AMERICAN INTERNATIONAL SCHOOL CHENNAI

A Data-Informed and Standards-Based Approach to

Professional Growth and Evaluation

For Teachers and Professional Educators

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INTRODUCTION

The aim of professional growth for teachers is to continuously improve their practice to enhance student learning. As educators, we strive to improve our instruction in order to meet the learning needs of students in a complex and changing world. To achieve this aim, we need to engage in substantive and reflective dialogue about teaching and learning. As a community of learners, we need to make important decisions on how to allocate sufficient time and resources to support on-going teacher learning and growth. The American International School Chennai Professional Growth and Evaluation Process is based upon the assumptions that standards provide a structure for professionalism and growth and that on-going improvement is best guided through reflection data, dialogue, inquiry, and goal-setting. This process is designed to provide the framework, time, and resources for effective professional growth and evaluation.

The cornerstone of the Professional Growth and Evaluation Process is the 12 Teaching Standards that reflect research on effective teaching and learning and significant input from members of the AISC community. These standards are at once well-tested in the field and designed to fit our context. Most significantly, the work of Charlotte Danielson (*Enhancing Professional Practice*, ASCD, 2007) informs the standards and our process. These standards describe observable educator performance that we believe are most beneficial to student learning. At AISC, we have developed our standards on Leadership, Personalized Learning Environments, and Technology, which not only suit our context, but also resonate with much of Danielson's work.

The process described in this handbook is meant to help educators meet, and ideally exceed the expectations in the 12 Teaching Standards. Non-teaching educators, like counselors, librarians, athletics directors, and principals also have their own sets of standards, which they will use for professional growth purposes. The process is comprised of a four-pathway approach to teacher assessment. A teacher is placed on the ***New Teacher Pathway***, the ***Professional Growth Pathway***, the ***Self-Assessment Pathway***, or ***the Professional Improvement Pathway,*** depending on the circumstances surrounding teaching performance as outlined in the handbook. Through this four-pathway approach, the Professional Growth and Evaluation framework ensures continuous improvement of instruction by allowing teachers and supervisors to do the following:

- Collect valid and reliable information on performance that is related to the 12 Teaching Standards from multiple sources – students, parents, and supervisors;
- Analyze the data, reflect, and engage in substantive conversations about performance;
- Set annual student learning and professional goal(s) that are aligned with one or more of the 12 Teaching Standards;
- Develop a Professional Growth Plan that will serve as a guide to help achieve professional goal(s).

MISSION

Together we inspire a love of learning, empowering all students with the courage, confidence, creativity and compassion to make their unique contribution in a diverse and dynamic world.

OUR CORE VALUES

We believe that…

- Each person has equal intrinsic value, worthy of dignity and respect.
- We are responsible for our choices and their effect on ourselves, others and the environment.
- Being open to new ideas and challenging experiences enriches our lives.
- Mutual respect, trust and caring foster healthy interpersonal relationships.
- Embracing our diversity makes us a stronger community.
- In an interconnected world, our positive contributions to the community and the environment are essential.
- Individuals thrive in a nurturing environment that provides for their physical and emotional safety.

STUDENT LEARNING OBJECTIVES

By 2018, all students will:

- Explore new interests with curiosity and be resilient in pursuing their passions.
- Evaluate real world situations, identify problems and design innovative solutions.
- Choose to actively serve their local and global communities.

INTERNATIONAL-MINDEDNESS

At AISC, we define international-mindedness as:
Possessing a strong sense of one's own cultural identity; Respecting and valuing the differences of others; Learning about local, national, and global issues; Showing empathy for others and care for the world around us.

Therefore, as an international school, we are committed to:
Incorporating other perspectives; Seeking common learning experiences with all peoples; Finding enriching connections between cultures; Using exposure to language, history, and the arts to access diverse cultures; Working well with all; Contributing through service; Reflecting about our thoughts and actions.

Vision for an AISC Learner

At AISC, successful learners are…

Leaders
We show courage by taking action and inspiring others to serve and contribute positively to our interconnected world. Leaders develop a vision, plan appropriately, and work collaboratively to achieve results.

Collaborators
We develop a deeper understanding by listening carefully to others' perspectives and confidently articulating personal viewpoints in the pursuit of common goals.

Innovators
We approach uncertainty with confidence, designing novel solutions in the face of challenges or change. Innovators are creative, resourceful, open-minded and resilient, seeking new perspectives through inquiry, trial, error and feedback.

Explorers
We investigate new interests with curiosity, inquiring with purpose, and seeking deeper understanding and fulfillment through their independent pursuits.

Thinkers
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical, data-informed decisions.

Ethical
We show responsibility for our choices and consider their effects on ourselves, others, and the environment. We act on our principles and ideals because we value the dignity of others.

Versatile
We adapt to changing circumstances, balancing our commitments and showing courage as we take on new challenges. We seek new opportunities for learning, growth, and renewal.

Empathetic
We appreciate our own cultures and personal histories while respecting the values and traditions of others, believing each person has equal intrinsic value. We are sensitive to the needs of others and show compassion by making positive contributions to our local and global communities and the environment.

Resilient
We demonstrate on-going commitment to our endeavors by learning from our successes and failures in the positive pursuit of our objectives, goals, aspirations, and dreams. We practice patience and persistence in all situations, especially when they are challenging or uncomfortable.

Reflective
We pause to think about our goals, learning, and growth in order to develop and sustain our creativity and lifelong learning. We review and examine our own ideas and experiences in relation to the world and consider our interdependence and impact on others.

Developed Through Collaborative Inputs – 2011-2012

ORIGINAL COLLABORATION TEAM MEMBERS

Head of School
Andrew A. Hoover

Elementary Principal
Kevin Hall

Middle School Principal
Michele Dirksen

High School Principal
John McCandless

Curriculum Coordinator
Kim Bane

Instructional Leadership Team
Andrew Hoover - Head of School
Anne Sweet - Assistant ES Principal
Becky Thomas - Grade 5 Teacher
Ed Doherty - HS Art Teacher
Frank Gardner - IT Director
Greg Hewett - Grade 6 Humanities Teacher
Jason Hicks - Grade 8 Humanities Teacher
Jet Willette - ES Librarian
John McCandless - HS Principal
Kala Ganeshan - HS Math Teacher
Kevin Hall - ES Principal
Kim Bane - Curriculum Coordinator
Megan McCrindle - ES ESL Teacher
Michele Dirksen - MS Principal
Priya Mukesh - ES IT Integrator
Ruth Martin - HS English Teacher
Tucky Fussell - MS World Language Teacher

AISC Board of Directors
Sriram Sivaram - Chairman
Mathew Beh - Vice-Chair
Robert Peck - Treasurer
Kelly Partin - Secretary
Raju Venkatraman - Director
Joo Hyun Park - Director
Yun Jung Lee - Director

Board of Directors, Academic Committee
Raju Venkatraman, Committee Chair
Yun Jung Lee, Director Member
Dorota Keheler, Council of Advisors Member
Navaneetha Rao, Council of Advisors Member
Suresh Vishwantathan, Council of Advisors Member
John McCandless, High School Principal
Michele Dirksen, Middle School Principal
Kevin Hall, Elementary School Principal
Kim Bane, Curriculum Coordinator

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AISC PROFESSIONAL GROWTH AND EVALUATION PROCESS ASSUMPTIONS

The collaboration team developed this handbook as a guide for faculty to better understand this ***formative evaluation process*** using multiple input sources to promote ongoing, individualized professional growth for all employees. This handbook is updated annually to include changes from what we've learned about this complex process.

Implementation of a formative process featuring data (qualitative and quantitative) from multiple sources about teaching performance and student learning responds to the need for teachers to have a broader and deeper sources of performance data than solely their supervisor's observation and analysis alone. The assumptions of a data-informed, collaborative, and formative process are:

ASSUMPTIONS

- Data-informed approaches mean the teacher receives appropriate assessment information from principals, students and parents or another appropriate constituency group, depending on job assignment.
- Faculty want to take an active role in their professional development and learning, to be given information that relates directly to student learning, and to have choice in how they respond to formative assessment.
- When students provide feedback to their teachers about classroom climate and learning, there results a positive impact on student learning (Price, 1990, Wilcox, 1995).
- Effective teacher assessment is best accomplished using a judicial blend of assessment methods. We believe that a data rich blending of feedback, annual goal setting, self-assessment, reflection, student learning data, dialogue, peer collaboration, and scheduled and unscheduled classroom observations by principals and/or peers produces the optimal context for growth.
- If multiple input feedback is beneficial for faculty, then its worth must be the same for administration.
- Teachers are at differing levels of orientation to the school. A new teacher to AISC has different professional (and personal) needs than does a returning faculty member.
- The research on multiple input feedback indicates that the teacher's self-assessment is closely correlated to the results of student surveys; both relate positively to student learning outcomes (Manatt, 1997).
- Feedback from parents who are answering appropriate survey questions about their child's teacher, more times than not, provides supportive and positive feedback to the teachers.
- Setting annual goal(s) will be meaningful for faculty when using multiple data sources. This data should help educators set professional goal(s) for improvement of student learning and teaching performance. Linking data collection, analysis and self-assessment to goal setting is the most essential step in a formative assessment process.
- Sharing expertise is essential. Ask 1,000 teachers about what concerns them most in their jobs and 999 will say either the need for more time or the fact that their job features considerable isolation. Multiple input feedback promotes teamwork, looking outward rather than inward, and a sense of responsibility for people within our school to help each other improve instruction to students. The multiple feedback sources that we are using at the American International School Chennai include:

1. Principal/supervisor interaction and dialogue
2. Self-evaluation
3. Reflection
4. Student achievement data from internal and external assessments
5. Feedback from students directly for each class
6. Feedback from parents as extracted
7. Results from the faculty satisfaction survey, if relevant

The key components are to provide:

- meaningful feedback to faculty about student learning
- valued feedback to faculty on their performance
- helpful discussions with colleagues and facilitators and supervisors
- every faculty member with time to reflect upon and assess his or her performance

Using the process described in this handbook, we hope to achieve the following *goals*:

AISC will use a Professional Growth and Evaluation system to:

- ✓ Focus on the teacher's role in student learning and achievement;
- ✓ Help recognize and commend good teaching through discussion between the teacher and his/her facilitator and supervisor;
- ✓ Provide a clear process with support for continual and individualized professional development and learning;
- ✓ Provide opportunities for teachers to help each other grow professionally;
- ✓ Implement and support the AISC Mission and Core Values;
- ✓ Promote mutual trust and shared responsibility among faculty, administration, peers, students, and parents;
- ✓ Ensure that professional goal(s) are aligned with school-wide priorities;
- ✓ Communicate clear and specific performance standards and criteria;
- ✓ Require information on performance from multiple sources;
- ✓ Educate the AISC community about the process;
- ✓ Be fair and extend due process to all parties;
- ✓ Provide information to assist in personnel decisions, including assignment, transfers, and continuing employment.

IT IS ALL ABOUT INSTRUCTION

The central idea that defines our teaching assessment procedure is to ensure that everyone within our school is focused, through their everyday endeavors, on high quality instruction for students.

We wish to emphasize in this handbook the ongoing and fluid nature of professional development and learning, and that the processes and practices on which it depends are inherent to the life-long growth of a teaching professional.

AMERICAN INTERNATIONAL SCHOOL CHENNAI
TEACHING STANDARDS OVERVIEW

What are these standards?
These standards are a framework for an educator's job description for our school. They describe specific teaching behaviors, which, based on research and current practice, influence student achievement. Similar standards for specified positions such as counselor, athletic director, librarian, and academic support teacher have also been developed. Administration performance is also assessed against established standards.

What will these standards be used for?

Self-reflection and professional growth. By clearly stating expectations in the form of teaching standards, faculty members are provided a great breadth of indicators on which to reflect on their teaching performance, analyze strengths and weaknesses, and integrate what is learned from various data sources and inputs, including student and parent feedback into their practices.

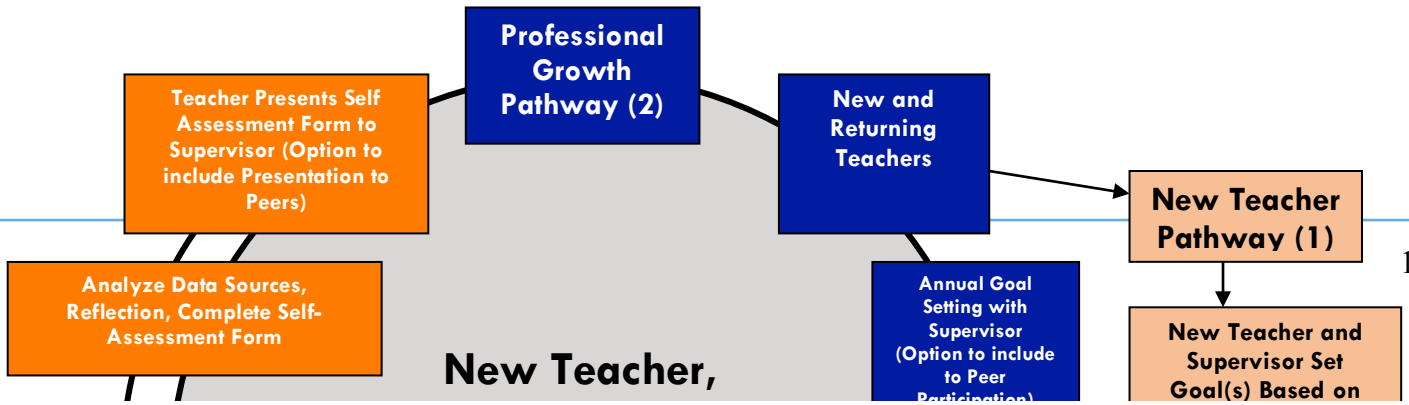
Evaluation. When teacher performance is high and meets American International School Chennai teaching standards, the focus remains on continuous improvement and professional development and learning. If a faculty member doesn't meet one or more AISC teaching standards, he or she may be placed on the Professional Improvement Pathway. In this case, focused support from the supervisor and principal is provided for improvement of performance so that AISC teaching standards are being met. *This support will be decided by the principal or supervisor for the teacher, with clear, observable expectations outlined in the improvement plan.*

By defining our expectations through the **AISC Teaching Standards**, thus allowing greater responsibility by our faculty to take ownership in their professional growth, a considerable amount of professional development and learning decision-making is given back to each teacher.

*Our school's definition of professionalism is to meet the teaching standards, to have strong **and current**_content knowledge, to take initiative, to take risks, and take responsibility for continuously improving instructional practices to enhance learning experiences of our students, our colleagues, and our school.*

What is working well about the PG&E process at AISC?
- It is an established process that is predictable, transparent and growth oriented.
- There is high faculty satisfaction with the process.
- It is a personalized plan that provides teachers the feedback they need to grow as a professional.

The standards and performance indicators are provided in the appendices for each job classification.



THE FOUR-PATHWAY APPROACH TO TEACHER EVALUATION

Components, Timeline, Procedures and Protocol

The American International School Chennai Professional Growth and Evaluation Process provides for four performance review pathways. Each pathway, based on the teacher's tenure at AISC and performance, is described below.

I. NEW TEACHER PATHWAY

We recognize that teachers new to AISC face a variety of issues that relate to both their professional and personal lives. This pathway is designed to provide an appropriate level of support for new teachers, but not to overwhelm them, particularly during their first semester.

- The AISC Professional Growth Process is introduced during the New Teacher Orientation.
- By October 15th, the teacher will meet with his/her supervisor and establish two professional goal(s) for the year to follow the Professional Growth Pathway. These goal(s) will be linked to one or more of the 12 AISC Standards and/or the teaching team student achievement goal, depending on the teaching assignment. Having one goal which is shared with a team is an option, but not required.
- Before December 15th, and following a series of informal classroom visits and feedback, the supervisor will draft a progress report. A minimum of one formal evaluation will take place before the winter vacation.
- Before winter vacation, the supervisor and the teacher will meet to discuss the draft progress report. The supervisor will finalize the progress report and provide a copy to the teacher. If significant teaching performance concerns are observed, by contract, the teacher's contract may not be renewed.

NEW TEACHER PATHWAY CYCLE PLANNER

Assessment Activity	Calendar	Responsibilities	Resources	Product(s)
New Teacher Introduction □ Orientation to Professional Growth and Evaluation System. □ Review the handbook including teaching performance standards, purposes, etc.	**August and September**	Supervisor	Time	Professional Growth Plan ***(Page 26)***
Collaborative Goal Setting Between New Teacher and the Supervisor for the Coming School Year □ Engage goal setting and appropriate form as described in the Professional Growth Pathway. □ In order to take advantage of the feedback provided by the professional growth process and promote the use of teams in our learning organization to focus on the improvement of student learning, all faculty set two professional goals for each academic year. □ New teachers will set one individual professional goal related to their past feedback and teaching standards. □ For the second goal, there is the option for another professional goal or a team goal (grade level team, department team, or other) focused on the improvement of student learning.	**Professional Growth Pathway Paperwork Completed September 30, Meeting to Follow.**	Educator/ supervisor	Time	Revised Professional Growth Plan (copy sent to supervisor)
Supervisor Writes Progress Report Prior to December 15 and Conducts Teacher Performance Conference □ Two to three documented classroom visits, with supervisor providing feedback. □ Supervisor drafts narrative report, shares draft with new teacher, then completes progress report based on discussion. *Teacher can reply to the report to the Head of School. Upon satisfactory completion of the report, the supervisor files it with personnel office.* □ Decision regarding continued employment or placement on an	**By December 15**	Supervisor/ educator	Time	Notes from supervisor's classroom visits

alternative pathway.				
Data Collection ▫ Survey questionnaires distributed, to be completed by parents and students. ▫ Ongoing informal and/or scheduled classroom observations and discussions with supervisor, or peer(s).	**February - March** **Throughout school year**	Participating educator / peer / supervisor / students / parents	Time	Surveys Notes from supervisor's classroom visits
Collating Data: Teacher gathers information such as: ▫ Professional Growth Plan (goal(s), action, timeline evaluation). ▫ Feedback and information from parents and students. ▫ Classroom visit notes and discussions with supervisor. ▫ Student work and assessment data. ▫ Teacher work.	**Continuous throughout the year**	Participating educator	Time	Professional development and learning Portfolio (Optional)
Teacher reflection ▫ Teacher reflects on above information or aspects of goal(s) as set forth in Professional Growth Plan for this year. ▫ Complete "reflection" section of Professional Growth Plan. ▫ Give copy of Professional Growth Plan with written reflections to goal setting supervisor.	**February**	Participating educator	Time	Complete Professional Growth Plan Reflections (Copy to goal setting supervisor)
End of Year Goal Attainment Meeting with Goal Setting Facilitator Discuss contents of Professional Growth Plan and reflect on accomplishment of goal(s). Decision regarding placement on a specific pathway. Develop tentative goal(s) for next cycle/school year.	**March – May or as needed**	Participating educator, supervisor	Time	Signatures on Professional Growth Plan Written notice of professional growth pathway placement Tentative goal(s) on next year's Professional Growth Plan
Supervisor Receives copy of Multiple Feedback Data, Places Teacher on Professional Growth and Evaluation Pathway	**March - May**	Educator and supervisor		

II. PROFESSIONAL GROWTH PATHWAY

The Professional Growth Pathway is designed for teachers to take ownership of their own professional growth. The essence of this Pathway is on setting goal(s) that are linked to the AISC teaching standards and an educator's own learning aspirations, and then assessing the achievement of those goal(s) after collating a wide variety of data throughout the year.

- Educators create a Professional Growth Plan, setting professional goal(s) for the year. These goal(s) are linked to the AISC Teaching Standards, educators' professional objectives, and are based on data gathered during the previous year. The teacher sets one individual performance goal and has the option of choosing another performance goal or setting one team-oriented student learning team goal. *Teachers are encouraged but not required to involve peers in the achievement of their growth plans and/or in classrooms visits.*
- Prior to September 30 each year, the teachers will meet with their supervisor and discuss their Professional Growth Plan.
- Throughout the year the teacher will gather data from a variety of sources, including assessments from classroom from parents and students and notes from formal and informal observations by supervisor.
- Time in the winter professional development and learning day will be provided for teachers to reflect on the data relating to their Professional Growth Plan and complete the Professional Growth Portfolio.
- Teachers will also complete the reflection section on their efforts to complete their Professional Growth Plan; this will be given to the goal setting supervisor.
- Towards the end of the year, teachers and their goal setting supervisor will meet to reflect on the teacher's assessment of their Professional Growth Plan.
- From this Goal Attainment Meeting, the pathway each educator will take the following year will be decided by the supervisor in consultation with the teacher and tentative goal(s) established.

PROFESSIONAL GROWTH PATHWAY CYCLE PLANNER

Assessment Activity	Calendar	Responsibilities	Resources	Product(s)
Teacher Creates a Professional Growth Plan ▫ Review tentative goal(s) from previous year. ▫ Review feedback from previous year ▫ Link to the school-wide priorities, one or more of the 12 standards. ▫ Refine goal(s) (Individual or team). ▫ Develop Professional Growth Plan (goal(s), action, timeline evaluation) (copy to goal setting supervisor).	August - September	Participating teacher	Time	Professional Growth Plan
Goal Setting Meeting with Goal Setting Facilitator for the Coming School Year ▫ In order to take advantage of the feedback provided by the professional growth process and promote the use of teams in our learning organization to focus on the improvement of student learning, all faculty set two professional goals for each academic year. ▫ All faculty will set one individual professional goal related to their feedback and teaching standards. ▫ For the second goal, there is the option for another professional goal or a team goal (grade level team, department team, or other) focused on the improvement of student learning.	Conference and paperwork completed by September 30	Participating teacher / supervisor	Time	Revised Professional Growth Plan
Data Collection ▫ Survey questionnaires distributed, to be completed by parents and students. ▫ Ongoing informal and/or scheduled classroom observations and discussions with supervisor, or peer(s).	February - March Throughout school year	Participating teacher / peer / supervisor / students / parents	Time	Surveys Notes from supervisor of classroom visits

Collating Data: Teacher gathers information such as: ▫ Professional Growth Plan (goal(s), action, timeline evaluation). ▫ Feedback and information from parents and students. ▫ Classroom visits and discussions with supervisor. ▫ Student work and assessment data. ▫ Teacher work.	Continuous throughout the year	Participating teacher	Time	Professional development and learning Portfolio
Teacher reflection ▫ Teacher reflects on above information or aspects of goals as set forth in Professional Growth Plan for this year. ▫ Complete "reflection" section of Professional Growth Plan. ▫ Give copy of Professional Growth Plan with written reflections to supervisor.		Participating teacher	Time	Complete Professional Growth Plan Reflections (Copy to supervisor)
End of Year Goal Attainment Meeting with Goal Setting Facilitator ▫ Discuss contents of Professional Growth Plan and reflect on accomplishment of goal(s). ▫ Decision regarding placement on a specific pathway. ▫ Develop tentative goal(s) for next cycle/school year.	April – June or as needed	Participating Teacher, Supervisor	Time	Signatures on Professional Growth Plan Written notice of professional growth pathway placement Tentative goal(s) on next year's Professional Growth Plan

III. SELF-ASSESSMENT PATHWAY

While the process for the Self-Assessment Pathway is similar to the Performance Growth Pathway, the key difference is that on this Pathway the teacher is responsible for assessing and reflecting on their own performance. In a majority of cases, a teacher follows this pathway every three or four years.

