

Creating a Rubric for Professional Learning Conversations and Virtual Teacher Evaluations

Using the NSQ Standards, Charlotte Danielson, Framework, Leader in Me (LIM) goals, and our internal pillars





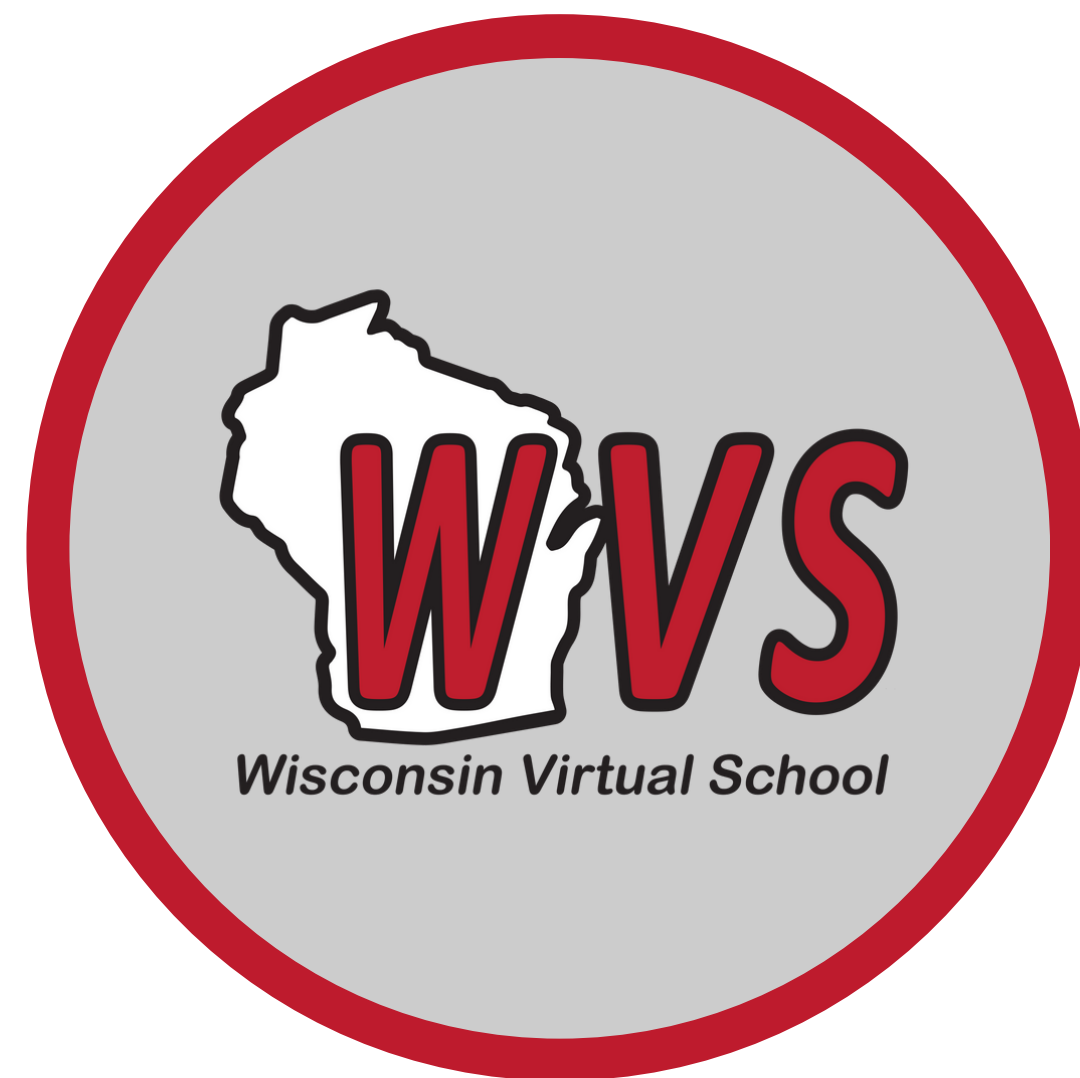
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Background: What is Wisconsin Virtual School ?

