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PROCEDURES FOR THE SUPERVISION OF TEACHING STAFF

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FOREWORD

The Mission of the Thames Valley District School Board is to build each student's tomorrow, every day with the Vision that the Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - a strong foundation for all students. The Thames Valley District School Board's Commitments are listed in Appendix A.

The ongoing supervision of staff, including the annual learning plan process, strategies for ongoing professional growth and periodic performance appraisal, as outlined in this document, is guided by the Thames Valley District School Board's *Mission, Vision and Commitments* and the documents *New Teacher Induction Program – Manual for Performance Appraisal of New Teachers (2010)* and *Performance Appraisal of Experienced Teachers – Technical Requirements Manual (2010)*, Ministry of Education.

In all of our endeavours, we:

- focus on students and student learning;
- believe that sound professional knowledge is the foundation for teaching practice;
- modify and refine teaching practice through continuous reflection;
- believe that teachers are educational leaders who create and sustain learning communities; and
- help teachers engage in a continuum of professional growth to improve their practice.

The Thames Valley District School Board has a responsibility for ongoing supervision of all staff under its jurisdiction to bring about continuous improvement in the quality of education. The Board acknowledges that professional and personal growth are developmental processes and that teachers move through a variety of career and life stages. The supervision process is best implemented in an environment that honours the commitment and integrity of our staff and the needs of our students. It is expected that all staff must work together to ensure that all aspects of this process are respectful, honest and fair.

1.0 PHILOSOPHY OF TEACHER SUPERVISION

Supervision is the ongoing process of observation and interaction that fulfils the obligations mandated by statute for teachers and administrators. The purpose of the supervision process is to assure the fulfillment of the prescribed duties for these partners. The process succeeds best in an atmosphere that is equitable, supportive, collaborative and mutually respectful of the partners' roles. The interactive nature of these roles should reflect fairness, equity and a respect for due process.

The analysis of these observations by both parties during the supervision process can form a consistent basis for improved quality of education throughout the Thames Valley District School Board. This process can identify program needs related to Ministry/Board curriculum/support documents, teaching materials, in-service programs, teaching techniques, planning requirements or program reviews. It can identify for teachers the skills and techniques required to enhance student learning and program delivery.

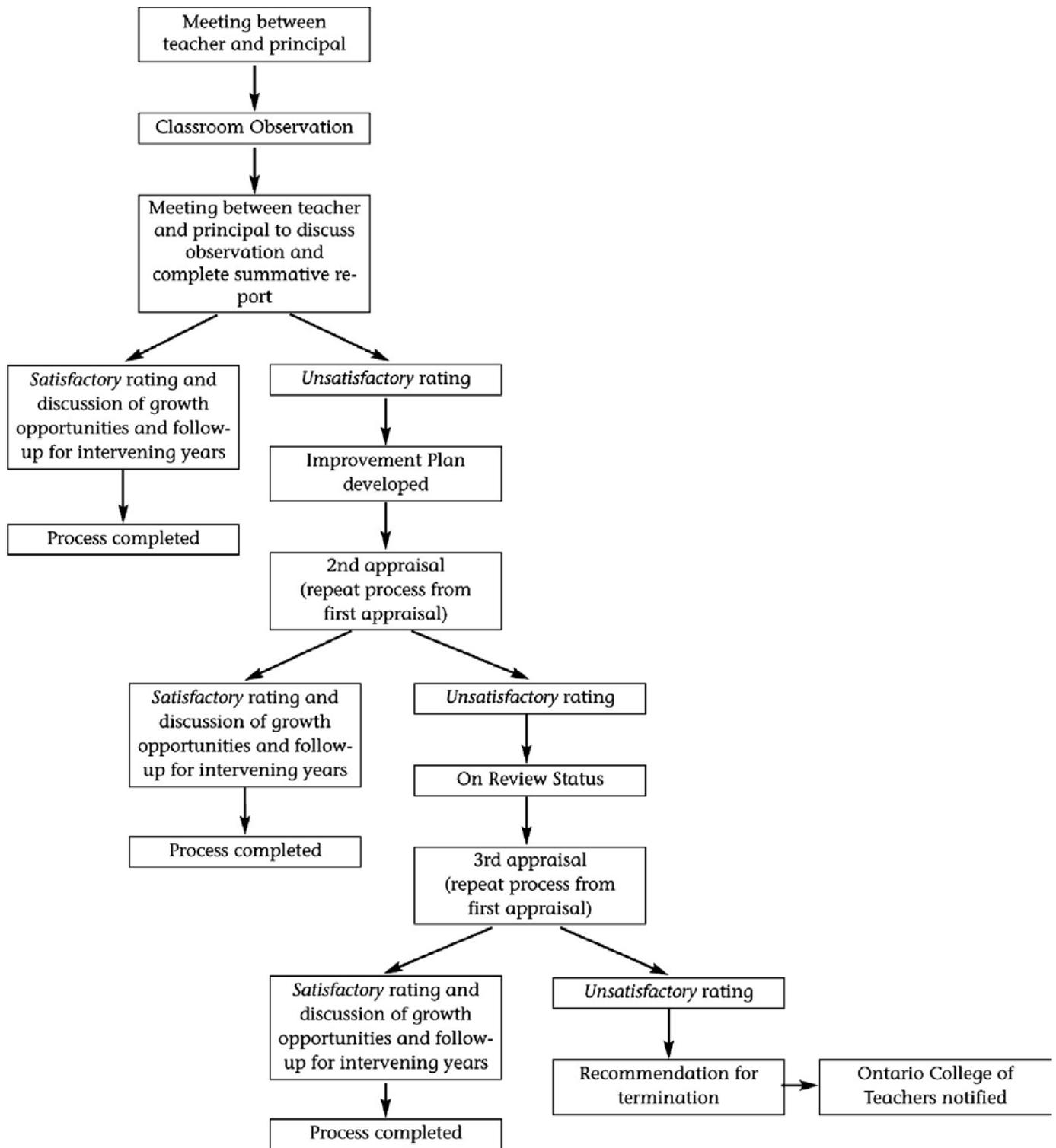
At times, the "terms" supervision and performance appraisal have been misunderstood. Supervision has growth as its goal. It depends on continuous assessment. Performance appraisal is a part of the supervision process which promotes learning through a systematic review and judgement of the teacher's performance. A report is written every five years; every teacher must have an evaluation year in every five-year period.

The following charts outline various aspects of the supervision process for teachers.

Elements of Ongoing Professional Growth for Teaching Staff

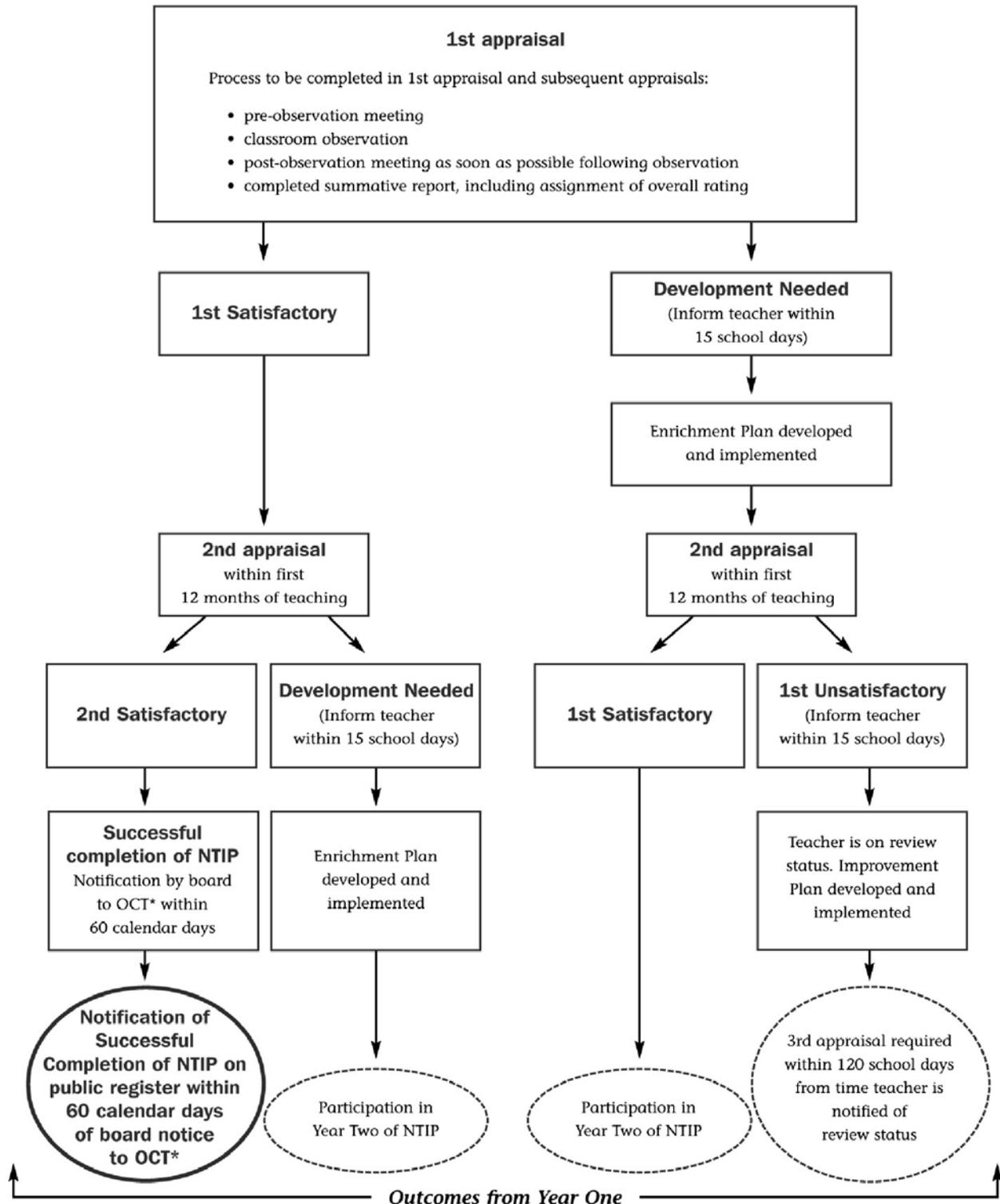
New Teacher	Experienced Teacher
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> discussion and feedback on specific areas of focus </div> <p>Commences at Date of Hire</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> coaching and supportive strategies </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> formal visits and ongoing feedback </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> performance appraisals </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> support for continuous growth </div> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> Individual NTIP Strategy Form <ul style="list-style-type: none"> – orientation – mentoring – professional development and training </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <ul style="list-style-type: none"> Annual Learning Plan <ul style="list-style-type: none"> – discussions/feedback – review/revise/create new goals, etc </div> <div style="text-align: right; padding-right: 20px;">End of Employment with Board</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; width: fit-content; margin-left: 20px;"> <ul style="list-style-type: none"> ongoing informal observations and discussions </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; width: fit-content; margin-left: auto; margin-right: 20px;"> <ul style="list-style-type: none"> formal visitations and feedback </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <ul style="list-style-type: none"> support and strategies for professional growth </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; width: fit-content; margin-left: 20px;"> <ul style="list-style-type: none"> periodic performance appraisals </div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: 20px;"> <ul style="list-style-type: none"> ongoing support for continuous growth </div>

EXPERIENCED TEACHER PERFORMANCE APPRAISAL PROCESS (OVERVIEW)



NEW TEACHER PERFORMANCE APPRAISAL PROCESS (OVERVIEW)

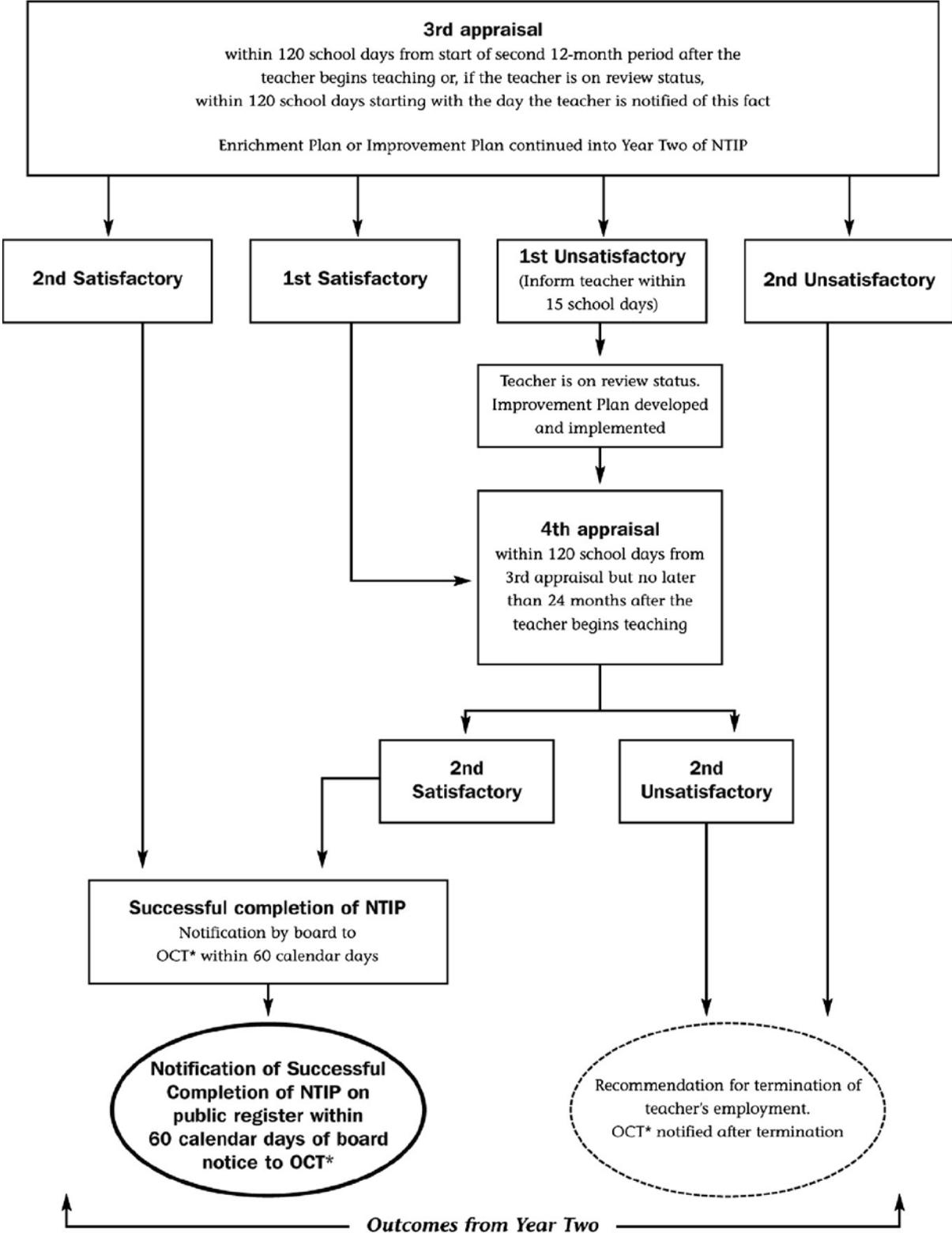
NTIP Year One - (two appraisals are required in first 12 months after the teacher begins teaching)



* Ontario College of Teachers

NEW TEACHER - PERFORMANCE APPRAISAL PROCESS (OVERVIEW) (continued)

NTIP Year Two - If required (must be completed within the teacher’s first 24 months of teaching)



* Ontario College of Teachers

2.0 GUIDELINES FOR TEACHER PERFORMANCE APPRAISAL

The Quality in the Classroom Act, 2001 and Regulations 264/06 and 96/07 establish performance appraisal standards and processes for boards to use in the evaluation of teachers throughout the province and mandatory requirements of the appraisal system.

