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# **Thames Valley District School Board**

## **Procedures for Teacher Performance Appraisal**

*2003 June 01*

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## FOREWORD

The vision of the Thames Valley District School Board is to be a *Caring, Learning Community*. The Foundation Principles for a Caring, Learning Community are listed in Appendix A. To promote and sustain such a community requires the commitment of all staff to work together to realize this shared vision.

The ongoing supervision of staff, including the annual learning plan process, strategies for ongoing professional growth and periodic performance appraisal, as outlined in this document, is guided by the *Mission and Beliefs of the Thames Valley District School Board* and the document *Supporting Teacher Excellence 2002*, Ministry of Education.

In all of our endeavours, we:

- focus on students and student learning,
- believe that sound professional knowledge is the foundation for teaching practice,
- modify and refine teaching practice through continuous reflection,
- believe that teachers are educational leaders who create and sustain learning communities,
- help teachers engage in a continuum of professional growth to improve their practice.

The Thames Valley District School Board has a responsibility for ongoing supervision of all staff under its jurisdiction to bring about continuous improvement in the quality of education. The Board acknowledges that professional and personal growth are developmental processes and that teachers move through a variety of career and life stages. The supervision process is best implemented in an environment that honours the commitment and integrity of our staff and the needs of our students. It is expected that all staff must work together to ensure that all aspects of this process are respectful, honest, and fair.

## **1.0 PHILOSOPHY OF TEACHER SUPERVISION**

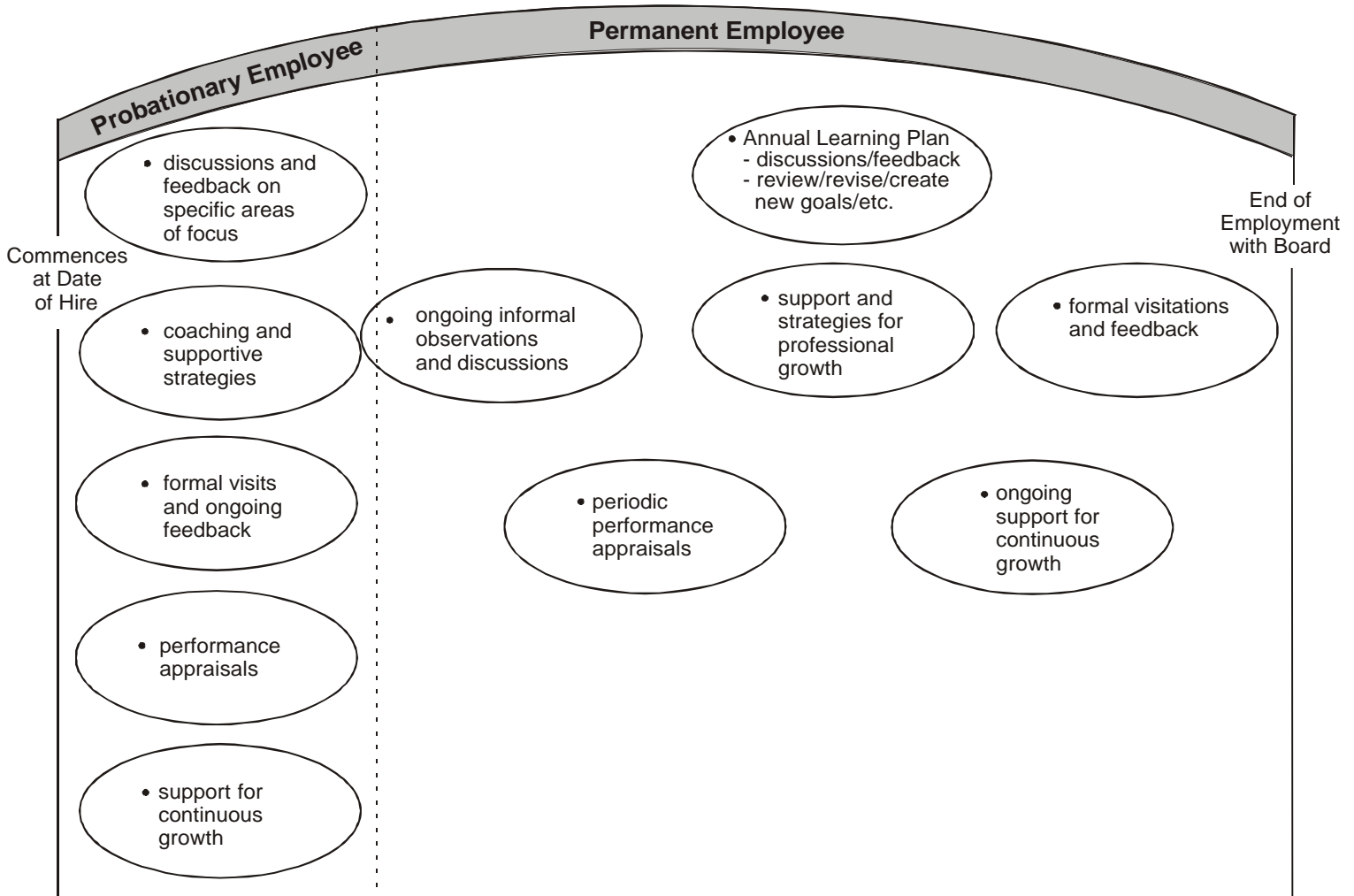
Supervision is the ongoing process of observation and interaction that fulfils the obligations mandated by statute for teachers and administrators. The purpose of the supervision process is to assure the fulfillment of the prescribed duties for these partners. The process succeeds best in an atmosphere that is equitable, supportive, collaborative, and mutually respectful of the partners' roles. The interactive nature of these roles should reflect fairness, equity, and a respect for due process.

The analysis of these observations by both parties during the supervision process can form a consistent basis for improved quality of education throughout the Thames Valley District School Board. This process can identify program needs related to Ministry/Board curriculum/support documents, teaching materials, in-service programs, teaching techniques, planning requirements, or program reviews. It can identify for teachers the skills and techniques required to enhance student learning and program delivery.

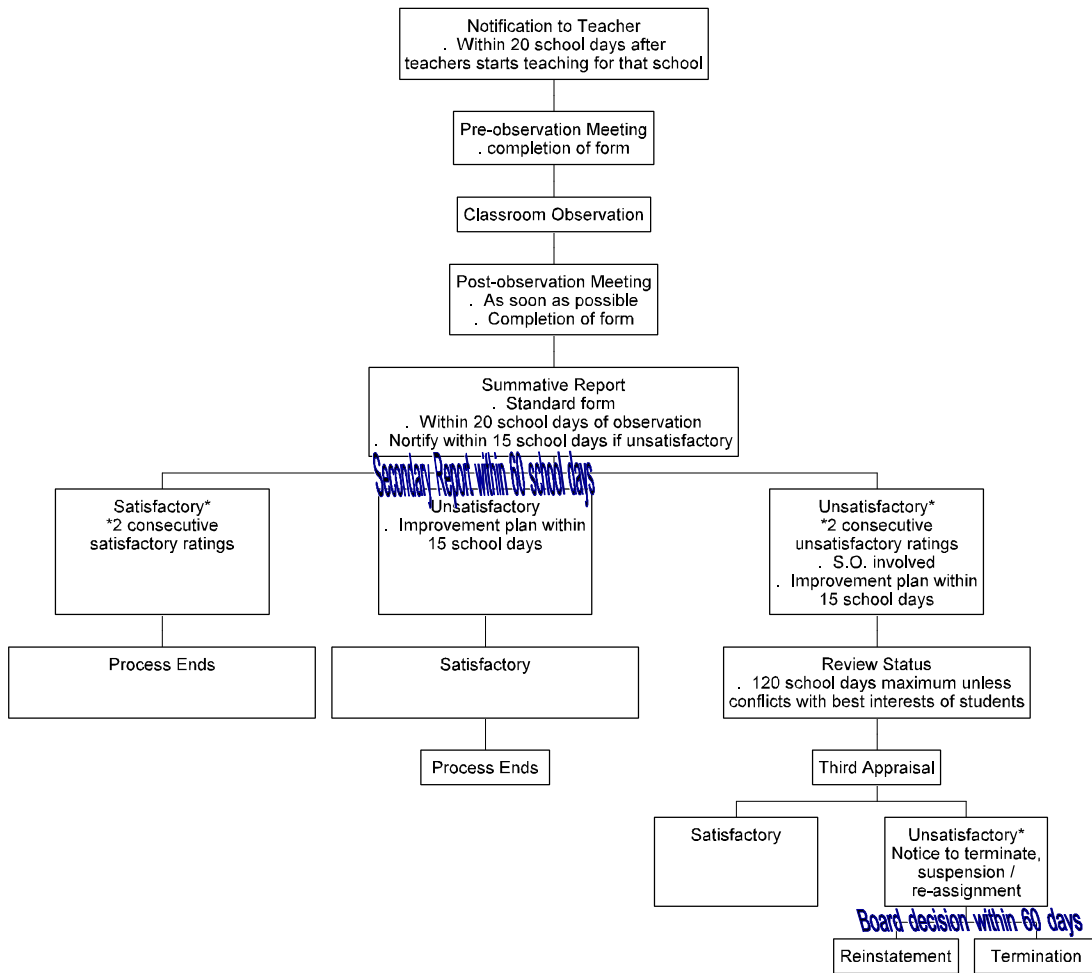
At times, the "terms" supervision and performance appraisal have been misunderstood. Supervision has as its goal, growth. It depends on continuous assessment. Performance appraisal is a part of the supervision process which promotes learning through a systematic review and judgement of the teacher's performance. Ordinarily, a report is written every three years. Every teacher must have an evaluation year in every three-year period.

The following charts outline various aspects of the supervision process for teachers.

# Elements of Ongoing Professional Growth for Teaching Staff



# PERFORMANCE APPRAISAL PROCESS - AN OVERVIEW



## **2.0 GUIDELINES FOR TEACHER PERFORMANCE APPRAISAL**

The *Quality in the Classroom Act, 2001*, which amended the *Education Act*, establishes performance appraisal standards and processes for boards to use in the evaluation of teachers throughout the province and mandatory requirements of the appraisal system.

The purposes of the performance appraisal process are:

- to ensure that students receive the benefit of an education system staffed by teachers who are performing their duties satisfactorily
- to provide for fair, effective, and consistent teacher evaluation in every school
- to promote professional growth

The performance appraisal process applies to members of teachers' bargaining units and temporary teachers. It is not applicable to occasional teachers, continuing education teachers, supervisory officers, principals, vice-principals, or instructors in teacher-training institutions.

Teacher supervision is an ongoing process. Annual Learning Plans and classroom observations (formal and informal) are a part of the supervision process for all teachers. Other optional professional activities are outlined in this section.

Formal and/or informal classroom observations by the principal or vice-principal will assist in the preparation of Teacher Performance Appraisal Reports which are completed during each of the first two years of employment with the Board, and every three years thereafter. If circumstances warrant, the interval between Teacher Performance Appraisal Reports may be shorter than the maximum interval specified above.

This process will include those teachers with administrative or other responsibilities beyond normal classroom assignments.

### **2.1 Annual Learning Plan (Appendix B)**

#### **2.1.1 Strategies**

Develop an Annual Learning Plan for professional growth.

These areas of growth should be stated in terms that are specific, measurable, observable, and attainable.

A plan should:

- be directly related to system/school initiatives,
- be a meaningful statement developed by a teacher that is easily communicated to others,
- outline precisely the activities or events proposed in order to achieve professional growth,
- identify, if appropriate, the learning environment,
- be described in terms of teacher and/or student behaviour.

The Annual Learning Plan must be prepared by the teacher in consultation with the principal. The consultation must include a meeting between the teacher and the principal in the course of the teacher's performance appraisal if the year is scheduled as an evaluation year for the teacher. In an evaluation year, this form must be finalized during the post-observation meeting. The teacher and the principal must sign the Annual Learning Plan for the year and each of them must retain a copy.

### 2.1.2 Process

Every teacher will prepare an Annual Learning Plan every year, not just in evaluation years, and do so in consultation with the appropriate principal or supervisor

The Annual Learning Plan is to be submitted to the principal six weeks after the beginning of each school year assignment. For example, a teacher starting on September 01 would submit a completed Annual Learning Plan by October 15. Discussion of progress toward achievement of goals between the teacher and principal/vice-principal, or department head/facility leader should take place throughout the school year. The process should include conferencing, assessment of progress toward goals and suggested follow-up.

## 2.2 Informal Classroom Observations

Informal classroom observations by administrators are an expected, regular part of the teacher supervision process and could include written communication. If an ongoing concern is noted, however, that concern will be given to the teacher in writing.

A teacher may request informal classroom observations from a peer, mentor, or coach.

## 2.3 Performance Appraisal

Performance Appraisal occurs within the ongoing teacher supervision process. Performance Appraisal is the formal acknowledgment of the quality of a teacher's work and involves making judgements and evaluating teacher performance over a period of time. Teaching involves **planning and preparation, classroom environment, assessment and evaluation, instruction, and ongoing professional leadership and learning.**

Performance Appraisal:

- supports decisions pertaining to a teacher's probationary period,
- recognizes what is being done well and supports the continual improvement of teaching and learning,
- recognizes the work of those teachers working in positions with administrative or other responsibilities beyond classroom assignments,
- recognizes suitability for promotion while identifying and encouraging leadership, and
- can identify major concerns and can facilitate specific recommendations for improvement and may identify the need for and initiate the process following an unsatisfactory performance rating.

Reference: Foundations for a Caring, Learning Community (Appendix A).

### **2.3.1 Performance Appraisal Steps**

The teacher performance appraisal system requires consistency for it to be effective. The same procedures must always be followed. These include the following:

- a pre-observation meeting and associated procedures
- a classroom observation
- a post-observation meeting and associated procedures
- a review of parental and student input by the principal and the teacher
- the completion of a summative report including a rating of the teacher's overall performance
- the filing of records

In an evaluation year, a teacher's Annual Learning Plan is addressed within the context of the performance appraisal process at both the pre-observation and the post-observation meetings (*Reference: Annual Learning Plan - Appendix B*).

In instances where a teacher's performance appraisal results in an unsatisfactory rating in the summative report, additional procedures are mandated (*Reference: Procedural Requirements Following Specific Appraisal Outcomes - 4.0*)

#### **2.3.1.1. The Pre-observation Meeting**

The teacher and principal will have a pre-observation meeting to prepare for the classroom observation part of the appraisal and to review the teacher's current Annual Learning Plan. The principal and the teacher will complete the Pre-observation Meeting Form (*Reference: Pre-observation Meeting Form - Appendix C*).

The principal and the teacher should use this meeting to ensure that the expectations for the performance appraisal are clearly understood. The principal should identify exactly what is expected during the lesson to be observed, and the teacher should describe his or her teaching plan for the classroom observation. The principal should also ensure that he or she is familiar with the teacher's background, qualifications and teaching experience, by reviewing those aspects at the pre-observation meeting.

Other purposes of the pre-observation meeting are the following:

- to develop a collegial atmosphere in advance of the classroom observation
- to learn about the unique qualities of the teacher's class of students
- to identify the student outcomes that are expected
- for the principal to explain that the teacher's performance will be assessed against the "look-fors"
- establish procedures in advance
- set the date and time for the classroom observation

#### **2.3.1.2 The Classroom Observation**

To evaluate the teacher's skills, knowledge and attitudes, as specified in the Teacher Competencies (*Reference: Five Areas of Expectations - 3.0*), each performance appraisal must include at least one classroom observation. Much of the evidence for assessment will be gathered during this observation.

For some of the competencies, evidence will be obtained in other ways. For example,

assessment of the requirements for effective communication with parents will involve input from parents through the parent survey. Evidence that the teacher collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and school will come from sources such as those detailed in the “look-fors” (*Reference: Performance Indicators – “Look-fors” - Appendix F*).

For purposes of performance appraisal, each teacher must be observed in an instructional setting. With the exception of certain types of teaching assignments, the classroom observation component of the appraisal will involve a visit by the principal to the teacher’s classroom. However, “classroom observation” is defined in Ontario Regulation 99/02 to address those circumstances where a teacher’s usual teaching environment is not a classroom. For such teachers, classroom observation includes the observation of the teacher in his or her ordinary teaching environment.

### **2.3.1.3 The Post-observation Meeting**

The principal and the teacher must have a post-observation meeting to review the results of the classroom observation, to discuss the use of other materials that will have a bearing on the performance appraisal, to complete the Post-observation Meeting Form (*Reference: Post-observation Meeting Form Appendix D*), and to finalize the teacher’s annual learning plan for the current year. Other materials will include parental and student input in accordance with Ontario Regulation 99/02. Under normal circumstances, the post-observation meeting should be held as soon as possible after the classroom observation but no later than five working days.

The teacher performance appraisal system requires consideration of the input received from parents and students through annual surveys (References: Parent/Guardian Input Survey -Appendix J, Student Input Survey -Appendix K). The teacher must be given the opportunity to review the input from parents and students and respond to the principal within such period of time as the principal considers reasonable in the circumstances. The principal must then consider the teacher’s response.

The post-observation meeting must include discussion of other information relevant to the principal’s evaluation of the teacher’s competency, including parental input and student input concerning the teacher. Input pertinent to the performance appraisal received from parent and student surveys in the two years preceding the evaluation year must be discussed. This does not preclude discussion between the principal and teacher immediately following receipt of survey results or any other information each year.

During the first performance appraisal conducted in a teacher’s evaluation year, the results of the current year’s parent and student surveys may not yet be available. However, input received through parent and student surveys in the two preceding years must be discussed during this first appraisal. Survey results for teachers must be used in the performance appraisal as soon as they become available.

#### **2.3.1.4 Summative Report and Rating**

A summative report must contain the following:

- the principal's evaluation of the teacher
- the principal's overall performance rating of the teacher
- the principal's explanation for the rating

The principal must use the approved Summative Report Form (*Reference: Summative Report Form - Appendix E*). The principal must sign the report and give a copy of it to the teacher within twenty school days of the classroom observation. The teacher must sign a copy of the report, to acknowledge receipt of it. A copy of the summative report with both signatures, accompanied by the teacher's annual learning plan, must be sent to the Board. This conveyance would be done through the appropriate supervisory officer.

### **2.4 Suggested Strategies for Supporting Professional Growth**

The following strategies for professional development may be beneficial to teachers:

#### **2.4.1 Self-evaluation**

Most educators agree that self-evaluation is an important professional activity. To improve, we need to know how well we are doing. A personal assessment of strengths and weaknesses is needed. In the self-evaluation process, a teacher may choose to focus on one or more aspects of his/her performance. The teacher may choose to keep the results private or to discuss them with a colleague, a mentor, a coach, or an administrator.

Refer to *Standards of Practice for the Teaching Profession* - January 1999 (specifically pages 7 - 14), for samples of self-evaluation tools. An excellent reference document is *Enhancing Professional Practice, the Framework for Teaching*, by Charlotte Danielson, which will be available in each school.

#### **2.4.2 Coaching**

Coaching is a series of activities in which a teacher, with the assistance of a coach, focuses on a professional activity. Critical to the success of coaching is that the teacher be the decision maker and the coach be the facilitator.

Reference: Coaching - Appendix L

#### **2.4.3 Mentoring**

Mentoring is a coaching relationship offering teachers an opportunity to work with colleagues who have expertise in one or more specific areas. As part of teacher supervision, mentoring is a professional relationship in which an experienced person - the mentor - acts as a teacher, coach, confidant and positive role model for another teacher or a person in a new position of responsibility - the mentee. While both parties learn, mentoring addresses the specific needs of the mentee with the mentor providing knowledge, advice, skills and support.

Reference: Mentoring New Teachers -Appendix M

#### **2.4.4 Networking**

A teacher may wish to meet regularly with a colleague or group of people for guided and structured discussion about teaching.

Networking with other professionals, for example, could result in:

- examination and analysis of current research and information,
- discussion of knowledge based on personal experiences,
- consideration of the implications of the discussion for teaching,
- drawing conclusions for future practice.

#### **2.4.5 Other Professional Activities**

In-service and professional development for staff form part of the responsibilities of school administrators. Ideally, staff meetings should contain a balance of information items and staff development opportunities.

The following are examples of other activities that could be considered by a teacher in order to remain current in educational practices:

- involvement in (i.e., attending, presenting, and/or organizing) conferences, workshops, courses, institutes, etc.,
- involvement in school, Board, and/or provincial educational committees,
- involvement in school, Board, and/or provincial curriculum writing teams,
- involvement in further academic studies,
- involvement in a reciprocal transfer with another teacher in a different school setting,
- involvement in union activities and/or committees,
- involvement in the reading, writing and/or discussion of professional literature,
- involvement in (i.e., initiation, participation, reflection, discussion) of educational research.

### **3.0 Five Areas of Expectation**

The following five areas of expectation should be drawn upon throughout the supervision process when setting goals, developing strategies and indicators of success, and when writing performance appraisals:

- 3.1 Commitment to Pupils and Pupil Learning
- 3.2 Professional Knowledge
- 3.3 Teaching Practice
- 3.4 Leadership and Community
- 3.5 Ongoing Professional Learning

#### **3.1 Commitment to Pupils and Pupil Learning**

The teacher:

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

### **3.2 Professional Knowledge**

The teacher knows:

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

### **3.3 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;
- communicates effectively with pupils, parents, and colleagues;
- conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports to pupils and parents regularly;
- adapts and refines his or her teaching practice through continuous learning and reflection, using a variety of sources and resources; and
- uses appropriate technology in his or her teaching practice and related professional responsibilities.

### **3.4 Leadership and Community**

The teacher:

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

### **3.5 Ongoing Professional Learning**

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

Reference: Observation Guide - Appendix G

Reference: Rubric to Describe the Levels of Performance - Appendix H

## **4.0 PROCEDURAL REQUIREMENTS FOLLOWING SPECIFIC APPRAISAL OUTCOMES**

### **4.1 Where the first appraisal rating is exemplary, good, or satisfactory.**

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

The teacher must sign a copy of the summative report, to acknowledge receipt. A copy of the summative report with both signatures, accompanied by the teacher's annual learning plan, must be sent to the appropriate board.

#### **4.2 Where the first appraisal rating is unsatisfactory.**

When a teacher receives an unsatisfactory performance appraisal rating, additional requirements ensure that the teacher receives the support, guidance, and monitoring necessary to enable the teacher to improve his or her performance within a given time period. The process begins after the principal determines that the appraisal has resulted in an unsatisfactory rating.

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

- give the teacher written notice of the unsatisfactory rating and explain to the teacher the reasons for the unsatisfactory rating
- explain to the teacher what is lacking in the teacher's performance
- explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking
- taking input from the teacher into account, recommend steps and actions that the teacher should take to improve his or her performance
- provide the teacher and the appropriate supervisory officer with a copy of the performance appraisal document
- provide the teacher and the appropriate supervisory officer with a brief summary in writing of the explanations for the rating, what is lacking and what is expected in the areas where performance is lacking
- provide the teacher and the appropriate supervisory officer with an Improvement Plan (Reference: Appendix I) in writing setting out the steps and actions that the teacher should take to improve his or her performance
- the principal shall advise the teacher that a union representative may be present for the meeting

#### **4.3 Timing of second appraisal following an initial rating of exemplary, good, or satisfactory.**

The interval between the first performance appraisal and the second appraisal is at the discretion of the principal, subject to any relevant board policies. For teachers teaching only one term in a semestered school, both appraisals must be completed within the same term.

#### **4.4 Timing of second appraisal following an initial unsatisfactory rating.**

The interval between the first performance appraisal and the second performance appraisal is at the discretion of the principal, subject to any relevant board policies, as long as the second appraisal is conducted within a period of sixty school days of the principal's giving written notice to the teacher of the initial unsatisfactory rating. In exercising his or her discretion as to the timing of the second performance appraisal, the principal must balance the desirability of giving the teacher a reasonable opportunity to improve his or her performance against the responsibility of providing students with quality education.

**4.5 Where both the first and second appraisal ratings are exemplary, good, or satisfactory.**

In this case, the process following each appraisal is the same. At the request of either the teacher or the principal, the teacher and principal must meet to discuss the performance appraisal after the teacher receives a copy of the summative report, signed by the principal. The teacher must sign a copy of the summative report, to acknowledge receipt. A copy of the summative report with both signatures, accompanied by the teacher's annual learning plan, must be sent to the appropriate board.

When a teacher who is on the regular three-year evaluation cycle receives two consecutive performance appraisals with ratings that are exemplary, good, or satisfactory, this completes the mandatory appraisal requirements for that teacher in his or her evaluation year. For teachers who are new to the profession or new to the board, this completes the mandatory requirements for the first twelve-month period, and the appraisal process will be repeated for the second twelve-month period.

**4.6 Where the first appraisal rating was exemplary, good, or satisfactory but the second appraisal rating is unsatisfactory.**

In cases where an initial appraisal results in an exemplary, good, or satisfactory rating, but is followed by a second appraisal which results in an unsatisfactory rating, the implication is the same as if the teacher had received an initial unsatisfactory rating.

The procedures listed below address any instance where an initial performance appraisal is exemplary, good, or satisfactory, but a second appraisal results in an unsatisfactory rating. The process begins after the principal determines that the second appraisal has resulted in an unsatisfactory rating.

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

- give the teacher written notice of the unsatisfactory rating and explain the reasons for the unsatisfactory rating
- explain to the teacher what is lacking in the teacher's performance
- explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking
- taking input from the teacher into account, recommend steps and actions that the teacher should take to improve his or her performance
- provide the teacher and the appropriate supervisory officer with a copy of the performance appraisal document
- provide the teacher and the appropriate supervisory officer with a brief summary in writing of the explanations for the rating, what is lacking and what is expected in the areas where performance is lacking
- the principal will provide the teacher and the appropriate supervisory officer with an Improvement Plan in writing setting out the steps and actions that the teacher should take to improve his or her performance
- the principal shall advise the teacher that a union representative may be present for the meeting

#### **4.7 Requirement for an additional appraisal.**

In cases where the teacher's first appraisal was exemplary, good, or satisfactory, but the second appraisal was unsatisfactory, an additional appraisal will be necessary to evaluate the teacher's performance.

The third appraisal must be conducted within sixty school days of the principal's giving written notice to the teacher of the unsatisfactory rating resulting from the second appraisal. The principal shall advise the teacher that a union representative may be present for the meeting. Within that interval, the exact timing is at the discretion of the principal, subject to any relevant board policies. In exercising his or her discretion as to the timing of the additional performance appraisal, the principal must balance the desirability of giving the teacher a reasonable opportunity to improve his or her performance against the responsibility to provide students with quality education.

Where the third appraisal results in a exemplary, good, or satisfactory rating, the effect is the same as if the teacher had a first appraisal rating of unsatisfactory and a second appraisal rating that was exemplary, good, or satisfactory. However, where the third appraisal results in another unsatisfactory rating, the teacher will have received two consecutive unsatisfactory ratings, and the teacher must be placed on "review status".

#### **4.8 Where the first appraisal rating is unsatisfactory and the second appraisal rating is exemplary, good, or satisfactory.**

At the request of either the teacher or the principal, the teacher and principal must meet to discuss the performance appraisal after the teacher receives a copy of the summative report, signed by the principal. The teacher must sign a copy of the summative report, to acknowledge receipt. A copy of the summative report with both signatures, accompanied by the teacher's annual learning plan, must be sent to the appropriate board.

Because it has resulted in a exemplary, good, or satisfactory outcome, this second appraisal completes the formal performance appraisal of the teacher in his or her evaluation year. However, the principal retains the right to conduct additional performance appraisals outside of the mandated requirements should he or she consider this necessary.

#### **4.9 Where two consecutive appraisal ratings are unsatisfactory.**

Where a teacher receives two consecutive performance appraisals with unsatisfactory ratings, the principal must follow somewhat different procedures, because the teacher will be placed on review status.