The Self-Assessment Pathway can take two routes: Standards (SAP-S) and Excellence (SAP-X).

The SAP-S pathway requires teachers to set goals related to a subset of the AISC Teaching Standards and collect specific data to demonstrate performance in those standards. Teachers will submit their SAP-S report containing a meta summary of their performance per standard as well as relevant evidence either via portfolio, narrative, blogging or other means approved by the administrator. *This pathway is ideal for educators who wish to concentrate on improving a set of standards related to their practice and/or are relatively new to the profession. Most teachers joining the self-assessment pathway for the first time should choose SAP-S.*

The SAP-X pathway requires teachers to reflect on the AISC Educator Profile and set goals related to the actions/attitudes outlined in the profile. Teachers will then reflect on their progress by quadblogging (2 blog posts per month) within the community of others pursuing the SAP-X pathway and will share some of their evidence on the blog. A final report will be submitted to the administrator with the blog as supportive evidence. *This pathway is ideal for highly reflective teachers who are comfortable with self-assessment and desire deep and focused feedback. It is also ideal for teachers who feel they have exceeded many of the AISC Teaching Standards and are looking for another way to grow. Choosing this pathway must be approved by an administrator.*

	SAP-S	SAP-X
Concentration	AISC Teaching Standards	AISC Educator Profile
Goals	Related to 2 or 3 standards or 1 domain	2 or 3 goals related to attitudes or actions
Evidence	Required and presented to administrator	Required and reflected on during process
Format	Portfolio, narrative, blog or other approved by administrator	Blog shared 2 times per month with administrator and others pursuing SAP-X
Mid-Year Reflection	Format determined by administrator	Format determined by administrator
Final Report	SAP-S Form	SAP-X Form

STEPS TOWARD THE SELF-ASSESSMENT PATHWAY - STANDARDS (SAP-S)

Step one: Review the AISC Teaching Standards. Choose a domain or a set of 2-3 standards to concentrate on for the year. These may be areas of weakness of which you know you need to attend to or they may be areas in which you are already solid but wish to push yourself to the next level of growth.

Step two: Meet with your administrator to discuss the standards you wish to pursue for approval as well as to discuss broad stroke ideas regarding potential goals.

Step three: Write goal statements around the standards. Make an initial list of how you will meet these goals, what support you may require and what evidence you may collect in support of your growth throughout the year.

Step four: Meet with your administrator to finalize your goals.

STEPS TOWARD THE SELF-ASSESSMENT PATHWAY - EXCELLENCE (SAP-X)

Step one: Review the Educator Profile document as a whole. Consider the goals and challenges that most resonate with you. Consider how these are linked to the capacities (attitudes and actions).

Step two: Take a moment to celebrate the attitudes and actions that you know are strengths. Blog about these strengths as part of the process if you so desire.

Step three: Choose two or three attitudes or actions that you would like to push for personal growth in this academic year. These may be areas of weakness of which you know you need to attend to or they may be areas in which you are already solid but wish to push yourself to the next level of growth.

Step four: Write goal statements around the two or three attitudes/actions. Make an initial list of how you will meet these goals, what support you may require and what evidence you may collect in support of your growth throughout the year.

Step five: Meet with your administrator to discuss and finalize your desired goals.

EDUCATOR PROFILE ATTITUDES AND ACTIONS IN BRIEF

(Full information can be found on page 91 in the appendix.)

Attitudes

- ❑ Kids Development Orientation / Dedication towards others
- ❑ Love of the kids / Building the Connection / Interacting
- ❑ Curiosity/ Openness to new ideas / Love of learning / Overall vision
- ❑ Self-improvement / Self-awareness / Self-reflection
- ❑ Integrity / Exemplarity
- ❑ Openness to others / Positive Expectation about Others
- ❑ Active listening / Dialogue

Actions

- ❑ Follow through / Commit to results
- ❑ Cooperate / Collaborate/ Work with others
- ❑ Build Trust-based Relationships
- ❑ Innovate / Experiment / Take Risks
- ❑ Give Meaning / Convince / Influence
- ❑ Initiate / Lead / Drive change

SELF-ASSESSMENT PATHWAY CYCLE PLANNER

Assessment Activity	Calendar	Responsibilities	Resources	Product(s)
Teacher Outlines Growth Goals in Draft Cover Letter based on pathway (SAP-S or SAP-X). □ Review tentative goal(s) from previous year □ Review feedback from previous year □ Reflect on career practices, strengths, and weaknesses □ Draft a cover letter, which outlines goals, expected outcomes, and timeline for the self-assessment process. □ Understand the self-assessment and portfolio development process	Completed by September 30	Participating teacher	Time	Draft Cover Letter
Data Collection □ Survey questionnaires distributed, to be completed by parents and students □ Informal and/or scheduled classroom observations and discussions with supervisor □ Data collected in the classroom as relevant to written goals.	February - March Throughout school year	Participating teacher / peer / supervisor / students / parents	Time	Collected Data
Collating/Reflecting on Data: □ Feedback and information from parents and students (end of 3rd quarter) □ Classroom visits, observation notes from supervisor, and discussions with supervisor or facilitator □ Student work and assessment data □ Teacher work	Continuous throughout the year(s) and during Spring PD day	Participating teacher	Time	SAP-S Portfolio/Blog/ Narrative SAP-X Blog 2 posts per month
Continued Reflection □ Teachers begins working on final report and reflection. □ Evidence can be shared with supervisor.	Spring PD Day	Participating teacher	Time	Final Report Form, Ongoing Reflection
Supervisor Reflection □ Supervisor reflects upon the teacher's self-assessment document in preparation for	April/May	Supervisor	Time	Completed Final Report Form

Teaching Performance Conference				
End of year Formal Teaching Performance Conference ▫ Discuss final report and supporting evidence. ▫ Supervisor responds in writing (on the form) to the teacher's self-assessment and makes a decision regarding placement on a specific pathway ▫ Teacher and supervisor develop tentative goal(s) for next cycle/school year	April/May	Participating Teacher / Supervisor	Time	Final Report Form signed by both parties. Tentative goals and pathway for following year determined.

IV. PROFESSIONAL IMPROVEMENT PATHWAY FOR TEACHERS

This pathway is designed to address significant concerns the principal has with the performance of a teacher related to one or more teaching standards.

A teacher who does not meet an acceptable level of performance on one or more of the 12 teaching standards ***may*** *be placed on the Professional Improvement Pathway by their principal in collaboration with the head of school.*

Teachers may begin the school year on the Professional Improvement Pathway or they may be placed on this pathway at any time during the academic year.

- The principal arranges a conference with the teacher. The principal provides written notice, also signed by the head of school, with an explanation and reasons why the teacher is being placed on the Professional Improvement Pathway (PIP). When a teacher is placed on a PIP the section principal assumes all subsequent supervisions.
- A teacher may request a peer advocate at any time during the process.
- *A teacher placed on the PIP will be given at least 90 calendar days to address concerns before a non-renewal decision can be made.*
- The teacher also receives a letter in which he or she acknowledges written notification being received as to placement on the Professional Improvement Pathway. This letter must be returned to the principal within five working days.
- Within two weeks of being notified, the teacher will meet with the Principal and create a Professional Improvement Plan to address performance concerns.
- The plan must address the specific concerns, *based on the teaching standards* that arise from collected data and must contain actions that are measurable by the principal/supervisor and rationales for desired results.
- The teacher implements the plan and begins to collect data into a Professional Improvement Plan Portfolio.
- At least every two weeks, the teacher will meet with the principal to review progress associated directly to the actions prescribed in the plan. The teacher will receive written feedback on observations conducted since the previous meeting. Written suggestions for improvement aligned with teaching standards will also be provided at each meeting. This written feedback will be signed by the teacher and principal.
- At the end of the prescribed intensive assistance timeline, a formal review will take place. At this time a decision concerning renewal of contract or placement on a specific performance growth pathway will be made. The principal makes a written recommendation to the head of school.
- A contract for the next work year will not be offered until performance concerns are resolved. Refusal to be placed on Professional Improvement or refusal to acknowledge the standards-based concerns raised by the principal as significant professional improvement issues will result in non-renewal of contract.
- A teacher whose performance does not meet teaching standards with a prior placement on the Professional Improvement Pathway may face contract non-renewal.

PROFESSIONAL IMPROVEMENT PATHWAY CYCLE PLANNER

Elements	Calendar	Responsibilities	Resources (Time, training, etc.)	Product
Orientation to Intervention and Assistance Pathway □ Written notice and explanation (signed by principal, teacher and Head of School □ Conference □ Sign a document stating that notification and explanation has been given and that there is an assistance plan and set amount of time to solve the concerns, with the knowledge that a contract will not be offered until performance concerns are resolved	Upon designation to pathway	Participating teacher / principal/ Head of School	Time	Signed Notice
Create a professional improvement plan: goal(s), actions, assistance, evaluation, timeline □ Professional improvement plan conference □ Sign off on plan by teacher and principal □ Teacher may request a peer advocate anytime within the process	Within fourteen days of designation	(Teacher may request an advocate) Participating teacher / principal	Time	Professional Improvement Plan
Teacher implements strategies as outlined in improvement plan and meets with the facilitator at least every two weeks to review progress				
Data Collection: Teacher and principal gather information into a professional improvement plan portfolio □ Professional improvement plan □ Classroom visits □ Student work and assessment data □ Teacher work □ Parents and student surveys as applicable	Within the first six weeks of placement on Professional Improvement Pathway	Participating teacher / principal/ Supervisor / students / parents/peers	Time	Professional improvement Plan Portfolio
Evaluation of Data Findings: Performance Improvement Conference □ Goal(s) directed □ Purpose: continuous assessment	Continuing scheduled review conferences every two weeks	Participating teacher / principal	Time	
Formal Review □ Analyze information □ Written report □ Review conference □ Decision- Renewal of Contract □ Principal makes recommendation to Head of School regarding possible non-renewal of contract or placement on a specific pathway		Teacher/ Principal/ Head of School	Time	Written notice of placement on other than Professional Improvement Pathway or non-renewal of contract

ANNUAL GOAL SETTING: THE PROFESSIONAL GROWTH PLAN

The multi-source input approach provides the teacher with an array of data for analyzing and reflecting on performance. Considering that feedback data includes impressions from students, selected parents, supervisor/principal, peers, self-reflection, and student achievement information, the setting of improvement goal(s) in relation to the **AISC Teaching Standards** can be more focused on teaching and learning.

A standard ***AISC Professional Growth Plan*** form is first reviewed at the end of each school year, with a first draft of possible goal(s) for the coming year based on the multiple input data and ***the year-end goal attainment meeting*** with the goal setting supervisor. In the fall of each school year, the goal setting form is completed and reviewed with the goal setting supervisor.

In order to take advantage of the feedback provided through the professional growth process, to promote the use of teams in our learning organization, and to focus on the improvement of student learning, all faculty set two professional goals for each academic year. Faculty on the Self-Assessment Pathway, incorporate the self-assessment process into their goal setting for the year on this cycle.

All faculty will establish two professional goal(s) for the year to follow the Professional Growth Pathway. These goal(s) will be linked to one or more of the 12 AISC Standards and/or the teaching team student achievement goal, depending on the teaching assignment. Having one goal which is shared with a team is an option, but not required.

An optional second goal is to work in collaboration with a grade level or department team focused on the improvement of student learning. Teams will be those groups with whom an individual already affiliates as part of their daily work, for example, grade-level teams, or departments. An optional second goal for faculty who are not members of the above mentioned teams will be one that focuses on the improvement of student learning and is to be formulated as either a second professional goal or a collaborative goal set with colleagues or as a department. Other teams may also make sense for different educators depending on their position in the school.

Critical to the success of goal setting that focuses on teaching and learning is the need to link data analysis and AISC Teaching Standards with goal(s) for student learning, individual teacher and school wide performance improvement. Research on data-informed improvement processes indicates that goal accomplishment is more likely when the following factors are embraced:

- The teacher truly believes that the goal is hooked to feedback data;
- Enough time is allowed for analysis, reflection, and discussion with peer(s) goal setting facilitator, supervisor and principal;
- A process for assessing success is outlined;
- Deadlines are reasonable;
- Goal(s) are announced publicly (team, grade level, department meetings). (Manatt, 1997)

PROFESSIONAL GROWTH PLAN

Name: _____ Grade/Team/Dept.: _____

Division: _____ Academic Year: _____

Consult your feedback from students, colleagues, and parents and your self-reflection to identify potential areas of growth.

Co-curricular Contributions:

Professional Goal(s):	**Reason(s) for your goal(s):**
Professional Goal(s) or Team Goal(s):	**Reason(s) for your goal(s):**

Linkage to Teaching Standards	**Linkage to School-wide Priorities**
☐ Effective Planning and Assessment (Standards 1-3) ☐ Positive Classroom Cultures (Standards 4-6) ☐ Productive Communication and Collaboration (Standards 7-9) ☐ Engaged Professionalism (Standards 9-12)	

What will you do to achieve your goal(s)?	**Resources needed to achieve goal(s).**
Goal 1	
Goal 2	

Assessment- How will I know when I have achieved my goal (s)?	Expected Day for Completion
Goal 1	
Goal 2	

Teacher Reflections and Comments on Professional Goal Attainment

Principal's Comments:

Tentative Goal for Next Year:

Placement Pathway for Next Year:

Teacher's Signature: _____

Principal's Signature: _____

Date: _____

PROTOCOL FOR COLLECTING MULTIPLE INPUT DATA

Multiple-Input feedback is not an evaluation of an employee's performance, it is a source of data to enrich perspective about your professional performance. While the information from this process can be used by the facilitator as assistance in making a decision about placing a teacher on the Professional Improvement Pathway, it must be stressed that ***this is a formative process***.

The following chart provides explanation of procedures, roles and responsibilities for collecting ***survey*** data within the three-tiered system of evaluation.

The protocols are specific to the data that is acquired through the dissemination, collection and collation of survey scan forms. Confidentiality is crucial in this process. The procedure must ensure objectivity.

Explanatory email letters and/or instructions are provided to teachers who are administering the surveys to students. Other email letters with needed information about the process will be provided to parents. These letters should be used in two ways. First, to provide advanced notice to participants regarding the intent of the survey, and second, to explain the procedures to be followed in completing the online survey form.

COLLECTING FEEDBACK FROM MULTIPLE SOURCES

Faculty Classification	Multiple Data Sources
Classroom Teachers	Student Survey: ▪ All secondary school students will be surveyed by class. ▪ All grade 3-5 elementary students will be surveyed by class. ▪ Students of specialist teachers will be surveyed by class. Parent Survey: ▪ The Head of School will be responsible for parent data collection PK 3-12. Classroom Observation(s): ▪ Formal and/or informal.
Athletic Director	Student Survey: All secondary students who participated in SAISA Activity. Parent Survey: The Head of School will be responsible for parent data collection PK 3-12. Supervisor Observation(s): Formal and/or informal. Faculty Survey: Selected item(s) from the annual Faculty Satisfaction Survey.
ASA Coordinators	Student Survey: All students grades 3-8 who participated in ASAs. Parent Survey: The Head of School will be responsible for parent data collection PK 3-12. Supervisor Observation(s): Formal and/or informal Faculty Survey: Selected item(s) from the annual Faculty Satisfaction Survey.
Information Technology Integrators	Student Survey: All students in grades 3-12 Parent Survey: The Head of School will be responsible for parent data collection PK 3-12. Supervisor Observation(s): Formal and/or informal Faculty Survey: Selected item(s) from the annual Faculty Satisfaction Survey.

Library/Media Specialists	Student Survey: Parent Survey: Supervisor Observation(s): Faculty Survey:	All students in grades 3-12 The Head of School will be responsible for parent data collection PK 3-12 Formal and/or informal Selected item(s) from the annual Faculty Satisfaction Survey.
Counselors	Student Survey Parent Survey: Supervisor Observation(s): Faculty Survey:	All students grades 3-12 The Head of School will be responsible for parent data collection PK 3-12. Formal and/or informal Selected item(s) from the annual Faculty Satisfaction Survey.
Learning Resource Teachers	Student Survey: Parent Survey: Classroom Observation(s): Faculty Survey:	All students Grades 3-12 who get some form of academic support. The Head of School will be responsible for parent data collection PK 3-12. Formal and/or informal Selected item(s) from the annual Faculty Satisfaction Survey.
EAL Teachers	Student Survey: Parent Survey: Classroom Observation(s): Faculty Survey:	All students Grades 3-12 who get some form of academic support. The Head of School will be responsible for parent data collection PK 3-12. Formal and/or informal Selected item(s) from the annual Faculty Satisfaction Survey.
Nurses	Parent Survey: Supervisor Observation(s): Faculty Survey:	The Head of School will be responsible for parent data collection PK 3-12. Formal and/or informal Selected items from the annual Faculty Satisfaction Survey.

SELF-ASSESSMENT PATHWAY

What is the purpose of the Professional Growth Portfolio?

The Professional Growth Portfolio is the place where teachers store selected the information about their teaching performance collected from multiple sources of input (self, students, colleagues (as applicable), parents, supervisors). Periodically, during the professional growth and evaluation process, teachers will analyze this information to gain new insights on their professional practice and growth.

The gathering of data, letters, artifacts of teaching and students' work should be a natural process. As in good practice relating to portfolio work, there is no burden of proof attached to your portfolio. It should be a reflective process to support the teacher in reflecting more deeply about the full or selective bodies of work that comprise the teacher's professional life. A culmination of this process will include a portfolio of work, the completion of the self-assessment reflection form, a discussion of your work with your supervisor, and (optionally) the sharing of your work with others. The portfolio can be in hard copy, digital, or a combination of both.

In summary, educators will do the following:

- Identify areas of strengths and improvement so that annual professional goal(s) can be aligned with one or more of the 12 teaching standards;
- Create goal statements directly related to targeted standards;
- Develop annual Professional Growth Plans that will serve as guides to help achieve professional goal(s);
- Engage in substantive, data-driven conversations with colleagues, goal setting facilitators and supervisors about teaching performance and professional goal attainment;
- Complete a comprehensive portfolio process that facilitates substantive, personal, and professional reflection about their performance in relation to one or more of the 12 teaching standards. (Completed if on the Self-Assessment Pathway).

A teacher's Professional Growth Portfolio may contain the following sets of information about teaching performance:

- Professional Growth Plan
- Evidence of Student Achievement (e.g. student work, externally moderated assessments, authentic assessment results, etc.)
- Peer coaching feedback (Optional: Some teachers will collaborate and observe each other's teaching for reasons of professional growth)
- Student to Teacher Feedback Survey
- Parent Satisfaction Feedback Survey
- Evidence from classroom observations
- Teacher work (e.g. unit plans, committee work, etc.)
- Self-Assessment Form (completed once every 3/4 years on the Self-Assessment Pathway)
- Letters from students/parents/other faculty
- Other information deemed relevant by the teacher

USING THE SELF-ASSESSMENT FORM

Instructions for Self-Assessment Form

When on the Self-Assessment Pathway, educators will make reflections about their performance in relation to selected American International School Chennai Teaching Standards. Educators will document these reflections by completing the Self-Assessment Form during the year. Listed below are some guidelines to complete this form.

1. Acquire the Self-Assessment Form Template from the AISC Moodle server.

    - Consult the contents in your Professional Growth Portfolio that you have gathered over the past 3 years. The contents should include all of some of the following:

        - Professional Growth Plans
        - Results from Student to Teacher Surveys, Parent to Teacher Surveys, and Self-Assessment surveys
        - Documents related to classroom observations from a supervisor(s).
        - Evidence of student work
        - Evidence of teacher work
        - Letters from students, parents, colleagues and supervisors
        - Standardized Test results
        - Other items deemed relevant by the educator or supervisor

2. Examine, analyze, and reflect upon this information in your Professional Growth Portfolio in relation to the rubric describing each of the 12 American International School Chennai Teaching Standards.

3. Based upon your analysis of the information in your Portfolio in relation to the descriptors (see the *Appendices)*, refer to each relevant standard and check either *Meets Standard* or Does *Not Meet Standard*. Develop a narrative justifying your reflection in the space provided.

4. If you feel that you have exceeded the standard in some ways, please write a narrative describing how in the space provided. You may check the box *Exceeds Standard* if you feel that you have the fulfilled and transcended all the expectations in the descriptors.

5. The standards descriptors are not an exhaustive list and should not be used as a checklist to self-assess your performance. They are included to provide guidance for your reflections.

6. Submit a completed Self-Assessment Form to your Facilitator, so he/she may respond to your Self-Assessment Form under *Supervisor's Response*.

7. Schedule an End of the Year Self-Assessment Conference with your supervisor to review your Self-Assessment Portfolio. The supervisor will make a decision regarding your placement on a specific pathway for the following year. Also at this meeting you will work with your supervisor to develop tentative goal(s) for the next cycle/school year.

SAP-S SUMMATIVE REFLECTION FORM

Only respond to those Domains/Standards that align to your identified goals.

Goal Statements:

Domain I: Effective Planning, Instruction, and Assessment

Standard 1: Unit and daily planning are consistent with AISC expectations.

Please check one of the following: ☐ ☐

Does Not Meet Standard **Meets the Standard** **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 2: Assessment of student learning is consistent with AISC expectations.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 3: Teacher demonstrates individual approach to students' educational needs.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Domain II: Positive Classroom Cultures

Standard 4: Teaching practices fulfill instructional goals, and engage and motivate students.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 5: Teacher demonstrates skills and knowledge to design and realize clear and ambitious vision of students' success.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 6: Teacher establishes a classroom culture conducive to learning.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Domain III: Productive Communication and Collaboration

Standard 7: Oral and written communication is effective.
Please check one of the following: ☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard** **(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")** **Teacher Comments:**
Supervisor's Response:

Standard 8: Teacher-student rapport is effective and consistent with AISC beliefs.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 9: Teacher works productively with others, in accordance with AISC beliefs.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Domain IV: Engaged Professionalism

Standard 10: Teacher displays knowledge of content, pedagogy and student learning needs.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 11: Teacher reflects on, and aims to improve, own performance.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 12: Teacher demonstrates proficiency with technology.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Teacher's Signature: _____

Principal's Signature: _____

Date: _____

SAP-X SUMMATIVE REFLECTION FORM

Name: _____ Grade/Team/Dept.:_____

Division: _____ Academic Year: _____

Attitudes/Actions chosen for goal setting:

Goal Statements:

Reflection:

Why did you choose the above attitudes/actions?

Reflect on the growth you have experienced in relation to each goal. You may submit a reflective narrative about the SAP-X process and your personal/professional growth or, if you prefer, you can respond to the following prompts.

In choosing the SAP-X approach, you were seeking ways to deepen your professional self-awareness, broaden your understanding of ways to improve your practice, and challenge your thinking about teaching and learning. Reflect on these aspects of your growth: What were highlights for you? What surprised you? What was most disruptive or challenging for you? What meaning do you derive from these aspects of the experience?
Response:

Part of the SAP-X experience is that you engage collaborative inputs from colleagues. Discuss what you learned from collegial participation and feedback and reflect on the value of collaboration as part of your professional growth.
Response:

Our best hopes would be that the SAP-X experience leads to new questions and feeds your thirst for further reflection and learning about yourself and your practice. So, regarding your professional growth, what's next and why?
Response:

Supervisor's Comments

Proposed pathway for next year

Teacher's Signature: _____

Principal's Signature: _____ Date:_____

APPENDICES

TEACHING STANDARDS

(The standards descriptors are not exhaustive and should not be used as a checklist to self-assess your performance. They are included to provide guidance for your reflections.)

Domain I: Effective Planning, Instruction, Assessment

Planning
Standard 1: Unit and daily planning are consistent with AISC expectations.
Standard Description: Planning at all levels is consistent with the school's mission, the I.B. Learner Profile, the relevant written curriculum, an inquiry approach, and student needs (according to grade level and differentiated individual requirements). Planning reflects interdisciplinary considerations. Sequencing and time use are appropriate. Strategies, activities and assignments, resources (including technology as appropriate) are varied and appropriate. Teacher collaborates with relevant planning teams. Planning appropriately incorporates assessment outcomes. Outcomes are consistent with backward planning approaches to curriculum design.

Assessment
Standard 2: Assessment of student learning is consistent with AISC expectations.
Standard Description: Assessment is linked to curriculum and student learning expectations. It is diverse, both formal and informal, and responsive to students' learning. Feedback is timely, constructive, and specific. Assessment outcomes are recorded and considered for planning purposes. The teacher uses multiple measures, including summative and formative assessment, to evaluate student progress and growth. All measures of assessment are focused on improved learning. The teacher uses the data gained from assessment activities to strengthen teaching practice and student learning.

Personalized Learning Environment
Standard 3: Teacher demonstrates individual approach to students educational needs.
Standard Description: The teacher strives to get to know each student as an individual and uses multiple strategies that address student learning abilities and styles. The teacher demonstrates knowledge, skills, and ability to work with students with difficulties as well as the talented, gifted, and highly motivated students. The teacher differentiates instructions based on knowledge of student abilities, interests, and motivations. The teacher creates welcoming, collaborative, supportive yet challenging environments, and a culture of achievement and excellence.

Domain II: Positive Classroom Cultures

Teaching Practices
Standard 4: Teaching practices fulfill instructional goals, and engage and motivate students.
Standard Description: Expectations and pace (tempo) are consistent with instructional goals, and take into account student background knowledge, multi-cultural experience, language proficiency, and feedback. An inquiry-based approach and emphasis on active critical thinking are evident. The teacher demonstrates relevance of content within and across curricula. Assessments are meaningful to students and are relevant to the learning process. Activities are appropriate and diverse, and include hands-on assignments and technology where relevant. Group work is effective. Literacy and language proficiency are emphasized.

Teaching as Leadership
Standard 5: Teacher demonstrates skills and knowledge to design and realize clear and ambitious vision of students' success.
Standard Description: The teacher sets big, powerful goals that are measurable, ambitious and meaningful. The teacher invests students and their families by: creating welcoming environment, encouraging peer collaboration and support, as well as, culture of achievement and excellence, by using appropriately challenging academic strategies and plans, while informing and involving parents. The teacher plans purposefully, designs vision and progress assessments, and plans work accordingly. The teacher executes the plan effectively by ensuring that the entire instructional time, along with other classroom and school activities, contribute to the students learning. The teacher continuously increases self-effectiveness by: reflecting on students' outcomes, causes of success and weakness, and on solutions to overcome the challenges. The teacher works relentlessly toward student's success by achieving their goals while assuming personal responsibility and accountability for students learning outcomes.

Classroom Atmosphere
Standard 6: Teacher establishes a classroom culture conducive to learning.
Standard Description: There is a shared sense of the importance of subject content. The physical and social environment creates a sense of security and a willingness among students to take appropriate risks in learning. The teacher encourages active lifelong learning by modeling desired learning behaviors. The teacher manages time, space and resources well. Seating arrangements are flexible and encourage discussion and collaboration among the students. Transitions between activities are smooth, momentum is maintained and disruptions are limited. The teacher moves around classroom to monitor learning. The teacher offers encouragement, feedback, and help to both class and individuals; promotes a sense of inquiry and pride in work; encourages collaboration. Student work is displayed.

Domain III: Productive Communication and Collaboration

Communication
Standard 7: Oral and written communication is effective.
Standard Description: The teacher conveys expectations, content, and concepts clearly. Communication reflects inquiry-based strategies. A dialogue is established with students and the teacher listens and learns. Questions and answers are clearly and appropriately expressed. Examples are relevant, provide connections, and add to the student's understanding. Feedback, both in class and on homework, is clear and appropriately expressed. Communication encourages students to develop intellect, creativity, and character.

Connection to Students
Standard 8: Teacher-student rapport is effective and consistent with AISC beliefs.
Standard Description: The teacher is accessible to, respectful of, and professional with students. Teacher treats students as individuals, demonstrating warmth, understanding, and interest in their well being, and creates a sense of safety. Rules and expectations are explained. Students are engaged in the process of setting behavior norms and understand the rationale for classroom rules that are developed. Students are given equal chances to accept responsibility to participate and to succeed for their individual and collective learning and well being. Students are observed to be supportive of one another and work collaboratively as needed.

Collaboration
Standard 9: Teacher works productively with others, in accordance with AISC beliefs.
Standard Description: The teacher sees the collaborative expectations of the teaching profession as essential to student learning and takes responsibility for developing effective relationships among colleagues. The teacher supports and engages colleagues in a variety of ways. The teacher demonstrates a commitment to positive and constructive team work that keeps student learning at the center. As part of a collaborative culture, the school depends on individuals to meet deadlines, complete routine tasks, maintain accurate records, and report on student learning. The teacher seeks to build a culture of collaborative practice and contribute knowledge and skills to enhance teaching and learning at AISC. Further, the teacher works effectively with parents and, when appropriate, community members to enhance the student's learning experiences.

Domain IV: Engaged Professionalism

Knowledge
Standard 10: Teacher displays knowledge of content, pedagogy and student learning needs.
Standard Description: Teaching reflects knowledge of subject content, relevant research, connections within and across curriculum areas and student needs (according to age level, ESL needs, and differentiating to individual requirements). On a continuous basis, the teacher identifies the appropriate developmental levels of the students and differentiates instruction appropriately.

Professional Learning
Standard 11: Teacher reflects on, and aims to improve, own performance.
Standard Description: The teacher seeks professional growth to expand knowledge, skills, and effectiveness. The teacher embraces learning and feedback to enhance practice. The teacher is committed to keeping up with relevant research in appropriate fields. The teacher reflects on, develops, and adapts planning and teaching practices based on on-going learning. The teacher embraces the continuous improvement of relevant learning objectives, enduring understandings and essential questions, and benchmarks.

Technology
Standard 12: Teacher demonstrates proficiency with technology.
Standard Description: The teacher uses technology consistently with AISC's educational standards, benchmarks, polices, and initiatives to develop knowledge, to plan work , assess students, and communicate with the community. The teacher demonstrates abilities to integrate technology into all aspects of learning, stores data digitally, and uses technology to help students to learn in ways that would not be possible without it. By using available technology tools the teacher engages students and enhances their learning and promotes creative and innovative thinking.

EAL TEACHING STANDARDS

(The standards descriptors are not exhaustive and should not be used as a checklist to self-assess your performance. They are included to provide guidance for your reflections.)

Domain I: Effective Planning, Instruction, Assessment

Planning
Standard 1: Unit and daily planning are consistent with AISC expectations.
Standard Description: Planning at all levels is consistent with the school's mission, the I.B. Learner Profile, the relevant written curriculum, an inquiry approach, and student needs (according to grade level and differentiated individual requirements). Planning reflects interdisciplinary considerations. Sequencing and time use are appropriate. Strategies, activities and assignments, resources (including technology as appropriate) are varied and appropriate. Teacher collaborates with relevant planning teams. Planning appropriately incorporates assessment outcomes. Outcomes are consistent with backward planning approaches to curriculum design. • Plans differentiated learning experiences based on assessment of students' English language proficiency, prior formal educational experiences, and level of home language literacy. • Uses ongoing formative assessment to plan scaffolded instruction and provide reteaching as necessary for ELLs to successfully meet learning objectives.

Assessment
Standard 2: Assessment of student learning is consistent with AISC expectations.
Standard Description: Assessment is linked to curriculum and student learning expectations. It is diverse, both formal and informal, and responsive to students' learning. Feedback is timely, constructive, and specific. Assessment outcomes are recorded and considered for planning purposes. The teacher uses multiple measures, including summative and formative assessment, to evaluate student progress and growth. All measures of assessment are focused on improved learning. The teacher uses the data gained from assessment activities to strengthen teaching practice and student learning. • Uses current student data (specific to language proficiency level) to scaffold existing and/or create alternative assessments (formative and summative) that measure the targeted learning standard(s). • Monitors progress and growth of ELLs' language proficiency (reading, writing, speaking and listening) using multiple sources of information, both formal and informal methods, such as academic classroom conversations, running records, on-demand writing samples, portfolios, etc.

Personalized Learning Environment
Standard 3: Teacher demonstrates individual approach to students' educational needs.
Standard Description: The teacher strives to get to know each student as an individual and uses multiple strategies that address student learning abilities and styles. The teacher demonstrates knowledge, skills, and ability to work with students with difficulties as well as the talented, gifted, and highly motivated students. The teacher differentiates instruction based on knowledge of student abilities, interests, and motivations. The teacher creates welcoming, collaborative, supportive yet challenging environments, and a culture of achievement and excellence. • Demonstrates knowledge, skills, and ability to address the four domains of language acquisition

in order to differentiate instruction so that ELLs are cognitively challenged and have full access to the curriculum.

Domain II: Positive Classroom Cultures

Teaching Practices
Standard 4: Teaching practices fulfill instructional goals, and engage and motivate students
Standard Description: Expectations and pace (tempo) are consistent with instructional goals, and take into account student background knowledge, multi-cultural experience, language proficiency, and feedback. An inquiry-based approach and emphasis on active critical thinking are evident. The teacher demonstrates relevance of content within and across curricula. Assessments are meaningful to students and are relevant to the learning process. Activities are appropriate and diverse, and include hands-on assignments and technology where relevant. Group work is effective. Literacy and language proficiency are emphasized. ● Plans and incorporates scaffolded learning tasks and assignments that develop authentic use of language as students learn academic vocabulary and content-area material. ● Provides learning tasks and materials that integrate the four domains of language: listening, speaking, reading, and writing. ● Provides instruction that improves linguistic complexity, language forms and conventions, and vocabulary usage in the four domains. ● Provides oral interaction and oral rehearsal to support academic reading and writing skills.

Classroom Atmosphere
Standard 5: Teacher establishes a classroom culture conducive to learning
Standard Description: There is a shared sense of the importance of subject content. The physical and social environment creates a sense of security and a willingness among students to take appropriate risks in learning. The teacher encourages active lifelong learning by modeling desired learning behaviors. The teacher manages time, space and resources well. Seating arrangements are flexible and encourage discussion and collaboration among the students. Transitions between activities are smooth, momentum is maintained and disruptions are limited. The teacher moves around classroom to monitor learning. The teacher offers encouragement, feedback, and help to both class and individuals; promotes a sense of inquiry and pride in work; encourages collaboration. Student work is displayed. ● Creates an environment where students feel safe, supported, and encouraged to take risks in learning both language and content. ● Advocates for a variety of collaborative learning groups, e.g., homogeneous native language groups, heterogeneously English proficiency-level groups.

Domain III: Productive Communication and Collaboration

Communication
Standard 6: Oral and written communication is effective.
Standard Description: The teacher conveys expectations, content, and concepts clearly. Communication reflects inquiry-based strategies. A dialogue is established with students and the teacher listens and learns. Questions and answers are clearly and appropriately expressed. Examples are relevant, provide connections, and add to the student's understanding. Feedback, both in class and on homework, is clear and appropriately expressed. ● Provides language, instructional, and procedural scaffolds as needed to ensure access to content. ● Ensures that the design of instructional tasks includes scaffolds for ELLS that do not diminish their engagement with complex concepts and text. ● Provides feedback that helps students' language development with specific examples for improvement.

Connection to Students
Standard 7: Teacher-student rapport is effective and consistent with AISC beliefs.
Standard Description: The teacher is accessible to, respectful of, and professional with students. Teacher treats students as individuals, demonstrating warmth, understanding, and interest in their well being, and creates a sense of safety. Rules and expectations are explained. Students are engaged in the process of setting behavior norms and understand the rationale for classroom rules that are developed. Students are given equal chances to accept responsibility to participate and to succeed for their individual and collective learning and well being. Students are observed to be supportive of one another and work collaboratively as needed.

Collaboration
Standard 8: Teacher works productively with others, in accordance with AISC beliefs.
Standard Description: The teacher sees the collaborative expectations of the teaching profession as essential to student learning and takes responsibility for developing effective relationships among colleagues. The teacher supports and engages colleagues in a variety of ways. The teacher demonstrates a commitment to positive and constructive teamwork that keeps student learning at the center. As part of a collaborative culture, the school depends on individuals to meet deadlines, complete routine tasks, maintain accurate records, and report on student learning. The teacher seeks to build a culture of collaborative practice and contribute knowledge and skills to enhance teaching and learning at AISC. Further, the teacher works effectively with parents and, when appropriate, community members to enhance the student's learning experiences. ● Communicates with co-teachers and parents regarding what individual students can be expected to process and produce, with or without instructional support, based on language

proficiency level in each domain.
- Advocates for the scaffolding of instruction and assessment to meet a variety of language needs.

Domain IV: Engaged Professionalism

Knowledge

Standard 9: Teacher displays knowledge of content, pedagogy and student learning needs.

Standard Description: Teaching reflects knowledge of subject content, relevant research, connections within and across curriculum areas and student needs (according to age level, EAL needs, and differentiating to individual requirements). On a continuous basis, the teacher identifies the appropriate developmental levels of the students and differentiates instruction appropriately.
- Demonstrates knowledge of current research and best practices the field of EAL teaching and applies this knowledge to improve teaching and learning.
- Collaborates with and is prepared to serve as a professional resource to administrators, faculty, teaching assistants (TAs), and families to improve learning for all ELLs.

Professional Learning

Standard 10: Teacher reflects on, and aims to improve, own performance.

Standard Description: The teacher seeks professional growth to expand knowledge, skills, and effectiveness. The teacher embraces learning and feedback to enhance practice. The teacher is committed to keeping up with relevant research in appropriate fields. The teacher reflects on, develops, and adapts planning and teaching practices based on ongoing learning. The teacher embraces the continuous improvement of relevant learning objectives, enduring understandings and essential questions, and benchmarks.
- Seeks professional growth to expand knowledge, skills, and effectiveness especially as it relates to academic language development in an inclusion classroom.
- Embraces learning and feedback to enhance practice and is committed to keeping up with relevant research in the field of Teaching English to Speakers of Other Languages (TESOL).
- Reflects on, develops, and adapts planning and teaching practices based on ongoing learning.

Technology

Standard 11: Teacher demonstrates proficiency with technology

Standard Description: The teacher uses technology consistently with AISC's educational standards, benchmarks, policies, and initiatives to develop knowledge, to plan work, assess students, and communicate with the community. The teacher demonstrates abilities to integrate technology into all

aspects of learning, stores data digitally, and uses technology to help students to learn in ways that would not be possible without it. By using available technology tools the teacher engages students and enhances their learning and promotes creative and innovative thinking.

- Identifies current EAL applications and keeps in contact with the tech integrator in order to provide independent or group practice for specific skill areas related to English language development.

Language
Standard 12: Teacher articulates understanding of and demonstrates competence in key principles and current research of language development and language as a system.
Standard Description: The teacher is knowledgeable about language systems and demonstrates competence in helping ELLs acquire and use English for academic purposes in listening, speaking, reading and writing. ● Understands principles, research, and implements practices to facilitate the transfer of skills and knowledge to and from the native language into English. ● Demonstrates understanding of language as a system and applies components (phonology, morphology, semantics, syntax, pragmatics, and socio-cultural context) to support in the development of oral, reading and writing skills in English. ● Identifies achievable outcomes for the development of English as an additional language relevant to socialization and learning. ● Understands and builds awareness of the linguistic, cultural and contextual factors involved in comprehending speech and text. ● Is sensitive to student learning needs and interests in relation to language and culture.

INSTRUCTIONAL COACHING STANDARDS AND DATA COLLECTION FORM

DOMAIN 1 - PLANNING AND PREPARATION				
ELEMENT	LEVELS OF PERFORMANCE			
	Exceeds the Standard	Meets the Standard	Partially / Approaching the Standard	Does Not Meet the Standard
COMPONENT 1a: DEMONSTRATES KNOWLEDGE OF KEY STAKEHOLDERS IN PLANNING HIGH-QUALITY PROFESSIONAL LEARNING.				
1) Uses knowledge of key stakeholders □ **Did Not Observe**	□ Assists teachers and/or teams of teachers in planning on-going professional learning cycles that are responsive to teacher needs and incorporate both pre- and post-student assessment data.	□ Assists teachers and/or teams in planning on-going professional learning, with follow-up and support, based on assessed student and teacher needs.	□ Plans one-time professional learning for teachers and teams with their input.	□ Does not assist teachers or teams in planning professional learning responsive to student and teacher needs.
2) Uses relevant resources □ **Did Not Observe**	□ Works with teachers and/or teams to facilitate the access to resources in support of identified areas of professional learning and the creation and sharing of those resources.	□ Regularly provides access to resources in support of identified areas of professional learning to teachers and teams.	□ Occasionally provides access to resources in support of identified areas of professional learning to teachers or teams.	□ Rarely provides resources that support professional learning to teachers or teams

DOMAIN 1 - PLANNING AND PREPARATION				
ELEMENT	LEVELS OF PERFORMANCE			
	Exceeds the Standard	Meets the Standard	Partially /Approaching the standard	Does Not Meet the Standard
COMPONENT 1b: DESIGNS AND PREPARES A VARIETY OF IN-DEPTH, SUSTAINED PROFESSIONAL LEARNING EXPERIENCES ALIGNED WITH AISC CURRICULUM AND PRIORITIES.				
3) Designs professional learning with knowledge of AISC curriculum **□ Did Not Observe**	□ Designs and facilitates a variety of job-embedded, in-depth, sustained, and collaborative professional learning experiences that align with AISC curriculum and priorities.	□ Designs and facilitates job-embedded professional learning and workshops that align with AISC curriculum goals and priorities.	□ Designs and facilitates job-embedded professional learning and workshops that inconsistently align with AISC curriculum goals and priorities.	□ Does not design professional learning aligned with AISC curriculum and priorities.
4) Designs professional learning using a variety of instructional strategies and teaching techniques appropriate for the content area **□ Did Not Observe**	□ Designs professional learning that incorporates key strategies that enhance content area instruction with clearly stated outcomes for teacher and student learning and a plan for collecting evidence of successful implementation.	□ Designs professional learning that incorporates key strategies that enhance content area instruction with clearly stated outcomes for teacher and student learning.	□ Designs professional learning without clearly stated outcomes for teacher and student learning.	□ Does not design professional learning appropriate for the content area.
5) Plans relevant professional learning **□ Did Not Observe**	□ Aligns teachers' level of understanding of key concepts related to content-area knowledge, assessment, and/or instruction and plans differentiated professional experiences accordingly. Collects evidence that shows how teachers deepen content knowledge and/or refine instructional practices as a result of the professional learning experiences.	□ Aligns teachers' level of understanding of key concepts related to content-area knowledge, assessment, and/or instruction and plans differentiated professional learning experiences accordingly.	□ Plans one-size-fits-all professional learning experiences for teachers.	□ Does not plan professional learning relevant to identified teacher needs.

DOMAIN 2 - INSTRUCTION				
ELEMENT	LEVELS OF PERFORMANCE			
	Exceeds the Standard	Meets the Standard	Partially / Approaching the Standard	Does Not Meet the Standard
COMPONENT 2a: FACILITATES ANALYSIS AND INTERPRETATION OF DATA FROM MULTIPLE SOURCES.				
1) Facilitates the analysis of student performance data □ **Did Not observe**	□ Routinely meets with teachers and/or teams to analyze data from multiple sources to inform instruction in.	□ Meets with teachers and/or teams and analyzes data from multiple sources.	□ Meets with teachers and/or teams to analyze data from only one source.	□ Does not meet with teachers or teams to analyze data.
2) Links student performance data to professional learning □ **Did Not observe**	□ Routinely assists teachers and/or teams to use data from multiple sources to determine how professional development and learning has impacted teacher practice and student learning.	□ Assists teachers and/or teams to use data from multiple sources to determine how professional development and learning has impacted teacher practice and student learning.	□ Assists teachers and/or teams to use data from only one source to determine how professional development and learning has impacted teacher practice and student learning.	□ Does not meet with teachers or teams to determine how professional development and learning has impacted teacher practice and student learning.
3) Analyzes impact of coaching □ **Did Not Observe**	□ Collects end-of-year/program data, including data about his/her own work as an Instructional Coach, to assess impact of professional learning throughout the school year and adjusts work accordingly.	□ Collects end-of-year/ program data, including data about his/her own work as an Instructional Coach, to assess impact of professional learning throughout the school year.	□ Collects end-of-event satisfaction data about his/her own work with teachers.	□ Does not collect data to assess the impact of his/her own work.
4) Works to close achievement gap	□ Facilitates data-based dialogue with teachers to identify and design interventions to close achievement gaps. Assists teachers in development and implementation of	□ Facilitates data-based dialogue with teachers to identify and design	□ Facilitates conversations with teachers, without use of student assessment/survey information, to problem solve and	□ Facilitates conversations with teachers, without use of student assessment /survey information that do not show evidence

□ **Did Not Observe**	results-driven action plan focused on closing achievement gaps.	interventions to close achievement gaps.	adapt new strategies/interventions for the purpose of closing achievement gaps.	of problem solving and/or adapting new strategies /interventions for the purpose of closing achievement gaps.

DOMAIN 2 - INSTRUCTION				
ELEMENT	LEVELS OF PERFORMANCE			
	Exceeds the Standard	Meets the Standard	Partially/Approaching the Standard	Does Not Meet the Standard
COMPONENT 2b PROVIDES SUPPORT FOR IMPLEMENTATION OF NEW AND/OR REFINED INSTRUCTIONAL AND CURRICULAR PRACTICES.				
5) Provides personalized teacher support □ **Did Not Observe**	□ Conducts assessment then provides classroom-based support that aligns with teachers' levels of comfort and expertise (e.g. years of experience, current knowledge and skills, etc).	□ Provides classroom-based support that aligns with teachers' levels of comfort and expertise (e.g. years of experience, current knowledge and skills, etc).	□ Provides classroom-based support that aligns with Instructional Coach's level of comfort and expertise.	□ Provides a one-size-fits-all level of classroom support.
6)Supports implementation □ **Did Not Observe**	□ Provides demonstration, co-teaching, observation and/or feedback to support implementation of new and refined instructional practices. Designs and supports multiple experiences that deepen understanding and meaning of new concepts and strategies.	□ Provides demonstration, co- teaching, observation and/or feedback to support implementation of new and refined instructional practices.	□ Visits classrooms to observe implementation of new and/or refined practices. Gives feedback to teachers about their implementation of new and/or refined instructional practices.	□ Leads discussions on how new practices may be implemented.
7) Engages reflective conversation	□ Engages teachers in reflective teaching and learning conversations for the purpose of improving or refining instruction. Shows evidence that reflective	□ Engages teachers in reflective teaching and learning conversations focused on improving or	□ Engages teachers in reflective learning conversations with some focus on improvement of instruction.	□ Does not engage teachers in reflective learning conversations.

□ **Did Not Observe**	conversations led to change in teacher practice.	refining instruction.		

DOMAIN 3 - ENVIRONMENT				
ELEMENT	LEVELS OF PERFORMANCE			
	Exceeds the Standard	Meets the Standard	Partially/Approaching the Standard	Does Not Meet the Standard
COMPONENT 3a: SUPPORTS STRUCTURES AND PROCESSES FOR COLLABORATIVE WORK THAT PROMOTE COLLEGIALITY AND SHARED RESPONSIBILITY.				
1) Creates collaborative learning opportunities for teachers and teams □ **Did Not Observe**	□ Creates opportunities for teachers and/or teams to learn effective practice from each other. Purposely supports the development of communication and collaboration skills for teachers and teams.	□ Creates opportunities for teachers and/or teams to learn effective practice from each other.	□ Creates opportunities for teachers and/or teams to learn from each other.	□ Does not create opportunities for teachers and/or teams to learn from each other.
2)Maintains positive relationship with teachers, teams, and administration □ **Did Not Observe**	□ Maintains positive relationships with staff that enable the achievement of individual, team, administrative, and school goals. Instructional Coach takes leadership role in collaborating with staff.	□ Maintains positive relationships with staff that enable the achievement of individual, team, administrative, and school goals.	□ .Cultivates positive relationships with individual teachers, teams, and administration.	□ Does not cultivate positive relationships with individual teachers, teams, or administration.
3) School Climate □ **Did Not Observe**	□ Takes a leadership role in contributing to a positive school climate.	□ Actively contributes to a positive school climate.	□ Makes a limited contribution to a positive school climate.	□ Makes little or no contribution to a positive school climate; behaviors may have a negative impact.

DOMAIN 3 - ENVIRONMENT				
ELEMENT	LEVELS OF PERFORMANCE			
	Exceeds the Standard	Meets the Standard	Partially/Approaching the Standard	Does Not Meet the Standard
COMPONENT 3c: CREATES ROUTINES AND PROCEDURES THAT RESULT IN ACCESSIBILITY TO SCHOOL PERSONNEL.				
4) Establishes and manages routines and procedures **□ Did Not Observe**	□ Schedule and procedures are established, clearly defined, and communicated. Instructional Coach routines and procedures are effectively prioritized.	□ Schedule and procedures are established, clearly defined, and communicated.	□ Schedule and procedures are not clearly defined or not clearly communicated.	□ Schedule and procedures are nonexistent or in disarray.

DOMAIN 4 -PROFESSIONALISM				
ELEMENT	LEVELS OF PERFORMANCE			
	Exceeds the Standard	Meets the Standard	Partially/Approaching the Standard	Does Not Meet the Standard
COMPONENT 4a: ENGAGES IN PROFESSIONAL COMMUNICATION WITH ALL AISC STAFF				
1) Demonstrates effective communication skills **□ Did Not Observe**	□ Communicates proactively with administration and staff in providing and exchanging clear, practical, and relevant information about instructional programming.	□ Communicates with administration and staff in a supportive and cooperative manner. Information about instructional programming is clear, practical, and relevant.	□ Communicates with administration and staff in a cordial (minimal) manner. Information about instructional programming is unclear or impractical.	□ Does not communicate with administration and staff effectively. No information is provided about instructional programming
2) Relationship with colleagues **□ Did Not Observe**	□ Support and cooperation characterize relationships with colleagues; demonstrates leadership in	□ Support and cooperation characterize relationships with colleagues.	□ Maintains cordial (minimal) relationships with colleagues to fulfill the duties that the school or AISC requires.	□ Relationships with colleagues are negative or self-serving.

	improving relationships.			
DOMAIN 4 -PROFESSIONALISM				
ELEMENT	LEVELS OF PERFORMANCE			
	Exceeds the Standard	Meets the Standard	Partially/Approaching the Standard	Does Not Meet the Standard
COMPONENT 4b: PARTICIPATES IN PROFESSIONAL LEARNING TO BECOME A MORE EFFECTIVE INSTRUCTIONAL LEADER.				
3) Pursues professional growth for instructional leadership **□ Did Not Observe**	□ Seeks out opportunities for personal professional development and learning and systematically applies new learning to his/her work.	□ Engages in personal professional development and learning to enhance knowledge and skills.	□ Participates to a limited extent in personal professional development and learning.	□ Engages in no personal professional development and learning activities

DOMAIN 4 -PROFESSIONALISM				
ELEMENT	LEVELS OF PERFORMANCE			
	Exceeds the Standard	Meets the Standard	Partially/ Approaching the Standard	Does Not Meet the Standard
COMPONENT 4c: READS, CRITIQUES, INTERPRETS AND UTILIZES EDUCATIONAL RESEARCH				
4)Utilizes educational research **□ Did Not Observe**	□ Critically reads, analyzes, and reflects on educational research. Evaluates the reliability and validity of research. Translates research into authentic learning applications.	□ Demonstrates skill in reading and interpreting educational research. Generalizes research to learning applications.	□ Demonstrates limited skill in reading and interpreting educational research with some application to learning experiences.	□ Does not incorporate educational research into learning experiences.
5) Supports use of educational research	□ Takes a leadership role in working with administration and staff to support use of educational research. Incorporates research into decision-making process at both the	□ Works with administration and/or staff to support use of educational research. Incorporates research into	□ Works with administration and/or staff to support use of educational research in making instructional and program	□ Does not support use of educational research by administration or staff.

□ **Did Not Observe**	classroom and school levels.	decision-making process at the classroom and/or school level(s).	decisions.	

ACTIVITIES / ATHLETIC DIRECTOR AND ASST. ACTIVITIES / ATHLETIC DIRECTOR PERFORMANCE STANDARDS

(The standards descriptors are not an exhaustive list and should not be used as a checklist to self-assess your performance. They are included to provide guidance for your reflections.)

The Athletic/Activities Director…

Domain I: Effective Planning and Preparation

Standard 1: Demonstrates effective planning, organization, and management.
• Engages multi-faceted approaches to problem solving. • Is proactive and skilled at anticipating problems, setting priorities and making decisions. • Remains calm and is a good decision maker under pressure. • Anticipates problems and exhibits superior attention to detail in planning ASIAC/SAISA and other events at AISC. • Is skilled at budget management: anticipates expenses, authorizes prompt payments, meets budget deadlines, and communicates budget status to colleagues and administrators. • Is proactive at providing clubs and activity groups with the means and motivation to manage their budgets. • Shows exceptional leadership in overseeing clubs and activity groups. • Teaches others to accept and carry out responsibilities. • Engages in collaborative and/or team planning. • Represents AISC and school coaches at meetings of the SAISA board. • Exhibits good judgment in setting priorities and making decisions. • Works well under pressure.

Domain II: Facilitation

Standard 2: Communicates effectively with coaches, sponsors and/or parents
• Gives directions and procedures that are clear and anticipates possible misunderstanding • Consistently asks questions that are of uniformly high quality. • Provides opportunities outside the office to communicate. • Uses information technology to communicate. • Is sensitive to parent questions and conflicts, and skilled at reaching a mutually satisfactory resolution. • Is thorough, consistent, and proactive in communicating with club participants and sponsors. • Is thorough, consistent, and effective in communication with students, administrators, faculty, and public information outlets within the school. • Uses correct spoken and written language. • Communicates to coaches and administrators issues and decisions from SAISA board meetings and other committees. • Motivates teamwork and creates high morale among coaches.

Domain III: Athletic Environment

Standard 3: Demonstrates sensitivity in student/coach/parent relations
• Demonstrates superior ability at developing and maintaining respectful relationships with students/coaches/parents. • Goes out of his/her way to deal respectively and sensitively with students of different cultures and with groups outside of AISC with whom our teams compete. • Demonstrates a superior skill at communicating with students, coaches, teachers and parents about sports eligibility. • Demonstrates professionalism, caring, and respect in relations with students/coaches/parents. • Is culturally sensitive to the needs and values of students. • Is effective and sensitive in handling sports eligibility issues with students, coaches, teachers and parents.

Standard 4: Provides a safe environment for athletics
• Anticipates threatening situations and intervenes before student safety is compromised. • Is proactive in teaching and modeling safe and appropriate student behavior. • Advocates for improvements in school safety. • Maintains a safe athletic environment for students. • Addresses student behavior that may prove harmful. • Promotes safety awareness and knowledge of relevant safety procedures.

Domain IV: Learning Community Responsibilities

Standard 5: Demonstrates effective interpersonal relationships
• Consistently shares new ideas, methods and resources with peers. • Promotes and models open, honest, and respectful communication. • Takes a leadership role in team-building. • Makes a significant effort to understand and respond to cultural differences. • Maintains collaborative and cooperative relationships. • Engages in open, honest, and respectful communication. • Participates in and supports team or departmental decision-making and team-building activities. • Demonstrates cross-cultural understanding.

Standard 6: Upholds and models commonly held values of respect, responsibility, honesty, kindness, and collaboration.
• Promotes integration of commonly held values into school curriculum.

- Inspires others through own model of living commonly held values.
- Provides students the motivation and opportunity to contribute to AISC and the wider community.
- Upholds and models commonly held values of honesty, respect, responsibility and kindness toward all segments of the school community.
- Encourages students to embrace and act upon the school values.
- Demonstrates sensitivity, tolerance and respect for diverse value systems.
- Inspires professional trust and confidence.
- Is a good listener.
- Treats all employees fairly.
- Handles personnel issues thoughtfully and with discretion.

Standard 7: Commits to continuous learning

- Leads in sharing professional development and learning activities with colleagues.
- Seeks out professional activities that support school initiatives.
- Seeks out opportunities for professional development and learning to enhance content knowledge and teaching practices to support AISC school improvement initiatives.
- Seeks to keep the school's curriculum and teaching practices current.
- Contributes to school-wide improvement initiatives.

Standard 8: Demonstrates proficiency with technology.

- The educator uses technology consistently with AISC's educational polices, and initiatives to develop knowledge, to plan work and communicate with the community.
- The educator demonstrates abilities to integrate technology into all aspects of the work, stores data digitally, and uses technology to help others to learn in ways that would not be possible without it.
- By using available technology tools the educator engages others and enhances their experiences and promotes creative and innovative thinking.

TECHNOLOGY AND LEARNING COACH PERFORMANCE STANDARDS

Domain I: Visionary Leadership

Standard 1: Technology and Learning Coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment. Technology Coaches:

- Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students
- Contribute to the planning, development, communication, implementation, and evaluation of technology infused strategic plans at the district and school levels.
- Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines.
- Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.

Domain II: Teaching, Learning and Assessment

Standard 2: Technology Coaches assist teachers in using technology effectively for assessing student learning, Differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students. Technology Coaches:

- Coach teachers in and model design and implementation of technology-enhanced learning. experiences addressing Content standards and student technology standards.
- Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.
- Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real- world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience.
- Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, metacognition, and self-regulation).
- Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals.
- Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences.
- Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards.
- Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning

Domain III: Digital-Age Learning Environments

Standard 3: Technology Coaches create and support effective digital-age learning environments to maximize the learning of all students. Technology Coaches:
● Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments. ● Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments. ● Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development and learning for teachers and administrators. ● Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning. ● Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments. ● Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure. ● Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.

Domain IV: Professional development and learning and Program Evaluation

Standard 4: Technology Coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning. Technology Coaches:
● Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning. ● Design, develop, and implement technology rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment. ● Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills, and/or increasing student learning.

Domain V: Digital Citizenship

Standard 5: Technology Coaches model and promote digital citizenship. Technology Coaches:
● Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. ● Model and facilitate safe, healthy, legal, and ethical uses of digital information and

technologies
- Model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community.

Domain VI: Content Knowledge and Professional Growth

Standard 6: Technology Coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise. Technology Coaches:

- Engage in continuous learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS·S and NETS·T.
- Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice.
- Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology- enhanced learning experiences.

INFORMATION TECHNOLOGY INTEGRATOR PERFORMANCE STANDARDS

(The standards descriptors are not an exhaustive list and should not be used as a checklist to self-assess your performance. They are included to provide guidance for your reflections.)

The IT Integrator…

Domain I: Effective Planning and Preparation

Standard 1: Demonstrates knowledge of Information Technology content and pedagogy.
• Gives evidence of continuing pursuit of current content knowledge. • Displays continuing search for best teaching practices. • Demonstrates and shares best practices and content knowledge with colleagues. • Displays relevant content knowledge. • Makes connections within and across curricula. • Demonstrates pedagogical practices that reflect current research on best practices.

Standard 2: Collaboratively plans and organizes ways to integrate technology that support students and teachers to achieve AISC curriculum outcomes.
• Works collaboratively with a variety of teams for the integration of technology. • Supports teachers and students as they are involved in IT activities. • Implements learning plans that are highly relevant to students and learning goal(s), while reflecting essential components of unit plans. • Considers multi-cultural perspectives when working with students and teachers. • Incorporates learning area philosophy and essential teaching agreements.

Domain II: Productive Teaching

Standard 3: Communicates effectively with students and teachers
• Gives directions and procedures that are clear to students and anticipates possible student misunderstanding. • Consistently uses correct spoken and written language that is expressed in well-chosen vocabulary that extends students' vocabulary, usage, and understanding beyond learning expectations. • Consistently asks questions that are of uniformly high quality. • Provides opportunities outside the class to communicate with individual students. • Uses information technology to communicate with and instruct students. • Gives clear directions and procedures to students and which contain an appropriate level of detail. • Uses correct spoken and written language. • Uses vocabulary appropriate to students' age and interests • Asks questions that are of high quality and relevant to lesson planning. • Uses a variety of teaching techniques to communicate with students. • Attempts to engage all students in discussion.

Standard 4: Motivates and engages students and teachers in purposeful IT learning.
• Helps teachers choose technology tools and content that is highly appropriate for AISC's students and links well with student knowledge and experience. • Provides opportunities for students to demonstrate enthusiasm and a high degree of productivity with the use of technology. • Provides motivation and opportunity for teachers and students to engage in projects or activities to enhance understanding. • Conveys a high degree of enthusiasm for learning and teaching in the area of technology. • Ascertains that students are cognitively engaged. • Ensures that instructional groups are productive and connect to instructional goal(s) • Makes learning relevant to the student • Conveys enthusiasm for learning and teaching. • Monitors and provides evidence of student learning.

Domain III: Learning Environment

Standard 5: Personalizes Learning
• Helps teachers to implements a variety of strategies with the use of technology tools to address student learning styles, modalities, and various "intelligences." • Understands that teacher and student technology learning comes at a variety of levels and provides situations and environments for learning to take place. • Accommodates for a variety of learning styles. • Presents curriculum appropriate to student abilities. • Teacher differentiates instruction, displaying understanding of students' disparate skills, knowledge, interests and background.

Standard 6: Collaborates with colleagues and IT support staff and exhibits team spirit.
• Works effectively with IT team (IT Coordinators, IT Assistants, IT Technicians) to create an efficient working environment for AISC students and faculty. • Involved in the maintenance and trouble shooting of computer hardware and software. • Shares and supports IT team on IT related issues. • Works with IT team (IT Coordinators, IT Assistants, IT Technicians) to create a working environment for AISC students and faculty. • Involved in the maintenance and trouble shooting of computer hardware and software.

Standard 7: Demonstrates sensitivity in teacher-teacher and teacher-student relations.
• Strives to know each student as an individual. • Demonstrates superior ability in working with fragile or at-risk students. • Proactively helps students overcome difficult barriers to mutual understanding and respect. • Demonstrates professionalism, caring and respect in relations with students. • Interacts appropriately with students, considering their developmental and cultural needs. • Is accessible to meet with and get to know students.

Standard 8: Manages IT resources to ensure effective learning and teaching.
• Creates a lab classroom environment where students offer peer social and emotional support. • Anticipates threatening situations and intervenes before student safety is compromised • Advocates for improvements in school safety. • Maintains and uses online resource scheduling and use of website for resources used in IT learning. • Maintains a learning environment for students. • Addresses student behavior that may prove harmful. • Promotes safety awareness and knowledge of relevant safety procedures.

Standard 9: Develops IT activities and resource materials that benefit teaching and learning.
• Responds to request for IT assistance by teams or teachers. • Helps to develop IT resources and create ways to make these resources available for teachers and students. • Develops some IT activities and resource materials that benefit teaching and learning. • Responds to some request for IT assistance by teams or teachers. • Helps to develop IT resources and create ways to make these resources available for teachers and students.

Domain IV: Learning Community Responsibilities

Standard 10: Demonstrates effective interpersonal relationships
• Consistently shares new ideas, methods and resources with peers. • Takes a leadership role in team-building. • Makes a significant effort to understand and respond to cultural differences. • Maintains collaborative and cooperative relationships. • Participates in and supports team or departmental decision-making and team- building activities. • Demonstrates cross- cultural understanding.

Standard 11: Upholds and models commonly held values of respect, responsibility, honesty, kindness, and collaboration.
• Promotes integration of commonly held values into school curriculum. • Inspires others through own model of living commonly held values. • Provides students the motivation and opportunity to contribute to AISC and the wider community. • Upholds and models commonly held values of honesty, respect, responsibility and kindness toward all segments of the school community. • Encourages students to embrace and act upon the school values. • Demonstrates sensitivity, tolerance and respect for diverse value systems. • Inspires professional trust and confidence.

Standard 12: Commits to continuous learning
• Leads in sharing professional development and learning activities with colleagues. • Seeks out professional activities that support school initiatives. • Seeks out opportunities for professional development and learning to enhance content knowledge and teaching practices to support AISC school improvement initiatives. • Seeks to keep the school's curriculum and teaching practices current. • Contributes to school-wide improvement initiatives.

Standard 13: Demonstrates proficiency with technology.
• The educator uses technology consistently with AISC's educational polices, and initiatives to develop knowledge, to plan work and communicate with the community. • The educator demonstrates abilities to integrate technology into all aspects of the work, stores data digitally, and uses technology to help others to learn in ways that would not be possible without it. • By using available technology tools the educator engages others and enhances their experiences and promotes creative and innovative thinking.

LIBRARY MEDIA FACULTY PERFORMANCE STANDARDS

(The standards descriptors are not an exhaustive list and should not be used as a checklist to self-assess your performance. They are included to provide guidance for your reflections.)

The Library/Media Specialist…

Domain I: Effective Planning and Teaching

Standard 1: Demonstrates knowledge of content and pedagogy

- Gives evidence of continuing pursuit of current content knowledge.
- Displays continuing search for best teaching practices.
- Demonstrates and shares best practices and content knowledge with colleagues.
- Displays relevant content knowledge.
- Makes connections within and across curricula.
- Demonstrates pedagogical practices that reflect current research on best practices.

Standard 2: Works to integrate a library-media curriculum, based on recognized standards, in the context of AISC curriculum content

- Gives evidence of continuing pursuit of knowledge about evolving standards and practice for curriculum integration of IT/IL.
- Is thoroughly familiar with subject area curricula and with major units being taught during the semester.
- Is practice in seeking opportunities to integrate library-media skills into unit plans.
- Builds a trust and rapport with faculty which fosters library-media inclusion in unit and lesson planning.
- Is proactive in selecting resources to support.
- Is thoroughly familiar with the information literacy, information technology standards and benchmarks adopted by the school.
- Is familiar with the curriculum in all subject areas in the division.
- As dictated by adopted unit plans, plans and carries out lessons integrating library-media skills with classroom instructional units.
- Communicates regularly with teams, departments and individual faculty re: relevant opportunities for integrating IT/IL skills.
- Asks teachers for copies of unit and lesson plans involving library research.

Standard 3: Communicates effectively with students
• Gives directions and procedures that are clear to students and anticipate possible student misunderstanding. • Consistently uses correct spoken and written language that is expressed in well-chosen vocabulary that extends students' vocabulary, usage, and understanding beyond learning expectations. • Consistently asks questions that are of uniformly high quality. • Makes a continual effort to communicate with individual students. • Uses information technology to communicate with and instruct students. • Gives clear directions and procedures to students and which contain an appropriate level of detail. • Uses correct spoken and written language. • Uses vocabulary appropriate to students' age and interests. • Asks questions that are of high quality and relevant to lesson planning. • Uses a variety of teaching techniques to communicate with students. • Attempts to engage all students in discussion.

Standard 4: Demonstrates sensitivity in teacher-student relations
• Strives to know each student as an individual. • Demonstrates superior ability in working with fragile or at-risk students. • Proactively helps students overcome difficult barriers to mutual understanding and respect. • Demonstrates professionalism, caring and respect in relations with students. • Interacts appropriately with students, considering their developmental and cultural needs. • Is accessible to meet with and get to know students.

Domain II: Resources

Standard 5: Maintains a balanced and current collection to support the curriculum and patron's needs.
• Through professional reading and other extraordinary efforts within non-library curriculum areas, seeks greater knowledge about the resource needs of instructional programs. • Demonstrates book-jobber ordering software and invites teachers to seek out and select the latest materials in their curricular area. • Bases new material selection and renewal on the need to support subject area curricula. • Seeks input and involvement from faculty in making acquisition decisions to support the curriculum. • Seeks information in professional media (journals, websites, subject-specific bibliographic guides) for reviews of quality new resources for the collection. • Maintains a balance between materials to support the curriculum and the need of all patrons for quality leisure reading. • Shows sensitivity to interest trends in acquiring new materials. • Balances the breadth of knowledge offered by electronic databases with the depth of knowledge available in books.

