Evaluation Form – Occasional Teachers

OCCASIONAL TEACHER'S NAME: _____   # OF YEARS AS REG TEACHER: _____

SCHOOL: _____   PRINCIPAL: _____

DESCRIPTION OF OCCASIONAL TEACHER'S ASSIGNMENT: _____

TERM OF ASSIGNMENT: FROM _____   TO _____

MEETING AND CLASSROOM OBSERVATION DATES:

OVERVIEW: _____   CLASSROOM OBSERVATION: _____

DE-BRIEF: _____

Domains Considered in the Evaluation: Commitment to Pupils and Pupil Learning / Professional Knowledge / Teaching Practice		
Performance Expectations	**Development Needed**	**Meets Expectation**
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		
Outcome of Evaluation		
Satisfactory Unsatisfactory		

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Strengths:

Next Steps and Recommendations for Professional Growth:

Principal's Signature

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

_____   _____

DATE: (dd/mmm/yyyy)

Occasional Teacher's Signature
Employee's signature indicates the receipt of this evaluation.

_____   _____

DATE: (dd/mmm/yyyy)

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

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

Performance Expectations	Possible Observable Indicators
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 - 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