

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	PERSONNEL	
Management Guideline	TEACHER PERFORMANCE APPRAISALS	
Applicable Policy	TEACHER PERFORMANCE APPRAISALS	721
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Board Approved: May 23, 2012	Review: June 6, 2017 May 1, 2012	Review by: December 2022
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DEFINITIONS:

“appraisal”: monitoring the degree to which teachers meet their duties and responsibilities as outlined in the Education Act and Regulations.

“experienced teachers”: all teachers who have completed the New Teacher Induction Program or who held permanent positions in an Ontario school prior to the NTIP’s implementation in Sept. 06.

“new teachers”: all teachers certified by the Ontario College of Teachers (including teachers trained out-of-province) who have been hired into permanent positions (full-time or part-time) by a school board to begin teaching for the first time in Ontario and must complete the New Teacher Induction Program.

“occasional teachers”: certified teachers who are not hired into a permanent positions but are substituting for teachers.

“long term occasional teachers”: means a teacher who is required to teach for a period of ten (10) or more consecutive days as a substitute for the same teacher. For the purposes of teacher evaluation, teachers who have been placed on the Occasional Teacher List and hired on a Long Term Occasional position lasting four consecutive months or greater will be evaluated.

“continuing education teachers”: certified teachers who are teaching in an adult learning day school.

1.0 Responsibilities

1.1 Board Responsibilities

- 1.1.1 The Board will ensure that the performance of every new teacher and experienced teacher is appraised according to Ministry scheduling requirements and that every experienced teacher they employ has an updated Annual Learning Plan (ALP) each year.
- 1.1.2 The board will ensure that the performance of every Long Term Occasional Teacher (who has been placed on the Occasional Teacher List and hired on a Long Term Occasional position lasting four consecutive months or greater) is evaluated according to the Superior-Greenstone District School Board Long Term Occasional Teacher Evaluation Manual.

- 1.1.3 The Board will ensure that all teacher performance appraisals reflect the duties and expectations in accordance with the Education Act and the regulations and guidelines of the Ministry of Education and of the Board.
- 1.1.4 The Board will promote a growth-oriented performance appraisal context that emphasizes the importance of professional dialogue and collaboration to help foster an effective learning community in each school.
- 1.1.5 The Board will ensure that new or experienced teachers who are not performing their duties satisfactorily as outlined in the Education Act and Regulations are given the assistance, support, time and protection that they are due.
- 1.1.6 The Board will provide information on the TPA process to teachers, parents, students and School Councils.
- 1.1.7 The Board will provide professional development on Teacher Performance Appraisals for new administrators.

1.2 Human Resources Responsibilities:

- 1.2.1 The Coordinator/Administrator of Human Resources Services will establish a schedule of performance appraisals for all permanent teachers and will share this report on an annual basis with the appropriate Principals.
- 1.2.2 The Coordinator/Administrator of Human Resources Services will provide the New Teacher Induction Program Coordinator with the names of new teachers who have not completed the NTIP at the start of each school year and as appropriate during the school year.
- 1.2.3 Human Resources will ensure that all performance appraisals for both new and experienced teachers are tracked and documented. All required documents must be kept for a minimum of six years from the date of each summative report.
- 1.2.4 When a teacher is being seconded to another board, Human Resources will advise the receiving board as to the teacher's position in the appraisal cycle.
- 1.2.5 Human Resources will provide copies of all appraisal/evaluation documents as well as information about the NTIP induction elements in which the teacher has been involved, for NTIP teachers who transfer schools or Boards while still completing the NTIP, to the new Principal.
- 1.2.6 Human Resources will request specific information, from the previous employer, about performance appraisals, NTIP participation or resignation or termination of employment that may have taken place while that teacher was on review, if considering employing a new teacher who has not yet completed the NTIP with another board. A similar process is to

be followed when the Board is considering hiring an experienced teacher.

- 1.2.7 Human Resources will notify the Ontario College of Teachers within 60 calendar days of the second satisfactory rating, for teachers who successfully complete the NTIP requirements in order for teachers to receive their NTIP notations. (Education Act Section 272)

1.3 Principal Responsibilities:

- 1.3.1 All Principals must conduct Teacher Performance Appraisals and Long Term Occasional Evaluations with all teachers assigned to their school(s) according to Ministry legislation and the requirements outlined in the *Teacher Performance Appraisal Technical Requirements Manual 2010* and those specified by the Board.
- 1.3.3 The Principal must collect evidence to support his or her appraisal of the teacher's performance, be informed by a rich body of evidence gathered over time and must take into account a range of perspectives. Such evidence will come from the classroom observation, review of teaching materials, discussions with the teacher as well as walk-throughs.
- 1.3.4 Principals will ensure that every experienced teacher completes an Annual Learning Plan yearly. Principals will inform each experienced teacher of the location of ALP forms and set a due date for 4 weeks after the teacher begins teaching.
- 1.3.5 Copies of individual Teacher Performance Appraisal documentation will be made available to a new incoming Principal upon their request.
- 1.3.6 It is highly recommended that the Principal involve federation representatives when conducting a TPA on a teacher outside of the 5 year cycle.

1.4 Teacher Responsibilities:

- 1.4.1 Teachers determine their own professional growth recognizing expectations of the Ontario College of Teachers' Standards of Practice, and Competency Statements.
- 1.4.2 Teachers will actively participate in each scheduled appraisal/evaluation or any additional appraisals that the Principal considers advisable with respect to a teacher's performance.
- 1.4.3 Experienced teachers will collaborate annually with their Principal to review and update their Annual Learning Plan.

2.0 Scheduling Requirements For Teachers:

- 2.1 New teachers must be appraised a minimum of twice in the first 12 months of teaching. If two satisfactory appraisals are achieved they then go on a five-year cycle. If two satisfactory appraisals are not achieved the NTIP provides for up to a 24 month timeline to achieve this.
- 2.2 Experienced teachers new to the board must be appraised a minimum of once in their first year.

- 2.3 Experienced teachers must be appraised a minimum of once every five years. A teacher working for only one semester must be evaluated in that semester.
- 2.4 Long Term Occasional Teachers must be evaluated in their first long term occasional contract of four months or greater with the Board.
- 2.5 Timelines in the appraisal process can be adjusted if the teacher and the appraiser are in mutual agreement to the adjustment.
- 2.6 If a step or process is not completed within the Ministry established timelines, it must be completed by the appropriate person as soon as possible thereafter, and timelines for all succeeding steps must be calculated from the time the late step or process was completed.
- 2.7 Time on non-teaching leave does not count as part of the five years. An appraisal must be completed within 60 days of the teachers return from extended leave if an appraisal was to be done the year on leave.
- 2.8 For experienced teachers seconded to another Board to teach, the appraisal cycle continues and the appraisal is done by the receiving Board.

3.0 Guidelines

Boards policies and rules must ensure that all requirements are complied with and must provide for accountability in the event of non-compliance.

- 3.1 There are several factors to consider when determining who will do the appraisal/evaluation if a teacher is assigned to more than one school:
 - If the teacher is teaching outside his/her subject area at one of the schools than the appraisal will be done by the Principal at the school in which the teacher is teaching in his/her subject area.
 - If the teacher has a greater percentage of assignment at one school then that Principal will conduct the appraisal.
- 3.2 If a teacher is assigned teaching duties in the school, as well as other duties, then the appraisal will be conducted in reference to the teaching duties only.
- 3.3 If a teacher is not assigned to duties in the school or a traditional classroom (i.e. curriculum consultants) the TPA will be conducted by the Supervisory Officer when it is time for the teacher's turn in the five-year cycle. The appraisal will be based on those competencies from the Standards of Practice that are applicable.
- 3.4 If a teacher moves to another school within the Board, prior to the completion of a TPA, it will be completed by the new Principal. The fact that a teacher's performance is appraised by different individuals at different stages of the appraisal process does not invalidate the results of the appraisal.
- 3.5 The Principal's duties for conducting performance appraisals/evaluations can be delegated to the school's Vice Principal in cases where there are numerous appraisals to conduct in one year and the Principal believes the VP has the necessary experience or the Principal is unable to fulfil his/her duties.
- 3.6 In cases where there is no Vice-Principal and the Principal is absent or

unable to carry out TPA duties, than those duties will be delegated to a Supervisory Officer. If the assigned SO cannot complete the appraisals scheduled then another SO or the Director will finish the appraisal. It will be the Coordinator of Human Resources' responsibility to inform the SO of the need to complete TPA's. (Ed Act section 277.17, 277.18)

- 3.7 If a teacher's performance appraisal is not completed as scheduled then the Principal must meet with the teacher and a union rep to explain the reason for non-compliance and set a new date in the appraisal cycle for the teacher.
- 3.8 When conducting performance appraisals on new teachers the Principal can consider and comment on more than the 8 required competencies. The teacher must be advised of this during discussions in the pre-observation.

4.0 Additional Performance Appraisals

- 4.1 Additional performance appraisals must be conducted if a new teacher receives a Development Needed or an Unsatisfactory rating or an experienced teacher receives an Unsatisfactory rating. The procedural requirements to follow are in the Technical Manual. (See Flow Charts in the Appendices)
- 4.2 If a Long Term Occasional Teacher evaluation results in an Unsatisfactory rating, then another evaluation can occur at the teacher's request in a subsequent assignment of four months.
- 4.2 A principal may conduct additional appraisals if he/she considers it advisable to do so in light of circumstances related to an experienced teacher's performance. If a Principal is going to conduct additional performance appraisals or put an experienced teacher on review the following procedure must be followed:
 - 4.2.1 The Principal will inform the teacher in writing indicating the reason(s) for the additional appraisal or being placed on review.
 - 4.2.2 The Principal will send a copy of the letter to the union representative, union president and the Superintendent of Education.
 - 4.2.3 The Principal will follow the appraisal process outlined in the Technical Requirements Manual in order to ensure all meeting documentation and follow up summary letters are provided to the teacher in a timely manner.
 - 4.2.4 Union representatives are invited to attend any meetings that occur during the process.
 - 4.2.5 The Principal and SO will provide required support for the teacher.
 - 4.2.6 The Principal will monitor the teacher's progress, provide feedback to the teacher and consult regularly with the Superintendent of Education regarding progress and steps to assist the teacher in improving performance.
 - 4.2.7 If a Principal deems that prompt action is required in the best interests of the students and that the teacher should be removed

from the classroom prior to an assessment taking place or while on review status, the Principal must contact both the SO and the Director immediately to discuss the situation. Federation representatives should also be contacted.

- 4.28 When an experienced teacher receives an Unsatisfactory Rating or is placed on Review Status, the Principal, teacher and union rep will meet to develop an Improvement Plan. The Improvement Plan must be completed within 15 work days. If the teacher does not comply with this requirement the Principal will meet with the teacher and union representation to discuss the problem and set a new due date within two days. Further non-compliance will result in disciplinary action.

5.0 Occasional Teachers and TPA's

- 5.1 Long Term Occasional teachers will not be placed on the Board five year schedule for appraisals.
- 5.2 Every Long Term Occasional Teacher (who has been placed on the Occasional Teacher List and hired on a Long Term Occasional position lasting four consecutive months or greater) is evaluated according to the Superior-Greenstone District School Board Long Term Occasional Teacher Evaluation Manual.
- 5.3 New or experienced long-term occasional teachers can request that their Principal conduct a TPA. The Principal will determine if he/she will conduct the TPA.
- 5.4 If a TPA is to be conducted the Superior-Greenstone District School Board Long Term Occasional Teacher Evaluation Manual will be followed.

6.1 Resources/Handbooks

- Ontario College of Teachers' Standards of Practice for the Teaching Profession
- Teacher Performance Appraisal Technical Requirements Manual 2010
- New Teacher Induction Program Induction Elements Manual 2010
- Forms: www.edu.gov.on.ca/eng/teacher/appraise.html
- Superior-Greenstone District School Board Long Term Occasional Teacher Evaluation Manual

