



Resident Teacher Handbook

[2025 – 2026]

Introduction

Hangzhou International School's full-time, paid Resident Teacher Program is designed for newly qualified teachers who wish to gain mentored international teaching experience. Within this handbook, you will find important information regarding the school, the program, and tips we have found to be beneficial to new teachers.

The Resident Teacher Program is a practical training opportunity, carried out by a fully qualified teacher that is new to the teaching field. Each Resident Teacher has a mentor teacher, who is an experienced educator. A Resident Teacher at HIS is a co-teacher who collaborates with the mentor teacher and team of teachers in all aspects of teaching, from planning the lessons to meeting with parents. The Resident Teacher Program at HIS is open to all grade levels and subjects and vacancies are advertised yearly upon Head of School approval.

All teachers at HIS are engaged in a variety of professional development practices that include training within the International Baccalaureate program to learning how to lead workshops. We firmly embrace experiential learning models and educators with diverse backgrounds. We recognize that the Resident Teacher Program provides many benefits for both the school and the teacher. Several of these include: training, new ideas being brought into HIS, diversity, and experience.

Within this handbook, you will find step-by-step instructions for beginning your Resident Teacher program including: planning, implementation and evaluation. Additionally, you will find several sections devoted to particular aspects of your Resident Teacher program, including best practices and suggestions.

Purpose of Program

The intent of the Resident Teacher program is to provide support for new teachers at Hangzhou International School. A teacher may be new and relatively inexperienced to the profession, or may be an experienced teacher who is new to Hangzhou International School. A new teacher is willing to ask questions and works to develop his or her career in the profession.

The mentor-Resident Teacher relationship is an adult relationship built on trust, friendship and the desire to share expertise and knowledge. The mentor is seen as a facilitator of knowledge and skills through mutual agreement and planning in the goals of the Resident Teacher. The functions of the mentor will vary with the needs of the Resident Teacher. The Resident Teacher brings to the relationship various levels of expertise gained from life experience and preparatory training. The task of the mentor is to integrate the knowledge and skill base of the Resident Teacher into the particular organization and the demands of the professional assignment.

At HIS, mentors and Resident Teachers are matched according to professional assignment. Although mentor-Resident Teacher relationships develop over a number of years, and can last a long time, this program is from one to two years.

The Resident Teacher Program for HIS will provide new teachers with opportunities, through a mentor/Resident Teacher relationship for support, training, and assistance. The program consists of sharing ideas and expertise, coaching and observation to provide every opportunity for the Resident Teacher to become a confident and successful member of HIS's teaching staff.

Mentors and Resident Teachers will meet throughout the school year. The sessions may be collaboratively planned by the mentor group and the divisional administration.

Goals of the Resident Teacher Program

1. To provide Resident Teachers a professional relationship with a mentor for professional growth and development.
2. To retain Resident Teachers in the profession by providing opportunities with a mentor to develop necessary knowledge and skills in teaching.
3. To provide mentors opportunities for personal growth through collaboration with Resident Teachers and other mentor teachers.
4. To offer mentors opportunities for professional growth by providing training and expansion of professional skills.
5. To provide Resident Teachers support and assistance within Hangzhou International School.
6. To provide HIS with young educators and specialists that are full of potential and bring unique and new perspectives to the education field.

Role of the Mentor

The role of the mentor is multipronged. The knowledge, advice, and resources a mentor shares depend on the format and goals of each individual and specific mentoring relationship. A mentor may share with a Resident Teacher information about his or her own career path, as well as provide guidance, motivation, emotional support, and role modeling. A mentor may help with setting goals, developing contacts, and identifying resources. The mentor role may change as the needs of the resident teacher changes.

Assignment of Mentor

The mentor was selected by the divisional principal. When selecting a mentor, they take a lot into account to assure they have placed you with a teacher that will have a positive and meaningful impact on you and your practice. This is based on content area, expertise, implemented practices, personality, and an openness to be part of a mentoring relationship.

