



The Government of Saint Vincent and the Grenadines
Ministry of Education and National Reconciliation

Principal Performance Appraisal Procedure

January 2023

Prepared by International School Leadership

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Rationale

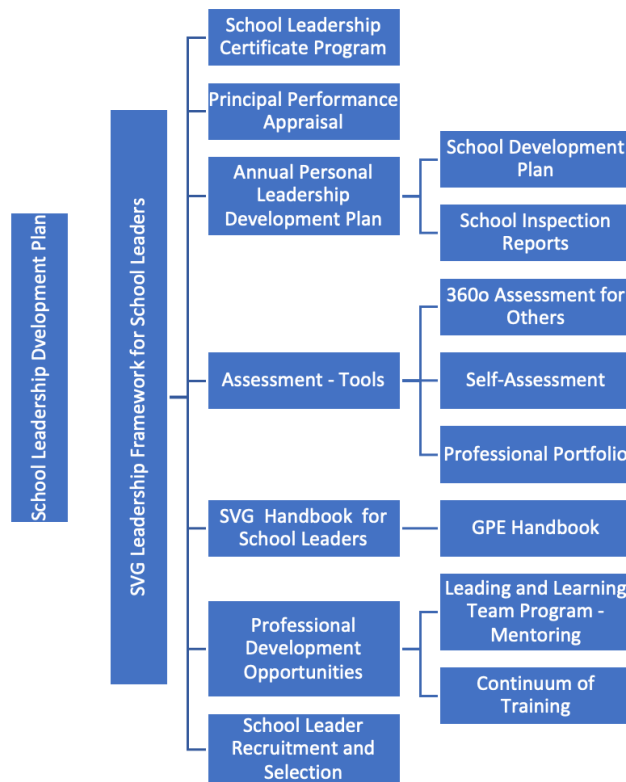
Research clearly shows that school leadership is second only to teaching in having an impact on student achievement. Consequently, enhancing principal leadership throughout the Saint Vincent and Grenadine’s education system is a critical strategy in improving student achievement and wellbeing. The Principal Performance Appraisal Procedure is a key component for supporting and ensuring highly effective principals.

Design Foundations

The PPA:

- is one component of a robust school leadership development program (Figure 1);
- is grounded in strong HR practices that are based on due process;
- establishes the assigned SEO as the assessor;
- is based on a ‘growth’ model, with a focus on improvement in practice;
- ensures that the principal is an active participant in the process;
- fosters discussion between the SEO and Principal, while minimizing time associated with report writing;
- provides a clear understanding of the assessment criteria and required evidence; and
- structured to reflect the realities of SVG and provide for a sustainable procedure.

Figure 1: Leadership Development Plan:



Alignment of PPA and SIS Unit Reports

The PPA and the SIS Unit inspections are clearly related, although the points of inquiry are different; therefore, it is important to understand the specific role of each, the conceptual frameworks of school effectiveness and principal effectiveness, as well as the range of evidence to be collected

The role of the School Inspection and Supervision Unit:

...is an entity that was established in 2012. Its mandate includes inspecting, supervising, assessing and providing support and guidance to primary and secondary schools in their efforts to improve the quality of education to all students. Other roles include the writing of inspection reports, monitoring of intervention programmes as recommended in the inspection reports, ensuring that national level goals are translated down to the school level and disseminating information, instructions and guidelines related to education. The SIS Unit plays a dual role as it performs both control and support supervision functions which cover administrative and pedagogical issues.

NATIONAL DIAGNOSIS ON SCHOOL SUPERVISION IN SAINT VINCENT AND THE GRENADINES 2014

The school inspection process is driven by a series of questions, with evidence collected through interviews, observations, surveys, and review of artefacts. These include:

1. Leadership and Management
How effectively is the school led and managed by the Principal and School Management Team?
2. Teaching and Learning
How effectively does the teaching support the students' learning?
3. Performance on National and Regional Tests and Assessments
How well do students perform in national and/or regional tests and assessments?
4. Progress in Relation to Their Starting Point
How much progress do students make in relation to their starting points?
5. Personal and Social Development
How good is the students' personal and social development?
6. Human and Material Resources
How effectively does the school use the human and material resources at its disposal to help students achieve their true potential?
7. Curriculum and Enhancement Programs
How well do the curriculum and any enhanced programs meet the needs of the students?
8. Safety and Security
How well does the school ensure everyone's safety, security, health and wellbeing?

Table 1 provides a comparison of SIS Unit Report and the PPA for the purposes of this document. As noted, the SIS Unit Report focuses on the performance of the school as defined

by 8 inquiry questions. Leadership is examined, but it is the combined leaderships of multiple roles within the school. The evidence collected and analyzed is broad and in depth, including classroom visits, surveys, interviews and observations. The process is driven by the SIS Unit team. The PPA, in contrast, focuses on the performance of the principal as defined in the SVG Leadership Framework for Principals. The principal shares in the responsibility for collecting and analyzing the evidence, and developing a Leadership Development Plan.

Table 1: Comparison of SIS Unit Report and PPA

	SIS Unit	PPA
Focus	Performance of school	Performance of principal
Leadership	All leaders within school	Principal
Defining Effectiveness	Effective School <ul style="list-style-type: none"> • Leadership and Management • Teaching and Learning • Performance on National and Regional Tests and Assessments • Progress in Relation to Their Starting Point • Personal and Social Development • Human and Material Resources • Curriculum and Enhancement Programs • Safety and Security 	SVG Leadership Framework for Principals <ul style="list-style-type: none"> • Self-Development • Strategic Direction • Institutional Strengthening • Leading Learning • People Development • Institutionalization of Accountability Measures
Evidence	<ul style="list-style-type: none"> • Observation • Classroom visits • Teacher interviews and survey • Parent interviews and survey • Student interview and survey • National and Regional Tests and Assessments 	<ul style="list-style-type: none"> • Self-Assessment Tool • 360o Assessment Tool • Personal Leadership Development Plan • School Development Plan • School Visits by SEO; joint learning walks • School Community Survey • Additional artefacts provided by the principal
Analysis of Evidence	<ul style="list-style-type: none"> • Guided by questions • Conducted by SIS Unit Team 	<ul style="list-style-type: none"> • Guided by SVGLFP • Triangulation of data • Conducted by SEO with Principal
Presentation of Report	<ul style="list-style-type: none"> • SIS Unit 	<ul style="list-style-type: none"> • SEO to the principal
Next Steps	<ul style="list-style-type: none"> • Shared responsibility – SIS Unit and school staff 	<ul style="list-style-type: none"> • Responsibility of the principal • SEO role in supporting next steps

Roles and responsibilities

Deputy Chief of Education

- Role: to oversee the full implementation of the principal performance appraisal procedure.
- Responsibilities: to ensure Senior Education Officers are completing the appraisals as scheduled; to review all completed appraisals.
- Role: to organize, track and schedule appraisals
- Responsibilities: to prepare an annual and multi-year schedule for the completion of the appraisals; to inform SEOs of the individuals to be appraised within a specific academic year; to receive and store all documents associated with the appraisals; to provide guidance for all parties.
- Where deemed necessary, the Deputy may identify an EO to conduct a PPA under the direction of the appropriate SEO.

