

## THE MEGHALAYA TEACHER SELF – ASSESSMENT PROGRAM

(To address Performance Grading Index (PGI) indicator number 2.1.17 – percentage of teachers evaluated during the year).

### STANDARD OPERATING PROCEDURE FOR ADMINISTRATORS AT DIST/STATE LEVEL

- i. The District/State Nodal Officers are to initiate the **Meghalaya Teacher Self-Assessment Program for 2023-24 cycle** by sending circulars/notifications to all schools about the start and end dates of the M-TSAP to ensure maximum points towards Meghalaya's PGI ranking.
- ii. The self-assessment exercise shall be done through both online (on TIMS platform) and offline mode for teachers who do not have access to TIMS.
- iii. The offline teacher self-assessment shall be done in hard-copy and shall be submitted to the Cluster Resource Coordinator who will then submit to the Block Resource Coordinator (**for elementary teachers**) and DIETs (**for secondary and higher secondary teachers**).
- iv. 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.

### STANDARD OPERATING PROCEDURE FOR HEAD TEACHER/ PRINCIPAL/ CRC/BRC/DIET

- i. After collecting the self-assessment report (Teacher Profile, Teacher Performance Sheet and Descriptive Feedback) from all the teachers, the Head Teacher/Principal needs to forward the same to the CRC/BRC (for elementary teachers) and DIET (for secondary and senior secondary teachers).
- ii. The CRC/BRC/DIET has to consolidate the data obtained from the schools in the **District Consolidation Sheet**.
- iii. From the consolidated data, the CRC/BRC/DIET must identify the major standards/areas/themes and how many teachers are under Level 1 and Level 2 (District Consolidation Sheet).
- iv. These areas/themes need to be prioritized while organising in-service programmes/on-site support/mentoring.
- v. Self-assessment data should only be used to provide professional support and mentoring to teachers.
- vi. The consolidated District Consolidation Sheet should then be submitted to the State Nodal Officers.

### STANDARD OPERATING PROCEDURE FOR TEACHERS

- i. Self-assessment by the teacher should be done once in an academic year during the month of March.
- ii. Teachers are to fill the **Teacher's Profile** first.
- iii. Teachers are to then go through the **Teacher Self-Assessment Rubric** which serves as a guide for teachers to self-assess themselves. They are to go through all six performance standards and each performance indicator carefully and reflect on them in the context of their classrooms as well as their daily school practices.

- iv. Each indicator contains four descriptors. Read all the descriptions carefully and select the descriptor that best describes your performance.
- v. Provide evidence/reason for the selection of a particular level.
- vi. Teachers are to select and indicate the levels that best describe their performance in the **Teacher's Performance Sheet**.
- vii. Calculate the total score for each Performance Standard by adding scores of Performance Indicators under that Performance Standard.
- viii. Prepare a descriptive report based on your assessment in the **Descriptive Feedback** form.
- ix. The report may also include the areas in which help is required.
- x. Submit copies of (a) Teacher's Profile, (b) Teacher's Performance Sheet and (c) the Descriptive Feedback form to the Head Teacher/Principal.
- xi. The Head Teacher/Principal will then submit the filled forms in hard copy to the CRC/BRC for elementary teachers and to the respective DIET for secondary and higher secondary teachers.
- xii. If you are using the online tool or mobile app, please get a printed copy of the report.
- xiii. 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.
- xiv. The Teacher Self-Assessment exercise will help teachers identify their areas of strengths and weaknesses. It will also provide teacher educators with invaluable information for further professional support and mentoring at cluster, block, district and state level.



Smt. C.D. Lyngwa, MCS,  
Director,  
Educational Research & Training,  
Meghalaya, Shillong.

**TEACHER'S PROFILE**

YEAR: .....

