MINISTRY OF EDUCATION

Principal Performance Appraisal

Policy & Procedure

Professional Development Unit

August 2008

om the Minister of Education

The role of formal education has evolved beyond the provision of basic instructions in reading, writing and arithmetic, and the public concern about student achievement has increased the need for accountability among the school boards, principals, teachers, and all those involved in the process of education. We face the peculiar challenge of meeting the expectations of world-class teaching, learning and leading in a dynamic society. Hence, the role of all involved in our education system has been diversified. There is a call for greater efficiency, accountability, and transparency in education. Within this context the school principal has a unique and critical role to play. He/She is often cited as the key to the success of a school and the performance of its students. It is therefore apparent, that the evaluation of principals must be revised to reflect their diverse roles and provide for more accountability.

The Ministry of Education understands and appreciates the key role that principals play in attaining and maintaining quality education. We want to ensure that principals are performing at their best. We must provide a basis for determining quality assurance. It is against this background that the Principal Performance Appraisal Programme was developed in an effort to standardize the process of evaluation among all principals in the education system

The performance appraisal system for principals was carefully developed after intensive scrutiny of various performance appraisal systems and consultation with stakeholder groups. This appraisal system was created with emphasis on the importance of motivation, professional development and the optimal utilization of resources, necessary for achieving the goals of the Ministry of Education. I endorse this programme as one that will highlight the principals' successes, help to improve their performance, provide opportunities for them to develop and improve their skills and competencies, and share best practices.

high priority of the Ministry of Education. Therefore, this ... monitored, evaluated and adjusted overtime as we learn from our experiences. It is hoped that principals will see the worth of this programme, as it will present a realistic picture of the principal's priorities and practices and will offer valid insights into the principal's leadership abilities.

Hon. Andrew Holness

Minister of Education

From the Permanent Secretary

...leadership provided by a principal is critical to the ... a principal is constantly evolving. The principal is responsible for the day-to-day operations of his/her school community which impact the performance of all students. Leadership, collaboration, cooperation, and inspiration must be a part of their daily routine. As accountability for student performance becomes an ever larger factor in determining a principal's effectiveness, fair and consistent evaluation is fundamental.

The Ministry of Education knows that having a properly designed performance management system for principals is important in facilitating individual and organizational effectiveness. The Principal Performance Appraisal Programme is a tool for growth, providing an excellent opportunity to identify the developmental needs of principals. It is a cyclical process involving evaluation, feedback and support through activities such as mentoring and coaching.

The Principal Performance Appraisal Programme will serve as a guide for principals to reflect upon and improve their effectiveness as school leaders. The appraisal will provide ways to measure the principals' skills and accomplishments with reasonable accuracy as performance will be measured against set standards. These standards reflect a broad professional consensus on the roles and responsibilities of principals.

I endorse and support this programme as one that will help to uphold the principles of accountability and transparency, which will ultimately result in the improved performance of our schools, as more opportunities will be provided for key stakeholders to have an input in the growth and development of school leadership. I trust that you will grasp this opportunity to work with our principals as we strive to improve our education system.

Barbara Allen(Ms.)

Permanent Secretary (Actg)

n the Chief Education Officer

The Principals' Performance Appraisal Programme is one of the Ministry of Education's many responses to the nation's call for greater accountability and efficiency of the education system. We are committed to providing a regular account to parents, interest groups and the general public, on how well the system is serving our students. The school principal is one of our major partners in education. As such, he/she makes a real difference in the quality of education our children receive. Many of the good-news stories and best practices about education in Jamaica are a direct result of the commitment of our school principals to produce the results parents and students expect.

The Ministry of Education has developed the Principals' Performance Appraisal Programme to help provide a high-quality performance-oriented education system for Jamaica. This programme will enable us to draw a picture that illustrates all aspects of the principals' roles and functions, the policies and plans for school improvement, and student achievement. The Principals' Performance Appraisal Programme will provide information on the key indicators, which will assist us in having more effective schools.

The programme will also provide the School Board and principals with the support that is necessary, for not only the growth of their institutions, but also their professional growth and development. This programme will help to develop and sustain a school culture that not only holds principals accountable for the schools achievements, but also one that appreciates and values the efforts of principals and helps them with their professional growth and development, while helping to create an institution where students achieve their full potential.

Jasper Lawrence
Chief Education Officer

OWLEDGEMENT

The Ministry of Education would like to acknowledge the contributions made by the following persons, who are members of the Steering Committee, in the development of the Performance Appraisal Programme for Principals.

List of Members - Steering Committee

- Mr. Jasper Lawrence   Chief Education Officer   ⎫
- Dr. Mary Campbell   Assistant Chief Education Officer,   ⎬ Chair
                                                       Professional Development Unit   ⎭

- Miss Vilma Blair   Former Director, Region One (Retired)

- Mrs. Margaret Brissett-Bolt   Education Transformation Team

- Mrs. Antoinette Brooks   Senior Education Officer, Guidance and
                                                       Counselling Unit – MoE

- Mr. Michael Brown   Principal, Jessie Ripoll Primary

- Miss Coleen Clarke   Education Officer- Teacher Appraisal &
                                                       Programme Evaluation Coordinator,
                                                       Professional Development Unit

- Mrs. Claudette Clarke   Senior Education Officer, Region One

- Mr. Alphansus Davis   Past President, Association of Principals and
                                                       Vice Principals

- Mrs. Salomie Evering   Deputy Chief Education Officer, Curriculum
                                                       & Support Services

- Mrs. Jean Menzie-Hasling   Former Director, Human Resource
                                                       Management and Administration (Retired)

- Dr. Grace Kelly   President, Jamaica Association of Guidance
                                                       Counsellors

- Mr. Errol Levy   Deputy Chief Education Officer,
                                                       Schools' Operation

- Miss Nadine Molloy   President, Jamaica Association of Principals
                                                       in Secondary Schools

- Miss Helen Robertson   Director, School Feeding Unit

Jamaica Teachers' Association Representative

+ Miss. Coral Watson   Principal, Central Branch Infant School

The Professional Development Unit would like to thank the Supervisory Education Officers, the School Board Chairpersons, Principals, Teachers, P.T.A. Representatives and Students of the following schools who participated in the piloting of the Principal Appraisal Programme.

Pilot Schools for Principal Performance Appraisal

St. James	Hanover	Westmoreland
Montego Bay Infant	Lucea Infant	Savana-la-mar Infant
Howard Cooke All Age	Esher Primary	Mannings High
Granville All Age	Cacoon All Age	Bethel Town All Age
Mt. Salem Primary & Junior High	Bethel Primary & Junior High	Darliston Primary
Montego Bay High	Green Island High	New Hope Primary & Junior High
Herbert Morrison Technical High		

We thank you for your invaluable support. The feedback and comments you provided played a key role in the shaping of this manual.

This performance appraisal programme seeks to direct school activities by providing monitoring and support, which will enhance accountability among stakeholders. We hope the successful implementation of this programme will have a direct impact not only on students' academic performance but also on their social and emotional growth and development.

Dr. Mary Campbell
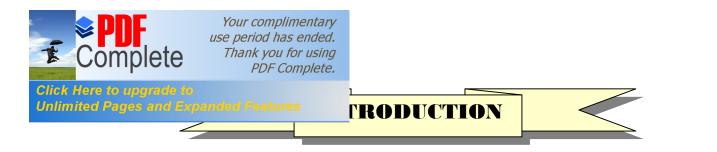*Assistant Chief Education Officer*
Professional Development Unit

CONTENT

INTRODUCTION

An effective school is dependent on the role of school-based administrators and the quality of the leadership they provide. The Ministry of Education in its quest for an efficient education system has developed the Principal Performance Appraisal Programme. This programme is a formal process that measures individual performance against defined standards. It seeks to improve the system of accountability, transparency, and democracy. The performance appraisal system will inculcate a culture of sustained development, which will contribute to the effectiveness of school leadership and the improvement of schools.

The Performance Appraisal Programme for Principals will provide opportunity for continuous monitoring and assessment over time. The appraisal programme is a collaborative process that nurtures the professional growth of principals and encourages continuous improvement and job satisfaction as they carry out their tasks. This programme is designed to complement both the Teacher and Guidance Counsellor Performance Appraisal Programmes; it will assist school supervisors in the assessment of the principal for the purposes of appointment, professional development training and for the annual review of the principal's performance.

The development of a strong performance evaluation culture in the education sector is a major task and it will take some time for its rewards to be fully recognized. It is a challenge the Ministry of Education has taken on, as it recognizes the need for improvement in education at all levels. It is expected that principals will fully participate in this programme to deliver quality education for the growth and development of our nation.

SECTION ONE

Principal Performance Appraisal
Policy and Procedure Handbook

The Ministry of Education is committed to raising the standard of administration among schools and improving the teaching-learning process in order to improve the standard of achievement for all students. To do this, a performance management system will be implemented to be used at all levels of the school system. This system will set the framework for principals, teachers and guidance counsellors to review and agree on priorities for setting individual goals within the context of the schooløs improvement plan and their professional needs. The annual performance evaluation report of principals, teachers, and guidance counsellors will form part of their permanent records.

2.0   GENERAL APPROACH

The Performance Management Programme is a formal evaluation of performance.
The three main purposes are:-

Strategic
- Link the employeesø activities to the strategic goals of the organisation.
- Assess and deploy current skills in the organisation
- Conduct effective job analysis

Administrative
- Compensation management
- Promotions
- Retentions /Appointments
- Separations

Developmental
- Diagnose strengths and challenges
- Improve performance
- Align performance
- Staff /Career development

This evaluation will determine whether the incumbentøs performance meets the required standards of the post he/she temporarily occupies.

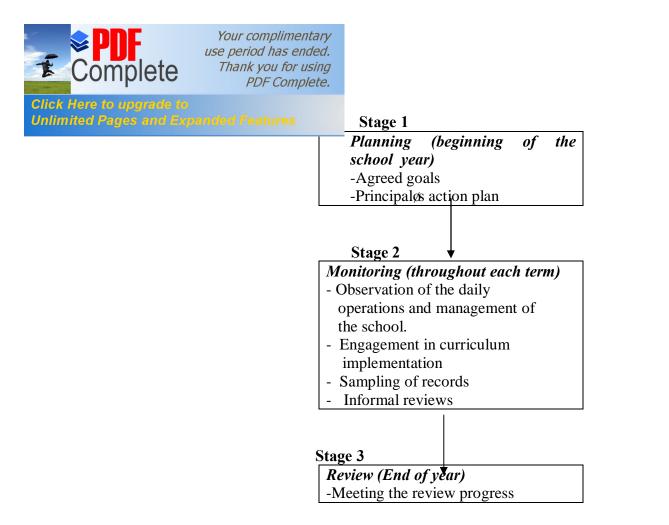the principal's strengths and weaknesses. The ...will record the significant achievements and short comings of the principal on the Incident Review and Feedback Form provided. This form will be used as a reference point during the review period and should assist in formulating an objective assessment of the principal's performance.

The assessment of the principal's performance will identify training needs and assist with the principal's career development. The emphasis of the programme is **developmental,** aimed at assisting and motivating principals to attain their maximum potential and ultimately increase the efficacy of the education system. Each Team Leader/Reviewer has a **vital** role to play in ensuring that the evaluation process is conducted accurately and objectively, thereby assisting in the realization of the objectives of this programme.

3.0 THE PERFORMANCE EVALUATION MODEL

The process should be ongoing and involves a three-stage cycle. Principals will be involved in the three stages: planning, monitoring and reviewing throughout a regular school year. After the first year, future planning should flow naturally from the previous year's review.

