

Fall 2016 Observation

Name: Ebony Anderson-Johnson ()
Date: 8/8/2016 (Revised: 9/23/2016)
School: Georgia Virtual School

Appraiser: Sandra Martinaitis
Score: 18

Observation Information

Observation Month

August/September

Grading

Indicators of Success:

Grading for all assignments (quizzes, dropboxes, discussions) is completed within 72 hours.

Feedback is meaningful and specific to the student and the assignment.

Rubrics are used when applicable as a best practice.

Late work policy is followed and documented in all feedback for late assignments.

Zeros are entered systematically after each benchmark.

Teacher follow the policy on dropping grades at the end of the semester.

Exceptional - Exceeds GaVS Expectations:

Instructor consistently grades assignments within 24 hours offering before the required time frame.

Instructor consistently provides feedback that includes links to outside sources and/or references the content for both remediation and enrichment.

Instructor provides feedback for assignments not submitted and includes dates for future late submissions.

Instructor employs approved alternate assignments to ensure student success.

Instructor provides exemplars of acceptable and exceptional work.

✔ Mastery - Meets GaVS Expectations:

Instructor grades assignments within the required time frame.

Instructor provides specific and individualized feedback for all discussions, quizzes, and dropbox items.

Feedback includes strengths, weaknesses, and suggestions for improvement.

Rubrics are used when applicable or required by dept.

Grading and feedback adheres to late policy.

Late submissions are documented in feedback.

Instructor provides specific dates for late work policy in the feedback.

Instructor provides feedback for assignments not submitted and includes dates for future late submissions.

Instructor uses video, audio, and images in feedback as appropriate.

Needs Attention - Below GaVS Expectations:

Assignments are not graded within the required time frame.

No feedback (only score) for some or all assignments.

Feedback is not specific, i.e. "good job."

Feedback is not individualized.

Late policy is not followed, or documentation is not included.

Zeros are not entered after benchmark date.

Does not meet: A rating at this level signals that the instructor has not followed required procedures and must document how they met expectations.

Comments

Policy

Indicators of Success:

- . **Instructors respond to instructions from department chair according to guidelines and timelines**
- . **Initial communication has been made with SpEd stakeholders regarding how teacher will handle accommodations/modifications**
- . **Quiz accommodations are set up correctly**



Mastery - Meets GaVS

Expectations:

Instructors respond to instructions from department coordinator, instructional leaders and administration according to guidelines and timelines.

Instructors need to enter their courses every workday.

Instructors need to check email every workday.

Instructors not able to enter the courses or check email need to contact their department coordinator and follow guidelines for a substitute teachers.

Special Education accommodations are made and communicated to parent and student within two workdays of receiving accommodations from the Special Education department

Accommodations are put into effect with 72 hours of receiving them from Special education department.

Teachers follow all policy and procedures as outlined in the Teacher Handbook.

Does not meet:

A rating at this level signals that the instructor has not followed required procedures and must document how they met expectations immediately.

Comments

Communication

Indicators of Success:

Communication log is populated, detailed, updated consistently, and organized with pertinent subject headings

Welcome email and phone calls should be completed within 3 days of a student entering a course. This communication should be documented within one week.

Communication log contains specific information and actual date of contact.

Communication log has multiple entries documenting different forms of student and stakeholder communication such as phone calls, emails, welcome calls, notes about specific issues, failure calls, non-participation calls, and any other information a teacher feels is important for administration to know about the student.

Communication log has multiple entries documenting different forms of communication such as phone calls, emails, welcome calls, notes about specific issues, failure calls

Contacts stakeholders regarding students who are not participating;

Stakeholders (parent/guardian, facilitator and Instructional leadership) are copied on all individual student emails related to issues or policies not being followed.

Teacher consults administration before making exceptions to school policies and procedures. If policy exceptions are approved, teacher documents details in Communication Log.



EXCEPTIONAL - Exceeds Expectations:

Communication log documents communication with students and stakeholders is offered in a variety of formats besides email and phone calls such as newsletters, video, synchronous sessions for groups and individuals.

Newsletters in Communication Log are attractive, interesting and informative and can be exemplars for other teachers.

Potential issues are addressed proactively and documented in the Communication Log, thereby maintaining a positive and engaging classroom environment which promotes student success.

Maintains constant and productive communication with stakeholders that encourage classroom involvement from parents and facilitators

Communication displays innovation..

