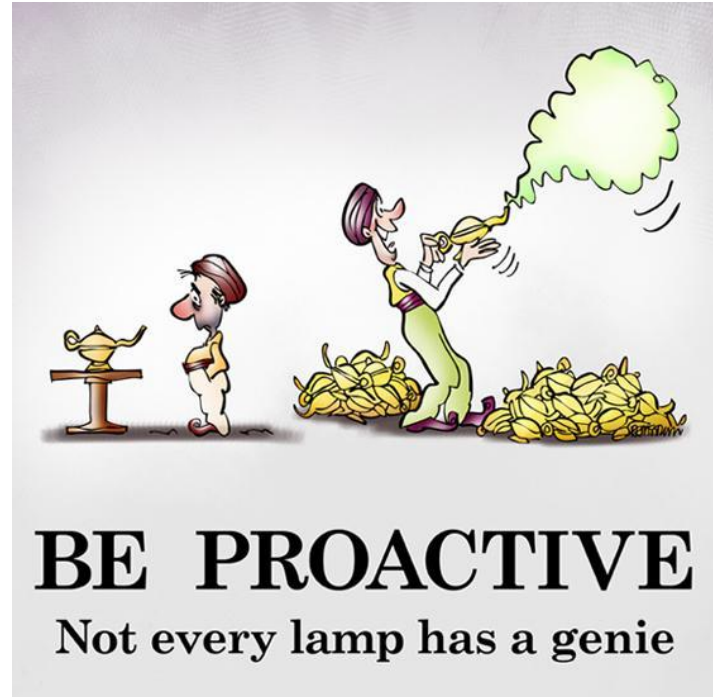


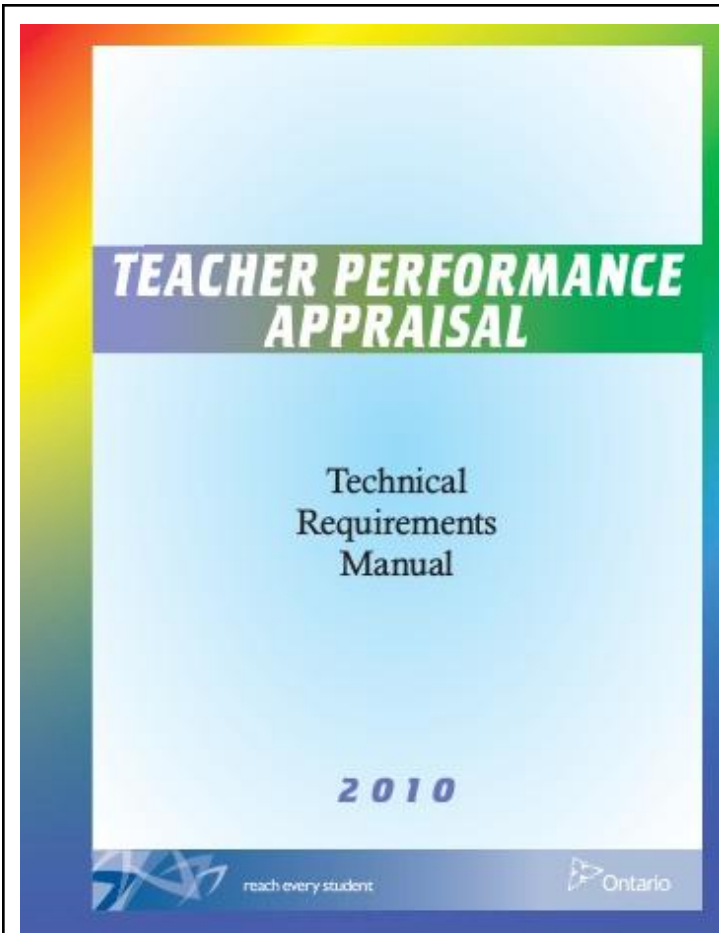
# Top Ten Tips (plus a few more) for Teachers in their TPA Year

(with thanks to OSSTF D17 TBU)

