

# **Dynamic Strategy of Assessing Student Understanding and Simultaneously Interpreting the Impact and Efficacy of Teaching Using Exit Slips.**

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## **I. Introduction**

According to (Danielson, 2008), "Teacher evaluation can be an opportunity for genuine professional learning. When organized around clearly established and accepted standards of practice, teacher evaluation offers an opportunity for educators to reflect seriously on their practice, and promote learning". The method of evaluating and assessing an educator's efficacy as a teacher is called teacher assessment. The purpose of teacher performance reviews is to support educators' professional development and better learning environments for students. It has proved to be a difficult task, yet evaluating teachers is essential because it guides future choices. For the evaluation to be successful and useful, there must be clear and strict expectations. By comparing performance to some benchmarks using objective data, teachers' evaluations are also made fairer. A principal, department head, or teacher evaluator typically conducts teacher evaluations by using checklists to monitor how a teacher manages a class. Another crucial component of the teaching and learning process is student assessment. It is crucial for teachers to proactively assess the success of their instruction. Generally, students' assessment is done in two ways. The first using formative assessment where the students are evaluated over a period of time. The second form is using summative assessment, which is done over completion of the course. Teachers help students in understanding their strengths and weaknesses and reflecting on how they need to grow during the rest of their studies by interpreting students' performance through formative assessment and sharing the results with them. The actual purpose of teaching learning process is to ensure that instructors deliver the content to the students and learning objectives are attained. As of now, both teachers and students' evaluation are done separately. The assessment of a teacher primarily emphasizes the learning outcomes of the students. A teacher must possess a strong command of teaching strategies, have years of experience, work well with others, and have engaged in professional development to be considered effective. Great teachers who can replicate techniques and pedagogies are identified with the aid of teacher evaluation. Teacher evaluation enables the identification of flaws in teachers, revealing those who need additional training to deliver lessons efficiently. The accountability of a teacher helps administrators in taking the required actions to strengthen their bond and enhance student performance. Hence, both evaluations are equally important to ensure that organisation objectives are achieved. I designed a tool for administrators which can used to evaluate the performance of both students and teachers together.

## **II. Literature Review**

During the course of research, I found few studies regarding teacher and student evaluation. One among them was "Teacher Evaluation and School Improvement: An Analysis of the Evidence" by (Phillip Hallinger, 2014) and other was "Teacher Effectiveness and Student Performance" by (P.Tuckman, 2014). In both articles few things were common. It shows how the student performance is directly related to effective teaching. Effective teaching is essential for student success—not just occasionally, but each and every day in every classroom and institution. Students' intellectual, physical, social-emotional, and behavioural wellbeing are all impacted by effective instruction. A concept for teaching and learning defines the learning experiences students have as well as the role that teaching plays in realizing that goal. A concept like this is supported by theories and models of learning that have been chosen to describe how learning occurs, who the learners are, and the environment in which students learn. The concept is the result of community-wide discussions among stakeholders who get together to discuss the type of education they believe students should receive to prepare them for the future. Effective teaching is a process rather than a final product. Teachers face fresh difficulties every year as they work to improve and broaden their instructional strategies. Teachers encounter new kids every year who have various learning needs. The both student and teacher performance are interlinked to each other but I felt a common tool to evaluate performance together was missing.

### **III. Research Questions**

The success of education depends on having teachers who have extensive experience and training. Even after accounting for other elements like poverty, class size, family circumstances, and financial constraints, teacher quality still has a considerable impact on students' academic performance. An approach to make sure that teachers are upholding standards for student achievement is through teacher evaluation. However, evaluating teachers is a challenging task that we have been trying to solve for a long time. In order to properly implement evaluation systems and better serve teacher and student populations, it is crucial to understand the fundamentals of teacher evaluations, including why we assess instructors in the first place. To begin with, evaluation is basically a judgment or assessment of something, be it a process, a behavior, or even something like a law or policy. Evaluations are based on significant categories associated with the queries that the evaluators seek to resolve. These evaluation methods' findings are intended to guide decision-making in the future.

The major goal of teacher evaluations is to help teachers improve their pedagogical abilities in order to increase student accomplishment. Although they are not always intended to be punishing, administrators and teachers alike sometimes see teacher evaluations in this way which is incorrect. Evaluations may be a major source of stress for teachers because of the highly personal aspect of teaching, which makes many feel like a negative rating is a slight against them personally. Focusing on offering necessary critical feedback is essential for the proper creation of teacher evaluation criteria. The fact that teacher evaluations are closely related to students' academic progress serves as another important goal. Accountability is another goal of teacher evaluations. In addition to improving the caliber of teachers, teacher evaluations support professional development, program planning, and fostering a culture of trust among administrators and peers. In a sense, a teacher evaluation gives educators a concrete objective to strive for and well-defined actions they may take to enhance their performance. Many individuals believe that evaluating a teacher only requires observing them in the classroom and summarizing what they did. But that's not the case. The purpose of evaluations is to place the performance and behavior of teachers in regard to a set of standards. To that purpose, a significant portion of the evaluation procedure focuses on developing strategies for teacher development. Since teacher evaluations first began, they were primarily concerned with whether teachers were adhering to a particular curriculum and carrying out the tasks that were expected of them rather than with the individual student achievement.

