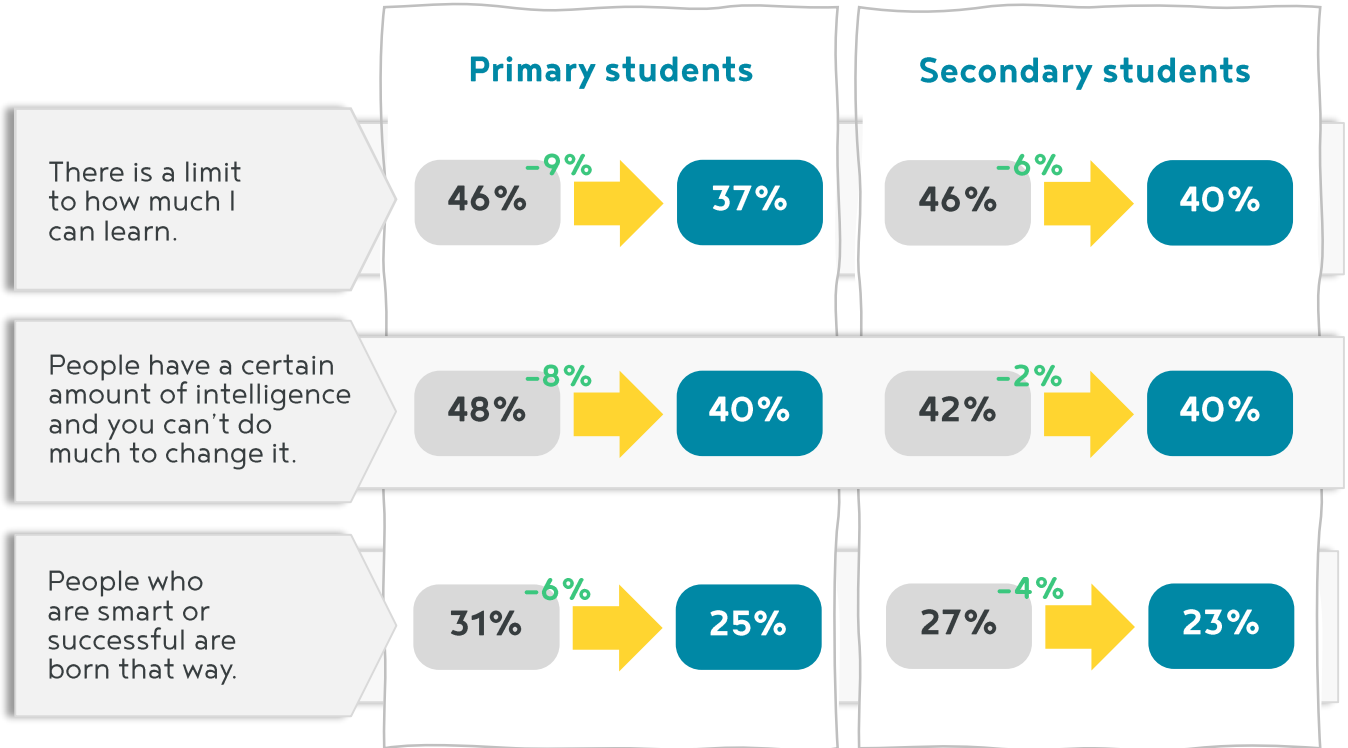
## Growth/fixed mindsets



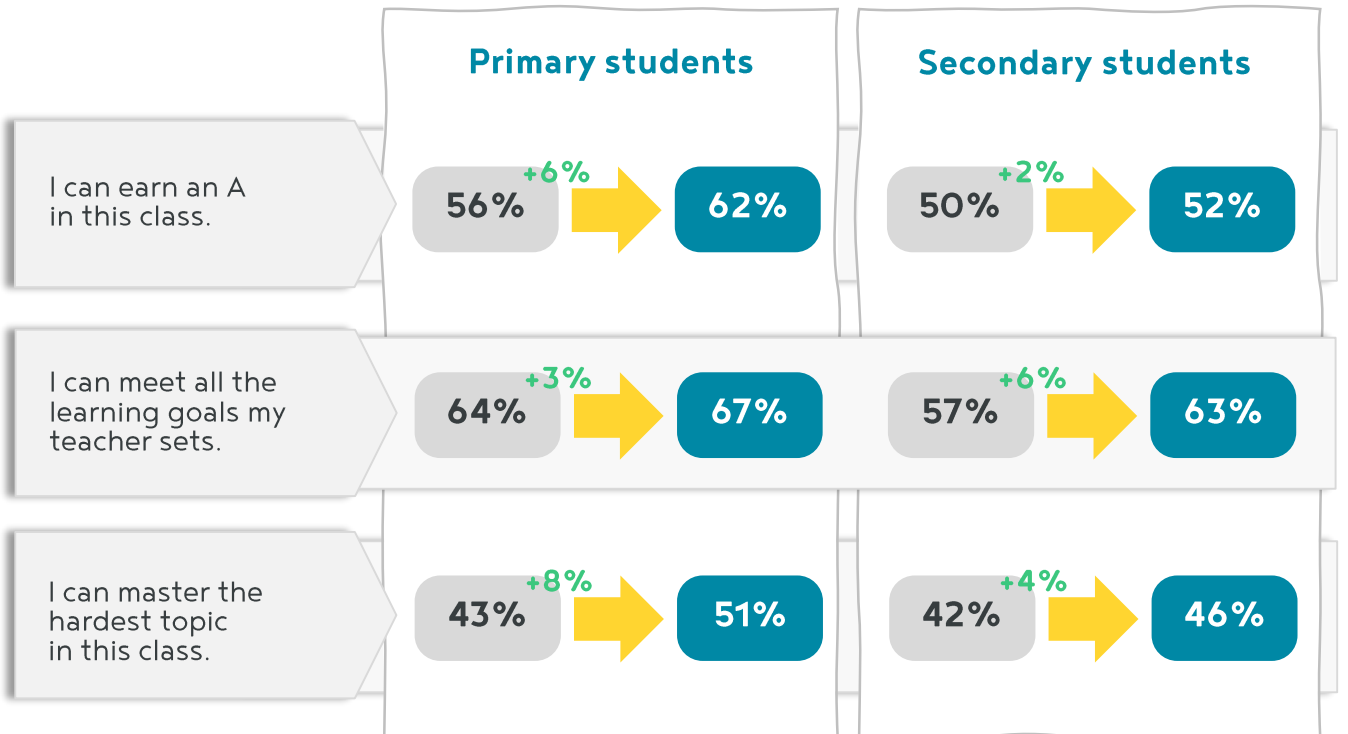
Pre MC



Post MC



## Class-specific mindsets



## Impact Measurement: Student Outcomes

Understanding the impact of teaching techniques on student learning is essential.

