THE TEACHER PERFORMANCE APPRAISAL PROCESS

2026-2027

NEW & EXPERIENCED TEACHERS

"EXPERIENCED TEACHER"
TEACHER PERFORMANCE APPRAISAL

The Elementary Teachers of Toronto (ETT), District 12 OSSTF Toronto Teachers' Bargaining Unit (TTBU) and The Toronto District School Board (Board) have reviewed the Ministry's "*Manual for Performance Appraisal of Experienced Teachers 2010" (Manual)* and have endorsed its use as the guideline for directing Teacher Performance Appraisal practice for Experienced Teachers.

It is the belief of the Board, ETT and District 12 OSSTF TTBU that the Experienced Teacher – Teacher Performance Appraisal Process should foster collaboration and relationship building that is essential to creating and sustaining a learning community.

The Board and the Unions expect that the Teacher Performance Appraisal Process will strongly reflect the following key components:

Philosophy

The experienced Teacher Performance Appraisal practices should:

- support and promote the continued growth and development of experienced Teachers;
- foster the collaboration and relationship building that is essential to creating and sustaining a learning community in schools; and
- promote a learning community culture based on sharing, trust and support.

Principals and Teachers should refer to sections 2.1 and 2.2 as outlined in the *Manual*.

Responsibility

Through building supportive relationships, schools have the potential to become "learning communities" that share in the support of experienced Teachers. Principals, Vice-Principals, Teachers and Supervisory Officers need to demonstrate a mutual respect and to share responsibility for implementing the process. The Board, ETT and OSSTF will provide additional

support for Teachers who have been rated as "Unsatisfactory." Refer to the Performance Rating section below for further direction.

Performance Appraisal Meetings

Professional dialogue is an important component of the TPA process and therefore the Pre-Observation and Post-Observation meetings are mandatory (refer to pages 29-33 in the *Manual*). The rating scale (please see page 34 to 36 of the *Manual*) should be reviewed at the Pre and Post-Observation Meetings. As indicated in the *Manual,* these meetings provide opportunities for reflection and collaboration to promote growth and assist in sustaining a learning community. The Pre-observation and Post-observation Meetings will also provide opportunities for the Principal and Teacher to discuss the 16 competencies as they pertain to the focus of the classroom observation and the overall performance appraisal.

Collection of Evidence

The Collection of Evidence is critical to the overall success of the Teacher Performance Appraisal process. As indicated in the *Manual*, "for the overall rating decision to be sound, it should be informed by a rich body of evidence gathered over time." The Teacher and Principal must discuss the collection of evidence in the Pre-Observation and Post-Observation meetings and determine the evidence to be collected for the TPA. To assist with this discussion, where applicable, it is suggested that the teacher bring a lesson plan, overview of unit plan, student assessment records, samples of student assessment activities and other relevant evidence. A Log of Teaching Practice (Appendix G), pages 80 to 99 are to be reviewed as part of that Pre- Observation and Post-Observation discussion.

Annual Learning Plan (ALP)

The purpose of the Annual Learning Plan (ALP) is to provide a vehicle that supports the Experienced Teacher's professional learning and growth.

As outlined in the manual the following practices are required:

- The review and update of the ALP will take into account the Teacher's learning over the year as well as professional growth (see page 26 of the *Manual*).

- The ALP is teacher authored and directed and is developed in a consultative and collaborative manner with the Principal (a meeting is not required).
- The ALP must include the Teacher's professional growth goals, proposed action plan and timelines.
- The ALP is required to be developed each year by every Teacher.
- In the evaluation year, the ALP should be reviewed during the Pre-Observation and Post-Observation meetings. (Refer to Appendix H page 100 of the *Manual*.)
- In a non-evaluation year, Teachers will submit an ALP by October 31st.

Performance Rating

The Performance Appraisal Process for Experienced Teachers has been designed to focus on Teacher success. Teachers are rated as "Satisfactory" or "Unsatisfactory" as outlined in the Rating Scale. Teachers rated as "Unsatisfactory" will be supported by the Board, ETT and OSSTF in the development and implementation of the "Improvement Plan". Principals are to advise Teachers who have been rated as "Unsatisfactory" to contact the ETT Office (416 393- 9930) or OSSTF Office (416 393-8900) and consult with an Executive Officer for additional support throughout the process. It is critical for the Teacher and Principal to review the "Rating Scale" on page 34-36 of the *Manual* and to discuss the differentiation between "Satisfactory" and "Unsatisfactory" in terms of overall performance.

Improvement Plan

When a Teacher's performance appraisal has resulted in a rating of "Unsatisfactory", the Principal or designate will inform the teacher about the Improvement Plan meeting, and that they may request an Executive Officer from the Union Office to attend the meeting. The Principal or designate will develop a draft Improvement Plan for the meeting. The Teacher will have the opportunity to provide input into the Improvement Plan. The teacher will receive the final Improvement Plan that takes into consideration the input of the Teacher within the three days of the submission of the Teacher's input.

The Improvement Plan must "provide a written explanation of what is lacking in the teacher's performance and set out the recommended steps and actions the teacher should take to improve it." *

The Principal will facilitate opportunities for feedback and professional dialogue on a regular basis.

*Ministry of Education, *TPA Technical Requirements Manual, p. 41*

Requirements & Timelines

All experienced Teachers will receive One Teacher Performance Appraisal within the scheduled evaluation year. Teachers will be evaluated in their usual instructional setting. Secondary Teachers will only be evaluated in subject areas that appear on their Seniority Verification form". The appraisal should occur sometime between October and **before the end of the first week in June**. That includes the completion of TPA Summative Reports before the end of the first week of June. The individual TPA process will vary in length, but will adhere to the 20 day timeframe from the date of the Observation to the receipt of the Summative Report. The Pre-observation and Post-observation Meetings will also provide opportunities for the Principal and Teacher to discuss the 16 competencies as they pertain to the focus of the classroom observation and the overall performance appraisal.

In a scheduled evaluation year, Teachers will receive written notice that they are scheduled for an evaluation within the first 20 school days of that school year. The TPA Process should occur no earlier than 20 school days following a Teacher's return from a Leave of Absence. Within the first 10 school days of returning from a leave in an evaluation year, a Teacher will be reminded in writing that they are scheduled for an evaluation under the TPA process.

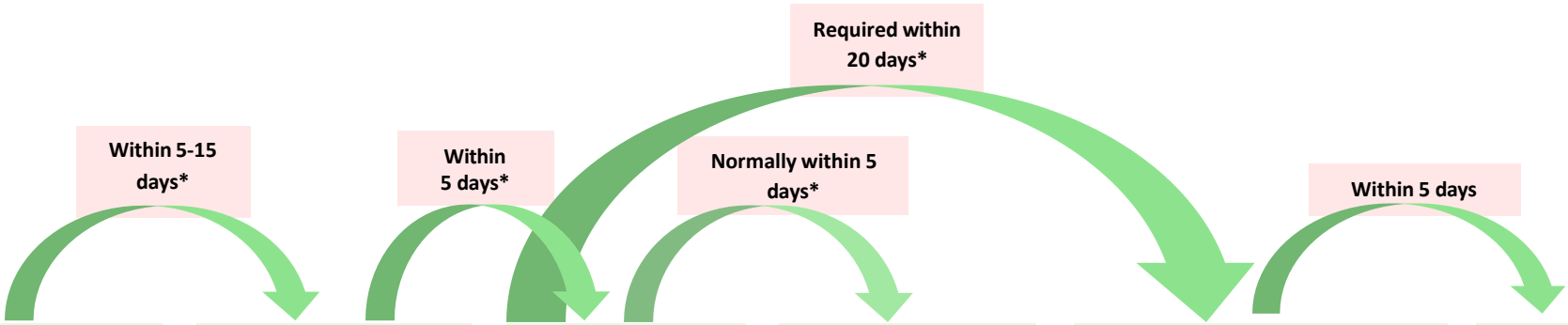
The "Competency Statements" indicated on pages 18 to 20 of the *Manual* are the only competencies to be used in assessing a Teacher's performance. The Unions and the Board have agreed that there will be no additional competencies considered. The Principal and Teacher will work out the timelines between the Pre-Observation meeting and the Observation date. Attached are charts of the process with a range of expected timelines.

If the Pre-Observation meeting has to be cancelled and cannot be re-scheduled before the classroom observation, the classroom observation is deemed to be cancelled and another schedule will have to be set. If the classroom observation is cancelled, both the pre-observation meeting and the classroom observation will have to be re-scheduled.

Appraisals outside the Evaluation Cycle

A Principal may decide to conduct a performance appraisal during a non-evaluation year. This will occur if a Principal has a number of ongoing concerns about a Teacher's performance. In this circumstance, the Principal will meet with the Teacher to outline the concerns and advise the teacher to contact their union representative. The Principal will set up an informal process which will include two informal observations and feedback after each observation. Support will be provided to address the concerns. The duration of this informal process will be over a three month period of time. If no discernible improvement occurs at the end of the three-month informalprocess, the Principal will inform the Teacher that he/she is being added to the school's list of Teachers to be evaluated under the formal TPA process. The Principal will give the Teacher a letter to this effect and forward a copy of the letter to the Family of Schools Superintendent and to People and Culture – appropriate Teaching Office.

"AT A GLANCE" EXPERIENCED TEACHER - TPA



Setting the Dates

The Teacher and Principal will meet regarding the items indicated below:

- Begin professional dialogue with regards to the expectations for the pre-observation meeting
- Principal or Teacher can request a meeting
- Timelines need to be established so that the TPA Process does not exceed 20 days from the day of Observation to receipt of the Summative Report
- Jointly establish the class, date and time of the observation

Pre-observation Meeting

The Teacher and Principal will meet regarding the items indicated below:

- Prepare for the observation
- Review rating scale and Annual Learning Plan
- Discuss the collection of evidence (see page 98 & 99)
- Discuss the Log of Teaching Practice
- Discuss the 16 competencies as they pertain to the focus of the classroom observation and the overall performance appraisal

Observation

- One lesson/period
- Teacher to be observed in the usual instructional setting, Secondary Teachers will only be evaluated in subject areas that appear on their Seniority Verification form

Post-observation Meeting

The Principal and Teacher will meet regarding the items below:

- Normally meet within 5 days
- Review the results of the observation
- Summarize the observation
- Discuss the 16 competencies as they pertain to the focus of the classroom observation and the overall performance appraisal
- Discuss the ALP and the growth strategies
- Finalize what evidence is still required for the completion of the Summative Report

Summative Report

The Summative Report will contain the items listed below:

- Pre and post observation meeting dates are noted
- Focus of the Classroom Observation including (where applicable) comments on the competencies that may be considered by the Principal
- An overall rating that reflects a holistic consideration of the 16 competencies
- A list of growth strategies for a Teacher who received a Satisfactory rating (Refer to page 26 regarding the Annual Learning Plan)

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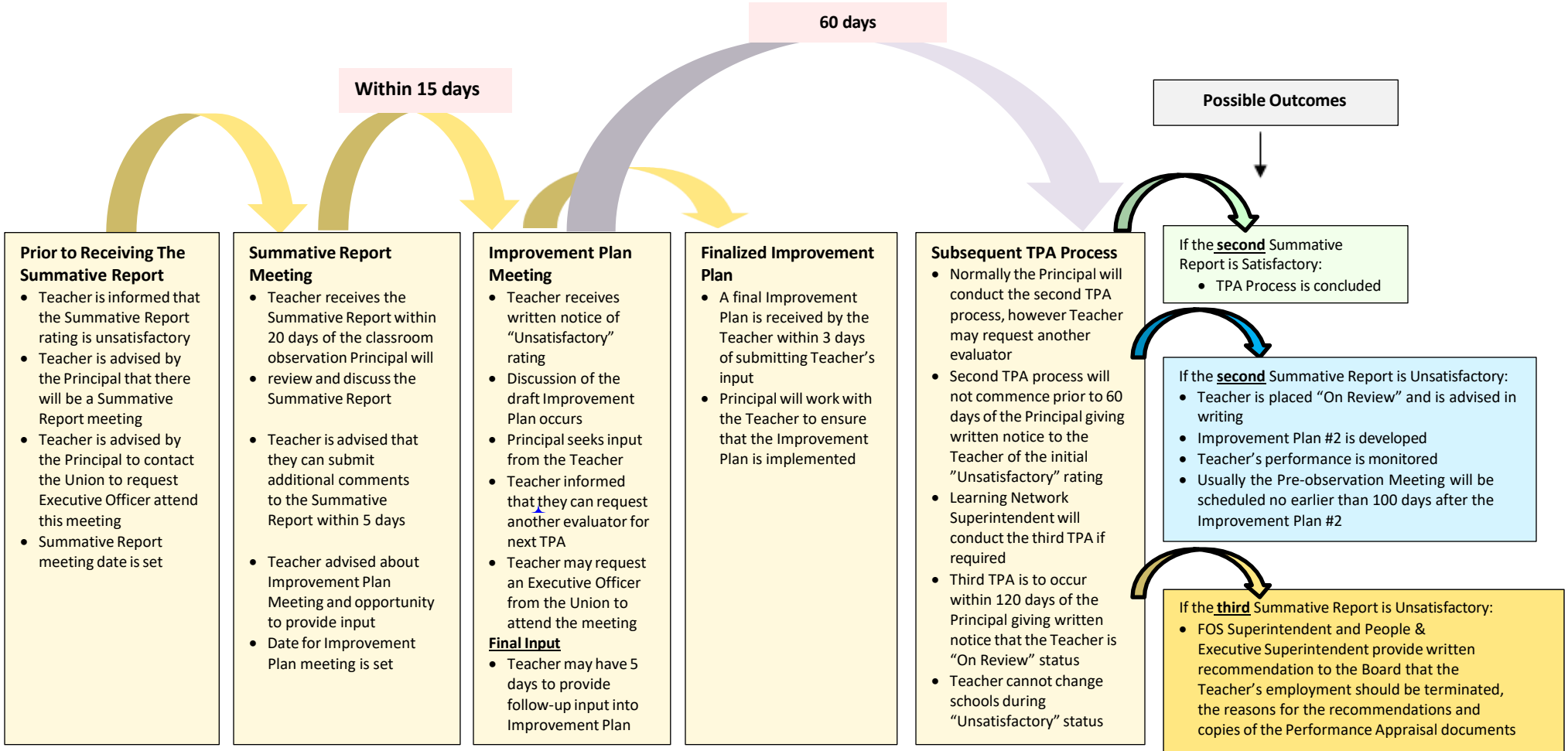
- At the request of either, the Teacher and Principal will meet to discuss the performance appraisal after the Teacher receives the summative report
- If Teacher has received an Unsatisfactory rating the Teacher should also contact the Union Office to request an Executive Officer to attend the Summative Report Meeting
- See the "At A Glance – The Unsatisfactory Summative Report"

Teacher Signature & Comments

- Teacher signs the Summative Report to indicate receipt only
- Teacher may include written comments to the Summative Report
- Teacher should keep a copy of the Summative Report

Note: **This chart forms part of the TDSB TPA Manual**
*All timelines are school days
The TPA should occur between October and the end of the first week of June
Refer to the TDSB TPA Manual for more detailed information

"AT A GLANCE" EXPERIENCED TEACHER – TPA – Unsatisfactory Report Received



Prior to Receiving The Summative Report

- Teacher is informed that the Summative Report rating is unsatisfactory
- Teacher is advised by the Principal that there will be a Summative Report meeting
- Teacher is advised by the Principal to contact the Union to request Executive Officer attend this meeting
- Summative Report meeting date is set

Summative Report Meeting

- Teacher receives the Summative Report within 20 days of the classroom observation Principal will
- review and discuss the Summative Report
- Teacher is advised that they can submit additional comments to the Summative Report within 5 days
- Teacher advised about Improvement Plan Meeting and opportunity to provide input
- Date for Improvement Plan meeting is set

Improvement Plan Meeting

- Teacher receives written notice of "Unsatisfactory" rating
- Discussion of the draft Improvement Plan occurs
- Principal seeks input from the Teacher
- Teacher informed that they can request another evaluator for next TPA
- Teacher may request an Executive Officer from the Union to attend the meeting

Final Input

- Teacher may have 5 days to provide follow-up input into Improvement Plan

Finalized Improvement Plan

- A final Improvement Plan is received by the Teacher within 3 days of submitting Teacher's input
- Principal will work with the Teacher to ensure that the Improvement Plan is implemented

Subsequent TPA Process

- Normally the Principal will conduct the second TPA process, however Teacher may request another evaluator
- Second TPA process will not commence prior to 60 days of the Principal giving written notice to the Teacher of the initial "Unsatisfactory" rating
- Learning Network Superintendent will conduct the third TPA if required
- Third TPA is to occur within 120 days of the Principal giving written notice that the Teacher is "On Review" status
- Teacher cannot change schools during "Unsatisfactory" status

If the **second** Summative Report is Satisfactory:

- TPA Process is concluded

If the **second** Summative Report is Unsatisfactory:

- Teacher is placed "On Review" and is advised in writing
- Improvement Plan #2 is developed
- Teacher's performance is monitored
- Usually the Pre-observation Meeting will be scheduled no earlier than 100 days after the Improvement Plan #2

If the **third** Summative Report is Unsatisfactory:

- FOS Superintendent and People & Executive Superintendent provide written recommendation to the Board that the Teacher's employment should be terminated, the reasons for the recommendations and copies of the Performance Appraisal documents
- Teacher is advised by the Principal to contact the Union Executive Officer
- FOS Superintendent and People & Culture Executive Superintendent meet with the Teacher and provide copies of the written recommendation to the Teacher that the Teacher's employment should be terminated, the reasons for the recommendation and copies of the performance appraisal documents
- Teacher is suspended with pay pending Board decision on recommendation for termination

Note: **"On Review": Under the legislation, if at any time, it is determined that a delay in appraising the teacher is not in the best interests of the students, the Principal and the Supervisory Officer may send a joint written recommendation to the Board that the Teacher's employment should be terminated.**

Where a Teacher resigns while on Review Status, 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.

TPA Tracking Document – Experienced Teachers

The Board, ETT and D12 OSSTF TTBU agree that it is a best practice to document the completion of meetings that are convened in accordance with the TPA process. The form below may be used for this purpose:

Pre-Observation Meeting

Completion Date: _____ _____
Signature of Principal

_____
Signature of Teacher

Classroom Observation

Completion Date: _____ _____
Signature of Principal

_____
Signature of Teacher

Post-Observation Meeting

Completion Date: _____ _____
Signature of Principal

_____
Signature of Teacher

Summative Report Meeting

Completion Date: _____ _____
Signature of Principal

_____
Signature of Teacher

***Improvement Plan Meeting**

Completion Date _____ _____
Signature of Principal

_____
Signature of Teacher

**if Unsatisfactory Report received*

"NEW TEACHER INDUCTION PROGRAM"

TEACHER PERFORMANCE APPRAISAL

The Elementary Teachers of Toronto (ETT), District 12 OSSTF Toronto Teachers Bargaining Unit (TTBU) and The Toronto District School Board (Board) have reviewed the Ontario Ministry of Education's "*Manual for Performance Appraisal of New Teachers 2010" (Manual)* and have endorsed its use as the guideline for directing TPA practice for new Teachers.

It is the expectation of the Board, ETT and OSSTF that the New Teacher Induction Program- TPA will foster collaboration and relationship building that is essential to creating and sustaining a professional learning community.

ETT, OSSTF and the Board expect that the Teacher Performance Appraisal process will strongly reflect the following key components.

Philosophy

The new Teacher Performance Appraisal practices should:

- support and promote the continued growth and development of new Teachers;
- foster the collaboration and relationship building that is essential to create and sustain a professional learning community in schools; and
- promote a professional learning community culture based on sharing, trust and support.

Principals and Teachers should refer to sections 2.1 & 2.2 as outlined in the *Manual* with regards to the professional learning community.

Responsibility

Through building supportive relationships, schools have the potential to become "professional learning communities" that share in the support of new Teachers. The TDSB NTIP Steering Committee comprised of Board, ETT and OSSTF representatives will guide and monitor the implementation of the New Teacher Induction Program. As well, the Board, ETT and OSSTF

will provide additional support for Teachers who have been rated as "Development Needed" or "Unsatisfactory". Teachers receiving a rating of "Development Needed" and/or "Unsatisfactory" may request a representative from ETT or OSSTF to attend subsequent meetings. See Performance Rating and Rubric section below for further direction.

Requirements and Timelines

In September all new Teachers are to receive a copy of the TDSB-TPA/NTIP Manual and will participate in a dialogue regarding the requirements and expectations of the TPA process. All new Teachers will receive two Teacher Performance Appraisals within the first twelve months of employment. Teachers will be observed in an instructional setting. Secondary Teachers will only be evaluated in the subject area(s) of their certification.

Given that new Teachers will generally need some time prior to the first TPA to establish teaching-learning practices and classroom routines, the first TPA process should occur no earlier that 30 school days following the Teacher's first day in the classroom. The new Teacher, however, may request to have the TPA scheduled earlier.

The first appraisal should occur before December for Elementary and January for Secondary. The second TPA will occur **before the end of the first week in June**. The individual TPA process will vary in length, but will adhere to the 20 day timeframe from the date of the observation to the receipt of the Summative Report. The Principal and Teacher will work out the timelines between the pre-observation meeting and the observation date. Attached are charts of the process with a range of expected timelines. For further scheduling information refer to the *Manual* page 21, Section 6 Scheduling Requirements. **The TPA process should occur no earlier than 30 school days following a Teacher returning from a Leave of Absence. Within the first 10 school days of returning from a leave, a Teacher will be reminded in writing of their NTIP status and the pending TPA process.**

Performance Appraisal Meetings

Professional dialogue is an important component of the TPA process and therefore the Pre-Observation and Post-Observation meetings are mandatory (refer to pages 29-33 in the *Manual*). The rating scale (please see page 34 to 36 of the *Manual*) should be reviewed at the Pre and Post-Observation Meetings. As indicated in the *Manual,* these meetings provide opportunities for

reflection and collaboration to promote growth and assist in sustaining a learning community. The Pre-observation and Post-observation Meetings will also provide opportunities for the Principal and Teacher to discuss the 8 competencies as they pertain to the focus of the classroom observation and the overall performance appraisal.

Collection of Evidence

The collection of evidence is critical to the overall success of the Teacher Performance Appraisal process. As indicated in the *Manual*, "for the overall rating decision to be sound, it should be informed by a rich body of evidence gathered over time". The Teacher and Principal must discuss the collection of evidence in the Pre-Observation meeting and determine the evidence to be collected for the TPA process. To assist with this discussion, where applicable, it is suggested that the Teacher bring a lesson plan, overview of unit plan, student assessment records, samples of student assessment activities and other relevant evidence. The "Evidence Log" and "Possible Sources of Evidence" on in Appendix F, pages 78-79, are to be reviewed as part of that Pre-Observation discussion.

NTIP Strategy Form and Growth Strategies

During the Post-observation meeting, the Principal and Teacher will discuss areas for growth and based on this input from the Teacher, the Principal will develop growth strategies that will be articulated in the Summative Report. The NTIP Strategy Form should be reviewed during the post-observation meeting.

Performance Rating & Rubric

Teachers rated as "Development Needed" or "Unsatisfactory" will be supported by the Board, ETT and OSSTF as "Enrichment" or "Improvement" Plans are developed. Prior to the Summative Meeting, the Principal is to advise the Teacher who has been rated as "Development Needed" or "Unsatisfactory" to contact ETT (416 393-9930) or OSSTF (416 393-8900) Office and consult with a Union Executive Officer. It is critical for the Teacher and Principal to review the "Rubric" on pages 34 and 35 of the *Manual* and to discuss the differentiation between "considerable" and "some" in terms of "Levels of Performance". The competencies and the goals of the Enrichment or Improvements Plans must be addressed within the subsequent Summative Report. When the rating is "Unsatisfactory", the Family of Schools Superintendent will normally implement the remainder of the TPA process.

Enrichment Plan/Improvement Plan

When a Teacher's performance appraisal has resulted in a rating of "Unsatisfactory", the Principal or designate will inform the teacher about the Enrichment Plan/Improvement Plan meeting, and that they may request an Executive Officer from the Union Office to attend the meeting. The Principal or designate will develop a draft Enrichment Plan/Improvement Plan for the meeting. The Teacher will have the opportunity to provide input into the Enrichment Plan/Improvement Plan. The teacher will receive the final Enrichment Plan/Improvement Plan that takes into consideration the input of the Teacher within the three days of the submission of the Teacher's input.

The Enrichment Plan/Improvement Plan must "provide a written explanation of what is lacking in the teacher's performance and set out the recommended steps and actions the teacher should take to improve it." *

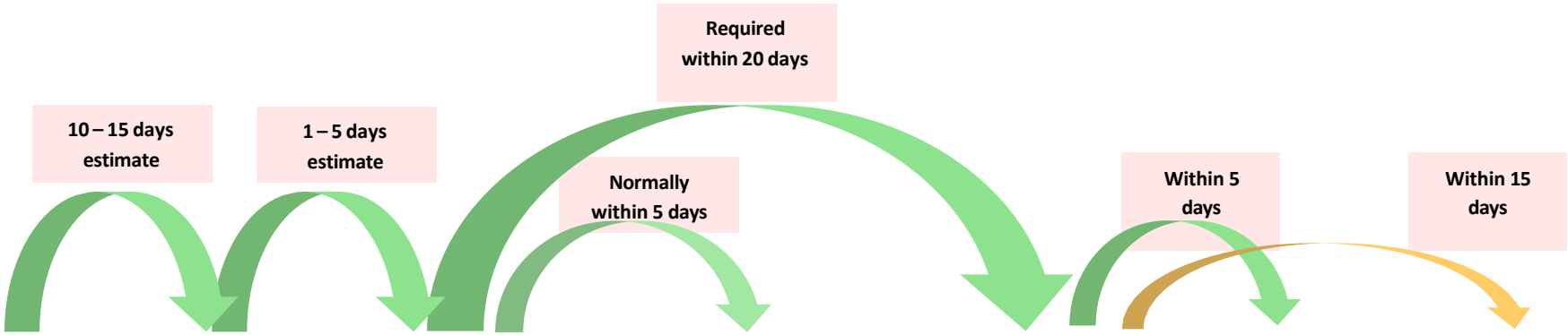
The Principal will facilitate opportunities for feedback and professional dialogue on a regular basis.

*Ministry of Education, *TPA Technical Requirements Manual, p. 41*

Parental and Student Input

Section 8 of the Manual – Parental and Student Input is no longer part of the TPA process for Teachers, effective April 2007 as indicated by the Ministry of Education.

"AT A GLANCE" NTIP – NEW TEACHER - TPA



Setting the Dates
The Teacher and Principal will meet regarding the items indicated below:
- Begin professional dialogue with regards to the NTIP-TPA process and the expectations for the pre-observation meeting
- Establish timelines so that the process will not exceed 20 days from the day of Observation to receipt of the Summative Report
- Jointly establish the class, date and time of the observation

Pre-observation Meeting
The Teacher and Principal will meet regarding the items indicated below:
- Prepare for the observation
- Discuss the lesson plan
- Review competencies, rubric and the NTIP Strategy Form and Evidence Log
- Discuss the collection of evidence as outlined on page 78 and 79 of the *Manual*

Observation
- One lesson/period
- Teacher to be observed in the usual instructional setting

Post-observation Meeting
The Principal and Teacher will meet as soon as possible after the observation (normally within 5 days) regarding the items indicated below:
- Review the competencies observed and the results of the classroom observation
- Summarize the observation
- Discuss strategies for growth
- Finalize what evidence is still required for the completion of the Summative Report
- Review the NTIP Strategy Form

Summative Report
The Summative Report will contain the items listed below:
- Comments on each competency
- Where applicable descriptions of what was observed during the classroom visit
- An overall rating that reflects a holistic consideration of the eight competencies
- An indication of the meeting dates and participation in the elements of NTIP
- A list of growth strategies for a Teacher who received a Satisfactory rating or an indication that an Enrichment Plan will be needed for a Teacher receiving a rating of "Development Needed"

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- At the request of either, the Teacher and Principal will meet to discuss the performance appraisal after the Teacher receives a summative report
- Teacher may contact Union Office to request an Executive Officer to attend the meeting

Teacher Signature & Comments
- Teacher signs the Summative Report to indicate receipt only
- Teacher may include written comments to the Summative Report
- Teacher should keep a copy of the document

Enrichment Plan Meeting
- If rating is "Development Needed" an Enrichment Plan (EP) meeting is required
- Teacher may contact Union Office to request an Executive Officer to attend the meeting
- Teacher receives written notice of rating at meeting
- Enrichment process, NTIP Strategy Form and Teacher Input are to be reviewed *(see page 37 Manual)*
- Development of the Draft EP (*see Manual, Appendix C page 60)*
- Enrichment supports to include additional orientation, mentoring and/or professional development
- Teacher will be informed that they can request another evaluator for next TPA

Enrichment Plan (EP) Process
- Teacher will review the draft EP and provide further input within 5 days of the meeting
- Principal will consider the Teacher's input and provide the Teacher with the final EP within 3 days
- Implementation of EP up to 60 days
- Next TPA process will not commence prior to 60 days unless requested by the Teacher
- Subsequent TPA process will address the EP

Note: **This chart forms part of the TDSB TPA/NTIP Manual**
All timelines are school days
The first TPA should occur before December (Elementary) and January (Secondary)
The second TPA will occur before the end of the first week of June
Refer to the TDSB TPA/NTIP Manual for more detailed information

"At A Glance" NTIP New Teacher TPA - Unsatisfactory Report Received "On Review" Status

Within 15 days

120 days

Prior To Receiving The Summative Report

- Teacher is informed that the Summative Report rating is unsatisfactory
- Teacher is advised by the Principal that there will be a Summative Report meeting
- Teacher is advised by the Principal to request a Union Executive Officer attend this meeting
- Summative Report meeting date is set

Summative Report Meeting

- Teacher receives the Summative Report within 20 days of the classroom observation
- Principal will review and discuss the Summative Report
- Teacher is advised that they can submit additional comments to the Summative Report within 5 days
- Teacher advised about Improvement Plan Me eting and opportunity to provide input
- Date for Improvement Plan meeting is set

Improvement Plan Meeting

- Teacher receives written notice of "On Review" status
- Discussion of the draft Improvement Plan occurs
- Principal seeks input from the Teacher
- Teacher may request an Executive Officer from the Union to attend the meeting

Final Input

- Teacher may have 5 days to provide follow-up input into Improvement Plan

Finalized Improvement Plan

- A final Improvement Plan is provided to the Teacher within 3 days of the Principal receiving the Teacher's written input
- Principal will work with the Teacher to ensure that the Improvement Plan is implemented

Subsequent TPA Process

- Family of Schools Superintendent will normally implement the remainder of the TPA process
- TPA process is to occur within 120 days of notification of review status
- TPA process

cannot exceed 24 months

Possible Outcomes (Refer to *Manual* Page 39/40)

If **Summative Report is Satisfactory and the Teacher has had one previous Satisfactory Report** - the TPA Process is concluded

If the **Summative Report is Satisfactory but the Teacher has had no previous Satisfactory Report** - one more Satisfactory TPA is required

If the **Summative Report is a second Unsatisfactory rating**:

- FOS Superintendent and People & Culture Executive Superintendent will submit to the Board written recommendation that the Teacher's employment should be terminated, accompanied by reasons for recommendation and copies of all TPA documents
- FOS Superintendent will advise in writing that the second TPA is Unsatisfactory and establish a date for meeting
- Teacher will be advised to contact a Union Executive Officer to be present at meeting
- FOS Superintendent and People & Culture Executive Superintendent will meet with the Teacher and provide a copy of the written recommendation of termination of employment that will go to the Board accompanied by reasons for recommendation and copies of the all TPA documents
- Teacher is suspended with pay pending Board decision on recommendation for termination

Note:

1. **"On Review": Under the legislation, if at any time, it is determined that a delay in appraising the Teacher is not in the best interests of students, the Principal and the Supervisory Officer may send a joint written recommendation to the Board that the Teacher's employment should be terminated.**

2. **Where a Teacher resigns while "On Review" status, 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.**

NTIP TPA Tracking Document – New Teachers

The Board, ETT and D12 OSSTF TTBU agree that it is a best practice to document the completion of meetings that are convened in accordance with the TPA process. The form below may be used for this purpose:

Pre-Observation Meeting

Completion Date: _____ _____
Signature of Principal

_____
Signature of Teacher

Classroom Observation

Completion Date: _____ _____
Signature of Principal

_____
Signature of Teacher

Post-Observation Meeting

Completion Date: _____ _____
Signature of Principal

_____
Signature of Teacher

Summative Report Meeting

Completion Date: _____ _____
Signature of Principal

_____
Signature of Teacher

***Enrichment Plan Meeting / **Improvement Plan Meeting (circle one)**

Completion Date _____ _____
Signature of Principal

_____
Signature of Teacher

**if Development Needed Report received*
***if Unsatisfactory Report received*

New Teacher Induction Program

Induction Elements Manual (2019)

Ontario

Induction Elements Manual at a Glance

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Purpose of this Manual

Beginning in September 2018, the scope of the New Teacher Induction Program (NTIP) has expanded to include a broader array of new teachers and mentors.

This document, *New Teacher Induction Program – Induction Elements Manual* (2019) is being issued as a guideline to boards[1] as per subsection 271(1) of the Education Act and replaces the *New Teacher Induction Program: Induction Elements Manual* (2010). It is intended to provide:

- Clarification about who is eligible to participate in NTIP
- Guidance around effective program implementation

Our newly created NTIP Learning space provides online access to this document, including a web-enabled eBook version linking to several additional accompanying resources.

- https://www.teachontario.ca/community/explore/ntip

The *Teacher Performance Appraisal: Technical Requirements Manual* (2010) continues to be the most current resource regarding appraisal requirements for newly hired permanent teachers as well as experienced teachers.

We welcome your input to improve this manual. Contact us with ideas and suggestions at: ptpsb@ontario.ca. Please accept our appreciation for your ongoing commitment to supporting the learning and growth of new teachers, their mentors and ultimately our students.

[1] For the purposes of NTIP all references to a "board" shall be read as references to district school boards, school authorities and the Provincial Schools Authority unless otherwise noted.

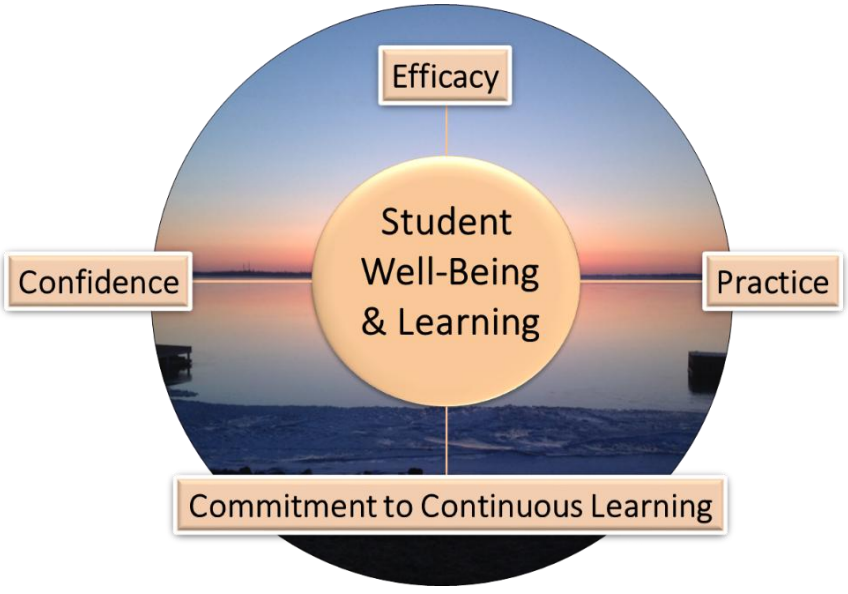
(1) Context and Goals

New Teacher Induction Program Goals

The New Teacher Induction Program (NTIP) is the second job-embedded step along a continuum of professional learning for new teachers, building on and complementing the first step: initial teacher education programs. It provides professional support to help new teachers develop the requisite skills and knowledge to be effective as teachers in Ontario.

