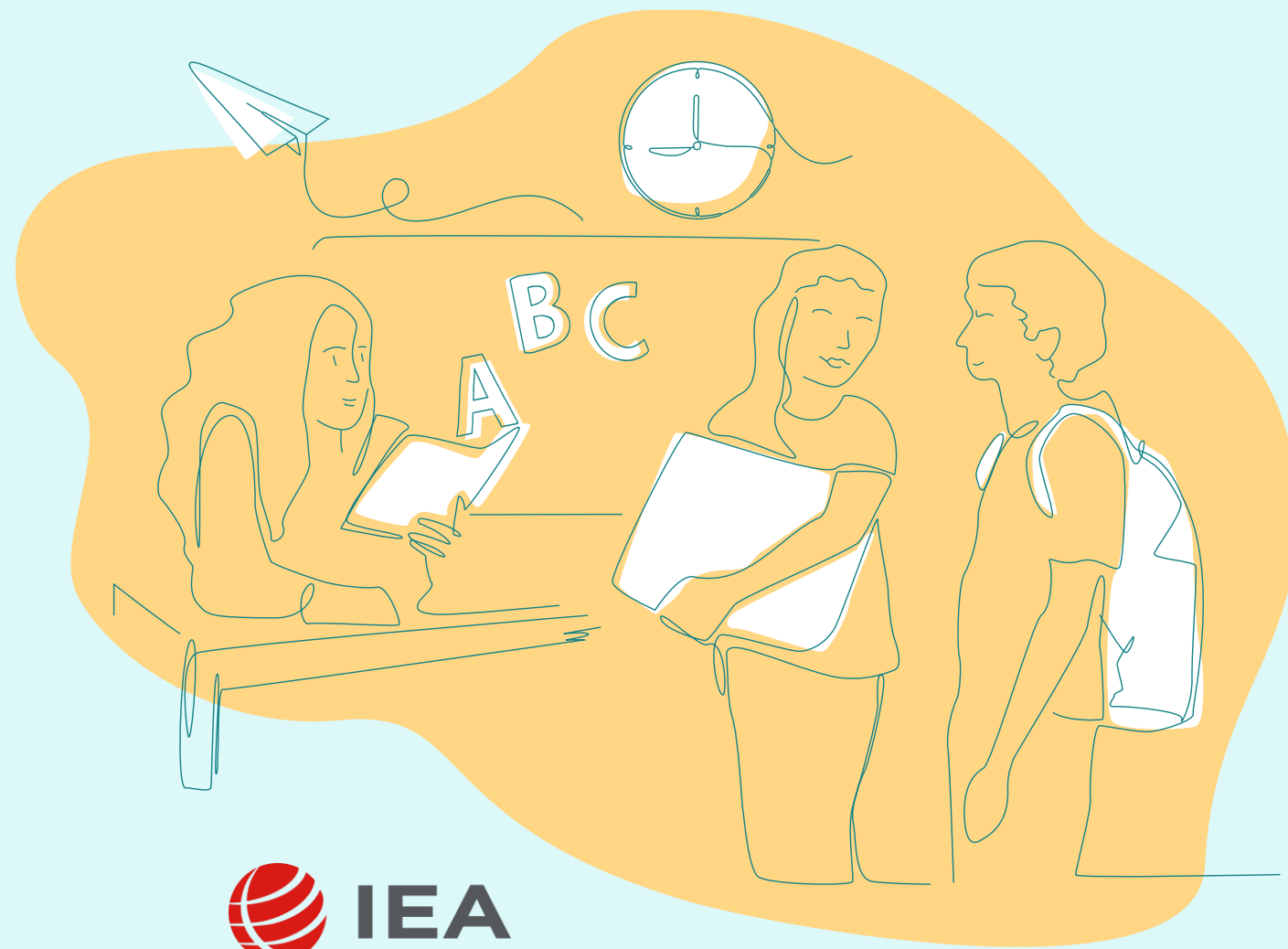


IEA Teacher Resources in Practice



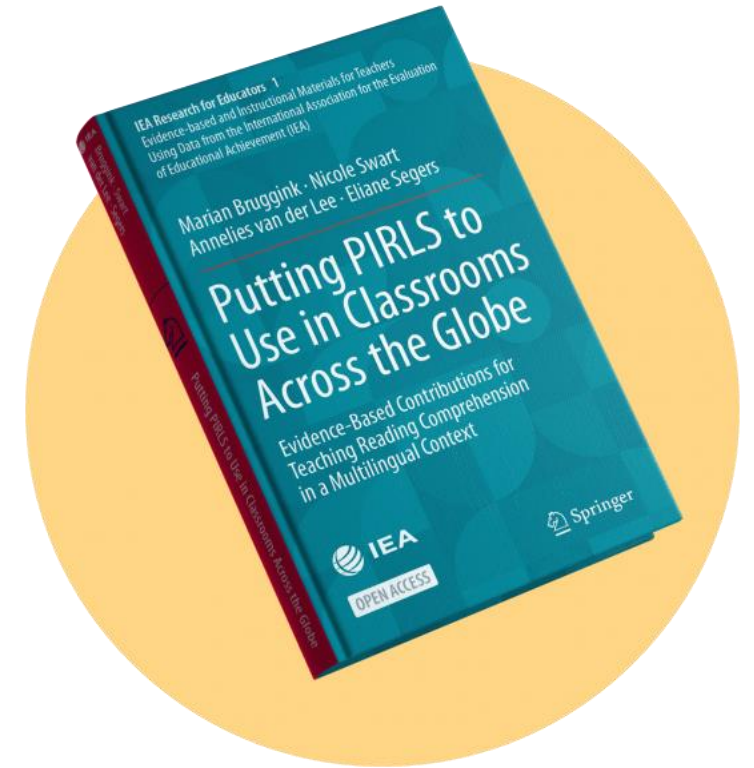
64th General Assembly
Andrea Netten and Paulína Koršňáková



Recap on #GivingBackToTeachers

Our research would not be possible without teachers!

- IEA aims to give teachers tools, information, and ideas for the classroom
- Two peer-reviewed series directed at teachers and educators
- Translating relevant IEA research findings into evidence-based practice
- Received feedback from teachers in Georgia and Portugal



IEA Teacher Resources Available



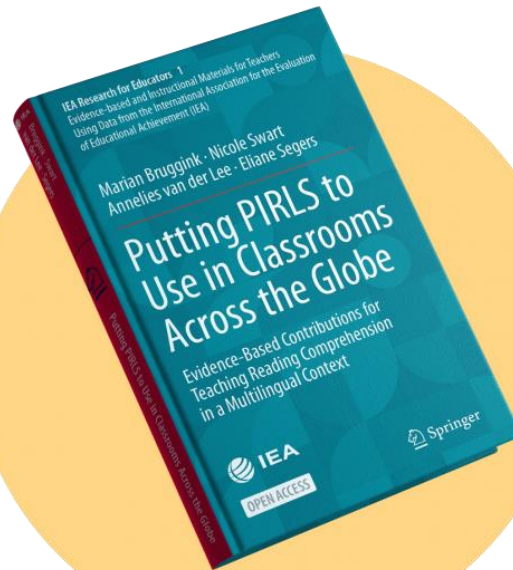
Good practices from Chile

Place:
Colegio Técnico Profesional Los Acacios

In Chile, the main language is Spanish. There are some indigenous languages like Mapudungun or Aymara, but only a small population uses one of these as their main language. Therefore, the predominant language of instruction in the national educational system from grade 1 to 12 is Spanish. Immigrants comprise only a small percent of Chile's population, and most of them come from other Spanish-speaking countries within Latin America. In Chile, schools are mandated to develop reading skills and a positive attitude toward reading through guided reading in class and home reading. The national curriculum states that reading skills and dialogue using writing and oral skills are fundamental. Although the curriculum does not indicate a percentage or amount of total instructional time to be devoted to reading, the goals and objectives related to reading have preeminence over writing and oral skills.

ABOUT COLEGIO TÉCNICO PROFESIONAL LOS ACACIOS

Colegio Técnico Profesional Los Acacios is an educational institution located in the south-central zone of Chile, in the city of Concepción, specifically in the Birkelo region. This school provides primary and secondary education for children and youth in the local area.



IEA TEACHER SNIPPETS XL



HOW TO HELP STUDENTS DEVELOP READING COMPREHENSION SKILLS

Five Key Principles for Teaching Reading Comprehension, Illustrated With a Text From PIRLS

1. Reading in a meaningful and functional context

Students should experience that reading and having well-developed comprehension skills can be important, valuable, and useful to them. The reading materials, reading purposes, and reading approach should therefore be authentic and resemble real-life reading tasks.

2. In-depth interaction with texts

Interacting with the content of a text has a positive influence on students' reading comprehension. By discussing the content, and specifically the information needed to reach the reading goal, students gain new insights that they themselves may not have thought of, leading to a better understanding of the text.

3. Explicit instruction in a limited set of reading strategies

Using reading comprehension strategies can be an effective way to enhance comprehension. There is evidence that a limited set of strategies, see table below, can have a positive effect on reading comprehension, especially when they are taught in a meaningful way and used in combination.

4. Integrating reading education with other subjects

By reading texts from other school subjects, students not only acquire new knowledge and subject-specific words, but they also learn how to apply reading skills in other types of texts. Integrating reading with writing can lead to better reading comprehension, as well as better writing skills.

5. Monitoring factors associated with reading comprehension and differentiating instruction

Monitoring students' reading development by using summative and formative tests reveals differences in students' level of reading comprehension and educational needs. Differentiation can be achieved by giving explicit instruction in word meaning, the use of reading strategies, and text structure.

EFFECTIVE READING STRATEGIES

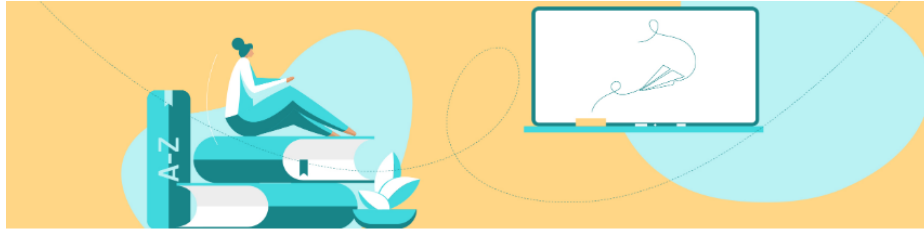
- Making predictions and setting reading goals
- Asking questions
- Visualizing the content of the text
- Recognizing text structure
- Making connections
- Summarizing
- Monitoring and clarifying comprehension

An Introduction to Using the Resources for *Flowers on the Roof*

Reading Comprehension Resource Pack 1



IEA Teacher Resources



Introducing IEA Resources for Teachers

Welcome to the new, dedicated space for teachers. This space provides resources for teachers based on research findings from IEA.

Teachers are essential to the work of IEA. To give back, IEA has launched two publications aimed to give teachers tools, information, and ideas to implement in the classroom as education systems and curricula develops. *IEA Teacher Snippets* and *Research for Educators* book series aim to highlight and translate practical information derived from IEA studies that spark conversation.



Gain insights

Into student performance through IEA research findings



Inspire teachers

by presenting strategies and real-life case studies from other classrooms



Spark conversations

and connect research with practice

IEA Research for Educators

A new IEA publication written for teachers, researchers, and practitioners that provides evidence-based and instructional materials for the classroom. More than a book series, volumes contain country-specific data, passages, and items used in IEA studies.

[Discover Research for Educators](#)



IEA Teacher Snippets: Inspiration for the Classroom

IEA Teacher Snippets is a short-format, adaptable series highlighting practical information derived from IEA studies that spark conversation. For customization beyond translation, Snippets are available in multiple languages and based on country-specific data.

[Discover Snippets](#)