SEOs

- Role: to conduct the performance appraisals as scheduled and as set out in the procedure.
- Responsibilities: to lead the process with the principal; to ensure all timelines are met; to conduct all required meetings; to collaborate with the Deputy to ensure schedule and process meet requirements; to complete the final report and submit to the Deputy.
- May conduct an orientation session for all principals to be evaluated within a particular year.

Principal

- Role: to actively engage in the process and, where necessary, facilitate where required
- Responsibilities: to fully cooperate with the SEO in the execution of the procedure; to advocate for the process within the school and community; to facilitate the collection of data;

School staff

- Role: to complete the 360o Assessment Tool for the principal.

Parents, Students and Community

- Role: to provide the principal with feedback as required by the process for the purposes of improving her/his performance.

SVG Leadership Framework for Principals (SVGLFP)

- The domains, standards of practice, and competencies set out in the SVGLFP ([Appendix B](#)) provide the criteria for assessment procedure.
- The SVGLFP is to guide the collection and analysis of performance evidence, as well as the establishment of strategies for improvement ([Appendix B2](#)).

Cycle

Newly Appointed Principals

- PPA will take place in the 2nd year of tenure in the role, regardless of contract or appointment.
- PPA will be added to the list of topics for the orientation session for newly appointed principals.
- PPA will take place every 5th year thereafter, regardless of tenure in the building.

Principals

- SEOs and the Deputy will set out a schedule for the first PPA, giving consideration to tenure, need for improvement, number per SEO, and other situational factors as determined by the Deputy.
- Once the cycle commences for a principal, PPAs will take place every 5 years.
- All principals will be required to prepare an Annual Personal Leadership Development Plan in consultation with the SEO.

Retiring Principals

- Principals will not be evaluated in the last two years of their service.

Timelines and Steps

Year Before

1. **Notice of PPA**
 - SEO will inform the principal of the upcoming PPA 4 months before the commencement of the process.
 - SIS Unit will be informed in order to make adjustments to the school inspection schedule.
2. **Initial Meeting**
 - SEO will arrange a meeting with the principal(s) to review the procedure and respond to any questions that may arise.
 - SEO will provide the principals with all materials required for the collection of the data.
 - All dates will be determined [Appendix A PPA Schedule](#)

Year of PPA

- To be completed over a 4 to 5 months period
3. **Meeting 1: Review of Procedure and Timelines**
 - Set date for completion of Self-Assessment Tool
 - Discussion of 360o Assessment Tool and associated logistics
 - A minimum of 10 or 20% of all staff must complete the 360o, with a representative mix of teachers and other school personnel
 - A minimum of 3 360o must be completed by those outside of the school who possess knowledge of the principal's work.

4. **Meeting 2: Final Determination of Data Collection**
 - Discussion of Self-Assessment
 - Final determination of the logistics for the 360o Assessment

5. **Evidence Collection**
 - Plan with timelines for collection
 - Self, 360o, Community Assessments
 - SEOs visits and learning walks
 - Arefacts

6. **Evidence Analysis**
 - Utilize [Appendix D2 Tally Sheet](#)

7. **Meeting 3: Discussion of Findings and Next Steps**
 - The SEO will prepare and present the draft of the final report using [Appendix G](#).

If performance is judged to be satisfactory, the process follows the Satisfactory Pathway; If performance is judged to be unsatisfactory, the process follows the Unsatisfactory Pathway.

When a Principal receives an Unsatisfactory performance appraisal rating, additional requirements of the appraisal process ensure that the Principal receives the support, and guidance, necessary to assist the Principal to improve his or her performance within a 90 day period.

Satisfactory Pathway

- Principal will prepare or revise their Annual Personal Leadership Development Plan ([Appendix E](#)) after the meeting.
8. The SEO will prepare the final report.

 9. **Meeting 4: Presentation and Signing of Report**
 - SEO will present the final report which will reflect any revisions resulting from the discussion during Meeting 3.
 - Principal will present the Annual Personal Leadership Development Plan to the SEO for discussion and approval.
 - Principal will sign as acknowledgement of receipt.
 - Principal has the right to appeal the evaluation to the Deputy Chief.

 10. **Final Step: Distribution of Signed Copies**
 - 1 copy to each of the following: Principal, SEO, and Deputy Chief.

Unsatisfactory Pathway

- During the process, the SEO will clearly communicate the areas of significant concern to the Principal.
- After presenting the findings of the report, the SEO will inform the Principal that their performance is Under Review.
- The Principal and SEO will sign the report. A paper copy will be provided to the Principal.
- Principal will sign as acknowledgement of receipt.
- The SEO will outline the Under Review Process.
- The SEO will communicate with the appropriate union representative that an unsatisfactory rating has resulted from the PPA process.
- 1 copy to each of the following: Principal, SEO, and Deputy Chief.

Under Review Process

1. The SEO will prepare a 90-days Principal Performance Improvement Plan (PPIP). Days are school days and may extend across academic years.

The purpose of the PPIP is to move the Principal's performance from unsatisfactory to emerging – showing evidence of improvement. The plan must provide:

- Specific practices from the SVG Leadership Framework for School Leaders that have been identified as critical for improvement during the Under Review
- Specific actions to improve performance for each identified practice to meet the minimum satisfactory standard of the 'emergent' rating.
- Suggested resources and supports
- An agreed upon mentor for the Principal
- Required evidence to establish the improvement meets the standard of the 'emergent' rating.

8. Step 1: Meeting 4: Presentation and Signing of the Plan

- Within 10 days of the signing of the Report, the SEO will convene a meeting with the principal.
- Principal will be informed that union representation is available.
- SEO will present the PPIP and provide for a discussion.
- Principal will sign the PPIP as acknowledgement of receipt.
- 1 copy to each of the following: Principal, SEO, and Deputy Chief.

9. Step 2: Meeting 5: Monitoring Progress

- At the mid-point of the 'Under Review,' the SEO will convene a meeting of the Principal and representative where arranged by the Principal.
- Principal will provide evidence of addressing the requirements of the PPIP.

10. Step 3: Collection of Evidence – At the Close of the 90 Day Period

- Meeting 6: The Principal is required to provide evidence of addressing the PPIP and performance improvement.
- SEO may determine to collect additional evidence, including observation, surveys, and interviews.

11. Step 4: Final Evaluation

- SEO will make a final judgement about the performance of the Principal during the 90 day period.
- Within 15 days of Step 4, the SEO will convene a meeting to report findings.
- The Principal's performance will be found to be Satisfactory or Unsatisfactory.
- Where performance is judged to remain unsatisfactory, the Principal will receive a letter from the SEO stating the finding and recommending to the Chief of Education the termination of employment as a principal.
- Where performance is judged to be satisfactory, the Principal will receive a letter from the SEO stating the same. The Principal will prepare an Annual Personal Leadership Development Plan for the approval of the SEO.
- Additional appraisals can be conducted at the discretion of the appraiser if he or she considers it advisable in light of circumstances related to the performance of the principal. An appraiser will also have the opportunity to review the principal's Annual Growth Plan annually to determine if further support is needed.