As actual purpose of teaching learning process is students' achievement. In the classroom, achievement is widely discussed, but usually in terms of praising those students who receive the highest grades. For many students, success and achievement might mean many different things. Students will be better able to focus on their own success and grow a stronger feeling of wellbeing if clear targets are set and they are supported. Academic success involves more than just receiving high grades in a class. Students will feel a sense of achievement when they can observe their own progress in learning and mastering a subject or skill. To make this happen, it is necessary to redefine success and achievement in order to shift the focus away from academic achievement. The processes of teaching and learning are crucial for survival because they form the cornerstones of progress. In order to achieve development by trying to bring about significant behavioral changes, both of these approaches are required. They also have a variety of philosophies and approaches that influence the educational system. They are also fundamentally linked in that you must learn something before you can teach it, and that teaching itself might force you to learn something.

Generally, Teacher evaluation is done by head of department based on the class observation. Although there are many potential sources for feedback and evaluation data on teaching, student feedback is the most typical form of input for teacher evaluation. In fact, getting student feedback is a common practice in most schools and student ratings are an essential source of evidence of effective instruction. Because there are so few reviewers, peer evaluation, self-evaluation, and administrator observation have poor reliability. This is likely one of the main causes of why educational institutions now use student evaluations of instruction. According to the report "The intensive partnership for effective teaching" by (M.Strecher, 2016) the student achievement did not increase as a result of evaluation. The next stage is to match your teacher evaluations with the professional development that is provided to your instructors, assuming that your teacher evaluation method is in line with your vision for the success of teachers and students.

As determined by classroom observations and teacher evaluations, this professional development should have the greatest and most immediate impact on the behaviours, mindsets, and/or attitudes that your teachers most urgently and critically require. But the classroom observation for teacher evaluation cannot be reliable. A teacher will teach for roughly six hours every day, 180 days per year. The assumption behind the observational technique of teacher evaluation is that by watching the instructor for an hour or two of this time, the evaluator will be able to accurately assess the efficacy of the teacher in the classroom. When being observed, many teachers grow anxious, which could affect how well they teach. Student behaviour may also change if the evaluator is an administrator since they don't want to face the repercussions of acting inappropriately in front of that person. These findings frequently lead to inaccurate data as a result. In the due process of research, it was clear that a common tool to evaluate teacher and student learning process was missing. Then I decided to work on it to design an approach by which both teacher evaluation and student understanding can be figured out to decide further

course of action. Hence, I decided to use exit slips as source of data to evaluate both the teacher and student performance.

#### **IV. Scope of Study**

Ironically, our students themselves are the most underutilized partners in enhancing the performance of our educational system. In a student-centered environment, the teacher's job is to support learning rather than to impart knowledge. Students are encouraged to think critically, work through issues, and form conclusions since they are actively involved in the learning process. In a teacher-centered classroom, on the other hand, the instructor is the subject matter expert, and the students are only the recipients of the knowledge. This conventional method of instruction has prevailed for many years, but the student-centered method is now challenging it. The student-centered method is becoming more common, even though many classes still employ the teacher-centered strategy. It is superior in terms of encouraging thorough comprehension and long-term memory retention. The student-centered learning strategy exposes students to interesting material with practical application rather than the conventional cramming methods. A course for engineers should have as little theory and many real-world situations that call for critical thinking. As a result, students will continue to be engaged and inspired to apply their prior knowledge to latest issues. They will also be able to connect new material to prior knowledge, which will increase retention. There are many different ways to learn. Unfortunately, the vast majority of them are only motivated by a desire to study for its own sake. With student-centered learning, students get what they want and how they want it. It is based on flexibility, a wide range of content, diversity in the exercises, teamwork, and the usefulness of the skills and knowledge that are taught. Although both students and teachers must put in a lot of work, the results are clear. To ensure student centered learning there is need to identify the gaps in teaching and learning process.

It turns out that student self-assessment may be the most useful method we have for gauging how well students are learning when it comes to assessing their progress. In a similar vein, research appears that student views of teachers' efficacy are more accurate indicators of their performance than supervisor observation. Whether or not we share the same perceptions, kids' experiences in the classroom reflect their reality. Teachers frequently feel concerned about asking their pupils to evaluate them. After all, it's natural that some students will "vent" during the evaluation in a more intimate way. Teachers should give their primary audience the chance to provide feedback if they want to improve their technique. Students are quite capable and frequently eager to give their ideas regarding the effects of instruction, even if they are not experts in pedagogy or curriculum. Don't waste your time or the time of your students, though, if you have no plans to use the student feedback you gather. Teachers must be open to receiving feedback from student evaluations. That's not always simple to do in the current environment of greater scrutiny of education. However, the majority of student comments can really be beneficial, giving teachers the chance to gain self-awareness and insight that will help them do their jobs more effectively. Students benefit from feedback as well since it makes them feel more involved in their education. Students are much more likely to feel personally involved in the educational process if they believe their opinions matter. Hence, I feel like students evaluating the teachers is more benefitable. Students' teacher evaluations provide a great window into a teacher's current efficacy "out in the field." Regular teacher evaluations by students are a guaranteed way to raise the standard of the learning environment for both the teacher and the students. While it is true that investing in and enhancing our adult behaviors has the most impact on kids' outcomes, making adjustments on this front is generally ineffective if the children don't actually feel the impact of an adult's activity. For example, after seeing a teacher, a manager might advise her to stand at the entrance to welcome her pupils at the start of class in order to build better relationships and make the classroom feel more friendly. The supervisor may notice that the adjustment has been made during a subsequent observation, demonstrating an improvement to the learning environment, after the teacher makes that change. But did the shift in adult behavior actually affect the kids' experience if the students don't feel welcome as a result of it?

The strategies teachers use in their classrooms can be improved with the help of supervisors and colleagues, but teachers should look to their students as the true barometer of their effectiveness by beginning with how their current practices affect the perceptions and, consequently, the realities, of their students.

According to some researchers (Cohen, 1981; Clayson, 2009), student achievement is greatly influenced by factors like intelligence or prior accomplishment, and in order to fully control these factors, it is necessary to randomly assign students to classes and teachers. Alternatively, you can use other control procedures that take initial student ability or achievement into account, like an analysis of covariance that includes measures of prior academic achievement or capacity as covariates; using the change in grades based on pre-test and post-test results; or using the change in grades based on pre-test and post-test results. Use of a statistical approach where ratings and performance are both corrected for initial student ability or performance is advised. The growth of the teacher-student relationship and the potential prospects it offers are now the focus of contemporary educational methods. In terms of the socio-technical viewpoint on data utilization within the educational area and the beneficial effects of data-driven methodologies, user-centric assessments are helpful. The application of information and communication technologies (ICT) in education and process innovation has also arisen as a result of the strategic

viewpoints and process monitoring that have been found to be lacking in conventional educational curriculum. Many studies demonstrated that the amount of text-based data used in various educational processes has increased at an unprecedented rate. This data can be used to generate insightful strategic intelligence and insights for improvement. Education professionals can use the resulting techniques and technologies, implement innovations. As a result, teaching-learning processes and decision-making can be supported and monitored by educators using new methods, technology, and process innovations. This study makes the assumption that there is a need for innovative techniques to precisely extract educational material based on context from the large collection of data. Combining qualitative text data with quantitative analysis approaches is difficult. For instance, current research concentrates on data collected from surveys or questionnaires filled out by students.

The next important element to improve teaching learning process is feedback. It can be written or verbal. The goal of feedback in the assessment and learning process is to improve a student's performance rather than to detract from it. It is critical that the feedback process be a positive, or at least neutral, learning experience for the student. Negative feedback can demotivate students' efforts and results. Instructors bear the distinct responsibility of fostering a student's learning and providing feedback in such a way that the student does not leave the classroom feeling defeated.

The constant observation of students' needs, both academic and extracurricular, is one of the four fundamental principles of a student-centred learning environment. Teachers can identify areas where their pupils are thriving and where they have learning gaps by keeping track of students' academic needs based on their performance statistics. It is equally important to monitor the student performance. Whether a classroom is student-centred or not, teachers must keep an eye on their students' needs. Every teacher engages in it in one way or another, whether it is through exit tickets, thumbs-up/thumbs-down evaluations, conferences with specific students, analysis of student assessment data, or listening to students explain concepts. In a face-to-face classroom, teachers can observe the students' facial expressions to obtain a basic sense of how many of them appear perplexed, frustrated, or lost. Monitoring student progress enables teachers to assess the success of their instruction, whether it be for a single student or the entire class. For instance, the kid might have a reading goal that specifies how many words per minute they should be able to read by the end of the year. Alternatively, the child's math objective can be the number of questions that are successfully answered on exams that cover the years' worth of math material. Following goal-setting and instruction, the teacher evaluates the student's progress toward the goals each week. As each exam is equally challenging, the weekly assessments can correctly reflect the child's pace of progress. The teacher evaluates each test by comparing the amount of material the student should have learned to the actual rate of learning. If the student meets or exceeds the expectation, the teacher keeps instructing the student in the same manner. The teacher modifies the lesson plan if the child's performance on the measurement falls short of the standard. There are different ways to monitor students' performance. The first is curriculum-based test. The instructor employs standardized exams that cover all of the information covered throughout the course of the year. The test will contain all of the lessons from that year. For these exams, students are not required to study. These exams are administered frequently to assess student growth. If the grades improve over the course of the year, you may be confident that your pupils are learning and that your teaching strategies are effective. If not, you'll need to modify your instructions and the way you deliver the learning materials to help pupils better understand and remember the information. It's a good approach to keep track of both the growth of your students and your own progress. The second one is through interaction with them. Of course, you may just observe your pupils in action. You have a few opportunities to assess your students' progress and retention during one-on-one interactions with them. The student can assess her own progress and express issues or needs to you, the teacher, because you are near to them and provide them some "alone teacher time." A perfect assessment of the student's progress can be obtained via a collaborative review of the student's work.

