

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

Teacher Name:	Employee ID:
School:	Assignment:
Supervisor Name:	Date:
Date of Observation(s):	<input type="checkbox"/> 4 Month LTO Assignment <input type="checkbox"/> Casual OT Assignment

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.

In addition to having to have 2 performance appraisals completed as part of the probationary period, Regulation 274/12 – Hiring Practices, requires an occasional teacher who is on the Long Term Occasional (LTO) List to have a performance appraisal completed where they have been assigned to an LTO for four months or more. Additionally, in order to apply for contract positions, Occasional Teachers 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 they have received a satisfactory performance appraisal.

This form should be completed for all Occasional Teachers who request and/or require a performance appraisal. Although the form is to be used for both casual and long-term occasional teachers, the competency statements with an asterisk have been identified as most relevant for casual occasional teachers.

Meetings

The meetings that form part of the appraisal process are intended to promote professional dialogue between you and the Principal. Prior to the classroom observation, the Principal will meet with you to provide an overview of the appraisal process including what supporting evidence will be considered as part of your appraisal (e.g., classroom observation, planning records, communications, assessment and evaluation records). If there is more than one Occasional Teacher at the school who requires an appraisal, the principal may host one meeting with all of you; however, you may request a meeting with the Principal in advance of your classroom observation to discuss items related to your 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 will meet with you to debrief the observation, discuss the outcome of the appraisal and provide recommendations for your professional learning and growth. This meeting should take place as soon as reasonably possible to review the report and offer meaningful feedback.

Performance Expectations

The performance criteria that form the basis of the Occasional Teacher Performance Appraisal describe the skills, knowledge and attitudes that occasional teachers should reflect in their practice. Principals will use professional judgment in weighing the evidence and 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 you before the observation.

Depending on the nature of the Occasional Teacher's assignment, some competencies may not be observed and/or may not be appropriately assessed. All statements are to be considered, where appropriate, for long term occasional teachers.

For each performance criteria, the principal must select "Satisfactory", "Needs Development" or "Unable to Assess". Supporting comments may be provided and will be used to provide an overall rating of "Satisfactory" or "Needs Development" (Unsatisfactory).

Classroom Observation(s)

The Principal will observe you at least once in your regular instructional setting, in your area of qualification, where possible, at a time that is pre-determined by both of you. The date of the observation is to be recorded on the Occasional Teacher Performance Appraisal.

Outcome of the Appraisal

The Principal will determine whether you have met the criteria for a satisfactory rating or whether you require further development. The overall performance appraisal rating will be based on the cumulative rating of all eight performance expectations.

The appraisal rating that you are assigned will remain in effect until another OT Performance Appraisal is completed. As per Regulation 274/12, an occasional teacher who receives an "Unsatisfactory" rating is not eligible to apply for contract 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 for your professional growth, which you are strongly encouraged to reflect upon in terms of your progress and to develop your own goals for professional and/or personal growth. To support you in your 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 a "Needs Development", (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", another Performance Appraisal must occur when the Occasional Teacher requests it in a subsequent LTO

assignment 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 an 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 will consider what is reasonable given the duration of the LTO assignment, the opportunity for you to adjust to the teaching assignment, and the time required to complete the appraisal 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 you with the completed OT Performance Appraisal.

Where an appraisal is initiated by an administrator for a casual, day-to-day occasional teacher, the occasional teacher should be given at least 48 hours' notice of the appraisal.

Completed Performance Appraisal

For casual, day-to-day occasional teachers, a signed copy of the appraisal must be provided to you no later than 15 days after the meeting.

For occasional teachers in long term assignments, the Principal will provide a copy of the completed OT Performance Appraisal to the you prior to the expiration of your assignment within that school. You must sign the performance appraisal to indicate receipt of the document. It should be noted that your 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 your personnel file.

