

Technical Manual

North Carolina

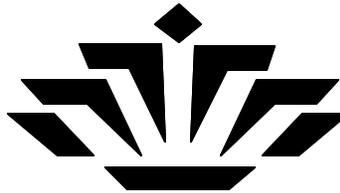
Experienced

Teacher

Summative Evaluation System

TPAI-2000

The University of North Carolina at Charlotte



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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. The manual includes six sections: 1) Philosophy and Purpose, 2) Summative Evaluation, 3) Formative Evaluation, 4) Combining Evaluation Procedures, 5) Evaluation Procedures, 6) Tips for Evaluators, and 7) Technical Information.

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/>

Philosophy and Purpose

Effective evaluation is an integral component in the process of improving teaching and learning. An effective evaluation program results when teachers are treated as professionals as well as when evaluators are successful in using evaluation to reinforce effective practices and to improve teaching. The two purposes of the experienced teacher evaluation process are: (a) *accountability and quality assurance*, used for making decisions about retention and re-employment and for maintaining quality educational opportunities for all students; and (b) *professional growth*, used to identify areas where development can improve professional and instructional effectiveness.

Table 1
Purposes of Evaluation

<u>Purposes</u>	<u>Actions</u>	<u>Interested Parties</u>	<u>Standards</u>	<u>Types of Evaluation</u>
Accountability and Quality Assurance	Remediation Retention/Re-employment	District	Minimal Competency	Summative Evaluation
Professional Growth	Personal decisions	Experienced Teacher	Personal Standard	Formative Evaluation

This manual presents the summative evaluation procedures and examples of possible formative evaluation techniques. It is **strongly suggested** that all school systems have a structured formative evaluation system, also called an **alternative evaluation system**, in combination with a summative evaluation system. Additional resources for developing an alternative evaluation system can be found through SouthEastern Regional Visions for Education (SERVE, P.O. Box 5367, Greensboro, NC 27435, (910) 334-3211, (800) 755-3277). Most of the North Carolina Local Educational Agencies can receive free resources from SERVE to assist in the development of an alternative evaluation system.

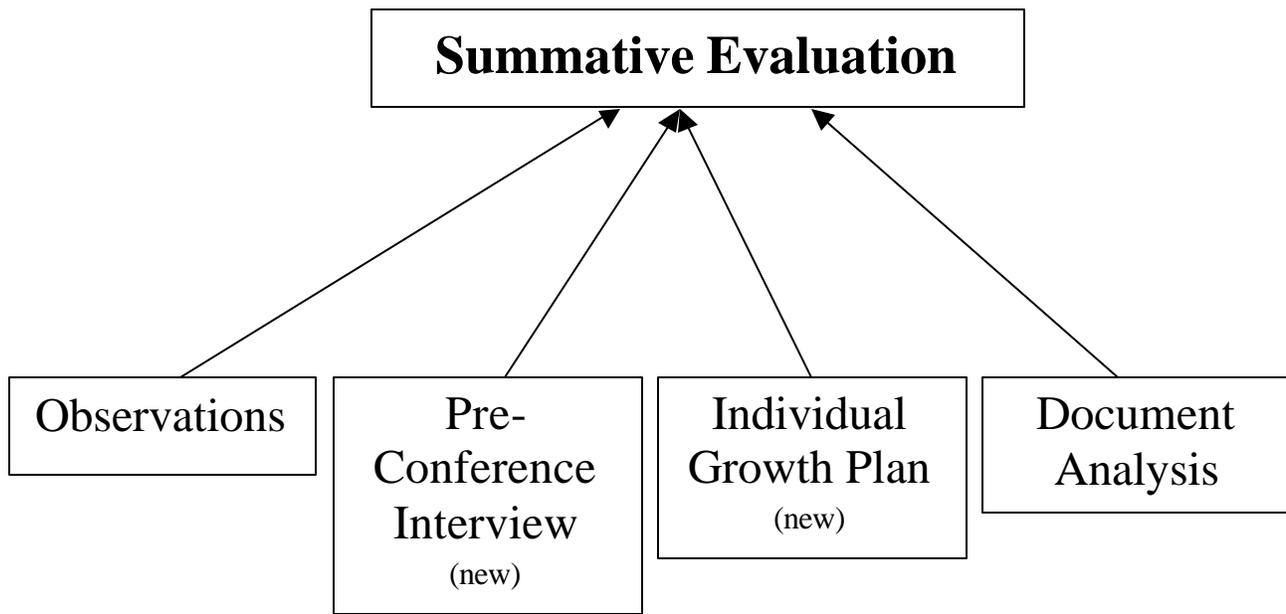
Summative Evaluation: Accountability

Although accountability sometimes increases teachers' anxiety because of the high-stakes decisions that are based on the results, it is important to realize that most experienced teachers will *not* be affected by the accountability component of the evaluation. Some teachers may be skeptical of the need for this part of the evaluation. However, the teaching profession has been subjected to recent attacks from legislators and the general public regarding the poor quality of some teachers. To defend against these attacks, every teacher must be able to demonstrate at least minimal levels of competency, and all evaluators should provide evidence for quality assurance.

The accountability section of the experienced teacher evaluation system serves the interests of the district and the community by ensuring compliance with minimal standards. Research, combined with years of classroom practice, has identified acceptable standards of performance in the area of teacher effectiveness. Although most of these standards are associated with the performance of beginning teachers, many are applicable to experienced teachers.

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 2.

Table 2
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 2 (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 2 (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 3.

Table 3
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

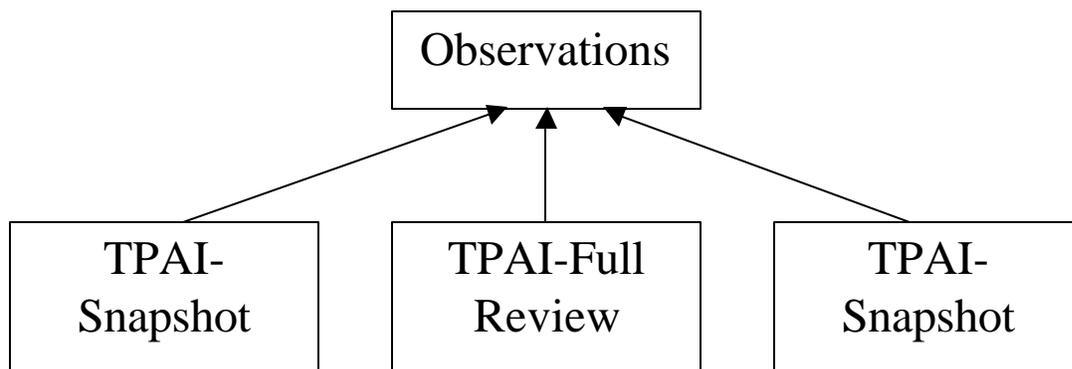
Typically, the most legally defensible types of data for evaluating teachers are those based on direct observation (Stiggins, 1986). Observation is the most authentic method of assessing a teacher's performance. There are two types of observations recommended for the experienced teacher: (1) TPAI-Full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

The **TPAI-Full Review** is an announced observation of an entire class period. Pre- and post-conferences are required. A copy of a TPAI-Full Review scoring form can be found in **Appendix A**. Evaluators are not required to use the provided form, and may want to modify the form to better meet their needs.

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. Copies of the TPAI-Snapshot long and short forms are located in **Appendix B**.

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. A copy of an interview protocol and evaluation form can be found in **Appendix C**.

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. A matrix of additional data sources for the summative evaluation can be found in **Appendix D**.

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.

State License Renewal Process

The license renewal standards were adapted by the North Carolina State Board of Education on May 5, 1998. The standards for license renewal require a minimum of 150 hours (15 renewal credits) of professional development, documented in an Individual Growth Plan, and implemented within a five-year period. This plan should be:

- Focused on one's licensure area or job responsibility
- Aligned to the State Board of Education's strategic priorities (higher student achievement, safe and orderly schools, quality administrators/teachers, and effective/efficient organizations)
- Addressing the school or district's strategic priorities and improvement plan
- Developing technology competence that is aligned to technology standards adopted by the State Board of Education, and
- Encouraging peer and supervisor review on an annual basis

One renewal credit is earned for each year of full-time teaching completed during the five-year license renewal period.

The license renewal process includes a formal Individual Growth Plan (IGP) submitted to the employee's supervisor and/or a School or District Improvement Committee for approval. The IGP must address goals, implementation strategies, timelines, results, and job impact. The supervisor examines the progress of these goals annually.

Directions for Completing the License Renewal Plan

1. The license renewal plan is to be based on on-going self-assessment and reflection, and aligned with the State Board of Education, LEA, and school-level strategic goals.
2. At the beginning of each renewal cycle, the certified staff member will identify his/her strengths, areas in need of further strengthening, and individual growth goals. Based on this assessment, he/she will prepare a plan for the renewal cycle.
3. A team of peers (e.g., grade level, departmental, and/or interdisciplinary teams) will be designated to review the plan with the individual certified staff member.
4. The certified staff member's supervisor will also review the plan.
5. On at least an annual basis, progress in meeting the individual growth goals is to be reviewed with the team of peers and supervisor.

6. At the conclusion of the renewal cycle, with verification of satisfactory completion of the renewal plan and continued satisfactory performance, a recommendation for licensure renewal will be forwarded by the LEA to the Department of Public Instruction on behalf of the certified staff member.
7. Certified staff members who leave employment with one LEA and are employed with another LEA may have their renewal plans transferred at the discretion of the new LEA.

Copies of the IGP forms and scoring matrix used in the 1999-2000 pilot study are contained in **Appendix E**. School systems are not required to use the forms provided, but a structured system for evaluation and procedures for providing immediate feedback to the teacher should be established.

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. The teacher is not required to use the IGP form provided in this document and may find it necessary to attach supporting documents. 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.

The teacher should feel free to attach any supporting documentation or evidence.

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' 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.

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 a 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. The data sources for evaluating each function are contained in Table 4.

Table 4
Data Collection Sources Within Functions

	Observations	Interview	IGP	Document Analysis
1. Management of Instructional Time	✓	✓		✓
2. Management of Student Behavior	✓			✓
3. Instructional Presentation	✓	✓		✓
4. Instructional Monitoring of Student Performance	✓	✓	✓	✓
5. Instructional Feedback	✓	✓		✓
6. Facilitating Instruction	✓	✓	✓	✓
7. Communicating within the Educational Environment	✓	✓	✓	✓
8. Performing Non-Instructional Duties	✓		✓	✓

The following page contains a form for documenting the completion of the summative evaluation process.

Experienced Teacher Summative Evaluation Form Final Verification

Teacher: _____ Year: _____

School: _____

	Date Completed	Evaluator	Comments
TPAI-Full			
Pre-Conference			
Post-Conference			
TPAI-SS			
TPAI-SS			
IGP			

All indicators were "at" or "above" standard. ____ Yes ____ No

() Recommend for continued employment

() Action Plan initiated

Teacher's Comments: Teacher's Signature: _____ Date: _____	Evaluator's Comments: Evaluator's Comments: _____ Date: _____
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Attachments: Documentation of evaluation.

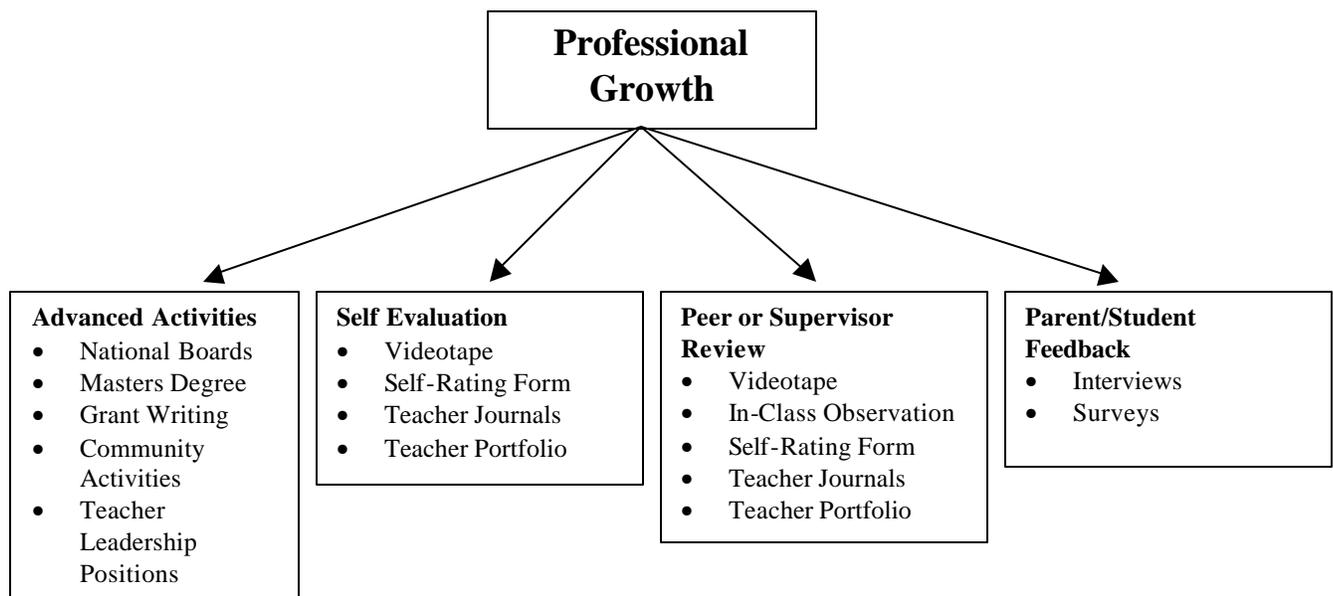
Formative Evaluation: Professional Growth

Teachers cannot be obligated to "attain excellence," however lofty such a goal might seem, because there is not a universally acceptable definition of excellent performance (Stiggins, 1986). While standards of minimum competence can be defined and applied uniformly to all teachers, this is not true of excellence. Professional growth is a very personal decision and varies from teacher to teacher. The American Federation of Teachers (AFT) characterizes professional development as a "continuous process...[that] should empower individual educators and communities of educators to make complex decisions, identify and solve problems, and connect theory, practice, and student outcomes." (Teachers, 1995)

It is **strongly suggested** that all school systems have a structured formative evaluation system, also called an alternative evaluation system, in combination with a summative evaluation system. In addition, the experienced teachers need to have a voice in what type of formative evaluation method they would like to participate. This manual does not provide enough information for school systems to develop an alternative evaluation system. Additional resources can be found through SouthEastern Regional Visions for Education (SERVE, P.O. Box 5367, Greensboro, NC 27435, (910) 334-3211, (800) 755-3277). Most of the North Carolina Local Educational Agencies can receive free resources from SERVE to assist in the development of an alternative evaluation system.

The tools included in this manual are examples of methods that have been used in previous formative evaluations. Figure 3 illustrates **possible indicators** and activities for professional growth. See Appendix F for detailed examples of these activities.

Figure 3
Potential Activities for Professional Growth



Controversy of Combining Summative and Formative Evaluation Data

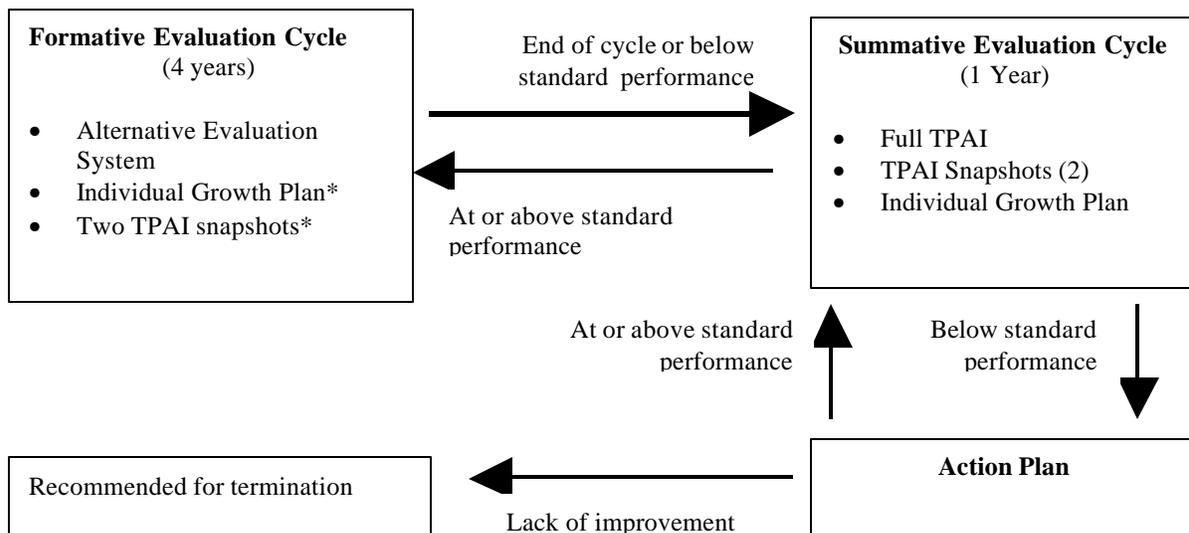
Combining purposes, accountability and professional growth, into one evaluation system is very controversial. Data for accountability are used to make high-stakes decisions concerning the experienced teacher's career. The experienced teacher should put her or his best foot forward and “show off” the best she or he has to offer. For professional growth, the experienced teacher is asked to take risks and explore new and different techniques. The experienced teacher needs to feel comfortable and know that these data will not be used to make high-stakes decisions.

In this evaluation system, the professional growth data are not to be used against the experienced teacher. The evaluator should review the formative data collected from the professional growth evaluation and assist the experienced teacher in meeting his or her professional goals. Data collected are either summative or formative and should not be mixed.

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.

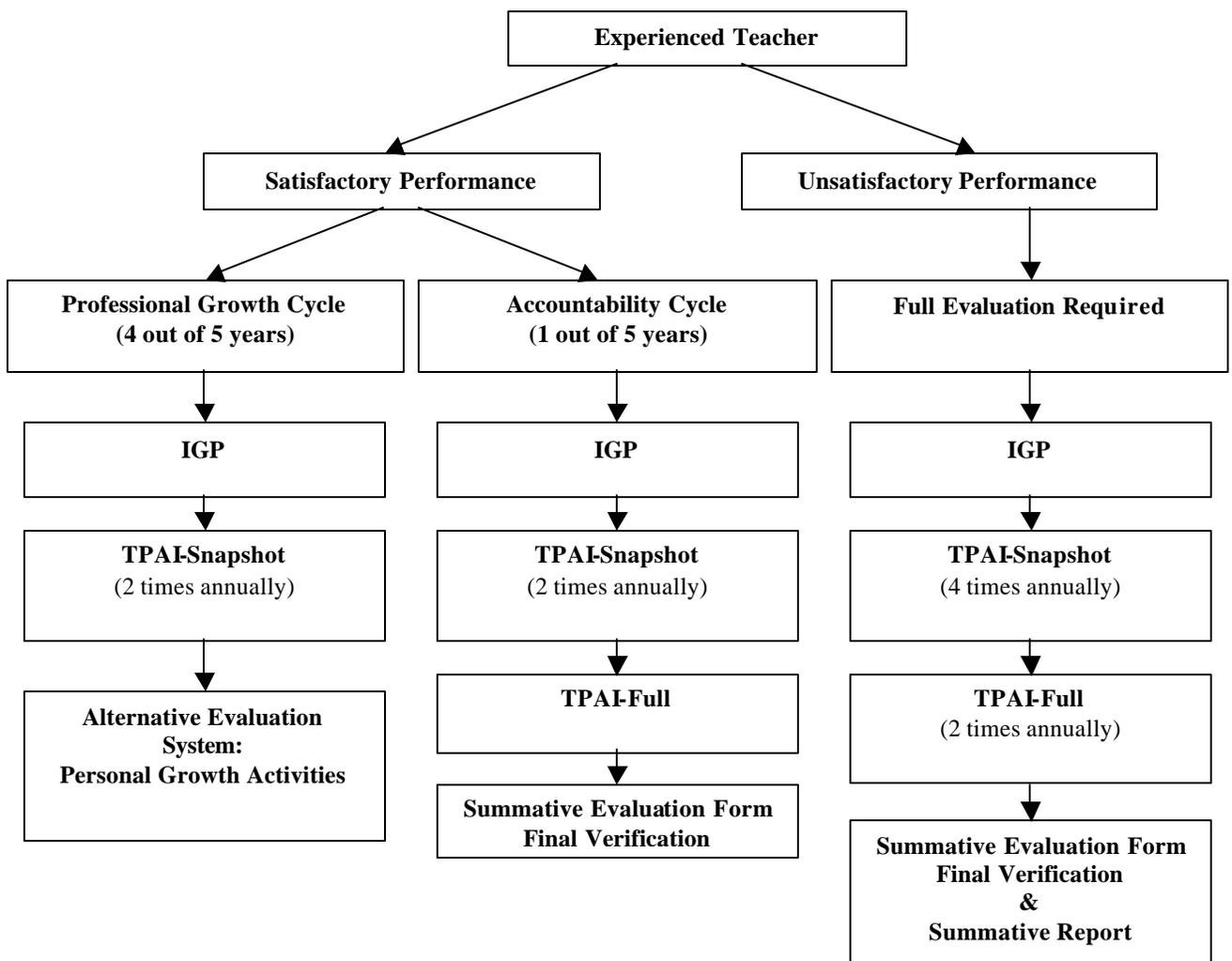
**Figure 4
Evaluation Cycles**



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. The evaluation cycles and data requirements for the experienced teacher's evaluation are listed in Figure 5.

Figure 5
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. The first 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 all the annual data (i.e., observations, conferences, IGP, and other data sources) collected within each major function.

A checklist of activities for each of the experienced teacher evaluation cycles is contained in Table 5.

Table 5--Checklist of Evaluation Activities

	<u>Formative Evaluation Cycle</u>		<u>Summative Evaluation Cycle</u>		<u>Unsatisfactory Performance</u>	
Orientation	1. Receive copies of school improvement plan and school/system policies 2. Clarify evaluation expectations		1. Receive copies of school improvement plan and school/system policies 2. Clarify evaluation expectations		1. Receive copies of school improvement plan and school/system policies 2. Clarify evaluation expectations	
Initial Review (during the first 6 weeks of the school year)	3. Complete the IGP initial review		3. Complete the IGP initial review		3. Complete the IGP initial review	
	4. Complete one TPAI Snapshot (any time during the first semester)		4. Schedule and complete a full TPAI review with pre - and post-conferences (this should be done at any time during the school year)		4. Schedule and present Student Growth Indicator (SGI) information for initial conference	
	5. Plan formative evaluation activities		5. Complete one TPAI snap-shot (any time during the first semester)		5. Schedule and complete a full TPAI review (any time during the first semester)	
					6. Complete two TPAI snap-shot (any time during the first semester)	
Mid-Year Review	6. Complete the IGP mid-year review (peer review)		7. Complete the IGP mid-year review (peer review)		7. Complete the IGP mid-year review	
	7. Complete one TPAI Snapshot (any time during the second semester)		8. Complete one TPAI snap-shot (any time during the second semester)		8. Schedule and present Student Growth information for mid-year conference	
	8. Update on all professional growth activities				9. Schedule and complete a full TPAI review (any time during the second semester)	
					10. Complete two TPAI snapshots (any time during the second semester)	
End-of-Year Review	9. Complete the IGP end-of-year review		9. Complete the IGP end-of-year review		11. Complete the IGP end-of-year review	
	10. Complete all work for professional growth		10. Complete all work for summative report		12. Schedule and present Student Growth information for end-of-year conference	
					13. Notification for next years evaluation	

Tips for Evaluators

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**--to help evaluators keep track of the evaluations needed in their school, a tracking form is located in **Appendix G**.
- **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.

Technical Information

The following section describes the instrument development procedure and the validity and reliability study. Data were collected during the 1999-2000 academic year in three North Carolina school systems. A total of 152 experienced teachers and 43 administrators participated in the instrument development and evaluation process.

Validity and Reliability

Establishing validity is a matter of accumulating evidence for the meaningfulness, usefulness, and appropriateness of the instrument scores for making inferences. The methods of establishing validity of an instrument's scores can be grouped into three categories—content validity, construct validity and criterion-related validity.

Content validity is concerned with the degree to which the content of the instrument is representative of the appropriate universe of behaviors and is typically investigated by using expert opinions, review of literature, and alignment of the content of the instrument to established standards. This project used all these methods to provide evidence of content validity.

Construct and criterion-related validity are statistical methods for investigating hypothesized relationships between the scores on the instrument and other measures believed to be related to the construct of interest. These methods are dependent on variability in the data; that is, the instruments are administered to teachers with a wide range of ability levels to produce a wide range of scores. In selecting teachers to participate in this project, administrators were instructed to select their best performing teachers and continue with the previous evaluation system with the teachers that were having difficulties. The research team did not want high-stakes decisions to be based on an instrument that was being pilot tested. Therefore, only high performing experienced teachers participated in this project and construct and criterion-related validity were not examined.

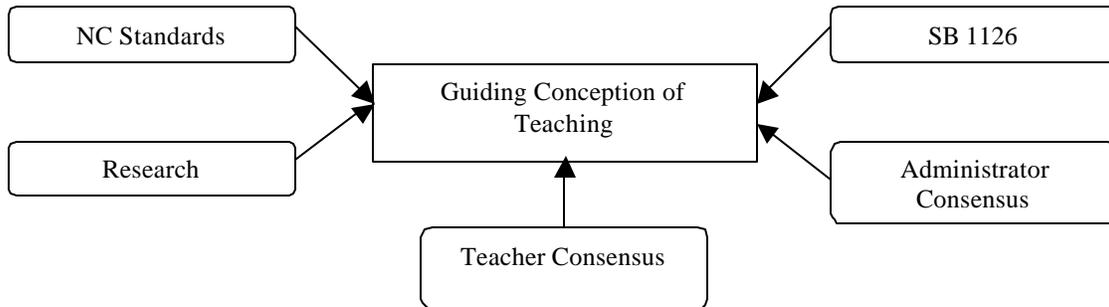
Reliability measures the extent to which test scores do not contain errors of measurement. Two types of reliability were investigated for this project—internal consistency (as measured with coefficient alpha) and interrater reliability.

Content Validity

Sources used to establish the evaluation criteria were (a) Senate Bill 1126, (b) the North Carolina Standards for Evaluating Experienced Teachers, (c) research literature and professional teaching standards, (d) teacher consensus, and (e)

administrator/evaluator consensus. Figure 6 illustrates the sources of the evaluation criteria.

Figure 6
The Five Sources of Evaluation Criteria



State Requirement (Senate Bill 1126)

SB 1126 states that all teacher evaluation must comply with the provisions of North Carolina statutes GS 115C-333 and GS 115C-335. GS 115C-333 requires evaluations at least once each year of all certified employees assigned to a school that has been identified as low-performing but has not received a state assistance team. This evaluation will occur early enough during the school year to provide adequate time for the development and implementation of an action plan, if recommended.

The statute further states that all teachers who have not attained career status shall be observed at least three times annually, and that the principal should conduct at least one annual evaluation. All other teachers who are assigned to schools that are not designated as low-performing will be evaluated annually unless a local board adopts rules that allow specified categories of teachers with experienced status to be evaluated more or less frequently.

If a certified employee receives an “unsatisfactory” or “below standard” rating on any function of the evaluation that is related to the employee's instructional duties, the evaluating individual or team shall recommend to the superintendent that the employee: (a) receive an action plan designed to improve the employee's performance; or (b) be demoted or dismissed.

If a teacher is required to follow an action plan, the teacher will be reevaluated upon completion. If the teacher receives an “unsatisfactory” or “below standard” rating, the State Board will revoke the license.

GS 115C-335 requires development of performance standards and criteria for certified employees' training and remediation programs. These standards and criteria will include improving: (a) student achievement, (b) employee skills, and

(c) employee knowledge. In addition, the **North Carolina Teacher Evaluation Standards** must be used as a criterion for certified teachers.

Table 6 illustrates the alignment of the North Carolina Teacher Evaluation Standards with the evaluation instruments (i.e., Teacher Performance Appraisal System (TPAI)-Snapshot, TPAI Full Review, pre-conference interview, and the Individual Growth Plan (IGP)).

Table 6
North Carolina Teacher Evaluation Standards and Summative Evaluation Instruments Alignment

NC Teacher Evaluation Standards	TPAI-Full	TPAI-SS	Conference	IGP
Part I: Vision —The teacher is an educational leader who facilitates the development, implementation, and communication of a shared vision of learning that reflects excellence and equity for all students.				
1.Participates in the development of a broad vision and goals for the school.	✓	✓		✓
2.Develops strategies and priorities for implementing the school’s vision via the School Improvement Plan.	✓	✓		✓
3.Communicates the school’s vision, goals, and priorities to appropriate constituencies.			✓	✓
4.Evaluates progress toward achieving the school’s improvement goals and participates in developing appropriate modifications.			✓	✓
Part II: High Student Performance --The teacher is an educational leader who promotes the development of organizational, instructional, and assessment strategies to maximize educational achievement.				
1.Understands central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and makes the subject matter meaningful to all students.	✓	✓	✓	
2.Understands how children learn and provides differentiated learning opportunities that support intellectual, social, and personal development of diverse learners.	✓	✓	✓	
3.Understands how students differ in their approaches to learning and creates instructional opportunities adapted to diverse learners.	✓	✓	✓	
4.Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.	✓	✓	✓	
5.Works to meet the growth standards established by the North Carolina ABCs of Public Education accountability model.	✓	✓	✓	✓
6.Recognizes, honors, and celebrates success.	✓	✓	✓	
7.Works to ensure that every student masters essential knowledge and skills as outlined in the NC Standard Course of Study and local curricula.	✓	✓	✓	✓
8.Works to prepare students for lifelong learning and experienced opportunities.	✓	✓	✓	

(Table 6 continued on next page)

(Continuation of Table 6)

Part III: Safe and Orderly Schools -- The teacher is an educational leader who works collaboratively to ensure a working and learning climate for all students that is safe, secure, and respectful of diversity.	TPAI-Full	TPAI-SS	Conference	IGP
1.Engages every student in relevant learning experiences that promote high student performance.	✓	✓	✓	
2.Develops a climate of openness, fairness, mutual respect, support, and inquiry.	✓	✓		
3.Establishes and maintains a safe and secure classroom environment.	✓	✓		
4.Manages student misconduct promptly and resolves conflict and crises effectively.	✓	✓		
5.Demonstrates respect for students, colleagues, administrators, and parents.	✓	✓		
6.Models and reinforces self-discipline and responsibility.	✓	✓		
7.Works effectively with school colleagues, parents, and the community to support students' learning and well-being.	✓	✓	✓	✓
Part IV: Quality Teachers, Administrators, and Staff -- The teacher is an educational leader who seeks continuous personal and professional improvement in order to maintain high performance and self renewal.				
1.Evaluates continually the effects of his or her choices and actions, is a reflective practitioner, and actively seeks opportunities to grow professionally.	✓	✓	✓	✓
2.Supports the induction of new teachers and demonstrates pride in teaching as a profession.				✓
3.Participates in professional development aligned with the school improvement plan and state priorities.				✓
4.Participates in collaborative work groups to set challenging goals for the school and supports the learning of others.				✓
5.Demonstrates high ethical and professional standards.	✓	✓	✓	✓
Part V: Effective and Efficient Operation --The teacher is an educational leader who uses excellent management and leadership skills to achieve effective and efficient organization and to maximize educational achievement.				
1.Plans instruction based upon knowledge of subject matter, students, the community and curriculum goals outlined in the Standard Course of Study.	✓	✓	✓	
2.Participates in school-based planning and decision-making for effective and efficient operation of the school.				✓
3.Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.			✓	✓
4.Uses available technology to enhance communication and learning.	✓	✓	✓	
5.Communicates effectively.	✓	✓	✓	✓
6.Seeks the resources necessary to achieve classroom and school goals.	✓	✓	✓	✓
7.Adheres to deadlines for submitting required information and reports.	✓	✓		✓
8.Uses classroom procedures that support effective learning and high student achievement.	✓	✓	✓	✓

Alignment of Instruments to Professional Standards

The alignment of the domains or major functions on the experienced teacher evaluation instruments and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and the National Board for Professional Teaching Standards (NBPTS) Core Propositions can be found in Table 7.

Table 7
Alignment of the TPAI Major Functions and INTASC and NBPTS Standards

<u>Domains/Major Functions</u>	<u>INTASC</u>	<u>NBPTS CORE PROPOSITIONS</u>
1. Management of Instructional Time	INTASC 5: Motivation and Management	1. Committed to students and their learning 3. Managing and monitoring student learning
2. Management of Student Behavior	INTASC 2: Student Development INTASC 9: Professional Development – Reflective Practice	1. Committed to students and their learning 3. Managing and monitoring student learning
3. Instructional Presentation	INTASC 1: Content Pedagogy INTASC 3: Diverse Learners INTASC 4: Critical Thinking INTASC 5: Motivation and Management INTASC 6: Technology	1. Committed to students and their learning 2. Know the subjects they teach and how to teach those subjects to students 3. Managing and monitoring student learning
4. Instructional Monitoring of Student Performance	INTASC 8: Assessment INTASC 9: Professional Development and Reflective Practice	1. Committed to students and their learning 2. Know the subjects they teach and how to teach those subjects to students 3. Managing and monitoring student learning
5. Instructional Feedback	INTASC 6: Communication	1. Committed to students and their learning 2. Know the subjects they teach and how to teach those subjects to students 3. Managing and monitoring student learning
7. Facilitating Instruction	INTASC 2: Student Development INTASC 7: Planning INTASC 8: Assessment	1. Committed to students and their learning 2. Know the subjects they teach and how to teach those subjects to students 3. Managing and monitoring student learning 4. Think systematically about their practices and learn from experiences
7. Communicating within the Educational Environment	INTASC 10: School and Community Involvement	1. Committed to students and their learning 4. Think systematically about their practices and learn from experiences 5. Member of learning communities
8. Performing Non-Instructional Duties	INTASC 9: Professional Development	4. Think systematically about their practices and learn from experiences 5. Member of learning communities

Consensus of Experienced Teachers and Administrators

Multiple methods were used to investigate the agreement of the teachers and administrators on the appropriateness of the instruments for the evaluation of experienced teachers. Data were collected from an advisory committee of stakeholders, focus groups of experienced teachers and administrators, and expert teacher evaluators.

Advisory Committee. An advisory committee, composed of a diverse group of 13 teachers and administrators, was recruited to oversee the project. At the initial meeting, the committee was presented with several experienced teacher evaluation models that were being used in other states (e.g., Connecticut, Delaware, Georgia, and Kentucky) and given the North Carolina Teacher Evaluation Standards. The committee rejected all the models presented and suggested that the current evaluation system being used in North Carolina (i.e., the original Teacher Performance Assessment Instrument (TPAI)) be revised and used for experienced teachers. The committee offered two reasons for retaining the original TPAI. First, the TPAI can identify teachers that are “below standard” or “unsatisfactory.” Second, currently 85% of all administrators have been trained in administering the TPAI, and changing to a new evaluation system would require retraining of all personnel.

The research team reviewed the original TPAI and aligned the major functions and indicators with the North Carolina Teacher Evaluation Standards. The original TPAI did not include many of the new standards established in the North Carolina Teacher Evaluation Standards (i.e., Part 1: Vision and Part IV: Quality of Teachers, Administrators, and Staff). The research team, in conjunction with the advisory committee, examined other data sources that could be used to provide evidence for evaluating teachers. The Individual Growth Plan, a requirement by the state of North Carolina Board of Education, and a portfolio were the two new data collection techniques recommended.

Focus Groups. During the summer of 1999, six focus groups composed of elementary, middle, and high school teachers ($N=32$) and administrators ($N=22$) were conducted to investigate the consensus of agreement on the indicators on the TPAI, Individual Growth Plan, and portfolio. Teachers and administrators were recruited from the UNC Charlotte alliance school systems and paid \$100 for a day’s participation. The Southwest Educational Alliance school systems were asked to nominate exemplary teachers and administrators, and invitations were sent to the teachers and administrators. Each focus group was presented with the instruments (TPAI, Individual Growth Plan, and portfolio) and asked the following questions: (1) Are the tasks appropriate for experienced teachers? (2) Are there enough tasks/data to evaluate an experienced teacher? (3) Are the tasks/data narrow enough not to overwhelm career teachers and evaluators? (4) Are there better data available for evaluating experienced teachers? and (5) Are the evaluation procedures appropriate for experienced teachers?

A summary of the focus groups' suggestions is:

1. The experienced teachers and administrators agreed (100%) that the original TPAI could be used to identify “below standard” and “unsatisfactory” experienced teachers. The experienced teacher’s focus groups warned that the TPAI only works effectively if the administrators implement the evaluation correctly.
2. The rating scale on the TPAI should be changed to four points. The teachers and administrators reported that they could not differentiate between “superior” and “well above standard.” One experienced teacher disagreed with changing the scale indicating that he liked receiving “superior” ratings.
3. Major Function 3 on the TPAI (Instructional Presentation) emphasizes a teacher-centered instructional style and needed to be revised to recognize other acceptable teaching styles.
4. Collecting data using the IGP appeared appropriate for evaluating teachers.
5. Collecting data using a portfolio was **not** appropriate for experienced teachers. The teachers recommended a conferencing technique for providing data to the evaluators without having to place documentation into a notebook or transferring information onto a sheet of paper. The Student Growth Indicator and the Profiling Class Data were developed from the teachers’ recommendations.

The focus groups were asked to describe behaviors of “above standard,” “at standard,” “below standard,” and “unsatisfactory.” The data collected were then used to design the scoring rubrics.

Expert Opinion Five experts in teacher evaluation were asked to review the instruments and scoring rubrics. Minor revisions of wording and clarification of the scoring rubrics were made based on their feedback.

Some experts expressed concerns about the Student Growth Indicator. They felt that the questions and rubrics were good indicators but it might be too time consuming to be administered in the public schools. The research team decided to keep the Student Growth Indicator but to limit the number of teachers that would be administered the Student Growth Indicator in the field test.

Field Testing the Instruments

Three school systems agreed to participate in the field testing of the instruments. A total of 15 schools, 19 administrators, and 96 experienced teachers were involved in the field testing. At the beginning of the 1999-2000 academic year, the administrators and teachers were presented the instruments and given a brief description on the scoring rubrics.

Data collected using the instruments were reviewed at mid-year and at the end of the year. In addition, administrator and teacher focus groups and interviews were conducted at mid-year and the end of the year. The following recommendations were made at the mid-year:

1. The mid-year reviews take too much time and should be discontinued unless a teacher is having problems. The groups suggested having the Individual Growth Plan (IGP) peer review process at mid-year.
2. On the IGP, the peer reviewers should not use the scoring rubrics. The teachers need to be supportive of each other and not scoring each other.
3. The Student Growth Indicator and Profiling Class Data were not feasible data collection techniques because of the time requirement and logistic issues. It was suggested that both instruments be discontinued.

The research team decided to modify the Student Growth Indicator to be administered before an announced observation. The original TPAI did not have a pre-conference interview protocol for the announced observations. The research team reviewed the alignment of the evaluation instruments and the North Carolina Teacher Evaluation Standards and identified gaps in the evaluation process. Using this as a guide, questions from the SGI were included in the pre-conference interview and a scoring rubric developed. Experts in the field of education reviewed the interview protocol and agreed that the questions and scoring rubric were appropriate for experienced teachers.

The instruments were administered to 62 experienced teachers. As expected, the data collected using the instruments did not show much variability. On the TPAI-Full Review, TPAI-Snapshot, IGP, and pre-conference, all experienced teachers scored “at standard” (32%) or “above standard” (68%). There were no “below standard” or “unsatisfactory” scores.

Reliability. Administrators at each of the partner schools were asked to conduct an interrater reliability study. Administrators were instructed to have two observers independently rating the same teacher at the same time. The results from the interrater reliability study are reported in Table 8. The reliability coefficients ranged from .87 to 1.00, but should be interpreted with caution. Since most teachers score “above standard” (i.e., 68%), the probability of having high agreement would be expected. The instruments were designed to identify low performing teachers and the sample consisted of high performing teachers, which resulted in a ceiling effect.

Table 8
Interrater Reliability Coefficients

<u>Instrument</u>	<u>N</u>	<u>Reliability Coefficient</u>
TPAI-Full Review	8	.96
TPAI-Snapshot	23	.87
Pre-Conference Interview	6	1.00
IGP-Initial Review	6	1.00
IGP-Mid-Year Review	5	.95

Internal consistency reliability was examined for each of the instruments and was extremely low (ranging from 0 to .53). Again, the restriction of range did not allow for the variability that is required for these statistics (i.e., coefficient alpha).

Personnel Evaluation Standards

The *Personnel Evaluation Standards*, developed by the Joint Committee on Standards for Educational Evaluation (1988), provide a commonly supported standard for assessing the quality of an evaluation. The standards are organized into four categories that reflect the attributes of sound and fair evaluation practices: (1) propriety, (2) utility, (3) feasibility, and (4) accuracy.

Propriety. The propriety standards establish an expectation that teacher evaluation will be conducted legally, ethically, and with due regard for the welfare of those being evaluated. The following statements should be used as indicators of this category.

- Standards of teaching need to be set and enforced consistently for all teachers
- Written guidelines need to be provided that include the written policies, purposes, procedures, and criteria
- The evaluator should guard against inappropriate personal biases that could influence a decision about a teacher
- Teacher evaluations are confidential
- Teachers being evaluated should be treated in a professional and courteous manner

Utility. Teacher evaluations are informative, timely, and influential. The following statements should be used as indicators of this category.

- Evaluators should be qualified, trained, authorized, supported, and monitored
- Clear, timely, accurate, and germane reporting of teacher evaluation is required
- Appropriate action and support by administration is needed if a teacher scores “below standard” or “unsatisfactory”

Feasibility. The evaluation needs to be easy to implement, efficient, adequately supported, and viable from the perspectives of stakeholders. The following statements should be used as indicators of this category.

- There should be minimal disruption and cost in conducting teacher evaluation
- Adequate time and resources should be provided for teacher evaluation

Accuracy. Conclusions are fair and justified. The following statements should be used as indicators of this category.

- Teacher's role, qualifications, and responsibilities are clearly defined and understood
- The evaluation steps, results, and actions are documented
- Inferences made during the evaluation are correct and trustworthy
- All teacher evaluation data are confidential and secure
- The evaluation was fair and impartial
- The system for teacher evaluation has been reviewed and improved within the past year

Appendix A--TPAI Full-Review Summative Form

TPAI Full Review---Experienced Teachers

Teacher _____

Assignment _____

School _____

Date _____

Instructions

- Based on the evidence from the formal observation of an entire class period, the pre-conference notes, rating form, and discussion, artifacts, and the Individual Growth Plan, the evaluator is to rate the teacher's performance with respect to the 8 major functions of teaching listed below.
- The evaluator must add pertinent comments at the end of each major function for which a rating of Above Standard, Below Standard, or Unsatisfactory is given.
- The teacher is provided an opportunity to react to the evaluator's ratings and comments.
- The evaluator and the teacher must discuss the results of the appraisal and any recommended actions pertinent to it.
- The teacher and the evaluator must sign the instrument in the assigned spaces.
- The instrument must be filed in the teacher's personnel folder.
- The rating scale will include the four Levels of Performance described below.

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.

1. Major Function: Management of Instructional Time	Above Standard	At Standard	Below Standard	Unsatisfactory

- 1.1 Teacher has materials, supplies, and equipment ready at the start of the lesson or instructional activity.
- 1.2 Teacher gets the class started quickly.
- 1.3 Teacher uses available time for learning and keeps students on task.

Comments _____

2. Major Function: Management of Student Behavior	Above Standard	At Standard	Below Standard	Unsatisfactory

- 2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.
- 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.
- 2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.
- 2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seatwork activities and during transitions between instructional activities.
- 2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.
- 2.6 Teacher analyzes the classroom environment and makes adjustment to support learning and enhance social relationships.

Comments _____

3. Major Function: Instructional Presentation	Above Standard	At Standard	Below Standard	Unsatisfactory

- 3.1 Teacher links instructional activities to prior learning.
- 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.
- 3.3 Teacher speaks fluently and precisely.
- 3.4 Teacher provides relevant examples and demonstrates to illustrate concepts and skills.
- 3.5 Teacher assigns tasks and asks appropriate levels of questions that students handle with a high rate of success.
- 3.6 Teacher conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.
- 3.7 Teacher makes transitions between lessons and between instructional activities within lessons effectively and smoothly.
- 3.8 Teacher makes sure that assignment is clear.
- 3.9 The teacher creates instructional opportunities that are adapted to diverse learners.
- 3.10 The teacher uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.
- 3.11 The teacher uses technology to support instruction.
- 3.12 The teacher encourages students to be engaged in and responsible for their own learning.

Comments _____

4. Major Function: Instructional Monitoring	Above Standard	At Standard	Below Standard	Unsatisfactory

- 4.1 Teacher maintains clear, firm, and reasonable work standards and due dates.
- 4.2 Teacher circulates to check all students' performances.
- 4.3 Teacher routinely uses oral, written, and other work products to evaluate the effects of instructional activities and to check student progress.
- 4.4 Teacher poses questions clearly and one at a time.
- 4.5 Teacher uses student responses to adjust teaching as necessary.

Comments _____

5. Major Function: Instructional Feedback	Above Standard	At Standard	Below Standard	Unsatisfactory

- 5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.
- 5.2 Teacher regularly provides prompt feedback on out-of-class work.
- 5.3 Teacher affirms a correct oral response appropriately and moves on.
- 5.4 Teacher provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time.
- 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.

Comments _____

6. Major Function: Facilitating Instruction	Above Standard	At Standard	Below Standard	Unsatisfactory

- 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.
- 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.
- 6.3 Teacher maintains accurate records to document student performance.
- 6.4 Teacher understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty.
- 6.5 Teacher uses available human and material resources to support the instructional program.

Comments _____

7. Major Function: Communicating within the Educational Environment	Above Standard	At Standard	Below Standard	Unsatisfactory

- 7.1 Teacher treats all students in a fair and equitable manner.
- 7.2 Teacher participates in the development of a broad vision of the school.
- 7.3 Teacher fosters relationships with school colleagues, parents, and community agencies to support students' learning and well being.

Comments _____

8. Major Function: Performing Non-Instructional Duties	Above Standard	At Standard	Below Standard	Unsatisfactory

- 8.1 Teacher carries out non-instructional duties as assigned and/or as need is perceived to ensure student safety outside the classroom.
- 8.2 Teacher adheres to established laws, policies, rules, and regulations.
- 8.3 Teacher follows a plan for professional development and actively seeks out opportunities to grow professionally.
- 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.

Comments _____

Evaluator's Summary

Comments _____

Teacher's Reactions to

Evaluation _____

 Evaluator's Signature and Date

 *Teacher's Signature and Date

**Signature indicates that the written evaluation has been seen and discussed and does not necessarily indicate agreement.*

Appendix B - TPAI Snapshot

TPAI-Snapshot (Long Version)

Teacher: _____

School: _____

Date: _____ Time Observed: _____

Above Standard	At Standard	Below Standard	Not Observed
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<p>1. Management of Instructional Time</p> <p>1.1 Teacher has material, supplies, and equipment ready at the start of the lesson or instructional activity. 1.2 Teacher gets the class started quickly. 1.3 Teacher uses available time for learning and keeps students on task.</p>				
Comments:				
<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. 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. 2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities. 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. 2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student. 2.6 Teacher analyzes the classroom environment and makes adjustment to support learning and enhance social relationships.</p>				
Comments:				
<p>2. Instructional Presentation</p> <p>3.1 Teacher links instructional activities to prior learning. 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. 3.3 Teacher speaks fluently and precisely. 3.4 Teacher provides relevant examples and demonstrations to illustrate concepts and skills. 3.5 Teacher assigns tasks and asks appropriate levels of questions that students handle with a high rate of success. 3.6 Teacher conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns. 3.7 Teacher makes transitions between lessons and between instructional activities within lessons effectively and smoothly. 3.8 Teacher makes sure that assignment is clear. 3.9 The teacher creates instructional opportunities that are adapted to diverse learners. 3.10 The teacher uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills. 3.11 The teacher uses technology to support instruction. 3.12 The teacher encourages students to be engaged in and responsible for their own learning.</p>				
Comments:				
<p>4. Instructional Monitoring of Student Performance</p> <p>4.1 Teacher maintains clear, firm, and reasonable work standards and due dates. 4.2 Teacher circulates to check all students' performance. 4.3 Teacher routinely uses oral, written, and other work products to evaluate the effects of instructional activities and to check student progress. 4.4 Teacher poses questions clearly and one at a time. 4.5 Teacher uses student responses to adjust teaching as necessary.</p>				
Comments:				

TPAI Snapshot (cont.)

	Above Standard	At Standard	Below Standard	Not Observed
<p>5. Instructional Feedback</p> <p>5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth. 5.2 Teacher regularly provides prompt feedback on out-of-class work. 5.3 Teacher affirms a correct oral response appropriately and moves on. 5.4 Teacher provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time. 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> <p>Comments:</p>				
<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. 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. 6.3 Teacher maintains accurate records to document student performance. 6.4 Teacher understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty. 6.5 Teacher uses available human and material resources to support the instructional program.</p> <p>Comments:</p>				
<p>7. Communicating within the Educational Environment</p> <p>7.1 Teacher treats all students in a fair and equitable manner. 7.2 Teacher participates in the development of a broad vision of the school. 7.3 Teacher fosters relationships with school colleagues, parents, and community agencies to support students' learning and well-being.</p> <p>Comments:</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. 8.2 Teacher adheres to established laws, policies, rules, and regulations. 8.3 Teacher follows a plan for professional development and actively seeks out opportunities to grow professionally. 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> <p>Comments:</p>				

A full TPAI evaluation is required if any function is rated below standard.

<p>Evaluator's Comments:</p> <p>Signature: _____</p>	<p>Teachers Comments:</p> <p>Signature: _____</p>
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TPAI-Snapshot (Short Version)

Teacher: _____

School: _____

Date: _____ Time Observed: _____

Not Observed
Below Standard
At Standard
Above Standard

1. Management of Instructional Time				
Comments:				
2. Management of Student Behavior				
Comments:				
3. Instructional Presentation				
Comments:				
4. Instructional Monitoring of Student Performance				
Comments:				
5. Instructional Feedback				
Comments:				
6. Facilitating Instruction				
Comments:				
7. Communicating within the Educational Environment				
Comments:				
8. Performing Non-Instructional Duties				
Comments:				

A full TPAI evaluation is required if any function is rated below standard.

<p>Evaluator's Comments:</p> <p>Signature:</p>	<p>Teacher's Comments:</p> <p>Signature:</p>
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Appendix C - Pre-Conference Interview Protocol and Evaluation Form

Teacher _____
Class or grade level _____

Date of pre-conference _____
Date of observation _____
Time _____

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?

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. The results should be shared with the teacher during the Post-Conference. The principal or designee will use these data and form in rating the teacher on indicators within the Major Functions of the TPAI that are not readily observed during the observation period.

Pre-Conference Form

Teacher: _____ Date: _____

	Above Standard	At Standard	Below Standard	Unsatisfact ory
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				
Comments:				
2. A baseline for learning has been established.				
Comments:				
3. Evaluation of student learning involves pre and post assessment.				
Comments:				
4. Parents are involved in their child's learning.				
Comments:				
5. Technology and resources are used to deliver instruction.				
Comments:				

Notes:

Evaluator's Signature: _____

Teacher's Signature: _____

Appendix D - Matrix of Data Sources

Developed by Billy Revels

Modified by Judy Misenheimer

I. Management of Instructional Time

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<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>1.1 Are materials at hand and ordered in a way that takes minimum time to use in presentation or to distribute to students? Are sufficient copies available?</p> <p>1.2 Administrative time includes checking roll, collecting money, passing out papers, forming groups, etc. Academic learning time is when students are actually engaged in learning. Is administrative time held to a minimum and is academic learning time maximized? Is time lost in transitions during and between lessons held to a minimum?</p> <p>1.3 The more time students are appropriately engaged in a task the more they learn, so maximizing time on task is important. Working on tasks that are too difficult for students to achieve or working on tasks that students already have mastered is not productive. So teaching at the appropriate level of difficulty, and differentiating to teach at the appropriate level of each student is extremely important. The observer should not assume students being engaged is necessarily high time on task unless it is at the appropriate level of difficulty. Look for academic engagement on challenging, yet achievable tasks. Does the teacher begin by getting the attention of the students to whom he/she is teaching? Do all students stay on task during whole class activities and when working in groups?</p>	<p>1.1 Copies of student materials, teaching materials used during the lesson and observer documentation.</p> <p>1.2 Lesson plan, observer documentation.</p> <p>1.3 Review lesson plan to determine anticipated flow of the lesson, use of time, and any planned accommodations for students at different levels of instruction.</p> <p>Observer documentation.</p>	<p>1.1 Was today typical of your normal use of supplies, materials, and equipment? What techniques do you use to save administrative time?</p> <p>1.2 How do you get your students started at the beginning of each period? How do you make transitions between activities/subjects?</p> <p>1.3. What did you do to maximize academic learning time? How did you accommodate for the different levels in the class?</p>

II. Management of Student Behavior

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<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 seatwork activities and during transitions.</p>	<p>2.1 Is there evidence that the teacher has taught administrative rules and procedures to the students? Do students know how to complete routine administrative tasks without instructions, i.e. pass out papers, form groups, turn in work, make-up work, know what to do when they have finished work?</p> <p>2.2 Is there evidence that the teacher has taught a set of rules and procedures for verbal participation to the students? Is there a consistent routine for student verbal participation and do students follow the routine? Does the teacher notify the students when he/she desires the verbal participation routine to change? Is verbal participation in small groups productive?</p> <p>2.3 Is there evidence that the teacher has taught a set of rules and procedures for student movement within the classroom? During instructional time, what movement occurs? Is it purposeful? Do students know when they can and when they cannot move around the classroom? When transitions occur that require movement, do students move in a predetermined routine manner? Does any student movement disrupt the class?</p> <p>2.4 Does the teacher continuously position him/her self to have a view of all students? Does the teacher routinely view the entire class even when working with an individual or small group? Does the teacher monitor students during transitions?</p>	<p>2.1 Printed rules and routines. Posted rules and routines and observer documentation.</p> <p>2.2 Printed rules and routines. Posted rules and routines and observer documentation.</p> <p>2.3 Printed rules and procedures, posted rules and procedures and observer documentation.</p> <p>2.4 Printed rules and procedures, posted rules and procedures, and observer documentation.</p>	<p>2.1 How do you handle administrative tasks in your classroom?</p> <p>2.2 How do you manage student verbal participation? Do verbal participation rules/routines change? How do you expect students to interact verbally in small groups? Between groups?</p> <p>2.3 How do you manage student movement in your classroom? How does student movement differ during instruction and non-instructional time?</p> <p>2.4 How do you know when students are and are not on task? Do you have any spots in your classroom where students are not visible to you at any time?</p>

II. Management of Student Behavior (cont.)

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<p>2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.</p>	<p>2.5 The teacher attends to infractions of rules and procedures by informing the student(s) of the misdeed(s) and when appropriate, calling attention to the specific violated rule or procedure. The teacher distinguishes between inappropriate (but not disruptive) behavior and disruptive behavior. Inappropriate behavior may be attended to by using proximity or a stern glare without an interruption in the flow of the lesson. Disruptive behavior should be attended to immediately, even at the expense of instructional time. Are consequences for disruptive behavior in place and effective? Is the dignity of the student maintained? Does the teacher consistently apply his/her classroom management strategies? Is the classroom environment teacher controlled or do students have some sense of responsibility for their behavior? Does the teacher understand the differences in fairness and treating all students equally? Complement the teacher for using practices that encourages appropriate behavior.</p>	<p>2.5 Log that the teacher might keep on student discipline, documentation of discipline action(s) taken, notes to parents, notes from parents, documentation for exceptional children placement, teacher reflections, and observer documentation.</p>	<p>2.5 How do you distinguish between non-disruptive but inappropriate behavior and disruptive behavior? How do you attend to each? What consequences do you apply in your classroom? Do they work? What do you do to encourage appropriate behavior? How do you encourage students to be responsible for their own behavior: How do you handle disruptive behavior of your exceptional children? Do you treat all students fairly? Do you treat all students equally?</p>
<p>2.6 Teacher analyzes the classroom environment and makes adjustment to support learning and enhance social relationships.</p>	<p>2.6 Wisdom says a successful teacher does not continue to do what is not working for him/her. But to change what one is doing without analyzing the situation might be equally unfruitful. Does the classroom environment support learning and enhance social relationships? Does a positive feeling tone exist between the teacher and the students? Does a positive feeling tone exist between students? Can the teacher describe his/her classroom management routine and procedures, and how to manage disruptive behavior? Can he/she assess what is effective and ineffective? Does the teacher make adjustments to their classroom management strategies based on his/her assessment?</p>	<p>2.6 Log that the teacher might keep on student discipline, documentation of discipline action(s) taken, notes to parents, notes from parents, parent and student survey results, documentation for exceptional children, teacher reflections, and observer documentation.</p>	<p>2.6 What discipline related information do you keep in your classroom and how do you use that information? Have you made adjustments in your classroom management strategies? What were they? How did they work? How would you describe your consistency in applying your classroom management strategies?</p>

III. Instructional Presentation

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<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>3.1 Did the teacher use a review or an activity to help students to relate what they already know to the new learning?</p> <p>3.2 Is today's lesson part of a larger unit or a unit within itself? Did the teacher present the new learning in a manner that allowed the student to engage and make meaning of the new information, to extend, refine, manipulate the information to add richness to its meaning, and did the teacher allow the student to demonstrate their new learning by using it in some meaningful task? How did the structure of the discipline influence the lesson, i.e. problem solving in math, the scientific process in science, and process writing in language arts?</p> <p>3.3 Is the teacher's pronunciation clear and understandable? Does the teacher appropriately use the vocabulary of the discipline? Is the teacher precise in presenting new information, in explanations, and in use of relevant examples? Does the teacher talk at a level understandable to students? Does the teacher ramble? Are students' questions evidence of their understanding or confusion?</p> <p>3.4 Does the example/demonstration help to clarify the concept and increase students' understanding? Are the numbers of examples adequate but not overwhelming? Are the examples properly sequenced (with increasing degrees of difficulty as in math?) Does the teacher conduct the demonstration, allow students to conduct the demonstration, or both?</p>	<p>3.1 Lesson plan and observer documentation.</p> <p>3.2 Lesson/unit plans, curriculum guides, pacing guides, textbooks, printed materials used by students, and observer documentation.</p> <p>3.3 Observer documentation.</p> <p>3.4 Lesson plan, teaching materials such as transparencies and charts, items used in the demonstration, student materials and observer documentation</p>	<p>3.1 What did you do to help students connect what they already know to the new learning?</p> <p>3.2 What is unique to your subject area as a discipline and how do you make it understandable and meaningful to your students? What was the central concept that you were working on today? How does today's lesson fit in relation to yesterday's lesson and tomorrow's lesson? What did you do to make today's learning understandable and meaningful? What will you continue with tomorrow? How will the students demonstrate that they have command of the concept?</p> <p>3.4 How and why were the examples and demonstration(s) chosen? Did the examples/demonstration(s) accomplish the results you had expected? What did you do next and why?</p>

III. Instructional Presentation (cont.)

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<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>3.5 Was the task assignment clear to students? Was task assignment differentiated according to students' abilities? If groups were formed, were they heterogeneously or homogeneously grouped? Why?</p> <p>Did the teacher's questions match the student outcomes expected, i.e. factual questions if students are to learn facts, and application, synthesis or evaluative questions if students are expected to meaningfully use the information? Are response opportunities distributed in a manner that the teacher could assess the learning of <u>all</u> students?</p> <p>Was the learning outcome achievable for all students and were they successful? If not, what percent were successful? How did the teacher know the success rate of students?</p> <p>3.6 New materials are usually presented more in -depth and at a slower pace. Review materials are usually presented at a faster pace. The teacher should constantly check students' understanding and adjust their pace accordingly.</p> <p>3.7 Effective and smooth transitions within lessons save time and minimize loss of information in the students processing memory. There should be a minimum of distraction time. Clear and firm directions make students aware of what is expected. Saving time between lessons is not as critical unless there is a learning bridge to be made from lesson to lesson</p>	<p>3.5 Lesson plan, prepared questions, students' work, student assessments, and observer documentation.</p> <p>3.6 Observer documentation.</p> <p>3.7 Lesson plan, observer documentation.</p>	<p>3.5 What is your gage of student success? Were <u>all</u> students successful and how do you know? How do you select the questions that you will ask? How do you select students to whom you will direct your questions? How do you match your questions with your expected student outcomes?</p> <p>Do you differentiate in assigning students tasks? How? How do you form groups for task work? Why?</p> <p>3.6 How effective were you in pacing this lesson?</p> <p>3.7 How do you manage transitions in your classroom?</p>

III. Instructional Presentation (cont.)

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<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>3.8 Young children can follow only one or two step directions at a time. Older students might handle up to five step directions. To assure that students follow the directions, multi-step directions are best written. Another strategy to make sure students understand is to ask a student to repeat what they are to do. Evidence that directions were not clear or that the teacher did not have all students attention is when students ask the teacher to repeat the directions after they are to have started their work.</p> <p>3.9 A teacher with high student expectations believes that all students can learn. Every class should have a level of learning expected of all students. More able learners should be challenged with higher expectations. The questions that the teacher asks, and the in-class and out-of-class work should reflect the higher expectations. Some group work will be homogeneous and other will be heterogeneous.</p> <p>3.10 Lessons generally fall into one of three categories: 1) factual information—vocabulary key to understanding the concepts to be learned, 2) extending and refining—engaging in activities such as comparing/contrasting, categorizing, etc. that allows students to refine their understanding of the factual information, and 3) meaningful use—using the factual information authentically in problem solving, in a performance, etc. Each of these different categories required different teaching strategies. You must ask, does the teaching strategy match the expected learner outcome? When students understand content/concept they can analyze, generalize, find examples of, and use content/concepts to create new information</p>	<p>3.8 Lesson plan, observer documentation.</p> <p>3.9 Lesson plan (with differentiation), students' work assignments and assessments (with differentiation), IEPs, observer documentation.</p> <p>3.10 Lesson plan, teaching materials, student work, observer documentation.</p>	<p>3.8 How well do students' understand and follow through on your assignment?</p> <p>3.9 How do you accommodate your most able and least able learner? How do you decide when to group heterogeneously and homogeneously? How do you incorporate any IEP into your lesson plan?</p> <p>3.10 How did you select the teaching strategy(ies) used during the lesson? Why? Did it/they accomplish what you expected them to accomplish? What other teaching strategies did you consider using?</p>

III. Instructional Presentation (cont.)

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<p>3.11 The teacher uses technology to support instruction.</p>	<p>3.11 Technology is defined as the entire body of methods and materials used to achieve an objective. Be cognizant that technologies in addition to computers might be used. Whatever the method or material, they are tools to achieve an objective. Teachers should use every opportunity to incorporate technology into their lessons to make the lesson more interesting to the students and to give them the opportunities to learn to use these technologies in their everyday lives. These technologies can be used to introduce new materials, extend and refine the new learning, and in the meaningful use of the new learning. Availability of technologies should be considered.</p>	<p>3.11 Lesson plan, teaching materials, student work, observer documentation.</p>	<p>3.11 How did you incorporate the use of technology into the lesson? Why? Was it successful? How do you know? Did you consider other technologies?</p>
<p>3.12 The teacher encourages students to be engaged in and responsible for their own learning.</p>	<p>3.12 Teaching a student to fish is better than feeding him/her for life. To accept full responsibility the student must know what is the learning outcome expected of him/her; what activities they are to engage in and how; how he/she is to assess and record their progress; how they should self-evaluate and will be evaluated by the teacher. When students are involved in their own goal setting and when there is flexibility in how to accomplish the goal, students reach a higher level of responsibility. This process requires the highest level of preparation, organization and management that might be practiced by a teacher.</p>	<p>3.12 Lesson plan; teaching materials including learning outcomes, processes, assessment and evaluation rubrics, etc.; student work including goal setting, self-assessments and progress records, evaluations, etc., observer documentation.</p>	<p>3.12 What do you do to encourage your students to be responsible? How is it working? What adjustments have you made? How are students responding?</p>

IV. Instructional Monitoring

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<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>4.1 Are expectations of quality of work and quality of participation evident? Is an expectation of turning in work evident? Does the teacher assign and maintain due dates for completed assignments? Does the teacher hold the students accountable? Are standards and due dates reasonable?</p> <p>4.2 Does the teacher move around the class stopping at each student station to assess accurately each student's work? Do not confuse circulation for behavior management with circulating to check student performance. Do some students engage the teacher, preventing him/her from assessing the work of all students? Are students raising their hands for help and how does the teacher respond?</p> <p>4.3 Does the teacher ask questions to check for understanding? How does he/she distribute response opportunities? Does the teacher check for student understanding in a way to check the progress of <u>all</u> students? Does the teacher assign independent written work and check the work of each student? Are there other types of work products/projects/demonstrations/performances that the teacher uses to check for student understanding and meaningful use?</p> <p>4.4 Does the questioning technique used by the teacher enhance students' learning? If multiple questions are asked in a continuous sequence, are they purposeful and effective? Do students understand the teacher's questions? Is the quantity of questions and sequencing of questions appropriate?</p>	<p>4.1 Lesson plans, student work, assignments, schedules, and observer documentation.</p> <p>4.2 Observer documentation.</p> <p>4.3 Lesson plans, students' independent work, student projects, products, performance, demonstrations, student portfolios, observer documentation.</p> <p>4.4 Lesson plans, observer documentation.</p>	<p>4.1 How have you communicated your expectations about quality of work and due dates to your students? How have your students responded to your expectations? Do you make exceptions? When? Why?</p> <p>4.2 How do you check students' independent work? Do you feel the need to see each student's work? How do you respond if a student raises his/her hand? If several students have raised hands? Do you allow students to assist each other?</p> <p>4.3 How do you check students' progress during a lesson? How do you know if all students are learning? How do you check students' progress from lesson to lesson when you are working toward a concept or meaningful use outcome? What's the difference between assessment and evaluation? How are they alike? Do you evaluate students' progress?</p> <p>4.4 How do you use questions to promote learning in your classroom? Do you prepare your questions when planning your lesson? How do you determine if your question is clear to a student vs. the student not knowing the correct answer?</p>

IV. Instructional Monitoring (cont.)

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
4.5 Teacher uses student responses to adjust teaching as necessary.	4.5 When the teacher checks for understanding and it is obvious that all of the students know most of the answers, or can do independent work, does the teacher adjust the lesson? If it is obvious that many of the students do not know the answers or cannot do independent work, does the teacher adjust the lesson? If students appear confused by their questions or responses, does the teacher adjust the lesson?	4.5 Teacher reflections, observer documentation.	4.4 How do you know that a lesson is too easy or too difficult? How do you know when a few students are not understanding what you are teaching and how do you accommodate them?

V. Instructional Feedback

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.	5.1 This practice generally refers to types of in-class work other than oral responses used in 5.3. This could be practice work during class, small group work, presentations, or demonstrations. This practice is often associated with practice 4.2, giving feedback as the teacher circulates.	5.1 Observer documentation and teacher reflections.	5.1 How do you give feedback to students on in-class work? When students are having problems, how do you assist them?
5.2 Teacher regularly provides prompt feedback on out-of-class work.	5.2 Out-of-class work generally is homework that is practice of the previous days' work. If it were worth assigning, it should be worth checking to determine if the students have mastered the work (excluding parent assistance.) There are methods of checking work other than the teacher checking each paper individually. The primary issues are: does the teacher know that the students have a degree of mastery of the previous days learning and are they ready for today's learning? Larger projects, especially those that require the review of written materials, will take time to review beyond class time.	5.2 Lesson plan, students' work, observer documentation, and teacher reflections.	5.2 How do you check out-of-class work? How do you hold students accountable for out-of-class work? How is checking homework and project work alike/different?
5.3 Teacher affirms a correct oral response appropriately and moves on.	5.3 Do not over interpret this practice. This practice has to do with time and pacing. There are times to affirm and move on, and there is time to ask for or give elaboration. It is a teacher judgement.	5.3 Observer documentation and teacher reflections.	5.3 When do you feel it is appropriate to affirm a correct response and move on, and when do you feel it is appropriate to expand the response by your or the student's elaboration?
5.4 Teacher provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time.	5.4 There is a belief that when a student has missed the answer to a question, the student is so focused that that is a "teachable moment." It is really a teacher judgement moment. If the teacher believes that repeating the question, probing or giving clues will lead the student to the correct answer—it is a teachable moment. If in doubt the teacher should give assistance. If the teacher believes that the student who missed the question will be unable to generate the correct response, the issue then is how to lessen the embarrassment, and be most helpful to other students. There are several techniques such as having the student call upon a friend or the teacher can provide the answer.	5.4 Observer documentation and teacher reflections.	5.4 When a student is unable to answer your question, how do you know when it is appropriate to probe or provide clues to the student vs. calling on another student? What techniques do you use to move the incorrectly answered question to another student or provide the answer yourself?

V. Instructional Feedback

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<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>	<p>5.5 The phrase “learning community” is embedded in this practice. The teacher’s demeanor creates the classroom environment. Brain research supports a classroom environment where students are encouraged to think for themselves and think as a part of a group. This is more likely to occur in a supportive and interactive environment. The support is between teacher and students and between students. Right and wrong answers are less important than learning. The goal is everyone learning and is not focused on competition between students.</p> <p>Look for the structure of the class and types of activities in which students are engaged. While the class will look less structured, a type of structured freedom will exist. A Teacher must be more organized in this environment than in a directed lesson environment. Be cautious that you do not assume that a lot of loosely structured activities that lead to no where are described as a “community of learners.”</p>	<p>5.5 Lesson plan, teaching materials, students’ work, students’ projects, students’ portfolios, observers documentation, and teacher reflections.</p>	<p>5.5 How would you describe the learning environment in your classroom? What verbal and non-verbal skills do you use to create that environment? How do you encourage students to use their new learning in meaningful ways? How have you used inquiry as a strategy for student learning?</p>

VI. Facilitating Instruction

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<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 (SCS), the diverse needs of students and the community, and linked to other disciplines and practice.</p>	<p>6.1 All of the practices in Function 3, Instructional Presentation are planned in Function 6. Good presentations begin with good planning.</p> <p>Planning includes an understanding of the diverse levels and needs of students and the communities from which they come. Planning also includes curriculum integration with other disciplines and practice.</p> <p>This practice is multi-dimensional. The first part focuses on short and long term planning, and the second part focuses on meeting the diverse needs of student within that planning process. The teacher should be able to discuss how the lesson to be taught fits into a larger unit, and further discuss how the unit fits into the entire curriculum. Is a curriculum guide and pacing guide available to the teacher? Is following either or both mandatory? Does the teacher understand the relationship of the curriculum materials to the NC Standard Course of Study?</p> <p>Use of curriculum materials is often defined in the school improvement plan. Is the teacher aware of and following the requirements of the school improvement plan?</p> <p>Are curriculum expectations for students defined and described as learning outcomes for students? Are they given at the beginning of a lesson, unit, or are all expectations given at the beginning of the year? Do students see the short and long range picture? If students are to set goals and be responsible, they need to know of these expectations.</p> <p>Does the school/system require teachers to use a standard lesson planning format? Is there evidence that the teacher has a routine procedure for instructional planning? Is there evidence of curriculum integration with other disciplines and practice?</p>	<p>6.1 Curriculum guides, pacing guides, SCS, school improvement plan, lesson plan, unit plan, IEPs, student interest surveys, learning styles surveys, parent surveys, teacher reflections, and observer documentation. IGP, Pre-conference interview, and Post Conference.</p>	<p>6.1 How does what you know about your students and the communities from which they come influence your unit/lesson planning? How do you incorporate the interest and needs of students into your unit/lesson planning? How do you connect the SCS, school improvement plan, curriculum and pacing guide into your unit/lesson planning? How do you integrate the curriculum? How do you incorporate IEPs into your unit/lesson planning? How do you inform students of the learning outcome(s) that you expect them to accomplish? Do you identify the learning outcomes to students at the beginning of the lesson? Unit? or Course? Do you give students' learning outcomes in advance so that students can plan short and long range goals?</p>

VI. Facilitating Instruction (cont.)

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<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>6.2 The complexity of this practice is increased by the addition of social and physical development to the more traditional intellectual assessment and evaluation. Also, the terms assessment and evaluation should be clarified. Assessment involves the collection of data to give formative information about the students' progress toward a learning outcome (or outcomes.) Evaluation involves a summative judgement and usually rating of the students' learning outcomes against a defined expectation (grading.)</p> <p>Diagnostic information can come from teacher observations, in-class and out-of-class work, tests, projects, demonstrations, presentations, etc. <u>The focal issue in this practice is: has the teacher identified what students are to know and be able to do; is the teacher using this information for <i>all</i> students in planning instruction?</u></p>	<p>6.2 Lesson plans, student data/profiles, teacher logs about students, student assessments, student tests, student progress charts, grade book, learning outcomes identified and defined for students, rubrics, teacher reflections, and observer documentation. Pre-conference interview.</p>	<p>6.2 How do you know that each of your students is achieving the desired learning outcomes? How do you assess their learning? How do you keep a record of their progress? What responsibility do they have for keeping a record of their progress? How do you use information about your students' progress in instructional planning? How do you plan for the different levels and needs? What social and physical development needs do you consider and how do you incorporate them into your planning?</p>
<p>6.3 Teacher maintains accurate records to document student performance.</p>	<p>6.3 This practice ties with practice 6.2 and looks at the record keeping and grading processes. Records can be electronic or print. Records include report cards, running records, criterion assessments, student files kept by the teacher, etc. Record keeping should be thorough and adequate, but not massive and not overly time consuming. Preferably, records should be available for each student.</p>	<p>6.3 Report cards, teacher folders on students, criterion assessments, running records, teacher reflections, and observer documentation.</p>	<p>6.3 How do you maintain records of students' progress?</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>6.4 This practice is an extension of practice 6.1. It focuses on the teacher's understanding of how students learn (styles), and how students develop. It further looks at how the teacher differentiates instruction to accommodate the diverse needs of each student.</p>	<p>6.4 Report cards, teacher folders on students, criterion assessments, running records, teacher reflections, and observer documentation.</p>	<p>6.4 How do you identify the learning styles of students? How do you incorporate learning styles into instructional planning? How do you differentiate to meet the diverse needs of your students?</p>

VI. Facilitating Instruction (cont.)

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<p>6.5 Teacher uses available human and material resources to support the instructional program.</p>	<p>6.5 Does the teacher appropriately use multiple forms of print, media, and technological resources to enhance learning and motivate students? Resources can be used within and outside the classroom. Authentic use of resources outside the classroom would be recognized in this practice.</p> <p>Appropriate use of volunteer resource persons within and outside the classroom to enhance learning and motivating students is equally important.</p>	<p>6.5 Lesson plan, volunteer log, sample materials, teacher reflections, and observer documentation.</p>	<p>6.4 How do you incorporate print, media, and technological resources into your lessons?</p> <p>How do you incorporate volunteer resource persons into your lessons?</p> <p>What human and material resources do you/your students use outside the classroom?</p>

VII. Communicating within the Educational Environment

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
7.1 Teacher treats all students in a fair and equitable manner.	7.1 This practice does not suggest treating all students the same. Other practices speak to the diversity of learners. Treating students in a fair and equitable manner includes all aspects of the classroom; in discipline, in praise, in opportunities to participate, in expectations, etc. Classroom climate/atmosphere, social interactions, students' self-esteem, and students' motivation can be addressed in this practice.	7.1 Lesson plan, discipline log, student surveys data, parent survey data, teacher reflections, and observer documentation.	7.1 How would you describe the climate, the learning, and social atmosphere in your classroom? Do you have a system to assure that all students have equal opportunities to participate in your classroom? Do you think that treating all students equally is fair? What does it mean to treat students in a fair and equitable manner? How do you accomplish it?
7.2 Teacher participates in the development of a broad vision of the school.	7.2 The teacher participates in the development of a broad vision of what the school should be and a plan for how to get there by serving on his/her grade level team; and, on the school level team when selected. They participate in establishing goals and setting priorities for implementing the school's vision via the School Improvement Plan. The teacher helps to evaluate the progress of the school's vision and goals.	7.2 Teachers' log, school organization charts, School Improvement Plan, minutes from meetings, teacher's calendar, sample notes to parents, teacher reflections and observer documentation.	7.2 How are you involved in school based planning? What is the relationship between the School Improvement Plan and what you do in your classroom?
7.3 Teacher fosters relationships with school colleagues, parents, and community agencies to support students' learning and well-being.	7.3 The teacher participates in communicating the school's vision, goals, and priorities to appropriate constituencies. The teacher participates in school-community partnerships aligned to school goals. The teacher works with others to ensure a working and learning climate for all students that is safe, secure, and respectful of diversity. The teacher links with counselors, media coordinators, teachers of other classes, professionals in community agencies, and others in the community to support students' learning and well-being.	7.3 Teacher's log, teacher's calendar, minutes of meetings, correspondence, sample notes to parents, notes from parents and others, school paper, news - paper clippings, membership in civic groups and church groups, participation in school organizations such as PTA, teacher reflections, and observer documentation.	7.3 How would you describe your relationship with your colleagues? When and how do you interact with them? When and how do you interact with parents of your students? When and how do you interact with other agencies? When and how do you interact with others in your community? How have your interactions with others benefited you and your students? How have you helped to make your school a better place to learn and work?

VIII. Performing Non-Instructional Duties

TPAI-2000	Observation Issues	Documentation Sources	Typical Questions for Conferences
<p>8.1 Teacher carries out non-instructional duties as assigned and/or as he/she perceives the need to ensure student safety outside the classroom.</p>	<p>8.1 For a school to function effectively and safely, monitoring students outside the classroom must occur; attendance must be taken, and money must be collected; reports must be completed. When assigned these and other non-instructional duties the teacher completes the assignments promptly and effectively. No organization including schools can anticipate every duty that must be covered. Teachers take the initiative to act responsibly to perform duties that have not been assigned, but which are good for the health, safety, and well-being of all in the school.</p>	<p>8.1 Teacher’s calendar, duty rosters, memo from administrator, teacher reflections, and observer documentation.</p>	<p>8.1 What non-instructional duties have you been assigned and how effective do you feel that you have been in carrying out those duties? Why is it important that all staff members perform their non-instructional duties as assigned?</p>
<p>8.2 Teacher adheres to established laws, policies, rules, and regulations.</p>	<p>8.2 Laws, policies, rules, and regulations are required for schools to operate efficiently, effectively, and safely. While ignorance is no excuse for non-compliance, the school does have the responsibility of informing the teacher of laws, policies, rules, and regulations. The teacher is responsible for reading, interpreting and carrying out the laws, policies, rules, and regulations. The teacher should ask for clarification when he/she has a question.</p>	<p>8.2 Teacher’s Handbook, administrative memos, correspondence to parents, teacher’s log, teacher’s calendar, sample forms such as those having to do with medication for students and permission slips for picking up a child during school, memos to parents, teacher’s log, teacher reflections, and observer documentation.</p>	<p>8.2 How have you gone about learning the laws, policies, rules, and regulations of your school? Where do you go with a question? Why is it important to know and follow the 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>8.3 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions and actively seeks out opportunities to grow professionally. The teacher draws upon relevant theory and research to develop personal theories of practice. The teacher participates in professional development aligned with the school improvement plan. The teacher understands that professional development is not an end-in-itself, but leads to a new instructional strategy being appropriately practiced in the learning environment.</p>	<p>8.3 Teacher’s professional development folder; IGP; teacher’s self assessment; feedback from administrators and peers; certificates of participation in training; documentation of books, articles, videos, and other materials used for professional growth; documentation of action research; teacher reflections; and observer documentation.</p>	<p>8.3 What goals and strategies have you included in your IGP and why? What did you determine to be your short range and long range goals and why? What does being a reflective practitioner mean to you?</p>

Appendix E - Individual Growth Plan Forms and Scoring Matrix

Individual Growth Plan -- Initial Review

Teacher: _____

Academic Year: _____

1. Teacher's Strategies

Teacher's Goals from School Improvement Plan:	Teacher's Strategies	Expected Outcomes	Target Date

2. Personal/Professional Goals

Strengths:	Areas to be Strengthened:	Personal Enrichment Goals:

3. Evaluation (To be completed by Peer and Administrator)

	Peer Review	Principal/Principal Designee Review	
		Acceptable	Modification Needed
1. The teacher's strategies support the school improvement plan.			
2. The expected outcomes are measurable and related to the teacher's strategies.			
3. The teacher has identified personal/professional strengths, areas to be strengthened, and personal/professional enrichment goals.			

4. Narrative

Teacher's Comments: Teacher's Signature: _____ Date: _____	Peer's Comments: Peer's Signature: _____ Date: _____	Administrator's Comments: Administrator's Signature: _____ Date: _____
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Individual Growth Plan -- Mid-Year Review

Teacher: _____

Academic Year: _____

5. Evidence of Progress or Completion towards School Improvement Plan

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6. Evidence of Progress or Completion of Personal/Professional Goals

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7. Evaluation

	Peer Review	Administrator Review (Optional)			
		Above Standard	At Standard	Below Standard	Unsatisfactory
1. The teacher has provided evidence that supports progress towards expected strategy outcomes, and/or has modified goals with proper justification and approval.					
2. The teacher has made consistent progress towards personal/professional enrichment goals					

8. Narrative

Teacher's Comments: Teacher's Signature: _____ Date: _____	Peer's Comments: Peer's Signature: _____ Date: _____	Administrator's Comments (Optional): Administrator's Signature: _____ Date: _____
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Individual Growth Plan -- End-of-Year Review

Teacher: _____

Academic Year: _____

9. Evidence of Progress toward or Completion of Teacher's Goals

10. Teacher's Analysis, Interpretations, and Reflection

11. Evidence of Progress or Completion of Personal/Professional Goals

12. Next Year's Focus

Number of license Renewal Credits completed: _____ (Please attach a list of license Renewal Credits or a Staff Development Activity Sheet)

Individual Growth Plan -- Revised Initial Review

This form is used if the Initial Review requires modification.

Teacher: _____

Academic Year: _____

1. Teacher's Revised Strategies

Teacher's Goals from School Improvement Plan:	Teacher's Strategies	Expected Outcomes	Target Date

2. Personal/Professional Goals

Strengths:	Areas to be Strengthened:	Personal Enrichment Goals:

3. Revised Evaluation (To be completed by Peer and Administrator)

	Peer Review	Principal/Principal Designee Review	
		Acceptable	Modification Needed
1. The teacher's strategies support the school improvement plan.			
2. The expected outcomes are measurable and related to the teacher's strategies.			
3. The teacher has identified personal/professional strengths, areas to be strengthened, and personal/professional enrichment goals.			

4. Narrative -Revised

Teacher's Comments:	Peer's Comments:	Administrator's Comments:
Teacher's Signature: _____ Date: _____	Peer's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

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 roles</u> 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.
3. 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.

Appendix F – Examples of Formative Evaluation Activities

Self-Evaluation and Peer Review Process

Purpose

Thoughtful self-evaluation can improve teaching effectiveness. Self-evaluation and peer review provides an opportunity for the experienced teacher to take risk and try new things. The information obtained from self-evaluation and peer review is to help the experienced teacher grow professionally. This information is not to be used for making decisions about the teacher's employment.

Peers that serve as reviewers should be given release time to conduct the activities that are required.

Procedure

The following steps are suggested for completing the self-evaluation and peer review process.

1. The teacher identifies area that they have identified as areas they would like to improve.
2. The teacher selects a peer that they feel comfortable with and value their opinion.
3. A pre-observation conference is conducted to discuss the plan for the peer observation. The teacher shares their goals for the lesson and informs the peer of the expected outcome of the lesson. All techniques and strategies that will be employed are discussed. A decision concerning videotaping or in-class peer observation should be made. A plan for the post-observation conference should be scheduled.
4. The teacher videotapes lesson with students or has peer observe the class.
5. Peer watches videotape and makes notes about the identified area and the expected outcomes.
6. Teacher and peer have post-conference and discuss the lesson.
7. Teacher takes information to improve instruction.
8. Complete all paper work that has been argued upon by administration.

