



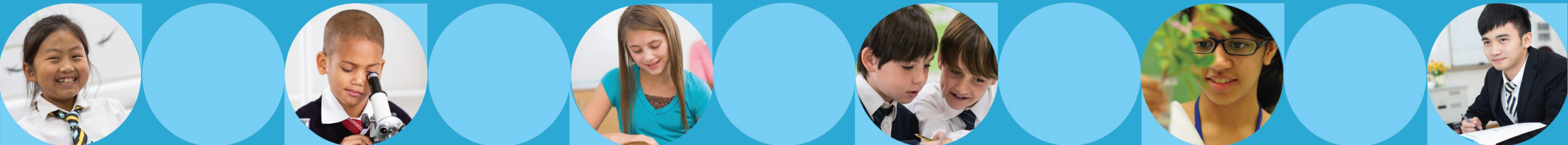
**Cambridge Assessment
International Education**

Creating a positive school environment by building trust with teachers

Case Study: Evidence-based appraisal process

Dr Mostafa Ibrahim
International Principal of BFSU-ICC

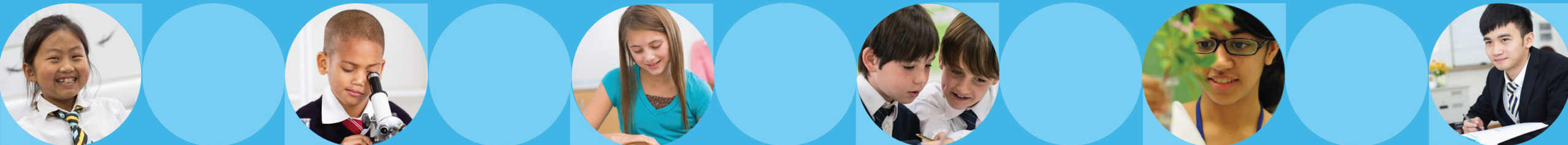
June 15, 2023



Contents

- ▶ School climate, systems, and how to build trust
- ▶ Case study: Evidence-based appraisal process
- ▶ Some outcomes

School climate, systems, and how to build trust



School as an Organization



Image: Leading School Strategy and Innovation, a course of “Certificate in School Management and Leadership Program”, Harvard University

What is school climate?

- ▶ School climate is defined as patterns of school life experiences that reflect norms, goals, values, interpersonal relationships, teaching, learning and **leadership practices**, and organizational structures*
- ▶ **Principals primarily influenced student academic performance by improving school climate****



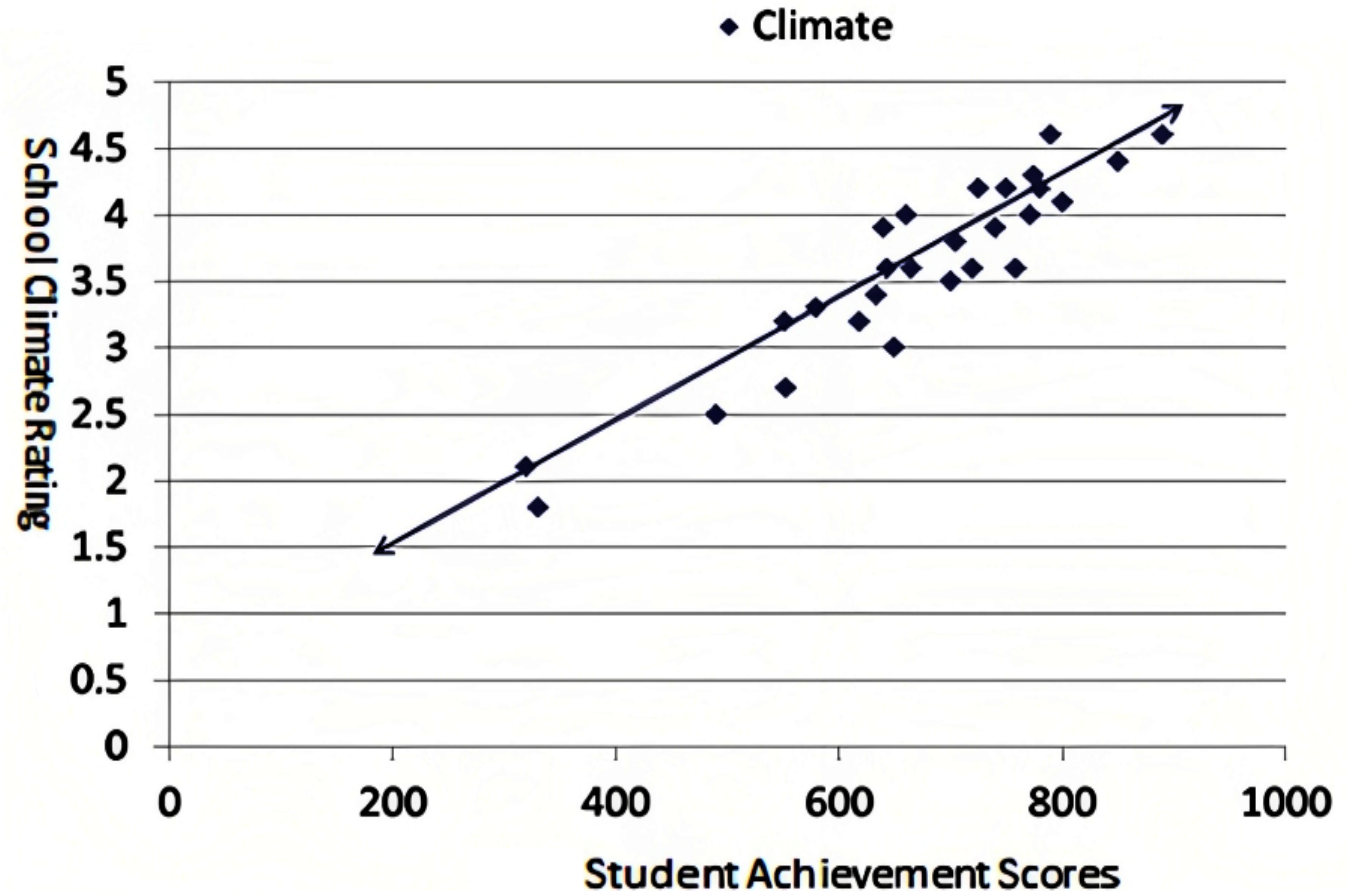
NSCC
National School Climate Center
at Ramapo for Children

*The National School Climate Council (NSCC)
<https://schoolclimate.org/school-climate/>

**Allensworth, Elaine M., & Hart, H. (2018). How Do Principals Influence Student Achievement? Chicago, Ill.: University of Chicago Consortium on School Research

Why school climate is important?

- ▶ A study examined the relationship between school climate and student achievement ratings in 230 urban public schools showed that climate and student achievement were highly correlated*
- ▶ **The quality of the school climate appears to be the single most predictive factor in any school's capacity to promote student achievement***



*Shindler, et al. (2016). "The School Climate-Student Achievement Connection: If We Want Achievement Gains, We Need to Begin by Improving the Climate," *Journal of School Administration Research and Development*

