

Teacher Performance Appraisal	
Adopted: September 30, 1986	Last Reviewed/Revised: October 18, 2022
Next Scheduled Review: 2025-2026	
Associated Policies & Procedures: N/A	

Purpose

To provide direction on Teacher Performance Appraisal (TPA) process in the Halton Catholic District School Board (HCDSB) in order to promote teacher development; to provide meaningful appraisals of teachers' performance that encourage professional learning and growth; to identify opportunities for additional support where required; and to provide a measure of accountability to the public.

Application and Scope

Ontario's TPA system (2010) has two components – one for “new” teachers and the other for “experienced” teachers. This policy applies to all new and experienced **permanent** teachers employed by the Halton Catholic District School Board who are members of either the Ontario English Catholic Teachers' Association Elementary or Secondary Bargaining Units.

References

[Ontario Education Act Part X.2](#)

[Ontario Regulation 98/02](#)

[Ontario Regulation 99/02](#)

[New Teacher Induction Program Induction Elements Manual 2010](#)

[Teacher Performance Appraisal Frequently Asked Questions](#)

[Teacher Performance Appraisal Technical Requirements Manual 2010](#)

Definitions

The following definitions apply for the purposes of Teacher Performance Appraisal (TPA) and the New Teacher Induction Program (NTIP).

New Teachers:

- New Teachers: 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 to begin teaching for the first time in Ontario.
- teachers are considered “new” until they successfully complete all four (4) components of the NTIP: orientation, mentoring, professional development and two (2) satisfactory appraisal ratings within a maximum of twenty-four (24) months after they begin teaching.

Experienced teachers are defined as all teachers who have successfully completed the NTIP, or who held permanent positions in Ontario’s publically funded school prior to the NTIP implementation in 2006, as well as temporary teachers (those teaching on a Letter of Permission).

Beginning Long Term Occasional Teachers (LTO): a certified occasional teacher who is in their first long-term assignment of 97 or more consecutive school days as a substitute for the same teacher.

Beginning Full-Time Continuing Education Teachers: a certified teacher who is teaching two (2) secondary credit courses per quad x four quads in a given school year in an adult learning day school.

Principles

The Teacher Performance Appraisal in our Catholic school system shall:

- value teachers as professionals and respects their knowledge and expertise;
- provide fair, effective and consistent appraisal of professional practice in the Catholic educational setting;
- reflect Catholic teaching and practice to improve student learning and formation;
- enhance professional practice to improve student learning and information;
- ensure effective delivery of the Ontario Catholic Curriculum program;
- provide and supports opportunities for professional growth and faith development;
- recognize that personal faith is not subject to evaluation in a teacher’s performance appraisal; and
- recognize a communal responsibility for the formation of effective teachers in a Catholic school system.

Professional dialogue and collaboration are essential to the creation and maintenance of a healthy school culture. An appraisal system in which both teachers and principals are actively engaged provides a framework for assessing teachers’ practices in a way that meets their professional learning needs. The TPA system engages principals and teachers in professional dialogue that deepens their understanding of what it means to be a teacher, as reflected in the Ontario College of Teachers’ Standards of Practice for the Teaching Professions (2006):

5 Domains:

1. Commitment to Students and Student Learning

2. Professional Knowledge
 3. Professional Practice
 4. Leadership in Learning Communities
 5. Ongoing Professional Learning
- The TPA is an integral part of a continuum of professional learning that supports effective teaching, learning, and assessment practices by building on and complementing previous learning in pre-service teacher education programs and the New Teacher Induction Program (NTIP), as well as learning acquired throughout each individual’s teaching career.
 - The following key components are common to the appraisal of both “new” and “experienced” teachers:
 - competency standards;
 - pre-observation meeting/appraisal meeting
 - classroom observation
 - post observation meeting/appraisal meeting
 - a summative report, which includes their performance rating, and
 - a process for additional support.

Requirements

- The Halton Catholic District School Board is mandated to implement the Performance Appraisal Process according to the Education Act (Part X.2, “Teacher Performance Appraisal”) and Ontario Regulations, (O.Reg.) 98/02, O.Reg.99/02, and O.Reg. 266/06 along with the Technical Requirements Manual, “Teacher Performance Appraisal (2010) and the Induction Elements Manual for the New Teacher Induction Program (2010).
- “Experienced” teachers are required to develop an Annual Learning Plan (ALP). The ALP helps experienced teachers to identify strategies for growth and development in their evaluation year and for the years between performance appraisals. An ALP must be completed each year by every experienced teacher.
- New teachers involved in the NTIP are not required to complete an ALP. New teachers involved in the NTIP complete the Individual NTIP Strategy Form as a means for discussion, learning, planning and tracking of the NTIP elements.
- Beginning LTO teachers participate in the Induction Elements of the NTIP (*orientation, mentoring, professional development and training*). Note that they are not included in the Teacher Performance Appraisal component.
- Beginning LTO teachers will be appraised as per the current collective agreement.
- Principals, Vice-Principals, teachers, and Supervisory Officers all play key roles in the performance appraisal process. Performance appraisals of teachers shall be the responsibility of the Principal, Vice-Principal, or as required, Family of Schools

Superintendent of Education. Superintendents will co-ordinate the appraisal responsibilities associated with teachers who are:

- assigned to more than one school;
 - not assigned to duties in a school;
 - assigned to duties in a school as well as other duties, or
 - move from one school to another.
- The process for conducting the Teacher Performance Appraisal shall be in accordance with the current legislation as contained in the Education Act (Part X.2, “Teacher Performance Appraisal”), and Ontario Regulations (O. Reg.) 98/02, O.Reg. 99/02, and O.Reg. 266/06 including the Technical Requirements Manual, “Teacher Performance Appraisal (2010) as well as the Induction Elements Manual for the New Teacher Induction Program (2010).
 - An on-line tracking system is used by administrators to complete the TPA/NTIP process. All teaching staff will be able to access the on-line program.
 - Third Party agreement measures shall be implemented. Accessibility to said documents shall be restricted to authorized personnel only to ensure confidentiality. Exchange of information among schools and boards will be in accordance with the requirements as outlined in Section 15.2, Teacher Performance Appraisal, Technical Requirements Manual 2010.

Timelines:

- By June 15th of each year, school administrators will use the on-line tracking system to complete the required teacher performance appraisals: TPA, NTIP Strategy Forms and Annual Learning Plans
- By June 15th of each year, school administrators will use the on-line tracking system to submit the completed appraisals to their respective Superintendent of Schools
- By June 30th of each year, school Superintendents will use the on-line tracking system to review the documentation and forward to the Superintendent, Human Resources Services
- The Superintendent, Human Resources Services will oversee the retention procedures related to TPA

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board