

Managing Teacher Performance and Professional Development

Key Domain IV



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About the Domain

Teacher performance management is the mainstay of quality education. It is a continuous process of identifying teacher potential, and developing their skills, through a systematic approach to performance review and capacity building programmes. It necessitates appropriate induction of newly recruited teachers, orienting them to the school, as well as the learners' profile and context. This enables teachers to understand curricular expectations and adapt their teaching-learning practice to meet the learning needs of their students. Continuous monitoring of teacher performance is essential to raise their professional standards, foster team spirit in them and facilitate the overall development of the school.



Key Domain	Core Standard
Managing Teacher Performance and Professional Development	<ul style="list-style-type: none">▪ Orientation of New Teachers▪ Teachers' Attendance▪ Assigning Responsibilities and Defining Performance Goal▪ Teachers' Preparedness for Curricular Expectations▪ Monitoring of Teachers Performance▪ Teachers' Professional Development



REFLECTIVE PROMPTS

- Q1. What mechanisms does the school have for the orientation of new teachers?**
- Q2. What are the processes adopted by the school to monitor and teachers' absence and manage the classes of absent teachers?**
- Q3. To what extent do teachers understand changing curricular expectations and adapt their classroom practices accordingly?**
- Q4. How does the school monitor teachers' performance, manage their continuous professional development and provide opportunities for career advancement?**
- Q5. How does the school set performance goals for teachers and assign responsibilities and duties to them?**

FACTUAL INFORMATION

(School may response for more than one option in a question, if required)

1. Number of teachers in school:

a. sanctioned strength _____

b. in position _____

2. Number of teachers in position:

a. regular _____

b. contractual/ *ad-hoc* _____

c. part- time _____

d. guest teacher _____

e. any other _____

3. Number of:

a. trained teachers _____

b. untrained teachers _____

4. Orientation of new teachers in the school is done by:

a. organizing special orientation program

b. head/ senior teachers in face- to- face meeting

c. no special orientation is done and new teachers get oriented gradually on their own

d. any other mechanisms (please mention) _____

5. Does the school maintain a record of teachers' attendance along with reasons for absence?

Yes

No

(i) If yes, list the reasons for absence (e.g. being on leave, being deputed for training or other details):

(ii) How is this information compiled to compute average attendance of teachers afterwards?

(iii) How does the school deal with unreported absence of teachers and other staff members?

6. School makes alternative arrangements for the classes of absent teachers by:

a. assigning substitute teachers

b. combining classes

c. assigning a class to the senior

d. no alternative arrangements

student to manage the class

7. Teacher performance is monitored through/ by:

a. annual Confidential Report

b. school head's observations

c. learners' achievement

d. feedback from Parents' /
SMC

e. peer/learners' feedback

f. any other, (please mention) _____

8. Mechanisms for teachers' continuous performance improvement:

Name of programme	Duration	Names of teachers who attended
(Mandatory)		
(Any other)		

9. List the duties/ responsibilities assigned to teachers beyond classroom teaching:

Duties/ Responsibilities	Names of teachers assigned

Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Orientation of New Teachers	School leaves it to the new teacher to acquire information about available facilities and observes the ongoing practices of the school	School head orients the new teacher about his/ her responsibilities and the facilities available within the school; usually involves other teachers in orienting the new teacher	Special orientation programmes are organized systematically to apprise new teacher/s about roles and responsibilities, the school context, profile of the learners, curricular expectations, role of SMC/ SDMC and various schemes/ programmes being implemented in the school
Teachers' Attendance	School maintains record of attendance along with the reasons for absence; generally no alternate arrangements are made to engage the class	School systematically maintains attendance records, monitors unreported absence and takes action, if necessary; makes arrangements to ensure the class is not left unattended	School has an appropriate system to address short, long and unreported absence of teachers; makes timely and suitable arrangements for substitutes from within or outside the school and orients them to undertake the responsibility; creates a culture of punctuality and accountability among teachers



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Assigning Responsibilities and Defining Performance Goals	School provides a pre-designed time-table and expects the teacher to complete the syllabus and perform other duties as assigned from time to time	School Head briefs the teachers about their responsibilities and performance goals, informally or at staff meetings; reviews and monitors the completion of the syllabus, assigned responsibilities and other tasks as expected	School allocates responsibilities of teachers through mutual consultation; encourages teachers to set their own performance goals and provides opportunities to innovate and experiment with new ideas; teachers themselves monitor their own progress
Teachers' Preparedness for Changing Curricular Expectations	Teachers are aware of the changes, if any, in the school curriculum and textbooks resulting from changes in policy	Teachers make efforts to understand the changing curricular expectations; adapt their teaching learning practice to suit the same	School creates opportunities for teachers to discuss and reflect upon the changing curricular expectations and its implications on their current classroom practice; provides follow-up support for teachers to adopt context-specific changes



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Monitoring of Teachers' Performance	School Head takes note of teachers' performance as reflected in mandatory inspection reports; checks the presence of teachers in their classrooms and observes their teaching occasionally	School Head reviews the teachers' performance and provides them feedback; teachers review their own performance based on the classroom experiences and identify areas of improvement	School Head reviews the performance of teachers on the basis of learners' progress and attainment and discussions with teachers; discusses teacher performance with parents, learners and SMC/ SDMC; teachers collectively reflect on their own performance and develop strategies for improvement
Teachers' Professional Development	School Head ensures the participation of all teachers in the mandatory in-service training programmes	School motivates and creates regular opportunities for teachers to participate in different programmes relevant to their professional needs; seeks support from other academic institutions/ experts to address difficulties faced by teachers	School makes provision for continuous academic mentoring of teachers; supports teachers in trying out innovative ideas and practices; teachers discuss collectively on inputs received during training; reflect on the possibility of integration of the acquired knowledge and skills in classroom practice



SOURCES OF EVIDENCE

Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)

- RTE Act 2009:Chapter-IV (clause 24 at p.8) (<http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf>)
- SSA Framework for implementation: Chapter-IV (pp.70-80) (http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SSA-Frame-work.pdf)
- Framework for implementation of RMSA: Chapter-V (pp.36 & 37) (http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Frame-work_Final_RMSA_3.pdf)
- NCFTE (National Curriculum Framework for Teacher Education), 2009: Chapter-IV (pp.63-74)
- ADEPTS (Advancement of Educational Performance through Teacher Support: An MHRD-Unicef Initiative): Chapter-IV (<http://prayatna.typepad.com/files/adepts.pdf>)
- PINDICS (Performance Indicators for Elementary School Teacher), NCERT (2013) (pp.1-12) (http://www.ncert.nic.in/pdf_files/PINDICS.pdf)
- NCF-2005: Chapter-V (pp.107-114) (<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>)

