



Faculty Performance Review Policy and Process

2026-2027

Latest Review: August 2026

Review cycle: 1 year

Next Review: August 2027



Wellspring Learning Community

Faculty Performance Review Policy and Process

Contributors to the 2026 review:

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Related Policies:

Wellspring Guiding Statements

Teaching and Learning Policy

Staff Handbook

Continuous Professional Development Policy

Grievance Policy

Approvals - names and signatures:

Chairperson of the Board

Head of School

Wellspring Learning Community

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Wellspring Learning Community's Mission Statement

Wellspring Learning Community aims to establish an inquiry-based learning environment in which students from diverse backgrounds are given every opportunity to optimize their social, emotional and academic capacities and talents. Our students will become confident, resourceful, creative, caring, responsible global and local citizens prepared to use their education to contribute in meaningful ways towards improving society, both locally and internationally.

Rationale

Wellspring Learning Community, hereafter referred to as Wellspring, is committed to ensuring consistency of treatment and fairness in the operation of faculty performance review.

This policy sets out the framework for a clear and consistent review of the overall performance of faculty members. Consequently, this will support the continuous professional development needs of faculty within the context of the school's improvement plan and the faculty members' own professional growth plans and needs. Performance review provides faculty with feedback on their teaching practices and programme implementation, helps them regularly reflect on the teaching and learning process, and work on improving it as needed.

Roles and Responsibilities

Wellspring leaders have different roles and responsibilities in the performance review process, outlined as follows:

Head of School

- Oversees the whole faculty and staff performance review process
- Is the ultimate reference and recourse for all Wellspring faculty and staff
- Ensures that the Director of Learning and Teaching, the Continuous Professional Development Leader, the Principals and Programme Coordinators implement the Faculty Performance Review Policy with fidelity
- Conducts regular walkthroughs so that they are visible on both campuses and is aware of the daily happenings on them

Director of Learning & Teaching

- Oversees the Faculty Performance Review Process
- Reports regularly to the Head of School on the process

- Meets with the Continuous Professional Development Leader once a month to coordinate the process
- Reports to the Governing Board twice a year, analyzing the overall impressions and results of the Faculty Performance Review Policy
- Provides support to the observation team and conducts a walkthrough of every class at least once a year in collaboration with the principal, EY Head, and the programme coordinator

Continuous Professional Development Leader:

- Creates the observation calendar and monitors the timely scheduling of observations by beginning of September with input from the Leadership Team and the Director of Human Resources
- Standardizes the rating of the observation instruments to ensure consistency with multiple observers
- Ensures that each faculty member employed at the school is observed as per the Faculty Performance Review Policy, and this process is documented using systems and procedures agreed upon and included in this policy
- Leads an annual meeting at the beginning of the school year with SLT to standardize the rating process for faculty observations
- Ensures that the observation calendar and performance review instruments are shared with faculty during the school orientation days in a manner that is clear and structured, so they are aware of the criteria upon which they are assessed
- Maintains records and analyzes data compiled from all completed forms
- Meets on a regular basis with the Director of Learning and Teaching to update them on the process across campuses and to discuss arising challenges or hurdles
- Provides the Head of School and the Director of Learning and Teaching with a written summary report biannually analyzing the results of faculty performance reviews within the school

Principal

- Sets the school observation calendar with the Programme Coordinator, according to the observation protocol and assignments given by the CPDL
- Holds themselves and their academic team accountable for the timely completion of each observation. They conduct check-ins twice a month with the Programme Coordinator to monitor the progress of the observation plan
- Conducts a walkthrough of every class at least once a year in collaboration with the Director of Learning & Teaching, EY Head, and the programme coordinator
- Observes faculty members in classes as per the plan set for the year and ensures “one-on-one” feedback with the observed faculty member and provides a collaborative action plan to target any area for improvement

Early Years Head

- Sets the school observation calendar with the Programme Coordinator and the Primary School Principal, according to the observation protocol and assignments given by the CPDL
- Ensures that each faculty member assigned to them is observed as per the Faculty Performance Review Policy, and this process is documented using systems and procedures agreed upon and included in this policy
- Checks-in with the Principal and the Programme Coordinator regularly to update on progress of their observation plan
- Conducts a walkthrough of every class at least once a year in collaboration with the Director of Learning & Teaching, the Principal, and the programme coordinator
- Observes assigned faculty members in classes as per the plan set for the year, ensures “one-on-one” feedback with the observed faculty member, and provides a collaborative action plan to target any area for improvement
- Provides the continuous professional development team with a written report with documentation of any faculty member who is struggling and requires immediate support or action

