



# Northeastern Catholic District School Board



## PROCEDURES

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### 1.0 THE PERFORMANCE APPRAISAL FRAMEWORK

1.1 The provisions of the Teacher Performance Appraisal Technical Requirements Manual, 2010 shall serve as the guiding resource for all matters relating to the performance appraisal of new teachers.

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- x) Collect evidence to support the appraisal of the teacher's performance. This evidence must be either described in the summative report or attached as supporting documentation.

## 2.2 New Teachers

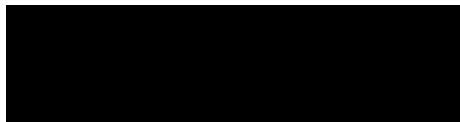
2.2.1 The following identifies key responsibilities of a new teacher:

- i) Participate in two performance appraisals within the first 12 months of employment as a new teacher with a board;
- ii) Take an active part in all meetings and observations related to their performance;
- iii) Provide evidence of instruction and practice as requested by the appraiser;
- iv) Sign the summative report to acknowledge receipt, and may add comments if desired.

## 2.3 Boards

2.3.1 The following identifies key responsibilities of a board:

- i) Establish policies, procedures and rules governing the performance appraisal of its teachers;
- ii) Make information available to staff and stakeholders about the TPA process;
- iii) Require all principals to conduct performance appraisals of the teachers assigned to their schools, in accordance with the requirements and timelines set out in the legislation and regulations;
- iv) Establish a process governing the delegation of the duties when a principal is unable to carry out their TPA related duties;
- v) Establish rules outlining who is responsible to carry out a TPA process for a teacher assigned to multiple schools;
- vi) Ensure that supervisory officers fulfill their responsibilities as it relates to the





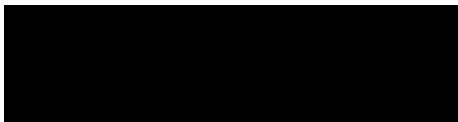


- c) The principal's indication of the induction elements in which the new teacher has participated;
- d) The principal's overall rating of the teacher's performance;
- e) Growth strategies if the teacher's performance is rated as Satisfactory
- iv) The summative report must be provided to the teacher within 20 school days of the last day of the classroom observation.

## 7.0 PERFORMANCE RATING AND PROCESS FOR ADDITIONAL SUPPORT

7.1 Following two Satisfactory ratings, the teacher and principal must identify learning and growth strategies that reflect the findings of the appraisal. The growth strategies must be taken into account in the teacher's annual learning plan.

7.2 Following a rating of Development Needs on the first appraisal, the principal will notify the Superintendent of Education immediately. .22 Td [(thlo /Tt)-4 (hT0 10.1r) Tc 0.071 Tw [(.(26 0 T



8.4 The principal must notify the teacher in writing of that fact and provide a copy of the signed summative report with its notice of the latest appraisal rating.

8.5 A teacher who receives an Unsatisfactory rating upon the completion of the third appraisal, they may be recommended for termination and the Ontario College of Teachers will be notified accordingly.

#### 9.0 TERMINATING A TEACHER'S EMPLOYMENT

9.1 If the performance appraisal conducted while a teacher is on review status results in an Unsatisfactory rating, the principal must promptly send a written recommendation to the director of education that the teacher's employment be terminated.

9.2 The written recommendation must be accompanied by written reasons for the recommendation and copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.

9.3 All legislative and regularly requirements will be followed when terminating a teacher g5sr

11.0 RELATED FORMS AND DOCUMENTS

In accordance with the Teacher Performance Appraisal: Technical Requirements (2010)

Director of Education: Tricia Stefanic Weltz  
Date: March 2021

