



KENORA CATHOLIC DISTRICT SCHOOL BOARD

400 Personnel and Staff Relations Procedures

AP 412: Teacher and Program Coordinator Performance Appraisal

The Kenora Catholic District School Board is a system that is dedicated to excellence in education, the Christian formation of youth and strong partnerships with parents and the Church.

We support and acknowledge teacher performance appraisal under the Acts of the Ontario Provincial Government and the Ontario Regulations made under the Education Act of Ontario.

Appraisal, growth and improvement is an on-going process which involves the collection and analysis of information about an individual's job performance based on the criteria and look-fors outlined by the Ministry of Education. The primary purpose of staff evaluation is to assist with individual improvement of performance and the recognition of strengths. This interactive process involves continuous dialogue between teachers and administrators resulting in each employee knowing their status in terms of performance.

1. Purposes

The Teacher and Program Coordinator Performance Appraisal provides for the professional growth and individual appraisal of teachers. The board believes that all staff must participate in such a process for the following reasons:

- 1.1** to ensure Catholic values are clearly demonstrated in the classroom
- 1.2** to meet provincial and board expectations
- 1.3** to address the legal requirements of the Education Act and its Regulations, the Teaching Profession Act, and board policy and to ensure due process
- 1.4** to improve the quality of instruction for all students
- 1.5** to meet the needs of students more effectively
- 1.6** to ensure that the educational environment of the classroom is one that recognizes the value of a multiracial/multicultural society
- 1.7** to ensure that program requirements are realistically implemented
- 1.8** to acknowledge successful teaching practices
- 1.9** to promote the growth and development of excellence in teaching

- 1.10 to promote professional development
- 1.11 to assist the teacher in self-evaluation
- 1.12 to provide a valid basis for administrative decisions in recommending promotions, transfers and re-appointments
- 1.13 to provide a fair method of appraisal for teachers
- 1.14 to provide a just process for a teacher being recommended for termination of contract

2. Evaluation Procedures Governed by Legislation

- 2.1 Performance evaluation procedures shall be implemented under the Acts of the Ontario Provincial Government and the Ontario Regulations made under the Education Act and shall be implemented and governed by the Kenora Catholic District School Board Staff Performance Review Program for teachers and program coordinators.
- 2.2 Principals, vice principals and appropriate supervisory officers are to follow the guidelines set out in the acts and regulations of the New Teacher Induction Program Appraisal and the Teacher Performance Appraisal for Experienced Teachers.

3. Scheduling Requirements

- 3.1 All experienced teachers shall be appraised on a five-year cycle with two summative appraisals during their evaluation year.
- 3.2 All new teachers to the Kenora Catholic District School Board or new to the profession must be evaluated one time in their first year.

4. Additional Appraisals

- 4.1 The principal of the school may conduct additional appraisals to respond to special circumstances relating to the teacher's performance.
- 4.2 A teacher may request an additional appraisal to those required but may not make this request in an evaluation year.

- 4.3 The principal will ordinarily grant the request. The principal may refuse the request if s/he is of the opinion it is unlikely to lead to an improved teacher performance.

5. Provisions for Seconded Teachers

- 5.1 If a teacher is seconded to a teaching position by another board during the five year cycle, the scheduled evaluation year remains the same.
- 5.2 If the performance appraisal of a seconded teacher is rated as exemplary, good or satisfactory, the teacher continues in the same five year cycle upon returning to his/her home board.
- 5.3 Should the performance appraisal prove to be unsatisfactory the following would apply:
- 5.3.1 The secondment agreement would be terminated.
- 5.3.2 The performance appraisal would be considered not to have been conducted except for the purposes of terminating the secondment agreement.
- 5.3.3 The board to which the teacher is returning will conduct a performance appraisal of the teacher within a sixty school day period of his/her return to the board.
- 5.3.4 The performance appraisal cycle will continue as if no secondment has taken place.

6. Effects of Absences on the Evaluation Cycle

- 6.1 The following will not be counted as a part of the evaluation cycle
- 6.1.1 A year in which the teacher does not teach for the board.
- 6.1.2 The time in the evaluation year when a teacher is on a board approved extended leave.
- 6.1.3 A period during which a teacher is on secondment to a non-teaching position with another board.
- 6.1.4 A period during which a teacher is on secondment to a teaching position outside the public education system.

- 6.1.5 A performance appraisal that would have been carried out if the teacher had not been on an extended leave, must, on returning to a teaching position, be carried out within sixty school days.

7. Principal May Delegate

- 7.1.1 The principal may delegate the responsibility of conducting performance appraisals in the teacher’s evaluation year to the vice-principal.
- 7.1.2 If the principal is absent, legislation makes provision for the principal’s obligations to be carried out by a supervisory officer under certain circumstances.

8. Parent input

- 8.1 Parent survey questions must be sent out to parents on a yearly basis on each teacher of each child of the parent.
- 8.2 Principals shall on the request of a parent remove all words and names that would identify the parent or pupil from a document that contains input from a parent before the document or a copy of the document is provided to a teacher.
- 8.3 A teacher must be given an opportunity to respond to the principal concerning the parent input.
- 8.4 The response given in a parent survey shall not be used for any purpose other than a performance appraisal of a teacher referred to in the response.

9. Annual Learning Plan

- 9.1 Every teacher must have an annual learning plan that addresses the teacher’s own professional growth.
- 9.2 The plan is prepared by the teacher every year in consultation with the principal and is signed by the principal and teacher. They shall each retain a copy. During non-evaluation years a meeting is not required under the regulation; however it is recommended as a “best practice”.

- 9.3 In the evaluation year, the learning plan is developed and reviewed as part of the appraisal process. The learning plan is discussed at the pre-observation meeting and is revisited at the post-observation meeting. The teacher and principal must sign the teacher's current Annual Learning Plan and each must keep a copy.
- 9.4 Each teacher will complete an Annual Learning Plan during the first month of their employment each year (normally September). The principal reviews and comments on the Annual Learning Plan and returns it during the second month (normally October). The Annual Learning Plan is completed, signed and filed during the third month (normally November).

10. Procedure Required for an Appraisal

- 10.1 Pre-observation meetings and associated procedures.
- 10.2 Classroom observations and associated procedures.
- 10.3 Post-observations meetings and associated procedures.
- 10.4 Review of parent and student input by the principal and the teacher.
- 10.5 Completion of the summative report with the ratings.
- 10.6 Filing of records

11. Teacher Performance Appraisal for Experienced Teachers

- 11.1 Each experienced teacher must be placed on a five year evaluation cycle. Teachers new to the board must be evaluated in their first year of employment with the board.
- 11.2 Within 20 school days after a teacher commences teaching in a year that is scheduled as an evaluation year for the teacher, the appropriate principal shall notify the teacher that the year is an evaluation year. (See Appendix 3)
- 11.3 After each satisfactory performance appraisal within 20 school days of the classroom observation, the principal must provide the teacher with a signed summative appraisal report. The principal and teacher must meet and discuss the performance appraisal.

- 11.4** The teacher signs the summative appraisal report to acknowledge its receipt. If the teacher elects not to sign the summative appraisal report the evaluator at the bottom of the report will put in writing that the teacher elected not to sign the report and will date and initial the report after the statement.
- 11.5** Copies of the report along with the teacher’s annual learning plan will be forwarded to the teacher and the Catholic Education Centre where it must be retained for six years.
- 11.6** After a first performance appraisal and one unsatisfactory performance appraisal:
 - 11.6.1** A second appraisal must be conducted within 60 school days of the principal giving written notice to the teacher of the unsatisfactory rating.
 - 11.6.2** If the second appraisal is satisfactory the process is concluded until the next evaluation cycle.
- 11.7** After an unsatisfactory performance appraisal the principal must within 15 school days:
 - 11.7.1** Provide written notice of the unsatisfactory rating to the teacher, the reasons for the unsatisfactory rating, what is lacking in the teacher’s performance, and what is expected in the areas in which the performance is lacking.
 - 11.7.2** With input from the teacher, recommend steps and actions that the teacher should take to improve his\her performance.
 - 11.7.3** Provide the teacher and the Superintendent of Instructional Services with a copy of the performance appraisal document (observation sheets and summative report).
 - 11.7.4** Provide the teacher and the Superintendent of Instructional Services with a brief summary in writing of the explanations for the rating, what is lacking, and what is expected in the areas where the performance is lacking.
 - 11.7.5** Provide the teacher and the Superintendent of Instructional Services with an improvement plan in writing setting out the steps and actions that the teacher should take to improve his\her performance.

- 11.7.6 Within 60 school days of the principal giving written notice to the teacher of an unsatisfactory rating, the principal must conduct a subsequent performance appraisal. The timing of the second performance appraisal is at the discretion of the principal within the 60 school-day time period.
 - 11.7.7 If the subsequent appraisal is satisfactory [S, UNS], then the process for performance appraisal is completed until the next evaluation cycle.
 - 11.7.8 If the subsequent appraisal rating is **unsatisfactory**, then the steps following two consecutive unsatisfactory performance appraisal ratings are implemented.
- 11.8** After two consecutive unsatisfactory performance appraisals within 15 school days the principal must:
- 11.8.1 Give the teacher written notice of the unsatisfactory rating, explain the reason for the unsatisfactory rating, and advise the teacher in writing that s/he is on review status.
 - 11.8.2 Explain to the teacher what is expected in the areas where the performance is lacking.
 - 11.8.3 Explain to the teacher the ways, if any, in which the performance has changed since the previous performance appraisal.
 - 11.8.4 Seek input from the teacher as to what steps and actions could help the teacher to improve.
 - 11.8.5 Provide the Superintendent of Instructional Services and the teacher with copies of the summative report and all documents relied on in conducting the performance appraisal.
 - 11.8.6 Consult with the Superintendent of Instructional Services and prepare a written improvement plan for the teacher using the teacher's input.
 - 11.8.7 Provide the teacher and the Superintendent of Instructional Services with a brief written summary of all explanations and a copy of the written improvement plan.

- 11.9** While on review status the principal must:
- 11.9.1 Monitor the teacher’s performance.
 - 11.9.2 Consult regularly with the Superintendent of Instructional Services regarding the teacher’s performance and the steps that could be taken to improve it.
 - 11.9.3 Provide feedback and recommendations to the teacher.
 - 11.9.4 Conduct one more performance appraisal within 120 school days of the teacher being advised that s/he is on review status.
- 11.10** After a satisfactory performance appraisal during on review status the principal must ensure that:
- 11.10.1 The procedure for a satisfactory performance appraisal is followed.
 - 11.10.2 The performance appraisal process concludes until the next evaluation cycle.
- 11.11** After an unsatisfactory performance appraisal during on review status the principal must:
- 11.11.1 Promptly send a written recommendation to the board that the teacher’s employment should be terminated and submit to the board copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.
 - 11.11.2 Promptly provide the teacher with a copy of the written recommendation and the reasons for the recommendation.
 - 11.11.3 Promptly provide the teacher with copies of all performance appraisal documents and all documents relied on in conducting the performance appraisal.
 - 11.11.4 Pending the board’s decision, the Director of Education will suspend the teacher with pay or reassign the teacher to other appropriate duties.
- 11.12** Recommendation for termination without a performance appraisal during on review status:
If it is determined that it is not in the best interest of the students to delay the performance appraisal during on review status, the principal and the Superintendent of Instructional Services may jointly recommend to the board the termination of the teacher’s employment any time during the 120 days that the teacher is on review status.

11.13 Recommendation by the board to terminate teacher employment after an unsatisfactory performance appraisal during on review status

11.13.1 Within 60 calendar days of receiving a recommendation for termination, the Board must conduct a vote.

11.13.2 Termination requires a majority vote by the board.

11.13.3 Where the Board votes to terminate a teacher's employment, the secretary of the Board must file a complaint with the Ontario College of Teachers.

11.13.4 Where the Board decides not to terminate a teacher's employment, the teacher's reassigned duties cease.

11.13.5 The teacher resumes his\her formal teaching position unless the Board and the teacher agree otherwise.

11.14 Teacher resignation during on review status

If a teacher resigns while on review status, the secretary of the Board must file a compliance with the Ontario College of Teachers.

11.15 Arbitration

The Kenora Catholic District School Board and the teachers' bargaining unit [OECTA] may provide in their collective agreement for the final and binding settlement, by arbitration, without stoppage of work, of differences that may arise between the board and its teachers regarding the implementation of the performance appraisal process.

11.16 Documentation Requirements

11.16.1 Boards must retain each teacher performance appraisal and appropriate documentation for six years.

11.16.2 When hiring a teacher from another board, the hiring board must contact the teacher's former board and request copies of any documentation regarding the following items:

i. The teacher's last two performance appraisals, if either of the last two appraisals were unsatisfactory.

ii. Any termination notices or recommendation for termination of the teacher.

iii. Any documents relating to the teacher's resignation while the teacher was on review status with the former board.

11.19 New Teacher Induction Program

11.19.1 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 a school board, school authority, or provincial school to begin teaching for the first time in Ontario.

11.19.2 Principals must conduct two performance appraisals in the first 12 months after a teacher begins to teach for the board (EA, O. Reg. 99/02)

Legal References:

Education Act Part X.2 Teacher Performance Appraisal

Education Act Part XI.1 Performance Appraisal of Principals, Vice-Principals and Supervisory Officers

Education Act, O. Reg. 99/02

S. 283 General Report of Chief Executive Officer

S. 286 (3) Supervisory Officer Responsibility to the Board

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

Effective Date: January 21, 2003

Latest Review Date: January 2010

Latest Revision Date: January 26, 2012