"It's Common Sense!": Teacher Perceptions on the Assessment and Evaluation of the Learning Skills and Work Habits

By

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Abstract

The goal of this paper is to examine the assessment and evaluation practices of Ontario teachers in relation to the Learning Skills and Work Habits (LSWH) in Social Science and Humanities classrooms. The presented data is obtained from two semi-structured interviews with Ontario Social Science and Humanities teachers. The participants reported that, as they gained more experience in the teaching field, assessment and evaluation of LSWH became increasingly habitual. It was also reported that the emphasis placed on LSWH varied depending on class level and type. The participants suggested that inconsistencies arise assessment and evaluation practices of LSWH, due to variations in the professional judgement of teachers. In order to remedy the inconsistencies, it is recommended that teachers and schools can collaborate and engage in increased professional development programs to better understand, and raise awareness of LSWH.

Key Words: assessment, evaluation, academic streaming, learning skills and work habits
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Chapter One: Introduction

1.0 Introduction: Research Context and Problem

Assessment, also referred to as "formative" assessment is part of the instructional process where feedback is given to students for learning while providing teachers an opportunity to differentiate instruction (Garrison & Ehringhaus, 2011). Evaluation, also known as "summative" assessment, is used to evaluate what students do and do not know in any given class (Garrison & Ehringhaus, 2011). Assessment remains an imperative part of improving performance in school, work and life. In the school environment assessment becomes a key precursor of evaluation practices. LSWH can often be highlighted concretely during assessment, where teachers can explain certain habits or skills that need to be improved. Therefore, differentiating between assessment and evaluation is also crucial when examining LSWH (LSWH) because LSWH are not solely criteria describing assessment or feedback for students. Students must understand that LSWH are both assessed and evaluated.

The LSWH have been laid out and defined in Growing Success (Ontario Ministry of Education, 2010). The Conference Board of Canada has been cited consistently in Growing Success in tandem with LSWH, in order to elucidate the relationship that strong LSWH contribute to a more dynamic and competitive society. The Board states that the top employability skills include personal management, or skills to facilitate growth by being adaptable, embodying a positive attitude etc, and cooperative skills, which seek to enhance productivity by working with others. Furthermore, The Organization for Economic Co-operation categorizes these skills as using tools interactively, interacting in heterogeneous groups, and acting autonomously (Ontario Ministry of Education, 2010). The curriculum documents buy into
the skills laid out by the Conference Board of Canada, and relate them and employability to the LSWH.

The LSWH that are outlined in curriculum documents are: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. These skills are set to encompass the employability skills defined by The Conference Board of Canada. In order for teachers and students to develop these skills they must be clearly defined. *Growing Success* goes into further detail of each of the LSWH and attempts to provide a framework for teachers and students to understand the importance and components of the LSWH.

Many of the LSWH aid the development of 'Self Regulation' which is also identified as a skill to be evaluated. A student's ability to set their own goals and monitor their progress, while seeking out guidance and assistance when necessary is an indication of how well a student self-regulates (Ontario Ministry of Education, 2010). By self-regulating, students are encouraged to assess and strength on their own areas of needs, strengths and interests. In doing so, students are equipped with the tools to continue to grow and learn about themselves. Furthermore, students are then able to seek out their own identities by persevering and putting forth their best effort when faced with challenges and new tasks (Ontario Ministry of Education, 2010). Additionally, by self-regulating, it is hoped that students are able to identify new learning opportunities and create strategies in order to meet personal goals. 'Self Regulation' also connects to many of the other LSWH, such as 'Responsibility', 'Organization' and 'Initiative' to name a few.

Assessment criteria for 'Initiative' display a student's willingness to take risks, demonstration of creativity and innovation, and how curious and interested they are in learning (Ontario Ministry of Education, 2010). The LSWH of Initiative is a little bit different because it
can extend to beyond the classroom and different areas of the community. Initiative can be displayed by a student depending on whether or not they look for and act on new opportunities for learning through extracurricular activities and clubs as well as inside the classroom. When evaluating students' LSWH in specific courses, club involvement may be difficult to integrate in the assessment process. However, encouraging students to expand their learning outside the classroom, through clubs or community involvement can be beneficial for students to further develop leadership skills and initiative since they have an opportunity to apply learned LSWH, outside of the classroom. Brown and Theobald (1998) state that extracurricular activities should not be different from the classroom. Additionally, students can display 'Initiative' in the classroom by displaying punctuality and effort through participation, and assignments. A positive approach and attitude towards different challenges and tasks can be fostered through 'Initiative' and this can lead to increased opportunities for students to establish stronger interpersonal relationships.

The final LSWH identified by Growing Success is 'Collaboration', which extends to the teamwork skills noted above by The Conference Board of Canada (Ontario Ministry of Education, 2010). Assessment criteria for 'Collaboration' includes how well students can accept various roles and whether they maintain a sense of equity when working in groups. Collaborative skills can be assessed by identifying how well students respond to others. In doing so, students can build healthy peer relationships. 'Collaboration' also seeks to measure how well they share ideas and resources with others in order to work together and resolve conflicts or build consensus to achieve goals (Ontario Ministry of Education, 2010). Again, although extracurricular activities are not assessed or evaluated in the classroom with set policies or curricula, they do act as a
means for students to collaborate and strengthen their skills and school culture (Brown & Theobald, 1998).

In general the LSWH relate to one another quite profoundly. Exhibiting strong LSWH allows students to become more well-rounded individuals that can more probably contribute and succeed in society due to the ability to 'learn as you go' a be equipped with skills and habits that will potentially allow themselves to find and engage in learning opportunities.

Principles for assessment and evaluation have been established to ensure equitable outcomes for students and their success. A number of set principles have been created and brainstormed by educators in order to aid teachers with their assessment practices that can be applied when evaluating LSWH. Through Growing Success, the Ontario Ministry of Education (2010) has established a set of seven fundamental principles for assessment and evaluation. These principles state that assessment and evaluation: must be fair, transparent, and equitable to all students; should support the various needs for each individual student, whether an English language learner, student with an Independent Education Plan (IEP) etc.; should be carefully planned to relate to curriculum expectation, learning goals, and to the interests of students; be communicated to students at appropriate times; should be ongoing and in various forms to provide students with multiple opportunities to demonstrate their learning; provides ongoing descriptive feedback that supports and improves student learning opportunities; develops student self-assessment skills to enable them to continue their own learning (Ontario Ministry of Education, 2010). Although not the same thing, student grades and LSWH intertwine. However, according to the Ontario provincial assessment and evaluation policy document Growing Success, LSWH are not to be considered when determining a student's grades.
There are cases in the Ontario curriculum where the LSWH are closely related to student grades, such as in the Health and Physical Education curriculum document (Ontario Ministry of Education, 2010). Although LSWH and grades are to stand alone, LSWH can inform teachers of student achievement with respect to grades. Additionally, the importance of LSWH is stated to be as integral to student success in *Growing Success*, the provincial assessment and evaluation policy document. However, no direct guidance is given to teachers in the *Growing Success* document to guide their evaluation of LSWH. Given this absence, professional judgement becomes a key contributor to evaluating LSWH. There is also a lack of standardized assessment tools for the evaluation of LSWH. Although professional judgement of teachers carries significant weight and merit in terms of the evaluation of students, it also displays the plethora of variations that can exist when assessing and evaluating a criteria such as LSWH that does not have a standardized evaluation process.

The lack of structure surrounding the LSWH as a criteria to evaluate may create uncertainty towards viewing them passively. Nonetheless, LSWH are at the forefront in the development of students and their ability to think critically (Williams & Worth, 2002). The LSWH are, arguably, equally significant in the work place and as in post-secondary education. Therefore, accurately fostering and honing LSWH is integral to becoming a well-rounded citizen and contributor to society. The LSWH act more so as transferrable skills, rather than indicators of content-based mastery. By learning how to assess, evaluate and develop LSWH, teachers and students alike create transferrable skills to apply when learning and solving problems.

Knowing that the LSWH are an integral part of student success, a concise understanding of their assessment and evaluation practices is critical. Given that LSWH are transferrable skills that are applicable in everyday settings, understanding how to cultivate and develop them is of
utmost importance when preparing students to become contributors to society. Therefore, as educators, it is imperative to clearly assess, evaluate, reinforce, and dispel stigmas associated with LSWH in order for students to understand the significance and importance of LSWH to their success. Additionally, considering that professional judgement plays a large role in evaluating LSWH, to research and collect data from teachers through interviews aids in further understanding assessment and evaluation practices. By interviewing current educators in the Ontario education system, relevant data can be obtained in order to examine current practices and gain insights on potential barriers.

1.1 Purpose of Study

In the absence of formalized guidelines for evaluating LSWH, the purpose of this study is to investigate how a small sample of grades nine to twelve Open level Social Sciences and Humanities teachers in Ontario are evaluating LSWH. Open Social Science courses are courses that all students are eligible to take. Open courses are exempt from streaming. Given that professional judgment may play a large part in the assessment and evaluation of LSWH, perhaps leading to a wide variance. Open Social Science level courses are intended to provide a purposeful study; Open level Social Science courses will be used in an attempt to cater to a class that places less emphasis on academic streaming and because the students enrolled in these courses have likely done so by choice, out of their own interest. Although important to establish a strong foundation for LSWH during early years, sharpening them in the secondary school setting is imperative when entering the work force or post secondary institutions (Williams & Worth, 2002). Therefore, exploring the assessment and evaluation of LSWH in the high school setting allows relationships to be made between the LSWH with the ability for students to self-regulate and achieve opportunities for success. Additionally, the exploration of evaluating
LSWH will broaden the practice for teachers to effectively and equitably equip students for life after secondary school.

