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<b><i>APPROVED: April 27, 2005</i></b>
<b><i>REVISED: June 2010</i></b>
<b><i>REF: AP # 780</i></b>
<b><i>MONITORING DATE: Annually</i></b>
<b><i>RELATED POLICIES &amp; DOCUMENTS:</i></b> Education Act, Teachers' Provincial Agreement

The South Shore Regional School Board supports a teacher performance appraisal process that conforms to the *Education Act* and contributes to an effective teaching and learning environment for all students, thereby enabling them to reach their full potential.

The teacher performance appraisal process is based on the premise that teachers are knowledgeable professionals and is based on the following principles:

1. The purpose of Performance Appraisal is to enhance teaching and learning through the provision of processes for formative evaluation, ~~Professional~~ **professional Growth**, and summative evaluation.
2. Hearsay, rumor, and unsubstantiated complaints cannot be used as part of the teacher performance appraisal process.
3. **A performance appraisal shall not be completed by an immediate family member of the teacher being appraised. If there is any question concerning whether the administrator is an immediate family member, the Director of Human Resources shall be consulted.**
34. Formative evaluation (tenured teacher) is a co-operative and collegial professional development procedure. The main function of formative evaluation is to facilitate professional growth and to increase teacher effectiveness.
45. A Professional Growth Plan is a formal professional development plan. It is an opportunity for the teacher to prioritize goals and focus on areas for professional growth, and self-reflection.
56. Summative evaluation (non-tenured teachers) is to assess those teachers for employment decisions, such as the granting of permanent contracts, termination of contracts, and determination of future assignments.
67. Summative evaluation (tenured teachers) is to give intensive assistance to those teachers



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for whom formative evaluation has been terminated. This process is for those situations where some significant concerns have been expressed regarding the competency of the teacher.

**8. The evaluator is the person responsible for the Performance Appraisal process:**

~~7-a)~~ **For school based positions, the principal and/or vice-principal shall be responsible for the Teacher Performance Appraisal processes as outlined in these policies and procedures.**

**b) For regionally based positions, the direct supervisor will be responsible for the Teacher Performance Appraisal processes.**

**9. This policy applies to all NSTU employees of the South Shore Regional School Board who are not in a supervisory or administrative position as defined in Article 44.01 of the Teachers' Provincial Agreement.**

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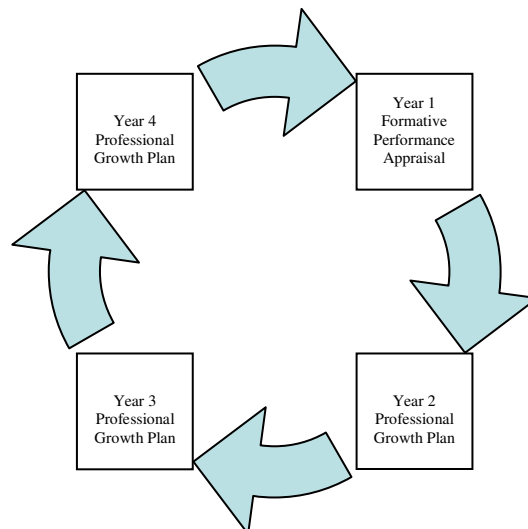
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### Tenured Teachers

#### Formative Evaluation Process

1. The formative process is designed to improve teaching through collaboratively enhancing teaching strategies, environments, behaviors, knowledge, and/or understanding.
2. The formative process is ongoing throughout the teacher's career in four year cycles and consists of two components: formative performance appraisal and professional growth planning. The teacher will normally engage in a formative performance appraisal in year 1 of the cycle and professional growth planning in years 2, 3, and 4. However, a formative performance appraisal can be initiated by the ~~Principal~~ **Principal Evaluator**, or teacher, at any time deemed appropriate.



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3. ~~Any teacher appointed to a supervisory or administrative position as defined in Article 44.01 of the Teachers' Provincial Agreement, with the exception of Directors and the Superintendent, will be placed in Year 1 of the Formative Evaluation Process. However, a Principal, Vice Principal, or Department Head who makes a lateral transfer will remain in his/her current place in the four year cycle.~~

