

Wisconsin Virtual School (WVS)

Performance Expectations for Teachers



The success of the Wisconsin Virtual School is directly related to the success of the students. The success of our students depends in large measure on the effectiveness of our teaching, the quality of our content, the learning environment we establish and the way the WVS teachers and the WVS administration function as a team.

The following performance objectives are established for Wisconsin Virtual School teachers. They will become the basis of a new performance evaluation for WVS teachers. The purpose of the performance evaluation is to improve the effectiveness of the program by providing constructive feedback and support based on the needs of individual teachers and the WVS faculty as a whole.

Being a WVS Teacher Means the Teacher Must:

- Hold a teaching license in the subject area and grade level of the online course
- Demonstrate a positive attitude towards online teaching and enthusiasm about being a member of the WVS team
- Comply with Wisconsin Virtual School/CESA #9 Education Acceptable Use Policy and Copyright Policy (GBD)
- Comply with and enforce Wisconsin Virtual School's Student Academic Integrity Policy
- Comply with Wisconsin laws and policies governing the privacy of student data and confidentiality
- Access the WVS campus (<http://www.wisconsinvirtualschool.org/login.htm>) and their email accounts regularly for announcements and discussions
- Participate in WVS professional development activities and meetings
- Understand and abide by the terms of their consultant contracts
- Submit invoices in a timely manner in the correct format
- Meet professional obligations on time

Managing the Online Class

Preparing

- Ensure that course version is accurate and complete and that you have all necessary teaching materials, contact WVS for assistance when needed
- Update syllabus, introductory announcements, webliography, course policies, instructor contact information, etc. as needed
- Send welcome email to each student with a reminder of course start date, required instructional materials (if applicable), and teacher contact information
- Post instructor contact information in the course in a prominent place

Getting Students Started and Engaged

- By the end of the first week after a student has appeared on the roster, verify that the student has begun work
- Verify student, family and school contact (LEG) information for each student
- Make contact with the Local Education Guide (LEG)
- Gather/review information about student schedule, background, etc. that will help you support and encourage the student
- Ensure that students can use the course tools and have completed the course orientation
- Review the Help resources available and how students use them
- Communicate high expectations for performance and behavior
- Take appropriate action for any student not engaged or ready to learn

Continually

- Respond to student, parent and school inquiries within 24-48 hours
- Acknowledge submission of work within 24-48 hours or as agreed between the WVS teacher and the student
- Post grades in a timely and consistent manner
- Check for WVS email at least once every 24 hours or as agreed between the WVS teacher and the student
- Post your virtual office hours, communicate with students when you will be available, or if there will be an absence or scheduled time off
- Be available to schedule email, telephone, instant messaging, or web conferences with WVS students, school level facilitator or LEG, parents or others as needed
- Maintain student work, instructor feedback and class communications inside the course to the extent possible
- Manage instruction with the goal that each student will complete the class on time
- Refer students to the dynamic scheduler to make adjustments in their course pace

Wrapping Up the Course

- Notify WVS if there appears to be a problem with a student completing on time
- Ensure that grade book is complete and accurate when class closes
- Send the final grade report to WVS support staff
- Save email communications with students for at least 30 days after the grade has been submitted

Instruction and the Learning Environment

- Improve learning by planned instruction
- Diagnose learning needs with assistance from the local school
- Prescribe content delivery by presenting concepts effectively, using real-world applications and activities that promote inquiry-based learning
- Vary instructional strategies to meet the needs of individual learners
- Provide students with opportunities to work to the limits of their interests and abilities
- Use group work to promote student interaction and to foster collaborative skills when possible
- Create a feeling of community and mutual respect

- Communicate clearly and in a positive manner high expectations for performance, participation and behavior
- Demonstrate proficiency in the selection and use of online course tools
- Demonstrate the appropriate use of technology to present curriculum
- Provide students with assignments and assessments that develop information literacy and technology skills
- Provide additional assistance to students who are struggling

Student Progress and Assessment

- Monitor and evaluate the effects of your student instruction
- Assess learning by maintaining an accurate and up to date grade book inside the online course
- Grade all submitted work within 72 hours with exceptions for students submitting more than one assignment in a 24 hour period
- Take actions to keep every student active and engaged, communicating with family, school and WVS as necessary to prevent failures and incompletes
- Inform WVS when a student has been inactive without reasonable explanation for more than seven days
- Advise Local Education Guide about progress and outcomes of individual students, include administrators, parents, and guardians as requested
- Submit final grade reports no later than the date required by the school or 7 days after course end date

Program Development and Professional Growth

- Provide constructive feedback and recommendations to WVS on course enhancements, instructional practice and policies, program administration and faculty support and development
- Participate in content and technology evaluations
- Establish professional growth objectives for becoming a more effective online teacher
- Participate in professional development opportunities when available throughout the year
- Develop a professional portfolio to include trainings attended, evaluations, feedback from students and local education guides

