

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.