**Title**: Enhancing Students’ learning through Improving Teachers Practice of the Teaching- Learning Domain of the School Improvement Program (SIP) at Tana Haiq PGSS: Special focus on the Teaching and Learning Domain

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The general objective of this study is to assess the status and practices of teachers and school principals of Tana Haiq Preparatory and General Secondary School (PGSS) about the different standards and elements of the teaching and learning domain of the School Improvement Program (SIP). More specifically, the study is intended to examine the status of the teaching-learning domain of SIP at the school, the extent to which the teachers are implementing the elements of teaching in the teaching and learning domain of SIP (teachers engagement in CPD, use of active learning methods, process differentiation and action research), assess teachers’ practice of the continuous assessment (types and strategies they use and the use of continuous assessment results for modifying the contents to fit into students’ diversity), assess how teachers are using the curriculum materials of their subjects for the students in a relevant, integrated and contextual manner in their classroom teaching and how they are preparing the supplementary materials in order to support academically low students, analyze the factors affecting the effective implementation of the elements and standards of the teaching and learning domain of the SIP program, design intervention mechanisms for each element of the teaching learning domain and analyze the results of the intervention in relation to teachers practice.