The revised performance appraisal process for teachers is designed to foster teacher development, provide meaningful appraisals that encourage professional learning and growth, and identify opportunities for additional support where required. By helping teachers achieve their full potential, the performance appraisal process represents one element of Ontario's vision of achieving high levels of student performance.

The appraisal process for experienced teachers builds on the New Teacher Induction Program (NTIP) performance appraisal of new teachers that was introduced in June 2006. It is intended to provide a continuum of support as a new teacher successfully completes the NTIP and becomes an experienced teacher. Experienced teachers who have not participated in the NTIP will also benefit from this growth-focused appraisal process.

Professional dialogue and collaboration are a critical part of the appraisal process and an essential part of a healthy school culture. The performance appraisal process for experienced teachers provides a framework to assess experienced teachers' practices in a manner that reflects their needs for growth and development, and in which both the teacher and the principal take an active role. This includes the engagement of teachers in professional dialogue that deepens their understanding of what it means to be a teacher as described in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*. When the process is tied to school improvement goals and ongoing professional learning, the process becomes fully integrated into the fabric of school life.

The performance appraisal process applies to members of teachers' bargaining units. It is not applicable to occasional teachers, continuing education teachers, supervisory officers, principals, vice-principals or instructors in teacher-training institutions.

Teacher supervision is an ongoing process. Annual Learning Plans and classroom observations (formal and informal) are a part of the supervision process for all teachers. Other optional professional activities are outlined in this section.

Formal and/or informal classroom observations by the principal or vice-principal will assist in the preparation of Teacher Performance Appraisal Reports which are completed during the first 12 to 24 months of employment with the Board and every five years thereafter. If circumstances warrant, the interval between Teacher Performance Appraisal Reports may be shorter than the maximum interval specified above.

This process will include those teachers with administrative or other responsibilities beyond normal classroom assignments.

2.1 Annual Learning Plan

The purpose of the Annual Learning Plan (ALP) is to provide a meaningful vehicle to support experienced teachers' professional learning and growth in the evaluation year and for the intervening years between appraisals. The ALP is teacher authored and directed, and is developed in a consultative and collaborative manner with the principal.

ALP Requirements

- Experienced teachers are required to have an ALP [available on the Electronic Forms on the Employee Portal] each year that includes their professional growth goals, as well as their proposed action plan with timelines for achieving those goals.
- Teachers who move from the new teacher's appraisal process to the experienced teacher's appraisal process must develop an ALP in their first year as an experienced teacher.
- Each year, teachers are required to consult with their principal to review and update, as necessary, their ALP. This review and update must take into account the teacher's learning and growth over the year, as well as the professional growth goals and strategies recommended through the summative report of the teacher's most recent performance appraisal.
- In an evaluation year, teachers must review and update their ALP in a meeting with their principal as part of the performance appraisal process. The pre-observation and post observation meetings provide opportunities for this review and update to take place.
- In the non-evaluation years, a meeting is not required but is recommended. If at any time during these years the teacher or principal requests a meeting to discuss the ALP, then a meeting shall take place.
- The teacher and the principal must both sign the teacher's ALP each year and retain a copy for their records. Under certain circumstances, the duties of the principal as outlined above may be delegated to a vice-principal in the same school or to an appropriate supervisory officer (refer to section 6, "Scheduling Requirements").

Growth Goals and Strategies

- The growth goals and strategies identified by the teacher should be relevant to his or her professional needs and focus on improving his or her teaching practice and student learning.

- Growth-oriented professional dialogue between the teacher and principal can help identify the growth goals and strategies for the teacher's continuous learning and development to include in his or her ALP.
- Parent and student input can also help inform the teacher's ongoing professional learning and teaching practice.

2.2 Informal Classroom Observations

Informal classroom observations by administrators are an expected, regular part of the teacher supervision process and could include written communication. If an ongoing concern is noted, however, that concern will be given to the teacher in writing.

A teacher may request informal classroom observations from a peer, mentor or coach.

2.3 Performance Appraisal Process

Performance Appraisal occurs within the ongoing teacher supervision process. Performance Appraisal is the formal acknowledgment of the quality of a teacher's work and involves making judgements and evaluating teacher performance over a period of time. Teaching involves **planning and preparation, classroom environment, assessment and evaluation, instruction and ongoing professional leadership and learning.**

Performance Appraisal:

- supports decisions pertaining to a teacher's probationary period;
- recognizes what is being done well and supports the continual improvement of teaching and learning;
- recognizes the work of those teachers working in positions with administrative or other responsibilities beyond classroom assignments;
- recognizes suitability for promotion while identifying and encouraging leadership; and
- can identify major concerns and can facilitate specific recommendations for improvement and may identify the need for and initiate the process following an unsatisfactory performance rating.

Reference: Thames Valley District School Board's Mission, Vision and Commitments (Appendix A).

2.3.1 Performance Appraisal Steps

The teacher performance appraisal system requires consistency for it to be effective. The same procedures must always be followed. These include the following:

- a pre-observation meeting;
- a classroom observation;
- a post-observation meeting;
- the completion of a summative report including a rating of the teacher's overall performance; and
- the filing of records.

In an evaluation year, a teacher's Annual Learning Plan is addressed within the context of the performance appraisal process at both the pre- observation and the post-observation meetings.

In instances where a teacher's performance appraisal results in an unsatisfactory rating in the summative report, additional procedures are mandated (*Reference: Procedural Requirements Following Specific Appraisal Outcomes - 4.0*)

2.3.1.1 **The Pre-observation Meeting**

The teacher and principal must hold a pre-observation meeting to prepare for the classroom observation component of the appraisal. The principal must record the date of the pre- observation meeting in the summative report.

The principal and the teacher use the pre-observation meeting to:

- provide the teacher with an overview of the 16 competencies that form the basis of the performance appraisal;
- ensure that the expectations of the appraisal process are clearly understood;
- discuss which competencies could be the focus of the classroom observation (this should not be interpreted to mean that observations on other competencies are excluded);
- promote a collegial atmosphere in advance of the classroom observation;
- identify what is expected during the lesson to be observed;
- discuss the teacher's plan for the classroom observation period;
- identify the expectations for student learning;
- discuss the unique qualities of the teacher's class of students;
- establish procedures in advance;
- set the date and time for the classroom observation.

The pre-observation meeting also provides an opportunity for the teacher and principal to begin to review and discuss the teacher's current ALP.

2.3.1.2 The Classroom Observation

To assess the teacher's skills, knowledge, and attitudes, each performance appraisal must include at least one classroom observation. Note that the classroom observation is only one component of the appraisal and that for some competencies, evidence for assessment will be obtained in other ways.

For purposes of the performance appraisal, each teacher must be observed in an instructional setting. With the exception of certain types of teaching assignments, the classroom observation component of the appraisal involves a visit by the principal to the teacher's classroom. However, "classroom observation" is defined in O. Reg. 99/02, as amended, to address those circumstances where a teacher's usual teaching environment is not a classroom. For such teachers, classroom observation includes the observation of the teacher in his or her ordinary teaching environment.

For teachers such as physical education teachers, special education teachers, or guidance counsellors, the ordinary teaching environment would include the gymnasium, a regular classroom where the special education teacher is working with particular students, or a guidance office or small-group setting where the teacher is interacting with students. The board will establish appraisal protocols for the performance appraisal of teachers who are not routinely in an instructional setting with students, such as curriculum consultants, using the mandated competencies and any additional competencies that the board may develop.

2.3.1.3 The Post-observation Meeting

2.3.1.3.1 Experienced Teacher

After the classroom observation, the teacher and principal must meet to review results of the classroom observation and discuss other information relevant to the principal's appraisal of the teacher's performance.

In the post-observation meeting, the principal and teacher will briefly review the 16 competencies that form the basis of the performance appraisal.

The principal and teacher will discuss the competencies that were identified as the focus of the performance appraisal. The principal and teacher will also discuss the comments regarding competencies that are intended for the summative report.

The teacher and principal will also discuss, during the post- observation meeting, professional growth goals and strategies for the teacher to take into account in developing his or her ALP. The goals and strategies will be based on the principal's recommendations from the performance appraisal. At this time, the teacher and principal may also discuss how the teacher might gather parental and student input in developing his or her ALP.

In the case of a *Satisfactory* performance rating, these growth strategies may be reflected in the teacher's ALP. In the case of an *Unsatisfactory* performance rating, the growth strategies will be reflected in the teacher's Improvement Plan. The principal will record the date of the post-observation meeting in the Summative Report Form. The post-observation meeting should be held as soon as possible after the classroom observation.

2.3.1.3.2 New Teacher

After the classroom observation, the principal and teacher must meet to:

- a) review results of the classroom observation;
- b) discuss other information relevant to the principal's appraisal of the teacher's performance, including the teacher's participation in the New Teacher Induction Program and parental and student input concerning the teacher.

The principal and the teacher must discuss strategies for growth during the post-observation meeting. In the case of a *Satisfactory* rating, the growth strategies are developed by the principal with input from the teacher to reflect outcomes of the appraisal. The growth strategies must be articulated in the summative report.

In the case of a teacher who receives a *Development Needed* performance rating, the growth strategies must be articulated in the Enrichment Plan for New Teachers [available on the Electronic Forms on the Employee Portal]. This plan is developed by the principal with input from the teacher and encompasses enriched supports through the New Teacher Induction Program.

In the case of an *Unsatisfactory* performance rating, the growth strategies are articulated by the principal with input from the teacher in the Improvement Plan for New Teachers [available on the Electronic Forms on the Employee Portal].

The principal will record the date of the post-observation meeting in the summative report form. The post-observation meeting should be held as soon as possible after the classroom observation.

2.3.1.4 Summative Report

2.3.1.4.1.1.1 Experienced Teacher

The Summative Report Form for Experienced Teachers [available on the Electronic Forms on the Employee Portal] is a ministry-approved form that must be used to document the performance appraisal. It contains the following:

- a record of meeting and classroom observation dates;
- a record of the competencies that the principal and teacher have discussed as those that could be the focus of the classroom observation;
- the principal's comments regarding the competencies identified in discussions with the teacher as the focus of the teacher's performance appraisal (the principal may also comment on other competencies that were assessed through the performance appraisal);
- the principal's overall rating of the teacher's performance, with an opportunity for principals to provide further feedback on strengths and possible areas of growth;
- recommended professional growth goals and strategies for the teacher to take into account in developing his or her ALP.

The principal collects evidence to support his or her appraisal of the experienced teacher's performance. This evidence may be described in the Summative Report Form or attached as supporting documentation.

Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies, and may comment on competencies other than those discussed.

After each appraisal, the principal must sign the Summative Report Form and give a copy of it to the teacher within 20 school days of the classroom observation. The teacher can add comments and must sign a copy of the form to acknowledge receipt. A copy of the form with both signatures must be sent to the board through the appropriate supervisory officer.

At the request of either the teacher or the principal, the teacher and principal shall meet to discuss the performance appraisal after the teacher receives a copy of the summative report.

2.3.1.4.2 New Teacher

The Summative Report Form for New Teachers [available on the Electronic Forms on the Employee Portal] is a ministry-approved form that must be used to document the appraisal. It contains the following:

- the principal's appraisal of the teacher's performance, including comments on each of the competencies highlighted for new teachers;
- the principal's indication of whether the teacher has participated in the elements of the New Teacher Induction Program;
- the principal's overall rating of the teacher's performance;
- growth strategies for the teacher whose performance was *Satisfactory*, an Enrichment Plan for New Teachers [available on the Electronic Forms on the Employee Portal] in the case of a teacher whose performance was rated *Development Needed*, or an Improvement Plan for the teacher whose performance was *Unsatisfactory*.

After each appraisal, the principal must sign the summative report form and give a copy of it to the teacher within 20 school days of the classroom observation. If the appraisal resulted in a performance rating that is not *Satisfactory*, the summative report is provided to the teacher within 15 school days. The teacher can add comments and must sign a copy of the form to acknowledge receipt. A copy of the form with both signatures must be sent to the board through the appropriate supervisory officer.

At the request of either the teacher or the principal, the teacher and the principal shall meet to discuss the performance appraisal after the teacher receives a copy of the summative report.

2.4 Suggested Strategies for Supporting Professional Growth

The following strategies for professional development may be beneficial to teachers:

2.4.1 Self-evaluation

Most educators agree that self-evaluation is an important professional activity. To improve, we need to know how well we are doing. A personal assessment of strengths and weaknesses is needed. In the self-evaluation process, a teacher may choose to focus on one or more aspects of his/her performance. The teacher may choose to keep the results private or to discuss them with a colleague, a mentor, a coach or an administrator.

Refer to *Standards of Practice for the Teaching Profession* - January 1999 (specifically pages 7 - 14), for samples of self-evaluation tools. An excellent reference document is *Enhancing Professional Practice, the Framework for Teaching*, by Charlotte Danielson, which will be available in each school.

2.4.2 Coaching

Coaching is a series of activities in which a teacher, with the assistance of a coach, focuses on a professional activity. Critical to the success of coaching is that the teacher be the decision maker and the coach be the facilitator.

Reference: Coaching - Appendix E

2.4.3 Mentoring

Mentoring is a coaching relationship offering teachers an opportunity to work with colleagues who have expertise in one or more specific areas. As part of teacher supervision, mentoring is a professional relationship in which an experienced person - the mentor - acts as a teacher, coach, confidant and positive role model for another teacher or a person in a new position of responsibility - the mentee. While both parties learn, mentoring addresses the specific needs of the mentee with the mentor providing knowledge, advice, skills and support.

Reference: NTIP Induction Elements - Appendix F

2.4.4 Networking

A teacher may wish to meet regularly with a colleague or group of people for guided and structured discussion about teaching.

Networking with other professionals, for example, could result in:

- examination and analysis of current research and information
- discussion of knowledge based on personal experiences
- consideration of the implications of the discussion for teaching
- drawing conclusions for future practice.

2.4.5 Other Professional Activities

In-service and professional development for staff form part of the responsibilities of school administrators. Ideally, staff meetings should contain a balance of information items and staff development opportunities.

The following are examples of other activities that could be considered by a teacher in order to remain current in educational practices:

- involvement in (i.e., attending, presenting, and/or organizing) conferences, workshops, courses, institutes, etc.;
- involvement in school, Board, and/or provincial educational committees;
- involvement in school, Board, and/or provincial curriculum writing teams;
- involvement in further academic studies;
- involvement in a reciprocal transfer with another teacher in a different school setting;
- involvement in union activities and/or committees;
- involvement in the reading, writing and/or discussion of professional literature; and
- involvement in (i.e., initiation, participation, reflection, discussion) of educational research.

3.0 FIVE AREAS OF EXPECTATION

The following five areas of expectation (the **three** areas for New Teachers, and the **eight** related competencies, are indicated in bold and italics) should be drawn upon throughout the supervision process when setting goals, developing strategies and indicators of success and when writing performance appraisals:

3.1 **Commitment to Pupils and Pupil Learning**

3.2 **Professional Knowledge**

3.3 **Professional Practice**

3.4 Leadership in Learning Communities

3.5 Ongoing Professional Learning

3.1 **Commitment to Pupils and Pupil Learning**

The teacher:

- **demonstrates commitment to the well-being and development of all pupils;**
- **is dedicated in his or her efforts to teach and support pupil learning and achievement;**
- **treats all pupils equitably and with respect; and**
- **provides an environment for learning that encourages pupils to be problem-solvers, decision-makers, lifelong learners and contributing members of a changing society.**

3.2 **Professional Knowledge**

The teacher knows:

- **his or her subject matter, the Ontario curriculum, and education-related legislation**
- a variety of effective teaching and assessment practices
- a variety of effective classroom management strategies and
- how pupils learn and factors that influence pupil learning and achievement.

3.3 **Professional 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**
- **communicates effectively with pupils, parents, and colleagues**
- **conducts ongoing assessment of his or her pupils' progress, evaluates their achievement and reports to pupils and parents regularly**
- adapts and refines his or her teaching practice through continuous learning and reflection, using a variety of sources and resources and
- uses appropriate technology in his or her teaching practice and related professional responsibilities.

3.4 Leadership in Learning Communities

The teacher:

- collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and in the school and
- works with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement and school programs.

3.5 Ongoing Professional Learning

The teacher engages in ongoing professional learning and applies it to improve his or her teaching practice.

4.0 PROCEDURAL REQUIREMENTS FOLLOWING SPECIFIC APPRAISAL OUTCOMES

4.1 Experienced Teacher

4.1.1 Where the appraisal rating is satisfactory.

At the request of either the teacher or the principal, the teacher and principal must meet to discuss the outcomes of the appraisal process after the teacher receives a copy of the summative report, signed by the principal.

The teacher may add comments and must sign a copy of the summative report, to acknowledge receipt. A copy of the summative report with both signatures, accompanied by the teacher's annual learning plan, must be sent to the board.

Following a performance appraisal that results in a *Satisfactory* rating, the principal must recommend professional growth goals and strategies for the teacher to take into account in developing, reviewing, and updating his or her ALP each year. The principal may also provide further feedback on the strengths and possible areas of growth for the teacher.

4.1.2 Where the first appraisal rating is unsatisfactory.

When a teacher receives an unsatisfactory performance appraisal rating, additional requirements ensure that the teacher receives the support, guidance and monitoring necessary to enable the teacher to improve his or her performance within a given time period. The process begins after the principal determines that the appraisal has resulted in an unsatisfactory rating.

Within fifteen school days of determining that a performance appraisal of a teacher has resulted in an unsatisfactory rating, the principal must:

- give the teacher written notice of the unsatisfactory rating and explain to the teacher the reasons for the unsatisfactory rating
- explain to the teacher what is lacking in the teacher's performance
- explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking
- taking input from the teacher into account, recommend steps and actions that the teacher should take to improve his or her performance
- provide the teacher and the appropriate supervisory officer with a copy of the performance appraisal document
- provide the teacher and the appropriate supervisory officer with a brief summary in writing of the explanations for the rating, what is lacking and what is expected of the teacher in the areas where performance is lacking
- provide the teacher and the appropriate supervisory officer with an Improvement Plan for Experienced Teachers in writing setting out the steps and actions that the teacher should take to improve his or her performance
- the principal shall advise the teacher that a union representative may be present for the meeting

At the request of either the teacher or the principal, the teacher and principal must meet to discuss the outcomes of the appraisal process after the teacher receives a copy of the completed performance appraisal document and Improvement Plan signed by the principal.

4.1.3 Timing of second appraisal following the first unsatisfactory rating.

The interval between the first performance appraisal that results in an unsatisfactory rating and the second performance appraisal is at the discretion of the principal, subject to any relevant board policies, as long as the second appraisal is conducted within a period of sixty school days of the principal's giving written notice to the teacher of the initial unsatisfactory rating. In exercising his or her discretion as to the timing of the second performance appraisal, the principal must balance the desirability of giving the teacher a reasonable opportunity to improve his or her performance against the responsibility of providing students with quality education.

4.1.4 Where the first appraisal rating is unsatisfactory and the second appraisal rating is satisfactory.

At the request of either the teacher or the principal, the teacher and principal must meet to discuss the outcomes of the appraisal process after the teacher receives a copy of the summative report, signed by the principal. The teacher may add comments and must sign a copy of the summative report, to acknowledge receipt.

A copy of the summative report with both signatures must be sent to the board.

Because it has resulted in a satisfactory outcome, this second appraisal completes the formal performance appraisal of the teacher in his or her evaluation year. However, the principal retains the right to conduct additional performance appraisals outside of the mandated requirements should he or she consider this necessary.

4.1.5 Where two consecutive appraisal ratings are unsatisfactory.

Where a teacher receives two consecutive performance appraisals with unsatisfactory ratings, the teacher will be placed on review status and the following procedures will take place.

Within fifteen school days of determining that a performance appraisal of a teacher has resulted in a second, consecutive unsatisfactory rating, the principal must:

- give the teacher written notice of the unsatisfactory rating, explain the reasons for the unsatisfactory rating to the teacher, place the teacher on review status, and advise the teacher in writing of that fact
- explain to the teacher what is lacking in his or her performance
- explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking
- explain to the teacher the ways, if any, in which his or her performance has changed since the previous performance appraisal
- seek input from the teacher as to what steps and actions could help the teacher improve his or her performance
- provide the appropriate supervisory officer and the teacher with copies of the summative report and all documents relied on in conducting the performance appraisal
- prepare a written Improvement Plan for the teacher, setting out steps and actions that the teacher should take to improve his or her performance, taking into account the teacher's input. Before preparing the plan, the principal must consult with the appropriate supervisory officer, unless the supervisory officer is carrying out the functions of the principal, in which case no consultation is required
- provide the teacher and the appropriate supervisory officer with a brief written summary of the explanations for the *Unsatisfactory* rating, what is lacking in the teacher's performance, what is expected of the teacher in areas in which his or her performance is lacking, and the ways, if any, in which his or her performance has changed since the previous performance appraisal. A copy of the written Improvement Plan must also be provided.
- the principal shall advise the teacher that a union representative may be present for the meeting

4.1.6 Review Status

A teacher is put on review status when two consecutive performance appraisals result in an unsatisfactory rating. Whenever a teacher is on review status, the principal will:

- monitor the teacher's performance
- consult regularly with the supervisory officer regarding the teacher's performance and steps that could be taken to improve it, unless the supervisory officer is carrying out the functions of the principal, in which case no consultation is required
- provide the feedback and recommendations to the teacher that the principal considers might help the teacher improve his or her performance the principal shall advise the teacher that a union representative may be present for the meeting

4.1.7 Provision for a third performance appraisal while on review.

The principal must conduct another performance appraisal during the 120 school days starting with the day on which the teacher is advised that he or she is on review status. If that third performance appraisal results in a performance rating of satisfactory, the teacher immediately ceases to be on review status. The principal must advise the teacher in writing of that fact, along with providing a copy of the signed summative report with its notice of the latest appraisal rating. At the request of either the teacher or the principal, and after the teacher receives a copy of the summative report, the principal and the teacher must meet to discuss the performance appraisal.

4.1.8 Provisions for Termination of a Teacher's Employment

4.1.8.1 Recommendation of termination following a third unsatisfactory appraisal.

If that third performance appraisal while on review (Reference: Review Status - 4.1.5) results in a third consecutive unsatisfactory rating, the principal must promptly send a written recommendation to the board that the teacher's employment should be terminated. The recommendation must be accompanied by written reasons for the recommendation, as well as copies of all performance appraisal documents and all documents relied on in conducting the three performance appraisals.

The principal must promptly provide the teacher with the following:

- a copy of the written recommendation
- a copy of the written reasons for the recommendation
- copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals

4.1.8.2 Termination without a third appraisal.

If at any time during the 120 school days starting with the day on which the teacher is advised that he or she is on review status, the principal and supervisory officer jointly determine that the delay necessitated by conducting a third performance appraisal is not in the best interests of the students, they must promptly send a joint written recommendation to the board that the teacher's employment should be terminated. The recommendation must include a statement that, in the opinion of both the principal and the supervisory officer, the delay necessitated by a third performance appraisal is inconsistent with the best interests of the students.

Where the principal's duties and responsibilities are performed and exercised by a supervisory officer, the supervisory officer will act jointly with another supervisory officer.

4.1.8.3 Procedures followed by boards on receiving a recommendation to terminate a teacher's employment.

Pending the board's decision on whether to terminate the teacher's employment, the Director of Education must suspend the teacher with pay or reassign the teacher to duties that are, in the view of the Director of Education, appropriate in the circumstances.

A board that receives a recommendation to terminate a teacher's employment must make a decision, by a majority vote, on whether or not to do so, and this vote must take place within sixty days of receiving the recommendation. If the teacher's employment is not terminated, his or her reassignment to other duties ceases and, unless the board and the teacher agree otherwise, the teacher resumes his or her former position.

Where a 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.

Where a teacher employed by a board resigns while he or she is 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.

4.2 New Teacher

4.2.1 Outline of Procedural Requirements Following Specific Appraisal Outcomes

- A new teacher must receive two appraisals in the first 12 months after he or she begins teaching. A third, and if necessary a fourth, appraisal takes place if either of the two appraisals in the first year result in a *Development Needed* rating.
- Two *Satisfactory* appraisals within 24 months of starting to teach are required to successfully complete the New Teacher Induction Program. In accordance with section 272 of the Act, the board must notify the Ontario College of Teachers that the teacher has successfully completed the New Teacher Induction Program within 60 calendar days of completion.
- If the teacher receives a *Development Needed* rating, the principal, with input from the teacher, will develop an Enrichment Plan for New Teachers. The New Teacher Induction Program will extend into the second 12-month period to provide the teacher with enriched supports. A third appraisal will take place within 120 school days from the beginning of the second 12-month period, taking into consideration time allowed for the teacher to participate in the enriched supports.
- If the teacher receives an *Unsatisfactory* rating, the teacher will be on review status and an Improvement Plan will be developed by the principal with input from the teacher. An additional appraisal must take place within 120 school days from the time the teacher is notified that he or she is on review status, but no later than 24 months after the teacher begins teaching.
- After one *Development Needed* rating and two *Unsatisfactory* ratings, the teacher's employment will be recommended for termination.
- After termination, the Ontario College of Teachers will be notified in accordance with section 277.40.5 of the Act.
- While the teacher is on review status, the principal and supervisory officer can jointly determine to omit the additional appraisal and recommend the teacher's employment termination in order to protect the best interests of students.

4.2.2 Timing between the first and second appraisal in the first 12-month period after the new teacher begins teaching

As long as two appraisals are completed within the first 12-month period after the teacher begins teaching, the interval between the first appraisal and the second appraisal is at the discretion of the principal, subject to any relevant board policies.

In exercising discretion as to the timing of the second appraisal, the principal must balance the desirability of giving the teacher a reasonable opportunity to improve performance against the responsibility of providing students with quality education.

4.2.3 Where an appraisal rating is Satisfactory

The principal must develop growth strategies for the teacher that reflect the outcomes of the appraisal. In developing the growth strategies, the principal must seek input from the teacher. The growth strategies must be described in the summative report.

At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the outcomes of the appraisal process after the teacher receives a copy of the completed summative report form signed by the principal.

