

**Al Batool Virtual International School
And
Al Forqan Private School
(Virtual American Program)**

**Teachers Evaluation Policy
Digital Courses**





Teacher Evaluation

Evaluation System & elect: The corporate has a comprehensive evaluation system for assessing the teachers in each school along with elect observation tool which helps the School to observe the different learning environments and use it to take the appropriate decisions.

Teacher performance is reviewed on a bi-weekly basis. During these reviews, overall performance in terms of grading-time response and the use of feedback, as well as announcements in their courses, is examined. This generally consists of going in to each teachers' dashboard, reviewing their to-do list and the rate at which the teacher is grading the material. If there are overdue items (i.e. submissions that are older than three business days), a follow up with the teacher is made to ensure they are adhering to the 3-day policies. If after several weeks, the teacher is still struggling with turn-around time, I work with that person to reduce their workload.

During this review, at least one of their course gradebooks is reviewed to dive into the latest submissions to make sure the teacher is providing good instructional feedback to the students. This ensures that they are abiding by the feedback policies and ensuring student successes. Specific issues or accomplishments are recorded during this review.

A more formal evaluation occurs annually using the Teacher Evaluation Matrix. And we evaluate our teachers by using the teacher Metrics on Apex learning with many reports which we can get it. But at the end of the year we can use the Performance Matrix to evaluate our teachers.

The Instructor Performance Matrix is designed to work as a communication tool between the instructor and evaluator. Outlined in the matrix are qualities OAS feels are important for a successful online teacher. The instructor being evaluated will score their own performance for each of the category items, according to the following scale:



- **Great = Exceeds Expectations** (examples listed in the comments)
- **Good = Meets Expectations**
- **Ok = Sometimes Meets Expectations**
- **No = Neglected to Meet Expectations** (goals for improvement listed in the comments)
- **NA = Not Applicable**

There is a place for comments at the end of each category, evidence required for “great” or “no.”



Teacher Metrics Report (SC)

The teacher Metrics Report provides site coordinators with a summary of student progress across teachers and their classrooms.

- School name
- Teacher name
- Course title
- Classroom name
- Number of enrolled students
- **On-Schedule Percent grade calculation**
- **Quality of Work grade calculation**
- **Grade to Date grade calculation**
- **Overall Percent grade calculation**

Teacher Metrics									
Garfield High School									
Data is current as of October 11, 2017 10:44 AM PDT									
Summary information on teacher performance. For best print results use landscape mode.									
Group By:						Search:			
School	Teacher	Course	Classroom	Students	On Schedule	Quality of Work	Grade to Date	Overall %	
Garfield High Sch...	Mr. Turco	Biology Core Demo	Courses - Garfield HS - Biology Core	6	100%	0	0	0	
Garfield High Sch...	Ms. Miller	English 9 Demo	Courses - Garfield HS - English 9	9	100%	0	0	0	
Garfield High Sch...	Mrs. Lam	U.S. History Core Demo	Courses - Garfield HS - U.S. History Core	4	100%	0	0	0	
Garfield High Sch...	Mr. Morris	Algebra I Prescriptive Demo	Courses - Garfield HS - Algebra I Prescripti...	10	62.4%	69.9%	47.8%	18%	

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On-Schedule Percent

On Schedule Percent is the student's number of overdue activities relative to the number of activities currently due expressed as a percentage. On Schedule Percent is shown on the Grade Book Summary page.

This calculation is only applicable when due dates are used and ignores activities with due dates in the future. When due dates are not utilized, the On-Schedule Percent is always 100%.

Calculation

When a student has fewer than 3 overdue activities, the student's On Schedule Percent is 100%. Otherwise:

Number of graded activities due through today / Total number of activities due through today

A student has received a score for 8 out of 10 activities due through the current date. The student's On Schedule Percent is 80%.



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Improving

Because this calculation relies on due dates, students improve this percentage by completing overdue activities.

A student's number of overdue activities is shown on the Grade Book Summary page and is a link to the Overdue Activities report.

Quality of Work

The Quality of Work calculation answers the question: How is this student performing on the work they have completed? It is a student's average relative to the total points possible for completed activities. Quality of Work displays on the Grade Book Summary page.

Check Quality of Work when a student has a low Grade to Date. If the Quality of Work is high, it means the student is completing assignments at a high quality but may need help with time management.

Calculation

Points earned on completed activities / Points possible for completed activities

A student earns 325 out of 400 points for several activities. The student's Quality of Work is 81.3%.

Customization

A student's Quality of Work, Grade to Date, and Overall Percent are relative to the activities they are required to complete including custom scored activities. The calculations dynamically adjust as activities are excused.

Points earned from extra credit activities are included in points earned calculations, but the points possible for extra credit activities are not added to the points possible values.

Grade to Date grade calculation

The Grade to Date calculation answers the question: What is this student's grade right now? It is a student's average for completed activities due through today relative to all activities due through today and any other completed activities. Grade to Date displays on the Grade Book Summary page.

Students improve their Grade to Date by completing overdue activities. Note that a student's number of overdue activities displays on the Grade Book Summary page and links to the Overdue Activities report.

Calculation

Points earned on activities completed / Points possible for non-excused and non-excluded activities due through today and any other completed activities.

A student earns 360 out of 425 points on activities with due dates through today. The student's Grade to Date is 84.7%.

- Grade to Date is most meaningful when due dates are used.



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- Activities that are due but have not been submitted or scored are calculated as zeros.
- Activities that are scored in advance of their due date are included.
- Includes completed activities regardless of whether due dates are assigned for all activities.

Customization

A student's Quality of Work, Grade to Date, and Overall Percent are relative to the activities they are required to complete including custom scored activities. The calculations dynamically adjust as activities are excused.

Points earned from extra credit activities are included in points earned calculations, but the points possible for extra credit activities are not added to the points possible values.

Overall Percent grade calculation

The Overall Percent calculation answers the question: If I were to award a final grade for this student right now, what would it be? It is a student's average relative to total course points, expressed as a percentage. Overall Percent is shown on the Grade Book Summary page.

Students can increase Overall Percent by completing activities because it is based on the total points possible for the course.

Calculation

Points earned on completed activities / Points possible for the course

To date, a student has earned 220 out of 1,180 points in a course. The student's Overall Percentage is 18.6%.

- Incomplete activities are calculated as zeros regardless of due date

Customization

A student's Quality of Work, Grade to Date, and Overall Percent are relative to the activities they are required to complete including custom scored activities. The calculations dynamically adjust as activities are excused.

Points earned from extra credit activities are included in points earned calculations, but the points possible for extra credit activities are not added to the points possible values.



Teacher Evaluation Form

Category I: The teacher is a highly qualified instructor.

A. CERTIFICATION The teacher meets certification and/or licensing requirements for the course/s and is willing to acquire additional certifications as needed.	
B. CONTENT KNOWLEDGE The teacher has the academic preparation required for the course and has a thorough understanding of learning theory appropriate to the course being taught.	
C. PROFESSIONAL DEVELOPMENT The teacher is continuing to update academic knowledge and skills, and regularly attends monthly staff professional development.	

Comments:

Category II: The teacher is comfortable with the required technology skills.

A. REQUIRED SKILLS The teacher has the necessary technology skills required for teaching online including: <ul style="list-style-type: none"> • Word processing • Presentation software • Excel spreadsheets • Internet browsers & settings • Email skills and online “Netiquette” • Google applications • Learning management systems • Synchronous learning tools 	
B. SKILL GROWTH The teacher continues to update knowledge as learning technology changes with ease.	
C. TECH SUPPORT The teacher has the ability to troubleshoot and solve typical technology problems experienced by students	

Comments:

Category III: The teacher facilitates active learning processes.

A. INITIATES COMMUNICATION The teacher understands the importance of communication by promoting, encouraging and facilitating student interactions effectively.	
B. MOTIVATION The teacher monitors and guides student learning projects appropriately so that students create effective products requiring higher order thinking skills.	
C. DISCUSSIONS The teacher facilitates discussions by encouraging students take the lead, post/reply in a timely fashion, stay appropriate and on topic, and achieve instructional purpose.	
D. RUBRICS The teacher creates, distributes, and implements rubrics effectively to assess student learning. When embedded in a course, the teacher follows the	



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rubric and provides targeted feedback specific to assignment requirements.	
E. GROUP COLLABORATION When appropriate, the teacher establishes effective group activities for collaborative learning.	

Comments:



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Category IV: The teacher monitors student activity and performance, intervening effectively to sustain participation and promote student achievement.

SUPPORT TOOLS The teacher is familiar with appropriate, available resources to diagnose student learning skills and/or needs.	
DIFFERENTIATION The teacher differentiates instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge.	
SCAFFOLDING The teacher intervenes with students who are having difficulty by providing extra help, allowing revisions of work, suggesting resources for remediation, or using other instructional methodologies that enable the student to succeed.	
ENRICHMENT The teacher accommodates students who demonstrate a need or interest in enrichment.	
FEEDBACK The teacher provides meaningful feedback on student performance in course assignments and other activities.	
72 HOUR RETURN The teacher grades assignments and quizzes in a timely fashion, typically within 72 hours, with the exceptions of longer assignments and quizzes and assignments that must be withheld pending full class participation.	
ACTIVITY MONITORING The teacher monitors student activity intervening promptly with students who are not participating, taking steps contact with the student and/or mentor as appropriate.	

Comments:

Category V: The teacher uses effective instructional strategies to adjust curriculum to meet student needs.

ADAPTATIONS The teacher recognizes the need for and creates additions or adjustments to the course content or assignments to meet standards or adapt to student learning needs.	
CREATION The teacher creates assignments, projects and assessments that are aligned with students' different visual, auditory and hands-on ways of learning	
SYNCHRONOUS TOOLS The teacher develops and implements activities that promote learning through synchronous environments.	
SPECIAL EDUCATION The teacher understands and is responsive to students with special needs in the online classroom, willing to make adaptations and accommodations as needed.	

Comments:



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Category VI: The teacher uses effective communication skills required to facilitate an engaging online learning environment.

FREQUENCY The teacher establishes and maintains ongoing and frequent teacher-student interaction, teacher-parent, and teacher-administration interaction.	
24 HOUR The teacher responds to all school-related communication promptly, at least within 24 hours during typical school days (Monday – Friday 8am to 4pm)	
MULTIPLE MEHTODS The teacher provides multiple avenues of communication of the students and mentors.	
NETIQUETTE The teacher is familiar with netiquette and recognizes that written messages lack key nonverbal cues that would normally convey a positive attitude and uses written cues to maintain a positive and supportive tone in written communications.	
ANNOUNCEMENTS The teacher uses class announcements and other methods to make sure students are fully aware of pending deadlines, course expectations, communication lines, and other class activities.	
ENVIRONMENT The teacher creates a warm, active, and inviting atmosphere that promotes the development of a sense of community among participants.	

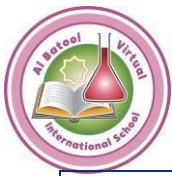
Comments:

Category VII: The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.

ACADEMIC INTEGRITY The teacher instructs students to follow copyright laws and identifies the instances of academic dishonesty.	
PLARGIARISM The teacher deals with cheating or plagiarism appropriately by following policy with professionalism.	
PREVENTION The teacher demonstrates knowledge of resources and techniques for dealing with issues arising from inappropriate use of electronically accessed data or information.	
PRIVACY The teacher informs students of their rights to privacy and the conditions under which their names or online submissions may be shared with others.	

Comments:

Category VIII: The teacher adheres to all Accelerate Education policies and expectations.



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SYLLABUS Teacher supplies a syllabus at the beginning of the course which includes :

- a. contact information
- b. course description, including major concepts
- c. grading policies, handbook rules and procedures
- d. required materials and readings needed for the course
- e. specific course expectations

E The teacher has a copy of the Instructor contract and is aware of and meeting all expectations outlined within.

Comments:



Mid-Year Evaluation SUMMARY

GOALS:

Professional:

Personal:

Comments:

[Effective Learning Environments Observation Tool® \(eleot® 2.0\)](#)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Using the eProve eleot app, select the number that corresponds with your observation of each learning environment item descriptor. As needed and appropriate make inquiries with learners



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