



Talentel Faculty Report

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Name: PAUL SMITH

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School: ABC

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## **TALENTEL PROGRAM**

The impact of an institution can only be as effective as the members who are a part of it. A faculty member can create positive change in the classroom and in the lives of students. Research has shown that faculty members with a strong positive attitude towards teaching and high level of satisfaction about their performance, directly influence student achievement and self-esteem in schools. Faculty members not only play the role of educators, but that of role models as well. For effective talent management of faculty members, the need of the hour is a robust performance management methodology. Understanding the fundamental need for boosting faculty morale and improving teaching capabilities, Talentel fills in this lacuna through its unique Talentel Programme. At the end of the programme, faculty members will have clarity on role and expectations from the school, better understanding of themselves, their performance, potential and areas of development.

### **Performance: Goals**

To enable schools to improve their efficiency, it is necessary that every stakeholder is aware of the overall vision of the school. The aim of a Performance Goal-Sheet is to empower educational institutions to deliver quality education and allow faculty members to set specific, measurable, achievable, relevant and time-bound goals which help them improve their performance year on year, ultimately leading to improvement in the overall performance of the institution. Therefore, having a Performance Goal-Sheet helps to keep an objective approach in achieving individual goals which are in sync with institutional goals.

### **Potential: Competencies**

Potential is the latent competencies or qualities in faculty members that may be developed to lead to future success. The Talentel Potential Evaluation measures the talents and competencies of the faculty members based on the institution's Competency Framework. This framework includes In-Classroom Observations, Reviewer, Peer, Student and Self-Feedback with the pre-defined Competency Framework as the benchmark. The Potential Evaluation will be beneficial to faculty members in understanding their strengths and areas of development with respect to each of the competencies.

## WHAT THIS REPORT OFFERS:

### Part 1: Talentel Code



This provides the Talentel Code that will help you align on the Creator, Nurturer and Enabler clusters.

### Part 2: Performance: Goals Analysis



This provides an analysis of your Performance Evaluation. A snapshot of your Goal-Sheet is provided along with your Reviewer's rating of the goals. A key analysis of your Goal-Sheet is also given.

Section A: Goal-Sheet

Section B: Key Analysis

### Part 3: Potential: Competencies Analysis



This provides an analysis of the Potential Evaluations that were conducted for you.

Section A: Key Analysis

Section B: Overall Competency Analysis

Section C: Self Review vs Overall Rating

Section D: Peer Review Rating

Section E: Reporting Manager Comments

Section F: Knowledge, Skill, Attitude Rating

### Part 4: Summary



This summarises your rating on Performance and Potential.

Section A: Talentel Score

Section B: Key Focus Areas

Section C: Areas of Development

Section D: Individual Development Plan



## Part 1: Talentel Code

This provides the Talentel Code that will help you align on the *Creator*, *Nurturer* and *Enabler* clusters.

## Part 1: Talentel Code

The Talentel Code will help you align on your primary Cluster from the Clusters of Creator, Nurturer and Enabler. The longest bar signifies the Cluster that you **'Most Likely'** belong to and the shortest bar signifies the Cluster that you **'Least Likely'** belong to. Following are your bars in decreasing order of match:

**OVERALL TALENTEL SCORE: 2.5/ 4.0**

### CREATOR

3.3/ 4.0

You build and adopt new methodologies to make learning more effective and impactful



- You foster creativity and innovation in your teaching methods
- You constantly update your subject knowledge with developments in the industry
- You customise your curriculum to enhance student learning

### NURTURER

2.4/ 4.0

You foster an environment that helps the students and institution grow, develop and succeed



- You understand different learning styles of your students and adapt your teaching to it
- You engage well with your peers and work effectively in teams
- You effectively address the needs of various stakeholders involved in the institution

### ENABLER

1.8/ 4.0

You keep things organised and well managed while adhering to commitments and timelines



- You promote the sharing of ideas and knowledge to encourage student interaction
- You adapt your behaviour to changing situations or circumstances around you
- You multitask efficiently and are keen to achieve the best results for the institution



## Part 2: Performance: Goals Analysis

This provides an analysis of your Performance Evaluation. A snapshot of your Goal-Sheet is provided along with your Reviewer's rating of the goals. A key analysis of your Goal-Sheet is also given.