Wisconsin Virtual School (WVS) is the state-led online and blended learning supplemental program that partners with school districts throughout Wisconsin, to offer online courses to students in grades K-12. WVS has operated out of CESA9 since 2000 with over half of Wisconsin school districts participating in the program.



Our Staff

WVS Administrative Team

7 members
& 2+ support staff

WVS Teacher Consultants

over 100 consultants
asynchronous
K-12

WVS Teachers

2-5 teachers
WVS Plus Programming
(Includes live
instruction)
K-8



Beyond Preparing the Digital Space

Feedback is provided on evidence submitted within our training course to all WVS teachers and consultants by a trained peer and/or WVS staff. The course design and feedback for preparing the digital space is directly connected to the Quality Matters 5th Edition K-12 Standards.

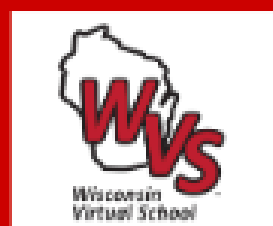


Which teacher
evaluation tool do you
currently use?





Grounding our Work:



WVS will have a Meaningful Impact through commitment to the following priorities:

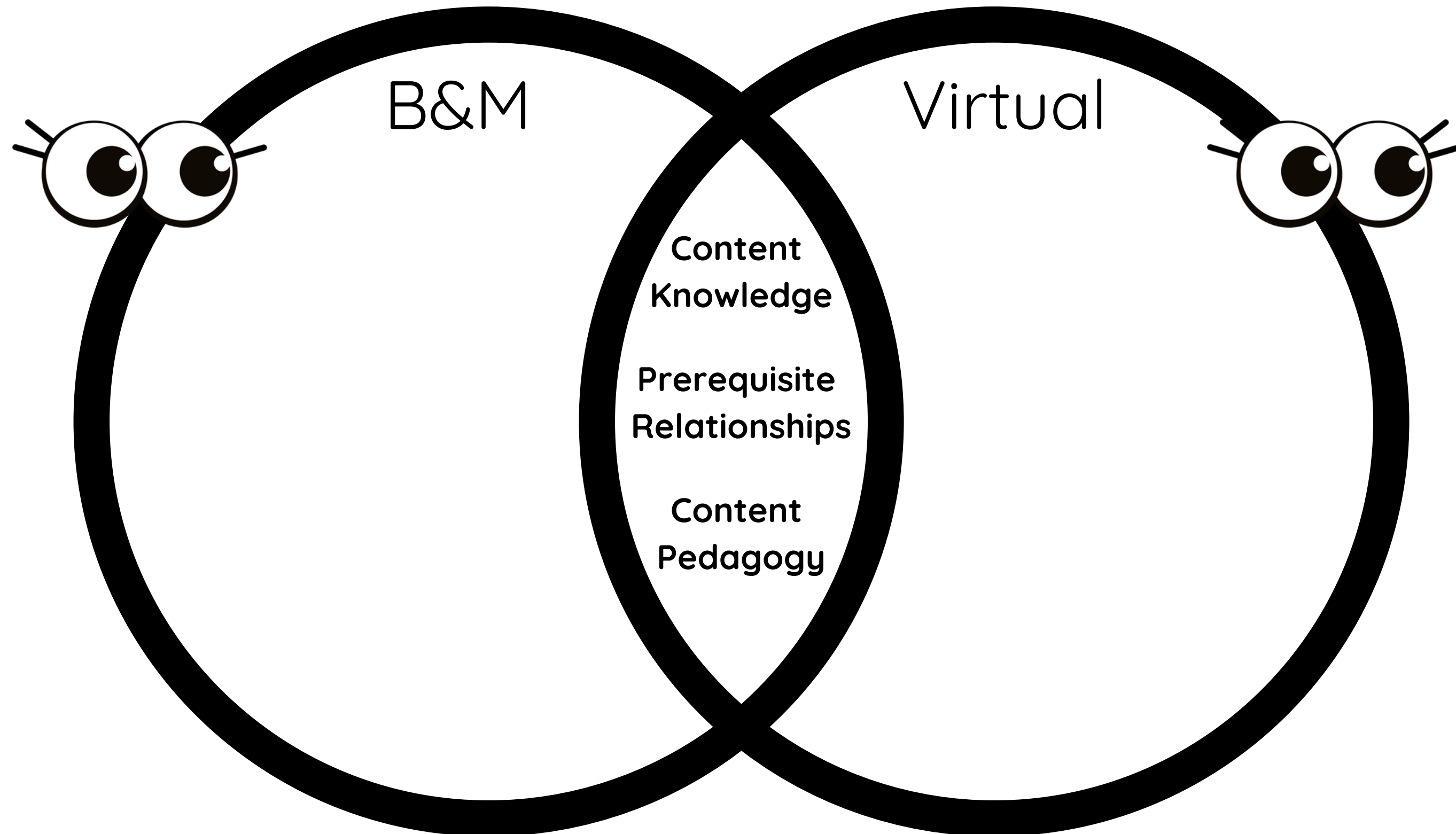
Exceptional People	Trusting Partnerships	Responsive Services
Definition: Professionals with integrity who connect, grow, and inspire.	Definition: Relationships rooted in shared vulnerability and belief in working toward a common goal.	Definition: Providing what is needed when it is needed.
Long-Term Goals		
To employ, grow, and retain exceptional people who provide high-quality and meaningful services at every level and with every interaction.	To have collaborative, trusting partnerships with each other and our stakeholders.	To be the resource of choice to provide responsive, innovative, and collaborative services .