**#10. BE PROACTIVE**  
in every step of the  
performance appraisal  
process

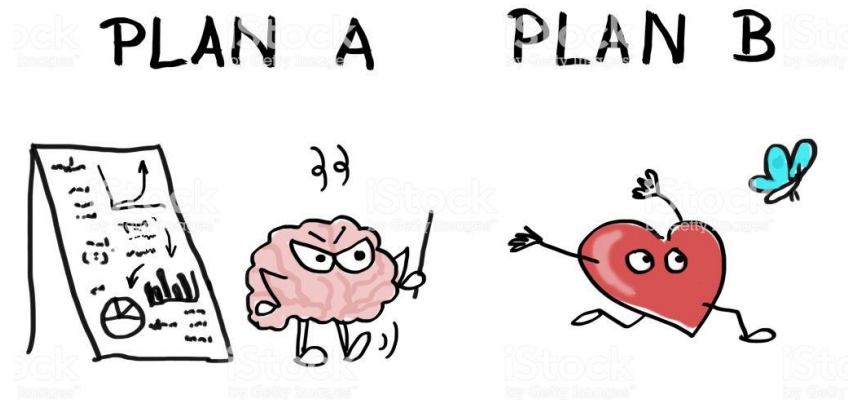


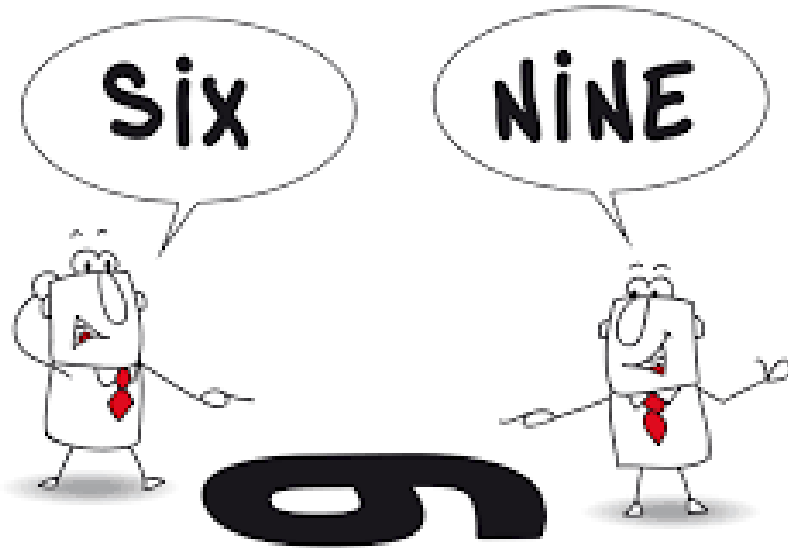
**BE PROACTIVE**  
Not every lamp has a genie



**#9 Become familiar with the forms.** (See Technical Requirements Manual) Anticipate questions that the administrator may have, and think carefully about the appropriate responses

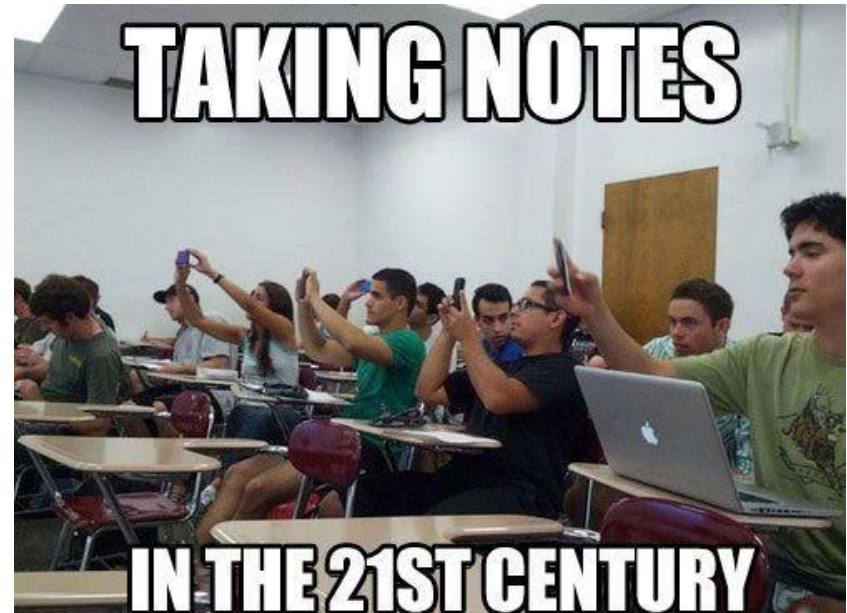
**#8 Take the time to gather supporting materials that will assist you in demonstrating your skills and the 16 competencies**





**#7 Ask questions,** and get clarification on the expectations of the evaluator. Do not assume the administrator knows the process well or interprets it the same way you do.

