

**LIMESTONE DISTRICT SCHOOL BOARD**  
**SECONDARY OCCASIONAL TEACHER PERFORMANCE APPRAISAL**

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**Introduction**

The Occasional Teacher Performance Appraisal is designed to support the ongoing professional growth of occasional teachers through dialogue and feedback with the Principal on their teaching practice and to increase confidence even more in the publicly funded education system.

Under Ontario Regulation 274/12 – Hiring Practices, one of the requirements for an occasional teacher who is on the Long Term Occasional (LTO) List is to have a performance appraisal completed where they have been in an LTO for four months or more. Additionally, in order to apply for a posted permanent position, an Occasional Teacher who is on the Long Term Occasional (LTO) List must have completed a successful long term occasional assignment that is at least 4 months long in duration and for which he/she has received a satisfactory performance appraisal.

For the purposes of the OT Performance Appraisal, the term ‘Long Term Occasional’ refers to an assignment of four months or more. In addition, the term ‘Principal’ throughout this document refers to the Principal or Vice-Principal of the school.

**Background**

The development of the Occasional Teacher Performance Appraisal was based on 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 OT Performance Appraisal 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 occasional teacher.

The nine performance expectation statements that form the basis of the Occasional Teacher Performance Appraisal describe the skills, knowledge and attitudes that occasional teachers reflect in their practice.

For each core competency and corresponding performance expectation, the principal must select “Meets Expectations (ME)”, “Needs Development (ND)” or “Unable to Assess (UA)”. Supporting comments may be provided in the box provided after each competency. This information will be used to provide an overall rating of “Satisfactory” or “Unsatisfactory”.

**Meetings**

The meetings that form part of the appraisal process are intended to promote professional dialogue between the Principal and the Occasional Teacher. Prior to the observation, the Principal and Occasional Teacher will meet to discuss an overview of the evaluation process including the evidence that will be considered as part of the appraisal (e.g., classroom observation, planning records, and assessment and evaluation records). If there is more than one Occasional Teacher at the school who requires an evaluation, the principal may host one meeting with all such OTs. The Occasional Teacher may request a one-on-one meeting with the Principal in advance of the classroom observation to discuss items related to the appraisal that are specific to his or her appraisal. Where possible, mutual agreement, should prevail in terms of which class(es) will be observed; however, where agreement cannot be reached, the Principal will make the determination.

Following the observation(s), the Principal and the Occasional Teacher will meet to debrief the observation, discuss the outcome of the appraisal and provide recommendations for professional growth.

### **Performance Expectations**

The 9 competency statements that form the basis of the Occasional Teacher Evaluation describe the skills, knowledge and attitudes that occasional teachers reflect in their practice. Principals will use professional judgement in weighing the evidence in relation to the nine competencies, recognizing that the observable indicators listed within each performance expectation are *possible* ways the occasional 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 principal may include other examples of how the expectation was or was not demonstrated in the comments section provided. These other examples must be clearly explained and shared with the occasional teacher before the evaluation.

### **Classroom Observation(s)**

The Principal will observe the Occasional Teacher at least once in his or her regular instructional setting, in his/her area of qualification, where possible, at a time that is pre-determined by both parties. The date of the observation is to be recorded on the OT Evaluation Template.

### **Outcome of the Appraisal**

The Principal will determine whether the Occasional Teacher has met the criteria for a satisfactory rating or whether the Occasional Teacher requires further development. For each performance expectation there are five statements that provide possible indicators that the occasional teacher is meeting expectations.

The overall performance appraisal rating will be based on the cumulative rating of all nine performance expectations.

The appraisal rating assigned to the Occasional Teacher will remain in effect until another OT Performance Appraisal is completed. As per Ontario Regulation 274/12, a teacher who receives an "Unsatisfactory" rating is not eligible to apply for permanent positions within the board until such time as a "Satisfactory" outcome is received in a subsequent LTO assignment.

### **Recommendations for Professional Growth**

The Principal will make recommendations to the Occasional 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. To support Occasional Teachers in their professional growth, the NTIP induction elements will be extended to all Occasional Teachers in LTO positions of 4 months or longer and, where possible, for those who receive an unsatisfactory rating.