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

- give the teacher written notice of the unsatisfactory rating, explain the reasons for the unsatisfactory rating to the teacher, place the teacher on review status, and advise the teacher in writing of that fact
- explain to the teacher what is lacking in his or her performance
- explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking
- explain to the teacher the ways, if any, in which his or her performance has changed

- since the previous performance appraisal
- seek input from the teacher as to what steps and actions could help the teacher improve his or her performance
  - provide the appropriate supervisory officer and the teacher with copies of the summative report and all documents relied on in conducting the performance appraisal
  - prepare a written Improvement Plan for the teacher, setting out steps and actions that the teacher should take to improve his or her performance, taking into account the teacher's input. Before preparing the plan, the principal must consult with the appropriate supervisory officer, unless the supervisory officer is carrying out the functions of the principal, in which case no consultation is required
  - provide the teacher and the appropriate supervisory officer with a brief written summary of the explanations (as referenced above) and a copy of the written Improvement Plan
  - the principal shall advise the teacher that a union representative may be present for the meeting

### **Review Status**

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

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

### **Provision for a third performance appraisal while on review.**

The principal must conduct another performance appraisal during the 120 school days starting with the day on which the teacher is advised that he or she is on review status. If that third performance appraisal results in a performance rating of exemplary, good, or satisfactory, the teacher immediately ceases to be on review status. The principal must advise the teacher in writing of that fact, along with providing the copy of the signed summative report with its notice of the latest appraisal rating. At the request of either the teacher or the principal, and after the teacher receives a copy of the summative report, the principal and the teacher must meet to discuss the performance appraisal.

## **Provisions for Termination of a Teacher's Employment**

### **1. Recommendation of termination following a third unsatisfactory appraisal.**

If that third performance appraisal while on review (Reference: Review Status - 4.9) results in a third consecutive unsatisfactory rating, the principal must promptly send a written recommendation to the board that the teacher's employment should be terminated. The recommendation must be accompanied by written reasons for the recommendation, as well as copies of all performance appraisal documents and all documents relied on in conducting the three performance appraisals.

The principal must promptly provide the teacher with the following:

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

### **2. Termination without a third appraisal.**

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

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

### **3. Procedures followed by boards on receiving a recommendation to terminate a teacher's employment.**

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

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

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

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

## **5.0 DOCUMENTATION REQUIREMENTS**

### **Record Keeping**

Every board must retain each performance appraisal record for at least six years from the date of the summative report. (In a teacher's evaluation year, a copy of the teacher's annual learning plan must be included in the appraisal documentation and becomes part of the documentation kept on record by the board.)

### **Exchange of Information Between Boards**

A board that is considering employing a teacher must contact the last board that employed the teacher to request the following:

- copies of the performance appraisal documents and all other documents relied on in conducting the last two performance appraisals of the teacher, if either of those appraisals resulted in an unsatisfactory rating
- copies of any documents relating to the termination of the teacher's employment or to a recommendation for the termination of the teacher's employment that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board
- copies of any documents relating to the teacher's resignation while on review status that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board

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

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

## **6.0 ROLES AND RESPONSIBILITIES**

The roles and responsibilities of boards, principals, and teachers as they relate to the new performance appraisal process are described below.

### **Boards**

A board must:

- establish policies and rules relating to performance appraisals of its teachers to ensure compliance with the legislation, including policies and rules that ensure that the time lines are met and that there is accountability in the event of non-compliance. If a step or process is not completed within the timeline provided for, the step or process must be completed by the appropriate person as soon as possible thereafter, and timelines for all succeeding steps must be calculated from the time the late step or process was actually completed
- make information about the performance appraisal system available to its teachers,

- parents, students, and the chairs of its school councils
- request copies of the last two performance appraisals of the teacher if either of those appraisals resulted in an unsatisfactory rating, if it is considering employing a teacher who has taught for another board
- provide copies of a teacher's performance appraisals to another board that requests them because it is considering employing the teacher, if either of the teacher's last two appraisals were unsatisfactory
- establish rules outlining which principal and supervisory officer will perform the performance appraisal duties of the principal and supervisory officer in the case of a teacher who:
  - is assigned to more than one school
  - is not assigned to duties in a school
  - is assigned to duties in a school as well as to other duties, or
  - moves from one school to another
- establish policies and procedures respecting the delegation of duties related to performance appraisal from one supervisory officer to another where the assigned supervisory officer is unable to perform the duties or exercise the power. When no other supervisory officer employed by the same board is able to perform the duties or exercise the power, a supervisory officer with another board may do so if the two boards agree
- schedule evaluation years for teachers in a manner that ensures that each teacher will have an evaluation year once every three years
- schedule performance appraisals for teachers new to the profession or new to the board so that each such teacher is appraised twice in each of his or her first two years with the board
- ensure that each teacher receives at least two performance appraisals during each of his or her evaluation years
- ensure that the performance appraisals are conducted by the principal assigned to the school the teacher is assigned to in the evaluation year unless the powers and duties have been delegated in accordance with the Act
- ensure that each appropriate supervisory officer carries out his or her duties in the performance appraisal process, such as:
  - consulting regularly with the principal throughout any period during which a teacher is on review status, regarding the teacher's performance and steps that may be taken to improve it
  - in instances where the principal and supervisory officer jointly determine that the delay necessitated by conducting a third performance appraisal of a teacher who is on review status is not in the best interests of the students, the supervisory officer must, jointly with the principal, submit a written recommendation to the board for termination of a teacher's employment
  - carrying out the appraisal obligations of the principal in instances where the principal is unable to do so, or carrying out the duties of another supervisory officer where that supervisory officer is absent
- develop annual written parent and student surveys in consultation with the school councils and principals for the schools governed by the board, the Special Education Advisory Committee, and those parents, students, and teachers who are interested, starting in the year the board begins implementation of the performance appraisal system
- ensure that all parental input, as well as input from students in a grade 11 or 12 course is taken into account during the performance appraisal of a teacher
- pending the board's decision on whether to terminate a teacher's employment, ensure that the director of education suspends the teacher with pay or reassigns the teacher to duties that are, in the view of the director of education, appropriate in the circumstances

- file a complaint with the Ontario College of Teachers when a decision is made to terminate a teacher's employment or when a teacher resigns from the board when he or she is on review status

A board may establish additional requirements for the performance appraisal of the teachers they employ, as long as those additional requirements are not in conflict with the requirements outlined under the Act and Ontario Regulation 99/02. Additional requirements that boards may implement include:

- additional competencies to be evaluated as part of the teacher performance appraisal
- additional standards, methods, processes, time lines, and steps to be followed
- additional input and material that must be taken into account in teacher performance appraisal
- provision for parental and student input on any additional competencies that the board establishes, as long as the board follows the general requirements of the legislation (for example, on the request of a parent or student, the deletion of parent or student identifiers before giving the information to the teacher)

## **Principals**

The following roles and responsibilities of a principal would be assumed by a vice-principal of the same school or a supervisory officer, in instances where those responsibilities are delegated under Part X.2 of the *Education Act*.

A principal must:

- conduct performance appraisals of teachers assigned to the school
- within twenty school days after a teacher begins teaching in a year that is scheduled as an evaluation year for that teacher, notify him or her that the year is an evaluation year
- follow the procedures for the performance appraisal of each teacher, as specified in the Act and Ontario Regulation 99/02 (see *Section 2 – Guidelines for Teacher Performance Appraisal* and *Section 4 – Procedural Requirements Following Specific Appraisal Outcomes*), and any other requirements specified by the board
- within twenty school days of the classroom observation, give the teacher written notice of his or her performance appraisal rating by providing a copy of the summative report, signed by the principal
- within fifteen school days of determining that a performance appraisal of a teacher has resulted in an unsatisfactory rating, follow the procedures specified in the Act (see *Section 4 – Procedural Requirements Following Specific Appraisal Outcomes*)
- in instances where the performance appraisal process results in a teacher being placed on review, follow the procedures specified in the Act (see *Section 4 – Procedural Requirements Following Specific Appraisal Outcomes*)
- conduct performance appraisals that are additional to those required if a teacher so requests, unless the principal is of the opinion that they are unlikely to lead to improvement in the teacher's performance
- on the request of the parent or student, remove words or names that identify the parent or student from any document that contains parental or student input before giving it to a teacher
- in accordance with Ontario Regulation 98/02, review a teacher's annual learning plan with the teacher, sign the document, and retain a copy (see *Appendix B – Annual Learning*)

*Plan*). During the teacher's performance appraisal year, the principal must conduct this review of the annual learning plan as part of the performance appraisal process, under the provisions of Ontario Regulation 99/02 (see *Section 2 – Guidelines for Teacher Performance Appraisal* )

A principal may:

- refuse a teacher's request for an additional performance appraisal if the principal is of the opinion that it is unlikely to lead to an improvement in the teacher's performance
- conduct performance appraisals of a teacher assigned to the school in addition to those required if the principal considers it advisable to do so in light of circumstances relating to the teacher's performance
- conduct performance appraisals of a teacher at such intervals as the principal considers appropriate, subject to any requirements of the Act or board policies

### **Teachers**

A teacher must:

- develop an annual learning plan in consultation with his or her principal
- receive at least two performance appraisals in each of the first and second twelve-month periods if he or she is new to a board or to the profession
- receive at least two performance appraisals every three years when he or she has been placed on a regular performance appraisal cycle
- provide input into the recommended steps and actions that the teacher should take to improve his or her performance following an unsatisfactory rating
- sign the Summative Report Form to acknowledge that it has been received

A teacher may:

- request performance appraisals in addition to those required and the principal assigned to the school to which the teacher is assigned will conduct them, unless the principal is of the opinion that it is unlikely that the performance appraisal will lead to improvement in the teacher's performance. (This request cannot be made during a teacher's evaluation year)
- during the performance appraisal process, review the input from parents and students within a period of time that the principal considers reasonable in the circumstances, and respond to the principal regarding such input
- participate in the development of the board's surveys to solicit parental and student input into teacher performance appraisals

## **7.0 PROCEDURES AND TIMELINES FOR PERFORMANCE APPRAISALS FOR TEACHERS WITH ADMINISTRATIVE OR OTHER RESPONSIBILITIES BEYOND CLASSROOM ASSIGNMENTS**

Performance Appraisal reports for those individuals who have teaching and administrative responsibilities will be written in such a manner that a clear distinction is made between the comments that relate to the person's work as a teacher and those that apply to the performance of the administrative component of the assignment. The Summative Report Form (Appendix E) will be used for the teaching component of the assignment, and the Performance Appraisal Report for Teachers Holding School or System Level Responsibility (Appendix N) will be used

for the administrative component. The signed reports will be stapled together before the copies are distributed.

The evaluation of the administrative work shall be based on the requirements of the particular position of added responsibility as outlined in the *Education Act*, Regulations, Ministry Policy, Board Policy and Job Descriptions, if applicable. The evaluation of any teaching performance component of the assignment will be in accordance with the criteria established in 2.0 Guidelines for Teacher Performance Appraisal.

Performance appraisal for teachers with additional responsibilities shall occur at least once every three years. The Performance Appraisal Report for Teachers Holding School or System Level Responsibility (Appendix N) will be used for this purpose and shall be reflective of the teacher's work in the specific additional responsibilities since the last such Performance Appraisal.

## **8.0 PROCEDURES FOR TEACHERS HOLDING SCHOOL OR SYSTEM LEVEL RESPONSIBILITY WHOSE ADMINISTRATIVE WORK IS JUDGED TO BE UNSATISFACTORY**

8.1 The following procedures set forth the Procedures for a Teacher Holding School or System Level Responsibility who, after the steps outlined in Section 7.0, on Performance Appraisal have been followed, continues to experience difficulty in performing the administrative component of the job in accordance with normal professional expectations.

It is important to note that it is possible for the administrative work to be evaluated as "Unsatisfactory" at the same time that the teaching component is assessed positively.

With respect to the requirements of the position of added responsibility, the work is "Unsatisfactory" if

- i) there are areas requiring improvement or one area necessitating major improvement, and/or
- ii) the individual is in need of continuing supervision to maintain a minimal level of effectiveness as a teacher and hence is unable to adequately model a variety of appropriate techniques for other teachers.

8.2 Should the administrative work in the position of added responsibility be judged "Unsatisfactory", the teacher will be informed that improvement is necessary in that area(s) if the teacher is to be retained in that position of added responsibility.

8.2.1 The supervisor conducting the evaluation shall prepare and attach a letter to the Performance Appraisal Report for Teachers Holding School or System Level Responsibility which specifies:

- i) the reason(s) why the work is judged to be "Unsatisfactory";
- ii) the expected level of job performance in the problem area(s);
- iii) the date by which significant improvement should be achieved (a minimum of sixty (60) school days from the date of receipt of this letter);
- iv) recommended actions which are designed to assist the person in achieving the expected performance level(s);

- v) the personnel who are available to provide assistance; (These may include any of the following: superintendent, principal, vice-principal, department head, learning coordinator, resource staff, employee assistance program provider.)
- vi) that during the sixty (60) school day period specified in (iii) above, at least three meetings will be held between the teacher and supervisor at minimum intervals of twenty (20) teaching days (unless exceptional circumstances occur which warrant the convening of more frequent meetings) to discuss the progress being made toward the expected level of job performance noted in (ii) above; and
- vii) that a recommendation to remove the person from the position of added responsibility may be taken to the Director of Education or designate if acceptable improvement does not occur.

8.2.2 The supervisor shall:

- i) prepare and sign three copies of the letter;
- ii) convene a meeting with the person holding the position of added responsibility;
- iii) advise the person that a union representative may be present for the meeting;
- iv) if applicable, involve the vice-principal and/or appropriate superintendent in the meeting;
- v) fully discuss the contents of the letter with the person at the meeting;
- vi) ensure that the person is aware of the Procedures for Teachers Holding School or System Level Responsibility Whose Administrative Work is Judged to be Unsatisfactory, of the Procedures for the Supervision of Teaching Staff.
- vii) at the conclusion of the meeting, request that the person acknowledge receipt of the letter by signing each of the three copies of it; and
- viii) provide one copy of the letter to the person, forward one copy to the Executive Superintendent of Human Resource Services and retain one copy.

8.2.3 At the conclusion of the sixty (60) school day period the supervisor, in consultation with the appropriate superintendent(s), shall prepare and sign three copies of a Performance Appraisal Report for Teachers Holding School or System Level Responsibilities which indicates whether the person's administrative work is "Satisfactory" or "Unsatisfactory".