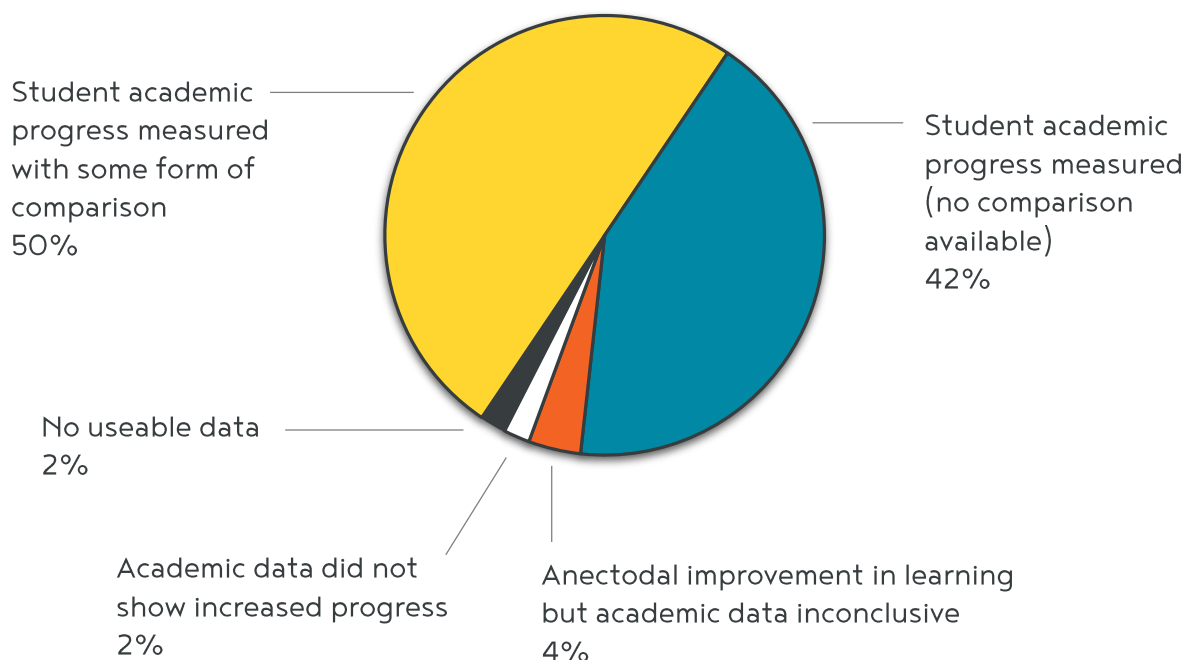
As part of the Masterclass Series, each participant creates a baseline of student academic data at the start of the course, and monitors outcomes near the end of the course.

Given that participants have different year levels and subjects, and some secondary teachers have several classes, we do not track one standard data set, rather teachers determine an approach to collecting and analyzing student progress and achievement that reflects their classroom and school context.

The following pages summarise changes in student achievement and progress for selected teachers in Cohort 3 and 4 where comparison benchmarks were available.

Please note that in the following pages, MC refers to Masterclass with Pre MC referring to baseline data collected prior to teachers/leaders completing the course. During MC refers to progress and achievement data collected during the final two weeks of the course. Comparison class refers to the results of a teacher with a class of similar ability mix that did not complete the Masterclass Series.

### Cohort 3 and 4 Impact Tracking Summary\*



\* See page 16 for detailed explanation.

### Year 6, Reading

Students were tested using a Lexile reading assessment at the start of year, immediately before the teacher undertook the MC and towards the end of the year after the teacher had undertaken the MC. Student growth dramatically increased over the period in which the teacher undertook the MC.

Student progress in Lexile reading levels per 5 months



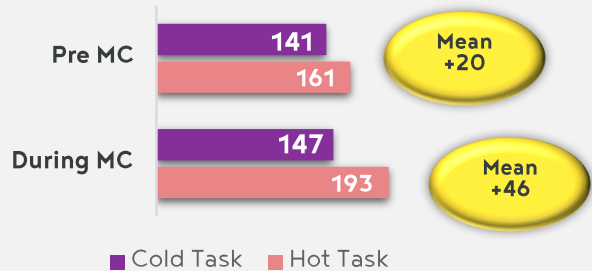
Equivalent annual progress in Lexile reading levels



### Year 1, Writing

A Brightpath cold (pre teaching text type) and hot (post teaching text type) writing assessment was completed by students before the teacher undertook the MC and again later during the MC. Over the period the teacher was using the high-impact instructional practices taught in the MC, the students made an average of 46 points of progress, in comparison to the 20 points of progress they made on average before the practices were implemented.

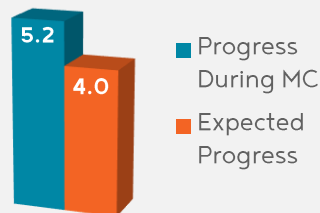
Brightpath Writing Cold (prior to teaching) and Hot (post teaching) Writing Assessment (mean score)



### Year 2/3, Reading & Writing

Students reading was assessed using a PM benchmark assessment before the teacher undertook the MC and again 5 months later during the MC. The expected students progress over this time is 4 PM levels and on average students progressed 5.1 PM levels.

PM Reading Assessment (# levels progressed)



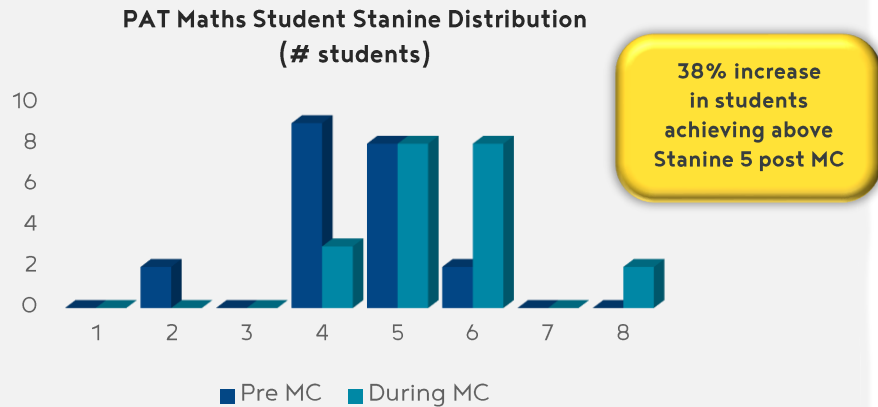
Brightpath Writing Assessment (mean score)



A Brightpath narrative writing assessment was completed by students before and during the MC. The class mean improved by 65 points over this 5-month period.

## Year 2, Maths

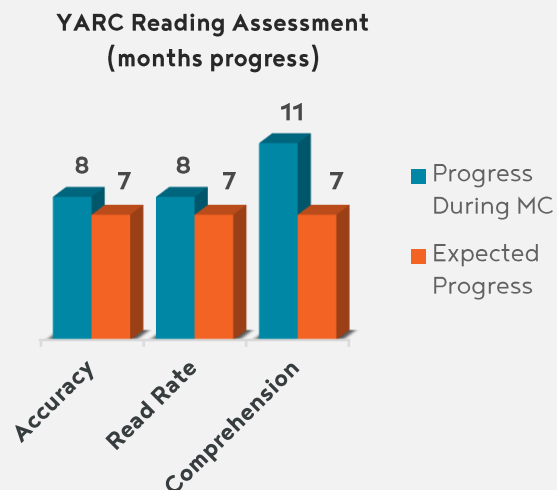
Students were assessed using a PAT Maths assessment before the teacher undertook the MC and again 8 months later during the MC. Over this time there was a clear positive shift of students into upper stanines. Stanine scores are based on students' percentile ranks which indicate the rank order and position of a student's result in relation to a norm reference sample.



## Year 6, Reading

Three students have increased their reading age by 2 years or more, and two of those students are EALD. The overall feel amongst the class is that they are more confident with their reading and I have noticed that the students are using better strategies to locate necessary information from the texts.

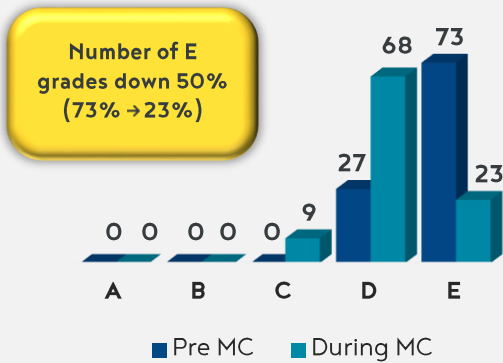
Students reading was assessed using a YARC reading assessment before the teacher undertook the MC and again during the MC. The expected students progress over this time was 7 months and on average students progressed 8 months for accuracy and read rate and 11 months for comprehension.



## Year 5, Maths

Students' Maths grades improved dramatically from Semester 1 before high-impact instruction strategies were used with the class, to Semester 2 during which the strategies were introduced.

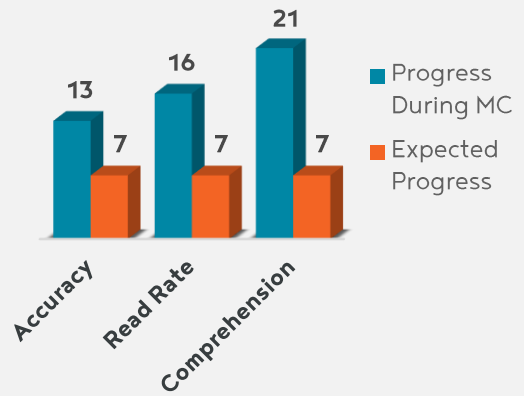
**Distribution of Mathematics, Number and Algebra Grades (against SCSA Judging Standards)**



## Year 5/6, Reading

Student reading was assessed using a **YARC reading assessment** before the teacher undertook the MC and again later during the MC. The expected student progress over this time was 7 months. On average, students progressed close to double for accuracy, double for read rate and triple this rate for comprehension.