Employee's code Name :

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

Gender:

**Academic/Professional Qualifications:**

<b>Academic Qualifications:</b>			
<b>Examination</b>	<b>University/ Board</b>	<b>Year</b>	<b>Subjects</b>
Senior Secondary			
Graduation			
Post-Graduation			
M.Phil.			
Ph.D.			
Any other (Please specify)			
<b>Professional Qualifications:</b>			
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 

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

  
(Please Tick in the cell(s)) :  
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	
<b>1.1 Use existing knowledge and experiences of learners while planning</b>	Occasionally consider learners' existing knowledge & experiences	Often use learners' existing knowledge & experiences	Usually use appropriate strategies to encourage learners to draw out from their existing knowledge and experiences	Always use suitable strategies to help learners to come up with their existing knowledge and experiences	
<b>1.2 Consider Learning Outcomes (LOs) while planning</b>	Occasionally include Learning Outcomes in planning	Often include Learning Outcomes in planning	Usually include Learning Outcomes in planning appropriate learning strategies	Always include Learning Outcomes in planning appropriate and multiple learning strategies	
<b>1.3 Plan for engaging all learners in different activities</b>	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	Always design innovative learning activities that motivate and engage all learners during lessons, independent work, and homework	
<b>1.4 Collect, prepare and integrate relevant teaching learning materials (TLMs)</b>	Occasionally collect, prepare and use TLMs	Often collect, prepare and use: (1) TLMs and (2) ICT resources relevant to learning needs of some learners	Usually collect, prepare and use: (1) TLMs and (2) ICT resources relevant to learning needs of most learners	Always collect, prepare, use and share: (1) TLMs and (2) ICT resources relevant and appropriate to learning needs of all learners by involving peers (teachers/learners)	

<p><b>1.5 Planning assessment strategies</b></p>	<p>Occasionally design assessment strategies while planning; Plan only pen and-paper test to assess learners' achievement.</p>	<p>Often include different assessment strategies for assessing the achievement of desired Learning Outcomes</p>	<p>Usually include multiple ways of assessment like peer assessment, self-assessment and rubrics for assessing learners continuously</p>	<p>(1) Always include multiple and innovative ways of assessment other than peer assessment, self-assessment, during teaching-learning process  (2) Develop plans for recording and documenting evidence of assessment.  (3) Provide opportunities for learners' participation in developing assessment tools</p>	
--	--	---	--	---	--

PS 2: Knowledge and Understanding of Subject Matter					
Performance Indicators	Levels of Performance				Evidence/Remarks
	L1	L2	L3	L4	
<b>2.1 Exhibit content knowledge with conceptual clarity using appropriate examples</b>	Requires help in delivering the subject content in simple and familiar language  Occasionally use examples to clarify concepts	Generally presents content in a logical manner, however, some concepts are unclear  Often use examples to clarify concepts	Provides authentic content knowledge and usually present the content in a logical manner.  Usually link the concepts with concrete examples	Always presents the content accurately by providing real life examples  Connect the concepts across chapters and subjects	
<b>2.2 Address the conceptual errors/difficulties/misconceptions of learners</b>	Not much aware and occasionally address the conceptual errors/difficulties/misconceptions of learners	Quite aware and often address the conceptual errors/difficulties/misconceptions of learners	Well aware and usually address the conceptual errors/difficulties / misconceptions of learners &	Always aware and design learning experiences keeping in view probable alternative ideas/misconceptions of learners  Create learning situations by providing challenging tasks to learners	

**PS 3: Strategies for Facilitating Learning  
A: Creating Conducive Learning Environment**

Performance Indicators	Levels of Performance				Evidence/Remarks
	L1	L2	L3	L4	
<b>3A.1</b> <b>Use available space in the classroom to organize different activities</b>	Occasionally use available space in the classroom to organize different activities	Often use available space in the classroom to organize different activities	Usually use available space in the classroom judiciously for collaborative work and optimization of students' learning	Always use available space in the classroom judiciously and innovatively for collaborative work and optimization of students' learning	
<b>3A.2</b> <b>Ensure cleanliness in classrooms and school</b>	Aware of the importance of cleanliness	Maintain cleanliness of classrooms and school	Take necessary measures for cleanliness in and around the classrooms	Ensure proactive involvement of learners, colleagues, staff and community members in maintaining cleanliness in and around the school	
<b>3A.3</b> <b>Take care of safety of learners</b>	Occasionally takes care of safety of learners in the classroom	Often takes care of safety of learners in the classroom	Usually takes care of the safety of learners in and outside the classroom	Always takes care to ensure the safety of learners in the classroom and beyond the school	



