

Evaluators/Teachers Manual

Short Version

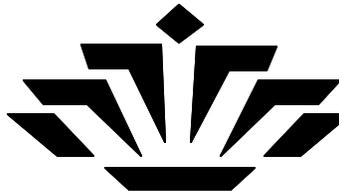
North Carolina

Experienced Teacher

Summative Evaluation System

TPAI-2000

The University of North Carolina at Charlotte



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This project was funded by the North Carolina Department of Public Instruction. All public schools in North Carolina are welcome to use all the materials in this manual.

Introduction

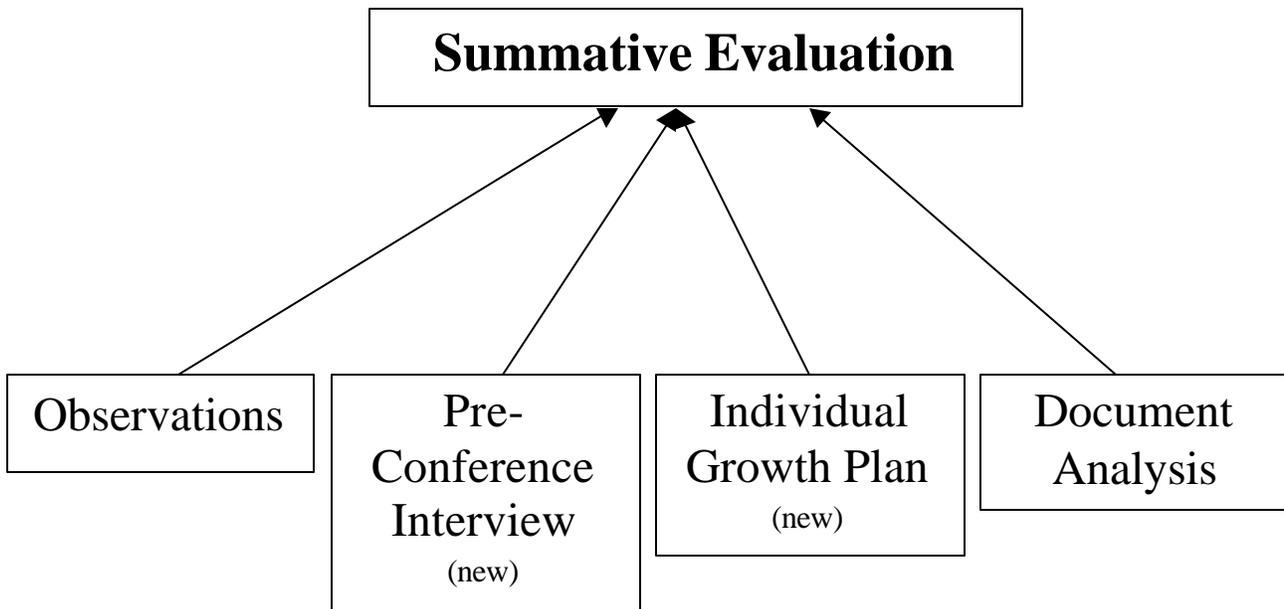
The experienced teacher evaluation instrument was developed in response to the North Carolina Senate Bill 1126, which required that all certified employees receive an annual evaluation. The evaluation must incorporate the North Carolina Teacher Evaluation Standards and include improving student achievement, employee skills, and employee knowledge. In addition, the instrument must be able to identify "unsatisfactory" and "below standard" performance.

The information in this manual provides evaluators and experienced teachers a description of the **summative** evaluation instruments and a summary of procedures. Feel free to copy or revise the forms to strengthen your teacher evaluation process. The forms and copies of the manual can be downloaded from the following web site:
<http://education.uncc.edu/cpflower/dpi/>

Summative Evaluation

The following sections describe the data sources and procedures for the summative evaluation. The experienced teacher is not required to use the forms. The important issue is to address the different components within each tool. The data sources for the summative evaluation are illustrated in Figure 1.

Figure 1
Data Sources for the Summative Evaluation



Teacher Performance Assessment Instrument (TPAI)

The Teacher Performance Assessment Instrument (TPAI) is a high inference assessment system developed by the North Carolina Department of Public Instruction and implemented in 1985. It is to be administered by school principals and other personnel **who received extensive training in its proper use**. The following description assumes that the reader is familiar with the original TPAI and has been trained in the use of the TPAI for beginning teachers. Modifications and additional data sources have been added to the original TPAI. Below are the seven modifications of the original TPAI.