Key principles and suggestions to achieve real improvement in students' outcomes

Guiding Principles

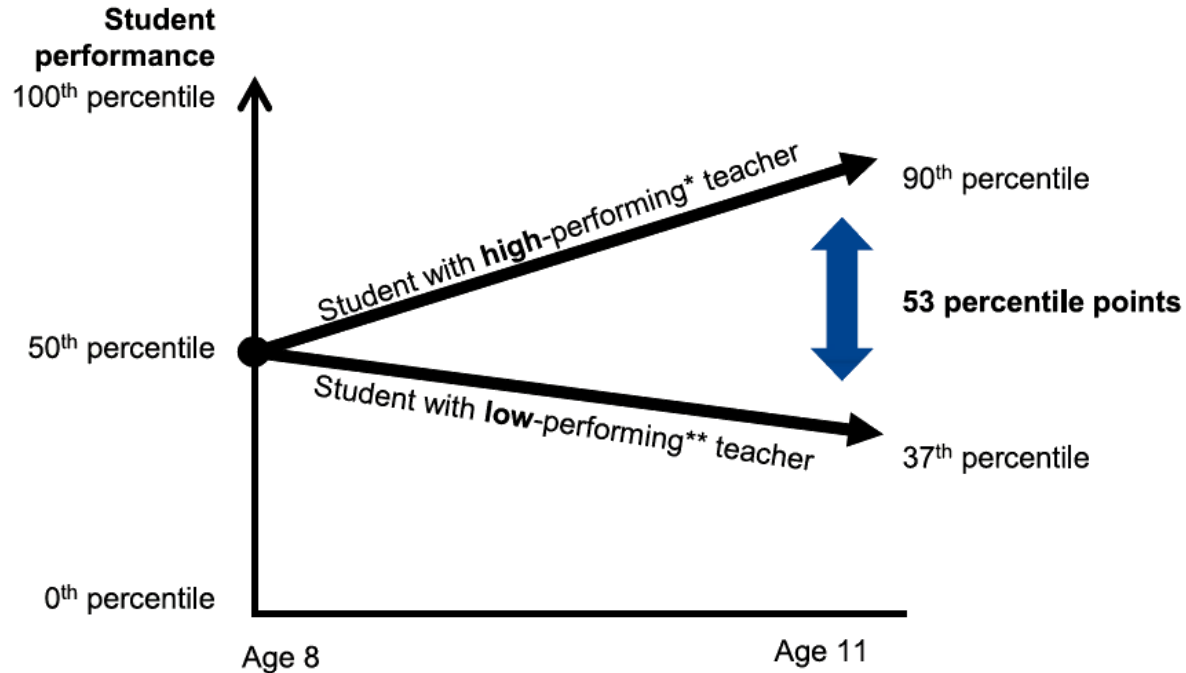
- ▶ “The quality of an education system cannot exceed the quality of its teachers”
- ▶ “The only way to improve outcomes is to improve instruction”
- ▶ “High performance requires every child to succeed”

Important Suggestions

- ▶ Getting the right people to become teachers
- ▶ **Developing them into effective instructors**
- ▶ Ensuring that the system is able to deliver the best possible instruction for every child

*Barber and Mourshed 2007, p.13 <https://www.mckinsey.com/industries/education/our-insights/how-the-worlds-best-performing-school-systems-come-out-on-top>

The Effect of Teachers' Quality



- ▶ To improve teachers' quality Prof. Dylan William suggested to **improve the effectiveness of the existing teachers at school**
- ▶ Changing teachers existing behaviors and beliefs is an adaptive challenge that needs time, learning and experiencing innovative techniques**
- ▶ This needs to build trust with teachers to build strong school holding environment**

*Image: Barber and Mourshed 2007, p.13 <https://www.mckinsey.com/industries/education/our-insights/how-the-worlds-best-performing-school-systems-come-out-on-top>

**Leading Change, a course of "Certificate in School Management and Leadership Program", Harvard University

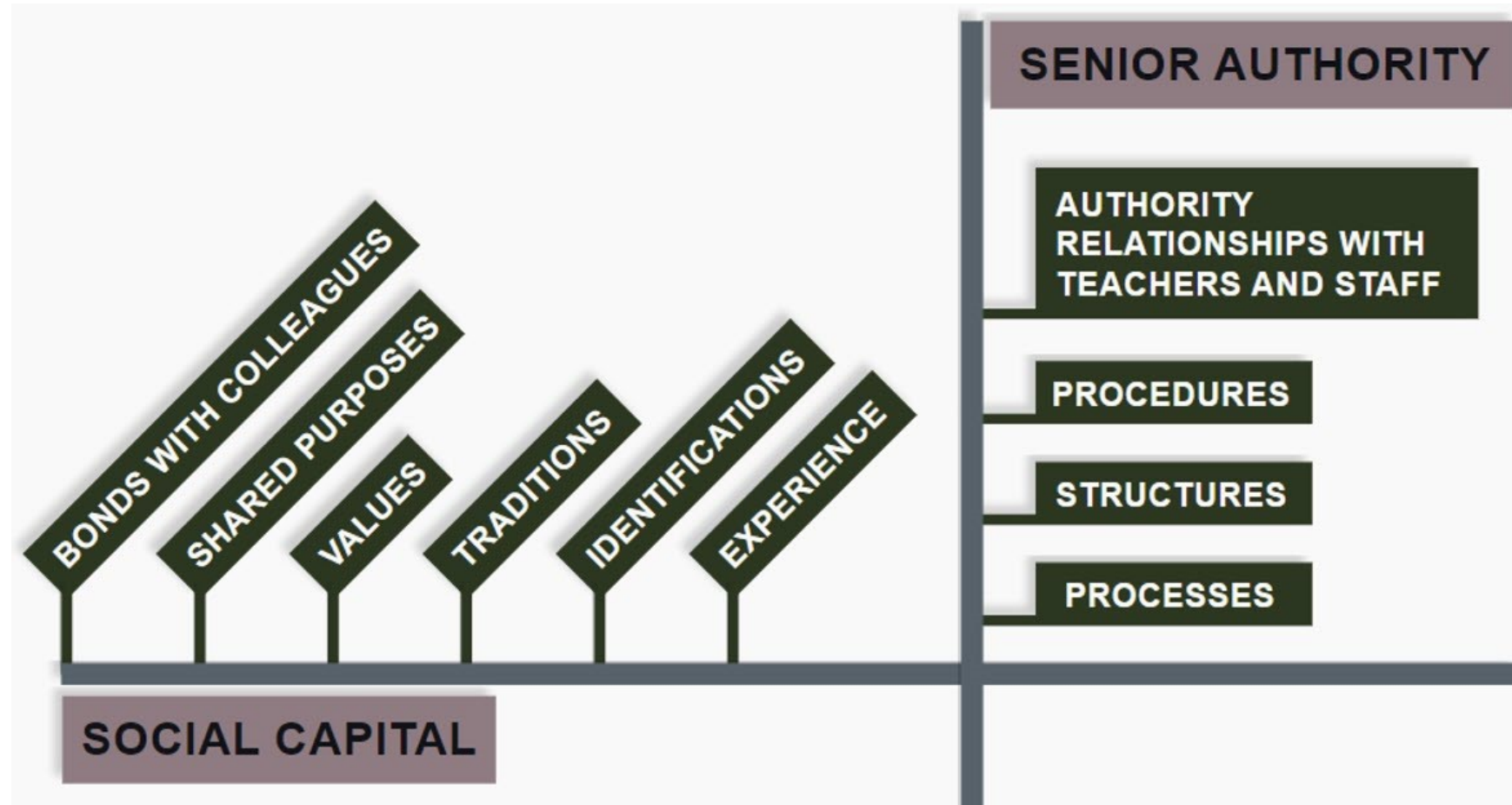
A holding environment consists of vertical and horizontal bonds of trust*

▶ Vertical Bonds

Trust in authority figures and the institutional processes they anchor.

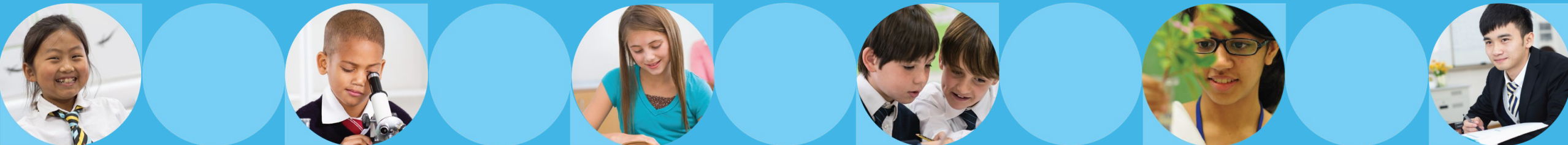
▶ Horizontal Bonds

Trust among peers or colleagues, also called "social capital".



