

Teacher Appraisal Instrument (Elementary)

To be used alongside:

DERS

Teacher Growth Plan

The *Teacher Appraisal Instrument* (TAI) is designed to enable targeted, constructive, summative assessment of developmental teaching practice. The TAI consists of 46 items linked to sixteen indicators, which are clustered around four domains: **Assessment, Preparation, Invitation, and Protection**.



The instrument focuses on teacher moves that support the development of key executive functions, social and emotional skills, and spoken and written language fluency. As the figure (*left*) illustrates, the logic of the tool is based on a cycle of activity that begins with assessing student readiness, which informs the preparation of a developmentally appropriate learning environment. Within that environment, the teacher invites the child to engage in constructive activity, and once the child is engaged, protects that engagement in ways that both support the child’s attention and concentration and model respectful social interaction.

TAI’s emphasis on teacher behavior aims to provide evaluators a rigorous appraisal based on highly specific, detailed analysis of practice.

How to Use the Tool

To be most effective, the

TAI should be used as part of a constellation of observational, self-report, and reflective data. Data sources include: Notes collected through classroom observations and the *Developmental Environmental Rating Scale*, teacher self-assessment and reflection captured in the *Teacher Growth Plan*, and conversations with the teacher.

Using these sources, the evaluator scores each of the items based on a 1-9 scale. Score of 6 and above should be entered to the right of the item; and scores below 6 to the left. Items are totaled to produce (1) and Indicator Score and (2) a Domain Score. Indicator Scores enable the evaluator and the teacher to identify specific areas of strength and growth, and Domain Scores allow a more holistic view of the teacher’s practice. In the sample (*right*), the teacher is working beyond the standard in all but one Indicator, and her Domain Score is 107 out of a possible 144.

A qualitative appraisal, along with recommendations for future attention and refinement, is composed by the evaluator based on insights provided by the indicator and domain scores.

PREPARATION					
Absent 1	Rarely Present 2	Occasionally Present 3	Consistently Present 4	Present as a Strength 5	Model for the Community 6
Working Toward the Standard		Standard/Indicator		Working Beyond the Standard	
Order					
		1. Materials are arranged according to learning domain or purpose		7	
		2. Furniture is arranged to nurture concentration and to provide smooth flow.		6	
		3. Materials are in good repair and ready for use		8	
		4. Shelves & materials are spotlessly clean		7	
Dynamism					
<i>Practical Life is limited; no skink</i>	4	5. All areas are accessible to all children at all times			
	2	6. Children have easy access to outdoors			
<i>Classroom on second floor;</i>		7. The environment is kept dynamic with regular rotation of appropriate materials and images.		6	
	4	8. Students work in all areas of the classroom – rugs, tables, in self-formed groups and alone			
Language-Richness					
		9. A variety of age-appropriate print materials available at all times		8	
		10. Read-aloud and reading for pleasure are daily activities		9	
		11. Multiple materials for learning names of a wide range of concepts and objects are evident in the environment		9	
		12. Conversation is substantive and ongoing		8	
Personalization					
		13. Each child is following a personalized learning trajectory		7	
		14. A wide variety of materials are in use by all children at all times		6	
		15. Identifies student learning challenges early, and makes necessary adaptations to the environment and/or presentations to meet the unique needs of individual students.		8	
		16. Families are treated as essential partners in the child’s development, evidenced by frequent two-way communication between home and the classroom.		8	
					<i>3 children in child study. Speaks weekly all three families</i>

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ASSESSMENT								
Absent 1	Rarely Present 2	Occasionally Present 3	Consistently Present 4	Consistently Present 5	Consistently Present 6	Present as a Strength 7	Model for the Community 8	Model for the Community 9
Working Toward the Standard			Standard/Indicator			Working Beyond the Standard		
Observation								
			<ol style="list-style-type: none"> 1. An observation chair is designated and used daily 2. Teacher sits, undisturbed, to observe individual children and the community for the purposes of guiding the development of the individual and the community 3. The teacher understands and demonstrates key skills of clinical observation, and uses a variety of tools to help frame what s/he sees. 					
Documentation								
			<ol style="list-style-type: none"> 4. A reliable system for documenting observations is clearly and consistently in use 5. Maintains clear, concise records of lessons given, including the student's names and dates of presentations. 6. Creates an annual/yearly planning document that maps a cohesive strategy to present all age and ability-appropriate parts of all albums. 7. Creates a fresh lesson plan each week and a way in which to record spontaneous, unplanned lessons. 					
Intervention								
			<ol style="list-style-type: none"> 8. Interventions are targeted and grounded in observed and documented needs of individual students 					

