



Administrative Procedure: Performance Appraisal for New Teachers

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1.0. Definition

- 1.1. New teachers are defined as all teachers certified by the Ontario College of Teachers (including teachers trained out of province) who have been hired into permanent positions, full time or part time, by this school board to begin teaching for the first time in Ontario. Teachers are considered new until they successfully complete the New Teacher Induction Program (NTIP) or when 24 months have elapsed since the date on which they first began to teach for a board. In this policy all references to “teachers” refer to new teachers.

2.0. Guidelines

- 2.1. This Performance Appraisal administrative regulation applies to new teachers who are members of the teachers’ bargaining unit as well as teachers on Letters of Permission.
- 2.2. New teachers shall be appraised twice in the first 12 month period after the teacher begins teaching.
- 2.3. If both appraisals result in satisfactory ratings, the teacher has successfully completed the New Teacher Induction Program.
- 2.4. New teachers who have completed the NTIP are placed on a five-year cycle for future performance appraisals which will be conducted under the Performance Appraisal of Experienced Teachers Administrative Regulation.
- 2.5. Additional appraisals are required if two satisfactory performance ratings are not achieved within the first twelve month period. The procedural requirements for additional appraisals as outlined in the Teacher Performance Appraisal, Technical Requirements Manual 2010, will be adhered to.
- 2.6. 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, a joint recommendation for immediate termination of the teacher’s employment with the Board, will be made to the Board of Trustees.
- 2.7. 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.

- 2.8.** When a new teacher is seconded to a teaching position in the Ontario publicly funded education system during the 24-month new teaching period, any appraisals required will be carried out by the seconding board. If the performance appraisal by the seconding board results in a performance rating other than Satisfactory, the secondment agreement is terminated and the board to which the new teacher returns must carry out a performance appraisal within 60 days of the return of the teacher. The appraisal conducted by the seconding board will only be considered for the purpose of terminating the secondment agreement. The 24 month NTIP period commences on the date of the termination of the secondment agreement.
- 2.9.** The following will not be counted as part of the 24-month new teaching period:
- 2.9.1.** A period during which the teacher does not teach at any time for the Board.
 - 2.9.2.** A period during which the teacher is on an extended leave approved by the Board.
 - 2.9.3.** A period when the teacher is on a secondment to a non-teaching position.
 - 2.9.4.** A period when the teacher is on a secondment to a teaching position outside the Ontario public educational system.
- 2.10.** An extension to the 24 month NTIP period will be granted to teachers if all of the following conditions apply:
- 2.10.1.** The teacher had 3 performance appraisals in the first 18 months and one appraisal resulted in a Satisfactory rating AND
 - 2.10.2.** After the start of the 19th month but before the end of the 24 month new teaching period, the teacher begins to teach at a different school in the same board OR
 - a.** becomes employed as a teacher by a different board.
 - b.** the teacher has submitted a written request to the appropriate supervisory officer in the new school or board for an extension of his or her new teaching period.
 - c.** the request for an extension was made after the start of the 19th month but before the end of the 24 month new teaching period.
 - d.** the new teaching period has not previously been extended for any length of time.
- 2.11.** The principal shall conduct teacher performance appraisals.
- 2.12.** Where a principal is unable to do so, a Supervisory Officer may conduct teacher performance appraisals.

- 2.13.** 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.
- 2.14.** 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.
- 2.15.** As a minimum, the principal must consider the eight competencies for new teachers in assessing the new teacher's performance; meet with the teacher in preparation for the classroom observation; conduct a classroom observation to appraise the new teacher's performance; and meet with the new teacher after the classroom observation to review the results of the classroom observation.
- 2.16.** 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.
- 2.17.** 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.
- 2.18.** If a teacher has partially completed the NTIP with another board, the board will communicate with the previous board to receive documents relating to NTIP participation. The principal of the school where the new teacher is teaching may use the information from the previous board to determine the elements of the NTIP in which the teacher will participate.
- 2.19.** 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 growth strategies for a teacher whose performance was rated Satisfactory, an Enrichment Plan for a teacher whose performance was rated Development Needed or an Improvement Plan for a teacher whose performance was rated Unsatisfactory.
- 2.20.** Within 20 school days of the classroom observation, the principal must provide the teacher with a copy of the summative report.
- 2.21.** If the rating is not Satisfactory, the principal shall provide the teacher with written notice of the rating and explain the reason for the rating within 15 days of the classroom observation.

