



TITLE: OCCASIONAL TEACHER EVALUATION

1.0 Rationale:

District School Board Ontario North East is committed to providing quality education programs by the most highly competent staff.

The absence of teachers occurs regularly due to such things as in-service requirements, and leaves as outlined in the collective agreements.

The goal of District School Board Ontario North East is to deliver the Ontario Curriculum in a manner that is least disruptive to students.

The Board is committed to the appraisal of professional practices as an important part of staff development in accordance with Ontario Regulation 274/12..

2.0 Definitions:

'**long term occasional**' refers to a contract of four months or more.

'**principal**' throughout this document refers to the principal or vice-principal of the school.

3.0 Policy:

The purpose of the Occasional Teacher (OT) Evaluation: The Provincial Framework is to establish the core requirements of the OT evaluation and to capture some effective practices when conducting an evaluation.

PROCEDURES:

ADMINISTRATIVE REGULATIONS

- 1.0** The Occasional Teacher Evaluation is designed to support the ongoing professional growth of occasional teachers through dialogue and feedback with the principal on their teaching practice and to increase confidence in the publicly funded education system.
- 2.0** Under Ontario Regulation 274/12 – Hiring Practices, part of the requirements for an occasional teacher on the long term occasional (LTO) list to apply for a posted permanent position is to have completed a long term occasional contract of at least 4 months long and in respect of which the teacher has not received an unsatisfactory evaluation. The OT Evaluation process outlined in this document meets this requirement of the regulation.
- 3.0 The Provincial Framework:**

The Occasional Teacher Evaluation is derived from the Ontario College of Teachers' Standards of Practice for the Teaching Profession and, more specifically, the Teacher Performance Appraisal (TPA). The performance expectations identified in the OT Evaluation are fewer and more generalized than the TPA competencies required of permanent contract teachers. This is in recognition of the circumstances and continuum of development of an occasional teacher.

NOTE: The OT Evaluation is not considered equivalent to a TPA and does not exempt a teacher from the requirements of TPA once in a permanent position.

OPERATIONAL PROCEDURES

1.0 Performance Expectations

The seven performance expectation statements that form the basis of the Occasional Teacher Evaluation describe the skills, knowledge and attitudes that occasional teachers reflect in their practice. The observable indicators listed within each performance expectation are possible ways the occasional teacher could demonstrate the expectation; these indicators are not intended to be an exhaustive list and not all need to be demonstrated during the teacher's LTO assignment (see Table 1 – also as APPENDIX B). The principal may include other examples of how the expectation was or was not demonstrated in the comments section provided on the OT Evaluation Template (see Appendix A).

For each performance expectation the principal checks either “Meets Expectation” or “Development Needed” on the OT Evaluation Template. In addition, the principal may write comments or provide examples of how the expectation was or was not demonstrated.

NOTE: The observable indicators listed for each performance expectation (see Table 1 –following and also as **APPENDIX B**) are possible ways the occasional teacher could demonstrate the expectation; these indicators are not intended to be an exhaustive list and do not all need to be demonstrated during the teacher’s LTO assignment.

Table 1. Performance Expectations and Possible Observable Indicators for the OT Evaluation

| Performance Expectations | Possible Observable Indicators |
|---|--|
| Creates a safe and inclusive learning environment | <ul style="list-style-type: none"> • follows appropriate legislation, local policies, and procedures with regard to student safety and welfare • ensures and models bias-free assessment • values and promotes fairness and justice and adopts anti-discriminatory practices with respect to gender, sexual orientation, race, disability, age, religion, culture, or similar factors • communicates information from a bias-free, multicultural perspective |
| Models and promotes positive and respectful student interactions | <ul style="list-style-type: none"> • models and promotes the joy of learning • effectively motivates students to improve student learning • demonstrates a positive rapport with students • promotes polite and respectful student interactions • develops clear and achievable classroom expectations with the students |
| Demonstrates effective classroom management strategies | <ul style="list-style-type: none"> • demonstrates care and respect for students by maintaining positive interactions • addresses inappropriate student behaviour in a positive manner |
| Demonstrates knowledge of the Ontario curriculum | <ul style="list-style-type: none"> • exhibits an understanding of the Ontario curriculum when teaching • presents accurate and up-to-date information • demonstrates subject knowledge and related skills |
| Plans and implements meaningful learning experiences for all students | <ul style="list-style-type: none"> • applies knowledge about how students develop and learn physically, socially, and cognitively • chooses pertinent resources for development of instruction • organizes subject matter into meaningful units of study and lessons • uses a clear and consistent format to plan and present instruction • uses a variety of effective instructional strategies • models and promotes effective communication skills • uses instructional time in a focused, purposeful way • assists students to develop and use ways to access and critically assess information • uses available technology effectively |

| | |
|---|--|
| <p>Differentiates instructional and assessment strategies based on student needs, interests and learning profiles</p> | <ul style="list-style-type: none"> • shapes instruction so that it is helpful to all students, who learn in a variety of ways • responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met |
| <p>Utilizes a variety of evidence-based assessment and evaluation strategies</p> | <ul style="list-style-type: none"> • uses a variety of techniques to report student progress • engages in meaningful dialogue with students to provide feedback during the teaching/learning process • gathers accurate data on student performance and keeps comprehensive records of student achievement • uses a variety of appropriate assessment and evaluation techniques • uses ongoing reporting to keep both students and parents informed and to chart student progress |