Standard 6: Effectively implements a collection development policy that includes objective criteria for maintaining the currency of the collection.
• Involves subject-area faculty in decisions about materials to be removed from the collection. • Uses software analysis tools to implement a policy for collection currency based on accepted published established criteria. • To ensure collection currency, implements an on-going program of de-selection of resources based on objective criteria. • Implements a collection policy which ensures that current books, databases, and reference materials are provided within all Dewey classifications.

Domain III: Management

Standard 7: Balances instructional responsibilities with the demands of facility management and staff supervision.
• Provides training in the use of library resources for library-media classified staff. • Creates and maintains an inviting atmosphere for study, research, and leisure reading. • Assist students, teachers and community patrons while carrying out essential technical and managerial responsibilities. • Fosters a professional and service-minded attitude among classified library workers. • Establishes and carries out procedures for professional goal setting and evaluation for classified library-media staff. • Is a good listener. • Treats all employees fairly. • Handles personnel issues thoughtfully and with discretion. • Inspires teamwork and high morale.

Standard 8: Works cooperatively with colleagues and students to promote and schedule access to resources.
• Promotes equity of access to library media resources in and beyond the library. • Works collaboratively with library colleagues and classroom teachers of all divisions to establish and maintain policies ensuring fair access to all resources. • Establishes lab calendars and other scheduling practices where teachers can book needed resources. • Establishes and maintains policies for fair, and responsible access to technology resources.

Standard 9: Organizes reports, budgets, policies and circulation according to library and school policy.
• Uses online software tools to track usage of on-line research databases as a basis for renewal decisions. • Follows professional library-media conventions with respect to cataloging, shelving, and circulation of resources. • Allocates funds and makes purchases which maximize support for teaching and learning. • Follows school policy and practice with respect to maintaining budgets.

- Conducts an annual inventory of all library-media assets.
- Coordinates circulation policies with division administrators.
- Exhibits good record keeping of library usage, circulation, class lists, teacher contacts.

Domain IV: Community Relations

Standard 10: Communicates with faculty and administrators to keep them aware of evolving practices with respect to collection development, technology based resources, and best practice.

- Expresses him/herself clearly, accurately, concisely, and convincingly both in verbal and written communication.
- Is proactive in keeping the administration up to date on library issues and developments.
- Builds a high level of awareness of library issues and developments by communicating in an effective way with faculty.
- Provides an orientation to new faculty that conveys and inspires participation in use of library programs and resources.
- Uses various channels of communication to inform and promote library programs and issues.
- Communicates regularly and in a timely manner with the administration.
- Communicates with faculty in a timely manner.
- Provides professional development and learning opportunities for faculty.
- Provides an orientation to new teachers in the use of library-media resources.

Domain V: Professional Growth

Standard 11: Participates in professional development and learning activities that are aligned with the goals of the school and library.

- Attends regional/national meetings of professional organizations.
- Seeks relevant professional development and learning opportunities outside of the school.
- Active and contributing member of professional organizations.
- Participates in professional development and learning opportunities provided by the school.
- Maintains currency in the profession via relevant journals, workshops, and conference attendance.

Standard 12: Upholds and models commonly held values of respect, responsibility, honesty, kindness, and collaboration.

- Promotes integration of commonly held values into school curriculum.
- Inspires others through own model of living commonly held values.
- Provides students the motivation and opportunity to contribute to AISC and the wider community.
- Upholds and models commonly held values of honesty, respect, responsibility and kindness toward all segments of the school community.
- Encourages students to embrace and act upon the school values.
- Demonstrates sensitivity, tolerance and respect for diverse value systems.
- Inspires professional trust and confidence.

Standard 13: Commits to continuous learning
• Leads in sharing professional development and learning activities with colleagues. • Seeks out professional activities that support school initiatives. • Seeks out opportunities for professional development and learning to enhance content knowledge and teaching practices to support AISC school improvement initiatives. • Seeks to keep the school's curriculum and teaching practices current. • Contributes to school-wide improvement initiatives.

Standard 14: Demonstrates proficiency with technology.
• The educator uses technology consistently with AISC's educational polices, and initiatives to develop knowledge, to plan work and communicate with the community. • The educator demonstrates abilities to integrate technology into all aspects of the work, stores data digitally, and uses technology to help others to learn in ways that would not be possible without it. • By using available technology tools the educator engages others and enhances their experiences and promotes creative and innovative thinking.

COUNSELING PERFORMANCE STANDARDS

(The standards descriptors are not an exhaustive list and should not be used as a checklist to self-assess your performance. They are included to provide guidance for your reflections.)

The Counselor …

Domain I: Effective Planning and Preparation

Standard 1: Demonstrates knowledge of counseling and pedagogy
• Gives evidence of continuing pursuit of current counseling knowledge. • Displays continuing search for best counseling practices. • Demonstrates and shares best practices and content knowledge with colleagues. • Displays relevant counseling knowledge. • Makes connections within and across curricula. • Demonstrates pedagogical practices that reflect current research and best practice.

Standard 2: Uses appropriate strategies, methods, and materials to address student needs and/or individual goals of students
• Utilizes current research, practices, and innovative programs to address the unique needs of all students. • Develops and implements comprehensive and appropriate plans to address the individual needs of students. • Uses specific counseling strategies to address individual needs.

Standard 3: Demonstrates effective planning and organization
• Includes multi-faceted approaches to counseling and problem solving. • Allows for variety of counseling groupings, student choice and differing learning pathways according to ability and developmental needs. • Leads in promoting collaborative learning. • Makes appropriate and coherent connections between abilities and developmental needs of students and curriculum. • Plans instruction consistent with language needs of students. • Uses assessment results to guide counseling. • Engages in collaborative and/or team planning.

Domain II: Productive Counseling

Standard 4: Communicates effectively with students, parents/ guardians, faculty/staff and outside agencies.
• Gives directions and procedures that are clear to students and anticipates possible student misunderstanding. • Consistently uses correct spoken and written language that is expressed in well-chosen vocabulary. • Consistently asks questions that are relevant to the situation. • Provides opportunities outside the office to communicate with individual students. • Uses information technology (web page, PowerPoint, email) to communicate. • Gives clear directions and procedures, which contain an appropriate level of detail. • Uses correct spoken and written language. • Uses vocabulary appropriate to students' age and interests. • Asks questions that are appropriate and relevant to lesson planning. • Uses a variety of counseling techniques to communicate with students. • Attempts to engage all relevant parties in discussions.

Standard 5: Motivates and engages students in meaningful learning and growth
• Chooses content and develops assessment that is highly appropriate and links well with student knowledge and experience. • Provides opportunities for students to demonstrate enthusiasm and a high degree of productivity. • Facilitates motivation and opportunity for students to engage in activities to enhance understanding. • Conveys a high degree of enthusiasm for learning and counseling. • Chooses content, materials, resources, and assessment techniques that are appropriate and link with student knowledge, experience, and needs. • Ascertains that students are cognitively engaged. • Ensures counseling is productive and connected to counseling goals. • Promotes relevant learning for the student. • Monitors and provides evidence of student growth.

Domain III: Learning Environment

Standard 6: Personalizes Learning
• Implements a variety of strategies to address student learning styles, modalities and various "intelligences." • Accommodates for a variety of learning styles. • Presents curriculum/counseling appropriate to student needs. • Counselor differentiates instruction according to needs.

Standard 7: Demonstrates sensitivity in counselor/student, counselor/teacher and counselor/parent relations.
• Strives to know each student as an individual. • Demonstrates superior ability in working with fragile or at-risk students/families. • Proactively helps others overcome difficult barriers to mutual understanding and respect. • Demonstrates professionalism, caring and respect. • Interacts appropriately with others, considering their developmental, psychological and cultural needs. • Is accessible to meet and makes an effort to become aware of students, parents and teachers needs.

Standard 8: Provides a safe learning environment
• Promotes an environment where students offer peer social and emotional support. • Anticipates threatening situations and intervenes before student safety is compromised. • Advocates for improvements in school safety. • Maintains a safe learning environment for students • Addresses student behavior that may be harmful, and supports teachers and parents in addressing these behaviors. • Promotes safety awareness and knowledge of relevant safety procedures.

Domain IV: Learning Community Responsibilities

Standard 9: Demonstrates effective interpersonal relationships
• Consistently shares new ideas, methods, and resources with peers. • Takes a leadership role in team-building. • Makes a significant effort to understand and respond to cultural differences. • Maintains collaborative and cooperative relationships. • Participates in and supports team or departmental decision-making and team- building activities • Demonstrates cross- cultural understanding.

Standard 10: Upholds and models commonly held values of respect, responsibility, honesty, kindness, and collaboration.
• Promotes integration of commonly held values into school curriculum. • Inspires others through own model of living commonly held values. • Facilitates students' motivation and opportunities to contribute to AISC and the wider community. • Upholds and models commonly held values of honesty, respect, responsibility and kindness toward all segments of the school community. • Encourages students to embrace and act upon the school values. • Demonstrates sensitivity, tolerance, and respect for diverse value systems. • Inspires professional trust and confidence.

Standard 11: Commits to continuous learning

- Shares professional development and learning activities with colleagues.
- Seeks out professional activities that support school initiatives.
- Seeks out opportunities for professional development and learning to enhance content knowledge and counseling practices to support AISC school improvement initiatives.
- Seeks to keep the school's curriculum and counseling practices current.
- Contributes to school-wide improvement initiatives.

Standard 12: Implements and facilitates the Student Support Services and Process and Procedures.

- Shares leadership and creativity in facilitating meetings and conferences.
- Demonstrates exceptional communication skills in a variety of situations.
- Participates in multi-disciplinary conferences and meetings.
- Supports development and implementation in individual learning plans.
- Communicates and works with parents, teachers and community resources.
- Participates in student resource team meetings.
- Uses appropriate testing materials.
- Follows established practices and procedures

Standard 13: Demonstrates proficiency with technology.

- The educator uses technology consistently with AISC's educational polices, and initiatives to develop knowledge, to plan work and communicate with the community.
- The educator demonstrates abilities to integrate technology into all aspects of the work, stores data digitally, and uses technology to help others to learn in ways that would not be possible without it.
- By using available technology tools the educator engages others and enhances their experiences and promotes creative and innovative thinking.

LEARNING SUPPORT SERVICES

(The standards descriptors are not an exhaustive list and should not be used as a checklist to self-assess your performance. They are included to provide guidance for your reflections.)

The LSS TEACHER…

Domain I: Effective Planning and Preparation

Standard 1: Demonstrates knowledge of content and pedagogy

- Gives evidence of continuing pursuit of current content knowledge.
- Displays continuing search for best teaching practices.
- Demonstrates and shares best practices and content knowledge with colleagues.
- Displays relevant content knowledge.
- Makes connections within and across curricula.
- Demonstrates pedagogical practices that reflect current research on best practices.

Standard 2: Uses appropriate strategies, materials, and methods to address the needs and/or individual goals of students

- Reports, ILP's, and/or individual plans correspond to, and are relevant to, instructional planning based on AISC curriculum, and suggest strategies which are functional and effective.
- Utilizes current research and practices and innovative programs to meet the unique needs of exceptional students.
- Reports, ILP's, and/or individual plans correspond to, and are relevant to, instructional planning based on AISC curriculum.
- Uses specific instructional strategies to address individual needs.

Standard 3: Demonstrates effective planning and organization

- Includes multi-faceted approaches to learning and problem solving.
- Allows for variety of instructional groupings, student choice and differing learning pathways according to ability and developmental needs.
- Facilitates various components of the referral process.
- Plans and implements learning activities that are appropriate for students or instructional goals.
- Plans instruction consistent with language needs of students.
- Uses assessment results to guide instructional planning.
- Engages in collaborative and/or team planning.
- Maintains an appropriate, and as much as possible, flexible schedule.
- Organizes and maintains student (confidential) files and reports.

Domain II: Productive Teaching

Standard 4: Communicates effectively with students, parents, guardians, faculty, and outside agencies
• Provides directions and procedures, as well as tests, which are clear to students; anticipates possible misunderstandings from students, parents and teachers. • Offers suggestions for teaching strategies (and for ILP's) that are clearly communicated and easily implemented. • Demonstrates exceptional sensitivity and intuition. • Proactive in addressing concerns. • Provides directions and procedures to students which contain an appropriate level of detail. • Uses vocabulary appropriate to students' age and interests. • Asks questions that are of high quality and relevant to lesson planning. • Uses a variety of teaching techniques to communicate with students. • Attempts to engage all students in discussion. • Uses a variety of assessment tools to communicate and gather information from students, parents and teachers. • Attempts to engage all relevant people in the assessment process.

Standard 5: Defines learning paths and provides timely feedback on student performance, development, and needs
• Consistently provides timely feedback, including written and oral comments regarding student achievement, and makes provisions for students to use feedback in their learning. • Proactively informs parents of student progress. • Provides teachers and parents with information and/or other learning opportunities regarding support services. • Communicates learning expectations and takes into account developmental needs. • Consistently provides timely feedback regarding student performance and achievement. • Communicates with parents and student about student's progress, and is available to respond to parent questions. • Communicates regularly with parents and teachers regarding specific needs of students.

Standard 6: Motivates and engages students in meaningful learning and growth
• Chooses content and develops assessments that are highly appropriate and link well with student knowledge and experience. • Provides opportunities for students to demonstrate enthusiasm and a high degree of productivity. • Provides motivation and opportunity for students to engage in projects or activities to enhance understanding. • Conveys a high degree of enthusiasm for learning and teaching. • Chooses content, materials, resources, and assessment tools and techniques that are

appropriate and link with student knowledge and experience.
- Ascertains that students are cognitively engaged.
- Ensures that instructional groups are productive and connected to instructional goal(s).
- Makes learning relevant to the student.

Domain III: Learning Environment

Standard 7: Personalizes Learning
• Implements a variety of strategies to address student needs, learning styles, modalities and various "intelligences". • Accommodates for a variety of learning styles. • Presents curriculum appropriate to student abilities. • Teacher differentiates instruction, displaying understanding of students' disparate skills, knowledge, interests and background.

Standard 8: Demonstrates sensitivity in teacher/student, teacher/teacher, as well as teacher/parent relations
• Strives to know each student as an individual. • Demonstrates superior ability in working with fragile or at-risk students. • Proactively helps students overcome difficult barriers to mutual understanding and respect. • Demonstrates professionalism, caring and respect in relations with students. • Interacts appropriately with students, considering their developmental and cultural needs. • Is accessible to meet with and get to know students.

Standard 9: Provides a safe learning environment
• Creates a classroom environment where students offer peer social and emotional support. • Anticipates threatening situations and intervenes before student safety is compromised. • Advocates for improvements in school safety. • Maintains a safe learning environment for students. • Addresses student behavior that may prove harmful. • Promotes safety awareness and knowledge of relevant safety procedures.

Domain IV: Learning Community Responsibilities

Standard 10: Demonstrates effective interpersonal relationships
• Consistently shares new ideas, methods and resources with peers. • Takes a leadership role in team-building. • Makes a significant effort to understand and respond to cultural differences. • Maintains collaborative and cooperative relationships. • Participates in and supports team or departmental decision-making and team-building activities. • Demonstrates cross-cultural understanding.

Standard 11: Upholds and models commonly held values of respect, responsibility, honesty, kindness, and collaboration.
• Promotes integration of commonly held values into school curriculum. • Inspires others through own model of living commonly held values. • Provides students the motivation and opportunity to contribute to AISC and the wider community. • Upholds and models commonly held values of honesty, respect, responsibility and kindness toward all segments of the school community. • Encourages students to embrace and act upon the school values. • Demonstrates sensitivity, tolerance and respect for diverse value systems. • Inspires professional trust and confidence.

Standard 12: Commits to continuous learning
• Leads in sharing professional development and learning activities with colleagues. • Seeks out professional activities that support school initiatives. • Seeks out opportunities for professional development and learning to enhance content knowledge and teaching practices to support AISC school improvement initiatives. • Seeks to keep the school's curriculum and teaching practices current. • Contributes to school-wide improvement initiatives.

Standard 13: Implements and facilitates the Student Support Services procedures and process
• Shares leadership and initiative in implementing practices and procedures. • Demonstrates exceptional communication skills in a variety of situations. • Participates in multidisciplinary conferences and meetings. • Develops and implements individual learning plans. • Communicates and works with parents, teachers and community resources. • Participates in student resource team meetings. • Uses appropriate testing materials. • Follows established practices and procedures. • Facilitates meetings/staffings. • Takes on case managing role when necessary.

Standard 14: Demonstrates proficiency with technology.
• The educator uses technology consistently with AISC's educational polices, and initiatives to develop knowledge, to plan work and communicate with the community. • The educator demonstrates abilities to integrate technology into all aspects of the work, stores data digitally, and uses technology to help others to learn in ways that would not be possible without it. • By using available technology tools the educator engages others and enhances their experiences and promotes creative and innovative thinking.

MEDICAL TEAM PERFORMANCE STANDARDS

(The standards descriptors are not an exhaustive list and should not be used as a checklist to self-assess your performance. They are included to provide guidance for your reflections.)

The Medical Personnel …

Domain I: Education

Standard 1: Provides health education to individual students, groups of students, families and school personnel.
• Visits classroom and lectures students. • Assists in writing unit plans. • Extends services to the community. • Extends health education beyond office, i.e. website or PCA meetings. • Acts as a resource to the faculty in the planning, implementation, and evaluation of the health curriculum. • Conducts individual and group health counseling to students, families and school personnel on health promotion strategies; i.e. first aid to staff and bus drivers, meetings with coaches prior to season. • Provides health education to individuals, student groups, families and school personnel on topics that meet their specific needs i.e. lice, anthrax, and letter's home.

Domain II: Communication and Collaboration

Standard 2: Collaborates with student, family, staff and community to provide student care.
• Leads crisis intervention in a creative and adaptive manner. • Provides age appropriate humor in caring for student. • Researches the ethical and legal parameters when advocating for the health rights of an individual or group. • Uses several modes of communication and seeks clarification to ensure accurate communication. • Initiates and maintains open communication with administration regarding health needs of students. • Punctual and accurate follow up of parent concerns. • Participates in mutual goal setting with parents and student. • Provides crisis intervention for students, families, and school personnel. • Use developmentally appropriate communication skills when caring for student. • Advocates for the health rights of students, families, and school personnel with the school system and between the school and the community. • Ensures clear understanding when communicating with ESL community member. • Consults with administration and other school personnel to keep the school informed about pertinent health problems and needs of students. • Responds appropriately to parent concerns. • Keeps parents involved in the care plan activities of the student.

Standard 3: Maintain accurate documentation practices
• Explores ways to improve and expand the efficiency of the Individual Health Record. • Medication charting includes indication, effectiveness and health promotion. • Follows up with administrators on accidents via email or different communication mode. • Consistently updates Emergency care plans. • Identifies trends. • Identifies trends in reports. • Investigates with student the cause for frequent health concerns. • Consistently updates resource information. • Consistently updates documentation practice with the use of technology. • Identifies high-risk students for injury.

Standard 4: Utilizes the expertise of others and makes referrals internal and external, as needed for continuity of care.
• Initiates collaboration with school teams on pertinent issues. • Initiates collaboration with other school teams. • Follows up to make sure appropriate action taken. • Reaches out to expand the efficiency of resources. • Communicates with community resources to provide a clear referral process to student or faculty. • Reassess the effectiveness of care given. • Meets on regular basis with SSR and Assistant Head of School. (N/A to activity nurse) • Meets with faculty and specific teams on health issues as needed. • Makes referrals to maintenance department when safety issues arise. • Visits community resources and lists services provided. • Initiates the health referral process and serves as a liaison among school, home, and community. • Follows up on care given by referred service to ensure continuity of care.

Domain IV: Quality of Care

Standard 5: Participates in Preventive Health Care measures.
• Incorporates research into practice when reviewing immunization policies. • Research and provides information on new and re-occurring diseases. • Incorporates a proactive approach to daily care. • Leads co-ordination of screening programs. Efficient follow up with parents. • Ensures up to date Immunization records. • Controls outbreak of infectious diseases. • Applies health promotion principles in all areas of school life. • Identifies specific health conditions through health screening i.e. vision, hearing and scoliosis. Communicate abnormal results to parents. (N/A to activity nurse)

Standard 6: Demonstrates effective care of student health needs.
• Assessment is holistic under time constraints. • Incorporates research and international nursing standards. • Creative and adaptive in planning care. • Incorporates research and international nursing standards. • Monitors effectiveness of medication on a regular basis. • Proactive approach to safety and health prevention. • Initiates evaluation of nursing routines. • Assessment skills include a head to toe and compliant specific. • Diagnoses problems accurately and rule out worse case scenarios. • Plan of care is done efficiently and is mutually consented with student. • Implements care in a safe and effective manner. • Administer medication daily and as needed basis. • Provides primary and emergency care to minimize the effects of accidents and illness in the schools. • Evaluates the effectiveness of care received.

Standard 7: Participates in activities to enhance the quality of nursing practice.
• Continuous revision based on current research. • Maintain annual self-evaluation with a team review. • Identifies trends in safety standards and initiates the development of new policies. • Development of policies, procedures and adoption of practice guidelines to improve quality of care. • Participation in Professional Growth and Evaluation program. • Participates in data collection and development of safety standards for healthful environment.

Domain IV: Program Management

Standard 8: Manages personnel within the school health services.
• Interactive in interview process. • Predicts need for support staff. • Assessment of new staff and appropriate assignment given. Promotes growth and development of new staff. • Assists with interviewing new nursing staff. • Regulates hours of substitute nurses and volunteers. • Assigns and delegates according to the knowledge and skills of designated caregiver.

Standard 9: Manages time and resources in the provision of school health services.
• Predicts future need and orders supplies in advance. • Researches products prior to purchase. • Orders all supplies for the health care office and activity area.

- Evaluates factors related to safety, effectiveness, availability, and cost when choosing between two or more practice options.

Standard 10: Plans, Implements and Evaluates the School Health Program

- Initiates steps to address the needs of students and faculty.
- Assesses needs of students and faculty.
- Implements new programs based on need and resources available.
- Co-ordinates with Activity office the time to be covered by Activity Nurse.
- Re-evaluates the needs of students and faculty being met by program.

Standard 11: Demonstrates proficiency with technology.

- The educator uses technology consistently with AISC's educational polices, and initiatives to develop knowledge, to plan work and communicate with the community.
- The educator demonstrates abilities to integrate technology into all aspects of the work, stores data digitally, and uses technology to help others to learn in ways that would not be possible without it.
- By using available technology tools the educator engages others and enhances their experiences and promotes creative and innovative thinking.