Total Indicator Scores

Observation ____/27 Documentation ____/36 Intervention ____/9

Total Domain Score ____/72

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PREPARATION

Absent 1	Rarely Present 2	Occasionally Present 3	Consistently Present 4	Consistently Present 5	Consistently Present 6	Present as a Strength 7	Present as a Strength 8	Model for the Community 9
Working Toward the Standard			Standard/Indicator				Working Beyond the Standard	
Order								
			<ol style="list-style-type: none"> 1. Materials are arranged according to learning domain or purpose 2. Furniture is arranged to nurture concentration and to provide smooth flow 3. Materials are in good repair and ready for use 4. Shelves & materials are spotlessly clean 					
Dynamism								
			<ol style="list-style-type: none"> 5. All areas are accessible to all students at all times 6. Students have easy access to outdoors 7. The environment is kept dynamic with regular rotation of appropriate materials, resources, and images. 8. Students work in all areas of the classroom – rugs, tables, in self-formed groups and alone 					
Language-Richness								
			<ol style="list-style-type: none"> 9. A variety of age-appropriate print materials are available at all times 10. Read-aloud and reading for pleasure are daily activities 11. Conversation is substantive and ongoing 12. Selected student work is shared and displayed 					
Personalization								
			<ol style="list-style-type: none"> 13. Each student is following a personalized learning trajectory 14. A wide variety of materials are in use by all students at all times 15. Teacher identifies learning challenges early, and makes necessary adaptations to the environment and/or presentations to meet the unique needs of individual students. 16. Families are treated as essential partners in the child’s development, evidenced by frequent two-way communication between home and the classroom. 					

Total Indicator Scores

Order ____/36 Dynamism ____/36 Language-Rich ____/36 Personalization ____/36

Total Domain Score ____/144

INVITATION								
Absent 1	Rarely Present 2	3	Occasionally Present 4	5	Consistently Present 6	7	Present as a Strength 8	Model for the Community 9
Working Toward the Standard			Standard/Indicator			Working Beyond the Standard		
Repertoire								
				1. Understands what lessons (usually) come before and those that come after and how they are integrated into all areas of the environment				
				2. Understands how each lesson contributes to the child's exploration of a new skill, concept, and material				
				3. Is a skillful story-teller, who integrates narrative into many aspects of lesson presentation and interactions with students				
Clarity & Economy								
				4. Provides clear direction/instructions during presentations				
				5. Carefully selects words to use so that the child can both understand and build vocabulary				
Wonder, Curiosity & Challenge								
				6. Embodies genuine curiosity and excitement about the disciplines and questions that comprise Cosmic Education				
				7. Shares the student's joy of discovery, probes for deeper exploration, and communicates the expectation of maximum effort				
				8. Strives to be fully present in every interaction, with children, peers, families, and visitors				
				9. Projects an attitude of learning from mistakes and an acceptance that errors are a part of the learning process				
Precision								
				10. Is meticulous in the use of gesture and movement during presentations				
				11. Models grace & courtesy in all interactions				
Flexibility								
				12. Presentations are clearly based on assessment of student readiness and interest				
				13. Presentations are adjusted based on student needs & interests				

Total Indicator Scores

Repertoire ____/27 Clarity & Economy ____/18 Wonder ____/36 Precision ____/18 Flexibility ____/18

Total Domain Score ____/117

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PROTECTION								
Absent 1	Rarely Present 2	3	Occasionally Present 4	5	Consistently Present 6	7	Present as a Strength 8	Model for the Community 9
Working Toward the Standard			Standard/Indicator			Working Beyond the Standard		
Respect for Engagement								
			1. Does not interrupt students who are concentrating 2. While engaging with individual students, is aware of the general classroom and student activity 3. Uses a soft, conversational voice at all times 4. Models respect for the child work and space by asking permission before touching or writing on student work					
Appropriate Assistance								
			5. Communicates faith that students can solve problems independently 6. Waits to offer assistance until independent problem-solving strategies have failed 7. Remains alert to students who are experiencing challenges and ready to support if needed					
Consistency & Predictability								
			8. Moves intentionally around the classroom 9. Maintains a calm, neutral tone with all children 10. Sets and maintains consistent limits.					

Total Indicator Scores

Respect for Engagement ____/36

Appropriate Assistance ____/29

Consistency & Predictability ____/27

Total Domain Score ____/90

<p>Areas of Strength List all areas with a score of 6 and above and describe specific instances of how this strength is evidenced in the teacher's practice.</p>	
<p>Areas of Growth List all areas with a score of 4 and below and make specific recommendations for how the teacher may address these areas.</p>	
<p>Overall Appraisal</p>	