

TEACHER PERFORMANCE APPRAISAL

Technical
Requirements
Manual

2010

This publication is available on the Ministry of Education's website

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The purpose of this manual is to inform school boards, supervisory officers, principals, vice-principals, and teachers about the requirements of the provincial Teacher

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

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

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

1.2 Employees Not Covered by the TPA

The TPA system does not apply to certified teachers employed outside the publicly funded education system or to instructors in teacher education institutions. Within boards, it does not apply to occasional teachers, continuing education teachers, vice-principals, principals, supervisory officers, or directors of education. Boards

2.1 Promoting a Growth-Oriented Performance Appraisal Context

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

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

Establishing learning communities characterized by shared values and a shared sense of purpose has been identified as the most promising approach to bringing about sustained and substantive school improvement. ¹ In these learning communities, all staff “engage in disciplined inquiry and continuous improvement in order to ‘raise the bar’ and ‘close the gap’ of student learning and achievement”. ² Learning communities thrive in a culture of sharing, trust, and support. They contribute to the high performance of both teachers and students by creating an environment where all students learn. They foster a culture of collaboration and focus on results.

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

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

3 The Performance Appraisal Framework

3.1 Key Components

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

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

4 Roles and Responsibilities

4.1 Overview

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

4.2 Principals

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

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

A principal must:

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

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

A teacher may request an additional appraisal outside the regular appraisal cycle. The principal may refuse to conduct this appraisal if he or she considers that it is

4.4 Boards

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

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

Policies and Information

- establish policies and procedures governing the delegation of performance appraisal-related duties from one supervisory officer to another when the assigned supervisory officer is unable to perform the duties or exercise the power. When no other supervisory officer employed by the board can perform the duties or exercise the power, a supervisory officer from another board may do so if the two boards agree;
- establish rules outlining which principal and supervisory officer will perform the appraisal duties in cases where a teacher:
 - is assigned to more than one school;
 - is not assigned to duties in a school;
 - is assigned to duties in a school as well as to other duties; or
 - moves from one school to another;
- require all supervisory officers to carry out their duties in the performance appraisal process, including the following:
 - throughout any period during which a teacher is on review status, consulting regularly with the principal regarding the teacher's performance and steps that may be taken to improve it (see section 13, "Review Status");
 - submitting jointly with the principal a written recommendation to the board for termination of a teacher's employment in instances where the principal and supervisory officer jointly determine that the delay necessitated by conducting an additional appraisal of a teacher who is on review status is not in the best interests of the students (see section 14, "Terminating a Teacher's Employment");
- pending a board decision on whether to terminate a teacher's employment for reasons of unsatisfactory performance, require the director of education to suspend the teacher with pay or reassign him or her to duties that are, in the director's opinion, appropriate in the circumstances;
- require the board secretary to file a complaint with the Ontario College of Teachers when the board terminates a teacher's employment for reasons of unsatisfactory performance or when a teacher resigns from the board while on review status.

New Teachers

A board must:

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

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

Experienced Teachers

A board must:

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

5.1 Purpose

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

5.2 *Standards of Practice for the Teaching Profession*

The Ontario College of Teachers developed its Standards of Practice for the Teaching Profession as a collective vision of professionalism that guides the daily practice of its members. The College's Governing Council approved the following revised standards in 2006:

Commitment to Students and Student Learning

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

Professional Knowledge

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

Leadership in Learning Communities

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

Ongoing Professional Learning

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

5.3 Requirements: Competency Statements

For New Teachers

Principals and teachers have found that some competencies are more relevant than

Board-Mandated Competencies

In addition to the competencies listed in Table 2, boards may identify and consider additional competencies in the performance appraisal of teachers they employ. It is the principal's responsibility, in accordance with board policies and taking into consideration the needs of individual teachers, to determine which, if any, additional competencies may be relevant for the teacher and to comment on those competencies in the summative report.

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

Table 2. The 16 Competency Statements



Note: The eight competencies highlighted in light green are those used for appraising the performance of new teachers.

6 Scheduling Requirements

6.1 Purpose

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

6.2 Requirements

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

6.2.1 Frequency

New Teachers

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

Experienced Teachers

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

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

6.2.2 Additional Performance Appraisals

A principal must conduct additional performance appraisals if:

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

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

rating.

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

- the teacher has had three performance appraisals during the first 18 months of

7.1 Purpose

A meaningful performance appraisal process interacts in a coherent way with

8 The Annual Learning Plan for Experienced Teachers

8.1 Purpose

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

8.2 Requirements

School boards must ensure that every experienced teacher they employ has an updated ALP for each year. The ALP must include the teacher's professional growth goals, as well as his or her proposed action plan and timelines for achieving those objectives. The ALP is teacher-authored and -directed and is developed in a consultative and collaborative manner with the principal.

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

A sample ALP form is provided in Appendix H.

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

8.2.2 Process During a Teacher's Non-Evaluation Years

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

Parental and student input is an important vehicle for informing a teacher's professional learning and teaching practice. Parental and student input also helps foster positive relationships, a sense of openness and

10 Performance Appraisal Procedures

10.1 Purpose

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

10.2 Requirements

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

10.2.1 Overview of Performance Appraisal Steps

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

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

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

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

10.2.4 The Post-observation Meeting

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

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

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

10.2.5 The Summative Report

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

The completed Summative Report Form for New Teachers must include:

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

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

11.1 Purpose

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

11.2 Rating Systems for New and Experienced Teachers

New Teachers

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

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

Experienced Teachers

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

11.3 Requirements

The principal must determine the overall rating for a teacher as a final consideration in completing the summative report. The principal uses his or her professional judgment in weighing the evidence and deciding on the rating of overall performance. For the overall rating decision to be sound, it must be informed by a rich body of evidence gathered over time and must take into account a range of perspectives. Sample Logs of Teaching Practice are available in Appendices F and G as a resource that demonstrates one approach that principals and teachers can use to gather evidence of performance over time.

New Teachers

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

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

- The principal assigns all new teachers a rating of either Satisfactory or Development Needed based on the results of the first performance appraisal.
- New teachers whose performance rating was Satisfactory in the first appraisal are assigned a rating of either Satisfactory or Development Needed based on the results of the second appraisal.
- New teachers whose performance rating was Development Needed in the first appraisal are assigned a rating of either Satisfactory or Unsatisfactory based on the results of the second appraisal.

Experienced Teachers

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

12 Procedures Following a Performance Rating

12.1 Purpose

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

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

12.2 Procedural Requirements Following New Teachers' Performance Ratings

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

12.2.1 Procedural Requirements Following Specific Appraisal Outcomes

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

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

Following a Satisfactory Appraisal Rating

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

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

Following a Development Needed Appraisal Rating

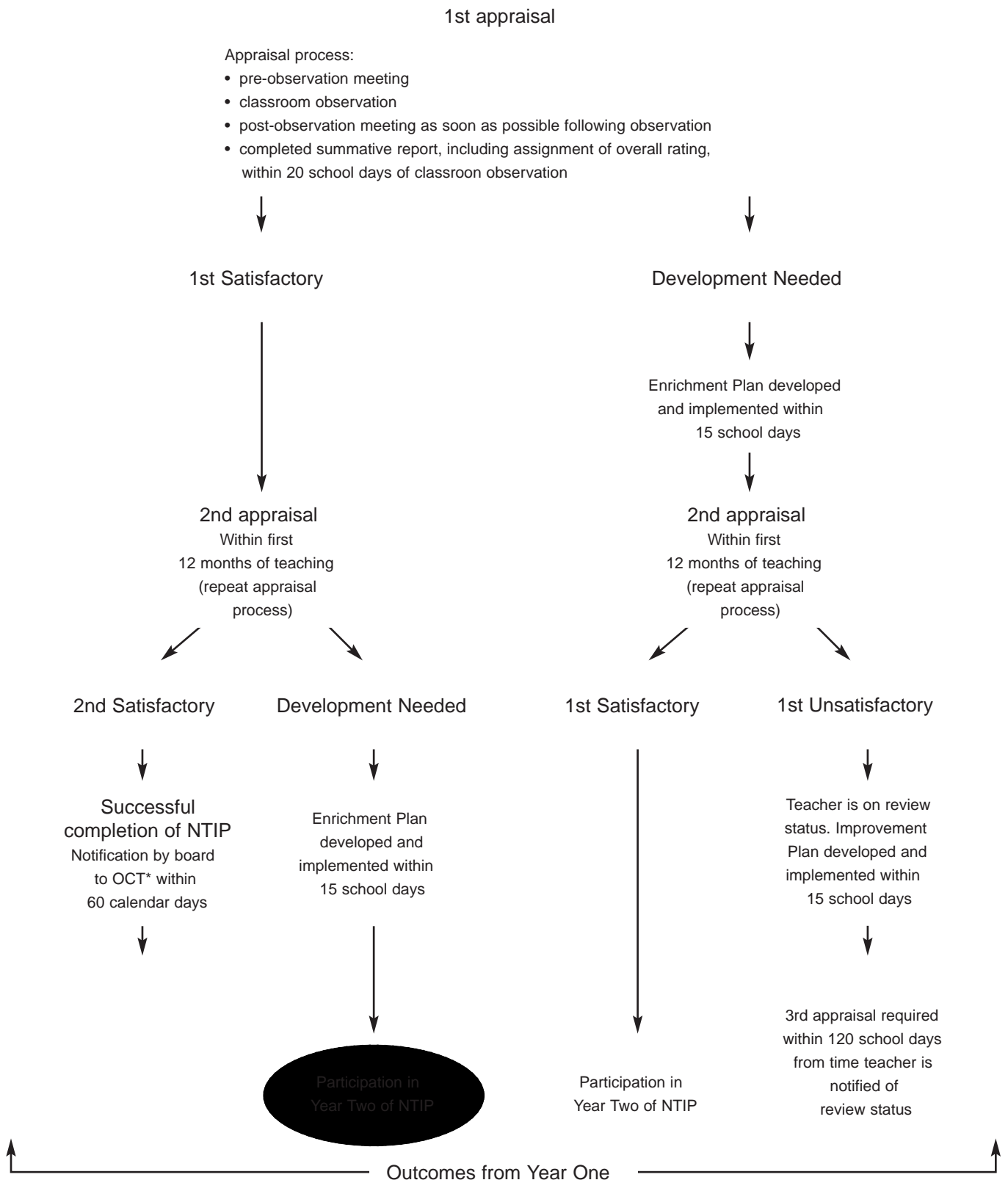
When a new teacher receives a Development Needed rating on a first appraisal, the principal, with input from the teacher, will develop an Enrichment Plan within 15 school days.⁵ A second appraisal will be conducted within the first 12 months of teaching. The rating from the second appraisal will be either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

