



PROCEDURAL GUIDELINES
PERFORMANCE APPRAISAL OF NEW TEACHERS

DEFINITION:

New teacher refers to all Ontario College of Teachers certified teachers (including teachers trained out-of-province) who have been hired into permanent positions full-time or part-time – by a school board, school authority, or provincial school to begin teaching for the first time in Ontario. Teachers are considered “new” until they have successfully completed the New Teacher Induction Program or when 24 months have elapsed since the date on which they first began to teach for a board. (Subsection 267 (2) Education Act): New Teacher Induction Program Manual for Performance Appraisal of New Teachers, 2009). The definition does not include occasional teachers.

PROCEDURES:

Evaluation Cycle:

- Principals conduct the performance appraisal process for new teachers assigned to the school in accordance with these, as set out in the Education Act, O. Reg. 99/02, as amended, relevant ministry guidelines, and any other requirements specified by the board that are consistent with the Act, the regulations, and any ministry guidelines.
- Principals conduct two performance appraisals in the first 12 months after a teacher begins to teach for the board. The first and second appraisals can be conducted at such intervals as the principal considers appropriate between the months of November and May.
- 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 or Unsatisfactory rating.
- At any time that the teacher accumulates two satisfactory appraisals during the first 24 months of employment the new teacher has successfully completed NTIP.

- The following will not be counted in the two year cycle for evaluation, subject to exclusions in Regulation 99/02 and Regulation 98/02 as amended.
 - a school year in which the teacher does not teach at any time;
 - a school year in which the teacher is on an extended leave approved by the board;
 - a year when the teacher is on a secondment to a non-teaching position with another board or a position outside the Ontario public educational system.
- When the new teacher has successfully completed NTIP, the teacher ceases to be new to the profession and the appraisal cycle for an experienced teacher begins.
- The next appraisal of the teacher's performance will be conducted in accordance with Ontario Regulation 99/02, as amended, Ontario Regulation 266/06 and relevant guidelines for experienced teachers.

NTIP Strategy Form:

Within the New Teacher Induction Program, the principal and teacher work together to design a growth plan, that meets the need of the new teacher through the use of the Individual NTIP Strategy Form. The principal signs the form once the NTIP has been completed. Further opportunities for teacher growth emerge from the appraisal process and are captured in the newly designed Summative Report Form under the section "growth strategies." There is no requirement for an Annual Learning Plan for new teachers.

Conducting the Appraisal:

- The principal or vice principal shall normally conduct the performance appraisal process for new teachers assigned to the school. Upon consultation between the principal and the school superintendent, the superintendent may conduct new teacher performance appraisals.
- Where a teacher is assigned to more than one school, the school in which the teacher spends most classroom time will be the school in which the teacher's performance appraisal is conducted. If there is no time differentiation, the decision with respect to the location of the appraisal will be determined in consultation between the teacher and the principals of the schools involved. It is expected that, in this instance, a mutually agreeable location (school) would be selected.

- The performance appraisal will include a pre-observation meeting, the classroom observation, a post-observation meeting and a summative report that includes a rating of the teacher's overall performance.
- New teachers are rated as either Satisfactory or Development Needed. For a teacher who receives a Development Needed performance rating, the scale in subsequent appraisals is Satisfactory or Unsatisfactory.

Following the Appraisal:

Following a Satisfactory Rating:

The principal will:

- Identify growth strategies that reflect the findings of the appraisal and take into account input from the teacher;
- Provide the teacher with a copy of the signed summative report within 20 school days after the classroom observation;
- Provide a signed copy of the summative report to the human resources department.

Completion of the New Teacher Induction Program:

- New teachers complete the New Teacher Induction Program when they receive two Satisfactory ratings in performance appraisals in the first 12 months after they begin teaching.
- For new teachers who do not obtain two Satisfactory appraisal ratings within the first year, the program continues into the second year to provide additional support. These teachers remain eligible to complete the New Teacher Induction Program if they receive two Satisfactory ratings no later than 24 months after they begin teaching.
- The designated NTIP superintendent must submit the names of all new teachers who complete the NTIP to the manager of human resources, who completes the NTIP designation to Ontario College of Teachers within 60 calendar days of their second satisfactory performance rating (Section 272 Education Act).

Following a Development Needed Rating:

The principal will:

- Within 15 school days of the teacher's receiving the rating, provide the teacher with an enrichment plan explaining what is lacking in his/her performance and what is expected of the teacher in areas in which performance is lacking;
- Inform the appropriate superintendent, provide all required documentation, and consult with the superintendent as required. This information shall also be shared with the president of the teacher's union;
- With input from the teacher, determine which elements of the New Teacher Induction Program offered by the board are appropriate for the teacher to participate in to improve his/her performance and develop an enrichment plan based on participation in those elements;
- Provide the teacher, the superintendent and the teacher's union a copy of the enrichment plan;
- Provide a copy of the summative report and the enrichment plan with both signatures to the human resources department.

Following an Unsatisfactory Rating:

The principal will:

- Give the teacher written notice of the Unsatisfactory rating within 15 school days of determining that 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/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/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/her performance and prepare a written improvement plan for the teacher;
- Provide the superintendent and the teacher 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 and a copy of the written improvement plan;
- Provide a signed copy of the Summative Report for New Teachers and the improvement plan with both signatures to the human resources department;

- Conduct an additional appraisal within 120 school days from the time the teacher is notified that he/she is On Review status, but no later than 24 months after the teacher begins teaching.

Terminating a Teacher's Employment:

The principal will:

- If an appraisal while On Review status results in a second Unsatisfactory rating, with the results 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.
- While the board is in the process of considering terminating the employment of the teacher as a result of poor performance, the teacher will be suspended with pay or reassigned until the decision is made.
- Should a teacher's employment with the board be terminated due to unsatisfactory performance, or should a teacher resign while 'on review' status, the Director of Education as the Secretary of the board shall communicate with the Ontario College of Teachers, as required.

Record Keeping of Appraisals:

- Summative reports and copies of the NTIP Strategy Form will be reviewed by the school superintendent and recorded and filed in the human resources department by June 15th each year. These will be kept in the teacher's personnel file.