

TEACHER PERFORMANCE APPRAISAL **FOR EXPERIENCED TEACHERS**

“Professional dialogue based on mutual respect, trust, collaboration, and positive relationships, in which both the teacher and the principal take an active role, is the cornerstone of the performance appraisal process” Ministry of Education

Experienced Teacher: One who has successfully completed the NTIP

Note: Experienced teachers new to a board and not new to the profession will have one appraisal during their first year of employment with the board.

The Basics:

- ⇒ 5 year cycle
- ⇒ 1 appraisal in evaluation year (if satisfactory)
- ⇒ 2 point rating scale (satisfactory, unsatisfactory)
- ⇒ pre-observation and post-observation meetings
- ⇒ one summative report form
- ⇒ 16 competencies (5 domains), page 20
- ⇒ fewer look fors - as resource only
- ⇒ strengthened Annual Learning Plan (ALP), and
- ⇒ professional dialogue

Technical Requirements Manual 2010:

http://www.edu.gov.on.ca/eng/teacher/pdfs/TPA_Manual_English_september2010l.pdf

ALP:

- ⇒ The ALP is teacher authored and teacher directed and is developed in consultation with the principal
- ⇒ Teachers must take into account their learning and growth over the year and the summative report of their most recent performance appraisal
- ⇒ In an evaluation year, the teacher and the principal must review and update the teacher’s current ALP in a meeting as part of the performance appraisal process
- ⇒ www.etfo.ca contains an ALP template and tips for teachers

Parental and Student Input:

This is Optional. The teacher will determine the appropriateness of the option to gather parent and student input into the development, review, and updating of the ALP each year.

Pre-observation meeting:(Page 30)

This is a required meeting intended to:

- ⇒ promote a collegial atmosphere with professional dialogue (your input is important)
- ⇒ provide an overview of the 16 competencies
- ⇒ ensure expectations of the appraisal are understood

- ⇒ discuss competencies that are the focus of the classroom visit (**all 16 should not be used as a focus of the classroom visit**)
- ⇒ identify what is expected to be observed in the lesson
- ⇒ Discuss the teacher's plan for the lesson
- ⇒ Identify the expectations for student learning
- ⇒ Discuss unique qualities of the class of students
- ⇒ Set the date and time for the classroom observation
- ⇒ Discuss the teacher's ALP - **principals can only recommend a possible goal**
- ⇒ Other...

Post Observation meeting:(Page 31)

Purpose of the meeting is to review:

- ⇒ the evaluator's feedback/observations for the lesson observed
- ⇒ professional dialogue and collaboration are key to this meeting
- ⇒ the competencies that were the focus (**not all 16**) of the appraisal and related comments for the summative report, and
- ⇒ goals and strategies to consider in developing the ALP

Summative Report:(Page 54)

The evaluator will:

- ⇒ must be provided to you within 20 school days of the last observation
- ⇒ comment on competencies identified in discussion with the teacher as the focus of the teacher's performance appraisal (the principal may also comment on other competencies that were assessed throughout the process)
- ⇒ provide an overall rating of the teacher's performance (Satisfactory or Unsatisfactory)
- ⇒ recommend professional growth goals and strategies for the teacher to take into account in developing, reviewing, and updating his or her ALP, and
- ⇒ There should be **NO SURPRISES** for the teacher upon receipt of the summative report. It should reflect the teacher's input throughout the process.

Log of Teaching Practice:(Page 80 - **OPTIONAL**)

This is an optional resource that can be used to record examples of teaching practice related to the competencies. The sample provided in the Ministry manual also includes the shortened list of "look fors". They can be used as a resource and samples of observable behaviours. It allows you to log your own learning and development and share that with your principal during the post-observation meeting. It's a good way of getting your own positive message on the record. **The "look fors" are not to be used as a required checklist.**

↓ See below for the "Timelines" chart

Time lines

5 Year Cycle	<ul style="list-style-type: none"> ■ four years free of evaluation ■ evaluated in fifth year ■ note: Principal has discretion to evaluate out of cycle but must justify need to evaluate
Notification	<ul style="list-style-type: none"> ■ Within 20 school days after a teacher begins teaching in the school year, principal must notify the teacher that it is an evaluation year
Summative Report	<ul style="list-style-type: none"> ■ Must be given to the teacher within 20 school days of the classroom observation - if satisfactory rating ■ If unsatisfactory rating - 15 school days
Unsatisfactory Rating	If you <u>anticipate</u> or <u>receive</u> an unsatisfactory rating - Call the Local Office
Unsatisfactory Rating	<ul style="list-style-type: none"> ■ improvement plan to be developed within 15 school days ■ a second appraisal must be conducted within 60 school days
On Review	<ul style="list-style-type: none"> ■ 2 unsatisfactory appraisals ■ improvement plan to be developed within 15 school days ■ a third appraisal must be conducted within 120 school days ■ satisfactory rating - process completed ■ unsatisfactory rating - recommendation for termination ■ OCT is notified

Note: Effect of Absences on Timelines, Page 23