**#6 Get to know your evaluator.** As the process unfolds, take note of specific comments and expectations the evaluator expresses. Or ask colleagues who have been evaluated by them what their stumbling blocks were.





**#5** In each meeting, reiterate the next steps as you understand them to ensure a common understanding.

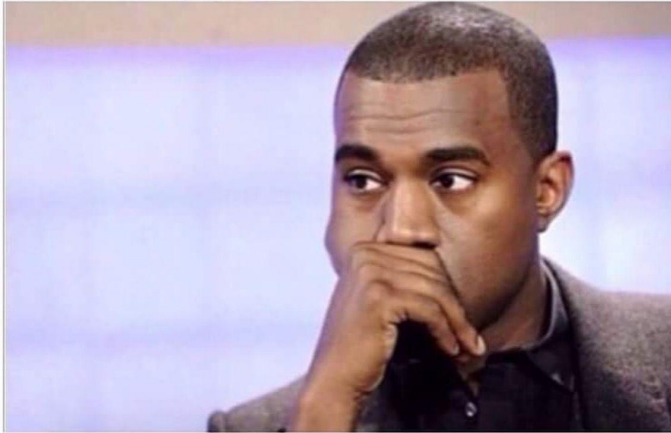
**#4** "Dog and Pony Show"? There should be no expectation that you can show all 16 competencies in the classroom observations  give



<p>careful thought to how you can structure a lesson to demonstrate as many as possible, but make sure your kids know the routine.</p>	
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WHEN YOU'RE IN A STAFF MEETING,  
AND ALL YOU CAN THINK ABOUT IS  
THE AMOUNT OF BETTER THINGS YOU  
COULD BE DOING WITH YOUR TIME...

 Bored Teachers

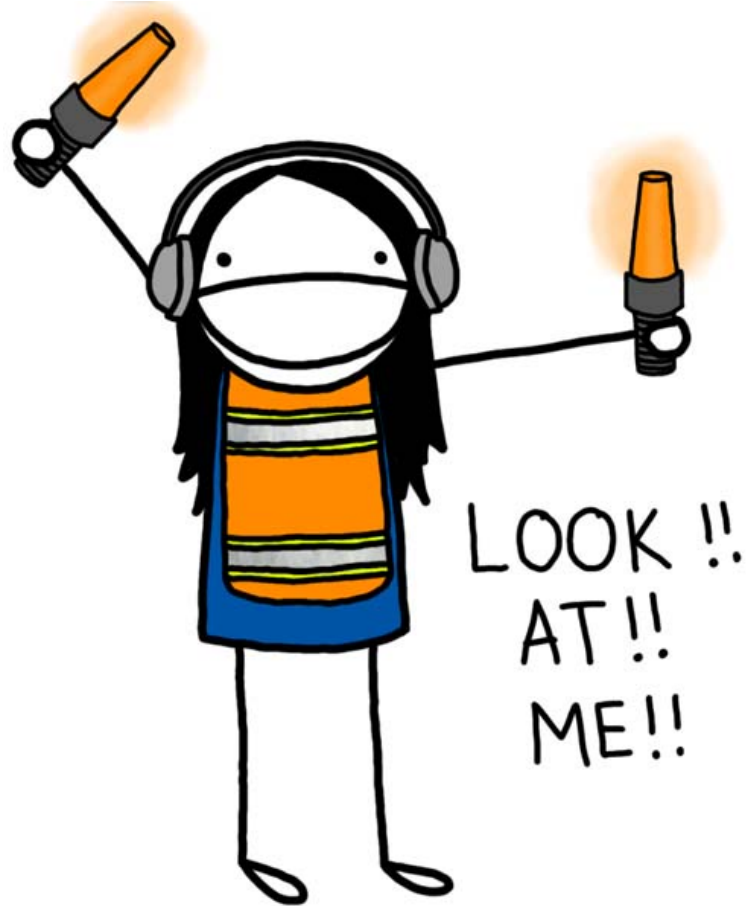


**#3 Become familiar  
with the competency  
statements  
associated with each  
domain  
(Table 2, page 20 TPA  
manual)**