It has been stated that teacher evaluation is merely an administrative necessity that has no impact on what happens in classrooms and is therefore not worth improving. I am opposed. If done correctly, teacher evaluation procedures can be a potent tool for enhancing both teaching and learning. There are significant drawbacks if it's done incorrectly. By just using supervisor evaluation as tool to review teacher performance is incorrect. Better overall results in the educational environment can result from innovative pedagogical approaches. Students who are learning in innovative classrooms are increasing their peer involvement and gaining greater communication abilities. Key elements of educating students for a global, competitive workforce in the twenty-first century include personalized learning and differentiated possibilities for pupils as a result of innovative educational techniques. In this digital age, students learning in cutting-edge classrooms may be able to comprehend knowledge at a deeper level and retain more of it. So, in my research I tried to interlink the teacher evaluation and student performance by using exit slips. It has certain limitations. It can work only with middle school or above level students. It is not suitable for young learners.

It is becoming more and more common for school reform initiatives to include the modernization of teacher evaluation systems, which has the potential to provide fresh, systematic data about the effectiveness of specific classroom teachers. Despite the fact that many organizations create new systems, the recruiting, firing, and compensation of employees has received the majority of attention in discussions of how the data might be



used. On the other hand, relatively little is known about how a teacher's effort and effectiveness could be affected by the availability of new knowledge or the experience of being evaluated.

## V. Methodology

I designed an innovative method to evaluate both teacher's and student performance in order to ensure an effective teaching-learning process. It helps school administrators for assessing student understanding and simultaneously interpret the impact and efficacy of teaching. The idea is to use exit slips to collect the information about the student understanding of the subject from the students at the end of each chapter. As the teachers have predefined learning objectives for each chapter. These learning objectives are used to create the questionnaire for the students. A questionnaire was designed for each class as shown in figure 1. The questionnaire consists of all the subjects. Each subject has learning objectives for a chapter or lesson. It is followed by two columns one indicating "Yes" and other "No". The students were given photocopies of the above questionnaire. Each class was provided such questionnaire. The students then select the appropriate column based on their learning experience. During the process the students will be advised to select the columns with utmost honesty. It is actually student self-reflection of their understanding of the concepts explained by the teacher. In this way the students are also evaluating the teacher as it shows how well was the teacher able to deliver the course. By using the questionnaire we are evaluating the performance of both teachers and students in order to ensure the effective and learning process takes place.

Global International School Boys Section <u>STUDENT SELF REFLECTION / EXIT SLIP</u>		
Student Name: _____	Grade: 7A	Date : _____
The purpose of collecting this data is to know how well you understand the concepts taught in the class. Tick in the appropriate box in the tables below:		
<b>Subject: English</b>		
<b>Teacher: Mr. Zafer</b>		
<b>Topic: Unit 2 Express yourself</b>		
<b>Learning Objectives</b>	<b>Yes</b>	<b>No</b>
Able to write a balanced report		
Able to identifying formal and informal language		
Able to identify punctuation in diaries		
Able to express your thoughts and feeling through language		
<b>Subject: Science</b>		
<b>Teacher: Mr. Mujeeb</b>		
<b>Topic: Unit 8 The Structure of Atoms</b>		
<b>Learning Objectives</b>	<b>Yes</b>	<b>No</b>
Able to understand first ideas about atoms		
Able to understand Dalton's atomic theory		
Able to understand Rutherford model for structure of the atom		
Able to understand atomic structure		
<b>Subject: Mathematics</b>		
<b>Teacher: Mr. Muneeb</b>		
<b>Topic: Chapter 1 Algebraic Expressions and Factorizations.</b>		
<b>Learning Objectives</b>	<b>Yes</b>	<b>No</b>
Able to do expansion of linear algebraic expressions.		
Able to do factorization of algebraic expressions.		
Able to do factorization using special results		
Able to do factorization using cross method.		
<b>Subject: Geography</b>		
<b>Teacher: Mr. Riyaz</b>		
<b>Topic: Chapter 3 Mapping Skills</b>		
<b>Learning Objectives</b>	<b>Yes</b>	<b>No</b>
Able to find a location using latitude and longitude		
Able to understand time zones		
Able to describe geographical features based on photographs		
<b>Subject: IT</b>		
<b>Teacher: Mr. Habib</b>		
<b>Topic: Chapter 3 Computer Viruses</b>		
<b>Learning Objectives</b>	<b>Yes</b>	<b>No</b>
Able to understand what is computer virus		
Able to learn what virus can do and what it cannot		
Able to understand types of computer viruses		
Able to learn ways to prevent virus infections		

Fig 1

Once data is filled by the students all the questionnaire are collected and needs to be sorted out. The questionnaire has four learning objectives for each subject. The grading is done using the number of learning objectives achieved by the students. For each learning objective achieved one points it awarded to the teacher. For example, if the student achieves three learning objectives three points are awarded to the teacher. In case the students mark all the column as no, then zero points are added. In similar manner the points are awarded to all the teachers on each student questionnaire. The process is followed to complete the questionnaire collected from different classes. Now, when the points are awarded to the teachers it needs to be sorted out in a table. The table will contain all the data collected from a particular class as shown in Figure 2.

GLOBAL INTERNATIONAL SCHOOL							
TEACHERS EVALUATION DATA							
Grade: 7A			Date of Evaluation: 27/10/22				
Teacher Name	Subject	E	G	S	P	B	
Mr.Muneeb	Mathematics	9	8	2	1	2	
Mr.Mujeeb	Science	10	5	4	1	2	
Mr. Zafar	English	3	11	6	1	1	
Mr.Riyaz	Geography	14	2	2	4	0	
Mr. Habib	Computer	16	2	0	2	2	
Here:							
E stands for Excellent							
G stands for Good							
S stands for Satisfactory							
E stands for Poor							
B stands for Bad							
Total Students:	22						

Figure 2

The table above shows the way data can be sorted and complied. In this table E is marked when student marks all the learning objectives as “yes”. While G is marked when student marks three the learning objectives as “yes” and so on. In case of Instructor Muneeb all the four learning objectives were achieved by 9 students, three learning objectives were achieved by 8 students, two learning objectives were achieved by 2 students, two learning objectives were achieved by 1 students and none of the learning objectives were achieved by 2 students. In the similar way data is sorted out and filled for each teacher of a particular class. Then, tables are created for each class of the school. Once, all the data is sorted out it is converted into graphs for better understanding which we will discuss in the next chapter.

## VI. Results

The data is compiled in form of table using the method discussed above. The total number of students participated was 76 which were from 4 different sections. Now it is time to look the results and analyse them. The below are the results for each section.

