Guidelines and Rubrics

Teacher's Self Assessment

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NCERT

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Foreword

Teachers play a crucial role in shaping the minds of children and in turn the quality of education. Teachers are expected to demonstrate understanding of subject matter; establish a positive relationship with students; create an effective learning environment to ensure enriching experiences; conduct students' assessment; work closely with colleagues and the community; and exhibit professional commitment and accountability. NCERT has developed Learning Outcomes for elementary classes in various subjects and Learning Outcomes for secondary classes are being finalized. To help the teachers understand and achieve the learning outcomes as per curricular expectations, some suggestive pedagogical processes are also provided in the document of Learning Outcomes.

In 2013, NCERT developed guidelines and tool for assessing the teacher's performance at the elementary level called PINDICS which helps in self assessment of teachers. The Cluster Resource Centre /Block Resource Centre or other supervisory staff can also use PINDICS for assessing the performance of teachers, supporting them through appropriate teacher development programmes, and making the teachers accountable to their responsibilities.

In continuation with PINDICS, NCERT has made an effort to develop guidelines along with a tool for assessing the teacher's performance up to senior secondary level and we are happy to present this document titled 'Teacher's Self Assessment Rubrics' (TSAR) to teachers and other stakeholders to use it for self assessment and further professional development activities.

TSAR has been developed through a series of in- house meetings and sharing workshops with teachers, teacher educators, and other experts. The draft document was tried out with teachers from state board schools, Kendriya Vidyalalyas, Navodaya Vidyalayas, Demonstration Multipurpose Schools and private schools. Feedback was also obtained from the faculty members of SCERTs, DIETs and Samagra Siksha Abhiyan during Regional Consultative cum Sharing Workshop. The document is suggestive in nature and States/UTs can suitably use it by adopting or adapting it.

The efforts made by the Department of Teacher Education in finalizing this document is appreciated. We wish to thank all teachers, teacher educators, and other experts and institutions for their contributions in developing TSAR. We solicit comments/ feedback from different stakeholder to bring further improvement in this document.

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New Delhi

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PREFACE

The society is evolving continually and so is the performance demand in every profession. The profession of teaching is no exception. The demands on teachers are becoming increasingly complex and some of the challenges to the profession can be counted on fingers, in terms of - multicultural classrooms, integration of children with special needs in the mainstream, use of information and communication technologies, interactions with the community and the parents, etc. Though, most teachers try to deliver to their best, the quality of deliverance needs to be in question sometimes. This calls in for a need of assessment.

Teachers' assessment which refers to the process of evaluation of individual teachers to judge their performance and/or providing feedback to help improve their practice, ultimately aims to strengthen their accountability. In this light, teachers' self assessment promises to encourage teachers to reflect on the personal, organisational and institutional factors that have an impact on their teaching. Keeping this idea in centre focus, the National Council of Educational Research and Training has come up with a guideline and a tool called – Teachers' Self Assessment Rubrics that will help a teacher right from elementary to senior secondary level to participate intricately in his/her self assessment.

Designed so as to assist the teachers in self assessing not only their daily teaching practices but also their overall role as a teacher, TSAR comprises of six Performance Standards (PS) with certain Performance Indicators (PI) under each PS. These forty PI(s) are thereby assessed on a continuum specifying the Levels of Performance ranging from Level1 to Level 4 as per four Descriptors. Level 1 indicates that the teacher has not approached the expected standard as per that particular PI and Level 4 indicates that the teacher is beyond the level of expectations as per that PI. The descriptors given under each level for every Performance Indicator will help the teacher to understand where he/she stands and what more he/she needs to do in order to at least reach the expected level. Further, it will also help to understand their expected roles and responsibilities in facilitating students' learning.

Self assessment by teachers not only helps one to identify his/her strengths and weaknesses, but to evolve as a reflective practitioner. Thus, this document as a self assessment tool for teachers presents with a prospect to contribute successfully in Continuous Professional Development activities. It will also provide the teachers with an occasion to display their exceptional performances.

The document includes Teacher's Performance Sheet provided in the appendix that is to be filled by teachers themselves so as to understand their performance levels under each PS. For consolidating the assessment done by all teachers from the School/CRC/BRC/DIET, another table namely Consolidation Sheet has also been included with this document in the appendix. An exemplar sheet of both the tables have been provided with this document to understand the process of calculating and thereby, completing the tables.

The guidelines along with the tool will also help different institutions, which are responsible for providing continuous professional development to teachers to identify training needs and requirements of teachers contrary to the most characterized top down approach to in-service programme. After all, the national workforce of teachers can only be strengthened when one starts right from the grass root level.

