

Teacher Name: \_\_\_\_\_ Date of Virtual Observation: \_\_\_\_\_ (input observations/comments in greyed areas below) Date of Interview \_\_\_\_\_

| Standard A | The teacher plans, designs and incorporates strategies to encourage active learning. | Indicators   | Teacher Documentation/Reflections<br>If there is no check box, provide narrative evidence. Indicate if documentation is provided in the ePortfolio.                                | Evaluator Comments       |
|------------|--|--|--|--------------------------|
| A1         |  | All courses must have Blackboard activities.   | <input type="checkbox"/>   | <input type="checkbox"/> |
| A2         |  | All Courses provide opportunities for Student Collaboration  | <input type="checkbox"/>   | <input type="checkbox"/> |
| A3         |  | All courses provide use of at least two online tools (portfolio documentation required)                              | Give examples of online tools from your course and assess the effectiveness, e.g., cut and paste part of discussions, provide a link to the Wimba Live Classroom session archive.) |                          |
|            | Click on the cell to the right to activate the dropdown list.                        | Discussion Board   |  |                          |
|            | Click on the cell to the right to activate the dropdown list.                        | Pronto   |  |                          |
| A4         |  | Teacher deliberately plans student activities that develop at least two 21st Century Skills (required in portfolio). | Give examples of 21st Century Skill development from your course and assess their effectiveness.   |                          |
|            | Click on the cell to the right to activate the dropdown list.                        | Global Awareness   |  |                          |
|            | Click on the cell to the right to activate the dropdown list.                        | Health Literacy  |  |                          |
| Standard B | Teacher provides clear expectations and rich, regular feedback.                      | Indicators for Managing the Online Class   |  |                          |
| B1         |  | Menu has buttons which contain the appropriate content.  |  |                          |
|            |  | Announcements  | <input type="checkbox"/>   | <input type="checkbox"/> |
|            |  | Student Orientation  | <input type="checkbox"/>   | <input type="checkbox"/> |
|            |  | Course Information   | <input type="checkbox"/>   | <input type="checkbox"/> |
|            |  | Staff Information  | <input type="checkbox"/>   | <input type="checkbox"/> |
|            |  | Course Content   | <input type="checkbox"/>   | <input type="checkbox"/> |
|            |  | Discussion Board   | <input type="checkbox"/>   | <input type="checkbox"/> |
| B2         |  | Grades are calculated in accordance to KVHS Policy.  |  |                          |
|            |  | No extra credit work.  | <input type="checkbox"/>   | <input type="checkbox"/> |

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|           |  | No pass/fail work.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>B3</b> |  | <b>Under the Course Information button, there is a syllabus with required components as per the KVHS Teacher Handbook.</b>   |                          |                          |
|           |  | Teacher contact information  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Course and activity descriptions   | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Grading policy   | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Pacing policy  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Ethics Policy  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Acceptable Use Policy  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Calendar or guidelines for rate of progress.   | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | How to start and proceed in the course.  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Review of help resources and how to use them.  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | World language white paper, for world language courses only.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>B4</b> |  | <b>Course is prepared prior to student entry.</b>  |                          |                          |
|           |  | Reviews all elements of the course for accuracy, completeness and correct version.   | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Readies course tools.  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Checks and repairs all links.  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Posts KVHS announcement about Student Orientation module.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>B5</b> |  | <b>Required beginning of course activities are completed.</b>  |                          |                          |
|           |  | Sends welcome email sent to students with reminder to begin the Student Orientation module and assessment, important course dates, list of required instructional materials and teacher contact information. | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Contacts school facilitator  |                          |                          |
|           |  | Sends email sent to students after passing Student Orientation module assessment.  | <input type="checkbox"/> | <input type="checkbox"/> |

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|           |  | Assists students who fail Student Orientation module 2nd attempt, clears the assessment to allow the 3rd attempt.   | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Downloads and sends Grade Center report of Student Orientation module to KVHS contact within 48 hours.  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Encourages the students who have completed the Student Orientation module to begin course work promptly.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>B6</b> |  | <b>Teacher maintains ongoing course activities.</b>   |                          |                          |
|           |  | Repairs any broken links within 24-hours.   | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Responds to KVHS account emails within 24 hours.  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Checks daily for submission of student work.  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Grades submitted work and posts grades within 48 hours of receipt.  | <input type="checkbox"/> |                          |
|           |  | Follows the pacing policy in the KVHS Handbook when a student fails to respond to email contact.  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Provides explicit feedback to students, including a description of errors, explanation of content, directions to resources for content review, etc.                         | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Includes a clear explanation of any problems with student performance (specific missing assignments, due dates, length of time not in the course, etc.) to the KVHS office. | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Conferences with students, facilitators, parents and others as needed.  | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Delivers accurate and complete grade reports on time according to mid-term and semester calendar.   | <input type="checkbox"/> | <input type="checkbox"/> |
|           |  | Evaluates the student's need for Individual Pacing Plan, writing such plan if necessary.  | <input type="checkbox"/> | <input type="checkbox"/> |

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|            |  | Provides alternative procedures for submitting work under extenuating circumstances.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard C | Teacher establishes clear standards for academic integrity and ethical behavior. | Indicators   |                          |                          |
| C1         |  | Teacher communicates clear academic integrity/ethical behavior expectations to students.                           |                          |                          |
| C2         |  | Teacher reiterates the consequences of academic dishonesty throughout the course.                                  |                          |                          |
| C3         |  | Teacher follows KVHS Student Code of Conduct policy in cases of academic dishonesty and unethical behavior.        |                          |                          |
| C4         |  | Teacher utilizes tools to detect inappropriate use of Internet resources, e.g., SafeAssign, etc., in student work. |                          |                          |
| C5         |  | Teacher models academic integrity.   |                          |                          |
| Standard D | Teacher is responsive to individual student needs in the online classroom.       | Indicators   |                          |                          |
| D1         |  | Teacher maintains regular communication with each student as described in the faculty handbook.                    |                          |                          |
| D2         |  | Based on assessment data, teacher adds supportive content and activities to the course.                            |                          |                          |
| D3         |  | Teacher varies activities according to learning styles, intelligences.   |                          |                          |
| D4         |  | Teacher provides additional support to students who are struggling.  |                          |                          |
| Standard E | Teacher implements standards-based instruction and assessments.                  | Indicators   |                          |                          |
| E2         |  | Teacher uses effective formative performance-based assessment.   |                          |                          |
| E3         |  | Teacher uses effective summative Performance-based Assessments   |                          |                          |

|                               |   |   |                          |                          |
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| E4                            |   | Teacher articulates goals/objectives and corresponding standards (national, KY core content, etc.) throughout the course.           |                          |                          |
| E5                            |   | Teacher provides opportunities for student self-assessment.   |                          |                          |
| E6                            |   | Teacher analyzes student success (grades, level of participation, content mastery) in order to improve instruction.                 |                          |                          |
| Standard F                    | Teacher collaborates with others to identify areas for professional growth and engages in professional development to support the identified areas. | Indicators  |                          |                          |
| F1                            |   | Collaborates with Evaluation Committee and other professionals to identify areas for growth and target supportive PD activities.    |                          |                          |
| F2                            |   | Teacher creates portfolio creation with required components.  |                          |                          |
|                               |   | Philosophy of Virtual Instruction   | <input type="checkbox"/> | <input type="checkbox"/> |
|                               |   | Professional Growth Plan (PGP) with at least three goals based on SREB's Standards for Quality Online Teaching                      | <input type="checkbox"/> | <input type="checkbox"/> |
|                               |   | Documentation of 21st Century Skill Development in students   | <input type="checkbox"/> | <input type="checkbox"/> |
|                               |   | Documentation supporting growth in selected growth areas.   | <input type="checkbox"/> | <input type="checkbox"/> |
|                               |   | Documentation from areas identified on the evaluation tool  | <input type="checkbox"/> | <input type="checkbox"/> |
| F3                            |   | Teacher plans and attends KVHS webinars, sessions, retreats and other relevant PD activities that support professional growth plan. |                          |                          |
| Evaluator # 1 Signature _____ |   | Printed Name _____  |                          |                          |
| Evaluator # 2 Signature _____ |   | Printed Name _____  |                          |                          |
| Evaluator # 3 Signature _____ |   | Printed Name _____  |                          |                          |