



An **Inclusive**
Learning
Community

Inspiring

International Mindedness
Personal Excellence
Creative Thinking



Nanjing International School
An **Inclusive Learning Community**

Inspiring International Mindedness,
Personal Excellence, Creative Thinking

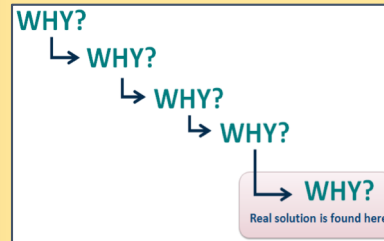
NIS Professional Standards

NIS Professional Standards	
These standards are the foundation competencies that are expected for all teachers at NIS	
Professional Knowledge The teacher understands that the curriculum, subject content, and understanding developmental needs of students ensure relevant learning experiences, and so... is able to:	<ul style="list-style-type: none"> demonstrate accurate knowledge and skills relevant to the subject matter - knowledgeable address curriculum standards and subject-specific objectives - knowledgeable integrate content to facilitate students' use of higher level thinking - thinkers link present content with past and future learning experiences, other subject areas, and real world experiences and applications - inquirers demonstrate an understanding of the intellectual, social, emotional, and physical development of the age group - reflective
Instructional Planning The teacher understands that planning using the school curriculum, effective strategies, resources, and data will ensure student needs are met, and so... is able to:	<ul style="list-style-type: none"> use data of student learning to guide planning - reflective plan time realistically for pacing, content coverage, and transitions - communicators plan for differentiated instruction - open-minded align lesson objectives to school curriculum - knowledgeable develop appropriate long and short range plans, and adapt planning as needed - thinkers contribute to IEPs when needed - communicators reflect coherent planning in line with IB practices in Atlas - communicators
Instructional Delivery The teacher understands that engaging students in learning by using a variety of instructional strategies meets individual needs, and so... is able to:	<ul style="list-style-type: none"> build upon students' existing knowledge and skills - balanced differentiate instruction and scaffold learning experiences to meet students' needs - reflective incorporate opportunities for students to demonstrate creative thinking - risk-takers use a variety of effective instructional strategies, resources, and classroom displays - balanced structure the classroom to accommodate a variety of learning situations (i.e. independent, cooperative groups, whole class) - balanced communicate clearly and check for understanding - communicators
Assessment of/for Learning The teacher understands that systematically gathering, analysing, and using data to measure student progress ensures appropriate and challenging instruction, and so... is able to:	<ul style="list-style-type: none"> use pre-assessment/baseline data to help set learning goals and to document learning - thinkers use a variety of valid and appropriate assessment strategies to guide instruction - balanced align assessment with curriculum standards and objectives - thinkers break down long-term projects for interim checks and feedback - caring use a range of assessment tools for both formative and summative purposes - balanced give constructive, timely, and frequent feedback to students on their learning to support them in achieving their personal excellence - communicators

Learning Environment The teacher understands that appropriate resources, routine, and procedures provide a respectful, positive, safe, student-centered environment that is conducive for learning, and so... is able to:	<ul style="list-style-type: none"> arrange the classroom to maximise learning in a safe environment - balanced establish clear expectations, with student input, for classroom rules and procedures early in the school year, and enforce them consistently and fairly - communicators maximise instructional time and minimise disruptions - thinkers establish a climate of trust and teamwork by being fair, caring, and respectful - caring respect students' diversity, including language, culture, ethnicity, gender, and learning needs - principled
Student Progress The teacher understands that analysing student progress is an essential element in being accountable for student learning, and so... is able to:	<ul style="list-style-type: none"> set measurable and appropriate achievement goals for struggling, mid-range, and extension students derived from the school curriculum and baseline data - reflective make relevant adjustments to instruction based on the analysis of student progress (not only student attainment) - reflective document the progress of each student throughout the school year for on-going and formal reflection (3-way conference, student led conferences) and for reporting purposes - principled
Professionalism The teacher understands that a commitment to professional ethics, the school's mission, and professional growth results in the enhancement of student learning, and so... is able to:	<ul style="list-style-type: none"> collaborate and communicate effectively to promote our mission: NIS - a inclusive learning community, inspiring international-mindedness, personal excellence, and creative thinking - communicators adhere to school policies and ethical guidelines - principled incorporate learning from professional growth opportunities into instructional practice - risk-takers collaborate with colleagues to improve student learning - communicators engage in collaborative curriculum writing as needed - thinkers contribute to the extra-curricular programme - balanced engage in professional reading and other professional opportunities - knowledgeable build positive and professional relationships with parents/guardians through frequent and appropriate communication concerning student progress - communicators

Aug
2016

What ?
How ?
Why ?



Aug
2017

Student Profile:
we selected **two**
competencies that
may pose a
professional challenge

Inclusion
with
Danette
& Kristen

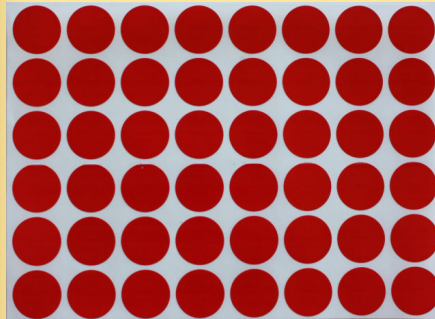
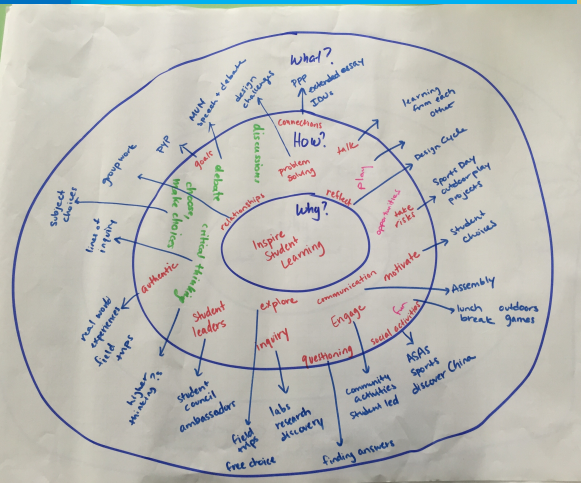
Feb
INSET
2018

+

Curriculum

Professional
Standards
Appendix in
NIS
contracts

As of
Aug
2018



NIS Professional Growth Programme

Guided
Observations

Data:
What?
So What?
Now What?

End of
Year
Reflection

Coaching
Conversations

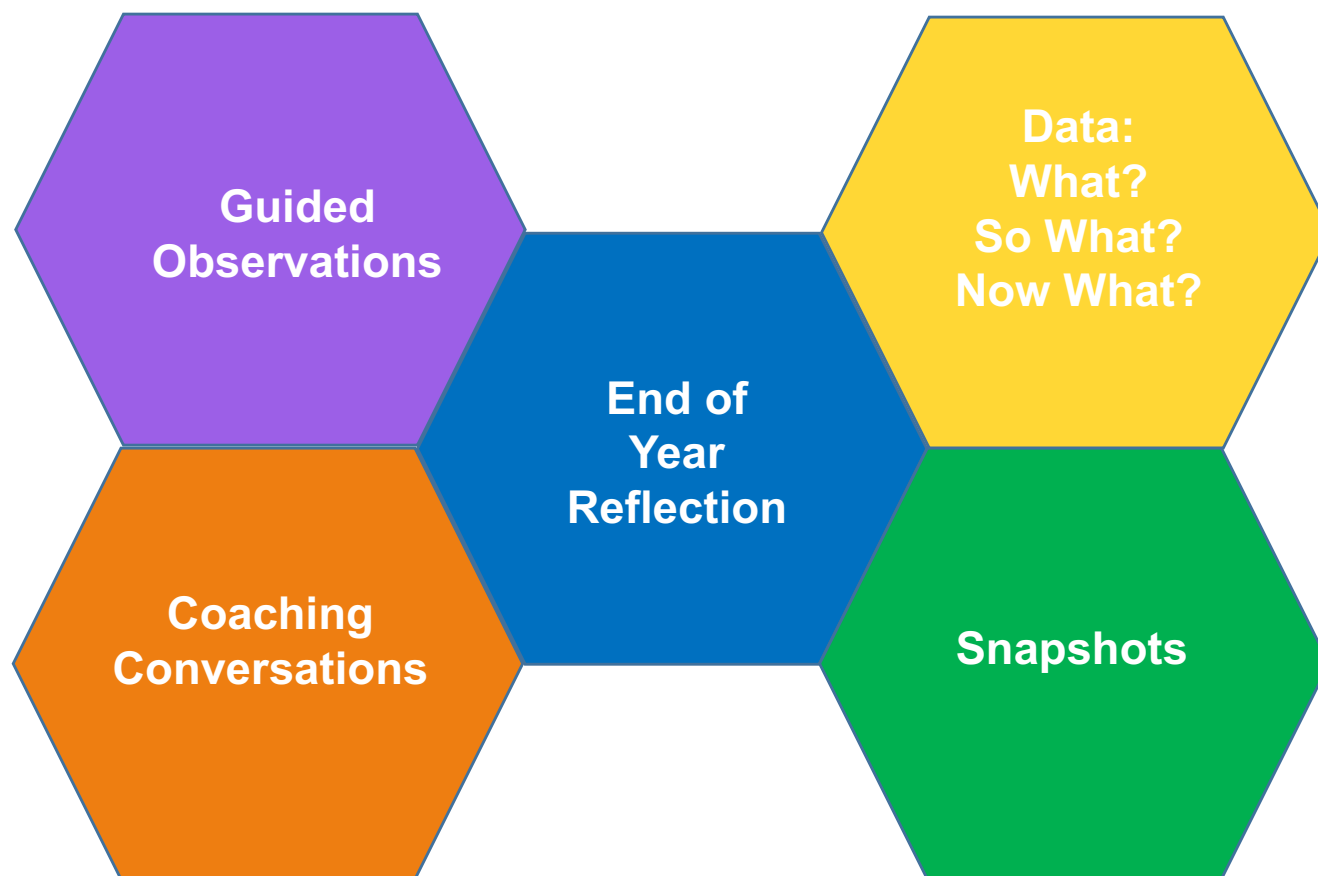
Snapshots



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NIS Professional Growth Programme



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Appendix 3/3a

Summary: Please compose a reflective paragraph or reflective bullet points or other format outlining one or two areas of professional growth that you experienced as an educator this school year. Please use your snapshot and/or guided visit feedback and/or coaching conversation and student learning data analysis in the context of our professional standards to guide your thinking.

Comment by SET member:

Teacher's Signature: _____

SET Signature: _____

Date: _____

(For teachers in their 3rd+ year at NIS:

_____ had ____ Snapshot visits this school year.

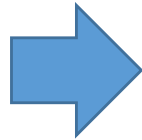
_____ has successfully completed the NIS professional growth plan during school year 2017-2018.



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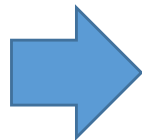
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Sources



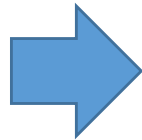
- ✓ Guided observation coaching discussions
- ✓ Non-classroom teacher coaching discussions
- ✓ Snapshot recordings
- ✓ Student Progress: What? So What? Now What?

Format

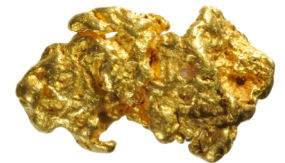


- ✓ Short Paragraph
- ✓ Bullet points
- ✓ Visual

What?



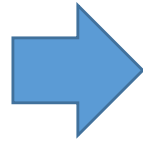
- ✓ Observations from sources
- ✓ Emphasis on student learning
- ✓ Conclusion & Extrapolation *nugget*



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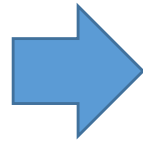
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When?



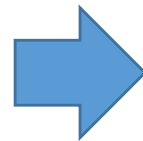
Time now this afternoon,
or by Monday, June 11

To Whom?



TAs: to HR / subject teacher, then to SET member
LAs: to LSS teacher, then to Arden
Teachers: to relevant SET member

Then What?



Opportunity for further discussion / short comment
by SET / Homeroom or subject teacher (TAs/LAs)
Signed off; placed in HR file



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