



# PKKTPAI Teacher Evaluation System

(PreK-K Teachers' Performance Appraisal Instrument)

## EVALUATOR'S GUIDE



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# INTRODUCTION



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## Introduction

The purpose of the PKKTPAI Evaluator's Guide is to inform those involved in the teacher evaluation process, which is carried out through the North Carolina (NC) Office of School Readiness, Teacher Licensure Unit (OSR/TLU). It contains step-by-step procedures for evaluating More at Four (MAF) pre-kindergarten teachers with Birth-through-Kindergarten Standard Professional I or II (BK SP I or BK SP II) licensure, who work in nonpublic schools. This Guide may also be used by any personnel who have been formally trained.

The Guide includes forms and instructions to support the evaluation process. Evaluators are required to participate and successfully complete a three-day (24 hours) training that includes field-based evaluation experiences. Evaluators play a critical role in the TLU team process that includes a formally trained TLU mentor teacher, the MAF teacher, and his/her site administrator.

For descriptions of teacher licensure and evaluation terms used in the Guide, a Glossary is included in Appendix A.

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*Note: The North Carolina State Board of Education adopted new professional teaching standards (June 2007), followed by the development and implementation of a new teacher evaluation system (2008). During fall 2008, 13 Local Education Agencies (LEA) will implement the new system, followed by additional LEAs in subsequent years. The TLU will continue using the PKKTPAI to evaluate MAF teachers through the initial (BK SP I) and continuing licensure (BK SP II) phases. Information about the new professional teaching standards and the professional evaluation system may be found at <http://www.ncptsc.org>.*







# OVERVIEW



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## Section 1 | Overview of the Teacher Evaluation Process

The NC Teacher Performance Appraisal Instrument (TPAI) was developed by the NC Department of Public Instruction and originally implemented in 1985 to evaluate the performance of K-12 classroom teachers. Administered by school principals and other personnel who received training on how to use the instrument, the TPAI was revised in 2000 (TPAI-R) (Flowers, Testerman, Hancock, & Algozzine, 2000). These revisions better reflected the current research and standards in teaching. However, many professionals in the field of early childhood education believed that the revised instrument did not reflect the standards appropriate for the Pre-K and Kindergarten classrooms. In order to address this problem, the Pre-K and Kindergarten Teachers' Performance Appraisal Instrument (PKKTPAI) Project was initiated to develop and validate an instrument for evaluating early childhood teachers in the state of North Carolina. The project was funded by the NC Department of Public Instruction's Early Childhood Section and Exceptional Children's Preschool Program, as well as More at Four. The PKKTPAI and the TPAI-R evaluation processes are identical. The instruments used within the process have been revised to reflect more appropriate and accurate knowledge, skills, and dispositions of early childhood teachers.

More at Four teachers who are participating in the Beginning Teacher Support Program (BTSP) and/or the Lateral Entry Teacher Program (LETP) through the NC Office of School Readiness (OSR), Teacher Licensure Unit (TLU) must be observed and evaluated according to the type of license (BK SP I, BK SP II, or lateral entry) they hold, as required by North Carolina State Board of Education policy. Teachers are evaluated three times each year by a TLU evaluator who uses the PKKTPAI Snap Shot Form, and once at the end of the academic year, using the PKKTPAI Full Review Summative Form. Evaluations are typically scheduled during the months of October, December, February, and May. Visits may be announced or unannounced; however, it is recommended the first evaluation of the year be announced. All visits must include a pre- and a post conference with the teacher. Instructions for pre- and post conferences and all forms are included in this guide or may be downloaded from <http://education.uncc.edu/pkktpai>. Evaluation timelines vary by type of license and expiration date. For example, lateral entry and BK SP I licensed teachers are evaluated more often and are supported by a mentor throughout the initial licensure cycle (3 years), while BK SP II licensed teachers are evaluated less often and are not provided a mentor teacher.

**A checklist to guide the evaluator's work is found on the next page.**

## Section 2 | TLU Evaluator Checklist

MAF Teacher: \_\_\_\_\_ Program: \_\_\_\_\_ County: \_\_\_\_\_

- Agreement Conference (mentor coordinates conference; however, evaluator is encouraged to attend the agreement conference with the teacher, mentor, and site administrator when schedules permit):

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Participants: \_\_\_\_\_

- 1st Evaluation (Snapshot Form) on or before October 15th

Pre-Conference (  Phone  Face-to-Face  Other: \_\_\_\_\_ )

Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Classroom Observation Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Post-Conference Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Participants: \_\_\_\_\_

- Original Documents Submitted to OSR (including pre- and post conference forms, notes, and snapshot)

Date Submitted: \_\_\_\_\_

- 2nd Evaluation (Snapshot Form) on or before December 15th

Pre-Conference (  Phone  Face-to-Face  Other: \_\_\_\_\_ )

Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Classroom Observation Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Post-Conference Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Participants: \_\_\_\_\_

- Original Documents Submitted to OSR (including pre- and post conference forms, notes, and snapshot)

Date Submitted: \_\_\_\_\_

- 3rd evaluation (Snapshot Form) on or before February 15th

Review of previous evaluations (pre-conference, observation, and post-conference notes)

Pre-Conference (  Phone  Face-to-Face  Other: \_\_\_\_\_ )

Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Classroom Observation Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Post-Conference Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Participants: \_\_\_\_\_

- Original Documents Submitted to OSR (including pre- and post conference forms, notes, and snapshot)

Date Submitted: \_\_\_\_\_

- Summative Evaluation (Full Review Form) on or before May 15th

Review of previous evaluations (pre-conference, observation, and post-conference notes)

Pre-Conference (  Phone  Face-to-Face  Other: \_\_\_\_\_ )

Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Classroom Observation Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Post-Conference Date: \_\_\_\_\_ Length of time: \_\_\_\_\_

Participants: \_\_\_\_\_

- Original Documents Submitted to OSR (including pre- and post conference forms, notes, and snapshot)

Date Submitted: \_\_\_\_\_

## Section 3 | The Evaluator's Role

A qualified evaluator selected to perform teacher evaluation work must have credentials, knowledge, and experience of early childhood education, child and family development, and skill in teacher evaluation. Evaluators are comprised of experts in the Early Childhood field with varied professional experiences, such as college professors or retired teachers, public school administrators, or preschool coordinators. Evaluators complete a three-day training (24 hours) on the use of the PKKTPAI instrument followed by practice sessions with teachers to achieve an acceptable reliability level.

The Evaluator plays a significant role in evaluating eligible MAF teachers who work in nonpublic schools and are completing requirements for BK Licensure through the Beginning Teacher Support Program (BTSP). The evaluator functions as a valuable member of a team that is designed to provide ongoing teacher support and guidance for teachers who are seeking to meet licensure eligibility requirements.

The TLU evaluator:

1. Participates in the Team Agreement Conference (when schedule permits) with teacher, mentor, and site administrator.
2. Conducts **three** formal evaluations during the academic year (typically during the months of October, December, and February) using the **Snapshot** form of the PKKTPAI. Each evaluator conducting an **announced** observation/evaluation will:
  - a. Conduct the **Pre-Conference meeting** within 24 to 48 hours prior to formal evaluation, unless evaluation is unannounced (Pre-Conference is not required for unannounced evaluations).
  - b. **Observes** teachers and children in the classroom to evaluate teaching practices.
  - c. Conducts an **analysis** of all data collected during the observation and completes all applicable ratings on system forms.
  - d. Completes all the remaining **ratings** accordingly.



### EVALUATORS ARE TRAINED TO EMPLOY THE FOLLOWING BEST PRACTICES:

- Utilize the teacher evaluation process to document and identify the effective teaching that already exists;
- Emphasize the results of the evaluation process to encourage professional development;
- Recognize that the teacher is the key player in the evaluation process;
- Use multiple data sources (scripting, artifacts, pre- and post conferences, video, portfolios, lesson plans, etc.) to determine evidences and ratings for the PKKTPAI;
- Assume a non-threatening relationship with the teacher;
- Have a thorough understanding of the PKKTPAI, its intended use, and proper interpretation of information gathered;
- Understand the Evaluation Process and its components;
- Ensure that the Process is followed;
- Be culturally sensitive to individual teachers and groups of children and their families; and
- Understand the role and practices of each TLU team member.



- e. Participates in a **Post-Conference** meeting as soon after observation as possible (within 24 to 48 hours).
  - f. **Reviews** the evaluation with the teacher and other team members as determined by the teacher (mentor teacher, site administrator, teaching assistant, and other resource personnel).
  - g. **Submits** all **original documentation** of each Snapshot to the OSR/TLU.
3. Conducts the PKKTPAI Full Review Summative on or before May 15 of each school year.
- a. **Reviews** all previous data and **prepares** for the summative visit.
  - b. Conducts a **Pre-Conference** within 24 to 48 hours prior to the summative evaluation.
  - c. **Observes** teachers and children in the classroom to evaluate teaching practices.
  - d. Conducts an **analysis** of all data collected during the observation and completes all applicable ratings and comments.
  - e. Completes all the remaining **ratings** accordingly.
  - f. Conducts a **Post-Conference** as soon after the observation as possible (within 24 to 48 hours).
  - g. **Reviews** the **summative evaluation** with the teacher, site administrator, and mentor teacher.
  - h. **Submits** the Summative Review Packet (all **original documents** of the **summative evaluation** including the completed PKKTPAI Summative Evaluation Verification Annual Form) **to the OSR/TLU office within 10 days by certified mail.**

# PHASES



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## Section 4 | Phases of the Mentoring and Evaluation Process for Teachers with Initial Licensure (Lateral Entry or BK SP I)

The TLU mentoring and evaluation process for the **Beginning Teacher Support Program (BTSP)** occurs in six phases over a three-year period for any initially licensed teacher (Lateral Entry and BK SP I licensure). Teachers with BK SP II licensure are evaluated over a five-year period instead of three and are not mentored (see section 5).

