

# Teaching – learning and Assessment

## *Key Domain II*



## Teaching-learning and Assessment





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### Teaching – learning and Assessment

#### About the Domain

Teaching-learning is a key performance domain and the most important determinant of learner attainment. Effective teaching-learning results from strategic planning and the creation of an optimal learning environment. This entails designing suitable learning experiences and using a variety of teaching-learning strategies that would enhance learning. The teacher's understanding of the specific context of the learners and their learning needs is vital to the success of this process. Assessment is an integral aspect of teaching-learning and is thereby a valuable indicator of learners' attainment. It also provides a sound basis for teachers to reflect on the efficacy of their classroom practice. The teacher's content knowledge and pedagogical skills ultimately determine the efficacy of the teacher's approach to teaching- learning and assessment.



## KEY DOMAIN

### TEACHING-LEARNING AND ASSESSMENT

## CORE STANDARD

- Teachers' Understanding of Learners
- Subject and Pedagogical Knowledge of Teachers
- Planning for Teaching
- Enabling Learning Environment
- Teaching-learning Process
- Class Management
- Learners' Assessment
- Utilization of Teaching-learning Resources
- Teachers' Reflection on their own Teaching-learning Practices

## REFLECTIVE PROMPTS

- Q1. To what extent do teachers understand the socio-cultural and economic background of learners and their learning needs?**
- Q2. To what extent do teachers have the desired content knowledge and pedagogical skills?**
- Q3. How effectively do teachers practice learner-centered teaching-learning?**
- Q4. How effectively do teachers plan their lessons and implement the same in their class?**
- Q5. How effectively are teachers able to adapt teaching – learning strategies, materials in the light of the context and learning needs of the learners?**
- Q6. To what extent do teachers use assessment as a means to reflect on their teaching – learning process?**

## FACTUAL INFORMATION

(School may response for more than one option in a question, if required)

### 1. How do teachers acquire information about socio-cultural and home background of learners?

a. School records

b. Interaction with parents

c. Asking learners themselves

d. Other sources (please mention) \_\_\_\_\_

### 2. Teachers access to different types of teaching- learning resources:

a. unaware of resources

b. aware of resources but unable to access them

c. resources they have access to and use \_\_\_\_\_

### 3. On what basis do teachers assess learners' attitudes, motivation and interest in learning?

a. Attainment in scholastic and co-scholastic areas

b. Evidence from interaction with learners in class

c. Discussion with other teachers

d. Observation of learner behavior both in and outside class

e. Unable to assess

Core Standard	Descriptor		
	Level-1	Level-2	Level-3
<b>Teachers' Understanding of Learners</b>	Teachers are aware of the socio-cultural and economic background of the community from where learners come; have a general idea of the home background and learning levels of the learners	Teachers understand the socio-cultural and economic background of the community and the learning needs of the learner; develop an understanding of the learning needs of learners through classroom experiences and personal interaction with other teachers, parents/ guardians and community	Teachers seek feedback from learners and parents regarding learners' performance in a systematic manner; address individual needs, learning style and strengths of learners
<b>Subject and Pedagogical Knowledge of Teachers</b>	Teachers often experience difficulty in teaching certain concepts due to lack of understanding of the same; make limited efforts to improve their content knowledge and pedagogical skills	Teachers sometimes face difficulty in explaining difficult concepts in their subjects; lack appropriate pedagogical skills; make efforts to upgrade their content knowledge and pedagogical skills with the available support and resources e.g. subject forums, training programmes	Teachers have mastery over content and pedagogical skills and hence rarely face difficulty in classroom transaction; take their own initiative and the support of their fellow teachers if needed for updating their knowledge and pedagogical skills; school also extends support in updating the same



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
<b>Planning for Teaching</b>	Teachers teach the lesson as per the textbook, with a focus on completion of syllabus; are aware of the topic to be taught and teaching-learning material to be used in their teaching	Teachers prepare and maintain a diary with detailed plan including teaching and assessment strategies and TLM to be used; prepare additional teaching-learning material using local resources	School has a culture where every teacher designs lessons as per the varying learning needs of learners and makes the teaching learner-centric; uses TLMs appropriately; connects teaching-learning with immediate context and environment; plans appropriate strategies such as observation, exploration, discovery, analysis, critical reflection, problem-solving and drawing inferences to make learning effective
<b>Enabling Learning Environment</b>	Teachers address learners by name; make basic resources available for teaching-learning	Teachers make all learners comfortable and involve them in class activities; plan and organize group work/activities and display learners' work and charts, etc. on the wall; TLMs are accessible to all	Teachers create a conducive and interactive environment in the classroom; encourage peer learning/interaction; provide opportunity for expression; appreciate the views of all learners; encourage questioning/sharing of idea



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Teaching-learning Process	Teachers use only the textbooks and blackboard to teach in class; sometimes make learners copy from the blackboard; class work and home work is given to learners occasionally	Teachers use a variety of support materials to involve learners in discussions; conduct experiments in the classroom to explain concepts; make special efforts to explain concepts to learners who need additional help; teachers check home work and provide appropriate feedback	Teachers provide opportunity to learners for self-learning through inquiry, exploration, discovery, experimentation and collaborative learning; ensure participation of each learner in the classroom discussion; get teaching-learning materials prepared by learners as required
Class Management	Teachers manage the class, making learners sit in rows facing the blackboard; instruct the class from a fixed position and learners listen passively; ensure discipline by maintaining silence in the class	Teachers manage space for organizing different activities in the classroom and outside giving attention to CWSN; encourage punctuality and regularity among learners; learners follow class management rules set by teachers	Teachers and learners collectively decide on classroom management rules; seating arrangement is flexible and learners sit as per the needs of the activity they are engaged in; learners observe self –discipline and adhere to the rules developed collectively



