

## Teacher Performance Appraisal for New Teachers

The New Teacher Induction Program (NTIP) has been designed to support the growth and professional development of new teachers. The performance appraisal process for new teachers has been designed to support and promote the continued growth and development of new teachers. The appraisal can foster the collaboration and relationship building that is essential to creating and sustaining a professional learning community in schools. It is especially important to see the appraisal process as a supportive and effective way of helping new teachers develop into confident and proficient teachers.

The appraisal process for new teachers provides teachers with a framework to encourage improvement efforts aimed at student success. Essential in this process is the engagement of new teachers in professional dialogue that deepens their understanding of what it means to be a teacher as described in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*. It occurs in conjunction with the orientation, mentoring, and professional learning elements of the New Teacher Induction Program. Two successful appraisals in the first 12 months are required for completion of NTIP.

### Key Components

- Competency statements are designed to focus the appraisal on the immediate skills, knowledge, and attitudes that new teachers require to meet the Ontario College of Teachers' Standards of Practice for the Teaching Profession.
- Appraisal meetings promote professional dialogue between the principal and teacher. A principal must arrange a pre-observation meeting before the classroom observation and a post-observation meeting after the classroom observation. These meetings provide opportunities for reflection and collaboration to promote growth and improvement.
- A Summative report is completed to document the appraisal process, which becomes a vehicle for teachers to reflect on the feedback they receive and to monitor their own growth.
- A rating scale and rubric is available to assess new teachers' overall performance and provide necessary feedback about strengths and areas for growth.
- First TPA – Teachers may receive either a Satisfactory or a Development Needed  
Second TPA – For a teacher who receives a Development Needed performance rating, the scale on subsequent appraisals is Satisfactory or Unsatisfactory.
- A process for providing additional support depending on the outcomes of the appraisal.