

What is Evidence?

Webinar Two

Webinar Resources

Types Of Evidence (Necessary And Sufficient)

My Evidence Shows	Focus	Possible Sources Of Evidence
Outcomes	<p>Impact on child/student learning across the curriculum</p> <p>Impact on the organisation's culture</p>	<ul style="list-style-type: none"> - Assessment information - Child/student Voice - Parent/whānau voice - Colleague voice
Teaching	<p>Teacher curriculum content knowledge</p> <p>Actual teaching practice</p> <p>Interactions with other staff, parents/whānau</p>	<ul style="list-style-type: none"> - Teaching/Lesson observation - Child/student voice - Parent/whānau voice - Teacher voice - Colleague voice
Planning	<p>Teacher conception</p> <ul style="list-style-type: none"> - espoused theory of teaching and learning - espoused theory of professional relationships 	<ul style="list-style-type: none"> - Short and Long term planning - Planning for Teacher Inquiry or Self-Review - Resources - Centre/classroom environment

Backward mapping the evidence (Jane - ECE)

Curating evidence of your extraordinary, everyday practice, connecting your practice to the PTC and how your practice and the PTCs relate to Tātaiako.

Tātaiako Cultural competency	Whanaungatanga	Manaakitanga	Tangata whenuatanga	Ako	Wānanga	Ako	Manaakitanga	Ako	Tangata whenuatanga	Tangata whenuatanga	Wānanga	Wānanga Ako
PTC	1 relationships	2 well being	3 Treaty	4 ongoing PD	5 leadership	6 learning plans	7 Inclusive environment	8 learning	9 diversity	10 bicultural	11 assessment	12 inquiry
Three learning stories	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
Parent feedback	✓	✓		✓	✓		✓	✓				✓
Observations by my appraiser	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
Planning				✓		✓		✓	✓		✓	✓
Self-reviews	✓	✓		✓		✓	✓	✓	✓		✓	✓

Backward mapping the evidence (George - Primary)

Curating evidence of your extraordinary, everyday practice, connecting your practice to the PTC and how your practice and the PTCs relate to Tātaiako.

Tātaiako Cultural competency	Whanaungatanga	Manaakitanga	Tangata whenuatanga	Ako	Wānanga	Ako	Manaakitanga	Ako	Tangata whenuatanga	Tangata whenuatanga	Wānanga	Wānanga Ako
PTC	1 relationships	2 well being	3 Treaty	4 ongoing PD	5 leadership	6 learning plans	7 Inclusive environment	8 learning	9 diversity	10 bicultural	11 assessment	12 inquiry
Inquiry (Developing student self- regulation)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Student voice	✓	✓		✓	✓		✓	✓	✓			✓
Observation by my appraiser	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Planning including literacy and numeracy			✓	✓		✓		✓	✓	✓	✓	✓
Analysis of achievement data			✓	✓	✓	✓		✓	✓	✓	✓	✓

Backward mapping the evidence (Lesieli – Secondary)

Curating evidence of your extraordinary, everyday practice, connecting your practice to the PTC and how your practice and the PTCs relate to Tātaiako.

Tātaiako Cultural competency	Whanaungatanga	Manaakitanga	Tangata whenuatanga	Ako	Wānanga	Ako	Manaakitanga	Ako	Tangata whenuatanga	Tangata whenuatanga	Wānanga	Wānanga Ako
PTC	1 relationships	2 well being	3 Treaty	4 ongoing PD	5 leadership	6 learning plans	7 Inclusive environment	8 learning	9 diversity	10 bicultural	11 assessment	12 inquiry
Analysis of achievement data				✓		✓		✓			✓	✓
Student feedback	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Observations by my appraiser	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Planning			✓	✓	✓	✓		✓	✓	✓	✓	

What I might talk with my appraiser about

1. The progress my ākonga have made so far this year, especially my priority learners. How I know how they are progressing.
2. The extent to which my ākonga can talk about their learning in ways that indicate the growth of self-regulation and key competencies and that their culture, identity and languages are respected.
3. My inquiry. How it is going. What I have noticed about my changed practice and the impact on my ākonga.
4. The various sources and perspectives I have used in my evidence.
5. Reflecting on this evidence; how it has impacted on my practice and what my next steps might be.
6. How all of my evidence provides information that will help me set my next learning goal/inquiry into practice.
7. How what I am sharing with my appraiser indicates I have met the PTC and the Tātaiako Cultural Competencies.
8. The PTC not represented in my evidence to date and what I might need to do about this.

Appraisal Summary Report (ECE)

Appraisee:	Jane
Appraiser:	Barbara

List of evidence verified by appraiser

These aspects are independently verified as being completed during the appraisal period (keep files accessible for review)

Evidence sources	Teaching observations and reflection / discussions	Discussions e.g. Staff meetings Parent feedback	Assessment and planning documentation e.g. Learning stories	Inquiry Portfolio	Professional development e.g. readings, discussions	Relevant self-reviews completed
Perspectives (listed) e.g. colleagues, parents, children	23/2/13 6/5/13 14/9/13	Feedback from parents	Three learning stories	Completed and archived on google site	Ongoing in my inquiry	Verified by appraiser: 23/3/13 6/6/13 14/9/13

General Review - appraisee to complete

Aspects of the year that were most rewarding or satisfying and why

- Being able to use learning stories effectively to improve my practice. I am noticing more about what the children are learning
- Involving parent feedback in my learning stories
- Getting other teachers more involved in contributing to the learning stories
- The professional discussions we have had as a team

Aspects of the year that were the least rewarding or satisfying and why

- The learning stories are time consuming to write and I need to find ways to be more efficient

Summary of contributions – curriculum / pastoral / co-curricular

- Worked with the team to develop learning story guidelines
- Regularly contribute at staff meetings

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Summary of achievement of professional responsibilities - *appraisee/appraiser to complete after discussion - Related to the Responsibilities and Practising Teacher Criteria*

Tātaiako/PTC	Comments (Impact on learners)	Next steps (for teaching and learning)
Whanaungatanga (RTC 1)	Jane is noticing the children’s progress in learning more deliberately.	Jane recognises that she needs to strengthen her practice around te reo Māori and promoting our bicultural heritage. This is a need for all of our teachers.
Ako (PTC 4,6,8,and 12)	She is using her learning stories and getting really good feedback from parents. She is listening to the feedback well. For example one parents said she did not know what to write about her child’s learning. Jane has worked with that parent to support her with ideas.	Jane’s next goal: To effectively plan, support and extend children’s learning further not just spontaneously but also in future planned experiences
Tangata Whenuatanga (PTC 3,9 and 10)	More children are independently accessing their portfolios to read and share with others. Parents are now directly contributing to assessment in a range of ways such as sharing stories with teachers, writing comments on the bottom of stories and writing stories themselves (particularly about holidays and special events).	
Manaakitanga (PTC 2, 7)		
Wānanga (PTC 5, 11 and 12)		

Evaluation of goals - appraisee/appraiser to complete after discussion

Objective (copy and paste from Portfolio)	Evaluation / Comment on achievement
By the end of this year I am writing learning stories so that they effectively engage learners, whanau and teachers therefore supporting children's learning.	As a result of my work in this goal, I have discovered that I do a lot about assessment and have started to think more about planning. As my mentor has noted: "As we discussed you support children's learning well during the spontaneous interactions you engage in. The next step is to take what you know about children's learning and use it to extend their learning both in future spontaneous interactions and planned experiences."

Areas for future development - appraisee/appraiser to complete after discussion

To effectively plan, support and extend children's learning further not just spontaneously but also in future planned experiences
Develop te reo skills and incorporate these new skills in my teaching and interactions with the children

Closing remarks - appraiser to complete after discussion

Jane has successfully engaged with the appraisal process and actively sought feedback from colleagues and parents. She has a strong focus on children's learning and had strengthened her assessment capability through her inquiry.

With reference to the evidence and discussion between appraisee and appraiser the following PTC have not been evidenced:

PTC 3 and 10. Jane will focus on gathering evidence of these PTC in her next appraisal.

