

To accommodate VDOE mandates, the ACPS Teacher Performance Appraisal (TPA) was updated last year, 2011-12 and implemented during the 2012-13 school year. Our teachers and administrators showed great flexibility and effort to work with changes, including the following:

- A revision of all the documents to reflect current standards and teaching practices.
- A change from a rubric of three levels of performance appraisal to five.
- The addition of a seventh appraisal Domain: Student Academic Progress.
- The incorporation of student surveys for feedback to teachers.
- A final appraisal that produces a score within each domain, rather than a checklist.



The changes made for this year were under a pilot approach. They were planned and used, and it is time to study their impact and to consider further revisions for 2013-14 as we refine the TPA to promote student learning and teacher professional growth.

To gather feedback on the TPA changes at midyear, we conducted plus / delta focus meetings during elementary and secondary principal meetings. Midcourse corrections to forms and procedures were made based on feedback at these meetings and based on administrators and teachers using the tools in the TPA as the year went on.

As school closed, we administered a survey to all administrative and teaching staff to gain feedback on the major components of the TPA. The survey ran from June 6 through June 13, 2013. Two-hundred and ninety-four (294) teachers and 22 administrators responded. Aggregate results are reported here.

Teachers and administrators responded to the following item:

Please consider the following components of the TPA and rate your experience with each in terms of your professional growth. Administrators should respond to reflect their assessment of the components' impact on teacher and other licensed staff professional growth.

Item	Ineffective	Effective	Highly effective
(a) The TPA Rubric	18.99%	68.35%	11.71%
(b) The TPA timeline for activities	16.46%	74.68%	7.91%
(c) The SMART goal process	19.94%	64.24%	14.24%
(d) Student surveys	28.80%	53.16%	11.39%
(e) Self-assessment	12.03%	63.61%	23.10%

(f) Final appraisal	18.35%	64.56%	14.24%
(g) Learning walks	31.65%	52.85%	12.66%
(h) Observations	20.25%	60.44%	15.19%

While the majority of responders to the survey indicated that the components of it are effective, comments collected on the survey indicate a great deal of room for improvement.

Respondents were asked to respond to the following statement: Please provide feedback for the areas you rated as ineffective. Provide specific ideas for improvements for the TPA.

The comments are at the back of this document. I will say up front that two comments were removed because they were not germane to the survey or were basically unprofessional in language. Further, very few of the comments suggested ideas for improvements.

Several themes emerged that included:

- Inconsistency of scoring
- Lack of process in terms of observations / walkthroughs
- Time compression
- Lack of depth due to the volume of work and documentation
- Confusion over the complexity of the rubric

It is important to point out that the overwhelming bulk of the TPA did not change from 2011 to 2012. The biggest change was the act of going from an un-scored result to a score for each employee. This forced the actual use of the rubric. The root issue at hand seems to be the complexity and unwieldy nature of the rubric that, while very good, was designed for a different purpose from what we are currently using it.

At the June 14, 2013, Leadership Retreat for Principals and Assistant Principals, administrators worked in mixed level groups to determine key problems associated with the TPA administration this year. They then did a root cause analysis, proposed changes for improvement, and landed on key, substantive changes that will have a positive impact on the TPA in terms of professional growth and student learning. Their work is summarized here.

Problem	Solution(s) Proposed
Inaccuracy of assessment of teacher's progress with SMART goals	Use the B3 Form. Develop and provide one training / professional development model to really teach administrators and teachers about SMART goal setting and spend the whole first semester of 2013 visiting schools to work with teachers to create SMART goals. Walk through the process and get it right. Have each teacher and administrator sign off on the goal and the data that will be used to assess progress. *RFP Delineate two goals to make the setting cleaner: a SMART goal tied to the school improvement plan and a professional development goal based on the teacher's self-assessment.
Monitoring SMART goals	
Imbalance in the rubric in terms of standards listed under the domains, compounded by power standards for nontenured teachers	Simplify the rubric to make it accessible and useful. Abandon the practice of arriving at a score for each and every aspect / indicator of quality teaching. Hold all teachers to the same standards, whether tenured or not.
Learning Walks / Observations are an incomplete monitoring program	Standard operating procedure for observation and walkthrough reporting to teacher. Align the walkthrough and observation protocol to the TPA. Decide on the role of the walkthrough in the evidence collection process. Is it for teacher supervision or not? Based on these decisions, provide full-year of training to administrators on walkthroughs and observations. *RFP
Inadequate evidence collection and only asking for evidence for a teacher to "justify" a score	
Scheduling quality evaluations for all stakeholders and fulfilling the rest of the administrative duties	Conduct a full evaluation tenured teachers every three years instead of every single year. Teachers showing unsatisfactory performance can still be moved to an annual evaluation and placed on an improvement plan at any time. **Market data from divisions sampled from Virginia that reported back to us by June 11, 2013, is provided.
Imbalance and lack of alignment between evidence collection and the TPA "domains"	At the end of each three-year evaluation cycle, the teacher presents a digital portfolio of work aligned to the TPA standards as part of self-assessment.
Levels of performance in the rubric are unwieldy	Drop one level of performance so that there are truly four. Abandon the language of "applies, integrates, and innovates" and use "successfully meets expectations" and "exceeds expectations" for alignment with Albemarle County levels.
Having two level 4 scores on the rubric. It is a mile wide and an inch deep.	
All of the paperwork and forms makes the process cumbersome and affects the quality of work. Further, the process at each school cannot be effectively owned and managed by each teacher and monitored from the division level.	An on-line, paperless, evaluation system. *RFP

*Requires a request for proposals for outsourcing or purchasing of a system.

****Sampling of Divisions from our Market Reporting
Fully Evaluation Frequency**

Division	Frequency of Full Evaluation
1. Augusta	Every 3-years
2. Charlottesville	Every 3-years
3. Chesterfield	Every 3-years
4. Fairfax	Every 3-years
5. Greene	Every 3-years
6. Hanover	Every 3-years
7. Madison	Annually
8. Orange	Annually
9. Richmond	Annually
10. Roanoke	Every 3-years
11. Rockingham	Every 3-years
12. Spotsylvania	Annually
13. Staunton	Every 3-years
14. VA Beach	Every 3-years

- A three-year evaluation cycle emphasizes quality over quantity.
- Teachers will continue to conduct a self-assessment annually and set SMART goals aligned with their growth needs and the School Improvement Plan.
- Administrators will continue to conduct observations over the three-year cycle and provide feedback to teachers.
- Each teacher will develop a digital portfolio aligned with ACPS teaching standards as evidence collection for the triennial evaluation.
- An administrator may place a teacher on an annual evaluation cycle as warranted along with a performance improvement plan.
- A three year cycle of SMART goal setting and results allows for a more fair assessment of a teacher's impact on student achievement.

TPA Survey Comments 6/19/13

I am not convinced that this process was any more effective than it has been in the past. At the beginning of the year, many teachers were very confused about the SMART GOAL. Some teachers in my building were told that they could not focus on the area they wanted to focus on and were "steered" a different direction. Then, during the final evaluation when they were asked to reflect on the year, the same teachers were "scolded" for allowing themselves to be talked out of the goals they originally wanted to do. I don't think that this approach is "effective." I also heard some comments from teachers that they felt like the SMART Goals this year were like busy work rather than a meaningful growth experience.

I felt that the student surveys for Kindergarten were not really that meaningful. I am not sure they fully understood them. I believe that Kindergarten students would circle a happy face for every question just because they like happy faces.

