A Study on Self Reflection by Teachers Through Teacher's Self-Assessment Rubric (Tsar) Framework in Mangaldoi, Darrang District

Shivangi Mishra,PGT Biology,
Kendriya Vidyalaya Sangathan
Dr. Swapna Sikha Choudhury,Senior Lecturer,
DIET Dalgaon

Abstract

Self-reflection plays a crucial role in teachers' professional development, enabling assessment of instructional practices and enhancement of effectiveness. This paper evaluates self-reflection levels among teachers in Mangaldoi town using NCERT's Teacher's Self-Assessment Rubrics (TSAR) through descriptive survey methodology with 20 participants.

Results demonstrate that teachers consistently perform at the "Approached Expected Standard" level across all six performance domains, with notable variations in specific areas. Interpersonal Relationships and School Development emerged as strength areas, while Professional Development showed the greatest need for improvement. Teacher's confidence levels varied significantly across different competency areas, revealing specific patterns in self-assessment perceptions.

Findings advocate the need for integration of self-assessment strategies for teachers. It also emphasizes for targeted professional development interventions, enhanced institutional support, and systematic integration of self-reflection practices to optimize teaching effectiveness and student learning outcomes in Mangaldoi town's educational landscape.

Key Words-*Self Reflection, Teaching Staff, Mangaldoi Town.*

Introduction

Teachers are the cornerstone of education, influencing the intellectual and personal development of their students while directly impacting the quality of education imparted. Their multifaceted role extends beyond merely delivering subject matter; they are tasked with fostering positive relationships, cultivating conducive learning environments, conducting assessments, collaborating with peers, and upholding professional standards. Consequently, the assessment of teachers, aimed at evaluating their performance and fostering continuous improvement, is paramount to ensuring accountability and enhancing educational outcomes.

Recognizing the significance of self-assessment in empowering teachers to reflect on their practice, the National Council of Educational Research and Training (NCERT) has developed comprehensive guidelines and tools for self-assessment, such as the Teacher's Self-Assessment Rubrics (TSAR). These resources facilitate teachers' introspection into various facets of their teaching, encompassing personal, organizational, and institutional dimensions.

By employing this rubric, the paper delves into the depth of teachers' self-awareness, understanding its importance and evaluating its manifestation within the school's teaching staff.

This paper holds particular significance within the context of teachers in Mangaldoi town of Darrang district, where understanding and enhancing the self-awareness of teachers can potentially catalyze positive transformations in teaching practices, student engagement, and overall school culture. Through rigorous inquiry and analysis, the paper has shed light on the dynamics of self-reflection among teachers, contributing to the discourse on teacher professional development and educational enhancement.

Subsequent sections of this paper will delineate the methodology, findings and analysis, and offer insights into implications for practice and future research directions. This paper endeavour to ignite conversations, inspire actions, and foster a culture of continuous improvement within the educational landscape of teachers in Mangaldoi.

Literature survey

Self-assessment plays a pivotal role in shaping teachers' beliefs and efficacy in fostering student learning, influencing educational outcomes. This section explores the literature on the relationship between self-assessment, teacher efficacy, and its application through tools like the Teacher's Self-Assessment Rubrics (Teacher's Self-Assessment: Guidelines and Rubrics 2019).

The concept of teacher efficacy, rooted in Bandura's social cognitive theory (Bandura, 1997), encompasses teachers' beliefs in their ability to influence student learning outcomes. Self-assessment serves as a mechanism through which teachers reflect on their instructional practices, identify areas of strength and weakness, and adapt their approaches to improve student outcomes. By engaging in self-assessment, teachers gain insights into their instructional effectiveness, which in turn influences their sense of efficacy.

Research has consistently shown a positive correlation between teacher efficacy and student achievement (Goddard, 2001; Hoy & Hoy, 2004; Herman et al., 2000; Mascall, 2003; Muijs & Reynolds, 2001; Ross, 1992; Ross & Cousins, 1993). High efficacy teachers tend to set ambitious goals for themselves and their students, invest greater effort in instructional planning and delivery, and employ effective classroom management strategies. As a result, they create supportive learning environments that promote student engagement and success.

The Teacher's Self-Assessment Rubrics (TSAR), developed by the National Council of Educational Research and Training (NCERT), provide a structured framework for teachers to assess their instructional practices and professional growth. These rubrics encompass various dimensions of teaching, including pedagogical strategies, classroom management, assessment practices, and professional collaboration. By utilizing the TSAR, teachers can systematically evaluate their performance against predefined criteria, identify areas for improvement, and set goals for professional development.

Empirical studies have demonstrated the efficacy of self-assessment tools like the TSAR in enhancing teacher effectiveness and student learning outcomes. Moreover, the TSAR facilitates collaborative discussions among teachers and administrators, enabling them to align instructional practices with institutional goals and priorities. By promoting a shared understanding of effective teaching practices, the TSAR contributes to a culture of professional learning and collective responsibility for student success.

Figure-1

Ross, J. A., & Bruce, C. D. (2007). Teacher self-assessment: A mechanism for facilitating professional growth. Teaching and teacher Education, 23(2), 146-159.
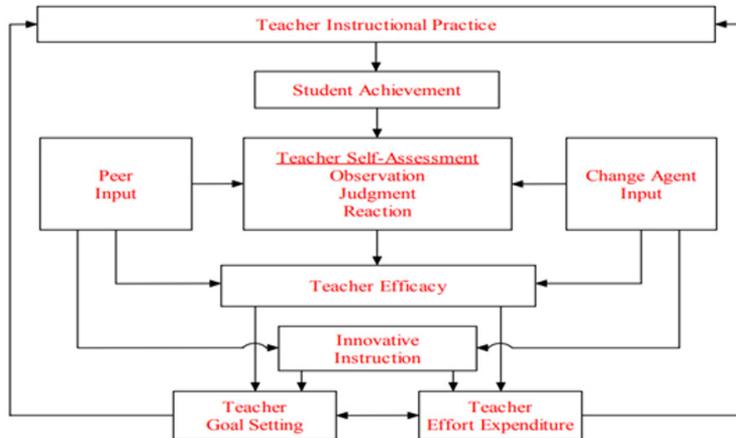
Rationale of the study

Self-reflection is an indispensable tool for fostering continuous growth and development, particularly within the realm of education. By engaging in self-reflection, teachers can gain valuable insights into their instructional practices, identify areas for improvement, and enhance their effectiveness in facilitating student learning. Moreover, self-reflection empowers teachers to set ambitious goals for themselves and their students, contributing to higher levels of achievement and success.

Assessment plays a key role in schools' improvement and teachers' development. A teacher, who does not reflect on and introspect his/her methods and actions in the classroom/school, would tend to be repetitive in the future. He/she may teach a concept in the same way and may use the same examples and activities repeatedly in the class irrespective of the performance of the students. Once the teacher starts looking at himself/herself and analyses what has yielded results and what has gone wrong in the teaching-learning process and other school activities, he/she will be able to identify the areas which require further improvement. This process will help the teachers to identify their strengths and weaknesses, and thereby, motivating them to improve their performance which will help to achieve the objectives, such as school's improvement and accountability of teachers.

The TSAR is an assessment tool which serves as a guide for teachers to self-assess themselves and reflect on their daily teaching practices as well as on their role

as a teacher. TSAR is based on six performance standards mentioned below. These Performance Standards reflect the expected roles and responsibilities of a teacher.

(1) Designing Learning Experiences

(2) Knowledge and Understanding of the Subject Matter

(3) Strategies for Facilitating Learning

(4) Interpersonal Relationship

(5) Professional Development

(6) School Development

Each performance standard includes performance indicators, which directly indicate the expected roles and responsibilities of teachers. A teacher's performance is assessed on a continuum ranging from 'Much effort is needed to reach the expected standard' to 'Beyond the expected standard.' The subdivisions in this continuum are based on the actual performance of teachers as per different indicators specified under each performance standard.

Performance Standards (PS)

Performance standards are areas in which teachers perform their tasks and responsibilities. They refer to statements describing what is expected of a teacher's knowledge and performance in his/her day-to-day teaching and other related activities inside and outside the classroom. The following performance standards have been identified:

Performance Standard 1: Designing Learning Experiences:

The teacher designs the classroom activities, appropriate pedagogical strategies, resources, learning outcomes, assessment procedures to meet the needs of all students.