Mentor Qualities

The mentor should be:

- A caring person, interested in guiding the Resident Teacher.
- An outstanding role model, possessing expertise in professionalism, knowledge and skills of teaching.
- Knowledgeable regarding HIS goals, procedures, and rules.
- Committed to the concept of lifelong learning and personal professional development.
- Able to communicate and establish rapport with the Resident Teacher.
- Able to invest time and effort necessary to help the young professional enter teaching.
- Able to provide specific, non-judgmental feedback and suggestions, in a directive or non-directive approach.
- Able to identify and use resources that apply to the resident teacher's goals.

The Mentor's Responsibilities

The Mentor will:

- Facilitate a productive beginning of the school year for the Resident Teacher.
- Orient the Resident Teacher to building practices and procedures and introduce him or her to the staff.
- Aid in preparation for the beginning of school year and assist with setting up classrooms.
- Teach specific skills and knowledge necessary for successful job performance.

- Counsel to provide emotional support in stressful times, clarify Resident Teacher's career goals, and develop plans of action to achieve career goals.
- Model traits and behaviors that become a blueprint for the Resident Teacher to use in patterning his or her own manner.
- Provide a safe environment where the Resident Teacher can make mistakes without losing self-confidence.
- Establish open lines of communication through which concerns can be discussed clearly and effectively.
- Coach by providing relevant feedback to improve the Resident Teacher's performance and potential.
- Provide friendship and mutual caring that extends beyond the requirements of daily work tasks to sharing of experiences outside the immediate work setting.

At the end of the mentor experience, each mentor will submit a written report to the Resident Teacher Facilitator and division principal. This report will include a brief overview of classroom observations conducted by the mentor. Also included in the report will be a narrative of the discussions between the mentor and mentee.

Role of Resident Teacher Coordinator

The role of the Resident Teacher Coordinator is to introduce, facilitate, and continually check on the progress of the mentor relationship that is being created. The Resident Teacher Coordinator works mostly as a liaison between the mentor, Resident Teacher, and administration. This role assists the mentor in guiding and supplying the Resident Teacher with growth opportunities, the Resident Teacher in maximizing their opportunities in the program, and facilitates constructive and beneficial feedback to all parties.

Role of the Resident Teacher

The role of the Resident Teacher is to learn from the mentor and to grow in their career. The mentee should be proactive in their relationship with the mentor and should take advantage of the opportunities that are offered.

They should also be willing to provide feedback to the mentor on how the relationship is working and what they are learning. The role of the Resident Teacher is to formally learn about best practices. They should take proactive actions in their mentorship relationships and they should explore opportunities that are offered.

Requirements of the Resident Teacher Program

1. The Resident Teacher will participate in Resident Teacher training in August and meet with assigned mentor for orientation activities. Orientation and the beginning of school is a particularly stressful time for a new teacher. During this time, the mentor will aid the Resident Teacher with his/her adjustment to the new organization in a variety of ways.
2. The mentor and Resident Teacher are encouraged to maintain a log of activities, notes, schedules, and objectives.
3. The mentor and Resident Teacher will meet often in both formal and informal settings. Mentors and Resident Teachers should have time to build a relationship in a social, non-school environment. Activities (which could include families and/or spouses) such as picnics, dinners, attendance at outdoor events, and meeting after work can assist in building interpersonal relationships.
4. Mentors may arrange for a Resident Teacher to visit or coteach with other master teachers for specific techniques and skills. The mentor should work with the principals to arrange the teacher visits.
5. At the end of the mentor/Resident Teacher experience, the Resident Teacher will submit the following information to the administrator of the Mentor Program:

A written list of three (3) professional goals for the succeeding school year, including a brief explanation as to why the goal was selected and an indicator as to how the goal will be measured.

6. Resident Teachers will participate in Summer School as lead teachers.

Best Practices

The following are excerpts of a list of tips from Annette Breaux's book *101 Answers for New Teachers and Their Mentors*. These tips tend to be universal and applicable in different contexts and situations that a new teacher will experience, regardless of grade level, subject, or type of school.

Starting the Year Successfully

First impressions are vital! In the classroom, your first impression can set the tone for the entire school year. Often, teachers make the mistake of diving into "teaching the content" from the very first day of school. Instead, it is critically important that you take the time to let the students know who you are, that you allow them the opportunity to begin to tell you who they are, and that you immediately set them up for success. One way to do this is through structure. If you are going through new-teacher induction training, then you already know how your first day of school should be structured. If not, find out from your mentor teacher or other successful veteran teachers exactly what they do on the first day of school. You can also connect, online, with other educators who post their lists, tips, reminders, and procedures for a successful first-day experience.