<p><b>3A.4 Address the issues of personal health &amp; hygiene</b></p>	<p>Occasionally address the issues of personal health &amp; hygiene</p>	<p>Often address and discuss issues of personal health &amp; hygiene</p>	<p>Usually address, discuss and arrange expert talks.</p> <p>Collaborate with health and other related departments to organize activities concerning health and hygiene</p>	<p>Always address, discuss and arrange expert talks for learners and parents.</p> <p>Ensure awareness about nutritional aspects.</p> <p>Collaborate with health and other related departments to organize activities concerning health and hygiene.</p>	
<p><b>3A.5 Display teaching-learning materials and learners' work in the classrooms</b></p>	<p>Occasionally display TLMs &amp; learners' work in the classrooms</p>	<p>Often display TLMs &amp; learners' work in the classrooms</p>	<p>Usually display TLMs &amp; learners' work for qualitative teaching-learning process in the classrooms</p>	<p>Always make use of TLMs in the teaching-learning process</p> <p>Always exhibit and acknowledge the work of learners within and beyond the classroom</p>	
<p><b>3A.6 Use appropriate strategies for ensuring classroom discipline</b></p>	<p>Occasionally use some strategies to ensure and maintain classroom discipline</p>	<p>Often act to address problems of discipline such as bullying, abuse, name calling, etc. among learners in the classroom</p>	<p>Usually encourage learners for self-discipline, punctuality, regularity, cordial relationship amongst themselves in the classroom</p>	<p>Always treat all children in a fair and consistent manner. Ensure learners are actively involved in maintaining the discipline of the classroom, and that they are punctual and regular in the school</p>	

<p><b>3A.7 Strengthening learners' regularity of attendance in classroom/ school</b></p>	<p>Occasionally identify irregular learners and make efforts to report of such instances</p>	<p>Often identify irregular learners, report of such instances and to make efforts to improve their attendance</p>	<p>Usually make efforts to improve their attendance by finding out the reasons of learners' irregularity</p>	<p>Always identify irregular learners and take relevant measures to address their irregularity.</p> <p>Discuss with parents and community for support, and ensure their active classroom participation</p>	
--	--	--	--	--	--

PS 3: Strategies for Facilitating Learning B: Learning strategies and activities					Evidence/ Remarks
Performance Indicators	Level of Performance				
	L1	L2	L3	L4	
<b>3B.1</b> Use learner centered strategies (engaging learners 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 learner-centered experiences in the classroom	Usually engage learners inclusively in activity-based teaching-learning depending on the needs of the learners	Always act as a facilitator while learners are independently involved in various learning activities  Sensitize learners towards inclusivity.	
<b>3B.2 Provide opportunities to all learners to participate in discovery, exploration and experimentation</b>	Occasionally provide opportunities to learners to participate in learning.	Often provide opportunities to learners to participate in discovery, exploration and experimentation.	Usually provide opportunities to encourage learners to think creatively.  Encourage learners to participate in learning through inquiry and/or experimentation	Always facilitate learners to refer to multiple resources for exploration and experimentation.  Always assist and provide multiple opportunities to involve all the learners in self-generated inquiry	
<b>3B.3 Acknowledge learners' responses and encourage their participation</b>	Occasionally encourage learners' participation and acknowledge their responses	Often encourage some learners' participation and acknowledge their responses	Usually encourage most learners' participation and acknowledge their responses	Always acknowledge all learners' responses through positive reinforcement and encourage sustained participation of all learners	

