



DURHAM DISTRICT SCHOOL BOARD
**TEACHER PERFORMANCE
APPRAISAL MANUAL**

Revised April 2016

INTRODUCTION

The Teacher Performance Appraisal Manual for the Durham District School Board was first developed in March 2004 by a committee representing the Durham Elementary School Administrators, the Durham Secondary School Administrators, the Elementary Teachers' Federation of Ontario, the Ontario Secondary School Teachers' Federation, and Administrative Council to implement a new appraisal process based on the Ministry of Education's "Supporting Teaching Excellence" document. The Teacher Performance Appraisal Manual was revised in 2016 to align with the requirements of Education Act and O.Reg. 99/02 and related Ministry guidelines.

The purpose of the Teacher Performance Appraisal process is to ensure quality education in Durham classrooms and provide direction for growth to new and experienced teachers. This manual describes the processes, time-lines, and forms to be used to ensure consistent and effective implementation of the teacher appraisal process.

The appraisal process is based on specific Competency Statements in the five areas of Commitment to Pupils and Pupil Learning, Professional Knowledge, Teaching Practice, Leadership, and Ongoing Professional Development.

All permanent teachers in ETFO Durham Local and OSSTF District 13 will be appraised using the DDSB Teacher Performance Appraisal Process. NTIP Teachers will be appraised in accordance with the Education Act and the New Teacher Induction Program.

COMPETENCY STATEMENTS

COMMITMENT TO PUPILS AND PUPIL LEARNING

Teachers:

- (a) demonstrate commitment to the well-being and development of all pupils
- (b) are dedicated in their efforts to teach and support pupil learning and achievement
- (c) treat all pupils equitably and with respect
- (d) 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:

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

TEACHING PRACTICE

Teachers:

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

LEADERSHIP

Teachers:

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

ONGOING PROFESSIONAL LEARNING

Teachers:

(p) engage in ongoing professional learning and apply it to improve their teaching practices

PROCESS FOR INITIAL APPRAISAL

1.0 Notification Period

The principal or vice principal of the school will act as the administrator conducting the appraisal. Where the teacher is assigned to a central office position, the performance appraisal will be conducted by the supervising principal or supervisory officer, who will act jointly with another supervisory officer as necessary in the appraisal process.

The administrator conducting the performance appraisal must, within 20 school days after a teacher begins teaching in a year that is scheduled as an appraisal year for that teacher, notify the teacher that the year is an appraisal year.

The administrator must provide teachers being appraised with an electronic copy of the DDSB Teacher Performance Appraisal Manual within the 20 day notification period during their appraisal year.

2.0 Frequency of Appraisal

Teachers new to the Durham Board will have at least one performance appraisal in the first year of their employment with the board. Teachers continuously employed by the Durham Board will have an appraisal year in every five year period. Teachers who are appraised "At or Above Standard" will have one appraisal in the appraisal year. New Teachers who are NTIP eligible will be appraised in accordance with the Education Act and the New Teacher Induction Program.

A period when the teacher is on an extended leave that has been approved by the board will not be counted as part of the appraisal cycle.

If the principal of a school or supervising superintendent considers it advisable to do so, he or she may conduct a performance appraisal of a teacher at any time. The teachers' Federation will be notified of this out of cycle appraisal by the superintendent who will discuss the rationale for the appraisal.

A teacher may request a performance appraisal in addition to those required, except during his/her appraisal year. The principal shall ordinarily grant the teacher's request.

3.0 Annual Learning Plan

Every teacher must prepare a learning plan each year in consultation with the principal. The Annual Learning Plan Form must include the teacher's professional growth objectives with rationale, as well as his/her proposed strategies and time-lines for achieving the objectives. A sample form is provided in the DDSB Teacher Performance Appraisal Manual.

In an evaluation year, the consultation will be between the teacher and the administrator and will occur as a review of the teacher's current Annual Learning Plan at the Pre-observation Meeting with its finalization at the Post-observation Meeting. The administrator and the teacher must sign the teacher's Annual Learning Plan for the year and each must retain a copy. The Annual Learning Plan will be attached to the Summative Report Form which will be sent to the area superintendent.

4.0 Pre-observation Meeting

The teacher and the administrator must have a Pre-observation Meeting to prepare for the classroom observation and to review the teacher's Annual Learning Plan. There must be a minimum of five school days between the Pre-observation Meeting and the observation day, unless mutually agreed upon by the teacher and the administrator.

The teacher and the administrator will agree upon the class to be observed. Wherever possible, the observation should be in an area within the teacher's qualifications.

The teacher and the administrator will discuss specific expectations for the teacher's demonstration of the set of competencies to be observed. As well, the discussion should explore the nature of the class of students to be observed.

