



Northeastern Catholic District School Board

LONG-TERM OCCASIONAL (LTO) TEACHER EVALUATION

Administrative Procedure Number: APP007-7

POLICY STATEMENT

The Northeastern Catholic District School Board (NCDSB) is committed to engaging its long-term occasional teachers (LTO) in dialogue about their teaching practice and providing feedback to support their professional growth and development. The NCDSB is dedicated to nurturing a culture of learning and excellence in order to achieve positive outcomes.

REFERENCES

Education Act

Collective Agreement between the Occasional Teachers (OECTA) and NCDSB

Occasional Teacher Evaluation: Provincial Framework and Evaluation Template (2013)

NCDSB Policy

P-7 Performance Appraisals

DEFINITIONS

Long Term Occasional Teacher

Refers to a contract teaching position of four months or more.

PROCEDURES

1.0 GENERAL PROVISIONS

- 1.1 This process will be applied to long-term occasional teachers who are serving in their first long-term occasional contract of 4 months or more with the NCDSB.
- 1.2 If the evaluation outcome is *Unsatisfactory*, another LTO Teacher Evaluation process occurs when the occasional teacher requests it in a subsequent long-term occasional contract of 4 months or more.
- 1.3 Notwithstanding the above, 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.
- 1.4 The Long Term Occasional (LTO) 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).

- 1.5 The performance expectations identified in the LTO Teacher Evaluation are fewer and more generalized than the TPA competencies required of permanent teachers.
- 1.6 The LTO Teacher Evaluation is not considered equivalent to a TPA and does not exempt a teacher from the requirements of TPA once in a permanent position.
- 1.7 The seven (7) performance expectation statements that form the basis of the LTO Teacher Evaluation describe the skills, knowledge and attitudes that occasional teachers reflect in their practice. These include:
 - i) Creates a safe and inclusive learning environment;
 - ii) Models and promotes positive and respectful student interactions;
 - iii) Demonstrates effective classroom management strategies;
 - iv) Demonstrates knowledge of the Ontario Curriculum;
 - v) Plans and implements meaningful learning experiences for all students;
 - vi) Differentiates instructional and assessment strategies based on student needs, interests, and learning profiles;
 - vii) Utilizes a variety of evidence-based assessment and evaluation strategies.
- 1.8 The LTO Teacher Evaluation process is an opportunity for the principal to review the occasional teacher's performance and provide recommendations and feedback for continuous professional growth.

2.0 MEETINGS

- 2.1 The meetings in the evaluation process promote professional dialogue between the principal and the long-term occasional teacher.
- 2.2 Prior to the scheduled observation, the principal and the long-term occasional teacher meet to discuss and overview of the evaluation process and evidence that will be considered in the evaluation.
- 2.3 If there is more than one long term occasional teacher at the school who requires an evaluation, the principal may host one meeting with all such occasional teachers.
- 2.4 Following the observation, the principal and the long-term occasional teacher meet to debrief the observation, discuss the outcome of the evaluation and provide recommendations for professional growth.

3.0 CLASSROOM OBSERVATION

- 3.1 The principal observes the long-term occasional teacher at least once in their regular instructional setting at a time that is pre-determined by both parties.
- 3.2 The date of the observation is recorded on the LTO Teacher Evaluation Report.

4.0 OUTCOME OF EVALUATION

- 4.1 The principal determines an evaluation outcome for the long-term occasional teacher as a final consideration in completing the evaluation.
- 4.2 The principal 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*.
- 4.3 The evaluation outcome assigned to the long-term occasional teacher is in effect until another LTO Teacher Evaluation is completed.

5.0 RECOMMENDATIONS FOR PROFESSIONAL GROWTH

- 5.1 The principal makes recommendations to the long-term 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.

6.0 DOCUMENTATION REQUIREMENTS

- 6.1 The principal provides a copy of the completed LTO Teacher Evaluation Report to the long-term occasional teacher prior to the expiration of the occasional teacher's contract within that school.
- 6.2 The long-term occasional teacher signs the LTO Teacher Evaluation Report to indicate receipt of the document.
- 6.3 The principal provides the original copy of the completed LTO Teacher Evaluation Report to the Human Resources Department for inclusion in the personnel file.

7.0 RELATED FORMS AND DOCUMENTS

Template: Long Term Occasional Teacher Evaluation Report
Template: Notification Letter

Director of Education:

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Date:

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