1. **Modifications of Indicators.** Modifications of the indicators have been made to reflect the current research and standards in teaching. Lynn Bradshaw and colleagues from East Carolina University are the authors of the modified indicators. These indicators are the same indicators used for the beginning teacher TPAI.
2. **Rating Scale.** The rating scale has been modified for the experienced teachers. Previously the TPAI used a 6-point rating scale: unsatisfactory, below standard, at standard, above standard, well above standard, and superior. The suggested change in the rating scale for evaluating experienced teachers is a 4-point rating scale: unsatisfactory, below standard, at standard, and above standard. The rating scale is the same scale used for the beginning teacher.
3. **Decreased Observation Time.** A Snapshot version of the observational component of the TPAI has been developed that allows the evaluator to observe during a shorter period of time and more frequently when needed. One entire class period observation is required and at least two snapshots are required during the summative evaluation cycle.
4. **Scheduling of Pre- and Post-Conference.** A pre- and post-conference is only required for the entire class period observation or for Snapshots with "below" or "unsatisfactory" performance. In addition, the teacher or the evaluator can request a post-conference to clarify any confusion about the observation or the ratings.
5. **Pre-Conference Interview Protocol.** Questions asked during the pre-conference will require the experienced teacher to provide evidence of the alignment of the class objectives to the curriculum (standard course of study), alignment of objectives to the pacing guide, and differentiating of instruction for low and high-achieving students.
6. **Formal Observation Data Analysis (FODA) eliminated.** If an experienced teacher has a history of "at standard" or "above standard" the evaluators no longer have to complete the FODA. If an experienced teacher is rated "below standard" or "unsatisfactory," a FODA should be completed.
7. **Data are collected from the Individual Growth Plan (IGP).** The alignment of the teacher's efforts to the state, system, and school goals are reviewed and evaluated.

Modifications of the Original Indicators

Modifications of the indicators have been made to reflect the current research and standards in education. Lynn Bradshaw and colleagues from East Carolina University, are the authors of the modified indicators. These indicators are **the same indicators for the beginning teacher TPAI**. The modified indicators appear in **bold** type in Table 1.

Table 1
Modification of TPAI Indicators

<p>1. Management of Instructional Time</p> <p>1.1 Teacher has materials, supplies, and equipment ready at the start of the lesson or instructional activity.</p> <p>1.2 Teacher gets the class started quickly.</p> <p>1.3 Teacher uses available time for learning and keeps students on task.</p>
<p>2. Management of Student Behavior</p> <p>2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.</p> <p>2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities—whole class instruction, small group instruction, etc.</p> <p>2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.</p> <p>2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.</p> <p>2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.</p> <p>2.6 Teacher analyzes the classroom environment and makes adjustments to support learning and enhance social relationships.</p>

Table 1 (cont.)

<p>3. Instructional Presentation</p> <p>3.1 Teacher links instructional activities to prior learning.</p> <p>3.2 Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students.</p> <p>3.3 Teacher speaks fluently and precisely.</p> <p>3.4 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.</p> <p>3.5 Teacher assigns tasks and asks appropriate levels of questions that students handle with a high rate of success.</p> <p>3.6 Teacher conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.</p> <p>3.7 Teacher makes transitions between lessons and between instructional activities within lessons effectively and smoothly.</p> <p>3.8 Teacher makes sure that assignment is clear.</p> <p>3.9 The teacher creates instructional opportunities that are adapted to diverse learners.</p> <p>3.10 The teacher uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.</p> <p>3.11 The teacher uses technology to support instruction.</p> <p>3.12 The teacher encourages students to be engaged in and responsible for their own learning.</p>
<p>4. Instructional Monitoring of Student Performance</p> <p>4.1 Teacher maintains clear, firm, and reasonable work standards and due dates.</p> <p>4.2 Teacher circulates to check all students' performance.</p> <p>4.3 Teacher routinely uses oral, written, and other work products to evaluate the effects of instructional activities and to check student progress.</p> <p>4.4 Teacher poses questions clearly and one at a time.</p> <p>4.5 Teacher uses student responses to adjust teaching as necessary.</p>
<p>5. Instructional Feedback</p> <p>5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.</p> <p>5.2 Teacher regularly provides prompt feedback on out-of-class work.</p> <p>5.3 Teacher affirms a correct oral response appropriately and moves on.</p> <p>5.4 Teacher provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time.</p> <p>5.5 The teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>

Table 1 (cont.)

