ADMINISTRATOR PERCEPTIONS OF ONTARIO’S TEACHER PERFORMANCE APPRAISAL PROCESS

by

Sachin Maharaj

A thesis submitted in conformity with the requirements for the degree of Master of Arts, Department of Leadership, Higher and Adult Education Ontario Institute for Studies in Education University of Toronto

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This study examines the views of administrators (i.e. principals and vice-principals) in Ontario, Canada with regards to the province’s Teacher Performance Appraisal process. A total of 178 responses were collected to a web-based survey that examined five areas: 1) Preparation and training; 2) Classroom observations; 3) Preparing the formal evaluation; 4) The impact on teaching practice; and 5) Improving the process. Results indicate that administrators did not receive extensive training and of the training they did receive, most did not find it very useful. Most administrators did not feel strongly that the classroom observations adequately assessed teacher practice and most did not feel that there had been substantial improvement in teacher practice in their schools as a result of the process. The most common suggestions for improvement were to have more classroom observations, some of which are unannounced; evaluate teachers more frequently; and have more than two rating categories.
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Dedication

For the four women who have had the greatest impact on my life:

My grandmother, Jagdaye Gosyne
My mother, Chandra Maharaj
My wife, Nadia Maharaj
My daughter, Zahra Maharaj.
CHAPTER 1: PURPOSE AND DESIGN OF STUDY

Introduction

“Let’s also remember that after parents, the biggest impact on a child’s success comes from the man or woman at the front of the classroom.” This quote comes from President Barack Obama’s 2011 State of the Union Address and is premised on research findings that show that of the many factors that affect student learning in schools, the most powerful appears to be the effectiveness of individual teachers. This was not always believed to be true. For many years, the conventional wisdom was that factors outside the school were the main determinants of student achievement (e.g. Coleman et al., 1966). This included social class, innate intelligence, family background, and community dynamics, amongst others. This was a significant problem for educators as most of these factors were beyond their sphere of influence. However recent research has given educators cause for hope. Many research studies have now shown that the quality of instruction is the single most important factor in student achievement (Clotfelter, Ladd & Vigor, 2007; Ferguson & Ladd, 1996; Hattie, 2002; Haycock, 1998; Nye, Hedges & Konstantopoulos, 2004; Rice, 2003; Rivkin, Hanushek & Kain, 2005; Whitehurst, 2002; Sanders & Rivers, 1996). The evidence also indicates that having above average teachers for a sustained period of time can overcome the achievement gap between students from higher income and lower income families (Bracey, 2004; Rivkin, Hanushek & Kain, 2001).

All of this indicates that if we are to close the achievement gap we must ensure that all students, but especially our neediest, have the most effective teachers possible. Every day that children are subjected to an ineffective or mediocre teacher allows the achievement gap to widen and we know that good teaching has the potential to close it. It should thus be clear what the principal’s most important job is (or should be): to ensure high quality teaching in every
classroom (Marshall, 2009). But how does the principal do this? Some suggest that the solution lies in hiring and firing practices. This view was summarized in Newsweek’s March 2010 cover story *Why We Must Fire Bad Teachers* addressing the problems of America’s education system: “Nothing, then, is more important than hiring good teachers and firing bad ones” (Thomas & Wingert, 2010). The problem with this view is that within the confines of current collective bargaining agreements, the vast majority of teachers are not candidates for dismissal and in a climate of declining enrolment (in Ontario as well as in other provinces), vacancies are occurring less frequently. So while more effective hiring and firing practices may increase average teacher effectiveness over time, it fails to address the majority of teachers who are currently in classrooms.

The response of many education systems across the world has been to assess and evaluate its teachers. Teacher assessment and evaluation policies exist in many forms across school districts in the United States, Europe, Asia and Latin America (Larsen, 2009). They have received increased attention as part of the overall move towards greater accountability in education and efforts to engender a high quality teaching profession. This study aims to examine one such teacher assessment and evaluation policy from the perspective of administrators, the Teacher Performance Appraisal (TPA) process which was introduced to the province of Ontario in 2002.

**Significance of the Study**

Previous research on teacher assessment and evaluation policies has focused on teachers’ perceptions of these policies and has been conducted primarily in the United States (e.g. Johnson, 1990; Kauchek et al., 1985; Peterson, 2000; Wise et al., 1984;). They have largely documented teachers’ dissatisfaction with the policies due to perceptions that the administrators
conducting the evaluations lacked the resolve, competence or knowledge to evaluate them effectively and did not provide useful feedback.

With regards to Ontario, although not extensive, there has been some research conducted on teacher assessment and evaluation in the province. Prior to the introduction of the TPA in 2002, there were differing policies with regards to teacher evaluation in school boards across Ontario. In 1988, Lawton, Hickcox, Leithwood & Musella examined the performance appraisal systems in 30 school boards across the province and found that almost all teachers (over 80%) saw little or no value in terms of professional improvement resulting from the appraisal process. Since the introduction of the TPA to Ontario in 2002, there have been a few studies examining teacher perceptions of the process. The studies have focused on whether teachers feel the TPA process is being applied in a discriminatory fashion (Miller, 2009), whether they feel it accurately assesses their performance (Barnett, 2006) and whether the policy is being applied consistently to teachers across the province (Larsen, 2009).

The problem is that while these, like most other studies on teacher assessment and evaluation, were conducted from the perspective of teachers, minimal research attention has been directed to the perspectives of those who are actually tasked with conducting the process: administrators. The current lack of focus on the perspectives of administrators has been recognized as a serious deficiency in the literature. As Larsen (2009, p.3) states:

Focusing on teachers’ perspectives and attitudes does not preclude the need for further research on performance appraisals from the perspective of vice/principals…More research is clearly needed in this area given the key role that vice/principals play in TPAs and current shifts to implement performance appraisals for principals and vice principals in Ontario. (p. 3)
This study aims to address this deficiency by examining the perspectives of administrators across Ontario in conducting the TPA process. While an individual teacher in Ontario is evaluated only once every five years, administrators in every school across the province spend considerable amounts of time each and every year evaluating the teachers in their schools. The experience of administrators should therefore be of interest to both researchers and policymakers alike. This will allow us to have a more complete understanding of how the TPA process has been implemented in Ontario’s schools and the extent to which it has been effective in assessing and improving teacher practice.

Research Question

The study aims to address the following primary research question:

- What are administrators’ (i.e. principals and vice-principals) perceptions regarding the effectiveness of Ontario’s TPA process in assessing and improving teacher practice?

Within this primary research question there are nine sub-questions:

1. What are administrators’ perceptions regarding the adequacy of the preparation and training they are being provided in conducting TPAs?
2. What sources of information do administrators consult when evaluating teachers?
3. To what extent does subject area expertise play a role in conducting accurate evaluations?
4. How does their role as an evaluator affect administrators’ relations with their teaching staff?
5. What are administrators’ perceptions regarding the accuracy of the TPA process in assessing teacher practice?
6. To what degree do administrators feel that the TPA process has improved teaching practice in their school?

7. How do administrators feel the TPA process can be improved?

8. Is there a relationship between the gender of administrators and their perceptions of the TPA’s effectiveness in assessing and improving teacher practice?

9. Does administrative experience within specific educational levels (i.e. elementary vs secondary) relate to perceptions of the TPA’s effectiveness in assessing and improving teacher practice?

**Organization of Thesis**

In this chapter, the background, significance of the study and research questions have been provided. Chapter two reviews the relevant literature by first looking at teacher evaluation from a historical perspective. Second, the American literature on teacher evaluation over the past 70 years is presented. Next, the creation and intent behind Ontario’s TPA process is explained. Finally, the Canadian literature on teacher appraisals is examined with special attention to the few studies that have been conducted in Ontario.

Chapter three provides the conceptual framework which guides the research methodology in the subsequent chapter. Chapter four outlines the research design and methodology for this study. Chapter five presents the findings first by examining the results of each question from the survey, then presenting the results through the lens of the conceptual framework, and finally examining the results for the subgroups identified in the research sub-questions.
Chapter six first provides the implications for policy and practice that stem from the findings of the study. It then examines the limitations of the study and suggests ideas for future research. Finally, a conclusion that summarizes the study is presented.
CHAPTER 2: REVIEW OF THE LITERATURE

For this study, the review focuses on literature pertaining to performance appraisals, its purposes, and its effectiveness at achieving those purposes. The review will start with a historical look at the literature on teacher appraisals. This second section examines the American literature on teacher evaluation over the past 70 years. Next, the creation and intent behind Ontario’s TPA process will be explained. Finally, the Canadian literature on teacher appraisals will be examined with special attention to the few studies that have been conducted in Ontario.

History of Teacher Evaluation

Teacher appraisals have existed in many forms since the introduction of publicly funded schooling in North America. In seventeenth and eighteenth century America, evaluation was used sporadically and primarily as a means of dismissing teachers for blatant incompetence (Vold, 1985). This usually involved a serious breach of either professional responsibilities or the strict moral code of the times.

Scholarly research on teacher evaluation began in 1905 with the works of J.L. Meriam. Meriam demonstrated that there was a low correlation between the grades obtained in teacher-training programs, scholarship in those programs and actual teaching ability (Peterson, 1982). Later, Barr and Burton (1926) examined teacher appraisal policies in schools and found that “Rating schemes force the teacher to live up to the scheme and not to teach good pedagogical principles. Rating forces the teacher to play to the rater and not to the children’s interests” (p. 68). Morris (1930) reported on the appraisal policies of many school districts in the United States as it related to teacher pay. Districts across the country used different methods and procedures in evaluating teachers, a trend that has seemingly continued to this day.
In Ontario during this time, school inspectors were primarily concerned with the enforcement of autocratic rules rather than any real beneficial supervision (Houston & Prentice, 1988; Prentice & Theobald, 1991). An example of these enforced rules was whether or not the schedule regulating the exact amount of time to be spent on each subject was being followed precisely (Danylewcz & Prentice, 1986). Overall, this period of teacher evaluation in Ontario could be characterized as one that stressed strict uniformity and unquestioned obedience (Salisbury, 1912).

**American Literature on Teacher Evaluation**

Since then, many studies have been conducted on teacher appraisals but most have been conducted in the United States and from the perspectives of teachers. Peterson’s (2000) extensive literature review of over 70 years of empirical research on teacher evaluation concluded: “Seventy years of empirical research on teacher evaluation shows that current practices do not improve teachers or accurately tell what happens in classrooms…Well designed empirical studies depict principals as inaccurate raters both of individual teacher performance behaviours and of overall teacher merit” (pp. 18-19).

During this time, a plethora of interview survey studies were conducted on teachers’ perceptions of their evaluations. The results were almost uniformly negative. A representative sample of five of these studies will be presented. In 1973, Wolf reported an interview study with 293 teachers. In general, the study found that teachers mistrust evaluation:

They feel that current appraisal techniques fall short of collecting information that accurately characterizes their performance. They perceive the ultimate rating as depending more on the idiosyncrasies of the rater than on their own behaviour in the classroom. As a result, teachers see nothing to be gained from evaluation. (p. 160)
Lortie (1975) found that only 7% of the teachers he interviewed saw judgements by their organizational superiors as the most appropriate source of information about how well they were doing. The study concluded that teachers placed little direct interest or respect in the process or results of evaluation, and most operated independently of them.

Kauchak, Peterson, and Driscoll (1985), in a survey study of teachers in Utah and Florida, found evaluations based on principal visits to be “perfunctory with little or no effect on actual teaching practice” (p. 33). One problem identified by the teachers in the study was that evaluations were too brief and lacked rigour. Teachers also complained that the principal was not knowledgeable in their grade level or subject area. Finally, teachers in the study felt that the evaluation reports lacked specifics about how to improve their teaching practice.

Wise, Darling-Hammond, McLaughlin, and Bernstein (1984) completed an extensive survey and case studies on teacher evaluation for the National Institute of Education. The most significant problem they found was that principals were being put in a significant role conflict position:

Central office respondents believed that the conflict between principal as instructional leader and evaluator has not been settled. Noting that collegial relationships lead many principals to want to be “good guys”, many respondents felt that principal evaluations were upwardly biased. Principals’ disinclinations to be tough makes the early identification of problem teachers difficult and masks important variations in teacher performance. (p. 22)

The study also found that principals considered teacher evaluation “a necessary evil or time-consumer chore” (p. 22).

In addition, four other major problems with teacher evaluation were identified in the study by Wise and colleagues (1984). One was teacher apathy, as full teacher support was
reported in less than half the districts surveyed. Second, was lack of uniformity and consistency within school districts. Teachers reported that evaluations depended too much on the predisposition of the principal and that similar teacher practices led to different ratings in different schools. Third, was the inadequate amount of training given to principals in conducting evaluations. Central office respondents reported that principals received too little training and guidance for their current evaluation responsibilities. The final problem was expertise. Many teachers, especially high school teachers and specialists felt that many administrators lacked the subject matter knowledge necessary for an accurate evaluation.

Johnson (1990) interviewed 115 teachers and found similar results. Teachers felt that principals rarely offered ideas for improvement. They also felt that the ratings forms and items encouraged principals to be picky in their criticisms; almost forcing principals to find something to criticize so that they will look discriminating. However the main dissatisfaction of teachers in the study was what teachers saw as a basic lack of competence on the part of administrators to evaluate. This included a lack of self-confidence, expertise, subject matter knowledge, and perspective on what it is really like to be in the classroom.

Odden (2011) has noted more recently that teacher evaluation in the U.S. is generally of low quality yet consumes a great deal of time for both teachers and administrators. Furthermore, it is rarely used for anything other than terminating the worst performers and compliance with government regulations and is therefore not strategic (Weisberg, Sexton, Mulhern, & Keeling, 2009).

The American literature on teacher evaluation indicates that neither teachers nor administrators seem to receive much benefit from the process, despite it consuming large
quantities of time and resulting in considerable stress. The impact on teaching practice appears to be negligible and often results in negative feelings among teachers as they do not feel that their evaluations are objective or accurate. Administrators often view teacher evaluations as something they are forced to do rather than something they want to do.

**Ontario’s TPA Policy - Background**

Prior to 2002, there was no uniform system of teacher appraisal in school boards across Ontario. In fact, a study conducted in 1982 found that over a quarter of all school boards in Ontario had no teacher appraisal policy whatsoever (Lawton, Hickcox, Leithwood & Musella, 1988). Where policies did exist, they consisted of differing elements that were implemented in inconsistent ways across school boards. For example in some boards teacher evaluation was conducted solely by principals; in others, superintendents evaluated teachers as well. In the secondary schools of some school boards, department heads were also involved in the process of teacher evaluation. With regards to the actual process of evaluation, 20 percent of teachers in Ontario reported having three or more classroom observations per evaluation whereas more than 50 percent reported having one or none at all.

This inconsistency led to calls by the government of Mike Harris for a uniform system of evaluation across the province. As the Minister of Education Janet Ecker stated prior to the introduction of the TPA: “The Act to Promote Quality in the Classroom, 2001, will, if passed, provide for fair and consistent standards for teacher performance appraisals in every school” (Ministry of Education, 2001, p. 1). In December 2001, the Harris government successfully amended the Education Act through the Quality in the Classroom Act. After the Act had passed, the Ministry of Education (2002) stated three specific purposes for the TPA:
To ensure that students receive the benefit of an education system staffed by teachers who are performing their duties satisfactorily

- To provide for fair, effective, and consistent teacher evaluation in every school
- To promote professional growth (p. 3)

In addition to the introduction of the TPA the Act mandated Annual Learning Plans (ALPs) for all teachers. By the fall of 2002, all teachers in the province were to have received the TPA manual, which outlines the entire TPA process, as well as their ALP form. The entire TPA system was to be fully implemented in all schools by 2004. Experienced teachers were to be evaluated every three years and new teachers were to be evaluated twice in each of their first and second years of employment. For experienced teachers, two evaluations were required during their evaluation year.

The TPA policy was changed by the McGuinty government in 2007 and is the current policy in place at the time of this study. The TPA now has four specific purposes:

- Promote teacher development;
- Provide meaningful appraisals of teachers’ performance that encourage professional learning and growth;
- Identify opportunities for additional support where required; and
- Provide a measure of accountability to the public (Ministry of Education, 2010, p. 5)

Instead of being evaluated every three years, experienced teachers are now evaluated every five years. The requirement of two evaluations in the evaluation year has been reduced to one evaluation. New teachers are evaluated twice in only their first year of teaching, as opposed to being evaluated twice in each of their first two years under the old system. Besides the frequency
of evaluations, the biggest change was in the ratings given to teachers. Under the old system, teachers were given one of four ratings: unsatisfactory, satisfactory, good, or exemplary. The new system eliminated the last two categories and now teachers receive one of two ratings: unsatisfactory or satisfactory.

In terms of evaluation criteria, each teacher is to be evaluated with respect to the standards outlined in the Ontario College of Teachers *Standards of Practice for the Teaching Profession* (Ministry of Education, 2010). These include commitment to students and students learning, professional knowledge, professional practice, leadership in learning communities, and ongoing professional learning. For the purposes of the TPA, there are 16 competency statements within the five domains of the Standards of the Teaching Profession (see Table 1). New teachers are evaluated on a subset of 8 of the 16 competencies (see blue highlighted items in Table 1) whereas experienced teachers are evaluated on all 16 competencies.

**Table 1**

*Ontario’s TPA Competency Statements*

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Pupils’ and Pupil Learning</td>
<td>- Teachers demonstrate commitment to the well-being and development of all pupils.</td>
</tr>
<tr>
<td></td>
<td>- Teachers are dedicated in their efforts to teach and support pupil learning and achievement.</td>
</tr>
<tr>
<td></td>
<td>- Teachers treat all pupils equitable and with respect.</td>
</tr>
<tr>
<td></td>
<td>- Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers,</td>
</tr>
<tr>
<td>Professional Knowledge</td>
<td>lifelong learners, and contributing members of a changing society.</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>▪ Teachers know their subject matter, the Ontario curriculum, and education-related legislation.</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers know a variety of effective teaching and assessment practices.</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers know a variety of effective classroom management practices.</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers know how pupils learn and the factors that influence pupil learning and achievement.</td>
<td></td>
</tr>
<tr>
<td>Teaching Practice</td>
<td>Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.</td>
</tr>
<tr>
<td>▪ Teachers communicate effectively with pupils, parents, and colleagues.</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers conduct ongoing assessment of pupils’ progress, evaluate their achievement, and report results to pupils and their parents regularly.</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers adapt and refine their teaching practice through continuous learning and reflection, using a variety of sources and resources.</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers use appropriate technology in their teaching</td>
<td></td>
</tr>
</tbody>
</table>
practices and related professional responsibilities.

| Leadership and Community | ▪ Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools.  
▪ Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Professional Learning</td>
<td>▪ Teachers engage in ongoing professional learning and apply it to improve their teaching practices.</td>
</tr>
</tbody>
</table>

(Ministry of Education, 2010, p. 20)

The primary responsibility for conducting the TPA lies with the principal, although it can be delegated to vice-principals and in certain circumstances, supervisory officers. Under the original TPA policy, student and parental input were to play a role in teacher evaluation but under the changes brought in by the McGuinty government that requirement has been removed and it is now merely suggested that teachers use student and parental input when developing their ALP.

The TPA consists of the following elements (Ministry of Education, 2010, p. 29):
▪ A pre-observation meeting
▪ A classroom observation
▪ A post-observation meeting
▪ A summative report that includes a rating of the teacher’s overall performance

The pre-observation meeting allows the teacher and administrator to prepare for the classroom observation component. A date is then set at which point the classroom observation
occurs. After the classroom observation, the post-observation meeting takes place at which point
the teacher and administrator review the results of the observation and discuss other information
relevant to the appraisal of the teacher’s performance. The post-observation meeting is to be
held “as soon as possible after the classroom observation” (Ministry of Education, 2010, p. 31).
Finally, the summative report is prepared. The administrator must prepare and sign the
summative report as well as give the teacher a copy within 20 days of the classroom observation.
The teacher must then sign the copy to acknowledge receipt and can add comments if he or she
desires. The administrator must then send a signed copy to the school board.

**Canadian Literature on Teacher Evaluation**

There have been only a handful of studies conducted on teacher appraisal in Canada,
although of those, most have been done in Ontario. In the 1980’s, commissioned by Ontario’s
comprehensive study of the different performance appraisal policies (not just of teachers, but at
all levels) in Ontario’s school boards. Over 5000 teachers, 1200 principals, 200 superintendents,
150 trustees and 30 directors were surveyed. Over 80 percent of teachers said they perceived
little or no improvement in their teaching performance as a result of the appraisal process. By
contrast, over 80 percent of superintendents said they perceived either a modest or substantial
improvement in teachers’ performance as a result of the appraisal process. Table 2 displays the
discrepancy.

**Table 2**

*Degree of Improvement in Teachers’ Performance as a Result of Evaluation as Perceived by
Evaluatees and Superintendents*
<table>
<thead>
<tr>
<th>Degree of Improvement</th>
<th>Teachers (n=3158)</th>
<th>Superintendents (n=100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>40.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>A small amount</td>
<td>43.6%</td>
<td>14.0%</td>
</tr>
<tr>
<td>A modest amount</td>
<td>13.3%</td>
<td>43.0%</td>
</tr>
<tr>
<td>A substantial amount</td>
<td>2.6%</td>
<td>43.0%</td>
</tr>
</tbody>
</table>

(Lawton, Hickcox, Leithwood & Musella, 1988, p. 32)

Although the study included administrators, it mainly focused on their perceptions of their own appraisals by superintendents, as oppose to their appraisals of teachers. However the study did recognize that the process of conducting evaluations was one that consumed a substantial amount of principals’ time: “the pressure placed to collect information about large numbers of people on a regular basis is draining of both physical and psychic energy” (p. 27). Despite it being time consuming, principals felt that more time should be spent on each evaluation. This is a theme that was echoed in more recent examinations of Ontario’s TPA process. Bolger and Vail (2003) concluded that there was insufficient time for administrators to complete the process. Black’s (2003) article, although conceptual rather than research based, agreed with those findings.

The Lawton et al. (1988) study also concluded that there was a need for greater training of administrators in the process of conducting evaluations, a finding that was echoed over 15 years later in Bolger and Vail’s (2003) study. Bolger and Vail also found that administrators viewed the appraisal process as primarily a competency instrument with professional growth as a by-product.

Rowe (2000) conducted a study on teachers’ perceptions of the performance appraisal process in Newfoundland. The teachers in the study expressed dissatisfaction with the
hierarchical nature of the appraisal’s implementation. This was similar to sentiments expressed by Black (2003) and Bolger and Vail (2003) in Ontario. He concluded that the process was unsupportive of professional growth. However during the study, the school district altered the performance appraisal process to make professional growth the primary objective and afterwards teachers reported a much better experience.

Prior to the introduction of the uniform TPA to the province of Ontario, Goodman (2001) examined teacher and principal experiences with the teacher evaluation procedures in their various boards. Based on 12 interviews (six principals, six teachers), the study reported a number of findings similar to those of Lawton et al. (1988), Bolger and Vail (2003), and Black (2003). Both the teachers and the principals in the study agreed that the number of visits allotted for classroom observations was inadequate, there was no clear distinction between the formative (i.e. professional growth) and summative (i.e. competency) components of the evaluation, and that the training provided for conducting the evaluation was inadequate.

After the introduction of the TPA, Barnett (2006) examined Ontario teachers’ perceptions of the process as to whether it accurately assessed their performance and encouraged professional growth. The study concluded that teachers felt that their evaluations were not based on their performance but rather their relationship with the administrator and that they did not contribute to professional growth.

Miller (2009) examined the TPA from teachers’ perspectives through an equity lens to see if it is being applied in a discriminatory fashion. His mixed methods study, involving six interviews and surveys of 132 teachers concluded that minority teachers tend to experience mistreatment, including racism and homophobia from administrators who conducted the TPA.
Larsen (2009) also examined Ontario’s TPA from the perspective of the teacher. Her mixed methods study involving interviews with 25 teachers and a survey of 125 teachers concluded that the majority of teachers feel the TPA process is “disorganized, inconsistently conducted and above all unfair” (p. 24). Teachers reported the process left them with enhanced feelings of stress, anxiety and self-doubt.

It is worth noting that these studies conducted in Ontario all occurred prior to the revision of the TPA policy in 2007. What should be noted about the Canadian literature more generally is that none of the studies focused on the experience and perceptions of those actually tasked with conducting the evaluation process: administrators. However, this appears to be a common feature of research on teacher evaluation more generally.

The minimal research attention that has been directed to the perspectives of administrators has been recognized as a serious deficiency in the literature. As Larsen (2009) states:

Focusing on teachers’ perspectives and attitudes does not preclude the need for further research on performance appraisals from the perspective of vice/principals…More research is clearly needed in this area given the key role that vice/principals play in TPAs and current shifts to implement performance appraisals for principals and vice principals in Ontario. (p. 3)

There thus exists a clear need to focus on the perspectives of administrators when examining Ontario’s TPA process. While an individual teacher in Ontario is evaluated only once every five years, administrators in every school across the province spend considerable amounts of time each and every year evaluating the teachers in their schools. The experience of administrators should therefore be of interest to both researches and policymakers alike. This will allow us to have a more complete understanding of how the TPA process has been
implemented in Ontario’s schools and the extent to which it has been effective in assessing and improving teacher practice.

**Summary**

Teacher evaluation has existed in various forms since the introduction of publicly funded schooling in North America. In the seventeenth and eighteenth century, it was used primarily to ensure that teachers were strictly adhering to the autocratic rules of the day, and to dismiss those teachers that were breaking those rules. Even in Ontario, teacher evaluation at this time stressed strict uniformity and unquestioned obedience.

The American literature on teacher evaluation over the past 70 years has found that neither teachers nor administrators seem to receive much benefit from the process, despite it consuming large quantities of time and resulting in considerable stress. The impact on teaching practice appears to be negligible and often results in negative feelings among teachers as they do not feel that their evaluations are objective or accurate. Furthermore, administrators often view teacher evaluations as something they are forced to do rather than something they want to do.

Prior to 2002, there was no uniform system of teacher appraisal in schools boards across Ontario. In fact, many school boards had no teacher appraisal policy whatsoever. In the school boards where teacher appraisal policies did exist, they consisted of different elements and were implemented in inconsistent ways across those boards. This led to the introduction of the Teacher Appraisal Process, a uniform system evaluation for all schools in Ontario.

There have been only a handful of studies conducted on teacher appraisal in Canada, although of those, most have been done in Ontario. Teachers reported widespread dissatisfaction with the objectivity and accuracy of their evaluations. Teachers reported that the process did not
meaningfully contribute to professional growth or improvement in their teaching practice. Administrators reported that the process consumed a lot of their time and energy, yet felt that they needed more time to properly evaluate each teacher. The need for greater training of administrators in conducting teacher appraisals was also identified.
CHAPTER 3: CONCEPTUAL FRAMEWORK

In the literature, teacher appraisals have been identified as having two distinct purposes: competency and professional growth commitments (Beerens, 2000; Joyce et al., 1999, Middlewood, 2002; Porter, Youngs & Odden, 2001; Sergiovanni, 1992). Competency commitment is the “systematic investigation of the worth or merit of an object” (Joint Committee on Standards for Educational Evaluation, 1994, p. 3). The object in this case is the teacher, who is evaluated against a set of predetermined standards. Teachers must meet these accepted standards in order to demonstrate that they are capable in their professional roles. It points to teacher cause and effect relationships with respect to instruction, and the use of this information for personnel and accountability purposes such as staffing, tenure, promotion or dismissal (Rowe, 2000).

The other purpose of teacher appraisals is to enhance professional growth. This purpose is collegial in nature and teachers assume responsibility for their own learning and professional growth (Cousins, 1995). By emphasizing reflection, the professional practice of all teachers can be improved. As Osborne (1987) states:

Continual improvement is good for all. It is not enough to simply know who our ‘good’ teachers are; we must work for the improvement for all of our staff members – both ‘good’ and ‘poor’. (p. 7)

This framework of competency and professional growth aids this research study in addressing the two key areas of the main research question: What are administrators’ perceptions regarding the effectiveness of Ontario’s TPA process in assessing (competency) and improving (professional growth) teacher practice? As several research studies have concluded that these purposes are often in conflict (Beerens, 2000; Joyce et al., 1999, Middlewood, 2002; Porter, Youngs & Odden, 2001; Sergiovanni, 1992), it will be an important contribution to the body of
knowledge to explore to what degree administrators perceive they are able to accomplish both purposes when conducting the TPA process.

In terms of the actual process of conducting teacher appraisals, Lawton, Hickcox, Leithwood and Musella (1988) have constructed a framework which identified four distinct aspects: preparation for appraisal, data collection, reporting and follow up, and impact and evaluation. Preparation for appraisal includes training in conducting evaluations, planning activities by supervisors, establishment of objectives, agreement on criteria and the establishment of standards by which it can be determined if the objectives have been met. Data collection is concerned with the sources of information on which an evaluation is based, the type of information collected, who collects the information and the time and effort spent collecting the information. Reporting and follow up include post-observation conferencing and the preparation of formal evaluation reports. Impact and evaluation is the examination of the degree to which the teacher appraisal process was successful in meeting its objectives. This study aims to examine administrator experiences in all four domains.

Figure 1 demonstrates the conceptual framework for this study. Table 3 outlines the aspects that will be examined in each domain. By examining the experiences of administrators in each of these domains, this study aims to assess the degree to which administrators perceive the current TPA process is effective in achieving the two objectives of competency and professional growth (shaded in green).
Table 3

Variables Being Examined in Each Domain of the Teacher Appraisal Process

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for appraisal</td>
<td>▪ Training</td>
</tr>
<tr>
<td></td>
<td>▪ Planning activities by supervisors</td>
</tr>
<tr>
<td></td>
<td>▪ Establishment of objectives</td>
</tr>
<tr>
<td>Data collection</td>
<td>▪ Sources of information on which evaluation is based</td>
</tr>
<tr>
<td></td>
<td>▪ Time and effort spent collecting the information</td>
</tr>
<tr>
<td>Reporting and follow up</td>
<td>▪ Post observation conferencing</td>
</tr>
<tr>
<td></td>
<td>▪ Preparation of the formal report</td>
</tr>
<tr>
<td>Impact and evaluation</td>
<td>▪ Assessing effectiveness in meeting objectives</td>
</tr>
</tbody>
</table>
CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

Survey Research

This study utilized a survey research design. Survey research design is a procedure in which researchers administer a questionnaire to a sample or an entire population of people to describe the attitudes, opinions, behaviours, or characteristics of that population (Creswell, 2008). The data from the survey was then analyzed to describe trends about responses to questions and to test research questions or hypotheses. More specifically, this study utilized a cross sectional survey. A cross sectional survey allows for the description of current attitudes and opinions from a large sample in a time and cost efficient manner (Creswell & Plano Clark, 2007). This allows for the description of attitudes and opinions of administrators across the province with regards to the TPA process.

Sampling Plan

This study was conducted with support from the Ontario Principals’ Council, which represents 5,000 administrators in English-language public schools across Ontario. While this does not include all administrators, such as those in the province’s Catholic and French schools, it does represent the majority of school administrators in Ontario. In the weekly email newsletter that is sent to its members, the OPC provided a description of the study and a link to the informed consent letter and the online survey for interested participants.

Instrument

The instrument for this study was an electronic web-based survey. The survey questions were structured around the four domains and two objectives of teacher appraisal that were outlined in the conceptual framework. The survey utilized a combination of personal, attitudinal and behavioural questions. In terms of question format, a combination of open-ended, closed-
ended, and semi-closed ended questions were used. Semi-closed ended questions were the most common format as it allows for the advantages of both open and closed-ended questions (Creswell, 2008).

**Ethics**

This study adhered to the ethical principles and standards set out by the University of Toronto. Ethical protocols were submitted and approved by the University of Toronto Ethics Review Office prior to conducting the study.

Administrative consent was obtained from the OPC for its members to participate in the study (Appendix A). The OPC then emailed its members a call for participants. The email contained information that participants needed to know in order to decide on their participation. Interested participants were then directed to the informed consent letter (Appendix B) which informed them that participation is completely voluntary and they are free to withdraw at any time. Participants were also informed that they will not be judged or evaluated and may refuse to answer any question they are not comfortable with. They were also told that the survey contains no questions that could be used to identify any participants, his/her school or school board. After they read the letter, they clicked on the provided link to the survey as consent.

Electronic data was kept in a secure server environment and was only accessed by the researcher and the supervisor. No hard copy data was collected. All data will be destroyed within 5 years of the project’s completion.

**Data Collection**

The study was conducted with the support of the Ontario Principals’ Council. In the weekly email newsletter that is sent to its members, the OPC provided a description of the study
and a link to the informed consent letter and the online survey for interested participants. A total of 178 administrators provided responses. Of those administrators that provided responses, a total of 166 completed the entire survey.

Data Analysis

The data was analyzed through the lens of the conceptual framework. For all closed and semi-closed-ended questions, descriptive statistical procedures were conducted. For open-ended questions and the open-ended portions of the semi-closed-ended questions, trends and themes amongst administrators’ experiences within the four stages of teacher appraisal and the degree to which they perceive it meeting the objectives of competency and professional growth were assessed.
CHAPTER 5: FINDINGS

Survey Analysis

The following section is a question-by-question analysis of the results of the survey. Representative comments from participants are provided for some questions. For the full set of comments for each question, see Appendix C.

1) How much training have you received in conducting Teacher Performance Appraisals (TPAs)?

41% of participants said they received a moderate amount of training, 34% said they received a great deal or a lot of training while 25% said they received little or no training at all. Comments indicated that training appears to largely consist of workshops by school boards and the OPC that are entirely voluntary. This may help explain the wide range of responses.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>12%</td>
<td>21</td>
</tr>
<tr>
<td>A lot</td>
<td>22%</td>
<td>39</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>41%</td>
<td>72</td>
</tr>
<tr>
<td>A little</td>
<td>22%</td>
<td>38</td>
</tr>
<tr>
<td>None at all</td>
<td>3%</td>
<td>6</td>
</tr>
</tbody>
</table>

Secondary administrators reported receiving slightly less training with 31% reporting receiving little or no training versus 23% for elementary administrators. Principals reported receiving more training than vice-principals with 39% reporting they received a great deal or a lot of training versus 25% for vice-principals. A possible reason for this is that principals reported having almost twice as much administrative experience as vice-principals; having been
administrators for an average of 10 years versus 5 years for vice-principals. Significant differences in responses were not found based on gender and geographic setting.

2) *Please describe the training you have received in conducting TPAs*

Participants indicated that they received mandatory training when the Ministry of Education first introduced TPAs to the province’s schools but since then, the only training that have been provided are voluntary workshops put on by school boards and the OPC. In terms of the content of the training, administrators that do attend the voluntary workshops are being trained in the technical aspects of the TPA, but not necessarily in how to accurately assess and evaluate teachers. As one participant put it “I was trained in what all of the aspects of the TPA are. There was not so much information about how to conduct the meetings or observations.”

3) *How useful was the training you received in conducting TPAs?*

36% of participants said they found the training they received extremely or very useful, 38% found it moderately useful while 26% found it either slightly or not at all useful.

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely useful</td>
<td>9%</td>
<td>15</td>
</tr>
<tr>
<td>Very useful</td>
<td>27%</td>
<td>47</td>
</tr>
<tr>
<td>Moderately useful</td>
<td>38%</td>
<td>65</td>
</tr>
<tr>
<td>Slightly useful</td>
<td>21%</td>
<td>35</td>
</tr>
<tr>
<td>None at all useful</td>
<td>5%</td>
<td>9</td>
</tr>
</tbody>
</table>

The comments to this question reflected the wide range of responses. In the answers to both this and the previous question, participants seemed to indicate that there was a lack of training in dealing with unsatisfactory TPAs. As one participant put it “No training in unsatisfactory TPAs.
Superintendents seem to be trying to say something they don’t want to directly say in our training.” It is thus implied that a possible reason many administrators are not receiving training in dealing with unsatisfactory TPAs is that they are being discouraged from giving an unsatisfactory rating to teachers.

Male administrators were less likely to report that their training in TPAs was useful with 32% reporting that the training was only slightly or not at useful compared with 24% for female administrators. Administrators in suburban schools were more likely to report finding the training useful with 43% finding it extremely or very useful compared with 32% for those in urban schools and 30% in rural schools. Administrators who had experience in both school levels (i.e. elementary and secondary) were much more likely to report finding the training useful with 50% finding it extremely or very useful compared with 36% for those in elementary schools and 29% for those in secondary schools. Vice-principals were less likely to find the training they received useful with 31% reporting that the training was only slightly or not at all useful compared with 25% for principals.

4) What other preparation do you undertake prior to each performance appraisal?

The most common additional preparation administrators reported undertaking was meeting with the teachers they were going to evaluate. This involved reviewing the process and requirements of the TPA process with the teacher and establishing timelines for classroom observation and conferences. The second most common response of administrators was that they reviewed the TPA manual and any other policy documents related to the requirements of the evaluation process. Although not one of the most common responses, some reported that they did not engage in any additional preparation. The exact reasons for this are unclear but one administrator gave the response “None. This job is too busy and the TPA’s are just an added
workload issue that are not really used for anything.” This may indicate that some administrators do not view conducting TPAs as an important part of their job when compared to their many other responsibilities.

5) *How long do you typically spend observing a teacher during a classroom observation?*

Administrators reported spending an average (mean) of 86 minutes observing teachers during the classroom observation portion of the TPA. Answers ranged from a low of 20 minutes to a high of 300 minutes.

Significant differences in responses were not found based on gender, geographic setting, school level or current administrative position.

6) *How adequate are the classroom observations in assessing teacher practice?*

The majority of participants (51%) responded that the classroom observations were moderately adequate in assessing teacher practice. 26% reported that the classroom observations were extremely or very adequate whereas 23% found them to be slightly or not at all adequate.

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely adequate</td>
<td>5%</td>
<td>9</td>
</tr>
<tr>
<td>Very adequate</td>
<td>21%</td>
<td>37</td>
</tr>
<tr>
<td>Moderately adequate</td>
<td>51%</td>
<td>89</td>
</tr>
<tr>
<td>Slightly adequate</td>
<td>20%</td>
<td>34</td>
</tr>
<tr>
<td>Not at all adequate</td>
<td>3%</td>
<td>5</td>
</tr>
</tbody>
</table>

Many administrators felt that the pre-planned nature of the classroom observation did not allow for an accurate or thorough assessment of a teacher’s regular teaching practice. Here are some representative comments:
“The ‘formal’ classroom observation is the least helpful of the sources of data for a performance appraisal. In my experience, marginal teachers are able to put together a solid lesson that does not reflect their daily teaching practice.”

“Observing a single class does not give a very thorough picture of a teacher’s practice. A teacher can always put on a good show.”

Male administrators were less likely to report finding the classroom observations adequate in assessing teacher practice with 27% finding them slightly or not at all adequate compared with 20% for female administrators. Administrators in rural schools were more likely to report finding the classroom observations adequate in assessing teacher practice with 35% finding it extremely of very adequate compared with 25% for administrators in suburban schools and 18% for administrators in urban schools. Administrators with experience in both school levels were more likely to report finding the classroom observations adequate with 30% stating they were extremely or very adequate compared with 25% of elementary administrators and 21% of secondary administrators. Principals were less likely to report finding the classroom observations adequate in assessing teacher practice with 26% finding them slightly or not at all adequate compared with 18% for vice-principals.

7) Evaluate this statement: “More classroom observations would allow for a more accurate and useful teacher appraisal.”

The majority of participants agreed that more classroom observations would allow for a more accurate and useful teacher appraisal with 64% stating they strongly agree or agree, 24% saying they disagree or strongly disagree and 12% undecided.
<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>33%</td>
<td>58</td>
</tr>
<tr>
<td>Agree</td>
<td>31%</td>
<td>54</td>
</tr>
<tr>
<td>Undecided</td>
<td>12%</td>
<td>20</td>
</tr>
<tr>
<td>Disagree</td>
<td>20%</td>
<td>35</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4%</td>
<td>7</td>
</tr>
</tbody>
</table>

While the majority of administrators agreed that more classroom observations would allow for a more accurate and useful teacher appraisal, many felt that there was simply no more time in their busy schedules to allow for this. As one administrator put it “Yes, however where is this time going to come from on the part of the administrator?”

Some administrators also felt that more observations would not be useful unless they were different than the current scheduled visits. They felt that the observations needed to be unscheduled in order to provide an accurate picture of the teacher’s daily teaching practice. Here are some representative comments:

“More is not really the issue. This would only be useful if we get to pick and choose where and when and be permitted to have some observations be random.”

“Especially drop in visits that aren’t scheduled, so the practice you are observing is reflective and true to the daily practice.”

Male administrators were less likely to agree that more classroom observations would allow for a more accurate and useful teacher appraisal with 29% stating they disagree or strongly disagree compared with 21% of female administrators. Suburban administrators were less likely to agree that more observations would allow for a more accurate and useful teacher appraisal with 37% stating they disagree or strongly disagree compared with 21% of urban administrators.
and 9% of administrators in rural schools. Principals were more likely to agree that more classroom observations would allow for a more accurate and useful teacher appraisal with 69% stating that they strongly agree or agree compared with 58% of vice-principals. Significant differences in responses were not found based on school level.

8) **Besides classroom observations, what other information do you consider when making your assessment?**

Administrators reported using a variety of sources other than classroom observations when making their assessment including the teacher’s lesson plans, unit plans, assessments, notebooks, conduct during staff meetings and professional development sessions, relations with staff and students, and what was often termed “contribution to the school community”.

Interestingly, many administrators reported utilizing sources of information outside of those strictly dictated by the current TPA process. This included informal visits to the teacher’s classes throughout the year, report card data including the teacher’s pass-fail rates, and anecdotal input from curriculum leaders or department heads. It appears that administrators may be using these ‘outside’ sources of information because they feel that the current sources of information available to them within the guidelines of the TPA process (e.g. scheduled classroom observations) are inadequate.

9) **How often do you conduct performance appraisals for teachers that teach subjects outside your own area of expertise?**

45% of administrators reported that they conduct performance appraisals for teachers that teach subjects outside their area of expertise always or most of the time, 17% reported
conducting them about half the time, and 38% reported conducting them once in a while or never.

<table>
<thead>
<tr>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>19%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>26%</td>
</tr>
<tr>
<td>About half the time</td>
<td>17%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>29%</td>
</tr>
<tr>
<td>Never</td>
<td>9%</td>
</tr>
</tbody>
</table>

Many administrators took umbrage at the question, seeming to indicate that it challenged their ability to be an effective evaluator. Many commented that subject area expertise is not required in order to effectively evaluate a teacher. Here are some representative comments:

“Effective instruction is my area of expertise. If you are suggesting by this question that assessors should have taught the subject of the teacher engaged in the TPA, you are asking a completely irrelevant question.”

“It is my belief that teachers teach. What they teach is not the skill set so I don’t think I’m ever evaluating outside my area of expertise because teaching is my expertise.”

Male administrators were more likely to report conducting performance appraisals for teachers that teach outside their subject area with 55% reporting that they conducted these performance appraisals always or most of the time compared with 42% of female administrators. Secondary administrators were much more likely to report conducting performance appraisals for teachers that teach outside their subject area with 81% reporting that they conducting these performance appraisals always or most of the time compared with 53% of administrators who had experience in both school levels and just 27% of elementary administrators. This makes
sense as there are many more subject areas at the secondary level. Significant differences were not found based on geographic setting or current administrative position.

10) How confident are you in conducting performance appraisals for teachers that teach subjects outside your own area of expertise?

71% of administrators reported being extremely or very confident conducting performance appraisals for teachers that teach subjects outside their own area of expertise, 25% reporting being moderately confident, 4% reporting being slightly confident and no administrators reporting being not at all confident.

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely confident</td>
<td>23%</td>
<td>40</td>
</tr>
<tr>
<td>Very confident</td>
<td>48%</td>
<td>84</td>
</tr>
<tr>
<td>Moderately confident</td>
<td>25%</td>
<td>43</td>
</tr>
<tr>
<td>Slightly confident</td>
<td>4%</td>
<td>7</td>
</tr>
<tr>
<td>Not at all confident</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

In the comments to this question many administrators reiterated their belief that subject area expertise is not required in order to effectively evaluate a teacher.

Female administrators were more likely to report being confident in conducting performance appraisals for teachers that teach subjects outside their area of expertise with 78% reporting they feel extremely or very confident compared with 61% of male administrators. Administrators who had experience in both school levels were more likely to report being confident in conducting performance appraisals for teachers that teach subjects outside their area of expertise.
with 94% reporting they feel extremely or very confident compared with 83% of secondary administrators and 63% of elementary administrators. Vice-principals were more likely to report being confident in conducting performance appraisals for teachers that teach subjects outside their own area of expertise with 78% reporting they feel extremely or very confident compared with 69% of principals. Significant differences were not found based on geographic setting.

11) How confident are you in conducting performance appraisals for teachers that teach subjects that are in your own area of expertise?

97% of administrators reported being extremely or very confident conducting performance appraisals for teachers that teach subjects that are in their own area of expertise; 3% reported being moderately confident and no administrators reported being slightly or not at all confident.

<table>
<thead>
<tr>
<th>Response Level</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely confident</td>
<td>63%</td>
<td>107</td>
</tr>
<tr>
<td>Very confident</td>
<td>34%</td>
<td>58</td>
</tr>
<tr>
<td>Moderately confident</td>
<td>3%</td>
<td>5</td>
</tr>
<tr>
<td>Slightly confident</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Not at all confident</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

When we compare the responses to this question with those in the previous question it appears that despite the comments about subject area expertise being unnecessary, administrators feel much more confident when evaluating teachers that teach subjects that are in their own area of expertise.
Significant differences in responses were not found based on gender, geographic setting, school level or current administrative position.

12) How soon after the classroom observation does the post-observation meeting usually take place?

The average (mean) response to this question was 4.33 days, which seems to meet the Ministry requirement that the meeting be held “as soon as possible after the classroom observation”. Responses ranged from a low of 1 day to a high of 30 days.

Significant differences in responses were not found based on gender, geographic setting, school level or current administrative position.

13) How often have teachers disagreed with your assessment?

Almost all administrators reported rarely having to deal with teachers disagreeing with their assessment with 97% reporting that this happened only once in a while or never, 1% (n=2) reporting it happened about half the time and 2% (n=3) reporting it happening always or most of the time.

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1%</td>
<td>2</td>
</tr>
<tr>
<td>Most of the time</td>
<td>1%</td>
<td>1</td>
</tr>
<tr>
<td>About half the time</td>
<td>1%</td>
<td>2</td>
</tr>
<tr>
<td>Once in a while</td>
<td>43%</td>
<td>72</td>
</tr>
<tr>
<td>Never</td>
<td>54%</td>
<td>92</td>
</tr>
</tbody>
</table>
Many administrators commented that only time they had teachers disagree with their assessment was when they were given an unsatisfactory rating, which does not appear to happen very often. Administrators also reported that there were more disagreements when the previous four point rating scale of unsatisfactory, satisfactory, good and exemplary was in place.

It also appears that one possible reason that there was so little disagreement was that once a teacher achieves the satisfactory rating, the TPA is not used for future personnel decisions. As one administrator put it:

“I think this speaks to the fact that as long as you are given a satisfactory appraisal, teachers are satisfied. They understand that it matters little. TPAs are never even mentioned when a candidate is applying for a new job with a new school and administrators are looking for a reference. I have never seen a question that asks ‘How was their last TPA?’”

Significant differences in responses were not found based on gender, geographic setting, school level or current administrative position.

14) When teachers have disagreed with your assessment, how have you handled this?

When they have faced teachers who disagreed with their assessment, administrators almost universally reported engaging with these teachers in a dialogue and presenting the evidence for their assessment. Teachers were then given the opportunity to respond, sometimes changes to the evaluation were made and in some cases they were able to come to a mutual understanding. However despite this approach, many administrators reported that the superintendent and union officials needed to be called in to deal with the issue. Some stated that they received pressure from union officials which made their job as an evaluator much more difficult. As one administrator put it “The federation is a daunting presence in such circumstances. It takes a lot
of time and the time is worth it because it is so important. But it is very stressful and the federation can make your life just plain miserable.”

15) Evaluate the following statement: “My role as an evaluator has negatively affected relations with my teaching staff.”

Most administrators did not feel that their role as an evaluator negatively affected relations with their teaching staff with 83% stating that they disagree or strongly disagree, 12% undecided, 4% agree and no administrators stating that they strongly agree.

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<thead>
<tr>
<th>Response Percent</th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>4%</td>
</tr>
<tr>
<td>Undecided</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>48%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>35%</td>
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Most administrators stated that they embraced the evaluation role as part of their job and that in fact it has often enhanced their relations with their teaching staff. Many viewed it as an opportunity to provide coaching and mentorship and to build better relationships with their teachers. It was also used as an opportunity to learn more about and celebrate the practice of the excellent teachers in their schools. The only instances where it appeared to harm relations were with those teachers that received an unsatisfactory rating. Here are some representative comments:

“In most cases it provided me opportunities to celebrate teachers’ successes which has enhanced the relationships.”
“My relationship with the teacher who received an unsatisfactory appraisal was severely impacted. However, other teachers appreciate that someone is holding the staff accountable.”

Administrators in suburban schools were more likely to disagree that their role as an evaluator negatively affected relations with their teaching staff as 90% stated they disagree or strongly disagree compared with 79% of urban administrators and 79% of administrators in rural schools. Administrators with experience in both school levels were more likely to disagree that their role as an evaluator negatively affected relations with their teaching staff as 94% stated they disagree or strongly disagree compared with 86% of secondary administrators and 80% of administrators in elementary schools. Significant differences in responses were not found based on gender or current administrative position.

16) Evaluate the following statement: “The TPA process accurately assesses the practice of teachers.”

Administrators are divided on the question as to whether the TPA process accurately assesses the practice of teachers with 41% stating they strongly agree or agree, 28% undecided and 32% stating they disagree or strongly disagree.

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<th>Response Percent</th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>4%</td>
<td>6</td>
</tr>
<tr>
<td>Agree</td>
<td>37%</td>
<td>62</td>
</tr>
<tr>
<td>Undecided</td>
<td>28%</td>
<td>46</td>
</tr>
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<td>41</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7%</td>
<td>12</td>
</tr>
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</table>
Accordingly, administrators gave a range of responses in their comments. Many felt that the TPA process is only as good as the administrator conducting it. Others noted that the process is good at highlighting the work of great teachers but not at addressing mediocre ones, partly as a result of union involvement. Still, others felt the process was too contrived and artificial to be of use.

Female administrators were much more likely to agree that the TPA process accurately assesses the practice of teachers with 45% stating they strongly agree or agree compared with just 29% of male administrators. Administrators in rural schools were more likely to agree that the TPA process accurately assesses the practice of teachers with 47% stating they strongly agree or agree compared with 41% of administrators in suburban schools and 38% of administrators in urban schools. Administrators with experience in both school levels were much more likely to agree that the TPA process accurately assesses the practice of teachers with 59% stating they strongly agree or agree compared with 39% of elementary and 38% of secondary school administrators. Vice-principals were more likely to agree that the TPA process accurately assesses the practice of teachers with 47% stating they strongly agree or agree compared with 36% of principals.

17) *How much has teacher practice improved in your school as a result of the TPA process?*

Overall, most administrators felt that there has not been substantial improvement of teacher practice in their schools as a result of the TPA process. This was reflected in both the answer to the question and the comments that were provided. Just 9% indicated that teacher practice had improved a substantial amount, 34% a modest amount, 36% a small amount, and 20% not at all.
<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A substantial amount</td>
<td>9%</td>
<td>15</td>
</tr>
<tr>
<td>A modest amount</td>
<td>34%</td>
<td>55</td>
</tr>
<tr>
<td>A small amount</td>
<td>36%</td>
<td>59</td>
</tr>
<tr>
<td>Not at all</td>
<td>20%</td>
<td>33</td>
</tr>
</tbody>
</table>

When we compare these results with those found by Lawton, Hickcox, Leithwood & Musella in 1988 when they asked this question to teachers and superintendents in Ontario, we see that administrators are in much closer agreement with teachers who felt that the teacher evaluation system at the time did not result in substantial improvement in teacher practice or performance.

Most administrators appeared not to view the TPA process as a major vehicle for improving teacher practice. Instead, many indicated that improvements in teacher practice were the result of ongoing professional development in the school during PLC time, PD days, staff meetings as well as coaching and mentoring amongst administrators and staff. Many administrators commented that because there is no follow up for teachers who get a satisfactory rating, improvements in practice usually only occur with those that receive an unsatisfactory rating. Here are some representative comments:

“It is not the TPA that has improved practice, it has been the PLCs, Critical Learning Pathways, staff discussions and meetings, and other such PD that has made an impact.”

“Once teachers have their copy of the evaluation it is totally within their control whether want to pursue the recommendations or not, unless the TPA is unsatisfactory. Principals/vice-principals cannot mandate additional training/workshops in areas of need therefore the process can be very ineffective.”

Female administrators were more likely to report that there was improvement in teacher practice at their school as a result of the TPA process with 47% stating that teacher practice
improved either a substantial or modest amount compared with 34% of male administrators. Administrators with experience in both school levels were more likely to report that there was improvement in teacher practice at their school as a result of the TPA process with 53% stating that teacher practice improved a substantial or modest amount, compared with 46% of secondary and 40% of elementary administrators. Notable differences in responses were not found based on geographic setting or current administrative position.

18) On average, how many hours per school year do you spend on conducting TPAs and its related activities?

Administrators reported spending an average (mean) of 58 hours per year on conducting TPAs and its related activities. Thus it appears that TPAs consume a substantial portion of administrative time. Answers ranged from a low of 10 to a high of 200. Female administrators reported spending more time on conducting TPAs and its related activities with an annual average of 60 hours compared to 53 hours for male administrators. Administrators in suburban schools reported spending more time on conducting TPAs and its related activities with an annual average of 65 hours compared with 61 hours for administrators in rural school and 50 hours for administrators in urban schools. Administrators in secondary schools reported spending substantially more time on conducting TPAs and its related activities with an annual average of 70 hours compared to 53 hours for both elementary administrators and administrators with experience at both school levels. Principals reported spending slightly more time on conducting TPAs and its related activities with an annual average of 58 hours compared with 55 hours for vice-principals.

19) Evaluate the following statement: “Conducting TPAs is an effective use of my time.”
Administrators were more likely to say that conducting TPAs is an effective use of their time with 47% stating that they strongly agree or agree, 21% undecided, and 32% disagree or strongly disagree.

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<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>8%</td>
<td>14</td>
</tr>
<tr>
<td>Agree</td>
<td>39%</td>
<td>65</td>
</tr>
<tr>
<td>Undecided</td>
<td>21%</td>
<td>35</td>
</tr>
<tr>
<td>Disagree</td>
<td>22%</td>
<td>36</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>10%</td>
<td>17</td>
</tr>
</tbody>
</table>

Many administrators commented that while they enjoyed observing teachers and having an opportunity to engage them about their teaching practice, the time spent on paperwork and other bureaucratic aspects of the evaluation was not as worthwhile. Others felt that without more than two rating categories or follow up for those who receive satisfactory ratings, the process was not as effective as it could be. Yet many still viewed the process as valuable in that it appears to be one of the only vehicles to address poor teaching.

Female administrators were more likely to say that conducting TPAs is an effective use of their time with 51% stating that they strongly agree or agree compared with 37% of male administrators. Administrators in rural schools were more likely to say that conducting TPAs is an effective use of their time with 53% stating that they strongly agree or agree compared with 48% of suburban administrators, and 43% of administrators in urban schools. Administrators with experience in both school levels were more likely to say that conducting TPAs is an effective use of their time with 59% stating that they strongly agree or agree compared with 48%
of elementary administrators and 42% of administrators in secondary schools. Vice-principals were more likely to say that conducting TPAs is an effective use of their time with 52% stating that they strongly agree or disagree compared with 44% of principals.

20) How do you feel the TPA process could be improved?

By far the most common suggestion from administrators was to have more classroom observations. Many administrators felt that basing the TPA on a single classroom observation was insufficient. In addition, administrators stated that to get a true representation of a teacher’s teaching practice, at least some of the observations should be unannounced. Administrators also stated that evaluating teachers only once every five years was too infrequent. Many also remarked that there should be more than two rating categories so as to distinguish really excellent teaching from that which is merely satisfactory. Another common suggestion was to streamline the number of competencies that teachers must be evaluated on as many are very similar. In addition, some administrators also felt that there should be a cap on the number of TPAs they must perform in a given year so that they can give enough attention to each one. Here are some representative comments:

“More classroom observations both invited by the teacher under performance appraisal as well as impromptu observations as a principal”

“I would like to see one observation planned and the other observation unplanned. This would reflect what is actually going on in the classroom.”

“Five years is too long a period in any field for professionals to take a hard look at their practice. I would suggest having TPAs every 3 years.”

“Change satisfactory and unsatisfactory to a tiered ranking. Some teachers are well beyond satisfactory and some are just satisfactory, this needs to be acknowledged.”

21) Please describe your gender.

69% of participants identified themselves as female and 31% as male.
22) In what school level(s) have you been an administrator?

61% of participants stated that they have been administrators at elementary schools, 29% at secondary schools and 10% stated that they have been administrators at both school levels.

<table>
<thead>
<tr>
<th>School Level</th>
<th>Response Percent</th>
<th>Response Count</th>
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</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>61%</td>
<td>101</td>
</tr>
<tr>
<td>Secondary</td>
<td>29%</td>
<td>48</td>
</tr>
<tr>
<td>Both</td>
<td>10%</td>
<td>17</td>
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23) What is your current administrative position?

64% of participants stated that they are currently a principal and 36% indicated that they are currently a vice-principal.

<table>
<thead>
<tr>
<th>Position</th>
<th>Response Percent</th>
<th>Response Count</th>
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<tbody>
<tr>
<td>Principal</td>
<td>64%</td>
<td>105</td>
</tr>
<tr>
<td>Vice-principal</td>
<td>36%</td>
<td>60</td>
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</table>

24) Describe the geographic setting of your school.

44% of administrators identified their school as urban, 36% as suburban, and 20% as rural.

<table>
<thead>
<tr>
<th>Geographic Setting</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>44%</td>
<td>72</td>
</tr>
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</table>
25) *How many years have you been an administrator?*

Participants indicated that they had an average of 8.35 years of administrative experience. Answers ranged from a low of 1 year to a high of 24 years.

26) *Prior to becoming an administrator, for how many years were you a teacher?*

Participants indicated that prior to becoming administrators they had been teachers for an average of 13.86 years. Answers ranged from a low of 5 years to a high of 30 years.

**Conceptual Framework Analysis**

The following section analyzes the results of the survey through the lens of the conceptual framework for this study.

*Preparation for appraisal*

While most administrators reported receiving some training, it does not appear it was extensive as only 34% reported receiving a great deal or a lot of training. When TPAs were first introduced by the province administrators indicated receiving mandatory training, but since then the only training that has been provided has been voluntary workshops put on by school boards and the OPC.

In terms of the content of these voluntary workshops, administrators are being trained in the technical aspects of the TPA, but not in how to accurately assess and evaluate teachers. As one participant put it “I was trained in what all of the aspects of the TPA are. There was not so much information about how to conduct the meetings or observations.” This may explain the
fact that while the majority or participants found the training they received at least somewhat useful, only 36% found it extremely or very useful.

Administrators noted that in addition to lacking instruction in how to accurately assess and evaluate teachers, there was also very little training in how to deal with unsatisfactory TPAs. A possible reason given for this is that administrators are being discouraged from giving unsatisfactory TPAs, which would seem to undermine their ability to fulfill the competency objective of teacher evaluations. If administrators are being discouraged from giving negative evaluations, these inaccurate assessments cannot be meaningfully used for personnel or accountability purposes.

Since there does not appear to be extensive formal training provided in conducting TPAs, many administrators report that they review the TPA manual and other policy related documents prior to conducting their appraisal. They also meet with teachers to review the process and requirements of the TPA and establish timelines for classroom observation and conferences.

Data collection

Administrators reported spending an average of 86 minutes observing teachers during the classroom observation portion of the TPA. Administrators did not feel strongly that the classroom observations were adequate in accurately assessing teacher practice, with only 26% stating that they were extremely or very adequate. Many administrators felt that the pre-planned nature of the classroom observations did not allow for an accurate and thorough assessment of a teacher’s regular teaching practice. As one administrator put it “Observing a single class does not give a very thorough picture of a teacher’s practice. A teacher can always put on a good show.”
Thus it is perhaps not a surprise that the majority of administrators felt that more classroom observations would allow for a more accurate and useful teacher appraisal with 64% stating they strongly agree or agree. However, many felt that while more observations would be useful, there was simply not more time in their already busy schedule to allow for this. As one administrator put it “Yes, however where is this time going to come from on the part of the administrator?”

Others felt that the observations needed to be unscheduled in order to provide an accurate depiction of the teacher’s daily teaching practice. Administrators reported using a variety of sources other than classroom observations when making their assessment. This included the teacher’s lesson plans, unit plans, assessments, notebooks, conduct during staff meetings and professional development sessions, relations with staff and students, and what was often termed “contribution to the school community”.

Interestingly, many administrators also reported utilizing sources of information outside of those strictly dictated by the current TPA process. This included informal visits to the teacher’s classes throughout the year (which many administrators mentioned), report card data including the teacher’s pass-fail rates, and anecdotal input from curriculum leaders or department heads. It appears that administrators may be using these ‘outside’ sources of information because they feel that the current sources of information available to them within the guidelines of the TPA process (e.g. scheduled classroom observations) are inadequate.

Despite the fact that many administrators commented that subject area expertise is not required in order to effectively evaluate a teacher, administrators reported being much more confident conducting performance appraisals for teachers that taught within their subject area of
expertise. 97% of administrators reported being extremely or very confident when evaluating teachers that taught subjects within their area of expertise compared with 71% that reported being extremely or very confident when evaluating teachers that taught subjects outside their area of expertise. This is especially relevant as almost all administrators reported having to conduct performance evaluations for teachers that taught subjects outside their own area of expertise and almost half (45%) reported doing so always or most of the time.

**Reporting and follow up**

Administrators reported conducting the post-observation meeting an average (mean) of 4.33 days, which would appear to meet the Ministry requirement that the meeting be held “as soon as possible after the classroom observation”.

Almost all administrators reported rarely having to deal with teachers disagreeing with their assessment with 97% reporting that this happened only once in a while or never. Based on the comments provided, it appears that the only time administrators had teacher disagree with their assessment was when they were given an unsatisfactory rating, which does not appear to happen very often. It is curious whether a possible reason for this is that they are being discouraged from giving such ratings as was previously indicated.

Another possible reason for this is that some administrators reported receiving pressure from union officials when an unsatisfactory rating was given. As one administrator put it “The federation is a daunting presence in such circumstances. It takes a lot of time and the time is worth it because it is so important. But it is very stressful and the federation can make your life just plain miserable.”
Administrators also reported that there was more disagreement when the previous four point rating scale was in place. As one administrator put it “This was more of an issue when there was a four point rating scale rather than a two point scale.” Perhaps this could be one reason why the four point scale was scrapped in favour of the current two point scale.

Another possible reason that there was so little disagreement was that once a teacher achieves the satisfactory rating, the TPA is not used for future personnel decisions. As one administrator put it:

“I think this speaks to the fact that as long as you are given a satisfactory appraisal, teachers are satisfied. They understand that it matters little. TPAs are never even mentioned when a candidate is applying for a new job with a new school and administrators are looking for a reference. I have never seen a question that asks ‘How was their last TPA?’”

This would appear to undermine the competency objective of teacher evaluations.

*Impact and evaluation*

Most administrators did not feel that their role as an evaluator negatively affected relations with their teaching staff with 83% stating that they disagree or strongly disagree. Most administrators stated that they embraced the evaluation role as part of their job and that in fact it has often enhanced their relations with their teaching staff. Many viewed it as an opportunity to provide coaching and mentorship and to build better relationships with their teachers. Thus it would appear that many administrators embraced the professional growth objective of teacher evaluation. The only instances where it appeared to harm relations were with those teachers that received an unsatisfactory rating, which as previously stated, does not appear to occur often.

Administrators appeared divided on the question of whether the TPA process accurately assesses the practice of teachers with 41% stating they strongly agree or agree, 28% undecided
and 32% stating they disagree or strongly disagree. Many felt that the TPA process is only as good as the administrator conducting it. Others noted that the process is good at highlighting the work of great teachers but not at addressing mediocre ones, partly as a result of union involvement. Still others felt the process was too contrived and artificial to be of use.

In terms of professional growth, most administrators felt there had not been substantial improvement of teacher practice in their schools as a result of the TPA process. Just 9% indicated that teacher practice had improved a substantial amount, 34% a modest amount, 36% a small amount, and 20% not at all. This appears to align with the views of the teachers in Ontario surveyed in 1988 by Lawton, Hickcox, Leithwood & Musella who felt that the teacher evaluation systems at the time did not result in substantial improvement in teacher practice or performance.

Most administrators appeared not to view the TPA process as a major vehicle for improving teacher practice. Instead, many indicated that improvements in teacher practice were the result of ongoing professional development in the school during PLC time, PD days, staff meetings as well as coaching and mentoring amongst administrators and staff. Many administrators commented that because there is no follow up for teachers who get a satisfactory rating, improvements in practice usually only occur with those that receive an unsatisfactory rating.

Administrators were also divided on the question of whether conducting TPAs was an effective use of their time with 47% stating that they strongly agree or agree, 21% undecided, and 32% disagree or strongly disagree. Many administrators commented that while they enjoyed observing teachers and having an opportunity to engage them about their teaching practice, the time spent on paperwork and other bureaucratic aspects of the evaluation was not as worthwhile.
Others felt that without more than two rating categories or follow up for those who receive satisfactory ratings, the process was not as effective as it could be. Yet many still viewed the process as valuable in that it appears to be one of the only vehicles to address poor teaching.

In terms of improving the TPA process, the most common suggestion from administrators was to have more classroom observations. Many administrators felt that basing the TPA on a single classroom observation was insufficient. In addition, administrators stated that to get a true representation of a teacher’s teaching practice at least some of the observations should be unannounced. Administrators also stated that evaluating teachers only once every five years was too infrequent. Many also remarked that there should be more than two rating categories so as to distinguish really excellent teaching from that which is merely satisfactory. Another common suggestion was to streamline the number of competencies that teachers must be evaluated on as many are very similar. In addition, some administrators also felt that there should be a cap on the number of TPAs they must perform in a given year so that they can give more attention to each one.

**Subgroup Profiles**

Question eight of the research sub-questions for this study aimed to look at relationship between the gender of administrators and their perceptions of the TPA’s effectiveness in assessing and improving teacher practice. Question nine of the research sub-questions aimed to look at the relationship between experience within specific educational levels and perceptions of the TPA’s effectiveness in assessing and improving teacher practice. The following section analyzes the results of the survey through this lens and addresses these two research sub-questions.
Female administrators

Female administrators comprised almost 70% of the participants in this survey and tended to report having a much more positive experience with the TPA process compared with male administrators.

For example, female administrators were more likely than male administrators to report that the training they received was useful with 38% stating it was extremely or very useful compared with 32% of male administrators. They were also more likely than male administrators to report finding the classroom observations adequate in assessing teacher practice with 56% finding them moderately adequate compared to 47% of male administrators and only 20% finding them slightly or not at all adequate compared with 27% of male administrators.

Furthermore, female administrators were much more likely than male administrators to agree that the TPA process accurately assesses the practice of teachers with 45% stating that they strongly agree or agree compared with just 29% of male administrators.

Given these differences, it should perhaps be no surprise that female administrators also felt more confident than male administrators when conducting performance appraisals. Female administrators reported being much more confident than male administrators conducting performance appraisals for teachers that teach outside their own area of expertise with 78% stating they were extremely or very confident compared to 61% of male administrators. Female administrators also reported being more confident than male administrators conducting performance appraisals for teachers that teach subjects that are in their area of expertise with 67% stating they were extremely confident compared to 51% of male administrators.
In terms of how the TPA process could be improved, female administrators felt much more strongly than male administrators that more classroom observations would allow for a more accurate and useful teacher appraisal with 42% stating they strongly agree compared to 22% of male administrators. Regarding the professional growth objective of teacher evaluation, female administrators were also more likely to report than male administrators that there was improvement in teacher practice at their school as a result of the TPA process with 47% stating that teacher practice improved either a substantial or modest amount compared with 34% of male administrators.

Given this more positive experience with TPAs, it is perhaps not surprising that female administrators were more likely than male administrators to say that conducting TPAs is an effective use of their time with 51% stating that they strongly agree or agree compared with 37% of male administrators.

Perhaps part of the reason that female administrators reported having a more positive experience than male administrators with the TPA process was that they appear to invest more time in the process. Indeed, female administrators reported spending an average of 60 hours annually on conducting TPAs and its related activities compared to 53 hours for male administrators.

Administrators that have worked in both elementary and secondary schools

Administrators with experience in both school levels (i.e. elementary and secondary) represented only 10% of the participants in this survey, yet they appeared to have a much more positive experience with the TPA process than those that worked solely in elementary or secondary schools.
For example, administrators with experience in both school levels were much more likely than administrators that worked solely in elementary or secondary schools to report finding the training related to conducting TPAs useful with 50% finding it extremely or very useful compared with 36% of those in elementary schools and 29% of those in secondary schools. They were also more likely than administrators that worked solely in elementary or secondary schools to report finding the classroom observations adequate in assessing teacher practice with 30% stating they were extremely or very adequate compared with 25% of elementary administrators and 21% of secondary administrators. Furthermore, administrators with experience in both school levels were much more likely than administrators that worked solely in elementary or secondary schools to agree that the TPA accurately assesses the practice of teachers with 59% stating they strongly agree or agree compared with 39% of elementary and 38% of secondary administrators.

It is perhaps no surprise then that these administrators reported being more confident than administrators that worked solely in elementary or secondary schools when conducting performance appraisals with 94% reporting they feel extremely or very confident when conducting performance appraisals for teachers that teach outside their area of expertise compared with 83% of secondary administrators and 63% of elementary administrators.

Being an evaluator appeared to have less of an impact on interpersonal relations with staff for administrators with experience in both school levels. Indeed they were less likely to agree that their role as an evaluator negatively affected relations with their teaching staff as 94% stated they strongly disagree or disagree compared with 86% of secondary administrators and 80% of elementary administrators.
In terms of the professional growth objective of teacher evaluation, these administrators were more likely to report that there was improvement of teacher practice at their school as result of the TPA process with 53% stating that teacher practice improved a substantial or modest amount, compared with 46% of secondary and 40% of elementary administrators.

Given all of these responses, it should be no surprise that administrators with experience in both school levels felt much more positive than administrators that worked solely in elementary or secondary schools with the TPA process overall with 59% stating they strongly agree or agree conducting TPAs is an effective use of their time compared with 48% of elementary administrators and 42% of secondary administrators.
CHAPTER 6: IMPLICATIONS, LIMITATIONS AND CONCLUSION

Study Review

This study examined the view of administrators (i.e. principals and vice-principals) across Ontario with regards to the province’s Teacher Performance Appraisal (TPA) process. Specifically, it addressed the research question: What are administrators perceptions regarding the effectiveness of Ontario’s TPA process in assessing and improving teacher practice.

Although there have been many studies on teacher evaluation conducted from the perspective of teachers, minimal research attention has been directed to the perspectives of those who are actually tasked with conducting the process: administrators. This study aimed to address this deficiency.

An electronic web-based survey was sent out to administrators in English-language public schools across Ontario. The survey examined five areas: 1) Preparation and training for TPAs; 2) Classroom observations and data collection; 3) Post observation and preparing the formal evaluation; 4) The impact of TPAs on teaching practice; and 5) Improving the TPA process. A total of 178 administrators provided responses to the survey.

Results indicate that administrators did not appear to receive extensive training in conducting TPAs and of the training they did receive, most did not find it very useful. Most administrators did not feel strongly that the classroom observations were adequate in assessing teacher practice. Administrators did not report having many teachers disagree with their assessment, likely due to the low-stakes nature of the appraisal and the fact that there are only two rating categories. Most administrators did not feel that there had been substantial improvement in teacher practice in their schools as a result on the TPA process. In terms of improving the TPA process, the most common suggestions were to have more classroom
observations, some of which are unannounced; evaluate teachers more frequently; and have more than two rating categories so as to distinguish really excellent teaching from that which is merely satisfactory.

**Implications for Policy and Practice**

While the TPA is certainly an improvement over the inconsistent patchwork of teacher evaluation schemes that existed across Ontario prior to its introduction, the findings of this study indicate that there are many ways that it can be substantially improved so that it better meets its objectives of competency and professional growth.

*Training*

Training for administrators in conducting TPAs does not appear to be either very useful or mandatory. Only 34% of administrators reported receiving a great deal or a lot of training in conducting TPAs and only 36% found their training extremely or very useful. Given the importance of teacher evaluation, all administrators should receive regular training in not just the mechanics of the TPA, but also how to accurately assess and evaluate teachers both in and out of the classroom. For new administrators, this training should be mandatory prior to beginning their new position. For experienced administrators, ongoing training should be mandated to ensure that their skills are kept sharp and that there is consistency across schools. There also appears to be a need for more training and support around unsatisfactory TPAs. Given that unsatisfactory TPAs involve substantial work on the part of the administrator, providing more training and support in this area will likely make administrators more confident when dealing with these difficult situations.
Classroom observations

In the eyes of most administrators, assessing the effectiveness of a teacher based on a single, pre-planned classroom observation is inadequate. Only 26% felt that the classroom observations were extremely or very adequate in assessing teacher practice. As one administrator put it “Observing a single class does not give a very thorough picture of a teacher’s practice. A teacher can always put on a good show.” Another administrator expressed similar sentiments: “All observations are staged events which is not necessarily representative of the classroom experience”. Thus the TPA should include multiple classroom observations, some of which are unannounced. This would provide administrators with a more accurate picture of a teacher practice and would thus allow for more meaningful assessment and feedback.

Subject area

Despite comments from some administrators to the contrary, it appears that subject area expertise does matter when conducting teacher evaluations. As evidenced in the literature, this has long been a concern among teachers and it appears that the administrators in this study acknowledge the issue as they reported being much more confident when conducting evaluations for teachers that teach within their area of expertise. 97% of administrators reported being extremely or very confident when evaluating teachers that taught subjects within their area of expertise compared with 71% that reported being extremely or very confident when evaluating teachers that taught subjects outside their area of expertise. Hence as much as possible, teachers should be evaluated by administrators that share their area of expertise. While this will not always be feasible, it is certainly preferable as it will likely allow for a more accurate and meaningful evaluation and is more likely to be perceived as such by the teacher being evaluated.
This may make teachers more receptive to the feedback they receive as they will have increased confidence in the administrator’s evaluative abilities.

Sources of information

Many administrators appear to be utilizing sources of information outside of those strictly dictated by the current TPA process. This included informal visits to the teacher’s classes throughout the year (which many administrators mentioned), report card data including the teacher’s pass-fail rates, and anecdotal input from curriculum leaders or department heads. This may be because they feel that the current sources of information available to them are inadequate. One possible way to remedy this is to include other sources of information in the evaluation process. Instead of relying solely on classroom observations or other aspects of teacher behaviour such as the organization of notebooks and unit plans, evaluations could incorporate direct evidence of student learning. This could take many forms including student performance on end-of-course assessments, teacher-generated assessments, district-wide assessments, or value-added models that measure student progress on standardized assessments while controlling for important factors such as students’ academic history or demographic characteristics. Using multiple sources of information in this way may help to paint a more complete picture of teacher effectiveness.

Multiple ratings of effectiveness

Many administrators remarked that there should be more than two rating categories so as to distinguish excellent teaching from that which is merely satisfactory. As one administrator put it “Some teachers are well beyond satisfactory and some are just satisfactory, this needs to be acknowledged.” Indeed in the original incarnation of the TPA there were four categories: exemplary, good, satisfactory, or unsatisfactory. It is thus recommended that the TPA revert
back to a four point rating scale. One option is to use the original four categories. Another option suggested by The New Teacher Project (2010) that centers on the concept of teacher effectiveness is: highly effective, effective, needs improvement, or ineffective. This number of categories is large enough to provide teachers with a clear description of their current performance while being small enough to allow for clear distinctions between each level. This will also allow for meaningful differentiation of teacher performance within schools and districts.

**More Frequent Evaluations**

Many administrators stated that evaluating teachers only once every five years is too infrequent. As one administrator put it “Five years is too long a period in any field for professionals to take a hard look at their practice.” Regardless of their ability level or years of experience, teachers deserve ongoing feedback on their performance. As a teacher’s effectiveness and developmental needs may change over time, more regular evaluations are needed to help satisfy both the competency and professional growth objectives. It is thus recommended that teachers be evaluated every two years. This will help to ensure that teachers receive timely help with their challenges and regular recognition of their successes.

**More Regular Follow Up**

In terms of professional growth, many administrators commented that the TPA process does not lead to improvements in teacher practice because there is no follow up for teachers who receive a satisfactory rating. As one administrator put it:

“Once teachers have their copy of the evaluation it is totally within their control whether want to pursue the recommendations or not, unless the TPA is unsatisfactory. Principals/vice-principals cannot mandate additional training/workshops in areas of need therefore the process can be very ineffective.”
Therefore, it is recommended that there be more regular follow up with all teachers, regardless of current performance, to ensure that they are taking steps to improve their teaching practice based on the recommendations of their last TPA. Having this regular follow up will ensure that teachers are taking the steps to improve their practice based on the recommendation that administrators spend hours each year carefully crafting. Having TPAs take place every two years instead of five years will assist in this regard. At this more frequent interval it will be easy to revisit a teacher’s last TPA and discuss how those recommendations are being acted upon.

**Make Evaluations Significant**

Another reason why many administrators felt that the TPA process does not lead to improvements in teacher practice is that it is not used for future personnel decisions. As one administrator put it:

“I think this speaks to the fact that as long as you are given a satisfactory appraisal, teachers are satisfied. They understand that it matters little. TPAs are never even mentioned when a candidate is applying for a new job with a new school and administrators are looking for a reference. I have never seen a question that asks ‘How was their last TPA?’”

Therefore it is recommended that TPAs be explicitly factored into important personnel decisions such as hiring, promotion, and possibly compensation. This will communicate the importance of the process to all stakeholders and will ensure that it receives the attention it deserves.

**Challenges**

The major challenge that these recommendations create is that they would substantially increase the workload of already overburdened administrators. For example, while the majority of administrators agreed that more classroom observations would allow for a more accurate and useful teacher appraisal, many felt that there was simply no more time in their busy schedules to
allow for this. As one administrator put it “‘Yes, however where is this time going to come from on the part of the administrator?’” Thus in order to make these recommendations feasible, administrators will need to be relieved of many less critical responsibilities. If ensuring high quality teaching in every classroom is an administrator’s most important function, their responsibilities should reflect this.

Another challenge, especially regarding the recommendations to have unannounced class visits, multiple ratings, use more sources of information and tie performance on the TPA to hiring, promotion and compensation is that it may meet stiff resistance from teacher unions. Many administrators commented that there were more disagreements from teachers regarding their evaluations when the four point rating scale was in place and that union involvement often makes the TPA process more difficult. However this need not be the case. In 2009-2010, New Haven Public Schools worked with the New Haven Federation of Teachers to design a new teacher evaluation system that contains many of these recommended elements (New Haven Public Schools, 2010). To help ensure the system is being implemented fairly, impartial observers review administrators assessments of teachers. This helps to alleviate the anxiety among teachers associated with any new system of evaluation. Hence improvement to teacher evaluation systems can occur where there is meaningful collaboration between school districts and teacher unions.

**Limitations of the Study**

**Sampling**

Even though it is more rigorous, it was not feasible to utilize a simple random sample in order to select participants for this study. The electronic survey was sent out to approximately 5,000 administrators, of which 178 responded. This is a response rate of only 3.6%. Hence there
exists the possibility of response bias. Therefore we cannot be sure that the perceptions and opinions presented in this study are representative of all administrators in Ontario. A study that utilizes a simple random sample with a larger sample size would be required in order to increase the validity of the findings and to ensure they are generalizable to the broader population.

It should also be noted that participants in this study were selected from the membership of the Ontario Principals’ Council, which represents administrators in Ontario’s English-language public schools. Although this represents the majority of administrators in the province, it neglects those that work in Ontario’s three other school systems (i.e. English-Catholic, French-public, and French-Catholic). Administrators in these other school systems may have different perceptions and opinions than those presented in this study.

Comments

Although the survey questions utilized in this study were primarily quantitative, an optional comment box was provided with each question so as to allow participants to add further explanation and context to their answers. However, for the questions in which an optional comment box was provided, only an average of 25% of participants who answered the question also provided a comment. Therefore we cannot be sure that the comments provided were representative of the entire group of participants.

Research Instrument

A survey research design allows for the description of current attitudes and opinions of a large number of people in a time and cost efficient manner, but has its limitations. For example, it does not allow for probing or follow up questions, which would have been of great value given the responses of participants in this study. Utilizing a qualitative research method such as one-
on-one interviews would provide a more rich understanding of the experience of administrators and add context to the findings.

**Suggestions for Future Research**

Although this study is a start, there are a variety of future studies that could be done on the topic of teacher evaluation from the perspective of administrators. A survey that utilizes a simple random sample and has a larger sample size should be done in order to ensure that the findings are truly representative of all administrators in Ontario. Ideally participants for this study would be selected from administrators in all four publicly funded school systems (i.e. English-public, English-Catholic, French-public, and French-Catholic).

While the survey utilized in this study allowed for some unstructured comments, a qualitative study that utilizes one-on-one interviews should be done in order to provide a more deep understanding of the experience of administrators. This would allow for more probing and follow-up questions, which would add greater detail and context to the findings of this study.

The findings from this study led to recommendations for policy and practice in Ontario, however there are other jurisdictions that have already adopted many of these suggestions. Studies should examine the impact of these changes to assess the degree to which they have been effective in improving teacher evaluations systems so as to better meet the competency and professional growth commitments.

Another area of further study should be to investigate the proportion of time administrators spend on the different responsibilities they are given. Many administrators in this stated that they wished they had more time to devote to teacher evaluation, but complained of being overburdened by other responsibilities. This was also cited as a possible barrier to
enacting changes to the teacher evaluation process, such as more classroom observations, that would improve both its accuracy and usefulness. A study that documents how administrators spend their time among the many responsibilities they are given would allow for a better understanding of this critical role in schools.

**Conclusion**

Conducting effective teacher evaluations often involves a considerable amount of time and effort on the part of administrators. However, it is certainly worth the effort. As one administrator put it “Despite the many many many hours of work, I think it’s worth it… it’s important and must be done.” Indeed, if we are to close the achievement gap we must ensure that all students, but especially our neediest, have the most effective teachers possible. Teacher evaluation can play an important role in this regard. An effective evaluation system allows teachers to receive the feedback, support and recognition they deserve and provides administrators with the information they need to make informed decisions regarding personnel and professional development. By implementing these recommendations, it is hoped that Ontario can improve its TPA process so as to better ensure that all students have access to the most effective teachers possible.
REFERENCES


difference through performance appraisal (pp. 13-41). Toronto, ON: The Ontario Institute for Studies in Education Press.


Appendix A: Administrative Consent Letter

OISE
ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
UNIVERSITY OF TORONTO

June 10, 2012

Ontario Principals’ Council
180 Dundas Street West
Toronto, ON M5G 1Z8

Attention: Ian McFarlane, Executive Director

Dear Mr. McFarlane,

I am a graduate student at the Ontario Institute for Studies in Education, University of Toronto and am planning a research project that will involve the members of your organization. In order to begin the project, I require your written consent.

The purpose of this study is to document administrators’ perceptions of Ontario’s Teacher Performance Appraisal (TPA) process. This will be done through the use of an online survey. The survey examines the following areas: 1) Preparation and training for TPAs; 2) Classroom observations and data collection; 3) Post observation and preparing the formal evaluation; 4) The impact of TPAs on teachers in your school; 5) Improving the TPA process.

All administrators in Ontario’s publicly funded schools would be invited to participate. Participants may benefit by being involved in a process that allows them to reflect upon their professional practice and give voice to their views on current education policy. The study will also add to scholars understanding of teacher evaluation and should be of interest to policymakers in Ontario and elsewhere.

Participants will be well informed about the nature of the study and their participation, including assurance that they may withdraw at any time. Participants will at no time be judged or evaluated, and will at no time be at risk of harm.

The survey is anonymous. It does not include any information that would enable anyone to identify any participants, their school or their school board. All participation in the study will be kept strictly confidential. It is intended that the results of this study will be published in traditional academic venues however at no time will any participant be identified. Only I will have access to the data which will be kept in a secure server environment at the University of Toronto and in a locked cabinet in my home.

If you agree, please sign the letter below and return it to me. In order to recruit participants, I would request that you post the attached call for participants in your weekly email newsletter that is sent out to your members. The
email will contain a description of the study (see attached). After reading the description of the study, interested participants will then click on the link to get more information about the study, read about consent and if they agree complete the survey.

If you have any questions, please feel free to contact me at 647-388-5284 or at sachin.maharaj@utoronto.ca. You may also contact my supervisor, Dr. Nina Bascia at 416-978-1159 or at nina.bascia@utoronto.ca. Finally, you may also contact the University of Toronto Office of Ethics Research for questions about rights as a research participant at 416-946-3273 or at ethics.review@utoronto.ca.

Thank you in advance for your cooperation and support. In return, I will send you a summary of the results.

Sincerely,

Sachin Maharaj

Administrator's signature  Date

Please keep a copy of this letter for your records
Appendix B: Informed Consent Letter

Administrator Perceptions of Ontario’s Teacher Performance Appraisal Process

Informed Consent

Dear participant,

This is a study at the University of Toronto and is being supervised by Dr. Nina Bascia. The study is part of an M.A. thesis. The purpose of this study is to document administrators’ perceptions of Ontario’s Teacher Performance Appraisal (TPA) process. All administrators in Ontario’s publicly funded schools are being invited to participate. Participants may benefit by being involved in a process that allows them to reflect upon their professional practice and give voice to their views on current education policy. The study will also add to scholars understanding of teacher evaluation and should be of interest to policymakers in Ontario and elsewhere.

The survey examines the following areas: 1) Preparation and training for TPAs; 2) Classroom observations and data collection; 3) Post observation and preparing the formal evaluation; 4) The impact of TPAs on teachers in your school; 5) Improving the TPA process.

The survey should take approximately 20 minutes to complete. Participation is entirely voluntary. You have the right to refuse to answer any questions or withdraw from the study while you are completing the survey without any negative consequences. Once you submit your survey data, you will not be able to withdraw as the data is being collected anonymously and there would be no way to identify which data came from which participants. At no time will you be judged or evaluated and at no time will you be at risk of harm. If you have any questions related to your rights as a participant in this study or if you have any complaints or concerns about how you have been treated as a research participant, please contact the Office of Research Ethics at the University of Toronto at:

McMurrich Building, 2nd floor
12 Queen’s Park Crescent West
Toronto, ON M5S 1S8
Tel: 416-946-3273 Fax 416-946-5763
Email: ethics.review@utoronto.ca
By filling out and submitting this survey, you acknowledge your willingness to have the information you have provided to be included in this research project. The survey is anonymous. It does not include any information that would enable anyone to identify you, your school or your school board. We will ensure that your participation in the study would be kept strictly confidential. It is intended that the results of this study will be published in traditional academic venues however at no time will any participant be identified. Only the researcher will have access to the data which will be kept in a secure server environment at the University of Toronto and in a locked cabinet in the researcher’s home. It will be destroyed five years after completion of the study. A copy of this thesis will be available electronically in the University of Toronto Research Repository (T Space) at https://tspace.library.utoronto.ca/handle/1807/8944 and a summary will be sent to the OPC.

Thank you in advance for your participation.

Sincerely,

Sachin Maharaj
MA Candidate, Theory & Policy Studies
OISE, University of Toronto
252 Bloor Street West
Toronto, ON M5S 1V6
Tel: 647-388-5284
Email: sachin.maharaj@utoronto.ca

Dr. Nina Bascia
Professor, Theory & Policy Studies
OISE, University of Toronto
252 Bloor Street West
Toronto, ON M5S 1V6
Tel: 416-978-1159
Email: nina.bascia@utoronto.ca

If you wish to proceed with the survey please click "Next".
1) How much training have you received in conducting Teacher Performance Appraisals (TPAs)?

“It is up to the individual administrator if he/she would like to take a workshop or two.”

“I had zero training when I first started doing them but have had very limited training since.”

“board provided mandatory 2 hour training session - but nothing on how to write up the TPA report.”

“We have the guide and talk with each other”

“Training centres on how to complete the TPA on the web-based system. No training at all on how to conduct TPA’s other than a few questions answered at the web-based training session.”

“General training was offered for new administrators (VP). Then there was the mentoring/coaching with my principal. As well, I belong to a network of VPs that chose to have TPAs as topics of interest and learning, and we brought experienced principals working in Leadership Development/HR to talk to us about writing unsatisfactory TPAs. This spring, out of the need for administrators in our area to refine skills in writing unsatisfactory TPAs, our Superintendent requested for leadership development to hold a half day workshop for experienced administrators in refining skills of writing TPAs. Our board recently revised our TPA manual and provided further training on the manual through our monthly admin meetings. As a companion to the revised manual, our board also wrote a section on writing unsatisfactory TPAs.”

“A lot initially. Since it has been amended, none at all.”

“Our board has revised/updated our processes with input from federations, teachers, and administration.- in compliance with the policy.”

“More training is needed for administrators, especially in the area of unsatisfactory TPA's”

“There is training available but it is not comprehensive enough to ensure consistency”

“There are inservices offered every year if administrators wish or need more training.”

“These are unusual descriptors. Is 'a great deal' qualitatively different than 'a lot'. Certainly there is no common increment here separating descriptors, and no ratio scale exists which would allow any statistical investigation other than the most basic descriptive analysis.”

“This is one area I felt I needed some training.”
Appendix C: Full Set of Comments for Each Survey Question

“I am the lead administrator in developing and delivering our board's training.”

“Inadequate training”

“Have attended in-services provided by the HWDSB, and also have taken a workshop in the past provided by OPC (in the summer).”

“None on MVAL, which is from a cursory glance pretty massive; a little direction from SOs in an hour session on a training day.”

“I have had full day training sessions through OPC workshops (part of Board pd for school administrators) as well as board pd”

“I need more technical training and less theory.”

“It really is up to the person to choose. I could attend training every year if I wished”

“There at initial Ministry presentation of TPA at our Board and all followup information sharing over the years.”

“We have had a board person be the lead....she's wonderful and very supportive and knowledgeable, but as a retired principal, she is now cut way way back in hours and may not be with us at all next year.”

2) *Please describe the training you have received in conducting TPAs*

“General training in the requirements of the process and paperwork that needs to be produced.”

“lead for the Board in delivering key messages and changes in legislation”

“review of Ministry documents; attendance at voluntary TPA PD sessions on the process, technical requirements, how to make the process meaningful, best practices, effective strategies”

“Large group training when the new TPA was first brought out.”

“Workshop”

“overview of the process and required forms”

“Board level workshops”

“half day session through our board.”

“I learned how to use the MVAL program from my colleague and then went to a workshop that was offered at the board. It was helpful because the instructor had some good tips.”
“introductory training, followed by updates and re-training available annually”

“Ministry level, as a member of the board implementation team; lead training at the board level for years.”

“workshop through the Board manual”

“Several days of Board level professional development Support from the central staff Support from my Principal”

“It was a review of the technical aspects of the process, however, no exemplars re: best practices. OPC provided support in PD pertaining to protective services.”

“It dealt with who to cal and what to do if you thought you were going to give an unsatisfactory rating. It did not deal with how to decide satisfactory versus unsatisfactory.”

“I hour workshop on the process”

“Only the training that is offered to NEW P/VPs by the TDSB. Basically 2 half day sessions totalling about 6 hours”

“I received a full-day workshop as a new VP.”

“ Took a course on how to use the software, was given a mentor to help with the process and ask questions, our board has a good manual and attended several board workshops on writing them.”

“No training has ever been provided to me re the TPA process.”

“A half-day PD of hands-on training using the program and an half-day PD focusing on the the process.”

“Workshop put on by the Board with a representative from a different Board leading it.”

“-morning seminar session outlining important features of TPA engine”

“Board pd initially pd at administrator's meetings Board documents and resources Ministry documents”

“OPC training, board level training, on job implementation of the process”

“A brief conversation about the process”

“Mval training and overview of TPA process in large group setting.”
Appendix C: Full Set of Comments for Each Survey Question

“Workshop organized by our Board.”

“OPC Workshop”

“Originally full day training. When I joined a new Board it was a "crash" course in training.”

“informal from colleagues”

“We have access each year for TPA training.”

“Training related to "Unsatisfactory" Appraisals and protocols/procedures to follow”

“The "training" comes from the principal, and on your own time. Reading over various examples, going through the Ministry manuals. At my request, my principal paid for a supply teacher for a half day to cover my teaching duties while I shadowed her as she completed an observation session. We then debriefed the observation.”

“District training and training thru the Ontario Principals Council course and accompanying support materials”

“Workshops and reading materials.”

“board inservice, opc inservice, regular discussion at principal meetings”

“New VP training at the Board level Board-wide review of YRDSB unsatisfactory TPAs On-line review for Administrators”

“In services by a number of HR staff - including senior managers, SOs and seconded principals”

“Ministry and Board workshops.”

“Training supported by Board Personnel.”

“1 day inservice”

“from a mentor and during PQP”

“an hour here or there during a PA day or admin day maybe once every 3 years.”

“Board level training session. Print resources.”

“went over process”
“Half day at a symposium dedicated to this topic. At least 3 LKDSB workshops on this topic.”

“Workshops at board level, colleague mentoring, manuals”

“OPC, coaching by Sr. admin and mentors”

“Attended Board Workshop. Read Ministry TPA and NTIP Documents.”

“Large group presentations Workshops conducted by staff who have limited experience.”

“No formal training”

“Board training to review the software and the evaluation process”

“various board workshops”

“We had an inservice that went through the manual.”

“Training occurred for all administrators when it was initially rolled out. Subsequent training has been minimal, and directly related to timelines and procedures for unsatisfactory ratings.”

“large group sessions”

“I sat in with a colleague one time during my first year as a vice-principal in order to see how he conducted the TPA. I have received no formal training other than the training offered by the TDSB on how to complete the web-based TPA forms. Almost all of my knowledge has come straight from reading the manuals.”

“I have had training from Human Resources, peers, and P.D. sessions.”

“I've received a lot on the technical aspects of using the software and a little in terms of the content.”

“Two workshops: the first on 'How to' - mostly how to fill in the forms, what the sequence is, etc The second was on dealing with an unsuccessful TPA. More timelines, etc The most useful was a session arranged by my Superintendent on unsatisfactory TPAs, given by a retired SO who had personal experiences with them, and it was practical, preventative and very helpful. But this was after 5 years of doing them.”

“2 sessions - one as a VP and one as a P”
Appendix C: Full Set of Comments for Each Survey Question

“I spoke with my principal about the process prior to engaging teachers in the process”

“one workshop during vp intern training”

“During mentorship program, shown how to use the program and how to do a TPA. Did a TPA with my principal when I was a vice-principal.”

“Board provided workshops, examples”

“information during Admin Meetings regarding process, common approaches, resources, etc”

“member of the Board's committee on TPAs and NTIP processes”

“Board central training & computer training on mval”

“initial training as a new VP - mentoring/coaching from my principal – network training with VPs, using board experienced staff, and experienced VPs to present/discuss - monthly admin meetings - coaching from Superintendent (when I wrote an unsatisfactory TPA)”

“I read the manual”

“Initial training involved evidence to look for along with the style expected. This was to ensure consistent practice by all administrators. We have recently received an updated refresher on conducting and writing TPAs. All Principals and Vice-Principals in my Board are currently receiving training in writing TPAs in which the teacher is deemed to be "Unsatisfactory".”

“supporting teachers, how it is to be collaborative and documentation to support if concerned about teacher performance”

“Board workshops; went through the manuals.”

“In-service for all P's and VP's with the new process a few years ago. Additional in-service voluntarily for two or three years afterwards.”

“We have watched videos to support observation skills; written comments and discussed in small groups; reviewed timelines; submitted questions; developed exemplars; discussed difficult conversations; been provided with the Jennifer Abrams book called "Having Hard Conversations"; connecting TPA and ALPs;”

“Workshop on Unsatisfactory TPA's.”
Appendix C: Full Set of Comments for Each Survey Question

“I was trained in what all of the aspects of the TPA (pre- and post-meetings, observation) are. There was not so much information about how to conduct the meetings/observation or about actually writing the reports.”

“One day workshop plus meetings with a mentor about TPAs”

“How to use the website and provided with a manual.”

“Plenary session- 1 hour, brief overview of process, NTIP etc “

“Training is not the issue. Engaging in the practice of TPA and then learning from the experience is key. No amount of training can equip someone to be effective in engaging a teacher in TPA. It is incumbent on the assessor (i.e. principal or vice-principal) to engage in their own learning relative to the desired outcomes of TPA. Training is not very effective in building capacity.”

“Training with System Principal and with other new VPs”

“Introductory workshop to the TPA process when the new document came out...”

“I attended several workshops provided by TDSB Human Resources Department when the TPA was first introduced. Since then "refresher" courses have been available at least once a year but I have not attended one recently!”

“As a new administrator had training at the board level through a 2 hour workshop as well as an introductory session at a superintendent meeting”

“I received training when the process was first implemented and then again when the revisions occurred. No other training/review since then.”

“-how to use the online system - the process - timelines, 5 year cycle etc -some sample comments were made available -manual provided”

“One day workshop with other administrators, facilitated by Superintendent and Principals.”

“1 half day session on requirements of the process”

“manual and inservice”

“One day inservice when the new format was introduced.”

“Years ago when it started…. can't remember what exactly!”

“Initial training when the process was put in place, and again last year our board sponsored a full day workshop for all of our administrators”
Appendix C: Full Set of Comments for Each Survey Question

“One session on the computer, and one workshop on writing unsatisfactory TPAs”

“OPC workshops Board workshops”

“- Board -Ministry -Peer to Peer”

“presentations, discussions and networking during regular principal meetings”

“An introduction to it during a VP internship session and one training session (about 2 1/2 hrs?)”

“Walk through training, use of Mval software, procedures surrounding successful and unsuccessful TPAs, types of comments, sample conversations for pre and post appraisals.”

“I received a minimum amount of training when it was first implemented. Just in this past year though, I have received more in depth training through our Board with specific aspects of the process.”

“None”

“Initial training after being appointed as a VP in 2004”

“Board level in-services; support from superintendent as required; OPC workshop”

“Board workshops and intern programs.”

“Unsatisfactory Performance Appraisal Workshop”

“Dedicated initial training (full day); multiple learning segments within admin meetings (ongoing for the year)”

“a couple of sessions through the vp councils meetings, some counselling with my principals”

“1/2 day inservice several years ago when it came out on how to go through the Process”

“Workshops presented annually at area of schools meetings. On line modules.”

“Our Board had three different day long sessions when the TPA process came out. However, new administrators have had very little training.”

“Was provided with a manual and main components highlighted. This was part of
Appendix C: Full Set of Comments for Each Survey Question

a principal's monthly meeting.”

“Only touched on in PQP”
“Principal's Course; VP workshop; Principal mentor”

“A half day I service and two manuals”

“Ministry Training when first introduced Board Training in conjunction with ETFO”

“Going to a workshop and reading the booklet.”

“In my previous school board I was the one of the trainers. It was a half day session. We also had the option of additional training by OPC. Which I did as well.”

“use of technology - review of manual”

“District workshops”

“Several workshops as an administrator in how to go about completing a TPA as well as our Board policy regarding TPA's.”

“In-servicing to go through the TPA manual. Refreshers are offered each year.”

“Workshops”

“Initial was thorough.”

“Workshops (multi day), seminars, ongoing PD”

“Revie of the manual”

“-part of VP mentoring session -walked through first TPA by system principal and observed pre observation meeting”

“The use of the web based system as been the extent of the training.”

“workshops were helpful with how to conduct the TPA, process and some help with comments.”

“not to make lists, to follow the framework... not much that's been helpful - I've read many done by other admins and taken cues”

“-training related to the mechanics of the online reporting system. Was given the manuals for TPA's and NTIP to be reviewed on my own.”
“for principals”

“Attended Ministry training initially, follow up at principals' meetings”

“PQP as well as a workshop offered by OPC”

“Board directed in service.”

“Training in using MVal to complete the TPAs. Also full day training provided by the Ministry.”

“Most training occurred in the PQP course. Some training was completed by the Supt of Human Resources at Regional Principal meetings. Supt of schools and supt of human resources both available for consultation”

“opc workshops and board and ministry training”

“Principal inservice”

“Full day session introducing the process. Examples available on-line. Mentor available for discussion.”

“Carousel sessions at administrative conferences”

“I read the handbook and I attended a half-day workshop. I had a very brief informal training from the principal.”

“Full day session by OPC + total of full day pd by board + half day total with Superintendent As well, I was a member of a 'think tank' organized by the Ministry a few years ago to give input into TPA”

“Face to face training-hands on and lecture style”

“Inservices for all admin as well as when I first started. Plus when I was a VP my Principals mentored me. Plus I had training as a new admin.”

“Initial F2F and on-line mandatory board sessions, followed by network administrator sessions.”

“PPT's in admin mtgs”

“Information sessions, updates with respect to changes- some were mandatory”

“Admin is asked to sign up for training. A room full of admin are trained by the Senior Manager for Elementary Teaching (TDSB). There is a power point handouts and some time to discuss.”
“1 overview session, 2 board sessions, and 2 PD sessions on unsatisfactory TPAs”

“The initial presentation was a day-long analysis of the procedure with roleplaying and examples in all areas.”

“In-services”

“Board Training - 3 x”

“OPC training multiple workshops on - writing unsatisfactory TPAs, best practices etc”

“Workshop and mentoring”

“Several group sessions on the mechanics, rationale, and even the computer software that we use to generate the TPA documents. In my case, I’m in the middle of an unsatisfactory TPA (round 2) and the support from the above mentioned person has been extremely helpful, if not invaluable. I would not have survived the process without her coaching...seriously! It's a very very contentious TPA but needed to be done.”

“OPC training, board-level in-services (several)”

“1 workshop”

“As a VP some insite was obtained from my Principal”

“A two part session at the central board office (mainly focusing on how to do it and why we do it) and a voluntary session organised by a superintendent.”

“Mandatory workshop. Lots of stupid warm and fuzzy crap with post-its, markers, highlighters and chart paper. Answering dumb questions in groups like "What is the essence of a satisfactory TPA?" "How does a professional conversation look?" and " How can we describe what (insert domain here) would appear?"”

“Fortunately I have much experience in evaluating Teacher Candidates with various faculties, without that I don't think I would have felt as confident. My 1st Principal basically showed me the form, and I followed the template.”

3) How useful was the training you received in conducting TPAs?

“There is a great deal of inconsistency in terms of the completion of the TPAs, even in our small board.”
Appendix C: Full Set of Comments for Each Survey Question

“I also sat down with my principal prior to my first TPA and then walked through each step with him to ensure we were on the same page with respect to our expectations.”

“NA”

“I didn't have any TPA's this year so I wasn't able to put anything learned into practice. I also found the message from the Board versus the presenter somewhat conflicted.”

“OPC was the best training”

“this is an area where the board needs to devote more time to establishing correct language, siting proper "look fors" and what to do when you come up with an unsatisfactory evaluation”

“The web-based training is indeed useful in showing you how to complete the TPA on the online system. I signed up for a repeat session for this in my second year as a vice-principal and the instructor showed us a short-cut in the system that made filling out the forms much more efficient. I have since developed my own way of doing the TPA that is more efficient and combines the required fields and comments (from the bank) with personalized comments from my observations in the actual classroom evaluation.”

“Useful information however not all teachers are open to suggestions to support their teacher practise regardless of how supportive one can be”

“Good to go through and discuss with colleagues and board staff for consistency.”

“Excellent input on board recommendations for organizing, communicating, timelines, etc.”

“I have had limited training and that is all I need. It is up to me to lead my own learning.”

“-manual is useful for reference”

“It is what good "supervisors" would do anyway.”

“I can read or figure out the dates, requirements etc but wanted more information on how to actually write the report; there is a lot of inconsistency ranging from using the exact words of the expectations to writing freely. I still don't understand the purpose of the focus which is almost always the same choice but doesn't seem to make a difference to me since I have to report on all domains.”
“Having completed many TPA's prior to the second training session, little was new, but there were hints as to streamlining the process”

“Computer training was good, and the workshop was somewhat useful”

“The training was standard and not differentiated for the needs of most participants. It was also limited in time and scope.”

“I also benefited from the training I got as an Adjunct Professor at York University. That training was in valuable and superior to any other training I received. Although this training was to teach us how to evaluate teacher candidates all lessons applied to TPAs as well.”

“Don't take this as an opportunity fo OPC to 'train', because unless the process grows teeth there is no point”

“Useful in regards to the online component of completing the evaluation and recording information. Would have liked some training on effective practices for TPA's outside of the manual”

“PQP was excellent. OPC workshop was too rushed”

“More is always helpful”

“No training in unsatisfactory TPAs. Superintendents seems to be trying to say something they don't want to directly say in our training. I'm not really sure what they want, but it seems they are not happy.”

“The presentation was very lengthy and the presenters allowed the administrators to use any of their handheld devices and laptops for any purpose during the presentation and so there were a lot of us, including me, off topic for a good part of the time.”

“Got the manual. I guess it is slightly useful. It is certainly long and wordy, full of jargon and edubabble.”

“If I hadn't had an extensive background, as well as significantly proficient writing skills, I would have been overwhelmed.”

4) **What other preparation do you undertake prior to each performance appraisal?**

“Focus on the School Improvement Plan and then meet with all the teachers to be appraised to develop the direction as to how their appraisals will be linked to the SIP.”

“consultation with teacher/strong link to the Annual Learning Plan/regular walkthroughs as part of the evidence of practice”
Appendix C: Full Set of Comments for Each Survey Question

“meet with teacher, go over process, daily visits, ALP”

“Other than what?”

“Teacher meeting before observation, laptop set up for observation,“

“n/a”

“Collection of data, walk throughs, discussion with support staff, informal parental discussions”

“Talk with other administrators.”

“I make sure that the teacher has all the necessary material that he/she needs. I make them feel comfortable and answer any questions they may have.”

“review the TPA document”

“not sure what this question is asking. TPA should not be an "event" that requires preparation in advance; it should integrated into the fabric of a principal's practice around instructional leadership and creating a learning culture in a school”

“-meet with TPA teachers -review process -have them reflect on their practice as it relates to the TPA domains and competencies through a question sheet”

“Reviewed materials and powerpoints”

“Follow the process to the "letter", especially if there are concerns about an individual teacher's performance.”

“review TPA manual”

“Do a couple of informal walkthroughs. Meet with the teacher as per the requirements for the TPA”

“Lots of classroom visits on a regular basis, as well as asking the candidate to make a list of all the professional development they have been involved in and the specific two areas they'd like me to highlight in their TPA.”

“Spent time each day in every teacher's classroom, visited other strong instructional teacher's classrooms and met with a team of principals and went through samples.”

“Pre-meeting with staff about the process.

“Read through the TPA board document each year.”
“Reviewing the manual to determine my responsibilities, as well as the teacher's responsibilities. A check of time lines and occasionally a discussion with a colleague.”

“-consultation with other admin. staff”

“-meeting at beginning of year with all staff having TPA in current year -review of manual -review of teacher's documents -review of teacher file, previous performance appraisal -review of class list, sp ed students, ESL, etc.”

“meet with teacher to review annual learning plan, board improvement plan, school improvement plan, class plans and personal goals”

“Review teacher's work over the last few years and in particular the year in review”

“Review guidelines.”

“Review TPA resources supplied by the Ministry and the Board.”

“have a meeting with the teacher before going in, go over their ALP and discuss what has gone well and where they see improvement could be made”

“I set up a file for each staff member under review and I set time aside to pull artifacts for each teacher.”

“talk with the teacher review the curriculum for the teachers subject area to give me an idea of what I should see”

“Reread Ministry documents on TPAs and review conditions in teacher's collective agreement prior to starting process.”

“Little to none.”

“I review Ministry documents and curriculum documents (e.g., the music strand if I am evaluating the music teacher). I review our school improvement plan.”

“Use a 2 pg. template which I constructed years ago (and have modified several times), consistent with the document for teachers to complete prior to the preobs meeting. Template aligns with the document and provides a good overview for discussion with the teacher during the pre-obs. Teachers receive the template prior to the pre-obs and this provides detailed info while writing the TPA and for discussion during the pre-obs.”

“Meetings with teachers.”
Appendix C: Full Set of Comments for Each Survey Question

“meeting with teacher”

“Review of Ont. Curriculum documents Review of prior TPAs for teacher being evaluated Review of the Look-For checklists”

“Meet with my VPs to determine what the focus will be for the year's worth of evaluations”

“Review previous TPA, speak with colleagues.”

“Sharing with teachers who are on their performance appraisal year what the expectations are...have an informal meeting to discuss any questions or concerns folks may have.”

“guidance from mentors and binder with information”

“knowing the teacher and class profile”

“discussion with fellow administrator(s)”

“none”

“Meet with teacher, prepare binder for them, pre-observation, show them how to access the computer program.”

“consultation with teacher”

“Review Ministry TPA and NTIP documents each year, prior to my meeting with teachers.”

“Set parameters for Pre-observation Meeting.”

“Re-read the guide, look at past TPAs and approach them as I ask teacher's to approach report cards - appreciative model - strengths and next steps”

“none”

“read over annual learning plan, make sure that all of admin team have same package to distribute, same requirements”

“Reread the manual”

“None”

“collaboration with admin team to align TPA expectations with school initiatives”
Appendix C: Full Set of Comments for Each Survey Question

“None. This job is too busy and the TPA's are just an added workload issue that are not really used for anything.”

“We use MVal to facilitate the process, which is a software program to make things more streamlined. We set this up. Additionally, we collect "out of classroom" information from teachers before going in to observe.”

“going over the look fors”

“Getting to know the teacher, the classroom and the children through frequent visits, drop-ins and walkthroughs, to build a relationship and to 'de-stress' the process.”

“Prior to the appraisal process, I read manuals and policies related to the process so that I thoroughly understand the timelines as well what my expectations for teachers can be.”