Evidence.

The collection of evidence is best seen as an ongoing, cumulative practice that helps tell the story of a Principal's impact. If left until the evaluation year it may represent a daunting task, but more importantly, the opportunity will have been missed to apply the professional learning cycle of *plan, act, observe and reflect*.

The following are required evidence for the PPA:

- Self-Assessment Tool
- 360o Assessment Tool
- Annual Personal Leadership Development Plan
- School Development Plan
- School Visits by SEO
- School Community Survey
- Artefacts Presented by the Principal.

It is advisable to create a digital evidence folder(s) that can be easily curated, edited and annotated. Such folders certainly aid and assist Principals in any evaluation year but, beyond

that, digital evidence folders can be referenced in monitoring visits with SEOs, at staff meetings, PLCs, and as archival tools in annual plans, or during longer term strategic planning sessions.

Required Sources of Evidence

Self-Assessment Tool

The Self-Assessment Tool ([Appendix C](#)) guides the principal in the process of reflecting on his/her practices and competencies. The Tool draws on the descriptors presented in the SVGLFP.

The date for completion is to be determined during Meeting 1. The principal is required to present the completed self-assessment to the SEO at the second meeting.

360o Assessment Tool

The 360o Assessment Tool ([Appendix D](#)) mirrors the Self-Assessment Tool (Appendix C) in terms of the leadership practices and competencies to be examined. This tool, however, is intended to collect information from those within the school who work with the principal or those who work within the system and have knowledge of the principal's work.

Logistics for the process are to be established at Meeting 1.

The SEO and Principal must establish a collection process that guarantees anonymity for the staff completing the tool. Here are some suggestions:

- In a meeting setting, distribute and collect the completed assessments; or
- Engage a trusted staff member to distribute and collect the completed assessments.

Annual Personal Leadership Development Plan

Principals are required to provide the SEO with a list of professional learning completed over the previous year.

The development of an Annual Personal Leadership Development Plan ([Appendix E](#)) is an outcome of the PPA. SEOs will continue to work with the principal in subsequent years to prepare the document.

School Development Plan

The School Development Plan is a requirement of the Ministry that is set out in a separate document. For the purposes of PPA, the description of the development is a key source of evidence. Principals are required to share the specifics of the process with the SEO.

SEO School Visits

The principal is to arrange for two school learning walks ([Appendix F](#)) that involve the SEO.

School Community Survey

[Appendix H](#) sets out a survey that must be used in collecting evidence. The minimum number to collect is 5.

The principal and SEO need to determine the distribution and collection method for the survey. If an active PTA exists, it is an important group to consider.

Artefacts Collected by the Principal

The principal may collect and present evidence to support the PPA. Table 2 provides some direction in terms of the practices and competencies. Here are some sources that may be considered:

- minutes of staff meetings
- SIS Unit Report
- Emails
- Planning documents
- Budget documents
- Student achievement documents
- Professional learning certificates and recognition

List of Appendices

Appendix A PPA Schedule

Appendix B SVG Leadership Framework for Principals

Appendix B2 Putting Practices Into Action

Appendix C SVG PPA Self-Assessment Form

Appendix D SVG PPA 360 Assessment Form

Appendix D2 Tally Sheet

Appendix E Annual Personal Leadership Development Plan

Appendix F School Visits by SEO

Appendix G Principal Performance Appraisal Report – Form

Appendix H School Community Survey

Appendix A PPA Schedule

Dates	Actions	Responsibility
	Approval of PPA in Principle	
	Selection of participants	
	<p>Notice of PPA Pilot SEO will inform the principal of the upcoming PPA SIS Unit will be informed in order to make adjustments to the school inspection schedule</p>	
	<p>Initial Meeting ISL will arrange a meeting with the SEOs and principal(s) to review the procedure and respond to any questions that may arise ISL will provide the principals with all materials required for the collection of the data</p>	
Week 1:	<p>Meeting 1: SEO and Principal: Review of Procedure and Timelines Set date for completion of Self-Assessment Tool Discussion of 360o Assessment Tool and associated logistics A minimum of 10 or 20% of all staff must complete the 360o, with a representative mix of teachers and other school personnel A minimum of 3 360o must be completed by those outside of the school who possess knowledge of the principal's work. Set dates for SEO's visits and learning walks</p>	SEO and Principal
Week 2:	<p>Meeting 2: Final Determination of Data Collection Discussion of Self-Assessment Final determination of the logistics for the 360o Assessment and School Community Survey Set out a plan and timelines for the collection of the evidence</p>	SEO and Principal
Week 3, 4 and 5:	<p>SEO's visits and learning walks Evidence collection and collation</p>	
Week 6	<p>Evidence Analysis</p>	SEO and Principal
Week 7	<p>Meeting 3: Discussion of Findings and Next Steps The SEO will prepare the final report using Appendix F The Principal will prepare the Annual Personal Leadership Development Plan</p>	SEO and Principal

Week 8	<p>Meeting 4: Presentation and Signing of Report SEO will present the report. It should reflect the discussion during Meeting 3 Principal will present the Annual Personal Leadership Development Plan to the SEO for discussion and approval Principal will sign as acknowledgement of receipt Principal have the right to appeal the evaluation to the Deputy.</p>	SEO and Principal
Week 9	<p>Final Step: Distribution of Signed Copies 1 copy to each of the following: Principal, SEO, and Deputy Chief.</p>	SEO and Principal



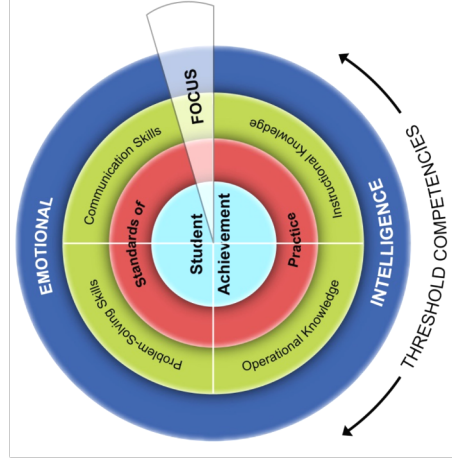
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SVG Leadership Framework for Principals (SVGLFP)

The SVGLFP emerges from the OECS (2015) standards for principals and a review of leadership frameworks for a diverse group of jurisdictions, including Ontario, Canada. Figure 1 provides a graphical representation of the framework components and the relationship between standards of practice, knowledge, skills, attitudes including emotional intelligence, and the unrelenting focus on improving student achievement.

Figure 1: SVGLFP Overview



Improving student achievement is the primal focus of an effective principal. We set aside the dichotomy of management versus instructional leadership and advocate a focus on student achievement that transcends all actions as a principal.

