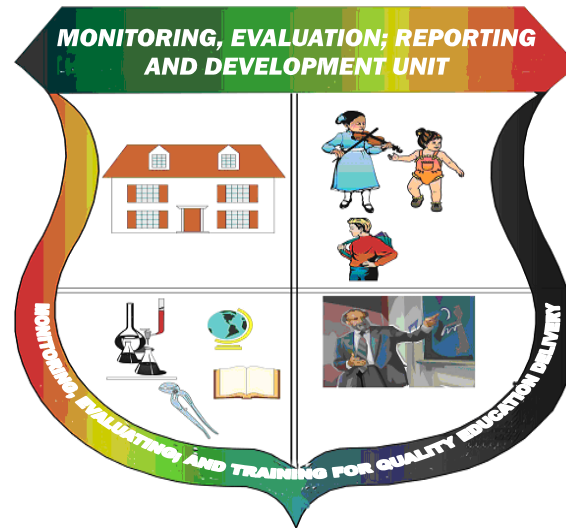


# MONITORING, EVALUATION, REPORTING AND DEVELOPMENT UNIT (MERD)



## *MONITORING VISIT CHECKLIST*

### *PRACTICAL INSTRUCTION CENTRE*

**PRACTICAL INSTRUCTION CENTRE**

**NAME OF CENTRE:** .....

**GRADE:** .....

**ADDRESS OF CENTRE:** .....

.....

**TEL. NO. OF CENTRE:** .....

**NAME OF HEAD OF CENTRE:** .....

**NAME OF SUPERVISING OFFICER:** .....

**DATE OF MERD VISIT:** .....

**DATE OF PREVIOUS MERD VISIT:** .....

**VISITS MADE BY DEPARTMENT- TYPE, NUMBER AND DATE.**

TYPE	NUMBER	DATE OF VISIT	
		SEPTEMBER 201_ - JULY 201_	SEPTEMBER 201_ - PRESENT
<b>Individual</b>			
<b>Team</b>			
<b>Follow-up</b>			
<b>Fan-out</b>			
<b>Welfare</b>			
<b>Other</b>			



## ATTENDANCE

	ATTENDANCE			PERCENTAGE		
	Boys	Girls	Centre	Boys	Girls	Centre
<b>ATTENDANCE ON DAY OF MONITORING VISIT</b>						
<b>AVERAGE DAILY ATTENDANCE OF PREVIOUS TERM</b>						

### ENROLMENT OF CENTRE- PREVIOUS AND CURRENT TERMS

	PREVIOUS TERM	CURRENT TERM	INCREASE(+)/ DECREASE (-)
<b>Boys</b>			
<b>Girls</b>			
<b>TOTAL</b>			

### COMPOSITION OF STAFF

CATEGORY	NO.	%	REMARKS
Graduate Headmaster/Mistress			
Non-Graduate Headmaster/Mistress			
Graduate Deputy Headmaster/Mistress			
Non-Graduate Deputy Headmaster/Mistress			
Graduate Senior Master/Mistress			
Senior Master/Mistress			
Trained Graduate Head of Department			
Graduate Head of Department			
Head of Department			
Graduate Senior Assistant Master/Mistress			
Senior Assistant Master/Mistress			
Graduate Assistant Master/Mistress			
Assistant Master/Mistress			
Untrained Graduate Master/Mistress			
Temporary Qualified Master/Mistress			
Temporary Unqualified Master/Mistress			
Acting Teacher			
Part-time Teacher			
<b>Total</b>			







**ATTENDANCE AT THE CYRIL POTTER COLLEGE OF EDUCATION (CPCE)  
AND UNIVERSITY OF GUYANA (UG)**

ATTENDANCE AT CPCE AND UG (CURRENT)								
NO.	NAME OF TEACHER	STATUS	PROGRAMME	OPTION	CPCE	YR	UG	YR
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								

**ABSENCE OF TEACHERS**

YEAR	NAME OF TEACHER	STATUS	NO. OF SESSIONS TEACHER EXCEEDED MANAGER'S LEAVE		REMARKS
			Sick	UPA	
PREVIOUS SCHOOL YEAR SEPTEMBER 201_ - JULY 201					
CURRENT SCHOOL YEAR SEPTEMBER 201_ - JULY 201					

**UNPUNCTUALITY OF TEACHERS**

YEAR	TEACHERS WHO WERE UNPUNCTUAL FOR 20% OR MORE OF THE SESSIONS EACH TERM					
	TERM	No. OF SESSIONS IN TERM	NAME OF TEACHER	STATUS	% OF SESSIONS TEACHER WAS UNPUNCTUAL	REMARKS
PREVIOUS SCHOOL YEAR SEPTEMBER 201_ - JULY 201_	I					
	II					
	III					
CURRENT SCHOOL YEAR SEPTEMBER 201_ - JULY 201_	I					
	II					
	III					

**RECORD OF LATENESS FOR PREVIOUS SCHOOL YEAR**

September 201\_\_ - July 201\_\_

T – No. of Times Late

M- No. of Minutes Late

No.	Name of Teacher	Status	Sept.		Oct.		Nov.		Dec.		Jan.		Feb.		March		April		May		June		July		Total no. of Times Late	Total no. of Minutes late		
			201_		201_		201_		201_		201_		201_		201_		201_		201_		201_		201_					
			T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M				
1.																												
2.																												
3.																												
4.																												
5.																												
6.																												
7.																												
8.																												
9.																												
10.																												
11.																												
12.																												
13.																												
14.																												
15.																												
TOTAL																												

**RECORD OF LATENESS FOR CURRENT SCHOOL YEAR**

September 201\_ - July 201\_

T – No. of Times Late

M- No. of Minutes Late

No.	Name of Teacher	Status	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Total no. of Times Late	Total no. of Minutes late
			201_	201_	201_	201_	201_	201_	201_	201_	201_	201_	201_		
			T	M	T	M	T	M	T	M	T	M	T		
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
TOTAL															

**SUMMARY OF UNPUNCTUALITY AND ABUSE OF LEAVE**

Focus	Last School Year		Current School Year	
	No.	%	No.	%
Total number of minutes teachers have been unpunctual.				
Number and percentage of teachers who were unpunctual for 20% or more of the sessions.				
Number and percentage of teachers who have always been punctual.				
	Manager's		Manager's	
	*SL		*UPA	
	No.	%	No	%
	No.	%	No	%
Number and percentage of teachers who have abused leave concessions.				
	No.		%	
Number and Percentage of teachers who were absent from duty on the day the centre was monitored/inspected.				
Number and Percentage of teachers who were unpunctual on the day the centre was monitored/inspected.				

