What is Evidence?
Workshop Two

Workshop Resources

Current Reality

1	2	3	4	5	6	7	8	9	10
'I have read the PTC and I don't know where to start'									'I am very clear about what evidence I need and how to set it up'
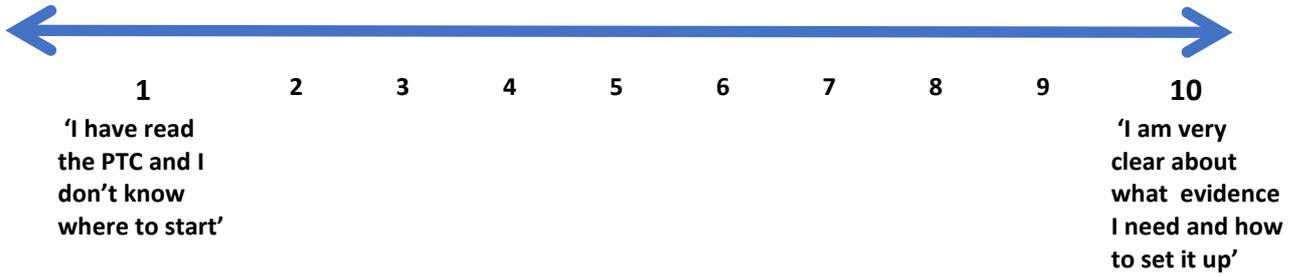
Having completed workshop one, the webinar and attended a PLG where do you position yourself today?

My Big Question/s for today

'A Teacher's Voice': What is Evidence

What are the key messages in this paper?

How do the writer's views match with my own experiences?

Does the reading challenge my views?

How does this reading contribute my understanding of appraisal?

Evaluative Capability: The Appraisal Process

Describe what good looks like

↓

Work with colleagues to develop indicators, illustrations, rubrics, to shape a full understanding of 'good'

↓

Ask the evaluative question: How does my practice enact each of the PTC and overall?

↓

Determine the perspectives and sources of evidence (necessary and sufficient) that can be used to answer this question

↓

Use suitable processes to answer this question

↓

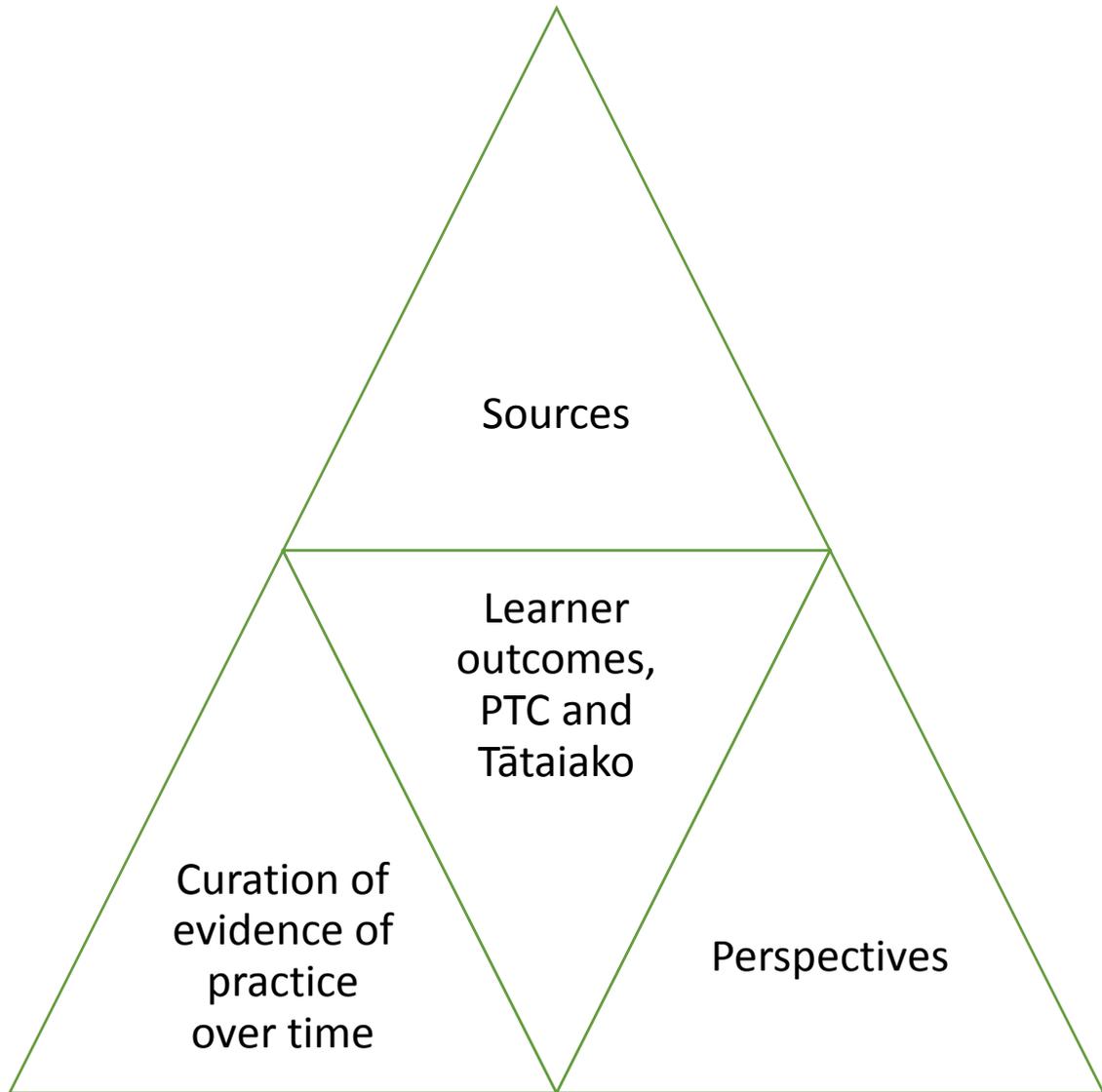Evaluate the evidence (necessary and sufficient) and what it tells me about my practice

