

Principals' Performance Evaluation - an Analysis of Evaluation Practice in Public Schools in Kosovo

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Abstract

This qualitative case study examines the performance evaluation practice of public school principals in Kosovo, analyzing school principal evaluation reports and semi-structured interviews with the principals being evaluated and their evaluators. The study includes ten principals of public schools who have passed all the procedures for evaluating their performance, as well as five evaluators of principals (inspector of education and official of education) who have been part of the principals' evaluation commissions in the last two years.

The results show that school principals and their evaluators have started the evaluation process with insufficient preparation to meet the goals of the evaluation and with a limited approach to using the standards for principals in their evaluation process. This study offers a modest contribution to the understanding of the implementation of the principal evaluation policy in Kosovo and identifies opportunities for advancing the practice of evaluating school principals in the future.

Keywords: school principal, performance standards, evaluation process, perception, professional capacities, performance improvement