



**Simcoe County District School Board Long Term Occasional Teacher Evaluation Template**

<b>Occasional Teacher's Name (First and Last)</b>		<b>Principal's Name (First and Last)</b>	
<b>Description of Occasional Teacher's Assignment</b>		<b>Name of School</b>	
<b>Term of Assignment (from yyyy/mm/dd to yyyy/mm/dd)</b>		<b>Name of Board</b>	
to			
<b>Meeting and Classroom Observation Dates (yyyy/mm/dd)</b>			
Overview:		Classroom Observation:	De-brief:

See The Occasional Teacher Evaluation: Provincial Framework for instructions:

**Indicators considered in the Evaluation are listed in Table 1. Focus on three indicators as discussed with the LTO teacher and in alignment with the school SIPSA-WB.**

Meets Expectations: (Teaching Processes, Learning Processes, Assessment Processes)

Development Needed; (Teaching Processes, Learning Processes, Assessment Processes)

Recommendations for Professional Growth: (Teaching Processes, Learning Processes, Assessment Processes)

**Outcome of Evaluation**

<input type="checkbox"/>	<b>Satisfactory</b>
<input type="checkbox"/>	<b>Unsatisfactory</b>

**Additional Comments (optional):**

**Principal's Signature**

My signature indicates that this 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 receipt of this evaluation.

Date (yyyy/mm/dd)

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

## Performance Expectations and Possible Observable Indicators for the OT Evaluation

### **Teaching Processes**

- Development of class and learner profiles
- Purposeful planning to address student need through differentiation
- Clustering of curriculum expectations
- Implementation and Monitoring of IEPs
- Comprehensive Literacy (modeled, guided, shared, independent)
- 3 part lessons (Minds On, Action, Consolidation)
- Teaching/learning through mathematical processes
- Teaching learning skills and work habits

### **Learning Processes**

- Setting the stage for learning (e.g. The First Twenty Days)
- Literacy rich environment (e.g., word wall, anchor charts, vocabulary lists)
- Learning Goals and Success Criteria
- Bloom's Taxonomy of Higher Order Questions
- Accountable Talk
- Gradual Release of Responsibility
- Open and Parallel Tasks
- Technology enabled learning environment

### **Assessment Processes**

- Assessment for, as and of Learning
- Descriptive feedback
- Peer and self-assessment
- Moderation of student work
- Student conferencing
- Exemplars of student work