**YARC Reading Assessment (months progress)**

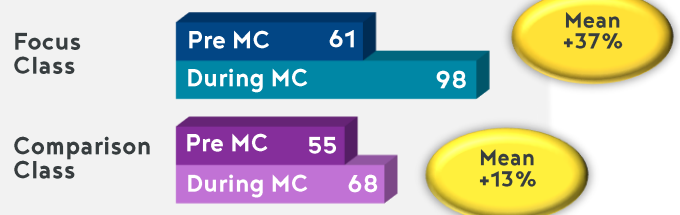


## Year 6, Science

*Using Check for Understanding questions has been more engaging for students and increased participation. My lesson planning has improved, and I am more honed in thinking about the strategies to help students learn concepts and guide them better before independent practice. Overall, I have become a more confident, knowledgeable and skilled teacher whose practice is research-based and engaging.*

After implementing high-impact instruction in the Focus Class, students in this class outperformed a Comparison Class that was not taught using the strategies. The Focus Class improved their average test performance by 23.5% more than the Comparison Class.

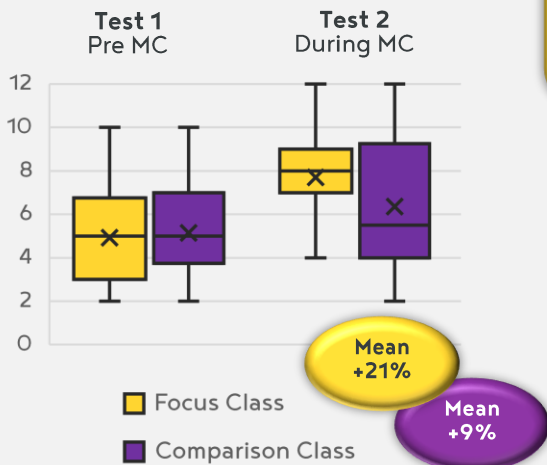
**Pre and Post Science Topic Assessment**



## Year 5, Maths

Two Year 5 classes sat a sample **NAPLAN Numeracy Assessment** and then re-took the same test approximately 4 months later during the MC. The Focus Class increased their performance 21% on average due to the use of high-impact instructional strategies, the Comparison Class only improved an average of 9% over this time.

**NAPLAN Sample Numeracy Assessment (score /12)**

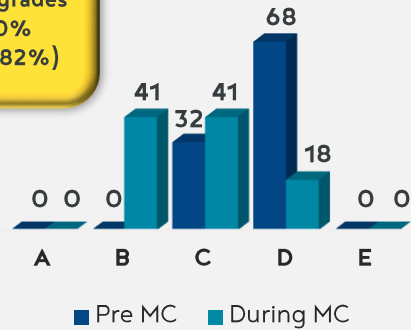


## Year 5, Maths

All students have benefited from a full participation classroom and the exposure to high-impact instruction.

**Distribution of Mathematics, Number and Algebra Grades (against SCISA Judging Standards)**

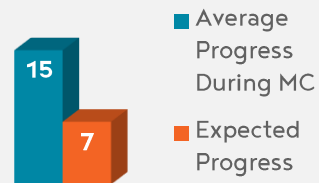
Passing grades up 50% (32% → 82%)



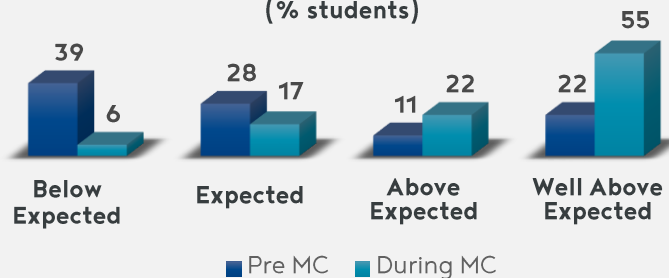
## Year 4, Reading

Students reading was assessed using a YARC reading comprehension assessment before the teacher undertook the MC and again during the MC. The expected student progress over this time was 7 months - on average, students progressed 1 year and 3 months.

**YARC Reading Assessment (progress in months)**



**YARC Reading Assessment (% students)**

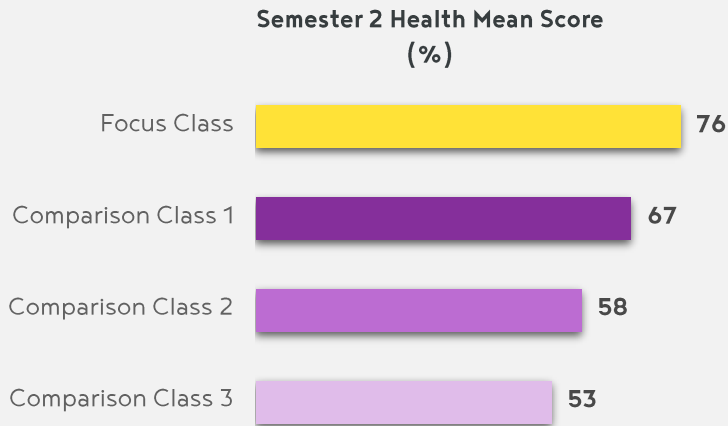


Students working well above expected more than doubled!



## Year 9, Health

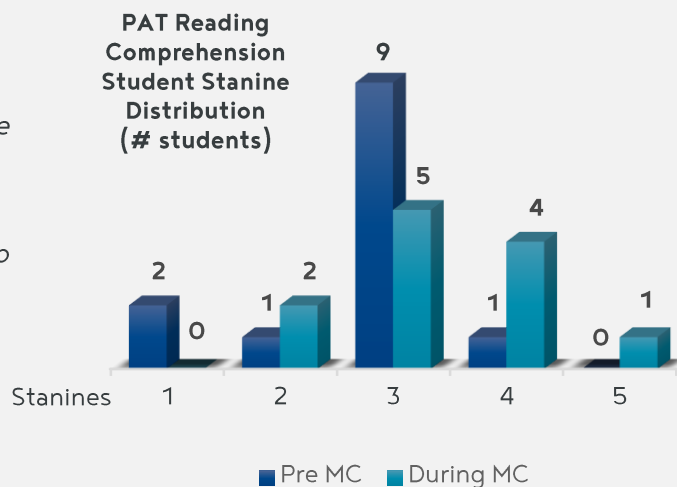
After implementing high-impact instruction in the Focus Class, students outperformed all three comparison classes that had similar academic performance and behaviour (prior to MC).



## Year 8, English

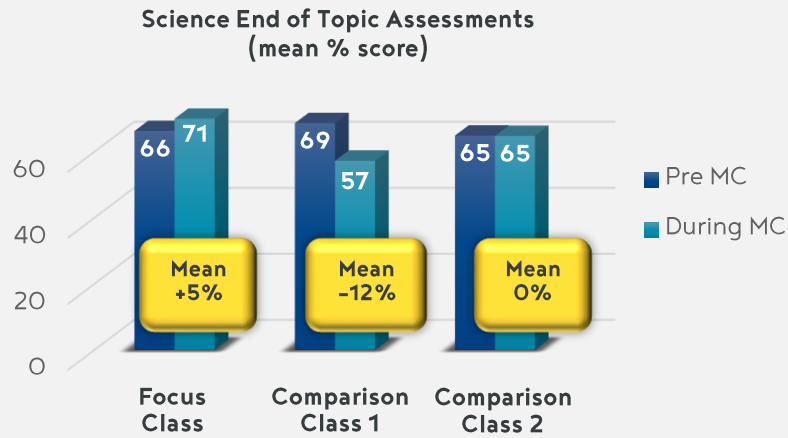
Student reading was assessed using a PAT Reading Comprehension assessment before the teacher undertook the MC and again 9 months later during the MC. Over this time there was a clear positive shift of students into upper stanines. Stanine scores are based on students' percentile ranks which indicate the rank order and position of a student's result in relation to a norm reference sample.

