



HURON-PERTH CATHOLIC

District School Board

Teacher Performance Appraisal

Adopted:	October 27, 2003	Policy #:	P 3.4.6.
Revised:	March 26, 2018	Policy Category:	3.4. Human Resources

POLICY STATEMENT:

The Huron-Perth Catholic District School Board, whose mandate is Faith-Centred Education, believes that the foundation for quality education is quality teaching. The Board wants to ensure that students receive the benefit of an education system staffed by teachers who are performing their duties satisfactorily. This program must also address the needs of the teacher in terms of professional growth.

PROCEDURES:

The procedures for the implementation of this policy are contained in the most recent editions of the Ontario Ministry of Education's *Teacher Performance Appraisal Manual* and *New Teacher Induction Program, Induction Elements Manual*.

These procedures have been developed in accordance with the Education Act and its pertinent regulations.

TEACHER PERFORMANCE APPRAISAL PROGRAM

On June 1, 2006, the Ontario Government passed the Student Performance Act which defines the process for Teacher Performance Appraisals for New Teachers.

On March 15, 2007, Ontario Regulation 96/07 (Teacher Performance Appraisal) and Ontario Regulation 97/07 (Teacher Learning Plans) were filed under the Education Act. These regulations, along with Part X.2 of Sec. 277 of the Act establish the performance appraisal standards and processes for boards to use in the evaluation of teachers, except new teachers, throughout the province.

The Teacher Performance Appraisal process addresses the needs of the Catholic education system and the community for accountability and at the same time supports the growth of the individual as a professional.

The Huron-Perth Catholic District School Board, whose mandate is Faith-Centered Education, recognizes that each teacher is at some point of the continuum of development of his/her role in the system. The Teacher Performance Appraisal process recognizes the strengths of each teacher and provides positive direction for ongoing professional growth.

The Ontario College of Teachers Standards of Practice for the Teaching Profession provides an excellent guide for all professionals engaging in the performance appraisal process.

Guiding Principles

Teacher performance appraisal in a Catholic school system:

- Values teachers as professionals and respects their knowledge and expertise.
- Provides fair, effective and consistent appraisal of professional practice in the Catholic educational setting.
- Reflects Catholic teaching including the principles of Catholic Social Justice.
- Enhances professional practice to improve student learning and formation.
- Ensures effective delivery of the Ontario Catholic Curriculum program.
- Provides and supports opportunities for professional growth and faith development.
- Recognizes that personal faith is not subject to evaluation in a teacher's performance appraisal.
- Recognizes a communal responsibility for the formation of effective teachers in a Catholic school system.

Operating Parameters

The parameters that govern the appraisal of teacher performance in a Catholic school system include:

- The Ministry's domains, competencies and indicators.
- 16 areas of competency for appraisal of experienced teachers. Indicators are provided as examples within each competency.
- 8 areas of competency for appraisal of new teachers. Indicators are provided as examples within each competency.
- The summative report which provides a rating that incorporates all required areas of competency.
- Indicators that apply to the professional activities of the teacher in Catholic educational settings.
- A Statement of Professional Expectations which serves as a point of reference that orients the Ministry performance appraisal model to the Catholic character of education in schools.
- The Ministry's definition of a new teacher as being: all teachers certified by the Ontario College of Teachers (including teachers trained out-of-province) who have been hired into permanent positions – full-time or part-time – by a school board, school authority, or provincial school ("board") to begin teaching for the first time in Ontario. Teachers are considered "new" until they successfully complete the New Teacher Induction Program or when 24 months have elapsed since the date on which they first began to teach for a board.

Statement of Professional Expectations

The Statement of Professional Expectations is the context within which teacher performance appraisal is conducted in a Catholic school system. It serves as a point of reference that orients the Ministry Teacher Performance Appraisal Model to the Catholic character of education in schools.

The Catholic school is a Catholic faith-based educational community that intentionally aims to form learners into educated well-developed persons, good citizens and faithful disciples of Christ.