- **The planning stage** involves the definition of job responsibilities, setting performance goals and development of an action plan *(based on the school improvement plan). **This should take place in term one of the school year.***

- **The monitoring stage** involves monitoring the progress, providing feedback, coaching and professional development support. This should take place throughout the school year. There should be a minimum of one visit for observation and guidance by the appraisal team in each term throughout the school year. ***The principal's records should be checked by the Supervisory Education Officer at least once per term to ensure that they are appropriately maintained and are up to date.***

- **The review stage** should be a formal review and should take place in the latter half of the third term. The achievements of goals and results of national and school examinations should be used when considering students' progress.

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Stage 1

Planning (beginning of the school year)   -Agreed goals   -Principal's action plan

Stage 2

Monitoring (throughout each term)
 - Observation of the daily
   operations and management of
   the school.
 - Engagement in curriculum
   implementation
 - Sampling of records
 - Informal reviews

Stage 3

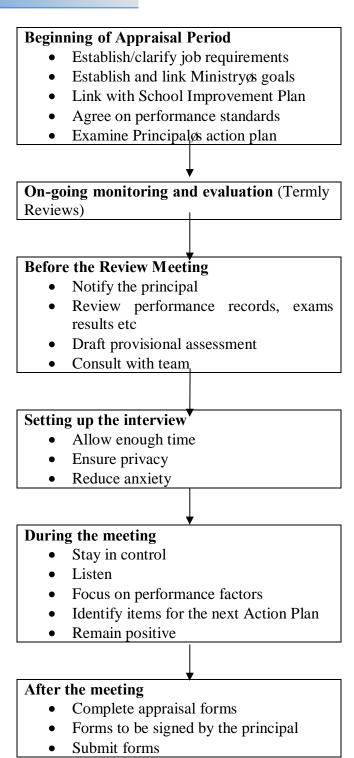| |
|---|
| ***Review (End of year)***
 -Meeting the review progress |

The performance management process should:

- Reflect the principal's ability to engage all staff and stakeholder groups in the development and implementation of the School Improvement Plan and manage his or her own performance
- Engage principal in continuing professional development and
- Be consistent with the values and beliefs of the school culture.

Principals who are identified, as having specific challenges that suitable training activities and intervention strategies can be developed to address, should be referred for relevant professional development training. The Supervisory Officer should provide a written report annually to the School Board on performance management in the school. A copy of the principal's evaluation record should be made available to the School Board Chairman. ***This performance appraisal forms a part of the principal's permanent official record.***

LINES

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┌─────────────────────────────────────────────┐
│ Beginning of Appraisal Period                │
│   • Establish/clarify job requirements        │
│   • Establish and link Ministry's goals       │
│   • Link with School Improvement Plan         │
│   • Agree on performance standards            │
│   • Examine Principal's action plan           │
└─────────────────────────────────────────────┘
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┌─────────────────────────────────────────────┐
│ On-going monitoring and evaluation (Termly    │
│ Reviews)                                       │
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                      ▼
┌─────────────────────────────────────────────┐
│ Before the Review Meeting                     │
│   • Notify the principal                      │
│   • Review performance records, exams          │
│     results etc                                │
│   • Draft provisional assessment              │
│   • Consult with team                         │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│ Setting up the interview                      │
│   • Allow enough time                         │
│   • Ensure privacy                            │
│   • Reduce anxiety                            │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│ During the meeting                            │
│   • Stay in control                           │
│   • Listen                                    │
│   • Focus on performance factors              │
│   • Identify items for the next Action Plan   │
│   • Remain positive                           │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│ After the meeting                             │
│   • Complete appraisal forms                  │
│   • Forms to be signed by the principal       │
│   • Submit forms                              │
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APPRAISAL PERIOD

Some important actions the appraiser must pursue at the outset include the following:

- **Ensure there is a job description**
  The job description should clearly establish the responsibilities, duties and accountabilities as well as the desired qualifications for performing the job.

- **Match individual attributes to job requirements**
  Ensure as much as possible that the knowledge, skills and competencies of the individual are commensurate with what is required for effective performance in the job.

- **Explain the process**
  Communicate clearly and thoroughly the purpose and format of the appraisal so that the principal knows what to expect. The principal should understand the objectives of the Appraisal exercise so that both parties can get the best results from it.

- **Link job objectives and standards of performance**
  Align Ministry's and school's objectives and strategies to those of the job.

- **Establish objectives and standards of performance**
  Jointly establish objectives for the job and the supporting standards of performance. Objectives and standards of performance must be: Specific, Measurable, Attainable, Realistic and have a Timeframe (SMART). *These objectives should be directly linked to the School Improvement Plan.*

4.2   ON-GOING MONITORING & EVALUATION

- **Performance throughout the year**
  Provide coaching, counselling, correction and training as necessary. Keep clear records; keep an appraisal file so that one does not have to rely purely on memory. Encourage the appraisee also to keep running records.

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...views and feedback on a termly basis, leading up to the annual performance appraisal interview/conference.

4.3   BEFORE THE FINAL REVIEW MEETING

- **The team leader (Supervisory Education Officer) should prepare written notification**
  Confirm mutually convenient time for the review. Provide the appraisee with copies of any documents or forms you intend to use or refer to during the meeting.

- **Review the individual's Appraisal File for the period**
  Make sure you have all the information you will need about what should have happened during the year and what actually happened. Make notes of points to be discussed and see to it that you can navigate the documents easily as the meeting progresses.

- **Check performance factors**
  Review agreed standards and identify those that are no longer relevant or that may need to be changed.

- **Draft a provisional assessment**
  Complete the appraisal form in pencil preferably, ahead of time. Brief notes can provide a starting point, prompt the agenda and link to the system. Donøt pre-judge the discussion that will take place at the Appraisal Interview/Meeting. ***Sending a copy of the provisional/preliminary assessment for review by the appraisee ahead of the Appraisal Interview/ Meeting will enhance the process.***

- **Think ahead**
  Be conversant with opportunities for professional development in order to negotiate with the appraisee.

RVIEW/MEETING

- **Allow enough time**
  The typical Appraisal Review meeting usually lasts for an hour; some may last for a longer time.

- **Create the right environment**
  Appraisal Review meetings should be held in a comfortable and private place. Pausing to take even one telephone call sends the wrong signals.

- **Help the individual to be at ease**
  Recognize that even with good communication before hand, appraisal review meetings may be viewed as somewhat intimidating. Anything that can be done to counter this is useful.

4.5   DURING THE FINAL REVIEW MEETING

- **The team leader (Supervisory Education Officer) should outline the agenda and process**
  Prepare an outline to guide the proceedings. Ask what priorities the appraisee wants recognized.

- **Direct the proceedings**
  Do not intimidate the appraisee. Encourage his/her participation

- **Ask questions**
  Use questions to prompt and focus discussion.

- **Listen**
  Use the meeting as an opportunity for the appraisee to communicate. In a well conducted appraisal review, the appraisee should do most of the talking; the appraiser's job is to make that happen.

- **Use the System**
  Use the appraisal form to guide the meeting; working through the form systematically will ensure that most of what needs to happen does. Start each discussion of a performance factor with positives.

his/her own rating of personal strengths and weaknesses, successes and failures, and their implications for the future (self-assessment).

- **Identify Items for the Next Action Plan**
  Describe those actions that can be decided (who will do what, when); note those needing more discussion in terms of when and how action will be taken.

- **Conclude on a positive note**
  Always thank the appraisee for the role he or she has played and for the past year¢s work. Encourage the appraisee to comment on the effectiveness of the process and to sign the form.

4.6   AFTER THE MEETING

- Complete and include signed copy of the appraisal form to the relevant appraisee, flagging any opportunity for further discussion.

- Send the signed appraisal form to the Board Chairman. If subsequently there is an appeal, forward a copy to the Regional Director.

5.0   ROLES

- **The School Board**
  The School Board has the responsibility to support the programme and to monitor it so that the performance of the principal is reviewed each year.

- **The Supervisory Officer**
  The Supervisory Officer has the responsibility to guide the implementation of the programme and to maintain proper records of the process.

  The Supervisory Officer should see to the implementation of all three stages of the cycle so that the review is carried out and relevant documentation done.

s the accountable officer, has the responsibility to coordinate the performance management review of the principal.

NOTE:
Each appraisal will be conducted by a team and not the Supervisory Officer alone. There should be no, less than five persons on the appraisal team. The appraisal cannot be conducted without the following persons: Supervisory Officer, Chairman of the School Board or his/her designate, Vice Principal, and a professional within the school chosen by the principal. A small school without a vice principal should have at least three persons on the team. A single individual, the Supervisory Officer or designate will conduct the final performance review meeting or conference with the principal.

- **Other Members of the Appraisal Team**
  The other members of the appraisal team outlined on pages 20 & 60 should represent the views, concerns and ideas of the group they represent. They should monitor the performance of the Principal in keeping with the Principal's Action Plan and provide appropriate feedback.

- **The Principal**
  The Principal should lead process to develop the School Improvement Plan and prepare his/her own developmental goals and action plan in consultation with the Supervisory Officer and School Board Chairman. Goals and action plan should be documented and signed off by the Supervisory Officer and School Board Chairman.

  Regular and objective feedback should be sought, and training and development for short comings provided.

  The Principal should participate in all three stages of the cycle.

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MANCE

6.1 The Performance Evaluation and Review (PER) Instrument

- The main body of the instrument is divided into six (6) parts.

Part One: Planning

The Team Leader/Reviewer will monitor the planning and development of the School Improvement Plan and its timely implementation. Observation should be made of how the principal involves stakeholders in the planning and implementation process as well as how he or she monitors and evaluates programmes.

Part Two: Instructional Leadership

The Team Leader/Reviewer will observe /monitor the activities of the principal over the review period and make assessment of how he or she develops organizational structures that support the delivery of the school's curriculum. Assessment must be made of the type of leadership offered by the principal and the methods used to enhance curriculum implementation activities and students' learning.

Part Three: Interpersonal Skills

The Team Leader /Reviewer will observe and make an assessment of how the principal relates to staff and other stakeholders and how he/she networks with other institutions/organizations.

Part Four: Resource Management

The Team Leader/Reviewer will observe and assess how the principal manages the school's resources in order to meet the goals of the school.

Part four is broken down into:

Finance Management (FM)

The Team Leader/Reviewer will observe and assess the principal's ability to manage the available financial resources to meet the needs of the school. Observation should also be made of how the principal markets the fiscal needs of the school to gain support from stakeholders.

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...upport Facilities (MSF)

The Team Leader/Reviewer will observe the structures that have put in place to promote a healthy and safe environment that enhances learning.

Human Resource Management (HRM)

The Team Leader/Reviewer will observe structures put in place for recruitment/hiring, deployment, separation and the professional development of staff.

Time Management (TM)

The Team Leader/Reviewer will observe/monitor the preparation of the school calendar and time table. Observation will also be made of the principal's schedule as it relates to his/her daily activities and the coordination of consultations with critical stakeholders.

Part Five: Professionalism and work ethics

The Team Leader/Reviewer will assess the principal's knowledge and observation of the Education Regulations, Ministry policies and guidelines in the performance of his/her duties. Assessment will also be made of his/her preparedness and willingness to learn on the job.

Part Six: Organizational Culture

The Team Leader/Reviewer will assess organizational structures that are put in place to foster the involvement of students, teachers, and community to enhance the ethos of the school.