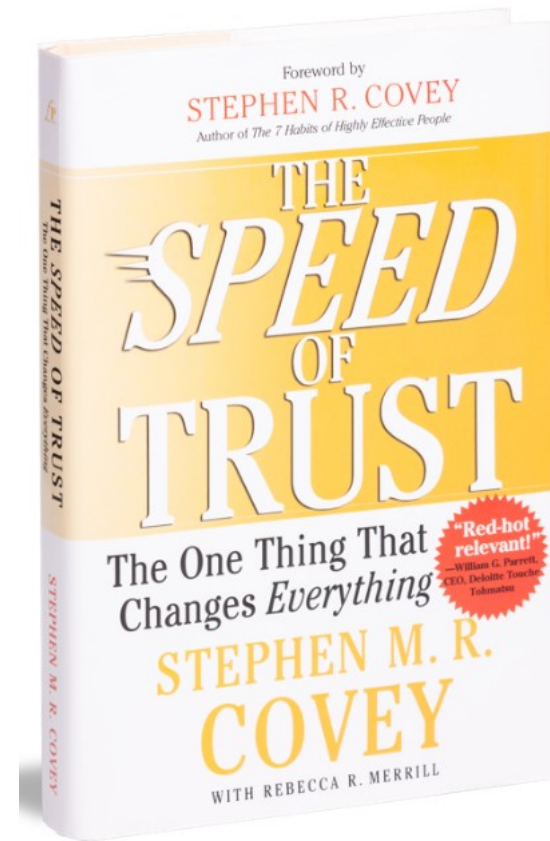
*Leading Change, a course of "Certificate in School Management and Leadership Program", Harvard University

Case study: Evidence-based appraisal process

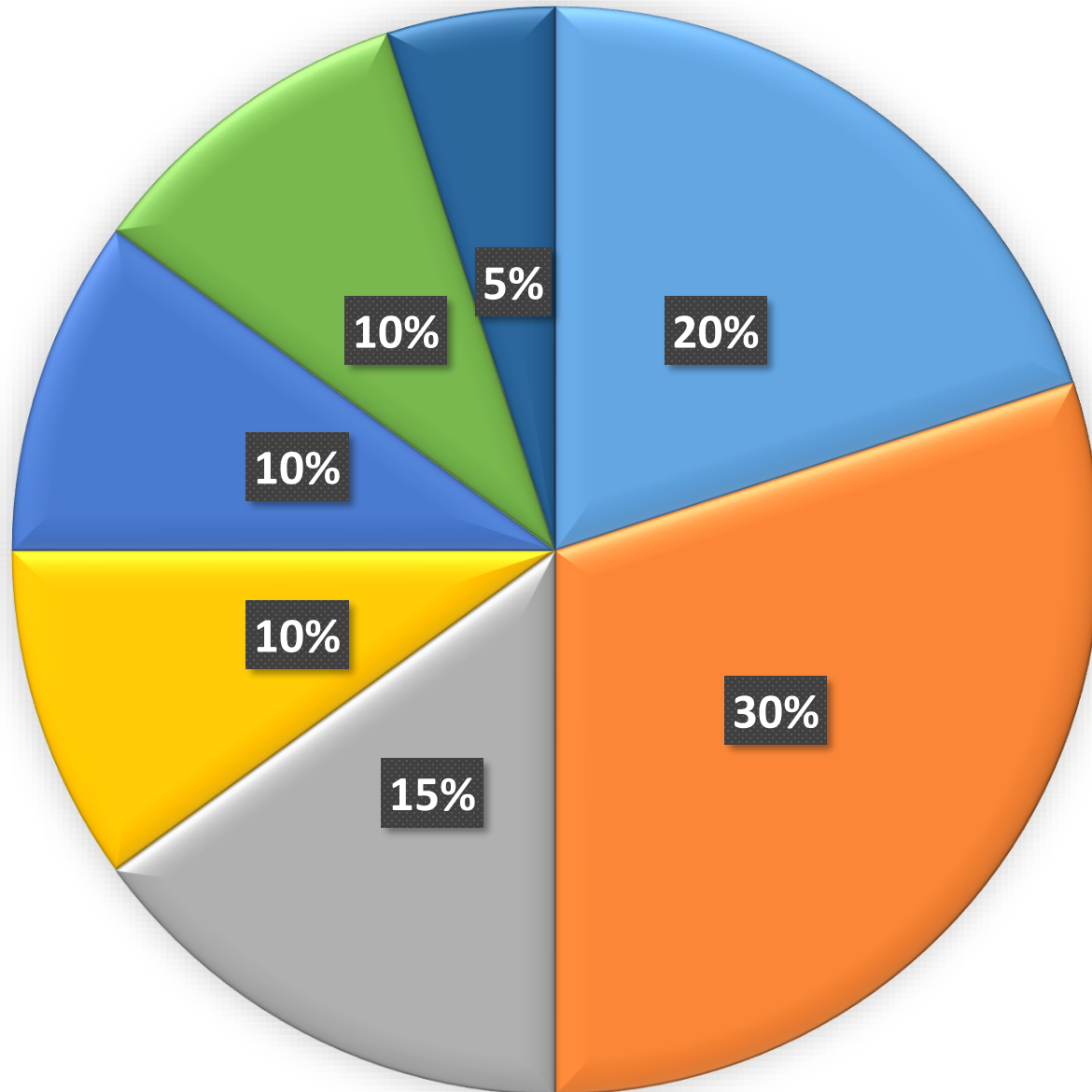


Gaining trust

- ▶ Stephen R. Covey, author of the book “The SPEED of Trust” reported 13 key behaviors leaders do to gain high trust. Among those are:
 - ▶ To create transparency.
 - ▶ To Practice Accountability
- ▶ Principle: “Rules of the Game Cannot be Changed After the Game Has Started”.
- ▶ **NO change in the evaluation criteria after announcing them to teachers.**