ELEMENTARY TEACHING ASSISTANT STANDARDS

Professional Behavior
Standard 1: The teaching assistant approaches all aspects of their job with professionalism, and reflects on, and aims to improve, their own performance.
Is aware of and carries out assigned tasks in an independent fashion. Demonstrates behavior that respects boundaries of supervision. Ongoing self-evaluation. Actively seeks and obtains appropriate resources and training. Follows policies and procedures set by school. Dependable attendance and provides as much notice as possible in event of an illness.
Rapport with Students
Standard 2: The teaching assistant's rapport with students is effective and consistent with AISC beliefs.
Exhibits an established rapport with children and keeps communication open and active. When working with students, show enthusiasm, patience, understanding and humor. Encourages and promotes appropriate self-generated behaviors in students.
Social and Behavioral Support
Standard 3: The teaching assistant is consistent, clear, and fair in enforcing behaviors and expectations, along with teaching self-monitoring skills to students.
Consistent adherence to behavior plan as designed by the teacher. Appropriate behavior support is established and used daily with consistency. Expectations are based on goals for the student. Consequences are reasonable and administered with respect. Provides teacher with ongoing feedback. Focuses on the facilitation of self-control and promotion of social/emotional growth.
Instructional Support
Standard 4: The teaching assistant's classroom practice supports instructional goals, engages and motivates students, and helps to create a learning environment.
Demonstrates skill in anticipating needs of a group. Requires minimal direction from classroom teacher in group management. Spontaneously gives attention where needed. Looks for opportunities for transfer of skills learned throughout the day. Easily adapts to situation at hand.
Non-Instructional Support
Standard 5: The teaching assistant works productively and proactively.
Is eager and creative in making instructional materials that reflect best quality. Quickly understands their use and appropriateness. Performs clerical duties and anticipates their need. Assists students with physical and medical needs with care, understanding, and dignity.

TEACHING ASSISTANT FEEDBACK FORM

Teaching assistant:
Class/Assignment:
Date:
Feedback given by:

All feedback is to be discussed with the teaching assistant. The teacher(s) shall give examples for those areas marked with a 1 or 2, as well as provide comments and recommendations for improvement under the additional comment section.

Any descriptors that do not apply to the TA's position can be marked N/A.

I. Professional Behavior	1	2	3	4	5
Promotes an atmosphere of respect for children and adults					
Demonstrates ethical and confidential behavior					
Demonstrates an appropriate and independent use of time					
Demonstrates responsible behavior towards attendance and work schedule					

CRITERIA FOR RATING PROFESSIONAL BEHAVIOR COMPETENCIES

1	**3**	**5**
Requires constant supervision to complete tasks. Depends on others to identify needs and solutions. Low interest in training. Does not follow established procedures and policies.	Requires little supervision to complete assigned tasks. Engages in activities with students. Accepts constructive advice and direction. Willing to participate in training sessions.	Is aware of and carries out assigned tasks in an independent fashion. Demonstrates behavior that respects boundaries of supervision. On going self-evaluation. Actively seeks and obtains appropriate resources and training. Follows policies and procedures set by school. Dependable attendance; provides as much notice as possible in event of an illness.

Additional comments (optional):

II. Rapport with Students	1	2	3	4	5
Shows enthusiasm when working with students					
Shows patience and understanding toward students					
Treats students in a respectful, responsible and fair manner with due consideration to the students' physical, social and psychological development					
Maintains effective and cooperative relationships with students					
Demonstrates appropriate responses to student initiated interactions					
Is a positive role model for students					

CRITERIA FOR RATING RAPPORT WITH STUDENTS COMPETENCIES

1	**3**	**5**
Lacks interest in students. Appears bored. Does not listen to students. Becomes irritated when students fail. Demonstrates dominant behavior over students. Does not allow students to attempt activities with independence.	Is as responsive to students at the end of the day as the beginning. Facilitates opportunities for student success. Communicates encouragement, not frustration or impatience.	Exhibits an established rapport with children and keeps communication open and active. When working with students, shows enthusiasm, patience, understanding and humour. Facilitates appropriate self generated behaviors in students.

Additional comments (optional):

III. Social Behavioral Support	1	2	3	4	5
Uses a consistent behavior support system when working with students					
Provides students with feedback and reinforcement on the students' performance consistent with the teacher's behavior management plan					
Helps build self-esteem					

Redirects and encourages appropriate behavior in a group and among individuals					
Monitors students within and outside the classroom					
Observes and records student behavior and progress in accordance with the teacher's plan					
Encourages caring and helping behaviors among students					
Provides opportunities and activities for students to participate with peers					
Demonstrates skill in providing group management strategies during classroom instruction and transition periods					

CRITERIA FOR RATING SOCIAL/BEHAVIORAL SUPPORT COMPETENCIES

1	**3**	**5**
No system of behavioral support is established or utilized. Uses behavior management strategies inconsistent with teacher's behavior management plan. Focus is on negative behavior. Inconsistent consequences for inappropriate behavior. Uses punishing or derogatory remarks.	A behavior system is used. Carries out behavior management plan designed by teacher, but may be inconsistent from time to time. Inappropriate behavior is redirected, but no attempt is made to facilitate self-control in the student. The adult serves only as the controlling factor. Positive reinforcement of most appropriate target behaviors. Tone of setting is usually positive.	Consistent adherence to behavior plan as designed by the teacher. Appropriate behavior support is established and used daily with consistency. Expectations are based on goals for the student. Consequences are reasonable and administered with respect. Provides teacher with ongoing feedback. Focuses on the facilitation of self-control and promotion of social/emotional growth.

Additional comments (optional):

IV. Instructional Support	1	2	3	4	5
Helps students complete assigned tasks and class work reinforcing concepts presented by the teacher					
Monitors independent or small group work					
Listens to students read					

Reads to students					
Demonstrates a sense of when either the teacher or a student needs assistance					
Adapts materials as planned and directed by the teacher					
Assists students in meeting their assigned goals within community settings, when this is applicable					
Records required information on student activities as directed by the teacher					
Helps create a safe and comfortable environment					

CRITERIA FOR RATING INSTRUCTIONAL SUPPORT COMPETENCIES

1	3	5
Focuses on one student. Not aware of other students in the group. Little or no reinforcement given to students.	Is aware of group needs but may require a lot of direction from classroom teacher for group management. Provides some opportunity to practice learned skills outside classroom. Is able to attend to group or student requiring assistance, but only able to deal with one situation at a time.	Demonstrates skill in anticipating needs of a group. Requires minimal direction from classroom teacher in group management. Spontaneously gives attention where needed. Looks for opportunities for transfer of skills learned throughout the day. Easily adapts to situation at hand.

Additional comments (optional):

V. Non Instructional Support	1	2	3	4	5
Makes instructional materials (e.g. games, posters, booklets)					
Makes displays and bulletin boards					
Locates and displays instructional materials					
Performs teacher directed clerical duties (typing, duplicating, correcting, recording)					
Assists with school supervision duties (e.g. bussing, yard, lunch, recess)					

CRITERIA FOR RATING NON-INSTRUCTIONAL SUPPORT COMPETENCIES

1	3	5
Requires constant support to carry out preparation of materials, clerical duties or supervision. Does not consider assisting student with physical needs and or medical procedures as a job function or is reluctant and complains about carrying out these duties.	Follows teacher's direction in making, locating, and displaying instructional materials. Assists with supervision, physical and medical needs of students.	Is eager and creative in making instructional materials. Quickly understands their use and appropriateness. Performs clerical duties and anticipates their need. Assists students with physical and medical needs with care, understanding and dignity.

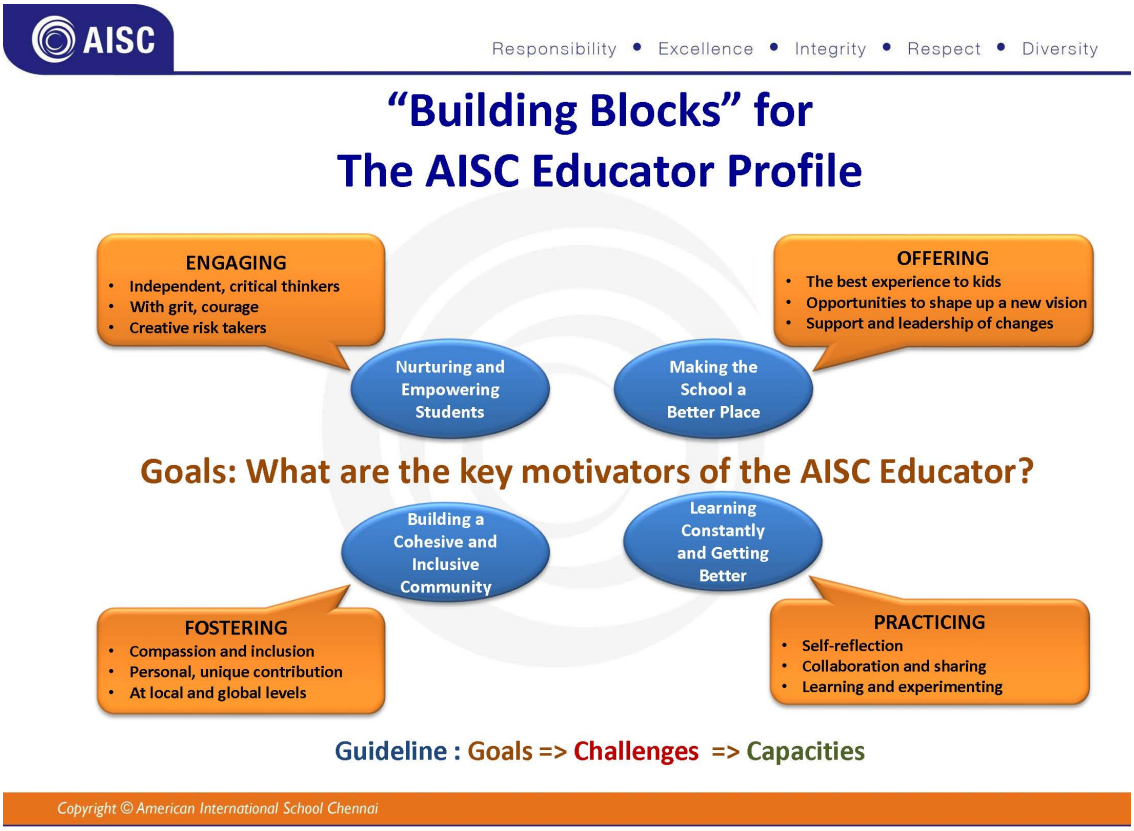
Additional comments (optional):

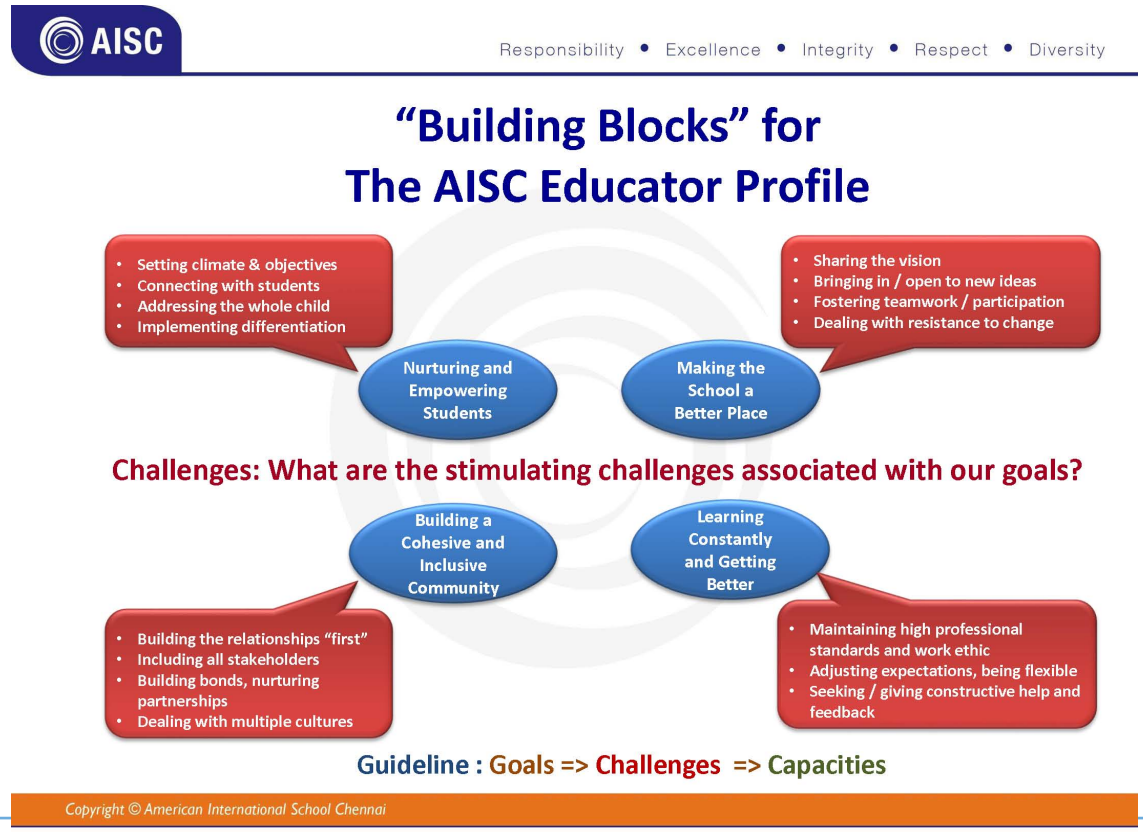
Signature of Teaching Assistant _____

Signature of Supervising Teacher(s) _____

Signature of Administrator _____

AISC EDUCATOR PROFILE





AISC

Responsibility • Excellence • Integrity • Respect • Diversity

"Building Blocks" for The AISC Educator Profile

Capacities: What do we need to do to be effective educators at AISC?

Guideline : Goals => Challenges => Capacities

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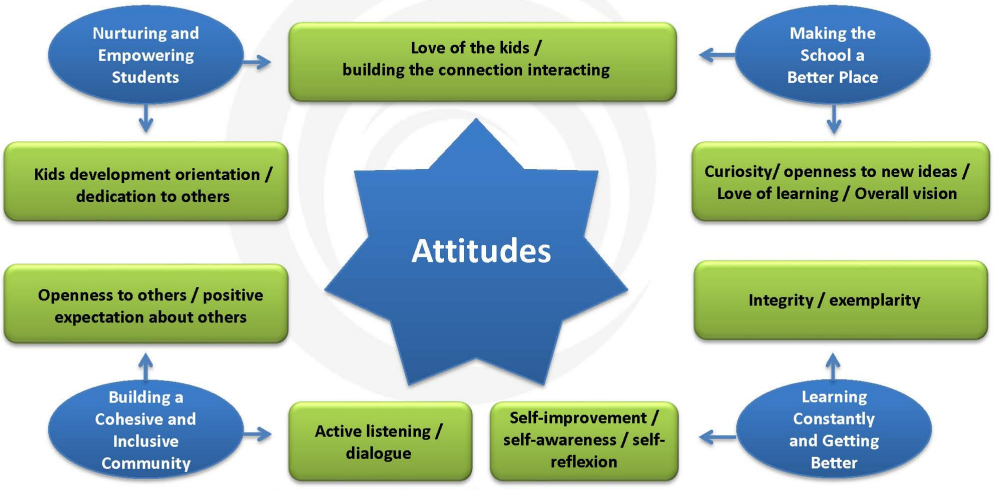
AISC

Responsibility • Excellence • Integrity • Respect • Diversity

"Building Blocks" for The AISC Educator Profile

Capacities: What are the necessary attitudes to feel effective as an AISC educator?



Guideline : Goals => Challenges => Capacities

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STUDENT FEEDBACK TO TEACHERS

Implementation Preface for Student-Teacher feedback

This should be read aloud to all students Grades 3-12 at the time of implementing the feedback tool

Today, you are going to have an opportunity to reflect upon your experiences in this class during the _____ school year. As you know, constructive feedback is an important part of improving and student input is taken under serious consideration as teachers plan for the future. We want you to know that the teaching staff values your comments. As you answer the questions using the scale on the survey, please think about your entire experience in the class and not just your most challenging or most rewarding experiences. In the short answer questions, it would be beneficial for us if you referred to specific activities or methods the teacher used that were successful for you as a learner. If you did give a low rating on any question, use the space provided on the back page to help the teacher understand why. Please be as clear and mature as possible in your explanation so that the teacher can think about ways to improve. This is a confidential survey and its only purpose is to help teachers become more effective in the classroom.

SAMPLE
STUDENT FEEDBACK TO TEACHERS

Grades 1-2 Students

Teacher Name: _____
Dear Students,

Please remember that completing this form is voluntary. Your feedback on the statements below is helpful for your teachers to reflect on their practice. Your honest, thoughtful, and careful feedback is important to us. The feedback you provide is confidential.

Thank you for helping to make AISC an exceptional international school.

Sincerely,

Andrew A. Hoover
Head of School

Directions: Classroom teacher hands the survey to all students in the class, and then reads each question aloud as the students respond.

☐….. Yes
….. Sometimes
….. No

1. I like being in this class. .....☐

2. I like to learn new things in this class. .....☐

3. I feel like I do well in this class. .....☐

4. I understand what my teacher wants me to do.. .....☐

5. My teacher gives me help when I need it. .....☐

6. My teacher makes learning interesting.....☐

7. My teacher helps me do my best. .....☐

8. My teacher cares about me.....☐

What makes your teacher a good teacher?
How can your teacher help you more?

SAMPLE
STUDENT FEEDBACK TO TEACHERS

Grades 3-5

Teacher Name:

Dear Students,

Please remember that completing this form is voluntary. Your feedback on the statements below is helpful for your teachers to reflect on their practice. Your honest, thoughtful, and careful feedback is important to us. The feedback you provide is confidential.

Thank you for helping to make AISC an exceptional international school.

Sincerely,

Andrew A. Hoover
Head of School

Directions: This is not a test. Do not put your name on this paper. Please respond to all the statements. Please work independently.

(4) Strongly Agree (3) Agree (2) Disagree (1) Strongly Disagree (0) Do not know; Does Not Apply

	What is your experience in the class during this school year?					
1.	I am learning new things in this class.	**4**	**3**	**2**	**1**	**0**
2.	I am encouraged to work in different ways: in groups, with partners, and on my own.	**4**	**3**	**2**	**1**	**0**
3.	I am using many different learning materials (books, technology) in this class to help me learn.	**4**	**3**	**2**	**1**	**0**
4.	I can finish all my school homework within 45-60 minutes.	**4**	**3**	**2**	**1**	**0**
5.	The homework I am given helps me to learn more about what am studying in this class.	**4**	**3**	**2**	**1**	**0**
6.	I am encouraged to ask questions and participate in class.	**4**	**3**	**2**	**1**	**0**
7.	I understand what my teacher asks me to do.	**4**	**3**	**2**	**1**	**0**
8.	I am expected to take responsibility for my learning.	**4**	**3**	**2**	**1**	**0**
9.	I enjoy being in this class.	**4**	**3**	**2**	**1**	**0**
10.	I have worked harder than I thought I could and feel good about my efforts.	**4**	**3**	**2**	**1**	**0**
11.	I feel comfortable in this class.	**4**	**3**	**2**	**1**	**0**
12.	I am encouraged to write clearly and effectively.	**4**	**3**	**2**	**1**	**0**
13.	I am encouraged to speak clearly and effectively.	**4**	**3**	**2**	**1**	**0**

14.	I am encouraged to do my best.	**4**	**3**	**2**	**1**	**0**

What is your experience with this teacher during this school year?

15.	My teacher knows a lot about what we learn in class.	**4**	**3**	**2**	**1**	**0**
16.	My teacher tells me what I am expected to learn and why it is important.	**4**	**3**	**2**	**1**	**0**
17.	My teacher is prepared and well organized for the class.	**4**	**3**	**2**	**1**	**0**
18.	My teacher gives me help when I need it.	**4**	**3**	**2**	**1**	**0**
19.	My teacher gives me helpful comments about my work.	**4**	**3**	**2**	**1**	**0**
20.	My teacher makes learning interesting.	**4**	**3**	**2**	**1**	**0**
21.	My teacher knows how to get along well with students.	**4**	**3**	**2**	**1**	**0**
22.	My teacher teaches me in different ways.	**4**	**3**	**2**	**1**	**0**
23.	My teacher is kind and understanding toward me.	**4**	**3**	**2**	**1**	**0**
24.	My teacher cares about me.	**4**	**3**	**2**	**1**	**0**
25.	My teacher encourages me to work with others and to cooperate.	**4**	**3**	**2**	**1**	**0**
26.	My teacher encourages all students to follow the AISC values of respect, honesty, responsibility and kindness.	**4**	**3**	**2**	**1**	**0**
27.	My teacher challenges me appropriately and motivates me to do my best work.	**4**	**3**	**2**	**1**	**0**

1. What do you like about how your teacher teaches?

2. How can your teacher help you more?

3. If you gave your teacher a low rating on any of the above statements, please explain why.

SAMPLE
STUDENT FEEDBACK TO TEACHERS
Grades 6-8

Dear Students,

The classroom teacher will read the following aloud to you:

Today, you are going to have an opportunity to reflect upon your experiences in this class during the 2016-2017 school year. As you know, constructive feedback is an important part of improving and student input is taken under serious consideration as teachers plan for the future. We want you to know that the teaching staff values your comments. As you answer the questions using the scale on the survey, please think about your entire experience in the class and not just your most challenging or most rewarding experiences.

In the short answer questions, it would be beneficial for us if you referred to specific activities or methods the teacher used that were successful for you as a learner. If you did give a low rating on any question, use the space provided in the comments section to help the teacher understand why. Please be as clear and mature as possible in your explanation so that the teacher can think about ways to improve.

The purpose of the surveys is to help teachers become more effective in the classroom.

Please remember that completing this form is voluntary. Your honest, thoughtful, and careful feedback on all questions is important to us. The feedback you provide is confidential.

Thank you for helping to make AISC an exceptional international school.

Sincerely,

Andrew A. Hoover
Head of School

* 1. Teacher Name

* 2. I enjoy coming to school.

◯ Yes ◯ Sometimes ◯ No

* 3. I enjoy learning new things in this class.

◯ Yes ◯ Sometimes ◯ No

* 4. I am encouraged to work in different ways: in groups, with partners, and on my own.

◯ Yes ◯ Sometimes ◯ No

* 5. I am encouraged to ask questions and participate in class.

Yes Sometimes No

* 6. I feel comfortable in this class.

Yes Sometimes No

* 7. I know what I am expected to learn and why it is important.

Yes Sometimes No

* 8. I can get help from my teacher when I need it.

Yes Sometimes No

* 9. My teacher gives me feedback about my learning

Yes Sometimes No

* 10. My teacher makes learning interesting.

Yes Sometimes No

* 11. My teacher cares about me.

