

Performance Indicators (PINDICS) for Elementary School Teachers



**Department of Teacher Education
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi-110 016
2013**

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**Performance Indicators (PINDICS)
for Elementary School Teachers**

Guidelines



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ABBREVIATIONS

BRCC	: Block Resource Centre Coordinator
CRCC	: Cluster Resource Centre Coordinator
DISE	: District Information of School Education
INSET	: In-service Education for Teachers
NCERT	: National Council of Educational Research and Training
NCF	: National Curriculum Framework
PINDICS	: Performance Indicators
PS	: Performance Standard
RTE Act	: Right to Education Act
SCERT	: State Council of Educational Research and Training
SMC	: School Management Committee
SPO	: State Project Office
SSA	: Sarva Siksha Abhiyan
QMTs	: Quality Monitoring Tools
UT	: Union Territory



PINDICS



Context

Performance Indicators (PINDICS) are used to assess the performance and progress of teachers. It consists of performance standards (PS), specific standards and performance indicators. Performance standards are the areas in which teachers perform their tasks and responsibilities. Under performance standards there are some specific tasks which are expected to be performed by the teachers. These are termed as specific standards. From specific standards performance indicators have been derived.

PINDICS is based on the provisions in sections 24, 29 and the schedule specifying norms and standards for schools in the RTE Act 2009, NCF-2005 and SSA Framework-2011. It has been further fine-tuned using the feedback received from the NCERT Study-‘In-service Education for Teachers (INSET) impact on classroom transaction’ conducted in 2010-11, try out with primary and upper primary school teachers and comments received from state level officers from SCERT and SPO, and teacher education professionals.

Performance Standards (PS)

Performance Standards communicate expectations for each responsibility area of the job performance. The following performance standards have been identified.

- Designing Learning Experiences for Children
 - Knowledge and Understanding of Subject Matter
 - Strategies for Facilitating Learning
 - Interpersonal Relationship
 - Professional Development
 - School Development
 - Teacher Attendance
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Use of PINDICS

PINDICS can be used by teachers themselves for assessing their own performance and to make continuous efforts to reach the highest level. These can also be used for teacher appraisal by the supervisory staff/mentor to assess and to provide constructive feedback for the improvement of teacher performance. Each performance indicator is rated on four point scale ranging from 1 to 4 indicating the levels of performance. The rating points are:

1. Not meeting the expected standard
2. Approaching the expected standard
3. Approached the expected standard
4. Beyond the expected standard

If the teacher performs tasks in an innovative way and makes extra efforts for improving student performance can be rated as beyond the expected standard.

Guidelines for Teachers

Self-assessment by the teacher should be done at least twice in a year, one ending first quarter and second ending third quarter.

- Complete the teacher identification information on page 4.
- No item should be left blank.
- Read each performance indicator carefully and reflect on it in the context of your classroom practice and give rating point in appropriate box.
- Place yourself on a point on the four point scale according to your performance against each indicator.





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- Work out total score on the performance standard (area) by adding scores on each indicator of the standard.
- Prepare a descriptive report on the basis of your assessment. The report may also include the areas in which help is required.

Guidelines for Head Teacher/CRCC/Nodal Head Teacher/BRCC

Assessment by Head Teacher/CRCC/Nodal Head Teacher/BRCC should be carried out twice in a year keeping in view following points:

- Use teacher's self-assessment record
- Observe actual classroom processes
- Have dialogue with teachers, students and SMC members to supplement teacher's report
- Prepare a descriptive report based on self-observation and report collected from the teacher
- Discuss the report with the teacher concerned to improve his/her level of performance
- Link information from teacher's assessment using PINDICS with information about student attendance, curriculum coverage and student learning outcomes from Quality Monitoring Tools (QMTs)
- Complete Teacher Performance Sheet and Consolidation Sheet - CRC level for onward transmission to BRC.





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TEACHER IDENTIFICATION INFORMATION

YEAR:

Cycle ending first quarter/Cycle ending third quarter

School Address.....

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DISE Code No.....

State/UT.....

District.....