1.2 Research Questions

The central research question that guides this study is: how is a small sample of grades 9-12 Open level Social Sciences and Humanities teachers in Ontario are evaluating LSWH? Further subquestions to develop a more holistic view of the research problem are:

- How does the academic stream affect, if at all, assessment and evaluation methods?
- How do they describe the role of professional judgment in assessing and evaluating LSWH and does the current form of assessment and evaluation advocate for student success?
- How do they understand the relationship between LSWH and student course grades?
- What is their perception of LSWH, their value and their contribution to student success?

By gathering data to answer these questions, this study seeks to raise awareness. The study also seeks to contribute to teacher pedagogy and practice by providing a equitable and reflexive look at evaluating LSWH in a classroom setting.

1.3 Reflexive Positioning

I have grappled with the idea of assessment and evaluation throughout the duration of my career as a student exploring various disciplines, and along the journey of becoming a teacher. I have often questioned the value that course grades offer as a sole measure of student success and achievement. Thus, it became important to me as a student and researcher to acquire a set of skills that would enable me to assess any potential issue, in any environment. Therefore, I have
always been fascinated by the evaluation of the Learning Skills and Work Habits. I can very clearly remember a time as student where I was deemed by one of my teachers to be "always academic", yet received a C-level grade in their class. Additionally, my LSWH seemed to reflect my assigned grade. As I graduated from secondary school and began volunteering in schools as a Teaching Assistant, I also recall teachers that evaluated LSWH using strictly the students' grades. This led me to investigate the value of LSWH and how they are viewed in the public sphere, outside of school.

Having been an engaged learner and worker through school and the workplace, I have always placed an incredible amount of value on work ethics and habits. As a student trying to achieve success or as an educator trying to motivate and equip students for success, I have always believed that transferrable LSWH would be the best tool. In my experience working in school and workplace settings, the importance of the end course grades and evaluation are outweighed by the learning opportunities provided through assessment. What I mean when I say this is that the process of learning a skill or habit that will enable achievement, whether that be to write papers, or receive a larger tip by serving tables, is more important than the grade of said paper or the size of the tip. I have heard many students express concerns about achieving certain grades, but rarely make reference to learning skills or work habits. This motivated me to advocate LSWH as tools to aid student success. Knowing that not all course material is always applicable in everyday life, especially in the Social Science field in a rapidly changing and dynamic world, transferrable skills that allow students to adapt and drive their own learning is the most important set of skills to develop.

Not only in education are the LSWH important; working in various environments outside of academia, LSWH have become my biggest strength. When course material or content
becomes less relevant, having the right attitude and process to engage with new ideas drive individual success, and have allowed me to adapt to different situations and tasks. Therefore, as an educator I believe it is of equal value to consistently assess and sharpen LSWH for students, as it is to assess course material and content. I believe that developing strong LSWH allow for individuals to develop into well-rounded citizens. It has become my goal to advocate the equitable development of LSWH and to encourage students, teachers and the public alike to consciously reflect and value LSWH in the same way they do course grades.

1.4 Overview of the MTRP

This research project has five chapters. In Chapter Two, I review research on LSWH, academic streaming as well as pertinent assessment and evaluation strategies. In chapter three, I elaborate on the methodology, including strengths and limitations of the study. Next, in chapter four I compare my findings regarding teachers’ assessment and evaluation of LSWH with findings from my literature review to identify similarities and differences. Finally, in chapter five I will identify the key points from my research in order to sharpen my own pedagogical philosophy, and identify key points that will allow the education community to view assessment and evaluation of LSWH in a clearer manner.
Chapter Two: Literature Review

2.0 Introduction

In this chapter I review the literature in the areas of Learning Skills and Work Habits (LSWH), impacts of academic streaming and teacher pedagogy, as well as barriers and supports with regards to assessment and evaluation practices. More specifically I review themes related to LSWH and consider the relevance they have for student success. Next, I investigate the impacts of academic streaming and any effects they may have on teacher practice. Lastly, I review potential barriers and supports presented to teachers while assessing and evaluating LSWH.

2.1 Learning Skills and Work Habits

The Learning Skills and Work Habits were introduced into the Ontario curriculum in the late 1990's, as educational police underwent significant changes (Anderson & Jaafar, 2003). The LSWH mainly highlight intangible skills and habits students display. As Growing Success states, LSWH are a separate evaluation criteria from grades, although they do relate. Across Canada, the LSWH are inconsistent, as they are not a criteria or evaluated in a number of provinces. I have researched report cards for each province and territories, and outside of Ontario and Manitoba, at the high school level evaluation is focused solely on grades with accompanying comments as a means to provide insight for students and parents.

Aside from Ontario, Manitoba has a similar section for "Learning Behaviours" which aim to display values, disposition and attitudes of lifelong learners (Manitoba Ministry of Education, 2015). The Learning behaviours are characterized in three main categories: Personal Management, Active Participation in Learning, and Social responsibility. Similar to Ontario LSWH, Manitoba's 'Learning Behaviours' are evaluated through letter designations of Consistently (C), Usually (U), Sometimes (S), and Rarely (R) (2015). In Ontario, Growing
Success states that LSWH are to evaluated through a similar letter designation, but has different names for them: Excellent (E), Good (G), Satisfactory (S) and N (Needs Improvement). The differences between the two Province that evaluate 'skills', 'habit' or 'behaviours' as well as the lack of such a criteria in remaining jurisdictions displays the differences in each provincial education system.

Through additional research of LSWH, the relevance that they bear towards post-secondary education entrance is negligible; subsequently, students tend to opt for courses that provide entry to post-secondary destinations (Taylor, 2005). Students tend to choose their educational paths depending on the outcomes that their education can deliver. Michalos (2012) defines behaviour as "people's values, attitudes, skills creative and critical approaches to solving problems" and also states that "behaviour" can only be expressed through their actions (p. 3). Michalos further states that in order to measure data on "behaviours" time and specific tools are necessary to conduct a study to monitor attitudes. Through the research that I have conducted, there is limited data, if any, regarding the views and attitudes towards LSWH as a criteria by all.

When researching student views on habits and skills, Tarc and Beatty (2012) found that students in International Baccalaureate programs emphasized good work habits and time management skills. These students also suggested that the more challenging curriculum promoted critical thinking and a degree of self-regulation. A majority of the students also spoke positively about their experience in the program, and that the need for students to pay attention to their habits and skills aided them in their studies. After analysing the study by Tarc and Beatty, I strive to understand the impacts of course and program level on attitudes towards LSWH. In the 1990's, the Ontario curriculum was restructured to continue to deliver education in academic streams and Taylor (2005) suggests that programmes should involve both "academic and
practical knowledge.” The basic premise of academic streaming is that there are different levels of emphasis placed on course content.

2.2 Impacts of Academic Streaming

The streaming process is predominantly determined through decisions that have been made during intermediate schools years for students (Robson, Anisef, Brown, & Parekh, 2014). Students are sorted based on the displayed abilities in prior courses. Academic streaming has been a topic for discussion in many forums, including the government as academic streaming is an area with relatively more fluctuation in policy (Anderson & Jaafar, 2003). Streaming in theory is meant to present the same core content in both strands, but that the academic strand focuses more on theory and abstract examples, while applied streams draw on practical examples and applications (Anderson & Jaafar, 2003).

There have been concerns with education equity due to the process of ability grouping (Joaler, Brown, & Wiliam, 2000). Due to the difference in emphasis placed on certain skills and content between the two strands, certain attitudes have been attributed to each stream; applied streams tend to be negatively correlated with achievement, and academic streams are regarded through a more prestigious lens (Robson, Anisef, Brown, & Parekh, 2014). Some theorists and writers, such as DiMaggio and Powell (1983), suggest that having state standards in education might make schools more alike (Skolnik, 2015). This would suggest that de-streaming would provide a more equitable education system. Initially, the Rae government entertained the idea of de-streaming Grade 10 (Anderson & Jaafar, 2003). However, the de-streaming of schools has not been brought into action.
According to Michalos (2012), the United Nations Decade of Education for Sustainable Development (DESD) focused on reorienting education such that "everyone has the opportunity to benefit from education and learn values, behaviours and lifestyles for positive societal transformation" (p. 1). Michalos (2012) further suggests that streaming "fuels a vicious cycle in the expectations of teachers and students." Due to this difference in expectations a lack of consistencies is borne between the two streams. Additional research suggests that different course streams can even undermine students' employment opportunities (Ball, 2003).

### 2.2.1 Assessment and evaluation practices

Boaler (1997) argues that teachers change their practices of assessment and evaluation depending on the type of class and students that they are dealing with, and that academic students can be taught more quickly and procedurally (Joaler, Brown, & Wiliam, 2000). Students in applied streams, or "bottom set" students are also assessed differently, and that teachers tend to have fixed ideas about these students, even when they request more difficult work (Joaler, Brown, & Wiliam, 2000). According to research by Joaler, Brown and Wiliam, assessment and evaluation practices tend to vary depending on the judgement of teachers, and this is predicated on the type of class and that set expectations are placed on students depending on their stream.

In order to respond to the challenge of suspending beliefs based on class types, teachers attempt to provide certain tasks, also known as "differentiation by task", where students are given a task that can be attempted in a variety of ways and levels (Joaler, Bown, & Wiliam, 2000). Haimes (1999) argues that in order for students to be taught more effectively in streamed programs, teachers need to play closer attention to the specific practices they use during assessment, as well as the prescribes curriculum. This suggests that teachers must be reflective of their practice, and need to plan for assessment and evaluation. To teach well, Kroll (2005) states
that teachers need to develop a conceptual, procedural, and metacognitive knowledge. By developing these three types of knowledge, teachers are more equipped to investigate "what they are doing while they are doing it" (p. 180). Kroll emphasizes that teachers must inquire about their own practices to understand better the process of assessment and evaluation.

