



DEVELOPMENT  
WORLD  
MANAGEMENT  
SURVEY

SCORING GUIDE FOR THE DEVELOPMENT WMS - SCHOOLS  
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<b>1. Leadership Vision</b>									
1.1: What is the school's vision? Why was this vision chosen?	There is no vision. Principal cannot articulate a vision.	Vision is not clear and not linked to student outcomes. Principal cannot explain why this vision was chosen. For example, school follows the vision of the government or other educational systems (such as CBSE & ICSE) but cannot articulate the vision clearly.	Vision is somewhat clear yet not well-defined and it is not linked to student outcomes. For example, Principal broadly says the vision is "to educated all children".	Vision is clear and well-defined but it is not directly linked to a range of student outcomes. For example, Principal says the vision is to "increase enrolment in the community" but is not concerned with other student outcomes.	Vision is clear, well-defined and linked to a range of student outcomes BUT largely focused on meeting state/national mandates.	The vision is clear, well-defined and linked to a range of student outcomes, largely focused on meeting state/national mandates but also with some consideration given to individual student needs.	The vision is clear, well-defined and linked to a range of student outcomes, largely focused on meeting state/national mandates but also with some consideration given to student <i>and community</i> needs.	Higher than 4, not quite 5.	Vision is clear and well-defined. School leaders broadly communicate a shared vision and purpose for the school that focuses on improving student learning and outcomes (beyond those required by law); vision and purpose is built upon a keen understanding of student and community needs.
1.2: Who sets the vision?	There is no vision.	The School Board/Superintendent/only. The Principal, teachers or others involved in the school matters are not consulted.	The School Board/Superintendent. Principal and/or other school leaders are consulted but the ultimate decision is made by the School Board/Correspondent/Superintendent.	The School Board/Superintendent and Principal jointly set the vision	The School Board/Superintendent, Principal, departmental heads and other school leaders jointly set the vision.	The School Board/Superintendent, Principal, departmental heads and other school leaders jointly set the vision. Sometimes they ask for suggestions from parents, but those are rarely taken into account.	The School Board/Superintendent, Principal, departmental heads and other school leaders jointly set the vision. Sometimes they ask and incorporate suggestions from parents and other community members involved in school matters.	Higher than 4, not quite 5.	Vision is defined collaboratively with a wide range of stakeholders. The School Board/Superintendent, Principal, departmental heads, other school leaders jointly sets the vision in annual meetings with teachers, parents, students and other community members involved in the school matters.
1.3: Communicated to whom and how?	There is no vision or vision is not communicated.	Principal believes that the staff is aware of the vision as (s)he has mentioned it before in informal conversations. However, the vision is not actively or formally communicated to teachers as well others involved in the school matters such as students ,parents, and other community members.	Principal believes that the staff is aware of the vision as it is displayed in the school and often mentioned in annual meetings. However, the vision is not actively communicated to others involved in the school matters such as students, parents, and other community members.	Principal believes that staff is aware of the vision as it is displayed in the school and always mentioned in annual meetings. Principal also has informal conversations with parents and others involved in the school matters about the vision from time to time.	Staff, students, and parents are actively communicated about the school's vision in their annual newsletter, annual meetings, PTA meetings or some other formal mean of communication.	Staff, students, and parents are actively communicated about the school's vision in their annual newsletter, annual meetings, PTA meetings or some other formal mean of communication. There is also some informal irregular communication with other community members involved in the school matters.	Staff, students, and parents are actively communicated about the school's vision in their annual newsletter, annual meetings, PTA meetings or some other formal mean of communication. There is also some informal yet <i>regular</i> communication with other community members involved in the school matters.	Higher than 4, not quite 5.	Vision is define and often communicated during regular meetings to a wide range of stakeholders such as the School Board/Correspondent/Superintendent, Principal, departmental heads, other school leaders, teachers, parents, students and other community members involved in the school matters.

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<b>2. Standardization of Instructional Planning Processes</b>									
2.1: Well-defined and Standardized Planning Processes and Materials: curriculum, textbooks and other classroom materials, and lesson plans	School does not follow a curriculum, does not use textbooks or other materials in the classroom, and does not prepare lesson plans.	School follows a standardized curriculum based on state and national mandates (without flexibility or initiative to take into account local contexts and adapt the curriculum to their needs), and uses only textbooks provided by the government or educational system but no other materials. Teachers teach straight from the textbook without preparing lesson plans.	School follows a standardized curriculum based on state and national mandates (without flexibility or initiative to take into account local contexts and adapt the curriculum to their needs), and uses up-to-date textbooks but no other materials. Teachers individually prepare lesson plans and never check with other teachers to see if they are all teaching in the same manner across classes/grades and aligned with past years (i.e., two teachers will have different lesson plans for a grade 1 class at different points in time).	School follows a standardized curriculum based on state and national mandates (without flexibility or initiative to take into account local contexts and adapt the curriculum to their needs), and uses up-to-date textbooks and may use other materials. Teachers individually prepare lesson plans and sometimes have informal conversations with other teachers to see if they are teaching in the same manner across classes/grades and aligned with past years (i.e., two teachers will have different lesson plans for a grade 1 class at different points in time).	School follows a standardized curriculum based on state and national mandates (without flexibility or initiative to take into account local contexts and adapt the curriculum to their needs), and uses up-to-date textbooks and other useful resources. School teachers teaching the same subjects prepare daily lesson plans together based on a range of resources available to them at the school (not only textbooks) to ensure that there is consistency/standardization across grades and years.	School follows a standardized curriculum based on state and national mandates (with some flexibility or initiative to take into account local contexts but not to adapt the curriculum to their needs), and uses up-to-date textbooks and other useful resources. School teachers teaching the same subjects prepare daily lesson plans together based on a range of resources available to them at the school (not only textbooks) to ensure that there is consistency/standardization across grades and years.	School follows a standardized curriculum based on state and national mandates (with some flexibility or initiative to take into account local contexts and adapt the curriculum to their needs), and uses up-to-date textbooks and other useful resources. School teachers teaching the same subjects prepare daily lesson plans together based on a range of resources available to them at the school (not only textbooks) to ensure that there is consistency/standardization across grades and years.	Higher than 4, not quite 5.	School follows a standardized curriculum, which may be based on state and national mandates but takes into account local contexts and adapt the curriculum to their needs. The school uses up-to-date textbooks and other useful resources. School teachers teaching the same subjects prepare daily lesson plans together based on a range of resources available to them at the school (not only textbooks) to ensure that there is consistency/standardization across grades and years. Teachers share lesson plans with parents and students (online or offline) so they can take an active part in their children's learning.
2.2: Implementation and Monitoring  Note: CCTV with only video (not audio) is not considered a monitoring tool in this question	There is no implementation/monitoring of standard processes because the school does not follow a curriculum, does not use textbooks or other materials in the classroom, and does not prepare lesson plans.	Principal sporadically conducts rounds or classroom observations and verifies lesson plans when he/she believes the teacher is performing badly. He/she says it can be done regularly but only does it when a problem arises and does not keep track OR does regularly but does not keep track.	Principal randomly conducts rounds or classroom observations and verifies lesson plans when (s)he feels like it (it may be due to a problem or not). (S)he says it can be done regularly but only does it a couple of times per year per teacher and does not keep track.	Principal randomly conducts rounds or classroom observations and verifies lesson plans when he feels appropriate. He says it can be done regularly but only does it a couple of times per year per teacher and keeps track of visits.	Principal conducts scheduled rounds (though without telling teachers about it so it is unexpected) for classroom observations and takes time of their day to verify lesson plans to ensure quality across classrooms once a month for every teacher and keeps track of his observations.	Principal actively conducts scheduled rounds (though without telling teachers about it so it is unexpected) for classroom observations and takes time of their day to verify lesson plans to ensure quality across classrooms once a month for every teacher and keeps track of his observations. Once per year, heads of department are consulted or involved in the monitoring.	Principal actively conducts scheduled rounds (though without telling teachers about it so it is unexpected) for classroom observations and takes time of their day to verify lesson plans to ensure quality across classrooms once a month for every teacher and keeps track of his observations. In certain occasions, heads of departments and other school leaders are involved in checking the implementation and monitoring of instructional planning processes.	Higher than 4, not quite 5.	Principal actively conducts scheduled rounds (though without telling teachers about it so it is unexpected) for classroom observations and takes time of his day to verify lesson plans to ensure quality across classrooms at least once a month for every teacher and keeps track of his observations. Heads of departments and other school leaders are involved in checking the implementation and monitoring of instructional planning processes in a consistent and comprehensive manner.
2.3: Aligned with learning expectations	No decision was made because school does not follow a curriculum, does not use textbooks or other materials in the classroom, and does not prepare lesson plans.	Principal states that the current curriculum, textbooks and other materials are used because the government/school board sets it as such, but he/she is not able to explain why they were chosen. There is not a particular reason for choosing these materials.	Principal states that the current curriculum, textbooks and other materials are used because the government/school board sets it as such, and is able to vaguely justify why he/she thinks these were chosen, though not very specifically	Principal cannot pinpoint why the current curriculum, textbooks and other materials used in the classroom, and lesson plans were chosen. But Principal vaguely mentions that it is linked to improving education in general but does not directly link it to specific student outcomes.	Principal explains that the current curriculum, textbooks and other materials used in the classroom, and lesson plans are aligned with defined learning expectations (which are ultimately linked to student achievement in state/national examinations)	Principal explains that the current curriculum, textbooks and other materials used in the classroom, and lesson plans are aligned with defined learning expectations (which are ultimately linked to student achievement in state/national examinations). It allows for some flexibility to meet student needs, but it is not often (if ever) exercised.	Principal explains that the current curriculum, textbooks and other materials used in the classroom, and lesson plans are aligned with defined learning expectations (which are ultimately linked to student achievement in state/national examinations) and, in certain occasions, incorporate some flexibility to meet student and community needs.	Higher than 4, not quite 5.	Principal explains that the current curriculum, textbooks and other materials used in the classroom, and lesson plans are specifically designed to align instructional strategies and materials with learning expectations (which are ultimately linked to student achievement in state/national examinations) and incorporate flexibility to meet student and community needs.

