

**A brief outline for
tracking performance of teachers and trainers
under SSA**

Advancement of Educational Performance through Teacher Support (ADEPTS)
An MHRD – UNICEF initiative

The ADEPTS benchmarks

In order that SSA goals may be attained, the MHRD-Unicef initiative 'Advancement of Educational Performance through Teacher Support' (ADEPTS) seeks to ensure:

- Improved teacher performance (i.e. what teachers actually *do* in theclass), and
- Improved capacity in CRCs, BRCs and DIETs to enable improved teacher performance.

Towards this, during the years 2006 and 2007, performance benchmarks have been identified – for teachers, trainers and support institutions – in collaboration with state teams and national institutions.

- Under ADEPTS, performance has been understood as what a person *actually does* as part of his professional requirements, in keeping with his context and abilities.
- The benchmarks identified comprise of performance statements (which spell out the performance desired) and indicators (which provide specific manifestations of the desired performance)
- A critical aspect is that the indicators for each performance statement are categorised according to four levels of difficulty (in terms of implementation). This provides a ready reckoner, or a means of assessing the level of teacher performance as well as the desired next improvement.
- The benchmarks for teachers cover the four broad dimensions (or 'environments') that cover her ambit of work: cognitive, social, organisational and physical.

Used together, the performance statements, indicators and levels enable the 'benchmarking' of performance to be implemented.

1. Implementation of ADEPTS

1.1 ADEPTS is designed to encompass and build upon on-going activities, sharpen their focus in terms of classroom outcomes and improve their effectiveness.

1.2 It is expected that the outcomes of recurrent in-service teacher training under SSA will be in terms of performance benchmarks actually attained by teachers inside classrooms. This would require that all trainers providing in-service training themselves attain benchmarks as trainers. ADEPTS specifies these clearly, with the indicators being categorised into three levels of performance.

1.3 States may also develop CRCs and BRCs (as well as the in-service functions implemented under SSA by the DIETs and SCERTs) into performance oriented benchmarks with tracking tools.

1.4 The state can implement ADEPTS through the following four stages on a yearly basis:

- a. Planning
- b. Preparation
- c. Implementation
- d. Performance tracking and ongoing improvement.

1.5 An ADEPTS Core Team will be formed at the state level and be backed by the SRG (quality improvement) that might already exist. The actual roll-out of ADEPTS will be at the

cluster and school level, with the levels above playing a facilitative role. The ADEPTS Resource Team at the national level will provide technical inputs at various stages if needed.

1.6 Planning

1. Identify the performance benchmarks / indicators to be focused on for the coming year, in consultation with key stakeholders, and taking into account benchmarks being focused upon by the MHRD for SSA. The indicators selected would be limited in number, and implemented in three-month phases, in sequence of difficulty. The indicators identified by the MHRD as critical for the coming year (08-09) are in Attachment A.
2. Review the present performance of teachers, trainers and support institutions (through experience sharing of key functionaries and desk review of documentation) and formulate a baseline.
3. Spell out how the minimum enabling conditions will be ensured, and how teachers will be supported as they work towards improved performance. (Schools with acceptable PTR's; school equipped with blackboards, consumables; textbooks with teachers and students; appropriate student-classroom ratios etc.)
4. Incorporation of benchmarks, strategies for implementation and performance assessment in teacher training modules for the year and ensure follow up in CRC meetings. Therefore, redesign teacher training performances for the year, accordingly. Also, ensure adequate budget provision for teacher training, and BRC/CRC follow up. Develop and include an implementation plan (incorporating the stages mentioned below).

1.7 Preparation

1. Hold consultations with and orient key stakeholders, institutions resource groups on the identified benchmarks, performance assessment and strategies identified, (workshop, BRC/CRC meetings, discussion with Teacher Unions etc.), so that teachers and BRC/CRC personnel are well versed with performance benchmarks and performance assessment.
2. Form and orient teams at the district, block and cluster levels and orient them.
3. Develop the materials needed for teachers and support institutions that would enable implementation. Typically these would comprise of an 'Enabling Tool' 'Observation Tool' and a 'Performance Tracking Tool' (see Attachment : B)

1.8 Implementation Strategies

1. In-service Teacher Training

- In-service teacher training will revolve around the benchmarks identified by the state for the year.
- The various inputs (whether workshops, school based interactions or other inputs) should clearly highlight the expected outcomes in terms of teacher performance in the classroom. This will serve as a basis for assessing and improving effectiveness of training.
- The training of trainers would specify its outcomes in terms of trainer performance and prepare trainers to attain the benchmarks needed to conduct the training of teachers.
- State and district institutions / resource groups will be supported in attaining the institutional performance benchmarks.
- Finally, on-line assessment of training (i.e. while it is being conducted) will include assessment of trainer performance.

