



Eye on Evaluation

DATA AND ACCOUNTABILITY DEPARTMENT

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Evaluation of the Teacher Incentive Fund (TIF) Program: Wilburn Elementary School, Year 2 2011-12

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Introduction

In 2010 Wilburn received a 5-year Teacher Incentive Fund (TIF) grant through the US Education Department. This program supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools. Goals include:

1. Improving student achievement by increasing teacher and principal effectiveness;
2. Reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement;
3. Increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and
4. Creating sustainable performance-based compensation systems.

At Wilburn, TIF funding is being used to support the Teacher Advancement Program (TAP), freeing up Title I dollars that had been used previously. For 2011-12, Wilburn was in its fourth year of implementing TAP.

Acknowledgement: Amy Germuth has served as contractor on this project, collecting data, completing analyses, and drafting the report for WCPSS. We extend gratitude for her excellent work on this project.

Abstract

Wilburn was in its fourth year of implementing Teacher Advancement Program (TAP) in 2011-12, which is designed to attract, retain, and motivate quality teachers and increase student achievement. It was in the second year of TIF funding to provide performance pay for improved student performance.

Analysis of EOG reading and math test scores for 2011-12 showed increases in student performance (where different cohorts of students are compared over time) and growth (when a student is compared to him- or herself over time). All staff earned some performance pay based on the TAP model formulas (unlike the previous year).

Recommendations are to provide more ways for teachers to share their perceptions of TAP, to start observations earlier in the year, and to improve training by focusing on the application of the rubric and differentiating training (for teachers new to TAP and those with experience).

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TAP is a comprehensive school reform initiative designed to attract, retain, and motivate quality teachers. The four principles upon which TAP is based are:

- multiple career paths,
- ongoing, applied professional growth,
- instructionally-focused accountability, and
- performance-based compensation (Agam, Reifsneider, & Wardell, 2006).

According to TAP descriptions, it is critical that all four principles are fully implemented to ensure success of a school or district. As noted above, a distinguishing feature of TAP compared to other school reform efforts is its merit pay, which is based on teacher performance and student academic growth.

As part of TAP, Wilburn teachers have the opportunity to participate in multiple career paths (as Master or Mentor teachers), receive rewards based upon their evaluations and student growth, receive job-imbedded professional development that is relevant, and receive evaluations based on an instructionally focused rubric. Anticipated long-term goals are an increase in teacher effectiveness, improved student learning of the curriculum (based on formative and summative assessment results), and closing of achievement gaps.

TAP was introduced in Wilburn Elementary School by staff vote in the 2008-09 school year to improve the effectiveness of Wilburn's teaching staff, offer additional support in implementing other initiatives such as the Sheltered Instruction Observation Protocol (SIOP), and to decrease staff-development related absences, when possible.

Wilburn decided not to take a full year for planning (including hiring, training, and certifying the leadership team), as is typical of most schools that adopt TAP, but combined their planning year with their first year of implementation. For the first year of TAP implementation (2008-09) mathematics was the focus improvement area. For Years 2, 3, and 4 the focus has been on reading, given that Wilburn students' proficiency in reading is generally very low. Improving students' reading abilities was also seen as one way to continue to help students increase their mathematics proficiency levels.

In November, 2010, in part due to low student performance, Wilburn was designated as one of four "Renaissance Schools" by the Wake County Public School System (WCPSS) as part of the district's Race to the Top initiative. The Renaissance model includes signing bonuses, performance-based compensation, an infusion of technology, and an extra teacher per grade level to reduce class sizes. A selection process was held to staff the Renaissance schools. Current employees at each Renaissance school, including Wilburn, who wished to participate in the project, were required to reapply for positions for the 2011-12 academic year. Those not wishing to reapply could request a transfer to another school. This resulted in 63% of the staff being new at Wilburn for 2011-12. In turn, this resulted in many Wilburn teachers who had not been exposed to the TAP model previously and some who were very experienced.

Evaluation Questions

For this evaluation, multiple formative and summative evaluation questions were developed. Formative evaluation questions to be addressed in this evaluation include:

1. What is the fidelity of implementation of TAP at Wilburn Elementary School?
2. Are there drivers of or barriers to the fidelity of implementation of TAP, and if so, what are they? How are barriers being addressed?
3. To what degree do teachers view TAP as a supportive intervention? What aspects of TAP do they like best / see as most useful or like least / see as least useful?
4. To what degree do teachers report that TAP is improving their content knowledge and practice / pedagogy?
5. What changes would teachers like to see in how TAP is implemented?

Summative evaluation questions are derived from the TIF logic model and are as follows:

1. To what degree do teachers indicate improved attitudes toward teaching under TAP?
2. To what degree do students make 5-point increase in their MAP reading RIT scores based on fall to spring testing? (Benchmark = 50%)?
3. What percentage of students are performing at or above grade level in reading Grades 3-5 (Benchmarks = 74% short-term, 81% long-term)?
4. What percentage of students are performing at or above grade level in mathematics Grades 3-5 (Benchmarks = 65% short-term, 70% long-term)?

Methods

The data used to compile the 2011-12 report include TAP research, the program's logic model, and data gathered via meetings with the TIF Grant Coordinator at WCPSS, the Senior Director of Program Accountability, Data and Accountability department at WCPSS, interviews with Wilburn's principal, interviews with approximately 80% of the teachers at Wilburn, including Mentor and Master teachers, and surveys of all teachers (98% response rate). A copy of the survey instruments are attached. Additional data were collected via document review, including a review of the TAP manual, a description of the program components, the TAP lesson rubric, and the TAP teacher evaluation rubric. Test data for 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 by grade and area (Reading and Mathematics) were also examined and are included in this report. See the appendix for more detail on evaluation questions and methodology.

Results

Fidelity of Implementation

Professional Advancement

Interviews and surveys support that teachers were able to advance professionally without having to leave the classroom. Based on interest, ability, and accomplishments, all teachers were given the opportunity to advance professionally by becoming Mentor teachers. Given this new career path, teachers do not have to leave the classroom to continue to work with students and have

more of an opportunity to work with their colleagues. As a Mentor teacher, teachers take on additional responsibilities, including leadership responsibilities and mentoring and observing other teachers, and thus receive supplemental pay. Master teachers, on the other hand, are non-classroom based teachers who drive the professional development for the school as well as conduct teacher observations. Master and Mentor teachers were chosen through a competitive, performance-based selection.

For the 2011-12 school year, six Mentors were hired from within the school based on an interview process using interview questions developed by TAP. Such questions asked about designing, planning, and implementing instruction; classroom management; and working with teaching teams and parents. One Master teacher hired the year before remained as a Master teacher for the 2011-12 school year, and two more were hired by June 30, 2011, both from within Wilburn.

Master and Mentor teachers design and deliver professional development to cluster groups and individual teachers while determining content knowledge and pedagogical skills that should be shared/enhanced as part of cluster meetings. Both are part of the leadership team and as such participate in setting school goals, supporting professional development, and using data to assess how students are progressing and what strategies are needed to improve student achievement.