Following an Unsatisfactory Appraisal Rating

When a new teacher receives an Unsatisfactory appraisal rating, the teacher is placed on review status. The principal will develop an Improvement Plan with

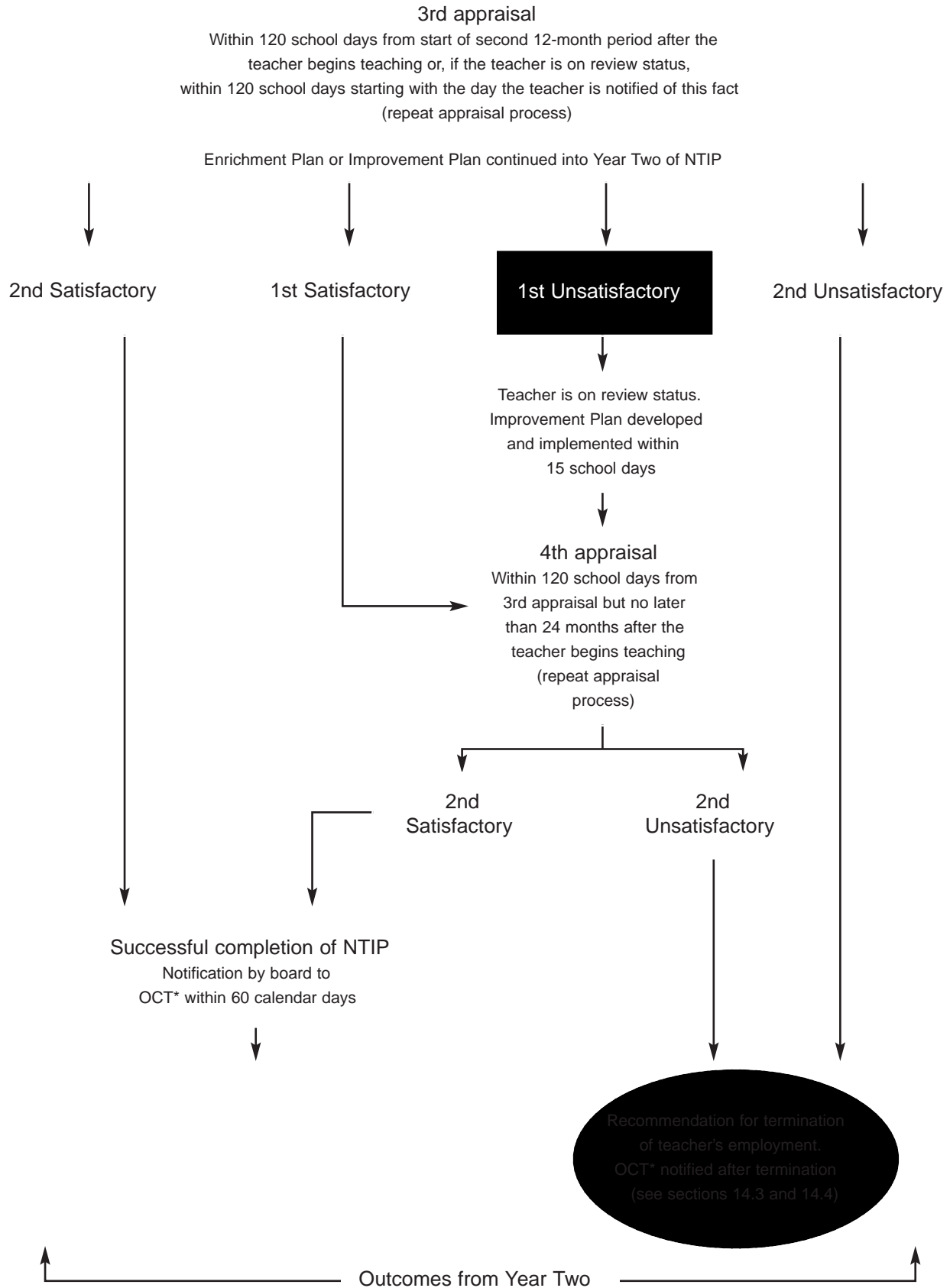
Figure 1. New Teacher Induction Program (NTIP): Performance Appraisal of New Teachers
Flow Chart