8.2.3.1 If the work is "Satisfactory" the report shall:

- i) specify the administrative area(s) in which the person has achieved the expected level of job performance;
- ii) note the time required to achieve the improvement;
- iii) summarize, noting the personnel involved, the efforts made to assist the person during the previous sixty (60) days;
- iv) indicate that if a second "Unsatisfactory" report is received within four years from the date of receipt of this Performance Appraisal Report, a motion recommending the removal of the person from the position of added responsibility may be taken to the Board; and

- v) acknowledge that the person shall continue to hold the position of added responsibility, provided that the position continues to exist or the teacher is not declared redundant in accordance with the staffing provisions of the applicable collective agreement.

8.2.3.2 If the work is “Unsatisfactory” the report shall:

- i) note the time period covered by the report;
- ii) state, in specific terms, the administrative area(s) in which the person is experiencing difficulty;
- iii) summarize, noting the personnel involved, the efforts made to assist the person subsequent to the receipt of the last Performance Appraisal;
- iv) outline the expected level of job performance in the problem area(s);
- v) indicate a further time period by which significant improvement should be achieved (a maximum of sixty (60) school days from the date of the receipt of this Performance Appraisal Report) and that if a second successive “Unsatisfactory” report is issued, it will indicate that a recommendation for the removal of the person from the position of added responsibility will be presented to the Director of Education or designate;
- vi) indicate that during the maximum sixty (60) school day period identified in (v) above, at least two meetings will be held between the teacher and supervisor at minimal intervals of fifteen (15) teaching days (unless exceptional circumstances occur which warrant the convening of more meetings) to discuss the progress being made toward the expected level of job performance noted in (iv) above.

8.2.4 When the Performance Appraisal Report referred to in Section 2.3 is prepared, the Superintendent of Education or Executive Superintendent of Program Services, or Operations Services, as appropriate shall:

- i) convene and chair a meeting with the person holding the position of added responsibility;
- ii) advise the person that a union representative may be present for the meeting;
- iii) involve the person(s) evaluating the work in the meeting;
- iv) fully discuss the contents of the Performance Appraisal Report with the person;
- v) at the conclusion of the meeting have the person acknowledge receipt of the Performance Appraisal Report by signing each of the three copies of it; and
- vi) provide one copy of the Performance Appraisal Report to the person holding the position of added responsibility, give one copy to the supervisor, forward one copy to the Executive Superintendent of Human Resource Services and retain one copy.

8.2.5 Should a recommendation for the removal of the person from the position of added responsibility be prepared for the Director of Education, the Supervisor identified in 8.2 above shall notify the person, in writing, of the:

- i) wording of the recommendation, and the date and time at which it will be presented to the Director of Education or designate;
- ii) reasons necessitating the preparation of the recommendation;
- iii) area(s) of unsatisfactory job performance;
- iv) efforts made to assist the person and the personnel involved;
- v) person's right to attend this meeting with a union representative; and
- vi) right of the person or person's union representative to respond orally and/or in writing to the recommendation by addressing the assertions of "Unsatisfactory" job performance.

8.2.6 Should the Director of Education or designate approve the recommendation noted in Section 8.2.5, the person shall no longer hold the position of added responsibility effective the date of that decision. Unless action terminating the person's employment has been taken, the person, after consultation with the Executive Superintendent of Human Resource Services, will be placed in a position determined by the Board's administration.

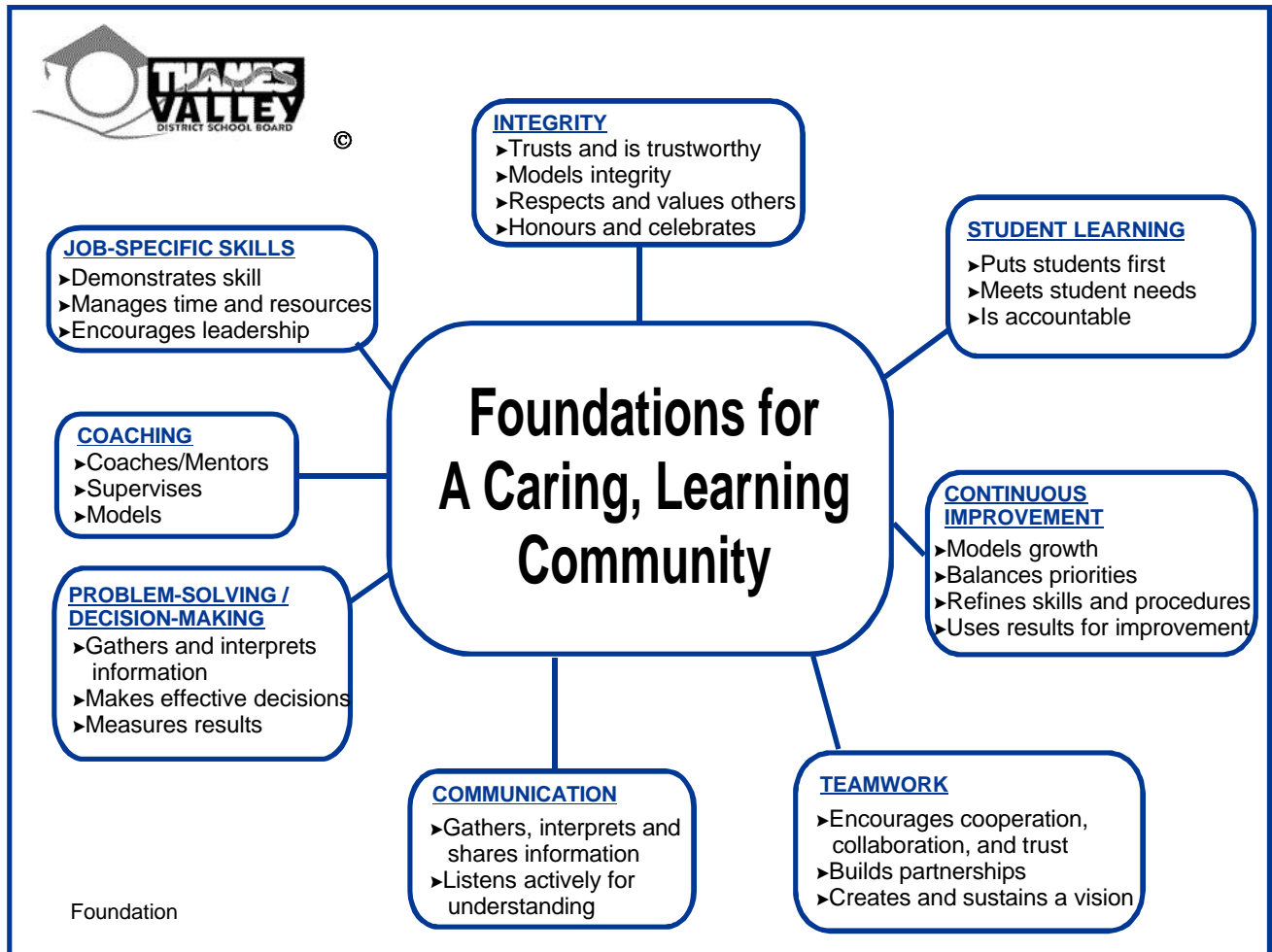
8.2.7 Although the evaluation procedures specify certain time periods and procedures that may culminate in the removal of a person from a position of added responsibility below the level of Vice-Principal, exceptional circumstances may arise that warrant the Administration acting in a compressed time period or, in the case of serious jeopardy to students and/or program, immediately removing a person from a position holding school or system level responsibility.

8.2.8 Nothing in this procedure prevents a teacher from indicating that he/she wishes to return to a previous role rather than continuing on in the current role of additional responsibilities. The appropriate supervisory officer will then indicate the options that are available.

## 9.0 APPENDICES

A	Foundation Principles for a Caring, Learning Community
B	Annual Learning Plan
C	Pre-observation Meeting Form
D	Post-observation Meeting Form
E	Summative Report Form
F	Performance Indicators - "Look-Fors"
G	Observation Guide
H	Rubric to Describe the Levels of Performance
I	Improvement Plan
J	Parent/Guardian Input Survey
K	Student Input Survey
L	Coaching
M	Mentoring New Teachers
N	Performance Appraisal Report for Teachers Holding School or System Level Responsibility

## Foundation Principles for a Caring, Learning Community



## A Caring, Learning Community

This document outlines the expectations which the Thames Valley District School Board has for its employees. It is linked to the Mission and Beliefs of the Board and the Standards of Practice for the Teaching Profession of the Ontario College of Teachers. It is the belief of our system that student learning will improve if all employees model the characteristics and behaviours listed in this document.

<i>Employee Characteristics</i>	<i>Employee Behaviours</i>
<p><b>INTEGRITY</b></p> <ul style="list-style-type: none"> <li>◆ Trusts and is trustworthy</li> <li>◆ Models integrity</li> <li>◆ Respects and values others</li> <li>◆ Honours and celebrates</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates trustworthiness with students, staff, parents and the community</li> <li>• Models such principles of civility as trust, fairness, social responsibility, respect and inclusion</li> <li>• Recognizes the importance and value of employees as integral to success</li> <li>• Respects the time, energy and efforts of others and values the input of all</li> <li>• Trusts the professionalism of staff</li> <li>• Honours and celebrates work well done</li> <li>• Models the values of the Board's mission and belief statement</li> <li>• Demonstrates equity and fairness in all dealings</li> </ul>

<p><b>STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>◆ Puts students first</li> <li>◆ Meets student needs</li> <li>◆ Is accountable</li> </ul>	<ul style="list-style-type: none"> <li>• Considers students first as the basis for all decision making</li> <li>• Ensures the safety of students and staff</li> <li>• Ensures that students are treated in an equitable and respectful manner</li> <li>• Is accountable and encourages accountability</li> <li>• Recognizes and supports the needs of learners to reach their potential</li> <li>• Demonstrates a concern for the growth of student character and encourages students to be contributing citizens who are accountable to themselves and to others</li> <li>• Integrates learning theory with students' needs, backgrounds and spiritual/cultural understandings</li> <li>• Develops, supports, communicates and assesses clear, challenging and achievable expectations for students</li> </ul>
<p><b>CONTINUOUS IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>◆ Models growth</li> <li>◆ Balances priorities</li> <li>◆ Refines skills and procedures</li> <li>◆ Uses results for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Models curiosity, enthusiasm and joy for learning; is a lifelong learner</li> <li>• Models continuous professional growth and helps others to engage in the change process</li> <li>• Balances personal and professional life</li> <li>• Helps to enrich learning for students through effective programs and services</li> <li>• Engages in the refinement of skills to improve service</li> <li>• Models the use of technology to support learning</li> <li>• Plans for improvement and establishes improvement criteria to measure results</li> </ul>
<p><b>TEAMWORK</b></p> <ul style="list-style-type: none"> <li>◆ Encourages co-operation, collaboration and trust</li> <li>◆ Builds partnerships</li> <li>◆ Creates and sustains a vision</li> </ul>	<ul style="list-style-type: none"> <li>• Works to create an environment which supports trust and encourages teamwork</li> <li>• Invites family and community interaction with the school for student success</li> <li>• Works for consensus in creating specific, challenging and measurable goals</li> <li>• Uses collective experiences to enhance learning, to solve problems and to seek new alternatives</li> <li>• Acknowledges and celebrates individual and group efforts, contributions and successes</li> <li>• Acts both as a team member and a team leader</li> </ul>

<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>◆ Gathers, interprets and shares information</li> <li>◆ Listens actively for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interactive, open and honest communications with staff, students and community</li> <li>• Recognizes the importance of active listening, empathy and understanding</li> <li>• Reaches out to parents and local communities, inviting them to share their knowledge and skills in supporting classroom and school activities</li> <li>• Shares information in a timely manner, using a variety of methods</li> <li>• Follows up to ensure that information was understood</li> <li>• Asks for and gives feedback</li> <li>• Supports and articulates support for the Board's Mission and Beliefs, and for public education</li> <li>• Values and demonstrates precision in the use of language</li> </ul>
<p><b>PROBLEM-SOLVING AND DECISION-MAKING</b></p> <ul style="list-style-type: none"> <li>◆ Gathers and interprets information</li> <li>◆ Makes effective decisions</li> <li>◆ Measures results</li> </ul>	<ul style="list-style-type: none"> <li>• Gathers information and feedback in a systematic manner</li> <li>• Builds capacity to identify alternatives and solutions</li> <li>• Engages others through shared problem-solving and conflict resolution</li> <li>• Recognizes concerns and identifies opportunities to address them</li> <li>• Embraces diversity and celebrates creativity to strengthen the school system</li> <li>• Demonstrates a willingness to take corrective action or modify decisions</li> <li>• Innovates through decision-making, initiating change and evaluating and communicating results</li> </ul>
<p><b>COACHING</b></p> <ul style="list-style-type: none"> <li>◆ Coaches / Mentors</li> <li>◆ Supervises</li> <li>◆ Models</li> </ul>	<ul style="list-style-type: none"> <li>• Models a high level of performance, skill and motivation</li> <li>• Supervises using appropriate policies and guidelines</li> <li>• Encourages collaboration among colleagues to improve skills</li> <li>• Provides opportunities to learn from experience</li> <li>• Identifies and supports growth needs of staff</li> <li>• Provides ongoing feedback to staff and students regarding their actions and decisions in order to build ownership and self-confidence</li> <li>• Motivates and inspires through sharing the vision</li> </ul>

**JOB-SPECIFIC SKILLS**

- ◆ Demonstrates skill
- ◆ Manages time and resources
- ◆ Encourages leadership

- Demonstrates care and commitment
- Carries out duties as outlined according to established standards and expectations
- Manages time, expectations, costs and resources responsibly and effectively
- Provides leadership to implement programs and adapt to change
- Encourages collegial discussion of relevant issues
- Encourages leadership in others
- Recognizes that continuous professional growth is an integral part of A Caring Learning Community
- Stays current



# ANNUAL LEARNING PLAN FOR THE YEAR \_\_\_\_\_

Evaluation Year    Yes     No

The Annual Learning Plan must be prepared by the teacher in consultation with the principal. The consultation must include a meeting between the teacher and the principal in the course of the teacher's performance appraisal if the year is scheduled as an evaluation year for the teacher. In an evaluation year, this form must be finalized during the post-observation meeting. The teacher and the principal must sign the Annual Learning Plan for the year and each of them must retain a copy.

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

Teacher's Name (last)	(first)
Name of School	
Assignment/class	
Principal's Name (last)	(first)
Areas of professional growth that I am interested in pursuing:	
Rationale:	

Strategies and time lines to address areas of professional growth:
Other:
Next date for review of the Annual Learning Plan (yyyy/mm/dd)
Review of the Annual Learning Plan (principal / teacher comments):

<b>Principal's Signature</b>  <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> My signature indicates that the teacher and I reviewed the Annual Learning Plan.	Date (yyyy/mm/dd)
<b>Teacher's Signature</b>  <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> My signature indicates that the principal and I reviewed the Annual Learning Plan.	Date (yyyy/mm/dd)

## APPENDIX C Pre-observation Meeting (Approved Form)

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

Teacher's Name (last)	(first)
Principal's Name (last)	(first)
Assignment/class	Date of Meeting (yyyy/mm/dd)

### Introduction

The teacher and the principal must have a pre-observation meeting to prepare for the classroom observation and to review the teacher's current Annual Learning Plan. During the meeting, the principal and the teacher must complete the Pre-observation Meeting Form.

The meeting should be used to ensure that the expectations for the observation are clearly understood. An important task during this meeting is for the principal to identify the expectations and for the teacher to describe the teaching plan for the classroom observation.

Other purposes of the pre-observation meeting are the following:

- develop a collegial atmosphere in advance of the classroom observation
- learn about the unique qualities of the teacher's class of students
- identify the student outcomes that are expected
- for the principal to explain that the teacher's performance will be assessed against the performance indicators "look-fors"
- establish procedures in advance
- set the date and time for the classroom observation

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### Directions to the Principal

Within twenty school days after a teacher commences teaching in a year that is scheduled as an evaluation year for the teacher, the principal must notify the teacher that the year is an evaluation year and that a pre-observation meeting is required.

It is intended that the teacher should be notified of the pre-observation meeting well in advance and a copy of the Pre-observation Meeting Form should be provided to the teacher. The teacher should be reminded that Section A of the form should be filled out by the teacher prior to the pre-observation meeting. Section B should be filled out by the principal in discussion with the teacher during the pre-observation meeting.

The information provided by the teacher should serve as a major focus for the meeting. The form must be signed and dated both by the teacher and the principal and each should retain a copy.

During the pre-observation meeting, the principal should discuss the following with the teacher:

- that the teacher's evaluation will be based on all sixteen competencies (some will be observed during the classroom observation while others will be evaluated on experiences that occur outside of the classroom observation session)
- that the teacher's performance will be assessed against the "look-fors". See *Teacher Performance Appraisal Manual and Approved Forms and Guidelines (Appendix F: Performance Indicators - "Look-Fors")*
- that the additional information outside of the classroom observation (including parental and student input), will be used to complete the teacher's overall performance rating
- that the teacher's overall performance will be rated using the performance appraisal rating scale

The purpose and use of the Observation Guide should be discussed with the teacher if it is being used.

The teacher should be encouraged to provide the principal with a copy of the lesson plan and a seating chart prior to the classroom observation.

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### **Directions to the Teacher**

The teacher should bring this form and any relevant support materials to the pre-observation meeting. The teacher should complete Section A prior to the pre-observation meeting. The teacher's overall teaching competence will be evaluated against the sixteen competencies as outlined in Ontario Regulation 99/02, and any other competencies developed by the board. In preparation for the pre-observation meeting, the teacher may want to reflect on how he or she is addressing the following competencies:

- demonstrates commitment to the well-being and development of all pupils
- is dedicated in his or her efforts to teach and support pupil learning and achievement
- treats all pupils equitably and with respect
- provides an environment for learning that encourages pupils to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society
- knows his or her subject matter, the Ontario curriculum and education-related legislation
- knows a variety of effective teaching and assessment practices
- knows a variety of effective classroom management strategies
- knows how pupils learn and factors that influence pupil learning and achievement
- uses professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of pupils
- communicates effectively with pupils, parents and colleagues
- conducts ongoing assessment of pupils' progress, evaluates achievement and reports results to pupils and parents regularly
- adapts and refines teaching practices through continuous learning and reflection, using a variety of sources and resources
- uses appropriate technology in his or her teaching practices and related professional responsibilities
- collaborates with other teachers and school colleagues to create and sustain learning communities in the classrooms and in the school
- works with other professionals, parents and members of the community to enhance pupil learning, pupil achievement, and school programs
- engages in ongoing professional learning and applies it to improve his or her teaching practice

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**Section A To be completed by the teacher prior to the pre-observation meeting.**

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How many students are in the class?	Number of female students	Number of male students
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Is there any additional information about the students or the classroom that you would like to share (for example, English as a Second Language/English Skills Development, Individual Education Plan, presence of a teaching assistant)?

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**Section B To be completed by the principal during the pre-observation meeting.**

The following questions are intended to provide a basis for the discussion between the principal and the teacher in developing a focus for the classroom observation. The principal must explain to the teacher that the classroom observation is one component of the performance appraisal, during which his or her performance will be assessed against a set of performance indicators - "look-fors". Section B will be filled out by the principal during the pre-observation meeting.

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Which aspects of commitment to pupils and pupil learning, professional knowledge, teaching practice, leadership and community, and ongoing professional learning will be a particular focus for the classroom observation?

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What are the specific expectations for the lesson to be observed? What is intended for students to learn and be able to demonstrate?

---

How will student learning be assessed?

What resources will be used during the lesson?

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Principal's comments on the expectations for the classroom observation

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Teacher's comments on the expectations for the classroom observation

<p><b>Principal's Signature</b> My signature indicates that the teacher and I had a pre-observation meeting in accordance with Part X.2 of the Education Act and Ontario Regulations 98/02 and 99/02.</p>	<p>Date (yyyy/mm/dd)</p>
<p><b>Teacher's Signature</b> My signature indicates that the principal and I had a meeting in accordance with Part X.2 of the Education Act and Ontario Regulations 98/02 and 99/02.</p>	<p>Date (yyyy/mm/dd)</p>

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

Teacher's Name (last)	(first)
Principal's Name (last)	(first)
Date of Meeting (yyyy/mm/dd)	

**Directions to the Principal**

The principal must fill out the form after the classroom observation to provide the focus for the post-observation meeting.

The following must occur during the post-observation meeting:

- a review of the classroom observation
- a discussion as to the other types of relevant information that will be taken into account, including parental and student input
- completion of the Post-observation Meeting Form
- finalizing the teacher's learning plan for the current year

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<b><i>Classroom Observation</i></b>	<b><i>Principal's comments</i></b>
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Which competencies were addressed with very good results during the classroom observation?

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Which competencies should be addressed to provide for improved classroom performance?

Which competencies will serve to provide a focus for ongoing professional development?

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Principal's Comments

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Principal's recommendations to improve classroom performance

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Other information relevant to the principal's evaluation concerning the teacher (including parental and student input concerning the teacher)

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**Summary Comments** *This section should be completed in the context of the post-observation meeting by both the teacher and the principal.*

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Principal's Summary Comments (optional)

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Teacher's Summary Comments (optional)

<p><b>Principal's Signature</b> My signature indicates that this Post-observation Meeting Form was reviewed with the teacher.</p>	<p>Date (yyyy/mm/dd)</p>
<p><b>Teacher's Signature</b> My signature indicates receipt of this Post-observation Meeting Form.</p>	<p>Date (yyyy/mm/dd)</p>

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

Teacher's Name (last)	(first)
Principal's Name (last)	(first)
School	
Assignment Type	Length of Assignment
Classroom Observation date (yyyy/mm/dd)	

Other evaluation input (for example, parental and student input)

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**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 twenty school days after the classroom observation.
3. The teacher must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the appropriate board with a copy of the teacher's Annual Learning Plan for the year.
5. The principal must evaluate the teacher on all sixteen competencies. Comments must be provided for each competency.

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

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**Commitment to Pupils and Pupil Learning**

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The teacher demonstrates commitment to the well-being and development of all pupils.

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The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.

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The teacher treats all pupils equitably and with respect.

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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.

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**Professional Knowledge**

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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.

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The teacher knows a variety of effective classroom management strategies.

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The teacher knows how pupils learn and factors that influence pupil learning and achievement.

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**Teaching Practice**

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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.

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The teacher communicates effectively with pupils, parents, and colleagues.

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The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.

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The teacher adapts and refines his or her teaching practice through continuous learning and reflection, using a variety of sources and resources.

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The teacher uses appropriate technology in his or her teaching practice and related professional responsibilities.

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**Leadership and Community**

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The teacher collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and in the school.

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The teacher works with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

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**Ongoing Professional Learning**

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

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**Additional Competencies**

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All of the Performance Indicators – “Look-Fors” must be taken into account during a teacher’s performance appraisal.

<b>DOMAINS</b>	<b>COMPETENCIES (Ontario Regulation 99/02)</b>	<b>“LOOK-FORS”</b>
<b>1. Commitment to Pupils and Pupil Learning</b>	<b>1.1 Teachers demonstrate commitment to the well-being and development of all pupils</b>	<b>The teacher:</b> <ol style="list-style-type: none"> <li>1. applies knowledge effectively about how students develop and learn physically, socially, and cognitively</li> <li>2. responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met</li> <li>3. shapes instruction appropriately so that it is helpful to students who learn in a variety of ways</li> <li>4. effectively motivates students to improve student learning</li> <li>5. seeks and effectively applies approaches for helping students’ cognitive, affective and social development</li> <li>6. models and promotes the joy of learning</li> <li>7. provides responsive and thoughtful feedback on assignments</li> <li>8. effectively uses student work to diagnose learning difficulties and provides appropriate remediation</li> <li>9. effectively supports and/or assist students in meeting their academic, social and emotional needs by addressing their individual needs</li> <li>10. demonstrates a positive rapport with students</li> <li>11. recognizes student difficulties by employing effective assessment strategies</li> <li>12.</li> <li>13.</li> </ol>



All of the Performance Indicators – “Look-Fors” must be taken into account during a teacher’s performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p><b>1. Commitment to Pupils and Pupil Learning, <i>continued</i></b></p>	<p><b>1.3 Teachers treat all pupils equitably and with respect, <i>continued</i></b></p> <p><b>1.4 Teachers provide an environment for learning that encourages pupils to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society</b></p>	<p>29. ensures and models bias-free assessment to address equality</p> <p>30. values and promotes fairness and justice by adopting anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion and culture</p> <p>31.</p> <p>32.</p> <p><b>The teacher:</b></p> <p>33. provides learners with appropriate opportunities for independent practice of new skills</p> <p>34. employs effective questioning techniques that encourage higher level thinking skills</p> <p>35. provides guidance and appropriate feedback to learners on attainment of new concepts/skills</p> <p>36. encourages feedback, risk-taking, questioning and experimentation by establishing a non-threatening learning environment</p> <p>37. encourages students to be cognizant of their personal strengths and capabilities to pursue possible career paths</p> <p>38. assists students in preparation for life by assisting them to develop an appetite for life-long learning</p> <p>39. promotes student self-esteem by reinforcing positive behaviours</p> <p>40.</p> <p>41.</p>

All of the Performance Indicators – “Look-Fors” must be taken into account during a teacher’s performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p><b>2. Professional Knowledge</b></p>	<p><b>2.1 Teachers know their subject matter, the Ontario curriculum and education-related legislation</b></p> <p><b>2.2 Teachers know a variety of effective teaching and assessment practices</b></p>	<p><b>The teacher:</b></p> <p>42. teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas</p> <p>43. demonstrates mastery of subject knowledge and related skills</p> <p>44. presents accurate and up-to-date information</p> <p>45. uses a variety of effective resources to enhance learning</p> <p>46. implements and effectively explains statutes and regulations with regards to student safety and welfare</p> <p>47. knows, follows and explains appropriate legislation, local policies and procedures</p> <p>48.</p> <p>49.</p> <p><b>The teacher:</b></p> <p>50. provides constructive criticism as part of evaluation</p> <p>51. aligns assessment strategies with learning objectives</p> <p>52. uses appropriate diagnostic techniques to assess student difficulties</p> <p>53. employs formative and summative assessments to check for understanding</p> <p>54. Use a variety of appropriate teaching techniques to engage students</p> <p>55. uses a variety of assessment strategies and instruments to make both short-term and long-range decisions to improve student learning</p> <p>56.</p> <p>57.</p>

All of the Performance Indicators – “Look-Fors” must be taken into account during a teacher’s performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p><b>2. Professional Knowledge, <i>continued</i></b></p>	<p><b>2.3 Teachers know a variety of effective classroom management strategies</b></p>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>58. organizes instructional time by providing for the needs of all students</li> <li>59. systematizes routine procedures and tasks to engage students in varied learning experiences</li> <li>60. teaches scheduled class/subject for allocated time periods with effective student engagement</li> <li>61. displays student work appropriately for a variety of teaching/learning experiences</li> <li>62. considers the individual needs of students, the learning environment and teacher skills when selecting resources</li> <li>63. seeks and uses various resources to achieve and reinforce expectations</li> <li>64. provides opportunities for students to share their interests and demonstrate their involvement in learning</li> <li>65. ensures that all students have the opportunity to learn by planning purposeful assignments</li> <li>66. uses appropriate strategies to manage discipline</li> <li>67. implements the behaviour code with consistency</li> <li>68. differentiates instruction to meet diverse student needs</li> <li>69.</li> <li>70.</li> </ul>

All of the Performance Indicators – “Look-Fors” must be taken into account during a teacher's performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p>2. Professional Knowledge, <i>continued</i></p>	<p>2.4 Teachers know how pupils learn and factors that influence pupil learning and achievement</p>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>71. uses different motivational strategies to encourage students in developing competence in all areas</li> <li>72. takes into account various learning styles with the selection of materials/media</li> <li>73. adapts to groups or individual students with flexible grouping practices</li> <li>74. modifies programs to fit student needs by making topics relevant to students' lives and experiences</li> <li>75. knows special education IEP and IPRC processes and provides appropriate experiences for student achievement</li> <li>76.</li> <li>77.</li> </ul>

All of the Performance Indicators – “Look-Fors” must be taken into account during a teacher’s performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p><b>3. Teaching Practice</b></p>	<p><b>3.1 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</b></p>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>78. makes effective links between daily lesson plans and long-range plans</li> <li>79. uses practices which successfully promote the development of higher order thinking skills</li> <li>80. develops clear and achievable classroom expectations with the students</li> <li>81. models and promotes effective communication skills</li> <li>82. demonstrates flexibility in teaching strategies by addressing the needs of all students</li> <li>83. chooses pertinent resources for development of instruction to address student needs</li> <li>84. varies learning instruction based on student needs, curriculum expectations, teaching-learning strategies</li> <li>85. implements with success the requirements of statutes and regulations with regards to student safety and welfare</li> <li>86. uses instructional time in a focussed, purposeful way</li> <li>87. establishes and maintains standards for student behaviour that support learning and respects the dignity of the students</li> <li>88. organizes subject matter into meaningful lessons</li> <li>89. relates specific lesson topics to major subject matter concepts and generalizations</li> <li>90. incorporates appropriate curricular guidelines meaningfully into lessons</li> <li>91. encourages students to know about, reflect on, and monitor their own learning</li> <li>92. assists students to develop and use ways to access and critically assess information</li> <li>93. communicates effectively information from a bias-free, multicultural perspective</li> <li>94. uses a clear and consistent format to present instruction</li> <li>95.</li> <li>96.</li> </ul>

All of the Performance Indicators – “Look-Fors” must be taken into account during a teacher’s performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p><b>3. Teaching Practice, continued</b></p>	<p><b>3.2 Teachers communicate effectively with pupils, parents and colleagues</b></p> <p><b>3.3 Teachers conduct ongoing assessment of their pupils’ progress, evaluate their achievement and report results to pupils and parents regularly</b></p>	<p><b>The teacher:</b></p> <p>97. provides ongoing feedback to parents, for example, through newsletters and bulletins</p> <p>98. demonstrates a positive, professional attitude when communicating with parents, students and colleagues</p> <p>99. follows school/board guidelines on reporting with diligence</p> <p>100. conducts effective teacher-student conferences</p> <p>101. communicates clear, challenging and achievable expectations for students</p> <p>102.</p> <p>103.</p> <p><b>The teacher:</b></p> <p>104. uses a variety of appropriate techniques to report student progress</p> <p>105. uses a variety of appropriate assessment and evaluation techniques</p> <p>106. engages in meaningful dialogue with students to provide feedback during the teaching/learning process</p> <p>107. uses ongoing reporting to keep both students and parents informed and to chart student progress</p> <p>108. gathers accurate data on student performance and keeps comprehensive records of student achievements</p> <p>109.</p> <p>110.</p>



All of the Performance Indicators – “Look-Fors” must be taken into account during a teacher’s performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p><b>4. Leadership and Community</b></p>	<p><b>4.1 Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools.</b></p>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>124. learns with and from colleagues and others in the community of learners</li> <li>125. pursues and effectively shares knowledge about current thinking, trends, and practices in education with colleagues</li> <li>126. works co-operatively with colleagues to solve student, classroom and school concerns</li> <li>127. participates as an effective team member and shares expertise with others, for example, by acting as mentor, peer coach or associate teacher</li> <li>128. participates effectively by contributing to grade, division and/or subject teams</li> <li>129. effectively leads portions of staff meetings</li> <li>130. plans worthwhile professional development activities for school-based professional development days</li> <li>131. participates effectively on committees by organizing school-based activities, for example, school/parish initiatives, graduation, theme days</li> <li>132. shares instructional strategies that have worked successfully with colleagues</li> <li>133. shares instructional strategies that improve student performance on standardized tests</li> <li>134. shares learning acquired through participation on system-wide or provincial initiatives with colleagues</li> <li>135. serves as a resource to colleagues, for example, in the effective use of technology, assessment strategies and classroom management</li> </ul>

All of the Performance Indicators – “Look-Fors” must be taken into account during a teacher’s performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p><b>4. Leadership and Community, <i>continued</i></b></p>	<p><b>4.1 Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools, <i>continued</i></b></p> <p><b>4.2 Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs</b></p>	<p><b>The teacher:</b></p> <p>136. creates worthwhile opportunities for students, their parents and community members to share their learning, knowledge and skill with others within the class or school</p> <p>137. Acts as a moderator for electronic discussion groups or best practice database</p> <p>138.</p> <p>139.</p> <p><b>The teacher:</b></p> <p>140. reaches out to parents and to diverse local communities inviting them to share their knowledge and skills in supporting effective classroom and school activities</p> <p>141. engages others effectively through shared problem-solving and conflict resolution</p> <p>142. acknowledges and celebrates the efforts and success of others</p> <p>143. initiates contact with other professionals and community agencies to assist students and their families, where appropriate</p> <p>144. cooperates and works readily with the school's support team</p> <p>145. serves on school council as teacher advisor</p> <p>146. sets up partnerships, for example, with local library, music, science centre, business recreation centre and/or career centre, to develop resources to enhance career opportunities and student achievement</p> <p>147. contributes research to professional publications, subject councils and/or other professional organizations</p> <p>148. participates, presents and effectively organizes conferences, workshops and/or institutes to enhance student achievement</p>

All of the Performance Indicators – “Look-Fors” must be taken into account during a teacher’s performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p>4. Leadership and Community, <i>continued</i></p> <p>5. Ongoing Professional Learning</p>	<p>4.2 Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs, <i>continued</i></p> <p>5.1 Teachers engage in ongoing professional learning and apply it to improve their teaching practices</p>	<p><b>The teacher:</b></p> <p>149. initiates and/or participates in school/community-based activities, system-wide or provincial committees/writing teams to acquire skills and knowledge to enhance student achievement</p> <p>150.</p> <p>151.</p> <p><b>The teacher:</b></p> <p>152. seeks input from colleagues, consultants and/or other appropriate support staff and effectively applies it to enhance teaching practices</p> <p>153. 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</p> <p>154. participates willingly and effectively in professional learning, study groups and in-service programs to enhance skill development and/or broaden knowledge</p> <p>155. observes other teachers, acquires best practices and effectively applies new information/techniques to enhance teaching practices</p> <p>156. volunteers and effectively works on skill development or curriculum committees at school or board level</p> <p>157. reads professional journals, books, internet sites, or any articles related to the educational contexts and effectively shares with peers</p> <p>158. keeps a portfolio recording his or her learning experiences and effectively relates them to the educational contexts</p>

All of the Performance Indicators – “Look-Fors” must be taken into account during a teacher’s performance appraisal.

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p>5. Ongoing Professional Learning, <i>continued</i></p>	<p>5.1 Teachers engage in ongoing professional learning and apply it to improve their teaching practices, <i>continued</i></p>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>159. conducts and publishes educational research as a member of a professional organization and effectively collaborates with educational researchers to enhance teaching practices</li> <li>160. participates in provincial assessments and curriculum- writing and effectively applies skills to enhance teaching practices</li> <li>161. participates in workshops, seminars, courses, in-service programs, or reads books, articles, journals, and internet sites, or reflects with others to better understand human nature and be a model for students</li> <li>162. explores ways to access and to use educational research</li> <li>163. taps into websites that describe best practices, acquires successful teaching strategies and applies to teaching practices</li> <li>164.</li> <li>165.</li> </ul>

Teacher's Name

Principal's Name

Assignment

Date (yyyy/mm/dd)

The Observation Guide is a tool that can be used by principals to conduct teacher performance appraisals. The guide contains the performance indicators required to be used as part of the performance appraisal process, and provides a checklist for where the evidence is found. The Observation Guide and the Rubric (*see Appendix H: Rubric to Describe the Levels of Performance*) should be used together. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

**Domain: Commitment to Pupils and Pupil Learning**

Competencies	Evidence	
<p><b>Teachers demonstrate commitment to the well-being and development of all pupils</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ applies knowledge effectively about how students develop and learn physically, socially, and cognitively</li> <li>◆ responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met</li> <li>◆ shapes instruction appropriately so that it is helpful to students who learn in a variety of ways</li> <li>◆ effectively motivates students to improve student learning</li> <li>◆ seeks and effectively applies approaches for helping students' cognitive, affective and social development</li> <li>◆ models and promotes the joy of learning</li> <li>◆ provides responsive and thoughtful feedback on assignments</li> <li>◆ effectively uses student work to diagnose learning difficulties and provides appropriate remediation</li> <li>◆ effectively supports and/or assists students in meeting their academic, social and emotional needs by addressing their individual needs</li> <li>◆ demonstrates a positive rapport with students</li> <li>◆ recognizes student difficulties by employing effective assignment strategies</li> </ul> <p>Additional Competencies:</p>	G G G G G G G G G G G	Observation Lesson Plan Teaching Resources Assessment Notes/Handouts Student Work Other _____ _____

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

<b>Domain: Commitment to Pupils and Pupil Learning</b>		
<b>Competencies</b>	<b>Evidence</b>	
<p><b>Teachers are dedicated in their efforts to teach and support pupil learning and achievement</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ assists learners in practising new skills by providing opportunities for guided practice</li> <li>◆ provides for active student participation in the learning process</li> <li>◆ employs appropriate balance of student and teacher directed discussion/learning</li> <li>◆ establishes an environment that maximizes learning</li> <li>◆ encourages students to excel to the best of their ability</li> <li>◆ utilizes a variety of teaching strategies suited to the individual needs of students</li> </ul> <p>Additional Competencies:</p>	<p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p>	<p>Observation</p> <p>Lesson Plan</p> <p>Teaching Resources</p> <p>Assessment</p> <p>Notes/Handouts</p> <p>Student Work</p> <p>Other</p> <p>_____</p> <p>_____</p>
<p><b>Teachers treat all pupils equitably and with respect</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ demonstrates care and respect for students by maintaining positive interactions</li> <li>◆ promotes polite and respectful student interactions</li> <li>◆ addresses issues of equity and diversity by planning appropriate experiences</li> <li>◆ differentiates curriculum expectations and teaching strategies to meet the needs of all students</li> <li>◆ addresses inappropriate student behaviour in a positive manner</li> <li>◆ respects individual needs of students by providing appropriate experiences</li> <li>◆ communicates information from a bias-free, multicultural perspective</li> <li>◆ ensures and models bias-free assessment to address equality</li> <li>◆ values and promotes fairness and justice by adopting anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion and culture</li> </ul> <p>Additional Competencies:</p>	<p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p>	<p>Observation</p> <p>Lesson Plan</p> <p>Teaching Resources</p> <p>Assessment</p> <p>Notes/Handouts</p> <p>Student Work</p> <p>Other</p> <p>_____</p> <p>_____</p>

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

<b>Domain: Commitment to Pupils and Pupil Learning</b>																			
<b>Competencies</b>	<b>Evidence</b>																		
<p><b>Teachers provide an environment for learning that encourages pupils to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ provides learners with appropriate opportunities for independent practice of new skills</li> <li>◆ employs effective questioning techniques that encourage higher level thinking skills</li> <li>◆ provides guidance and appropriate feedback to learners on attainment of new concepts/skills</li> <li>◆ encourages feedback, risk-taking, questioning and experimentation by establishing a non-threatening learning environment</li> <li>◆ encourages students to be cognizant of their personal strengths and capabilities to pursue possible career paths</li> <li>◆ assists students in preparation for life by assisting them to develop an appetite for life-long learning</li> <li>◆ promotes student self-esteem by reinforcing positive behaviours</li> </ul> <p>Additional Competencies:</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">G</td><td>Observation</td></tr> <tr><td style="text-align: center;">G</td><td>Lesson Plan</td></tr> <tr><td style="text-align: center;">G</td><td>Teaching Resources</td></tr> <tr><td style="text-align: center;">G</td><td>Assessment</td></tr> <tr><td style="text-align: center;">G</td><td>Notes/Handouts</td></tr> <tr><td style="text-align: center;">G</td><td>Student Work</td></tr> <tr><td style="text-align: center;">G</td><td>Other</td></tr> <tr><td style="text-align: center;">G</td><td>_____</td></tr> <tr><td style="text-align: center;">G</td><td>_____</td></tr> </table>	G	Observation	G	Lesson Plan	G	Teaching Resources	G	Assessment	G	Notes/Handouts	G	Student Work	G	Other	G	_____	G	_____
G	Observation																		
G	Lesson Plan																		
G	Teaching Resources																		
G	Assessment																		
G	Notes/Handouts																		
G	Student Work																		
G	Other																		
G	_____																		
G	_____																		

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

<b>Domain: Professional Knowledge</b>		
<b>Competencies</b>	<b>Evidence</b>	
<p><b>Teachers know their subject matter, the Ontario curriculum, and education-related legislation</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas</li> <li>◆ demonstrates mastery of subject knowledge and related skills</li> <li>◆ presents accurate and up-to-date information</li> <li>◆ uses a variety of effective resources to enhance learning</li> <li>◆ implements and effectively explains statutes and regulations with regards to student safety and welfare</li> <li>◆ knows, follows and explains appropriate legislation, local policies and procedures</li> </ul> <p>Additional Competencies:</p>	<p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p>	<p>Observation</p> <p>Lesson Plan</p> <p>Teaching Resources</p> <p>Assessment</p> <p>Notes/Handouts</p> <p>Student Work</p> <p>Other</p> <p>_____</p> <p>_____</p>
<p><b>Teachers know a variety of effective teaching and assessment practices</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ provides constructive criticism as part of evaluation</li> <li>◆ aligns assessment strategies with learning objectives</li> <li>◆ uses appropriate diagnostic techniques to assess student difficulties</li> <li>◆ employs formative and summative assessments to check for understanding</li> <li>◆ uses a variety of appropriate teaching techniques to engage students</li> <li>◆ uses a variety of assessment strategies and instruments to make both short-term and long-range decisions to improve student learning</li> </ul> <p>Additional Competencies:</p>	<p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p>	<p>Observation</p> <p>Lesson Plan</p> <p>Teaching Resources</p> <p>Assessment</p> <p>Notes/Handouts</p> <p>Student Work</p> <p>Other</p> <p>_____</p> <p>_____</p>