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LIST OF ABBREVIATIONS

ADEPTS	Advancement of Educational Performance through Teacher Support
B.Ed.	Bachelor of Education
BRC	Block Resource Centre
CRC	Cluster Resource Centre
CWSN	Children With Special Needs
D.Ed.	Diploma in Education
D.El.Ed	Diploma in Elementary Education
DIET	District Institute of Education and Training
ICT	Information and Communications Technology
LOs	Learning Outcomes
M. Phil.	Master of Philosophy
M.Ed.	Master of Education
NA	Not Applicable
NCERT	National Council of Educational Research and Training
NCF-2005	National Curriculum Framework 2005
NCFTE	National Curriculum Framework for Teacher Education
NPE	National Policy on Education
OECD	Organisation for Economic Co-operation and Development
OFSTED	Office for Standards in Education, Children's Services and Skills
PGT	Post Graduate Teacher
Ph. D	Doctor of Philosophy
PINDICS	Performance Indicators for Elementary School Teachers
PRT	Primary Teacher
PS	Performance Standards
RTE Act 2009	Right to Education Act 2009
SCERT	State Council of Educational Research and Training
SSA	Sarva Shiksha Abhiyan
TGT	Trained Graduate Teacher
TLM	Teaching Learning Materials
TSAR	Teacher's Self Assessment Rubrics
UK	United Kingdom
UNICEF	United Nations International Children's Emergency Fund
UTs	Union Territories

Introduction

Teachers are considered to be the most important resources responsible for the quality of the education system. They play multiple roles to discharge their responsibilities. These include- designing and preparing lessons, facilitating learning of all students, creating a conducive learning environment, linking with the community, contributing to school development, and at the same time remaining engaged with their own professional development activities. Mostly, teachers are highly skilled, motivated and well resourced to perform to the best of their abilities. However, provision of need based support to the teachers has been enhancing the quality of education.

Since independence, many commissions and committees on education have been highlighting the need for teachers' appraisal. National Policy on Education (NPE) 1986 highlights that a data-based open, transparent and participatory system of teachers' appraisal should be evolved. This recommendation of NPE 1986 intends to consider teachers' appraisal as an instrument of their professional development and not as a mere administrative tool. National Focus Group on Teacher Education for Curriculum Renewal (2006) highlights that "Teachers need to recognize themselves as professionals endowed with the necessary knowledge, attitudes, competence, commitment, capability of reflection, and be sensitive and perceptive to not only the learners and institution but also the emergent concerns in the larger social perspectives within which one functions." The document highlights the importance of reflection on one's teaching activities for becoming more *humane and professional* in the field of teaching. National Knowledge Commission (2006-09) paid attention to evaluating teachers' performance, which is to be supplemented with adequate feedback. This will enable the teacher to know his/her strengths and deficiencies. The National Curriculum Framework for Teacher Education, 2009 (NCFTE, 2009) discusses the need for improved evaluation of teachers, particularly emphasising the continuous assessment of pre-service teacher -trainees using qualitative and quantitative measures. The Justice Verma Commission Report (2013) also underlines the need to evolve standards and norms for evaluating the performance of teachers.

In many countries, teachers are being assessed by superior school leaders/administrators (i.e. head teachers/principals) or regional supervisors/superintendents. In countries such as the United Kingdom (UK), there is an institutional mechanism for school inspection. The Office for Standards in Education, Children's Services and Skills (OFSTED), a non-ministerial government department, is responsible for inspection of teaching practices in schools. Around 1990s, teachers' self assessment strategies and/or assessment by peers were promoted instead of assessment by superiors. The data and feedback from the self assessment were generally used during professional development programmes for the improvement of individual instructional practices. These approaches strengthened the collective capacity and professional accountability of teachers through self assessment and peer-assisted learning cycles. The report of Organisation for Economic Co-operation and Development (OECD), 2005 mentions that in countries like Chile, England and Portugal, teachers play an active role in their performance evaluation including taking feedback from various stakeholders.

Teacher assessment practices in India are mostly based on external assessment. The usual practices are – Writing of Annual Confidential/Performance Reports of teachers by the personnel at a supervisory level, lesson observation and feedback by supervisor/principal during school inspections. This system is followed in both government as well as private schools. In 2007, United Nations International Children's Emergency Fund (UNICEF) in collaboration with Sarva Shiksha Abhiyan (SSA) had developed a tool, namely, Advancement of Educational Performance Standard (ADEPTS) for appraising the performance of teachers and Resource persons under SSA.

In 2013, NCERT had developed a guideline along with a tool for assessing the performance of

teachers at the elementary level, called PINDICS. The guideline is based on the provisions stated in sections 24, 29 and the schedule specifying norms and standards for schools in the RTE Act 2009, NCF-2005 and SSA Framework-2011. PINDICS can be used for self assessment as well as for external assessment. The online and mobile application of PINDICS are also available. This tool is basically a 4 point rating scale consists of 54 performance indicators covered under 7 broad performance standards. Teachers from 20 states/UTs have been using PINDICS.

PINDICS, being a tool for assessing the performance of elementary school teachers, there is a need to come up with a tool, which will help teachers from all levels of school education. In this context, NCERT has developed a guideline and tool for the self assessment of teachers' performance titled *Teacher Self Assessment Rubrics (TSAR)*. This tool can be used by any teacher working at primary to higher secondary level. It can be used by teachers for assessing their own performance based on their expected roles and responsibilities. This will help them identify their areas of strength and challenges when they perform their duties as a teacher and facilitate them to enrich the teaching-learning process.

One of the important roles of a teacher is to facilitate students' learning and provide support to them in the realization of learning outcomes. As a teacher, many-a-times he/she might get puzzled by the fact that, in spite of putting in the best effort, the students are not performing to the best of their potential. Self-reflection and introspection of teacher's practices inside and outside the classroom will help one to understand some of the aspects that require further modification and improvement. The teacher may be already practicing some of the innovative pedagogical approaches in the classroom that might be very effective for enriching the teaching-learning process. This document will provide the teacher with an opportunity to showcase his/her innovative work and performance. The most important thing is that, this tool being Rubrics, will give an idea about what are the expected roles and responsibilities of a teacher in facilitating students' learning. This, in turn, will help the teacher to identify the weak as well as strong areas of his/her performance.

