



***Teacher Performance Appraisal
Process for Staff in Long-term
Occasional Assignments***

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Introduction

The York Region District School Board is committed to improved student achievement and well being through excellence in teaching, ongoing learning opportunities for staff and the delivery of a range of support services to schools. The Board strives to provide an environment where employees are encouraged to perform the duties of their positions at the highest level achievable. Regular and cyclical performance appraisals for all employees support this commitment.

Performance development and appraisal has a positive effect on student achievement and staff effectiveness, assists in the identification of professional learning and training needs, and supports a positive workplace climate. Employee performance appraisal is a key factor in supporting the Board's Mission, Vision and Values as well as the plans for Continuous Improvement.

Approaching this appraisal process with a growth-oriented mindset will help to strengthen schools as learning communities where teachers have the chance to engage in professional exchanges and collaborative inquiries that foster continuous growth and development. Professional dialogue and collaboration are essential to the creation and maintenance of a healthy school culture. Occasional teachers, while in an LTO assignment, benefit from ongoing monitoring of instruction and effective feedback about their practice; it is that collaboration and relationship building which provides teachers with an opportunity to grow and develop as confident, proficient teachers. This type of interaction is beneficial at all times, including the time leading up to a formal appraisal. With an outcome of meeting a teacher's professional learning needs as a focus, the process becomes supportive and growth-oriented.

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

Performance Appraisal Framework

The performance appraisal framework establishes the core requirements of the Long-term Occasional (LTO) Teacher 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 about their teaching practice and to increase confidence in publicly funded education.

The framework to be used is contained in a template found in the Board's mVal system, as well as in a PDF version on the bww. This template is the official documentation for the LTO Evaluation process.

Note: The LTO evaluation is not considered equivalent to the NTIP or the TPA process and does not exempt a teacher from the requirements of NTIP or TPA once in a permanent position.

Performance Expectations and Possible Observable Indicators

The seven performance expectation statements that form the basis of the LTO evaluation describe the skills, knowledge and attitudes that occasional teachers must 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.

Creates a safe and inclusive learning environment

- follows appropriate legislation, local policies, and procedures with regard to student safety and welfare
- ensures and models bias-free assessment
- 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
- communicates information from a bias-free, multicultural perspective

Models and promotes positive and respectful student interactions

- models and promotes the joy of learning and lifelong learning
- effectively motivates students to improve student learning
- demonstrates a positive rapport with students
- promotes polite and respectful student interactions
- develops clear and achievable classroom expectations with the students

Demonstrates effective classroom management strategies

- demonstrates care and respect for students by maintaining positive interactions
- addresses inappropriate student behaviour in a positive manner

Demonstrates knowledge of the Ontario curriculum

- exhibits an understanding of the Ontario curriculum when teaching
- presents accurate and up-to-date information
- demonstrates subject knowledge and related skills

Plans and implements meaningful learning experiences for all students

- applies knowledge about how students develop and learn physically, socially, and cognitively
- chooses pertinent resources for development of instruction
- organizes subject matter into meaningful units of study and lessons
- uses a clear and consistent format to plan and present instruction
- uses a variety of effective instructional strategies
- models and promotes effective communication skills
- uses instructional time in a focused, purposeful way
- assists students to develop and use ways to access and critically assess information
- uses available technology effectively

Differentiates instructional and assessment strategies based on student needs, interests and learning profiles

- shapes instruction so that it is helpful to all students, who learn in a variety of ways
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met

Utilizes a variety of evidence-based assessment and evaluation strategies

- uses a variety of techniques to report student progress

- engages in meaningful dialogue with students to provide feedback during the teaching/learning process
- gathers accurate data on student performance and keeps comprehensive records of student achievement
- uses a variety of appropriate assessment and evaluation techniques
- uses ongoing reporting to keep both students and parents informed and to chart student progress

Outcome of Evaluation and Rating Scale

The principal determines an evaluation outcome for the teacher as a final consideration in completing the LTO Evaluation Template. The principal, based on the observation and documentation, makes his or her determination about the evaluation outcome of “Satisfactory” or “Unsatisfactory” and records this on the evaluation template.

The evaluation outcome assigned to the occasional teacher is in effect until another LTO 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 the York Region District School Board until such time as a “Satisfactory” outcome is received in a subsequent LTO assignment of four months or longer.

The principal makes recommendations to the teacher, using the template, articulating areas for professional growth. These recommendations may then be used by the teacher to reflect on his or her progress and to develop professional learning goals. At this point, the teacher will have the opportunity to work with Curriculum and Instructional Services staff to achieve growth in the recommended areas (outlined below).

Human Resource Services (HRS) will update the LTO list secure database with this information to help inform hiring practices.

Scheduling and Procedure Requirements for LTO Performance Appraisals

Frequency

Teachers are to be evaluated **only** in their **first** long-term occasional contract of 4 months or more (the first LTO since the implementation of Regulation 274). To calculate 4 months, for example, an LTO teacher who begins an assignment on September 23rd would achieve the 4 month mark on January 23rd; if the LTO assignment goes to this date or beyond, the teacher needs to be appraised. If the LTO ends before this date, an appraisal is not conducted as it was not a 4 month or longer LTO.

A teacher may request another performance appraisal, either in the current assignment or in a subsequent LTO assignment, in order to secure a satisfactory rating.

The principal may conduct additional appraisals if he/she considers it advisable to do so in light of the circumstances related to the occasional teacher’s performance.

Satisfactory Rating

Principals must submit a signed hard copy of the Long-Term Occasional Teacher Evaluation (printed from mVal) to HRS immediately following the appraisal cycle.

Unsatisfactory Rating

In the event that a performance appraisal is going to result in an unsatisfactory rating, the principal shall contact his/her Superintendent of Schools. Having supported the teacher up to this point with ongoing monitoring of instruction and effective feedback, the principal will advise the teacher of the need for Federation representation at the upcoming summative report meeting, will contact the Federation to ensure presence, and will provide the teacher with a copy of the performance appraisal at the meeting. **Areas for improvement should be clearly identified for the teacher, using examples from the observation and from documentation.** The principal will outline the board's procedure following an unsatisfactory rating and encourage the teacher to participate in growth opportunities provided by the board.

Procedure Following an Unsatisfactory Rating

1. The principal shall submit the signed hard copy of the appraisal to HRS immediately following the appraisal process. Once a teacher's evaluation with an unsatisfactory rating has been sent in hard copy to HRS, the principal will also be required to contact HRS (LTO representative for the school) by phone ensuring receipt of the appraisal to be sure the process following an unsatisfactory rating can commence.
2. The Principal will ensure the teacher understands the recommendations for professional growth and areas for improvement as well as the supports available to the teacher within the school.
3. With support from the Principal, the teacher will be responsible for seeking out and accessing resources within the school and the Board to develop his/her skills in the identified areas. Facilitated by the Principal, teachers interested should contact the Administrator in Curriculum and Instructional Services to identify the specific supports available to them including one-on-one support from a consultant. Professional learning opportunities are also outlined in the *Professional Development Calendar for Occasional Teachers* as well as the *New Teacher Professional Learning Calendar*.
4. Upon completion of the professional development/training in the areas noted, the teacher may request the completion of the *Confirmation of Supports and Improvement Following an Unsatisfactory Appraisal* form (Appendix A), signed by the Curriculum and Instructional Services Administrator and the teacher. The Curriculum and Instructional Services Administrator shall forward a copy of this form to HRS. Success with this process does not constitute a satisfactory appraisal; only a subsequent performance appraisal may deem the teacher satisfactory.
5. HRS staff will update the secure LTO list database with this information for principals. For hiring purposes, an LTO who has a rating of unsatisfactory on a previous appraisal and the signed form in #4 above, should continue to be considered for LTO assignments. The form is evidence that the occasional teacher has reflected on his/her professional growth, set and achieved professional

learning goals and is prepared to continue to develop his/her teaching practice with further opportunities. OTs may still apply without the completed form and such information should be taken into account in the selection process in the determination of readiness for hiring at that time.

6. Once the teacher has secured a subsequent LTO of 4 months or longer or has remained in his/her current assignment, the Principal being aware of the need for a subsequent appraisal, will facilitate this at the request of the teacher. Should the appraisal result in a satisfactory performance appraisal, the teacher will have met the eligibility criteria for application to permanent contract positions within the board. Should the appraisal result in a second unsatisfactory rating, a review of the individual's suitability for LTO and contract positions with the Board will be undertaken by the Board.
7. Where a teacher has been evaluated as unsatisfactory during the term of a LTO contract, the principal may conduct an additional evaluation during the same LTO assignment, if the principal considers it advisable to do so in light of the circumstances related to the teacher's performance. Should a principal be considering this, prior to scheduling this process, please contact the Superintendent of Schools who will consult with HRS staff.

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 teacher to adjust to the teaching assignment, and the time required to complete the evaluation process.

The timing of the evaluation should be discussed with the teacher and a mutually agreeable time should be set. Ultimately, the timing 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 LTO Evaluation Template to the teacher. When considering the scheduling of the performance appraisal, principals may wish to consider the three month mark of the LTO as a guideline, and should provide a minimum of two weeks' notice to the teacher of the scheduled appraisal. If possible, appraisals should not be conducted within the first weeks of the assignment or within the last week before the end of the assignment/exams for secondary schools. Also, timing would be affected if, within an LTO assignment, a second appraisal is being conducted.

In the circumstance when an LTO assignment was not anticipated to be four months or more and it is extended beyond four months, the principal shall conduct an appraisal, time permitting, if it is the teacher's first assignment in a 4 month or longer LTO. Should timing be problematic, contact the Superintendent of Schools who will consult with HRS staff.

Delegation by Principal to Vice-Principal

The principal of the school to which the teacher is assigned must conduct the performance appraisal in the teacher's evaluation period 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 teacher. Prior to the observation(s) the principal and the teacher have a meeting to discuss the evaluation process and evidence that will be considered in the evaluation (e.g. classroom observation(s), planning records, and assessment and evaluation records).

The date and time of the observation will be determined by the Principal in consultation with the teacher, and the observation date recorded in the LTO Evaluation document.

Following the observation(s) a post observation meeting is held to discuss the principal's observations and to receive any additional input from the teacher.

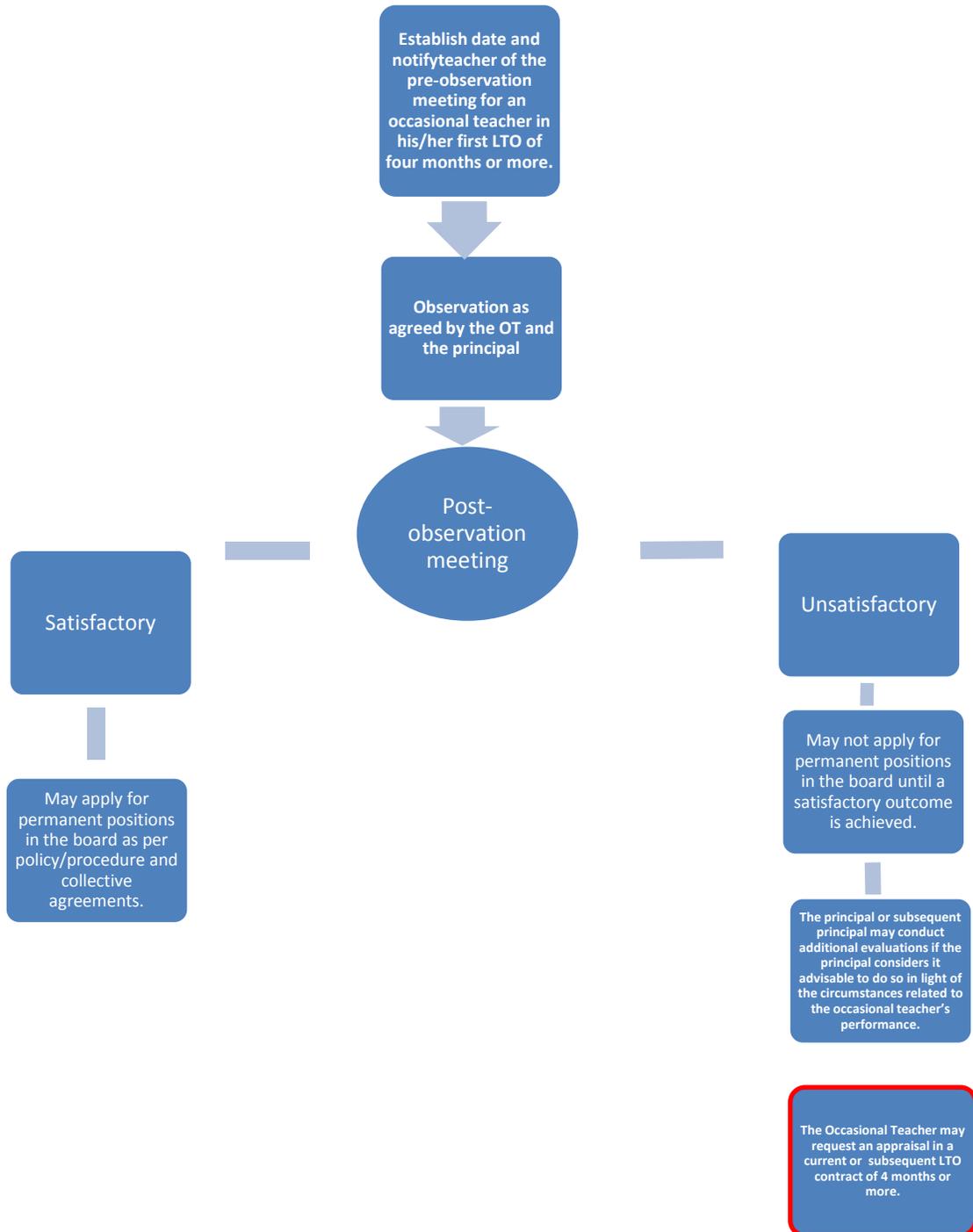
The principal will then finalize the evaluation template and share the evaluation outcome of "Satisfactory" or "Unsatisfactory" with the teacher within two weeks of the post-observation meeting and prior to the expiration of the teacher's assignment within that school.

Documentation Requirements

Until such time as a system of electronic signature for all performance appraisals is available, the following is required:

- a) Principals will identify those OTs required to have an evaluation (i.e. currently in a first LTO assignment of 4 months or longer) and will conduct the appraisal before the term of the LTO contract expires. All LTO teachers should be listed in mVal under the appropriate school providing appropriate paperwork has been submitted.
- b) The principal completes the LTO Evaluation Template in mVal, prints a copy and signs the appraisal.
- c) The OT may provide comments in the section provided on the template and signs the appraisal to indicate receipt. The principal provides a hard copy of the completed, signed LTO Evaluation Template to the OT prior to the expiration of the LTO contract.
- d) The principal provides a copy of the completed LTO Evaluation Template to HRS (sent to the LTO representative for your area) for retention in the Board records and to implement further growth requirements, if necessary.
- e) OTs maintain the *Confirmation of Supports and Improvement Following an Unsatisfactory Appraisal* form for presentation to administrators when applying to positions. HRS maintains a copy.

Performance Appraisal Process - An Overview



MVAL Instructions

When an individual fills an LTO assignment at a location, the individual's name will appear in the school's list of staff in mVal,

The process for accessing the appraisal forms for long-term occasional teachers on mVal is the same as the mVal process for teachers, however, instead of selecting the Ontario Teacher or NTIP form, select the Occasional Teacher Evaluation set from the drop down menu on the appraisal screen.

