

**MINISTRY OF EDUCATION  
PERFORMANCE APPRAISAL – TEACHING PRINCIPAL  
ER 87 (1), S.I. 87 of 2012**

<p><b>Notes:</b></p> <p>a) Performance Appraisal shall be conducted <u>twice</u> yearly.</p> <p>b) The first appraisal shall be conducted between the third and fifth month of the school's academic calendar.</p> <p>c) The second appraisal shall be conducted between the seventh and ninth month of the school's academic calendar.</p> <p>d) Each appraisal shall be carried out with full participation of the individual being appraised.</p> <p>e) The rating of the first appraisal and second appraisal shall be averaged to determine approval of increment.</p> <p>f) The Appraisal form must be completed in triplicates for distribution as follows:</p> <ul style="list-style-type: none"> <li>• Individual being appraised,</li> <li>• Managing Authority</li> <li>• Teaching Services Commission</li> </ul>	<b>BIOGRAPHICAL DATA</b>			
	1. LICENCE #			
	2. NAME			
		<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>
	3. PRESENT POST		4. # OF YEARS IN PRESENT POST	
	5. NAME OF SCHOOL			
	6. STRUCTURE OF SCHOOL	<i>Check whichever is appropriate:</i> <input type="checkbox"/> Mono-grade <input type="checkbox"/> Multi-grade		
	7. DISTRICT			
	8. MANAGING AUTHORITY			
	9. GRADE LEVEL(S) CURRENTLY TEACHING (if applicable)			
	10. COURSE(S) OR SUBJECTS CURRENTLY TEACHING (if applicable)			
	11. ACADEMIC QUALIFICATIONS (begin with the most recent achievement)			
<i>Certificate, Diploma or Degree</i>			<i>Year</i>	
12. PROFESSIONAL QUALIFICATIONS (begin with the most recent achievement)				
	<i>Certificate, Diploma or Degree</i>		<i>Year</i>	

**Instructions:**

To complete Sections A, B and C overleaf, refer to the key given below; for each statement, place a check mark (✓) in the column to its right under the number that best describes the manner and regularity in which the individual being appraised executed each of the performance criteria listed.

**Key:**    5 – Always      4 – Most of the time      3 – Some of the time      2 – A few times      1 – Not at all

<b>A. LEADERSHIP AND MANAGEMENT</b>					
<b>Strategic Leadership</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
School policies and practices are congruent with the shared school vision and mission					
The school's strategic plan is informed by the results of a school-wide assessment					
Administrative processes are organized and/or supervised as required					
Appropriate problem-solving techniques are utilized to resolve challenges or issues					
School developmental plans are spearheaded and/or monitored effectively					
Day-to-day operational plans and processes are managed proactively and efficiently					
<b>Score</b>	<b>/30</b>				
<b>Organizational Leadership</b>					
Day-to-day basic maintenance of equipment and facilities are carried out expeditiously					
Annual and supplemental budgets are drafted and/or adjusted in consultation with staff					
The financial and other business transactions are conducted in accordance with the approved financial management system					
Physical resources are utilized and managed effectively					
The state of school buildings and grounds are monitored and maintained appropriately					
Teaching and other non-instructional functions are equitably distributed among staff					
A transparent information system is supported to maintain accurate school records					
<b>Score</b>	<b>/35</b>				
<b>Instructional Leadership</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Quality assurance practices are aligned to the school's mission and policies					
Staff professional development needs are identified and addressed systematically					
The performance of all staff members are appraised fairly and consistently					
The school curriculum is based on national development priorities and emerging global trends					
The enacted curriculum is supervised consistently using a systematic process					
Supervisory activities and the supporting documentation are aligned to a clinical process					
Mentoring, coaching, conferencing and other supervisory techniques are utilized systematically to support instructional processes					
Teaching and learning challenges are handled consistently and proactively					
Relevant and meaningful long- and short-term instructional plans are monitored carefully					
<b>Score</b>	<b>/45</b>				
<b>Collaborative and Ethical Leadership</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Duties relating to Board and/or School Committees are carried out judiciously					
School policies and rules are shared with parents and other stakeholders in a timely manner					
Meetings with parents/guardians are conducted periodically					
Members of the school community are encouraged to participate in school activities					
Collaboration with organizations and other community stakeholders to address conditions affecting student learning and development is facilitated as required					
Oral and written communications to members of the school community are used appropriately					
The participation of students in inter and intra-school activities is promoted and facilitated					
The confidentiality of student, staff and other school records is promoted and maintained					
<b>Score:</b>	<b>/40</b>				