Ongoing, Applied Professional Growth

During 2011-12, teachers advanced professionally without having to leave the school as they spent 90 minutes per week before school in professional development as part of cluster team meetings.

Professional development was provided in cluster meetings and focused on reading. Reading was selected as the focus area based on 2010-11 reading scores. Strategies that were emphasized were based on specific analyses of End-of-Grade data, Northwest Evaluation Association's Measures of Academic (MAP) data, and formative classroom assessments. Teachers presented student data at weekly cluster meetings and discussed findings based on these data. Teachers also collected data from their assessments of students on learning skills emphasized during cluster meetings and shared these data then as well.

Master and Mentor teachers oversaw TAP activities and provided leadership and support through group and individual coaching. Ongoing classroom-based support was provided through team teaching and classroom demonstrations. Master and Mentor teachers met weekly to determine which strategies and skills to emphasize in order to increase students' reading achievement. Strategies were field-tested with Wilburn students at different grade levels before they were shared with other teachers. In addition, Master and Mentor teachers offered team teaching, classroom demonstrations, and feedback as part of pre- and post-conferences, to help improve their colleagues' teaching (although few teachers utilized team teaching or classroom demos).

Instructionally-Focused, Performance Based Accountability

Teachers were held accountable for meeting the TAP Teaching Skills, Knowledge, and Responsibilities Performance Standards and were evaluated based on those standards using the TAP Evaluation Rubric.

Each teacher was evaluated six times in 2011-12 with two announced observations and four unannounced observations. Pre-conferences were provided prior to the two announced evaluations. All evaluations ended with a post-conference where teachers were provided detailed information about their lesson and how it was rated. This year all post-conferences were conducted within 72 hours of observations.

Because they were newly hired, Master and Mentor teachers did not receive training and certification to conduct observations until late fall; observations began in early spring. The reason for the time gap in between is not known. When observations were conducted, they occurred over an 8-10 week period. Such a shortened period made it difficult or more challenging for teachers to make changes or improvements to their lesson planning and resulted in very negative perceptions by teachers of this process.

Under TAP, teachers are also evaluated based on academic growth of their students. For one component of the model, all teachers are evaluated collectively based on the learning growth of all students in grades 4 and 5 in the school. In grades K - 3 and for art, music, physical education, and special education teachers, where prior year End-of-Grade test scores are not available, the quality of classroom instruction and school-wide student growth each represent 50% of a teacher's evaluation weight. In grades 4-5, due to the availability of prior year End-of-Grade test scores, quality of classroom instruction is weighted 50%, student growth is weighted 30%, and entire school growth is weighted 20%.

Performance-Based Compensation

Compensation is provided to all teachers based on multiple evaluations of teaching and student growth at the classroom and school levels. Performance-based compensation was implemented in the 2011-12 school year based on 2010-11 data. Salary augmentation was given to Master and Mentor teachers in 2011-12 according to their additional responsibilities and authority.

Teacher Perceptions of TAP

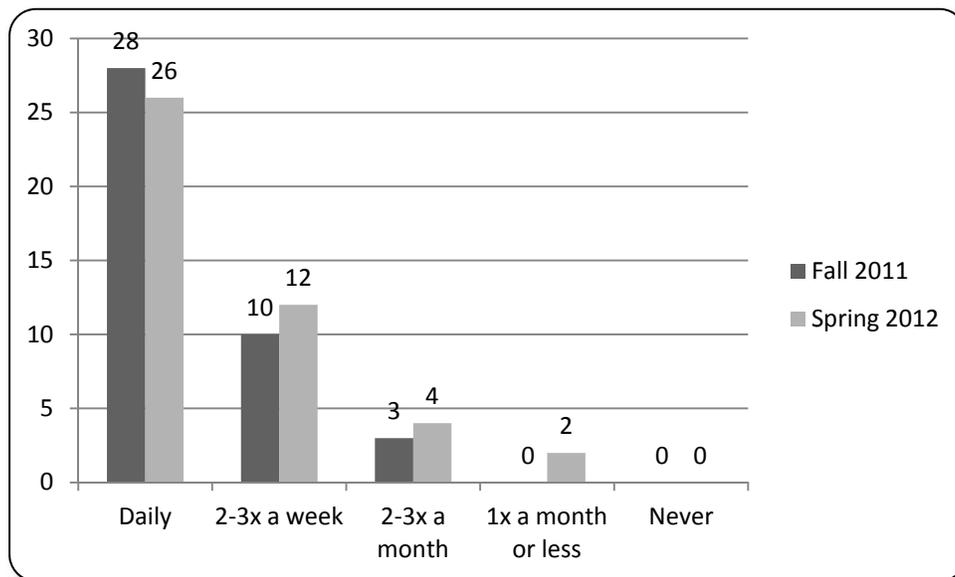
In December 2011, all teachers at Wilburn Elementary School were asked to respond to a short web survey about their experiences to date at Wilburn using TAP. In April 2012, all teachers at Wilburn Elementary School were asked to respond to a similar survey about their experiences to date at Wilburn using TAP to both better understand their experiences and to assess whether their feelings about these experiences had changed. Similar to the fall survey, teachers were sent a link to the online survey as part of a short introductory email by their principal; again, a reminder email was sent a week after the first one was mailed.

For the spring survey, a total of 44 of 45 teachers responded for a 98% response rate; 30 were teachers who were new to Wilburn this year and 14 were returning teachers. All but one identified himself or herself as a classroom teacher; the other identified him or herself as "other educational personnel".

Figure 1 illustrates that most teachers, both in the fall (68% or 28 of 41) and the spring (59% or 26 of 44), indicate utilization of TAP instructional methods in their lessons daily. If TAP methods are expected to be used daily, this could be improved. Over 85% of teachers indicated

they utilized TAP methods either daily or 2-3 times a week (38/41 in the fall or 93% and 38 of 44 or 86% in the spring). Utilization was slightly more frequent in the fall than the spring. Additionally (but not shown in Figure 1), most teachers utilize TAP across all of the lessons that they teach (n=29, 66%).

Figure 1
Number of Teachers Utilizing TAP Instructional Methods



Source: Wilburn Teacher Incentive Fund Survey

Note: n= 41 for fall and 44 for spring

Next, teachers were asked to indicate their agreement using a 5-point scale (1 = “Strongly Disagree” to 5 = “Strongly Agree”) to statements about the personal benefits of TAP professional development provided by master teachers. As shown in Table 1, teachers’ average ratings varied from 2.68 to 4.07 for items asked in the fall and the spring. A rating of 3 is neutral, so average ratings varied from “slightly disagree” to “agree” overall.

- Items rated highest in both the fall and spring related to TAP’s alignment to the school’s needs, its value in improving their teaching skills, and making them more effective (see bold items in Table 1).
- Items rated lowest in the fall and spring related to TAP helping teachers meeting the needs of those students needing extra support (identifying the students and the type of support they needed), making teachers more knowledgeable about their students in general, and meeting their needs as a teacher. (See items in red italics in Table 1.)
- Perhaps the most important trend was that, between fall and spring, responses became more uniformly negative on the average. Most drops were by more than half a point. The differences were greatest for the statements, “TAP professional development has made me more knowledgeable about my students” and “TAP professional development has allowed me to better identify students needing extra support”.

Both items directly address ways to specifically know how to help students. Interview results suggest lower spring ratings could relate to a continued focus on learning about the TAP rubric in the spring rather than on modeling how to apply it. Teachers wanted more specific examples of exemplary practices.

Table 1
Teacher Ratings: Benefits of TAP Professional Development

TAP professional development...	Fall 2011			Spring 2012		
	n	Mean	sd	n	Mean	sd
is provided on a regular basis.	41	4.29	0.87	<i>Not asked</i>		
is aligned to our school's needs.	41	4.07	1.03	44	3.50	1.05
is aligned to NC Standards.	41	4.20	0.82	<i>Not asked</i>		
helps me engage my students better than before.	40	3.68	1.01	44	3.23	1.14
has provided me with techniques to help me better group students.	41	3.80	1.08	44	3.18	1.23
has made me better able to motivate my students.	41	<i>3.56</i>	1.10	44	<i>2.95</i>	1.14
has improved my teaching skills.	41	3.85	1.06	44	3.45	1.13
has made me a more effective teacher.	41	3.80	1.01	44	3.45	1.11
has allowed me to better identify students needing extra support.	41	<i>3.32</i>	1.11	44	<i>2.68</i>	1.01
has allowed me to better identify the type of support my students need.	41	<i>3.39</i>	1.09	44	<i>2.82</i>	1.04
is meeting my needs as a teacher.	41	<i>3.56</i>	1.18	44	<i>2.95</i>	1.20
has made me more knowledgeable about my students.	41	<i>3.51</i>	0.95	44	<i>2.86</i>	1.00
has improved my ability to help my students to use higher order thinking skills.	41	3.78	0.96	44	3.28	1.10
has improved my ability to help my students to use better problem-solving skills.	41	3.61	0.97	44	3.14	1.13
will help student achievement increase at Wilburn.	41	3.68	1.11	44	3.39	1.19

Note: Bold numbers are the highest means in fall and spring responses (roughly one third) and the italicized red font numbers represent the lowest five means in each set. Ratings were on a scale of 1 = Strongly Disagree to 5 = Strongly Agree with only the anchors qualitatively defined. A value of 3 was meant to represent "neither disagree or agree" or "neutral". SD represents the Standard Deviation of the responses.

Table 2 contains additional teacher ratings, using the same scale as above, regarding other aspects of TAP. Teachers average ratings were “neutral” to “agree” to all of these statements in fall and in spring (range = 2.91-4.20). More specifically, results reveal that:

- Most teachers viewed themselves as highly knowledgeable about TAP and as using data regularly to track their students’ progress.
- Ratings were lowest in both the fall and spring for the statement that, “TAP is a positive aspect of being at Wilburn.”
- As with the training items, all spring ratings were lower than the fall ratings. Differences were not as large as for the professional development items except for the item on TAP being a positive aspect of being at Wilburn, which dropped by .62 of a point. This drop is of particular concern since it suggests declining support for the TAP model by spring.

Table 2
Teacher Ratings: General Items on TAP

	Fall 2011			Spring 2012		
	n	Mean	sd	n	Mean	sd
I am highly knowledgeable of the TAP instructional rubric.	41	4.02	0.79	44	3.95	0.81
I regularly use data to track my students' progress.	41	4.20	0.88	44	3.98	1.02
The administration at my school is supportive of TAP.	41	4.15	0.65	44	4.02	0.73
TAP is a positive aspect of being at Wilburn.	41	3.53	1.30	44	2.91	1.25

For spring 2012 only, teachers were asked multiple questions about TAP observations. Means hovered around the neutral point, with some below and some above this point.

- Mean ratings ranged from a high of 3.42 (I was able to adequately learn the TAP instructional rubric before TAP evaluations were conducted.) to a low of 2.52 (Evaluations using the TAP rubric are being conducted in a fair manner.).
- Additional ratings suggest that teachers were more likely to agree that the administrators at Wilburn have the necessary training to conduct evaluations using the TAP rubric (mean = 3.41), than that the mentor teachers have (mean= 3.11). On the average, they tend to disagree that they have a say in the TAP evaluation process (mean = 2.55) or that the TAP evaluations are being conducted fairly (mean= 2.52).

Table 3
Teacher Ratings of TAP Observations

TAP observations	n	1	2	3	4	5	Mean	sd
I feel comfortable being evaluated using the TAP rubric as the basis for the evaluation.	44	9.1	22.7	18.2	36.4	13.6	3.23	1.22
Evaluations using the TAP rubric are being conducted in a fair manner.	44	25.0	29.5	20.5	18.2	6.8	2.52	1.25
Post-evaluation conferences are being conducted in a timely manner.	44	20.9	4.7	16.3	46.5	11.6	3.23	1.34
I believe that the Master teachers have the necessary training to conduct evaluations using the TAP rubric.	44	18.2	11.4	31.8	20.5	18.2	3.09	1.34
I believe that the administrators at Wilburn have the necessary training to conduct evaluations using the TAP rubric.	44	9.1	9.1	29.5	36.4	15.9	3.41	1.15
I believe that the Mentor teachers have the necessary training to conduct evaluations using the TAP rubric.	44	15.9	13.6	27.3	29.5	13.6	3.11	1.28
I agree with the TAP ratings I have received for my evaluations.	44	14.0	20.9	27.9	30.2	7.0	2.95	1.17
I was able to adequately learn the TAP instructional rubric before TAP evaluations were conducted.	44	16.3	2.3	16.3	53.5	11.6	3.42	1.24
TAP evaluation feedback is meaningful to me as a teacher.	44	9.1	13.6	25.0	36.4	15.9	3.36	1.18
I feel like I have a say in the TAP evaluation process.	44	27.3	18.2	29.5	22.7	2.3	2.55	1.19
The TAP evaluation process has helped me grow professionally.	44	22.7	6.8	25.0	34.1	11.4	3.05	1.35

Note: Ratings of 1 to 5 range from Strongly Disagree to Strongly Agree.

Focus groups were held with 25 grade level teachers on Thursday February 16, 2012 as part of the Teacher Incentive Fund (TIF) evaluation, and with two Master teachers on April 1, 2012. An additional focus group was held with teachers in June 2012. The purpose of the focus groups was to gather feedback about teachers' and Master teachers' experiences regarding the Teacher Advancement Program (TAP) and Wilburn as a Renaissance school.

Taken together, focus group responses indicate that classroom and Master teachers have mixed feelings about TAP and how it is being implemented at Wilburn.

- Teachers in the early grades tended to be more positive than those in the older grades.
- Teachers who had been at Wilburn before 2011-12 were also more likely to have negative views of the pace of training and other aspects of TAP in 2011-12.