**\*SL- Sick Leave; UPA- Urgent Private Affairs**

**Inventory of Furniture for Teachers and Learners**

**Remarks:**

Department	Learners				Teachers					
	Desk	Bench	Stool	Work table/ Work bench	Chalkboard/ Whiteboard	Display board	Cupboard		Chair	Table/ Writing desk
							Large	Small		
Home Economics Management										
Industrial Technology										
Agricultural Science										

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**Booklist**

<b>Grade</b>	<b>Subject</b>	<b>Title</b>	<b>Author</b>	<b>Status</b>	<b>Enrolment</b>	<b>No. of Copies Available</b>
<b>7</b>	Industrial Technology	Technology Education for Lower Secondary Schools Levels 1 - 3	Peter Stensel, Andrew Tung and Soh Beng Seng	Class Set		
	Home Economics	Home Economics - A Caribbean Approach Book 1	Rita Dyer & Norma Maynard	Class Set		
		Home Economics for Secondary Schools in Guyana Book 1	Ministry of Education	Class Set		
	Agricultural Science	Agricultural Science for the Caribbean Schools Book 1	A I Henry	Class Set		
		Agriculture Science for Secondary Schools in Guyana Book 1	Ministry of Education	Basic		
<b>8</b>	Industrial Technology	Technology Education for Lower Secondary Schools Levels 1 - 3	Peter Stensel, Andrew Tung and Soh Beng Seng	Class Set		
	Home Economics	Home Economics - A Caribbean Approach Book 2	Rita Dyer & Norma Maynard	Class Set		
		Home Economics for Secondary Schools in Guyana Book 2	Ministry of Education	Class Set		



<b>Grade</b>	<b>Subject</b>	<b>Title</b>	<b>Author</b>	<b>Status</b>	<b>Enrolment</b>	<b>No. of Copies Available</b>
<b>8</b>	Agricultural Science	Agricultural Science for Caribbean Schools Book 2	A I Henry	Class Set		
		Agriculture Science for Secondary Schools in Guyana Book 2	Ministry of Education	Basic		
<b>9</b>	Home Economics	Home Economics - A Caribbean Approach Book 3	Rita Dyer & Norma Maynard	Class Set		
		Home Economics for Secondary Schools in Guyana Book 3	Ministry of Education	Basic		
	Agricultural Science	Agricultural Science for Caribbean Schools Book 3	A I Henry	Class Set		
		Agriculture Science for Secondary Schools in Guyana Book 3	Ministry of Education	Basic		
<b>10 &amp; 11</b>	Clothing & Textiles	Clothing and Textiles for CSEC	Rita Dyer	Class set		
	Food & Nutrition	Food and Nutrition for CSEC	Rita Dyer	Class set		
	Home Economics Management	Home Economics Management for CSEC	Rita Dyer & Norma Maynard	Class set		
	Agricultural Science	CXC Agriculture	Sahadeo Ragoonanan	Basic		

<b>Grade</b>	<b>Subject</b>	<b>Title</b>	<b>Author</b>	<b>Status</b>	<b>Enrolment</b>	<b>No. of Copies Available</b>
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<b>10 &amp; 11</b>	Technical Drawing	Basic Technical Drawing	Henry Spencer, et al	Class set		
	Electricity and Electronics	Basic Electrical Installation Work	Butterworth	Class set		
	Building Technology	Theory & Practice - Metal Work	George Love	Class set		
		Theory & Practice - Wood Work	George Love	Class set		
		Theory & Practice - Metal Craft	John Bedford	Class set		

### **Teacher Reference**

Grade	Subject	Title	Author	No. of Copies Available
10 & 11	Electricity and Electronics	Basic Electricity and Electronics: A Complete Course For CSEC Volume 1	M. Halls	

### **MANAGEMENT AND SUPERVISION**

**Y: Yes      N: No      N: Needs Attention**

FOCUS	Y	N	NA	REMARKS
<b>CENTRE LEADERSHIP AND MANAGEMENT</b>				
<b><u>Centre Vision, Mission and Objectives</u></b>				
➤ The centre has:				
• a vision				
• a mission				
• goals/objectives conspicuously displayed.				
➤ The community works towards the achievement of the stated goals/objectives.				
<b><u>Organizational Chart</u></b>				
➤ The centre has an Organizational Chart.				
➤ It reflects:				
• Departments				
• Inventorized Positions				
• Staff Entitlement				
• Hierarchy.				
➤ The chart is conspicuously mounted.				
<b><u>Supervisory Chart</u></b>				
➤ The centre has a Supervisory Chart.				
➤ It reflects:				
• Departments				
• Actual Staffing				
• Supervisory Arrangements.				
➤ The chart is conspicuously mounted.				
<b><u>Supervisory Schedule</u></b>				
➤ Each Supervisor has a schedule:				
• Head of Centre				
• Deputy Head of Centre				
• Senior Master/Mistress				
• Head of Department.				
<b><u>Lists of Duties</u></b>				

FOCUS	Y	N	NA	REMARKS
➤ A Master List is in place.				
➤ Individual Lists are in place.				
➤ Duties are precisely stated.				
➤ Master List of Duties is signed and dated by: <ul style="list-style-type: none"> <li>• Head of Centre</li> </ul>				
<ul style="list-style-type: none"> <li>• Supervising Officer.</li> </ul>				
➤ Individual Lists of Duties are signed and dated by the respective teachers.				
➤ A copy of each signed and dated Individual List of Duties is: <ul style="list-style-type: none"> <li>• placed in the respective teacher's personal file</li> </ul>				
<ul style="list-style-type: none"> <li>• given to the teacher.</li> </ul>				
<b>Staff Appraisal</b>				
➤ Each teacher is appraised termly by his/her supervisor.				
➤ Feedback is given to each appraisee.				
➤ Individual Records of Assessment (Appraisal Reports) are kept: <ul style="list-style-type: none"> <li>• Termly</li> </ul>				
<ul style="list-style-type: none"> <li>• Annually.</li> </ul>				
➤ Summary Record of Assessment is endorsed and dated by all appraisees.				
➤ Information from appraisal: <ul style="list-style-type: none"> <li>• is taken into account in the preparation of Staff Development Programmes.</li> </ul>				
<ul style="list-style-type: none"> <li>• gives focus to supervisory activities.</li> </ul>				
<b>Management Structure</b>				
➤ The centre has a substantive:				
<ul style="list-style-type: none"> <li>• Head of Centre</li> </ul>				
<ul style="list-style-type: none"> <li>• Deputy Head of Centre</li> </ul>				
<ul style="list-style-type: none"> <li>• Senior Master/Mistress</li> </ul>				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> <li>• Head of Department for each established Department.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ There is: <ul style="list-style-type: none"> <li>• a Student Monitoring System in place.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• documentation on the system of monitoring.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The system is used to support the implementation and monitoring of class and other centre-related activities.</li> </ul>				
<b><u>PLANNING</u></b>				
<b><u>Work Plan</u></b>				
<ul style="list-style-type: none"> <li>➤ A Work Plan for the current year is in place.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The document is prepared by Head of Centre and staff.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Work is planned for a calendar year.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The prescribed format is used.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Activities in the Work Plan are implemented as scheduled.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The Work Plan is reviewed annually.</li> </ul>				
<b><u>Quarterly Projections</u></b>				
<ul style="list-style-type: none"> <li>➤ Projections are in place for the following quarter: <ul style="list-style-type: none"> <li>• Current</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• Previous.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Their preparation is informed by the contents of the Work Plan.</li> </ul>				
<b><u>Quarterly Schedule of Activities</u></b>				
<ul style="list-style-type: none"> <li>➤ The Schedule is: <ul style="list-style-type: none"> <li>• In place for the current quarter</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• Mounted conspicuously.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Its preparation is informed by the contents of the current Quarterly Projection.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Activities, as at the time of monitoring, are implemented as scheduled.</li> </ul>				

