

# Log of Teaching Practice for Experienced Teachers (Optional)

## Suggestions for Using the Log of Teaching Practice

### How is the Log of Teaching Practice used?

A Log of Teaching Practice is an optional resource for principals and/or teachers that may be used as a regularly kept record of demonstrations of teaching. It can provide a vehicle for chronicling noteworthy examples of teaching and learning events as they occur. The log is limited in its focus and is highly structured, using a standardized format for recording. Entries are restricted to facts so that data are objective. Analysis and interpretation follow the collection of log data.

### How can the Log of Teaching Practice be used in the performance appraisal process for experienced teachers?

The log can be used to record selected information about specific occurrences related to an experienced teacher's learning and development in relation to the 16 competencies that form the basis of the performance appraisal process for experienced teachers. The log provides specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth. When kept simultaneously by both the principal and the teacher, the principal and teacher logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. Note that there is an individual log form provided for each of the 16 competencies. Principals and teachers may use the blank log form for other competencies if they wish.

### Who maintains the Log of Teaching Practice?

Principals and teachers may keep their own individual logs.

### What occurrences are relevant for recording in the Log of Teaching Practice?

The occurrences or instances that could be recorded in the log should be relevant to the 16 competencies that form the basis of the performance appraisal process. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways that a competency may be observed in practice are included on the log form as a resource. These statements are samples and do not include everything that constitutes good teaching. Their purpose is to help make specific the skills, knowledge, and attitudes expected of experienced teachers. Principals and teachers may use these examples and others they identify to develop a shared understanding of what teachers should demonstrate in their teaching.

### What sources and kinds of evidence are used?

A wide range of possible evidence can be collected in relation to demonstrations of teaching. "Possible Kinds and Sources of Evidence", included as a resource at the end of this appendix, provides a list of evidence that principals and teachers might reference in their individual Log of Teaching Practice.

## Log of Teaching Practice (Optional)

USER:  Teacher  Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

### DOMAIN: Commitment to Pupils and Pupil Learning

**Competency: Teachers demonstrate commitment to the well-being and development of all pupils.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge of how students develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
- shapes instruction so that it is helpful to pupils who learn in a variety of ways
- effectively motivates pupils to improve pupil learning
- demonstrates a positive rapport with students

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

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<b>Teacher's Last Name</b>	<b>Teacher's First Name</b>
<input type="text"/>	<input type="text"/>
<b>Principal's Last Name</b>	<b>Principal's First Name</b>
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<b>Teaching Assignment</b>	<b>Date (yyyy/mm/dd)</b>
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<b>DOMAIN: Commitment to Pupils and Pupil Learning</b>	
<b>Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.</b>	
<p>The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.</p> <ul style="list-style-type: none"> <li>• assists learners in practising new skills by providing opportunities for guided practice</li> <li>• provides for active pupil participation in the learning process</li> <li>• employs a balance of pupil- and teacher-directed discussion/learning</li> <li>• establishes an environment that maximizes learning</li> <li>• uses a variety of teaching strategies suited to the individual needs of pupils</li> </ul>	
<b>Date of Entry</b>	<b>Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.</b>
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**DOMAIN: Commitment to Pupils and Pupil Learning**

**Competency: Teachers treat all pupils equitably and with respect.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- demonstrates care and respect for pupils by maintaining positive interactions
- promotes polite and respectful pupil interactions
- addresses inappropriate pupil behaviour in a positive manner
- communicates information from a bias-free, multicultural perspective
- ensures and models bias-free assessment to address equality
- values and promotes fairness and justice and adopts anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion, and culture

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**DOMAIN: Commitment to Pupils and Pupil Learning**

**Competency: Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.**

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- provides learners with appropriate opportunities for independent practice of new skills
- employs effective questioning techniques that encourage higher-level thinking skills
- provides guidance and appropriate feedback to learners on attainment of new concepts/skills
- encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment
- encourages students to be cognisant of their personal strengths and capabilities to pursue possible career paths

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**DOMAIN: Professional Knowledge**

