



National Council for Teacher Education
Plot No. G-7, Sector-10, Dwarka
New Delhi-110075

17.11.2021

Public Notice

1. The National Professional Standard for Teachers (NPST) has been designed to ensure quality in Teacher Education and sets out to NEP 2020 aim for equitable access to the highest- quality education for all learners. NPST ensures that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers.

2. National Professional Standard for Teachers (NPST) has been designed to attract the best talent to the teaching profession that is also the need of the hour. National Professional Standard for Teachers (NPST) would help in determining the attributes of the teachers at different levels of career pathways. In addition to this, NPST focuses on preparations, practise, and performance improvement of all teachers. The standards and related policies are in line with the *fundamental principles given in the NEP 2020* to provide high-quality education to all.

3. National Professional Standard for Teachers (NPST) will monitor the design of pre-service teacher education program. This could be then adopted by states and determine all aspects of teacher career management, *including tenure, professional development efforts, salary increases, promotions, and other recognitions*. Promotions and salary increase will not only occur based on the length of tenure or seniority, but on the basis of such appraisal to exchange learnings, best practices and disseminate findings across various domains.

4. A draft of National Professional Standard for Teachers (NPST), therefore, would cover expectations of the role of the teacher at different levels of expertise/experience at different stages of career, and the competencies required for that stage. The professional standards for teachers will be reviewed and revised nationally in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

5. A draft document titled as “**National Professional Standard for Teachers (NPST)**” has been developed by NCTE in support with the experts as a set of guidelines for determining attributes of teachers at different levels of their career path. The draft document on NPST is being placed in public domain w.e.f November 17, 2021 for a period of 30 days to invite suggestions/feedback on it from all concerned stakeholders. Kindly send your feedback to Shri D. K. Chaturvedi, US, NCTE at dkchaturvedi@ncte-india.org.

Your feedback is highly appreciated and it will very helpful in finalization of the document for the nationwide implementation.

Kesang Y. Sherpa
Member Secretary
NCTE

National Professional Standards for Teachers

Pre-liminary Draft Version 01.08

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FOREWORD

National Education Policy 2020 (NEP 2020) has been designed to put the teacher at the centre of the fundamental reforms in the education system in India. It is a well-established fact that education is a lifelong process, and the teacher is the most important factor in each citizen's learning journey. The National Professional Standards for Teachers (NPST) sets out to NEP 2020 aim for equitable access to the highest-quality education for all learners. NPST ensures that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers.

Attracting the best talent to the teaching profession is the need of the hour. The NPST helps in determining the attributes of teachers at different levels of career pathways. In addition to this, NPST focuses on the preparation, practice, and performance improvement of all teachers. The standards and related policies are in line with the *fundamental principles given in the NEP 2020*, which will guide the education system and will support the vision of NEP 2020 to provide high-quality education to all.

The NPST will also monitor the design of the pre-service teacher education programme, which various States could then adopt. NPST will determine all aspects of teacher career management, *including tenure, professional development efforts, salary increases, promotions, and other recognitions*. For example, career advancements and salary increments will not only occur based on the length of tenure or seniority but shall be based on such appraisal.

An investment in teachers is an investment in students. The Professional Standards for Teachers would cover expectations and the competencies required from a teacher at different levels of expertise and/or experience at various stages of career. The professional standards will be reviewed and revised at a national level in 2030 and after that every ten years based on rigorous empirical analysis of the system's efficacy.

NEP Vision

- An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, **by providing high-quality education** to all.

NPST Purpose

- To ensure that all teachers at all levels of school education **are passionate, motivated, highly qualified, professionally trained, well-equipped and well-supported for growth** in their careers.

Key Principals of NEP

- **Recognise & identify** unique capabilities of the child
- Teachers and faculty as the heart of the learning process
- **Respect for diversity and local context** in all curriculum, pedagogy, and policy.
- **Equity and inclusion** as the cornerstone of all decisions
- **Community participation**
- Use of technology in teaching and learning
- Achieving **Foundational Literacy and Numeracy** by all students by Grade 3
- No hard separations between arts and sciences, between curricular and co-curricular activities, between vocational and academic streams,
- Ethics and human & Constitutional values
- Promoting **multilingualism** and the power of language in teaching and learning
- Life skills such as communication, cooperation, teamwork, and resilienc
- **Emphasize conceptual understanding**

1. Understanding Teaching As A Profession



1.1 Teaching As a Profession

Teaching is considered one of the most noble professions globally and is associated with social progress. In earlier times, a teacher was the most respected member of society, and only the very best and most learned of all became teachers. Teachers were the centre of the education system and were needed to pass on their knowledge, skills, and ethics optimally to students. With the evolution in the education system and changing role of teachers, enhancing teacher quality becomes of utmost importance for long-term and sustainable nation-building. The professional teaching standards highlight the improvements to be made in the profession of teaching to contribute to the country's progress.

Teaching, one of the largest of all professions, employs nearly 9.7 million teachers in India (UDISE+) and still, there is a deficit of 1 million teachers. The demand for high-quality teachers is ever increasing. To ensure the teaching profession can attract and retain high-quality individuals, broad changes are needed in the way that the profession is professed.

In the 20th century, more emphasis was made on standardising curricula and standards, and this led to the development of scripted lesson plans and instructional content. As a result, a downward trend started in the level of autonomy of teachers. At the turn of the 21st century, teacher professionalism came into renewed focus for reforming the state of education. Improving teacher quality was identified as a critical factor in enhancing student learning and achievement.

Historically, the concept of professionalism was associated with the quality of practice and the public status of the job. It was referred to the level of autonomy and regulations within the occupation to provide services to society. It requires specialised training, knowledge, qualification, and skills. However, teaching as a profession goes beyond meeting these formal characteristics/criteria. It also includes emotions that are at the heart of teaching. The combination of the formal criteria & informal requirements, along with changing student learning needs, has led to the evolution of the teaching profession and the role of a teacher.

United Nations defined eight Millennium Development Goals in 2002, out of which the 2nd goal is to "Achieve Universal Primary Education" for all children by 2015. Among various developing nations, India has made tremendous progress in achieving this target over the last decade by increasing the coverage of Universal Primary Education across the country. However, the next focus is on improving the Quality of Learning and Teaching, for which the development of teachers is crucial.

1.2 Evolving Roles of Teachers and Teacher Education

The history of teaching can be traced back to centuries and to different parts of the world. As the demographics and the needs of society changed over time, the role, the method, and the structure of teaching kept on evolving. This was led by the continuous evolution of the education system and teacher education. The advent of The Right of Children to Free and Compulsory Education (RTE) Act 2009 was a significant milestone in the country, and the introduction of the Teacher Eligibility Test (TET) is a quality check to enhance the quality of teachers across the nation's school.

The National Education Policy (NEP 2020) has put the teacher at the centre of the fundamental reforms in the education system. The new education policy aims to re-establish teachers, at all levels, as the most respected and essential members of our society because they truly shape our next generation of citizens, who contribute to the advancement of both the economy and the society. The Policy aims to build systems that must do everything to empower teachers and help them do their jobs as effectively as possible. The new education policy advocates the best and brightest to enter the teaching profession. NEP ensures livelihood, respect, dignity, and autonomy while also instilling basic quality control and accountability methods into the system.

With the recent technological advances in education and the ease of access to information, the role of a 21st-century teacher has evolved. Today, the teacher is expected to be more of a facilitator of student learning than a gatekeeper of information. A teacher is also responsible for guiding the students and creating an enabling environment to help them develop higher-order thinking skills such as problem-solving, creativity and critical thinking.

Today learning happens everywhere, on the go, and can be customised according to students' styles and preferences. The pedagogy has transitioned from teacher-centred teaching-learning to student-led and collaborative teaching-learning, experiential learning, critical learning, etc. This significant shift requires one to reimagine the very concept of teaching and learning.

1.3 Challenges Faced By Teachers Today

It is a well-known fact that the Teachers make all the other professions possible. But unfortunately, the teaching professionals have been facing grave career-related challenges at multiple levels. On the career-growth front, teachers generally stay in the same position for 10 to 20 years, which is a very long period compared to other careers. In addition, there is a lack of mentorship and knowledge sharing of skills required for progressing along the career ladder.



Current Challenges Faced By Teaching Professionals

With changing times, a teacher's role has transformed from that of a knowledge provider to a facilitator and a mentor. Unfortunately, teachers are not equipped with the appropriate skill set for this new role. National Education Policy 2020 has very clearly addressed these issues and concerns of teachers, where the focus is to ensure quality teachers at all levels of school education. NEP 2020 has made recommendations to improve teachers' work conditions, career management processes, professional development strategy, etc. The end goal is to enhance every teacher's ability to understand each student's developmental needs proactively. This effort will require a significant update to a teaching professional's job description, requiring a different skill set altogether. Also, new assessment methodologies will be necessary to holistically evaluate each teacher's performance and student's academic progress in a multidisciplinary environment. These methodologies will focus on 21st-century skills and child-led teaching rather than mechanical teaching and rote learning.

As a result, teachers are supposed not only to learn but to create newer and bespoke ways to keep today's learners engaged and motivated to learn. Thus, teaching professionals will need constant upskilling.

2. Professional Standards

Early Draft



2.1 Definition of Professional Standards

The term 'standards' is used with different meanings in different contexts and countries. Standards are statements about what is valued in the profession and are generally used to describe and communicate what is most desirable to achieve in terms of learning or practice. In the learning context, standards are defined as learning outcomes, but in a professional or occupational context, standards are defined as dimensions of competence, i.e., what someone should know and be able to do in order to be considered competent in a particular professional domain. In other words, standards are used as a benchmark or a tool of measurement of a professional's performance to be considered competent and quality performance.

"Standards are the statements that reflect what is valued in the profession, what is quality teaching with an underlying assumption of what quality learning is. The statements themselves formulate what these values imply for what teachers should know, should believe, and should be able to do."

2.2 Professional Teaching Standards

Standards, in general, are considered to define and measure the quality of teaching in a valid way. They represent "good teaching", as well as identify what "meeting the standards" means. Professionally, these standards are classified on the basis of their *purpose* and *coverage*. These standards may be generic or specific to the domains of practice. These can also be defined in a basic manner covering all teaching professionals together or progressively for teachers at different career stages, providing a roadmap from entry to advanced practice level.



Teaching Standards

2.3 Importance of Professional Standards

Professional Standards play a significant role in the Teaching-Learning process. They represent the knowledge with its impact on educational studies. Over the past several years, there has been a move towards promoting the professionalism of teachers through the development of teaching standards the

world over. Many nations have developed and implemented Professional Standards to enhance the quality of teaching. These are indicators of a teacher's effectiveness and focus on the skills and strategies facilitating the teaching and learning process.

It is important to note that these standards do not act alone. Their impact needs to be considered in the broader context, as they are related to and interact with other artefacts such as accompanying quality assurance tools and accreditation frameworks. These Professional Standards have a significant impact on initial teacher education to enter the profession. In some settings, professional standards have been used as a regulatory framework over the teaching profession, mainly due to the fact that teaching accreditation and licensing rely on the teachers passing the certification process.

These standards provide a framework that allows teachers to reflect on their own practice, enabling them to identify areas of their own professional development during their careers. Professional standards can be used in examining how the standards are implemented and what nature of change they exert. The standards impact the way performance and evaluation are conducted. Historically, evaluation was conducted by the supervisors based mainly on their views on teaching, which had its limitations including but not limited to subjectivity, non-measurable aspects, etc.

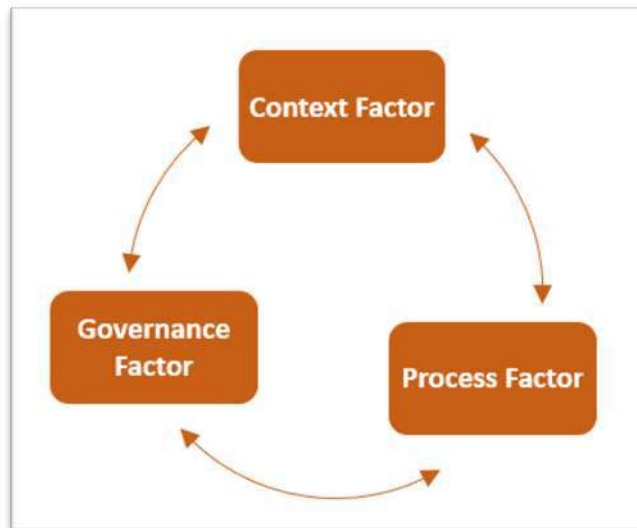
Teacher education programmes and qualifications must be subject to the accountable provisions to ensure consistency across the nation. To address the vast variation among teacher training institutes and across the levels of qualifications while bringing in accountability, a quality framework such as professional teacher standards and evaluation framework for teacher education is essential. These standards become a guiding path for pre-service teachers and in-service teachers.

A comprehensive teaching skills framework shall comprise standards for the following purposes :

- Defining the expectations of the role of teachers at different levels of expertise/stage
- Designing the initial professional preparation as well as continuing professional development of teachers
- Clarifying the competencies required by teachers
- Explaining the performance criteria for each career stage
- Managing teachers' careers, including tenure (after the probationary/tenure track period)
- Addressing the professional development pathways
- Giving the guidelines in conducting/undertaking performance appraisals (for salary increases, promotions, and other recognitions)
- Streamlining the Teacher Evaluation

2.4 Quality Assurance for the Teaching Profession

There are three significant interlinked factors impacting the quality of learning and teaching:



Quality Factors In Teaching Profession

1. *Context factor:*

It relates to the quality of the institutions which provide initial (pre-service) and continuing (in-service) professional education for teachers. It also includes the quality of educators who train teachers and other support staff.

2. *Process factor:*

It relates to the actual curricula and programmes of the institutions. It also includes the type of programme (skill-based or competency-based) they offer and how they certify trainee teachers. The outcome achieved determines the quality.

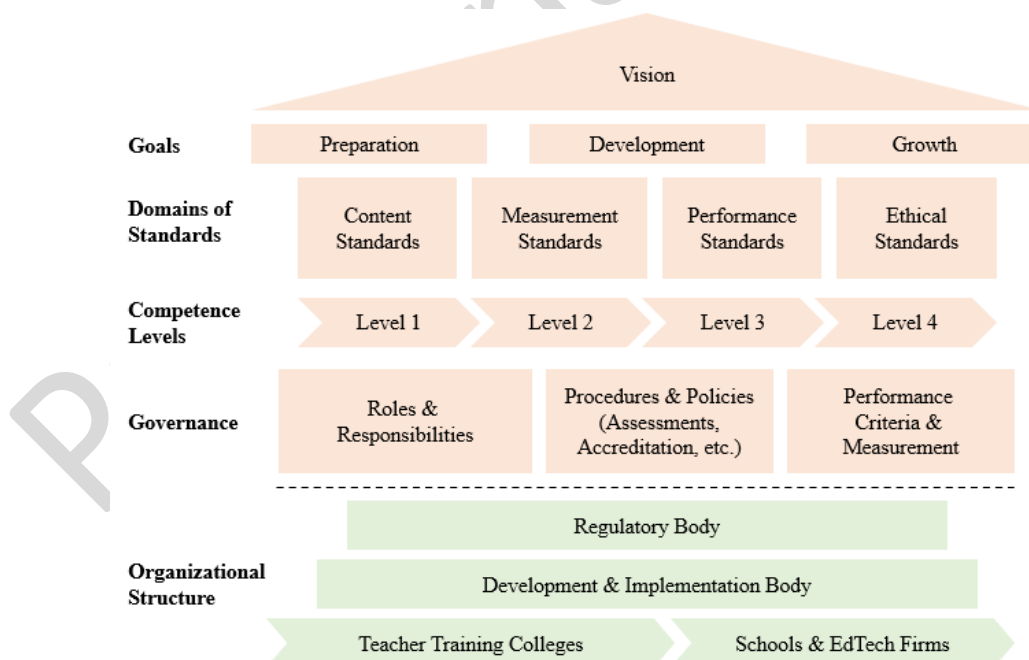
3. *Governance factors:*

It relates to the overall management, control of the institution (context), policies and processes.