<b>3B.4 Encourage learners to ask questions</b>	Occasionally create opportunities for learners to ask questions	Often create opportunities and encourage some learners to ask questions	Usually create opportunities and encourage most learners to develop questioning ability	Always provide conducive environment to the learners to work collaboratively which arouses their curiosity and ask critical questions	
<b>3B.5 Develop ICT skills amongst learners</b>	Occasionally encourage learners to familiarise on ICT devices	Often encourage some learners to make use of various ICT resources	Usually encourage most learners to make use and explore various ICT resources Give related assignments/projects for further exploration	Always encourage all learners to learn and make use of various ICT resources Organize presentations at class/interclass/ house level using ICT resources	
<b>3B.6 Use different teaching-learning resource materials like textbooks, teachers' sourcebooks, print &amp; digital materials, web resources, etc.</b>	Use textbooks only for classroom transaction	Often use different resource materials like textbooks, teachers' source- books, print materials	Usually move beyond textbooks and use different resource materials like teachers' sourcebooks, print & digital materials and web resources	Always move beyond textbooks and use different resource materials like teachers' sourcebooks, print & digital materials and web resources, Develop different resources; Encourage learners to develop materials for use in effective classroom transaction	
<b>3B.7 Provide opportunities to learners for development of qualities like care, concern, compassion, sympathy, empathy, and stress management</b>	Occasionally address and discuss values of sympathy, care and love	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 like love, care, compassion, sympathy, empathy & social skills like mutual trust, respect and coping skills through cooperative and collaborative work	Always involve learners to participate in activities to nurture qualities of love, care, concern, compassion, sympathy and empathy; Create an atmosphere for stress management & other social skills through cooperative & collaborative work	

<b>PS 3: Strategies for Facilitating Learning C: Communication Skills</b>					<b>Evidence/ Remarks</b>
<b>Performance Indicators</b>	<b>Level of Performance</b>				
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	
<b>3C.1 Listen to learners patiently</b>	Occasionally listen to learners when they speak/ask questions	Often listen and respond to some learners when they speak/ask questions	Usually listen to and respond patiently to most learners when they speak/ask questions Provide reinforcement to the learners	Always encourage all learners to ask questions, share their views and listen patiently Provide positive reinforcement and feedback to learners	
<b>3C.2 Use the home language of learner whenever needed</b>	Occasionally use learner's home language in the class	Often use learner's home language in the class.  Seek help from other sources 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	
<b>3C.3 Write grammatically correct sentences with proper spacing and punctuation marks</b>	Occasionally write in legible handwriting and grammatically correct sentences	Often write in legible handwriting, grammatically correct sentences with proper spacing and punctuation marks	Usually write in legible handwriting, grammatically correct sentences with proper spacing and punctuation marks  Encourage learners to make use of new words towards vocabulary enrichment	Always write in legible handwriting, grammatically correct sentences, with proper spacing and punctuation marks  Encourage learners to make use of new words towards vocabulary enrichment  Provide opportunities for learners to write well with appropriate punctuation marks and spacing in legible handwriting to express themselves	

PS 3: Strategies for Facilitating Learning D: Assessment and Feedback					Evidence/Remarks
Performance Indicators	Level of Performance				
	L1	L2	L3	L4	
<b>3D.1 Assess students' learning and provide feedback for improving learning</b>	Occasionally assess students' learning and provide feedback	Often assess students' learning with a focus on Learning Outcomes and provide feedback	Usually assess students' learning with a focus on Learning Outcomes and provide relevant, appropriate and timely feedback individually  Promote peer and self-assessment among learners	Always assess a variety of learning experiences by providing multiple learning situations (like debate, drama, painting, improvisation of apparatus, etc.)  Always design and use innovative assessment tools (self-assessment rubrics, peer questioning, technology based assessment, etc.)  Facilitate learners to develop rubrics for self and peer assessment	
<b>3D.2 Maintain learners' profile for tracking learning progress in terms of learning outcomes and competencies (record of different tests, assignments, written work, projects, anecdotes, etc.)</b>	Occasionally maintain learner's profile of learning and mandatory records as per school's policy	Often maintain learners' profile of learning and records by using a variety of available tools	Usually maintain learners' profile of learning and records based on a variety of provided/self developed tools and techniques.  Use the same for identification of learning gaps	Always design innovative tools and use them for assessment of students' learning by involving colleagues/peers and experts  Use the same for identification of learning gaps and provide remediation	

