

PERFORMANCE APPRAISAL OF EXPERIENCED TEACHERS

This Performance Appraisal administrative regulation applies to experienced teachers who are members of the teachers' bargaining unit as well as teachers on Letters of Permission. *Experienced teachers* are defined as teachers with previous experience in permanent teaching positions in the province of Ontario and teachers who have completed the New Teacher Induction Program. In this policy all references to "teachers" refer to experienced teachers.

Experienced teachers continuously employed by the Board will be placed on a five-year cycle for evaluation. Experienced teachers new to the board must have at least one performance appraisal during the first year of employment with the board. For a teacher seconded to the Board, the teacher's scheduled evaluation year remains the same.

The principal may 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. The principal may, at any time, observe teachers' practice, meet with teachers to discuss performance, request samples of teachers' work, provide feedback to teachers, or support teacher growth and development.

The following will not be counted in the five-year cycle for evaluation:

- ◆ A school year in which the teacher does not teach at any time for the Board.
- ◆ A school year in which the teacher is on an extended leave approved by the Board.
- ◆ A year when the teacher is on a secondment to a non-teaching position or a position outside the Ontario public educational system.

The principal shall conduct teacher performance appraisals. Where a principal is unable to do so, a Supervisory Officer may conduct teacher performance appraisals. Where a principal determines that a teacher appraisal will be more appropriately handled by a Supervisory Officer, upon consultation with all parties, the teacher appraisal or part of it may be carried out by a Supervisory Officer.

Without prejudice to any position of the Board, the Board agrees it will not evaluate the Teacher's voluntary activities as part of the performance appraisals conducted pursuant to the Education Act.

Where a teacher is assigned to more than one school, the school in which the teacher spends most classroom time will be the school in which the teacher's performance appraisal is conducted. If the assignment times are equivalent, the decision with respect to the location of the appraisal will be determined in consultation among the teacher and the principals of the schools involved. It is expected that, in this instance, a mutually agreeable location (school) would be selected. Where the teacher and the principal cannot agree, a decision will be made by a Supervisory Officer after consultation with the parties involved.

A plan listing those eligible for performance appraisal shall be developed by principals and submitted to the Supervisory Officer assigned to the school, by October 15th of each school year. Notification that they are in an evaluation year must be given in writing to the teachers being evaluated within 20 school days after the teacher began teaching in that year.

The principal must consider all 16 competencies in assessing the experienced teacher's performance; meet with the teacher in preparation for the classroom observation; conduct a classroom observation to appraise the experienced teacher's performance; and meet with the experienced teacher after the classroom observation to review the results of the classroom observation. As well, the Board accepts the competencies developed by the Institute for Catholic Education (Appendix D) as provided and no additional competencies will be added at this time.

The principal must recommend professional growth goals and strategies for the teacher to take into account in developing his or her Annual Learning Plan as part of the post-observation meeting. The principal must prepare a summative report of the performance appraisal that contains comments regarding the competencies; an overall rating as well as recommendations for professional growth goals for consideration as part of the Annual Learning Plan.

Within 20 school days of the classroom observation, the principal must provide the teacher with a copy of the summative report.

A teacher who is teaching a minimum of half a school year shall be subject to the full requirements of this policy.

Every teacher must develop and submit an Annual Learning Plan (ALP) to the principal of the school (Appendix D). The ALP is teacher authored and directed and is developed in a consultative and collaborative manner with the principal. This plan will contain the area(s) of professional growth, strategies and timelines for achieving the stated objectives. If it is not an evaluation year for the teacher, the principal will review the ALP and communicate with the teacher at least by the conclusion of the plan. If the year is scheduled as an evaluation year for the teacher, the ALP will form part of the performance appraisal process.

Copies of Summative Reports and the current Annual Learning Plan of teachers in their evaluation year, will be filed with the appropriate Supervisory Officer by June 30th. These will be kept on file at the board office for at least six (6) years from the date of each report.

When an unsatisfactory rating is determined, the principal shall inform the appropriate Supervisory Officer, provide all required documentation, and consult with the Supervisory Officer as required. Should a teacher receive an unsatisfactory performance appraisal, the Board will advise the teacher in writing. The board will also advise the OECTA Unit President in writing of all unsatisfactory performance appraisals, however, failure to do so will not invalidate the appraisal.

Where the performance of a teacher has resulted in an unsatisfactory rating, the principal shall conduct a second performance appraisal within 60 school days of giving notice to the teacher of an unsatisfactory rating. The interval between the notification of an unsatisfactory rating and the second performance appraisal shall be at the discretion of the principal. In exercising his or her discretion, the principal shall balance the desirability of giving the teacher a reasonable opportunity to improve his or her performance against the interests of the pupils in receiving quality education.

Following a second unsatisfactory rating the principal will notify the teacher in writing, follow the duties of principal as outlined in Section 10.22 (Technical Requirements Manual, 2009, Performance Appraisal of Experienced Teachers), and place the teacher on 'review status'.

If the principal, in consultation with the Supervisory Officer, determines that the delay necessitated by conducting a further performance appraisal is not in the best interests of pupils in receiving quality education, a joint recommendation for immediate termination of the teacher's employment with the Board, will be made by the principal, to the Board of Trustees.

While the Board is in the process of considering terminating the employment of the teacher, the teacher will be suspended with pay or reassigned until the decision is made.

Should a teacher's employment with the Board be terminated due to unsatisfactory performance, or should a teacher resign while on review status, the Director of Education as the Secretary of the Board shall file a complaint with the Ontario College of Teachers as required.

The Board will work with the teacher federation to deal with the differences that may arise between the Board and its teachers with respect to the implementation of the performance appraisal system.

The Board will exercise its responsibilities regarding the exchange of performance appraisal documentation with other Boards for prospective and past employees as required.



Summative Report Form for Experienced Teachers (Approved Form)

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 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.)

Instructions to the Principal

- 1) This report is to be completed during the performance appraisal process.
- 2) A copy signed by the principal must be provided to the teacher within 20 school days after the classroom observation. If the rating is Unsatisfactory, the principal shall follow the steps outlined in 10.2.2 within 15 school days of determining the rating is Unsatisfactory.
- 3) The teacher can add comments and must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
- 4) A copy of this report signed by both the principal and the teacher must be sent to the board.
- 5) In preparing the summative report, the principal must:
 - consider all 16 competencies in assessing the teacher's performance;
 - provide comments regarding the competencies identified in discussions with the teacher as the focus of the performance appraisal¹;
 - provide an overall rating of the teacher's performance in accordance with the rating scale;
 - recommend professional growth goals and strategies for the teacher's development.

* 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 I of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

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

Pre-observation:

Classroom Observation:

Post-observation:

Focus of the Classroom Observation²

Other Appraisal Input (Please specify)

Additional input attached

* 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 I of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

Instructions to the Principal: Comment on competencies identified in discussions with the teacher as the focus of the teacher's performance appraisal (the principal may also comment on other competencies that were assessed through the performance appraisal).

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.
- The teacher knows a variety of effective teaching and assessment practices.
- The teacher knows a variety of effective classroom management strategies.
- The teacher knows how pupils learn and factors that influence pupil learning and achievement.

Domain: Professional 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.
- The teacher adapts and refines his or her teaching practices through continuous learning and reflection, using a variety of sources and resources.
- The teacher uses appropriate technology in his or her teaching practices and related professional responsibilities.

Domain: Leadership in Learning Communities

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

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 received an *Unsatisfactory* rating, an Improvement Plan will also be developed)

Comments on the Overall Rating of the Teacher’s Performance

If the teacher received a *Satisfactory* rating, the principal is encouraged to provide further feedback on strengths and possible areas of growth for the teacher.

Professional Growth Goals and Strategies for the Teacher (Required, if rating is *Satisfactory*)

The following professional growth goals and strategies are recommended for the teacher to take into account when developing his or her Annual Learning Plan (ALP).

Principal’s Additional Comments on the Appraisal (Optional)

Teacher’s Comments on the Appraisal (Optional)

Principal’s Signature

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the Education Act and Ontario Regulations 99/02 and Ontario Regulation 98/02, as amended.

Date (yyyy/mm/dd)

Teacher’s Signature

My signature indicates the receipt of this summative report.

Date (yyyy/mm/dd)



SUPERIOR NORTH CATHOLIC District School Board

Annual Learning Plan (ALP)

The purpose of the Annual Learning Plan (ALP) is to provide a meaningful vehicle to support experienced teachers' professional learning and growth in the evaluation year and for the intervening years between appraisals. The ALP is teacher authored and directed, and is developed in a consultative and collaborative manner with the principal.

ALP Requirements

- Experienced teachers are required to have an ALP each year that includes their professional growth goals, as well as their proposed action plan with timelines for achieving those goals.
- Teachers who move from the new teacher's appraisal process to the experienced teacher's appraisal process must develop an ALP in their first year as an experienced teacher.
- Each year, teachers are required to consult with their principal to review and update, as necessary, their 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 through the summative report of the teacher's most recent performance appraisal.
- In an evaluation year, teachers must review and update their ALP in a meeting with their principal as part of the performance appraisal process. The pre-observation and post observation meetings provide opportunities for this review and update to take place.
- In the non-evaluation years, a meeting is not required but is recommended. If at any time during these years the teacher or principal requests a meeting to discuss the ALP, then a meeting shall take place.
- The teacher and the principal must both sign the teacher's ALP each year and retain a copy for their records. Under certain circumstances, the duties of the principal as outlined above may be delegated to a vice-principal in the same school or to an appropriate supervisory officer (refer to section 6, "Scheduling Requirements").

Growth Goals and Strategies

- The growth goals and strategies identified by the teacher should be relevant to his or her professional needs and focus on improving his or her teaching practice and student learning.
- Growth-oriented professional dialogue between the teacher and principal can help identify the growth goals and strategies for the teacher's continuous learning and development to include in his or her ALP.
- Parent and student input can also help inform the teacher's ongoing professional learning and teaching practice.

Annual Learning Plan (ALP)

Appendix A

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.)

Background to Inform Professional Growth Goals, Action Plan, and Timelines

Recommended professional growth goals and strategies from the summative report of my most recent performance appraisal:

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:

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

Other Comments (Teacher)

Other Comments (Principal)

Date of Next Review and Update of the Annual Learning Plan

Date (yyyy/mm/dd)

Principal's Signature

My signature indicates that the teacher consulted with me to review and update the Annual Learning Plan.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I reviewed and updated the Annual Learning Plan in consultation with my principal.

Date (yyyy/mm/dd)



SUPERIOR NORTH CATHOLIC District School Board

Improvement Plan

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

The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer (refer to section 6, "Scheduling Requirements").

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

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Expectations

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

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Support (for example, from principal, from board)

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Sample Indicators of Success

Date of Next Performance Appraisal

(Must occur in accordance with requirements as set out in Part X.2 of the Education Act, Teacher Performance Appraisal, Process Following Unsatisfactory Rating)

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)



SUPERIOR NORTH CATHOLIC District School Board

Log of Teaching Practice

Suggestions for Using the Log of Teaching Practice

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 is limited in its focus and is highly structured, using 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 provides specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth. When kept simultaneously by both the principal and the teacher, the principal and teacher logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. Note that there is an individual log form provided for each of the 16 competencies. Principals and teachers may use the blank log 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 the 16 competencies that form the basis of the performance appraisal process. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways that a competency may be observed in practice are included on the log form as a resource. These statements are samples and do not include everything that constitutes good teaching. Their purpose is to help make specific the skills, knowledge, and attitudes expected of experienced teachers. Principals and teachers may use these examples and others they identify to develop a shared understanding of what teachers should demonstrate in their teaching.

What sources and kinds of evidence are used?

A wide range of possible evidence can be collected in relation to demonstrations of teaching. "Possible Kinds and Sources of Evidence", included as a resource at the end of this appendix, provides a list of evidence that principals and teachers might reference in their individual Log of Teaching Practice.

Log of Teaching Practice

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 pupils who learn in a variety of ways
- effectively motivates pupils to improve pupil learning
- demonstrates a positive rapport with students

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

Log of Teaching Practice

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 a 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 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

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

Log of Teaching Practice

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 a 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 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 orientation, race, disability, age, religion, and culture

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

Log of Teaching Practice

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 a 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 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 environment
- encourages students to be cognisant of their personal strengths and capabilities to pursue possible career paths

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

Log of Teaching Practice

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 a 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 criticisms as part of evaluation
- aligns assessment strategies with learning objectives
- uses appropriate diagnostic techniques to assess pupil difficulties
- employs formative and summative assessments to check for understanding
- uses a variety of appropriate teaching techniques to engage pupils
- uses a variety of assessment strategies and instruments to make both short- and long-term decisions to improve pupil learning

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

Log of Teaching Practice

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 a 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 classroom management strategies.

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.

- systematizes routine procedures and tasks to engage pupils in varied learning experiences
- provides opportunities for pupils to share their interests and demonstrates their involvement in learning
- ensures that all pupils have the opportunity to learn
- uses appropriate strategies to manage discipline
- implements the behaviour code consistently

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

Log of Teaching Practice

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 a 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 how pupils learn and factors that influence 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.

- uses different motivational strategies to encourage pupils in developing competence in all areas
- takes into account various learning styles with the selection of materials/media
- adapts to groups or individual pupils with flexible grouping practices
- modifies programs to fit pupil needs by making topics relevant to pupils' lives and experiences
- knows special education IEP and IPRC processes and provides appropriate experiences for pupil achievement

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

Log of Teaching Practice

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

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

Log of Teaching Practice

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 a 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 Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and 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 pupil progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with pupils to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both pupils and parents informed and to chart pupil progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement

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

Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and teachers may reference in the Log of Teaching Practice.

Age-appropriate assessment tools, including modifications for students
Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs.
Differentiated lessons and assessments
Feedback on assignments from teacher and/or student
Flyers, pictures, treasure boxes
Goal-setting activities
Learning centres
Lessons and assignments that show authentic assessment practices
Letters to parents, monthly classroom newsletters that reflect the diversity of the school community
List of classroom expectations and routines
List of daily/weekly routines and use of instructional time
Log of student remedial support
Manipulatives, media tools
Multifaith calendar
Open house/curriculum night/education week materials
Parent conference materials
Parent/teacher/student interviews and conferences
Photos of classroom bulletin boards, student activities
Plans showing results of collaboration with other teachers, (e.g., English as a Second Language)
Posters, photos, bulletin boards, displays of student work
Reading and reasoning targets, data analysis and prompts
Records of student achievement
Reflective journals
Resources and classroom materials that reflect diversity
Sample lesson and unit plans using modules, curriculum integration
Sample progress reports and report cards
Sample safety routines
Samples of student reflection
Samples of student work
Samples of tests, rubrics, checklists, anecdotal comments
Self and peer assessments
Student of the week certificates, positive notes
Student portfolios
Student presentations
Student-designed assignments
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



COMPETENCIES DEVELOPED BY THE INSTITUTE FOR CATHOLIC EDUCATION

Guiding Principles

Teacher performance appraisal in a Catholic school system:

- Values teachers as professionals and respects their knowledge and expertise.
- Provides fair, effective and consistent appraisal of professional practice in the Catholic educational setting.
- Reflects Catholic teaching including the principles of Catholic Social Justice.
- Enhances professional practice to improve student learning and formation.
- Ensures effective delivery of the Ontario Catholic Curriculum program.
- Provides and supports opportunities for professional growth and faith development.
- Recognizes that personal faith is not subject to evaluation in a teacher's performance appraisal.
- Recognizes a communal responsibility for the formation of effective teachers in a Catholic school system.

