

# Performance Appraisal

## Occasional Teachers



April 2013

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## Introduction

Performance Appraisal is a process used to assess and evaluate the performance of an occasional teacher member within their individual roles. It includes the collection, recording and analysis of data to evaluate the level of performance.

The purposes of the performance appraisal system are:

- to provide for fair, effective and consistent evaluation in every worksite
- to promote professional growth

This manual describes the processes, scheduling and procedure requirements, and forms to be completed to ensure consistent and effective application of the performance appraisal system.

## Board Policy

It is the policy of Bluewater District School Board to incorporate the use of consistent performance appraisal practices for all staff members that acknowledge excellent practice, provide opportunities for growth and continuous improvement, evaluate performance and offer positive, concrete steps for improvement in areas of concern.

## Performance Appraisal Framework

The performance appraisal framework establishes the core requirements of the OT evaluation and captures some of the effective practices when conducting an evaluation. This Framework was developed to support the ongoing professional growth of occasional teachers through dialogue and feedback with the principal on their teaching practice and to increase confidence in publicly funded education.

**Note: the OT Evaluation is not considered equivalent to a TPA and does not exempt a teacher from the requirements of TPA once in a permanent position.**

## Performance Expectations and Possible Observable Indicators

The seven performance expectations statements that form the basis of the Occasional Teacher Evaluation describe the skills, knowledge and attitudes that occasional teachers reflect in their practice. The observable indicators listed within each performance expectation are **possible** ways the occasional teacher could demonstrate the expectations; these indicators are not intended to be an exhaustive list and **not all** need to be demonstrated during the teacher's LTO assignment. The principal may include other examples of how the expectation was or was not demonstrated.

<b>Performance Expectations</b>	<b>Possible Observable Indicators</b>
Creates a safe and inclusive learning environment	<ul style="list-style-type: none"> <li>▪ follows appropriate legislation, local policies, and procedures with regard to student safety and welfare</li> <li>▪ ensures and models bias-free assessment</li> <li>▪ 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</li> <li>▪ communicates information from a bias-free, multicultural perspective</li> </ul>
Models and promotes positive and respectful student interactions	<ul style="list-style-type: none"> <li>▪ models and promotes the joy of learning and life-long learning</li> <li>▪ effectively motivates students to improve student learning</li> <li>▪ demonstrates a positive rapport with students</li> <li>▪ promotes polite and respectful student interactions</li> <li>▪ develops clear and achievable classroom expectations with the students</li> <li>▪</li> </ul>
Demonstrates effective classroom management strategies	<ul style="list-style-type: none"> <li>▪ demonstrates care and respect for students by maintaining positive interactions</li> <li>▪ addresses inappropriate student behaviour in a positive manner</li> </ul>
Demonstrates knowledge of the Ontario curriculum	<ul style="list-style-type: none"> <li>▪ exhibits an understanding of the Ontario curriculum when teaching</li> <li>▪ presents accurate and up-to-date information</li> <li>▪ demonstrates subject knowledge and related skills</li> </ul>
Plans and implements meaningful learning experiences for all students	<ul style="list-style-type: none"> <li>▪ applies knowledge about how students develop and learn physically, socially, and cognitively</li> <li>▪ chooses pertinent resources for development of instruction</li> <li>▪ organizes subject matter into meaningful units of study and lessons</li> <li>▪ uses a clear and consistent format to plan and present instruction</li> <li>▪ uses a variety of effective instructional strategies</li> <li>▪ models and promotes effective communication skills</li> <li>▪ uses instructional time in a focused, purposeful way</li> <li>▪ assists students to develop and use ways to access and critically assess information</li> <li>▪ uses available technology effectively</li> </ul>
Differentiates instructional and assessment strategies based on student needs, interests and learning profiles	<ul style="list-style-type: none"> <li>▪ shapes instruction so that it is helpful to all students, who learn in a variety of ways</li> <li>▪ responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met</li> <li>▪ models self-reflection in the learning experience</li> </ul>

Utilizes a variety of evidence-based assessment and evaluation strategies	<ul style="list-style-type: none"> <li>▪ uses a variety of techniques to report student progress</li> <li>▪ engages in meaningful dialogue with students to provide feedback during the teaching/learning process</li> <li>▪ gathers accurate data on student performance and keeps comprehensive records of student achievement</li> <li>▪ uses a variety of appropriate assessment and evaluation techniques</li> <li>▪ uses ongoing reporting to keep both students and parents informed and to chart student progress</li> </ul>
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**Outcome of Evaluation and Rating Scale**

The principal determines an evaluation outcome for the occasional teacher as a final consideration in completing the OT Evaluation Template. The principal uses his or her professional judgement in weighing the evidence in relation to the seven performance expectations and deciding on an evaluation outcome of **“Satisfactory” or “Unsatisfactory.”**

The evaluation outcome assigned to the occasional teacher is in effect until another OT 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 Bluewater District School Board until such time as a “Satisfactory” outcome is received in a subsequent LTO assignment.

**The principal makes recommendations to the teacher on areas for professional growth. These recommendations may then be used by the occasional teacher to reflect on his or her progress and to develop goals for growth.**

**Scheduling and Procedure Requirements for OT Member Performance Appraisals**

**Frequency**

Occasional teachers are to be evaluated in their **first** long term occasional contract of **4 months or more**. This shall be the first LTO since the introduction of Regulation 274.

If the evaluation outcome is “Unsatisfactory” another OT Evaluation process occurs when the Occasional Teacher requests it in a subsequent long term occasional contract of 4 months or more.

The principal may conduct additional evaluations at the request of the occasional teacher or if the principal considers it advisable to do so in light of the circumstances related to the 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 occasional teacher to adjust to the teaching assignment, and the time required to complete the evaluation process.

The timing of the evaluation 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 OT Evaluation Template to the occasional teacher

In the circumstance when an occasional teacher ends up in an LTO that was not anticipated to be four months or more, the principal should consult with his/her the Executive Officer Human Resources Services regarding the potential of completing a performance appraisal.

## Delegation by Principal to Vice-Principal

The principal assigned to the school to which the OT member is assigned must conduct the performance appraisal in the OPT member's evaluation year unless this responsibility is delegated to the school's vice-principal.

## Meetings/Observations

The meetings in the evaluation process promote professional dialogue between the principal and the occasional teacher. Prior to the observation(s) the principal and the occasional teacher have a **pre-observation meeting** to discuss an overview of the evaluation process and evidence that will be considered in the evaluation (e.g. classroom observation(s), planning records, and assessment and evaluation records).

A date or dates will be set for the observation(s) as pre-determined by the principal and the occasional teacher.

Following the observation(s) a **post observation meeting** is held to discuss the principal's observations, the OT Evaluation Template, and the evaluation outcome of "Satisfactory" or "Unsatisfactory."

## Documentation Requirements

The principal provides a copy of the completed OT Evaluation Template to the occasional teacher prior to the expiration of the occasional teacher's contract within that school. The occasional teacher signs the OT Evaluation Template to indicate receipt of the document.

The principal provides a copy of the completed OT Evaluation Template to the Executive Officer Human Resources Services or Designate for retention in the board records.

The HR Department identifies and communicates to the principal;

- Occasional Teachers who require an evaluation in a 4-month or longer LTO contract; and
- OT applicants to permanent contracts who are deemed eligible to hire based on the outcome of their most recent OT Evaluation.

**The board retains a copy of the completed OT Evaluation Templates in its records, per its document retention process.**

## Performance Appraisal Process- An overview