### Formative Performance Appraisal

1. Formative Performance Appraisal is undertaken by a team consisting of the participating teacher; ~~and one or more of the Principalevaluator;~~ **and one or more of the Vice-Principal, Department Head, Coordinator (NSTU) of Support and Evaluation, and/or a professional colleague.** Throughout the formative performance appraisal process, if the teacher is regionally based, the Principal will be replaced by the direct supervisor of the teacher.
2. Procedure:
  - a) An initial meeting is held **by the team** to review the formative performance appraisal process.
  - b) The methods and timelines to be used are determined collaboratively (see examples under the Methods section).
  - c) Data is collected using one or more of the methods chosen in b) and will be characterized by regular, ongoing, descriptive feedback (verbal or written).
  - d) A concluding meeting is held **by the team** after the data collection is completed. A final report (~~Appendix A~~) is shared between the teacher and the ~~supervisor~~ **Principalevaluator**. Areas for future growth are identified:
    - i) If the formative performance appraisal concludes with a satisfactory rating, the areas for future growth will form the basis of the teacher's Professional Growth Plan (~~Appendix B~~) for the next three (3) years.
    - ii) If the formative performance appraisal concludes with an unsatisfactory rating, the areas requiring further growth will form the basis of a plan for improvement (~~Appendix C~~).
  - e) Both the ~~Principal, or designatevaluator~~, and the teacher will sign the Formative Performance Appraisal Report to indicate that they have reviewed it. In the event that a teacher refuses to acknowledge that they have reviewed the report, the report will be entered into the Teacher's Personal File with a notation that the teacher has refused to sign. **The Director or Coordinator of Human Resources will sign the report verifying the teacher's refusal.**
  - f) All records are confidential. The ~~Principalevaluator~~ shall copy the final report (~~Appendix A~~) to the teacher, the school and the Teacher's Personal File.

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3. Methods:

The teacher, ~~administrator,~~ and/or team will mutually agree upon a method for the formative performance appraisal process. In the event that the ~~teacher and the administrator team~~ cannot mutually agree upon a method, two methods, one chosen by the teacher and one chosen by the ~~administrator~~ **evaluator**, will be used. One or more topics and types of processes may be used. All of these must be specifically related to teaching and learning.

Notwithstanding the above process, when the teacher initiates the formative performance appraisal, the teacher will determine the method to be used. When the ~~administrator~~ **evaluator** initiates the formative performance appraisal, the ~~administrator~~ **evaluator** will determine the method to be used.

Some examples of the options available to permanent contract teachers for formative performance appraisal include the following:

- a) Goal setting with ~~administrator~~ **evaluator**: The teacher, in conjunction with ~~an~~ **the administrator evaluator**, identifies a goal and develops strategies to attain the goal as well as methods to assess its attainment. Monthly check- in meetings take place to discuss ongoing progress and supports needed to attain the goal. The teacher invites the ~~administrator~~ **evaluator** into the classroom a few months later to demonstrate the growth made towards achievement of the goal.
- b) Video-taping and analysis: A lesson or class would be videotaped. The teacher would then review the tape and analyze it with a peer or ~~administrator~~ **evaluator**. The analysis would be completed with the teacher's growth objectives for the year in mind. The teacher would inform the ~~administrator~~ **evaluator** of the results of the analysis, through discussion or in written form. The teacher would reflect, select an area of focus for improvement, study, tape a second lesson a few months later, and identify the growth made, through discussion or in written form.
- c) Goal setting with a peer: The teacher, in conjunction with a peer, identifies a goal and develops a timeline and strategies to attain the goal. A similar process to "Goal setting with ~~administrator~~ **evaluator**" above is followed. **The teacher would apprise the evaluator of the results of the sessions.**
- d) Peer observation and coaching: The teacher would be observed and coached by a peer. The teacher would apprise the ~~administrator~~ **evaluator** of the results of the sessions. A minimum of five meetings over a four month period would be

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- expected. A consultant **or coordinator** could also serve in this role or act as a resource person.
- e) Peer teaching: In this method, two teachers would work together, with one teacher teaching a new skill to the other. The instructing teacher might demonstrate the use of cooperative learning, for example, and be observed by the second teacher. When the new skill is being used, the instructing teacher would observe and offer suggestions and assistance. A consultant **or coordinator** could also serve in this role or act as a resource person. **The teacher would apprise the evaluator of the results of the sessions.**
- f) Traditional observation format: A process involving a pre-observation conference, collection of artifacts, classroom observation, and a post-observation conference. The SSRSB Performance Appraisal template would be used to formulate the report.
- g) Portfolio: A portfolio is a collection of material that illustrates the development of a particular educational goal. Portfolios might include examples of student work, self-evaluation documents, evidence of classroom activities, samples of curriculum projects/units of study, assessment and evaluation samples, reflective journals, and the analysis of artifacts.
- h) Meeting format: The teacher and ~~administrator~~ or team hold an initial meeting to discuss areas for growth for the year. Regular meetings are then held, with smaller action steps selected at each meeting. The ~~administrator~~ **evaluator** keeps the notes and distributes these to the teacher so that a regular record of learning and actions is kept. The notes become the final report of the formative process.
- i) Group learning: A group of teachers may wish to work on a common learning topic during their formative year. If the ~~administrator~~ **evaluator** agrees, this may take place. The group will keep a record of its activities. These may include: book study, classroom walkthroughs, portfolios, reflective journal, co-teaching, peer teaching, peer coaching, assessment (development, group scoring), curriculum mapping, or other forms of study. Each member of the group will have at least three meetings with the ~~administrator~~ **evaluator** during the process: initially, mid-process and post-process. In addition, a brief classroom observation is encouraged for each teacher, when the teacher invites the administrator into the classroom at a set time to observe some of the progress made as a result of the group learning opportunity.

### **Professional Growth Planning**

1. The purpose of a Professional Growth Plan (~~Appendix B~~) is to provide teachers with a record of professional growth in each school year. It is an opportunity for the teacher to



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prioritize goals, focus on areas for growth and improvement and ~~do self-reflection~~**self-reflect**. Regularly scheduled collaboration with the ~~supervisor~~**evaluator** provides support in the development and carrying out of the ~~Plan~~**plan**.

2. The goals should be developed from the Formative Performance Appraisal. Teams of teachers may develop common goals if mutually agreed upon by the team of teachers and the ~~supervisor~~**evaluator**.
3. All records are confidential. The completed Professional Growth Plan is copied to the teacher, the school, and the Teacher’s Personal File by May 31<sup>st</sup> of each school year. If the Professional Growth Plan is a multi-year plan, the ~~supervisor~~**evaluator** will ensure that the word “interim” is placed on the document prior to copying.

### Plan for Improvement

When the formative performance appraisal results in a rating of unsatisfactory, a plan for improvement (~~Appendix C~~) must be collaboratively developed by the teacher, ~~and Principal~~**evaluator, appropriate Coordinator(s) (NSTU) as required, and the Director of Human Resources**.

1. Procedures:
  - a) An initial meeting must be ~~held~~**scheduled** within seven (7) **school** days of the concluding meeting of the formative performance appraisal.
  - b) A plan for improvement will be collaboratively developed ~~by the teacher and Principal~~ at this meeting. This plan will include:
    - i) Specific goal(s)
    - ii) Indicators of success for each goal
    - iii) Specific timelines for demonstration of the indicators of success
    - iv) Resources required
    - v) Schedule of meeting dates and times to review progress of the plan for improvement
  - c) A concluding meeting when the indicators of success have been demonstrated to finalize the plan for improvement. The teacher will then proceed to Year 2 of the formative evaluation process.
  - d) If the ~~Principal~~**evaluator** determines that insufficient progress is being made on the plan for improvement, s/he will recommend to the Director of Human Resources that the teacher move to the summative evaluation process.
  - e) All records are confidential. The ~~Principal~~**evaluator** shall copy the final report (~~Appendix C~~) to the teacher, the school and the Teacher’s Personal File.



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### Summative Evaluation Process

1. Summative evaluation (tenured teachers) is designed to give intensive assistance to teachers for whom the formative evaluation process has been terminated. This process is for those situations where some significant concerns have been expressed regarding the competency of the teacher.
2. Normally, all summative performance appraisals will be completed by April 30<sup>th</sup>.
3. The teacher is entitled to request NSTU representation, pursuant to Article 16 of the Collective Agreement between the South Shore Regional School Board and the NSTU, at any meetings held throughout this process.
- ~~4. Throughout the summative evaluation process, if the teacher is regionally based the Principal will be replaced by the direct supervisor of the teacher.~~

### ~~Phase 1~~

- ~~14.~~ The Director of Human Resources will inform the teacher in writing, with a copy to the teacher's personal file, of the commencement of phase 1 of the summative evaluation process.
- ~~25.~~ The teacher, the ~~Principal~~**evaluator, Coordinator(s) (NSTU) where appropriate**, and the Director of Human Resources, or designate, shall meet within seven school days of the teacher receiving the letter of notification. The agenda for this meeting will be:
  - a) Identification of concerns
  - b) Review of the summative process
  - c) Establishment of goals to address identified concerns
  - d) Establishment of timelines
- ~~The ~~Principal~~**evaluator** will ensure that minutes are kept of this meeting and distributed to all participants.~~
- ~~36.~~ Within two weeks of the notification meeting, a planning conference, for the teacher, ~~and the ~~Principal~~**evaluator, and Coordinator(s) (NSTU) where appropriate**~~ will be held. The agenda for this conference will be:



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- a) Review of goals
- b) Development of a plan to address the goals
  - i) Actions by the teacher
  - ii) Supports provided by the supervisor
  - iii) Indicators of success
  - iv) Data collection methods which must include classroom observations by the **Principalevaluator and/or Coordinator(s) (NSTU)**
  - v) Timelines (**including scheduled meetings**)

47. Classroom observation is a mandatory part of this process.

- a) The **Principalevaluator and/or Coordinator(s) (NSTU)** must visit the classroom/teaching area while the teacher is teaching on, at least, four separate occasions.
- b) The dates, times, and summary of observations of each visit shall be documented and included in the final Summative Performance Appraisal report.
- c) A conference shall take place within a ~~week~~ **two (2) school days** of each classroom observation to discuss observations, to provide written documentation of the observations, and to provide written recommendations for improvement, where applicable.
- d) At each conference, the teacher will be given the opportunity to respond to the written documentation of the observations and recommendations for improvement.

58. The final Summative Performance Appraisal report shall include all components of the process including one of the following recommendations:

- a) If the goals have been achieved, the **Principalevaluator** shall recommend to the Director of Human Resources that the teacher be returned to Year 3 of the Formative Performance Appraisal Process.
- b) If the goals have not been achieved, the **Principalevaluator** shall recommend to the Director of Human Resources that the teacher ~~proceed to Phase 2 of the Summative Performance Appraisal Process.~~ **be terminated or other further action.**

69. Both the **Principalevaluator** and teacher will sign the final Summative Performance Appraisal report to indicate that they have reviewed it. **In the event that a teacher refuses to acknowledge that they have reviewed the report, the Director or**



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**Coordinator of Human Resources will sign the report verifying the teacher's refusal.**

- 710.** The teacher will have the right to submit a written response to the Performance Appraisal and have it attached to the Performance Appraisal report.
- 811.** A copy of the final Performance Appraisal report, complete with signatures, attachments, documentation, and teacher's written response will be provided to the teacher.
- 912.** The final Performance Appraisal report will be submitted to the Director of Human Resources and will be placed in the Teacher's Personal File.

**Phase 2**

- ~~1. The Director of Human Resources will inform the teacher in writing, with a copy to the teacher's personal file, of the commencement of phase 2 of the summative evaluation process.~~
- ~~2. The Director of Human Resources, in consultation with the Director of Programs and Student Services, will assign a member of the Student Development Team to participate in Phase 2 of the Summative Evaluation Process.~~
- ~~3. The teacher, the Principal, the Student Development Team member, and the Director of Human Resources, or designate, shall meet within seven school days of the teacher receiving the letter of notification. The agenda for this meeting will be:
 
  - ~~a) Identification of concerns~~
  - ~~b) Review of the summative process~~
  - ~~c) Establishment of goals to address identified concerns~~
  - ~~d) Establishment of timelines~~~~

~~The Principal will ensure that minutes are kept of this meeting and distributed to all participants.~~
- ~~4. Within two weeks of the notification meeting, a planning conference, for the teacher, the Student Development Team member, and the Principal, will be held. The agenda for this conference will be:
 
  - ~~a) Review of goals~~~~

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- ~~b) Development of a plan to address the goals~~
    - ~~i) Actions by the teacher~~
    - ~~ii) Supports provided by the supervisors~~
    - ~~iii) Indicators of success~~
    - ~~iv) Data collection methods which must include classroom observations by the Student Development Team member~~
    - ~~v) Timelines~~
- ~~5. Classroom observation is a mandatory part of this process.~~
- ~~a) The Student Development Team member must visit the classroom/teaching area while the teacher is teaching on, at least, four separate occasions.~~
  - ~~b) The dates, times, and summary of observations of each visit shall be documented and included in the final Summative Performance Appraisal report.~~
  - ~~c) A conference shall take place within a week of each classroom observation to discuss observations, to provide written documentation of the observations, and to provide written recommendations for improvement, where applicable.~~
  - ~~d) At each conference, the teacher will be given the opportunity to respond to the written documentation of the observations and recommendations for improvement.~~
- ~~6. The final Summative Performance Appraisal report shall include all components of the process including one of the following recommendations:~~
- ~~a) If the goals have been achieved, the Principal shall recommend to the Director of Human Resources that the teacher be returned to Year 4 of the Formative Performance Appraisal Process.~~
  - ~~b) If the goals have not been achieved, the Principal shall make a recommendation to the Director of Human Resources for termination of the teacher or further action.~~
- ~~7. The Principal, Student Development Team member, and teacher will sign the final Summative Performance Appraisal report to indicate that they have reviewed it.~~
- ~~8. The teacher will have the right to submit a written response to the Performance Appraisal and have it attached to the Performance Appraisal report.~~
- ~~9. A copy of the final Performance Appraisal report, complete with signatures, attachments, documentation, and teacher's written response will be provided to the teacher.~~



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10. ~~The final Performance Appraisal report will be submitted to the Director of Human Resources and will be placed in the Teacher's Personal File.~~

### Non-Tenured Teachers

#### Summative Process

1. The summative process for probationary, term, and long term substitute teachers is to assess those teachers for employment decision purposes, such as granting of permanent contracts, termination of contracts and future assignments.
2. Each probationary, term teacher, and long term substitute employed by the South Shore Regional School Board shall be evaluated according to the following schedule:
  - a) Probationary teachers
    - i) At least twice during each year of the probationary period.
  - b) Term teachers (with recall status)
    - i) If the term is for a period less than 175 days, at least once per school year.
    - ii) If the term is for a period of 175 days or more, at least twice per school year.
  - c) Term teachers (without recall status)
    - i) If the term is greater than 75 days, at least once per school year.
  - d) Long Term Substitutes
    - i) If the assignment is for at least 75 days but less than 175 days, at least once during the assignment.
    - ii) If the assignment is for a period of 175 days or more, at least twice during the assignment
3. The following procedures apply to summative process (non-tenured teachers):
  - a) An initial meeting is held for the teacher and the ~~supervisor~~ **evaluator, or designate**, to review the process, including observation techniques that will be used to collect data for the report, establish timelines, and review all forms that will be used.
  - b) Data collection, including classroom observation, collection of artifacts, analysis of artifacts and other information relevant to the evaluation process, occurs.



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- c) A concluding meeting after the data collection to share the completed Performance Appraisal between the teacher and the ~~supervisor~~**evaluator**. The Performance Appraisal shall contain evidence of strengths and areas requiring growth. The teacher will have the opportunity to add his/her comments to the Performance Appraisal.
  - d) **All summative performance appraisals will contain a recommendation for future and/or continued employment with the South Shore Regional School Board.**
    - i) **If an unqualified recommendation for future employment is not made, the evaluator must complete a Non-tenured Teacher Required Areas of Growth form and attach it to the Performance Appraisal.**
    - ii) **Subsequent performance appraisals will evaluate the teacher's progress in achieving the required growth.**
  - e) Non-tenured teachers may also develop a Professional Growth Plan if mutually agreed by the teacher and the ~~Principal~~**evaluator**. This provision does not replace a summative evaluation.
4. If a school based teacher only requires one Performance Appraisal in a school year, it must be completed by the Principal, Vice-Principal, ~~or Coordinator of Support and Evaluation~~**Human Resources, or in the case of a French Second Language teacher, the Coordinator of French Second Language Programs.**

If a school based teacher requires two Performance Appraisals in a school year, one must be completed by the Principal, Vice-Principal, ~~or Coordinator of Support and Evaluation~~**Human Resources, or in the case of a French Second Language teacher, the Coordinator of French Second Language Programs.** The second Performance Appraisal may be completed by the Principal, Vice-Principal, Coordinator of ~~Support and Evaluation~~**Human Resources, or the teacher's Department Head, or in the case of a French Second Language teacher, the Coordinator of French Second Language Programs.**

All performance appraisals for regionally based teachers must be completed by the teacher's direct supervisor, ~~or the Coordinator of Support and Evaluation~~**Human Resources, or in the case of a French Second Language position, the Coordinator of French Second Language Programs.**

~~A performance appraisal shall not be completed by an immediate family member of the teacher being appraised. If there is any question concerning whether the teacher is an immediate family member, the Director of Human Resources shall be consulted.~~



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5. The completed Performance Appraisal is copied to the teacher, the school, and the Teacher's Personal File. Performance Appraisals are to be submitted to the Human Resources Department according to the following schedule:

Probationary teachers

- 1<sup>st</sup> Appraisal – November 30th
- Final Appraisal – March 31st

Term teachers (with recall status)

- 1st Appraisal (if required) – December 15th
- Final or Only Appraisal – March 31st

Term teachers (without recall status) (if required)

- March 31st

Long term substitutes

- by the end of the assignment
- if 2 appraisals are to be completed, the first shall be submitted by December 15th