Purpose of Teacher's Self Assessment

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 again and again 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 ultimately help to achieve the objectives, such as schools' improvement and accountability of teachers.

The present Teacher's Self Assessment Rubrics can be used by teachers for assessing their performance and making continuous efforts to reach the highest level. This tool can be used by teachers voluntarily as a resource to guide their thinking as they would be able to reflect on their instructional practices, including their areas of strength, the scope for growth as well as available and desired support.

The uses of Teacher's Self Assessment Rubrics are to:
- ◎ facilitate reflective practices in teaching-learning
- ◎ assess and address the strengths and challenges of teachers

- enhance the proficiency of teachers in organizing classroom teaching-learning activities and other school related activities
- provide support and mentoring to the teachers
- provide opportunities for continuing growth through multiple experiences
- enhance the self confidence of teachers
- improve the teaching-learning process and the performance of students

Teacher's Self Assessment Rubrics (TSAR)

Self-assessment by teachers is fundamental to reflective practice that contributes to the professional growth 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.

Structure of TSAR

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-centered environment that is conducive to learning.
- engages students in learning by using a variety of teaching-learning strategies to meet

individual learning needs.

- communicates clearly with learners.
- collects, analyzes, 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.

Performance Indicators

Performance indicators are specific activities that are required to be performed by a teacher inside and outside the class in order to be observed and assessed.

Descriptors

Performance descriptors are observable and measurable statements of teachers' actions aligned to each performance indicator. They serve as the basis for identifying the level of performance.

> *In some of the descriptors, there are terms like **Occasionally, Often, Usually and Always.***
>
> ***Occasionally** means the presence (frequency) of the activities under the given performance indicator ranges between 0 to 30%,*
>
> ***Often** means the presence of the activities under the given performance indicator ranges between 31% to 60%*
>
> ***Usually** means the presence of the activities under the given performance indicator ranges between 61% to 90%*
>
> ***Always** means the presence of the activities under the given performance indicator ranges between 91% to 100%*

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:

Performance level	Name of the Level	Descriptors	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 of time; 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

Sources of Evidence

Under each performance indicator, the teacher has to assess his/her performance as per any one of the four levels mentioned above. He/she should provide evidence or reason for his/her rating against each such indicator. If specific pieces of evidence are not available, the teacher may write the reason, why he/she has been placed at that particular level. The teacher may use the following types of evidence during the self assessment:

Teachers' Diaries; Lessons' Notes; Instances of Daily Interaction between Learners and Teachers; Video Recordings; Recordings of Assessment; Learners' Worksheets; Learners' Activity Books; Learners' Secondary Board Results; TLMs; Learners' Portfolios; Attendance Register of Learners; Learners' Notebooks; Photographs; Record of Learners' Participation in various Activities (eg. Annual Day); Learners' Diaries; Learners' Feedback Form (on specific activity); Progress Report Cards; Monitors' Diaries; School Magazine; School Website; Time Tables/Activity Charts; Display Boards; Visitors' Register; Inspection Register; Teaching Resources Developed and Used by Teachers; Certificates of Workshops, Conferences, In-service Teachers' Training, etc.; Teachers' Publications; Case Studies & Project Reports; Teachers' Meeting Records; Students' Feedback about their Learning; Students' Participation in District Level or State Level Competitions; Counseling Services; Other Duties; etc. as performed by the teacher

Guidelines for Teachers

Self-assessment by the teacher should be done once in an academic year, preferably at the end of the first quarter.

The following points need to be taken care of while undertaking the self assessment:

- Complete the teacher's profile. If you are using the online/mobile app, please register.
- Read each performance indicator carefully and reflect on it in the context of your classrooms' as well as school's practices. Each indicator contains four descriptors. Read all the descriptions carefully and select the descriptor that best describes your performance.
- Provide evidence/reason for the selection of a particular level.
- Complete Table 1 by providing a rating point for each indicator. An example of the same has been given in Appendix 2.
- Calculate the total score for each Performance Standard by adding scores of Performance Indicators under that PS.
- Prepare a descriptive report based on your assessment in Table 2 (Appendix 3). The report may also include the areas in which help is required.
- Submit a copy of the filled-in tool along with the descriptive report to the Head Teacher/ Principal/CRC/BRC/DIET so that they can provide you further professional support and mentoring.
- If you are using the online tool or mobile app, please get a printed copy of the report.
- If any of the performance indicators/descriptors are not applicable in your context, please write NA in the Remark Column with a valid reason for the same.

Guidelines for Head Teacher/Principal/CRC/BRC/DIET

The self assessment data submitted by the teachers should be tabulated and analysed for identifying the areas/themes for future in-service programmes of teachers. The following need to

be taken care of:

- After collecting the self assessment report from all the teachers, Head Teacher/Principal needs to forward the same to CRC/BRC (for elementary teachers) and DIET (for secondary and senior secondary teachers).
- CRC/BRC/DIET has to consolidate the data obtained from the schools in Table 3 (Appendix 4) provided. An example of the same has been given in Appendix 5.
- From the consolidated data, CRC/BRC/DIET has to identify the major standards/areas/themes, and how many teachers are under Level 1 and Level 2 (Appendix 5).
- These areas/themes need to be prioritized while organising in-service programmes/on-site support/mentoring.
- Self assessment data should **only be used to provide professional support and mentoring** to teachers.