“review of procedures and best practices”

“meet with teachers at beginning of year go over timelines, expectations of materials to see prior to observation, support teachers in ALP for the year.”

“- review of materials and process”

“Review curriculum area, classroom IEPs, teacher's lesson plans, unit plans and notes”

“Meet with teacher prior to starting process to explain expectations and timelines.”

“- classroom observation -staff Professional Development meetings to communicate common messages about teacher competencies –ongoing conversations with teachers about their learning through monitoring of the School Improvement Plan”

“I personally review the requirements (timelines, etc.) of the TPA process. I meet with teachers who need to be appraised to go over the expectations, and I provide them with a written summary of the process and materials required.”

“- visiting teachers classrroms who are having a TPA, I prefer to visit more however, the "paper mangement' is taking time away from the classroom”

“Discussion with teacher re the School-Student Achievement plan. Annual learning plan. Visiting the classroom more than once. Discussing PLC.”

“Review of previous appraisal; review of Annual Learning Plan”
Appendix C: Full Set of Comments for Each Survey Question

“Prepare a package of materials for the teacher relating to the Teaching Log, dates and timelines, materials required pertaining to assessment and evaluation, record-keeping etc. Review process in manual. Put together a binder of tabbed sections labelled by domaine in which to store materials provided by teacher. Review curriculum docs.”

“I review my expectations with the teachers being appraised.”

“Review the guide, read ALPs, decide on school focus and keep that the point of the TPA.”

“Re-reading some of the information again.”

“teacher pre observation meeting is very important, walk thoughts etc”

“I use Cognitive Coaching approaches to engage the teacher in conversation about their work - relative to the competencies in the TPA.”

“review of policies and procedures”

“Self reading and updating of ministry expectations”

“I am in and out of classrooms regularly whether the teacher is being appraised or not. When it is an appraisal year I meet with them informally early in the year and as many times as we feel is necessary before the "formal" part of the process begins. We try to make it as useful to the teacher, students and school as possible and as stress free as possible.”

“Also took workshop on computer portion for entry”

“-conversations with colleagues”

“A 5 year overview of the TPA schedule is provided in the school Staff Manual. I meet with all of the teachers about their Annual Learning Plan. I provide those with a list of materials to bring to the pre-classroom visit.”

“Meet ahead with the teacher to determine focus and to go over the process. I give them a copy of part of the report that I have created so that they have a guideline for giving me feedback on topics that I might not see or be aware of. I review assessment portfolios and get a printout of all pd done in the last few years.”

“read previous appraisals and consulted my mentor”

“Review the guidelines. Meet with staff involved.”
Appendix C: Full Set of Comments for Each Survey Question

“I collect my notes over the past year or two regarding the teacher, review the process with them, see if there are any new things for me to do.”

“not sure of what you are asking”

“Spoke to other VPs”

“-review relevant curriculum, Ministry legislation, OCT competencies”

“- review the TPA -Send out info to evaluatee -meet with candidates who are going to be evaluated -“

“review teacher qualifications, additional courses & training, review ALPs and previous TPAs”

“try to talk with them about what they do, what they are trying to do and how they evaluate and change practice”

“Find out which teachers are in an evaluative year and walk through their rooms more frequently. Talk to the staff about expectations of TPAs in a meeting of all staff in their TPA year.”

“I work with my VPs to review the process and to set out how we will go through it with each participant, including the kinds of evidence, etc.”

“None”

“Review ALP and documentation submitted by teacher”

“Daily walk throughs; Discussion with all teachers in September regarding Annual Learning Plans; Discussion in Sept with each teacher who will be appraised that year”

“Checklist , instructional walks, meetings with teacher, review of artifacts, reflective exercise, rubrics, notes of observations”

“I reread the manual.”

“I am unsure what this question is asking. There is a considerable preparation that is undertaken in the broader TPA process, but it is part of the process, not separate from it.”

“Reading up on what I am to observe, getting the material ready and knowing all the info necessary to share with the teacher to be appraised, take some time with the teacher to remind them the time is coming, foster a positive relationship so
that it does not become a situation where the teacher feels "out of sorts" when I am there supervising them”

“None”

“Review of the critical strands document. Review of the Board’s summary documents.”

“I look over all the documents and I meet with teachers to go over them as well.”

“I advise all teachers at the beginning of the year of the TPA cycle and what year they are in. Each get a copy of the ALP template. Then I speak to each teacher who will have a performance appraisal to determine if they know in which month they would like to be observed.”

“I interview teacher”

“Teacher conference; review of ALP goals; review of TPA template/expectations”

“Speak with the teacher about the process”

“Review of the domains and competencies”

“NA”

“Please see above”

“Meet with teacher for an hour”

“- meet with teacher - review school goals”

“Review their last TPA, several classroom walkthroughs prior to our first meeting regarding the TPA, review their Annual Learning Plan, Long Range Plans, personnel file.”

“Setting up timelines & meetings, photocopying info for staff, giving out TPA guidelines to staff.”

“Setting dates with teachers; meeting with them to review the competences and answer questions”

“None”

“I prepare an extensive binder of materials for each candidate.”

“?”
Appendix C: Full Set of Comments for Each Survey Question

“-review ALP, long range plans, discussion with teacher during pre-pre-meeting”

“Familiarise myself with the print materials. Engage with the teacher. Draw on past experiences.”

“Review tpa process. Review look fors.”

“making sure the teacher understands the process. Making sure the teacher understands my expectations, materials I will need to see.”

“consult with my superior”

“Discussion with appraisee, review of elements manual”

“None”

“Review old appraisals; conduct additional unannounced wakthroughs; look at ALPs; look carefully at student work portfolios; just generally observe. I also check our bd data site to make sure I am seeing student data.”

“An email to the teacher saying what I need to do the evaluation and a preobservation session where I talk to the teacher.”

“Informal observation of the teacher in a variety of settings - classroom, playground, hallway ... Meetings with the teacher to discuss goals and to discuss my expectations and those of the teacher”

“not sure what you mean”

“Read the curriculum. Read the course outline. Meet with the teacher about the process.

“Review the teacher's Annual Learning Plan; print out an Observation Log for the teacher and I to use as a guide in our Pre-Observation meeting and for the teacher to use to record evidence that s/he has met certain indicators under each competency.”

“I've prepared a sheet for teachers to let them know what items I need with some optional items to help me to get a well-rounded picture of the teacher.”

“I re-read the manual I review the indicators I conduct all necessary meetings with teacher involved”

“Read Annual learning plan, review competencies, curriculum guidelines for courses”
Appendix C: Full Set of Comments for Each Survey Question

“Review teachers previous TPA if possible. Meet with staff members to discuss as well as focus on SIP.”

“Not sure what this question is asking. I meet with the teacher, review their paperwork, etc.”

“Ask teacher for input (reflect on competencies) A lot of walk throughs and supports especially if there are concerns. Follow the process”

“Observation visits/walk throughs, the pre/post-observation meetings are probably the most important meetings”

“walk about vists to teacher's class, determine possible areas for improvement”

“I speak to other colleagues”

“I organize a premeeting with the teacher and provide a handout of what I would like them to bring to the preobservation meeting.”

“Meet with teacher several times to discuss tpa before I do it and to get their input and follow the tpa process outlined by ministry documents”

“I am in every classroom for any number of reasons very frequently - that's how I manage expectations at the school and where I draw my initial impressions before TPA.”

“None”

“Review of criteria and moderation with other trusted administrators”

“review specific curriculum”

“I have templates with all the domains and competencies...and I review them with the teachers in advance and ask them to reflect upon 'evidence' that they might bring to the discussion. I also set up a note-taking template...3 columns with time on the very left, "what the teacher is doing" in the centre, and to the right "what the students are doing". This little organizer helps me be more cognizant of whether or not learning is actually happening. Just because the teacher is talking does not necessarily equal learning.”

“Read over guidelines, dialogue with colleagues”

“think of the TPA in relation to the individual's development in terms of the School Improvement Plan and Board Improvement Plan”

“1. Prepare a list of targeted questions for each teacher to reflect on”
Appendix C: Full Set of Comments for Each Survey Question

“Review material presented in the pre-evaluation meeting.”

“Meet with teacher. Get lesson plan, course of study, evaluation plan. Discuss make-up of class. Answer questions.”

I find the preparation interview to be quite helpful in determining the teacher's strengths & needs. In addition, I do frequent walk throughs to be able to see the teacher in many different scenarios before they are really "in the spotlight". Ensuring that you get to know your staff really well is helpful & necessary.”

5) *How long do you typically spend observing a teacher during a classroom observation?*

Comments were not solicited for this question.

6) *How adequate are the classroom observations in assessing teacher practice?*

“only if the principal knows what effective practice looks like”

“the "formal" classroom observation is the least helpful of the sources of data for a performance appraisal. In my experience, marginal teachers are able to put together a solid lesson but that does not reflect their daily practice. It then becomes more challenging to write the TPA sourcing more recent, more consistent data seen through daily classroom visits, long range plans, unit plans and lesson plans for other subjects. etc.”

“Not all competencies can be addressed during one classroom visit. Some of the competencies cannot be addressed at all during a visit and need to be part of a conversation with the teacher.”

“Although the classroom observation is, in essence, seeing the teacher in action, the preparation is just as important. I also use the information that I have gathered through the pre-observation and post-observation to write the teacher's TPA. Lesson plan, unit plan, course outline, markbook summary, exemplary and at-risk students work, personal annual learning plan, etc. are used as part of my appraisal.”

“provides a snapshot of a teacher's best practices”

“The are extremely adequate in the context of a principal who dedicates time to classroom walkthroughs and regularly engages with teachers in discussions about teaching and learning outside of appraisal. The appraisal should be one of many opportunities to learn with and from teachers.”

“-in combination with the reflections from the teacher, classroom observations can assist with determining their performance level; if time allowed, addition visit would be more helpful”
“Excellent teachers will always do an excellent job. However, it is possible for teachers who are very mediocre to meet the low level of standards in the current TPA.”

“Observing a single classroom does not give a very thorough picture of a teacher's practice. A teacher can always put on a good show.”

“We need to be able to use at least one informal observation so that we see a 'true' reflection of the educator's practice.”

“-only provides a glimpse of what may be occurring in the classroom on a daily basis”

“non formal, regular visits more important than the one formal visit.”

“Must take in more than just the classroom visit. Must be able to comment on the entire year in review and past practices as well.”

“The observation may not be a true reflection on the teacher's daily practice.”

“there is only one formal observation for a "seasoned" teacher and this is not enough for comment”

“I get more out of informal chats and visits than of the formal sit in the class and watch approach”

“need to take the time to discuss the observation before hand, and take the time to look through student notebooks, etc...”

“It is not done in isolation. this is one of a series of opportunities throughout any given year. Any more than one period requirement in a formal way would be a problem given the Principal/Vice Principal work load and competing responsibilities. While the admin is in a classroom, the rest of the school still needs to be managed including student behaviour/attendance/parental meetings and needs/ etc etc etc etc etc...no one seem to understand P/VP workload even after years of trying to get folks to understand.”

“Some of the less effective teachers can put together quite a good lesson when need is presented”

“Teachers bring their "A-game" to the formal observation. More typical performance is noted through my walk-throughs.”

“Classroom observations informally made through walk throughs also provide much information to an administrator....”
Appendix C: Full Set of Comments for Each Survey Question

“Even the most substandard teacher can deliver a lesson that will fulfill the requirements of a satisfactory TPA.”

“teachers put on a show for this 1-time experience”

“If you observe all year long and not just for the TPA”
“it’s just a snap shot and teachers tailor their lesson to that evalvative period.”

“I liked the old way where we went into classrooms 3 times to see the progression of a lesson.”

“The formal visit provides some information, but more information is gathered through regular informal classroom visits and conversations.”

“They give you a good insight into how teachers relate to students as this part is hard to fake. Unfortunately, teachers often have a "prescribed" lesson that they use to put their best forward. It is almost scripted sometimes and they use this same lesson over and over again when they are re-evaluated. It would be much better to allow administrators to walk into classrooms unannounced in order to evaluate teachers.”

“All observations are staged events and the tendency is to rely on the ONE time, which is not necessarily representative of the classroom experience.”

“one picture only”

“The classroom observation does not allow you to observe all the planning and assessment practices required of teachers. Nor does one or two observations allow you to get a good feel for how the teacher interacts with students over time.”

“Frequent drop-ins are of greater benefit. The formal observation lessons are typically beyond what they normally would do and the students are prepared as well in many cases.”

“It is not only classroom observations but the gathering of evidence that is useful to help capture the teacher performance. Examples of evidence: long range, unit and day plans, how assessment aligns with the plans, and how assessment shapes instruction. Student work and student tasks also inform about teacher practice and are integral to the appraisal.”

“The Classroom Observation is not adequate alone. The Pre-Observation and Post-Observation Meetings are essential components of the TPA process. Even still, we should be able to include (informal) observations made throughout the years between a teacher's TPA.”

“very little seems to come directly from the observations specific to the TPA”
Appendix C: Full Set of Comments for Each Survey Question

“providing you can get in to the classroom and have conversations with the teacher before your "observation" visit”

“Not everything can be observed, especially in one classes.”

“assessment practices and even classroom management is only partially visible on a single observation.”

“The previous question was restrictive. For example, depending on a teacher's assignment, the observation may be quite different and a lot longer. For example, co-op, guidance, student success - may have 2 - 3 visits of varying length to get a good understanding of the teacher's practice. Sometimes a regular classroom teacher (RCT) has more than one visit because they are anxious to show you the difference between two completely different subject areas. 75 minutes is the minimum I do - often much more.”

“It is just one area of information in the process of assessment”

“I find it a very contived time, versus the daily time I spend in the classrooms looking at work, talking to students, discussing purpose of work with teachers.”

“It is the body of work over time that is really being assessed rather than one lesson.”

“We know that our visit brings out a prepared performance for the day...however because I am an active administrator who is not a desk sitter I am well aware of what is going on in the classroom before this contrived event as I visit classrooms throught the year...it is very important that adminstrators walk around their building and classsrrooms daily...”

“I don't base my assessment on just one visit but rather on many other informal visits, discussions and observations throughout the year or years, I have worked with the teacher”

“It is but one snapshot.”

“It is just a snapshot. Other evidence needs to be monitored as well.”

“Classroom walkthroughs are not supposed to have an evaluative component but they are much more reliable for determining what a teacher is doing consistently in their classroom”

“I am in classrooms 2 to 3 hours per week. Prior to TPA I am familiar with the teacher's practice”
Appendix C: Full Set of Comments for Each Survey Question

“I get much more information from other sources such as notes, records, plans, and general experiences with that staff member over time - I find the "staged" lesson during observation unrealistic.”

“-there is always the concern that the teacher being appraised will not be demonstrating their usual level of competency during the observed lesson”

“- put on a show -walk throughs much more informative- of long standing practices”

“If I had more time, I would visit 4 or 5 times over a semester”

“You need to be walking through and having discussions besides the formal visits.”

“The classroom observation provides simply a snapshot.”

“Daily walk throughs are the most valuable data”

“Daily walk-throughs tell me more.”

“After you have been at a school for a minimum of 1-2 year we usually know how a teacher works. When we do the appraisal we often see the "best" side of the teacher which is not always what we see on a reg. basis. That is where it is more difficult to do fair/precise appraisals on our 1st year of leadership in a school. I think we should postpone them until our 2nd year in the building”

“In some cases, the teacher will do more preparation knowing the principal is coming into the class.”

“I also use my observations of the teacher's interactions with peers, parents and students, which do not always occur in class”

“The official appraisal observation is often a showcase, not necessarily a true reflection of the day-to-day performance of the teacher”

“I also conduct daily walk abouts the building and visit all classrooms all the time, so I have a good handle on the teaching. I also co-learn with my staff so I have a good idea of where we all are in our knowledge and understanding of the curriculum and programming for student success.”

“When coupled with conversations and informal, day-to-day 'observations'”

“A snapshot does not a movie make!”
Appendix C: Full Set of Comments for Each Survey Question

“the process is helpful in the pre/observation/post discussions in that you can connect with staff and try to help build capacity”

“need more, also unplanned”

“One visit cannot provide a complete picture. This is why I feel the other informal observations and walk-throughs are necessary.”

“They are very adequate, but not sufficient on their own.”

“Obviously the observation is going to represent the 'best' that the teacher does. It really says little about the day to day teaching practice”

“Frankly, I think a combination of the classroom observations plus the day to day observations are important”

“I also do regular walkthroughs during the year.”

“I find walk throughs/unannounced visits to the classroom reveal a lot more about teacher practice than a scheduled observation”

“I need to do an observation but also meet with the teacher and talk to them. I can't possibly see everything in one class.”

“Being able to use literacy walk data would be helpful because some teachers create the perfect lesson the day of”

“It is not necessarily an accurate representation of the most consistent practice. It can be a one-time "dog and pony show"”

“I observe outside of TPA slotted time.”

“It is a snap shot and not always entirely reflective of the teaching practice”

“One lesson does not a teacher make.”

“Seeing one class is not watching a teacher teach”

“Classroom observations are good, but if they don't include some way to look at student learning then it's pretty hard to determine if the teacher's work has any positive effect.”

“If you can pick the course I can visit, decide what day I can show up and get to pre-plan the lesson and show me way ahead of time, one would hope that the teacher could do an adequate performance.”
Appendix C: Full Set of Comments for Each Survey Question

“There is only time to do one observation. I feel more observation would provide a better base for assessment.”

“It is often quite staged. To gain a truer picture you must maintain a presence.”

7) Evaluate this statement: “More classroom observations would allow for a more accurate and useful teacher appraisal.”

“Time is the issue!”

“not more of the same ....principal must have the capacity to recognize effective practice”

“it depends on what you mean by a classroom observation. The daily walk throughs provide a far more accurate picture of a teacher's professional practice. Adding more 'formal observations' would only be helpful if the process had a purpose for it - and the question would then become - what to give up to perform more 'formal observations' - it is already an unbelievable challenge to make instructional leadership the number one priority”

“should be completed incidently not always planned”

“I agree with this statement, especially when it comes to an unsatisfactory TPA. Potentially, a teacher can give that one exemplary lesson just once every five years. It is frustrating that we can only base our assessment of that teacher from one lesson. Even though it is a more lengthy process to incorporate more than one classroom observation, it would be a more accurate way of assessing the teacher.”

“ongoing, unscheduled observations (not walkthroughs) would be beneficial”

“A principal who does not regularly visit classrooms and engage in learning with teachers will always receive only the "snapshot" of a teacher's practices through formal observations.”

“Yes, however, where is this time going to come from on the part of the administrator?”

“Especially drop in visits that aren't scheduled - so the practice you are observing is reflective and true to the daily practice.”

“admin should be in each class at least once per week for 10-15 minutes”

“I disagree if the idea is to sit in the classroom for extended periods of time. (see above comment) I can't see how any school administrator would have the time for more classroom observations”
Appendix C: Full Set of Comments for Each Survey Question

“I think it is more about regular presence in classrooms as an Administrator and knowing the program that your team is delivering for students.”

“but unrealistic”

“Provided they aren't formall scheduled and the teacher delivers a prepared lesson.”

“Classroom observations that are NOT scheduled.”

“If you are doing your job, you are in classrooms observing instruction regardless of whether the teacher is being evaluated or not...walk throughs, dialogue”

“The only problem with "more observations" is that it will spread your administrators even thinner than they are now.”

“No time!!!”

“"More informal classroom observations would allow for a more accurate and useful teacher appraisal". Anyone can put on a dog and pony show.”

“It's more than classroom observation. Teachers will still prepare spectacular lessons when they know they're being evaluated.”

“more observations that are shorter in length”

“I would agree if it was not a mandated "formal" visit. Most teachers can create a period of wonderful instructional practice. The test is in daily walkthroughs.”

“The key is to have random evaluations, not more. Also, we do not have time to do this given all of the other things that we are dealing with. The workload in this job has gotten overly burdensome!”

“I disagree because a lot of what needs to happen in the teaching profession doesn't happen in the classroom directly. I want to see collaboration, planning, how a teacher assesses for and differentiates for at-risk learners. That involves conversations and evidence.”

“If you mean formal classroom observations then no, frequent drop-ins and discussions with students is much more beneficial.”

“An administrator who knows what effective instruction looks like should be able to see very quickly, using other documents (planning, assessment and student work), if the classroom instruction is effective. It is not about 'more classroom observations', but how classroom observations on instruction reflect and align with the teacher's planning and assessment.”
“This would however if connected with Appraisal process would increase teacher anxiety”

“Periodic walk-throughs in classrooms are usefull”

“Informal observations through walkthroughs, for example, would be helpful.”

“It would depend on whether or not the visits were expected.”

“Not all need to be formal in nature.”

“Disagree - more "official" classroom visits just cuts into my time and creates more artificial instruction...see above answer regarding management by walking around...this provides the best 'real' observation throughout the year...”

“see above, I already do this”

“Increased visits to the classroom are useful, but I don't know that scheduling more 'formal' observations will help because of the challenge of keeping to the schedule.”

“informal drop ins have to be part of the information gathering. You need a more all-encompassing picture of a teacher in the school, rather than two snapshots during observation lessons.”

“But not the formal ones that can be planned for. You just tend to see a lot of what the teacher thinks you want and you really have to dig and talk to kids to find out what the class in really like (in some cases of course, what you see is what you get)”

“when???”

“need to have the time to do this”

“But must be kept short and not be formal.”

“Data can be obtained through frequent and daily instructional walks.”

“If time permits, that would be ideal. I always do a minimum of two visits per TPA.”

“I find classroom walkthroughs to be most helpful, as they are a better reflection of what actually happens in the class”

“I feel confident with the amount of time I spend in the classrooms and with teachers. However, if I only observed my teachers the required one time that
would not be adequate at all. I don't know how principals can do an accurate TPA based on just the one observation.”

“If you are already doing daily / frequent walk-throughs within your school, you are already observing on a regular basis & this helps inform.”

“More observations shouldn't be mandated, but part of admin practice from the start. Ps and VPs should be in classrooms all the time”

“Knowing what you are looking for is more important than the length of observation.”

“2 x 50 minutes observation is not enough Any experienced administrator knows that it is the pre-visitation meeting that determines whether you have a great or a poor teacher (planning, knowledge of curriculum, the way they speak about kids, assessment and evaluation practices, ability to integrate expectations”

“the classroom observations are adequate for teachers who are successful”

“ETFO only allowed me to do 2 observations. I prefer to do more.”

“It depends on the teacher's assignment, whether they're elementary or secondary - sometimes more of the same isn't useful but sometimes when there are discrepancies, they make for a good basis for discussion and possibly more classroom observations.”

“Most people can pull together a good lesson for an observation or observations. It can be frustrating to watch a session that feels "put on".”

“I think more observations are necessary for an unsatisfactory performance”

“More 'drop in' visits would allow for this, not the scheduled ones, which really, are 'staged'”

“Sometimes the 75 minutes I spend isn't effective - sometimes I'm watching students work. One observation, plus meeting with the teacher is effective.”

“More consistent observations outside of the TPA process- teachers will become more aware of the expectations - and would benefit from more consistent feedback/discussion about teaching and learning”

“(not French though)”

“In-school administrators have access to the classrooms all the time should they wish to become more familiar with any class or teacher.”
Appendix C: Full Set of Comments for Each Survey Question

“I think the best way to catch a vision for what’s happening in classrooms is walk arounds, not necessarily formal visits. I like to drop-in to classes all the time, and all time I'm gathering in my mind the things that make the learning effective or not.”

“We are in the classrooms all the time anyway, so "more" in a formal sense would be fine, but if one is in the classroom as much as possible in the first place, "more" is irrelevant”

“More is not really the issue. This would only be useful if we get to pick and choose where and when AND be permitted to have some observations be random.”

8) *Besides classroom observations, what other information do you consider when making your assessment?*

“Walkthrough visits, PLC discussions, student work samples and discussion with students during the visit about their task and the required performance”

“participation as a professional learner, community involvement, ongoing professional development outside of the school community”

“long range plans, SIPSA strategies and goals reflected in the lessons/work/strategies used, unit and lesson plans, teacher involvement with moderating student work, collaboration with colleagues, seeing current evidence based practices in the classroom on a daily basis, report card data, assessment data, student progress, use of school based team meetings/accessing support for students who are struggling, parent communication”

“Student work (especially teacher feedback), day book, mark book, information gained from formal dialogue with the teacher”

“The teacher's everyday work habits and practices”

“- knowledge of performance / professional activities from previous years”

“ALP, Lesson Plans, Student work, Classroom displays”

“extra curricular, school participation, community links, connections with students.”

“Please see my answer in question #6.”

“student and parent feedback; formal and informal meetings with the teacher; any artifacts and documentation a teacher wishes to provide”
Appendix C: Full Set of Comments for Each Survey Question

“daily planning records, short and long range plans, TLCP plans, evaluation records, anecdotal assessment records, communication logs, student work and notebooks, Spec Ed records, classroom/physical environment (walk the walls)"

“--walkabout's; professional dialogue; use of resources-board staff, professional reading, teacher/librarian - and the implementation of their input into practice”

“lesson plans, environmental print, pre and post observation meetings”

“the work that the teacher does on an ongoing basis--pd, literacy,21st C learning skills, etc.,”

“Longer term pass-fail rates of the teacher, how well the teacher can discuss such things as assessment and evaluation during pre or post discussions, how well students subscribe to a teacher's non-compulsory course..”

“Review long range, unit, weekly and daily plans, review ALP, ask for assessment samples, report cards, conversations with the teacher”

“Extra Curricular activities, committee work, portfolios and the quality of the records that a teacher keeps. Generally these things only impact positively on a teacher's TPA they do not cause me to downgrade the teacher.”

“See previous question.”

“Connections with students, parental engagement, community connections, contributions to the school and staff I terms of extracurricular, ability to work effectively as a team, attitude towards learning, willingness to learn and enhance skills.”


“I use the TPA manual's checklist that describes the various ways in which the classroom observation can be expanded upon.”

“I provide my teachers with a folder, they have the option to place any material they want me to consider in the folder. This way they drive the process. For myself independently, I look at the daily interaction the teachers have with the students as well as their co-workers. During walk throughs I make notes of tools that may be used to support the students that may not be related to the lesson I observe. I also think about the amount of PD the teacher has been engaged in from a Board perspective and how well they have implemented any practices into their classrooms.”
Appendix C: Full Set of Comments for Each Survey Question

“-daily interactions of teacher with students, colleagues, staff –community involvement -day plans, ALP, mark books, reports, etc.,”

“-assessment records, communications with parents, day book, long range plans and unit plans, student notebooks, classroom materials, professional development”

“course work, parent and student feedback, student work, teacher paper work (plans, day book, report cards, etc), regular conversations with teacher on students, school and professional topics, participation in PD activities”

“work within the entire school, extra curricular, parent relationships observed, staff relationships observed, work with staff and administration etc. I think it is important to consider all aspects of a school and not just a one time classroom observation.”

“discussion with teacher”

“Past interactions, observations of the teacher.”

“involvement with extra curricular, leadership qualities with fellow workers, rapport with parents”

“artifacts that I have collected e.g. play programs, graduation programs, sports information, field trip letters, a list of professional reading materials/courses from the teacher”

“inactions with students and staff outside the class.”

“Professional learning/reflection. Assessment information (again, teachers' use of assessment to driving programming - not the "look" of their records - all about the content and use of the information. Intent is to credit the work of our teachers within the TPA process.”

“student notebooks; interactions with teacher regarding student issues; involvement in professional growth; Annual Learning Plan”

“Everything they have done within the school environment, how they interact with staff, parents and students on a regular basis. Conversations with them. Information gathered during walkthroughs.”

“Ongoing - If you are out and about in your school, collaborative, on top of things, in and out of classrooms, meeting with dept heads about school improvement priorities, using PD days to engage and collaborate with staff - every day is a classroom/performance observation.”
Appendix C: Full Set of Comments for Each Survey Question

“Student notebooks. Teacher assessment and planning records.”

“lesson plans, discussion, meetings (if appropriate), performance like concert (if appropriate)”

“Data including assessment and evaluation ALP Communication logs”

“the full scope of the teacher's impact on the school”

“The Teacher's involvement in professional development, school-based contributions to support student learning, the teacher's own goals for PD”

“A variety of artefacts that the teacher brings, staff learning, questions in dialogue.”

“community involvement relationships with staff members, students and families”

“lesson plan and goals”


“Information gained during the pre-observation meeting, including sample assignments, assessment tools, exemplars, etc. Also discuss with the teacher their contributions to the school outside of the classroom and any professional development and/or training undertaken.”

“class walk throughs”

“Assessment and evaluation practices, evidence gathered by the teacher and me, PD sessions the teacher has attended, ALPs”

“ongoing assessment”

“observations from meetings, conversations, requirements”

“Annual Learning Plan. Informal classroom visits or walkabouts. Informal or formal discussions with teachers. Parental/student feedback. Review tests, exams, final marks etc.”

“Teacher planning/assessment and record-keeping.”
Appendix C: Full Set of Comments for Each Survey Question

“Participation in school inquires, PLCs, meetings, out of school PD, parent feedback, student feedback, school observations - yard, hall, staff room, newsletters, rubrics, bulletin boards etc.”

“Student notebooks, tests, assignments, feedback.”

“their documentation - meaning markbooks, lesson plans etc. What they do around the school - their participation in staff meetings and PLC.”

“Pre observation discussion, materials such as course outlines, unit outlines, other materials, demonstrations of professional learning and collaboration”

“information gathered during walk thurs”

“discussions with students during visits, assessment & evaluation practices; conversations with the teacher”

“Walk-throughs, conversations, participation in school improvement initiatives, collaboration with grade and division colleagues”

“Teacher's involvement in extra-curricular activities and school events; day books/planning outlines; markbooks and ongoing evaluations; involvement in school-wide initiatives; anecdotal input from their Curriculum Leader/Department Head.”

“-participation in the life of the school: work as part of a professional team in PLCs and on pathways; relationship with students outside the classroom; dependability around duties; follow through with commitments; state of the room when a supply teacher is in (plans, routines, organization); relationships with parents; involvement in school life through extra-curricular and governance activities; general professionalism and attitude (Does this person contribute to making this place better for kids' learning and colleagues work?)”

“Information collected from teachers around outside involvement. Walk-throughs on an ongoing basis before formal assessment. Pre-discussion with teacher.”

“pre ob conversation and items they need to provide”

“I ask teachers to provide me with evidence of their practice: building classroom culture, assessments, planning, communication with parents, professional development, contribution to the school success plan, etc. This is where I can really determine whether a teacher is really engaged with their profession.”

“teacher reflections, day book, assessment folder, student work discussion with students class profiles, learning cycle plans and assessments”
“portfolio, teacher pd records, informal observations”

“- long range plans, unit plans and day plans using the curriculum expectations - assessment and how it is aligned with the planning documents - records of assessment, feedback to students -samples of student work -classroom displays (posting of Learning Goals/SUCCESS Criteria, student work, classroom expectations etc.) -parent communication log - IEPs and records of students to be accommodated and how this is reflected in teacher planning - variety of resources teachers are using (not limited to one textbook etc) -evidence of teacher collaboration with other colleagues (team planning) -evidence of technology use”

“- assessment binders, long range plans, unit plans, daily plans, student work, etc”

“Planning, notes from other sessions, committee work within the school”

“During the Pre- and Post-Observation Meetings, I review a teacher's planning (course, unit, lesson), instructional practices (e.g. differentiated instruction, instructional intelligence strategies, etc.), assessment/evaluation practices (e.g. compliance with Growing Success), communication with parents/students, use of technology in the classroom, collaboration with colleagues, implementation of professional learning, etc.”

“Teaching log of practice Artifacts from teacher [assignments, assessments etc] Mark books observations of students interactions, staff communication and/or parent communication”

“Everything else - participation in TLCPs, Learning groups, networking, attendance/attitude @ PD and staff meetings, classroom walkthroughs, interactions with students on the yard, hall, class, professional conversations, ”

“- conversations with the teacher, evidence to support their practise, "binders" or tracking tools for assessment, daily assessment, day book, ”

“Teacher input.”

“teacher notes, logs, records, student work,”

“Participation in PD and also during staff and PLC discussions.”

“grade books; lesson plans; long-range plans/unit plans; student work with feedback/grades; phone logs; work on PLCs and role; ALP; sample assessments; connection to expectations and use of expectations;”

“Participation in leadership opportunities, p.d., mentor/collaboration roles, contributions to school, etc.”
Appendix C: Full Set of Comments for Each Survey Question

“Contributions to the school community”

“Daily observations, relationships with students, teacher involvement in school community and parent interactions.”

“Preparation, organization, effectiveness of the teacher as observed over time.”

“daily interactions, student comments, walk throughs, participation in school PLCs/PD etc”

“It is essential to engage the teacher in conversation about their practice. The TPA was never intended to be entirely based on observation.”

“-Learning Goals -Success Criteria - LG and SC both co-constructed – Lesson Plan - Unit Specific Expectations - Powerpoint notes (ie using computer, smartboard and LCD projector) - Student Lesson Handouts (ie newspaper articles, powerpoint handouts, overhead, blackboard, chart paper) – Anchor Charts (ie bulletin boards, posters and projects, periodic table, art work, homework examplars) - Seating Plan - Marksbook (assessment and evaluation information: assessment as, for, of learning)documentation - Course Outline - Student Course Information Sheet - Classroom resources - Annual Learning Plan”

“school involvement informal conferences with teacher student and parent input”

“-relations with staff and parents - willingness to learn, participate in PLC’s and other school activities – working as part of the whole school as a team member – “

“Discussions with teacher; ALP; involvement by teacher in PD or in inquiry groups”

“Day planner. Long range plans. Annual growth plan Teacher log of practice”

“Some of the factors in the summative require information that is not observable. We had developed questions that we gave to teachers at the beginning of the process. Feedback from our senior admin was that ETFO pushed back on this. It remains an "optional" part of our process. PD and professional involvement requires teacher input.”

“Their work towards their Annual Learning Plan goal. I am asked to address their leadership development and include their extra-curricular involvement.”

“Annual Learning Plan Participation in Learning Cycles, Staff Meetings etc Ongoing issues and incidents in the school”

“portfolio walk throughs”
Appendix C: Full Set of Comments for Each Survey Question

“Involvement in the school community. Participation in professional development (Board, School and AQs)”

“Assessment strategies of the teacher, records of the teachers marks (summative and formative), portfolio of the teacher (provide teacher with extensive checklist of items), samples of modified assessment/strategies to accommodate IEP's, discipline records”

“See above comments.”

“planning, evaluation,”

“- artefacts collected by the teacher, such as lesson plans, tracking of student achievement, anecdotal comments, photos/learning stories, home-school communication/tips for supporting learning at home, etc.”

“- division meetings -plc participation -parent comments -reports, markbooks, daybooks”

“record keeping, interaction with staff & students over a longer period of time, ALPs & previous TPAs”

“Teacher's ALP and I ask them to tell me what they do in the school (extracurriculars) and to answer questions based on the TPA, so I can see how they feel about what they do, I'm not just picking words out of a hat”

“daybooks, records of students, assessments, evaluations, unit creation/planning, relationships with students, parents and staff”

“Lesson plans, long range plans, mark records, attendance records, parent contact info, assessment records, rubrics, evaluation tools”

“Demeanor, professionalism, relationships with colleagues, parents and students, ongoing learning”

“The content of pre-obs and post-obs interview, I also collect data during walkthroughs”

“Daily walkthroughs; participation in PLC's; communication from students and their families; discussion with teacher being appraised; their day book, evidence of comprehensive literacy and numeracy programmes; implementation of special education requirements -- ie. modified programmes for their IEP students; assessment -- is it ongoing and informing instruction?”

“Artifacts, dialogue with teacher, unsolicited input from parents, reflective exercise,”
Appendix C: Full Set of Comments for Each Survey Question

“ALP Fireside Chats Observations Learning Long”

“Substantial discussions with the teacher at the pre-observation, previous TPAs, previous ALPs, long range plans, unit plans, day plans/lesson plans, sample assessments, samples of student work, assessment binders, anecdotal notes, special education binders, IEPs, communication logs, class websites, anchor charts ... Etc.”

“The involvement of the teacher with staff, students, community in general, how time they use to prepare other than their own prep time, their general attitude and team work (are they ready to jump in and help colleagues in special and unforeseen situations etc)”

“Report cards Participation in Plc Parent comments Hallway walk throughs Day book”

“Regular walk through observations and conversations with the teacher.”

“Assessment binder / notebooks (looking at feedback piece) / daybooks / what else teacher does in the school / etc”

“Evidence of communication with parents, handling of student situations outside of class, rapport with staff”

“Teacher portfolio”

“ALP; rapport with students; personal character; office referals;”

“Participation in staff meetings, professional development opportunities, unit and daily plans, parent/student input, report card comments, information from classroom walkthroughs”

“PD information as provided by the candidate Outline of co-curricular provided by the candidate informal observations at Learning Cycles, Learning Networks, professional dialogue, parent interviews, involvement in the school, portfolio when provided, lesson plans, day book, ALP”

“Talking to the teacher on a daily basis, several short visits to the classroom, talking to and listening to students, parents”

“I review all the domains and competencies with the staff member. We talk about our strengths and areas for growth. I review their daybook/plans for the year and assessment log. I do the pre observation in the teacher’s classroom so that they can access any pertinent information. Staff will share newsletter that have been sent home, courses or inservices they have attended. Also for the “formal”
Appendix C: Full Set of Comments for Each Survey Question

observations the teachers share a more fullsome lesson plan which we debrief about after each observation period.”

“Records student work, conversations with students, assessment, day plans, unit plans, lrp”

“- day to day working with teacher - professional development - participation in school community - reporting to parents and leadership”

“Leadership initiatives, involvement in co-curriculars, committees, parent and student feedback (informal)”

“previous TPA’s, Long Range Plans, Annual Learning Plan, professional development that they have undertaken and workshops and inservices they have been involved in”

“Meeting with teachers to discuss their classrooms, knowledge of teachers contribution to the school, as well as their qualifications.”

“Planning, assessment practices, classroom management, involvement with ongoing PD”

“day plan, report cards, assessments, student work, parent comments, classroom organization, posted learning goals success criteria”

“On going fill year observations and discussions.”

“Informal observations and extensive evidence provided by the teacher.”

“All he informal observations. I ask for assessments, the day book etc”

“-knowledge of ongoing teaching practice from variety of classroom visits - evidence presented in pre and post observation meetings - discussions with teachers”

“Engagement by teacher in school community, department, conduct, personality.”

“-student portfolios - observations - assessment documentation - TLCP planning and results - short and long term planning”

“Teacher communication, teacher assessments, day book, review past observation, yearly teacher goals.”

“conversations, observations and records of accommodations, grading, planning, resources”
Appendix C: Full Set of Comments for Each Survey Question

“all relevant records: day book, long and short range plans, parent contact records, Report card comments, parent feedback, portfolio developed by the teacher, displays in the classroom”

“commitment to students and involvement in the school”

“Other knowledge I have of teacher practice through walk throughs, parent input, communication with teacher, questions asked of students about their learning, lesson plans, IEPs, report cards”

“Pre observation package where teacher identified areas to be observed as well as lesson plans, annual learning plan etc”

“see above - do they know their learners - do they know the curriculum, do they know what "real differentiation" is - not just throwing different activities around the room - do they plan with the end in mind - do they understand what level 3-4 work looks like? do they truly understand Growing Success?”

“Conversations, goals, work samples etc. what ever I am allowed, but please remember we are walking a very tight line with union....so, this is all a bit of a joke.”

“- other interactions with the teacher - other information that I have heard from administrators, teachers, students - the materials that I have asked for and received”

“Interactions between teacher and students in a variety of school settings. The teacher's stated goals and participation in various school activities including extracurricular, professional discussion groups. Professional development both internal (board) and external.”

“plans, assessment, documentation, notes, etc”

“Daily walkthroughs, report card writing, newsletters, parent meetings, etc.”

“I look at short and long term plans, records of assessment and evaluation, observations during PLC and staff meetings and during an p.d. sessions.”

“All my observations about the teacher's relationships with students, report card comments, ability to handle discipline situations, meetings with parents and other professionals, participation at PD events, assessment records, learning skills assessment records, logs of calls to parents, summative assessments, lesson plans, resources, ALP, etc.”
Appendix C: Full Set of Comments for Each Survey Question

“pre and post observation meetings to fill in the gaps around assessment and evaluation, communication with students and parents, classroom management and organization.”

“day to day observations: classroom walks, how the teacher deals with students, staff, parents, community”

“classroom, assessments, course outline, lesson plans, learning activities, assessment exercises, conferences with the teacher”

“Conversations with the evaluated teacher, review of markbook, day book, my walk throughs”

“Informal conversations and discussions with the teacher, conversations I have with students around what they are learning and how they are learning it.”

“Long term plans, course outline, evidence of assessment and evaluation, mark logs, phone logs, examples of accommodations and modifications, curriculum, examples of assignments.”

“Assessment, parent contact, unit plans, lesson plans”

“Staff / student contribution and vitality within school life/culture”

“Daily lesson plans or unit plans, samples of student work, unscheduled visits, assessment of students, report cards”

“accountable talk from students, work displayed on the wall, student work, comments from parents and guardians, walkthroughs in classroom, and teacher participation in PLCs and extra curricular activities.”

“extra curricular, PD, communication with parents, assessment and evaluation records, student notebooks, marked student work, telephone logs,”

“I review ALP, lesson plans, daybooks, communication books, have conversations with teacher about identified students, ask teacher how effective PD has been, do they have any reflection notes in regards to their own practice”

“Relationships / communication with parents, other teachers, in-school administrators, staff support (educational assistants, etc.) and co-curricular involvement (sports, choir, etc.)”

“Student relations, use of assessment strategies and DI, parent relations, knowledge base”
Appendix C: Full Set of Comments for Each Survey Question

“student evidence/work, comments, interaction between teacher-student, teacher parents, teacher staff, teacher-admin”

“Long range plans, lesson and unit plans, contact logs, resources”

“Evidence of student work, room layout and decor including what's on the walls. Conversations with students and parents,”

“Anecdotal observations classroom environment I use the Administrator Thumbnail Sketch to check for necessary program and classroom components Student work product sample Examination and discussion about daybook, emergency plans, longterm plans, ALP, assessment and evaluation, special education accommodations and modifications, use of resources, evidence of balanced literacy, evidence of visible learning, links to our School Improvement Plan”

“Tracking binders, student work, teacher feedback, checklists, student feedback, teacher submissions for TLCP work, report cards, etc.”


“Student work, discussion with teachers, other material that may be relevant”

“Discussion, review of portfolio, practise throughout the year.”

“Walkthroughs, discussion with students, feedback from parents & other staff, all things are beneficial in getting a picture of the "whole" teacher.”

9) **How often do you conduct performance appraisals for teachers that teach subjects outside your own area of expertise?**

“not so much about content as it is about instructional competency – visible learning goal, success criteria - co-constructed with learners. If teaching is visible I will learn as a result of the teaching. I put myself into the role of the student.”

“Even though I may not have been a math or science teacher, I can appreciate and understand a good teacher when I see one. Their teaching skills rather than the content is what I would focus on.”

“teaching is teaching, regardless of the subject. As an educator, I am capable of evaluating effective instructional strategies despite my level of expertise in the content.”
Appendix C: Full Set of Comments for Each Survey Question

“I try to observe teachers when they have an opportunity to be their best.”

“As an administrator of an elementary school, it is my job to be responsible for TPAs in all grades, and since I'm qualified in all divisions, I feel I have enough understanding of the curriculum to adequately complete this process.”

“Only when I do a Core French TPA.”

“Usualyl concentrate on language and math and it is rare to have an elementary teacher that has a specialty in these areas.”

“have taught JK to Gr. 8”

“French is a struggle for me”

“Elementary - generalists. Also, was a single Administrator - completed all appraisals. Now as dual Admin team, see this as an opportunity for the teacher to "teach' and expand my knowledge outside of programs I taught.”

“not an issue because looking for instructional strategies that meet learning objectives”

“Whenver I am asked.”

“always when it's there turn to be evaluated, however , more emphasis is placed on their teaching subjects when observing”

“To be fair, I only conduct performance appraisals within their subject areas (Major or Minor).”

“K-6 admin”

“It' my belief that teachers teach - what they teach is not the skill set - so I don't think I'm ever evaluating outside my area of expertise because teaching is my expertise - not the subjects that I taught. I'd like to see that recognized more - you should be able to give a teacher a subject they don't know and they should be able to find a way to effectively teach that content.”

“As an elementary principal, all the subjects tend to be under our umbrella of expertise! I can even understand core french sufficiently to conduct a proper TPA.”

“As an elementary principal, I have experience in all curricular areas, including French Immersion as teacher and Principal. Gym is not my strength, however so that's an area outside my expertise.”
“Single administrator you are doing all of the TPAs”

“I have taught everything I evaluate at JK - 6 school including FSL and FI and music. I have also taught FSL and FI at secondary.”

“Good teaching is good teaching regardless of the subject area.”

“I believe that subject area expertise is not critical to assessor role”

“Effective instruction is my area of expertise. If you are suggesting by this question that assessors should have taught the subject of the teacher engaged in the TPA, you are asking a completely irrelevant question. Effective teaching crosses subject areas. The School Effectiveness Framework and the TPA Competencies provide the focus for the observation. A principal's or vice-principal's prior teaching experience is irrelevant. This is a bizarre question!!!”

“Because I am appraising teacher performance skills not curriculum content I have no concerns in my ability to conduct professional performance appraisals.”

“I am principal of a JK-Grade 5 school, which is the level I spent most of my teaching career in. however I do evaluate French teachers and phys ed teachers but I beleive that the relationship with the students and student engagement are the most critical aspects of teaching and these can be seen clearly no matter what the teacher is teaching or the grade level.”

“In an elementary setting, kdg is the one I would consider outside of my own area of expertise.”

“We are reviewing instructional practices and assessment, not subjects.”

“More a grade issue; for example I am not an EY expert”

“Subject matter is second to effective practice! Engagement and effective teaching strategies are critical in every classroom”

“French is the only area I have not taught in my role as a teacher”

“elementary school setting, so content knowledge is not a high priority”

“French Teachers, Self-contained classroom teachers (especially Life Skills)”

“Although I am not bilingual, I conduct most appraisals in Immersion classrooms. It is the pedagogy that is important, not the subject of instruction.”

“Again, an unusual 'scale' across deacriptors I also have an uncomfortably niggling feeling around the question --is the suggestion here that subject area
expertise is somehow more important that pedagogy and instructional practice. The competences and lookfors within the TPA rarely address subject area competences, rather more generalized aspects of professional practice.”

“French Immersion”

“I am not an expert in the area of Core French, however regardless of the subject matter, the high yield strategies and effective instructional practices remain the same.”

“Only when I do the French Immersion classroom teachers within my school.”

“There are three administrators - we cannot have expertise in every subject area. This question is redundant.”

“teaching for learning is observable in any context, as is knowledge of good assessment practice”

“No often a concern in the elementary.”

“This happens far more frequently at secondary than elementary.”

“I am a Science teacher but I must conduct TPAs on all teachers in a large secondary school.”

“I can't imagine that this would be different for any other principal. We are evaluating teachers in a broad spectrum of subjects in our schools.”

“Depends on the size of the school and number of admin. Now I'm in large school so admin can divide up logically. In my last school, I did them all as a single admin.”

“Music/French in an elementary school cannot be avoided”

“I have very limited French and often evaluate core French teachers.”

“I am in a French Immersion school and I speak and have taught French from K-8, so I am comfortable evaluating at this level. If I were to do high school, I can see that would be different.”

10) How confident are you in conducting performance appraisals for teachers that teach subjects outside your own area of expertise?

“focus is on assessment and instructional strategies - not just content”
Appendix C: Full Set of Comments for Each Survey Question

“In most areas...but not music!”

“It goes beyond just the knowledge of the subject, I am observing also how the teacher takes into consideration the diverse learners and classroom management no matter of the subject matter.”

“Again, you do not need to be a content expert to know effective teaching.”

“I ensure that I review the curriculum expectations thoroughly prior to undertaking the TPA, and as said earlier, the current TPA is really not subject specific.”

“The language of instruction matters not to me (unless the teacher in the Core French class uses the language incorrectly). It's the teaching and learning environment that I focus upon.”

“Specific content knowledge is only a small part of the overall appraisal. If I’m not aware of the content I still feel very comfortable based on the teacher responses and student-teacher interactions making an appraisal.”

“Effective instructional and assessment strategies cross all classrooms. Differentiation, communication etc. follow as well.”

“It's not the content as much as the pedagogy; strong instructional and assessment practices that cross curricular lines. It's about good teaching practice which is a part of the priorities of the school improvement plan, board improvement plan - PD days, dept and heads meetings - it's an integrated focussed approach to strong teaching practice regardless of the specific curricula. Most secondary teachers are subject specialists - it's not the content that gets in the way of effectiveness; it's the teaching practice and pedagogy that links directly to student achievement.”

“Good teaching is good teaching !”

“Good teaching is about structures and processes. Evaluating a teacher is not always about knowing the content well.”

“focused on student engagement - not content!”

“It isn't about the content it is about the approach to teaching, teacher as learner, communication etc, subject area is irrelevant in our current TPA”

“appraisals are not focused on content delivery”

“It's not the content necessarily for which I look, it's the instructional strategies, the engagement of students, the purposeful conversations, attention to learning goals and success criteria, etc.”
Appendix C: Full Set of Comments for Each Survey Question

“I evaluate their teaching methodology, not so much the content, so this is not a big issue. The onus is on them to show me how they teach their subject area. If they are teaching students properly, then this should come through when I am evaluating them.”

“Good teaching is good teaching. If I have a questions about the authenticity or accuracy of a concept or skill, I will check it out with an instructional leader or other expert.”

“French ?? Computers ?? Kinder ??”

“If you focus on student learning, then it is not an issue as you can easily see and hear evidence of student engagement, subject specific dialogue, modifications/accomodations for IEP’d students, etc.”

“Effective teacher practice is the same throughout all subjects. It is not about the teaching of 'content' that I observe and appraise, but how teachers are applying effective practices to meet student needs and challenge their strengths. It is about precision and personalization in instructing students to independent learning. Hence, it is about instructing, using the Gradual Release of Responsibility to reach the goal of students learning to be independent learners. In the 21st century, teaching is no longer about teaching subject content, it is about helping students to learn so that they can access information they need. This is applicable through all subject areas. Hence, it is not about my confidence in appraising teachers outside my subject area; instead, it is about appraising teachers on effective instructional practices.”

“The focus is on teacher practise and student engagement”

“Depends somewhat on the subject area.”

“It is not about what they are teaching, but how effective they are as a teacher.”

“See comment above.”

“I always reference curriculum documents to ensure content is appropriate.”

“-use my knowledge/experience/certification in ESL as a framework for the assessment of the second language learning (in this instance French)”

“teaching is teaching”

“The department head knows if they are following ON curriculum, I am looking at practice and how they get the info across to their students”
Appendix C: Full Set of Comments for Each Survey Question

“Good teaching is good teaching no matter the subject, just requires more research/learning on my part to conduct these TPAs to the same level of expertise as I have with other teachers.”

“I can always consult other people before going in. I can appreciate the preparation of the teacher and the students participation and engagement”

“Good teaching is good teaching; you can always look at the teaching strategies that are being used whatever the subject area & your expertise.”

“I have never found it to be an issue.”

“-processes are transferrable across subject areas: Big ideas, TLCP, backwards unit design, effective and descriptive feedback for students, open-ended problem-solving activities”

“Knowing the learner - knowing the curriculum - planning - differentiation - assessment as/of/for learning is universal across subjects”

“depends on the subject area- I am least confident in languages that I do not Speak”

“If the subject is completely outside of my expertise - advanced French for example - I would ask for the help of another administrator unless the teacher would prefer I go ahead.”

“With the exception of French Immersion teachers - my ability to understand the teaching of various subjects "en francais" is a stretch.”

“There are fundamental characteristics of effective teaching that are crosscurricular that any trained administrator can follow in any subject area. That is why, while we have some indicators that have been tailored to specific teaching assignments such as library, guidance, Student Success Teacher etc., the look fors go across curriculum guidelines appropriately.”

“Most of the "look fors" can be seen across subject areas. I have learned a great deal about other subject areas by doing TPAs. I make a point to ask the teacher about their curriculum so I can understand how they implement A&E etc.”

“Not in French or Music, however good teaching is good teaching and we can determine if students are engaged in any lesson”

“I am an elementary administrator and I have taught all grades in elementary”

Good teaching is good teaching,”
Appendix C: Full Set of Comments for Each Survey Question

“Having taught for 15 years in elementary, I have a good understanding of the fundamentals.”

“The students are there learning something "outside their area of expertise". Presumably, I would be too. What better way to see how effective the teacher is?”

“Good teaching is evidenced through solid student engagement, enthusiasm and demonstrated achievement. A quick walkthrough speaks volumes.”

11) **How confident are you in conducting performance appraisals for teachers that teach subjects that are in your own area of expertise?**

“I am working on operating in a judge less stance...”

“As an elementary Principal out of the class for many years...my knowledge is about curriculum expectations and the skills to achieve that for all students to succeed. I am not an expert but I have sound knowledge on what works for kids and what doesn't”

“As per comments above.”

“elementary school setting”

“I still make observations and have lots of conversations with these teachers, but I very knowledgeable about the curriculum documents and how they can be applied.”

“Again I rely on my own teaching experience.”

12) **How soon after the classroom observation does the post-observation meeting usually take place?**

Comments were not solicited for this question.

13) **How often have teachers disagreed with your assessment?**

“Rarely since concerns are addressed on a routine basis during walkthroughs. No major surprises at assessment time.”

“dialogue about any concerns are always early in the year and about growth, progressive and support while setting high expectations.”
Appendix C: Full Set of Comments for Each Survey Question

“I have only had a couple of cases where a teacher disagreed with a TPA – both were marginal performers who had a self perception that they were exceptional teachers and who felt that since I was not an 'expert' in their subject that I wasn't qualified' to make an assessment of their practice”

“When it was unsatisfactory.”

“The only teachers who have disagreed with my assessment are the ones who did not receive a great TPA.”

“more of an issue when there was a four point rating scale rather than a two point. Disagreement between satisfactory vs good or good vs excellent.”

“They disagreed the times I gave an unsatisfactory rating.”

“I have had one teacher disagree with his assessment.”

“I'm honest and transparent.”

“when it leds to unsatisfactory”

“Occurred when the scale included exemplary.”

“As a Vice Principal, I have never been assigned to do a PAET in which there were any major concerns”

“with regard to question 12 - I indicated 20 days because our schedules are so demanding. I find it very hard, often to get everything done within the timelines even though I am a veteran and care alot about getting back to my teachers. The volume we deal with regularly is just too heavy.”

“Never now that it is a 2-pointed rating scale.”

“if comment is negative”

“It is collaborative so they would be disagreeing with themselves.”

“I have not had an unsuccessful appraisals at this time. I am sure it will happen at some point in my career.”

“Two times - both unsatisfactory”

“When the TPA captures what they are doing well and identifies next steps which are in line with the school and Board Success plans it seems to work well”

“Actually it was only once.”
Appendix C: Full Set of Comments for Each Survey Question

“I find that weaker teachers tend to contest what I say, mainly feeling that I have overemphasized something they see as trivial, eg not meeting curriculum expectations, assessment, organization and classroom management, and underemphasizing something they think is important - eg their 'caring about kids'.”

