

# **IKNS Framework for Teaching 2014-2015**

# Contents

Introduction **3**

Timeline **5**

Teacher Self-Evaluation **6**

Teacher's Annual Goals **37**

Teacher's Annual Goals Log of Activities **38**

Review of Annual Goals **39**

Teacher Annual Evaluation **40**

Classroom Visit For New Teachers **42**

Heads of Department / Coordinator Sef-Evaluation **43**

Head of Department / Coordinator Annual Evaluation **48**

Appendix 1: IKNS Classroom Environment, Planning and Instruction  
Policy **50**

Appendix 2: IKNS Assessment Policy **52**

## Introduction: The IKNS Framework For Teaching

For the last two years, to arrive at a point where we can define good teaching at IKNS, it was necessary for IKNS as an institution to answer three questions:

- What is to be learned?
- How to learn it?
- How to assess it?

***What is to be learned?*** The school made a decision in 2006 that the IB Learner's profile is the best expression of its Philosophy and Mission Statement. Therefore, IKNS content and performance standards should serve as vehicles to achieve the attributes and characteristics that define the IB Learner's Profile. During the summer of 2010, IKNS faculty completed choosing and aligning standards that, they believed, best achieve this over-arching IKNS educational aim in all subject areas from K-12. The IKNS standards and benchmarks are available on the school's Atlas website.

***How to learn it? And how to assess it?*** The answers for these two questions were based on the ideas of O'Connor and Gusky on assessment and the literature of the IBO on planning and classroom environment. The central Administration organized these ideas to make them fit the IKNS context and then presented the faculty with two policy documents for their consideration.

## Moving from Theory to Practice

To have devised answers for these three big questions was a great achievement, but they remained in the realm of ideas. The school's vision and its new policies will come to life and impact the learning of IKNS students if, and only if, the actual practices of IKNS teachers, Heads of Department, Coordinators and Principals reflect them. To begin the conversation about how to translate the school's vision and new policies into actual practice, it was necessary to introduce a new framework that defines teaching and learning within the context of IKNS.

At the beginning of the 2011 summer vacation, the school formed a committee to review the current teacher evaluation procedures in all three sections of the school. The challenge was to develop teacher evaluation procedures that unify all three sections and at the same time incorporate the new approved policies. The solution to this challenge is developed in the document following this introduction. The document is entitled *The IKNS Framework for Teaching* and is based on the work of Charlotte Danielson.

The members of the committee believe that the new IKNS Framework for Teaching unifies teacher evaluation procedures between all sections of the school and defines what counts as good teaching ***fairly, comprehensively***, and according to the ***best international current educational practice***.



## Teacher Self Evaluation

The first step to beginning the conversation about teaching as a professional practice, is understanding and then completing the Teacher Self-Evaluation. The Self-Evaluation provides guidelines on what a teacher should do when teaching at IKNS. It represents teaching as an activity with four domains of responsibility: **(1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities.**

The four domains and their components describe performance levels in each domain to help teachers identify areas of improvement. Each component describes four performance levels: ***unsatisfactory, basic, proficient, and distinguished***. The aim is to find, for each component, the descriptor that conveys most adequately the achievement level attained by the teacher. The process, therefore, is not precise and is one of approximation. Having said that, teachers should read carefully the examples of evidence that are listed before each domain to make their judgments.

Upon the completion of the Self-Evaluation, each teacher will meet his or her Head of Department/Coordinator to agree on two goals for improvement.

The benefit of having *The IKNS Framework for Teaching*, as Danielson notes, is that it offers IKNS teachers and administrators a shared vocabulary to communicate about the improvement of teaching and learning. For new teachers, the framework provides a road map to excellence by describing the four domains and their components, defining good teaching in the context of IKNS.

## Domain 1: Planning and Preparation

The components in Domain 1 outline how a teacher organizes the content of what students are expected to learn---in other words, how the teacher designs instruction.

Components and Elements	Examples of Evidence that may support your conclusions
<p><b>1a: Demonstrating Knowledge of Content and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content-related to teaching methods</li> </ul> <p><b>1b: Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills, knowledge, and language proficiency</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> </ul> <p><b>1c: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>• Value and sequence</li> <li>• Balance of Coverage and awareness of the IB Learner's Profile</li> <li>• Suitability for diverse learners</li> </ul> <p><b>1d: Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>• Resources for classroom use</li> <li>• Resources to extend content knowledge and method of teaching</li> <li>• Resources for students</li> </ul> <p><b>1e: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p><b>1f: Student Assessments</b></p> <ul style="list-style-type: none"> <li>• Congruence with IKNS standards and benchmarks</li> <li>• Criteria aligned to IKNS standards and benchmarks</li> <li>• Design of formative assessments</li> <li>• Use for planning</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons are clearly linked to the unit plans published on the school's Atlas website that include notes on the sequencing of learning experiences</li> <li>• Lessons clearly emphasize understanding and offer provocative essential questions that create opportunities for structured inquiry; opportunities that train students to be thinkers and risk-takers</li> <li>• Students' work with comments show an understanding of the IB Learner's Profile</li> <li>• Lessons' design is highly coherent, allowing for reflection and closure, where pacing is appropriate for all students</li> <li>• Lessons' design makes allowances for different learning styles and ability levels.</li> <li>• Assessment in each unit is aligned with IKNS standards and identified in the Unit Plans on Atlas.</li> <li>• Design of Unit plans on Atlas clearly distinguishes between formative and summative assessment.</li> <li>• Distribution of grades reflects the intended importance of each standard (Elementary: Term Assessment Summary, Middle and Secondary: Summative Assessment Form)</li> <li>• Assessment criteria for performance tasks are clear and students are fully aware of them as the basis for evaluating their work.</li> <li>• Unit plans on Atlas list a wide range of resources</li> <li>• Quality of Progress Reports comments</li> <li>• Use of school records</li> <li>• Correspondence with the Counseling Department</li> <li>• Notes that appropriately classify students by learning abilities</li> </ul>

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1a: Demonstrating Knowledge of Content and Teaching Methods

**Elements:** Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related to teaching methods

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of content and the structure of the discipline</b>	In planning and practice, teacher makes content errors or does not correct errors made by students.  <input type="checkbox"/>	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.  <input type="checkbox"/>	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.  <input type="checkbox"/>	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.  <input type="checkbox"/>
<b>Knowledge of prerequisite relationships</b>	Teacher's Atlas plans and practice display little understanding of prerequisite relationships important to student learning of the content.  <input type="checkbox"/>	Teacher's Atlas plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.  <input type="checkbox"/>	Teacher's Atlas plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.  <input type="checkbox"/>	Teacher's Atlas plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.  <input type="checkbox"/>
<b>Knowledge of content-related to teaching methods</b>	Teacher displays little or no understanding of the range of teaching approaches suitable to student learning of the content.  <input type="checkbox"/>	Teacher's Atlas plans and practice reflect a limited range of teaching approaches or some approaches that are not suitable to the discipline or to the students.  <input type="checkbox"/>	Teacher's Atlas plans and practice reflect familiarity with a wide range of effective teaching approaches in the discipline.  <input type="checkbox"/>	Teacher's Atlas plans and practice reflect familiarity with a wide range of effective teaching approaches in the discipline, anticipating student misconceptions.  <input type="checkbox"/>



**DOMAIN 1: PLANNING AND PREPARATION**

Component 1b: Demonstrating Knowledge of Students

**Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of child and adolescent development</b>	Teacher displays little or no knowledge of the developmental characteristics of the age group.  <input type="checkbox"/>	Teacher displays partial knowledge of the developmental characteristics of the age group.  <input type="checkbox"/>	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.  <input type="checkbox"/>	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.  <input type="checkbox"/>
<b>Knowledge of the learning process</b>	Teacher sees no value in understanding how students learn and does not seek such information.  <input type="checkbox"/>	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or not in harmony with IB Learner's Profile.  <input type="checkbox"/>	Teacher's knowledge of the IB learner's Profile and how it affects students learning is accurate. Teacher applies this knowledge to the class as a whole and to groups of students.  <input type="checkbox"/>	Teacher displays extensive and subtle understanding of the IB learner's Profile and how it affects students learning and applies this knowledge to individual students.  <input type="checkbox"/>
<b>Knowledge of students' skills, knowledge, and language proficiency</b>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.  <input type="checkbox"/>	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.  <input type="checkbox"/>	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.  <input type="checkbox"/>	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.  <input type="checkbox"/>

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1b: Demonstrating Knowledge of Students *(continued)*

**Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of students' interests and cultural heritage</b>	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. <input type="checkbox"/>	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. <input type="checkbox"/>	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. <input type="checkbox"/>	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. <input type="checkbox"/>
<b>Knowledge of students' special needs</b>	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important. <input type="checkbox"/>	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. <input type="checkbox"/>	Teacher is aware of students' special learning and medical needs. <input type="checkbox"/>	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources. <input type="checkbox"/>

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1c: Setting Instructional Outcomes

**Elements:** Value and sequence • Balance of Coverage and awareness of the IB Learner’s Profile• Suitability for diverse learners

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Value and sequence</b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in relation to the IKNS standards and benchmarks of the subject or a connection to a sequence of learning.  <input type="checkbox"/>	Outcomes represent moderately high expectations and rigor. Some reflect important learning in relation to the IKNS standards and benchmarks of the subject and at least some connection to a sequence of learning.  <input type="checkbox"/>	Most outcomes represent high expectations and rigor and important learning in relation to the IKNS standards and benchmarks of the subject. They are connected to a sequence of learning.  <input type="checkbox"/>	All outcomes represent high expectations and rigor and important learning in relation to the IKNS standards and benchmarks of the subject. They are connected to a sequence of learning both in the subject and in related subjects.  <input type="checkbox"/>
<b>Balance of Coverage and awareness of the IB Learner’s Profile</b>	Outcomes reflect only one attribute or characteristic that define the IB Learner’s Profile and do not cover the required IKNS standards and benchmarks of the subject.  <input type="checkbox"/>	Outcomes reflect superficially some attributes and characteristics that define the IB Learner’s Profile and most cover the required IKNS standards and benchmarks of the subject.  <input type="checkbox"/>	Outcomes reflect effectively some attributes and characteristics that define the IB Learner’s Profile and cover all the required IKNS standards and benchmarks of the subject.  <input type="checkbox"/>	Outcomes reflect a deep understanding of all the attributes and characteristics that define the IB Learner’s Profile and cover all the required IKNS standards and benchmarks of the subject and go beyond them.  <input type="checkbox"/>
<b>Suitability for diverse learners</b>	Outcomes are not suitable for the class or are not based on any assessment of student needs.  <input type="checkbox"/>	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.  <input type="checkbox"/>	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.  <input type="checkbox"/>	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.  <input type="checkbox"/>

**Domain 1: PLANNING AND PREPARATION**  
**Component 1d: Demonstrating Knowledge of Resources**  
**Elements: Resources for classroom use • Resources to extend content knowledge and method of teaching • Resources for students**

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Resources for classroom use</b>	Teacher is unaware of resources for classroom use available through the school.  <input type="checkbox"/>	Teacher displays awareness of resources available for classroom use through the school but no knowledge of resources available more broadly.  <input type="checkbox"/>	Teacher displays awareness of resources available for classroom use through the school and some familiarity with resources external to the school and on the Internet.  <input type="checkbox"/>	Teacher's knowledge of resources for classroom use is extensive, including those available through the school, in the community, through professional organizations and universities, and on the Internet.  <input type="checkbox"/>
<b>Resources to extend content knowledge and methods of teaching</b>	Teacher is unaware of resources to enhance content and methods of teaching knowledge available through the school or district.  <input type="checkbox"/>	Teacher displays awareness of resources to enhance content and methods of teaching knowledge available through the school or district but no knowledge of resources available more broadly.  <input type="checkbox"/>	Teacher displays awareness of resources to enhance content and methods of teaching knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.  <input type="checkbox"/>	Teacher's knowledge of resources to enhance content and methods of teaching knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.  <input type="checkbox"/>
<b>Resources for students</b>	Teacher is unaware of resources for students available through the school or district.  <input type="checkbox"/>	Teacher displays awareness of resources for students available through the school but no knowledge of resources available more broadly.  <input type="checkbox"/>	Teacher displays awareness of resources for students available through the school and some familiarity with resources external to the school and on the Internet.  <input type="checkbox"/>	Teacher's knowledge of resources for students is extensive, including those available through the school, in the community, and on the Internet.  <input type="checkbox"/>

Domain 1: **PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction

**Elements:** Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Learning activities</b>	Learning activities are not suitable to students or to instructional outcomes and are not designed to promote the IB Learner's Profile. <input type="checkbox"/>	Only some of the learning activities are suitable to students or to the instructional outcomes. Some promote the IB Learner's Profile, but with no differentiation for different students. <input type="checkbox"/>	All of the learning activities are suitable to students or to the instructional outcomes, and most promote the IB Learner's Profile, with some differentiation for different groups of students. <input type="checkbox"/>	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to promote the IB Learner's Profile and are differentiated, as appropriate, for individual learners. <input type="checkbox"/>
<b>Instructional materials and resources</b>	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. <input type="checkbox"/>	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. <input type="checkbox"/>	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. <input type="checkbox"/>	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. <input type="checkbox"/>
<b>Instructional groups</b>	Instructional groups do not support the instructional outcomes and offer no variety. <input type="checkbox"/>	Instructional groups partially support the instructional outcomes, with an effort at providing some variety. <input type="checkbox"/>	Instructional groups are varied as appropriate to the students and the different instructional outcomes. <input type="checkbox"/>	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. <input type="checkbox"/>

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction *(continued)*

**Elements:** Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Lesson and unit structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. <input type="checkbox"/>	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. <input type="checkbox"/>	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. <input type="checkbox"/>	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. <input type="checkbox"/>

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1f: Designing Student Assessments

**Elements:** Congruence with IKNS standards and benchmarks • Criteria aligned to IKNS standards and benchmarks • Design of formative assessments • Use for planning

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Congruence with IKNS standards and benchmarks</b>	Assessment procedures are not congruent with IKNS standards and benchmarks. <input type="checkbox"/>	Some of the IKNS standards and benchmarks are assessed through the proposed approach, but many are not. <input type="checkbox"/>	All the IKNS standards and benchmarks are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. <input type="checkbox"/>	Proposed approach to assessment is fully aligned with the IKNS standards and benchmarks in both content and process. Assessment methodologies have been adapted for individual students, as needed. <input type="checkbox"/>
<b>Criteria aligned to IKNS standards and benchmarks</b>	Proposed approach contains no criteria. <input type="checkbox"/>	Assessment criteria and have been developed, but they are not aligned to IKNS standards and benchmarks. <input type="checkbox"/>	Assessment criteria are clear and aligned to IKNS standards and benchmarks. <input type="checkbox"/>	Assessment criteria are clear and aligned to IKNS standards and benchmarks.; there is evidence that the students contributed to their development. <input type="checkbox"/>
<b>Design of formative assessments</b>	Teacher has no plan to incorporate formative assessment in the lesson or unit. <input type="checkbox"/>	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. <input type="checkbox"/>	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. <input type="checkbox"/>	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. <input type="checkbox"/>
<b>Use for planning</b>	Teacher has no plans on the IKNS Atlas website to use assessment results in designing future instruction. <input type="checkbox"/>	Teacher plans are available on the IKNS Atlas website to use assessment results to plan for future instruction for the class as a whole. <input type="checkbox"/>	Teacher plans are available on the IKNS Atlas website to use assessment results to plan for future instruction for groups of students. <input type="checkbox"/>	Teacher Atlas plans available on the IKNS Atlas website to use assessment results to plan future instruction for individual students. <input type="checkbox"/>

## Domain 2: The Classroom Environment

The components in Domain 2 consist of all interactions that occur in a classroom that are non-instructional, i.e., interactions that create a learning environment of respect

Components and Elements	Examples of Evidence that may support your conclusions
<p><b>2a:</b> Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interactions with other students</li> </ul> <p><b>2b:</b> Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>• Importance of the content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p><b>2c:</b> Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p><b>2d:</b> Managing Student Behavior</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to student misbehavior</li> </ul> <p><b>2e:</b> Organizing Physical Space</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-student words and actions are friendly and demonstrate general caring and respect. Such words and actions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher and each other.</li> <li>• Learning experiences emphasize understanding and offer provocative questions that create opportunities for structured inquiry.</li> <li>• The purpose of the lesson or unit is clear, including where it is situated within broader learning context, linking that purpose to student interests.</li> <li>• Lesson has clear directions and procedures. Students are productively engaged at all times, with students assuming responsibility for productivity. Students given opportunity to work collaboratively and independently.</li> <li>• Instructional outcomes (standards), activities and assignments, and classroom interactions convey high expectations for all students.</li> <li>• Evidence of a culture of learning is found in the classroom from the look of the room (which may display student work).</li> <li>• Student behaviour indicates that a teacher has established standards at the beginning of the year and has maintained them consistently during the year. Inappropriate student behaviour is addressed in a positive manner.</li> <li>• Physical environment is safe and well planned.</li> </ul>



Domain 2: THE CLASSROOM ENVIRONMENT  
 Component 2a: Creating an Environment of Respect and Rapport  
**Elements:** Teacher interaction with students • Student interactions with other students

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Teacher interaction with students</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.  <input type="checkbox"/>	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.  <input type="checkbox"/>	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.  <input type="checkbox"/>	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.  <input type="checkbox"/>
<b>Student interactions with other students</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.  <input type="checkbox"/>	Students do not demonstrate disrespect for one another.  <input type="checkbox"/>	Student interactions are generally polite and respectful.  <input type="checkbox"/>	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.  <input type="checkbox"/>

Domain 2: **THE CLASSROOM ENVIRONMENT**  
 Component 2b: Establishing a Culture for Learning  
**Elements:** Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Importance of the content</b>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. <input type="checkbox"/>	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. <input type="checkbox"/>	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. <input type="checkbox"/>	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. <input type="checkbox"/>
<b>Expectations for learning and achievement</b>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. <input type="checkbox"/>	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. <input type="checkbox"/>	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. <input type="checkbox"/>	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. <input type="checkbox"/>
<b>Student pride in work</b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. <input type="checkbox"/>	Students minimally accept the responsibility to do good work but invest little of their energy into its quality. <input type="checkbox"/>	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work. <input type="checkbox"/>	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. <input type="checkbox"/>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Component 2c: Managing Classroom Procedures

**Elements:** Management of instructional groups • Management of transitions • Management of materials and supplies •  
Performance of noninstructional duties • Supervision of volunteers and paraprofessionals

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Management of instructional groups</b>	Students not working with the teacher are not productively engaged in learning. <input type="checkbox"/>	Students in only some groups are productively engaged in learning while unsupervised by the teacher. <input type="checkbox"/>	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. <input type="checkbox"/>	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. <input type="checkbox"/>
<b>Management of transitions</b>	Transitions are chaotic, with much time lost between activities or lesson segments. <input type="checkbox"/>	Only some transitions are efficient, resulting in some loss of instructional time. <input type="checkbox"/>	Transitions occur smoothly, with little loss of instructional time. <input type="checkbox"/>	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. <input type="checkbox"/>
<b>Management of materials and supplies</b>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. <input type="checkbox"/>	Routines for handling materials and supplies function moderately well, but with some loss of instructional time. <input type="checkbox"/>	Routines for handling materials and supplies occur smoothly, with little loss of instructional time. <input type="checkbox"/>	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. <input type="checkbox"/>
<b>Performance of noninstructional duties</b>	Considerable instructional time is lost in performing noninstructional duties. <input type="checkbox"/>	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time. <input type="checkbox"/>	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time. <input type="checkbox"/>	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation. <input type="checkbox"/>
<b>Supervision of volunteers and paraprofessionals</b>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. <input type="checkbox"/>	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. <input type="checkbox"/>	Volunteers and paraprofessionals are productively and independently engaged during the entire class. <input type="checkbox"/>	Volunteers and paraprofessionals make a substantive contribution to the classroom environment. <input type="checkbox"/>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are. <input type="checkbox"/>	Standards of conduct appear to have been established, and most students seem to understand them. <input type="checkbox"/>	Standards of conduct are clear to all students. <input type="checkbox"/>	Standards of conduct are clear to all students and appear to have been developed with student participation. <input type="checkbox"/>
<b>Monitoring of student behavior</b>	Student behavior is not monitored, and teacher is unaware of what the students are doing. <input type="checkbox"/>	Teacher is generally aware of student behavior but may miss the activities of some students. <input type="checkbox"/>	Teacher is alert to student behavior at all times. <input type="checkbox"/>	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. <input type="checkbox"/>
<b>Response to student misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. <input type="checkbox"/>	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. <input type="checkbox"/>	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. <input type="checkbox"/>	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. <input type="checkbox"/>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Component 2e: Organizing Physical Space

**Elements:** Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Safety and accessibility</b>	The classroom is unsafe, or learning is not accessible to some students. <input type="checkbox"/>	The classroom is safe, and at least essential learning is accessible to most students. <input type="checkbox"/>	The classroom is safe, and learning is equally accessible to all students. <input type="checkbox"/>	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. <input type="checkbox"/>
<b>Arrangement of furniture and use of physical resources</b>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources. <input type="checkbox"/>	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. <input type="checkbox"/>	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. <input type="checkbox"/>	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. <input type="checkbox"/>

## Domain 3: Instruction

The components of Domain 3 outline how teaching engages students in learning.

Components and Elements	Examples of Evidence that may support your conclusion
<p><b>3a:</b> Communicating with Students</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p><b>3b:</b> Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p><b>3c:</b> Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p><b>3d:</b> Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>• Students awareness of assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul> <p><b>3e:</b> Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. It is clear that the teacher makes allowances for different learning styles and ability levels.</li> <li>• Teacher's explanation of lesson content is clear and connects with students' knowledge and experience.</li> <li>• Teacher's spoken and written language in the classroom is correct and conforms to standard English or standard Arabic (depending on the instruction language of the subject).</li> <li>• Teacher's spoken and written language is expressive, with well-chosen vocabulary that enriches the lesson. Teacher holds students accountable to standard forms of the language and finds opportunities to extend students' vocabularies.</li> <li>• Lesson has clear directions and procedures. Students are productively engaged at all times, with students assuming responsibility for productivity. Students given opportunity to work collaboratively and independently.</li> <li>• Teacher uses effective questioning techniques that promote inquiry.</li> <li>• Teacher encourages student participation and promotes risk-taking by posing open-ended questions and allowing think-back time.</li> <li>• Teacher's records show evidence of recording student achievement on an ongoing basis. Where repetitive measures are made of the same or similar knowledge, skills, or behaviors, the more recent mark or marks replaces the previous marks for grade determination.</li> <li>• Assessment criteria for performance tasks are clear and students are fully aware of them as the basis for evaluating their work.</li> <li>• Feedback to students is timely. Feedback is related to the content of each task and is based on the assessment criteria.</li> </ul>

**DOMAIN 3: INSTRUCTION**

Component 3a: Communicating with Students

**Elements:** Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations for learning</b>	Teacher's purpose in a lesson or unit is unclear to students. <input type="checkbox"/>	Teacher attempts to explain the instructional purpose, with limited success. <input type="checkbox"/>	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning <input type="checkbox"/>	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. <input type="checkbox"/>
<b>Directions and procedures</b>	Teacher's directions and procedures are confusing to students. <input type="checkbox"/>	Teacher's directions and procedures are clarified after initial student confusion. <input type="checkbox"/>	Teacher's directions and procedures are clear to students. <input type="checkbox"/>	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. <input type="checkbox"/>
<b>Explanations of content</b>	Teacher's explanation of the content is unclear or confusing or uses inappropriate language. <input type="checkbox"/>	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. <input type="checkbox"/>	Teacher's explanation of content is appropriate and connects with students' knowledge and experience. <input type="checkbox"/>	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. <input type="checkbox"/>
<b>Use of oral and written language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. <input type="checkbox"/>	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds. <input type="checkbox"/>	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. <input type="checkbox"/>	Teacher's spoken and written language is correct and conforms to standard Arabic or English, depending on the language of instruction of subject. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. <input type="checkbox"/>

**DOMAIN 3: INSTRUCTION**

Component 3b: Using Questioning and Discussion Techniques

**Elements:** Quality of questions • Discussion techniques • Student participation

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Quality of questions</b>	Teacher's questions are virtually all of poor quality, with low degree of challenge and single correct responses, and they are asked in rapid succession. <input type="checkbox"/>	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. <input type="checkbox"/>	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. <input type="checkbox"/>	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. <input type="checkbox"/>
<b>Discussion techniques</b>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. <input type="checkbox"/>	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. <input type="checkbox"/>	Teacher creates a genuine discussion among students, stepping aside when appropriate. <input type="checkbox"/>	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. <input type="checkbox"/>
<b>Student participation</b>	A few students dominate the discussion. <input type="checkbox"/>	Teacher attempts to engage all students in the discussion, but with only limited success. <input type="checkbox"/>	Teacher successfully engages all students in the discussion. <input type="checkbox"/>	Students themselves ensure that all voices are heard in the discussion. <input type="checkbox"/>



**DOMAIN 3: INSTRUCTION**

Component 3c: Engaging Students in Learning

**Elements:** Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Activities and assignments</b>	Activities and assignments are inappropriate for students' age or background. Students are not engaged in them. <input type="checkbox"/>	Activities and assignments are appropriate to some students and engage them but others are not engaged. <input type="checkbox"/>	Most activities and assignments are appropriate to students, and almost all students are engaged in exploring content. <input type="checkbox"/>	All students are engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. <input type="checkbox"/>
<b>Grouping of students</b>	Instructional groups are inappropriate to the students or to the instructional outcomes. <input type="checkbox"/>	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. <input type="checkbox"/>	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. <input type="checkbox"/>	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. <input type="checkbox"/>
<b>Instructional materials and resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students. <input type="checkbox"/>	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially engaged with them. <input type="checkbox"/>	Instructional materials and resources are suitable to the instructional purposes and engage students. <input type="checkbox"/>	Instructional materials and resources are suitable to the instructional purposes and engage students. Students initiate the choice, adaptation, or creation of materials to enhance their learning. <input type="checkbox"/>
<b>Structure and pacing</b>	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. <input type="checkbox"/>	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. <input type="checkbox"/>	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. <input type="checkbox"/>	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. <input type="checkbox"/>

**DOMAIN 3: INSTRUCTION**

Component 3d: Using Assessment in Instruction

**Elements:** Students awareness of assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Assessment criteria</b>	Students are not aware of the criteria and performance standards by which their work will be evaluated. <input type="checkbox"/>	Students know some of the criteria and performance standards by which their work will be evaluated. <input type="checkbox"/>	Students are fully aware of the criteria and performance standards by which their work will be evaluated <input type="checkbox"/>	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. <input type="checkbox"/>
<b>Monitoring of student learning</b>	Teacher does not monitor student learning according to IKNS standards and benchmarks. <input type="checkbox"/>	Teacher monitors the progress of the class as a whole but does not make use of formative assessment. <input type="checkbox"/>	Teacher monitors the progress of groups of students in the curriculum, making limited use of formative assessment. <input type="checkbox"/>	Teacher actively and systematically make use of formative assessment from individual students regarding their understanding and monitors the progress of individual students. <input type="checkbox"/>
<b>Feedback to students</b>	Teacher's feedback to students is of poor quality and not provided in a timely manner. <input type="checkbox"/>	Teacher's feedback to students is uneven, and its timeliness is inconsistent. <input type="checkbox"/>	Teacher's feedback to students is timely and of consistently high quality. <input type="checkbox"/>	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. <input type="checkbox"/>
<b>Student self-assessment and monitoring of progress</b>	Students do not engage in self-assessment or monitoring of progress. <input type="checkbox"/>	Students occasionally assess the quality of their own work against the assessment criteria and IKNS standards and benchmarks. <input type="checkbox"/>	Students frequently assess and monitor the quality of their own work against the assessment criteria and IKNS standards and benchmarks. <input type="checkbox"/>	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and IKNS standards and benchmarks. but also make active use of that information in their learning. <input type="checkbox"/>

**DOMAIN 3: INSTRUCTION**

Component 3e: Demonstrating Flexibility and Responsiveness

**Elements:** Lesson adjustment • Response to students • Persistence

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Lesson adjustment</b>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. <input type="checkbox"/>	Teacher attempts to adjust a lesson when needed, with only partially successful results. <input type="checkbox"/>	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. <input type="checkbox"/>	Teacher successfully makes a major adjustment to a lesson when needed. <input type="checkbox"/>
<b>Response to students</b>	Teacher ignores or brushes aside students' questions or interests. <input type="checkbox"/>	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. <input type="checkbox"/>	Teacher successfully accommodates students' questions or interests. <input type="checkbox"/>	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. <input type="checkbox"/>
<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. <input type="checkbox"/>	Teacher accepts responsibility for the success of all students but has only a limited variety of instructional strategies to draw on. <input type="checkbox"/>	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad variety of strategies. <input type="checkbox"/>	Teacher persists in seeking effective approaches for students who need help, using an extensive variety of strategies and soliciting additional resources from the school. <input type="checkbox"/>

## Domain 4: Professional Responsibility

The components in Domain 4 focus on the wide range of a teacher’s responsibilities outside the classroom.

Components and Elements	Examples of Evidence that may support your Judgment
<p><b>4a:</b> Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p><b>4b:</b> Keeping Accurate Records</p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Noninstructional records</li> </ul> <p><b>4c:</b> Communicating with Families</p> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul> <p><b>4d:</b> Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Service to the school</li> <li>• Participation in school and district projects</li> </ul> <p><b>4e:</b> Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and teaching skills</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul> <p><b>4f:</b> Showing Professionalism</p> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Voluntary support to students • Advocacy</li> <li>• Decision making</li> <li>• Compliance with school and district regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher completed the self-assessment with a thoughtful consideration to his/her own learning and experience. Teacher is able to assess and understand their strengths and limitations in order to support their learning and professional development</li> <li>• Teacher seizes opportunities to improve their professional practice</li> <li>• The self-evaluation and discussion with HoD clearly demonstrates a commitment to the IB learner profile.</li> <li>• Teacher makes adjustments in planning based on feedback and student needs</li> <li>• Teacher keeps accurate record</li> <li>• Compliance with school record keeping rules, regulations, policies and deadlines</li> <li>• Teacher complies with school practices, policies and procedures</li> </ul>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4a: Reflecting on Teaching

**Elements:** Accuracy • Use in future teaching

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Accuracy</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.  <input type="checkbox"/>	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.  <input type="checkbox"/>	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.  <input type="checkbox"/>	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.  <input type="checkbox"/>
<b>Use in future teaching</b>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.  <input type="checkbox"/>	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.  <input type="checkbox"/>	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.  <input type="checkbox"/>	Drawing on an extensive variety of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.  <input type="checkbox"/>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4b: Keeping Accurate Records

**Elements:** Student completion of assignments • Student progress in learning • Noninstructional records

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Keeping records of student completion of assignments</b>	Teacher's system for maintaining information on student completion of assignments is not properly organized. <input type="checkbox"/>	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. <input type="checkbox"/>	Teacher's system for maintaining information on student completion of assignments is fully effective. <input type="checkbox"/>	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. <input type="checkbox"/>
<b>Keeping records of student progress in learning</b>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. <input type="checkbox"/>	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. <input type="checkbox"/>	Teacher's system for maintaining information on student progress in learning is fully effective. <input type="checkbox"/>	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. <input type="checkbox"/>
<b>Keeping noninstructional records</b>	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion. <input type="checkbox"/>	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors. <input type="checkbox"/>	Teacher's system for maintaining information on noninstructional activities is fully effective. <input type="checkbox"/>	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance. <input type="checkbox"/>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4c: Communicating with Families

**Elements:** Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Information about the instructional program</b>	Teacher provides little or no information about the instructional program to families. <input type="checkbox"/>	Teacher participates in the school's activities for family communication but offers little additional information. <input type="checkbox"/>	Teacher provides frequent information to families, as appropriate, about the instructional program. <input type="checkbox"/>	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. <input type="checkbox"/>
<b>Information about individual students</b>	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. <input type="checkbox"/>	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. <input type="checkbox"/>	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. <input type="checkbox"/>	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. <input type="checkbox"/>
<b>Engagement of families in the instructional program</b>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. <input type="checkbox"/>	Teacher makes modest and partially successful attempts to engage families in the instructional program. <input type="checkbox"/>	Teacher's efforts to engage families in the instructional program are frequent and successful. <input type="checkbox"/>	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation. <input type="checkbox"/>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4d: Participating in a Professional Community

**Elements:** Relationships with colleagues • Service to the school • Participation in school and district projects

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Relationships with colleagues</b>	Teacher's relationships with colleagues are negative or self-serving. <input type="checkbox"/>	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. <input type="checkbox"/>	Relationships with colleagues are characterized by mutual support and cooperation. <input type="checkbox"/>	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. <input type="checkbox"/>
<b>Service to the school</b>	Teacher avoids becoming involved in school events. <input type="checkbox"/>	Teacher participates in school events when specifically asked. <input type="checkbox"/>	Teacher volunteers to participate in school events, making a substantial contribution. <input type="checkbox"/>	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. <input type="checkbox"/>
<b>Participation in school and district projects</b>	Teacher avoids becoming involved in school projects. <input type="checkbox"/>	Teacher participates in school projects when specifically asked. <input type="checkbox"/>	Teacher volunteers to participate in school projects, making a substantial contribution. <input type="checkbox"/>	Teacher volunteers to participate in school projects, making a substantial contribution, and assumes a leadership role in a major school or district project.. <input type="checkbox"/>



**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4e: Growing and Developing Professionally

**Elements:** Enhancement of content knowledge and teaching skills • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Enhancement of content knowledge and teaching skills</b>	Teacher engages in no professional development activities to enhance knowledge or skill. <input type="checkbox"/>	Teacher participates in professional activities to a limited extent when they are convenient. <input type="checkbox"/>	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. <input type="checkbox"/>	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. <input type="checkbox"/>
<b>Receptivity to feedback from colleagues</b>	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. <input type="checkbox"/>	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. <input type="checkbox"/>	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. <input type="checkbox"/>	Teacher seeks out feedback on teaching from both supervisors and colleagues. <input type="checkbox"/>
<b>Service to the profession</b>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities. <input type="checkbox"/>	Teacher finds limited ways to contribute to the profession. <input type="checkbox"/>	Teacher participates actively in assisting other educators. <input type="checkbox"/>	Teacher initiates important activities to contribute to the profession. <input type="checkbox"/>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4f: Showing Professionalism

**Elements:** Integrity and ethical conduct • Voluntary support to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Integrity and ethical conduct</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public. <input type="checkbox"/>	Teacher is high standards of honesty in interactions with colleagues, students, and the public. <input type="checkbox"/>	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. <input type="checkbox"/>	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. <input type="checkbox"/>
<b>Voluntary support to students</b>	Teacher is not alert to students' needs. Teacher contributes to school practices that result in some students being ill served by the school. <input type="checkbox"/>	Teacher's attempts to serve students are inconsistent. Teacher does not knowingly contribute to some students being ill served by the school. <input type="checkbox"/>	Teacher is active in serving students. Teacher works to ensure that all students receive a fair opportunity to succeed. <input type="checkbox"/>	Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. <input type="checkbox"/>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**Component 4f: Showing Professionalism** *(continued)*

**Elements:** Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Decision making</b>	Teacher makes decisions and recommendations based on self-serving interests. <input type="checkbox"/>	Teacher's decisions and recommendations are based on limited though genuinely professional considerations. <input type="checkbox"/>	Teacher maintains an open mind and participates in team or departmental decision making. <input type="checkbox"/>	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. <input type="checkbox"/>
<b>Compliance with school and district regulations</b>	Teacher does not comply with school's rules, policies and regulations. <input type="checkbox"/>	Teacher complies minimally with the school's rules, policies and regulations., doing just enough to get by. <input type="checkbox"/>	Teacher complies fully with school's rules, policies and regulations. <input type="checkbox"/>	Teacher complies fully with the school's rules, policies and regulations, taking a leadership role with colleagues. <input type="checkbox"/>

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4e: Growing and Developing Professionally

**Elements:** Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Enhancement of content knowledge and pedagogical skill</b>	Teacher engages in no professional development activities to enhance knowledge or skill. <input type="checkbox"/>	Teacher participates in professional activities to a limited extent when they are convenient. <input type="checkbox"/>	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. <input type="checkbox"/>	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. <input type="checkbox"/>
<b>Receptivity to feedback from colleagues</b>	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. <input type="checkbox"/>	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. <input type="checkbox"/>	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. <input type="checkbox"/>	Teacher seeks out feedback on teaching from both supervisors and colleagues. <input type="checkbox"/>
<b>Service to the profession</b>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities. <input type="checkbox"/>	Teacher finds limited ways to contribute to the profession. <input type="checkbox"/>	Teacher participates actively in assisting other educators. <input type="checkbox"/>	Teacher initiates important activities to contribute to the profession. <input type="checkbox"/>

## Teacher's Annual Goals

Teacher \_\_\_\_\_ School \_\_\_\_\_ GradeLevel(s) \_\_\_\_\_

Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

Based on your self-assessment, your administrator's input, and any school initiatives, what goals have you agreed upon for this academic year?	
What evidence would count as success in achievement of each goal?	
Describe the activities you will do to work toward each goal, and their time lines?	
Activities	Timeline
What resources will you need to better achieve your goal?	

### Teacher's Annual Goals Log of activities

Teacher \_\_\_\_\_

School \_\_\_\_\_

Goal(s) \_\_\_\_\_

Complete one log for each goal identified for this academic year. Feel free to photocopy when it is necessary.

Date	Activity	Reflection

### Review of Annual Goals

Teacher \_\_\_\_\_ School \_\_\_\_\_ GradeLevel(s) \_\_\_\_\_

Subject(s) \_\_\_\_\_ Date \_\_\_\_\_ Evaluator \_\_\_\_\_

<b>Achievement of goals</b>
<b>Areas for further development in these goals</b>

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Meets or Exceeds

\_\_\_\_\_  
Does not Meet

Expectations for teaching at IKNS.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Evaluator's Signature

# Teacher Annual Evaluation

Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

Evaluator for Domain 1 and 3 \_\_\_\_\_

Evaluator for Domain 2 and 4 \_\_\_\_\_

**Domain 1: Planning and Preparation**

**Domain 2: The Classroom Environment**

**Domain 3: Instruction**

**Domain 4: Professional Development**



**Areas for Further Development**

\_\_\_\_\_  
**Teacher**

\_\_\_\_\_  
**Meets or Exceeds**

\_\_\_\_\_  
**Does not Meet**

**Expectations for teaching at IKNS.**

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Evaluator's Signature**

**Classroom Visit For New Teachers**

Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_

**Commendations**

**Recommendations**

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Meets or Exceeds

\_\_\_\_\_  
Does not Meet

The requirement for the probationary period at IKNS.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Evaluator's Signature

## **Heads of Department / Coordinators Self-Evaluation**

HODs and Coordinators are the leaders of the process of teaching and learning at IKNS. The Head of Department / Coordinator Self-Evaluation provides guidelines on what we should do as leaders of teaching and learning at IKNS. The Self-Evaluation is divided into four domains of responsibility: **(1) Planning and Preparation, (2) The Environment, (3) Delivery of Service, and (4) Professional Responsibilities.**

The four domains and their components describe performance levels in each domain to help HODs / Coordinators identify areas for improvement. Each component describes four performance levels: *unsatisfactory*, *basic*, *proficient*, and *distinguished*. The aim is to find, for each component, the descriptor that conveys most adequately the achievement level attained by the HOD / Coordinator. The process, therefore, is not precise and is one of approximation. Upon the completion of the Self-Evaluation, each HOD / Coordinator will meet the Curriculum Coordinator and the Principal to complete the HOD / Coordinator Annual Evaluation. The Curriculum Coordinator will focus on domains 1 and 3 and the Principal will focus on domains 2 and 4.

Domain 1 for Heads of Departments and coordinators: Planning and Preparation

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating knowledge of IKNS's standards and benchmarks in the subject area and levels of teacher skill in delivering that program</b>	HOD/Coordinator demonstrates little or no knowledge of IKNS's standards and benchmarks in the subject area or of teacher skill in delivering that program. <input type="checkbox"/>	HOD/Coordinator demonstrates basic knowledge of IKNS's standards and benchmarks in the subject area and of teacher skill in delivering that program. <input type="checkbox"/>	HOD/Coordinator demonstrates thorough knowledge of IKNS's standards and benchmarks in the subject area and of teacher skill in delivering that program. <input type="checkbox"/>	HOD/Coordinator is deeply familiar with IKNS's standards and benchmarks in the subject area and works to shape its future direction and actively seeks information as to teacher skill in that program. <input type="checkbox"/>
<b>1b: Establishing goals for the instructional support strategies appropriate to the setting and the teachers served</b>	HOD/Coordinator has no clear goals for instructional support, or they are inappropriate to either the situation or the needs of the staff. <input type="checkbox"/>	HOD/Coordinator's goals for instructional support are limited and are partially suitable to the situation and the needs of the staff. <input type="checkbox"/>	HOD/Coordinator's goals for instructional support are clear and are suitable to the situation and the needs of the staff. <input type="checkbox"/>	HOD/Coordinator's goals for instructional support are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues. <input type="checkbox"/>

<b>1c: Demonstrating knowledge of resources, both within and beyond the school</b>	HOD/Coordinator demonstrates little or no knowledge of resources available in the school for teachers to advance their skills. <input type="checkbox"/>	HOD/Coordinator demonstrates basic knowledge of resources available in the school for teachers to advance their skills. <input type="checkbox"/>	HOD/Coordinator is fully aware of resources available in the school and in the larger professional community for teachers to advance their skills. <input type="checkbox"/>	HOD/Coordinator actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program. <input type="checkbox"/>
<b>1d: Planning the instructional support strategies, integrated with the overall school program</b>	HOD/Coordinator's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. <input type="checkbox"/>	HOD/Coordinator's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. <input type="checkbox"/>	HOD/Coordinator's plan is well designed to support teachers in the improvement of their instructional skills. <input type="checkbox"/>	HOD/Coordinator's plan is highly coherent, and has been developed following consultation with administrators and teachers. <input type="checkbox"/>