The process can be repeated as many times as the teacher feels is necessary to improve teaching

Portfolios

Portfolios are a collection of work that exhibits the efforts, progress, and achievements. A portfolio contains artifacts and reflective information to demonstrate the experienced teacher's achievements. The experienced teacher is encouraged to include artifacts from multiple sources.

Reflective information involves the teacher looking back at what has been done, and looking forward at what can be done (e.g., How might I do things differently? What have I learned?) (SERVE). Example of things to include in portfolio:

- Self-assessment
- Peer assessment
- Evidence of community involvement
- Tests
- Informal assessment techniques
- Assessment results
- Publications
- Awards
- Committee assignments
- Videotape
- Leadership experience
- Student surveys
- Parent surveys

Reflective statements that describe why these items are included and how they represent the teacher's professional growth and development should accompany artifacts.

Teacher Self Evaluation Questionnaire

	Strongly Agree	Tend Agree	Neutral	Tend to disagree	Strongly Disagree
1. I am willing to try different instructional techniques (e.g., cooperative learning, whole language, thematic units, technology, etc.)					
2. I use a wide range of questioning techniques in my classroom.					
3. I am knowledgeable about my subject area(s).					
4. I have a positive attitude towards teaching.					
5. I have a positive attitude towards the students in my class.					
6. I have an effective discipline plan in my classroom.					
7. I am able to manage student misbehavior in an appropriate manner.					
8. I provide meaningful, individual feedback to my students both when they behave well and when they behave poorly.					
9. There is a pleasant atmosphere in my classroom which is conducive to learning					
10. I use class time wisely.					
11. I use outside resources in my classroom.					
12. I give students opportunities to apply and use information in a way that goes beyond memorizing facts.					
13. I demonstrate an understanding of child/adolescent development.					
14. I am willing to try new techniques in my classroom to stimulate enthusiasm and imagination.					
15. I plan effectively for daily class activities.					
16. I try to meet the individual needs of the students in my class.					
17. I seek to grow professionally.					
18. I work to ensure that students in my class feel safe and secure.					
19. I plan activities that encourage my students to think critically.					
20. I promote a climate of high expectation for student success.					
21. I am consistent with the assessment of my students.					
22. I communicate with parents about their child's progress on a regular basis.					
23. I am readily accessible to parents.					
24. I communicate with students about their progress on an ongoing basis.					
25. I communicate with parents in a positive and friendly manner.					
26. I have thought through my goals for my students.					
27. I use a variety of evaluation techniques in assessing my students.					
28. I encourage parent participation in the educational process.					
29. I present a positive image of education to the community.					
30. I am constantly assessing the effectiveness of my teaching techniques.					

Active Learning Observation Instrument

Teacher's Name: _____ Class: _____ Date: _____

Teacher's Behaviors

IS A KNOWLEDGE TRANSMITTER	-4	-3	-2	-1	0	1	2	3	4	Is a facilitator and co-learner
Is distant and formal	-4	-3	-2	-1	0	1	2	3	4	Is warm and friendly
Has a rigid classroom environment	-4	-3	-2	-1	0	1	2	3	4	Has a flexible classroom environment
Uses directive instruction approach	-4	-3	-2	-1	0	1	2	3	4	Uses discovery instructional approach
Emphasizes convergent thinking	-4	-3	-2	-1	0	1	2	3	4	Emphasizes divergent thinking
Plans and conducts all activities	-4	-3	-2	-1	0	1	2	3	4	Gives students opportunities to plan & lead activities
Does all of the student assessment	-4	-3	-2	-1	0	1	2	3	4	Involves students in the assessment of their work
Uses assessment only to establish grades	-4	-3	-2	-1	0	1	2	3	4	Uses assessment for diagnostic purposes

Teacher's Score:

Comments:

Students' Behaviors

Passive	-4	-3	-2	-1	0	1	2	3	4	Actively engaged
Silent	-4	-3	-2	-1	0	1	2	3	4	Make purposeful noises
Hesitant to take risks	-4	-3	-2	-1	0	1	2	3	4	Willing to take risks
Interact only with teacher	-4	-3	-2	-1	0	1	2	3	4	Interact with other students
Work individually	-4	-3	-2	-1	0	1	2	3	4	Work as team members
Lethargic	-4	-3	-2	-1	0	1	2	3	4	Energetic
Stray from learning tasks	-4	-3	-2	-1	0	1	2	3	4	Involved in learning tasks
Approach activities as busywork	-4	-3	-2	-1	0	1	2	3	4	Approach activities as important and meaningful

Students' Score:

Teacher's Score:

Sum of Teacher's and Students' Score:

Comments:

Developed by Anne Crabbe and Sara Simmon

Profiling Class Data

Purpose

The purpose of **Profiling Class Data (PCD)** is to provide a systematic procedure for the experienced teacher to analyze student test data, End-of-Grade (EOG) and End-of-Course (EOC), and to investigate possible instructional interventions.

Procedures

1. At the beginning of the school year the teacher selects an EOG/EOC class to analyze. If the teacher has multiple EOG/EOC classes, the teacher should select the class in which the students had the lowest performance.
2. The teacher should be provided a copy of student test score information (e.g., Summary Goal Report, Student Rosters) from the local testing coordinator for the past three years. If the teacher has not been teaching in this area for at least three years, student test data should be provided as far back as possible.
3. (a) For elementary and middle school teachers (EOG test data) - Using the form provided, the teacher will graph the course goals (and objectives) on the X-axis and the class percent correct on the Y-axis. The dots should be connected to form a line for that year's data. Repeat this procedure for each year of test data.
(b) For high school teachers (EOC test data) – Using the form provided, the teacher will graph the course goals (and objectives) on the X-axis and the mean scale score on the Y-axis. The dots should be connected to form a line for that year's data. Repeat the procedure for each year of test data.
4. The teacher describes the graph; for example, which goals are the highest and which are lowest.
5. Discuss implications and possible reasons behind the high and low score and identify strategies to increase areas of student low performance.

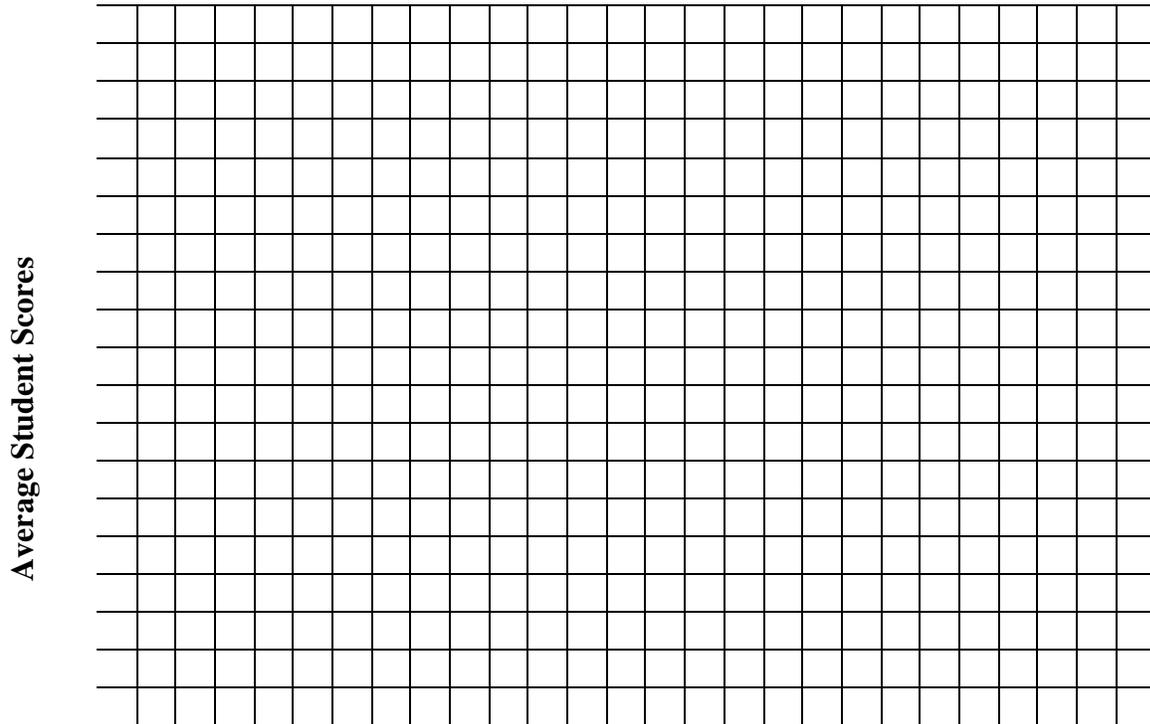
Advanced Activities

The above procedure allows the teacher to examine student test data and reflect on possible instructional activities that may influence these data. There are many other ways that a teacher can use previous student performance to improve future student performance. Below are just a few examples.

- Role-alike colleagues discuss results and share instructional strategies that seem to account for the high level of student performance. Plan collaborative intervention activities.
- Perform separate analyzes for low and high performance students or by gender or by ethnicity.
- Compare the class data to the district and state average.
- Working in teams and using the ABC Building Improvement Report (by achievement level and subject), plot on a grid the composite percentage of IIIs and IVs as a single score by grade and subject for three consecutive years. You are plotting a cohort (same students) trend for three years. Analyze these results.
- Estimate an anticipated student growth for this year and develop strategies for achieving this student growth.

Profiling Class Data

Teacher: _____ Class: _____ Date: _____



Goals

1. Identify the highest goals. Why are these the highest goals?
2. Identify the lowest goals. Why are these the lowest?
3. Identify strategies for increasing the lowest goals.

Student Survey

Teacher _____ School Year _____

Directions: The teacher is asked to read the following statements carefully, then request that the children respond to the statements by circling the face which shows whether they agree with that sentence. The face with a smile means "yes", upside down mouth means "no".

	Yes	No
Example: Chocolate is my favorite ice cream		
1. My teacher listens to me.		
2. My teacher smiles a lot.		
3. My teacher gives me help when I need it.		
4. My teacher is kind and friendly.		
5. My teacher shows us how to do new things.		
6. The rules in class help me to learn.		
7. I know what I am supposed to do in class.		
8. I am able to do the work in class		
9. I learn new things in my class.		
10. We have plenty of paper, pencils, and other things to learn with.		
11. I like school.		

STUDENT SURVEY

Teacher _____ School Year _____ Class _____

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved. You are encouraged to add your comments and suggestions

Directions: DO NOT put your name on the survey. Write your class period in the space provided above. Listed below are several statements about this class. Circle your response to each statement in the center column. If you wish to comment, use the space at the end of the survey.

	In this class, the teacher generally...	Yes	Sometimes	No
1.	clearly explains the objectives and requirements of the course to students.	Yes	Sometimes	No
2.	helps me to meet course objective and requirements.	Yes	Sometimes	No
3.	clearly explains how I will be graded in the class.	Yes	Sometimes	No
4.	encourages and accepts different opinions and questions of students.	Yes	Sometimes	No
5.	provides opportunities for help at times other than during class.	Yes	Sometimes	No
6.	encourages me to think for myself.	Yes	Sometimes	No
7.	provides assignments that are meaningful.	Yes	Sometimes	No
8.	provides tests that cover material taught in the course.	Yes	Sometimes	No
9.	grades fairly.	Yes	Sometimes	No
10.	keeps me informed of my progress.	Yes	Sometimes	No
11.	sets high standards and expectations for everyone.	Yes	Sometimes	No
12.	encourages students to work together.	Yes	Sometimes	No
13.	uses class time effectively.	Yes	Sometimes	No
14.	manages a classroom that minimizes disruption.	Yes	Sometimes	No
15.	enforces disciplinary rules fairly and consistently.	Yes	Sometimes	No
16.	makes learning interesting and meaningful.	Yes	Sometimes	No
17.	uses a variety of resources, such as technology, when teaching class.	Yes	Sometimes	No
18.	presents material in a variety of ways.	Yes	Sometimes	No
19.	communicates with my parents	Yes	Sometimes	No

Please use the space below to comment on the outstanding strengths and/or weaknesses of the teacher and the course. Thank you for your assistance.

Appendix G - Tracking Form