Here are a few MUSTS for beginning the school year on a positive note:

- ◆ Greet your students at the door with a huge smile on your face.
- ◆ Be organized and prepared. Plan every minute of your first day beforehand.
- ◆ Have some type of appealing assignment (possibly an interest inventory) awaiting students so that they can get busy immediately upon entering the classroom.
- ◆ Remain calm, pleasant, and positive. If you're smiling, they won't know you're nervous!
- ◆ Share your expectations and tell them what they can expect from you and your class.
- ◆ Tell them you are so excited to be their teacher, and thank them for being in your class.
- ◆ Express your belief that they will ALL be successful!

Make Classroom Management a Priority

Without procedures and routines, certain chaos intervenes. But when students know exactly what's expected, behavior problems are often corrected.

Contrary to popular belief, discipline is NOT the number one problem in the classroom. Rather, the lack of clear, structured, well-rehearsed procedures and routines is what causes most discipline problems. Thus, from day one, effective teachers establish clear routines and procedures, and students are shown and told exactly what is expected of them. These teachers are also aware of the fact that the term "classroom management" refers to everything you do to make your classroom run smoothly: how you arrange the

furniture to facilitate learning, how you expect students to enter and exit the classroom, where you stand when you are teaching to ensure that you are in close proximity to all of your students, how you pace your activities, how you establish expectations for student behavior, and so on. In other words, an effective teacher plans EVERYTHING.

If you want what all teachers want – to experience few discipline problems with your students – then it is important that you have a clear, concise classroom management plan. But please do not reinvent the wheel. Implement the basic tried-and-true management techniques of the most successful teachers – those you will continue to read about throughout this book. Aside from reading this book, you may want to read the well-known, practical, common-sense approach to classroom management: *The First Days of School* by Harry and Rosemary Wong. Also, a quick online search will yield free tips, checklists, and samples of effective management plans from fellow educators.

FACT: Just as a bus cannot transport students to school without tires, even if the bus is in perfect mechanical condition, a teacher cannot teach ANYTHING to students until classroom management is in place, even if he or she is knowledgeable about the content. Management is just as important to learning as tires are to getting a bus from point A to point B. Clearly-established procedures and routines are the most important part of any effective classroom management plan.

Have Procedures for Almost Everything

Some activities lend themselves to creative expression. Others do not. Designing an automobile lends itself to creative expression. Assembling the automobile does not. On the design table, there are infinite options for how a particular automobile might be constructed. Once the final design hits the assembly line, there is now only ONE option: to follow the design plan exactly as stated. The same is true for classroom management. In order to successfully manage a classroom of students or any group of people, clearly defined procedures – consistent ways of doing things – must be established. Take 30 students and do not tell them how you want a task done. They will each create numerous ways to perform that task. Many of these ways will be unacceptable.

You see, 20 students doing things their own way for even one task will allow for endless possibilities of how the task will be accomplished. This is good when teaching them how to think, but not so good when teaching them how to behave. So what kinds of activities require procedures in the classroom? Any activity that does not lend itself to creative expression requires procedures. For instance, you would not want your students “creating” ways of entering your classroom, sharpening their pencils, turning in assignments, using personal electronic devices, moving into groups, or walking to the lunchroom. As the person in charge of managing a group of students, it is your responsibility to establish procedures in order to ensure the smooth operation of your classroom environment.

The following are a few examples of activities that require procedures:

- ◆ Entering the classroom.
- ◆ Exiting the classroom.
- ◆ Passing in papers.
- ◆ Asking for permission to speak.
- ◆ Knowing what to do with your book bag when you enter the classroom.
- ◆ Asking a question.
- ◆ Working cooperatively in groups.
- ◆ Working at computer stations.
- ◆ Knowing what to do in a school lock-down, fire, or severe weather situation.
- ◆ Knowing what to do if you have finished your work and others have not.
- ◆ Turning in homework assignments.
- ◆ Using personal electronic devices in acceptable ways at acceptable times, etc.

Tell your students what you expect, show them how you expect things to be done, practice the procedures with them, and reinforce as necessary. And please remember that the act of practicing procedures is not something reserved for elementary students. Consider the fact that professional football teams practice the same procedures over and over and over, every day! Effective coaches, like effective teachers, recognize the importance of establishing and practicing procedures.

And here's another tip: Always pretend to assume, when students are not following a procedure, that they simply forgot the procedure. If you let them know that you think they are just being defiant by not following the procedure, then they are controlling you and will continue to do so. Instead, calmly say, "Oh, I see that a few of you have forgotten the procedure and need a little more practice." And then practice, like it's no big deal. Even if it IS a big deal to you, don't let them know that. Remain calm and simply practice the procedure with them again. If only one student continues to "forget" to follow a specific procedure, simply hold a private practice session with that student.

Please remember that not all procedures can be established and practiced in one day. What you'll want to do is determine the most important procedures and practice those first. Once students are clear on those, add a few more. Just be careful not to overwhelm them with too many at a time because then you'll be inviting chaos and confusion – the opposite of what procedures are designed to accomplish.

Minimize Discipline Problems

Often, the terms discipline and classroom management are mistakenly used synonymously. Discipline is only one part of classroom management, albeit a vital one. Your discipline plan (and you must have one) should consist of a set of a few rules. If a student breaks a rule, there is a definite consequence. This consequence is not contingent upon the frustration level of the teacher at the time the rule is broken, but rather is predetermined when the plan is being devised. Students are made aware of both the classroom rules and the consequences for not following those rules.

Rules are devised to set limits, to help maintain order, and to protect people. On our public highways, there are speed limits. If the limit is exceeded, there is a consequence: a speeding ticket. This consequence is predetermined. Motorists are aware of the consequences of exceeding the speed limit, just as students should be aware of the consequences of breaking rules in your classroom. Therefore, devise a discipline plan and enforce it consistently. And please ensure that your rules cover serious offenses only. Teachers often get into trouble, creating discipline problems, when they post 10, 15, 20 or so rules for the class, many of which relate to minor offenses. An example would be talking, which is procedural in nature. (For a practically foolproof way of getting students to stop talking out of turn, see Tip 19.) An example of a serious offense that would require a rule would be hitting others. Most teachers would agree that this is a serious offense, and that there should be a rule and consequence established to regulate this behavior.

Have you ever noticed that the very best teachers have very few discipline problems? The real key to their success does not lie in the way that they discipline their students after the rules have been broken. Rather, they have established ways of preventing most behavior problems through the structure of their classroom management plans along with their pleasant demeanors and proactive approaches to dealing with students. The simple fact is that in a well-managed environment there are very few discipline problems. The classroom hums like a well-rehearsed choir!

Greet Students Daily

If you walk into Walmart, you will be greeted by someone you very likely do not know. This person's job is to welcome every customer who walks into the store. When you walk onto an airplane, you are greeted and welcomed. When you enter a restaurant, you are greeted, seated, and waited on. Why do these businesses spend so much money, time, and effort in ensuring that their patrons feel welcomed upon entering their places of business? The reason is that people appreciate and respond positively to

environments where they are made to feel welcomed and special. The same holds true for the classroom. All too often, teachers are busy making last-minute preparations for class and do not stand at the door smiling and welcoming every student as they enter. Not greeting your students every day may be one of the biggest mistakes you could ever make.

Students enjoy being in positive classrooms where they feel welcomed, and students succeed in positive environments. Happy, successful students? Any teacher will say “hello” to that!

Handle Discipline Problems Discreetly

I call it the Faculty Meeting Rule, and it goes like this: Do not say or do anything to your students in your classroom that you would not feel comfortable having your own principal say or do to you in a faculty meeting. Wow! Imagine if all teachers treated all students the way these same teachers would expect to be treated by their own principals. The Faculty Meeting Rule serves as an excellent gauge, because just as teachers are among their peers in a faculty meeting and would not appreciate being singled out and embarrassed in front of their peers, students are among their peers in the classroom and the same holds true for them. Imagine how you would feel if your principal singled you out and reprimanded you publicly for talking to your neighbor during a faculty meeting. Most teachers would be mortified. Or how would you feel if the principal announced the results of each teacher’s observations in the midst of everyone else? These are issues that should be discussed privately.

