



Administrative Procedure: Long-Term Occasional Teacher Evaluation

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Definitions: (Occasional Teacher Evaluation: Provincial Framework, 2013)

LONG-TERM OCCASIONAL: Refers to a contract of four (4) months or more.

In this policy, **LONG-TERM OCCASIONAL TEACHER** refers to an occasional teacher under a contract of four (4) months or more.

OCCASIONAL TEACHER EVALUATION (OTE): Refers to the evaluation process carried out on long-term occasional teachers who are employed under a contract of four (4) months or more.

Guidelines

To conform with Ministry of Education expectations, the Occasional Teacher Evaluation (OTE) process will:

1. Focus on the improvement of performance.
2. Be related to the performance expectations outlined by the Ministry of Education in the OTE.
3. Be conducted in a professional manner.
4. Require that recommendations for professional growth be outlined for all evaluations.
5. Ensure that long-term occasional teachers are informed of the process and criteria employed in the OTE.

Responsibilities

School Principals or Vice-Principals will be responsible for conducting OTE's.

In the event that the school Principal or Vice-Principal cannot conduct the OTE, the Director may assign another Principal/Vice-Principal or Supervisory Officer.

In the case of long-term occasional teachers whose work assignment includes more than one school, the Superintendent shall determine which Principal/Vice-Principal shall carry out the performance appraisal.

It is the responsibility of the long-term occasional teacher, to sign a copy of the OTE template, confirming receipt of the completed form.

A long-term occasional teacher wishing to comment on any aspect of the appraisal, may do so within ten (10) school days from receipt of the appraisal. Such reply shall be attached to the evaluation and become a part of the long-term occasional teacher's file.

Procedures For Long-Term Occasional Teacher Evaluation

An overview meeting must be scheduled by the Principal/Vice-Principal where the OTE process is explained to the long-term occasional teachers. This meeting might include more than one long-term occasional teacher at the same time. Each long-term occasional teacher has the right to request an individual meeting prior to the observation.

The Principal/Vice-Principal observes the long-term occasional teacher at least once in the regular classroom setting.

A debriefing meeting occurs with the Principal/Vice-Principal and the long-term occasional teacher to debrief the observation, discuss the outcome of the evaluation and discuss recommendations for professional growth.

The OTE template is used to prepare a report which is shared with the long-term occasional teacher.

Performance Expectations To Be Assessed

The following performance expectations are assessed during the classroom observation:

- Creates a safe and inclusive learning environment.
- Models and promotes positive and respectful student interactions.
- Demonstrates effective classroom management strategies.
- Demonstrates knowledge of the Ontario curriculum.
- Plans and implements meaningful learning experiences for all students.
- Differentiates instructional and assessment strategies based on student needs, interests and learning profiles.
- Utilizes a variety of evidence-based assessment strategies.

Rating

Each performance expectation is assigned a rating of 'Meets Expectations' or 'Development Needed'. Overall ranking for the OTE is 'Satisfactory' or 'Unsatisfactory', as determined by the Principal/Vice-Principal's professional judgement.

Scheduling

During the 2013-2014 school year, all long-term occasional teachers with contracts of four months or more, will be evaluated.

In subsequent years, long-term occasional teachers must be evaluated in their first long-term occasional contract of four months or more.

If a long-term occasional teacher receives a rating of 'Unsatisfactory', a subsequent OTE will occur when the long-term occasional teacher requests it in a subsequent long-term occasional contract of four months or more.

A Principal/Vice-Principal may conduct additional evaluations at the request of the long-term occasional teacher.

A Principal/Vice-Principal may conduct additional evaluations at any time that the Principal/ Vice-Principal considers it advisable to do so, in light of the circumstances relating to the long-term occasional teacher's performance.

The classroom observation date is pre-determined through consultation with the Principal/Vice- Principal and the long-term occasional teacher.

Limitations

A long-term occasional teacher who has received an 'Unsatisfactory' rating is not eligible to apply for permanent positions that may become available at the Board, even if that long-term occasional teacher has been placed on the Long-Term Occasional Teaching List.

If the evaluation results in a rating of 'Unsatisfactory' and a second OTE also results in an 'Unsatisfactory' rating, the Board shall remove the long-term occasional teacher from the Long-Term Occasional Teaching List and the Daily Occasional Roster.

Timing of the Evaluation

The Principal/Vice-Principal should consider a reasonable timeframe for the evaluation, given the duration of the LTO contract and the opportunity for the long-term occasional teacher to adjust to the teaching assignment.

The evaluation process must occur within the timeframe of the LTO contract, including providing the completed OTE template to the long-term occasional teacher.

Documentation

A copy of the OTE shall be given to the long-term occasional teacher, prior to the expiration of the long-term occasional teacher's contract within that school.

A copy of the OTE shall be retained in the Board's records.

The Board will advise the OECTA Occasional Teachers' Unit President of all unsatisfactory evaluations, however, failure to do so will not invalidate the evaluation.

Termination

Nothing in this policy shall override the Board's right to terminate a long-term occasional teacher's contract, as provided for in Article 9.01 of the Collective Agreement.

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) to		Name of Board Superior North Catholic DSB	
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 Expectation
Creates a safe and inclusive learning environment.		
Models and promotes positive and respectful student interactions.		
Demonstrates effective classroom management strategies.		
Demonstrates knowledge of the Ontario curriculum.		
Plans and implements meaningful learning experiences for all students.		
Differentiates instructional and assessment strategies based on student needs, interests and learning profiles.		
Utilizes a variety of evidence-based assessment and evaluation strategies.		
Comments:		

Outcome of Evaluation

	Satisfactory	Recommendations for Professional Growth:
	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):

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