### THE BTSP PHASES INCLUDE:

#### Phase I – Self-assessment and Teacher Development

- Begins with the Self (Teacher)
- Development of the Team (Teacher, Mentor, Site Administrator, and Evaluator)
- Team Agreement Conference
- Getting-to-Know-You-Conference (Mentor and Teacher)
- Self-assessment (teacher completes PKKTPAI Snapshot - no ratings)
- Mentor completes a Snap Shot PKKTPAI (no ratings)

#### Phase II – Individual Growth Plan

- Individual Growth Plan (IGP) discussion and development begins (Mentor and Teacher)

#### Phase III – Formal evaluations begin

- Mentor contacts evaluator to schedule initial PKKTPAI evaluation, each subsequent evaluation is scheduled by the evaluator (unless unannounced)





**Phase IV – Formal evaluations continue, include pre- and post conferences; IGP reviewed, adjusted**

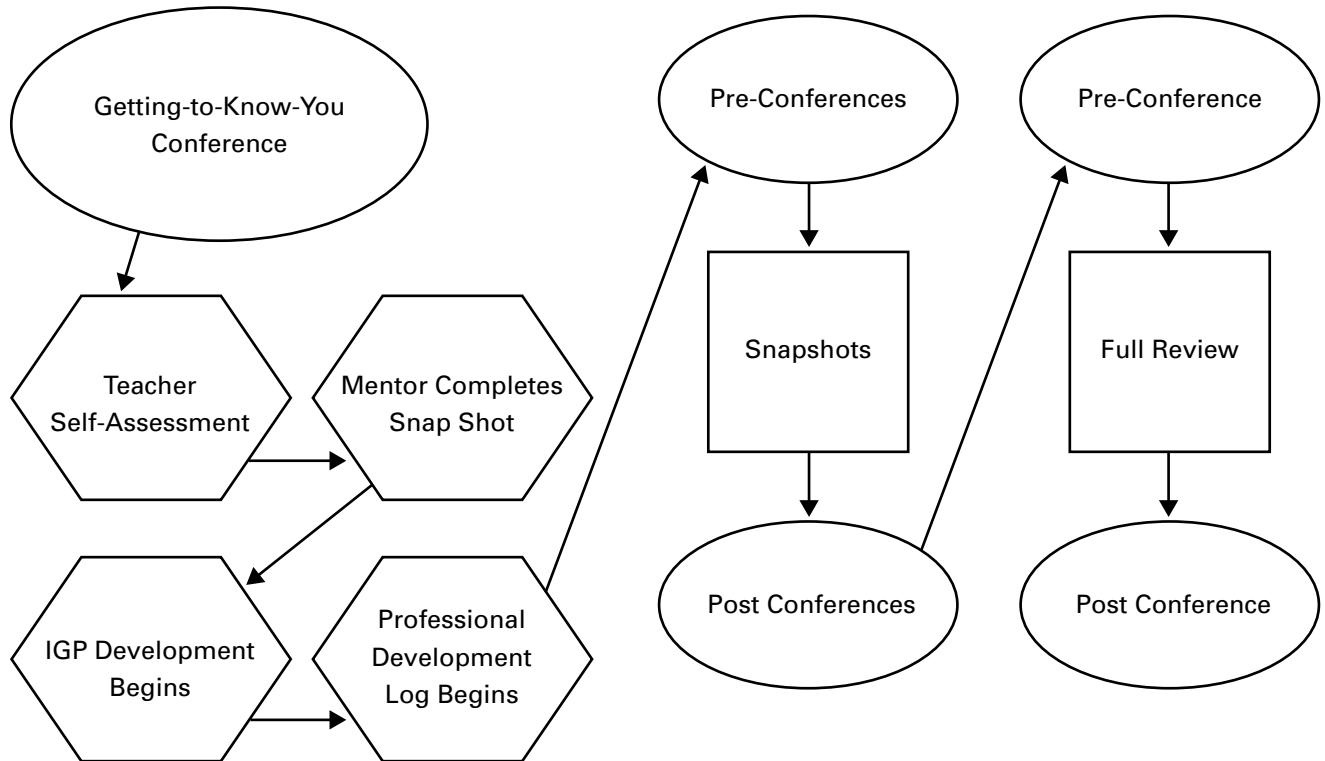
- Evaluator Contacts Teacher/Site administrator
- Evaluator completes annually
  - Pre- and post conferences
  - 3 Snap Shot PKKTPAI Evaluations (Formative) October 15, December 15, and February 15
  - 1 Full PKKTPAI evaluation (Summative) May 15
- Uses results to inform IGP and mentor support
- Mentoring-evaluation continues throughout the year

**Phase V – Evaluation results submitted to TLU; teacher informs site administrator, mentor**

- Evaluator sends results to OSR/Teacher Licensure Unit (TLU) for teacher's file
- Teacher provides copies of PKKTPAI results to Site Administrator, Mentor and keeps copies for self

**Phase VI – Submission of IGP and Professional Development Log to TLU**

- Mentor sends IGP
- Teacher submits Professional Development Log to OSR/Teacher Licensure Unit (TLU) by:
  - June 15 for Teachers with BK SP I License
  - August 15 for Teachers with Lateral Entry Licenses

**Phases of the TLU Mentoring and Evaluation Process for Lateral Entry and BK SP I Teachers**

||| → Mentoring Process Continues throughout all Phases of Evaluation ||| →

(BK SP II, Pre-K/K Add-on, or Provisionally Licensed Teachers are not mentored.)

## Section 5 | Phases of the Evaluation Process for Teachers with BK SP II Licensure

Teachers with a BK SP II, Pre-K Add-on or Provisional BK license are evaluated and not mentored. Evaluation results are used to inform the IGP process.

### Phase I – Self-assessment

- Self-assessment (teacher completes PKKTPAI Snapshot - no ratings)

### Phase II – IGP

- Teacher begins developing an Individual Growth Plan (IGP) based on self-assessed needs by October 30

### Phase III – Team agreement

- TLU evaluator contacts teacher to schedule first evaluation (unless unannounced) by November 30
- Evaluator reviews the Team Agreement with MAF Teacher and Site administrator

### Phase IV – Formal evaluation begins

- Evaluator completes annually
  - Pre- and post conferences (unless PKKTPAI is unannounced)
  - 2 Snap Shot PKKTPAI Evaluations (Formative) by November 30 and February 15
  - 1 Full PKKTPAI evaluation (Summative) by May 15 in 5th year of 5-year renewal cycle
- Use results to inform IGP revisions or goal completion
- Self-assessment ongoing; informs professional development needs

### Phase V – Evaluation results submitted

- Evaluator sends results to OSR/Teacher Licensure Unit (TLU) for teacher's file
- Teacher provides copies of PKKTPAI results to Site Administrator and keeps copies for self

### Phase VI – Submission of IGP and Professional Development Log to the TLU

- Teacher submits IGP and Professional Development Log to OSR/Teacher Licensure Unit (TLU) by:
  - June 15 (5th year of licensure renewal cycle) for teachers with BK SP II or PKK Add-on, or Provisional Licensure



# COMPONENTS



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## Section 6 | Components of the Evaluation Process

The components of the evaluation process are listed to the right and described below and on the following pages.

### COMPONENT: PRE-OBSERVATION CONFERENCE

During orientation into the program at the beginning of the academic year, the teacher will be given a copy of the evaluation form (PKKTPAI), standards, and procedures for the teacher to prepare adequately.

A pre-conference between the teacher and the evaluator is held prior to an observation. The purpose of the pre-conference is to discuss what will be observed, the learning experiences planned for the children, and to gather any other information that will be helpful for understanding the teacher's objectives for the observation day.

The pre-conference should be scheduled no more than two working days prior to the observation. A successful conference results from careful preparation by the teacher and the evaluator. Responses generated by the teacher should be recorded on the Pre-Conference Form, which is included on the following page.

### Evaluator Responsibilities

1. Schedule the conferences (first conference scheduled after mentor notification that teacher is ready).
2. Identify a location for the conference to be conducted or a convenient time for a telephone conference (it is recommended that the conference be conducted in the teacher's classroom if possible).
3. 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 materials that are typically part of the daily plan.

The questions outlined on the following page 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.

### COMPONENTS:

- Pre-Observation Conference
- The Observation Period
  - The PKKTPAI Evidences Sheet
  - Scripting
- PKKTPAI Analysis and Ratings
- Post-Observation Conference
- PKKTPAI Snapshot (Formative)
- PKKTPAI Full Review (Summative)
- Instructions for completing the Summative Evaluation Process
  - PKKTPAI Summative Evaluation Annual Verification Form



**PKKTPAI PRE-CONFERENCE QUESTIONS**

Teacher: \_\_\_\_\_ Mentor/Evaluator: \_\_\_\_\_ County: \_\_\_\_\_

Pre-conference Date: \_\_\_\_\_ Class: \_\_\_\_\_

Observation Date & Time: \_\_\_\_\_

1. What learning experiences will I observe?
2. What are the objectives for these experiences?
3. How do the objectives align with *Foundations*, NC Early Learning Standards?
4. How do these objectives relate to children's previous learning?
5. How does the classroom environment promote learning?
6. How do you acknowledge children's contributions and demonstrate the value of each child in the classroom?
7. How do you assess and plan for a child's learning?
  - Describe how you maintain portfolios?
  - Describe how you follow IEP's.
8. How do you inform parents/families of curriculum planning, projects, and general information about the program?
  - Describe the inclusion of parents/families in the program.
9. Describe how you participate in school functions and contribute to the overall center/school atmosphere (include planning and assisting with others).
10. Describe how you collaborate with other agencies in the community.
11. Are there any special problems, which are out of your control (with children, facility, etc.) and you would like for me to be aware?
12. Is there anything else I should know before observing your classroom?
13. Is there anyone else you would like to have included in your post-conference?



**COMPONENT: THE OBSERVATION PERIOD**

The major purpose of the Evaluator's observation is to provide data for the teacher and OSR/TLU for reflection and modification of plans; to see the overall picture of the classroom; to listen for teacher self assessment and reflection; to monitor IGP development; and to help create a quality pre-kindergarten/kindergarten (PKK) responsive environment with a quality PKK teacher. The Evaluator's observations should be independent and objective, interacting as little as possible with the teacher, the children, and actions of the time-period. The required observations, as approved by the OSR/TLU office, work best if done at different time periods in the daily schedule. The agreed upon target dates are: **October 15, December 15, February 15, and May 15**. All observations should be completed on or before these dates. This observation schedule allows the evaluator to see teacher changes, professional gains, and patterns of action over time. Effective evaluators prepare for observations by:

- Relying on knowledge of child growth and development
- Practicing with the PKKTPAI at least 5 times before the first formal observation
- Brainstorming what each indicator might look like in an active pre-kindergarten/kindergarten classroom
- Thinking about what is brought to the evaluation (past experiences, expectations, interests, feelings, temperament, professional knowledge, etc.)
- Being as objective as possible
- Using the Evidences Summary Sheet to focus the observation on the PKKTPAI indicators

**COMPONENT: THE PKKTPAI EVIDENCES SHEET**

The Evidences Summary Sheet is an overview of Major Functions, Standards, and Indicators. It is useful in the observation period for recording an action, checking occurrences, and other reminder notations. It is also useful for quick reference when completing the PKKTPAI and discussing observational data with teachers during the post conference. The Evidences Summary Sheet is included on the following page.



