



APPRAISAL POLICY

STATEMENT OF AIM

To provide a clear and rigorous supervision and evaluation process focused on teacher quality and instruction at MEF International School.

RATIONALE

Staff appraisal means shared commitment to high performance. It is dependent upon the establishment of a climate of trust and support that allows practices to be challenged and performance reviewed. Mutual obligation on the part of the teacher and the evaluator is a key component of this process.

Staff appraisal is a shared responsibility. Staff appraisal involves both the Administration and the teacher working together to ensure that objectives/goals are discussed and agreed; regular and objective feedback is given; and adequate coaching, training and development are provided (including a performance review).

Objectives/Goals should be challenging but realistic and take account of a teacher's job description and their existing skill and knowledge base. The objective/goal for each teacher will cover student learning as well as ways of developing and helping improve the job holder's professional practice and subject knowledge.

The agreed objectives/goals should be SMART, i.e.:

- specific;
- measurable;
- attainable;
- realistic;
- timed.

To ensure that agreed objectives/goals can support teachers, the following criteria will be applied to the setting of the objectives/goals. These criteria include those that will apply to classroom observation for the purposes of staff appraisal. The criteria used to inform the objectives/goals will be:

- lesson planning and preparation;
- understanding of subject areas which includes professional development
- teaching methods;
- the assessment and evaluation of students' work;
- the management of student behaviour;
- the teacher's objectives for students' learning;
- classroom observation;

- ability to collaborate with colleagues and the wider school community
- Classroom environment: thinking and learning is visible on the walls and displays.

Administration has a responsibility to work with staff to provide fair and accurate reviews and performance assessments. These should be linked to the explicit expectations outlined in the evaluation documents and based on identified information and data collection from a range of sources.

When planning observations, we will follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the teacher and Administration of its purpose;
- the nature of the observation will depend on its purpose;
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- full, constructive and timely feedback offers an opportunity to discuss what went well and what might be done better or differently next time. When giving feedback, the Administration should take into account the range of activities carried out by the teacher and the time spent on each activity.

Teachers have a right to structured verbal and written feedback regarding their performance against agreed outcomes. If teachers are concerned about their performance then they can initiate a meeting with a member of admin. There are 3 goal meetings per year (goal setting, mid year reflection, end of year reflection) between the teacher and the administration. At these meetings, recorded objectives/goals will be used as a focus to discuss achievements. It will be used further to identify professional development needs and the consequent resources and the support to be provided.

The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- reviewing, discussing and confirming the teacher's essential tasks and objectives/goals;
- the teacher to demonstrate accountability for her/ his performance, recognising strengths and achievements and taking account of factors outside the teacher's control;
- confirming action agreed with the teacher at other reviews;
- identifying areas for development and how these will be met;
- recognising professional development needs; and
- agreeing new clear objectives/goals and completing an individual plan for the year ahead as appropriate on successful performance.

The outcome of the annual review will be the summative evaluation report, prepared by the Administration after consultation with the administrative team, and upon receipt of their reflections and peer observations. The summative evaluation will be available to both the staff member and the administration. Written summaries and evaluation documentation including unscheduled and scheduled observations will be placed in personnel files and can be used for performance assessment for the purpose of a referee statement in applications.

Supporting Teachers

If a Teacher is struggling significantly to meet the professional duties required by MEF IS, then a support program shall be implemented by the administration. Reasons for a support plan include but are not limited to significant concerns:

1. With teaching (based on observations, student/parent/staff feedback)
2. With relationships (with students, staff, and parents)
3. With professionalism (attendance, appearance, duties, etc.)

PROCEDURES

Staff appraisal process will be based on reasonable objectives and expectations of each teacher. Staff appraisal is not an event, it involves stages of planning, monitoring performance and reviewing performance. Teachers in their first year of employment at MEF IS will have a different appraisal cycle to those in their second years and beyond.