2. Roll-out of ADEPTS benchmarks and indicators at cluster and school level

- The selected performance benchmarks and indicators will be rolled out in a phased manner, with each phase comprising of 3 months. The intention is to enable teachers to bring about a transition in short stages and attain observable success at each stage (which would then prepare them for the next stage where a higher order set of indicators is to be attained).
- The indicators identified for the year would be spread out over the phases, starting with those that are the easiest to attain. Each phase would contain 5-9 indicators, providing a 'menu' for teachers to choose from.
- A simple 'enabling tool' – which could be in the form of a poster hung in the classroom – will provide teachers the potential indicators for the phase, along with concrete and doable steps that would lead to the indicators.
- At each cluster, teachers along with the CRCC will *select* the number of indicators to be attained in the given phase (subject to a minimum and maximum). Based in the steps indicated against this in the enabling tool, they will make an implementation plan for their own class.
- The CRCCs will use the indicators selected by teachers (and the implementation plan) as a means of tracking teacher performance, suggesting improvement and supporting teachers to attain the desired performance. Apart from follow up during school visits, the monthly meeting of teachers will specifically discuss teachers' experiences against their target indicators and provide opportunity for learning from peers.
- Similarly, the BRCs will support the CRCs and schools, with the DIETs supporting BRCs and CRCs to enable the entire district to attain the desired benchmarks.

1.9 Performance Tracking and Ongoing improvement

- Ongoing school visits and monthly meetings will serve as a basis for tracking performance against the agreed upon indicators. Record keeping will use a simple

format that will enable consolidation, analysis and decision-making with regard to nature and focus of future inputs on a monthly basis.

- Consolidation of information about performance observed would be carried out at the cluster, block and district levels. At each level, analysis of this information will be required.
- While consolidation would need to be done on a monthly basis at the cluster level, states may choose to consolidate information at other levels on a quarterly basis.
- The performance tracking tools involved in this are provided in Attachments B.

1.10 ADEPTS Resource Team

The MHRD and the states will be supported in ADEPTS efforts by an ADEPTS Resource Team. Apart from MHRD, TSG and Unicef.

**ADEPTS
PERFORMANCE BENCHMARKS FOR TEACHERS
For the Year 2008-2009**

- In the matrix below, the performance statements are presented in *italics*, with the indicators placed below according to the first *two* levels of complexity. The left side or Level 1 column has the critical list.
- **It is expected that at least half of the Level 1 indicators would be seen in practice by at least 60% of the teachers in the state by March 2009.** States may therefore develop a phased programme of attaining this target. Should Level 1 indicators already be in practice widely, Level 2 indicators may be chosen.
- States are of course free to add other performance statements or indicators.

Level 1	Level 2
COGNITIVE DIMENSION OF A SCHOOL [what learning consists of and how it is enabled]	
<i>1. Understands children and relates with them</i>	
<ul style="list-style-type: none"> • Understands the socio- economic conditions and linguistic background of children and their different academic levels. • Appreciates children's work (and displays them in the classroom). 	<ul style="list-style-type: none"> • Allows children to ask questions, and encourages them to be curious.
<i>2. Understands curriculum, content and prepares accordingly</i>	
<ul style="list-style-type: none"> • The teacher possesses a good understanding of the textbook and utilizes it. • Adequately understands the content of TLM and textbook and incorporates them into the teaching learning process. • Gives enough reading and writing practice to children. 	<ul style="list-style-type: none"> • Prepares for lessons before conducting/ transacting in the class. • Possesses a good understanding of syllabi (is able to differentiate it from the curriculum) and utilizes it well. • Makes effective use of local context-specific activities during teaching learning processes (draws on examples from the classroom situation, and materials or examples from the local environment)
<i>3. Generates effective learning experiences (Uses contemporary methods, with a focus on relationships and diversity)</i>	
<ul style="list-style-type: none"> • Carries out activities with enthusiasm, that are interesting for children and enable them to learn. • Enables children to 'construct knowledge' by using examples given in the textbook (i.e. the teacher is able to conduct the 'supplied' activities). • Involves children in class work both individually and in groups. 	<ul style="list-style-type: none"> • Plans and chooses appropriate activities beforehand. • Creates an opportunity for peer/group learning and self-learning. • Forms groups of children and works with them (i.e. groups). • Uses morning assembly for learning purposes. • Enables children to 'construct knowledge'– by asking students simple and appropriate questions.

