

Ministry of Education



PERFORMANCE APPRAISAL OF
EXPERIENCED TEACHERS

Technical Requirements Manual

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EXPERIENCED TEACHERS

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2007

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1 Introduction

1.1 Performance Appraisal of Experienced Teachers

The revised performance appraisal process for experienced teachers is designed to foster teacher development, provide meaningful appraisals that encourage professional learning and growth, and identify opportunities for additional support where required. By helping teachers achieve their full potential, the performance appraisal process represents one element of Ontario's vision of achieving high levels of student performance.

The appraisal process for experienced teachers builds on the New Teacher Induction Program (NTIP) performance appraisal of new teachers that was introduced in June 2006. It is intended to provide a continuum of support as a new teacher successfully completes the NTIP and becomes an experienced teacher. Experienced teachers who have not participated in the NTIP will also benefit from this growth-focused appraisal process.

Professional dialogue and collaboration are a critical part of the appraisal process and an essential part of a healthy school culture. The performance appraisal process for experienced teachers provides a framework to assess experienced teachers' practices in a manner that reflects their needs for growth and development, and in which both the teacher and the principal take an active role. This includes the engagement of teachers in professional dialogue that deepens their understanding of what it means to be a teacher as described in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*.

School board, supervisory officer, principal, vice-principal, and teacher participation in the performance appraisal process is a legal requirement as set out in Part X.2 "Teacher Performance Appraisal" of the Education Act, and in Ontario Regulation (O. Reg.) 99/02 and O. Reg. 98/02, as amended, available at www.e-laws.gov.on.ca.

1.2 Experienced Teachers

A teacher ceases to be a new teacher once he or she successfully completes the NTIP or, subject to any extension provided for in the regulations, his or her 24-month new teaching period has elapsed. Further details can be found in Part X.0.1 of the Education Act and O. Reg. 99/02, as amended.

The performance appraisal process for experienced teachers is not applicable to occasional teachers, continuing education teachers, supervisory officers, principals, vice-principals, or instructors in teacher-training institutions. This does not preclude any board from designing a process to appraise the performance of any employees not included in this performance appraisal process.

1.3 Purpose of the Technical Requirements Manual

The purpose of this manual is to inform school boards, supervisory officers, principals, vice-principals, teachers, parents, students, and members of the public about the requirements of the performance appraisal process for experienced teachers. It replaces the *Teacher Performance Appraisal Manual and Approved Forms and Guidelines (2002)* as it applies to all teachers who are defined as experienced teachers.

1.4 Organization of the Technical Requirements Manual

This manual has been designed as a resource. Users should refer to the Education Act and accompanying regulations for actual governing legislation. In the event of any legal questions emerging from application of the Act and accompanying regulations, boards should refer to their own legal counsel.

The *Performance Appraisal of Experienced Teachers Technical Requirements Manual* is organized into the following sections.

Section 1 provides an introduction to the performance appraisal process for experienced teachers and an overview of the manual.

Section 2 situates teacher performance appraisal in the context of a learning community, which is the optimal environment to encourage the continuous growth and development of experienced teachers.

Section 3 describes the key components of the performance appraisal framework.

Section 4 provides an overview of the roles and responsibilities of all those who play key roles in the performance appraisal process for experienced teachers.

Sections 5 to 11 describe the processes and procedures associated with the appraisal system and are organized into the following subsections:

- **Purpose** outlines the intent and provides context for the requirements found in each section.

- **Requirements** describes the legislative and regulatory requirements and ministry guidelines for the performance appraisal of experienced teachers, including the processes, steps, timelines, and forms to be completed to ensure consistent and effective implementation. These subsections also specify the respective roles and responsibilities of school boards, supervisory officers, principals, vice-principals, and teachers in the appraisal process.

Note: The requirements related to teacher performance appraisal are set out in Part X.2, “Teacher Performance Appraisal”, of the Education Act, and in O. Reg. 99/02 and O. Reg. 98/02, as amended, available at www.e-laws.gov.on.ca.

Section 12 consists of appendices, which include the ministry-approved Summative Report Form, a sample Annual Learning Plan, and other optional resources to support implementation of the performance appraisal process.

1.5 Development of the Performance Appraisal Process for Experienced Teachers

The performance appraisal process for experienced teachers was developed on the basis of recommendations provided by the Working Table on Teacher Development, established by the Ontario Ministry of Education in spring 2005. The Ministry of Education wishes to thank the following organizations, which were invited to participate at the Working Table:

- Association des directions et directions adjointes des écoles franco-ontariennes
- Association des enseignantes et des enseignants franco-ontariens
- Catholic Principals’ Council of Ontario
- Council of Ontario Directors of Education
- Elementary Teachers’ Federation of Ontario
- Ontario Association of Deans of Education
- Ontario Association of Parents in Catholic Education
- Ontario Catholic School Trustees’ Association
- Ontario College of Teachers
- Ontario English Catholic Teachers’ Association
- Ontario Federation of Home and School Associations
- Ontario Principals’ Council
- Ontario Public School Boards’ Association
- Ontario Secondary School Teachers’ Federation
- Ontario Student Trustees’ Association
- Ontario Teachers’ Federation
- People for Education

2 Learning Communities

2.1 Fostering a Growth-Oriented Performance Appraisal Context for Experienced Teachers

In the larger context of school improvement, the performance appraisal process for experienced teachers provides principals and teachers with processes and procedures that can bring about improvements in teaching and student learning. The learning environment created by the participation of teachers and principals in learning communities fosters the trust and collaboration needed for the effective use of an appraisal process. It is especially important to see the appraisal process as a supportive and effective way of helping experienced teachers continue to grow and develop as proficient Ontario teachers.

2.2 The Role of Learning Communities in Supporting the Continuous Growth and Development of Experienced Teachers

Establishing learning communities that are characterized by shared values and a shared sense of purpose has been identified as the most promising approach to bringing about sustained and substantive school improvement.¹

In these learning communities, staff “engage in disciplined inquiry and continuous improvement in order to ‘raise the bar’ and ‘close the gap’ of student learning and achievement”.² Learning communities thrive in a culture of sharing, trust, and support. They contribute to the high performance of both teachers and students by ensuring that all students learn. They foster a culture of collaboration and focus on results.

1. M. Schmoker, “No Turning Back: The Ironclad Case for Professional Learning Communities”, in *On Common Ground*, eds. Richard DuFour, Robert Eaker, and Rebecca DuFour. (Bloomington, IN: National Educational Service, 2005), pp. 135–53.

2. Michael Fullan, “Professional Learning Communities Writ Large”, in *On Common Ground*, p. 209.

The goal of the actions of principals and teachers is to enhance their effectiveness as professionals so that students benefit. Principals and teachers together make collective commitments to what they believe and what they seek to create in order to provide a clear agenda for action that will benefit students. They ask these questions:

- “What do we want each student to learn?”
- “How will we know if each student has learned it?”
- “How will we respond when a student experiences difficulty in learning?”
- “How will we deepen the learning for students who have already mastered essential knowledge and skills?”³

Through this inquiry process they move closer to the shared vision they have established for the school. A growth-focused appraisal process that emphasizes the importance of professional dialogue and collaboration can help foster a learning community in the school.

3. Richard DuFour, Robert Eaker, and Rebecca DuFour, “Recurring Themes of Professional Learning Communities and the Assumptions They Challenge”, in *On Common Ground*, p. 15.

3 Performance Appraisal Framework for Experienced Teachers

3.1 Key Components of the Performance Appraisal Framework for Experienced Teachers

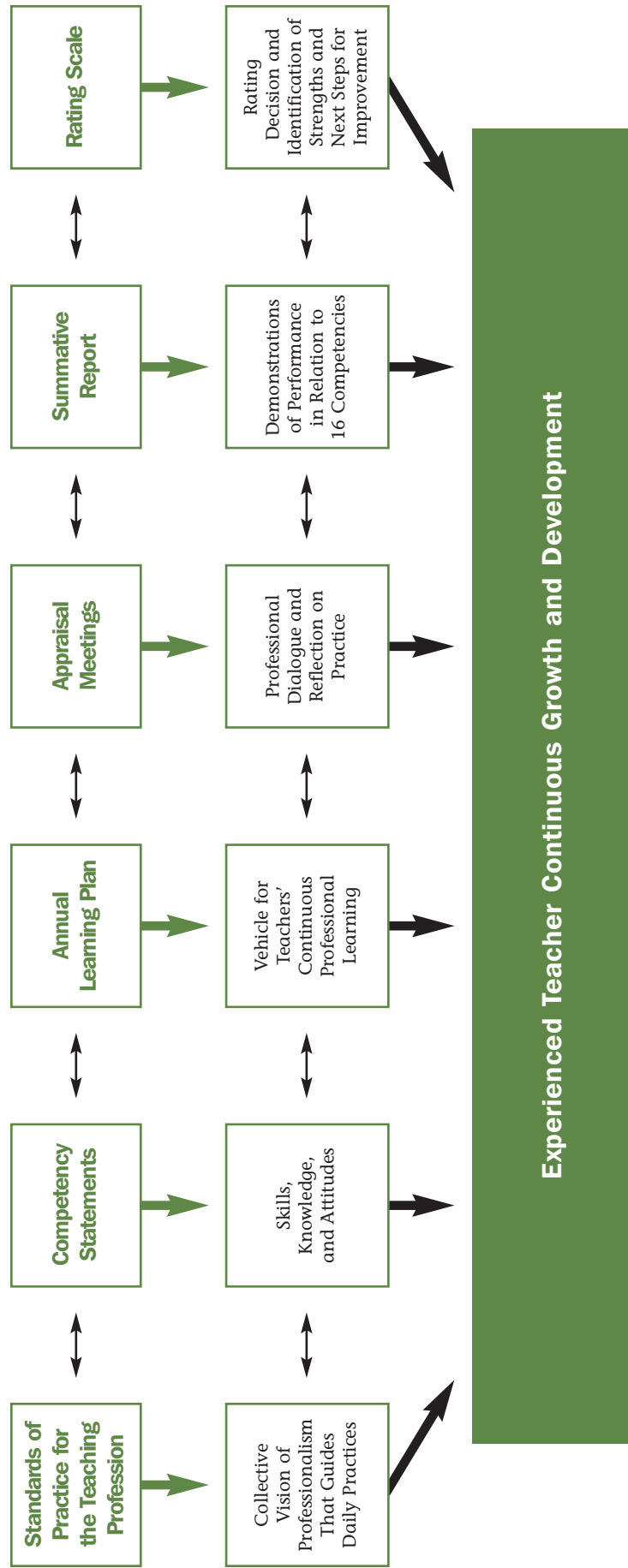
The performance appraisal process for experienced teachers is intended to support and promote teacher growth and development. When the process is tied to school improvement goals and ongoing professional learning, the process becomes fully integrated into the fabric of school life.

These are the key components of the performance appraisal framework for experienced teachers (see Figure 1 for an overview of the framework):

- **Competency statements** to 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*. Examples that illustrate how the competencies may be shown in practice are provided as a resource (refer to section 5, "Competencies", and Appendix F).
- An **Annual Learning Plan (ALP)** that provides a meaningful vehicle for teachers, in consultation with principals, to identify strategies for growth and development for the teacher's evaluation year and for the intervening years between performance appraisals. A sample ALP form is provided as a resource (refer to section 7, "Annual Learning Plan", and Appendix D).
- **Appraisal meetings** that promote professional dialogue between the principal and teacher. A principal must arrange a pre-observation meeting with the teacher in preparation for the classroom observation and a post-observation meeting after the classroom observation. The meetings provide opportunities for reflection and collaboration to promote growth and improvement (refer to section 8, "Procedures").
- A **summative report** to document the appraisal process, which becomes a vehicle for teachers to reflect on the feedback they receive in developing their ALP and identifying opportunities for growth. The Summative Report Form for Experienced Teachers is a ministry-approved form in accordance with the Education Act that provides a consistent approach to documenting the appraisal process (refer to section 8, "Procedures", and Appendix B).

- **A rating scale** to assess experienced teachers' overall performance (refer to section 9, "Rating Scale", and Appendix C). The rating scale for experienced teachers is as follows:
 - *Satisfactory*
 - *Unsatisfactory*
- **A process for providing additional support** depending on the outcome of the appraisal (refer to section 10, "Process Following a Performance Rating").

Figure 1. Performance Appraisal Framework for Experienced Teachers



4 Roles and Responsibilities

4.1 Overview

In the context of the school and school board as a learning community, principals, vice-principals, teachers, and supervisory officers all play key roles in the performance appraisal process for experienced teachers. While fulfilling their responsibilities, they also promote collaboration and demonstrate mutual respect and responsibility taking. This sets a tone within which experienced teachers do their work, pursue individual and shared goals, and strive to be successful.

More detailed descriptions of these responsibilities are provided in each section of the manual and are set out in the Education Act and accompanying regulations. All boards must implement the revised performance appraisal process for experienced teachers no later than the commencement of the 2007–08 school year.

4.1.1 Principals

Principals conduct performance appraisals of experienced teachers assigned to the school in accordance with the procedures set out in the Education Act, O. Reg. 99/02 and O. Reg. 98/02, as amended, relevant ministry guidelines, and any other requirements specified by the board that are consistent with the Act, the regulations, and any ministry guidelines.

Principals conduct one performance appraisal in the year that is scheduled as an evaluation year for the teacher. The appraisal can be conducted at any time during the evaluation year that the principal considers appropriate, subject to any board policies.

Additional appraisals are required if a performance appraisal of a teacher results in an *Unsatisfactory* rating (refer to section 10, “Process Following a Performance Rating”). Principals may also conduct performance appraisals of teachers that are additional to those required if the principal considers doing so advisable (refer to section 6, “Scheduling Requirements”).

The following is a checklist of key responsibilities of the principal in conducting the performance appraisal of an experienced teacher. The roles and responsibilities of a principal will be assumed by a vice-principal of the same school, or a supervisory officer, in instances where those responsibilities are delegated in accordance with Part X.2 of the Education Act.

A principal must:

- conduct performance appraisals of teachers assigned to the school such that teachers receive at least one performance appraisal every five years once they have been placed on an experienced teacher's evaluation cycle (refer to section 6, "Scheduling Requirements");
- within 20 school days after a teacher begins teaching in a year that is scheduled as an evaluation year for that teacher, notify him or her that the year is an evaluation year (refer to section 6, "Scheduling Requirements");
- consider all 16 competencies in assessing the teacher's performance (refer to section 5, "Competencies");
- meet with the teacher in preparation for the classroom observation (refer to section 8, "Procedures");
- conduct a classroom observation to appraise the teacher's performance (refer to section 8, "Procedures");
- meet with the teacher after the classroom observation to review the results of the classroom observation (refer to section 8, "Procedures");
- as part of the post-observation meeting in an evaluation year, recommend professional growth goals and strategies for the teacher to take into account in developing his or her ALP (refer to section 7, "Annual Learning Plan");
- prepare a summative report of the performance appraisal (refer to section 8, "Procedures"), using the ministry-approved form, that contains:
 - comments regarding the competencies identified in discussions with the teacher as the focus of the teacher's performance appraisal (the principal may also comment on other competencies that were assessed through the performance appraisal);
 - an overall rating of the teacher's performance in accordance with the rating scale for experienced teachers set out in O. Reg. 99/02, as amended;
 - recommendations for professional growth goals and strategies for the teacher to take into account in developing his or her ALP;
- within 20 school days of the classroom observation, give the teacher written notice of his or her performance appraisal rating by providing a copy of the summative report signed by the principal (refer to section 8, "Procedures");
- at the request of the principal or teacher, meet with the teacher to discuss the performance appraisal after the teacher receives a copy of the summative report (refer to section 8, "Procedures");

- provide a copy of the summative report signed by both the principal and teacher to the board (refer to section 8, “Procedures”);
- in the intervening years between appraisals, review the teacher’s ALP in consultation with the teacher and provide any feedback necessary for the teacher to update his or her plan (refer to section 7, “Annual Learning Plan”);
- at the request of the principal or teacher, meet with the teacher to discuss the teacher’s ALP in the intervening years between appraisals (refer to section 7, “Annual Learning Plan”);
- in instances where the performance appraisal results in an *Unsatisfactory* rating, follow additional procedures (refer to section 10, “Process Following a Performance Rating”).

A principal may:

- conduct additional performance appraisals of a teacher at any time the principal considers appropriate, subject to any requirements of the Act or board policies (refer to section 6, “Scheduling Requirements”);
- in a non-evaluation year, conduct performance appraisals that are additional to those required if a teacher so requests, unless the principal is of the opinion that they are unlikely to lead to improvement in the teacher’s performance (refer to section 6, “Scheduling Requirements”);
- meet with the teacher to discuss the teacher’s ALP in the intervening years between appraisals (refer to section 7, “Annual Learning Plan”).
- provide additional support to new teachers who have successfully completed the NTIP and are transitioning to the experienced teacher performance appraisal process; for example, provide support to teachers who are developing their first ALP as an experienced teacher (refer to section 7, “Annual Learning Plan”).

4.1.2 Experienced Teachers

An experienced teacher must:

- receive at least one performance appraisal every five years once the teacher has been placed on an experienced teacher’s performance appraisal schedule (refer to section 6, “Scheduling Requirements”);
- upon successfully completing the NTIP and entering the experienced teacher evaluation cycle, consult with the principal to develop an ALP in the first year as an experienced teacher (refer to section 7, “Annual Learning Plan”);
- each year, consult with the principal to review the teacher’s current ALP, his or her learning and growth over the year, and the summative report of his or

her most recent performance appraisal. The ALP must be updated, as necessary, each year taking into account the results of this review (refer to section 7, “Annual Learning Plan”);

- in an evaluation year, meet with the principal to review and update the teacher’s ALP as part of the performance appraisal process (refer to section 7, “Annual Learning Plan”);
- at the request of the principal or teacher, meet with the principal to discuss the teacher’s ALP in the intervening years between appraisals (refer to section 7, “Annual Learning Plan”);
- participate in additional appraisals as required under the Education Act if the appraisal results in a performance rating of *Unsatisfactory* (refer to section 10, “Process Following a Performance Rating”);
- participate in other appraisals requested by the principal that are additional to those required (refer to section 6, “Scheduling Requirements”);
- provide input into the recommended steps and actions that he or she should take to improve his or her performance following an *Unsatisfactory* rating (refer to section 10, “Process Following a Performance Rating”);
- at the request of the principal or teacher, meet with the principal to discuss the performance appraisal after the teacher receives a copy of the summative report (refer to section 8, “Procedures”);
- sign the summative report to acknowledge that it has been received (refer to section 8, “Procedures”).

An experienced teacher may:

- add his or her comments to the summative report (refer to section 8, “Procedures”);
- after receiving a copy of the summative report, request a meeting with the principal to discuss the performance appraisal (refer to section 8, “Procedures”);
- during non-evaluation years, request a meeting with the principal to discuss the ALP (refer to section 7, “Annual Learning Plan”);
- during non-evaluation years, request performance appraisals in addition to those required. The principal of the school to which the teacher is assigned may refuse to conduct the appraisal if the principal is of the opinion that it is unlikely that it will lead to improvement in the teacher’s performance (refer to section 6, “Scheduling Requirements”).

4.1.3 Boards

A board must:

- establish policies and rules, consistent with the Education Act, relevant regulations, and relevant ministry guidelines, relating to the performance appraisal of its experienced teachers to ensure compliance with the legislation, including policies and rules that ensure that the timelines are met and that there is accountability in the event of non-compliance. If a step or process is not completed within the timeline provided for, the step or process must be completed by the appropriate person as soon as possible thereafter, and timelines for all succeeding steps must be calculated from the time the late step or process was completed;
- make information about the teacher performance appraisal process available to its teachers, parents, and students, and the chairs of its school councils;
- if considering employing a teacher who has taught for another board, request copies of the last two performance appraisals of the teacher if either of those appraisals resulted in an *Unsatisfactory* rating (refer to section 11, “Documentation Requirements”);
- provide copies of a teacher’s performance appraisals to another board that requests them because it is considering employing the teacher, if either of the teacher’s last two appraisals were *Unsatisfactory* (refer to section 11, “Documentation Requirements”);
- schedule evaluation years for experienced teachers in a manner that ensures that each teacher will have an evaluation year once every five years. Each evaluation year must be preceded by four non-evaluation years (refer to section 6, “Scheduling Requirements”);
- schedule evaluation years for teachers who have successfully completed the NTIP such that there are four non-evaluation years between the teacher’s last evaluation year as a new teacher and his or her next evaluation year as an experienced teacher (refer to section 6, “Scheduling Requirements”);
- schedule evaluation years for experienced teachers who are new to the board so that each such teacher receives one performance appraisal in his or her first year with the board (refer to section 6, “Scheduling Requirements”);
- ensure that each teacher receives one performance appraisal during each of his or her evaluation years unless that performance appraisal results in an *Unsatisfactory* rating, in which case additional performance appraisals must be scheduled (refer to section 6, “Scheduling Requirements”);

- ensure that the teacher performance appraisal process is conducted by the principal of the school the teacher is assigned to unless the powers and duties have been delegated in accordance with the Act (refer to section 6, “Scheduling Requirements”);
- ensure that every experienced teacher employed by the board has an ALP each year that addresses the teacher’s professional growth objectives, proposed action plan, and timelines for achieving those objectives (refer to section 7, “Annual Learning Plan”);
- ensure that supports described by the principal for a teacher to improve his or her performance following an *Unsatisfactory* rating are available to the teacher in accordance with the board’s policy (refer to section 10, “Process Following a Performance Rating”);
- ensure that each appropriate supervisory officer carries out his or her duties in the performance appraisal process for experienced teachers, including the following:
 - The supervisory officer should consult regularly with the principal, throughout any period during which a teacher is on review status, regarding the teacher’s performance and steps that may be taken to improve it (refer to section 10, “Process Following a Performance Rating”).
 - In instances where the principal and supervisory officer jointly determine that the delay necessitated by conducting an additional appraisal of a teacher who is on review status is not in the best interests of the students, the supervisory officer must, jointly with the principal, submit a written recommendation to the board for termination of the teacher’s employment (refer to section 10, “Process Following a Performance Rating”).
 - The supervisory officer will carry out the appraisal obligations of the principal in instances where the principal or vice-principal is unable to do so, or the duties of another supervisory officer where that supervisory officer is absent (refer to section 6, “Scheduling Requirements”).
- establish rules outlining which principal and supervisory officer will perform the appraisal duties of the principal and supervisory officer in the case of a teacher who:
 - is assigned to more than one school;
 - is not assigned to duties in a school;
 - is assigned to duties in a school as well as to other duties; or
 - moves from one school to another;

- establish policies and procedures respecting the delegation of duties related to the performance appraisal process for experienced teachers from one supervisory officer to another where the assigned supervisory officer is unable to perform the duties or exercise the power. When no other supervisory officer employed by the same board is able to perform the duties or exercise the power, a supervisory officer of another board may do so if the two boards agree;
- pending the board's decision on whether to terminate a teacher's employment, ensure that the director of education suspends the teacher with pay or reassigns the teacher to duties that are, in the view of the director of education, appropriate in the circumstances (refer to section 10, "Process Following a Performance Rating");
- file a complaint with the Ontario College of Teachers when a decision is made to terminate a teacher's employment or when a teacher resigns from the board when he or she is on review status (refer to section 10, "Process Following a Performance Rating").

Boards may establish additional requirements for the performance appraisal of experienced teachers it employs, as long as those additional requirements are not in conflict with the requirements set out in the Education Act, O. Reg. 99/02, or O. Reg. 98/02, as amended, and ministry guidelines. Additional requirements that boards may implement include:

- additional competencies to be assessed as part of the teacher performance appraisal process;
- additional standards, methods, processes, timelines, and steps to be followed;
- additional input and material that must be taken into account in the appraisal process.

5 Competencies

5.1 Purpose

The 16 competency statements are descriptions of the skills, knowledge, and attitudes that are based on the standards set out in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*. The competencies are set out in O. Reg. 99/02, as amended, Schedule 1, "Competencies for Teachers Other Than New Teachers", and form the basis of teacher performance appraisals of experienced teachers.

Standards of Practice for the Teaching Profession

The standards of practice were developed by the Ontario College of Teachers to convey a collective vision of professionalism that guides the daily practice of its members. The competencies set out in the performance appraisal process are based on these standards. The following standards were approved by the College Council in 2006.

Commitment to Students and Student Learning

Members [of the Ontario College of Teachers] are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research, and related policies and legislation to inform professional judgement in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources, and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue, and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe, and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration, and knowledge.

5.2 Requirements

In assessing the teacher's performance, the principal must consider all 16 competencies set out in O. Reg. 99/02, as amended. The pre-observation and post-observation meetings provide opportunities for principals and teachers to discuss which competencies could be the focus of the performance appraisal, including the classroom observation. Principals and teachers may also discuss comments regarding the competencies that are to be included in the summative report. In preparing the summative report, the principal provides comments regarding competencies identified in discussions with the teacher as the focus of the teacher's performance appraisal. Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies, and may comment on competencies other than those discussed.

In addition to the competencies listed in Table 1, the Education Act provides that boards may identify and use additional competencies in the performance appraisal of teachers they employ. It is the principal's responsibility, in accordance with board policies and taking into consideration the needs of individual teachers, to determine which, if any, additional competencies may be relevant for the teacher and to comment on those competencies in the summative report.

A Log of Teaching Practice is provided in Appendix F as an optional resource that principals and teachers may use to record specific occurrences of an experienced teacher's performance in relation to the competencies. Included in the log are examples that illustrate how the competencies may be observed in practice. These are examples of good teaching practices that help make specific the skills, knowledge, and attitudes expected of experienced teachers. The examples are available as a resource for principals and teachers to promote professional dialogue and reflection on practice.

Table 1. The 16 Competency Statements

Domain	Competency
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 factors that influence pupil learning and achievement.
Professional 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 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 in Learning Communities	<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 other 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.
<p>* In the Education Act, students are referred to as "pupils".</p>	

6 Scheduling Requirements

6.1 Purpose

A school's approach to teacher performance appraisal sets the tone for much of its professional culture. The scheduling requirements necessitate careful planning and organization and an approach that conveys to everyone that appraisal is an integral component of school improvement rather than an isolated event. Integral to the process is open communication between the teacher and the principal in identifying next steps and tailored supports in a teacher's pathway to continuous improvement.

6.2 Requirements

The information that follows is a summary of the requirements of the legislation, regulations, and ministry guidelines related to the performance appraisal process for experienced teachers. Further details are set out in Part X.2 of the Education Act, O. Reg. 99/02, and O. Reg. 98/02, as amended, available at www.e-laws.gov.on.ca.

6.2.1 Frequency

Every board shall ensure that each experienced teacher is placed on a five-year cycle for performance appraisal. The performance of experienced teachers who are new to a board must be appraised in the first year of employment with the board.

Within 20 school days after a teacher commences teaching in his or her evaluation year, the principal must notify the teacher that his or her performance will be assessed during that school year. The appraisal can be conducted at any time during the evaluation year that the principal considers appropriate, subject to any board policies.

6.2.2 Teachers Continuously Employed by a Board

Each teacher continuously employed by a board must have an evaluation year in every five-year period. During his or her evaluation year, the teacher must receive at least one performance appraisal. As long as the teacher continues in the employ of that board, there must be four non-evaluation years preceding the next evaluation year (refer to section 6.2.5, “Additional Appraisals”).

If a teacher is teaching for only one semester during a year that is scheduled as his or her evaluation year, the performance appraisal must be conducted in that semester.

6.2.3 Teachers New to a Board

Boards must ensure that each experienced teacher who is new to a board has at least one performance appraisal in the first year that the teacher is employed by the board.

The five-year evaluation cycle for a teacher begins when the teacher completes his or her first year of employment with a board. The board must ensure that there are four non-evaluation years between the teacher’s first evaluation year with the board and his or her next evaluation year (refer to section 6.2.5, “Additional Appraisals”).

6.2.4 Transition of New Teachers

A teacher is no longer considered a new teacher once he or she successfully completes the NTIP or, subject to any extension provided for in the regulations, his or her 24-month new teaching period has elapsed. Further details are set out in Part X.0.1 of the Education Act and O. Reg. 99/02, as amended, available at www.e-laws.gov.on.ca.

Once a teacher is no longer considered a new teacher, he or she is required to be placed in the five-year experienced teacher evaluation cycle. Once the evaluation year is determined, a cycle should be established such that there are four non-evaluation years before the next scheduled evaluation year (refer to section 6.2.5, “Additional Appraisals”).

New teachers usually complete the NTIP within their first year of teaching or within the 24-month new teaching period. Regardless of the year in which a teacher has successfully completed the requirements through the NTIP, the board must schedule an evaluation year for the teacher such that there are four non-evaluation years between the teacher’s last evaluation year as a new teacher and his or her next evaluation year as an experienced teacher (refer to section 6.2.5, “Additional Appraisals”).

If a teacher has had his or her new teaching period extended, the teacher will be placed in the five-year experienced teacher evaluation cycle once the extension is complete.

6.2.5 Additional Appraisals

If a teacher receives an *Unsatisfactory* rating in his or her performance appraisal, the teacher will be scheduled for further appraisals in accordance with the requirements of the Act (refer to section 10, “Process Following a Performance Rating”).

If the principal of a school considers doing so advisable, he or she may conduct performance appraisals of a teacher assigned to that school in addition to those required. While the performance appraisal system legislates a minimum number of appraisals, these requirements are not intended to interfere with the principal’s discretionary right to observe teachers’ practice, meet with teachers to discuss performance, request samples of teachers’ work, provide feedback to teachers, or support teacher growth and development at any time.

Except during a teacher’s evaluation year, a teacher may also request a performance appraisal in addition to those required. For example, a teacher may request an additional appraisal to obtain input on his or her performance in a non-evaluation year, or to support a transfer or promotional opportunity. The principal of the school to which the teacher is assigned may refuse to conduct a requested performance appraisal if he or she is of the opinion that it is unlikely that the performance appraisal will lead to improvement in the teacher’s performance.

6.2.6 Provisions Where a Teacher Is Seconded to Another Board

When a teacher is seconded to another board, the evaluation cycle for that teacher continues. The board from which the teacher is seconded must advise the board that has seconded the teacher of his or her position in the cycle. The board seconding the teacher must ensure that all appraisals required in the cycle are completed during the teacher’s secondment to the board, except as set out below.

If a performance appraisal of a seconded experienced teacher results in a performance rating of *Unsatisfactory*, the following rules apply:

- The secondment agreement is terminated.
- The performance appraisal is deemed not to have been conducted except for the purposes of terminating the secondment agreement.
- The teacher’s five-year cycle recommences on the termination of the secondment agreement, and the first year in the cycle is an evaluation year for the teacher.
- The board to which the teacher returns must ensure that a performance appraisal of the teacher is conducted within 60 school days of the teacher’s return.

6.2.7 Effect of Certain Absences on the Teaching Period

When a board schedules its teachers for an appraisal according to the appraisal process for experienced teachers, the following periods must not be counted as part of the cycle:

- a period during which the teacher does not teach at any time in a school governed by the board
- a period during which the teacher is on an extended leave that has been approved by the board
- a period when the teacher is on secondment to a non-teaching position
- a period when the teacher is on secondment to a teaching position outside the Ontario public education system.

6.2.8 Timing of Appraisal When a Teacher Returns from an Extended Leave

If a teacher is on an extended leave during all or part of the evaluation cycle, any appraisal that would otherwise be carried out during that period must be conducted within 60 school days following the teacher's return from the leave.

6.2.9 Delegation by Principal to Vice-Principal or Supervisory Officer

The principal of the school to which the teacher is assigned must conduct the performance appraisal unless this responsibility is delegated to the school's vice-principal. Under certain circumstances a supervisory officer may conduct appraisals on behalf of a principal. Refer to subsection 277.17(2) of the Education Act for details. Provision for the delegation of a supervisory officer's duties and powers under certain circumstances is set out in section 277.18 of the Act.

6.2.10 Impact of the Absence of a Principal, Vice-Principal, or Supervisory Officer

When a principal or vice-principal, as delegated, is absent and unable to carry out appraisal obligations, the evaluation cycle of the teacher is not affected. The legislation makes provision for the principal, or vice-principal's obligations to be carried out by a supervisory officer under these circumstances. Similarly, when a supervisory officer is absent, the legislation makes provision for those duties to be carried out by another supervisory officer in the same board.

Whether the teacher's performance is appraised by the same or different individuals at different stages of the appraisal process, the results of each appraisal are valid.

7 Annual Learning Plan (ALP)

7.1 Purpose

The Annual Learning Plan (ALP) provides a vehicle for an experienced teacher's professional learning and growth during the evaluation year and in the intervening years between appraisals. Developing and maintaining an ALP provides teachers and principals with an opportunity to collaborate and engage in meaningful discussions of teacher performance and growth strategies. The ALP also provides an opportunity for teachers to reflect on their professional learning and growth each year.

7.2 Requirements

School boards are required (through principals, vice-principals, and supervisory officers) to ensure that every teacher they employ has an ALP for each year. Teachers who move from the new to the experienced teacher appraisal process must develop an ALP in their first year as an experienced teacher. The ALP is teacher authored and directed and is developed in a consultative and collaborative manner with the principal. The ALP must include the teacher's professional growth goals, as well as his or her proposed action plan and timelines for achieving those objectives.

Each year, teachers, in consultation with their principal, are required to review and update their ALP, as necessary, from the previous year. This review and update must take into account the teacher's learning and growth over the year, as well as the professional growth goals and strategies recommended in the summative report of the teacher's most recent performance appraisal as a point of reference for growth and learning.

The teacher and the principal must sign the teacher's ALP each year and each must retain a copy for his or her records.

The requirements of the ALP are set out in O. Reg. 98/02, as amended. A sample ALP form is provided for reference in Appendix D.

7.2.1 Process During a Teacher's Evaluation Year

In the teacher's 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. The pre-observation and post-observation meetings provide opportunities for this review to take place. The ALP must be updated on the basis of this review, as necessary, and take into account the professional growth goals and strategies recommended in the summative report for that year.

7.2.2 Process During a Teacher's Non-Evaluation Years

During the non-evaluation years, teachers, in consultation with the principal, are required to review their ALP from the previous year, their learning and growth over the year, and the professional growth goals and strategies recommended in the summative report of their most recent performance appraisal. The teacher's ALP must be updated, as necessary, based on this review.

In the non-evaluation years, a meeting is not required but is recommended. If at any time during these years the teacher or principal requires a meeting to discuss the ALP, then a meeting shall take place.

7.3 Gathering Parental and Student Input

Teachers are encouraged to gather parent and student input in developing, reviewing, and updating their ALP each year. Seeking parental and student input is an important vehicle for informing a teacher's professional learning and teaching practice. Parental and student input also help foster positive relationships, a sense of openness and fairness, and an atmosphere of trust and respect. These are all hallmarks of a school operating as a learning community that is inclusive of parents and students.

8 Procedures

8.1 Purpose

The procedural aspects of the appraisal process must be sound if the appraisal is to be both compelling and meaningful. Within the process, principals and teachers collaborate to contribute to a positive outcome. The procedures can hold promise for bringing about improvements in teaching practice and student achievement. The professional dialogue between principals and teachers supports teachers' understanding of what they are to do to fulfil the requirements to successfully complete the performance appraisal process.

8.2 Requirements

The information that follows is a summary of the requirements of the legislation, regulations, and ministry guidelines related to the procedures for the performance appraisal process for experienced teachers. An overview of the performance appraisal process is provided in Appendix G. Further details are set out in Part X.2 of the Education Act, and in O. Reg. 99/02 and O. Reg. 98/02, as amended, available at www.e-laws.gov.on.ca.

8.2.1 Overview of Performance Appraisal Procedures

In accordance with the regulations, the following procedures are always to be followed:

- a pre-observation meeting
- classroom observation
- a post-observation meeting
- completion of the Summative Report Form for Experienced Teachers, including a rating of the teacher's overall performance

In instances where a teacher's performance appraisal results in an *Unsatisfactory* rating, additional procedures are required. For details, refer to section 10, "Process Following a Performance Rating".

8.2.2 The Pre-observation Meeting

The teacher and principal must hold a pre-observation meeting to prepare for the classroom observation component of the appraisal. The principal must record the date of the pre-observation meeting in the summative report.

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

- provide the teacher with an overview of the 16 competencies that form the basis of the performance appraisal;
- ensure that the expectations of the appraisal process are clearly understood;
- discuss which competencies could be the focus of the classroom observation (this should not be interpreted to mean that observations on other competencies are excluded);
- promote a collegial atmosphere in advance of the classroom observation;
- identify what is expected during the lesson to be observed;
- discuss the teacher's plan for the classroom observation period;
- identify the expectations for student learning;
- discuss the unique qualities of the teacher's class of students;
- establish procedures in advance;
- set the date and time for the classroom observation.

The pre-observation meeting also provides an opportunity for the teacher and principal to begin to review and discuss the teacher's current ALP (refer to section 7, "Annual Learning Plan").

The principal and teacher may also begin a discussion about which of the 16 competencies the principal could focus his or her comments on in the summative report (refer to section 8.2.5, "Summative Report for Experienced Teachers").

The purpose and use of the Log of Teaching Practice should be discussed with the teacher if it is being used (refer to section 5, "Competencies", and Appendix F).

8.2.3 The Classroom Observation

To assess the teacher's skills, knowledge, and attitudes, each performance appraisal must include at least one classroom observation. Note that the classroom observation is only one component of the appraisal and that for some competencies, evidence for assessment will be obtained in other ways.

For purposes of the performance appraisal, each teacher must be observed in an instructional setting. With the exception of certain types of teaching assignments, the classroom observation component of the appraisal involves a visit by the principal to the teacher's classroom. However, "classroom observation" is defined in O. Reg. 99/02, as amended, to address those circumstances where a teacher's usual teaching environment is not a classroom. For such teachers, classroom observation includes the observation of the teacher in his or her ordinary teaching environment.

For teachers such as physical education teachers, special education teachers, or guidance counsellors, the ordinary teaching environment would include the gymnasium, a regular classroom where the special education teacher is working with particular students, or a guidance office or small-group setting where the teacher is interacting with students. The board may choose to establish appraisal protocols for the performance appraisal of teachers who are not routinely in an instructional setting with students, such as curriculum consultants, using the mandated competencies and any additional competencies that the board may develop.

8.2.4 The Post-observation Meeting

After the classroom observation, the teacher and principal must meet to review results of the classroom observation and discuss other information relevant to the principal's appraisal of the teacher's performance.

In the post-observation meeting, the principal and teacher will briefly review the 16 competencies that form the basis of the performance appraisal.

The principal and teacher will discuss the competencies that were identified as the focus of the performance appraisal. The principal and teacher will also discuss the comments regarding competencies that are intended for the summative report.

The teacher and principal will also discuss, during the post-observation meeting, professional growth goals and strategies for the teacher to take into account in developing his or her ALP. The goals and strategies will be based on the principal's recommendations from the performance appraisal. At this time, the teacher and principal may also discuss how the teacher might gather parental and student input in developing his or her ALP (refer to Section 7, "Annual Learning Plan").

In the case of a *Satisfactory* performance rating, these growth strategies may be reflected in the teacher's ALP. In the case of an *Unsatisfactory* performance rating, the growth strategies will be reflected in the teacher's Improvement Plan.

The principal will record the date of the post-observation meeting in the Summative Report Form. The post-observation meeting should be held as soon as possible after the classroom observation.

8.2.5 Summative Report for Experienced Teachers

The Summative Report Form for Experienced Teachers is a ministry-approved form that must be used to document the performance appraisal. It contains the following:

- a record of meeting and classroom observation dates;
- a record of the competencies that the principal and teacher have discussed as those that could be the focus of the classroom observation;
- the principal's comments regarding the competencies identified in discussions with the teacher as the focus of the teacher's performance appraisal (the principal may also comment on other competencies that were assessed through the performance appraisal);
- the principal's overall rating of the teacher's performance, with an opportunity for principals to provide further feedback on strengths and possible areas of growth;
- recommended professional growth goals and strategies for the teacher to take into account in developing his or her ALP.

The principal collects evidence to support his or her appraisal of the experienced teacher's performance. This evidence may be described in the Summative Report Form or attached as supporting documentation (see Appendix B and Appendix F).

Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies set out in Schedule 1 of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

After each appraisal, the principal must sign the Summative Report Form and give a copy of it to the teacher within 20 school days of the classroom observation. The teacher can add comments and must sign a copy of the form to acknowledge receipt. A copy of the form with both signatures must be sent to the board through the appropriate supervisory officer.

At the request of either the teacher or the principal, the teacher and principal shall meet to discuss the performance appraisal after the teacher receives a copy of the summative report.

8.2.6 Additional Requirements That Boards May Establish

A board may establish additional requirements for the performance appraisal process of teachers it employs, as long as those additional requirements are not in conflict with the requirements of the performance appraisal process for experienced teachers set out in the Education Act and O. Reg. 99/02, as amended. Additional requirements that boards may implement include:

- additional competencies to be assessed as part of the teacher performance appraisal process;
- additional standards, methods, processes, timelines, and steps to be followed;
- additional input and material that must be taken into account in the teacher's performance appraisal.

9 Rating Scale

9.1 Purpose

To provide feedback for growth, the teacher's overall performance is rated. The rating scale provides clear direction to teachers about their performance as a first step in identifying opportunities for further development.

A two-point rating scale is used in each performance appraisal of an experienced teacher:

- *Satisfactory*
- *Unsatisfactory*

For information about the process following a performance rating, refer to section 10, "Process Following a Performance Rating".

9.2 Requirements

The principal must determine the overall rating as a final consideration in completing the Summative Report Form for Experienced Teachers.

A rating system must have meaning for everyone involved in the appraisal process. In deciding on the overall rating, principals should refer to the rating scale provided in Appendix C.

The principal's professional judgement also plays an important role in weighing the evidence and deciding on the rating of overall performance. For the overall rating decision to be sound, it must be informed by a rich body of evidence gathered over time and take into account a range of perspectives. A Log of Teaching Practice, provided in Appendix F, is an optional resource that principals and teachers may use as a regularly kept record of demonstrations of teaching practice.

10 Process Following a Performance Rating

10.1 Purpose

The performance appraisal process for experienced teachers has been designed to focus on teacher success. In some circumstances where a teacher's performance is rated as *Unsatisfactory* and has not improved to a *Satisfactory* rating, even though steps have been taken to provide support, the result will be a recommendation by the principal for termination of the teacher's employment.

The procedures following specific appraisal outcomes are set in legislation. However, the pathways to improvement that a teacher follows may vary, and the principal's approach to providing support will be differentiated based on the individual circumstances of the teacher.

10.2 Requirements

This section is intended to inform principals and teachers about the procedures they must follow for specific appraisal outcomes.

10.2.1 Procedural Requirements Following a *Satisfactory* Rating

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 (refer to section 7, "Annual Learning Plan"). The principal may also provide further feedback on the strengths and possible areas of growth for the teacher (refer to section 7, "Annual Learning Plan").

At the request of either the teacher or the principal, the teacher and principal must meet to discuss the outcomes of the appraisal process after the teacher receives a copy of the summative report signed by the principal.

The teacher may add comments and must sign a copy of the summative report to acknowledge receipt. A copy of the summative report with both signatures must be sent to the board.

The next evaluation year for the teacher must take place after four non-evaluation years (refer to section 6.2.5, "Additional Appraisals").

10.2.2 Procedural Requirements Following an *Unsatisfactory* Rating

First Unsatisfactory appraisal rating

When a teacher receives an *Unsatisfactory* performance appraisal rating, additional requirements 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. The process begins after the principal determines that the appraisal has resulted in an *Unsatisfactory* rating.

Within 15 school days of determining that a performance appraisal of a teacher has resulted in an *Unsatisfactory* rating, the principal must:

- give the teacher written notice of the *Unsatisfactory* rating and explain to the teacher the reasons for the *Unsatisfactory* rating;
- explain to the teacher what is lacking in his or her performance;
- explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking;
- taking input from the teacher into account, recommend steps and actions that the teacher should take to improve his or her performance;
- provide the teacher and the appropriate supervisory officer with a copy of the performance appraisal document;
- provide the teacher and the appropriate supervisory officer with a brief summary, in writing, of the explanations for the rating, what is lacking, and what is expected of the teacher in the areas where performance is lacking;
- provide the teacher and the appropriate supervisory officer with an Improvement Plan that includes the steps and actions that the teacher should take to improve his or her performance.

Each board shall design its own Improvement Plan form to be used with experienced teachers. A sample Improvement Plan form is provided in Appendix E as a resource. It is the teacher's responsibility to take the necessary steps provided for in the Improvement Plan.

At the request of either the teacher or the principal, the teacher and principal must meet to discuss the outcomes of the appraisal process after the teacher receives a copy of the completed performance appraisal document and Improvement Plan signed by the principal.

Timing of a second appraisal following the first Unsatisfactory appraisal rating

The interval between the first performance appraisal that results in an *Unsatisfactory* rating and the second performance appraisal is at the discretion of the principal, subject to any relevant board policies, as long as the second appraisal is conducted within a period of 60 school days of the principal's giving written notice to the teacher of the initial *Unsatisfactory* rating.

In exercising his or her discretion as to the timing of the second performance appraisal, the principal must balance the desirability of giving the teacher a reasonable opportunity to improve his or her performance against the responsibility of providing students with quality education.

If the second appraisal is deemed *Satisfactory*, the teacher and principal are required to follow the process outlined in section 10.2.1, "Procedural Requirements Following a *Satisfactory* Rating".

If the second appraisal is *Unsatisfactory*, the following requirements must be met.

Second Unsatisfactory appraisal rating

Where a teacher receives two consecutive performance appraisals with *Unsatisfactory* ratings, the teacher will be placed on review status and the following procedures will take place.

Within 15 school days of determining that a performance appraisal of a teacher has resulted in a second consecutive *Unsatisfactory* rating, the principal must:

- give the teacher written notice of the *Unsatisfactory* rating, explain to him or her the reasons for the *Unsatisfactory* rating, place the teacher on review status, and advise the teacher in writing of that fact;
- explain to the teacher what is lacking in his or her performance;
- explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking;
- explain to the teacher the ways, if any, in which his or her performance has changed since the previous performance appraisal;
- seek input from the teacher as to what steps and actions could help the teacher improve his or her performance;
- provide the appropriate supervisory officer and the teacher with copies of the performance appraisal document and all documents relied on in conducting the performance appraisal;

- prepare a written Improvement Plan for the teacher, setting out steps and actions that the teacher should take to improve his or her performance, taking into account the teacher's input. Before preparing the plan, the principal must consult with the appropriate supervisory officer, unless the supervisory officer is carrying out the functions of the principal, in which case no consultation is required;
- provide the teacher and the appropriate supervisory officer with a brief written summary of the explanations for the *Unsatisfactory* rating, what is lacking in the teacher's performance, what is expected of the teacher in areas in which his or her performance is lacking, and the ways, if any, in which his or her performance has changed since the previous performance appraisal. A copy of the written Improvement Plan must also be provided.

Review status

A teacher is put on review status when two consecutive performance appraisals result in an *Unsatisfactory* rating. Whenever a teacher is on review status, the principal will:

- monitor the teacher's performance;
- consult regularly with the supervisory officer regarding the teacher's performance and steps that could be taken to improve it, unless the supervisory officer is carrying out the functions of the principal, in which case no consultation is required;
- provide the feedback and recommendations to the teacher that the principal considers might help the teacher improve his or her performance.

Timing of a third appraisal while on review status

The principal must conduct another performance appraisal during the 120 school days starting with the day on which the teacher is advised that he or she is on review status.

If the third performance appraisal results in a *Satisfactory* performance rating, the teacher immediately ceases to be on review status. The principal must advise the teacher in writing of that fact, and provide a copy of the signed summative report with its notice of the latest appraisal rating. At the request of either the teacher or the principal, and after the teacher receives a copy of the summative report, the principal and the teacher must meet to discuss the performance appraisal.

If the third appraisal is *Unsatisfactory*, the teacher's employment may be terminated through the process described below.

10.2.3 Provisions for Termination of a Teacher's Employment

Recommendation of termination following a third Unsatisfactory appraisal rating

If the third performance appraisal while a teacher is on review status results in a third consecutive *Unsatisfactory* rating, the principal must promptly send a written recommendation to the board that the teacher's employment should be terminated. The recommendation must be accompanied by written reasons for the recommendation, as well as copies of the performance appraisal document and all documents relied on in conducting the three performance appraisals.

The principal must promptly provide the teacher with the following:

- a copy of the written recommendation
- a copy of the written reasons for the recommendation
- copies of the performance appraisal document and all documents relied on in conducting the performance appraisals

Termination while on review status without an additional appraisal

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

If at any time during the 120 school days starting with the day on which the teacher is advised that he or she is on review status the principal and supervisory officer jointly determine that the delay necessitated by conducting a third performance appraisal is not in the best interests of the students, they must promptly send a joint written recommendation to the board that the teacher's employment should be terminated. The recommendation must include a statement that, in the opinion of both the principal and the supervisory officer, the delay necessitated by a third performance appraisal is inconsistent with the best interests of the students.

Where the principal's duties and responsibilities are performed and exercised by a supervisory officer, the supervisory officer will act jointly with another supervisory officer.

Procedures followed by boards on receiving a recommendation to terminate a teacher's employment

Pending the board's decision on whether to terminate the teacher's employment, the director of education (or the supervisory officer in the case of a school authority) must suspend the teacher with pay or reassign the teacher to duties that are, in the view of the director of education (or the supervisory officer in the case of a school authority), appropriate in the circumstances.

A board that receives a recommendation to terminate a teacher's employment must make a decision, by a majority vote, on whether to do so, and this vote must take place within 60 days of receiving the recommendation. If the teacher's employment is not terminated, his or her reassignment to other duties ceases and, unless the board and the teacher agree otherwise, the teacher resumes his or her former position.

Where a board terminates a teacher's employment, the secretary of the board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the teacher that relate to the termination.

Where a teacher employed by a board resigns while he or she is on review status, the secretary of the board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the teacher that relate to the teacher having been placed on review status.

10.2.4 Arbitration

A board and the designated bargaining agent for a teacher's bargaining unit may provide in their collective agreement for the final and binding settlement, by arbitration, without stoppage of work, of differences that may arise between the board and its teachers with respect to the implementation of the performance appraisal process.

11 Documentation Requirements

11.1 Purpose

The documentation requirements of the performance appraisal process for experienced teachers outlined in this section provide written records for principals and teachers to refer to when pursuing and monitoring pathways for their improvement. They also facilitate timely and accountable communications about the status of teacher performance appraisals within and between boards in the province.

11.2 Requirements

11.2.1 Record Keeping

Every board must retain the documents used in the teacher performance appraisal process for at least six years from the date of each appraisal as indicated on the Summative Report Form. In a teacher's evaluation year, a copy of the teacher's ALP must be included in the appraisal documentation and becomes part of the documentation kept on record by the board.

11.2.2 Exchange of Information Among Schools and Boards

A board that is considering employing a teacher shall contact the last board that employed the teacher, if any, to request the following:

- copies of the performance appraisal documents that are in the possession of the board that relate to the last two performance appraisals of the teacher conducted by the board, if either of those two appraisals resulted in an *Unsatisfactory* rating;
- copies of all documents relied on in conducting the last two performance appraisals of the teacher conducted by the board, if either of those two appraisals resulted in an *Unsatisfactory* rating;
- copies of any documents relating to the termination of the employment of the teacher or to a recommendation for the termination of the employment of the teacher that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board;

- copies of any documents relating to resignation by the teacher while on review status that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board.

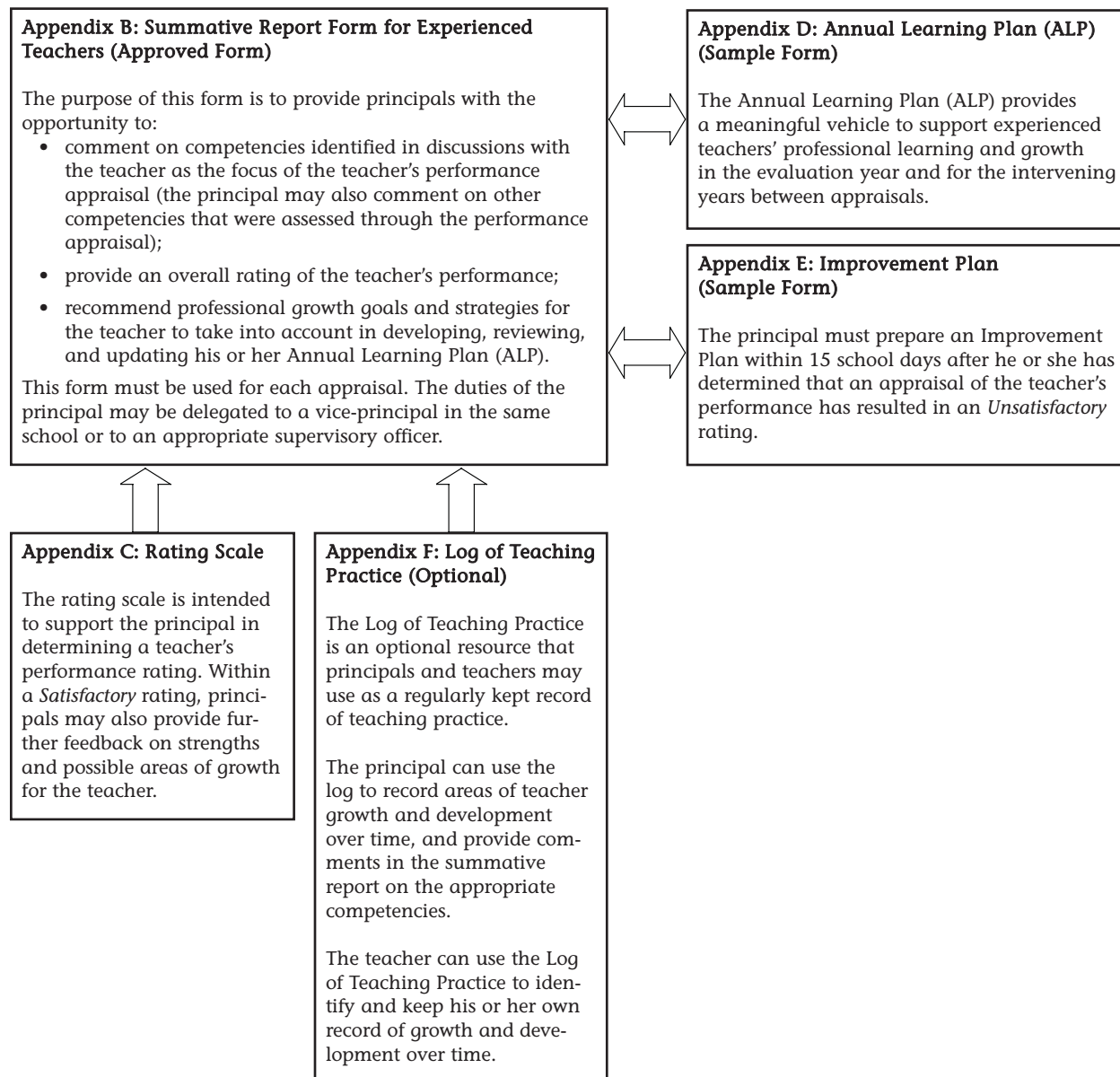
A board that receives a request from another board for documents relating to a teacher's performance appraisal must promptly inform the requesting board whether there are any documents to provide in response to the request and, if so, must promptly provide the documents.

These provisions for the exchange of information between boards are the minimum requirements established under the Education Act. Nothing in the legislation is intended to limit existing rights available to boards for the exchange of information about prospective or past employees.

Appendix A

Guide to the Appendices

The information and forms provided in Appendices B through F of this manual are intended to assist principals in conducting, reflecting on, and documenting the performance appraisal process for experienced teachers. The information and forms in these appendices also provide a guide for teachers to understand, reflect on, and keep track of the outcomes of their performance appraisal.



Appendix B Summative Report Form for Experienced Teachers (Approved Form)

This form must be used for each performance appraisal. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Boards are not allowed to remove any of the content from this approved form. Boards may add information, such as additional competencies (Section 277.32 of the *Education Act*), as long as this does not affect the substance of the form or mislead, and the form is organized in substantially the same way as the approved form.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Instructions to the Principal

1. This report is to be completed during the performance appraisal process.
2. A copy signed by the principal must be provided to the teacher within 20 school days after the classroom observation (or 15 school days if the appraisal has resulted in a performance rating that is *Unsatisfactory*).
3. The teacher can add comments and must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the board.

5. In preparing the summative report, the principal must:
- consider all 16 competencies in assessing the teacher’s performance;
 - provide comments regarding the competencies identified in discussions with the teacher as the focus of the performance appraisal¹;
 - provide an overall rating of the teacher’s performance in accordance with the rating scale;
 - recommend professional growth goals and strategies for the teacher’s development.

Meeting and Classroom Observation Dates (yyyy/mm/dd)

Pre-observation:

Classroom Observation:

Post-observation:

Focus of the Classroom Observation¹

Other Appraisal Input (Please specify.)

Additional input attached

1. Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies set out in Schedule 1 of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

Instructions to the Principal: Comment on competencies identified in discussions with the teacher as the focus of the teacher's performance appraisal (the principal may also comment on other competencies that were assessed through the performance appraisal).

Domain: Commitment to Pupils and Pupil Learning

- The teacher demonstrates commitment to the well-being and development of all pupils.
- The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.
- The teacher treats all pupils equitably and with respect.
- The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

Domain: Professional Knowledge

- The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.
- The teacher knows a variety of effective teaching and assessment practices.
- The teacher knows a variety of effective classroom management strategies.
- The teacher knows how pupils learn and factors that influence pupil learning and achievement.

Domain: Professional Practice

- The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.
- The teacher communicates effectively with pupils, parents, and colleagues.
- The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.
- The teacher adapts and refines his or her teaching practices through continuous learning and reflection, using a variety of sources and resources.
- The teacher uses appropriate technology in his or her teaching practices and related professional responsibilities.

Domain: Leadership in Learning Communities

- The teacher collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and school.
- The teacher works with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

Domain: Ongoing Professional Learning

- The teacher engages in ongoing professional learning and applies it to improve his or her teaching practices.

Additional Competencies

Overall Rating of Teacher’s Performance

For a description of the ratings, refer to Appendix C.
(Check the appropriate box.)

- Satisfactory* *Unsatisfactory* (If the teacher received an *Unsatisfactory* rating, an Improvement Plan will also be developed.)

Comments on the Overall Rating of the Teacher’s Performance

If the teacher received a *Satisfactory* rating, the principal is encouraged to provide further feedback on strengths and possible areas of growth for the teacher.

Professional Growth Goals and Strategies for the Teacher (Required, if rating is *Satisfactory*)

The following professional growth goals and strategies are recommended for the teacher to take into account in developing his or her Annual Learning Plan (ALP).

Principal's Additional Comments on the Appraisal (Optional)

Teacher's Comments on the Appraisal (Optional)

Principal's Signature

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the Education Act and Ontario Regulation 99/02 and Ontario Regulation 98/02, as amended.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

Date (yyyy/mm/dd)

Appendix C

Rating Scale

The Rating Scale

The scale used in the appraisal process for experienced teachers is as follows:

- *Satisfactory*
- *Unsatisfactory*

Descriptions of the Overall Performance Ratings

The following descriptions of the performance ratings are provided as a resource to clarify for principals and teachers what is meant by each of the ratings. The descriptions are intended to be considered holistically rather than to be used as a checklist. Principals and teachers may find it helpful to expand on these descriptions to develop an enhanced and shared understanding of the ratings.

Satisfactory

The *Satisfactory* rating encompasses the diversity among experienced teachers that includes their stage of development and degree of professional expertise.

Experienced teachers whose overall performance rating is *Satisfactory* exhibit a range in levels of performance for a sustained period in relation to the following:

- demonstrate effectiveness across all the competencies for experienced teachers;
- demonstrate effective teaching practice that enhances student success;
- improve and refine their teaching through self-reflection and by accepting constructive feedback;
- show self-direction and responsibility for their improvement efforts, including professional development focused on improving their teaching and student learning;
- display professional characteristics that contribute to effective practice – in particular those relating to having high aspirations and expectations for their students, inspiring trust and confidence in students and colleagues, and working collaboratively for the good of the students and the school.

Unsatisfactory

Experienced teachers whose overall performance rating is *Unsatisfactory*:

- demonstrate ineffective teaching in relation to the competencies for experienced teachers;
- require improvement in the competencies that are the focus of the teacher's individual appraisal and affect teaching and student learning.

Appendix D Annual Learning Plan (ALP) (Sample Form)

The purpose of the Annual Learning Plan (ALP) is to provide a meaningful vehicle to support experienced teachers' professional learning and growth in the evaluation year and for the intervening years between appraisals. The ALP is teacher authored and directed, and is developed in a consultative and collaborative manner with the principal.

ALP Requirements

- Experienced teachers are required to have an ALP each year that includes their professional growth goals, as well as their proposed action plan with timelines for achieving those goals.
- Teachers who move from the new teacher's appraisal process to the experienced teacher's appraisal process must develop an ALP in their first year as an experienced teacher.
- Each year, teachers are required to consult with their principal to review and update, as necessary, their ALP. This review and update must take into account the teacher's learning and growth over the year, as well as the professional growth goals and strategies recommended through the summative report of the teacher's most recent performance appraisal.
- In an evaluation year, teachers must review and update their ALP in a meeting with their principal as part of the performance appraisal process. The pre-observation and post-observation meetings provide opportunities for this review and update to take place.
- In the non-evaluation years, a meeting is not required but is recommended. If at any time during these years the teacher or principal requests a meeting to discuss the ALP, then a meeting shall take place.
- The teacher and the principal must both sign the teacher's ALP each year and retain a copy for their records. Under certain circumstances, the duties of the principal as outlined above may be delegated to a vice-principal in the same school or to an appropriate supervisory officer (refer to section 6, "Scheduling Requirements").

Growth Goals and Strategies

- The growth goals and strategies identified by the teacher should be relevant to his or her professional needs and focus on improving his or her teaching practice and student learning.
- Growth-oriented professional dialogue between the teacher and principal can help identify the growth goals and strategies for the teacher's continuous learning and development to include in his or her ALP.
- Parent and student input can also help inform the teacher's ongoing professional learning and teaching practice.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Background to Inform Professional Growth Goals, Action Plan, and Timelines

Recommended professional growth goals and strategies from the summative report of my most recent performance appraisal:

Professional learning and growth that I have experienced over the past year(s):

Reflections on parental and student input to inform my professional learning and teaching practice:

*** Note: Teachers are encouraged to consider parental and student input to inform their professional learning and teaching practice. This is not a mandatory component.

Professional Growth Goals	Professional Growth Strategies to Help Reach Goals	Rationale for Professional Growth Goals and Strategies	Action Plan and Timelines

Other Comments (Teacher)

Other Comments (Principal):

Date of Next Review and Update of the Annual Learning Plan

Date (yyyy/mm/dd)

Principal's Signature

My signature indicates that the teacher consulted with me to review and update the Annual Learning Plan.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I reviewed and updated the Annual Learning Plan in consultation with my principal.

Date (yyyy/mm/dd)

Appendix E Improvement Plan (Sample Form)



The Improvement Plan must be prepared by the principal within 15 school days after the principal has determined that an appraisal of the teacher's performance has resulted in an *Unsatisfactory* rating. This plan must set out steps and actions that the teacher should take to improve his or her performance. The principal must seek input from the teacher as to what steps and actions could help the teacher improve his or her performance.

The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer (refer to section 6, "Scheduling Requirements").

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Competencies Requiring Improvement

Expectations

Steps and Actions for Improvement (teacher input must be taken into account)

Support (for example, from principal, from board)

Sample Indicators of Success

Date of Next Performance Appraisal

(Must occur in accordance with requirements as set out in Part X.2 of the Education Act, Teacher Performance Appraisal, Process Following Unsatisfactory Rating)

Date (yyyy/mm/dd)

Teacher's Comments on the Improvement Plan

Principal's Signature

My signature indicates that I developed this Improvement Plan with the teacher's input.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Improvement Plan.

Date (yyyy/mm/dd)

Appendix F

Log of Teaching Practice (Optional)

Suggestions for Using the Log of Teaching Practice

How is the Log of Teaching Practice used?

A Log of Teaching Practice is an optional resource for principals and/or teachers that may be used as a regularly kept record of demonstrations of teaching. It can provide a vehicle for chronicling noteworthy examples of teaching and learning events as they occur. The log is limited in its focus and is highly structured, using a standardized format for recording. Entries are restricted to facts so that data are objective. Analysis and interpretation follow the collection of log data.

How can the Log of Teaching Practice be used in the performance appraisal process for experienced teachers?

The log can be used to record selected information about specific occurrences related to an experienced teacher's learning and development in relation to the 16 competencies that form the basis of the performance appraisal process for experienced teachers. The log provides specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth. When kept simultaneously by both the principal and the teacher, the principal and teacher logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. Note that there is an individual log form provided for each of the 16 competencies. Principals and teachers may use the blank log form for other competencies if they wish.

Who maintains the Log of Teaching Practice?

Principals and teachers may keep their own individual logs.

What occurrences are relevant for recording in the log?

The occurrences or instances that could be recorded in the log should be relevant to the 16 competencies that form the basis of the performance appraisal process. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways that a competency may be observed in practice are included on the log form as a resource. These statements are samples and do not include everything that constitutes good teaching. Their purpose is to help make specific the skills, knowledge, and attitudes expected of experienced teachers. Principals and teachers may use these examples and others they identify to develop a shared understanding of what teachers should demonstrate in their teaching.

What sources and kinds of evidence are used?

A wide range of possible evidence can be collected in relation to demonstrations of teaching. "Possible Kinds and Sources of Evidence", included as a resource at the end of this appendix, provides a list of evidence that principals and teachers might reference in their individual Log of Teaching Practice.

Log of Teaching Practice

 USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers demonstrate commitment to the well-being and development of all pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge of how pupils develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure the special needs of pupils are met
- shapes instruction so that it is helpful to pupils who learn in a variety of ways
- effectively motivates pupils to improve pupil learning
- demonstrates a positive rapport with pupils

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning	
Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.	
<p>The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.</p> <ul style="list-style-type: none"> • assists learners in practising new skills by providing opportunities for guided practice • provides for active pupil participation in the learning process • employs a balance of pupil- and teacher-directed discussion/learning • establishes an environment that maximizes learning • uses a variety of teaching strategies suited to the individual needs of pupils 	
Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice

 USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers treat all pupils equitably and with respect.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- demonstrates care and respect for pupils by maintaining positive interactions
- promotes polite and respectful pupil interactions
- addresses inappropriate pupil behaviour in a positive manner
- communicates information from a bias-free, multicultural perspective
- ensures and models bias-free assessment to address equality
- values and promotes fairness and justice and adopts anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion, and culture

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides learners with appropriate opportunities for independent practice of new skills
- employs effective questioning techniques that encourage higher-level thinking skills
- provides guidance and appropriate feedback to learners on attainment of new concepts/skills
- encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment
- encourages students to be cognisant of their personal strengths and capabilities to pursue possible career paths

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

 USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know their subject matter, the Ontario curriculum, and education-related legislation.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas
- demonstrates mastery of subject knowledge and related skills
- presents accurate and up-to-date information
- implements and effectively explains statutes and regulations with regard to pupil safety and welfare
- knows, follows, and explains appropriate legislation, local policies, and procedures

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge	
Competency: Teachers know a variety of effective teaching and assessment practices.	
<p>The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.</p> <ul style="list-style-type: none"> • provides constructive criticism as part of evaluation • aligns assessment strategies with learning objectives • uses appropriate diagnostic techniques to assess pupil difficulties • employs formative and summative assessments to check for understanding • uses a variety of appropriate teaching techniques to engage pupils • uses a variety of assessment strategies and instruments to make both short- and long-term decisions to improve pupil learning 	
Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice

USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge	
Competency: Teachers know a variety of effective classroom management strategies.	
<p>The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.</p> <ul style="list-style-type: none"> • systematizes routine procedures and tasks to engage pupils in varied learning experiences • provides opportunities for pupils to share their interests and demonstrate their involvement in learning • ensures that all pupils have the opportunity to learn • uses appropriate strategies to manage discipline • implements the behaviour code consistently 	
Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice

 USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know how pupils learn and factors that influence pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses different motivational strategies to encourage pupils in developing competence in all areas
- takes into account various learning styles with the selection of materials/media
- adapts to groups or individual pupils with flexible grouping practices
- modifies programs to fit pupil needs by making topics relevant to pupils' lives and experiences
- knows special education IEP and IPRC processes and provides appropriate experiences for pupil achievement

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

 USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: 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.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- develops clear and achievable classroom expectations with pupils
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address pupil needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists pupils to develop and use ways to access and critically assess information

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice	
Competency: Teachers communicate effectively with pupils, parents, and colleagues.	
<p>The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.</p> <ul style="list-style-type: none"> • provides ongoing feedback to parents through newsletters, bulletins, etc. • demonstrates a positive, professional attitude when communicating with parents, pupils, and colleagues • follows school/board guidelines on reporting with diligence • conducts teacher-pupil conferences • communicates clear, challenging, and achievable expectations for pupils 	
Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice

 USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress to evaluate their achievement, and report results to pupils and parents regularly.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses a variety of techniques to report pupil progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with pupils to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both pupils and parents informed and to chart pupil progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

 USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assesses and reviews program delivery for relevancy
- uses provincial achievement standards and competency statements as a reference point for evaluation of teaching
- modifies program to respond to needs of exceptional pupils
- effectively demonstrates knowledge of trends, techniques, and research relevant to his or her teaching

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

 USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers use appropriate technology in their teaching practices and related professional responsibilities.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses technology when appropriate to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures, and decision making
- models and promotes effective use of technology to promote pupil learning
- demonstrates effective use of technology as it relates to school operations and board expectations

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Leadership in Learning Communities

Competency: Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- learns with and from colleagues and others in the community of learners
- pursues and effectively shares knowledge about current thinking, trends, and practices in education with colleagues
- works cooperatively with colleagues to solve pupil, classroom, and school concerns
- participates as an effective team member and shares expertise with others, e.g., by acting as mentor, peer coach, or associate teacher
- participates effectively by contributing to grade, division, and/or subject teams
- participates effectively on committees by organizing school-based activities, e.g., school/parish initiatives, graduation, theme days
- shares learning acquired through participation on system-wide or provincial initiatives with colleagues
- serves as a resource to colleagues, e.g., in the effective use of technology, assessment strategies, classroom management
- creates worthwhile opportunities for pupils, their parents, and community members to share their learning, knowledge, and skill with others and within the class or school

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

 USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Leadership in Learning Communities

Competency: Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- reaches out to parents and to diverse local communities, inviting them to share their knowledge and skills in supporting effective classroom and school activities
- engages others effectively through shared problem solving and conflict resolution
- initiates contact with other professionals and community agencies to assist pupils and their families, where appropriate
- cooperates and works readily with the school's support team
- serves on the school council as a teacher advisor
- sets up partnership with local library, music centre, science centre, business recreation centre, or career centre to develop resources to enhance career opportunities and pupil achievement
- contributes research to professional publications, subject councils, or other professional organizations
- participates in, give presentations at, and effectively organizes conferences, workshops, and institutes to enhance pupil achievement

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

USER: Principal Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Ongoing Professional Learning

Competency: Teachers engage in ongoing professional learning and apply it to improve their teaching practices.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- seeks input from colleagues, consultants, or other appropriate support staff and effectively applies it to enhance teaching practices
- identifies areas for professional growth; attends workshops, appropriate seminars, or courses to respond to changes in education/policies and practices; and effectively applies information to enhance teaching practices
- participates willingly and effectively in professional learning, study groups, and in-service programs to enhance skill development or broaden knowledge
- observes other teachers, acquires best practices, and effectively applies new information/techniques to enhance teaching practices
- reads professional journals, books, Internet sites, or any articles related to educational contexts and effectively shares with peers
- keeps a portfolio recording his or her learning experiences and effectively relates them to educational contexts
- participates in workshops, seminars, courses, and in-service programs; or reads books, articles, journals, and Internet sites; or reflects with others to better understand human nature to become a better human being and a model for pupils
- explores ways to access and to use educational research

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Log of Teaching Practice

USER: Principal Teacher

(Blank form provided for additional competencies)

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN:	
Competency:	
<p>The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.</p> <ul style="list-style-type: none"> • • • • • 	
Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

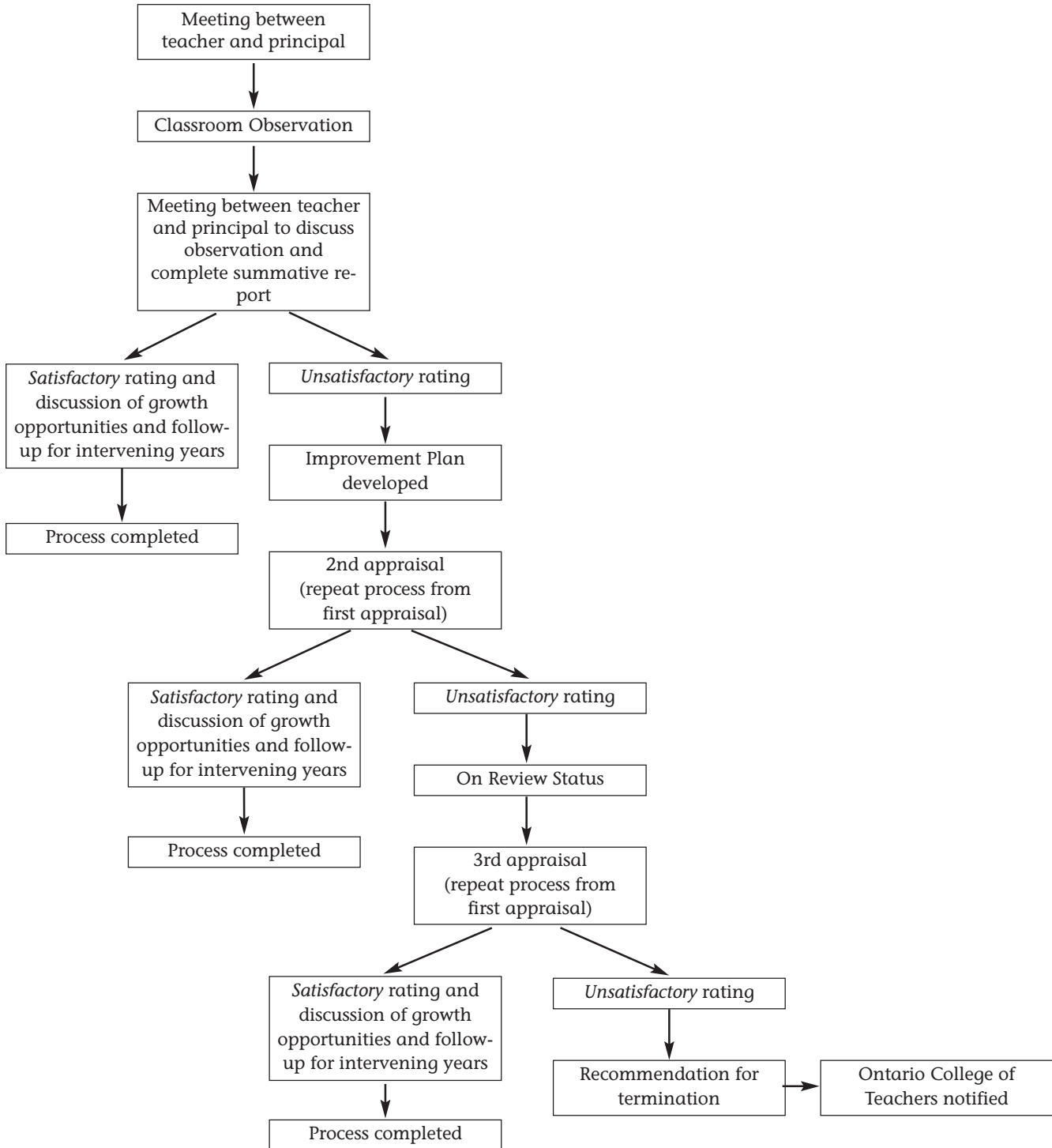
Possible Kinds and Sources of Evidence

The following list provides examples of possible kinds and sources of evidence that principals and teachers may reference in the Log of Teaching Practice.

Age-appropriate assessment tools, including modifications for students
Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs
Differentiated lessons and assessments
Feedback on assignments from teacher and/or student
Flyers, pictures, treasure boxes
Goal-setting activities
Learning centres
Lessons and assignments that show authentic assessment practices
Letters to parents, monthly classroom newsletters that reflect the diversity of the school community
List of classroom expectations and routines
List of daily/weekly routines and use of instructional time
Log of student remedial support
Manipulatives, media tools
Multifaith calendar
Open house/curriculum night/education week materials
Parent conference materials
Parent/teacher/student interviews and conferences
Photos of classroom bulletin boards, student activities
Plans showing results of collaboration with other teachers, (e.g., English as a Second Language)
Posters, photos, bulletin boards, displays of student work
Reading and reasoning targets, data analysis and prompts
Records of student achievement
Reflective journals
Resources and classroom materials that reflect diversity
Sample lesson and unit plans using modules, curriculum integration
Sample progress reports and report cards
Sample safety routines
Samples of student reflection
Samples of student work
Samples of tests, rubrics, checklists, anecdotal comments
Self and peer assessments
Student of the week certificates, positive notes
Student portfolios
Student presentations
Student-designed assignments
Use of achievement charts/performance standards
Use of classroom data to improve lessons

Appendix G Performance Appraisal Process (Overview)

Appraisal





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