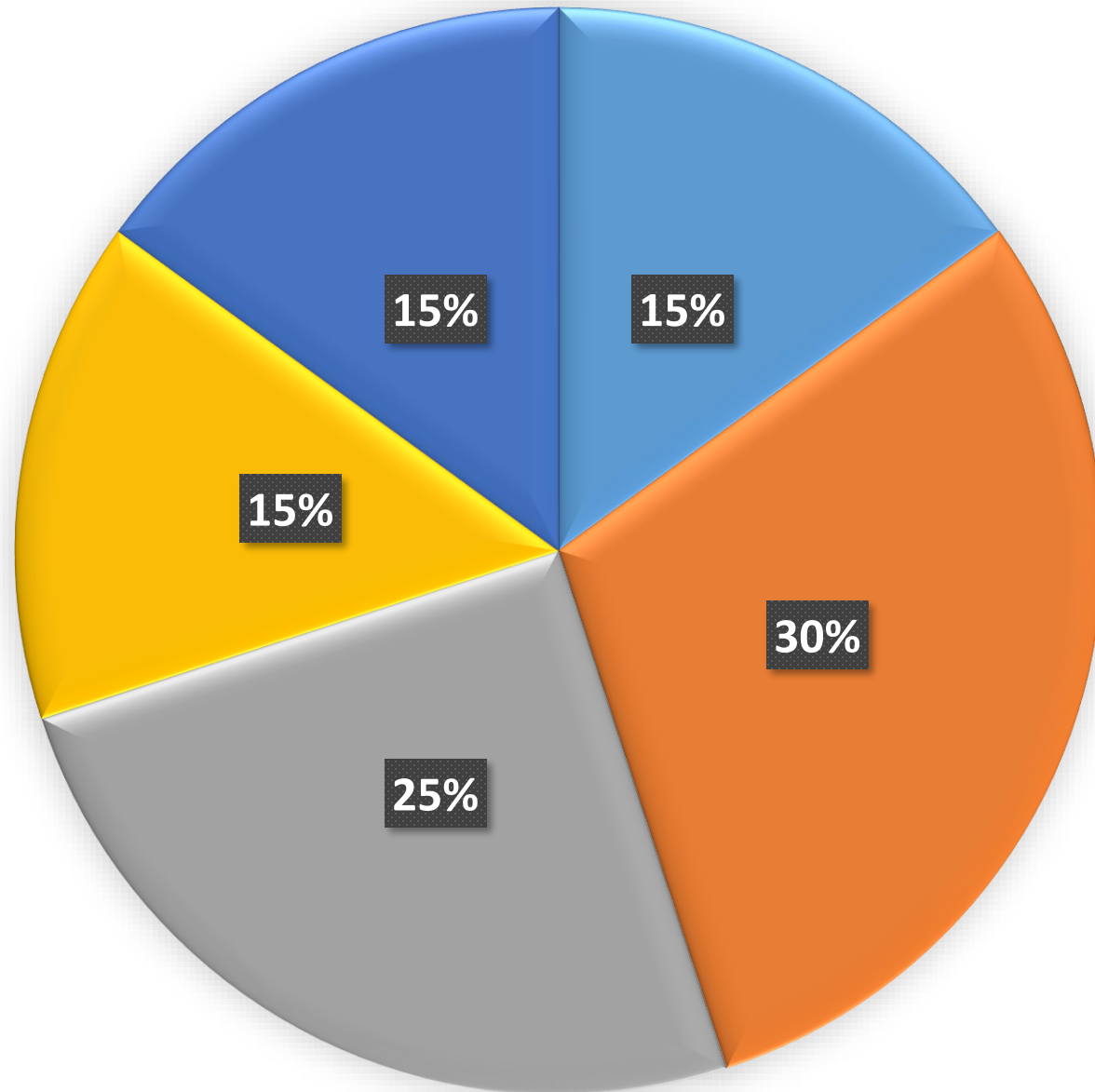


General evaluation criteria (100%)



- Teaching Preparation
- Teaching and Students' Outcome
- Course Management
- School Activities
- Professional Development
- Collaboration
- Safety

Teaching preparation (20%)



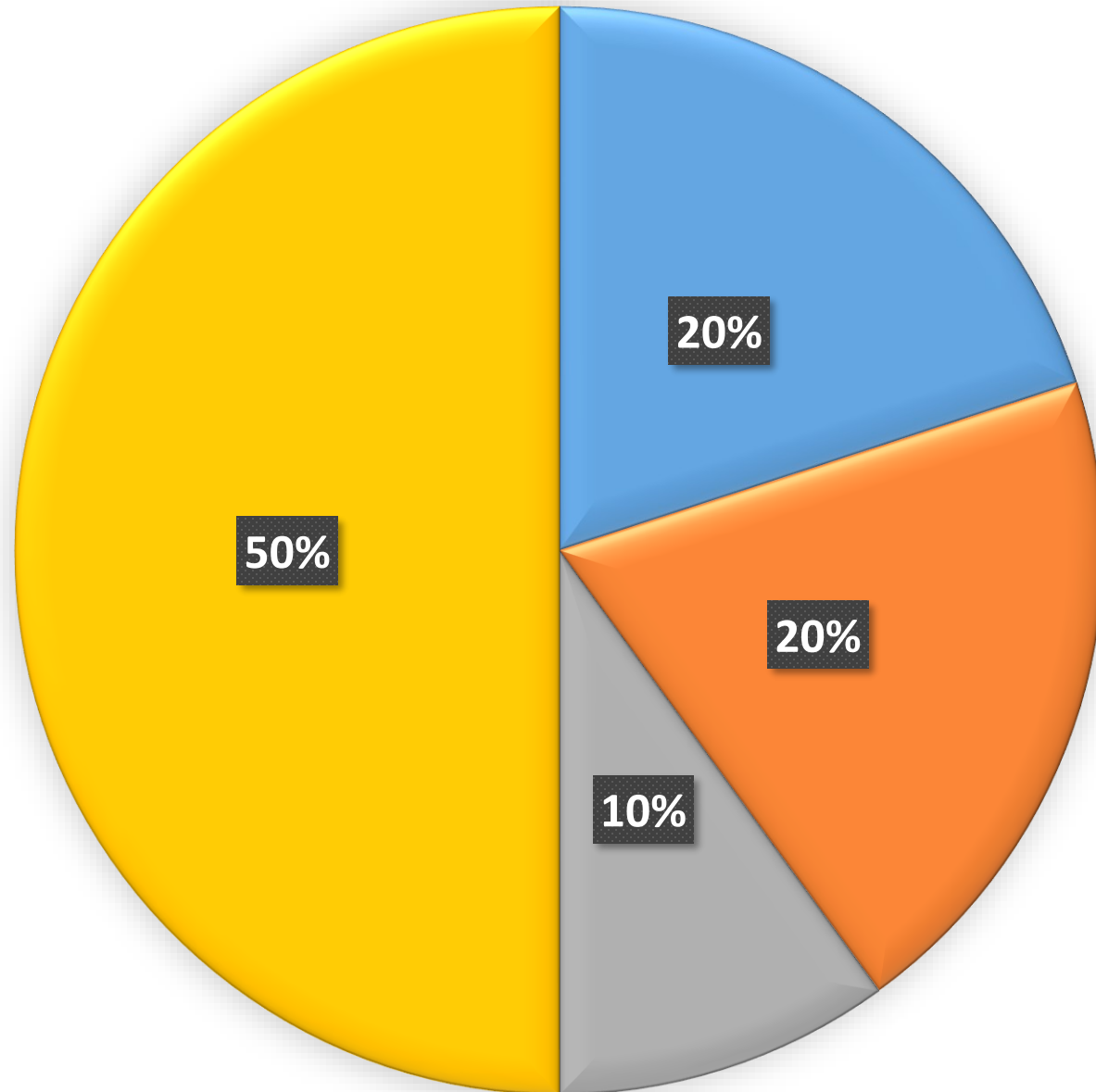
■ Scheme of Work

■ PPT

■ Vocabulary Booklet

■ Classified Papers

Teaching and students' outcome (30%)



- Formal Class Observation
- Peer Observation
- Self Observation
- Cambridge International Exams Outcome

Full-class observation criteria

BFSU-ICC Full Class Observation Feedback Form

Date: _____ – **Teacher:** _____ – **Subject:** _____ – **Time:** _____ to _____

A	Overall Learning Environment and Differentiation (Evidence in lesson observation, lesson plan)	Teacher's Self Evaluation	Observer Evaluation	Comments
1.	The class starts on time and students are ready to begin	/5	/5	
2.	The teacher creates a safe, positive and encouraging learning environment	/5	/5	
3.	The teacher has an open and approachable relationship with students and clearly respects the students and listens to the voice of the learner	/5	/5	
4.	The teacher pays special attention to the more able students (e.g., by offering in-depth assignments and tasks, grouping them, etc.)	/5	/5	
5.	The teacher pays special attention to the academically weaker students (e.g., by offering more scaffolding, grouping them with more able students, prepare specific tasks and material for them, etc.)	/5	/5	
6.	Students are engaged in class activities (no distractions, side talk,	/5	/5	
7.	The teacher manages her/his classroom effectively (Enforces classroom rules, students are staying on task, students are following the teacher's instructions, no bullying, etc.)	/20	/20	

Full-class observation criteria

B		Instructional practice (Evidence in lesson observation, lesson plan)		
		Teacher's Self Evaluation	Observer Evaluation	Comments
8.	The objectives of the lesson are clear to the teacher and to the students	/5	/5	
9.	Clear success criteria are clear to students	/5	/5	
10.	The teacher checks/activates students' prior knowledge before starting a new topic and relate the topic to real world application (if possible)	/10	/10	
11.	The teacher's PPT (presented teaching material) is clear and well prepared to focus on key learning objectives [not distracting students or overload students' working memories]	/10	/10	
12.	The teacher divides difficult topics into smaller subtopics and scaffold students to full understanding	/5	/5	
13.	Appropriate time is allocated to each discussion topic/subtopic	/5	/5	
14.	The teacher seems well-prepared, confident, and engaged in the class	/5	/5	
15.	The teacher is following the teaching plan she/he submitted before the class observation	/5	/5	
16.	The teacher leads the class in well-prepared activities	/5	/5	
17.	The teacher uses classroom materials and media when appropriate	/5	/5	
18.	The learning objectives are achieved	/5	/5	