2.5 Framework to assess Professional Standards

To meet the objectives, a well-structured and competent governance system is the *key* to successful policy setting, planning, execution and performance tracking. Separate institutions are assigned clear responsibilities to regulate, prepare, develop and utilise the teaching professionals efficiently. Thus, the comprehensive framework shown in the figure covers six key elements:

- *Vision*
- *Goals*
- *Teaching Standards' domains*
- *Competency Levels*
- *Governance and*
- *Organisational Structure*



Teacher Professional Skill Standards Assessments Framework

3. National Professional Standards For Teachers (NPST)

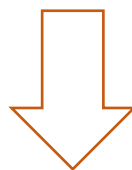


India is undergoing rapid changes in the knowledge landscape. Therefore, it has become critical to revamp the education system to meet the demands of the 21st century. India's National Education Policy (NEP) 2020 is the country's first education policy of the 21st century, and it aims to address the many growing developmental imperatives of our country. Teachers truly shape the future of our children, and, therefore, the future of our nation. To achieve the goal of holistic and quality education for all, NEP 2020 has laid particular emphasis on the development of the teaching profession and has put teachers in the centre of all reforms.

To inspire the best and brightest to enter the teaching profession and to empower teachers and help them to do their job as effectively as possible, the National Education Policy has mandated the National Council for Teacher Education (NCTE) in its restructured new form as a Professional Standard Setting Body (PSSB), to develop National Professional Standards for Teachers (NPST).

3.1 Relevance of NPST: NEP, 2020

A common guiding set of National Professional Standards for Teachers (NPST) will be developed The standards would cover expectations of the role of the teacher at different levels of expertise/rank, and the competencies required for that rank. It will also comprise standards for performance appraisal, for each rank, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes and determine all teacher career management, including tenure (after the probationary/tenure track period), professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised nationally in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system. (NEP 2020, para 5.20)



NEP 2020's Teacher Readiness Provisions to be Addressed by NPST



NEP 2020's Provisions For Improving Teacher Readiness

As per the NEP 2020, teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. It requires teachers to be grounded in Indian values, languages, knowledge, ethos, and traditions while also being well-versed in the latest advances in education and pedagogy. (Para15.1)

The National Professional Standards for Teachers (NPST) shall be public statements of what constitutes teaching quality and what is required to improve the educational outcomes of students in India. These standards shall be a set of guiding statements that define the expectation of the role of a teacher at different levels of expertise at different stages of a career. The standards shall also define what effective teaching looks like and what competencies are required to practice as a teacher in 21st-century schools at each stage of teaching career.

3.2 Teacher Career Progression in NPST

The NEP 2020 defines that the school education system will follow a 5 + 3 + 3 + 4 curricular and pedagogical structure, consisting of the Foundational Level (5 years covering age group 3-8 years), Preparatory Level (3 years covering Grades 3-5 and age group 8-11 years), Middle Level (3 years covering Grades 6-8 and age group 11-14 years, and Secondary Level (4 years covering Grade 9-12 and age group 14-18 years).

The National Professional Standards for Teachers (NPST) will inform the design of pre-service teacher education programmes and would cover expectations of the role of the teacher at different levels of expertise/rank and the competencies required for that rank.

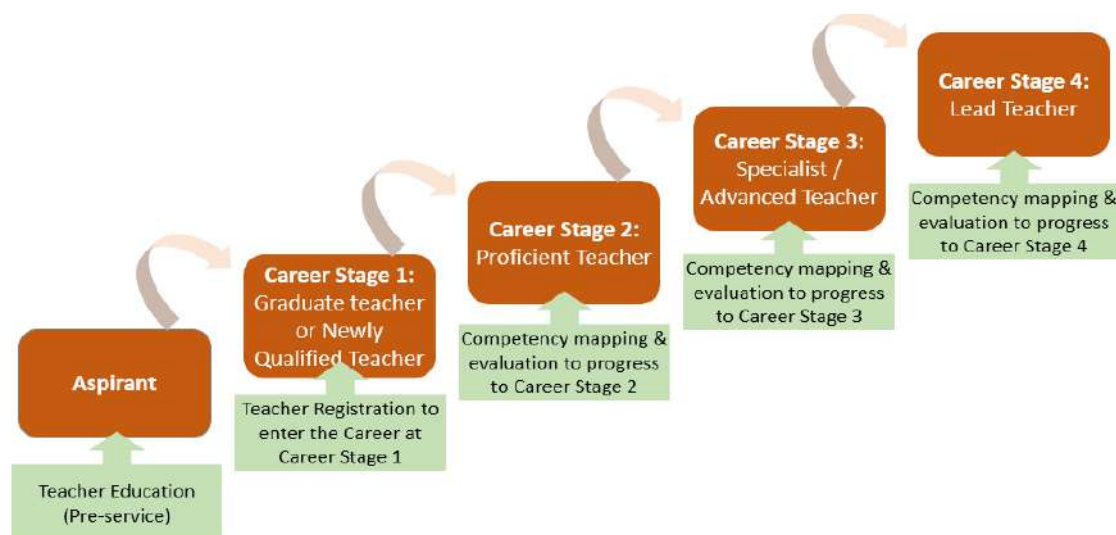
The Policy defines that teachers teaching in each of these school levels should have growth opportunities within each level without a need to move to another level for career progression. The teachers' career progression should be dependent on their professional skills, quality of teaching, and overall teacher performance. The current NPST document proposes four career stages and professional standards for teachers at each stage. These four stages have been defined as follows:

- Beginner Teacher (Pragammi Shikshak)
- Proficient Teacher (Praveen Shikshak)
- Expert Teacher (Kushal Shikshak)
- Lead Teacher (Pramukh Shikshak)

Teaching quality at all school levels will be sustained through a reflective, practice-based approach to continuous professional development and lifelong learning for teachers. The framework of professional standards for teachers recognises that professional development and performance review happens in a

continuum progression as teachers develop & refine their practice starting from learning through their initial professional preparation to professional development opportunities throughout their career.

Specific competency standards for teachers have been defined in the NPST to be achieved at each of the career stages in order to progress to the next stage. The next figure and section depict such a career progression from an aspiring teacher through the four career stages.



Teacher Career Pathway

NEP 2020 also specified the requirement of mandatory hours (50 hours per year) of continuous professional development (CPD). CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, individualised and competency-based learning and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling based approaches, etc. (para 5.15)

NPST Stages of the Teaching Career

(Growth Led by Levels of Teacher Competence)

The NPST is the guiding document that helps all the stakeholders involved in preparing and producing high-quality teachers. It provides a clear skills pathway for the teachers right from their decision of becoming a teacher till they complete their teaching journey to move to either an education leadership role or an education administrative role (many states provide lateral entry opportunities to teachers for administrative positions in education department). The document guides the initial teacher training institutions to create qualitative teacher preparation programmes and in-service education providers to

prepare qualitative continuous professional development programmes for each stage of the teachers' career. The document also provides the guiding framework for in-school mentors and teachers in advanced career stages to guide other teachers in initial career stages.