2.3 Barriers and Supports

Academic streaming is meant to act as a support to "at-risk" students, as they are encouraged to stream themselves efficiently to succeed (Taylor, 2005). However, streaming is lumped in with parental education, wealth, race and socio-economic status as a factor towards post-secondary pathways for students in Toronto (Robson, Anisef, Brown, & Parekh, 2014). Ability grouping affects opportunities that students will have after their high school careers. This is due to the difference in perception around each stream, where academic streaming is more highly regarded than applied streams (Ball, 2003). Ball also states that disadvantaged students in applied streams can also be a potential "waste of talent" because the applied stream negatively impacts the perception of an applied student's ability. However, de-streaming is regarded as an unlikely course of action as it reportedly confuses students and intimidates teachers, and drastically affects their approach to teaching (Robertson, Cowell, & Olson, 1998). Teachers became confused at the thought of integrating all students through de-streaming (Robertson, Cowell, & Olson, 1998). Additionally, there is minimal, if any, research on the impacts of streaming on the assessment, evaluation or perceptions around LSWH.

The difficulties of de-streaming can be explored through Haimes' (1999) study where he interviewed teachers that attempted programs for de-streamed students. Haimes participant suggested that often times he diluted course sections to accommodate some students, and that
this was at the detriment of his stronger students. His participants also suggested that methods of assessment and evaluation prescribed for de-streamed programs were far too subjective and that it was difficult to develop an efficient method of evaluation. Therefore, Haimes stated that it is imperative for students to be equipped with techniques and strategies when teaching students of varying abilities in the same classroom. Subsequently, strategies need to be continuously developed and that all educators should be exposed to alternative practices in a variety of settings through observation or professional development.

Robertson, Cowell, and Olson (1998) suggest that de-streaming is unfair to some students, and that it is more important for educators to pin point what curricular pattern all students can succeed in secondary school. The level of commitment towards student learning and success is widely supported. All parties, including teachers and the government are invested in finding the best possible methods of assessment and evaluation to benefit students; all levels of government, according to Anderson, and Jaafar (2003) have initiated and supported policies to increase accountability of curriculum, reporting of student progress and teacher professionalism. A key challenge to measure whether or not changes have made a positive impact, as Michalos (2012) stated earlier, takes a substantial amount of time.

2.4 Conclusion

Through this literature review, I explored the meaning of Learning Skills and Work Habits, impacts of academic streaming on teaching methods, as well as barriers and supports for teacher assessment and evaluation methods of LSWH. The limited research on concrete assessment and evaluation practices with respect to LSWH displays the potential gaps or lack of instruction teachers face when dealing with LSWH. Factors such as streaming also potentially
impact the levels of emphasis placed on LSWH. Additionally, LSWH is unique to Ontario which can explain the lack of data on them. In the next section I outline the methodology used to further investigate assessment and evaluation practices of LSWH.
Chapter Three: Research Methodology

3.0 Introduction: Chapter Overview

In this chapter I describe the research methodologies and procedures that I have chosen to conduct my research, along with the rationale for the methodological decisions I have made and their relationship to my research questions. I begin by identifying the research approach and procedures, followed by the instruments of data collection and participants for the study. Next I elaborate on the sampling criteria that I have created, along with sampling procedures, as well as any relevant biographical information on the participants. I then describe the way in which the data I have gathered has been analyzed, while also addressing the potential ethical risks and issues. Finally, I identify the methodological limitations while also elucidating the areas of strength within the methodology.

3.1 Research Approach and Procedures

I conducted my study using qualitative research and semi-structured face-to-face interviews with three high school teachers from my established sample (more below). While quantitative research focuses more on finding facts, qualitative research focuses more on exploring experiences (Walliman, 2011). Although qualitative research is often conducted through interviews recounting participant experiences, qualitative researchers do not claim that the world is "not real", just that perceptions, beliefs and values aid in the construction of truth or fact (Walliman, 2011). Additionally, Kuckartz (2014) argues that "there is no hierarchy or analytical forms" such as those characteristic of qualitative and quantitative research. Although in some fields, attitudes sway or favour one form of research over another, Kuckartz states that neither form of research is inferior to the other. Qualitative research was more effective for my
study as it focused on both external and internal factors from the accounts and experiences from a willing participant, rather than on "numbers and statistics" (p. 1).

Qualitative research is a dynamic process where new methods and approaches are constantly being discovered (Flick, 2006). Due to the dynamic nature of qualitative research, additional information can be attained in the form of descriptive data through spoken words (Taylor, Bogdan, & DeVault, 2015). This provides a more holistic study since qualitative research resists a single, umbrella-like paradigm to encapsulate the entire study, or influence participant responses due to primarily closed-ended questions (Kuckartz, 2014). By using a diverse research method such as qualitative research, my goal was to uncover a range of relevant, valuable information that could be coded for the purpose of the study. In order to stay within the realms of a focused research study, I used my research questions to drive the qualitative methods that I used. Kuckartz states that the research question is pivotal for any question. My research question lends itself neatly to qualitative research since it seeks to inform evaluation and assessment practices through the experiences of current secondary school teachers.

As per Growing Success, current assessment and evaluation practices are heavily influenced by teacher professional judgement (Ontario Ministry of Education, 2010). Professional judgement is not something that can easily be quantified and relies more on beliefs, values and experiences of teachers. Since qualitative research is performed in natural settings, generalization can be avoided (Kuckartz, 2014). Data gained through qualitative methods are drawn from experiences and perceptions; therefore, it is important for qualitative research to be carried out in natural environments, with a level of openness so that all information is relevant and ethically obtained. Consequently, because professional judgement exercised by teachers is a personal and varying phenomena, interviewing educators in natural settings will be more
conducive to extracting valuable experiences to drive the study. Therefore, qualitative research strongly aligns with my study since it sought to learn the evaluation and assessment techniques through the professional experiences of educators.

3.2 Instruments of Data Collection

Understanding the core goals of research is essential for researchers to conduct a meaningful study (Rubin & Rubin, 2005). The range of methods to conduct research, whether qualitative or quantitative, is extensive. Therefore it is important for researchers to also understand and purposefully choose their research methods. For the purpose of this study, I conducted semi-structured interviews with participants specifically chosen due to their expertise and familiarity with Learning Skills and Work Habit. I chose semi-structure interviews particularly due to their versatility in containing both structured and unstructured elements (Walliman, 2011). Unlike specifically structured interviews that standardize questions, and unstructured interviews which are loosely guided, semi-structured interviews combine an interview framework comprised of structured and unstructured questions, allowing for both standardized questions, and questions that are open to interpretation (Walliman, 2011). Semi-structured interviews allow researchers to ask closed-ended question to establish certain facts, while also having the flexibility to push conversations to extract nuances within the experiences of a participant (Rubin & Rubin, 2005). Therefore, semi-structured interviews were extremely pertinent to my research study, as they allowed me to guide the interview through the lens of assessment and evaluation, while learning about participants’ experiences.

Interviews are immensely helpful for qualitative research as they generate guided conversation where the researcher can immerse themselves into the experience of the participant
(Rubin & Rubin, 2005). The researcher and participant have the freedom to elicit depth and detail from responses, and have the flexibility to touch upon relevant tangential information (Rubin & Rubin, 2005). Researchers can potentially be introduced to new ideas that were not previously identified, through the experiences of their participant. Although the researcher uses a constructed interview guide (see Appendix B) to generate information about a certain topic, pertinent information that relates to the guide may arise, despite not explicitly being present in the protocol. Also, as Walliman (2011) states, given that interviews are not restricted in any given settings, participants are strongly encouraged to respond to questions as freely and candidly as possible. For the purpose of this study, interviews were conducted outside of work sites and in a mutually-selected environment.

Given that my research revolved around assessment and evaluation practices and the relationship they have with professional judgement when addressing LSWH, semi-structured face-to-face interviews allowed me to probe and generate dialogue around ideas of LSWH. Given the lack of set criteria to assess LSWH, it was advantageous to learn about the different or similar beliefs and attitudes participants will have about LSWH. I divided my interview protocol into four sections where I started by gaining background information of the participant, then I began to establish ideas, beliefs and attitudes towards LSWH along with practices and methods used to evaluate LSWH, followed by different instructional techniques and philosophies participants believe are necessary when assessing and evaluating. I concluded the interviews by asking participants to share their opinion on areas in which current assessment and evaluation methods, practices and ideologies are may be strong and where they may need further clarification, along with the participants’ own ideas for next steps in the assessment and evaluation practices for LSWH. Examples of questions include:
• How valuable do you believe LSWH are for students to master in the curriculum?
• What specific strategies do you use for assessing and evaluating LSWH?
• Do you believe there is significant variance toward teacher perception of LSWH?

3.3 Participants

Sampling is extremely important for research interviews since it is extremely difficult, if not impossible to gain information and answers that are universally true through any particular individual (Walliman, 2011). The rationale behind sampling in such a way is to identify unique individuals that contribute information in a unique and more effective way that is conducive to the research purpose (Robinson, 2014). It was necessary to narrow in on a particular set of individuals to locate experts who are best suited to represent the research conducted (Walliman, 2011). Below I explain the criteria, procedures, and biographies of participants to elucidate the rationale behind my sampling process.

