



PROCEDURE

HR118

Occasional Teacher Evaluation

Board Received: September 25, 2017 Review Date: October 2021

Accountability:

1. Frequency of Report - As needed
2. Criteria for Success - All occasional teachers participate in an evaluation
 - Occasional teachers improve teaching/learning through the evaluation process

Procedures:

1. 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. Principals and vice-principals have the responsibility to ensure that the quality of education in the classrooms of the system is of high calibre. The Performance Appraisal process in place aims to assist the regular classroom teacher in achieving a high standard of professional competence. It is essential that all occasional teachers in charge of a class should receive the same assistance and monitoring to maintain a consistently high level of effectiveness.

2. Expectations

In order to ensure the effectiveness of occasional teachers, expectations have been established. These expectations are consistent with those of contract teachers. Occasional teachers are expected to:

- a) perform the duties of the regular teacher, as outlined in the *Education Act* and the Regulations;
- b) arrive at the school, as outlined in the *Education Act* and the Regulations, to have sufficient time to become familiar with daily plans and supervision responsibilities, as outlined in the school timetable;
- c) prepare daily plans for the next day, if required;
- d) utilize appropriate classroom management strategies and implement disciplinary practices appropriate to the particular school and grade;
- e) carry out assignments left by the regular teacher or assigned by the principal, subject to the terms of the Collective Agreement;
- f) exhibit a professional approach in relationships with staff, students and parents;
- g) ensure that upon leaving the school, the room, assignments, etc., are in such condition that there will be minimal interruption for the students when the regular teacher returns;
- h) utilize appropriate instructional strategies;
- i) provide at all times for the safety of the students and take all necessary steps to prevent injury;
- j) contact parents, if necessary, in consultation with the classroom teacher, if available, or principal.

In addition, long-term occasional teachers are also expected to:

- k) participate in the ongoing operation of the school (committee meetings, staff meetings, school events, parent meetings);
- l) complete report cards and IEP's in co-operation with the classroom teacher, if available, LRT, and/or principal.

3. Basic Assumptions

The following are basic assumptions which can be made for the evaluation process:

- a) the observable indicators listed for each performance expectation 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 assignment.
- b) principals/vice-principals will be expected to assist the occasional teachers in their schools.
- c) the classroom teacher should ensure that up-to-date seating plans and daily plans are available. If a lesson plan is not available, it is the principal's/vice-principal's responsibility to plan the day with the occasional teacher; the quality of work achieved by a casual occasional teacher may be affected by the regular teacher's plan and the material left to be covered.
- d) factors such as length of assignment, experience and qualifications should be considered by the evaluator.
- e) some occasional teachers are more suitable to work in certain schools or grades.
- f) some occasional teachers may be unsuitable for classroom work, and should not continue.

4. Evaluation Requirements

It is the responsibility of the principal to complete a minimum of one evaluation for every occasional teacher in their first long-term assignment of four (4) months or more in duration.

A Principal may conduct additional evaluations at the request of the occasional teacher, or if the principal, in consultation with a superintendent, considers it advisable to do so in light of the circumstances related to the occasional teacher's performance.

Casual occasional teachers shall have one evaluation completed during their first ten (10) months on the Occasional Teachers' Roster.

5. The Evaluation Process

The evaluation of an occasional teacher can be initiated by:

- a) a principal/vice-principal of a school
- b) the occasional teacher
- c) a Superintendent of Education (Human Resources) or designate

Principals must complete the Occasional Teacher Evaluation form (see Appendix A), which is to be used in conjunction with the procedure.

The timing of the evaluation is at the discretion of the principal. Consideration should be given to the duration of the long-term assignment, the opportunity for the occasional teacher to adjust to the teaching assignment and the time required to complete the evaluation process. However, the complete evaluation process is to occur within the duration of the long-term assignment, including providing the completed Occasional Teacher Evaluation form to the occasional teacher.

The meetings in the evaluation process promote professional dialogue between the principal and the occasional teacher.

Prior to the classroom 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 occasional teachers. 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.

The date of the classroom observation is pre-determined by both parties and recorded on the Occasional Teacher Evaluation form.

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

Copies will be distributed as follows:

- a) original to Human Resources for inclusion in the occasional teacher's personnel file
- b) copy to school principal
- c) copy to occasional teacher

6. **Unsatisfactory Evaluations**

If an occasional teacher receives an "unsatisfactory" evaluation, the principal must provide clear evidence and suggest strategies for professional development. The principal must notify the teacher in writing of an unsatisfactory evaluation, provide assistance and allow reasonable time for professional growth to occur. Another occasional teacher evaluation process occurs when the occasional teacher requests it in a subsequent long-term occasional assignment of four (4) months or more, or where time allows for the occasional teacher to engage in some professional growth opportunities to address the area(s) needing improvement in the same long-term assignment of seven (7) months or longer.

If the nature of the performance is of such seriousness that it may result in disciplinary action up to and including removal from the Occasional Teachers' Roster, the occasional teacher will be informed that they may have Federation representation at the meeting.

**Grand Erie District School Board
Occasional Teacher Evaluation**

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

Performance Expectations	Possible Observable Indicators (not exhaustive, not all indicators need to be demonstrated)	Outcome
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, gender identity, gender expression, sexual orientation, race, disability, age, religion, culture or similar factors Communicates information from a bias-free, multicultural perspective 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
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 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
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 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
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 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
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 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>

Performance Expectations	Possible Observable Indicators (not exhaustive, not all Indicators need to be demonstrated)	Outcome
	<ul style="list-style-type: none"> Assists students to develop and use ways to access and critically assess information Uses available technology effectively 	
Comment (optional):		
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 outlined in the IEP by modifying instructional and assessment strategies to ensure needs of special students are met 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
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 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Summary Comments:		

Outcome of Evaluation

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

Principal's Signature (My signature indicates that this evaluation was conducted in accordance with the requirements of the Occasional Teacher Evaluation Procedure)

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):