



Toronto District School Board

The

Long Term Occasional Teacher Evaluation Process

Guideline 2013-14



The Long Term Occasional Teacher Evaluation

The Provincial Framework

Regulation 274/12 requires the development of an evaluation process for Long Term Occasional (LTO) Teachers. As a result, based on the Ministry framework, this document has been developed to serve as a guideline for the evaluation process.

The LTO Evaluation is derived from the *Ontario College of Teachers' Standards of Practice for the Teaching Profession* and, more specifically, the Teacher Performance Appraisal (TPA).

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

The TDSB supports an evaluation process for Long Term Occasional Teachers that should:

- Foster collaboration and relationship building that is essential to creating and sustaining a learning community
- Support the ongoing professional growth of Long Term Occasional Teachers through dialogue and feedback with the Principal on their teaching practice; and
- Increase confidence in the publicly funded education system

For the purposes of the evaluation, the term 'Long Term Occasional' refers to a contract of four months or more (as referenced in Ontario Regulation 274/12).

The performance expectations identified in the LTO Evaluation are fewer and more generalized than the TPA competencies required of permanent contract Teachers. This is in recognition of the circumstances and continuum development of a Long Term Occasional Teacher.

LTO Evaluation Meetings

The meetings in the evaluation process should promote professional dialogue between the Principal and the Long Term Occasional Teacher. Prior to the observation(s), the Principal and Long Term Occasional Teacher(s) will 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). The date(s) of the classroom observation(s) is pre-determined by both parties and recorded on the LTO Evaluation Template.

If there is more than one Long Term Occasional Teacher at the school who requires an evaluation, the Principal may host one meeting with all such Long Term Occasional Teachers. The Long Term Occasional Teacher may request a one-on-one meeting with the Principal in advance of the classroom observation(s) to discuss items related to the evaluation that are specific to his or her evaluation.

Following the observation(s), the Principal and the Long Term Occasional Teacher meet to debrief the observation, discuss the outcome of the evaluation and provide recommendations for professional growth.

Classroom Observation(s)

The Principal observes the Long Term 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 LTO Evaluation Template (see Appendix C.)

Outcome of Evaluation

The Long Term Occasional Teacher Evaluation

The Principal determines an evaluation outcome for the Long Term Occasional Teacher as a final consideration in completing the LTO Evaluation Template. The Principal uses his or her professional judgment in weighing the evidence in relation to the seven performance expectations detailed in Appendix B and deciding on an evaluation outcome of “Satisfactory” or “Unsatisfactory” as noted in Regulation 274/12. The overall decision made by the Principal should be informed by a rich body of evidence.

The evaluation outcome assigned to the Long Term Occasional Teacher is in effect until another LTO Evaluation is completed. As per Regulation 274/12, **a Long Term Occasional Teacher who receives an evaluation outcome of “Unsatisfactory” is considered not eligible to apply for permanent positions within the Board until such time as a “Satisfactory” outcome is received in a subsequent LTO assignment**

Scheduling Requirements

Long Term Occasional Teachers are to be evaluated in their first LTO contract of four months or more. If the evaluation outcome is “Unsatisfactory”, another LTO Evaluation process occurs when the Long Term Occasional Teacher requests it in a subsequent LTO contract of four months or more.

The Principal may conduct additional evaluations at the request of the Long Term Occasional Teacher or if the Principal considers it advisable to do so in light of the circumstances related to the Long Term Occasional Teacher’s performance.

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 Long Term Occasional Teacher to adjust to the

teaching assignment, and the time required to complete the evaluation process.

The timing 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 LTO Evaluation Template to the Long Term Occasional Teacher.

LTO Evaluation Template

A LTO Evaluation Template (see Appendix C) is completed by the Principal as a means to document the outcome of the evaluation. It may also be used by Long Term 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 Long Term Occasional Teacher in the section provided on the LTO Evaluation Template. The Long Term Occasional Teacher may provide comments on the evaluation in the section provided on the LTO Evaluation Template.

Documentation Requirements

The Principal provides a copy of the completed LTO Evaluation Template to the Long Term Occasional Teacher following the completion of the evaluation process. The Long Term Occasional Teacher signs the LTO Evaluation Template to indicate receipt of the document.