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<b>3. Personalization of Instruction and Learning</b>									
<p>3.1: Identifying and addressing individual student needs through a range of student methods</p> <p>Common alternative teaching methods: participation, demonstration, recitation, memorization, collaborating (group work), and learn by teaching</p>	Individual student needs are not identified. Traditional teaching methods are the only method used.	There isn't any process for the teacher to identify individual student needs but the teacher generally knows what types of different learning needs students have (but not based on any data, this is just a feeling!). Usually one alternative teaching method (in addition to traditional teaching) is used in the classroom.	There is an informal process which indirectly helps the teacher identify individual student needs (i.e., progress cards for each student which will reflect what types of learning needs the student has) but teacher does not tailor their teaching to address the needs of each student. Usually two alternative teaching methods (in addition to traditional teaching) are used in the classroom.	There is an informal process which indirectly helps the teacher identify individual student needs (i.e., progress cards for each student which will reflect what types of learning needs the student has). Teacher may try to tailor their teaching to address the needs of each student, but this is not done in a systematic manner. Usually three alternative teaching methods (in addition to traditional teaching) are used in the classroom.	There is a process (computerized or on paper) to track student records which helps teachers identify individual student progress and possible individual needs. Usually four or more alternative teaching methods (in addition to traditional teaching) are used in the classroom.	There is a process (computerized or on paper) to track student records which helps teachers identify individual student progress and possible individual needs. Usually four or more alternative teaching methods (in addition to traditional teaching) are used in the classroom. Students are actively encouraged to engage in their own learning.	There is a process (computerized or on paper) to track student records which helps teachers identify individual student progress and possible individual needs. A wide range of alternative teaching methods (in addition to traditional teaching) are used in the classroom to encourage student engagement in their own learning.	Higher than 4, not quite 5.	A school assigns student advisors who are committed to identify and assess student needs and create an individualized learning program for every student. There is a process to track student records which helps teachers identify individual student progress and possible individual needs. Several alternative teaching methods (in addition to traditional teaching) are used in the classroom to address individual student needs and to encourage student engagement in their own learning.
<p>3.2: Student/parent engagement in student learning</p>	Neither students nor parents are engaged in student learning.	Student have very little influence in their own learning through individual or group projects, and don't know they're expected to be creative and engaged. Parents are not engaged in student learning at all.	Student have some influence of their own learning through individual or group projects, but this is rather random and not structured within the class plans so the students don't know they're expected to engage in this way. Despite being informed about student progress, parents are not engaged in student learning.	Student have some influence of their own learning through individual or group projects, and it is structured within the class plans so they know they're expected to engage. Despite being informed about student progress, parents are not engaged in student learning.	Students have some influence of their own learning through individual or group projects, and it is structured within the class plans so they know they're expected to engage. Parents are still not engaged (such as helping in homework), but they do come to PTA meetings and seem somewhat engaged.	Students have some influence of their own learning through individual or group projects, and it is structured within the class plans so they know they're expected to engage. Parents are still not engaged (such as helping in homework), but they do come to PTA meetings and are engaged in a non-active way.	Students have some influence in their own learning through individual or group projects, and it is structured within the class plans so they know they're expected to engage. Parents are still not engaged (such as helping in homework), but they do come to PTA meetings and seem somewhat engaged. Parents have access to reports (online or offline) and observe their children's progress throughout the year.	Higher than 4, not quite 5.	Students have influence of their own learning through individual or group projects, and it is structured within the class plans so they know they're expected to engage. Parents have access to these online reports and the individualized learning program for every student and are able to observe their children's progress throughout the year.
<p>3.3: Implementation and Monitoring</p> <p>Note: CCTV with only video (not audio) is not considered a monitoring tool in this question</p>	There is no implementation/monitoring of standard processes because the school does identify or address individual student needs.	Principal sporadically conducts rounds or classroom observations when he/she believes the teacher is performing badly. He/she says it can be done regularly but only does it when a problem arises and does not keep track OR does regularly but does not keep track.	Principal randomly conducts rounds or classroom observations when he feels like it (it may be due to a problem or not). He says it can be done regularly but only does it twice or three times a year per teacher and does not keep track as he/she does not have time.	Principal randomly conducts rounds or classroom observations when he feels appropriate. He says it can be done regularly but only does it two or three times a year per teacher and keeps track.	Principal actively conducts regular (though unexpected) rounds for classroom observations to ensure individual student needs are being addressed once a month for every teacher and keeps track of their observations.	Principal actively conducts regular (though unexpected) rounds for classroom observations to ensure individual student needs are being addressed at least once a month for every teacher and keeps track of their observations. On occasion and as necessary, extra rounds are conducted.	Principal actively conducts regular (though unexpected) rounds for classroom observations to ensure individual student needs are being addressed once a month for every teacher and keeps track of his observations. In certain occasions, heads of departments and other school leaders are involved in checking the implementation and monitoring of the personalization of instruction.	Higher than 4, not quite 5.	Principal actively conducts scheduled rounds (though without telling teachers about it so it is unexpected) for classroom observations to ensure individual student needs are being addressed at least once a month for every teacher and keeps track of his observations. Heads of departments and other school leaders are involved in checking the implementation and monitoring of the personalization of instruction in a consistent and comprehensive manner.

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<b>4. Data-driven Planning and Student Transitions</b>									
4.1: Individual student data availability	No data is available.	Little data is available such as only an overall mark for the student at the end of the year but it is not integrated or easy to use (i.e., teachers give an overall mark to students based on their impressions throughout the year without providing much comments about students behavior, performance in examinations, etc. and impressions are recorded in a progress card which is returned to the parents at the end of the year)	Some data is available such as end-of-year examinations and teacher impressions but it is not recorded systematically and it is not integrated or easy to use (i.e., student performance is recorded in a progress card which is returned to the parents at the end of the year)	Data is available at the end of the year, such as a range of academic data and behaviour data, although not necessarily in an integrated or easy to use (i.e. a larger set of data is recorded but not in way which will allow a new teacher to fully understand the strengths and weaknesses of the students)	Data is available (such as results for quarterly, mid-year and end-of-the year examinations plus health information, teacher impressions, baseline tests...) although not necessarily in an integrated or easy to use manner (i.e. data is recorded frequently but not in way which will allow a new teacher to fully understand the strengths and weaknesses of the students).	Data is available (such as results for quarterly, mid-year and end-of-the year examinations plus health information, teacher impressions, baseline tests...). Data is recorded frequently and at least one of the key indicators (ie. test scores or attendance) are summarized for the new teachers.	Data is available (such as results for quarterly, mid-year and end-of-the year examinations plus health information, teacher impressions, baseline tests...). Data is recorded frequently and presented in an easy way which allows a new teacher to fully understand the strengths and weaknesses of the students).	Higher than 4, not quite 5.	Data is available from formative assessments and from several different sources such as weekly quizzes, student participation, student involvement in student associations, and the use of tutoring available after class, standardized tests and placement testing. Data is recorded frequently and is presented in an easy way which allows a new teacher to fully understand the strengths and weaknesses of the students.
4.2: School awareness of critical student transitions "Critical transitions" can be student mark promotions, or perhaps quarterly unit by unit progress, or primary to secondary promotion.	Principal does not understand/ is not aware of main points or "critical transitions" for students.	Principal vaguely understands the main points of transition for students to be the transition from primary to secondary, but he/she does not communicate this to heads of departments and teachers.	Principal does understand the main points of transition for students to be the transition from primary to secondary, and he/she may communicate this to heads of departments and teachers from time to time in informal conversations.	Principal does understand the main points of transition for students to be the transition from grade to grade (grade promotion), and he/she may communicate this to heads of departments and teachers from time to time in informal conversations.	Principal does understand the main points of transition for students to be the transition across quarters and semesters throughout the academic year, and he/she may communicate this to heads of departments and teachers in informal conversations.	Principal does understand the main points of transition for students to be the transition across quarters and semesters throughout the academic year, and he/she regularly communicates this to heads of departments and teachers, though informally.	Principal does understand the main points of transition for students to be the transition across quarters and semesters throughout the academic year, and he/she formally communicates this to heads of departments. He/she also communicates this to teachers but in more informal ways or with less frequency.	Higher than 4, not quite 5.	Principal, heads of departments, other school leaders and teachers fully understand the main points of transition for students as this is often a focus point during meetings to discuss instructional strategies.
4.3: School management of critical student transitions "Critical transitions" can be student mark promotions, or perhaps quarterly unit by unit progress, or primary to secondary promotion.	Teachers are not made aware of past student performance at any point during the new academic year.	Teachers are given progress cards to check on past student performance before the beginning of the year but rarely revise the documentation given and make very little effort to address any issues.	Teachers are made aware of past student performance before the beginning of the year by having informal conversations with other teachers in order to be able to address any issues raised in the past. They make some effort to address issues but in an unstructured way.	Principal and teachers are made aware of past student performance before the beginning of the year in order to be able to address any issues raised in the past. They also talk to the previous teachers to get feedback about students, and pass on their own feedback to the next grade. They make some effort to address issues but in an unstructured way.	School verifies student outcomes at critical stages (that is, across quarters, semesters and academic years). Teachers observe academic results every quarter to try to determine where the weaknesses are in instruction and make some effort to address identified weaknesses but in an unstructured way.	School verifies student outcomes at critical stages (that is, across quarters, semesters and academic years). Teachers observe academic results at least every quarter to try to determine where the weaknesses are in instruction and make a good effort to address identified weaknesses but in an unstructured way.	School verifies student outcomes at critical stages (that is, across quarters, semesters and academic years). Teachers observe academic results at least every quarter to try to determine where the weaknesses are in instruction and make a good effort to address identified weaknesses in a structured and coherent way.	Higher than 4, not quite 5.	School verifies student outcomes at critical stages and conducts data-based meetings across disciplines with the aim to address any areas that need attention throughout the year in order to ease student transition through grades and levels.

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<b>5. Adopting Educational Best Practices</b>									
5.1: Where the school finds out about education best practices	The principal does not encourage teachers to learn new teaching techniques. Same teaching practices have been used for a long time. The principal believes the practices they use are good enough and no change is needed.	The principal somewhat acknowledges they could use some new teaching practices but does not encourage teachers to learn new techniques.	The principal acknowledges that new teaching practices are necessary and somewhat encourages teachers to learn new techniques but in an unstructured way (i.e., principal has informal conversations with teachers once in a while and asks them to come up with new ways to incorporate other teaching practices into the classroom, in practice this rarely happens).	The principal fully understands that new teaching practices are necessary and often encourages teachers to learn new techniques through formal training and shadowing within the school. However, in practice the initiative actually comes from the teachers.	The principal fully understands that new teaching practices are necessary and actively encourages teachers to learn new techniques through some formal training and shadowing within the school. In practice, however, not all teachers take part.	The principal fully understands that new teaching practices are necessary and actively encourages teachers to learn new techniques through some formal training and shadowing within the school. The principal ensures every teacher gets this experience at least once per year.	The principal fully understands that new teaching practices are necessary and actively encourages teachers to learn new techniques through some formal training and shadowing within the school. Teachers are sent to conferences/external training, but this doesn't happen very often.	Higher than 4, not quite 5.	School systematically provides staff with opportunities to collaborate and share best practice techniques and learnings. They have quarterly in-service days, teachers are often sent to conferences and have additional professional development opportunities to learn about best teaching practices used in other schools.
5.2: How are these best practices shared within the school	No sharing of learnings happens.	Teachers sometimes collaborate to share learnings or "best practice" techniques during their lunch breaks or grading times, but this is ad-hoc and inconsistent.	Once a year in an annual meeting teachers are asked to talk about the methods they use, but this is not in the spirit of spreading practices (ie. Teachers all think their method is good enough and nobody pushes them to learn/adopt new techniques)	Teachers often collaborate to share learnings or "best practice" techniques in their regular meetings, but the principal does not initiate these discussions	The principal reviews the new best practices being adopted in the school during quarterly teacher-staff meetings, but does this in an unstructured way (ie. It is "formal" in that it is part of the meeting, but the principal does little more than just talk about the practices)	The principal reviews the new best practices being adopted in the school during quarterly teacher-staff meetings in a structured way, but does not have a clear follow up plan of adoption.	The principal reviews the new best practices being adopted in the school during annual meetings in an structured way and specifically arranged for sharing best practices within the school.	Higher than 4, not quite 5.	The principal reviews the new best practices being adopted in the school in a structured way during regular meetings specifically arranged for sharing best practices within the school.
5.3: How is the adoption of these techniques monitored	Since there are no learning of new techniques, there is also no monitoring of these non-existent new techniques	The principal has some informal chats with teachers about how the practices are going in hallways or during random class visits, but does not ask specifically or record this progress in written form.	The principal checks once per academic year during their annual meeting on any new techniques that were used, but does not do much with this information.	The principal has no systematic way of monitoring the adoption of these practices within the classrooms, though he/she does this at least quarterly in an ad-hoc manner. The principal does not record in any way the progress on the adoption of these techniques.	The principal has no systematic way of monitoring the adoption of these practices within the classrooms, though he/she does this at least quarterly in an ad-hoc manner. The principal takes some notes regarding the new practices to maybe bring up in an annual meeting.	The principal has a systematic way of monitoring the adoption of these practices within the classrooms. He/she does this at least quarterly. The principal sometimes takes some notes regarding the new practices but does not always bring them up in annual meetings.	The principal has a systematic way of monitoring the adoption of these practices within the classrooms. He/she does this at least quarterly. The principal takes notes regarding the new practices to bring up in an annual meeting.	Higher than 4, not quite 5.	The principal has a systematic way of monitoring the adoption of these practices within the classrooms. The principal ensures that these techniques have been incorporated by revising lesson plans and conducting regular observations in the classrooms.

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<b>6. Continuous Improvement</b>									
6.1: Finding and documenting problems	Problems are never exposed. The principal is not aware of any problems (or they say they haven't had problems for years - means they just didn't know!).	The principal rarely finds out about issues within the school. He/She thinks all is well most of the time, when in reality it is not.	The principal is often informed about problems when they are happening, but never documents the issues after the fact.	The principal is often (but not always) informed about problems when they are happening, and sometimes documents the issues after the fact. The principal does not look back at these notes to try and prevent further issues.	The principal is always informed about problems when they are happening, and always documents the issues after the fact. The principal does not look back at these notes to try and prevent further issues.	The principal is always informed about problems when they are happening, and always documents the issues after the fact. The principal will sometimes look back at these notes to try and prevent further issues.	The principal is always informed about problems when they are happening, and always documents the issues after the fact. The principal will often look back at these notes to try and prevent further issues.	Higher than 4, not quite 5.	Exposing and solving problems (for the school, individual students, teachers, and staff) in a structured way is integral to individual's responsibilities. There is an online reporting system which all teachers and staff have access to and follow up on a daily basis.
6.2: Who resolves problems	Nobody gets involved as there are no issues to be solved.	There is no set person/staff group who follows up with problems. This is done by whoever wants to see the issue resolved, very ad-hoc.	There is only one staff group involved in solving the issue, usually just the principal or correspondent/superintendent. Principal might ask a third party to perform a task so the problem can be fixed, but ultimately, the principal decides how the problem will be solved.	Only one staff group (ie. The principal) gets involved in solving the issue, but he/she does ask for informal feedback from other staff groups (such as teachers)	Most of the appropriate staff groups are involved in solving the issues (ie. The principal and the cleaning staff get together to solve an issue such as the black boards never being cleaned after classes), but only the principal has formal responsibility.	Most of the appropriate staff groups are <i>formally</i> involved in solving the issues (ie. The principal and the cleaning staff get together to solve an issue such as the black boards never being cleaned after classes).	Most of the appropriate staff groups are formally involved in solving the issues (ie. The principal and the cleaning staff get together to solve an issue of the black boards never being cleaned after classes). In certain occasions, students are also involved.	Higher than 4, not quite 5.	All of the appropriate staff groups are involved in solving the issues. There is also an advisory committee composed of different representatives (teachers/staff/students) to address problems within the school.
6.3: Who improves processes	No process improvements are ever made.	There is no set person/staff group who suggests improvements. If there are any improvements, these are done by whoever wants to see the issue resolved (very ad-hoc).The principal rarely implements suggestions to improve processes.	Only one staff group (ie. The principal) gets involved in improving processes, but this is done in a unstructured way (only when the principal feels the need to improve it).No feedback is asked from other staff groups.	Only one staff group (ie. The principal) gets involved improving processes, but he/she does ask for informal feedback from other staff groups (such as teachers)	Only one staff group (ie. The principal) gets involved improving processes, but he/she does ask for formal feedback from appropriate staff groups during meetings and other formal functions.	Only one staff group (ie. The principal) gets involved improving processes, but informal oversight is assigned to appropriate staff to help carry out the changes.	Only one staff group (ie. The principal) gets involved improving processes, but formal oversight is assigned to appropriate staff to help carry out the changes. Students are also encouraged to participate and give suggestions, but do not often do so.	Higher than 4, not quite 5.	Improvements are performed as part of regular management processes. Teachers are encouraged to discuss process improvements with their peers and dept. heads during dept. meetings and to implement process improvements previously discussed and share more effective processes with the school in regular meetings. There is also an advisory committee composed of different representatives (teachers/staff/students) to address problems and suggest improvements within the school.

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<b>7. Performance Tracking</b>									
7.1: Types of parameters (such as student marks, attendance (regularity), behaviour, teacher absenteeism, enrolment rates, dropout rates, teacher professional development, budgets etc.)	Only student marks are tracked.	One main parameter in addition to student marks is tracked, but it does not show how well the school is doing overall.	Two main parameters in addition to student marks are tracked, but it does not show how well the school is doing overall.	Three main parameters in addition to student marks are tracked, but it does not show how well the school is doing overall.	A set of at least four parameters are tracked, and they should be a range of types of parameters to show how the school is doing overall (ie. grades, behaviour, teachers, enrolment/dropout rates and budgets).	A set of at least four parameters are tracked, and there is at least one parameter tracking how students are doing and at least one parameter tracking how teachers are doing.	A set of at least 5 or more parameters are tracked, and they should be a range of types of parameters to show how the school is doing overall (ie. grades, behaviour, teachers, enrolment/dropout rates and budgets). The parameters cover students and staff.	Higher than 4, not quite 5.	Performance is continuously tracked and communicated, both formally and informally, to all staff using a range of visual management tools
7.2: Tracking frequency	Only student marks are tracked once per year	Most parameters are tracked once per year	Most parameters are tracked twice a year	Most parameters are tracked three times per year	Most parameters are tracked more than three times per year (ie. Once per term plus a final exam).	Most parameters are tracked every two months.	Most parameters are tracked monthly.	Higher than 4, not quite 5.	All parameters are tracked continuously throughout the year.
7.3: Communicated to whom and how	Officially, only the principal sees the overall class grades, and does not communicate to the teachers if their classes are doing well or not. (ie. teachers may see individual student marks, but don't get to see a holistic view of the whole class and how it is doing across time)	Officially, only the principal sees the overall class grades, and only communicates to the teachers if their classes are doing well or not. (ie. teachers may see individual student marks, but don't get to see a holistic view of the whole class and how it is doing across time)	The principal knows how well classes are doing, but informally communicates this to teachers in an ad-hoc manner. Parents know of their own children but not of school-wide results.	The principal knows how well classes are doing, and informally communicates this to teachers during regular meetings. Parents know of their own children but not of school-wide results.	The principal knows how well classes are doing and communicates this formally and informally to teachers during meetings and regular reports. Parents know of their own children but not of school-wide results as results are not published.	The principal knows how well classes are doing, and informally as well as formally communicates this to teachers during meetings and regular reports. Parents know of their own children and their children's class but not of school-wide results.	The principal knows how well classes are doing and communicates this formally and informally to teachers during meetings and regular reports. Parents know of their own children through weekly and monthly reports and are aware of the school-wide results through informal conversations with the teachers and principal.	Higher than 4, not quite 5.	A range of visual methods is used to communicate with those involved in the school matters. Information about how well the classes are doing is displayed online for teachers, students, and parents. The principal also communicates this to teachers informally as well as formally during meetings and regular reports.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>8. Performance Review</b>									
8.1: Frequent discussions	School reviews only student marks once a year	School reviews their set of parameters once per year	School reviews their set of parameters twice a year	School reviews their set of parameters three times per year	School reviews their set of parameters more than three times per year.	School reviews their set of parameters every two months.	School reviews their set of parameters every month.	Higher than 4, not quite 5.	School reviews their set of parameters continuously/frequently.
8.2: Who is involved in these meetings and how are results communicated to the school	There is no meeting, only the principal reviews the parameters on his own. The only communication is of the end of year results, nothing else.	Only the principal and some senior teachers are involved in reviewing the parameters, no results of the meeting are recorded.	Only the principal and some senior teachers are involved in review meetings. Nobody takes meaningful notes of the results to communicate to others, or notes are taken but not shared.	The principal and senior teachers are involved in review meetings. Some teachers take notes and these notes are shared with others, but this is done in an unstructured way.	Only the principal and senior teachers are involved in review meetings. School progress report are sent to parents noting the results of the reviews following the meetings and are widely available.	Only the principal and senior teachers are involved in review meetings. School progress report are sent to parents noting the results of the reviews following the meetings and are widely available. Parents are encouraged to provide feedback.	The principal, other school leaders and teachers (including junior teachers) are involved in review meetings. School progress report are sent to parents noting the results of the reviews following the meetings and are widely available. Parents are encouraged to provide feedback.	Higher than 4, not quite 5.	All those involved in the school matters such as principals, head of departments, teachers, parents and other community members are involved in formal review meetings regarding school performance. Results of formal meetings are communicated to all in the monthly internal newsletter.
8.3: Action plan follows the meeting	There is no follow up plan. Principal does not think any action needs to be taken as any review meetings just serve the purpose of informing the staff about the the school performance compares to its main parameters.	There is a general sense of what needs to be done, but nobody is clear on who should take charge of what.	The principal notes there are some follow up steps to be followed, but nobody is clear on who should take charge of what.	The principal notes there are some follow up steps to be followed, but only informally suggests who could take care of what.	The principal notes there are some follow up steps to be followed and formally assigns responsibility	The principal notes there are some follow up steps to be followed and formally assigns responsibility. The principal sometimes follows up before the next meeting, but it is ad-hoc.	There is a clear follow up plan with assigned tasks, timeframe and responsibilities. The principal follows up and keeps informed those involved in the follow up plan during review meetings.	Higher than 4, not quite 5.	There is a clear follow up plan with assigned tasks, timeframe and responsibilities. The results of follow up plans are reported in a systematic away using their online student/teacher records before the next review meeting.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>9. Performance Dialogue</b>									
9.1: Follow a clear agenda	There is no set agenda for the meeting.	There is a list of topics to talk about that the principal brings along, but he/she does not share it with others previously and it is not clear what the discussion will be about and people do not know what to expect.	There is no formal agenda for the meeting, but the principal tends to always follow the same topics in the meetings so people know what to expect.	There is a formal agenda for the meeting, but it is not always clear what the topics are and it only sometimes gets circulated to staff before the meeting.	The principal holds set meetings with a clear agenda. The principal circulates the agenda before the meeting so all know what will be discussed and can come prepared. However, the staff do not always prepare appropriately.	The principal holds set meetings with a clear agenda. The principal circulates the agenda before the meeting so all know what will be discussed and can come prepared. The staff tends to prepare appropriate for meetings.	The principal holds set meetings with a clear agenda. The principal circulates the agenda before the meeting so all know what will be discussed and can come prepared. Staff can add items to the agenda if they wish to do so, but do not do so often.	Higher than 4, not quite 5.	The principal holds set meetings with a clear agenda. The principal circulates the agenda before hand so all know what will be discussed and can come prepared. All staff is encouraged to add relevant items to the agenda and often do so.
9.2: Meetings have appropriate data present	There is no data available for the meeting.	The principal brings some basic student marks data to the meeting.	The principal brings some detailed student marks data, but no other type of data.	The principal brings a small set of good data to the meeting, but it is limited and only helps in part of the discussions.	There is an appropriate set of data available for the meeting, though not in a very easy format to read. (ie. No charts/graphs, just numbers/comments)	There is an appropriate set of data available for the meeting, though not in a very easy format to read. Sometimes the principal brings external infographics (or similar) if provided to the school.	There is an appropriate set of data available for the meeting. One or two parameters/ indicators are displayed in an easy format to read such a charts/graphs, summarizing the parameters collected which reflect the performance of the school. Other parameters/indicators are only mentioned briefly during the meeting.	Higher than 4, not quite 5.	There is an appropriate set of data available for the meeting, and it is displayed in a very easy format to read such as in charts/graphs, summarizing the parameters collected which reflect the performance of the school.
9.3: Get people involved in constructive feedback	The principal only tells staff about the issues and does not expect or encourage feedback on how to solve the issues. It feels more like a lecture rather than an interactive meeting. Since there is very little interaction, so no conversations lead to root causes of issues.	The meeting is mainly about ad-hoc problems that came up during the time since the previous meeting, and nothing of value gets discussed. The principal discusses the issues with staff, but does not encourage suggestions. If suggestions are given, they are done in an unstructured way and the principal does not take note of possible solutions.	The principal mainly acknowledges the problems they are discussing in the meeting and listens to any feedback offered without encouraging it, but does not actively request it or write down comments. He/she also rarely implements others' suggestions.	The principal actively listens to any feedback given and encourages it. He/she does not write it down, but does make an effort to implement some suggestions when reminded.	Those present in the meeting know they are expected to contribute to the discussions and do so actively. It is an open forum where the principal encourages open feedback and creative solutions to problems. The principal takes notes of feedback given. There is an open discussion of problems but in an unstructured way, and as a matter of course the conversations do not drive to the root cause of problems.	Those present in the meeting know they are expected to contribute to the discussions and do so actively. It is an open forum where the principal encourages open feedback and creative solutions to problems. The principal takes notes of feedback given. There is an open discussion of problems but in an unstructured way, but the focus is finding the root of problems.	Those present in the meeting actively contribute to discussions in a structured way, using a range of techniques to find the root cause of problems. The review focuses on failures in order to identify what is not working in the school.	Higher than 4, not quite 5.	Those present in the meeting actively contribute to discussions in a structured way, using a range of techniques to find the root cause of problems. The review focuses on both successes and failures in order to identify what is and what is not working in the school. Meetings are an opportunity to constructive feedback and coaching.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>10. Consequence Management</b>									
10.1: Clear responsibilities for action plan	There are no follow up plans, tasks or list of things that need to be done after the meetings, so there are no assigned responsibilities (ie. tasks are not assigned to people)	The principal makes a mental note of the things that need to get done after the meeting and asks members of staff to do some of them (no clear tasks as no explanation on how to get them done). Since there is no record and it is too much for the principal to remember, things rarely get done and no one is accountable/answerable for them.	The principal has a list of things that need to get done after a meeting, but it is not clear how he/she expects to achieve them (no clear tasks as no explanation on how to get them done). He takes note of the list and asks members of staff to do some of the tasks. However, there is no clear responsibility and accountability set, and the majority of things end up being discussed again in the next meeting.	There are clear tasks that come out of meetings, but there are no individuals assigned to nor timeframe allocated to tasks. There are no major consequences for failure to follow through with the action plan/ tasks.	There are clear follow up plans (with assigned tasks, responsibilities, people involved, and timeframe) that come out of meetings with specific people being responsible (but not necessarily accountable) for actions/tasks. They follow this up every month in the following meeting, but consequences for failure are not clear.	There are clear follow up plans that come out of meetings with specific people being responsible for and accountable to actions/tasks. There is regular follow up, but consequences for failure are not clear.	There are clear follow up plans (with assigned tasks, responsibilities, people involved, and timeframe) that come out of meetings. They follow these up in the following meeting. Actions are generally taken to modify the follow up plan in case task targets are not met, but these actions are not very clear.	Higher than 4, not quite 5.	There are clear follow up plans (with assigned tasks, responsibilities, people involved, and timeframe), that come out of meetings with specific people being responsible and accountable for actions/tasks. They follow this up every month in the following meeting, and with clear consequences for failure in completing the tasks.
10.2: How long it takes to identify and deal with a problem	It would take over one academic year for action to be taken.	It would take at most one academic year for action to be taken.	It would take over six months for action to be taken.	It would take three months for action to be taken.	It would take about a month for action to be taken.	It would take under a month for action to be taken.	It would take about two weeks for action to be taken.	Higher than 4, not quite 5.	Action is taken immediately after a problem is identified. Principal is made aware of the progress along the way.
10.3: How they avoid having the same problem again	There are no measures taken to make sure the problem does not happen again. The solution to the problem is not recorded anywhere. If the problem happened again, the principal would not be aware/remembers that they faced a similar problem in the past.	The principal makes a mental note of the issue and makes sure he/she brings it up in an annual meeting, but nothing formal.	The principal brings it up in a monthly meeting to inform staff of the issue and have a record, but sees it as a problem of the past and that they should move onwards.	The principal notes the issue in a diary, but the diary is not used for anything proactive.	The principal notes the problem in a diary, and consults it from time to time when there is a problem to see if they have figured it out before. There is nothing done to prevent future problems, however.	The principal has a "reports notebook" where reported problems are registered regularly, but not all solutions are recorded.	There is a reporting system with all problems and action plans in detail which the principal, teachers and staff have access to. However, the follow up is not done on a regular basis (depending on the problem).	Higher than 4, not quite 5.	There is an online reporting system with all problem and action plans in detail which the principal, teachers and staff have access to and follow up on a regular basis.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>11. Balance of Targets/Goal Metrics</b>									
11.1: Clarity and Balance of Targets/Goal Metrics	There are no goal metrics, so no definition either. Principal struggles to answer this question.	There is a general sense that they would like to improve one main student outcome measure (ie. "increase enrolment", "increase grades"), but no absolute numbers or percentages regarding how much.	There is a general sense that they would like to improve two or more main student outcome measures (ie. "increase enrolment", "increase grades"), but no absolute numbers or percentages regarding how much.	The student outcome goals are absolute and tangible, such as "increase enrolment to 90% of the village" or "decrease dropout rates by 5%".	The student outcome goals as well as other types of goals such as teacher outcomes are absolute and tangible. (Ie. increase enrolment to 90% of the village or decrease dropout rates by 5%, increasing graduation rates by x%, offering two teacher development courses per year)	The student outcome goals as well as other types of goals such as teacher outcomes are absolute and tangible. One goal is also defined in value-added terms, but it is not clearly defined.	The student outcome goals as well as other types of goals such as teacher outcomes are absolute and tangible. At least one goal is also defined in value-added terms and it is clearly defined.	Higher than 4, not quite 5.	The student outcome goals as well as other types of goals such as teacher outcomes are both in terms of absolute/tangible and value-added measures.
