

THE NEW TEACHER PERFORMANCE APPRAISAL MODEL

A new teacher appraisal model has been introduced throughout Ontario, legislated by the Quality in the Classroom Act 2002. This model establishes performance appraisal standards and processes that will be used by TCDSB elementary schools, effective September 2002 and September 2003 for secondary schools.

It is the intention of TCDSB to use this process to continue to improve student learning by supporting teachers as they strive to educate students to their full potential. It is clearly recognized that our teachers are continuously willing to improve their teaching, and are working for even higher student achievement.

There are two components to the evaluation:

- ◆ *Annual Learning Plans*
- ◆ *Performance Appraisals*

Please note that the manual *Supporting Teaching Excellence - Teacher Performance Appraisal Manual* is the basis of reference for the information provided. This manual is provided to all teachers in schools.

PERFORMANCE APPRAISALS

What is the principal looking for in an appraisal?

The principal will be incorporating competency statements that are descriptions of the skills, knowledge and attitudes that are required to meet the *Standards of Practice for the Teaching Profession* (called domains). Principals will be incorporating contributions to the Catholic character of the school. The principal will use performance indicators or “look fors” as concrete examples of observable behaviours that are characteristic of a particular competency(Appendix F). This will be done through scheduled classroom visits and observing participation in the life of the school community.

Who is appraised?

- ◆ Teachers new to the Board within 24 months - this includes new hires to the Board as well as those new to the profession;
- ◆ All other experienced teachers who are continuously employed by the Board are appraised once every three years;
- ◆ Principals/teachers may request additional appraisals.

How many appraisals are done in an evaluation year?

- ◆ Two appraisals are done each year for two consecutive years for teachers new to the Board.
- ◆ For experienced teachers, there will be two appraisals in their evaluation year.

What is process/timeline for each of the two appraisals?

In the first term:

- ◆ Notification of the evaluation is done within 20 school days of school opening
- ◆ A pre-observation meeting
- ◆ A classroom observation
- ◆ A post-observation meeting
- ◆ A review of parental and student input (Grades 11, 12) by the principal and teacher
- ◆ Completion of a summative report within 20 days of the classroom observation which includes a rating of the teacher's overall performance
- ◆ The filing of records - a copy is placed in the official Teacher File.

For the second appraisal:

- ◆ The above process is repeated.

What is the Pre-observation Meeting?

This is a meeting between the principal and teacher to prepare for the classroom observation and to review the Annual Learning Plan. The time and date of the classroom observation is established.

What is the Classroom Observation?

The principal in a scheduled visit observes the teacher in an instructional setting using concrete examples or “look fors” which are indicators of observable behaviour. These are found in Appendix F.

What is the Post-observation Meeting?

This meeting is scheduled shortly after the classroom visit. The principal and teacher review the results of the classroom visit and complete a form (Appendix D); finalize the Annual Learning Plan (discuss relevant information that will be taken into account for the summative report, including parental and student input).

What is the Summative Report?

This report (Appendix E) contains the principal's evaluation, the performance rating and the explanation of the rating. This is done within 20 school days of the observation. The teacher signs the report to acknowledge receipt. The report is also signed by the principal. A copy is placed in the Official Teacher File that is kept in the field superintendent's office.

Principals will give each teacher a rating based on four levels: exemplary, good, satisfactory and unsatisfactory. The first three ratings indicate a successful appraisal. An unsatisfactory rating indicates performance must be improved.

How long are records kept?

Boards must retain each performance appraisal record for at least six years. These will be kept in the Official Teacher File. Teachers are given a copy of the Summative Report.

Who does the evaluation?

Principals and vice-principals will normally do the evaluations. The superintendent may be called upon to do the evaluation.

What about the Catholic component?

A Catholic component has been added. The principal will share this with the teachers.

What is the parental input?

The legislation requires that parental input(page 11) must be taken into account in some aspects of the teacher's performance. This will be done through a survey that will be developed for implementation in second term. The survey will request parental input on the parent's level of satisfaction with communication between the parent and teacher about the child's learning and process.

The responses to the surveys will not be disclosed to any person other than the principal, the teacher, and the field superintendent.

Parent surveys will be conducted each year. The parent will sign his/her name to the survey. However, the parent may request the principal to remove words or names that would identify the parent or student, prior to giving the teacher a copy. During the performance appraisal process the teacher has an opportunity to review input and respond to principal.

What is the student input?

A survey will be developed for students in grades 11and 12 which will ask these students about the communication with their teachers and whether each teacher effectively promotes student learning. Student surveys will be conducted each year.

Who develops the survey?

The Board will develop the survey in consultation with teachers, students, interested parents, principals, the Special Education Advisory Committee and the Board's school councils.

ANNUAL LEARNING PLANS

Every teacher will develop an Annual Learning Plan that addresses the teacher's own professional growth as it relates to the Board's system priorities. The plan is prepared by the teacher each year in consultation with the principal. A form is provided by the principal to facilitate this process.

For teachers who are in an Evaluation year, the consultation with the principal includes a review of the teacher's Annual Learning Plan at a pre-observation meeting. At a post-observation meeting, the Plan will be finalized and both the principal and teacher sign and retain a copy.

For teachers in a non-evaluation year, the Plan will be submitted by October 15th of each year.

What resources are available?

The document *Supporting Teaching Excellence* is available at www.edu.gov.on.ca. Each teacher will receive a copy.

The information in this pamphlet is contained in this Manual.

Standards of Practice for the Teaching Profession are available at www.oct.on.ca.



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