- There is a final section to the instrument for **Supplemental Comments.** This is possibly the most important aspect of the appraisal since it requires the Team Leader/Reviewer to analyze all the information and to jointly (with the principal) make plans for the individual's future development.

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Reviewer is required to make the following s.

1. Describe the principal's strongest attributes
2. Describe the areas needing most improvement
3. Establish technical (management) and personal (professional) improvement goals against which performance will be measured at the next performance appraisal.

6.2   INCIDENT REVIEW AND FEEDBACK FORM

- The purpose of this form is to ensure proper record keeping for recall of information during the review period.
- More importantly it provides the basis for ongoing dialogue and support for the duration of the assessment period.
- The Team Leader/ Reviewer is required to record incidents that are especially commendable (4-Exceeeds Expectations) or that would represent a significant failure (1- Unsatisfactory).
- Any item considered important enough to be entered on this form must be discussed with the Principal.
- The form provides space for the following information.
  - Date of Observation
  - Accomplishment or Failure
  - Action Discussed
  - Date of Discussion with Incumbent
  - Follow-up Results
  - Incumbent's Signature
- Items given a rating of 1 or 4 on the Performance Appraisal Form should ordinarily be substantiated by information entered on the Incident Review and Feedback Form.

6.3   MEASURING PERFORMANCE

Rating Scale

Each performance factor/attitude on the Performance Appraisal Form is to be rated in one of four categories, namely:

clearly not meeting position requirements and is therefore unacceptable.

2- **Area of Concern**
Performance is at minimally acceptable level and must be improved.

3- **Meets Expectation**
Performance consistent in meeting all expectations.

4- **Exceeds Expectation**
Performance above average; exceeding requirements for the job; On par with the best.

Calculating the Score

- A four point rating scale is used to measure performance
- The Team Leader/Reviewer must carefully assess the principal's performance against each performance factor/attitude and indicate a score of between 1- 4.
- The score for each section is determined by tallying the rating for the individual items.

- An average performance rating for each section can be arrived at by dividing the total score obtained by the number of items in the section.

  Example:

  Total score for Part 1- Planning: 22
  Number of items in Part 1:   7
  Average performance rating for Part 1: 22/7 =   3.1

- Similarly, a score can be calculated for each section or for the overall Performance Appraisal Form, by adding up the rating for items across the various sections of the Performance Appraisal Form, and dividing the total by the number of sections.

Components of Assessment	Highest Achievable Score	Appraisee's Total Score	No. of Items	Average
Part 1: Planning	28	21	7	3.0
Part 2: Instructional Leadership	40	30	10	3.0
Part 3: Interpersonal Skills & Relationships	24	18	6	3.0
Part 4: **Resource Management**				
FM	20	15	5	3.0
MSF	28	14	7	2.0
HRM	36	36	9	4.0
TM	20	15	5	3.0
Part 4 (overall)	**104**	**80**	**26**	**3.0**
Part 5: Professionalism & Work Ethics	32	24	8	3.0
Part 6: Organizational Culture	28	26	**7**	3.7
Action Plan	**N/A** *(This is dependent on the number of major tasks)*	12	4	3.0
Rating from Instrument Completed by Student Representative	40	30	10	3.0
Overall Score (Part 1 to Part 6 + Action Plan)	**296** *(Plus the Action Plan)*	**236**	**78**	**3.1**

Whether assessing the principaløs performance for individual sections of the Performance Appraisal Form or for the Performance Appraisal Form as a whole, ratings will place performance in one of the following categories

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2.5-3.4   Meets Expectation
3.5-4.0   Exceeds Expectation

7.0   THE APPEAL PROCESS

7.1   Objectives

- ***Should the principal disagree with the conduct of his/her performance appraisal,*** he/she should note same in the space provided on the appraisal form and discuss the disagreement with his/her Supervisory Officer or designate or Chairman of the School Board.

- Only when all efforts to reach a resolution at the level of the Supervisory Officer /School Board have been exhausted should an official appeal to the Regional Director be registered.

- All appeals must be done in writing.

7.2   APPEALS COMMITEE

- The Appeals Committee is chaired by the Regional Director. The Committee will comprise:
    - the Regional Director
    - Vice Chairman/ School Board Member
    - Senior Education Officer Primary or Secondary as is appropriate
    - a Senior Teacher
    - a teaching colleague normally from within the same school, and agreeable to both affected parties. *(not if the person served on the appraisal team)*

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will ascertain the facts and rule on the particular ...fore it.

NOTE: No member of the Appeals Committee should have served on the Appraisal Team.

7.3   PROCEDURE

- The Committee will receive the appeal in writing within thirty (30) days of the performance appraisal having been completed and a copy given to the appraisee.
- The written appeal must state the precise nature of the problem and delineate all prior actions taken to resolve the matter. It must also state that the principal registering the appeal will, in good faith, pursue the process.
- The Regional Director shall acknowledge the appeal in writing within fifteen (15) days of the appeal having been received by him or her.

- The nature of the appeal will determine the length of the process and effort should be made toward reaching a resolution within three months of the appeal having been lodged not counting the intervening holidays or vacation.

- The Committee has the power to:
    - review all related documents and
    - to summon witnesses including the affected appraiser/s and appraisee.

- At the end of the deliberation, the Committee shall make its ruling, which will be put in writing by the Committee Chairman (Regional Director).

The Team Leader/Reviewer should operate at the highest standard in all aspects of the performance management process to ensure that the report is not compromised. The principles of objectivity, transparency, honesty and consistency should be upheld. Using the process effectively requires an investment of time and energy from both Supervisory Officer and principal.

The following principles must be maintained:

- Confidentiality in handling and storing all information.

- Awareness that performance is being assessed; i.e. the way the individual works, and not the individual himself or herself.

- Comments should provide clear evidence and measurements to support the rating given.

- Respect and courtesy should be displayed by all and to all who are involved in the evaluation process.

- Sensitivity should be demonstrated toward the context, circumstances and conditions in which the principal works.

- While special recognition may be given to principals who use their initiative in overcoming deficiencies in the system, a principal should not be penalized where necessary materials, equipment etc are not provided by the Ministry of Education.

- The interest and welfare of the students are paramount in executing the Performance Management process.

Whose Performance is to be evaluated?

The system is designed to evaluate the performance of principals at all levels of the school system.
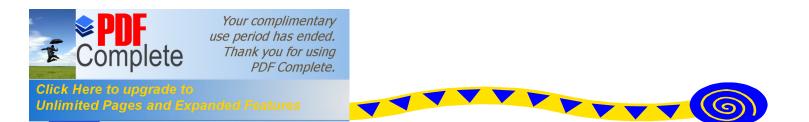
Who will conduct the evaluation?

The following persons will be trained to conduct the evaluations at the school level or elsewhere in the system:

- The Supervisory Education Officer
- The Chairman/Vice Chairman of the School Board
- Vice Principal
- Teacher on Staff Selected by the Appraisee
- Senior Teacher/ Head of Department *(Selected by the Supervisory Officer)*
- P. T. A Representative
- Student Representative *(High Schools, Junior High,& All Age Schools Only)*

Why evaluate the performance?

The system is designed to:

- Encourage continuous professional growth.
- Identify both strengths and challenges among principals.
- Provide remedies for performance that fails to contribute to productive professional and educational environment.
- Identify among principals, those areas where excellence needs to be maintained or improvement is desirable.
- Ensure a strict system of accountability.

SECTION TWO

DEFINITION OF TERMS

Action Plan

An action plan is a management tool that deliberately outlines a series of steps to be taken that are aimed at improving individual and institutional performance

Appraisal Team

This is a team of persons who are selected to monitor and review the principal's performance. Each appraisal should be conducted by a team of no less than five persons. The appraisal cannot be conducted without the following persons: the Supervisory Education Officer, the School Board Chairman or his/her designate, Vice Principal and a professional within the school chosen by the principal. A small school without a vice principal should have at least three persons on the team.

Appeals Committee

An Appeals Committee is empowered by the Ministry of Education for the purpose of hearing, reviewing and deciding on appeals or objections against decisions by the Principal Performance Appraisal Committee.

Areas of Assessment
- Planning
- Instructional Leadership
- Interpersonal Skills
- Resource Management
  Management of Support Facilities
  Human Resource Management
  Time Management
- Professionalism and Work Ethics
- Organizational Culture

Civic Pride

Civic Pride is all about being proud of the community we live in and about working hard to maintain what we have for future generation.

Critical Incident

Occurrences considered to be critical incidents are those situations that might present a risk of significant bodily harm, property damage, legal involvement, media activity, or other unusual activity that falls outside the scope of activity undertaken by the school.

Plan is designed to maximize human survival and preservation of property, minimize danger, restore normal operations of the school, and assure responsive communications with the school and surrounding communities. This Plan is set in operation whenever a natural or induced crisis affecting the school reaches proportions that cannot be handled by established measures. A crisis may be sudden and unforeseen, or there may be varying periods of warning. This Plan is intended to be sufficiently flexible to accommodate contingencies of all types, magnitudes, and duration.

Descriptors

Descriptors are meant to standardize the ratings and to arrive at quick consensus among all parties involved.

Disaster Preparedness Plan

A disaster preparedness plan is a written document, kept current, that helps a school protect its students and staff in case of natural or man-made disasters. Disasters may include fire, flood or earthquake. The plan describes procedures, responsibilities, and appropriate responses for specific problems.

Education Regulation

The Education Regulation 1980 is the legal document which outlines the framework under which all schools should operate.

Financial Statements

Financial statements or financial reports are formal reports of the schoolø financial activities. These statements provide an overview of the schoolø financial condition in both short and long term. There are four basic financial statements, balance sheet, income statement, statement of retained earnings and statement of cash flows.

Incident Review & Feedback Form

The purpose of this form is to ensure proper record keeping for recall of information during the appraisal process. It provides the basis for ongoing dialogue and support for the duration of the assessment period.

In-service Training

Training and professional development of staff, often sponsored by the employer (Ministry of Education or school) and usually provided during normal working hours

Major Task

This is the main activity/activities that appraisee will use to achieve the objectives in his/her Action Plan.

experienced teaching professionals ("mentors") with beginning teachers. The mentorship program is a useful way of helping new teachers adjust to their new environment, and helping them to grow in their profession.

National Pride
National pride is both the pride and sense of esteem that a person has for one's nation and the pride or self-esteem that a person derives from one's national identity. National pride is related to feelings of patriotism and nationalism.

Output
Output is the immediate tangible end results (product/s) of the major task/activity in the appraisee's Action Plan.

Performance Appraisal
Performance Appraisal is a powerful management tool; it is a formal assessment/evaluation of the performance of an employee/employees; it determines whether the employee's performance meets the required standard of the post which he/she occupies.

Performance Management
This is the means by which managers ensure that employees' activities and outputs are aligned to the goals of the organization.

Performance Management Data
All relevant data about your employees to help you make more informed organizational decisions. This data answer the basic questions of performance management such as: How well is the employee doing? Why? and, What should he/she be doing?

Performance Standards
Performance standard is a benchmark, point of reference, standard or measurement, which indicates to both parties (the team leader and the appraisee) when a particular
level of performance has been achieved.

Rating Scale –*See pages-15 & 58-59*
  Unsatisfactory
  Performance clearly not meeting the requirements of the position and is therefore unacceptable.
  Area of Concern
  Performance is at minimal acceptable level and must improve.
  Meets Expectation
  Performance consistent in meeting all expectations
  Exceeds Expectation
  Performance is above average; exceeding requirements for the job. On par with the best

of emergency preparedness. The types of safety drills practiced can include fire and earthquake drills. Oftentimes, the staff and students are aware there will be a safety drill, but they are not given a time so that their response can be better gauged.

