

OUR VISION

- to equip our children to deal with the rapid pace of change taking place in the Iraqi society and to be able to cope with the violence and repression that has existed in Iraqi society since their grandparents' generation
- to instill in our children a culture of peace, tolerance and respect for others while understanding that we can all benefit from each other while maintaining our own principles, beliefs and values
- to help our children gain a better understanding of their own identity and principles and to be able to engage with others in a constructive way to aid in their own intellectual and personal development
- to give this generation of youth the knowledge, skills and attitudes necessary to help our society overcome the many challenges we face and to create a better society
- to help create a generation of young people who are proud of their ancient civilization which played such an important role in this world with the first laws and norms that respect the individual and personal freedoms.

OUR MISSION

Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: intellectual, social, emotional, and physical. We value intercultural understanding and international mindedness. We adhere to the philosophy and pedagogy of the International Baccalaureate programmes.

GUS Teacher Appraisal Policy

Aims

- promote teacher development;
- encourage professional learning and growth;
- identify opportunities for additional support where required; and
- to inform the employment process.

Key Components

- **Criteria** that describe the skills, knowledge, and attitudes that teachers must reflect in their teaching practice
- **Classroom observation** of the teacher by the principal.
- **Appraisal meetings** between the Head and the teacher.
- **A summative report** that documents the appraisal process.
- **A rating** that reflects a Head's assessment of a teacher's overall performance.
- **A process for providing additional support** depending on the outcome of the appraisal.

Roles and Responsibilities

School Head

- schedules performance appraisals with every teacher assigned to the school and (twice this school year)
- meets with the teacher to prepare for the classroom observation component and to discusses the focus of this observation (one or more of the criteria)
- conducts a classroom observation to appraise the teacher's performance
- meets with the teacher to review the results of the classroom observation
- prepares and sign a summative report on the performance appraisal
- gives the teacher a signed copy of the summative report
- if a teacher requests, meets with the teacher to discuss the performance appraisal after the teacher has received a copy of the summative report;
- follows up with either the Improvement Plan or the Action Plan

Teachers

- participate in two performance appraisals within the first 12 months of employment (the first during the first 3-month probationary period if you are a new teacher)
- take an active part in all meetings and observations related to his or her performance appraisal;
- sign the summative report to acknowledge receipt, and may add comments if desired.

Criteria (Performance Standards)

A. Commitment to Students and Student Learning

- Teachers provide an engaging learning environment.

B. Professional Development

- Teachers are actively engaged in deepening their understanding of the IB.

C. Professionalism

- Teachers adhere to the Staff Handbook.
- Teachers implement school policies.

D. School Climate

- Teachers model all attributes of the Learner Profile.
- Teachers create a class culture that promotes teaching and learning.
- Teachers treat all pupils and colleagues with respect.

Appraisal Procedures

There are two types of class observations: informal and formal

Informal observations

These can happen at any time and can last from 5 minutes to 30 minutes. The observer (usually the programme coordinator) has a simple rubric and will share feedback from the observation within 24 hours. These observations are kept by the coordinator in a shared drive that is accessible by the administration only.

The following rubric is used

Informal observations should happen daily. We consider it good practice for teachers, coordinators, the Director and the Head to use Learning Walks to visit lessons.

The **Learning Walk Observation** form should be used to document:

- 3 Things I liked in the class...
- 2 Observations I made during the learning walk....
- 1 Thing I would like you to consider....

Feedback should be shared with the observed teacher as soon as possible and not more than 24 hours after the observation.

A feedback meeting can be scheduled upon request.

Formal observations

Formal observations occur twice a year and require some planning. There are 3 stages to the formal observation:

1. The Pre-observation meeting:
 - identify exactly what is expected during the lesson to be observed;
 - discuss the teacher's plan for the classroom observation period;
 - identify the expectations for student learning that are the focus of the lesson;
 - discuss the unique qualities of the teacher's class of students;
 - set the date and time for the classroom observation.
 - discuss the criteria that they consider to be most relevant to the teacher's performance appraisal.
2. The classroom observation:
 - The administrative assistant (Teaching and Learning) will quietly observe the lesson and focus on the criteria and learning expectations that were agreed upon during the pre-observation meeting.
3. The post-observation meeting:
 - Discuss comments made by the administrative head regarding specific criteria

- discuss the teacher's professional growth goals and strategies

The summative report includes:

- a record of meeting and classroom observation dates
- the administrative assistant's appraisal of the teacher's performance
- the administrative assistant's overall rating of the teacher's performance;
- recommended professional growth goals and strategies for the teacher.
- To assess teachers' performance against the criteria, each summative report must include at least two classroom observations and further evidence as required.

Ratings

N – Needs support D – Developing P – Proficient E- Exceeding NA - Not Applicable

The administrative assistant must collect evidence to support his or her appraisal of the teacher's performance. This evidence must be either described in the summative report or attached as supporting documentation. The AA must sign the Summative Form and give the teacher a copy within 20 school days of the classroom observation. The teacher must sign the copy to acknowledge receipt and can add comments if he/she wishes. The AA must send a signed copy to the Head. At the request of either party, the Head and teacher must meet to discuss the performance appraisal after the teacher receives a copy of the summative report.

Pre-observation form

Teacher's name _____

Date of Observation: _____

Class to be observed (any unique qualities) _____

Expectations for student learning _____

CRITERIA to be observed (add as required)	COMMENTS

Teacher's signature and date _____

Post-observation form

Teacher's name _____

Date of Observation: _____

Were the expectations for student learning met? (Comment)

CRITERIA that observed (add as required)	COMMENTS

Teachers goals for personal growth (at least 2 goals that are related to specific criteria)

Goal 1:

Goal 2:

Teacher's signature and date _____

Summative Report

Teacher's name _____

Dates Observed: _____

CRITERIA	COMMENTS	Rating
Teachers provide an engaging learning environment		
Teachers are actively engaged in deepening their understanding of the IB		
Teachers adhere to the Staff Handbook.		
Teachers implement school policies.		
Teachers model all attributes of the Learner Profile.		
Teachers create a class culture that promotes teaching and learning.		
Teachers treat all pupils and colleagues with respect.		

Teacher's signature and date _____