



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

LONG TERM OCCASIONAL TEACHER **EVALUATION MANUAL**

**LONG TERM OCCASIONAL TEACHER EVALUATION PROCESS, TRAINING
and RELATED RESOURCES**

2013-2014 Implementation Year

- Developed in collaboration between board and union locals
- Adapted from the Ministry of Education OT Evaluation: Provincial Framework and Template

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INTRODUCTION

The Superior-Greenstone District School Board's *Long term Occasional Teacher (LTO) Evaluation Manual* sets out the core requirements for an LTO teacher evaluation, various effective practices when conducting an evaluation and our training requirements. Representatives from SGDSB, OSSTF and ETFO collaborated to adapt the Ministry template and requirements for the evaluation to better meet the needs of our district.

The main goal of the Long term Occasional Teacher Evaluation is development of the teacher. This document provides a standardized, consistent and transparent approach to evaluating LTO teachers. Thus all LTO teacher evaluations shall be conducted in accordance with this document.

PURPOSE

The primary purpose is to implement an evaluation system which supports a positive working environment that promotes continuous professional growth of LTO teachers and improved student outcomes. This purpose will be accomplished through dialogue and feedback between the teacher and evaluator regarding their teaching practice. The process will also promote teacher self-growth, improve quality of instruction, and ensure accountability for classroom performance and teacher effectiveness.

Under Ontario Regulation 274/12 – Hiring Practices, part of the requirements for a teacher on the long term occasional list to apply for a posted permanent position is to have completed a long term occasional contract of at least 4 months in length and in respect of which the teacher has not received an unsatisfactory evaluation. The LTO Teacher Evaluation process outlined in this document provides the opportunity for a teacher to complete the requirements of the regulation.

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

BACKGROUND (THE MINISTRY'S PROVINCIAL FRAMEWORK)

The Long term Occasional Teacher Evaluation 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 LTO Teacher 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 LTO.

DEFINITIONS

- a) Administrators: refers to the principal or vice-principal of a school
- b) Assessment: collaborative process of teacher and evaluator determining the overall performance of the teacher based on the seven performance expectations
- c) Evaluation: an assessment of an LTO teacher's performance by the evaluator which shall be placed in the teacher's file

- d) Evaluator: Principal, Vice Principal, Supervisory Officer
- e) Evidence: all the available facts/indicators available to an evaluator on which a decision about performance is based. Observations, documents, logs, portfolios, data sources, etc can be used to support a judgement of teacher performance.
- f) Feedback: written and/or verbal communication which summarizes information about the teacher's performance provided by the evaluator to the teacher
- g) Formal Observation: an arranged visit to a classroom to gather teacher performance information on the seven performance expectations. Although there is no specified duration for an observation, it is highly recommended that the evaluator remain for the amount of time necessary to observe a complete lesson.
- h) Improvement Plan: a program that provides planned and sustained assistance for any teacher, including any long term occasional teacher, who does not receive a satisfactory outcome on their appraisal.
- i) Log of Teaching Practice/Portfolio: a useful tool developed by a teacher which lists or contains samples detailing artifacts and evidence of the teacher meeting performance standards. (sample is available in the Teacher Performance Appraisal - Technical Manual produced by the Ministry)
- j) Long Term Occasional Teacher: For the purposes of the LTO Teacher Evaluation, the term refers to a contract of four consecutive months or more substituting for the same teacher
- k) LTO: long term occasional teacher
- l) Observations: opportunities for evaluators to gather information about the job performance of teachers
- m) Outcome: after collecting evidence the evaluator rates a teacher's performance
- n) Professional Judgement: Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning , methods of instructions and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction. (from Growing Success document)

THE PROCESS

OVERVIEW:

The meetings in the evaluation process promote professional dialogue between the evaluator and the long term occasional teacher. The initial meetings are a two-stage process.

1. *Information meeting:* Administrators are responsible for ensuring that long term occasional teachers at their schools are informed of the LTO Teacher Evaluation process within the first 10 school days of their contract. If there is more than one LTO requiring an evaluation at a particular school, the principal can host one meeting with all LTO's to provide an overview of the evaluation process, and the evidence that will be considered in the evaluation (e.g. classroom observation, planning records, and assessment and evaluation records). During this meeting the administrator must make it clear that more than one formal observation may be made by mutual consent.

