

## Fact Sheet #1

### What's New about the TPA Process for Experienced Teachers

This is the first in a series of fact sheets explaining the revised performance appraisal process for experienced teachers.

#### What are the key changes from the 2001 teacher performance appraisal system?

2007 Revised Process ( as of 09/07)	2001 Previous Process
One appraisal in an evaluation year every five years	Two appraisals in an evaluation year every three years
Two point rating scale: satisfactory, unsatisfactory	Four point rating scale: exemplary, good, satisfactory, unsatisfactory
One summative report form	Three report forms

- The frequency of the appraisals has been changed to one appraisal every five years
- The rating scale has been changed to two points as follows: satisfactory unsatisfactory
- The number of report forms has been reduced to one summative report form
- Teachers are required each year to consult with the principal to review his or her current Annual Learning Plan, his or her learning and growth over the year, and the summative report of his or her most recent performance appraisal.
- Teachers are encouraged to gather parent and student input in developing, reviewing, and updating their Annual Learning Plan each year.

A copy of the *Performance Appraisal of Experienced Teachers Technical Requirements Manual, 2007* and *The Summative Report Form* are available at [www.edu.gov.on.ca/eng/teacher/summative.doc](http://www.edu.gov.on.ca/eng/teacher/summative.doc).

#### How was the revised performance appraisal process for teachers developed?

The revised performance appraisal process was developed in consultation with the Working Table on Teacher Development, which outlined recommendations in the *Report to the Partnership Table on a Revised Teacher Performance Appraisal System for Experienced Teachers*. Partners included boards of education, teacher federations, principal associations, administrator associations, parent and student representatives. A copy of the report can be accessed at [www.edu.gov.on.ca/eng/general/elemsec/partnership/teachApp.html](http://www.edu.gov.on.ca/eng/general/elemsec/partnership/teachApp.html).

#### What is the revised performance appraisal process designed to do?

The revised appraisal process for experienced teachers is designed to foster teacher development, provide meaningful appraisals that encourage professional learning and growth and identify opportunities for additional support where required. The revised process builds on the New Teacher Induction program (NTIP) performance appraisal for new teachers that was introduced in June 2006 and provides a continuum of support for experienced teachers. It is a collaborative approach that supports individual professional growth.

#### Tips for Teachers and Principals

Know the TPA process and what should happen at each step. Review all forms and the *Performance Appraisal of Experienced Teachers Technical Requirements Manual 2007*.

## Fact Sheet #2

### Planning for a Meaningful Performance Appraisal Process for Experienced Teachers

#### Approach to Scheduling

A school's approach to teacher performance appraisal sets the tone for much of its professional culture. The scheduling requirements necessitate careful planning and organization by principals and teachers and an approach that conveys that appraisal is a growth-focused process, rather than an isolated event. Integral to the performance appraisal process is the open communication between the teacher and the principal at each step to discuss the teacher's ongoing growth and professional development.

#### Evaluation Cycle

- Each evaluation year includes one appraisal
- Every fifth year is an evaluation year for experienced teachers.
- Experienced teachers who are new to the board have at least one performance appraisal in the first year that they are employed by the board
- Teachers transitioning from a new teacher to an experienced teacher are required to be placed on a five-year cycle such that there are four non-evaluation years between the last evaluation year as a new teacher and their next scheduled evaluation year
- In the case of an *Unsatisfactory* appraisal rating, within 15 school days of determining that a performance appraisal of a teacher has resulted in an *Unsatisfactory* rating, the principal must provide the teacher with written notice, an explanation for the rating, and provide an Improvement Plan in accordance with the requirements of the Education Act. Further appraisals will also be scheduled in accordance with the requirements of the Act.

#### Annual Learning Plan (Required)

- **Every year**, teachers in consultation with the principal must review and update the Annual Learning Plan (ALP), as necessary, from the previous year. This review and update must take into account the teacher's learning and growth over the year, as well as the professional growth goals and strategies recommended in the summative report of the teacher's most recent performance appraisal. The ALP must include the teacher's professional growth goals, action plan and timelines.
- **In an evaluation year**, the teacher and principal must review and update the current ALP in a meeting as part of the performance appraisal process. The ALP must be updated on the basis of this review and take into account the goals and strategies recommended in the summative report for that year.
- **In a non-evaluation year**, a meeting is not required but is recommended.

#### Summative Report Form (Required)

- **In an evaluation year**, the Ministry-approved Summative Report Form must be used by the principal to document the performance appraisal.
- The Summative Report Form is developed in stages throughout the performance appraisal process and supports collaboration between teachers and principals.

#### Steps In Every Appraisal:

- Notification provided to the teacher of his or her evaluation year within 20 days after a teacher begins teaching
- Pre-observation meeting with reasonable notice, recorded on the Summative Report Form
- Observation in classroom or other ordinary teaching environment recorded on the Summative Report Form
- Post-observation meeting as soon as possible after the classroom observation and recorded on the Summative Report Form
- A copy signed by the principal must be provided to the teacher within 20 school days after the classroom observation. The teacher can add comments and must sign this report to acknowledge receipt of the report.
- Review and update of the Annual Learning Plan completed as part of the appraisal process

## Fact Sheet #3

### The Key Components of the Revised Performance Appraisal Process

The key components of the performance appraisal framework for experienced teachers are as follows:

#### **Competency Statements**

The competencies focus the appraisal on the skills, knowledge, and attitudes that reflect the standards described in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*. In assessing the teacher's performance, the principal must consider all 16 competencies as set out in Schedule 1 of Ontario Regulation 99/02, as amended. The pre-observation and post-observation meetings provide opportunities for principals and teachers to discuss which competencies could be the focus of the performance appraisal. Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies and may comment on competencies other than those discussed.

#### **Annual Learning Plan (ALP)**

The Annual Learning Plan provides a meaningful vehicle for teachers, in consultation with principals, to identify strategies for growth and development for the teacher's evaluation year and for the intervening years between performance appraisals.

#### **Appraisal Meetings**

Appraisal meetings promote professional dialogue between the teacher and principal. The teacher and principal must hold a pre-observation meeting to prepare for the classroom observation component of the appraisal. After the classroom observation, the teacher and principal must meet to review results of the classroom observation and discuss other information relevant to the principal's appraisal of the teacher's performance. The meetings provide opportunities for reflection and collaboration to promote teacher growth and development.

#### **Summative Report**

The Summative Report Form for Experienced Teachers is a ministry-approved form in accordance with the Education Act that provides a consistent approach to documenting the appraisal process, including meetings, observations and the teacher's overall performance in relation to the 16 competency statements. The summative report is a vehicle for teachers to reflect on the recommendations made by the principal that must be taken into account in the review and update of the teacher's Annual Learning Plan each year.

#### **A Rating Scale**

The rating scale assesses experienced teachers' overall performance and provides necessary feedback about strengths and areas for growth. The rating scale for experienced teachers is as follows:

- *Satisfactory*
- *Unsatisfactory*

#### **A Process for Providing Additional Support**

The revised appraisal process continues to include a process for principals and teachers to follow to support the teacher's growth, development and improvement depending on the specific appraisal outcome.

#### **Tips for Teachers and Principals**

- Keep good records of teacher growth and development over time, and all forms related to the performance appraisal process. The Log of Teaching Practice is an optional form that may be used by principals and teachers to record and cite noteworthy examples of teacher performance.

## Fact Sheet #4

### Competency Statements & The TPA Process

#### Competency Statements and the TPA Process for Experienced Teachers

In the performance appraisal process for experienced teachers, principals must assess teacher performance in relation to the 16 competencies set out in Ontario Regulation 99/02, as amended. The pre-observation and post-observation meetings provide opportunities for principals and teachers to discuss which competencies could be the focus of the performance appraisal. Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies, and may comment on competencies other than those discussed. An example of this would be francophone boards creating additional competencies that would reflect the intent of The Aménagement linguistique policy (**La Politique d'aménagement linguistique**).

#### Competency Statements & the NTIP: TPA for New Teachers (Highlighted Below)

The 16 competencies were developed with all teachers in mind. However, principals and teachers have found that particular competencies are more relevant than others to new teachers in the appraisal process during the initial phase of their careers. For this reason, the NTIP:TPA allows teachers and principals to focus on a subset of 8 competencies in the appraisal which reflect the beginning of a continuum of growth for teachers.

Domain	Competency
Commitment to Pupils* and Pupil Learning	<ul style="list-style-type: none"><li>Teachers demonstrate commitment to the well-being and development of all pupils.</li><li>Teachers are dedicated in their efforts to teach and support pupil learning and achievement.</li><li>Teachers treat all pupils equitably and with respect.</li><li>Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.</li></ul>
Professional Knowledge	<ul style="list-style-type: none"><li>Teachers know their subject matter, the Ontario curriculum, and education-related legislation.</li><li>Teachers know a variety of effective teaching and assessment practices.</li><li>Teachers know a variety of effective classroom management strategies.</li><li>Teachers know how pupils learn and factors that influence pupil learning and achievement.</li></ul>
Professional Practice	<ul style="list-style-type: none"><li>Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.</li><li>Teachers communicate effectively with pupils, parents, and colleagues.</li><li>Teachers conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.</li><li>Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.</li><li>Teachers use appropriate technology in their teaching practices and related professional responsibilities.</li></ul>
Leadership in Learning Communities	<ul style="list-style-type: none"><li>Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools.</li><li>Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.</li></ul>
Ongoing Professional Learning	<ul style="list-style-type: none"><li>Teachers engage in ongoing professional learning and apply it to improve their teaching practices.</li></ul>
Note: Principals must provide a comment for each of the eight highlighted competencies as a minimum requirement in the Summative Report Form for New Teachers.	

\* In the Education Act, students are referred to as "pupils".

For more information, please visit [www.edu.gov.on.ca/teacher/teachers.html](http://www.edu.gov.on.ca/teacher/teachers.html)

## Fact Sheet #5

### The Annual Learning Plan - A vehicle for supporting teacher growth and development

The Annual Learning Plan (ALP) is an essential component of the revised performance appraisal process that has been enhanced to recognize experienced teachers as professionals and support development and growth both in their evaluation year and in the intervening years between appraisals. The ALP is teacher authored and directed and is developed in a consultative and collaborative manner with the principal.

#### Required

**The ALP must include the teacher's professional growth goals, action plan and timelines:**

**Every year** teachers in consultation with the principal must review and update the ALP, both the teacher and principal must sign and retain a copy of the ALP for their records, and the review and update must take into account:

- their ALP from the previous year
- their learning and growth over the previous year
- the comments and suggestions from the summative report of their most recent performance appraisal

**In an evaluation year**, the teacher and principal must meet to:

- review and update the current ALP in a meeting as part of the performance appraisal process
- update the ALP on the basis of this review and take into account the goals and strategies recommended in the summative report for that year

**In a non-evaluation year**, a meeting is not required but is recommended. If either the teacher or principal requests a meeting to discuss the ALP, then a meeting must take place

#### Effective Practice

- Consider own professional interests
- Consider career stage and perceived career path
- Consider strengths and areas for growth
- Consider comments and suggestions from professional dialogue with the principal and colleagues
- Engage in professional dialogue and discussion with principal around areas of interest and growth
- Consider school and school board improvement plans/ goals
- Reflect on input gathered from parents/ students to inform practice (interviews, notes, phone conversations, meetings, case conferences etc.)
- Link the 16 competencies with personal growth goals and teaching practice
- Select personal growth goals that are SMART ( specific, measurable, attainable, realistic, timely) and can be supported in the context of the school and school board
- Revisit the ALP on an on-going basis to review progress, consider new ideas, possible changes in direction or to seek advice re: next steps

## Fact Sheet #6

### Additional Tips for the Annual Learning Plan (ALP) – A vehicle for supporting teacher growth and development (Related to Fact Sheet #5 The Annual Learning Plan)

*“The Working Table on Teacher Performance Appraisal agreed that parent engagement in student learning and partnerships between teachers and parents are essential in achieving student success. ... The Working Table recommends that teachers be encouraged to invite parent and student input to inform their practice in a manner that is non-evaluative and growth- focused.”*

Ministry of Education, *Report to the Partnership Table on a Revised Teacher Performance Appraisal System for Experienced Teachers*, October 23, 2006, p. 4.

## Parental Input to Inform Professional Learning and Teaching Practice

Seeking parent input can be an important vehicle for fostering positive relationships, a sense of openness and fairness, and an atmosphere of trust and respect. Teachers are encouraged to consider parent input to inform their professional learning and teaching practice in the Annual Learning Plan. While this is not a mandatory component, it is recommended as effective practice.

### Effective Practice

#### Gathering Parent Input

Teachers may consider a variety of effective practices to gather, record, and reflect on parent and student input, in order to support the learning needs of students and inform professional practice. Some common practices for gathering parent input include:

- initial contact with parent to establish rapport and a process of communication
- conversations and informal meetings in the school
- telephone conversations with parents
- notes, responses in student agendas, etc.
- conferences
- invitation to help identify student interests and concerns
- newsletters
- the response form of the Provincial Report Card
- parent/teacher interviews
- the response form of the Individualized Education Plan (IEP)
- information nights

#### Reflecting on Parent Input

- consider the ways in which parental input is encouraged and invited
- consider parental input on student learning styles and special needs
- consider the input of parents of English language learners and their specific communication needs
- consider language, community, culture, and socio-economic factors
- consider processes to communicate ongoing student progress in relation to programming, assessment, and evaluation
- consider parents’ understanding of the pedagogical approach and the evaluation process
- consider ways to strengthen relations and communication between school and home

#### Using Parental Input to Inform Professional Learning and Teaching Practice

Once a teacher has identified some of the ways in which parent input is gathered, reflecting on input can help inform professional learning and teaching practice. In reviewing and updating the ALP, a teacher may wish to select a professional growth goal that is related to his or her reflection on parent and student input.

## Fact Sheet #7

### Additional Tips for the Annual Learning Plan (ALP) – A vehicle for supporting teacher growth and development (Related to Fact Sheet #5 The Annual Learning Plan)

*“It’s the ability to look back and make sense of what happened and what you learned. But it’s also the ability to look forward, to anticipate what’s coming up and what you need to do to prepare for that.”*

Bill Sommers, *Reflective Practice to Improve Schools: An Action Guide for Educators* (Corwin Press, 2001)

## Student Input to Inform Professional Learning and Teaching Practice

Seeking student input can be an important vehicle for fostering positive relationships, a sense of openness and fairness, and an atmosphere of trust and respect. Teachers are encouraged to consider student input to inform their professional learning and teaching practice in the Annual Learning Plan. While this is not a mandatory component, it is recommended as effective practice.

### Effective Practice

#### Gathering Student Input

Teachers may consider a variety of effective practices to gather, record, and reflect on student input, in order to support the learning needs of students and inform professional practice. Some common practices for gathering student input include:

- student’s self assessment
- diagnostic assessment
- conversations and anecdotal observation
- profiles of student interests and concerns
- student teacher conferences
- responses to teacher feedback
- goal setting and reflective journals
- meetings involving student, parent, and teacher
- response form of the Provincial Report Card
- response form of the Individualized Education Plan (IEP)
- case conferences
- information sessions

#### Reflecting on Student Input

Students might provide teachers with input about:

- their own progress, learning styles, and needs throughout the learning process
- their own understanding of criteria for assessment and evaluation
- teacher feedback and communication on learning
- factors related to language, community, culture, and socio-economics
- processes to strengthen programs and extra-curricular activities
- processes for self advocacy

#### Using Student Input to Inform Professional Learning and Teaching Practice

Once a teacher has identified some of the ways in which student input is gathered, reflecting on input can help inform professional and learning practice. In reviewing and updating the ALP, a teacher may wish to select a professional growth goal that is related to his or her reflection on student input.