A leadership framework promotes common language and identifies the practices, actions and competencies associated with effective leadership. It provides aspiring leaders at the school level with important insights about what they will need to learn to be successful. For those already in leadership positions, it serves as a valuable tool for self-reflection and self-assessment. The framework guides the design and implementation of professional learning for principals and supports the work of those responsible for recruiting, selecting, developing and retaining new leaders.

The OECS (2015) provides six domains (clusters) of practice for school (Figure 2): Self Development, Strategic Direction, Institutional Strengthening, Leading Learning, People Development, and Institutionalization of Accountability Measures. The domains are described with broad descriptions to establish the essence of the practice. The SVGLFP extends this work to include a set of leadership practices (Table 1) known from research to impact student achievement. Although these practices are representative of frameworks in Australia, Cayman Islands, Peru, Sweden and others, the SVGLFP draws heavily upon the Ontario Leadership Framework – an internationally recognized framework that is grounded in extensive research.

Figure 2: SVGLFP Domains of Practice

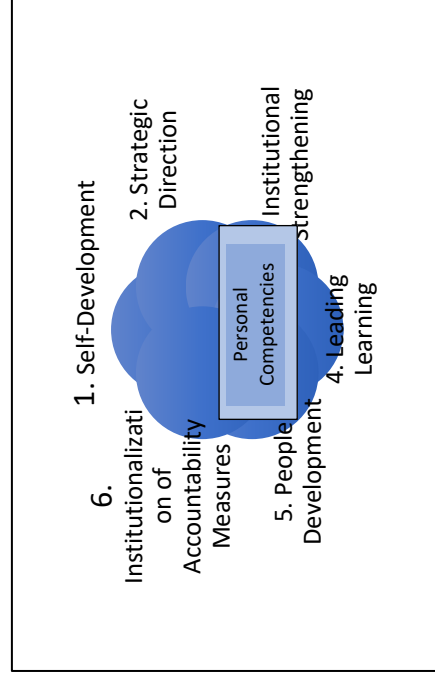


Table 1: Saint Vincent and the Grenadines' Leadership Framework for Principals

Standards of Practice for Principals					
Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6
Self – Development	Strategic Direction	Institutional Strengthening	Leading Learning	People Development	Institutionalization of Accountability Measures
<i>The principal is highly committed to his or her own professional growth.</i>	<i>The principal establishes a clear and understood vision for the school which has learning at its core and is articulated to all stakeholders.</i>	<i>The principal influences and inspires all in the school community to think about how they can improve their service to all learners.</i>	<i>As the leader of learning, the principal is actively involved in the choice, design and implementation of the instructional program and works closely with teachers to ensure that all students are learning.</i>	<i>The principal builds trusting relationships and develops the capacities of staff and stakeholders.</i>	<i>The principal is accountable for promoting collective responsibility within the whole school community to ensure that students enjoy and benefit from a high-quality education and meet the ministry expectations.</i>
<ul style="list-style-type: none"> • Demonstrating commitment to ongoing professional development aligned with school improvement plans. • Demonstrating commitment to personal health and wellness • Demonstrating a commitment to developing and modelling core institutional values through ethical and moral behaviours consistent with the Ministry expectations 	<ul style="list-style-type: none"> • Building an inclusive shared vision and mission • Identifying SMART (specific, measurable, attainable, relevant, and timely) goals • Creating high expectations • Communicating the vision and goals 	<ul style="list-style-type: none"> • Building collaborative cultures and distributing leadership • Structuring the organization to facilitate collaboration • Connecting the school to the wider environment • Maintaining an inclusive safe and healthy environment • Data informed allocation resources in support of the school's vision • Building reciprocal productive relationships with families and the community 	<ul style="list-style-type: none"> • Staffing the instructional program • Providing instructional support • Monitoring progress in student learning and school improvement • Buffering staff from distractions to their work 	<ul style="list-style-type: none"> • Providing support and demonstrating consideration for individual staff members • Stimulating growth in the professional capacities of staff • Modeling the school's values and practices • Building trusting relationships with and among staff, students, and families • Establishing productive working relationships with teacher representatives 	<ul style="list-style-type: none"> • Building staff members' sense of internal accountability • Meeting the demands for external accountability

Personal Competencies:

The principal must demonstrate problem solving skills, communication skills, operational knowledge, instructional knowledge, and emotional intelligence.

<p>Problem Solving Skills</p> <ul style="list-style-type: none"> • Resolve conflict in a fair and timely manner. • Prioritize problems based on impact on student learning • Guided by core values and principles 	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communication Skills • Understand complex and reciprocal connections • Demonstrate effective written and oral communication skills 	<p>Operational Knowledge</p> <ul style="list-style-type: none"> • Foster trusting relationships with all stakeholders • Stimulates and manages the change process • Safe and orderly learning environment 	<p>Instructional Knowledge</p> <ul style="list-style-type: none"> • Conditions for student and staff learning • Assessment for, of and as learning • Teaching and Learning Pedagogy 	<p>Emotional Intelligence</p> <ul style="list-style-type: none"> • Recognize own emotions and emotions of others • Demonstrate self-awareness, self-management, empathy, and strong skills in relationship building • Understand and model cultural intelligence • Demonstrates initiative, confidence, perseverance, optimism and thrives in challenging situations • Develops self and collective efficacy
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Appendix A2 Putting Practices into Action

<p>Demonstrating commitment to ongoing professional development aligned with school improvement plans.</p>	<p>Building an inclusive shared vision and mission</p>	<p>Building collaborative cultures and distributing leadership</p>	<p>Staffing the instructional program</p>	<p>Providing support and demonstrating consideration for individual staff members</p>	<p>Building staff members' sense of internal accountability</p>
<p>ensure that strategic planning reflects effective school research and takes account of the diversity, values and experience of the school and community at large</p> <p>ensure the vision and mission are clearly articulated, shared, understood, and acted upon effectively by all</p> <p>work with the school community to translate the vision into agreed objectives, specific actions, and operational plans that promote and sustain school improvement focused on teaching and learning</p> <p>encourage the development of organizational norms that value diversity, gender, equity and create an openness to change</p> <p>help staff and all stakeholders understand the relationship between the ministry's vision and the school's vision</p> <p>engage families, community, and alumni, in the school</p>	<p>enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes</p> <p>model and foster mutual respect and trust in their own work and among those involved in collaboration</p> <p>seek clarity about goals and roles and group processes related to collaborative work</p> <p>provide adequate resources to support collaborative work</p> <p>foster open and fluent communication toward building and sustaining professional learning communities</p> <p>Structuring the organization to facilitate collaboration</p> <p>provide regular opportunities and</p>	<p>recruit, select and retain teachers who have the interest and capacity to further the school's vision and goals</p> <p>provide mentoring and coaching supports for new and experienced teachers</p> <p>retain skilled teachers by providing support and time for collaboration and shared leadership</p> <p>deploy staff appropriately and manage their workload to achieve the vision and goals of the school</p> <p>build, develop and empower the school's Instructional leadership team to ensure all students engage in joyful, rigorous, and personalized learning and demonstrate high</p>	<p>acknowledge the responsibilities and celebrate the achievements of individuals and teams</p> <p>seek and consider staff members' opinions when initiating actions that affect their work</p> <p>build upon and respond to individual staff members' unique needs and expertise</p> <p>treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture</p> <p>manage and organize the school environment efficiently and effectively to meet health and safety regulations</p> <p>monitor workload of others to allow an appropriate work/life balance</p> <p>Stimulating growth in the professional capacities of staff</p> <p>develop and maintain procedures for staff induction, professional development, and performance review</p>	<p>regularly engage staff in analyzing quantitative and qualitative data to assess the learning progress of students</p> <p>insist on the use of data that is of high quality, reliable, valid, collected systematically and has been subjected to collaborative interpretation</p> <p>promote collective responsibility and accountability for student achievement and well-being</p> <p>help staff make connections between school goals and ministry goals to strengthen commitment to school improvement efforts</p> <p>assess their own contributions to school achievements and consider feedback from others on their performance</p>	

