



Framework for Teaching

A framework for teaching seeks to define the knowledge and skills teachers need to perform the functions of their profession.

The framework groups teacher responsibilities into goal areas which, though distinct, are of course related. These goal areas include:

- **60%:** Teaches for Learning determined by Academic Results, Student Performance, and Student Academic Growth
- **15%:** Uses the SABIS Point System® Consistently & Effectively
- **15%:** Practices Effective Classroom Management
- **10%:** Maintains Standards of Professionalism

Each goal area is clearly defined and further divided into factors associated with the goal. Goal areas are not equally weighted. The factors that make up each goal are listed in the Performance Review form.

The goal area Teaches for Learning (determined by Academic Results & Student Performance) is evaluated as applicable to the teaching assignment and will be completed by the Academic team (Director, AQC & SABIS® Academic Director) with consideration given to elements such as class profile, student entry level, and any other factors that may impact results.

A summary of the goal areas used in the Performance Review are contained in a Teacher Evaluation Criteria Summary.

Competencies the individual brings to the organization that reveal how the teacher does his/her job are also rated.

Performance Review: The actual written document or performance appraisal, given toward the end of the academic year based on the summative evaluation. Completed in SABISTalent.



Performance Management

- Ongoing communication
- Clarify job responsibilities
- Improve performance



Performance Management Cycle

- Performance Planning
- Performance Monitoring
- Providing Feedback & Coaching
- Training
- Writing & Holding the Review

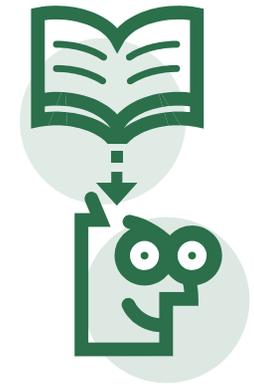


Levels of Performance

- 1—Unsatisfactory
- 2—Minimally Acceptable
- 3—Meets Standard
- 4—Exceeds Standard



Performance Management





Formal vs. Informal Observations

Instructional time in a SABIS® school is highly valued and protected. The students' biggest responsibility is to learn, and students obtain the greatest benefit from a learning environment that is free from distraction or interruption. Random visits to classrooms by parents, siblings, and those who are not scheduled to be a part of the classroom detract from the SABIS® learning environment. Classes in session are not to be interrupted by anyone except the Director or a designee, the Academic Quality Controller, the Student Life Coordinator, or the Student Management Coordinator. Therefore, those who are interested in visiting classes are required to make arrangements to do so in advance. Should interruption of classes be deemed necessary, proper approval from the Director must be obtained prior to the interruption.

The Performance Management Cycle in General

The ultimate goal in the Performance Management Cycle is to improve performance (Performance Management is "ongoing communication to clarify job responsibilities and improve performance continuously"). The Performance Management process should be non-threatening. In other words, there are no "gotchas." Informal observations, formal observations, performance notes and performance evaluations are more valuable as tools that teachers can use to correct their shortcomings in and out of the classroom, as well as to build on their high caliber qualities.

Informal Observations

Unscheduled **informal observations** by various personnel identified later in this brochure provide a good idea of a teacher's performance. These observations are usually frequent and regular. Teachers should not interrupt classes when they have an unscheduled observer. They should carry on with whatever they are doing. The observer stays to the side or back of the class, quietly, and leaves quietly. AQCs or immediate supervisors may

visit classes at such a frequency that they are invisible to students.

"Drop-in" or "pop-in" observations of classes are unannounced, and the teacher should continue with the lesson. Even though it may be a "pop-in", a teacher should expect some feedback. As this observation is informal, so will the feedback be. It may be a **pop-in/drop-in observation form**, an **informal observation form**, a note in the SABIS® Talent performance notebook or simply a peek in your room letting you know that "I really liked the way you ..."

Formal Observations

Formal observations are important and valuable in a different way. Obviously, it is to the teacher's benefit to do their best preparation when they have a scheduled observation. Although it may be a time for the teacher to "put on a show" for the observer, a fair idea of what is happening in the classroom is an expected outcome. Like we tell our students that final exams are an opportunity to show how much they learned, for teachers a scheduled observation is a time when they can show what they are capable of.

Formal observations are planned and scheduled ahead of time. Teachers are observed a full instructional period. Formal observations are followed by a meeting where the observation will be discussed at length and the teacher is given a copy of the observation form.

Notes observers have from the frequent unscheduled informal observations are utilized to compare a teacher's performance during formal observations with those informal observations. If the two types of observations don't jibe, discussion needs to occur.

Once a formal observation is scheduled, the following steps will take place:

Teacher completes the **pre-observation information form**, attaches the class plans, professional improvement goals if applicable, and submits to the observer at least 4 working days before the observation.

Pre-observation meetings are not required. Teachers may choose to schedule a pre-observation meeting if they

feel the form is not an appropriate medium to convey their needs prior to the observation.

Prior to the observation teachers should know who is observing, what the observer is looking for, and the form to be used to document the observation.

During the observation, the teacher should expect the observer to be prompt, courteous, and professional. The observer may prefer to participate in the class; in this case, this would be discussed with the teacher prior to the observation.

After the formal observation, a post observation conference is scheduled. During this meeting, the observer [or the direct supervisor, if appropriate] will discuss the observation at length and help the teacher identify areas of weakness and present suggestions for improvement. The observer and/or direct supervisor and the teacher may work on setting a professional development plan whereby specific objectives for improvement are identified and an action plan started.

Teachers are required to sign a copy of the all observation forms provided, even if they do not agree with the content.

Who Conducts Formal Observations?

Each teacher may be observed by various professionals—for example, the AQC or immediate supervisor conducts a minimum of one formal observation. Other observations may be conducted by a qualified professional such as the school Director, a Department Head, or a SABIS® AOD associate, SABIS® VP Operations, or another designated observer.

Performance Review

In SABIS® Talent teachers have access to all uploaded observation forms and other performance-related documents as well as a final performance evaluation (the **Performance Review**). The final performance evaluation occurs toward the end of the academic year.

Teachers are required to sign a copy of the **Performance Review Form**, even if they do not agree with the content.