The SMART goal process seems contrived with the restrictions that it must tie to student progress. There should be a way to have a goal of improving a type of instruction, such as integration of interactive technologies, so that the pedagogy of teaching is not demoted. Any professional development involving techniques, differentiation, or implementation of new best practices doesn't seem honored. The expectation there will always be 100 % achievement is a setup for failure. Unfortunately, the failure often comes at the expense of our most capable students being allowed to underachieve as the teacher's focus is shifts to the GAP group. Also, the rubrics are effective, but the mandatory turn-in of elective forms (self-assessments) mid-year to the administration did not seem fair, necessary, or in tune with the intended process of reflection. The student survey piece should be marked not observed. I could not say something was effective I did not witness.

This TPA process is not a very effective way to measure teacher progress. It is artificial at best. It is forced and contrived. There is not one teacher I have talked to who likes, or even appreciates this process. The self-assessment idea is condescending. Good teachers self-evaluate constantly. Most teachers rush through this assessment at the end of the year just to complete it. If the learning walks were conducted properly, they might provide some feedback. However, they are done sporadically or not at all. The final appraisal is time consuming and held at the busiest time of the year. I find this bureaucratic process something that HAS to be done, not something that is authentic.

The rubric is too convoluted. Teachers wade through pages and pages of paperwork and documents in order to give children the best education possible. If I am going to wade through a document that assesses me as a teacher, it should not be something I only see twice a year.

My final appraisal was rushed, and my administrator cut me off before I had a chance to discuss integration and innovation in several categories. Learning walks data was never shared with me.

The TPA meeting deadline coincides with SOL testing! It is really necessary to have a DEADLINE for self-reflection? That was VERY stressful for every SOL grade teacher in my building! Why would you do that to us if our main focus should be on student achievement? Have the TPA meetings after SOLs, or at least offer TPA meeting slots for SOL grade teachers AFTER their students have finished SOLs.

TPA Rubric was too much stuff. Could be streamlined. There should be a list of examples that correlate with the rubric. I can't remember everything I have done all year. I have colleagues, at more than one school, who haven't been observed/had a walk through in years and get great evaluations. Why aren't all teachers subject to the same evaluation process?

SMART goals--I found the "measurable" aspect of the SMART goals to be quite confining, in the sense that one of my two goals was a worthwhile activity (promoting student discussions of literature through blogging about focal questions), but not actually susceptible to measurement with data. For that reason, the goal itself ended up being negatively affected by my need to collect data about the activity. It would be useful to be able to have a goal that could be measured more subjectively. I realize this runs counter to the appraisal objectives, but not all things that are worth doing can be measured with data. The other goal was more directly measurable, so this was not a problem for the second goal.

Student surveys--Elementary students are too young to be thoughtful about a survey. They also did not understand what was meant by things like "choice." I say this even though my survey results were quite good.

Learning walks--Too sporadic, too short--not an accurate picture.
No one was in my room this year for more than a minute. I have no idea how I would be evaluated.
The final appraisal process is too extensive and lengthy to do each year. Perhaps a model where it is done every third and fifth year is a better way to assess progress of those teachers meeting standards. The learning walks are fine; however, the learning walk information does not use the same language as that found in the TPA and so many of the facets of the TPA are difficult to catch in four minute snippets.
The principal ratings are so subjective....often they see the giving of instructions or a transition and miss the meat of the lesson, or the student engagement. Plus the input is based on their opinion. The smart goal process is contrived. All the documents are too lengthy and wordy. One of the problems with our schools in Albemarle County is the over emphasis on assessment - of students, of teachers. Where is the administration assessment piece? Who gets to assess the efficiency of our central office? Who assesses the fairness of distribution of technology among schools? Who assesses our county leaders, and does learning walks on them?
I have not experienced a full evaluation in some years and so I am unable to judge fairly and there is no space that reflects my situation.
TPA Guideline for Activities- Having a large part of the TPA process fall at the end of the year is not effective, because teachers' time is split in too many directions. It would be more effective to review the academic year just past at the beginning of the new academic year when teachers could spend more time reflecting on their performance and ways in which to improve.
TPA standards Rubric and indicators: This would be better as a quantitative survey with the questions prevented randomly. (b) the final number is meaningless without context. I suggest adding a line that states: VDOE defines an individual composite score final score of _____ as highly effective, or In Albemarle County the _____ TPA score is _____ with a Standard Deviation of _____. Student Surveys: (a) A teacher that followed the directions for the TPA student surveys would have been unable to glean much meaning from the results. The directions said to compare the results from individuals that are generally on task in class, and individuals that are off task, but the survey was designed to be submitted anonymously. I would suggest amending the directions or the survey. (b) student surveys were inaccessible for students with severe communication needs. A universally designed version of the surveys needs to be developed to provide a voice to some students.
Not sure principal understands the guidelines herself.
I thought the SMART goal was effective--I like the measurable aspect of it over the school year, as it shows the students' outcomes over time, instead of a 1-time test like the SOL.
I have no idea what the student surveys accomplished, as I was not a participant, nor have I heard any feedback regarding them. The final appraisal was rushed and confused, as my administrator was overburdened with the process. I think this part of the TPA process is very time consuming for administrators. I got feedback only from one learning walk. It is so frustrating to have many great teaching moments missed and then have my administrator walk in during "seat work". I am never asked questions about what was happening. What preceded the "pencil pushing" and what followed. I think next year I am going to request to be observed when I am using a strategy or activity that I want my administrator to be aware of. I was never observed using an important strategy or activity, so I will ask to be next year. I also will keep a professional portfolio next year. Having one will be helpful for me and for my administrator.
The number of times that the forms changed was annoying. It was time consuming to change the information from one form to another. To be told that the County doesn't want 4's in the self-assessment was discouraging. Sitting half way through my final evaluation and realizing that the administrator was not even reading my appraisal was very disheartening. Being told by my support staff that the administrator observing me had to check on who I was as he entered his observations is unacceptable! I am happy I participated in the pilot program only because I feel I will be less frustrated next year with the process. I do not have high expectations that this is an effective method of evaluating my successes with my students.
The document itself is quite thorough and effective. How effective the evaluation is depends largely on both the teacher's use of the process, as well as the individual administrator. For example, the question as to student surveys - to my knowledge no teacher was required to administer and/or collect student surveys. While I did, I did so because I have always done so.

I think this process is an excellent move from the old process in which assessments were generally viewed as perfunctory. This process, when used correctly, can generate some very valuable reflection and discussion, as well as development for both new and "seasoned" staff. I am concerned that this process will be used as a method for merit increases, which will then have the effect of making this a competitive and somewhat (in many cases) contentious process that will deter from the value it has now for growth in the individual being assessed.
I believe the new TPA would have been more effective if there had been a workday session for staff to better explain the process. This would bring more clarity and show a united team.
My administrator did not go through the rubric thoroughly, and it was kind of disappointing. Even though I got good "marks," I would have appreciated more detailed feedback.
Learning walks and observations. In March I had to request copies of the learning walks as no information had been shared with me. Then I was able to read over them but it was six months after the fact. Actually, two of the walk throughs had occurred when I had no students in my classroom--interesting In that respect they were highly ineffective as I had no immediate feedback. I was never given a student survey.
Only had two walk-throughs the entire year and no "official" observation with feedback. I did not find that helpful.
My final appraisal has not been done. Learning walks don't happen with counseling staff and observations are hard to do. Principals typically use an event rather than one on one time with students or even classroom guidance.
I'm glad we got to write our own SMART goal. Different assoc./asst. principals within our school had different departments jump through different hoops. It lacked consistency within the building. My AP made it a dog and pony show between teachers. The goal and data was reflective to me. But the presentation was all about the prettiness of a graph. But I didn't need a graph for ME to see changes.
a. have not seen rubric, my bad b. have not seen timeline, also my bad c. filling in a blank d. have not seen their survey questions e. c.y.a. f. see above g. timing, may see students working and teacher not teaching h. see g
I did not do any learning walks. None were assigned to me, or organized. I do not believe anyone at my school did these. The TPA timeline seemed to change, as did the guidelines. Made it difficult to have a year long plan.
I am not aware of any learning walks that took place in my classroom, and have received no feedback indicating that there have been any. I can recall only one observation that was done all year and received no feedback on that. The SMART goal process seems to be very different depending on which instructional coach or administrator you collaborate with. I'm not aware of anything that involves student surveys and haven't seen anything along those lines in my building. The self-assessment process was overbearing and burdensome. Though, I work in a building where there is an unreasonable, overbearing, and demanding administrator, so it may have been something that she required that the county didn't. I haven't had my final appraisal yet, so I cannot comment on that at this time.
The "attendance" acceptable or unacceptable rating is subjective. It starts in Feb. instead of the beginning of the year. I missed three weeks of school to take care of my mother leading up to her death, then help my dad take care of business related to her death, and I received "unacceptable" on my final appraisal.
Hard to define what was effective or not, because I'm not sure what the intended outcomes were. I do feel that the student feed back was very enlightening, although it is often hard for students to access the value of what was done in light of the fact that they don't know what they will need to be successful at the next level of their education. Still it was very interesting (and in most respects validating) to see their perspective on the course. To make things simpler, and perhaps more objective, the survey should be available for teachers to give on-line. I am suspicious that students are less than honest in their responses for fear of reprisals that could come from identifying hand writing. Having it all done on-line would give them that protection, and also get the results back into the teachers' hands more quickly.
Feedback from learning walks and observations were ineffective because they did not provide timely information nor were they used to provide trend data.

The self assessment was not used as part of the final conference therefore it seemed to be a waste of time. The electronic portfolio addressing each of the seven standards that I submitted had not been reviewed before my final conference. Students survey questions did not provide effective questions to elicit effective feedback (got replies like "She is nice".) Timeline did not allow for final two weeks of school assessments to be included (June 1 is not the last day of school).
I think that weights of the areas needs to be adjusted. I believe knowledge of content and knowing your students should be high then 10% each. How can one be an effective instructor if you do not know your material and your students well.
The process is implemented differently within buildings, with different administrators requiring different things from teachers to achieve integrate or innovate scores. These demands seem very arbitrary and often are not aligned to the rubric itself. It almost seems like the rules are being made up as we go. What should be a supportive process to encourage growth is very discouraging. The learning walks have always been ineffective. Last year, I had 2 or 3; this year I had 3 or 4. That is not enough to evaluate a teacher in any meaningful way or give administrators information to help teachers grow professionally. Greater visibility of administrators also sends a message that everyone is actively involved in the education of the students. Observations are ineffective because they do not occur for most teachers. I do not know what the answer is, but currently Albemarle is not supporting the growth of its teachers (or students).
I almost chose "Ineffective" for the SMART goal process due to the amount of time it took away from planning with my collaborative teachers. I spent a significant portion of February focusing on my TPA write-up and feel like I understood what the results were going to be before I had the results. I fully believe in personal goal setting, and I do collect data that informs my instruction. However, this seems like something that zaps time from my school day.
This is just more work upon teachers' heads in an already crammed year of goofy incentives that Albemarle County always implements. Albemarle County will forget about this soon and make up something even more difficult, time wasting incentive that does nothing and goes nowhere. I created and spent much time on my TPA and it was barely looked at during the final eval.
I think the SMART goal is a whole lot of work for teachers and I don't think it is very helpful. I don't think it changed how I taught very much, but I spent a lot of time making graphs, etc. The learning walks are very dependent upon when the administrator enters the room. If it is at the beginning or during certain times the students may not seem have learned much.
Inaccurate information provided throughout the process. Still receive no feedback after learning walks or observations. The fact that the onus is on an employee to prove they are an effective teacher is misguided. Isn't it a supervisor's job to make that determination? This took significant time away from preparation of lessons and PLC to work on something with little guidance or accurate information. The fact that administrators did not understand the process nor how to judge effective evidence rendered this whole process moot and ineffective...and irritating. Typical Albemarle County schools ...roll something out before you have adequately done the legwork or training.
If we did student surveys here, I'm not aware of it. I was surprised that I had already received a score for response to student data when I entered my evaluation conference, since my principal had not met with me during the year to talk about what changes I had made based on my data.
Should we not divide the Rubric out to be on a scale of 1-5, instead of 1-4, with 2 @ #4.
I think you will get a variety of responses based more on the evaluators and the teacher personalities than the TPA process itself -- but I guess that is part of the process. Anyway, I think more training is required both from the administrators as well as the staff. As it was piloted this year, I think it should have been more stringent than it was.
TPA Timeline: All of the components are logical and the flow makes sense, but keeping to the timeline was very difficult due to the time involved with each part. Student surveys: For tenured teachers these were kept confidential, so I am not aware of the effect on teaching efficacy. Learning Walks: Very difficult to comply with the timeline for walks for all teachers.
For the final appraisal, I think it would be helpful to create some sort of document to be used as a template for presenting data and action research results relating to SMART goal/s. I understand that is impossible to create a document that would fit every SMART goal, but something that provides structure and aligns with the rubric would be helpful. I created one that worked for me, but I think a 'tweakable' template would be helpful for many.

The learning walks/observations don't fully assess the process the teacher planned for the class. The walk-throughs were designed to show a snippet. Relying solely on this doesn't really help the teacher. They are useful to the observer when questioning the students. The final appraisal is very confusing. I could never tell quite what I was missing or why I was graded as I was. With years of experience why am I suddenly not highly rated?
The rubric was different at the time of the final from when I did my self assessment. The timing was right in the middle of SOL's and the end of the year. I received no feedback from the learning walks or observations.
As a special educator, my training and practice already encourage data collection and progress monitoring. I feel that the additional forms and meetings cut into time that I could have used to plan with my collab. partners and work with students most needing remediation.
The rubric is much too cumbersome and time-consuming to be effective - particularly for self-evaluation. Much like the current UVA Curry School format for evaluating Teaching Associates, this rubric is redundant and difficult to use. The fact that each domain for evaluation is sub-divided into additional categories, and the indicators are explained in terms that are very similar (particularly when differentiating between "Integrating" and "Innovating") makes it extremely difficult to self-evaluate in a way that ends up with ONE score. Sometimes you may feel you are at several different levels within one domain, so figuring out which one really applies to you is hard. I think the rubric has real potential, but less is definitely more. Streamline it a little and make it easier for teachers to use in a thoughtful way. One other thing that is problematic - how consistent is this process across all schools in county and all schools in state? How subjective is this process, truly?
Having to do something extra to prove I am good at my job seemed to be a punishment. I work very hard during the school year and work every single night and this was added on top of that. There should be a way to incorporate the TPA in what we already do but I did not get the feeling that was an option.
E - Everyone in my department was instructed by the director to only rate themselves at three as the required paperwork for a four or five rating was massive and would likely be voted down by administration. While this streamlined the self-assessment for everyone, it also discouraged most within the department to offer up unique projects/activities they felt particularly proud of. F - Due to maternity leave of director, I was given a 24 hour notice - first time notice of forms, procedure, and appointment - of final evaluation. Thankfully, I was able to postpone a day as the initial appointment conflicted with a prior commitment. The opening instructions from the principal were, "basically, you will do 90% of the talking, today. So you can go ahead and start."
My AP has only done one 4-minute walk this year. Either there is insufficient time to observe tenured staff, or there is a lot of trust that my students and I are doing what we're supposed to.
I'm not sure if the survey is flawed, or if the administration's evaluations are flawed. After my final evaluation, I felt as though the county is not looking for highly effective motivated teachers whose students are performing at high levels. I feel as though the county is looking for recognition for themselves in areas that have little to nothing to do with student achievement. For example, if I were to speak at conferences, how would that benefit my students? It means that they have a substitute in the classroom which equates to lost learning time. Also, learning spaces might work for some areas, but removing desks isn't going to work in other areas where safety is an issue. Also, since when is it the teacher's responsibility to write a grant to provide for basic necessities? One of the goals of schools 2015 is that every student uses an electronic device every day in every class. How is THAT a good teaching practice? WOW!
I don't know anybody who pays attention to or uses rubrics. Administrators seem to love them. As usual, the teachers do all the work and the admins get the credit. Good teachers don't need to be told how to teach.
Item a: too much, too broad, too general, too easy to BS. Fosters BS. Item c: too broad, too general, too easy to BS. Fosters BS. Too additive year after year, danger of meaningless busy work Item d: Middle school children evaluating teachers: beginning of the end of civilization Item g: Learning walks: absurd-how can the evaluator possibly evaluate this way?