- 2.22.** Copies of Summative Reports of new teachers 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.
- 2.23.** Notification of successful completion of the NTIP (orientation, professional development, mentoring and two satisfactory performance appraisals) will be forwarded to the Ontario College of Teachers for notation on the teacher's Record Card.
- 2.24.** The board will advise the OECTA Unit President in writing of all development needed or unsatisfactory performance appraisals, however, failure to do so will not invalidate the appraisal.
- 2.25.** If an appraisal while on review status, results in a second Unsatisfactory rating (one development needed and two unsatisfactory ratings), the principal must promptly send a recommendation to the board that the teacher's employment should be terminated. The recommendation must be accompanied by written reasons as well as copies of all appraisal documents as well as documents relied on in conducting the performance appraisals.
- 2.26.** If the principal and the Supervisory Officer, determine that the delay necessitated by conducting a further performance appraisal is not in the best interests of pupils, a joint recommendation for immediate termination of the teacher's employment with the Board will be made to the Board of Trustees.
- 2.27.** Where the board terminates a teacher's employment, the secretary of the board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the teacher that relate to the termination.
- 2.28.** Where a teacher employed by the board resigns while on review status, the secretary of the Board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the teacher that relate to the teacher having been placed on review status.



SUPERIOR NORTH CATHOLIC District School Board

Summative Report Form For New Teachers

(Approved Form)

This form must be used for each appraisal. 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

Name of Board

Description of Teacher's Assignment

(Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Meeting and Classroom Observation Dates (yyyy/mm/dd)

Pre-observation:

Classroom Observation:

Post-observation:

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy signed by the principal must be provided to the teacher within 20 school days after the classroom observation. If the rating is not Satisfactory, the principal shall follow the steps outlined in 11.2.2 within 15 school days of determining the rating is not Satisfactory.
3. The teacher must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the appropriate board.
5. In preparing the summative report, the principal must:
 - assess the teacher's performance in relation to the eight competencies for new teachers (at a minimum) and provide comments for each competency;
 - indicate whether the teacher has participated in the New Teacher Induction Program;
 - provide an overall rating of the teacher's performance in accordance with the rating scale;
 - provide growth strategies for the teacher's development.

Participation in the New Teacher Induction Program

The teacher participated in/is participating in (Check all that apply):

Orientation

Mentoring

Professional Development

Other Appraisal Input Relevant to the Principal's Appraisal of the Teacher's Performance

Instructions to the Principal: A comment must be provided for each competency. Commitment to Pupils and Pupil Learning

The teacher demonstrates commitment to the well-being and development of all pupils.

The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.

The teacher treats all pupils equitably and with respect.

The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

Professional Knowledge

The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.

Teaching Practice

The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.

The teacher communicates effectively with pupils, parents, and colleagues.

The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.

Additional Competencies

Overall Rating of Teacher’s Performance

For a description of the ratings, refer to the rubric found in the Manual for the Performance Appraisal of New Teachers , Appendix B. (Check the appropriate box.)

Satisfactory

Development Needed

If the teacher received a Development Needed performance rating in a previous appraisal, use the following rating scale:

Satisfactory

Unsatisfactory

Growth Strategies for the Teacher (Check the appropriate box.)

An Enrichment Plan (required following a Development Needed performance rating or Improvement Plan (required following an Unsatisfactory performance rating) will be developed.

OR

The teacher received a Satisfactory performance rating. The following growth strategies have been identified for the teacher’s consideration to assist in his or her ongoing development:

Growth Strategies:

Principal’s Summary Comments on the Appraisal (optional)

Teacher's Comments on Progress to Date (optional)

Principal's Signature

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the Education Act and Ontario Regulations 99/02, as amended.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

Date (yyyy/mm/dd)

Appendix A



SUPERIOR NORTH CATHOLIC District School Board

Enrichment Plan

An Enrichment Plan must be prepared by the principal within 15 school days after the principal has determined that an appraisal of the new teacher’s performance has resulted in a Development Needed rating. The plan must set out the elements of the New Teacher Induction Program offered by the board that are appropriate for the new teacher to participate in to improve his or her performance. The plan must also provide a description of the teacher’s participation in those elements. The principal must seek input from the new teacher in determining which elements the new teacher will participate in and in providing a description of the teacher’s participation in those elements.

Teacher’s Last Name

Teacher’s First Name

Principal’s Last Name

Principal’s First Name

Name of School

Name of Board

Description of Teacher’s Assignment

(Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Provide a description of the element(s) of the New Teacher Induction Program offered by the board to improve the new teacher's performance. Input from the new teacher must be taken into account. The enriched support will be extended into the second 12-month period to improve the teacher's performance.

