EMPLOYEE PERFORMANCE APPRAISAL

Durham Catholic District School Board

**DESIGNATED EARLY CHILDHOOD EDUCATOR**

**ADMINISTRATIVE PROCEDURE**

**Designated Early Childhood Educator (DECE)**

**Performance Appraisal**

**March 2015**

**PURPOSE OF THE PERFORMANCE APPRAISAL**

The purpose of the appraisal process is to support the development and growth of the DECE that foster exemplary professional practices consistent with the Board’s Mission, Strategic Plan, Board Improvement Plan and the employee Annual Learning Plan.

Both ETFO and the Board are committed to the success of the Performance Appraisal process. After one year of implementation both parties will meet to review feedback on the implementation plan and make adjustments and improvements as may be agreed upon.

**GUIDING PRINCIPLES**

* The Board believes that employees can be successful and treated with dignity in their professional growth and practice through regular, timely and genuine feedback that occurs through collaboration and respectful dialogue between the school principal and DECE.
* The Board believes that the appraisal and supporting Annual Learning Plan processes are to be conducted consistently and transparently to ensure that DECEs clearly understand their roles and responsibilities in program delivery is consistent with the Ministry of Education’s Full Day Early Learning Kindergarten document guidelines and fosters student well-being and achievement.
* The Board believes in promoting exemplary employee performance that allow our DECEs to meet their statutory obligations under the Education Act and Professional Standards of Practice.
* The Board believes that its employees deeply care and accept responsibility for their performance whereby their contributions to school communities can be appropriately recognized and documented.
* The Board recognizes its responsibility to provide growth and professional development opportunities that allow employees to positively model Catholic values and social teachings to students under their care.

**KEY CONCEPTS FOR BEST PRACTICES**

* The Board as the employer, through its school principals, will clearly articulate the performance competencies and expectations of DECEs to employees upon hire and during the employment relationship.
* The performance appraisal process and employee professional development is a joint responsibility between the principal and DECE. It is the principal’s responsibility to provide ongoing employee feedback.
* Each school year, the DECE will complete their Annual Learning Plan and in collaboration with their principal and subject to satisfactory performance, will be appraised every three (3) years.
* Notwithstanding the three (3) year appraisal cycle, the principal may place the DECE on appraisal at any time should there be identified performance concerns. Upon completion of the appraisal process, a rating of the performance indicators will be rendered and documented by the principal which shall form part of the overall employment record.
* A DECE who is identified by the principal as working at an unsatisfactory level of performance, will be placed on an Improvement Plan and given an appropriate timeframe with supports to improve her/his performance to a level deemed satisfactory.

**PROFESSIONAL DEVELOPMENT AND GROWTH**

Employee growth under this appraisal system is to be considered as a formal process focusing on supporting the professional development and exemplary performance of a DECE through the development and implementation of clear goals and objectives. The process is intended to facilitate professional and respectful dialogue between the school principal and DECE in which identified goals support professional growth and the School Improvement Plan. Professional growth goals should adhere to the following:

* Focus on the needs of the employee;
* Established collaboratively through mutual agreement between the principal and DECE;
* Be applicable to the current school year and are limited to between 1 and 3 objectives per school year;
* Are consistent with the professional competencies and performance indicators for DECEs; and
* Reflect Ministry of Education initiatives, Board Improvement and School Improvement Plans, and Standards of Professional Practice as articulated by the College of Early Childhood Educators.

**DEFINITIONS**

***Probationary Employee***- A newly hired employee within the first year of their employment with the Board.

***Code of Ethics and Standards of Professional Practice***- The College of Early Childhood Educators is the professional self-regulatory organization for early childhood educators in Ontario. The College was formed to protect the public interest and focuses on quality and standards in the practice of early childhood education. The practice of early childhood education is regulated by the College in accordance with the Early Childhood Educators Act, 2007 (the Act), and the regulations and by-laws made. The Code of Ethics and the Standards of Practice communicate to others the scope and nature of the early childhood education profession.

These standards convey certain expectations for which it is reasonable to hold members of the profession accountable. They also express a common set of ideals and aspirations for members of the College, regardless of the early childhood education setting in which they may practise. Under *the Act* there are Six (6)standards dealing with specific issues in the practice of early childhood education, i.e. Caring and Nurturing Relationships that Support Learning, Developmentally Appropriate Care and Education, Safe, Healthy and Supportive Learning Environments, Professional Knowledge and Competence, Professional Boundaries, Dual Relationships and Conflicts of Interest, and Confidentiality and Consent to the Release of Information Regarding Children and their Families.

***Performance Indicators***- A checklist of four (4) broad key professional competencies which form the basis of the overall performance appraisal of DECEs, i.e. Knowledge and Practice, Planning and Assessment, Collaboration and Communication, and Organization and Management.

***Classroom Observation***- The principal observes and evaluate the performance of the DECE in accordance with the performance indicators stated above.

***Observation Meeting***- Where the principal and DECE meet to discuss the scheduling and expectations of the classroom observation.

***Post Observation Meeting***- Where the principal and DECE meet to discuss the overall performance appraisal.

***Unsatisfactory Performance/On Review Status***- Through the appraisal process and related indicators, the DECE demonstrates deficient performance and the principal advises the employee s/he is to be placed on review for the purpose of developing and implementing an Improvement Plan.

***Improvement Plan***- A systematic tool developed collaboratively between the principal and DECE for the purpose of identifying specific areas of improvement, desired outcomes, expectations, and timelines for achieving goals.

**PROCEDURE**

**Annual Learning Plan**

Every DECE is to prepare a Learning Plan each school year in consultation with their school principal. The Annual Learning Plan form is to include the DECE’s professional growth goals and objectives, the rationale for and strategies to reach such goals, as well as an assessment of progress.

**Timelines**

A newly hired DECE within their one year probationary period will be appraised during the first year of their employment and thereafter in accordance with the appraisal cycle timelines.

DECEs who have successfully completed their probationary period, will be appraised at least once every three (3) years unless there are identified performance issues wherein the principal may initiate an appraisal at any time. In the case of a Principal initiated out of cycle appraisal, ETFO will be notified by the Board.

**Process**

1. At the start of the school year, the Human Resources and Administrative Services Department will notify principals of DECEs who are to be evaluated in that school year. The principal and DECE are to meet to review and discuss the performance appraisal process by no later than October 15th of the current school year. At this meeting, the Annual Learning Plan will be finalized and the performance indicators will be reviewed to ensure a joint understanding prior to the formal appraisal.
2. Following the meeting described above in 1, the principal as a best practice will collaborate with the DECE to schedule an Observation Meeting. During the Observation Meeting, the principal will assess and evaluate the DECE based on the performance indicators provided for within this Guideline.
3. As best practice, the principal will complete the performance indicators in a timely manner following the Observation Meeting.  In completing this process to render an overall rating, the principal may also take into consideration a holistic view of the day to day work of the DECE within the school community and at a Board-level.

1. The completed appraisal of the performance indicators will form the basis of discussion regarding overall performance and areas of growth between the principal and DECE during the Post Observation Meeting. The principal and DECE will meet as soon as can be reasonably scheduled following the classroom observation to discuss overall performance and possible areas of professional growth.
2. Following the Post Observation Meeting, the principal will complete the final copy of the appraisal form by providing an overall rating and/or other comments taking into consideration comments and feedback from the DECE. The DECE may offer formal written comments on the appraisal form. The completed appraisal form will be provided to the DECE within thirty (30) days of the classroom observation meeting.
3. As a best practice to support the DECE’s professional development and growth, the employee will then complete the Appraisal form by offering their formal written comments and will revisit their Annual Learning Plan for the purpose of incorporating the principal’s feedback. Both documents should be provided to the principal within ten (10) days of receiving their overall performance rating.
4. Where the employee’s overall performance is deemed satisfactory, the principal and DECE will have a final culminating meeting to review the final copies of the performance indicator form and Annual Learning Plan. The principal and DECE will each sign the final copy. Copies of each document are to be retained by the principal and DECE at the school level. The principal will provide the Human Resources and Administrative Services Department with final copies within ten (10) days of the final meeting.
5. Where the employee’s overall performance is deemed unsatisfactory, the DECE will be placed on Review Status. The purpose of the review status process is to develop and implement a systematic process with necessary supports to improve performance to a satisfactory level that was not demonstrated through the appraisal process. The on review process is intended to be collaborative in nature with the purpose of supporting the improved performance of the DECE. The principal and DECE will then meet within ten (10) days where possible from the date of the employee’s written comments submitted to the principal to develop an Improvement Plan. During the meeting, the parties will discuss the specific areas of required development and growth, expectations, and timeline in which performance must be improved to a level that is deemed satisfactory by the principal. At the meeting, the DECE, in collaboration with the Principal, will identify possible supports.
6. Where the employee’s overall performance is deemed unsatisfactory, the Principal will notify their Family of Schools Superintendent and the Human Resources Department, who will in turn notify the ETFO Chairperson of the unsatisfactory result.
7. Within sixty (60) days of the meeting contemplated in Paragraph 8 above, a second performance appraisal will be conducted through a further classroom observations as scheduled by the principal in collaboration with the DECE. Following further classroom observation(s), taking into consideration the Improvement Plan, the principal will, within thirty (30) days, provide the DECE with an overall performance appraisal. Should the overall performance rating be satisfactory, the appraisal cycle will end and be completed per above. Should the second appraisal result in another unsatisfactory rating, the principal will notify their Family of Schools Superintendent to advise of such rating.
8. Upon deliberation with the Superintendent considering student well-being, achievement, and safety, the principal will recommend either:

* A third performance appraisal be conducted to allow for additional time to apply the Improvement Plan; or
* Terminate the DECE’s employment for unsatisfactory performance.

1. The DECE PA process is conducted on a 3 year cycle. Every year, whether or not a PA has been scheduled, the Principal and DECE should collaborate on an Annual Learning Plan for the DECE. This includes setting between 1 and 3 performance growth and learning goals, reviewing these goals mid-way through the year, with the Principal submitting the forms to Human Resources in June of each year.

**Roles and Responsibilities for Best Practices**

***Principal***

* Adhere to the process guidelines;
* Provide genuine feedback verbal and written comments regarding performance in a timely manner particularly where there is unsatisfactory performance or when an employee is appraised outside of the three (3) year cycle;
* Ensure the Annual Learning Plan is submitted by October 15th each school year and offer timely feedback;
* Conduct the mid term review by the end of February of each school year and collaborate with the DECE to provide feedback on desired goals and outcomes;
* Recommend professional growth opportunities and supports to enhance DECE professional practice ; and
* Ensure the Performance Appraisal and Annual Learning Plan documents are finalized and submitted to the Human Resources and Administrative Services Department.

***DECE***

* Adhere to and cooperate with the principal to meet the process guidelines;
* During the appraisal cycle, provide the principal with feedback including but not limited to with to the process, progress towards the goals and objectives under the Annual Learning Plan, and any required supports or professional development needs;
* Demonstrate competencies and abilities that are consistent with satisfactory performance indicators specific to Knowledge and Practice, Planning and Assessment, Collaboration and Communication, and Organization and Management;
* As a role model to students and members within our Catholic learning community, ensure exemplary practices are demonstrated consistently which are aligned to obligations under the Education Act and Standards of Professional Practice; and
* Retain copies of all Performance Appraisals and Annual Learning Plans to inform ongoing professional development and learning opportunities.

**Timelines for DECE Annual Learning Plan and Performance Appraisal**

The following charts summarize the process timelines for both the Annual Learning Plan and DECE Performance Appraisal process.

Annual Learning Plan:

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| **Timeline** | **Task** | **Responsibility** |
| September 1 to  October 15 | Employees review resources and set goals in preparation for ALP Meeting | All DECEs |
| Schedule Initial Review Meeting with employee(s) | Principals |
| Meet with employee(s) to discuss and complete ALP Template (form submissions due Oct. 15) | Principals and DECEs |
| By end of February | Principals schedule mid-year review meetings to discuss progress to date and support professional growth strategies | Principals and DECEs |
| June 30 | Principals submit completed Annual Learning Plans to HR | Principals |

Performance Appraisal (3 year cycle):

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| **Timeline During the PA Year** | **Task** | | **Responsibility** |
| September 15 | HRAS will notify Principals of the DECEs who are to be appraised that year | | HRAS |
| September 15 to October 15 | Principal and DECE Meet to initiate the DECE PA process | | Principals |
| October 31 | Schedule a classroom observation meeting | | DECE and Principal |
| Nov 1 through March 31 | Provide DECE with the completed appraisal form with overall performance rating, within 30 days of the classroom observation meeting | | Principal |
| Provide Principal with their written comments and revisit Annual Learning Plan to incorporate Principal feedback as required | | DECE |
| Meet with DECE to finalize comments and submit copies of appraisal form and revised ALP to HRAS | | Principal and DECE |
| **Process in case of an unsatisfactory rating:** | | | |
| Advise Family of Schools SO and Human Resources, HR advise ETFO | | Principal and HR | |
| Meet to Develop an Improvement Plan, within 10 days of DECEs written comments being submitted to Principal | | Principal and DECE | |
| Conduct a second Performance Appraisal, within 60 days of Improvement Plan meeting | | Principal | |
| Provide ECE with an overall 2nd performance appraisal, within 30 days of additional classroom observations | | Principal | |
| Notify Superintendent and Human Resources should 2nd performance appraisal also be deemed unsatisfactory, HR to advise ETFO | | Principal and HR | |

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| **Registered Early Childhood Educator: Annual Learning Plan** |

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| **Employee's Name:** |  | **School Board Name:** | Durham Catholic District School Board | | | |
| **Position Title:** | Registered Early Childhood Educator |
| **Reviewed by Name:** |  | **Initial Review:**  ***Form Submitted by October 15*** |  |  |  |  |
| **Reviewed by Title:** | *Principal / Vice-Principal* | **Mid-term Review Date:** |  | | | |
| ***To be completed by end of February*** |  | | | |

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| **Resources to consider in the development of this plan**  **(including but not limited to):**   * Registered Early Childhood Educator Code of Ethics * Ontario Ministry of Education Full Day Learning Curriculum and Resource Documents * Board Multi-Year Strategic Plan * Student Well-Being and Achievement Board Improvement Plan * School Improvement Plan | **Professional learning and growth that I have**  **experienced over the past year(s):** |

| **Professional Growth Goals** | **Professional Growth Strategies to Reach Goals** | **Rationale for Professional Growth Goals and Strategies** | **Assessment of Progress** |
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| Comments (optional): |

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Supervisor’s Signature Date

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| Comments (optional): |

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Employee’s Signature Date

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EMPLOYEE PERFORMANCE APPRAISAL  
Durham Catholic District School Board  
**DESIGNATED EARLY CHILDHOOD EDUCATOR**

Employee Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Most Recent Hire to the Board: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Appointed to this school or location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Appraisal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appraisal Type (please check box): Probationary 3-Year Follow-Up

**PERFORMANCE INDICATORS** **RATING**

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| 1. **Knowledge and Practice**  * ***Demonstrates a view of the child as competent, capable and created in the image and likeness of God.*** * ***Considers their own practices and their impact on each learner, based on the early years foundations for learning, curriculum and pedagogy.*** | **At or above Standard** | **Below**  **Standard** |
| * 1. Knows and understands Catholic beliefs and traditions and promotes the Mission, Vision and Values of the Durham Catholic District School Board. |  |  |
| * 1. Demonstrates knowledge of the *Full Day Early Learning-Kindergarten Program document, Ministry of Education and the core resource, “In God’s Image”.* |  |  |
| * 1. Co-facilitates a play-based inquiry model that encourages students to demonstrate their learning by saying, doing, and representing. |  |  |
| * 1. Promotes the principles of inclusion by treating all students equitably and with compassion, justice and respect. |  |  |

COMMENTS:

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**PERFORMANCE INDICATORS** **RATING**

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| 1. **Planning and Assessment**  * ***Uses effective and varied assessment tools and strategies to capture student learning, recognizing each student’s God-given gifts and talents.*** * ***Uses this information to inform planning and build on what the student can do.*** | **At or above Standard** | **Below**  **Standard** |
| * 1. Collects pedagogical documentation using variety of tools, through observations, conversations and products, in order to promote student well-being and achievement. |  |  |
| * 1. Makes effective use of technology to plan rich learning experiences and to perform related professional responsibilities. |  |  |
| 2.3 Shares effectively with parents and members of the school team, assessments gathered through observations, conversations and products of student learning. |  |  |
| 2.4 Uses all forms of assessment data as a foundation for planning. |  |  |

COMMENTS:

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**RATING**

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| **3. Collaboration and Communication**   * ***Displays positive inter-personal skills in working with students, teachers, support staff, school administration, parents and community members.*** * ***Models the Gospel values through all manner of interactions.*** | **At or above Standard** | **Below Standard** |
| 3.1 Collaborates with school colleagues, other professionals, parents and members of the community to enhance student learning, school programs, and overall student well-being and achievement. |  |  |
| 3.2 Contributes to an environment that fosters open, professional communication. |  |  |
| 3.3 Engages in critical reflection with others to problem solve, discover multiple perspectives, and gain deeper understandings. |  |  |

COMMENTS:

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**PERFORMANCE INDICATORS** **RATING**

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| **4. Organization and Management**   * ***Displays the organizational and management skills necessary to provide an environment for teaching and learning that supports student well being and achievement, and faith formation.*** | **At or above Standard** | **Below**  **Standard** |
| * 1. Demonstrates commitment to professional responsibilities including but not limited to student safety, reliability, flexibility, dependability and punctuality. |  |  |
| * 1. Knows and uses a variety of appropriate classroom management strategies that support student well-being and achievement. |  |  |
| * 1. Shows initiative and proactivity in managing tasks and professional responsibilities. |  |  |

COMMENTS:

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**Overall rating of DECE job performance: At or Above Standard \_\_\_\_\_\_\_ Below Standard \_\_\_\_\_\_\_\_**

**Principal’s Summary Comments:**

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Principal Name (please print) Signature of Principal Date

**DECE Employee’s Comments (optional):**

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Employee Name (please print) Signature of Employee Date

(to acknowledge receipt)