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

<b>Domain: Professional Knowledge</b>	
<b>Competencies</b>	<b>Evidence</b>
<p><b>Teachers know a variety of effective classroom management strategies</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ organizes instructional time by providing for the needs of all students</li> <li>◆ systematizes routine procedures and tasks to engage students in varied learning experiences</li> <li>◆ teaches scheduled class/subject for allocated time periods with effective student engagement</li> <li>◆ displays student work appropriately for a variety of teaching/learning experiences</li> <li>◆ considers the individual needs of students, the learning environment and teacher skills when selecting resources</li> <li>◆ seeks and uses various resources to achieve and reinforce expectations</li> <li>◆ provides opportunities for students to share their interests and demonstrate their involvement in learning</li> <li>◆ ensures that all students have the opportunity to learn by planning purposeful assignments</li> <li>◆ uses appropriate strategies to manage discipline</li> <li>◆ implements the behaviour code with consistency</li> <li>◆ differentiates instruction to meet diverse student needs</li> </ul> <p>Additional Competencies:</p>	<ul style="list-style-type: none"> <li>G Observation</li> <li>G Lesson Plan</li> <li>G Teaching Resources</li> <li>G Assessment</li> <li>G Notes/Handouts</li> <li>G Student Work</li> <li>G Other</li> <li>G _____</li> <li>G _____</li> </ul>

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

<b>Domain: Professional Knowledge</b>																			
<b>Competencies</b>	<b>Evidence</b>																		
<p><b>Teachers know how pupils learn and factors that influence pupil learning and achievement</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ uses different motivational strategies to encourage students in developing competence in all areas</li> <li>◆ takes into account various learning styles with the selection of materials/media</li> <li>◆ adapts to groups or individual students with flexible grouping practices</li> <li>◆ modifies programs to fit student needs by making topics relevant to students' lives and experiences</li> <li>◆ knows special education IEP and IPRC processes and provides appropriate experiences for student achievement</li> </ul> <p>Additional Competencies:</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">G</td><td>Observation</td></tr> <tr><td style="text-align: center;">G</td><td>Lesson Plan</td></tr> <tr><td style="text-align: center;">G</td><td>Teaching Resources</td></tr> <tr><td style="text-align: center;">G</td><td>Assessment</td></tr> <tr><td style="text-align: center;">G</td><td>Notes/Handouts</td></tr> <tr><td style="text-align: center;">G</td><td>Student Work</td></tr> <tr><td style="text-align: center;">G</td><td>Other</td></tr> <tr><td style="text-align: center;">G</td><td>_____</td></tr> <tr><td style="text-align: center;">G</td><td>_____</td></tr> </table>	G	Observation	G	Lesson Plan	G	Teaching Resources	G	Assessment	G	Notes/Handouts	G	Student Work	G	Other	G	_____	G	_____
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G	_____																		
G	_____																		

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

<b>Domain: Professional Knowledge</b>	
<b>Competencies</b>	<b>Evidence</b>
<p><b>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</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ makes effective links between daily lesson plans and long-range plans</li> <li>◆ uses practices which successfully promote the development of higher order thinking skills</li> <li>◆ develops clear and achievable classroom expectations with the students</li> <li>◆ models and promotes effective communication skills</li> <li>◆ demonstrates flexibility in teaching strategies by addressing the needs of all students</li> <li>◆ chooses pertinent resources for development of instruction to address student needs</li> <li>◆ varies learning instruction based on student needs, curriculum expectations, teaching/learning strategies</li> <li>◆ implements with success the requirements of statues and regulations with regards to student safety and welfare</li> <li>◆ uses instructional time in a focussed, purposeful way</li> <li>◆ establishes and maintains standards for student behaviour that support learning and respect the dignity of students</li> <li>◆ organizes subject matter into meaningful lessons</li> <li>◆ relates specific lesson topics to major subject matter concepts and generalizations</li> <li>◆ incorporates appropriate curricular guidelines meaningfully into lessons</li> <li>◆ encourages students to know about, reflect on, and monitor their own learning</li> <li>◆ assists students to develop and use ways to access and critically assess information</li> <li>◆ communicates effectively information from a bias-free, multicultural perspective</li> <li>◆ uses a clear and consistent format to present instruction</li> </ul> <p>Additional Competencies:</p>	<p>G Observation</p> <p>G Lesson Plan</p> <p>G Teaching Resources</p> <p>G Assessment</p> <p>G Notes/Handouts</p> <p>G Student Work</p> <p>G Other</p> <p>G _____</p> <p>G _____</p>

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

<b>Domain: Teaching Practice</b>		
<b>Competencies</b>	<b>Evidence</b>	
<p><b>Teachers communicate effectively with pupils, parents and colleagues</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ provides ongoing feedback to parents, for example, through newsletters and bulletins</li> <li>◆ demonstrates a positive, professional attitude when communicating with parents, students and colleagues</li> <li>◆ follows school/board guidelines on reporting with diligence</li> <li>◆ conducts effective teacher-student conferences</li> <li>◆ communicates clear, challenging and achievable expectations for students</li> </ul> <p>Additional Competencies:</p>	<p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p>	<p>Observation</p> <p>Lesson Plan</p> <p>Teaching Resources</p> <p>Assessment</p> <p>Notes/Handouts</p> <p>Student Work</p> <p>Other</p> <p>_____</p> <p>_____</p>
<p><b>Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement and report results to pupils and parents regularly</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ uses a variety of appropriate techniques to report student progress</li> <li>◆ uses a variety of appropriate assessment and evaluation techniques</li> <li>◆ engages in meaningful dialogue with students to provide feedback during the teaching/learning process</li> <li>◆ uses ongoing reporting to keep both students and parents informed and to chart student progress</li> <li>◆ gathers accurate data on student performance and keeps comprehensive records of student achievements</li> </ul> <p>Additional Competencies:</p>	<p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p>	<p>Observation</p> <p>Lesson Plan</p> <p>Teaching Resources</p> <p>Assessment</p> <p>Notes/Handouts</p> <p>Student Work</p> <p>Other</p> <p>_____</p> <p>_____</p>

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

<b>Domain: Teaching Practice</b>		
<b>Competencies</b>	<b>Evidence</b>	
<p><b>Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ assesses and reviews program delivery for relevancy</li> <li>◆ uses provincial achievement standards and competency statements as a reference point for evaluation of teaching</li> <li>◆ reflects on teaching effectiveness that is shaped by human development and learning</li> <li>◆ integrates curriculum expectations effectively into teaching practice</li> <li>◆ modifies programs effectively to respond to the needs of exceptional students</li> <li>◆ effectively demonstrates knowledge of trends, techniques and research relevant to their teaching</li> </ul> <p>Additional Competencies:</p>	<p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p>	<p>Observation</p> <p>Lesson Plan</p> <p>Teaching Resources</p> <p>Assessment</p> <p>Notes/Handouts</p> <p>Student Work</p> <p>Other</p> <p>_____</p> <p>_____</p>
<p><b>Teachers use appropriate technology in their teaching practices and related professional responsibilities</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ uses technology appropriately to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures and decision-making</li> <li>◆ models and promotes effective use of technology to promote student learning</li> <li>◆ demonstrates effective use of technology as it relates to school operations and board expectations</li> </ul> <p>Additional Competencies:</p>	<p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p> <p>G</p>	<p>Observation</p> <p>Lesson Plan</p> <p>Teaching Resources</p> <p>Assessment</p> <p>Notes/Handouts</p> <p>Student Work</p> <p>Other</p> <p>_____</p> <p>_____</p>

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

<b>Domain: Leadership and Community</b>	
<b>Competencies</b>	<b>Evidence</b>
<p><b>Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ learns with and from colleagues and others in the community of learners</li> <li>◆ pursues and effectively shares knowledge about current thinking, trends, and practices in education with colleagues</li> <li>◆ works cooperatively with colleagues to solve student, classroom and school concerns</li> <li>◆ participates as an effective team member and shares expertise with others, for example, by acting as mentor, peer coach or associate teacher</li> <li>◆ participates effectively by contributing to grade, division and/or subject teams</li> <li>◆ effectively leads portions of staff meetings</li> <li>◆ plans worthwhile professional development activities for school-based activities for school-based activities, for example, school/parish initiatives, graduation, theme days</li> <li>◆ shares instructional strategies that have worked successfully with colleagues</li> <li>◆ shares instructional strategies that improve student performance on standardized tests</li> <li>◆ shares learning acquired through participation on system-wide or provincial initiatives with colleagues</li> <li>◆ serves as a resources to colleagues, for example, in the effective use of technology, assessment strategies, and classroom management</li> <li>◆ creates worthwhile opportunities fro students, their parents and community members to share their learning, knowledge and skill with others within the class or school</li> <li>◆ acts as a moderator for electronic discussion groups or best practice database</li> </ul> <p>Additional Competencies:</p>	<ul style="list-style-type: none"> <li>G Observation</li> <li>G Lesson Plan</li> <li>G Teaching Resources</li> <li>G Assessment</li> <li>G Notes/Handouts</li> <li>G Student Work</li> <li>G Other</li> <li>G _____</li> <li>G _____</li> </ul>

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

<b>Domain: Leadership and Community</b>	
<b>Competencies</b>	<b>Evidence</b>
<p><b>Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ reaches out to parents and to diverse local communities inviting them to share their knowledge and skills in supporting effective classroom and school activities</li> <li>◆ engages others effectively through shared problem-solving and conflict resolution</li> <li>◆ acknowledges and celebrates the efforts and success of others</li> <li>◆ initiates contact with other professionals and community agencies to assist students and their families, where appropriate</li> <li>◆ cooperates and works readily with the school's support team</li> <li>◆ serves on school council as teacher advisor</li> <li>◆ sets up partnerships, for example, with local library, music, science centre, business recreation centre, and/or career centre, to develop resources to enhance career opportunities and student achievement</li> <li>◆ contributes research to professional publications, subject councils, and/or other professional organizations</li> <li>◆ participates, presents and effectively organizes conferences, workshops and/or institutes to enhance student achievement</li> <li>◆ initiates and/or participates in school/community-based activities, system-wide or provincial committees/writing teams to acquire skills and knowledge to enhance student achievement</li> </ul> <p>Additional Competencies:</p>	<ul style="list-style-type: none"> <li>G Observation</li> <li>G Lesson Plan</li> <li>G Teaching Resources</li> <li>G Assessment</li> <li>G Notes/Handouts</li> <li>G Student Work</li> <li>G Other</li> <li>G _____</li> <li>G _____</li> </ul>

Teacher's Name	Principal's Name
Assignment	Date (yyyy/mm/dd)

<b>Domain: Ongoing Professional Learning</b>	
<b>Competencies</b>	<b>Evidence</b>
<p><b>Teachers engage in ongoing professional learning and apply it to improve their teaching practices</b></p> <p>Performance Indicators - "Look-Fors" The teacher:</p> <ul style="list-style-type: none"> <li>◆ seeks input from colleagues, consultants and/or other appropriate support staff and effectively applies it to enhance teaching practices</li> <li>◆ 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</li> <li>◆ participates willingly and effectively in professional learning, study groups and in-service programs to enhance skill development and broaden knowledge</li> <li>◆ observes other teachers, acquires best practices and effectively applies new information/techniques to enhance teaching practices</li> <li>◆ volunteers and effectively works on skill development or curriculum committees at school or board level</li> <li>◆ reads professional journals, books, internet sites, or any articles related to the educational contexts and effectively shares with peers</li> <li>◆ keeps a portfolio recording his or her learning experiences and effectively relates them to the educational contexts</li> <li>◆ conducts and publishes educational research as a member of a professional organization and effectively collaborates with educational researchers to enhance teaching practices</li> <li>◆ participates in provincial assessments and curriculum-writing and effectively applies skills to enhance teaching practices</li> <li>◆ participates in workshops, seminars, courses, in-service programs or reads books, articles, journals, and internet sites, and practices or reflects with others to better understand human nature and be a model for students</li> <li>◆ explores ways to access and to use educational research</li> <li>◆ taps into websites that describe best practices, acquires successful teaching strategies and applies to teaching practices</li> </ul> <p>Additional Competencies:</p>	<p>G Observation</p> <p>G Lesson Plan</p> <p>G Teaching Resources</p> <p>G Assessment</p> <p>G Notes/Handouts</p> <p>G Student Work</p> <p>G Other</p> <p>G _____</p> <p>G _____</p>

The principal should discuss this instrument with the teacher during the pre-observation meeting. It should be used in conjunction with the Performance Indicators “Look-Fors” to allow for the proper appraisal of a teacher’s performance during an evaluation period.

<b>DOMAIN: Commitment to Pupils and Pupil Learning</b>				
<b>COMPETENCIES</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>EXEMPLARY</b>	<b>GOOD</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>
Teachers demonstrate commitment to the well-being and development of all pupils.	The teacher <b>always</b> demonstrates commitment to the well-being and development of all students.	The teacher <b>consistently</b> demonstrates commitment to the well-being and development of all students.	The teacher <b>generally</b> demonstrates commitment to the well-being and development of all students.	The teacher <b>infrequently</b> demonstrates commitment to the well-being and development of all students.
Teachers are dedicated in their efforts to teach to support pupil learning and achievement.	The teacher <b>always</b> demonstrates dedication in his or her efforts to teach and support student learning and achievement.	The teacher <b>consistently</b> demonstrates dedication in his or her efforts to teach and support student learning and achievement.	The teacher <b>generally</b> demonstrates dedication in his or her efforts to teach and support student learning and achievement.	The teacher <b>infrequently</b> demonstrates dedication in his or her efforts to teach and support student learning and achievement.
Teachers treat all pupils equitably and with respect.	The teacher <b>always</b> treats all students equitably and with respect.	The teacher <b>consistently</b> treats all students equitably and with respect.	The teacher <b>generally</b> treats all students equitably and with respect.	The teacher <b>infrequently</b> treats all students equitably and with respect.
Teachers provide an environment for learning that encourages pupils to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society.	The teacher <b>always</b> provides an environment for learning that encourages students to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society.	The teacher <b>consistently</b> provides an environment for learning that encourages students to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society.	The teacher <b>generally</b> provides an environment for learning that encourages students to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society.	The teacher <b>infrequently</b> provides an environment for learning that encourages students to be problem-solvers, decision-makers, life long learners and contributing members of a changing society.

<b>DOMAIN: Professional Knowledge</b>				
<b>COMPETENCIES</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>EXEMPLARY</b>	<b>GOOD</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>
Teachers know their subject matter, the Ontario curriculum and education-related legislation.	The teacher <b>always</b> demonstrates knowledge of subject matter, the Ontario curriculum and education-related legislation.	The teacher <b>consistently</b> demonstrates knowledge of subject matter, the Ontario curriculum and education-related legislation.	The teacher <b>generally</b> demonstrates knowledge of subject matter, the Ontario curriculum and education-related legislation.	The teacher <b>infrequently</b> demonstrates knowledge of subject matter, the Ontario curriculum and education-related legislation.
Teachers know a variety of effective teaching and assessment practices.	The teacher <b>always</b> demonstrates knowledge of a variety of effective teaching and assessment practices.	The teacher <b>consistently</b> demonstrates knowledge of a variety of effective teaching and assessment practices.	The teacher <b>generally</b> demonstrates knowledge of a variety of effective teaching and assessment practices.	The teacher <b>infrequently</b> demonstrates knowledge of a variety of effective teaching and assessment practices.
Teachers know a variety of effective classroom management strategies.	The teacher <b>always</b> demonstrates knowledge of a variety of effective classroom management strategies.	The teacher <b>consistently</b> demonstrates knowledge of a variety of effective classroom management strategies.	The teacher <b>generally</b> demonstrates knowledge of a variety of effective classroom management strategies.	The teacher <b>infrequently</b> demonstrates knowledge of a variety of effective classroom management strategies.
Teachers know how pupils learn and factors that influence pupil learning and achievement.	The teacher <b>always</b> demonstrates knowledge of how students learn and factors that influence student learning and achievement.	The teacher <b>consistently</b> demonstrates knowledge of how students learn and factors that influence student learning and achievement.	The teacher <b>generally</b> demonstrates knowledge of how students learn and factors that influence student learning and achievement.	The teacher <b>infrequently</b> demonstrates knowledge of how students learn and factors that influence student learning and achievement.

<b>DOMAIN: Teaching Practice</b>				
<b>COMPETENCIES</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>EXEMPLARY</b>	<b>GOOD</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>
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 teacher <b>always</b> demonstrates use of professional knowledge and understanding of students, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of his or her students.	The teacher <b>consistently</b> demonstrates use of professional knowledge and understanding of students, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of his or her students.	The teacher <b>generally</b> demonstrates use of professional knowledge and understanding of students, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of his or her students.	The teacher <b>infrequently</b> demonstrates use of professional knowledge and understanding of students, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of his or her students.
Teachers communicate effectively with pupils, parents and colleagues.	The teacher is <b>always</b> effective in communicating with students, parents and colleagues.	The teacher is <b>consistently</b> effective in communicating with students, parents and colleagues.	The teacher is <b>generally</b> effective in communicating with students, parents and colleagues.	The teacher is <b>infrequently</b> effective in communicating with students, parents and colleagues.
Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement and report results to pupils and parents regularly.	The teacher <b>always</b> conducts ongoing assessment of his or her students' progress, evaluates their achievement and reports results to his or her students and parents regularly.	The teacher <b>consistently</b> conducts ongoing assessment of his or her students' progress, evaluates their achievement and reports results to his or her students and parents regularly.	The teacher <b>generally</b> conducts ongoing assessment of his or her students' progress, evaluates their achievement and reports results to his or her students and parents regularly.	The teacher <b>infrequently</b> conducts ongoing assessment of his or her students' progress, evaluates achievement and reports results to his or her students and parents regularly.
Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.	The teacher <b>always</b> adapts and refines teaching practice through continuous learning and reflection, using a variety of sources and resources.	The teacher <b>consistently</b> adapts and refines teaching practice through continuous learning and reflection, using a variety of sources and resources.	The teacher <b>generally</b> adapts and refines teaching practice through continuous learning and reflection, using a variety of sources and resources.	The teacher <b>infrequently</b> adapts and refines teaching practice through continuous learning and reflection, using a variety of sources and resources.
Teachers consistently uses appropriate technology in their teaching practices and related professional responsibilities.	The teacher <b>always</b> uses appropriate technology in teaching practice and related professional responsibilities.	The teacher <b>consistently</b> uses appropriate technology in teaching practice and related professional responsibilities.	The teacher <b>generally</b> uses appropriate technology in teaching practice and related professional responsibilities.	The teacher <b>infrequently</b> uses appropriate technology in teaching practice and related professional responsibilities.

<b>DOMAIN: Leadership and Community</b>				
<b>COMPETENCIES</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>EXEMPLARY</b>	<b>GOOD</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>
Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools.	The teacher <b>always</b> collaborates with other teachers and school colleagues to create and sustain a learning community in the classroom and in the school.	The teacher <b>consistently</b> collaborates with other teachers and school colleagues to create and sustain a learning community in the classroom and in the school.	The teacher <b>generally</b> collaborates with other teachers and school colleagues to create and sustain a learning community in the classroom and in the school.	The teacher <b>infrequently</b> collaborates with other teachers and school colleagues to create and sustain a learning community in the classroom and in the school.
Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs.	The teacher <b>always</b> works with professionals, parents and members of the community to enhance student learning, student achievement and school programs.	The teacher <b>consistently</b> works with professionals, parents and members of the community to enhance student learning, student achievement and school programs.	The teacher <b>generally</b> works with professionals, parents and members of the community to enhance student learning, student achievement and school programs.	The teacher <b>infrequently</b> works with professionals, parents and members of the community to enhance student learning, student achievement and school programs.

<b>DOMAIN: Ongoing Professional Learning</b>				
<b>COMPETENCIES</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>EXEMPLARY</b>	<b>GOOD</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>
Teachers engage in ongoing professional learning and apply it to improve their teaching practices.	The teacher <b>always</b> engages in ongoing professional learning and applies it to improve teaching practice.	The teacher <b>consistently</b> engages in ongoing professional learning and applies it to improve teaching practice.	The teacher <b>generally</b> engages in ongoing professional learning and applies it to improve teaching practice.	The teacher <b>infrequently</b> engages in ongoing professional learning and applies it to improve teaching practice.

**IMPROVEMENT PLAN**
**DATE:** \_\_\_\_\_

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

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

Teacher's Name (last)	(first)
Name of School	
Assignment/class	
Principal's Name (last)	(first)
Supervisory Officer's Name (last)	(first)
Competencies requiring improvement:	
Expectations:	

Steps and Actions for improvement (input of teacher must be taken into account):	
Support (for example, from principal, from Board):	
Sample indicators of success:	
Date of next performance appraisal [within 60 days of teacher receiving Summative Report Form] (yyyy/mm/dd)	
Teacher's comments on the Improvement Plan:	
Principal's comments on the Improvement Plan:	
Principal's Signature	Date (yyyy/mm/dd)
_____	
My signature indicates that I developed this Improvement Plan with the teacher's input	
Teacher's Signature	Date (yyyy/mm/dd)
_____	
My signature indicates that I provided input into the Improvement Plan	



**PARENT / GUARDIAN INPUT SURVEY  
TEACHER PERFORMANCE APPRAISAL**

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Student:** \_\_\_\_\_

To support exemplary teaching and learning, every District School Board in Ontario is required to ask for parental input. This input must focus on parent/guardian satisfaction with communication about their child's learning and progress.

	Yes	No
Has your child's teacher communicated with you about your child's learning and progress in any manner other than through the school report card?		
If yes, was the communication: <ul style="list-style-type: none"> <li>• clear?</li> <li>• timely?</li> <li>• courteous?</li> </ul>		
If no, were there situations when you felt you should have been contacted?		
Have you initiated any communication with your child's teacher regarding your child's learning and progress?		
If yes, was the communication satisfactory?		

**Completed by:**  
**(please print)** \_\_\_\_\_

**Signature:** \_\_\_\_\_

NOTE: Regulation 99/02 made under the Education Act/Ontario, outlines the requirements and limitations of the Parent/Pupil input to the Teacher Performance Appraisal Process.

*Although only signed forms are to be submitted, a parent has the right under Regulation 99/02, 5 (5) to request removal of identification by contacting the school principal.*

**PLEASE RETURN THIS FORM TO THE SCHOOL PRINCIPAL BY:** \_\_\_\_\_



## STUDENT INPUT SURVEY TEACHER PERFORMANCE APPRAISAL

School: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_

Teacher: \_\_\_\_\_

Student: \_\_\_\_\_

To support exemplary teaching and learning, every District School Board in Ontario is required to ask for student input. This input must focus on student satisfaction with communication with your teachers and whether your teachers effectively promote student learning.

	Yes	No
1. The teacher communicates with me about my learning and progress:		
• clearly.		
• in a timely manner.		
• in a courteous manner.		
2. The teacher provides a learning environment that:		
• encourages learning.		
• is fair.		
• is consistent.		
• is safe.		
• and inviting.		

Completed by:  
(please print) \_\_\_\_\_

Signature: \_\_\_\_\_

**NOTE:** Regulation 99/02 made under the Education Act/Ontario, outlines the requirements and limitations of the Parent/Pupil input to the Teacher Performance Appraisal Process.

*Although only signed forms are to be submitted, a student has the right under Regulation 99/02, 5 (5) to request removal of identification by contacting the school principal.*

PLEASE RETURN THIS FORM TO THE SCHOOL PRINCIPAL BY: \_\_\_\_\_

## COACHING

There are several variations of coaching. If a teacher has selected some aspect of the classroom learning environment as a focus for professional growth, then a fellow teacher may be the most appropriate coach. If, however, the teacher has chosen an area that deals with the total school environment, interpersonal relationships, or positions of responsibility, a principal or vice-principal may be an appropriate coach. The coaching relationship may also vary. If two teachers agree to coach each other, the coaching relationship is reciprocal. If, however, the relationship is not reciprocal, then a coach will provide assistance as requested in a consultative mode. It may be possible to have three or more individuals in a reciprocal coaching relationship called group coaching. All coaching relationships require the forming of a supportive bond such that there can be a free exchange of information in an atmosphere of openness, trust, and confidentiality.

It is critical to determine an area of focus, and to formulate a goal before selecting a coach.

Appropriate coaches:

- are good role models and have expertise in the focus area,
- possess effective observation and communication skills,
- are committed to the spirit and intent of coaching,
- can work comfortably and productively with others,
- respect confidentiality.

Coaching is cyclical in design and has three major components:

1. Pre-Conference. In this phase, the partners begin to explore informally the coaching relationship and to build rapport. One of the purposes of these meetings is to ensure that both understand the relationship, the roles, and the task. A focus is chosen, a specific goal is stated, and an action plan is developed.
2. Observation/Professional Activity: Having completed a preliminary exploration of the area under study and drafted the goal, the teacher and coach will decide on the activities to be undertaken, the project to be completed, or the list of behaviours to be observed. If appropriate, a data-gathering instrument to record observations/activities may be designed.
3. Post-Conference: The skills of an effective coach are most evident in the post-conference. The role of the coach as an observer is to provide feedback in a non-threatening and helpful manner. Effective feedback is directly related to the goal; specific, clear and focused; and void of references to the personality or shortcomings of the teacher. Emphasis on the strengths of the teacher is an important component of coaching. After feedback has been given, suggestions or comments may be provided.

## MENTORING NEW TEACHERS

New teachers often do not seek assistance from their more senior colleagues because they are striving for professional autonomy and status equality. Their stress is usually related to the factors of inexperience and uncertainty about what to do, and so they often require assistance with classroom management, lesson planning, school routines and motivational techniques. They need to learn communication skills, political skills and many other skills related to their profession.

Mentors are experienced teachers who are people oriented, secure and confident, sensitive and caring, and respectful to new teachers and their needs. MENTORING encourages experienced teachers to examine their practices and beliefs. Through the process of helping new teachers improve their skills, experienced teachers gain insights into their own teaching. Because of their involvement in MENTORING, experienced teachers are revitalized professionally, form new friendships, and have their professionalism recognized.

The steps in the MENTORING process are:

- **Initiation:** Mentor and new teacher meet to get to know each other and to discuss mutual expectations and needs.
- **Development:** Mentor teaches the new teacher and provides practice, gradually introducing more autonomy and decision-making.
- **Separation:** New teacher becomes independent when little more is to be gained professionally from the MENTORING relationship.
- **Transformation:** New teacher becomes a self-directed professional and peer of the mentor.

MENTORING enhances professional growth and development. New teachers may become more productive in their classrooms and more satisfied with their professional performance. Experienced teachers recognize and value their accomplishments gained through their years of experience.

**Reference:** *Supporting New Teachers: A Handbook for School Administrators*



**PERFORMANCE APPRAISAL FOR TEACHERS HOLDING SCHOOL OR SYSTEM LEVEL RESPONSIBILITIES**

Name	Site
Present Assignment	Date of Present Report
Assignments Since Last Performance Appraisal	Date of Previous Appraisal Report

**Job Related Expectations**

**1. Job Specific Skills** • demonstrates knowledge • refines skills and procedures • manages time and resources • remains current

**2. Student Learning** • works with staff to meet students' needs • supports system/school improvement • encourages accountability

**3. Problem Solving / Decision Making** • gathers and interprets information • makes effective decisions • measures results

**4. Coaching** • coaches/mentors • models • delegates and encourages leadership

## Leadership Skills

**1. Integrity** • models integrity • respects and values others • honours and celebrates

**2. Communication** • listens actively for understanding • gathers, interprets and shares information, verbally and in writing

**3. Teamwork** • encourages cooperation and collaboration • builds partnerships • creates and sustains a vision

**4. Continuous Improvement** • models growth • balances priorities • refines skills and procedures • uses results for improvement

**Summary Comment**

**General Assessment:**     Satisfactory     Unsatisfactory  
(check one)

**Performance Appraisal Report for Teachers Attached**     yes     no

\_\_\_\_\_  
Staff Acknowledgment

\_\_\_\_\_  
Supervisor's Signature

(Acknowledging receipt of Report)

(Staff may attach comments to this form.)

Copies:    Original - Personnel File    Copy 2 - Superintendent of Education    Copy 3 - Immediate Supervisor    Copy 4 - Employee