

**PERFORMANCE APPRAISAL OF OCCASIONAL TEACHERS****Definitions:**

**OCCASIONAL TEACHER:** (As defined by Section 1.1 of the Education Act) a teacher is an occasional teacher if he or she is employed by a Board to teach as a substitute for a teacher or temporary teacher who is or was employed by the Board in a position that is part of its regular teaching staff.

**CASUAL OCCASIONAL TEACHER:** As defined by Article 2:01(c) of the Collective Agreement Between Superior North Catholic DSB and Occasional Teachers Local of OECTA. Any occasional teacher employed by the Board to teach on a day-to-day basis.

**LONG TERM OCCASIONAL TEACHER:** As defined by Article 2:01(d) of the Collective Agreement Between Superior North Catholic DSB and Occasional Teachers Local of OECTA. Any occasional teacher who is employed in the same teaching assignment for a period of fourteen (14) or more consecutive teaching days as a replacement for a teacher.

**Guidelines:**

To conform with Board expectations, the performance appraisal process will:

- a) Focus on improvement of performance.
- b) Be related to the Standards of Practice for the Teaching Profession.
- c) Include the ICE competencies.
- d) Be conducted in a professional manner.
- e) Require that criticism be constructive and be accompanied by suggestions for improvement and professional growth.
- f) Ensure that occasional teachers are informed of the process and criteria employed in the occasional teacher performance appraisal by providing a copy of the performance appraisal form (Appendix A) to all occasional teachers initially upon approval of this policy and then to all new occasional teachers when they are placed on the occasional teaching list.

**Responsibilities:**

School Principals will be responsible for conducting performance appraisals of occasional teachers.

In the event that the school Principal cannot conduct the performance appraisal, the Director may assign another Principal or Supervisory Officer.

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

Where an occasional teacher requests an additional performance appraisal, the Superintendent may grant the request and name the appraiser.

**Procedures For Performance Appraisal of Occasional Teachers:**

Performance appraisals for teachers on LTO contracts should take place according to the following:

- a) If the LTO contract is anticipated to last more than 30 school days, or
- b) At the discretion of the Principal, or
- c) Upon identification of work performance concerns.

Performance appraisals for casual occasional teachers should take place according to the following:

- a) Upon the accumulation of a minimum of 30 teaching days, or
- b) At the discretion of the Principal, or
- c) Upon identification of work performance concerns.

At least one week's written notice of the intention to conduct a performance appraisal shall be given to the occasional teacher by the Principal.

The performance appraisal of casual occasional teachers may also take place at the written request of the casual occasional teacher to the Superintendent.

A pre-visit conference shall be arranged between the appraiser conducting the appraisal and the occasional teacher, to review and clarify the Board's policy for performance appraisal of occasional teachers and to review the criteria to be employed in the appraisal process.

A post-visit conference shall be held between the occasional teacher and the appraiser. The purpose of the post-visit conference is to review the completed appraisal form. In addition, topics to be discussed at the post-visit conference may include:

- a) Sharing the observations and insights gained by the appraiser during the classroom visit.
- b) Discussing classroom routines, schedules and organization.
- c) Identifying strengths and weaknesses.
- d) Discussing strategies that will improve the teaching/learning situation in the classroom.

Notwithstanding any of the procedures outlined above, the Board may at its discretion, appraise casual or LTO contract teachers at any time with appropriate notice during the course of their employment with the Board.

The teacher who has been appraised, will be required to sign copies of all appraisals confirming receipt only and shall be given a copy of the completed appraisal form for their personal retention.

An occasional teacher wishing to comment on any aspect of the appraisal, may do so within five (5) school days from receipt of the appraisal and such reply shall be attached to the evaluation and become a part of the occasional teacher's file.

The Board will advise the OECTA Unit President in writing, of all unsatisfactory performance appraisals, however, failure to do so will not invalidate the appraisal.

The attached forms will be used to record information gathered during the appraisal process. Extra-curricular activities will not be considered during the appraisal process.

## For Occasional Teachers

This form must be used for each appraisal. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Meeting and Classroom Observation Dates (yyyy/mm/dd)

Pre-observation:

Classroom Observation:

Post-observation:

### Instructions To The Principal

- 1) This report must be completed **after** the post-observation meeting.
- 2) A copy signed by the principal must be provided to the occasional teacher within 20 school days after the classroom observation.
- 3) The occasional teacher must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
- 4) A copy of this report signed by both the principal and the occasional teacher must be sent to the board. The occasional teacher shall also be given a copy of the report.
- 5) In preparing the summative report, the principal must:
  - assess the occasional teacher's performance in relation to the 8 competencies and provide comments for each competency.
  - provide an overall rating of the occasional teacher's performance in accordance with the rating scale.

### Commitment to Pupils and Learning

The teacher demonstrates commitment to the well-being and development of all pupils.

The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.

The teacher treats all pupils equitably and with respect.

The teacher provides an environment for learning that encourages pupils to be problem-solvers, decision makers, life-long learners, and contributing members of a changing society.

**Professional Knowledge**

The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.

**Professional Practice**

The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.

The teacher communicates effectively with pupils, parents and colleagues.

The teacher conducts ongoing assessments of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.

### Additional Competencies (ICE)

**Overall Rating of Teacher's Performance** (Check the appropriate box.)

- Satisfactory**       **Development Needed**

### Principal's/Teacher's Comments

Principal's Summary Comments On The Appraisal: (Optional)

Teacher's Comments On Progress To Date: (Optional)

**Principal's Signature:**

My signature indicates that this performance appraisal was conducted.

**X**

Date (yyyy/mm/dd)

**Teacher's Signature**

My signature indicates the receipt of this summative report.

**X**

Date (yyyy/mm/dd)

**RUBRIC TO DESCRIBE LEVELS OF PERFORMANCE**

## **The Rating Scale:**

The scale used in the appraisal process for occasional teachers is:

- Satisfactory**
- Development Needed**

### **Descriptions of the Overall Performance Ratings:**

The following descriptions of the performance ratings are provided as a resource to clarify for principals and teachers what is meant by each of the ratings. The descriptions are intended to be considered holistically rather than to be used as a checklist. Principals and teachers may find it helpful to expand on these descriptions to develop a shared understanding of the ratings.

#### **Satisfactory:**

Occasional teachers whose overall performance rating is Satisfactory.

- continue to make adequate progress across the competencies;
- strive to improve their practice so that student performance improves as a result of their teaching;
- demonstrate the capacity to accept constructive feedback in order to improve and refine their teaching;
- show increasing independence and self-direction in their improvement efforts, including seeking help from others;
- demonstrate steadily increasing readiness to become an experienced teacher.

#### **Development Needed:**

Teachers whose overall performance rating is Development Needed.

- require improvement in one or more competencies in which performance is less than satisfactory and this affects their teaching and student learning;
- need targeted support that is focused on one or more competencies.

Teachers whose overall performance rating is Development Needed, may or may not also exhibit some of the following characteristics of teachers whose overall performance rating is Satisfactory. They may:

- strive to improve their practice so that student performance improves as a result of their teaching;
- demonstrate the capacity to accept constructive feedback in order to improve and refine their teaching;
- show increasing independence and self-direction in their improvement efforts, including seeking help from others;
- demonstrate steadily increasing readiness to become an experienced teacher.

### **Rubric to Describe Levels of Performance:**

Principals and teachers use the rubric to describe evidence of teaching performance for each of the levels of performance for each competency.

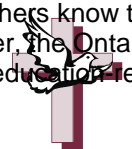
The principal should discuss this rubric with the teacher in the pre-observation meeting. The principal must comment in the Summative Report Form For Occasional Teachers on the eight competencies.

### Domain: Commitment to Pupils and Pupil Learning

LEVELS OF PERFORMANCE		
COMPETENCIES	SATISFACTORY	DEVELOPMENT NEEDED
Teachers demonstrate commitment to the well-being and development of all pupils.	The teacher demonstrates considerable commitment to the well-being and development of all pupils. The teacher shows continued growth in this competency.	The teacher demonstrates some commitment to the well-being and development of all pupils. The teacher would benefit from intensive support to further develop this competency.
Teachers are dedicated in their efforts to teach and support pupil learning and achievement.	The teacher demonstrates considerable dedication in his or her efforts to teach and support pupil learning and achievement. The teacher shows continued growth in this competency.	The teacher demonstrates some dedication in his or efforts to teach and support pupil learning and achievement. The teacher would benefit from intensive support to further develop this competency.
Teachers treat all pupils equitably and with respect.	The teacher treats all pupils equitably and with respect to a considerable extent. The teacher shows continued growth in this competency.	The teacher treats all pupils equitably and with respect to some extent. The teacher would benefit from intensive support to further develop this competency.
Teachers provide an environment for learning that encourages pupils to be problem-solvers, decision makers, life-long learners, and contributing members of a changing society.	The teacher provides an environment for learning that encourages pupils to be problem-solvers, decision makers, life-long learners, and contributing members of a changing society to a considerable extent. The teacher shows continued growth in this competency.	The teacher provides an environment for learning that encourages pupils to be problem-solvers, decision makers, life-long learners, and contributing members of a changing society to some extent. The teacher would benefit from intensive support to further develop this competency.

### Domain: Professional Knowledge

LEVEL OF PERFORMANCE		
COMPETENCIES	SATISFACTORY	DEVELOPMENT NEEDED

 <p>Teachers know their subject matter, the Ontario curriculum, and education-related legislation.</p>	<p>The teacher demonstrates considerable knowledge of his or her subject matter, the Ontario curriculum, and education-related legislation. The teacher shows continued growth in the competency.</p>	<p>The teacher demonstrates some knowledge of his or her subject matter, the Ontario curriculum, and education-related legislation. The teacher would benefit from intensive support to further develop this competency.</p>
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**Domain: Professional Practice**

<b>LEVELS OF PERFORMANCE</b>		
<b>COMPETENCIES</b>	<b>SATISFACTORY</b>	<b>DEVELOPMENT NEEDED</b>
<p>Teachers use their professional knowledge and understanding of pupil's curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.</p>	<p>The teacher uses his or her professional knowledge and understanding of pupil's curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils with considerable effectiveness. The teacher shows continued growth in this competency.</p>	<p>The teacher uses his or her professional knowledge and understanding of pupil's curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils with some effectiveness. The teacher would benefit from intensive support to further develop this competency.</p>
<p>Teachers communicate effectively with pupils, parents and colleagues.</p>	<p>The teacher communicates with pupils, parents, and colleagues with considerable effectiveness. The teacher shows continued growth in this competency.</p>	<p>The teacher communicates with pupils, parents, and colleagues with some effectiveness. The teacher would benefit from intensive support to further develop this competency.</p>
<p>Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.</p>	<p>The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly to a considerable extent. The teacher shows continued growth in this competency.</p>	<p>The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement and reports results to pupils and parents regularly to some extent. The teacher would benefit from intensive support to further develop this competency.</p>

**Appendix B**

**SUPERIOR NORTH CATHOLIC DISTRICT SCHOOL BOARD**

**COMPETENCIES DEVELOPED BY  
THE INSTITUTE FOR CATHOLIC EDUCATION**

## **Guiding Principles**

Teacher performance appraisal in a Catholic school system:

- Values teachers as professionals and respects their knowledge and expertise.
- Provides fair, effective and consistent appraisal of professional practice in the Catholic educational setting.
- Reflects Catholic teaching including the principles of Catholic Social Justice.
- Enhances professional practice to improve student learning and formation.
- Ensures effective delivery of the Ontario Catholic Curriculum program.
- Provides and supports opportunities for professional growth and faith development.
- Recognizes that personal faith is not subject to evaluation in a teacher's performance appraisal.
- Recognizes a communal responsibility for the formation of effective teachers in a Catholic school system.

## **Operating Parameters**

The parameters that govern the application of teacher performance appraisal in a Catholic school system include:

- The Ministry's domains, competencies and indicators.
- Eight areas of competency for appraisal in which indicators are examples.
- The summative report which provides a rating that incorporates all of the areas of competency.
- Indicators that apply to the professional activities of the teacher in Catholic educational settings.
- A statement of professional expectations which serves as a point of reference that orients the Ministry performance appraisal model to the Catholic character of education in schools.

## **Competencies By ICE**

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### **Statement of Professional Expectations**

The statement of professional expectations is the context within which teacher performance appraisal is conducted in a Catholic school system. It serves as a point of reference that orients the Ministry Teacher Performance Appraisal Model to the Catholic character of education in schools.

The Catholic school is a Catholic faith-based educational community that intentionally aims to form learners into educated well-developed persons, good citizens and faithful disciples of Christ.

The Catholic educational community believes the learner will realize the fullness of humanity if learning takes place in an appropriate and challenging environment in which members of school communities emulate the life and teachings of Jesus Christ.

Likewise, the Catholic educational community believes that to enable learners to achieve this vision, a school's faith community will reflect the centrality of Jesus Christ in our lives and the teachings of the Catholic Church.

Teaching in a Catholic school, therefore, is a vocation that calls for knowledge and understanding of Catholic beliefs, traditions, and practices. It calls for a commitment to demonstrate gospel values and teach these values to students.

To these ends, the teacher contributes to the Catholic character of the educational setting through professional practice by:

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|---|----|--|
| Commitment to Students And Students' Learning | 1. | The teacher sees the students and every human being as created in the image and likeness of God and affirms this personal dignity in the commitment to enhance student learning and personal development.                            |
| Professional Knowledge                        | 2. | The teacher knows and understands Catholic beliefs, the history and mission of Catholic Education, and the Ontario Catholic Curriculum.  |
| Teaching Practice                             | 3. | The teacher instructs students within a faith-based context that promotes the integration of gospel values across the curriculum, and fosters the realization of the Ontario Catholic School Graduate Expectations for all students. |
| Leadership And Community                      | 4. | The teacher promotes collaboration within the Catholic learning community in the realization of the vision of Catholic Education.  |
| Ongoing Professional Learning                 | 5. | The teacher demonstrates a commitment to ongoing professional learning including participation in faith activities provided within the school or board.  |