As teachers, we each have our own private “office.” It’s located right outside the classroom door, away from the rest of the students. Although it is not always possible to deal with every discipline challenge in total privacy, teachers should always use discretion. Discretion sometimes simply involves talking to a student at his desk in a quiet tone. Public reprimand simply does not work. It actually breeds resentment in students. Students will appreciate being treated with respect and will recognize that you value their privacy and dignity.

FACT: A student is much more likely to correct his misbehavior when his dignity has been maintained. Also, a student is not nearly as “tough” when you deal with him one on one, away from his audience

Catch Students Behaving

Think back to your teacher training days and try to recall a course titled “How to Catch Students Behaving.” Do you remember that course? No? That’s because, as teachers, we are trained to recognize problems, diagnose the causes of the problems, and then respond accordingly to solve these problems. The ability to recognize and solve problems is a necessary skill that any effective teacher must possess. But how many of us were ever trained to recognize good behavior, diagnose what’s causing the good behavior, and then foster that behavior so that it will continue? Not many. As teachers, we all have “eyes in the back of our heads” and can spot a child misbehaving from a mile away! Again, this is a good skill to possess. But an even more important skill is to be able to use those same “eyes in the back of our head”

to spot a child behaving well and encourage that good behavior or kind deed. A simple acknowledgement of a positive behavior can work wonders.

Here are a few phrases you might use when “catching students behaving”:

- ◆ Thanks for raising your hand.
- ◆ Thanks for remaining quiet while you wait for the others to finish.
- ◆ I appreciate the cooperation I’m observing from this group.
- ◆ Thanks for helping _____. That was very kind of you.
- ◆ I like the way you got to work so quickly.
- ◆ I noticed that you cleaned up around your work station. Thanks.

Uttering these types of positive phrases will soon become second nature to you. Students crave our attention, and they will usually do whatever it takes to get it. When they learn that they are much more apt to get our attention by behaving well, they begin behaving well. Teachers who focus more on good behavior than on mis behavior experience fewer discipline problems. So be on the look-out for good behavior. You’ll begin to notice it everywhere!

Teaching is Hard Work

Regrettably, many new teachers enter the profession with no concept of what will be required of them. They are often shocked to learn of all the paperwork and planning time involved, all the skills that are required to teach and manage a classroom effectively, all the patience, understanding, and empathy they must possess, all the many hats they must wear, all the problems some students bring to school with them.

Please understand that teaching is hard work! The road will be rocky at times. You will stumble and fall on occasion. You may even bleed a little. But remember that nothing worthwhile comes easily. The rewards of teaching far outweigh the demands. You will know this the first time you make a student smile, the first time you receive a sweaty hug, the first time you dry a student’s tears on your shirt sleeve, the first time you open a present with crinkled wrapping paper and way too much tape, and any time you witness the slightest or greatest of achievements and the least or greatest of efforts from the students whose very lives you are helping to shape.

Plan Effective Lessons

The very best teachers know that if you want to have a great lesson, you have to plan a great lesson. It truly is that simple. But understand that planning takes time. However, if you teach a well-planned lesson, then you can really enjoy your teaching. Now, does that mean that you will accomplish everything you intend to accomplish or that your plan will go off without a hitch? Of course not. Teaching is not an exact science, and that is why we need to plan so thoroughly.

Teachers who do not plan good lessons end up struggling with behavior problems, off-task students, and general chaos. In order for the students to learn a new skill, the lesson must be well thought-out and well taught. Good planning is a skill; and it requires training, patience, practice, and guidance. Mentors can play a critical role by spending time planning with new teachers.

The following are some simple tips for you to use when planning any lesson:

- ◆ Determine your objective.
- ◆ Decide how you will make the lesson interesting and inviting for your students.

- ◆ Be sure to make an effort to actively involve your students in every part of the lesson.
- ◆ Plan to state the lesson's purpose, relate the skill to students' real lives, teach and model the skill, practice the skill with them, have them try the new skill independently, and review. This approach may be applied to any new curriculum or standards that come along.
- ◆ Gather any necessary materials beforehand.
- ◆ Enjoy teaching your well-planned lesson!