Operating Parameters

The parameters that govern the application of teacher performance appraisal in a Catholic school system include:

- The Ministry's domains, competencies and indicators.
- 16 areas of competency for appraisal in which indicators are examples.
- The summative report which provides a rating that incorporates all of the areas of competency.
- Indicators that apply to the professional activities of the teacher in Catholic educational settings.
- A statement of professional expectations which serves as a point of reference that orients the Ministry performance appraisal model to the Catholic character of education in schools.

Statement of Professional Expectations

The statement of professional expectations is the context within which teacher performance appraisal is conducted in a Catholic school system. It serves as a point of reference that orients the Ministry Teacher Performance Appraisal Model to the Catholic character of education in schools.

The Catholic school is a Catholic faith-based educational community that intentionally aims to form learners into educated well-developed persons, good citizens and faithful disciples of Christ.

The Catholic educational community believes the learner will realize the fullness of humanity if learning takes place in an appropriate and challenging environment in which members of school communities emulate the life and teachings of Jesus Christ.

Likewise, the Catholic educational community believes that to enable learners to achieve this vision, a school's faith community will reflect the centrality of Jesus Christ in our lives and the teachings of the Catholic Church.

Teaching in a Catholic school, therefore, is a vocation that calls for knowledge and understanding of Catholic beliefs, traditions, and practices. It calls for a commitment to demonstrate gospel values and teach these values to students.

To these ends, the teacher contributes to the Catholic character of the educational setting through professional practice by:

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| Commitment to Students And Students' Learning | 1. | The teacher sees the students and every human being as created in the image and likeness of God and affirms this personal dignity in the commitment to enhance student learning and personal development. |
| Professional Knowledge | 2. | The teacher knows and understands Catholic beliefs, the history and mission of Catholic Education, and the Ontario Catholic Curriculum. |
| Teaching Practice | 3. | The teacher instructs students within a faith-based context that promotes the integration of gospel values across the curriculum, and fosters the realization of the Ontario Catholic School Graduate Expectations for all students. |
| Leadership And Community | 4. | The teacher promotes collaboration within the Catholic learning community in the realization of the vision of Catholic Education. |
| Ongoing Professional Learning | 5. | The teacher demonstrates a commitment to ongoing professional learning including participation in faith activities provided within the school or board. |

Competencies By ICE

Commitment to Students & Students' Learning

Sees the students and every human being as created in the image and likeness of God and affirms this personal dignity in the commitment to enhance student learning and personal development.

1.1	Teachers demonstrate commitment to the well-being and development of all pupils.	
1.2	Teachers are dedicated in their efforts to teach and support pupil learning and achievement.	
1.3	Teachers treat all pupils equitably and with respect.	
1.4	Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, life-long learners and contributing members of a changing society.	

Professional Knowledge

Knows and understands Catholic beliefs, the history and mission of Catholic Education, and the Ontario Catholic Curriculum.

2.1	Teachers know their subject matter, the Ontario curriculum and education related legislation.	
2.2	Teachers know a variety of effective teaching and assessment practices.	
2.3	Teachers know a variety of effective classroom management strategies.	
2.4	Teachers know how pupils learn and factors that influence pupil learning and achievement.	

Competencies By ICE

Teaching Practice

Instructs students within a faith-based context that promotes the integration of gospel values across the curriculum, and fosters the realization of the Ontario Catholic School Graduate Expectations for all students.

3.1	Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of pupils.	
3.2	Teachers communicate effectively with pupils, parents and colleagues.	
3.3	Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement and report results to pupils and parents regularly.	
3.4	Teachers adapt and refine their teaching practice through continuous learning and reflection, using a variety of sources and resources.	
3.5	Teachers use appropriate technology in their teaching practices and related professional responsibilities.	

Leadership & Community

Promotes collaboration within the Catholic learning community in the realization of the vision of Catholic Education.

4.1	Teachers collaborate with other teachers and school colleagues, to create and sustain learning communities in their classrooms and in their schools.	
4.2	Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs.	

Ongoing Professional Learning

Demonstrates a commitment to ongoing professional learning including participation in faith activities provided within the school or board.

5.1	Teachers engage in ongoing professional learning and apply it to improve their teaching practices.	
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