



Toronto District School Board

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# Adult Day School Teacher Evaluation Process

Guideline 2017-18

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## Performance Expectations and Observable Indicators for the Adult Day School Teacher Evaluation

Setting the Dates	Meeting to Discuss the Observation	Observation	Meeting to Debrief the Observation	Evaluation Outcome	Completed Adult Day School Teacher Evaluation
<p>Upon request by an Adult Day School Teacher wanting a formal evaluation or for an Adult Day School Teacher who requires a formal evaluation following the Adult Day School Teacher support process, the Principal and the Teacher should consider what is reasonable given the quadmester structure of the Adult Day School program.</p> <p>The Principal and the Adult Day School Teacher will meet to jointly establish the class, date, and time of the pre-observation meeting and the observation.</p>	<p>The Principal and the Adult Day School Teacher will meet to discuss the performance expectations that comprise the evaluation. They will also discuss the type of evidence that will be considered in the evaluation. The Principal and the Adult Day School Teacher will determine the date of the classroom observation.</p>	<p>One lesson or period will be observed. The Adult Day School Teacher will be observed in the usual instructional setting. The Principal and the Adult Day School Teacher may agree that additional lesson(s) or period(s) for observation may occur.</p>	<p>The Principal and the Adult Day School Teacher will meet to debrief the observation(s). The performance expectation statements will be discussed as they pertain to the classroom observation(s). The Principal and the Adult Day School Teacher may finalize what evidence is still required for the completion of the evaluation.</p>	<p>The Adult Day School Teacher Evaluation Template (see Appendix B) is completed by the Principal. The Principal uses their judgement in weighing evidence in relation to the 7 performance expectations. The Adult Day School Teacher will receive an overall outcome of "Satisfactory" or "Unsatisfactory". The Adult Day School Teacher is not eligible to be considered for permanent Secondary Teacher contract positions within the Toronto District School Board until such time as a "Satisfactory" outcome is received in a subsequent formal evaluation.</p> <p>The Principal makes recommendations to the Adult Day School Teacher on areas for professional growth when the Adult Day School receives an overall outcome of "Unsatisfactory"</p>	<p>The Principal provides a copy of the completed Adult Day School Teacher Evaluation Template to the Adult Day School Teacher within 20 school days of the classroom observation(s). When the outcome of the evaluation is an "Unsatisfactory" rating, the Principal will meet with the Adult Day School Teacher (and their OSSTF representative, if requested) to review the evaluation. The Adult Day School Teacher signs the Adult Day School Teacher Evaluation Template to indicate receipt of the document. The Principal provides a copy of the completed Adult Day Teacher Evaluation Template to the Secondary Teaching Office for retention in the personnel file.</p>

## Performance Expectations and Observable Indicators for the Adult Day School Teacher Evaluation

Performance Expectations	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 well-being</li> <li>Uses classroom routines, selection of resources and promotion of respectful behaviour to create a welcoming and inclusive environment</li> </ul>
Models and promotes positive and respectful student interaction	<ul style="list-style-type: none"> <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>
Implements meaningful learning experiences for all students	<ul style="list-style-type: none"> <li>Applies knowledge about how adult students learn</li> <li>Chooses pertinent resources for development of instruction</li> <li>Organizes subject matter into meaningful units of study and lessons</li> <li>Uses clear and consistent format to organize 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, assessment and evaluation 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>Ensures and models equitable assessment and evaluation practices</li> <li>Shapes assessment and evaluation so that it meets the needs of individual learners</li> </ul>

## Performance Expectations and Observable Indicators for the Adult Day School Teacher Evaluation

### Performance Expectations

Utilizes a variety of evidence-based assessment and evaluation strategies

### Observable Indicators

- 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 reporting to keep students informed and to monitor student progress

# Adult Day School Teacher Evaluation Template

<b>Adult Day School Teacher's Name (First and Last)</b>			<b>Principal's Name (First and Last)</b>		
Click here to enter text.			Click here to enter text.		
<b>Description of Adult Day School Teacher's Assignment</b>			<b>Name of School</b>		
Click here to enter text.			Click here to enter text.		
<b>Quad Number and Start/End Date (from yyyy/mm/dd to yyyy/mm/dd)</b>			<b>Name of Board</b>		
Click here to enter text.			Click here to enter text.		
<b>Meeting and Classroom Observation Dates (yyyy/mm/dd)</b>					
<b>Overview:</b>	Click here to enter text.	<b>Classroom Observation:</b>	Click here to enter text.	<b>Debrief:</b>	Click here to enter text.
<b>Domains Considered in the Evaluation:</b>					
<b>Commitment to Pupils and Pupil Learning / Professional Knowledge / Teaching Practice</b>					
<b>ADS Teacher Evaluation Performance Expectations</b>			<b>Observable Indicators</b>		
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 well-being</li> <li>Uses classroom routines, selection of resources and promotion of respectful behaviour to create a welcoming and inclusive environment</li> </ul>		
Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>					
Models and promotes positive and respectful student interaction			<ul style="list-style-type: none"> <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>		
Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>					
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>		
Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>					
Implements meaningful learning experiences for all students			<ul style="list-style-type: none"> <li>Applies knowledge about how adult students learn</li> <li>Chooses pertinent resources for development of instruction</li> <li>Organizes subject matter into meaningful units of study and lessons</li> <li>Uses clear and consistent format to organize 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>		
Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>					

## Adult Day School Teacher Evaluation Template

<b>Demonstrates knowledge of the Ontario Curriculum</b>  Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	<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>
<b>Differentiates instructional, assessment and evaluation strategies based on student needs, interests, and learning profiles</b>  Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	<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>Ensures and models equitable assessment and evaluation practices</li> <li>Shapes assessment and evaluation so that it meets the needs of individual learners</li> </ul>
<b>Utilizes a variety of evidence-based assessment and evaluation strategies</b>     Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	<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 reporting to keep students informed and to monitor student progress</li> </ul>

### Outcome of Evaluation

<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Unsatisfactory
<b>Recommendations for Professional Growth (to be completed only when there is an Unsatisfactory Outcome, referencing the observable indicators):</b> Click here to enter text.			
<b>Comments of Evaluator:</b> Click here to enter text.			

	Click here to enter text.
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### Principal's Signature

My signature indicates that this evaluation was conducted in accordance with the requirements of the Adult Day School Teacher Evaluation

### Date

(yyyy/mm/dd)

	Click here to enter text.
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### Adult Day School Teacher's Signature

My signature indicates the receipt of this evaluation

### Date

(yyyy/mm/dd)

### Adult Day School Teacher's Comments on the Evaluation (optional):

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