Performance Standard 2: Knowledge and Understanding of Subject Matter:

The teacher demonstrates an understanding of the curriculum, subject content, and developmental needs of students by providing relevant learning experiences.

Performance Standard 3: Strategies for Facilitating Learning:

The teacher uses resources and procedures to provide a respectful, positive, safe, and student-cantered environment that is conducive to learning.

- communicates clearly with learners.
- collects, analyses, and uses all relevant information to assess learners' academic progress, and provides timely feedback to both-learners and parents throughout the school year.

Performance Standard 4: Interpersonal Relationship

The teacher collaborates and works with colleagues, students, parents and communities to develop and sustain a positive school climate that supports students' learning.

Performance Standard 5: Professional Development

The teacher maintains a commitment to professional ethics, engages in

innovation and classroom (action) research, takes responsibility, and participates in professional growth that results in enhanced students' learning.

Performance Standard 6: School Development

The teacher takes initiative and contributes to the activities which lead to the school's development.

Rating used in TSAR : Each performance indicator is rated on a four-point scale ranging from 1 to 4 indicating the levels of performance. The rating points are:

Table-1

Performance Descriptor for various levels of TSAR

Performance level	Name of the Level	Yes	Level Point
L1	Much effort is needed to reach the expected standard	Below Satisfactory Performance: Teacher's performance does not meet the expectations, roles and responsibilities of a teacher. Needs more effort to achieve proficiency to become an effective teacher. Requires continuous professional support to achieve proficiency	1
L2	Approaching the expected standard	Satisfactory performance: Making efforts to achieve the required proficiency to become an effective teacher. Requires professional support to achieve proficiency. Needs improvement in his/her performance	2
L3	Approached the expected standard	Effective performance: Meets the requirements of teaching job. Demonstrates a willingness to learn and applies new teaching skills. Sustains high performance over a period. Exhibits behaviour that has a positive impact on students' learning	**3**
L4	Beyond the expected standard	Exceptional performance: Consistently exhibits behaviours that have a strong positive impact on learners and school's climate. Serves as a role model to others. Innovatively performs tasks and makes extra efforts for improving students' performance	4

Objectives

1. To aware teachers on the benefits of self-assessment on professional upliftment.
2. To study the level of self-reflection on the teachers of Mangaldoi town.
3. To make a descriptive feedback and improvement plan based on the self-reflection by individual teachers under study of Mangaldoi town.

Methodology and design of the study

The descriptive research has been used to conduct the research (Koul. L.,2002). TSAR Rubric and observation tools are used to collect data. The sample population of teachers (PRT, TGT, PGT) under research is twenty. Data has been collected through probability sampling technique of simple random sampling, from the teachers at different schools of Mangaldoi town. Data collection has been done through Questionnaire provided in the TSAR NCERT.

Analysis and interpretation of data

Appropriate statistical techniques and calculations have been applied to analyse and interpret the data. Google Workspace has been used for reporting, writing and analysis along with Microsoft Excel and Origin software. Data has been represented in the form of Data table, Frequency distribution curve, and Bar Graphs.

Figure-2
Figures show histogram for rating points for all the six indictors in TSAR rubrics.
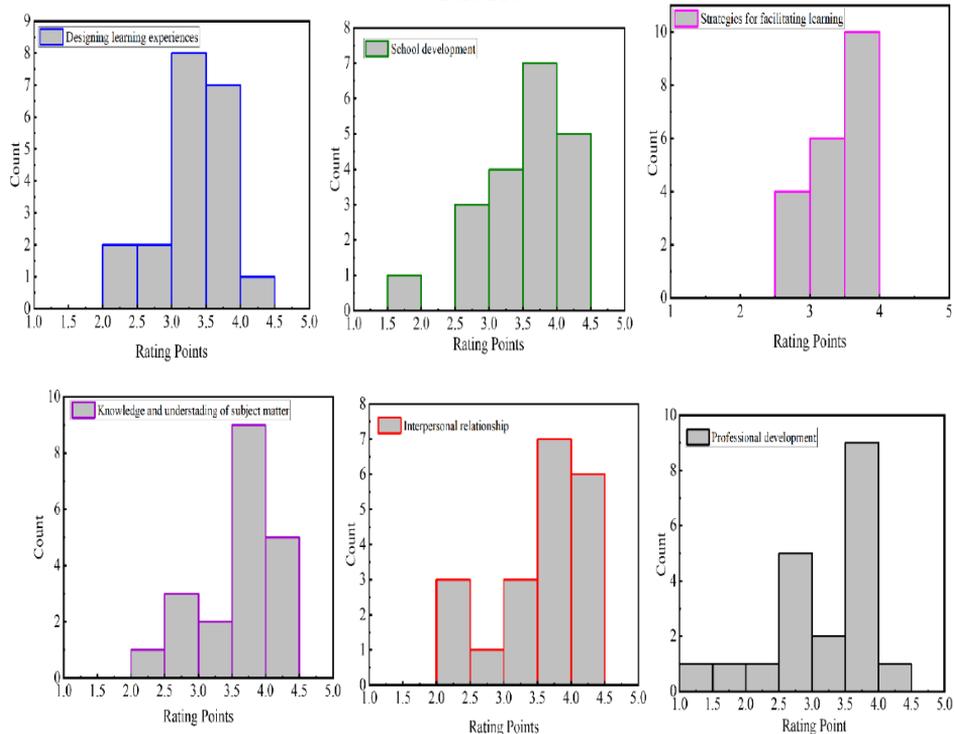
Figure-3
Shows histogram for mean rating points obtained by teachers on all the indictors in TSAR rubrics.
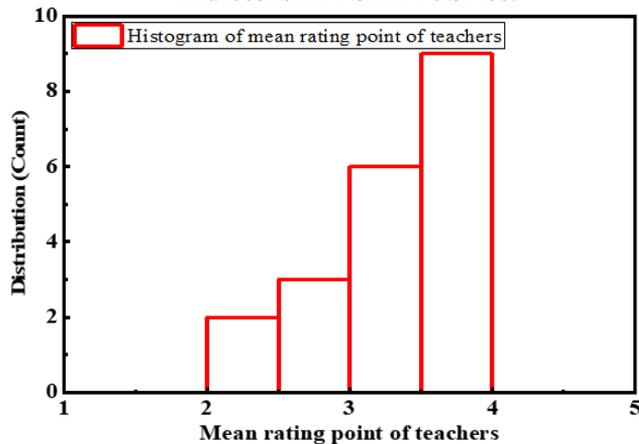

Fig. 3 shows the distribution of mean rating points of teachers show a measure of self-assessment. Mean value of rating points averaged over all indicator is 3.31, implying that they have approached the expected standard (L3), and average value rating point is mentioned in below table. From the rubrics it is apparent that teachers believe that their performance has approached the expected standard.

Table-2
Mean value of rating point of teachers for six different indicators.

Designing learning experiences	Knowledge and understanding of subject matter	Strategies for facilitating learning	Interpersonal relationship	Professional development	School development
3.26 ± 0.11 (L3)	3.35 ± 0.13 (L3)	3.39 ± 0.09 (L3)	3.44 ± 0.14 (L3)	3.04 ± 0.17 (L3)	3.41 ± 0.13 (L3)

Descriptive feedback of TSAR

Table-3
Descriptive Feedback

Performance Standards	Strengths	Challenges	Improvement Plan
Designing Learning Experiences	80 percent teachers have confidence in designing learning experiences more and equal to L3	Teachers faced the lack of time for designing learning experiences for students	To work more effectively on time management

Knowledge and Understanding of Subject Matter	60 percent teachers felt comfortable designing knowledge and understanding of subject matter	Constant upgradation of information and content with the concerned subject	To engage in more content building through reading, Courses offered by SWAYAM, DIKSHA, etc.
Strategies for Facilitating Learning	85 percent teachers can prepare strategies for facilitating learning	Lack of resources, Time constrains and lack of student's attention	To plan with alternative resources, Counselling of the students
Interpersonal Relationship	Only 55 percent teachers felt that their interpersonal relationship is meeting expectation.	Pressure of work and time limit, Lack of coordination	Through more workshops of relation building and effective communication
Professional Development	60 percent teachers can focus on their professional development	Family engagements and Lack of time due to work pressure	To start sorting up of priorities and work accordingly
School Development	60 percent teachers felt positive for contribution to school development	Acknowledgement from the authorities, Socials and mental engagements	To effectively communicate and work on self-reflection.

