**Ministry of Education**

**EFFECTIVE PRINCIPALS’ TRAINING PROGRAMME**

TRAINING ASSESSMENT REPORT

|  |  |
| --- | --- |
| Cohort #:  | Date of Assessment:  |
| Assessors: | 1.2.  |
| **CANDIDATE DETAILS** |
| **🞏 Principal**  | **🞏 Education Officer** |
| Name:  | Name: |
| School:  | Region: |
| Address: | Address: |
| Contact numbers: | Contact numbers: |
| **AREAS OF FOCUS** |
| 🞏 Financial Management in Schools  | 🞏 Roles and Responsibilities of the Principal |
| 🞏 Human Resource Management | 🞏 School Planning and Data Management |
| 🞏 Preparation for the New School Year | 🞏 Towards a Service Oriented School |
| 🞏 Quality Educational Leadership | 🞏 Improving Education for Boys |
| OVERALL RATING FOR CANDIDATE: |
| 🞏 Exceeds expectation | 🞏 Meets expectation | 🞏 Below expectation | 🞏 Well below expectation |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **AREAS OF FOCUS** | **Rating**

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| --- |
| **Instructions:**Select the box which best represents the performance of the candidate after reviewing all the evidence collected |
| **🞏** Exceeds expectation | **🞏** Meets expectation | **🞏** Below expectation | **🞏** Wellbelow expectation |

OVERALL RATING**(1-4)** |
| 🞏 Compliance with Portfolio Standards  |  |
| 🞏 Financial Management in Schools  |  |
| 🞏 Human Resource Management |  |
| 🞏 Preparation for the New School Year |  |
| 🞏 Quality Educational Leadership |  |
| 🞏 Roles and Responsibilities of the Principal |  |
| 🞏 School Planning and Data Management |  |
| 🞏 Towards a Service Oriented School |  |
| 🞏 Improving Education for Boys |  |
| AVERAGE |  |
|  **LEVEL** |
| **1** | **2** | **3** | **4** |
| **Falls well below expectation(s)** | **Below expectation(s)** | **Meets expectation(s)** | **Exceeds expectation(s)** |
| No knowledge base for the areaOnly a few skills notedApproach to the area is not strategicFew or negative results Strategies not implemented or have minimal impact on student achievement, teacher growth or school cultureLittle stakeholder involvement in decision-making and problem solvingLimited development of others’ leadership capacity in this area  | Limited knowledge of best practices for the areaLimitations in skills as demonstratedStrategy applied is ineffective or has gapsFew strategies implemented.Limited positive results in terms of student achievement, teacher growth or school culture Rarely includes others in decision-making and problem solvingLeadership capacity is sometimes developed in others | Sound knowledge of research and best practices for the areStrategic professional practiceSkills are of good standard and are often demonstrated Strategies employed are meaningful and result in positive outcomes and impact on student achievement, teacher growth and/or school cultureInclusive approach is effectively used in decision-making and problem solving to inform and/or gain the support of some stakeholdersLeadership capacity has been significantly developed in others | Demonstrates in-depth knowledge of the research/best practices in the areaProfessional practice is well developed and could serve as a model for others in the fieldLeadership skills in this area have the potential for a direct, positive and lasting impact on almost all the relevant stakeholders. For example, in the areas of student achievement, teacher growth and/or school cultureMost key stakeholders are able to explain the process by which decisions are made or problems are solved as a result of their inclusion in the processThe skills and knowledge have also been well-developed in other team members so that they can demonstrate this with proficiency |

SUMMARY OF FINDINGS

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| --- | --- |
| **Section A.****COMPLIANCE***Was the Leadership Development Portfolio done to the required standards?**Was there sufficient evidence presented in the plan to prove completion of the Action Pan?**Was there sufficient evidence other presented to prove completion of the Action Plan?* | Rating:🞏 Exceeds expectation🞏 Meets expectation🞏 Below expectation🞏 Well below expectation |
| Summary: |
|  |

|  |  |
| --- | --- |
| **Section B****Innovation and Relevance***How effectively did the Principal/Education Officer conceptualise the task?**How well did the Principal/EO demonstrate understanding of the agreed tasks?**How effectively was the plan executed and monitored?**To what degree was there documentation of the process?* | Rating:🞏 Exceeds expectation🞏 Meets expectation🞏 Below expectation🞏 Well below expectation |
| Summary: |
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| --- | --- |
| **Section C****Impact***To what degree was there improvement in the targeted areas?**Were the goals of the Leadership Development Action Plan (LDAP) achieved?**What were the other impacts of the implementation of the LDAP? (Focus on school operations, relationships with stakeholders, students’ development and/or teacher development and performance)* | Rating:🞏 Exceeds expectation🞏 Meets expectation🞏 Below expectation🞏 Well below expectation |
| Summary |
|  |
| **Ethical Issues:**  |
|  |
| **Areas for further consideration:**  |
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