

## **Teachers Teaching On Call Evaluation**

### **Policy 4122**

**June 22, 1992**

**Revision Date: January 17, 2017**

The Board of Education recognizes that Teachers Teaching On Call (TTOCs) play a valuable role in a sound educational program for students. It is the belief of the Board that performance evaluation will assist TTOCs in the realization of their full potential, thereby resulting in the improvement of instruction throughout the district.

The Board is responsible for maintaining an evaluation policy for the purpose of establishing standards of performance for TTOCs and the determination of performance in respect of these standards. A comprehensive evaluation process should enhance professional growth and confidence which will mutually benefit both teachers and students within the school system.

The Board believes that the evaluation process shall evaluate the performance of TTOCs in a fair and just manner. To the greatest extent possible evaluation shall be conducted in an atmosphere of trust, confidence and support.

The Superintendent of Schools is responsible for the implementation of this policy in accordance with the attached guidelines.

### Guidelines

In evaluating the performance of TTOCs, the following procedures will apply:

1. All TTOCs will participate in an evaluation of their performance as the need is identified.
  - 1.1 A TTOC may request, in writing, an evaluation of their performance.
    - 1.1.1 When a request is received from a TTOC an evaluation will be conducted if time permits.
  - 1.2 Notwithstanding the above, the Superintendent of Schools may institute an evaluation of any TTOC's performance at any time.
    - 1.2.1 A TTOC identified for evaluation by the Superintendent of Schools will be notified, in writing, prior to the commencement of the evaluation.
2. Each TTOC, who is participating in an evaluation of her/his performance, shall be apprised of the process and criteria prior to the commencement of the evaluation.
  - 2.1 TTOCs shall receive a guide book which will summarize the expectations, process, criteria and forms to be used.

- 2.2 Each evaluator shall hold an introductory meeting with the TTOC to review the evaluation policy and clarify the TTOC's understanding of the expectations for their performance.
- 2.3 Each evaluator and TTOC shall endeavor to establish a climate of trust and respect.
  - 2.3.1 A TTOC may request, in writing, that the Superintendent assign an alternate evaluator to conduct the evaluation. The Superintendent shall respond to the request.
- 2.4 TTOCs who are being evaluated shall undertake to make improvements to their performance and clarify their understanding of any suggestions made on an ongoing basis.
3. An evaluation of a TTOC's performance shall include:
  - 3.1 A minimum of six (6) observations and post conferences by an administrative officer designated by the Superintendent of Schools.
    - 3.1.1 These observations shall be completed at any grade level which the TTOC is designated on the teacher on call listing.
    - 3.1.2 The TTOC shall be advised of the first visitation in advance and may be advised in advance of remaining visits.
    - 3.1.3 The evaluator will observe the TTOC through a minimum of one (1) complete lesson during each visit unless the TTOC is otherwise notified or agrees.
    - 3.1.4 Upon completion of an observation the evaluator shall complete an observation report. This report shall be discussed at a post conference time scheduled at the earliest possible, mutually agreed upon, time. The report shall:
      - 3.1.5.1 summarize the observations made in respect of criteria,
      - 3.1.5.2 contain suggestions and/or comments,
      - 3.1.5.3 detail any recommendations for improvement, and
      - 3.1.5.4 provide specific timelines for improvement.
    - 3.1.6 The TTOC shall sign each observation report indicating receipt.
  - 3.2 Within ten (10) months of the commencement of the evaluation the evaluator shall complete a final report of the TTOC's performance. The final report shall identify:

- 3.2.1 the TTOC's assignments, professional experience and training and any discrepancies among them,
    - 3.2.2 all observation dates,
    - 3.2.3 an anecdotal summary of performance as outlined in observation reports, and
    - 3.2.4 the evaluator's opinion of the TTOC's overall performance with a statement indicating that the TTOC's performance meets district expectations or is less than satisfactory.
  - 3.3 The final report shall be presented as a draft to the TTOC forty-eight (48) hours in advance. The TTOC and the administrative officer shall meet to discuss the draft report.
    - 3.3.1 If the TTOC chooses, the report shall be discussed in the company of a third person.
  - 3.4 The final report shall be signed by the teacher, indicating both receipt and acknowledgement of its placement on her/his personnel file. The shall have the right to submit a written commentary on the report which shall be filed with all copies of the report.
  - 3.5 A confidential copy of the report shall be presented to the Superintendent of the Schools.
4. Notwithstanding the above, a TTOC who wishes to appeal an evaluation must do so in writing to the Superintendent of Schools.
- 4.1 A letter of appeal must be received within fifteen school (15) days after receipt of the final report.
  - 4.2 The letter of appeal must state specific reason(s) consideration should be given.
  - 4.3 The Superintendent of Schools shall advise the TTOC of any subsequent actions as a result of the appeal within fifteen school (15) days after receipt of the request.
  - 4.4 The Superintendent of Schools may rule that the evaluation will stand or grant another evaluation to begin within three (3) months of completion of the first.
    - 4.4.1 The Superintendent of Schools shall designate an alternate evaluator to conduct the second evaluation.
    - 4.4.2 The evaluation shall be conducted as per section 3 of these regulations.

- 4.5 The TTOC may appeal the Superintendent's decision to the Board of School Trustees in writing within fifteen school (15) days upon receipt of the decision.
  - 4.5.1 The letter shall be addressed to the Superintendent.
  - 4.5.2 The Board shall grant a hearing with the teacher on call.
  - 4.5.3 The Board shall, in consideration of the appeal, ensure fair and just treatment has been received upon application of this policy.
- 5. The criteria to be considered in an evaluation of a teacher on call performance are:
  - 5.1 Professional Qualities
    - 5.1.1 Punctual
      - 5.1.1.1 Arrives one-half hour prior to the start of the assignment.
    - 5.1.2 Responsible
      - 5.1.2.1 Has made sure that materials are available as needed.
      - 5.1.2.2 Leaves a clear report for the classroom teacher.
      - 5.1.2.3 Outlines a skeleton daybook after a three (3) day absence, when requested.
    - 5.1.3 Adaptable
      - 5.1.3.1 Copes with unscheduled changes to a planned routine.
    - 5.1.4 Resourceful
      - 5.1.4.1 Solves problems that arise.
      - 5.1.4.2 Seeks advice from the administrator, teachers, teacher-librarian, student services resource teacher, administrative assistant and/or other appropriate staff.
    - 5.1.5 Develops positive relationships with school staff and students
      - 5.1.5.1 Demonstrates a cooperative work attitude.
      - 5.1.5.2 Exhibits a positive attitude toward the profession.
      - 5.1.5.3 Displays an interest in students and their work.
    - 5.1.6 Exhibits professional speech and conduct.

5.2 Classroom Administration

5.2.1 Follows school and classroom routines.

5.2.1.1 Demonstrates awareness of school routines regarding time periods, student movement in the halls, supervision, fire drills, announcements, parent notes, use of school equipment, etc.

5.2.1.2 Understands expectations regarding behavior, homework, student materials, student seating and movement, non-instructional activities, special needs of identified students, etc.

5.2.1.3 Attends to all administrative tasks such as attendance and record maintenance.

5.2.2 Checks homework when requested

5.2.3 Marks student work

5.2.3.1. Previously assigned daily student work is corrected.

5.2.3.2 In-class student work is monitored.

5.2.3.3 Daily assignments are corrected when answer keys or work samples are provided.

5.2.4 The classroom is left in good order

5.2.4.1 The classroom/classrooms resemble their original state.

5.2.4.2 Unsafe situations are reported, in writing, to the principal.

5.3 Student Management

5.3.1 Maintains classroom control.

5.3.1.1 Identifies students by name.

5.3.1.2 Expectations for student conduct are communicated.

5.3.1.3 Students are on task.

5.3.1.4 Misbehavior is addressed.

5.3.2 Facilitates a smooth transition from one activity to another, with attention to appropriate pace.

5.3.3 Is consistent in dealings with students.

5.3.4 Uses positive reinforcement.

5.3.5 Incorporates preventative management strategies.

5.3.5.1 Uses eye contact and non-verbal cues.

5.3.5.2 Models and promotes positive interactions.

5.3.6 Problems are dealt with.

5.3.6.1 A report of any behavior incident is left.

5.3.6.2 The administrator is notified to assist with follow up if necessary.

5.4 Instructional Processes

5.4.1 Undertakes activities as outlined in the planned daybook.

5.4.2 Reviews previous lesson where appropriate.

5.4.3 Identifies, and teaches to the stated objective of the lesson.

5.4.4 Defines the stated purpose of the lesson.

5.4.5 Gives clear instructions and explanations.

5.4.6 Displays knowledge of lesson content in core areas.

5.4.7 Monitors learning.

5.4.7.1 Checks for student understanding frequently.

5.4.8 Summarizes the lesson in some form.

5.4.9 Assigns homework where appropriate.