

ADMINISTRATIVE PROCEDURES

SUBJECT: Performance Appraisal of Teaching Staff
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Experienced Teachers can be defined as either:

- Those hired prior to September 2005 who were certified by the College of teachers and have been employed as teachers by the LKDSB.
- Those hired after September 2005 who successfully completed the New Teacher Induction Program (NTIP).

Teachers New to the Board:

- Teachers certified by the Ontario College of Teachers, have worked in another board and have now transferred to the LKDSB.

Teachers New to the Profession

- Teachers certified by the Ontario College of Teachers who have been hired into a permanent position – full time or part –time – by a school board, to begin teaching for the first time in Ontario.

Role of Human Resources:

1. Will maintain and manage the software program used by school administrators and teachers throughout the appraisal process.
2. Will maintain an electronic personnel file for each member of the teaching staff.
3. Will provide, in September, each principal with an up-to-date list of teachers assigned to his/her school with the date of the most recent performance appraisal indicated for each teacher. In addition, the teachers new to the profession and new to the board will be clearly identified.
4. Will update the data in the human resources staff information system, after the appropriate superintendent has reviewed and signed the electronic copy of the completed Summative Performance Appraisal Report.

Role of the Teacher:

1. Will participate in and provide input into the teacher performance appraisal process.
2. Will complete the documentation required for both the formative and summative appraisal process using the Board's appraisal software.

Role of the Principal or Designate:

1. Will develop an appraisal plan, for each school year, for:
Experienced teachers and teachers new to the board:
 - Ensure that the Annual Learning Plan (Appendix A) is completed annually by **experienced** teachers and teachers new to the board.
 - Ensures that the **Summative Report Form for Experienced Teachers** (Appendix B) is completed during the teacher's appraisal year in accordance with the Ministry of Education document, "**Performance Appraisal of Experienced Teachers: Technical Requirements Manual, 2007**"
 - **Ensure that teachers are scheduled for an appraisal every five years.**
- New teachers:**
 - ensure that the Individual NTIP Strategy Form (Appendix C) and the Summative Report Form for the New Teachers (Appendix D) are completed in accordance with the Ministry of Education document, "New Teacher Induction Program – Manual for Performance Appraisal for New Teachers, 2006.
 - **Ensure that two appraisals are completed during the first year** (unless one report receives an "unsatisfactory" performance rating which requires superintendent involvement).
2. Will review the Administrative Procedure: Performance Appraisal of Teaching Staff, with their teaching staff at the first staff meeting of each school year.
3. Will provide written notification, within the first 20 school days of each new school year, to **experienced** teachers, teachers new to the profession and new to the Board when the current school year is an appraisal year.
4. Will inform **experienced** teachers and teachers new to the board that a copy of the Ministry of Education document, "**Performance Appraisal of Experienced Teachers: Technical Requirements Manual, 2007**" is available from the principal.
5. Will inform new teachers that a copy of the Ministry of Education document, "New Teacher Induction Program – Manual for Performance Appraisal for New Teachers, 2006" is available from the principal.

6. Will complete documentation required in a formative and summative appraisal process, using the Board's appraisal software.

The summative appraisal for **Experienced** teachers and teachers new to the board includes:

- a. Annual Learning Plan
- b. **One** Summative Report (unless the teacher receives an "Unsatisfactory" performance rating which requires superintendent involvement and the completion of an Improvement Plan (Appendix E).

The summative appraisal for New Teachers (NTIP) includes:

- a. Individual NTIP Strategy Form
- b. Two Summative Reports for New Teachers during the first 12 months (unless one report receives a "Development Needed" performance rating which requires superintendent involvement and the completion of an Enrichment Plan (Appendix F) or an Improvement Plan (Appendix E).

Role of the Appropriate Supervisory Officer:

1. Will review with principals, early in each school year, their formative (annual) and summative performance appraisal plans for the year.
2. Will review and submit for electronic filing each completed appraisal report.
3. Will review with each principal, before the end of each school year, the performance appraisals completed and the overall effectiveness of the formative and summative plans.

Implementation Date: April 12, 2000

Revised: February 2003
September 2003
September 2006
November 2007

Reference: Policy, Regulations and Teacher Performance Appraisal Guideline

Annual Learning Plan

Appendix A

Annual Learning Plan (ALP)



Lambton Kent
District School Board

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Background to Inform Professional Growth Goals, Action Plan, and Timelines

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

Annual Learning Plan (ALP)

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

Parental and student input to inform my professional learning and teaching practice:

Professional Growth Goals	Professional Growth Strategies to Help Reach Goals	Rationale for Professional Growth Goals and Strategies	Action Plan and Timelines

Other Comments (Teacher):

Annual Learning Plan

Appendix A

Annual Learning Plan (ALP)

Other Comments (Principal):

Date of Next Review and Update of the Annual Learning Plan

Date (yyyy/mm/dd)

Principal's Signature

By checking this box indicates that the teacher consulted with me to review and update the Annual Learning Plan.

Date (yyyy/mm/dd)

Teacher's Signature

By checking this box indicates that I reviewed and updated the Annual Learning Plan in consultation with my principal.

Date (yyyy/mm/dd)



Teacher Performance Appraisal
Summative Report for Experienced Teachers

This form must be used for each appraisal. The duties of the principal may be delegated to a vice-principal in the same school, or to an appropriate supervisory officer.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Instructions to the Principal

1. This report is to be completed during the performance appraisal process.
2. A copy signed by the principal must be provided to the teacher within 20 school days after the classroom observation (or 15 school days if the appraisal has resulted in a performance rating that is *Unsatisfactory*).
3. The teacher can add comments and must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the board.

5. In preparing the summative report, the principal must:
- consider all 16 competencies in assessing the teacher's performance;
 - provide comments regarding the competencies identified in discussions with the teacher as the focus of the performance appraisal¹;
 - provide an overall rating of the teacher's performance in accordance with the rating scale;
 - recommend professional growth goals and strategies for the teacher's development.

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

Pre-observation:

Classroom Observation:

Post-observation:

Focus of the Classroom Observation¹

Other Appraisal Input (Please specify.)

Additional input attached

1. Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies set out in Schedule 1 of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

Instructions to the Principal: Comment on 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).

Domain: Commitment to Pupils and Pupil Learning

- *Teachers demonstrate commitment to the well-being and development of all pupils*
- *Teachers are dedicated in their efforts to teach and support pupil learning and achievement*
- *Teachers treat all pupils equitably and with respect*
- *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*

Domain: Professional Knowledge

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

Domain: Professional Practice

- *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*
- *Teachers communicate effectively with pupils, parents and colleagues*
- *Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement and report results to pupils and parents regularly*
- *Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources*
- *Teachers use appropriate technology in their teaching practices and related professional responsibilities*

Domain: Leadership in Learning Communities

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

Domain: Ongoing Professional Learning

- *Teachers engage in ongoing professional learning and apply it to improve their teaching practices*

Additional Competencies

Overall Rating of Teacher's Performance

For a description of the ratings, refer to Appendix C.
(Check the appropriate box.)

- Satisfactory* *Unsatisfactory* (If the teacher received an Unsatisfactory rating, an Improvement Plan will also be developed.)

Comments on the Overall Rating of the Teacher's Performance

If the teacher received a Satisfactory rating, the principal is encouraged to provide further feedback on strengths and possible areas of growth for the teacher.

Professional Growth Goals and Strategies for the Teacher (Required, if rating is Satisfactory)

The following professional growth goals and strategies are recommended for the teacher to take into account in developing his or her Annual Learning Plan (ALP).

Principal's Additional Comments on the Appraisal (Optional)

Teacher's Comments on the Appraisal (Optional)

Principal's Signature

My electronic signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the Education Act and Ontario Regulations 98/02 and 99/02, as amended.