**Section A:** Goal-Sheet

**Section B:** Key Analysis

## Section A: Goal-Sheet

Your Goal-Sheet consists of two parts:

1. **Output:** The Output part of the Goal-Sheet looks at the tangible outcomes and results that you achieve
2. **Input:** The Input part of the Goal-Sheet looks at all the efforts that you are putting in to achieve your goals

Your Goal-Sheet has been rated by your Reviewer using the following colour scheme:

- Goal Not Achieved    
 ● Goal Attempted    
 ● Goal Achieved    
 Partially ● Goal Achieved

Following is a snapshot of your Goal-Sheet:

### OUTPUT

#### OVERALL EXCELLENCE

SCHOLASTIC EXCELLENCE				
GOALS	SMART TARGETS	SELF REVIEW	REVIEWER COMMENT	
Increasing the average percentage of a class over previous year	Increasing the average percentage by 5%	Goal achieved	<u>Reporting Manager:</u> Goal achieved. Great effort	●
Decreasing the lowest scorers in a class over previous year	Reducing the number of students in the lowest grade by 30%	Goal achieved Eg. In the first term, students got less than 30% but after the first term they improved	<u>Reporting Manager:</u> Goal partially achieved. The target could have been more achievable	●

CO-SCHOLASTIC EXCELLENCE				
GOALS	SMART TARGETS	SELF REVIEW	REVIEWER COMMENT	
Increasing the number of medals/ awards achieved in a co-scholastic activity/ sport	At least 3 medals in Inter-school English debate/ extempore competitions	Goal partially achieved. 2 medals won	<u>Reporting Manager:</u> Goal attempted	●

## INPUT

### CREATOR

The Creator Bucket of the Input section looks at all the resource creation and adoption initiatives taken up by you. It could be with curriculum development or the usage of innovative teaching methodologies employed in teaching.

INNOVATING THROUGH NEW METHODOLOGIES				
GOALS	SMART TARGETS	SELF REVIEW	REVIEWER COMMENT	
Conducting classes using technology as a tool (Powerpoint Presentations etc.)	Conduct 1 class in two months with the help of Powerpoint Presentations	Goal achieved Grammar topics as well as some of the chapters introduced through Videos and PPT's	<b>Reporting Manager:</b> Goal attempted. Technology can be integrated into the classes in a better manner	●
CREATING & DEVELOPING CURRICULUM				
GOALS	SMART TARGETS	SELF REVIEW	REVIEWER COMMENT	
Creating, detailing and/or implementing out the lesson plan, lesson notes, modules, exercises and/or quizzes for effective facilitation of the subject	A set of well read lesson plan by adding at least 2 worksheets, activities or reading extracts	Goal achieved I've given many worksheets, question banks also before summative exams	<b>Reporting Manager:</b> Goal achieved. Good initiative	●
Creating assessments to check learning of subject concepts, frameworks or methodologies	Distribution of 2 worksheets in a month in addition to assessment through class activities	Goal achieved Introduced activities related to the chapters	<b>Reporting Manager:</b> Goal achieved	●



## INPUT

### NURTURER

The Nurturer bucket of the Input section looks at the developmental initiatives that are taken up by you. The goals (objectives) in this section will help you in understanding what you need to improve upon to develop the institution, students and yourself.

SCHOOL DEVELOPMENT INITIATIVES				
GOALS	SMART TARGETS	SELF REVIEW	REVIEWER COMMENT	
Organising/ managing a subject related festival/ conference/ inter-school competitions	1. 1 inter school competition 2. 2 intra school competitions	1. 1 inter school competition 2. 2 intra school competitions	<u>Reporting Manager:</u> Goal achieved	●
SELF DEVELOPMENT INITIATIVES				
GOALS	SMART TARGETS	SELF REVIEW	REVIEWER COMMENT	
Constantly upgrading subject expertise by attending workshops/ seminars/ conferences	Attend 2 training workshops per year	Attend 2 training workshops per year	<u>Reporting Manager:</u> Reporting Manager: Goal achieved	●
STUDENT DEVELOPMENT INITIATIVES				
GOALS	SMART TARGETS	SELF REVIEW	REVIEWER COMMENT	
Organising guest lectures/ field trips/ activities to enhance student learning	Provide 3-4 books to each child in a academic year	Provide 3-4 books to each child in a academic year	<u>Reporting Manager:</u> Goal partially achieved	●

## INPUT

### ENABLER

The Enabler bucket of the Input section is concerned with working effectively with the systems and processes of the institution. It is vital that you adhere to the academic and institution calendars to ensure smooth functioning.