FOCUS	Y	N	NA	REMARKS
<b><u>Quarterly Reviews</u></b>				
➤ Quarterly Reviews are in place for the last two [2] quarters.				
➤ The preparation is informed by the Quarterly Projections (last two).				
<b><u>School Effectiveness Assessment</u></b>				
➤ Centre Effectiveness Assessments were conducted for the last three (3) terms prior to the visit:				
• Term I (September-December)				
• Term II (January-April)				
• Term III (April/May-July)				
<b><u>POLICIES AND SUPERVISORY SYSTEMS</u></b>				
<b><u>Education Act and Education Code Regulations</u></b>				
➤ A copy of the document is in place.				
➤ Teachers are au fait with its contents.				
➤ The document serves as resource material at teachers' orientation sessions.				
<b><u>Code of Conduct for Teachers</u></b>				
➤ A copy is in place.				
➤ All teachers are au fait with its contents.				
➤ All teachers adhere to the directives therein.				
<b><u>Standard Operational Procedures (SOP) for School Administrators (Revised Edition 2006-09-12)</u></b>				
➤ A copy is: • in place				
• conspicuously mounted.				
➤ Contents are shared with staff members.				
➤ Each of the thirty-three (33) directives/procedures relevant to the PIC is implemented.				
➤ The document is used as resource material during orientation activities for: • learners				
• parents				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> <li>• recruits.</li> </ul>				
<b><u>Log Books</u></b>				
<ul style="list-style-type: none"> <li>➤ Log Books are in place: <ul style="list-style-type: none"> <li>• Centre</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• Departmental.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The prescribed format is used in their preparation.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Daily entries are pertinent to the management of the: <ul style="list-style-type: none"> <li>• Centre</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• Department.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Entries are made by persons designated to do so.</li> </ul>				
<b><u>Circulars</u></b>				
<ul style="list-style-type: none"> <li>➤ The centre has a Circular File.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Only circulars are kept therein.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Each circular is signed and dated by all teachers.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Circulars serve as resource material for the orientation of new staff members.</li> </ul>				
<b><u>Teachers' Attendance Register</u></b>				
<ul style="list-style-type: none"> <li>➤ All teachers are accounted for.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Status is clearly indicated.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Hierarchical order is strictly maintained.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ All absences are accounted for.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Days on which the centre did not meet are indicated.</li> </ul>				
<b><u>Personal Files</u></b>				
<ul style="list-style-type: none"> <li>➤ A file is in place for each teacher.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Each file contains: <ul style="list-style-type: none"> <li>• current bio-data</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• Individual List of Duties</li> </ul>				
<ul style="list-style-type: none"> <li>• completed Appraisal Reports (last three (3) school years)</li> </ul>				
<ul style="list-style-type: none"> <li>• leave applications and all other relevant information.</li> </ul>				
<b><u>Teachers' Absence and Lateness</u></b>				
<b><u>Monthly Returns of Absence and Lateness</u></b>				
<ul style="list-style-type: none"> <li>➤ The prescribed form is used.</li> </ul>				

FOCUS	Y	N	NA	REMARKS
➤ Returns are prepared on a monthly basis.				
➤ A copy of the Monthly Returns is kept.				
<b><u>Teachers' Cumulative Absence and Unpunctuality</u></b>				
➤ A record of cumulative absence and unpunctuality is kept.				
➤ The prescribed format is used.				
<b><u>Minutes of Meetings</u></b>				
➤ Minutes are recorded for each meeting: <ul style="list-style-type: none"> <li>• General</li> </ul>				
<ul style="list-style-type: none"> <li>• Administrative</li> </ul>				
<ul style="list-style-type: none"> <li>• Departmental.</li> </ul>				
➤ The prescribed format is used to record the minutes.				
➤ The schedule of meetings is adhered to: <ul style="list-style-type: none"> <li>• General</li> </ul>				
<ul style="list-style-type: none"> <li>• Administrative</li> </ul>				
<ul style="list-style-type: none"> <li>• Departmental.</li> </ul>				
➤ Minutes are submitted to the appropriate authority within seven (7) working days of the completion of the meeting: <ul style="list-style-type: none"> <li>• Head of Centre</li> </ul>				
<ul style="list-style-type: none"> <li>• Head of Department.</li> </ul>				
➤ Minutes are corrected where necessary, and adopted.				
<b><u>Staff Instruction Book</u></b>				
➤ The book is: <ul style="list-style-type: none"> <li>• in place.</li> </ul>				
<ul style="list-style-type: none"> <li>• used as the need arises.</li> </ul>				
➤ Teachers acknowledge instructions by signing and dating same.				
➤ Teachers comply with the instructions.				



FOCUS	Y	N	NA	REMARKS
<b><u>INSTRUCTIONAL MANAGEMENT</u></b>				
<b><u>Timetable</u></b>				
➤ The Master Timetable is: <ul style="list-style-type: none"> <li>• in place</li> </ul>				
<ul style="list-style-type: none"> <li>• conspicuously mounted.</li> </ul>				
➤ Its Analysis is: <ul style="list-style-type: none"> <li>• in place</li> </ul>				
<ul style="list-style-type: none"> <li>• displayed.</li> </ul>				
<b><u>Contingency Plan</u></b>				
➤ The centre has a Contingency Plan.				
➤ It caters for: <ul style="list-style-type: none"> <li>• administrative</li> </ul>				
<ul style="list-style-type: none"> <li>• pedagogical/instructional arrangements.</li> </ul>				
➤ The prescribed formats are used to prepare the plan.				
➤ The Administrative staff is involved in its preparation.				
➤ Teachers are au fait with contingency arrangements.				
➤ The contingency arrangements are put into practice as the need arises.				
<b><u>Staff Induction Plan</u></b>				
➤ An Induction Plan is in place.				
➤ The plan is prepared according to the guidelines in the <b>School Records And Documents.</b>				
➤ The plan is used to orient new staff members.				
<b><u>Staff Development Programme</u></b>				
<b><u>Staff Development Plan</u></b>				
➤ A plan is in place for the current calendar year.				
➤ The prescribed format is used.				

FOCUS	Y	N	NA	REMARKS
➤ Topics address: <ul style="list-style-type: none"> <li>• observed weaknesses in teachers' performance</li> </ul>				
<ul style="list-style-type: none"> <li>• teachers' interests as they relate to the development of the centre.</li> </ul>				
➤ Staff Development Sessions are held at least once per month.				
<b>Staff Development Report</b>				
➤ A report is prepared on each session held.				
➤ The prescribed format is used in its preparation.				
<b>School/Centre Assessment (Policy)</b>				
➤ The centre has a documented Assessment Policy.				
➤ Teachers are au fait with the policy.				
➤ The policy guides the assessment practices of the centre.				
<b><u>LEARNERS – MANAGEMENT AND CONTROL</u></b>				
<b><u>Centre Rules</u></b>				
➤ The centre rules are: <ul style="list-style-type: none"> <li>• documented</li> </ul>				
<ul style="list-style-type: none"> <li>• conspicuously mounted</li> </ul>				
<ul style="list-style-type: none"> <li>• adhered to by learners.</li> </ul>				
<b><u>Misdemeanour Book</u></b>				
➤ The record is in place.				
➤ Entries are made of all reported instances of learners' unacceptable behaviours.				
➤ The prescribed format is used in the preparation of the record.				
➤ Sanctions applied are in accordance with the provisions in the <b>Manual of Guidelines For The Maintenance Of Order And Discipline In Schools.</b>				
<b><u>Manual of Guidelines For The Maintenance Of Order And Discipline In Schools.</u></b>				
➤ The manual is in place.				

<b>FOCUS</b>	<b>Y</b>	<b>N</b>	<b>NA</b>	<b>REMARKS</b>
➤ Teachers are au fait with the contents of the manual.				
➤ It is used in the orientation of recruits.				
<b><u>Evacuation/Emergency Drill Record</u></b>				
➤ The record is in place.				
➤ Drills are conducted on a monthly basis.				
➤ Relevant details on each monthly drill are recorded.				
<b><u>Enrolment Ledger</u></b>				
➤ An Admission Register/Enrolment Ledger is in place.				
➤ Name of Feeder School (s)				
➤ The required bio-data for each learner are inserted:				
• Admission number ( same as that from the feeder school)				
• Date of enrolment (to PIC)				
• Name of learner				
• Date of birth				
• Name and address of parent/guardian				
➤ Date of last attendance at centre.				
<b><u>Attendance Statistical Data</u></b>				
<b><u>Pupils' Attendance Register</u></b>				
➤ The appropriate register is in place for each:				
• grade				
• class.				
➤ The relevant bio-data are inserted in each register.				
➤ All current learners in the Admission Register/Enrolment Ledger are accounted for therein.				
➤ Learners are listed as stipulated.				
➤ All statistical data are duly compiled:				
• daily				
• weekly				
• termly.				

FOCUS	Y	N	NA	REMARKS
➤ Unpunctuality is indicated.				
➤ Registers are checked by: <ul style="list-style-type: none"> <li>• a member of the administrative staff</li> </ul>				
<ul style="list-style-type: none"> <li>• an Officer, at least once per quarter.</li> </ul>				
<b><u>Daily Attendance Statistics Ledger</u></b>				
➤ Statistics are compiled on a daily basis.				
➤ The prescribed format is used.				
<b><u>Weekly/Monthly Statistics Ledger</u></b>				
➤ Statistics are compiled: <ul style="list-style-type: none"> <li>• weekly</li> </ul>				
<ul style="list-style-type: none"> <li>• monthly .</li> </ul>				
➤ The prescribed format is used.				
<b><u>Monthly/Termly Statistics Ledger</u></b>				
➤ Statistics are compiled: <ul style="list-style-type: none"> <li>• monthly</li> </ul>				
<ul style="list-style-type: none"> <li>• termly.</li> </ul>				
➤ The prescribed format is used.				
<b><u>FINANCIAL MANAGEMENT AND ACCOUNTABILITY</u></b>				
<b><u>Bank Account</u></b>				
➤ The centre has a: <ul style="list-style-type: none"> <li>• Savings Account</li> </ul>				
<ul style="list-style-type: none"> <li>• Chequing Account.</li> </ul>				
➤ Funds acquired are managed by a committee of at least three (3) persons.				
<b><u>Income and Expenditure Ledger</u></b>				
➤ An Income and Expenditure Ledger is:				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> <li>• in place.</li> </ul>				
<ul style="list-style-type: none"> <li>• maintained on a monthly basis.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Monthly Income and Expenditure Reports/Statements are: <ul style="list-style-type: none"> <li>• submitted to the Department of Education.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• circulated among staff members.</li> </ul>				
<p><b><u>School/Centre Grants</u></b></p>				
<ul style="list-style-type: none"> <li>➤ Grants have been: <ul style="list-style-type: none"> <li>• uplifted</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• expended</li> </ul>				
<ul style="list-style-type: none"> <li>• retired.</li> </ul>				
<p><b><u>Salary Register</u></b></p>				
<ul style="list-style-type: none"> <li>➤ A Salary Register is in place.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Each staff member is accounted for.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The register is prepared on a monthly basis.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Each teacher acknowledges the receipt of salary by: <ul style="list-style-type: none"> <li>• signing</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• dating.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Official receipts in respect of refunds are kept.</li> </ul>				
<p><b><u>Stock Book</u></b></p>				
<ul style="list-style-type: none"> <li>➤ The Stock Book is in place.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The prescribed format is used in the preparation of the record.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ It only accounts for consumable stock.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The record is kept current.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Staff members sign the record in acknowledgement of receipt of stock.</li> </ul>				

<b>FOCUS</b>	<b>Y</b>	<b>N</b>	<b>NA</b>	<b>REMARKS</b>
<b><u>Dispatch Book</u></b>				
➤ The Dispatch Book is in place.				
➤ The prescribed format is used in its preparation.				
➤ The book is used as the need arises.				
<b><u>Donation/Gift Ledger</u></b>				
➤ The Ledger is in place.				
➤ All donations received are accounted for.				
➤ Appropriate entries, with regard to donations/gifts received, are made in the:				
• Log Book				
• Inventory				
• Stock Book				
• Textbook Inventory				
• Income and Expenditure Ledger.				
➤ A copy of the receipt for each donation/gift received is in place.				
➤ Copies of letters informing the Department of Education of donations/gifts received are kept (cash and non-consumable items).				
<b><u>Inventories</u></b>				
➤ Inventories are in place:				
• Master (Centre)				
• Departmental.				
➤ The prescribed form is used.				
➤ Only serviceable items are recorded therein.				
➤ Inventories account for non-consumable stock.				
➤ Inventories are checked on a termly basis:				
• Departmental				
• Class.				
➤ The Master (Centre) Inventory is checked annually.				

FOCUS	Y	N	NA	REMARKS
<b><u>Handing-over Taking-over Statements</u></b> ➤ These statements are kept in a special file.				
➤ Each statement is signed and dated by the: <ul style="list-style-type: none"> <li>• persons handing-over and taking-over</li> </ul>				
<ul style="list-style-type: none"> <li>• Supervising Officer of the centre.</li> </ul>				
➤ These statements account for all: <ul style="list-style-type: none"> <li>• records</li> </ul>				
<ul style="list-style-type: none"> <li>• monies</li> </ul>				
<ul style="list-style-type: none"> <li>• stock</li> </ul>				
<ul style="list-style-type: none"> <li>• inventorized items.</li> </ul>				
<b><u>Textbook Inventory</u></b> ➤ The Textbook Inventory is: <ul style="list-style-type: none"> <li>• in place</li> </ul>				
<ul style="list-style-type: none"> <li>• compiled as per subject area.</li> </ul>				
<ul style="list-style-type: none"> <li>• current.</li> </ul>				
<ul style="list-style-type: none"> <li>• audited annually.</li> </ul>				
<b><u>List of Textbooks Needed</u></b> ➤ List of textbooks required is: <ul style="list-style-type: none"> <li>• in place.</li> </ul>				
<ul style="list-style-type: none"> <li>• prepared as per subject area.</li> </ul>				
<ul style="list-style-type: none"> <li>• current.</li> </ul>				

<b>FOCUS</b>	<b>Y</b>	<b>N</b>	<b>NA</b>	<b>REMARKS</b>
➤ The prescribed format is used in its preparation.				
<b><u>External Audit</u></b>				
➤ The centre was audited at least once during the last five (5) years.				
➤ Audit statements have been:				
• received				
• acted on.				
<b><u>POLICY IMPLEMENTATION</u></b>				
➤ The centre:				
• Is accurately graded.				
• Ensures that each vendor is in possession of a Food Handler's certificate.				
• Makes sure that the operation of the canteen is in keeping with the Ministry's directives.				
• Adheres to the prescribed:				
✓ student-toilet ratio.				
✓ gender allocation of toilets.				
• Has drinking outlets (taps in the prescribed ratio).				
• Has Fire safety equipment in accordance with the provisions stated in the <b>Non-Academic Standards</b> .				
• Ensures that each staff member has his or her prescribed workload.				
• Prohibits the usage of cell phones during instructional time.				