## PKKTPAI EVIDENCES SUMMARY SHEET

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

County: \_\_\_\_\_

Major Function 1 Facilitates Development	Major Function 2 Learning Environment	Major Function 3 Child Self Regulation	Major Function 4 Assessment	Major Function 5 Relationships
1.1 Understandable language 1.2 Open-ended questions 1.3 Listens to children 1.4 Focuses on child activities 1.5 Facilitates play 1.6 Large, small, individual groups 1.7 Gross motor activities 1.8 Plans small group activities  2.1 Displays child work 2.2 Adaptations for individuals 2.3 Encourages engagement 2.4 Multicultural experiences 2.5 Helps develop IEPs  3.1 Child prior knowledge - uses 3.2 Child prior knowledge - plans 3.3 Modifies based on skill levels  4.1 Routine Tasks 4.2 Reviews with children 4.3 Plans with children  5.1 Multiple media 5.2 Appropriate software 5.3 Modifies technology	1.1 Cognitive development 1.2 Linguistic development 1.3 Social development  2.1 Space for active work 2.2 Space for quiet work 2.3 Space for group work  3.1 Appropriate furnishings 3.2 Accessible materials 3.3 Space for child's belongings 3.4 Materials are organized  4.1 Well maintained 4.2 Bathroom use 4.3 Harmful materials safe 4.4 Cleaning supplies for children 4.5 Hand washing 4.6 First aid 4.7 Prevents accidents 4.8 Responds to accidents	1.1 Clear limits set 1.2 Children help develop rules 1.3 Recognizes positive behavior 1.4 Redirects 1.5 Stops inappropriate behavior 1.6 Conflict resolution 1.7 Teaches cooperation  2.1 Supervises all children 2.2 Moves from area to area 2.3 Smooth transitions  3.1 Easy traffic flow 3.2 Can see children at all times	1.1 Assesses by listening 1.2 Assesses understanding 1.3 Adjusts activities  2.1 Portfolios 2.2 Documents progress 2.3 Work samples 2.4 Follows IEPs 2.5 Encourages social interaction 2.6 Assesses social development	1.1 Shows affection 1.2 Values each child  2.1 Encourages verbalization 2.2 Positive responses to children 2.3 Constructive feedback  3.1 Resource network 3.2 Family volunteers 3.3 Communicates with families 3.4 Plans with families  4.1 Supports school activities 4.2 Collaborates with colleagues 4.3 Assists with school projects  5.1 Involves community 5.2 Communicates with agencies  6.1 Non-educational duties 6.2 Follows policies 6.3 Professional growth plan 6.4 Reflective practitioner
<p>MAJOR FUNCTIONS: 1 = Unsatisfactory, 2 = Below Standard, 3 = At Standard, 4 = Above Standard</p> <p>INDICATORS: 1 = Never, 2 = Seldom, 3 = Often, 4 = Always</p> <p>EVIDENCES: FO = Formal Observation, PC = Pre-Conference, AT = Artifacts, GP = Growth Plan, IO = Informal Observations</p>				

**COMPONENT: SCRIPTING**

Scripting, a major component of the evaluation process, is a written description of the actions and interactions of the teacher and children in the time frame in which the evaluator is present. It is helpful to note the time-factor as entries are made throughout the observations. It is important to strive for objectivity by differentiating between what is actually seen and heard in the classroom and what might be perceived as happening (opinions, interpretations, biases, or judgments). Observation notes can also include questions and concerns, which can be clarified with the teacher in the post conference.

**COMPONENT: PKKTPAI – ANALYSIS AND RATINGS**

After the observation, the evaluator should take a period of time to analyze the data gathered and to make ratings for the indicators and major functions. The evaluator should identify what type of evidence was used to rate each indicator.

**Some indicators and major functions may need clarification and discussion with the teacher before they are entered on the instrument.**

Once the evaluator has completed the observation and is ready to rate the **major functions**, he or she needs to consider all *indicators as a whole* and use them as a preponderance of the evidence. (The instrument should **not** be marked during the observation period.) The instrument includes four levels of performance from **unsatisfactory to above standard** for rating overall behaviors related to the **major functions**. The instrument includes four different levels of performance from **never to always** for rating behaviors related to individual indicators. Each of the five major functions includes several standards as well as indicators for those standards.

Individual indicators should be rated according to the appropriate scale from **never to always**. The average of these ratings, as well as the evaluator's overall impression of the teacher's ability to meet the standards, should be used to provide each major function rating from **unsatisfactory to above standard**. A "not observed" (N.O.) option is provided for each indicator of the **snapshot version of the instrument**. Scales for rating indicators and major functions are described in the following section.

**RATING SCALE FOR THE PKKTPAI INDICATORS:****4 – Always**

The teacher whenever appropriate employs skills and behaviors related to this indicator that are completely developmentally appropriate and integrated into practice.

**3 – Often**

The teacher frequently employs skills and behaviors related to this indicator and they are well-developed and an intentional part of practice.

**2 – Seldom**

The teacher occasionally employs skills and behaviors related to this indicator, however, they are not completely integrated into practice.

**1 – Never**

The teacher does not demonstrate skills and behaviors related to this indicator and any similarity is incidental.



## RATING SCALE FOR THE PKKTPAI MAJOR FUNCTIONS:

### 4 – Above Standard

Performance within this function is frequently high. Most teaching practices are demonstrated at a consistently high level. Teacher frequently seeks to expand scope of competencies and undertakes additional appropriate responsibilities.

### 3 – At Standard

Performance within this function area is consistently 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. The rating At Standard is based on a definition of the effective teaching practices that are expected of all teachers.

### 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.

## COMPONENT: POST OBSERVATION CONFERENCE

A post-observation conference meeting between the teacher and the evaluator takes place after each observation. The teacher can request other persons to be present such as the mentor and/or the administrator.

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 all notes of the observation but should not have finalized the PKKTPAI tool. 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 misinterpretations.

Suggested questions that may be helpful for the discussion during the Post-Observation Conference are included on the following page.

## COMPONENT: PKKTPAI SNAPSHOT (FORMATIVE)

Evaluations are either conducted by using the PKKTPAI Snapshot form, included in this section, or the Full Review form (included in the following section). The Snapshot is used by a trained evaluator. A Snapshot evaluation can either be announced or unannounced. The evaluator observes the teacher's classroom for at least 90 minutes. The form is identical to the Full Review version with the exception of the "not observed" (N.O.) category. 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 indicator.

The instrument should **not** be marked during the observation period. During the observation period, notes, scripting, and the evidences summary page can be used to document evidences of teacher performance. After the observation period the evaluator should take a period of time (e.g., approximately 30 minutes) to analyze the data gathered and to make ratings as indicated for the Major Functions and identify what type of evidence was used to rate each indicator. Some indicators and functions may need clarification and discussion with the teacher before they are entered on the instrument.





## PKKTPAI Snapshot Form | PREK-K TEACHERS' PERFORMANCE APPRAISAL INSTRUMENT (PKKTPAI) SNAPSHOT REVIEW – EXPERIENCED TEACHERS

Teacher: \_\_\_\_\_ Classroom:  PK  K County: \_\_\_\_\_

Evaluator: \_\_\_\_\_

<i>Name</i>	<i>Position</i>
Date of Classroom Observation	Date of Pre-Conference
School	Length of Pre-Conference
Length of Classroom Observation	Length of Post-Conference
Number of Children Enrolled	Number of Children Present in Classroom
Number of Boys Present	Number of Girls Present
Number of Staff/Volunteers in Classroom	Age Range of Children in Classroom

Activities Observed (Check all that apply):

Mealtime/Snacks  Circle Time  Centers  Transitions  Playground  Small Groups

Instructions:

- Evaluators must be carefully trained on the use and interpretation of the instrument prior to its use.
- The evaluator is to rate the teacher's performance with respect to the 5 major functions of teaching listed below based on the following evidences: the formal observation (FO) of a 60+ minute classroom visit, the pre-conference notes, rating form and discussion (PC), artifacts provided by the teacher (AT), the Individual Growth Plan (GP), and informal observations (IO). This instrument is meant to serve as a comprehensive assessment of the teacher's primary functions.
- The evaluator should identify what type of evidence was used to rate each indicator by circling the appropriate identifier(s): Formal Observation (FO), Pre-Conference Notes (PC), Artifacts (AT), Individual Growth Plan (GP), Informal Observation (IO). More than one type may be used to rate an individual indicator. All appropriate evidences should be circled.
- The evaluator must add pertinent comments at the end of each major function for which an overall rating is given. Additional comments are optional throughout the instrument.
- The teacher must be provided an opportunity to react to the evaluator's ratings and comments.
- The evaluator and teacher must discuss the results of the appraisal and any recommendations pertinent to it.
- The evaluator and the teacher must sign the PKKTPAI in the assigned spaces.
- The PKKTPAI must be filed in the teacher's personnel file.
- The instrument includes four levels of performance from unsatisfactory to above standard for rating overall behaviors related to the major functions. These ratings are consistent with those used by the other teacher performance appraisal instruments (TPAI) and are described below. The instrument includes four different levels of performance from never to always for rating behaviors related to individual indicators.
- Each of the five **major functions** includes several standards as well as indicators for those standards. Individual **indicators** should be rated according to the appropriate scale below (Never – Always). The average of these ratings, as well as the evaluator's overall impression of the teacher's ability to meet the standards, should be used to provide each major function rating (Unsatisfactory – Above Standard).
- A "not observed" (N.O.) option is provided for each indicator of the snapshot version of the instrument.

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

**PKKTPAI RATING SCALES**

Major Functions	1 = Unsatisfactory	2 = Below Standard	3 = At Standard	4 = Above Standard
	Overall performance is deficient or very low quality.	Overall performance is sometimes inadequate or unacceptable and needs improvement.	Overall performance is consistently adequate.	Overall performance is consistently high.
Indicators	1 = Never	2 = Seldom	3 = Often	4 = Always
	Performance never occurs.	Performance seldom occurs.	Performance often occurs.	Performance always occurs.
FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**MAJOR FUNCTION 1: FACILITATES GROWTH, DEVELOPMENT & LEARNING****Standard 1: Teacher understands the central concepts and principles of child development, growth, and learning.**

- 1.1 Uses language and concepts that are appropriate and understandable to young children.  
FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.2 Asks open-ended questions that encourage further exploration and build on the thinking processes of young children. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.3 Listens attentively and responds appropriately and respectfully at child's developmental level. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.4 Focuses on children's activities rather than relying on adult demonstration or lecture. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.5 Facilitates active and interactive play and understands that children are on 'on-task' when engaged in play. For example, the teacher provides blocks of unstructured time for children to choose, explore, discover and develop concepts. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.6 Provides regular and appropriate opportunities for both large group, small group, and individual work/ play. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.7 Provides regular and appropriate gross motor experiences, both indoor and outdoor work/play time. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.8 Intentionally plans on-going experiences for individual and small groups that enhance the cognitive, social, emotional, linguistic, and physical development of young children. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**Standard 2: Teacher designs learning experiences that promote growth and development for all children, including children of diverse backgrounds and capabilities.**

- 2.1 Provides time and space for acknowledging children's experiences and accomplishments:  
Displays children's work samples. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.2 Makes modifications and/or adaptations for individual children as necessary. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.3 Regularly encourages all children to engage, listen, interact, and respond to adults and other children. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.4 Incorporates and encourages multicultural and non-stereotypical experiences. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.5 Actively participates in the development and administration of individual education plans (IEPs) for children with disabilities. FO / PC / AT / GP / IO 1 2 3 4 N.O.