The four core goals of NTIP are explained below from the perspective of a new teacher:

- Confidence
  - *I can do it…I have the supports to be a successful teacher*
- Efficacy
  - *My teaching makes a difference in the lives and learning of every single student*
- Instructional Practice
  - *I am able to respond to the diverse learning needs of my students with an array of effective instructional strategies*
- Commitment to Continuous Learning
  - *I want to continue learning and growing as a professional in collaboration with my students, colleagues, administration, parents/guardians, and school community*



The induction elements of orientation, mentoring and ongoing professional learning provide a web of personalized support for beginning teachers and directly support the key goals of NTIP. Improving student well-being and learning is the ultimate outcome of the New Teacher Induction Program.

NTIP Induction Elements at a Glance

NTIP consists of the following induction elements:

- Orientation for new teachers to the school and school board
- Mentoring for new teachers by experienced teachers
- Professional learning relevant to the individual needs of new teachers

At the centre of the induction elements is the learner. In addition to new teachers, NTIP learners include associate teachers, mentors, principals, board staff and many other colleagues. NTIP is meaningful when it is constructed by each learner based on their real world learning needs.

Through NTIP, powerful learning designs like mentorship deprivatize instruction, foster collaboration and support educator leadership via the intentional sharing of knowledge and practice between colleagues. As such, NTIP serves as an example of collaborative professionalism in action.

Utilizing the induction elements to foster collaborative professionalism coheres with our shared commitment to authentic, collaborative, continuous learning for all learners.

In summary, the first few years of teaching are a critical time for professional learning and growth. New teachers who receive support and mentorship via NTIP will become the mentors for the next generation of new hires and ultimately of the students they will teach.

Truth and Reconciliation Commission: Calls to Action

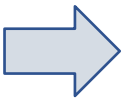
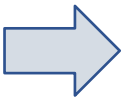
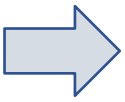
Education plays a critical role in our collective response to the Calls to Action of the Truth and Reconciliation Commission (TRC). Calls to Action #62 and #63 are specifically related to ensuring educators have training on the integration of Indigenous knowledge and teaching methods into the classroom.

It is essential that these learning opportunities become embedded in the professional learning for new teachers in NTIP. Relationship building and collaboration with Indigenous partners, including First Nation and Inuit Elders, Métis Senators, knowledge holders, and knowledge keepers are critical to supporting this work.

How NTIP is Evolving

Established in 2006, NTIP continues to evolve to reflect the complexity of teaching and learning. Our ongoing engagement with school boards triangulated with key findings from longitudinal research have served to deepen our shared understandings about what authentic learning and mentorship could look like for NTIP learners.

The chart below reflects a summary of where we've been on our NTIP learning journey and an emerging vision for NTIP with all learners continuing to be at the centre of our shared work.

FROM		TO
Core Content • List of NTIP core content topics as a checklist of prescribed learning		Voice, Choice and Agency • Authentic learning via a menu of differentiated supports responsive to each teacher's context, experience, teaching assignment and learning goals
Focus on Structure – Do you have a mentor? • A one to one mentoring match • Training for NTIP mentors • Principal engagement		Focus on Relationships – Are you being mentored? • A mentoring web of multiple mentors existing within an environment of relational trust • Mentoring for mentors focused on foundational mentoring skills (e.g., building trust, providing meaningful feedback, utilizing powerful mentoring designs) • Principal encouragement
NTIP for Some • NTIP support gaps for new teachers whose assignments do not align with the funding criteria		NTIP for All • Flexibility for boards to offer a continuum of support for new teachers in their first 5 years regardless of assignment • Inclusion of associate teachers and mentors of occasional teachers

(2) Eligibility

NTIP Required Teachers

The board shall provide NTIP to:

- 1st Year Permanent Hires
  - Teachers certified by the Ontario College of Teachers hired into a permanent position – full-time or part-time – by a school board to begin teaching for the first time in Ontario's publicly funded school system
  - 2nd year permanent hires who do not successfully complete NTIP in their first year

Mentors

The board shall support:

- NTIP Mentors
  - Experienced teachers supporting NTIP required teachers

Long Term Occasional Teachers

Boards are encouraged to provide the induction elements to:

- 1st Year Long Term Occasional Teachers with assignments of 97 days or longer
  - Certified occasional teachers in their first long-term assignment, with that assignment being 97 or more consecutive school days as a substitute for the same teacher

Additional NTIP Eligible Teachers

Any teacher in their first 5 years who falls outside of the NTIP required definition above is eligible for support. The inclusion of these teachers as eligible to participate in any of the NTIP induction elements is designed to provide boards with flexibility to respond to local hiring realities and potentially to support new teachers for a greater length of time. Boards may decide to include an entire category of NTIP eligible teachers or base the supports they offer on a case by case basis.

NTIP eligible teachers include:

- Beginning Daily Occasional Teachers
- Beginning Short and Long Term Occasional Teachers (any duration of assignment)
- Beginning Continuing Education Teachers
- Beginning Permanent Hires past year 1
- Mentors supporting any beginning teacher (e.g., Teacher-Candidates, Occasional Teachers etc.)
  - Associate Teachers hosting a teacher-candidate from a faculty of education are included in this definition as are teachers mentoring Indigenous language educators

Evaluation of New Teachers

In addition to the NTIP induction elements, new permanent hires are evaluated twice within their first 12 months of employment through the Teacher Performance Appraisal process *(see page 21)*.

Participation in NTIP for newly hired Long Term Occasional (LTO) Teachers refers to the induction elements only. There are no changes in the current board level evaluation processes or requirements for LTO teachers.

Aligning NTIP supports to evaluation thresholds is important to the success of new teachers. For example, newly hired LTO teachers with four month (80 day) assignments would benefit from accessing the induction elements at the onset of their assignment.

(3) Effective Program Implementation

As we seek to put learners at the centre of NTIP, the 4Rs of authentic learning can serve as a provocation for thinking about how NTIP can be constructed by the learner.

The 4Rs of Authentic Learning

Relational

- Relational trust creates an inclusive learning space with all partners in the learning process listening to each other (students, educators, parents and school community)
- All learners collaboratively construct communities of practice that build upon their strengths, attributes and experiences

Recursive

- Rich learning tasks reflect embedded beliefs that learning itself is a messy, iterative, recursive process
- Protocols for application of learning, follow-up, and evaluation of impact are embedded into the learning process

Responsive

- Learners are listened to and their individual and collective voices directly inform learning designs
- The how and what of the learning designs employed are based on authentic learning goals identified by the participants
- Learning makes sense to the learners and involves authentic collaboration, choice and voice and agency

Real World

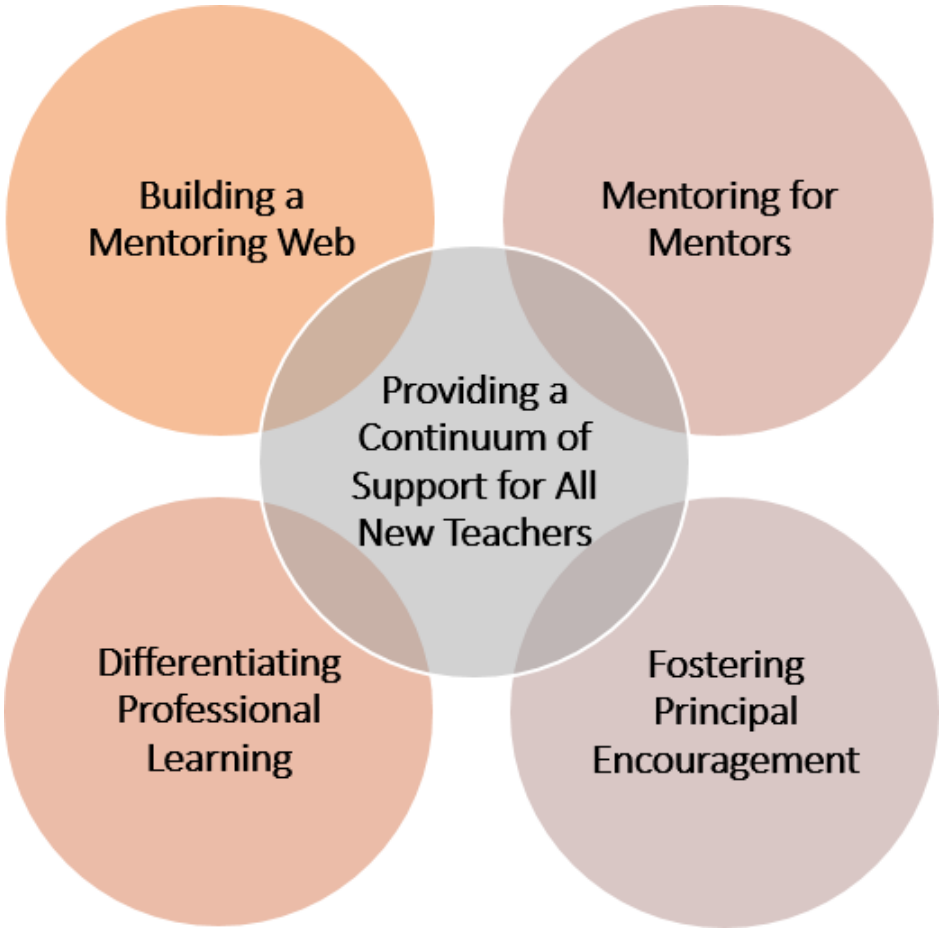
- Learners construct learning together that is relevant and has authentic real world connections and applications
- Learning designs that leverage peer-to-peer networks and foster the intentional sharing of knowledge and practice are utilized
- A direct connection to student learning and well-being is clearly evident (i.e. students are at the centre of the learning)

What We've Learned

Longitudinal research conducted by Christine Frank & Associates (CFA) shows that NTIP is effective. New teachers receiving NTIP supports report meaningful and sustained improvement in their confidence, efficacy, instructional practice and commitment to ongoing learning.

While every board's local context and circumstances are unique, the same big ideas for making NTIP meaningful emerge with remarkable consistency across the province. As we broaden the scope of NTIP, the emerging learning themes below suggest promising practices to support the professional growth and learning of all new teachers.

Visual Summary of Emerging NTIP Learning Themes



Data Sources

- Beginning Teachers' Learning Journeys Longitudinal Study (2016 - 2021)
- NTIP Reflections from the Classroom Longitudinal Research (2012 - 2015)
- NTIP Board Focus Groups with New Teachers / Mentors / Principals (2012 – present)

Building a Mentoring Web

In their longitudinal research of the NTIP, Christine Frank & Associates found that high growth new teachers accessed 5 to 7 different mentorship supports. In other words, they built a mentoring web of personalized growth opportunities with the support of multiple mentors.

Each web is unique, constructed by the learner based on their authentic learning needs. The more strands in the web, the stronger and more resilient it is. One of the most helpful things mentors can do is help a new teacher build their web by fostering connections with colleagues, administrators and other mentors.

Multiple Models of Mentorship

Differentiating Professional Learning

Looking at NTIP through the lens of authentic learning means the program will not look the same for every beginning teacher. For example a "new" 1st year permanent hire who has 5 years of daily and long term occasional teaching experience may not have the same NTIP learning goals or needs regarding assessment as a recent faculty graduate entering their first year of long term occasional teaching.

Offering a menu of professional learning through NTIP allows for voice, choice and personalized construction of learning based on authentic learning opportunities directly connected to the real world classroom experiences and learning goals of each individual new teacher.

Example of a Learning Menu

Learning Goal of NTIP Teacher

- *Improve my ability to provide meaningful feedback to students about their learning*

Guiding Ideas

- *Through NTIP, flexible use of a number of joint release days is provided to support learning and collaboration between beginning teachers and a web of mentors*
- *While all of the learning designs on the menu have a collaborative component, individual NTIP teachers in collaboration with their web of support select the offerings and portions on the menu that best meet their authentic learning needs*

SELECTION #1 – Classroom Observation & Debriefing

- New teacher and mentor(s) observe each other teach or new teacher and mentor observe another classroom together
- Observation is followed by collaborative debriefing and action planning

SELECTION #2 – Co-planning / Co-teaching

- New teacher and mentor(s) collaboratively plan and teach a lesson (or a series of lessons) together followed by debriefing, reflection and a continued cycle of collaboration

SELECTION #3 – Collaboratively Assessing Student Work

- New teacher and mentor(s) assess student work together in order to help develop consistent understanding of the standards of achievement and inform their instructional practices

SELECTION #4 – Ongoing Communities of Practice

- New teachers and mentors engage in networked learning via ongoing communities of practice with colleagues who have a similar grade or subject assignment and/or similar learning goals

SELECTION #5 – Choice of Formal Learning Opportunities

- New teachers and mentors participate together in face to face workshops, seminars or online learning related to their learning goals, followed by debriefing and action planning

Mentoring for Mentors

As we seek to support new teachers via mentorship an important question is *who mentors the mentors?* In our shared work supporting NTIP we are increasingly engaged with school boards providing a continuum of support and foundational learning opportunities for mentors. Effective mentorship skills are highly transferable and include:

Reciprocal learning is a foundational component of all mentoring relationships. One of the most powerful outcomes of mentorship is it serves as a means for job embedded deprivatization of practice and fosters reflection, learning and growth of mentors themselves. In summary, mentoring is an act of learning.

Associate Teachers

As outlined in *Section 2 – Eligibility*, school boards may now include Associate Teachers (ATs) in the groups of mentors they support. This connection is an important one as ATs serve as the first mentors to teacher-candidates as they begin their professional learning journey.

The foundational mentoring skills outlined above apply equally to both ATs and NTIP mentors. Unlike NTIP mentors, ATs have the additional responsibility of evaluating the teaching practice of teacher-candidates. As such, ATs need to work in partnership with the faculty of education as they navigate the divergent and intersecting needs of teacher-candidates, students, and the school community.

Fostering Principal Encouragement

In their longitudinal research of NTIP, Christine Frank & Associates found ongoing feedback and encouragement from the principal was the strongest predictor of growth in NTIP. This speaks to the power of listening, the power of encouragement, and the ability of the principal to be a meaningful piece of a mentoring web for a new teacher.

So, just as we ask who mentors the mentors we might also ask *who encourages our principals?* All of the foundational elements of mentorship apply just as strongly to principals as they seek to support new teachers and indeed all staff in their school.

Providing a Continuum of Support for All New Teachers

Our current longitudinal research reveals significant opportunity gaps for daily occasional teachers and LTO teachers whose assignments did not meet the previous criteria for NTIP support. Of specific note, was the lack of formal mentorship and access to relevant professional learning.

As outlined in *Section 2 – Eligibilit*y, the expansion to the scope NTIP is intended to address opportunity gaps by providing boards with the flexibility to support any new teacher within their first 5 years of employment.

French as a Second Language (FSL) Teachers

Due to increased enrolment in FSL programs and shortfalls in teacher supply, FSL teachers and their mentors may have significantly less experience than their English-speaking peers in the NTIP. Differentiated or additional opportunities that take into account differences in experience, working conditions and language needs are critical to support retention of these educators in FSL positions.

According to the Ontario Public School Boards' Association 2018 report (p. 33), FSL teachers in their first two years of teaching ranked their professional learning needs as:

1. The availability of effective teaching resources (78%)
2. Opportunities to improve French language skills (45%)
3. Knowledge of effective second language teaching strategies (43%)

Practical Tools and Resources to Support New FSL Teachers

Sites of Learning

Sites of Learning are classrooms where new teachers and mentors visit together to observe real world teaching and learning in action. The observation is simply the raw material, it is the debriefing that is crucial to the success of this learning design.

Focusing on the "so what / now what" enables new teachers to move away from what they saw to how they can apply the learning in their own classrooms.

Our research data illustrates this is a cross-cutting learning design desired equally across the spectrum of new teacher assignments. Of all the activities new teachers engage in with mentors, this is the learning design with the strongest correlation to growth in instructional practice (as perceived by new teachers).

Internationally Educated Teachers

Teachers who are both new to teaching and new to the Canadian and Ontarian context may require additional support. When planning orientation and ongoing mentorship opportunities, it is important to keep in mind that approaches to learning design, classroom management and school culture are very different around the world. Concepts that may require additional support through one or more of the options on the learning menu on page 11 include:

- Student-centred approaches
- Assessment for and as learning
- Self-regulation
- Differentiated instruction
- Parent engagement

- For teachers in French-language schools – teaching in a minority language context
- For FSL teachers – an action-oriented approach to language teaching

Reaching All Learners – Supporting Students with Autism Spectrum Disorder

Every student deserves access to the supports they need to be successful both inside and outside the classroom. The needs of students receiving special education programs and services, including those with Autism Spectrum Disorder (ASD), are highly variable.

School boards are encouraged to include special education topics, including Applied Behaviour Analysis (ABA) based training opportunities, as a part of their NTIP as appropriate to support the needs of their new teachers. Support resources for boards are available at: http://www.edu.gov.on.ca/eng/general/elemsec/speced/autism.html.

Implications for NTIP Induction Elements

As we think deeply about making NTIP meaningful, below are guiding questions based on the 4Rs for board NTIP teams to consider.

Relational | Responsive | Recursive | Real World	
ORIENTATION	• How can new teachers be intentionally connected with school and board level supports? (and with each other) • What methods of delivery could be used? (e.g., face to face, online, blended) • How can orientation be experienced as a process rather than an event? • What NTIP and mentoring resources are available to assist principals?
MENTORING	• How do new teachers connect with mentors? • How do new teachers access joint release days to engage in collaboration and learning with multiple mentors? • What learning opportunities and resources are available for mentors to continue to develop their foundational mentorship skills? • What learning opportunities and resources are available for principals to continue to develop their foundational mentorship skills?
PROFESSIONAL LEARNING	• How can we construct a menu of differentiated supports responsive to each teacher's context, experience, teaching assignment and learning goals? • How can NTIP board leaders work with other board-level colleagues (e.g. FSL leads, Indigenous Education leads) to sustain and extend professional learning? • How are relationships built? • What are the direct connections to the classroom? • What impact will the application of learning have? How will we know?
Building a Mentoring Web | Differentiating Professional Learning | Mentoring for Mentors Fostering Principal Encouragement | Providing a Continuum of Support for All New Teachers	

Measuring Impact

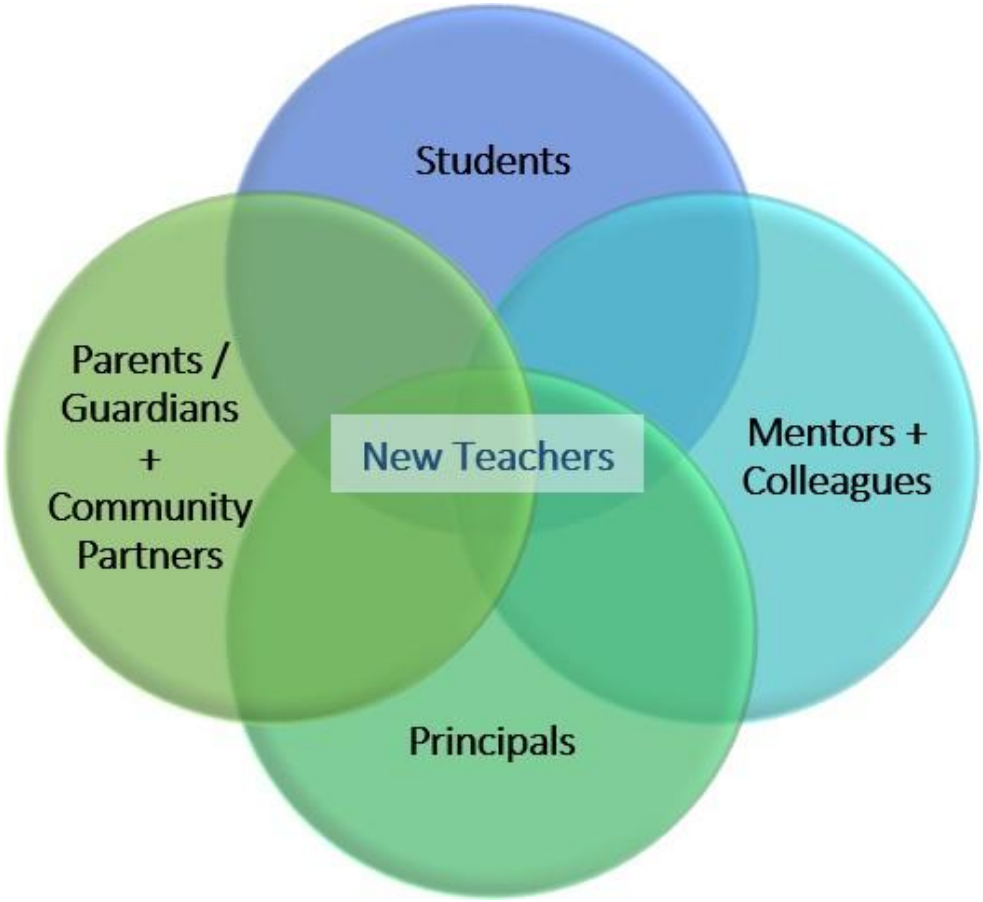
The Professionalism, Teaching Policy and Standards Branch has developed streamlined survey templates for beginning teachers, mentors, and principals linked to the core goals of NTIP.

The surveys provide interested boards with a practical tool to measure the impact of the NTIP in their district. The templates reflect generic NTIP mentoring activities and learning designs and we encourage boards to customize their surveys to suit local program designs. Access the NTIP survey tool at https://www.teachontario.ca/community/explore/ntip/content.

(4) Roles and Relationships

New Teachers

NTIP is school-based program. The learning focused relationships new teachers form with students, mentors, colleagues, principals, parents, and community partners are integral to their professional growth and ultimately the learning of their students.



Structure vs. Relationships

Often when we adapt or adopt an initiative or program we try to replicate a structure without attending fully to the complexities of relationships which enable the structure to actually be effective. Thinking about our approach to mentorship illuminates this distinction:

- *Do you have a mentor?* (structure – a one to one match)
- *Are you being mentored?* (relationships – a mentoring web of multiple mentors existing within an environment of relational trust)

As active participants in their learning new teachers construct their NTIP.

With students by:

- Building relationships
- Recognizing learning is messy
- Looking for strengths
- Recognizing lived experience and individual ways of knowing

With mentors and colleagues by:

- Choosing multiple mentors
- Seeking out professional learning
- Listening, observing, sharing, reflecting and learning

With principals by:

- Sharing successes
- Reaching out for support
- Actively participating in the INS and TPA process

With parents/guardians and community partners by:

- Connecting with partners in learning beyond the classroom, including Indigenous partners and communities
- Participating in communities
- Balancing work with life

NTIP at School

The chart summarizes how new teachers collaborate with mentors and principals. As the role of mentors is non-evaluative they are not involved in the Teacher Performance Appraisal (TPA) process for new permanent hires or other formal evaluations for occasional teachers.

	New Teachers	Mentors	Principals
Orientation	☐	☐	☐
Mentoring	☐	☐	☐
Professional Learning	☐	☐	☐
Individual NTIP Strategy	☐	☐	☐ **S**
Teacher Performance Appraisal (New Permanent Hires only)	☐		☐ **S**

☐ = direct involvement **S** = sign off

Mentors

Mentoring relationships honour the strengths and attributes of both new and experienced educators. As outlined in *Section 3 – Effective Program Implementation*, multiple models of mentorship provide a web of personalized support for beginning teachers and directly align with the key goals of NTIP.

Regardless of the mentoring model, one of the most powerful things mentors can do is help their colleagues hold up a mirror to their practice and in this mirror see all their strengths and attributes, not just the flaws and challenges of what isn't working. Through this deprivatization of practice, the quiet victories and moments of beauty that teaching provides can be surfaced, elevated and celebrated. This is authentic learner-driven collaborative professionalism.

The acrostic below outlines the fundamental aspects essential to any mentoring relationship. For the success of any relationship it is essential for all parties to have voluntarily chosen to engage in mentorship.

Mutual	• Mentoring relationships that flourish are reciprocal – all parties learn and grow
Evolving	• Mentors exhibit flexibility of stance and role based on the needs of the person they are supporting
Non-evaluative	• Mentoring supports are not connected to evaluation or judgement of a colleague's performance
Trusting	• Relational trust is built through effective listening and fostered in an environment characterized by emotional safety and mutual respect
Open	• Through powerful learning designs (e.g., observation and debriefing) teaching is deprivatized and the intentional sharing of knowledge and practice occurs
Real	• Mentoring activities are personalized, based on each person's authentic learning goals and connected to their real world
Supported	• Conditions to foster effective mentoring relationships are supported at both the school and board level (e.g., joint release days, foundational learning for mentors)

Roles and Stances of an Effective Mentor | How Do Mentors and Colleagues Help?
Resources for Mentors

Principals

Principal encouragement has emerged as a key factor in the growth of new teachers. New teachers, who highlighted the important role their principal played in their development, trusted their principal. They felt they could speak openly about their learning without the worry of being judged. Simply put, new teachers felt they had their principal's support.

Below are examples of how principals can support the professional learning and growth of new teachers by embedding the foundational mentoring skills outlined on page 12 of this manual.

Creating a Mentoring Web	• Introducing new teachers to multiple mentors in their school • Helping connect new teachers to mentors beyond their school with experience related to their specific teaching context (e.g., FSL, Indigenous Language Education, First Nation, Métis and Inuit Studies, Special Education)
Building Relational Trust	• Modelling inclusion, openness and collaborative practice • Engaging in goal setting conversations • Listening • Working towards reconciliation and responding to the TRC Calls to Action
Facilitating Learning Focused Conversations	• Demonstrating flexibility of stance and role (consultant, collaborator, coach) based on the needs of each person • Deepening understanding of challenges specific to particular teaching contexts (e.g., FSL, Indigenous Language Education, Special Education)
Providing Meaningful Feedback	• Being available for ongoing questions, conversations and feedback • Utilizing protocols like scaling questions and appreciative inquiry to help new teachers reflect on practice, build confidence and develop efficacy
Utilizing Powerful Mentoring Designs	• Facilitating opportunities for new teachers and mentors to engage in classroom observation and debriefing in their own school or other schools • Allocating time and resources to support collaboration with multiple mentors

Voluntary Staff Self-Identification

Collecting voluntary, confidential self-identification data allows for a clearer understanding of staff currently working within the provincial education system, and of changes in this number over time. Staff self-identification can assist school boards in cultivating supportive and open

Principals learning environments and enhancing programs and services.

Designated NTIP Superintendent / NTIP Coordinator

Leadership at the board level is instrumental to the successful implementation of NTIP in schools. All school boards designate a Superintendent with responsibility for program oversight. This Superintendent may assign an NTIP coordinator role to a current or retired board employee and may allocate up to $50,000 in salary to support this role (see *Section 5 – Funding* for additional information).

Additionally, boards are responsible for the submission of NTIP related data to the ministry, including the NTIP plan and final report. Boards are also required to support the participation of NTIP teachers in ministry level program monitoring, research and evaluation.

NTIP Steering Team

The board NTIP Steering Team brings all participants together in partnership to support the success of new teachers. Effective steering teams examine program data (e.g., board surveys of new teachers, mentors, principals) to inform planning, communication and learning designs. Composition of the steering team should include members from each partner in NTIP:

- Federations
- New Teachers
- Mentors
- Principals
- Faculties of Education
- Designated NTIP Superintendent / NTIP Coordinator
- Other staff and community partners involved in supporting NTIP, including Indigenous communities and partners

Individual NTIP Strategy (INS)

A school-based learning culture is critical to making the Individual NTIP Strategy (INS) meaningful. In a collaborative learning culture, the INS creates an important opportunity for ongoing learning focused conversations between the principal, mentors and the new teacher, about the new teacher's professional learning goals.

When the principal meets with a new teacher to discuss goals and strategies, suggest resources and offer support, the INS transforms from something that is touched once and never visited again to a living document. As a living document, the INS may well become a "messy plan" that is modified throughout the year.

In addition to new permanent hires, all new occasional teachers are encouraged to use the Individual NTIP Strategy to document their learning journey over time.

Goal Setting Conversations

Customizing the INS

Boards may consider modifying this INS format – while retaining the required fields, to maximize its potential to be an evolving professional growth plan and portfolio that focuses on the learning process.

We are in the process of considering how to update the INS to best foster learning and collaboration and would welcome your input at ptpsb@ontario.ca.

Access the current INS

Teacher Performance Appraisal for New Permanent Hires

The Teacher Performance Appraisal (TPA) process is an opportunity for dialogue, reflection and professional growth. It is a collaboration between new teachers and their principals to provide a meaningful, growth-oriented evaluation of teacher performance.

The *Teacher Performance Appraisal: Technical Requirements Manual* (2010), provides detailed information about the timelines, processes and steps to be followed in the appraisal process for both new permanent and experienced teachers.

As per the manual, new permanent hires are evaluated twice within their first 12 months of employment. In order to successfully complete the NTIP requirements, they must receive two *Satisfactory* appraisal ratings within 24 months. The flow chart of TPA outcomes for new teachers contained on pages 39 and 40 of the manual provides an at a glance summary of the appraisal process.

Upon successful completion of 2 satisfactory NTIP evaluations, boards are responsible for submitting the names of new teachers to the Ontario College of Teachers within 60 calendar days. A notation reflecting completion of NTIP is placed on the teacher's certificate of qualification and registration which appears on Ontario College of Teachers' public register.

(5) Funding

Funding Process

NTIP is funded annually through the Grants for Student Needs (GSN) as part of the Qualifications and Experience Grant. There are two components to the funding for school boards:

- Base amount of $50,000
- Proportional amount which is a "per teacher" allocation multiplied by the number of teachers on Rows 0, 1, and 2 of a board's Teacher Qualifications and Experience Grid from the previous year

Note school authorities receive proportional funding based on their hiring data reported to the Professionalism, Teaching Policy and Standards Branch.

Funding Parameters

Expenditure	Eligible	Notes
Salary for board staff to provide oversight and coordination of NTIP	☐	• Maximum of $50,000 • Must be funded from base amount
Release time for NTIP Required Teachers (1st Year Permanent Hires)	☐	• May be funded from base and/or proportional amount
Release time for NTIP Eligible Teachers (any teacher in their first 5 years who falls outside of the NTIP required definition)	☐	• May be funded from base and/or proportional amount
Release time for Mentors	☐	• May be funded from base and/or proportional amount
Resources to support NTIP professional learning (e.g., Additional Qualifications courses, conference registrations, professional texts, consumables, room fees)	☐	• May be funded from base and/or proportional amount
Capital expenditures and resources for students (e.g., classroom furniture, textbooks, technology, educational supports)	**X**	• Other sources for funding

(6) Online Resources

NTIP Learning Space

Our newly created NTIP Learning space provides online access to this document, including a web-enabled eBook version. Additionally, a rich array of accompanying resources to support new teachers, mentors, principals and board NTIP teams can all be accessed at this URL:

- https://www.teachontario.ca/community/explore/ntip

As NTIP continues to grow and evolve so will this online space. We are looking forward to continuing to learn with you.

New Teacher Induction Program at a Glance

New Teachers

Mentors

Principals

Board Leaders

NTIP Induction Elements Manual (2019)

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Toronto District School Board

The Individual NTIP Strategy Form

The following is an excerpt from the *NTIP: Induction Elements Manual*, Section 3.2, *Individual NTIP Strategy* form.

The *Individual NTIP Strategy* form is intended to serve as a vehicle for discussion and learning, as well as a means of planning, tracking, and recording the NTIP induction elements in which each new teacher participates. It contains no evaluative elements and is intended to reflect when a new teacher has completed participation in his or her individualized program. This form is not a checklist.

The program requires that the *Individual NTIP Strategy* form be used. Please refer to the Transfer Payment and Financial Reporting website at http://tpfr.edu.gov.on.ca/ntip/NTIP.htm for the current year's form. The form can also be accessed through the NTIP website.

The principal is responsible for meeting with the new teacher, when the teacher is hired or assigned to the school, in order to discuss the program requirements and expectations. The principal will introduce the *Individual NTIP Strategy* form and explain that it is to be developed in collaboration with the new teacher's mentor. The principal will also communicate to the new teacher those induction elements in which he or she is required to participate, based on the definition of "new teacher" (section 2.1 of this manual) and requirements related to participation in the NTIP (section 2.2 of this manual), and in accordance with Ontario Regulation 266/06.

Together, the mentor and new teacher will determine what methods will be used for each of the required elements (e.g., which professional development topics the new teacher will cover, timeframes, strategies). This plan may change throughout the year as the needs of the new teacher change.

The new teacher completes the *Individual NTIP Strategy* form. Once the form is completed, the new teacher will share the plan with the principal so that the principal can approve it, arrange or the supports, and allocate the appropriate resources.

The new teacher signs the form to signify that participation in the NTIP induction elements has been completed. The principal's signature indicates that the new teacher has received two *Satisfactory* ratings on performance appraisals for new teachers and has completed the New Teacher Induction Program. The principal will then forward a copy of the *Individual NTIP Strategy* form to the designated NTIP superintendent.

In the event that a new teacher changes schools or boards prior to completing the NTIP, the *Individual NTIP Strategy* form will serve to indicate the elements of the program that have already been completed.

The Individual NTIP Strategy Form

Principal	New Teacher	Beginning LTO Teacher*	Mentor
As part of school level orientation, the principal will provide information on the elements of NTIP: orientation, professional development and training, mentoring, and the TPA for new teachers. The principal gives the Individual NTIP Strategy form to the new teacher and indicates that this is the form to be used to record and track supports needed in each of the NTIP elements. (excluding TPA) The principal, based on the definition of new teacher in the *NTIP: Induction Elements Manual (2008)*, communicates to the new teacher the elements in which he/she needs to participate. The principal lets the new teacher know that the mentor can collaborate with him/her on the completion of the form and that once they have discussed needs and planned strategies, the new teacher will then share the plan with the principal so that the he/she can approve and allocate the appropriate resources. The principal does not evaluate the NTIP Individual Strategy Form or Induction elements. The principal, as catalyst in the new teacher's professional growth, through collaborative leadership, has an ongoing role in monitoring progress and reallocating resources as needed throughout the year. The principal records on the *Summative Report Form for New Teachers* the NTIP induction elements in which the new teacher has participated/is participating (as previously communicated to the teacher by the principal based on the definition of "new teacher" in the *NTIP: Induction Elements Manual, 2010*). Once the new teacher has received two *Satisfactory* ratings on performance appraisals for new teachers, the principal signs the form to indicate that the NTIP has been completed.	As part of school level orientation, the new teacher receives information on the NTIP: orientation, professional development and training, mentoring, and the TPA for new teachers. The new teacher receives the NTIP form from the principal along with an explanation of its use. The new teacher is responsible for the Individual NTIP Strategy Form. Once the new teacher understands which category he/she is in and in which elements he/she must participate, the new teacher collaborates with the mentor and principal (or others as needed) to determine what participation in those elements will look like including topics, strategies, timelines etc (excludes TPA). Once ready the new teacher shares the plan with the principal so that the principal can approve and allocate the appropriate resources. The new teacher continues to collaborate with the mentor to work through the plan, making adjustments if necessary. The new teacher is in conversation on an on-going basis with the principal and mentor as they progress through the plan. The new teacher signs the form once participation in the NTIP induction elements has been completed.	As part of school level orientation, the beginning LTO teacher receives information on the NTIP: orientation, professional development and training, mentoring, and evaluation processes. (if applicable) The beginning LTO teacher receives the NTIP form from the principal along with an explanation of its use The beginning LTO teacher is responsible for the Individual NTIP Strategy Form. Once the beginning LTO teacher understands which category he/she is in and in which elements he/she must participate, the beginning LTO teacher collaborates with the mentor and principal (or others as needed) to determine what participation in those elements will look like including topics, strategies, timelines etc (excludes TPA). Once ready the beginning LTO teacher shares the plan with the principal so that the principal can approve and allocate the appropriate resources. The beginning LTO teacher continues to collaborate with the mentor to work through the plan, making adjustments if necessary. The beginning LTO teacher is in conversation on an on-going basis with the principal and mentor as they progress through the plan. *Beginning full-time continuing education teachers who are participating in the induction elements of NTIP should also use the INS Form.	As part of mentor training, the mentor receives information on the NTIP: orientation, professional development and training, and mentoring. The mentor works in consultation and collaboration with the new teacher or the beginning LTO teacher to determine what participation in the elements will look like including topics, strategies, timelines, etc. The mentor meets with the new teacher or the beginning LTO teacher to work through the plan, suggesting adjustments if necessary. The mentor continues to collaborate with the new teacher or the beginning LTO teacher to work through the plan, suggesting adjustments if necessary.

INDIVIDUAL NTIP STRATEGY FORM

Name:

New Teacher Induction Program (NTIP) Elements	Professional Learning Goals	Strategies for meeting my goals	Principal Initials*
*The principal only needs to initial the elements in which the new teacher /beginning LTO teacher has participated in the event that the new teacher transfers schools/boards before completing the NTIP			
Orientation			
Board level (See section 4.3 in NTIP Induction Elements Manual)			
School level (See section 4.3 in NTIP Induction Elements Manual)			
Professional Development and Training - *These opportunities must be differentiated to meet the needs of the teachers' specific assignments (e.g., rotary, itinerant, self-contained, elementary, secondary…etc.)* **O**pportunities might address: Classroom Management; Planning, Assessment and Evaluation; Communication with Parents; Teaching Students with Special Needs and other Diverse Learners; Education Priorities (e.g., Literacy and Numeracy strategies, Student Success, Safe Schools, PAL, FSL, Early Learning, Equity and Inclusive Education)			
Area of PD and Training • *e.g., Classroom Management*	**Professional Learning Goals** *e.g., Developing effective classroom routines.*	**Strategies for meeting my goals** *e.g., Attend workshop; meet with mentor; dialogue with colleagues.*	

Mentoring – Development of NTIP Individual Strategy with Mentor; Mentoring activities (e.g., planning, dialogue, professional development, other)			
Mentoring Activity · *e.g., Conference Marking/ Teacher Moderation*	**Professional Learning Goals** *e.g., Develop effective strategies to ensure consistency in evaluation of student work*	**Strategies for meeting my goals** *e.g., Working collaboratively with mentor and/or colleagues to compare student work and assign benchmark levels*	
Release Time – In-school observation and debrief, co-planning with mentor			
Release Time Activity • *e.g., Observation and Debrief*	**Professional Learning Goals** *e.g., Develop effective strategies to maximize quality instructional time*	**Strategies for meeting my goals** *e.g., Observe mentor; engage in pre and post observation debrief with mentor.*	

SIGNATURES ARE REQUIRED UPON COMPLETION OF THE NTIP.

I have participated in the NTIP elements described above.

Teacher* Signature:_____ **Date**:_____ *The new teacher should keep a copy of the completed form.

This new teacher has completed two satisfactory teacher performance appraisals and his/her name will be forwarded to the Ontario College of Teachers for NTIP notation.

Principal Signature:_____ **Date**:_____

Principals: Because boards must submit names of new teachers who complete the NTIP, please forward this completed form to the superintendent designated for the NTIP as soon as possible. (See section 5.2 and 5.3 of the New Teacher Induction Program Induction Elements Manual 2010)

TEACHER PERFORMANCE APPRAISAL

Technical Requirements Manual

2010

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Ontario

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Preface

The purpose of this manual is to inform school boards, supervisory officers, principals, vice-principals, and teachers about the requirements of the provincial Teacher Performance Appraisal (TPA) system for new and experienced teachers. This manual replaces the *Performance Appraisal of Experienced Teachers: Technical Requirements Manual and Approved Forms and Guidelines (2009)* and the *Manual for Performance Appraisal of New Teachers (2009)*.

This manual has been designed as a resource to guide users in applying the TPA requirements. The legislative and regulatory requirements are set out in the Education Act, Part X.2, "Teacher Performance Appraisal", and in Ontario Regulation (O. Reg.) 98/02, O. Reg. 99/02, and O. Reg. 266/06. In the event of any legal issues arising from the interpretation of these requirements set out in this manual, boards should consult their legal counsel.

This manual also provides samples of mandatory and optional TPA-related forms in the appendices, as follows:

Mandatory Provincial Forms

- Summative Report Form for New Teachers
- Summative Report Form for Experienced Teachers

Sample Templates for Required Processes

- Enrichment Plan for New Teachers
- Improvement Plan for New Teachers
- Improvement Plan for Experienced Teachers
- Annual Learning Plan (ALP) for Experienced Teachers

Sample Templates for Optional Processes

- Log of Teaching Practice for New Teachers
- Log of Teaching Practice for Experienced Teachers

The most up-to-date versions of these forms are available online in accessible formats at www.edu.gov.on.ca/eng/teacher/appraise.html.

*

The TPA system for new and experienced teachers was developed on the basis of recommendations provided by key education partners. The Ministry of Education wishes to thank the following organizations, which participated in the development process:

- 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

1 Introduction

Ontario's teacher performance appraisal (TPA) system for new and experienced teachers is designed to:

- promote teacher development;
- provide meaningful appraisals of teachers' performance that encourage professional learning and growth;
- identify opportunities for additional support where required; and
- provide a measure of accountability to the public.

The TPA is an integral part of a continuum of professional learning that supports effective teaching, learning, and assessment practices by building on and complementing previous learning in pre-service teacher education programs and the New Teacher Induction Program (NTIP), as well as learning acquired throughout each individual's teaching career.

The TPA system helps strengthen schools as learning communities where teachers have the chance to engage in professional exchanges and collaborative inquiries that foster continuous growth and development. Professional dialogue and collaboration are essential to the creation and maintenance of a healthy school culture. An appraisal system in which both teachers and principals are actively engaged provides a framework for assessing teachers' practices in a way that meets their professional learning needs. The TPA system engages principals and teachers in professional dialogue that deepens their understanding of what it means to be a teacher, as reflected in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*.

1.1 "New" and "Experienced" Teachers

Ontario's TPA system has two components: one for "new" teachers and the other for "experienced" teachers.

New teachers are defined in the legislation as all teachers certified by the Ontario College of Teachers (including teachers trained out-of-province) who have been hired into permanent positions – full-time or part-time – by a school board, school authority, or provincial school ("board") to begin teaching for the first time in Ontario. Teachers are considered "new" until they successfully complete the NTIP or until 24 months have elapsed since the date on which they first began to teach for a board.

All teachers who have completed the NTIP, or who held permanent positions in Ontario's publicly funded schools prior to the NTIP's implementation in September 2006, as well as temporary teachers (those teaching on a Letter of Permission), are appraised as "experienced" teachers.

1.2 Employees Not Covered by the TPA

The TPA system does not apply to certified teachers employed outside the publicly funded education system or to instructors in teacher education institutions. Within boards, it does not apply to occasional teachers, continuing education teachers, vice-principals, principals, supervisory officers, or directors of education. Boards may develop a process for appraising the performance of any employees who are not covered by provincially mandated performance appraisal requirements.

2 Learning Communities

2.1 Promoting a Growth-Oriented Performance Appraisal Context

In the larger context of school improvement, Ontario's teacher performance appraisal system provides principals and teachers with processes and procedures that can help bring about improvements in teaching and student learning. The appraisal process can also promote the collaboration and relationship building essential to create and sustain an effective learning community. It is especially important to see the appraisal system as a supportive and effective way of helping teachers grow and develop as confident, proficient Ontario teachers.

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

Establishing learning communities 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, all 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 creating an environment where all students learn. They foster a culture of collaboration and focus on results.

Through their actions, principals and teachers strive to enhance their effectiveness as professionals with the goal of improving student achievement by asking questions such as:

- "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]

---

1. Mike Schmoker, "No Turning Back: The Ironclad Case for Professional Learning Communities", in *On Common Ground*, ed. 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.

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.

Through this inquiry process, principals and teachers 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 an effective and supportive learning community in the school.

Ontario's TPA system is designed to support and promote teacher growth and development. When this system is linked to school improvement goals and ongoing professional learning, it becomes fully integrated into the fabric of school life.

3 The Performance Appraisal Framework

3.1 Key Components

Although, depending on whether the teacher is "new" or "experienced", some components are applied differently and the frequency of appraisal differs (see Table 1), the following components are common to the appraisal of both new and experienced teachers:

- **Competency statements** that describe the skills, knowledge, and attitudes that new and experienced teachers must reflect in their teaching practice (see section 5, "Competencies");
- **Classroom observation** of the teacher by the appraising principal, agreed to by both parties. Prior to each observation, the teacher and principal discuss the competencies that will be the focus of the observation (see section 10.2.3, "The Classroom Observation");
- **Appraisal meetings** that promote professional dialogue between the principal and the teacher. A principal must arrange a pre-observation meeting with the teacher to prepare for the classroom observation and a post-observation meeting to discuss what went on during the observation. The meetings provide opportunities for reflection and collaboration to promote growth and improvement (see sections 10.2.2, "The Pre-observation Meeting", and 10.2.4, "The Post-observation Meeting");
- **A summative report** that documents the appraisal process. This report becomes a vehicle for teachers to reflect on the feedback they have received and to identify opportunities for growth. It also provides the means by which principals inform teachers of their TPA rating (see section 10.2.5, "The Summative Report");
- **A rating** that reflects a principal's assessment of a teacher's overall performance. There are some differences in rating categories for new and experienced teachers (see section 11, "Performance Rating");
- **A process for providing additional support** depending on the outcome of the appraisal (see section 12, "Procedures Following a Performance Rating").

In addition, experienced teachers develop an **Annual Learning Plan (ALP)**, which provides a meaningful way for these teachers, in consultation with principals, to identify strategies for growth and development for their evaluation year and for the years between performance appraisals (see section 8, "The Annual Learning Plan for Experienced Teachers").

3.2 Application of TPA Components to New and Experienced Teachers

While most TPA components are part of the appraisal system for both new and experienced teachers, their application differs, as does the frequency of appraisal, as shown in Table 1.

Table 1

Item	New Teachers	Experienced Teachers
Number of Appraisals	Must be appraised twice in the first 12 months of teaching	Must be appraised once every 5 years
Competencies	Appraisals focus on 8 of the 16 competency statements (see section 5.3, "Requirements: Competency Statements")	Appraisals consider all 16 competencies
Rating	Rated as follows: • *Satisfactory* or *Development Needed* in the first appraisal • *Satisfactory*, *Development Needed*, or *Unsatisfactory* in the second appraisal • *Satisfactory* or *Unsatisfactory* in a third appraisal (if needed) Teachers who receive two *Satisfactory* ratings during their new teaching period receive a notation on their Certificate of Qualification and Registration from the Ontario College of Teachers.	Rated either *Satisfactory* or *Unsatisfactory* in all appraisals
Annual Learning Plan	Not applicable to new teachers	ALP revised and updated annually in consultation with the principal

4 Roles and Responsibilities

4.1 Overview

Principals, vice-principals, teachers, and supervisory officers all play key roles in the performance appraisal process.

4.2 Principals

Principals are responsible for conducting performance appraisals of all teachers assigned to their school. These appraisals must be conducted in accordance with legislative and regulatory requirements, relevant ministry guidelines, and any other requirements specified by the board. The principal's responsibilities may be delegated, where appropriate, to a vice-principal in the same school or to a supervisory officer in the board.

The following is a checklist of the principal's key responsibilities when conducting a performance appraisal.

A principal must:

- schedule performance appraisals for every teacher assigned to the school and notify each teacher when an appraisal is being scheduled (see section 6, "Scheduling Requirements");
- meet with the teacher to prepare for the classroom observation component and to discuss the competencies that will be the focus of this observation (see section 10.2.2, "The Pre-observation Meeting");
- conduct a classroom observation to appraise the teacher's performance in relation to the applicable competencies (see section 10.2.3, "The Classroom Observation");
- meet with the teacher to review the results of the classroom observation (see section 10.2.4, "The Post-observation Meeting");
- prepare and sign a summative report on the performance appraisal, using the ministry-approved form (see section 10.2.5, "The Summative Report" and the forms in Appendices A and B);

- give the teacher a signed copy of the summative report within 20 school days of the classroom observation;
- upon a teacher's request, meet with the teacher to discuss the performance appraisal once the teacher has received a copy of the summative report;
- provide the board with a signed copy of the summative report;
- in instances where the performance appraisal results in an *Unsatisfactory* rating, follow the applicable procedures set out in section 12, "Procedures Following a Performance Rating".

A teacher may request an additional appraisal outside the regular appraisal cycle. The principal may refuse to conduct this appraisal if he or she considers that it is unlikely to lead to improvement in the teacher's performance rating. The principal may also conduct additional appraisals if he or she considers it advisable to do so in light of circumstances related to the teacher's performance.

4.3 Teachers

Actively participating in each appraisal is vital to a teacher's ongoing growth and development. For new teachers, the appraisal process builds on the orientation, mentoring, professional development, and training provided through the NTIP to help them develop into confident and proficient Ontario teachers. For experienced teachers, it provides an effective and supportive way to help them improve their teaching practice.

The checklists that follow summarize the key responsibilities of new and experienced teachers taking part in a performance appraisal.

New Teachers

A new teacher must:

- participate in two performance appraisals within the first 12 months of employment as a new teacher with a board;
- take an active part in all meetings and observations related to his or her performance appraisal;
- sign the summative report to acknowledge receipt, and may add comments if desired.

In addition, new teachers who receive a *Development Needed* or *Unsatisfactory* rating must:

- participate in additional appraisals as required;
- provide input on those elements of the board's NTIP that would help improve their performance;
- provide input on the steps and actions they should take to improve their performance.

Experienced Teachers

An experienced teacher must:

- participate in one performance appraisal every five years;
- actively participate in all meetings and observations related to his or her performance appraisal;
- sign the summative report to acknowledge receipt, and may add comments if desired;
- participate in any additional appraisals requested by the principal during or outside the regular appraisal cycle, as long as they comply with legislated requirements;
- collaborate annually with the principal to review and update his or her Annual Learning Plan (ALP) (see section 8, "The Annual Learning Plan for Experienced Teachers");
- upon request, meet with the principal to discuss his or her ALP in the years between appraisals. An experienced teacher may also request a meeting with the principal to discuss the ALP.

In addition, experienced teachers who receive an *Unsatisfactory* rating must:

- upon the principal's request, meet with the principal to discuss the performance appraisal after receiving a copy of the summative report;
- participate in additional appraisals as required;
- provide input on the steps and actions they should take to improve their performance.

4.4 Boards

School boards must make every effort to ensure that their staff comply with Ontario's TPA system. Board requirements are mandated by legislation and regulation, with the goal of promoting teachers' professional growth and development that in turn can lead to improvements in student achievement. Compliance with TPA requirements also provides a measure of accountability for school boards by ensuring that all teachers have documented evidence of their competency and by providing a documented process to deal with instances where a teacher's performance is unsatisfactory.

The checklist that follows summarizes the key TPA-related responsibilities for school boards. Please refer to the relevant sections of this manual for more detailed descriptions.

Policies and Information

A board must:

- establish policies and rules governing the performance appraisal of its teachers. These policies must be consistent with the Education Act, regulations, and relevant ministry guidelines. Board policies and rules must, to the greatest possible extent, ensure that all requirements are complied with and must provide for accountability in the event of non-compliance. If a step or process is not completed within the established timelines, 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 TPA process available to teachers, parents, students, and the chairs of school councils.

All Teachers

A board must:

- require all principals to conduct performance appraisals of the teachers assigned to their schools, in accordance with the requirements and timelines set out in the legislation and regulations;
- when a principal is unable to carry out his or her TPA-related powers and duties, establish policies and procedures governing the delegation of these duties to a vice-principal, another principal, or a supervisory officer;

- establish policies and procedures governing the delegation of performance appraisal–related duties from one supervisory officer to another when the assigned supervisory officer is unable to perform the duties or exercise the power. When no other supervisory officer employed by the board can perform the duties or exercise the power, a supervisory officer from another board may do so if the two boards agree;
- establish rules outlining which principal and supervisory officer will perform the appraisal duties in cases where a teacher:
  - 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;
- require all supervisory officers to carry out their duties in the performance appraisal process, including the following:
  - throughout any period during which a teacher is on review status, consulting regularly with the principal regarding the teacher's performance and steps that may be taken to improve it (see section 13, "Review Status");
  - submitting jointly with the principal a written recommendation to the board for termination of a teacher's employment 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 (see section 14, "Terminating a Teacher's Employment");
- pending a board decision on whether to terminate a teacher's employment for reasons of unsatisfactory performance, require the director of education to suspend the teacher with pay or reassign him or her to duties that are, in the director's opinion, appropriate in the circumstances;
- require the board secretary to file a complaint with the Ontario College of Teachers when the board terminates a teacher's employment for reasons of unsatisfactory performance or when a teacher resigns from the board while on review status.

New Teachers

A board must:

- establish procedures to meet the requirements that performance appraisals are to be scheduled so that each new teacher's performance is appraised twice in the first 12 months after he or she begins teaching and that any additional appraisals take place within the teacher's first 24 months of teaching;

- for new teachers who have not completed the NTIP before transferring to another school within the board, provide a copy of the appraisal documents (including any Enrichment and/or Improvement Plan), together with information about the NTIP induction elements in which the teacher has participated, to the principal of the new school;
- if it is considering employing a new teacher who has not yet completed the NTIP with another board, contact the last board that employed the teacher to request specific information about performance appraisals, the teacher's NTIP participation, and any resignation or termination of employment that may have taken place while that teacher was on review status;
- provide the same information detailed in the preceding point upon request of another school board that is considering employing a new teacher currently or previously employed by the board;
- for a new teacher who has received a *Development Needed* or *Unsatisfactory* rating, ensure that the NTIP induction elements required for the teacher to improve his or her performance are made available to that teacher;
- for a teacher who successfully completes the NTIP requirements, by receiving two *Satisfactory* appraisal ratings, notify the Ontario College of Teachers within 60 calendar days of the time of completion, so that the teacher will receive an NTIP notation on his or her Certificate of Qualification and Registration.

Experienced Teachers

A board must:

- schedule evaluation years for experienced teachers once every five years;
- schedule evaluation years for teachers who have successfully completed the NTIP so that there are four non-evaluation years between a teacher's last evaluation as a new teacher and his or her next evaluation year as an experienced teacher;
- schedule evaluation years for experienced teachers who are new to the board so that each teacher receives one performance appraisal in his or her first year with the new board (see section 6.2.4, "Experienced Teachers New to a Board");
- 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 (see section 6.2.2 for additional appraisals);

- require every experienced teacher to complete an ALP each year that addresses the teacher's professional growth objectives, proposed action plan, and timelines for achieving those objectives (see section 8, "The Annual Learning Plan for Experienced Teachers");
- ensure that the supports the principal recommends for a teacher to improve his or her performance following an *Unsatisfactory* rating are made available.

Boards may establish certain additional performance appraisal requirements for the new and experienced teachers they employ, as long as these requirements do not conflict with those set out in the Education Act, the regulations, and ministry guidelines. Additional requirements that boards may implement include:

- additional competencies to be assessed as part of the teacher performance appraisal;
- additional standards, methods, processes, timelines, and steps to be followed.

5 Competencies

5.1 Purpose

Competency statements – or descriptions of the skills, knowledge, and attitudes required to reflect the standards set out in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* – are set out in O. Reg. 99/02, Schedule 1. These 16 competencies form the basis for performance appraisals of both new and experienced teachers.

5.2 *Standards of Practice for the Teaching Profession*

The Ontario College of Teachers developed its *Standards of Practice for the Teaching Profession* as a collective vision of professionalism that guides the daily practice of its members. The College's Governing Council approved the following revised standards 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.

5.3 Requirements: Competency Statements

For New Teachers

Principals and teachers have found that some competencies are more relevant than others to the appraisal process for new teachers during the initial phase of their careers. For this reason, the appraisal process for new teachers focuses on a subset of 8 of the 16 competencies (see the items highlighted in light green in Table 2). When appraising the performance of a new teacher, principals must provide in the summative report a comment for each of these eight competencies as a minimum requirement for the appraisal.

Boards and principals should also take into account the likelihood that some individuals may be experienced teachers who were trained and employed outside Ontario. In addition to focusing on the eight competencies required for new teachers, the principal may elect to consider some or all of the other eight competencies when appraising the teacher's performance, if this is in accordance with board policy.

For Experienced Teachers

The principal must consider all 16 competencies when assessing the performance of experienced teachers. However, he or she does not have to comment on all 16 competencies in the summative report. The pre-observation meeting provides opportunities for principals and teachers to discuss which competencies should be the focus of the classroom observation and the appraisal. In the post-observation meeting, they may discuss comments related to the competencies that are to be included in the summative report. However, the principal may comment on competencies other than those discussed, and should advise the teacher of that fact during the discussions.

Board-Mandated Competencies

In addition to the competencies listed in Table 2, boards may identify and consider 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.

Table 2 sets out the 16 competency statements within the 5 domains of the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*. The competencies highlighted in light green are those used for appraising the performance of new teachers.

Table 2. The 16 Competency Statements

Domain	Competency
Commitment to Pupils* and Pupil Learning	• 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	• 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 the factors that influence pupil learning and achievement.
Teaching Practice	• 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 their 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 and Community	• Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools. • Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.
Ongoing Professional Learning	• Teachers engage in ongoing professional learning and apply it to improve their teaching practices.

Note: The eight competencies highlighted in light green are those used for appraising the performance of new teachers. Principals must provide a comment for each of these eight competencies as a minimum requirement in the summative report for a new teacher.

* In the Education Act, students are referred to as "pupils".

6 Scheduling Requirements

6.1 Purpose

A board's approach to scheduling teacher performance appraisals sets the tone for much of its professional culture. The scheduling requirements call for careful planning and organization and an approach that conveys to everyone that appraisal is not an isolated event but an integral component of school improvement. Teacher performance appraisal is a powerful vehicle for principal and teacher engagement in growth-oriented dialogue. Integral to the appraisal process is open communication between the teacher and the principal to identify next steps and tailor supports to facilitate a teacher's continuous improvement.

6.2 Requirements

The information that follows is a summary of the legislative and regulatory requirements and ministry guidelines related to the timelines of the performance appraisal system for new and experienced teachers.

6.2.1 Frequency

New Teachers

A board must ensure that the performance of every new teacher it employs is appraised twice in the first 12-month period after the teacher begins teaching. If both appraisals result in a *Satisfactory* rating, the teacher has successfully completed the NTIP. Once this occurs, the teacher ceases to be a "new" teacher and must be placed in the five-year performance appraisal cycle for experienced teachers. Teachers who have had their new teaching period extended will be placed in the five-year performance appraisal cycle once the extension is complete (see section 6.2.2, "Additional Performance Appraisals").

Experienced Teachers

A board must ensure that every experienced teacher it employs is placed on a five-year cycle for performance appraisal. Experienced teachers who are new to a board must be appraised in their first year of employment.

Within 20 school days after a teacher begins 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 take place at any time that the principal considers appropriate during the evaluation year, subject to any board policies.

6.2.2 Additional Performance Appraisals

A principal must conduct additional performance appraisals if:

- a new teacher receives a *Development Needed* or an *Unsatisfactory* rating while participating in the NTIP; or
- an experienced teacher's performance appraisal results in an *Unsatisfactory* rating.

The principal may also conduct additional appraisals at the request of the teacher or if the principal considers it advisable to do so in light of circumstances related to the teacher's performance.

6.2.3 Experienced Teachers Continuously Employed by a Board

Each teacher continuously employed by a board must have an evaluation year in every five-year period. During an evaluation year, the teacher must receive at least one performance appraisal. As long as the teacher continues in the board's employ, and continues to receive *Satisfactory* ratings,[4] there must be four non-evaluation years before the next evaluation year. If a teacher is teaching for only one semester during a year scheduled as his or her evaluation year, the performance appraisal must be conducted in that semester.

6.2.4 Experienced Teachers New to a Board

Boards must ensure that each experienced teacher who is new to a board receives at least one performance appraisal in their first year of employment. The five-year performance appraisal cycle begins when the teacher completes that year, provided that the teacher has received a *Satisfactory* rating. 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.

6.2.5 When a Teacher Is Seconded to Another Board

When new or experienced teachers are seconded to another board, their appraisal cycle continues. The board from which a teacher is seconded must advise the receiving board whether the secondee is in the appraisal cycle for new teachers or in the five-year appraisal cycle for experienced teachers. The receiving board must ensure that all appraisals required for that teacher are completed during the teacher's secondment to the board, except as set out below.

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4. For information about requirements regarding *Unsatisfactory* ratings, see section 12, "Procedures Following a Performance Rating".

If a teacher on secondment receives a performance rating that is anything other than *Satisfactory*, the secondment is terminated and the teacher resumes teaching at his or her "home" board. The appraisal is then deemed not to have been conducted, except for the purposes of terminating the secondment agreement.

For new teachers, termination of a secondment under these conditions resets the new teaching period to the point at which the teacher began the secondment. Any appraisals that took place before the teacher began the secondment would count as the only appraisals.

For experienced teachers who receive an *Unsatisfactory* rating while on secondment, their five-year cycle recommences at the home board. The year of their return to the home board will be an evaluation year. In such an instance, the board must ensure that an appraisal takes place within 60 school days of the teacher's return. For further information, refer to section 15.2.2, "Exchange of Information Among Schools and Boards".

6.2.6 Effect of Certain Absences on the Teaching Period

When a board schedules its teachers for an appraisal in accordance with the appraisal requirements for both new and experienced teachers, the following periods must not be counted as part of either the new teaching period or the experienced teacher appraisal cycle:

- a period during which the teacher does not teach at any time in a school governed 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 Ontario's publicly funded education system;
- a period during which a teacher is on an extended leave approved by the board.

6.2.7 Timing of Appraisal When a Teacher Returns From an Extended Leave

When a teacher returns from an extended leave approved by the board (as listed in section 6.2.6), any appraisal that would otherwise have been carried out during the period of the leave must be conducted within 60 school days of the teacher's return from the leave.

6.2.8 Extension of 24-Month New Teaching Period

Ontario Regulation 99/02 states that, in certain restricted circumstances, a teacher shall be granted one extension of up to 90 school days to the 24-month new teaching period. This extension provides additional time for the small number of new teachers who change teaching environments during their second year of employment to adjust to their new environment and complete the NTIP requirements.

A board must extend a teacher's new teaching period if all the following criteria apply:

- the teacher has had three performance appraisals during the first 18 months of the new teaching period and one appraisal resulted in a *Satisfactory* rating
- at the start of the nineteenth month, but before the end of the 24-month new teaching period, the teacher
  - begins to teach in a different school in the same board, or
  - becomes employed as a teacher by a different board
- the teacher has submitted a written request to the appropriate supervisory officer in the new school or board for an extension of his or her new teaching period
- the request for an extension was made after the start of the nineteenth month but before the end of the 24-month new teaching period
- the new teaching period has not previously been extended for any length of time

6.2.9 Delegation of a Principal's TPA Responsibilities

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 can conduct appraisals on behalf of a principal. Refer to section 277.17 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 or Supervisory Officer

When a principal is absent or unable to carry out appraisal obligations, the teacher's evaluation cycle is not affected, as, under these circumstances, the principal's obligations can be carried out by a vice-principal or supervisory officer. Similarly, when a vice-principal or supervisory officer is unable to carry out these duties, another supervisory officer in the same board – or, in some circumstances, from another board – can undertake them.

Regardless of 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 Participation in the New Teacher Induction Program

7.1 Purpose

A meaningful performance appraisal process interacts in a coherent way with the other elements of the New Teacher Induction Program (NTIP) to promote the continuous professional growth and development that new teachers need in order to be successful.

7.2 Requirements

A principal must take a new teacher's NTIP participation into account when determining the teacher's overall performance rating. The principal shall inform the teacher of the NTIP elements in which he or she is required to participate, based on the legislative requirements and the requirements set out in the *New Teacher Induction Program: Induction Elements Manual (2010)*.

Principals use their professional judgement when taking a new teacher's NTIP participation into account during his or her appraisal. In doing so, they should recognize the individual needs of teachers and act in accordance with board policies.

The principal must indicate on the Summative Report Form for New Teachers (see Appendix A) the induction elements in which the teacher has participated.

8 The Annual Learning Plan for Experienced Teachers

8.1 Purpose

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

8.2 Requirements

School boards must ensure that every experienced teacher they employ has an updated ALP for each year. 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. The ALP is teacher-authored and -directed and is developed in a consultative and collaborative manner with the principal.

Each year, all teachers, in collaboration with their principals, must review and update their previous year's 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 in the summative report from the teacher's most recent performance appraisal. Teachers who move from "new" to "experienced" teacher status by successfully completing the NTIP requirements, as indicated by two *Satisfactory* performance appraisal ratings, develop their ALP in the first year of their initial five-year evaluation cycle for experienced teachers. In doing so, they should take into consideration the feedback and growth strategies set out in the summative report from their last appraisal as a new teacher. The teacher and the principal must sign the teacher's ALP each year and both must retain a copy for their records.

A sample ALP form is provided in Appendix H.

8.2.1 Process During a Teacher's Evaluation Year

In an evaluation year, the teacher and principal must meet to review and update the teacher's current ALP as part of the performance appraisal process. The pre- and post-observation meetings provide opportunities for this review to take place. The ALP must be updated on the basis of this review and must take into account the principal's recommendations from that year's performance appraisal.

8.2.2 Process During a Teacher's Non-Evaluation Years

During the non-evaluation years, the teacher, in consultation with the principal, must review the previous year's ALP and update it on the basis of this review. Subject to board policy, the teacher and principal may decide how to coordinate their reviews in these years. Although a meeting is not required in non-evaluation years, it is recommended. However, if either the teacher or the principal requests a meeting to discuss the ALP, then a meeting must take place.

9 Gathering Parental and Student Input

Parental and student input is an important vehicle for informing a teacher's professional learning and teaching practice. Parental and student input also helps 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.

New teachers may choose to gather parental and student input and reflect on it as part of their performance appraisals. Experienced teachers are encouraged to gather parent and student input in developing, reviewing, and updating their Annual Learning Plan each year.

10 Performance Appraisal Procedures

10.1 Purpose

For performance appraisals to be both effective and meaningful, the procedures governing them must be sound. Within the structure of the performance appraisal system, principals and teachers should collaborate to find ways of making choices that contribute to a positive outcome. The procedures should hold promise for bringing about improvements in both teaching practice and student achievement. The professional dialogue between principals and teachers should support teachers' understanding of what they are to do to fulfil the performance appraisal requirements.

10.2 Requirements

The information that follows is a summary of the legislative and regulatory requirements and ministry guidelines related to the performance appraisal procedures for new and experienced teachers. Please consult the Education Act, Part X.2 as well as O. Reg. 98/02 and O. Reg. 99/02, all of which can be found at www.e-laws.gov.on.ca.

10.2.1 Overview of Performance Appraisal Steps

In accordance with the regulations, all performance appraisals must include the following elements:

- a pre-observation meeting;
- a classroom observation;
- a post-observation meeting;
- a summative report that includes a rating of the teacher's overall performance.

In instances where a teacher's performance appraisal results in a *Development Needed* or *Unsatisfactory* rating, additional steps are required. For further details please refer to section 12, "Procedures Following a Performance Rating".

10.2.2 The Pre-observation Meeting

The teacher and principal must have 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:

- make certain that the expectations for the appraisal process are clearly understood;
- promote a collegial atmosphere in advance of the classroom observation;
- identify exactly 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 that are the focus of the lesson;
- discuss the unique qualities of the teacher's class of students;
- discuss how the teacher's performance will be assessed, including a review of the competencies that will form the basis of the teacher's performance appraisal;
- establish procedures in advance;
- set the date and time for the classroom observation.

The purpose and use of the optional Log of Teaching Practice (see Appendices F and G) should be discussed if it is being used. For experienced teachers, the pre-observation meeting also provides an opportunity for the teacher and principal to begin reviewing and discussing the teacher's current ALP (see section 8, "The Annual Learning Plan for Experienced Teachers").

10.2.3 The Classroom Observation

To assess teachers' skills, knowledge, and attitudes, each appraisal must include at least one classroom observation. For the purposes of the performance appraisal, each teacher must be observed in an instructional setting. With the exception of the teaching assignments summarized below, the classroom observation involves a visit by the principal to the teacher's classroom. However, the definition of "classroom observation" in O. Reg. 99/02 addresses those circumstances in which a teacher's usual teaching environment is not a classroom. For such teachers, classroom observation includes 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, respectively, 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 counsellor is interacting with students. The board may choose to establish protocols

for the performance appraisal of teachers, such as curriculum consultants, who are not routinely in an instructional setting with students, by using the mandated competencies and any additional competencies that the board may develop.

10.2.4 The Post-observation Meeting

After the classroom observation, the teacher and principal must meet to review the results of the observation and discuss other information relevant to the principal's appraisal of the teacher's performance. The post-observation meeting should be held as soon as possible after the classroom observation.

During the post-observation meeting, the teacher and principal must:

- discuss the competencies that they consider to be most relevant to the teacher's performance appraisal. The principal will then comment on these competencies in the summative report. For new teachers, this will involve a comment on each of the eight competencies identified as essential to the appraisal of new teachers (see Table 2 in section 5, "Competencies");
- discuss the teacher's participation in the NTIP and their professional growth strategies (for new teachers only);
- discuss the teacher's professional growth goals and strategies to be included in the ALP (for experienced teachers only);
- discuss how the teacher might gather parental and student input in developing his or her ALP (this point is optional; see section 9, "Gathering Parental and Student Input").

10.2.5 The Summative Report

The Summative Report Forms for New and for Experienced Teachers (see Appendices A and B) are ministry-approved forms that must be used to document each teacher's appraisal. The information they contain is summarized in the checklists that follow.

The completed Summative Report Form for New Teachers must include:

- a record of meeting and classroom observation dates;
- the principal's appraisal of the teacher's performance, including comments on each of the eight competencies for new teachers (see Table 2 in section 5, "Competencies");

- the principal's indication of the induction elements in which the new teacher has participated;
- the principal's overall rating of the teacher's performance;
- growth strategies if the teacher's performance is rated as *Satisfactory*.

The completed Summative Report Form for Experienced Teachers must include:

- a record of meeting and classroom observation dates;
- a record of the competencies that the principal and teacher have discussed as those that were the focus of the classroom observation;
- the principal's comments regarding the competencies identified in discussions with the teacher as most relevant to the teacher's performance appraisal (the principal may also comment on other competencies that he or she assessed as part of the appraisal);
- the principal's overall rating of the teacher's performance;
- recommended professional growth goals and strategies for the teacher to take into consideration in developing his or her ALP if the teacher's performance is rated as *Satisfactory*.

In the case of both new and experienced teachers, the principal must collect evidence to support his or her appraisal of the teacher's performance. This evidence must be either described in the summative report or attached as supporting documentation.

The principal must sign the Summative Report Form and give the teacher a copy within 20 school days of the classroom observation. The teacher must sign the copy to acknowledge receipt and can add comments if he of she wishes. The principal must send a signed copy to the board through the appropriate supervisory officer.

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

10.2.6 Additional Requirements That Boards May Establish

A board may establish additional requirements for the performance appraisal of teachers it employs, as long as these requirements do not conflict with the requirements of the provincial performance appraisal system. Examples of additional requirements include:

- additional competencies to be assessed as part of the teacher performance appraisal;

- additional standards, methods, processes, timelines, and steps to be followed;
- provisions for parental and student input on any additional competencies the board establishes. Before providing such input to a teacher, the board must follow legal requirements such as removing information that would identify a parent or student.

11 Performance Rating

11.1 Purpose

To provide feedback that promotes professional growth, the teacher's overall performance is rated. The rating provides both new and experienced teachers with clear direction about their performance level as a first step in identifying opportunities for further development.

11.2 Rating Systems for New and Experienced Teachers

New Teachers

The rating of new teachers is designed to recognize that they are in the initial stages of their careers and developing the expertise and confidence they need to be successful in Ontario classrooms. The design of the rating system balances support for teacher development and growth with the need to ensure that new teachers demonstrate satisfactory performance.

The rating used for the first appraisal of new teachers is either *Satisfactory* or *Development Needed*. For a teacher who receives a *Development Needed* rating, the rating for subsequent appraisals will be either *Satisfactory* or *Unsatisfactory*.

New teachers are appraised in relation to the eight competencies highlighted in Table 2 (see section 5, "Competencies"). In determining the overall rating that appears in the summative report, the principal looks at the competencies as a whole.

A *Development Needed* rating signals that a new teacher would benefit from an additional period of participation in NTIP. It also indicates an intent to focus on the teacher's growth by providing enriched NTIP supports such as more orientation, additional mentoring opportunities, or additional professional development. These additional supports are identified in an Enrichment Plan tailored to reflect the teacher's individual needs. The sample Enrichment Plan Form in Appendix C provides a model that boards may choose to adopt.

An *Unsatisfactory* rating signals the need for an Improvement Plan that identifies very specific areas in which the teacher must improve in order to move forward successfully in his or her career with the board. The principal cannot assign an *Unsatisfactory* rating to a new teacher unless the teacher has previously received a *Development Needed* rating.

Experienced Teachers

Experienced teachers are rated as either *Satisfactory* or *Unsatisfactory* at all appraisals. An *Unsatisfactory* rating signals the need for an Improvement Plan that identifies very specific areas in which the teacher must improve in order to move forward successfully in his or her career with the board. For more information about the processes following a performance rating, see section 12, "Procedures Following a Performance Rating".

11.3 Requirements

The principal must determine the overall rating for a teacher as a final consideration in completing the summative report. The principal uses his or her professional judgement 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 must take into account a range of perspectives. Sample Logs of Teaching Practice are available in Appendices F and G as a resource that demonstrates one approach that principals and teachers can use to gather evidence of performance over time.

New Teachers

Principals must assess a new teacher's performance in relation to the eight competencies (at a minimum) highlighted in Table 2 in section 5, "Competencies", and in the Summative Report Form for New Teachers in Appendix A. When coming to a final decision about the rating, principals must also take into account the teacher's participation in the NTIP as well as all other factors related to the teacher's performance.

The list that follows summarizes possible ratings for new teachers at each stage of the appraisal process:

- The principal assigns all new teachers a rating of either *Satisfactory* or *Development Needed* based on the results of the first performance appraisal.
- New teachers whose performance rating was *Satisfactory* in the first appraisal are assigned a rating of either *Satisfactory* or *Development Needed* based on the results of the second appraisal.
- New teachers whose performance rating was *Development Needed* in the first appraisal are assigned a rating of either *Satisfactory* or *Unsatisfactory* based on the results of the second appraisal.
- Following the second appraisal, new teachers are assigned a rating of either *Satisfactory* or *Unsatisfactory* at any subsequent appraisal that is required.

Experienced Teachers

The performance appraisal of experienced teachers is based on all the competencies set out in O. Reg. 99/02 and in section 5, "Competencies", of this manual. For all appraisals of experienced teachers, the rating is either *Satisfactory* or *Unsatisfactory*.

12 Procedures Following a Performance Rating

12.1 Purpose

Ontario's performance appraisal system for new and 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, and after 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 that must follow specific appraisal outcomes are set out in legislation. However, the pathways to improvement that a teacher follows may vary, and the principal's approach to providing support will differ according to the teacher's individual circumstances.

12.2 Procedural Requirements Following New Teachers' Performance Ratings

This section is intended to inform principals and new teachers about the procedures they must follow in the case of specific appraisal outcomes. See also Figures 1A and 1B, which illustrate the process for and possible outcomes of the appraisal of new teachers.

12.2.1 Procedural Requirements Following Specific Appraisal Outcomes

All new teachers must receive two appraisals in the first 12 months after they begin teaching. A third, and if necessary a fourth, appraisal takes place if either of the two appraisals in the first 12 months result in a *Development Needed* rating.

After he or she assigns a rating, the principal must develop growth strategies that reflect the appraisal outcomes and must describe these strategies in the summative report. In developing these growth strategies, the principal must seek input from the teacher.

Following a* Satisfactory *Appraisal Rating

In order to successfully complete the NTIP requirements, a new teacher must receive two *Satisfactory* appraisal ratings within 24 months of starting to teach. In accordance with section 272 of the Education Act, the board must, within 60 calendar days of

the second *Satisfactory* rating, notify the Ontario College of Teachers that the teacher has successfully completed the NTIP. This is an essential step that enables new teachers to receive an official notation on the Certificate of Qualification and Registration that they have successfully completed the NTIP requirements.

Following a* Development Needed *Appraisal Rating

When a new teacher receives a *Development Needed* rating on a first appraisal, the principal, with input from the teacher, will develop an Enrichment Plan within 15 school days.[5] A second appraisal will be conducted within the first 12 months of teaching. The rating from the second appraisal will be either *Satisfactory* or *Unsatisfactory*. When a new teacher who received a *Satisfactory* rating on a first appraisal receives a *Development Needed* appraisal rating on a second appraisal, an Enrichment Plan will be developed and the NTIP will be extended into a second 12-month period to provide the teacher with enriched supports. A third appraisal will take place within 120 school days from the beginning of the second 12-month period, taking into consideration the time required for the teacher to participate in the additional supports.

Following an* Unsatisfactory *Appraisal Rating

When a new teacher receives an *Unsatisfactory* appraisal rating, the teacher is placed on review status. The principal will develop an Improvement Plan with input from the teacher within 15 school days. An additional appraisal must take place within 120 school days from the time the teacher is notified that he or she is on review status but no later than 24 months after the teacher begins teaching (see section 13, "Review Status").

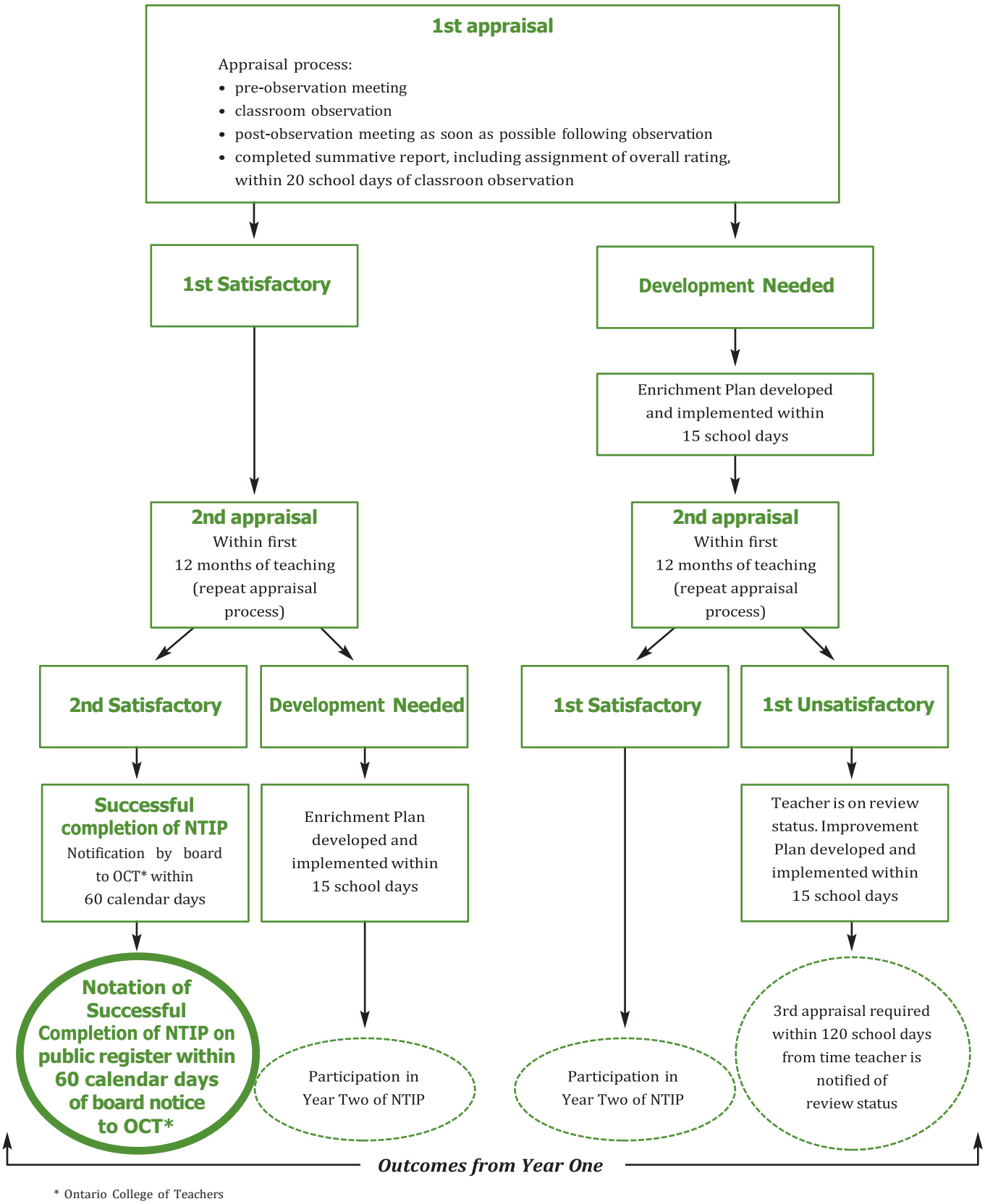
12.2.2 Time Between the First and Second Appraisals

As long as two appraisals are completed within the first 12-month period after the teacher begins teaching, the interval between the first appraisal and the second appraisal is at the principal's discretion, subject to any applicable board policies. In exercising discretion as to the timing of the second appraisal, principals must balance the desirability of giving teachers a reasonable opportunity to improve their performance against the responsibility of providing students with quality education.

5. Refer to the Education Act, Part X.2, s. 277.40.1(2).

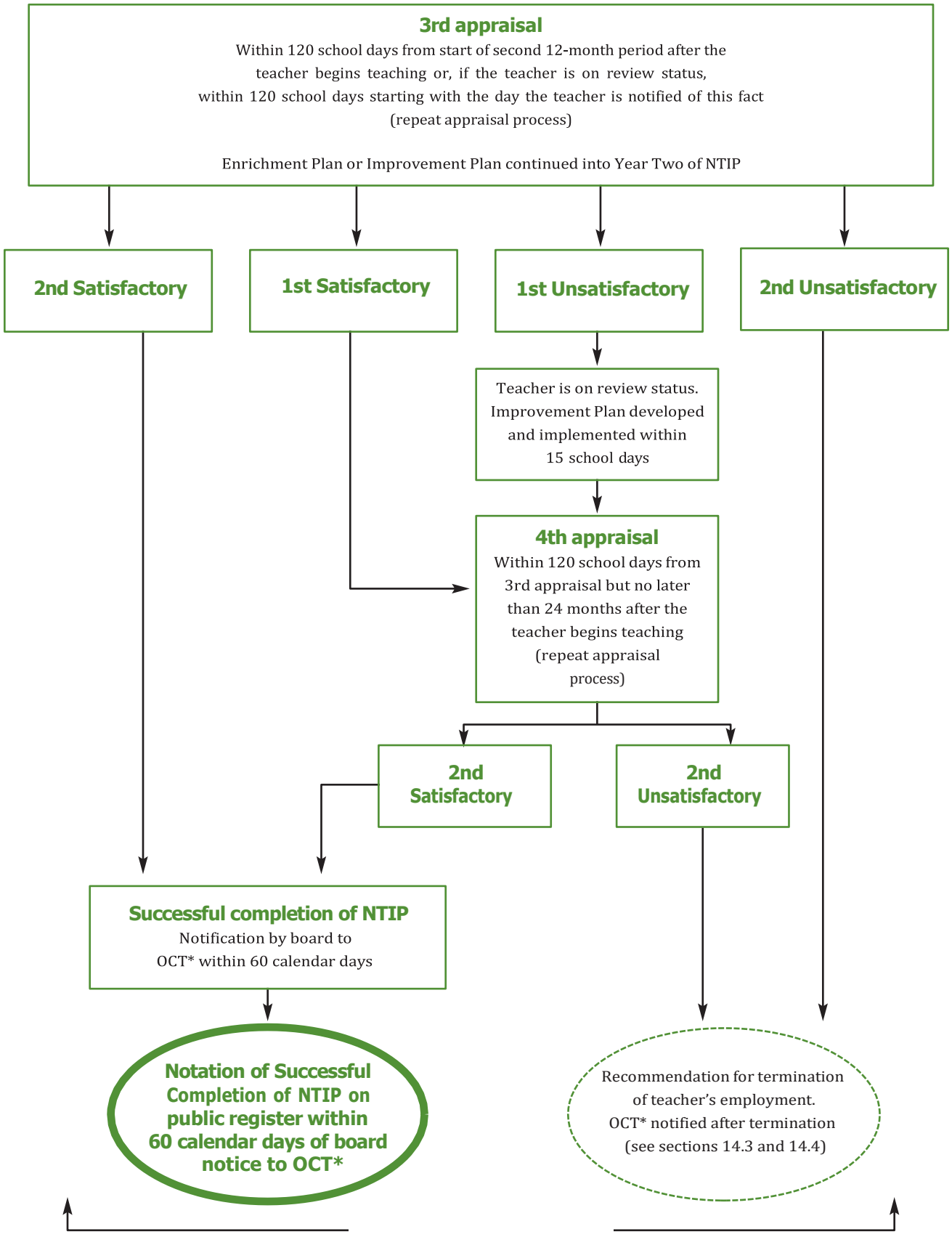
Figure 1. New Teacher Induction Program (NTIP): Performance Appraisal of New Teachers Flow Chart

1A. NTIP Year One (two appraisals are required in the first 12 months after the teacher begins teaching)



* Ontario College of Teachers

1B. NTIP Year Two – If Required (must be completed within the teacher's first 24 months of teaching)



Outcomes from Year Two

* Ontario College of Teachers

12.3 Procedural Requirements Following Experienced Teachers' Appraisal Ratings

The sections that follow outline the requirements following specific appraisal outcomes for experienced teachers. See also Figure 2, which illustrates the process for and possible outcomes in the appraisal of experienced teachers.

12.3.1 Following a *Satisfactory* Rating

If a teacher receives a *Satisfactory* rating, the teacher and principal must identify learning and growth strategies that reflect the findings of the appraisal. The growth strategies must be taken into account in the teacher's ALP (see section 8, "The Annual Learning Plan for Experienced Teachers"). The next evaluation year for the teacher will take place after four non-evaluation years.

12.3.2 Following an *Unsatisfactory* Rating

First* Unsatisfactory *Rating

When teachers receive their first *Unsatisfactory* performance appraisal rating on their summative report, the principal must ensure that they receive the support, guidance, and monitoring necessary to enable them to improve their performance within a given period.

Within 15 school days of the teacher's receiving the rating, the principal must provide the teacher with an Improvement Plan that provides a written explanation of what is lacking in the teacher's performance and sets out the recommended steps and actions the teacher should take to improve it.[6] (Each board may design its own Improvement Plan form for experienced teachers. A sample form is available in Appendix E.)

The teacher is responsible for undertaking the steps set out in the Improvement Plan. At the request of either party, the teacher and principal must meet to discuss the outcome of the appraisal process after the teacher receives a copy of the completed summative report 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 principal's discretion, subject to any applicable board policies, as long as the second appraisal takes place within

6. Refer to the Education Act, Part X.2, s. 277.36(2).

60 school days after the principal has given the teacher written notice of the initial *Unsatisfactory* rating. In exercising this discretion, principals must balance the desirability of giving teachers a reasonable opportunity to improve their performance against the responsibility of providing students with quality education.

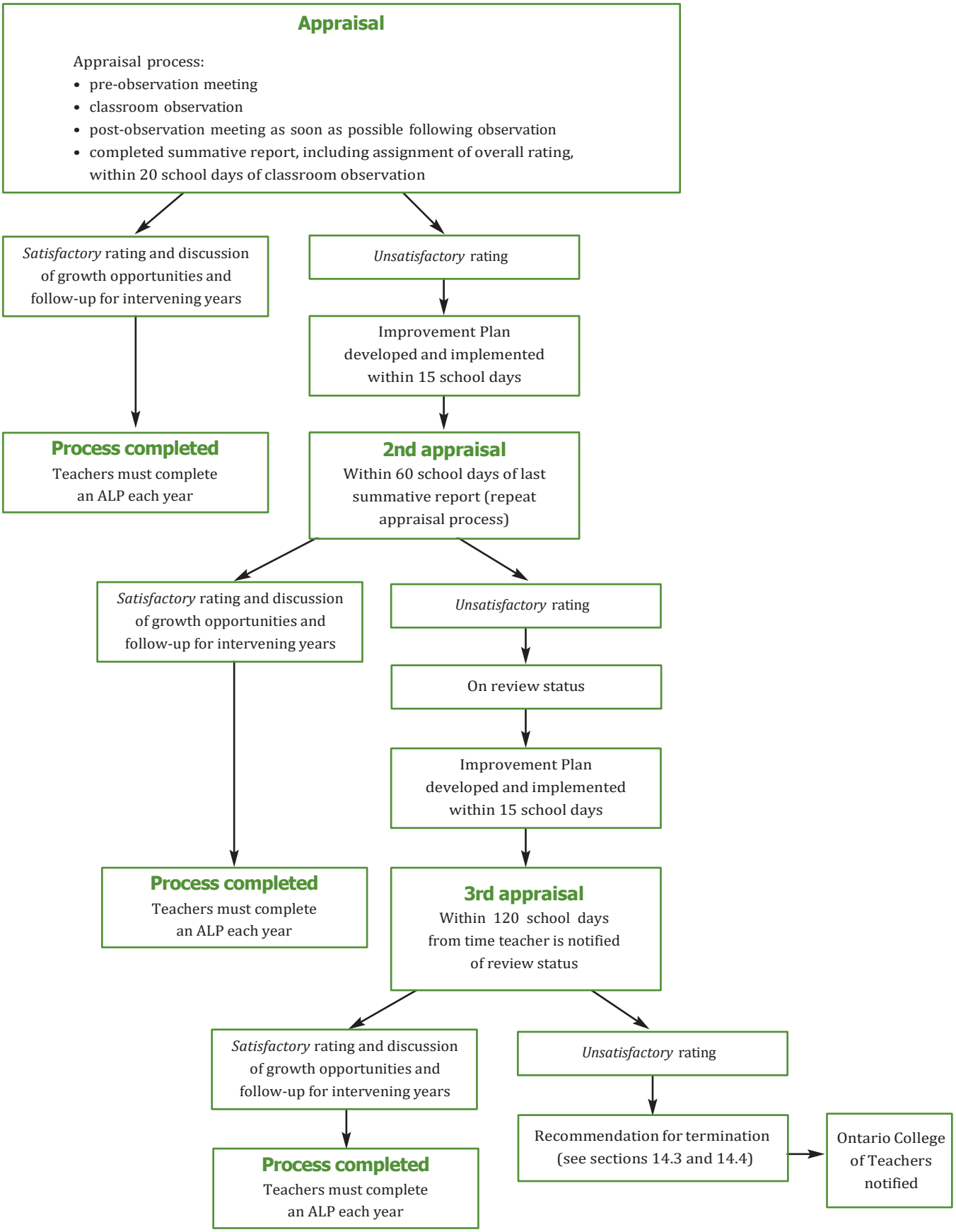
If the second appraisal results in a *Satisfactory* rating, the teacher and principal must follow the process outlined in section 12.3.1, "Following a *Satisfactory* Rating". If the second appraisal is *Unsatisfactory*, they must meet the requirements set out below.

Second **Unsatisfactory** ***Appraisal Rating***

Teachers who receive two consecutive *Unsatisfactory* ratings on their summative reports will be placed on review status. In such a case, within 15 school days, the principal must:

- provide the teacher with a written Improvement Plan, setting out steps and actions that the teacher should take to improve his or her performance. The Improvement Plan should take the teacher's input into account. Before preparing the plan, the principal must consult with the appropriate supervisory officer;
- give the appropriate supervisory officer a signed copy of the summative report, the Improvement Plan, and all documents relied on in conducting the performance appraisal, together with a brief written summary of the matters discussed with the teacher at the appraisal meeting(s).

Figure 2. Performance Appraisal of Experienced Teachers Flow Chart



13 Review Status

13.1 Requirements for Placing a Teacher on Review Status

New teachers are placed on review status if they receive two ratings that are not satisfactory (i.e., a *Development Needed* rating followed by an *Unsatisfactory* rating) while participating in the NTIP. Experienced teachers are placed on review status when two consecutive performance appraisals result in an *Unsatisfactory* rating.

13.2 Principals' Responsibilities

Whenever a teacher is placed 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;
- give the teacher feedback and recommendations that the principal considers might help the teacher improve his or her performance.

13.3 Timing of the Next Appraisal

When a new or experienced teacher is placed on review status, the principal must conduct a performance appraisal within a period of 120 school days that begins with the day on which the teacher is advised that he or she is on review status. For a new teacher, the appraisal must occur within 24 months of the teacher's beginning to teach.

If this performance appraisal results in a *Satisfactory* 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 party, and after the teacher receives a copy of the summative report, both the teacher and principal must meet to discuss the performance appraisal.

If this appraisal results in an *Unsatisfactory* rating, the teacher's employment may be terminated through the process described in section 14.

14 Terminating a Teacher's Employment

14.1 Purpose

Although the performance appraisal system for new and experienced teachers focuses on teacher growth and development, it also provides for a measure of public accountability in the small number of cases where continued unsatisfactory performance results in the termination of a teacher's employment. The following sections set out the procedures that boards and principals must follow in these instances.

14.2 Recommendation to Terminate Employment

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

14.3 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. At any time during a teacher's review status period of 120 school days, the principal and supervisory officer may jointly determine that the delay necessitated by conducting a third performance appraisal is inconsistent with the best interests of the students. In this instance, they must promptly send a joint written recommendation to the board that the teacher's employment 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 students' best interests.

Where the principal's duties and responsibilities are being performed and exercised by a supervisory officer, that supervisory officer must act jointly with another supervisory officer in recommending termination.

14.4 Procedures Regarding a Recommendation to Terminate a Teacher's Employment

Pending the board's decision on whether to terminate a 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 him or her to duties that are, in the director's opinion, 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 its receiving the recommendation. This decision, which is based on assessment of the teacher with respect to the competencies set out in O. Reg. 99/02 and in section 5.2 of this manual, is a final determination of whether or not the teacher is performing satisfactorily in the position to which he or she was assigned.

If the teacher's employment is not terminated and he or she was reassigned to other duties, the teacher resumes his or her former position unless the board and the teacher agree otherwise. Where a board terminates a teacher's employment or a teacher resigns while on review status, the director (or secretary) must promptly file a complaint with the Ontario College of Teachers, including the reasons for the termination or for the teacher's being placed on review status.

14.5 Arbitration

A board and the designated bargaining agent for a teacher's bargaining unit may provide in a 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 regarding the board's interpretation and administration of Part X.2 of the Education Act, the regulations, and ministry policies and guidelines.

15 Documentation Requirements

15.1 Purpose

The documentation requirements of the performance appraisal system for new and experienced teachers outlined in this section ensure the availability of 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.

15.2 Requirements

15.2.1 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 summative report related to each appraisal. For experienced teachers, a copy of the teacher's ALP prepared in the evaluation year must be included with the appraisal documentation that the board keeps on record.

15.2.2 Exchange of Information Among Schools and Boards

New Teachers

In instances where a new teacher transfers to another school within a board, or to a school in another board, the board must promptly provide the receiving principal/board with copies of the teacher's appraisal documents, including:

- any summative reports, Enrichment Plans, and/or Improvement Plans;
- any documents related to the termination of the teacher's employment or to a recommendation for termination;
- any documents related to the teacher's resignation while on review status.

This documentation should include information about the NTIP elements in which the teacher was required to participate, so that the NTIP and appraisal processes can continue without interruption at the teacher's new school.

Experienced Teachers

A board that is considering employing an experienced teacher shall contact the last board, if any, that employed this teacher to request the following documents:

- copies of the performance appraisal documents in the board's possession that relate to the teacher's last two performance appraisals conducted by that 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, if either of those two appraisals resulted in an *Unsatisfactory* rating;
- copies of any documents related to the termination of the teacher's employment or to a recommendation for termination;
- copies of any documents related to the teacher's resignation while on review status.

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.

Appendices

Accessible, up-to-date electronic versions of the forms provided in the appendices are available online at www.edu.gov.on.ca/eng/teacher/appraise.html.

Appendix A
Summative Report Form for New 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 to 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 (see section 277.32 of the Education Act), as long as this does not affect the substance of the form or mislead, and as long as 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.)

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

Pre-observation:

Classroom Observation:

Post-observation:

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy of the report signed by the principal must be provided to the teacher within 20 school days of the classroom observation. If the rating is not *Satisfactory*, the principal must follow the steps outlined in section 12.2.1 of the *Teacher Performance Appraisal Technical Requirements Manual* (2010).
3. The teacher may add comments and must sign this report to acknowledge receipt. 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 appropriate supervisory officer.
5. In preparing the summative report, the principal must:
   - assess the teacher's performance in relation to the eight competencies for new teachers (at a minimum) and provide comments for each competency;
   - indicate the induction elements in which the teacher has participated;
   - provide an overall rating of the teacher's performance in accordance with the rating scale;
   - provide growth strategies for the teacher's development.

Participation in the New Teacher Induction Program

The teacher participated in/is participating in (check all that apply):

☐ Orientation ☐ Mentoring ☐ Professional Development

Other Appraisal Input Relevant to the Principal's Appraisal of the Teacher's Performance

Instructions to the Principal: A comment must be provided for each competency.

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.

Domain: Teaching 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.

Additional Competencies

Overall Rating of Teacher's Performance

(Check the appropriate box.)

☐ *Satisfactory* ☐ *Development Needed*

If the teacher received a Development Needed performance rating in a previous appraisal, use the following rating scale:

☐ *Satisfactory* ☐ *Unsatisfactory*

Growth Strategies for the Teacher

(Check the appropriate box.)

☐ An Enrichment Plan (required following a *Development Needed* performance rating) or Improvement Plan (required following an *Unsatisfactory* performance rating) will be developed.

OR

☐ The teacher received a *Satisfactory* performance rating. The following growth strategies have been identified for the teacher's consideration to assist in his or her ongoing development.

Growth Strategies:

Principal's Summary Comments on the Appraisal (optional)

Teacher's Comments on Progress to Date (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 Regulations 99/02, as amended.

	Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

	Date (yyyy/mm/dd)

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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 to 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 (see section 277.32 of the Education Act), as long as this does not affect the substance of the form or mislead, and as long as 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.)

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

Pre-observation:

Classroom Observation:

Post-observation:

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy signed by the principal must be provided to the teacher within 20 school days of the classroom observation. If the rating is *Unsatisfactory*, the principal must follow the steps outlined in section 12.3.2 of the *Teacher Performance Appraisal Technical Requirements Manual* (2010).
3. The teacher may add comments and must sign this report to acknowledge receipt. 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 appropriate supervisory officer.
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 most relevant to the teacher's performance appraisal;*
   - 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.

Focus of the Classroom Observation

Other Appraisal Input (Please specify)

☐ Additional input attached

* 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 3 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 during 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 the factors that influence pupil learning and achievement.

Domain: Teaching 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 their 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 and Community

- 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

(Check the appropriate box.)

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

Comments on the Overall Rating of the Teacher's Performance

If the teacher receives 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 when 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)

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Appendix C
Enrichment Plan for New Teachers (Sample Form)

The principal must prepare an Enrichment Plan for a new teacher whose appraisal has resulted in a *Development Needed* rating. The principal must take into account the teacher's input when preparing the plan. The plan must set out the elements of the New Teacher Induction Program that are appropriate for the new teacher to participate in to improve his or her performance. The plan must also provide a description of the teacher's participation in those elements.

The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer.

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

Provide a description of the element(s) of the New Teacher Induction Program that would be appropriate for the teacher to participate in to improve his or her performance. Input from the new teacher must be taken into account.

Competencies Requiring Development

Expectations

Element(s) of NTIP to Be Provided to Teacher

Description of Participation in Element(s) (including topic, strategy, timelines, etc.)

Release Days (if required)

Teacher's Comments on the Enrichment Plan (optional)

Principal's Comments on the Enrichment Plan (optional)

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Principal's Signature

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

Date (yyyy/mm/dd)

Teacher's Signature

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

Date (yyyy/mm/dd)

Supervisory Officer's Signature

My signature indicates that the Enrichment Plan has been developed in accordance with the board's policy.

Date (yyyy/mm/dd)

Appendix D
Improvement Plan for New Teachers (Sample Form)

The principal must prepare an Improvement Plan for a new teacher whose appraisal has resulted in an *Unsatisfactory* rating. The principal must take into account the teacher's input when preparing the plan. This plan must set out steps and actions that the new teacher should take to 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.

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 (e.g., from principal or from board)

Sample Indicators of Success

Date of Next Performance Appraisal

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)

Supervisory Officer's Signature

My signature indicates that the Improvement Plan has been developed in accordance with the board's policy.

Date (yyyy/mm/dd)

Appendix E
Improvement Plan for Experienced Teachers (Sample Form)

The principal must prepare an Improvement Plan for an experienced teacher whose appraisal has resulted in an *Unsatisfactory* rating. The principal must take into account the teacher's input when preparing the plan. This plan must set out steps and actions that the teacher should take to 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.

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 (e.g., from principal or from board)

Sample Indicators of Success

Date of Next Performance Appraisal

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)

Supervisory Officer's Signature

My signature indicates that the Improvement Plan has been developed in accordance with the board's policy.

Date (yyyy/mm/dd)

Appendix F
Log of Teaching Practice for New Teachers (Optional Form)

Suggestions for Using the Log of Teaching Practice

How is the Log of Teaching Practice used?

The 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 uses 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 new teachers?

The log can be used to record selected information about specific occurrences related to a new teacher's learning and development in relation to the eight competencies that are the focus of the performance appraisal process for new teachers. The log contains specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth.

When logs are kept simultaneously by both the principal and the new teacher, these logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. An individual log form is provided for each of the eight competencies that provide the appraisal focus for new teachers. Principals and teachers may use the blank Log of Teaching Practice 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 of Teaching Practice?

The occurrences or instances that can be recorded in the log should be relevant to any of the eight competencies that are the focus of the performance appraisal process for new teachers.

Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways in which 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 explicit some of the specific skills, knowledge, and attitudes expected of new teachers. Principals and teachers may use these examples and may identify and use others as well 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 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.

Where should documents and other materials referenced in the Log of Teaching Practice be stored?

Principals and teachers can each set up files to support what they record in their log.

One approach is to set up a file that contains individual folders related to each of the competencies and use the folders to house evidence gathered. Please refer to your board's policy.

Log of Teaching Practice for New Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

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

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

Log of Teaching Practice for New Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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.

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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assists students in practising new skills by providing opportunities for guided practice
- provides for active student participation in the learning process
- employs a balance of student- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- encourages students to excel to the best of their ability
- uses a variety of teaching strategies suited to the individual needs of students

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

Log of Teaching Practice for New Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**

Principal's Last Name	**Principal's First 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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

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

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

Log of Teaching Practice for New Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides students 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 with respect to possible career paths

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

Log of Teaching Practice for New Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- exhibits an understanding of and the ability to explain subject areas when teaching the Ontario curriculum
- 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 student 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 the kinds and sources of evidence identified.**

Log of Teaching Practice for New Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**

Principal's Last Name	**Principal's First 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: Teaching 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, 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 the students
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address student needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists students to develop and use ways to access and critically assess information
- uses a clear and consistent format to present instruction

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

Log of Teaching Practice for New Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**

Principal's Last Name	**Principal's First 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: Teaching Practice

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

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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides ongoing feedback to parents through newsletters and bulletins, etc.
- demonstrates a positive, professional attitude when communicating with parents, students, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher-student conferences
- communicates clear, challenging, and achievable expectations to and for students

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

Log of Teaching Practice for New Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**

Principal's Last Name	**Principal's First 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: Teaching Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and their 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, 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 student progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with students to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both students and parents informed and to chart student 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 the kinds and sources of evidence identified.**

Log of Teaching Practice for New Teachers

USER: ☐ **Teacher** ☐ **Principal**

(Blank form to be used for additional competencies.)

Teacher's Last Name	**Teacher's First Name**

Principal's Last Name	**Principal's First 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:	
The principal and teacher list examples of possible ways the competency may be shown in practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice. • • • • •	
Date of Entry	**Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.**

Possible Sources of Evidence

The following list provides examples of possible 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
- Plans showing results of collaboration with other teachers (e.g., in 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
- Use of community resources and guest speakers
- Use of curriculum unit planner
- Word wall and classroom visuals

Add Other Sources of Evidence

Appendix G
Log of Teaching Practice for Experienced Teachers (Optional Form)

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 uses 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 contains specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth.

When logs are kept simultaneously by both the principal and the teacher, these logs together can to be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. An individual log form is provided for each of the 16 competencies. Principals and teachers may use the blank Log of Teaching Practice 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 of Teaching Practice?

The occurrences or instances that could be recorded in the log should be relevant to any of the 16 competencies that form the basis of the performance appraisal process for experienced teachers. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways in which 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 explicit some of the specific skills, knowledge, and attitudes expected of experienced teachers. Principals and teachers may use these examples and may identify and use others as well 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 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.

Where should documents and other materials referenced in the Log of Teaching Practice be stored?

Principals and teachers can each set up files to support what they record in their log.

One approach is to set up a file that contains individual folders related to each of the competencies and use the folders to house evidence gathered. Please refer to your board's policy.

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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 students develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
- shapes instruction so that it is helpful to all students, who learn in a variety of ways
- effectively motivates students to improve student learning
- demonstrates a positive rapport with students

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

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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.

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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assists learners in practising new skills by providing opportunities for guided practice
- provides for active student participation in the learning process
- employs a balance of student- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- uses a variety of teaching strategies suited to the individual needs of students

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

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

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

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

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides students 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 with respect to possible career paths

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

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice. • exhibits an understanding of and the ability to explain subject areas when teaching the Ontario curriculum • 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 student 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 the kinds and sources of evidence identified.**

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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.

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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides constructive criticism as part of evaluation
- aligns assessment strategies with learning objectives
- uses appropriate diagnostic techniques to assess student difficulties
- employs formative and summative assessments to check for understanding
- uses a variety of appropriate teaching techniques to engage students
- uses a variety of assessment strategies and instruments to make both short- and long-term decisions to improve student learning

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

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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.

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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- systematizes routine procedures and tasks to engage students in varied learning experiences
- provides opportunities for students to share their interests and demonstrate their involvement in learning
- ensures that all students 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 the kinds and sources of evidence identified.**

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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 the 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, 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 students in developing competence in all areas
- takes into account various learning styles with the selection of materials/media
- adapts to groups or individual students and uses flexible grouping practices
- modifies programs to fit student needs by making topics relevant to students' lives and experiences
- knows special education IEP and IPRC processes and provides appropriate experiences for student achievement

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

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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: Teaching 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, 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 students
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address student needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists students to develop and use ways to access and critically assess information

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

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**

Principal's Last Name	**Principal's First 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: Teaching Practice

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

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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides ongoing feedback to parents through newsletters and bulletins, etc.
- demonstrates a positive, professional attitude when communicating with parents, students, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher-student conferences
- communicates clear, challenging, and achievable expectations to and for students

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

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**

Principal's Last Name	**Principal's First 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: Teaching Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and their 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, 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 student progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with students to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both students and parents informed and to chart student 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 the kinds and sources of evidence identified.**

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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: Teaching 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, 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 relevance
- uses provincial achievement standards and competency statements as a reference point for evaluation of teaching
- modifies program to respond to needs of exceptional students
- 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 the kinds and sources of evidence identified.**

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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: Teaching 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, 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 student 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 the kinds and sources of evidence identified.**

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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 and Community

Competency: Teachers collaborate with other teachers and schools 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, 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 communities of learners
- pursues and effectively shares with colleagues knowledge about current thinking, trends, and practices in education
- works cooperatively with colleagues to solve student, 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 with colleagues learning acquired through participation in system-wide or provincial initiatives
- serves as a resource to colleagues (e.g., in the effective use of technology, assessment strategies, classroom management)
- creates worthwhile opportunities for students, 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 the kinds and sources of evidence identified.**

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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 and Community

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, 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 students and their families, where appropriate
- cooperates and works readily with the school's support team
- serves on the school council as a teacher adviser
- sets up partnerships with local library, music centre, science centre, or career centre to develop resources to enhance students' career opportunities and achievement
- contributes research to professional publications, subject councils, or other professional organizations
- participates in, give presentations at, and organizes conferences, workshops, and institutes to enhance student achievement

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

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

Teacher's Last Name	**Teacher's First Name**
Principal's Last Name	**Principal's First 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, 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 articles related to educational contexts and effectively shares the information 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
- explores ways to access and use educational research

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

Log of Teaching Practice for Experienced Teachers

USER: ☐ **Teacher** ☐ **Principal**

(Blank form to be used for additional competencies.)

Teacher's Last Name	**Teacher's First Name**

Principal's Last Name	**Principal's First 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:	
The principal and teacher list examples of possible ways the competency may be shown in practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice. • • • • •	
Date of Entry	**Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.**

Possible Sources of Evidence

The following list provides examples of possible 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
- 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
- Use of community resources and guest speakers
- Use of curriculum unit planner
- Word wall and classroom visuals

Add Other Sources of Evidence

Appendix H
Annual Learning Plan (ALP) for Experienced Teachers (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 the years between appraisals. The ALP is teacher-authored and -directed, and is developed in a consultative and collaborative manner with the principal. For further information, refer to section 8 of the *Teacher Performance Appraisal Technical Requirements Manual* (2010).

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)

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