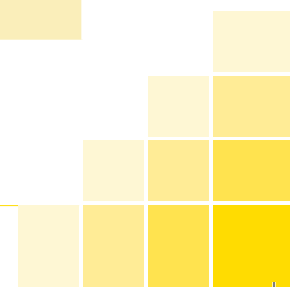
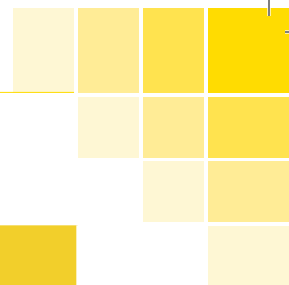


Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Building Vision and Setting Direction	School Head develops a School Development Plan (SDP) as per the given mandate; the other stakeholders do not find an opportunity to participate in the planning process	School Head develops a vision/mission statement; teachers are involved in the creation of the SDP, prioritization of tasks; School Head allocates responsibilities to majority of teachers for SDP implementation; provides direction for its implementation	School Head engages all stakeholders in developing vision/mission taking into account current practices, policies and programs which are subsequently documented; SDP is co-created by all the stakeholders and is aligned to the vision/mission statement; appropriate prioritization is done for necessary action; all teachers understand their defined roles and responsibilities and act accordingly to make desired progress; periodic review of vision and SDP is undertaken regularly

Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Leading Change and Improvement	School Head is broadly aware of areas that need attention; acts on issues in response to official mandate and immediate needs; the required change is rarely discussed and reflected upon	School Head, in consultation with teachers, identifies the strengths of the school, and areas that need improvement; reflects upon the required changes; identifies action points and appropriately acts upon them; logically assesses the progress and refines actions, where required; takes note of the changes that are being reflected in the teaching-learning and other school practices	School Head communicates clearly the need for change to all the stakeholders and enhances their understanding of the same; identifies clear targets and formulates predictable improvement strategies on the basis of analysis of evidence and other sources collectively with stakeholders; leads change and monitors incremental improvement regularly; distributes leadership roles and individual responsibilities for implementing change; encourages teachers to engage in evidence- based improvement and change in school practices
Leading Teaching-learning	School Head ensures that all classes are taken regularly, makes alternative arrangements for classes when teachers are absent; ensures effective classroom teaching by taking rounds; is aware of learners' performance in different classes and subjects	School Head regularly observes the teaching-learning process in different classes and provides written/ verbal feedback to teachers individually; analyses and reviews the learners' performance in different classes and subjects and discusses the same with concerned teachers/ subject teachers	School Head and teachers collectively reflect on current teaching-learning practices and learners' progress and attainment; discuss required improvement in the light of learning indicators, learner-centred pedagogy, innovative approaches to teaching, etc.; discuss performance of learners with parents





Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Leading Management of School	School Head manages routine activities and school resources (staff, material and financial); allocates responsibilities to a few; takes decisions; acts on the orders and instructions received from the authorities for compliance; communicates decisions; shares the orders and instructions received	School Head and staff plans and manage routine activities and school resources (staff, material and financial); involve staff in decision-making; School Head communicates details of the SDP and provides clear directions to staff members and takes the lead for its effective implementation	School Head and staff members collectively develop a shared vision and a strategic plan in consultation with parents and learners; distribute the responsibilities among the staff members on the basis of mutual consensus and areas of expertise; take action with mutual support, monitor and evaluate the progress collectively