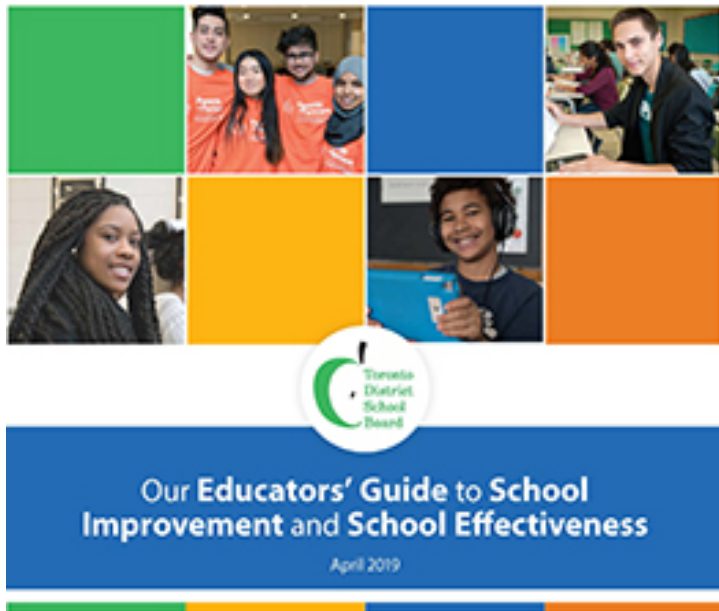


**#2 Be prepared to articulate your expertise** in instructional strategies, curriculum initiatives, assessment /evaluation tools, and developmental characteristics of the students you teach.

**SELL YOURSELF!**



# A Vision for Learning



## #1 Walk the walk and talk the talk.

Familiarize yourself with Growing Success, Strategic Priorities, the ALP, Curriculum Documents, Learning Goals/Success Criteria, triangulation of data.....



## Additional Tips

- **ALPs** – you will go over your ALP with administrator in a TPA year. Although they are teacher-directed, consider this an opportunity to infuse goals that are Board and School related (i.e. numeracy/literacy, incorporating technology, closing the gap...)

## Additional Tips

- If your classroom observation didn't go well – advocate for yourself! **Ask the administrator to observe another class** or if they would like to see additional documentation.





## Additional Tips

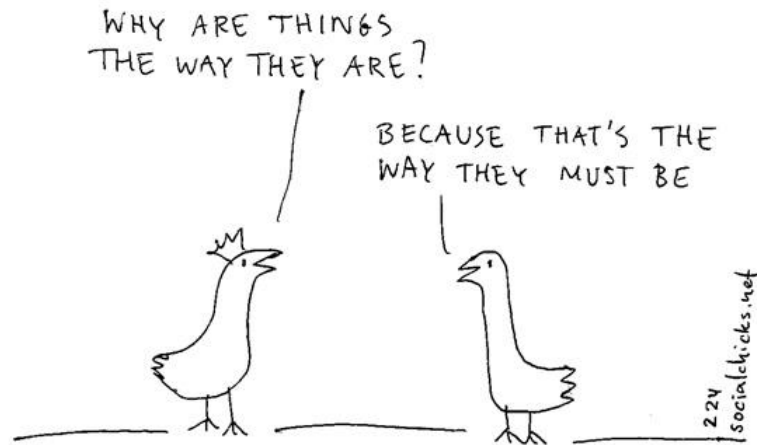
- **Pay attention during the Post-Observation Meeting**
- Listen to the language and tone. You can use this opportunity to show more evidence of your competencies.

## Common Look-Fors

- Parent/Guardian communication logs
- 3 part lesson plan
- Learning Goals and Success Criteria
- Current curriculum documents
- Long range planning
- Demonstrating understanding of IEPs/safety plans and being able to accommodate students
- BIPSA/SIPSA in ALP
- Evidence of Professional



## Development



Other important info:

- TPAs are mandatory!

When in doubt,  
contact your  
Executive Officer with  
any questions or  
concerns!

**CALL THE OFFICE**