



MOOSONEE DISTRICT SCHOOL AREA BOARD

ADMINISTRATIVE PROCEDURE HUMAN RESOURCES: NO. 445

Effective	May 3, 2016
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TEACHER PERFORMANCE APPRAISAL

PURPOSE

The Moosonee District School Area Board recognizes its responsibility to promote student achievement and well-being, and to provide teachers with meaningful performance appraisals that encourage professional learning and growth.

This administrative procedure has been developed in accordance with the Education Act and regulations to comply with Ministry of Education directives and to support Board expectations for teacher performance appraisal.

The performance appraisal process is designed to foster teacher development and identify opportunities for additional support where required. It provides the teacher with concrete feedback that can be used as a basis for further growth. The process focuses on continuous improvement, and on fostering a collaborative relationship between the teacher and school administrator.

DEFINITIONS

New Teacher: For the purposes of the New Teacher Induction Program, a new teacher is defined as a teacher certified by the Ontario College of Teachers who has been hired into a permanent position—full-time or part-time—for the first time in an Ontario board. A teacher successfully completes the New Teacher Induction Program when he or she receives two satisfactory ratings in performance appraisals no later than the end of the new teaching period.

[See Administrative Procedure 440 New Teacher Induction Program (NTIP)]

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 Schedule 1: Experienced Teachers and Schedule 2: New Teachers]
- **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 occurred 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 the teacher to reflect on the feedback he or she has 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 an experienced teacher, in consultation with the principal, to identify strategies for growth and development for the evaluation year and for the years between performance appraisals.

PROCEDURES

1. Guiding Principles

- 1.1 The Moosonee District School Area Board is committed to providing the highest quality of education for its students by supporting all teachers in carrying out their responsibilities in a cooperative and professional manner, working in compliance with Board policies and procedures, the Education Act, and other related legislation.
- 1.2 The performance appraisal system provides a framework within which a teacher’s performance review is carried out through a supportive developmental process that:
 - a) provides for fair, effective, and consistent teacher evaluation;
 - b) encourages, supports, and recognizes the practices and qualities of the successful teacher;
 - c) identifies the needs of the individual teacher for continued growth and development; and
 - d) provides quality education for students through the professional and personal growth of teaching staff.

2. Performance Appraisal Competencies

- 2.1 Ontario Regulation 99/02 Teacher Performance Appraisal describes the skills, knowledge, and attitudes that experienced and new teachers must reflect in their teaching practice. There are different competency expectations for experienced and new teachers.
- 2.2 There are 16 competencies to be evaluated for experienced teachers, as described in Schedule 1 of Ontario Regulation 99/02 under five headings:
 - commitment to pupils and pupil learning;
 - professional knowledge;
 - teaching practice;
 - leadership and community; and
 - ongoing professional learning.
- 2.3 There are 8 competencies to be evaluated for new teachers, are set out in Schedule 2 of Ontario Regulation 99/02 under three headings:
 - commitment to pupils and pupil learning;
 - professional knowledge; and
 - teaching practice.

3. Performance Appraisal of New Teachers

- 3.1 While the key components of the teacher performance appraisal system are the same for new and experienced teachers, there are some differences in the application and frequency of the process.
- 3.2 All new teachers in the first year of a permanent position must participate in both the induction and teacher performance appraisal elements of the New Teacher Induction Program (NTIP) as described in Part X.0.1 of the Education Act and in Administrative Procedure 440 New Teacher Induction Program (NTIP). The principal must take a new teacher's NTIP participation into account during his or her appraisal. The principal must indicate on the Summative Report Form for New Teachers the induction elements in which the teacher has participated.
- 3.3 The performance of new teachers shall be evaluated according to Part X.2 of the Education Act and Part III of Ontario Regulation 99/02 Teacher Performance Appraisal, which include specific directives related to new teachers.
- 3.4 All new teachers are required to have two performance appraisals conducted by the principal in the first 12 months after they begin teaching. The teacher must be evaluated with respect to the competencies set out in Schedule 2 of Ontario Regulation 99/02. [subsection 2.3 above]
- 3.5 If both appraisals result in "Satisfactory" ratings on the summative report, the teacher has successfully completed the NTIP, and no further appraisals are required. Once this occurs, the teacher ceases to be a "new" teacher. The next appraisal of the teacher will be conducted in accordance with Part X.2 of the Education Act and the relevant regulations and guidelines for experienced teachers.
- 3.6 The rating scale for the first appraisal of a new teachers is: "Satisfactory" or "Development Needed".
- 3.7 If the first performance appraisal of a new teacher results in a "Development Needed" performance rating, the supervisory officer will be informed. Every effort will be made to support the teacher, including developing an enrichment plan. The enrichment plan will provide NTIP supports such as more orientation, additional mentoring opportunities, and/or additional professional development.

Note: A sample Enrichment Plan Form is available in Appendix C of the Teacher Performance Appraisal: Technical Requirements Manual (2010). [Link provided below.]

- 3.8 The second appraisal of a new teacher may result in a "Satisfactory", "Development Needed" (only if the first appraisal was "Satisfactory"), or "Unsatisfactory" rating.
- 3.9 For a teacher who receives a "Development Needed" performance rating, the scale in subsequent appraisals must be: "Satisfactory" or "Unsatisfactory". If a second or third (if needed) performance appraisal of a new teacher results in an "Unsatisfactory" rating, the supervisory officer will be involved. The principal cannot assign an "Unsatisfactory" rating to a new teacher unless the teacher has previously received a "Needs Improvement" rating.

- 3.10 Every effort will be made to support the teacher to develop necessary skills, including developing an improvement plan. The improvement plan must identify very specific areas in which the teacher must improve in order to move forward successfully in his or her career with the Board.

Note: A sample Improvement Plan Form is available in Appendix D of the Teacher Performance Appraisal: Technical Requirements Manual (2010). [Link provided below.]

- 3.11 For new teachers who do not obtain two “Satisfactory” appraisal ratings within the first year, the program continues into the second year to provide additional support. These teachers remain eligible to successfully complete the New Teacher Induction Program if they receive two “Satisfactory” ratings no later than 24 months after they begin teaching. [Education Act, subsection 270 (2)]

4. **Documentation: New Teachers**

- 4.1 The supervisory officer or designate ensures that notations for new teachers who have successfully completed the New Teacher Induction Program are reported to the Ontario College of Teachers within 60 days. [Education Act, section 272]
- 4.2 For new teachers who successfully complete the New Teacher Induction Program, the Ontario College of Teachers will place a notation of successful completion of the program on the teachers’ Certificate of Qualification and Registration. The notation will also be placed on the College’s public register.
- 4.3 This notation will give teachers recognition, and students and parents the assurance that this new teacher has demonstrated successful teaching in an Ontario publicly funded school board.

5. **Performance Appraisal of Experienced Teachers**

Experienced teachers shall be evaluated according to the teacher performance appraisal system as described in Part X.2 of the Education Act and accompanying regulations.

The Evaluation Cycle:

- 5.1 Ontario Regulation 99/02 Teacher Performance Appraisal sets out the following rules for the evaluation cycle of an experienced teacher.
- a) Every experienced teacher will be placed on a five-year cycle for performance appraisal. Experienced teachers who are new to the Board will have a performance appraisal in their first year of employment.
 - b) Teachers will receive notification of their evaluation year within twenty (20) school days after commencing teaching in a year that is scheduled as an evaluation year. [See Form ADMIN 445-02 Notification of Evaluation Year (Sample Form)]
- 5.2 These requirements for evaluation 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.

- 5.3 For a teacher seconded to the Board, the teacher's scheduled evaluation year remains the same.
- 5.4 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.
- 5.5 A teacher who is teaching a minimum of half a school year shall be subject to the full requirements of this procedure and timelines will be adjusted accordingly.
- 5.6 A list of teachers eligible for performance appraisals shall be made available to the principal by the supervisory officer or designate early in September.

Performance Appraisal Process:

- 5.7 The principal shall conduct teacher performance appraisals for experienced teachers as described in Part X.2 of the Education Act and Ontario Regulation 99/02 Teacher Performance Appraisal. The performance appraisal framework shall include all the components described in the "Definitions" of this procedure.
- 5.8 The Teacher Performance Appraisal: Technical Requirements Manual (2010) supports the teacher evaluation process. The manual sets out detailed requirements for the performance appraisal of teachers and describes the Ministry of Education's performance appraisal standards and processes.

[Ontario Ministry of Education. Teacher Performance Appraisal: Technical Requirements Manual. 2010] http://www.edu.gov.on.ca/eng/teacher/pdfs/tpa_manual_english_september2010l.pdf

- 5.9 The principal shall assign an overall performance rating of "Satisfactory" or "Unsatisfactory" to an experienced teacher, based on the results of the performance appraisal.

6. Appraisal Meetings and Classroom Observation

- 6.1 The following directives apply to both new and experienced teachers.
- 6.2 In accordance with the regulations, all performance appraisals must include the following elements:
- a) a pre-observation meeting;
 - b) a classroom observation;
 - c) a post-observation meeting; and
 - d) a summative report that includes a rating of the teacher's overall performance.

In instances where a teacher's performance appraisal results in a "Development Needed" or "Unsatisfactory" rating, additional steps are required. [Section 8 below]

- 6.3 Professional dialogue is a very important component of the performance appraisal process. For this reason, the pre-observation and post-observation meetings between teacher and principal are mandatory. The meetings provide opportunities for reflection and collaboration to promote growth and assist in sustaining a positive learning and working environment in the school.
- 6.4 The pre-observation and post-observation meetings provide opportunities for the principal and teacher to discuss the teaching competencies in Ontario Regulation 99/02 as they pertain to the focus of the classroom observation and the overall performance appraisal.
- 6.5 The principal will conduct a classroom observation to evaluate the teacher's competencies, including a determination by the principal of whether the teacher has the required knowledge and is employing effective practices.
- 6.6 The meeting between the principal and teacher after the classroom observation will review the results of the observation and will discuss other information relevant to the principal's evaluation of the teacher's competencies.
- 6.7 In the case of an experienced teacher, the principal and teacher will also finalize the teacher's learning plan for the current year as set out in Ontario Regulation 98/02 Teacher Learning Plans. [Section 7 below]
- 6.8 The principal shall prepare a summative report containing:
- a) the principal's evaluation of the teacher;
 - b) the principal's overall performance rating of the teacher; and
 - c) the principal's explanation for the rating.
- 6.9 The principal will provide the teacher with a copy of the summative report, signed by the principal, within twenty (20) school days after the classroom observation.
- 6.10 The teacher will sign a copy of the summative report to acknowledge receipt of the copy of the report.
- 6.11 A copy of the signed summative report is sent to the supervisory officer, accompanied by a copy of the teacher's learning plan for the year if the teacher is an experienced teacher.
- 6.12 The Board will retain each record for a period of at least six (6) years from the date of the summative report of the performance appraisal.
- 7. Annual Learning Plan**
- 7.1 Every experienced teacher must develop and submit an annual learning plan to the principal of the school.
- 7.2 The review and update of the annual learning plan will take into account the teacher's learning over the year as well as professional growth, and will note the strategies and timelines for achieving the stated objectives.

- 7.3 The annual learning plan is written and directed by the teacher and is developed in a consultative and collaborative manner with the principal.
- 7.4 If the year is scheduled as an evaluation year for the teacher, the annual learning plan will form part of the performance appraisal process and shall involve a meeting between the teacher and the principal. If it is not an evaluation year for the teacher, the principal will review the annual learning plan. The teacher and principal will meet to discuss the learning plan for the year if either of them requests a meeting.
- 7.5 The teacher and principal shall each sign the teacher's learning plan for the year and each of them shall retain a copy.
- 7.6 Summative teacher performance appraisal reports and copies of the current annual learning plan will be filed and kept in the teacher's personnel file.

[See a sample form for the Annual Learning Plan in Appendix H, Teacher Performance Appraisal: Technical Requirements Manual (2010)—and another sample form in Form ADMIN 445-03 Annual Learning Plan (Sample Form).]

8. **Procedures: Unsatisfactory Rating**

- 8.1 The performance appraisal process for experienced teachers has been designed to focus on teacher success. Any teacher whose performance is rated as "Unsatisfactory" will be supported by administrators and his or her federation in the development and implementation of an improvement plan.
- 8.2 Administrators and the teacher's federation will provide additional support for any new teacher who has been rated as "Development Needed" or "Unsatisfactory".
- 8.3 Where an appraisal is unsatisfactory, the principal shall inform the supervisory officer, provide all required documentation, and consult with the supervisory officer as required.
- 8.4 If a teacher has received two ratings that were not satisfactory, the teacher shall be placed on review as a result of the second such rating. A third appraisal shall be conducted within 120 school days of the day on which the teacher was notified that he or she is on review status.
- 8.5 Throughout any period during which a teacher is on review status, the principal shall:
 - a) monitor the teacher's performance;
 - b) consult regularly with the supervisory officer regarding the teacher's performance and steps that may be taken to improve; and
 - c) provide such feedback and recommendations to the teacher as the principal considers might help the teacher improve his or her performance.[Subsection 277.38 (1) of the Education Act.]
- 8.6 Where a third consecutive performance appraisal results in an unsatisfactory rating, the principal shall promptly transmit a recommendation in writing to the Board of Trustees that the teacher's employment with the Board be terminated. The process will follow the steps set out in Part X.2 of the Education Act.

- 8.7 However, 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.
- 8.8 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 to a non-teaching role until the decision is made.
- 8.9 The supervisory officer or designate will work with the teacher's federation to address any issues that may arise between the principal and teacher with respect to the implementation of the performance appraisal system.