3.3.1 Sampling criteria

Since sampling is central to qualitative research, the following set of sampling criteria has been established:

1. Teachers will have been teaching in Ontario secondary schools since at least September, 2011.

2. Teachers will currently be teaching courses in the Humanities and Social Sciences.

3. Teachers will be working in the Greater Toronto Area.
I sought out teachers who have taught in Ontario for at least the past five years. This was to ensure that teachers are familiar with Ontario assessment and evaluation policies and prescribed practices and can draw on a reservoir of experiences in responding to my interview questions. Initially, I sought to interview teachers of Open level classes in order to avoid any direct impacts of academic streaming, using the assumption that practices in open level courses are catered to all learner types. I also limited my sample to Social Science teachers since students have the choice to enroll in many of their courses; therefore, I anticipated a higher sense of motivation or engagement within those classes. I expected this engagement to augment teacher practices of assessment and evaluation. However, as I began the interview process, I became aware that the perception of importance on LSWH as a criteria shifted depending on the academic level of the class. Therefore, I became more focused on both Humanities and Social Science teachers with a range of teaching experience from the ESL, Academic and Applied streams. The reason I opened up the sampling criteria is to further examine assessment and evaluation practices of LSWH, how they may fluctuate depending on the classroom setting, and what level of awareness the LSWH are given. I became aware that assessment and evaluation practices can vary and change depending on the class type. To understand these practices in a more holistic manner, I sought out teachers who have at least five years of experience, with the hopes that the teachers have establish a comfortable set of assessment and evaluation practices, as well as enough insight to offer how they may adjust their own practice pertaining to LSWH.

3.3.2 Qualitative sampling procedures

There are many ways in which a researcher can create a sample or target audience. As outlined above, creating a sample creates a boundary that aids in gathering valuable information (Robinson, 2014). Strategies that guide sampling range depending on the study being conducted.
A few of the major sampling techniques include random sampling, convenience sampling, purposive sampling and theoretical sampling (Robinson, 2014). Robinson describes these sampling strategies as follows: random sampling creates a target based on a randomly selection procedure; convenience sampling focuses on participants that are willing and easily accessible to conduct research with; purposive sampling techniques seek to isolate specific individuals or groups they believe will contribute more effectively, based on their own knowledge of the topic; and theoretical sampling occurs during data collection and analysis. All sampling strategies are designed to aid in the extraction of research, by creating a more relevant and genuine base of participants, with respect to the particular study.

For the purpose of this study, I used a combination of convenience and purposive sampling strategies. My sampling procedures were a combination of these two techniques because I focused specifically on Social Sciences teachers. Although I specifically isolated the Social Science discipline, I remained open to the idea of interviewing any educator within the Social Sciences and Humanities discipline, regardless of course expertise. Due to the scope of my sampling criteria and the limitations they present, I also relied mainly on those educators who are willing to participate, and easily accessible for my research; this is why I used convenience sampling strategies. Essentially, I allowed my research to be driven by my research purpose and topic, by leveraging anyone who was accessible to me, and is in the Social Sciences who I believe to be familiar with and knowledgeable about LSWH as teachers; I made the assumption that any educator can be well-versed and knowledgeable about assessment and evaluation. Therefore, I used purposive sampling to create an initial target audience for my research, and I then employed convenience sampling techniques to isolate participants for my research. Through these sampling procedures I gained information that I believe contributed to a holistic study.
3.3.3 Participant biographies

Jem has been a Social Science and Humanities teacher since February of 2008. She has had experience teaching a variety of classes including Introduction to Anthropology, Psychology, and Sociology (HSP3U) and Society Challenge and Change (HSB4M). She is highly involved in her school as the Head of the ESL and English departments. She runs a number of extracurricular activities such as the school newspaper, and the Christian club. She also takes a leadership role in acclimating international students to the Ontarian school environment.

Lisa has been working as a teacher in Ontario for the past eighteen years. She has experience teaching in post-secondary intuitions as well. She now teaches predominantly in Secondary school Social Science classes, along with English classes. She teaches a variety of courses at different levels, and takes a leadership role with the ELD programs at her school. Lisa is also extremely involved in her school and sponsors a number of clubs including the breakfast club, prom committee, as well as programs that aid newcomers to Canada, and Ontarian school. Lisa has developed her own leadership courses as well.

3.4 Data Analysis

Data analysis is the process in which raw data, obtained through interviews, is converted into evidence-based material that become the foundation for studies or published reports (Rubin & Rubin, 2005). The process of data reduction, or ways in which information is converted into meaningful data for the study should be a sequential and continuous procedure (Walliman, 2011). Walliman further states that data analysis, over the course of time, or duration of the interview, becomes more complex. Therefore, Walliman suggests that it is important for the
researcher to keep a critical and open attitude when conducting research, and analyzing data. Data analysis begins early and is carried on throughout research projects (Rubin & Rubin, 2005). Most qualitative data analysis does not seek to convert data to numbers; qualitative data analysis rather focuses is on the discovery of variations, patterns, shades of meaning and to examine the complexities of individual experiences (Rubin & Rubin, 2005).

In order for patterns and experiences to be meaningful and relevant to the study, researchers must first transcribe their interviews and then code the information they retrieve (Rubin & Rubin, 2005). A coding system isolates words or phrases as units of meaning that go beyond simple, physical facts (Walliman, 2011). By creating units of meaning through a coding system, researchers organize their raw data in a way which is easier to conceptualize meanings and patterns (Walliman, 2011). Once having an organized coding system, researchers critically examine their data. This will allow researchers to create themes and larger units of data that can be interlaces (Rubin & Rubin, 2005). For the purpose of my study, I coded raw data that I transcribed from the interviews. Consequently, I then sought to identify patterns and derive themes from these patterns while also acknowledging potential gaps in knowledge, understanding or research with regards to assessment, evaluation and LSWH.

3.5 Ethical Review Procedures

Qualitative research probes human existence in detail as it encourages the understanding of subjective experiences (Brinkmann & Kvale, 2005). Therefore, qualitative research is saturated with moral and ethical issues since information is retrieved from private, or individual sources and then presented broadly in the public sphere (Brinkmann & Kvale, 2005). Qualitative research is based on human interaction and working with willing participants; therefore, a level
of respect must be adhered to (Walliman, 2011). Guidelines and parameters have been set out for researchers to avoid ethical issues in the field of qualitative research; however, issues can become quite complex which reinforces the necessity for the researcher to carefully consider all aspects of their research (Walliman, 2011). Issues of particular importance stem through the honesty and integrity of the researcher, study, and participants (Walliman, 2011). Walliman also states that participants have the right to exercise anonymity, confidentiality and courtesy. Therefore, protecting the participant in qualitative research integral and I offer participants with pseudonyms and consistently seek clarity during the interview process to maintain validity of information.

In my study, I asked participant teachers to be candid about current assessment and evaluation practices, while also elaborating frankly about their own methods. Therefore, I anticipated potential reluctance to discuss areas that critique current forms of practice prescribed by the Ontario Ministry of Education. In order to create a more open and safe environment for participants, I offered them the right to choose a suitable location for the interview, while also briefing them about topics that will be broached in the interview. Additionally, I informed participants throughout the interview process that they had the right to refuse answering questions that they do not feel comfortable with. I also presented willing participants with a document (see Appendix A) that seeks permission to interview and audio record them while also summarizing the purpose and goals of the study, expectation of the participant along with ethical guidelines being adhered to.

Ethical qualitative research maintains a level of respect and honesty (Walliman, 2011). Therefore, all information shared in my study is stored in confidentiality on a protected external hard-drive. Information that I present will be in line with permissions given by participants and I
ensured that all information will be presented in an objective and genuine manner. The interviewer has a certain degree of monopoly over interpretation when conducting an interview (Brinkmann & Kvale, 2005). Therefore, I sought to clearly understand and present information in the way they were intended. Additionally, I adhered to strict guidelines when creating my sample audience and choosing participants so that data will remain purposive for the study. As Robinson (2014) outlines, I remained rigorous, transparent and sensitive to the context of my research when speaking with participants. Therefore, I did not necessarily guide my research to certain conclusions; I allowed the participants to guide my research and aid me in discovering patterns relevant to assessment and evaluation. I remained cognizant that I interviewed teachers of greater expertise and experience and I seek to learn from their valuable experiences to drive my research and professional development.

3.6 Methodological Limitations and Strengths

The main limitation of qualitative research has been the issue of quality and validity (Kuckartz, 2014). Therefore, questions of universality or generalization begin to surface when conducting qualitative research (Kuckartz, 2014). Since the research study focuses on a small number of participants, certain generalizations may be made in order to represent a much larger population; the small samples could result in data that is difficult to extrapolate to broader audiences with certainty (Day, 1997). However, Kuckartz (2014) argues that generalization is not the purpose of qualitative research. Rather, qualitative research aims to go beyond generalization, and discover patterns and information pertinent to the topic. Day (1997) also argues that qualitative data is effective in its own right, and not a competitor or at odds with quantitative research. Qualitative research is most effective for my study as it relies on the experiences and patterns of practice that current educators use for assessment and evaluation. In
order to unearth these patterns, Kuckartz (2014) states that transparency, trustworthiness, reputation, and avoidance of strict anecdotalism must take place. Through my interview process, I strived to discover relevant, genuine data that will shed light on themes relevant to evaluation practices of LSWH. I strictly focused on topics specifically pertinent to the study.

As previously mentioned the interviewer has a heightened degree of monopoly over interpretation (Brinkmann & Kvale, 2005). Kuckartz (2014) also states that the interviewer has the freedom to construct meaning in certain ways for the purpose of their research. However, in order to produce effective research, a compromise and agreement between the researcher and participant must be reached in order to maintain validity (Kuckartz, 2014). This reinforces the transparency and ethical ramification discussed in the section above. Although validity of information may be perceived initially as a limitation towards qualitative study, instead it should act as a driving force behind creating a stronger relationship between participant and interviewer. Therefore, as a researcher, I strived to work together with participants to discover holistic findings that are clear, concise and genuine.