Evaluative Framework Comparisons

PLANNING & PREPARATION

1a Demonstrating Knowledge of Content and Pedagogy

- Content knowledge
- Prerequisite relationships
- Content pedagogy

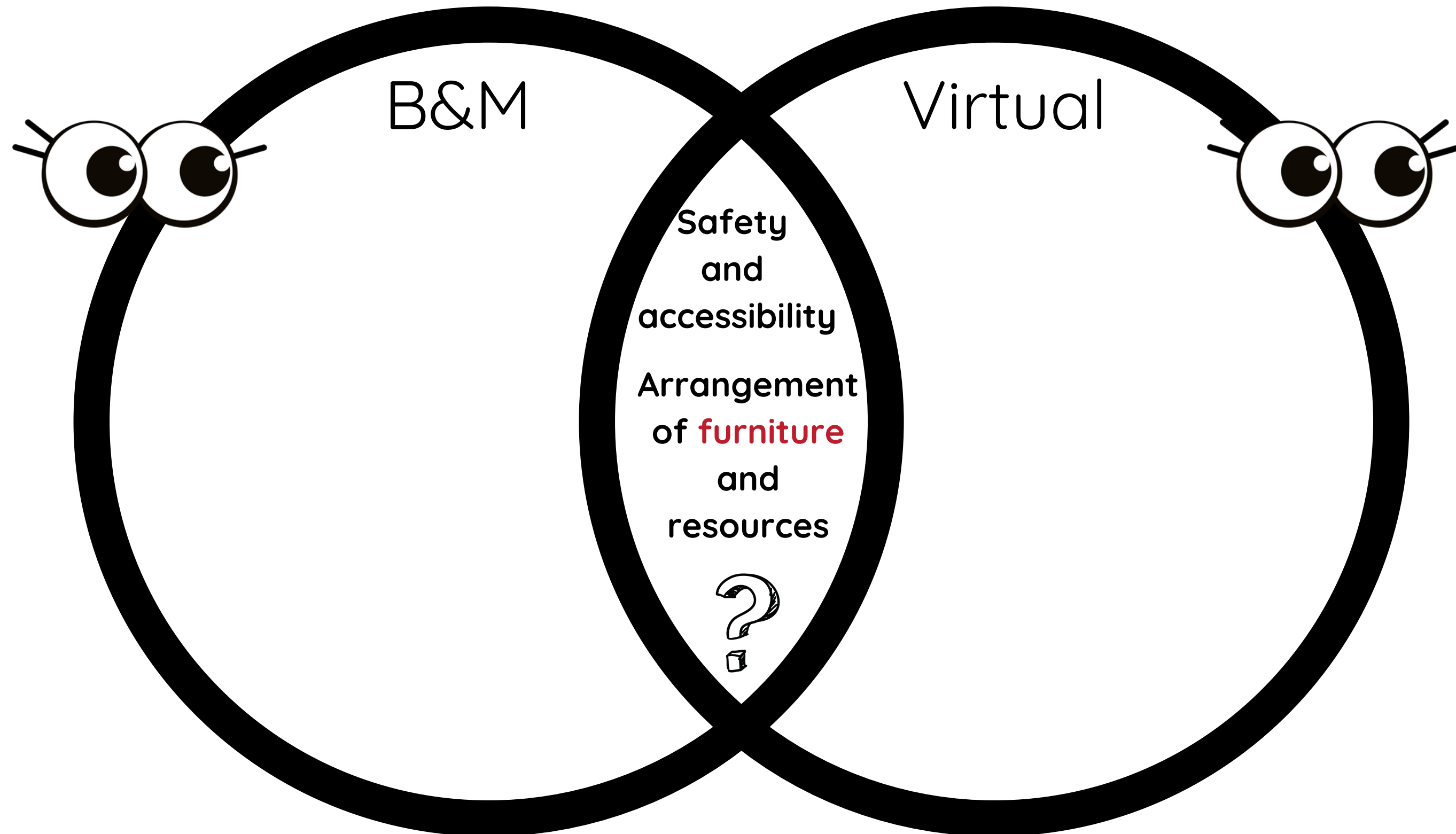


Evaluative Framework Comparisons

THE CLASSROOM ENVIRONMENT

2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and resources

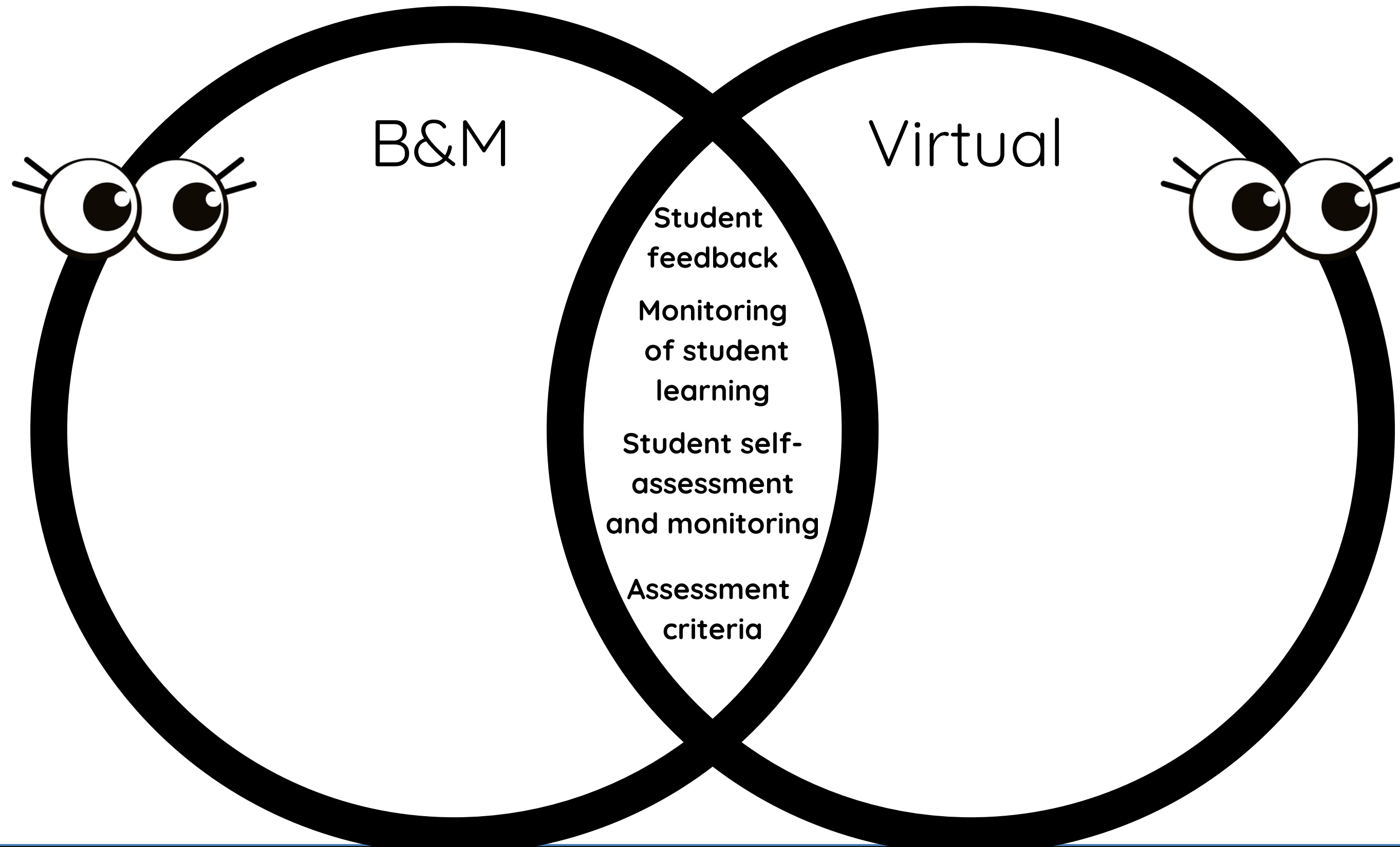


Evaluative Framework Comparisons

INSTRUCTION

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring

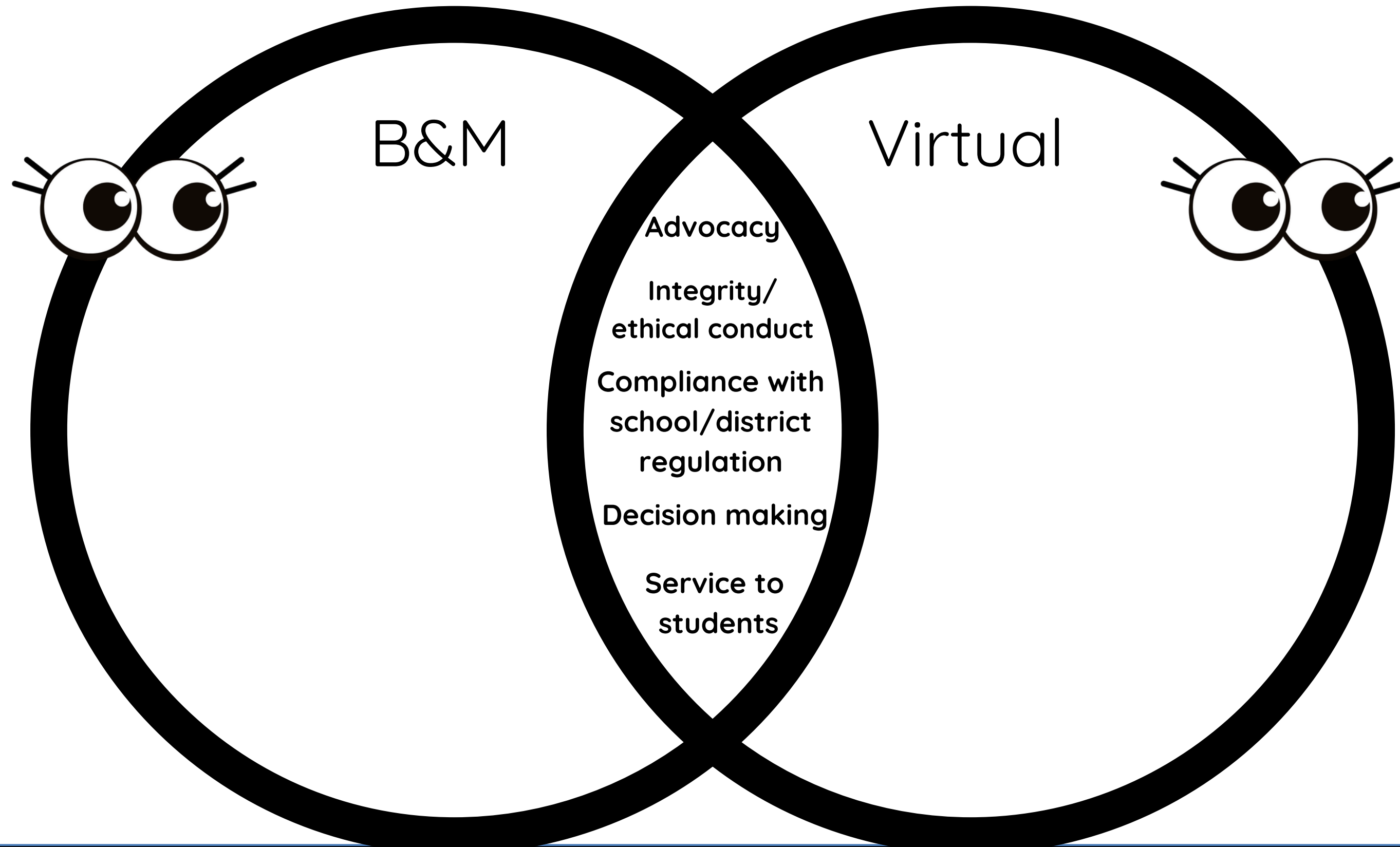


Evaluative Framework Comparisons

4f Showing Professionalism

