

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name TEACHER PERFORMANCE APPRAISAL

721

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Review By: December 2022

POLICY

Superior-Greenstone DSB will conduct performance appraisals with all permanent teachers in the Board in accordance with the Education Act and the Ministry document Teacher Performance Appraisal Technical Requirements Manual. Experienced teachers will be placed on a five-year cycle or as required. Teachers new to the Board will be appraised in their first year with the Board. Teachers new to the profession will be appraised twice in the first twelve months of employment with the Board. Teachers who have been placed on the Occasional Teacher List and hired on a Long Term Occasional position lasting four consecutive months or greater will be evaluated.

RATIONALE

Regularly scheduled and effectively conducted performance appraisals should:

- result in increased teacher effectiveness and therefore more effective instruction for our students;
- result in increased student achievement and school improvement;
- help teachers grow and develop as confident, proficient teachers;
- identify individual needs and promote the continuous professional growth of each teacher;
- recognize good job performance and encourage and support the practices and qualities of the successful teacher;
- provide a process for assistance and decision-making for those whose performance is not satisfactory;
- help guide decisions in staffing;
- provide a measure of accountability to the public education.

GUIDING PRINCIPLES

Superior-Greenstone DSB supports the following guiding principles for the teacher performance appraisal process.

1. Teacher performance appraisals apply to members of the Elementary Teachers' Federation of Ontario, the Ontario Secondary Teachers Federation, teachers on a Letter of Permission, and teachers who have been placed on the Occasional Teacher List and hired on a Long Term Occasional position lasting four consecutive months or greater will be evaluated.
2. Short Term Occasional or continuing education teachers, supervisory officers, Principals and Vice Principals are not appraised/evaluated by this process.
3. Appraisals and evaluations must reflect the dignity of the person and are to be fair, constructive, open and consistent in every school.

4. Performance and effectiveness shall be assessed within the scope of the teacher's area or areas of responsibility and individual performance objectives.
5. The process provides opportunities for growth, continuous improvement and concrete steps and support for improvement in areas of concern.
6. The appraisal process for new teachers interacts in a coherent way with the other elements of the New Teacher Induction Program (NTIP).
7. Teachers accept responsibility to develop their professional effectiveness.
8. Additional appraisals may be conducted based upon issues of performance.

REFERENCES

- Education Act (Part X.1): Teachers' Collective Bargaining
- Education Act Part X.2): Teacher Performance Appraisal
- O. Reg 98/02: Teacher Learning Plans
- O. Reg 99/02 Teacher Performance Appraisal