<p>6. Facilitating Instruction</p> <p>6.1 Teacher has long- and short-term instructional plans that are compatible with school and district curricular goals, the school improvement plan, the NC Standard Course of Study, and the diverse needs of students and the community.</p> <p>6.2 Teacher uses diagnostic information obtained from tests and other formal and informal assessment procedures to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <p>6.3 Teacher maintains accurate records to document student performance.</p> <p>6.4 Teacher understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty.</p> <p>6.5 Teacher uses available human and material resources to support the instructional program.</p>
<p>7. Communicating within the Educational Environment</p> <p>7.1 Teacher treats all students in a fair and equitable manner.</p> <p>7.2 Teacher participates in the development of a broad vision for the school.</p> <p>7.3 Teacher fosters relationships with school colleagues, parents, and community agencies to support students' learning and well-being.</p>
<p>8. Performing Non-Instructional Duties</p> <p>8.1 Teacher carries out non-instructional duties as assigned and/or as need is perceived to ensure student safety outside the classroom.</p> <p>8.2 Teacher adheres to established laws, policies, rules, and regulations.</p> <p>8.3 Teacher follows a plan for professional development and actively seeks out opportunities to grow professionally.</p> <p>8.4 Teacher is a reflective practitioner who continually evaluates the effects of his or her decisions and actions on students, parents, and other professionals in the learning community.</p>

Rating Scale

The rating scale has been modified for the experienced teachers. Previously the TPAI used a 6-point rating scale: unsatisfactory, below standard, at standard, above standard, well above standard, and superior. The suggested change in the rating scale for evaluating experienced teachers is a 4-point rating scale: unsatisfactory, below standard, at standard, and above standard. The rating scale is the same scale used for the beginning teacher. The rating scale and descriptors are contained in Table 2.

Table 2
TPAI Rating Scale

4 Above Standard

Performance is consistently high. Teaching practices are demonstrated at a high level. Teacher seeks to expand scope of competencies and undertakes additional appropriate responsibilities.

3 At Standard

Performance within this function area is consistently adequate/acceptable. Teaching practices fully meet all performance expectations at an acceptable level. Teacher maintains an adequate scope of competencies and performs additional responsibilities as assigned.

2 Below Standard

Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Teacher requires supervision and assistance to maintain an adequate scope of competencies and sometimes fails to perform additional responsibilities as assigned.

1 Unsatisfactory

Performance within this function area is consistently inadequate or unacceptable and most practices require considerable improvement to fully meet minimum expectations. Teacher requires close and frequent supervision in the performance of all responsibilities.

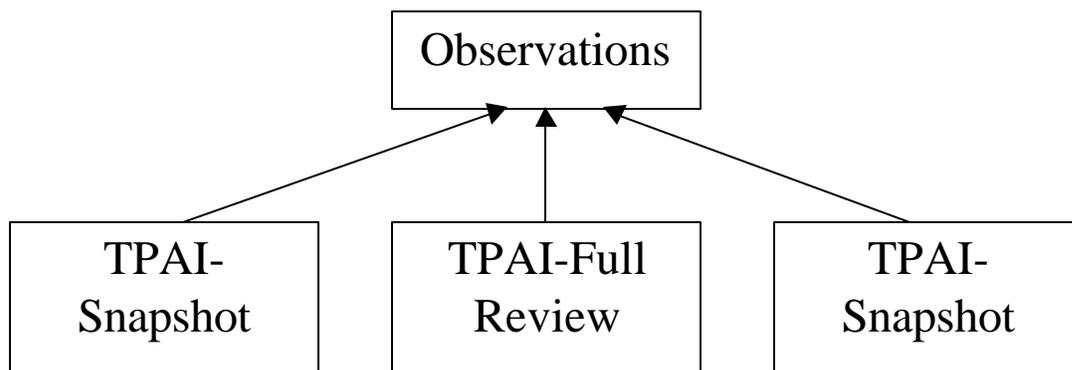
Observations

Typically, the most legally defensible types of data for evaluating teachers are those based on direct observation (Stiggins, 1986). Observation is the most authentic method of assessing a teacher's performance. There are two types of observations recommended for the experienced teacher: (1) TPAI-Full Review and (2) TPAI-Snapshot.

The **TPAI-Full Review** is an announced observation of an entire class period. Pre- and post-conferences are required. The **TPAI-Snapshot** is an unannounced observation. The evaluator drops into the experienced teacher's classroom to observe. There is no time limit for how long the evaluator needs to stay in the class, but the observer should have enough data to evaluate several of the TPAI major functions. A "not observed" scoring category is provided when the observer does not have an opportunity to observe or does not have enough data to evaluate that particular function. A pre-conference is not required. A post-conference is only required if the teacher scored "below standard" or "unsatisfactory" on any of the major functions. A copy of the evaluation form should be given to the teacher, and the teacher may request a conference for clarification if needed.

During the summative evaluation year, the experienced teacher should have at least one TPAI-Full Review and two TPAI-Snapshots. If the experienced teacher scores "below standard" or "unsatisfactory" more observations should be scheduled.