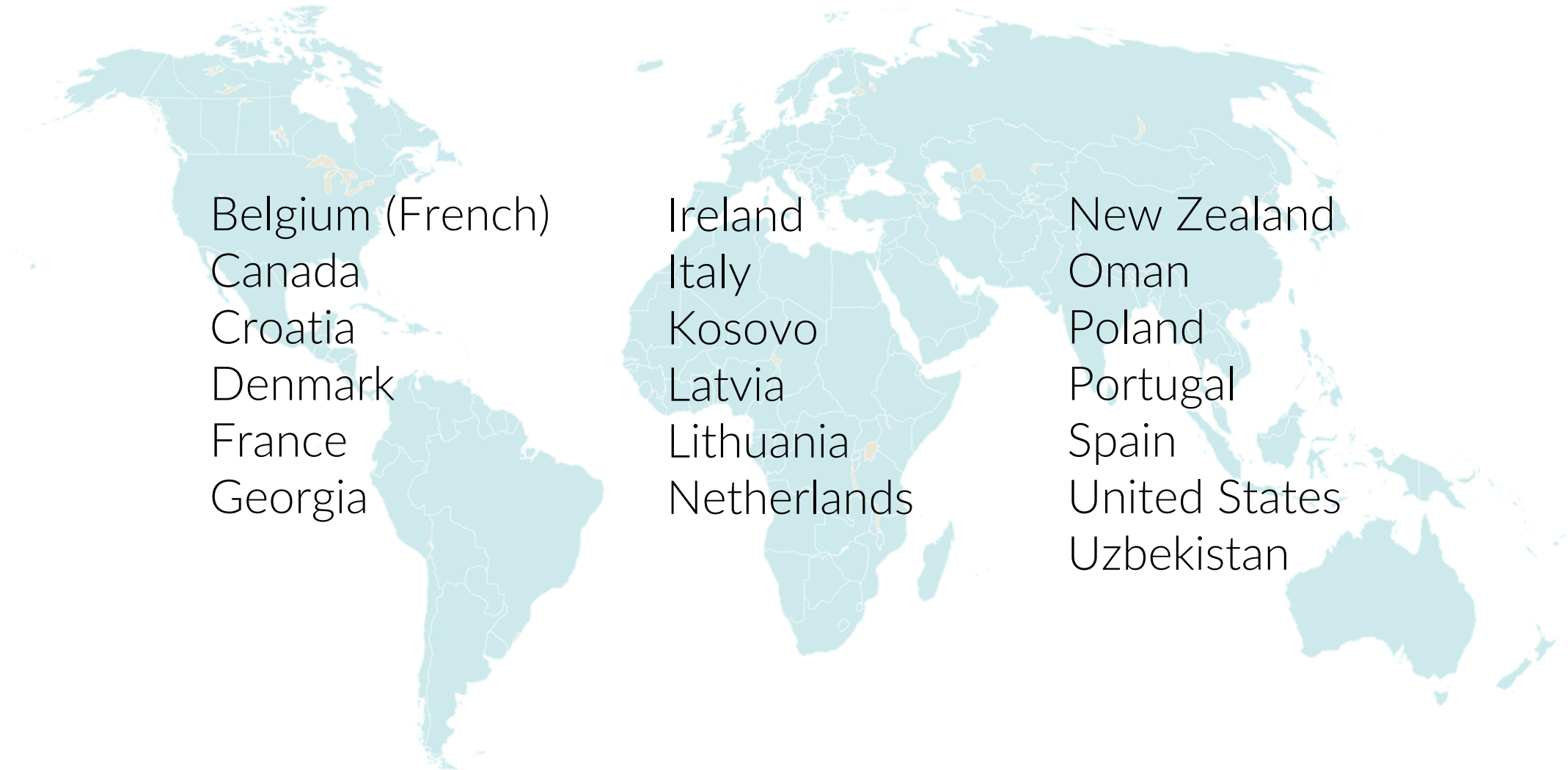
Research for Educators Volume Two

Supporting Reading Comprehension in a Digital World

- Aims to provide evidence-based teaching principles for digital reading using examples from ePIRLS
- The book includes:
 - Scientific insights in digital reading
 - Evidence-based didactic principles for digital reading
 - Insights into digital reading comprehension skills using ePIRLS
 - Inspiring examples of digital reading education
- Volume two in the *IEA Research for Educators* series will be released in 2024



Countries Adapting and Translating Material



How to Adapt and Translate

Translate *Research for Educators* Volume One

- Fill in the *Research for Educators* translation form and send it to l.cheeseman@iea.nl
- GAs will receive the following files via email for translation:
 - InDesign package for the book
 - InDesign package for extended chapter five
 - Guide on using the passages and scoring for the resource pack
- IEA can host the translated file or link out to the translated file from the IEA website

მოსწავლეთა თითოეული ჯგუფი კითხულობს ტექსტს და ერთად მუშაობენ დავალებაზე. თითოეულ წევრს აქვს კონკრეტული როლი, ანუ ჯგუფში პასუხისმგებლობა, მაგალითად:

- **კორესპონდენტი** - სვამს შეკითხვებს თანაგუნდელის მიერ წაკითხული ტექსტის მონაკვეთზე.
- **ილუსტრატორი** - ხატავს ტექსტის შესახებ გუნდის მოსაზრებების ამსახველ სურათებს.
- **სიტყვების მშენებელი** - რწმუნდება, რომ ყველა რთული სიტყვა გასაგებია და მათ იწერს.
- **შემჯამებელი** - ჩანაწერებს აკეთებს და აჯამებს ტექსტის შესახებ გუნდის მოსაზრებებს კლასის წინაშე.

მასწავლებელი თითოეული როლის მაგალითს აჩვენებს მოსწავლეებს და როლურ ბარათებს ურიგებს ჯგუფებს თანამშრომლობითი კითხვის აქტივობის დაწყებამდე. ბარათებს შეგიძლიათ დაამატოთ შესავალი ფრაზები დიალოგისთვის, რჩევები ან გრაფიკული ორგანიზატორები. მასწავლებლები მოსწავლეებს ეხმარებიან მათთვის მინიჭებული როლების შესრულებაში.

(Source: Kagan & Kagan, 2009)

How to Adapt and Translate

Subscribe to adapt *Teacher Snippets*

- Complete and return the *Teacher Snippet* subscription form to l.cheeseman@iea.nl
- GAs will receive the following files via email for translation:
 - InDesign package of the *Teacher Snippet*
 - *Teacher Snippet* copy in word format, with space for translation
 - Adaptation guidance and notes
- IEA can host the translated on the IEA website. Please send the translated files in PDF file to Laura Cheeseman



#GivingBackToTeachers: Georgia

Putting PIRLS to Use in Georgian Multilingual Settings

- The National Assessment and Examinations Center hosted a workshop dedicated to teachers in Tbilisi, Georgia in January 2023
- The workshop introduced findings from PIRLS and launched accompanying translated IEA teacher resources

“I chose an unfamiliar strategy and a new story map which we used to work on the narrative text...all the activities were fun for the class, everyone in the group had their own role and levels of engagement were high.”

State language (Georgian) teacher in a public school