Teacher: \_\_\_\_\_

County: \_\_\_\_\_

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FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**Standard 3: All children's prior knowledge, skills, experiences and personal interests are incorporated into learning experiences.**

- 3.1 Uses children's prior knowledge, skills, experiences and personal interests in introducing topics, themes and/or units. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 3.2 Uses children's prior knowledge, skills, experiences and personal interests in planning and developing topics, themes, and/or units. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 3.3 Modifies experiences for varied skill levels as needed. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**Standard 4: Teacher encourages children to engage in and become responsible for their own learning.**

- 4.1 Includes children in routine tasks (i.e., attendance, clean up, meal and snack times, care of classroom materials) to facilitate learning and development. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 4.2 Involves children in reviewing what was learned during the day (or week). FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 4.3 Involves children in planning experiences. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**Standard 5: Teacher makes media technologies available to children and incorporates them into developmentally appropriate learning experiences.**

- 5.1 Multiple media are appropriately integrated within learning experiences. These media may include, but are not limited to: pictures, big and small books, fish tanks and other living media, games, audio-players, computers. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 5.2 If a computer is available in classroom, teacher chooses well-designed developmentally (age, individually, and culturally) appropriate software. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 5.3 Teacher makes necessary modifications to media and technologies to accommodate all children's needs. Appropriate assistive-technology products are made available to children with disabilities. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**MAJOR FUNCTION 1 OVERALL RATING: 1 2 3 4**

*Comments:*

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

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	Performance never occurs.	Performance seldom occurs.	Performance often occurs.	Performance always occurs.

FO - Formal Observation | PC - Pre-Conference | AT - Artifacts | GP - Individual Growth Plan | IO - Informal Observations

## MAJOR FUNCTION 2: PROVIDES A DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENT

### Standard 1: A variety of materials and tools are available to support young children's cognitive, linguistic, social, emotional, physical development and approaches to learning.

- 1.1 Develops an environment designed for active learning which includes well equipped areas for cognitive development. Examples include blocks, exploration and/or science supplies, math-related materials, sand/water, and technology. FO / PC / AT / GP / IO      1 2 3 4      N.O.
- 1.2 Develops an environment designed for active learning which includes well equipped areas for linguistic development. Examples include books, writing materials, and media technologies. FO / PC / AT / GP / IO      1 2 3 4      N.O.
- 1.3 Develops an environment designed for active learning which includes well equipped areas for social, emotional, and physical development. Examples include art supplies, creative or dramatic play supplies, music/ movement/dance materials, gross motor development experiences (outdoor), media technology, and other materials related to children's special interests. FO / PC / AT / GP / IO      1 2 3 4      N.O.

### Standard 2: The physical environment is intentionally organized to accommodate a variety of experiences.

- 2.1 Physical environment includes space for messy and active work/play. FO / PC / AT / GP / IO      1 2 3 4      N.O.
- 2.2 Physical environment includes space for quiet and private work/play. FO / PC / AT / GP / IO      1 2 3 4      N.O.
- 2.3 Physical environment includes space for large group, small group, and individual work/play. FO / PC / AT / GP / IO      1 2 3 4      N.O.

### Standard 3: The furnishings and materials are appropriately sized and arranged to support children's abilities to engage in experiences.

- 3.1 Chairs and tables are appropriately sized and accessible to all children. FO / PC / AT / GP / IO      1 2 3 4      N.O.
- 3.2 Appropriate materials are accessible to all children and are clearly labeled at the children's level of understanding (pictorial + text). FO / PC / AT / GP / IO      1 2 3 4      N.O.
- 3.3 Easily accessible space is available for each child's belongings. FO / PC / AT / GP / IO      1 2 3 4      N.O.
- 3.4 Materials are clearly organized into conceptually related groups or themes, including activities, displays, and child-generated art work. FO / PC / AT / GP / IO      1 2 3 4      N.O.

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

Major Functions	1 = Unsatisfactory	2 = Below Standard	3 = At Standard	4 = Above Standard
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Indicators	1 = Never	2 = Seldom	3 = Often	4 = Always
	Performance never occurs.	Performance seldom occurs.	Performance often occurs.	Performance always occurs.
FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**Standard 4: Health and safety precautions are evident.**

- 4.1 Classroom reflects discovery and use of materials, but is generally clean or well maintained. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 
- 4.2 Children are free to use the bathroom as needed, not only as scheduled. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 
- 4.3 Harmful cleaning supplies and other hazardous materials are not accessible to children. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 
- 4.4 Soap, water, paper towels, and tissues are available for use by children. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 
- 4.5 Hand-washing takes place before/after meals, after bathroom use, and other times when needed. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 
- 4.6 First-aid kit, emergency contact information is readily accessible to the teacher. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 
- 4.7 Teacher anticipates and takes action to prevent injuries/accidents. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 
- 4.8 Teacher responds quickly and appropriately to all injuries/accidents. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 

**MAJOR FUNCTION 2 OVERALL RATING: 1 2 3 4***Comments:*

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

Major Functions	1 = Unsatisfactory	2 = Below Standard	3 = At Standard	4 = Above Standard
	Overall performance is deficient or very low quality.	Overall performance is sometimes inadequate or unacceptable and needs improvement.	Overall performance is consistently adequate.	Overall performance is consistently high.
Indicators	1 = Never	2 = Seldom	3 = Often	4 = Always
	Performance never occurs.	Performance seldom occurs.	Performance often occurs.	Performance always occurs.
FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**MAJOR FUNCTION 3: FOSTERS SELF REGULATION IN CHILDREN****Standard 1: Teacher has created and implemented developmentally appropriate expectations concerning children's behavior in various learning activities and transitions.**

- 1.1 Sets clear and sufficient limits and rules that are developmentally appropriate.  
FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.2 Involves children in developing classroom rules. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.3 Recognizes positive behaviors in an appropriate manner. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.4 When necessary, redirects children's attention to more appropriate behaviors.  
FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.5 Stops inappropriate behaviors promptly, consistently and appropriately while maintaining the dignity of the children. Provides an appropriate level of adult intervention and direction. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.6 Assists children in choosing alternative resolutions to problems and conflicts.  
FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.7 Teaches children how to cooperate, negotiate, make and keep friends. Provides play experiences that foster self regulation, cooperation, negotiation, and friendship.  
FO / PC / AT / GP / IO 1 2 3 4 N.O.

**Standard 2: Teacher consistently provides adequate supervision of the behaviors of all children during various learning activities and transitions.**

- 2.1 While working with small groups of children, the teacher (independently or with an assistant) supervises all other children in the classroom. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.2 Moves from area to area within the classroom during individual and small group experiences. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.3 Facilitates smooth transitions between quiet and active times, which allow for children's talking, selecting and engaging in new experiences. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**Standard 3: The teacher intentionally organizes the physical environment to facilitate growth, development, & learning.**

- 3.1 There is an easy traffic flow within the classroom. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 3.2 Furnishings are arranged in such a manner that allows the teacher to supervise the children at all times. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**MAJOR FUNCTION 3 OVERALL RATING: 1 2 3 4***Comments:*

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

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	Overall performance is deficient or very low quality.	Overall performance is sometimes inadequate or unacceptable and needs improvement.	Overall performance is consistently adequate.	Overall performance is consistently high.
Indicators	1 = Never	2 = Seldom	3 = Often	4 = Always
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FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**MAJOR FUNCTION 4: IMPLEMENTS DEVELOPMENTALLY APPROPRIATE ASSESSMENT STRATEGIES****Standard 1: Teacher engages children in meaningful and appropriate conversation in order to assess their development.**

- 1.1 Demonstrates that he/she listens attentively to children as they talk about activities, experiences, thoughts and opinions and uses this information to assess children's progress. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.2 Asks open-ended questions as children engage in activities in order to assess understanding. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.3 Demonstrates flexibility and responsiveness to all children's needs: Teacher continually assesses children's abilities, interactions, responses, and reactions and uses this information to adjust activities as necessary. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**Standard 2: Teacher uses a variety of information to determine the effects of learning experiences on children's cognitive, linguistic, social, emotional, physical development and approaches to learning.**

- 2.1 Maintains a portfolio with samples of children's work. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.2 Records observed progress in journals, anecdotal records, checklists, or other instruments. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.3 Uses observational data and samples of children's work for diagnostic purposes. Uses information gathered to plan individualized learning experiences. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.4 Appropriately follows individual education plans (IEPs) for students with disabilities. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.5 Encourages children to interact with and learn from each other. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.6 Assesses children's social interactions in order to evaluate social developmental, growth, and learning. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**MAJOR FUNCTION 4 OVERALL RATING: 1 2 3 4***Comments:*

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

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**MAJOR FUNCTION 5: EFFECTIVELY COMMUNICATES & PARTICIPATES WITHIN THE EDUCATIONAL ENVIRONMENT****Standard 1: Teacher treats all children with respect and in a fair and equitable manner.**

- 1.1 Consistently shows affection toward all children through appropriate verbal and non-verbal communication. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 1.2 Demonstrates the value of each child through experiences. Examples include special day acknowledgements, displaying children's work, acknowledging children's contributions. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**Standard 2: Teacher communicates with children in an appropriate and effective manner.**

- 2.1 Encourages the verbalization of discoveries and provides appropriate feedback (open-ended questions) to facilitate these learning opportunities. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.2 Responds appropriately and positively when children share their activities, experiences, thoughts and opinions. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 2.3 Provides timely and constructive feedback to all children. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**Standard 3: Teacher fosters relationships with families to support children's learning and well-being.**

- 3.1 When appropriate and/or necessary, teacher effectively utilizes a network of school and community resources for providing assistance and information to families. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 3.2 Provides opportunities for family members to volunteer inside and outside of the classroom. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 3.3 Consistently and clearly communicates with families regarding children's progress. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 3.4 Actively involves family members in planning strategies for enhancing children's progress. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**Standard 4: Teacher fosters relationships with school colleagues to support children's learning and well-being.**

- 4.1 Teacher participates in school-related activities in support of the vision/mission of the institution. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 4.2 When appropriate and/or necessary, teacher collaborates with school colleagues to enhance children's learning and development. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 4.3 Assists colleagues with planning and implementing school projects. Examples include field days, PTA projects, and parent education sessions. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**Standard 5: Teacher fosters relationships with community agencies to support children's learning and well-being.**

- 5.1 When appropriate, provides opportunities for community agency members to work with individual or groups of children. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 5.2 Consistently and clearly communicates with community agency members regarding their roles in children's learning and development. FO / PC / AT / GP / IO 1 2 3 4 N.O.

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

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**Standard 6: Teacher performs relevant non-educational duties, including participation in assigned school-wide functions and professional development activities.**

- 6.1 Carries out non-educational duties as assigned and/or as needed to ensure children's safety outside of the classroom. Examples include: bus, playground, and cafeteria supervision. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 6.2 Adheres to established laws, policies, rules and regulations, including the Code of Ethics for NC Educators. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 6.3 Has created a plan for professional development and demonstrates participation in professional growth opportunities. FO / PC / AT / GP / IO 1 2 3 4 N.O.
- 6.4 Demonstrates that he/she is a reflective practitioner who continually evaluates the effects of his/her decisions and actions on children, parents, and other professionals in the educational community. Evidence includes: teaching portfolio, anecdotal notes/records of educational activities, and communications and collaborations with colleagues. FO / PC / AT / GP / IO 1 2 3 4 N.O.

**MAJOR FUNCTION 5 OVERALL RATING: 1 2 3 4**

*Comments:*

Evaluator's Overall Comments:

Teacher's Reaction to Evaluation:

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

**COMPONENT: PKKTPAI FULL REVIEW (SUMMATIVE)**

The **PKKTPAI Full Review** form is an **announced** observation. Pre- and post conferences are required. The PKKTPAI-Full Review, included in this section, is a comprehensive review of the entire annual evaluation process. Not all indicators will be assessed through direct observation. The form is meant to capture the evaluation of multiple sources of data, including previous evaluations, artifacts, individual growth plans, and pre- and post observation conference notes.

After the evaluator completes the third Snap Shot evaluation (by February 15), a Summative Review is scheduled and completed by May 15. To prepare for and complete the Summative Review, the Evaluator:

1. Reviews results from the three (3) Snap Shots completed during the school year
2. Reviews pre- and post conference responses and observation notes
3. Develops list of ratings (1-2 range) from the Snap Shots – Areas of Needs
4. Communicates this list to teacher and note what evidences will be needed to review during the Summative Review
5. Suggests that teacher develops a list of strengths and needs (self-reflection)
6. Requests a copy of the teacher's Individual Growth Plan (IGP), list of Professional Development Activities, and journals that teacher may have used for self-reflection (or other evidence as available or applicable)

**SCHEDULES AND CONDUCTS THE FULL REVIEW**

1. Schedules pre-conference meeting with the teacher
2. Conducts the pre-conference with the teacher
3. Gathers feedback (evidences) from the site administrator/director to rate Function V of the PKKTPAI
4. Conducts the observation using the PKKTPAI Full Review Form
5. Scripts and documents observed behaviors
6. Conducts the post conference with the teacher (include results from previous PKKTPAI observations conducted during the year)
7. Provides a brief summary of previous PKKTPAI results and the summative observation
8. Provides in-depth summary of the teacher's work for the year



## PKKTPAI Full Review Summative Form | PREK-K TEACHERS' PERFORMANCE APPRAISAL INSTRUMENT (PKKTPAI) FULL REVIEW – EXPERIENCED TEACHERS

Teacher: \_\_\_\_\_ Classroom:  PK  K County: \_\_\_\_\_

Evaluator: \_\_\_\_\_

<i>Name</i>	<i>Position</i>
Date of Classroom Observation	Date of Pre-Conference
School	Length of Pre-Conference
Length of Classroom Observation	Length of Post-Conference
Number of Children Enrolled	Number of Children Present in Classroom
Number of Boys Present	Number of Girls Present
Number of Staff/Volunteers in Classroom	Age Range of Children in Classroom

Activities Observed (Check all that apply):

Mealtime/Snacks  Circle Time  Centers  Transitions  Playground  Small Groups

Instructions:

- Evaluators must be carefully trained on the use and interpretation of the instrument prior to its use.
- The evaluator is to rate the teacher's performance with respect to the 5 major functions of teaching listed below based on the following evidences: the formal observation (FO) of a 60+ minute classroom visit, the pre-conference notes, rating form and discussion (PC), artifacts provided by the teacher (AT), the Individual Growth Plan (GP), and less formal observations or interactions (IO). This instrument is meant to serve as a comprehensive assessment of the teacher's primary functions.
- The evaluator should identify what type of evidence was used to rate each indicator by circling the appropriate identifier(s): Formal Observation (FO), Pre-Conference Notes (PC), Artifacts (AT), Individual Growth Plan (GP), Indirect Observation (IO). More than one type may be used to rate an individual indicator. All appropriate evidences should be circled.
- The evaluator must add pertinent comments at the end of each major function for which an overall rating is given. Additional comments are optional throughout the instrument.
- The teacher must be provided an opportunity to react to the evaluator's ratings and comments.
- The evaluator and teacher must discuss the results of the appraisal and any recommendations pertinent to it.
- The evaluator and the teacher must sign the PKKTPAI in the assigned spaces.
- The PKKTPAI must be filed in the teacher's personnel file.
- The instrument includes four levels of performance from unsatisfactory to above standard for rating overall behaviors related to the **major functions**. These ratings are consistent with those used by the other teacher performance appraisal instruments (TPAI) and are described below. The instrument includes four different levels of performance from never to always for rating behaviors related to individual **indicators**.
- Each of the five major functions includes several standards as well as indicators for those standards. Individual indicators should be rated according to the appropriate scale below (Never - Always). The average of these ratings, as well as the evaluator's overall impression of the teacher's ability to meet the standards, should be used to provide each major function rating (Unsatisfactory - Above Standard).

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

**PKKTPAI RATING SCALES**

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FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**MAJOR FUNCTION 1: FACILITATES GROWTH, DEVELOPMENT & LEARNING****Standard 1: Teacher understands the central concepts and principles of child development, growth, and learning.**

- 1.1 Uses language and concepts that are appropriate and understandable to young children.  
FO / PC / AT / GP / IO 1 2 3 4
- 1.2 Asks open-ended questions that encourage further exploration and build on the thinking processes of young children. FO / PC / AT / GP / IO 1 2 3 4
- 1.3 Listens attentively and responds appropriately and respectfully at child's developmental level.  
FO / PC / AT / GP / IO 1 2 3 4
- 1.4 Focuses on children's activities rather than relying on adult demonstration or lecture.  
FO / PC / AT / GP / IO 1 2 3 4
- 1.5 Facilitates active and interactive play and understands that children are on 'on-task' when engaged in play. For example, the teacher provides blocks of unstructured time for children to choose, explore, discover and develop concepts. FO / PC / AT / GP / IO 1 2 3 4
- 1.6 Provides regular and appropriate opportunities for both large group, small group, and individual work/ play. FO / PC / AT / GP / IO 1 2 3 4
- 1.7 Provides regular and appropriate gross motor experiences, both indoor and outdoor work/play time. FO / PC / AT / GP / IO 1 2 3 4
- 1.8 Intentionally plans on-going experiences for individual and small groups that enhance the cognitive, social, emotional, linguistic, and physical development of young children. FO / PC / AT / GP / IO 1 2 3 4

**Standard 2: Teacher designs learning experiences that promote growth and development for all children, including children of diverse backgrounds and capabilities.**

- 2.1 Provides time and space for acknowledging children's experiences and accomplishments:  
Displays children's work samples. FO / PC / AT / GP / IO 1 2 3 4
- 2.2 Makes modifications and/or adaptations for individual children as necessary.  
FO / PC / AT / GP / IO 1 2 3 4
- 2.3 Regularly encourages all children to engage, listen, interact, and respond to adults and other children.  
FO / PC / AT / GP / IO 1 2 3 4
- 2.4 Incorporates and encourages multicultural and non-stereotypical experiences.  
FO / PC / AT / GP / IO 1 2 3 4
- 2.5 Actively participates in the development and administration of individual education plans (IEPs) for children with disabilities. FO / PC / AT / GP / IO 1 2 3 4

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

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	Performance never occurs.	Performance seldom occurs.	Performance often occurs.	Performance always occurs.
FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**Standard 3: All children's prior knowledge, skills, experiences and personal interests are incorporated into learning experiences.**

- 3.1 Uses children's prior knowledge, skills, experiences and personal interests in introducing topics, themes and/or units. FO / PC / AT / GP / IO 1 2 3 4
- 3.2 Uses children's prior knowledge, skills, experiences and personal interests in planning and developing topics, themes, and/or units. FO / PC / AT / GP / IO 1 2 3 4
- 3.3 Modifies experiences for varied skill levels as needed. FO / PC / AT / GP / IO 1 2 3 4

**Standard 4: Teacher encourages children to engage in and become responsible for their own learning.**

- 4.1 Includes children in routine tasks (i.e., attendance, clean up, meal and snack times, care of classroom materials) to facilitate learning and development. FO / PC / AT / GP / IO 1 2 3 4
- 4.2 Involves children in reviewing what was learned during the day (or week). FO / PC / AT / GP / IO 1 2 3 4
- 4.3 Involves children in planning experiences. FO / PC / AT / GP / IO 1 2 3 4

**Standard 5: Teacher makes media technologies available to children and incorporates them into developmentally appropriate learning experiences.**

- 5.1 Multiple media are appropriately integrated within learning experiences. These media may include, but are not limited to: pictures, big and small books, fish tanks and other living media, games, audio-players, computers. FO / PC / AT / GP / IO 1 2 3 4
- 5.2 If a computer is available in classroom, teacher chooses well-designed developmentally (age, individually, and culturally) appropriate software. FO / PC / AT / GP / IO 1 2 3 4
- 5.3 Teacher makes necessary modifications to media and technologies to accommodate all children's needs. Appropriate assistive-technology products are made available to children with disabilities. FO / PC / AT / GP / IO 1 2 3 4

**MAJOR FUNCTION 1 OVERALL RATING: 1 2 3 4**

Comments:

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

Major Functions	1 = Unsatisfactory	2 = Below Standard	3 = At Standard	4 = Above Standard
	Overall performance is deficient or very low quality.	Overall performance is sometimes inadequate or unacceptable and needs improvement.	Overall performance is consistently adequate.	Overall performance is consistently high.
Indicators	1 = Never	2 = Seldom	3 = Often	4 = Always
	Performance never occurs.	Performance seldom occurs.	Performance often occurs.	Performance always occurs.
FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**MAJOR FUNCTION 2: PROVIDES A DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENT****Standard 1: A variety of materials and tools are available to support young children's cognitive, linguistic, social, emotional, physical development and approaches to learning.**

- 1.1 Develops an environment designed for active learning which includes well equipped areas for cognitive development. Examples include blocks, exploration and/or science supplies, math-related materials, sand/water, and technology. FO / PC / AT / GP / IO 1 2 3 4
- 
- 1.2 Develops an environment designed for active learning which includes well equipped areas for linguistic development. Examples include books, writing materials, and media technologies. FO / PC / AT / GP / IO 1 2 3 4
- 
- 1.3 Develops an environment designed for active learning which includes well equipped areas for social, emotional, and physical development. Examples include art supplies, creative or dramatic play supplies, music/ movement/dance materials, gross motor development experiences (outdoor), media technology, and other materials related to children's special interests. FO / PC / AT / GP / IO 1 2 3 4

**Standard 2: The physical environment is intentionally organized to accommodate a variety of experiences.**

- 2.1 Physical environment includes space for messy and active work/play. FO / PC / AT / GP / IO 1 2 3 4
- 
- 2.2 Physical environment includes space for quiet and private work/play. FO / PC / AT / GP / IO 1 2 3 4
- 
- 2.3 Physical environment includes space for large group, small group, and individual work/play. FO / PC / AT / GP / IO 1 2 3 4

**Standard 3: The furnishings and materials are appropriately sized and arranged to support children's abilities to engage in experiences.**

- 3.1 Chairs and tables are appropriately sized and accessible to all children. FO / PC / AT / GP / IO 1 2 3 4
- 
- 3.2 Appropriate materials are accessible to all children and are clearly labeled at the children's level of understanding (pictorial + text). FO / PC / AT / GP / IO 1 2 3 4
- 
- 3.3 Easily accessible space is available for each child's belongings. FO / PC / AT / GP / IO 1 2 3 4
- 
- 3.4 Materials are clearly organized into conceptually related groups or themes, including activities, displays, and child-generated art work. FO / PC / AT / GP / IO 1 2 3 4

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

Major Functions	1 = Unsatisfactory	2 = Below Standard	3 = At Standard	4 = Above Standard
	Overall performance is deficient or very low quality.	Overall performance is sometimes inadequate or unacceptable and needs improvement.	Overall performance is consistently adequate.	Overall performance is consistently high.
Indicators	1 = Never	2 = Seldom	3 = Often	4 = Always
	Performance never occurs.	Performance seldom occurs.	Performance often occurs.	Performance always occurs.
FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**Standard 4: Health and safety precautions are evident.**

- 4.1 Classroom reflects discovery and use of materials, but is generally clean or well maintained.  
FO / PC / AT / GP / IO 1 2 3 4
- 
- 4.2 Children are free to use the bathroom as needed, not only as scheduled.  
FO / PC / AT / GP / IO 1 2 3 4
- 
- 4.3 Harmful cleaning supplies and other hazardous materials are not accessible to children.  
FO / PC / AT / GP / IO 1 2 3 4
- 
- 4.4 Soap, water, paper towels, and tissues are available for use by children.  
FO / PC / AT / GP / IO 1 2 3 4
- 
- 4.5 Hand-washing takes place before/after meals, after bathroom use, and other times when needed.  
FO / PC / AT / GP / IO 1 2 3 4
- 
- 4.6 First-aid kit, emergency contact information is readily accessible to the teacher.  
FO / PC / AT / GP / IO 1 2 3 4
- 
- 4.7 Teacher anticipates and takes action to prevent injuries/accidents.  
FO / PC / AT / GP / IO 1 2 3 4
- 
- 4.8 Teacher responds quickly and appropriately to all injuries/accidents.  
FO / PC / AT / GP / IO 1 2 3 4

**MAJOR FUNCTION 2 OVERALL RATING: 1 2 3 4***Comments:*

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

Major Functions	1 = Unsatisfactory	2 = Below Standard	3 = At Standard	4 = Above Standard
	Overall performance is deficient or very low quality.	Overall performance is sometimes inadequate or unacceptable and needs improvement.	Overall performance is consistently adequate.	Overall performance is consistently high.
Indicators	1 = Never	2 = Seldom	3 = Often	4 = Always
	Performance never occurs.	Performance seldom occurs.	Performance often occurs.	Performance always occurs.
FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**MAJOR FUNCTION 3: FOSTERS SELF REGULATION IN CHILDREN****Standard 1: Teacher has created and implemented developmentally appropriate expectations concerning children's behavior in various learning activities and transitions.**

- 1.1 Sets clear and sufficient limits and rules that are developmentally appropriate.  
FO / PC / AT / GP / IO 1 2 3 4
- 1.2 Involves children in developing classroom rules. FO / PC / AT / GP / IO 1 2 3 4
- 1.3 Recognizes positive behaviors in an appropriate manner. FO / PC / AT / GP / IO 1 2 3 4
- 1.4 When necessary, redirects children's attention to more appropriate behaviors.  
FO / PC / AT / GP / IO 1 2 3 4
- 1.5 Stops inappropriate behaviors promptly, consistently and appropriately while maintaining the dignity of the children. Provides an appropriate level of adult intervention and direction.  
FO / PC / AT / GP / IO 1 2 3 4
- 1.6 Assists children in choosing alternative resolutions to problems and conflicts.  
FO / PC / AT / GP / IO 1 2 3 4
- 1.7 Teaches children how to cooperate, negotiate, make and keep friends. Provides play experiences that foster self regulation, cooperation, negotiation, and friendship. FO / PC / AT / GP / IO 1 2 3 4

**Standard 2: Teacher consistently provides adequate supervision of the behaviors of all children during various learning activities and transitions.**

- 2.1 While working with small groups of children, the teacher (independently or with an assistant) supervises all other children in the classroom. FO / PC / AT / GP / IO 1 2 3 4
- 2.2 Moves from area to area within the classroom during individual and small group experiences.  
FO / PC / AT / GP / IO 1 2 3 4
- 2.3 Facilitates smooth transitions between quiet and active times, which allow for children's talking, selecting and engaging in new experiences. FO / PC / AT / GP / IO 1 2 3 4

**Standard 3: The teacher intentionally organizes the physical environment to facilitate growth, development, & learning.**

- 3.1 There is an easy traffic flow within the classroom. FO / PC / AT / GP / IO 1 2 3 4
- 3.2 Furnishings are arranged in such a manner that allows the teacher to supervise the children at all times. FO / PC / AT / GP / IO 1 2 3 4

**MAJOR FUNCTION 3 OVERALL RATING: 1 2 3 4***Comments:*

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

Major Functions	1 = Unsatisfactory	2 = Below Standard	3 = At Standard	4 = Above Standard
	Overall performance is deficient or very low quality.	Overall performance is sometimes inadequate or unacceptable and needs improvement.	Overall performance is consistently adequate.	Overall performance is consistently high.
Indicators	1 = Never	2 = Seldom	3 = Often	4 = Always
	Performance never occurs.	Performance seldom occurs.	Performance often occurs.	Performance always occurs.
FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**MAJOR FUNCTION 4: IMPLEMENTS DEVELOPMENTALLY APPROPRIATE ASSESSMENT STRATEGIES****Standard 1: Teacher engages children in meaningful and appropriate conversation in order to assess their development.**

- 1.1 Demonstrates that he/she listens attentively to children as they talk about activities, experiences, thoughts and opinions and uses this information to assess children's progress.  
FO / PC / AT / GP / IO 1 2 3 4
- 1.2 Asks open-ended questions as children engage in activities in order to assess understanding.  
FO / PC / AT / GP / IO 1 2 3 4
- 1.3 Demonstrates flexibility and responsiveness to all children's needs: Teacher continually assesses children's abilities, interactions, responses, and reactions and uses this information to adjust activities as necessary. FO / PC / AT / GP / IO 1 2 3 4

**Standard 2: Teacher uses a variety of information to determine the effects of learning experiences on children's cognitive, linguistic, social, emotional, physical development and approaches to learning.**

- 2.1 Maintains a portfolio with samples of children's work. FO / PC / AT / GP / IO 1 2 3 4
- 2.2 Records observed progress in journals, anecdotal records, checklists, or other instruments.  
FO / PC / AT / GP / IO 1 2 3 4
- 2.3 Uses observational data and samples of children's work for diagnostic purposes. Uses information gathered to plan individualized learning experiences. FO / PC / AT / GP / IO 1 2 3 4
- 2.4 Appropriately follows individual education plans (IEPs) for students with disabilities.  
FO / PC / AT / GP / IO 1 2 3 4
- 2.5 Encourages children to interact with and learn from each other. FO / PC / AT / GP / IO 1 2 3 4
- 2.6 Assesses children's social interactions in order to evaluate social developmental, growth, and learning. FO / PC / AT / GP / IO 1 2 3 4

**MAJOR FUNCTION 4 OVERALL RATING: 1 2 3 4***Comments:*

Teacher: \_\_\_\_\_

County: \_\_\_\_\_

Major Functions	1 = Unsatisfactory	2 = Below Standard	3 = At Standard	4 = Above Standard
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Indicators	1 = Never	2 = Seldom	3 = Often	4 = Always
	Performance never occurs.	Performance seldom occurs.	Performance often occurs.	Performance always occurs.

FO - Formal Observation | PC - Pre-Conference | AT - Artifacts | GP - Individual Growth Plan | IO - Informal Observations

**MAJOR FUNCTION 5: EFFECTIVELY COMMUNICATES & PARTICIPATES WITHIN THE EDUCATIONAL ENVIRONMENT****Standard 1: Teacher treats all children with respect and in a fair and equitable manner.**

- 1.1 Consistently shows affection toward all children through appropriate verbal and non-verbal communication. FO / PC / AT / GP / IO 1 2 3 4
- 
- 1.2 Demonstrates the value of each child through experiences. Examples include special day acknowledgements, displaying children's work, acknowledging children's contributions. FO / PC / AT / GP / IO 1 2 3 4
- 

**Standard 2: Teacher communicates with children in an appropriate and effective manner.**

- 2.1 Encourages the verbalization of discoveries and provides appropriate feedback (open-ended questions) to facilitate these learning opportunities. FO / PC / AT / GP / IO 1 2 3 4
- 
- 2.2 Responds appropriately and positively when children share their activities, experiences, thoughts and opinions. FO / PC / AT / GP / IO 1 2 3 4
- 
- 2.3 Provides timely and constructive feedback to all children. FO / PC / AT / GP / IO 1 2 3 4
- 

**Standard 3: Teacher fosters relationships with families to support children's learning and well-being.**

- 3.1 When appropriate and/or necessary, teacher effectively utilizes a network of school and community resources for providing assistance and information to families. FO / PC / AT / GP / IO 1 2 3 4
- 
- 3.2 Provides opportunities for family members to volunteer inside and outside of the classroom. FO / PC / AT / GP / IO 1 2 3 4
- 
- 3.3 Consistently and clearly communicates with families regarding children's progress. FO / PC / AT / GP / IO 1 2 3 4
- 
- 3.4 Actively involves family members in planning strategies for enhancing children's progress. FO / PC / AT / GP / IO 1 2 3 4
- 