Figure 2
Observations Required for the Summative Evaluation Year



Pre-Conference Interview Protocol

Pre- and post-conferences are required for all announced observations. The pre-conference should be scheduled no more than two working days prior to the observation. The post-conference should be scheduled no more than two working days after the observation. A successful conference results from careful preparation by the teacher and the administrator. Below are lists of the activities that need to be completed by the evaluator and the teacher.

Evaluator Responsibilities

1. Scheduling the conferences
2. Identifying a location for the conference to be conducted (it is recommended that the conference be conducted in the teacher's classroom if possible)
3. Give the teacher a copy of the evaluation forms, standards, and procedures. This should be done at the beginning of the academic year for the teacher to prepare adequately.
4. Provide opportunity for the teacher to ask questions to clarify expectations

Teacher's Responsibilities

1. Ask questions to clarify any expectations or procedures
2. Organize material before the conferences -- the teacher should use material that is actually used and is not expected to develop new material for the evaluation

The following questions should be asked during the pre-conference. The teacher should be aware of the questions and is expected to organize the evidence to support the responses to the questions. The evaluator is **not** limited to these questions.

Pre-Conference Questions

1. What are the objectives for the lesson that I will be observing?
2. Show me how the objectives are aligned to the curriculum (or standard course of study)?
3. Show me a pacing guide and indicate where this lesson fits into the pacing guide?
4. Show me how these objectives relate to previous learning?
5. Show me how you establish a baseline for learning for this class?
6. Show me how you assess student achievement of the objectives—both informally and formally?
7. Show me how you differentiate instruction for low-achieving students? High-achieving students?
8. How do you involve the student's parents in their child's learning?
9. Are you planning to use technology to deliver instruction? If not, do you have other lessons that use technology to deliver instruction?
10. Are there any special problems, which are out of your control (with students, classroom facilities) that you would like me to be aware of?
11. Is there anything I need to know about the lesson before I observe?

Pre-Conference Scoring Rubric

The evaluator should be taking notes during the conference. Immediately after the conference is completed, the evaluator is asked to use the scoring rubric to score the evidence that was provided by the teacher. Below is the rubric.

1. Desired results for student learning are clearly defined and in agreement with the NC Standard Course of Study and appropriate End-of-Grade or End-of-Course tests			
Above Standard	At Standard	Below Standard	Unsatisfactory
Groups of students and/or individual student progress on specific <u>North Carolina Standard Course of Study</u> indicators are followed until mastery is achieved	Unit of study from the <u>North Carolina Standard Course of Study</u> are referenced in plan book and identified on assessments	Teacher can identify sections of the <u>North Carolina Standard Course of Study</u> for which he/she is responsible but cannot translate into lesson plans or student assessment	Teacher cannot find or does not use the <u>North Carolina Standard Course of Study</u>
2. A baseline for learning has been established			
Above Standard	At Standard	Below Standard	Unsatisfactory
Previous scores on state administered tests, standardized and/or local/teacher-made benchmark testing that encompasses learning levels on at least a 9 week basis are recorded and utilized to determine modifications for instruction.	Previous scores on state administered tests or standardized tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current level of student performance at the beginning of the year.	Teaching is directed by the <u>NC Standard Course of Study</u> as well as the textbook with no reference to prior student performance.	Teaching is directed by the textbook with no reference to the <u>North Carolina Standard Course of Study</u> or prior student performance.
3. Evaluation of student learning involves pre and post assessment			
Above Standard	At Standard	Below Standard	Unsatisfactory
Pre and post assessments are used to provide group and individual instruction where needed.	Pre and post assessments are a part of on-going classroom instruction.	Preassessments are not used. Postassessments are administered at the end of the instructional period.	Pre and post assessments are not used.
4. Parents are involved in their child's learning.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher informs parents of their child's progress and frequently plans activities that involve the parents.	The teacher informs parents of their child's progress and efforts have been made to involve parents in their child's learning.	The teacher only involves parents when their child is having difficulties.	No effort has been made to involve parents in the learning progress.
5. Technology and resources are used to deliver instruction.			
Above Standard	At Standard	Below Standard	Unsatisfactory
Available technologies and other resources are being used to enhance instruction in meaningful ways.	Available technologies and resources are used for instruction.	Limited use of available technologies and resources are noted.	No use of available technologies and resources are noted.

Post Observation Conference

As soon after the observation as possible (within 24 to 48 hours), a post-observation conference should be scheduled. The teacher and evaluator should decide on the location of the conference. The evaluator should bring their notes of the observation but should not have completed the formal documentation. The evaluator should review the notes with the teacher and listen to the teacher's response to the notes. The teacher should be given the opportunity to clarify possible misunderstandings.