Competencies Requiring Development

Expectations

Element(s) of NTIP to Be Provided to Teacher

Description of Participation in Element(s) (including topic, strategy, timelines, etc.)

Release Days (if required)

Teacher's Comments on the Enrichment Plan (Optional)

Principal's Comments on the Enrichment Plan (Optional)

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Principal's Signature

My signature indicates that I developed this Enrichment Plan with the teacher's input.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Enrichment Plan.

Date (yyyy/mm/dd)

Supervisory Officer's Signature

My signature indicates that the Enrichment Plan has been developed in accordance with the board's policy.

Date (yyyy/mm/dd)

Appendix B



SUPERIOR NORTH CATHOLIC District School Board

Improvement Plan

An Improvement Plan must be prepared by the principal within 15 school days after the principal has determined that an appraisal of the new teacher’s performance has resulted in an Unsatisfactory rating. This plan must set out steps and actions that the new teacher should take to improve his or her performance. The principal must seek input from the new teacher as to what steps and actions could help the teacher improve his or her performance.

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

Name of Board

Description of Teacher’s Assignment

(Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Competencies Requiring Improvement

Expectations

Steps and Actions for Improvement (teacher input must be taken into account)

Support (for example, from principal, from board)

Sample Indicators of Success

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Teacher's Comments on the Improvement Plan

Principal's Signature

My signature indicates that I developed this Enrichment Plan with the teacher's input.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Enrichment Plan.

Date (yyyy/mm/dd)

Supervisory Officer's Signature

My signature indicates that the Enrichment Plan has been developed in accordance with the board's policy.

Date (yyyy/mm/dd)

Appendix C



SUPERIOR NORTH CATHOLIC District School Board

Evidence Log

Suggestions for Using the Evidence Log

How is the Evidence Log used?

The Evidence Log is an optional resource for principals and/or teachers that may be used as a regularly kept record of demonstrations of teaching. It can provide a vehicle for chronicling noteworthy examples as they occur. The log uses a standardized format for recording. Entries are restricted to facts so that data are objective. Analysis and interpretation follow the collection of log data.

How can the Evidence Log be used in the performance appraisal process for new teachers?

The Evidence Log can be used to record selected information about specific occurrences related to a new teacher's learning and development in relation to the competencies that are the focus of the appraisal process for new teachers. The log provides specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth. When kept simultaneously by both the principal and the new teacher, the principal and teacher logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. Note that there is an individual Evidence Log form provided for each of the eight competencies that provide the appraisal focus for new teachers. Principals and teachers may use the blank Evidence Log form for other competencies if they wish.

Who maintains the Evidence Log?

The Evidence Log may be used by principals and teachers who can each keep their own logs.

What occurrences are relevant for recording in the Evidence Log?

The occurrences or instances that can be recorded in the Evidence Log should be relevant to the eight competencies that are the focus of the performance appraisal process for new teachers. Principals and teachers may also choose to keep logs for other competency areas.

Concrete examples of ways in which a competency may be observed in practice are included on the Evidence Log form as a resource. These statements are samples and do not include everything that constitutes good teaching. Their purpose is to help make specific the skills, knowledge, and attitudes expected of new teachers. Principals and teachers may use other examples they identify to develop a shared understanding of what teachers should demonstrate in their teaching.

What sources and kinds of evidence are used?

There is a wide range of possible evidence that can be collected in relation to demonstrations of teaching. “Possible Sources of Evidence”, included at the end of this appendix, provides a list of evidence that principals and teachers might reference in their individual Evidence Log.

Where should documents and other materials referenced in the Evidence Log be stored?

Principals and teachers can each set up files to support what they record in their Evidence Log. One approach is to set up a file that contains individual folders related to each of the competencies and use the folders to house evidence gathered.

Appendix C

Evidence Log	USER: Teacher Principal
Teacher's Last Name _____	Teacher's First Name _____
Principal's Last Name _____	Principal's First Name _____
Teaching Assignment _____	Date (yyyy/mm/dd) _____

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers demonstrate commitment to the well-being and development of all pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge effectively about how students develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of
- special students are met
- shapes instruction so that it is helpful to students who learn in a variety of ways
- effectively motivates pupils to improve pupil learning
- models and promotes the joy of learning
- demonstrates a positive rapport with students

Date of Entry Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Appendix C

Evidence Log	USER: Teacher Principal
Teacher's Last Name _____	Teacher's First Name _____
Principal's Last Name _____	Principal's First Name _____
Teaching Assignment _____	Date (yyyy/mm/dd) _____

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assists learners in practising new skills by providing opportunities for guided practice
- provides for active student participation in the learning process
- employs a balance of student- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- encourages students to excel to the best of their ability
- utilizes a variety of teaching strategies suited to the individual needs of students

Date of Entry Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

_____	_____
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Appendix C

Evidence Log	USER: Teacher Principal
Teacher's Last Name _____	Teacher's First Name _____
Principal's Last Name _____	Principal's First Name _____
Teaching Assignment _____	Date (yyyy/mm/dd) _____

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers treat all pupils equitably and with respect.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- demonstrates care and respect for students by maintaining positive interactions
- promotes polite and respectful student interactions
- addresses inappropriate student behaviour in a positive manner
- communicates information from a bias-free, multicultural perspective
- ensures and models bias-free assessment to address equality
- values and promotes fairness and justice and adopts anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion, and culture

Date of Entry Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Appendix C

Evidence Log	USER: Teacher Principal
Teacher's Last Name _____	Teacher's First Name _____
Principal's Last Name _____	Principal's First Name _____
Teaching Assignment _____	Date (yyyy/mm/dd) _____

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: **Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides learners with appropriate opportunities for independent practice of new skills
- employs effective questioning techniques that encourage higher-level thinking skills
- provides guidance and appropriate feedback to learners on attainment of new concepts/skills
- encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment
- encourages students to be cognisant of their personal strengths and capabilities to pursue possible career paths

Date of Entry **Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.**

_____	_____
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Appendix C

Evidence Log	USER: Teacher Principal
Teacher's Last Name _____	Teacher's First Name _____
Principal's Last Name _____	Principal's First Name _____
Teaching Assignment _____	Date (yyyy/mm/dd) _____

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: **Teachers know their subject matter, the Ontario curriculum, and education related legislation.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas
- demonstrates mastery of subject knowledge and related skills
- presents accurate and up-to-date information
- implements and effectively explains statutes and regulations with regard to student safety and welfare
- knows, follows, and explains appropriate legislation, local policies, and procedures

Date of Entry **Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.**

_____	_____
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Appendix C

Evidence Log	USER: Teacher Principal
Teacher's Last Name _____	Teacher's First Name _____
Principal's Last Name _____	Principal's First Name _____
Teaching Assignment _____	Date (yyyy/mm/dd) _____

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses a variety of techniques to report student progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with students to provide feedback during the teaching/ learning process
- uses ongoing reporting to keep both students and parents informed and to chart student progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement

Date of Entry Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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Appendix C

Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and teachers may reference in the Evidence Log.

- Age-appropriate assessment tools, including modifications for students
- Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs
- Differentiated lessons and assessments
- Feedback on assignments from teacher and/or student
- Flyers, pictures, treasure boxes
- Goal-setting activities
- Learning centres
- Lessons and assignments that show authentic assessment practices
- Letters to parents, monthly classroom newsletters that reflect the diversity of the school community
- List of classroom expectations and routines
- List of daily/weekly routines and use of instructional time
- Log of student remedial support
- Manipulatives, media tools
- Multifaith calendar
- Open house/curriculum night/education week materials
- Parent conference materials
- Parent/teacher/student interviews and conferences
- Photos of classroom bulletin boards, student activities
- Plans showing results of collaboration with other teachers (e.g., in English as a Second Language)
- Posters, photos, bulletin boards, displays of student work
- Reading and reasoning targets, data analysis, and prompts
- Records of student achievement
- Reflective journals
- Resources and classroom materials that reflect diversity
- Sample lesson and unit plans using modules, curriculum integration
- Sample progress reports and report cards
- Sample safety routines
- Samples of student reflection
- Samples of student work
- Samples of tests, rubrics, checklists, anecdotal comments
- Self and peer assessments
- Student of the week certificates, positive notes
- Student portfolios
- Student presentations
- Student-designed assignments

- Use of achievement charts/performance standards
- Use of classroom data to improve lessons
- Use of community resources and guest speakers
- Use of curriculum unit planner
- Word wall and classroom visuals
- Add Other Sources of Evidence

Appendix D



SUPERIOR NORTH CATHOLIC District School Board

**COMPETENCIES DEVELOPED BY
THE INSTITUTE FOR CATHOLIC EDUCATION**

Guiding Principles

Teacher performance appraisal in a Catholic school system:

- Values teachers as professionals and respects their knowledge and expertise.
- Provides fair, effective and consistent appraisal of professional practice in the Catholic educational setting.
- Reflects Catholic teaching including the principles of Catholic Social Justice.
- Enhances professional practice to improve student learning and formation.
- Ensures effective delivery of the Ontario Catholic Curriculum program.
- Provides and supports opportunities for professional growth and faith development.
- Recognizes that personal faith is not subject to evaluation in a teacher's performance appraisal.
- Recognizes a communal responsibility for the formation of effective teachers in a Catholic school system.

Operating Parameters

The parameters that govern the application of teacher performance appraisal in a Catholic school system include:

- The Ministry's domains, competencies and indicators.
- 16 areas of competency for appraisal in which indicators are examples.
- The summative report which provides a rating that incorporates all of the areas of competency.
- Indicators that apply to the professional activities of the teacher in Catholic educational settings.
- A statement of professional expectations which serves as a point of reference that orients the Ministry performance appraisal model to the Catholic character of education in schools.

Competencies By ICE

Statement of Professional Expectations

The statement of professional expectations is the context within which teacher performance appraisal is conducted in a Catholic school system. It serves as a point of reference that orients the Ministry Teacher Performance Appraisal Model to the Catholic character of education in schools.

The Catholic school is a Catholic faith-based educational community that intentionally aims to form learners into educated well-developed persons, good citizens and faithful disciples of Christ.

The Catholic educational community believes the learner will realize the fullness of humanity if learning takes place in an appropriate and challenging environment in which members of school communities emulate the life and teachings of Jesus Christ.

Likewise, the Catholic educational community believes that to enable learners to achieve this vision, a school's faith community will reflect the centrality of Jesus Christ in our lives and the teachings of the Catholic Church.

Teaching in a Catholic school, therefore, is a vocation that calls for knowledge and understanding of Catholic beliefs, traditions, and practices. It calls for a commitment to demonstrate gospel values and teach these values to students.

To these ends, the teacher contributes to the Catholic character of the educational setting through professional practice by:

1.	Commitment to Students And Students' Learning	The teacher sees the students and every human being as created in the image and likeness of God and affirms this personal dignity in the commitment to enhance student learning and personal development.
2.	Professional Knowledge	The teacher knows and understands Catholic beliefs, the history and mission of Catholic Education, and the Ontario Catholic Curriculum.
3.	Teaching Practice	The teacher instructs students within a faith-based context that promotes the integration of gospel values across the curriculum, and fosters the realization of the Ontario Catholic School Graduate Expectations for all students.
4.	Leadership And Community	The teacher promotes collaboration within the Catholic learning community in the realization of the vision of Catholic Education.
5.	Ongoing Professional Learning	The teacher demonstrates a commitment to ongoing professional learning including participation in faith activities provided within the school or board.

Competencies By ICE

Commitment to Students & Students' Learning

Sees the students and every human being as created in the image and likeness of God and affirms this personal dignity in the commitment to enhance student learning and personal development.

1.1.	Teachers demonstrate commitment to the well-being and development of all pupils.	
1.2.	Teachers are dedicated in their efforts to teach and support pupil learning and achievement.	
1.3.	Teachers treat all pupils equitably and with respect.	
1.4.	Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, life-long learners and contributing members of a changing society.	

Professional Knowledge

Knows and understands Catholic beliefs, the history and mission of Catholic Education, and the Ontario Catholic Curriculum.

2.1.	Teachers know their subject matter, the Ontario curriculum and education related legislation.	
2.2.	Teachers know a variety of effective teaching and assessment practices.	
2.3.	Teachers know a variety of effective classroom management strategies.	
2.4.	Teachers know how pupils learn and factors that influence pupil learning and achievement.	

Competencies By ICE

Teaching Practice

Instructs students within a faith-based context that promotes the integration of gospel values across the curriculum, and fosters the realization of the Ontario Catholic School Graduate Expectations for all students.

3.1.	Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of pupils.	
3.2.	Teachers communicate effectively with pupils, parents and colleagues.	
3.3.	Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement and report results to pupils and parents regularly.	
3.4.	Teachers adapt and refine their teaching practice through continuous learning and reflection, using a variety of sources and resources.	
3.5.	Teachers use appropriate technology in their teaching practices and related professional responsibilities.	

Competencies By ICE

Leadership & Community

Promotes collaboration within the Catholic learning community in the realization of the vision of Catholic Education.

4.1.	Teachers collaborate with other teachers and school colleagues, to create and sustain learning communities in their classrooms and in their schools.	
4.2.	Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs.	

Ongoing Professional Learning

Demonstrates a commitment to ongoing professional learning including participation in faith activities provided within the school or board.

5.1.	Teachers engage in ongoing professional learning and apply it to improve their teaching practices.	
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