Do What is Best, Not What is Easiest

It's not always easy to be positive, but being positive is best for your students. It would be easier to dole out busy work, but that's not what's best for your students. It is far easier to let the textbook tell you exactly what to teach as opposed to simply using the textbook as one of several references, but letting the textbook make your decisions is not what's best for your students. An objective test consisting only of multiple choice and true-false items is far easier for a teacher to grade than a more authentic form of assessment, but doing what's easy is not what's best for your students. Planning lessons that engage students continually is time consuming, but it is what's best for your students. Catching up on grading papers or answering e-mails while students work busily at their computer stations, on their tablets, etc. will give you more time to yourself later, but it's not what's best for your students. Teaching all students as if they were on the same level is far easier than teaching students at their individual levels, but it's not what's best for students. Learning about and maximizing available technology can be time consuming, but it's definitely what's best for students. Being professional at all costs is not always easy, but it is what's best for your students.

We're human, and it's often tempting to choose the path of least resistance. It's completely up to you to resist the path of least resistance and make all decisions based on what's best for your students, not what's easiest for you.

Participate in After School Functions

We all have lives of our own outside of our classrooms. Whenever possible, however, it is important to participate in after-school functions.

Participation in after-school functions sends a message to students and to parents that you care. You do have your own life and you cannot possibly attend every after-school function that your students participate in. But here's what you can do – you can set aside maybe an hour or two a week to attend one of these functions. If it's a ball game, you don't have to stay for the entire game. Show up, say hello, watch a few plays, and then leave. If you can't physically attend a function, ask students about it the next day. That, in itself, will go a long way toward showing that you care. But be involved and interested – even if you can't attend.

Parents who believe that you care about their children will be much more likely to support you and work cooperatively with you. Students who believe that you care about them will work harder, will behave better, and will often go out of their way for you. As the saying goes, "Students won't care how much you know until they know how much you care."

Be Flexible

Any teacher will tell you that in teaching there are both predictabilities and unpredictabilities. Prepare yourself for some of the following unpredictabilities:

- ◆ Unannounced emergency drills.
- ◆ Unexpected intercom announcements.
- ◆ Students getting sick.
- ◆ Unexpected discipline challenges.

- ◆ Unanticipated student questions.
- ◆ Schedule changes.
- ◆ Knocks at the classroom door.
- ◆ Unannounced observations by administration.
- ◆ Running out of time to teach a particular skill.
- ◆ Overestimating the time it will take to teach a particular skill.
- ◆ Policy changes.
- ◆ Technology changes.
- ◆ Curriculum changes.
- ◆ Changes in teaching assignments, and so on and so on and so on ...

The only real predictability in teaching is the fact that it is unpredictable. Get accustomed to it. Don't let yourself get bent out of shape by things over which you have no control. And realize that many things are going to be out of your control. Be flexible. If you don't learn to bend, you'll eventually break! So choose to bend rather than break, and roll with the punches, for sanity's sake!

Light a Spark in Your Students

The teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron. —Horace Mann

What really matters is not so much what students walk away with in their hands, but rather how many sparks are ignited in their hearts. It is the TEACHER who is the key to the success of the students in the classroom. The TEACHER, not the CONTENT, determines whether students walk away ignited or extinguished. A great teacher can take any content and make it come to life.

Be enthusiastic, and teach like a coach in a huddle motivating your players to want to win the game. Light a spark in all of your students. Set them aglow with a desire to work harder, to search for answers, to acquire deeper understandings, to love learning, and to be better people. If you can do that, then you have done your job well.



Teacher Appraisal Rubric



Introduction to the Marshall Rubric

1. The rubrics have seven domains covering all aspects of a teacher's job performance:

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|--|----------------------------------|
| A. Planning and Preparation for Learning | E. Family and Community Outreach |
| B. Classroom Management | F. Professional Responsibilities |
| C. Delivery of Instruction | G. International Mindedness |
| D. Monitoring, Assessment, and Follow-Up | |

2. The rubrics use a four-level rating scale:

- 4 – **Highly Effective** – Master teacher performance that meets very demanding criteria
- 3 – **Effective** – Solid, expected professional performance; teachers should feel good about scoring at this level
- 2 – **Improvement Necessary** – Performance is mediocre; no teacher should be content to remain at this level
- 1 – **Does Not Meet Standards** – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal

3. These rubrics aim to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics at the end of a school year, supervisors will make frequent, short, unannounced classroom visits and provide timely verbal or written feedback; regularly observe teachers in team meetings and other settings; and possibly look at student survey data. The rubrics should not be used as checklists during classroom visits or in post-observation conferences – their comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubrics should inform teachers' work and supervisors' observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.