Individual Growth Plan

The Individual Growth Plan (IGP) is used to collect information that demonstrates the alignment of the teacher's efforts to the system and school goals. Because teachers have very different roles in the school, the IGP will vary from teacher to teacher, but the evaluation of each teacher needs to be consistent. IGPs are required for all teachers in the state of North Carolina and are part of the process of making license renewal more rigorous.

Procedures

During the beginning of the year orientation, the teacher should receive a copy of the system and school goals, IGP form, IGP scoring rubric, and be given an opportunity to ask clarifying questions. If the teachers are not familiar with the terminology included in the rubric or need additional help regarding specific parts of the rubric, assistance must be given.

Initial Conference

The principal or principal's designee will meet with the teacher to evaluate the teacher's **strategies, expected outcomes/goals**, and **personal assessment**. All outcomes should be **relevant** to the school and/or teacher's job and **specific** enough to obtain a **measurable** outcome. Examples of how to write goals should be provided to the teacher, and assistance should be given if a teacher asks. The scoring rubric should be used to rate each outcome. Scores of "below standard" or "unsatisfactory" will result in the teacher having to modify the IGP.

Mid-Year Conference (Peer Review)

All experienced teachers should document their progress towards their established goals. The mid-year review will provide an opportunity for a peer/peer committee to review the experienced teacher's progress and share suggestions and recommendations. If a teacher is on an action plan, the principal or principal's designee will meet one-on-one with the teacher to evaluate mid-year progress and provide guidance if needed. The scoring rubric should be used to rate each outcome.

End-of-Year Conference

The principal or principal's designee will meet with the teacher to evaluate end-of-year progress and focus for next year. The scoring rubric should be used to rate each outcome.

The scoring rubric for rating the IGP is on the next two pages.

Scoring Rubric for Individual Growth Plan

Initial Review of IGP	
1. The teacher's strategies support the school improvement plan and classroom goals.	
Acceptable	Modification Needed
All strategies are aligned with the goals and support the school improvement plan.	Some strategies are not related to the goals.
2. The expected outcomes are measurable and related to the teacher's strategies.	
Acceptable	Modification Needed
The outcomes are measurable and related to specific strategies.	The outcomes are poorly defined and difficult to link to identified strategies.
3. The teacher has identified personal/profession strengths, areas to be strengthened, and personal/professional enrichment goals.	
Acceptable	Modification Needed
The teacher has identified personal strengths and areas to be strengthened. The personal enrichment goals are related to the teacher's overall performance on previous evaluations and/or school improvement goals.	The teacher has identified personal strengths, areas to be strengthened, and personal enrichment goals that are unrelated to the teacher's overall performance on previous evaluations and/or school improvement goals.

Mid-Year Review of IGP			
1. The teacher has provided evidence that supports progress towards expected strategy outcomes, and/or has modified goals with proper justification and approval.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports progress towards goals. If evidence indicates the goals may not be met, the teacher provides modifications that should be approved in advance. Progress towards goals relates to <u>leadership</u> roles or <u>initiatives</u> is evident.	The teacher has provided evidence that supports progress towards goals. If evidence indicates the goals may not be met, the teacher provides modifications that were approved in advance.	The teacher has provided minimal progress towards goals.	No evidence of progress towards goals has been made.
2. The teacher has made consistent progress towards personal/professional enrichment goals.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports progress towards personal/professional enrichment goals. If evidence indicates the goals may not be met, the teacher provides modifications that were approved in advance. <u>Expertise</u> development is evidenced by products or presentations that are <u>shared</u> with colleagues.	The teacher has provided evidence that supports progress towards personal/professional enrichment goals. If evidence indicates the goals may not be met, the teacher provides modifications that were approved in advance.	The teacher has provided evidence of minimal progress towards personal/professional enrichment goals.	No evidence of progress towards personal/professional enrichment goals is indicated.

End-Of-Year Review of IGP			
1. The teacher has successfully achieved or has consistently shown progress towards school improvement plan.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports <u>consistent</u> progress towards or achievement of goals. If evidence indicates the goals were not met, the teacher justifies modifications needed and suggestions for next year's strategies. Evidence is provided for assistance given to colleagues in personal and/or school goal attainment.	The teacher has provided evidence that supports <u>consistent</u> progress towards or achievement of goals. If evidence indicates the goals were not met, the teacher justifies modifications.	The teacher has evidence of minimal progress towards goals.	The teacher has no evidence of progress towards goals.
2. The teacher has successfully achieved or has consistently shown progress towards personal/professional enrichment goals.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports <u>consistent</u> progress towards or achievement of personal/professional enrichment goals. If goals were not met, the teacher justifies modifications needed and suggestions for next year's strategies. Products or presentations that are <u>shared</u> with colleagues evidence expertise development.	The teacher has provided evidence that supports <u>consistent</u> progress towards or achievement of goals. If evidence indicates the goals were not met the teacher justifies modifications needed.	The teacher has evidence of minimal progress towards goals.	The teacher has no evidence of progress towards goals.
3. The teacher has used the information from this year's personal/professional goals and decided on next year's focus.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has used the experience from this year to plan next year's focus. The focus is related to the teacher's position. Additionally, the teacher has plans for direct leadership responsibility or initiative for the upcoming year.	The teacher reports next year's focus, which is related to this year's performance and/or next year's school improvement goals.	The teacher reports next year's focus but it does not relate to this year's performance and/or next year's school improvement goals.	The teacher does not report next year's focus.
4. The number and list of license renewal credits are provided.			
Above Standard	At Standard	Below Standard	Unsatisfactory
License renewal credits are sufficient for continued employment and staff development completed relates directly to professional, personal and/or school improvement goals. Additionally, the teacher has shown initiative in accomplishing school improvement goals, has conducted workshops, training, or served as a mentor.	License renewal credits are sufficient for continued employment and staff development completed relates directly to professional, personal and/or school improvement goals.	License renewal credits are sufficient for continued employment but have no direct relationship to teaching assignment or self-improvement goals.	License renewal credits are insufficient for continued employment and/or not in keeping with agreed upon improvement goals.

TPAI Scoring

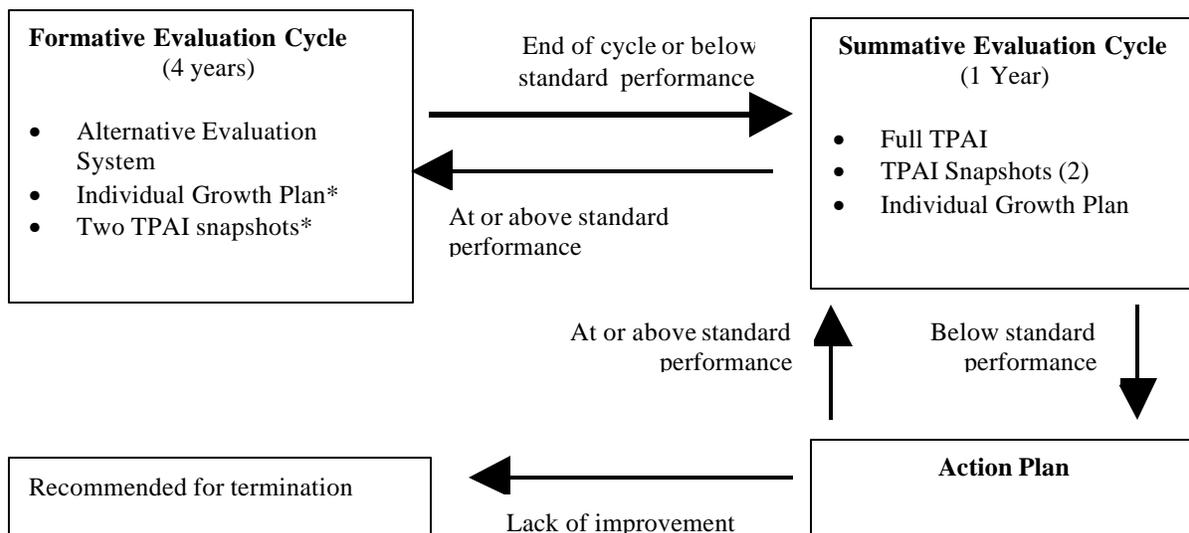
Teacher evaluation is a very difficult process. Successful teaching is an integration of complex skills. The evaluator is being asked to judge a teacher's performance by examining partial decontextualized information rather than collected performances. It is recommended that a more holistic and integrative approach be used to evaluate the experienced teacher. The evaluator seeks to understand the whole in light of its parts, repeatedly testing interpretations against available evidence, until each of the parts can be accounted for in an coherent integration of the whole (Bleicher, 1980).

Evaluation should never be based on one item of data. Multiple data sources using multiple methods will improve the quality of the evaluation and provide a more complete picture of the teacher's performance. A summative report that aggregates all the data collected during the summative evaluation year is only required if a teacher is performing below standard or if the local educational agency requires a final summative report.

Evaluation Procedure

It is recommended that the experienced teacher with a history of satisfactory performance have a summative evaluation **once every five years**. This would allow the summative evaluation to coincide with the license renewal and the Individual Growth Plan cycles. The administrator always has the option of placing an experienced teacher on the summative evaluation cycle if poor performance has been observed and documented. Most experienced teachers will experience the most professional growth during the formative evaluation cycle. Below is a figure of the suggested evaluation cycles.