↓

Use the evidence to examine whether there is a significant gap between my practice and 'good'

↓

Answer the evaluative question by reaching a reasoned conclusion and decide on the next steps for my learning

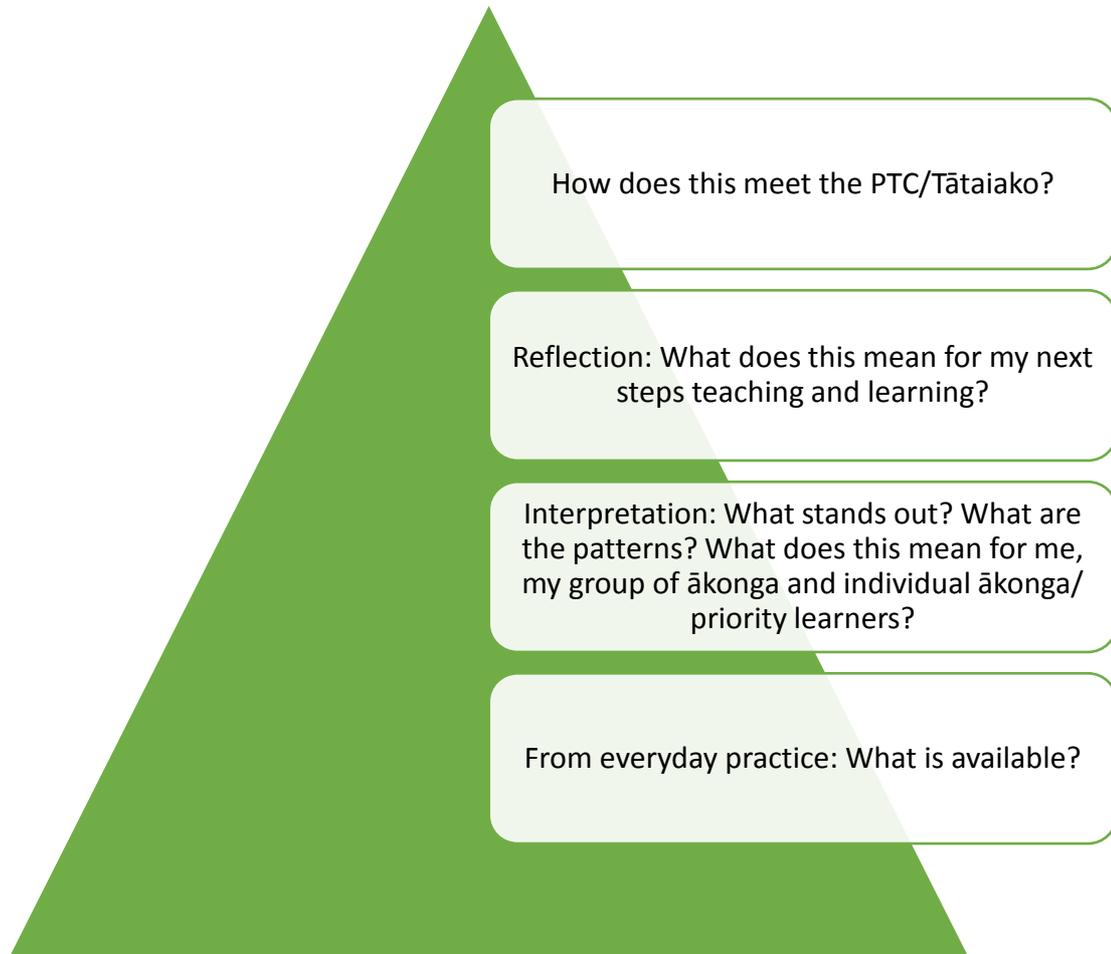## Sources and Perspectives

List the sources of evidence you have brought today

Now list the perspectives represented. Are there any gaps? What are they? How might you address the gaps?

Types of Evidence: Necessary and Sufficient

My Evidence Shows	Focus	Sources Of Evidence
Outcomes	Impact on child/student learning across the curriculum Impact on the organisation's culture	– Assessment information – Child/student Voice – Parent/whānau voice – Colleague voice – Teaching/Lesson observation – Teacher voice
Teaching	Teacher curriculum content knowledge Actual teaching practice Interactions with other staff, parents/whānau	
Planning	Teacher conception – espoused theory of teaching and learning – espoused theory of professional relationships	– Short and Long term planning – Planning for Teacher Inquiry or Self Review – Resources – Centre/classroom environment

Evidence Analysis Tool: Identifying Significance

How does this meet the PTC/Tātaiako?

Reflection: What does this mean for my next steps teaching and learning?

Interpretation: What stands out? What are the patterns? What does this mean for me, my group of ākonga and individual ākonga/ priority learners?

From everyday practice: What is available?

Option One: Evidence Analysis – Backward Mapping PTC and Tātaiako

