

Appendix F

Log of Teaching Practice for New Teachers (Optional Form)

Suggestions for Using the Log of Teaching Practice

How is the Log of Teaching Practice used?

The 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 new teachers?

The log can be used to record selected information about specific occurrences related to a new teacher's learning and development in relation to the eight competencies that are the focus of the appraisal process for new 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 new 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 eight competencies that provide the appraisal focus for new teachers. 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 can be recorded in the log should be relevant to any of 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 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 new 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 New Teachers

USER: Teacher Principal

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|------------------------------|-------------------------------|
| 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. | |
| <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"> ▪ applies knowledge 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 all students, who learn in a variety of ways ▪ effectively motivates students to improve student 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 the kinds and sources of evidence identified. |
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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. | |
| <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"> ▪ assists students 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 | |
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| DOMAIN: Commitment to Pupils and Pupil Learning | |
|--|--|
| Competency: Teachers treat all pupils equitably and with respect. | |
| <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"> ▪ 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 ▪ values and promotes fairness and justice and adopts anti-discriminatory practices with 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. | |
| <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"> ▪ 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. | |
| <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"> ▪ 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: Teaching Practice | |
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| 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. | |
| <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"> ▪ 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: Teaching Practice | |
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| Competency: Teachers communicate effectively with pupils, parents, and colleagues. | |
| <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"> ▪ 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 their 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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| DOMAIN: | |
| Competency: | |
| <p>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.</p> <ul style="list-style-type: none"> • • • • • | |
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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., 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