

Facilitating Smooth Transitions in Student Assessment and Evaluation **Elementary Occasional Teachers and Administrators**

Assessment and evaluation is the responsibility of the teacher who has delivered the classroom instruction.

Administrators are encouraged to be sensitive to individual or mitigating circumstances in their schools to ensure student and teacher success during these transitions.

Planned Transitions – Leaves With Planned Start and End Dates

The following should be provided to the Occasional Teacher by the Classroom teacher or by the Occasional Teacher when the Classroom Teacher is returning:

- long range plans
- mark books with grades recorded
- classroom resources in place and accessible for occasional teacher use
- information collected by the classroom teacher pertinent to the continuity of classroom instruction; i.e. access to anecdotal comments binder regarding class make up, concerns, behaviour issues, IEP/IPRC
- report card data up to date with current marks and comments entered
- anecdotal comments for the purpose of completing the learning skills section of the report cards
- school calendar dates and report card timelines

The school will assist the Occasional Teacher with:

- technical support for any related computer programs; i.e. creation of report cards
- a mentor or support team in place
- class lists and phone numbers for guardian/parents
- if possible, communication with prior teacher or an overlap period with teacher on leave or returning teacher. If this requires the occasional teacher to be paid, this cost is a school responsibility and at the discretion of the school.
- if possible, occasional and contract teacher attendance at parent/teacher interviews. If this requires the occasional teacher to be paid, this cost is a school responsibility and such attendance is at the discretion of the school.

Unplanned Transitions – Leaves With Unexpected Start and End Dates

In the absence of the above:

- Principal (or designate) to coordinate a resource team to provide assistance to the occasional teacher in producing report cards
- Principal (or designate) may delay report card distribution to allow a valid report card to be produced or distribute a modified report card
- Principal (or designate) to inform parents/guardians of the change of teachers and any modifications or accommodations that have been put in place concerning the report card
- Principal (or designate) may provide release time to the occasional teacher for planning/organizational purposes. This cost is an individual school's expense.

These recommendations are to provide guidelines for the completion of report cards by teachers (statutory or long-term occasional) when the scheduling of a long term occasional teacher assignment begins or ends near the time that the report card cycle occurs. This document has been jointly developed by the Toronto District School Board, Elementary Teachers of Toronto and the Elementary Occasional Teachers' Local as per the Letter of Understanding, Collective Agreement between the Toronto District School Board and the Elementary Teachers' Federation of Ontario (representing Elementary Occasional Teachers employed by the Toronto District School Board).