**Standard 4: Teacher fosters relationships with school colleagues to support children's learning and well-being.**

- 4.1 Teacher participates in school-related activities in support of the vision/mission of the institution. FO / PC / AT / GP / IO 1 2 3 4
- 
- 4.2 When appropriate and/or necessary, teacher collaborates with school colleagues to enhance children's learning and development. FO / PC / AT / GP / IO 1 2 3 4
- 
- 4.3 Assists colleagues with planning and implementing school projects. Examples include field days, PTA projects, and parent education sessions. FO / PC / AT / GP / IO 1 2 3 4
- 

**Standard 5: Teacher fosters relationships with community agencies to support children's learning and well-being.**

- 5.1 When appropriate, provides opportunities for community agency members to work with individual or groups of children. FO / PC / AT / GP / IO 1 2 3 4
- 
- 5.2 Consistently and clearly communicates with community agency members regarding their roles in children's learning and development. FO / PC / AT / GP / IO 1 2 3 4
-



Teacher: \_\_\_\_\_

County: \_\_\_\_\_

Major Functions	1 = Unsatisfactory	2 = Below Standard	3 = At Standard	4 = Above Standard
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Indicators	1 = Never	2 = Seldom	3 = Often	4 = Always
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FO - Formal Observation   PC - Pre-Conference   AT - Artifacts   GP - Individual Growth Plan   IO - Informal Observations				

**Standard 6: Teacher performs relevant non-educational duties, including participation in assigned school-wide functions and professional development activities.**

- 6.1 Carries out non-educational duties as assigned and/or as needed to ensure children's safety outside of the classroom. Examples include: bus, playground, and cafeteria supervision.  
FO / PC / AT / GP / IO 1 2 3 4
- 6.2 Adheres to established laws, policies, rules and regulations, including the Code of Ethics for NC Educators. FO / PC / AT / GP / IO 1 2 3 4
- 6.3 Has created a plan for professional development and demonstrates participation in professional growth opportunities. FO / PC / AT / GP / IO 1 2 3 4
- 6.4 Demonstrates that he/she is a reflective practitioner who continually evaluates the effects of his/her decisions and actions on children, parents, and other professionals in the educational community. Evidence includes: teaching portfolio, anecdotal notes/records of educational activities, and communications and collaborations with colleagues. FO / PC / AT / GP / IO 1 2 3 4

**MAJOR FUNCTION 5 OVERALL RATING: 1 2 3 4**

Comments:

Evaluator's Overall Comments:

Teacher's Reaction to Evaluation:

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

**COMPONENT: INSTRUCTIONS FOR COMPLETING THE SUMMATIVE EVALUATION PROCESS**

The evaluator:

- Completes ratings on the Summative Full Review Form using all evidence collected during the final observation, pre- and post conferences, and previous Snap Shot evaluations
- Summarizes functions; writes comments and obtains the teacher's comments, signature, and date
- Leaves a copy of the completed evaluation with the teacher; teacher should provide a copy to the site administrator/director and mentor
- Completes the **Teacher PKKTPAI Summative Annual Verification Form, included in this section**, and attaches this form to the completed PKKTPAI Summative Review packet. The packet should include pre- and post conference notes, the evidences sheet (Evidences Summary Page if used). All pages must be securely clipped **or** stapled together in the following order and mailed by **certified mail** to the OSR/TLU office within 10 days.
  - Completed Annual Verification Form
  - PKKTPAI Full Review results
    - carefully review all work
    - write neat and legibly
    - check spelling to be sure teacher's name and county are on all pages submitted in case pages get separated
    - **only evaluators should submit Summative results; mentors should keep Snap Shot without ratings in their files**
  - Pre- and Post Conference notes
  - Evidences Summary Page (if used)
  - Scripting/observation notes

**COMPONENT: PKKTPAI SUMMATIVE EVALUATION ANNUAL VERIFICATION FORM**

Teacher: \_\_\_\_\_ Year: \_\_\_\_\_

School/Center: \_\_\_\_\_ County: \_\_\_\_\_

	Date Completed	Evaluator	Comments
PKKTPAI-Full Pre-Conference Post Conference			
*PKKTPAI-SS Pre-Conference Post Conference			
*PKKTPAI-SS Pre-Conference Post Conference			
*PKKTPAI-SS Pre-Conference Post Conference			

**\* Pre-conference not required for unannounced Snap Shot - note "Not Applicable" - NA**

All major functions were "at" or "above" standard on Full Review.     Yes     No

Teacher's Comments:          Teacher's Signature: _____  Date: _____	Evaluator's Comments:          Evaluator's Signature: _____  Date: _____
--	--

**Attachments: Documentation of evaluation  
Full Review (Pre- and Post Conference Forms for Full Review)**



# TIPS



**PKKTPAI Teacher Evaluation System**  
(PreK-K Teachers' Performance Appraisal Instrument)

**EVALUATOR'S GUIDE**



## Section 7 | The Big Picture: Tips for Observers and Evaluators

### GETTING STARTED

Review the Major Functions, Standards, Indicators, and Evidences. Practice using the instrument in a variety of settings before the first observation. Practice using the Evidences Summary Sheet. Evaluators have found that it is helpful to have a quick summary of the Indicators on one page to use as a quick reference. Many evaluators have found it helpful to place check marks next to the respective Indicators on the summary sheet as they observe relevant positive evidences. Using plus and minus signs next to the Indicators has also been found to be helpful to gain a sense of the frequency of positive and problematic behaviors in a given area.

### THE FIRST SNAPSHOT

If no prior meeting has taken place, the Evaluator introduces him/herself to the Director or Assistant Director as well as to the teacher. On the day of the first observation, the Evaluator asks permission from the teacher to look around the room before beginning the observation. He or she will ask to see the daily and weekly schedule, lesson plans, and class roster at the start of each visit. At some point during the Snapshot observations child assessments, portfolios of children's work, and any other supporting documentation or evidence needed in order to complete the ratings, will be reviewed.

### DOCUMENT WHAT YOU OBSERVE WITH THOROUGH SCRIPTS

Make sure to do the hard work necessary to produce thorough scripts as they can be very useful when making your ratings and discussing your impressions with the teacher. The script also serves as an objective record of what took place during the visit. It can be useful to begin the post observation conference by going over the script with the teacher. It can be helpful to ask the teacher if the script is an accurate reflection of the observation period and if there is anything to add. Remember that scripting may support different indicators during different observations and is meant to simply record what was observed.

### MAKE SURE YOUR PRESENCE DOES NOT DISRUPT THE CLASSROOM

It is helpful if a particular place in the classroom is selected and the evaluator remains relatively stationary and unobtrusive for extended periods of time during the observation. The goal is to be the least disruptive to the usual educational process as possible. It is difficult, if not impossible at times, to resist interactions with the children. Often children in the classroom will ask for a visitor's name, etc. One of the things that could help decrease distractions is having the teacher let the children know, prior to the evaluation that someone is coming to do "teacher work" and they need to be able to do so without interruptions.

**OBSERVE A VARIETY OF ACTIVITIES**

It is important to see as many different types of activities as possible. The time of the observation may vary across the Snapshots. It is important to make a concerted effort to observe various parts of the daily schedule through the yearly observations.

**PHOTOGRAPHIC EVIDENCE CAN BE HELPFUL**

Some evaluators have found that taking photos can really help communicate strengths and areas for improvement to teachers. They can be particularly useful during the post observation conference. If using photographic evidence, permission needs to be granted by families and the director/teacher needs to have the corresponding current consent forms on file.

**STAY IN THE CLASSROOM AS LONG AS YOU NEED TO MAKE ACCURATE RATINGS**

The evaluator is free to use professional judgment when determining how long to spend in a particular classroom during observations. For example, it is natural to spend relatively more time in the classroom during the first Snapshot. You may also be able to spend relatively less time in the classroom during the Full Review of a teacher that has already received Above Standard ratings on all Major Functions. It is important to spend enough time during all observations to fully justify ratings with evidences.

**PREPARE FOR THE POST OBSERVATION CONFERENCE**

After the observation has ended, be sure to take adequate time to reflect, review, and record your ratings on the form before conducting the Post Observation conference. Do not make your ratings during the observation as the classroom situation is dynamic and ever changing. Make a note regarding the Indicators that need to be discussed or clarified during the conference. You can refer to the suggested questions for conferences as a guide. You may need to postpone making your ratings on some of the Indicators until after the clarification discussion during the Post Observation conference. After the post conference, both the evaluator and the teacher should sign the PKKTPAI. Teachers should then make copies for their own files, the mentor, the director, and the evaluator. The evaluator submits the original to the TLU.

**RATE AS MANY INDICATORS AS POSSIBLE WITH SNAPSHOTS AND ALL WITH THE FULL REVIEW**

Remember that the indicator ratings inform effective practice. Therefore, try to observe evidences for as many of the indicators as possible during each visit. The mentors and teachers will find the ratings useful. However, there will often be some indicators that you will not be able to observe during a given visit to the classroom. Make sure that across all of your contacts with the teacher within one academic year (observations, pre-conference interviews, and post conference interviews) you have at least some evidence for each of the indicators. Remember to make ratings on all of the indicators during the Full Review.



**BE CONSISTENT AND OBJECTIVE**

Ratings need to be made in the same way by all evaluators, and all evaluators need to be using the same criteria. It is extremely important that our ratings are independent of the location of the center, the ethnicity or socioeconomic status of the children and families, personal background characteristics of the teacher, teacher licensure level etc. However, as you become familiar with the evaluation process, you will find your own style and what works for you in terms of how you collect evidences and document what you observe. For example, different evaluators construct their scripts differently. Some use the evidences summary sheet and others make ratings and notes on the Snapshot form, yet documenting salient evidences remains the ultimate goal.

**SNAPSHOTS ARE FORMATIVE EVALUATIONS**

Keep the distinction between Formative and Summative evaluation in mind as you make your observations. The Snapshot observations are Formative evaluations, meaning they are designed to inform practice. The teacher, by working with the assigned mentor, is expected to work with their mentor and improve throughout the academic year. The teacher does not “pass” or “fail” a Snapshot. While some teachers may push you during the post observation conference to make stronger statements about their teaching quality than you may be able to make from a Snapshot, the focus needs to be on strengths and areas for improvement, on reflection and openness to improvement, and on the mentoring process.

**KEEP A POSITIVE TONE**

Be sure to record what is positive as well as those areas that need improvement. During the post observation conference, share both the positives as well as the areas for improvement. Try to use friendly, supportive, constructive, and helpful language during the post observation conference. You can make a difference as an evaluator in the professional development of the teachers with whom you work. At the same time, as an evaluator you need to remain objective and independent and have to be careful not to develop close relationships with the teachers. Remember that the mentor plays that role.





### **COMMENTS CAN HELP FILL IN THE GAPS**

Make sure that your forms are complete, understandable, and helpful. You are expected to expand upon your ratings with comments. These will be helpful to the mentor and teacher. You may choose to expand upon your comments with additional documentation and suggestions as needed. Make sure the teacher understands your ratings, comments, and recommendations. You may also choose to communicate with the mentor as needed. Phone calls, emails, and meetings can help to amplify and clarify the ratings. The mentor and evaluator are most effective when they work as a team.