NOTE: Since 2013-14 is the initial year for implementing the LTO Teacher Evaluation process, the responsibility of providing information sessions at the start of the school year will fall to the OT Evaluation Committee.

2. *Pre-meeting with Individual Teachers:*

Prior to the formal classroom observation, the evaluator and LTO will meet to discuss items and ask questions that are specific to his or her evaluation. The date and time/class for the evaluation will be established. (refer to section 4 below)

3. *Performance Expectations (7) and Observable Indicators:*

The seven performance expectation statements that form the basis of the Long Term Occasional Teacher Evaluation describe the skills, knowledge and attitudes that should be reflected in an LTO teacher's practice. The evaluator must comment on all seven performance expectations in the initial evaluation. If any successive evaluations occur during subsequent LTO assignments the evaluator may focus on only those specific expectations that required further growth.

For each performance expectation, the evaluator is to comment on the teacher's strengths and areas that need improvement. In addition, the evaluator may write comments or provide examples of how the expectation was or was not demonstrated.

To assist in the assessment of the LTO's performance a chart of observable indicators is provided in this manual (see Appendix). The observable indicators listed within each performance expectation are *possible* ways the LTO 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. The evaluator may include other examples of how the expectation was or was not demonstrated in the comments section provided on the LTO Teacher Evaluation Template.

It is important to differentiate according to individual teacher needs. Teachers requiring an LTO Teacher Evaluation may come to the assignment with varying degrees of skill and knowledge.

Evaluators should take this fact into consideration when completing the evaluation and providing supports to the teacher.

Often a long term occasional teacher's qualifications are not an exact match for the teaching assignment. The evaluator shall be sensitive to the teacher's qualifications in relation to their subject/grade assignment when considering the performance expectations (i.e. knowledge of curriculum).

4. *Formal Classroom Observation:*

The evaluator 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 selected must be within 3-5 school days after the pre-meeting unless otherwise stated in the panel's respective Collective Agreement. The date of the observation is recorded on the LTO Teacher Evaluation Template. NOTE: The LTO teacher may request that he/she be observed in other situations within his/her assignment. It is up to the evaluator to decide if further formal observations will be conducted.

During the first formal observation an evaluator could determine that the teacher's performance might result in an outcome of "unsatisfactory" and that it would be in the best interests of the teacher to conduct professional development prior to completing the observation stage. He/she could extend the time to allow the teacher to target those areas of concern that could lead to an outcome of "satisfactory". Several informal meetings and observations could take place prior to the next formal observation. Thus professional development support can be provided to the LTO teacher prior to the evaluator finally signing off on the evaluation.

5. *Debrief:*

Following the completion of the final formal observation, the evaluator and the LTO must meet to debrief the observation, discuss the outcome of the evaluation and provide recommendations for professional growth. The debrief should occur as soon after the formal observation as possible and must occur within 2 school days.

6. *Recommendations for Professional Growth*

In consultation with the LTO, the evaluator makes recommendations to the long term occasional teacher on areas for professional growth. These recommendations may then be used by the LTO to reflect on his or her progress and to develop goals for growth.

7. *Outcome of Evaluation*

After the final formal observation has been completed the evaluator determines an evaluation outcome as a final consideration in completing the LTO Teacher Evaluation Template (see Appendix). The evaluator uses his or her professional judgement in weighing all the evidence in relation to the seven performance expectations and in deciding on an evaluation outcome of either "Satisfactory" or "Unsatisfactory".

The evaluation outcome assigned to the long term occasional teacher is in effect until another Long Term Occasional Teacher Evaluation is completed. Per Ontario Regulation 274/12, a teacher who

receives an evaluation outcome of “*Unsatisfactory*” is considered not eligible to apply for permanent positions within the school board until such times as a “*Satisfactory*” outcome is received in a subsequent LTO assignment.

8. *Follow up to an outcome of Unsatisfactory*

An evaluation report which states that the LTO teacher’s classroom performance is unsatisfactory shall outline the reasons and the specific recommendations for improvement in order to achieve satisfactory classroom performance. The school administrator shall provide appropriate assistance and supports for the LTO teacher from within and/or outside the teaching staff.

