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## Teacher Performance Appraisal - Directions and Best Practices Secondary

The following guidelines and best practices, used in conjunction with the attached document entitled “Secondary Teacher Performance Appraisal – Pre-Observation Instructions”, will assist secondary teachers and administrators in conducting Teacher Performance Appraisals (TPAs) in a consistent manner across the Peel District School Board.

### 1. Communication to Teachers

- a. Within 20 school days, the Principal will send a letter to the teacher (individually) to notify the teacher of the TPA and tentative timeline (template letter attached – Appendix A). If the principal chooses to do an email, teachers will be blind copied – please do not cc all those teachers who are to be evaluated.
- b. When specific times are being chosen for the observation, the schedule should be collaborative with the understanding that the principal is required to move forward in a timely fashion to complete the TPA. As per Article 32.09 in the OSSTF/PDSB Collective Agreement, “at least one observation during the performance appraisal shall be in a class with the teacher’s area of qualification unless the teacher is in agreement or the TPA is out of cycle or there is a compulsory timeline that must be met”.
- c. Teachers and principals are required to actively participate in all facets of the TPA process.

### 2. Timing of TPAs

- a. As a guiding principle, a TPA started in a semester should be completed in the same semester. In some extenuating circumstances, this may not be possible.
- b. At least three (3) days prior to the pre-observation meeting, the teacher will provide the appraiser with the documents outlined in the “Pre-Observation Instructions”.
- c. At the pre-observation, there should be an identification of a reasonable amount of competencies that would form the focus of the observation. The Ministry *Technical Requirements Manual* states: “The completed Summative Report Form for Experienced Teachers must include the Principal’s comments regarding the competencies identified in discussions with the teacher as most relevant to the teacher’s performance appraisal (the Principal may also comment on other competencies that he or she assessed as part of the appraisal).”
- d. At the post-observation, there should be clear and specific feedback provided to the teacher based on the identified competencies in the pre-observation.
- e. A post observation meeting will occur as soon as possible but within 5-7 school days, unless there are unforeseen circumstances. Administrators should note that a final report does not need to be produced at this meeting, but must be provided within twenty (20) days of the final observation.
- f. Consideration should be taken to avoid the scheduling of TPAs during peak times of the school year (e.g. re-organization, end of the school year). As per Article 32.07 and 32.08 of the OSSTF/PDSB Collective Agreement, “A Teacher Performance Appraisal will not occur during the first two weeks or the last two weeks of a semester, except where required by a mandatory timeline

or at the mutual agreement of the parties. A teacher shall be provided a minimum of forty-eight hours' notice before a classroom observation. In the event of a cancellation of the observation, the observation may occur as soon as the next instructional day.”

### **3. Notification of the TPA**

- a. An information meeting to discuss the general process of the TPA and answer any questions may be held at the beginning of the school year, and principals will invite teachers. Please note attendance at this meeting is not mandatory.

### **4. Appraisal Parameters**

- a. Generally, there will be 2 scheduled classroom observations. In exceptional circumstances, a third classroom observation may be warranted. In those circumstances, the Principal will consult with the SOE and Human Resources. Unless there are exceptional circumstances, there would be no more than 3 classroom observations.
- b. Questionnaires, surveys, and checklists that are outside of the TPA Technical Requirements Manual and Operating Procedures are not mandatory items to complete for the performance appraisal process. Please note that the Log of Teaching Practice in the Technical Requirements Manual remains optional. The attached document entitled “Teacher Performance Appraisal – Pre-Observation Instructions” provides a list of possible items to be included by the teacher as supporting documentation. Please note that page 2 of this document lists some *mandatory* inclusions as well as other *optional* inclusions from which the teacher may choose.

### **5. Out of Cycle TPAs**

- a. An out of cycle TPA would not normally be a consideration except in circumstances where the principal has concerns related to the teacher’s performance. In circumstances where a principal would like to consider conducting an out of cycle TPA, the principal will consult with the SOE and Human Resources. Teachers may choose to consult with OSSTF for further support. As always, a teacher may request to have an out of cycle TPA subject to mutual agreement with the teacher and the principal.

### **6. Unsatisfactory TPAs**

- a. A draft improvement plan will be delivered within 5 school days of receiving a signed summative report, however, there will be collaboration between the principal and teacher, and potentially OSSTF/SOE/HR, to finalize the improvement plan. As per Article 32.14 of the OSSTF/PDSB Collective Agreement, “teachers who receive a first Unsatisfactory Teacher Performance Appraisal shall receive a draft improvement plan within five school days of receiving the signed Summative Report.

December 13, 2016

APPENDIX A

ON SCHOOL LETTERHEAD

[Date]

Dear [Teacher Name],

**RE: Teacher Performance Appraisal (TPA)**

According to the records, you are due for a performance appraisal during this school year. If you are in your first year of permanent employment, you must have two appraisals completed (1<sup>st</sup> appraisal due before the end of December, 2<sup>nd</sup> appraisal due before the end of June). For permanent staff not in their first year, one appraisal must be completed prior to the end of June.

The appraisal will consist of a pre-observation meeting, classroom observations and a post-observation meeting.

The month that has been *tentatively* set aside for your appraisal is [insert month – can indicate two months if teacher is in first year]. If you wish to discuss the timing of this appraisal or any other aspects of it, please feel free to contact me.

An information meeting to discuss the general process of the TPA and answer any questions will be held on [insert date]. Please note that your attendance at this meeting is not mandatory.

Sincerely,

[Principal name]

# Secondary Teacher Performance Appraisal – Pre-Observation Instructions

## PURPOSE

According to the Ministry of Education, the TPA process is designed to:

- promote teacher development;
- provide meaningful appraisals of teachers’ performance that encourage professional learning and growth;
- identify opportunities for additional support where required; and
- provide a measure of accountability to the public (Teacher Performance Appraisal Technical Requirements Manual, 2010).

The Ministry goes on to note that “The TPA system helps strengthen schools as learning communities where teachers have the chance to engage in professional exchanges and collaborative inquiries that foster continuous growth and development”.

Discussion and supporting documentation should focus on School Success initiatives in the areas of Leadership for Learning, Teaching & Learning and Climate for Learning & Working.

**The following areas have been identified as the school’s focus in support of the Board Plan for Student Success to continue the great work being completed in all our classes and through our co-curricular and extra-curricular activities:**

- High Expectations for Achievement: [list school focus]
- Parent, Community & Staff Engagement: [list school focus]
- Equity & Inclusion: [list school focus]
- Safe, positive, healthy climate/well-being: [list school focus]



## PROCESS

The process consists of classroom observations and meetings that provide structure and direction for completing a fulsome TPA.

Initial Meeting	<ul style="list-style-type: none"> <li>▪ Notification of appraisal process to be completed in the school year (initial notification is within 20 school days of the school year)</li> </ul>
Pre-Observation Meeting	<ul style="list-style-type: none"> <li>▪ The Annual Learning Plan (ALP), teaching experience, and professional development are discussed</li> <li>▪ The lesson to be observed in relation to the subject/grade/course are reviewed, as well as unique qualities of the class</li> <li>▪ Routines, procedures, and structures which support the smooth operation of the class</li> <li>▪ Assessment and evaluation planning for the course including plans for collection and triangulation of data</li> <li>▪ <u>For experienced teachers</u>, the competencies that will be particularly relevant for the observation are identified and discussed</li> <li>▪ A discussion occurs about additional documentation that will be provided to support the observation for each of the domains</li> </ul>
Classroom Observation	<ul style="list-style-type: none"> <li>▪ The administrator observes the learning environment and activities related to performance indicators for the Domains</li> <li>▪ The observation involves various aspects of the teacher’s assignment</li> <li>▪ An informal debrief occurs after a visit with discussion about the observation in relation to the competencies</li> </ul>

Support Material Submitted	<ul style="list-style-type: none"> <li>▪ Teacher submits documentation to support the observation of all of the domains (see suggestion list). Some of the documentation will be specific requested documents</li> </ul>
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## DOCUMENTS TO BE SUBMITTED

- a) Documents that teachers will make available a minimum of three days prior to the pre-observation meeting. This material will serve as a basis for discussion and evidence for the appraisal process.
- Annual Learning Plan
  - Day 1 Course Outline for the course to be observed
  - Unit planning related to the observation
  - Lesson Plan for the specific day (*A hard copy of the final lesson plan should be submitted the day before the classroom observation*). The plan should include information regarding
    - identified students (ELL, IEPs) – provisions, accommodations, and modifications as required. Please note that it is not necessary to print all IEPs for students in the class. Please print one (1) only and be prepared to discuss at the meeting.
    - Behavioural considerations and measures for management
    - The learning goal of the lesson to be observed
    - The course expectations related to the observed lesson in alignment with Ministry documents
  - Your plans for assessment related to the observed lesson
  - Seating plan or class list for observed lesson

b) Support/Additional Materials for Domains

Teachers will provide the following specific items to the appraiser a minimum of three (3) days in advance of the initial meeting.