IMPLEMENTING THE ACADEMIC CALENDAR				
GOALS	SMART TARGETS	SELF REVIEW	REVIEWER COMMENT	
Completing syllabus & corrections in a timely manner	100% adherence	Goal achieved	<b>Reporting Manager:</b> Goal achieved	●

ADHERENCE TO SYSTEMS & PROCESSES				
GOALS	SMART TARGETS	SELF REVIEW	REVIEWER COMMENT	
Meeting all deadlines for submission of student documents/ reports	100% adherence	Goal achieved	<b>Reporting Manager:</b> Goal achieved	●

## Section B: Key Analysis

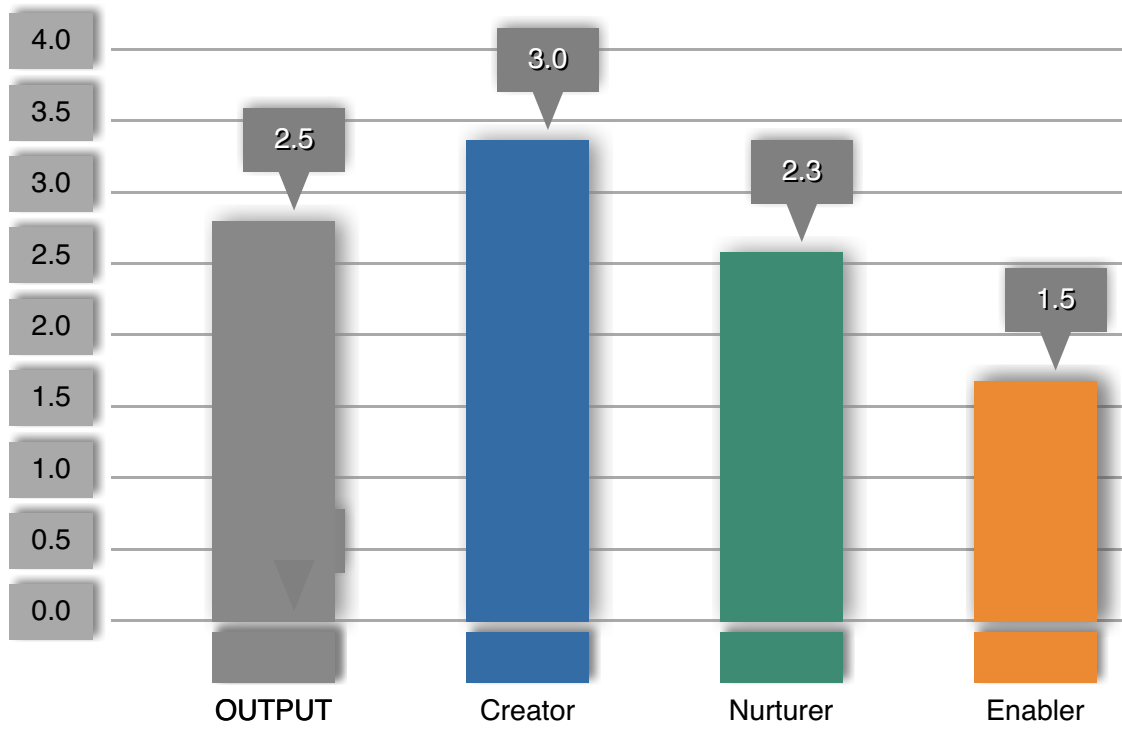
Based on your Goal-Sheet, your Reviewer has rated the goals, providing feedback on the goals that indicate high performance and those that indicate low performance.

### Comments:

Paul has been a consistent and enthusiastic team member. He has done great things for the institution this year. Well done!

SAMPLE REPORT

# GOALS EVALUATION



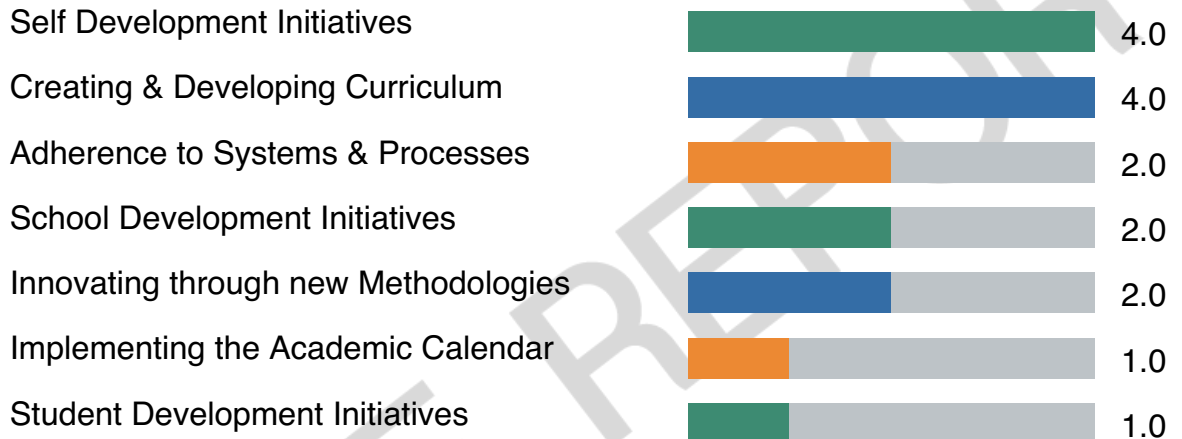
**YOUR OVERALL PERFORMANCE: GOALS SCORE: 2.4/ 4.0**

An analysis of this overall score reveals the Criteria with high scores and low scores. These Criteria have been provided to help you align on your strengths and areas of development.

### OUTPUT



### INPUT



#### High Performing Goals (Performance Criteria)

- Self Development Initiatives
- Creating & Developing Curriculum

#### Low Performing Goals (Performance Criteria)

- Implementing the Academic Calendar
- Student Development Initiatives



## Part 3: Potential: Competencies Analysis

This provides an analysis of the Competencies Evaluations that were conducted for you. The scoring from the In- Classroom Observations, Reviewer Feedback, Peer Feedback, Student Feedback and Self-Feedback is provided.

**Section A:** Key Analysis

**Section B:** Overall Competency Analysis

**Section C:** Self Review vs Overall Rating

**Section D:** Peer Review Rating

**Section E:** Reporting Manager Comments

**Section F:** Knowledge, Skill, Attitude Rating

## Section A: Key Analysis

Your overall Potential score has been derived from your Competency Evaluation(s). The overall score is a weighted average of your individual scores from the various Competencies Evaluations.



**YOUR OVERALL POTENTIAL: COMPETENCIES SCORE: 2.7/ 4.0**

An analysis of the overall Potential score reveals the Competencies with high scores and low scores. These Competencies have been provided to help you align on your strengths and areas of development.

### Areas of Strength (Competencies)

- Ability to Customise Curriculum
- Ability to Upgrade Subject Expertise

### Areas of Development (Competencies)

- Ability to Deliver in Classroom
- Ability to Adapt & Enable Change

## Section B: Overall Competency Analysis

The Competencies Evaluation score has been obtained from:

- In-Classroom Observations (Ic)
- Reviewer Feedback (Re)
- Peer Feedback (Pe)

These Evaluations have been facilitated through an Competency Framework which considers 9 primary Competencies that every member should ideally possess.

Your scores on the 9 Competencies are as follows:

Cluster	Competency	Overall Rating
Creator	<b>Ability to Innovate in the Classroom: Ic, Re</b> <ul style="list-style-type: none"> <li>• Promotes learning using alternate teaching techniques (flip class, web-based learning)</li> <li>• Fosters an attitude of learning in students, provides them with forums to think differently and experiment with new ideas or approaches</li> <li>• Experiments with or creates new teaching methods on a regular basis</li> </ul>	3.4
	<b>Ability to Upgrade Subject Expertise : Re</b> <ul style="list-style-type: none"> <li>• Has thorough knowledge of content. Faculty seek him/ her out for guidance. Takes an initiative to provide support to other faculty members on the subject</li> <li>• Regularly shares subject updates, new concepts, sector developments and her/ his own experience of applying the same in the classroom with peers</li> <li>• Encourages students to ask probing questions to help them seek clarity on key concepts. Focuses on students applying their learning through project work and experimentation</li> </ul>	3.7
	<b>Ability to Customise Curriculum: Re</b> <ul style="list-style-type: none"> <li>• Is updated on subject developments, hence consistently incorporates the same in the content for curriculum delivery. Is an expert on curriculum design/ content creation</li> <li>• Mentors other teachers and shares best practices for lesson planning that are contextualised to the changing needs of diverse students, including cross-curricular references</li> <li>• Encourages peers to use a variety of assessments to enhance student learning customised to their individual needs and ensures learning outcomes are met</li> </ul>	3.7
Nurturer	<b>Ability to Realise Student Potential: Ic, Re</b> <ul style="list-style-type: none"> <li>• Attempts to encourage a spirit of teamwork and mutual respect in the classroom</li> <li>• Is selective in valuing contributions of students, allowing only some students to speak their minds</li> <li>• Values the importance of gauging individual student learning needs, but is unable to do so without assistance</li> </ul>	2.1
	<b>Ability to Collaborate with Peers: Pe, Re</b> <ul style="list-style-type: none"> <li>• Shows concern and respect for peers and takes their view points into account. Is mature in dealing with peers and ensures that due respect is given to them. Is unbiased in his/ her approach towards peers</li> <li>• Proactively reaches out to peers and actively contributes in group work. Is extremely committed to his/her work and takes complete accountability for the work</li> <li>• Proactively takes charge of the situation and is able to deliver good quality work</li> </ul>	2.8



Cluster	Competency	Overall Rating
	<p><b>Ability to Engage Stakeholders: <i>Re</i></b></p> <ul style="list-style-type: none"> <li>• Understands the interests and needs of stakeholders. Ensures the school values are upheld while the needs of the stakeholders are met</li> <li>• Tracks external factors and engages with stakeholders that influence the school. Plans for contingencies while addressing any concerns</li> <li>• Acts upon stakeholder feedback and seeks the same in the context of any school activity</li> </ul>	2.7
Enabler	<p><b>Ability to Adapt &amp; Enable Change : <i>Re</i></b></p> <ul style="list-style-type: none"> <li>• Seems unable to function without well-defined rules and processes</li> <li>• Seems comfortable with status quo and is unwilling to question even if need be. Fails to assess oneself in times of change</li> <li>• Seems closed to feedback related to one's performance</li> </ul>	1.3
	<p><b>Ability to Deliver in Classroom: <i>Ic, Re</i></b></p> <ul style="list-style-type: none"> <li>• Attempts to deliver the subject curriculum as per plan, needs follow up and guidance</li> <li>• Makes some effort to prepare before a class on how topics are to be taught</li> <li>• Has low class participation. Attempts to address student queries, but might not be able to do so with clarity</li> </ul>	2.0
	<p><b>Ability as an Administrator : <i>Re</i></b></p> <ul style="list-style-type: none"> <li>• Proactively tracks timelines and quality standards for all documentation</li> <li>• Proactively multi-tasks and monitors work priorities on an ongoing basis</li> <li>• Takes end-to-end ownership for his/ her daily deliverables and responsibilities</li> </ul>	2.7

## Section C: Self Review vs Overall Rating

This section provides an insight on how you have rated yourself on each of the Competencies and how others have rated you on the same.

Cluster	Competency	Self Review	Overall Rating
Creator	Ability to Innovate in the Classroom: <i>Ic, Re</i>	3.3	3.4
	Ability to Upgrade Subject Expertise : <i>Re</i>	2.7	3.7
	Ability to Customise Curriculum: <i>Re</i>	3.7	3.7
Nurturer	Ability to Realise Student Potential: <i>Ic, Re</i>	3.7	2.1
	Ability to Collaborate with Peers: <i>Pe, Re</i>	3.7	2.8
	Ability to Engage Stakeholders: <i>Re</i>	3.3	2.7
Enabler	Ability to Adapt & Enable Change : <i>Re</i>	3.7	1.3
	Ability to Deliver in Classroom: <i>Ic, Re</i>	4.0	2.0
	Ability as an Administrator : <i>Re</i>	2.3	2.7

## Section D: Peer Review Rating

This section provides an insight on how your peers have rated you on each of the Peer Review Sub-Competencies. Your Peer Review Rating has been done by 1 peer(s).

Cluster	Competency	Peer Rating
Nurturer	Ability to Collaborate with Peers	2.7
Not Available		

## Section E: Reporting Manager Comments

With regular feedbacks and handholding, Paul has grown in his domain understanding and clarity.