The NPST standards have been defined and classified as pre-requisite competencies to reach a particular stage of the teaching career. A teacher will meet the pre-requisites by acquiring the skills and sharing evidence of the competencies to reach the target career stage. On meeting the standards of a stage, a teacher gets certified and then formally progresses to that stage. After reaching a particular stage, the teacher shall apply the acquired competencies in the teaching practice and start working on competencies for the next career stage once ready to progress to the next career stage. For example, to reach career stage 1, that is, Beginner Teacher (Pragami Shikshak), a trainee teacher will develop the competencies listed under Beginner Teacher during the pre-service teacher education.

The competency mapping and progression to different career stages are explained below:

Pre-Service Preparation & Education

The journey of preparing for a successful teaching career starts from the first day of the initial teacher training of the teacher. The NPST charts the competencies that a trainee teacher should acquire while preparing for a teaching career. Hence, when prospective teacher decides to join the teaching profession, they will enrol in an approved teacher preparation programme offered by NCTE approved initial teacher training institutions. The institution will educate the trainee teacher on a curriculum that has been created based on the competencies required for reaching the first career stage of the teaching profession.

The standards for Beginner Teacher (Pragami Shikshak) shall be the minimum standards to be met by initial teacher training institutions in the curriculum planning & delivery of the programme. The trainee teacher will develop the requisite knowledge, skills, values and attitudes to support and carry out the teaching and learning process effectively through sustained practice and mentor support in their initial teacher training. Thereafter, the trainee teacher shall prepare evidence for her/his competencies required under the 'Beginner Teacher (Pragami Shikshak)' career stage. On successful completion of the initial teacher training programme and completing the evaluation process, the trainee teacher will be certified as meeting the standards and shall get a 'Beginner Teacher (Pragami Shikshak) Status'. This will be the beginning of their teaching career, and they will be directed towards taking their first full-time teaching job.

Initiating Level 1 – Beginner Teacher (Pragammi Shikshak)



A teacher who meets the standards under 'Beginner Teacher Stage' shall be hired by schools for teaching the learners at a particular school level. At this stage, a new teacher will be expected to demonstrate competencies relating to the level for which he/she is trained in terms of content knowledge, pedagogical knowledge and pedagogical skills/practices. The new teacher shall be supported by in-school mentors in developing own practice and strengthening the knowledge acquired in his/her pre-service education. The new teacher shall be collecting evidence of his/her practice and reflecting

on the learnings in the context of the competencies learnt in the pre-service education. The school-based mentors shall evaluate each Beginner Teacher's practice against Beginner Teacher standards and shall help the Beginner teacher in improving teaching delivery. Once the new teacher settles in the job role and reaches the optimum level of performance in implementing their acquired skills, he/she will be guided towards preparing for the next career stage, i.e., the 'Proficient Teacher Stage'. The teacher will be given opportunities for professional development for the next stage and will be guided towards acquiring skills and developing pieces of evidence related to the next career stage for the same school level. The standards for Proficient Teachers (Praveen Shikshak) shall be followed by *in-service training institutions* while preparing the training content for proficient teacher preparation. Once the teacher is ready for the next career stage, he/she will be guided towards applying for their skill evaluation and achieving the Proficient Teacher Status.

Reaching Level 2 – Proficient Teacher (Praveen Shikshak)



At this career stage, a teacher is expected to be professionally independent in the application of skills vital to teaching and learning. The proficient teacher shall be supported by in-school mentors in strengthening the knowledge they have acquired in the professional development programmes and their practice in the career stage 1. The school-based mentors shall evaluate proficient teachers against Proficient Teacher standards and shall help the proficient teachers in improving their teaching practice. Once the proficient teacher reaches the optimum level of performance in implementing the acquired skills, he/she will be guided towards preparing for the next career stage that is the Expert Teacher Stage. The teacher will be given opportunities for professional development for the next stage and will be guided towards acquiring skills and developing the evidences related to the next career stage for the same school level. The standards for Expert teachers (Kushal Shikshak) shall be followed by in-service training institutions while preparing training content for expert teacher preparation. Once the teacher is ready for the next career stage, he/she will be guided towards applying for their skill evaluation and achieving the Expert Teacher Status.

Career Level 3 – Expert Teacher (Kushal Shikshak)

At this career stage, a teacher will consistently display a high level of performance in their teaching practice, work collaboratively with colleagues, and provide colleagues with support and mentoring to enhance their learning and practice. In addition, an expert teacher will continually seek to develop his/her professional knowledge and practice by reflecting on one's own learning needs and those of their colleagues and students. The expert teachers shall be involved in peer observations and shall be responsible for their own and others' learning. The lead teacher shall evaluate expert teachers against Expert Teacher standards and shall mentor them for advancing to the next career stage. They will be guided towards acquiring skills and developing evidences related to the next career stage, i.e., the Lead Teacher Stage for the same school level. The standards for Lead teachers (Pramukh Shikshak) shall be followed by in-service training institutions while preparing training content for Lead Teacher preparation. Once the teacher is ready for the next career stage, he/she will be guided towards applying for their skill evaluation and achieving the Lead Teacher Status.



Career Level 4 – Lead Teacher (Pramukh Shikshak)



At this career stage, a teacher is expected to embody the highest standards of teaching grounded in best practices relating to the teaching-learning process. They will lead the teaching and learning and exhibit an exceptional capacity to improve their own teaching practice and that of others by developing learning communities in the schools. The school management or education leaders shall evaluate Lead Teachers against Lead Teacher standards and shall help the teacher in improving in their teaching practice. Lead Teachers would be taking on the role of mentor or peer leader to teachers in the earlier stages of a teaching career and shall lead in-school professional development programmes. The lead teacher shall be observed for their practice by education leaders and shall be trained by senior leaders for leadership roles.

3.3 Areas & Standards Of NPST

The career dimensions of the National Professional Standards for Teachers framework can be described through specific aspects of teachers' work. The framework is arranged in the following four interrelated areas called 'Standards' covering multiple domains.

1. Core Values & Ethics

This standard will cover domains related to core values and ethics a teacher is expected to develop at each career stage.

Constitutional
Values

Professional
ethics, values

Commitment to
students

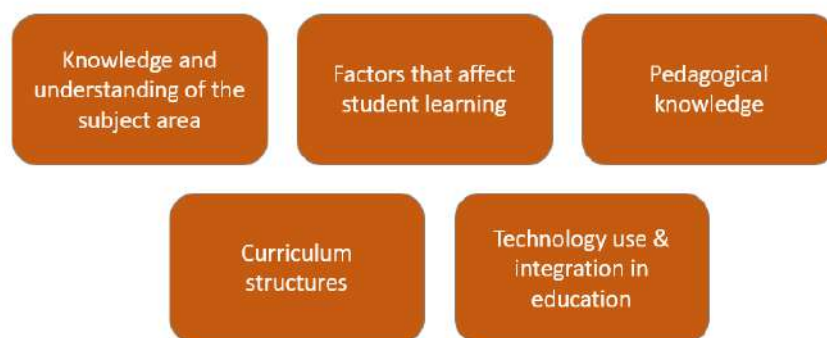
Professional
relationships

Commitment to
profession

Responsible and
ethical use of
technology

2. *Professional Knowledge & Understanding*

This standard will cover domains related to what a teacher is expected to know and understand about their students and about teaching-learning in order to function effectively at each career stage. The standards also map how a teacher designs developmentally appropriate learning experiences for children while carrying out the teaching-learning process and learning assessment.



3. *Professional Competence & Practice*

This standard will cover domains related to what a teacher is expected to be able to do effectively in applying professional knowledge and skills at each career stage for carrying out teaching-learning-assessment practices relating to one's specialisation (i.e., stage-specific teacher education programme).