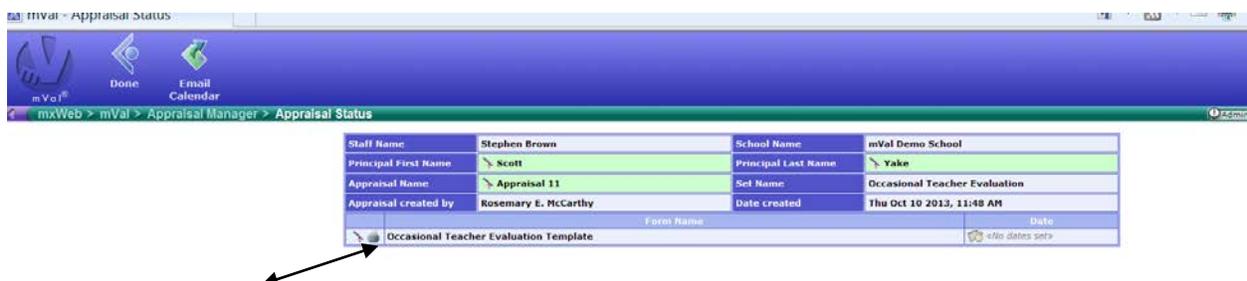
Process:

- Log into mVal
- Select mVal
- Select Appraise/Report
- Select Appraisals
- Select an Employee name
- Select New Appraisal (on the top of the page banner)
- Select Set – Occasional Teacher Evaluation
- Click on the Next button

Assignment/Title	
Appraisal Name	Appraisal 14
Copy Appraisal	<New Appraisal> ▼
Principal First Name	
Principal Last Name	
Select Set	Occasional Teacher Evaluation ▼
Select Checklist	<none> ▼
Notify by email	<input type="checkbox"/> Yes I want to notify the staff by email



In the event that the teacher's name is not visible on the school list, please contact the Help Desk at extension 4357 or by email at helpdesk@yrdsb.edu.on.ca



Select Occasional Teacher Evaluation Template

Complete the performance appraisal:

File Edit View Favorites Tools Help

★ Favorites | ★ Suggested Sites | Web Slice Gallery | YRDSB MVAL Teacher Perf... | Customize Links | Windows Marketplace

mVal - Occasional Teacher Eval...

Occasional Teacher's Name: Stephen Brown | Principal's Name: Scott Yule

Description of Occasional Teacher's Assignment: | Name of School: |

Year of Assignment: | Term of School: |

Rating and Classroom Observation Date: | Term of School: |

Observer: | Classroom Observation: | | |

Competencies Covered in the Evaluation: **Commitment to People and Professional Learning / Professional Knowledge / Teaching Practice**

Performance Expectation	Development	Notes
Creates a safe and inclusive learning environment	△	△
Models and promotes positive and respectful student interactions	△	△
Demonstrates effective classroom management strategies	△	△
Demonstrates knowledge of the Ontario curriculum	△	△
Plans and implements meaningful learning experiences for all students	△	△
Differentiates instructional and assessment strategies based on student needs, interests and learning profiles	△	△
Utilizes a variety of evidence-based assessment and evaluation strategies	△	△

Comments:

Outcome of Evaluation

Satisfactory
 Unsatisfactory
 Recommendations for Professional Growth:

Additional Comments (optional):

Principal's Signature
 My signature indicates that the evaluation was conducted in accordance with the requirements of the Occasional Teacher Evaluation.

DATE (yyyy/mm/dd)

Occasional Teacher's Signature
 My signature indicates the result of the evaluation.

DATE (yyyy/mm/dd)

Occasional Teacher's Comments on the Evaluation (optional):

Utilizes a variety of evidence-based assessment and evaluation strategies

Comments:

Outcome of Evaluation

Satisfactory
 Unsatisfactory
 Recommendations for Professional Growth:

Additional Comments (optional):

Principal's Signature
 My signature indicates that the evaluation was conducted in accordance with the requirements of the Occasional Teacher Evaluation.

DATE (yyyy/mm/dd)

Occasional Teacher's Signature
 My signature indicates the result of the evaluation.

DATE (yyyy/mm/dd)

Indicate outcome of evaluation

Done Save Spell Check Print

mVal > Appraisal Manager > Occasional Teacher Evaluation Template

Utilizes a variety of evidence-based assessment and evaluation strategies

Comments

Outcome of Evaluation

Satisfactory
 Unsatisfactory

Recommendations for Professional Growth:

Additional Comments (optional)

Principal's Signature

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

sign _____ Date(yyyy/mm/dd)

Occasional Teacher's Signature

My signature indicates the receipt of this evaluation.

sign _____ Date(yyyy/mm/dd)

