

**MINISTRY OF EDUCATION – PERFORMANCE APPRAISAL
TEACHING VICE-PRINCIPAL/HEAD OF DEPARTMENT
ER 87 (2), S.I. 87 of 2012**

| | | | | |
|--|--|--|-------------------------------|-----------------------|
| <p>Notes:</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"> • Individual being appraised, • Managing Authority • Teaching Services Commission | BIOGRAPHICAL DATA | | | |
| | 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> | |
| <p>Instructions:</p> <p>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.</p> <p>Key: 5 – Always 4 – Most of the time 3 – Some of the time 2 – A few times 1 – Not at all</p> | | | | |

| A. LEADERSHIP AND MANAGEMENT | | | | | |
|---|------------|----------|----------|----------|----------|
| Strategic Leadership: <i>The Teaching Vice-Principal/Head of Department assists to ensure that ...</i> | 5 | 4 | 3 | 2 | 1 |
| 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 | | | | | |
| Score | /30 | | | | |
| Organizational Leadership: <i>The Teaching Vice-Principal/Head of Department assists to ensure that ...</i> | | | | | |
| 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 | | | | | |
| Score | /35 | | | | |
| Instructional Leadership: <i>The Teaching Vice-Principal/Head of Department assists to ensure that ...</i> | 5 | 4 | 3 | 2 | 1 |
| 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 | | | | | |
| Score | /45 | | | | |
| Collaborative and Ethical Leadership: <i>The Teaching Vice-Principal/Head of Department assists to ensure that ...</i> | 5 | 4 | 3 | 2 | 1 |
| 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 | | | | | |
| Score: | /40 | | | | |

EDR 18A

| B. PEDAGOGICAL PERFORMANCE | | | | | |
|--|------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Planning, Preparation and Record Keeping | | | | | |
| 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 | | | | | |
| Score: | /50 | | | | |
| Instruction and Assessment | | | | | |
| 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 | | | | | |
| Score: | /50 | | | | |
| Learning Environment | | | | | |
| 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 | | | | | |
| Score: | /50 | | | | |

EDR 18A

| D. PERFORMANCE RATING: 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) | |
| (3) | Rating | <u>Sum of Scores</u> 70 | = |

E. CATEGORIES OF RATINGS

- CATEGORY 1:** Ineffective (0.0 – 1.5)
- CATEGORY 2:** Marginal (1.6 – 2.5)
- CATEGORY 3:** Satisfactory (2.6 – 3.6)
- CATEGORY 4:** Proficient (3.7 – 4.4)
- CATEGORY 5:** Distinguished (4.5 – 5.0)

F. INCREMENT

- Teaching Vice-Principals/Head of Departments rated in Categories 3, 4 and 5 shall have Annual Increment **APPROVED**.
- Teaching Vice-Principals/Head of Departments 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 Vice-Principals/Head of Departments 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 Vice-Principal/Head of Department'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 Vice-Principal/Head of Department's training needs, does he/she possess the matriculation requirements (if applicable) to undertake the course of training specified? **YES [] NO [] N/A []**
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), (9) and (10) below for second Appraisal only
8. What training courses or seminars have the Teaching Vice-Principal/Head of Department attended and/or what qualifications have he/she obtained during the year prior to this Report?
- _____
9. If no training is required for the Teaching Vice-Principal/Head of Department in this present posting, is training required to qualify him/her for promotion to the next career level? **YES [] NO [] N/A []**
10. If the answer to (9) is yes, specify nature of training required.
- _____

EDR 18A

| H. CERTIFICATION | | | | |
|---|--|----------------------|---------|--------|
| Certification by the Immediate Supervisor | | | | |
| I hereby certify as follows: | | | | |
| 1. I am the immediate Supervisor of the Teaching Vice-Principal/Head of Department 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 Vice-Principal/Head of Department 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 Vice-Principal/Head of Department reported on, and her/his particular attention has been drawn to the items of the Report showing her/his strengths and weaknesses. | | | YES [] | NO [] |
| | | | | |
| Signature | | | D | M |
| PRINTED NAME | | TITLE OF POST | | |
| Certification by the Second Reporting Person | | | | |
| 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 [] |
| | | | | |
| Signature | | | D | M |
| PRINTED NAME | | TITLE OF POST | | |
| Certification by the Teaching Vice-Principal/Head of Department | | | | |
| 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 [] |
| | | | | |
| Signature | | | D | M |
| PRINTED NAME | | TITLE OF POST | | |