- a copy of assessment binder / marks software printouts;
- a printout of the full class showing categories and specific evaluation tools;
- a printout for one student showing all details;
- the 30 percent final evaluation for a course currently being taught (draft work is acceptable) in alignment with *Growing Success*;
- student notebooks / work folders (this may be reviewed during a class observation);
- teacher website information (if applicable).

## SUGGESTIONS FOR ADDITIONAL DOCUMENTATION

The following items are suggestions for additional documentation that teachers *may* choose to provide for each domain. Please note that this is a suggested list only. Please note that grey highlighting shows which competencies constitute the New Teacher appraisal.

Domain	Competency	The teacher will select <i>some</i> of these materials to include
<b>Commitment to pupils and pupil learning</b>	Teachers demonstrate commitment to well-being and development of all pupils	<ul style="list-style-type: none"> <li>• lesson plan</li> <li>• marked assignment demonstrating specific, descriptive feedback in relation to criteria that is focused on improvement</li> <li>• differentiation of instruction/assessment (including for special needs students)</li> <li>• Assessments used to inform teacher's next teaching steps and the student's next learning steps</li> <li>• Listing of students with IEPs or special needs / accommodations provided</li> </ul>
	Teachers are dedicated in her/his efforts to teach and support pupil learning and achievement	
	Teachers treat all pupils equitably and with respect	
	Teachers provide an environment that encourages pupils to be problem-solvers, decision-makers, lifelong learners and contributing members of a changing society	
<b>Professional Knowledge</b>	Teachers know her/his subject matter, the Ontario curriculum and education related legislation	<ul style="list-style-type: none"> <li>• Assessment tools <b>for / of / as learning</b> e.g., co-created rubrics, checklists, exemplars, rating scales, self and peer assessments</li> <li>• Classroom management tools and structures eg. incentive program</li> <li>• co-created classroom norms</li> </ul>
	Teachers know a variety of effective teaching and assessment practices	
	Teachers know a variety of effective classroom management practices	

	Teachers know how pupils learn and factors that influence pupil learning and achievement	<ul style="list-style-type: none"> <li>at least two learning activities, e.g., project, investigation, performance-based assessment</li> <li>evidence of differentiated instruction / assessment practices</li> </ul>
<b>Professional Practice</b>	Teachers use her/his professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of her/his pupils	<ul style="list-style-type: none"> <li>course outline</li> <li>assessment handout</li> <li>assessment and evaluation plans in alignment with Ministry and Board policy</li> <li>mark software printout</li> <li>assessment binder</li> <li>report card comments</li> <li>progress report</li> <li>records of parent/guardian contact</li> <li>evidence of use of technology appropriate to discipline</li> <li>evidence of use of technology in the classroom</li> </ul>
	Teachers communicate effectively with pupils, parents and colleagues	
	Teachers conduct on-going assessment of her/his pupils' progress, evaluates their achievement and reports results to pupils and parents regularly	
	Teachers adapt and refine her/his teaching practice through continuous learning and reflection, using a variety of sources and resources	
	Teachers use appropriate technology in her/his teaching practice and related professional responsibilities	
<b>Leadership in learning communities</b>	Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in her/his classroom and in the school	<ul style="list-style-type: none"> <li>Annual Learning Plan</li> <li>involvement with department and/or school and/or board program initiatives which enhance practice of self and others</li> <li>co-curricular involvement</li> <li>community involvement/ networking</li> <li>resume / curriculum vitae</li> <li>evidence of collaborative subject / grade / course planning with colleagues</li> </ul>
	Teachers work with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs	
<b>On-going professional learning</b>	Teachers engage in ongoing professional learning and applies it to improve her/his teaching practice	<ul style="list-style-type: none"> <li>STPDL / conference form</li> <li>in-service activity</li> <li>enrolment in AQ</li> <li>involvement with school and/or board program initiatives that have been applied to the teacher's practice</li> <li>STPDL form or short description of activities attended</li> <li>professional development In-service</li> <li>AQ courses</li> <li>professional reading</li> <li>department course team work with a PD focus on practice</li> <li>MyLearningPlan transcript</li> <li>collaborative inquiry documentation</li> <li>resources applied to practice</li> <li>daybook</li> </ul>