The fallacies of "learning walks" are well documented and too many to list. Eliminating this will remove teachers and building level administrators from the embarrassing situations that manifest now.
Learning walks and observations either not done or ineffective
The rubric puts too much emphasis on areas that not everyone values. As my administrator said, he could have a mediocre teacher score higher than someone he knows is an outstanding teacher because of the rubric. We have also lost flexibility with our SMART goals and are being forced to do what someone else thinks is important, not trusted to find our own goals based on our own experience, expertise, and interest. Student evaluations are a good idea, but not the way they are done here. The final appraisal has normally been a good thing, but this year it was frustrating because of the ridiculous rubric. And everything expected of us took way too much TIME -- when will you folks downtown stop piling on more expectations without taking anything off? Teachers are overburdened with a lot of tasks created by non-classroom staff. Finally, there is far too much emphasis on data. Some of the most important things we do just can't be measured that way.
I am very concerned about student evaluations at the middle school level. They are not mature enough to make sound judgments about teachers. I think it will lead to a lot of problems down the road. I don't think self-assessment is a valid assessment. Teachers will tend to smooth over the rough edges.
The components are adequate, but I have not seen them implemented for me. At the start of the year, I created a goal that targeted daily skill practice (in Read 180) but was steered away from that in order to have one that focused on test performance. Throughout the year, I received no walk-throughs, no observations, and have yet to do the final appraisal with an administrator. (Administrators have dropped in to request a student or to lead visitors around the building, but little notice seemed to be made of what I was doing and no follow-up comments were made.) I was observed by one peer during the first semester, but I did not receive any feedback or commentary. To date, administration has not decided who will conduct the final evaluation. Knowing that 40% of my final evaluation comes from student performance (I can only assume based on SOL scores) worries me since there is no mitigating evidence an administrator can use to determine if I've taught appropriately this year.
The student surveys are completely unhelpful. Many of the students did not understand the questions, or answered them in a completely different way than what the question meant. They need to be clearer for elementary students of all levels and have written response parts. The students should be able to tell why they put what answer. It was not useful just to see tally marks.
The SMART goal process seems artificial.
As a related service provider, much of the rubric needed "interpretation" to be applied to the specific role and responsibilities I provide. Additionally, there are critical pieces of my performance that were not evaluated, as they are specific to the related service I provide (e.g. explanation of evaluations, discussion of student progress as it applies to a specific domain vs. global learning). It would be good practice to further specify the TPA process for those serving students outside the role of "teacher." Perhaps by creating a brief but meaningful addendum that serves in place of teacher specific portions of TPA rubric process (e.g. a short rubric for counselor, SLPs, media specialist, social workers, etc.)
I was never seen for my goals in the beginning of the year (I emailed them), and I have no idea how I will be evaluated, since no one observed a class! I have always received excellent reports, and even when my 8th graders put on their restaurant scene in Spanish (on morning TV), teachers and students loved it, but not a word from admin. Needless to say, it is time for me to leave, especially after 40 years.
It is a lot of additional work to prove what we are already and have been doing for our entire career.
The issue is it was hard to define the SMART goal. Around the county every school is doing it differently and even within a school the administrators interpret the process differently. It was hard to figure out a manageable goal at the start, then once we got into the goal it was difficult to figure out how to do the analysis. It was time consuming. I am not sure the time spent equaled better teaching. In order to measure a specific goal with data the easiest way to manage the collection of numbers is multiple choice. I don't think that is the goal of the Smart goal process. Teachers that realized this at the beginning had an easier time with the process. My goal had to do with writing which made it much more difficult to collect the information and time consuming to analyze. Part of the confusion is the learning curve but to do this process correctly it is stressful and it takes time. It is another item on an already full teacher plate.
Some of the standards seem to overlap or do not stand without another standard. I would have liked a document with all the standards and a place to respond with evidence for each.
It would be better if my administrators had come into my classroom more often for learning walks - the more observations and walks, the better they could assess my teaching.
The process took a lot of time out of teachers day. Even the 45 minute final evaluation meeting was in the middle

of SOL testing windows, Final Exams for Seniors, graduation, and a slew of other things. Most importantly, it takes time away from something very important: planning for our students. We need to make things that are very important like teacher planning a priority, because we keep adding more demands on teachers time. I think we need a very good evaluation process, but should this process be this complicated? My personal belief is that it should be streamlined. The rubric is so long that it takes about 15 sheets of paper to print the thing out. To go through each part of the rubric is painstakingly time-consuming. Another thought: administrators aren't clear on what determines a 4 other than it has to go beyond the call of duty. There are some teachers who are being told that because their students are earning failing grades, they will get a lower score.
The SMART goals varied greatly by teacher and therefore to compare how teacher's did on their goal is unfair as different goals had different levels of difficulty. Also the objectives for each class are laid out by the state therefore to add additional goals (i.e. your SMART goal) seems unnecessary. Timeline in theory is good but in reality with everything else that is going on (i.e. testing) you are done with observations and goals by mid-year. The learning walks are good in that it gets the administration into classrooms but bad in that even though there are a number of walk throughs I think it is much better to see a full class than a 2 minute check multiple times.
The SMART goal process was not the same for all teachers at my school depending on the administrator who was in charge. Some administrators required more work than others.
The descriptors for 3 and 4 were somewhat similar.. and the evaluation by admin seemed arbitrary. Learning walks were minimal and did not give a real picture of what I do in my classroom every day. And even though I talked about , and wrote on the form, how I work and everything I do to prepare and plan my lessons, admin did not seem to hear me or know about it. I did not feel appreciated for my efforts in professional development, planning and teaching.
There were no learning walks or observations completed during the school year. How then can an administrator complete an accurate final appraisal?
I felt that while the process was a more effective way to help me to think about my progress as a professional, it seemed that to do the process well, I had to put in a lot of time. I found that my colleagues that did not want to put in this level of effort, did not delve into the process and this would render an ineffective way to evaluate a teacher's performance. I put in a lot of hours into the self-assessment and recognized that my development as a teacher has taken many years to develop. I am unsure that I would be changing many items year to year but would appreciate undergoing this intensive process reflecting on my development over the span of five years. In this way, I feel I would be better able to communicate how I have made changes over the long term rather than year to year. I also did not feel like the learning walks provided me with any feedback. I realize that the administration needs to have ways to monitor classroom activity, but I didn't receive any feedback.
b. The process to complete the TPA work should become part of a faculty meeting or other staff development day. Too little was communicated about the documentation component and so teachers were stressed to complete their components. f. This relates to the timeline and clear communications issues (not the actual discussion with my admin, although I heard some "horror" stories from others). Again, incorporating the work for this "growth" indicator should be part of the administrative overview of the year. It would also have helped if the rubric scoring guide had been clarified (repeatedly?). Many seemed to see this as a grade scale; whereas it was really an improved evaluation of "meets requirements." Had more folks seen the 3, 4a and 4b as something other than a C, B and A, the whole TPA idea would have been viewed more positively. g. Learning walks often get lost in the shuffle--some of us never had a discussion (or email) about the data--just got a copy. h. Option not "offered."
The domains were not clear enough in how we were to be evaluated - integrates and innovates were not clearly defined and administrators were also unsure. Student surveys? Were student surveys included in teacher evaluations?
We did not begin the Learning Walks this year, but I look forward to them next year. I feel that the TPA model made me be more aware of the lessons I taught and how affective they are for the students. It made me plan early, improve, and alter my lessons so they would maximize the time spent with students. I gave the students even more choice and differentiated even more this year.
As a collaborative teacher, I was not always in the lead when it came to direct instruction. Administrators didn't get

