



May 12, 2009

EVALUATION OF TEACHERS-ON-CALL AGREEMENT

To resolve an outstanding grievance on evaluation of teachers-on-call, the parties to the Collective Agreement agree that the following will constitute the interpretation of Article C 15 sections 2, 3, and 5 with regard to teachers-on-call. It is also agreed that this Agreement shall not apply to teachers on the recall list.

Note: A teacher-on-call shall be advised by a principal of his/her rights under Article A 25 – Rights to Representation before any meeting takes place that may lead to an evaluation.

1. THE TEACHER-ON-CALL

The responsibility of a teacher-on-call is to temporarily assume the position of the regular teacher without any appreciable loss in the instructional process. A teacher-on-call is expected to conform to the established routines of the schools and to fulfill all the duties and responsibilities of the regular teacher who is absent. This includes instruction, marking, preparation, supervision and attendance at any meetings requested by a school or district administrator.

2. PURPOSE OF EVALUATION

Evaluation of the performance of a teacher-on-call shall be a positive, growth-oriented, on-going process that will assist in the maintenance of quality learning situations.

Formal reports resulting from such evaluations of the learning situation under a teacher-on-call's charge shall be provided:

- a. for teachers-on-call for whom there are significant concerns about their ability to establish a satisfactory learning situation; and
- b. for teachers-on-call who request, with adequate notice, such a report.

Criteria and procedures for evaluating teachers-on-call shall be based on principles of fairness, consistency and due process.

3. EVALUATION PROCESS FOR TEACHERS-ON-CALL

Procedures to followed in the evaluation process include:

- a. prior to evaluation, the evaluator, in consultation with the teacher, will discuss aspects of performance to be evaluated, the data to be collected, and the procedures for observation.
- b. summative reports will be based on between 3 and 6 formal classroom observations. The teacher-on-call shall be able to choose half, and no less than two of the observation times. To facilitate the observation process, the parties may mutually agree to:
 - i. assign the teacher-on-call to an open vacancy
 - ii. assign an additional evaluator, should the initial evaluator not be available
- c. the evaluator shall complete a Teacher-On-Call Evaluation Form (attached) after each classroom observation.
- d. the evaluator will provide the teacher-on-call with a copy of the Teacher-On-Call Evaluation Form and any notes taken in the course of the classroom observation. Opportunity will be provided for the teacher-on-call to discuss the observation with the evaluator prior to the next observation. A copy of the lesson plan left by the absent teacher will be appended to these notes.
- e. where possible, the evaluations will take place within 6 months of the first observation.

4. GUIDELINES FOR FORMAL REPORTS FOR TEACHERS-ON-CALL

Upon conclusion of the evaluation process, the following guidelines shall be followed:

- a. formal reports will be written within a reasonable period of time (no greater than two (2) months) following the final observation.
- b. the evaluator will meet with the teacher-on-call and a KTTA representative to outline contents of the report when the report is in its draft stage. The evaluator will provide adequate time for the teacher-on-call to review the draft report and, within five days of the initial meeting the evaluator will meet with the teacher-on-call to discuss the draft report prior to finalizing the report.
- c. formal evaluative reports shall include a summative statement based on the preponderance of collected data; a summary of strengths observed and, if appropriate, areas in need of improvement. The final statement shall indicate whether the learning situation in the teacher-on-call's charge is satisfactory or less than satisfactory.

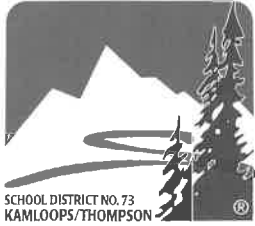
- d. formal evaluation reports shall take into consideration the amount of notice to prepare for the assignment, the length of the assignment, instruction in relation to the lesson plans or objectives provided by the absent teacher, the management practices of the absent teacher, and prior knowledge of the school and its routines.
- e. a teacher-on-call who disagrees with aspects of the report may file a letter with the Superintendent's office. The letter will be attached to the report.
- f. In areas in need of improvement or weaknesses in performance are identified in the report, the teacher-on-call and evaluator will jointly develop a plan of remediation designed to overcome such weaknesses. This plan will include consideration of support to assist the teacher-on-call to overcome weaknesses.

5. THE TEACHER-ON-CALL LIST

The parties to the Collective Agreement agree that the following process will constitute the interpretation of Article C15 in terms of the Board-approved list of teachers-on-call as described in Article C14.

Every school year, the Board shall reinstate all teachers-on-call on the Board-approved list of teachers-on-call except the following circumstances:

- a. a teacher-on-call requests in writing not to be reinstated (which shall be deemed to have resigned), or otherwise is deemed to have resigned as per current practice.
- b. a teacher-on-call is in receipt of three consecutive reports indicating that the learning situation under his or her charge is less than satisfactory. These reports must be written by two different evaluators, one of whom shall be the Superintendent or Assistant Superintendent, and must be written within a period of not less than twelve (12) months and not more than twenty-four (24) months, excluding time off due to illness, leave, retraining, or any delay caused by a grievance resulting from the evaluation process.



TEACHER-ON-CALL EVALUATION FORM

Name: _____ School: _____
Replacing: _____ Grade/Subject: _____
Date of Observation: _____ Time: _____
Time Called: _____ Time Arrived: _____
Teachable Subject Area: _____

Length of time in the assignment: _____
Description of Teacher-on-call Assignment or Situation: _____

Is this assignment in the Teacher-on-call's area of training? Yes No

PRE-ASSIGNMENT

Arrives on time
Collects keys, lessons plans, drops off time card

Strengths: _____

Concerns: _____

ASSIGNMENTS

1. Planning

Plans with definite purposes and clear objectives in mind (for assignments greater than one day)

Marks and plans for teacher
Prepares for assignment

Strengths: _____

Concerns: _____

2. Instructional Processes and Skills

With due consideration for individual differences, the TOC works to involve the class in experiences and activities designed to develop skills and stimulate thought.

Follows lesson plans (provides clear instructions) and/or improvises successfully when necessary (creative problem solver re instruction/lesson plans)
Uses appropriate questioning techniques and maintains student interest

Strengths:

Concerns:

3. Classroom Management

The TOC practices classroom management suitable to the growth and development of the class.

The teacher deals appropriately with misbehavior

Maintains appropriate noise level (for the class and activity)

Keeps students on task

Observes time schedules

Handles daily routines and duties (attendance, assemblies, supervision)

Strengths:

Concerns:

4. Relationships with Pupils

The TOC fosters a climate of mutual respect between himself/herself and his/her pupils.

Relates positively to pupils

Makes an effort to get to know students as individuals

Displays an interest in students and their work

Strengths:

Concerns:

5. Contributions to School and Profession (for assignments 1 week or longer)

The TOC works in cooperative ways with colleagues to promote the welfare of pupils.

- Demonstrates a cooperative work attitude
- Relates positively to staff
- Demonstrates a positive attitude towards the teaching profession

Strengths:

Concerns:

POST ASSIGNMENT

- Returns keys
- Summarizes TOC assignment for teacher
- Prepares for next class where appropriate

Strengths:

Concerns:

SUMMARY:

Strengths:

Concerns: