



Administrative Procedure: Performance Appraisal of Experienced Teachers

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- 1.0 This Performance Appraisal administrative regulation applies to experienced teachers who are members of the teachers' bargaining unit as well as teachers on Letters of Permission. Experienced teachers are defined as teachers with previous experience in permanent teaching positions in the province of Ontario and teachers who have completed the New Teacher Induction Program. In this policy all references to "teachers" refer to experienced teachers.
- 1.2 Experienced teachers continuously employed by the Board will be placed on a five-year cycle for evaluation. Experienced teachers new to the board must have at least one performance appraisal during the first year of employment with the board. For a teacher seconded to the Board, the teacher's scheduled evaluation year remains the same.
- 1.3 The principal may conduct additional appraisals at the request of the teacher or if the principal considers it advisable to do so in light of circumstances related to the teacher's performance. The principal may, at any time, observe teachers' practice, meet with teachers to discuss performance, request samples of teachers' work, provide feedback to teachers, or support teacher growth and development.

- 1.4 The following will not be counted in the five-year cycle for evaluation:
 - 1.4.1 A school year in which the teacher does not teach at any time for the Board.
 - 1.4.2 A school year in which the teacher is on an extended leave approved by the Board.
 - 1.4.3 A year when the teacher is on a secondment to a non-teaching position or a position outside the Ontario public educational system.
- 1.5 The principal shall conduct teacher performance appraisals. Where a principal is unable to do so, a Supervisory Officer may conduct teacher performance appraisals. Where a principal determines that a teacher appraisal will be more appropriately handled by a Supervisory Officer, upon consultation with all parties, the teacher appraisal or part of it may be carried out by a Supervisory Officer.
- 1.6 Without prejudice to any position of the Board, the Board agrees it will not evaluate the Teacher's voluntary activities as part of the performance appraisals conducted pursuant to the Education Act.
- 1.7 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 the assignment times are equivalent, the decision with respect to the location of the appraisal will be determined in consultation among the teacher and the principals of the schools involved. It is expected that, in this instance, a mutually agreeable location (school) would be selected. Where the teacher and the principal cannot agree, a decision will be made by a Supervisory Officer after consultation with the parties involved.
- 1.8 A plan listing those eligible for performance appraisal shall be developed by principals and submitted to the Supervisory Officer assigned to the school, by September 15th of each school year. Notification that they are in an evaluation year must be given in writing to the teachers being evaluated within 20 school days after the teacher began teaching in that year.
- 1.9 The principal must consider all 16 competencies in assessing the experienced teacher's performance; meet with the teacher in preparation for the classroom observation; conduct a classroom observation to appraise the experienced teachers performance; and meet with the experienced teacher after the classroom observation to review the results of the classroom observation. As well, the Board accepts the competencies developed by the Institute for Catholic

Education (Appendix D) as provided and no additional competencies will be added at this time.

- 1.10 The principal must recommend professional growth goals and strategies for the teacher to take into account in developing his or her Annual Learning Plan as part of the post-observation meeting. The principal must prepare a summative report of the performance appraisal that contains comments regarding the competencies; an overall rating as well as recommendations for professional growth goals for consideration as part of the Annual Learning Plan.
- 1.11 Within 20 school days of the classroom observation, the principal must provide the teacher with a copy of the summative report.
- 1.12 A teacher who is teaching a minimum of half a school year shall be subject to the full requirements of this policy.
- 1.13 Every teacher must develop and submit an Annual Learning Plan (ALP) to the principal of the school (Appendix D). The ALP is teacher authored and directed and is developed in a consultative and collaborative manner with the principal. This plan will contain the area(s) 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 communicate 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.
- 1.14 Copies of Summative Reports and the current Annual Learning Plan of teachers in their evaluation year, will be filed with the appropriate Supervisory Officer by June 30th. These will be kept on file at the board office for at least six (6) years from the date of each report.
- 1.15 When an unsatisfactory rating is determined, the principal shall inform the appropriate Supervisory Officer, provide all required documentation, and consult with the Supervisory Officer as required. Should a teacher receive an unsatisfactory performance appraisal, the Board will advise the teacher in writing. The board will also advise the OECTA Unit President in writing of all unsatisfactory performance appraisals, however, failure to do so will not invalidate the appraisal.
- 1.16 Where the performance of a teacher has resulted in an unsatisfactory rating, the principal shall conduct a second performance appraisal within 60 school days of giving notice to the teacher of an unsatisfactory rating. The interval between the

notification of an unsatisfactory rating and the second performance appraisal shall be at the discretion of the principal within 60 Days. In exercising his or her discretion, the principal shall balance the desirability of giving the teacher a reasonable opportunity to improve his or her performance against the interests of the pupils in receiving quality education.

- 1.17 Following a second unsatisfactory rating the principal will notify the teacher in writing, follow the duties of principal as outlined in Section 10.22 (Technical Requirements Manual, 2009, Performance Appraisal of Experienced Teachers), and place the teacher on review status.
- 1.18 If the principal, in consultation with the Supervisory Officer, determines that the delay necessitated by conducting a further performance appraisal is not in the best interests of pupils in receiving quality education, a joint recommendation for immediate termination of the teacher's employment with the Board, will be made by the principal, to the Board of Trustees.
- 1.19 While the Board is in the process of considering terminating the employment of the teacher, the teacher will be suspended with pay or reassigned until the decision is made.
- 1.20 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 file a complaint with the Ontario College of Teachers as required.
- 1.21 The Board will work with the teacher federation to deal with the differences that may arise between the Board and its teachers with respect to the implementation of the performance appraisal system.
- 1.22 The Board will exercise its responsibilities regarding the exchange of performance appraisal documentation with other Boards for prospective and past employees as required.