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## Evidence Log for New Teachers (Optional)

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### Suggestions for Using the Evidence Log

#### How is the Evidence Log used?

The Evidence Log 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 as they occur. The log uses 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 Evidence Log be used in the performance appraisal process for new teachers?

The Evidence Log can be used to record selected information about specific occurrences related to a new teacher's learning and development in relation to the competencies that are the focus of the appraisal process for new 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 new 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 Evidence Log form provided for each of the eight competencies that provide the appraisal focus for new teachers. Principals and teachers may use the blank Evidence Log form for other competencies if they wish.

#### Who maintains the Evidence Log?

The Evidence Log may be used by principals and teachers who can each keep their own logs.

#### What occurrences are relevant for recording in the Evidence Log?

The occurrences or instances that can be recorded in the Evidence Log should be relevant to the eight competencies that are the focus of the performance appraisal process for new teachers. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways in which a competency may be observed in practice are included on the Evidence 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 new teachers. Principals and teachers may use other examples they identify to develop a shared understanding of what teachers should demonstrate in their teaching.

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

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

#### Where should documents and other materials referenced in the Evidence Log be stored?

Principals and teachers can each set up files to support what they record in their Evidence Log. One approach is to set up a file that contains individual folders related to each of the competencies and use the folders to house evidence gathered.

## Evidence Log (Optional Resource)

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 Evidence Log 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 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, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge effectively about 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 students who learn in a variety of ways
- effectively motivates pupils to improve pupil learning
- models and promotes the joy of 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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USER:  Teacher  Principal

<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>
<input type="text"/>	<input type="text"/>
<b>Teaching Assignment</b>	<b>Date (yyyy/mm/dd)</b>
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## 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 student participation in the learning process
- employs a balance of student- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- encourages students to excel to the best of their ability
- utilizes a variety of teaching strategies suited to the individual needs of students

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

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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 students by maintaining positive interactions
- promotes polite and respectful student interactions
- addresses inappropriate student 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.**

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

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### DOMAIN: Professional Knowledge

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

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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 student safety and welfare
- knows, follows, and explains appropriate legislation, local policies, and procedures

**Date of Entry**

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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 the students
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address student needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists students to develop and use ways to access and critically assess information
- uses a clear and consistent format to present instruction

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### DOMAIN: Professional Practice

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

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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
- demonstrates a positive, professional attitude when communicating with parents, students, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher–student conferences
- communicates clear, challenging, and achievable expectations for students

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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.**

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

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#### Competency:

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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 Evidence Log.**

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., in 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**

**Evidence Log**