3.7 Conclusion

In this chapter I outlined the research methodology used for this study. To start, I identified qualitative research as the methodology and research approach to further discuss procedures for qualitative research. I then elaborated on the instruments of data collection and highlighted semi-structured face-to-face interviews as my primary source. I elaborated on the benefits of using qualitative research, and consequently interviews to conduct my research. I then discussed the importance of samples and the procedures and criteria to create a sample best suited for the study. I explain the process that I used to create a sample for the purpose of my
study. To follow, I identified the participants of the study and provide brief biographies of each participant. Next, I elucidated the process for qualitative data analysis in order to expedite the goals for the study. I made reference to the process that I undertake in order to organize, analyze and synthesize data that I discover through interviews. I then reviewed the ethical procedures and how I seek to protect participants during the interview process, while also ensuring that all information is of significant quality and validity. I concluded by discussing the areas of limitations, such as the risk of generalizations due to a small number of participants, and strengths, such as discovering relevant, clear data that can be used to discover patterns through a transparent interview process.
Chapter Four: Research Findings

4.0 Introduction

This chapter presents the findings that have emerged through data analysis compiled through two semi-structured interviews with secondary school Social Science and Humanities teachers about their assessment and evaluation of Learning Skills and Work Habits. The previous chapters outline LSWH as a criteria for assessment and evaluation, as well as research on their assessment, or factors that affect them. The research methods and methodology is then covered in Chapter Three. Throughout the data analysis compiled from the interviews, emphasis was placed on the research question which examines how a small group of grades nine to twelve Ontario high school teachers assess and evaluate LSWH. Connections between literature and the emerging themes from the interviews are also made in each section. The themes have been organized into five sections with the following key ideas behind their manifestation:

4.1: Assessment and evaluation practices surrounding LSWH;

4.2: Consistency in assessment and evaluation methods for LSWH;

4.3: Creating consensus through collaboration;

4.4: Levels of emphasis placed on LSWH;

4.5: Raising awareness around the LSWH.

For each theme I begin with a description, followed by the data obtained through the interviews, and then I identify connections between the theme in question and existing literature. To conclude the chapter I summarize the importance of consistency in perceptions and
evaluation methods of LSWH, as well as the value of collaboration and raised awareness to better understand LSWH.

4.1 Assessment and Evaluation Practices Surrounding LSWH

Teachers perceive that methods for the assessment and evaluation of LSWH become 'second nature' as teachers gain more experience. The participants suggested that assessment and evaluation practices for LSWH were something that were intuitive, and drew from experiences through their own professional growth.

When asked how she assesses and evaluates LSWH, Jem stated that she provides many forms of "formative and summative" assignments. She suggested that along the process of any given assignment, as well as classroom behaviour, that the LSWH "become easy to see" and that teachers must be "key observers." She noted that as she gained more experience, that methods to evaluate LSWH became more second nature, and even "common sense." Lois shared similar sentiments, that assessment and evaluation methods become ingrained in the mind of a teacher and become a part of the everyday routine. She stated that designating certain days or weeks to assess certain skills or habits makes the task more manageable. Lois emphasized that documentation is extremely important during any assessment or evaluation and that by planning in advance, teachers and students can be prepared to identify relevant LSWH.

In a study that explores the issues that arise in student teaching placements, Kroll (2005) affirms the notion that reflective teachers prepare assessments and evaluations more effectively. Kroll (2005) suggests that teachers that inquire into their own practice are able to explore meaning and understand the implications of class work more effectively. However, the literature that I have investigated does not explicitly state any methods of assessment and evaluation for
LSWH, nor that methods become second nature with experience. Despite the lack of available methods, the participants use their own experience to monitor LSWH, in order to evaluate them as prescribed by the Ontario Ministry of Education. This suggests that teachers must reflect on their experiences to more effectively assess and evaluate LSWH.

4.1.1 The importance of 'rich tasks' and triangulation

Teachers suggest that "rich tasks" aid in the assessment of LSWH. Both participants emphasized the importance of documentation through conversations, observations and final products; both teachers refer to this as triangulation. They suggested that LSWH are something that can be assessed in any class if planned for. Jem suggested that it is not uncommon that teachers "forget their skills and habits" during report card times. Therefore, she emphasized the importance of creating "rich tasks", where students can approach problems using multiple methods or approaches, to account for LSWH. Jem also stated that rich tasks could be done in any class, which means that accounting for LSWH would be manageable despite the discipline. She also suggested that by using triangulation, teachers would be able to create an inventory of information to use when evaluating LSWH. Lois also advocated for triangulation as a method to evaluate LSWH because she argues that it allows to track conversations and observations in order to evaluate LSWH, and therefore create a product for the student. She also stated that by planning in advance to assess certain skills and habits, triangulation becomes easier because teachers can expect to check in with students and track progress. Lois also stated that with rich tasks that are chunked, the process allows for students to display different skills for teachers to record. Therefore, I believe that this also allows teachers the opportunity to establish which skills and habits to assess at designated points.
Both teachers essentially differentiate their tasks for students in order to create rich tasks for students. In a study of students' attitudes towards achievement in Mathematics, and the effects of ability grouping, Joaler, Brown, and Wiliam (2000) found that differentiating tasks or giving students activities that can be attempted in a variety of levels mitigates challenges that assessment and evaluation may pose. This converges from what Lois and Jem say in the following way: both teachers state that planning with careful consideration of the types of tasks assigned to students, teachers should be able to assess and evaluate in a more organized, and meaningful way. Both teachers suggested that planning for the assessment and evaluation of LSWH can be a great way to document them, and more clearly inform their professional judgement. By differentiating tasks, and creating "rich" assignments, both teachers believe that additional opportunities for assessment and evaluation of LSWH can be created.

4.2 Consistency in Assessment and Evaluation Methods for LSWH

Both Jem and Lisa reported that the level of consistency around the assessment and evaluation of LSWH seems to differ depending on the teacher, and potentially even school or board. This theme focuses on the major roles that documentation and professional judgement play when assessing LSWH, while also acknowledging potential inconsistencies due to negligent practice. Both participants emphasize the importance of documentation in order to justify professional judgement and decisions. They suggest that documentation of students’ work and professional judgement are necessary in tandem in order to assess and evaluate LSWH.

4.2.1 The relationship between documentation and professional judgement

When assessing LSWH, teachers state that documentation is extremely important. However, both states that final decisions are also grounded in one's own professional judgement,
and that professional judgement plays a large role in the assessment and evaluation of LSWH. Additionally, Jem and Lois both stated that documenting student work is not only helpful when assessing LSWH, but also mandatory as prescribed by the Ontario Ministry of Education. When asked about appropriate ways to document LSWH, Lois suggested that after planning assessment days for LSWH, using checklists to track student progress is the best way to compile meaningful data when it comes down to evaluating LSWH. When asked if she still documents LSWH, Lois stated that she does not document her assessments of LSWH as heavily, but that she still relies on checklists, although some of them may be in her "mind". She also said that the rapport that a teacher can generate with students plays a heavy part in assessing and acknowledging levels at which LSWH are displayed for particular students. Similarly, Jem stated that teachers have the opportunity to get to "get to know" their students and assess them more authentically due to their everyday exposure. Jem also suggested that despite documentation being necessary, that when evaluating LSWH, that "it is all based on gut judgement" and that teachers must trust their eyes and intuition. Lois's point of creating mental checklists and recalling events through triangulation also mirrors Jem's suggestion that professional judgement becomes extremely important in the evaluation of LSWH.

However, Lois also stated that there should be an equal balance of documentation and professional judgement during LSWH evaluation periods. She noted that documentation provides evidence to support professional judgements used to decide levels for students, and that documentation also acts as a useful reminders during the flurry of evaluation periods. Jem echoed that documentation is an integral part to justifying professional judgement, but that the use of professional judgement when evaluating LSWH, outweighs the documentation, especially when a teacher feels comfortable with their craft of teaching.
In the current day classroom with multiple intelligences present in class, Haimes (1999) states that close attention needs to be paid to curriculum, practice and assessments. Although majority of the literature does not explicitly state that documentation or professional judgement are necessary when evaluating LSWH, in a study of differentiated instruction to reach all students in a de-streamed environment, Haimes states that interpretation and having a variety of strategies and techniques are integral when assessing students of varying achievement levels. Similarly, both Jem and Lois report using their professional judgement to evaluate LSWH for students, and use planned documentation to justify their decisions.

4.2.2 Variance in teacher professional judgement

Participants of this study stated that each teacher has their own unique sense of professional judgement based on their experience. Jem and Lois both established in their interviews that professional judgement is also necessary when evaluating LSWH. Although Lois suggested that there is an equal balance between professional judgement and documentation, Jem stated that "gut judgement" tends to supersede documentation. She suggested that teachers have earned the right to exercise their professional judgement and that through triangulation, intangible evidence most "obviously" informs decisions that teachers make. Jem also noted that the professional judgement from one teacher to another can vary, and that it is difficult for teachers to be "immune to bias". She stated that the variance of teacher professional judgement contributes to inconsistencies when evaluating LSWH. However, Jem also acknowledged that the variance in professional judgement in some ways can work as a positive for students to have varying forms of assessment and evaluation of the LSWH. Lois also suggested that experience augments methods to evaluating LSWH. She noted that practices become habitual, yet equal balance needs to be placed on documentation when assessing LSWH. When asked if she
believed that methods for evaluating LSWH are consistent in her school, Lois said that "she hopes so" because of the emphasis placed on assessment and evaluation teachers were presented with through professional development days.