Full-class observation criteria

C	Questioning, Assessment and Feedback (Evidence in lesson observation, lesson plan)			
		Teacher's Self Evaluation	Observer Evaluation	Comments
19.	The teacher checks any homework/assessment/tasks from previous lessons and provides feedback (model answers, marks with useful feedback, etc.)	/5	/5	
20.	The teacher addresses all class when posing questions	/5	/5	
21.	The teacher gives students enough thinking time after posing a question	/5	/5	
22.	The teacher uses school suggested questioning rules (Hands down and cold calling)	/5	/5	
23.	The teacher uses PPPB (Pose-Pause-Pounce-Bounce) to involve all students when asking questions	/5	/5	
24.	The teacher regularly checks students' understanding using formative assessment or simple summative assessment during the lesson.	/5	/5	
25.	The teacher provides meaningful feedback to students	/5	/5	

Overall Conclusion and Improvement Suggestions

Well-done:

Suggested Improvement/next steps:

Peer and self class observations reports

Peer Observation Form

Observer	■■■	Date of observation	2022-11-10
Class Teacher	■■■■■		
Class Information	G11 GEN ECON students		
Observation Focus	learning activity		
Stage /Activity		Comments/Questions/Reflections /Suggestions	
1. students watch short video and discuss what the video is talking about 2. Group discussion-teacher give different economic backgrounds and fiscal policy tools, and students match them. 3. Exit ticket		1. The video attracts students a lot, and it links theories with real life. Thus, it makes abstract theories practical. 2. Group discussion facilitates students peer learning. 3 Exit ticket is a good way to let teacher know whether the learning objectives have been achieved.	
Key Areas of Strength (Minimum 2) 1. The visual teaching method is engaging for students, and it makes the theories much easier to be understood.		Suggested Areas for Development (Minimum 2) 1. It may be better to ask students questions when teacher gives lecture.	

Self-Class Observation Form

Teacher's Name	■■■	Date of observation	2022-10-26
Class Information	English 11 C		
Observation Focus	Structuring a group activity		
Stage /Activity		Comments/Questions/Self Reflections /Suggestions	
1. Lead-in – introduce auction concept 2. Demonstrate auction 3. Design clothing 4. Auction clothing		Comments: 1. I didn't give students enough thinking time after posing questions.	
Key Areas of Strength (Minimum 2) 1. The introduction effectively familiarized the students with the concept of an auction 2. Students were engaged by the auction activity at the end of class, and enjoyed it		Suggested Areas for Development (Minimum 2) 1. Some students were a little confused at the beginning of the activity. After observing one of Brett's classes, I would borrow his method of using bullet points on the PPT when describing the steps of an activity to avoid confusion or misunderstandings. 2. Rather than having the students design a second piece of clothing, I might randomly assign them a pre-made one to save time.	

Walk-through class observation criteria



BFSU-ICC Walk-Through Class Observation Feedback Form

Teacher's Name: [REDACTED]

Time: 15:35 To: 16:05

Observer's Name: Mostafa

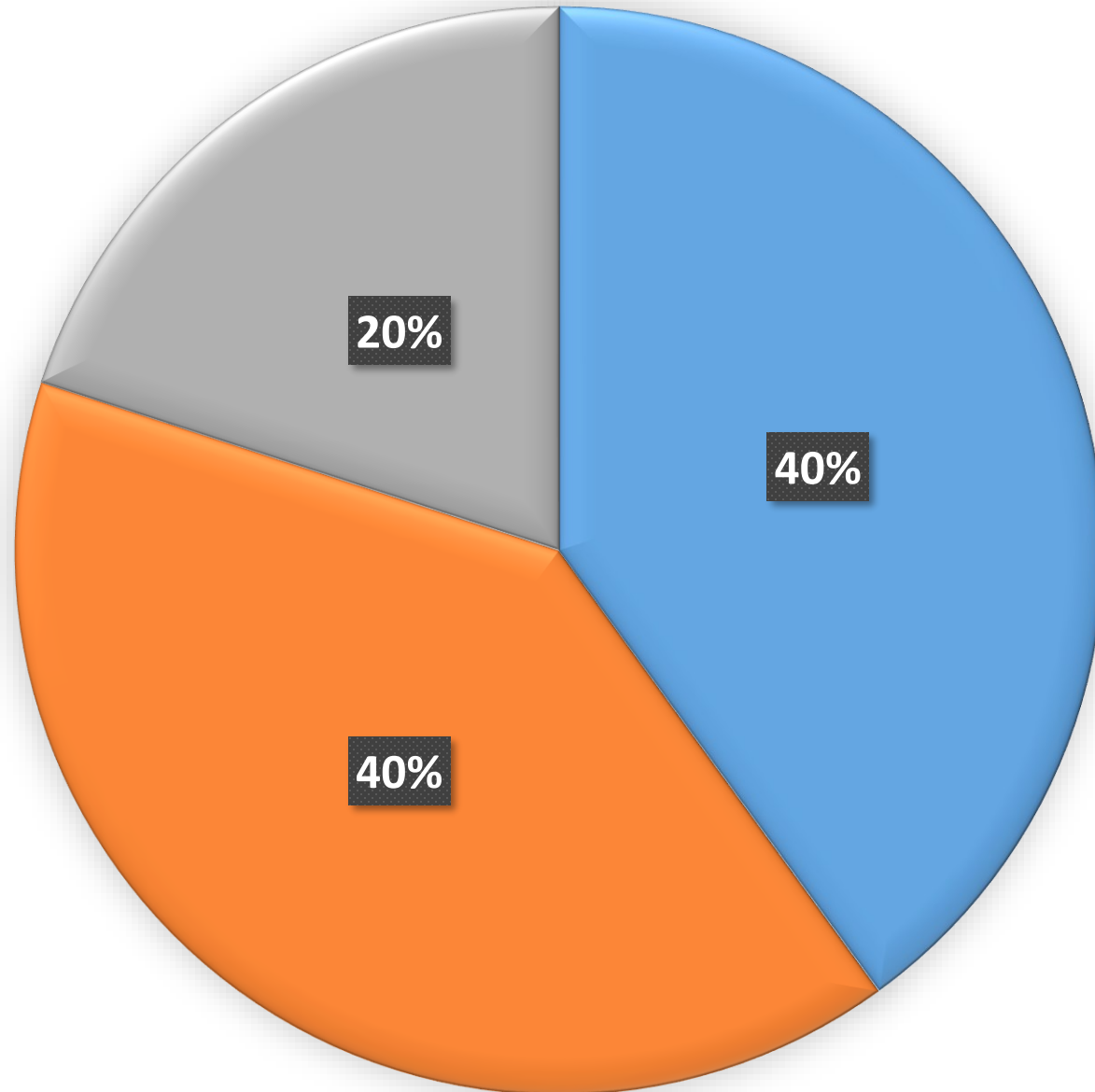
Class: Grade 11

Date: 2023.02.14

Course Taught: AS Chemistry

1. Teacher is actively engaged with/among students Yes No
2. Classroom is organized and conducive for learning Yes No
3. Objective(s) are clear/reinforced throughout lesson Yes No
4. Students are placed in grouping situations, promoting efficient, accountable learning Yes No

Course management (15%)



