

## Suggestions for Your Professional Growth

- **Embrace** mentoring opportunities.
- **Reflect** on your teaching practices.
- **Explore** professional development opportunities as highlighted on PAL.
- **Engage** in professional dialogue with colleagues.
- **Collaborate** with administration on developmental goals and strategies.

## Useful Links

### **Performance Appraisal for Experienced Teachers — Technical Requirements Manual (2010) and**

### **Teacher Performance Appraisal**

<http://www.edu.gov.on.ca/eng/teacher/appraise.html>

### **TPA Frequently Asked Questions**

<http://www.edu.gov.on.ca/eng/teacher/faq.pdf>

Staff link to **TCDSB TPA Site**

<https://intranet.tcdsb.org/Pages/Home.aspx>



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**Catholic Education Centre  
80 Sheppard Avenue East  
North York, Ontario M2N 6E8  
[www.tcdsb.org](http://www.tcdsb.org)**

Phone: 416.222.8282

September 2020



## **Key Components of the Performance Appraisal for Experienced Teachers**



**An overview for teachers who  
have successfully completed the  
NTIP process or who were  
teaching in a permanent  
capacity prior to  
September 2006.**

# Performance Appraisal Process for Experienced Teachers

## What You Need to Know

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

The **Annual Learning Plan (ALP)** is a meaningful living document for teachers. Every experienced teacher must prepare an ALP each school year starting the first year that the teacher is no longer considered a new teacher. The ALP 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 ALP **only** if the teacher is in an evaluation year. Though discretionary in a non-evaluation year, meetings are encouraged 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 TCDSB will be appraised one time in their first year of employment with the TCDSB.

**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** and may include other appraisal data.
- 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.**

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 ALP 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 ALP each year.

When a teacher receives an **Unsatisfactory Rating**, additional requirements (implementation of an Improvement plan and a second appraisal within 60 school days) ensure that the teacher receives the support, guidance and monitoring necessary to improve his or her performance within a given period.

As per the Education Act (Reg 99/02), the teacher must **sign off** the document to indicate receipt of the report, and is encouraged to add comments to the document.