2.0 Meetings

The meetings in the evaluation process promote professional dialogue between the principal and the occasional teacher. Prior to the observation, the principal and occasional teacher meet to discuss an overview of the evaluation process and evidence that will be considered in the evaluation (e.g., classroom observation, planning records, and assessment and evaluation records). If there is more than one occasional teacher at the school who requires an evaluation, the principal may host one meeting with all such OTs. The occasional teacher may request a one-on-one meeting with the principal in advance of the classroom observation to discuss items related to the evaluation that are specific to his or her evaluation.

Following the observation, the principal and the occasional teacher meet to debrief the observation, discuss the outcome of the evaluation and provide recommendations for professional growth.

3.0 Classroom Observation

The principal observes the occasional teacher at least once in his or her regular instructional setting at a time that is pre-determined by both parties. The date of the observation is recorded on the OT Evaluation Template.

4.0 Outcome of Evaluation

The principal determines an evaluation outcome for the occasional teacher as a final consideration in completing the OT Evaluation Template. The principal uses his or her professional judgment in weighing the evidence in relation to the seven performance expectations detailed in Table 1 and deciding on an evaluation outcome of “Satisfactory” or “Unsatisfactory” (NOTE: per O. Reg. 274/12, the possible outcomes of the OT Evaluation must include, but are not limited to, “Satisfactory” and “Unsatisfactory”).

The evaluation outcome assigned to the occasional teacher is in effect until another OT Evaluation is completed. Per Ontario Regulation 274/12, a teacher who receives

an evaluation outcome of “Unsatisfactory” is considered not eligible to apply for permanent positions within the school board until such times as a “Satisfactory” outcome is received in a subsequent LTO assignment.

5.0 Recommendations for Professional Growth

The principal makes recommendations to the occasional teacher on areas for professional growth. These recommendations may then be used by the occasional teacher to reflect on his or her progress and to develop goals for growth.

6.0 Occasional Teacher Evaluation Template

An OT Evaluation Template (see Appendix A) is completed by the principal as a means to document the outcome of the evaluation. It may also be used by occasional teachers to reflect on the feedback they received and to identify opportunities for growth.

The principal may provide comments on the overall rating of the occasional teacher in the section provided on the OT Evaluation Template. The occasional teacher may provide comments on the evaluation in the section provided on the OT Evaluation Template.

7.0 Scheduling Requirements

7.1 Frequency

Occasional teachers are to be evaluated in their first long term occasional contract of 4 months or more. Depending on the transition parameters set locally (see section 1. Introduction), this may be the OT’s first LTO since the implementation of this OT Evaluation process or, if a prior evaluation is recognized, their first LTO with the board.

If the evaluation outcome is “Unsatisfactory”, another OT Evaluation process occurs when the Occasional Teacher requests it in a subsequent long term occasional contract of 4 months or more.

The principal may conduct additional evaluations at the request of the occasional teacher or if the principal considers it advisable to do so in light of the circumstances related to the occasional teacher’s performance.

7.2 Timing of the Evaluation

When considering the timing of the evaluation, the principal should consider what is reasonable given the duration of the LTO contract, the opportunity for the occasional teacher to adjust to the teaching assignment, and the time required to complete the evaluation process.

The timing of the evaluation is at the discretion of the principal; however, the complete evaluation process is to occur within the duration of the LTO contract, including providing the completed OT Evaluation Template to the occasional teacher.

The date of the classroom observation is pre-determined by both parties and recorded on the OT Evaluation Template.

8.0 Documentation Requirements

8.1 Responsibilities of the Principal and Occasional Teacher

The principal provides a copy of the completed OT Evaluation Template to the occasional teacher prior to the expiration of the occasional teacher's contract within that school. The occasional teacher signs the OT Evaluation Template to indicate receipt of the document.

The principal provides a copy of the completed OT Evaluation Template to the Board for retention in the Board's records.

8.2 Responsibilities of the Board

The board identifies and communicates to the principal:

- Occasional teachers who require an evaluation in a 4-month or longer LTO contract; and
- OT applicants to permanent contract postings who are deemed eligible to hire based on the outcome of their most recent OT Evaluation.