School Budget
A summary of intended expenditures along with proposals for how to meet them

School Improvement Plan
The School's Improvement Plan (SIP) is a written document designed to promote excellence in the school. It is a document of standards which outlines the school's vision and expectations for a quality school over a given period of time.
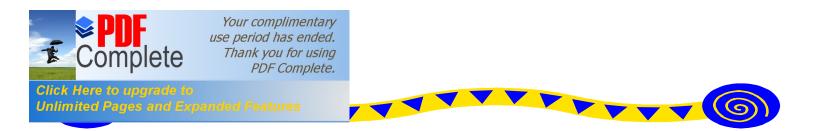
The SIP should include Resource Standards, Process Standards and Performance Standards. The Resource Standards address the basic resource requirements that must be met. The Process Standards address the instructional and administrative processes used in schools. Performance Standards include staff performance and multiple measures of student performance.

Staff Orders of the Public Service
This is a legal document which outlines the framework under which all civil servants operate.

Stakeholders
All groups that are affected by the school's actions and success (e.g., students, parents, staff, community, other schools).

SECTION THREE

Performance Standards

Descriptors

INSTRUCTIONS

- This document was developed as a guide for accurate and objective completion of the Principal Performance Appraisal Instrument.

  o The document contains performance standards descriptors. A performance standard is a benchmark, point of reference, standard or measure, which indicates to both the parties (the team leader and the appraisee) when a particular level of performance has been achieved.

- Descriptors are meant to standardize the ratings and to arrive at quick consensus among all parties involved.

- The performance appraisal is base on a four-point rating scale thus:
  1- Unsatisfactory
  2- Area of Concern
  3- Meets Expectation
  4- Exceeds Expectations

- The descriptors for given job factors e.g. **'Manages conflict'- are presented in a manner consistent with the rating scale.**

- The Team Leader should use the performance standards descriptors to facilitate the appraisal process by doing the following.

  1. Determine from observation of principaløs performance, review of entries on the Incident Review and Feedback Form etc. The level of performance attained by the principal against a given job factor on the Performance Appraisal Instrument.

  2. Go to the corresponding factor in the manual containing the performance standards descriptors. Select the descriptor that most accurately matches the principaløs performance. Note the number beside the descriptor.

  3. Return to the Performance Appraisal Instrument and mark the appropriate box, ie: 1, 2, 3, or 4.

- Please bear in mind that the descriptors are not custom designed for a specific individual and so may not match perfectly with the performance. **Use the performance descriptors as an aid only and with discretion.**

PART ONE
P - Planning

P-1   Shares a vision of the school with stakeholders.

4.   Principal and **all** stakeholder groups share the vision of the school and can identify **at least four** critical activities contributing to its achievement.

3.   Principal and **at least three** stakeholder groups share the vision of the school and can identify **at least three** critical activities contributing to its achievement.

2.   Principal and **at least two** stakeholder groups share the vision of the school and can identify **at least two** activities contributing to its achievement.

1.   Principal and **at least one** stakeholder group share the vision of the school and can identify **at least one** activities contributing to its achievement.

P-2   Mobilizes stakeholders' commitment to the vision of the school.

4.   a. **All** stakeholder groups are satisfied with principal's efforts to involve them.
b. Evidence of their involvement, e.g. tasks completed, contribution made.

3.   a. **At least three** stakeholder groups are satisfied with principal's efforts to involve them.
b. Evidence of their involvement.

2.   **At least two** stakeholder groups are satisfied with principal's efforts to involve them.

1.   **At least one** stakeholder group is satisfied with principal's efforts to involve them.

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e MoE policies.

4. **At least 90%** of objectives aligned.

3. **At least 70%** of objectives aligned.

2. **At least 50%** of objectives aligned.

1. **Less than 50%** of objectives aligned.

P-4 *Designs school programmes to reflect the strategic objectives of the Ministry of Education, to meet the national targets*.

4. **At least 90%** of school programmes reflect national objectives and are geared towards meeting the national targets.

3. **At least 70%** of school programmes reflect national objectives and are geared towards meeting the national targets.

2. **At least 50%** of school programmes reflect national objectives and are geared towards meeting the national targets.

1. **Less than 50%** of school programmes reflect national objectives and are geared towards meeting the national targets.

P-5 *Leads the preparation and implementation of the School Improvement Plan (SIP)*.

4. a. **All** stakeholder groups verify that the preparation and implementation are led by the principal.
b. Appropriate and up-to-date records are maintained, *e.g. Minutes of Board & committee meetings, SIP file.*
c. Evidence gleaned from **at least 90% of** these records.

3. a. **At least three** stakeholder groups verify that the preparation and implementation are led by the principal.
b. Appropriate records in place but not up-to-date.
c. Evidence gleaned from **at least 70%** of these records.

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groups   verify   that   the   preparation   and
by the principal.

   b. Inadequate and/or inappropriate records are maintained
   c. Evidence gleaned from **at least 50%** of these records.

1.   a. **One stakeholder** group verifies that the preparation and
implementation are led by the principal.
   b. No congruency ó Principal is not involved in either process.
   c. Inadequate and/or inappropriate records are maintained.
   d. Evidence gleaned from **less than 50%** of these records.

P-6   *Aligns School's Improvement Plan with available resources (physical plant, financial, human, time and material resources)*.

4.   **At least 90%** of resources are aligned to the activities/programmes of
the School Improvement Plan.

3.   **At least 70%** of resources are aligned to the activities/programmes of
the School Improvement Plan.

2.   **At least 50%** of resources are aligned to the activities/programmes of
the School Improvement Plan.

1.   **Less than 50%** alignment of resources are aligned to the
activities/ programmes of the School Improvement Plan.

P-7   *Monitors, evaluates and adjusts the School Improvement Plan (SIP) as necessary*.

4.   **At least 90%** of the SIP is monitored and evaluated. Evidence of
records showing stakeholdersø input in monitoring, evaluation
and adjustments as necessary. i.e. monthly financial sheet,
evaluation.

3.   **At least 70%** of the SIP is monitored and evaluated. Evidence of
records showing stakeholdersø input in monitoring, evaluation
and partial adjustments made.

is monitored and evaluated. Evidence of
...ders' input in monitoring, evaluation
and partial adjustments made.

1.   **Less than 50%** of the SIP is monitored and evaluated. Evidence of
records showing stakeholders' input in monitoring, evaluation
and partial adjustments made.

PART TWO
IL – Instructional
Leadership

IL-1   *Guides and monitors the implementation of curricular activities.*

4.   a. Guidelines are established for lesson planning.
b. Common planning sessions facilitated and monitored.
c. Scheduled and unscheduled class visits.
d. Provides timely and ongoing feedback to staff.
e. Timely developmental intervention.

3.   Significantly involved in **at least three** of the five named above.

2.   Significantly involved in **two** of the five named above.

1.   Significantly involved in **one** of the five named above.

IL-2 *Designs and implements strategies to analyze data, and uses results to inform curriculum delivery.*

4.   Use of all relevant data to inform curriculum delivery **at least 90%** of the time.

3. Use of all relevant data to inform curriculum delivery **at least 70%** of the time.

2.   Data analyzed and utilized **at least 50%** of the time.

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s than 50% of the time.

IL-3 Executes strategies to evaluate programme delivery e.g.
   a. Continuous assessment of students
   b. Student reports and status reports maintained
   c. Evidence of appropriate actions/decisions taken for intervention/remediation
   d. Performance appraisal of staff done

4. Consistent use of **all** strategies named above.

3. Consistent use of **any three** strategies named above.

2. Consistent use of **any two** strategies named above.

1. Consistent use of **any one** strategy named above.

IL-4 Submits records/reports to the Supervisory Education Officer and the Ministry of Education as required.

4. **At least 90%** records and reports are accurate, up-to-date and appropriate, and submitted on or before specified deadline.

3. **At least 70%** of records and reports are accurate, up-to-date and appropriate, and submitted within the specified deadline.

2. **At least 50%** of records and reports are accurate, up-to-date and appropriate, and submitted within the specified deadline.

1. **Less than 50%** of records and reports are accurate, up-to-date and appropriate, and submitted within the specified deadline.

cords.

4. **At least 90%** records are accurate, appropriate, up-to-date and consistent with Ministry of Education Guidelines.

3. **At least 70%** of records are accurate, appropriate, up-to-date and consistent with Ministry of Education Guidelines.

2. **At least 50%** of records are up-to-date, but inconsistent with Ministry of Education Guidelines.

3. **Less than 50%** of records are up-to-date, and inconsistent with Ministry of Education Guidelines.

IL-6 *Monitors the implementation of activities to facilitate students' development*.

4. a. Ensures that there are opportunities for each child to be actively involved in **at least one** co-curricular activities.
b. At least one faculty advisor is assigned to each group
c. Records of each activity and programme are maintained
d. Ensures that objectives for each co-curricular activity are set.

3. Attention given to **any three** of the above.

2. Attention given to **any two** of the above.

1. Attention given to **any** of the above.

IL-7 *Facilitates decision making by the School Board, by:*
a. Providing the Board with information in a timely and accurate manner.
b. Making accurate, periodic reports as required.
c. Reporting to the Board on students' performance.
d. Reporting to the Board on teachers' performance

4. Attention given to **all four** of the above.

ree of the above.

    2.   Attention given to **any two** of the above.

    1.   Attention given to **any** of the above.

IL-8 *Facilitates professional development among staff members*.

    4.   a. Executes site-based staff development opportunities for **all** categories.
           b. Allows staff to attend scheduled staff development opportunities, sponsored by MOE and other professional bodies.
           c. Supports persons benefiting from their earned study/ other leave.
           d. Encourages participation in staff development.
           e. Sponsors participation in staff development sessions where appropriate.

    3.   **At least three** of the above done well.

    2.   **At least two** of the above done well.

    1.   **At least one** of the above done well.

IL-9 *Operates a standard disciplinary policy for students.*

    4. a. Discplinary policy for students developed and implemented.
       b. Is aligned to the policy of the Ministry of Education.
       c. Is transparent.
       d. Is responsive to the Child Care and Protection Act.
       e. Is communicated to all students, staff, parents, guardians and other stakeholders.
    3.   **At least three** of the above.

    2.   **At least two** of the above.

    1.   **At least one** of the above.

inary policy for all staff.

4. a. Discplinary policy for staff developed and implemented.

b. Is aligned to the policy of the Ministry of Education, the Education
Regulation and the Staff Order for Public Service.

c. Is transparent.

d. Is fair and consistent.

e. Is communicated to all staff and other stakeholders.

3. **At least three** of the above.

2. **At least two** of the above.

1. **At least one** of the above.

> **PART THREE**
> **ISR – Interpersonal**
> **Skills & Relationship**

ISR -1 **Builds rapport with and among stakeholders, for example:**
a. Students, colleagues, parents/PTA, School Board
b. Ministry of Education and Pass Student Association
c. Professional Association, community based organizations (e.g.
religious bodies, youth clubs)
d. Support Agencies(e.g. police, public health nurse, Child
Development Agency, NGO)
e. Private Sector (providers of goods and services)

4. Builds rapport with all of the above categories.

3. Builds rapport with all in Category A and at least two in each of
the other groups.

2. Builds rapport with two of Category A and at least 1 in each of
the other groups.

1. Builds rapport with one of Category A and any other group.

tional institution, e.g., *share best*
uster based activities.