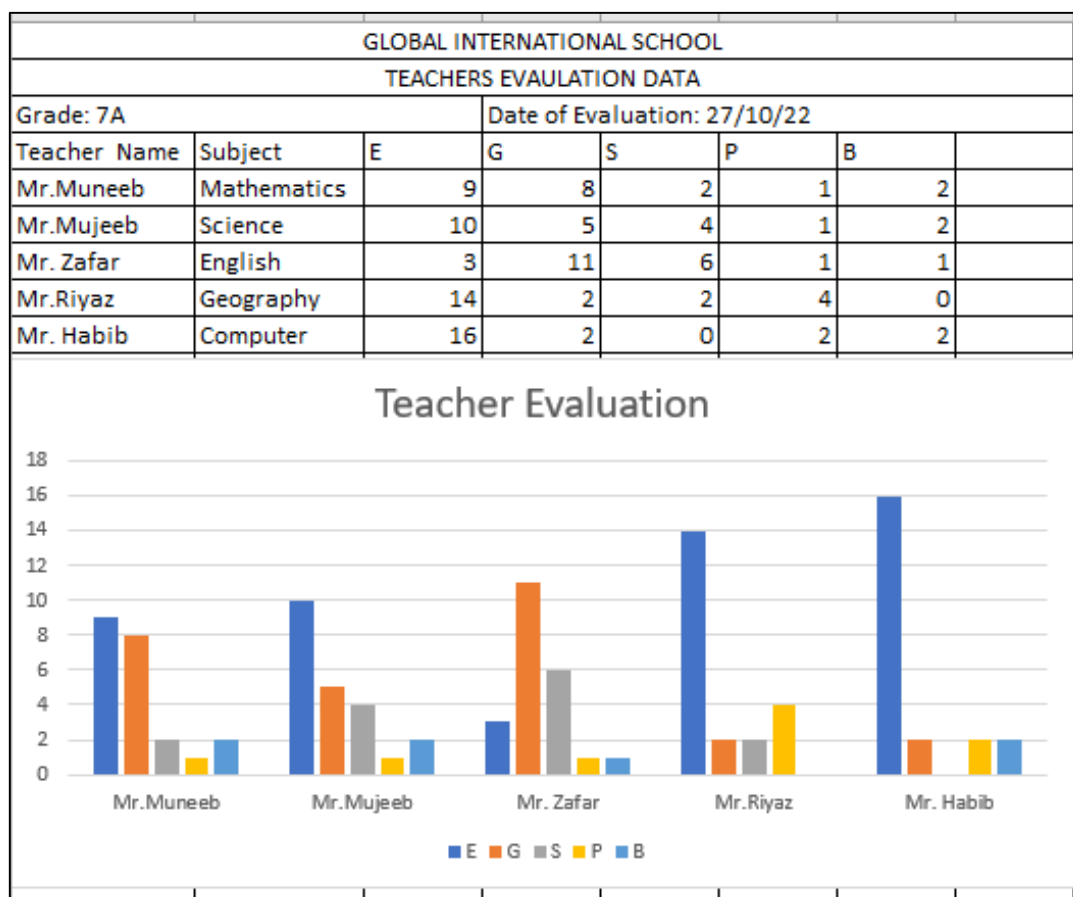


Figure 3

The figure shows the result for section 7A which consist of 22 students. Let us discuss about the performance of each teach based on the results obtained above:

- Mr. Muneeb overall performance was good because most of the students were able to understand concepts.
- Mr. Mujeeb performance is good as 15 out of 22 students because most of the students were able to understand lesson.
- Mr. Zafar performance was satisfactory as only 3 students were able to achieve all the learning objectives but most of them were able to learn few concepts well.
- Mr. Riyaz performance is very good as majority of students achieved all the learning.
- Mr. Habib performance was excellent because as majority of students achieved all the learning objectives.

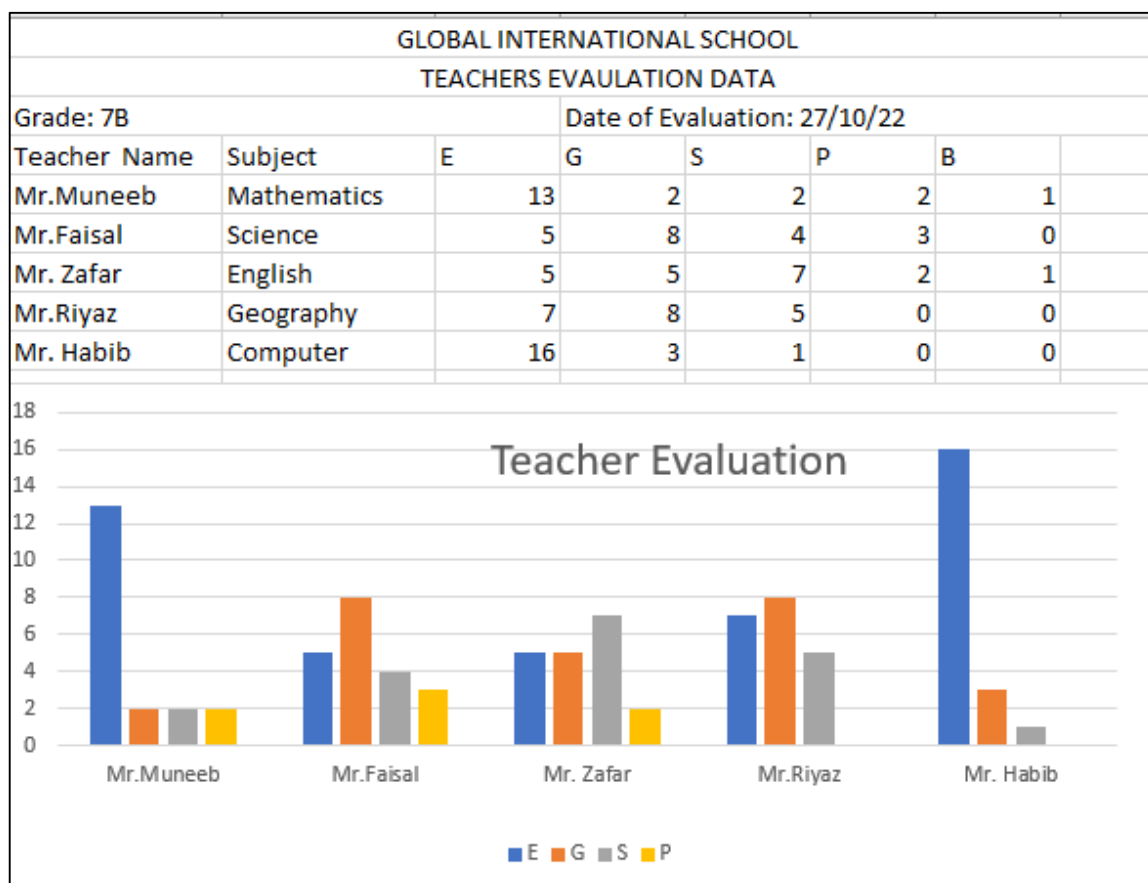


Figure 4

The figure 4 shows the result for section 7B which consist of 20 students. Let us discuss about the performance of each teach based on the results obtained above:

- Mr. Muneeb overall performance was good because most of the students were able to understand concepts in this section too.
- Mr. Faisal performance was satisfactory as most of them were unable to understand the concepts well.
- Mr. Zafar performance was satisfactory as only 5 students were able to achieve all the learning objectives but most of them were able to learn few concepts well.
- Mr. Riyaz performance is very good as majority of students achieved all the learning objectives.
- Mr. Habib performance was excellent because as majority of students achieved all the learning objectives.



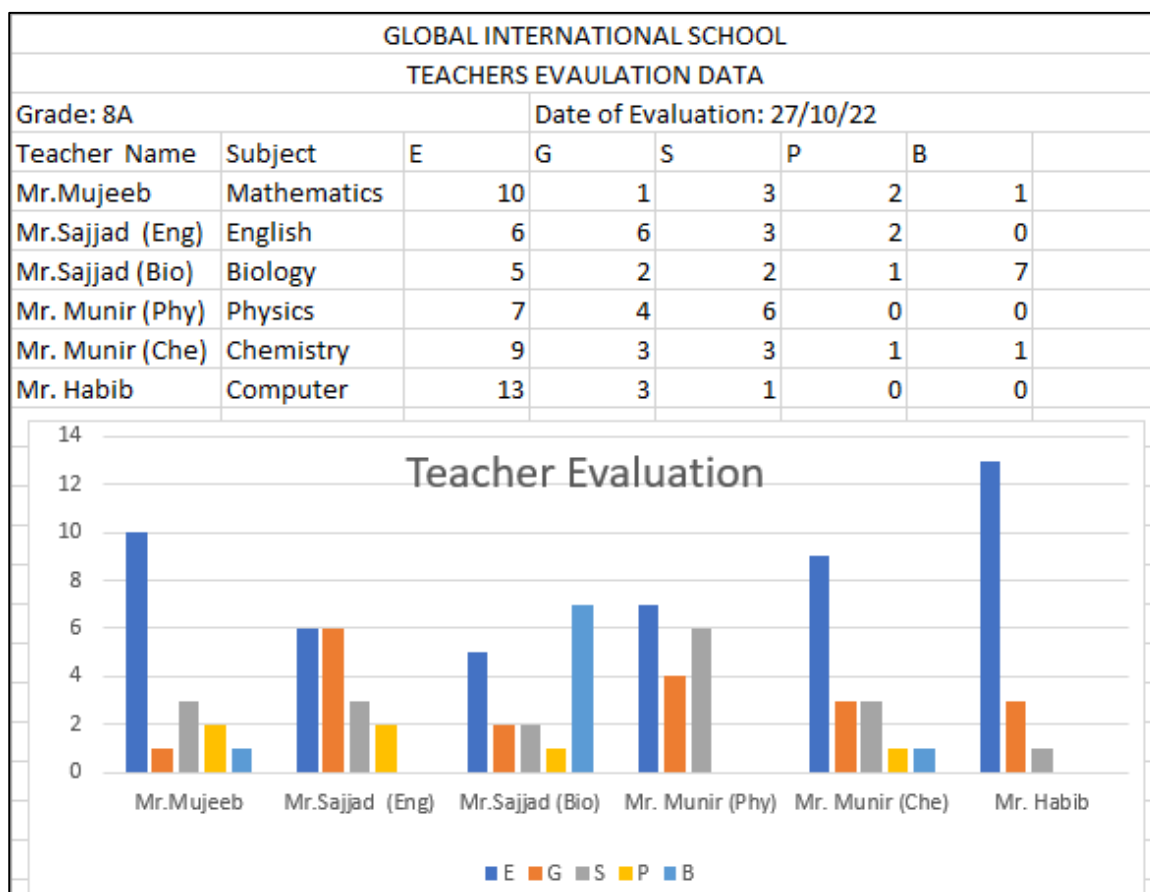


Figure 5

The figure 5 shows the result for section 8A which consist of 17 students. Let us discuss about the performance of each teacher based on the results obtained above:

- Mr. Mujeeb performance is very good as majority of students achieved all the learning objectives.
- Mr. Sajjad when delivering English the overall performance was good because most of the students were able to understand concepts whereas while delivering Biology his performance was very poor.
- Mr. Munir when delivering Chemistry the overall performance was good because most of the students were able to understand concepts whereas while delivering physics his performance was satisfactory.
- Mr. Habib performance was excellent in this section as well.

