

BEST PRACTICES IN PROMOTING TEACHER LEADERSHIP FOR VALUES EDUCATION

ASSESSMENT RUBRICS

Criteria	0	1	2	3	4	5
Vision	There is no reflection of promotion of Teacher Leadership For Values Education in the vision statement of the school	The school has a vision statement mentioning about the promotion of Teacher Leadership For Values Education but the teacher is aware of it	The teacher has contributed to the incorporation of the promotion of Teacher's Leadership For Values Education in vision statement of school, but not with the needed clarity.	The teacher has contributed to the incorporation of the promotion of Teacher Leadership For Values Education in vision statement of school, with the needed clarity.	The teacher has contributed to the incorporation of the promotion of Teacher Leadership For Values Education in vision statement of school, with the needed clarity. The teacher has also demonstrated innovative and effective instructional practices.	The teacher has contributed to the incorporation of the promotion of Teacher Leadership For Values Education in vision statement of school, with the needed clarity. The teacher has integrity and stimulates creativity
Policy	The school has no policy for promotion of Teacher Leadership For Values Education.	The school has a policy that incorporates the promotion of Teacher Leadership For Values Education and the teacher is aware of it.	The teacher has contributed to the incorporation of the promotion of Teacher Leadership For Values Education in the policy, but it does not reflect in the Standard Operating Procedure (SOP).	The teacher has contributed to the incorporation of the promotion of Teacher Leadership For Values Education in the policy with well defined SOP.	The teacher has contributed to the incorporation of the promotion of Teacher Leadership For Values Education in the policy with well defined SOP which reflects in the action, teaching and other practices in the school, but it needs to scaled up and made as an integral part of the school practices	The teacher has contributed to the incorporation of the promotion of Teacher Leadership For Values Education in the policy with well defined SOP which reflects in the action, teaching and other practices in the school, and it also is a integral component of the school entire practices

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Annual Calendar Plan	The school has the Annual Calendar Plan(ACP), but Teacher Leadership For Values Education is not reflected in it.	The school has the Annual Calendar Plan, that incorporates the promotion of Teacher Leadership For Values Education, but the teacher has not made any contribution to this.	The teacher has contributed to the incorporation of the promotion of Teacher Leadership For Values Education in the ACP, but has made no efforts for inclusion of its scholastic and co-scholastic components of the Plan.	The teacher has contributed to the incorporation of the promotion of Teacher Leadership For Values Education in the both scholastic and co-scholastic components of the ACP, but has made no efforts to ensure that the process of implementation of the Plan reflects effective strategies to be adopted for promotion of Teacher Leadership For Values Education .	The teacher has contributed to the incorporation of the promotion of Teacher Leadership For Values Education in all the aspects of the ACP, but has not been able to ensure that the components of the Plan focused on Teacher Leadership For Values Education are implemented effectively.	The teacher has contributed to the incorporation of the promotion of Teacher Leadership For Values Education in all the aspects of the ACP, and also to the implementation process of the Plan, effectively focused on Teacher Leadership For Values Education. The teacher has also ensured that all the stakeholders- students, teachers, peer educators and others are actively involved.

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Inclusivity	The teacher has not taken initiative to provide the necessary focus on promotion of inclusivity among stakeholders through activities related to the development of Teacher Leadership For Values Education .	The teacher has made efforts to provide the needed focus on promotion of inclusivity in the school and among stakeholders through activities related to the development of Teacher Leadership For Values Education, but it has not made the desired impact.	The teacher has focused on promotion of inclusivity through the transaction processes of life skills development among students, but has not made efforts to do so among other teachers for empowering them to adopt transaction strategies for promoting inclusivity.	The teacher has focused on promotion of inclusivity through the transaction processes of life skills development among students and other stakeholders like all the teachers and parents, but her/his efforts are either not well received or they have not been communicated in detail along with the effects of such practices, with all the stakeholders.	The teacher has succeeded in orienting all the teachers of the school to promote inclusivity among students while teaching their respective subjects focusing on life skills and also interacted with other stakeholders, especially parents, and her/his efforts have resulted in positive feedback from parents, but not from other stakeholders.	The teacher has conducted activities related to life skills development and has developed needed interest and abilities among students for promotion of inclusivity. All the teachers of the school oriented by her/him are also promoting inclusivity while teaching their respective subjects focusing on life skills and successfully interacted with other stakeholders, like parents and members of the management who provided positive feedback.

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Teacher Leadership For Values Education through Physical Education Activities	The teacher has not taken initiative for inclusion of Teacher Leadership For Values Education in Physical Education Activities.	The teacher has taken initiative for inclusion of life skills development among students through PEC related activities, but it has not oriented the concerned teachers to enable them to do so.	The teacher has oriented the teacher(s) who conduct PEC related activities for students to enable them to focus on life skills development, but it has not yielded desired outcome.	The teachers conducting PEC related activities for students, oriented by the concerned teacher to enable them to focus on life skills development, but they have not focused on life skills in all the PEC activities.	The teachers conducting PEC related activities for students, oriented to enable them to focus on life skills development, have successfully integrated life skills in all the PEC activities conducted for students, but the needed monitoring has not been effective, and the same has not been done while organizing such activities for parents and other stakeholders.	The teachers conducting PEC related activities for students, oriented to enable them to focus on life skills development, have successfully integrated life skills in all the PEC activities conducted for students and also for parents and other stakeholders. The needed monitoring has also been effective.
Human Resources	There is no mechanism for training the teacher for promotion of Teacher Leadership For Values Education in Physical Education Activities.	There is a training mechanism in school for teachers for the promotion of Teacher Leadership For Values Education in the school but it has not been able to deliver/fulfill	The trained teachers have oriented teachers of only some subjects. Some Peer Educators have also been trained; and but their number is not adequate to meet/address	The teachers of all subjects and adequate number of Peer Educators have been trained, but all the teachers are not integrating life skills development and the trained peer educators are not performing their roles. The counseling services are also not available	The teacher along with the Counselor has trained teachers of all subjects and peer educators, and they are trying to integrate life skills development in the teaching process and Peer Educators also have been performing their roles, but the feedback from the target groups are not fully satisfactory.	The teacher is always alive to ensure that adequate number of activities focused on life skills are organised, the trained teachers of all subjects integrate life skills development in the teaching process of their respective subjects and Peer Educators also perform their roles optimally. The services of the Counselor are also

	Education in the school.	the needs teachers training to meet demands of today. Counselor is also not available.	the needs of the entire school.	in full swing.		being utilised, and the feedback from the target groups are received regularly.
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Innovative Practices	<p>There are lack of innovative practices and initiatives in teaching methodology and other activities in school for life skills education & holistic development and growth of children.</p>	<p>The teacher has implemented some innovative practices, but all of those have not been employed for conducting activities on life skills development.</p>	<p>The teacher has implemented innovative practices and also employed those while conducting activities on life skills development. Comprehensive Innovative Practices have not been evolved for teachers of other subjects and peer educators.</p>	<p>The teacher has implemented innovative practices for conducting activities on life skills development, also certain innovative practices appropriate for the integration of life skills in the teaching process of other teachers, but appropriate practices have not been implemented for peer educators.</p>	<p>The teacher has implemented innovative practices and those are employed while conducting activities on life skills development, also such innovative practices are being used for the integration of life skills in the teaching process of other subjects. The peer educators are also employing innovative practices, but the desired satisfactory feedback/outcome is not received.</p>	<p>The innovative practices have been implemented and are employed while conducting activities on life skills development, also for the integration of life skills in the teaching process of other subjects. The peer educators are also employing innovative practices, while interacting with their peer groups. The desired satisfactory feedback is also being received.</p>

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Stakeholders	All the stakeholders, i.e. parents, teachers and members of the management have not been involved in the life skills focused activities organized in the school.	The parents have been involved in some of the life skills focused activities organized in the school, but members of the management have not been sensitized with respect to the significance of such activities.	The stakeholders i.e. parents, teachers and members of the management have been involved in the life skills focused activities organized in the school to sensitize them with respect to the significance of such activities, but only limited number of the stakeholders could be involved.	Reasonable number of the stakeholders have been involved in the life skills focused activities organized in the school to sensitize them with respect to the significance of such activities, but their feedback suggested that all of them are yet to be fully aware and realize the impact of life skills education and skills; according to them academic achievement should be of primary importance and all the other activities should just be supportive ones.	Most of the stakeholders have been involved in the life skills focused activities organized in the school not only to sensitize them with respect to the significance of such activities, but also to engage them in such activities suitable for them. But such activities have been sporadically organised.	Stakeholders are convinced about the significance of the life skills focused activities organized in the school and a significant number of them participate in such activities specially organized for them. Their feedback on the efforts being made for life skills development among students has been quite encouraging.

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Leadership	The Head of the school is yet to appreciate the significance of development of Teacher Leadership For Values Education	The Head of the school appreciates the significance of development of Teacher Leadership For Values Education and not only reflected it in the Vision, Policy and Annual Calendar Plan, but also interacted with the teachers to contribute to the development of Teacher	The Head of the school has led the organisation of advocacy with parents and shared with them the need for the development of Teacher Leadership For Values Education , but not with all the stakeholders	Advocacy for all the stakeholders – parents and members of the community to promote and convince them regarding the need for the development of Teacher Leadership For Values Education , has been successfully organised	The Head of the school has ensured that the needed human resource is available and the teacher(s) in-charge of organisation of life skills activities have been trained, and they have oriented the teachers of all the subjects for effective integration of life skills in the teaching of all the subjects. The peer educators also have been adequately oriented.	Activities focused on life skills development are being organized quite frequently, all the teachers are integrating life skills in the teaching process. Parents and other stakeholders are being involved in the activities quite frequently, peer educators are provided adequate opportunity to interact with the peers, innovative practices are being employed, and all the experiences are being documented and shared with all the stakeholders.

Note: Please attach related documentations in respect of each of the above Criteria.