It is important that all stakeholders understand that the registering of an unsatisfactory outcome does not preclude the opportunity for additional long term occasional assignments for a teacher. For some LTO’s on a four month assignment there is limited time for support and growth. Teachers can conduct their own professional development after the assignment is complete in preparation for subsequent LTO openings. Opportunities to achieve a satisfactory outcome on an LTO Teacher Evaluation will occur on subsequent LTO assignments.

SCHEDULING REQUIREMENTS

A) Frequency

- LTO teachers must be evaluated in their first long term occasional contract of 4 months with SGDSB. The LTO assignment of four months must be for the same teacher(s). This includes LTO’s who have completed previous assignments in other boards.
- If the evaluation outcome is “Unsatisfactory”, another LTO Teacher Evaluation process occurs when the long term occasional teacher requests it in a subsequent LTO assignment of 4 months or more.
- If a permanent teacher on leave successfully acquires an LTO assignment, the teacher will be excluded from the mandatory LTO teacher evaluation requirement. Once the teacher’s leave is completed the teacher will be placed back on the five-year TPA cycle schedule.
- If a permanent teacher who has been declared redundant and is on the recall list, successfully acquires an LTO assignment, the teacher will be excluded from the mandatory evaluation requirement since they do not require a Teacher Performance Appraisal to be done in order to be recalled to a permanent position.
- An administrator has the right to initiate an evaluation at any time should he/she deem it necessary in light of circumstances related to a long term occasional teacher’s performance.

B) Timing of the Evaluation

- The timing of the evaluation is at the discretion of the administrator; however, the complete evaluation process must occur within the duration of the LTO contract, including the provision of the completed LTO Teacher Evaluation Template to the long-term occasional teacher.
- When contemplating the timing of the evaluation, the administrator should take into consideration:

- what is reasonable given the duration of the LTO contract (minimum four months)
 - the opportunity for the occasional teacher to adjust to the teaching assignment
 - the time required to complete the evaluation process
 - that the evaluation occurs at a time that will still provide the teacher sufficient opportunity for growth after the evaluation
- It is recommended that the initial evaluation begin towards the end of the first 2 months of a 4 month LTO assignment.

NOTE: Individual cases or unforeseen circumstances may require flexibility in the timelines of an evaluation.

FORMS & DOCUMENTATION REQUIREMENTS

A) *Long-term Occasional Teacher Evaluation Template*

- The SGDSB Long Term Occasional Teacher Evaluation Template is the only report form and must be used.
- The template is completed by the evaluator as a means to document the outcome of the evaluation.
- Long term occasional teachers can use the template to reflect on the feedback they received and to identify opportunities for growth.

B) *Responsibilities of the Evaluator*

- The evaluator may provide comments on the overall rating of the teacher in the section provided on the LTO Teacher Evaluation Template.
- The evaluator must sign the template to acknowledge the evaluation outcome.
- The evaluator must provide a copy of the completed LTO Teacher Evaluation Template to the teacher within fifteen (15) school days after the evaluation, unless otherwise mutually agreed upon, or prior to the expiration of the teacher's contract within that school if it is less than 15 days.
- The evaluator must provide a copy of each completed LTO Teacher Evaluation Template to the board's Human Resources Department within a week of completion of each entire LTO Teacher Evaluation process for retention in the board's records.
- It is highly recommended that administrators provide the *SGDSB Long Term Occasional Teacher Evaluation Manual June 2013* to all LTO Teachers and Occasional Teachers at the start of each school year or during their school orientation. Circumstances may change within a school staffing (i.e. a short LTO assignment could be extended to 4 months, an occasional teacher might be hired on an LTO assignment) and this will ensure that all occasional teachers are aware of the evaluation requirement.

C) *Responsibilities of the Long Term Occasional Teacher*

- The teacher may provide comments on the evaluation in the section provided on the OT Evaluation Template.

- The teacher must sign the form indicating that the teacher has received and read the evaluation report. The teacher will be given 2 school days to sign the report and up to 5 school days to add an attachment with his/her own comments.