Save the evaluation prior to printing

Done Save Spell Check Print

mVal > Appraisal Manager > Occasional Teacher Evaluation Template

Utilizes a variety of evidence-based assessment and evaluation strategies

Comments

Outcome of Evaluation

Satisfactory
 Unsatisfactory

Recommendations for Professional Growth:

Additional Comments (optional)

Principal's Signature

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

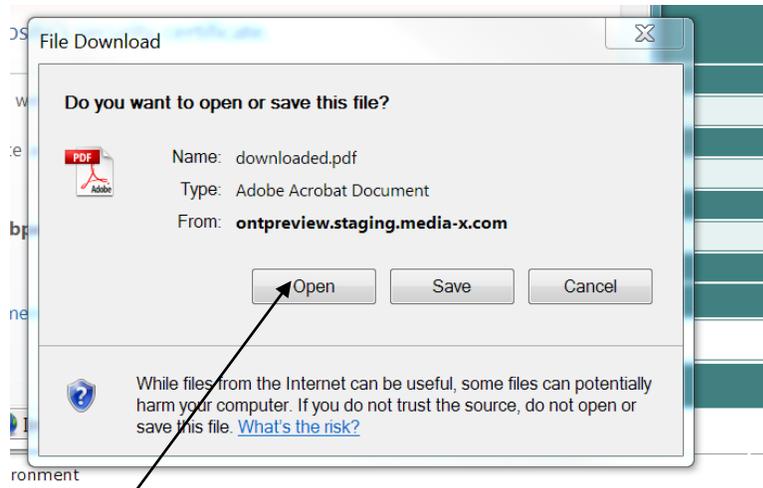
sign _____ Date(yyyy/mm/dd)

Occasional Teacher's Signature

My signature indicates the receipt of this evaluation.

sign _____ Date(yyyy/mm/dd)

Click on "print"



Click on "open"
Then "file"
Then "print"

Occasional Teacher's Name		Principal's Name			
Stephen Brown		Scott Yale			
Description of Occasional Teacher's Assignment		Name of School			
		mVal Demo School			
Term of Assignment		Name of Board			
		mVal Demo Board			
Meeting and Classroom Observation Dates					
Overview	2012/11/29	Classroom Observations	2012/11/29	De-briefs	2012/11/29
Domains Considered in the Evaluations Commitment to Pupils and Pupil Learning / Professional Knowledge / Teaching Practice					
Performance Expectations			Development Needed	Meets Expectation	
Creates a safe and inclusive learning environment			<input type="checkbox"/>	<input type="checkbox"/>	
Models and promotes positive and respectful student interactions			<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates effective classroom management strategies			<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates knowledge of the Ontario curriculum			<input type="checkbox"/>	<input type="checkbox"/>	
Plans and implements meaningful learning experiences for all students			<input type="checkbox"/>	<input type="checkbox"/>	

Print the template for signing by both parties to the appraisal.
Send completed documentation as outlined in this manual.

APPENDIX A
Long-Term Occasional Teacher (LTO) Appraisal Process

Confirmation of Supports and Improvement Following an Unsatisfactory Rating

Teacher's Name:

School:

Teaching Assignment:

Principal of School:

Curriculum and Instructional Services Administrator:

Date(s) of Observation(s)/Meetings:

Date of completion of this form:

1. Recommendations for Professional Growth as outlined in the LTO Appraisal:

2. Select the resources used to support the achievement of the recommendations:

- One-on- one support from a curriculum consultant
- A mentor with a similar teaching assignment – either in my school or in another school
- A visit to a similar classroom with the same assignment
- Professional learning sessions after-school from either/both the NTIP catalogue and the Occasional Teachers' Catalogue
- Professional learning sessions during school hours from the NTIP catalogue
- Access to webinars
- Online resources such as the Curriculum and Instructional Services NTIP page on the BWW
- Sharing resources that are in hard copy e.g. books, articles etc.
- Other (please identify):

3. Details of Evidence of Growth :

4. Outcome/Comments (Has the teacher sufficiently addressed the recommendations for professional growth?)

Curriculum and Instructional Services Administrator Signature_____

Date_____

Teacher Signature_____

Date_____