<i>4. Uses materials effectively</i>	
<ul style="list-style-type: none"> • Uses the blackboard properly. • Develops/identifies appropriate TLM. 	<ul style="list-style-type: none"> • Uses TLM in a purposive way and ensures that students handle it and benefit from it. • Uses available physical facilities (such as the floor, wall, blackboard) for topical displays. • Ensures use of the school library books; motivates children to read.
<i>5. Manages/organizes the classroom to optimize learning</i>	
<ul style="list-style-type: none"> • Teacher moves around in the class, understanding children and their work, uses effective verbal/nonverbal cues [smiles a lot]. • Organizes class sitting arrangement according to the need of the activity/ learning technique. • Maximizes learning time for children (not merely through punctuality, but also through genuinely ensuring that children get as much learning time as is possible and needed). 	<ul style="list-style-type: none"> • Shares responsibilities of running the class or school activities with children. • Rotates sitting arrangement so that no group of children continues to get the advantage of being close to the front (unless they need it for a specific reason). • Organizes different learning corners/clubs.
<i>6. Plans for enabling learning</i>	
<ul style="list-style-type: none"> • Teacher undertakes some preparation before commencing to teach on the basis of an understanding of the textbook and TLM. 	<ul style="list-style-type: none"> • In specific lessons, especially those involving fundamental concepts, diagnoses children's needs to ensure that the lesson is organically linked to the previous knowledge level of children. • Plans, designs and implements the lesson according to clear goals/objectives, and the teaching method used reflects these goals clearly.
7. Conducting Assessment	
<ul style="list-style-type: none"> • Is aware of learning levels to be achieved in the class. (Available CCE/pupil assessment system specified by State Govt.) • Conduct class test (oral/written) • Checks students work and provides feedback. 	<ul style="list-style-type: none"> • Uses assessment tools to provide constructive feedback to children and uses results for (a) remedial teaching (b) developing the child's potential, (c) group/peer learning of weak performing children. • Uses innovative and non-threatening ways of testing (class quiz, nature/environmental show and talks etc.) • Saves students work with class/parents and maintains report cards.
SOCIAL DIMENSION OF A SCHOOL [Relationships, values (especially equity), emotional environment, also the relationship among peers]	
<i>8. Promotes the development of values and enables the overall development of children</i>	
<ul style="list-style-type: none"> • Encourages children to engage in activities for their overall development (beyond the formal curriculum), including opportunities presented by the morning assembly. 	<ul style="list-style-type: none"> • Teacher organizes, conducts and ensures participation in sports, games, cultural activities, quiz, and other competitions • Actively promotes universal values such as kindness, honesty, and respect for each

	other.
<i>9. Relates and works closely with colleagues and the community</i>	
<ul style="list-style-type: none"> Communicates /interacts with parents, especially on attendance and other relevant issues such as the child's educational progress, pattern of behaviour, health and wellbeing. 	<ul style="list-style-type: none"> Encourages participation of the community in school programmes and holds regular dialogue with parents on child's attainment levels.
PHYSICAL DIMENSION OF A SCHOOL [physical environment as an enabling factor]	
<i>10. The teacher facilitates a clean environment</i>	
<ul style="list-style-type: none"> Creates a congenial teaching learning environment with the participation of all (tidiness of classroom; use of stationery etc.). 	<ul style="list-style-type: none"> Ensures maintenance of basic infrastructure (toilet, garden, drinking water, other child-friendly amenities) with the help of the community and the students. Enables the upkeep and cleanliness of the school and its surrounding environment, including the planting of trees etc.
ORGANISATIONAL DIMENSION OF A SCHOOL (school as an institution linked to the community)	
<i>11. Displays professional commitment/accountability</i>	
<ul style="list-style-type: none"> Arrives on time and stay at least till school closing/leaving time. 	<ul style="list-style-type: none"> Utilizes school hours fully. Maintains a high level of attendance in school.
<i>12. Participates in Management and implementation</i>	
<ul style="list-style-type: none"> Maintains her own class records. 	<ul style="list-style-type: none"> Assists in maintaining school records. Works in cooperation with head teacher and other colleagues for school performance (eg. distribution of free textbooks; extra curricular activities; school events etc.)