The following materials must be provided to the administrator at the Pre-observation Meeting:

- evidence of the teacher's planning process:
 - elementary: evidence of where lesson to be observed fits in with the unit of study
 - secondary: course of study and course outline based on curriculum guidelines
- examples of assessment instruments used to date
- mark records to date

At least one day before the classroom observation, a detailed lesson plan for the class to be observed must be provided to the administrator.

The teacher and the administrator must complete the DDSB Pre-observation Meeting Form collaboratively.

5.0 Classroom Observation

The administrator will observe the teacher in the classroom as determined in the Pre-observation Meeting. The classroom observation will generally last for one hour to one hour and a quarter (usually one class in a secondary school) unless mutually agreed upon by the teacher and the administrator.

The administrator will evaluate the teacher on the competencies as provided in the DDSB Teacher Performance Appraisal Manual in accordance with the Education Act.

6.0 Post-observation Meeting

A Post-observation Meeting must be held within five school days of the classroom observation. At this meeting the teacher and the administrator will review the results of the classroom observation and finalize the teacher's Annual Learning Plan for the current year. The administrator and the teacher will discuss the classroom observation in general terms.

Additional input required to complete the Summative Report Form will also be discussed.

The teacher and the administrator must complete the DDSB Post-observation Meeting Form collaboratively. The administrator will retain the form and a copy will be given to the teacher.

7.0 Summative Report and Rating

The Summative Report Form must be completed by the administrator and contain:

- the administrator's comments on the teacher's performance in each of the competencies identified on the Summative Report Form
- the overall performance rating of the teacher
- an explanation of the reasons for a "Below Standard" rating, if applicable

The Summative Report Form, signed by the administrator, must be delivered to the teacher one school day prior to the Summative Report Meeting.

The teacher will be appraised using a two scale rating: "At or Above Standard" and "Below Standard".

- "At or Above Standard" indicates that performance meets or exceeds expectations for the set of competencies
- "Below Standard" indicates that performance does not meet the expectations for the set of competencies. Performance must be improved.

8.0 Summative Report Meeting

A Summative Report Meeting must be held within 20 school days of the classroom observation. The purpose of this meeting is to give the teacher and the administrator an opportunity to discuss or clarify any comments in the Summative Report.

The teacher must sign the report to acknowledge receipt. A copy of the signed report will be given to the teacher and a copy must be sent to the area superintendent with the Annual Learning Plan attached.

A rating of “At or Above Standard” ends the appraisal cycle for the teacher.

Experienced teachers new to the board will require at least one appraisal in the first year of employment with the board.

PROCESS FOLLOWING A “BELOW STANDARD” APPRAISAL

9.0 Informing the Area Superintendent and Union Representative

In the case of a “Below Standard” appraisal, the administrator will inform the area superintendent prior to the Summative Report Meeting. At the Summative Report Meeting, the administrator will advise the teacher that the union will be contacted by the area superintendent.

If a teacher moves to another school in the board after receiving a “Below Standard” appraisal, the appraisal process continues and will be conducted by the administrator in the new school.

10.0 Improvement Plan Meeting

Within 15 school days of the Summative Report Meeting at which a teacher receives a Below Standard Rating, the administrator must hold a meeting with the teacher and the union representative to develop an Improvement Plan which sets out the steps and actions that the teacher should take to improve his or her performance. Input from the teacher must be taken into consideration in the preparation of the Improvement Plan. An outline of the supports to be provided to the teacher will also be included in the Improvement Plan. Using the Improvement Plan Form, the administrator must:

- identify the competencies requiring improvement
- explain what is expected of the teacher in the competencies requiring improvement
- recommend steps and actions that the teacher should take to improve his/her performance
- provide sample indicators of success
- outline the support which will be offered to the teacher in order to improve performance

11.0 Second Appraisal

A second appraisal must be completed following a “Below Standard” appraisal. There will be a minimum of 30 and maximum of 60 school days between the Improvement Plan Meeting and the second Pre-observation Meeting in order to provide an opportunity for the teacher to improve his/her performance.

The process and time-lines 4.0 through 8.0 must be followed for the second appraisal. A rating of “At or Above Standard” on the second appraisal Summative Report ends the appraisal cycle for the teacher.

PROCESS FOLLOWING A SECOND “BELOW STANDARD” APPRAISAL

12.0 Review Status

In the case of a second “Below Standard” appraisal, the administrator will consult with the area superintendent prior to the Summative Report Meeting and inform the union.

The teacher will be placed on Review Status following two consecutive performance appraisals with “Below Standard” ratings. A statement that the teacher is placed on Review Status will be included in the Summative Report Form. The administrator will ensure that the union representative is included in the Summative Report Meeting at which the teacher is notified in writing that he or she is on Review Status.

Where a teacher employed by a board resigns while he or she is on Review Status, the secretary of the board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the teacher that relate to the teacher having been placed on Review Status.

13.0 Improvement Plan Meeting while on Review Status

Within 15 days of the Summative Report Meeting, the administrator must schedule a meeting with the teacher and a union representative to develop a second Improvement Plan. A statement that the teacher has been placed on Review Status will be included in the Improvement Plan. Using the Improvement Plan Form, the administrator must:

- identify to the teacher any ways in which his or her performance has changed since the previous appraisal
- identify the competencies requiring improvement
- explain what is expected of the teacher in the competencies requiring improvement
- recommend steps and actions that the teacher should take to improve his or her performance
- provide sample indicators of success
- outline the support which will be offered to the teacher in order to improve performance

The administrator will monitor the teacher's performance while on Review Status and provide feedback and recommendations which might assist the teacher to improve his or her performance.

The administrator will provide a copy of the Improvement Plan to the area superintendent and consult regularly with the area superintendent regarding the teacher's performance and steps that could be taken to improve it.

14.0 Third Appraisal

A third appraisal must be completed when a teacher is placed on Review Status. There will be a minimum of 90 and a maximum of 120 school days between the second Improvement Plan Meeting and the third Pre-observation Meeting in order to provide an opportunity for the teacher to improve his/her performance.

The process and time-lines 4.0 through 8.0 must be followed for the third appraisal. A teacher ceases to be on Review Status if the third appraisal results in an "At or Above Standard" rating. This would end the appraisal cycle for the teacher.

PROCESS FOLLOWING A THIRD "BELOW STANDARD" APPRAISAL

15.0 Recommendation for Termination to the Board

If the third performance appraisal, conducted while the teacher is on Review Status, results in a "Below Standard" rating, the area superintendent must promptly send a written recommendation to the board, copied to the union, 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 performance appraisal documents and all documents relied on in conducting the three performance appraisals.

The area superintendent must promptly provide the teacher with the following:

- a copy of the written recommendation
- a copy of the reasons for the recommendation
- copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals

If at any time during the 120 school days following the Review Status Improvement Plan Meeting, the administrator and area superintendent jointly determine that the delay necessitated by conducting a third performance appraisal is not in the best interests of the students, they must promptly send a joint written recommendation to the board that the teacher's employment should be terminated. The recommendation must include a statement that the delay necessitated by a third performance appraisal is not in the best interests of the students.

16.0 Termination of Employment

Pending the board's decision on whether to terminate the teacher's employment, the Superintendent of Employee Relations must suspend the teacher with pay or reassign the teacher to duties that are appropriate in the circumstances.

A board that receives a recommendation to terminate a teacher's employment must make a decision, by a majority vote, on whether or not to do so, and this vote must take place within 60 days of receiving the recommendation. If the teacher's employment is not terminated, his or her reassignment to other duties ceases and, unless the board and the teacher agree otherwise, the teacher resumes his or her former position.

Where a board terminates a teacher's employment, the secretary of the board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the teacher that relate to the termination.

17.0 Exchange of Information Between Boards

A board that receives a request from another board for documents relating to a teacher's performance appraisal must promptly inform the requesting board whether there are any documents to provide in response to the request and, if so, must promptly provide the documents.

APPRAISAL TIME-LINE

Notification of Appraisal Period [1.0]	Within 20 school days after start of school year
Annual Learning Plan [3.0]	Annually for teachers not in appraisal year; For discussion at Pre-observation Meeting and finalization at Post-observation Meeting for teachers in appraisal year
Pre-observation Meeting [4.0]	A minimum of 5 school days prior to the observation of teaching
Observation [5.0]	Time and date as specified in Pre-observation Meeting
Post-observation Meeting [6.0]	Within 5 school days after observation of teaching
Teacher's receipt of Summative Report [7.0]	One school day prior to Summative Report Meeting
Summative Report Meeting [8.0]	Within 20 school days after observation of teaching
<i>if "Below Standard" rating assigned</i>	
Improvement Plan Meeting [9.0]	Within 15 school days following Summative Report Meeting
Second Appraisal Pre-observation Meeting [9.0]	Within a minimum of 30 and maximum of 60 school days following Improvement Plan Meeting (Follow time-lines 4.0 through 8.0 for second appraisal)
<i>if second "Below Standard" rating assigned</i>	
Teacher is placed on Review Status [12.0]	Notification at Summative Report Meeting
Second Improvement Plan Meeting [13.0]	Within 15 school days following Summative Report Meeting
Third Appraisal [14.0]	Within a minimum of 90 and a maximum of 120 school days following the Improvement Plan Meeting (Follow time-lines 4.0 through 8.0 for third appraisal)
<i>if third "Below Standard" rating assigned</i>	
Recommendation to board for termination [15.0]	Promptly following Summative Report Meeting for third "Below Standard" appraisal, unless otherwise determined
Termination of Employment [16.0]	Within 60 days of receiving the recommendation for termination, the board must decide by majority vote to terminate the teacher