	Goals:	
		Comments and Dates
1	**Establish and maintain effective professional relationships focussed on the learning and well-being of all ākonga**	
2	**Demonstrate commitment to promoting the well-being of all ākonga**	
3	**Demonstrate commitment to bicultural partnership in Aotearoa New Zealand**	
4	**Demonstrate commitment to ongoing professional learning and development of personal professional practice**	
5	**Show leadership that contributes to effective teaching and learning**	
6	**Conceptualize, plan and implement an appropriate learning programmes**	

		Comments and Dates
7	**Promote a collaborative inclusive and supportive learning environment**	
8	**Demonstrate in practice their knowledge and understanding of how ākonga learn**	
9	**Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga**	
10	**Work effectively within the bicultural context of Aotearoa New Zealand**	
11	**Analyse and appropriately use assessment information which has been gathered formally and informally**	
12	**Use critical inquiry and problem solving effectively in their professional practice**	

Option Two: Backward mapping the evidence

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

	Whanaungatanga	Manaakitanga	Tangata whenuatanga	Ako	Wānanga	Ako	Manaakitanga	Ako	Tangata whenuatanga	Tangata whenuatanga	Wānanga	Wānanga Ako
Tātaiako: Cultural competency												
Evidence sources	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

Option Three: Backward Mapping Evidence for *Practising Teacher Criteria* and *Tātaiako*

Goals:			
Whanaungatanga: Relationships (students, school wide, community) with high expectations			
PTC Criteria: Professional relationships and professional values			
PTC Criteria	**PTC Indicators**	**Necessary and sufficient evidence**	**How will I organise my evidence?**
1 **Establish and maintain effective professional relationships focused on the learning and well-being of all ākonga**	i. engage in ethical, respectful, positive and collaborative professional relationships with: – ākonga – teaching colleagues, support staff and other professionals – whānau and other carers of ākonga – agencies, groups and individuals in the community	Feedback from learners, parents/whānau and colleagues using interviews/surveys	e.g. upload to online

Ako: Practice in the classroom and beyond				
PTC Criteria: : Professional relationships and professional values; Professional knowledge in practice				
PTC Criteria		PTC Indicators	Necessary and sufficient evidence	How will I organise my evidence?
4	**Demonstrate commitment to ongoing professional learning and development of personal professional practice**	i. identify professional learning goals in consultation with colleagues ii. participate responsively in professional learning opportunities within the learning community iii. initiate learning opportunities to advance personal professional knowledge and skills		
6	**Conceptualise, plan and implement an appropriate learning programmes**	i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents		
8	**Demonstrate in practice their knowledge and understanding of how ākonga learn**	i. enable ākonga to make connections between their prior experiences and learning and their current learning activities ii. provide opportunities for ākonga to engage with, practise and apply new learning to different contexts iii. encourage ākonga to take responsibility for their own learning and behaviour iv. assist ākonga to think critically about information and ideas and to reflect on their learning		
12	**Use critical inquiry and problem solving effectively in their professional practice**	i. systematically and critically engage with evidence and professional literature to reflect on and refine practice ii. respond professionally to feedback from other members of the learning community iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga		

Manaakitanga: Values –integrity, trust, sincerity, equity			
PTC Criteria: : Professional relationships and professional values; Professional knowledge in practice			
PTC Criteria	**PTC Indicators**	**Necessary and sufficient evidence**	**How will I organise my evidence?**
2 **Demonstrate commitment to promoting the well-being of all ākonga**	i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe ii. ii acknowledge and respect the languages, heritages and cultures of all ākonga iii. iii comply with relevant regulatory and statutory requirements	Feedback from learners, parents/whānau and colleagues Learner progress and achievement	
7 **Promote a collaborative inclusive and supportive learning environment**	i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga ii. ii. foster trust, respect and cooperation with and among ākonga		

Tangata Whenuatanga: Place based, socio-cultural awareness and knowledge				
PTC Criteria: : Professional relationships and professional values; Professional knowledge in practice				
PTC Criteria		PTC Indicators	Necessary and sufficient evidence	How will I organise my evidence?
3	**Demonstrate commitment to bicultural partnership in Aotearoa New Zealand**	i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi		
9	**Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga**	i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga iii. modify teaching approaches to address the needs of individuals and groups of ākonga		
10	**Work effectively within the bicultural context of Aotearoa New Zealand**	i. practise and develop the relevant use of te reo Māori me ngā tikanga-a iwi in context i. ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning		

table				

Wananga: Communication, problem solving, innovation				
PTC Criteria: : Professional relationships and professional values; Professional knowledge in practice				
PTC Criteria		**PTC Indicators**	**Necessary and sufficient evidence**	**How will I organise my evidence?**
5	**Show leadership that contributes to effective teaching and learning.**	i. actively contribute to the professional learning community undertake areas of responsibility effectively		
11	**Analyse and appropriately use assessment information which has been gathered formally and informally**	i. analyse assessment information to identify progress and ongoing learning needs of ākonga ii. use assessment information to give regular and ongoing feedback to guide and support further learning iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching iv. communicate assessment and achievement information to relevant members of the learning community v. foster involvement of whānau in the collection and use of information about the learning of ākonga		
12	**Use critical inquiry and problem solving effectively in their professional practice**	i. systematically and critically engage with evidence and professional literature to reflect on and refine practice ii. respond professionally to feedback from other members of the learning community i. iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga		

Evaluating our evidence

Complete this task for each member of the group

1. Take the evidence provided by one of your group of 3 or 4.

2. Check which PTC he/she believes the evidence demonstrates the extent to which they are met.

3. Talk about the evidence to see whether you are reasonably convinced that it is necessary and sufficient – check off each of the relevant PTC indicators and Tātaiako (Back map) you could use one of the analysis tools.

4. Identify any necessary or sufficiency gaps/surpluses.

5. If there are gaps in your opinion, be explicit about what would be needed to fill the gaps and meet the necessary and sufficiency requirements. If some things are irrelevant, be explicit about why you think that they are unnecessary.

6. Discuss your views with the others in the group.

7. Reach agreement about both 2. and 4.

8. Consider how all the evidence might be organised over time.

9. Repeat with the evidence provided by another in the group.

An Inquiry Minded Approach for Teachers

What are the priorities for my learners and setting? How are my learners going in relation to these priorities?

How did this new practice impact on my effectiveness as a teacher? What next with this practice?

What do I need to know/learn in order to effectively respond to these priorities?

Use evidence to support throughout the inquiry
Keep the evidence

What effect did my new practice(s) have on outcomes for my learners?

Therefore what are my development goals?

Integrate my new learning into my practice

Plan and participate in professional learning to achieve my goal(s)

Sloth Goals

S omewhat vague

L acks commitment

O pen ended

T imid

H hard to achieve

ISMART Goals

Inspiring

Specific

Measurable

Achievable

Results driven

Time-bound

Goal Setting

Using the goal frame how might these general intentions be expressed as smarter goals

1. I want my teachers to do a better job of teaching as inquiry

2. I want my teachers/learners to be more independent

3. I want my learners to be able to socialise with each other

4. I want all of my learners to accelerate their learning in reading

5. I want the learners at this school to choose my subject for NCEA

6. My assessments and planning will show how I am meeting the needs of my learners

7. My assessments will capture the continuity and complexity of learning
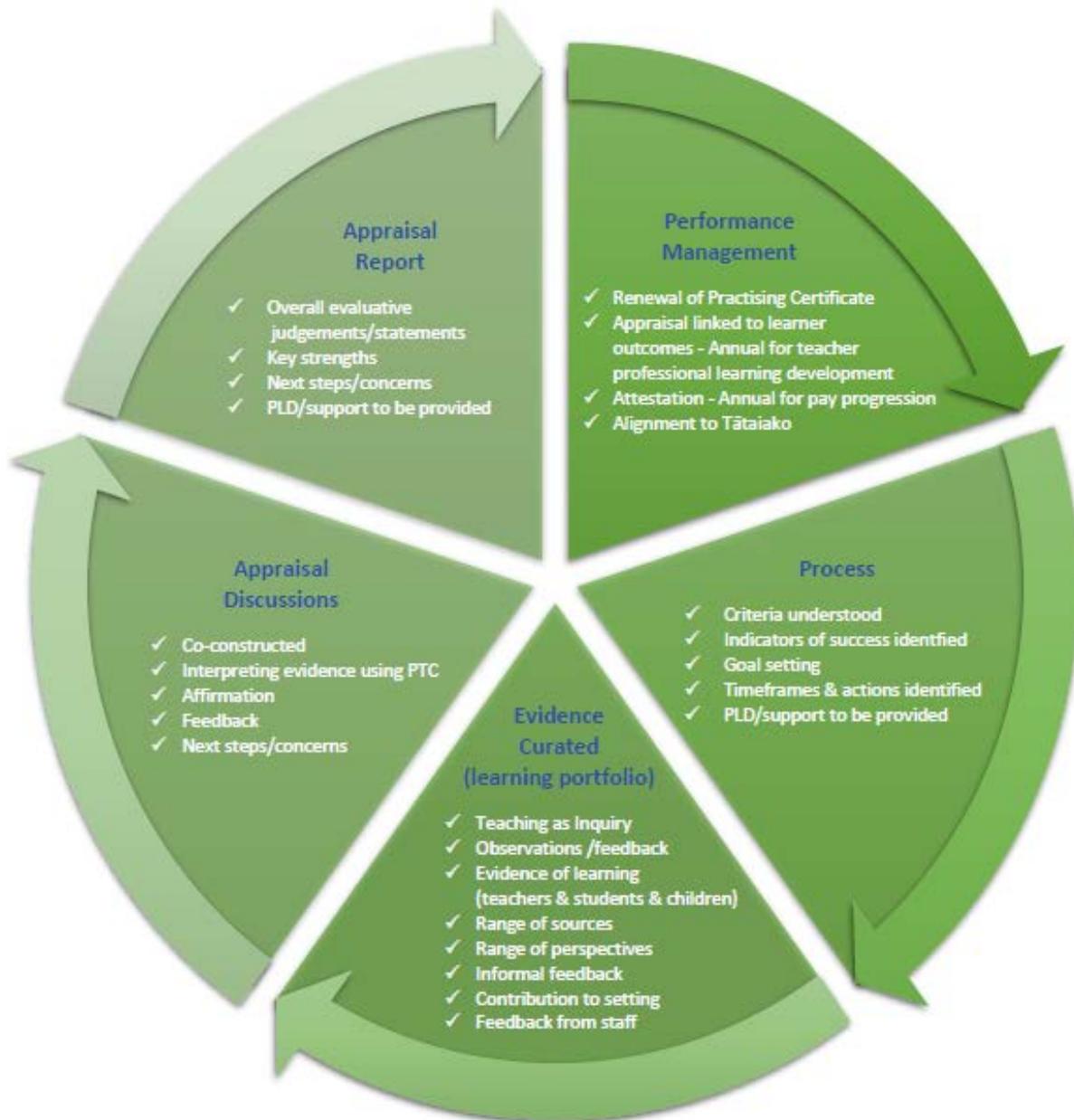
ISMART Goal

By........ (timeframe)

I am/have........ (changed practice)

So that........ (student outcomes/benefits)

Appraisal Components

Appraisal Report
- ✓ Overall evaluative judgements/statements
- ✓ Key strengths
- ✓ Next steps/concerns
- ✓ PLD/support to be provided

Performance Management
- ✓ Renewal of Practising Certificate
- ✓ Appraisal linked to learner outcomes - Annual for teacher professional learning development
- ✓ Attestation - Annual for pay progression
- ✓ Alignment to Tātaiako

Appraisal Discussions
- ✓ Co-constructed
- ✓ Interpreting evidence using PTC
- ✓ Affirmation
- ✓ Feedback
- ✓ Next steps/concerns

Process
- ✓ Criteria understood
- ✓ Indicators of success identfied
- ✓ Goal setting
- ✓ Timeframes & actions identified
- ✓ PLD/support to be provided

Evidence Curated (learning portfolio)
- ✓ Teaching as Inquiry
- ✓ Observations /feedback
- ✓ Evidence of learning (teachers & students & children)
- ✓ Range of sources
- ✓ Range of perspectives
- ✓ Informal feedback
- ✓ Contribution to setting
- ✓ Feedback from staff

What I might talk to my appraiser about

1. The progress my ākonga have made so far this year, especially my priority learners and how I know they are progressing.

2. The extent to which my ākonga can talk about their learning in ways that indicate the growth of their self-regulation and key competencies, dispositions, and that their culture, identity and languages are respected.

3. My inquiry and 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. How has this evidence impacted on my practice and what might my next steps will 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 have shared with my appraiser shows how 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.

Annual Appraisal Summary Report

Date

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 evaluations and feedback	Analysis of summative student achievement	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 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*

Closing remarks *- appraiser to complete after discussion*

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

OR

With reference to the evidence and discussion between appraisee and appraiser the following PS and PTC have not been met.

Signatures

....	....
Appraiser	Date
....	....
Appraisee	Date
....	....
Principal	Date

Second PLG Preparation

1. Start to build your portfolio of evidence.

2. Use the inquiry cycle to start identifying your goals for professional growth

PLG Meeting #2

Task

1. Bring along your portfolio of evidence referenced to the PTC and Tātaiako and more adequate than last time

2. Each participant will share their evidence and the group will ask questions about what the evidence shows (think about impact evidence)

3. What are the gaps in the evidence and what might each of you do to address any gaps in evidence?

4. How are you using your evidence to strengthen your practice? Share your goals.