

DURHAM DISTRICT SCHOOL BOARD



TEACHER PERFORMANCE APPRAISALS

A SUPPORT FOR
ADMINISTRATORS & TEACHERS



JUNE 2018



“The TPA process is an effective way to identify the strengths and areas of growth for the teacher.”

– Principal

The purpose of this guide is to streamline the Teacher Performance Appraisal (TPA) process. It outlines the technical components of the Teacher Performance Appraisal and a structure for the collection of evidence to support the appraisal and to ensure consistency and effective implementation. The goal is to achieve coherence across the district. As well, a step-by-step guide on how to access and complete the appraisal online is included.

Why Conduct a Teacher Performance Appraisal (TPA)?

The Teacher Performance Appraisal process is growth-focused and emphasizes the importance of professional dialogue and collaboration to foster an effective and supportive learning community in the school. It ensures quality education in Durham District School Board classrooms and provides direction for growth to new and experienced teachers. This guide describes the process, time-lines, conversations, observations and products necessary to ensure consistency and effective implementation of the TPA and to achieve coherence across the district.

- Enhances student learning by promoting teacher development
- Provides administrators and teachers with process and procedures to promote teacher development in a supportive and effective way, thereby building confident and proficient teachers
- Encourages professional learning and growth
- Identifies opportunities for additional support where required
- Engages administrators and teachers in professional dialogue for learning, mentorship and growth
- Addresses our professional accountability

Components of the Teacher Performance Appraisal

ITEM	NEW TEACHER INDUCTION PROGRAM (NTIP) TEACHERS	EXPERIENCED TEACHER
Number of Appraisals	Twice in the first 12 months of teaching	Once every five years
Competencies for those being appraised are clearly listed in Employee Self-Serve (ESS)	Appraisal focuses on 8 of the 16 competency statements	Appraisal considers choices from all 16 competencies
Rating	<p>Rated as follows:</p> <p>First Appraisal Satisfactory or Development Needed</p> <p>Second Appraisal Satisfactory or Development Needed, or Unsatisfactory</p> <p>Third Appraisal (if needed) Satisfactory or Unsatisfactory</p> <p><i>Teachers who receive two Satisfactory ratings during their NTIP period receive a notation on their certificate of Qualification and Registration from the Ontario College of Teachers</i></p>	Rated either Satisfactory or Unsatisfactory in all appraisals
Annual Learning Plan (ALP)	<p><i>Not applicable.</i></p> <p>New Teacher Induction Program (NTIP) teachers complete the NTIP Strategy form through ESS with their Principal throughout the school year.</p>	The Annual Learning Plan is revised and updated every year in consultation with the principal.

Why Complete the Annual Learning Plan (ALP)?

The appraisal process is about continuous growth. The ALP allows teachers to set goals and plan their learning. In a non-evaluation year, the teacher and the administrator collaborate annually to review and update the ALP and decide how to coordinate the review. All ALPs need to be completed by teachers through Employee Self-Serve (ESS). Principals assign an Administrator to each teacher so that the ALP can be completed. Principals then need to read and respond to each ALP through the ESS online system.

What do you need to know?

The Teacher Performance Appraisal must include the following elements:

PRE-OBSERVATION MEETING

The teacher and the administrator meet to prepare for the classroom observation component of the appraisal and to review the Annual Learning Plan. There must be a minimum of five school days between the Pre-observation Meeting and the observation day unless an alternative is discussed and mutually agreed upon by the teacher and the administrator. The date of the pre-observation meeting must be recorded in the Summative Report. This is done through the ESS.

CLASSROOM OBSERVATION

Each appraisal must include at least one classroom observation conducted by the administrator which is used to assess teacher skills, knowledge, and attitude using the competencies listed in the Teacher Performance Appraisal document on ESS. Each teacher must be observed in an instructional setting. The classroom observation will generally last for one hour or one hour and fifteen minutes (usually one class in a secondary school)

POST-OBSERVATION MEETING

After the classroom observation, the teacher and the administrator meet to review the results of the observation and discuss other information relevant to the appraisal and finalize the Annual Learning Plan. This meeting must be held within five days of the classroom observation. The Annual Learning Plan may take into account the administrator's recommendations from the performance appraisal and must be signed off online by the administrator and the teacher. The Post-observation Form must be completed collaboratively by the administrator and the teacher. (This is not a part of the ESS)

SUMMATIVE REPORT

The Summative Report is completed online and includes a rating of the teacher's overall performance. Evidence collected to support the rating on the appraisal must be described in the report. The administrator must send the Summative Report online through ESS to the Employee within 20 school days of the classroom observation. The teacher must sign off the report online to acknowledge receipt and add comments if desired. The report is then sent back to the administrator for final signature and is then sent to the Supervisor Officer through ESS.

Did you Know?

Experienced Teachers new to the DDSB must be appraised in their first year of employment. The five-year TPA cycle begins when the teacher completes the first year provided that the teacher receives a satisfactory rating.

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

If the administrator of a school or supervising superintendent considers it advisable to do so, a TPA may be conducted of a teacher outside of the identified cycle. To activate this process a discussion with the Family of School Superintendent is advised and local federation is contacted.

A teacher may request a TPA in addition to those required, except during the appraisal year. The administrator shall grant the teacher's request.

What if...

A teacher's usual teaching environment is not a classroom?

Physical education teachers', teacher librarians', special education teachers', student success teachers', guidance counsellors' classroom observation includes observation of the teacher in his/her ordinary teaching environment which includes respectively, the gymnasium, a regular classroom where the special education teacher is working with particular students, a guidance office, small-group setting or library where the counsellor is interacting with students.

A teacher is assigned to a central office position?

The performance appraisal will be conducted by the supervising administrator or supervisory officer who will act jointly with another supervisory officer as necessary in the appraisal process.

Teachers not covered by the typical TPA process:

- occasional teachers
- continuing education teachers



The next steps help me choose professional development opportunities that will help me grow.

– Teacher

Guiding the Appraisal Process with Conversations, Observations and Products

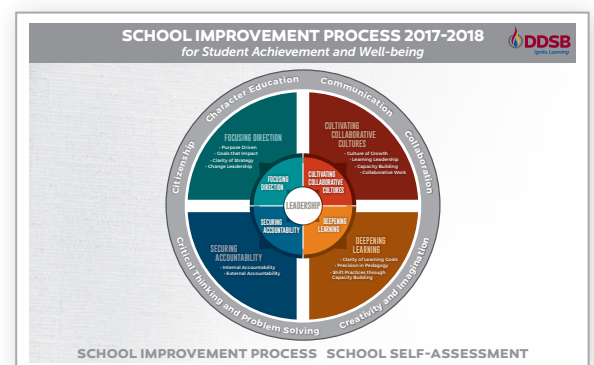
PRE-OBSERVATION

The pre-observation meeting is meant to support teachers in understanding what to expect during the appraisal process and provide an opportunity for discussion, questions and sharing of information. The following list includes suggestions and supports for the pre-observation meeting, but is not an exhaustive list.

Conversations

- The appraisal is a growth opportunity for the staff member
- Discuss process/resources/focus/readiness
- Timing of the observations; book the dates and times, what class will be observed
- Discuss methods of communication used with parents
- SIPSAW and BIPSAW (looking for alignment), how the teacher is supporting them
- ALP of the teacher may be connected to the SIP
- What the teacher wants to focus on (depending on what is on the ALP)
- New on-line format (Review appraisal competencies and look-fors as showing in ESS)
- What materials to prepare for the administrator doing the observation (lesson plans, evidence of assessment, support materials for scaffolding before/after the observed lesson, etc.)
- Discuss where does this lesson fit in the unit, what will be assessed, how and why
- Discussion about the actual lesson
 - Teaching-learning strategies that will be observed
 - Links to specific curriculum mapping
- Accommodations/modifications (where applicable)/differentiation to support a variety of learners as well as any identified students, how teacher utilizes EA (if applicable)
- Discuss contributions to the school and Professional Development
- Discuss communication and engagement of parents

This document is a sample form titled "Appendix to Annual Learning Plan (ALP) for Experienced Teachers (Sample Form)". It is intended to support experienced teachers in documenting their learning and growth. The form includes fields for the teacher's last name, first name, and email address, as well as a section for the administrator's name and email address. There is also a large text area for the teacher to describe their learning goals and how they will be supported.



ELEMENTARY SPECIFIC

- Where possible, two observations: one literacy, one numeracy based
- Discuss co-planning/collaboration with other division/staff members

SECONDARY SPECIFIC

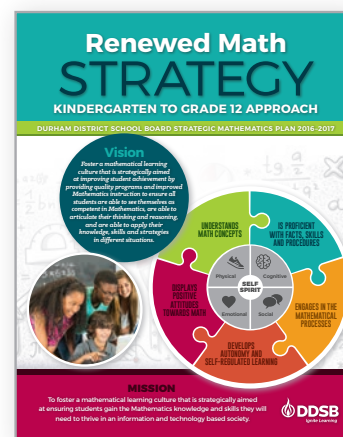
- Discuss co-planning/collaboration with other department members

Observations

- Monitor the stress level of the teacher to provide support
- What do they have ready? Do they have: evidence of their planning process, examples of assessment instruments to date, marks to date
 - Long range curricular plans
 - Detailed lesson plan
 - ALP

SECONDARY SPECIFIC

- Gradebook reports
- Course outline



Products

- Ministry pre-observation form (online)
- Summative form (may want to give them a hard copy for them to share things in each of the competencies with you; gives you information you may not have)
- Walk teachers through the online process

SECONDARY SPECIFIC

- Description of teacher's assignment (include full-time secondary and specific grades and subject areas)
- Other appraisal input - if none write "None."



Guiding the Appraisal Process with Conversations, Observations and Products

CLASSROOM OBSERVATION

The classroom observation provides the opportunity to gather additional information through conversations, observations and products that may include:

Conversations

- Ask the teacher where they would like you to sit
- Make sure to touch base with the teacher before leaving the room to help ensure everyone feels comfortable
- Express appreciation for the time spent in their classrooms and confirm a post-observation meeting time and date

ELEMENTARY SPECIFIC

- Conversations with students would centre around the District Review questions:
 - What are you learning?
 - How are you doing?
 - How will you know if you are successful?
 - What do you do if you aren't sure or need help?
 - How do you know what to do to improve your work?

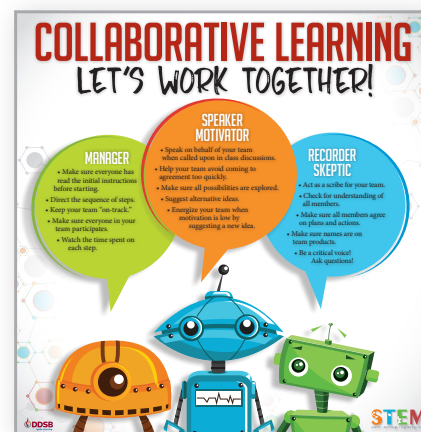
SECONDARY SPECIFIC

- Engage the teacher in guiding questions only if there is an aspect you are working on with the teacher that has been previously established



Observations

- Looking for the criteria that you outlined during the pre-observation meeting; take detailed factual notes about what was observed during the lesson
- Record specifics about timings and transitions
- Looking for clear learning goals and success criteria that are co-constructed
- Observe which instructional strategies are being used
- Third teacher: the learning environment which may include:
 - 21st century learning components in place
 - RMS components evident (appropriate for math lessons)
 - Anchor charts that are co-constructed
 - Interactive learning walls- co-constructed and in use
 - Student work evident with descriptive feedback
 - Balance of literacy and numeracy (elementary classrooms)
 - Guided practice
 - Other _____
- Teacher interactions with students and class as a whole; include classroom management strategies, group formation if used, classroom routines, etc.
- Organization/structure of the lesson
 - Does it meet all students' needs?
 - Does it include different points of entry?
 - Does it include teaching-learning strategies?
 - Does it use effective resources (board supported)
- Student thinking during the observation (how is it recorded?)
- Is there evidence of student voice in the classroom? (if outlined in pre-observation)
- Classroom management and rapport with students
- Equitable and inclusive practices
- Any student work displayed in classrooms if possible/student notebooks
- Evidence of effective feedback and formative assessment for students throughout the lesson
- Observe what accommodations, modifications and differentiation are in place (as discussed in pre-observation)



Products

- Taking notes throughout the lesson on the specific competencies and look-fors
 - Might be directly into the online tool
 - Might be hard copy using summative form
 - Might be written/typed observations of all that you see, hear, and say
- Look at student work connected to the observed lesson; (what are students doing? How are they connecting to the lesson?)

Guiding the Appraisal Process with Conversations, Observations and Products

POST-OBSERVATION

Discussion of the observed lesson provides the opportunity to connect, expand upon, clarify, and highlight information. The following lists provide topics for consideration.

Conversations

- Ask the teacher: How do you think the lesson went? If you were to do it over again, would you change anything? If so, what?
- Highlight key successes
- Ask questions for clarifications
- Explore gaps if something was missing from the lesson
- Discuss how the lesson observed compared to the lesson plan
- Give descriptive feedback and suggestions for improvement connected to the observed lesson; Ask specific questions so that teacher shares their thoughts on how to improve
 - Where do you think you need to grow? (In general and in relation to the observed lessons.)
 - How can you (the teacher) sustain these positive practices?
 - How can you (the teacher) build capacity in the school?
- Speak about where they feel they need to grow in general
- Provide descriptive feedback to the teacher (“grows” and “glows”) based on your observations of the lessons
 - Suggest professional development or growth opportunities based on their descriptive feedback (may connect to ALP)
 - If there are significant concerns, consider options that may help the teacher to grow towards a satisfactory performance
 - If there are significant concerns that you think will inhibit improvement, you will need to alert SO/AO and follow procedures
- Review any notes taken during the observation with the teacher for transparency
- Ask the teacher if there is anything else that speaks to the competencies that the observations would not have made visible?

Observations

- Looking and listening again for the stress level of the teacher to help support them
- Looking and listening for reflective responses when asked about their own areas of strength and growth
- Looking and listening to see if they have an awareness of where they need to grow
- Looking and listening to see if they can connect their own practice to the improvement goals of the school

Products

- Post-observation form (online)
- Prepare draft copy of the summative form (it is sent to the teacher electronically; it will go back and forth until both parties sign off and then it cannot be changed)
- Use the designated look-fors and create sentences in prose
- Use final 3 boxes “Comments on Overall Rating”, “Professional Growth Goals and Strategies”, “Principal Additional Comments” to document additional competencies, overall rating and professional growth strategies
- Outline positive areas and next steps
- Complete and exchange with teacher within 20 school days
- PRINT an electronic file to keep prior to signing off and sending to S/O.

“Even two years after my appraisal, I find myself reflecting on the next steps listed, differentiating better and finding new ways to incorporate technology in lessons.”

– Teacher



DETAILED TIMELINES TO FOLLOW

IF THE RATING OUTCOME IS 'SATISFACTORY'...

○ Notification of Appraisal Year	ESS will automatically email all teachers and administrators during their appraisal year within 20 school days after the start of the school year
○ Annual Learning Plan	Completed annually online through ESS; for discussion at Pre-observation Meeting and finalization at Post-observation Meeting for teachers in an appraisal year. Principals will have to assign an administrator to each teacher before this can be completed
○ Pre-Observation Meeting	A minimum of 5 school days prior to the classroom observation
○ Classroom Observation	Time and date as specified in the Pre-observation Meeting
○ Post-observation Meeting	Within 5 school days after the classroom observation
○ Teacher's Receipt of Summative Report	A minimum of 1 school day prior to the Summative Report Meeting
○ Summative Report Meeting	Within 20 days after the classroom observation

IF THE RATING OUTCOME IS 'UNSATISFACTORY' FOR THE FIRST TIME...

○ At any point in the Appraisal Process	Administrator informs FOS Superintendent and local federation prior to Summative Report Meeting of the Unsatisfactory Rating
○ Summative Report Meeting	At the Summative Report Meeting, administrator advises teacher that local ETFO or OSSTF has been contacted by the FOS Superintendent of the unsatisfactory rating
○ Improvement Plan Meeting	Within 15 school days following the Summative Report Meeting, the teacher and administrator meet to develop an Improvement Plan which sets out the steps and actions that the teacher needs to take to improve performance
○ Second Appraisal Pre-Observation Meeting	Within a minimum of 30 and maximum of 60 school days following the Improvement Plan Meeting. (Follow timelines for the Pre-Observation to the Summative Report Meeting indicated in the If the Rating Outcome is Satisfactory time line above)

IF THE RATING OUTCOME IS 'UNSATISFACTORY' FOR THE SECOND TIME...

Teacher is placed on Review Status	Administrator will consult with FOS Superintendent prior to the Summative Report Meeting and inform the union. The teacher is placed on Review Status. (See Resources to Support the TPA Process)
Summative Report Meeting	Notification at Summative Report Meeting of Review Status is included in the Summative Report Form. Teacher and administrator meet. ETFO and OSSTF representative is included in the meeting.
Second Improvement Plan Meeting	<p>Within 15 school days following Summative Report Meeting, the administrator schedules a meeting with the teacher and local ETFO and OSSTF representative to develop the second Improvement Plan which sets out the steps and actions that the teacher needs to take to improve performance.</p> <p>Administrator to provide a copy of the Improvement Plan to the FOS Superintendent and consult regularly with the FOS Superintendent regarding teacher performance and steps that could be taken to improve it.</p>
Third Appraisal	Within 60 school days following the Improvement Plan Meeting. (Follow timelines for the Pre-Observation to the Summative Report Meeting indicated in the If the Rating Outcome is Satisfactory time line above)

IF RECOMMENDING TERMINATION (THIRD 'UNSATISFACTORY' OUTCOME...)

Recommendation to Board for Termination	<p>Promptly following the Summative Report Meeting for the third Unsatisfactory appraisal unless otherwise determined, the principal must:</p> <ul style="list-style-type: none"> • send a written recommendation for termination to the board, • provide the teacher with a copy of the written recommendation • provide the teachers with a copy of the reasons for the recommendations • provide the teacher with copies of all performance appraisal documents and all documents relied on in conducting the performance appraisal
Termination of Employment	Within 60 days of receiving the recommendation for termination, the Board must decide by majority vote to terminate the teacher

The TPA process helps me to provide specific descriptive feedback to a teacher and gives me a better sense of how I can continue to support this teacher in the future.

– Principal

What about the NTIP Teacher or Experienced Teacher who is having difficulty?

If a second “Unsatisfactory” rating outcome is given, then the teacher is placed on Review Status.

	NTIP TEACHER	EXPERIENCED TEACHER
Requirement for placing a teacher on "Review Status"	Two ratings that are not Satisfactory (i.e. a Development Needed rating followed by an Unsatisfactory rating while participating in the NTIP	Two consecutive Unsatisfactory rating

PRINCIPAL RESPONSIBILITIES IF A TEACHER IS PLACED ON REVIEW STATUS

The Principal will:

- monitor the teacher's performance
- consult regularly with the FOS Superintendent regarding the performance and steps that should/could be taken to improve performance
- give the teacher descriptive feedback and suggestions that the Principal considers would be helpful to the teacher to improve performance
- record all communications, assessments and observations
- provide a copy of the Improvement Plan to the FOS Superintendent
- notify Ontario College of Teachers
- document, document, document


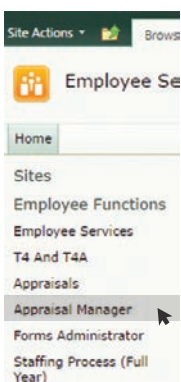

GUIDELINES FOR AN IMPROVEMENT PLAN MEETING WHILE ON REVIEW STATUS

Within 15 days of the Summative Report Meeting at which the teacher receives a second Unsatisfactory Rating, the Principal must schedule a meeting with the teacher and an ETFO or OSSTF representative to develop a second Improvement Plan. A statement that the teacher has been placed on Review Status will be included in the Improvement Plan Form. The Principal must:

- identify to the teacher any ways in which his or her performance has changed since the previous appraisal
- identify the competencies requiring improvement
- explain what is expected of the teacher in the competencies requiring improvement
- recommend steps and actions that the teacher should take to improve his/her performance
- provide sample indicators of success
- outline the support which will be offered to the teacher in order to improve performance.

Step-by-Step: The TPA Summative Report Online

GETTING STARTED

- 1 From the Staff Portal, select Employee Self Serve 
- 2 Login with your regular board credentials
- 3  From the left hand menu, select Appraisal Manager
- 4 Select the appraisal under the Form 2 column.
- 5 The employee and Principal information automatically populates.
- 6 Contact Human Resources via email if the information is not accurate.
- 7 Fill in the box for the description of the teacher's assignment.
- 8 Complete the dates in the format yyyy/mm/dd


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

Pre-observation: 2017/03/24 Classroom Observation: 2017/03/29 Post-observation: 2017/04/03
- 9 Provide a focus for the observation and any other appraisal input.
- 10 Save often throughout the process.

