

NOTE #1: This document and the Ministry's "Teacher Performance Appraisal – Technical Requirements Manual 2010" shall be sent to all teachers who are in their TPA year.

NOTE #2: This document, the Ministry's "Teacher Performance Appraisal – Technical Requirements Manual 2010" and the Ministry's "New Teacher Induction Program – Induction Elements Manual 2010" shall be sent to all NTIP teachers during their evaluation year.

TLDSB/OSSTF District 15

New & Experienced Teacher Performance Appraisal Process

The District 15 Ontario Secondary School Teachers' Bargaining Unit and Trillium Lakelands District School Board have reviewed the Ministry's "Teacher Performance Appraisal – Technical Requirements Manual 2010" and "New Teacher Induction Program – Induction Elements Manual 2010" and have endorsed their use as the guidelines for directing the Teacher Performance Appraisal practice for teachers.

1. Philosophy

The performance appraisal process should:

- support and promote continued growth and development of teachers,
- foster collaboration and relationships that lead to a vibrant learning community in the schools by promoting sharing, trust, and support and;
- foster public confidence through accountability

Administrators and Teachers should refer to sections 2.1, 2.2, and 7.1 in the Teacher Performance Appraisal – Technical Requirements Manual 2010 and 2.3 of the "New Teacher Induction Program – Induction Elements Manual 2010"

2. Responsibility

Through building supportive relationships schools have the potential to become "professional learning communities" that share in the support of new and experienced teachers. Principals, vice-principals and supervisory officers need to demonstrate a mutual respect and to share responsibility for implementing the process. The Board and OSSTF will provide additional support for teachers who have been rated as "development needed" or "unsatisfactory".

Administrators and Teachers should refer to sections 11.1-11.3 in the Teacher Performance Appraisal – Technical Requirements Manual 2010

3. Teacher Competencies

Table 2. The 16 Competency Statements

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

Note: The eight competencies highlighted in light green are those used for appraising the performance of new teachers. Principals must provide a comment for each of these eight competencies as a minimum requirement in the summative report for a new teacher.

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

No additional competencies shall be created other than with the mutual agreement of the employer and union.

4. General Concepts

Teacher Performance Appraisals are governed by the Education Act, applicable Regulations and the Teacher Performance Appraisal Technical Requirements Manual 2010 and the New Teacher Induction Program – Induction Elements Manual 2010.

All parties shall work cooperatively to achieve the timelines as specified in the Regulations and TPA Technical Requirement Manual.

The salary of teachers shall not be based on a performance appraisal rating.

No member of the union shall be required to conduct a performance appraisal of a teacher.

5. Process for Initial Appraisals

5.1 Notification

Teachers to be appraised cyclically shall be notified by the principal or designate and provided with the TLDSB/OSSTF District 15 New & Experienced Teacher Performance Appraisal Process and the Teacher Performance Appraisal – Technical Requirements Manual 2010 within the first 20 school days of the school year.

The bargaining unit president shall receive a list of teachers to be cyclically appraised by the 30th school day of the school year.

5.2 Frequency

Regular cyclical performance appraisals shall be conducted in accordance with the minimum requirements as outlined in the Act and Regulations and found in section 4.3 in Teacher Performance Appraisal – Technical Requirements Manual 2010.

Experienced teachers new to board as described in 6.2.4 of the Teacher Performance Appraisal – Technical Requirements Manual 2010 will have at least one performance appraisal in the first year of their employment with the board. A second performance appraisal in the first year would only be conducted if the first appraisal received an unsatisfactory rating and the second needed to be conducted to adhere to the timelines in the Teacher Performance Appraisal – Technical Requirements Manual 2010.

5.3 Timing

Performance appraisals shall occur between October 1st and the end of June. Classroom observations must be completed by the end of the second week in January for an appraisal in the first semester of the school year and by the end of the first week in June for an appraisal in the second semester of the school year.

5.4 The Annual Learning Plan

The ALP as found on page 100 of the Teacher Performance Appraisal – Technical Requirements Manual 2010 provides a vehicle for experienced teachers’ professional learning both during the appraisal year and in the years between appraisals. In a non-evaluation year, experienced teachers will submit their ALP by October 31st. In an evaluation year, the experienced teachers will submit their ALP by October 31st or at the pre-observation meeting if it occurs before October 31st.

As outlined in 8.1 and 8.2 of the Teacher Performance Appraisal – Technical Requirements Manual 2010 the following practices are required:

- The review and update of the ALP will take into account the experienced teacher’s learning over the year as well as professional growth (see page 26 of the Manual)
- The ALP is teacher authored and directed and is developed in a consultative and collaborative manner with the principal (a meeting is not required).
- The ALP must include the experienced teacher’s professional growth goals, proposed action plan and timelines.
- The ALP is required to be developed each year by every experienced teacher
- In the evaluation year, the ALP should be reviewed during the Pre-Observation and Post – Observation meeting.

5.5 Collection of Evidence

The Collection of Evidence is critical to the overall success of the Teacher Performance Appraisal process. As indicated in the Manual, “for the overall rating decision to be sound, it should be informed by a rich body of evidence gathered over time.” The Teacher and appraiser must discuss the collection of evidence in the pre-observation and post-observation meeting and determine the evidence to be collected for the TPA. The use of the Log of Teaching Practice found on pages 80 to 99 in the Teacher Performance Appraisal Technical Requirements Manual 2010 is an excellent way of documenting evidence of professional practice over time.