Guidelines for Administrators (District/State level)

For effective use of this tool, the following activities need to be undertaken by the administrators at state and district levels:

- An orientation programme needs to be organised for teachers as well as head teachers/principals.
- Orientation should include familiarisation with the tool, its use and how it will help the teachers in their professional development.
- State and district may appoint a State Nodal Officer and a District Nodal Officer, respectively. For elementary level, there should be Cluster and Block level Nodal Officers.
- A state may form a state-level Resource Group for this purpose. Similarly, each district may form a district-level resource group(s).
- The data submitted by teachers shall reach the cluster/block/district-level Nodal Officer and after the completion of Table 3, the same may be forwarded to the state-level Nodal Officer.
- The district/state-level Nodal Officers should analyse the data based on table 3 and identify the themes in which teachers require in-service programmes/on-site support.
- In the case of primary/upper primary teachers, cluster/block level officers can analyse the data and chalk out the plan for in-service programmes/on-site support.

TEACHER'S PROFILE

YEAR: ....

Employee's code   :
Name of the teacher   :   Gender:
Date of birth   :
Designation   :
School's address   :
U-DISE Code No.   :
State/UT   :
District   :
Block   :

Academic/Professional Qualifications:

Academic Qualifications:

Examination	University/ Board	Year	Subjects
Senior Secondary			
Graduation			
Post-Graduation			
M.Phil.			
Ph.D.			
Any other (Please specify)			

Professional Qualifications:

D.Ed./D.El.Ed./ Equivalent			
B.Ed./Equivalent			
M.Ed.			
Any other			

Experience:

	Experience	Period		Total	
		From	To	Year	Months
Teaching	PRT/Equivalent				
	TGT/Equivalent				
	PGT/Equivalent				
Administrative					
Other (Please Specify)					

Classes taught
(Please Tick in the cell(s))   : | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Subject(s) taught   :

Additional responsibilities/duties   :

Details of In-service Programmes attended (Last three years):

Sl. No.	Title	Duration	Theme(s)	Level (CRC/BRC/ District/State/ National/International)

Achievements/Awards (if any):

PS 1: Designing Learning Experiences					
Performance Indicators	**Levels of Performance**				**Evidence/ Remarks**
	L1	**L2**	**L3**	**L4**	
1.1 Use existing knowledge and experiences of learners while planning	Occasionally consider learners' existing knowledge & experiences	Often use learners' existing knowledge & experiences	Usually draw upon an analysis and appropriate use of learners' existing knowledge and experiences	Always use suitable strategies to prompt learners to come up with their existing knowledge and experiences	
1.2 Consider Learning Outcomes (LOs) while planning	Occasionally consider/include Learning Outcomes in planning	Often consider/include Learning Outcomes in planning	Usually consider/include Learning Outcomes in planning appropriate learning strategies	Always consider/ include Learning Outcomes in planning appropriate and multiple learning strategies	
1.3 Plan for engaging all learners in different activities	Occasionally design learning activities for engaging learners	Often design learning activities that motivate and engage some learners	Usually design learning activities that are likely to motivate and engage most of the learners during the lessons	Consistently design innovative learning activities that motivate and engage most of the learners - during lessons, independent work, and home work	
1.4 Collect, prepare and integrate the relevant teaching learning materials (TLMs)	Occasionally collect, prepare and integrate TLMs	Often collect, prepare and integrate: (1) TLMs taking care of children with special needs (2) ICT resources relevant to learning needs of all students	Usually collect, prepare and integrate: (1) TLMs taking care of children with special needs (2) ICT resources relevant to learning needs of all learners	Always collect, prepare, integrate as well as share: (1) TLMs taking care of children with special needs (2) ICT resources relevant to learning needs of all learners by involving the peers	

1.5 **Planning assessment strategies**	Occasionally design assessment strategies while planning; Plan only pen-and-paper test to assess the end product	Include different assessment strategies for assessing desired Learning Outcomes while planning	Include learner centric process such as peer assessment, self assessment, rubrics, etc. for assessing the learners continuously	Include multiple ways of assessment integrated with teaching-learning process such as peer assessment, self assessment, rubrics, etc.; Develop plans for recording evidence of assessment; Provide scope for learners' participation in developing assessment tools	

PS 2: Knowledge and Understanding of Subject Matter					
Performance Indicators	**Levels of Performance**				**Evidence/ Remarks**
	L1	**L2**	**L3**	**L4**	
2.1 Exhibit content knowledge with conceptual clarity using appropriate examples	Require help in delivering the content in familiar language; Occasionally use examples to clarify the concepts	Make minimal content errors and generally present content in a logical manner, but some parts are unclear or developmentally inappropriate; Often use examples to clarify the concepts	Provide authentic content knowledge and consistently present the content in a logical manner; Usually link the abstract concepts with concrete examples	Consistently and effectively present the content accurately; Effectively provide real life examples; Connect the conceptual knowledge with concepts across the chapters in the same subject and other subjects where ever it is required	
2.2 Address the conceptual errors/difficulties/misconceptions of learners	Occasionally address the conceptual errors/difficulties/misconceptions of learners	Often address the conceptual errors/difficulties/misconceptions of learners	Well aware of conceptual errors/difficulties/misconceptions of learners & usually address them	Design learning experiences keeping in view probable alternative ideas/misconceptions of learners; Create learning situations by providing challenging tasks to encourage learners' alternative ideas/ address misconceptions	

PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment					
Performance Indicators	**Levels of Performance**				**Evidence/ Remarks**
	L1	**L2**	**L3**	**L4**	
3A.1 **Use available space in the classroom to organize different activities**	Occasionally use available space in the classroom (such as science corner/ class library/ artifacts/display boards/ seating arrangement) to organize different activities	Often use available space in the classroom (such as science corner/ class library/artifacts/display boards/seating arrangement) to organize different activities	Usually use available space in the classroom (such as science corner/class library/ artifacts/display boards/seating arrangement) judiciously and innovatively for collaborative work and optimization of students' learning	Always use available space in the classroom (such as science corner/class library/ artifacts/display boards/seating arrangement) judiciously and innovatively for collaborative work and optimization of students' learning	
3A.2 **Ensure cleanliness in classrooms and school**	Aware of about the importance of cleanliness	Involved in cleanliness of classrooms and school; Maintain it properly	Proactively take precautionary measures for cleanliness; Maintain it beyond classrooms	Involved in cleanliness of the school along with students and other colleagues; Maintain it beyond classroom and take initiative for cleanliness of school	
3A.3 **Take care of safety of students in the classroom**	Occasionally take care of safety of students in the classroom	Often take care of safety of students in the classroom	Usually take care of safety of students in the classroom; Proactively take precautionary measures for safety of students	Always take care of safety of students in the classroom; Take initiative for safety of students in the classroom, school and beyond school	

3A.4 **Address the issues of personal health & hygiene**	Occasionally address the issues of personal health & hygiene	Often address and discuss issues of personal health & hygiene	Usually address, discuss and arrange expert talks; Liaison with health and social welfare departments to organize activities related to health and hygiene	Always address, discuss and arrange expert talks for students and parents; Make them aware about nutritional aspects; Liaison with health and social welfare departments to organize activities related to health and hygiene	
3A.5 **Display teaching-learning materials and learners' work in the classrooms**	Occasionally display TLMs & learners' work in the classrooms	Often display TLMs & learners' work in the classrooms	Usually display TLMs & learners' work for qualitative teaching-learning process in the classrooms	Organise TLMs' exhibition at various levels and disseminate these with other stake holders; Make use of these displayed materials in the teaching-learning process	
3A.6 **Use appropriate strategies for ensuring classroom discipline**	Occasionally use some strategies to ensure and maintain classroom discipline	Act immediately to address problems of discipline such as bullying, abuse, calling names, etc. among students in the classroom	Encourage students for self-discipline, punctuality, regularity, cordial relationship amongst themselves in the classroom	Treat all children in a fair and consistent manner and ensure that students are actively involved in maintaining the discipline of the classroom, and that they are punctual and regular in the school	

| 3A.7 **Strengthening learners' regularity of attendance in classroom/ school** | Occasionally identify irregular learners and make efforts to improve their attendance | Often identify irregular learners and make efforts to improve their attendance | Usually make efforts to improve their attendance through proactive measures, which involve learners' active participation | Always identify irregular learners and take proactive measures to increase the interest of learners;

Discuss with parents and community for support, orient the learners and thus, ensure their active classroom participation | |

PS 3: Strategies for Facilitating Learning B: Learning strategies and activities					Evi-dence/Re-marks
Performance Indicators	**Level of Performance**				
	L1	**L2**	**L3**	**L4**	
3B.1 **Use learner centered strategies (engaging students in creative and critical thinking, inquiry, investigation, and problem-based learning; encouraging discussion, dialogue, debate, cooperative and collaborative activities, etc.)**	Learning activities are mostly teacher-directed; Learners remain passive	Often provide learners'-centered and activity based learning experiences in the classroom	Usually engage learners in activity based teaching-learning depending on the needs of the learners; Take care of CWSN	Act as a facilitator while learners are involved in activity based learning; Learners take the responsibility of their learning; Encourage self-directed learning; Sensitize learners towards CWSN	
3B.2 **Provide opportunities to all learners to participate in discovery, exploration and experimentation**	Occasionally provide opportunities to learners to participate in discovery, exploration and experimentation	Often provide opportunities to learners to participate in discovery, exploration and experimentation	Usually provide opportunities to stimulate learners' thinking; Facilitate them to participate in learning through inquiry and/or experimentation	Facilitate learners to refer multiple resources for exploration and experimentation; Act as a co-constructor and provide multiple opportunities to involve all the learners in self-generated inquiry	
3B.3 **Acknowledge learners' responses and encourage their participation**	Occasionally acknowledge learners' responses and encourage their participation	Often acknowledge learners' responses and encourage their participation	Usually acknowledge all learners' responses and encourage their participation	Always acknowledge all learners' responses through positive reinforcement and encourage sustained participation of all learners	

3B.4 Encourage learners to ask questions	Occasionally encourage learners to ask questions	Often encourage learners to ask questions	Usually encourage learners to ask critical questions	Provide conducive environment to the learners to work collaboratively which arouses their curiosity and develops their questioning ability	
3B.5 Develop ICT skills amongst learners	Occasionally encourage learners to learn through various ICT resources	Often encourage learners to learn through various ICT resources	Usually encourage learners to learn through various ICT resources and give assignments	Always encourage learners to learn through various ICT resources and organize presentations at class/interclass/house level	
3B.6 Use different teaching-learning resource materials like textbooks, teachers' sourcebooks, print & digital materials, web resources, etc.	Use textbooks only for classroom transaction	Often use different resource materials like textbooks, teachers' sourcebooks, print & digital materials, web resources, etc.	Usually move beyond textbooks and use different resource materials like teachers' sourcebooks, print & digital materials, web resources, etc.; Develop different resources	Always move beyond textbooks and use different resource materials like teachers' sourcebooks, print & digital materials, web resources, etc.; Develop different resources; Encourage learners to develop materials for use in effective classroom transaction	
3B. 7 Provide opportunities to learners for development of qualities like care, concern, compassion, sympathy, empathy, and stress management	Occasionally discuss values of sympathy, care and love, and provide opportunities for cooperative & collaborative work	Often help learners to experience and value care, sympathy, love and compassion by providing opportunities for cooperative and collaborative work	Usually help learners to explore values of love, care, compassion, sympathy, empathy & other social skills through cooperative and collaborative work	Always involve learners to participate in activities which develop love, care, concern, compassion, sympathy and empathy; Create an atmosphere for stress management & other social skills through cooperative & collaborative work	

PS 3: Strategies for Facilitating Learning C: Communication Skills					Evidence/Remarks
Performance Indicators	Level of Performance				
	L1	L2	L3	L4	
3C.1 Listen to learners patiently	Occasionally listen to learners when they speak/ask questions	Often listen to learners when they speak/ask questions	Usually listen to learners when they speak/ ask questions, patiently and respond to their questions	Always encourage learners to ask questions, share their views and listen patiently	
3C.2 Use the home language of learner wherever needed	Occasionally use learner's home language in the class	Often use learner's home language in the class; Seek help from others to learn the home language of the learner	Usually use home language of the learner for better understanding of the concept/ text; Seek help from other students as well as teachers for the same	Besides using learner's home language, take initiative to promote these as well; Make efforts to learn the home language of the learner	
3C.3 Write grammatically correct sentences with proper spacing and punctuation marks	Occasionally write grammatically correct sentences with proper spacing and punctuation marks	Often write grammatically correct sentences with proper spacing and punctuation marks	Usually write grammatically correct sentences with proper spacing and punctuation marks in legible handwriting	Always write grammatically correct sentences with proper spacing and punctuation marks in legible handwriting; Encourage learners to write with appropriate punctuation marks and spacing in legible handwriting to express themselves well	

PS 3: Strategies for Facilitating Learning D: Assessment and Feedback					Evidence/Re-marks
Performance Indicators	**Level of Performance**				
	L1	**L2**	**L3**	**L4**	
3D.1 **Assess students' learning and provide feedback for improving learning**	Occasionally assess students' learning and provide feedback	Assess students' learning with a focus on Learning Outcomes and providing feedback often	Assess students' learning with a focus on Learning Outcomes and providing timely feedback individually; Promote peer assessment and self assessment	Design and use innovative tools and techniques, for example- self-assessment rubrics, peer questioning, technology based assessment, etc. to assess a variety of curricular experiences by providing multiple learning situations, like debate, drama, painting, improvisation of apparatus, etc.; Facilitate learners to develop rubrics for self- assessment and peer assessment	
3D.2 **Maintain students' profile of learning and performance (record of different tests, assignments, written work, projects, anecdotes, etc.)**	Maintain students' profiles of learning and mandatory records as per school's policy	Maintain students' profiles of learning and records by using a variety of available tools	Maintain students' profiles of learning and records based on a variety of provided/ self developed tools and techniques; Use the same for identification of learning gaps and to provide enriching learning experiences	Involve parents, colleagues/ peers and learners for designing innovative tools and use them for assessment of students' learning	

3D.3 **Share learners' progress with parents/guardians**	Give information to parents about learners' performance through reports and parent-teacher meeting	Communicate with parents about their children' performance through reports and share the same during parent-teacher meeting	Communicate usually and proactively with parents about their children's performance; Seek inputs from parents to support learners' performance and guide parents to be a partner in their child's learning; Sometimes use technology for sharing reports	Device innovative strategies to communicate and collaborate with parents to support learners' performance; Conduct discussions and usually use technology as we ll as social media for sharing the reports	

PS 4: Interpersonal Relationship					Evidence/Remarks
Performance Indicators	**Level of Performance**				
	L1	L2	L3	L4	
4.1 Relationship with students	Occasionally acknowledge students' rights and appreciate their efforts	Often acknowledge students' rights and appreciate their efforts; Approachable to some students	Usually acknowledge students' rights and appreciate their efforts; Easily approachable to all; Provide support and encouragement to all students	Always acknowledge all students, appreciate their efforts, and motivate them; Easily approachable to all; Provide support and encouragement to all students; Make efforts to build self-confidence in each student	
4.2 Relationship with colleagues	Occasionally interact and share experiences with a few colleagues	Often interact and share experiences, and learn from the experiences of colleagues	Mutual interaction and sharing of experiences with colleagues to improve students' learning and for one's own professional improvement in an ongoing basis	Motivate other teachers and collaborate with them; Take initiative in creating teachers' network for professional development of all teachers	
4.3 Relationship with parents and community	Occasionally participate in community activities and involve community members in school's activities	Often participate in community activities and involve parents and community members in school's activities	Usually participate in the community activities and involve parents and community members in school's activities	Always take initiative for the development of community resources and involve parents and community members in school's activities for the development of school	

PS 5: Professional Development					Evidence/Re-marks
Performance Indicators	**Level of Performance**				
	L1	**L2**	**L3**	**L4**	
5.1 Update subject knowledge through self-learning	Occasionally update subject knowledge through self-learning	Often update subject knowledge through self-learning	Usually update subject knowledge through self-learning as per the requirements using reference books and online materials	Always work towards advancement of subject knowledge and allied areas through self-learning, for example through reference books, completing online courses, distance programmes, etc.	
5.2 Participate in in-service education programmes as per need and requirement	Attend in-service programmes casually when deputed	Participate in in-service education programmes whenever deputed	Actively participate in in-service education programmes whenever deputed; Seek opportunities for professional learning programmes and participate actively	Take a lead-in and seek opportunities for professional learning programmes for self and colleagues; Share experiences gained with colleagues	

5.3 Participate in in-service education programmes for improving ICT skills	Occasionally attend programmes to develop ICT skills and digital literacy/ICT literacy	Often attend programmes to develop ICT skills and digital literacy/ICT literacy	Usually attend programmes to develop ICT skills and digital literacy/ICT literacy; Attend online professional development courses and massive open online courses (MOOCs)	Always attend programmes to develop ICT skills and digital literacy/ICT literacy; Attend online professional development courses and massive open online courses (MOOCs); Support peers to undertake online professional development courses	
5.4 Engage in innovative and action research activities	Occasionally engage in innovative and action research activities	Often engage in innovative and action research activities related to different aspects of teaching and learning	Usually undertake action research and make use of research findings for improvement of classroom activities	Regularly conduct action research and use the results in teaching-learning process, school and community development	
5.5 Participate and present papers in seminars/ conferences/ workshops and publish articles/papers in various journals, newspapers, magazines, etc.	Participate in seminars/conferences/workshops	Participate and present papers in seminars/conferences/workshops	Participate and present papers in seminars/conferences/workshops; Publish articles/papers in various journals, newspapers, magazines, etc.	Organise, participate, and present papers in seminars/conferences/workshops; Publish articles/papers in various journals, newspapers, magazines, etc.	

| 5.6 **Contribute to the development of teaching-learning materials (TLMs) and other resources through ICT** | Occasionally develop teaching-learning materials (TLMs) and other resources through ICT at school level | Often develop teaching-learning materials (TLMs) and other resources through ICT at school level | Usually develop teaching-learning materials (TLMs) and other resources through ICT at school level; Provide support and contribute in the development of the same at district level | Develop creative and innovative TLMs and other resources through ICT at school level; Encourage other teachers to develop such materials; Contribute in the development of such materials at state, national and international levels | |

PS 6: School Development					Evidence/Remarks
Performance Indicators	Level of Performance				
	L1	**L2**	**L3**	**L4**	
6.1 Organise/participate and contribute in School Management Committee (SMC)/Parent Teacher Meeting (PTM)/Parent Teacher Association (PTA) activities	Occasionally participate in SMC/PTM/PTA activities	Participate and sometimes contribute in SMC/PTM/PTA activities	Participate and contribute in SMC/PTM/PTA activities, and organize meetings as and when required	Contribute significantly in SMC/PTM/PTA activities and motivate colleagues and other community members to ensure their participation in school development activities	
6.2 Discharge duties of various committees responsibly and take initiative for organizing activities for those committees (such as morning assembly, time-table, examination, sports, cultural day celebration, public relations, excursions, etc.)	Occasionally take responsibilities for organizing different curricular activities whenever assigned	Often take responsibilities for organizing different curricular activities whenever assigned	Usually take responsibilities for organising curricular activities and organize them effectively; Take initiative to organize different activities	Always take responsibilities for organising curricular activities and organize them effectively; Take initiative to organize different activities and encourage students to actively participate in them	

6.3 **Take responsibilities for organizing activities-Guidance & Counseling, NCC, NSS, Scouts & Guides, Red Cross, various club activities, resource mobilization, and school budgeting**	Occasionally take responsibilities for organizing activities	Often take responsibilities for organizing activities	Usually take responsibilities for organizing activities	Highly prompt in taking multiple roles and responsibilities, and perform them with a very high level of satisfaction	
6.4 **Discharge all kinds of duties as assigned by the authority**	Perform duties casually and sometimes perform duties beyond school hours	Perform duties responsibly and often perform duties beyond school hours	Perform duties very responsibly and usually perform duties beyond school hours	Perform duties very responsibly and always ready to perform duties beyond school hours	

Table 1: Teacher's Performance Sheet
(to be completed by the teacher)

Name of the teacher:.......................... School:........................ Year: 20.... to 20.....