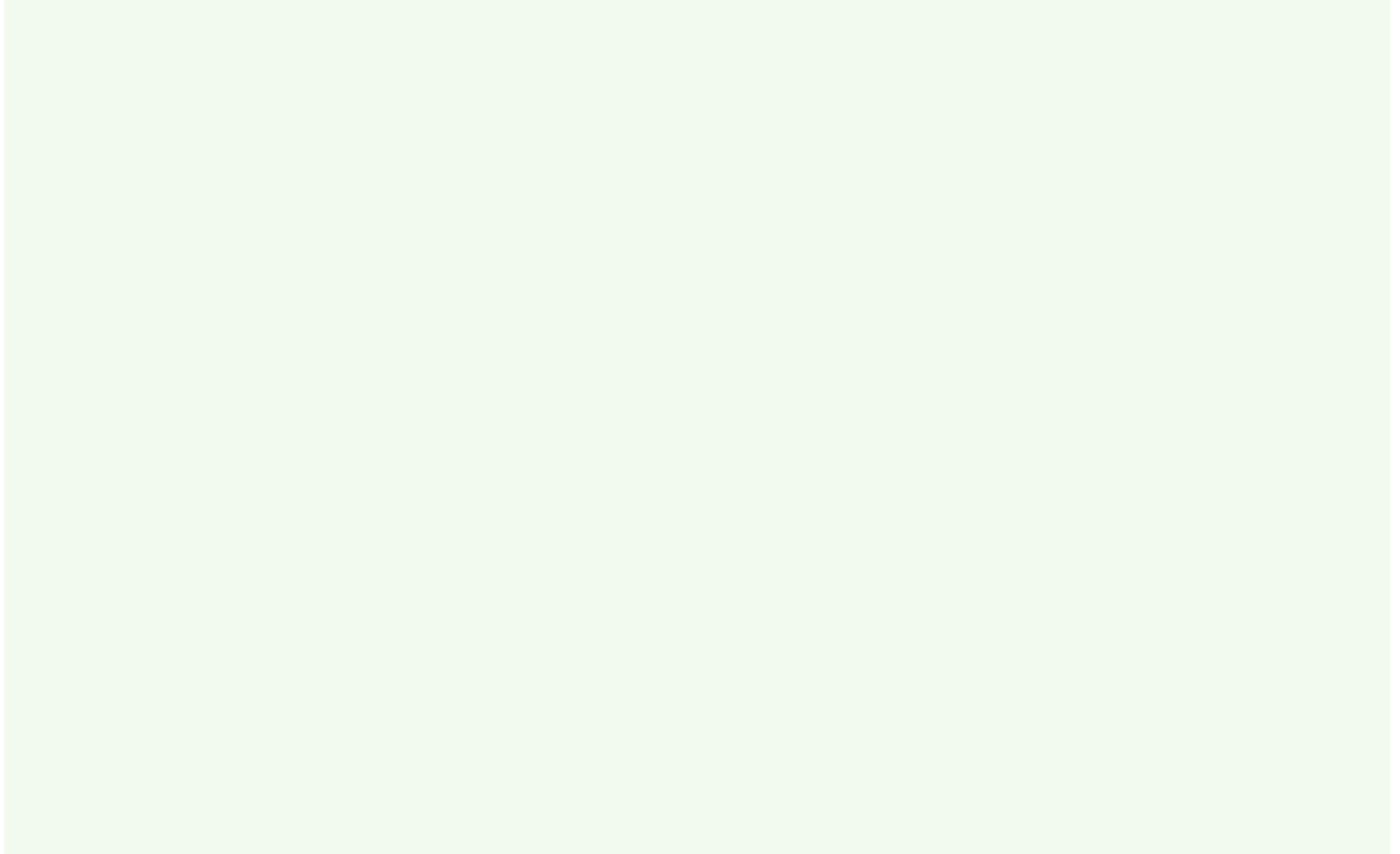
Supportive Evidence Available in the School

- List of the rules/ responsibilities, learner profile, curricular expectations, context specific teaching-learning practices and role of SMC/SDMC, various schemes, projects, programs, ongoing school practices, etc.
- Details of induction programme for new teachers
- Continuous professional development/training programs attended by teacher
- Average teacher attendance and leave applications of teachers
- Alternative arrangements for the classes of absent teachers/ substitution registers
- Self-appraisal reports for all the teachers and staff members
- Teacher own performance goals as a part of annual plan exercise
- Information on syllabus covered at different times of the year
- Teacher's qualifications acquired during service
- Feedback and suggestions on teacher performance
- Teacher's development sections in School Development Plan
- In-service training programmes attended by teachers
- Pre- designed time-table
- Documents showing allocation of duties to the teachers

Evidences School Needs to Create

- The school can create evidences by the following device/ technique:
- The schedule of the orientation programme conducted for new teachers
- Copy of certificates of attending course/ workshop/ seminar/ symposium

INNOVATION (S)





RESPONSE MATRIX

Core Standard	Level 1	Level 2	Level 3
Orientation of New Teachers			
Teachers' Attendance			
Assigning Responsibilities and Defining Performance Goals			
Teachers' Preparedness for Changing Curricular Expectations			
Monitoring of Teachers' Performance			
Teachers' Professional Development			

THANK YOU