11.2: Set at the district, school, departmental and individual levels	The only school goal metric is year-end student marks.	There is a small range of goals for the school including year-end student marks, but they are not very clear, in addition to a loose goal that is tied to a government/board target (such as improving the school overall rate).	There is a small range of goals that are defined for the government/school boards and the school as a whole but not for levels within the school (including departments/subjects, teachers, students, staff).	There is a small range of goals that are defined for the government/school boards, the school, and for subjects/departments as a whole but not for individuals within the school (including teachers, students, staff).	There is a small range of goals that are defined for the government/school boards, the school, for subjects/departments, and for individuals within the school (including teachers, students, staff).	A range of goals are defined for the government/school boards, the school, for subjects/departments and for some teachers (ie. leaders) within the school.	A range of goals are defined for the government/school boards, the school, for subjects/departments, and for individuals within the school (including teachers/staff or students)	Higher than 4, not quite 5.	A range of goals (measured in terms of absolute and value-added measures) are defined for the government/school boards, the school, for subjects/departments, and for individuals within the school (including teachers, students, staff).
11.3: Linked to student outcomes and defined by internal and external factors	Goals relate directly to government or school board targets. Principal cannot explain why the goals were chosen, there is not a particularly clear reason for determining these goals.	Goals relate directly to government or school board targets. BUT Principal explains or understands that these goals are loosely tied to the overall system student outcomes.	Goals relate directly to government or school board targets which are tied to the overall system student outcomes, but with some regard for an internal school benchmark (decided partially based on realistic improvements on previous years' student marks).	Goals are set based on internal targets based on a range of student outcomes and also following government-imposed targets. The principal does not actively seek this outside information.	Goals are set based on internal targets based on students' previous years scores and also following government-imposed targets. The principal checks around schools <i>in the local area</i> to ensure their goals are reasonable.	Goals are set based on internal targets based on students' previous years scores and also following government-imposed targets. The principal routinely tracks schools in the local area to ensure their goals are reasonable.	Goals are set based on internal targets based on students' previous years scores and also following government-imposed targets. The principal checks around schools <i>in the area and the district</i> to ensure their goals are reasonable.	Higher than 4, not quite 5.	Goals are set based on internal targets based on students' previous years scores and also following government-imposed targets. The principal checks around schools <i>in the area, the district as well as country-wide rankings</i> to ensure their goals are reasonable.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>12. Interconnection of Targets/Goals</b>									
12.1: Clarity of goals through the hierarchy chain	Goals do not trickle down through the school system or the school.	Only one overall goal gets trickled down to the school, though it is unclear and vague.	A set of goals get trickled down from the school system to the school but they are not very clear even to the principal.	A set of goals get trickled down from the school system to the school, but they are only clear to the principal. Senior teachers and other staff do not have clarity on the school goals.	A set of goals get trickled down from the school system to the school, but they are only clear to the principal and some senior teachers and heads of departments. Other teachers do not have clarity on the school goals.	A set of goals get trickled down from the school system to the school. They are clear to the principal and all senior teachers and heads of departments. Other teachers do not have clarity on the school goals.	A set of goals get trickled down from the school system to the school. They are clear to the principal and all senior teachers and heads of departments. Other teachers and staff have only some clarity on the school goals.	Higher than 4, not quite 5.	A set of goals get trickled down from the school system to the school. Goals are clear to principal, heads of departments, teachers and other staff in the school.
12.2: Breaking down big goals into smaller ones and linking to individual goals	There are no specific goals for staff or students, only large goals for the school system.	The principal knows what the school as a whole must achieve in terms of student outcome goals, but he does not break it down by subject area, teachers or classes.	The principal knows what the school as a whole must achieve in terms of student outcome goals, and he breaks it down by subject area only (not by individual teachers).	Teachers have an idea of the student outcome goals for their classes, but do not have specific goals regarding professional development.	Teachers have an idea of the goals for their classes in terms of student outcomes, and some specific goals regarding professional development.	Teachers have a good idea of the goals for their classes in terms of student outcomes, and some specific goals regarding professional development. The principal discusses how individual effort fits in the broader school effort, but does not check understanding.	Teachers have a good idea of the goals for their classes in terms of student outcomes, and some specific goals regarding professional development. There is a broad understanding of how individual effort towards goals affects the school as a whole.	Higher than 4, not quite 5.	Teachers fully understand how goals are aligned and linked at system level and how they increase in specificity as they trickle down, ultimately defining individual expectations for all.
12.3: Goals are well communicated within the school	The principal tells staff in the annual meetings that their goal is to improve, but nothing very concrete.	The principal talks to his/her staff members sporadically throughout the year to tell them how they should be doing.	There is no formal process by which the principal communicates the school and individual goals to teachers, but he/she does use an informal system of word-of-mouth by talking to them in the hallways and ad-hoc meetings.	The principal will reiterate the school goals in their annual meeting, and has irregular meetings with teachers to talk about specific goals. He/she only does this when there is a problem, and not as a matter of routine.	Once per academic year, teachers have professional development meetings to revise their goals and ensure they're proper. The principal keeps track of teachers' development and their students' outcomes.	Twice per academic year, teachers have professional development meetings to revise their goals and ensure they're proper. The principal keeps track of teachers' development and their students' outcomes.	Once per term, teachers have professional development meetings to revise their goals and ensure they're proper. The principal keeps track of teachers' development and their students' outcomes.	Higher than 4, not quite 5.	Teachers have professional development meetings frequently to revise their goals and ensure they're proper. The principal keeps track of teachers' development and their students' outcomes.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>13. Time Horizon of Targets/Goals</b>									
13.1 :A range of short, mid-term, long-term goals  Short-term: under 1 year Mid-term: 1 year Long-term: over 1 year (ie. Long term are 5-year plans of construction, graduation rates, etc. and short-term goals are to increase test scores for the next year)	The school does not have a time-scale for their goals (or they do not have goals).	The school has annual goals that relate to the following years' marks, but not more.	The school has mostly annual goals and a few short-term goals.	The school has mostly annual goals and a few short-term and long-term goals.	There is a good balance of short-term and mid-term goals for all levels of the school system, but no longer term goals.	The school has a range of short-term and mid-term goals and some vague longer-term goals (ie. over one year construction goals)	The school has a range of short-term and mid-term goals, as well as at least one well-defined long-term goals.	Higher than 4, not quite 5.	There is a good balance of short-term, mid-term and long-term goals for all levels of the school system. (ie. Long term are 5-year plans of construction, graduation rates, etc. and short-term goals are to increase test scores for the next year)
13.2: Interlinked goals that staircase from short to long term	The school does not have a time-scale for their goals (or they do not have goals), so cannot be interlinked.	The school only has annual goals, so there is nothing to link to longer goals.	The school only has long term goals, so there is nothing to link to other goals.	The long term and short term goals are set independently, so it is possible to meet all short term goals and miss long term goals and it happens often.	The long term and short term goals are set independently but somewhat aligned with each other, so it is possible to meet all short term goals and miss long term goals but it does not happen often.	Long-term goals are translated into specific short-term targets so that short-term targets become a "staircase" to reach long-term goals. However, it does often happen that long-term goals are not reached.	Long-term goals are translated into specific short-term targets so that short-term targets become a "staircase" to reach long-term goals. It could happen that long-term goals are not reached, but it is not very often.	Higher than 4, not quite 5.	Long-term goals are translated into specific short-term targets so that short-term targets become a "staircase" to reach long-term goals. These are detailed plans and there is the flexibility to course-correct such that short term realities can be taken into account with a focus on the long-term goal.
13.3: Emphasis of goals	The school does not have a time-scale for their goals (or they do not have goals), so cannot have a focus in one time frame.	The school focuses only on short term goals.	The school focuses on short term goals, but keeps in mind the mid-term goals.	The school focuses on mid-term goals.	The school focuses on both the short and long term goals, keeping track of their short run goals to ensure they make the long run goal, though they often have to extend the long-run goal because they missed too many short-term goals.	The school focuses on all goals (short-, mid-, and long-term), keeping track of their short run goals to ensure they make the long run goal. Readjustments are made as a matter of course, at least once a year.	The school focuses on all goals (short-, mid-, and long-term), keeping track of their short run goals to ensure they make the long run goal. Sometimes readjustments have to be made, but it is not often.	Higher than 4, not quite 5.	The school focuses on all goals (short-, mid-, and long-term), keeping track of their short- and mid-run goals to ensure they make the long run goal.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>14. Stretch of Targets/Goals</b>									
14.1: Goals are tough but achievable (80 to 90% of the time)	The principal says that their goals are too easy (never pushed), or too hard (always pushed too much). Principal finds them ridiculous!	The principal says that the goals are very very hard, but if they push a lot they can get there. Or they say the goals are very very easy, but they do still try to get above the goals since they know this. Principal still finds them ridiculous but at least tries to do something about them!	The principal and the teachers believe they have aggressive goals, but they do tend to meet them 100% of the time and is satisfied with the results.	The principal and the teachers believe they have aggressive goals, but they do tend to meet them 100% of the time. Because of this, they create their own goals of slightly overreaching the goal (ie. 105%)	The principal and the teachers push for aggressive goals, and find that they can't always meet them because they're genuinely hard, but they do make it 80-90% of the time.	The principal and the teachers push for aggressive goals, and find that they can't always meet them because they're genuinely hard, but they do make it 80-90% of the time. When goals are easily met they can be stretched, but it does not happen often.	The principal and the teachers push for aggressive goals, and find that they can't always meet them because they're genuinely hard, but they do make it 80-90% of the time. When goals are easily met, goals sometimes are stretched.	Higher than 4, not quite 5.	The principal and the teachers push for aggressive goals, and find that they can't always meet them because they're genuinely hard, but they do make it 80-90% of the time. When goals are easily met, goals are stretched.
14.2: Goals are equally difficult/demanding for all	The principal does not set goals for different department/areas.	The principal keeps the same goals every year and does not bother to check if some departments have easier/harder goals than others as a result of changing circumstances.	The principal tries to make goal difficulty equally distributed to everyone, but never checks if this is actually true	Goals are demanding for a few department/areas. There are some areas which have <i>considerably easier</i> goals than others. (ie. Math teachers have easier goals than language teachers)	Goals are demanding for most department/areas, but there are some areas which have slightly easier goals than others (ie. Math teachers have <i>somewhat easier</i> goals than language teachers). It is not recognized as a problem and no effort is made to adjust targets accordingly.	Goals are demanding for most department/areas, but there are some areas which have slightly easier goals than others. It is recognized as a problem but not much effort is made to adjust targets.	Goals are demanding for all department/areas, but there are some areas which have slightly easier goals than others, so an effort is made to adjust targets accordingly.	Higher than 4, not quite 5.	Goals are demanding for all department/areas.