<p>development and work/life balance</p> <p>Demonstrating a commitment to developing and modelling core institutional values through ethical and moral behaviours consistent with the Education Act</p> <p>inspire others through values-driven, reflective, and resilient leadership to create a shared and positive climate/ culture</p> <p>lead by example through self-control, self-management, honesty and maintain confidentiality</p> <p>demonstrate knowledge, empathy, reasoning, courage, and interpersonal skills</p>	<p>actions focused on improving outcomes for every student</p> <p>Identifying SMART (specific, measurable, attainable, relevant, and timely) goals</p> <p>gather multiple measures of data from all stakeholders to identify student and staff needs</p> <p>utilize the Data Dialogue Template to engage stakeholders in analyzing authentic data, building consensus, and setting data informed goals</p> <p>utilize the professional learning cycle with staff to plan, act, observe and reflect on school's goals</p> <p>encourage staff to develop and review individual goals for professional growth, as well as, the relationship between their individual goals and the school's goals</p> <p>refer to the school's goals when engaged in decision making about school programs and directions</p> <p>develop, submit to Ministry and implement annual School Development Plans</p>	<p>structures that build efficacy and support teachers working together on instructional improvement</p> <p>establish a system for monitoring the collaborative work</p> <p>distribute leadership and establish a structure of teams and groups that engage teachers in making decisions that affect their instructional work</p> <p>Connecting the school to the wider environment</p> <p>build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities</p> <p>develop and maintain connections with other expert school and district leaders, policy experts, outreach groups, organizations, and members of the educational research community</p>	<p>academic achievement</p> <p>Providing instructional support</p> <p>focus on instructional leadership using strategic planning, change leadership and innovative practices</p> <p>coordinate what is taught across subjects and grades to avoid unnecessary overlap while providing reinforcement and extension of learning goals</p> <p>provide preparation time for teachers and create timetables for teaching that maximize time on task for students</p> <p>observe classroom instruction, provide constructive feedback, and participate with staff in instructional improvement work</p> <p>provide support and build the capacity of staff to solve classroom problems</p>	<p>encourage staff to reflect their goals, (what they are trying to achieve with students), how they are doing it and the evidence of impact</p> <p>share evidence and lead discussions about the merits of current and alternative practices</p> <p>challenge staff to continually re-examine the extent to which their practices support the learning for all students</p> <p>facilitate opportunities for staff to learn from each other</p> <p>encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities</p> <p>encourage staff to try new practices that are consistent with both their interests and school goals</p> <p>provide all staff members with opportunities for formal and informal leadership</p> <p>Modeling the school's values and practices</p>	<p>ensure individual staff accountabilities are clearly defined, agreed, understood prior to the performance appraisal process</p> <p>ensure that performance concerns are documented and communicated to staff</p> <p>create the process for staff to actively participate in their own performance appraisal and make commitments to meet goals</p> <p>Meeting the demands for external accountability</p> <p>measure and monitor teacher and leader effectiveness using evidence about changes in student achievement</p> <p>align school targets with ministry targets</p> <p>provide an accurate and transparent account of the school's performance to all school stakeholders (e.g., ministry, ministry, parents, community)</p>
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	<p>Creating high expectations</p> <ul style="list-style-type: none"> have high expectations for teachers, students, and themselves model high expectations through daily words and actions devote additional effort to create high expectations among staff, students, and families for the achievement of students who have traditionally struggled to be successful at school encourage staff to be innovative in achieving the school's vision and goals for all students demonstrate and articulate high expectations and set challenging targets for the whole school community recognize and reward excellence <p>Communicating the vision and goals</p> <ul style="list-style-type: none"> use many different formal and informal opportunities to share with the stakeholders the overall 	<p>Maintaining an inclusive safe and healthy environment</p> <ul style="list-style-type: none"> ensure the physical facility is maintained in a safe, healthy, and attractive condition empower staff to take a leadership role in promoting a positive school climate and modelling appropriate behaviour communicate standards for non-violent behaviour and uphold those standards in an equitable manner implement and monitor the consistent use of appropriate disciplinary practices in classrooms and throughout the school in consultation with staff and students, provide opportunities to learn about processes to identify and resolve conflicts consistently, fairly and in a timely manner. 	<p>provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school, as well as, in other schools</p> <ul style="list-style-type: none"> ensure the school goals and learning are at the centre of strategic planning and resource management engage staff in school self-evaluation in collaboration with all stakeholders challenge underperformance at all levels and ensure effective corrective action and follow-up <p>Monitoring progress in student learning and school improvement</p> <ul style="list-style-type: none"> actively oversee and monitor the instructional program ensure a consistent and continuous school-wide focus on students' achievement, using multiple measures of data and benchmarks 	<p>are highly visible and accessible to staff, parents, students, and community</p> <ul style="list-style-type: none"> have frequent, meaningful interactions with teachers, students, and families in order to further the school goals demonstrate the importance of continuous learning through visible engagement in their own professional learning exemplify, through their actions, the school's core values and desired practices develop and maintain a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory <p>Building trusting relationships with and among staff, students, and families</p> <ul style="list-style-type: none"> demonstrate care and personal regard for students, staff and parents model responsibility, integrity, and thoroughness in carrying out tasks demonstrate respect for staff, students, families and the 	<p>create an organizational structure that reflects the school's values and enables management systems, structures, and processes to work effectively within legal requirements</p> <ul style="list-style-type: none"> complete monthly ministry reports (finances resource allocation, incidents) and submit meeting deadlines manage the school's financial and human resources to achieve the school's educational goals and priorities work with the Ministry (providing information, objective advice, and support) to enable it to meet its responsibilities and deadlines develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including the Ministry, the parents, and families
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	<p>vision and goals established for the school</p> <p>model the school's vision and goals in day-to-day actions and decision making</p> <p>regularly invite different stakeholder groups to assess and discuss how their work furthers the school's vision and goals</p>	<p>Data informed allocation resources in support of the school's vision</p> <p>manage efficient budgetary processes and ensure sustained funding is directed to the school's improvement priorities</p> <p>secure and distribute resources in ways that are closely aligned with the school's improvement priorities and instructional work</p> <p>Building reciprocal productive relationships with families and the community</p> <p>create a school environment where parents/families are welcomed, respected, and valued as partners in their children's learning</p> <p>model the type of leadership that parents can trust – confident, visible, honest, inclusive, and respectful</p> <p>work with staff to reach out to families of diverse backgrounds and viewpoints to enrich the classroom experience and help provide their</p>	<p>to monitor progress in every child's learning</p> <p>creates a culture of challenge and support where all students can achieve success and become engaged in their own learning</p> <p>create the conditions and work with teachers to collect, review, analyze and use data effectively (time, support, partnerships with experts, a culture in which the use of data is valued)</p> <p>provide staff with professional learning focused on the importance of student assessment- for, of, and as learning and differentiated instruction</p> <p>give priority to identifying and supporting those students most in need of additional support</p> <p>examine trends in student achievement over time (one or more years), rather than just at one point</p>	<p>community by listening, being open to diverse ideas, and genuinely consider their value</p> <p>establish norms in the school that demonstrate appreciation for constructive debate about best practices</p> <p>require staff, students, and parents to demonstrate respect, care and personal regard for one another</p> <p>provide workshops for parents/families to learn how to support, encourage and help their student at home</p> <p>plan staff social events</p> <p>create and support student voice and agency through the establishment and support of student council</p> <p>engage all stakeholders in a variety of ways; written and oral communication, social media</p> <p>intentionally reach out to and engage students (and their families) who are not attending school regularly</p>	
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		<p>children with support in the home that will contribute to their success at school</p> <p>encourage staff to adopt a broad view of family engagement and encourage parents and extended family to be involved through volunteering, learning at home and decision-making.</p> <p>lead a positive, inclusive school community that supports the development of the whole child</p> <p>help connect families to the wider network of social services</p>	<p>in time, when analysing student learning</p> <p>integrate new and emerging technologies to ensure creativity, innovation and extend the learning experience of students</p> <p>monitor, evaluate and review classroom practice and promote improvement strategies</p> <p>produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities</p> <p>use and integrate a range of technologies effectively and efficiently to manage the school</p> <p>Buffering staff from distractions to their work</p> <p>expect high standards of behaviour and develop and enforce fair, consistent, school-wide and</p>	<p>Establishing productive working relationships with teacher representatives</p> <p>include representatives in processes for establishing goals for school improvement</p> <p>encourage representatives to keep their members well informed about their work with principals</p> <p>encourage representatives to collaborate in determining how to implement labour contract provisions in ways that support school improvement work</p>	
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The Government of Saint Vincent and the Grenadines
Ministry of Education and National Reconciliation

SVG Principal Performance Appraisal Self-Assessment

1. How well do you undertake these leadership practices?

	Don't know	Not effectively	Somewhat effectively	Effectively	Very Effectively
· Demonstrating commitment to ongoing professional development aligned with school improvement plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Demonstrating commitment to personal health and wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Demonstrating a commitment to developing and modelling core institutional values through ethical and moral behaviours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Building an inclusive shared vision and mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Identifying SMART (specific, measurable, attainable, relevant, and timely) goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Creating high expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Don't know	Not effectively	Somewhat effectively	Effectively	Very Effectively
· Communicating the vision and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Building collaborative cultures and distributing leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Structuring the organization to facilitate collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Connecting the school to the wider environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Maintaining an inclusive safe and healthy environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Data informed allocation resources in support of the school's vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Building reciprocal productive relationships with families and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Staffing the instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Providing instructional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Monitoring progress in student learning and school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Buffering staff from distractions to their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Providing support and demonstrating consideration for individual staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Don't know	Not effectively	Somewhat effectively	Effectively	Very Effectively
· Stimulating growth in the professional capacities of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Modeling the school's values and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Building trusting relationships with and among staff, students, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Establishing productive working relationships with teacher representatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Building staff members' sense of internal accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Meeting the demands for external accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. To what extent do you demonstrate these personal competencies

	Don't know	Never	Sometimes	Often	Consistently
· Resolve conflict in a fair and timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Prioritize problems based on impact on student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Guided by core values and principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Understand complex and reciprocal connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Don't know Never Sometimes Often Consistently

· Demonstrate effective written and oral communication skills

· Foster trusting relationships with all stakeholders

· Stimulates and manages the change process

· Safe and orderly learning environment

· Conditions for student and staff learning

· Assessment for, of and as learning

· Teaching and Learning Pedagogy

· Recognize own emotions and emotions of others

· Demonstrate self-awareness, self-management, empathy, and strong skills in relationship building

· Understand and model cultural intelligence

· Demonstrates initiative, confidence, perseverance, optimism and thrives in challenging situations

· Develops self and collective efficacy



The Government of Saint Vincent and the Grenadines

Ministry of Education and National Reconciliation

SVG Principal Performance Appraisal 360 Assessment

Name of Principal:

Dear Colleague,

I am in the process of reflecting on my leadership and receiving feedback from you which will be very beneficial. Please know that I guarantee you anonymity.

The standards of practice used with this tool are presented in the St. Vincent and Grenadines' Principal Leadership Framework and reflect practices identified in research as being critical.

For each standard of practice, you will be asked to reflect on this question: How effectively does your principal undertake these practices?

You will also be asked to reflect on my personal competencies.

In advance, many thanks for completing this assessment.

Your Principal

1. How well does your principal undertake these leadership practices?

	Don't know	Not effectively	Somewhat effectively	Effectively	Very Effectively
· Demonstrating commitment to ongoing professional development aligned with school improvement plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Demonstrating commitment to personal health and wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Demonstrating a commitment to developing and modelling core institutional values through ethical and moral behaviours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Building an inclusive shared vision and mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Identifying SMART (specific, measurable, attainable, relevant, and timely) goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Creating high expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Communicating the vision and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Building collaborative cultures and distributing leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Structuring the organization to facilitate collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Connecting the school to the wider environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Maintaining an inclusive safe and healthy environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Don't know Not effectively Somewhat effectively Effectively Very Effectively

· Data informed allocation resources in support of the school's vision

· Building reciprocal productive relationships with families and the community

· Staffing the instructional program

· Providing instructional support

· Monitoring progress in student learning and school improvement

· Buffering staff from distractions to their work

· Providing support and demonstrating consideration for individual staff members

· Stimulating growth in the professional capacities of staff

· Modeling the school's values and practices

· Building trusting relationships with and among staff, students, and families

· Establishing productive working relationships with teacher representatives

· Building staff members' sense of internal accountability

· Meeting the demands for external accountability

Don't know Not effectively Somewhat effectively Effectively Very Effectively

2. To what extent does your principal demonstrate these personal competencies?

	Don't know	Never	Sometimes	Often	Consistently
· Resolve conflict in a fair and timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Prioritize problems based on impact on student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Guided by core values and principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Understand complex and reciprocal connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Demonstrate effective written and oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Foster trusting relationships with all stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Stimulates and manages the change process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Safe and orderly learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Conditions for student and staff learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Assessment for, of and as learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Teaching and Learning Pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Don't know	Never	Sometimes	Often	Consistently
· Recognize own emotions and emotions of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Demonstrate self-awareness, self-management, empathy, and strong skills in relationship building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Understand and model cultural intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Demonstrates initiative, confidence, perseverance, optimism and thrives in challenging situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Develops self and collective efficacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you have any general comments?