an accurate picture of what types of thing I did in the class.
TPA Rubrics are nebulous and subjective, for both staff members and administrators. There seemed to be little consistency from one department to another. A list of acceptable or required documentation for the "Integrates" and "Innovates" levels would be very helpful. I received no feedback from the learning walks, but had a very positive experience with my supervising administrator.
1. I didn't know there was a timeline--if this was published someplace, I never knew. 2. Tons of confusion in our building in creating SMART goals, and very little help in refining. I basically got asked "Is that achievable?" with no other feedback from admin. 3. I was one of few forced to do surveys as it was a recent year. Surveys told me nothing about my teaching practice other than kids don't like homework, and I didn't have to take 15 minutes out of my class to learn that. They were never revisited in future meetings. 4. Self-assessment was exceptionally stressful and felt like I was doing my admin's job. It's obvious what I think I do well, but in the final meeting, hearing my own phrases parroted back at me gives me absolutely no idea what my administration values about my role as a staff member. The tone of these meetings was totally counter to what they used to be. I used to value my admin's feedback--this year, I didn't get any b/c *everything* was put back on me.
The ineffective listed above reflect with this year's implementation. I know that it will improve and the kinks will be worked out. The barrier is not the tool. The fundamental issues with this process include: 1. Timing...as the form was adj. (second copy c-9 + rubric was given late) was the busiest time for all parties . It took time away from our clients. 2. Training of Staff... w.o. this there was a great deal of interpretations of the tool and what it exactly meant . Given the tool, in asking 5 different school professionals (teachers and admin) what an item implied resulted in getting 5 diff. ans. This created much unneeded stress and poor morale amongst staff. 3. Communication: To facilitate the change, P.R. work would have been helpful up front showing how this is diff. from the state requirements of 1, 2, 3, in order to show case teachers who normally do not get recogn. for the extras they do. Also how the county will use this. Will this ever effect pay or job security
Considering the testing going on at the end of May it was very difficult to find time to prepare for and schedule the final conference.
a) too much unnecessary paperwork b) too much busy work c) too much unnecessary data d) guiding questions for suggested growth and improvement would be beneficial e) four minutes is too little time for an administrator to truly understand and appreciate what happens in a classroom f) don't know the difference between 'learning walks' and 'observations'
The rubrics were sometimes very confusing and didn't apply to me as a non classroom teacher. I did not see or receive any student surveys. I think specialists- non classroom teachers should have different rubrics and different evaluation questions that are more relevant.
Students often disregard the impact of the answers that they give on these types of surveys.
It's fine the way it is.
a) paperwork is nothing more than hoop jumping b) impossible to determine how or when a new idea will (if it does) becomes effective c) establishing goals is something a good professional teacher will do regardless if it is "official" and all too often goals are nebulous d) middle school students rate teachers on how "cool" or "liked" a teacher is. kids this age cannot determine nor judge whether a teacher has met any type of standards established by the county. everyone already knows who the ineffective teachers are. e) waste of time f) based on nebulous walk throughs and observations typed into an iphone by administrators who have little experience or basis for evaluating a particular subject has little value

g) too short and general h) N/A
I am not even aware of any student surveys.
Learning walks-Data provided not reflective of what I regularly do as a teacher throughout the year. It is a snapshot of less than 1% of the time I spend teaching for the entire school year. Probably the most ineffective TPA component. TPA rubric - is subjectively applied among administrators. Rubric categories do not account for different student populations teachers handle. Standard classes require very different teaching skills compared to advanced and honors. And teachers' course loads are not taken into account. Much harder to teach two or three different subjects and at different levels. TPA rubric is also discriminatory against women who have family/child care obligations that prevent them from participating in or attending in many after-hours activities. Specifically, Professionalism Domain, Standards b and c.
Difficult to survey the population I teach.
I believe that these are ineffective because they happen at random times and at random points throughout the year. They do not provide the administrators to get to know a class or teacher.
Student surveys not as effective with such young learners.
Learning walks and observations rarely happen and when they do the administrator comes in in the middle of the lesson and thus does not get a complete picture of the lesson. The timeline for the TPA should begin in the pre-service week of school to allow for more time to complete the SMART goal. Then we won't be trying to write up SMART goals during the first and busiest month of the school year. Self-assessment - I just give myself adequate in every category because who has time near the end of the school year to write why you deserve better.
Nothing was stated on my TPA or am I aware of a single learning walk or observation. In knowledge of content it states high praises on my collaboration. But for collaboration I received a 3. Music classes, as innovative as we are is not always written work and even though my concerts show major growth If it is not written down then it is not considered so student progress shows 40% of your grade but will not be accepted as it is not on paper. How can I be told I am not communicating well from administrators who have not communicated with staff and parents all year. I have a newsletter, data base and other forms but I received a 3
I believe the hard part of this evaluation process is that it does not completely take into consideration the growth that children make even if they are still below grade level. The children are sometimes still judged as not making progressed when they have grown a considerable amount of a year. These children may be below grade level, but the amount of progress they have made and the amount of work of the teacher is not always valued.
I find the restrictions on the SMART goals this year, as well as the changes to the requirements very limiting. We did not have a lot of control over our goals this year and the process was arduous. I would much rather choose a goal that is important to me and not something that the administration wants me to do. I think we would be a lot more invested and see more meaningful results this way. There is too much that is up to the administrator in the evaluation process for this to be a comparison tool when looking at teachers. Therefore, we should use it as a vehicle to have meaningful conversations about what we are doing well, what we'd like to work on, and ways to improve. This would be much more meaningful to me. Otherwise, it just becomes one more thing that we need to complete, and is not useful. I think we are all self-reflective and driven enough to come up with many areas that we'd like to improve upon which would DIRECTLY affect student engagement and learning.
I feel as though I am going to do my best no matter what, for the students I teach. Self assessment does not make me try harder or work more efficiently. It just feels like more 'paperwork' and less time to 'teach' the kids we are trying to educate.

The learning walks are for 5 minutes, and the administrators doing them do not get to see all of the things we are doing, which then usually translates to things we are missing. It actually just means they just didn't see that part of the 'lesson' or activity. They can't obviously see everything, but that doesn't mean we aren't doing it.
Students often respond positively to such a survey if they like the teacher. In high school the Prom King and Queen are often chosen by their peers because of popularity--the same thing could happen on this survey concerning the student rating of teachers.
As I work in an elementary school it was difficult for my children to understand the questions to be able to answer them effectively.
The ineffective aspects deal with understanding the purpose or process. It was not clear to me that the administrators clearly understand the purpose or processes. Furthermore, our administrators at AHS, who initially told us to create SMART goals, revised them, or required us to revise them so much, that there was no longer ownership for the goals. In addition, we were specifically told that our measure had to be 100%. In reality, when a SMART goal is based around a factor that we do not have 100% control over (student behavior), it is unreasonable to require 100% success. A key componenet of the SMART goal is that it is attainable. When someone else dictates the goal, the person whose goal it is will not feel as though it is attainable, thus putting little effort towards working towards the goal. On another note, with requiring so much from teachers on a day to day basis, and then requiring all of the work for demonstrating effectiveness, it takes away from student learning.
I would request more observations and learning walks. I appreciate feedback and professional thought to my practice. More walks and observations would provide more feedback.
1) walkthroughs are not being used consistently or frequently enough and data is not regularly shared. Burden of evidence of practice has shifted excessively to the teacher and little of the results of walkthrough or observational data impacts the final evaluation.
Considering the supervision load of many administrators, it is difficult to do a quality job on final appraisals. Each one takes a minimum of a one hour meeting and at least .5 hour writing. As someone that supervises 32 teachers, that is 48 total hours. That does not include 15 classified staff which is usually 45-60 minutes per employee. I would recommend placing teachers on continuing contract be evaluated on a cycle if at all possible.
I am one of those teachers who constantly revises, basing assessment of a project on my students product results than what the learning walks say. If my students achieve great results or high scores with a project, I continue what I am applying with that lesson. If they don't, I change it and talk the students on how I can make it more meaningful to them. I know the administrators have to report higher up on what we do, so understand why they do the TPA etc., but I feel it takes time away out of what I am already working on improving.
I did not receive any feedback from the learning walks. I think that would have been helpful. My principal provides extensive feedback at the end of the year. It is specific and detailed. She includes positives and possible areas of focus for next year. Her end of the year conferences last between one and two hours. I would like to see this process be streamlined for the administrators. It seems like an incredible task for the end of the year, especially in larger schools.
My assistant principal is my evaluator and she is always very punctual with her walk-throughs and observations. The feedback rendered from the walk-throughs is always valuable and she is a great resource for teaching strategies during our follow up meetings. The student assessments were very beneficial.
I only wish that some of the items I marked as 'effective' (rather than highly effective) continued throughout the year. The momentum was high early in the year, but dissipated as the spring approached.
Final Appraisal: first, this came at a very inopportune time - during senior exams (I teach all seniors), it was a busy time of year and I personally did not feel I, nor my administrator, had the time or the energy to have the final evaluation be an effective learning tool for me professionally - also, I was told during the final eval, that to become a "4" teacher I would need to do formal lesson plans daily in the FQL format - well, I guess I will be a "3+" teacher then for the rest of my years in ACPS - I teach three college level courses (all different preps) and to be the best teacher for my students I truly believe planning my lessons to incorporate authentic learning tasks to help teach critical thinking, incorporating technology into my lessons, developing assessments that test more than just knowledge, and then GRADING those assessment in a VERY timely fashion (so the students have immediate feedback) is a better use of my time and energy!
Thought it was fine.

while I feel that the learning walks do give me some data i would like to have a sit down with an administrator to discuss a lesson not just trends of walk through data several months later. I felt when I ask my principal to sit with me and we discussed what I was doing in my room with my smart goal, lessons, and reviewed the progress of students I got much more out of the process.
When students are not pleased with the teacher, it usually relates to their effort in the class. They are not usually very objective.
I am a fan of smart goals, but the time and research it takes to do this well is too much for an "integrates" performance evaluation. Also, evaluations still vary from building to building. It is very difficult to compare what teachers in various buildings are doing because the evaluations are done by different individuals/administrators. In one building a teacher's work may be evaluated a 3 while in another it may be evaluated a 4. I have no doubt that administrators recognize this occurrence as well. The fact remains that expectations for teachers vary based on the building in which you work. Even though administrators meet and discuss this, the practice of going back to their building and doing what they choose to do (admittedly because they believe what they are doing is best practice) still exists and makes the process non-uniform. If you're just trying to meet state standards you may be accomplishing this, but if you're trying to evaluate fairly countywide you miss the mark.
Do not allow principals to just assign a score of a 3 to each category.
It was hard to observe trends from the student surveys. Overall, at the elementary level, it might have been more helpful to give all K-5 students the K-2 version. The language and wording was very difficult for ELLs. I really enjoyed the self-assessment component. This helped me tremendously in my own reflection, too, in determining next steps. I had one teacher complete the self-assessment with a county coach--great way to use a reflective partner. Overall, in reflecting on sharing the TPA process out with our staff, we should have been more deliberate with explaining the rubric. We referenced that teachers should read it when doing the self-assessment, but one thing observed, particularly on my end was the over-rating. This is something I definitely want to improve on for next year. Further, TPA conversations were very long, usually at least an hour--if not 75-90 minutes. They were GREAT conversations. I was not able to fit all conversations in by June 1st.
Final appraisal? Is that final evaluation or my final appraisal of the pilot? I strongly believe that teachers should receive a copy of documents from administrators (on walkthroughs) if we want to use them for professional growth. Some administrators are great about this and some do their walkthroughs (sorry about the pre-pilot terminology) and I never see or hear anything about it again. I want to know what they observed so I can "self-assess" and make improvements!
Learning walks should be provided to teachers at VARIOUS times of the day as to not be at the same time or same subject area. I believe there needs to be more time for teacher's to develop and effective SMART goal and there should be some open chat sessions about appropriate goals and give teachers ideas and feedback before selecting their goal. This would allow more flexibility within the process and assure teachers are happy with their goal.
The learning walks are so brief that they rarely catch what truly goes on in a classroom. My principal doesn't make lengthy observations that might provide good feedback. I feel like the TPA process requires too much time at a time of the year when I am really busy with SOL prep and end of year course finalization. My colleagues and I find the rubrics in the TPA to be redundant and lengthy.
I didn't feel that student surveys were applicable to the grade level I teach. I don't think I had enough learning walks and/or observations to make them effective.
Principals are not trained to recognize concepts being taught. As long as they are checking off something, they overlook the essentials of what is going on. Overall this gives little feedback of what is going on in the classroom.
I think we need to decide if we will do the full evaluation each year or on a five year cycle. Alternately, we could find some way to make the calendar work throughout a full calendar year so that we could staffer goal setting and final appraisals for teachers.
Student surveys and learning walks should receive an N/A from me not ineffective. As a teacher I did not conduct either for another teacher. To my knowledge my administrator observed me according to the TPA timeline but that is all.
The TPA Rubric was too long and complex for teachers to sort through. In addition, the time and effort required to collect data for all of these points was a meaningless use of my time. I do not feel that reading the rubric and collecting evidence helped at all to improve my teaching and in no way was evidence of impact on student