In a study of study achievement in streamed classrooms, Boaler (1997) found that teachers tend to change their practice depending on the class that they are given. Boaler (1997) further states that different types of class cause teachers to vary their expectations and pay less attention to individual student capabilities. Jem and Lisa believe that variance in professional judgement can be attributed to teachers changing their expectations depending on their class type and that this can cause inconsistencies in practice when teachers assess LSWH for the number of classes that they are responsible for. Both participants state that inconsistencies should be mitigated and this can be done by creating more consensus around assessment and evaluation methods of LSWH.

4.3 Creating Consensus through Collaboration

Teachers report that the variance in professional judgement among teachers can create a level of inconsistency for the evaluation of LSWH, and that this can be rectified by teachers coming together to establish clarity surrounding LSWH. The level of inconsistency in professional judgement is predominantly due to a perceived lack of consensus around the definitions of LSWH as criteria. This theme focuses on the perceived lack of clarity surrounding LSWH descriptors, as well as how teachers recommend coming together to collaborate and establish guidelines collectively to assess and evaluate LSWH more consistently.

4.3.1 Variance in LSWH as criteria for assessment and evaluation
Teachers have varied views on LSWH as a criteria to be assessed. Jem cited the variation in professional judgement as the main cause for inconsistencies when interpreting LSWH. She stated that her own professional judgement would be different from another teachers’, and that there would be more variation with other teachers in different schools and even departments. Jem is concerned about being "fair" and that finding a unanimous definition for LSWH can be difficult. She stated that she felt that she is a fair teacher, but also acknowledged that other teachers, and even parents could potentially see her as "off her rocker." Jem wants to ensure that her professional judgement does not contradict other teachers' professional judgement. The main reason Jem felt apprehensive about being "fair" is due to the way LSWH are defined in the curriculum. She stated that the definitions are "too vague" and that although she "appreciates that the ministry is trying to make [teachers'] lives easier, but that is not always the case". Jem voiced that the changes in terminology, such as the introduction of the term "triangulation", which replaces and encompasses "conversations, observations and product," confuses teachers and makes it difficult to establish consistent vocabulary or identifiers, specifically for the assessment of LSWH. In difference, Lois suggested that the general LSWH terms were described similarly by teachers in her school. However, she also acknowledged that the level of consistency surrounding defining LSWH as a criteria is likely a result of their own school community, and that other schools may have different policies or emphasis surrounding LSWH.

DiMaggio and Powell (1983) suggest that having state standards in education might make schools more alike as cited in Skolnik (2015). Although there is limited literature, there was an acceptance among the participants that variation in definitions for certain assessment criteria can create inconsistencies between schools. Both participants suggested that by generating general
terms and creating standards across all schools, schools, as well as teacher practice are more likely to become alike and that this can have additional impact on student achievement as well as their decision making for post-secondary education. The following sub-theme will discuss how teachers and schools can come together to affect student decision making more positively.

4.3.2 Coming together as a school community

Teachers suggest that when schools come together through staff meetings that it is an extremely valuable opportunity for schools to establish recommended ways of practice and clarity around criteria. Lois raved about her school and stated that her school "is so advanced compared to so many schools out there" and she attributed this to the schools’ Assessment and Evaluation committee. She explained that the clarity that teachers at her school have when defining LSWH is due to consistent committee meetings for a year. She said:

At the beginning the assessment and evaluation committee... would meet every month. Then we would have workshops in our staff meetings to ensure we are all on the same page...I mean, at staff meetings we would sit down and... decide as a group how we are going to go about this. We've always said that we wanted to have a common goal in our school. And that is our common goal.

Lois believes that it is absolutely necessary to sit down together and establish clear definitions and methods together. She also believes that by implementing practices that are agreed upon during meetings, and gaining confidence and experience with those methods, that assessment and evaluation of LSWH become increasingly habitual. Additionally, although Jem felt as if there was a lack of consistency in her school around LSWH as a criteria, she reported that during staff
meetings and various workshops, a sense of consensus began to emerge in her school as well. The only difference for her is that emphasis was not placed regularly enough on LSWH.

The most important question for teachers to answer is "[under] what curricular pattern will all students succeed in secondary school?" (Robertson, Cowell, & Olson, 1998). There is also a general consensus that teachers require new approaches to instruction and increased attention to professional development to ensure consistency of practice in heterogeneous classes (Haimes, 1999). Jem pointed out that assessment and evaluation is most important for students to understand their own strengths and areas of need. Therefore, teachers must be able to identify methods that are consistent and "fair" to aid in student learning, and this can be done through professional collaboration within the education community.

4.4 Levels of Emphasis Placed on LSWH

Teachers suggest that there are varying degrees of emphasis placed on LSWH depending on the class type. Both participants suggested that the impacts of academic streaming, as well as difference in disciplines, affect the level of emphasis placed on LSWH. Participants also hypothesized that certain skills or habits would appear more naturally in some disciplines than others. This theme discusses the teachers’ perceptions of the different levels of emphasis placed on LSWH, depending on discipline and academic stream.

The impacts of streaming on student learning are meant to teach the same core content, but focus on more theory in Academic courses, while drawing on more practical examples and applications in Applied courses (Anderson, & Jaafar, 2003). Interview participants also agreed that they attempt to maintain the same course content, while differentiating instruction to meet their students’ needs. Jem stated that in her Applied courses she tends to focus more on skills
than content. She also mentioned that regardless of stream or achievement in grades, student LSWH are independent. Instead, Jem argued that teachers must use their stream and course discipline to make LSWH more "relatable" to students, so that they can identify and attribute meaning to LSWH. Lois also stated that streams affect the emphasis placed on LSWH as a whole. She further suggested that different some streams may even prioritize some skills and habits over others, such as Initiative being emphasized in Workplace classes. Lois also stated that in her own Social Science classroom, she placed a heavy emphasis on Initiative due to the amount of meaningful discussions students must participate in during class time, whereas she hypothesized that in a Science classroom there may be more emphasis on Self-Regulation.

One study that examines students' attitude and achievement in International Baccalaureate programs, shows positive experiences students have in Academic classrooms, and that students felt challenged by the curriculum, and therefore felt the need to sharpen their own skills and habits (Tarc & Beatty, 2012). When students felt challenged in their classes, they began to understand the importance of organization and time management in order to succeed in their course. Although there is a lack of literature showcasing student engagement with LSWH in Applied or Workplace streams, the participants believed that by placing emphasis on LSWH, students would become better equipped in their classes, and potentially beyond secondary school.

4.4.1 Varying expectations to aid assessment and evaluation

Participants reported that in addition to class streams and course discipline, the way in which LSWH are emphasized also depends on the grade level. As mentioned in previous sections, some courses reportedly focus on specific skills and habits. Jem also stated that the way
in which LSWH are assessed and evaluated depends on the level of the class, as well as the streaming. She suggested that the way Responsibility is evaluated in one class may not look the same in another class. She shared her experience with on particular student:

So I have this student in ESL-E. She did great in grade ten and stuff and she was completely bright. Your average, you know, B to B+ student. [She] participates all the time and got E's across the board...now she's in my mainstream 4U by her own choice...and she's floundering...She's still handing in homework, but the initiative has obviously gone down, because, you know, she just can't find where she fits in.

This is a clear indication where LSWH are not expressed through grades; the student achieved well in her original stream, but experienced a drop once moving to the University stream. Her LSWH did not change, but the expectation from one stream to the next did. Jem clearly believes in her student, yet the jump from ESL to a University level class affected some of her student's LSWH. Jem noted that her student's Responsibility in the area of homework stayed the same; however, due to what Jem sees as a lack of confidence, her student suffered when displaying Initiative among other skills or habits. The expectations of the University level class demanded more out of Jem's students.

Lois spoke similarly about the way in which LSWH are emphasized in classes. Lois also pointed out that although emphasis may vary on certain skills in certain classrooms, that the importance of each LSWH and the methods to assess and evaluate them should stay consistent. She emphasized that the expectations for LSWH as well as content expectations, of any class will differ as students move on to higher years, or classes in different disciplines. Lois cited that in an Applied course she is more likely to emphasize LSWH as practical skills. She also
suggested that although in younger grades a skill like Responsibility is predominantly predicated on homework completion, that as students move to more advanced courses, teachers expect more than just "homework completion or bringing your agenda everyday" out of their students. So in general, as students grow and advance, so do the expectations placed on their levels of competency for LSWH.

As mentioned before, students are placed into different classes and groups, and this causes the expectations that teachers have for their students to change (Joaler, Brown, & William, 2000). The levels of achievement from previous classes, or the abilities that students enter new classes with are expected to be at, or near predetermined levels for new classes. Therefore, expectations placed on LSWH grow as students grow. A certain level of consistency is expected out of students as teachers attempt to build upon skills that students have previously learned and developed. Both Jem and Lois state that a agreed upon progression of expectations for LSWH of students as they move from class to class, and grade to grade aids in assessment and evaluation practices.

4.5 Raising Awareness Around LSWH

Teachers suggest that the school community needs to raise awareness of LSWH in order to motivate students and parents to understand the importance of LSWH. Jem and Lois believe that LSWH is widely regarded as important for students to develop in order to achieve in their courses, as well as in life after secondary school. Lois stated that "awareness [of LSWH] is super important" because, as Jem says, LSWH have real life applications to them. Both participants emphasized that in the work force as well as university, students will need to be Responsible, and have the capacity to Collaborate and Self-Regulate in order to be successful as a student or
employee. Both teachers also stated that for this to happen, students need to be aware and buy into the importance of LSWH.