Principal Performance Appraisal

Tally Sheet for Principal Assessment Surveys

Introduction

- * the surveys and tally sheets should be handled as confidential documents
- * designed to allow for inputting quickly
- * an example is provided
- * cells are frozen to allow easier entry by scrolling over to the particular survey column
- * descriptors need to be converted to numbers as indicated on the sheet
- * averages for practices are automatically generated - you need to enter the number of surveys used
- * need to receive the principals' self-assessment
- * we start with '0's although your number entry will change the field
- * remember the surveys are only one source of evidence; however, the results may point to areas requiring further information and analysis

Instructions

- * Begin by studying the Example

Data Entry

- * complete the demographic information
- * complete the date - of the first entry
- * start with the entry of the self-assessment if available at the beginning
- * scroll the column over to ease the difficulty in being accurate in the location of the number

Data Analysis

- * analysis will start with the first data entry
- * with the average ratings calculated, identify the areas for 'improvement focus'
- * the averages assist in providing foci for improvement

Sharing

- * the overall process is intended to be collaborative in nature
- * important to involve the principal in the analysis of the survey assessment data
- * the conversations generated by the surveys has the potential to be powerful in the improvement process



Principal Performance Appraisal

Tally Sheet for Principal Assessment Surveys

Name of School Leader:

Date:

Self / Parent/Communit Teaching/Staff	Summary															Improvement Focus		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		ALL Except Self	Average
How well does your principal undertake these leadership practices?																TOTAL	Average	Improvement Focus
1. Demonstrating commitment to ongoing professional development, aligned with school improvement plans.																		
2. Demonstrating commitment to personal health and wellness																		
3. Demonstrating a commitment to developing and modeling core restorative values through ethical team behaviour																		
4. Building an inclusive shared vision and mission																		
5. Identifying SMART (specific, measurable, attainable, relevant, and timely) goals																		
6. Creating high expectations																		
7. Communicating the vision and goals																		
8. Building collaborative cultures and distributing leadership																		
9. Structuring the organization to facilitate collaboration																		
10. Connecting the school to the wider environment																		
11. Maintaining an inclusive safe and healthy environment																		
12. Data informed allocation resources in support of the school's vision																		
13. Building reciprocal relationships with families and the community																		
14. Staffing the instructional program																		
15. Providing instructional support																		
16. Monitoring progress in a student learning and school improvement																		
17. Building staff from distractions to their work																		
18. Providing support and demonstrating consideration for individual staff members																		
19. Stimulating growth in the professional capacities of staff																		
20. Modeling the school's values and practices																		
21. Building trusting relationships with and among staff, students, and families																		
22. Establishing productive working relationships with teacher representatives																		
23. Building staff members' sense of internal accountability																		
24. Meeting the demands for external accountability																		

Self / Parent/Communit Teaching/Staff	Summary															Improvement Focus		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		ALL Except Self	Average
To what extent does your principal demonstrate these personal competencies?																TOTAL	Average	Improvement Focus
1. Resolves conflict in a fair and timely manner																		
2. Prioritizes problems based on impact on student learning																		
3. Guided by core values and principles																		
4. Communication Skills																		
5. Understands complex and technical connections																		
6. Demonstrates effective written and oral communication skills																		
7. Foster trusting relationships with all stakeholders																		
8. Stimulates and manages the change process																		
9. Safe and orderly learning environment																		
10. Conditions for student and staff learning																		
11. Assessment for, of, and as learning																		
12. Teaching and Learning Pedagogy																		
13. Recognizes own emotions and emotions of others																		
14. Demonstrates self-awareness, self-management, empathy, and strong skills in relationship building																		
15. Understands and meets cultural intelligence																		
16. Demonstrates initiative, confidence, perseverance, optimism and thrives in challenging situations																		
17. Develops self and collective efficacy																		

Do you have any general comments?



Appendix D Annual Personal Leadership Development Plan

Name:

Year:

1. Your 1st Leadership Practice

- What is it? (record the entire description using the SVG Leadership Framework)
- What strategies have you identified to improve your practice? (at least two)
- What evidence will you collect to assess your success?
- What timelines have you set for completion?

2. Your 2nd Leadership Practice

- What is it? (record the entire description using the SVG Leadership Framework)
- What strategies have you identified to improve your practice? (at least two)
- What evidence will you collect to assess your success?
- What timelines have you set for completion?

3. Your 3rd Leadership Practice

- What is it? (record the entire description using the SVG Leadership Framework)
- What strategies have you identified to improve your practice? (at least two)

- What evidence will you collect to assess your success?
- What timelines have you set for completion?

4. Your 1st Personal Competency

- What is it?
- What strategies have you identified to improve your personal competency? (at least two)
- What evidence will you collect to assess your success?
- What timelines have you set for completion?

5. Your 2nd Personal Competency

- What is it?
- What strategies have you identified to improve your personal competency? (at least two)
- What evidence will you collect to assess your success?
- What timelines have you set for completion?

6. Your 3rd Personal Competency

- What is it?

- What strategies have you identified to improve your personal competency? (at least two)

- What evidence will you collect to assess your success?

- What timelines have you set for completion?



Appendix E: School Visits by SEO

Rationale: The purpose of the school visits (minimum of 2 half days) is to:

- assess implementation of ministry and school policies to assess progress, celebrate successes and identify obstacles;
- gather evidence to assess the principal's performance;
- observe the principal in action to guide and support their work; and
- demonstrate commitment to teaching and learning by modelling that a leader can and must make time to see students and teachers at work.

(Massachusetts DOE, School Visit Framework)

Classroom observations and conversations with students and staff will explain “more fully, the richness and complexity of human behaviour by studying it from more than one standpoint.”
(Cohen and Manion)

Before the visit:

1. Establish norms and expectations for the visit so the principal knows what to expect and can prepare.
2. Schedule the visit in advance and in consultation with the principal. The visit should be a minimum of one, half day and is cancelled or rescheduled only if there is an emergency that cannot be handled by someone else. Prepare an agenda for the visit.
3. The principal should communicate to staff and students that there will be a visitor in the classrooms and the visitor may chat with them.
4. The SEO should clearly communicate to the principal that visits are not intended to be staged but rather an opportunity to observe authentic practice.
5. The SEO should discuss that the focus of the visit is to observe and discuss the principal's enacting of practices associated with the personal leadership competencies: problem solving skills, communication skills, operational knowledge, instructional knowledge and emotional intelligence, as set out in the SVG Leadership Framework. Ask the principal to identify aspects that they would like to highlight.
6. Both the principal and the SEO should review the leadership competencies section of the self and 360 leadership assessments to guide the focus of the visit observations and conversations.