REFERENCE DOCUMENTS

Legal:

Education Act, Part X.0.1 New Teacher Induction Education Act
Part X.2 Teacher Performance Appraisal Education Act, Section
264 Duties of Teacher
Education Act, Section 286 Duties of Supervisory Officers Ontario
 Regulation 98/02 Teacher Learning Plans Ontario Regulation
 99/02 Teacher Performance Appraisal
 Ontario Regulation 266/06 New Teacher Induction Program
 Ontario Regulation 298 Section 11 (3) Duties of Principals: Performance Appraisal Ontario
 Regulation 298 Section 20 Duties of Teachers: Effective Instruction Ontario College of
 Teachers' *Standards of Practice for the Teaching Profession*
 Ontario Ministry of Education. (2010). *Teacher Performance Appraisal: Technical*
Requirements Manual.

Board:

Board Policy GOV-01 Philosophy, Goals, and Values Board
 Policy GOV-03 Role of the Corporate Board Board Policy GOV-
 04 Role of the Supervisory Officer
 Administrative Procedure 440 New Teacher Induction Program (NTIP) Form
 ADMIN 445-01 Ministry Teacher Performance Appraisal Forms Form ADMIN 445-
 02 Notification of Evaluation Year (Sample Form)
 Form ADMIN 445-03 Annual Learning Plan (Sample Form)

Resources:

- *New Teacher Induction Program: Induction Elements Manual (2010)*
[Induction Elements Manual, 2010](#)
- The Individual NTIP Strategy Form is found at: <http://faab.edu.gov.on.ca/NTIP.htm>
- *Teacher Performance Appraisal: Technical Requirements Manual (2010)*
http://www.edu.gov.on.ca/eng/teacher/pdfs/tpa_manual_english_september2010l.pdf

Administrative Procedure 445 Teacher Performance Appraisal

**Moosonee District School Area Board
Notification of Evaluation Year (Experienced Teacher)**

School: Moosonee Public School

Academic Year: _____

Teacher: _____

Principal: _____

Part X.2 Teacher Performance Appraisal of the *Education Act* establishes performance appraisal standards and processes for boards to use in the evaluation of teachers throughout the province. This legislation and Ontario Regulation 98/02 Teacher Learning Plans and Ontario Regulation 99/02 Teacher Performance Appraisal establish the framework and mandatory requirements of the appraisal system.

This is an evaluation year. Your Annual Learning Plan will be discussed and completed as part of the process.

- You are in your first year of employment with this Board.
- You are being evaluated this year, as part of the five-year cycle.
- Other: _____

Date: _____

Principal

Teacher's signature

Return to office by: _____

**A signed copy is to be returned to the principal and copied to the supervisory officer.
Teachers are advised to maintain a copy for their own records.**

MOOSONEE DISTRICT SCHOOL AREA BOARD

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ANNUAL LEARNING PLAN

The purpose of the Annual Learning Plan is to provide a meaningful vehicle to support experienced teachers’ professional learning and growth in the evaluation year and the years between appraisals. The ALP is teacher-authored and teacher-directed, and is developed in a consultative and collaborative manner with the principal. For further information, refer to section 8 of the *Teacher Performance Appraisal Technical Requirements Manual (2010)*.

The Annual Learning Plan is prepared by the teacher in consultation with the principal. The consultation must include a meeting between the teacher and the principal in the course of the teacher’s performance appraisal if the year is scheduled as an evaluation year for the teacher. In an evaluation year, this form will be finalized during the post- observation meeting. The teacher and the principal must sign the Annual Learning Plan for the year and each of them must retain a copy. The duties of the principal may be delegated to the supervisory officer.

Moosonee Public School

Moosonee District School Area Board

Teacher’s Last Name	Teacher’s First Name
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Description of Teacher’s Assignment/Class

Principal’s Last Name	Principal’s First Name
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[Please attach additional pages as required.]

Recommended professional growth goals and strategies from the summative report of my most recent performance appraisal:

Professional learning and growth that I have experienced over the past year(s):

Areas of professional growth that I am interested in pursuing now:

Reasons for choosing these areas:

Action plan and timelines to address areas of professional growth:

Other:

Next date for review of the Annual Learning Plan: (yyyy/mm/dd) Principal's
comments on the Annual Learning Plan:

Teacher's comments on the Annual Learning Plan:

Principal's Signature Date (yyyy/mm/dd)
[My signature indicates that the teacher consulted with me to review and update the Annual Learning Plan.]

Teacher's Signature Date (yyyy/mm/dd)
[My signature indicates that I reviewed and updated the Annual Learning Plan in consultation with my principal.]