TEACHER
SUPERVISION AND EVALUATION

PROTOCOL

2023 - 2024

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1. Introduction

At Altamira International School, we recognize the essential role of effective supervision and evaluation in enhancing the educational experience for our students. Our approach is twofold, involving both supervision and evaluation, each a complementary purpose in our commitment to educational excellence.

Supervision at Altamira International School represents an ongoing process, encompassing continuous monitoring and support of our teaching staff. This process is crucial in ensuring that our educators are provided with the guidance and resources necessary to foster a dynamic and engaging learning environment. Utilizing tools like the Teacher Observation Tool, we aim to provide regular, constructive feedback that empowers teachers to excel in their professional practice.

Evaluation, on the other hand, involves a more formalized assessment of our educators' performance. In our pursuit of maintaining the highest standards of teaching excellence, we employ the Effective Learning Environments Observation Tool (ELEOT) as part of our triannual formal evaluations. This rigorous assessment allows us to comprehensively gauge the effectiveness of our teaching methodologies and their impact on student learning.

As we look to the future, we are exploring the incorporation of the Teacher Effectiveness Performance Evaluation System (TEPES) into our evaluation protocol. This system represents our commitment to adopting innovative strategies that align with our core values of continuous improvement and excellence in education.

In sum, the dual approach of supervision and evaluation at Altamira International School underpins our dedication to not only maintaining but also elevating the standards of our educational offerings, ensuring that every student achieves their fullest potential.

2. Supervision Framework

At Altamira International School, the supervision of our educators is an integral part of our commitment to educational excellence. Supervision serves as a proactive and supportive process, aimed at fostering a culture of continuous improvement and professional growth within our teaching staff.

2.1 Objectives

- **Continuous Monitoring and Support:** Our principals and coaches engage in regular, ongoing observation and support of our teachers. This ensures that our educators are consistently aligned with our educational goals and are supported in their professional development.

- **Formative Observations:** Utilizing the Teacher Observation Tool, we conduct formative observations. These are designed to provide immediate, constructive feedback to teachers, helping them refine their teaching practices in real time.

- **Collaborative Reflection:** Supervision at Altamira International School is a collaborative process. Administrators and teachers work together to reflect on teaching practices, discuss strategies for improvement, and share innovative teaching methodologies.

2.2 Process

- **Regular Classroom Observations:** Principals and Instructional Coaches (when instructed by the principal) conduct regular classroom visits, both scheduled and unscheduled, to observe teaching practices and the learning environment.
- **Feedback Sessions:** Following observations, Principals hold feedback sessions with teachers. These sessions are meant to be constructive, focusing on strengths, areas for improvement, and setting goals for professional development.
- **Professional Development Planning**: Based on observations and feedback sessions, teachers are encouraged to develop a personalized professional development plan. This includes a specific plan of action with the instructional coaches.
- **Documentation and Record Keeping:** All observations and feedback sessions are documented. This ensures transparency and provides a record of professional growth over time.

2.3 Teacher Observation Tool:

Teacher Observation Tool

Date _____ Teacher Name _____ School _____ State/Province _____ Country _____ Grade Level(s) _____

Time In _____ Time Out _____ Lesson Beg. _____ Lesson Middle _____ Lesson End _____ Subject Observed _____ Observer Name _____

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident
Culture/Climate Dimension				
The teacher:				
1. Fosters an environment that embraces all learners	4	3	2	1
2. Treats each learner equitably	4	3	2	1
3. Encourages learners to share their opinions without fear of negative comments from their peers	4	3	2	1
4. Creates enthusiasm for the learning at hand	4	3	2	1
Learning Dimension				
The teacher:				
1. Communicates clear explanations about the activities or tasks	4	3	2	1
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	4	3	2	1
3. Delivers lessons that are relatable to the learners or aligned to their interests	4	3	2	1
4. Monitors learners' understanding of the content and/or the acquisition of skills	4	3	2	1
5. Adapts instruction and/or activities that meet individual learner's needs	4	3	2	1
6. Provides learners with purposeful feedback about their progress and/or needs	4	3	2	1

