

face to face – seminar design					
Modul	Performance Monitoring	Targets	<p>At the end of this training session individuals will be able to:</p> <ul style="list-style-type: none"> • recognise different attribution styles of their pupils and adapt their feedback to these explanatory styles. • focus even more on the strengths of their students • name various methods of formative performance monitoring and to know their possible applications • begin drafting appropriate documentation for a formative performance monitoring in their subject matter 	Duration	12 hours

Seminar day 1

Timetable	Activities	Methods and settings	Pedagogical Resources	Notes for the trainer
0:00 – 0:10	Welcoming of participants	Plenum	Welcome poster	
0:10 - 0:20	<p>Introduction of the trainer</p> <p>Possible topics: Age Family Professional education Experience with the topic Performance Monitoring</p>	Plenum	Flipchart poster	Please bear in mind that what you reveal about yourself, what you tell about yourself, also helps to create a common space of openness and encounter.
0:20 – 0:40	<p>Get to know each other</p> <p>The trainer uses the following questions: When did I get up today to come to the seminar on time? How many children do I have? Did I start or do another vocational training before I became a teacher? How many years of work experience do I have? How much have I already dealt with the topic of formative performance monitoring?</p>	Sociometric differentiation exercises	e.g. pin board moderation cards list with prepared questions	<p>The description of this method can be found in the Guidebook for Schools in chapter “Other feedback methods that provide quick information for group events” at page 21.</p> <p>The idea is to first use some “warm up” questions and then to ask questions that are related to the topic of this seminar.</p>

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0:40 – 0:55	Body movements The trainer introduces 2 – 3 body exercises and practices them together with the participants.	Plenum		Body exercises can be found in the Methodsdatabase: “Brain fitness exercises in class” Please also explain to your participants, why body movements are important.
0:55 – 1:05	Presentation of the project “Best performers in Education”	PPT presentation	PPT presentation	The PPT presentation is available on the project’s website: http://www.best-performers.eu/ in the section “Training Modules”
1:05 - 1:25	Co-Creation of the topic The participants write contributions on moderation cards for the following heading: I would like to learn something about the following topics in this seminar:	The Metaplan technique – the card method	Pin board,pins moderation cards flipchart markers	The description of the Meta Plan Card method can be found in the Methods Database: “The Metaplan technique – the card method” Please introduce also the 5 techniques to use when working with moderation cards. You will find these techniques as an attachment to “The Metaplan technique – the card method”
1:25 – 1:45	Presentation of the planned seminar topics <ul style="list-style-type: none"> • Feedback in the classroom - giving helpful feedback using attribution theory • Strength orientation instead of deficit orientation • Different methods of performance monitoring to obtain a more holistic picture <ul style="list-style-type: none"> ○ Process control through feedback to lessons ○ Individual feedback ○ Design of the curriculum on the basis of formative performance monitoring 	Plenum		Please also refer to the contributions that have been collected with the Metaplan technique – the card method. Make connections between your planned seminar topics and the wishes of your participants for this seminar.
1:45 – 2:05	break			
2:05 – 2:25	Each participant completes the self-assessment questionnaire "Performance Monitoring".	Individual work		The pencil-version of the self-assessment questionnaire can be downloaded from our project website http://www.best-performers.eu/ in the following section: self-assessment questionnaire for pedagogues/ Application fields

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				Inform your participants in advance that this individual work will not be discussed in the large group. The aim of this individual work is that each participant should first deal personally with this topic, before the group continues to work together on this topic.
2:25 – 2:55	<p>The trainer introduces the following topic: Feedback in class - giving helpful feedback using attribution theory</p> <p>and explains the following attributions:</p> <ul style="list-style-type: none"> • Internal / External Attributions • Variable / Stable Attributes • Global / Specific Attributions 	Plenum	Laptop Beamer Flipchart paper Flipchart markers	The explanations on this topic can be found in our guidebook for Schools, pages 53 to 55.
2:55 – 3:25	<p>Participants reflect on the respective attribution styles of 10 students on the following questions:</p> <ul style="list-style-type: none"> • How does the student explain personal success at school? • How does the student explain personal school failure? 	Individual work	Paper Pens	During this and the following exercise, make the various attribution types and their combinations visible to your participants.
3:25 – 3:40	<p>In der Kleingruppe zu zweit besprechen die Teilnehmenden nun all jene SchülerInnen, die öfter schulische Misserfolge verzeichnen müssen. Teilnehmer/in A beschreibt den jeweiligen/die jeweilige Schüler/in und teilt Teilnehmer/in B mit, welche Art von Rückmeldung dieser Schüler/diese Schülerin bräuchte, um weiterhin motiviert zu bleiben und erhält von Teilnehmer/in B Feedback. Hat Teilnehmer/in A alle Schüler/innen durchbesprochen, werden die Rollen getauscht und Teilnehmer/in B beschreibt seine/ihre Schüler/innen und die Rückmeldungen, die er/sie ihnen geben mag.</p> <p>In the small group of two, the participants now discuss all those pupils who often have to register school failures. Participant A describes a student and tells participant B what kind of feedback this student</p>	Group work 2 participants partner work	Individual work	Paper Pens

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	would need to remain motivated and receives feedback from participant B. When participant A has reviewed all students, the roles are exchanged and participant B describes his/her students and the feedback he/she may give them.			
3:40 – 4:40	<p>Sustainability training</p> <p>Participants take notes for themselves on the following questions:</p> <ul style="list-style-type: none"> • What have I experienced so far that I do not want to forget anymore: <ul style="list-style-type: none"> • Contentual? • Methodical? 	Individual work	Paper Pens	
4:40 – 4:50	break			
4:50 – 5:05	<p>Body movements</p> <p>The trainer introduces 2 – 3 body exercises and practices them together with the participants.</p>	Plenum		Body exercises can be found in the Methodsdatabase: "Brain fitness exercises in class" Please also explain to your participants, why body movements are important.
5:05 – 5:45	<p>Strength orientation instead of deficit orientation</p> <p>The trainer presents the following calculations on a poster:</p> $2 + 5 = 7$ $9 - 3 = 6$ $8 + 7 = 14$ $15 - 9 = 6$ $3 + 16 = 19$ <p>And asks the following question: "What do you notice?"</p> <p>Then the trainer introduces a short discussion with the following questions:</p> <ul style="list-style-type: none"> • What effect would it have on my teaching if I first reported that 4 calculations had been calculated correctly? 	Plenum	Flipchart Flipchartstifte	Usually, participants report back that the third calculation is wrong before they notice that 4 calculations have been calculated correctly. The aim of this exercise is to initiate a reflection process on how performance is usually assessed in school: Rather deficit-oriented or rather strength-oriented? Therefore, it is important to ask the participants the question in a neutral way and not to ask them: "Please check the calculation to see if everything has been calculated correctly!"

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	<ul style="list-style-type: none"> What effect would it have on my students if I would always report back first which tasks have been solved correctly? 			
5:45 – 6: 00	<p>Strength orientation The trainer gives the following instructions:</p> <ul style="list-style-type: none"> Write down a seating plan for a class that you are teaching this school year and place the names of the students in the place where they usually sit. Now associate the individual names with three small positive things you have found out about the students in the meantime. It is important that you do this for each student. For some students it is easy to find several positive aspects, for others it seems almost impossible to find even one positive quality. However, this is the crucial point of the exercise. Something can be found in every learner. Sometimes it takes more time to discover positive things, sometimes it might be really difficult, but it is possible. If you have tried all possible options, really tried your best, and still haven't discovered a positive aspect about a particular learner, then write the following sentence under his or her name in the field: "I appreciate him or her for his or her incredible ability to hide his/her great qualities from me. Once you have established the scheme for the whole class, try to integrate these insights and traits into your teaching, focusing on the particularities of each student and the subject matter. Include this scheme in your teaching materials and 	Individual work	Paper Pens	What's the point of this exercise? In traditional ways of thinking, we are accustomed to evaluating our learners according to different aspects: first impression, general impression, qualities that appear to us as typical characteristics. This classification at the beginning often clouds the view to discover hidden resources and potentials of the students. A possible objection, as mentioned above, would be that such perception is normal. With regard to the learning goals, however, one has to ask oneself whether such a strategy makes sense?