Signatures

<i>Barbara Watson</i> (Appraiser)	13/11/14
<i>Jane Jones</i> (Appraisee)	13/11/14
Jeannette Conning Professional Leader (e.g. Centre Manager/Owner, senior teacher)	14/11/14

Appraisal Summary Report (Primary)

Appraisee:	George
Appraiser:	Julie

List of evidence verified by appraiser These aspects are independently verified as being completed during the appraisal period (keep files accessible for review)

Evidence sources	Lesson observations and discussions	Student feedback	Analysis of achievement data	Inquiry Portfolio	Relevant self-reviews completed	Teacher planning and assessment documentation
Perspectives (listed) e.g. Students, colleagues, parents	23/3/13 6/6/13 14/9/13	Interviews beginning and during inquiry	All students tracked and in particular evidence of target students collated in my inquiry	Completed and archived on google site	Ongoing in my inquiry	Verified by appraiser: 23/3/13 6/6/13 14/9/13

General Review - appraisee to complete

Aspects of the year that were most rewarding or satisfying and why

- Seeing my target group accelerate their learning because of the changes I made to my teaching.
- The way the boys engaged with both the drama and the blogs. This definitely motivated them to write
- Becoming more focussed on what I needed to teach (content) to meet the learning needs of students
- Becoming familiar with the Literacy Learning Progressions and sharing them with the students

Aspects of the year that were the least rewarding or satisfying and why

- I found it interesting that the girls in my target group did not engage with blogging as enthusiastically as the boys. I struggled at times to find the right ways of motivating the girls.
- The continual attendance issues with one student made it hard to get the accelerated learning I had expected.

Summary of contributions – curriculum / pastoral / co-curricular

- eLearning team. Assisted in facilitation of staff meetings
- Coached hockey team

Summary of achievement of professional responsibilities - appraisee/appraiser to complete after discussion - Related to the Responsibilities and Practising Teacher Criteria

Tātaiako/PTC	Comments (Impact on learners)	Next steps (for teaching and learning)
Whanaungatanga (PTC 1)	George has planned his programmes to meet the needs of his learners. He has analysed achievement information and used that to support his planning and his teaching practice.	George will work further on his inquiry based learning approaches and with his colleagues to develop assessment strategies in inquiry.
Ako (PTC 4,6,8,and 12)	George has been open to learning new strategies and the result has been accelerated achievement for all learners and his target group have achieved NS for Year 3.	George wants to focus on strengthening children's self-regulation and will research inquiry approaches and formative assessment strategies to deepen his understanding of how to do this.
Tāngata Whenuatanga (PTC 3,9 and 10)	George has participated fully in the school PLD on restorative justice and has evidenced his changed practice. Classroom observations confirm he has a warm and respectful relationship with the learners in his class.	
Manaakitanga (PTC 2, 7)	George has played a key role in sharing his inquiry frame work with colleagues this year.	
Wānanga (PTC 5, 11 and 12)	George has also been able to demonstrate a strong commitment to inquiry based learning. Children in George's class are able to talk with authority about their learning.	

Evaluation of inquiry goals - *appraisee/appraiser to complete after discussion*

Objective (copy and paste from Portfolio)	Evaluation / Comment on achievement
How can I engage and motivate my reluctant writers in their writing in order to raise student achievement?	I have been successful in raising achievement of all of the target learners to At or Above NS. All of my learners are now much more motivated in their writing and taking more ownership of their work.

Areas for future development - *appraisee/appraiser to complete after discussion*

<p>Strengthening student self-regulation</p> <p>Developing my te reo skills</p>

Closing remarks - *appraiser to complete after discussion*

George is a strong and competent teacher who is highly reflective of his practice and the impact he is having on his learners. George recognises that he needs to work on te reo Māori and promoting our bicultural heritage. He will include this focus in his evidence portfolio for 2014.

With reference to the evidence and discussion between appraisee and appraiser the following PTC have not been evidenced: PTC 3 and 10

Signatures

<i>Julie Brown</i> (Appraiser)	13/11/13.
<i>George Stone</i> (Appraisee)	13/11/13
Kay Robinson (Principal)	14/11/13

Appraisal Summary Report (Secondary)

Appraisee:	Leslieli
Appraiser:	Darren

List of evidence verified by appraiser

These aspects are independently verified as being completed during the appraisal period (keep files accessible for review)

Evidence sources	Lesson observations and reflection / discussions	Student evaluation and feedback	Analysis of summative student achievement data	PLD Portfolio	Relevant self-reviews completed	Teacher planning and markbook documentation
Perspectives (listed) e.g. Students, colleagues, parents	23/2/13 6/5/13 14/9/13	Student survey conducted by my curriculum coach	NCEA data for 2012	Completed and archived on One note	Ongoing in my PLD notes	Verified by appraiser: 23/2/13 6/11/13