BOARD RESPONSIBILITIES

1. By the first school day of each school year, as well as throughout the school year, the board will identify and communicate to school administrators and union presidents:
 - a list of LTO teachers who are on their first 4-month or longer LTO contract with SGDSB and thus require an evaluation
 - a list of LTO teachers qualified to apply to permanent contract postings (deemed eligible to hire based on the outcome of their most recent LTO Teacher Evaluation)
2. Notification of the SGDSB LTO Teacher Evaluation process will be included in LTO teacher hiring packages. It will also be an agenda item in any New Teacher Induction Program board Orientation sessions.
3. The board will retain a copy of any completed LTO Teacher Evaluation Templates in the teacher's Human Resources records, per its document retention protocols.
4. The board will ensure the provision of orientation and training to support the appraisers and appraisees. It is important that LTO teachers hired during the school year be provided all the necessary information and training. This can be done by the school administrator.
5. The SO will communicate with each of the principals involved in LTO teacher evaluations in order to ensure compliance with all aspects of the process.

OTHER CONSIDERATIONS

- Differentiating teacher needs: Teachers requiring an LTO Teacher Evaluation may come to the assignment with varying degrees of skill and knowledge as a result of their past teaching experiences. Administrators should take this fact into consideration when completing the evaluation and providing supports to the teacher.
- Where an LTO teacher is assigned to teach in more than one school the evaluation will be completed by the administrator of the teacher's designated home school. If the teacher is assigned to both elementary and secondary panels then 2 evaluations will be required.
- Evaluations for LTO teachers who do not have regular classroom duties (i.e. special education, guidance) will involve observing the mandated competencies in situations such as meetings, conferences, or working with students in their assigned capacity.
- The evaluation duties of an administrator shall be performed by a Superintendent where the administrator and SO agree that the SO will perform the duties.

ORIENTATION and TRAINING

Orientation and/or training on the LTO Teacher Evaluation process must be provided to administrators, occasional teachers and union representatives (i.e. a presentation of the SGDSB Manual and required forms, Q & A period). For administrators, training on effective practices when conducting an evaluation will also be included. Training may be carried out in person or via technology such as Adobe Connect.

Training for Administrators:

1. Our initial training session for administrators will be provided prior to the start of the 2013-14 school year. Subsequent training will be provided for any new administrators prior to the start or within the first two weeks of their contract.
2. The initial training session for administrators will be conducted by members of the OT Evaluation Committee.
3. A post-survey will be conducted after the initial training session.
4. Subsequent training sessions for administrators will be provided by a minimum of two members of the OT Evaluation Committee – one union representative and one board representative.

Orientation for Long-term Occasional Teachers:

1. Our initial orientation for occasional teachers will occur twice within the first two weeks in the 2013-14 school year. This will allow two opportunities for all OT's to acquire the information. Attendance will be mandatory for current employed LTO's. Attendance will be voluntary for OT's who are not on a current LTO contract. A post-survey will be conducted after the initial training session.
2. Subsequent teacher orientation sessions will be conducted by administrators within the first two weeks of each school year during their required *Information Meetings* (step 1 of the Process) or within two weeks of the hiring of any new LTO teacher during the school year.



SUPERIOR-GREYSTONE DISTRICT SCHOOL BOARD

LONG TERM OCCASIONAL TEACHER EVALUATION PROCESS

APPENDICES

August 2013

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Performance Expectations and Possible Observable Indicators for the OT Evaluation

Performance Expectations	Possible Observable Indicators
<i>Creates a safe and inclusive learning environment</i>	<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 ▪ ensures students feel valued and respected ▪ communicates information from a bias-free, multicultural perspective
<i>Models and promotes positive and respectful student interactions</i>	<ul style="list-style-type: none"> ▪ models and promotes learning by effectively motivating students to improve learning ▪ demonstrates a positive rapport with students ▪ promotes polite and respectful student interactions ▪ develops clear and achievable classroom expectations with the students
<i>Demonstrates effective classroom management strategies</i>	<ul style="list-style-type: none"> ▪ demonstrates care and respect for students by maintaining positive interactions ▪ addresses inappropriate student behaviour in a positive manner
<i>Demonstrates knowledge of the Ontario curriculum</i>	<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
<i>PLANNING: Plans and implements meaningful learning experiences for all students</i>	<ul style="list-style-type: none"> ▪ applies knowledge about the whole child - 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
<i>APPLICATION: Differentiates instructional and assessment strategies based on student needs, interests and learning profiles</i>	<ul style="list-style-type: none"> ▪ shapes instruction so that it engages students and 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
<i>ASSESSMENT OF and FOR LEARNING: Utilizes a variety of evidence-based assessment and evaluation strategies</i>	<p><i>Feedback</i></p> <ul style="list-style-type: none"> ▪ uses a variety of appropriate assessment and evaluation techniques ▪ uses a variety of techniques to report student progress ▪ engages in meaningful dialogue with students to provide feedback during the teaching/learning process <p><i>Record Keeping</i></p> <ul style="list-style-type: none"> ▪ gathers accurate data on student performance and keeps comprehensive records of student achievement <p><i>Reporting</i></p> <ul style="list-style-type: none"> ▪ uses ongoing reporting to keep both students and parents informed and to chart student progress

Appendix A: Long Term Occasional Teacher Evaluation Template

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

The 3 Domains to be considered are: Commitment to Pupils and Pupil Learning, Professional Knowledge and Teaching Practice. Within these 3 domains there are 7 competencies to evaluate.

Creates a safe and inclusive learning environment

Strengths:

Next Steps:

Models and promotes positive and respectful student interactions

Strengths:

Next Steps:

Demonstrates effective classroom management strategies

Strengths:

Next Steps:

Demonstrates knowledge of the Ontario curriculum

Strengths:

Next Steps:

Plans and implements meaningful learning experiences for all students

Strengths:

Next Steps:

Differentiates instructional and assessment strategies based on student needs, interests and learning profiles

Strengths:

Next Steps:

Utilizes a variety of evidence-based assessment and evaluations strategies

Strengths:

Next Steps:

Additional Comments (optional):

Outcome of Evaluation

Satisfactory

Unsatisfactory

Recommendations for Professional Growth:

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)

Long Term Occasional Teacher's Signature

My signature indicates receipt of this evaluation.

Date (yyyy/mm/dd)

Long Term Occasional Teacher's Comments on the Evaluation (optional): NOTE: A teacher can write comments in the box OR attach a separate sheet:

Strategies for Conducting Effective Long Term Occasional Teacher Evaluations

Before the Evaluation:

- Administrators must ensure each teacher receives proper orientation to their school and to the evaluation requirement and process.
- Evaluators must be knowledgeable of the legislative requirements and the SGDSB OT Evaluation process.
- Evaluator should develop an awareness of effective assessment strategies.
- Evaluators must know the actual standards and a matrix of how they are performed OR performance indicators that describe a successful teacher performance.
- Teachers should be encouraged to engage in personal goal setting (areas of focus for the enhancement or improvement of teaching) and self-reflection.
- Engaged planning should begin before the performance period. Prep work and discussions should start early.

Keep in mind:

- Evaluation process should be transparent, fair and based in trust.
- Promote a positive working environment.
- Ensure both teacher and evaluator develop a common understanding of their job expectations.
- Focus on performance improvement and development not on performance evaluation to make the evaluation more effective. Thus the evaluator must approach the LTO evaluation as professional growth with a focus on improving teacher instruction.
- Take a collaborative and collegial approach to work as partners in stimulating teacher professional growth and reduce anxiety.
- Differentiate according to individual teacher needs. Teachers come to their assignment with varying degrees of skill and knowledge. Evaluators should take this fact into consideration when completing the evaluation and providing supports to the teacher.

- Be sensitive to the teacher’s qualifications in relation to their subject/grade assignment when considering the performance expectations. Remember - often a teacher’s qualifications are not an exact match for the teaching assignment.
- Use the timelines and procedures outlined in the SGDSB manual and abide by mutually established timelines unless there is a major interruption.

During the Observation

- Ensure the evaluation is objective not subjective.
- Identify factors that facilitate the teacher in performing well and those which prevented the teacher from doing better then follow up in the debrief meeting.

After the Observation – during the Debrief meeting

- Provide sufficient, specific, and constructive feedback.
- Feedback should be relevant and timely.
- Ask questions for deeper understanding.
- Ask one to two questions pertaining to each standard.
- Use effective listening skills - the debrief meeting is not a one-sided conversation.
- Explore areas lacking and unearth development opportunities for skill development.
- The complexity of the job requires review of multiple data sources/records in order to provide a comprehensive “picture” of the teacher – i.e. observation, log of teaching practice/portfolio, structured interview, examples of measures of student performance, daybook, teacher-prepared materials, assessment records etc.
- Provide additional support/assistance, counseling, coaching, supportive dialogue as needed.

