



Appendix A: Occasional Teacher Evaluation Template

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

See The Occasional Teacher Evaluation: Provincial Framework for instructions:

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	<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"/>	Satisfactory	Recommendations for Professional Growth:
<input type="checkbox"/>	Unsatisfactory	
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):

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"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ demonstrates care and respect for students by maintaining positive interactions ▪ addresses inappropriate student behaviour in a positive manner
Demonstrates knowledge of the Ontario curriculum	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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

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