



OCCASIONAL TEACHER EVALUATION

1.0 Purpose

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.

The *Occasional Teacher Evaluation: Provincial Framework* 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.

2.0 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). 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).

NOTE: The observable indicators listed for each performance expectation (see Table 1) 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
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

3.0 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 shall meet to discuss an overview of the evaluation process as well as 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 their evaluation.

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

4.0 Classroom Observation

The principal observes the occasional teacher at least once in their 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.

5.0 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 their 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”.

6.0 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 their progress and to develop goals for growth.

7.0 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.

8.0 Scheduling Requirements

8.1 Frequency

Occasional teachers are to be evaluated in any long term occasional contract of 4 months or more, unless they have had a satisfactory appraisal within the last 5 academic years.

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.

8.2 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.

9.0 Documentation Requirements

9.1 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 their Regional Superintendent for retention in the Board's records.

9.2 Responsibilities of the Board

The board identifies and communicates to the principal any occasional teachers who require an evaluation in a 4-month or longer LTO contract.

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

Appendices

Appendix A: Occasional Teacher Evaluation Template

References

Occasional Teacher Evaluation: Provincial Framework



OCCASIONAL TEACHER EVALUATION TEMPLATE

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

See Procedure 1.2.9, Section 2.0 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	<input type="checkbox"/> Unsatisfactory
Recommendations for Professional Growth:	
Additional Comments (optional):	

Principal's Signature

My signature indicates that this evaluation was conducted in accordance with the requirements of the Occasional Teacher Evaluation Policy (1.2.9).

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):