Programme Coordinator

- Sets the school observation calendar according to the observation protocol and assignments given by the CPDL, with the school Principal
- Checks-in with each subject leader twice a month to receive an update on progress of their observation plan and uses the content to decide on necessary actions regarding teaching and learning at Wellspring
- Checks-in with Principal/CPDL twice a month to update on the progress of their observation plan
- Observes assigned faculty members in classes as per the plan set for the year, ensures “one-on-one” feedback with the observed faculty member, and provides a collaborative action plan to target any area for improvement
- Provides the continuous professional development team with a written report of any faculty member who is struggling and requires immediate support or action

Subject Leader

- Ensures that weekly planners and/or academic planners (depending on the division) and ManageBac listings are aligned with the classroom instruction, and that faculty members are using inquiry-based approaches in classes
- Observes faculty members in classes as per the observation plan set for the year, ensures “one-on-one” feedback with the observed faculty member and provides a collaborative action plan to target any area for improvement
- Supports the Senior Leadership Team in the faculty member review process by observing faculty members to ensure lesson delivery is done with fidelity
- Provides the Programme Coordinator with a written report of any faculty member who is struggling and requires immediate support or action

HR Department

- Meet with academic leaders at least twice a year to discuss Continuous Performance Review outcomes and any possible actions required
- Promote employee fairness by identifying any patterns or discrepancies that may indicate bias or inconsistency in ratings
- Make informed decisions regarding talent management strategies such as promotions, development opportunities or corrective actions
- Document any decisions made to ensure transparency and accountability
- Meet with faculty members to convey decisions

Academic Information System and Data Analysts

- Provide solutions for Performance Review data collection and reporting
- Implement automation tools for hosting and dissemination of data
- Support the academic team by providing technical advice to facilitate the performance review process

Procedure for Review

The performance review cycle runs from September 15 to May 31 of every school year. The review process is a combination of various types of observations: walkthroughs, informal and formal observations, and a non-academic faculty member profile report. Observations are carried out by various members of the leadership team (see Table 1 below for types and profile of observations).

Wellspring strives to ensure that observations are done supportively, with professionalism, integrity and courtesy modeled and maintained. All observations will be undertaken in accordance with the school's observation protocol detailed later.

Faculty members are evaluated objectively using The Framework for Teaching by The Danielson Group, 2022 with observations of their performance reported accurately and fairly, accounting for circumstances which might affect their performance. The feedback given to the faculty members is constructive and highlights areas of strength as well as any areas that require attention.

Table 1 outlines the profile of the various observation types that constitute the review process that runs over a period of two years:

Table 1: Observation Types and Profile

Type of Visit	Conducted by	Announcement	Duration	Documentation
Walkthroughs	Head of School, DLT, ADLT, Principal, EY Head (required) Programme Coordinator & Subject Leaders (optional)	Not announced	Unspecified Should not exceed 10 minutes	Walkthrough Form
Informal Observations	Programme Coordinator, Subject Leaders (required) Principal, EY Head, (optional)	Not announced	Up to 2/3 of the class session	- Informal Observation Form -Self-Reflection Form -Meeting Record Form
Formal Observations*	Principal, EY Head, Subject Leaders (required) Programme Coordinator (optional)	Announced Pre-observation communication or meeting	Full session	Pre-observation communication Formal Observation Form Self-Reflection Form Meeting Record Form

A Subject Leader is **required to conduct a formal observation only for faculty members who have had an informal observation conducted by an observer other than themselves. This process ensures a second, independent assessment necessary for objective performance **validation**.*

For each type of observation for performance review, the following principles and procedures apply:

Walkthrough

Classroom walkthroughs are informal pop-ins that allow Principals and academic leaders to gather quick information about faculty members' use of best practices that promote student achievement.

This information can then be used to identify faculty members' areas of strengths and development.