During the visit:

1. Principal and the SEO may visit classrooms together; however, there should be opportunities for the SEO to have private conversations with staff, and parents while in the school.
2. Visit a minimum of 60 % of the classrooms covering all grade levels and programs. The principal may suggest classrooms; however, the SEO should also be able to drop in on any class during the visit.
3. Observations and conversations must focus on the principal's personal competencies as outlined in the SVG Leadership framework: Problem solving skills, communication skills, operational knowledge, instructional knowledge, and emotional intelligence.

After the visit:

1. An immediate debrief may follow this line of inquiry. How typical is what we saw? Did we both see and hear the same things? What pleased us? What concerned us? Why? What are the most important takeaways and next steps? (Massachusetts DOE, School Visit Framework)



Principal Performance Appraisal Report

Official Form

Name of Principal:

Name of School:

Name of Senior Education Officer:

Dates of Appraisal Process:

Date of Report:

Record of Meeting Dates:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Evidence Reviewed (mark with 'x')

- Self-Assessment
- 360o Assessments
- Annual Personal Leadership Development Plan
- School Development Plan
- School Visits by SEO
- School Community Survey
- Artefacts Presented by the Principal

List most significant:

- 1.
- 2.
- 3.
- 4.

Rating Scheme for Leadership Practices

Unsatisfactory – performance is unacceptable

Emergent – evidence suggests improvement is taking place

Proficient – majority of practices are effectively undertaken

Exemplary – all practices are very effectively undertaken

Ratings for Each Domain

Domain: Self-Development				
Unsatisfactory	Emergent	Proficient	Exemplary	Leadership Practice
				<ul style="list-style-type: none"> • Demonstrating commitment to ongoing professional development aligned with school improvement plans.
				<ul style="list-style-type: none"> • Demonstrating commitment to personal health and wellness
				<ul style="list-style-type: none"> • Demonstrating a commitment to developing and modelling core institutional values through ethical and moral behaviours
Comment:				

Domain: Strategic Direction				
Unsatisfactory	Emergent	Proficient	Exemplary	Leadership Practice
				<ul style="list-style-type: none"> • Building an inclusive shared vision and mission
				<ul style="list-style-type: none"> • Identifying SMART (specific, measurable, attainable, relevant, and timely) goals
				<ul style="list-style-type: none"> • Creating high expectations
				<ul style="list-style-type: none"> • Communicating the vision and goals
Comment:				

Domain: Institutional Strengthening				
Unsatisfactory	Emergent	Proficient	Exemplary	Leadership Practice
				<ul style="list-style-type: none"> • Building collaborative cultures and distributing leadership
				<ul style="list-style-type: none"> • Structuring the organization to facilitate collaboration
				<ul style="list-style-type: none"> • Connecting the school to the wider environment
				<ul style="list-style-type: none"> • Maintaining an inclusive safe and healthy environment
				<ul style="list-style-type: none"> • Data informed allocation resources in support of the school's vision
				<ul style="list-style-type: none"> • Building reciprocal productive relationships with families and the community
Comment:				

Domain: Leading and Learning				
Unsatisfactory	Emergent	Proficient	Exemplary	Leadership Practice
				<ul style="list-style-type: none"> • Staffing the instructional program
				<ul style="list-style-type: none"> • Providing instructional support
				<ul style="list-style-type: none"> • Monitoring progress in student learning and school improvement
				<ul style="list-style-type: none"> • Buffering staff from distractions to their work
Comment:				

Domain: People Development				
Unsatisfactory	Emergent	Proficient	Exemplary	Leadership Practice
				<ul style="list-style-type: none"> • Providing support and demonstrating consideration for individual staff members
				<ul style="list-style-type: none"> • Stimulating growth in the professional capacities of staff
				<ul style="list-style-type: none"> • Modeling the school's values and practices
				<ul style="list-style-type: none"> • Building trusting relationships with and among staff, students, and families
				<ul style="list-style-type: none"> • Establishing productive working relationships with teacher representatives
Comment:				

Domain: Institutionalization of Accountability Measures				
Unsatisfactory	Emergent	Proficient	Exemplary	Leadership Practice
				<ul style="list-style-type: none"> • Building staff members' sense of internal accountability
				<ul style="list-style-type: none"> • Meeting the demands for external accountability
Comment:				

Ratings for Personal Competencies

Personal Competencies				
Unsatisfactory	Emergent	Proficient	Exemplary	Personal Competencies
				<ul style="list-style-type: none"> • Communication Skills
				<ul style="list-style-type: none"> • Problem-solving Skills
				<ul style="list-style-type: none"> • Operational Knowledge
				<ul style="list-style-type: none"> • Instructional Knowledge
				<ul style="list-style-type: none"> • Emotional Intelligence
Comment:				

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Overall Rating				
Unsatisfactory	Emergent	Proficient	Exemplary	Leadership Practice and Personal Competencies
				<ul style="list-style-type: none">Considering all practices and personal competencies
Most significant strengths				
1.				
2.				
3.				
Areas requiring improvement				
1.				
2.				
3.				

Name of Senior Education Officer:

Signature of Senior Education Officer:

Signature of Principal Acknowledging Receipt:

Date:

Original Signed Copies:

- 1 for the Principal
- 2 for the Senior Education Officer
- 1 to the Deputy Chief



The Government of Saint Vincent and the Grenadines

Ministry of Education and National Reconciliation

SVG Principal Performance Appraisal - Community Survey

Name of Principal:

Dear Community Member,

I am in the process of reflecting on my leadership and receiving feedback from you will be very beneficial. Please know that I guarantee you anonymity.

The standards of practice used with this tool are presented in the St. Vincent and Grenadines' Principal Leadership Framework and reflect practices identified in research as being critical.

For each standard of practice, you will be asked to reflect on this question: How effectively does your principal undertake these practice?

You will also be asked to reflect on my personal competencies.

In advance, many thanks for completing this assessment.

Your Principal

1. How well does your principal undertake these leadership practices?

	Don't know	Not effectively	Somewhat effectively	Effectively	Very Effectively
· Demonstrating a commitment to developing and modelling core institutional values through ethical and moral behaviours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Building an inclusive shared vision and mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Creating high expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Communicating the vision and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Connecting the school to the wider environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Building reciprocal productive relationships with families and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Modeling the school's values and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Building trusting relationships with and among staff, students, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. To what extent does your principal demonstrate these personal competencies?

	Don't know	Never	Sometimes	Often	Consistently
· Resolve conflict in a fair and timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Prioritize problems based on impact on student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Guided by core values and principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Don't know	Never	Sometimes	Often	Consistently
· Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Understand complex and reciprocal connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Demonstrate effective written and oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Foster trusting relationships with all stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Stimulates and manages the change process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Safe and orderly learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Conditions for student and staff learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Assessment for, of and as learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Teaching and Learning Pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Recognize own emotions and emotions of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Demonstrate self-awareness, self-management, empathy, and strong skills in relationship building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Understand and model cultural intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Demonstrates initiative, confidence, perseverance, optimism and thrives in challenging situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

· Develops self and collective efficacy	Don't know	Never	Sometimes	Often	Consistently
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you have any general comments?