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<b>B. PEDAGOGICAL PERFORMANCE</b>					
<b>Planning, Preparation and Record Keeping</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Lessons plans are available upon request					
Lesson plans are relevant to and in accordance with course outline/units of work					
Objectives in lessons are appropriate, clearly stated and valuable to learners					
The content of lessons are valid, accurate, and logically structured					
Methods/strategies/activities used in lessons are learner-focused, content appropriate and cater to a variety of learners' needs					
Assessment strategies are appropriately aligned to the content and objective(s) of lessons					
Technology and/or other instructional aids are adequately selected and well designed					
Instructional plans generally demonstrate the teacher's command of the knowledge, skills and attitudes of the subject/area of study					
Reflective thinking is evident in the evaluations of lessons					
Assessment and other pertinent student records are properly maintained					
<b>Score:</b>	<b>/50</b>				
<b>Instruction and Assessment</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Introductory activities are based on students' previous knowledge and suitable for the development of lessons					
Presentation of ideas and explanations are clear and helpful with appropriate use of language to facilitate meaningful learning					
Questions and questioning techniques and are effective and encourage higher level thinking					
Instructional strategies enable students to develop understanding of key concepts, skills and/or attitudes					
Instructional strategies are varied and responsive to students' learning needs					
Individualized and/or group activities are purposeful, well-facilitated and engage students as active participants in their own learning					
Assessment strategies indicate the extent to which students have met the objective(s)					
The results of assessments inform follow-up instructional plans					
Verbal and/or written feedback to students is meaningful and immediate					
Technology and/or other instructional aids are used creatively and effectively					
<b>Score:</b>	<b>/50</b>				
<b>Learning Environment</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
An appropriate classroom management plan (including rules and procedures) has been developed and clearly communicated to students					
A clearly articulated classroom management strategy is consistently applied					
Lesson activities are appropriately sequenced and adequately timed for the students to maximize on their involvement in the lesson					
Positive student-student and student-teacher interactions are evident					
The use of praise and other motivational techniques are used appropriately and effectively					
Learner diversity (gender, language, experiences, etc.) is acknowledged and respected					
Relevance of the lessons to students' interests and abilities is apparent					
Instructional aids are creatively displayed as appropriate to reinforce content taught					
Creative management of the physical conditions make the classroom clean and attractive					
Creative management of the physical conditions make the classroom safe for students					
<b>Score:</b>	<b>/50</b>				

<b>C. PROFESSIONALISM</b>					
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Cooperation:</b> usually cooperative, helpful and supportive in carrying out planned activities;					
<b>Initiative:</b> self-starter; improvises solutions; frequently originates complete suggestions and ideas which provide fresh insight and broader perspectives;					
<b>Job Attitude:</b> consistently sustains motivation to do best possible job; conscientious and enthusiastic in carrying out tasks; does more than his/her share of work when required;					
<b>Reliability under Pressure:</b> unflustered, calm and reliable; capable of dealing with crises and emergencies without losing balance;					
<b>Attendance and Punctuality:</b> usually punctual to school and classes; begins work immediately and is present on the job during regular working hours; is normally present to participate in other non-instructional school activities;					
<b>Dependability:</b> carries out responsibilities without being checked on; seeks advice as appropriate and brings difficulties to the attention of the administration when necessary;					
<b>Leadership:</b> inspires collaboration; facilitates progress; promotes school vision and mission					
<b>Self-Evaluation/Reflection:</b> inspires independent thinking; engages in reflective practice;					
<b>Professional Growth and Development:</b> engages in professional learning opportunities					
<b>Department and Conduct:</b> acts in compliance with school and other education rules; comports self in a manner that is consistent with the teaching profession;					
<b>Score:</b>	<b>/50</b>				
SPECIFIC COMMENTS ON LESSON OBSERVED FOR THIS APPRAISAL EXERCISE <i>(use additional sheets if necessary)</i>					
<b><u>Planning and Preparation</u></b>					
<b><u>Instruction and Assessment</u></b>					
<b><u>Learning Environment</u></b>					

<b>D. PERFORMANCE RATING:</b> Use the following steps to calculate the Performance Rating			
(1)	Section A: Strategic Leadership	Score:	= /30
	Section A: Organizational Leadership	Score:	= /35
	Section A: Instructional Leadership	Score:	= /45
	Section A: Collaborative and Ethical Leadership	Score:	= /40
	Section B: Planning, Preparation and Record Keeping	Score:	= /50
	Section B: Instruction and Assessment	Score:	= /50
	Section B: Learning Environment	Score:	= /50
	Section C: Professionalism	Score:	= /50
(2)	Sum of Scores (from (1) above)		= /350
(3)	Rating	<u>Sum of Scores</u> 70	=

<b>E. CATEGORIES OF RATINGS</b>	
<b>CATEGORY 1:</b> Ineffective (0.0 – 1.5)	<input type="checkbox"/>
<b>CATEGORY 2:</b> Marginal (1.6 – 2.5)	<input type="checkbox"/>
<b>CATEGORY 3:</b> Satisfactory (2.6 – 3.6)	<input type="checkbox"/>
<b>CATEGORY 4:</b> Proficient (3.7 – 4.4)	<input type="checkbox"/>
<b>CATEGORY 5:</b> Distinguished (4.5 – 5.0)	<input type="checkbox"/>

**F. INCREMENT**

- Teaching Principals rated in Categories 3, 4 and 5 shall have Annual Increment **APPROVED**.
- Teaching Principals rated in Category 2 shall have Annual Increment:
  - WITHHELD** where progress made between the first and second appraisal pending further evaluative reports within three months of the second appraisal to affirm continued progress.
  - DEFERRED** if no progress is made between the first and second appraisal
- Teaching Principals rated in Category 1 shall have Annual Increment **STOPPED**.

