

TEACHER'S SELF-ASSESSMENT

TEACHER'S PROFILE

SESSION:

Name of the teacher :

Designation :

Subjects taught :

Classes taught :

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))

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1	2	3	4	5	6	7	8	9	10	11	12
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Subject(s) taught

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Additional responsibilities/duties

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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	
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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/ Re- marks
	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 Strengthen- ing 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	
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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	Occasional-ly 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	Occasional-ly 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/Re- marks
Performance Indicators	Level of Performance				
	L1	L2	L3	L4	
3C.1 Listen to learners pa- tiently	Occasionally listen to learn-ers 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 encour-age learners to ask questions, share their views and listen patiently	
3C.2 Use the home language of learner wher-ever 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 lan-guage of the learner	Usually use home language of the learn-er 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 gram-matically cor-rect sentences with proper spacing and punctuation marks	Occasionally write grammat-ically correct sentences with proper spacing and punctua-tion marks	Often write grammatically correct sentenc-es with proper spacing and punctuation marks	Usually write grammatically correct sentenc-es with proper spacing and punctuation marks in legible handwriting	Always write grammatically correct sentenc-es with proper spacing and punctuation marks in legible handwriting; Encourage learners to write with ap-propriate punc-tuation marks and spacing in legible hand-writing to express them-selves 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 stu- dents’ learning and provide feedback for improving learning	Occasionally assess stu- dents’ learning and provide feedback	Assess stu- dents’ learning with a focus on Learning Out- comes and pro- viding feedback often	Assess stu- dents’ learning with a focus on Learning Outcomes and providing timely feedback indi- vidually; Promote peer assessment and self assessment	Design and use innovative tools and techniques, for example- self-assessment rubrics, peer questioning, technology based assess- ment, etc. to assess a variety of curricular experiences by providing mul- tiple learning situations, like debate, dra- ma, painting, improvisation of apparatus, etc.;; Facilitate learners to develop rubrics for self- assess- ment and peer assessment	
3D.2 Maintain stu- dents’ profile of learning and performance (record of different tests, assignments, written work, projects, anec- dotes, etc.)	Maintain stu- dents’ profiles of learning and mandatory records as per school’s policy	Maintain stu- dents’ profiles of learning and records by us- ing a variety of available tools	Maintain stu- dents’ profiles of learning and records based on a variety of provided/ self developed tools and techniques; Use the same for identifica- tion of learning gaps and to provide enrich- ing learning experiences	Involve parents, colleagues/ peers and learners for designing in- novative 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's 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 well as social media for sharing the reports	
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PS 4: Interpersonal Relationship					Evidence/Re- marks
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 sub- ject knowledge through self-learning	Often update subject knowl- edge through self-learning	Usually update subject knowl- edge through self-learning as per the require- ments using reference books and online ma- terials	Always work towards ad- vancement of subject knowl- edge and allied areas through self-learning, for example through ref- erence books, completing online courses, distance pro- grammes, etc.	
5.2 Participate in in-service education programmes as per need and requirement	Attend in- service pro- grammes casually when deputed	Participate in in-service ed- ucation pro- grammes when- ever deputed	Actively partic- ipate in in-ser- vice education programmes whenever de- puted; Seek opportuni- ties for profes- sional learning programmes and participate actively	Take a lead-in and seek oppor- tunities for pro- fessional learn- ing programmes for self and colleagues; Share experi- ences 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	
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PS 6: School Development					Evidence/Re- marks
Performance Indicators	Level of Performance				
	L1	L2	L3	L4	
6.1 Organise/participate and contribute in School Man- agement Com- mittee (SMC)/ Parent Teach- er Meeting (PTM)/Parent Teacher Asso- ciation (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 meet- ings as and when required	Contribute significantly in SMC/PTM/ PTA activities and motivate colleagues and other commu- nity members to ensure their participation in school develop- ment activities	
6.2 Discharge du- ties of various committees re- sponsibly and take initiative for organizing activities for those com- mittees (such as morning assembly, time-table, examination, sports, cultur- al day celebra- tion, public relations, ex- cursions, etc.)	Occasionally take responsi- bilities for orga- nizing different curricular activ- ities whenever assigned	Often take responsibilities for organizing different cur- ricular activi- ties whenever assigned	Usually take responsibilities for organis- ing curricular activities and organize them effectively; Take initiative to organize dif- ferent activities	Always take responsibilities for organis- ing curricular activities and organize them effectively; Take initiative to organize dif- ferent activities and encourage students to actively partici- pate 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:..... Year: 20.... to 20.....

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

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			