**Competency: Teachers know their subject matter, the Ontario curriculum, and education related legislation.**

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- teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas
- demonstrates mastery of subject knowledge and related skills
- presents accurate and up-to-date information
- implements and effectively explains statutes and regulations with regard to pupil safety and welfare
- knows, follows, and explains appropriate legislation, local policies, and procedures

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**DOMAIN: Professional Knowledge**

**Competency: Teachers know a variety of effective teaching and assessment practices.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides constructive criticisms as part of evaluation
- aligns assessment strategies with learning objectives
- uses appropriate diagnostic techniques to assess pupil difficulties
- employs formative and summative assessments to check for understanding
- uses a variety of appropriate teaching techniques to engage pupils
- uses a variety of assessment strategies and instruments to make both short- and long-term decisions to improve pupil learning

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### DOMAIN: Professional Knowledge

**Competency: Teachers know a variety of effective classroom management strategies.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- systematizes routine procedures and tasks to engage pupils in varied learning experiences
- provides opportunities for pupils to share their interests and demonstrates their involvement in learning
- ensures that all pupils have the opportunity to learn
- uses appropriate strategies to manage discipline
- implements the behaviour code consistently

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**DOMAIN: Professional Knowledge**

**Competency: Teachers know how pupils learn and factors that influence pupil learning and achievement.**

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- uses different motivational strategies to encourage pupils in developing competence in all areas
- takes into account various learning styles with the selection of materials/media
- adapts to groups or individual pupils with flexible grouping practices
- modifies programs to fit pupil needs by making topics relevant to pupils' lives and experiences
- knows special education IEP and IPRC processes and provides appropriate experiences for pupil achievement

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**DOMAIN: Professional Practice**

**Competency: Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- develops clear and achievable classroom expectations with pupils
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address pupil needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists pupils to develop and use ways to access and critically assess information

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### DOMAIN: Professional Practice

**Competency: Teachers communicate effectively with pupils, parents, and colleagues.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process.

It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides ongoing feedback to parents through newsletters and bulletins, etc.
- demonstrates a positive, professional attitude when communicating with parents, pupils, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher–pupil conferences
- communicates clear, challenging, and achievable expectations for pupils

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### DOMAIN: Professional Practice

**Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process.

It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses a variety of techniques to report pupil progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with pupils to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both pupils and parents informed and to chart pupil progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement

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### DOMAIN: Professional Practice

**Competency: Teachers use appropriate technology in their teaching practices and related professional responsibilities.**

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- uses technology when appropriate to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures, and decision making
- models and promotes effective use of technology to promote pupil learning
- demonstrates effective use of technology as it relates to school operations and board expectations

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.











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## Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and teachers may reference in the Log of Teaching Practice.

Age-appropriate assessment tools, including modifications for students  
Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs  
Differentiated lessons and assessments  
Feedback on assignments from teacher and/or student  
Flyers, pictures, treasure boxes  
Goal-setting activities  
Learning centres  
Lessons and assignments that show authentic assessment practices  
Letters to parents, monthly classroom newsletters that reflect the diversity of the school community  
List of classroom expectations and routines  
List of daily/weekly routines and use of instructional time  
Log of student remedial support  
Manipulatives, media tools  
Multifaith calendar  
Open house/curriculum night/education week materials  
Parent conference materials  
Parent/teacher/student interviews and conferences  
Photos of classroom bulletin boards, student activities  
Plans showing results of collaboration with other teachers, (e.g., English as a Second Language)  
Posters, photos, bulletin boards, displays of student work  
Reading and reasoning targets, data analysis and prompts  
Records of student achievement  
Reflective journals  
Resources and classroom materials that reflect diversity  
Sample lesson and unit plans using modules, curriculum integration  
Sample progress reports and report cards  
Sample safety routines  
Samples of student reflection  
Samples of student work  
Samples of tests, rubrics, checklists, anecdotal comments  
Self and peer assessments  
Student of the week certificates, positive notes  
Student portfolios  
Student presentations  
Student-designed assignments  
Use of achievement charts/performance standards  
Use of classroom data to improve lessons  
Use of community resources and guest speakers  
Use of curriculum unit planner  
Word wall and classroom visuals

**Add Other Sources of Evidence**