Step-by-Step: The TPA Summative Report

COMPETENCIES

11

Under each Domain of the Standards of Practice are competency statements that may be addressed through the appraisal process. The Principal may select a sub-statements by clicking on it and may select multiple sub-statements by holding Ctrl and clicking.

Domain: Commitment to Pupils and Pupil Learning

- The teacher demonstrates commitment to the well-being and development of all pupils.
 - applies knowledge of how pupils develop and learn physically, socially, and cognitively
 - responds to learning exceptionalities and special needs by modifying assessment processes to ensure the special ne
 - shapes instruction so that it is helpful to pupils who learn in a variety of ways
 - effectively motivates pupils to improve pupil learning
 - demonstrates a positive rapport with pupils
- The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.
 - assists learners in practising new skills by providing opportunities for guided practice
 - provides for active pupil participation in the learning process
 - employs a balance of pupil- and teacher-directed discussion/learning
 - establishes an environment that maximizes learning
 - uses a variety of teaching strategies suited to the individual needs of pupils
- The teacher treats all pupils equitably and with respect.
 - demonstrates care and respect for pupils by maintaining positive interactions
 - promotes polite and respectful pupil interactions
 - addresses inappropriate pupil behaviour in a positive manner
 - communicates information from a bias-free, multicultural perspective
 - ensures and models bias-free assessment to address equality
 - values and promotes fairness and justice and adopts anti-discriminatory practices in respect of gender, sexual orient
- The teacher provides an environment for learning that encourages pupils to be problem solvers, d learners, and contributing members of a changing society.
 - provides learners 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
 - encourages students to be cognisant of their personal strengths and capabilities to pursue possible career path

Ctrl + Click
for multiple

Select

12

Select the sub-statements you'd like to highlight for each competency.

13

Choose select to bring the statements into the text box at the bottom of the section.

```

• responds to learning exceptionalities and special needs by modifying assessment processes to ensure
the special needs of pupils are met
• shapes instruction so that it is helpful to pupils who learn in a variety of ways
• demonstrates a positive rapport with pupils
• assists learners in practising new skills by providing opportunities for guided practice
• uses a variety of teaching strategies suited to the individual needs of pupils
• demonstrates care and respect for pupils by maintaining positive interactions
• ensures and models bias-free assessment to address equality
• provides learners with appropriate opportunities for independent practice of new skills
• encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening
learning environment
  
```

14

Save often throughout the process.

15

The text box can then be edited with specific examples from the observation.

Mr. Smith creates a caring classroom community through the application of TRIBES practices including classroom agreements and regular community circles in which all students are able to feel their voices are heard and valued.

Classroom routines and behavioral expectations are established in a way to support student learning and Mr. Smith allows students the opportunity to use higher level thinking on challenging problems providing support to help all students be successful.

During the observation lesson, students had the opportunity to communicate with a variety of peers, and it was evident that clearly defined structures had been established for accountable talk in the classroom and mutual respect for and among all classroom members was apparent.

16

Save often throughout the process.

COMPLETING THE APPRAISAL FORM

17

Select the overall rating for the appraisal:

Overall Rating of Teacher's Performance

(Check the appropriate box.)

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

18

Complete the Overall Comments and Professional Growth Goals and any additional comments.

19

Once complete, select Save and “Send to Employee”:

Save Cancel

Send To Supervisor Send To Employee

Please use the buttons above to save your changes before closing the form.

Signed? Date:

Employee Signature: [Signature] N [Date] Status: In Progress

Manager Signature: [Signature] N [Date] Sign

20

The teacher will have the chance to review and digitally sign the appraisal if they are in agreement and there are no changes needed.

21

The appraisal will return to the Principal to be digitally signed.

22

Once complete, select “Send to Supervisor”:

Send To Supervisor

NOTE: Once signed and sent to Superintendent no other changes can be made.

NOTES



“The teacher performance appraisal offers me the opportunity to reflect on teacher implementation of strategies identified within our school improvement plan. How is this teacher transferring strategies learned through our staff sessions into practice? What impact are these strategies having on student achievement?”

– Principal

DURHAM DISTRICT SCHOOL BOARD

TEACHER PERFORMANCE APPRAISALS

A SUPPORT FOR
ADMINISTRATORS & TEACHERS



JUNE 2018

COMMITTEE MEMBERS

Chrystal Bryan, Margaret Lazarus, Stephen Nevills,
Warren Palmer, Amanda Paterson, Kyla Reimer