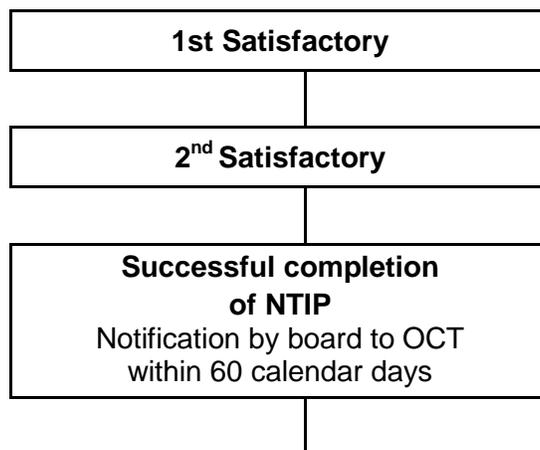
The teacher may add comments and must sign a copy of the form to acknowledge receipt. A copy of the Summative Report Form for New Teachers with both signatures must be sent to the appropriate board.

4.2.4 Where the new teacher has accumulated two Satisfactory appraisal ratings at any time during the first 24-month period after he or she begins teaching

A new teacher has successfully completed the New Teacher Induction Program when he or she receives two *Satisfactory* appraisals. The board must notify the Ontario College of Teachers within 60 calendar days from the time of completion. For more information about the process for reporting successful completion to the board and to the Ontario College of Teachers, refer to the NTIP *Induction Elements Manual*, sections 5.2 and 5.3.

In accordance with subsection 23(2.1) of the Ontario College of Teachers Act, 1996, as amended, the Registrar shall within 60 calendar days of receiving notice that the teacher has successfully completed the New Teacher Induction Program note that information on the public register.

Procedure following Two *Satisfactory* Ratings



<p style="text-align: center;">Notification of Successful Completion of NTIP on public register within 60 calendar days of board notice to OCT</p>

4.2.5 Where the appraisal rating is *Development Needed*

The principal determines a *Development Needed* rating in the case of a new teacher who requires an additional period of participation in the New Teacher Induction Program. The principal may determine this rating in either the first or second appraisal. In either case, the outcome following a *Development Needed* rating is the same.

Within 15 school days of determining that the appraisal of the teacher has resulted in a *Development Needed* rating, the principal shall:

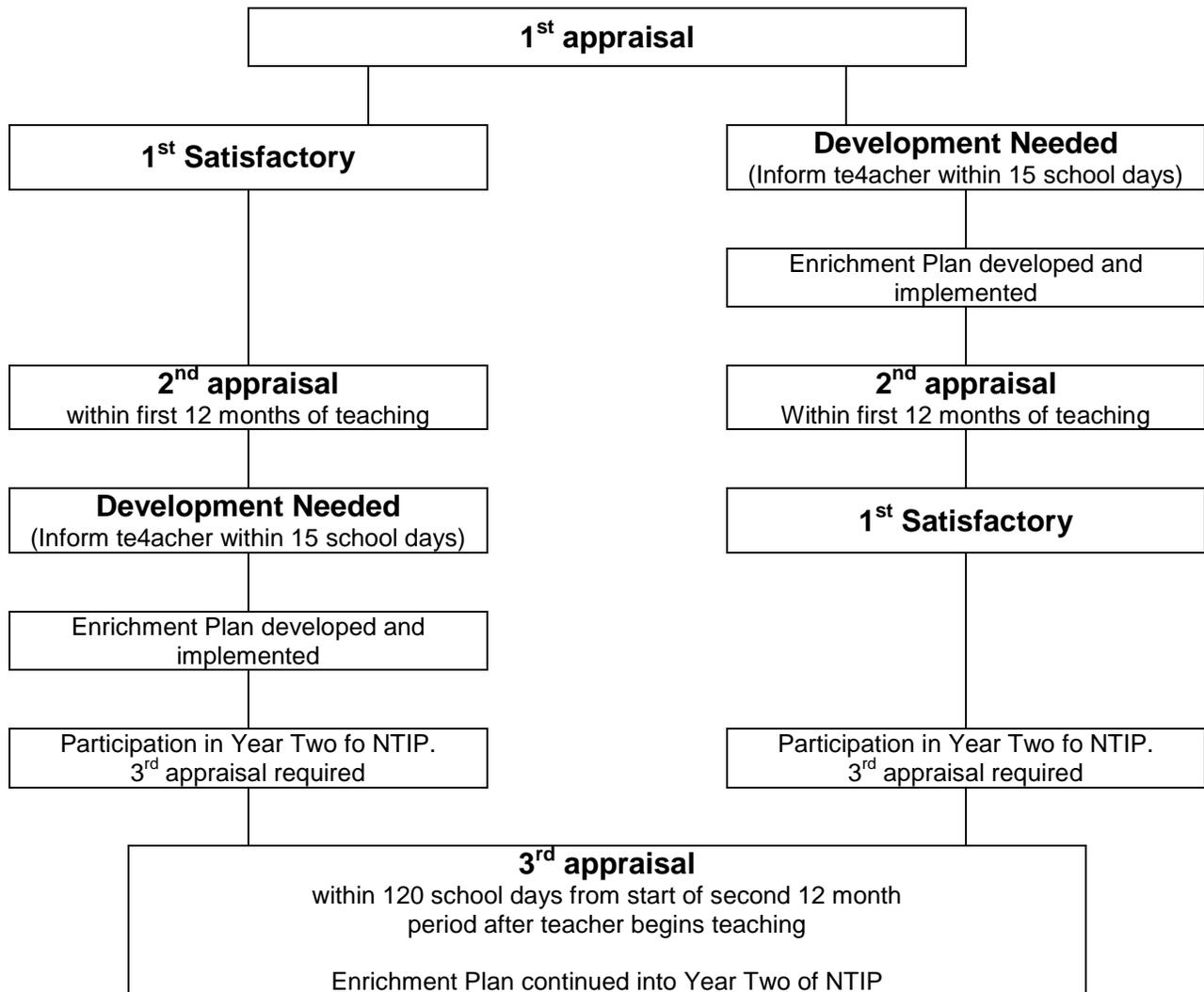
- give the teacher written notice of the *Development Needed* rating and explain to the teacher the reasons for the rating, including what is lacking in the teacher's performance and what is expected of the teacher in areas in which performance is lacking;
- provide the teacher and the appropriate supervisory officer with a copy of the completed Summative Report Form for New Teachers and a brief summary in writing of the explanations for the rating, what is lacking, and what is expected in the areas where performance is lacking;
- taking input from the teacher into account, and in accordance with the board's policy, determine which elements of the New Teacher Induction Program offered by the board are appropriate for the teacher to participate in to improve his or her performance, and develop an Enrichment Plan based on participation in those elements;
- provide the teacher and the appropriate supervisory officer with an Enrichment Plan in writing, setting out the elements of the New Teacher Induction Program in which the teacher will participate.

The New Teacher Induction Program supports provided through the Enrichment Plan may include additional orientation, additional mentoring days, and/or additional professional development. In accordance with Part X.2 of the Education Act, subsection 277.40.1(2), the board is required to provide these supports to the teacher, which will extend into the teacher's second year of teaching.

A signed copy of the Summative Report Form for New Teachers and the Enrichment Plan with both signatures must be sent to the appropriate board by the principal.

A third appraisal is required (whether the *Development Needed* rating is obtained during the first or the second appraisal). The third appraisal takes place within 120 school days from the start of the second 12-month period, taking into consideration time for the teacher to participate in the enriched supports.

Procedure Following a *Development Needed* Rating



4.2.6 Where a new teacher has received an *Unsatisfactory* appraisal rating

Within 15 school days of determining that the appraisal of a teacher has resulted in an *Unsatisfactory* rating, the principal must:

- give the teacher written notice of the *Unsatisfactory* rating, explain the reasons for the rating to the teacher, place the teacher on review status, and advise the teacher in writing of that fact;
- explain to the teacher what is lacking in his or her performance, what is expected of the teacher in areas in which performance is lacking, and explain to the teacher the ways, if any, in which his or her performance has changed since the previous appraisal;
- seek input from the teacher as to what steps and actions could help the teacher improve his or her performance;
- prepare a written Improvement Plan for the teacher, setting out steps and actions that the teacher should take to improve his or her performance, taking into account the teacher's input;
- provide the appropriate supervisory officer and the teacher with copies of the Summative Report Form for New Teachers, all documents relied on in conducting the performance appraisal, a brief written summary of the explanations (as referenced above), and a copy of the written Improvement Plan.

It is the teacher's responsibility to take the necessary steps provided for in the plan to improve performance.

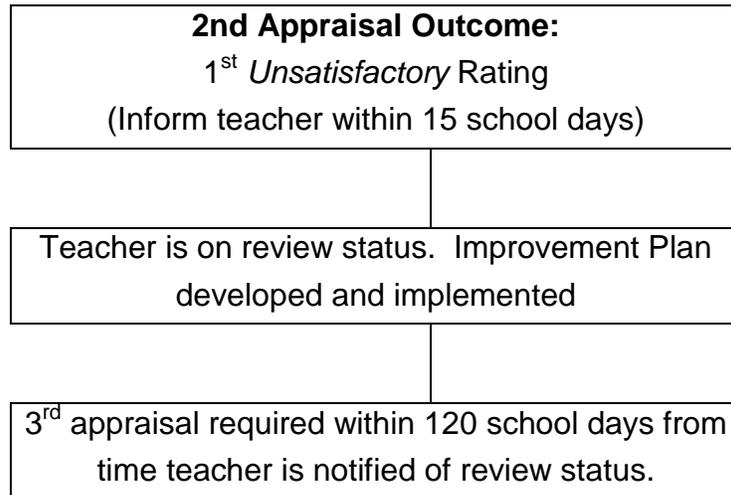
A signed copy of the Summative Report Form for New Teachers and the Improvement Plan with both signatures must be sent to the appropriate board.

An additional appraisal must take place within 120 school days from the time the teacher is notified that he or she is on review status, but no later than 24 months after the teacher begins teaching.

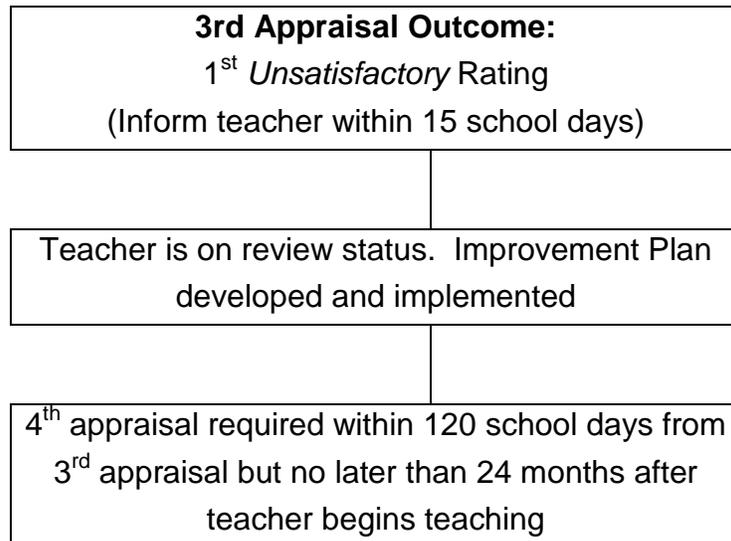
In exercising discretion as to the timing of the appraisal, the principal must balance the desirability of giving the teacher a reasonable opportunity to improve performance against the responsibility to provide students with quality education.

Procedure Following an *Unsatisfactory* Rating

A. After Second Appraisal



B. After Third Appraisal



4.2.7 Review Status

A new teacher is put on review status when he or she receives a first *Unsatisfactory* rating. Whenever a new teacher is on review status, the principal shall:

- implement the Improvement Plan;
- monitor the teacher's performance;
- consult regularly with the supervisory officer regarding the teacher's performance and steps that can be taken to improve it, unless the supervisory officer is carrying out the functions of the principal, in which case no consultation is required;

- provide feedback and recommendations to the teacher that the principal considers might help the teacher improve his or her performance.

Provision for an additional appraisal while on review status

The principal must conduct another appraisal during the 120 school days starting with the day on which the teacher is advised that he or she is on review status, but no later than 24 months after the teacher begins teaching.

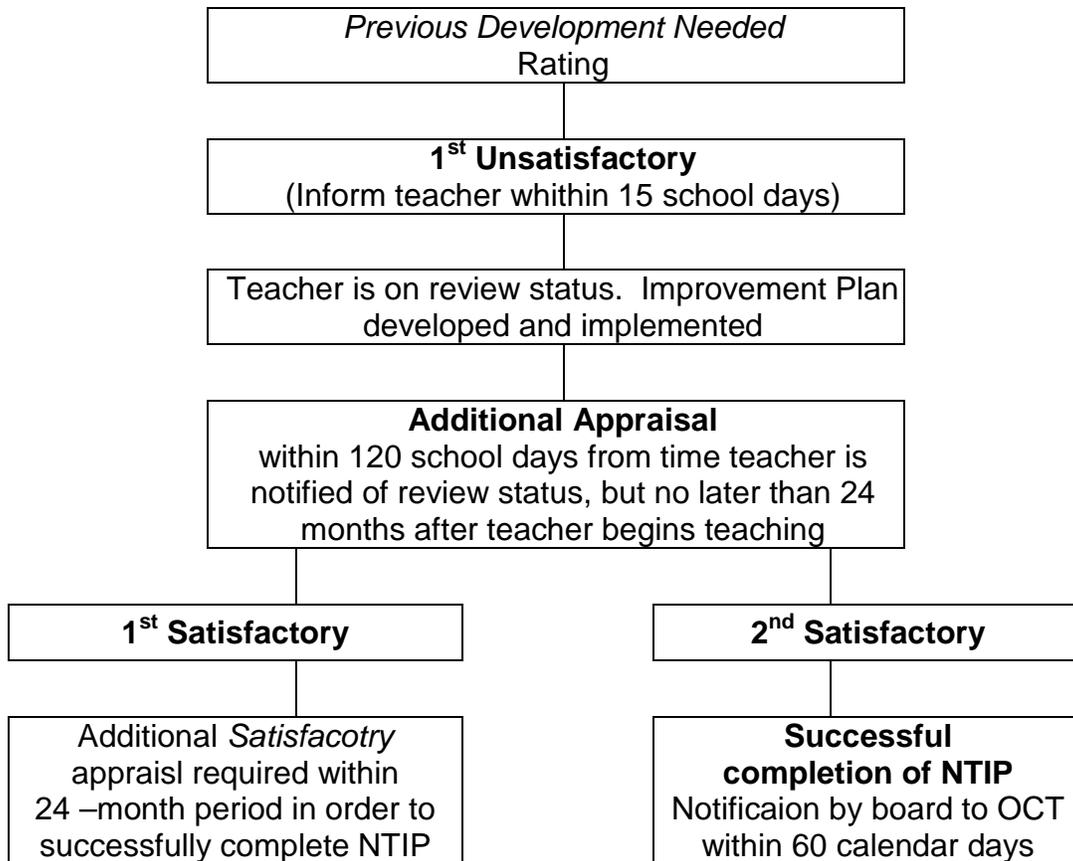
If the appraisal results in a performance rating of *Satisfactory*, the new teacher immediately ceases to be on review status. The principal must advise the teacher in writing of this fact, along with providing a copy of the signed Summative Report Form for New Teachers with its notice of the latest appraisal rating.

A signed copy of the Summative Report Form for New Teachers with both signatures must be sent to the appropriate board.

If the teacher receives a *Satisfactory* rating while on review status after having accumulated one *Satisfactory* rating previously, the teacher has accumulated two *Satisfactory* appraisal ratings during the 24-month period and therefore has successfully completed the New Teacher Induction Program. The board must notify the Ontario College of Teachers within 60 calendar days from the time of completion.

If this is the teacher's first *Satisfactory* rating, the principal must conduct an additional appraisal within 120 school days, but no later than 24 months after the teacher begins teaching. Two *Satisfactory* appraisal ratings are required for the teacher to successfully complete the New Teacher Induction Program.

Procedure for New Teacher on Review Status



4.2.8 Provisions for Termination of a New Teacher's Employment

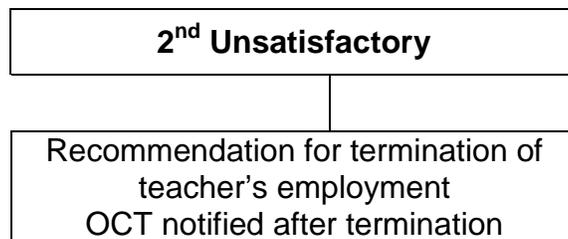
4.2.8.1 Recommendation for termination following a second *Unsatisfactory* appraisal rating

If an appraisal while on review status (refer to section 11.2.3), results in a second *Unsatisfactory* rating, with the result that the teacher has received one *Development Needed* rating and two *Unsatisfactory* ratings, the principal must promptly send a written recommendation to the board that the teacher's employment should be terminated. The recommendation must be accompanied by written reasons for the recommendation, as well as copies of all appraisal documents and all documents relied on in conducting the performance appraisals.

The principal must promptly provide the teacher with the following:

- a copy of the written recommendation
- a copy of the written reasons for the recommendation
- copies of all appraisal documents and all documents relied on in conducting the performance appraisals

Procedure Following a Second *Unsatisfactory* Rating



4.2.8.2 Termination while on review status without an additional appraisal

The legislation makes provision for expedited termination in circumstances where prompt action is required in the best interest of students.

If at any time during the 120 school days starting with the day on which the teacher is advised that he or she is on review status the principal and supervisory officer jointly determine that the delay necessitated by conducting an additional appraisal is not in the best interests of the students, they shall not conduct the appraisal and shall promptly send a joint written recommendation to the board that the teacher's employment with the board should be terminated. The recommendation must include a statement that, in the opinion of both the principal and the supervisory officer, the delay necessitated by an additional appraisal is inconsistent with the protection of the best interests of the students.

Where the principal's duties and responsibilities are performed and exercised by a supervisory officer, the supervisory officer will act jointly with another supervisory officer.

4.2.8.3 Procedures followed by boards on receiving a recommendation to terminate a new teacher's employment

Pending the board's decision on whether to terminate the teacher's employment, the Director of Education (or the supervisory officer in the case of a school authority) must suspend the teacher with pay or reassign the teacher to duties that are, in the view of the Director of Education (or the supervisory officer in the case of a school authority), appropriate in the circumstances.

A board that receives a recommendation to terminate a new teacher's employment must make a decision, by a majority vote, on whether or not to do so, and this vote must take place within 60 calendar days of receiving the

recommendation. If the teacher's employment is not terminated, his or her reassignment to other duties ceases and, unless the board and the teacher agree otherwise, the teacher resumes his or her former position.

Where a 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.

Where a teacher employed by a board resigns while he or she is 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.

5.0 DOCUMENTATION REQUIREMENTS

Record Keeping

Every board must retain each performance appraisal record for at least six years from the date of the summative report. In a teacher's evaluation year, a copy of the teacher's annual learning plan must be included in the appraisal documentation and becomes part of the documentation kept on record by the board.

Exchange of Information Between Boards

A board that is considering employing a teacher must contact the last board that employed the teacher to request the following:

- copies of the performance appraisal documents and all other documents relied on in conducting the last two performance appraisals of the teacher, if either of those appraisals resulted in an unsatisfactory rating;
- copies of any documents relating to the termination of the teacher's employment or to a recommendation for the termination of the teacher's employment that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board; and
- copies of any documents relating to the teacher's resignation while on review status that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board.

A board that receives a request from another board for documents relating to a teacher's performance appraisal must promptly inform the requesting board whether there are any documents to provide in response to the request and, if so, must promptly provide the documents.

These provisions for the exchange of information between boards are the minimum mandatory requirements established under the Act. Nothing in the legislation is intended to limit existing rights available to boards for the exchange of information about prospective or past employees.

6.0 ROLES AND RESPONSIBILITIES

The roles and responsibilities of boards, principals, and teachers as they relate to the new performance appraisal process are described below.

6.1 Boards

A board must:

- establish policies and rules relating to performance appraisals of its teachers to ensure compliance with the legislation, including policies and rules that ensure that the time lines are met and that there is accountability in the event of noncompliance. If a step or process is not completed within the timeline provided for, the step or process must be completed by the appropriate person as soon as possible thereafter, and timelines for all succeeding steps must be calculated from the time the late step or process was actually completed;
- make information about the performance appraisal system available to its teachers, parents, students, and the chairs of its school councils;
- ensure that the performance appraisals are conducted by the principal assigned to the school the teacher is assigned to in the evaluation year unless the powers and duties have been delegated in accordance with the Act;
- ensure that supports described by the principal for a teacher to improve his or her performance following an *Unsatisfactory* rating are available to the teacher in accordance with the board's policy;
- establish rules outlining which principal and supervisory officer will perform the performance appraisal duties of the principal and supervisory officer in the case of a teacher who:
 - is assigned to more than one school
 - is not assigned to duties in a school
 - is assigned to duties in a school as well as to other duties, or
 - moves from one school to another
- establish policies and procedures respecting the delegation of duties related to performance appraisal from one supervisory officer to another where the assigned supervisory officer is unable to perform the duties or exercise the power. When no other supervisory officer employed by the same board is able to perform the duties or exercise the power, a supervisory officer with another board may do so if the two boards agree;
- ensure that each appropriate supervisory officer carries out his or her duties in the performance appraisal process, such as:
 - consulting regularly with the principal throughout any period during which a teacher is on review status, regarding the teacher's performance and steps that may be taken to improve it
 - in instances where the principal and supervisory officer jointly determine that the delay necessitated by conducting a third performance appraisal of a teacher who is on review status is not in the best interests of the students, the supervisory officer must,

jointly with the principal, submit a written recommendation to the board for termination of a teacher's employment

- carrying out the appraisal obligations of the principal in instances where the principal is unable to do so, or carrying out the duties of another supervisory officer where that supervisory officer is absent
- pending the board's decision on whether to terminate a teacher's employment, ensure that the director of education suspends the teacher with pay or reassigns the teacher to duties that are, in the view of the director of education, appropriate in the circumstances;
- file a complaint with the Ontario College of Teachers when a decision is made to terminate a teacher's employment or when a teacher resigns from the board when he or she is on review status;
- schedule evaluation years for experienced teachers in a manner that ensures that each teacher will have an evaluation year once every five years; each evaluation year must be preceded by four non-evaluation years;
- ensure that each experienced teacher receives one performance appraisal during of his or her evaluation year, unless that appraisal results in an unsatisfactory rating, in which case additional performance appraisals must be scheduled;
- schedule evaluation years for teachers who have successfully completed the NTIP such that there are four non-evaluation years between the teacher's last evaluation year as a new teacher and his or her next evaluation year as an experienced teacher;
- ensure that every experienced teacher employed by the board has an ALP each year that addresses the teacher's professional growth objectives, proposed action plan, and timelines for achieving those objectives;
- ensure that each new teacher is appraised twice in the first 12 months after he or she begins teaching, and ensure that any additional appraisals, if required, are completed within the new teacher's first 24 months of teaching;
- ensure that the appropriate elements of the New Teacher Induction Program described by the principal for a teacher to improve his or her performance following a *Development Needed* rating are available to the teacher in accordance with the board's policy;
- ensure that new teachers who transfer to a school in the same board and who have not completed the New Teacher Induction Program have a copy of the appraisal documents (including any Enrichment Plan and/or Improvement Plan), and information about the elements of the New Teacher Induction Program in which the teacher participated, submitted to the principal at the new location to allow for continuation of the program, including the performance appraisal process;
- notify the Ontario College of Teachers that a teacher has successfully completed the New Teacher Induction Program within 60 calendar days from the time of completion;
- schedule performance appraisals for experienced teachers new to the board so that each such teacher is appraised once in his or her first year with the board;
- contact the last board that employed a teacher to request specific information regarding previous appraisals and information about the teacher's participation in the New Teacher Induction Program;

- request copies of the last two performance appraisals of the teacher if either of those appraisals resulted in an unsatisfactory rating, if it is considering employing a teacher who has taught for another board;
- provide copies of a teacher's performance appraisals to another board that requests them because it is considering employing the teacher, if either of the teacher's last two appraisals were unsatisfactory.

A board may establish additional requirements for the performance appraisal of the teachers they employ, as long as those additional requirements are not in conflict with the requirements outlined under the *Act* and Ontario Regulation 99/02. Additional requirements that boards may implement include:

- additional competencies to be evaluated as part of the teacher performance appraisal;
- additional standards, methods, processes, time lines, and steps to be followed; and
- additional input and material that must be taken into account in teacher performance appraisal.

6.2 Principals

The following roles and responsibilities of a principal would be assumed by a vice- principal of the same school or a supervisory officer, in instances where those responsibilities are delegated under Part X.2 of the *Education Act*.

A principal must:

- conduct performance appraisals of teachers assigned to the school such that experienced teachers receive at least one performance appraisal every five years once they have been placed on an experienced teacher's evaluation cycle; or that new teachers receive at least 2 performance appraisals in their first 12 months
- within 20 school days after a teacher begins teaching in a year that is scheduled as an evaluation year for that teacher, notify him or her that the year is an evaluation year. The appraisal can be conducted at any time during the evaluation year that the principal considers appropriate, subject to any board policies.
- consider all 16 competencies for experienced teachers; or all 8 competencies for new teachers in assessing the teacher's performance
- meet with the teacher in preparation for the classroom observation
- conduct a classroom observation to appraise the teacher's performance (in relation to the competencies)
- meet with the teacher after the classroom observation to review the results of the classroom observation
- as part of the post-observation meeting in an evaluation year, recommend professional growth goals and strategies for the experienced teacher to take into account in developing his or her ALP; or suggestions for new teachers in implementing their Individual NTIP Strategy

- prepare a summative report of the performance appraisal(s), using the ministry- approved form(s) that contains:
 - comments regarding the competencies identified in discussions with the teacher as the focus of the teacher’s performance appraisal (the principal may also comment on other competencies that were assessed through the performance appraisal)
 - an overall rating of the teacher’s performance in accordance with the rating scale as set out in O. Reg. 99/92, as amended
 - recommendations for professional growth goals and strategies for the experienced teacher to take into account in developing his or her ALP; or for new teachers whether the teacher participated in the New Teacher Induction Program
- within 20 school days of the classroom observation, give the teacher written notice of his or her performance appraisal rating by providing a copy of the summative report signed by the principal
- at the request of the principal or teacher, meet with the teacher to discuss the performance appraisal after the teacher receives a copy of the summative report
- in instances where the performance appraisal results in an *Unsatisfactory* rating, follow additional procedures
- provide a copy of the summative report signed by both the principal and teacher to the board
- in the intervening years between appraisals, review the experienced teacher’s ALP in consultation with the teacher and provide any feedback necessary for the teacher to update his or her plan
- at the request of the principal or teacher, meet with the experienced teacher to discuss the teacher’s ALP in the intervening years between appraisals

A principal may:

- conduct additional performance appraisals of a teacher at any time the principal considers appropriate, subject to any requirements of the *Act* or board policies
- in a non-evaluation year, conduct performance appraisals that are additional to those required if a teacher so requests, unless the principal is of the opinion that they are unlikely to lead to improvement in the teacher’s performance
- meet with the experienced teacher to discuss the teacher’s ALP in the intervening years between appraisals
- provide additional support to new teachers who have successfully completed the NTIP and are transitioning to the experienced teacher performance appraisal process; for example, provide support to teachers who are developing their first ALP as an experienced teacher

6.3 Teachers

6.3.1 Experienced Teachers

An experienced teacher must:

- receive at least one performance appraisal every five years once the teacher has been placed on an experienced teacher's performance appraisal schedule
- upon successfully completing the NTIP and entering the experienced teacher evaluation cycle, consult with the principal to develop an ALP in the first year as an experienced teacher
- each year, consult with the principal to review the teacher's current ALP, his or her learning and growth over the year, and the summative report of his or most recent performance appraisal. The ALP must be updated, as necessary, each year taking into account the results of this review
- in an evaluation year, meet with the principal to review and update the teacher's ALP as part of the performance appraisal process
- at the request of the principal or teacher, meet with the principal to discuss the teacher's ALP in the intervening years between appraisals
- participate in additional appraisals as required under the *Education Act* if the appraisal results in a performance rating of *Unsatisfactory*
- participate in other appraisals requested by the principal that are additional to those required
- provide input into the recommended steps and actions that he or she should take to improve his or her performance following an *Unsatisfactory* rating
- at the request of the principal or teacher, meet with the principal to discuss the performance appraisal after the teacher receives a copy of the summative report
- sign the summative report to acknowledge that it has been received

An experienced teacher may:

- add his or her comments to the summative report
- after receiving a copy of the summative report, request a meeting with the principal to discuss the performance appraisal
- during non-evaluation years, request a meeting with the principal to discuss the ALP
- during non-evaluation years, request performance appraisals in addition to those required. The principal of the school to which the teacher is assigned may refuse to conduct the appraisal if the principal is of the opinion that it is unlikely that it will lead to improvement in the teacher's performance

6.3.2 New Teachers

A new teacher must:

- receive two performance appraisals in the first 12 months after he or she begins to teach for a board as a new teacher. Additional appraisals are required if an appraisal in the first year results in a performance rating that is not *Satisfactory*
- provide input to the elements of the New Teacher Induction Program offered by the board that are appropriate for his or her participation to improve performance following a *Development Needed* rating
- provide input to the steps and actions that the teacher should take to improve his or her performance following an *Unsatisfactory* rating
- sign the summative report to acknowledge that it has been received

A new teacher may:

- participate in the development of the board's surveys to solicit parental and student input into teacher performance appraisals
- review the input from parents and students during the performance appraisal process, within a period of time that the principal considers reasonable and respond to the principal regarding such input
- add his or her comments to the summative report

7.0 PROCEDURES AND TIMELINES FOR PERFORMANCE APPRAISALS FOR TEACHERS WITH ADMINISTRATIVE OR OTHER RESPONSIBILITIES BEYOND CLASSROOM ASSIGNMENTS

Performance Appraisal reports for those individuals who have teaching and administrative responsibilities will be written in such a manner that a clear distinction is made between the comments that relate to the person's work as a teacher and those that apply to the performance of the administrative component of the assignment. The Summative Report Form will be used for the teaching component of the assignment, and the Performance Appraisal Report for Teachers Holding School or System Level Responsibility [available on the Electronic Forms on the Employee Portal] will be used for the administrative component. The signed reports will be stapled together before the copies are distributed.

The evaluation of the administrative work shall be based on the requirements of the particular position of added responsibility as outlined in the Education Act, Regulations, Ministry Policy, Board Policy and Job Descriptions, if applicable. The evaluation of any teaching performance component of the assignment will be in accordance with the criteria established in 2.0 Guidelines for Teacher Performance Appraisal.

Performance appraisal for teachers with additional responsibilities shall occur at least once every five years. The Performance Appraisal Report for Teachers Holding School or System Level Responsibility will be used for this purpose and shall be reflective of the teacher's work in the specific additional responsibilities since the last such Performance Appraisal.

8.0 PROCEDURES FOR TEACHERS HOLDING SCHOOL OR SYSTEM LEVEL RESPONSIBILITY WHOSE ADMINISTRATIVE WORK IS JUDGED TO BE UNSATISFACTORY

8.1 The following procedures set forth the Procedures for a Teacher Holding School or System Level Responsibility who, after the steps outlined in Section 7.0, on Performance Appraisal have been followed, continues to experience difficulty in performing the administrative component of the job in accordance with normal professional expectations.

It is important to note that it is possible for the administrative work to be evaluated as "Unsatisfactory" at the same time that the teaching component is assessed positively.

With respect to the requirements of the position of added responsibility, the work is "Unsatisfactory" if

- i) there are areas requiring improvement or one area necessitating major improvement, and/or
- ii) the individual is in need of continuing supervision to maintain a minimal level of effectiveness as a teacher and hence is unable to adequately model a variety of appropriate techniques for other teachers.

8.2 Should the administrative work in the position of added responsibility be judged "Unsatisfactory", the teacher will be informed that improvement is necessary in that area(s) if the teacher is to be retained in that position of added responsibility.

8.2.1 The supervisor conducting the evaluation shall prepare and attach a letter to the Performance Appraisal Report for Teachers Holding School or System Level Responsibility which specifies:

- i) the reason(s) why the work is judged to be "Unsatisfactory";
- ii) the expected level of job performance in the problem area(s);
- iii) the date by which significant improvement should be achieved (a minimum of sixty (60) school days from the date of receipt of this letter);
- iv) recommended actions which are designed to assist the person in achieving the expected performance level(s);
- v) the personnel who are available to provide assistance; (These may include any of the following: superintendent, principal, vice-principal, department head, learning coordinator, resource staff, employee assistance program provider.)
- vi) that during the sixty (60) school day period specified in (iii)

- above, at least three meetings will be held between the teacher and supervisor at minimum intervals of twenty (20) teaching days (unless exceptional circumstances occur which warrant the convening of more frequent meetings) to discuss the progress being made toward the expected level of job performance noted in (ii) above; and
- vii) that a recommendation to remove the person from the position of added responsibility may be taken to the Director of Education or designate if acceptable improvement does not occur.

8.2.2 The supervisor shall:

- i) prepare and sign three copies of the letter;
- ii) convene a meeting with the person holding the position of added responsibility;
- iii) advise the person that a union representative may be present for the meeting;
- iv) if applicable, involve the vice-principal and/or appropriate superintendent in the meeting;
- v) fully discuss the contents of the letter with the person at the meeting;
- vi) ensure that the person is aware of the Procedures for Teachers Holding School or System Level Responsibility Whose Administrative Work is Judged to be Unsatisfactory, of the Procedures for the Supervision of Teaching Staff.
- vii) at the conclusion of the meeting, request that the person acknowledge receipt of the letter by signing each of the three copies of it; and
- viii) provide one copy of the letter to the person, forward one copy to the Associate Director of Organizational Support Services and retain one copy.

8.2.3 At the conclusion of the sixty (60) school day period the supervisor, in consultation with the appropriate superintendent(s), shall prepare and sign three copies of a Performance Appraisal Report for Teachers Holding School or System Level Responsibilities which indicates whether the person's administrative work is "Satisfactory" or "Unsatisfactory".

8.2.3.1 If the work is "Satisfactory" the report shall:

- i) specify the administrative area(s) in which the person has achieved the expected level of job performance;
- ii) note the time required to achieve the improvement;
- iii) summarize, noting the personnel involved, the efforts made to assist the person during the previous sixty (60) days;
- iv) indicate that if a second "Unsatisfactory" report is received within four years from the date of receipt of this Performance Appraisal Report,

a motion recommending the removal of the person from the position of added responsibility may be taken to the Board; and

- v) acknowledge that the person shall continue to hold the position of added responsibility, provided that the position continues to exist or the teacher is not declared redundant in accordance with the staffing provisions of the applicable collective agreement.

8.2.3.2 If the work is “Unsatisfactory” the report shall:

- i) note the time period covered by the report;
- ii) state, in specific terms, the administrative area(s) in which the person is experiencing difficulty;
- iii) summarize, noting the personnel involved, the efforts made to assist the person subsequent to the receipt of the last Performance Appraisal;
- iv) outline the expected level of job performance in the problem area(s);
- v) indicate a further time period by which significant improvement should be achieved (a maximum of sixty (60) school days from the date of the receipt of this Performance Appraisal Report) and that if a second successive “Unsatisfactory” report is issued, it will indicate that a recommendation for the removal of the person from the position of added responsibility will be presented to the Director of Education or designate;
- vi) indicate that during the maximum sixty (60) school day period identified in (v) above, at least two meetings will be held between the teacher and supervisor at minimal intervals of fifteen (15) teaching days (unless exceptional circumstances occur which warrant the convening of more meetings) to discuss the progress being made toward the expected level of job performance noted in (iv) above.

8.2.4 When the Performance Appraisal Report referred to in Section 2.3 is prepared, the Superintendent of Education or Associate Director of Learning Support Services, or Associate Director of Organizational Support Services, as appropriate shall:

- i) convene and chair a meeting with the person holding the position of added responsibility;
- ii) advise the person that a union representative may be present for the meeting;
- iii) involve the person(s) evaluating the work in the meeting;
- iv) fully discuss the contents of the Performance Appraisal Report with the person;

- v) at the conclusion of the meeting have the person acknowledge receipt of the Performance Appraisal Report by signing each of the three copies of it; and
- vi) provide one copy of the Performance Appraisal Report to the person holding the position of added responsibility, give one copy to the supervisor, forward one copy to the Associate Director of Organizational Support Services and retain one copy.

8.2.5 Should a recommendation for the removal of the person from the position of added responsibility be prepared for the Director of Education, the Supervisor identified in 8.2 above shall notify the person, in writing, of the:

- i) wording of the recommendation, and the date and time at which it will be presented to the Director of Education or designate;
- ii) reasons necessitating the preparation of the recommendation;
- iii) area(s) of unsatisfactory job performance;
- iv) efforts made to assist the person and the personnel involved;
- v) person's right to attend this meeting with a union representative; and
- vi) right of the person or person's union representative to respond orally and/or in writing to the recommendation by addressing the assertions of "Unsatisfactory" job performance.

8.2.6 Should the Director of Education or designate approve the recommendation noted in Section 8.2.5, the person shall no longer hold the position of added responsibility effective the date of that decision. Unless action terminating the person's employment has been taken, the person, after consultation with the Associate Director of Organizational Support Services, will be placed in a position determined by the Board's administration.

8.2.7 Although the evaluation procedures specify certain time periods and procedures that may culminate in the removal of a person from a position of added responsibility below the level of Vice-Principal, exceptional circumstances may arise that warrant the Administration acting in a compressed time period or, in the case of serious jeopardy to students and/or program, immediately removing a person from a position holding school or system level responsibility.

8.2.8 Nothing in this procedure prevents a teacher from indicating that he/she wishes to return to a previous role rather than continuing on in the current role of additional responsibilities. The appropriate supervisory officer will then indicate the options that are available.

9.0 APPENDICES

- A Thames Valley District School Board Mission, Vision and Commitments
- B Performance Indicators – “Look-Fors”
- C Rating Scale for Experienced Teachers
- D Rubric to Describe Levels of Performance of New Teachers
- E Coaching
- F NTIP Induction Elements
- G References
 - Performance Appraisal of Experienced Teachers: Technical Requirements Manual
 - New Teacher Induction Program: Manual for Performance Appraisal of New Teachers
 - New Teacher Induction Program: Induction Elements Manual
- H Collective Agreement Language
- I Forms Available on the Electronic Forms on the Employee Portal



OUR MISSION

We build each student's tomorrow, every day.

OUR VISION

The Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - a strong foundation for all students.

OUR COMMITMENTS

As leaders in public education, we commit to putting the needs of the students first by:

- Keeping the needs of all students at the forefront during the decision making process.
- Advancing collaborative practices among staff that stimulate critical and creative thinking.
- Seeking input and communicating effectively with parents in a transparent and timely fashion.
- Engaging our community to share expertise in supporting the needs of students.

As leaders in public education, we commit to recognizing and encouraging leadership in all its forms by:

- Providing students with opportunities that develop leadership skills and innovation.
- Providing professional learning opportunities for staff that foster leadership and continuous improvement.
- Encouraging and supporting parent learning and leadership.
- Supporting student leadership development opportunities in the community.

As leaders in public education, we commit to ensuring safe, positive learning and working environments by:

- Supporting student learning by setting high standards and clear expectations.
- Providing parents with an educational environment that is welcoming, inviting, and accepting.
- Creating healthy workplaces and addressing the wellness needs of staff.
- Recognizing the rights of all to feel safe and respected.

As leaders in public education, we commit to inspiring new ideas and promoting innovation by:

- Providing students with inquiry-based learning and higher level thinking experiences.
- Encouraging and supporting risk-taking and innovation by staff.
- Engaging the community to provide real world experiences for students.

As leaders in public education, we commit to taking responsibility for the students and resources entrusted to our care by:

- Providing access to resources, technology and experiences that meet students' strengths and needs.
- Allocating appropriate resources to staff and students.
- Establishing, maintaining and nurturing partnerships with parents.

As leaders in public education, we commit to actively engaging our students, staff, families and communities by:

- Promoting students' voice and advocacy for self and others.
- Communicating effectively to staff and seeking feedback from all employee groups.
- Encouraging and supporting parent involvement and participation.
- Gathering input and feedback from the community around planning and program implementation.

As leaders in public education, we commit to being inclusive, fair and equitable by:

- Empowering students to become caring community members and responsible global citizens.
- Recognizing and celebrating the contributions and diversity of students, staff and volunteers.
- Recognizing and promoting our diversity and achievements.