FOCUS	Y	N	NA	REMARKS
<b><u>Book Policy</u></b>				
➤ The <b>Book Policy</b> is in place.				
➤ Teachers are aware of its contents.				
➤ The centre has a Textbook Management Committee (no less than 4 persons and <u>only</u> for <b>Grades A and B</b> centres).				
➤ The centre has the required number of books:				
• Basic Texts (1 per learner)				
• Class Sets (1 for every 3 learners)				
• Teacher's Reference (1 per teacher).				
➤ The centre has received Library Sets.				
➤ The centre has conducted its annual audit of textbooks.				
➤ The following statistics were submitted:				
• Enrolment of learners				
• Actual Teaching Staff.				
➤ All textbooks received have been:				
• inventorised				
• stamped by the centre.				
➤ All parents/guardians have signed the <b>Book Agreement Form</b> .				
➤ All textbooks on loan for the last school year were returned by:				
• Learners				
• Teachers.				
<b><u>Staffing</u></b>				
➤ The centre has:				
• Forty percent (40%) or more graduate teachers.				
• Teachers who attended Subject Committee meetings during the last school year to help improve their job performance.				
• Administrative staff vacancies.				
• Administrative staff member(s) acting in a vacancy for more than one (1) year.				
• Assigned the most competent teachers to the receiving grade.				

FOCUS				Y	N	NA	REMARKS
<b>Special Education Needs (SEN)</b>							
➤ The school has a documented policy on SEN.							
➤ Each staff member is au fait with the policy.							
➤ The school has learners with the following disabilities:							
• physical							
• emotional							
• learning							
• behavioural							
No. of Learners with disabilities	Physical	Emotional	Learning	Behavioural			
➤ A diagnosis was done of learners with disabilities by a SEN specialist.							
➤ Learners with disabilities are regularly evaluated by SEN specialists.							
➤ The school caters for learners with the following disabilities:							
• physical							
• emotional							
• learning							
• behavioural							
➤ There is an <i>Individualised Education Plan</i> for learners with learning disabilities.							
➤ Teachers were trained to teach learners with disabilities.							
➤ Parents/guardians were/are informed of their children's/ward's disability/ies.							
➤ Parents/guardians are supportive of the school's efforts/endeavours to educate their children/wards.							

## CURRICULUM – INSTRUCTIONAL RECORDS

FOCUS	Y	N	NA	REMARKS
<b><u>Curriculum Guides/Syllabi/Modules</u></b>				
➤ A curriculum guide is presented for :				
• the subject				
• each grade.				
➤ A CSEC Syllabus is presented for the subject:				
✓ Agricultural Science				
✓ Electricity				
✓ Technical Drawing				
✓ Home Economics Management				
✓ Food and Nutrition				
✓ Clothing and Textiles.				
➤ SCCP Modules:				
• Industrial Technology/Arts				
• Agricultural Science				
• Home Economics.				

FOCUS	Y	N	NA	REMARKS
<b><u>Timetable</u></b>				
➤ Each teacher adheres to the Centre Timetable.				
<b><u>General Scheme -of-Work</u></b>				
➤ A General Scheme-of-Work for the subject is presented.				
➤ The prescribed format is used.				
➤ The objectives are general.				
➤ The objectives account for:				
• knowledge				
• skills				
• attitudes.				
➤ Subject components are catered for separately (where applicable).				
➤ Evaluation strategies are appropriately stated.				
➤ The General Scheme-of-Work is examined and approved by the Supervising Officer of the centre.				
<b><u>Annual Schemes-of-Work</u></b>				
➤ A current Annual Scheme-of-Work is presented for:				
• the subject				
• each grade				
• teacher.				

FOCUS	Y	N	NA	REMARKS
➤ The prescribed format is used.				
➤ The Curriculum Guide /Syllabus has been used in the preparation of the relevant Scheme-of-Work.				
➤ There is continuity in curriculum content in the programme (s) offered.				
➤ Curriculum content is adequately distributed among the three terms.				
➤ Subject components are catered for separately. (where applicable).				
➤ Each Annual Scheme-of-Work addresses the areas listed below, as identified in the corresponding General Scheme-of-Work:				
• topics				
• objectives				
• evaluation strategies.				
➤ Each Annual Scheme-of-Work is examined and approved by a member of the administrative staff.				

FOCUS	Y	N	NA	REMARKS
<b><u>Termly Schemes-of-Work</u></b> ➤ A current Termly Scheme-of-Work is presented for: <ul style="list-style-type: none"> <li>• the subject</li> </ul>				
<ul style="list-style-type: none"> <li>• each grade</li> </ul>				
<ul style="list-style-type: none"> <li>• each teacher.</li> </ul>				
➤ The prescribed format is used.				
➤ Each week of the current term is catered for separately.				
➤ Each Termly Scheme-of-Work addresses the areas listed below, as identified for that particular term, in the corresponding Annual Scheme-of-Work: <ul style="list-style-type: none"> <li>• topics</li> </ul>				
<ul style="list-style-type: none"> <li>• objectives</li> </ul>				
<ul style="list-style-type: none"> <li>• content</li> </ul>				
<ul style="list-style-type: none"> <li>• evaluation strategies.</li> </ul>				
➤ Topics are sequenced as per corresponding Annual Scheme-of-Work.				
➤ Provision is made for revision and continuous assessment.				
➤ Each Termly Scheme-of-Work is examined and approved by a member of the administrative staff.				

FOCUS	Y	N	NA	REMARKS
<b>Lesson Plans</b>				
➤ Plans are presented by each teacher.				
➤ The prescribed format is used.				
➤ For the current term, there is a written plan for each lesson as per timetable.				
➤ Topics in Lesson Plans are consistent with those listed in the Termly Scheme-of-Work.				
➤ Each lesson objective contains the following:				
• performance				
• condition				
• criterion.				
➤ Lesson Plans reflect the use of a variety of teaching-learning strategies.				
➤ Each lesson is evaluated.				
➤ Each teacher utilizes electronic technology in curriculum delivery.				
➤ Lesson Plans are examined and approved by a member of the administrative staff.				

FOCUS	Y	N	NA	REMARKS
<b>Records-of-Work</b>				
➤ A Record-of-Work is presented for the subject.				
➤ Content page reflects each parallel class.				
➤ Entries are up-to-date for each: <ul style="list-style-type: none"> <li data-bbox="247 509 390 547">• grade</li> </ul>				
<ul style="list-style-type: none"> <li data-bbox="247 579 428 617">• teacher.</li> </ul>				
➤ All entries are: <ul style="list-style-type: none"> <li data-bbox="247 695 407 732">• precise</li> </ul>				
<ul style="list-style-type: none"> <li data-bbox="247 732 411 769">• concise</li> </ul>				
<ul style="list-style-type: none"> <li data-bbox="247 769 684 807">• written in the past tense.</li> </ul>				
➤ Entries in each Record-of-Work are consistent with the provisions in the corresponding Termly Scheme-of-Work.				
➤ Synchronization of topics exists between/among parallel classes.				
➤ Records-of-Work are examined, signed and dated by a member of the administrative staff.				



FOCUS	Y	N	NA	REMARKS
<b><u>Learners' Workbooks</u></b> ➤ Adequate preparations are made for lessons: <ul style="list-style-type: none"> <li>• name</li> </ul>				
<ul style="list-style-type: none"> <li>• date</li> </ul>				
<ul style="list-style-type: none"> <li>• subject</li> </ul>				
<ul style="list-style-type: none"> <li>• grade.</li> </ul>				
➤ Work is neatly presented.				
➤ Handwriting is legible.				
➤ All drawings/illustrations are captioned/labeled.				
➤ Pages are properly utilized.				
➤ Notes and assignments seen bear direct relation to topics in the Lesson Plans.				
➤ All work is marked, signed and dated by the teacher.				
➤ The teacher(s) make(s) corrections to learners' work.				
➤ Learners are made to correct mistakes identified in their work.				