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



* Ontario College of Teachers

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



* Ontario College of Teachers

12.3 Procedural Requirements Following Experienced Teachers' Appraisal Ratings

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

12.3.1 Following a *Satisfactory* Rating

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

12.3.2 Following an *Unsatisfactory* Rating

First *Unsatisfactory* Rating

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

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

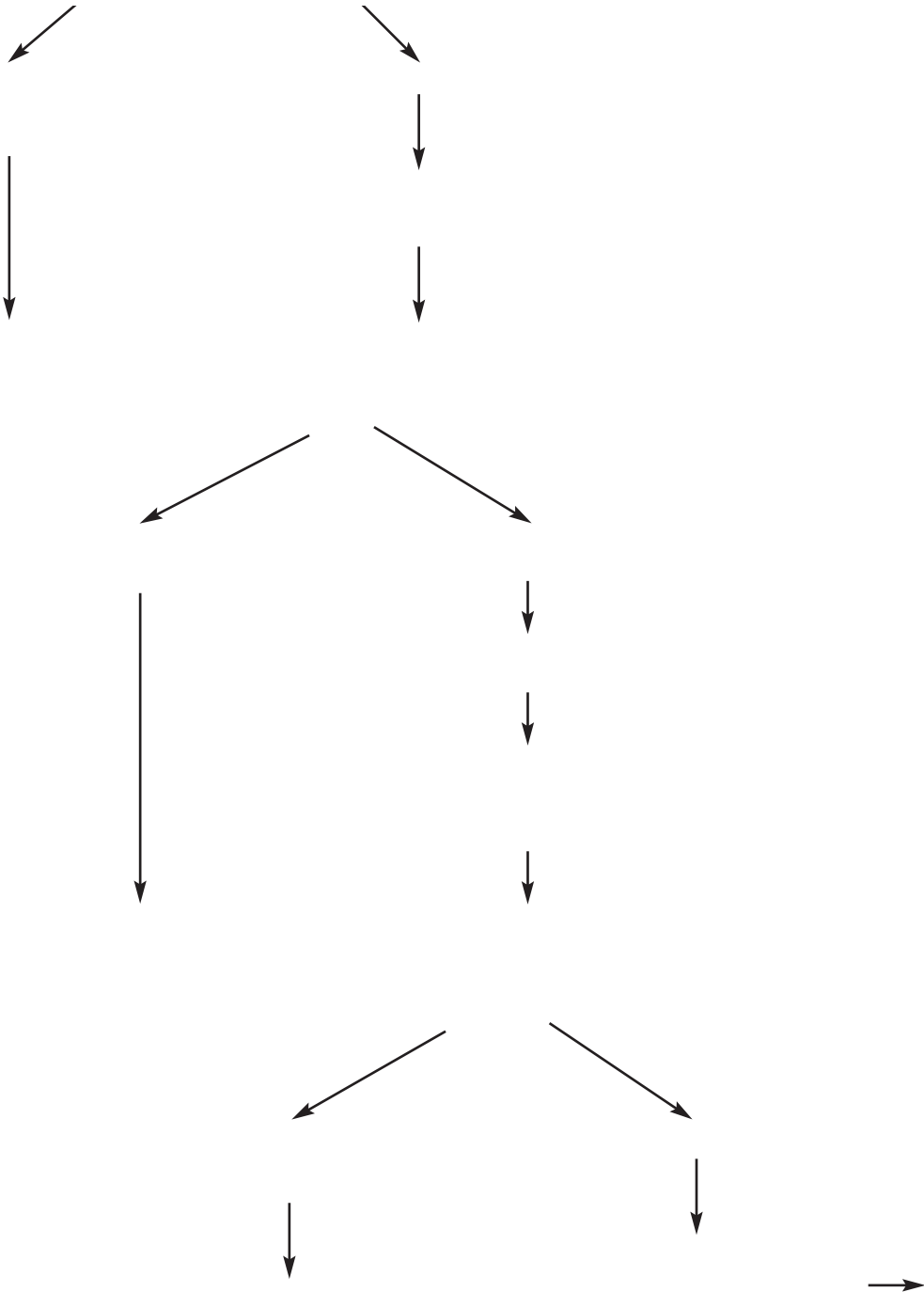
The teacher is responsible for undertaking the steps set out in the Improvement Plan. At the request of either party, the teacher and principal must meet to discuss the outcome of the appraisal process after the teacher receives a copy of the completed summative report and Improvement Plan signed by the principal.

Timing of a Second Appraisal Following the First *Unsatisfactory* Appraisal Rating

The interval between the first performance appraisal that results in an *Unsatisfactory* rating and the second performance appraisal is at the principal's discretion, subject to any applicable board policies, as long as the second appraisal takes place within

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

Figure 2. Performance Appraisal of Experienced Teachers Flow Chart



13 Review Status

13.1 Requirements for Placing a Teacher on Review Status

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

13.2 Principals' Responsibilities

Whenever a teacher is placed on review status, the principal will:

- monitor the teacher's performance;
- consult regularly with the supervisory officer regarding the teacher's performance and steps that could be taken to improve it;
- give the teacher feedback and recommendations that the principal considers might help the teacher improve his or her performance.

13.3 Timing of the Next Appraisal

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

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

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

a statement that, in the opinion of both the principal and the supervisory officer, the delay necessitated by a third performance appraisal is inconsistent with the students' best interests.

Where the principal's duties and responsibilities are being performed and exercised

15 Documentation Requirements

15.1 Purpose

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

15.2 Requirements

15.2.1 Record Keeping

Every board must retain the documents used in the teacher performance appraisal process for at least six years from the date of each summative report related to each appraisal. For experienced teachers, a copy of the teacher's ALP prepared in the evaluation year must be included with the appraisal documentation that the board keeps on record.

15.2.2 Exchange of Information Among Schools and Boards

New Teachers

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

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

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

Appendices

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

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

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

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, elementary/secondary, etc.)

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

Pre-observation:

Classroom Observation:

Post-observation:

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy of the report signed by the principal must be provided to the teacher within 20 school days of the classroom observation. If the rating is not Satisfactory, the principal must follow the steps outlined in section 12.2.1 of the Teacher Performance Appraisal Technical Requirements Manual (2010).
3. The teacher may add comments and must sign this report to acknowledge receipt. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the appropriate supervisory officer.
5. In preparing the summative report, the principal must:

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

Orientation

Mentoring

Professional Development

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

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

Domain: Commitment to Pupils and Pupil Learning

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

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

The teacher treats all pupils equitably and with respect.

The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

Domain: Professional Knowledge

The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.

Domain: Teaching Practice

The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.



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

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

Additional Competencies

Overall Rating of Teacher's Performance

(Check the appropriate box.)

Satisfactory Development Needed

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

Satisfactory Unsatisfactory

Growth Strategies for the Teacher

(Check the appropriate box.)

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

OR

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

Growth Strategies:

Principal's Summary Comments on the Appraisal (optional)

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Teacher's Comments on Progress to Date (optional)

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Principal's Signature

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--

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

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

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, elementary/secondary, etc.)