4.   **At least 90%** of the records show evidence of networking with other
     educational institutions, approved agencies/services, to enhance
     the School Improvement Plan.

3.   **At least 70%** of the records show evidence of networking with
     other educational institutions, and approved agencies/services
     to enhance the School Improvement Plan.

2.   **At least 50%** of the records show evidence of networking with other
     educational institutions to enhance the School Improvement
     Plan.

1.   **Less than 50%** of the records show evidence of networking with other
     education institutions to enhance the School Improvement Plan.

ISR-3   Displays team-building skills.

4.   a. Teams formed to work on **at least 90%** of the problems and
        issues encountered.
     b. **At least 90%** of teams cross-functioning and achieving
        targets.
     c. **At least 90%** of teams mobilize resources available.

3.   a. Teams formed to work on **at least 70%** of the problems and
        issues encountered.
     b. **At least 70%** of teams cross-functioning and achieving
        targets.
     c. **At least 70%** of teams mobilize resources available.

2.   a. Teams formed to work on **at least 50%** of the problems and
        issues encountered.
     b. **At least 50%** of teams cross-functioning and achieving
        targets.
     c. **At least 50%** of teams mobilize resources available.

on **less than 50%** of the problems ...d.

    b. **Less than 50%** of teams cross-functioning and achieving targets.

    c. **Less than 50%** of teams mobilize resources available.

ISR- 4   *Manages conflicts*.

4.   a. Uses mechanisms for resolution of conflict among stakeholders group **at all time**.
     b. Demonstrates trust, professional integrity **at all time**
     c. Maintains an open-door policy.

3.   a. Uses mechanisms for resolution of conflict among stakeholders group **most of the time**.
     b. Demonstrates trust, professional integrity **most of the time**.

2.   Uses mechanisms for resolution of conflict among stakeholders group **some of the time**.
     b. Demonstrates trust and professional integrity **some of the time**.

1.   Uses mechanisms for resolution of conflict among stakeholders group **few times**.
     b. Demonstrates trust and professional integrity **few time**.

ISR -5   *Commands the respect of stakeholder groups*.

4.   a. Highly respected by **at least 90%** of stakeholder groups.
     b. **At least 90%** stakeholder groups seek his/her advice.
     c. **At least 90%** of stakeholder groups accept his/her corporate decisions.

3.   a. Highly respected by **at least 70%** of stakeholder groups.
     b. **At least 70%** stakeholders seek his/her advice.
     c. **At least 70%** of stakeholders accept his/her corporate decisions.

at least 50% of stakeholder groups.
...olders seek his/her advice
   c. **At least 50%** of stakeholders accept his/her corporate
      decisions

1. a. Highly respected by **less than 50%** of stakeholder
       groups
    b. **Less than 50%** stakeholders seek his/her advice
    c. **Less than 50%** of stakeholders accept his/her corporate
       decisions

ISR -6   Communicates appropriately (orally and written) .

4.   a. Messages are clear, accurate, relevant, timely and
             appropriate.
          b. Messages are free of grammatical errors

3.   Messages are clear, relevant, timely and appropriate with
          at least 70% accuracy.

2.   Messages are relevant, timely and appropriate with at **least 50%**
          accuracy

1.   Messages are not relevant, not clear, not timely and **less than
           50%** accurate.

FM - Finance Management

FM -1   *Underpins School Improvement Plan with financial planning*.

    4.   Realistic costing in place for **at least 90%** of line items.

    3.   Realistic costing in place for **at least 70%** of line items.

    2.   Realistic costing in place **for at least 50 %** of line items.

    1.   Realistic costing in place **for less than 50 %** of line items.

FM -2   *Prioritizes expenditure in accordance with cash flow*.

  4. Gives priority attention to inescapables *(those activities which would threaten the closure of the plant)* and also ensures that other operating expenses are paid in a timely manner.

  3. **Maintains a balance** between the repayment of inescapables and other activities in light of cash flow constraints.

  2. **Little attention** is given to balancing the different types of expenditures in light of cash flow constraints.

  1. Approves payments without **due regard** to cash flow constraints.

4. Budget and financial statements are prepared in accordance with Ministry of Education standards and submitted on or before the stipulated time.

3. Budget and financial statements are prepared in accordance with to the standards of the Ministry of Education and submitted **no later than 5** working days after the deadline.

2. Budget & financial statements are not prepared to the standards of the Ministry of Education although presented on a timely basis.

1. Budgets and financial statements not prepared to standards of the Ministry of Education and are submitted late.

FM -4   Demonstrates adherence to proper accounting procedures.

4. **At least 90%** of prescribed records and procedures are maintained and observed according to standard accounting practices and guidelines of the Ministry of Education.

3. **At least 70%** of prescribed records and procedures are maintained and observed according to standard accounting practices and guidelines of the Ministry of Education.

2. **At least 50%** of prescribed records and procedures are maintained and observed according to standard accounting practices and guidelines of the Ministry of Education.

1. **Less than 50%** of prescribed records and procedures are maintained and observed according to standard accounting practices and guidelines of the Ministry of Education.

...n relevant school activities to agreed stakeholders.

4. Reports to stakeholders are accurate and timely **at all times**.

3. Reports to stakeholders are accurate and timely **most times**.

2. Reports to stakeholders are accurate and timely **sometimes**.

1. Reports to stakeholders are accurate and timely **few times**.

MSF - Management of Support Facilities

MSF -1   *Includes a maintenance component in the School Improvement Plan as outlined in the Ministry of Education School Maintenance Manual.*

4. Plan in place reflecting **at least 90% of** the maintenance standards and taking into **full** account available resources.

3. Plan in place reflecting **at least 70%** of the maintenance standards and taking into account available resources.

2. Plan in place reflecting **at least 50%** of the maintenance standards, full account not taken of available resources.

1. Plan in place reflecting **less than 50%** of the maintenance standards, full account not taken of available resources.

intenance plan as documented in the School

4. Maintenance plan followed, as evidenced in **at least 90%** of the time.

3. Maintenance plan followed, as evidenced in **at least 70%** of the time.

2. Maintenance plan followed, as evidenced in **at least 50%** of the time.

1. Maintenance plan followed, as evidenced in **less than 50%** of the time.

MSF -3   Maintains a school compound that is clean and aesthetically pleasing in appearance

4. School compound is clean and aesthetically pleasing at **at least 90%** time.

3. School compound is clean and aesthetically pleasing **at least 70%** of the time.

2. School compound is clean and aesthetically pleasing **at least 50%** of the time.

1. School compound is clean and aesthetically pleasing **less than 50%** of the time.

MSF -4   Establishes, maintains and utilizes a critical incident plan.

4. A relevant **c**ritical incident plan is established and is **always utilized** when necessary.

3. A relevant **c**ritical incident plan is established and is **frequently utilized** when necessary.

critical incident plan and **sometimes utilized**

    1.   An unstructured critical incident plan in place **with no evidence** of utilization.

MSF -5   Has a disaster preparedness plan in place.

    4.   Disaster plan in place addressing all critical components including:
        a. different types of disaster.
        b. procedure for response to disasters.
        c. assembly points are clearly demarcated.
        d. responsible persons are identified.

    3.   Disaster plan in place addressing **three** components appropriately or **all four** components to a significant level.

    2.   Disaster plan in place addressing **two** components appropriately or **three** to some significant level.

    1.   Disaster plan addresses **only one** component appropriately or **all four** components in a **minimal** way.

MSF -6   Conducts safety drills.

    4.   All staff and students are aware of the appropriate types of ÷drill callø and have practised to respond appropriately to them; these events are recorded in the log book.

    3.   All staff and students are aware of the appropriate types of drills and have practised to respond appropriately, but these events are not recorded.

    2.   Some members of staff and students are aware of the appropriate types of ÷drill callø and have practised to respond appropriately to them.

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e aware of the appropriate types of
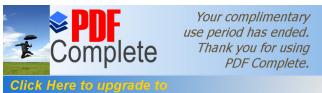ot practised to respond to them.

*MSF -7   **Organizes for the disposal of waste**.*

4.   Garbage is collected, sorted and stored and disposed of
               systematically in accordance with health standards.

3.   Garbage is collected, sorted and disposal done to a significant
               level, but could be further improved given the level of available
               resources.

2.   Garbage is disposed of, but not in a systematic manner.

1.   Garbage disposal is not systematic and can pose a health risk.

HRM – Human Resource Management

*HRM -1   **Facilitates recruitment and orientation of staff**.*

4.   Follows Ministry of Education Regulations (*collaborative approach*)
         for recruitment and has a standard orientation programme for new
         employees.

3.   Follows Ministry of Education Regulations (*collaborative
            approach)* for recruitment and has an unstructured orientation
            programme for new employees.

2.   Follows Ministry of Education Regulations (*collaborative
            approach)* for recruitment but there is no evidence of an
            orientation programme for new employees.

1.   Facilities recruitment and orientation of staff but **does not**
            collaborate as stipulate in the Education Regulations.

...ies and programmes to cater to the diverse needs of students placed in the institution.

4. Programmes are developed and implemented consistent with **at least 90%** the specified needs of the students.

3. Programmes are developed and implemented consistent with **at least 70%** of the specified needs of the students.

2. Programmes are developed and implemented consistent with **at least 50%** of the specified needs of students.

1. Programmes are developed and implemented consistent with **less than 50%** of the specified needs of students.

HRM-3 Deploys staff based on competencies and school's goals.

4. Staff is deployed based on:
   A. Students ø needs
   B. Institutional demands
   C. Staff skills and competencies
   D. Availability of resources

3. Staff is deployed based **on A and B and any one of the above**.

2. Staff is deployed based on **any two of the above**.

1. Staff is deployed based on **any one of the above**.

HRM -4 Implements and monitors the performance management systems for staff in accordance with the guidelines and policies of the Ministry of Education.

4. **At least 90%** of the staff is monitored and appraised according to the guidelines and polices of the Ministry of Education.

he staff is monitored and appraised according
nd polices of the Ministry of Education.

2.   **At least 50%** of the staff is monitored and appraised according to the guidelines and polices of the Ministry of Education.

1.   **Less than 50%** of the staff is monitored and appraised according to the guidelines and polices of the Ministry of Education.

HRM -5   *Utilizes performance management data to make decisions/recommendations for staff development, promotion, appointment, deployment and separation*.

4.   **At least 90% of** the time.

3.   **At least 70%** of the time.

2.   **At least 50%** of the time.

1.   **Less than 50%** of the time.

HRM- 6   *Creates learning pathways to challenge and support the functioning of senior staff (succession planning*).

4.   Shows evidence of strategies/measures which involve senior staff in the management of the school and holds staff accountable **at all times.**

3.   Shows evidence of strategies/measures which involve senior staff in the management of the school and holds staff accountable **most times.**

2.   Shows evidence of strategies/measures which to involve senior staff in the management of the school and holds staff accountable **sometimes.**

1.   Shows evidence of strategies/measures which involve senior staff in the management of the school and holds staff accountable **few times.**

staff to participate in in-service

4. Provides development programmes such as: orientation for teachers, mentorship, staff development seminars, and workshops.