**CURRICULUM ASSESSMENT**

<b>FOCUS</b>	<b>Y</b>	<b>N</b>	<b>NA</b>	<b>REMARKS</b>
<b><u>Assessment</u></b> ➤ Each teacher conducts assessment: <ul style="list-style-type: none"> <li>• continuous</li> </ul>				
<ul style="list-style-type: none"> <li>• summative</li> </ul>				
<ul style="list-style-type: none"> <li>• competency based.</li> </ul>				
➤ A Table-of-Specifications is used to prepare each test.				
➤ Test items for parallel classes are prepared collaboratively by the teachers.				
➤ Tests are constructed using a variety of formats.				
➤ Instructions are: <ul style="list-style-type: none"> <li>• clear</li> </ul>				
<ul style="list-style-type: none"> <li>• specific.</li> </ul>				
➤ Test items reflect: <ul style="list-style-type: none"> <li>• lesson objectives</li> </ul>				
<ul style="list-style-type: none"> <li>• national learning outcomes.</li> </ul>				
➤ Timely submission is made to a member of the administrative staff: <ul style="list-style-type: none"> <li>• Tables-of-Specifications</li> </ul>				
<ul style="list-style-type: none"> <li>• Test Items.</li> </ul>				
➤ A member of the administrative staff examines and approves: <ul style="list-style-type: none"> <li>• Tables-of-Specifications</li> </ul>				
<ul style="list-style-type: none"> <li>• Test Items</li> </ul>				

FOCUS	Y	N	NA	REMARKS
➤ Each teacher uses data from assessment to inform:				
• planning				
• teaching/learning strategies				
• learners of their progress				
• parents of learners' progress				
• the promotion of learners at the feeder schools.				
➤ Mark Schemes are presented.				
➤ Each teacher keeps a record all work done for assessments.				
➤ Each teacher makes use of the <b><i>Evidence Record</i></b> (SCCP).				
<b><u>Mark Books</u></b>				
➤ Each teacher has a Mark Book.				
• The achievements of each learner are recorded therein.				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> <li>➤ There is evidence of the following:               <ul style="list-style-type: none"> <li>• Continuous assessment</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>• Summative assessment</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>• Competency based assessment.</li> </ul> </li> </ul>				
<p><b><u>Portfolio</u></b></p>				
<ul style="list-style-type: none"> <li>➤ Each learner has a portfolio for the relevant subject.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Samples are kept as required.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ All samples are:               <ul style="list-style-type: none"> <li>• marked</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>• graded.</li> </ul> </li> </ul>				
<p><b><u>Annual Schedule</u></b></p>				
<ul style="list-style-type: none"> <li>• Annual Schedules are in place. (last five (5) school years)</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Assessment data have been:               <ul style="list-style-type: none"> <li>• computed</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>• analyzed.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>➤ An Action Plan is prepared to address weaknesses in learners' performances at:               <ul style="list-style-type: none"> <li>• Annual Examinations</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>• SCCP</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>• CSEC</li> </ul> </li> </ul>				

FOCUS	Y	N	NA	REMARKS
<b>School Based Assessments (SBAs)- CSEC, SCCP</b> ➤ The <b>CXC – School Based Assessment Manual for Principals</b> is in place.				
➤ The established guidelines are used to prepare SBAs: <ul style="list-style-type: none"> <li>• CSEC</li> </ul>				
<ul style="list-style-type: none"> <li>• SCCP</li> </ul>				
➤ The SBAs are on target:				
<ul style="list-style-type: none"> <li>• CSEC</li> </ul>				
<ul style="list-style-type: none"> <li>• SCCP</li> </ul>				
➤ The Head of Department supervises each phase of the preparation process.				
➤ Teachers keep records of each learner’s progress.				
➤ Scores recorded are consistent with the prescriptions:				
<ul style="list-style-type: none"> <li>• Caribbean Examinations Council (CXC)</li> </ul>				
<ul style="list-style-type: none"> <li>• Ministry of Education (MOE).</li> </ul>				
➤ Submissions of SBAs (CSEC/SCCP) are made by the stipulated deadlines to the Feeder Schools.				

## Management of Department

FOCUS	Y	N	NA	REMARKS
➤ There is an appointed Head of Department (HOD).				
➤ The following records are in place:				
• Departmental Log.				
• List of Teachers in the Department.				
• Timetable of each teacher.				
• Supervisory Schedule.				
• Supervisory Reports.				
• Report of Teachers Clinically Supervised by HOD.				
• Termly/Quarterly Schedule of Activities.				
• Record of Follow-up Supervisory Visits.				
• Checklist of Teachers' Submission of Records and Reports.				
• Minutes of Departmental Meetings.				
• Inventory of Equipment and Furniture.				
• Ledger of Textbooks on Loan.				
➤ Action Plan(s) is/are prepared to address identified weaknesses in teachers' performance.				
➤ The Minutes of Departmental Meetings are submitted to the Head of Centre for examination and endorsement.				

FOCUS	Y	N	NA	REMARKS
➤ Shortcomings/weaknesses observed during supervision are discussed: <ul style="list-style-type: none"> <li>• with individual teachers</li> </ul>				
<ul style="list-style-type: none"> <li>• at Departmental meetings</li> </ul>				
<ul style="list-style-type: none"> <li>• at Administrative Staff meetings.</li> </ul>				
➤ Professional Development Sessions are held to deal with weaknesses identified.				
➤ A current <b><i>Progress Report of School Based Assessment</i></b> is in place:				
<ul style="list-style-type: none"> <li>• CSEC</li> </ul>				
<ul style="list-style-type: none"> <li>• SCCP</li> </ul>				

## CLASSROOM OBSERVATION

FOCUS	Y	N	NA	REMARKS
<b><u>Planning and Preparation</u></b>				
➤ Relevant Grade Timetable with Analysis is prominently displayed in the classroom.				
➤ A Lesson Plan is presented.				
➤ The plan was examined, signed and dated by a member of the administrative staff.				
<b><u>Purpose</u></b>				
➤ The purpose of the lesson is:				
• to review				
• to introduce new a concept(s)/skill(s)				
• for practice				
• other.				
<b><u>Objectives</u></b>				
➤The objectives reflect:				
• performance				
• condition				
• criterion.				
The lesson objective is:				
• realistic				
• relevant.				
<b><u>Content</u></b>				
➤The content is:				
• accurate				
• relevant to grade				
• consistent with the curriculum				
• adequate.				



FOCUS	Y	N	NA	REMARKS
<b>Methodology / Procedures</b>				
➤ The methodology/procedures stated:				
• will achieve the objective(s)				
• include (s) learner activities				
• include (s): ✓ theory				
✓ practice				
• link (s) or integrates other subject areas				
• cater (s) for different abilities.				
➤ Relevant learning-support materials /equipment is/are identified.				
➤ Learners' Assessment/Feedback:				
• matches objectives				
• matches methods				
• allows for feedback				
• uses samples of students work.				
➤ Lesson Plan is prepared according to the prescribed format.				

INDICATOR	Y	N	NA	REMARKS
<b>Lesson Delivery</b>				
➤ Teacher begins lesson on time.				
➤ The lesson is appropriately introduced:				
• objective(s) is/are indicated				
• links between previous and present lessons are established.				
➤ The lesson includes:				
• note-giving				
• lecture				
• class discussion				
• group discussion				
• learner presentation				
• individual seat work				
• individual practicum				
• group practicum				
• other				
➤ Teacher supervises learners as they do practice work.				
➤ The teacher's interaction with learner is:				
• positive				
• encouraging				
• all inclusive.				
➤ Lesson is well-paced.				
➤ Lesson is taught in accordance with the plan.				
➤ The duration of the lesson is adhered to as per timetable.				

INDICATOR	Y	N	NA	REMARKS
<b>In-class assessments / feedback</b>				
➤ The concluding activities are:				
• appropriate				
• encouraging				
• sufficient				
• rewarding				
• checked				
• corrected				
• used to give feedback.				
➤ The questions asked by the teacher are:				
• suitable				
• challenging				
• well distributed.				
<b>Management</b>				
➤ The activities are sequenced to achieve the objective(s).				
➤ The learning-support material(s) / equipment is/are:				
• ready for use				
• used effectively				
• adequate				
• relevant				
• suitable.				
➤ Learner(s) display disruptive behaviour.				
➤ Teacher appropriately handles disruptive behaviour.				

INDICATOR	Y	N	NA	REMARKS
<b><u>Learners' In-class behaviour</u></b>				
➤ Learners are:				
• on time for the beginning of lesson				
• adequately prepared for the lesson				
• on task for most of the lesson				
• attentive				
• in class for the entire lesson				
• willing				
• responding appropriately.				
<b><u>The Classroom Learning Environment- Physical Facilities (Classroom)</u></b>				
➤ The classroom is:				
• clean				
• well ventilated				
• well lit				
• in good repair (no leaks, etc.)				
• attractive.				
<b><u>Textbook Use</u></b>				
Subject.....				
➤ Textbooks are available.				
➤ Textbooks are used:				
• Basic				
• Class Set				
• Teacher's Reference				
• Library Set.				
➤ Each learner has a copy of the basic textbook.				
➤ No more than three (3) learners make use of a class set.				

INDICATOR	Y	N	NA	REMARKS
➤ The textbook is used to: <ul style="list-style-type: none"> <li>• Introduce a concept</li> </ul>				
<ul style="list-style-type: none"> <li>• Reinforce a concept</li> </ul>				
<ul style="list-style-type: none"> <li>• Facilitate practice.</li> </ul>				
➤ The relevant section/content of the textbook matches the lesson objective (s).				
➤ Textbooks are kept in good condition.				
<b>Classroom Space/ Specialist Room</b>				
➤ The classroom space is adequate.				
➤ The classroom environment is safe: <ul style="list-style-type: none"> <li>• internal</li> </ul>				
<ul style="list-style-type: none"> <li>• external.</li> </ul>				
➤ The Specialist rooms are: <ul style="list-style-type: none"> <li>• appropriate</li> </ul>				
<ul style="list-style-type: none"> <li>• adequately furnished.</li> </ul>				
➤ Seating accommodation is:				
<ul style="list-style-type: none"> <li>• appropriate</li> </ul>				
<ul style="list-style-type: none"> <li>• adequate.</li> </ul>				
➤ The furniture is arranged to suit the lesson.				
➤ The chalkboard is strategically placed, to permit each learner to see clearly what is written or placed thereon.				

INDICATOR	Y	N	NA	REMARKS
<b>Classroom Materials</b>				
➤ The classroom has learning corners/areas.				
➤ Learners make use of interest/learning areas provided by teachers.				
➤ Charts are: <ul style="list-style-type: none"> <li>• mounted at learners' eye level</li> </ul>				
<ul style="list-style-type: none"> <li>• appropriate</li> </ul>				
<ul style="list-style-type: none"> <li>• current.</li> </ul>				
➤ Learners' work is displayed.				
➤ Books, other than texts, are available to learners.				

**PREMISES, FACILITIES AND EQUIPMENT**

INDICATOR	Y	N	NA	REMARKS
<b>Building</b> ➤ The name of the centre is boldly printed on the building.				
➤ The building is painted in the official colour(s) – white/cream.				
➤ The walls of the building are <b>no less than 10ft</b> from floor to plate.				
➤ The walls are: <ul style="list-style-type: none"> <li>• clean</li> </ul>				
<ul style="list-style-type: none"> <li>• secure</li> </ul>				
<ul style="list-style-type: none"> <li>• free of holes.</li> </ul>				
➤ The building has <b>no less than two stairways/entrances and exits.</b>				
➤ The roof of the building is: <ul style="list-style-type: none"> <li>• appropriately covered</li> </ul>				
<ul style="list-style-type: none"> <li>• close boarded/sealed</li> </ul>				
<ul style="list-style-type: none"> <li>• leak-proof</li> </ul>				
<ul style="list-style-type: none"> <li>• clean.</li> </ul>				

INDICATOR	Y	N	NA	REMARKS
➤ The centre has: <ul style="list-style-type: none"> <li>• adequate lighting</li> </ul>				
– natural				
– artificial				
• adequate ventilation				
• electricity.				
➤ The windows are: <ul style="list-style-type: none"> <li>• in place</li> </ul>				
• secure				
• clean.				
➤ The floor is firm. (free of holes, rotting boards)				
➤ The centre adheres to the space-per-child ratio.				
➤ There is adequate space between: <ul style="list-style-type: none"> <li>• groups</li> </ul>				
• classes.				



INDICATOR	Y	N	NA	REMARKS
➤ There are clearly established passage-ways between: <ul style="list-style-type: none"> <li>• groups</li> </ul>				
<ul style="list-style-type: none"> <li>• classes (where there are no discrete classrooms).</li> </ul>				
➤ Classrooms are clearly identified.				
➤ Groups are clearly identified.				
<b><u>Furniture/Equipment</u></b>				
➤ Furniture for learners is: <ul style="list-style-type: none"> <li>• adequate (number)</li> </ul>				
<ul style="list-style-type: none"> <li>• appropriate(size/type)</li> </ul>				
<ul style="list-style-type: none"> <li>- size</li> </ul>				
<ul style="list-style-type: none"> <li>- type.</li> </ul>				
➤ Furniture for teachers is: <ul style="list-style-type: none"> <li>• adequate</li> </ul>				
<ul style="list-style-type: none"> <li>• appropriate.</li> </ul>				

INDICATOR	Y	N	NA	REMARKS
➤ The chalkboard/whiteboard is in good condition.				
➤ Fire safety equipment has been provided in accordance with the provisions stated in the <b>Non-Academic Standards</b> .				
<b><u>Rooms/Areas/Offices</u></b>				
➤ Provision is made for:				
• Head of Centre's Office				
• Deputy Head of Centre's Office				
• Staff Room				
• Sick Bay/Rest Room				
• Waiting/Reception Area				
<b><u>Specialist Rooms/Areas</u></b>				
• Home Economics:				
✓ Food and Nutrition				
✓ Clothing and Textiles				
✓ Home Economics Management				
• Industrial Technology:				
✓ Technical Drawing				
✓ Woods/Construction				
✓ Welding				
✓ Bricklaying and Masonry				
✓ Mechanical Engineering Technology/Metals				

<b>INDICATOR</b>	<b>Y</b>	<b>N</b>	<b>NA</b>	<b>REMARKS</b>
✓ Electrical and Electronic Technology/General				
✓ Electricity and Electrical Installation				
✓ Upholstery				
✓ Sheet Metal Work				
✓ Plumbing				
✓ Motor Mechanics				
<ul style="list-style-type: none"> <li>• Agricultural Science: <ul style="list-style-type: none"> <li>✓ Crop Science</li> </ul> </li> </ul>				
✓ Animal Science				

INDICATOR	Y	N	NA	REMARKS
➤ Each specialist/resource room has support materials that are:				
<ul style="list-style-type: none"> <li>• adequate</li> <li>• appropriate.</li> </ul>				
➤ Mounted learning-support materials are:				
<ul style="list-style-type: none"> <li>• in place</li> <li>• relevant</li> </ul>				
<ul style="list-style-type: none"> <li>• conspicuous.</li> </ul>				
<b><u>Facilities</u></b>				
➤ Sanitary facilities are provided in the prescribed ratios:				
<ul style="list-style-type: none"> <li>• showers for learners</li> <li>• showers for teachers</li> </ul>				
<ul style="list-style-type: none"> <li>• toilet for learners</li> </ul>				
<ul style="list-style-type: none"> <li>• toilet for teachers.</li> </ul>				

INDICATOR	Y	N	NA	REMARKS
<ul style="list-style-type: none"> <li>• drinking outlets</li> </ul>				
<ul style="list-style-type: none"> <li>• Sanitac Units for learners</li> </ul>				
<ul style="list-style-type: none"> <li>• Sanitac Units for teachers.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Separate toilets are provided for: <ul style="list-style-type: none"> <li>• male and female learners</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• male and female teachers.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The sanitary facilities are functional:</li> </ul>				
<ul style="list-style-type: none"> <li>• showers</li> </ul>				
<ul style="list-style-type: none"> <li>• toilets</li> </ul>				
<ul style="list-style-type: none"> <li>• drinking outlets.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ There is a garbage disposal facility in each class.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Potable water is available.</li> </ul>				

INDICATOR	Y	N	NA	REMARKS
➤ A guard hut is in place.				
➤ An area is provided for Agricultural Science. (Agri. PIC)				
<b>Compounds</b>				
➤ The compound is:				
• fenced				
• level				
• well-drained.				
➤ The compound is free of:				
• unwanted vegetation				
• stray animals				
• litter				
• seepage from sanitary facilities.				
➤ There is a garbage disposal facility in place:				
• furnace				
• bin				
• covered hole.				
<b>Sick Bay/Rest Room</b>				
➤ There is a Sick Bay/Rest Room for emergencies.				
➤ The furniture in the Sick Bay/Rest Room is:				
• appropriate				
• clean.				

INDICATOR	Y	N	NA	REMARKS
➤ The linen is:				
• appropriate				
• clean.				
➤ The Sick Bay/Rest Room is kept clean.				
➤ There is a First Aid Kit.				
➤ Basic First Aid items (for external use only) are stored within.				
➤ Use of the Sick Bay/Rest Room is monitored by a member of the centre administration.				
<b>The Library</b>				
➤ The centre has a:				
• discrete library.				
• special area set aside for reading and research.				
➤ Lighting in the library is adequate.				
➤ Furniture in the library is:				
• adequate				
• appropriate.				

INDICATOR	Y	N	NA	REMARKS
<ul style="list-style-type: none"> <li>• well kept.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The library caters for the needs of the:               <ul style="list-style-type: none"> <li>• teachers</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• learners</li> </ul>				
<ul style="list-style-type: none"> <li>• community.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Each class is timetabled to use the library.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ Provision is made for the borrowing of materials.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The library provides a variety of materials for use:</li> </ul>				
<ul style="list-style-type: none"> <li>• print</li> </ul>				
<ul style="list-style-type: none"> <li>• non-print.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ The stock of print and non-print materials is:               <ul style="list-style-type: none"> <li>• in good condition</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• sufficient</li> </ul>				
<ul style="list-style-type: none"> <li>• varied to meet the needs of each subject area.</li> </ul>				



INDICATOR	Y	N	NA	REMARKS
<b><u>Canteen</u></b>				
➤ There is a canteen.				
➤ There is a copy of the existing contract between the centre and the operator(s) of the canteen.				
➤ The contract is constructed as prescribed by the Ministry of Education.				
➤ The canteen is:				
• clean				
• free of pests.				
➤ The canteen is operated by:				
• private individuals				
• other.				
➤ The canteen caters for:				
• learners				
• teachers.				
➤ Facilities are:				
• adequate				
• appropriate				
• clean.				

<b>INDICATOR</b>	<b>Y</b>	<b>N</b>	<b>NA</b>	<b>REMARKS</b>
➤ Items for sale are neatly displayed.				
➤ All canteen attendants possess valid Food Handler's Certificates.				
➤ Hygienic practices are observed when handling food items.				
➤ The canteen operates within the prescribed hours.				
➤ Only approved food and drink items are available at the canteen.				
➤ The centre receives a rent from the canteen operators.				
➤ Receipts are issued for monies received.				
➤ Records are kept in respect of monies received.				

## ENVIRONMENT, SAFETY & MAINTENANCE

INDICATOR	Y	N	NA	
➤ The centre has clearly marked:				
• classrooms				
• workshops				
• laboratories.				
➤ The height of the ceiling of the working areas is no less than ten (10) feet from the floor.				
➤ The workshop is well ventilated.				
➤ Lighting is adequate.				
➤ The centre is supplied with electricity.				
➤ All electrical points are well laid out.				
➤ Safety zones are indicated.				
➤ Danger signs are posted.				
➤ Safety principles guide the location of machines.				
➤ There is adequate space between machines.				
➤ Belts, pulleys, gears and cutters are guarded.				
➤ There are clearly marked:				
• fire points				
• fire exits.				

INDICATOR	Y	N	NA	
➤ Fire exits are free of obstructions.				
➤ Fire exits doors are easily opened from inside.				
➤ All equipment/machines are in working condition.				
➤ Fire safety equipment is provided as prescribed: <ul style="list-style-type: none"> <li>• fire extinguisher</li> </ul>				
<ul style="list-style-type: none"> <li>• fire buckets.</li> </ul>				
➤ Operators of all equipment/machines are appropriately dressed.				
➤ All equipment/tools are cleaned (oiled, where necessary) and stored in the prescribed manner.				
➤ All tools, materials and practical pieces are neatly packed at the end of the session.				
➤ All unused tools are put away.				
➤ Work areas (workbenches/work tables / cutting tables) are: <ul style="list-style-type: none"> <li>• clear of rubbish</li> </ul>				
<ul style="list-style-type: none"> <li>• tidy</li> </ul>				
<ul style="list-style-type: none"> <li>• uncluttered.</li> </ul>				

INDICATOR	Y	N	NA	REMARKS
➤ A First Aid Kit is in place.				
➤ Basic first-aid material is placed therein.				
➤ The kit is:				
• used as the need arises				
• accessible.				
➤ Waste and scrap materials are placed in bins.				
➤ Workshops and laboratories are:				
• accident free				
• non-hazardous.				
➤ Storage is :				
• adequate				
• convenient.				
➤ Shelves are stable with sturdy brackets.				
➤ Storage is located away from traffic areas.				
➤ Floor around the following areas is free of rubbish:				
• storage cabinets				
• storage cupboards				
• shelves.				

INDICATOR	Y	N	NA	REMARKS
➤ Bins are located at strategic points.				
➤ There are adequate washing facilities with soap and towels for regular cleaning (washing and drying hands).				
➤ A cleaning roster is in place and displayed.				
➤ The centre is equipped with adequate and appropriate facilities for the teaching of pre-vocational education:				
<ul style="list-style-type: none"> <li>• workshop</li> </ul>				
<ul style="list-style-type: none"> <li>• laboratory</li> </ul>				
<ul style="list-style-type: none"> <li>• area for practical work.</li> </ul>				

## OUTSIDE LINKS

INDICATOR	Y	N	NA	REMARKS
➤ Staff members attend Parent Teacher Association (PTA) Meetings convened by each feeder school.				
➤ Issues relevant to the centre are addressed at those meetings.				
➤ The centre permits community groups to use its: <ul style="list-style-type: none"> <li>• Building(s)</li> </ul>				
<ul style="list-style-type: none"> <li>• Compound</li> </ul>				
<ul style="list-style-type: none"> <li>• Instructional resources (library, laboratory, etc.)</li> </ul>				
➤ Open/Parent Days are conducted.				

*Revised January 2014*