Northeastern Catholic District School Board

PERFORMANCE APPRAISALS
Experienced Teachers

Administrative Procedure Number: APP007-2

POLICY STATEMENT

The Northeastern Catholic District School Board (NCDSB) is committed to engaging its employees in meaningful discussions about professional growth and development. The purpose of the appraisal process is to facilitate feedback between a supervisor and employee, identify areas of success, and next steps for consideration to enhance and improve professional performance.

REFERENCES

Education Act
Part X.2 Teacher Performance Appraisal
Regulation 98/02 Teacher Learning Plans
Regulation 99/02 Teacher Performance Appraisal
Ministry of Education *Teacher Performance Appraisal: Technical Requirements Manual* (2010)
Ontario College of Teachers' *Standards of Practice for the Teaching Profession.*
NCDSB Policy
P-7 Performance Appraisals

DEFINITIONS

Experienced Teacher
All teachers who have completed the NTIP, or who held permanent positions in Ontario's publicly funded schools prior to the NTIP implementation in September 2006, as well as temporary teachers (those teaching on a Letter of Permission), are appraised as "experienced" teachers.

New Teacher Induction Program (NTIP)
The New Teacher Induction Program (NTIP) has been designed to support the growth and professional development of new teachers. It is the second step in a continuum of professional development for teachers to support effective teaching, learning, and assessment practices, building on and complementing the first step: pre-service teacher education programs. It provides another full year of professional support so that new teachers can develop the requisite skills and knowledge that will enable them to achieve success as experienced teachers in Ontario.

PROCEDURES

1.0 THE PERFORMANCE APPRAISAL FRAMEWORK

1.1 The provisions of the *Teacher Performance Appraisal Technical Requirements Manual, 2010* shall serve as the guiding resource for all matters relating to the performance appraisal of experienced teachers.

1.2 A standard process will be applied as consistently as possible across the district school board.

1.3 Experienced teachers must be appraised once every five years.

1.4 Appraisals focus on all of the 16 competency statements that describe the skills, knowledge, and attitudes that experienced teachers must reflect in their teaching practice.

1.5 Annual learning plans are a mandatory component to the appraisal process for experienced teachers.

1.6 A teacher may request an additional appraisal outside the regular appraisal cycle. The principal may refuse to conduct this appraisal if they consider that it is unlikely to lead to improvement in the teacher's performance rating.

1.7 The principal may also conduct additional appraisals if they consider it advisable to do so in light of circumstances related to the teacher's performance.

2.0 ROLES AND RESPONSBILITIES

2.1 Principals

2.1.1 Must conduct performance appraisals of all teachers assigned to their school.

2.1.2 The principal's responsibilities may be delegated, where appropriate, to a vice-principal in the same school or to a supervisory officer in the board.

2.1.3 The following identifies key responsibilities of a principal or designated as noted above when conducting a performance appraisal:

i) Schedule performance appraisals for every teacher assigned to the school and notify each teacher when an appraisal is being scheduled;

ii) Meet with the teacher to prepare for the classroom observation component and to discuss the competencies that will be the focus of the observation;

iii) Conduct a classroom observation to appraise the teacher's performance in relation to the applicable competencies;

iv) Meet with the teacher to review the results of the classroom observation;

v) Prepare and sign a summative report on the performance appraisal, using the ministry-approved form;

vi) Give the teacher a signed copy of the summative report within 20 school days of the classroom observation;

vii) Upon a teacher's request, meet with the teacher to discuss the performance appraisal once the teacher has received a copy of the summative report;

viii) Provide the board with a signed copy of the summative report;

ix) In instances where the performance appraisal results in an *Unsatisfactory* rating, follow the applicable procedures.

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2.2 Experienced Teachers

2.2.1 The following identifies key responsibilities of an experienced teacher:

i) Participate in one performance appraisal every five years;
ii) Take an active part in all meetings and observations related to their performance appraisal;
iii) Provide evidence of instruction and practice as requested by the appraiser;
iv) Sign the summative report to acknowledge receipt, and may add comments if desired;
v) Participate in any additional appraisals requested by the principal during or outside the regular appraisal cycle, as long as they comply with legislated requirements;
vi) Collaborate annually with the principal to review and update their Annual Learning Plan (ALP);
vii) Upon request, meet with the principal to discuss their ALP in the years between appraisals. An experienced teacher may also request a meeting with the principal to discuss the ALP;
viii) Collect evidence to support their appraisal of the teacher's performance. This evidence must be either described in the summative report of attached as supporting documentation.

2.3 Boards

2.3.1 The following identifies key responsibilities of a board:

i) Establish policies, procedures and rules governing the performance appraisal of its teachers;
ii) Make information available to staff and stakeholders about the TPA process;
iii) Require all principals to conduct performance appraisals of the teachers assigned to their schools, in accordance with the requirements and timelines set out in the legislation and regulations;
iv) Establish a process governing the delegation of the duties when a principal is unable to carry out their TPA-related duties;
v) Establish rules outlining who is responsible to carry out a TPA process for a teacher assigned to multiple schools;
vi) Ensure that supervisory officers fulfill their responsibilities as it relates to the TPA process in schools;
vii) Pending a board decision on whether to terminate a teacher's employment for reasons of unsatisfactory performance, require the director of education to suspend the teacher with pay or reassign them to duties that are, in the director's opinion, appropriate in the circumstances;
viii) Require the board secretary to file a complaint with the Ontario College of Teachers when a board terminates a teacher's employment for reasons of unsatisfactory performance or when a teacher resigns form the board while on review status;
ix) Ensure appraisals are scheduled properly for all teachers and in accordance with legislated requirements;

x) Ensure that all experienced teachers complete an ALP as required;
xi) Share information about the performance appraisal as required or requested by other school boards;
xii) Communicate expectations accordingly with all teachers.

3.0 COMPETENCIES

3.1 Competency statements are descriptions of the skills, knowledge, and attitudes required to reflect the standards set out in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*.

3.2 The appraisal process for experienced teachers focuses on all 16 competencies. The specific competencies can be located in the *Teacher Performance Appraisal Technical Requirements Manual, 2010*.

3.3 A principal does not have to comment on all 16 competencies in the summative report. The pre-observation meeting provides opportunities for principals and teachers to discuss what competencies should be the focus of the classroom observation and the appraisal.

3.4 In addition to the respective competencies, only the board may identify and consider additional competencies in the performance appraisal of teachers they employ.

4.0 SCHEDULING REQUIREMENTS

4.1 Principals must adhere to the scheduling guidelines in accordance with legislative and regulatory requirements.

4.2 A board must ensure that every experienced teacher it employs is placed on a five-year cycle for performance appraisal. The Office of the Superintendents of Education will be responsible for the development and monitoring of this schedule.

4.3 Experienced teachers who are new to a board must be appraised in their first year of employment.

4.4 Specific or extenuating circumstances shall be dealt with on an individual basis and in accordance with the legislative or regulatory requirements, and in consultation with the president of the local bargaining unit.

5.0 DELEGATION OF RESPONSIBILITIES

5.1 In situations or extenuating circumstances where the principal is not able to carry out their duties, a Superintendent of Education will discuss the matter with the respective principal. An appropriate plan of action will be determined and the teacher will be consulted, along with the president of the local bargaining unit.

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5.2 Regardless of whether the teacher's performance is appraised by the same or different individuals at different stages of the appraisal process, the results of each appraisal are valid.

6.0 ANNUAL LEARNING PLANS

6.1 The Annual Learning Plan (ALP) provides a vehicle for experienced teachers' professional learning both during the appraisal year and in the year between appraisals.

6.2 An experienced teacher must update the ALP every school year in accordance with the timelines of the board.

6.3 The teacher and principal must review and update the previous year's ALP.

6.4 Teachers who move from "new" to "experienced" teacher status by successfully completing NTIP requirements, as indicated by two Satisfactory performance appraisal ratings, develop their ALP in the first year of their initial five-year evaluation cycle for experienced teachers.

6.5 Both the teacher and principal must sign the teacher's ALP each year and both must retain a copy for their records.

6.6 In an evaluation year, the teacher and principal must meet to review and update the current ALP as part of the performance appraisal process. The pre and post observation meetings provide opportunities for this review to take place.

6.7 During non-evaluation year, the teacher, in consultation with the principal, must review the previous year's ALP and update it on the basis of this review.

7.0 PERFORMANCE APPRAISAL PROCESS

NCDSB Principals/Appraisers will facilitate the performance appraisal of an experienced teacher in accordance with these requirements:

7.1 Notification of a Teacher Performance Appraisal (TPA)

i) Notification is provided to all teachers undergoing the TPA process annually within 20 school days of the beginning of a new school year, upon hiring or upon return of a leave of absence.

7.2 TPA Planning Meeting

i) This meeting provides an opportunity for the principal and teacher to meet to discuss the process and requirements.

ii) A principal should arrange a TPA planning meeting with each teacher who will undergo a performance appraisal by October 31 of each school year, or within 60 calendar days of the teacher returning from a leave.

iii) It is during this meeting that dates will be set for the Pre-Observation meeting and subsequent classroom observation dates.

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7.3 Pre-Observation Meeting

i) Promotes professional dialogue between the principal and the teacher. A checklist will be used to guide the discussion (Appendix A for Elementary Checklist and Appendix B for Secondary Checklist).

ii) This meeting is a requirement for the principal to meet with the teacher in preparation for the classroom observations.

iii) Teachers are expected to come prepared to this meeting with materials and information to support the performance appraisal process.

7.4 Classroom Observation

i) The opportunity for the principal to assess the teacher's skills, knowledge and attitudes in accordance with the respective domains and competencies.

ii) Elementary Panel – observation of at least two language blocks and two math blocks over a two-day period. For itinerant teachers in the Elementary panel and all Secondary teachers, observation of at least 2 different classes over a two-day period.

iii) The teacher and principal will decide how best to schedule these observations so that a sequence of lessons can be observed for each class.

iv) It is understood that all classroom observations will be completed before May 30 of each school year.

7.5 Post-Observation Meeting

i) This meeting takes place after the classroom observation is complete and is intended to provide an opportunity for reflection and collaboration to promote growth and development.

ii) The post-observation meeting should be scheduled and carried out within 3 school days of the last day of the classroom observation.

7.6 Summative Report

i) This document is intended to record all aspects of the performance appraisal process.

ii) The ministry-approved form will be used.

iii) The complete summative report must include:

a) A record of meeting and classroom observation dates;

b) A record of the competencies that the principal and teacher have discussed as those that were the focus of the classroom observation;

c) The principal's comments regarding the competencies identified in discussions with the teacher as most relevant to the teacher's performance appraisal;

d) The principal may also comment on other competencies that they assessed as part of the appraisal;

e) The principal's overall rating of the teacher's performance;

f) Recommended professional growth goals and strategies for the teacher to take into consideration in developing the ALP if the teacher's performance is rated as *Satisfactory*.

iv) The summative report must be provided to the teacher within 20 school days of the last day of the classroom observation.

v) The principal must send a signed copy to the board through the appropriate supervisory officer.

vi) At the request of either party, the principal and teacher must meet to discuss the performance appraisal after the teacher receives a copy of the summative report.

8.0 PERFORMANCE RATING AND PROCESS FOR ADDITIONAL SUPPORT

8.1 Experienced teachers are rated as either Satisfactory or Unsatisfactory at all appraisals.

8.2 An Unsatisfactory rating signals the need for an Improvement Plan that identifies very specific areas in which the teacher must improve in order to move forward successfully in their career with the board.

8.3 Following a rating of *Satisfactory,* the teacher and principal must identify learning growth strategies that reflect the findings of the appraisal. These outcomes will inform the teacher's annual learning plan.

8.4 When a teacher receives an *Unsatisfactory* rating, the principal will notify the Superintendent of Education immediately.

8.5 Within 15 school days of the teacher's receiving the *Unsatisfactory* rating, the principal must provide the teacher with an improvement plan.

8.6 The improvement plan must provide a written explanation of what is lacking in the teacher's performance and sets out the recommended steps and actions the teacher should take to improve performance.

8.7 Principals will use the form provided in Appendix E of the *Teacher Performance Appraisal Technical Requirements Manual, 2010* for this purpose.

8.8 The principal and teacher will meet in person to review the improvement plan and consult on the strategies and timelines.

8.9 It is understood that the teacher is responsible for undertaking the steps outlined in the improvement plan.

8.10 A second appraisal must be scheduled within 60 days of the date on the first summative report.

8.11 Should a second *Unsatisfactory* rating be received, the teacher is placed on "review" status. Another improvement plan must be developed and implemented within 15 school days of receipt of the second summative report.

8.12 A third appraisal is then scheduled within 120 school days from the time the teacher is notified of review status.

8.13 It is understood that the principal will consult with the appropriate supervisory officer regularly, regarding all steps and actions taken during a period of unsatisfactory teacher performance.

9.0 REVIEW STATUS

9.1 Teachers are placed on review status when they received two consecutive *Unsatisfactory* performance appraisal ratings.

9.2 When a teacher is placed on review, the principal must monitor the teacher's performance, consult regularly with the supervisory officer regarding the teacher's performance, identify steps that can be taken to improve performance, and give the teacher feedback and recommendations to implement.

9.3 When a teacher is place on review status, the principal must conduct a performance appraisal within a period of 120 school days that begins with the day on which the teacher is advised that they are on review status.

9.4 If this performance appraisal results in a *Satisfactory* rating, the teacher immediately ceases to be on review status.

9.5 The principal must advise the teacher in writing of that fact and provide a copy of the signed summative report with its notice of the latest appraisal rating.

9.6 If this appraisal results in an *Unsatisfactory* rating, the teacher's employment may be terminated.

10.0 TERMINATING A TEACHER'S EMPLOYMENT

10.1 If the performance appraisal conducted while a teacher is on review status results in an Unsatisfactory rating, the principal must promptly send a written recommendation to the director of education that the teacher's employment be terminated.

10.2 The written recommendation must be accompanied by written reasons for the recommendation and copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.

10.3 All legislative and regularly requirements will be followed when terminating a teacher's employment with the board.

11.0 DOCUMENTATION REQUIREMENTS

11.1 Record Keeping

Every board must retain the documents used in the teacher performance appraisal process for at least six years from the date of each summative report related to each appraisal.

11.2 Exchange of Information Among Schools and Board

11.2.1 A board that is considering employing an experienced teacher shall contact the last board, if any, that employed this teacher to request the following documents:

i) Copies of performance appraisal documents in the board's possession that relate to the teacher's last two performance appraisals conducted by that board, if either of those two appraisals resulted in and Unsatisfactory rating;

ii) Copies of all documents relied on in conducting the last two performance appraisals, if either of those two appraisals resulted in an Unsatisfactory rating;

iii) Copies of any documents related to the termination of the teacher's employment or to a recommendation for termination;

iv) Copies of any documents related to the teacher's resignation while on review status.

11.2.2 The Manager of Human Resources or designate shall be responsible to retrieve the documentation noted above at the time of hire.

11.2.3 The Superintendent of Education and/or Manager of Human Resources will be consulted by the principal when such information is being shared. It is expected that a thorough review be completed first, before any such information is sent.

11.3 Filing

i) The principal will forward a copy of each signed summative report to the Office of the Superintendents of Education for signature.

ii) The Education Program Officer will update files accordingly and ensure the schedule is maintained for the five-year TPA cycle.

iii) The signed summative report will be place in the personnel file of the teacher, within the Human Resources Department of the board.

12.0 RELATED FORMS AND DOCUMENTS

In accordance with the *Teacher Performance Appraisal: Technical Requirements Manual* (2010)

Director of Education: *Tricia Stefanic Weltz*
Date: March 2021