

Teacher Performance Appraisal (TPA) For Experienced Teachers

The [Teacher Performance Appraisal: Technical Requirements Manual](#) and the *Summative Report Form* are available on the Ministry [website](#). Your board may also have a local version of the document.

Components of the TPA Process for Experienced Teachers

- Five year evaluation cycle (four years with no evaluation, the fifth is the evaluation year)*.
- One appraisal in evaluation year (if satisfactory).
- Two-point rating scale (satisfactory, unsatisfactory).
- Pre-observation meeting, classroom observation(s), post-observation meeting.
- Summative report.
- 16 competencies (based on five domains).
- “Look fors” (to be used as a resource).
- Annual Learning Plan (ALP).

Notification

- The principal must notify you within 20 school days of the beginning of your teaching year if it is your evaluation year.

The Pre-Observation Meeting

Before the meeting:

- become familiar with the competencies and your board documents re: TPA – be prepared to ask any questions you have to clarify the process and expectations;
- review the sections of your collective agreement that deal with TPA;
- choose an optimal time and date for the observation(s);
- be prepared to describe the lesson(s) to be observed; and
- consider bringing samples of student work, portfolios, artifacts to demonstrate evidence of your practice and strengths.

At the meeting be prepared to discuss:

- your successes and strengths as well as anything you would like feedback on in particular;
- characteristics of your students/class;
- the competencies to be addressed and examples of how you will demonstrate each;
- the lesson(s) which will be observed (include modifications required);
- the assessments, resources, curriculum expectations; and
- your draft ALP.

Annual Learning Plan (ALP)

- Teachers take responsibility for their own learning and growth as professionals.
- An experienced teacher must have an ALP each year that includes the teacher's professional growth objectives, as well as his or her proposed action plan and timelines for achieving those objectives.
- The ALP is teacher authored and teacher directed and is developed in consultation with the principal.
- Each year, in collaboration with the principal, the teacher must review and update the ALP.
- 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 principal must review and update the teacher's current ALP in a meeting as part of the performance appraisal process.
- In a non-evaluation year, a meeting is not required.

Pitfalls to Avoid

- Reluctance to engage in professional dialogue about your teaching practice.
- Lack of dialogue about expectations.
- Lack of preparation:
 - incomplete/vague lesson plans;
 - lesson plans not connected to the curriculum;
 - lack of assessment strategies;
 - using a limited range of assessment strategies;
 - lack of long range/short range plans.
- Lack of evidence in addressing competencies.

*The principal does have the discretion to evaluate a teacher out of cycle if there are significant performance concerns.

Classroom Observation(s)

- Should occur on the date/time agreed upon.
- Check your pre-observation meeting notes to review the focus competencies.
- Pay attention to transitions and pacing.
- Demonstrate your behaviour management techniques.
- Jot down some notes following the observation.
- Ask for informal feedback.
- If another observation is required, use the time between to make changes.

Pitfalls to Avoid

- Trying a new instructional strategy.
- Not preparing your classroom for the evaluation.
- Not dealing with a behaviour issue.

The Post-observation Meeting

Before the meeting:

- take some time to reflect on the lesson. Be prepared to comment on the strengths/weaknesses of the lesson as well as the competencies that were the focus of the observation;
- be prepared to speak to and show evidence of other competencies.

At the meeting, the evaluator will:

- discuss the classroom observation including the agreed upon competencies identified in the pre-observation meeting;
- comment on competencies that were not part of the observation;
- provide feedback and make recommendations;
- discuss your ALP.

Remember:

- ask questions so that you thoroughly understand the feedback;
- be prepared to provide input on the recommendations – it is your professional growth;
- identify any concerns you have about the process;
- if you need more time to consider the content of this meeting, request an opportunity to reconvene.

Summative Report

- There should be no surprises in the content of the report or the rating and recommendations.
- The report is to be given to you within 20 school days of the classroom observation. If the rating is unsatisfactory it must be given to you within 15 school days.
- Your signature is required to confirm receipt.
- If you do not agree with the report, you have options for follow-up. Contact the federation to discuss your concerns.
- If you receive an unsatisfactory rating, call your local ETFO office.

Log of Teaching Practice

This is an optional resource that can be used to record examples of teaching practice related to the competencies. The samples provided in the Ministry manual starting on page 69 also includes the shortened list of “look fors”. They can be used as a resource and samples of observable behaviours. The “look fors” are not to be used as a required checklist.

If you have any questions or concerns about your professional boundaries, please contact your local president or call and speak with a Professional Relations Services staff at 1-888-838-3836 or 416-962-3836.

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