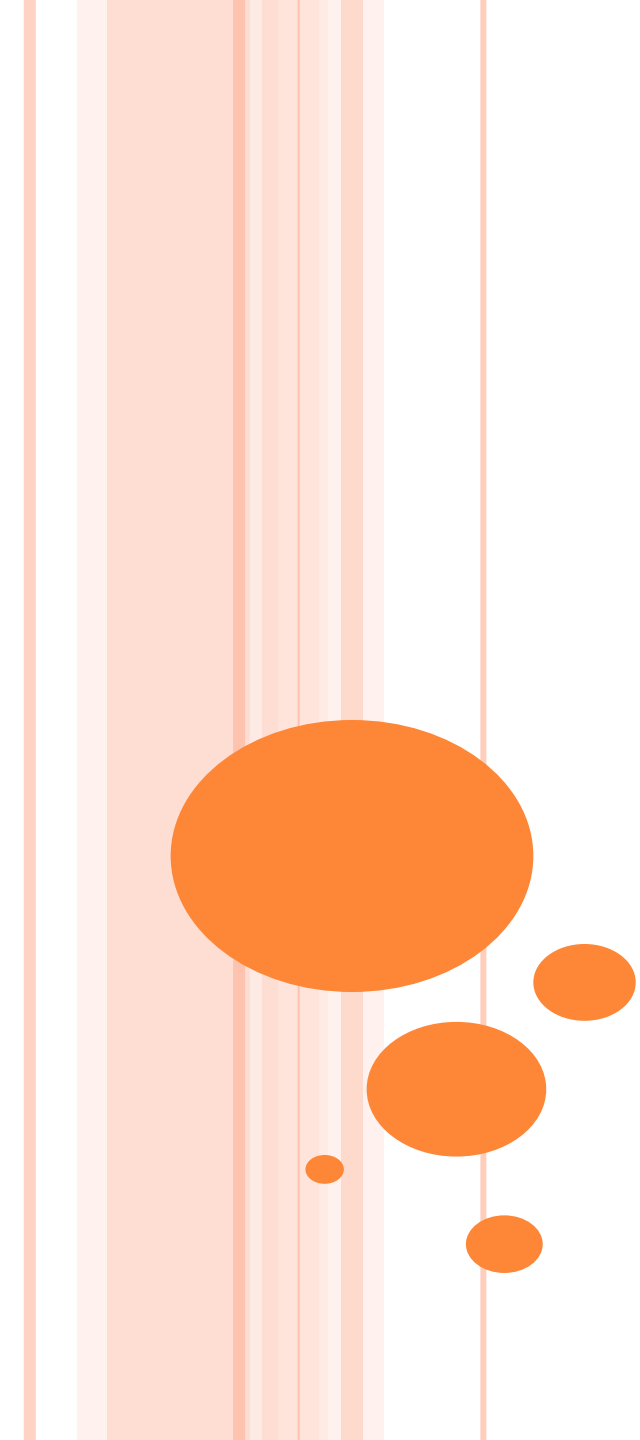




*“WOW, I’M SO EXCITED
FOR MY PERFORMANCE
APPRAISAL TODAY!”
SAID NO ONE EVER.*

TEACHER PERFORMANCE APPRAISAL (TPA) FOR NEW TEACHERS

Thursday, October 23, 2025

Presenter
Jennifer Hillner, Vice President
ETFO Thames Valley Teacher Local

WHO WILL BE DOING MY TPA?

- The principal in the school to which you are assigned will complete your TPA.



New Teachers are defined in the Education Act as all Teachers certified by the Ontario College of Teachers (OCT) who have been hired into full or part-time permanent positions to begin teaching for the first time in Ontario. New Teachers must complete the NTIP program and achieve two SATISFACTORY ratings on Teacher Performance Appraisals for New Teachers.



The purpose of a TPA is to foster teacher development, provide meaningful appraisal and identify opportunities for support.

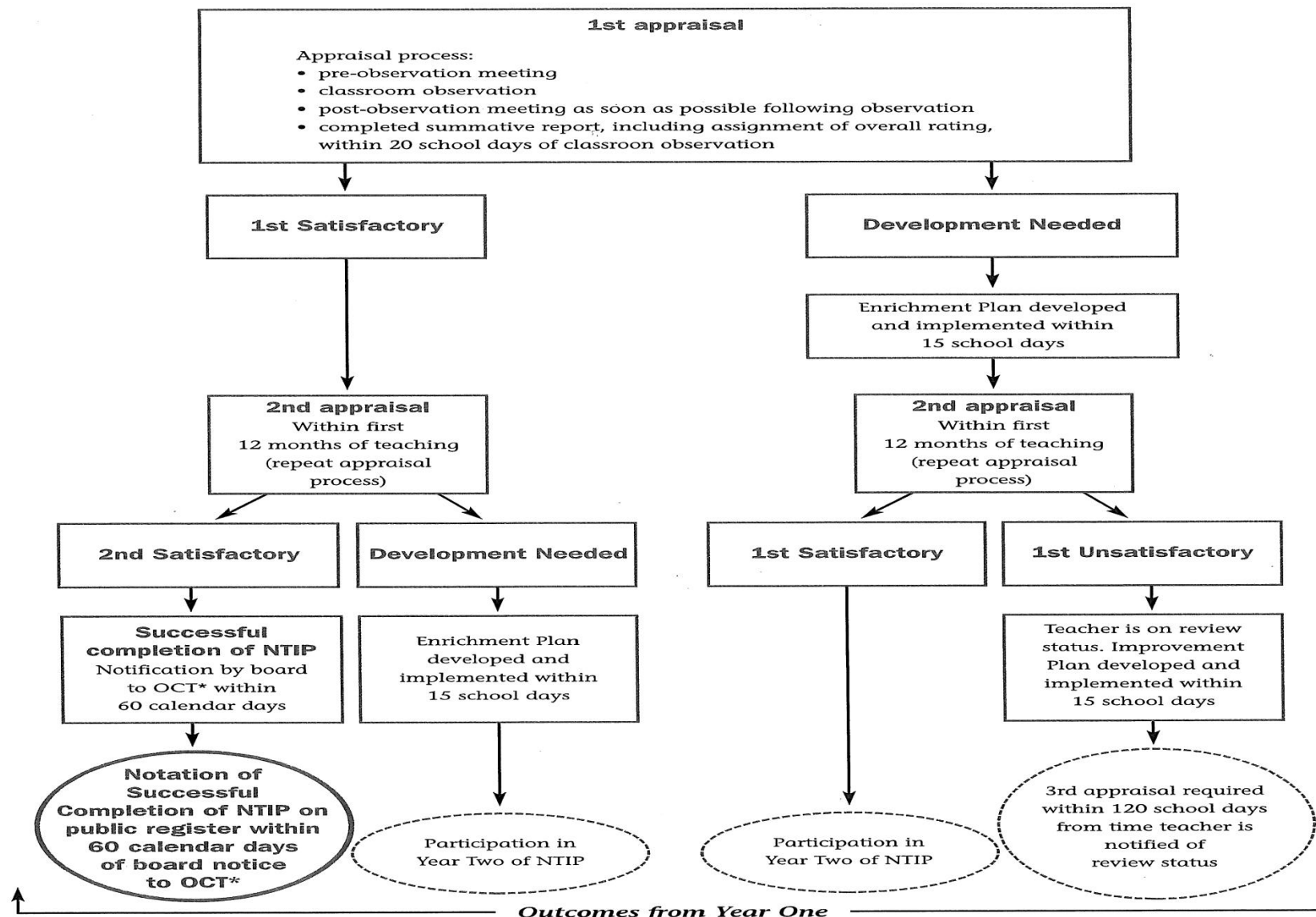
It is intended to be a professional dialogue and collaboration between the teacher and the principal in which both take an active role.



NEW TEACHER PERFORMANCE APPRAISAL PROCESS (OVERVIEW)

