

PKKTPAI Snapshot Form

**PreK-K Teachers' Performance Appraisal Instrument (PKKTPAI)
Snapshot Review – Experienced Teachers**

Teacher _____ Classroom: PK K County _____

Evaluator _____
(Name) (Position)

Date of Classroom Observation _____ Date of Pre-Conference _____

School _____ Length of Pre-Conference _____

Number enrolled _____

Present Number of Children in Classroom _____ Length of Classroom Observation _____

Number of boys _____ Number of girls _____ Length of Post-Conference _____

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.

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.

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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:							
Comments:							

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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 <u>cognitive development</u> . 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 <u>linguistic development</u> . 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 <u>social, emotional, and physical development</u> . 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.

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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 <u>not</u> 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:

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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, and learning.

1.1 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:

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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:					

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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.

Teacher: _____ County: _____

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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.
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: _____					
<i>Signature indicates that the written evaluation has been seen and discussed and does not necessarily indicate agreement.</i>					