The board retains a copy of the completed OT Evaluation Templates in its records, per its document retention protocols.

APPENDIX A

Occasional Teacher Evaluation Template

| | | | |
|---|--|--|-----------|
| Occasional Teacher's Name (First and Last) | | Principal's Name (First and Last) | |
| | | | |
| Description of Occasional Teacher's Assignment | | Name of School | |
| | | | |
| Term of Assignment (from yyyy/mm/dd to yyyy/mm/dd) | | Name of Board | |
| to | | | |
| Meeting and Classroom Observation Dates (yyyy/mm/dd) | | | |
| Overview: | | Classroom Observation: | De-brief: |

See The Occasional Teacher Evaluation: Provincial Framework for instructions:

| | | |
|--|---------------------------|---------------------------|
| Domains Considered in the Evaluation: | | |
| Commitment to Pupils and Pupil Learning / Professional Knowledge / Teaching Practice | | |
| Performance Expectations | Development Needed | Meets Expectations |
| Creates a safe and inclusive learning environment | <input type="checkbox"/> | <input type="checkbox"/> |
| Models and promotes positive and respectful student interactions | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates effective classroom management strategies | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates knowledge of the Ontario curriculum | <input type="checkbox"/> | <input type="checkbox"/> |
| Plans and implements meaningful learning experiences for all students | <input type="checkbox"/> | <input type="checkbox"/> |
| Differentiates instructional and assessment strategies based on student needs, interests and learning profiles | <input type="checkbox"/> | <input type="checkbox"/> |
| Utilizes a variety of evidence-based assessment and evaluation strategies | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | |

Outcome of Evaluation

| | | |
|--------------------------|-----------------------|---|
| <input type="checkbox"/> | Satisfactory | Recommendations for Professional Growth: |
| <input type="checkbox"/> | Unsatisfactory | |

Additional Comments (optional):

Principal's Signature

My signature indicates that this evaluation was conducted in accordance with the requirements of the Occasional Teacher Evaluation.

Date (yyyy/mm/dd)

Occasional Teacher's Signature

My signature indicates the receipt of this evaluation.

Date (yyyy/mm/dd)

Occasional Teacher's Comments on the Evaluation (optional):

APPENDIX B

Table 1. Performance Expectations and Possible Observable Indicators for the OT Evaluation

| Performance Expectations | Possible Observable Indicators |
|--|--|
| Creates a safe and inclusive learning environment | <ul style="list-style-type: none"> ▪ follows appropriate legislation, local policies, and procedures with regard to student safety and welfare ▪ ensures and models bias-free assessment ▪ values and promotes fairness and justice and adopts anti-discriminatory practices with respect to gender, sexual orientation, race, disability, age, religion, culture, or similar factors ▪ communicates information from a bias-free, multicultural perspective |
| Models and promotes positive and respectful student interactions | <ul style="list-style-type: none"> ▪ models and promotes the joy of learning ▪ effectively motivates students to improve student learning ▪ demonstrates a positive rapport with students ▪ promotes polite and respectful student interactions ▪ develops clear and achievable classroom expectations with the students |
| Demonstrates effective classroom management strategies | <ul style="list-style-type: none"> ▪ demonstrates care and respect for students by maintaining positive interactions ▪ addresses inappropriate student behaviour in a positive manner |
| Demonstrates knowledge of the Ontario curriculum | <ul style="list-style-type: none"> ▪ exhibits an understanding of the Ontario curriculum when teaching ▪ presents accurate and up-to-date information ▪ demonstrates subject knowledge and related skills |
| Plans and implements meaningful learning experiences for all students | <ul style="list-style-type: none"> ▪ applies knowledge about how students develop and learn physically, socially, and cognitively ▪ chooses pertinent resources for development of instruction ▪ organizes subject matter into meaningful units of study and lessons ▪ uses a clear and consistent format to plan and present instruction ▪ uses a variety of effective instructional strategies ▪ models and promotes effective communication skills ▪ uses instructional time in a focused, purposeful way ▪ assists students to develop and use ways to access and critically assess information ▪ uses available technology effectively |
| Differentiates instructional and assessment strategies based on student needs, interests and learning profiles | <ul style="list-style-type: none"> ▪ shapes instruction so that it is helpful to all students, who learn in a variety of ways ▪ responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met |
| Utilizes a variety of evidence-based assessment and evaluation strategies | <ul style="list-style-type: none"> ▪ uses a variety of techniques to report student progress ▪ engages in meaningful dialogue with students to provide feedback during the teaching/learning process ▪ gathers accurate data on student performance and keeps comprehensive records of student achievement ▪ uses a variety of appropriate assessment and evaluation techniques ▪ uses ongoing reporting to keep both students and parents informed and to chart student progress |