Teacher Performance Appraisal: Policy and Procedure

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Policy Statement
Ministry of Education, Jamaica

The Ministry of Education is committed to performance to develop all members of the teaching staff in order to improve the teaching – learning process and to raise the standard of achievement for all students. To do this, a performance management system will be implemented to be used at all levels of the school system. This system will set the framework for all teachers to agree and review priorities, set individual goals within the context of the school’s improvement plan and their professional needs. The annual performance evaluation of the teacher should form part of his or her permanent record.
Teacher Performance Appraisal: Policy and Procedure
What is Performance Appraisal?

- The process by which a manager or consultant examines and evaluates an employee's work behaviour by comparing it with preset standards, documents the results of the comparison, and uses the results to provide feedback to the employee to show where improvements are needed and why.

Source: Business Dictionary Online
What is Performance Appraisal?

- The Performance Management Programme (Performance Appraisal) is a formal evaluation of the performance of all teachers. This evaluation will determine whether the incumbent’s performance meets the required standards of the post he/she temporarily or permanently occupies.

Teacher Appraisal Handbook: Ministry of Education, Jamaica
Why is it important?
Why is Performance Appraisal important?

- Identifies areas for training if needed
Inform planning (students, teacher, school)
Improve efficiency and performance
Increase accountability
To provide continuous feedback to teacher
Rewards
The Performance Evaluation Model

This is an on-going cycle throughout the school. There are three stages:

- The planning stage
- The monitoring stage
- The review stage

Teacher Appraisal Handbook: Ministry of Education, Jamaica
# The Performance Evaluation Model

<table>
<thead>
<tr>
<th>Stage 1 Planning</th>
<th>Stage 2 Monitoring</th>
<th>Stage 3 Review</th>
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<tr>
<td><strong>(BEGINNING OF THE YEAR)</strong></td>
<td><strong>(THROUGHOUT EACH TERM)</strong></td>
<td><strong>(END OF YEAR)</strong></td>
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<td>Agreed goals</td>
<td>Classroom observations</td>
<td>Meeting to review progress</td>
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<td>Individual Action Plan</td>
<td>Sampling of records</td>
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<td>Sampling of students’ work</td>
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<td>Informal reviews</td>
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Documents that influence the Appraisal Process

The Incident Review and Feedback Form

- Ensures proper record keeping
- Basis for on-going dialogue
The Appraisal Process in summary

- Pre-observation interview
- Observation
- Final review
Measuring Performance

Rating Scale

- Unsatisfactory (1.0-1.4) – performance clearly not meeting position requirements and is therefore unacceptable
- Area of concern (1.5-2.4) – performance is at minimally acceptable level and must improve
- Meet expectation (2.5-3.4) – performance consistent in meeting all expectations
- Exceed expectation (3.5-4.0) – performance above average; exceeding requirements of the job. On par with the best
Measuring Performance

- **Observation of Teaching Skills** – planning for student learning, teaching for student learning, classroom environment for student learning
- **Teacher Professionalism** – Professional characteristics, professional development, interpersonal skills
- **Leadership and Management** – for middle managers
- **Supplemental Comments** – Appraiser and Appraisee
How is Teacher Performance Appraisal done?

- Pre-Observation: Selection of appraisal team

  Primary – Principal, senior teacher/ Independent person

  High – *(Old approach)* Administration, Team leader (HOD), Independent person

  *(New approach)* Team leader (HOD, Grade Coordinator), Independent person
Pre-observation interview

- Establish the purpose of the discussion.
- Review the employee’s overall job requirements and Responsibilities
- Review the performance objectives and goals established during the last performance meeting with the employee
- Discuss guiding principles that will be observed
Observation

- Team is to visit the appraisee together
- Examine closely the activities taking place with keen attention to student engagement and quality of discussion/instruction
- Documentation must be maintained
Observation cont’d

- Feedback is to be immediate (as best as possible done on the same day)
- Communication is to be clear/tactful
- Identify the objectives/goals that were achieved and discuss how they have impacted the employee’s skills and performance?
Observation cont’d

- Discuss objectives/goals that need further work. What obstacles have prevented the employee from achieving the objectives? Decide if time frames set for reaching the objectives need to be adjusted.
- Appraisee and appraisers are to sign and date the review/feedback form
- Evidence of teacher’s portfolio is to be noted
- File is to be maintained for each teacher
Final review

- Interview is to be scheduled with all members of the team along with the appraisee. Similar to the pre-observation interview, this should be a formal activity. Parties involved will discuss ratings and instrument filled in and signed.

- Use the supplemental section to capture additional information likewise recommendations for improvements.
 Appeals

• Should the teacher disagree with performance appraisal, he should note same on appraisal form and discuss with grade coordinator/HOD/principal
• When those channels are exhausted teacher should send an official appeal to the Board; ALL APPEALS SHOULD BE IN WRITING

Read procedure: p11
Appeals Committee

- Chairman, E.O., A teacher
- Review facts and make ruling
- No member of appeals committee should have sat on the appraisal team
TEACHERS MATTER!

"More can be done to improve education by improving the effectiveness of teachers than by any other single factor."

(Wright, Horn and Sanders, 1997)
References