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	after a few lessons check whether it is up to date or needs to be updated.			
6:00 – 6:15	<p>Strength orientation Participants exchange ideas on the following questions in pairs:</p> <ul style="list-style-type: none"> • What did I find easy in this exercise? • Where did I have difficulties? • To what extent does this exercise affect how I monitor performance? • What do I actually want to do for my lessons? 	Group work 2 participants partner work		Make the questions visible for the group work by either writing them down on a flipchart or putting together a handout for the participants.
6:15 – 6:30	<p>Different methods of performance assessment to obtain a more holistic picture The trainer presents the following classification and briefly explains each point:</p> <ul style="list-style-type: none"> • Activities within the class to record the performance level for process control • Methods for individual performance assessment based on reflection and self-assessment (students) and feedback (teachers) • Designing the curriculum on the basis of formative-based performance assessment 	Plenum	Flipchart Flipchartstifte	<p>Activities within the class to record the performance level for process control These are methods which, at a fairly general level, give feedback to the teacher and the students on how much a certain subject area has been understood by the class and which gaps in knowledge still need to be closed (control of the further teaching process). All these methods are based on a systemic understanding that context determines meaning. Therefore, these methods deliberately change the context so that it does not appear to be an examination situation, although the actual methods do aim to check how much certain learning content is already mastered.</p> <p>Methods for individual performance assessment based on reflection and self-assessment (students) and feedback (teachers). The feedback relates both to subject-related competences, content competences and non-formal competences, such as methodological-strategic competences, personal competences or social-communicative competences.</p> <p>Designing the curriculum on the basis of formative-based performance assessment</p>

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				In this approach, the learning material is divided into smaller units (learning objectives), the individual achievement of which is used to control the entire learning process. The aim is for pupils to learn to assess and use their own abilities and on this basis to be able to control their learning processes autonomously.
6:30 – 7:30	break			
7:30 – 7:45	<p>Activities within the class to record the performance level for process control The trainer introduces the following methods, the participants get a taste of these methods by trying each method out briefly:</p> <p>Snowball fight In a playful way, important content of a subject is repeated with a lot of fun and movement. Through this activity the teacher and the students can assess/perceive which parts of the subject are already mastered and which parts of the subject have to be repeated again.</p> <p>Interview surprise guest Announce a surprise guest who has heard that there are a lot of experts sitting here. This guest would now like to take the opportunity to interview the experts - the pupils are the experts in this setting - because he himself does not know much in this field, but is extremely inquisitive. Go outside, slightly change your appearance (hairstyle, small accessories) and come back to the group as this guest and ask your questions. You can drill a little bit in this role. You are inquisitive and want to take the</p>	Plenum	<p>pens paper</p> <p>small accessories to change your appearance</p>	<p>The description of the snowball fight method can be found in our method database: https://learn.best-performers.eu/mod/data/view.php?id=7&mode=list&search=snow&advanced=0&filter=1&f_176=</p>

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	<p>opportunity to learn as much as possible from the experts.</p> <p>Zipper The pupils write down questions about a subject area and then form 2 rows. The front two pupils of the two rows now ask each other one of their prepared questions and try to answer them to each other, the other pupils only listen for the time being, but can help to answer them later. When the questions are answered, the two pupils line up at the back and the next two pupils answer.</p>			
7:45 – 8:00	<p>Sustainability training The participants form groups of 4 people and exchange information about which seminar topics were important to them today.</p>	Experience group		
	<p>Reflection In the plenary session, the participants briefly complete the following two sentences, which are presented on the flipchart. I liked that today: Tomorrow I particularly want to learn more about:</p>	Flashlight	Flipchart Flipchart markers	In this exercise, again present the poster with the wishes of your participants, which you collected at the beginning of the seminar, and discuss with the group which wishes have already been fulfilled in the seminar and which have remained open.