5.6 The Observation Process

Wherever possible, teachers assigned to a school shall be evaluated in teaching areas that appear on their OCT certificate of qualifications or in a subject area that they have taught in the past 5 years.

The classroom observation shall be one to two periods in length unless mutually agreed upon by the teacher and the administrator.

Whenever practical teachers will be provided 48 hours notices prior to a classroom observation.

If the Pre-Observation meeting has to be cancelled and cannot be re-scheduled before the classroom observation, the classroom observation is deemed to be cancelled and another schedule will have to be set. If the classroom observation is cancelled, both the pre-observation meeting and the classroom observation will have to be re-scheduled.

5.7 Pre-Observation Meeting

A pre-observation meeting shall occur at least 48 hours prior to the classroom observation.

The appraiser and the teacher use the pre-observation meeting to:

- Make certain that the expectations for the appraisal process are clearly understood;
- Promote a collegial atmosphere in advance of the classroom observation(s)
- Identify exactly what is expected during the lesson(s) to be observed
- Discuss the teacher's plans for the classroom observation period(s)
- Discuss the unique qualities of the teacher's class of students
- Identify the expectations for student learning that are the focus of the lesson(s)
- Discuss how the teacher's performance will be assessed, including a review of the competencies that will form the basis of the teacher's performance appraisal
- Establish procedures in advance
- Set the date and time for the classroom observation if this has not already been established
- Review and discuss the teacher's current ALP

The teacher shall be required to bring:

- a course outline/overview for the course(s) to be observed
- detailed lesson plan(s) for the class(es) to be observed
- the long range plan based on curriculum expectations for the class(es) to be observed
- examples of assessment/evaluations for the class(es) to be observed
- detailed course marks for the class(es) to be observed
- evidence of home/teacher communication

The teacher may provide the appraiser with other evidence of the competencies (ex. The Log of Teacher Practice, etc.)

5.8 Post-Observation Meeting

A post observation meeting shall be held on a day subsequent to the observation.

If additional evidence/materials are requested to be brought to the post-observation meeting, the teacher will be given a minimum of 24 hours notice of the materials that are being requested.

5.9 New Teachers

New teachers will be evaluated twice in the first 12 months of employment. New teachers will be assessed in accordance with the "Teacher Performance Appraisal – Technical Requirements Manual 2010" and "New Teacher Induction Program – Induction Elements Manual 2010" and this process document. The first TPA for new teachers will not be initiated sooner than the 30th day of a new teaching assignment.

In circumstances where prompt action is required in the best interests of students, the legislation provides a departure from these timelines.

6. Following a Development Needed/Unsatisfactory Rating

6.1 Development Needed

When a new teacher receives a rating of development needed the employer shall inform the bargaining unit president at least 2 days prior to the delivery of the summative report. Following a rating of development needed a new teacher will be provided a minimum of 40 days to improve.

A support meeting at which an Enrichment Plan shall be finalised will take place between 5 and 15 school days after the delivery of the summative report. The summative will be delivered no later than 15 days following the post observation meeting.

The process for the second TPA shall follow the guidelines outlined in Section 5, however the observation will be 3 to 5 periods in length over the span of one week and may encompass multiple classes and courses. Additional items may be required to be brought to the pre-observation meeting.

In circumstances where prompt action is required in the best interests of students, the legislation provides a departure from these timelines.

6.2 Unsatisfactory

When a rating of unsatisfactory is to be delivered, the principal shall contact the bargaining unit president at least 2 days prior to the delivery of the summative report. A draft improvement plan shall be presented at this meeting.

An improvement meeting at which an improvement plan shall be finalised will take place between 5 and 15 school days after the delivery of the summative report. The summative will be delivered no later than 15 days following the post observation meeting.

The improvement plan shall use the template provided in the Technical Requirements Manual and will indicate the week in which the next observation is to take place.

The improvement plan and subsequent observation(s) shall focus on the classes and courses to be observed. The improvement plan shall list specific goals for success. It will be graduated to allow for support and feedback as required.

Following an unsatisfactory rating a second observation shall take place not less than 40 and not more than 60 days from the delivery of the first unsatisfactory summative.

The process for the second TPA shall follow guidelines outlined in Section 5 however the observation will be 3 to 5 periods in length over the span of one week and may encompass multiple classes and courses. Additional items may be required to be brought to the pre-observation meeting.

In circumstances where prompt action is required in the best interests of students, the legislation provides a departure from these timelines.

7. On Review Status

Following notification that the teacher is on review a teacher shall be allowed a minimum of 80 school days to improve before the next TPA begins. In circumstances where prompt action is required in the best interests of students, the legislation provides a departure from these timelines.

The observation of a teacher on review shall encompass multiple classes for up to 3 days in a two week period. The performance appraisal during the on review status will be conducted by a supervisory officer. In circumstances where prompt action is required in the best interests of students, the legislation provides a departure from these timelines.

8. Out of Cycle

Prior to initiating an out of cycle TPA the principal shall provide the teacher in writing with the specific concerns that may lead to an out of cycle TPA, provide the teacher an informal opportunity for improvement including feedback, and advise the teacher to contact the union.

9. Occasional Teachers

Occasional teacher appraisals shall be conducted in accordance with the Occasional Teacher Evaluation: Provincial Framework and Evaluation Template. Occasional teachers in an LTO position of 4 months or longer shall receive a performance appraisal whenever appropriate but will not be assessed more than once in any one semester.

Dated at Lindsay, Ontario this 21st day of June, 2016



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