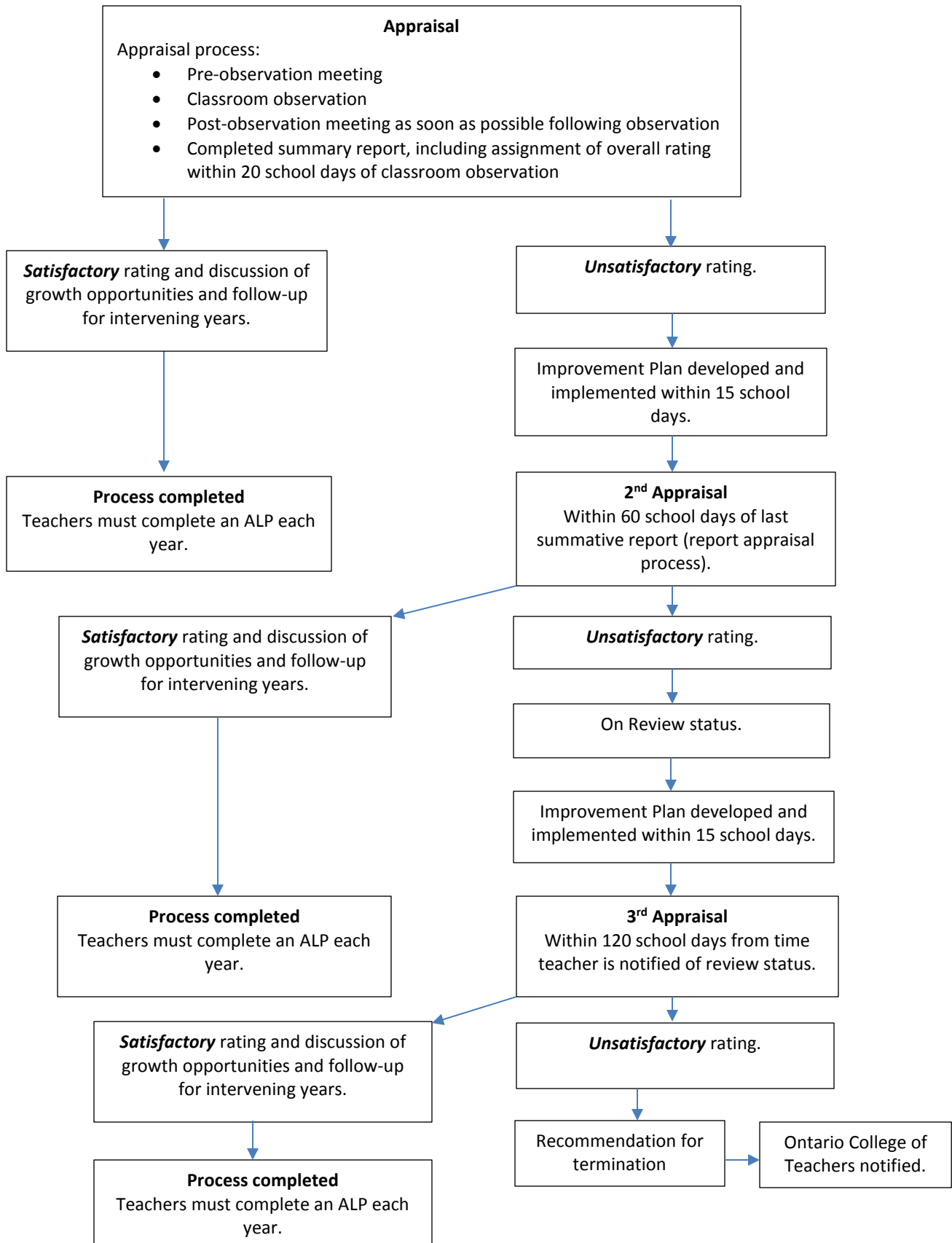
7.1 Appendices

- 7.1 Performance Appraisal of Experienced Teacher Flow Chart
- 7.2 Performance Appraisal of New Teachers Flow Chart (2 pages)
- 7.3 Letter Informing Teachers of their Appraisal Year
- 7.4 Letter Adding a Teacher to the Appraisal List in a Non-evaluative year
- 7.5 Letter to a Teacher Receiving a First Unsatisfactory Rating
- 7.6 Letter to a Teacher Receiving a Second Unsatisfactory Rating
- 7.7 Improvement Plan 1 Form
- 7.8 Improvement Plan 2 Form
- 7.9 Letter Removing a Teacher from "On Review" Status
- 7.10 An Organizer to assist in tracking the steps in the TPA Process

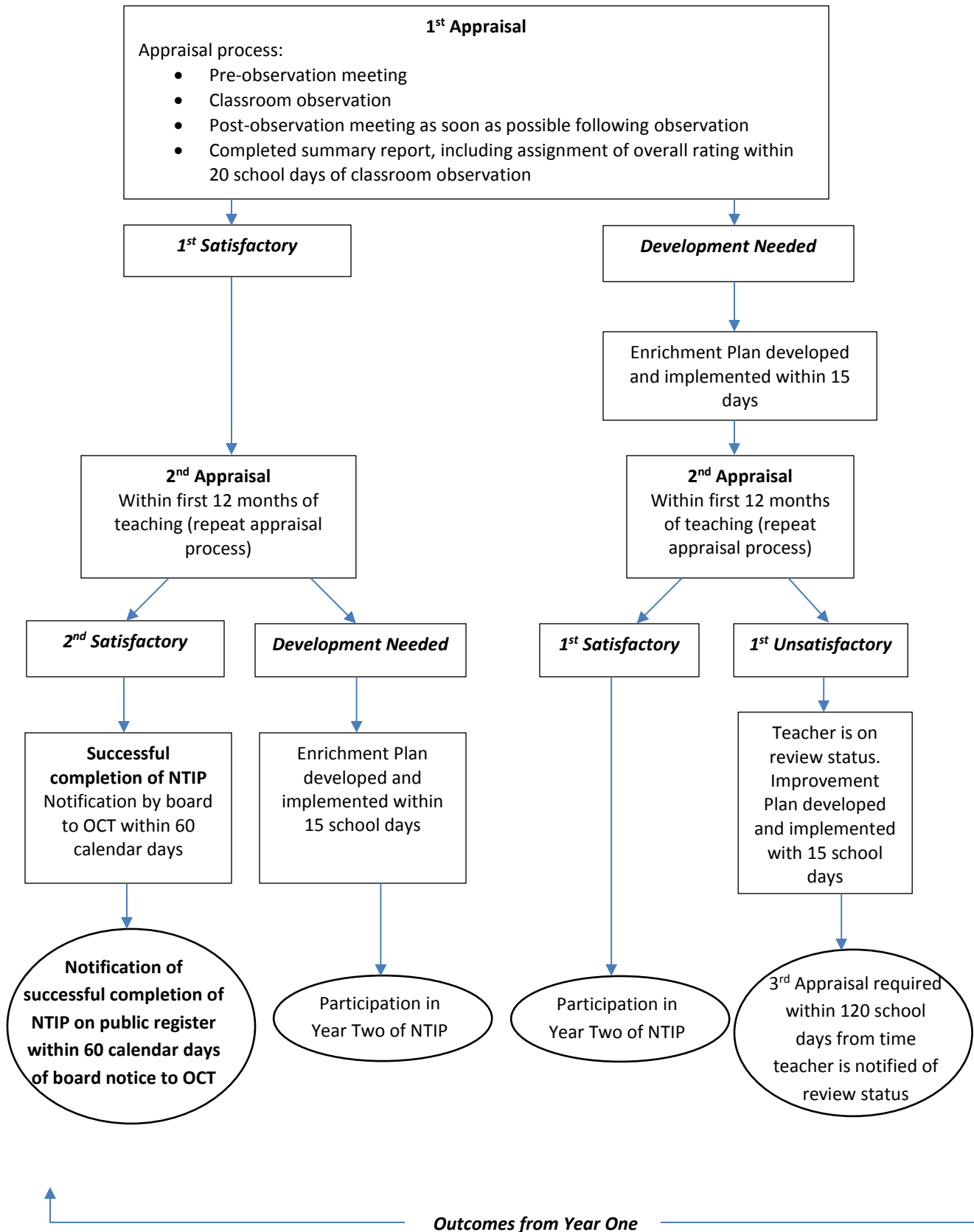
REFERENCES

- Education Act (Part X.1): Teachers' Collective Bargaining
- Education Act Part X.2): Teacher Performance Appraisal
- O. Reg 98/02: Teacher Learning Plans
- O. Reg 99/02 Teacher Performance Appraisal

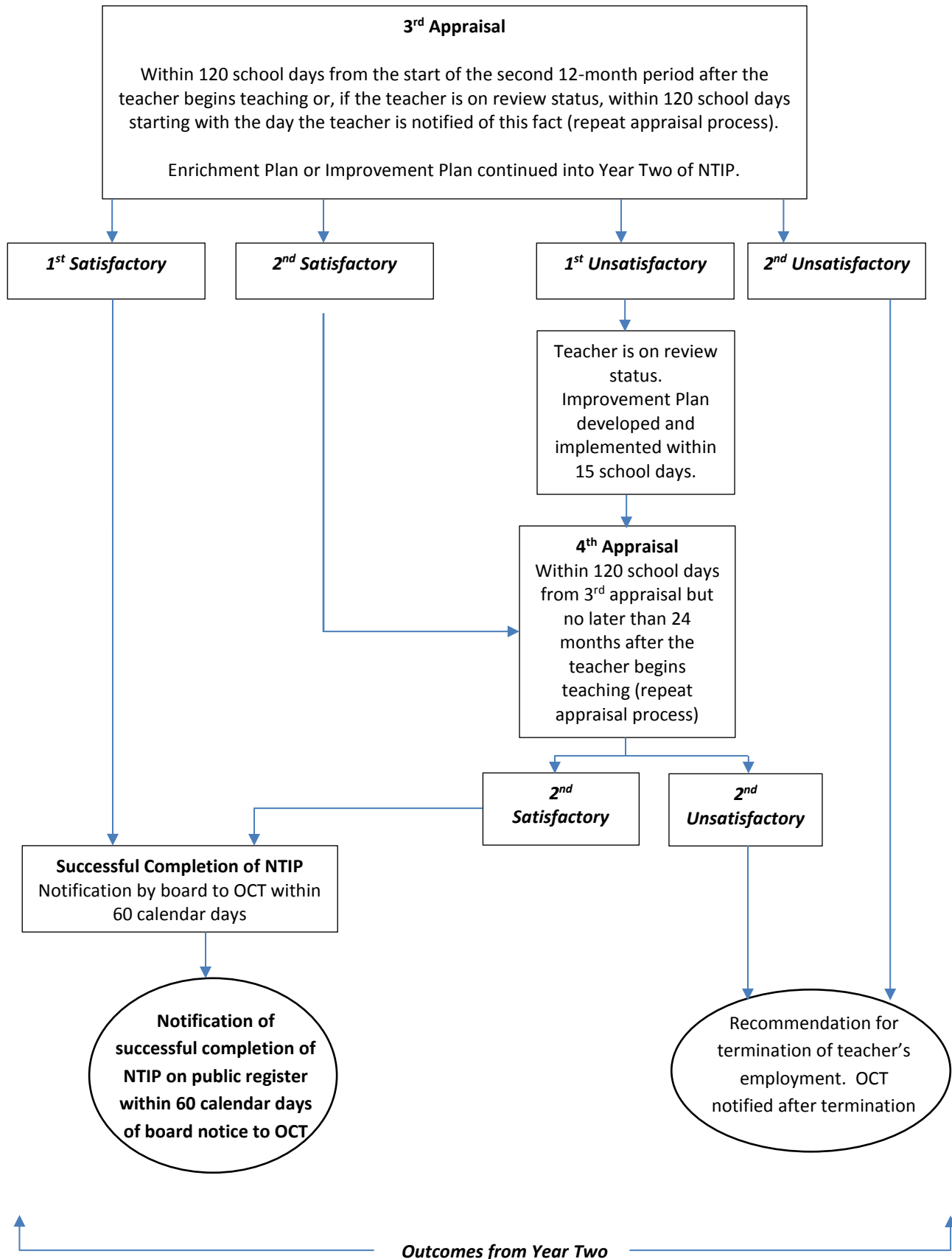
PERFORMANCE APPRAISAL OF EXPERIENCED TEACHERS FLOW CHART



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



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





SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

P.O. Bag 'A', 12 Hemlo Drive
Marathon, Ontario P0T 2E0
Telephone: 807-229-0436 Fax: 807-229-1471
E-mail: boardoffice@sgdsb.on.ca

Date

Name of School

Mailing Address of the School

Community, ON Postal Code

Dear Name of Teacher:

I am sending you this letter as notification that I will be making formal visits to your classroom beginning in September as part of the Teacher Performance Appraisal (TPA) process. This process is an integral part of a continuum of professional learning that supports effective teaching, learning, and assessment practices. It is designed to:

- Promote teacher development;
- Provide meaningful appraisals of teachers' performance that encourage professional learning and growth;
- Identify opportunities for additional support where required.

This process provides teachers and principals with opportunities for reflection and collaboration; resulting in professional dialogue that deepens our understanding of what it means to be a teacher, as reflected in the *Ontario College of Teachers' Standards of Practice for the Teaching Profession*. It includes the following steps:

- A pre-observation meeting and associated procedures;
- A classroom observation;
- A post-observation meeting and associated procedures;
- The completion of a summative report including a rating of the teacher's overall performance (satisfactory or unsatisfactory for experienced teachers);
- The filing of records.

I will be contacting you in early November to schedule the Pre-Observation Meeting. At this time, we will schedule classroom visits, discuss the competencies that could be the focus of the classroom observation, and complete the Annual Learning Plan.

I will be observing and following through the Long Range Plans, Daily Plans, samples of student work, evaluation and assessment materials, and the learning environment:

- Commitment to pupils and pupil learning;
- Professional knowledge;
- Professional practice;
- Leadership in learning communities;
- Ongoing professional learning.

I look forward to my visits to your classroom and to our conversations.

Yours in education,

Name of Principal/Vice Principal
Title



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

P.O. Bag 'A', 12 Hemlo Drive

Marathon, Ontario P0T 2E0

Telephone: 807-229-0436 Fax: 807-229-1471

E-mail: boardoffice@sgdsb.on.ca

Date

Name of School

Mailing Address of the School

Community, ON Postal Code

Dear: ***Insert teacher's name***

As per our conversation on _____, an unscheduled Teacher Performance Appraisal will be conducted with you this year.

According to Part II **6. (1)**, a principal of a school may conduct performance appraisals of a teacher assigned to the school that are additional to those required by section 4, if the principal considers it advisable to do so in light of circumstances relating to the teacher's performance (O. Reg. 264/06, s. 2.). Based on the concerns that I have previously expressed to you, I believe that an evaluation will help us work together to ensure that the students in your classroom receive consistent learning. The evaluation will be conducted by myself.

The performance appraisal process for experienced teachers is designed to foster teacher development, provide meaningful appraisals that encourage professional learning and growth, and identify opportunities for additional support where required. Professional dialogue and collaboration are a critical part of the appraisal process. The performance appraisal process provides a framework to assess experienced teachers' practices in a manner that reflects their needs for growth and development and in which both the teacher and the principal take an active role.

The key components of the framework are:

- Competency statements from the *Standards of Practice for the Teaching Profession* to focus the appraisal
- An Annual Learning Plan to identify strategies for growth and development
- Appraisal meetings that promote professional dialogue (pre-observation and post-observation meetings)
- Classroom observation
- A summative report to document the appraisal process
- A two-point rating scale to assess experienced teacher's overall performance
- A process for providing additional support if required

More information regarding each of the above components is available from the *Performance Appraisal of Experienced Teachers Technical Requirements Manual* on the Ministry website www.edu.gov.on.ca.

I look forward to meeting with you to discuss the process and establish timelines for your evaluation, and to the professional dialogue that will result from this process. Please contact me with questions and concerns.

Yours in education,

Name of Principal/Vice Principal

Title

Cc: Superintendent of Education

Superintendent of Business/HR

EXPERIENCED TEACHER PERFORMANCE APPRAISAL PROCEDURES

LETTER FOR FIRST UNSATISFACTORY

To be delivered at the improvement plan meeting

On Board Letterhead

Date: ***Insert date of the improvement plan meeting***

Dear: ***Insert teacher's name***

This letter will confirm that your performance has been appraised in accordance with the Superior-Greystone District School Board's Teacher Performance Appraisal Procedures and that your performance has been rated "unsatisfactory". You have received a development needed rating followed by an unsatisfactory rating in the current evaluation cycle and as a result, you have been placed on review status.

The Summative Report which you have received incorporates the reasons for the unsatisfactory rating and outlines what is lacking in your performance. The Improvement Plan that will be discussed today will highlight the steps and actions you need to take to improve your performance and what is expected in the areas where performance is lacking. It will also list a variety of supports that will be put in place to help you improve your performance.

In accordance with legislated requirements, another appraisal will be completed within one hundred twenty (120) school days from the date of the delivery of the summative report but no later than 24-months from your contract start date.

Please be assured that the administration of ***insert name of school*** is prepared to provide you with assistance and is committed to working with you to improve the level of your teaching performance.

Sincerely,

Superintendent of Business/HR

Cc: School Principal
Superintendent of Education
Board Lead with Responsibility for NTIP/TPA
Personnel File

EXPERIENCED TEACHER PERFORMANCE APPRAISAL PROCEDURES

LETTER FOR SECOND UNSATISFACTORY

To be delivered at the improvement plan meeting

On Board Letterhead

Date: ***Insert date of the improvement plan meeting***

Dear: ***Insert teacher's name***

This letter will confirm that your performance has been appraised in accordance with the Superior-Greenstone District School Board's Teacher Performance Appraisal Procedures and that your performance has been rated "unsatisfactory". This is the second unsatisfactory rating that you have received in the current evaluation cycle and as a result *you have been placed on review status.*

The Summative Report which you have received incorporates the reasons for the unsatisfactory rating and outlines what is lacking in your performance. The Improvement Plan that will be discussed today will highlight the steps and actions you need to take to improve your performance and what is expected in the areas where performance is lacking. It will also list a variety of supports that will be put in place to help you improve your performance.

In accordance with legislated requirements, another appraisal will be completed within one hundred twenty (120) school days from the date of the delivery of the summative report.

Please be assured that the administration of ***insert name of school*** is prepared to provide you with assistance and is committed to working with you to improve the level of your teaching performance.

Sincerely,

Superintendent of Business/HR

Cc: School Principal
Superintendent of Education
Board Lead with Responsibility for NTIP/TPA
Personnel File

Appendix C

Enrichment Plan for New Teachers

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

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

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

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

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

Competencies Requiring Development

--

Expectations

--

Element(s) of NTIP to Be Provided to Teacher

--

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

--

Release Days (if required)

--

Sample C –Enrichment Sample Plan (continued)

Teacher's Comments on the Enrichment Plan (Optional)

Principal's Comments on the Enrichment Plan (Optional)

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Principal's Signature

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

X

Date (yyyy/mm/dd)

Teacher's Signature

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

X

Date (yyyy/mm/dd)

Supervisory Officer's Signature

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

X

Date (yyyy/mm/dd)

Appendix C: Enrichment Plan

Appendix D

Improvement Plan for New Teachers

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

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

Teacher's Last Name**Teacher's First Name****Principal's Last Name****Principal's First Name****Name of School****Name of Board**

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

Competencies Requiring Improvement**Expectations**

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

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

Sample Indicators of Success

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Teacher's Comments on the Improvement Plan

Principal's Signature

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

X

Date (yyyy/mm/dd)

Teacher's Signature

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

X

Date (yyyy/mm/dd)

Supervisory Officer's Signature

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

X

Date (yyyy/mm/dd)

TEACHER PERFORMANCE APPRAISAL PROCEDURES

LETTER REMOVING A TEACHER FROM ON REVIEW STATUS

To be delivered with the summative report

On Board Letterhead

Date: ***Insert date of the improvement plan meeting***

Dear: ***Insert teacher's name***

This letter will confirm that your recent teacher performance appraisal, conducted in accordance with the Superior-Greenstone District School Board's Teacher Performance Appraisal Procedures, has resulted in a satisfactory rating. As a result you are no longer on review status. Congratulations on the improvements you have made.

This completes your formal performance appraisal in this evaluation cycle. If you have further questions, please contact me directly.

Sincerely,

Superintendent of Business/HR

Cc: School Principal
Superintendent of Education
Board Lead with Responsibility for NTIP/TPA
Personnel File

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD - TEACHER PERFORMANCE APPRAISAL PLANNER

Date of TPA orientation meeting(s):

Pre-observation meeting date:

Possible sources of evidence:

- Information about class to be observed: number of male and female students, students with special needs, IEP's, ESL learners, FNMI learners, presence/role of Educational Assistant;
- Daily planning records (daybook/planner) with evidence/links to ministry curriculum and policies, including integration of our Board's Essential Practices;
- Unit or short range plans for current programs taught;
- Course outline for each course (secondary) / Long Range Plans (elementary);
- Board assessments – e.g. Student Success Data, EQAO Grade 9 Math, OSSLT Data, CASI/PM Benchmark Data/Running records;
- Mark book/records (whole class and one individual student mark print out);
- Sample progress reports/report cards, tests, rubrics and checklists with connections to the achievement charts;
- Evidence “as of, and for learning” with modifications/accommodations;
- Examples of student assessment and feedback, including evidence of conferencing with students;
- Communication records – i.e. log of home communication, newsletter samples, monthly calendar, teacher web pages (blogs), evidence of student agenda use;
- Special Education materials/record keeping – list of identified high needs students and supports used, evidence of modifications and accommodations, use of assistive technology, safety plans, working knowledge of IEP's, including updates and when parents were informed;
- Classroom Environment including: expectations, routines, progressive discipline plans, medical plans, learner profiles (who are my students), evidence of character education, evidence of a focus on equity and inclusion, use of technology in the classroom and through student work;
- Occasional teacher package;
- Experienced teachers are encouraged to complete pages 15 – 19 of the Log of Teaching Practice (be sure to include titles of journals/articles/books read and list of websites visited). Log available on the Ministry of Education website: <http://www.edu.gov.on.ca/eng/teacher/appraise.html>
- Other sources of evidence may include:
 - Professional portfolio
 - Integration of PD, TLCP's or PLC work into classroom practice
 - Other contributions to the school community culture
 - AQ's/Courses taken and evidence of application
- ALP/Individual NTIP Strategy Form with evidence of action

Classroom observation date:

The lesson plan must be provided the day before the scheduled visit:

- This lesson plan must include: Specific curriculum expectations, resources to be used in the lesson, the essential practices utilized, modifications and accommodations for students with special needs, assessment/evaluation strategies to be used;
- Teachers will provide a current seating plan.

Post-observation date:

- If the ALP/Individual NTIP Strategy Form was not discussed during the pre-observation meeting, please discuss at the post observation meeting.

The following questions may be discussed at the pre and/or post-observation meetings:

1. How will the lesson be observed:
 - a) connect to the curriculum
 - b) support literacy/numeracy learning
2. What supports will be provided for identified, high needs, FNMI and ESL students?
3. How will students be assessed and evaluated, and how will results be used?
4. How do you work with colleagues to promote learning for at-risk students?
5. How do you promote social-emotional development in your class? Within the school?
6. How do you plan for the day/week/term/year to ensure that all expectations are covered?
7. How do you participate in the professional learning community of the school/board?