- Continuous Assessments
- Students' Survey
- Attendance Record

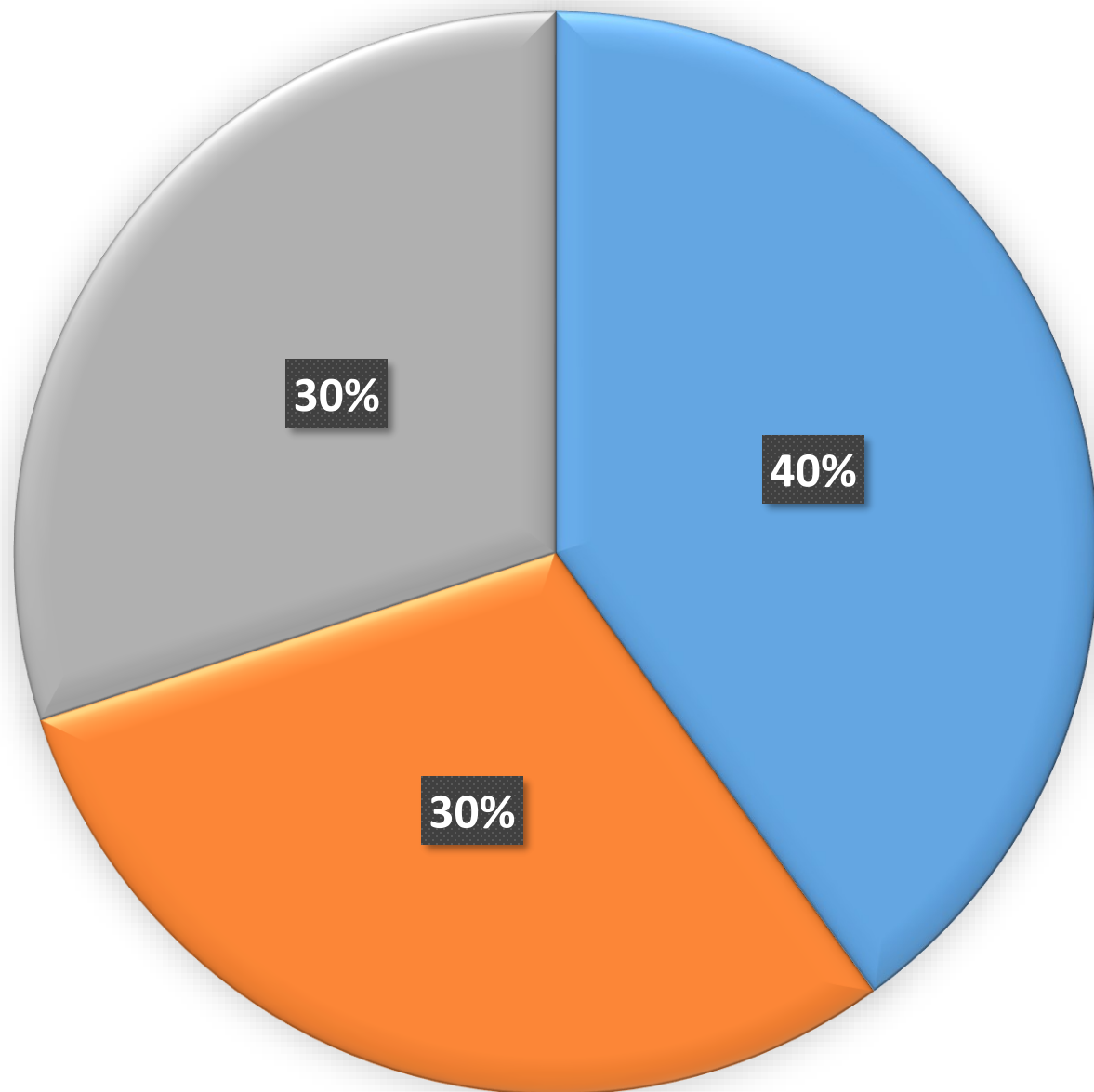
Continuous Assessment Monitoring

	A	B	C	D	E	F	G
1							
2	Semester 2: Week Number: 2						
3	Subject	# Class Quiz	# Homework	# Practical activity	# Class Exercise	Total	Teacher
4	Biology G10	1	1			2	
5	Biology G11		1		1	2	
6	Biology G12	1	1			2	
7	Chemistry G10: Group Sc		2			2	
8	Chemistry G10: Group Gen	1	1			2	
9	Chemistry G11: Group Sc			1	1	2	
10	Chemistry G11: Group Gen		1	1		2	
11	Chemistry G12				2	2	
12	Physics G10: Group A	1			1	2	
13	Physics G10: Group B	1			1	2	
14	Physics G10: Group C	1			1	2	

Attendance Record Evaluation

	A	B	C
	Teacher's Name	Taking Attendance %	Evaluation
1			
2		99%	1.2
3		88%	1.1
4		88%	1.1
5		83%	1.1
6		78%	1
7		77%	1
8		77%	1
9		76%	1
10		76%	1
11		72%	1
12		69%	0.8
13		67%	0.8
14		65%	0.8
15		65%	0.8
16		64%	0.8

School activities (10%)