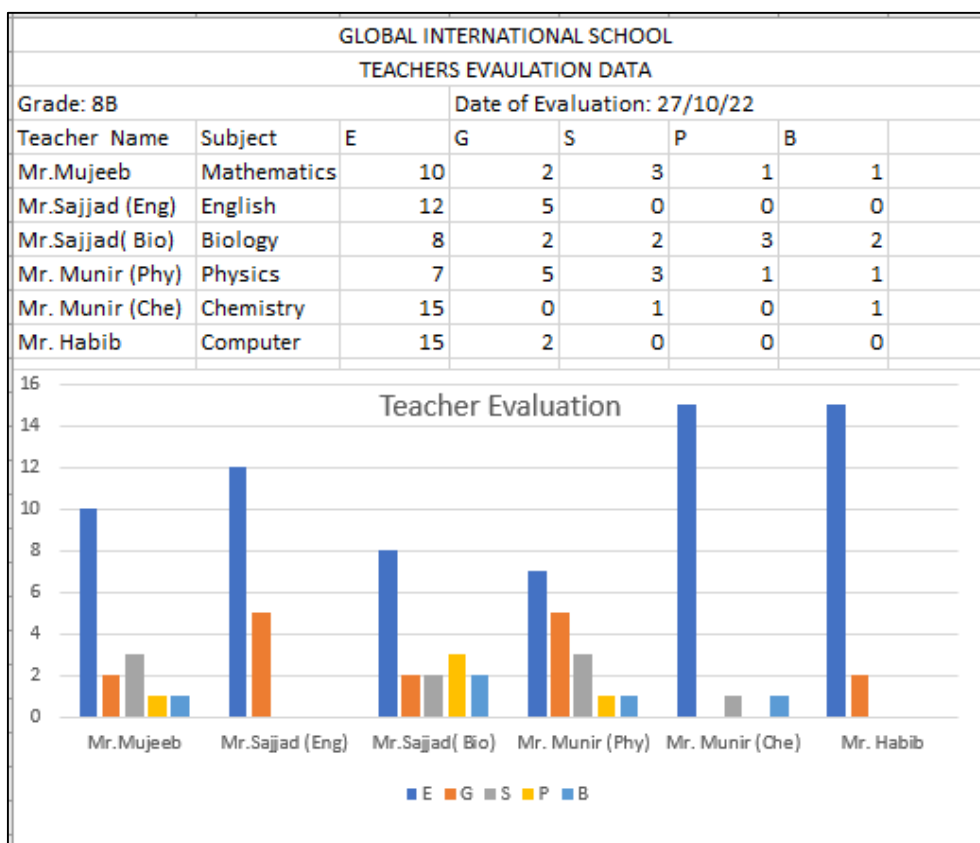


Figure 6

The figure 4 shows the result for section 8B which consist of 17 students. Let us discuss about the performance of each teacher based on the results obtained above:

- Mr. Mujeeb performance is very good as majority of students achieved all the learning objectives.
- Mr. Sajjad when delivering English the overall performance was good because most of the students were able to understand concepts whereas while delivering Biology his performance was satisfactory in this section as compared with previous section.
- Mr. Munir when delivering Chemistry, the performance was excellent whereas while delivering physics his performance was good.
- Mr. Habib performance was excellent in this section as well.

## VII. Conclusion

From the findings discussed in the previous chapter, we are able to make the following conclusions on the teachers and students performance:

- It gave us clear understanding about each teacher performance.
- We were also able to identify the how well the instructions were delivered to students,
- We identified that few students were unable to understand concepts explained.
- We also noticed that few students were common in all the subjects.
- We observed that few students understood few subjects well but not all the subjects.
- We also identified a particular teacher performance was good in one subject and disappointing in the other.

Based on this conclusion, we can identify the teachers whose performance was not good and give him suggestions to make the teacher learning process more effective. In the same manner. We can identify the students who were unable to achieve any learning objectives and guide them to overcome the problem or issues they are facing.

The method explained above can be used in easier way by using technological tools such as learning management systems (LMS), Google forms or any tools available to make the process of data collection easier. The same questionnaire can be used in digital form for data collection. Then data sorting can also be done easily reducing the time. Such kind of performance review can be done after completion of each chapter or periodically based on the size of the organisation. It will help the school managers to know real time performance of teachers as well as students and take necessary actions needed. It is more useful than classroom observations because during the class observation the teacher presentation is evaluated, but the best presentation by the teacher can be of no use if

majority of students are unable to understand it. The progressive process of continuing learning and assessment relies heavily on feedback. Giving feedback on a regular basis to both teachers and students can significantly increase learning achievement. In order to improve their learning progress, learners who receive effective feedback are helped to focus on their own learning practices. By using the method above we can just not depend on the formative or summative assessment to evaluate the students performance but instead check the student understanding periodically and make the necessary changes in the instructions to improve their performance. Hence, the approach I designed will be very useful for administrators to ensure effective teaching learning process.

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