Date (yyyy/mm/dd)

Teacher's Signature

My electronic signature indicates the receipt of this summative report.

Date (yyyy/mm/dd)

INDIVIDUAL NTIP STRATEGY FORM

Name:

New Teacher Induction Program (NTIP) Elements	Goals	Strategies	Principal Initial ^A
Orientation			
Board level			
School level			
Professional Development and Training			
<ul style="list-style-type: none"> ● Classroom Management ● Planning, Assessment and Evaluation ● Communication with Parents ● Teaching Students with Special Needs and other Diverse Learners ● Current Education Priorities (e.g. Literacy and Numeracy strategies, Student Success, Safe Schools, PAL) 			
Mentoring			
<ul style="list-style-type: none"> ● Development of NTIP Individual Strategy with Mentor ● Mentoring activities (e.g., planning, dialogue, professional development, other) 			

Teacher's Signature

By checking this box indicates that I have participated in the NTIP elements described above.

Date: _____

Principal's Signature

By checking this box indicates that this new teacher has completed two satisfactory teacher performance appraisals and his/her name will be forwarded to the Ontario College of Teachers for NTIP notation.

Date: _____

Summative Report Form for New Teachers



This form must be used for each appraisal. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

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

Pre-observation:

Classroom Observation:

Post-observation:

Instructions to the Principal

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

Appendix A (continued)

Participation in the New Teacher Induction Program

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

- Orientation Mentoring Professional Development

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

Instructions to the Principal: A comment must be provided for each competency.

Commitment to Pupils and Pupil Learning

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

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

Teachers treat all pupils equitably and with respect.

Teachers provide an environment for learning that encourages pupils to be problem solvers, decision-makers, life-long learners and contributing members of a changing society.

Professional Knowledge

Teachers know their subject matter, the Ontario curriculum and education-related legislation.

Appendix A (continued)

Teaching Practice

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.

Teachers communicate effectively with pupils, parents and colleagues.

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

Additional Competencies

Overall Rating of Teacher's Performance

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

- Satisfactory* *Development Needed*

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

- Satisfactory* *Unsatisfactory*

Appendix A (continued)

Growth Strategies for the Teacher

(Check the appropriate box.)

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

OR

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

Growth Strategies:

Principal's Summary Comments on the Appraisal

Teacher's Comments on Progress to Date

Principal's Signature

My electronic signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the Education Act and Ontario Regulations 98/02 and 99/02.

Date (yyyy/mm/dd)

Teacher's Signature

My electronic signature indicates the receipt of this summative report.

Date (yyyy/mm/dd)



Improvement Plan

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

The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Name

Last Name

First Name

Name of School

Name of Board

Assignment/Class

Principal's Name

Last Name

First Name

Competencies requiring improvement

Expectations



Improvement Plan

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

Support (for example, from principal, from board)

Sample indicators of success

Date of next performance appraisal (yyyy/mm/dd)

Teacher's comments on the Improvement Plan

Principal's comments on the Improvement Plan

Principal's Signature

Date (yyyy/mm/dd)

My signature indicates that I developed this Improvement Plan with the teacher's
Input.

Teacher's Signature

Date (yyyy/mm/dd)

My signature indicates that I provided input into the Improvement Plan



Enrichment Plan

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

Teacher's Name

Last Name

First Name

Name of School

Name of Board

Assignment/Class

Principal's Name

Last Name

First Name

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Note: For the following provide a description of the elements of the New Teacher Induction Program offered by the Board to improve the new teacher's performance. Input from the teacher must be taken into account. The enriched support will be extended into the second 12-month period to improve the teacher's performance

Competencies Requiring Development

Expectations

Elements of NTIP to be Provided to the Teacher

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

Release days (if required)

Date of Next Appraisal

Principal's Signature

Date (yyyy/mm/dd)

My signature indicates that I developed this Enrichment Plan with the teachers input.

Teacher's Signature

Date (yyyy/mm/dd)

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

Supervisory Officer's Signature

Date (yyyy/mm/dd)

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