

**MOOSE FACTORY ISLAND  
DISTRICT SCHOOL AREA BOARD**

| <b>ADMINISTRATIVE PROCEDURE<br/>NO. 450</b> |  |
|---|--|
| Effective                                   |  |
| Revision Date                               |  |

---

## **TEACHER PERFORMANCE APPRAISAL**

---

### **PURPOSE**

The Moose Factory Island District School Area Board recognizes that students receive the full benefit of an educational system when it is staffed by competent, effective teachers. The Board also recognizes and supports the responsibilities of the supervisory officer and principal for teacher performance appraisal.

### **DEFINITIONS**

**New Teacher:** New teacher means a teacher who is employed as a teacher by a board and whose new teaching period has not elapsed. The new teaching period is the 24 month period that follows the day on which the teacher first begins to teach for a board, other than as an occasional teacher. [*Education Act, Part X.01.1*]

**The Performance Appraisal Framework:** Although, depending on whether the teacher is new or experienced, some components are applied differently and the frequency of appraisal differs, the following components are common to the appraisal of both new and experienced teachers:

- **Competency statements** that describe the skills, knowledge, and attitudes that new and experienced teachers must reflect in their teaching practice. [Ont. Reg. 99/02 Schedules 1 and 2]
- **Classroom observation** of the teacher by the principal, agreed to by both parties. Prior to each observation, the teacher and principal discuss the competencies that will be the focus of the observation.
- **Appraisal meetings** that promote professional dialogue between the principal and the teacher. A principal must arrange a pre-observation meeting with the teacher to prepare for the classroom observation and a post-observation meeting to discuss what went on during the observation. The meetings provide opportunities for reflection and collaboration to promote growth and improvement.
- **A summative report** that documents the appraisal process. This report becomes a vehicle for teachers to reflect on the feedback they have received and to identify opportunities for growth.
- **A rating** that reflects a principal's assessment of a teacher's overall performance. There are some differences in rating categories for new and experienced teachers. [i.e., the "Development Needed" rating for the first appraisal of a new teacher.]
- **A process for providing additional support** depending on the outcome of the appraisal.
- **The Annual Learning Plan** which provides a meaningful way for teachers, in consultation with principals, to identify strategies for growth and development for their evaluation year and for the years between performance appraisals.

## PROCEDURE

### 1. Supportive Process

System and school administrators of Moose Factory Island District School Area Board provide a framework within which a teacher's performance review is carried out through a supportive developmental process directed at the following goals:

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

### 2. Application

- 2.1. This Teacher Performance Appraisal administrative procedure applies to members of the teachers' bargaining units and teachers on Letters of Permission.
- 2.2. Teachers, other than new teachers, shall be evaluated according to the teacher performance appraisal system as described in Part X.2 of the *Education Act*, and accompanying regulations.
- 2.3. New teachers shall be offered the New Teacher Induction Program as described in Part X.0.1 of the *Education Act*. New teachers shall be evaluated according to Part X.2 of the *Education Act*, and accompanying regulations.

### 3. Evaluation Cycles

- 3.1. The performance of every new teacher employed by the board will be appraised twice in the first 12-month period after the teacher begins teaching. If both appraisals result in a *Satisfactory* rating, the teacher has successfully completed the New Teacher Induction Program. Once this occurs, the teacher ceases to be a "new" teacher and will be placed in the five-year performance appraisal cycle for experienced teachers.
- 3.2. Every experienced teacher employed by the board will be placed on a five-year cycle for performance appraisal. Experienced teachers who are new to a board will have a performance appraisal in their first year of employment.
- 3.3. Teachers will receive notification of their evaluation year. [Form ADMIN 450-01 Notification of Evaluation Year]
- 3.4. Requirements of this procedure 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.

- 3.5. For a teacher seconded to the board, the teacher's scheduled evaluation year remains the same.
- 3.6. The following will not be counted in the five-year cycle for evaluation:
- a) a school year in which the teacher does not teach at any time;
  - b) a school year in which the teacher is on an extended leave approved by the Board;
  - c) a year when the teacher is on a secondment to a non-teaching position or a position outside the Ontario public education system.
- 3.7. 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.

#### **4. Principal's Responsibilities**

- 4.1. The principal shall conduct teacher performance appraisals as described in Part X.2 of the *Education Act* and Ontario Regulation 99/02 Teacher Performance Appraisal. The performance appraisal shall include the components described in the "Definitions" above.
- 4.2. Where a principal is unable to do so, a supervisory officer may conduct teacher performance appraisals.
- 4.3. A listing of teachers eligible for performance appraisals shall be made available to the principal by the business administrator early in September for planning.
- 4.4. The principal is accountable to the supervisory officer for adherence to the legislation and this administrative procedure.

#### **5. Annual Learning Plan**

- 5.1. Every experienced teacher must develop and submit an Annual Learning Plan to the principal of the school. [Form ADMIN 450-02 Annual Learning Plan]
- 5.2. This Annual Learning Plan shall be developed in consultation with the principal. This plan will contain the areas of professional growth, strategies, and timelines for achieving the stated objectives.
- 5.3. If it is not an evaluation year for the teacher, the principal will review the Annual Learning Plan and 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 Annual Learning Plan will form part of the performance appraisal process.

#### **6. Parent and Student Input**

- 6.1. Parental and student input is an important vehicle for informing a teacher's professional learning and teaching practice. Parental and student input also helps foster positive relationships, a sense of openness and fairness, and an atmosphere of trust and respect.

- 6.2. New teachers may choose to gather parental and student input and reflect on it as part of their performance appraisals. Experienced teachers are encouraged to gather parent and student input in developing, reviewing, and updating their Annual Learning Plan each year.

## 7. Records

Summative teacher performance appraisal reports and copies of the current Annual Learning Plan will be filed with the appropriate supervisory officer by the last Monday in May. These documents will be kept in the teacher's personnel file.

## 8. Unsatisfactory Performance

- 8.1. Where an appraisal is unsatisfactory, the principal shall inform the supervisory officer, provide all required documentation, and consult with the supervisory officer as required.
- 8.2. The process will follow the steps set out in Part X.2 of the *Education Act* in cases of unsatisfactory performance of new teachers and experienced teachers.
- 8.3. Where a third consecutive performance appraisal results in an unsatisfactory rating, the principal shall promptly transmit a recommendation in writing to the Board that the teacher's employment with the Board be terminated. The process from this point will comply with the terms of Board Policy GOV-17-A Hearings on Termination of Teacher Employment.
- 8.4. 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 teachers' employment with the Board will be made by the principal and the supervisory officer.
- 8.5. 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.
- 8.6. The supervisory officer or designate will work with the teachers' federation to deal with the difference that may arise between the principal and teachers with respect to the implementation of the performance appraisal system.

## 9. Specific Directives

The Ontario Ministry of Education *Teacher Performance Appraisal: Technical Requirements Manual* supports the teacher evaluation procedures. The manual sets out the requirements for the performance appraisal of teachers and the Ministry of Education's performance appraisal standards and processes.

**Legal References:**

*Education Act, Part X.01.1 New Teacher Induction*

*Education Act Part X.2 Teacher Performance Appraisal*

*Education Act section 286 Duties of Supervisory Officers*

Ontario Regulation 98/02 Teacher Learning Plans

Ontario Regulation 99/02 Teacher Performance Appraisal

Ontario Regulation 298 S. 11(3) Duties of Principals: Performance Appraisal

Ontario Ministry of Education. (2010). *Teacher Performance Appraisal: Technical Requirements Manual*.

[http://www.edu.gov.on.ca/eng/teacher/pdfs/tpa\\_manual\\_english\\_september2010l.pdf](http://www.edu.gov.on.ca/eng/teacher/pdfs/tpa_manual_english_september2010l.pdf)

**Board References:**

Board Policy GOV-01 Mission, Vision, and Values

Board Policy GOV-17-A: Hearings on Termination of Teacher Employment

Forms ADMIN 450 Teacher Performance Appraisal: Approved, Sample, and Optional Forms from the Ministry of Education

Form ADMIN 450-01 Teacher Performance Appraisal: Notification of Evaluation Year

Form ADMIN 450-02 Teacher Performance Appraisal: Annual Learning Plan

Administrative Procedure 458 Prevention of Abuse and Protection of Students