eObservations
Online Classroom Observation Tools

Virtual Learning Observation Form

This observation form is aligned to Virginia's Performance Teacher Standards 1-6 and is designed to address teacher observation in a virtual learning environment. The sample performance indicators in italics are specific to a virtual learning environment and address both synchronous **(S)** and asynchronous **(A)** instruction. The sample performance indicators not in italics represent sound practices in general for each standard. This form was not designed to be a checklist and the indicators are not exhaustive. Observers are encouraged to capture objective evidence of effective implementation and work in collaboration with teachers to determine opportunities to enhance the virtual learning environment based on virtual classroom observations and/or reviews of the teacher's asynchronous platform and assignments.

Professional Knowledge: Teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
- **(A, S)** *Uses platform tools with ease and technology challenges are handled without disruption.*
- **(A)** *Teacher creates screen recordings of himself/herself when necessary (i.e., opportunity to review a difficult to grasp skill, an abbreviated lesson due to a large number of student absences on a given day/week, etc.).*
- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

Comments:

Instructional Planning: Teacher plans using the division's curriculum, effective strategies, resources, and data to meet the needs of all students.
- **(S)** *Conducts class in a suitable setting, free from distractions, where virtual workspace is prepared for success.*
- **(S)** *Opens the virtual classroom a few minutes early to ensure virtual space is in working order.*
- **(S)** *Clearly communicates directions for attending the synchronous lesson to students and families.*
- **(S)** *Transitions from one segment of the lesson to the next are smooth and are clearly planned and implemented.*
- **(S)** *Has all necessary materials and websites ready before beginning the lesson.*
- Includes appropriate learning targets (learning intentions/success criteria/ objectives, etc.) displayed on virtual materials for students.
- **(S)** *Plans for a variety of student activities during the course of one virtual instructional block.*
- **(A, S)** *Incorporates opportunities for student choice into lesson materials.*
- Uses student learning data, when available and appropriate, to guide planning.
- Plans using division curriculum and instructional models.

Comments:

Instructional Delivery: The teacher effectively engages students in learning during instruction by using a variety of instructional strategies in order to meet individual learning needs.
- **(S)** *Sets the stage for learning through welcoming students and providing a strong engage/hook for the day's learning.*
- **(A, S)** *Provides instructions for how to use platform tools and responds to questions (i.e., poll, chatbox, raise hand, verbal, etc.).*
- **(A, S)** *Designs lessons that are more student-centered than teacher-centered and engages learners in conversation, interaction, problem-solving, etc..*
- Clarifies, articulates, and reinforces specific learning targets (learning intentions/success criteria/ objectives, etc.) throughout the lesson.
- **(A, S)** *Uses technologies that are engaging, developmentally appropriate for students, and appropriate for the standard and learning targets.*
- **(S)** *Assesses lesson impact on students, and engages students in reflections during lesson closure.*
- **(A, S)** *Incorporates learning activities in which students interact with the teacher and with each other that are used appropriately and effectively throughout the lesson.*
- **(S)** *Establishes clear roles and responsibilities when group work is incorporated.*
- **(A)** *Students have access to and are able to use an electronic calendar solution (i.e., Google Calendar).*
- **(A)** *Students understand the class procedures for submitting assignments electronically.*

Comments:

Assessment of and for Student Learning: The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.
- Aligns student assessments with established curriculum standards and benchmarks.
- Uses a variety of assessment strategies that are appropriate for the content and the student population.
- Checks for understanding throughout the lesson and adjusts instruction as needed.

- Provides substantive and constructive feedback to students on their learning throughout the lesson.
- Uses clear rubrics, when appropriate, and provides meaningful feedback for students.
- Provides opportunities for students to engage in self-reflection on their own learning.

Comments:

Learning Environment (Behavior Management): The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
- **(S)** *Uses all of the necessary safety protocols for the online learning platform.*
- **(S)** *Uses features of the online learning platform (e.g., breakout rooms, chats, etc.) in an appropriate manner with both student engagement and safety in mind.*
- **(S)** *Welcomes students and has an opening routine at the beginning of class.*
- **(S)** *Incorporates a check-in or reflection activity to start the lesson.*
- **(S)** *Instructs students either to mute or unmute microphones as necessary during the course of the lesson and/or effectively manages the virtual classroom when all student microphones are unmuted.*
- **(S)** *Uses a variety of techniques to ensure all students are engaged with learning throughout the lesson.*
- **(S)** *Incorporates brain breaks and movement throughout the lesson in ways that are appropriate for students.*
- **(S)** *Uses platform tools appropriately to minimize distractions from learning.*
- **(S)** *Removes students from the virtual classroom only as a last resort.*

Comments:

Learning Environment (Social-Emotional Learning, Relationships, and Community): The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
- Teacher greets students by name, says names correctly, and calls students by their preferred names.
- Social emotional learning strategies are incorporated and woven throughout the instructional block on a regular basis.
- The teacher uses unplanned teachable moments to make social-emotional skill connections.
- The teacher demonstrates skills of listening and empathy.
- Teacher is able to address concerns and is responsive to students' needs.
- Opportunities for relationship and community building between the teacher and students and between students are intentionally used.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Utilizes culturally-responsive practices and displays and promotes cultural sensitivity: immediately addresses inappropriate and/or disrespectful behaviors and comments.
- Respects students' diversity, including language, culture, race, gender, socioeconomic status, and special needs.

Comments:

Professionalism: The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.
- **(S)** *Maintains camera at eye level to provide a more engaging experience.*
- Dresses professionally.
- **(S)** *Uses appropriate lighting. For best results, lighting should be in front, not behind the teacher.*
- **(S)** *Closes browser tabs that are not relevant or distracting in nature and/or not visible to students (i.e., email, which can cause unexpected noise).*
- **(S)** *Maintains a virtual background that is clutter-free and not distracting for learners.*
- **(S)** *Begins and ends lessons on-time.*
- **(S)** *Speaks clearly and audibly.*
- Plans the lesson/unit of instruction in collaboration with appropriate staff, when necessary.
- Feedback on assignments is clear, constructive, free of grammatical errors, and done in a timely manner.
- **(A)** *Assignments are posted at least 48 hours before they are due.*
- **(A)** *Descriptions for assignments/activities are detailed and provide all the information required to complete the assignment.*
- **(A)** *Assignments posted are organized by topics. There is an overall organizing structure to the order in which topics are posted (e.g., chronological, alphabetical) and does not appear to be overwhelming to students.*

Comments: