MEMORANDUM TO: Directors of Education, District School Boards
Supervisory Officers and Secretary Treasurers of School Authorities
Director of Provincial Schools

FROM: Marian Mlakar
Director (A)
Leadership Development Branch

DATE: June 20, 2007

SUBJECT: Revised Teacher Performance Appraisal (TPA) for Experienced Teachers Professional Learning Strategy

I’m pleased to share with you how we are moving forward with the rollout of a comprehensive professional learning strategy to support the effective implementation of the revised Teacher Performance Appraisal (TPA) process for experienced teachers. I would also like to emphasize the importance of your participation and partnership for the successful rollout of this strategy.

The TPA process is seen positively as a powerful tool for both teachers and principals, and there is concurrence among stakeholders about the need to work collaboratively to develop a common understanding and approach. Building on the partnerships established through the Working Table on Teacher Development and the Education Partnership Table, the strategy presents a unique opportunity to continue to work together to support teacher, principal, vice-principal, supervisory officer and school board participation in the revised TPA process.

In order to strengthen this support and partnership at the provincial, regional and local levels, we have taken steps to establish a Provincial Coordinating Committee (PCC), a Ministry Professional Learning Support team, School Board Resource teams, and Regional Support teams across the province. A visual depiction of the strategy as well as a description of the structures and supports that will be in place are provided for your reference in Attachment 1.

The professional learning that takes place through this strategy will move beyond the technical requirements of the revised TPA process to focus on effective appraisal practice. Face-to-face professional learning sessions will be provided by the Ministry to school board resource teams in each region beginning next September. In order to expand the reach of professional learning, additional materials and supports will continue to be made available up to June 2008. Copies of the Performance Appraisal of Experienced Teachers: Technical Requirements Manual will be distributed to school boards by September.
In preparation for the professional learning sessions that will take place beginning in September, I ask that you establish your school board resource teams over the next month. A blank fax template is attached for you to send in to identify the names of individuals that will participate on your board teams. Please fax your information by July 6, 2007 in order for us to organize the sessions. Details of the board teams and the Fall sessions are provided for your reference in Attachment 1.

The school board resource teams should include:
- One Supervisory Officer (SO) responsible for TPA
- One SO responsible for NTIP (if not the same as above)
- One practicing elementary/secondary principal
- One practicing elementary/secondary teacher
- Local elementary/secondary teacher federation representative (executive)
- Local elementary/secondary principal association representative (executive)
- Others as board teams deem necessary

Members of the board resource teams should have:
- Successful experience implementing the TPA process (supervisory officers, principals)
- Successful experience in participating in the TPA process (teachers)
- Expertise in effective appraisal practice; e.g., growth-focused appraisal (all)
- Expertise in supporting teacher learning and growth (supervisory officers, principals)
- Capacity to provide system leadership in board-level professional learning and ongoing support for the revised TPA process (all)

I also ask that you identify a representative from your board to participate in the regional support team that will be established for your region. Please provide your regional office TPA lead with the name and contact information for this individual by July 6, 2007 in order for the regional teams to be in place by next Fall.

We are developing an approach for the provincial schools and school authorities that will meet their unique needs and circumstances, and will work directly with these groups over the coming months on developing the most useful approach.

I look forward to your participation and partnership and over the next year to implement this professional learning strategy in a manner that focuses on collaboration, professional dialogue and the effective implementation of the revised TPA process.

Sincerely,

Marian Mlakar

Attachments