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Performance Expectations	Possible Observable Indicators
<i>Creates a safe and inclusive learning environment</i>	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 ensures students feel valued and respected communicates information from a bias-free, multicultural perspective
<i>Models and promotes positive and respectful student interactions</i>	models and promotes learning by effectively motivating students to improve learning demonstrates a positive rapport with students promotes polite and respectful student interactions develops clear and achievable classroom expectations with the students
<i>Demonstrates effective classroom management strategies</i>	demonstrates care and respect for students by maintaining positive interactions addresses inappropriate student behaviour in a positive manner

Demonstrates knowledge of the Ontario curriculum

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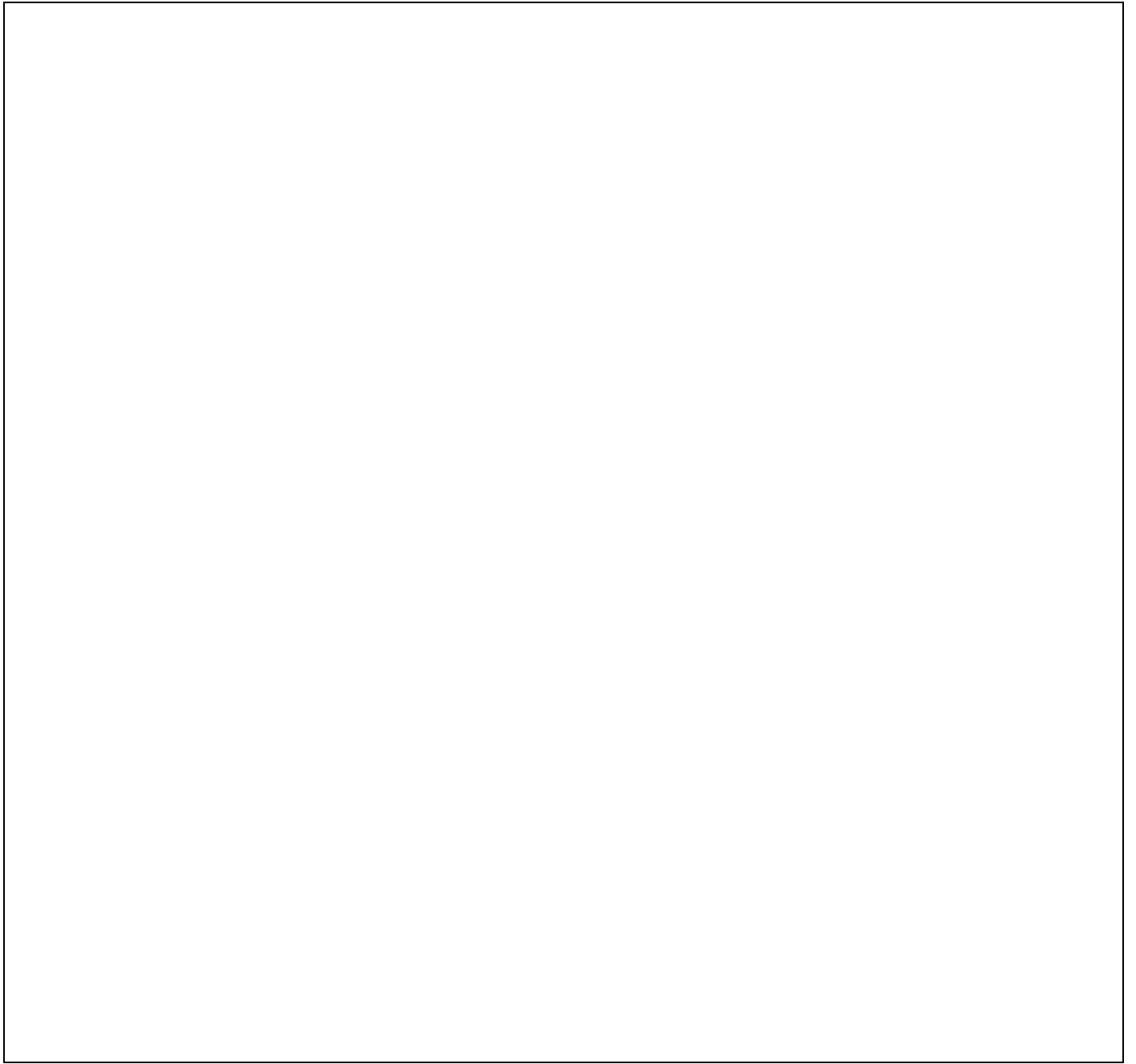
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PERFORMANCE STANDARDS: Achievement Chart: Teacher Self-Assessment

[Traffic light](#) * is a strategy that can be used to assess progress. Use the traffic light colours on the chart

EduGAINS is the portal to resources developed and provided through the Ministry of Education and focused on learning – student learning, educator learning, and researcher learning about student and teacher learning. This site is for all teachers, Kindergarten to Grade 12.

Resources are of many types:

- Classroom-ready resources and supports;
- Planning and implementation guides for teachers and professional learning facilitators;
- Theoretical frameworks that underpin resource development and implementation;

4) Literacy Gains:
