

New Teacher Induction Program – Teacher Performance Appraisal

The Elementary Teachers of Toronto (ETT), District 12 OSSTF Secondary Teachers Bargaining Unit (STBU) and The Toronto District School Board (Board) have reviewed the Ontario Ministry of Education’s “*Manual for Performance Appraisal of New Teachers 2006*” (*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 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 than 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 29, 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 his/her 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. As indicated in the *Manual* these meetings provide opportunities for reflection and collaboration to promote growth and assist in sustaining a professional learning environment. The "Rubric" to describe levels of performance (please see page 73 in the *Manual*) will be reviewed at the Pre and Post-Observation Meetings. This discussion of the "Rubric" will include the differentiation between "considerable" and "some" in terms of "Levels of Performance".

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 pages 80, 90, and 91 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 71, 72, and 73 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.

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.