### **Frequency of Performance Appraisals**

Occasional Teachers are to be evaluated in their *first* long term occasional contract of 4 months or more. If the evaluation outcome is "Needs Development" or "Unsatisfactory", another OT Evaluation process must occur when the Occasional Teacher requests it in a subsequent long term occasional contract of 4 months or more, or where there is sufficient time in the current LTO assignment to access professional development opportunities to address the areas requiring improvement and where there is time to complete a second appraisal.

The Principal may conduct additional appraisals 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 Appraisal**

When considering the timing of the appraisal, the Principal should consider what is reasonable given the duration of the LTO assignment, 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 appraisal is at the discretion of the Principal; however, the complete appraisal process is to occur within the duration of the LTO assignment, including providing the completed OT Performance Appraisal to the Occasional Teacher.

The date of the classroom observation is to be pre-determined by both parties and recorded on the performance appraisal document.

### **Completed Performance Appraisal**

The Principal will provide a copy of the completed OT Performance Appraisal to the Occasional Teacher prior to the expiration of the Occasional Teacher's assignment within that school. The Occasional Teacher must sign their performance appraisal to indicate receipt of the document. It should be noted that an Occasional Teacher's signature does not mean agreement with the appraisal.

The principal will provide a copy of the completed OT Performance Appraisal to Human Resources to be placed in the Occasional Teacher's personnel file.

### **Documentation**

Human Resources will identify and communicate to Principals those Occasional Teachers who are in an LTO assignment at their school of four months or more and who require a performance appraisal. Similarly, Human Resources will identify Occasional Teachers who are deemed eligible to apply for permanent contract positions, based on having successfully completed an LTO assignment of four months or more.

**Limestone District School Board  
Occasional Teacher Performance Appraisal**

<b>Occasional Teacher</b>	<b>Principal</b>
<b>Assignment</b>	<b>Term of Assignment</b>
<b>Qualifications</b>	<b>Pre-observation Date</b>
<b>Classroom Observation(s) Date</b>	<b>Debrief Date</b>

<b>Expectations</b>	<b>Meets Expectations</b>	<b>Needs Development</b>
Demonstrates commitment to the well-being and development of all students	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated in their efforts to teach & support student learning and achievement	<input type="checkbox"/>	<input type="checkbox"/>
Treats all students equitably and with respect	<input type="checkbox"/>	<input type="checkbox"/>
Provides an environment for learning that encourages students to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society	<input type="checkbox"/>	<input type="checkbox"/>
Knows the Ontario curriculum and education-related legislation	<input type="checkbox"/>	<input type="checkbox"/>
Uses professional knowledge and skills to promote the learning and achievement of their students in a positive environment	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with students, parents, and colleagues	<input type="checkbox"/>	<input type="checkbox"/>
Conducts ongoing assessment and evaluation of students' progress, providing meaningful feedback	<input type="checkbox"/>	<input type="checkbox"/>
Collaborates with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools	<input type="checkbox"/>	<input type="checkbox"/>

**Outcome of Appraisal:**       **Satisfactory**       **Unsatisfactory**

**Comments:**

My signature indicates that this evaluation was conducted in accordance with the requirements of the Occasional Teacher Performance Appraisal Process.

<b>Principal/Vice-Principal Signature:</b>	<b>Date:</b>
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My signature indicates receipt of this performance appraisal.

<b>Occasional Teacher's Signature:</b>	<b>Date:</b>
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CORE COMPETENCY	RATING		
<b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b>	ME	ND	UA
<b>Demonstrates Commitment to the Well-Being and Development of all Students</b>	ME	ND	UA
<p><b>Possible Indicators:</b></p> <ul style="list-style-type: none"> <li>• Effectively motivates students to improve student learning.</li> <li>• Demonstrates a positive rapport with students.</li> <li>• Shapes instruction so that it is helpful to students who learn in a variety of ways.</li> <li>• Applies knowledge of how students develop and learn physically, socially, and cognitively.</li> <li>• Responds to learning exceptionalities and special needs by modifying assessment processes to ensure the special needs of students are met.</li> </ul>			
<p>Comments:</p>			
<b>Dedicated in their Efforts to Teach and Support Student Learning and Achievement</b>	ME	ND	UA
<p><b>Possible Indicators:</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of teaching strategies suited to the individual needs of students.</li> <li>• Establishes a positive, safe and welcoming learning environment.</li> <li>• Provides for active student participation in the learning process.</li> <li>• Employs a balance of instructional strategies.</li> <li>• Assists learners in practising new skills by providing opportunities for guided practice.</li> </ul>			
<p>Comments:</p>			
<b>Treats all Students Equitably and with Respect</b>	ME	ND	UA
<p><b>Possible Indicators:</b></p> <ul style="list-style-type: none"> <li>• Establishes and promotes an inclusive learning environment.</li> <li>• Demonstrates care and respect for all students by maintaining and promoting positive interactions.</li> <li>• Communicates information from a bias free, multicultural perspective.</li> <li>• Values and promotes fairness and justice and adopts anti-discriminatory practices.</li> <li>• Addresses inappropriate behaviour in a positive manner.</li> </ul>			
<p>Comments:</p>			

**Provides a Learning Environment that Encourages Students to be Problem Solvers, Decision Makers, Lifelong Learners, and Contributing Members of a Changing Society**

ME

ND

UA

**Possible Indicators:**

- Encourages student feedback, risk taking, questioning, and experimentation by establishing a positive and supportive learning environment.
- Provides guidance and appropriate feedback to learners on attainment of new concepts/skills.
- Assists students to develop and use ways to access and critically assess information.
- Provides learners with appropriate opportunities for independent practice of new skills.
- Employs effective instructional techniques that encourage higher-level thinking skills.

Comments:

**PROFESSIONAL KNOWLEDGE**

ME

ND

UA

**Knows the Ontario Curriculum and Education-Related Legislation**

ME

ND

UA

**Possible Indicators:**

- Demonstrates mastery of subject knowledge and related skills.
- Effectively delivers the Ontario curriculum in a manner appropriate to their students
- Remains current in their professional practice and delivers accurate and up-to-date information.
- Organizes subject matter into meaningful lessons.
- Chooses pertinent resources for development of instruction to address student needs.

Comments:

**PROFESSIONAL PRACTICE**

ME

ND

UA

**Uses their Professional Knowledge and Skills to Promote the Learning and Achievement of their Students in a Positive Environment**

ME

ND

UA

**Possible Indicators:**

- Ensures that all students have the opportunity to learn
- Uses instructional time in a focused purposeful way.
- Provides opportunities for students to share their interests and demonstrate their involvement in learning.
- Uses appropriate technology in their teaching practices and related professional responsibilities.
- Applies appropriate strategies to manage disruptive/inappropriate student behaviour.

Comments:

<b>Communicates Effectively with Students, Parents, and Colleagues</b>	<b>ME</b>	<b>ND</b>	<b>UA</b>
<b>Possible Indicators:</b> <ul style="list-style-type: none"> <li>• Models and promotes effective communication skills.</li> <li>• Develops and communicates clear, challenging and achievable classroom expectations with students.</li> <li>• Demonstrates a positive, professional attitude when communicating with parents, students, and colleagues.</li> <li>• Provides ongoing feedback to parents through a variety of means.</li> <li>• Follows school/board guidelines on reporting with diligence.</li> </ul>			
Comments:			
<b>Conducts Ongoing Assessment And Evaluation of Students' Progress, Providing Meaningful Feedback</b>	<b>ME</b>	<b>ND</b>	<b>UA</b>
<b>Possible Indicators:</b> <ul style="list-style-type: none"> <li>• Uses a variety of techniques to report student progress.</li> <li>• Uses a variety of appropriate assessment and evaluation techniques.</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 ongoing reporting to keep students and parents informed and to chart student progress.</li> </ul>			
Comments:			
<b>COLLABORATION AND PROFESSIONAL LEARNING</b>			
<b>Collaborates with Other Teachers and School Colleagues to Create and Sustain Learning Communities in their Classrooms and in their Schools</b>	<b>ME</b>	<b>ND</b>	<b>UA</b>
<b>Possible Indicators:</b> <ul style="list-style-type: none"> <li>• Learns with and from colleagues and others in the community of learners.</li> <li>• Adapts and refines their teaching practices through continuous learning and self-reflection, using a variety of sources and resources</li> <li>• Works with other professionals, parents and members of the community to enhance student learning, student achievement and school programs.</li> <li>• Demonstrates a commitment to ongoing professional learning, including attending workshops, appropriate seminars, or courses.</li> <li>• Effectively applies newly acquired information/skills to enhance teaching practices.</li> </ul>			
Comments:			

**Development Strategies**

Outline key areas requiring further development and strategies to assist the Occasional Teacher to succeed.

**Occasional Teacher's Comments**