



Profiles of Teaching Practices and Sixth Grade Students' Scholastic Performances

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Abstract for the International Congress for School Effectiveness and Improvement (ICSEI 2019) – Stavanger (Norway)

Our aim was to identify different profiles of teaching practices and understand their impact on students' scholastic performances. Few studies identified different profiles of teachers through observational tools as well as their impact on students' scholastic performances. Participants were 815 teachers and 7579 6th grade students enrolled in 207 Italian schools. The quality of teaching has been assessed through three dimensions: the *cognitive improvement*, the *classroom management*, and the *sensitivity and support*. Students rated the classroom achievement goals and filled out tests to evaluate their scholastic performances (INVALSI, 2014).

Results from a Multilevel Latent Profile Analysis suggested an optimal solution with three sub-groups of teaching profiles. The first and second profile obtained lowest and highest means on cognitive improvement, classroom management, and sensitivity and support, respectively. The third sub-group of teachers obtained intermediate mean levels. The multilevel regression analysis revealed that students whose teachers were within the second and third profiles resulted in higher scholastic performances compared to students whose teachers were within the first profile.

Our study suggested that different teaching profiles and specific didactic practices may have an impact on students' scholastic performances. Teachers should improve their awareness about the most effective teaching practices and the observational tool may support them in adopting these practices through the teacher-to-teacher observation.