SAMPLES OF COMMON QUESTIONS TO ASK

IN THE PRE-MEETING:

- What will I see happening in your class?
- How will you differentiate instruction?
- How will I see you accommodate for the various learning styles in this class?
- What specific items would you like me to focus upon (e.g. questioning skills, student movement?)
- What additional information should I know prior coming to your classroom to observe?

IN THE DEBRIEF:

- What do you think went well during the lesson I observed?
- What would you do differently the next time you teach this lesson/use a particular instructional strategy? OR
- How would you rate your lesson a scale of 1-10? Why? Why not rate it a 10? How could move it up on the rating scale?
- How would you describe the learning climate of the classroom during the lesson?
- What occurred during the day before I arrived for the observation that may have influenced what happened during the time I spent in your class?
- How did you address student who needed more time to fully understand/master the concept?
- I observed a “snapshot” of your instruction. How well did the students’ learning reflect your intended learning outcomes?
- What formal or informal assessment did you conduct prior to teaching this lesson? How did the data from the assessment influence this lesson?
- How did you let students know what the objective for the lesson was and how the students would know if they successfully achieved it? What student characteristics or needs do you keep in mind as you are giving directions?
- What goal(s) did you set this year for student achievement? How are your students progressing on that/those goal(s)?

Found at mcpsweb.org Mecklenburg County Public School’s Teacher Performance Evaluation System 2012-2013
Credited to: Stronge, J.H.& Tucker, P.D. (2003) as cited in Stronge, J.H. (2010b)

Chapter 1: Fundamental Principles

Teacher Self-Assessment

[Traffic light](#) * is a strategy that can be used to assess progress.

Use the traffic light colours on the chart to indicate your current status:

Red light: I don't know/do this or I don't understand this.

Yellow light: I know/do this sometimes or I'm not quite sure I have some questions.

Green light: I know/do this or I've got it.

Teacher Self-Assessment	Red Light	Yellow Light	Green Light
To ensure validity and reliability, I plan assessment and evaluation collaboratively with colleagues teaching the same course/grade.			
I differentiate assessments and evaluation based on student learning needs.			
My assessments and evaluation provide all students multiple opportunities to demonstrate the full range of their learning and include a variety of strategies to address students' learning needs, learning styles and preferences, and interests.			
I plan assessment and evaluation tasks considering the full diversity of my students and issues that may affect my students' learning.			
I share and clarify learning goals , based on overall and specific expectations, and co-construct success criteria with my students so we have a common understanding of what they will be learning and what good work looks like.			
My assessment and evaluation are based directly on the overall curriculum expectations and planned prior to the beginning of a period of instruction (unit/course).			
My communications to students and their parents about assessment and student achievement are clear, personalized, precise, meaningful, and ongoing.			
I provide students with descriptive feedback linked to clear success criteria, which allows them to reflect and critically analyse their work.			
I use the gradual release of responsibility and/or scaffolding of learning goals to develop students' abilities as independent learners.			
I use assessment as learning, purposefully teaching my students metacognitive strategies.			

* This strategy is on page 17 of the resource.

FROM ww.edugains.ca

PERFORMANCE STANDARDS: Achievement Chart: Teacher Self-Assessment

Traffic light * is a strategy that can be used to assess progress. Use the traffic light colours on the chart to indicate your current status:

Red light: I don't know/do this or I don't understand this.

Yellow light: I know/do this sometimes or I'm not quite sure I have some questions.

Green light: I know/do this or I've got it.

* on page 17 of the resource. From www.edugains.ca

Teacher Self-Assessment	Red Light	Yellow Light	Green Light
I begin planning instruction by identifying the content standards (expectations) – what my students need to know or be able to do – and the performance standards (four levels of achievement in the four categories of knowledge and skills) – how I know they know or can do this.			
I select or develop assessment strategies and tools based on the content standards and the performance standards of the achievement chart.			
I begin teaching each unit/course/topic with a plan that includes assessment for learning, assessment as learning, and assessment of learning along with instruction.			
The variety of assessment strategies that I use is balanced appropriately for the subject across the four categories of knowledge and skills.			
I use the content standards to develop learning goals and share them with my students.			
The achievement chart helps me define what the levels of achievement look like, and develop feedback for students about their achievement.			
I begin with the performance standards when co-constructing success criteria with my students.			
I use different assessment tools (rubrics, portfolios, checklists, anecdotal, etc.) to facilitate assessment of knowledge and skills in all four categories at different levels of achievement.			
I collaborate with my colleagues in order to better understand student performance at various levels.			
My students know how to use the assessment tools to understand the levels of achievement of their own demonstrations of learning.			