*The student work has improved across the board, as has student engagement. Disruptive behaviour has declined and students who had little confidence in themselves were able to recall facts and skills when prompted.*



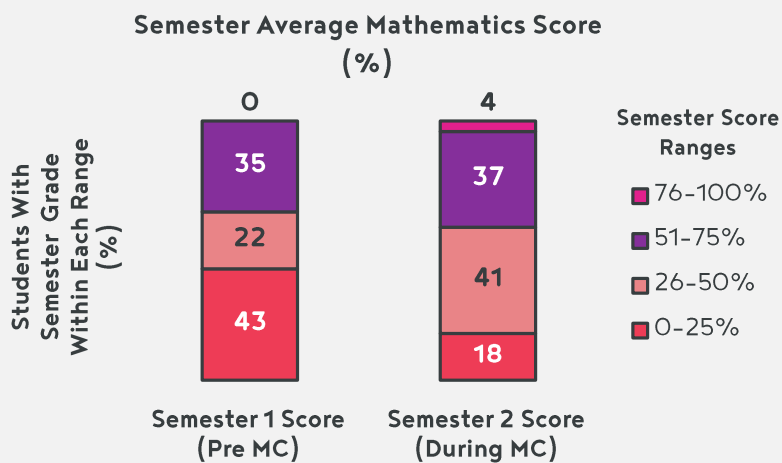
## Year 7, Science

After implementing high-impact instruction in the Focus Class, students in this class outperformed the rest of the year 7 cohort on the following end-of-topic assessment.



## Year 10, Maths

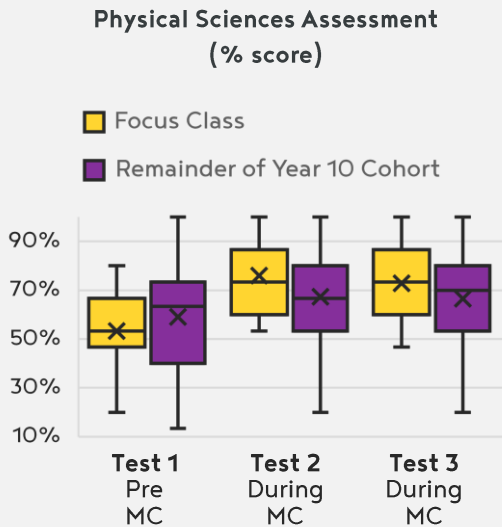
After implementing high-impact instruction with a remedial Mathematics class, students' average grades improved. Student data showed a significant decrease in the number of students whose semester average was in the 0-25% range.



“ I found my students particularly enjoyed using engagement norms.

## Year 10, Science

After implementing high-impact instruction in the Focus Class, students out-performed the rest of the year 10 cohort in the two following Physical Sciences assessments.

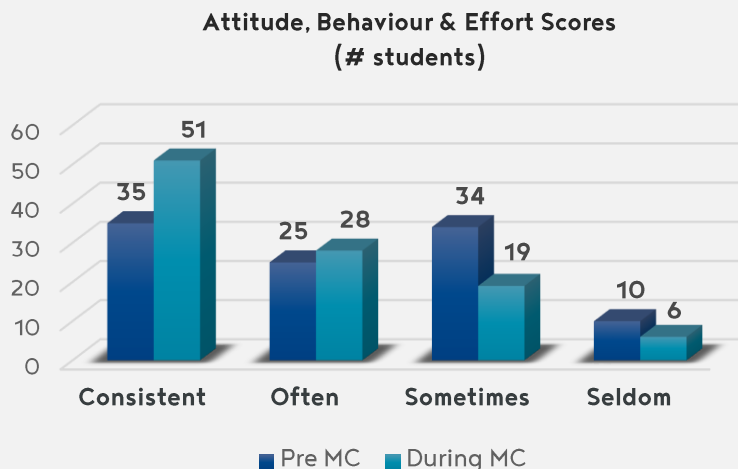


*The anecdotal evidence is that students enjoyed the verbal interactive nature of the learning and were less grumbly about sacrificing workshop time for theory time. Theory could be more effectively delivered in this more bite sized manner, and their recall was fantastic. On review it made me pick up errors on the way I course planned, looking at the scope and sequence in a different light of learning objectives and how to embed theory in a way that enhances, not displaces valuable workshop time.*

