

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.

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 a 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 are dedicated in their efforts to teach and support pupil learning and achievement.

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.

- assists learners in practising new skills by providing opportunities for guided practice
- provides for active pupil participation in the learning process
- employs a balance of pupil- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- uses a variety of teaching strategies suited to the individual needs of pupils

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

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 a 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 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

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

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

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 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

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

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 a 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: Professional Knowledge

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

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.

- 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

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

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 a 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: 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

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

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 a 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: 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

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

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 a 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: Professional Knowledge

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

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 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

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

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 a 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: 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

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

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 a 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: 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

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

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 a 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: 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

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

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 a 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: Professional Practice

Competency: Teachers adopt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.

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.

- assesses and reviews program delivery for relevancy
- uses provincial achievement standards and competency statements as a reference point for evaluation of teaching
- modifies program to respond to needs of exceptional pupils
- effectively demonstrates knowledge of trends, techniques, and research relevant to his or her teaching

Date of Entry

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

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 a 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: Professional Practice

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

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 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.

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 a 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: Leadership in Learning Communities

Competency: Teachers collaborate with other teachers and schools colleagues to create and sustain learning communities in their classrooms and in their schools.

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.

- learns with and from colleagues and others in the communities of learners
- pursues and effectively shares knowledge about current thinking, trends and practices in education with colleagues
- works cooperatively with colleagues to solve pupil, classroom, and school concerns
- participates as an effective team member and shares expertise with others, e.g., by acting as mentor, peer coach, or associate teacher
- participates effectively by contributing to grade, division, and/or subject teams
- participates effectively on committees by organizing school-based activities, e.g., school/parish initiatives, graduation, theme days
- shares learning acquired through participation on system-wide or provincial initiatives with colleagues
- serves as a resource to colleagues, e.g., in the effective use of technology, assessment strategies, classroom management
- creates worthwhile opportunities for pupils, their parents, and community members to share their learning, knowledge, and skill with others and within the class or school

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

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 a 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: Leadership in Learning Communities

Competency: Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

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.

- reaches out to parents and to diverse local communities, inviting them to share their knowledge and skills in supporting effective classroom and school activities
- engages others effectively through shared problem solving and conflict resolution
- initiates contact with other professionals and community agencies to assist pupils and their families, where appropriate
- cooperates and works readily with the school's support team
- serves on the school council as a teacher advisor
- sets up partnership with local library, music centre, science centre, business recreation centre, or career centre to develop resources to enhance career opportunities and pupil achievement
- contributes research to professional publications, subject councils, or other professional organizations
- participates in, give presentations at, and effectively organizes conferences, workshops, and institutes to enhance pupil achievement

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

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 a 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: Ongoing Professional Learning

Competency: Teachers engage in ongoing professional learning and apply it to improve their teaching 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.

- seeks input from colleagues, consultants, or other appropriate support staff and effectively applies it to enhance teaching practices
- identifies areas for professional growth; attends workshops, appropriate seminars, or courses to respond to changes in education/policies and practices; and effectively applies information to enhance teaching practices
- participates willingly and effectively in professional learning, study groups, and in-service programs to enhance skill development or broaden knowledge
- observes other teachers, acquires best practices, and effectively applies new information/techniques to enhance teaching practices
- reads professional journals, books, Internet sites, or any articles related to educational contexts and effectively shares with peers
- keeps a portfolio recording his or her learning experiences and effectively relates them to educational contexts
- participates in workshops, seminars, courses, and in-service programs; or reads books, articles, journals, and Internet sites; or reflects with others to better understand human nature to become a better human being and a model for pupils
- explores ways to access and to use educational research

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

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 a 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:

Competency:

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.

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

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

Log of Teaching Practice