Lois noted that in order for LSWH to be taught thoroughly and for students to engage with them, students must be exposed to them in a young age. She suggested that elementary schools play a large role in the development of LSWH, and that in secondary school, there is the additional emphasis on more content, which makes it more difficult to strictly focus on LSWH. Teachers must make the assumption that students are capable of displaying strong LSWH themselves, with occasional reminders from teacher. Lois also mentioned that it is absolutely vital for LSWH to be heavily emphasized in grade 9. She believes that by clearly defining and letting students know what LSWH are, as well as when and how they will be assessed or evaluated will motivate students to pay more attention to them. She believes this will also further develop students' LSWH.

Lois also thinks that although heavier emphasis is placed on grades by most students and parents, that LSWH are very relevant to them also. Jem also shared a similar perspective and said that although grades seemed to be viewed first by most, if not all students and parents. Jem drew on her own experience and stated that with her own report cards that LSWH were also viewed, albeit second. Jem deduced that there is a level of care for LSWH, not just for her, but the general school community as well, but that the demands of University and College make students and parents focus more on grades. However, Jem believes that students become more aware of the importance of LSWH as they immerse themselves in university, or college, or the work force.
Both teachers believe that LSWH are necessary as criteria for students to observe on report cards, but that additional effort should be made so that students and parents can better understand their importance. Lois specifically made the following statement about raising awareness for LSWH:

I think that [LSWH] are important...[and] we need to explain to kids that you understand marks are important, but these are also skills that are going to continue to go with you. And that is really all I can say. Also, the six [LSWH] should be condensed to three, specifically Responsibility, Collaboration, and Self-Regulation, and that should help with consistency.

Lois believes that some of the lack of clarity and buy in from students surrounding LSWH is a level of repetitiveness among the skills. She suggests that by condensing the LSWH, students and parents will have a better understanding of the LSWH and their importance. Jem also believed that by making LSWH more concise, students would benefit more from the assessments and evaluations of their skills and habits. This in turn would also clarify the expectations for each LSWH and make it more manageable for teachers to assess and evaluate LSWH. Both participants emphasized that in addition to condensing LSWH, starting early and emphasizing LSWH in early grades will promote LSWH in a way which they become more meaningful for students.

Tracking the level of awareness around LSWH can also be a challenge because awareness is an intangible thing to measure. In Michalos (2012), the study also states that assessing changes in behaviour are taking place can be difficult, and that baselines for current knowledge, attitudes and choices must be established. However, although it may be a challenge
to raise awareness around LSWH, the participants maintained a level of optimism because they have had students and parents ask how students could improve LSWH. Lois and Jem believe that there is a level of care in the public eye for LSWH due to the presence of any attention paid to LSWH by students and parents. This gives the school community hope that LSWH will become more important for students and parents as they receive report cards.

4.6 Conclusion

Through the analysis five major themes emerged. The participants both stated that assessment and evaluation practices for LSWH revolve around documentation and professional judgement. The presence of professional judgement in evaluation practices around LSWH caused the interview participants to believe that there is a level of variance in the evaluation of LSWH. This was manifest through a general vagueness surrounding the LSWH, and that teachers need to collaborate to create more concise criteria. Clearer criteria and descriptors for LSWH would allow for teachers to navigate the various levels of emphasis placed on LSWH caused by the nature of different disciplines and streamed classes. In order for the whole school community to better understand the relevance of LSWH in classes and beyond secondary school awareness must be raised for teachers, students and parents. In the following chapter, I will suggest specific and broad implications that these findings may have in the education community, as well as recommend potential, relevant opportunities for additional research.
Chapter Five: Conclusion

5.0 Introduction

The following chapter provides an overview of the key findings with respect to Learning Skills and Work Habits (LSWH) and teacher perception around their assessment and evaluation, as well as the significance of these findings. After elaborating about the ways teachers have reported their perceptions around LSWH in the educational community, I will introduce the various implications that they may produce, both for the broader educational community and for myself as a professional to reflect upon my own educational identity and practice. To follow, I will provide recommendations in order for educators to take action to address implications surrounding perceptions around LSWH, as well as areas for potential future research. I conclude with any remaining comments that are relevant to the study.

5.1 Overview of Key Findings and their Significance

The main goal of this research paper has been to identify teacher perceptions around the LSWH, as well as reported practices that are potentially useful and prescribed for assessment and evaluation. Having interviewed two participants, it has become clear that LSWH are viewed by teachers as important for students to develop. Both participants claimed that methods of assessment and evaluation become habitual as teachers gain experience, and that documentation and professional judgement must be relied on in order to effectively assess and evaluate LSWH. They also highlighted the varying degrees of emphasis that can be placed on LSWH depending on the academic stream and grade level. Because of this variance in emphasis, the participants suggested that a lack of clarity may be due to unique definitions teachers have for LSWH. To create a more consistent view on LSWH, teachers perceive that coming together to collaborate amongst one another as educators is most effective. The participants also reported that teachers
and students in general understand that LSWH are important to develop; however, additional awareness must be raised for the educational community to further understand LSWH.

These findings contribute to the educational field because of the lack of awareness surrounding LSWH. The skills and habits seem to be widely accepted among teachers and students as tools to aid in achievement. However, the participants also report that a lack of attention is paid to LSWH by the students and teachers alike.

5.2 Implications

The following section is broken down into two sub-sections. The first will identify potential implications for the broader educational community. Different action items will be identified that schools, teachers and students can address. The second section will address my personal identity and practices, and how my beliefs as an educator align with the findings. I reflect upon the findings and how they may be useful to my own practice.

5.2.1 The educational community

After interviewing two participants about their perceptions around the LSWH and the assessment and evaluation practices surrounding them, I have identified a number of stakeholders that the findings may be relevant to. Because the LSWH are mandated to be assessed and evaluated, students and teachers are clearly affected by LSWH. There are also implications for school administrators, as well as parents or guardians of students who view report cards.

Due to a perceived lack of clarity or consistency in definitions for the LSWH, teachers may have a difficult time assessing and evaluating them. Teachers may use their own professional judgement to define and assess LSWH and this may cause inconsistencies within practice. Additionally, emphasis placed on LSWH can depend on the school, teacher, grade
level, and academic streaming. The various levels of emphasis and factors affecting perceptions around LSWH may also be a cause for inconsistency around them. Participants state that they believe assessing and evaluating LSWH becomes easier over time; however, understanding that there is a varying degree of understandings for LSWH, depending on a teacher’s professional judgement, or exterior factors, such as grade or stream, may cause difficulties or inconsistencies in assessment and evaluation methods.

Students may also be affected by LSWH, and the way in which teachers define, assess and evaluate them. To be perceived as successful, students must buy into LSWH as understood by teachers in their individual classrooms. This may cause discrepancies in the way students view LSWH, because their definitions may vary from class to class. Additionally, the interview participants emphasized that students need to know what is being evaluated, and when LSWH are being evaluated. The participants claimed that students are not always aware of the assessment and evaluation of LSWH in class time. Due to this lack of awareness, students may view LSWH as irrelevant, or devalue them.

Additionally, students may be unable to articulate the importance of LSWH to their parents or guardians, who may also devalue LSWH. Both participants suggested that LSWH marks are a means to communicate to parents. However, due to a lack of clarity in the definitions of LSWH, as well as potential inconsistencies in assessment and evaluation practices, parents may become less aware of the importance of LSWH, and may focus more specifically on grades.

The emphasis placed on assessment and evaluation, as well as the criteria to focus on for assessment and evaluation is heavily influenced by school administrators, such as principals. Administrative staff prepare professional development, as well as emphasis for schools, and teachers to place on various action items. Although some school administration may emphasize
assessment and evaluation, other schools may emphasize other areas of the educational field. This can also cause inconsistencies in the emphasis placed on LSWH from school to school.

**5.2.2 My professional identity and practice**

I have always been a strong advocate for LSWH. Having worked various service and labour industry jobs, I believe that LSWH are important to develop in students. I believe that LSWH allow students to adapt to their learning and working environments. I also believe that LSWH allow students to excel and become lifelong learners because of the way they affect an individual's ability to work and learn. Through this study, I have been able to confirm that teachers understand LSWH as important for student success, and that they believe that developing strong habits and skills can serve students well in school, as well as in post-secondary education, or work. I was also able to confirm that a lack of uncertainty around the LSWH persists among teachers.

As an educator, I aspire to plan out my assessment and evaluations, and identify locations for the assessment and evaluation of LSWH, as my interview participants suggested. I strive to continue to advocate for LSWH so that my students can better understand them. I also hope to create dialogue with my colleagues and collaborate to make assessment and evaluation practices clearer and more manageable for teachers. My intention will be to allow this new understanding to permeate through the school community, so that students, teachers, parents and administrators will have an understanding of LSWH.

I believe that my role as a teacher is to best prepare my students for life after secondary education. This stems from my philosophy that schooling is meant to provide students with the opportunity to learn about, equip, and prepare themselves for achievement beyond the school community. Therefore, I will continue to place emphasis on LSWH, as I believe that developing
strong skills and habits will aid in students' paths for success. Understanding that all students have different interests, strengths and weaknesses propels my passion for developing intangible skills and habits that fall under LSWH. By doing so, my aim is to best prepare all of my students to succeed beyond secondary schooling.