TSAR rubrics response indicates that there is awareness for the benefits of self-assessment on professional upliftment of teachers.

Descriptive feedback indicates that there has been critical analysis-based improvement plan on the self-reflection by individual teachers.

Results

The TSAR based research conducted in Mangaldoi town, Darrang district, examined teacher self-reflection among 20 teachers using the NCERT Teacher's Self-Assessment Rubrics framework. The comprehensive analysis revealed an overall mean rating of 3.31, indicating that teachers have approached the expected standard (L3) across all performance indicators. Performance varied across six key domains: Interpersonal Relationships scored highest (3.44 ± 0.14), followed by School Development (3.41 ± 0.13), Strategies for Facilitating Learning (3.39 ± 0.09), Knowledge and Understanding of Subject Matter (3.35 ± 0.13), and Designing Learning Experiences (3.26 ± 0.11), while Professional Development scored lowest (3.04 ± 0.17). The paper demonstrated

that 80% of teachers showed confidence in designing learning experiences, 85% were proficient in learning facilitation strategies, and 60% felt comfortable with subject matter knowledge. However, only 55% of teachers felt their interpersonal relationships met expectations, highlighting a key area for improvement.

The statistical distribution followed a normal pattern centred around the L3 level, with Professional Development showing the highest variance (±0.17), suggesting this domain requires targeted intervention. These quantitative findings provide empirical evidence that teachers in Mangaldoi town demonstrate effective performance levels across TSAR standards, achieving 82.75% of the maximum possible score, while identifying specific areas for professional development enhancement.

Conclusion

This research in Mangaldoi town provides credible evidence of teachers' alignment with expected professional standards, as reflected by the overall mean rating of 3.31. The data indicates that educators demonstrate commendable strengths in areas such as Strategies for Facilitating Learning, school development, and instructional strategies. However, the relatively lower score and higher variability in the domain of Interpersonal Relationship and professional development highlight a clear need for structured and sustained capacity-building initiatives. These insights underscore the value of self-assessment tools like the NCERT TSAR framework in promoting reflective teaching practices and informing data-driven professional development planning.

Bibliography

Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W. H. Freeman.

Goddard, R. D. (2001). Collective efficacy: A neglected construct in the study of schools and student achievement. Journal of Educational Psychology, 93(3), 467-476.

Herman, P., Meece, J. L., & McCombs, B. (2000, April). Teacher experience and teacher efficacy: Relations to student motivation and achievement. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Koul. L. (2002). Methodology of Educational Research, New Delhi: Vikas Publishing house pvt. ltd, pp102-105.

Mascall, B. (2003). Leaders helping teachers helping students: The role of transformational leaders in building teacher efficacy to improve student achievement. Unpublished doctoral dissertation, University of Toronto, Toronto.

Muijs, D., & Reynolds, D. (2001). Being or doing: The role of teacher behaviours and beliefs in school and teacher effectiveness in mathematics, a SEM analysis. Paper presented at the annual meeting of the American Educational Research Association, Seattle.

Ross, J. A. (1992-b). Teacher efficacy and the effect of coaching on student achievement.

Canadian Journal of Education, 17(1), 51-65.

Ross, J. A. (1998a). The antecedents and consequences of teacher efficacy. In J. Brophy (Ed.), Research on Teaching. Vol. 7. (pp. 49-74). Greenwich, CT: JAI Press.

Ross, J. A., & Bruce, C. D. (2007). Teacher self-assessment: A mechanism for facilitating professional growth. Teaching and teacher Education, 23(2), 146-159.

Ross, J. A., & Cousins, J. B. (1993a). Enhancing secondary school students' acquisition of correlational reasoning skills. Research in Science & Technological Education, 11(3), 191-206.

Teacher's Self-Assessment: Guidelines and Rubrics 2019. Department of Teacher Education, National Council of Educational Research and Training Sri Aurobindo Marg, NewDelhi-110 016.

***