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident
Essentials Dimension				
The teacher:				
1. Delivers and/or facilitates the lesson with knowledge and confidence	4	3	2	1
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being	4	3	2	1
3. Facilitates use of resources that support learners' needs	4	3	2	1
4. Implements instructional strategies that actively engage learners	4	3	2	1
5. Manages the learning time in an efficient and optimal manner	4	3	2	1
Agency Dimension				
The teacher:				
1. Empowers learners to be responsible for the learning at hand	4	3	2	1
2. Gives learners choices about the learning activities or tasks	4	3	2	1
3. Provides assistance for learners to navigate and monitor their learning progress	4	3	2	1
4. Encourages learners to persevere with or seek challenging activities or tasks	4	3	2	1
5. Builds learners' growth mindset and self-efficacy	4	3	2	1
Relationship Dimension				
The teacher:				
1. Promotes respectful and caring interactions toward and between learners	4	3	2	1
2. Cultivates learner cooperation, collaboration, and inclusivity	4	3	2	1
3. Preserves learners' dignity while attending to their individual needs	4	3	2	1

3. Evaluation Protocol

The evaluation protocol at Altamira International School is a rigorous and structured process, integral to our commitment to educational excellence. Conducted three times a year, this process is designed to provide comprehensive assessments of our educators' effectiveness in the classroom.

3.1 Framework

Our formal teacher evaluation is grounded in a framework that assesses various dimensions of professional practice. These dimensions, informed by the ELEOT 2.0 tool and best practices, include:

3.2 Planning and Preparation

- Demonstrating knowledge of content and pedagogy.
- Understanding student characteristics, learning styles, and backgrounds.
- Setting instructional goals tailored to learner needs.
- Utilizing a variety of resources.
- Designing coherent instruction.
- Effectively assessing student learning.

3.3 Classroom Environment

- Creating a respectful and positive atmosphere.
- Fostering a culture of learning.
- Managing classroom procedures efficiently.
- Encouraging positive student behavior.
- Organizing the physical space effectively.

3.4 Instruction

- Communicating ideas clearly and effectively.
- Employing questions and discussion techniques.
- Engaging students actively in the learning process.
- Providing constructive feedback.
- Demonstrating adaptability and responsiveness.

3.5 Professional Responsibilities:

- Reflecting on teaching practices.
- Maintaining accurate records.
- Communicating effectively with families.
- Contributing to the school community and professional development.
- Exhibiting professionalism.

3.6 Process:

- **Triannual Observations:** Formal evaluations are conducted three times a year, employing both announced and unannounced visits to assess the diverse aspects of teaching practices.
- **Feedback and Review:** After each observation, evaluators provide detailed feedback to the teachers, focusing on strengths, areas for growth, and specific recommendations for improvement.
- **Continuous Improvement:** Based on the evaluations, teachers are encouraged to engage in ongoing professional development activities to address identified areas for improvement.

Through this comprehensive evaluation protocol, Altamira International School aims to uphold the highest standards of teaching and learning, ensuring our educators are equipped to provide the best possible educational experience to our students.

COGNIA   Effective Learning Environments Observation Tool (eleot® 2.0)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. **Circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate make inquiries with learners.**

Date _____ School _____City _____State/Province_____ Country _____ Grade Levels _____

Time In _____   Time Out _____   Check ALL that apply: Lesson Beg _____   Lesson Mid _____   Lesson End _____ Subject Observed _____ Observer_____