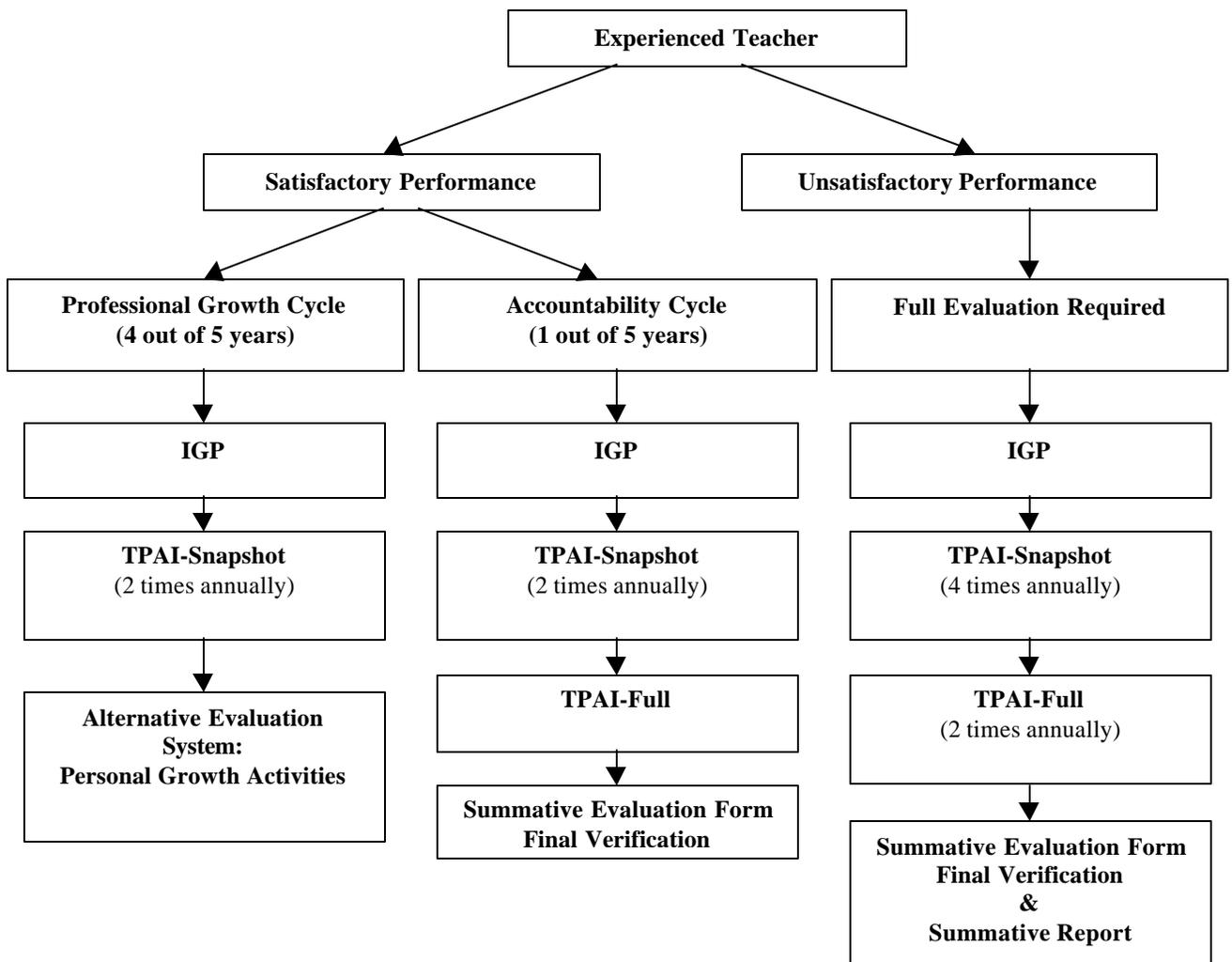
Figure 3
Evaluation Cycles



Two of the instruments of accountability, the TPAI Snapshot and Individual Growth Plan (IGP), are required annually for all experienced teachers. These summative data collected during the formative evaluation cycle are used for screening the experienced teacher's performance. If problems are noted, the experienced teacher should be placed on the summative evaluation cycle.

The TPAI Full Review must be administered at least once in a five-year cycle unless the experienced teacher's performance has been rated "unsatisfactory" or "below standard" in the previous year. Ratings of "unsatisfactory" or "below standard" would result in a required formal classroom observation.

