

International American School Staff Evaluation Policy

Overview

This policy works hand in hand with the Teaching standards policy. One cannot exist without the other. A big part of the ethos at IAS is trusting our experienced staff to deliver high quality education. However, in order to ensure

Aims

1. To ensure that teaching and learning is of a high quality and based upon the standards as outlined in the document International American School Teaching Standards.
2. To provide teachers with constructive feedback and a feeling of how their work is assessed by IAS Administration, while recognizing the worth and value of the individual teacher.
3. To maintain an open channel of communication amongst faculty and administration.

Teacher rights with regard to staff evaluation

- Regular and constructive feedback
- Respectful interactions
- To discuss potential concerns or conflicts confidentially
- To have their opinion and/or version of events considered before action is taken

Teacher expectations

These are as described in the Teaching Standards policy

Staff evaluation policy elements:

- Lesson observation
- Day-to-day feedback
- Mid-year check-in meetings
- Performance review
- Exit interview

Lesson Observation

The purpose of lesson observation is to assess the quality of teaching and learning in a given lesson, and give constructive feedback to the teacher that is observed. Observations will be

conducted in keeping with the standards established in the document Lesson Observations Protocol.

The cycles of observation are:

1. 1st Semester before December 15th
2. 2nd Semester before May 1st

Having been observed teachers can expect:

A brief discussion at the end of the observation in which they receive a general picture of the observation. This discussion is also an opportunity for the teacher to give any information that they would like to share about the lesson observed, dynamics in the group etc.

Within a week a formal meeting in which they are given formal written and verbal feedback on the lesson. This meeting is vital for establishing and renewing a positive working relationship amongst faculty and administration. It is also an opportunity for teachers to express their own self-assessment and offer any needed critique of working conditions.

In the case of the lesson being Satisfactory level or below, teachers will be provided with assignments or steps to take in order to improve the quality of teaching they are providing. This will be followed up by an additional observation that will be conducted to check if the problems have been remedied.

Day-to-day feedback

The administration strives to offer regular feedback on both exemplary and unsatisfactory staff behavior. This will most commonly come from the admin responsible for that section of the school but is not limited to them. This feedback can be delivered verbally, on Teams or by email. Unless otherwise stated, it is expressed informally. Admins are responsible for documenting this feedback for end of year performance reviews.

Mid-year check in.

The purpose of these meetings is to give teachers and admin the time and space to share and discuss their observations, feedback and concerns. These meetings are usually held individually with the school principal and are confidential. These meetings are usually held before the end of Semester 1.

Performance review

The data gathered from the areas above are used to assemble the annual performance review. The areas covered in the review include:

1. Punctuality and attendance. Including but not limited to scheduled lessons, subs, parent meetings, staff meetings etc.
2. Teaching quality. Here we're focusing on the quality of the prepared lessons, are lesson objectives assessed, are the prepared lessons adjusted sufficiently for the online/in person context, are all students challenged etc
3. Classroom management. What is the atmosphere in lessons, how are ESL students managed, how are challenging behaviors/situations de-escalated, are quiet students included, is attendance recorded promptly and accurately etc.
4. Pastoral care. Homeroom duties with respect to monitoring attendance, following up on behavior/grade delinquency notices from teachers, regularly documenting student academic or behavior issues on managebac,
5. Extracurriculars. Applies to staff that lead an afterschool club, or extracurricular activity, or contribute additional support to school activities
6. Duties. Lunchtime, events, clubs, reports, homeroom, hallway monitoring during exams etc.
7. School spirit. Mainly focusing on House events, Sports Day and other school events. Is the teacher actively promoting events and activating his/her house or homeroom members?
8. Individual support. Is the teacher available for extra support after class/school, is the teacher easily reached for clarification on assignments. This can be difficult to measure as it will depend mainly on whether there was any direct feedback from students
9. Relationship with co-workers

End-of-year 'Exit' interviews:

The performance review is shared and discussed.