All Teachers

Goal Setting

- Supervision / Evaluation policy and forms shared with staff
- Goal setting.
Each teacher will set 3 goals each year. One goal for each of the following areas:
 1. Focus/theme for the school year
 2. Curriculum
 3. Community

A reflection on goals will be conducted mid-way through the year to encourage thought and planning towards further refinement and achievement of goals. A final reflection process will be conducted at the end of the year to evaluate the goals and begin to chart next year's goals. This consists of a Summative reflection by each teacher to be submitted to administration in the first week of June followed by a summative meeting.

Lesson Walkthroughs and Observations

New Teachers

All teachers in their first year will follow the process described below.

- Walkthroughs
 - 2 minimum, at least 1 per semester
 - These will be conducted by administration for primary and administration and department heads for secondary. Informal feedback will be provided.
- A scheduled observation by an administrator, with written feedback provided.
- An unscheduled observation by an administrator with face to face feedback.

At the end of a teacher's first year, administrators may recommend that the teacher receives coaching and mentoring in a learning and teaching partnership - see details below.

Returning Teachers

Alongside the procedures for All Teachers is included:

- Walkthroughs
 - 3 unscheduled, at least 1 per semester
 - These will be conducted by administration for primary and administration and department heads for secondary. Informal feedback will be provided.
- At least one scheduled observation by an administrator, with written feedback provided.

Administrators may conduct scheduled or unscheduled observations if deemed necessary for returning teachers or may recommend that a teacher couples with an administrator for coaching and mentoring through a learning and teaching partnership - see details below

Learning and Teaching Partnership

If deemed necessary, teachers will be invited to participate in a learning and teaching partnership with an administrator in the relevant school section. The purpose of this partnership will be to focus on any particular area that is identified as an area of growth as related to planning, organisation, classroom management and practice, use of learning and teaching strategies, and/or assessment. The administrator will act as a mentor and coach, helping the teacher to set goals for growth and assist the teacher through team teaching, meetings and practical assistance to achieve these goals. The administrator and teacher will document the plan and outcomes as detailed under the documentation section below.

DOCUMENTATION

Support Plan

The support plan should clearly indicate the rationale, the areas of concern, the objectives, timeline, success criteria, and ramifications of the plan (if applicable). The Principal and Deputy Principal should then meet with the Teacher to discuss the plan and implementation process. The Teacher and Principal should sign the plan during this meeting. Minutes should be taken for this meeting and any subsequent meetings with the Teacher.

If the ramifications of the plan include the potential for termination or non-renewal, then the Principal must involve the Assistant General Manager at the earliest possible juncture. The Principal should share

the concerns (including relevant documentation) and consult the Assistant General Manager regarding the support plan and potential ramifications.

Once the support plan has been completed successfully, the Teacher, Principal and Deputy Principal should meet to discuss the outcome. If the plan was not completed successfully, then the Principal and Deputy Principal will need to review the plan and assess why the plan was not successful (Teacher performance, missing components, support not provided, etc.). Unless there are increasingly significant concerns that warrant consideration of termination or non-renewal, then the administration should implement a revised plan and begin the support process anew. If there are increasingly significant concerns, then the Principal should follow the above outlined procedure, consulting with the Assistant General Manager, etc.

Support File

The Principal should keep a file tracking correspondence and any other relevant items, including minutes from meetings, emails, or other documentation. This is particularly important in case termination or non-renewal is under consideration.

Termination / Non-Renewal

If the section administration recommends termination / non-renewal for a teacher, then the Principal should meet with the Assistant General Manager and share the support file at this time. If the Assistant General Manager agrees and believes there is sufficient documentation, then the Principal and Assistant General Manager should agree on a timeline for the termination or non-renewal meeting. The AGM will then inform the General Manager to discuss the situation. Once final approval is received, the meeting between the Principal and Teacher should take place on a Friday afternoon, if possible, to be respectful that a Teacher needs time to process this information.