<p><b>3D.3</b> <b>Share learners' progress with parents/guardians</b></p>	<p>Give information to parents about learners' performance through reports and parent-teacher meeting</p>	<p>Communicate with parents about their children's performance through reports and share the same during parent-teacher meeting</p>	<p>Usually use technology for sharing reports</p> <p>Usually communicate with parents about their children's performance</p> <p>Seek inputs from parents to support learners' performance and guide parents to be a partner in their child's learning</p>	<p>Always use technology as well as social media for communicating and sharing learners' reports</p> <p>Use innovative strategies to communicate, discuss and collaborate with parents to support learners' performance</p>	
---	---	---	---	---	--

PS 4: Interpersonal Relationship					Evidence/Remarks
Performance Indicators	Level of Performance				
	L1	L2	L3	L4	
<b>4.1 Relationship with students</b>	Occasionally acknowledge learners' rights and appreciate their efforts	Often acknowledge learners' rights, identity and individuality  Often appreciate their efforts  Approachable to some students	Usually acknowledge learners' rights and appreciate learners' rights, identity and individuality  Respect diversity  Usually appreciate their efforts  Approachable to all  Provide support and encouragement to most students	Always acknowledge learners' rights, appreciate learners' rights, identity and individuality  Respect diversity  Always appreciate their efforts  Motivates them.  Very approachable to all.  Provide support and encouragement to all students.  Make efforts to build self-confidence in each student	
<b>4.2 Relationship with colleagues</b>	Occasionally interact and share experiences with a few colleagues	Often interact and share experiences and learnings from the experiences of colleagues	Usually interact and share experiences with colleagues to improve students' learning and for one's own continuous professional growth	Always collaborate with other teachers in team building  Take initiative in creating teachers' professional learning communities	
<b>4.3 Relationship with parents and community</b>	Occasionally involve parents and members of the community in school activities	Often participate in community programs and involve parents and members of the community in school activities	Usually participate and contribute in the community programs and involve parents and members of the community in school activities	Always provide support towards the development of community resources  Involve parents and community members in school development activities	



PS 5: Professional Development					Evidence/Remarks
Performance Indicators	Level of Performance				
	L1	L2	L3	L4	
<b>5.1 Update subject knowledge through self-learning</b>	Occasionally update subject knowledge through self-learning	Often update subject knowledge through self-learning	Usually update subject knowledge as and when required by using reference books, online resources and peer-learning	Always work towards advancement of subject knowledge and allied areas through reference books, completing online courses, distance programmes, etc.	
<b>5.2 Participate in in-service education programmes</b>	Attend in-service education programmes when deputed	Participate in in-service education programmes whenever deputed	Actively participate and contribute in in-service education programmes whenever deputed.  Seek opportunities to attend professional development programmes	Take a lead and seek opportunities for continuing professional development programmes/ courses.  Share experiences gained with principal and colleagues	

<p><b>5.3 Participate in in-service education programmes for improving ICT skills</b></p>	<p>Occasionally attend programmes to develop ICT skills</p>	<p>Often attend programmes to develop ICT skills and digital literacy/ICT literacy</p>	<p>Usually attend programmes to develop ICT skills and digital literacy/ICT literacy and successfully complete them.</p> <p>Attend online professional development courses and massive open online courses (MOOCs)</p>	<p>Always attend programmes to develop ICT skills and digital literacy/ICT literacy and successfully complete them.</p> <p>Attend online professional development courses and massive open online courses (MOOCs) and successfully complete them.</p> <p>Apply newly acquired ICT skills and knowledge in day-to-day school activities</p> <p>Encourage peers to undertake online professional development courses</p>	
<p><b>5.4 Engage in innovative and action research activities</b></p>	<p>Does not engage in innovative and action research activities</p>	<p>Occasionally engage in innovative and action research activities related to different aspects of teaching and learning</p>	<p>Usually undertake action research and make use of the findings for problem solving in the classroom</p>	<p>Regularly undertake action research and make use of the findings for improving teaching-learning and school and community development</p>	
<p><b>5.5 Participate and present papers in seminars/conferences/workshops and publish articles/papers in various journals, newspapers, magazines, etc.</b></p>	<p>Do not participate in seminars/conferences/workshops</p>	<p>Occasionally participate In seminars/conferences/workshops</p>	<p>Usually participate and present papers in seminars/conferences/workshops.</p>	<p>Organise, participate and present papers in seminars/conferences/workshops.</p> <p>Publish articles/papers in various journals, newspapers, magazines, etc.</p>	