### **USE HOLISTIC RATING STRATEGIES**

The most important tasks you perform as an evaluator are making the ratings on the Major Functions. The indicators serve as a vehicle to collect evidences to support the ratings on the Major Functions. Make sure your ratings on the Major Functions are based on the preponderance of the evidence across all of the indicators within each Major Function. Remember that the PKKTPAI evaluation system is based on holistic scoring, not analytic scoring. An analytic scoring system would require the evaluator to add up or average across the indicator ratings. Holistic scoring considers all of the evidence in total simultaneously and in total to make a summary judgment about the current state of performance. This does not mean that the evaluator uses a subjective or idiosyncratic process. Rather it means that professional judgment is applied, based on the PKKTPAI evaluator training and the whole of the evidences for the purpose of making summary judgments.

**NOT ALL INDICATORS ARE CREATED EQUAL**

The importance of holistic scoring to the validity and accuracy of the information provided by this evaluation can easily be demonstrated by a review of the indicators. Within a given Major Function, some indicators address basic safety and health issues, some refer to fundamentals of good educational practice, and some refer to more advanced teacher behaviors that we hope to see in all teachers but can expect them in varying degrees. Some indicators are “minimum competencies” and others involve behaviors that teachers can learn to more fully integrate into their practice as they grow and develop as professionals. You will develop an intuitive sense of the weighting of different indicator ratings as you become a more experienced evaluator. For example, if you observe particularly problematic behavior on some indicators that are fundamental to creating and maintaining a healthy and nurturing classroom, naturally those indicators will acquire more weight as you rate the Major Function.

**KEEP COPIES FOR YOUR FILES**

Be sure to keep a file on each teacher you evaluate. This file should contain copies of all the Snapshots, Pre- and Post Observation Conferences, and any other relevant evidences. You need to accumulate evidence across the whole school year in order to complete the Full Review. Make sure to review your Snapshots and all the information in your file before the Full Review. It will be important to attend specifically, during the Full Review, to any indicators that have not been observed during at least one of the Snapshots. Consider past ratings from the Snapshots as evidence during the Full Review and make ratings on every Indicator and Major Function. The only exception to this rule will be the situation where a particular indicator truly does not apply to a particular teacher and has not been applicable all year. For example, if a given teacher has no children in the classroom with an IEP, then this should be commented upon in the Full Review and noted under the applicable indicators.

**THE MENTOR AND EVALUATOR HAVE DIFFERENT ROLES**

Remember that the PKKTPAI evaluation system is not an encouragement system, it is an evaluation system. The mentor and evaluator have different roles. The evaluator’s role is to document performance and make meaningful and accurate ratings. The mentor’s role is to provide technical assistance to the teacher with a focus on professional development and improvement. The mentor can also provide encouragement, motivation, acknowledgement of growth, and support. The evaluator may witness growth in the teacher’s practice but that growth may not be reflected in the Major Function ratings. The rating scale is only a coarse classification system and may not be sensitive to small changes in teacher performance. The evaluator needs to resist the temptation to reflect growth in the ratings simply to show growth.



# APPENDICIES



**PKKTPAI Teacher Evaluation System**  
(PreK-K Teachers' Performance Appraisal Instrument)

**EVALUATOR'S GUIDE**



## Appendix A | Glossary

### TEACHER LICENSURE TERMS AND DEFINITIONS

**Beginning Teacher Support Program (BTSP)** – A required three-year program for initially licensed teachers that provides mentoring support and evaluation services.

**Birth-through-Kindergarten License (BK)** – Birth-Kindergarten programs are designed to prepare educators to work with children, birth through age five, with and without disabilities. Each institution of higher education (4-year colleges/universities) offers an inclusive, interdisciplinary course of study leading to the North Carolina BK teacher license. Individuals completing the requirements for this license will be prepared to enter the profession of teaching infants, toddlers, preschoolers, and kindergartners in public schools, child care programs, and developmental day centers. Teachers will also acquire skills to assist the families of young children. The interdisciplinary approach includes early childhood education, special education, child and family studies, and elementary education.

**Birth-through-Kindergarten Teaching Standards** – Standards and Indicators for Teacher Education Programs

**Continuing Licensure** – A professional school personnel license that must be renewed every 5 years (Standard Professional II)

**Formative Evaluation** – Ongoing assessments of strengths and areas for development; used to identify strategies for professional development.

**IHEs** – Institutions of Higher Education (four-year colleges/universities) with approved teacher education programs.

**Individual Growth Plan (IGP)** – A formal document developed by the licensed teacher in cooperation with mentor and site administrator/director. This document outlines the professional growth goals for the teacher, and proposes strategies for increasing one's skills.

**Initial Licensure** – The first license granted to practice the teaching profession in North Carolina based upon successful completion of an approved IHE preparation program. Initial licensure includes the lateral entry provisional BK and BK Standard Professional I licenses.

**Initially Licensed Teacher (ILT) file** – A collection of evidences regarding the performance of a beginning teacher. (OSR will maintain a cumulative file on each teacher.)

**Interstate New Teacher Assessment and Support Consortium (INTASC) –** Standards developed by the Interstate New Teacher Assessment and Support Consortium. These standards reflect the requisite knowledge, skills, and the attitudes necessary for teachers starting their career. These standards are reflected in the teacher’s IGP.

**Lateral Entry Teacher Program (LETP) –** A process for granting entry into the teaching profession (lateral entry license) for up to three school years, while the individual completes requirements for the designated teaching area (minimum 6 semester hours per year).

**Licensure Only Plan –** A plan issued to a teacher candidate with a BA/BS degree who is not employed in a teaching position. A Licensure Only Plan is written by a four-year college or university outlining courses and requirements that must be successfully completed to attain teacher licensure.

**Mentor –** An individual who is assigned to provide emotional, instructional, and organizational support to a beginning (initially licensed) teacher (through the Beginning Teacher Support Program, also referenced as the “ILP and ILT”). Mentors need knowledge, skills, and attitudes to be effective.

**More at Four Pre-Kindergarten Program (MAF) –** High-quality pre-k program that serves children who are at risk and prepares them for success in school, <http://www.osr.nc.gov>.

**NC DPI/Licensure Section –** North Carolina Department of Public Instruction/Licensure Section is authorized by the North Carolina State Board of Education to carry out the policy established for teacher licensure in North Carolina ([http://www.ncpublicschools.org/state\\_board/](http://www.ncpublicschools.org/state_board/)).

**Plan of Study –** A plan issued by a four-year college or university or a NC Regional Alternative Licensing Center that outlines courses and requirements that a lateral entry or provisionally licensed teacher must complete (or clear) to attain teacher licensure.

**Pre-Kindergarten and Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) –** A validated instrument used for the assessment of teachers. Initially licensed More at Four teachers are evaluated four times each year of the Beginning Teacher Support Program (BTSP), and during the five-year license renewal cycle. **For more information see <http://education.uncc.edu/pkktpai/>**

**Regional Accrediting Agencies –** Council for Higher Education or CHEA. Accreditation is a process of external quality review used by higher education to scrutinize colleges, universities and educational programs for quality assurance and quality improvement. In the United States, accreditation is carried out by private, non-profit organizations designed for this specific purpose. Institutions and educational programs seek accredited status as a means of demonstrating



their academic quality to students and the public and to become eligible for federal funds. **For more information see** <http://www.chea.org/institutions/index.cfm> or <http://www.chea.org/search/>

**Regional Alternative Licensing Center (RALC)** – Regional Offices established by the NC State Board of Education (SBE) are authorized to evaluate and prescribe plans of study that will lead to teacher licensure in North Carolina.

**Standard Professional I Licensure (SP I)** – A three-year license, which allows the teacher to begin practicing the profession. To be issued a **Standard Professional I License**, an individual must complete an approved teacher education program and meet the federal requirements to be designated “highly qualified.” This designation (HQ) is not applicable to BK licensed teachers assigned to teach in pre-k classrooms.

**Standard Professional II License (SP II)** – A continuing license that allows the teacher to serve on an ongoing basis. A **Standard Professional II License** must be renewed every five years.

**Summative Evaluation** – Assessment and rating of performance in relation to established criteria (Pre-K-K Teacher Performance Appraisal Instrument). Data are gathered through teacher observations, pre-conference interviews, individual growth plan, and document analysis.

**Teacher Licensure Unit (TLU)** – Located within the Office of School Readiness/NC Department of Public Instruction (DPI), the TLU is authorized to administer and manage the initial Lateral Entry Teacher Support Program (LETP), the Beginning Teacher Support Program (BTSP), and the License Renewal process for More at Four (MAF) teachers in nonpublic schools. The TLU collaborates with the NC DPI Licensure Section to ensure that MAF teachers in nonpublic schools meet teacher licensure requirements as set forth in NC State Board of Education policy.

**Team** – Designation given to the teacher licensure unit’s personnel, mentor/evaluator pairs, who provide mentoring, observation and evaluation services to eligible teachers completing the licensure process.





## Appendix B | Frequently Used Acronyms

ADA – Americans with Disabilities Act

BK – Birth-through-Kindergarten

BTSP – Beginning Teacher Support Program

CEC – Council for Exceptional Children - a professional organization for individuals who work with or on behalf of children with disabilities

CEME – Center for Educational Measurement and Evaluation

CEU – Continuing Education Credit (1 CEU = 10 contact or clock hours)

DEC – Division for Early Childhood - a subdivision of the Council for Exceptional Children (CEC)

EC – Early Childhood

EC TPAI – Early Childhood Teacher Performance Appraisal Instrument (now PKKTPAI)

EI – Early Intervention

IDEA – Individuals with Disabilities Education Act

IEP – Individualized Education Program

IGP – Individual Growth Plan

IHE – Institution of Higher Education

ILT – Initially Licensed Teacher

ILP – Initial License Program

INTASC – Interstate New Teacher Assessment Support Consortium

LETP – Lateral Entry Teacher Program

MAF – More at Four Pre-Kindergarten Program

NCAEYC – North Carolina Association for the Education of Young Children

NC ASCD – North Carolina Association for Supervision and Curriculum Development

NCDCD – North Carolina Division of Child Development

NCECA – North Carolina Early Childhood Association

NC DPI – North Carolina Department of Public Instruction

NCEI – North Carolina Early Intervention Services

NC RALC – North Carolina Regional Alternative Licensing Center

NC TPAI – North Carolina Teacher Performance Appraisal Instrument

OSR – Office of School Readiness

PKK – Pre-Kindergarten and Kindergarten

PKKTPAI – Pre-K-K Teachers' Performance Appraisal Instrument

SH – Semester Hour

SP I – Standards Professional I (initial licensure)

SP II – Standard Professional II (continuing licensure)

TLU – Teacher Licensure Unit (Office of School Readiness)



## Appendix C | References

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