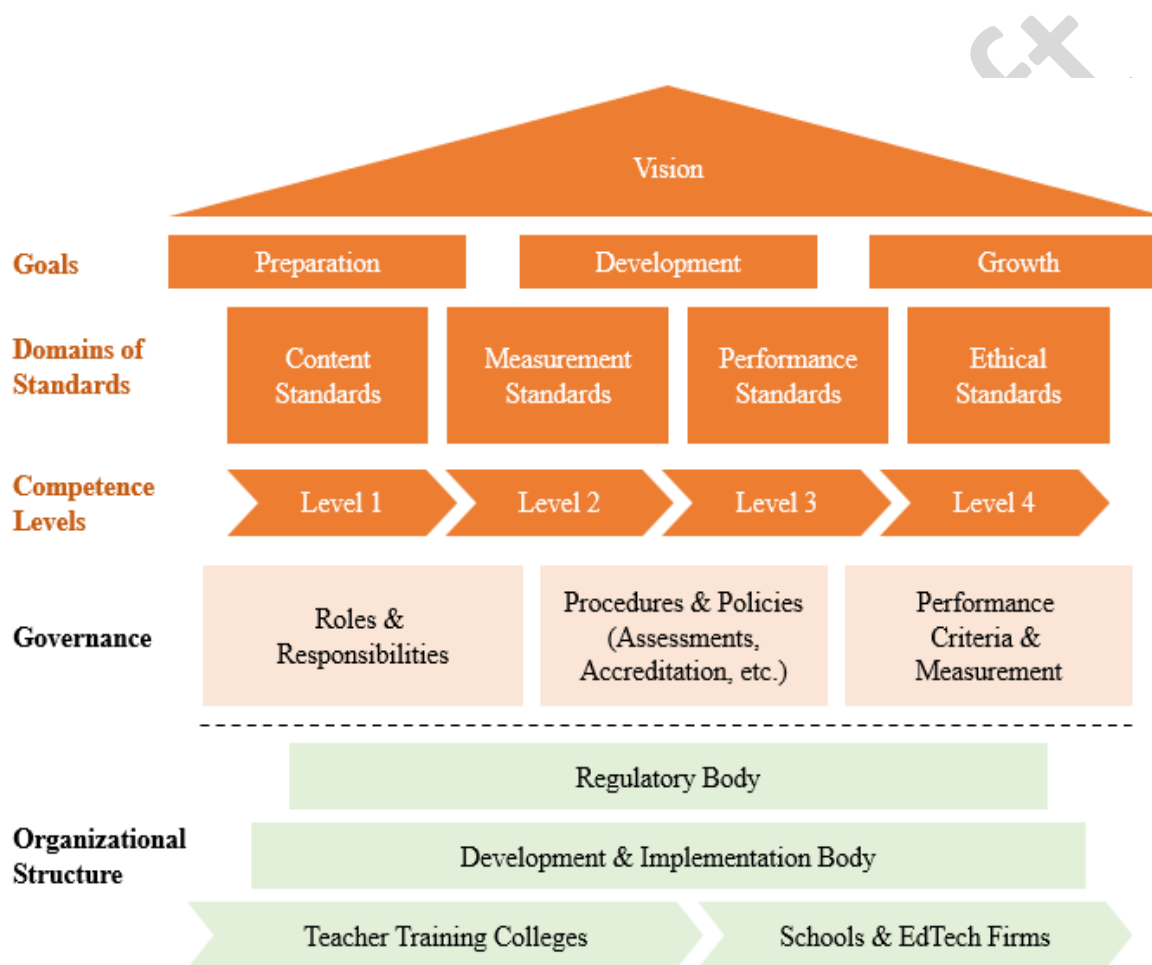
4. Professional Development & Growth

This standard will cover domains related to what a teacher is expected to do to improve professional knowledge/competence and practice at each career stage through participation in programmes for continuous professional development of teachers.



Teacher Professional Standards

The objective of the NPST document is to align the vision and goal of NEP 2020 with the domains of standards across the competence levels for Indian teachers and accordingly detail out the standards. These components have been highlighted along with the Teacher Professionals Framework suggested for India in the following figure.



Suggested Teacher Professional Standards Framework

To meet the vision of NEP 2020, the standards across the four standards mentioned in the previous section are defined elaborately to cover the lifelong career evolution of Teaching professionals, starting from Trainee to Qualified to a Lead Teacher. In addition, standards will contain measurement criteria for regular performance reviews for teachers at different levels, determining their promotions, salary raises, and skill development requirements.

The development of India's NPST is the centralised responsibility of the National Council for Teacher Education (NCTE), a statutory body of the Govt. of India. Teacher communities, educational

institutions, central and state-level implementation bodies, including NCERT, NIEPA, CBSE/State Boards, SCERTs, etc., shall be essential for implementing the teaching standards in their respective regions. However, dedicated expert support will have to be provided by NCTE to all the bodies to ensure adherence to the teaching standards and protocols.

Preliminary Draft

Standard 1: Core Values & Ethics

Core values and ethics that a teacher is expected to manifest at each career stage

Domain	Sub Domain	Performance Criteria			
		Beginner Teacher Level	Proficient Teacher Level	Expert Teacher Level	Lead Teacher Level
Constitutional Values		Demonstrate knowledge of the constitutional values	Embrace & practice constitutional values of the nation	Encourage students & peers to respect constitutional values	Promote the importance of constitutional values in the wider community
Professional ethics, values (like empathy, respect for others, cleanliness, etiquette, courtesy, democratic spirit, spirit of service, responsibility, pluralism, equality and justice)	Professional Ethics & values	Recognise the importance of upholding professional ethics and values	Illustrate practices and apply ethics and values in professional relations and teaching practice	Employ personal and professional strengths to uphold ethical standards and promote positive values among students and colleagues	Determine & model exemplary ethical standards and values by exercising sound judgements in all professional dealings and relationships
		Demonstrate behaviours that uphold professional ethics and values			
	Professional autonomy	Demonstrate understanding of professional autonomy	Practice professional autonomy & accountability	Support peers to practice professional autonomy and accountability	Lead initiatives to develop autonomy & accountability

Commitment to students – care, respect, trust and fairness in developing student potential	Wellbeing and potential of students	Identify strategies that support/promote student wellbeing and safety in the school system	Adopt practices that promote students' wellbeing and potential by exercising the highest level of professional judgment working cooperatively with colleagues and parents	Collaborate with colleagues to review wellbeing and safety practices and create new opportunities for enhancing students' wellbeing and potential	Inspire & encourage colleagues in providing opportunities for enhancing students' wellbeing and potential
		Demonstrate commitment in promoting students' wellbeing and potential			Organise initiatives to promote students' wellbeing and potential
	Dignity, respect and fairness	List the methods to treat students with dignity, respect and fairness	Create an environment in which students treat each other with dignity, courtesy, respect and fairness, while also promoting the open and critical exchange of ideas.	Involve students and colleagues to formulate a framework to promote dignity, respect and fairness	Encourage colleagues in employing different strategies to promote dignity, respect and fairness amongst all stakeholders such as students, parents, colleagues etc.
		Treat students with dignity, respect and fairness			
	Diversity (religious, gender, cultural, socio-economic, special needs, language)	Exhibit understanding and honour diversity in various forms	Apply the knowledge of diversity in the classroom	Integrate the knowledge of diversity in professional relations with students, colleagues and stakeholders	Determine new ways to promote diversity among students and colleagues

					Adapt communication based on the knowledge of diversity
Professional relationships	Relationships with students, colleagues, parents/guardians and the wider community	Describe the importance of maintaining effective and appropriate relationships with students, colleagues, parents/guardians and the wider community	Exhibit effective and appropriate relationships with students, colleagues, parents/guardians and the wider community	Employ effective and appropriate relationships with students, colleagues, parents/guardians and the wider community to develop teaching and learning	Identify and build opportunities for engaging with students, colleagues, parents/guardians and the wider community in developing education
	Right to privacy and confidentiality in professional relationships	Respect privacy and confidentiality in professional relationships	Maintain privacy and confidentiality in professional relationships	Promote the right to privacy and confidentiality in professional relationships among colleagues	Support the development of Policy to protect the right to privacy and confidentiality in professional relationships
		Respect the right to privacy and confidentiality in professional relations			
Commitment to the profession - integrity, legal compliance	Comply with rules, regulations, policies and legislations	Examine relevant rules, regulations, policies and legislations for the teaching profession	Employ relevant rules, regulations, policies and legislations of the teaching profession in own practice	Interpret rules, regulations, policies and legislations for the teaching profession and its implication for colleagues	Develop ways of implementation of organisational policies, procedures, rules and regulations.
	Highest image of the teaching profession	Exhibit positive behaviour in class, school, and publicly to uphold the dignity of the teaching profession	Adapt practices that uphold the dignity of the teaching profession	Identify and use strategies to build positive teaching and learning culture within the school	Act as a role model and employ personal and professional strengths and strategies to uphold the dignity of the teaching profession and build positive learning culture within and beyond school

	<p>Honesty and integrity in all aspects of their work</p>	<p>Describe the importance of discharging professional responsibilities with honesty, integrity and due diligence</p>	<p>Perform professional responsibilities with honesty and integrity and instil these values in students</p>	<p>Act with honesty and integrity in all aspects of professional work</p>	<p>Discharge professional responsibilities with honesty, integrity and due diligence and be an example of professionalism in the wider community</p>
<p>Responsible and ethical use of technology</p>		<p>Describe issues related to the use of technology and the importance of responsible and ethical use of technology in teaching and learning.</p> <p>Ensure safe use of technology in the classroom.</p>	<p>Employ strategies to promote responsible and ethical use of technology among students.</p> <p>Teach and train students to stay safe online inside and outside the classroom.</p>	<p>Reflect and compile best practices with colleagues for promoting the responsible and ethical use of technology</p>	<p>Lead initiatives to promote responsible and ethical use of technology among students and colleagues</p>

Preliminary



Standard 2: Professional Knowledge & Understanding

What a teacher is expected to know and understand in order to function effectively at each career stage

Domain	Sub Domain	Performance Criteria			
		Beginner Teacher	Proficient Teacher	Expert Teacher	Lead Teacher
Knowledge and understanding of the subject area		Demonstrate sufficient knowledge and understanding of subject matter knowledge to support student learning	Integrate knowledge and understanding of inter- and intra-subject content	Contextualise and integrate new knowledge in the subject area	Provide leadership in subject content development
			Keep up to date with developments in the subject area	Collaborate with colleagues and develop engaging programmes and activities in the subject area	Recommend and lead initiatives of enhancing subject knowledge of colleagues
Factors that affect student learning	Child development and its impact on learning to create developmentally appropriate learning experiences	Identify different stages and areas of development (cognitive, linguistic, social, emotional and physical) and their impact on learning	Apply knowledge of child development in identifying patterns of learning and development for individuals	Design and modify instruction to meet student's needs in each area of development (cognitive, linguistic, social, emotional, and physical)	Evaluate teaching and learning using the knowledge of stages and areas of developmental stages

				Collaborate with colleagues in creating developmentally appropriate learning experiences	Coach colleagues on how development in any one area may affect performance in others and advise them on designing appropriate learning experiences
	Understanding of learner diversity	Compare different learning styles and the learning needs	Identify learning styles of students in the class	Modify education plan and choice of learning resources to meet the diverse needs of students	Evaluate programme and student progress using knowledge of student diversity and learning style
		Explain the impact of different types of diversity on student learning	Take cognisance of students' diversity and identify their individual learning needs		Mentor colleagues on adapting instructions to meet the diverse learning needs of students
			Diagnose and address the diverse needs of students based on classroom experience		
Learning needs of students with disabilities and gifted	Describe different types of disabilities and their learning needs	Plan activities and teaching strategies to meet the special needs of students associated with disability and giftedness	Reflect and modify own instructions and selection of activities to enhance teaching and learning of students with special learning needs	Lead the development of teaching programmes and instructional design to support equitable participation of students with special learning needs (disability and giftedness)	

		Discuss the needs of gifted children and strategies to support their learning		Collaborate with colleagues on evaluating various activities and strategies for students with special learning needs (disability and giftedness) and compiling best practices	
		Discuss the importance of using individualised learning plans	Coordinate with specialists, professionals and parents to discuss the needs of learners to support their learning	Collaborate with specialists, professionals and parents in developing individualised learning plans (ILP) for students with special learning needs	
	Principles of inclusive education and their applications	Explain the principle of inclusive education and its application in teaching and learning	Apply the principles of inclusive education in teaching and learning to support the development of all students	Collaborate with colleagues in devising strategies to promote inclusive education	Use own experience of applying principles of inclusive education to advise on Policy and inform the development of inclusive teaching programmes
Pedagogical knowledge	Learning theories, instructional strategies and learning taxonomies	Demonstrate knowledge of learning theories, instructional strategies and learning taxonomies used in teaching	Apply knowledge of learning theories, instructional strategies and learning taxonomies in creating lesson plans in own subject/teaching area.	Reflect and evaluate selected learning theories and instructional strategies and adapt lesson plans in own subject/teaching area	Recommend colleagues in selecting learning theories, instructional strategies and use of learning taxonomies to create engaging lesson plans in the area of specialisation

				Develop developmentally appropriate learning goals/outcomes using learning taxonomies in own subject/teaching area	
		Discuss subject-specific instructional strategies		Collaborate with colleagues to develop engaging activities and teaching strategies in the subject/teaching area.	Lead in the evaluation of outcomes of activities and selected strategies in the subject/teaching area
	Strategies for developing critical thinking, creative thinking and higher-order thinking skills	Discuss teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	Employ a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	Reflect on own teaching practice and develop effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	Lead colleagues in reviewing, modifying and expanding their range of teaching strategies that promote critical and creative thinking, as well as other higher-order thinking skills.
	Teaching resources, tools and technologies in teaching and learning	Describe various teaching resources, tools and technologies used in teaching to meet students' needs	Able to identify appropriate resources, tools and technologies for learners and integrate their use in planning lessons and in teaching to engage students in learning	Identify new and emerging technologies that can support and promote student learning	Evaluate the use of resources, tools and technologies in the effectiveness of learning. Create resources using technologies and online platforms

		Able to use a variety of educational tools and technologies		Integrate new technologies in teaching and learning to meet diverse student needs	
	Differentiated instruction/teaching	Describe differentiated instruction/teaching strategies and their role in enhancing students' participation in learning	Employ strategies for differentiated instruction/teaching to engage students in learning	Reflect and adapt strategies for differentiated instruction/teaching to enhance learning	Mentor colleagues in creating developmentally appropriate differentiated activities and strategies to enhance the engagement of all students
			Identify and/or develop differentiated activities for all types of students	Collaborate with colleagues in reviewing differentiated activities and strategies and compile best practices	
Curriculum structures	Curriculum framework	Demonstrate understanding of the curriculum framework	Select resources and design learning experiences to achieve curricular goals as per the curriculum framework	Structure content to facilitate the development of concepts and skills in the subject.	Lead curriculum team and evaluate curriculum plans and materials to meet the requirements of the official curriculum
	Curriculum content for student learning	Understand curricular goals in your subject/teaching area		Advise colleagues on appropriateness and relevance of curriculum/learning plans	

					Develop alternative pathways to concepts and skill development in the subject
Technology use & integration in education		Understand the role of technology in education and incorporate the use of ICT in teaching and learning	Use appropriate technology tools for achieving	Select appropriate technology resources for achieving learning objectives	Evaluate the use of technology in teaching and learning
		Demonstrate knowledge and proficiency in the safe use of ICT (operations, software, applications, tools and internet)	Keep up to date with technology developments in education and implement new technology tools in the classroom	Reflect on the use of ICT resources	Advise colleague on selecting appropriate tools, software and applications to enhance teaching and learning
				Support peers on knowledge of developments in education technology and exploring technology tools	