learning. I have gone through the National Board Certification process and I saw how each step of that led to improvement in my teaching and evidence of student learning. I cannot say the same about TPA and therefore did not find it to be a meaningful use of my time as a teacher.
Include more of the observations and learning walks as continuous feedback during the year and then have a smart goal and two to three lessons from the observations that you and your principal discuss how they rate on the rubric.
I would rather not.
Student surveys are not ESOL friendly
I think the SMART goal is limiting. It draws too much focus from the overall performance and funnels it into one particular area. There's also a weird dichotomy of trying to create a SMART goal that is challenging, but also the self preservation instinct of not creating one that you'll possibly fail since there is so much attention drawn to that one area. There's too much emphasis on this one component, whereas it should be one cog among many. As a teacher, I will have successes and failures this year based off a multitude of challenges I set for myself to continue growth. It seems limiting to focus in on one.
(a) The rubric was far too lengthy and cumbersome. Many of the descriptors were vague and overlapping between the various levels--especially for integrates and innovates. (b) Teachers were asked to produce completed C-9 forms in mid March. At this point, they were told to produce "binders" of evidence if they wanted to be considered anything more than "applied". The tone was negative vs. supportive. The demand was made during a period when teachers were also trying to manage lot of other required meetings and paperwork (especially for sped teachers and their collaborating partners. It was also "one more thing" to deal with as the final conversation / C-9 form meeting was also in May when we were assigned to give up as many as 4 or 5 planning periods to proctor SOLs. (s) the SMART Goals were not adhered to by the administrator. The administrator decided to rate student achievement based on grades...and then not even grades for all of the students, just the students who had
a. The new TPA Rubric wasn't given to teachers until a short time before we were to meet with our administrator last month. This gave little time to effectively use the TPA Rubric to guide instructional practice. b. See above. d. I did not use student surveys as an option this year. g. Learning walks were too short to give an accurate picture of the instruction given much of the time. Most of the learning walks my administrator did was close to the beginning of the class period, before many of the activities had gotten started. This gave a skewed view of my classroom practices.
The student surveys did not provide much in the way of helpful feedback. I think that they probably should be given more than once, perhaps every quarter. The students who liked me gave all good reviews and the students who didn't like me gave all bad reviews. Maybe ask more directed questions about what students would like changed about the class.
My final appraisal focused more on the whole school data than on me. I only had feedback from 1 learning walk when it happened. I never saw individual data on when the others took place. Our administrator often pops in while students are unpacking in the morning and this seems like a poor time to do multiple observations. In all the years doing TPA I have never had an administrator give me any specific ideas of something they would like to see. They still seem very vague on what look-fors would be for the different areas and very sparse & vague on their feedback. I received an excellent evaluation so this is not in response to feeling like I was undervalued in my EOY meeting. It would be SO nice to get concrete feedback throughout the year on all the different areas of content.
Clearer instructions on what to have in our portfolios and what to highlight/present at the final meeting. I followed the guidelines with the rubric and listed many examples within each domain however the rating I received did not match up with the work that I do.
Many areas of professional growth do not meet the SMART goal criteria, which effectively inhibits professional growth, particularly the choice that we, as educators, have in what we'd like to do; students are given choice, but teachers are not. I was not observed at all this year, and had very few learning walks from either of my administrators. The learning walks that did occur, were not during instructional times. Therefore, I did not feel that my administrators were able to effectively evaluate me for the TPA.
If these walks and observations were done more consistently and throughout the whole school year, they would be

more effective. Everyone has lots to do, but it would be great to see our admins walking through more often.
Both a and c were helpful for professional growth, but the details, steps, and expectations to complete rubrics and SMART goals were very overwhelming and time consuming. I know that it is very important to assess/monitor professional growth, but maybe this could be done in a way that is less time consuming for teachers.
Not much guidance before the final meeting. Tons of rescheduled meetings because no one explained that we were to type up and have evidence of why we chose each level for each section of the self assessment.
SmartGoal was a bit difficult as a GRT with no classes of my own.
(c) SMART goal process is better ...but not where it needs to be. In previous years, goals were set in the fall...but then often not stressed & even forgotten. The old eval form barely made mention of the goal. Now the goal (student achievement goal) cannot be & I think this caught teachers by surprise --at least the focus they should have given it throughout the year. Live & learn; this will be better next year (having lived through the cycle this year). Also...just odd that Domain 7 = 40%...and all others = 10% -- so that we lump planning, instruction & assessment into one category that = just 10%. (d) Student surveys -- not effective at all since teachers have others administer for them...and then results are not shared (or if shared, it's only what the teachers wants to share).(e) The self-assessment must not be all that effective -- because when I referred to the TPA rubric in year-end conversations, too many were unfamiliar it.
I felt that the TPA rubric was too onerous to use. At 28 pages long, it needs to be streamlined or it won't be used the way its intended to be.
Rubric was long and confusing; it needs to be drastically simplified. Timeline stretched out too far. Process was even confusing for administrator to explain. Learning walks are too small a snippet and often taken repeatedly during the same portion of the schedule.
I think that as a single administrator to be able to give the attention to each of the key elements that staff is evaluated on each year is an unreasonable task to accomplish. When you are one person assessing each of these areas for 45 staff members and then add another 25 classified evaluations on top, there is no way to do justice to this comprehensive TPA tool. I would love to see us move to the concept that if a teacher is at integrates/innovates we only evaluate them on certain areas each year. For example: Year 1 Knowledge of Student and Safe and Effective Learning Environment & their Student Achievement SMART goal Year 2 Knowledge of Content & Planning Delivery Assessment of Instruction & their Student Achievement SMART goal Year 3 Communication and Collaboration & their Student Achievement SMART goal Continue in this fashion unless circumstances suggest that we should add another area if they slip from Integrates/Innovates to less than Applies
This year I found the changes in the SMART goal to really give me a chance to focus on my instructional growth and the effect it will have on my students. The coaches were a tremendous help in supporting me in my goal and it was wonderful to have the opportunity to reflect on what I saw happening in my students work. I did not get the trends of my learning walks until May, so I didn't see trends and there for wasn't able to reflect on these and use them.
Rubric is WAY too long and detailed. 28 pages? Really? I know much of this is urged/mandated by the state. However, the process is much too formal and, in my opinion, distrustful of what we do. Having to bring in examples of student work, pictures, videos, etc. is a bit much in order to prove we're doing what we say.
I have not been observed at all this school year... no learning walks, no observations... and yet, my principal has completed an in depth evaluation of me with observations of how I can improve my teaching. How is this possible? Will anything I volunteer to say in a focus group make a difference?
The learning walks did not provide the administrator to spend enough time in my classroom. The walks were conducted at the same time of day during the same part of my lesson. I did not receive copies of the dates and times of the walk throughs. I was told they were not available because they were completed using an iphone. This was too subjective of a process and too little data collected on each teacher. The feedback came at the end

of they year, and this is not helpful for me to grow as a professional.
No final appraisal yet. No feedback on learning walks or observations. Never observed by asst princ.
One thing that was disappointing this year I did not have many learning walks to be able to reflect upon. I would have liked to have my admin in my room more often and at different times of the day; being able to connect with my students more and see the bigger picture of what happens throughout the day. Also, I think by being in a teacher's classroom more often, at the final appraisal when we discuss my SMART goal or during mid year, admin can make suggestions help me problem solve or reflect more on my instruction. Although there weren't as much feedback from the learning walks as I would have liked for my personal growth, I did however really enjoy hearing/reading my students comments on their surveys. The survey was one that I created but was aligned with my TPA goal. The survey was given out 3 times this year and using their suggestions and comments helped drive my instruction.
The Student Academic Progress piece, which is 40% of the evaluation, does not seem to deal so much with student academic progress as with the teacher's ability to document the progress in a specific manner. It is important to evaluate students' progress and use these assessments and evaluations to adjust instructional strategies for students' success. Being able to produce this information easily and effectively in tables or charts is, in my mind, not as important using the information to improve student learning and achievement. One suggestion might be to have the student academic progress piece, the most important part of the TPA at 40%, concentrate chiefly on the students' academic progress and only incidentally on the teacher's ability to document the progress in a specific way for others.
I feel that the learning walk template needs to be updated and have current options of what student are doing/learning in the classroom.
Student surveys are not a consistent measure of a teacher's abilities at an elementary school level.
Some students don't understand what the questions are asking and some answer out of spite.
SMART Goal timeline should be specified and not left open to teacher preference. Teachers need to have a clearer understanding of expectations and standards regarding goals.
The snapshot of 5-10 minutes for the learning walks is not significant amount of time to provide feedback on instruction and teacher performance.
I do not care for learning walks. They always seem to occur at either the beginning or ending of a lesson, or during a transition period. I do not feel they're a good indicator of my work. I'd rather have the option of one or more formal observations as opposed to a walk through.
Children don't understand what is being asked. If you ask a specific question and they give feedback, not just select an answer we would learn more.
Difficult for Specialists to pass out anonymous student surveys to their students. Would like some way to get this anonymous information from students, however.
I did not complete the self-assessment and it was not referred to in my goal-setting or meetings with my administrator. My administrator was able to conduct learning walks and observations only a few times during the first semester and then never after that, so they were completely ineffective in my professional growth process.
I do not feel like the domains, standards, and indicators were fully explored. I was asked to rate myself for these indicators at the final appraisal, "starting at 4". I received no feedback on these indicators from my principal. At the final appraisal, my students had made progress toward the SMART goal; however, not as much as I would have liked. I did not receive any constructive feedback re: how I could approach the students/goal differently. I had only two learning walks this year. I am happy with a positive evaluation; however, I recognize room for improvement and would appreciate some input from my principal in order to improve my practice.
Tenured teachers should also give student surveys. Learning walks are not that effective unless there are enough for several data points. That has not happened to me this year. I also never get feedback on my learning walks. Even a brief email with good things and some areas of improvement, or even questions about what is going on in the lesson would be helpful.
The 27 page rubric was not user friendly. Rating myself took hours.
I like the idea of the student surveys but it just didn't give me any helpful feedback
Did not receive a student survey. Final appraisal never occurred. Zero feedback from learning walk and observations.