It seems reasonable that experienced teachers would be more negative about the training since it was not differentiated for those new to TAP versus those who had prior experience. The focus groups for the later grades included more experienced teachers than those for the younger grades, so the reader should note the issue of grade and experience are difficult to separate.

Some teachers liked the focus on the components of the instructional rubric, but a greater number of teachers wished for more modeling of lessons as they worried about whether their students would make growth this year. Many teachers were frustrated with the time commitments and meetings required of TAP, especially when they pull them away from planning and Professional Learning Teams. For some, the amount of time required outside of school for planning lessons, etc. was too much. Other implementation concerns voiced by teachers include:

- Teachers being observed when no modeling of lessons has occurred and they are not yet finished with the TAP Instructional Rubric review;
- Little time between observations available for improvement since so many observations occurred between late February and May;
- No formal process for teachers to formally disagree with observation findings or ratings;
- What teachers see as a mismatch in observation findings between last year and this year or between TAP and the NC teaching evaluation rubrics; and
- Changing Mentor teachers with no reason given.

Student Achievement

Achievement trends on the EOGs were positive in 2011-12. Please note that 3rd graders did not have enough scores to calculate growth, and that K-2 students do not take EOGs. As shown in Table 4 and Figure 2:

- The percentages of students performing at or above grade level in reading on the EOGs increased for the 4th graders who became 5th graders in 2011-12. The same pattern was true for those starting in grade 3 in 2008-09 across grades 4 and 5.
- The percentages of students scoring proficient in reading overall also increased between 2010-11 and 2011-12 at grades 3 and 4 (but not at grade 5).

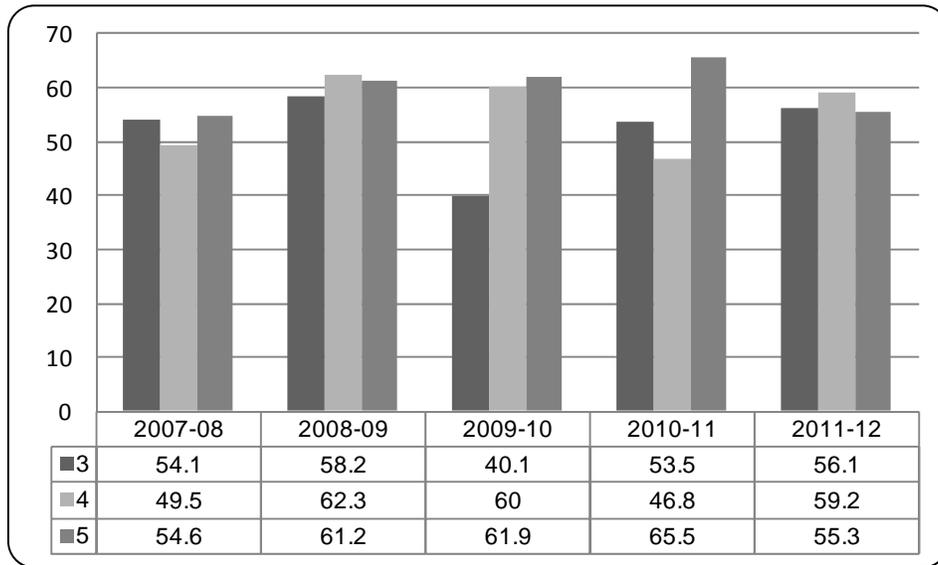
Table 4
Reading: Percent of Students At or Above Grade Level

Grade	2007-08	2008-09 (TAP Year 1)	2009-10 (TAP Year 2)	2010-11 (TAP Year 3 / TIF Year 1)	2011-12 (TAP Year 4 / TIF Year 2)
3	54.1	58.2	40.1	53.5	56.1
4	49.5	62.3	60.0	46.8	59.2
5	54.6	61.2	61.9	65.5	55.3

Source: North Carolina End of Grade (EOG) Assessment Level Scores (Level 3 or 4)

Note: Colors show cohorts of students as they moved across grades.

Figure 2
Reading: Percentages of Students At or Above Grade Level

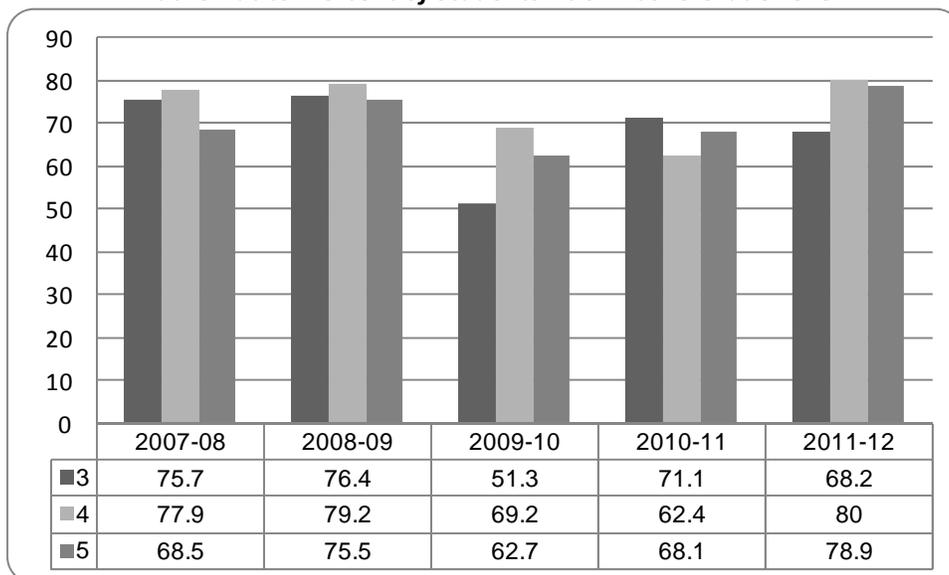


As in reading, two of the three grades (4 and 5) showed increased math proficiency between 2010-11 and 2011-12 overall.

Table 5
Mathematics: Percent of Students At or Above Grade Level

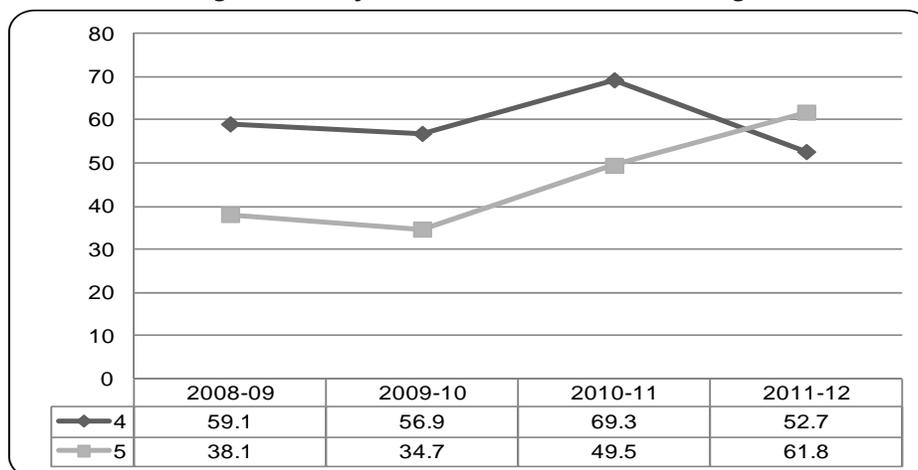
Grade	2007-08	2008-09 (TAP Year 1)	2009-10 (TAP Year 2)	2010-11 (TAP Year 3 / TIF Year 1)	2011-12 (TAP Year 4 / TIF Year 2)
3	75.7	76.4	51.3	71.1	68.2
4	77.9	79.2	69.2	62.4	80.0
5	68.5	75.5	62.7	68.1	78.9

Figure 3
Mathematics: Percent of Students At or Above Grade Level



Related data regarding student growth, where a student is compared to him- or herself across two years (as opposed to comparing different groups of students as is shown with the performance data), reveal a slightly different picture. Figure 4 reveals that average reading growth gains were lower for 4th graders in 2011-12, after high growth gains the year before. The percentage of 5th graders meeting growth targets, on the other hand, has increased steadily over three years. Please note that growth data are not available for 3rd graders after 2008-2009.

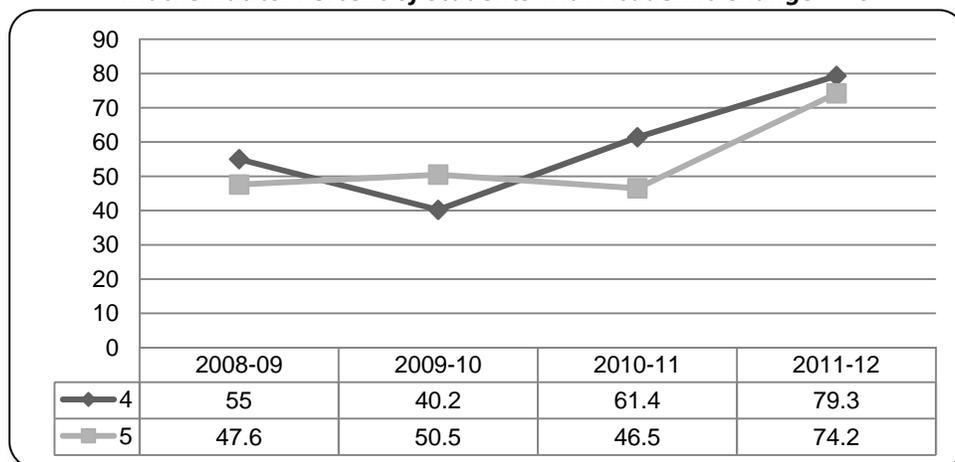
Figure 4
Reading: Percent of Students with Academic Change ≥ 0



Note: Academic Change is a measure of growth on the EOG from one year to the next. If student scores reflect a year's worth of growth in a year's worth of time, their growth scores is set to 0.

With respect to mathematics, the percentage of 4th grade students showing academic growth was large (close to 18 percentage points) and growth among 5th grade students was even larger (28 percentage points).

Figure 5
Mathematics: Percent of Students with Academic Change ≥ 0



Teacher Performance

All WCPSS Renaissance Schools had a bonus plan in 2011-12, but the TAP bonus plan differed from the other three Renaissance schools. Renaissance funds supplement areas not funded by TAP. At Wilburn, the model included three parts:

- Whole school growth based on a value-added score of 3 or greater on an EVAAS scale with five categories rather than three (used across TAP schools);
- Teacher evaluations based on an average TAP Skills Knowledge and Responsibility score of 2.5 or higher (depending on position);
- Individual growth for teachers in grades 4 and 5 based on an EVAAS value-added score of 3 or greater for their classroom, or a 3 or greater on the TAP Leadership Team Rubric (for administrators) (Townsend, 2013).

Teacher performance is measured in NC in part by using EVAAS scores. A student's predicted score is based on his or her performance on previous tests. Student EVAAS scores are calculated as the difference between the observed test score and predicted score. Scores are then aggregated to the school level. A large negative mean indicates that students made less progress than expected; a large positive mean indicates that students made more progress than expected; and a mean of approximately 0.0 indicates that a group is progressing at an average rate. Using these data, teacher performance indices are then calculated and associated with meeting, or failing to meet standards.

Based on teacher and student performance, all teachers received at least some bonus this year based on the performance pay model. Additionally, teacher assistants, the principal, and the assistant principal received some performance pay. The total payout amount for 2011-12 was \$124,131.09. A higher percentage of Wilburn teachers earned performance pay for 2011-12 than

in other WCPSS Renaissance schools (Townsend, 2013). However, the fact that the TAP model had been in place for four years, rather than one year for the new changes at the other schools, should be kept in mind.

Conclusions

Based on interviews and observations, it seems reasonable to conclude that TAP and the four principles upon which it is based were implemented with fidelity during the 2011-12 school year, except as it relates to teacher evaluations. Multiple teachers, including Mentor and Master teachers, as well as the principal indicated that evaluations were conducted in too short of a time period for teachers to grow. In addition, a majority of teachers, especially those who were not new to TAP, believed that too much time was spent in Clusters on the TAP instructional rubric versus focusing on actual instructional practice and modeling. These two practices were viewed quite negatively by teachers, for whom the evaluations most matter and are seen as high stakes.

Survey and interview findings point to the need to better support teachers' involvement with TAP, including providing them formal mechanisms where they may discuss their perceptions of TAP. As noted, this past year teachers were very troubled that the TAP Leadership Team were not hearing the concerns they had about such things as how evaluations were being conducted/scheduled and the reliability or lack thereof of observation ratings. Involving more teachers in something like the Leadership Team, where they can have input into TAP implementation, may go a long way to maintaining and/or increasing buy-in of TAP.

Regardless of issues with TAP implementation and teacher perceptions of TAP, analysis of EOG reading and math test scores for 2011-12 show increases when student performance (where different cohorts of students are compared over time) and growth (when a student is compared to him- or herself over time relative to state standards) are considered, except as it relates to 4th grade reading growth.

Recommendations

Recommendations for future years of TAP include the following:

- Better support of teachers' involvement with TAP, including providing them formal mechanisms where they may discuss their perceptions of TAP. One way to accomplish this could be involving more teachers in the Leadership Team.
- Start observations earlier in the year and provide more time between observations so that teachers have time to address weaknesses/ areas needing improvement.
- Reduce the time, to as large a degree as possible, that teachers have to meet outside of school, including as part of TAP training.
- Improve training through several strategies.
 - 1) Spend less time on the TAP Instructional Rubric itself and more time on how to apply the rubric (by identifying what good teaching looks like).