ADEPTS – Tools for Implementation

1. ENABLING TOOL

Follow the following steps to create this.

1. Select the benchmarks for one year
2. Categorize them according to level of difficulty (in terms of implementation). Then, distribute over 3-4 phases (this might take longer than one academic year.)
3. At the cluster level, the CRCC and teachers identify their own targets (which can be done simply by drawing a circle around the chosen indicator), select the steps to be followed, and make a 3-month plan around the steps.
4. Observation tool, to be created from the benchmarks / indicators, will be used for performance tracking by teachers themselves, HMs, CRCCs, BRCCs, others.

Phase 1	Phase 2	Phase 3	Phase 4
Indctr 1 <ul style="list-style-type: none"> • Step 1 • Step 2 			
Indctr 2			
Indctr 3			
Indctr 4			

2. OBSERVATION TOOL

For Class/School, and later for CRC, BRC, Dist

To make an observation tool, simply convert the chosen indicator into questions. E.g. if the indicator is “Teacher encourages children to ask questions”, the observation tool would have the question: Is the teacher encouraging children to ask questions? What actions of the teacher led us to believe this?

Another option is to have it converted into a poster, hung in the head master's room. The teacher circles the indicator being worked upon. Once attained the teacher can also put a tick mark against it. Anyone visiting, whether community representative, CRCC or from the administration can take a look at this poster and then find out which of the chosen indicators are actually being met.

After a few phases, when it is believed that a majority of the teachers are actually practicing a given indicator, this would be an 'observation item' for the entire cluster or block or district.

3. PERFORMANCE TRACKING & CONSOLIDATION OF INFORMATION

Based on the following format, the CRCC can easily keep track of the status of indicators and benchmarks being attained in his schools and cluster as a whole. On the left column would be the selected indicators. On its right are columns for schools, each having three sub-columns, corresponding to visits made. This would enable the CRCC to assess any improvement (or otherwise). Assuming that a school is visited once a month, such a format would suffice for one phase of three months.

Indicator	School 1			School 2			School 3		
	Visit 1	Visit 2	Visit 3	Visit 1	Visit 2	Visit 3	Visit 1	Visit 2	Visit 3
1									
2									
3									
4									
5									
6									

During each visit, the CRCC would observe classroom practice, tour the school, examine the records and talk to children, teachers, HM and parents / community members. Based on this, and the teacher's Implementation Plan, the CRCC would mark the boxes on a three-point scale as follows:

X = not being implemented at all

? = an effort made, but the desired level not yet attained

Y (or tick mark) = the desired level has been attained.

If some school has not opted for a particular indicator, the boxes can be left blank for that school.

Here is what a filled in format may look like.

Indicator	School 1			School 2			School 3		
	Visit 1	Visit 2	Visit 3	Visit 1	Visit 2	Visit 3	Visit 1	Visit 2	Visit 3
1	X	?	Y	?	Y	Y	?	Y	?
2	?	?	?	Y	Y	Y	Y	Y	Y

3	?	Y		?	?		Y	Y	
4	x	X		X	X		X	?	
5	Y	?	X	Y	Y		X	Y	
6	-	-	-						

Against indicator 1 in schools 1 and 2, it can be seen that there has been improvement. In school 3, however, a decline is noted during visit 3, which would require attention.

Against indicator 2, in school 1 it can be seen that there has been no improvement over three visits, even though the other two schools have been able to attain it from the very first visit.

It can also be seen that indicator 4 has not been attained by any school in the first two months. This would imply that the cluster as a whole needs greater input on the concerned indicator and perhaps the monthly meeting should focus on it.

If one compares the Visit 2 column of all the schools, it becomes apparent that School 3 is doing better than the other two. **Thus the CRCC should use greater time for School 1, and to some extent School 2.**

Consolidation

In any cluster, the status of 60% or so teachers may be considered the status of the cluster. Thus if 11 out of 16 schools show the sign '?', then that becomes the status of the cluster as a whole.

Similarly, based on the levels attained by the clusters, the status of the block may be obtained. And a similar consolidation of information from the blocks can be done to fix the status of the districts.