5.3 Recommendations

The implications in the preceding section are derived from key research findings after interviewing secondary school Social Science and Humanities teachers. The implications provide context for educators to reflect upon their understandings of LSWH, as well as methods to assess and evaluate them. Knowing that LSWH are beneficial to students for achievement and future success, understanding them more clearly, and raising awareness should help students and teachers understand and value LSWH more. By investigating how to create consistency among the terminology and definitions surround LSWH, as well as the practices to assess and evaluate them, hopefully teachers and students will feel more comfortable with developing the LSWH as a tangible criteria in the classroom.

One particular recommendation for teachers is that they should be conscious about explicitly letting their students know about what the criteria is when assessing and evaluating LSWH. Teachers should explain to students that there are certain behaviours or actions that they look for, when evaluating skills and habits. These actions can be implemented immediately. Students should be aware of the LSWH, how they are assessed and evaluated, and when they are being assessed and evaluated. Teachers should also make it a habit to indicate on assignments or tasks when LSWH are also being observed or assessed.

In order to establish consistency in the interpretation, assessment, and evaluation of LSWH, teachers should collaborate and establish clear criteria. By coming together as a school
community and agreeing upon a specific set of criteria for LSWH, assessment and evaluation could become more manageable for teachers, and clearer for students to understand as well. Schools, and potentially even boards can collaborate to create more consistency in the broader school community. This may also heighten the awareness and perceived importance surrounding LSWH. The impact of such a collaboration could likely only be monitored after time has elapsed. Therefore, measuring the effects of collaboration on the perceptions around LSWH, as well as the facilitation of their assessment and evaluation will likely be a long-term project.

School administrators can facilitate collaboration around LSWH by holding Professional Development and meetings to discuss assessment and evaluation methods. Additional PD sessions would create more awareness around the school that LSWH are to be emphasized. Teachers can also spend time together by sharing practices to best assess and evaluate LSWH, and in doing so, create more consistency.

Policy makers can also contribute by taking information sourced from teachers and schools to create more concise guidelines to define and assess LSWH. The main goal for the educational community should be to re-define LSWH such that they are viewed uniformly by teachers and schools. This should aid in establishing assessment and evaluation methods more tangibly, especially for teachers with less experience.

5.4 Areas for Further Research

Upon concluding my study around teachers’ perceptions and experiences of assessment and evaluation of LSWH, I realized that there are numerous opportunities for further research that are pertinent to this topic. Additional research on perceptions from the student and parent point of view may provide additional depth to this study. Understanding viewpoints other than solely educators’ may inform practices for educators. Additionally, further research on the
impacts of academic streaming and grade level on assessment and evaluation may elicit rich findings for different methods that teachers may use.

Another facet absent from this study is the views and impacts of post-secondary entities, and the ways in which they view LSWH. Also, understanding that LSWH are unique to Ontario, this study may be potentially irrelevant for other jurisdictions. Therefore, by looking into the implementation of LSWH as a criteria in other provincial educational systems, with common terminology, may allow opportunities to establish consistency. This is another area for future research. I still reflect on LSWH and strive to deduce whether or not they are effective as a separate criteria from grades, or whether a tandem of grades and comments is more beneficial for students to understand their strengths and opportunities to learn. By continuing to explore the impacts of the school system on assessment and evaluation practices, I feel as if more consistency can be established in the school community. Therefore, I believe educational scholars should be directing their attention to the variety of ways in which educators perform assessment and evaluation depending on class types, as well as the ramifications of standardizing LSWH as criteria throughout Canada.

5.5 Concluding Comments

I believe that this study is extremely important for students and teachers alike. The LSWH are something that I hope will be fostered by all teachers, and ascribed to by all students. The LSWH are tools that I think students can benefit from greatly as they develop and grow into socially responsible, and contributing members of society. I hope that this study can elucidate the importance of LSWH to students, but more importantly to educators so that they can advocate the LSWH to their students and school community. I also reflect and question whether or not LSWH are necessary as a specific criteria, or if they can be represented and communicated in a
different and more coherent manner. I remain steadfast that LSWH are extremely valuable and potentially essential for student success, regardless of the label that they are given. Therefore, I continue to hope that some type of consistency, or clarity can be established around LSWH, such that educators, students, parents, and the broader school community can accept LSWH, and are motivated to develop them.
References


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Appendix A: Letter of Consent for Interview

Dear ______________________,

My name is Aamir Husainy; I am currently an OISE, University of Toronto student in the Master of Teaching program. I have a particular interest in assessment and evaluation methods and practices. My project is on Learning Skills and Work Habits and how Ontario secondary Social Science and Humanities teachers assess and evaluate them. I believe that your knowledge and insights will provide immense value not only to my research, but to my own professional development.

I am writing this research study as a requirement for the Master of Teaching program. The purpose of this report is for myself to become familiar with academic research, as well as relevant insights for my own teaching practice. My data collection will be executed through interviews that will last approximately 60 minutes, and be audio-recorded. I would be grateful if you allowed me the opportunity to interview you at a time and place of your choosing, outside of school time and away from school property.

The information that I receive through this research process will be presented in my research report; this will be presented through a final written component as well as informal presentations for my colleagues and/or conferences. I will not use your name in any of my oral or written presentations or publications. Your information will remain confidential and only accessible to myself, my course coordinator, and my research advisor. Beyond that, the information I retrieve will be kept in a secure external hard drive that I will erase approximately 5 years after the report is completed, to allow for any presentation or publication opportunities. You are free to withdraw from the research project at any time, if you so wish, even after consenting the interview. You are also free to pass on any of the questions I may ask you during the interview process. For your comfort, I will provide you with a list of topics that will be covered in the interview ahead of time. Given the topic of assessment and evaluation, I understand that I am asking you to share your own professional outlooks and practices with me. For this I am very appreciative.

Please sign the attached form if you agree to be interviewed for the purpose of this research study. The second copy is for your own records to keep. Once again, thank you very much for your willingness and help!

Sincerely,

Aamir Husainy

MT Candidate
Consent Form

I acknowledge that the topic of this interview has been explained to me and that any questions that I have asked have been answered to my satisfaction. I understand that I can withdraw at any time without penalty.

I have read the letter provided to me by Aamir Husainy and agree to participate in an interview for the purposes described. I agree to have the interview audio-recorded.

Signature: ______________________________________

Name (printed): _________________________________

Date: _____________________
Appendix B: Interview Protocol

Thank you for participating in my research study. The goal of my research is to discover how educators exercise their own assessment and evaluation methods, specifically with regards to the learning skills and work habits as outlined by Growing Success. This interview should take approximately 60 minutes and is comprised of roughly 23 questions. I have divided the interview protocol into 4 sections: I will begin with very general background information questions. Then I will ask about the assessment and evaluation of learning skills and work habits. Next, we will discuss how teacher pedagogy and differentiated instruction can play a role in assessment and evaluation practices. To conclude we will consolidate our discussion and identify any next steps that may be necessary. I would like to remind you that you have the right to pass on any question, without explanation, and you may also withdraw yourself from the interview if you feel it is necessary. Do you have any questions before we begin?

Section A - Background Information

1a.) How long have you been working as a teacher?

b.) How long have you been working as a teacher in Ontario?

2.) What open level courses in the Social Science field have you taught at the high school level?

3.) Do you have any roles in school beyond that of a teacher (Coach, Sponsor, Advisor)?

Section B - LSHW Assessment and Evaluation Practices

4a.) Please walk me through your assessment and evaluation practices for assessing and evaluating LSWH.

4b.) How do you define LSWH as criteria, to make them manageable for you to asses?

4c.) When assessing and evaluating each LSWH, are there any particular look-for's that you use?

4d.) How would you advise me, as a new teacher, to keep track of LSWH for each individual student?

5a.) What would you say is the role of ‘gut’ or professional judgement in your assessment and evaluation of LSWH?

5b.) How would you advise other teachers when using professional judgement to
equitably assess and evaluate LSWH or student learning more generally?

6.) Would you say is there is significant variance among your colleagues’ practices for assessing and evaluating LSWH?

7a.) What in your view is particular or unique about assessing LSWH in secondary education?
7b.) How about in the Social Sciences?
7c.) How about in Open courses?

Section C – Beliefs about Learning Skills and Work Habits

8a.) What in your view is the particular role and value of LSWH?
8b.) Do you believe that LSWH move beyond the classroom, to post-secondary life for students as well, in a similar fashion than those of course grades workplace?

9.) In your experience, does the structure of the Social Sciences curriculum facilitate the development and assessment of LSWH?

10) Do you believe that teachers need to specifically plan for integrating LSWH into lessons and assessments or do you believe that LSWH is born through effective practice? Why or why not?

11a.) How would you define describe the relationship between LSWH and grades?
11b.) Should Do you believe that LSWH should be defined and assessed separate from grades as indicated in GS? Why/not?
11c.) Do you believe that assessment methods for grades should be similar to or different from those used to assess LSWH? Why/how?

12a.) As a teacher, Do you think teachers are you provided with sufficient definitions and guidelines for assessing and evaluating LSWH?
12b.) (if no) What do you believe needs to happen? What would help you in this regard for LSWH to become a more streamlined criteria for assessment and evaluation?
12c.) (if yes) Do you believe there are any holes or pitfalls to these definitions?

Section D - Consolidating and Next Steps

13.) What advice do you have for me as a beginning Social Science teacher who will be assessing and evaluating LSWH?

14a.) Do you believe that LSWH are something that can be assessed and used as a criteria for
to foster student learning?

14b.) (If yes) How would you advise me, as a beginning teacher to advocate for LSWH to students and parents?

15.) Do you have any final thoughts or questions?

This concludes the interview - that was my last question. Thank you for all of your insights and experiences. I really appreciate you taking the time to sit down with me and talk about your own teaching practices - all of the information I have received today is really helpful. So again thank you. Do you, by any chance, have any questions or comments for me, before we depart?