

Appendix G

Log of Teaching Practice for Experienced Teachers (Optional Form)

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 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 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 contains specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth.

When logs are kept simultaneously by both the principal and the teacher, these logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. An individual log form is provided for each of the 16 competencies. Principals and teachers may use the blank Log of Teaching Practice 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 any of the 16 competencies that form the basis of the performance appraisal process for experienced teachers. 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 explicit some of the specific skills, knowledge, and attitudes expected of experienced teachers. Principals and teachers may use these examples and may identify and use others as well 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 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.

Where should documents and other materials referenced in the Log of Teaching Practice be stored?

Principals and teachers can each set up files to support what they record in their 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. Please refer to your board's policy.

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name	Teacher's First Name
<input type="text"/>	<input type="text"/>
Principal's Last Name	Principal's First Name
<input type="text"/>	<input type="text"/>
Teaching Assignment	Date (yyyy/mm/dd)
<input type="text"/>	<input type="text"/>

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 the kinds and sources of evidence identified.
<input type="text"/>	<input type="text"/>

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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
- uses a variety of teaching strategies suited to the individual needs of students

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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 to 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 students 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 with respect to possible career paths

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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.

- exhibits an understanding of and the ability to explain subject areas when teaching the Ontario curriculum
- 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

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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 criticism as part of evaluation
- aligns assessment strategies with learning objectives
- uses appropriate diagnostic techniques to assess student difficulties
- employs formative and summative assessments to check for understanding
- uses a variety of appropriate teaching techniques to engage students
- uses a variety of assessment strategies and instruments to make both short- and long-term decisions to improve student 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 students in varied learning experiences
- provides opportunities for students to share their interests and demonstrates their involvement in learning
- ensures that all students 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.

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

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DOMAIN: Teaching 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 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

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DOMAIN: Teaching 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, students, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher–student conferences
- communicates clear, challenging, and achievable expectations to and for students

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DOMAIN: Teaching 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 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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DOMAIN: Teaching Practice

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

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

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DOMAIN: Teaching 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 student learning
- demonstrates effective use of technology as it relates to school operations and board expectations

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DOMAIN: Leadership and Community

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

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- learns with and from colleagues and others in the communities of learners
- pursues and effectively shares with colleagues knowledge about current thinking, trends, and practices in education
- works cooperatively with colleagues to solve student, 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 with colleagues learning acquired through participation on system-wide or provincial initiatives
- serves as a resource to colleagues (e.g., in the effective use of technology, assessment strategies, classroom management)
- creates worthwhile opportunities for students, their parents, and community members to share their learning, knowledge, and skill with others and within the class or school

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DOMAIN: Leadership and Community

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

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- 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 students 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 students' career opportunities and achievement
- contributes research to professional publications, subject councils, or other professional organizations
- participates in, give presentations at, and organizes conferences, workshops, and institutes to enhance student achievement

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DOMAIN: Ongoing Professional Learning	
Competency: Teachers engage in ongoing professional learning and apply it to improve their teaching practices.	
<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"> • 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 the information 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 • explores ways to access and to use educational research 	
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DOMAIN:

Competency:

The principal and teacher list examples of possible ways the competency may be shown in 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.

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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