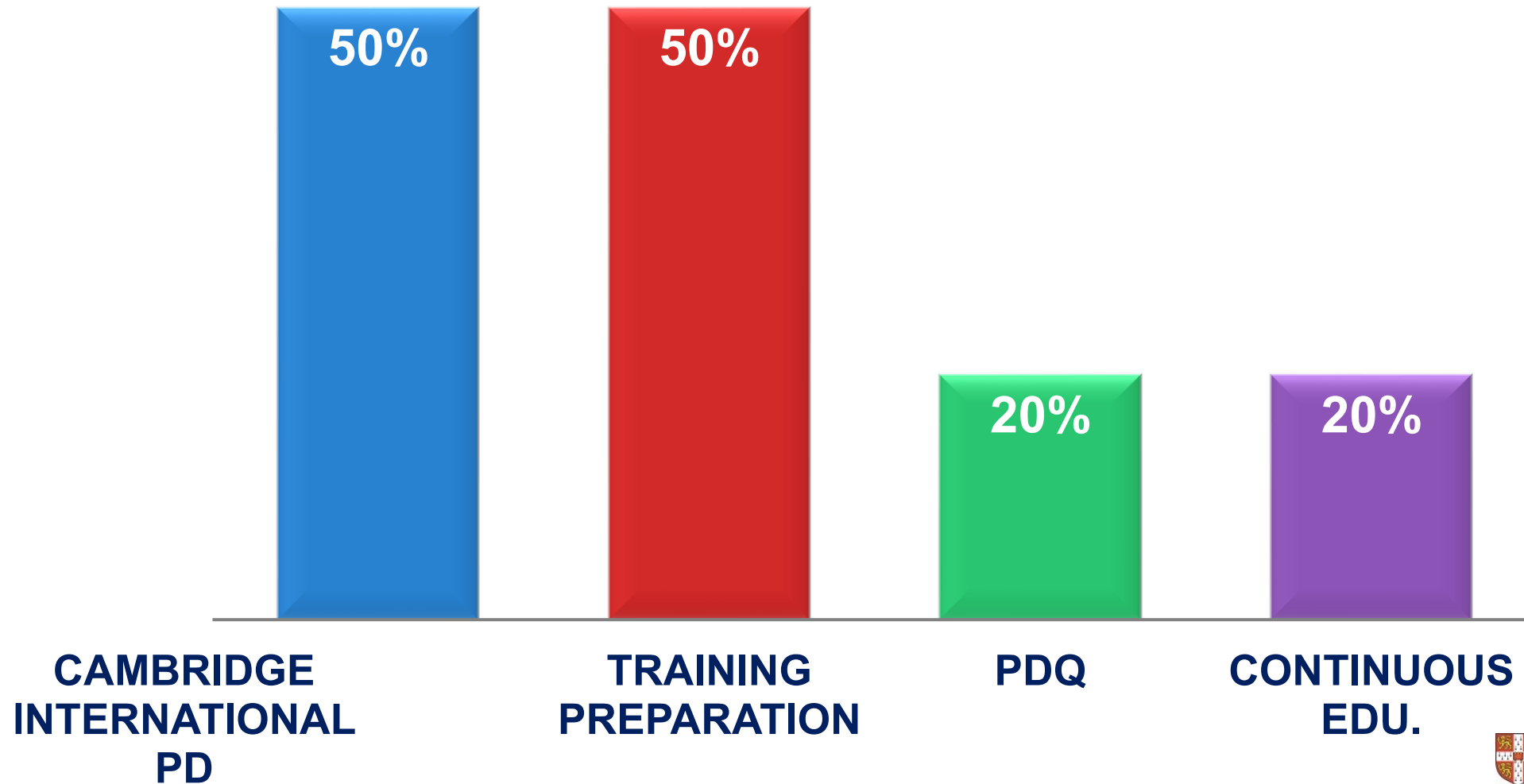


■ Academic Competitions Outcome

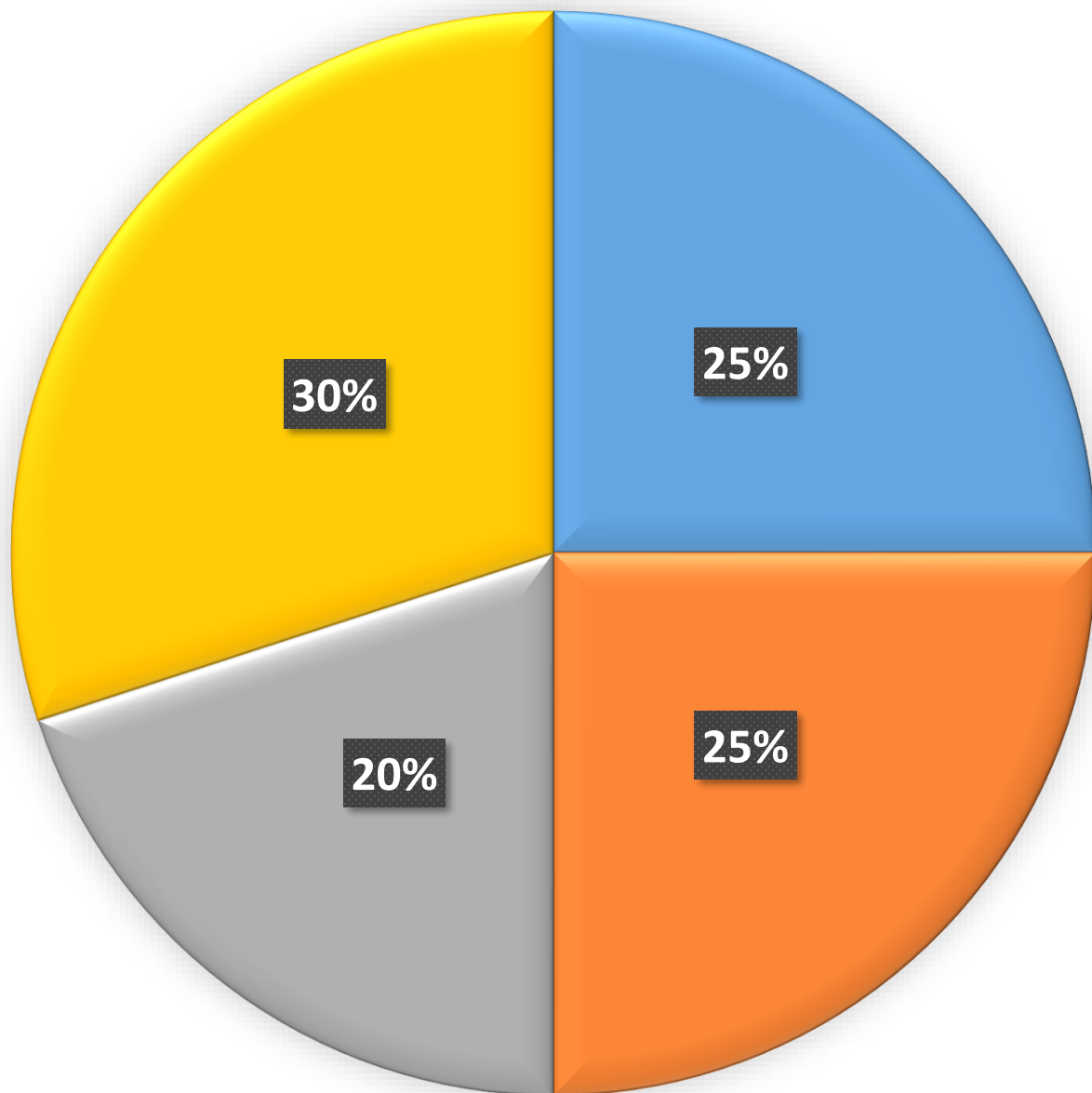
■ School-Wide Activities

■ ECA/CCA

Training (10%)



Collaboration (10%)



▣ Students' Recruitment

▣ Collaboration (Department)

▣ Participation in School Activities

▣ Meeting school deadlines

Information from head of departments

Department: **Please fill**

I: Student Competitions

Name/ Date of the Competition	Teacher/s in Charge	awards

II: School Wide Activities/ Subject Activities

Name/ Date of the Activity	Teacher/s in Charge	Teachers who volunteered to judge/ attend the activity
1.		

III: Percentage of Updated Teaching Material (Classifieds, PPT,)

Teacher's Name	% Completed by June 2 nd 2023	Notes
1.		

IV: List of professional development (PD) workshops/PDQ/Master degree/ Ph.D. degree/ Online training sessions

Teacher's Name	PD	Notes
1.		

Department: **Please fill**

V: Collaboration Within Department Team

Teacher's Name	% Collaboration	Notes
1. Example: Mostafa	70%	Doesn't submit continuous assessments on time, doesn't participate in team discussions, always need a reminder to finish tasks, ...

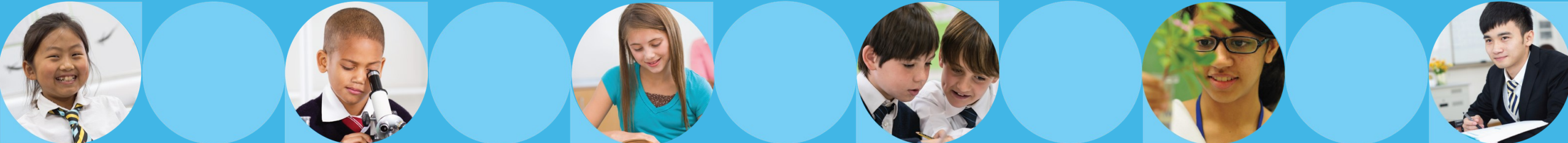
VI: Peer Class Observations

Teacher's Name (Observer)	Teacher's Name (Observed)	Date/Period # of Observation	Observation Focus
1. Example: Eric	Mostafa	2023.03.15/Period 5	Questioning

VII: Self Class Observations

Teacher's Name (Observer)	Date/Period # of Observation	Main Observation Outcomes
1. Example: Eric	2023.03.15/Period 5	More thinking time is required after questions, use cold calling more,