Policy last reviewed and updated, August 2025

Appendix 1:

MEF INTERNATIONAL SCHOOL TEACHER OBSERVATION FORM			
Teacher:		Observer:	
Grade / Subject:		Date of Lesson:	
Lesson Observed:		Class size:	
Rating Scale			
N/O = Not Observed	NI = Needs improvement	M = Meets expectations	E = Exceeds expectations
Competencies and Indicators - INSPIRE			Rating
Learning objectives are articulated and students have an opportunity to reflect on learning.			
Learning activities are connected to the big or important ideas in the subject area.			
There is a focus on developing well articulated understandings. It is relatively evident what understandings are to be developed as a result of doing the work.			
Students find learning activities engaging and worthwhile. Engagement is intellectual as well as social and/or physical allowing students to show responsibility for their own learning.			
Technology is used to enhance or transform learning through substitution (no functional change), augmentation (functional change), modification (significant task redesign), or redefinition (creation of new, previously inconceivable tasks).			
There is a level of meaningful choice embedded in the work that allows students to have real ownership of the work or helps to personalize it.			
Competencies and Indicators - CHALLENGE			Rating
Learning activities challenge students in some way, by pushing their thinking in new directions or asking them to reexamine ideas or beliefs.			
Learning activities ask students to generate original ideas, explanations, solutions, responses, or findings.			
Learning activities have depth and regularly go beyond the basic level of knowledge/skill building.			
Students' thinking is made visible through work/discussion/reflections they do so it can be discussed, shared, examined or reflected upon.			
Patterns of thinking/habits of mind are on display. It is possible to identify the types of thinking that students are engaged in and must do to be successful in the work.			
Competencies and Indicators - NURTURE			Rating
There is adequate time for thinking, to prepare responses and express ideas.			
Student behavior is managed positively and effectively so that students are on-task and engaged.			
Works to develop positive relationships with all students to promote effective learning and teaching.			
Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests and feelings of students, families, and colleagues from culturally and linguistically diverse backgrounds			
Strengths			
Recommendations / Areas for Development			
Observer:		Teacher Signature:	
Date:		Date:	

Appendix 2:

MEF International School Izmir Informal Observation

Teacher:	Course:
Observer:	Date:
Lesson Observed:	
CIS Teaching Best Practices <i>Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.</i> • Teaching methods and student learning activities are varied according to the nature of the subject matter. • Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning. • Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles. • Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.	
Areas of Strength:	
•	
Alignment to Mission: <i>We inspire, nurture and challenge our students to realize their unique potential.</i> Identify an aspect of inspire, nurture or challenge.	
Considerations:	
•	
Observer's Signature:	Date:

Appendix 3:

**MEF International School Izmir
School Walkthrough & Peer Observation Form**

Teacher:	Course:
Observer:	Date:
Lesson Observed:	
CIS Teaching Best Practices <i>Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.</i> • Teaching methods and student learning activities are varied according to the nature of the subject matter. • Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning. • Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles. • Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.	
Areas of Strength:	
Alignment to Mission: <i>We inspire, nurture and challenge our students to realize their unique potential.</i> Identify an aspect of inspire, nurture or challenge. The content of the lesson was challenging, causing students to think.	
Considerations:	
Observer's Signature:	Date:

Appendix 4:**Professional Goal Setting 2025-2025**
September 2025

Objective: Goals should be challenging but realistic and take account of a teacher's job description and their existing skill and knowledge base. The objective/goal for each teacher will cover student learning as well as ways of developing and helping improve the job holder's professional practice and subject knowledge.

Directions: Complete the chart below with your goals for this year by **Sept 5** and send it as an attachment to the Principal.

	Goal: State your goal	Rationale: Why is this your goal?	Outcome: What is the desired outcome?	Evidence What will be the evidence of success?
GOAL #1 Annual Theme: Assessment/AI				
GOAL #2 Curriculum				
GOAL #3 Community				

Teacher name:	Assignment:	Principal Signature:	Date:
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Appendix 5:

MEF INTERNATIONAL SCHOOL ANNUAL SUMMATIVE EVALUATION 2025-26

Teacher's Name:

Teaching Assignment(s):

Total Years at MEF IS at End of Current School Year:

Evaluator's Name:

Date:

Rating System:

- E - Exceeds Expectations Generates results above those expected
M - Meets Expectations Solid performance with teacher meeting expectations
N - Needs Improvement Performance does not meet expectations

TEACHER Reflections: Please cite evidence for items marked as "E"

APPRAISER Summatives: Evidence will be provided for any items marked "N"

A. GOALS / PROFESSIONAL GROWTH

Please describe the goals, personal and professional, that you set for yourself this school year and explain how you have worked to meet those goals. Please give an explanation of what difference working towards/achieving these goals has made to you professionally and to your students.

B. SCHOOL INVOLVEMENT

What school-related activities have you been involved with this year and what impact has this involvement had on your relationship with students/peers?

- Committees / initiatives you were involved with.
- Your contributions to the school- head of department, organized events, coaching, lunch activities, clubs, after school activities, coaching, student support outside of class, etc.
- If returning to MEF IS: Committees / initiatives you would like to take part in next year?

COMPETENCIES AND INDICATORS	TEACHERS'S SELF-APPRAISAL RATING & COMMENT <u>Ratings:</u> E - Exceeding Expectations; M - Meets Expectations; N - Needs Improvement <u>Directions:</u> The teacher should provide a rating for each criterion and thereafter add a comment in accordance with the rating.
1. Planning	RATING:
• Uses approved international curriculum • Develops interdisciplinary links • Meets planning expectations and deadlines (e.g., course outlines/year plans, unit plans) • Plans collaboratively (i.e., within and across	COMMENT:

disciplines) • Planning builds upon students' prior knowledge and experience • Planning for assessment (e.g., uses PYP/UbD process) • Planning for differentiation (e.g., ELL, LS, gifted/talented, cultural diversity)	
2. Teaching and Learning	RATING:
• Articulates learning objectives and provides students an opportunity to reflect on learning • Uses a variety of methods including demonstrations, lectures, discussions, inquiry, group work, and questioning to present lessons • Uses a variety of resources and experiences such as field trips, speakers, supplemental printed materials, online materials, manipulatives and technology • Selects resources that represent diverse perspectives • Instructs students in the use of cognitive skills such as critical thinking, problem-solving, metacognition, divergent thinking, inquiry and decision-making • Engages students as inquirers and thinkers who show responsibility for their own learning • Differentiates instruction to address the range of learners in the classroom (ELL, LS, diverse teaching strategies and media) • Fully utilizes class time to maximize learning, active student engagement, and creativity • Provides adequate support outside the classroom as needed • Collaborates with the Student Support Team to address the needs of all students • Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities	COMMENT:
3. Assessment	RATING:

• Teacher uses formative and summative assessment practices • Explains and/or demonstrates the relevance of topics and activities • Communicates to students the instructional intent, direction, or plan • Establishes and states expectations for student academic performance and behavior • Constantly monitors student understanding and adjusts instructional input as necessary to facilitate understanding • Actively solicits communication from students about their learning • Communicates progress regularly and effectively to students and families according to assessment expectations and deadlines (e.g., report comments, RenWeb, Google Sites) • Provides opportunities for students to demonstrate knowledge and skills learned through various modalities (e.g. speaking, writing, project-based work, multi-media presentations, etc.) • Uses a variety of assessment tools and strategies	COMMENT:
4. Behavior Management	RATING:
• The teacher manages the educational setting in a manner that promotes positive student behavior, student learning, and a safe and healthy environment. • Establishes and states expectations for student behavior based on the IB Learner Profile • Understands and applies the principles of student growth, development and learning • Effectively manages the classroom (establishes and maintains routines, handles transitions, readies materials for use, minimizes distractions and interruptions) • Manages student behavior positively and effectively so that students are on-task and engaged • Upholds norms for classroom and in-school and out-of school behavior that demonstrate respect for and inclusion of all persons	COMMENT:

Identifies hazards, assesses risks, and takes appropriate action	
5. International-Mindedness	RATING:
- Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests and feelings of students, families, and colleagues from culturally and linguistically diverse backgrounds - Promotes international-mindedness through the celebration of diversity and inclusion of all persons - Encourages students to demonstrate international-mindedness through classroom and school projects	COMMENT:
6. Professional Development	RATING:
- Demonstrates willingness to examine and implement change - Seeks out information and methodologies, research, and current trends in education to enhance and improve the quality of teaching and learning - Reflects on and is receptive to feedback about teaching practices with the goal of continuous improvement - Participates in professional development opportunities and implements new strategies in the classroom - Models “teacher as learner” in the classroom - Shares ideas and expertise with colleagues	COMMENT:
7. Professionalism	RATING:
- Serves as a model of MEF IS and IB values and beliefs - Collaborates with administrators and colleagues in	COMMENT:

planning school and classroom improvements • Communicates in a professional manner with administrators, colleagues, parents and community members • Treats others in a fair and supportive manner • Uses solution-oriented approach to problems • Supports school goals and initiatives and contributes to the overall school climate in a positive way • Communicates with school personnel and/or parents when there are concerns about a student's academic, physical, or social well-being • Follows procedures and meets professional expectations, professional code of ethics, and contractual obligations, such as: professional attire; attendance and punctuality; duty completion; meeting deadlines; departmental and committee obligations; etc.	
Appraiser's Summative Comments:	
Supervisor Signature: Date:	Teacher Signature: Date:

Appendix 6:

Approaches to teaching and learning: Reflection tool

This tool has been designed to help teachers “audit” and reflect upon approaches to teaching and learning in their classrooms. It is intended as a tool to help individual teachers reflect on their current practice, as well as a way to promote and stimulate discussion between colleagues within and across departments.

There are good reasons why particular approaches or strategies may not be used or may not be appropriate for a particular unit. However, regular use of this tool can help teachers to identify patterns in their use, or lack of use, of a particular approach across multiple units.

1. a) Thinking skills

*Note: When answering these questions you should focus on your experience in your classroom with your DP students. The questions will ask you to think about **a recent unit/topic** you taught your DP students, and ask you to indicate how often you provided opportunities for students to demonstrate a particular behaviour associated with an ATL skill.*

In your most recent unit/topic, how often did you:

	In almost every lesson	In the majority of lessons	In an occasional lesson	Not in this unit/topic	Unsure
ask students to formulate a reasoned argument to support their opinion or conclusion?					
give students time to think through their answers before asking them for a response?					
reward a new personal understanding, solution or approach to an issue?					
ask open questions?					
set students a task which required higher-order thinking skills (such as analysis or evaluation)?					
build on a specific prior task?					
help students to make their thinking more visible (for example, by using a strategy such as a thinking routine)?					
require students to take an unfamiliar viewpoint into account when formulating arguments?					
ask questions that required the use of knowledge from a different subject from the one you are teaching?					
include a reflection activity?					

1. b) Research skills

*Note: When answering these questions you should focus on your experience in your classroom with your DP students. The questions will ask you to think about **a recent unit/topic** you taught your DP students, and ask you to indicate how often you provided opportunities for students to demonstrate a particular behaviour associated with an ATL skill.*

In your most recent unit/topic, how often did you:

	In almost every lesson	In the majority of lessons	In an occasional lesson	Not in this unit/topic	Unsure
require students to formulate/construct a focused research question (either in class or in a homework assignment)?					
reward or encourage correct citing and referencing?					
assign a task that required students to use the library?					
require students to practise effective online search skills (for example, use of Booleans and search limiters)?					
provide opportunities for students to reflect on how they determine the quality of a source, or analyse contradictory sources?					
require students to record their search for sources in steps (types of search engines, search terms, and so on)?					
give students advice on (or provide an opportunity for students to practise) narrowing the scope of a task to make it more manageable?					
discuss or model the importance of academic honesty and clear acknowledgment of sources?					

1. c) Communication skills

*Note: When answering these questions you should focus on your experience in your classroom with your DP students. The questions will ask you to think about **a recent unit/topic** you taught your DP students, and ask you to indicate how often you provided opportunities for students to demonstrate a particular behaviour associated with an ATL skill.*

In your most recent unit/topic, how often did you:

	In almost every lesson	In the majority of lessons	In an occasional lesson	Not in this unit/topic	Unsure
ask students to explain their understanding of a text or idea to each other?					
construct a task around the use of different vocabulary and examples when speaking to different audiences?					
have students give an oral presentation without reading from their notes?					
ask students to monitor and check the quality of their writing?					
construct a task so that students practise their listening skills?					
assess or give feedback on speaking or writing concisely?					
provide opportunities for students to read and understand different types of texts?					
encourage or require students to plan a response before they begin?					
ask students to formulate arguments clearly and coherently?					
encourage all students to contribute to discussions?					

1. d) Social skills

*Note: When answering these questions you should focus on your experience in your classroom with your DP students. The questions will ask you to think about **a recent unit/topic** you taught your DP students, and ask you to indicate how often you provided opportunities for students to demonstrate a particular behaviour associated with an ATL skill.*

In your most recent unit/topic, how often did you:

	In almost every lesson	In the majority of lessons	In an occasional lesson	Not in this unit/topic	Unsure
have students work in small groups?					
allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity?					
have students peer assess their group performance or process?					
support students in resolving a conflict in a team?					
give a group assessment task?					
give students feedback on how they worked as a group?					
have students discuss their understanding of a text or idea among themselves and come up with a shared understanding?					
provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance?					
encourage students to consider alternative points of view or to take the perspective of others?					
provide opportunities for students to make decisions?					

1. e) Self-management skills

*Note: When answering these questions you should focus on your experience in your classroom with your DP students. The questions will ask you to think about **a recent unit/topic** you taught your DP*

students, and ask you to indicate how often you provided opportunities for students to demonstrate a particular behaviour associated with an ATL skill.

In your most recent unit/topic, how often did you:

	In almost every lesson	In the majority of lessons	In an occasional lesson	Not in this unit/topic	Unsure
set deadlines for students to meet?					
require students to revise and improve on work previously submitted?					
ask students to set their own learning goals?					
ask students to break down a larger task into specific steps?					
ask students to look for personal relevance in the subject matter?					
practise or discuss strategies to increase concentration?					
give students feedback on their approach to a task?					
model positive skills and behaviours such as being well organized and punctual?					
help students to learn from failures or mistakes?					
create an atmosphere where students do not think they have to get everything right first time?					
discuss planning and approaches to revision?					

2.a) Teaching based on inquiry

*Note: When answering these questions you should focus on your experience in your classroom with your DP students. The questions will ask you to think about **a recent unit/topic** you taught your DP students, and ask you to indicate how often you provided opportunities for students to demonstrate a particular behaviour associated with an ATL skill.*

In your most recent unit/topic, how often did you:

	In almost every lesson	In the majority of lessons	In an occasional lesson	Not in this unit/topic	Unsure
ask students to find their own information about a topic?					
provide opportunities for students to make proposals and/or decisions?					
encourage students to build on existing knowledge and experiences?					
adopt a student-centred approach?					
try to ensure that students actively engage with the learning?					
provide opportunities for reflection?					
see your role as being to promote questions, not just to provide answers?					
support students in identifying and accessing resources?					
encourage students to take increased responsibility for their own learning?					
act as a facilitator?					
situate inquiries within local and global contexts?					

2. b) Teaching focused on conceptual understanding

*Note: When answering these questions you should focus on your experience in your classroom with your DP students. The questions will ask you to think about **a recent unit/topic** you taught your DP students, and ask you to indicate how often you provided opportunities for students to demonstrate a particular behaviour associated with an ATL skill.*

In your most recent unit/topic, how often did you:

	In almost every lesson	In the majority of lessons	In an occasional lesson	Not in this unit/topic	Unsure
identify central concepts in your planning and in lessons?					

help students to see the “big ideas” behind a topic?					
encourage students to make connections between new knowledge and old knowledge?					
encourage students to transfer their learning to new contexts?					
identify opportunities for students to make links to concepts being covered in other subjects (as a result of discussions with colleagues to establish which concepts they are exploring)?					
ground discussion of abstract concepts in real-life examples or case studies?					
encourage students to use tools such as concept maps?					
help students to see patterns and connections?					
pose a variety of different types of questions—factual, conceptual and debatable?					

2. c) Teaching developed in local and global contexts

*Note: When answering these questions you should focus on your experience in your classroom with your DP students. The questions will ask you to think about **a recent unit/topic** you taught your DP students, and ask you to indicate how often you provided opportunities for students to demonstrate a particular behaviour associated with an ATL skill.*

In your most recent unit/topic, how often did you:

	In almost every lesson	In the majority of lessons	In an occasional lesson	Not in this unit/topic	Unsure
encourage students to draw on insights from their own individual experiences and backgrounds?					
make reference to real-life examples from current affairs?					

promote opportunities for students to develop intercultural understanding?					
encourage students to be globally engaged?					
help students to see the “big picture” relevance of what they are studying?					
try to ground abstract concepts in real-life examples?					
explore contemporary global concerns such as development, conflict, rights, and the environment?					
help students to appreciate the complexity and uncertainty associated with an issue or idea?					
encourage students to see an issue/idea from multiple perspectives?					

2. d) Teaching focused on effective teamwork and collaboration

*Note: When answering these questions you should focus on your experience in your classroom with your DP students. The questions will ask you to think about **a recent unit/topic** you taught your DP students, and ask you to indicate how often you provided opportunities for students to demonstrate a particular behaviour associated with an ATL skill.*

In your most recent unit/topic, how often did you:

	In almost every lesson	In the majority of lessons	In an occasional lesson	Not in this unit/topic	Unsure
include group activities such as debates, role plays or group projects?					
encourage students to feel comfortable asking questions when they don't understand?					
try to be more of a “meddler in the middle” than a “sage on the stage”?					

provide an opportunity for students to develop or expand on the idea of another student?					
encourage all students to share information and ideas?					
utilise technology as a way to encourage teamwork and collaboration?					
provide opportunities for students to assume shared responsibility for collaborative work?					
encourage students to be respectful of other students during discussions?					
encourage “active listening” by asking a student to rephrase something they hear in their own words?					

2. e) Teaching differentiated to meet the needs of all learners

*Note: When answering these questions you should focus on your experience in your classroom with your DP students. The questions will ask you to think about **a recent unit/topic** you taught your DP students, and ask you to indicate how often you provided opportunities for students to demonstrate a particular behaviour associated with an ATL skill.*

In your most recent unit/topic, how often did you:

	In almost every lesson	In the majority of lessons	In an occasional lesson	Not in this unit/topic	Unsure
set high but realistic expectations for all learners?					
promote an environment that welcomed all learners?					
utilise the diversity of cultural perspectives present in your classroom?					
try to activate students' prior knowledge?					
present ideas or information in different media/formats?					

enable every student to achieve personal learning goals?					
try to make the lesson as attractive, accessible, and relevant as possible for your students?					
include open/extension activities to challenge gifted and talented students?					
think about your students as individual learners?					
make use of visual aids to support new learning?					
make use of collaborative learning groups or peer support?					

2. f) Teaching informed by assessment (formative and summative)

*Note: When answering these questions you should focus on your experience in your classroom with your DP students. The questions will ask you to think about **a recent unit/topic** you taught your DP students, and ask you to indicate how often you provided opportunities for students to demonstrate a particular behaviour associated with an ATL skill.*

In your most recent unit/topic, how often did you:

	In almost every lesson	In the majority of lessons	In an occasional lesson	Not in this unit/topic	Unsure
provide individual feedback to students on a piece of work?					
give evidence-based feedback on a task?					
use information from a formative assessment task to amend/update your planning for the rest of the unit?					
ask students to give peer feedback on an assessment task?					
use a task to gain insight into students' particular strengths and weaknesses?					
set students an assessment task which required collaboration?					

provide opportunities for students to reflect on the assessment of their work?					
ask students to revise and improve on work previously submitted?					
help students to understand the command terms they will be faced with in DP examinations?					
set clear objectives for an assessment task?					
ensure that students clearly understand the criteria for a task?					