Yes Sometimes No

* 12. My teacher encourages all students to follow the AISC values of respect, honesty, responsibility and kindness.

Yes Sometimes No

* 13. My teacher challenges me appropriately and motivates me to do my best work.

Yes Sometimes No

* 14. Why is your teacher a good teacher?

SAMPLE
STUDENT FEEDBACK TO TEACHERS
Grades 9-12

Teacher Name: _____

Dear Students,

Please remember that completing this form is voluntary. Your feedback on the statements below is helpful for your teachers to reflect on their practice. Your honest, thoughtful, and careful feedback is important to us. The feedback you provide is confidential.

Thank you for helping to make AISC an exceptional international school.

Sincerely,

Andrew A. Hoover
Head of School

Directions: The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please respond to all the statements. Please work independently to complete the survey.

(4) Strongly Agree (3) Agree (2) Disagree (1) Strongly Disagree (0) Do not know; Does Not Apply

What is your experience in the class during this school year?						
1.	I am learning new ideas and skills in this class.	**4**	**3**	**2**	**1**	**0**
2.	I am encouraged to ask questions and actively participate in this class.	**4**	**3**	**2**	**1**	**0**
3.	I work on assignments that require me to integrate ideas or information from a number of sources (ex. print media, online databases, personal interviews, internet).	**4**	**3**	**2**	**1**	**0**
4.	I am encouraged to continually improve, revise or refine my work.	**4**	**3**	**2**	**1**	**0**
5.	I use a variety of materials and resources (e.g. books, simulations, digital media, computer, internet, word processing, spreadsheet) for my learning.	**4**	**3**	**2**	**1**	**0**
6.	I receive helpful feedback (written and verbal) from my teacher about my performance in this class.	**4**	**3**	**2**	**1**	**0**
7.	My homework assignments support what is taught in class.	**4**	**3**	**2**	**1**	**0**
8.	In this class there is a balance of learning and teaching approaches (lecture, discussion, group projects, collaborative group work).	**4**	**3**	**2**	**1**	**0**
9.	I have a reasonable amount of homework in this class.	**4**	**3**	**2**	**1**	**0**

10.	I am encouraged to write clearly and effectively.	**4**	**3**	**2**	**1**	**0**
11.	I am encouraged to speak clearly and effectively.	**4**	**3**	**2**	**1**	**0**
12.	I am encouraged to do my best.	**4**	**3**	**2**	**1**	**0**
13.	In this class I have challenged myself and feel good about my efforts.	**4**	**3**	**2**	**1**	**0**
14.	I appreciate the value of what I am learning in this class.	**4**	**3**	**2**	**1**	**0**
15.	I am taught to think critically: to go beyond memorizing facts, ideas or methods.	**4**	**3**	**2**	**1**	**0**
16.	I am taught to analyze elements of an idea, concept, experience or theory.	**4**	**3**	**2**	**1**	**0**
17.	I am taught to organize ideas, information and experiences, and to apply them creatively.	**4**	**3**	**2**	**1**	**0**

What is your experience with this teacher during this school year?

18.	My teacher is well-prepared and organized for class.	**4**	**3**	**2**	**1**	**0**
19.	My teacher provides timely feedback on work I have handed in.	**4**	**3**	**2**	**1**	**0**
20.	My teacher clearly explains the course material and expectations.	**4**	**3**	**2**	**1**	**0**
21.	My teacher clearly demonstrates knowledge of what is being taught.	**4**	**3**	**2**	**1**	**0**
22.	My teacher paces instruction to meet my needs as a learner.	**4**	**3**	**2**	**1**	**0**
23.	My teacher helps me try to be successful in this class.	**4**	**3**	**2**	**1**	**0**
24.	My teacher is kind and understanding toward me.	**4**	**3**	**2**	**1**	**0**
25.	My teacher helps me to become involved with the ideas and concepts taught in this class.	**4**	**3**	**2**	**1**	**0**
26.	My teacher models the AISC values of respect, honesty, responsibility and kindness and encourages students to follow these.	**4**	**3**	**2**	**1**	**0**
27.	My teacher encourages me to work cooperatively with others.	**4**	**3**	**2**	**1**	**0**
28.	My teacher's assessments (projects, labs, tests, quizzes) relate to what is being taught in this class.	**4**	**3**	**2**	**1**	**0**
29.	My teacher challenges me appropriately and motivates me to do my best work.	**4**	**3**	**2**	**1**	**0**
30.	My teacher creates a classroom environment that is conducive to learning.	**4**	**3**	**2**	**1**	**0**

Think about what you have been learning in this class. What has been your most interesting unit of study and ***briefly*** explain how the teacher made it this way.

Describe one way that teacher could help you more with your learning.

If you gave this teacher a low rating on any of the above statements, please explain why.

SAMPLE
STUDENT FEEDBACK TO ATHLETICS/ACTIVITIES DIRECTOR

GRADES 6-12

AD Name: _____

Dear Students,

Please remember that completing this form is voluntary. Your feedback on the statements below is helpful for your teachers to reflect on their practice. Your honest, thoughtful, and careful feedback is important to us. The feedback you provide is confidential.

Thank you for helping to make AISC an exceptional international school.

Sincerely,

Andrew A. Hoover
Head of School

Directions: The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please respond to all the statements. Please work independently to complete the survey.

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
1. My Athletic Director is accessible and approachable.					
2. My Athletic Director is organized and demonstrates effective planning of all aspects of the Athletic program.					
3. My Athletic Director listens to suggestions and ideas from coaches, parents' and students' and strives to implement ideas that will improve the program.					
4. My Athletic Director provides clear directions and procedures for coaches, parents and athletes.					
5. My Athletic Director shows a personal interest in all of the athletes participating in the athletics program.					
6. My Athletic Director demonstrates professionalism, caring and respect in dealing with sensitive student/athlete issues.					
7. My Athletic Director treats coaches, students and parents with respect.					

8. My Athletic Director responds to problems and resolves them in a timely manner.					
9. My Athletic Director is collaborative and cooperative with coaches and teachers regarding student/athlete issues.					
10. My Athletic Director makes appropriate and timely decisions regarding all athletic issues and concerns.					
11. My Athletic Director advocates for coaches and students/athletes needs within the athletic program.					
12. My Athletic Director positively represents the coaches, teachers and students in the AISC community.					
13. My Athletic Director represents coaches' views, opinions and suggestions at the SAISA Board meetings.					
14. My Athletic Director follows and expects students and coaches to follow the commonly held values of respect, responsibility, and interdependence.					

1. How has the Athletic Director helped you with your season or activity?

2. What can the Athletic Director do to make your season or activity even better next year?

3. Other comments:

SAMPLE
STUDENT FEEDBACK TO LIBRARIAN

GRADES 3-5

Librarian Name:____

Dear Students,

Please remember that completing this form is voluntary. Your feedback on the statements below is helpful for your teachers to reflect on their practice. Your honest, thoughtful, and careful feedback is important to us. The feedback you provide is confidential.

Thank you for helping to make AISC an exceptional international school.

Sincerely,

Andrew A. Hoover
Head of School

Directions: The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please respond to all the statements. Please work independently to complete the survey.

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	N.A.
1. I feel welcome in the library.					
2. The library has a variety of fiction and non-fiction books.					
3. My Librarian helps me if I can't find a book.					
4. My Librarian helps me find fiction and non-fiction books.					
5. My Librarian helps me find information in the library.					
6. My Librarian helps me to use a computer to find information in the library.					
7. My Librarian helps me to learn how to take care of books.					
8. My Librarian treats students fairly.					
9. My Librarian expects all students to follow the commonly held values of					

respect, responsibility, and interdependence.					
10. My Librarian helps me enjoy the library.					
11. My Librarian has a good rapport with students.					

1. How has your Librarian helped you?

2. How can your Librarian help you more?

SAMPLE
STUDENT FEEDBACK TO LIBRARIAN

GRADES 6-12

Librarian Name: _____

Dear Students,

Please remember that completing this form is voluntary. Your feedback on the statements below is helpful for your teachers to reflect on their practice. Your honest, thoughtful, and careful feedback is important to us. The feedback you provide is confidential.

Thank you for helping to make AISC an exceptional international school.

Sincerely,

Andrew A. Hoover
Head of School

Directions: The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please respond to all the statements. Please work independently to complete the survey.

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	N.A.
1. I feel welcome in the library.					
2. I know where to find new books in the library.					
3. I can find books using the on-line library catalog.					
4. I know how to find books on the library shelves.					
5. I can find information in the library that helps me in my classes.					
6. I know what behavior is expected of me in the library.					
7. The library is well organized.					
8. The library has a variety of fiction and non-fiction books.					
9. My Librarian teaches me new ways to search for information.					
10. My Librarian is available to help.					

11. My Librarian is enthusiastic about the library.					
12. My Librarian enjoys working with students.					
13. My Librarian treats students fairly.					
14. My Librarian maintains an atmosphere that supports study, research, and leisure reading.					
15. My Librarian expects all students to follow the commonly held values of respect, responsibility, and interdependence.					
16. My Librarian has a good rapport with students.					
17. The Dear Librarian is useful to me and provides information I otherwise would not have access to?					

1. Think about what you learn in the library, and how you learn it. What does your Librarian do to make your learning meaningful and enjoyable?

2. Think about the challenges you've had in the library? What could the Librarian do to help you be more successful?

3. If you rated the Librarian low on any of the above statements, please explain why.

4. Other comments:

SAMPLE
STUDENT FEEDBACK TO COUNSELOR

GRADES 3-5

The Counseling Department aims to provide supports and/or services to students in a variety of areas, which include, academic counseling, mental health counseling and scheduling. Please comment on the questions state below in reference to your counselor.

Counselor Name: _____

Dear Students,

Please remember that completing this form is voluntary. Your feedback on the statements below is helpful fo your teachers to reflect on their practice. Your honest, thoughtful, and careful feedback is important to us. Th feedback you provide is confidential.

Thank you for helping to make AISC an exceptional international school.

Sincerely,

Andrew A. Hoover
Head of School

Directions: The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please respond to all the statements. Please work independently to complete the survey.

Questions:	Strongly Agree	Agree	Disagree	Strongly Disagree	N.A.
1. I would use the counseling services of my Counselor if I needed to.					
2. I know who my Counselor is.					
3. My Counselor appears to be available to help me when needed.					
4. My Counselor appears to be available to answer my questions when needed.					
5. I would refer a friend who needed some help to my Counselor.					
6. My Counselor responds openly, honestly, and frankly to my questions.					

7. I am satisfied with the support my Counselor provides.					
8. I like my Counselor when she teaches our class.					
9. My Counselor cares about me.					
10. My Counselor has a good rapport with students.					

1. Comment on the positive experiences you have had with your Counselor. What else could your Counselor do to help meet your needs?

2. Other Comments (If you rated your Counselor low on any of the above statements, please explain why.)

SAMPLE
STUDENT FEEDBACK TO COUNSELOR
GRADES 6-8

The Counseling Department aims to provide supports and/or services to students in a variety of areas, which include, academic counseling, mental health counseling and scheduling. Please comment in a constructive and helpful manner on the questions stated below in reference to your counselor.

Counselor Name:

Dear Students,

Please remember that completing this form is voluntary. Your feedback on the statements below is helpful for your teachers to reflect on their practice. Your honest, thoughtful, and careful feedback is important to us. The feedback you provide is confidential.

Thank you for helping to make AISC an exceptional international school.

Sincerely,

Andrew A. Hoover
Head of School

Directions: The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please respond to all the statements. Please work independently to complete the survey.

Questions:	Strongly Agree	Agree	Disagree	Strongly Disagree	N.A.
1. I would use the counseling services if I needed to.					
2. I know who my Counselor is.					
3. My Counselor appears to be available to help me when needed.					
4. My Counselor appears to be available to answer my questions when needed.					
5. I would refer a friend who needed some help to my Counselor.					
6. My Counselor responds openly, honestly, and frankly to my questions.					
7. I am satisfied with the counseling support I have received with an academic issue.					
8. I am satisfied with the support I have received with a social or emotional issue.					
9. My Counselor cares about me.					

10. My Counselor has a good rapport with students.					

1. Comment on the positive experiences you have had with the school counselor. What else could the counselor do to help meet your needs?

2. Other Comments (If you rated your counselor low on any of the above statements, please explain why.)

SAMPLE
STUDENT FEEDBACK TO COUNSELOR

GRADES 9-12

The Counseling Department aims to provide supports and/or services to students in a variety of areas, which include, academic counseling, college preparation and application process, mental health counseling and scheduling. Please comment in a constructive and helpful manner on the questions stated below in reference to your counselor.

Counselor Name:____

Dear Students,

Please remember that completing this form is voluntary. Your feedback on the statements below is helpful for your teachers to reflect on their practice. Your honest, thoughtful, and careful feedback is important to us. The feedback you provide is confidential.

Thank you for helping to make AISC an exceptional international school.

Sincerely,

Andrew A. Hoover
Head of School

Directions: The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please respond to all the statements. Please work independently to complete the survey.

Questions:	Strongly Agree	Agree	Disagree	Strongly Disagree	N.A.
1. I would use the counseling services if I needed to.					
2. I know who my Counselor is.					
3. My Counselor appears to be available to help me when needed.					
4. My Counselor appears to be available to answer my questions when needed.					
5. I would refer a friend who needed some help to my Counselor.					

6. My Counselor responds openly, honestly, and frankly to my questions.					
7. I am satisfied with the counseling support I have received with an academic issue.					
8. I am satisfied with the support I have received with a social or emotional issue.					
9. I am satisfied with the support I have received with college-related issues.					
10. My Counselor cares about me.					
11. My Counselor has a good rapport with students.					

1. Comment on the positive experiences you have had with the school counselor. What else could the counselor do to help meet your needs?

2. Other Comments (If you rated your counselor low on any of the above statements, please explain why.)

FACULTY CLIMATE SURVEY

SAMPLE
FACULTY CLIMATE SURVEY

Welcome to the Faculty Climate Survey for school year 2014-2015. Your input is important and valued – it affirms the fine things going on at the school and it will help inform professional school improvement efforts.

Over the next few weeks, we also start surveying parents and students regarding their experiences at and with the school. It is testimony to the level of professionalism as a learning community that we seek, provide, and engage feedback at so many levels of the school.

So, thank you, in advance, for taking the time to complete the survey and to answer each question honestly.

Please specify the category you belong to:
(a) OB (b) LB

Please specify the section you work in:
(a) Elementary School (b) Middle School (c) High School

Based on your experience, would you recommend AISC as an employer to your friends?
(a) Yes (b) No

Based on your experience, would you apply for a job with AISC again?
(a) Yes (b) No

Please rate your satisfaction with the following:

COMPENSATION AND BENEFITS
(a) Strongly Satisfied (b) Satisfied (c) Dissatisfied
(d) Strongly Dissatisfied (e) N/A

1. Please rate your satisfaction with the financial compensation for your position at AISC: _____
2. Please rate your satisfaction with your housing; with specific respect to how it compares with what is available in Chennai: _____
3. Please rate your satisfaction with benefits (other than housing) for your position at AISC: _____
4. Please rate your satisfaction with the medical benefits AISC offers _____
5. Please rate your satisfaction with funding for professional development and learning (individual funds, programmatic, or AP/IB).

Comments: (Compensation and Benefits)

CURRICULUM AND INSTRUCTION

(a) Strongly Satisfied (b) Satisfied (c) Dissatisfied
(d) Strongly Dissatisfied (e) N/A

1. How satisfied are you with the quality of teaching at AISC overall? _____
2. How satisfied are you with the level of academic expectations that the educators at AISC have for our students? _____
3. How satisfied are you with how professional development and learning is encouraged and supported? _____
4. How satisfied are you with the way we are preparing students to deal with challenges they will face in their future? _____
5. How satisfied are you with the ES/MS/HS curricula for our students? _____
6. How satisfied are you with how the curriculum is articulated across grades and subjects through the curricular program outcomes and standards? _____
7. How satisfied are you with the AISC curriculum review process? _____
8. How satisfied are you with the distribution of student performance data to effectively differentiate instruction? _____
9. How satisfied are you with the use of student performance data by academic teams / departments / committees to identify potential gaps in the curriculum? _____
10. How satisfied are you with the effectiveness of technology training and professional development and learning? _____
11. How satisfied are you with how AISC promotes consistency of behavior expectations of students? _____

Comments: (Curriculum and Instruction)

OPERATIONS & ORGANIZATIONAL SUPPORT

(a) Strongly Satisfied (b) Satisfied (c) Dissatisfied
(d) Strongly Dissatisfied (e) N/A

1. How satisfied are you with how effectively and efficiently the IT support staff anticipates and responds to needs and concerns? _____
2. How satisfied are you with how information is organized on Moodle and your ability to access it? _____
3. How satisfied are you with Skyward and its functionality as a student information system? _____
4. How satisfied are you with the availability and quality of instructional tools and materials? _____
5. How satisfied are you with class sizes? _____
6. How satisfied are you with the support, services, and leadership provided by the Director of Business Affairs? _____
7. How satisfied are you with the finance office and the support they provide to staff? _____
8. How satisfied are with the personnel office? _____
9. How satisfied are you with the purchasing office and the support they provide to staff? _____
10. How satisfied are you with the health office and the support they provide to staff? _____
11. How satisfied are you with the security office and the support they provide to staff? _____
12. How satisfied are you with campus/classroom maintenance and cleanliness? _____
13. How satisfied are you with food provision by the Taj Madras Flight Kitchen? _____

14. How satisfied are you with how the PCA's structure, purpose, objectives and policies are aligned with the school's mission and are communicated to the school community? _____

Comments: (OPERATIONS & ORGANIZATIONAL SUPPORT)

INTERPERSONAL RELATIONSHIPS

(a) Strongly Satisfied (b) Satisfied (c) Dissatisfied
(d) Strongly Dissatisfied (e) N/A

1. How satisfied are you with the degree of respect and compassion with which students are treated by faculty and staff? _____
2. How satisfied are you with the trusting work environment that your administrator creates? _____
3. How satisfied are you with how you and your administrator work together towards solving school problems? _____
4. How satisfied are you generally with the school climate, your position, your colleagues, and the level of professionalism at the school? _____
5. How satisfied are you with the degree of input you are able to have into school-wide decisions that impact your teaching? _____
6. How satisfied are you with how the school values your opinion? _____
7. How satisfied are with the quality of collaboration at the school? _____
8. How satisfied are you with how adults in the school inspire a love of learning in their students? _____
9. How satisfied are you with how the adults in the school appropriately model courage for our students? _____
10. How satisfied are you with faculty social activities? _____

Comments: (Interpersonal Relationships)

WORK CULTURE & ORGANIZATIONAL CLIMATE

(a) Strongly Satisfied (b) Satisfied (c) Dissatisfied
(d) Strongly Dissatisfied (e) N/A

1. How satisfied are you with how the school mission and beliefs are known and embraced by the faculty? _____
2. How satisfied are you with the focus and direction guiding the school? _____
3. How satisfied are you with the level of commitment at AISC to the continuous improvement focused on student on improving student learning? _____
4. How satisfied are you with the level of data-informed decision-making at AISC? _____
5. How satisfied are you with work climate and espirit de corps at AISC? _____
6. How satisfied are you with the support given to teacher initiative and innovation? _____
7. How satisfied are you with degree of collaboration and decision-making at the section level? _____
8. How satisfied are you with the expectations for teacher performance? _____
9. How satisfied are you with the non-classroom and co-curricular responsibilities and duties expected of teachers as compared to other similar schools? _____
10. How satisfied are you with planning and preparation time during the school day? _____
11. How satisfied are you with how you are evaluated? _____

Comments: (Work Culture & Organizational Climate)

LEADERSHIP TEAM, HEAD OF SCHOOL, BOARD OF DIRECTORS

(a) Strongly Satisfied (b) Satisfied (c) Dissatisfied
(d) Strongly Dissatisfied (e) N/A

1. How satisfied are you with how faculty views and needs are taken into serious consideration in decision-making? _____
2. How satisfied are you with the approachability of the Head of School with concerns / problems? _____
3. How satisfied are you with the visibility of the Head of School on campus and at school events? _____
4. How satisfied are you with the leadership of the Head of School? _____
5. How satisfied are you with the communication between the Head of School and the faculty? _____
6. How satisfied are you with the coherence, alignment, and leadership of the Leadership Team? _____
7. How satisfied are you with the openness of the Board (Is it open to faculty input?) _____
8. How satisfied are you with the continuity of commitment to the mission and values demonstrated by Board of Directors and school leadership? _____
9. How satisfied are you with the ability of all members of the school community to communicate the school mission and values? _____

Comments: (Leadership Team, Head of School, Board of Directors)

PRINCIPAL STANDARDS (If you work with more than one principal, answer the following with respect to the division you indicated at the start of the survey.)

(a) Strongly Satisfied (b) Satisfied (c) Dissatisfied
(d) Strongly Dissatisfied (e) N/A

1. How satisfied are you with the principal's leadership with respect to his/her focus on the mission and student learning objectives? _____
2. How satisfied are you with the principal's understanding of learning and teaching models? _____
3. How satisfied are you with the principal's ability to create a climate that fosters educational excellence within the AISC community? _____
4. How satisfied are you with how the principal facilitates leadership of the implementation of curriculum? _____
5. How satisfied are you with how the principal ensures that effective instructional practices result in student achievement of agreed-upon academic standards? _____
6. How satisfied are you with the principal's promotion of highly effective practices in technology integration among faculty and staff? _____

7. How satisfied are you with the ability of the principal to nurture and sustain strong teams, and encourage collaboration and continuous learning for faculty and staff, tied to student learning? _____
8. Please rate your satisfaction with how the principal upholds and models commonly-held values of dignity, responsibility, mutual trust and respect, and kindness? _____
9. How satisfied are you with how the principal engages in continuous learning? _____
10. How satisfied are you with how the principal manages the day-to-day operations of the school? _____
11. How satisfied with the principal's ability to build relationships within AISC and the wider community to ensure student success? _____
12. How satisfied are you with your principal's interpersonal skills (with teachers, students, and parents)? _____
13. How satisfied are you with the ease of approaching the principal with a concern / problem? _____
14. How satisfied are you with the communication between the principal and the faculty? _____

Comments: (Principal) Please comment on the principal of the division which you identified at the start of the survey.

Comments: (Principal) If you work with a principal other than the one indicated above, please comment on that interaction below.

