

# GeorgiaBEST@School

<b>Frequency Observation Tool</b> <b>High School through Post-Secondary</b>					
Student Name:		Grade in School:			
School Name:		Teacher/Observer Name:			
Start Date of Observation Period:    /    / 20		End Date of Observation Period:    /    / 20			
<b>DIRECTIONS:</b>  The three headings in the red boxes are the components of GeorgiaBEST.  The items in the left column under each of the red box headings are the attributes or competencies or skills.  The information in the right column under each of the red box headings are the definitions or descriptions.  Please place a check mark ✓ in one of the four columns on the right to indicate evaluation of observed attribute, behavior or skill.		<b>Seldom Observed</b> <i>Needs immediate improvement</i>	<b>Observed Sometimes</b> <i>This attribute/competency/skill is observed on an infrequent basis; there is a clear development opportunity here</i>	<b>Observed</b> <i>This attribute/competency/skill is observed; please continue to focus on it so that it is observed consistently without exception</i>	<b>Consistently Observed</b> <i>This attribute/competency/skill is observed on a consistent basis; those in contact with this person would observe excellence in this area</i>
<b>Personal Characteristics</b>					
Attitude	The ability to demonstrate a positive, optimistic outlook; take responsibility for actions; use appropriate language; avoid gossip; show politeness; smile on a regular basis; to be enthusiastic and self-confident; take direction; to be eager and motivated to complete tasks.				
Initiative	The ability to be productive and show ambition; go above and beyond the minimum assignments or requirements; voluntarily start projects; attempt non-routine jobs and tasks; establish credibility; to be able to work independently; complete assigned tasks efficiently, effectively, and timely; the ability to work towards goals.				
Flexibility	The ability to adapt; display a teachable heart and willingness to change or compromise; to be receptive to new information; the ability to learn from mistakes for the benefit of self and the class.				
Organization	The ability to manage both one's self and one's own time and the time of others; use resources effectively; plan and prioritize school and personal life to meet goals and deadlines; the ability to overcome procrastination.				
Discipline	The ability to follow the chain of command; demonstrate good character; to be even tempered; behave appropriately; accept unavoidable interruptions and pressure; the ability to pay attention to details; display a high level of concentration even when assigned an unpleasant task; the ability to demonstrate grit and resilience.				
Integrity	The ability to demonstrate moral, ethical, loyal, trustworthy, and honest behavior; to be accountable and dependable; play fair; maintain confidentiality; do the right thing even when no one is looking; the ability to produce quality work; work to fulfill the mission of the organization; the ability to define personal values versus what is valued.				
<b>Interactions with Others</b>					
Respect	The ability to acknowledge and appreciate the opinions, property, and rights of others; value diversity and cultural differences; respond appropriately to those in authority; respond to feedback unemotionally and nondefensively; the ability to negotiate diplomatic solutions to interpersonal and school-related issues; acknowledge the economic, political, and social relationships that impact multiple levels of an organization; the ability to intervene when others demonstrate negative attitudes or disrespect and help them recognize the inappropriateness of their behavior.				

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<b>Effective Communication</b>	The ability to display appropriate listening, nonverbal, verbal, interpersonal, and written skills; send a consistent, clear, concise, and courteous message that is easily understood by the receiving party; ask questions, clarify or summarize, and provide feedback to ensure the message has been understood; the ability to read and interpret documents and instructions clearly and correctly; the ability to give and receive information and convey ideas and opinions with others.				
<b>Teamwork</b>	The ability to work collaboratively and cooperatively with others toward a common goal or success of the team; participate appropriately as a team member by assisting others or requesting help when needed; handle criticism, conflicts, and complaints appropriately; demonstrate leadership; relate well to others; take an interest in what others say and do in order to build relationships; contribute to the group with ideas, suggestions, and effort; the ability to participate in group decision-making.				
<b>Employer Expectations</b>					
<b>Attendance and Punctuality</b>	The ability to come to class/work every day on time; leave and return for meals and breaks on time; the ability to notify instructor/supervisor in advance of planned absences; make up work or assignments punctually; come to school/work prepared to work and to be successful.				
<b>Customer Service</b>	The ability to see the customer's point of view; handle customer complaints correctly; interact appropriately with customers; the ability to sell the company as well as the product by demonstrating exceptional service; listen attentively and provide undivided attention; identify and anticipate needs; make customers feel important and appreciated; convey sincerity; know how to apologize; give more than expected; follow through on promises; solicit regular feedback and encourage and welcome suggestions; the ability to treat internal customers well; show appreciation; communicate regularly with customers; demonstrate the power of "yes"; provide helpful, courteous and knowledgeable service.				

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Critical Thinking and Problem Solving	The ability to analyze facts and use a logical approach to form an accurate, objective decision or plan of action; recognize and clearly define a problem, determine the cause, identify, prioritize, and select alternatives for a solution, then implement the solution even for difficult or complex issues; evaluate and monitor progress and revise the plan as needed; the ability to identify resources needed to solve a problem; generate new ideas; consider the relative costs and benefits of potential actions to choose the most appropriate one; discover a rule or principle underlying the relationship between two or more objects and apply it to a new situation or when solving a problem; the ability to “think on one’s feet”, assess problems, and find well-thought out solutions within a reasonable timeframe; the ability to think critically and creatively, share thoughts and opinions; the ability to understand framework for sound ethical decisions.				
Technology Usage and Social Media Ethics	The ability to follow policy regarding use of personal technology while at school/work; demonstrate proper use of company technology; understand how one’s online actions and behavior can have far-reaching and long-lasting effects; understand the need for accurate online school/company information.				
Professionalism	The ability to act appropriately and display the character, conduct, standards, and behavior expected from a professional person; display appropriate language, dress, grooming and hygiene; acknowledge that appearance reflects on the image of the school/employer; the ability to display proper etiquette in meetings or at work- or school-related functions.				
Adherence to Policy	The ability to follow school/company rules, regulations, procedures, and directions especially those related to safety; display good workplace habits; keep assigned area neat and orderly; the ability to maintain equipment to ensure longevity and efficiency; determine causes of operating errors or equipment issues and decide what to do about it; take proactive measures to address unsafe practices or behaviors.				
<b>In order to attain a GeorgiaBEST@School participation certificate:</b>  (1)* The student <b>must</b> have an 80% overall average rating of “observed”. (2) The student <b>must</b> not have been suspended from school. (3) The student <b>must</b> maintain academically a “C” or higher cumulative GPA. (4) The student <b>must</b> meet or exceed the school’s satisfactory attendance requirements.  <i>*There are 15 attribute/competency/skill categories; the student <b>must</b> have been rated as “observed” or “consistently observed” in at least 12 of the 15 categories which is 80%.</i>  If a student is rated “seldom observed” in ANY category, the teacher should provide a performance improvement plan and work with the student to improve in that area by setting goals and a timeframe for achieving those goals. The student could still be eligible for a GeorgiaBEST participation certificate if he/she shows improvement by the next rating period and meets the other criteria listed above.		<b>Student had satisfactory performance and has been observed for a period of at least 90 days:</b>  Teacher’s Signature: _____  Student’s Signature: _____  Date: _____ (see page 4 for comments)			

