



*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.