# SMILES Performance Rubrics for Teachers

**Rev 1.0 July 2018**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Sub Criterion</th>
<th>Performance Rating</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivational Teaching</strong></td>
<td>1. Goal Setting &amp; Positive Reinforcement</td>
<td>Teacher sets own individual goal and for all students and instills <em>I can and I want</em> attitude.</td>
<td>Teacher sets individual goals for students and instills <em>I can and I want</em> attitude.</td>
<td>Teacher sets individual goals for students</td>
<td>Teacher sets individual goals for students</td>
<td>Teacher sets no goals or just a general goal for all students (e.g., &gt;80% marks)</td>
</tr>
<tr>
<td>2. Integrating Passion in the classroom</td>
<td>Teacher integrates her hobbies or creative ideas more than 75% times and effectively utilizes students’ hobbies and passion as well.</td>
<td>Teacher integrates her hobbies or creative ideas more than 50% times and encourages students to explore theirs as well.</td>
<td>Teacher uses her hobbies or creative ideas in classroom 25% times in a week.</td>
<td>Teacher uses her hobbies or creative ideas in classroom</td>
<td>Teacher does not know how to use her hobbies or creative ideas in classroom.</td>
<td></td>
</tr>
<tr>
<td>3. Values Integrated Teaching</td>
<td>Teacher and students do value integration and feel grateful for what they are learning in classroom most of the times.</td>
<td>Teacher and students do value integration and feel grateful for what they are learning in more than half of their classes.</td>
<td>Teacher and students have learnt value integration and sometimes feel grateful for what they are learning.</td>
<td>Teacher and students do not know how to do value integration and do not feel grateful.</td>
<td></td>
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<tr>
<td>4. Mutual Collaboration</td>
<td>Teacher takes initiatives in “Sharing and Caring” workshops &amp; online groups and helps most teachers.</td>
<td>Teacher participates in “Sharing and Caring” workshops and online groups and helps many teachers.</td>
<td>Teacher participates in “Sharing and Caring” workshops and online groups as needed.</td>
<td>Teacher does not like to participate in “Sharing and Caring” workshops and online groups.</td>
<td></td>
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<tr>
<td>5. Activity based Teaching</td>
<td>Teacher uses one of the following in all of the periods in the week – Think Pair Share, Each One Teach One, peer learning, charts/videos</td>
<td>Teacher uses at least one of the activities in most of her classes at least 3 times a week.</td>
<td>Teacher uses at least one activity in a class 1-2 times a week.</td>
<td>Teacher does not use any activity based teaching techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Encouraging open ended questions</td>
<td>The teacher asks questions that connect to real world or students’ previous knowledge and encourages all students to ask questions.</td>
<td>Teacher asks lots of questions and encourages most students to ask question.</td>
<td>Teacher sometimes asks question from the book and encourages only active students to ask question.</td>
<td>Teacher does not provide a conducive environment for asking questions.</td>
<td></td>
<td></td>
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</tbody>
</table>
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<th>7. “What-Why-How” Lesson Plan</th>
<th>Teacher writes <strong>what-why-how</strong> of most of the new topics taught and easily executes in the classroom.</th>
<th>Teacher knows &amp; writes <strong>what-why-how</strong> of some new topics taught and sometime executes them properly in classroom.</th>
<th>Teacher has learnt the <strong>what-why-how</strong> lesson plan but does not use it in the classroom.</th>
<th>Teacher does not know how to write <strong>what-why-how</strong> lesson plan of any new topic.</th>
</tr>
</thead>
</table>

### 8. Joyful Classroom

- **Performance Rating**
  - Excellent (4)
  - Good (3)
  - Satisfactory (2)
  - Needs improvement (1)

- **Criterion**
- **Sub Criterion**
- **Performance Rating**
  - Teacher makes eye contact with positive outlook with all the students and the students feel happy at least 5 times or more in a period.
  - Teacher makes a positive eye contact with nearly half of the students and the students feel happy 2-4 times in a period.
  - Teacher makes a positive eye contact with almost half of the students and the students feel happy at least once in a period.
  - Teacher makes eye contact with just 2-3 active students in the class and the students do not feel happy at all.

### 9. Mindful Teaching

- **Criterion**
- **Sub Criterion**
- **Performance Rating**
  - The teacher has mastered & practices most of the 6 M.A.Y. techniques in all he classes- mindful breathing, mindful focus position, mindful listening position, positive energy booster, mindful happiness position, mindful writing position.
  - The teacher has mastered and uses 3-5 mindful techniques in the class.
  - The teacher knows but only sometimes uses any 1-2 mindful techniques in the class.
  - The teacher does not know and use any of the mindful techniques.

### 10. Ensuring Physical, Mental & Emotional Well being

- **Criterion**
- **Sub Criterion**
- **Performance Rating**
  - 5 or more times a day in school: The teacher and students practice mindful stretching/yoga and mindful breathing.
  - 4-5 times a day in school: The teacher and students practice mindful stretching/yoga and mindful breathing.
  - 1-3 times a day in school: The teacher and students practice mindful stretching/yoga and mindful breathing.
  - The teacher and students do not practice mindful stretching/yoga and mindful breathing.