

## Suggestions for Your Professional Growth

- **Embrace** mentoring opportunities.
- **Reflect** upon your teaching practices.
- **Explore** professional development opportunities as highlighted on P.A.L.
- **Sustain** a culture of collaboration.
- **Engage** in dialogue with colleagues.

### Useful Links

*How to Build Your Professional Portfolio and Teacher Performance Appraisal* at <http://www.oecta.on.ca>

*Performance Appraisal for Experienced Teachers – Technical Requirements Manual (2007) and Teacher Performance Appraisal* at [www.edu.gov.on.ca/eng/teacher/teachers.html](http://www.edu.gov.on.ca/eng/teacher/teachers.html)

Staff link to *New Teacher Induction, Professional Learning Networks* and P.A.L. at [www.tcdsb.org](http://www.tcdsb.org)

*Standards of Practice for the Teaching Profession* at [www.oct.on.ca](http://www.oct.on.ca)

*Supporting Teaching Excellence* at [www.edu.gov.on.ca](http://www.edu.gov.on.ca)



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## Key Components of the Performance Appraisal for Experienced Teachers



An overview for teachers who have successfully completed the N.T.I.P. process or who were teaching in a permanent capacity prior to September 2006.



# What You Need to Know about the Performance Appraisal Process for Experienced Teachers



The Board will continue to implement the Act and Regulations within the framework of the Board's Mission Statement.

The **Annual Learning Plan (A.L.P.)** is a meaningful living document for teachers. Every experienced teacher must prepare an A.L.P. each school year starting the first year that the teacher is no longer considered a new teacher. The A.L.P. is *teacher authored and directed* and is developed in a **consultative and collaborative manner** with the principal each year. Teachers, in consultation with the principal, identify strategies for both growth and development throughout their evaluation year and for the years between official performance appraisals. The teacher and principal are obligated to meet to review the A.L.P. **only** if the teacher is in an evaluation year; in a non-evaluation year, meetings are discretionary and can be requested by either party.

**Competency Statements** focus the appraisal on the skills, knowledge and attitudes that reflect the standards described in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*. In assessing a teacher's performance, principals must consider all 16 competencies.

One **Appraisal** is conducted **every five years** (there are four non-evaluation years between appraisals) for experienced teachers. Experienced teachers who are new to the T.C.D.S.B. will be appraised one time in their first year of employment with the T.C.D.S.B..

**Appraisal Meetings** are intended to promote professional dialogue between principals and teachers. Three appraisal meetings are part of the performance appraisal process (*pre-observation, classroom observation and post-observation*).

- 1) A principal must arrange a **pre-observation** meeting with the teacher in preparation for the classroom observation.
- 2) To assess the teacher's skills, knowledge and attitudes, each performance appraisal must include a **classroom observation**.
- 3) A **post-observation** meeting is conducted once the classroom observation has concluded.

These meetings provide opportunities for both meaningful reflection and collaboration in order to promote teachers' growth and improvement.

Professional dialogue and collaboration are critical parts of the appraisal process and essential parts of a healthy school culture.

View key components of the revised *Performance Appraisal for Experienced Teachers* online at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

The **Summative Report** for experienced teachers is a Ministry approved form that must be used to document the performance appraisal process. The Summative Report becomes a vehicle for teachers to reflect upon the feedback they receive in developing their A.L.P. and identifying opportunities for possible future growth.

A two-point **Rating Scale** is used in each performance appraisal of an experienced teacher: *satisfactory or unsatisfactory*.

Following a performance appraisal that results in a **Satisfactory Rating**, the principal must recommend professional growth goals and strategies for the teacher to take into account in developing, reviewing and updating his or her A.L.P. each year.

When a teacher receives an **Unsatisfactory Rating**, additional requirements (including a second appraisal within the cycle) ensure that the teacher receives the support, guidance and monitoring necessary to enable the teacher to improve his or her performance within a given period.

Teachers who receive an unsatisfactory rating are encouraged to contact their Association.