Performance Indicators – “Look-Fors”

- The following Performance Indicators – “Look-Fors” illustrate how the competencies may be observed in the teacher's practice.
- For **New Teachers**, only **bolded** items apply

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
1. Commitment to Pupils and Pupil Learning	<p>1.1 Teachers demonstrate commitment to the well-being and development of all pupils</p> <p>1.2 Teachers are dedicated in their efforts to teach and support pupil learning and achievement</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • applies knowledge of how pupils develop and learn physically, socially, and cognitively • responds to learning exceptionalities and special needs by modifying assessment processes to ensure the special needs of pupils are met • shapes instruction so that it is helpful to pupils who learn in a variety of ways • effectively motivates pupils to improve student learning • models and promotes the joy of learning • demonstrates a positive rapport with pupils <p>The teacher:</p> <ul style="list-style-type: none"> • assists learners in practising new skills by providing opportunities for guided practice • provides for active pupil participation in the learning process • employs appropriate balance of pupil and teacher directed discussion/ learning • establishes an environment that maximizes learning • encourages students to excel to the best of their ability • uses a variety of teaching strategies suited to the individual needs of pupils

- The following Performance Indicators – “Look-Fors” illustrate how the competencies may be observed in the teacher's practice.
- **For New Teachers, only bolded items apply**

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p>1. Commitment to Pupils and Pupil Learning, continued</p>	<p>1.3 Teachers treat all pupils equitably and with respect</p> <p>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</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • demonstrates care and respect for pupils by maintaining positive interactions • promotes polite and respectful pupil interactions • addresses inappropriate pupil behaviour in a positive manner • communicates information from a biasfree, 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 <p>The teacher:</p> <ul style="list-style-type: none"> • 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 cognizant of their personal strengths and capabilities to pursue possible career paths

- The following Performance Indicators – “Look-Fors” illustrate how the competencies may be observed in the teacher's practice.
- For **New Teachers**, only **bolded** items apply

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
2. Professional Knowledge	<p>2.1 Teachers know their subject matter, the Ontario curriculum and education-related legislation</p> <p>2.2 Teachers know a variety of effective teaching and assessment practices</p> <p>2.3 Teachers know a variety of effective classroom management strategies</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • 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 regards to student safety and welfare • knows, follows and explains appropriate legislation, local policies and procedures <p>The teacher:</p> <ul style="list-style-type: none"> • provides constructive criticism as part of evaluation • aligns assessment strategies with learning objectives • uses appropriate diagnostic techniques to assess pupil difficulties • employs formative and summative assessments to check for understanding • use a variety of appropriate teaching techniques to engage students • uses a variety of assessment strategies and instruments to make both short-term and long-range decisions to improve pupil learning <p>The teacher:</p> <ul style="list-style-type: none"> • systematizes routine procedures and tasks to engage pupils in varied learning experiences • provides opportunities for pupils to share their interests and demonstrate their involvement in learning • ensures that all pupils have the opportunity to learn • uses appropriate strategies to manage discipline • implements the behaviour code consistently

- The following Performance Indicators – “Look-Fors” illustrate how the competencies may be observed in the teacher's practice.
- **For New Teachers, only bolded items apply**

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p>2. Professional Knowledge, continued</p> <p>3. Professional Practice</p>	<p>2.4 Teachers know how pupils learn and factors that influence pupil learning and achievement</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • uses different motivational strategies to encourage pupils in developing competence in all areas • takes into account various learning styles with the selection of materials/media • adapts to groups or individual students with flexible grouping practices • modifies programs to fit pupil needs by making topics relevant to pupils' lives and experiences • knows special education IEP and IPRC processes and provides appropriate experiences for pupil achievement
	<p>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 their pupils</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • develops clear and achievable classroom expectations with the pupils • models and promotes effective communication skills • chooses pertinent resources for development of instruction to address pupil needs • uses instructional time in a focused purposeful way • organizes subject matter into meaningful lessons • assists pupils to develop and use ways to access and critically assess information • uses a clear and consistent format to present instruction
	<p>3.2 Teachers communicate effectively with pupils, parents and colleagues</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • provides ongoing feedback to parents, for example, through newsletters, bulletins, etc. • demonstrates a positive, professional attitude when communicating with parents, pupils and colleagues • follows school/board guidelines on reporting with diligence • conducts teacher-pupil conferences • communicates clear, challenging and achievable expectations for pupils

- The following Performance Indicators – “Look-Fors” illustrate how the competencies may be observed in the teacher's practice.
- For **New Teachers**, only **bolded** items apply

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
<p>3. Professional Practice, continued</p>	<p>3.3 Teachers conduct ongoing assessment of their pupils' progress to evaluate their achievement, and report results to pupils and parents regularly</p> <p>3.4 Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources</p> <p>3.5 Teachers use appropriate technology in their teaching practices and related professional responsibilities</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • uses a variety of appropriate techniques to report pupil progress • uses a variety of appropriate assessment and evaluation techniques • engages in meaningful dialogue with pupils to provide feedback during the teaching/learning process • uses ongoing reporting to keep both pupils and parents informed and to chart pupil progress • gathers accurate data on student performance and keeps comprehensive records of student achievements <p>The teacher:</p> <ul style="list-style-type: none"> • assesses and reviews program delivery for relevancy • uses provincial achievement standards and competency statements as a reference point for evaluation of teaching • modifies programs to respond to needs of exceptional pupils • effectively demonstrates knowledge of trends, techniques and research relevant to his or her teaching <p>The teacher:</p> <ul style="list-style-type: none"> • uses technology when appropriate to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures and decision-making models and promotes effective use of technology to promote pupil learning • demonstrates effective use of technology as it relates to school operations and board expectations

- The following Performance Indicators – “Look-Fors” illustrate how the competencies may be observed in the teacher's practice.
- For **New Teachers**, only **bolded** items apply

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
4. Leadership in Learning Communities	<p>4.1 Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools.</p> <p>4.2 Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • learns with and from colleagues and others in the community of learners • pursues and effectively shares knowledge about current thinking, trends, and practices in education with colleagues • works co-operatively with colleagues to solve pupil, classroom and school concerns • participates as an effective team member and shares expertise with others, for example, by acting as mentor, peer coach or associate teacher • participates effectively by contributing to grade, division and/or subject teams • participates effectively on committees by organizing school-based activities, for example, school/parish initiatives, graduation, theme days • shares learning acquired through participation on system-wide or provincial initiatives with colleagues • serves as a resource to colleagues, for example, in the effective use of technology, assessment strategies and classroom management • creates worthwhile opportunities for pupils, their parents and community members to share their learning, knowledge and skill with others within the class or school <p>The teacher:</p> <ul style="list-style-type: none"> • reaches out to parents and to diverse local communities inviting them to share their knowledge and skills in supporting effective classroom and school activities • engages others effectively through shared problem solving and conflict resolution • initiates contact with other professionals and community agencies to assist pupils and their families, where appropriate • cooperates and works readily with the school's support team • serves on the school council as a teacher advisor • sets up partnerships, with local library, music centre, science centre, business recreation centre or career centre, to develop resources to enhance career opportunities and pupil achievement • contributes research to professional publications, subject councils and/or other professional organizations • participates in, gives presentations at, and effectively organizes conferences, workshops and institutes to enhance pupil achievement

- The following Performance Indicators – “Look-Fors” illustrate how the competencies may be observed in the teacher's practice.
- For **New Teachers**, only **bolded** items apply

DOMAINS	COMPETENCIES (Ontario Regulation 99/02)	“LOOK-FORS”
5.Ongoing Professional Learning	5.1 Teachers engage in ongoing professional learning and apply it to improve their teaching practices	<p>The teacher:</p> <ul style="list-style-type: none"> • seeks input from colleagues, consultants or other appropriate support staff and effectively applies it to enhance teaching practices • identifies areas for professional growth, attends workshops, appropriate seminars or courses to respond to changes in education/policies and practices and effectively applies information to enhance teaching practices • participates willingly and effectively in professional learning, study groups and in-service programs to enhance skill development or broaden knowledge • observes other teachers, acquires best practices and effectively applies new information/techniques to enhance teaching practices • reads professional journals, books, Internet sites, or any articles related to educational contexts and effectively shares with peers • keeps a portfolio recording his or her learning experiences and effectively relates them to educational contexts • participates in workshops, seminars, courses, and in-service programs; or reads books, articles, journals, and Internet sites; or reflects with others to better understand human nature and be a model for pupils • explores ways to access and to use educational research

Rating Scale for Experienced Teachers

The Rating Scale

The scale used in the appraisal process for experienced teachers is as follows:

- *Satisfactory*
- *Unsatisfactory*

Descriptions of the Overall Performance Ratings

The following descriptions of the performance ratings are provided as a resource to clarify for principals and teachers what is meant by each of the ratings. The descriptions are intended to be considered holistically rather than to be used as a checklist. Principals and teachers may find it helpful to expand on these descriptions to develop an enhanced and shared understanding of the ratings.

Satisfactory

The *Satisfactory* rating encompasses the diversity among experienced teachers that includes their stage of development and degree of professional expertise.

Experienced teachers whose overall performance rating is *Satisfactory* exhibit a range in levels of performance for a sustained period in relation to the following:

- demonstrate effectiveness across all the competencies for experienced teachers;
- demonstrate effective teaching practice that enhances student success;
- improve and refine their teaching through self-reflection and by accepting constructive feedback;
- show self-direction and responsibility for their improvement efforts, including professional development focused on improving their teaching and student learning;
- display professional characteristics that contribute to effective practice – in particular those relating to having high aspirations and expectations for their students, inspiring trust and confidence in students and colleagues, and working collaboratively for the good of the students and the school.

Unsatisfactory

Experienced teachers whose overall performance rating is *Unsatisfactory*:

- demonstrate ineffective teaching in relation to the competencies for experienced teachers;
- require improvement in the competencies that are the focus of the teacher's individual appraisal and affect teaching and student learning.

Rubric to Describe Levels of Performance of New Teachers

The Rating Scale

The scale used in the appraisal process for new teachers is:

- *Satisfactory*
- *Development Needed*

For a teacher who received a *Development Needed* performance rating in a previous appraisal, the scale in any subsequent appraisals is:

- *Satisfactory*
- *Unsatisfactory*

Descriptions of the Overall Performance Ratings

The following descriptions of the performance ratings are provided as a resource to clarify for principals and teachers what is meant by each of the ratings. The descriptions are intended to be considered holistically rather than to be used as a checklist. Principals and teachers may find it helpful to expand on these descriptions to develop a shared understanding of the ratings.

Satisfactory

New teachers whose overall performance rating is *Satisfactory*:

- continue to make adequate progress across the competencies;
- strive to improve their practice so that student performance improves as a result of their teaching;
- demonstrate the capacity to accept constructive feedback in order to improve and refine their teaching;
- show increasing independence and self-direction in their improvement efforts, including seeking help from others;
- demonstrate steadily increasing readiness to become an experienced teacher.

Development Needed

New teachers whose overall performance rating is *Development Needed*:

- require improvement in one or more competencies in which performance is less than satisfactory and thus affects their teaching and student learning;
- need targeted support that is focused on one or more competencies;
- demonstrate the need for additional enriched supports provided through the New Teacher Induction Program.

New teachers whose overall performance rating is *Development Needed* may or may not also exhibit some of the following characteristics of teachers whose overall performance rating is *Satisfactory*. They may:

- strive to improve their practice so that student performance improves as a result of their teaching;
- demonstrate the capacity to accept constructive feedback in order to improve and refine their teaching;
- show increasing independence and self-direction in their improvement efforts, including seeking help from others;
- demonstrate steadily increasing readiness to become an experienced teacher.

Unsatisfactory

New teachers whose overall performance rating is *Unsatisfactory*:

- are not making adequate progress in relation to the competencies even after added time and supports have been provided following a *Development Needed* rating;
- require improvement in the competencies in which their performance is not satisfactory and thus affects their teaching and student learning.

Rubric to Describe Levels of Performance

Principals and teachers use the rubric to describe evidence of teaching performance for each of the levels of performance for each competency.

The principal should discuss this rubric with the teacher in the pre-observation meeting.

The principal must, at a minimum, comment in the Summative Report Form for New Teachers on the eight competencies for new teachers. The principal must also comment on additional competencies that the board may identify and use.

DOMAIN: Commitment to Pupils and Pupil Learning

COMPETENCIES	LEVEL OF PERFORMANCE		
	Satisfactory	Development Needed	Unsatisfactory
Teachers demonstrate commitment to the well being and development of all pupils.	<p>The teacher demonstrates considerable commitment to the well-being and development of all pupils.</p> <p>The teacher shows continued growth in this competency.</p>	<p>The teacher demonstrates some commitment to the well-being and development of all pupils.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>The teacher demonstrates limited commitment to the well-being and development of all pupils.</p> <p>The teacher requires extensive improvement in this competency</p>
Teachers are dedicated in their efforts to teach and support pupil learning and achievement.	<p>The teacher demonstrates considerable dedication in his or her efforts to teach and support pupil learning and achievement.</p> <p>The teacher shows continued growth in this competency.</p>	<p>The teacher demonstrates some dedication in his or her efforts to teach and support pupil learning and achievement.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>The teacher demonstrates limited dedication in his or her efforts to teach and support pupil learning and achievement.</p> <p>The teacher requires extensive improvement in this competency.</p>
Teachers treat all pupils equitably and with respect.	<p>The teacher treats all pupils equitably and with respect to a considerable extent.</p> <p>The teacher shows continued growth in this competency.</p>	<p>The teacher treats all pupils equitably and with respect to some extent.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>The teacher treats all pupils equitably and with respect to a limited extent.</p> <p>The teacher requires extensive improvement in this competency.</p>
Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.	<p>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 to a considerable extent.</p> <p>The teacher shows continued growth in this competency.</p>	<p>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 to some extent.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>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 to a limited extent.</p> <p>The teacher requires extensive improvement in this competency.</p>

DOMAIN: Professional Knowledge

COMPETENCIES	LEVEL OF PERFORMANCE		
	Satisfactory	Development Needed	Unsatisfactory
Teachers know their subject matter, the Ontario curriculum, and education related legislation.	<p>The teacher demonstrates considerable knowledge of his or her subject matter, the Ontario curriculum, and education-related legislation.</p> <p>The teacher shows continued growth in this competency.</p>	<p>The teacher demonstrates some knowledge of his or her subject matter, the Ontario curriculum, and education-related legislation.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>The teacher demonstrates limited knowledge of his or her subject matter, the Ontario curriculum, and education-related legislation.</p> <p>The teacher requires extensive improvement in this competency.</p>

DOMAIN: Professional Practice

COMPETENCIES	LEVEL OF PERFORMANCE		
	Satisfactory	Development Needed	Unsatisfactory
Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.	<p>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 with considerable effectiveness.</p> <p>The teacher shows continued growth in this competency.</p>	<p>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 with some effectiveness.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>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 with limited effectiveness.</p> <p>The teacher requires extensive improvement in this competency.</p>
Teachers communicate effectively with pupils, parents, and colleagues.	<p>The teacher communicates with pupils, parents, and colleagues with considerable effectiveness.</p> <p>The teacher shows continued growth in this competency.</p>	<p>The teacher communicates with pupils, parents, and colleagues with some effectiveness.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>The teacher communicates with pupils, parents, and colleagues with limited effectiveness.</p> <p>The teacher requires extensive improvement in this competency.</p>
Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.	<p>The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly to a considerable extent.</p> <p>The teacher shows continued growth in this competency.</p>	<p>The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly to some extent.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly to a limited extent.</p> <p>The teacher requires extensive improvement in this competency.</p>

COACHING

There are several variations of coaching. If a teacher has selected some aspect of the classroom learning environment as a focus for professional growth, then a fellow teacher may be the most appropriate coach. If, however, the teacher has chosen an area that deals with the total school environment, interpersonal relationships, or positions of responsibility, a principal or vice-principal may be an appropriate coach. The coaching relationship may also vary. If two teachers agree to coach each other, the coaching relationship is reciprocal. If, however, the relationship is not reciprocal, then a coach will provide assistance as requested in a consultative mode. It may be possible to have three or more individuals in a reciprocal coaching relationship called group coaching. All coaching relationships require the forming of a supportive bond such that there can be a free exchange of information in an atmosphere of openness, trust and confidentiality.