RESOURCES

WEBSITES

A) www.edugains.ca

EduGAINS is the portal to resources developed and provided through the Ministry of Education and focused on learning – student learning, educator learning, and researcher learning about student and teacher learning. This site is for all teachers, Kindergarten to Grade 12.

Resources are of many types:

- Classroom-ready resources and supports;
- Planning and implementation guides for teachers and professional learning facilitators;
- Theoretical frameworks that underpin resource development and implementation;
- Video interviews;
- Videos of classrooms, coaching and professional learning episodes;
- Research tools and papers, both print and digital;
- Board-level implementation plans and advice;
- Registration information for upcoming professional learning activities;
- and, in the case of mathematics, interactive web-based modules for students.

Supports can be accessed in one of two ways:

- from the left menu, all of the domain's resources are organized by content and can be accessed through the drop-down menus or library.

- across the top, through the role menus where resources are organized to align with the leadership frameworks for educators in those roles.

Also has sections on:

1) **Differentiated Instruction Professional Learning Strategy (shared practice, DI teaching/Learning Examples, Implementing Effective Instruction etc.**

2) **Kindergarten GAINS:** The Kindergarten GAINS site is a communications tool which provides early years educators with online access to Ministry of Education resources that support implementation of [The Full-Day Early Learning-Kindergarten Program \(Draft 2010\)](#). The video resources found at this site support the implementation of the program document. Each of the video resources has a Viewing Guide to support ongoing individual and collaborative learning for FDK teams, program staff, board administrators, and parents.

3) Math Gains: ***Building individual and collective capacities to improve mathematics teaching and learning in Ontario***

4) Literacy Gains: *Building individual and collective capacities to improve literacy learning and teaching in Ontario*

5) Professional Learning Cycle: The Professional Learning Cycle – Plan, Act, Observe, Reflect - is a process that is used by teams of educators for professional learning. Learning occurs during and between team meetings when educators share practice, examine student work and/or access opportunities to build their instructional skills and knowledge-base.

6) AER Gains- Growing Success

SELF-ASSESSMENT CHARTS on each category: Fundamental Principles , Learning Skills & Work Habits, Performance Standards- The Achievement Chart, Assessment for Learning & Assessment as Learning, Evaluation, Reporting Student Achievement

B) <http://www.curriculum.org/content/home> - webcasts on leadership

Curriculum Services Canada (CSC) is a not-for-profit organization that supports the ever-changing needs of learners. CSC is not only recognized as the Pan-Canadian standards and evaluation agency, but also for developing a wide spectrum of customized learning resources for academic and organizational environments.

C) <http://www.edu.gov.on.ca/eng/policyfunding/leadership/framework.html> : leadership framework

Ontario's Leadership Framework

The Leadership Framework is central to the [Ontario Leadership Strategy](#). The framework describes a set of core leadership competencies and effective practices for principals, vice-principals and supervisory officers.

The Leadership Framework is made up of two parts:

1. Leader competencies and practices that have been shown to be effective in improving student achievement.
2. System practices and procedures that boards should have in place to support school and system leaders to be effective.

D) Here is the site for Capacity Building Series -

<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html>

PAMPHLETS for ADMINISTRATORS

(all are available on

<http://www.edu.gov.on.ca/eng/policyfunding/leadership/inConversation.html>)

Ideas Into Action:

- Engaging in Courageous Conversations
- Five Core Leadership Capacities of Effective Leaders
- Promoting Collaborative Learning Cultures
- Setting Goals – the power of purpose
- Aligning Resources with Priorities
- Using Data -Transforming Potential into Practice

Tips Sheets:

- Engaging in Courageous Conversations
- Setting Goals
- Receiving and Giving Feedback

In Conversations (10)

