



# TEACHER PERFORMANCE APPRAISAL FOR EXPERIENCED TEACHERS

## ETFO BELIEF STATEMENTS

### ETFO believes...

1. That teacher performance appraisal is a valuable component of teacher professional development and growth.
2. That to be most effective, teacher performance appraisal must be fair, collaborative, transparent, and a positive growth experience where both the teacher and the principal take an active role.
3. That members of ETFO are entitled to federation representation during the performance appraisal process.
4. That members of ETFO have the right to:
  - know what standards of performance are expected;
  - notice and feedback;
  - the opportunity to improve and receive assistance for improvement;
  - sufficient time to carry out the required improvement.
5. That acting principals and vice-principals, who remain active members of ETFO, must not evaluate teachers.
6. That all administrators must receive extensive training on the various aspects of effective performance appraisal including:
  - professional dialogue;
  - reflective practice;
  - ongoing professional learning.
7. That school boards must provide extensive in-service, during the instructional day, to familiarize members with the performance appraisal process prior to being evaluated.
8. That as part of the pre-observation meeting, the principal and teacher will collaboratively discuss and identify which competencies will be most relevant to the teacher's growth and which will be the focus of the appraisal.
9. That teacher input is a key feature in the pre-observation meeting when establishing the date, time, and specific classes to be observed.
10. That the use of the optional "Log of Teaching Practice" resource is by mutual agreement of the teacher and principal.

11. That the "look fors" which are located in the optional "Log of Teaching Practice" must not be used as a checklist of observable behaviours but as suggestions only and as a resource to promote professional dialogue and reflection on practice.
12. That the summative report form is a working document to be completed by the principal in discussion with the teacher throughout the performance appraisal process.
13. That if a principal is considering an unsatisfactory rating, a meeting should be held prior to writing the final summative report with the teacher and a federation representative to advise the teacher and to discuss options.
14. That teacher input is a key feature in the development of the improvement plan and that regular feedback will be provided to the teacher following an unsatisfactory rating.
15. That it is the responsibility of the board to provide the ongoing support and resources needed for the teacher to successfully complete the improvement plan.

### **Annual Learning Plan (ALP)**

16. That teachers engage in ongoing professional development on a voluntary basis related to their own professional needs.
17. That the Annual Learning Plan is teacher-directed and teacher-authored.
18. That extracurricular activities and community involvement are voluntary and must not be required as part of the Annual Learning Plan.
19. That "consultation with the principal" means that the role of the principal is to be "consulted" and to sign the teacher's Annual Learning Plan.
20. That for the evaluation year, the teacher:
  - should complete the Annual Learning Plan in draft form prior to the meeting with the principal;
  - should be prepared to take the lead and discuss the various aspects of the ALP and how each professional growth objective is relevant to the teacher's work.
21. That since a meeting is not required in non-evaluation years, the teacher should decide if he/she wishes to meet with the principal to review the Annual Learning Plan. The principal must sign the ALP.

### **Parental and Student Input**

22. That the teacher will determine the appropriateness of the option to gather parent and student input into the development, review, and updating of the ALP each year.

ST:RW