Pre

Standard 3: Professional Practice & Competence

What the teacher is expected to do effectively while applying professional knowledge at each career stage

Domain	Sub Domain	Performance Criteria			
		Beginner Teacher	Proficient Teacher	Expert Teacher	Lead Teacher
Learning Plans	Learning goals and outcomes using knowledge of students to support their learning	Incorporate knowledge of learning taxonomies in creating learning goals and competency-based outcomes	Set appropriate learning goals and outcomes using curriculum framework for students to support their learning	Set high expectations and develop challenging yet achievable goals and outcomes meeting different needs of students and their learning	Use own experience to support colleagues in developing learning goals and objectives to meet the needs of students
	Plan learning experiences	Develop a learning plan in a subject/teaching area	Create lesson plans incorporating individualised learners needs	Create a series of lesson plans based on curriculum linking content back and forwards to build and deepen students learning	Lead the evaluation of the effectiveness of lesson plans in meeting the learning goals
				Reflect on the lesson plan based on assessment data and modify it to enhance teaching and learning	Mentor colleagues in developing appropriate lesson plans to meet the needs of all students, including students with special educational needs.

Lesson Delivery	Teach/Deliver the lesson in class	Deliver planned lessons in a class using appropriate instructional strategies in subject/teaching area	Deliver lessons in a class, using differentiated activities and ICT in subject/teaching area to meet curriculum requirements	Deliver engaging lesson in class, using differentiated instructional strategies and tools in subject/teaching area that promotes access to academic content standards for all students	Evaluate teaching practice by observing colleagues while teaching in class
		Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	Stimulate learner reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to learners' experiences.	Engage in peer observations to mutually benefit both colleagues	Provide constructive feedback to support/guide colleagues in improving their teaching practice
Classroom components & dynamics	Safe and positive learning environment	Able to organise facilities and resources to create a safe classroom	Organise facilities and resources to establish a safe learning environment	Optimise the use of available resources in setting up the classroom, ensuring students' safety	Evaluate the effectiveness of student safety and wellbeing practices of colleagues and guide them to improve/enhance their practices
		Discuss relevant policies that promote students' safety and wellbeing and implement them in class	Comply with relevant policies in creating and maintaining a safe, inclusive and positive learning environment to promote students' safety and wellbeing	Create resources using students' own skills to facilitate ownership of learning by learners Display effective strategies that ensure a safe, inclusive and supportive learning environment for all students through the consistent implementation of policies and regulations.	

			Encourage students to share their opinion without fear and take responsibility for their learning	Share own experiences of creating a safe and positive learning environment with colleagues to support their learning	Guide colleagues in understanding relevant policies that promote students' safety and wellbeing
	Classroom management	Demonstrate knowledge of classroom management approaches	Employ classroom management approaches in managing classroom	Establish a high work ethos with high expectations for students.	Work with students and colleagues in developing behaviour management rules, regulations/policy
		Provide clear instructions to conduct an activity	Work with students to establish and execute clear routines and rules to facilitate effective teaching and learning	Provide appropriate support and challenge	
		Use classroom space and teaching time effectively	Engage students in the development of their own learning	Maintain an appropriate balance between dominance and cooperation in the classroom	Advise colleagues in managing classroom
	Learner behaviour	Discuss approaches of behaviour management and	Establish positive behaviour expectations	Encourage the development of self-discipline and personal responsibility	Promote student self-discipline and leadership

		<p>Apply knowledge of positive behaviour management approaches</p>	<p>Manage behaviour by applying positive behaviour management approaches to ensure learning-focused environment</p>	<p>Manage challenging behaviour by employing effective and constructive behaviour management approaches and by applying positive and non-violent discipline to ensure learning-focused environments</p>	<p>Mentor and guide colleagues in selecting effective behaviour management strategies to manage challenging behaviour in a learning environment</p>
				<p>Share experience of using effective behaviour management strategies with a colleague to support them in managing challenging behaviour in the learning environment</p>	<p>Identify learning opportunities for colleagues to enhance their skills in behaviour management</p>
<p>Effective classroom communication</p>	<p>Multi-linguism (language of medium of instruction and an additional language)</p>	<p>Demonstrate proficiency in at least two languages (medium of instruction and an additional language) to deliver instructions</p>	<p>Deliver instructions using at least two languages to facilitate teaching and learning</p>	<p>Support colleagues in employing multi-linguism in class to facilitate teaching and learning</p>	<p>Advocate the use of multi-linguism to facilitate teaching and learning</p>
				<p>Promote the use of mother tongue to develop students' pride in their language & heritage</p>	

	Verbal and non-verbal communication	Discuss various verbal and non-verbal classroom communication strategies that encourage learners' engagement	Apply effective verbal and non-verbal classroom communication strategies to support learning and to encourage learners' engagement	Display a wide range of effective verbal and non-verbal classroom communication strategies to support learning and to encourage learners' engagement	Promote the use of verbal and non-verbal communication strategies to facilitate teaching and learning
Assessment of, for & as learning	Assessment strategies	Discuss the difference between the assessment of learning, assessment for learning and assessment as learning	Apply assessment of, for and as learning to support student learning	Build assessment of, for and as learning as a practice in self and peers	Mentor colleagues in employing assessment of, assessment for and assessment as learning
		Understand & use different types of assessment strategies and tools	Select appropriate assessment strategies based on students' learning needs	Develop and apply a comprehensive range of assessment strategies	Exhibit knowledge of assessment policies at the organisational level, state level and national level
		Create a set of questions to track student progress in a subject/teaching area	Create assessment activities to assess learning	Create assessment tools to inform & evaluate learning	Advise colleagues in selecting appropriate assessment strategies in line with assessment policy and curriculum requirements
		Use common strategies to assess and support student learning	Assess student learning using different types of assessment strategies and tools to meet the requirements of the curriculum	Work collaboratively with colleagues to review the design, selection, organisation and use of a range of effective assessment strategies	Evaluate assessment tools and exams for their effectiveness and their compliance with curriculum and examination board requirements.

	Assessment judgements	Understand the importance of grading and use of rubrics in assessment/exam to evaluate learning	Grade assessment/exam using rubrics and record assessment data on student performance using ICT	Create rubrics to grade and assess learning	Evaluate moderation/standardisation activities to ensure consistent and comparable assessment judgement of students learning
		Grade assessments and record data on student performance using ICT	Participate in moderation/standardisation activities	Conduct moderation/standardisation activities to ensure consistent and comparable assessment judgement of student learning	
	Assessment data	Discuss the role of assessment data as feedback in teaching and learning practices and programs.	Use assessment data in setting targets and in planning lesson	Use assessment data from various sources (internal and external assessment) for evaluating and modifying own teaching and learning	Lead the team to review exam data and student performance to evaluate teaching and learning and suggest interventions to improve teaching practice at grade level or school level
		Derive insight from student assessment data	Interpret student assessment data and monitor progress, attainment or achievement using assessment data	Identify areas of improvement and modify own teaching practice	
	Communication & Feedback	Communicate assessment judgements of student learning to students and parents and provide feedback on progress	Implement different strategies to communicate assessment judgement to students and parents and provide effective and appropriate feedback about student's performance	Employ selective strategies to communicate judgement and provide targeted feedback to support learning and progress	Mentor and guide colleague in applying appropriate strategy to communicate judgement decisions and to provide feedback

Standard 4: Professional Development & Growth

What the teacher is able to do to develop and grow in her professional practice

Domain	Sub Domain	Performance Criteria			
		Beginner Teacher	Proficient Teacher	Expert Teacher	Lead Teacher
Professional development	Learning needs	Seek and apply feedback from supervisors and teachers to improve teaching practices	Seek feedback from students, peers and supervisors about own practice and identify learning needs	Reflect on own teaching practice and identify learning needs	Lead the professional development team and identify the learning needs of colleagues (team) to enhance teaching and learning.
		Identify learning needs and establish goals for own professional development based on the feedback received on teaching practice	Create a professional development plan for their development	Plan personal and professional development goals and also support colleagues in identifying and achieving personal development goals	Plan and provide professional development opportunities to colleagues
			Support pre-service teachers to improve classroom practice		
	Reflection	Demonstrate understanding of reflective practices and able to reflect on own work	Use reflective practices to modify own teaching practice	Support colleagues in reflecting on their teaching practice to improve teaching and learning	Coach and mentor colleagues in applying reflective practices.

