**Performance Expectations and Possible Observable Indicators for the OT Evaluation**

| Performance Expectations | Possible Observable Indicators |
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| *Creates a safe and inclusive learning environment* | <ul><li>follows appropriate legislation, local policies, and procedures with regard to student safety and welfare</li><li>ensures and models bias-free assessment</li><li>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</li><li>ensures students feel valued and respected</li><li>communicates information from a bias-free, multicultural perspective</li></ul> |
| *Models and promotes positive and respectful student interactions* | <ul><li>models and promotes learning by effectively motivating students to improve 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><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><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> |
| *PLANNING: Plans and implements meaningful learning experiences for all students* | <ul><li>applies knowledge about the whole child - how students develop and learn physically, socially, and cognitively</li><li>chooses pertinent resources for development of instruction</li><li>organizes subject matter into meaningful units of study and lessons</li><li>uses a clear and consistent format to plan 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></ul> |
| *APPLICATION: Differentiates instructional and assessment strategies based on student needs, interests and learning profiles* | <ul><li>shapes instruction so that it engages students and is helpful to all students, who learn in a variety of ways</li><li>responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met</li></ul> |
| *ASSESSMENT OF and FOR LEARNING: Utilizes a variety of evidence–based assessment and evaluation strategies* | *Feedback*<ul><li>uses a variety of appropriate assessment and evaluation techniques</li><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></ul>*Record Keeping*<ul><li>gathers accurate data on student performance and keeps comprehensive records of student achievement</li></ul>*Reporting*<ul><li>uses ongoing reporting to keep both students and parents informed and to chart student progress</li></ul> |