“I have been a vice-principal for 3 years and have never had to do an "unsatisfactory" appraisal.”

“Teachers can disagree, but when they know that their instructional practice is not up to standards, they recognize the work they need to do. Evidence of the appraisal is crucial to support the TPA.”

“Only on unsatisfactory appraisals. These teachers always disagree and feel it is a personal attack rather than a professional review of practice”

“maybe once in 10 years”

“If assessment is very objective, specific and constructive then usually teachers respond very positively.”

“I have had one teacher question, one teacher not sure, one teacher go on sick leave”

“Some may not like that I put in what I saw and heard, but they didn't disagree that it happened.”

“Disagreement with unsatisfactory assessment only”

“I have been conducting appraisals for 14 years...the keys are (a) communication prior, during and after; (b) clear understanding that the purpose is to improve teacher learning skills, instructional skills, A&E skills and other professional attributes...it is not about discipline, punishment or "got ya"...”

“I do give teachers a draft and ask for further input and discussion on what has been written.”

“-this has not happened since the rating was changed to just satisfactory or unsatisfactory. The only problem I ever had was teachers feeling they deserved an "outstanding" rating.”

“-usually focused on the 'phrasing' of the next steps”

“I believe the reason is that I have had lots of conversations prior to the TPA as well as I have solid reasons for my comments.”
Appendix C: Full Set of Comments for Each Survey Question

“This has only occurred this year. This teacher also has had minimal professional development and views herself as exceptional.”

“The only disagreement I have had from a teacher is an unsatisfactory TPA”

“Even in cases where the final outcome has been unsatisfactory.”

“because the process has no impact on employability, it is an exercise in appreciative inquiry”

“Whenever it has been unsatisfactory”

“only the performance cases”

“Only with the wording of areas for improvement.”

“Never with the overall report but I treat the initial report as a draft for discussion and sometimes we have to agree to disagree about a comment or observation or suggestions. I have not had an unsuccessful TPA but several "barely" satisfactory ones.”

“I haven't had a teacher disagree with my assessment.”

“Generally, I give teachers a "draft" report and we discuss it. If there are reasonable changes to be made, or information I was missing, I make adjustments. Sometimes we need to dialogue so that the teacher understands what I observed and what I would like to see.”

“I think this speaks to the fact that as long as you are given a Satisfactory appraisal-teachers are satisfied. They generally do not wish to add or have anything removed from the Summative. They understand that it matters little. TPAs are never even mentioned when a candidate is applying for a new job with a new school and administrators are looking for a reference. I have never seen a question that asks "How was their last TPA"?”

“Generally I know these teachers fairly well and sometimes we "quibble" about certain aspects of the evaluation.”

“Only once in my entire time as an administrator”

“some rewording of a statement was all that was required to satisfy both the teacher and me.”

“I try to ensure that there are no surprises, not unlike reporting on students.”
Appendix C: Full Set of Comments for Each Survey Question

14) When teachers have disagreed with your assessment, how have you handled this?

“Worked through the process and do a follow up assessment within a few months or provided support for them to learn the skills. Only a couple of times did I counsel teachers to pursue other opportunities outside of teaching. These occasions require careful documentation and support from SO”

“I keep documentation/communicate with S.O. if I feel there is going to be an issue or concern. Growth mindset and a professional relationship prior supports this process.”

“I have identified 2 or 3 areas where improvement must happen for student achievement and focused on those areas rather than all the areas that may be an issue.”

“Dialogue to discuss what he/she viewed as inaccurate. In the only case I have dealt with, the new teacher did not understand the process and believed I could only comment on exactly what had happened in the classroom that day. (i.e., and not her attitude with other staff)”

“NA”

“Professionally and professionally with the union steward. Just stated facts, no emotions.”

“I have explained why I wrote what I wrote and gave them the opportunity to explain themselves. If they still disagreed, I would offer to observe them again and use that assessment as the only and last one for the TPA. If they still disagreed, I would not budge from my comments.”

“listened but remained firm on the rating. reviewed the data and explanations that led to the rating.”

“Referred back to the criteria and evidence”

“I show them the evidence that I have gathered but it may simply end up that we agree to disagree.”

“N/A”

“Not applicable”

“More meetings, opportunities for teacher to provide feedback and opportunities for teacher to redo assessment.”

“-no surprises, therefore no disagreement –“
Appendix C: Full Set of Comments for Each Survey Question

“-listened to their reasons -asked for documentation -explained the requirements again”

“conversation occurs, rewording may occur after clarification of issue/topic, if it's unsatisfactory item remains unsatisfactory and the process is followed”

“Discussed with teacher. Had one unsat TPA which union became involved with (teacher ended up resigning).”

“Discussion. Review of expectations and specific examples.”

“have had a meeting to discuss the reason for my assessment”

“I am usually proactive in this and I share what I am going to write ahead of time and then ask for input before we sign the assessment”

“Meetings are arranged. The federation always becomes involved. We follow the guidelines and procedures in the document. The federation is a daunting presence in such circumstances. it is very hard on a Principal, especially an inexperienced Principal. It takes alot of time, and the time is worth it because it is so important. But it is very stressful, and the federation can make your life just plain miserable. I have had one unsatisfactory - well documented - and the teacher simply was transferred to another school. At the new school he received a satisfactory. I was eventually transferred to that school, my VP assessed him, I had a record number of phone calls from parents complaining, and he was then transferred through federation power to yet another school.”

“discussion and compromise”

“I remind them of the details i observed that they may not remember !”

“Through dialogue and discussion. Was worse when there were 4 ratings to choose from.”

“agree to disagree or meet the middle...it all depends on the teacher and what we are disagreeing about. If it's minor, I modify the assessment to make them happy. If it's major, I don't. I include "must" statements to follow up in the next semester or year.”

“conversation - cannot dispute what is written”

“It hasn't happened but I would talk it out with them, resolve, reword, rethink.”

“I have had very few (if any) disagreements.”

“Through dialogue”
Appendix C: Full Set of Comments for Each Survey Question

“It doesn't change anything. Offer assistance to improve.”

“I spoke to them to help them understand what the process was - they didn't quite understand - it was a new teacher.”

“I always try to listen, so they can get it off their chest and in case I've really missed something important. Then I ask for what evidence they have to back their claim. Usually, they don't. Then I review the evidence I have for making my statements. Which I am careful to have, along with any notes, reminders, memos etc that I have given staff or that arise from PLCs. Documentation is key.”

“objective review of the evidence collected”

“I set them up for success in the first place, and if it is a teacher that is needing support, I provide it.”

“This has happened once when I was evaluating a teacher who received an unsatisfactory evaluation and was on an improvement plan. I rely on evidence as well as involve the union representatives so the teacher has another set of ears listening to the feedback.”

“Prior to the TPA, the expectations on teachers (standards of practice, the domains and teaching competencies) should be well communicated to them so they know what is expected. I have not had any teachers disagree because I use evidence in my appraisal to support my evaluation, especially in a TPA that I know is unsatisfactory. Samples of evidence include student work/assignments, teacher assessment records, parent communication (lack of) records, day plans, unit plans and alignment with the assessment. Showing copies of these at the post observation meeting supports what I'm talking about. When evidence is provided, teachers do not generally disagree.”

“Once, a teacher did not like how I had written the TPA. I had rated him as "Satisfactory"; however, it was clear from how I had written the report that I was not fully pleased with his performance. I asked him if anything I had written in the report was false. He said everything was accurate; however, the report made him look bad. I pointed out that he had met only my minimum expectations, that there were a number of recommendations for him to work on, and that I hoped that he would be able to implement those recommendations by his next TPA so that he could continue to be considered at least "Satisfactory".”

“- discussed the concerns and areas required for improvement - open and frank dialogue”

“Meeting with offer of Union representation”

“review evidence that relates to my comments and my rankings”
Appendix C: Full Set of Comments for Each Survey Question

“Even an "unsatisfactory" rating can be turned into a positive experience; helping a teacher become a better educator can be rewarding for both/all”

“talked with the two who weren't sure teacher on sick leave, did not go well, OPC, ETFO, Senior Admin all involved”

“often it is wording that is altered, with the general idea still present”

“In the above case, met with Principal, Teacher and Union rep. TPA grieved. Follow-up at board level. Otherwise I always allow for the teacher to read the TPA in my office for 30 mins and note any changes requested. I have not had requests for any changes in the past.”

“I listened, but I didn't change the wording. If they wanted me to add other information re: contributions to the school, I did.”

“It has gone to an unsatisfactory meeting with union present on two occasions.”

“take time to explain areas of strength, stretches, needs, next steps TIME TIME TIME and provide support ie RT to get involved”

“We have discussed and come to a common ground. This has only happened once in almost 20 years of evaluating teachers.”

“If there are minor issues of disagreement, professional dialogue occurs to help create understanding as to why I perceive the issue and what we together can work upon to make improvements....”

“Has not been an issue”

“I have explained my rationale for giving or not giving and "outstanding" which I had already made clear before the assessment started. I don't remember ever changing my decision.”

“conversations and review of notes”

“Discussion and sometimes I have clarified what I have said in the draft. I always go over draft with the teacher prior to completing the final copy.”

“-listened to their concerns, dialogued as possible to clarify my wording and then made revisions as possible to marry both of our perspectives”

“NA”

“discussion about area of disagreement, offer more evidence of need and area for growth”
Appendix C: Full Set of Comments for Each Survey Question

“I have reviewed it with them - where they can provide additional evidence I have at times modified the assessment or possibly simply adjusted the language but retained the same basic message.”

“Explain my reasoning with concrete examples”

“All below standard appraisals involve Superintendent and the union. When an appraisal appears to be going in that direction, I encourage the teacher to work with their union and I involve the SO of my area and Employee Relations.”

“Through dialogue and I provide opportunities for reflection. However, the conversations can be very difficult. The union here OCDSB is very aggressive and teachers feel very entitled.”

“I have suggested that they not sign the document.”

“That is where the pre-observation interview is so important. I share my notes with them and ask clarifications. Then, if there is no agreement, I tell them I will come back to them Need some time to reflect and they need it too.”

“Listened to their concerns. Reflected on my observations and data collection.”

“Worked with the teacher to see if we can come to an understanding.”

“We had a discussion about the area we disagreed on; often it is a matter of clarification or rewording. I have made changes after hearing her point of view.”

“N/A”

“Followed the process, spoke with colleagues who have e perienced the same situation, and spoken with the SO of Hman Resources”

“NA”

“I have not had this experience.”

“They like to have more clarification, what evidence I based this on.”

“Focused on their strengths and provide support for areas needing growth”

“Union has been present as they were unsatisfactory”

“The union meets with me”

“It only happened once and it was resolved with a mutual understanding.”
Appendix C: Full Set of Comments for Each Survey Question

“This has only happened to me once, when a teacher did not have adequate documentation, i.e. daybook, emergency plans, etc and we had an open discussion about the importance of documentation. As this was a new teacher, in the second evaluation, this was scrutinized closely.”

“Described in detail the evidence I have gathered or observed”

“If it happened it would be a collaborative process”

“with data - research - questions that challenged.. and a belief that the process is intended to help teachers improve - if the person has the "will " for it”

“Conversations and improvement plans”

“not a consensus. signing only acknowledges receipt”

“Calmly and patiently”

“We have discussed their concern, left the issue for a day, discussed again, then reached agreement on the wording.”

“Discussion and possibly "agree to disagree"”

“I consulted with the principal, another principal colleague and Employee Services.”

“Dialogue, revision.”

“Listened carefully to their comments and pointed out that this is what was observed. Most see my point. I have had to point out that they do not need to agree and are welcome to add their own comments to the report.”

“have a courageous conversation about the evaluation and offer support to the teacher as to how they can improve.”

“We sort through the disagreements together - none of these have been "gamechangers".”

“Meeting with teacher and rep if necessary, consider pre meeting visits and teacher comments, encourage teacher to comment in their comment area.”

“show them the data”

“We discuss it and I explain the basis of my judgement. If the teacher is able to demonstrate something other than what I originally saw, I may change what was written”
“We talk it out....I provide factual evidence about what I saw, and they are given an opportunity to clarify or explain that what I thought I saw was either totally accurate or somewhat deficient...and they then can explain what I might do to improve.”

“We look at evidence, and allow for a discussion of how they feel they are demonstrating the skills I feel need improvement. We review the data and compare notes, often allowing the teacher to make a statement in the teacher's box. I have not had a TPA result in a final disagreement with the teacher.”

“When I delivered an Unsatisfactory appraisal, I was a first year Principal and the Superintendent was in attendance, as was the President of the local ETFO”

“By giving them a minute by min simmmary of what transpired in their class – the facts do not lie”

“It's never really been a big issue.”

“Sat down and had a discussion. Re worded statement.”

15) Evaluate the following statement: “My role as an evaluator has negatively affected relations with my teaching staff.”

“Not usually - in fact teachers often ask me to come in more frequently to give them additional feedback. At times though it can be negative when people do not want to hear what you are saying.”

“We are all in a learning position. I use the Performance Appraisal to develop growth in our teaching staff and myself. This is descriptive feedback that is essential for the professional capital in our buildings.”

“In most cases my role as an evaluator has allowed me to build on already positive relations. However, when the administration's assessment of practice does not match the teacher's perception of their practice, there has been a significantly negative affect on relations with the teacher”

“If it has, I am not aware of it.”

“the have affirmed my relations with staff, even when addressing an unsatisfactory.”

“-it is important to work with teachers during this process, to include them in the process and to have the dialogue the ensures ongoing professional growth is the goal”
Appendix C: Full Set of Comments for Each Survey Question

“I have viewed the TPA as a PD vehicles to help support teacher growth, however, it is frustrating when I know that there are at least 3 teachers on my staff who are highly ineffective, however, they are able to "be satisfactory" according to the current TPA model.”

“Sometimes. Some teachers welcome the opportunity to have an observer provide them with suggestions on how to improve. These are not the teachers that need the most help.”

“Have just finished my first year as a VP”

“In most cases it provided me opportunities to celebrate teachers' successes which has enhanced the relationships.”

“I work closely with my staff to enhance their teaching practices. I don't wait for an appraisal year to address challenges. This developed relationship allows the teacher to see that I am not being critical, rather offering suggestions for improvement. Teaching is a life long learning career, the pendulum in education swings rapidly, it's a challenge to keep on top. Offering suggestions is not necessarily a reflection of weak practice - but an enhancement of my role as an instructional leader.”

“the majority of staff understand that is the role of the admin and respect that...I do not have the expectation that I am just another staff member in the school and need to accept that I will be one step removed from time to time. I also need to have a way to continually develop positive relationships with all my staff, even those who are struggling”

“As professionals, teachers want recognition and/or affirmation for a job well done. We need to help the marginal teacher - if they are unsuccessful, we need to get them out of the profession”

“I would say it is the opposite. My role as evaluator means that when I remind people about an expectation of the Board, or the Ministry, or we work on some aspect of best practice, that in the end, I can say honestly ‘This is important and in the TPA I will be looking for evidence of...’. My role is a professional one, to ensure effective teaching and learning, not as a friend.”

“All of my evaluations to date have allowed me to build a stronger rapport with my teachers, especially the good ones that I have evaluated. I try to use it as a positive experience in which I learn about them and get to know them better and praising their good work while making some positive suggestions where appropriate.”
Appendix C: Full Set of Comments for Each Survey Question

“Teachers are very nervous in the weeks leading up to their TPA. They are worried about sending students to the office or about bringing issues to the administration when they think that it will affect their TPA rating.”

“Aan an administrator who is respected as an educator and is “fair”. I have always had good relations with staff.”

“It had not affected by realtions until the one teacher who went on leave”

“The process is about supporting teachers to be the best they can be. Building relationships is important and includes being able to have honest and caring – if tough- discussions about classroom practice.”

“It depends on how it is handled, but I can absolutely see how it can affect the whole school environment, versus if it was done by an outside observer.”

“On the contrary, it builds relationships because it allows teachers to share their practice well beyond the observation.”

“see above re purpose…”

“It is considered feedback. With coaching skills the conversation has the teacher doing most of the talking.”

“It is my role as principal!!!!”

“try to frame it as a collaborative experience”

“This is because I make sure I have built a positive relationship with staff and I am open and transparent prior, during and after the assessment.”

“Teachers respect my high standards. I have been involved in the dismissal of 5 teachers and other teachers are appreciative that the standards of the profession are being maintained.”

“Staff is very aware of those teachers who are not performing. For those staff who are performing, they appreciate the feedback through this process.”

“I have done two unsatisfactory performance appraisal since arriving at my school. This has adversely affected my relationship with those two teachers.”

“My relationship with the teacher who received an unsatisfactory was severely impacted. However, other teachers appreciate that someone is holding staff accountable.”

“Performing appraisals is a critical part of building staff relations.”
“the process as it stands is not a performance assessment as much as an opportunity to formally communicate with staff - legitimizes conversations”

“But I don't worry about this as my job is to evaluate. If everyone is just fine, then my great faculty are discouraged.”

“Whenever you don the mantle of "boss" friendships suffer.”

“My role as an evaluator is only one of many; if my relationship with my teaching staff is that of a "guide on the side", then the TPA becomes one more opportunity for us to discuss and reflect on their practice. It's akin to the teacher talking with the student about his/her progress and asking for evidence of learning - that's what I'm looking for from teachers during the TPA process.”

“It only affected the one teacher about whose practice I had serious concerns as he felt that I didn't know what I was talking about, when in fact I was quite confident in my appraisal.”

“I think it is how you present and work through the evaluation process that is critical to the success of the process. I have always framed it as an opportunity to open collegial professional dialogue and focus on the work the teacher is doing. If I thought a teacher was performing unsatisfactorily, they would have understood that well before I came in to evaluate their teaching (that would have come through complaints, seeing unsatisfactory practices etc. I would be surprised that a teacher could be considered unsatisfactory only when the administrator comes in to a class observation. I think the indicators are already apparent when someone is not performing well. The class observation may simply confirm that - or not.”

“I definitely have different relationships with teachers as an administrator than I did as a teacher, but I see the TPA process as fair and open. I enjoy learning about the teaching practices of people in the building and I hope that comes across to teachers during the process.”

“In fact I think it improves it. teachers usually want to do their best.”

“The administrative role of teacher evaluation has to occur - the teacher has to understand his/her public accountability. All school administrators have at least 5 years of teaching so the evaluation by an experienced teacher is more valid in that regard.”

“This is a hard one to answer because the 'evaluation' stance is a legal stance we must take at times, however, the more common stance is one of 'coach' so I think we administrators need to be quiet clear about which stance is most important and effective for the moment.”
Appendix C: Full Set of Comments for Each Survey Question

“Staff recognize that I maintain a visible and approachable presence throughout the school.”

16) Evaluate the following statement: “The TPA process accurately assesses the practice of teachers.”

“Only if the principal has a clear understanding of how to use the tool for growth....”

“The only time it might not is if you are new to a school and haven't had the time to really dig deep into the teacher's practice”

“When followed in the technical requirements and the spirit as a growth-oriented process.”

“Agree providing the teachers are part of the process and understand that it is an aspect of their professional growth; professional dialogue, celebrating their successes, and being open about the process is critical. This is not a punitive process.”

“As I said earlier...”

“For good to exceptional teachers it is accurate. More observation time is required for teachers who are demonstrating a fair to poor teaching practice.”

“It does assess the teacher, but the outcome of the assessment that leads to an Unsatisfactory evaluation can be problematic and time consuming for the administrator.”

“I find the document cumbersome and completely repetitive. I think the process is good however and value that very much. The federation can complicate things greatly if you are dealing with a teacher that truly needs improvement.”

“We can only include information from the TPA process so it is not accurate.”

“It assesses what they do on a given day or a given year .....”

“Undecided as the process is effective for affirming teacher practice but the process does not effectively get at poor teaching...it is a structure used to promote the much needed conversations that have to happen when bad teaching is happening in your building. Is it the only tool used to get "rid " of a teacher by no means.”

“Go through teacher binders”
Appendix C: Full Set of Comments for Each Survey Question

“It is too subjective - criteria for each look for is not clearly established. My knowledge as educator has a strong impact on how well I am able to assess a teacher --ie do I have a deep knowledge and understanding about the balanced literacy or mathematics through problem solving approach - if not I can be fooled with window dressing and jargon.”

“On the whole, if you include ALL aspects of a teacher's work, it does. The tendency I sometimes see is to let the classroom observation take more weight than it should.”

“As previously stated, most teachers can create 1 great lesson.”

“It really depends on who is conducting the TPA. Some administrators and teachers view it as a "hoop".”

“The TPA is a reflection of the Ontario College of Teachers' standards of practice, which are called Domains in the TPA. I think more teachers should be paying attention to the Domains. Further, the TPA has been divided into sections from the Domains, which are called the competencies. Twelve of the sixteen competencies are about teacher practices on assessment and instruction. Yes, it accurately assesses the practice of teachers.”

“Part of the information regarding a teacher's practice comes from involement in the whole school and not just the TPA process”

“If done properly and includes all aspects of the teaching/learning process, I believe it can be helpful and accurate.”

“Unfortunately certain areas of teacher practice, such as their attendance, cannot be easily documented in the Summative Report. Adminstrators are counselled to avoid reference to any behaviour which could be interpreted as 'disciplinary' in nature such as commenting on punctuality, etc.”

“Again quite contrived, a moment in time, can make working conditions very difficult.”

“The formal process does not, in my opinion. There has to be ongoing observation, discussion and all the things necessary to build trust between the teacher and the principal and the rest of the school community before any assessment is really accurate. One formal visit does not accurately access a teacher's practice.”

“I don't think it is a very good process overall.”

“I tend to focus on the positive in the actual report but take the time to talk with teachers about next steps”
Appendix C: Full Set of Comments for Each Survey Question

“If you consider more than just the one lesson that is observed formally.”

“- only see what they want you to see - Unions do not want us to use Walk Through observations for assessing teachers”

“Although I agree as I believe I am knowledgeable about what is going on in the school and I know I would hear from students if teachers were not doing their job, because of time commitments and so many to do in a year, it is such a small snapshot that I don't think we can get a true assessment of their practice.”

“On its own, it is just a formalization of what an administrator should know about their staff. You need to watch, interact and converse with staff on an ongoing basis to ensure the TPA accurately reflects the practice of the teacher.”

“It confines administrators to one aspect of teaching and does not really allow comment on teacher behavior”

“It is getting support after you have decided the someone is not satisfactory that is the problem.”

“To a certain extent. However, it is the follow-up after the process that becomes important. We (leaders) have to make sure we revisit the areas that needed improvement with the teachers to make sure that in the end the TPA has a positive impact on the professional they are.”

“I find there is overlap of some of the competencies and I tend to repeat observations in some areas.”

“I agree with this statement IF the administrator Is accurate in his/her assessment. It can't be done as a last minute exercise.”

“I think there should be some time and space allocated to reviewing student data and next steps.”

“There needs to be more categories other than just satisfactory or unsatisfactory. It is unfair to rate excellent teachers the same as borderline teachers.”

“Since it is really just a snap shot, a struggling teacher can cover things up that they are lacking.”

“Downfall is the length of time the process takes and the challenge of getting all routine appraisals done.”

“you get a better sense when it's formalized, but it's a small piece of an overall picture”
Appendix C: Full Set of Comments for Each Survey Question

“This is entirely dependent upon principal awareness of exemplary teaching strategies. As well, unsatisfactory ratings are not always given when they should be as principals do not want to take a stand or are not certain what they should be seeing.”

“I don't think it's possible to see everything. I also think the areas of competency are vague, in some cases repetitive and in some cases irrelevant. There is very little about pedagogical technique or instructional strategies in the competencies and overlapping redundant equity indicators.”

“In most cases,”

“The evaluation, like student evaluation, is overly detailed and there is a lot of 'paralysis by analysis' - in the effort to be comprehensive, the focus on learning about the student/s and learning about the learning relationship between teacher and student is lost.”

“The TPA process assesses nothing.”

17) How much has teacher practice improved in your school as a result of the TPA process?

“This is an opportunity for an open to learning dialogue about teaching and learning. I look forward to this process in a formal way addressing every teacher on a 5 year cycle.”

“I find the TPA process is the least effective tool I can use to improve teacher practice”

“In a busy, high needs school, the time I spend on TPA's is limited. In fact, the observations were regularly interrupted due to serious behavioural issues that arose and required both administrators. As a result, I do not believe the TPA process was as effective as it could have been. In my current school, which is very different than the previous one in that behavioural issues are minor (and there is no VP), I feel that TPA's that I have done have had more of an impact on teacher practice as I have been able to spend quality time in the classrooms and talking to the teachers before and after the formal observation.”

“Usually, once a TPA is finished with, the teacher will forget about it until the next time they are TPA'd. This is, apparently, a nerve-wracking time for some. It is only the NTIP (new teacher induction process) candidates, LTO (long term occasional - supply teachers), as well as the teacher who has been disciplined who will realistically improve their teaching practices.”

“provides opportunity for focessed dialogue with individuals and assists with PD planning for groups”
Appendix C: Full Set of Comments for Each Survey Question

“but it is only one tool that is used to motivate and reward good teaching, and to provide feedback on practice. It is situated within the context of instructional leadership that fosters growth and reflection, that supports the needs of teachers and that recognizes the efforts of teachers - it is not in isolation.”

“When combined with our school goal and PL focus, as well as engaging in professional dialogue with everyone, including administration, the process becomes part of our professional growth, with support to implement improved teaching and instructional practices in the classroom.”

“I haven't had enough time to observe changes in the teacher whose performance required improvements.”

“See above”

“this is a trailing edge device...improvement does not occur during this process...it occurs through professional Learning community activities, one to one conversations and directe statements by admin that this...thing....needs to change to ...This.”

“It is not the TPA that has improved practice, it has been the PLC, Critical Learning Pathways, staff discussions and meetings, SEF process and other such PD that has made an impact. The actual TPA has no impact at all.”

“The Annual Learning Plan and the expectation that these are completed yearly and reviewed by administration would likely have more impact”

“I do not attribute the improvement to the TPA process. Rather, I attribute it to our PLC's and our intentional work to improve student achievement through TLCP, DI and co-planning/Co teaching PLCs. As well, dept head meetings and PA days are organized using the PLC model, focussing on significant issues, topics, practice to impact upon student achievement.”

“Small, if any.”

“This is a difficult questions to answer as teaching practice has been improved at my school as a result of staff learning NOT a TPA. For some specific teacher's the TPA process identified areas of growth but sustained improved comes from a culture of learning and caring.”

“We also have a board wide process that has been helping with student engagement and teacher instruction”

“It is the teacher's responsibility to follow through with suggestions and/or recommendations for improvement. Many do. Unfortunately, some do not.”
“Improvement is due to timely specific feedback based on the School Success Plan”

“I see marginal teachers make an effort to at least seem to do what they know they are supposed to during the year of their assessment, so the TPA process can be an incentive to change surface features of teacher practice. Real teacher practice improved in schools where I have been a principal through intensive professional collaboration, lots of release time and strong professional facilitation - not so much through the TPA process alone. It can be a factor, but it's not the main reason.”

“The perception is that I have more "power" than I do. I like to use the TPA to help teachers improve their instructional practices based on their annual learning plans which (should be) are aligned with our school improvement plans.”

“Once teachers have their copy of the evaluation it is totally within their control whether they want to pursue the recommendations or not unless the TPA is unsatisfactory. Principals/Vice-principals can not mandate additional training/workshops in areas of need therefore the process can be very ineffective.”

“One teacher, who received an unsatisfactory appraisal this spring, told me that it gave him a 'kick in the butt'."

“It is only when a teacher is found to be "Unsatisfactory" that there is any improvement in their practice. Teachers found to be "Satisfactory" do not improve their practice.”

“- the greatest improvement has come from our school-wide professional development initiatives, that is, the creation of a positive professional learning community has had the biggest impact to practice”

“I would say that because I provide feedback to all teachers twice a year connected to their ALP, the year of the TPA is an opportunity for teachers to showcase their improvement. I consider the TPA process a five year process - so it is important to communicate and provide feedback informally during the four years that are on the "official" evaluative year. If I looked at just the "event' of the observation and paperwork - I wouldn't see as big a change.”

“I am lucky enough to have an excellent group, we tend to move practise more by watching each other teach.”

“I think that teacher practice is imoproved through collloboration with other teachers and educators. This was an OFIP school and that PD helped greatly to improve teacher practice and confidence and willingness to learn together 36 and try new things. . Improving teacher practice is a long term goal and the teachers must be supported, trusted and given the time and resources, both human and
Appendix C: Full Set of Comments for Each Survey Question

monetary, if teacher practice is really to improve. Formal TPA's create an artificial scenario that do not reflect long term professional growth and development. Principals and teachers have to do many other things every year to support real improvement in teacher practice.”

“The discussions are things I would do anyway.”

“Change is slow, but it provides opportunities to discuss practice with a teacher and provide support for growth”

“It has improved through PD and collaboration and individual feedback at all times (not just through TPA).”

“I believe for the most part not at all, but we have two teachers who have had unsatisfactories and with all the work done with them, they have made changes and are much more successful as educators”

“Perhaps a small amount since it is more formal, but I find teacher practice improves with the use of data, conferencing, consensus marking, collaboration, team planning, division planning, etc. not by the TPA process.”

“At times I have told a teacher that the appraisal, if completed at that point, would be below standard. I have helped the teacher to get support and improve practice. We then do another appraisal.”

“I don't think the TPA process improves teacher practice...however, the supports provided for the teacher might make a difference”

“I have found with the many staffs I have worked with that we develop a culture of continuous improvement, so the TPA becomes more of a celebration of successes and an opportunity to fine tune next steps. I find that my through their annual learning plans and our school improvement planning that the staff are constantly working on improving and/or refining their practices. You have to develop that kind of a culture.”

“Teachers use the feedback to a certain extent.”

“It is all the "other" interactions and work done with teachers that makes a difference.”

“Pd and networking , the tpa is a pat on the head or a kick in the pants.”

“this is generous”

“-sustained improvement not been measured - 5 year cycles are too long. Should be every 2-3 years.”
Appendix C: Full Set of Comments for Each Survey Question

“In some cases”

“I don’t think the TPA process has much of an effect on improving teacher practice - it’s descriptive of where a teacher’s practice is at, and unless their practice is unsatisfactory, they are under no obligation to adhere to my recommendations for improvement in the "next steps" box.”

“I don’t know.”

“I feel that the TPA is only part of the evidence of teacher practice in a school. The work you do for school improvement, in departments, with department heads, with school improvement teams, with student success teams all support teacher practice too.”

“Have only been at this school for a few months”

“I has a direct impact on the teachers during their cycle year, and some of this carries forward.”

“All official interactions with the goals of the public ... in this case ensuring and promoting good teaching, are both necessary and, to a small degree, helpful.”

“Teachers unions are too strong resulting in little improvement in teacher practice being actualized. It is too time consuming to get rid of poor teachers!!”

“This is a bit hard to measure, but I think that over time the TPA process heightens teacher awareness that instruction does matter....a rising tide raises all ships and so I think that in a similar matter, the TPA raises expectations and most everyone then follows suit.”

“How would the process do this exactly?????”

“Most see it as a snapshot & don't worry much about it.”

18) On average, how many hours per school year do you spend on conducting TPAs and its related activities?

Comments were not solicited for this question.

19) Evaluate the following statement: “Conducting TPAs is an effective use of my time.”

“This process is about teaching and learning and provides a formal framework to make it happen. I give teachers a lot of input into their report through the dialogue process. This process is not based on a short observation but daily practice in our school. We have that conversation early in the year.”
Appendix C: Full Set of Comments for Each Survey Question

“I disagree for myself, because I work with teachers daily on effective practice. If I didn't take that instructional leadership approach then the TPA process would force me to look at practice (but that then is a quality of administrator problem and not an effectiveness of the tool problem)”

“Not useful because they are only pass/fail and are not really put to use anywhere beyond the teacher's personnel file.”

“I enjoy every aspect of it, except for the writing of it. I especially like the interaction and dialoging that goes on between the teacher and I.”

“I am not able to allocate a time (Q18) because that reinforces TPA as an isolated activity rather than it integrated into all that I do as an instructional leader”

“Teachers simply put on a show for that day and this is what you must for the most part comment on”

“question 18-- that is per TPA it takes about 3-4 hours to write the final copy”

“The process has no teeth.”

“get in to see teachers and students”

“The process is very cumbersome, the forms highly repetitive and the process unduly rigid. It stresses teachers and imposes on my time to an unreasonable degree. The software is better now, but it is not a user-friendly process.”

“the paper work is not an effective use of my time - the observation and discussion with the teacher is great - but the structure and the forms are onerous and are not reflective of the teaching process.”

“To be honest, it is just a requirement that you have to get done. Nobody ever looks at it again. The only use is when you have to evaluate an unsatisfactory teacher and this process is too onerus so most administrators don't do it.”

“The good teachers will always work to be better at their profession. The not so good teachers will continue to do as they have always done despite all your efforts to support them. This process works for the good better than the bad. When a teacher is rated unsatisfactory, the responsibility lies too heavily with the administrator to support sometimes an unwilling or incapable candidate and then it can be viewed as a conflict of personalities.”

“This is one way that keeps the art and science of teaching at the fore front. Teachers must be engaged individually with the administration staff. This in depth process is a vehicle for those conversations.”
Appendix C: Full Set of Comments for Each Survey Question

“As instructional leader, the TPA is a culminating event for the work we do as administrators. For satisfactory TPAs, it celebrates the work we do in the schools. For unsatisfactory TPAs, it informs us of yet what still needs to be done and what supports I need to put in place to help teacher learning and improve practice.”

“Conducting TPAs gives me a broad overview of what teachers are doing and how they are doing it.”

“- I had a very heavy year this year and was not allowed to defer any to next year that would have put the school into a better balance long term - as a single adminstrator school it put a great deal of stress on my time as I also had to edit progress reports and report cards on my own (we are just under 400 students) and do all of the other duties as required - point being, if you have too many to do in a particular year it is challenging to effectively work through the process with so many other competing elements of the job”

“Partly because it gives me another means of seeing what is going on in the school.”

“The hours per year question - the answer 5 is a minimum for each TPA and depending on how many TPAs and time required it could be more”

“Administration needs to be concerned about strong instructional practices – and it is important to support teachers in being the best they can be to support improved student achievement.”

“When teachers watch each other teach and then have to try new strateigeis, the learning is paramount compared to what they learn from a TPA.”

“The actual visit and the ongoing work I do with teachers and around the school to support them on a daily basis are useful. However, the length of time it takes to compose meaningful comments to fill in 16 boxes of very, very repetitive and often out of date (especially use of computers) concepts is a total waste of time. The assessment is correctly based on the Standards of Practice from the College of Teachers but there are 5 of these so I don't know why I need to comment on some of them in 4 or 5 different boxes. That is a total waste of time. It is also very restrictive and detracts from focussing on the key elements of a teacher's relationship with the students, student engagement and ongoing growth through colaboration and professional development.”

“I actually would strongly agree if I liked the actual process more. The opportunity to talk to teachers and discuss strengths, next steps should be done on an on-going basis - not just once every 5 years”
Appendix C: Full Set of Comments for Each Survey Question

“Someone has to do it, outsiders couldn't as they wouldn't see the whole picture of that teacher....I don't know who else could and we are supposed to be the instructional leaders.”

“Only because for some staff they need the official evaluation to feel confident about their practice and for some it forces them to think more critically about their practice.”

“Not in the current format and not when HR prevents a principal from doing the 2nd unsatisfactory”

“We get to see our staff "in action"!”

“I do need to spend more time in classrooms and TPAs forces me to do so.”

“It will be worth my time when there are more categories to rate teachers and when we can finally do something with poor teachers. As long as there are unions we will have to endure having incompetent teachers.”

“Stated earlier.”

“only in that it gives formal approval to interviewing staff - agrees with union, but not very effective”

“-it is an important process - need accountability but needs to be fine-tuned.”

“Only in the sense that it makes me examine individual practice very closely and engage in conversations about instruction with teachers. However, once the conversation with me is over and they have receive a "satisfactory" evaluation, they are free to adopt or not adopt my suggestions for next steps for the next 5 years!”

“There is huge inconsistency in my school board as to how many TPAs are conducted on an annual basis. This year I was overwhelmed with the number of reports I had to write, when other years it fit into my workload.”

“This is where we have an impact on the instruction and hopefully are having a dialogue that looks at improving practice”

“Inspect what you expect”

“for teachers willing to change yes. Not for teachers who take refuge with unions when required to change old/poor practice”

“I view each TPA as a 'long learning conversation' in which both the teacher and I will covenant to learn together. Although it can be stressful, I think it's also a
Appendix C: Full Set of Comments for Each Survey Question

useful process. I am in the midst of a very stressful unsatisfactory TPA...but despite the many many many hours of work, I think it's worth it because the teacher will either change and improve or not be there to continue causing harm to learners. Either way, it's important and must be done.”

““Conducting TPAs is a paperwork and bureaucratic exercise" Nobody reads the reports. The jargon makes it useless for anyone to make concrete suggestions.”

“although I think the process is faulty.”

20) How do you feel the TPA process could be improved?

“More observation and more frequent feedback. Less formal documentation and more informal.”

“ensure a strong link to the Annual Learning Plan - follow through with intentions and using the tool as a growth plan with follow up. I will use their TPAs to follow up with the Annual Learning Plan the following year.”

“The process is solid and clear, however, in the current educational environment it is extremely difficult to use the tool as a way to improve practice of an unsatisfactory or marginal teacher and in these cases requires so much time and energy (and conflict with the union), not to mention effects on the health of administrators that it forces us to consider if it is worth it. This won't change as long as the teaching profession is working in an organizational structure involving a union (blue collar) environment”

“Now that the current process and forms have been used for a number of years, it may be time to review its effectiveness. For example, some of the "look fors" are repeated throughout the competencies and may be more effectively addressed if identified in only one area. As well, the opportunity to share what one writes (anonymously, of course) may help us develop more effective phrasing.”

“More observations and input based on every day teaching experience.”

“- multiple contacts over a period of time - more responsibility on teacher to prepare beyond a lesson (eg. portfolio, long range planning, Pd)”

“More staff reflection first”

“It is fair, it is just about time management and having those hard conversations.”

“If administrators were given the option of observing more than one class, that would be a step in the right direction.”

“The domains and competencies should be updated to reflect current pedagogy and aligned with "how teachers teach" rather than the OCT domains”
“everyone needs to understand that this is a process, not an event, intended to improve practice, elevate professional dialogue and focus on improved student achievement through a focus on teaching and instructional practice. Also, specific training would help, especially for new admin.”

“Monitoring the amount of TPAs vs staff needing TPAs vs number of administrators available to conduct a TPA”

“It should be revised to allow for the proper addressing of teachers who are not meeting the standard on a day to day basis.”

“Less structured. Instead if once every five years, I conduct a TPA on a teacher that I think needs to have one. I need to have fewer hoops to jump through in order to terminate a marginal teacher.”

“find a way to include assessment by other teachers.”

“360 evaluations should be an essential part, change satisfactory and unsatisfactory back to a tiered ranking (some teachers are well beyond satisfactory and some are just satisfactory, this needs to be acknowledged).”

“More time spent with educators who are not meeting the TPA competencies.”

“Teachers need to understand that accountability of paramount. That said, the burden of improving a teacher's skills lies with the administrator and the time spent seems wasted when the direct outcome is meaningless. When was the last time an incompetent teacher was released from their teaching responsibilities?”

“-don't know”

“-making the requirements clearer for teachers -reduce the number of competencies”

“unknown.....this process is needed for that small group of poor teachers to remove them from the profession....for 95% of the teachers its a 5 year positive check in....It's better then nothing”

“Allow for the Competencies and Look fors to be conducted throughout the entire year. Sometimes it is a joint conversation, sometimes it is a series of visits throughout a term so that teachers can assist the principal perhaps on special circumstances, lessons, activities that are specifically conducive to the look fors in the TPA. The timelines are to constrictive and do not allow for a "TRU" perspective of what a teacher does in the school overall...not just in one observed lesson.”
Appendix C: Full Set of Comments for Each Survey Question

“Time is the big factor.”

“TPA shortened for teachers who are satisfactory. Full process for unsatisfactory teachers.”

“need to have a category for teachers that are more than satisfactory”

“A series of smaller observations with a check list style. Each observation to focus on a domain”

“the number of areas to be assessed should be reduced failing that the whole process in its present form should be scrapped it is too long and onerous and most teachers do not view it as a form of improving but just something they have to survive.”

“incorporate checklists/lookfors rather than trying to comment on the Domains”

“Teachers should be evaluated more often. Could be more specific areas – like Marzano's "Effective Supervision". Having teachers be more part of the process.”

“re-work the document. it is tedious to complete. Highly repetitive. Too long – too many competencies to comment on - stream line it and align it to high yield practices that influence student achievement including a commitment to ongoing professional growth and improved teaching practice...and a collaborative commitment to a positive, safe, and inclusive school culture. PLEASE PLEASE stream line the document!”

“Include teacher performance for a semester. Connect the TPA to teacher salaries.”

“more than one visit is required- we should be encourged to follow a teacher through a unit from beginning to end to see how they help students achive the unit goals and how assessment and instructional practice aligns”

“It would require mutliple visits and multiple interviews ... it would be very time consuming.”

“There needs to be a more efficient way to deal with low-performing teachers. Clearer standards on what is minimally acceptable would help to determine whether some teachers get Satisfactory or Unsatisfactory. We also need support to deal with aggressive union leaders who turn the process into a hostile situation.”

“The TPA process is an excellent process. Impemented properly by informing your staff of the expectations is key, so it's wise to have a TPA process guideline form informing all staff. However, it is time consuming and even more time consuming should you have an unsatisfactory teacher.”
“Process, as it exists, is too artificial. A single observation book-ended by a pre and post-observation meeting does not yield an accurate assessment of a teacher's abilities. Administrators should be given "less" TPAs per year so as to allow them the time to focus intently on a realistic number of teachers. They should get to know them very well through many classroom visits and the exchange of information at many different points in a school year. I also strongly believe that there should be a teacher "self-assessment" portion embedded in the process (beyond the annual learning plan).”

“Streamline the MOE indicators - too many now.”

“use the writing and summary process as a discussion for active research and training”

“A five year cycle is reasonable for everyone. I think we need to put more teeth in releasing teachers that fail (or resist) to keep up with current instructional/assessment practices.”

“More support for Unsatisfactory TPAs”

“Change the written report to a checklist format.”

“Strong criteria, directly tied to ALP and School Success Plans, data driven process”

“Simplify the forms and the deadly artificial language. There is a lot of repetition. Align the form more clearly and simply with Professional Standards.”

“Change the paperwork and more time in the observation and reflection with the teachers.”

“If here was more time to work directly with teachers, more time for observation, walk throughs etc. Time pressure to do everything makes it a challenge”

“more flexibility in the structure of classroom observations; should be 3-4 of 15-20 minutes rather than a full class period”

“not entirely sure....more streamlined perhaps”

“The indicators need to be updated. Currently, there are many "repeats", and nothing really about good/effective planning. Comments about content knowledge, while important, are not (in my opinion) the most significant piece.”

“Allow administrators to conduct TPA's at random and on the teachers that they feel need to be evaluated. Remove the union or negotiate an agreement so that
unsatisfactory teachers could be removed more easily. Then I would eagerly do
the necessary TPA's (it would no longer be just a requirement that I would have to
get out of the way, but a vehicle to allow me to remove poor teachers and replace
them with better ones).”

“Turn the onus of unsatisfactory rated teachers back onto the teacher - s/he must
be responsible for taking AQ, pd courses to improve his/her practise.”

“In Ontario, the TPA process occurs every 5 years. Five years is too long a period
in any field for professionals to take a hard look at their practice. I would suggest
having TPAs every 3 years.”

“use outside inspectors / superintendents.”

“1. Currently, we must comment on 16 competencies. There is too much overlap
between these competencies. For example, what is the difference between
"Teachers demonstrate commitment to the well-being and development of all pupils" and "Teachers are dedicated in their efforts to teach and support pupil
learning and achievement"? There needs to be fewer competencies that are better
defined. 2. Administrators need to be able to include data (observations) from the
years between a teacher's TPAs.”

“Providing a bank of concrete next step suggestions.”

“- the five year cycle is a positive improvement - the process itself is okay -
maybe a creation of a bank of possible comments might make writing the reports
an easier task - it takes a great deal of time to write them up”

“not sure, maybe outside administrator to reduce conflict with staff”

“Spend more time in observation and feedback and less on cumbersome reports to
write.”

“return to more than 2 rankings [now satisfactory and unsatisfactory] --- TPA is
not required for me to decide which category teachers fall in”

“If the teachers were reflective on their practise and took suggestions as a way to
change practise vs an attack. This will not change with ETFO”

“More frequently - 5 years makes them seem unimportant. Not sure that teachers
really take them too seriously (especially teachers that know they are
"satisfactory") - I don't feel that it affects quality of teaching”

“There should be a mandate that every teacher receive some feedback at least
twice each year - once every five years is far too long.”
Appendix C: Full Set of Comments for Each Survey Question

“fewer areas to focus on, more visits”

“?”

“See comments above re training for unsatisfactory. More guidance needed in this area also from the school board. Need access to variety of examplars of summative reports. Need more face-to-face time with other administrators to discuss process and experience.”

“Should be more goal oriented from beginning of year and then follow through on whether the goal has been reached, with a component of peer learning from watching with the expectation of implementation.”

“-more frequent classroom visits followed by short, focused reports done with the teacher and the principal -connect these to school-wide or board-wide PD goals connected to improving student learning -eliminate, or shorten and refocus on fewer competencies in the lengthy, repetetive summative report!”

“Include principals in reviewing the process. It is too lengthy and too infrequent. It should be every year for all teachers but not so in depth. Also, the process for dealing with unsatisfactory teachers is far too complicated and difficult.”

“The write up needs to be shorter (1 page instead of the 7-9 pages it is now)...possibly a checklist with brief comments...the items targeted need to be more specific to ongoing school initiatives ie success criteria or technology and limited to two or max three foci; the TPA review in this manner should happen every three years with the teacher meeting with the P/VP every year to review the Annual Learning Plan (the ALP needs to be taken more seriously)...”

“more teacher training on effective teaching practices”

“Increased use of Cognitive Coaching conversations with teachers at the preobservation meeting.”

“Less formal. More information on how to write. A focus on the principal and staff member working as a team to move teaching practice forward. Opportunity only as needed for the principal to take ownership for a poor report.”

“more input from teachers and not so lengthly brief and do every 2 years also should do PA on all staff not just teachers for equity”

“fewer domains...you start to feel like you are repeating yourself.

“N/a”
Appendix C: Full Set of Comments for Each Survey Question

“This process could be improved by taking some responsibilites off the administrator's plate - look at how many initiatives have been added in the last 5 years. Time needs to be spent in the classrooms, and we are pulled from our schools for mandatory training for many initiatives.”

“have the teachers pick an initiative in September, implement it, monitor it, collect data, decide on next steps.”

“A maximum number per year. Because of the way the 5 year cycle was implemented, I have as many as 10 TPA's to complete in one year, and only three or four in another. A maximum of 3 or 4 per year would allow for much better quality.”

“more classroom observations both 'invited' by the teacher under performance appraisal as well as the impromptu observations as a principal -less time between appraisals--every 2-3 years instead of the 5 years -including an expectation for the teacher on appraisal to implement at least one of the suggestions for improvement/enhancement into their ALP for the following year”

“superintendents should conduct them- they carry more power -unions have destroyed power of the principal”

“Does it need to be every 5 years? If someone isn't performing, you, as the administrator in the school, should have some inkling of this and can notify that you are going to do a TPA that year. Perhaps every 10, to ensure they are keeping up with current practices and technology? Perhaps a mini-one at 5 years??”

“There needs to be a scale for teachers past the 5 year teaching mark. For example, satisfactory/unsatisfactory for teachers in their first 5 years and then a rubric of level 1, 2, 3, 4 with 1 being unsatisfactory, 2 being satisfactory, 3 being good or on target and 4 being exemplary with the 'look fors' listed on the rubric for teachers to work toward.”

“lengthen timelines so it can be conducted over a longer period of time to see a wider range of performance”

“Have Admin do TPA's one year followed by the next year where they follow up with those same teachers in assessing their improvement based on the areas noted. This will increase accountability and lead to greater improvement through the "pressure" and support. In this second year, no new TPA's should be assigned to the admin to ensure they have the time to do this follow up and reinforcement.”

“Let's use real language and allow us to report on all aspects of teacher expectations on the job”
Appendix C: Full Set of Comments for Each Survey Question

“I feel the interviews are more productive than the written report. Simplify the written report, structure the content of the interview”

“Formally include aspects of daily walkthroughs as these observations are the most indicative of daily practice. Some weak teachers can put on a "show" when it's time for the appraisal. I would like to see one observation planned and the other observation unplanned. this would reflect what is actually going on in the classroom.”

“By better follow-up with teachers who are not performing.”

“Having a pamphlet for the teachers to prepare and make them understand that it is all about being PROFESSIONAL working to educate our students. We (leaders) are simply there to see how well they do and what we can do to help them in areas where they are lacking (mentorship prog, etc)”

“Does not need to be on such a ridged cycle”

“Shorten the reporting requirements. Reduce the number of look fors.”

“If a teacher has a successful TPA, I try to have the post-observation and summative meeting at the same time. This should be clarified, since teachers really do want the signed report and move on most times.”

“Reduce the 16 competencies”

“It is a significant challenge to conduct TPAs if there are a high number of new teachers in a building for whom 2 TPAs are required. For example, in my school for the 2012-2013 school year, I have 6 new teachers and 7 experienced teachers who all need TPAs, which will be difficult to manage. However, I don't know how to change this.”

“Allow more than one observations Provide templates that information could be checked in the written portion with room for additional comments”

“As mentioned earlier incorporating student work samples. I think the technique of "teaching behind the glass" or co--teaching are two other great methods that could be considered.”

“Less work”

“As stated previously, have more categories to rate teachers and give Principals and Boards the power to move quicker to dismiss incompetent teachers. The TPA process also needs to be done more frequently other than just every 5 years.”
Appendix C: Full Set of Comments for Each Survey Question

“An un-satisfactory TPA needs to be able to be dealt with instead of just being something that creates a lot of paperwork for an administrator & not much improvement for the teacher in question.”

“Less writing. They take up a lot of time.”

“The areas that we comment on need to be re-written to reflect actual classroom practice.”

“It needs to be made less lengthy so that they actually get done.”

“Make a check list, have the teacher put themselves on the scale, more like the principal’s pa.”

“1. Improvement training 2. More observation opportunity..”

“Give administrators more time I e. Full time vice principals instead of part time than decrease it to every 4 years instead of 5. Therefore more are done per year. Also outline what to check. For example all daybooks or assessments of students this way it is consistent throughout.”

“Make it shorter, or have a checklist format, it takes way too long to complete at this time.”

“$$ for time for teachers and administrators to co-learn in classrooms, in inquiry”

“- decrease timelines - have external evaluators working in conjunction with the P or VP”

“More training. Assistance in writing effective comments”

“more frequently”

“When new documents evolve, boards should do mandatory inservice”

“Make it real...and free us to have professional conversations independent of union stipulations. If we are a profession the we should behave as such.”

“I honestly feel that one formal classroom visit every 5 years is too few. However, if principals had more time to conduct informal walk-throughs and visits it would be highly beneficial.”

“bring in more of the other types of elements of being a successful employee”

“To clarify for #18, each TPA and its related activities takes ~6 hours. In a smaller elementary school, if there are 4 TPAs per year, that’s 24 hours that year
spent on TPAs. In a larger secondary school, each administrator might have 6-10 TPAs to conduct, which would be 36-60 hours.”

“Perhaps "satisfactory" should not be equated with "successful." A shorter way to ask for and monitor improvement without the whole "unsatisfactory" process and the level of threat that it creates.”

“If there was a mechanism by which a 'satisfactory' teacher could be required to make specific improvements to their practice without going the formal route of an unsatisfactory TPA. Satisfactory really isn't good enough, in my mind. Another way, might be to have some kind of requirement that experienced teachers are required to document their achievement of their ALP. I think that many fill it in, hand it in to the principal and then never look at it until it's time to update it the following year. (Sorry to sound so cynical.)”

“I think it is setting the scene with teachers that is so critical for this process to be a learning experience. If it is conducted as a professional inquiry into the evidence of teaching, teachers are more apt to open up and gain much from the experience rather than an inspection, as from years past. The attitude and actions of both participants (the teacher and the administrator) matter a lot into exploring how to evaluate the performance and even more so, how to continue to challenge and improve it.”

“Less written input”

“More informal visits to classrooms documented in much the same way as formal ones are”

“Better competencies.”

“not sure”

“I would eliminate it for teachers either in their final years of teaching OR if the administrator has NO concerns. If the admin has concerns the process must be designed to approach those areas of concern- make it specific to those weaknesses”

“More observations and a less protracted process for dealing with unsatisfactory TPAs”

“technical support for the less savy”

“Less overlap in the categories of evaluation. A reflective self assessment from the teacher if you really want change it would be more assessment as learning”

“The Principapl must in the teachers classroom ongoing to get an overall idea of how that teacher performs and not base a tpa on a 20 minute evaluation. It is vital
Appendix C: Full Set of Comments for Each Survey Question

to have principals in classrooms ongoing throughout the year. I commit to being in classrooms one hour of my day no matter what as that is a priority then I am able to see how to support teachers and students in classrooms prior to a tpa.”

“Shortened, focussed, more frequent”

“Download managerial and clerical duties to enable more time on instructional leadership”

“System Evaluators from our Boards.”

“Regular short (10-20 minute) visits to ALL 3 classes a teacher teaches, a review of all planning documents, and a short (one page max) write up EVERY year aligned with the ALP and focussed on specific aspects of growth”

“shorten the form”

“If my Board could continue to afford a dedicated 'go-to' specialist who could really be there during the tough times, that would be great. My TPA coach/mentor is the one person who has saved me from most certain despair...she's guided me, encouraged me and has helped me find the moral courage to do the tough work and head straight into an unsatisfactory TPA...people don't realize how difficult it is to really be honest and say what needs to be said.”

“More formal regular visits with simplified look fors - like an assessment "for" learning with a final summative at the end of the year”

“Should be more often. There should be fewer boxes to fill out.”

“To be an effective instructional leader requires something coming off my plate – in an ever increasing complex society my job is getting harder not easier. Parental and child mental health as well as teacher - are increasing concerns in Ontario.”

“Scrap it and start again.”

“Something along the lines of learning skills, a checkbric to use over a period of time. Teachers perform other professional duties and these should be incorporated into the TPA. With more time to perform the TPA duties they would improve. Guiding questions needed. Drop down menu of responses.”

“Would like to see it tied more closely with PLCs, to ensure that new practices are incorporated long term into classrooms.”

21) Please describe your gender.

Comments were not solicited for this question.
Appendix C: Full Set of Comments for Each Survey Question

22) *In what school level(s) have you been an administrator?*

Comments were not solicited for this question.

23) *What is your current administrative position?*

Comments were not solicited for this question.

24) *Describe the geographic setting of your school.*

Comments were not solicited for this question.

25) *How many years have you been an administrator?*

Comments were not solicited for this question.

26) *Prior to becoming an administrator, for how many years were you a teacher?*

Comments were not solicited for this question.