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Annual Staff Evaluation Policy

Contents

[Objective: 3](#_Toc469344614)

[Policy Statement: 3](#_Toc469344615)

[EVALUATION FORM: 4](#_Toc469344616)

# Objective:

The objective of Staff Evaluation policy is to assess the teacher’s performance in relation to the Professional Teaching Standards to; design a plan for professional development, internal promotions and annual rewards.

This is also to make sure that the Evaluations process is fair, transparent, meet all merits and conducted by highly trained and objective team.

The director and principal will conduct the evaluation process in which the teacher will actively participate with self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

# Policy Statement:

Annual performance reviews and evaluations are a key component of staff professional development as Teacher’s role is vital for Quality Education.

Every teacher shall be evaluated periodically through a well-defined performance evaluations criterion. The same will be reflected in terms of professional development, promotions and annual rewards.

Periodic performance evaluations of all staff also creates and maintain an environment of education excellence.

# Process:

## Evaluation Cycle:

Standard Evaluation Cycle shall be adopted with a continuous mentoring, observation and professional development:

· Teacher Self-Assessment

· Professional Development Plan

· Formal Observation

· Informal Observation

· Summative Evaluation session

· Summary Rating Evaluation Form

## Evaluation Session:

Probation Period

Event Triggered

Pre Promotion

End of Term

End of session

## Evaluation Compilation:

* Evaluation Team shall compile a summary by inscribing formal evaluation form.
* Discuss the evaluation with the staff.
* Approve and recommend for the further action

# EVALUATION FORM:

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s Name |  | Term |  |
| Position |  | Duration of Evaluation |  |
| Subject |  | Date of Evaluation |  |

|  |
| --- |
| **Rating scale:**  Exemplary (6 - 8) -Performance is consistently exceptional  Exceeds Standards ( 4 - 6 ) - Performance is consistently above average  Meets Standards ( 2 – 4 ) - Performance is consistently adequate  Needs to improve ( 1 ) - Needs to improve |

|  |  |  |
| --- | --- | --- |
| **PLANNING AND PREPARATION OF INSTRUCTIONAL PLAN** | | **RATING** |
| A. | Lesson plan is ready before the delivery of the lesson |  |
| B. | Lesson plan matches the objectives of ‘National Curriculum’ |  |
| C. | Lesson plan demonstrates accurate and current knowledge in subject field. |  |
| D. | Lesson plan is designed to suit the attainment level of each group in the class |  |
| E. | Lesson plan provides adequate planning and procedures for substitute teachers. |  |
|  | ***Score*** |  |
| **CLASSROOM ENVIRONMENT** | | **RATING** |
| A. | Neat and orderly, bulletin boards reflects student work |  |
| B. | Deals with classroom disruptions and issues in a timely manner while maintaining the dignity of students |  |
| C. | Interacts positively, effectively and appropriately with students. |  |
|  | ***Score*** |  |
| **INSTRUCTION** | | **RATING** |
| A. | Begins lesson or instructional activity with a review of previous materials as appropriate. |  |
| B. | Has resources, supplies and equipment ready at the start of the lesson |  |
| C. | Uses spoken/written language and vocabulary which are clear and age  Appropriate |  |
| D. | Asks appropriate levels of questions which students handle with a high rate of success, engages all students in discussions |  |
| E. | Use appropriate strategies and resources (for example – puzzles, flash cards & other audio-visual aid) to promote learning |  |
| F. | demonstrates flexibility and responsiveness by adjusting the lesson when appropriate |  |
| G. | Circulates throughout the classroom to check student performance. |  |
|  | ***Score*** |  |
| **PROFESSIONAL RESPONSIBILITIES** | | **RATING** |
| A. | Maintains accurate and complete student records, follows grading policies and regulations as per the ‘National Curriculum’ |  |
| B. | Demonstrate sound knowledge of technology operations and uses technology to enhance productivity and professional practice |  |
| C. | Communicates regularly and effectively with parents/guardians through telephones or emails |  |
| D. | Is punctual with reports, grades, records, and in reporting to work. |  |
| E. | Understands and performs assigned duties. |  |
| F. | Maintains appropriate dress and appearance. |  |
| G. | Attends meetings and other sessions relative to curriculum and instructional activities. |  |
| H. | Develops and maintains relationships which demonstrate support and cooperation with colleagues |  |
| I. | Effectively copes with the demands and stresses of teaching. |  |
| J. | Speaks and writes standard English clearly, correctly and distinctly. |  |
| K. | Becomes emotionally attached to work |  |
| L. | Tries to improve the image and quality of the school |  |
|  | ***Score*** |  |

|  |  |
| --- | --- |
| ***Total Score*** |  |

|  |  |
| --- | --- |
| **Strength** | **Targets** |
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Evaluator’s Name and signature