PROFESSIONAL RESPONSIBILITIES

- Integrity/ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school/district regulation



The Classroom Environment

2c Managing Classroom Procedures

- Instructional groups • Transitions • Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations • Monitoring behavior
- Response to misbehavior

2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and resources

<p>Standard B: Digital Pedagogy</p>	<p>NSQ B3: The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interactions, and monitor and motivate learner engagement.</p> <p>CD B1: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.</p> <p>WVS B1: The online teacher is proficient at communicating using various formats (e.g., text audio, video, synchronous, asynchronous) and selects the format that is best for the specific situation and purpose.</p> <p>WVS B2: The online teacher consistently utilizes best practices for online learning and teaching.</p>	<p>NSQ B5: The online teacher supports safe digital learning spaces for all learners (e.g., data ownership and privacy expectations, digital identity curation.)</p> <p>WVS B3: The online teacher models consistent, proactive, and purposeful measures to build community. Teachers are ultimately responsible for setting the right tone in the online classroom.</p>	<p>NSQ B2: The online teacher incorporates discipline-specific technologies, tools, and resources to meet individual learner needs.</p> <p>CD B2: Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs</p> <p>CD B3: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests</p>
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WVS PLUS Observation Rubric

WVS Plus Observations - Full Document

Teacher:

Observer:

Date:

Observation Type:



WVS will have a meaningful impact through commitment to the following priorities:

<u>NSQ Teaching Standards</u>	Exceptional People Professionals with integrity who connect, grow, and inspire.	Trusting Partnerships Relationships rooted in shared vulnerability and belief in working toward a common goal.	Responsive Services Providing what is needed when it is needed.
Standard A: Professional Responsibilities	<p>NSQ A2: The online teacher is a reflective practitioner.</p> <p>CD A1: Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.</p> <p>LIM A1: The online teacher believes that their collective actions can positively impact students and their families.</p>	<p>NSQ A8: The online teacher maintains accurate records of relevant information and communications in the appropriate format.</p> <p>WVS A1: The online teacher creates a safe environment for engagement, active learning that helps to alleviate classroom management issues.</p> <p>WVS A2: The online teacher creates a safe environment for engagement, active learning that helps to alleviate classroom management issues.</p>	<p>NSQ A9: The online teacher can explain his or her responsibilities in carrying out local or national law or mandates related to accessibility.</p> <p>WVS A3: The online teacher responds to email communications and grades submitted work within expected timelines.</p> <p>WVS A4: The online teacher responds to email communications and grades submitted work within expected timelines.</p>



Observations Tool



Additional tutorial: Feedback Tool



WVS Plus Teacher Evaluation: Lesson Observation

Name of Teacher:

Date of Lesson:

Context of Lesson & Learners: (Grade level of students, subject, # of students participating, # of students receiving Specialized Instruction locally, any pre-teaching that happened to build to this lesson, etc.)

Specific Learning Targets & Objectives of the Lesson:

Reflection: Please share your reflection on the lesson. Did you meet the intended learning objectives? How do you know? Is there anything you would do differently?

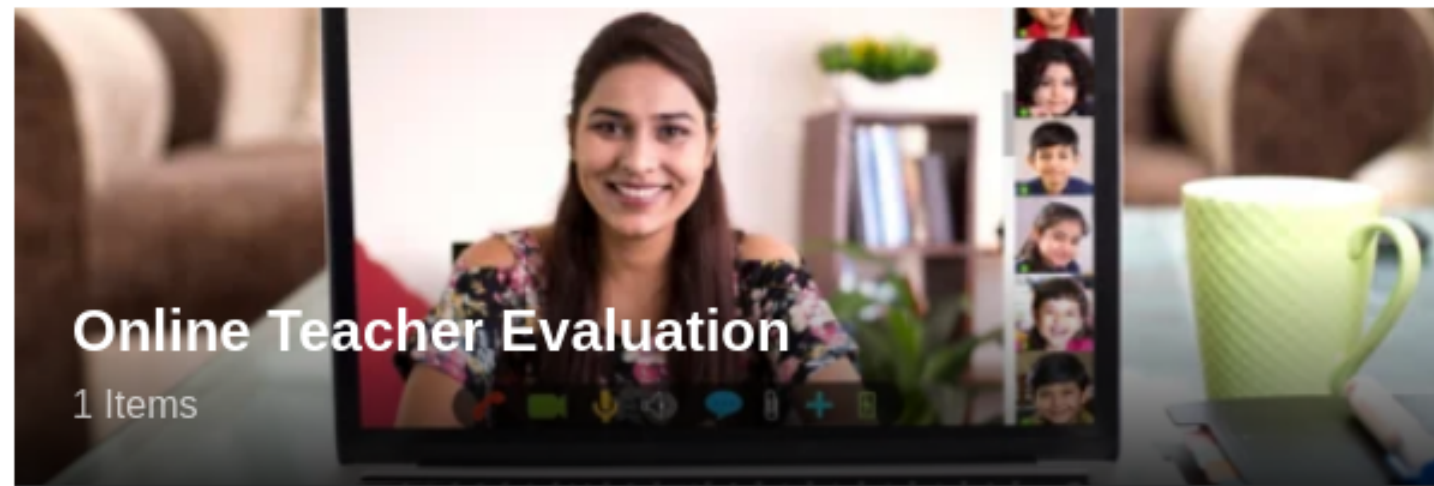
Initiating Conversations Around Educator Growth



Looking Ahead: 2gnoMe

- Assigning specific resources given areas of improvement
- Grouping teachers by content-area, grade level
- Use of mentors





Thank you for providing information for your program/school.

	<p>WVS Plus Observation - Full Document</p> <p>Google</p>
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Evaluation Ideas/Tools
Join Code: t93afxb1

Click Join as a Guest





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