

EVALUATING TEACHERS THRU DISTANCE LEARNING CHECKLIST

PROFESSIONAL KNOWLEDGE

PROVIDE KNOWLEDGE REGARDLESS OF FORMAT

- DEMONSTRATES PROFICIENCY IN PLATFORM
- FAMILIARITY IN CURRICULUM EASILY SEEN IN PREPARED MATERIALS
- UNDERSTANDS HOW TO ASSIST STUDENTS IN A DIGITAL FORMAT
- KNOWS WHERE TO GO FOR RESOURCES

INSTRUCTIONAL PLANNING

PREPARING LESSONS TO ENGAGE ALL STUDENTS THAT MEET INSTRUCIONAL NEEDS

- INCLUDES ACCOMMODATIONS IN A DIGITAL FORMAT
- INSTRUCTIONS ON LESSONS ARE EASY TO UNDERSTAND
- DIFFERENTIATION NOTED FOR ONLINE AND OFFLINE LEARNING
- STUDENTS UNDERSTAND PLATFORM WITH NO ISSUES

INSTRUCTIONAL DELIVERY

STUDENT-CENTERED ACTIVITIES THAT ENGAGE

- ENTHUSIASM AND EXCITEMENT FROM LESSON NOTATED
- USES VARIETY OF LEARNING STYLES WHERE NO MORE THAN 20 MINUTES IS SPENT ON ONE ACTIVITY
- ADAPTABLE UPON ANY TECHNOLOGY ISSUES THAT ARISE
- TUTORIALS OF SITES AND PROGRAMS USED IN LESSONS AVAILABLE



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ASSESSING MASTERY

FORMATIVE & SUMMATIVE ASSESSMENTS THAT DRIVE UPDATES TO LEARNING

- VARIETY OF ASSESSMENTS THROUGHOUT LESSON
- ABLE TO COLLECT DATA TO IDENTIFY INDIVIDUAL AND CLASS WEAKNESSES
- ASSESSING STUDENT MASTERY NOT AFFECTED BY INTERNET SPEED
- LASER-FOCUSED FEEDBACK PROVIDED FREQUENTLY

LEARNING ENVIRONMENT

ALL STUDENTS PARTICIPATE WHERE EVERYONE IS RESPECTFUL

- STUDENTS ABLE TO COMMUNICATE WITH THEMSELVES AND TEACHER
- COLLABORATIVE ENVIRONMENTS ENCOURAGED
- EXTENDS BEYOND THE LESSON THAT FOSTERS MORE ENGAGEMENT

PROFESSIONAL AT ALL TIMES

EVERY TEACHER'S RESPONSIBILITY IN OWN GROWTH WHILE SERVING THE NEEDS OF CHILDREN.

- RESPONDS TO ALL QUESTIONS WITHIN CLASS PERIOD
- OFF LINE AND ON LINE HOURS POSTED WHILE ALL CALLS AND EMAILS RETURNED WITHIN 24 HOURS
- PARENTS CAN KEEP UP WITH LESSONS AND COMMUNICATE THE STAFF



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ACADEMIC PROGRESS

SEEING OVERALL GROWTH IN EVERY STUDENT AS A RESULT OF REFINEMENT IN MATERIAL.

- STUDENTS CAN SEE CURRENT GRADE AS WELL AS SEE OVERALL GROWTH
- TARGETS SKILLS WITH ADDITIONAL RESOURCES
- STUDENTS PROVIDE FEEDBACK FROM DISTANCE LEARNING TO TEACHER BOTH QUANTITATIVELY AND QUALITATIVELY

KEY QUESTIONS TO CONSIDER

LOOK FOR IN EVERY LESSON

- HOW DO YOU KNOW ALL STUDENTS ARE ENGAGED?
- WHAT SHOULD STUDENTS DO IF THEY ARE NOT ABLE TO CONNECT?
- DOES YOUR SYLLABUS PROVIDE ALL THE NECESSARY INFORMATION NEEDED TO COMMUNICATE WITH YOURSELF WHILE ENABLING STUDENTS AND PARENTS TO UTILIZE SUPPLEMENTAL INFORMATION?
- HAVE YOU REFLECTED ON THIS LESSON TO DETERMINE WHAT COULD BE IMPROVED?
- HOW ARE YOU BUILDING RELATIONSHIPS WITH STUDENTS DURING CLASS?