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

Pre-observation:

Classroom Observation:

Post-observation:

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy signed by the principal must be provided to the teacher within 20 school days of the classroom observation. If the rating is Unsatisfactory, the principal must follow the steps outlined in section 12.3.2 of the Teacher Performance Appraisal Technical Requirements Manual (2010).
3. The teacher may add comments and must sign this report to acknowledge receipt. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the appropriate supervisory officer.
5. In preparing the summative report, the principal must:
 - consider all 16 competencies in assessing the teacher

* Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies set out in Schedule 3 of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

Domain: Ongoing Professional Learning

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

Additional Competencies

Overall Rating of Teacher's Performance

(Check the appropriate box.)

Satisfactory

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

Comments on the Overall Rating of the Teacher's Performance



Appendix C

Enrichment Plan for New Teachers (Sample Form)

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

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

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, elementary/secondary, etc.)

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

Competencies Requiring Development

Expectations

Element(s) of NTIP to Be Provided to Teacher

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

Release Days (if required)

Teacher's Comments on the Enrichment Plan (optional)

Principal's Comments on the Enrichment Plan (optional)

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Principal's Signature

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

Date (yyyy/mm/dd)

Teacher's Signature

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

Date (yyyy/mm/dd)

Supervisory Officer's Signature

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

Date (yyyy/mm/dd)

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

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

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, elementary/secondary, etc.)

Competencies Requiring Improvement

Expectations

Competencies Requiring Improvement

Expectations

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

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

Sample Indicators of Success

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Teacher's Comments on the Improvement Plan

Principal's Signature

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

Date (yyyy/mm/dd)

Teacher's Signature

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

Date (yyyy/mm/dd)

Supervisory Officer's Signature

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

Date (yyyy/mm/dd)



Log of Teaching Practice for New Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Commitment to Pupils and Pupil Learning

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

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

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

Date of Entry

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

--	--

Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.

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

- assists students in practising new skills by providing opportunities for guided practice
- provides for active student participation in the learning process
- employs a balance of student-teacher reflection/discussion/learning • establishes an environment that maximizes learning

Log of Teaching Practice for New Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers treat all pupils equitably and with respect.

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

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

Date of Entry

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

--	--

Teacher's Last Name

Log of Teaching Practice for New Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Professional Knowledge

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

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

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

Date of Entry

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

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Log of Teaching Practice for New Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Teaching Practice

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

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

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

Date of Entry

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

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Log of Teaching Practice for New Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Teaching Practice

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

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

- uses a variety of techniques to report student progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with students to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both students and parents informed and to chart student progress

Log of Teaching Practice for New Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN:

Competency:

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

- Use of achievement charts/performance standards
- Use of classroom data to improve lessons
- Use of community resources and guest speakers
- Use of curriculum unit planner
- Word wall and classroom visuals

Add Other Sources of Evidence

A large, empty rectangular box with a thin black border, intended for the user to provide additional evidence or information. The box is currently blank.

How is the Log of Teaching Practice used?

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

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

The log can be used to record selected information about specific occurrences related to an experienced teacher's learning and development in relation to the 16 competencies that form the basis of the performance appraisal process for experienced teachers. The log contains specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth.

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

Who maintains the Log of Teaching Practice?

Principals and teachers may keep their own individual logs.

What occurrences are relevant for recording in the Log of Teaching Practice?

The occurrences or instances that could be recorded in the log should be relevant to any of the 16 competencies that form the basis of the performance appraisal process for experienced teachers. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Commitment to Pupils and Pupil Learning

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

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

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

Date of Entry

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

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.

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

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

Date of Entry

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

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Commitment to Pupils and Pupil Learning

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Commitment to Pupils and Pupil Learning

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

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

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

Date of Entry

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

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Professional Knowledge

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

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process.

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Professional Knowledge

Competency: Teachers know a variety of effective teaching and assessment practices.

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

- provides constructive criticism as part of evaluation
- aligns assessment strategies with learning objectives
- uses appropriate diagnostic techniques to assess student difficulties
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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Teaching Practice

Competency: Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.

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

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

Date of Entry

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

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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



Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Teaching Practice

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

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

- uses a variety of techniques to report student progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with students to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both students and parents informed and to chart student progress

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Teaching Practice

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

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

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

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Leadership and Community

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

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

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

Date of Entry

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

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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

DOMAIN: Leadership and Community

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

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

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

Date of Entry

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

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

(Blank form to be used for additional competencies.)

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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DOMAIN:

Competency:

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

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Date of Entry

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

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Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and





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

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

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

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