**TEACHER PERFORMANCE APPRAISAL
ANNUAL LEARNING PLAN**

For _____		School Year _____
Teacher's Name/First Name		Last Name
School or Location	Name of Principal of School or Direct Supervisor	
School Board		
Teaching Assignment for this school year		

Areas of Professional Growth that I am Pursuing

Rationale

Strategies and Time-Lines to address Areas of Professional Growth

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Other

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ADMINISTRATOR'S COMMENTS

--

Administrator's Signature

Date

TEACHER'S COMMENTS

--

Teacher's Signature

Date

Next date for review of Annual Learning Plan

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**TEACHER PERFORMANCE APPRAISAL
PRE and POST - OBSERVATION MEETING FORM**

Teacher's Name/First Name	Last Name
School or Location	Name of Principal of School or Direct Supervisor
Administrator Conducting Appraisal	Position
Teaching Assignment for this school year	
Date of most recent hire to the board	Date of appointment to this school or location
PRE-OBSERVATION MEETING	DATE:
Class to be observed	Number of students

Date and time established for the classroom observation:

Additional information about the class (for example, English as a Second Language/English Skills Development, Individual Education Plan, presence of Educational Assistant):

PRE-OBSERVATION MEETING

Specific expectations for the teachers' demonstration of the set of competencies to be observed: **Focus of Classroom Observation**

Teacher's Signature

Administrator's Signature

POST-OBSERVATION MEETING

DATE:

Additional input relevant to the performance appraisal or comment pertinent to the classroom observation:

Teacher's Signature

Administrator's Signature



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Appendix B

Summative Report Form for Experienced Teachers

(Approved Form)

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

Boards are not allowed to remove any of the content from this approved form. Boards may add information, such as additional competencies (see section 277.32 of the *Education Act*), as long as this does not affect the substance of the form or mislead, and as long as the form is organized in substantially the same way as the approved form

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 of the classroom observation. If the rating is *Unsatisfactory*, the principal must follow the steps outlined in section 12.3.2 of the *Teacher Performance Appraisal Technical Requirements Manual* (2010).
3. The teacher may add comments and must sign this report to acknowledge receipt. 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 supervisory officer.
In preparing the summative report, the principal must:
5.
 - consider all 16 competencies in assessing the teacher's performance;
 - provide comments regarding the competencies identified in discussions with the teacher as most relevant to the teacher's performance appraisal;¹
 - 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.
 -

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 I of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

Focus of the Classroom Observation

Other Appraisal Input (Please specify)

Additional input attached

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 during the performance appraisal).

Domain: Commitment to Pupils and Pupil Learning

- The teacher demonstrates commitment to the well-being and development of all pupils.
- The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.
- The teacher treats all pupils equitably and with respect.
- The teacher provides 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

- The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.
- The teacher knows a variety of effective teaching and assessment practices.
- The teacher knows a variety of effective classroom management strategies.
- The teacher knows how pupils learn and the factors that influence pupil learning and achievement.

Domain: Teaching Practice

- The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.
- The teacher communicates effectively with pupils, parents, and colleagues.
- The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and their parents regularly.
- The teacher adapts and refines his or her teaching practices through continuous learning and reflection, using a variety of sources and resources.
- The teacher uses appropriate technology in his or her teaching practices and related professional responsibilities.

Domain: Leadership and Community

- The teacher collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and school.
- The teacher works with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

Domain: Ongoing Professional Learning

- The teacher engages in ongoing professional learning and applies it to improve his or her teaching practices.

Additional Competencies**Overall Rating of Teacher's Performance**

(Check the appropriate box.)

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

Comments on the Overall Rating of the Teacher's Performance

If the teacher receives 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 when 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 signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the *Education Act* and Ontario Regulation 99/02 and Ontario Regulation 98/02, as amended.

X

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

X

Date (yyyy/mm/dd)



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Appendix E Improvement Plan for Experienced Teachers (Sample Form)

The principal must prepare an Improvement Plan for an experienced teacher whose appraisal has resulted in an *Unsatisfactory* rating. The principal must take into account the teacher's input when preparing the plan. This plan must set out steps and actions that the teacher should take to improve his or her performance.

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.)

Improvement Plan (Sample Form)

Appendix E (continued)

Competencies Requiring Improvement

Expectations

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

Support (e.g., from principal or from board)

Improvement Plan (Sample Form)

Appendix E (continued)

Sample Indicators of Success

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Teacher's Comments on the Improvement Plan

Principal's Signature

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

X

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Improvement Plan.

X

Date (yyyy/mm/dd)

Supervisory Officer's Signature

My signature indicates that the Improvement Plan has been developed in accordance with the board's policy.

X

Date (yyyy/mm/dd)