**Year 10, Design & Technology teacher**

## Year 8, Maths

*In my trial classes every student is engaged and showing what they are doing, joining in, answering questions orally or on their boards, completing a question and having their work checked.*



## Sample of student data that did not show progress against a comparison

### Student academic progress measured with some form of comparison 50%

Samples from this group on pages 9-15.

### No useable data 2%

This was the case for one teacher who, due to personal circumstances, was on leave for a significant portion of the time in which the Masterclass was being undertaken.

### Academic data did not show increased progress 2%

This was the case for one teacher who used PAT-M to measure students progress over a 4 month period (pre and during the MC). The teacher was only in the classroom 2 days per week (and job sharing with a non-Masterclass participant). Over the 4 month interval, 40% of students results went backwards, 12% did not change and 48% of students increased their results. This data is inconclusive and reflects that PAT assessments show most valid data when completed over a 9+ month interval, and a potentially weaker impact on student learning due to less time with the students.



### Student academic progress measured (no comparison available) 42%

In these cases teachers used various measures to record students performance before starting the MC and later during the MC. In all cases there were significant increases in overall student performance, however there was no valid comparison available, such as: expected progress, the progress of a comparison class or the progress or the class over a previous time period.

### Anecdotal improvement in learning but academic data inconclusive 4%

- » There were two teachers who recorded inconclusive data.
- » Teacher 1: Lexile Reading Scores were collected pre and during the MC. While in this 3 month period the class mean score went up by 18 points there was a group of students who regressed significantly and thus the data was considered inconclusive. Anecdotally the teacher thought the practices made a difference and sighted personal reasons for the children who had regressed. No other reading data was collected.
- » Teacher 2: Overall English grades in Semester 1 (before the teacher implemented high-impact instructional strategies) and Semester 2 (while the teacher was undertaking the MC) were collected. Over this time period students average grade was stable, however the teacher considered this a success as the tasks undertaken in Semester 2 were considered more challenging.

## Where to in 2020?

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**300**

**300 teachers and school leaders will receive scholarship support to participate in the Masterclass Series.**



**Across WA in metro and regional areas.**

**6,000**

**6,000 students will share their ...**

### Our Vision

Our vision is an Australia where every child can reach their full potential. We see a world-leading education system, where our young people thrive through excellent teaching, in every classroom, every year of their schooling. We see a society where all Australians value teaching and learning, and recognise the importance and complexity of the craft of teaching.

### Our Approach

- » To provide teachers and school leaders with life-long learning opportunities that are rich, real-world experiences with follow-on support, enabling high impact practices in every classroom and school.
- » To support teachers and leaders to be more confident and able to improve student learning as a result of these opportunities.
- » To empower deep and broad connections between teachers and school leaders across the system.
- » To provide opportunities for all teachers and leaders to respond to new insights into effective teaching
- » To bridge the gap from theory and evidence to practice at the classroom and school level.

### Our Values

- » **Students come first.** Our work with teachers and leaders must support all students to learn better.
- » **How teachers teach matters.** We believe this is true both for the way we should work with teachers and leaders and for the students in their classrooms and schools.
- » **What teachers teach matters.** We believe the content and curriculum of what we teach are just as important as how we teach, both for the learning of the teachers and leaders we work with, and for how they approach the learning of their students.
- » **How school leaders lead matters.** School leaders have the unique ability to align the work of teachers and staff to the needs of their students. When school leaders lead differently, teachers can work differently too.
- » **Life-long learning is for all.** We seek to always learn from the teachers and leaders we work with and we believe in empowering all teachers and leaders to continue to adapt, learn and grow throughout their entire career.

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- Hanushek, E. A. (2014). Boosting Teacher Effectiveness. *What lies ahead for America's children and their schools*, Stanford, CA: Hoover Institution Press, p. 23-35.

### GET IN TOUCH

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