



SUPERIOR-GREENSTONE 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.