**Figure 4
Cycle and Data Requirement for the Experienced Teacher Evaluation**



Implementing the Evaluation Plan

During the first year that the evaluation plan is implemented, **all** experienced teachers should begin the process on a formative evaluation plan. This year should be used to train teachers and administrators on the summative evaluation plan. Activities that allow the teacher to self-assess and have peer assessments using the instrument in the summative evaluation should be planned and monitored by the administration. If possible, the administrator should conduct mock evaluations with the experienced teachers and discuss their interpretation of the scoring rubric. During the initial implementation year, a dialogue that clarifies evaluation expectations between administration and experienced teachers is essential for a trusting relationship. For the summative evaluation, all procedures need to be implemented uniformly for all experienced teachers.

There are four steps during the summative evaluation year: (1) orientation, (2) initial review, (3) mid-year review, and (4) end-of-year review. At each step of the evaluation, the teacher should be provided information concerning expectations and feedback concerning his or her performance. The following sections describe the activities during each step.

Orientation

The first step in the evaluation plan is to orient all experienced teachers to the evaluation process. The teachers must be provided an explanation and copy of all the evaluation forms and procedures. In addition, the teacher should be provided a copy of all the system and school goals, school improvement plan, system and school policies, and Summary Goal Report. The experienced teacher will be notified of the evaluation cycle for the upcoming year. The administration is responsible for ensuring that all teachers are aware of evaluation expectations and have been trained in developing an Individual Growth Plan. Teachers should be encouraged to ask questions in order to avoid misinterpretation of procedures or expectations.

Initial Phase: First Six Weeks of the School Year

During the initial phase, the experienced teacher completes the planning for the year. The following information is needed for the summative evaluation.

IGP - The experienced teacher identifies the strategies that support the School Improvement Plan, expected outcomes, target date for outcomes, personal/professional strengths, areas to be strengthened, and personal/professional enrichment goals. Then, a peer and the principal or the principal's designee evaluate the IGP using the scoring rubric. The teacher should be given an opportunity to modify the IGP after the initial review. A narrative section provides an opportunity for comments from the experienced teacher and the evaluators.

Observation - During the first half of the academic year a TPAI-Snapshot should be completed. An observation should be done early in the academic year if the experienced teacher has a history of "below standard" or "unsatisfactory" performance. A TPAI Full Review can be completed any time during the academic year.

Mid-Year Review (Optional for “at” and “above” standard teachers)

A good evaluation system provides immediate feedback to teachers concerning their performance. Because of the time requirement placed on the evaluators, the mid-year review is optional for experienced teachers who have demonstrated “at” or “above” standard performance.

IGP - The experienced teacher will document evidence of (a) progress toward the school improvement plan; and (b) personal/professional goals. Then, a peer (or team of peers) will review and evaluate the IGP. If the experienced teacher has been rated "below standard" or "unsatisfactory" an administrator will evaluate the IGP at mid-year.

End-of-Year Review

IGP - The experienced teacher will document evidence of (a) progress toward the School Improvement Plan; (b) an analysis, interpretation, and reflection of progress; (c) progress toward personal/professional goals; (d) the focus for next year; and (e) license renewal credits completed. Then, the principal or the principal's designee will evaluate the IGP using the scoring rubric. Additionally, the principal or the principal's designee will evaluate the experienced teacher's compliance with the school's policies and procedures.

Final Verification - The final verification form should be completed for all teachers in the summative evaluation year. A summative report is required for teachers with "below standard" or "unsatisfactory" performance. The summative report should aggregate annual data (i.e., observations, conferences, IGP, and other data sources) collected within each major function.

Effective Evaluations

Teacher effectiveness is the most important factor in the academic growth of students (Sanders & Horn, 1998). Teacher quality is more strongly related to student achievement than class sizes, overall spending levels, or teacher salaries (Darling-Hammond, 2000). School administrators interested in improving student achievement need to have a positive impact on the quality of their teachers.

Effective teacher evaluations require a mutual trust between the teacher and the evaluator. The evaluator should be both a coach and a referee. Teacher evaluation is not a "got-cha" process but a method for improving the quality of instruction. Excellent teaching is not an end product but a continuous process.

The following recommendations will help create a climate for effective evaluations:

- **Use multiple evaluators**—this will protect against possible personal biases
- **Use multiple data sources and methods**—this will provide a more complete picture of what a teacher can do
- **Provide explicit criteria**—all teachers should know what is expected and the level of performance that is expected. There should be no surprises.
- **Distinguish between matters of teaching style and matters of substance**—teaching style is a matter of choice and comfort, and what works for one teacher with one set of students may not work for another. Focus on the most important attributes of performance.
- **Use the systematic procedures to enable accurate observations and recording of data**
- **Have all evaluators trained on using the evaluation tools**—this is a must!
- **Communicate**--Give instant feedback when appropriate and allow the teacher to respond. All communication is a two-way process and should be conducted in a professional manner.