3. Provides **at least three** development activities.

2. Provides **at least two** development activities.

1. Provides **at least one** development activity.

HRM- 8   *Develops and implements mentorship programme for teachers in keeping with the Beginning Teacher Induction and Mentorship Policy.*

4. Mentorship programme developed, implemented, monitored and is effective.

3. Mentorship programme developed and implemented but partially effective.

2. Mentorship programme developed but partially implemented.

1. Mentorship programme developed but not implemented.

HRM-9   *Takes appropriate measures to ensure the attendance of teachers to school, classes, staff development seminars, staff sessions/grade/ departmental meetings and other school events*

4. Takes appropriate measures to encourage the attendance of teachers to **all of the above.**

3. Takes appropriate measures to encourage the attendance of teachers to **at least four of the above.**

2. Takes appropriate measures to encourage the attendance of teachers to **at least three of the above.**

...ures to encourage the attendance of teachers to **at least two of the above.**

TM - Time Management

TM -1   Prepares calendar of events for school.

4. a. Calendar prepared by the third week of August, for new academic year, taking into consideration the MoE's calendar of events.
    b. Calendar reflects the input of all departments
    c. Calendar reflects academic and social activities of the school community.
    d. Maximizes the use of time and is reflective of the policy directives of the Ministry of Education.

   3.   Calendar reflects **three** of the above aspects.

   2.   Calendar reflects **two** of the above aspects.

   1.   Calendar reflects **one** of the above aspects.

TM -2   Prepares school time table.

4.   A time table developed and displayed prior to the start of the school year *(by the end of August)*
        a. Time table reflects adequate weighting per subject area
        b. Time table reflects optimal use of available space
        c. Time table reflects input of time tabling committee
        e. Time table maximizes use of available staff as stipulated by the Ministry of Education

   3. Time table reflects **three** of the above aspects.

of the above aspects.

1. Time table reflects **one** of the above aspects.

*TM -3   Organizes consultations with key stakeholder groups, e.g.
            (Teachers, Student Council, PTA, School Board, Ancillary&
            Administrative Staff).*

4.   Evidence of documentation to confirm consultation and
        timely communication *(letters, memos, flyers)* with **all
        stakeholder groups** mentioned above.

3.   Evidence of documentation to confirm consultation and
        timely communication with **at least three stakeholder
        groups** mentioned above.

2.   Evidence of documentation to confirm that consultations
        were held with **at least two stakeholder groups** but
        communication was not timely.

1.   Evidence of documentation to confirm that consultations
        were held with **at least one stakeholder group** but
        communication was not timely.

TM -4   Monitors timelines for action plans.

4.   Documented checklist with delegated responsibilities and
        actioned items checked off on completion
        Evidence of follow up **at least 90% of** the time.

3.   Documented checklist with delegated responsibilities
        Evidence of follow up **at least 70%** of the time.

2.   Documented checklist with delegated responsibilities
        Evidence of follow up **at least 50%** of the time.

1.   Documented checklist with delegated responsibilities
        Evidence of follow up **less than 50%** of the time.

students' learning opportunities.

4.   Students are always scheduled to have maximum time on tasks and opportunities for learning.

3.   Students are frequently scheduled to have substantial time on tasks and opportunities for learning.

2.   Students are sometimes scheduled to have time on tasks and opportunities for learning.

1.   Students are never scheduled to have enough time on tasks and there is little opportunity for learning.

PART FIVE
PW – Professionalism & Work Ethic

PW -1   ***Demonstrates knowledge of the Education Regulations and the Staff Orders of the Public Services especially as they relate to:***
- ***teachers' rights and responsibilities***
- ***students' rights and responsibilities***
- ***role and responsibilities of the Board.***
- ***rights and responsibilities of non-teaching staff***.

4. Evidence (*records kept and execution of duties)* of the application of the knowledge of rights and responsibilities of all four stakeholder groups.

3.   Strong in three areas and moderate in the other.

2.   Strong in two areas and moderate in two.

1.   Strong in one area and moderate in the others.

PW -2 Displays commitment and responsibility to duties.

    4.   The school reflects a culture where, **at least 90% of** the staff and students are motivated to achieve academic and non-academic excellence.

    3.   The school reflects a culture where, **at least 70%** staff and students are motivated to achieve academically and non-academically.

    2.   The school reflects a culture where, **at least 50%** staff and students are motivated to achieve academically and non-academically.

    1.   The school reflects a culture where, **less than 50%** staff and students are motivated to achieve academically and non-academically.

PW -3 Demonstrates respect for stakeholders and the wider community.

    4.   **At least 90%** stakeholder groups and wider community are involved in school activities.

    3.   **At least 70%** of stakeholder groups and wider community are involved in school activities.

    2.   **At least 50%** of stakeholder groups and   wider community are involved in school activities.

    1.   **Less than 50%** of stakeholder groups and wider community are involved in school activities.

PW -4 Develops and promotes standards governing punctuality and attendance in accordance with the Ministry of Education.

    4.   Records properly maintained and reflect a school culture where **at least** 9**0%** of the school community are punctual and are regular in attendance.

...culture where **at least 70%** of the ...nctual and are regular in attendance.

    2.   Records reflect a school culture where **at least 50%** of the school community are punctual and are regular in attendance.

    1.   Records reflect a school culture where **less than 50%** of the school community is punctual and regular in attendance.

PW -5   Exhibits appropriate deportment as per school standards.

    4.   Principal displays **admirable** deportment and motivates **at least 90%** of staff and students to exhibit appropriate deportment.

    3.   Principal displays **admirable** deportment and motivates

    at least 70% of staff and students to exhibit appropriate deportment.

    2.   Principal displays **good** deportment and motivates **at least 50%** of staff and students to exhibit appropriate deportment.

    1.   Principal displays **satisfactory** deportment, but does not motivate staff and students to do the same.

PW -6   Observes code of confidentiality.

    4.   Principal initiates effective programmes and policies to ensure confidentiality among **at least 90%** of stakeholder groups.
    Example: Policy outlined in handling the school/class registers
                The location of the guidance counsellors' office
                The location of the secretary's office
                The proper storage of records

    3.   Principal initiates effective programmes and policies resulting in confidentiality among **at least 70%** stakeholder groups.

    2.   Principal initiates effective programmes and policies resulting in confidentiality among **at least 50%** stakeholder groups.
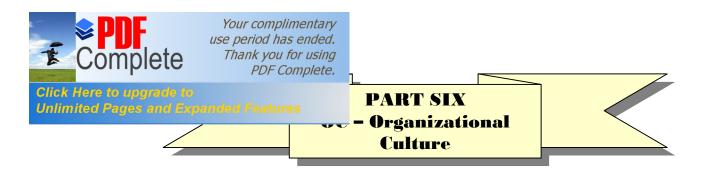
...ctive programmes and policies resulting in
...ss than 50% stakeholders.

PW -7   ***Provides opportunities for participation in in-service Professional Development Programmes and /enables colleagues to do so***.

4.   Provides opportunities for **at least 90%** of the staff to engage in in-service professional development programmes at least once per term.

3.   Provides opportunities for **at least 70%** of staff to engage in in-service professional development programmes at least once per term.

2.   Provides opportunities for **at least 50%** of staff to engage in in-service professional development programmes at least once per term.

1.   Provides opportunities for **less than 50%** of staff to engage in in-service Professional development programmes at least once per term.

PW -8   ***Sets goals and implements plans for personal and professional development***.

4.   Initiates and successfully implements **at least 90%** of the plans that facilitate personal and professional development.

3.   Initiates and successfully implements **at least 70%** of the plans that facilitate personal and professional development.

2.   Initiates and successfully implements **at least 50%** of the plans that facilitate personal and professional development.

1.   Initiates and successfully implements **less than 50%** of the Plans that facilitate personal and professional development.

PART SIX
OC – Organizational
Culture

OC -1 *Fosters a school ethos that is success oriented*

4.   a. Shows respect for diversity: social, emotional, intellectual,
             spiritual, physical or economic etc.
         b. Encourages student-centred approach to learning.
         c. Encourages student participation in school governance.
         d. Provides opportunities to maximize studentsø and stafføs
             creative potential
         e. Rewards success

3.   Evidence of **three** of the four.

2.   Evidence of **two** of the four.

1.   Evidence of **one** of the four.

OC-2 *Establishes standards and role expectations for stakeholders*

4.   a. Role expectations for staff and other stakeholders are defined,
             documented and posted at strategic points.
         b. School standards are set and **all** stakeholder groups are
             sensitized to the standards.

3   a. Role expectations for staff and other stakeholders are defined and
             documented.
         b. School standards are set and **at least three** stakeholder groups are
             sensitized to the standards.

2.   a. Role expectations for staff and other stakeholders are defined but
             not documented.
         b. School standards are set and **two** stakeholder groups are
             sensitized to the standards.

f and other stakeholders are defined but

    b. School standards are set and only **one** stakeholder group is
      sensitized to the standards.

OC-3 *Provides opportunities for students to develop self-awareness and national and civic pride*.

4.   a. Provides opportunities to create awareness of the õRights and Responsibilities of the Childö for **all** students.
     b. Observes celebrations of nationhood-national heritage **at all times**.

3.   a. Provides opportunities to create awareness of the õRights and Responsibilities of the Childö for **most** students.
     b. Observes celebrations of nationhood-national **heritage most of the times.**

2.   a. Provides opportunities to create awareness of the õRights and Responsibilities of the Childö for **some** of students.
     b. Observes celebrations of nationhood-national heritage **some of the times.**

1.   a. Provides opportunities to create awareness of the õRights and Responsibilities of the Childö for **few** students.
     b. Observes celebrations of nationhood-national heritage **few times.**

OC-4 *Boosts the morale of the school through leadership style, which recognizes the efforts and achievements of all stakeholders*.

4.   Displays appreciation through motivation and recognition of efforts and achievements of all stakeholders (eg. Teachers, students, parents, school board, non-teaching staff and wider community).

3.   Displays appreciation through motivation and recognition of efforts and achievements to at least four stakeholders.

ough motivation and recognition of to at least three stakeholders.

1. Displays appreciation through motivation and recognition of efforts and achievements to at least two stakeholders.

OC-5 *Encourages relationships based on mutual trust and respect.*

4. Demonstrates partnership with **at least 5** stakeholder groups.

3. Demonstrates partnership with **at least 4** stakeholder groups.

2. Demonstrates partnership with **at least 3** stakeholder groups.

1. Demonstrates partnership with **at least 2** stakeholder groups.

OC-6 *Promotes safe and secure environment for staff and students.*

4. Establishes, maintains and promotes a policy on safety and security, and an awareness of universal precautions.

3. Establishes and promotes a policy on safety and security, and an awareness of universal precautions.

2. Establishes, maintains and promotes a policy on safety and security, and an awareness of universal precautions.

1. No structured policy in place to promote safety and security.

4.   Involves **all** stakeholder groups in the decision making process.

3.   Involves **at least three** of stakeholder groups in the decision making process.

2.   Involves **at least two** of stakeholder groups in the decision making process.

1.   Involves **one** of stakeholder group in the decision making process.

IPTION OF PERFORMANCE

4 – Exceeds Expectation
The appraisee has consistently demonstrated strength and has an overall average score of 3.5- 4.0

3 – Meets Expectation
The appraisee has more often than not demonstrated strength and has an overall average score of 2.5-3.4

2 – Area of Concern
The appraisee has demonstrated reasonable strength and has an overall average score of 1.5-2.4

1 - Unsatisfactory
The appraisee has demonstrated very little strength and an overall average score of 1.0-1.4

...TATION OF SCORES

Check the Box that Applies		
RATING	**SCORES**	
Unsatisfactory	1.0 – 1.4	
Area of Concern	1.5 – 2.4	
Meets Expectation	2.5 – 3.4	
Exceeds Expectation	3.5 - 4.0	

The evaluation score assigned to the principal's action plan should be based on the actual results. This can be determined by using the following descriptors:
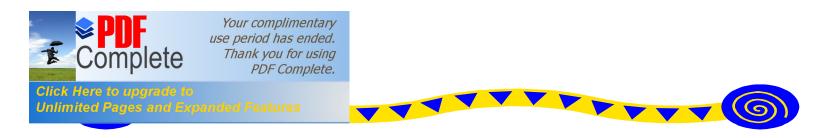
RATING SCALE FOR ACTION PLAN

90% - 100% of major tasks successfully completed within the agreed deadline.	4
70% - 89% of major tasks successfully completed within the agreed deadline.	3
50% - 69% of major tasks successfully completed within the agreed deadline.	2
Less than 50% of major tasks successfully completed within the agreed deadline.	1

RAISAL TEAM

Assessment must be done by a panel of **not less than five (5) persons and must include #1, 2, 3 and 4 below**. **A small school without a Vice Principal should have at least three persons on the team.** See appraisal guideline for further suggestions regarding the panel composition.