Documentation

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

CORE COMPETENCY	S	ND	UA
COMMITMENT TO PUPILS AND PUPIL LEARNING			
1. Teacher Demonstrates Commitment to the Well-Being and Development of all Pupils	S	ND	UA
<ul style="list-style-type: none"> Applies knowledge of how pupils develop and learn physically, socially, and cognitively. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Responds to learning exceptionalities and special needs by modifying assessment processes to ensure the special needs of pupils are met. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Shapes instruction so that it is helpful to pupils who learn in a variety of ways. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Effectively motivates pupils to improve pupil learning. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Demonstrates a positive rapport with pupils. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teacher is Dedicated in their Efforts to Teach and Support Pupil Learning and Achievement	S	ND	UA
<ul style="list-style-type: none"> Assists learners in practising new skills by providing opportunities for guided practice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Provides for active pupil participation in the learning process. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Employs a balance of pupil-teacher directed discussion/learning. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Establishes an environment that maximizes learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Uses a variety of teaching strategies suited to the individual needs of pupils. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teacher Treats all Pupils Equitably and with Respect	S	ND	UA
<ul style="list-style-type: none"> Demonstrates care and respect for all pupils by maintaining and promoting positive interactions. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Addresses inappropriate behaviour in a positive manner. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Communicates information from a bias free, multicultural perspective. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Values and promotes fairness and justice and adopts anti-discriminatory practices. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teacher Provides an Environment for Learning that Encourages Pupils to be Problem Solvers, Decision Makers, Lifelong Learners, and Contributing Members of a Changing Society	S	ND	UA
<ul style="list-style-type: none"> Provides learners with appropriate opportunities for independent practice of new skills. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Employs effective questioning techniques that encourage higher-level thinking skills. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Provides guidance and appropriate feedback to learners on attainment of new concepts/skills. * 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROFESSIONAL KNOWLEDGE			
5. Teacher Knows the Ontario Curriculum and Education-Related Legislation	S	ND	UA
• Teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Presents accurate and up-to-date information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teacher Knows their Specific Subject Matter (where applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates mastery of subject knowledge and related skills. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teacher Knows a Variety of Effective Classroom Management Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provides opportunities for pupils to share their interests and demonstrate their involvement in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ensures that all pupils have the opportunity to learn. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses appropriate strategies to manage discipline. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROFESSIONAL PRACTICE			
8. Teacher Uses their Professional Knowledge and Understanding of Pupils, Curriculum, Legislation, Teaching Practices, and Classroom Management Strategies to Promote the Learning and Achievement of their Pupils	S	ND	UA
• Develops clear and achievable classroom expectations with pupils. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Models and promotes effective communication skills. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Chooses pertinent resources for development of instruction to address pupil needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses instructional time in a focused purposeful way. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organizes subject matter into meaningful lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assists pupils to develop and use ways to access and critically assess information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teacher Communicates Effectively with Pupils, Parents, and Colleagues	S	ND	UA
• Provides ongoing feedback to parents through newsletters, bulletins, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates a positive, professional attitude when communicating with parents, pupils, and colleagues. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates clear, challenging, and achievable expectations for pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Teacher Conducts Ongoing Assessment of Pupils' Progress, Evaluates their Achievement, and Reports Results to Pupils and Parents Regularly	S	ND	UA
• Uses a variety of appropriate assessment and evaluation techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Engages in meaningful dialogue with pupils to provide feedback during the teaching/learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEADERSHIP IN LEARNING COMMUNITIES			
11. Teacher Collaborates with Other Teachers and School Colleagues to Create and Sustain Learning Communities in their Classrooms and in their Schools	S	ND	UA
• Learns with and from colleagues and others in the community of learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Participates as an effective team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ONGOING PROFESSIONAL LEARNING			
12. Engages in Ongoing Professional Learning and Applies it to Improve their Teaching Practices	S	ND	UA
<ul style="list-style-type: none"> Identifies areas for professional growth, including attending workshops, appropriate seminars, or courses to respond to changes in education/policies and practices; and effectively applies information to enhance teaching practices. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General Comments

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

Occasional Teacher's Comments:

Overall Rating of Occasional Teacher's Performance:

Satisfactory

Needs Development

Administrator

Date

Occasional Teacher

Date