<p><b>5.6 Contribute to the development of teaching-learning materials (TLMs) and other resources through ICT</b></p>	<p>Occasionally develop ICT based teaching-learning materials (TLMs)</p>	<p>Often develop ICT based teaching-learning resources</p>	<p>Usually develop and make use of ICT teaching-learning resources at school level.</p> <p>Provide support and contribute in the development of e-resources at the district level</p>	<p>Develop creative and innovative e-resources at school level.</p> <p>Encourage other teachers to develop similar resources.</p> <p>Develop e-resources for state, national and international levels</p>	
---	--	--	---	---	--

PS 6: School Improvement					Evidence/Remarks
Performance Indicators	Level of Performance				
	L1	L2	L3	L4	
<b>6.1 Organise/ participate and contribute in PLCs (Professional Learning Communities)</b>	Occasionally attend PLC meetings	Often participate in PLC meetings	Take responsibility to organize, participate and contribute in PLC meetings	Take responsibility to organize, participate and contribute during PLC meetings and learning improvement activities	
<b>6.2 School Self Evaluation, identification of areas for improvement, prioritization of areas for action, preparation of action plans, implementation of action plans, monitoring of implementation</b>	Occasionally take part in school self-evaluation exercise	Often take part in school self-evaluation exercise  Identify areas for improvement	Usually take responsibility through PLCs to prioritize areas for improvement  Preparation of action plan(s) through PLCs	Always take responsibility through PLCs to implement action plans  Regular monitoring of implementation of action plan(s) through PLCs	

<b>6.3 Take responsibilities for organizing and promoting co-curricular activities</b>	Occasionally take responsibility for organizing co-curricular activities	Often take responsibility for organizing co-curricular activities	Usually organize and promote co-curricular activities and wellness programs	Regularly organize and promote in co-curricular activities and wellness programs  Encourage learners' participation in similar activities within and beyond the school	
<b>6.4 Discharge of additional duties for school improvement</b>	Reluctant to perform additional duties	Often willing to perform additional duties	Usually perform duties responsibly	Always ready to perform tasks assigned responsibly	

**Table 1: Teacher's Performance Sheet**  
(To be filled by teachers)

Year: 20 to 20

Name of the teacher:

School:

School Management Type:

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						

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

\* 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:

<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>
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

**Table 2: Descriptive Feedback**

**(To be filled by teachers)**

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



**Table 3: Consolidation Sheet – Performance Standard**

**(To be filled 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 Improvement				

## Exemplar

## Teacher's Performance Sheet

Name of the teacher: AAAAAA

School:XXXXX

Year: 2018 to 2019

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

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		2			12/5=2.4	L2
	1.2			3			
	1.3		2				
	1.4	1					
	1.5				4		
Knowledge and Understanding of Subject Matter	2.1		2			5/2=2.5	L3
	2.2			3			
Strategies for Facilitating Learning A: Creating Conducive Learning Environment	3A.1		2			19/7=2.7	L3
	3A.2			3			
	3A.3			3			
	3A.4		2				
	3A.5	1					
	3A.6				4		
Strategies for Facilitating Learning B: Learning Strategies and Activities	3A.7				4		
	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: Communication 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			

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

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 Improvement	8	33	75	29