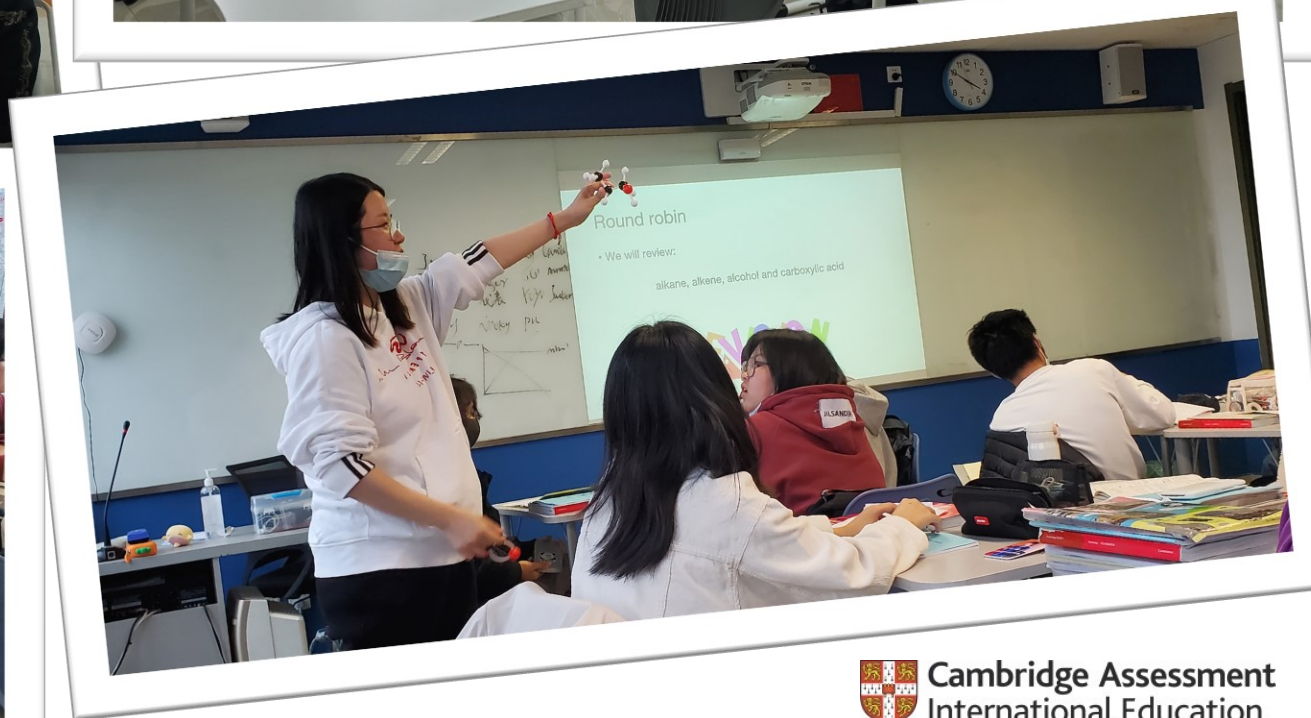
Some Outcomes



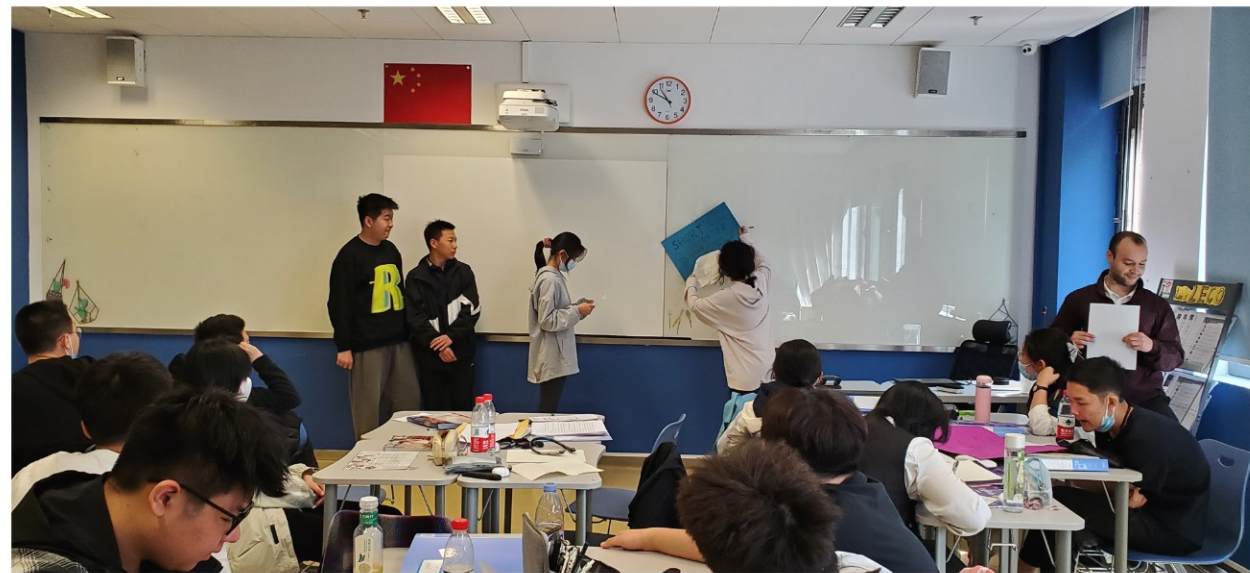
Some Outcomes

- ▶ 0 % complaints from appraisal performance evaluation
- ▶ Very low turn-over rate of teachers.
- ▶ Higher rates of students' retainment
- ▶ Teachers are willing to learn more during our internal PD training in active learning, questioning techniques, formative assessment, and effective instruction
- ▶ By building trust and establishing a psychologically-safe learning environment, teachers start trying new teaching practices
- ▶ More student-centered learning is taking place
- ▶ More teachers are using cold-calling and PPPB questioning techniques
- ▶ More teachers are using formative assessment

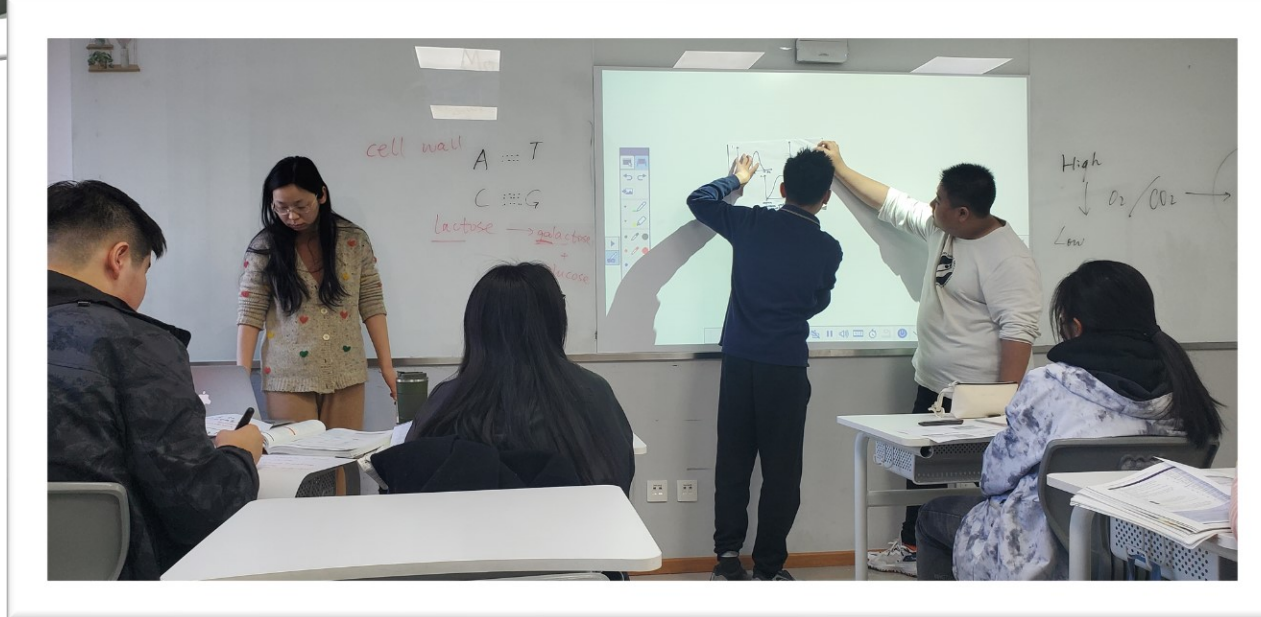
Student-centered Learning: Chemistry Class



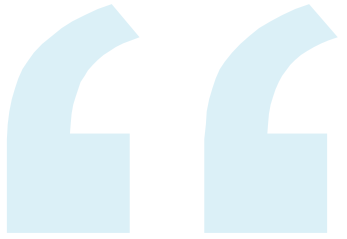
Student-centered Learning: English Class



Student-centered Learning: Biology Class



School environment



When a flower doesn't bloom, you fix the environment in which it grows, not the flower

Alexander Den Heijer, Speaker, Trainer, Writer





Cambridge Assessment
International Education

Thank you
Any questions?

