FULBRIGHT DISTINGUISHED AWARDS IN TEACHING SHORT-TERM PROGRAM
INDIA, PROPOSAL #DAST-17-INDIA-003

OVERVIEW

Through this Fulbright Program, U.S. K-12 teachers and educators can apply for grants to engage in 2-6 week collaborative projects abroad between May and October 2017. U.S. educators consult with and support primary and secondary education initiatives in the host country through teacher training, curriculum development, evaluation and assessment of education policies, goals, and/or curricula with schools, teacher training colleges, government ministries, or educational non-governmental organizations. In 2017, opportunities are available in Botswana, Colombia, India, Mexico, the Palestinian Territories, South Korea, and Vietnam.

Please see the program website for details about eligibility requirements and other information. Please provide information about how your skills and experience fulfill this project proposal on the application form. Please direct all questions to fulbrightdat@iie.org. For more information, visit: https://www.fulbrightteacherexchange.org/about-short-term.

PROJECT INFORMATION

I. Host Institution Centre for Science of Student Learning (CSSL)

II. Host institution location New Delhi, India

III. Host Institution Type Non-Profit Organization

IV. Host Institution Website www.cssl.in

V. Preferred Project Dates

Start Date: 6/15/17
End Date: 7/30/17
Notes: Program length of two to six weeks within this time frame; six weeks preferred. Dates are flexible and can be one month earlier or later (earliest program start date possible is 5/1/17); preferred dates are 6/15/17-7/30/17.
VI. Project Scope

A. Summary

The mission at the Centre for Science of Student Learning (CSSL) is to build capacity in India for high quality assessments and research into the science of student learning. CSSL’s work directly intervenes with government institutions at national and state levels, in private schools and non-governmental educational organizations for quality assessments and research (www.cssl.in). Some of CSSL’s partners include the World Bank, UNICEF, UNESCO (Bangkok), Tata Trust, Michael and Susan Dell Foundation, Central Square Foundation, EkStep, Centre for Civil Society, Ministry of Human Resource Development (government of India), and Indian state governments of Rajasthan, Andhra Pradesh, Haryana, and Himachal Pradesh.

Project Background:
The 'quality education study' (EI-Wipro, 2010) showed that students in India's top schools are performing at two grade levels lower than the international average and there is a wide prevalence of rote learning across the country. Research points out that student learning outcomes are directly related to Teacher Quality (McKinsey, 2007). The positive relationship between assessment and academic performance is also widely established with empirical data from more than 200 countries (Hanushek and Woessman, 2007). However, teachers are not often the best assessment experts, as understanding the science and art of question making is a specialized psychometric skill and most teachers do not have training in these areas.

Teachers also need guidance in building a number of formative and summative assessment tasks. They often do not know how to use the performance data and link it back to pedagogy and curriculum. Hence there is a need to demonstrate the linkages between diagnostic assessments and how it can be used in the classroom through sample materials, tasks and strategies. These will provide the necessary methodologies (role models) that can be replicated by teachers to build similar material for more concepts in their subjects.

Project Description:

This project aims to address the issues of low learning levels and the associated teacher gap, by developing educational materials and assessment strategies that use performance data for improving classroom teaching.

B. Detail

The U.S. teacher will develop a series of ~24 Teacher Classroom Assessment Tasks (Teacher CATs) for misconceptions and common errors as seen in CSSL’s performance data.

When data and insights do not flow down to the teachers’ classroom practice from learning assessments, then these remain as tests for monitoring and do not yield dividends in terms of improved learning. The most important information for the teacher from an assessment is to know what the students know and are doing well and what are the common errors and
misconceptions they have. The teacher also needs to know what is the objective of the test item, what can be learned from the item data about her/his class performance, how to address the learning gap/common error/misconception in class, where she/he would have access to resources to prepare her class strategy.

Teacher CATS are teacher support material that enhances teacher capacity by establishing the link between assessment items and diagnosis of student gaps, providing suitable classroom activities to address the learning gaps and point out resources to teach the concept better. The classroom activities will include demo activities to address the identified gaps by teaching and alternative assessment tasks.

The U.S. teacher will work closely with CSSL’s in-house team of assessment experts and thus be involved in developing educational materials, assessing academic curricula, advising ministry, participating in educational consultations, and in capacity building activities that meet CSSL’s mission goals. The U.S. teacher will also get to interact with teachers from other schools in the public and private space, as well as take part in activities such as conferences, workshops, and seminars—as available—on educational reforms.

Potential Impact:
The project will address the long-term teacher capacity related issues for assessment literacy and data literacy. The gap in the availability of exemplars and education material that demonstrate the linkages between assessments, pedagogy and curriculum will be addressed by this project. The developed material will be useful for teachers across the country through our work with national and state governments and hence has the potential to address and improve learning outcomes for millions of students in India’s government and private schools.

Anticipated Project Outcomes:
Cross fertilization of ideas and practices between CSSL and by implication India and the United States. This will also stimulate strategic thinking and planning at CSSL and promote networking among local institutions.

VII. **Target Audience:**
The U.S. teacher will work with researchers in CSSL who are typically post graduates or above in arts, science, education and philosophy. The U.S. Teachers will also work with intern teachers teaching in 'top' English medium language schools of the country. The U.S. teacher should have excellent subject expertise and an understanding of building material for formative and summative assessments.

VIII. **Preferred Qualifications of Selected Applicant:**
- **Teaching Level:** Primary or Secondary
- **Subject Area Expertise:** Mathematics, Science, Language Arts (Literature and Language), Teacher Training
- **Years of Teaching Experience:** 5-10+
- **Language Requirement:** English