



Northeastern Catholic District School Board

PERFORMANCE APPRAISALS

New Teachers

Administrative Procedure Number: APP009

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
Regulation 266/06	New Teacher Induction Program

NCDSB Policy P-7 Performance Appraisals
Ontario Ministry of Education's *Teacher Performance Appraisal: Technical Requirements Manual* (2010)
Ontario College of Teachers' *Standards of Practice for the Teaching Profession*.

DEFINITIONS

New Teacher

All teachers certified by the Ontario College of Teachers (including teachers trained out of province) who have been hired into permanent positions – full-time or part-time – by a school board, school authority, or provincial school (“board”) to begin teaching for the first time in Ontario. Teachers are considered “new” until they successfully complete the New Teacher Induction Program (NTIP) or until 24 months have elapsed since the date on which they first began to teach for a board.

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 new teachers.
- 1.2 A standard process will be applied as consistently as possible across the district school board.
- 1.3 New teachers must be appraised twice in the first 12 months of teaching.
- 1.4 Appraisals focus on 8 of the 16 competency statements that describe the skills, knowledge, and attitudes that new teachers must reflect in their teaching practice.
- 1.5 Annual learning plans are not applicable to new teachers.
- 1.6 A teacher may request an additional appraisal outside the regular appraisal cycle. The principal may refuse to conduct this appraisal if he/she considers that it is unlikely to lead to improvement in the teacher's performance rating.
- 1.7 The principal may also conduct additional appraisals if he/she considers it advisable to do so in light of circumstances related to the teacher's performance.

2.0 Roles and Responsibilities

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;
 - x) Collect evidence evidence to support his/her appraisal of the teacher's performance. This evidence must be either described in the summative report or attached as supporting documentation.

2.2 New Teachers

- 2.2.1 The following identifies key responsibilities of a new teacher:
 - i) Participate in two performance appraisals within the first 12 months of employment as a new teacher with a board;
 - ii) Take an active part in all meetings and observations related to his/her performance;

- 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.

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 his/her 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 him/her to duties that are, in the director's opinion, appropriate in the circumstances;
- viii) Require the board secretary to file a complain with the Ontario College of Teachers when a board terminates a teacher's employment for reasons of unsatisfactory performance or when a teacher resigns from the board while on review status.
- ix) Ensure scheduling requirements are scheduled accordingly for all teachers;
- x) Share information about the performance appraisal as required or requested by other school boards;
- xi) 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 new teachers focuses on a subset of 8 of the 16 competencies. The specific competencies can be located in the *Teacher Performance Appraisal Technical Requirements Manual, 2010*.
- 3.3 When appraising the performance of a new teacher, principals must provide in the summative report a comment for each of these 8 competencies as a minimum requirement for the appraisal.
- 3.4 In addition to the respective competencies, boards 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 the performance of every new teacher it employs is appraised twice in the first 12-month period after the teacher begins teaching. The Office of the Superintendents of Education shall be delegated this responsibility.
- 4.3 If both appraisals result in a Satisfactory rating, the teacher has successfully completed NTIP. The Office of the Superintendents of Education will attend to the notation process accordingly.
- 4.4 Specific or extenuating circumstances shall be dealt with on an individual basis and in accordance with the legislative or regulatory requirements.

5.0 Delegation of Responsibilities

- 5.1 In situations or extenuating circumstances where the principal is not able to carry out his/her 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.
- 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 Performance Appraisal Procedures

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

6.1 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.

6.2 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.

6.3 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.

6.4 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 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 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.

6.5 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 classroom observation.

6.6 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) The principal's appraisal of the teacher's performance, including comments on each of the eight competencies for new teachers;
 - c) The principal's indication of the induction elements in which the new teacher has participated;
 - d) The principal's overall rating of the teacher's performance;
 - e) Growth strategies 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.

7.0 Performance Rating and Process for Additional Support

- 7.1 Following two *Satisfactory* rating, the teacher and principal must identify learning and growth strategies that reflect the findings of the appraisal. The growth strategies must be taken into account in the teacher's annual learning plan.
- 7.2 Following a rating of *Development Needed* on the first appraisal, the principal will notify the Superintendent of Education immediately of any teacher who receives a *Development Needed* rating on the first summative report.
- 7.3 The principal, with input from the teacher, will develop an Enrichment Plan with 15 school days of the *Development Needed* rating. Principals will use the form provided in Appendix C of the *Teacher Performance Appraisal Technical Manual, 2010* for this purpose.
- 7.4 For a teacher who receives a *Development Needed* rating, a second appraisal must be scheduled within first 12 months of teaching. The rating on a second appraisal will either be *Satisfactory* or *Unsatisfactory*.
- 7.5 Following a rating of *Unsatisfactory* on the second appraisal, the teacher will be placed on Review Status.

- 7.6 The principal will develop an Improvement Plan with input from the teacher within 15 school days of the receipt of the second summative report.
- 7.7 An additional appraisal is then scheduled within 120 school days from the time the teacher is notified of Review Status, but no later than 24 months after the teacher begins teaching.

8.0 Review Status

- 8.1 Teachers are placed on review status if they receive two ratings that are not satisfactory while participating in NTIP.
- 8.2 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.
- 8.3 If a third appraisal results in a rating of *Satisfactory*, the teacher immediately ceases to be on review.
- 8.4 The principal must notify the teacher in writing of that fact and provide a copy of the signed summative report with its notice of the latest appraisal rating.
- 8.5 A teacher who receives an *Unsatisfactory* rating upon the completion of the third appraisal, he/she may be recommended for termination and the Ontario College of Teachers will be notified accordingly.

9.0 Terminating a Teacher's Employment

- 9.1 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.
- 9.2 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.
- 9.3 All legislative and regularly requirements will be followed when terminating a teacher's employment with the board.

10.0 Documentation Requirements

10.1 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.

10.2 Exchange of Information Among Schools and Board

- 10.2.1 In instances where a new teacher transfers to another school within a board, or to a school in another board, the board must promptly provide the receiving principal/board with copies of the teacher's appraisal documents, including:
- i) Any summative reports, Enrichment Plans, and/or Improvement Plans;
 - ii) Any documents related to the termination of the teacher's employment or to a recommendation for termination;
 - iii) Any documents related to the teacher's resignation while on review status.

- 10.2.1 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.

10.3 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 placed in the personnel file of the teacher, within the Human Resources Department of the board.

11.0 RELATED FORMS AND LETTERS

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

Director of Education:

Tricia Stephanie Welty

Date:

March 2021