

The Durham Catholic District School Board
"The Board"

POLICY

TEACHER DEVELOPMENT AND APPRAISAL

POLICY AREA: **HUMAN RESOURCES**
POLICY # **PO315**

INTRODUCTION

In compliance with the Teacher Development and Appraisal provisions of the Education Act, the respective Regulation 98/02 and Regulation 99/02 and The Ontario College of Teachers Standards of Practice for the Teaching Profession, this Policy is intended to provide a framework for the implementation of the Provincial legislation in all schools of the Board.

PURPOSE

To ensure that students receive the benefit of a Catholic Education system staffed by teachers who are performing their duties satisfactorily.

To promote professional growth.

To provide guidelines to assist in the development and appraisal of teachers in every elementary and secondary school of our Board.

To provide for fair, effective and consistent teacher evaluation in every school.

APPLICATION/SCOPE

This policy applies to every qualified teacher of the Board consistent with the Board's belief as expressed in its Mission Statement that *"The Durham Catholic District School Board recognizes the dignity and worth of each person."*

PRINCIPLES

- The Board recognizes and accepts the authority of the Magisterium of the Roman Catholic Church in respect of matters of faith and morals, as it's entitled to do under Section 93(1) of the Constitution Act, 1867. The teachings of the Church will be taken into account in interpretation and application of this policy and any subsequent procedures emanating from this policy.

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Source:	Superintendent of Education - Human Resources	

PRINCIPLES - cont'd

- The Board recognizes that behaviour within our school communities should be in accordance with the Gospel values of Jesus Christ, the Board's Mission Statement, the Curriculum Expectations and the requirements set forth by the Education Act and the applicable Regulations.
- The Board recognizes one of its main responsibilities relates to the recruitment, development and retention of competent, enthusiastic and cooperative teachers.
- The Board recognizes that competent, enthusiastic and cooperative teachers are essential in imparting a distinctive Catholic character to its schools.
- The Board recognizes that teachers in Catholic schools must be provided with opportunities for growth and development consistent with Catholic teaching.
- The Board recognizes that regular and cyclical assessment of teacher performance contributes to both development of teachers and the effectiveness of their performance.
- The Board recognizes its responsibility to provide opportunities for professional and spiritual growth of its teachers as to assist them in developing their proficiency as teachers and efficacy as witnesses to the teachings of Christ and His Church in accordance with the Board's guidelines.

REQUIREMENTS

- The Board must develop procedures outlining the respective duties and timelines as they relate to teacher development and appraisals.
- The Board must make information about the performance appraisal system available to its teachers, parents, students and chairs of its school councils.
- The Board must develop an annual written parent survey and student survey. The parent survey must ask for parental input on the parent's level of satisfaction with the communication between the parent and teacher about the child's learning progress. The student survey must ask for input from grade 11 and 12 students on an annual basis. For the school year 2002-2003 OAC students will be surveyed for input. The surveys will ask for input in relation to the communication between the student and each of the student's teachers and whether each of the teachers effectively promote student learning. On request of the parent or student, the principal shall remove from a document all words or names that would identify the parent or student before providing a copy to the teacher. The opinion will be clearly stated on all student and parent survey forms.

REQUIREMENTS - Cont'd.

- Students, parents, school councils and special education advisory committees (SEAC's) must be consulted by a Board regarding the survey forms that will be used to solicit parental and student input each year for use in teacher performance appraisals.
- The Board must request copies of the last two performance appraisals if either of those appraisals resulted in an unsatisfactory rating, if it is considering employing a teacher who taught at another Board.
- Each teacher will have one evaluation year in each period of three consecutive years. Each teacher must receive at least two performance appraisals during each evaluation year. When there is a break in service with the Board the specific time periods must not be counted as part of the cycle in accordance with the Act and Regulation 99/02.
- Each teacher new to the Board must receive evaluations in the first and second year of employment as a teacher with the Board. Each new teacher will receive two performance appraisals during each year.
- Each teacher will be evaluated on the mandated competencies as outlined under the Act and Regulation 99/02. The Board may use its discretion in adding additional competencies, standards, methods, processes, time lines and steps, as long as those additional requirements do not conflict with the requirements outlined under the Act and Regulation 99/02.
- Each teacher must have an Annual Learning Plan each year. The Plan must include professional growth, objectives, a proposed action plan and timelines for meeting the objectives.

SOURCES

- ▶ Education Act - Regulation 98/02
- ▶ Education Act - Regulation 99/02
- ▶ "*Standards of Practice for the Teaching Profession*", Ontario College of Teachers November 19, 1999.