

**SCHOOL PEER REVIEW**

Self-evaluation Instrument

**SELF-EVALUATION / REFLECTION**

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| **Name of School** |  |
| **Name of School Leader** |  |

###### Please complete ALL sections with as much detail as you can and send it to the Team Lead two weeks prior to your visit. Please call the team lead if you have ANY questions or concerns.

**Completing this form will help you and the team prepare for some of the discussions that will take place during the school visit. It will also help the visiting team get to know you and your school. This is a tool to help you think about the progress of your school.**

**Suggestions for completing the form:**

* Use this as an opportunity to **reflect** on practice at your school. What is working well? What needs attention? Where can the visiting team provide additional support?
* Be evaluative, rather than descriptive.
* Make your focus outcomes for students.
* If possible, include references to where the evidence of your responses can be found e.g. “year-end exams.”
* **Be succinct**. For example, use bullet points or note form to provide necessary relevant information. ***If one word suffices for an answer, that is all that is necessary.***  This should take about 45 minutes to one hour to complete.

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| **1. SCHOOL CHARACTERISTICS** |
| **1a. What is distinctive about your school?** |
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| **1b. To what extent are core values integrated into the life of the school?** |
| *Example: Include the mission and vision statements, whole school goals, etc.* |
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| **1c. Outline the main characteristics / demographics of your students.** |
| *Example: Include total # of students, samples of pre/post entry performance data if available, socio-economic status, gender, ethnicity, English First Additional language students, special education, gifted and talented, etc.* |
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| **1d. Describe the climate and culture of the school in terms of: mutual trust and respect, environment conducive to learning, relationship between teacher and students etc.** |
| *Example: Customs and routines that manage student behaviour, rules being followed and uniformly applied throughout the school, evidence of positive behaviour through awards, trips, public announcements, maintenance of accurate student data on discipline plans including behaviour contracts.* |
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| **1e. What are the current strengths of the school? What are your thoughts about areas for growth and/or improvement?** |
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| **1f. How does your school evaluate employees? Is there a formal performance management system? How is this measured and discussed? How is excellence defined at your school?** |
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| **1g. Are there any issues/situations that you want the team to be aware of for the visit?** |
| *Example: Leader is teaching full time due to vacancy, key staff are not hired yet, sudden drop in enrolment, major funding shortfall, long term substitutes, temporary facility, etc.* |
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| **2. STUDENT ACHIEVEMENT**  *In this section, provide your analysis of performance data: For example: benchmark assessments, end of year testing, analysis of student work, progress reports, report cards, subject assessments, diagnostic data for incoming students, etc.* |
| **2a. How do you know the students are making progress over time? What data do you use to measure students’ progress?** |
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| **2b. How do students know how they are progressing? Is there a common language across the school around academic expectations? How is this monitored?** |
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| **3. TEACHING AND IMPACT ON LEARNING** |
| **3a. How often do classroom observations take place at your school (formal or informal)? Are you using a specific rubric or framework to assess impact of teaching? Who is/are responsible for doing this?** |
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| **3b. What is the quality of teaching? Poor, good, excellent? Are you able to ascertain what kind of additional structured support the staff may need, and why? Is that support taking place?** |
| *Example: Does teaching address the needs of all students? Are there aligned learning outcomes and objectives? Are there benchmarks set for each student? Is student progress monitored by teachers? By students? How are individual learning needs being met? Are parents involved in the student learning?* |
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| **3c. Do students know the expectations for producing quality work? Are teachers consistent in communicating these expectations?** |
| *Examples: DO NOWS, homework, class assignments, notebooks, CASS, etc.* |
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| **3d. How well does the academic programme meet the range of needs and interests of students? Is this in place, or still a work in progress?** |
| *Examples: Does the programme reflect a full scope and sequence for all grade levels and content areas? Does the programme match students’ needs and interests, aspirations, capabilities? Does the programme build on prior knowledge and experience? Does the programme address gender specific interests? In addition to LO what does the school do to enhance the academic programme? Does the programme include self-regulation for health and safety? Does the programme support work experience? Enhanced career planning? Are enrichment activities available to foster student enjoyment and achievement?* |
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| **3e. What support services are provided?** *(e.g. Intervention strategies, tutorials, extra lessons, Saturday or holiday school, applications to middle, high/secondary, tertiary and bursary, other professional services?)* **How do they impact student learning?** |
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| **4. LEADERSHIP AND MANAGEMENT** |
| **4a. In what areas of leadership do you need / want additional help and support? When you reflect on your leadership, what are your areas of strength and areas for growth?** |
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| **4b. Do you as the school leader receive regular effective feedback and coaching? Do you know how you are being assessed / held accountable?** |
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| **4c. How are you setting priorities? Is there a long and/or short-term strategic plan? How well are you executing against your plan?** |
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| **5. LEARNING COMMUNITY** |
| **5a. How do teachers promote a positive culture in their classroom environment?** |
| *Example: Classroom climate reflects high expectations, celebration of the school’s mission, vision and values, positive relationships and good communication.* |
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| **5b. What evidence is there that teachers and leadership address students’ aspirations for tertiary studies, promote their independent learning, and provide opportunities to develop lifelong skills?** |
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| **5c. How do you engage stakeholders? How do the stakeholders view their school experience (e.g. students, parents, volunteers, board members/SGBs, community members, etc.?) How do you know what their views are?** |
| *Example: newsletters, surveys, membership in leadership teams, Governing Body/Board of Governors.* |
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| **5d. To what extent are you developing a sense of African identity and internalising of school values? This is always a w*ork in progress…*** |
| *Example: Focus on heritage, innovation, ethical leadership, diversity, valuing of mother tongue, safe from bullying, drug abuse, racism, sexism, behaviour on field trips, community projects, service learning projects, confidence to seek help from adults when feeling at risk, etc.* |
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| **5e. How much do students enjoy their school experience?** |
| *Example: Students’ attitudes, behaviour, attendance, moral, social, emotional and cultural development.* |
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