It is critical to determine an area of focus, and to formulate a goal before selecting a coach.

Appropriate coaches:

- are good role models and have expertise in the focus area
- possess effective observation and communication skills
- are committed to the spirit and intent of coaching
- can work comfortably and productively with others
- respect confidentiality.

Coaching is cyclical in design and has three major components:

- Pre-Conference. In this phase, the partners begin to explore informally the coaching relationship and to build rapport. One of the purposes of these meetings is to ensure that both understand the relationship, the roles, and the task. A focus is chosen, a specific goal is stated, and an action plan is developed.
- Observation/Professional Activity: Having completed a preliminary exploration of the area under study and drafted the goal, the teacher and coach will decide on the activities to be undertaken, the project to be completed, or the list of behaviours to be observed. If appropriate, a data-gathering instrument to record observations/activities may be designed.
- Post-Conference: The skills of an effective coach are most evident in the post-conference. The role of the coach as an observer is to provide feedback in a nonthreatening and helpful manner. Effective feedback is directly related to the goal; specific, clear and focused; and void of references to the personality or shortcomings of the teacher. Emphasis on the strengths of the teacher is an important component of coaching. After feedback has been given, suggestions or comments may be provided.

NTIP INDUCTION ELEMENTS

The Thames Valley District School Board has made a significant commitment to establishing a comprehensive program that incorporates focused induction activities, on-going support at all levels of the system, and viable, supportive mentoring relationships for all New Teachers. New Teachers bring tremendous enthusiasm for learning and a genuine commitment to meeting the diverse needs of the students with whom they work. Support for New Teachers is an investment in the future of the teaching profession and makes a direct impact on the Vision of Improving Student Learning.

The New Teacher Induction Program is comprised of the following induction elements:

- **orientation** for all new teachers to the school and school board
- **mentoring** for new teachers by experienced teachers
- **professional development** and training appropriate for new teachers (refer to subsection 268(2) of the *Education Act*)

New Teacher Orientation

Quality orientation programs enable new teachers to become familiar with the classroom, the school, the school board, and education in Ontario.

Timing

Orientation for new teachers is most effective when provided prior to or very early in the initial employment period. For example, a majority of new hires start in September and many school boards in Ontario offer orientation sessions in August. However, since there are multiple entry points for new teachers, the components of orientation should also be available throughout the year.

Method of Delivery

The components of orientation should be offered in a format appropriate to the needs and experience of participating teachers, such as face-to-face sessions/events, online resources, websites, teleconferences, and videoconferences.

Expectations / Core Content

All new teachers, administrators, and senior staff should be provided with a clear explanation of the program and should understand the expectations of the NTIP. All orientation programs should ensure that new teachers receive information about the Ontario curriculum and context, as well as orientation to their specific board and school.

Differentiated orientations should be provided for teachers who are: new to the profession; certified in Ontario but new to a publicly funded Ontario school board; certified in another Canadian province or territory and new to an Ontario school board; and certified outside of Canada and new to an Ontario school board.

Board-level orientation programs should include:

- Board mission, vision, and commitments;
- orientation to the current Ontario curriculum and context, as well as orientation to the specific board;
- information about Teacher Federations and the Ontario College of Teachers;
- relevant board information such as student population, school locations, and safe schools policies and procedures;
- a clear identification of available ongoing supports and resources (such as curriculum/program staff and resources);
- access to first-day, first-week, and first-month strategies to help get new teachers started;
- schedules of support program activities specific to the needs of new teachers;
- a checklist for new teachers and administrators to be used for school orientation;
- a clear explanation of the purpose and structure of the NTIP including information about the appraisal process for new teachers and the NTIP notation;
- articulation of a clear plan to communicate consistently and directly with new teachers, including a plan to assess their needs on an ongoing basis;
- clear information regarding salary, benefits, pay days, sick days, the Employee Assistance Program, and other administrative policies and programs;
- other activities/sessions as determined by the board.

School-level orientation programs should:

- be initiated by the principal and supported by the superintendent/senior staff;
- reflect a collaborative school culture;
- provide a supportive and timely transition to effective classroom organization, planning, and program delivery;
- provide an introduction to the NTIP and an overview of the appraisal process for new teachers;
- include an introduction to the mentor contact;
- be accompanied by a checklist for use by the administrator and new teacher to ensure that key school-related information is covered in the school-level orientation (such as school community/people information, curriculum/program information, and logistics/facility information);
- other activities/sessions as determined by the school.

Mentoring New Teachers**Mentor**

The mentor provides ongoing support to enable the new teacher to improve his or her skills and confidence through participation in an effective professional, confidential relationship. The mentor is responsible for meeting with the new teacher to assist in developing and completing the *Individual NTIP Strategy Form* [available on the Electronic Forms on the Employee Portal] specific to the new teacher's individual needs. The new teacher's *Individual NTIP Strategy Form* may be revised throughout the year as needs change.

Mentors are experienced teachers who have mastered their craft and are dedicated to promoting excellence in the teaching profession. Mentors must play several roles including role model, facilitator, counsellor, consultant, coach and colleague. They are good listeners who are sensitive to the needs of beginning teachers, able to transmit effective teaching strategies, have a thorough command of the curriculum and can communicate openly in a confidential, trusting and non evaluative manner with the new teacher.

New teachers are often hesitant to seek assistance from their more senior colleagues because they are striving for professional autonomy and status equality. In a mentoring relationship, they can obtain assistance with classroom management, lesson planning, school routines and motivational techniques.

Mentoring

Mentoring provides an opportunity for experienced teachers to examine their practices and beliefs. Through the process of helping new teachers improve their skills, experienced teachers gain insights into their own teaching. Because of their involvement in mentoring, experienced teachers are revitalized professionally, form new friendships, and have their professionalism recognized

Timing

Mentoring should be an ongoing relationship throughout the first year of professional practice. Since there are multiple entry points for new teachers, relevant components of mentoring should be available throughout the year.

Method of Delivery

Components of mentoring are to be offered in ways appropriate to the needs of the teachers, such as classroom observation, common planning time, professional dialogue with colleagues/mentors, online conferencing, in-service sessions, and shared professional development for new teachers and mentors.

Expectations / Core Content

Principals should ensure that there is an opportunity for new teachers to improve their skills and confidence through participation in an effective professional mentoring relationship.

The relationship is envisioned as a supportive one, with the mentor acting as a role model, coach, and advisor to the new teacher, sharing his or her experience and knowledge about teaching on an ongoing basis. This relationship is based on trust and confidentiality.

The desired outcomes are improved skills and knowledge for new teachers, as well as a more collaborative and professional environment in Ontario's schools.

Quality New Teacher Induction Programs should include mentoring strategies that are based on the effective practices listed below. They should be structured, supportive, and differentiated:

Structured: In addition to the ongoing support and guidance inherent in the new teacher–mentor relationship, an effective professional mentoring relationship that is purposeful and structured provides the opportunity for release time. This time should be provided for the new teacher and his or her mentor to meet during the school day to work on specific aspects of teacher development that need to be addressed.

Principals will provide release time for the new teachers and their mentors to:

- develop their plans for mentoring;
- observe in one another's classroom (e.g., a lesson, an afternoon, or a class to observe strategies used in classroom management, or teaching students with diverse learning needs) and debrief the experience;
- provide opportunities for the new teachers and mentors to attend presentations and/or training together and time to apply their learning.

Supportive: The goal of the program is to foster a collegial and collaborative mentoring culture that builds professional capacity. Mentoring should provide support, challenge, and growth in a non-evaluative manner. Among other options, principals may use release time as necessary to allow mentors and new teachers time to visit and observe classrooms.

Principals should use the following criteria when recruiting and selecting suitable mentors from volunteer teachers. Mentors must:

- be members in good standing with the Ontario College of Teachers;
- be experienced teaching professionals, skilled in working with both adults and students;
- be knowledgeable and skilled in current curriculum and teaching/learning strategies;
- have demonstrated skills in problem solving
- be excellent role models of a teaching professional;
- be open to the views and feedback of others, and be continual life-long learners;
- be effective listeners and communicators;
- have effective interpersonal skills.

Differentiated: Mentoring opportunities must be tailored to meet the needs of individual new teachers who are: new to the profession; certified in Ontario but new to a publicly funded Ontario school board; certified in another Canadian province or territory and new to an Ontario school board; and certified outside of Canada and new to an Ontario school board.

The mentoring program component should be implemented in accordance with the following principles:

- It should be an organized, systematic process that includes input from the new teacher to help ensure the most effective professional matches.
- The matching process should be adapted to the needs of the new teachers, and should take the following into consideration:
 - one-on-one mentoring models
 - large- or small-group mentoring models
 - team mentoring models
 - the nature of the school and the unique requirements of the board
 - matching teachers with similar assignments
 - matching teachers at the same school
 - other staff demographics
- It should involve a mentoring training component using a curriculum that includes:
 - training in consulting, collaborating, and coaching
 - developing a mentoring plan
 - listening and building rapport
 - sharing information and sources
 - using appropriate language
 - conferencing skills and providing meaningful feedback
 - integration of mentoring activities with ongoing personal and professional development
 - building capacity for high achievement
 - assurance that confidentiality between mentors and new teachers is respected
 - a clear and safe exit procedure for both mentor and new teacher in case of non-compatibility
 - dealing with a teacher in crisis

Professional Development

A comprehensive professional development (PD) framework is based on a foundation of high standards through a coherent system that ensures appropriate and effective professional development for teachers at all levels of experience. The professional development for new teachers will focus on the following:

Timing

Effective practices in professional development demonstrate that activities must be appropriate to the daily responsibilities of new teachers, must be manageable, relevant, and timely for the new teacher, and must be designed to improve the professional practices of all teachers. In addition, professional development opportunities should be made available to new teachers throughout the year.

Method of Delivery

All professional development opportunities for new teachers should be differentiated, ongoing, and appropriate. The method of PD delivery will depend upon the needs of the new teacher as well as the numbers of new teachers with similar needs. For example, several principals from a family of schools may find that delivering a larger session on classroom management would be an effective and efficient approach. On the other hand, a principal may offer one-on-one classroom management support to new teachers. In consultation with principals and mentors, the designated NTIP superintendent may determine where a board-wide program would be more effective and efficient than holding multiple school-level sessions on the same topic.

Professional activity days can be used to provide ongoing professional development for new teachers, mentors, and administrators. In addition, PD activities should be appropriate to the needs of the teachers (such as classroom observation, common planning time, shared PD for new teacher and mentor, professional dialogue with colleagues/mentors, working with learning teams, online conferencing, in-service sessions).

Differentiated: Differentiated professional development opportunities must be offered for teachers who are: new to the profession; certified in Ontario but new to a publicly funded Ontario school board; certified in another Canadian province or territory and new to an Ontario school board; and certified outside of Canada and new to an Ontario school board.

Ongoing: Since there are multiple entry points for new teachers, relevant components of professional development should be available throughout the year. These professional development opportunities must be established as the entry to ongoing professional growth for all teachers.

Appropriate: Special attention needs to be paid to designing a manageable PD program for new teachers that recognizes the NTIP requirements are in addition to the professional development opportunities and programs that should be offered to all teachers, including activities aligned with current ministry initiatives: Literacy and Numeracy strategies, Student Success, and Safe Schools.

Expectations / Core Content

Quality professional development targeted to address specific areas identified by new teachers is essential. Boards must make available the following professional development opportunities for new teachers:

- Literacy and Numeracy strategies (e.g., skills and knowledge related to the teaching of reading and math)
- Student Success (e.g., identifying students who are at risk early on, and facilitating connections with the Student Success teacher or the guidance teacher)
- Safe Schools (e.g., be able to identify bullying behaviour, understand appropriate ways to deal with bullying situations, and know how to appropriately apply the Safe Schools Act)
- classroom management
- planning, assessment, and evaluation
- communication with parents
- teaching students with special needs and addressing the varied challenges of meeting the needs of diverse learners that require a broad repertoire of instructional strategies (These learners might include Aboriginal students, students at risk, English language learners, etc)

References

- Performance Appraisal of Experienced Teachers: Technical Requirements Manual
- Ministry of Education Website:
- <http://www.edu.gov.on.ca/eng/teacher/technicalRequirementsManual.pdf>
- New Teacher Induction Program: Manual for Performance Appraisal of New Teachers
- <http://tpfr.edu.gov.on.ca/ntip/TPA%20ENG%20-%20Final.pdf>
- New Teacher Induction Program: Induction Elements Manual
- <http://tpfr.edu.gov.on.ca/ntip/EM%20ENG%20-%20Final.pdf>

- Additional information, resources and FAQs for the New Teacher Induction Program (NTIP) are also available at Ministry of Education website:
<http://www.edu.gov.on.ca/eng/teacher/induction.html>

Collective Agreement Language

It is recognized that specific language in the Collective Agreement takes precedent, where applicable.

As noted in the Elementary Collective Agreement Article 5.06 (e) states that *the evaluation report shall be given to the Teacher within fifteen (15) days of the date of the evaluation.*

FORMS AVAILABLE ON THE ELECTRONIC FORMS ON THE EMPLOYEE PORTAL

Annual Learning Plan (ALP)

Enrichment Plan for New Teachers

Improvement Plan for Experienced Teachers

Improvement Plan for New Teachers

Individual NTIP Strategy Form

Performance Appraisal Report for Teachers Holding School or System Level Responsibility

Summative Report Form for Experienced Teachers (Approved Form)

Summative Report Form for New Teachers (Approved Form)