The Principal provides a copy of the completed LTO Evaluation Template to the Occasional Teaching Office for retention in the Long Term Occasional Teacher’s personnel file.

“At a Glance” – LTO Teacher Evaluation

<p style="text-align: center;">1</p> <p>Setting the Dates</p> <p>The Principal should consider what is reasonable given the duration of the LTO contract, the opportunity for the teacher to adjust to the teaching assignment and the time required to complete the evaluation process.</p>	<p style="text-align: center;">2</p> <p>Meeting to Discuss Observation</p> <p>The Principal and LTO teacher will meet to discuss the performance expectations that comprise the evaluation. They will also discuss the type of evidence that will be considered in the evaluation. The Principal and the LTO teacher will determine the date of the classroom observation.</p>	<p style="text-align: center;">3</p> <p>Observation</p> <p>One lesson or period will be observed. The LTO teacher will be observed in the usual instructional setting.</p>	<p style="text-align: center;">4</p> <p>Meeting to Debrief Observation</p> <p>The Principal and LTO teacher will meet to debrief the observation. The Principal will summarize the results of the observation. The performance expectation statements will be discussed as they pertain to the focus of the classroom observation and the overall evaluation. The Principal and LTO teacher may finalize what evidence is still required for the completion of the evaluation.</p>	<p style="text-align: center;">5</p> <p>Evaluation Outcome</p> <p>The LTO Teacher Evaluation Template (see Appendix B) is completed by the Principal. The Principal uses his/her judgment in weighing evidence in relation to the 7 performance expectations. The LTO teacher will receive an overall outcome of “Satisfactory” or “Unsatisfactory”. (The LTO teacher is not eligible to apply for permanent positions within TDSB until such time as a “Satisfactory” outcome is received in a subsequent LTO assignment). The Principal makes recommendations to the LTO teacher on areas for professional growth.</p>	<p style="text-align: center;">6</p> <p>Completed OT Evaluation</p> <p>The Principal provides a copy of the completed LTO Teacher Evaluation Template to the LTO teacher prior to the expiration of the LTO teacher’s contract within that school. The LTO teacher signs the LTO Teacher Evaluation Template to indicate receipt of the document. The Principal provides a copy of the completed LTO Teacher Evaluation Template to the Occasional Teaching Office for retention in the personnel file.</p>
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Performance Expectations and Possible Observable Indicators for the LTO Teacher 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 interaction	<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 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

Performance Expectations and Possible Observable Indicators for the LTO Teacher Evaluation

Performance Expectations

Utilizes a variety of evidence-based assessment and evaluation strategies

Possible Observable Indicators

- 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 reporting to keep both students and parents informed and to chart student progress

Long Term Occasional Teacher Evaluation Template

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

Domains Considered in the Evaluation: Commitment to Pupils and Pupil Learning / Professional Knowledge / Teaching Practice	
LTO Teacher Evaluation Performance Expectations	Possible Observable Indicators
Creates a safe and Inclusive Learning Environment Meets Expectations <input type="checkbox"/> Development Needed <input type="checkbox"/>	<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 interaction Meets Expectations <input type="checkbox"/> Development Needed <input type="checkbox"/>	<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 Meets Expectations <input type="checkbox"/> Development Needed <input type="checkbox"/>	<ul style="list-style-type: none"> Demonstrates care and respect for students by maintaining positive interactions Addresses inappropriate student behaviour in a positive manner
Plans and implements meaningful learning experiences for all students Meets Expectations <input type="checkbox"/> Development Needed <input type="checkbox"/>	<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 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

Long Term Occasional Teacher Evaluation Template

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 Expectations <input type="checkbox"/> Development Needed <input type="checkbox"/>	
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
Meets Expectations <input type="checkbox"/> Development Needed <input type="checkbox"/>	
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 reporting to keep both students and parents informed and to chart student progress
Meets Expectations <input type="checkbox"/> Development Needed <input type="checkbox"/>	

Outcome of Evaluation

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

Comments of Evaluator:

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Principal's Signature

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

Date

(yyyy/mm/dd)

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Long Term Occasional Teacher's Signature

My signature indicates the receipt of this evaluation

Date

(yyyy/mm/dd)

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

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Long Term Occasional Teacher Evaluation Template