4. This suggests that the rubrics should be used formally at three points: (a) At the beginning of the year, teachers and supervisors review the rubrics together; (b) At mid-year, teacher and supervisor meet to go over progress towards achieving their goals, using the rubrics as needed in order to facilitate discussion; and (c) At the end of the year, teacher and supervisor independently rate teachers effectiveness using the rubrics and reach closure on the year's ratings (the supervisor, of course, has the final say). Evaluation meetings work best if the teacher and supervisor fill out the rubrics before-hand, discuss only the areas where they disagree, and talk about those areas based on the teacher's actual performance.

5. When scoring each rubric line, it's best to read the Effective level first, and if that doesn't capture the teacher's work, look left or right and mark the level that contains the most accurate description. When all ten lines are done, the page provides a graphic display of areas that deserve praise and those that need improvement. The supervisor gives an overall rating on the Summary Evaluation Form and writes a brief comment (if needed). The Summary Evaluation Form is signed by both teacher and evaluator and kept on file during the teacher's tenure at HIS.

A. Planning and Preparation for Learning

The Teacher	Highly Effective	Effective	Improvement Necessary	Does Not Meet Expectations
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address students' learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

B. Classroom Management

The Teacher	Highly Effective	Effective	Improvement Necessary	Does Not Meet Expectations
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with ad hoc rules and consequences as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
c. Respect	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior; and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off task teacher behavior.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

C. Delivery of Instruction

The Teacher	Highly Effective	Effective	Improvement Necessary	Does Not Meet Expectations
a. Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets virtually all students involved in focused activities, actively learning and problem solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Closure	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

D. Monitoring, Assessment, and Follow-Up

The Principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Expectations
a. Criteria	Consistently posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester; thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

E. Family and Community Outreach

The Principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Expectations
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Successfully contacts and works with virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

F. Professional Responsibilities

The Teacher	Highly Effective	Effective	Improvement Necessary	Does Not Meet Expectations
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually; keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade level and school wide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

G. International Mindedness

The Teacher	Highly Effective	Effective	Improvement Necessary	Does Not Meet Expectations
a. Knowledge	Proactively promotes understanding and appreciation between host and guest cultures	Readily accepts cultural idiosyncrasies and frames them in a positive way	Occasionally complains in a non-productive manner about host culture.	Frequently complains and negatively affects the morale of others regarding cultural differences
b. Sensitivity	Makes a concerted effort to become conversant in host language	Honors national staff and host nation through polite forms of communication	Makes little effort to communicate with or positively interact with national staff or population.	Is openly opposed to or negative about the host language and culture.
c. Language	Is always gracious, patient and facilitates a positive relationship between all international and host nation colleagues	Respectful and avoids miscommunication and misunderstanding between international and national staff	Does not make a concerted effort to facilitate understanding between international and host nation staff and faculty	Contributes to or exacerbates misunderstanding and mistrust between international and national staff
d. Respect	Is very well adjusted to life in host country and requires little or no support outside of school-related matters	Infrequently requires non-school related support from the school.	Frequently requires non-school related support, personal issues can occasionally impact professional duties	Personal needs/issues disproportionately tax the school's support services and/or impact one's professional duties
e. Independence / Autonomy	Is diligent in maintaining the profession's image in the international school context	Makes wise choices for maintaining one's own professional reputation in the international school context	Occasionally makes decisions that may negatively impact the profession's reputation in the international school context.	Frequently fails to reflect on the impact of one's decisions on the profession's reputation in the international school context.
f. Judgment	Proactively promotes understanding and appreciation between host and guest cultures	Readily accepts cultural idiosyncrasies and frames them in a positive way	Occasionally complains in a non-productive manner about host culture.	Frequently complains and negatively affects the morale of others regarding cultural differences