General Review - appraisee to complete

Aspects of the year that were most rewarding or satisfying and why

- Improved relationships with my students. I feel like I have come to know many of my students more than I have in previous years.
- Better understanding of the kotahitanga principles and their application in my class. The videos have been really helpful. Ruth's story – ako really helped me see that developing self-belief with students is really important if I want them to be engaged in my classes.
- Improved attendance of my at risk students

Aspects of the year that were the least rewarding or satisfying and why

- Struggled at times with meeting deadlines for reporting.
- Still have three students in my Year 10 class who are absent frequently and nothing I have tried has kept them in class.

Summary of contributions – curriculum / pastoral / co-curricular

- Active participant in our PLGs. Te kotahitanga videos have been really helpful.
- Regularly attend AATEL meetings and workshops

Summary of achievement of professional responsibilities - *appraisee/appraiser to complete after discussion - Related to the Responsibilities and Practising Teacher Criteria*

Tātaiako/PTC	Comments (Impact on learners)	Next steps (for teaching and learning)
Whanaungatanga (PTC 1)	<p>Leslieli has changed her teaching approaches to develop ako in her classes. Students report a strong sense of belonging in her classes and attendance rates have improved significantly for students who have, in the past, had poor attendance.</p> <p>Observations in Leslieli’s classes show that she is selecting teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for the diverse needs of her students.</p> <p>Leslieli demonstrates effective management of the learning setting which incorporates successful strategies to engage and motivate ākongā</p> <p>Leslieli engages in respectful and collaborative professional relationships with: students and her teaching colleagues.</p> <p>The internal assessments show that the vast majority of her students are well placed to achieve their qualifications. The summative data will be fully reviewed in January.</p>	<p>Continue to explore teaching strategies that are differentiated to meet the diverse needs of students.</p> <p>Analyse NCEA data when it is available in January.</p> <p>Meet with her appraiser to determine development goals for 2014.</p>
Ako (PTC 4,6,8,and 12)		
Tangata Whenuatanga (PTC 3,9 and 10)		
Manaakitanga (PTC 2, 7)		
Wānanga (PTC 5, 11 and 12)		

Evaluation of inquiry goals - *appraisee/appraiser to complete after discussion*

Objective (copy and paste from Portfolio)	Evaluation / Comment on achievement
<p>What can I do to motivate my three at risk students to achieve level 2 NCEA?</p> <p>Goal: By the end of the year I am using strategies that engage all of my priority students so that they achieve NCEA Level 2.</p>	<p>All but one of my targeted students is well placed to achieve sufficient credits in English to achieve Level Two NCEA.</p> <p>In 2012 85% of my students achieved NCEA Level Two. This year I believe that 92% of my students will achieve Level two NCEA.</p>

Areas for future development - *appraisee/appraiser to complete after discussion*

Keep working on te kotahitanga strategies.
 Look at Pasifika Plan and look at how I can better support my Pasifika students.
 Develop more differentiation strategies.

Closing remarks - *appraiser to complete after discussion*

Leslieli has fully participated in her own and the English departments PLD focus. Relationships with students has been a key element of the PLD and Leslieli has implemented many of the strategies in her classes.
 Leslieli shows a high level of commitment to her students and has ensured that they experience success in her classes.

With reference to the evidence and discussion between appraisee and appraiser all PTC have been met.

Signatures

Darren Tuffy.....Appraiser	13/11/14
Leslieli ...Topui.....Appraisee	13/11/14
...Steve CollardPrincipal	14/11/14

Appraisal Summary Report (ECE)

Appraisee:	
Appraiser:	

List of evidence verified by appraiser

Evidence sources	Teaching observations and reflection / discussions	Discussions e.g. Staff meetings Parent feedback	Assessment and planning documentation e.g. Learning stories	Inquiry Portfolio	Professional development e.g. readings, discussions	Relevant self-reviews completed
Perspectives (listed) e.g. colleagues, parents, children						

These aspects are independently verified as being completed during the appraisal period (keep files accessible for review)

