

*“Wow, I’m so excited for my  
performance appraisal today!”  
Said no one ever.*

# **Teacher Performance Appraisal (TPA)**

Wednesday, November 12, 2025

## ***Presenter***

*Jennifer Hillner, Vice President  
ETFO Thames Valley Teacher Local*

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.

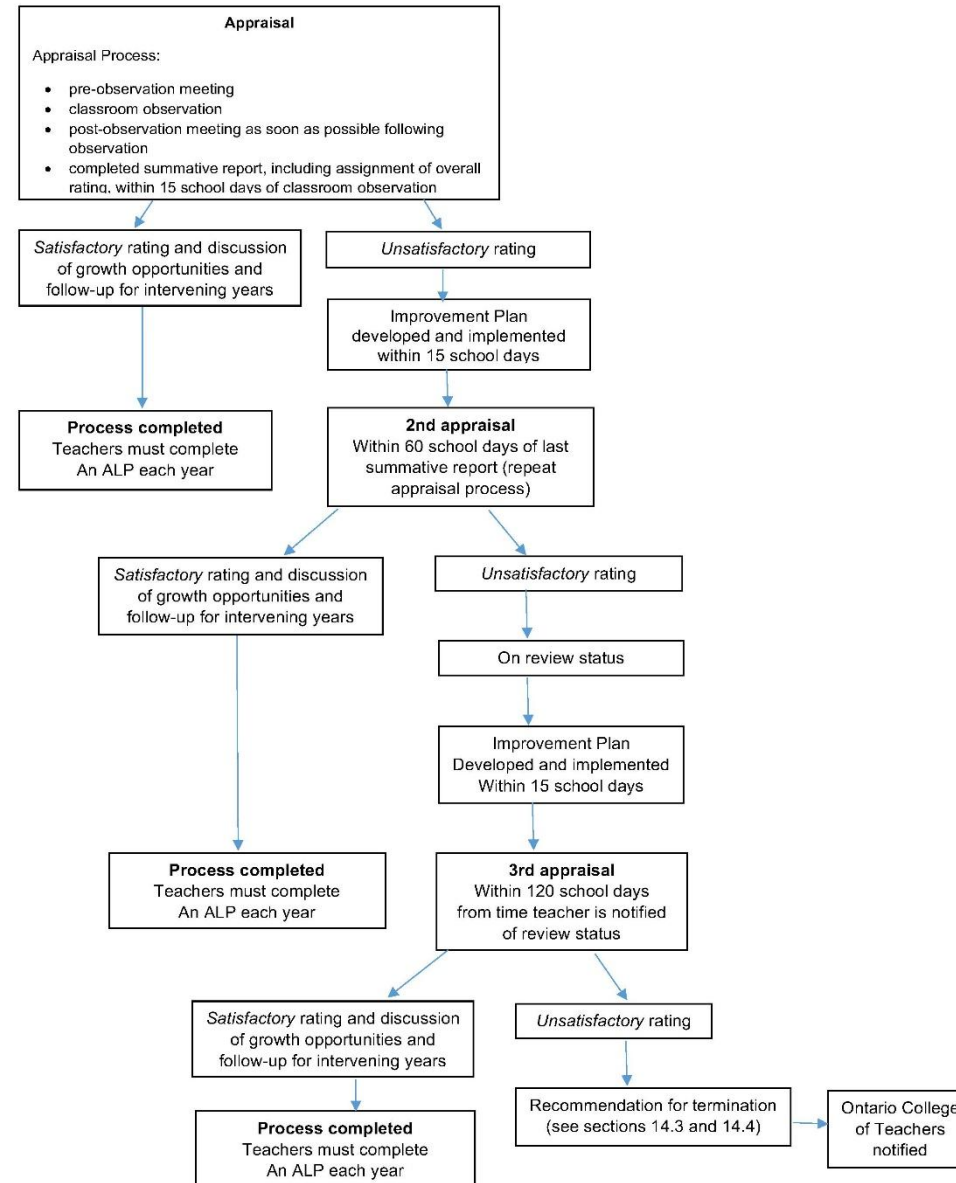
Teacher supervision is ongoing (ALP, classroom observation). On a five-year cycle there is Teacher Performance Appraisal. There are 4 years without evaluation and the fifth year is evaluation year. There can be an evaluation out of cycle if there are significant performance concerns. Some leaves may also impact the cycle.



Notification of an evaluation year must be given to the teacher by **October 10<sup>th</sup>**. If notification is given after **October 10<sup>th</sup>** members are advised to contact the Thames Valley Teacher Local office at **519-474-3150**.

TPA process will not begin after **May 31<sup>st</sup>**, unless requested by the teacher.

### Performance Appraisal of Experienced Teachers Flow Chart



# Components of the TPA Process for Experienced Teachers

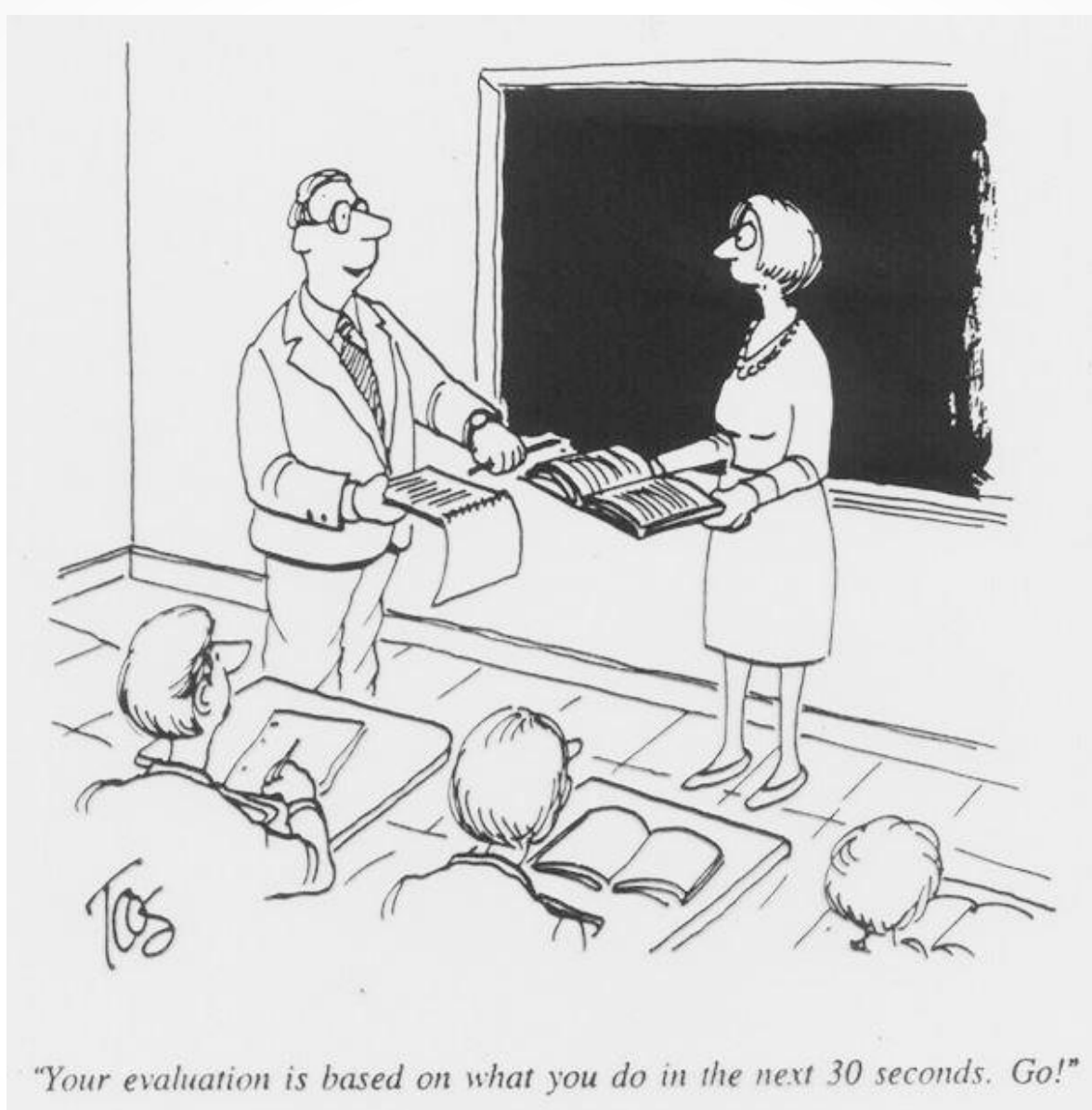
- Five-year evaluation cycle
- One appraisal in evaluation year
- Two-point rating scale (satisfactory, unsatisfactory)
- Pre-observation meeting, classroom observation, post-observation meeting
- Summative report
- Five domains – 16 competencies
- “Look fors”
- ALP

# Annual Learning Plan (ALP)

- The ALP is a component of the TPA process for experienced Teachers.
- Provides an opportunity to reflect on your professional learning and growth throughout the year.
- Helps to collaborate with your Principal on strategies to direct your professional learning between appraisals.
- An experienced Teacher must have an ALP each year that includes the Teacher's professional growth objectives, as well as their proposed action plan and timelines for achieving those objectives.
- The ALP must be updated each school year and in an observation year it must be reviewed as part of the performance appraisal process
- In a non-evaluation year, a meeting is not required.
- A minimum of 2 professional growth goals are required.

## Areas of the ALP where you have the opportunity to exercise professional judgement

- The ALP is Teacher authored and Teacher directed.
- When setting your professional growth goals, you may take into account the Summative Report of your most recent performance appraisal. You may also consider school and board improvement goals.
- You decide which professional activities to include in the ALP.
- You decide the timelines for carrying out the professional activities in the action plan.
- You can decide if it is appropriate to gather parental and student input in developing, reviewing and updating your ALP.



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



# Pre-Observation Meeting (required)

The Annual Learning Plan (ALP) can be reviewed.

ALP is a reflection of Teacher's professional learning and is **Teacher authored and directed**. Teachers are under no obligation to add school, Board or Ministry goals to their ALP.

ALP form is available on the Employee Portal.

[www.etfo.ca](http://www.etfo.ca) ALP template and tips for teachers.

# 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
- 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 16 competencies.
- Talk about the competencies to be the focus of the classroom visit.

# Given the purpose of the pre-observation meeting what would you do to prepare?

- Become familiar with the competencies and board documents. Write down some examples in each category.
- Record evidence of addressing competencies.
- 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. The more prepared you are the less anxious you will be.
- Have complete lesson plans connected to the curriculum.
- Various assessment strategies.
- Complete long-range plans.

# Classroom Observation

There is to be one classroom observation in one continuous block of time on the date at the time agreed upon.

If an additional observation is requested, please call the Local.

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.

# What can you do to make the observation go smoothly?

- 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.
- Prepare your class in advance.
- 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.

There will be discussion/feedback on observation of the lesson, competencies that were the focus of the appraisal comments for the summative report and goals and strategies to consider to update and carry out the ALP.

Ask questions so that you understand the feedback.

# How could you prepare for the post-observation meeting?

Take 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.

Have evidence of other competencies.

# Summative Report

- The evaluation report shall be given to the Teacher within fifteen days of the observation.
- 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 competencies identified in pre-observation meeting as the focus of the TPA (evaluator may also comment on other competencies assessed throughout the process).
- Provide an overall rating of the Teacher's performance – either satisfactory or unsatisfactory.
- Recommend professional growth goals and strategies for the Teacher to take into account in developing, reviewing and updating the ALP.

## 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 office to discuss your concerns.



# Timelines

- 5-year cycle
- Four years free of formal evaluation
- Evaluated in the fifth year (board approved leaves may extend this time line)
- Principal can evaluate out of cycle but must justify the need to evaluate (significant concerns)
- Notification - By October 10<sup>th</sup>
- Summative Report
- Within 15 school days of the observation

# Timelines *continued...*

## ALP

- No specific timelines

## Unsatisfactory

- If you receive an unsatisfactory rating call the ETFO office.
- Improvement plan developed within 15 days of summative report
- A second appraisal must be conducted within 60 school days of receipt of the Summative Report

## On Review

- 2nd unsatisfactory appraisal
- Review and update of Improvement Plan
- Third appraisal must be conducted within 120 school days of receipt of the second Summative Report

# 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
- Annual Learning Plan – Thames Valley District School Board web site

Employee Portal

↳ Reference

↳ Electronic Forms

↳ All Forms

↳ Annual Learning Plan

- ETFO Provincial – PRS MATTERS

# CONTACT INFORMATION

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THANK  
YOU