

**MINISTRY OF EDUCATION
PERFORMANCE APPRAISAL – NON-TEACHING VICE-PRINCIPAL
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. ACADEMIC QUALIFICATIONS (begin with the most recent achievement)			
<i>Certificate, Diploma or Degree</i>		<i>Year</i>		
10. 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 and B 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>				

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A. LEADERSHIP AND MANAGEMENT					
Strategic Leadership: <i>The Vice-Principal assists the Principal 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 Vice-Principal assists the Principal 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 Vice-Principal assists the Principal 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 & Ethical Leadership: <i>The Vice-Principal assists the Principal 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				

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B. PROFESSIONALISM					
	5	4	3	2	1
Cooperation: usually cooperative, helpful and supportive in carrying out planned activities;					
Initiative: self-starter; improvises solutions; frequently originates complete suggestions and ideas which provide fresh insight and broader perspectives;					
Job Attitude: 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;					
Reliability under Pressure: unflustered, calm and reliable; capable of dealing with crises and emergencies without losing balance;					
Attendance and Punctuality: 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;					
Dependability: carries out responsibilities without being checked on; seeks advice as appropriate and brings difficulties to the attention of the administration when necessary;					
Leadership: inspires collaboration; facilitates progress; promotes school vision and mission					
Self-Evaluation/Reflection: inspires independent thinking; engages in reflective practice;					
Professional Growth and Development: engages in professional learning opportunities					
Department and Conduct: acts in compliance with school and other education rules; comports self in a manner that is consistent with the teaching profession;					
Score:	/50				
C. GENERAL COMMENTS <i>(use additional sheets if necessary)</i>					

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: Professionalism		Score: = /50
(2)	Sum of Scores (from (1) above)		= /200
(3)	Rating	<u>Sum of Scores</u> 40	=

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

F. INCREMENT

- Non-Teaching Vice-Principals rated in Categories 3, 4 and 5 shall have Annual Increment **APPROVED**.
- Non-Teaching Vice-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
- Non-Teaching Vice-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 Non-Teaching Vice-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 Non-Teaching Vice-Principal'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 Non-Teaching Vice-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 Non-Teaching Vice-Principal attended and/or what qualifications have he/she obtained during the year prior to this Report?

9. If no training is required for the Non-Teaching Vice-Principal 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.

H. CERTIFICATION				
Certification by the Immediate Supervisor				
I hereby certify as follows:				
1. I am the immediate Supervisor of the Non-Teaching Vice-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 Non-Teaching Vice-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 Non-Teaching Vice-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 []
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 Non-Teaching Vice-Principal				
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		