

## Appendix A: 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:

<b>Domains Considered in the Evaluation:</b>		
<b>Commitment to Pupils and Pupil Learning / Professional Knowledge / Teaching Practice</b>		
<b>Performance Expectations</b>	<b>Development Needed</b>	<b>Meets Expectation</b>
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"/>
Differentiates instructional and assessment strategies based on student needs, interests and learning profiles	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes a variety of evidence-based assessment and evaluation strategies	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

### Outcome of Evaluation

<input type="checkbox"/>	<b>Satisfactory</b>	<b>Recommendations for Professional Growth:</b>
<input type="checkbox"/>	<b>Unsatisfactory</b>	
<b>Additional Comments (optional):</b>		

### 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):**

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

Performance Expectations	Possible Observable Indicators
Creates a safe and inclusive learning environment	<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>
Models and promotes positive and respectful student interactions	<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>
Demonstrates effective classroom management strategies	<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>
Demonstrates knowledge of the Ontario curriculum	<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> <li>▪ demonstrates subject knowledge and related skills</li> </ul>
Plans and implements meaningful learning experiences for all students	<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>
Differentiates instructional and assessment strategies based on student needs, interests and learning profiles	<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>
Utilizes a variety of evidence-based assessment and evaluation strategies	<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>

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