- Know Thy Impact
- Leadership and Integrative Thinking
- Leading Change
- Leading the Instructional Core
- Student Engagement
- 21st Century Leadership
- Values driven Leadership
- Evolving Perspectives
- Strong Roots- Bright Futures
- The Authentic Leader

Principals Want to Know (23)

- [Principals Want to Know #1: Using EQAO Data](#) (October 2010) (PDF, 134 KB)
- [Principals Want to Know #2: Differentiated Instruction](#) (January 2011) (PDF, 156 KB)
- [Principals Want to Know #3: Math CLIPS](#) (January 2011) (PDF, 134 KB)
- [Principals Want to Know #4: Student Voice Initiative](#) (January 2011) (PDF, 155 KB)
- [Principals Want to Know #5: Moving to Public Practice](#) (March 2011) (PDF, 134 KB)
- [Principals Want to Know #6: Having Courageous Conversations](#) (March 2011) (PDF, 172 KB)
- [Principals Want to Know #7: Making Time for Instructional Leadership](#) (March 2011) (PDF, 132 KB)
- [Principals Want to Know #8: Setting Goals](#) (May 2011) (PDF, 135 KB)
- [Principals Want to Know #9: Engaging Students](#) (August 2011) (PDF, 138 KB)
- [Principals Want to Know #10: Principal Performance Appraisal](#) (September 2011) (PDF, 151 KB)
- [Principals Want to Know #11: Individual Education Plans: Principals' Roles and Responsibilities](#) (February 2012) (PDF, 122 KB)
- [Principals Want to Know #12: IPRC and IEP](#) (February 2012) (PDF, 117 KB)
- [Principals Want to Know #13: IEP Development and Implementation: Shared Solutions](#) (February 2012) (PDF, 122 KB)
- [Principals Want to Know #14: Coaching to Support Adolescent Literacy](#) (February 2012) (PDF, 148 KB)
- [Principals Want to Know #15: Documenting in FDK – Making Children's Learning Visible](#) (February 2012) (PDF, 140 KB)
- [Principals Want to Know #16: Supporting Strong Educator Teams for Full-Day Kindergarten](#) (February 2012) (PDF, 136 KB)
- [Principals Want to Know #17: Intentional, Play-Based Learning](#) (February 2012) (PDF, 140 KB)
- [Principals Want to Know #18: Using Data](#) (April 2012) (PDF, 120 KB)
- [Principals Want to Know #19: Annual Learning Plans and Teacher Performance Appraisal](#) (April 2012) (PDF, 120 KB)
- [Principals Want to Know #20: Engaging parents in their children's learning](#) (January 2013) (PDF, 270 KB)
- [Principals Want to Know #23: A Sound Investment: Financial Literacy Education in Ontario Schools](#) (April 2013) (PDF, 355 KB)

BOOKLETS

Closing the Achievement Gap

Closing the Achievement Gap is a resource guide that collects best practices in their own words by expert principals across Ontario working to "close the gap" in achievement among groups of students, a core priority for education in Ontario. It is designed to give principals and other educators across the province support and ideas to use as a basis for conversation on closing the achievement gap in their own schools.

- [Closing the Achievement Gap: Advice from expert Ontario principals](#), 2012 (1.91 MB)

BOOKS

Copies in each school: [Having Hard Conversations by abrams](#)

ON-LINE WORKSHOPS

www.principals.ca

Conducting your first Teacher Performance Appraisal as a vice principal

MINISTRY'S TEACHER PERFORMANCE APPRAISAL TECHNICAL MANUAL

- For the Administrator: Possible Sources of Evidence (pg 78 TPA Manual)
- For the Teacher: Log of Teaching Practice (begins pg 68 TPA Manual)

LEGISLATION on the Ministry website

Safe Schools Act

Anaphylaxis

Equity and Inclusion

STANDARDS OF PRACTICE

BOARD RESOURCES

Equity and Inclusive Education: Policy 536 and Management Guidelines

Growing Success: Policy 537

Police Protocol

Progressive Discipline and School Safety: Policy 535 and Management Guidelines

Safe Schools Code of Conduct: SGDSB Policy 520 and Management Guidelines

Sabrina's Law Anaphylaxis: Policy 524

Currently working on developing a board wide Occasional Teacher Handbook.