DIRECTOR OF TEACHING AND LEARNING STANDARDS

(a) Strongly Satisfied (b) Satisfied (c) Dissatisfied
(d) Strongly Dissatisfied (e) N/A

1. How satisfied are you with the Director of Teaching and Learning's efforts to provide leadership and work towards alignment of curriculum from Early Childhood through Grade 12? _____
2. How satisfied are you with the Director of Teaching and Learning's understanding of learning and teaching models and processes? _____
3. How satisfied are you with efforts to support curriculum writing work in ATLAS? _____
4. How satisfied are you with the support given in using data to improve instruction? _____
5. How satisfied are you with the ability of the Director of Teaching and Learning to advocate, nurture, and sustain strong teams, collaboration, and continuous learning for faculty and staff, tied to student learning? _____
6. How satisfied are you with the Director of Teaching and Learning's mentorship/coaching in the understanding and delivery of curriculum? _____
7. How satisfied are you with the Director of Teaching and Learning's efforts to lead a focus on teaching and learning through professional development and learning? _____
8. How satisfied are you with the Director of Teaching and Learning's ability to engage faculty in activities around improvement of curriculum and instruction? _____
9. How satisfied are you with the Director of Teaching and Learning's ability to create a climate that fosters educational excellence within the AISC community? _____

10. How satisfied are you with the Director of Teaching and Learning's interpersonal, communication and collaboration skills with respect to creating a productive and supportive climate for learning and growth? _____
11. How satisfied are you with the communication between the Director of Teaching and Learning and the faculty? _____
12. Are you satisfied with the ease of approaching the Director of Teaching and Learning? _____
13. Please rate your overall satisfaction with the Director of Teaching and Learning? _____

Comments: (Director of Teaching and Learning) Please share any additional feedback with regards to the Director of Teaching and Learning related to the questions above.

IT DIRECTOR STANDARDS

(b) Strongly Satisfied (b) Satisfied (c) Dissatisfied
(e) Strongly Dissatisfied (e) N/A

1. How satisfied are you with the daily IT operations of the school and the management of technology resources? (Does this management reflect the centrality of student and adult learning and the realization of the school's mission?)
2. How satisfied are you with the IT Director's ability to provide for learner-centered environments that use technology to meet the individual and diverse needs of learners?
3. How satisfied are you with the equity of access to technology resources that enable and empower all students and staff?
4. How satisfied are you with how the IT director models and enforces ethical practices to promote the responsible use of technology?
5. Please rate your satisfaction with the IT Director's interpersonal skills (with relation to building teacher, student and parent success)?
6. How satisfied are you with the IT Directors ability to encourage a culture of responsible risk-taking and to advocate research based effective practices in the use of technology to meet the needs of learners?
7. How satisfied are you with the IT Director's interpersonal, communication and collaboration skills with respect to creating a productive and supportive climate for learning and growth? _____
8. How satisfied are you with the ease of approaching the IT Director? _____
9. How satisfied are you with how teachers are involved in technology decision-making? _____
10. How satisfied are you with the communication between the IT Director and the faculty? _____
11. Please rate your overall satisfaction with the IT Director? _____

Comments (IT Director Standards)

PARENT CLIMATE SURVEY

SAMPLE
PARENT CLIMATE SURVEY

Welcome to the Parent Climate Survey for school year 2014-2015. Your input is important and valued – it affirms the fine things going on at the school and it will help inform professional school improvement efforts.

This survey is designed to minimize the time needed to complete it. It is organized into two sections: a "General Questions Section" contains questions that refer to the school as whole and a "Class/Section Questions Section", in which responses will pertain to the particular division or class your child/children are in.

This survey is anonymous and we encourage you to answer all questions constructively.

Thank you

Please specify the number of school years you have had children at AISC?

(a) 1	(b) 2	(c) 3	(e) 4	(f) 5
(g) 6	(h) 7	(i) 8	(j) 9	(k) 10
(l) 11	(m) 12	(o) 13	(p) 14	(q) 15

Please specify your nationality

Please specify the sections in which you have children:

(a) Elementary School (b) Middle School (c) High School

In what grade(s) do you have children?

(a) PK3	(b) PK4	(c) KG	(d) 1	(e) 2
(f) 3	(g) 4	(h) 5	(i) 6	(j) 7
(k) 8	(l) 9	(m) 10	(n) 11	(o) 12

Based on your experience at AISC, what do you think is the single most significant aspect of the school's culture that contributes to our "positive core" and makes the school special and unique?

General Questions Section

Please rate your level of agreement with the statements below pertaining to your child's schooling at the American International School - Chennai

A. What specific things are helping your child have a positive educational experience at AISC?

Mission

1. I am satisfied, overall, with the American International School - Chennai.
2. Student learning is a high priority at AISC.
3. The school is preparing my child for the challenges of a rapidly changing world.
4. The American International School - Chennai is meeting my expectations as a school for my child(ren).

5. Academic standards are comparable to the best international schools.
6. Teachers exhibit the highest standards of professional competence.
7. All members of the school community understand and can communicate the school's Mission Statement, and Core Values.
8. The AISC Mission informs programming and decision-making at the school.
9. The AISC Mission is visible on campus.

Optional Comments: (School Mission)

Curriculum & Assessment

18. The ES/MS/HS Programs administered at AISC provide my child with a quality curriculum.
19. Based on communication from the school, I have a satisfactory understanding of the curriculum.
20. The school's educational program meets the requirements of students with special needs/learning disabilities.
21. Educational technology at AISC enriches student learning.
22. Once admitted, students are placed in appropriate programs/grade levels (EAL, academic support).
23. AISC provides me with an understanding of the relevance of external assessments (MAP, PSAT, SAT, AP, IB) that the school administers to my child.
24. I understand how my child is graded and assessed.
25. Assessment data is used to meet my child's individual needs.
26. The school's grading policies and practices are administrated fairly.

Optional Comments: (Curriculum & Assessment)

Learning Environment

30. School security is appropriate and responsive to local and world events.
31. The school facilities appropriately support the instructional program.
32. The school is a safe place for my child.
33. I feel welcome in the school.
34. The school encourages and supports parental involvement.
35. As a parent, teachers and professional staff are available to meet with me to discuss issues when needed.
36. AISC provides guidelines to parents on appropriate and safe technology use.

Optional Comments: (Learning Environment)

Communication

38. I am kept informed about school policies, progress and operations.
39. The Head's and Principal's Notes keep me informed of school events.
40. I am happy with the ease of use of the school's website, Moodle, and Skyward and the accuracy of information it presents.
41. My child's teachers effectively communicate with me.
42. I am kept well informed regarding any student travel, field trips, and athletics.
43. The Administration Office effectively responds to my needs.
44. Which method do you feel is the most effective in regularly communicating what is happening at the school (Please choose the MOST effective method)
    Head of School's Notes
    Principal's Notes
    My Children

Word of Mouth - Other parents
Direct emails from the school

Optional Comments: (Communication)

School Leadership

45. The Head of School communicates openly and honestly with parents.
46. The Head of School provides effective, positive leadership.
47. The Head of School consistently focuses resources to promote positive learning environment.
48. The Head of School is accessible to parents.
49. The Head of School encourages parents, students, and teachers to cooperate in planning and achieving the goals of the School.
50. The Head of School demonstrates empathy and support for the needs of the AISC community.
51. The Head of School listens to and acts appropriately upon community concerns.
52. The Head of School demonstrates ability to continually improve the School.
53. I believe our School is continually improving.

Optional Comments: (School Leadership)

Governance

54. I understand how the Board of Directors is elected, and have the opportunity to become involved by participating either on the Board, and its committees, or the PCA and its committees.
55. I understand the role and responsibilities of the Board of Directors.
56. The Board of Directors provides effective guidance to and oversight of the school administration, ensuring the long term viability and success of the School.
57. The Board of Directors ensures that School resources are used effectively and efficiently.
58. The Board of Directors, through its actions, supports and promotes the School's Mission.
59. The Board of Directors, through its actions, promotes academic excellence and ensures a safe, supportive learning environment.
60. The Board of Directors communicates effectively with the school community.

Optional Comments: (Governance)

Section Leadership

26. The principal(s) communicates openly and honestly with parents
27. The principal(s) responds to parents' communications in a timely, positive and effective manner.
28. The principal(s) is effective in resolving issues raised by parents.
29. The principal(s) effectively brings resolution to parent/teacher conflict.
30. The principal(s) is available to meet with me about my child.
31. The principal(s) administers rules and policies fairly, consistently, and effectively.

Optional Comments: (Section Leadership)

Other Services

61. I am satisfied with the food provided by the Taj Madras Flight Kitchen.
62. I am satisfied with the school's cleanliness and maintenance.

63. I am satisfied with the admission process.
64. I am satisfied with how information is communicated about the After School Activities Program.
65. I am satisfied with the quality of After School Activities.
66. I am satisfied with MS/HS SAISA/ASIAC athletics.
67. I am satisfied with the athletics office.
68. I am satisfied with the Aquatics Program.
69. I am satisfied with the health office.
70. I am satisfied with library services.
71. I am satisfied with the curriculum office.
72. I am satisfied with my child's guidance counselor's facilitation of a successful initial orientation to school life.
73. I am satisfied with the guidance counselor's facilitation of ongoing support for my child.
74. I am satisfied with the security at the school.

Is there a particular way that we could better prepare invoices for you/your company? (open ended question)

Optional Comments: (Other Services)

Parent Community Association

73. The PCA's structure, purpose, objectives and activities are aligned with the school's mission and are actively communicated to the school community.

Optional Comments: (Parent Community Association)

General Comment Sections (Open Answer Questions)

74. What specific things must AISC do to make the educational experience even better for our students and community?
75. When you evaluate a School, what factors help you draw a conclusion about its quality?

Class/Section Questions - Your child(ren) in ES MS HS

If you have more than one child at the school, you will complete this section more than once. Please complete this section **for each of your children**. Please start with your youngest child and when complete, please select continue. Once you have completed this section **for each of your children**, select "submit."

You will answer the questions below pertaining to your child in which grade?

(a) PK3	(b) PK4	(c) KG	(d) 1	(e) 2
(f) 3	(g) 4	(h) 5	(i) 6	(j) 7
(k) 8	(l) 9	(m) 10	(n) 11	(o) 12

Please rate your level of satisfaction below pertaining to your child's schooling at the American International School – Chennai.

Instruction

1. I am satisfied with the classroom teacher(s).
2. I am satisfied with Mathematics instruction.
3. I am satisfied with Science instruction.
4. I am satisfied with English/Language Arts instruction.

5. I am satisfied with Technology instruction/ integration.
6. I am satisfied with Humanities/Social Studies/History instruction.
7. I am satisfied with French instruction.
8. I am satisfied with Spanish instruction.
9. I am satisfied with Physical Education instruction.
10. I am satisfied with Music instruction.
11. I am satisfied with Visual Arts instruction.
12. I am satisfied with the Theater Arts instruction.
13. I am satisfied with the EAL program.
14. I am satisfied with the Learning Resource Centre program.

Optional Comments: (Instruction)

Teaching Practices

14. I am satisfied that my child has access to a variety of resources (technology, library, teachers, counselors, etc).
15. I am satisfied that my child's teacher(s) provide instructional activities that involve students in their learning.
16. I am satisfied that my child's teacher(s) is available to give him/her assistance when it is needed.
17. I am satisfied that my child's teacher(s) challenge and support my child to work to his/her potential.
18. I am satisfied that my child's teacher(s) assign(s) homework that is appropriate in quantity and helps my child achieve curricular expectations.
19. I am satisfied that my child's teacher(s) correct(s) homework and provide(s) feedback in a timely fashion.
20. I am satisfied that teachers are open and communicative with me about my child's needs and ability.
21. I am satisfied that the school's counselors provide sufficient life skills education, counseling, and communicate effectively.
22. I am satisfied that my child's teacher is approachable for both students and parents who have questions.

Optional Comments: (Teaching Practices)

Learning Environment

23. I am satisfied with the ways that my child's teacher(s) demonstrate care about my child as an individual.
24. I am satisfied with how happy my child is at school.
25. I am satisfied that teachers treat my child with care and respect.

Optional Comments: (Learning Environment)

GLOSSARY

Accountability
To be answerable for; to act in a credible manner.

Assessment
Processes that are focused on quantitative and/or testing approaches and less on judgment.

Assistance Teams Log
A diary maintained by the Principal of an assistance team detailing activities and resources provided in the assistance effort. Dates, meeting times, and funds expended are included.

Authentic Assessment
Sometimes called nontraditional assessment, it is an act or procedure that is nearer to measuring the real ability and achievement of a student than traditional, especially multiple-choice, tests. Examples might be products, portfolios, performances, and personal communication.

Due Process
Protection for an employee for proper procedure and fair treatment. In the case of performance evaluation it includes notice, explanation, assistance, and time.

Ethical Behavior
Behavior that displays commitment to treat the welfare of others as comparable to one's own. Ethical behavior includes obligations to scientific practice, prudence, family, culture, and nation.

Evaluation
The process of determining the merit, worth or value of something, appropriately based on measures and synthesis of other valid evidence.

Excellence
Ever increasing quality of programs and products.

Formative Evaluation
The on-going collection of data used in the professional growth process.

Informal Observation
This casual, day-to-day observation can be of any length; doesn't require conferences.

Improvement Plan
A plan to assist a teacher whose performance does not meet AISC teaching standards.

Professional Improvement Pathway
The process used when an employee has not met certain specific performance standards. The employee is provided with assistance for improvement of teaching performance.

Multiple Sources of Input
Acquiring data about teaching performance from members of various stakeholder groups– students, parents, colleagues, and supervisors.

New Teacher Pathway
Ongoing evaluation for a 120-day probationary period (formative/summative).

Peer Advocate
A teacher, requested by a teacher who is placed on the Professional Improvement Pathway, who assists intensive assistance colleague to meet performance improvement goals, clarifies performance expectations and helps to assure due process.

Post-observation Conference
This conference is held following a scheduled observation for the purpose of discussing the observation and other factors relevant to the staff member's performance of responsibilities as listed in the teaching standards.

Professional Growth Portfolio
A portfolio of supporting data about teaching performance. The examples may include, but not be limited to, work samples, student's work, student, peer and parent feedback, assessments samples, growth plans, *etc.*

Professional Growth Plan
A plan with goal(s), methods for achieving them, designed to stimulate on-going professional growth for a staff member.

Professional Growth Pathway
The emphasis of this pathway is on setting goal(s) that are linked to the AISC teaching standards and then assessing achievement of the goal(s), after collecting multiple input data throughout the year.

Professionalism
To meet the teaching standards, to have strong and current content knowledge, to take initiative, to take risks, and take responsibility for continuously improving instructional practices to add value for our students, colleagues and our school.

Scheduled Observation
A process comprised of pre-observation, conf. class visit, and post-observation, goal(s), timeline, and assessment of goal(s).

Self-Assessment
Self-rating by an employee based on AISC teaching standards.

Self-Assessment Pathway
While the process for the Self-Assessment Pathway is similar to the Performance Growth Pathway, the key difference is that on this pathway the teacher is responsible for assessing their performance against all fifteen of the AISC teaching standards. In a majority of the cases, a teacher would follow this pathway every three years.

Stakeholders
All persons in the school who have a stake in quality education; students, parents, teachers, staff members, supervisors, board of education, and community members.

Student/Parent Surveys

Feedback instruments to determine client satisfaction.

School Values
Honesty, Respect, Responsibility, and Kindness (may be modified after strategic planning).

Supervisor/Goal Setting Facilitator
The principal, assistant principal, coordinator or upper school department chair assigned to set goals and monitor attainment of goals with teacher.

Teaching Standard
Statements that describe observable behaviors which, when performed, indicate fulfillment of teaching responsibilities.

Teaching Assessment Conference
This conference is held following an announced observation for the purpose of discussing the observation and other factors relevant to the staff member's performance of responsibilities as listed in the position description.

Unscheduled Observation
This casual, day-to-day observation can be of any length; its purposes are to validate and support effective performance and to monitor overall performance.

Individual Professional Learning & Development Funds Request Form

Mission:

Together we inspire a love of learning, empowering all students with the courage, confidence, creativity and compassion to make their unique contribution in a diverse and dynamic world.

AISC believes that the instructional programs offered by a school are directly affected by the quality and appropriateness of the professional development offered to the faculty. AISC also believes that these professional development experiences must be directly related to the Mission and Core Values of the school.

Process and Criteria – The following criteria for approval will be used by the AISC administration to assess the value and merit of the professional learning request. The request should meet all of the following criteria:

- The teacher has discussed the professional learning opportunity with his/her principal (and/or AP/IB Coordinator when training is specific to AP/IB) prior to writing the proposal.
- The Professional Learning & Development application form is thoroughly completed.
- The professional opportunity will contribute to improving the teacher's ability to fulfill his/her job responsibilities and is directly related to the professional goals identified. The professional development opportunity is related to the AISC Mission and Core Values with regards to Curriculum, Instruction, Assessment and/or Technology.
- Teachers may be granted up to $1,000.00 USD each school year to pursue professional development and learning opportunities. The maximum amount anyone can accumulate over a three-year period is $3,000.00 USD.
- Similarly, Teacher Aides may be granted up to $500.00 USD per school year and accumulate up to $1,500.00 USD over three years.
- Availing of funds from future school years, will only be considered once contracts for that school year have been signed and the requested advancement amount will not exceed the yearly amount of $1,000.00 USD.
- Per Diem is provided to assist in covering the expenses of transportation to and from the airport/hotel/conference and meals. Meals and transportation to and from the conference (work) will be free at most of the conferences, but when they are not, the per diem amount is enough to cover those expenses. *Total per diem expenses should not total more than 20% of your total request.*
- Professional Learning and Development application deadline - In your last contract year at AISC, the NESA Spring Educators Conference will serve as the deadline for using your professional learning and development funds.

NOTE: When a request is not approved, there could be one of four reasons:

- The professional opportunity appears to be more aligned with the career goals of the faculty member than with the goals of the school.
- The professional opportunity involves training outside of the teacher's current or projected job responsibilities with AISC.
- The professional opportunity involves less than 2 days of training or requires more than 5 days of missed school or when combined with other professionally related absences require the teacher to miss more than ten days of the school year.
- For returning AISC teachers, PD funds were spent during the previous school year.

Professional Learning and Development Application Form

Name:

Name of Activity:

Date of Events: **Venue:**

Dates Away from school (Including travel dates)

Is this Professional Development relevant to IB/AP? **Yes** ☐ **No** ☐

Does this PD fit into the HS AP/IB Guidelines for Division funding ? **Yes** ☐ **No** ☐

Briefly describe the professional development activity. Attach a web-link or program description, if available.

How will your attendance at this activity enhance your effectiveness as a teacher (include how it relates to your professional or team goal)?

Describe how this activity directly relates to the AISC focus on Curriculum, Instruction, Assessment and Technology.

How will this activity impact student learning? Please be specific about potential learning outcomes or impact on the learning environment for students.

Financial Implication: Please specify/estimate the following funding and other important details for the activity.

Registration	Travel	Hotel	Per Diem	Visa & Insurance	Total

Principal Approval **DTL Approval**

PROFESSIONAL GROWTH PLAN

Name: _____ Grade/Team/Dept.: _____

Division: _____ Academic Year: _____

Consult your feedback from students, colleagues, and parents and your self-reflection to identify potential areas of growth.

Co-curricular Contributions:

Professional Goal(s):	**Reason(s) for your goal(s):**
Professional Goal(s) or Team Goal(s):	**Reason(s) for your goal(s):**

Linkage to Teaching Standards	**Linkage to School-wide Priorities**
Effective Planning and Assessment (Standards 1-3) ☐ Positive Classroom Cultures (Standards 4-6) ☐ Productive Communication and Collaboration (Standards 7-9) ☐ Engaged Professionalism (Standards 9-12)	

What will you do to achieve your goal(s)?	**Resources needed to achieve goal(s).**
Goal 1	
Goal 2	

Assessment- How will I know when I have achieved my goal (s)?	Expected Day for Completion
Goal 1	
Goal 2	

Teacher Reflections and Comments on Professional Goal Attainment

Principal's Comments:

Tentative Goal for Next Year:

Placement Pathway for Next Year:

Teacher's Signature: _____

Principal's Signature: _____

Date: _____

SAP-X SUMMATIVE REFLECTION FORM

Name: _____ Grade/Team/Dept.:_____

Division: _____ Academic Year: _____

Attitudes/Actions chosen for goal setting:

Goal Statements:

Reflection:

Why did you choose the above attitudes/actions?

Reflect on the growth you have experienced in relation to each goal. You may submit a reflective narrative about the SAP-X process and your personal/professional growth or, if you prefer, you can respond to the following prompts.

In choosing the SAP-X approach, you were seeking ways to deepen your professional self-awareness, broaden your understanding of ways to improve your practice, and challenge your thinking about teaching and learning. Reflect on these aspects of your growth: What were highlights for you? What surprised you? What was most disruptive or challenging for you? What meaning do you derive from these aspects of the experience?
Response:

Part of the SAP-X experience is that you engage collaborative inputs from colleagues. Discuss what you learned from collegial participation and feedback and reflect on the value of collaboration as part of your professional growth.

Response:

Our best hopes would be that the SAP-X experience leads to new questions and feeds your thirst for further reflection and learning about yourself and your practice. So, regarding your professional growth, what's next and why?

Response:

Supervisor's Comments

Proposed pathway for next year

Teacher's Signature: _____

Principal's Signature: _____ Date: _____

SAP-S SUMMATIVE REFLECTION FORM

Only respond to those Domains/Standards that align to your identified goals.

Goal Statements:

Domain I: Effective Planning, Instruction, and Assessment

Standard 1: Unit and daily planning are consistent with AISC expectations.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 2: Assessment of student learning is consistent with AISC expectations.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 3: Teacher demonstrates individual approach to students' educational needs.
Please check one of the following: ☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard** **(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")** **Teacher Comments:**
Supervisor's Response:

Domain II: Positive Classroom Cultures

Standard 4: Teaching practices fulfill instructional goals, and engage and motivate students.
Please check one of the following: ☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard** **(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")** **Teacher Comments:**
Supervisor's Response:

Standard 5: Teacher demonstrates skills and knowledge to design and realize clear and ambitious vision of students' success.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 6: Teacher establishes a classroom culture conducive to learning.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 7: Oral and written communication is effective.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 8: Teacher-student rapport is effective and consistent with AISC beliefs.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 9: Teacher works productively with others, in accordance with AISC beliefs.
Please check one of the following: ☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard** **(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")** **Teacher Comments:**
Supervisor's Response:

Domain IV: Engaged Professionalism

Standard 10: Teacher displays knowledge of content, pedagogy and student learning needs.
Please check one of the following: **Does Not Meet Standard** **Meets the Standard** **Exceeds Standard** **(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")** **Teacher Comments:**
Supervisor's Response:

Standard 11: Teacher reflects on, and aims to improve, own performance.

Please check one of the following:

☐ **Does Not Meet Standard** ☐ **Meets the Standard** ☐ **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Standard 12: Teacher demonstrates proficiency with technology.

Please check one of the following:

Does Not Meet Standard **Meets the Standard** **Exceeds Standard**

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Teacher Comments:

Supervisor's Response:

Teacher's Signature: _____

Principal's Signature: _____

Date: _____

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