Rating at 1st Appraisal: \_\_\_\_\_ Rating at 2nd Appraisal: \_\_\_\_\_ Average Rating: \_\_\_\_\_

Increment Approved                       Increment Stopped  
 Increment Deferred                       Increment Withheld (Subject to further Evaluative Report)

Rating after further Evaluative Reports: \_\_\_\_\_  Increment Approved                       Increment Stopped

**G. PROFESSIONAL DEVELOPMENT**

1. Based on the foregoing Appraisal, could the Teaching Principal's performance **in this present post** be improved by training? YES [ ] NO [ ]

2. If the answer to (1) is yes, specify nature of training required.

\_\_\_\_\_

3. Can the training requirement specified in (2) above be provided by:

- a) the Ministry of Education? YES [ ] NO [ ]
- b) the Managing Authority of the School? YES [ ] NO [ ]
- c) Any institution or organization within the Country of Belize? YES [ ] NO [ ]

4. If the answer to 3 (c) is yes, specify:

d) the organization or institution: \_\_\_\_\_

e) whether the training will require full-time or part-time attendance with brief details;

\_\_\_\_\_

f) the duration of time required to complete the training: \_\_\_\_\_

g) the degree, or other qualification to be received at successful completion of training.

\_\_\_\_\_

5. If the training identified in (2) above is only available abroad, specify the duration required to complete the course of training and the qualification to be received on successful completion.

\_\_\_\_\_

6. In the light of the Teaching Principal's training needs, does he/she possess the matriculation requirements (if applicable) to undertake the course of training specified? YES [ ] NO [ ] NOT APPLICABLE [ ]

7. If the answer to (6) is no, what arrangements if any, will the Teaching Principal make to acquire the necessary matriculation requirements?

\_\_\_\_\_

Complete (8) below for second Appraisal only

8. What training courses or seminars have the Teaching Principal attended and/or what qualifications have he/she obtained during the year prior to this Report?

\_\_\_\_\_

\_\_\_\_\_

<b>H. CERTIFICATION</b>			
<b>Certification by the Immediate Supervisor</b>			
I hereby certify as follows:			
1. I am the immediate Supervisor of the Teaching Principal to whom this Report relates;	YES [ ]	NO [ ]	
2. I have supervised his/her work for at least three months and where part of the Appraisal Period and/or the duties of the Teaching Principal have been under the supervision of another person, I have, before conducting the Appraisal, consulted with that other supervisor concerning the his/her performance.	YES [ ]	NO [ ]	
3. This report has been prepared with the full participation of the Teaching Principal reported on, and her/his particular attention has been drawn to the items of the Report showing her/his strengths and weaknesses.	YES [ ]	NO [ ]	
		D	M Y
<b>Signature</b>			
<b>PRINTED NAME</b>		<b>TITLE OF POST</b>	
<b>Certification by the Second Reporting Person</b>			
I hereby certify as follows:			
1. I am the immediate Supervisor of the of the Immediate Supervisor;	YES [ ]	NO [ ]	
2. I am in full agreement of with the Appraisal of the Immediate Supervisor;	YES [ ]	NO [ ]	
3. I am not in full agreement with the Appraisal of the Immediate Supervisor, and have therefore made emendations in red alongside the first Appraisal but without making any changes in the Appraisal itself.	YES [ ]	NO [ ]	
		D	M Y
<b>Signature</b>			
<b>PRINTED NAME</b>		<b>TITLE OF POST</b>	
<b>Certification by the Teaching Principal</b>			
I hereby certify as follows:			
1. I had full participation in the Appraisal through conferencing before and after;	YES [ ]	NO [ ]	
2. I consider the Appraisal to be objective and reasonable;	YES [ ]	NO [ ]	
3. The Appraisal is generally acceptable, and although I have minor disagreements with some details I do not wish to make any comments thereon;	YES [ ]	NO [ ]	
4. I have major disagreements with the Appraisal or find the Appraisal to be unacceptable, and I am herewith attaching my comments in rebuttal.	YES [ ]	NO [ ]	
		D	M Y
<b>Signature</b>			
<b>PRINTED NAME</b>		<b>TITLE OF POST</b>	