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
<b>Learners' Assessment</b>	Teachers assess learners as per applicable policy; generally tests that are given to assess rote learning and factual knowledge obtained from the content and exercises in the textbooks; learners' performance is communicated to the parents only through report cards	Teachers use a variety of activities/ tasks to assess all the curricular areas including art, health and physical education on set criteria; provide descriptive feedback highlighting areas of improvement in the progress report card; regularly interact with parents to share learners' progress	Teachers consider assessment as an integral part of the teaching-learning process; analyze the learners' past assessment records and link it with the current achievement levels; make continuous assessment and provide feedback on progress and attainment; assess other curricular areas, including personal and social qualities systematically with follow-up measures for improvement; use feedback from assessment to improve teaching-learning



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
<b>Utilization of Teaching-learning Resources</b>	Teachers mainly use textbooks for teaching in the class; use other TLM, which may be sporadic and not planned for	Teachers use other resources in addition to textbooks such as reference materials, charts, maps, models, digital learning kits, local resources; use science, mathematics and language kits/ laboratories, as and when appropriate; school maintains a catalogue of resources and makes it available to the teachers as and when required	Teachers integrate the use of TLM, local community resources, ICT support material, laboratories, library, etc. with the lessons appropriately; school facilitates networking with other schools for sharing resources
<b>Teachers' Reflection on their own Teaching-learning Practice</b>	Teachers occasionally reflect on their teaching-learning practice and learners' progress	Teachers regularly reflect on their teaching-learning practice and record the same; revisit their plans, teaching-learning practice and make efforts for necessary improvement	Teachers reflect individually and collectively on the planned and actual teaching-learning process in the light of its outcomes; identify the gaps between the two and plan for improvement; design alternative learning experiences based on the reflection



## Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)

- SSA Framework for Implementation: Chapter-IV (pp.55-82) ([http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/SSA-Framework.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SSA-Framework.pdf))
- NCF-2005: Chapter-II (pp.12-34), Chapter-III (pp.35-77) and Chapter-IV (pp.78-100) (<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>)
- RTE Act-2009: Chapter-IV (clause no. 24 at p.8), Chapter-V (clause 29 at p.9) (<http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf>)
- Learning Indicators for Elementary and Secondary for all subjects developed by NCERT ([http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI\\_Final\\_Copy\\_Revised\\_29.12.14.pdf](http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf))
- ADEPTS (Advancement of Educational Performance through Teacher Support: An MHRD 3- UNICEF Initiative) (<http://prayatna.typepad.com/files/adepts.pdf>)
- PINDICS (Performance Indicators for Elementary School Teacher), NCERT (2013) ([http://www.ncert.nic.in/pdf\\_files/PINDICS.pdf](http://www.ncert.nic.in/pdf_files/PINDICS.pdf))
- Teachers Manual Formative Assessment (Science), CBSE (2010) (p. vii) ([http://www.cbse.nic.in/cce/cce-manual/CBSE-FA-Class-IX%20\(Science\)%20Final.pdf](http://www.cbse.nic.in/cce/cce-manual/CBSE-FA-Class-IX%20(Science)%20Final.pdf))

## **Supportive Evidence Available in the School**

- **Learners' profiles developed and maintained by the school**
- **Record of visits of teachers to the homes of learners**
- **Record of Teachers' participation in in-service trainings, seminars, workshops for TLM development**
- **Lesson plan, remedial teaching plan, if any**
- **List of journal/ magazines subscribed by the school**
- **List of TLM available to/ developed by the teachers**
- **Sample reports of projects, experiments, assignments, field trips**
- **Learners' progress cards/ cumulative records**
- **Assessment records/ CCE registers with marks/grades**
- **Teacher's contribution in the seminars, workshops, etc.**
- **Collection of learning resources i.e. resource books and other exemplary material**
- **Records of services of local persons, artisans etc. availed by the school \**
- **Students' attendance register**
- **Samples of homework, classwork, test papers of students**
- **Records of suggestions given by the School Head, CRCs, BRCs any other supervisory body on teaching-learning**

## **Evidences School Needs to Create**

- **The school can create evidence using the following device/ technique:**
- **Records of observations made by School Head on teachers' lesson plans and their classroom practice**
- **Interaction with parents and learners for teaching-learning process**
- **Record of School Head's interaction with learner**

## **INNOVATION**

## RESPONSE MATRIX

<b>Core Standard</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Teachers' Understanding of Learners</b>			
<b>Subject and Pedagogical Knowledge of Teachers</b>			
<b>Planning for Teaching</b>			
<b>Enabling Learning Environment</b>			
<b>Teaching-learning Process</b>			
<b>Class Management</b>			
<b>Learners' Assessment</b>			
<b>Utilization of Teaching-learning Resources</b>			
<b>Teachers' Reflection on their own Teaching-learning Practices</b>			



**THANK YOU**