Seminar day 2

Timetable	Activities	Methods and settings	Pedagogical Resources	Notes for the trainer
8:00 – 8:10	Welcoming the participants	Plenum	Welcome poster	
8:10 – 8:20	Body movements The trainer introduces 2 – 3 body exercises and practices them together with the participants.	Plenum		Body exercises can be found in the Methodsdatabase: "Brain fitness exercises in class" Please also explain to your participants, why body movements are important.
8:20 – 8:45	<p>Methods for individual performance assessment The trainer introduces the concept and gives the following examples:</p> <p>Learning diary. The learning diary is an instrument that allows students to set individual learning objectives and reflect on learning contents. In addition, it helps young people to deal with how concretely a certain learning content has been understood and how it can be implemented in everyday life, thereby making learning processes more apparent. In the sense of constructivist didactics, this instrument promotes the individual responsibility of pupils for their individual learning process and supports them in learning to learn. In addition, this tool also takes into account the external view of parents and teachers, helping students develop a more holistic view of their own actions.</p> <p>Learning Boxes The learning boxes support the self-directed learning of students. Each box contains learning materials (reading material, pictures, objects, etc.) and a question or task related to a specific thematic area to be answered or completed by the pupils individually and independently. Once a week there is a "Learning Box lesson". In this lesson each child chooses the box s/he wants to work on. The task or question should be possible to be</p>	Plenum Input		<p>The description of the method "Learning diary as a learning path companion" can be found in our method database: https://learn.best-performers.eu/mod/data/view.php?id=7&rid=928&filter=1</p> <p>The description of the method "Learning Boxes" can be found in our method database: https://learn.best-performers.eu/mod/data/view.php?id=7&rid=630&filter=1</p>

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	completed by the child in one to two hours. At the end of each lesson there is a brief reflection time in plenary and the presentation of what s/he has worked on and what s/he has achieved. This will be noted by the child in his/her "learning protocol" and acknowledged by the teacher.			
8:45 – 9:05	In the group of three, each participant reflects on how he/she could use the two instruments, learning diary and learning boxes, in his/her lessons and which adaptations he/she would have to make to these tools, and receives feedback from the other two participants.	Group work 3 students Counselling		The description of the method "3 participants counselling" can be found in our Guidebook for Schools on page 69.
9:05 – 9:25	Designing the curriculum on the basis of formative-based performance assessment The trainer introduces the two instruments: <ul style="list-style-type: none"> • Goal Catalogue • Work plan 	Plenum Input	Laptop Beamer	The two instruments "Goal Catalogue" and "Work plan" can be downloaded from our method database. Both instruments are available as attachments of the pedagogical approach "Individualized Math lessons - Differentiated Learning Goal Checks Instead of Exams!".
9:25 – 9:50	Deepening and reflection The participants receive the handouts for "Individualized Math lessons - Differentiated Learning Goal Checks Instead of Exams!".and, as a first step, consider how they can implement this pedagogical approach in their subject.	Group work 3 students	Handout	Download the pedagogical approach " Individualized Math lessons - Differentiated Learning Goal Checks Instead of Exams!" with the two appendices Learning Goal Catalogue and Free Work Plan and print these documents as handouts for all participants.
9:50 – 10:05	break			
10:05 – 11:00	Deepening and First Planning The participants start by roughly sketching out a Goal Catalogue and a Work plan for their respective subject and create a flipchart poster for each sketch.	Individual work	Flipchart Flipchart markers	The aim of this exercise is for the participants to make initial reflections so that they will then be able independently to adapt their teaching and the associated performance assessment to this concept.
11:00 – 11:20	The posters will be hung up in the room. The participants now go from poster to poster and have the opportunity to ask questions about the individual posters and thus get into conversation with each other.	Marketplace Poster exhibition	Laptop Beamer	Die Beschreibung dieses Modells finden Sie in unserem Handbuch für Schulen auf Seite 10.
11:20 – 11:35	Reflection Participants reflect on the following question: <ul style="list-style-type: none"> • What suggestions have I received from other seminar participants? 	Plenum	Flipchartpapier Flipchartstifte	Encourage your participants in the plenum to form working groups, which then develop the necessary documents for individualised teaching.

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11:35 – 11:45	sustainability training The participants form groups of 4 people and exchange information about which seminar topics were important to them today.	Experience group		
11:45 – 12:00	Feedback round and seminar conclusion with the following sentence: That's what I want to do next in my lessons.	Plenum		Also present the poster again with the wishes of your participants, which you have collected at the beginning of the seminar. Here is again the opportunity to briefly discuss topics that have not yet been satisfactorily discussed for the participants and to clarify open questions.