The Catholic educational community believes the learner will realize the fullness of humanity if learning takes place in an appropriate and challenging environment in which members of school communities emulate the life and teachings of Jesus Christ.

Likewise, the Catholic educational community believes that to enable learners to achieve this vision, a school's faith community will reflect the centrality of Jesus Christ in our lives and the teachings of the Catholic Church.

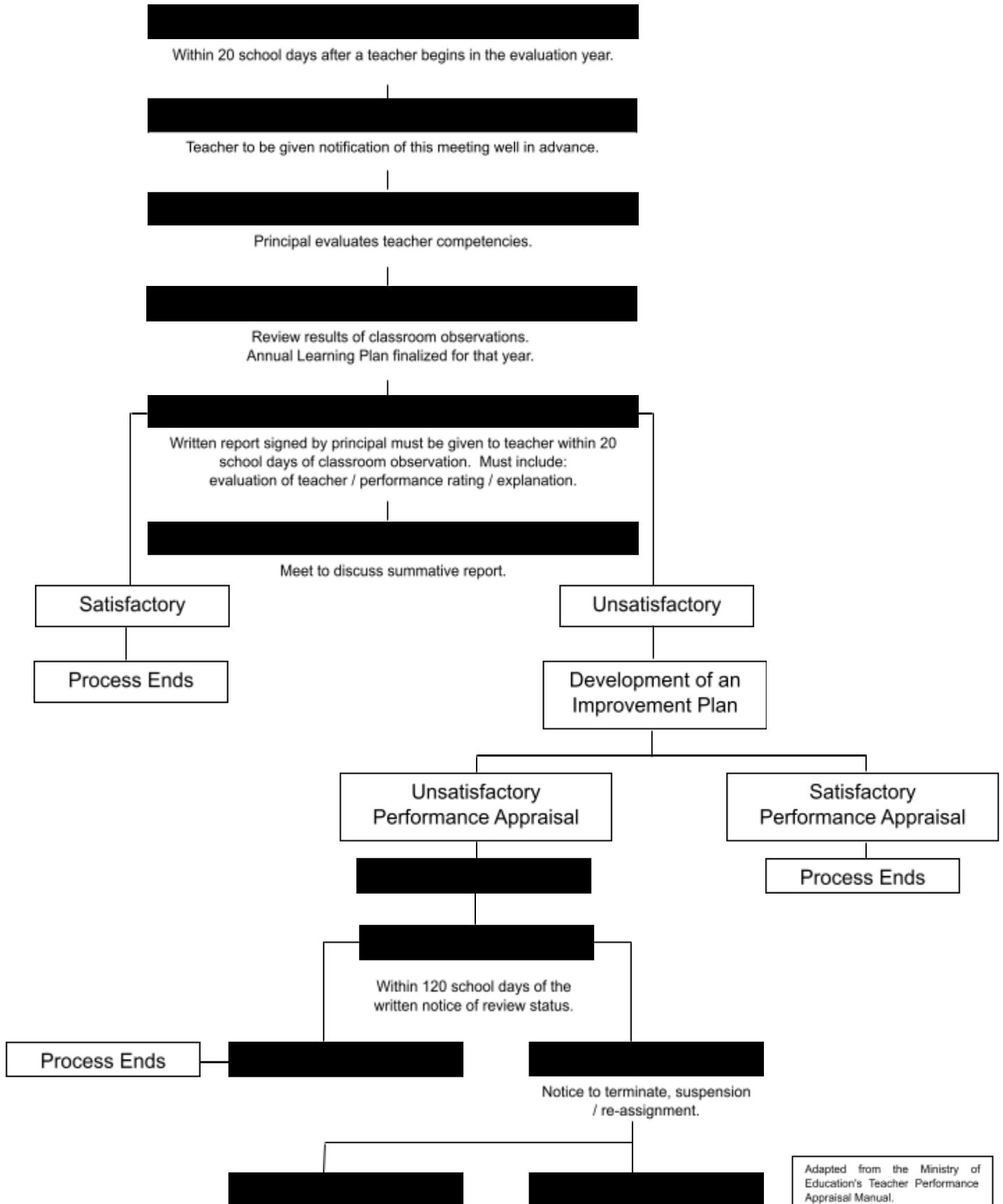
Teaching in a Catholic school, therefore, is a vocation that calls for knowledge and understanding of Catholic beliefs, traditions, and practices. It calls for a commitment to demonstrate Gospel values and teach these values to students.

To these ends, the teacher contributes to the Catholic character of the educational setting through professional practice by:

Commitment to Students and Students Learning	1. The Teacher sees the students and every human being as created in the image and likeness of God and affirms this personal dignity in the commitment to enhance student learning and personal development.
Professional Knowledge	2. The teacher knows and understands Catholic beliefs, the history and mission of Catholic education, and the Ontario Catholic curriculum
Professional Practice	3. The Teacher instructs students within a faith-based context that promotes the integration of gospel values across the curriculum, and fosters the realization of the Ontario Catholic School Graduate Expectations for all students.
Leadership in Learning Communities	4. The Teacher promotes collaboration within the Catholic learning community in the realization of the vision of Catholic education.
Ongoing Professional Learning	5. The Teacher demonstrates a commitment to ongoing professional learning including participation in faith activities provided within the school or board.

PERFORMANCE APPRAISAL PROCESS – AN OVERVIEW

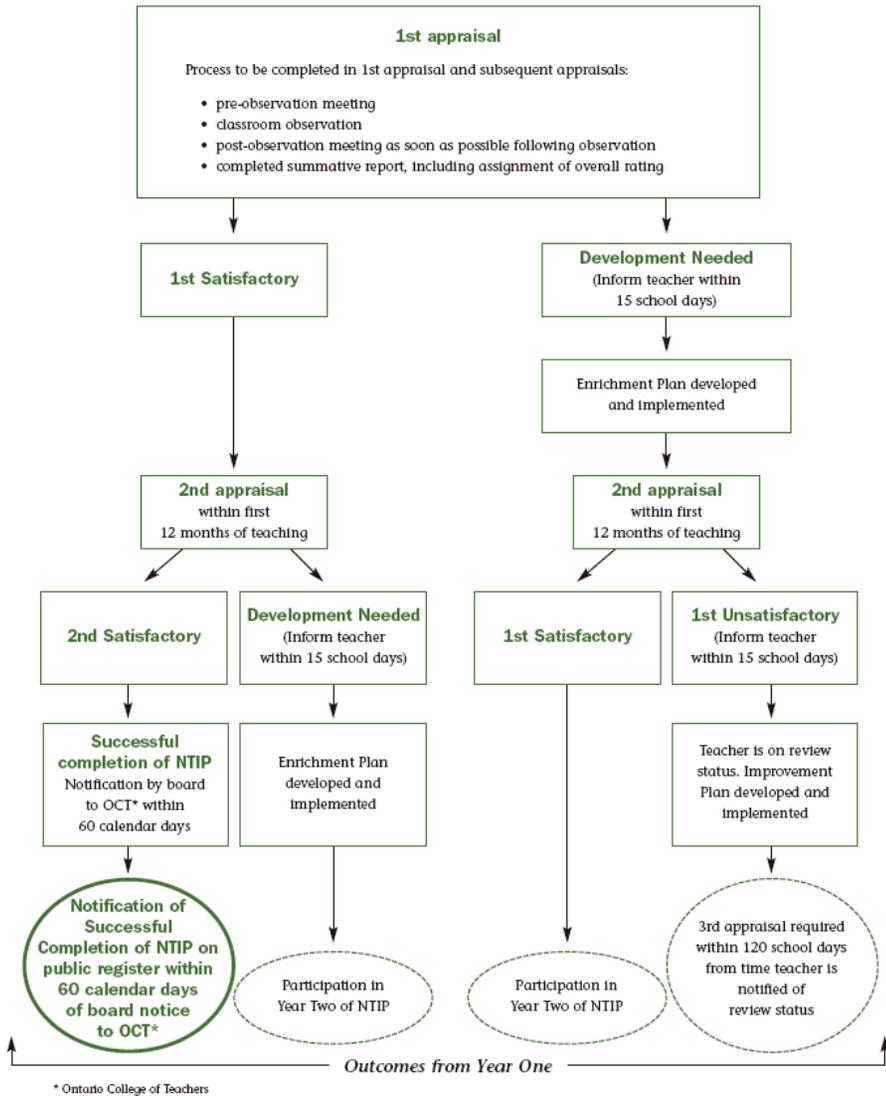
(Excluding New Teachers)



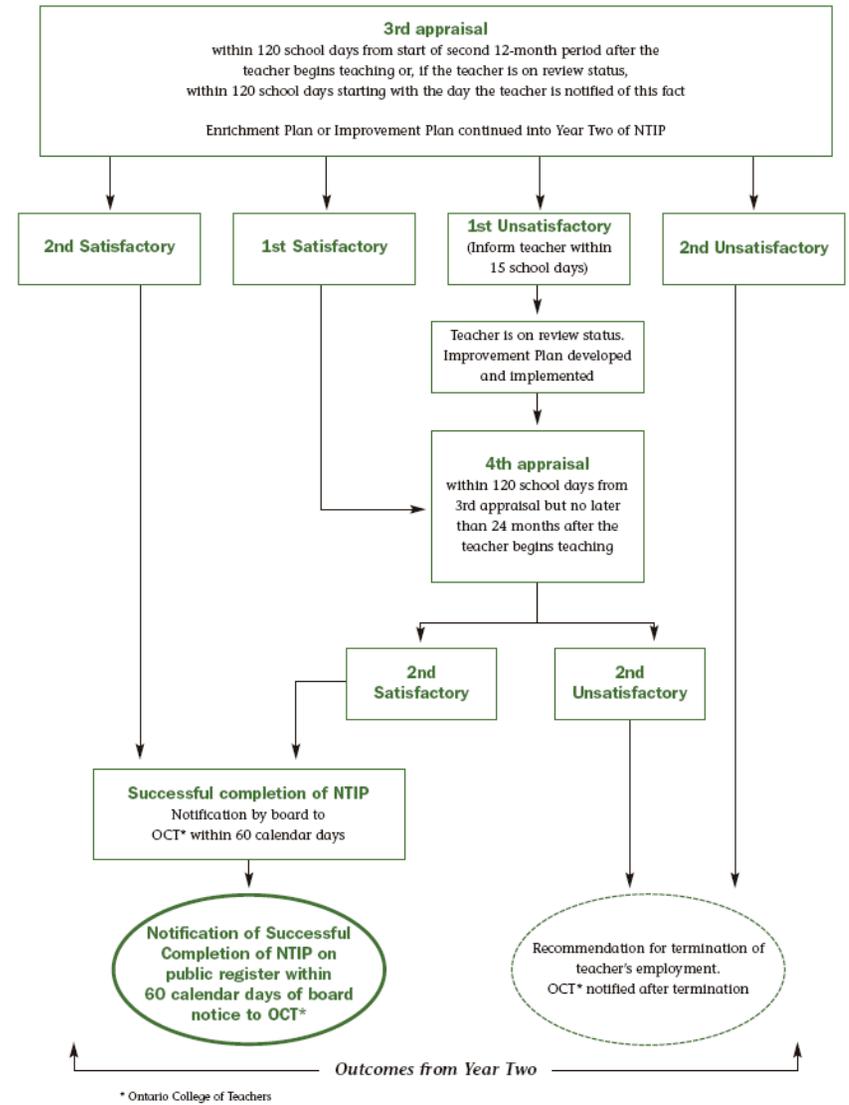
Adapted from the Ministry of Education's Teacher Performance Appraisal Manual.

Performance Appraisal of New Teachers Flow Chart

NTIP YEAR ONE (two appraisals are required in first 12 months after the teacher begins teaching)



NTIP YEAR TWO – IF REQUIRED (must be completed within the teacher's first 24 months of teaching)



DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A