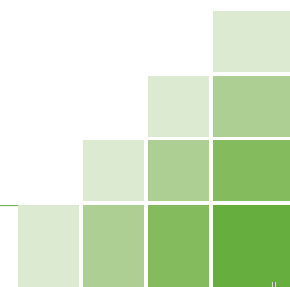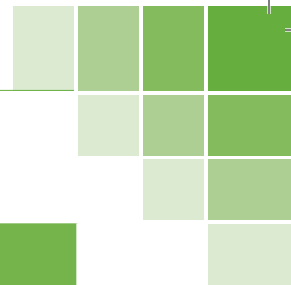| Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Orientation of New Teachers	School leaves it to the new teacher to acquire information about available facilities and observes the ongoing practices of the school	School head orients the new teacher about his/ her responsibilities and the facilities 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
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

Core Standard	Descriptor		
	Level-1	Level-2	Level-3
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

SCHOOL IMPROVEMENT