

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

PERFORMANCE APPRAISAL OF NEW AND EXPERIENCED TEACHERS

PT 11.1
2008 09 30

PREAMBLE

Teaching is a ministry within the Church that calls for knowledge and understanding of Catholic beliefs, traditions and practices. Teaching calls for commitment to gospel values and to exemplifying and teaching these values to students.

The teachers in our Catholic schools promote the Catholic Christian vision of school community and integrates the Catholic perspective of community, worship and service into his/her teaching.

The teacher in our Catholic schools sees our students, and every human being, as created in the image and likeness of God.

The teacher in our Catholic schools instructs students within the context of the teaching of the Catholic Church, the Ontario Catholic curriculum, the Catholic Graduate Expectations, and promotes the schools' Catholic/Christian identity based on its history, traditions and rituals.

The teacher in our Catholic schools reflects Catholic values in his/her daily interactions and communications with students, parents and colleagues.

POLICY

The Nipissing-Parry Sound Catholic District School Board recognizes that students receive the full benefit of an educational system staffed by competent, effective and Christ-centered teachers.

Therefore, it shall be the policy of the Nipissing-Parry Sound Catholic District School Board to provide a framework within which a teacher's performance review is carried out through a supportive developmental process directed at the following goals:

- To provide for fair, effective and consistent teacher evaluation in every school;
- To encourage, support and recognize the practices and qualities of the successful Catholic teacher;
- To identify the needs of the individual teacher for continued growth and development;
- To provide quality education for students through professional and personal growth of teaching staff.

REGULATIONS

1. This Performance Appraisal of New and Experienced Teachers policy applies to members of the teachers' bargaining units and teachers on Letters of Permission.

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2. Teachers new to the profession (NTIP) will receive two performance appraisals within the first 12 months of teaching for the Board. A teacher ceases to be a new teacher once his or her 24 month teaching period has elapsed. The five year evaluation cycle begins after this 24 month period.
3. Experienced teachers who are new to the Board will receive at least one performance appraisal in the first year that the teacher is employed after which their five year cycle of evaluation will begin.
4. Teachers continuously employed by the Board will be placed on a five year cycle for evaluation.
5. Requirements of this policy are not intended to interfere with the Principal's discretionary right to conduct additional appraisals as long as there is consistency with the requirements of the Education Act and its associated regulations, guidelines, rules and policies.
6. For a teacher seconded to the Board, the teacher's scheduled evaluation year remains the same.
7. The following will not be counted in the five year cycle for evaluation:
 - 7.1 a school year in which the teacher does not teach at any time;
 - 7.2 a school year in which the teacher is on an extended leave approved by the Board;
 - 7.3 a year when the teacher is on a secondment to a non-teaching position or a position outside the Ontario public education system.
8. A teacher who is teaching a minimum of half a school year shall be subject to the full requirements of this policy and timelines will be adjusted accordingly.
9. The Principal or Vice-Principal shall conduct teacher performance appraisals. Where a Principal is unable to do so, a Supervisory Officer may conduct teacher performance appraisals.
10. Where a Principal determines that a teacher appraisal will be more appropriately handled by another Principal, upon consultation with the teacher and the Supervisory Officer, the teacher appraisal or part of it may be carried out by another Principal.
11. Where a teacher is assigned to more than one school, the school in which the teacher spends most classroom time will be the school in which the teacher's performance appraisal is conducted. If there is no differentiation, the decision with respect to the location of the appraisal will be determined in consultation between the teacher and the Principals of the schools involved. It is expected that, in this instance, a mutually agreeable location (school) would be selected.

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12. A listing of those eligible for performance appraisals shall be made available by the Human Resources Department to Principals early no later than the end of September for their planning.
13. Principals are accountable to their Superintendent for adherence to this policy and plan.
14. Every experienced teacher must develop and submit an Annual Learning Plan (ALP) to the Principal of the school by October 15th each year. This ALP shall be developed in collaboration and consultation with the Principal. This plan will contain the areas of professional growth, strategies and timelines for achieving the stated objectives. If it is not an evaluation year for the teacher, the Principal will review the ALP and may meet with the teacher at least by the conclusion of the plan. If the year is scheduled as an evaluation year for the teacher, the ALP will form part of the performance appraisal process.
15. Teachers are encouraged to gather parent and student input in developing, reviewing and updating their ALP each year.
16. Summative reports and copies of the current ALP in the evaluation year will be filed with the appropriate Supervisory Officer by June 15th each year. These will be kept in the teacher's personnel file. All other ALPs of teachers not in their evaluation year will be retained by the teacher and the principal.
17. Where an appraisal is unsatisfactory, the Principal shall inform the appropriate Supervisory Officer, provide all required documentation, and consult with the Supervisory Officer as required.
18. Where a teacher is on review status, and the Principal in consultation with the Supervisory Officer determines that the delay necessitated by conducting a third performance appraisal is not in the best interests of students, a joint recommendation for immediate termination of the teacher's employment with the Board will be made by the Principal and the Supervisory Officer.
19. While the Board is in the process of considering terminating the employment of the teacher as a result of poor performance, the teacher will be suspended with pay or reassigned until the decision is made.
20. Should a teacher's employment with the Board be terminated due to unsatisfactory performance, or should a teacher resign while on review status, the Director of Education as the Secretary of the Board shall communicate with the Ontario College of Teachers as required.
21. The Board will work with the teacher federations to deal with the differences that may arise between the Board and its teachers with respect to the implementation of the performance appraisal system.

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22. The Board will exercise its responsibilities regarding the exchange of performance appraisal documentation with other Boards for prospective and past employees as required.

ADMINISTRATIVE PROCEDURES

1. The Performance Appraisal of Experienced Teachers manual (2007) will form the basis for experienced teacher evaluation.
2. The New Teacher Induction Program Manual for the Performance Appraisal of New Teachers (2006) will form the evaluation of new teachers (NTIP).
3. The manuals reflect the intentions of the Board for the evaluation of teachers and the Ministry of Education's performance appraisal standards, forms and processes.
4. The legislation and the regulations reflected in the manuals establish the framework and mandatory requirements of the appraisal system for experienced teachers and teachers new to the profession (NTIP).



**NOTIFICATION OF
TEACHER PERFORMANCE APPRAISAL**

School: _____

Academic Year: _____

Teacher's Name: _____

Principal's Name: _____

FOR NEW TEACHERS

You are a new teacher (NTIP). New teachers are defined as all teachers certified by the Ontario College of Teachers who have been hired into permanent positions by a school board, school authority, or provincial school to begin teaching for the first time in Ontario.

New teacher participation in the performance appraisal process is a legal requirement as set out in Part X.0.1 'Teacher Performance Appraisal' of the *Education Act* and in Ontario Regulation 99/02, as amended and Ontario Regulation 266/06. All new teachers as defined in the legislation must be evaluated two times within the first 12 months of employment. A teacher ceases to be a new teacher once his or her 24-month new teaching period has elapsed.

FOR EXPERIENCED TEACHERS

You are an experienced teacher and are being evaluated this year as part of a five-year cycle. Your Annual Learning Plan will be discussed and completed as part of the process.

FOR EXPERIENCED TEACHERS

Teacher participation in the performance appraisal process is a legal requirement as set out in Part X.2 'Teacher Performance Appraisal' of the *Education Act* and in Ontario Regulation 99/02 and Ontario Regulation 98/02, as amended. Each teacher continually employed by a Board must have an evaluation year in every five year period.

FOR EXPERIENCED TEACHER NEW TO A BOARD

You are an experienced teacher, new to our Board and are being evaluated this year. The five-year evaluation cycle will begin following the completion of your first year of employment with our Board.

Date

Principal/Vice-Principal Signature

Date

Teacher Signature

Please return to the Board office by: _____

A signed copy is to be returned to the Principal. Teachers are advised to maintain a copy for their own record.



ANNUAL LEARNING PLAN FOR EXPERIENCED TEACHERS ONLY

(Please return to the school Principal by October 15th each year)

The Annual Learning Plan must be prepared by the teacher in consultation and collaboration with the principal. The consultation must include a meeting between the teacher and the principal in the course of the teacher's performance appraisal if the year is scheduled as an evaluation year for the teacher. In an evaluation year, this form must be finalized during the post-observation meeting. In a non-evaluation year, a meeting is not required but is recommended. If at any time during these years the teacher or principal requests a meeting to discuss the ALP, then a meeting shall take place. The teacher and the principal must sign the Annual Learning Plan for the year and each of them must retain a copy. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Description of Teacher's Assignment (Grade(s), Subject(s), Full-Time/Part-Time, Elementary/Secondary):

BACKGROUND TO INFORM PROFESSIONAL GROWTH GOALS, ACTION PLAN, AND TIMELINES

Recommended professional growth goals and strategies from the summative report of my most recent performance appraisal:

Professional learning and growth that I have experienced over the past year(s):

Parental and student input to inform my professional learning and teaching practice (optional):

Professional Growth Goals	Professional Growth Strategies to Help Reach Goals	Rationale for Professional Growth Goals and Strategies	Action Plan and Timelines

Other Comments (Teacher)

Other Comments (Principal)

Date of Next Review and Update of the Annual Learning Plan

Date (yyyy/mm/dd)

Principal's Signature

My signature indicates that the teacher consulted with me to review and update the Annual Learning Plan.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I reviewed and updated the Annual Learning Plan in consultation with my principal.

Date (yyyy/mm/dd)