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Abbreviations and Acronyms

ICT	Information and Communication Technology
TIE	Tanzania Institute of Education
MoEST	Ministry of Education, Science and Technology

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Dr Aneth A. Komba
Director General
Tanzania Institute of Education

1.0 Introduction

Assessment and Evaluation is a compulsory subject for students studying a Diploma in Special Education. The learning of this subject enables student teachers to analyse various assessment and evaluation methods in special education, master the skills of developing tools for measuring a pupil's growth and development, and develop the ability to implement appropriate interventions based on assessment and evaluation results to enhance the teaching and learning process. This subject enables the prospective teacher to demonstrate the ability to facilitate pupil learning, measure a pupil progress, improve teaching skills, and assess the quality of their teaching. Additionally, the teacher is expected to be resourceful in creating conducive teaching and learning environments.

This syllabus has been prepared to guide the teaching and learning of the Assessment and Evaluation subject in the Special Education Diploma in Tanzania Mainland. The syllabus provides guidelines for tutors to effectively prepare the teaching and learning process for student teachers. Furthermore, the syllabus offers the student teachers the opportunity to utilise various teaching and learning methods in the Assessment and Evaluation subject.

2.0 Main Objectives of Education in Tanzania

The main objectives of providing education in Tanzania are to enable every Tanzanian to:

(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;

(b) Respect the culture, traditions and customs of Tanzania, as well as cultural differences, dignity, human rights, attitudes and inclusive actions;

(c) Develop knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for personal development and the sustainable development of the nation and the world at large;

(d) Understand and protect national virtues, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) Develop life and work-related skills to increase efficiency in everyday life;

(f) Cultivate a habit of loving and valuing work to enhance productivity and efficiency in production and service provision;

(g) Identify and address cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and

(h) Foster national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Teacher Education

3.1 Main objective of Teacher Education

The main objective of the Teacher Education is to prepare a professional and competent teacher who is capable of facilitating teaching and learning that aligns with scientific, technological, and social changes in order to develop a knowledgeable Tanzanian who has skills and positive perspectives, and values equality, justice, and lifelong education

3.2 Specific Objectives of Teacher Education

The specific objectives of Teacher Education are to enable the student teacher to:

(a) Develop a theoretical understanding of teacher education, the ethics of the teaching profession, ethical principles, and the foundations of teaching;

(b) Develop competence in teaching and learning methods;

(c) Develop competence in assessment and evaluation methods based on competence development;

(d) Foster innovation and creativity in teaching and learning while considering the pupils' needs;

(e) Apply ICT and assistive technology in teaching and learning;

(f) Develop skills for early identification of a pupil with special needs and provide him/her with appropriate intervention;

(g) Strengthen the use of language in teaching and learning; and

(h) Develop skills focusing on improving teaching, learning and assessment (i.e., classroom-based research).

4.0 General Competences of the Diploma in Special Education

The general competences in Teacher Training for Diploma in Special Education aims at enabling a student teacher to:

(a) Apply teaching theories and foundations in teaching and learning;

(b) Master teaching and learning methods;

(c) Master methods for assessment and evaluation based on competence development;

(d) Master methods for fostering innovation and creativity in teaching and learning, taking into account the pupil's needs;

(e) Use ICT and assistive technology in teaching and learning;

(f) Identify a pupil with special needs and provide appropriate intervention;

(g) Use relevant language appropriately in teaching and learning;

(h) Apply leadership skills in academics (i.e., instructional leadership); and

(i) Demonstrate mastery of the skills for enhancing teaching, learning and assessment (i.e., classroom-based research).

5.0 Main and Specific Competences

The following table shows the general competence and specific competence to be developed by the student teacher.

Table 1: *Main and Specific Competences for First and Second Year*

Main competences	Specific competences
1.0 Demonstrate mastery of the principles of assessment and evaluation in special education	1.1 Analyse assessment and evaluation method in special education based on the competence development 1.2 Demonstrate mastery of the methods for preparing assessment tools for assessing learning process in special education based on competence development
2.0 Use assessment results to evaluate the student's progress	2.1 Demonstrate mastery of the methods in providing appropriate interventions to enhance teaching and learning

6.0 Roles of a Tutor, Students-Teacher and Parent/Guardian in Teaching and Learning

The teaching and learning process depends on collaboration among the tutor, student teacher and parent/guardian. Their roles are described in the following subsection.

6.1 The Tutor

The tutor is expected to:

(a) Promote teaching and learning based on 21st century skills. This includes methods that will make a student teacher the centre of learning. Some of the recommended methods are those that help the student teacher develop the ability to think, reflect, and seek knowledge from various sources to solve teaching and learning challenges;

(b) Create an enabling teaching and learning environment, including improvisation of the resources;

(c) Provide a fair and equitable fostering environment to student teachers regardless of their differences; and

(d) Identify the student teacher's special requirements and provide him/her with appropriate support.

6.2 The Student-Teacher

The student teacher is expected to:

(a) Participate effectively in training activities inside and outside the classroom to ensure that he or she develops appropriate competence in various areas, including classroom management and instructional and assessment methods. The developed competence will enable the student teacher to determine the student's progress and improve the teaching and learning process;

(b) Participate in continuous training at schools in the college neighbourhood to apply the learning theories.

(c) Participate in a one-year internship under the guidance of experienced teachers to strengthen competence and professionalism/ expertise in the teaching profession;

(d) Collaborate with fellow student teachers and the tutor in the learning process; and

(e) Comply with the college rules and regulations.

6.3 The Parent/Guardian

The parent/guardian is expected to:

(a) Supervise and monitor the student teacher's behaviour and his/her academic/learning progress; and

(b) Provide the student teacher with the requirements and learning materials.

7.0 Teaching and Learning Methods

The teaching and learning of the Special Education Assessment and Evaluation subject will emphasise competence development. This method places the prospective teacher at the centre of learning with the tutor serving as a facilitator. The tutor is urged to use methods that involve the prospective teacher in the entire teaching and learning process, considering their age, diverse needs, and abilities. These methods include collaborative learning that enables the prospective teacher to think critically, develop knowledge from various sources, engage in group discussions, and participate in feedback. Other methods include educational visits, practical work, and other activities needed to facilitate learning within the context.

8.0 Teaching and learning resources

Teaching and learning tools should be inclusive and meet the needs, age, and abilities of the student teachers. The tutor should ensure that the prospective teacher has the opportunity to see, hear, handle, and use the tools. Additionally, teaching and learning tools should help the prospective teacher understand what is being taught. The tutor is advised to use tools available in their environment. These tools are recommended in Tables No. 3 and 4 in the content of tools and materials. The tutor can use more tools than those recommended depending on the need to achieve the teaching and learning objectives.

9.0 Assessment

The assessment for the learning progress of the student teacher will be based on the criteria defined in each learning activity. The assessment tools are those that will focus on building the competence of the student teacher. The tutor should examine the student teacher in all aspects of testing which are knowledge, skills and attitudes.

In addition, it is important to examine the progress of the student teacher in order to determine the level of performance reached in all aspects of learning. The assessment results will help to make improvements to ensure that the goals of special education teacher education are met.

Similarly, the tutor should design diverse assessment activities to stimulate learning. The final assessment will contribute seventy percent (70%), while continuous assessment will contribute thirty percent (30%). The student teacher must pass the continuous assessment with at least 50% and at the same level in the final assessment to be awarded a certificate. Failure to attain the scores, the student teacher can re-sit the examination twice within three years. Table 2 shows the distribution of marks for continuous assessment.

Table 2: *Distribution of Continous Assessment Marks in Percentage*

Assessment activities	Distribution (%)
First Year Terminal Examination	6.0
First Year Annual Examination	6.0
Second Year Terminal Examination	6.0
Project	7.0
Portfolio	5.0
Total	**30**

10.0 Number of periods

The syllabus of the Assessment and Evaluation subject for the special education provides an estimate of the time that will be spent on teaching and learning based on the weight of specific competencies and activities to be performed by the student teacher. The estimated time is based on a system of periods allocation, where each period carries 60 minutes. This subject has a total of two (2) periods per week.

11.0 Teaching and Learning Content

The content of teaching and learning is organized into a table with six components: general competence, specific competence, learning activities, assessment criteria, recommended teaching and learning tools, and the number of periods. The content is presented in Tables 3 and 4.

Table 3: *Detailed Content in First Year*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the principles of assessment and evaluation in special education	1.1 Analyse assessment and evaluation method in special education based on the competence development	(a) Explain the concepts of assessment and evaluation with a focus on competence development (meaning, types, purposes, characteristics, principles, and linking learning and assessment theories)	The meaning, types, purposes, characteristics, principles, and integration of learning and assessment theories used to assess and evaluate students with special needs are properly explained	Various texts, puppets, and video images of the students with special needs.	40
		(b) Relate the main domains of learning with assessment and evaluation for students with special needs	The main domains of learning for students with special needs are clearly identified and related to assessment and evaluation		
		(c) Identify assessment and evaluation methods in teaching and learning for a class of students with special needs, considering the key domains of learning	Assessment and evaluation methods in teaching and learning for a class of students with special needs are clearly identified, considering the main domains of learning		

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Analyse assessment and evaluation methods that focus on competence development in a large class of students with special needs	Assessment and Evaluation methods that focus on competence development in a large class of students with special needs are analysed accurately		
	1.2 Demonstrate a mastery of the methods for preparing assessment tools for assessing learning process in special education, based on competence development.	(a) Analyse assessment tools that focus on competence development for a student with special needs	Assessment tools that focus on competence development in the teaching and learning of students with special needs are correctly analysed	Texts about teaching and learning for students with special needs	30

Table 4: *Detailed Content in Second Year*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the principles of assessment and evaluation in special	1.1 Demonstrate mastery of the methods for preparing assessment tools for assessing learning process in special education, based on competence development	(a) Master the analysis of assessment and evaluation data while considering assessment tools for a student with special needs	Assessment and evaluation data have been properly analysed considering assessment tools for students with special needs	Texts about the assessment of students with special needs	35
2.0 Use assessment results to evaluate the students' progress	2.1 Demonstrate mastery of the methods of providing appropriate interventions to enhance teaching and learning	(a) Use the results of the assessment and evaluation of a student with special needs to improve teaching and learning	The use of the results of the assessment and evaluation of students with special needs in improving teaching and learning are timely used	Text containing various methods for providing appropriate interventions to improve teaching and learning	35

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