- Verbal feedback is required within 24 hours and should be done in a manner that is constructive and professional.
- Any face-to-face feedback meeting needs to be held in a suitable private environment.
- Concerns are shared with the supervisee's leaders.
- Observation will be logged using the Walkthrough form. It will indicate any follow-up actions required.

Informal Observation

Informal observations are unannounced; longer classroom visits by academic leaders to provide faculty members with data and feedback on their practice outside formal evaluation procedures. Informal observations provide developmental insight on faculty members' specific practices and content and their effect on student learning.

- Observers will document the observation using Informal Observation Form templates. Different forms are available for: PYP Early Years, PYP Elementary, MYP, and DP faculty members.
- Once the observer submits the form, they will receive the file in PDF form in order to share with the observed faculty member.
- After the observation, the faculty member fills in a self-reflection form and shares it with the observer before the observer's feedback is sent.
- The faculty member will then be sent a PDF copy of the Informal Observation Form by email for their records.
- If the observation feedback is aligned with the faculty member's reflection notes, they could opt not to have a post observation meeting.
- If the observer and faculty member decide to meet, they have to do that at their earliest common convenience after the informal observation. The meeting will take place in a suitable and private environment. Feedback will highlight particular areas of strength as well as areas for improvement. The observer will then have to fill out the Post Observation Meeting Record.
- The completed Informal Observation Form, Self-Reflection Form, and the Post Observation Meeting Record will be stored in the FPRP repository under the faculty member's name.
- When observations indicate a need for immediate action, the issues are taken to the leadership team for action and follow-up.
- The PD team will share with the HR office all data from the Informal Observation Form highlighting areas that are of concern and indicating the possibility of a faculty member being at risk.

Formal Observation

Formal observations are scheduled for full session of classroom visits by academic leaders to provide faculty members with data and feedback on their practice in a more formal procedure.

Formal observations provide an evaluative understanding of faculty members' areas of strengths and development to foster professional growth.

- The formal observation of a particular faculty member will be conducted by an observer different from the observers who have conducted the informal observation for that same faculty member.
- Observers will document the observation using the Formal Observation Form templates. Different forms are available for: PYP Early Years, PYP Elementary, MYP, and DP faculty members.
- The observer and faculty member will communicate by email or meet prior to the formal observation for the purpose of a pre-observation discussion and goal setting.
- Once the observer submits the Formal Observation form, they will receive the file in PDF form to share with the observed faculty member.
- After the observation, the faculty member fills out a self-reflection form and shares it with the observer before the post observation meeting.
- The faculty member will then be sent a PDF copy of the Formal Observation Form with written feedback by email for their records.
- The written feedback will highlight particular areas of strength as well as areas for development.
- The observer and the faculty member will have a post-observation meeting within a week to discuss the formal observation feedback. This feedback meeting will take place in a suitable, private environment.
- The completed Formal Observation Form, Self-Reflection Form, and the Post Observation Meeting Record will be stored in the shared FPRP repository under the faculty member's name.
- When observations indicate a need for immediate action, the issues are taken to the leadership team for action and follow-up.
- The PD team will share with the HR office all data from the Formal Observation Form highlighting areas that are of concern and indicating the possibility of a faculty member being at risk.

Non-Academic Profile

The Non-Academic Profile (NAP) is a compilation of data provided by different departments to review faculty members' adherence to Wellspring values, guiding principles and code of ethical conduct in addition to their other professional responsibilities. The NAP is based in part on Danielson's Domain 4: Principled Teaching.

- It is a live Excel file that can be filled regularly as the information is provided.
- At least two reviewers (Maximum 4) must fill out the Non-Academic Profile Form for each faculty member. Information can be requested from different Senior Leadership Team members to complete the form.
- Non-academic profile reviewers can be the HOS, DLT, ADLT, Principals, Programme Coordinators, HR staff, the EY Head, and/or a colleague.

Observation Protocol

For performance review purposes, faculty members will be observed on an appropriate and reasonable number of occasions, in general accordance with the observation protocol set at the beginning of the academic year. While the standard protocol will generally be followed, school leadership reserves the right to require additional observations based on individual circumstances, professional needs, performance considerations, or other relevant factors. The Faculty Performance Review Process must be completed by May 31st of each academic year.