Level (Primary/Upper Primary/Secondary/Senior Secondary):

Subject (In case of teachers at Upper Primary Level and onwards):

Performance Standards	Performance Indicators (Code)	Consolidated Rating of Teacher				Average (PS Wise) Total/No. of Indicators*	Level of Performance**
		L1(1)	L2(2)	L3(3)	L4(4)		
Designing Learning Experiences	1.1						
	1.2						
	1.3						
	1.4						
	1.5						
Knowledge and Understanding of Subject Matter	2.1						
	2.2						
Strategies for Facilitating Learning A: Creating Conducive Learning Environment	3A.1						
	3A.2						
	3A.3						
	3A.4						
	3A.5						
	3A.6						
	3A.7						
Strategies for Facilitating Learning B: Learning Strategies and Activities	3B.1						
	3B.2						
	3B.3						
	3B.4						
	3B.5						
	3B.6						
	3B.7						
Strategies for Facilitating Learning C: Communication Skills	3C.1						
	3C.2						
	3C.3						

Strategies for Facilitating Learning **D: Assessment and Feedback**	3D.1						
	3D.2						
	3D.3						
Interpersonal Relationship	4.1						
	4.2						
	4.3						
Professional Development	5.1						
	5.2						
	5.3						
	5.4						
	5.5						
	5.6						
School Development	6.1						
	6.2						
	6.3						
	6.4						

* Average means total rating point for all the indicators under a PS divided by the number of indicators approximated to one decimal. For example, if under PS1 the ratings given for 5 indicators are 2, 3, 1, 3, 2, then, the total would be 11 and average equals 11/5, which is approximated to 2.2.

** Level of performance will be based on the average rating point, the details of which are as follows:

L1	L2	L3	L4
Rating point 1 to 1.4	Rating point 1.5 to 2.4	Rating point 2.5 to 3.4	Rating point 3.5 to 4

Exemplar

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Teacher's Performance Sheet

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Name of the teacher: AAAAAA   **School:**XXXXX   **Year: 20**18 to **20**19

Level (Primary/Upper Primary/Secondary/Senior Secondary): Secondary

Subject (In the case of Teachers at Upper Primary Level and onwards): Science

Performance Standards	Perfor-mance Indicators (Code)	Consolidated Rating of Teacher				Average (PS Wise) Total/No. of Indica-tors*	Level of Perfor-mance**
		L1(1)	L2(2)	L3(3)	L4(4)		
Designing Learning Ex-periences	1.1		2			12/5=2.4	L2
	1.2			3			
	1.3		2				
	1.4	1					
	1.5				4		
Knowledge and Under-standing of Subject Matter	2.1		2			5/2=2.5	L3
	2.2			3			
Strategies for Facilitating Learning A: Creating Conducive Learning Envi-ronment	3A.1		2			19/7=2.7	L3
	3A.2			3			
	3A.3			3			
	3A.4		2				
	3A.5	1					
	3A.6				4		
	3A.7				4		
Strategies for Facilitating Learning B: Learning Strategies and Activities	3B.1		2			18/7=2.6	L3
	3B.2			3			
	3B.3			3			
	3B.4		2				
	3B.5				4		
	3B.6			3			
	3B.7	1					
Strategies for Facilitating Learning C: Communi-cation Skills	3C.1		2			8/3=2.6	L3
	3C.2			3			
	3C.3			3			
Strategies for Facilitating Learning D: Assessment and Feedback	3D.1		2			7/3=2.3	L2
	3D.2		2				
	3D.3			3			

Interpersonal Relationship	**4.1**	1				4/3=1.3	L1
	4.2		2				
	4.3	1					
Professional Development	**5.1**			3		14/6=2.3	L2
	5.2				4		
	5.3			3			
	5.4		2				
	5.5	1					
	5.6	1					
School Development	**6.1**				4	14/4=3.5	L4
	6.2				4		
	6.3			3			
	6.4			3			

Table 2: Descriptive Feedback

Performance Standards	Strengths	Challenges	Improvement Plan
Designing Learning Experiences			
Knowledge and Understanding of Subject Matter			
Strategies for Facilitating Learning			
Interpersonal Relationship			
Professional Development			
School Development			

Table 3: Consolidation Sheet – Performance Standard
(to be completed by CRC/BRC/DIET)

Year: ....   Name of CRC/BRC/District: ....

Total no. of schools in the CRC/BRC/District:

Total no. of teachers in the CRC/BRC/District:

Level (Primary/Upper Primary/Secondary/Senior Secondary):

Subject (In case of teachers at Upper Primary Level and onwards):

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences				
PS 2: Knowledge and Understanding of Subject Matter				
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment				
PS 3: Strategies for Facilitating Learning B: Learning Strategies and Activities				
PS 3: Strategies for Facilitating Learning C: Communication Skills				
PS 3: Strategies for Facilitating Learning D: Assessment and Feedback				
PS 4: Interpersonal Relationship				
PS 5: Professional Development				
PS 6: School Development				

Exemplar

Consolidation Sheet – Performance Standard

Year: 2018-19   **Name of CRC/BRC/District:** BBBB

Total no. of schools in the CRC/BRC/District: 15
Total no. of teachers in the CRC/BRC/District: 145

Level (Primary/Upper Primary/Secondary/Senior Secondary): Secondary
Subject (In case of teachers at Upper Primary Level and onwards): Science

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	13	32	84	16
PS 2: Knowledge and Understanding of Subject Matter	6	26	67	46
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	21	53	59	12
PS 3: Strategies for Facilitating Learning B: Learning Strategies and Activities	11	36	81	17
PS 3: Strategies for Facilitating Learning C: Communication Skills	8	33	79	25
PS 3: Strategies for Facilitating Learning D: Assessment and Feedback	18	48	58	21
PS 4: Interpersonal Relationship	10	26	85	24
PS 5: Professional Development	25	68	41	11
PS 6: School Development	8	33	75	29