Person / Title	Name	Signature
1. Supervisory Officer		
2. Board Chairman		
3. Vice Principal		
4. Teacher on Staff Selected the by Appraisee		
5. Head of Department/Senior Teacher *(Selected by the Supervisory Officer)*		
6. PTA Representative		
7. Student Representative *(High Schools, Junior High, & All Age Schools Only)*		

SECTION FOUR

Principal Performance Appraisal

Instrument

MINISTRY OF EDUCATION

...NCE APPRAISAL INSTRUMENT

A. PRINCIPAL INFORMATION

NAME OF PRINCIPAL ……………………………………………………… ....

YEARS OF EXPERIENCE a) IN THE TEACHING PROFESSION ……………….................

        b) AS PRINCIPAL...……………………………………………… .

        c) IN CURRENT POST…………………………… ....

QUALIFICATIONS: …………………………………………………… ....

SCHOOL: ………………………………… .PARISH……………………REGION ……

ENROLLMENT: ………………………. GRADE OF SCHOOL: …..………………………

SCHOOL TYPE: …………………………………………………………………… .

APPRAISAL PERIOD …………… to ………………EVALUATION #..................................

B. APPRAISER INFORMATION

Name ………………………………………… . **Position** …………………………………

Name ………………………………………… . **Position** …………………………………

Name…………………………… ……………… **Position** ………………………………… ....

Name ………………………………………… .. **Position** ………………………… ………..

Name ………………………………………… .. **Position** …………………………………

Name ………………………………………… .. **Position** …………………………………

Name ………………………………………… . **Position** …………………………………

Length of Time Supervising This Employee…………………Years   ……………….Month

C. PURPOSE OF APPRAISAL

Annual Performance Review ☐

Appointment ☐

Professional Development Training ☐

Other (Specify)…………………………………………………………

box to indicate the rating

ons   2- Area of Concern   1- Unsatisfactory

Areas of Performance and Levels of Competence		RATING				
PART 1: PLANNING		**4**	**3**	**2**	**1**	**Remarks**
P-1	Shares a vision of the school with stakeholders.					
P-2	Mobilizes stakeholdersø commitment to the vision of the school.					
P-3	Aligns schoolø objectives to the MoE policies.					
P-4	Design school programmes to reflect the strategic objectives of the Ministry of Education, and meet the national targets.					
P-5	Leads the preparation and implementation of the School Improvement Plan (SIP).					
P-6	Aligns Schoolø Improvement Plan with available resources (*physical plant, financial, human, time & material resources*).					
P-7	Monitors, evaluates and adjusts the School Improvement Plan (SIP) as necessary.					

Rating for P: Number of Item [ ]   **Total Score** [ ]   **Average Score** [ ]

PART 2: INSTRUCTIONAL LEADERSHIP						
IL-1	Guides and monitors the implementation of curricular activities					
IL-2	Designs and implements strategies to analyze data, and use results to inform curriculum delivery.					
IL-3	Executes strategies to evaluate programme delivery e.g. a. Continuous Assessment of students b. Performance appraisal of staff done c. Students reports and status reports maintained d. Evidence of appropriate actions/decisions taken for intervention/remediation.					
IL-4	Submits records/reports to the Supervisory Education Officer and the Ministry of Education as required.					
IL-5	Ensures the maintenance of appropriate records.					
IL-6	Monitors the implementation of activities to facilitate studentsø development.					
IL-7	Facilitates decision making by the School Board, that is: a. Consistently provides the Board with information in a timely and accurate manner b. Makes accurate, periodic reports as required c. Reports to the Board on studentsø performance d. Reports to the Board on teachersø performance					
IL-8	Facilitates professional development among staff members.					
IL-9	Operates a disciplinary policy for students.					
IL-10	Operates a disciplinary policy for all staff..					

Rating for IL: Number of Items [ ]   **Total Score** [ ]   **Average Score** [ ]

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Levels of Competence

RATING
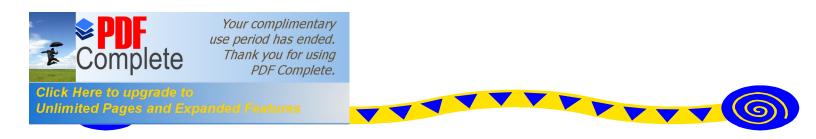
PART 3: INTERPERSONAL SKILLS & RELATIONSHIPS	4	3	2	1	Remarks
ISR-1	Builds rapport with and among stakeholders, for example: a. Students, colleagues, parents/PTA, School Board b. Ministry of Education and Pass Student Association c. Professional Association, community based organizations (e.g. religious bodies, youth clubs) d. Support Agencies(e.g. police, public health nurse, Child Development Agency, NGO) e. Private Sector (providers of goods and services)					
ISR-2	Networks with other educational institutions.					
ISR-3	Displays team-building skills.					
ISR-4	Manages conflicts.					
ISR-5	Commands the respect of stakeholder groups.					
ISR-6	Communicates appropriately (orally and written).					

Rating for ISR: Number of Items [   ]   Total Score [   ]   Average Score [   ]

PART 4: RESOURCE MANAGEMENT					
Finance Management					
FM-1	Underpins School Improvement Plan with financial planning.					
FM-2	Prioritizes expenditure in accordance with cash flow.					
FM-3	Monitors the preparation and submission of the school's budget and financial statements.					
FM-4	Demonstrates adherence to proper accounting procedures.					
FM-5	Presents financial reports on relevant school activities to agreed stakeholders.					

Rating for FM: Number of Items [   ]   Total Score [   ]   Average Score [   ]

Management of Support Facilities					
MSF-1	Includes a maintenance component in the School Improvement Plan as outlined in the Ministry of Education School Maintenance Manual.					
MSF-2	Implements the school maintenance plan as documented in the School Improvement Plan.					
MSF-3	Maintains a school compound that is clean and aesthetically pleasing in appearance.					
MSF-4	Establishes, maintains and utilizes a critical incident plan.					
MSF-5	Has a disaster preparedness plan in place.					
MSF-6	Conducts safety drills.					
MSF-7	Organizes for the disposal of waste.					

Rating for MSF: Number of Items [   ]   Total Score [   ]   Average Score [   ]

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Areas of Performance and Levels of Competence	RATING				
Human Resource Management	4	3	2	1	Remarks
HRM-1 Facilitates recruitment and orientation of staff.					
HRM-2 Utilizes a variety of strategies and programmes to cater to the diverse needs of students placed in the institution.					
HRM-3 Deploys staff based on competencies and school's goals.					
HRM-4 Implements and monitors the performance management systems for staff in accordance with the guidelines and policies of the Ministry of Education.					
HRM-5 Utilizes performance management data to make decisions/recommendations for staff development, promotion, deployment and separation.					
HRM-6 Creates learning pathways to challenge and support the functioning of senior staff (succession planning).					
HRM-7 Provides opportunities for staff to participate in in-service training					
HRM-8 Develops and implements mentorship programme for teachers in keeping with the Beginning Teacher Induction and Mentorship Policy.					
HRM-9 Takes appropriate measures to encourage the attendance of teachers to school, classes, staff development, staff sessions/grade/ departmental meetings and other school events.					

Rating for HRM: Number of Items ☐ **Total Score** ☐ **Average Score** ☐

Time Management					
TM-1 Prepares a calendar of events for school.					
TM-2 Prepares school time table.					
TM-2 Organizes consultations with critical stakeholders.					
TM-3 Monitors timelines for action plans.					
TM-4 Schedules time to optimize students learning opportunities.					

Rating for TM: Number of Items ☐ **Total Score** ☐ **Average Score** ☐

65

	...vels of Competence	RATING				
PART 5: PROFESSIONALISM & WORK ETHICS						
PW-1	Demonstrates knowledge of the Education Regulations, the Child Care and Protection Act and the Staff Orders of the Public Services especially as they relate to: • Teachers' rights and responsibilities • Students' rights and responsibilities • Roles and responsibilities of the School Board • Rights and responsibilities of non-teaching staff						
PW-2	Displays commitment and responsibility to duties.						
PW-3	Demonstrates respect for stakeholders and the wider community.						
PW-4	Develops and promotes standards governing punctuality and attendance in accordance with the Ministry of Education.						
PW-5	Exhibits appropriate deportment as per school standards.						
PW-6	Observes code of confidentiality.						
PW-7	Provides opportunities for participation in in-service professional development programmes and enables colleagues to do so.						
PW-8	Sets goals and implements plans for personal and professional development.						

Rating for PW: Number of Items ____ **Total Score** ____ **Average Score** ____

		RATING				
PART 6: ORGANIZATIONAL CULTURE						
OC-1	Fosters a school ethos that is success oriented.						
OC-2	Establishes standards and role expectations for stakeholders.						
OC-3	Provides opportunities for students to develop self-awareness and national and civic pride.						
OC-4	Boosts the morale of the school through an appropriate leadership style, which recognizes the efforts and achievements of all stakeholders.						
OC-5	Encourages relationships based on mutual trust and respect.						
OC-6	Promotes safe and secure environment for staff and students.						
OC-7	Promotes democracy.						

Rating for OC: Number of Items ____ **Total Score** ____ **Average Score** ____

SECTION FIVE

Principal
Performance Appraisal Instrument

To be Completed by Students

OF EDUCATION
Professional Development Unit

PRINCIPAL PERFORMANCE APPRAISAL
Questionnaire to be completed by Student Representative

Instruction - Tick the appropriate box to indicate the rating
4- At all times   3- Most times   2- Sometimes   1- Seldom

Please note that the student's score should be totalled and averaged and added to the final score

		A	M	ST	S
		4	3	2	1
1	The principal facilitates students' opinions in decision making.				
2	The principal develops a disciplinary policy for students.				
3	The principal disciplines students without abusing their human rights.				
4	The principal is approachable.				
5	The principal communicates with students.				
6	The principal is impartial when dealing with students.				
7	Principal demonstrates knowledge and practice of the ‒Rights of the Child‖				
8	The principal is a role model for students.				
9	The principal encourages students to develop national and civic pride.				
10	Encourages relationships based on mutual trust and respect.				

Rating: Number of Items		**Total Score**		**Average Score**	

SECTION SIX

MINISTRY OF EDUCATION
Principal Performance Evaluation

The Principal's Action Plan

To be used at the beginning of the Appraisal Period to establish agreed goals/targets/tasks

Principal's full name:	School:	
Supervisor/Team Leader:	Period of Appraisal:	Academic Year:

Individual Objectives:

	PLANNING STAGE			REVIEW STAGE		
Major Tasks	Outputs	Resources Required	Achievement Date	Actual Results	Evaluation Rating	Remarks

Appraisee's Name _____   Signature_____

Name of School Board Chairman_____   Signature_____

Name of Supervisor Officer _____   Signature_____

Agreed Date_____

...RY OF ASSESSMENT

	Highest Achievable Score	TOTAL SCORE	NUMBER OF ITEMS	AVERAGE SCORE
1. Planning	28			
2. Instructional Leadership	40			
3. Interpersonal Skills & Relationships	24			
4. **Resource Management** *Finance Management* *Management of Support Facilities.* *Human Resource Management* *Time* **TOTAL**	20 28 36 20 **104**			
5. Professionalism and Work Ethics	32			
6. Organizational Culture	28			
7. Action Plan	**N/A** *(This is dependent on the number of major tasks)*			
8. Rating from Instrument Completed by Student Representative	40			
Overall Score **(Part 1 to Part 6 + Action Plan)**	**296** *(Plus the Action Plan)*			

PERFORMANCE RATING

Rating Scales		Scores	Check the box that applies
1	**Unsatisfactory**	**1.0 – 1.4**	
2	**Area of Concern**	**1.5 – 2.4**	
3	**Meets Expectation**	**2.5 – 3.4**	
4	**Exceeds Expectation**	**3.5 - 4.0**	

ENTAL COMMENTS

1. Describe the individualøs strongest attributesí í í í í í í í í í í í í í
   í ...
   í
   í ...
   í ...
   í ...
   í ...

2. Describe the areas needing the most improvementí í í í í í í í í í í í ...
   í ...
   í ...
   í ...
   í ...
   í ...
   í ...

3. Through conversation with the appraisee, establish technical (management) and
   Personal (professional) improvement goals against which performance will be
   measured at the next performance appraisal.

   í .
   í .
   í .
   í .
   í .
   í .
   í .

   Team Leader/Reviewer _____ Date_____

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the rating received; the appraisal process; future
... nt and advancement etc.

í í

í í

í í

í í

í í

Supervisee/Appraisee_____ Date_____

Note: Appraisee signs not in agreement or disagreement with the results of the appraisal but to verify that appraisal was conducted.

Comments of Education Officer	Comments of School Board Chairman
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í í í í í í í í í í í í í í í ..	í í í í í í í í í í í í í í í ..
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í í í í í í í í í í í í í í í ..	í í í í í í í í í í í í í í í ..
í í í í í í í í í í í í í í í ..	í í í í í í í í í í í í í í í ..
Name _____	Name _____
_____ _____	_____ _____
Signature Date	Signature Date

Review by Regional Office/Senior Education Officer *(where necessary)*

í í

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_____ _____ _____
            Signature   Title   Date

INCIDENT REVIEW & FEEDBACK

(...sed for recording significant accomplishments or failures ONLY)

Principal's full name:		Tenure:		School:
Supervisor/Appraiser:		Period of Appraisal:		Academic Year:

INSTRUCTIONS: Using the space below, record observed incidents which illustrate the significant accomplishments or failures by the appraisee in performing his or her job duties. Examples of areas to observe include: initiative, judgments, dependability resourcefulness, extracurricular, working with others. REMEMBER to bring each incident to the attention of the appraisee as soon as possible after the observation is made.

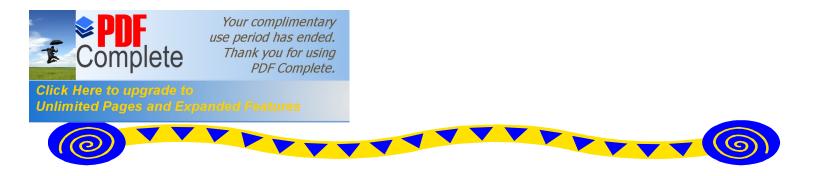| Date of Observation	Accomplishment or Failure	Action Discussed	Date of Discussion with Incumbent	Follow up Results	Incumbent's Signature

NB: Use this form to assist with coaching and/or providing timely feedback

Name of Team Member/ Team Leader _____

Signature _____

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r	Action Discussed	Date of Discussion with Incumbent	Follow up Results	Incumbent's Signature

NB: Use this form to assist with coaching and/or providing timely feedback.

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APPENDIX

MINISTY OF EDUCATION
Professional Development Unit

School Principal Job Description

The position of the school principal exists to provide leadership and expertise for the purpose of educating students in an ever-changing world. The school principal serves as the educational leader responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the expectations of the Ministry of Education.

The leadership that the principal provides is both broad-based and functional. The broad-based leadership aspect shapes the quality and character of the institution, while the functional leadership defines the performance within that institution. Inherent in the position are the responsibilities for scheduling, curriculum development, co-curricular activities, personnel management, emergency procedures, and facility operations. Principals influence school cultures by building a vision, stimulating innovation, and encouraging performance. They ─make things happenø and ensure that the organizationøs tasks are accomplished.

The job and role responsibilities exist regardless of the type of principalship, school size, and its geographic location. While there are degrees of commonality among schools, the role of the school principal must, of necessity, be shaped by the conditions of the particular situation in which the principal functions.

JOB FUNCTIONS AND RESPONSIBILITIES:

In accordance with the Ministry of Education, Code of Regulation 1980, the job description of the principal is as follows.

1. PLANNING

Planning is the management function that is concerned with the defining goals of an organization for its future performance and deciding on the activities and resources that are required in order to attain these goals.

The School Principal Shall:

- Know and believe in the schooløs philosophy and model the mission statement.
- Share a common vision of the school with stakeholders that sets high expectations for staff and students
- In collaboration with the Staff, School Board, Supervisory Officer and other stake- holders develop the School Improvement Plan.

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...s are aligned to the policies of the Ministry of Education.

...lan with the legal, financial, and organizational structure of the school system.

- Ensure that procedures and schedules are implemented to carry out the total school programme.
- Evaluate educational programmes and make revisions to meet changing conditions and modern practices.

2. INSTRUCTIONAL LEADERSHIP

Instructional Leadership is the style of leadership which is most closely related to enhancing students' learning. The focus is on what needs to be done to raise levels of students' learning. This type of leadership is critical to meeting educational challenges in a changing environment; it is strategic planning which is driven by a vision.

The School Principal Shall:

- Clearly articulate the school's vision and mission.
- Exhibit a positive attitude and strong leadership skills.
- Facilitate shared leadership at the school site.
- Provide supervision, guidance, and evaluation for all programmes and teaching methods.
- Work with staff to initiate and facilitate ongoing curriculum review and development, keeping pace with current educational trends and policies of the Ministry of Education.
- Identify and work to ensure that the needs-enrichment, remediation, special education of all students are being met.
- Develop and implement a transparent, equitable and consistent disciplinary policy that is aligned to that of the Ministry of Education.
- Establish and maintain student disciplinary standards to ensure a positive teaching learning environment.
- Establish and maintain staff disciplinary standards to ensure professional conduct.
- Establish and maintain a system of conflict resolution while showing respect to all parties involved.
- Maintain and keep current personnel files and records for all school employees.
- Ensure that student records are complete and current.
- Ensure leadership opportunities are provided for students.
- Provide leadership opportunities for teachers.

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LS & RELATIONS

Interpersonal skills and relations involve communicating respect for other people or professionals within the workplace, which reduces conflict and increases participation and assistance in obtaining information or completing tasks.

The School Principal Shall:

- Promote a positive image of the school within the community.
- Encourage collaboration and co-operation to enhance school community relations.
- Establish a positive relationship with staff, students, parents (families), School Board and community.
- Communicate with stakeholders in a timely manner.
- Exhibit a welcoming and respectful relationship to all persons.
- Encourage and support parental involvement in students' learning.
- Maintain visibility with students, teachers, parents and the School Board.

4. RESOURCE MANAGEMENT

Resource management is the efficient and effective deployment and use of the institution's resources.

4.1 Finance Management

The School Principal Shall:

- Utilize financial and human resources to fully accomplish the goals and mission of the school within the Financial Administration and Audit Act.
- Develop and oversee the School Budget, in conjunction with the school management team.
- Maintain and account for all funds raised from students' activities and monies collected from students.

4.2 Management of Support Facilities

The School Principal Shall:

- Monitor day to day operations of the school.
- Establish and maintain an effective inventory system for all school supplies, materials and equipment provided to carryout the school programme.
- Establish, maintain and utilizes a relevant critical incident plan.
- Develop clearly understood procedures and provide regular drills for emergencies and disasters.

...nsion of instructional facilities and

- Ensure that capital equipment are written off by the Board of Survey, Ministry of Finance.
- Approve selected materials, supplies, equipment, and textbooks.

4.3 Human Resource Management

The School Principal Shall:

- Assist the School Board in verifying the existence of vacant posts.
- Assist the School Board in the recruitment and selection process for all staff.
- Provide adequate orientation and employee information for new staff members.
- Provide adequate orientation and student information for new students, e.g. school rules and uniform outlined in students handbook.
- Establish position descriptors and qualifications in accordance with the Ministry of Education guidelines for each supervised employee.
- Coordinate activities through the scheduling work assignments, the setting priorities, and directing the work of all employees.
- Select and assign staff, ensuring equal employment opportunity in hiring and promotion.
- Make recommendations to the School Board on the appointment, promotion, demotion, or dismissal of members of staff, in accordance with the Education Act.
- Implement the Performance Appraisal Programme for staff as directed by the Ministry of Education.
- Identify staff development and training needs and set up referral procedures to ensure that training is obtained.
- Plan and implement at least one staff development seminar for all staff members each term.
- Schedule and oversee staff development programmes.
- Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical and emotional.
- Coordinate a mentorship programme for the school which is in keeping with the policy of the Ministry of Education.

4.4 Time Management

The School Principal Shall:

- Establish the annual master schedule for instructional programmes, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- Maintain a master schedule to be posted for all teachers.
- Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).

WORK ETHICS

This is a reflection of the core values of a profession. It epitomizes competence, confidence, confidentiality, respect, community responsibility, commitment, and lifelong learning.

The School Principal Shall:

- Demonstrate knowledge of the Education Regulation, the Child Care and Protection Act and the Staff Orders of the Public Service, especially as it relates to the rights and responsibilities of staff and students, and the roles and responsibilities of the School Board.
- Display the highest ethical and professional behaviour and standards when working with students, parents and school personnel.
- Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
- Develop and follow a personal professional growth plan
- Serve as a role model for students and teachers, dressing professionally, demonstrating the importance and relevance of learning.
- Demonstrate pride in the teaching profession and encourage all teachers to do the same.

6. *ORGANIZATIONAL CULTURE*

Organizational culture is the personality of the organization. It is the set of beliefs, values, norms, signs and behaviours that represent the unique character of an organization, which provides the context for action in it and by it.

The School Principal Shall:

- Maintain a positive school climate and school morale.
- Create and foster a community of learners which portray national and civic pride.
- Provide learner-centered leadership for staff and students.
- Maintain a safe learning environment for all students.
- Nurture both students and teachers to achieve their greatest potential academically and instructionally.
- Establish and promote high standards and expectations for all students and staff in academic performance and behavior.
- Encourage healthy relationships based on mutual trust and respect.

Any additional tasks identified (as needed) as assigned and approved by the Ministry of Education.

The school principal shall:

- Perform any duties that are within the scope of employment and certifications, as assigned by the School Board and not otherwise prohibited by law or in conflict with contract.

Principal's Signature_____

Date_____

Education Officer_____

Date_____