

Teacher Performance Appraisal

TPA Workshop For New and Experienced Teachers

Updated October 2022

OSSTF District 21

Teacher Performance Appraisal

Principal before TPA observation: “Don’t worry, the students won’t even know I’m there.”

Principal during TPA observation:



Teacher Performance Appraisal

Documents that impact TPA process

- Technical Requirements Manual, 2010
- Education Act
- Collective Agreement
- Board Policies, Procedures & Protocols

Teacher Performance Appraisal

- Appraisal once every five years
 - 2 appraisals for New Teacher
- Ratings are:
 - Satisfactory
 - Unsatisfactory/Development Needed

Teacher Performance Appraisal

Requirements:

- 16 (or 8) competencies – 16 are provided (pg. 81-99)
- 85 (or 45) “look fors”
- Annual Learning Plan

Teacher Performance Appraisal

Competency Example #1

DOMAIN: Teaching Practice

Competency: Teachers communicate effectively with pupils, parents, and colleagues.

Look fors including samples of evidence:

- Provides ongoing feedback to parents through newsletters and bulletins, etc.; **a log of parent communications is very helpful**
- Demonstrates a positive, professional attitude when communicating with parents, students, and colleagues; evidence of collaborative practices with colleagues; **discussions, Code 77 release, department meetings/sessions, etc.**
- Follows school/board guidelines on reporting with diligence
- Conducts teacher-student conferences; **a log of the communications would be helpful**
- Communicates clear, challenging, and achievable expectations to and for students; i.e. **learning goals**

Teacher Performance Appraisal

Competency Example #2

DOMAIN: Professional Knowledge

Competency: Teachers know a variety of effective teaching and assessment practices.

Look fors including samples of evidence:

- Provides constructive criticism as part of evaluation; **provide documented meaningful, relevant feedback to students on all submitted assessments and evaluations**
- Aligns assessment strategies with learning objectives; **document links to lessons, assessments, and evaluations to curriculum expectations in MoE documents**
- Uses appropriate diagnostic techniques to assess student difficulties; **i.e. where are the students prior to teaching a concept to assess where to begin the topic/unit**

Teacher Performance Appraisal

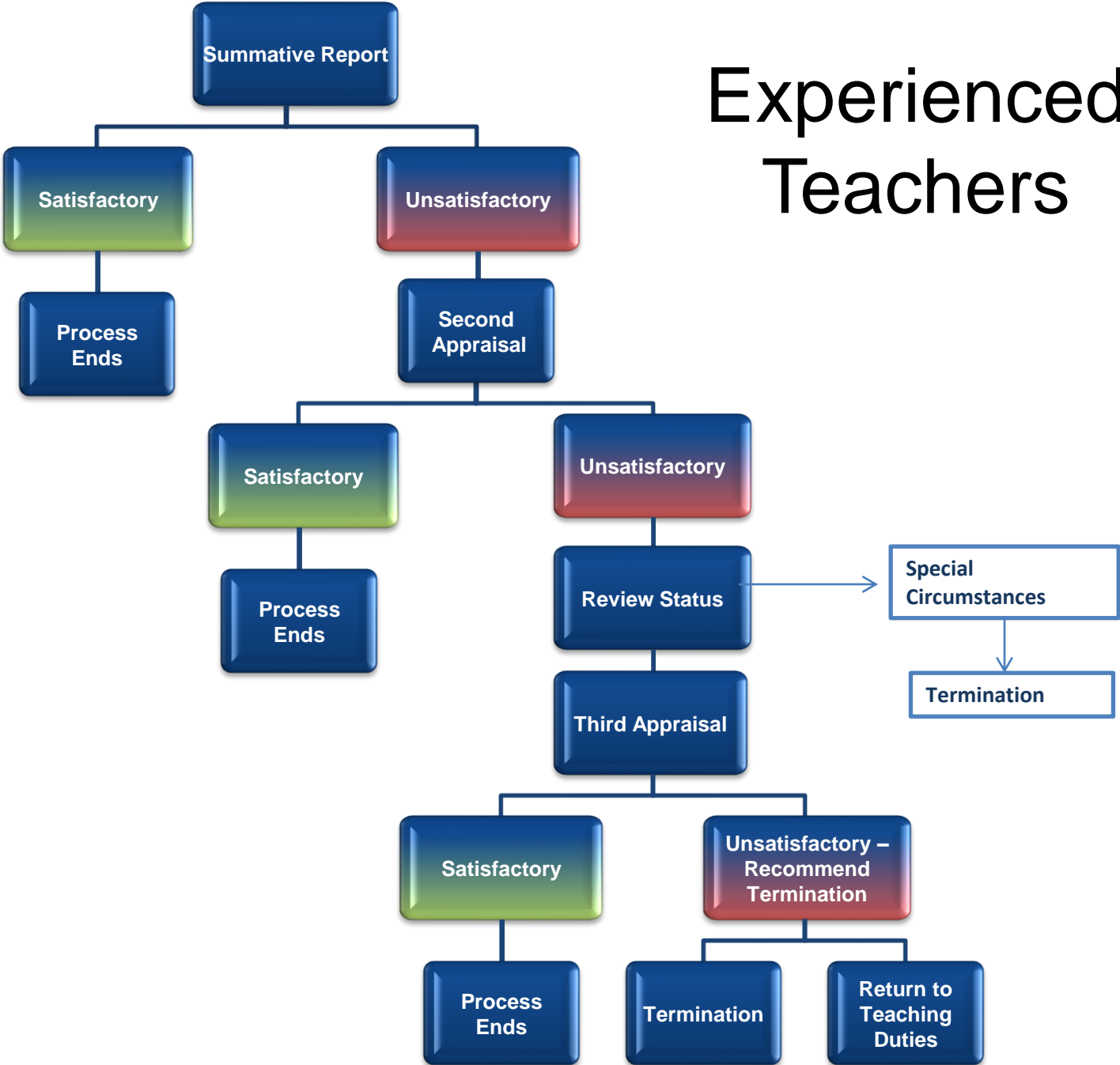
Competency Example #2 (cont'd)

- Employs formative and summative assessments to check for understanding; i.e. formative (recorded but not necessarily “count” toward student grade – practice for “real thing”, summative (count toward student grade)
- Uses a variety of appropriate teaching techniques to engage students; varied pedagogy, i.e. inquiry-based lessons, differentiated, Socratic, student-led/collaborative lessons, etc.
- Uses a variety of assessment strategies and instruments to make both short-and long-term decisions to improve student learning