	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:				
1. Learners engage in differentiated learning opportunities and/or activities that meet their needs	4	3	2	1
2. Learners have equal access to classroom discussions, activities, resources, technology, and support	4	3	2	1
3. Learners are treated in a fair, clear and consistent manner	4	3	2	1
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	4	3	2	1
B. High Expectations Environment:				
1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	4	3	2	1
2. Learners engage in activities and learning that are challenging but attainable	4	3	2	1
3. Learners demonstrate and/or are able to describe high quality work	4	3	2	1
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	4	3	2	1
5. Learners take responsibility for and are self-directed in their learning	4	3	2	1
C. Supportive Learning Environment:				
1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	4	3	2	1
2. Learners take risks in learning (without fear of negative feedback)	4	3	2	1
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	4	3	2	1
4. Learners demonstrate a congenial and supportive relationship with their teacher	4	3	2	1
D. Active Learning Environment:				
1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate	4	3	2	1
2. Learners make connections from content to real-life experiences	4	3	2	1
3. Learners are actively engaged in the learning activities	4	3	2	1
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	4	3	2	1
E. Progress Monitoring and Feedback Environment:				
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	4	3	2	1
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise	4	3	2	1
3. Learners demonstrate and/or verbalize understanding of the lesson/content	4	3	2	1
4. Learners understand and/or are able to explain how their work is assessed	4	3	2	1
F. Well-Managed Learning Environment:				
1. Learners speak and interact respectfully with teacher(s) and each other	4	3	2	1
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	4	3	2	1
3. Learners transition smoothly and efficiently from one activity to another	4	3	2	1
4. Learners use class time purposefully with minimal wasted time or disruptions	4	3	2	1
G. Digital Learning Environment				
1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning	4	3	2	1
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	1
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning	4	3	2	1

4. Professional Development and Growth Track

At Altamira International School, we are committed to fostering a culture of lifelong learning and professional development among our educators. This commitment is encapsulated in our Professional Development and Growth Track, which is structured to support and encourage continuous growth and development of our teaching staff.

4.1 Objectives:

- **Supporting Optimal Learning Environments:** Our goal is to aid teachers in developing and sustaining the best possible learning environments for students.

- **Ensuring Effective Teaching Practices:** We focus on ensuring that teaching practices are not only effective but also evolve with changing educational needs.

- **Facilitating Professional Dialogue:** We believe in the power of ongoing dialogue among our staff, fostering a culture of shared learning and collaborative growth.

- **Tailoring to Individual Needs:** Recognizing the diverse needs of our teachers, we offer personalized professional development opportunities with the help of our instructional coaches and principals.

4.2 Process and Expectations:

- **Reflective Practice:** Teachers are encouraged to continually reflect on their teaching methods and student interactions. This reflective practice is essential for personal and professional growth.

- **Annual Growth Plan:** Teachers, in collaboration with school administrators, will develop an annual professional growth plan

- **Professional Development Activities:** Teachers will engage in various professional development activities throughout the year. These may include attending workshops, participating in educational conferences, and PD held at school.

- **Evaluation and Feedback:** Professional growth will be evaluated annually, with constructive feedback provided by administrators. This evaluation will consider the teacher's growth plan and overall contribution to the school's learning environment.

By promoting and supporting our teachers' professional development, Altamira International School aims to not only enhance the quality of education provided to our students but also to empower our educators in their professional journey

5. Accountability and Performance Improvement

At Altamira International School, we uphold high standards for teaching excellence, and our accountability and performance improvement process is designed to support teachers in meeting these standards.

Identifying and Addressing Performance Issues:

- **Initial Identification:** If a section principal in consultation with the school's Directory, believes a teacher's performance is not at an acceptable level, they may initiate a formal performance review.

- **Documentation and Communication:** All concerns and steps taken in this process are documented and communicated to the teacher, with copies maintained in the teacher's personnel file for transparency and record-keeping.

- **Support and Resources:** During this probation period, specific areas for improvement will be identified, and the teacher will be provided with the necessary support and resources to address these areas, including one one-on-one coaching sessions with their instructional coach.

