Policy No. III-03

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 [illegible] ing and growth; to identify opportunities for additional [illegible]

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 [illegible] **permanent** teachers employed by the Halton [illegible] 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.

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 (or all teachers who are temporary teachers of Recognition).

Beginning Long Term Occasional Teachers *(LTO)*: a certified occasional teacher who is in their first long-term assignment of 97 consecutive days or more with 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:

- relate teacher professional learning to their knowledge and expertise;
- provide fair, effective and consistent appraisal of professional practice in the Catholic
- 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;
- provide and supports opportunities for professional growth and faith development;
- ance appraisal; and
- provide a personal and professional 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 professional learning and collaboration that is responsive to teacher and school 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

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