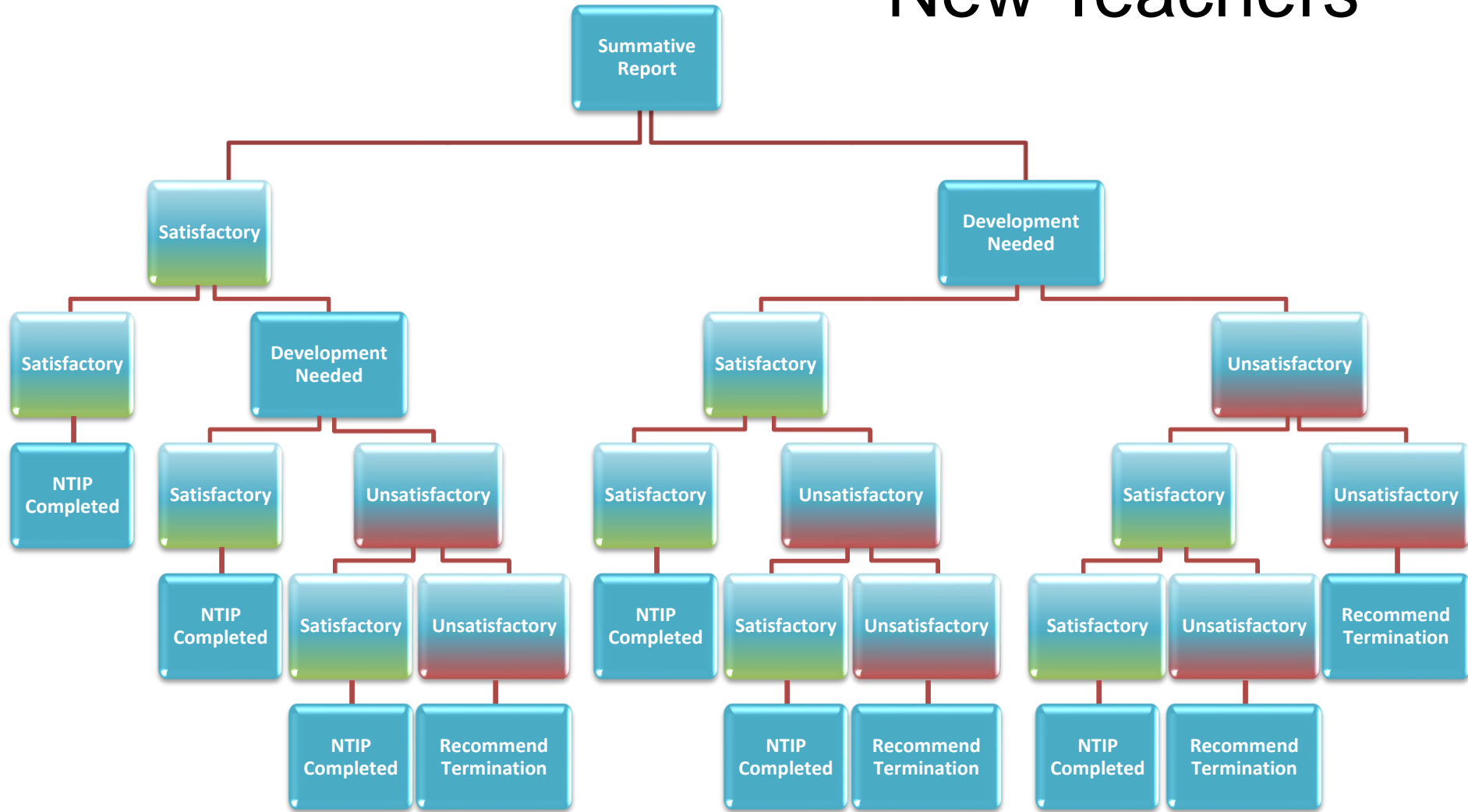
Steps in the Appraisal Process

1. Notification to Teacher
2. Pre-observation meeting
3. Classroom observation
4. Post-observation meeting
5. Summative Report

Experienced Teachers



New Teachers



First “Unsatisfactory” Appraisal

Administrator must:

- explain reasons for unsatisfactory; i.e. what is lacking and what is needed
- recommend steps and actions to be taken to improve performance; i.e. Improvement Plan
- second appraisal (60 days)

Second “Unsatisfactory” Appraisal

Administrator must:

- complete all steps as before
- provide brief written summary of the matters discussed with the teacher at the appraisal meetings
- place teacher on “**Review Status**”
- third appraisal (120 days)

Third “Unsatisfactory” Appraisal

- recommend to Board of Trustees that the teacher’s employment be terminated
- suspension with pay or assigned alternate duties until the Board considers the recommendation
- within 60 days, the Board may:
 - terminate the teacher’s employment, or
 - return the teacher to former position

Third “Unsatisfactory” Appraisal

If a teacher is terminated **or resigns** while on Review Status, the Director must promptly file a complaint with the Ontario College of Teachers, including the reasons for the teacher being placed on review status.

Development Needed

New Teachers

Administrator must:

- *recommend steps and actions to be taken to improve performance (Enrichment Plan)*
- *determine which elements of the Board's NTIP will benefit the new teacher*
- *second appraisal*

Unsatisfactory following Development Needed

- *Placed “on review”.*
- *An “Improvement Plan” must be developed by the principal, in consultation with the new teacher*

Subsequent Appraisals – New Teachers

- *up to 4 possible appraisals within the first 24 months*
- *Once two “Satisfactory” appraisals are received, Board notifies OCT and “NTIP Completed” notation is placed on teacher’s record*

Annual Learning Plan (ALP)

- ALP takes a lead role in the TPA process
- ALP is authored & directed by YOU
- ALP promotes ongoing teacher professional growth

Annual Learning Plan

Evaluation year:

- you and principal meet to review ALP
- ALP must take into account any recommendations by the principal in the summative report
- In non-evaluation years, meeting will only occur at the request of either the teacher or principal

Preparing for Your Appraisal



Preparing for Your Appraisal

- Determine your three best qualities
- Decide which is your best class/assignment

Preparing for Your Appraisal

- How can your qualities be demonstrated in a classroom setting?
- How can you demonstrate these qualities if not in a class?
- What else can you show in this class?

