

# TEACHER PERFORMANCE APPRAISAL INSTRUMENT-REVISED

## FACT SHEET AND SUMMARY

### FACTS

- The TPAI-R is an adaptation of the former TPAI/S implemented in NC since 1980's
- Revisions required under provisions of the Excellent Schools Act of 1997
- Revisions aligned with NC General Statutes 115C-333 and 335
- TPAI-R involves two separate processes but shares some forms and language
- TPAI-R projects only one of nine that were developed
- Implementation date was July 1, 2000
- Use of new instruments must occur July 1, 2001
- Training of administrators on-going since October 1999
- Web site for information located at [www.ncpublicschools.org/evalpsemployees](http://www.ncpublicschools.org/evalpsemployees)

### SUMMARY

- Two separate TPAI-R processes: one for beginning teachers and one for experienced teachers
- Each system and process validated for use with that instrument and classification of teacher
- Each system has own merits
- Common language shared with regards to functions and indicators
- Each based on previous training of TPAI

### SUMMARY OF TPAI-R FOR BEGINNING TEACHERS

- Purpose directed toward accountability, competence and ILT process
- Developed by East Carolina University under direction of Dr. Lynn Bradshaw
- Tested and validated for use with beginning teachers –**not career teachers**
- Beginning teacher defined as four (4) or less years of experience
- Requirements include:
  - One (1) full summative evaluation on the Teacher Performance Appraisal Instrument
  - Three (3) full class period observations by administrator or designee
  - One (1) of the three (3) observations preceded by a pre-conference
  - Use of FODI (or scripting process) to script notes for each observation
  - Three (3) post observation conferences using a FODA
  - One (1) peer observation
- LEA decision on time frame for observations and completion of summative evaluation
- Action plan development for anyone re-employed with a below standard rating on the summative evaluation

## SUMMARY OF TPAI-R FOR EXPERIENCED TEACHERS

- Purposes directed toward growth and professional development
- Tested and validated for use with experienced teachers—**not beginning teachers**
- Experienced teacher can be either probationary and career status
- Has a formative and summative cycle for teachers with career status
- Non-career status teachers on summative cycle until career status earned
- Requirements for career experienced teacher on summative cycle include:
  - At least once every five years, teacher on a summative cycle
  - One (1) full TPAI-R
  - One (1) full class period observation utilizing observation scripting skills
  - Pre-conference with scoring rubric
  - Post conference on observation and pre-conference rubric
  - Two (2) snap shot observations (post conference not required unless requested or below standard items observed )
  - IGP and scoring rubric
  - Final Verification Form completed and used as summative
- Requirements for career experienced teacher on formative cycle include:
  - Two (2) snap shot observations following above format
  - IGP and scoring rubric
  - Final Verification Form (suggested not required)
- Requirements for experienced teacher without career status (probationary) include:
  - Every year full summative cycle process until tenure/career status achieved
  - One or two (LEA choice) full TPAI-R
  - One or two full class period observations utilizing observation scripting skills
  - One or two pre-conferences with scoring rubric
  - One or two post conferences on observations and pre-conference rubric
  - Two or three snap shot observations with ( post conference not required unless requested or below standard items observed)
  - Note....one (1) observation must still be completed by a peer
  - IGP and scoring rubric
  - Final Verification Form
- Requirements for career/experienced teacher with below standard performance
  - Every year a full summative cycle with extra observations included
  - Two full TPAI-R
  - Two full class period observations utilizing observation scripting skills
  - Two pre-conferences with scoring rubric
  - Two post conferences on observations and pre-conference rubric
  - Four snap shot observations (post conferences not required unless requested or below standard items observed)
  - IGP and scoring rubric
  - Action plan
  - Final Verification Form