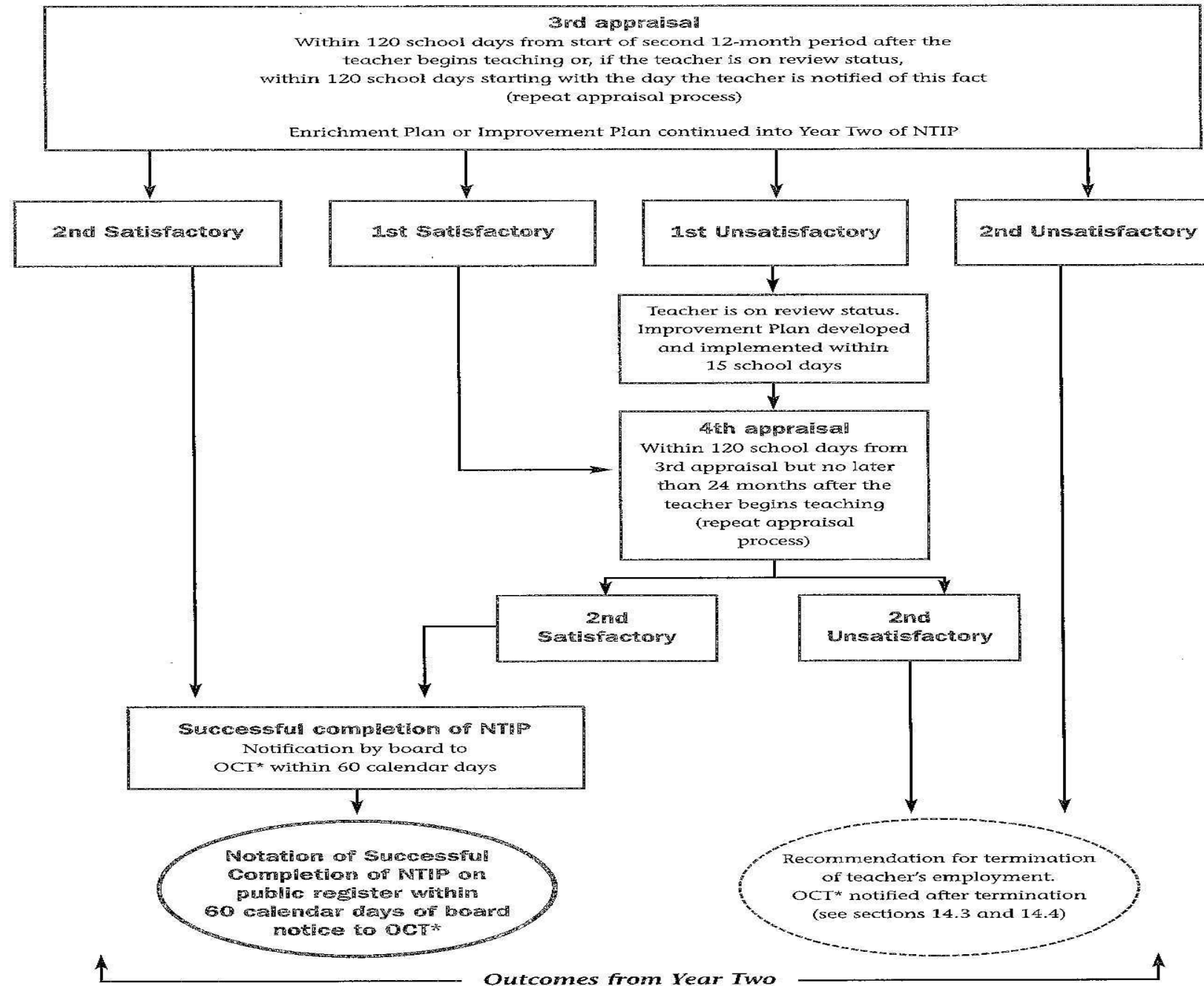
Figure 1. New Teacher Induction Program (NTIP): Performance Appraisal of New Teachers
Flow Chart

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

Appraisals For New Teachers Focus On

3 Areas of Expectation

1. Commitment to Pupils and Pupil Learning
2. Professional Knowledge
3. Professional Practice

8 of the 16 Competency Statements

- demonstrates commitment to the well-being and development of all pupils
- is dedicated in his or her efforts to teach and support pupil learning and achievement
- treats all pupils equitably and with respect
- provides an environment for learning that encourages pupils to be problem-solvers, decision makers, lifelong learners and contributing members of society
- knows her or his subject matter, the Ontario curriculum and education related legislation
- 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 her or his pupils
- communicates effectively with pupils, parents and colleagues
- conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports to pupils and parents regularly



Competencies

In each of the competencies there are examples to help the teacher and the principal reflect on what the competencies may look like in practice. This list is by no means exclusive and there may be other examples that show the competencies, that are identified during the appraisal. These are not checklists and each “look for” does not have to be demonstrated or commented on.



DOMAIN: Commitment to Pupils and Pupil Learning

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

- 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



DOMAIN: Commitment to Pupils and Pupil Learning

continued...

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

- 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 and teacher directed discussion/learning
- establishes an environment that maximizes learning
- encourages student to excel to the best of their ability
- uses a variety of teaching strategies suited to the individual needs of students



DOMAIN: Commitment to Pupils and Pupil Learning

continued...

Competency: Teachers treat all pupils equitably and with respect.

- 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



DOMAIN: Commitment to Pupils and Pupil Learning

continued...

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.

- 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



DOMAIN: Professional Knowledge

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

- 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



DOMAIN: Teaching Practice

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

- 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
- uses a clear and consistent format to present instruction



DOMAIN: Teaching Practice *continued...*

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

- 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

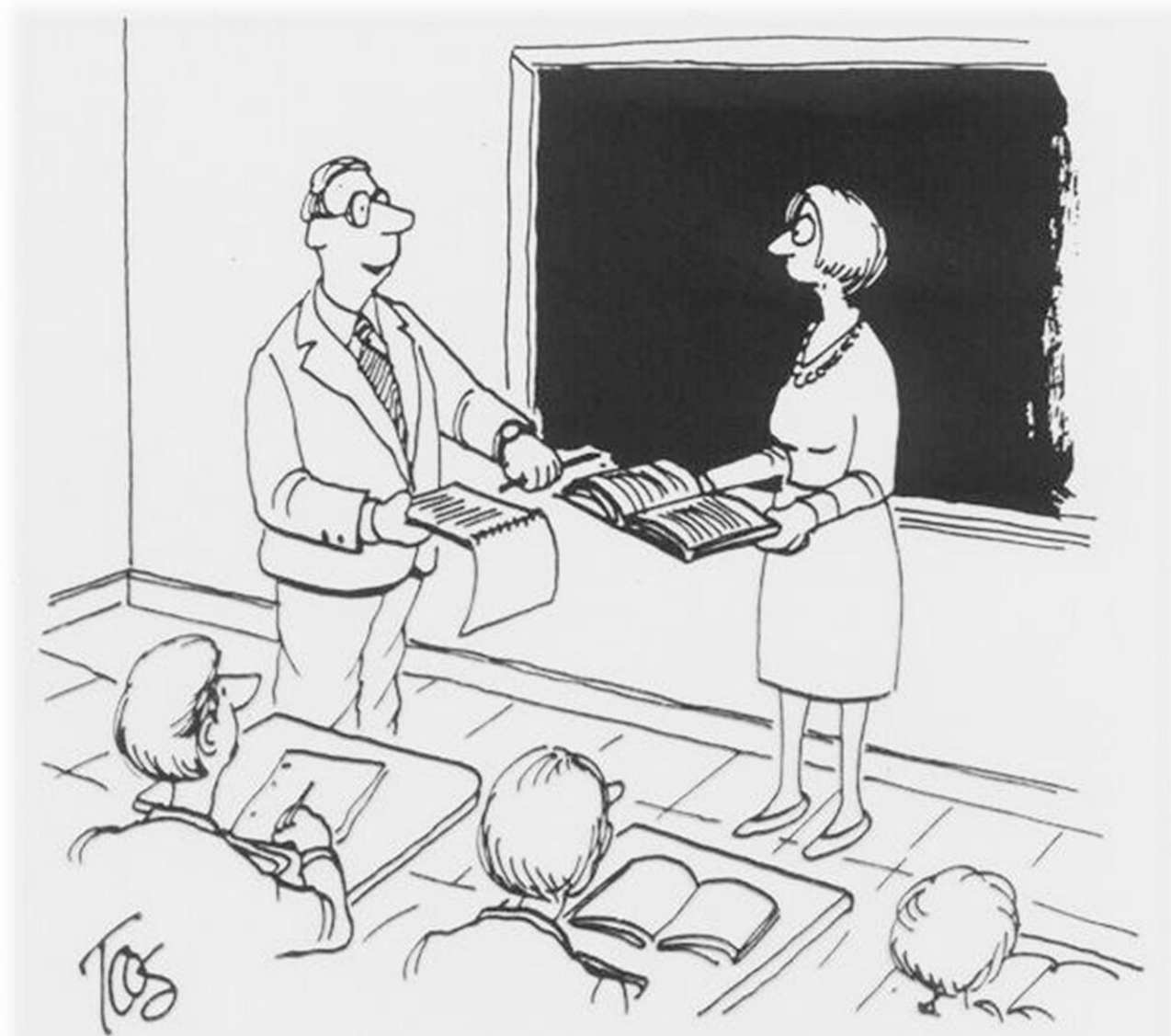


DOMAIN: Teaching Practice *continued...*

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

- 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 student and parents informed and to chart student progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement





"Your evaluation is based on what you do in the next 30 seconds. Go!"



There is a Process

Ideally the process should take place within a 2-week period.

Pre-Observation Meeting (required)

Purpose of Pre-Observation Meeting

- Clarify the process and expectations
- Choose the best time and date for classroom observation. Some things to keep in mind when choosing a date.
 - Not on a Monday or a Friday
 - Morning is better than afternoon
 - Not the day before or after a holiday – like Thanksgiving, Halloween, Valentine's Day, Easter
- Talk about the lesson(s) that will be observed
 - The plan
 - Expectations for student learning
- Talk about your strengths
- Talk about the make-up of your class
- Overview of the 8 competencies
- Talk about the competencies to be the focus of the classroom visit



To prepare for the pre-observation meeting you could:

- Become familiar with the competencies and Board documents
- Review the Collective Agreement sections (L5.05, L5.06) that deal with TPA
- Have the principal come to your classroom for the meeting so student work, portfolios, and artifacts to demonstrate evidence of your strengths are available (assessments, resources)
- Be prepared to engage in professional dialogue about your teaching practice
- Have complete lesson plans connected to the curriculum
- Various assessment strategies
- Evidence of addressing competencies
- Complete long-range plans
- Prepare your students



Classroom Observation

- There is to be one classroom observation in one continuous block of time on the date and time agreed upon.
- Your principal or vice principal may observe.
- The “classroom” is the environment where you normally teach. This could include the gym, in another teacher’s classroom (LST, ESL) or a small group setting.



To make the observation go smoothly you can:

- Check your Pre-Observation Meeting notes to review the focus competencies
- Be aware of transition and pacing
- Demonstrate behaviour management techniques
- Use instructional strategies that you know work – now is not the time to try a new instructional strategy
- Have your classroom prepared for the evaluation
- After the observation make some notes that you want to discuss in the Post-Observation Meeting



Post-Observation Meeting

This meeting should take place as soon after the observation as possible.

The teacher and the principal must meet to discuss the results of the observation and other information relevant to the principal's appraisal of the teacher's performance including the teacher's participation in the New Teacher Induction Program.

The teacher should leave the Post-Observation Meeting knowing their rating.

Satisfactory

- There will be discussion/feedback on strategies for growth with input from the Teacher to reflect outcomes of the appraisal. These growth strategies must be in the summative report.

Development Needed

- Growth strategies must be in the Enrichment Plan for New Teachers. This plan is developed by the principal with input from the teacher and includes supports through the NTIP.
- Ask questions so that you understand the feedback.



You can prepare for the post-observation meeting by:

- Taking some time to reflect on the lesson and be prepared to comment on the strengths/weaknesses of the lesson and the competencies that were the focus of the lesson.
- Having evidence of other competencies.



Summative Report

The evaluation report shall be given to the teacher within fifteen days of the evaluation.

There should be no surprises for the teacher in the Summative Report. It should be a reflection of the discussions throughout the process.

The Evaluator will:

- comment on New Teacher competency
- indication of participation in NTIP
- provide an overall rating of the teacher's performance – either satisfactory or development needed

The Teacher will:

- sign the report to indicate receipt only
- if you do not agree with the report, you have options for follow-up. Contact the ETFO Thames Valley Teacher Local office to discuss your concerns.



Summary of possible rating for New Teachers at each stage of the appraisal process

1st Performance Appraisal

- Satisfactory or Development Needed

2nd Performance Appraisal

- If Satisfactory on first appraisal – either Satisfactory or Development Needed
- If Development Needed on first appraisal - either Satisfactory or Unsatisfactory

Subsequent Performance Appraisals

- Satisfactory or Unsatisfactory



Summary of possible rating for New Teachers at each stage of the appraisal process *continued...*

Development Needed

- If you receive a development needed rating call the ETFO Thames Valley Teacher Local office
- Enrichment plan developed within 15 days of Summative Report
- A second appraisal must be conducted within first 12 months of teaching

On Review

- unsatisfactory in 2nd Performance Appraisal when Development Needed in 1st Performance Appraisal
- Improvement Plan developed and implemented within 15 days
- 3rd Performance Appraisal must be conducted within 120 school days of receipt of the 2nd Summative Report

If you do not get 2 satisfactory Performance Appraisals in the first year you move into NTIP year 2.



Documents

Collective Agreement (L5.05, L5.06)

*Thames Valley District School Board - PROCEDURES
FOR THE SUPERVISION OF TEACHING STAFF*

*Ministry – TEACHER PERFORMANCE APPRAISAL –
Technical Requirements Manual 2010*

ETFO Provincial – PRS MATTERS



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