Performance Appraisal Process for Experienced Teachers  
2007-08 Implementation At-a-Glance

- School boards in Ontario’s publicly funded education system began implementing the revised performance appraisal process for experienced teachers in September 2007. The following is an implementation overview of the revised appraisal process in the 2007-08 school year.

- The ministry held face-to-face regional professional learning sessions for Teacher Performance Appraisal (TPA). At the sessions, the ministry distributed the Effective Practice Binder to support school and board implementation of the revised performance appraisal process and posted it on the ministry’s website.

- For 2007-08, 71 school boards and two school authorities received funding to support the revised TPA process for experienced teachers.

- Boards used funds to establish Resource Teams comprised of members from the board, principal associations and teacher federations for planning and delivering collaborative learning opportunities.

- School Board Resource Teams used the core modules and materials provided in the Effective Practice Binder to plan meaningful staff development opportunities.

- School boards have had the opportunity to share their implementation strategies, effective practices and resources that they have developed through regional teleconferences with participation by the teaching unions.

- School boards submitted compliance statements that summarized activities. The following are highlights from the reporting school boards:

  - Ninety-four percent said they held face-to-face sessions between Resource Teams and principals, vice-principals and experienced teachers.

    You Said It! – School Board Comments

    "Principals and teachers developed a common understanding of the revised performance appraisal process…the opportunity…for joint learning between principals and teachers…was significantly different from the implementation of the last teacher performance appraisal process."

    "The Board Resource Team was a brilliant concept. It created a shared ownership of the process."

    - Boards reported that these face-to-face sessions were important for promoting the benefits of an appraisal process that supports the ongoing professional growth and development of experienced teachers.

- The majority of school boards described helping teachers align their personal development activities with school improvement goals, and using the annual learning plan process as an opportunity for teachers to grow professionally.
• More than one-quarter stated that they held additional question-and-answer sessions for staff to help disseminate information about the TPA processes and strategies in their schools.

• Nearly one-third reported using technological resources such as webcasts to communicate with staff about the TPA process and reinforce the learning or discussions from face-to-face training sessions.

• Some school boards produced videos that they posted on their intranet sites while other boards explored the use of effective internet strategies (through FirstClass collaboration software, or by offering blogging opportunities among teachers, principals, and committee members) to build ‘communities of practice’ around TPA strategies.

• The common objective behind these efforts to complement face-to-face training sessions with technology initiatives was to further develop capacity and provide resources at the school-level about the performance appraisal process.

• Several school boards supplemented their TPA staff development sessions for principals and teachers by offering leadership conferences, developing case studies to help teachers understand how they would be appraised, and providing further initiatives to ensure understanding of new TPA processes. The Ministry offered additional funds to allow boards to continue with board Resource Teams and staff development.

• Sixty-seven school boards requested renewed funding for 2008-09.

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**Notable TPA Activity Examples**

Supplementing in-person meetings with secure, web-based tutorials for principals and teachers to access.

Producing a video in conjunction with a local high school that provided an overview of the TPA process.

Collaborating among principals, vice-principals, union representatives, teachers at joint training sessions.

Hosting a TPA-focused conference involving school and system leaders plus leadership pool candidates.

Producing large poster boards and accompanying pamphlets that highlight the benefits of the Teacher Performance Appraisal process.

Hosting an Open Space Forum for principals and teachers to reflect together on: *The Annual Learning Plan: Creating an Authentic Process That Is Of Value To You As A Teacher.*