The rubric is too complicated. Now that we've been through the process once, i imagine next year will be smoother. Prepping for the midyear & final eval meetings was the equivalent of writing several college papers. i appreciated questions that encourage reflection, but it was time taken away from planning & instruction.
Learning walks are not keeping up with the times....going towards "maker spaces". How much will you see in 3-5 minutes?
I had only one brief observation.
Young students don't always understand what the questions mean. Very little feedback was gotten.
The data gathered from Learning walks seems to be, more often than not, inaccurate. A 5-minute snapshot can not prove that a teacher does or does not use a specific teaching method. As an indicator of teacher growth, development and range, it's fairly ineffective.
I did not find a single teacher who found his process particularly useful or informative. Primary grades teachers were particularly unimpressed with the surveys and the quality of the information tat they produced. I marked the TPA Rubric as effective but I must say it was quite close in my opinion. There are many areas where the difference between innovates integrates and innovates are so close that I felt like it was really difficult to mark a staff member as one or the other. I truly believe that we should give serious consideration to making those two areas into a single category. I also continue to the ink the entire rubric is too long. 28 pages is too much and i think comes very close to rendering the process ineffective.
Making a goal at the beginning of the year and not looking at it again until the end of the year is not effective. Many of my students had difficulty understanding the student survey.
(a) was told by administrator that in one section, safety was totally expected, so there was no way to integrate/innovate, thus a "4" was not available. If it's not available, the rubric needs to be adjusted. Also, adjustments need to be made regarding the expectations that to be considered "integrating" or "innovating" in areas of student/community involvement/exposure, entire classes must be recognized in the media/newsletters/website as having done something extraordinary; not all classes lend themselves to entire classes being involved in a single project so they can be on the news or in community announcements. Admin. or I misunderstood indicator. Examples and clarification needed. (b) needs to be adhered to or adjusted (f) many colleagues were called in the final three days of school (g) We have been told that "snapshots" do not tell the entire story; then learning walk "snapshots" are not as effective, especially if they are not done or, if done, no feedback is given.
The timeline works well for yearlong courses, but for semester courses, the timeline might need to be adjusted so that teachers can discuss final results with their administrator while they are fresh in their minds. While the data, reflections, etc. can jog the memory, perhaps a different timeline could be made for those who teach on the 4x4.
Learning walks need to be trained for each department..what looks like independent work may very well be an investigation that is currently at the independent stage. Also the idea that almost all teachers are "3"s and the exceptional teacher being the rarity bothers me.
I have not seen or experienced a county student survey.
I do use my own student survey and find it useful.
This somewhat is an artificial and insufficient evaluation. Learning walks allow a limited view of a teachers' work and worth. In the busiest time of the year, we must fill out a self assessment using a 28 page rubric AND provide documentation. Why did you not just require lesson plans from the beginning of the year for documentation and tell us to keep a notebook as probationary teachers? The SMART goal process in theory has some merit, but with limited time all we can do is put something together for the DATA to appease the evaluators and the state. Asking teachers if they are willing to be responsible for student success is wrong! That is not our job! We teach, facilitate, help, encourage, guide, but the student's job is to be responsible for his success. Tying student scores to teacher evaluations will have unintended consequences and lower quality learning despite the framework. This process feels like you are looking for ways to get rid of staff. [You don't listen to focus groups.]
This process was much more intensive, but I felt that was helpful for growth for my self and colleagues. It seems like it will take some time for principals to adjust to the amount of time needed on their end to complete this process, and I think with more experience and familiarity with the process all teachers will ultimately benefit.
The TPA provided a very inaccurate picture of me as a teacher and my role at MHS. My average ratings and the use of words like "emerging" in the areas of creating a classroom climate of respect and being a part of the community were insulting. ACPS has one opportunity to provide real feedback and to put into practice what it

preaches, that teachers are important in the classroom. It failed greatly. I attend almost every home sporting event, travel to away sporting events. Go to plays, events, etc. When I questioned how doing all of that would yield a 3 on being a part of the community, I was told we were focusing on student performance. Are we supposed to build relationships? Are the 3 R's still part of what we do? My teaching and our curriculum in 12th grade is the perfect example of authentic problem solving. Students work in the community and together in CAP. How does that yields a 3 for planning, instruction, etc.. I am very discouraged. A terrible end to the year.
I completed the survey already, but at that time I still hadn't finished the process. At this point I have a few additional thoughts. 1) It is not appropriate that the majority of evaluations are being completed in the last three days of our work year. Principals should be accountable for this. 2) Walkthrough data doesn't seem to matter for any part of our evaluation. 3) We hear the rhetoric that Albemarle County has excellent teachers, but this TPA starts at the assumption we're all "average" unless you prove otherwise. 4) Many people opt for the three in order to avoid the hassle of evidence- this is not effective evaluation. 5) Overall, it is a good system, but it does have a few flaws.
No real follow-up was done throughout the year.
I work with lower level students and have been penalized by their scores-not right! The TPA Rubric good but WAY too long and involved. The SMART goal process: although we had endless discussions about this, most took the form of, "don't worry". Final appraisal: Faulty statistics!!! We were told all would get 3 unless way over the top. This is wrong-we are constantly told ACPS is an excellent system, but all the teachers are average????? What??? There are very many angry staff at this school. I understand compliance with Fed and State, but wrong!
I feel that these appraisals were neither well presented to the teachers at the beginning of the school year nor effectively followed through during our academic year. As a performing arts teacher, I firmly believe that teachers should be appraised. We music teachers appraise our own students every minute during rehearsals in class, we teach students to self-assess their own music performance in every piece of music that we perform and every concert that we put on a stage. I believe that the performing arts teachers are the assessment masters. We understand the musical and behavioral guide lines that we set consistently and constantly with our students every day. However unfortunately this teacher assessment system makes little sense to me. It is difficult for teachers to teach to standards we do not understand.
My administrator was very vague with what we needed. He did not see us until 2 days before school was to close. Other schools were given a list of needed materials to highlight. When discussing scores he would not listen to what I had been doing in my classes & what I could produce to better the score on the TPA. I do believe he showed favoritism to certain teachers!!! His communication needs improvement the entire year.