- **Monitoring and Evaluation:** The teacher's progress will be monitored and evaluated regularly through the process

- **Outcome Determination:** Depending on the improvement shown, the teacher may either return to the standard evaluation track or, in cases where sufficient improvement is not observed, face further consequences, which may include a recommendation for dismissal.

6. Transparency and Fairness

- **Clear Criteria and Appeal Process:** All participants in the evaluation process will be informed about the purpose, criteria, process, and provision for an appeal to ensure fairness and clarity.

Our intent through this review process is not only to identify and document any unsatisfactory performance but also to assist teachers in correcting and improving their teaching practices. Altamira International School is dedicated to supporting its educators through this process, ensuring that every teacher has the opportunity to succeed and contribute effectively to our students' learning.

7. Feedback and Appeal Process

Feedback and the opportunity to appeal evaluation results are crucial aspects of the teacher evaluation process at Altamira International School. Our approach ensures fairness and allows for open dialogue and resolution.

Feedback Process:

- **Ongoing Dialogue:** Feedback is an integral part of the evaluation process. section principals provide regular, constructive feedback to teachers based on their observations and assessments.

- **Formal Evaluation Reports:** After formal evaluations, teachers receive a detailed Teacher Evaluation Feedback, outlining their performance including areas of excellence and areas for improvement.

7.1 Appeal Procedure:

- **Initial Discussion:** If a teacher wishes to appeal the findings of the Teacher Evaluation Summary feedback, they are encouraged to first discuss the report with their section principal.

- **Written Appeal to the principal:** Should the initial discussion not resolve the concerns, the teacher may submit a written appeal to the supervisor within seven days of receiving the report. The supervisor will respond in writing within fourteen days, either with an amended report or a confirmation of the original findings.

- **Further Appeal to School's Director:** If the issue remains unresolved, the teacher can escalate the appeal to the School's Director within twenty-one days of receiving the report. The Director will review the case and discuss it with both the teacher and principal within seven days of receiving the appeal.

- **Withdrawal of Appeal:** At any point, a teacher may choose to withdraw their appeal.

8. Implementation and Review

The effective implementation and regular review of the Teacher Supervision and Evaluation Protocol are crucial to maintaining the high standards of teaching and learning at Altamira International School.

8.1 Implementation Strategy:

- **Clear Communication:** All components of the protocol will be clearly communicated to the participants. This includes the purpose, criteria, processes, and provisions for appeal.

- **Training and Support:** Administrators and teachers will receive adequate training and support to effectively engage with the protocol, ensuring its successful implementation.

- **Documentation and Record-Keeping:** Comprehensive records of evaluations, professional development plans, and any probationary actions will be maintained systematically.

8.2 Review Process:

- **Regular Evaluation Reviews:** Teachers will receive a Teacher Evaluation Summary Report by the end of each academic year, ensuring timely feedback and opportunities for improvement.

- **Adaptability and Responsiveness:** The protocol will be reviewed annually to adapt to any changes in educational standards, teaching methodologies, and school priorities.

- **Stakeholder Feedback:** Feedback from teachers, administrators, and other stakeholders will be considered during the review process to ensure the protocol remains effective and relevant.

- **Formal Review Timeline:** A formal review of the protocol will be conducted every three years, or as needed, to align with evolving educational goals and standards.

8.3 Accountability:

- **Section Principal Role:** Section principals are responsible for conducting the supervision and evaluation of teachers, and following the teacher and supervision protocol.

- **School's Director Role:** The school principal will be responsible for overseeing the implementation and ensuring compliance with the protocol.

- **Instructional Coaches:** Instructional Coaches are responsible for supporting teachers when asked by section principals.

- **Continuous Improvement:** This process is part of our commitment to continuous improvement, aiming to enhance the professional practice of our educators and the overall learning environment for our students.

Through this structured approach to implementation and review, Altamira International School ensures that our Teacher Supervision and Evaluation Protocol remains dynamic, effective, and in alignment with our core educational values.