General Review - appraisee to complete

Aspects of the year that were most rewarding or satisfying and why

Aspects of the year that were the least rewarding or satisfying and why

Summary of contributions – curriculum / pastoral / co-curricular

Summary of achievement of professional responsibilities - *appraisee/appraiser to complete after discussion - Related to the Responsibilities and Practising Teacher Criteria*

Tātaiako/PTC	Comments (Impact on learners)	Next steps (for teaching and learning)
Whanaungatanga (PTC 1)		
Ako (PTC 4,6,8,and 12)		
Tangata Whenuatanga (PTC 3,9 and 10)		
Manaakitanga (PTC 2, 7)		
Wānanga (PTC 5, 11 and 12)		

Evaluation of goals - *appraisee/appraiser to complete after discussion*

Objective (copy and paste from Portfolio)	Evaluation / Comment on achievement

Areas for future development - *appraisee/appraiser to complete after discussion*

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Closing remarks - *appraiser to complete after discussion*

With reference to the evidence and discussion between appraisee and appraiser all PTC have been met.

OR

With reference to the evidence and discussion between appraisee and appraiser the following PTC have not been evidenced:

Signatures

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Appraisal Summary Report (Primary)

Appraisee:	
Appraiser:	

List of evidence verified by appraiser These aspects are independently verified as being completed during the appraisal period (keep files accessible for review)

Evidence sources	Lesson observations and discussions	Student feedback	Analysis of achievement data	Inquiry Portfolio	Relevant self-reviews completed	Teacher planning and assessment documentation
Perspectives (listed) e.g. Students, colleagues, parents						

General Review - appraisee to complete

Aspects of the year that were most rewarding or satisfying and why

Aspects of the year that were the least rewarding or satisfying and why

Summary of contributions – curriculum / pastoral / co-curricular

Summary of achievement of professional responsibilities - *appraisee/appraiser to complete after discussion - Related to the Responsibilities and Practising Teacher Criteria*

Tātaiako/PTC	Comments (Impact on learners)	Next steps (for teaching and learning)
Whanaungatanga (PTC 1)		
Ako (PTC 4,6,8,and 12)		
Tangata Whenuatanga (PTC 3,9 and 10)		
Manaakitanga (PTC 2, 7)		
Wānanga (PTC 5, 11 and 12)		

Evaluation of inquiry goals - *appraisee/appraiser to complete after discussion*

Objective (copy and paste from Portfolio)	Evaluation / Comment on achievement

Areas for future development - *appraisee/appraiser to complete after discussion*

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Closing remarks - *appraiser to complete after discussion*

With reference to the evidence and discussion between appraisee and appraiser all PTC have been met.

OR

With reference to the evidence and discussion between appraisee and appraiser the following PTC have not been evidenced

Signatures

Appraisal Summary Report (Secondary)

Appraisee:	
Appraiser:	

List of evidence verified by appraiser

These aspects are independently verified as being completed during the appraisal period (keep files accessible for review)

Evidence sources	Lesson observations and reflection / discussions	Student evaluation and feedback	Analysis of summative student achievement data	PLD Portfolio	Relevant self-reviews completed	Teacher planning and markbook documentation
Perspectives (listed) e.g. Students, colleagues, parents						

General Review - *appraisee to complete*

Aspects of the year that were most rewarding or satisfying and why

Aspects of the year that were the least rewarding or satisfying and why

Summary of contributions – *curriculum / pastoral / co-curricular*

Summary of achievement of professional responsibilities - *appraisee/appraiser to complete after discussion - Related to the Responsibilities and Practising Teacher Criteria*

Tātaiako/PTC	Comments (Impact on learners)	Next steps (for teaching and learning)
Whanaungatanga (PTC 1)		
Ako (PTC 4,6,8,and 12)		
Tangata Whenuatanga (PTC 3,9 and 10)		
Manaakitanga (PTC 2, 7)		
Wānanga (PTC 5, 11 and 12)		

Evaluation of inquiry goals - *appraisee/appraiser to complete after discussion*

Objective (copy and paste from Portfolio)	Evaluation / Comment on achievement

Areas for future development - *appraisee/appraiser to complete after discussion*

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Closing remarks - *appraiser to complete after discussion*

With reference to the evidence and discussion between appraisee and appraiser all PTC have been met.

OR

With reference to the evidence and discussion between appraisee and appraiser the following PTC have not been evidenced

Signatures