14.3: Goals are set with reference to external benchmarks	Goals are set only internally and do not take into account external factors or teachers' feedback. There are no benchmarks or comparisons with external schools.	The principal compares and benchmarks their goals with some schools he/she hears about from teachers, but doesn't look externally for meaningful comparisons.	The principal compares and benchmarks their goals with schools in the village/city, but not the district.	The principal compares and benchmarks their goals with schools in the district.	The principal compares their goals with those of the school boards, but not beyond that.	The principal compares their goals with those of the school board and their regional board (ie. state/village).	The principal uses a wide range of internal (such as school statistics) and some external benchmarks to set their goals (such as sectorial, regional, or state/provincial level benchmarks)	Higher than 4, not quite 5.	The principal uses a wide range of internal (such as school statistics) and external benchmarks to set their goals (such as sectorial, regional, and state/provincial level benchmarks)

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>15. Clearly Defined Accountability for School Leaders</b>									
15.1: Who is responsible for school reaching overall targets (including quality, equity, and cost-effectiveness of student outcomes)	The principal does not know who is responsible	The principal says he/she is solely responsible but there are never any consequences.	The principal is responsible for the academic results of the students, and he/she knows that there are some consequences from time to time for not reaching goals (though this is unstructured/random).	The principal is held responsible by the school board/correspondent for the goals of the school. In turn, the principal holds his/her teachers accountable, but the only "official" consequences fall on the principal. The teachers, however, know the principal will hold them accountable in some way as well (though not formal).	The principal and the senior teachers or admin (department heads/vice principals etc.) are jointly held responsible for academic results of the students.	The principal and the senior teachers or admin (department heads/vice principals etc.) are jointly held responsible for academic results of the students. Some teachers might also be "responsible" but are rarely held accountable.	The principal and the senior teachers or admin (department heads/vice principals etc.) are jointly held responsible for academic results of the students. Some teachers might also be responsible with consequences for not reaching the targets.	Higher than 4, not quite 5.	The principal, the heads of departments, the teachers and all other staff members of the school are responsible for delivering school goals
15.2: School and individual-level consequences for good and bad performance (accountability)	There are no consequences for not achieving goals.	There are some school-level mild consequences for not achieving goals, but none of these are ever enforced.	There are technically school-level consequences for not achieving goals, but these are only enforced sometimes.	There are only school-level consequences for not achieving goals, and while these are enforced at the school level, individuals rarely feel these consequences personally.	There are only school-level consequences for not achieving goals, and while these are enforced at the school level, only the principal and other school leaders feel these consequences personally.	There are only school-level consequences for not achieving goals enforced at the school level. The principal and other school leaders feel these consequences personally and sometimes hold teachers who report to them accountable informally.	There are formal school-level and individual-level consequences for good and bad performance on the goals, although these may not be consistently applied.	Higher than 4, not quite 5.	There are school-level and individual-level consequences for good and bad performance on the goals.
15.3: Autonomy to make decisions that will directly affect the outcomes of these targets.	Principal does not have any autonomy/authority to take any action	Only the principal has autonomy/authority to take action when the matter involves student outcomes. The principal has limited autonomy/authority to impact hiring and firing or budget tweaks to bring help in case it is needed to meet a goal BUT never exercises this autonomy/authority.	Only the principal has autonomy/authority to take action when the matter involves student outcomes. The principal has limited autonomy/authority to impact hiring and firing or budget tweaks to bring help in case it is needed to meet a goal AND often exercises this autonomy/authority.	The principal, departmental heads and other school leaders have the autonomy to take action when the matter involves student outcomes. The principal has full authority to impact hiring/firing or budget tweaks to bring help in case it is needed to meet a goal but rarely exercises this autonomy.	The principal, departmental heads, and other school leaders have the autonomy to take action when the matter involves student outcomes. The principal has full authority to impact hiring/firing or budget tweaks to bring help in case it is needed to meet a goal and sometimes exercises this autonomy.	The principal, departmental heads, and other school leaders have the autonomy to take action when the matter involves student outcomes. The principal, departmental heads, and other school leaders have full authority to impact hiring/firing or budget tweaks to bring help in case it is needed to meet a goal.	The principal, departmental heads, and other school leaders have the autonomy to take action when the matter involves student outcomes. The principal, departmental heads, and other school leaders have full authority to impact hiring/firing or budget tweaks to bring help in case it is needed to meet a goal. They sometimes exercise this autonomy.	Higher than 4, not quite 5.	The principal, departmental heads, and other school leaders have the autonomy to take action when the matter involves student outcomes. The principal, departmental heads, and other school leaders have full authority to impact hiring/firing or budget tweaks to bring help in case it is needed to meet a goal. They exercise this autonomy when needed.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>16. Clearly Defined Leadership Roles and Teacher Roles</b>									
16.1: Leadership roles are clearly defined with student outcomes in mind	The school does not define leadership roles or gives instructions to school leaders at all.	Heads of departments and other school leaders are given vague instructions about their role in the school.	The school informally defines roles to heads of departments, but they are generally accepted and clear.	The school formally defines clear roles AND responsibilities to heads of departments.	The school formally defines clear roles, responsibilities, AND competencies to heads of departments.	The school formally defines clear roles, responsibilities, AND competencies to heads of departments and other school leaders.	The school formally defines clear roles, responsibilities, AND competencies to heads of departments and other school leaders built upon some understanding of what drives student performance and outcomes.	Higher than 4, not quite 5.	The school formally defines clear roles, responsibilities, AND competencies to heads of departments and other school leaders built upon an understanding of what drives student performance and outcomes.
16.2: Teacher roles are clearly defined with responsibilities and desired competencies	The school does not define teacher roles or gives instructions to teachers at all.	Heads of departments and other school leaders are given vague instructions about their role in the school.	The school informally defines roles to teachers.	The school formally defines clear roles AND responsibilities to teachers.	The school formally defines clear roles, responsibilities, AND competencies to teachers.	The school formally defines clear roles, responsibilities, AND competencies to teachers and heads of departments.	The school formally defines clear roles, responsibilities, AND competencies to heads of departments and other school leaders built upon some understanding of what drives student performance and outcomes.	Higher than 4, not quite 5.	The school formally defines clear roles, responsibilities, AND competencies to teachers built upon an understanding of what drives student performance and outcomes.
16.3: Distributes leadership across the school	The school does not define leadership roles, and, thus, cannot distribute them.	The school does not distribute leadership across the school, but rather concentrates it on the hands of the principal only.	The school does not distribute leadership across the school, but rather concentrates it on the hands of the principal only. However, when need arises, he informally asks school leaders to take leadership in a certain area of the school (such as having the assistant principal in charge of overseeing rounds when principal does not have time to complete the job).	The school does not distribute leadership across the school, but rather concentrates it mostly on the hands of the principal. However, he delegates a few leadership responsibilities to other school leaders (such as having the assistant principal in charge of overseeing rounds for a certain department)	The school distributes leadership across the principal and school leaders only.	The school distribute leadership across the principal and school leaders only. Sometimes teacher feedback is requested but no responsibility is delegated.	The school distributes leadership across the principal and school leaders only. Extra responsibilities may be delegated to teachers informally.	Higher than 4, not quite 5.	The school distributes leadership across the principal, heads of departments, teachers and other members of staff.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>17. Clarity and Comparability of Goals</b>									
17.1: Clearly defined and strongly communicated to all	The school does not define clear goals for staff, so there would be no use in asking.	The principal believes the staff know their goals, but there's no way for him/her to verify this.	The principal says some teachers should certainly be aware of their goals as they have informal conversations once in a while, but cannot say if they are all aware or not.	The principal says teachers are aware of their goals, but some do complain that they are too difficult to understand and should be simplified.	The principal says the teachers are well aware of their goals and do not find them difficult to understand.	The principal says the teachers are well aware of their goals and do not find them difficult to understand. Staff performance is communicated informally, though ad-hoc and inconsistently.	The principal says the teachers are well aware of their goals, and do not find them difficult to understand. Staff performance is also communicated informally during school review meetings.	Higher than 4, not quite 5.	The principal says the teachers are very well aware of their goals and do not find them difficult to understand. Performance measures are strongly communicated and reinforced at all reviews.
17.2: Based on both qualitative and quantitative measures	The school does not define clear goals for staff.	The goals are based on student marks as mandated by the government.	The goals are based on student marks plus another quantitative measure that goes beyond government requirements.	The goals are a limited number of quantitative measures (2 or 3) that go beyond government requirements.	The goals are a range of quantitative measures (more than 3) that go beyond government requirements.	The goals are a range of quantitative measures (more than 3) and at least one qualitative measure that goes beyond government requirements.	The targets are a range of quantitative measures (more than 4), as well as one or two qualitative measures, that go beyond government requirements.	Higher than 4, not quite 5.	The goals include a range of both quantitative and qualitative measures that go beyond government requirements.
17.3: Everyone knows how everyone is doing and can compare	The school does not have individual goals, only a school-based goal on academic achievement.	The principal only keeps an informal tally in his/her head of who the best subjects are (not teachers), and does not publicize any data on this so the principal and other people cannot compare their performance.	The principal only keeps an informal tally in his/her head of who the best teachers are, and does not publicize any data on this so people cannot compare their performance.	The principal has an open-door policy regarding data on goals and will show scores to teachers if they wish to see them.	The principal has an open-door policy regarding data on goals and will show scores to teachers if they wish to see them. Formal conversations are held during review meetings where teachers became aware of which subjects/departments are doing better.	The principal has an open-door policy regarding data on goals and keeps a good record of the rank of teachers/departments visible, though does not communicate these routinely.	Information on team/ unit targets and performance metrics are communicated formally during review meetings as well as via email or monthly reports.	Higher than 4, not quite 5.	Information on individual goals and performance metrics are made public through boards displayed in the school and online. Teachers, parents, and student have access to this information.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>18. Building a High Performance Culture/ Rewarding High Performers</b>									
18.1: Identification of good performers	There is no formal or informal identification of good performers (ie. The principal cannot tell you which teachers are good and which ones are not: "everyone is a great performer!")	Good teachers are identified only on the observed academic results of students (ie. The principal can tell who the best teachers are by looking at the best class scores, but nothing else)	Good teachers are identified on a range of observed student results, but nothing formal (ie. The principal can tell who the best teachers are by looking at the best class scores, behaviour, and absenteeism rates, but it's all from memory or ad-hoc checking of records)	There is a formal set of criteria by which good teachers are identified (such as student academic results, student behaviour, teacher absenteeism etc.) BUT it is NOT done regularly and it follows a small/narrow range of criteria (ie. If the good teacher is identified only on academic achievement and behaviour, or only on their absenteeism)	There is a formal set of criteria by which good teachers are identified (such as student academic results, student behaviour, teacher absenteeism etc.) and it is done regularly but with a small/narrow range of criteria (ie. If the good teacher is identified only on academic achievement and behaviour, or only on their absenteeism)	There is a formal set of criteria by which good teachers are identified (for example, academic results, student behaviour, and teacher absenteeism). It is done regularly and with at least 2 criteria.	There is a formal set of criteria by which good teachers are identified (for example, academic results, student behaviour, and teacher absenteeism). It is done regularly and with at least 3 criteria.	Higher than 4, not quite 5.	There is a formal set of criteria by which good teachers are identified (for example, academic results, student behaviour, and teacher absenteeism). It is done regularly and with a broad range of criteria (4 or more).
18.2: Formally evaluated	There is no teacher evaluation system (that is, teachers never sit down with the principal for face-to-face or written evaluations)	The principal individually evaluates teachers in his/her opinion, but does not give formal feedback about it or follow a set of criteria (ie. Only say "you're doing ok," or "you're not doing ok")	Teachers are formally evaluated ad-hoc, when the principal feels there is a need (such as if someone is doing badly or exceedingly well, there is a formal write-up and discussion)	An annual evaluation system exists that allows the principal to rank performance (the ranking is not necessarily shared with teachers, but the principal knows)	An evaluation system exists and happens at least quarterly, that allows the principal to rank performance (the ranking is not necessarily shared with teachers, but the principal knows)	An evaluation system exists and happens at least quarterly, that allows the principal to rank performance. Teachers can ask to see the evaluation, but it is very rarely done.	An evaluation system exists and happens at least quarterly, that allows the principal to rank performance and share this with teachers, should they ask to see it and it is normal to do so. Results are shared informally or only to some teachers.	Higher than 4, not quite 5.	An evaluation system exists and happens at least quarterly, that allows the principal to rank performance and share this with teachers.
18.3: Separate reward system for individuals and teams	No reward systems at all	Reward everyone regardless of performance	Rewards are given to reward good performance, but given ad-hoc, whenever the principal feels like it	A reward system exists, but they're always or never given (so teachers don't think it is linked to performance)	A system of monetary or non-monetary reward exists, but it is informal (that is, there are guidelines, albeit not formal/written down in a rule book)	An informal system of monetary or non-monetary reward exists but it is used relatively regularly.	A formal system of monetary or non-monetary reward exists, but only some rewards are given out regularly.	Higher than 4, not quite 5.	A formal system of monetary or non-monetary reward exists. Rewards are awarded on a regular basis as a consequence of well-defined and monitored individual achievements.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>19. Making Room for Talent/ Removing Poor Performers</b>									
19.1: Identification of poor performers	There is no formal or informal identification of bad performers (ie. The principal cannot tell you which teachers are good and which ones are bad "everyone is a great performer!")	Bad teachers are identified only on the observed academic results of students (ie. The principal can tell who the worst teachers are by looking at the worst class scores, but nothing else)	Bad teachers are identified on a range of observed student results, but nothing formal (ie. The principal can tell who the worst teachers are by looking at the worst class scores, behaviour, and absenteeism rates, but it's all from memory or ad-hoc checking of records)	There is a formal set of criteria by which bad teachers are identified (such as student academic results, student behaviour, teacher absenteeism etc.) BUT it is NOT done regularly and it follows a small/narrow range of criteria (ie. If the bad teacher is identified only on academic achievement and behaviour, or only on their absenteeism)	There is a formal set of criteria by which bad teachers are identified (such as student academic results, student behaviour, teacher absenteeism etc.) and it is done quarterly (ie. regularly, such as following a set of exams) but with a small/narrow range of criteria (ie. If the bad teacher is identified only on academic achievement and behaviour, or only on their absenteeism)	There is a formal set of criteria by which bad teachers are identified (such as student academic results, student behaviour, teacher absenteeism etc.). It is done regularly and with 2 criteria.	There is a formal set of criteria by which bad teachers are identified (such as student academic results, student behaviour, teacher absenteeism etc.). It is done regularly and with 3 criteria.	Higher than 4, not quite 5.	There is a formal set of criteria by which bad teachers are identified (for example, academic results, student behaviour, and teacher absenteeism). It is done regularly and with a broad range of criteria (4 or more).
19.2: Methods of dealing with bad performers	Bad performance is not addressed at all	Bad performance is addressed inconsistently (ie. Sometimes the principal deals with it, but not always)	Bad performance is addressed consistently, but with not much consequence (ie. The principal will always talk to the teachers who are underperforming, but offer no coaching or support for improvement)	Bad performance is addressed consistently, and with support for improvement but still no real consequence (ie. The principal always talks to the teachers who are underperforming, and offer coaching/training to improve them but if they don't, not much happens)	Bad performance is addressed consistently and with support, and with real consequence attached to continued bad performance (ie. The principal tries to improve the teacher, but if it doesn't work, the teacher can be moved or fired after a certain time)	Bad performance is addressed consistently with targeted and continued support. There are real consequences attached to continued poor performance, though it rarely leads to termination.	Bad performance is addressed consistently. Support such as targeted interventions and coaching/development may be provided in certain occasions. Poor performers are temporarily moved out of their positions in order for the problem to be addressed immediately while they receive coaching/training to improve. Poor performers are also moved out of the school when weaknesses cannot be overcome.	Higher than 4, not quite 5.	Bad performance is addressed consistently and with support, beginning with targeted interventions. Poor performers are temporarily moved out of their positions in order for the problem to be addressed immediately while they receive coaching/training to improve. Poor performers are also moved out of the school when weaknesses cannot be overcome.
19.3: Time scale of action	There is no action because nothing is identified or addressed	There is no real time-scale in mind, but eventually there is some action that is taken (ie. It can take a few years)	It takes more than one academic year to address any issues (ie. More than one whole year goes by without any action because the principal waits for multi-year academic results)	Action is not taken immediately, but it is taken at some point during the year, up to one academic year (ie. Actions could be taken throughout the year, but not immediately. However, it also does not take over one year)	Action is taken immediately, but it can take one academic year for a bad teacher to be removed from the position (possibly to other positions of less responsibility, not necessarily fired)	Action is taken immediately, but it can take <i>over</i> one semester before poor performing teachers to be removed from the position (possibly to other positions of less responsibility, not necessarily fired).	Action is taken immediately, but it can take <i>under</i> one semester before poor performing teachers to be removed from the position (possibly to other positions of less responsibility, not necessarily fired).	Higher than 4, not quite 5.	Action is taken immediately, it takes very little time for a bad teacher to be removed from the position (possibly to other positions of less responsibility, not necessarily fired)

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>20. Promoting High Performers</b>									
20.1: Identification of good performers	There is no formal or informal identification of good performers (ie. The principal cannot tell you which teachers are good and which ones are not: "everyone is a great performer!")	Good teachers are identified only on the observed academic results of students (ie. The principal can tell who the best teachers are by looking at the best class scores, but nothing else)	Good teachers are identified on a range of observed student results, but nothing formal (ie. The principal can tell who the best teachers are by looking at the best class scores, behaviour, and absenteeism rates, but it's all from memory or ad-hoc checking of records)	There is a formal set of criteria by which good teachers are identified (such as student academic results, student behaviour, teacher absenteeism etc.) BUT it is NOT done regularly and it follows a small/narrow range of criteria (ie. If the good teacher is identified only on academic achievement and behaviour, or only on their absenteeism)	There is a formal set of criteria by which good teachers are identified (such as student academic results, student behaviour, teacher absenteeism etc.) and it is done regularly but with a small/narrow range of criteria (ie. If the good teacher is identified only on academic achievement and behaviour, or only on their absenteeism)	There is a formal set of criteria by which good teachers are identified (such as student academic results, student behaviour, teacher absenteeism etc.). It is done regularly and with at least 2 criteria.	There is a formal set of criteria by which good teachers are identified (such as student academic results, student behaviour, teacher absenteeism etc.). It is done regularly and with at least 3 criteria.	Higher than 4, not quite 5.	There is a formal set of criteria by which good teachers are identified (such as student academic results, student behaviour, teacher absenteeism etc.) and it is done regularly and with a broad range of criteria.
20.2: Development of good performers	There is no professional/career development for any teachers.	Professional/career development opportunities exist for all teachers, such as additional training, but these come only from mandatory government or school board (ie. CBSE/ICSE) rules. Principals don't actively encourage teachers to attend (don't discourage, but no encouragement either)	Professional/career development opportunities exist for all teachers, such as additional training, but these come only from mandatory government or school board (such as ICSE/CBSE) rules. Principal actively encourages teachers to attend these, but does not keep track.	Professional/career development opportunities exist for all teachers, such as additional training, but these come only from mandatory government or school board (such as ICSE/CBSE) rules. Principal actively encourages teachers to attend these, and the principal keeps track of each teacher's development.	School provides professional/career opportunities for top teachers, such as additional training as a reward for good performance. This includes not only govt training, but also school initiatives. However, this does not happen very often and in a systematic manner. (ie. The school initiative has happened once/twice in the past few years)	School provides professional/career opportunities for top teachers such as additional training as a reward for good performance. This includes not only government training, but also school initiatives. This is typically done once a year.	School provides professional/career opportunities for top teachers such as additional training as a reward for good performance. This includes not only government training, but also school initiatives. This is typically done once a year. In certain occasions, the school may allow these teachers to determine which classes they want to teach and give them leadership positions and responsibilities within the school.	Higher than 4, not quite 5.	School systematically provides professional/career opportunities for top teachers based on their individual evaluation and professional development plan, such as additional training as a reward for good performance. This includes not only govt training, but also school initiatives. The school allows these teachers to determine which classes they want to teach and give them leadership positions and responsibilities within the school.
