



- 1.1.3 The Board will ensure that all teacher performance appraisals reflect the duties and expectations in accordance with the Education Act and the regulations and guidelines of the Ministry of Education and of the Board.
- 1.1.4 The Board will promote a growth-oriented performance appraisal context that emphasizes the importance of professional dialogue and collaboration to help foster an effective learning community in each school.
- 1.1.5 The Board will ensure that new or experienced teachers who are not performing their duties satisfactorily as outlined in the Education Act and Regulations are given the assistance, support, time and protection that they are due.
- 1.1.6 The Board will provide information on the TPA process to teachers, parents, students and School Councils.
- 1.1.7 The Board will provide professional development on Teacher Performance Appraisals for new administrators.

## 1.2 Human Resources Responsibilities:

- 1.2.1 Human Resources Services will establish a schedule of performance appraisals for all permanent teachers and will share this report on an annual basis with the appropriate Principals.
- 1.2.2 Human Resources Services will provide the New Teacher Induction Program Coordinator with the names of new teachers who have not completed the NTIP at the start of each school year and as appropriate during the school year.
- 1.2.3 Human Resources will ensure that all performance appraisals for both new and experienced teachers are tracked and documented. All required documents must be kept for a minimum of six years from the date of each summative report.
- 1.2.4 When a teacher is being seconded to another board, Human Resources will advise the receiving board as to the teacher's position in the appraisal cycle.
- 1.2.5 Human Resources will provide copies of all appraisal/evaluation documents as well as information about the NTIP induction elements in which the teacher has been involved, for NTIP teachers who transfer schools or Boards while still completing the NTIP, to the new Principal.
- 1.2.6 Human Resources will request specific information, from the previous employer, about performance appraisals, NTIP participation or resignation or termination of employment that may have taken place while that teacher was on review, if considering employing a new teacher who has not yet completed the NTIP with another board. A similar process is to be followed when the Board is considering hiring an experienced teacher.

1.2.7 Human Resources will notify the Ontario College of Teachers within 60 calendar days of the second satisfactory rating, for teachers who successfully complete the NTIP requirements in order for teachers to receive their NTIP notations. (Education Act Section 272)

1.3 Principal Responsibilities:

1.3.1 All Principals must conduct Teacher Performance Appraisals and Long Term Occasional Evaluations with all teachers assigned to their school(s) according to Ministry legislation and the requirements outlined in the *Teacher Performance Appraisal Technical Requirements Manual 2010* and those specified by the Board.

1.3.3 The Principal must collect evidence to support his or her appraisal of the teacher's performance, be informed by a rich body of evidence gathered over time and must take into account a range of perspectives. Such evidence will come from the classroom observation, review of teaching materials, discussions with the teacher as well as walk-throughs.

1.3.4 Principals will ensure that every experienced teacher completes an Annual Learning Plan yearly. Principals will inform each experienced teacher of the location of ALP forms and set a due date for 4 weeks after the teacher begins teaching.

1.3.5 Copies of individual Teacher Performance Appraisal documentation will be made available to a new incoming Principal upon their request.

1.3.6 It is highly recommended that the Principal involve federation representatives when conducting a TPA on a teacher outside of the 5 year cycle.

1.4 Teacher Responsibilities:

1.4.1 Teachers determine their own professional growth recognizing expectations of the Ontario College of Teachers' Standards of Practice, and Competency Statements.

1.4.2 Teachers will actively participate in each scheduled appraisal/evaluation or any additional appraisals that the Principal considers advisable with respect to a teacher's performance.

1.4.3 Experienced teachers will collaborate annually with their Principal to review and update their Annual Learning Plan.

**2.0 Scheduling Requirements For Teachers:**

2.1 New teachers must be appraised a minimum of twice in the first 12 months of teaching. If two satisfactory appraisals are achieved they then go on a five-year cycle. If two satisfactory appraisals are not achieved the NTIP provides for up to a 24 month timeline to achieve this.

2.2 Experienced teachers new to the board must be appraised a minimum of once in their first year.

2.3 Experienced teachers must be appraised a minimum of once every five years. A teacher working for only one semester must be evaluated in that

- semester.
- 2.4 Long Term Occasional Teachers must be evaluated in their first long term occasional contract of four months or greater with the Board.
  - 2.5 Timelines in the appraisal process can be adjusted if the teacher and the appraiser are in mutual agreement to the adjustment.
  - 2.6 If a step or process is not completed within the Ministry established timelines, it must be completed by the appropriate person as soon as possible thereafter, and timelines for all succeeding steps must be calculated from the time the late step or process was completed.
  - 2.7 Time on non-teaching leave does not count as part of the five years. An appraisal must be completed within 60 days of the teachers return from extended leave if an appraisal was to be done the year on leave.
  - 2.8 For experienced teachers seconded to another Board to teach, the appraisal cycle continues and the appraisal is done by the receiving Board.

### **3.0 Guidelines**

Boards policies and rules must ensure that all requirements are complied with and must provide for accountability in the event of non-compliance.

- 3.1 There are several factors to consider when determining who will do the appraisal/evaluation if a teacher is assigned to more than one school:
  - If the teacher is teaching outside his/her subject area at one of the schools than the appraisal will be done by the Principal at the school in which the teacher is teaching in his/her subject area.
  - If the teacher has a greater percentage of assignment at one school then that Principal will conduct the appraisal.
- 3.2 If a teacher is assigned teaching duties in the school, as well as other duties, then the appraisal will be conducted in reference to the teaching duties only.
- 3.3 If a teacher is not assigned to duties in the school or a traditional classroom (i.e. curriculum consultants) the TPA will be conducted by the Supervising Principal or Supervisory Officer when it is time for the teacher's turn in the five-year cycle. The appraisal will be based on those competencies from the Standards of Practice that are applicable.
- 3.4 If a teacher moves to another school within the Board, prior to the completion of a TPA, it will be completed by the new Principal. The fact that a teacher's performance is appraised by different individuals at different stages of the appraisal process does not invalidate the results of the appraisal.
- 3.5 The Principal's duties for conducting performance appraisals/evaluations can be delegated to the school's Vice Principal in cases where there are numerous appraisals to conduct in one year and the Principal believes the VP has the necessary experience or the Principal is unable to fulfil his/her duties.
- 3.6 In cases where there is no Vice-Principal and the Principal is absent or unable to carry out TPA duties, than those duties will be delegated to a Supervising Principal or Supervisory Officer. If the assigned SO cannot

complete the appraisals scheduled then another SO or the Director will finish the appraisal. It will be Human Resources' responsibility to inform the SO of the need to complete TPA's. (Ed Act section 277.17, 277.18)

- 3.7 If a teacher's performance appraisal is not completed as scheduled then the Principal must meet with the teacher and a union rep to explain the reason for non-compliance and set a new date in the appraisal cycle for the teacher.
- 3.8 When conducting performance appraisals on new teachers the Principal can consider and comment on more than the 8 required competencies. The teacher must be advised of this during discussions in the pre-observation.

#### **4.0 Additional Performance Appraisals**

- 4.1 Additional performance appraisals must be conducted if a new teacher receives a Development Needed or an Unsatisfactory rating or an experienced teacher receives an Unsatisfactory rating. The procedural requirements to follow are in the Technical Manual. (See Flow Charts in the Appendices)
- 4.2 If a Long Term Occasional Teacher evaluation results in an Unsatisfactory rating, then another evaluation can occur at the teacher's request in a subsequent assignment of four months.
- 4.2 A principal may conduct additional appraisals if he/she considers it advisable to do so in light of circumstances related to an experienced teacher's performance. If a Principal is going to conduct additional performance appraisals or put an experienced teacher on review the following procedure must be followed:
  - 4.2.1 The Principal will inform the teacher in writing indicating the reason(s) for the additional appraisal or being placed on review.
  - 4.2.2 The Principal will send a copy of the letter to the union representative, union president and the Superintendent of Education.
  - 4.2.3 The Principal will follow the appraisal process outlined in the Technical Requirements Manual in order to ensure all meeting documentation and follow up summary letters are provided to the teacher in a timely manner.
  - 4.2.4 Union representatives are invited to attend any meetings that occur during the process.
  - 4.2.5 The Principal and SO will provide required support for the teacher.
  - 4.2.6 The Principal will monitor the teacher's progress, provide feedback to the teacher and consult regularly with the Superintendent of Education regarding progress and steps to assist the teacher in improving performance.
  - 4.2.7 If a Principal deems that prompt action is required in the best interests of the students and that the teacher should be removed from the classroom prior to an assessment taking place or while on review status, the Principal must contact both the SO and the

Director immediately to discuss the situation. Federation representatives should also be contacted.

- 4.28 When an experienced teacher receives an Unsatisfactory Rating or is placed on Review Status, the Principal, teacher and union rep will meet to develop an Improvement Plan. The Improvement Plan must be completed within 15 work days. If the teacher does not comply with this requirement the Principal will meet with the teacher and union representation to discuss the problem and set a new due date within two days. Further non-compliance will result in disciplinary action.

## **5.0 Occasional Teachers and TPA's**

- 5.1 Long Term Occasional teachers will not be placed on the Board five year schedule for appraisals.
- 5.2 Every Long Term Occasional Teacher hired on a Long Term Occasional position lasting four consecutive months or greater} is evaluated according to the Superior-Greenstone District School Board Long Term Occasional Teacher Evaluation Manual.
- 5.3 New or experienced long-term occasional teachers can request that their Principal conduct a TPA. The Principal will determine if he/she will conduct the TPA.
- 5.4 If a TPA is to be conducted the Superior-Greenstone District School Board Long Term Occasional Teacher Evaluation Manual will be followed.

## **6.1 Resources/Handbooks**

- Ontario College of Teachers' Standards of Practice for the Teaching Profession
- Teacher Performance Appraisal Technical Requirements Manual 2010
- New Teacher Induction Program Induction Elements Manual 2021
- Forms: [www.edu.gov.on.ca/eng/teacher/appraise.html](http://www.edu.gov.on.ca/eng/teacher/appraise.html)
- Superior-Greenstone District School Board Long Term Occasional Teacher Evaluation Manual

## **7.1 Appendices**

- 7.1 Performance Appraisal of Experienced Teacher Flow Chart
- 7.2 Performance Appraisal of New Teachers Flow Chart (2 pages)
- 7.3 Letter Informing Teachers of their Appraisal Year
- 7.4 Letter Adding a Teacher to the Appraisal List in a Non-evaluative year
- 7.5 Letter to a Teacher Receiving a First Unsatisfactory Rating
- 7.6 Letter to a Teacher Receiving a Second Unsatisfactory Rating
- 7.7 Improvement Plan 1 Form
- 7.8 Improvement Plan 2 Form
- 7.9 Letter Removing a Teacher from "On Review" Status
- 7.10 An Organizer to assist in tracking the steps in the TPA Process

## **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