Does not meet:

A rating at this level signals that the instructor has made no attempt to update Communication log in TheSIS and must document how they plan to meet expectations.

MASTERY - Meets Expectations:

Communication log has all welcome calls and emails, communication about failing students, serious student issues, special education modification notices to student/stakeholders and any modifications to student schedule or approved adjustments to school policies.

Communication is always professional and courteous.

All communication conforms to FERPA regulations about protecting student privacy and maintain a safe, friendly, learning environment.

ATTENTION NEEDED - Below Expectations:

Instructor does not update the Communication Log with Welcome email/calls, communication about failing and/or inactive students serious student issues, special education modification notices to student/stakeholders and any modifications to student schedule or approved adjustments to policies.

Communication log entries are insufficient to explain student issues or specific modifications.

Instructor does not document notification to stakeholders regarding non-participation of students.

Comments

Great newsletter and lots of individual follow up with students

Homepage

Indicators of Success:

Widgets on the homepages conform to GaVL guidelines.

Links on the Homepages are active. Broken links should be fixed quickly.

Fonts, images, audio and video meet accessibility standards

News announcements are posted weekly

Start date included

End date included if appropriate

News announcements are current, inviting, and informative

New announcements are varied text/images so that they are not confused with older news announcements

News and /or Classroom Bulletin Board is used to communicate clear and concise information as well as provide additional materials, resources, and opportunities for students

Conditional release is utilized to customize the classroom for different groups of students

News announcements should be created in a way that does not distract from the learning environment. It is important to be cognizant of the varying Internet connections and devices students use to access the LMS.



Exceptional - Exceeds GaVS Expectations:

The classroom is student centered or a source of encouragement for students

Displays student work as exemplars*

Use of conditional released items and data to provide differentiation and

individualized feedback to students
External resources

Innovative technology tools beyond those provided by the LMS are integrated to capture

the essence of anytime, anyplace learning opportunities; Examples include: YouTube,

Twitter feed, Jings, Voki, explanations of how to create or use tools

Announcements are updated several times a week, as needed, with relevant classroom

information, resources, or learning opportunities. It is evident when the announcement

was posted because the start date is present.

* Student names should not be displayed on sample work

Does not meet: A rating at this level signals that the instructor has not followed

required procedures and must document how they met expectations.

Mastery - Meets GaVS Expectations:

Weekly news announcement posted each week.

Start date is indicated on all announcements.

When necessary for clarity and to remove clutter, ending dates are set.

News announcements are current and interactive (contains resources), display valuable information, and/or offer students additional learning opportunities.

Information is easily identified and found in the appropriate widget on the homepage.

Directions that navigate the student away from the homepage or learning management system are clear.

Needs Attention - Below GaVS Expectations:

Homepage is orderly, but is not inviting or engaging for students

News announcements contain minimal information or do not convey timely or relevant information; they are not updated each week.

Starting date is not indicated.

News announcements are distracting due to the content presentation. The image size and font size distract from the information being presented.

Information or directions within news announcements, information within widgets, or course syllabi and/or convey incorrect information or contain typos.

Comments

Very engaging. Like the highlighted student work as examples.

Discussions

Indicators of Success:

Instructor monitor discussions a daily basis.

Instructor will curate conversations lead to critical thinking.

Discussions offer opportunities to enhance the content through explanation, remediation, and enrichment.

Discussions facilitate student's voices

Discussion prompts and responses include audio/visual elements in addition to text.



Exceptional - Exceeds GaVS Expectations:

Teacher responds to discussion threads daily.

Posts enliven and enhance the discussion

Discussions enhance the content through explanation, remediation, and enrichment.

Teachers encourage student ownership of the dialogue

Socratic method employed leading to critical thinking and independent learning.

Audio/video is effectively utilized.

Outside resources and current events are linked.

Does not meet: A rating at this level signals that the instructor has not followed

required procedures and must document how they met expectations.

Mastery - Meets GaVS Expectations:

Teacher monitors to discussion topics daily.

Teacher focuses discussions on critical thinking and course content.

Discussions enhance the content and work.

Discussions facilitate student's voices.

Needs Attention - Below GaVS Expectations:

Teacher responds to discussion forums infrequently.

Posts do little to further the conversation.

Discussions do not add relevance to the content.

Comments

Frequent and individualized interaction.

Ebony Anderson-Johnson

Date:

Sandra Martinaitis, Appraiser

Date: