

# TDC PROGRAM 2018



## ART Portfolio

LIC 2

Look for Understanding  
and Respond

Teacher Name: \_\_\_\_\_

School Name: \_\_\_\_\_





**मनीष सिसोदिया**  
**MANISH SISODIA**



उप मुख्यमंत्री, दिल्ली सरकार  
दिल्ली सचिवालय, आई. पी. एस्टेट,  
नई दिल्ली-110002

Deputy Chief Minister, GNCTD  
Delhi Secretariat, I.P. Estate,  
New Delhi-110002

Dear friends,

Delhi's Education Reforms have come a long way with your support over the past two years. In this period, we have made several strides towards making provide quality and accessible education to our children through government schools. School infrastructure is in the process of an overhaul that will take care of our needs at the current rate of enrollment for the next ten years.

The government has also reimagined the way teacher training workshops are conducted. Through the Mentor Teacher Program launched last year, the foundation for a long term academic support system for teachers has been laid. The discourse in our schools has begun to focus more on learning outcomes and how we as educators can achieve them.

In order for us to build on this strong foundation, our goal has to be to transform the classroom experience for our children. The role of Teacher Development Coordinators (TDCs) and Mentor Teachers (MTs) in influencing the teaching learning methodologies used in classrooms is crucial. In the months and years to come, as TDCs and MTs you have your tasks cut out for you.

I welcome you into this role and assure you complete support and backing of the government in the process of achieving our joint goals in education. The government is delighted to have driven, passionate and dynamic teaching professionals on board for such programs. I wish you the best in this mission.

Warm regards,

Manish Sisodia

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# SECTION ONE

## Teacher Journey



### IN THIS SECTION

- About TDC Program: Vision and Program Details
- Overall Roles and Responsibilities
- ART Member's Role
- Learning Improvement Cycle



# TDC Program : Introduction

TDC Program is initiated by the Delhi government with following vision:

*An education system where  
everyone learns together*

To fulfil this vision, following priorities are set :-

- Improve students' foundational skills (Literacy and Numeracy levels)
- Achieve learning outcomes through child centred pedagogy as well as the overall student learning outcome
- Improving teachers' classroom practice to be more engaging and support learning with understanding
- Classroom observation and support through constructive feedback
  - o Teacher's collective and individual capacity and professional development

# Overall Roles & Responsibilities

**Teachers:** *"I work hard to make my classroom practice more engaging and support other teachers to do the same."*

- Observe each other's classrooms to gain perspective about classroom practices
- Choose practices to bring to their own classrooms based on observations
- Be part of school levels drives to bring positive changes to school and classrooms

**ART Members:** *"I lead by example in improving our classroom practice and influence other teachers in my department to do the same."*

- Open to trying new classroom practices and sharing their experience with colleagues
- Focus on all students' learning, and encourage a growth mindset
- Welcome colleagues into their classrooms to observe them

**TDCs:** *"I lead focused, structured teacher collaboration and provide feedback to improve classroom practice in our school and teacher professional development."*

- Facilitate teachers to share learning and experience of classroom practice
- Provide developmental, focused feedback following classroom observations
- Focus on improving teaching across the school

**Head of School:** *"I ensure that teachers are given the opportunity to collaborate and actively sustain a focus on improving classroom practice."*

- Regularly invite teachers to share teaching ideas that they have found to be effective with the wider staff
- Ask teachers about their teaching regularly and model a focus on teaching and learning
- Encourage teacher innovation and creativity and Champion teachers who go the extra mile

**Mentor Teachers:** *"I provide feedback to teachers through classroom observations and support TDCs to lead effective teacher collaboration in their schools"*

- Provide excellent coaching to TDCs focused on helping them be more effective in improving teaching in their schools
- Provide access to resources and ideas to help TDCs think through different elements of their pedagogy
- Model excellent facilitation to TDCs and spread a positive, constructive tone focused on improving teaching and learning

**DIET Facilitators:** *“I lead the facilitation of TDCs development session and use my influence to ensure they have the backing of the system in leading improvement in classroom practice at their schools”*

- Model excellent facilitation to TDCs and spread a positive, constructive tone focused on improving teaching and learning
- Act as champions within the system to avoid TDCs and teachers being distracted from improving teaching – ensure that all meetings/ discussions relate to improving learning
- Regularly communicate to the DIET, DDE and others in the system about the progress they are seeing teachers make

**Program Managers:** *“I lead the facilitation of TDCs development session and work to align everyone in the system around the main priorities.”*

- Actively work to support the DIET and DDEs in aligning their District teams around the agreed priorities – structure meetings and agendas in to this end
- Provide resources and platforms to recognise teachers' and schools' progress and share knowledge
- Provide useful data to all stakeholders and set up structures to analyse and plan based on the data

**DDEs:** *“I keep everyone in the District focused on improving classroom practice, actively reduce distractions for my TDCs, HoSs and MTs and act as a positive supporter for the change being led by teachers”*

- Remain very focused on the core priorities and align all resources and meeting agendas around these priorities
- Share knowledge and ideas with other DDEs around what is effective in supporting teachers to improve learning
- Model openness to new ideas and creativity by enabling teachers, TDCs and others to contribute ideas about improving learning and recognise schools that are making progress

**DIET:** *“I will observe the functioning of the TDCs to exchange ideas on ways of teacher training and coordinate with TDCs to gain information on common challenges our schools”*

- Plan subject zonal trainings that align well with the TDCs programme
- Work closely with each TDC to plan subject group discussions

# Academic Resource Team (ART)

Since the official formation of Academic Resource team takes place in this cycle, it is important to revisit the envisioned role and composition of ART.

**Envisioned Role of ART members:** ART members (Academic Resource Team): *"I lead by example in trying to improve my classroom practice and influence other teachers in my department to do the same."*

- Open to trying new classroom practices and sharing their experience with colleagues
- Focus on all students' learning and encourage a growth mindset
- Welcome colleagues into their classrooms to observe them

## Academic Resource Team (ART):

**WHO:** A diverse group of secondary teachers (at least 10 % of total teachers with minimum 5 teachers) who have come forward voluntarily to implement and share new classroom strategies on the theme.

**HOW:** The composition is to be decided by TDC in support of HoS and Mentor Teacher

**WHAT** do they do:

- 1) ART works with TDC and HoS to build the culture of ACADEMIC discussions within the schools
- 2) Be part of monthly ART meeting with TDC. Implement the strategies discussed in these meetings to role model for other school teachers
- 3) Support TDCs in effective facilitation of 30 minutes sessions (Subject wise discussions, classwise discussions, students specific discussions)

## SOME CURRENT MODELS OF ACADEMIC RESOURCE TEAM

### How do they look like:

- 1) A team representing at least one teacher from each subject (TGT/PGT), who attends monthly ART meeting and facilitates different 30 minutes' sessions subject wise/classwise.
- 2) A team representing at least one teacher from each secondary class (TGT/PGT) who attends monthly ART meeting and facilitates different 30 minutes' sessions subject wise/class wise with TDCs support
- 3) A team representing at least one Senior (PGT) faculty from each subject who attends monthly ART meeting and facilitates different 30 minutes' sessions subject wise/class wise with TDCs support.

### How are they functioning:

- 1) Monthly attending ART meeting and Implementing Classroom Strategies based on the current theme. Creating a weekly/monthly plan for 30 minutes' sessions, where ART members -
  - Facilitate 30 minutes' sessions for teachers of same subject, teachers of same class, etc.
  - All teachers are participating daily in separate groups of subjects or class
- 2) Monthly attending ART meeting and Implementing Classroom Strategies based on the current theme. Creating a weekly/monthly plan for 30 minutes' sessions, where ART members -
  - Facilitate 30 minutes' sessions for teachers of same subject, teachers of same class, etc.
  - A group of teachers (subject specific, class specific) attends session once - twice a week depending upon their turn as per monthly/weekly plan.

# The Learning Improvement Cycle (LIC)

The Learning Improvement Cycle is an intuitive process designed specially to support actual change in classroom practice as well as to develop teacher professional mindsets and behaviours. By providing teachers with opportunities to see progress, create something together and work towards a shared goal, it includes all the ingredients required to build motivation and support behaviour change.

The Learning Improvement Cycle is comprised of three stages:

1. Identification of a problem and selecting/adapting/creating a new classroom strategy to address an identified problem. Each term, this will be the focus of ART Meeting 1.
2. Reflection on selected/adapted/created routine and improving it/selecting another to complement the routine being implemented. Each term, this will be the focus of ART Meeting 2.
3. Evaluation of the change in the classroom and learning. Each term, this will be the focus of ART Meeting 3.

Each LIC undertakes a particular theme or topic to improve the overall classroom practice. In this academic year, we will be exploring two major themes:

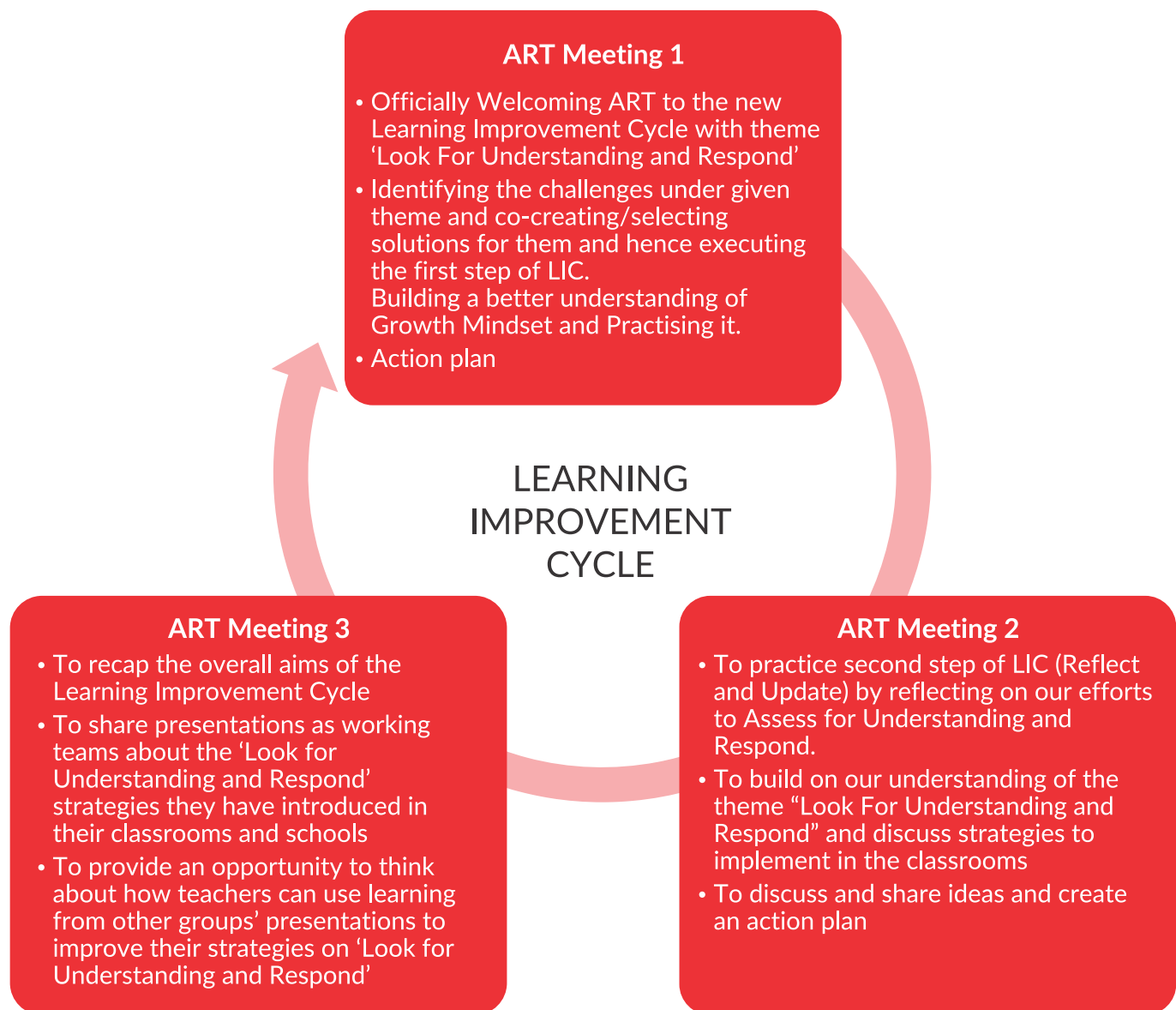
1. **CONNECT (September to December):** Teachers create a classroom where children can feel a sense of trust, respect and safety towards the teacher and with their peers. This theme will be explored between the months of September to December
2. **LOOK FOR UNDERSTANDING AND RESPOND (January to March):** Teachers create and implement the classroom strategies to assess for students' learning. Based on the assessment, they respond by adapting to their teaching strategies.

## Note

Though we are starting with new theme for this LIC, it doesn't mean that we stop working on strengthening our Connect with students. It's an ever happening process and once we have identified the strategies to do the same we should try imbibing it in our classroom practice.



# Learning Improvement Cycle 2: Look for Understanding and Respond



## ART Meetings during LIC 2

ACTIVITY	TO BE COMPLETE BY	SPECIFIC DATE
ART Meeting 1		
ART Meeting 2		
ART Meeting 3		

# Introduction to the second LIC Theme

## Look for Understanding and Respond

*As a teacher, we should Assess for students' understanding and respond accordingly to improvise it.*

Classroom is a dynamic ecosystem where the students and teachers are in a process of co-learning continuously. The teacher takes the responsibility of facilitating the students' learning but in the process s/he ends up learning as well. Since it's a dynamic process, it's important that there is a continuous assessment of the gaps between teaching and learning. As an educator, the responsibility falls on us to adapt our teaching strategies for filling these gaps.



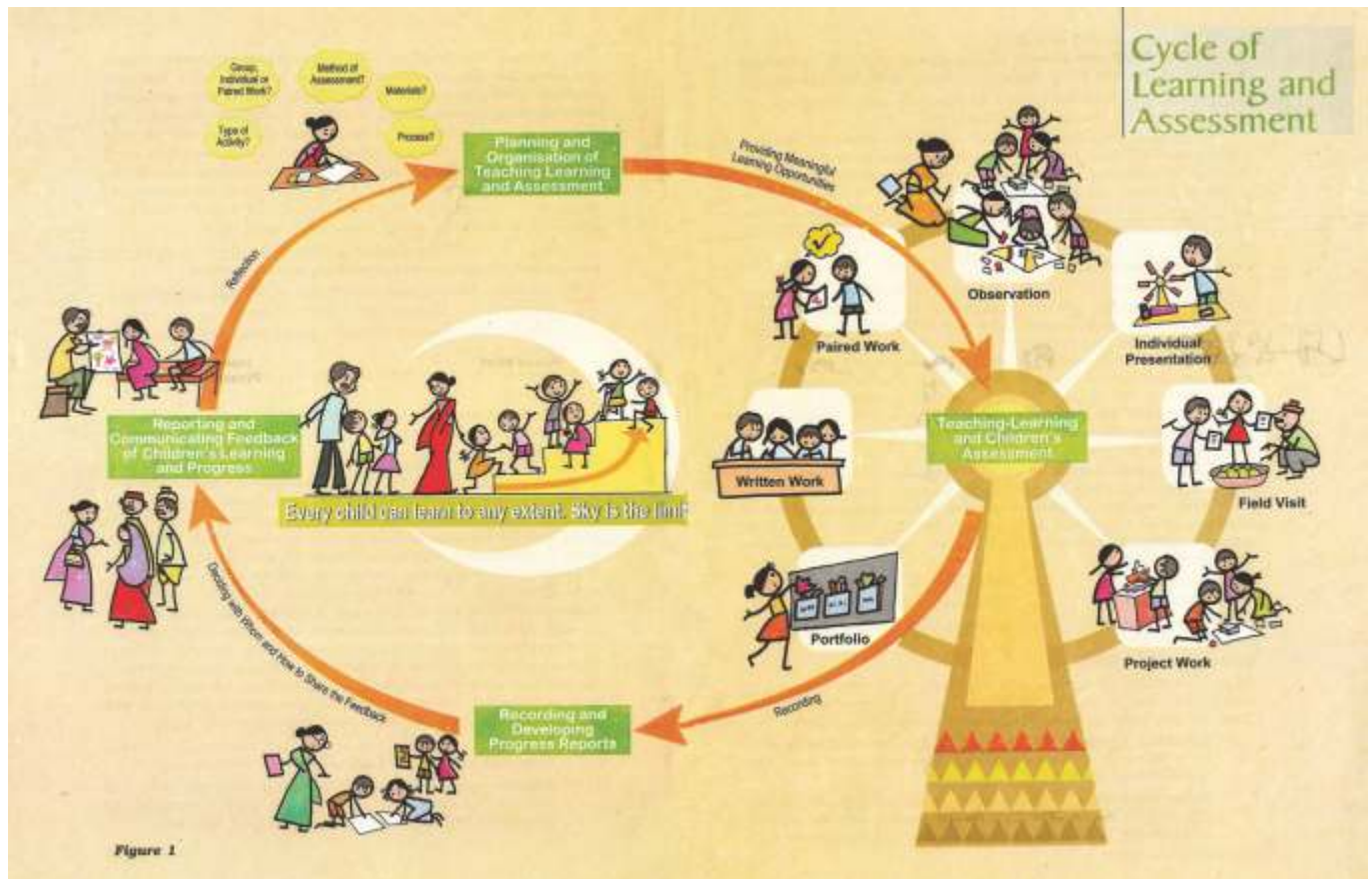
During the whole academic year, at various point in time, we take tests or do activities with children. We get a certain sense of the students' current learning standard during this whole process as well. As an educator, it's important that this process:

1. Does not judge the students based on his/her performance. Instead, the students feel safe and appreciated for their efforts. It's important that the teachers do not pass any comments or remarks that make students feel judged in the process.
2. Allows the teacher to identify changes s/he needs to adapt to fulfil the gaps between teaching and learning process. The teacher adapts the classroom strategies to fulfil these gaps.

In this whole process, it's important to identify that what are we trying to assess and be very clear with. We are not trying to assess students, instead we are trying to assess our efforts to ensure teaching-learning process in our classrooms. We act based on our perceptions and it's important that the conversation moves away from :-'You have got 3/10 and she has got 8/10' to 'I saw in last assessment that most of my students learnt multiplication of single variables but some still face challenges with multiplication of double variables. I will try to find some way to fulfil this gap'

The purpose of assessment is necessarily to improve the teaching-learning process and materials, and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed. Needless to say, this does not mean that tests and examinations will have to be conducted frequently. On the contrary, routine activities and exercises can be employed effectively to assess learning. (NCF -2005: Pg -79, 3.11)

# Difference between Assessment and Evaluation



Dimension of Difference	Assessment	Evaluation
Content: Timing/Primary Purpose	Formative: Ongoing to improve learning	Summative: Final to gauge quality
Orientation: Focus of Measurement	Process Oriented: How Learning is going	Product Oriented: What's been Learnt
Findings: Uses	Diagnostic: Identifies Area of Improvement	Judgemental: Arrives at Final Score

# SECTION TWO

## ART Meeting Activities



### IN THIS SECTION

- **Phase 1:** Identifying challenges in and implementing classroom strategies to solve issues around 'Look for Understanding and Respond' within the classroom.
- **Phase 2:** Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Look for Understanding and Respond'
- **Phase 3:** Sharing and Evaluation of the classroom strategies implemented across the school system.



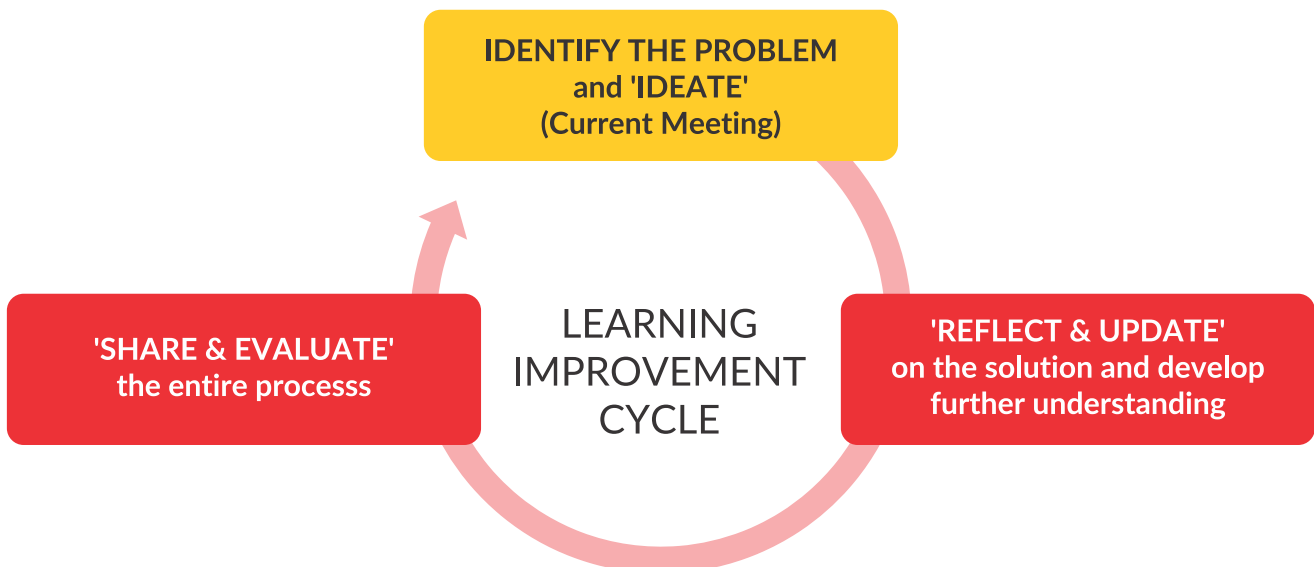
# ART MEETING 1

Identifying challenges in and implementing classroom strategies to solve issues around 'Look for Understanding and Respond' within the classroom.



## OBJECTIVES

- Officially Welcoming Academic Resource Team to the new Learning Improvement Cycle with theme 'Look For Understanding and Respond'
- Identifying the challenges for the first theme and co-creating/selecting solutions for them and hence executing the first step of LIC.
- Building a better understanding of Growth Mindset and Practising it.







## ACTIVITY 1

# Introducing the Theme: Look for Understanding and Respond

### *Case Study: Radha and Raman*

Radha and Raman are students of class 7th. There are 42 students in the classroom. They just finished the chapter on 'Physical and Chemical changes' in science. So, as per their regular exercise their Science teacher decided to take their class test on the chapter. Once the test got finished and marks were distributed, some students were elated to see their high marks while some got bit disappointed. Their Science teacher appreciated the students who has got high marks. Once everyone got their marks, she called out the names of students who scored more than 8 and asked other students to clap for their efforts. After this the class got over and in next class, she started the subsequent chapter

Radha was one of those students who got more than 8 marks. She got really happy when everyone in the class clapped for her and her teacher appreciated her too. She went back to her home and showed her answer paper to her family members.

On Other hand, Raman just got 3 marks out of 10. As soon as he got the paper, he got afraid to see so many mistakes and red marks and quickly hid the paper in his bag. He went back, tore it apart and threw it in the dustbin. He has been doing this for last three papers and now has started disliking Science.

1. As a teacher, what bits of this story could we all relate to?

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2. The Science teacher has put a test system in place. What could be the objective of this test system?

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3. As per the case story What/Who is being assessed? What purpose does this serve?

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4. As per the mentioned quote of NCF, there were certain elements of enabling the learning process and there were certain elements of impediments. Discuss and share both:

*Evaluation is to be made an enabling factor for learning rather than an impediment.  
Ongoing assessment could document a learner's progress - NCF-2005, 3.1.3*

Elements of Assessments that were enabling the learning process:

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Elements of Assessment that were impediments in the learning process:

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## Assessment for Learning: Differential groups, Peer Assessments and Responding on assessment

The background of the story lies in a secondary science lesson where the teacher aims to review the characteristics of a cell. In this case story we come across several ways of assessing the students and assessing here doesn't just mean examinations but also other ways of checking progress of the students.

Firstly, the teacher divides the class into groups according to the students' level of support required. Different worksheets are distributed in the class according to their different groups. While the students are doing their worksheets the teacher takes rounds in the class and checks the understanding of the students by observing their work and listening to their conversations. On the basis of this he makes mental notes of the students' progress. This method ensures the progress towards learning and bringing the students to the same learning outcomes by targeting their different levels.

Then the teacher uses the technique of MIND MAP which is a visual representation of what they have learnt and understood about a cell. In this case they have to write whatever they know about a cell in the form of the branches of a tree. The students are also given the freedom to find new ways or use their very own method to make their own mind map. Thus, the students diagram helps the teacher to know how much have they learnt about the cell.

Next in the class the teacher takes up another example of assessment known as PEER ASSESSMENT. The teacher instructs groups of similar attainment level to exchange their respective mind maps with one another. After exchanging the mind maps the students need to evaluate and give feedback on the mind map they have. They discuss the other groups mind map and add a few things if required. During the discussion one can see the students engaging in the process and taking interest in the lesson. Mainly, this process helps the students to strengthen and gain confidence on their own understanding of the topic.

At the end of the lesson there is a further opportunity of PEER ASSESSMENT where all the mind maps in the class are put on display for everyone to see. This allows the students to review one another's work through which they themselves can recheck their existing knowledge about the particular topic.

***Write the pointers emerging from group discussions for your reference: -***

1) The video is on assessing for learning. What are the classroom strategies teacher is trying to implement in his classroom?

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- 2) The teacher has allowed the groups to discuss within themselves about the worksheets given to them. What value does this add to the assessment process

*If teachers see the child's talk as a resource rather than as a nuisance, the vicious cycle of resistance and control would have a chance to be turned into a cycle of expression and response. NCF-3.1.4, Pg-40*

- 3) The teacher circulates in the classroom while students in their differential groups are solving the worksheets and take mental notes. How can he build on these mental notes further in his classroom?

## Note



The Case study is inspired from video on assessment on TESS India Youtube Channel, the link of the same is given below: -

Link of Video in English: - <https://www.youtube.com/watch?v=2kf51TQV9ZI>

Link of Video in Hindi: - <https://www.youtube.com/watch?v=lbuKAOaswF4&t=2s>

# Suggestive Classroom Strategies on 'Look for Understanding and Respond'

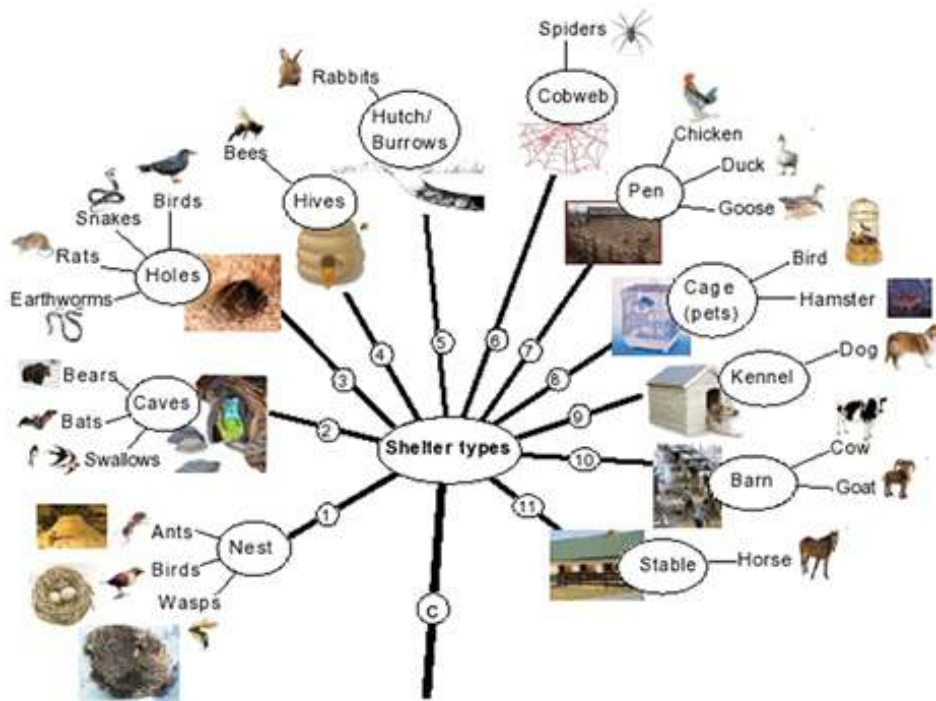
## MIND MAP

Mind maps provide teachers with insight into their students' thought process regarding a specific topic. By asking students to create mind maps demonstrating their comprehension of a concept, teachers are able to understand what a student's prior knowledge was and how well the student understands the assignment or the material being taught. This is a very effective way of assessing students' understanding.

- All mind maps begin with a main concept or idea that the rest of the map revolves around, so choosing that idea or topic is the first step. Begin by creating an image or writing a word that represents that first main idea.
- From that main idea, create branches (as many as needed), that each represent a single word that relates to the main topic. It's helpful to use different colors and images to differentiate the branches and sub-topics.
- Then, create sub-branches that stem from the main branches to further expand on ideas and concepts. These sub-branches will also contain words that elaborate on the topic of the branch it stems from. This helps develop and elaborate on the overall theme of the mind map. Including images and sketches can also be helpful in brainstorming and creating the sub-branch topics.

To implement this strategy effectively for assessments: -

- Ask students to draw a mind map of the last concept learnt individually. While they are creating the mind maps, circulate in the room and take notes of how they are engaging with their mind maps.
- Once they are done ask them to share it with their partners/ paste on the classroom walls. And allow students to work on each other's mind maps to fill the gaps in it.
- On the basis of your notes, adapt your teaching strategy on that particular topic.





## PEER ASSESSMENT

Peer Assessment is a classroom strategy that is useful for classrooms with more number of children. Apart from assessment, it also gives an opportunity for children to learn from each other through discussions.

To implement this strategy effectively:

- Prepare worksheets/assessment sheets for the children.
- Ask them to finish the worksheets in the given stipulated time.
- Once they are done, ask them to discuss these in pairs and help each other in identifying gaps in learning process. During this activity, keep circulating in the classroom and take notes on students' discussion. This can be anything varying from individual student's record on 'concept understanding and gaps', major challenges faced by students in attempting the worksheet etc.
- Once this is done, attempt to adapt your teaching strategy based on the responses from students. It can be:- Discussing particular topic again, talking to specific group of students in extra time on particular topic, etc.

## SIGN FOR UNDERSTANDING AND RESPOND

This classroom strategy helps a teacher to quickly gauge how well students have understood a particular concept and make any needful quick amendments to teaching strategies.

Once a particular concept gets over, tell children that now we will try to understand how much I have been successful in teaching the last concept: -

- Say to the children, “Those who feel 100 % confident about the last concept on 'XYZ' that I taught, will give a thumbs up”
- Tell them, “Those who have understood it to a great extent but just have one or two doubts, give a horizontal thumb.”
- Ask them, “Those who think that we need another discussion all over again, please give a thumbs down”
- Now, ask all the children to close their eyes and make signs using thumb as instructed previously.
- Keep noting who understood the concept to what extent. Give 5 minutes to pair up the participants who have understood it fully with those who haven't and ask them to discuss to clarify their doubts. If needed find a suitable time to discuss it further and make any relevant teaching strategy for the same.

# Create an Action Plan

## Theme: Look for Understanding and Respond

What challenges do you think you face in assessing for students' learning?

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What is an innovative way you could use to overcome this challenge? You can take help from the practices mentioned above and create your own **Classroom practices** well.

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What are the expected changes that you wish to see in children's behaviour once you start implementing this practice?

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*Step 2: Start practicing the activity in classroom :- by 17th January)*

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# SELF-REFLECTION & UPDATE



Dear Journal,

The strategy that I chose during 1st ART meeting to implement in the classroom was

The strategy was (easy/moderate/difficult) to implement. I have practiced this strategy

(no. of times) in my classroom since the last meeting). My students felt

to be a part of this exercise. I am really happy and excited that while implementing the strategy

went really well.

Though, I must say, I did face certain challenges while implementing it, the biggest being

But I realized that while discussing it with my ART Teachers, I think what could help me overcome this

challenge is *(this portion is to be filled during 2nd meeting after discussion on the challenges you faced in*

*implementing the strategy with your ART members )*

I must say my light bulb moment (Moment that gave me sense of achievement) during the last one month

while implementing this strategy was

Date:

Time:

Signature

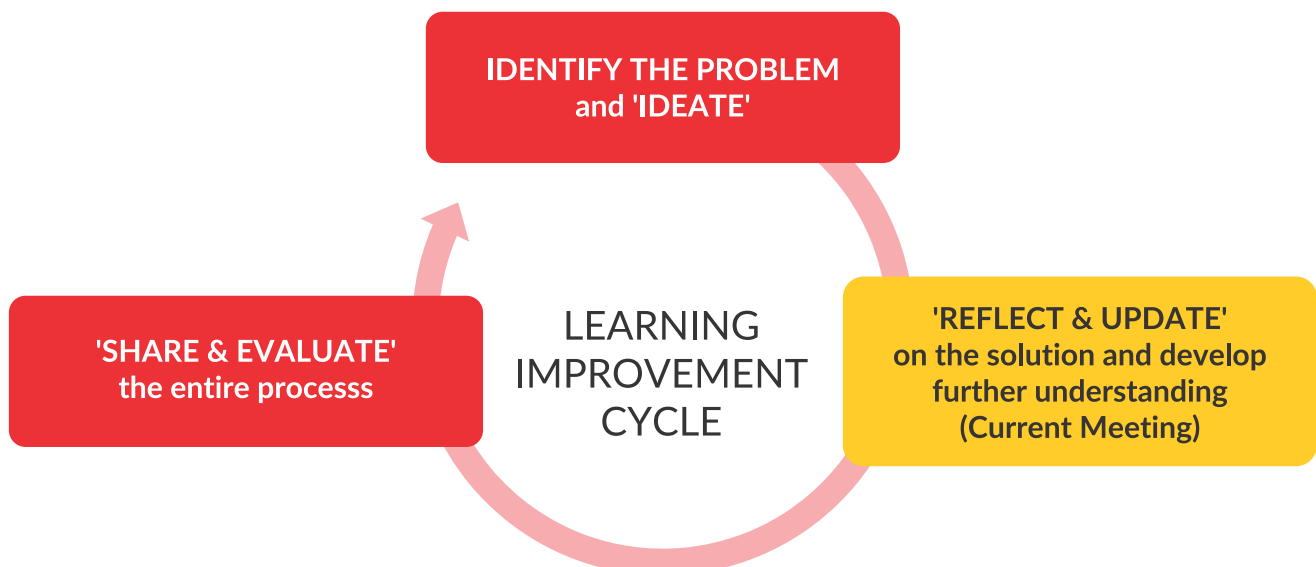
# ART Meeting 2

Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Look for Understanding and Respond'.



## Objectives :-

- To practice second step of LIC (Reflect and Update) by reflecting on our efforts to Assess for Understanding and Respond.
- To build on our understanding of the theme "Look For Understanding and Respond" and discuss strategies to implement in the classrooms
- To discuss and share ideas and create an action plan





## My Favourite No: Learning from Mistakes



Case study inspired from the video with the given link : -  
<https://www.teachingchannel.org/videos/class-warm-up-routine#>

In this 8th grade math class, the teacher uses a warm up routine with her students and calls it My Favorite No.

The teacher starts the class by greeting the students and has her warm up question already on the board. The teacher then hands out index cards to all the students. The teacher gives some time to the students to solve the problem individually on their index cards.

Once the teacher collects the index cards, she sorts the right answers as yes and the wrong ones as no. The teacher then looks for her favorite wrong answer [ Her favorite no ] and analyses it with the help of the students.

The teacher believes that a mistake is a great opportunity for the teacher to understand and assess the student's understanding of the topic.

The teacher started this warm up routine to replace clickers, as this is a cheaper version of a very expensive method of teaching which helps the teacher ask a question, student locks the answer. And then they look in the computer screen and know what percentage of your students understand the problem.

The school didn't have enough money for clickers, so instead the teacher brought in the idea of index cards to find out what percentage of students know the answer.

By now, the teacher has selected her favorite no and asks the students that what is the one correct thing about this favorite no answer that the teacher really likes. She announces her 'favorite no' without saying any names. Before discussing the mistake, she appreciates for the specific effort that the child has put in to solve the question. This makes the student whose mistake is being discussed more interested in the discussion.

The teacher then discusses the mistake and corrects it by engaging the students in the whole process. In this process, she involves students by asking them to identify the mistake and reach to the correct answer. She also discusses the other mistakes that other students made and thinks that might be of some importance to them. This process has a high engagement in the classroom and the students who need more support in her class aren't ashamed of their mistakes and are very eager to learn it the right way.





## Assessment for Learning and Adapt: (Peer check, Student record and Anonymous Self- Assessment)

The story is set in a Secondary school where the teacher teaches the structure of a sentence and direct and indirect objects in the same. We can see him experiment with different types of informal assessments in his large class.

In the beginning of the class he requests his students to give a feedback at the end of the lesson without mentioning their name. This helps to know how much students have understood the lesson. In this way the students will be able to evaluate their own learning. In the feedback the students had to write-

What did we learn today?

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What all did we understand thoroughly?

A) 

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B) 

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What all did we not understand thoroughly?

(A) 

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(B) 

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After giving the feedback the students had to put it in the box. The teacher reassured the students that it's not only a test for the students of how much they were able to gain in the class but also it's a test for him as to how much was he able to give to the class in terms of learning.

Next the students were given two cards- one with a tick and the other with a cross. The teacher then randomly asks questions to the students and asks the entire class whether the answer is right or wrong. If the students feel that the answer is right they would have to show the card with the tick and if they think it is wrong then the one with a cross. In this way by looking around the class the teacher can quickly check their understanding. Also, if all the students can see each other's cards they can quickly compare their answers with one another.

After this the students do a language drill on Direct and Indirect objects in English. They are then divided in groups and given words that they should use while forming the sentences. The teacher uses Hindi language in order to encourage his students to use English and side by side monitors their understanding on the subject and their participation. In the group one student is supposed to make the sentences while the other

two would correct him or her as and when needed. While doing this, the teacher roams in the classroom with a list of students' name and the content of the lesson. He keeps a record of all the students on understanding of various topics to help him modify the lesson for upcoming sessions.

As told in the end of the lesson the students shall give the feedback which will help the teacher to prepare his next English lesson.

According to the teacher's assessment based on the feedback given by the students around 70-75% understood the key learning points whereas the rest 20-25% had a problem in understanding this. This feedback was roughly expected by the teacher and will also help in modifying his teaching and providing more guidance for the same.

Write the pointers emerging from group discussions for your reference: -

- 1) The teacher has used various methods to ensure that the students don't feel hesitant or ashamed while being assessed. What are those methods?

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- 2) The teacher has maintained a student record while roaming in the classroom? What purpose do you think it would serve?

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- 3) The teacher uses anonymous feedback system in the classroom. What purpose do you think would it serve? How would students feel in this process?

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## Note



The Case study is inspired from video on assessment on TESS India Youtube Channel, the link of the same is given below: -

Link of video in English: - <https://www.youtube.com/watch?v=tcT8iagP1Bk>

Link of video in Hindi: - [https://www.youtube.com/watch?v=UJGfmf1\\_ibo](https://www.youtube.com/watch?v=UJGfmf1_ibo)

# Example to take inspiration from, for your Classroom Strategies

## MY FAVORITE NO/MISTAKE

This classroom strategy helps to build a culture of celebrating and learning from mistakes in a safe and non-judgemental environment. It is a form of formative assessment and provides children with an opportunity to fulfil the gaps prevalent in teaching and learning.

- Have warm up problem on the board when students walk in
- Hand out index cards or ask them to do the problem on a single page.
- Have students write answer on the card, without their names.
- Collect and sort the cards
  - ◉ Say yes/no aloud while sorting
  - ◉ “We have quite a few yeses and some very interesting nos”. Yeses stand for the responses that are correct while Nos are the ones which are not correct.
  - ◉ “This is my favorite no” – “It showed some good \_\_\_\_ (math)”. Try mentioning the reason why is this your favorite No.
- Analyze good first: “Did some things that I loved” “What am I happy to see?” “What do I like?”. By doing so, you are ensuring that you praise the learner for the effort s/he has put in and then moving to next step.
- Analyze mistake: “Now what is incorrect?” “Where is the mistake?” Make sure to maintain the anonymity of the concerned child to avoid any judgements in the classroom.

## ANONYMOUS SELF-ASSESSMENT

In a classroom, a teacher can also ask students directly to gauge their level of understanding. But a lot of times students feel hesitant in doing so. There can be multiple reasons for this:- They are hesitant in expressing their mistakes in front of peers or they might be afraid regarding reaction of the teacher, etc. So to give a chance to children for self assessment in the class, you can use this strategy in the classroom: -

- Make an assessment box and use this for capturing students' self - assessment at the end of chapter.
- For eg. You can ask students to write on a piece of paper at the end of day's lesson anonymously (without mentioning their names) about: -
  - ◉ Which part of the lesson you understood well
  - ◉ Which part of the lesson you understood fine but need a bit more understanding?
  - ◉ Which part of the lesson, you did not understand at all?
- Ask students to put their papers in the box before class gets over.
- Empty the box to gauge the students' understanding of the particular concept.
- Based on the responses, see for which topic do you need to modify your teaching strategy

## CIRCULATE FOR UNDERSTANDING AND RESPOND

Another interesting classroom strategy that they can use to Check for understanding is Circulate for Understanding. This is when a teacher moves around the room during a class exercise to check if there are any questions. This is effective because it allows a teacher to manage large numbers and check in individually and in smaller groups.

How Circulate for Understanding works:

- Once a teacher has set an exercise for students to work on, s/he then follows the steps below:
- S/he circulates around the room and checks in quietly with each table or group of students to see if they have any questions. This is important as some students may have questions that they did not want to ask in front of the whole class but need to check.
- After this 'lap', if lots of students have the same questions, or have not understood, s/he can quickly re-explain the exercise or concept. This means that students do not spend lots of time working without a full understanding. If just a small number do not understand, teacher can bring them together and give them a quiet explanation as a small group.
- After a few minutes, teacher circulates around the room once more. This time, s/he looks at student's work to see whether they have understood the core concept/ activity. S/he keeps an eye out for any common mistakes that the students are making.
- After s/he completes the 'lap' of the classroom, s/he calls the students to attention and clarifies or re-teaches any areas that a number of students have not understood. At this stage, s/he can call on students who have understood to help with the explanation as often students can explain things to each other quite clearly.
- Using this process, the teacher quickly addresses challenges that students are facing and corrects mistakes in understanding quickly so the students are not laboring under false understanding.

## STUDENT PROFILES

Creating student profiles which could help us document their progress throughout the session. This profiles can prove to be very handy, if created at the beginning of the sessions and passed on to the teachers of next class in next session. To certain extent the regular tests do that job, but as a teacher we know our students best, so our specific comments exhibiting nuanced understanding of our students will add value to it. Especially comments about his/her specific strengths, skills, areas which s/he needs more support in etc. can prove to be really helpful for the teacher going to teach him/her in next cycle.



## ACTIVITY 5

# Create an Action Plan

### Theme: Look for Understanding and Respond

Based on the practices you read and discussed, what do you think can help you to assess your children's understanding better? Feel free to modify the strategies if you think necessary.

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What are the expected changes that you wish to see in children's behaviour once you start implementing this strategy?

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Break down it into few steps for implementing the strategy in classroom with time line. (Eg.:- Step 1: Introducing the concept of mindmap - by 15th January, Using peer Mind map with students when chapter gets over - 20th Jan, updating students' record - 25th Jan)

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In your school, how will you share what you have learnt and support other teachers to improve their learning environment? (For example: invite teachers to observe your classroom, Discuss classroom strategies and other innovative ideas on the theme during 30 minutes session, etc.)

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# SELF-REFLECTION & UPDATE



Dear Journal,

It has been \_\_\_\_\_ months since i started my journey as a member of ART and I must say that it has been a \_\_\_\_\_ experience till now. The theme of this cycle is 'Look for Understanding and Respond'

The strategy I chose during 2nd ART Meeting, to implement in the classroom was \_\_\_\_\_

The strategy was \_\_\_\_\_ (easy/moderate/difficult) to implement. I have practiced this strategy \_\_\_\_\_ (no. of times) in my classroom since last meeting). My students felt \_\_\_\_\_ to be a part of this exercise. I am really happy and excited that while implementing the strategy \_\_\_\_\_

went really well. Though, I must say, I did face certain challenges while implementing it, the biggest being \_\_\_\_\_

But I realized that while discussing it with the fellow ART Teachers, I think what could help me overcome this challenge is *(modification I need to make in my strategy based on feedback from groups)* **[This is to be filled in 3rd ART meeting after discussing your challenges with ART members]**

I must say my light bulb moment (Moment that gave me sense of achievement) during the last one month while implementing the strategy was \_\_\_\_\_

Date:

Time:

Signature



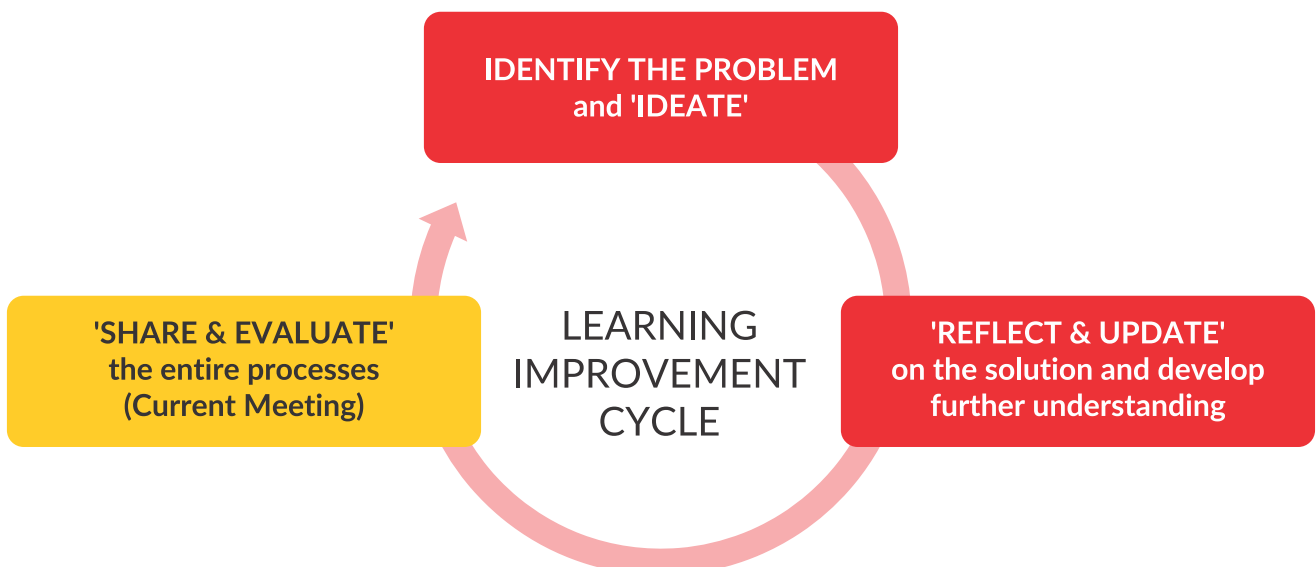
# ART MEETING 3

Sharing and Evaluation of the classroom strategies implemented across the school system.



## OBJECTIVES

- To recap the overall aims of the *LEARNING IMPROVEMENT CYCLE*
- To share presentations as working teams about the 'Look for Understanding and Respond' strategies they have introduced in their classrooms and schools
- To provide an opportunity to think about how teachers can use learning from other groups' presentations to improve their strategies on 'Look for Understanding and Respond'





## ACTIVITY 6

# Group Presentation & Feedback



*Some guiding questions are provided below to help you plan your presentation. Remember to emphasize what you have done during the term, the challenges you faced and overcame, and the changes that these actions have made to you, your school, and your students.*

1. Practices I have adopted (Just Name and small brief):-
2. How did I implement them? Try to explain them, briefly.
3. How frequently, have I implemented these practices (Eg. :- Once in a week, everyday, twice a week etc. )
4. How did I overcome the challenges?
5. The experience of Month end Meeting
6. My light bulb moment, if any in implementing this activity (The incident or event while implementing this activity which made me feel really happy, proud or excited with respect to student's behaviour, learning or my efforts):-
7. Would I like to continue this practice in my class? If Yes, how ?



## ACTIVITY 7

# Group Presentation & Feedback

### CONNECT – DISCONNECT –CONNECT FRAMEWORK

- a) The individual listens to what the person shares and makes notes.
- b) The individual should try to capture something they “connected” with – the connect is something positive or strong. They should also capture something they did not connect with – the “disconnect” – which is something you feel the person could improve upon.
- c) The feedback is given to the person in a connect, disconnect, connect structure so that the person can hear positive thing at the beginning and the end. This is more encouraging to the person and gives them a chance to accept the positive and improvement areas.

## Feedback on the Presentations

Group	Connect	Disconnect



## ACTIVITY 8

# Case Study: Exit Ticket

Teacher is teaching his students about Elasticity. He defines elasticity as the ability of a material to regain its original shape after deformation. He further notes that the force that is applied on a material is known as stress. There is a limit to the amount of stress one can apply on a material before it reaches its elastic limit and deforms irreversibly. He further explains that an elastic material is a material which can retain its original form after deformation.

At the end of the lesson, Teacher wants to know how many of the class have really understood elasticity. To look for understanding, in the last five minutes of the lesson he asks the students to answer the following questions:

- “What was the main idea of this lesson?”
- Give an example of an elastic material.

The students write down their learning in their exercise books (or on small piece of paper) and hand their answers in, to teacher on their way out of the class.

After the class, Teacher looks through their answers and organizes them into piles based on how well they understood elasticity. He makes a note of common mistakes or misconceptions and plans a quick activity to clarify areas in which students are confused.

He then starts the next lesson with this activity so student's confusion is addressed quickly.

- Exit ticket' is a great example of a simple routine that can be used to 'look for understanding'.
- An Exit Ticket is a question a teacher can use to determine the extent to which students have understood the core concept of a lesson.
- It is usually used to end a class and it serves a number of purposes:
  - to provide feedback to the teacher about the class; require the student to do some synthesis of the day's content
  - to challenge the student with a question requiring some application of what was learned in the lesson.

### Implementing 'Exit Ticket' in the Classroom:

- 1) In the last 5 -10 minutes of every lesson, you ask your students to complete an exit ticket by presenting a question.
- 2) After the lesson, you can then look through their answers (which should be quick to read) and organize the tickets into three categories: a) fully understood; b) some understanding; c) have not understood. Through this process, you can identify common areas of misunderstanding and think about how you can address them at the start of the next lesson.
- 3) At the start of the next lesson, you can re-teach any aspects of the lesson that your students' exit tickets show require additional explanation and/ or practice.



## ACTIVITY 9

# Create an Action Plan

*Reflect on your presentation and take time to reflect and record the feedback you received from other teams. In the space below, plan what improvement you will make to your classroom strategies and what additional strategies you plan to try out before the next term.*

1) Note down some major feedback that you have received from other school teams?

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2) What will you do to improve strategies on assessing students' understanding in your classroom based on these advices?

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3) In your school, how will you share what you have learnt and support other teachers to improve their learning environment? *(For example: invite teachers to observe your classroom, Discuss classroom strategies and other innovative ideas on the theme during 30 minutes session, etc.)*

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# APPENDIX



## IN THIS SECTION

- Suggested Themes for 30 minutes Sessions
- Additional Resources



# Suggested themes for 30 minutes sessions

Considering the theme of this cycle, some suggested points of discussions for the 30 minutes sessions are:

- (1) Objective of questions in Model Test papers:- In subject specific 30 minutes discussions, it might be helpful to engage with Model Test paper. This meeting can be facilitated by the concerned member of ART. Try engaging in 'WHAT is the purpose of asking this question.?'
- (2) Discussing ways to engage with topics which are not comprehended well by students during subject specific 30 minutes sessions.
- (3) Discussing Worksheets for assessing understanding of children in various reading levels in school.
- (4) Discussing how to assess understanding of children in various reading levels which could promote an empathetic, healthy, safe and non - judgemental environment. This can focus on areas pertaining to how as a teacher we should communicate within schools.
- (5) Having class specific discussions: - Such discussions can focus on some good practices, challenges, improvement in children performance of particular student. This can give an opportunity to learn from each other regarding what is working and what is not in a particular classroom.
- (6) Discussing tools for improving children's reading levels.
- (7) Sharing students' learning profiles with the teachers of upcoming classes (*This might be specially helpful in the month of March*)
- (8) Discussing the Classroom strategies used in classrooms for 'Look For Understanding and Respond'

# NOTES