Domain 2 for HOD/Coordinators: The Environment

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>2a: Creating an environment of trust and respect</b>	Teachers are reluctant to request assistance from the HOD/Coordinator, fearing that such a request will be treated as a sign of deficiency. <input type="checkbox"/>	Relationships with the HOD/Coordinator are cordial; teachers don't resist initiatives established by the HOD/Coordinator. <input type="checkbox"/>	Relationships with the HOD/Coordinator are respectful, with some contacts initiated by teachers. <input type="checkbox"/>	Relationships with the HOD/Coordinator are highly respectful and trusting, with many contacts initiated by teachers. <input type="checkbox"/>
<b>2b: Establishing a culture for ongoing instructional improvement</b>	HOD/Coordinator conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement. <input type="checkbox"/>	Teachers do not resist the offerings of support from the HOD/Coordinator. <input type="checkbox"/>	HOD/Coordinator promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. <input type="checkbox"/>	HOD/Coordinator has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist. <input type="checkbox"/>
<b>2c: Establishing and maintaining norms of behavior for professional interactions</b>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another. <input type="checkbox"/>	HOD/Coordinator's efforts to establish norms of professional conduct are - partially successful. <input type="checkbox"/>	HOD/Coordinator has established clear norms of mutual respect for professional interaction. <input type="checkbox"/>	HOD/Coordinator has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct. <input type="checkbox"/>

Domain 3 for HOD/Coordinators: Delivery of Service

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3a: Collaborating with teachers in the design of instructional units and lessons</b>	HOD/Coordinator declines to collaborate with classroom teachers in the design of instructional lessons and units. <input type="checkbox"/>	HOD/Coordinator collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. <input type="checkbox"/>	HOD/Coordinator initiates collaboration with classroom teachers in the design of instructional lessons and units. <input type="checkbox"/>	HOD/Coordinator initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from outside the school. <input type="checkbox"/>
<b>3b: Engaging teachers in learning new instructional skills</b>	Teachers decline opportunities to engage in professional learning. <input type="checkbox"/>	HOD/Coordinator's efforts to engage teachers in professional learning are partially successful, with some participating. <input type="checkbox"/>	All teachers are engaged in acquiring new instructional skills. <input type="checkbox"/>	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth. <input type="checkbox"/>
<b>3c: Sharing expertise with staff</b>	HOD/Coordinator's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served. <input type="checkbox"/>	The quality of the HOD/Coordinator's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served. <input type="checkbox"/>	The quality of the HOD/Coordinator's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. <input type="checkbox"/>	The quality of the HOD/Coordinator's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The HOD/Coordinator conducts extensive follow-up work with teachers. <input type="checkbox"/>
<b>3d: Demonstrating flexibility and responsiveness</b>	HOD/Coordinator adheres to his plan, in spite of evidence of its inadequacy. <input type="checkbox"/>	HOD/Coordinator makes modest changes in the support program when confronted with evidence of the need for change. <input type="checkbox"/>	HOD/Coordinator makes revisions to the support program when it is needed. <input type="checkbox"/>	HOD/Coordinator is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. <input type="checkbox"/>

Domain 4 for HOD/Coordinators: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a: Preparing and submitting progress reports, assessment forms and examinations</b>	HOD/Coordinator does not follow established procedures for preparing and submitting reports, forms or examinations. They are routinely late. <input type="checkbox"/>	HOD/Coordinator's efforts to prepare reports, forms or examinations are successful. They are sometimes submitted on time. <input type="checkbox"/>	HOD/Coordinator's reports, forms or examinations are complete and following established procedures. They are always submitted on time. <input type="checkbox"/>	HOD/Coordinator anticipates and responds to teacher needs when preparing reports, forms, or examinations following established - procedures. They are always submitted on time. <input type="checkbox"/>
<b>4b: Engaging in professional development</b>	HOD/Coordinator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. <input type="checkbox"/>	HOD/Coordinator's participation in professional development activities is limited to those that are convenient or are required. <input type="checkbox"/>	HOD/Coordinator seeks out opportunities for professional development based on an individual assessment of need. <input type="checkbox"/>	HOD/Coordinator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists. <input type="checkbox"/>
<b>4c: Showing professionalism, including integrity and confidentiality</b>	HOD/Coordinator displays dishonesty in interactions with colleagues and violates norms of confidentiality. <input type="checkbox"/>	HOD/Coordinator is honest in interactions with colleagues and respects norms of confidentiality. <input type="checkbox"/>	HOD/Coordinator displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality. <input type="checkbox"/>	HOD/Coordinator can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality. <input type="checkbox"/>

## HOD / Coordinator Annual Evaluation

HOD / Coordinator \_\_\_\_\_

School \_\_\_\_\_

Subject(s) \_\_\_\_\_

Date \_\_\_\_\_

Evaluator for Domains 1 and 3: Curriculum Coordinator

Evaluator for Domains 2 and 4: School's Principal

**Domain 1: Planning and Preparation**

**Domain 2: The Environment**

**Domain 3: Delivery of service**

**Domain 4: Professional Development**



**Areas for Further Development**

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**HOD / Coordinator Signature**

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**Evaluator's Signatures**

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**Curriculum Coordinator**

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**Principal**

## HODs/Coordinators Annual Goals

Department of \_\_\_\_\_

School \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Based on your self-assessment, your administrator's input, and any school initiatives, what goals have you agreed upon for your department this academic year?

What evidence would count as success in achievement of each goal?

## Principal / Assistant Principal Annual Goals

School \_\_\_\_\_ Name \_\_\_\_\_ Date \_\_\_\_\_

Based on input from staff, parents, teachers and students, what goals did you define for your school this academic year?