Observation Authority & Responsibilities

The following individuals have the authority to conduct observations:

- Head of School
- Principals
- Director of Learning and Teaching
- Assistant Director of Learning and Teaching
- Continuous Professional Development Leader
- Early Years Head
- Programme Coordinators
- Subject Leaders

Subject Leaders serve as instructional resources to the Senior Leadership Team (SLT), supporting the monitoring and implementation of high-quality teaching and learning and helping to ensure that lesson delivery is carried out with fidelity. Subject Leaders are expected to communicate observations related to teaching, learning, student engagement, and professional responsibilities to the relevant SLT member on an ongoing basis.

Multi-Observer Guidelines & Support

- **Newer Faculty (Years 1–5):** In line with best practice, faculty members in years one through five at Wellspring Learning Community should be evaluated by at least two observers sharing the observation load. All observers will maintain close communication to ensure consistency in evaluating evidence against observation criteria.
- **Additional Observations:** Extra observations and more frequent visits may be initiated if serious concerns arise regarding a faculty member's performance, or if a faculty member explicitly requests additional observations. *(Please refer to **Appendix 1** for specific criteria.*

Monitoring and Evaluation

Wellspring believes that the observation of classroom practice and other responsibilities are important both as a way of assessing faculty performance (thus to identify any strengths and areas for development they may have) and of gaining useful information which can inform school progress.

To that end, the number of observations carried out in any school year may vary depending on the school's needs. Progress and performance will be reviewed and addressed regularly throughout the year. This may include scheduled review meetings and will include day-to-day dialogue between the faculty member and the reviewer.

Confidentiality

All Faculty Performance Review data and reports should be handled with extreme confidentiality. Any breach, such as divulging confidential information relevant to the review process, could be cause for appeal by the faculty member.

Appeal Process

Faculty members have the right to appeal against any feedback from the Faculty Performance Review and/or any breach of confidentiality related to their review process. This can be done by submitting a grievance as described in Wellspring's Grievance Policy.

Appendix 1:

Criteria for Faculty Performance Review

Performance review is one tool that the school and faculty use to evaluate performance of the faculty in accordance with the school's mission statement. The school has developed informal, formal and non-academic forms as tools to reflect aspects of strength and areas for growth for faculty members. It also provides information about continuous professional development needs.

WLC is committed to supporting its faculty members to develop professionally. There may be situations in which faculty members require additional observations or meetings with SLT because of concerns in many areas or repeated concerns in one area that significantly impacts student learning. Furthermore, in cases where a faculty member does not improve enough to remain at WLC, the school will opt to terminate or not renew the contract between them and the school.

Formal observation form domains include the following: Planning and Preparation, Learning Environments, and Learning Experiences.

The following rating scale is used to rate each specific descriptor in informal and formal observations:

4: Distinguished: The faculty member exhibits exemplary teaching practices that serve as a model for others. Planning is innovative and highly effective. Instruction is engaging, differentiated, and promotes deep understanding. Students are active participants in a classroom with respect and high expectations. The teacher contributes to the profession through leadership and collaboration. This level reflects teaching at its highest standard.

3: Proficient: The faculty member consistently demonstrates effective teaching practices. Planning is thorough and aligned with learning objectives. Instruction is clear, engaging, and responsive to student needs. Classroom management is effective, and the learning environment is respectful and supportive. Professional responsibilities are fulfilled reliably. This level represents solid, competent teaching.

2: Basic: The faculty member demonstrates inconsistent performance. While there is some evidence of effective practice, it is not consistently applied. Planning and instruction may lack clarity or alignment with learning goals. Classroom management and student engagement are variable. This level suggests that the teacher is developing but requires support to reach proficiency.

1: Unsatisfactory: The faculty member does not demonstrate acceptable levels of performance. There is little or no evidence of effective planning, instruction, or classroom management. The faculty member fails to engage students in learning, and professional responsibilities are neglected. This level indicates a need for immediate improvement.

N/A: (Not Applicable): This component is not relevant to the faculty member's practices currently.

Criteria for Additional Observation/Review:

	Academic formal observation forms
Years 1-2 at WLC	Less than 60-70 % of the indicators in each category are rated <i>Proficient</i>
Year 4 or more at WLC	Less than 80% of the indicators in each category are rated <i>Proficient</i>