



## Occasional Teacher Evaluation Framework

The purpose of the Occasional Teacher (OT) Framework is to establish the core requirements of the OT Evaluation and to capture some effective practices when conducting an OT Evaluation. This Framework and the accompanying [OT Evaluation Template](#) has been adapted from the original Provincial Framework and Evaluation Template (2013) as per agreements between WCDSB and the Waterloo Unit of the Ontario English Catholic Teachers Association (2022).

### Introduction

The Occasional Teacher Evaluation is designed to support the ongoing professional growth of Occasional Teachers through dialogue and feedback with the Administrator on their teaching practice and to increase confidence in the publicly funded education system.

Under Part A, Article 17 of the WCDSB Occasional Teachers' Collective Agreement, part of the requirements for an Occasional Teacher to be considered with priority for "17.6 The Hiring of Occasional Teachers to 65% of Permanent Teaching Positions" is to have completed a Long Term Occasional contract of at least 4 months long and have received a satisfactory Evaluation. The OT Evaluation process outlined in this document provides details of the process of the Occasional Teacher Evaluation.

For the purposes of the OT Evaluation, the term 'Long Term Occasional' or LTO refers to a Long Term Occasional contract for which the Occasional Teacher shall receive an OT Evaluation. In addition, the term 'Administrator' throughout this document refers to the Administrator or Vice-Administrator of the school.

### The Framework

The Occasional Teacher Evaluation is derived from 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 Evaluation are fewer and more generalized than the TPA or NTIP Evaluation competencies required of permanent contract teachers. This is in recognition of the circumstances and continuum of development of an Occasional Teacher.

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

## PERFORMANCE EXPECTATIONS

The seven performance expectation 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 expectation; these indicators are not intended to be an exhaustive list and **not all** need to be demonstrated during the teacher’s LTO assignment (see Table 1). The Administrator may include **other examples** of how the expectation was or was not demonstrated in the comments section provided on the OT Evaluation Template.

For each performance expectation the Administrator checks either “Meets Expectation” or “Development Needed” on the OT Evaluation Template. In addition, the Administrator may write comments or provide examples of how the expectation was or was not demonstrated.

**NOTE:** The observable indicators listed for each performance expectation (see Table 1) are **possible** ways the Occasional Teacher could demonstrate the expectation; these indicators are not intended to be an exhaustive list and do **not all** need to be demonstrated during the teacher’s LTO assignment.

**Table 1. Performance Expectations and Possible Observable Indicators for the OT Evaluation**

Performance Expectations	Possible Observable Indicators
Safe and inclusive classroom	<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>
Teacher-student relationships	<ul style="list-style-type: none"> <li>• models and promotes the joy of 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> </ul>
Classroom management	<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>
Ontario curriculum knowledge/subject competency	<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> </ul>

	<ul style="list-style-type: none"> <li>• demonstrates subject knowledge and related skills</li> </ul>
Lesson planning and instruction	<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>
Accommodating individual student needs	<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> </ul>
Assessment and reporting	<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>

## MEETINGS

The meetings in the OT Evaluation process promote professional dialogue between the Administrator and the Occasional Teacher.

- Prior to the first observation, the Administrator and Occasional Teacher meet to discuss an overview of the OT Evaluation process and evidence that will be considered in the OT Evaluation (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 OT Evaluation, the Administrator may host one meeting with all such Occasional Teachers. The Occasional Teacher may request a one-on-one meeting with the Administrator in advance of the classroom observation to discuss items that are specific to his or her Evaluation.  
The Administrator and Occasional Teacher agree to dates for the observation(s) to occur.
- Following the observation(s), the Administrator and the Occasional Teacher meet within a month to
  - debrief the observation, and provide recommendations for professional growth;
  - arrange for further observation dates if applicable;

- discuss the outcome of the Evaluation if no further observations are to be scheduled and provide written recommendations for professional growth.

Note: Where the outcome of the Evaluation is unsatisfactory, the Board shall arrange for the debrief to occur with the Unit President or designate present.

## **CLASSROOM OBSERVATION**

The Administrator observes the Occasional Teacher at least once in their regular instructional setting at a time that is pre-determined by both parties. The date(s) of the observation(s) are recorded on the OT Evaluation Template.

## **OUTCOME OF EVALUATION**

The Administrator determines an evaluation outcome for the Occasional Teacher as a final consideration in completing the OT Evaluation Template. The Administrator uses their professional judgement in weighing the evidence in relation to the seven performance expectations detailed in Table 1 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. A teacher who receives an OT Evaluation outcome of “Unsatisfactory” is considered not eligible to apply for permanent positions within the school board until such times as a “Satisfactory” outcome is received in a subsequent LTO assignment.

## **RECOMMENDATIONS FOR PROFESSIONAL GROWTH**

The Administrator makes recommendations to the Occasional Teacher on areas for professional growth. These recommendations may then be used by the Occasional Teacher to reflect on their progress and to develop goals for growth.

## **UNSATISFACTORY OT EVALUATION**

As per Part A, Article 17.4 of the WCDSB Occasional Teachers’ Collective Agreement, following an unsatisfactory OT Evaluation,

- A formal meeting, including the Unit President or designate and the Occasional Teacher, shall take place within one month, or as mutually agreed to by the Board and OECTA, of the issuance of the OT Evaluation.
  - The Occasional Teacher shall be debriefed by the Administrator and provided with a written improvement plan.
  - The improvement plan shall identify recommendations to address any areas of improvement identified in the OT Evaluation.

- The recommendations and the timelines for completion of the recommendations shall be reasonable and accessible.
- The Occasional Teacher shall be required to complete the recommendations found in the improvement plan within the timelines identified.
- The Occasional Teacher shall receive an OT Evaluation during their next LTO assignment of at least two (2) months in duration.
- An Occasional Teacher having received one unsatisfactory Evaluation shall remain eligible to apply and be considered for other LTO assignments provided that the Occasional Teacher is able to demonstrate that they are actively working to complete the recommendations.
- Further unsatisfactory OT Evaluations shall follow the process outlined in Article 17.4.4 and 17.4.5.

## Occasional Teacher Evaluation Template

An OT Evaluation Template is completed by the Administrator as a means to document the outcome of the evaluation. It may also be used by Occasional Teachers to reflect on the feedback they received and to identify opportunities for growth.

The Administrator may provide comments on the overall rating of the Occasional Teacher in the section provided on the OT Evaluation Template. The Occasional Teacher may provide comments on the evaluation in the section provided on the OT Evaluation Template.

## Scheduling Requirements

### **FREQUENCY**

Any Occasional Teacher who has not been evaluated using the OT Evaluation template, shall receive an evaluation in their next LTO assignment of a minimum of four (4) months in duration. Note: Where an Occasional Teacher had previously been evaluated and received a satisfactory by the Board using the TPA or NTIP process, the Board may forgo the OT Evaluation and deem the Occasional Teacher as having a satisfactory OT Evaluation.

Any Occasional Teacher who has received an unsatisfactory OT Evaluation, shall receive an evaluation in their next LTO assignment of a minimum of two (2) months in duration.

Further evaluations may occur following a satisfactory OT Evaluation where an Administrator has reasonably identified concerns in the Occasional Teacher's performance to the Superintendent of Human Resources or their designate. The Unit President or designate shall be informed of this additional Evaluation as soon as it is deemed necessary.

### **TIMING OF THE EVALUATION**

When considering the timing of the observations and evaluation, the Administrator 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 Administrator; 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.

The date of the classroom observation(s) are pre-determined with the agreement of both parties and recorded on the OT Evaluation Template.

## Documentation Requirements

### **RESPONSIBILITIES OF THE ADMINISTRATOR AND OCCASIONAL TEACHER**

The Administrator provides a copy of the completed OT Evaluation Template to the Occasional Teacher within one month of the final observation and 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 Administrator provides a copy of the completed OT Evaluation Template to the Board for retention in the Board's records.

### **RESPONSIBILITIES OF THE BOARD**

The Board communicates to Occasional Teachers

- That they are to receive an OT Evaluation in their current LTO; and
- Where to locate the WCDSB Framework and a copy of the OT Evaluation template.

The Board identifies and communicates to the Administrator:

- Occasional teachers who require an OT Evaluation as per their current LTO contract; and
- Details of debriefings for any Occasional Teacher who received an unsatisfactory OT Evaluation.

The Board retains a copy of the completed OT Evaluation Templates in its confidential records.