Block.....

Cluster.....

Name of the Teacher

Academic Qualification with Subjects

Senior Secondary

Graduation

Post-Graduation.....





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Professional Qualification

Any Other

Teaching Experience (in yrs.).....

Teaching: Class (es).....

Subject(s).....

No. of In-service Education Programmes attended during last three years (Dates)

.....

.....

.....

Achievements (Awards/Distinctions) if any.....

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Specific Standards	Performance Indicators	Levels of Performance (Write the rating point)				Observation (if any)
		1	2	3	4	
PS 1. Designing Learning Experiences for Children						
Planning for designing learning experiences	<ul style="list-style-type: none"> Uses textbooks and other relevant documents while planning 					
	<ul style="list-style-type: none"> Uses record of students performance 					
	<ul style="list-style-type: none"> Plans for engaging children in learning activities 					
	<ul style="list-style-type: none"> Collects and prepares relevant teaching learning materials 					
PS 2. Knowledge and Understanding of Subject Matter						
Knowledge and understanding of the content	<ul style="list-style-type: none"> Demonstrates content knowledge with conceptual clarity using appropriate examples 					
	<ul style="list-style-type: none"> Uses subject knowledge for making it responsive to the diverse needs of children 					
	<ul style="list-style-type: none"> Uses subject knowledge for completing entire syllabus within specified time 					
	<ul style="list-style-type: none"> Corrects errors made by students 					

PS 3. Strategies for Facilitating Learning						
Enabling learning environment and classroom management		1	2	3	4	
	• Uses available space in the classroom and school adequately					
	• Maintains cleanliness and safety of children in the classroom					
	• Displays teaching learning material in the classroom for ready use					
	• Displays work of students in classroom/school					
	• Arranges furniture and room space for organising different activities					
	• Encourages self-discipline, punctuality and regularity					
	• Acts immediately to address problems of discipline such as bullying, abuse etc.					
	• Treats all children in a fair and consistent manner					
• Does not resort to physical punishment and mental harassment of children						

PINDICS

		1	2	3	4	
	<ul style="list-style-type: none"> Identifies irregular students and makes effort to improve their attendance 					
	<ul style="list-style-type: none"> Identifies potential dropouts in the class and makes special efforts to prevent dropout 					
	<ul style="list-style-type: none"> Utilises school time effectively 					
Learning strategies and activities	<ul style="list-style-type: none"> Uses child-centered activity based learning strategies 					
	<ul style="list-style-type: none"> Provides opportunity for all children participation in discovery, exploration and experimentation 					
	<ul style="list-style-type: none"> Acknowledges students' responses and encourages their participation 					
	<ul style="list-style-type: none"> Responds to students verbal and non-verbal cues 					
	<ul style="list-style-type: none"> Encourages children to question 					
	<ul style="list-style-type: none"> Uses different resource materials like teacher guide, source book, ICT, etc. other than textbook for effective transaction 					

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		1	2	3	4	
Communication Skills	<ul style="list-style-type: none"> • Listens to children patiently 					
	<ul style="list-style-type: none"> • Uses simple language 					
	<ul style="list-style-type: none"> • Uses home language of children wherever needed 					
	<ul style="list-style-type: none"> • Demonstrates legible writing 					
	<ul style="list-style-type: none"> • Exhibits concern, care and respect for the students while communicating verbally/non-verbally 					
Assessment and Feedback	<ul style="list-style-type: none"> • Assesses student learning and provides immediate feedback for improving learning and performance 					
	<ul style="list-style-type: none"> • Maintains student profile of learning and performance (record of different tests/ assignments/written work/ Projects, anecdotes etc.) 					
	<ul style="list-style-type: none"> • Shares children progress with parents and SMC members 					