- 2) Cover the TAP Instructional Rubric in tandem with examples of its appropriate application in the classroom rather than in isolation.
 - 3) Provide differentiated staff development for experienced and new teachers. Experienced teachers might be excused from some sessions or provided different training content.
- Provide clearer communication regarding changes that are made (e.g., changing mentor assignments, lengthening TAP meetings, etc.).
 - Assign Instructional Resource Teacher responsibilities to persons who are not Master teachers.
 - Better utilize MAP data for instructional planning.

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Appendix

Evaluation Plan: WCPSS TIF Grant Year 2 (2011-2012)

Overview

The WCPSS TIF Grant is designed to a) increase teacher effectiveness; b) increase student learning and accelerate their learning growth; and c) close the achievement gap between students at Wilburn and WCPSS. Evaluation of the WCPSS TIF Grant will be both formative and summative in nature.

- The formative evaluation began at the start of the grant and will continue throughout. Formative evaluative activities will broadly assess how well the grant is unfolding and potential drivers of or barriers to the grant's success.
- The summative evaluation began formally at the end of Year 1 and will continue as well through the life of the grant. Summative evaluation activities will address to what degree expected outcomes have occurred. In some cases data collected formatively will be used in the summative evaluation and vice versa. Summative evaluation questions are derived primarily from the project performance measures clarified on the 2010-11 APR / Ed 524b and original logic model

Specific evaluation questions are presented in the crosswalk table at the end of the next section, along with information on evaluation activities and timelines.

Evaluation Questions, Activities, and Timelines

Evaluation activities will include observation of the TAP program at Wilburn, review and analysis of test scores (MAP, EOG, etc.) and EVAAS growth data, formative and summative surveys of teachers (self-developed), teacher and administrator focus groups and interviews, and tracking of and interviews with select 3rd, 4th, and 5th grade students. For this year the evaluator will also develop short case studies of 4 students to better document the impact of TAP on them. Case studies will involve checking the students' folders, reviewing their assessment results, observing them at least twice, and conducting at least one interview with each of them. Last, the evaluator will work with WCPSS staff to map how formative assessments feed into student progress.

Observations will be ongoing throughout the school year and include observations of TAP meetings led by administrators, Master, and Mentor teachers, and Master and Mentor teachers working with and coaching Wilburn staff. Formative surveys will be developed for use with Wilburn teachers in the late fall/early winter to assess how TAP is unfolding this year, the degree to which fidelity to TAP is being maintained, and to identify any areas in which teachers have concerns. A summative survey will be conducted in April to identify how teachers felt about TAP overall for the 2012-13 school year. These findings will be compared to 2011-12 findings.

Teacher and administrator focus groups will be conducted in December and May to further understand staff experiences with and feelings about TAP. MAP data will be reviewed as are available to determine areas in which corrections are needed to better ensure students' growth; EOG scores and growth data will be reviewed in late summer, as they are made available, to better understand TAP's impact on student achievement. Six - ten students from 5th grade will be randomly selected from those in the school throughout their elementary years and tracked to assess their progress throughout the year. The evaluator will meet with these students at least twice during the school year to assess how they feel about their progress and the types of learning activities in which they are engaged.

Below is a cross walk that identifies the evaluative activities associated with each evaluation question and the timeline in which the evaluation activities will occur.

Formative Evaluation Questions	Evaluative Activity	Timeline
1. What is the fidelity of implementation of TAP at Wilburn Elementary School?	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • TAP Survey • Evaluator-developed survey • Teacher focus groups • Student tracking and focus groups 	<ul style="list-style-type: none"> • Ongoing • As implemented • December 2012, April 2013 • January and April, 2012 • November 2012 and May 2013
2. Are there drivers of or barriers to the fidelity of implementation of TAP, and if so, what are they? How are barriers being addressed?	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • Evaluator-developed survey • Teacher focus groups 	<ul style="list-style-type: none"> • Ongoing • December 2012, May 2013 • January and May, 2013
3. To what degree do teachers view TAP as a supportive intervention? What aspects of TAP do they like best / see as most useful or like least / see as least useful?	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • Evaluator-developed survey • Teacher focus groups 	<ul style="list-style-type: none"> • Ongoing • December 2012, May 2013 • January and May, 2013
4. To what degree do teachers report that TAP is improving their content knowledge and practice / pedagogy?	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • TAP Survey • Evaluator-developed survey • Teacher focus groups 	<ul style="list-style-type: none"> • Ongoing • As implemented • December 2012, May 2013 • January and May, 2013

<p>5. What changes would teachers like to see in how TAP is implemented?</p>	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • TAP Survey • Evaluator-developed survey • Teacher focus groups 	<ul style="list-style-type: none"> • Ongoing • As implemented • December 2012, May 2013 • January and May, 2013
<p>6. How do students view TAP and their experiences at Wilburn?</p>	<ul style="list-style-type: none"> • Student interviews and review of academic data 	<ul style="list-style-type: none"> • Ongoing
<p>7. What are differences in teachers' perceptions by level (K-2, 3-5) or years involvement with TAP?</p>	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • TAP Survey • Evaluator-developed survey • Teacher focus groups 	<ul style="list-style-type: none"> • Ongoing • As implemented • December 2012, May 2013 • January and May, 2013
<p>Summative Evaluation Questions</p>	<p>Evaluative Activity</p>	<p>Timeline</p>
<p>1. To what degree do 95% of teachers earn a performance award based on their score on the TAP rubric of the grant and remain teaching at Wilburn Year- Round Elementary School during the following year?</p>	<ul style="list-style-type: none"> • Review of TAP evaluation ratings and teacher designations for 2012-13 	<ul style="list-style-type: none"> • June 30, 2013 or as available
<p>2. To what degree do 75% of Grade 5 teachers make classroom level growth (defined as an EVAAS score of 3 or 4) and thus earn a growth-based performance award?</p>	<ul style="list-style-type: none"> • Review of EVAAS scores 	<ul style="list-style-type: none"> • June 30, 2013 or as available
<p>3. To what degree do 81% of students in grades 3-5 score at or above grade level in reading as measured by End of Grade Assessments?</p>	<ul style="list-style-type: none"> • Review of EOG scores 	<ul style="list-style-type: none"> • June 30, 2013 or as available
<p>4. To what degree do 70% of students in grades 3-5 score at or above grade level in math as measured by End of Grade Assessments?</p>	<ul style="list-style-type: none"> • Review of EOG scores 	<ul style="list-style-type: none"> • June 30, 2013 or as available

<p>5. To what degree do 50% of students in grades K-5 make a 5-point increase in their reading MAP RIT score based on fall to spring testing?</p>	<ul style="list-style-type: none"> • Review of MAP scores fall and spring 	<ul style="list-style-type: none"> • June 30, 2013 or as available
<p>6. To what degree do 50% of students in grades K-5 make a 5-point increase in their math MAP RIT score based on fall to spring testing?</p>	<ul style="list-style-type: none"> • Review of MAP scores fall and spring 	<ul style="list-style-type: none"> • June 30, 2013 or as available
<p>7. To what degree do 50% of students in grade 5 earn at least one year of growth as measured by SAS EVAAS scores of 2.5 or greater in math?</p>	<ul style="list-style-type: none"> • Review of EVAAS scores 	<ul style="list-style-type: none"> • June 30, 2013 or as available
<p>8. To what degree do 50% of students in grade 5 earn at least one year of growth as measured by SAS EVAAS scores of 2.5 or greater in reading?</p>	<ul style="list-style-type: none"> • Review of EVAAS scores 	<ul style="list-style-type: none"> • June 30, 2013 or as available
<p>9. To what degree do 90% of teachers receive evaluations of proficient or exemplary based on the TAP instructional rubric?</p>	<ul style="list-style-type: none"> • Review of TAP evaluation ratings 	<ul style="list-style-type: none"> • June 30, 2013 or as available
<p>10. How did the composition of Wilburn's student body change in 11-12? 12-13? How did the staff and teacher makeup change? At which grades were the prior Wilburn teachers kept?</p>	<ul style="list-style-type: none"> • Review of teacher designations for 2011-12 	<ul style="list-style-type: none"> • June 30, 2013 or as available
<p>11. Did students feel their teachers utilized teaching / learning strategies that helped them succeed? Did they feel engaged in their learning? Did they think think TAP features made a positive difference to their learning?</p>	<ul style="list-style-type: none"> • Student interviews and review of academic data 	<ul style="list-style-type: none"> • Ongoing
<p>12. How did the results for Wilburn in 2011-12 compare to past years?</p>	<ul style="list-style-type: none"> • Review of EOG scores 	<ul style="list-style-type: none"> • June 30, 2013 or as available

Evaluation Methodology

Both types of evaluation, formative and summative, will utilize a mixed-methods approach whereby qualitative and quantitative methods are mixed or inter-connected, where possible, to improve validity and reliability of results. Among the purposes for mixed-method evaluation design, Greene et al. (1989) highlight five major ones, four of which are applicable to the evaluation of the TAP program that might enhance the evaluation as follows:

Triangulation tests the consistency of findings obtained through different instruments. Triangulation will increase chances to control, or at least assess, some of the threats or multiple causes influencing our results.

Complementarity clarifies and illustrates results from one method with the use of another method. In our case, observation will add information about the TAP process and will qualify test findings.

Development results from one method shape subsequent methods or steps in the research process. In our case, partial results from the preprogram measures might suggest that other assessments should be incorporated.

Initiation stimulates new research questions or challenges results obtained through one method. In our case, in-depth interviews with teachers and principals will provide new insights on how the program has been perceived and valued across sites.

Reporting

The evaluator will work to keep stakeholders aware of results as data are collected and analyzed. Thus throughout the evaluation the evaluator will report findings on a periodic basis, especially as is needed for stakeholders to make corrective changes. All evaluation activities and findings will be summarized as part of an annual final report, where the context of the evaluation will also be described. Evaluation findings will be compared over time in future reports to better understand the summative changes that are or are not occurring. A summary for local use will highlight key results over time.

Teacher Incentive Fund (TIF) Survey

Wilburn Elementary School

November 2011

This survey is designed to assess how TAP is unfolding in Wilburn this year and the degree to which you believe it is effecting positive change in you, your students, and your school. Please take 10 minutes to respond to the questions below. Responses will be kept confidential meaning that data will be reported in aggregate form only with all names and identifying characteristics removed. If you have questions about this survey and/or its use, please feel free to contact Amy Germuth at (919) 401-5403 or AmyGermuth@EvalWorks.com or Nancy Baenen at Wake County Public Schools at nbaenen1@wcpss.net.

- 1. Please select the response that best describes the degree to which and where you use TAP instructional methods (e.g., methods learned from professional development provided by Master teachers):**

	Daily	2-3x a week	2-3x a month	1x a month or less	Never
a. To what degree do you utilize TAP instructional methods in your lessons?	<input type="radio"/>				
	All subjects	3-4 subjects	2 subjects	1 subject	No subjects
b. To what degree do you utilize TAP instructional methods across your subjects?	<input type="radio"/>				

- 2. Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements about TAP professional development (e.g., the professional development provided by Master teachers).**

TAP professional development	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. is provided on a regular basis.	<input type="radio"/>				
b. is aligned to our school's needs.	<input type="radio"/>				
c. is aligned to NC Standards.	<input type="radio"/>				
d. Because of TAP professional development I am better able to engage my students.	<input type="radio"/>				
e. has provided me with techniques to help me better group students.	<input type="radio"/>				
f. has made me better able to motivate my students.	<input type="radio"/>				
g. has improved my teaching skills.	<input type="radio"/>				
h. has made me a more effective teacher.	<input type="radio"/>				
i. has allowed me to better identify students needing extra support.	<input type="radio"/>				
j. has allowed me to better identify the type of support my students need.	<input type="radio"/>				
k. is meeting my needs as a teacher.	<input type="radio"/>				
l. has made me more knowledgeable about my	<input type="radio"/>				

students.					
m. has improved my ability to help my students to use higher order thinking skills.	<input type="radio"/>				
n. has improved my ability to help my students to use better problem-solving skills.	<input type="radio"/>				
o. will help student achievement increase at Wilburn.	<input type="radio"/>				

3. Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements.

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I am highly knowledgeable of the TAP instructional rubric.	<input type="radio"/>				
b. I regularly use data to track my students' progress.	<input type="radio"/>				
c. Master teachers are available to support me if I need help.	<input type="radio"/>				
d. Mentor teachers are available to support me if I need help.	<input type="radio"/>				
e. Master teachers have the experience necessary to help me improve my teaching skills.	<input type="radio"/>				
f. Mentor teachers have the experience necessary to help me improve my teaching skills.	<input type="radio"/>				
g. The professional development designed and provided by Master teachers helps me improve my instruction.	<input type="radio"/>				
h. The professional development designed and provided by Mentor teachers helps me improve my instruction.	<input type="radio"/>				
i. The administration at my school is supportive of TAP.	<input type="radio"/>				
j. The administration at my school is supportive of me.	<input type="radio"/>				
k. TAP is a positive aspect of being at Wilburn.	<input type="radio"/>				

4. To what degree have the following assessments been helpful in determining your students' needs? If you do not use an assessment please indicate DK for Don't Know.

	Don't Know	1	2	3
		Not helpful at all	Somewhat helpful	Very helpful
a. Blue Diamond Math (Grades 3-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. DPI Math Assessments (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Blue Diamond Reading (Grades 3-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. mclass (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Discovery Education (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. DIBELS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. MAP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Are you new or returning teacher at Wilburn this year?

- I am a new teacher at Wilburn this year
- I am a returning teacher to Wilburn this year

6. For new teachers only:

Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements:

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Staff morale is high.	<input type="radio"/>				
b. Students demonstrate good behavior.	<input type="radio"/>				
c. Student achievement is improving.	<input type="radio"/>				

7. For returning teachers only:

Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements:

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Staff morale has improved this year.	<input type="radio"/>				
b. Student behavior has improved this year.	<input type="radio"/>				
c. Student achievement is improving this year.	<input type="radio"/>				

8. Please describe how TAP has impacted your professional practice:

9. Please describe how you feel TAP has impacted Wilburn:

10. What else would you like us to know about TAP or about Wilburn?

11. Please indicate your role at Wilburn:

- Teacher
- Administrator

Other education professional (e.g., counselor, media specialist, etc.)

12. Please indicate the grade(s) that you work with (feel free to select as many that apply):

- Kindergarten
- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade

13. Please indicate your name. This is for tracking purposes only. Only the evaluator, Amy Germuth, will see your name linked to your actual responses. Names will be deleted from the file for analysis purposes.

Teacher Incentive Fund (TIF) Survey Wilburn Elementary School April 2012

This survey is designed to assess how TAP is unfolding in Wilburn this year and the degree to which you believe it is effecting positive change in you, your students, and your school. Please take 10 minutes to respond to the questions below. Responses will be kept confidential meaning that data will be reported in aggregate form only with all names and identifying characteristics removed. If you have questions about this survey and/or its use, please feel free to contact Amy Germuth at (919) 401-5403 or AmyGermuth@EvalWorks.com or Nancy Baenen at Wake County Public Schools at nbaenen1@wcpss.net.

- 1. Please select the response that best describes the degree to which and where you use TAP instructional methods (e.g., methods learned from professional development provided by Master teachers):**

	Daily	2-3x a week	2-3x a month	1x a month or less	Never
a. To what degree do you utilize TAP instructional methods in your lessons?	○	○	○	○	○
	All subjects	3-4 subjects	2 subjects	1 subject	No subjects
b. To what degree do you utilize TAP instructional methods across your subjects?	○	○	○	○	○

- 2. Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements about TAP professional development (e.g., the professional development provided by Master teachers).**

TAP professional development	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. is provided on a regular basis.	○	○	○	○	○
b. is aligned to our school's needs.	○	○	○	○	○
c. is aligned to NC Standards.	○	○	○	○	○
d. helps me engage my students better than before.	○	○	○	○	○
e. has provided me with techniques to help me better group students.	○	○	○	○	○
f. has made me better able to motivate my students.	○	○	○	○	○
g. has improved my teaching skills.	○	○	○	○	○
h. has made me a more effective teacher.	○	○	○	○	○
i. has allowed me to better identify students needing extra support.	○	○	○	○	○
j. has allowed me to better identify the type of support my students need.	○	○	○	○	○
k. is meeting my needs as a teacher.	○	○	○	○	○
l. has made me more knowledgeable about my students.	○	○	○	○	○

m. has improved my ability to help my students to use higher order thinking skills.	<input type="radio"/>				
n. has improved my ability to help my students to use better problem-solving skills.	<input type="radio"/>				
o. will help student achievement increase at Wilburn this year.	<input type="radio"/>				

3. Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements.

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I am highly knowledgeable of the TAP instructional rubric.	<input type="radio"/>				
b. I regularly use data to track my students' progress.	<input type="radio"/>				
c. Master teachers are available to support me if I need help.	<input type="radio"/>				
d. Mentor teachers are available to support me if I need help.	<input type="radio"/>				
e. Master teachers have the experience necessary to help me improve my teaching skills.	<input type="radio"/>				
f. Mentor teachers have the experience necessary to help me improve my teaching skills.	<input type="radio"/>				
g. The professional development designed and provided by Master teachers helps me improve my instruction.	<input type="radio"/>				
h. The professional development designed and provided by Mentor teachers helps me improve my instruction.	<input type="radio"/>				
i. The administration at my school is supportive of TAP.	<input type="radio"/>				
j. The administration at my school is supportive of me.	<input type="radio"/>				
k. TAP is a positive aspect of being at Wilburn.	<input type="radio"/>				

4. Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements.

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I feel comfortable being evaluated using the TAP rubric as the basis for the evaluation.	<input type="radio"/>				
b. Evaluations using the TAP rubric are being conducted in a fair manner.	<input type="radio"/>				
c. Post-evaluation conferences are being conducted in a timely manner.	<input type="radio"/>				
d. I believe that the Master teachers have the necessary training to conduct evaluations using	<input type="radio"/>				

the TAP rubric.					
e. I believe that the Administrators at Wilburn have the necessary training to conduct evaluations using the TAP rubric.	<input type="radio"/>				
f. I believe that the Mentor Teachers have the necessary training to conduct evaluations using the TAP rubric.	<input type="radio"/>				
g. I agree with the TAP ratings I have received for my evaluations.	<input type="radio"/>				
h. I was able to adequately learn the TAP instructional rubric before TAP evaluations were conducted.	<input type="radio"/>				
i. TAP evaluation feedback is meaningful to me as a teacher.	<input type="radio"/>				
j. I feel like I have a say in the TAP evaluation process.	<input type="radio"/>				
k. The TAP evaluation process has helped me grow professionally.	<input type="radio"/>				

5. To what degree have the following assessments been helpful in determining your students' needs? If you do not use an assessment please indicate DK for Don't Know.

	Don't Know	1	2	3
		Not helpful at all	Somewhat helpful	Very helpful
h. DPI Math Assessments (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. mCLASS (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Discovery Education (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. DIBELS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. MAP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. CASE 21				

6. To what degree have the following assessments been helpful in monitoring student progress? If you do not use an assessment please indicate DK for Don't Know.

	Don't Know	1	2	3
		Not helpful at all	Somewhat helpful	Very helpful
n. DPI Math Assessments (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. mCLASS (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Discovery Education (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. DIBELS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. MAP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. CASE 21				

7. Are you new or returning teacher at Wilburn this year?

- I am a new teacher at Wilburn this year
- I am a returning teacher to Wilburn this year

8. For new teachers only:

Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements:

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Staff morale is high.	<input type="radio"/>				
b. Students demonstrate good behavior.	<input type="radio"/>				
c. Student achievement is improving.	<input type="radio"/>				

9. For returning teachers only:

Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements:

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Staff morale has improved this year.	<input type="radio"/>				
b. Student behavior has improved this year.	<input type="radio"/>				
c. Student achievement is improving this year.	<input type="radio"/>				

10. Please describe how TAP has impacted your professional practice:

11. Please describe how you feel TAP has impacted Wilburn:

12. What else would you like us to know about TAP or about Wilburn?

13. Please indicate your role at Wilburn:

- Teacher
- Teacher/Mentor Teacher
- Master Teacher
- Administrator
- Other education professional (e.g., counselor, media specialist, etc.)

14. Please indicate the grade(s) that you work with (feel free to select as many that apply):

Kindergarten - Grade 2

Grade 3- 5

15. Please indicate your name. This is for monitoring return rate purposes only. Only the evaluator, Amy Germuth, will see your name linked to your actual responses. Names will be deleted from the file for analysis purposes.