20.3: Reason for promotion	There is no promotion of the teachers, or promotion is based only on years of service (ie. experience)	Teachers are promoted primarily based on years of service (experience), but some consideration for performance or qualifications is used if teachers have similar years of service.	Teachers are promoted with some consideration for years of service (experience) and also performance or qualifications	Teachers are promoted with consideration for their qualifications and some performance, but no consideration is given to years of service (experience)	Teachers are promoted based on how good their performance is, with no importance given to years of service (experience), and less importance attached to qualifications beyond the minimum required.	Teachers are promoted based on how good their performance is, with no importance given to years of service (experience) or qualifications. If extra formal qualifications is needed for a stellar teacher, the school arranges for the tuition.	School controls the number and type of staff they have in the school. School will make changes if they witness a need for it and it is done immediately.	Higher than 4, not quite 5.	Teachers are promoted purely based on how good their performance is.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>21. Managing Talent</b>									
21.1: Who makes hiring decisions	School has no formal control over the number and type of teacher/staff needed to meet their goals. I.e. central authority of education system (such as govt for state schools, ICSE/CBSE boards for private) decides how many teachers and of what subject the school gets	School has no formal control, but can make suggestions regarding their needs. However, they don't often take an active role in trying to get the teachers they need.	School has no formal control, but can make suggestions regarding their needs and very actively engages with higher authorities to make sure they get the type and number of teachers they need.	School has some control over the number and type of teachers they have in the school, but require approval/permission (sign-off) from higher authorities, which can take a while to come through.	School controls the number and type of teachers they have in the school, but only make any changes after they witness a need for it at the end of an academic year.	School controls the number and type of teachers they have in the school, but only make any changes after they witness a need for it at the end of a term.	School controls the number and type of staff they have in the school. School will make changes if they witness a need for it and it is done immediately.	Higher than 4, not quite 5.	School actively controls the number and type of teachers they have in the school, often making changes to ensure teacher hiring strategies are well-aligned with the school goals and linked to student outcomes.
21.2: How/where do you seek out and find teachers to hire	Do not do anything to try and find good teachers. They have no control over who they hire so it is not up to them to do anything.	Since hiring is out of their hands they do not actively engage in this, but if a current teacher refers another talented teacher the principal does pass it on to the higher authorities to try and hire that teacher if needed.	The principal actively asks for referrals from current teachers, but does not go outside the school (such as placing ads in newspapers).	The principal primarily bases his/her search on current teacher referrals, but if none are made then places ads in newspapers (but as a last resort).	The principal follows a formal process of putting ads in newspapers, and actively encourages current teachers to refer other talented teachers	The principal follows a formal process of putting ads in newspapers, and actively encourages current teachers and parents/community members to refer other talented teachers.	The principal follows a formal process of putting ads in newspapers, and actively encourages current teachers to refer other talented teachers. The principal may attend job fairs or source teachers from the best universities.	Higher than 4, not quite 5.	The principal follows a formal process of doing a state-wide search, putting ads in newspapers, attending job fairs, and sourcing teachers from the best universities. The principal actively encourages current teachers to refer other talented teachers from other schools and from their personal networks.
21.3: Hiring criteria and why these were chosen	The reason for hiring new teachers is not determined by the school (not done by the principal, but by a centralized committee)	Principal does not have control over hiring, but the principal expresses their concern that some criterias should be followed in this decision (ie. given the chance, they would help in the hiring process but not with any formal set of criteria)	Principal has some control over which teachers to hire, but does not follow any formal set of criteria in ranking candidates and bases his/her decision on a "feeling" or "hunch".	Principal has control to hire teachers based on only one set of criteria (ie. only qualifications or only demo, etc), and does so without regard for student academic results and behaviour (ie. If Math classes are doing badly and would benefit from an additional teacher, but the principal hires an English teacher because they did well on the interview/demo)	Principal has control to hire teachers based on a formal set of criteria (such as qualifications, interview and class demos), but does so without regard for student academic results and behaviour.	Principal has control to hire teachers based on a formal set of criteria (such as qualifications, interview and class demos). Sometimes the principal takes into account student academic results and behaviour.	Principal has control to hire teachers based on a formal set of criteria (such as qualifications, interview and class demos). The principal often takes into account student academic results and behaviour.	Higher than 4, not quite 5.	Principal has control to hire teachers based on a formal set of criteria (such as qualifications, interview and class demos), and does so to ensure teacher hiring strategies are well-aligned with the school goals and linked to student outcomes.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>22. Retaining talent</b>									
22.1: When a teacher leaves/wants to leave, is there a formal process followed to understand the reason for leaving	The principal does not question or care why the teacher is leaving, they just go	The principal has an informal chat with the teacher to understand why they are leaving but does not take note of any feedback	The principal does a somewhat formal "exit interview" to understand why the teacher wants to leave, but this does not happen in a structured manner and is ad-hoc	The principal always does a structured and formal "exit interview" to understand why the teacher wants to leave but does not note anything for future learnings	The principal always does a structured and formal "exit interview" to understand why the teacher wants to leave and notes what could be improved for the future to avoid this, but does not follow up on what has been learned.	The principal always does a structured and formal "exit interview" to understand why the teacher wants to leave and notes what could be improved for the future to avoid this. There is some follow up on what has been learned but in a unstructured way.	The principal always does a structured and formal "exit interview" to understand why the teacher wants to leave and notes what could be improved for the future to avoid this. There is some follow up on what has been learned in a structured but informal way.	Higher than 4, not quite 5.	Principal is often doing evaluations to understand and foresee any problems that might arise and to make sure the teachers are satisfied with their job and with the school in order to avoid a teacher wanting to leave. In case this happens, the principal always does a structured and formal "exit interview" to understand why the teacher wants to leave and notes what could be improved for the future to avoid this.
22.2: What can they offer (or do) to keep best teachers who want to leave	The principal cannot offer or do anything to try and keep a top teacher	The principal cannot offer or do anything to try and keep a top teacher in terms of money, but they may offer them more responsibility or flexible time	The school has an informal agreement that the principal can offer extra opportunities to try and keep top teachers, but the principal only considers this if asked by the teacher	The principal has an informal authority to offer some extra opportunities to try and keep top teachers and does so without being asked, but only rarely (ie. He/she can offer more money or class flexibility, but has only done it once or twice in the past few years)	The principal has formal authority to offer some extra opportunities to try and keep top teachers, but does not use the authority very often. There are some limits to what can be offered, that is, their authority generally extends over schedules and minor monetary raises to match other schools.	The principal has formal authority to offer some extra opportunities to try and keep top teachers, and regularly does so. There are some limits to what can be offered, that is, their authority generally extends over schedules and minor monetary raises to match other schools.	The principal has the formal authority to offer some extra opportunities to try and keep top teachers, and regularly does so. The principal has a range of possible options to explore, including monetary raises and schedule changes.	Higher than 4, not quite 5.	The principal usually tries to convince teachers to stay by offering a range of extra opportunities through a formal process, such as different class schedules, time flexibility or more money.
22.3: What do they do to ensure top teachers want to stay in the school	The principal treats everyone equally, regardless of performance. The principal does not focus especially on retaining top teachers.	The principal does not initiate conversations with teachers and staff regarding their work satisfaction level, but has an open door policy where people can come and talk about it	The principal has informal chats with teachers and staff and has a general feeling of how satisfied their employees are. However, there is no formal check that he/she does.	The principal has a set process that he/she follows to ask the best teachers how happy they are in their work environment. They do this to try and fix any issues before teachers want to leave. However, this is not done regularly and is not recorded anywhere.	The principal has a set process that he/she follows to ask the best teachers how happy they are in their work environment. They do this to try and fix any issues before teachers want to leave. This is done fairly regularly, but not recorded anywhere.	The principal has a set process that he/she follows to ask the best teachers how happy they are in their work environment. He/she does this to try and fix any issues before teachers want to leave. This is done fairly regularly, and is recorded, although it is not necessarily consulted often.	The principal has a set process that he/she follows to ask the best teachers how happy they are in their work environment. He/she does this to try and fix any issues before teachers want to leave. This is done fairly regularly, and is recorded and consulted often.	Higher than 4, not quite 5.	The principal has a set process during teachers evaluation that he/she follows to ask the best teachers how happy they are in their work environment. They do this to try and fix any issues before teachers want to leave. This is done fairly regularly and recorded in each teachers evaluation plan.

ITEM	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>23. Creating a Distinctive Employee Value Proposition</b>									
23.1: Why would teachers want to teach at your school	The principal does not know how to answer this question as they have never thought about it before.	The principal recognizes that teachers perhaps would not want to work there, as there are other, better schools nearby.	Despite acknowledging there aren't formal professional benefits that the school can offer, the principal believes the school has some informal benefits (such as being a "nice atmosphere" or "family environment")	The principal believes there is a good atmosphere in the school, and there are professional benefits to working there (although he/she cannot think of clear examples)	The school offers similar professional benefits as other schools nearby. However, there is usually a waiting list for teachers wanting to join this school.	The school offers at least one more competitive professional benefit than most schools nearby.	The school offers at least two more competitive professional benefits than most schools nearby.	Higher than 4, not quite 5.	The school offers a range of better, more competitive professional benefits than other schools nearby.
23.2: Teachers are aware of the benefits of working at your school	The principal does not communicate at all that their school is a good place to work at.	The principal only communicates the value of working at their school during the first day of work of a new teacher, but not again.	The principal communicates during the first day of work of a new teachers and rarely communicates that their school is a good place to work at after that, but has done so once or twice.	The principal communicates the value of working at their school in annual teacher-staff meetings (no more than once a year in special occasions)	The principal usually communicates that their school is a good school to work at during PTA meetings, teacher-staff meetings and community meetings (any of these happening more than once a year).	The principal frequently communicates that their school is a good school to work at during PTA meetings, teacher-staff meetings and community meetings. These take place at least once per year.	The principal frequently and actively communicates that their school is a good school to work at during PTA meetings, teacher-staff meetings and community meetings. These take place at least twice per year.	Higher than 4, not quite 5.	The principal frequently and actively communicates the value of working at their school in regular teacher evaluation meetings, PTA meetings, teacher-staff meetings and community meetings. These happen very frequently.
23.3: How do you keep track that the communication is effective	The principal does not keep track at all since there is no communication.	The principal does not keep track at all, only believes people know (ie. "oh, they know why it is good to work here")	The principal has informal chats in the hallways about whether people are aware of the benefits of working in the school so he believes that they are aware.	The principal has informal follow up conversations with teachers either individually or in groups to ensure their beliefs are aligned.	The principal has informal follow up conversations with teachers either individually or in groups to ensure their beliefs are aligned and keeps a written record of this.	The principal has formal follow up conversations with teachers in groups and sometimes individually to ensure their beliefs are aligned. The principal keeps a written record of this.	The principal has formal, structured follow up conversations with teacher in groups and sometimes individually to ensure their beliefs are aligned. Principal keeps a written record of this and follows up regularly.	Higher than 4, not quite 5.	The principal has formal, structured follow up conversations with teachers either individually or in groups to ensure their beliefs are aligned and keeps a written record of this.