## Section F: Knowledge, Skill, Attitude Rating

This section provides an insight on how you have been rated on the parameters of Knowledge, Skill & Attitude.

Parameter	Rating
Knowledge	3.6
Skill	2.6
Attitude	2.5

SAMPLE REPORT



## Part 4: Summary

This summarises your rating on Performance and Potential.

**Section A:** Talentel Score

**Section B:** Key Focus Areas

**Section C:** Areas of Development

**Section D:** Individual Development Plan

## Section A: Talentel Score

The Talentel Score has been derived from the Goals and Competencies Evaluations.

### Summary of Your Scores



Performance: Goals Score: 2.4/ 4.0



Potential: Competencies Score: 2.7/ 4.0

**YOUR TALENTEL OVERALL SCORE: 2.5/ 4.0**

## Section B: Key Focus Areas

Your Key Focus Areas under the Goals Evaluation are as follows:



### Low Performing Goals (Performance Criteria)



**Implementing the Academic Calendar:** Implementing the Academic Board Calendar involves following the systems and processes that are in place in the institution. For schools, such a system would be the Board/Academic Calendar that keeps a track of the activities of the school. Implementing it efficiently would involve meeting curriculum requirements, internal deadlines, completing corrections on time, completing syllabus on time etc.



**Student Development Initiatives:** Student Development Initiatives refer to those activities that you can take up to enhance student learning and ensure that they are developing to the best of their potential. This can be done by increasing student participation in various extra-curricular activities, encouraging them to participate in course related activities, organising field trips that will enhance their subject knowledge and identifying different learning activities that will help them develop their capabilities.

## Section C: Areas of Development

Your Areas of Development under the Competencies Evaluation are as follows:



### Areas of Development (Competencies)



**Ability to Deliver in Classroom:** An effective learning environment is created when all the stakeholders involved are participating actively. Encouraging students to do some prior reading on their lesson and researching on concepts will create a healthy classroom environment and help you in delivering your class well. Facilitating group discussions on the subject matter and pushing your students to ask doubts will greatly help in making your class highly interactive and interesting.



**Ability to Adapt & Enable Change :** In any organisation, there will always be various factors that are continually changing. Adjusting your behaviour to new information and circumstances is vital to ensure optimal performance. Having the ability to successfully engage in, navigate new circumstances and create opportunities is critical to your role. If you receive feedback from others, try to take it in a positive sense and see it as a tool for improvement. Taking an initiative to provide feedback to your peers will also be highly beneficial in increasing efficiency and aligning your team towards the vision of the school/ organisation.



## Section D: Individual Development Plan

An Individual Development Plan is created to help you develop the least scoring Competencies as per the Potential Evaluation.

### **Ability to Deliver in Classroom**

**Goal:** To foster learning by ensuring open channels of communication for sharing ideas and knowledge. To encourage students to prepare before class thus driving positive dialogue on various subject related matter.

#### **Questions to be addressed:**

- How do you decide the delivery method for your lesson? (For eg: Blackboard teaching, activity based teaching etc.)
- Do you think it is important to create timelines and schedules for different topics in your curriculum?
- What are the ways in which you can foster an interactive environment in your class? (For eg: By organising subject specific debates, simulations etc.)
- Do you encourage student participation in your class? How can you enhance it?
- Are you able to improvise on your teaching style as per changes in your classroom?

S.No.	Action Points	Timeline	Surrounding Needs	Achieved? Yes/No
1.				
2.				
3.				

## **Ability to Adapt & Enable Change**

**Goal:** To be able to adapt one's behaviour in accordance with changing situations and circumstances and stay open to experimenting with new ideas and ways of doing things. To also be able to guide others on how they can adapt themselves so as to support the vision/ objectives of the school.

### **Questions to be addressed:**

- How comfortable are you with changes in your surrounding?
- What initiatives have you taken to enable change around you?
- Would you prefer working in a system that is structurally stable or one that keeps evolving? Why?
- How would you react to receiving negative feedback from your reviewer, peers and students ? Give examples.
- Give instances of how you have incorporated feedback that you have received from your reviewer, peers and students .

<b>S.No.</b>	<b>Action Points</b>	<b>Timeline</b>	<b>Surrounding Needs</b>	<b>Achieved? Yes/No</b>
1.				
2.				
3.				

For any feedback or questions, write to us at:  
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SAMPLE REPORT