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PS 4. Interpersonal Relationship						
		1	2	3	4	
Relationship with students	<ul style="list-style-type: none"> Shows respect and care towards students 					
	<ul style="list-style-type: none"> Easily approachable to children (without fear and hesitation) 					
	<ul style="list-style-type: none"> Recognizes and appreciates student contribution 					
Relationship with Colleagues	<ul style="list-style-type: none"> Shows respect towards colleagues 					
	<ul style="list-style-type: none"> Appreciates other colleagues for their contribution 					
	<ul style="list-style-type: none"> Cooperates and collaborates with the members of the staff in conducting school activities 					
Relationship with parents and community	<ul style="list-style-type: none"> Involves members of the community for organising different activities and programmes in the school 					
	<ul style="list-style-type: none"> Participates in the community activity such as cultural and social programmes 					

PS 5. Professional Development						
		1	2	3	4	
Self-study participation in in-service education programmes	<ul style="list-style-type: none"> Updates subject knowledge through self study 					
	<ul style="list-style-type: none"> Participate in in-service education programmes as per need and requirement 					
	<ul style="list-style-type: none"> Participates and contributes regularly in Cluster Resource Centre/Block Resource Centre meetings 					
Engagement in innovation and research	<ul style="list-style-type: none"> Engages himself/herself in innovative and research activities 					
	<ul style="list-style-type: none"> Participates and presents paper in regional, state, national and international level seminars 					
	<ul style="list-style-type: none"> Publishes articles/papers in various journals, magazines etc. 					
	<ul style="list-style-type: none"> Contributes in developing of teaching learning materials 					

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PS 6. School Development						
Contributes to the organisation of school activities	<ul style="list-style-type: none"> Organises/participates and contributes in SMC and other meetings 	1	2	3	4	
	<ul style="list-style-type: none"> Takes responsibility for organising school functions like morning assembly, cultural programmes, sports and games, celebration of national days etc. 					
	<ul style="list-style-type: none"> Cooperates in organising school activities such as gardening, health and hygiene, mid-day meals etc. 					
PS 7. Teacher Attendance						
	<ul style="list-style-type: none"> Attends school regularly 					
	<ul style="list-style-type: none"> Arrives and leaves the school according to school time 					



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Descriptive Assessment and Feedback

Based on the assessment of PINDICS prepare a self assessment report highlighting the points that you feel satisfying and the areas in which you need help for improvement.

(Teacher’s Signature)





PINDICS

Based on the profile emerging from teachers self assessment and your own observation, prepare a report on teacher’s performance in the specific standards (PINDICS). Also plan action points for improving his/her performance.



(Head Teacher/Supervisor’s Signature)



Teacher Performance Sheet

(To be completed by Head Teacher/ CRCC/ Nodal Head Teacher)

Name of Teacher: _____ School: _____

Year: _____ Cycle (I or II): _____

Sl. No.	Performance Standards	Consolidated Rating of Teacher				Total
		Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard	
		1	2	3	4	
1	Designing Learning Experiences for Children					
2	Knowledge and Understanding of Subject Matter					
3	Strategies for Facilitating Learning					
4	Interpersonal Relationship					
5	Professional Development					
6	School Development					
7	Teacher Attendance					
Grand Total						
Overall Performance						



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Note: Consolidated rating in each of the performance standard should be based on self assessment report of the teacher, classroom observation, and dialogue with teachers and students. It can be computed by dividing the total rating point under performance standard by total number of performance indicators approximated to the nearest whole number.

Overall Performance can be computed by dividing the grand total by 7 (total number of Performance Standards) approximated to the nearest whole number.



Consolidation Sheet - CRC Level
(To be completed by CRCC/ Nodal Head Teacher)

Name and Address of Cluster: _____

Total No. of Schools in the Cluster: _____

Total No. of Teachers in the Cluster: _____

Year: _____ Cycle (I or II): _____

Sl. No.	Performance Standards	Numbers of teacher				Total
		Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard	
1	Designing Learning Experiences for Children					
2	Knowledge and Understanding of Subject Matter					
3	Strategies for Facilitating Learning					
4	Interpersonal Relationship					
5	Professional Development					
6	School Development					
7	Teacher Attendance					
Overall Performance*						

Note - Same Information can flow upwards level viz- Block, District or State

* Based on the information from Teacher Assessment Sheet–By Nodal Head Teacher/CRCC

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