

NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Policy
B-22

Authority
04-23

PERFORMANCE APPRAISAL OF TEACHERS

POLICY STATEMENT

The Northeastern Catholic District School Board recognizes that students receive the full benefit of an educational system staffed by competent, effective and Christ-centred teachers.

Therefore, it shall be the policy of the Northeastern Catholic District School Board to provide a framework within which a teacher's performance review is carried out through a supportive developmental process directed at the following goals:

- ▶ To encourage and support the practices and qualities of the successful Catholic teacher;
- ▶ To identify the needs of the individual teacher for continued growth and development;
- ▶ To provide a means for identifying, maintaining and improving the quality of education in our schools;
- ▶ To provide quality education for students through professional and personal growth of teaching staff;
- ▶ To provide an objective information base to support teacher development and assessment; and
- ▶ To provide information with respect to the accountability of education.

Be it therefore resolved, that the following Policy Regulations, Operational Procedures and the Teacher Performance Appraisal Manual govern the appraisal of teacher performance.

POLICY REGULATIONS

1. This Performance Appraisal Policy applies to members of the teachers' bargaining units and teachers on Letters of Permission.
2. Teachers new to the profession or new to the Board will be evaluated in each of the first two years of employment with the Board after which their three year cycle of evaluation will begin.
3. Teachers continuously employed by the Board will be placed on a three year cycle for evaluation.

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4. Requirements of this policy are not intended to interfere with the principal's discretionary right to conduct additional appraisals as long as there is consistency with the requirement of the Education Act and its associated regulations, guidelines, rules and policies.
5. For a teacher seconded to the Board, the teacher's scheduled evaluation year remains the same.
6. The following will not be counted in the three year cycle for evaluation:
 - ▶ a school year in which the teacher does not teach at any time;
 - ▶ a school year in which the teacher is on an extended leave approved by the Board;
 - ▶ a year when the teacher is on a secondment to a non-teaching position or a position outside the Ontario public educational system.
7. The principal or vice-principal shall conduct teacher performance appraisals. Where a principal is unable to do so, a supervisory officer may conduct teacher performance appraisals.
8. Where a principal determines that a teacher appraisal will be more appropriately handled by another principal, upon consultation with the teacher and the supervisory officer, the teacher appraisal or part of it may be carried out by another principal.
9. 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 there is no differentiation, the decision with respect to the location of the appraisal will be determined in consultation between the teacher and the principals of the schools involved. It is expected that, in this instance, a mutually agreeable location (school) would be selected.
10. A listing of those eligible for performance appraisal shall be made available to principals early in September for their planning. A copy of the list shall be provided to the O.E.C.T.A. President.
11. Principals are accountable to their Superintendent for adherence to this policy.

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12. A part-time teacher who is teaching a minimum of half a school year shall be subject to the full requirements of this policy and time lines will be adjusted accordingly.
13. Every teacher must develop and submit an Annual Learning Plan (ALP) to the principal of the school (See Appendices in Manual). This ALP shall be developed in consultation with the principal. This plan will contain the teacher's professional growth objectives, a proposed action plan and time lines for achieving the stated objectives. If it is not an evaluation year for the teacher, the principal will review the ALP 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 ALP will form part of the performance appraisal process.
14. The parental survey (See Appendices in Manual) will be available annually to all parents who may wish to provide feedback to the school on the level of satisfaction with communications between the parent and the teacher about each child's learning and progress. The surveys will be made available to parents upon request at each of the elementary and secondary schools, and it shall be posted on the Board's web site.
15. The student survey for each student in a grade 11 or 12 course or Ontario Academic Course (OAC) (see Appendices in Manual) shall be made available annually to all students who may wish to provide feedback to the school regarding the communication with each of their teachers. The surveys will be made available to parents upon request at each of the high schools, and it shall be posted on the Board's web site.
16. Surveys received from parents and students will be kept on file at the school by the principal and used as part of the performance appraisal in the year in which the teacher is scheduled for a Teacher Performance Appraisal.
17. The principals shall forward the surveys on file to the next principal for any teacher who moves to another school within the Board.
18. Summative reports and copies of the current Annual Learning Plan will be filed with the appropriate Supervisory Officer by the last Monday in May. These will be kept on file at the Board Office for six (6) years from the date of the report. All other information pertaining to the performance appraisal of a teacher shall be kept in a secure file at the school where the teacher is employed.

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19. Where an appraisal is unsatisfactory, the principal shall inform the appropriate Supervisory Officer, provide all required documentation, and consult with the Supervisory Officer as required.
20. 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 teacher's employment with the Board will be made by the principal and the supervisory officer.
21. 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.
22. 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 communicate with the Ontario College of Teachers as required.
23. The Board will work with the teacher unions to deal with the differences that may arise between the Board and its teachers with respect to the implementation of the performance appraisal system.
24. The Board will exercise its responsibilities regarding the exchange of performance appraisal documentation with other Boards for prospective and past employees as required.

OPERATIONAL PROCEDURES

1. The Teacher Performance Appraisal Manual will form the basis for teacher evaluation.
2. The legislation and the regulations reflected in the manual establish the framework and mandatory requirements of the appraisal system. The Board shall carry out its duties and responsibilities as referred to in the manual and delineated in the Education Act Part X.2 - Teacher Performance Appraisal.