Preparing for Your Appraisal

Consider the Evaluator:

- What is his/her subject expertise?
- What are their expectations?
- What advice can your colleagues give you?

Preparing for Your Appraisal

- Go into pre-observation meeting knowing which LOOK-FORS you expect to demonstrate
- On the form provided, consider each domain/competency and highlight the look-for(s) that you will demonstrate
- In the box, state specifically what the evaluator will see (i.e. evidence)

If you have concerns...

- consider all eventualities
- observe your colleagues/mentors
- gather advice from your colleagues
- prepare well

Ongoing Concerns with TPA

- boards can add more competencies and principals can add more appraisals
- boards can add standards, methods, processes, timelines, and steps to be followed
- Ontario College of Teachers

What to Do If “Unsatisfactory”

- Call OSSTF District Office immediately (9055748285) focus on the next appraisal
- Natural reaction is to “fight”, but in general, litigation is not a functional process to help members with unsatisfactory TPA
- union will help

What to Do If “Unsatisfactory”

- Focus on next appraisal
- Determine your needs in the Improvement Plan
- Union will help to ensure that the Board upholds its responsibilities in the Improvement Plan

What to Do If “Unsatisfactory”

- ask your union representative to attend meetings with you
- take notes
- ask for assistance
- remain **calm** and **professional**

Use of Grievance Process is Limited

- Cannot grieve because of the use of parent/student complaints or student performance to identify teaching issues
- Prior evaluations are largely irrelevant
- Procedural errors will not be considered by arbitrators

D21 Collective Agreement

L27.02 Any criteria established by the Board for evaluation of Teachers or modifications to existing procedures shall be developed in consultation with the Bargaining Unit and shall be in accordance with the Education Act and relevant legislation.

D21 Collective Agreement

- L27.04** i) The performance appraisal shall be based on the Teacher's areas of qualifications.
- ii) Notwithstanding L27.03 i) ... unless the teacher indicates otherwise.
- iii) Notwithstanding ... should a teacher's evaluation year fall at a time when a teacher is teaching entirely outside of their areas of qualification, the evaluation will take place in ... second semester, unless this is impossible.

D21 Collective Agreement

L27.06 The Board shall provide a Teacher forty-eight (48) hours (excluding weekends and holidays) of notice before a classroom observation occurs during the TPA process unless otherwise requested by the teacher.

D21 Collective Agreement

L27.09 Performance Appraisal shall not include consideration of a Teacher's involvement in extra-curricular programs or other voluntary activities unless mutually agreed to between the Principal and the Teacher.

D21 Collective Agreement

L27.14 When a Teacher receives a performance appraisal which was rated unsatisfactory, the Bargaining Unit President shall be notified and, with Teacher consent, be provided a copy of the report by the Board within five (5) working days following delivery of an unsatisfactory report.

D21 Collective Agreement

L27.15 A Teacher who is the subject of a performance appraisal shall have the right to have a union representative present during all per-observations, post-observations, summative report, and improvement/enrichment plan meetings with the principal or other Board representative...

D21 Collective Agreement

L27.19 If a Teacher receives a second unsatisfactory rating, the Teacher shall, upon request, have the right to an evaluation by another evaluator who shall be determined by the Board. Such evaluation is subject to all of the applicable procedures.

D21 Collective Agreement

L27.22 Teachers in charge of organizational units shall not perform any aspect of a performance appraisal.

D21 Collective Agreement

L27.23 It is understood by the parties that a Teacher Performance Appraisal shall not be used to evaluate the roles and responsibilities of Positions of Added Responsibility.

Questions?