

G.D.GOENKA PUBLIC SCHOOL, SILIGURI
COMPETENCY MATRIX FOR TEACHERS (to be filled by Section Leaders & HODs for teachers) at the beginning of the session)

[illegible]

G.D.GOENKA PUBLIC SCHOOL, SILIGURI
RUBRICS FOR COMPETENCY MATRIX FOR TEACHERS

COMPASSION				
Performance indicators	LEVEL OF PERFORMANCE			
	L1	L2	L3	L4
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
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 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
Relationship with parents and community	Occasionally participate in community activities and involve community members in schools' activities	Often Participate in community activities and involve parents and community members in schools' activities	Usually participate in community activities and involve parents and community members in schools' activities	Always take initiative for the development of community and resources and involve parents and community members in schools' activities for the development of school
LESSON PLANNING				
Performance indicators	LEVEL OF PERFORMANCE			
	L1	L2	L3	L4
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
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, rubrics etc; Develop plans for recording evidence of assessment; Provide scope for learners' participation in developing assessment tools
SUBJECT KNOWLEDGE				
Performance indicators	LEVEL OF PERFORMANCE			
	L1	L2	L3	L4
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 wherever it is required
Address the conceptual errors/difficulties/misconceptions of learners	Occasionally address the conceptual errors/difficulties/misconceptions of learners	Often address 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
CLASSROOM MANAGEMENT				
LEVEL OF PERFORMANCE				

Performance indicators	L1	L2	L3	L4
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
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 activities 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
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
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
Encourage learners to ask questions	Occasionally encourage learners to ask questions	Often encourage learners to ask questions	Usually encourage learners to ask questions	Provide conducive environment to the learners to work collaboratively which arouses their curiosity and develops their questioning ability
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
Access 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	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, etc.; Facilitate learners to develop rubrics for self-assessment and peer assessment
USE OF ICT				
Performance indicators	L1	L2	L3	L4
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
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

PROFESSIONAL DEVELOPMENT		LEVEL OF PERFORMANCE		
Performance indicators	L1	L2	L3	L4
Update subject knowledge through self-learning	Occasionally update subject knowledge through self-learning	Often update subject knowledge through self-knowledge	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 through reference books, completing online courses, distance programmes, etc.
Participate in in-service education programmes as per need and requirement	Attend 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
INNOVATION		LEVEL OF PERFORMANCE		
Performance indicators	L1	L2	L3	L4
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
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.
EVENT ORGANISATION		LEVEL OF PERFORMANCE		
Performance indicators	L1	L2	L3	L4
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, 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 organise them effectively; Take initiative to organize different activities	Always take responsibilities for organising curricular activities and organize them effectively; Take initiative to organise different activities and encourage students to actively participate in them
CREATIVE		LEVEL OF PERFORMANCE		
Performance indicators	L1	L2	L3	L4
Fitness for purpose	Most ideas are impractical and likely to be ineffective if tried	Most ideas are either practically plausible but would not likely to be effective or vice versa	Few ideas and not all are not only practically plausible, they would likely to be effective if tried	Most ideas are not only practically plausible, they would likely to be effective if tried
Novelty	Ideas appear to be fairly conventional or expected solutions	Few ideas appear to be original and intends to solve a part of the problem context	Few ideas appear to be original and involves solutions to unstated aspects of problem context	Mostly ideas appear to be original and involves solutions to unstated aspects of problem context
TEAM WORK		LEVEL OF PERFORMANCE		
Performance indicators	L1	L2	L3	L4
Collaboration	Is indifferent to cooperation with colleagues	Sometimes cooperative and rarely displays positive attitude	Usually cooperative and generally displays positive attitude	Always cooperative and displays positive attitude
Support the purpose	Disconnects completely from group	Somewhat argumentative and disinterested	Tries to focus on group outcome	Supports best outcome for the group work

COMMUNICATION		LEVEL OF PERFORMANCE		
Performance indicators	L1	L2	L3	L4
Purpose	Communicates only to inform and not effective for other purposes	Effectively communicates only to instruct,inform	Usually Uses communication for a range of purposes (instruct,inform,motivate,persuade etc) effectively	Always uses communication for a range of purposes (instruct,inform,motivate,persuade etc) effectively
PROBLEM SOLVING AND DECISION MAKING		LEVEL OF PERFORMANCE		
Performance indicators	L1	L2	L3	L4
Attitude	Decisions are abrupt and impulsive	Usually analyzes the problem and but takes decision impulsively	Usually analyzes the problem and takes decision after foreseeing the impact of decision	Always analyzes the problem and takes decision after foreseeing the impact of decision
LEADERSHIP		LEVEL OF PERFORMANCE		
Performance indicators	L1	L2	L3	L4
Attitude	Reluctant to assume leadership roles	Assume leadership roles that have been clearly defined	Able to assume leadership roles	Seek out ways to demonstrate leadership in a variety of different situation
Goal Setting	Usually unseccusful in Target setting and achieving .	Set targets are not well defined and sometimes fails to achieves it within stipulated time	Sets Well defined targets and but sometimes fails to achieves it within stipulated time	Sets Well defined targets and achieves it within stipulated time