	Engagement & participation in learning community	Understand the purpose of personal and continuous professional development for teachers	Undertake professional development and growth activities aligned to a professional development plan	Stay up to date on the developments in teaching and learning	Lead the professional evaluation of learning programme that will meet the identified needs of professional development of colleagues
		Participate in professional development activities	Initiate and engage in professional discussion with colleagues for professional development	Engage in action research and share experiences with colleagues	Use action research to improve teaching and learning
				Collaborate with colleagues to evaluate and select appropriate learning programmes for professional development	Initiate communication with learning networks outside the school, within the state or at the national level
		Participate in learning communities within the school	Participate in learning communities within and outside of school. Co-present at conferences and seminars/webinars	Participate in learning communities within school and outside of school and contribute to it by sharing successful learning experiences.	Initiate learning community within the school and organise professional development sessions.
				Present their research and learning in conferences, seminars or webinars	Mentor colleagues to share their learning via seminars/webinars

Preliminary Draft

Illustration: Teacher Career Progression with NPST



The use cases/examples detailed below represent a pragmatic way of charting out the career progression of a teacher.

Use case/Example 1 presents a teacher named 'Ms. Preeti' who is a recent graduate of an approved teacher preparation programme and has met the stage 1 standards for Graduate Teacher. She has completed her pre-service education to teach at the foundational stage.

Use Case/Example 2 presents a teacher with prior experience in teaching. A teacher named 'Mr Pinto' is already in the education system and needs to be registered in National Teacher Registry to obtain Proficient Teacher Status.

Preliminary Draft

4.1 Example A

Ms Preeti loves teaching and wants to enter the teaching profession. Ms Preeti joins a Bachelor of Education programme at a leading university. She completed an approved programme of pedagogical study and internship at a local school under the guidance of her college faculty and proficient/expert teachers at the school. The college faculty and school mentors follow the guidelines for training and assessment as per the guidance of NCTE. She graduated as a Beginner Teacher after meeting professional teacher standards for Beginner Teacher. Now, Ms Preeti is a new graduate with a Bachelor Degree in Education from ABC College.

1. Ms Preeti registers herself for Teacher Eligibility Test. She prepares on the competencies required, takes the test (teacher eligibility) and clears it.
2. Ms Preeti applies to the National Council for Teacher Education or its nominated accreditation agency in her state to register herself in the National registry of teachers as a Beginner Teacher for the foundational stage.
3. The accreditation agency/school interviews her, assesses her credentials, and deems her eligible for the job. Ms Preeti meets the requirements, passes the interview, and is offered a job.
4. Ms Preeti joins the school and is assigned to teach grade 1 learners. She is also assigned a mentor teacher who works closely with her and supervises her teaching to guide her.
5. At the end of the induction period of 1 year, Ms Preeti's performance is appraised against Proficient Teacher Standards. She is guided on the missing competencies and on how to build a personalised self-development plan.
6. She works on her continuing professional development and adapts her teaching to the teacher standards. She develops her competencies with an NCTE approved training institute by attending certified courses.
7. After 3 years of teaching and collecting her evidence of teaching practice, Ms Preeti is confident about her practice and decides to evaluate her competencies on achieving professional teacher standards for career stage 2 (Proficient Teacher).
8. Ms Preeti takes self-assessment/skill scan for proficient teachers available on NCTE portal and finds herself ready for it.
9. Ms Preeti then goes for her 360 degree evaluation and professional appraisal. She applies for Proficient Teacher Status and submits her portfolio that evidences meeting National Professional Teacher Standards for Career Stage 2.

10. The assessment body assesses her competencies by employing evaluation strategies like evaluation of portfolio of teaching practice including the reports from her mentor teacher and feedback from different stakeholders. Once she is found eligible, she is given the Proficient Teacher Status. The NCTE registers her as a Proficient Teacher, and she moves to stage 3 of her teaching career.
11. Ms Preeti continues to participate in professional development activities to enhance her teaching practice and to meet the requirements for maintaining her registration. Ms Preeti also reflects on her practice and closely monitors her growth against Expert Teacher Standards.
12. Ms Preeti starts working to progress to the next stage of becoming an expert teacher. She decides to get evaluated on standards within 3 years.
13. Ms Preeti takes the self-assessment/skill scan for Expert Teacher, available on NCTE portal. Based on her assessment, she identifies the gap in competencies and plans for her professional development.
14. After a year, Ms Preeti applies for Expert Teacher Status evaluation and submits her portfolio with evidence of competencies meeting Professional Teacher Standards for Career Stage 3.
15. The assessment body assesses her credentials and portfolio of teaching practice, including the reports from her supervisor/mentor & feedback from stakeholders, and deems her eligible for Expert Teacher Status. The NCTE upgrades her registration to Expert Teacher for Foundational Stage.

4.2 Example B

Mr Pinto has completed his B.Sc. B. Ed. from the University of Coimbatore. He has been teaching Chemistry at a secondary school for the past seven years. He studies the NPST document and has to decide on a career stage for himself. He finds himself confused between proficient teacher as well as specialist teacher stage. He talks to his school Principal and shares his dilemma. The Principal guides him to take the self-assessment scan available on the NCTE portal and make an informed choice.

1. Mr Pinto takes self-assessment/skill scan available on NCTE/agency portal. He finds himself ready for Proficient Teacher Status and lacking in some competencies for Specialist Teacher Status.
2. Mr Pinto applies to the NCTE to register himself as Proficient Teacher and uploads his credentials and portfolio of teaching practice evidencing competencies that meet the National Professional Standards for Teachers for Proficient Teachers at Career Stage 2
3. The NCTE/agency assesses his credentials and portfolio of teaching practice, including the reports from his supervisor/mentor teacher, feedback from different stakeholders and his performance appraisal report and deems him eligible for Proficient Teacher Status. NCTE registers him as a Proficient Teacher at the Secondary level, and Mr Pinto is awarded the Proficient Teacher Status.
4. Mr Pinto continues to participate in professional development activities to enhance his teaching practice and to meet the requirements for maintaining his registration. He works on his continuing professional development and adapts his teaching to the teacher standards. He develops his competencies with an NCTE approved training institute by attending certified courses.
5. After 1 year, Mr Pinto is appraised, and he receives recommendation to apply to NCTE/agency to be evaluated for the award of the Expert Teacher Status.
6. Mr Pinto takes the self-assessment/skill scan for Expert teacher, available on NCTE/agency's portal and finds himself ready for Career Stage 3.
7. Mr Pinto applies to NCTE/agency for Expert Teacher Evaluation and submits his portfolio evidencing competencies that meet the Professional Teacher Standards for Career Stage 3.
8. The NCTE/agency assesses his credentials and portfolio of teaching practice, including the reports from her supervisor/mentor and his performance appraisal, and deems him eligible for Expert Teacher Status. The NCTE upgrades his status to Expert Teacher for Secondary level.
9. He continues his learning and growth journey and achieves the Lead Teacher Status in the next 5 years by following the same process.

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