

Thinking about evidence: putting together a folder or portfolio

Effective appraisal systems encourage and support teachers and professional leaders to use evidence in an evaluative way so that they more deeply understand how their learning, their teaching and their professional relationships impact on outcomes for their learners. An evidence folder or portfolio should reflect this evaluative approach where evidence is also analysed in relation to the Standards for the Teaching Profession rather than simply be used as a repository for individual items of evidence.

Referencing appraisal cycles to the Appraisal Components Diagrams

Participation in an appraisal cycle that reflects the Council's Appraisal Components Diagram and uses the Standards for the Teaching Profession to focus on quality practice will generate evidence to be used, analysed and discussed by teachers with their colleagues and with their professional leaders. It should support the professional leader's and teacher's growth and development as well as provide assurance of accountability.

Evidence: two ways

Fully Certificated and Provisionally Certificated Teachers

It is helpful to think about evidence in two ways:

1. evidence that shows you participated in an appraisal system using the Standards for the Teaching Profession. This means that you have been observed, participated in appraisal conversations and have a completed summary report. Teachers, kura, schools, services and centres hold this evidence.
2. evidence that demonstrates you meet the Standards for the Teaching Profession. This will include evidence that is used, analysed and discussed as you make your teaching decisions and implement your goals or inquiry¹. Teachers hold this evidence.

Provisionally Certificated Teachers (PCT)

Provisionally certificated teachers also participate in an annual appraisal cycle that aligns with the Standards for the Teaching Profession. However, they must receive a more intensive level of collegial guidance and support from a fully certificated mentor providing an induction and mentoring programme to gain Full Certification. Engagement in this cycle with a mentor, will allow a PCT to provide the evidence of progressing towards and then, after a minimum of two years, meeting the Standards for the Teaching Profession.

In an appraisal folder or portfolio, the PCT will also include evidence that shows they have had the induction and mentoring programme. This will include mentoring meeting notes, as well as evidence of more observations, and formal discussions than a fully certificated teacher and the summary report that verifies PCT have met all the Standards for the Teaching Profession.

¹ If you are not working towards meeting goals or undertaking inquiry, then the evidence that is included in the folder may come from aspects of their practice. This may be organised under each of the six Standards.



Evidence of your quality practice: what does this include?

Using the Quality Practice Template

It is strongly recommended that you and your colleagues develop shared understandings about what quality teaching looks like in your context. The Standards for the Teaching Profession Quality Practice Template is designed to help you do this. The practices you record become shared expectations for meeting the Standards. You will also identify and record naturally occurring evidence that is generated, discussed and analysed as part of these practices. This document would be held in the school, kura, centre, service and by teachers. It would be reviewed and added to collectively based on your response to national and local policies and priorities in your setting. The findings of teacher inquiries will also be used to contribute to the document.

It is not expected that the evidence will be copied or stored anywhere other than in its naturally occurring location. If you are not meeting the expectations recorded in the template, an appraisal conversation would be held to address the situation. This may be set up by the appraiser or appraisee.

Goals or inquiry tracking sheets with accompanying evidence

It is expected that the goals or inquiry development process will be based on the analysis of evidence. As the goals are implemented and monitored there would be a record sheet for each that can be linked to the relevant evidence useful for discussion or your future reference. If you have two goals or inquiries you would have two recording sheets and we have included on the website some examples of what these could look like. This would be the central focus for the appraisal conversations and could be the catalyst for curating (identifying and analysing) evidence, and evaluating outcomes.

Observations and feedback*

Amongst your evidence will be feedback from at least two formal, planned observations. Guidelines for effective observations are in the [appraisal section of the website](#). It is expected that the observations will support the goals or inquiries, but may have a broader focus.

Appraisal Conversation Notes*

It is expected that there would be at least two formal appraisal meetings annually. One may be both end and beginning of cycle and another would be interim. A record of key points from these would be kept. Prompts for appraisal conversations group, syndicate or whole staff sharing are available in the Appraisal Discussion section.

Annual Summary Report

Every teacher and professional leader is expected to have a completed annual appraisal Summary Report stating whether or not they meet the Standards for the Teaching Profession.



Options for developing an appraisal portfolio or package*

A portfolio or package centred on goals or inquiry	A portfolio or package centred on the individual standards
Quality Practice Template.	Quality Practice Template
Goals or inquiry tracking sheets with accompanying evidence	Template listing quality practice examples with accompanying evidence
Observations and feedback (2 is the minimum)*	Observations and feedback (2 is the minimum)*
Appraisal Conversation Notes (2 is the minimum)*	Appraisal Conversation Notes (2 is the minimum)*
Annual Summary Report	Annual Summary Report

Evidence analysis tools

These two evidence analysis tools can help you to ensure you have thought carefully and analytically about your goals, inquiry or inquiries using information and evidence, that allows you to understand the relationship between practice (what you plan and teach) and the learner outcomes (learning, achievement and wellbeing).

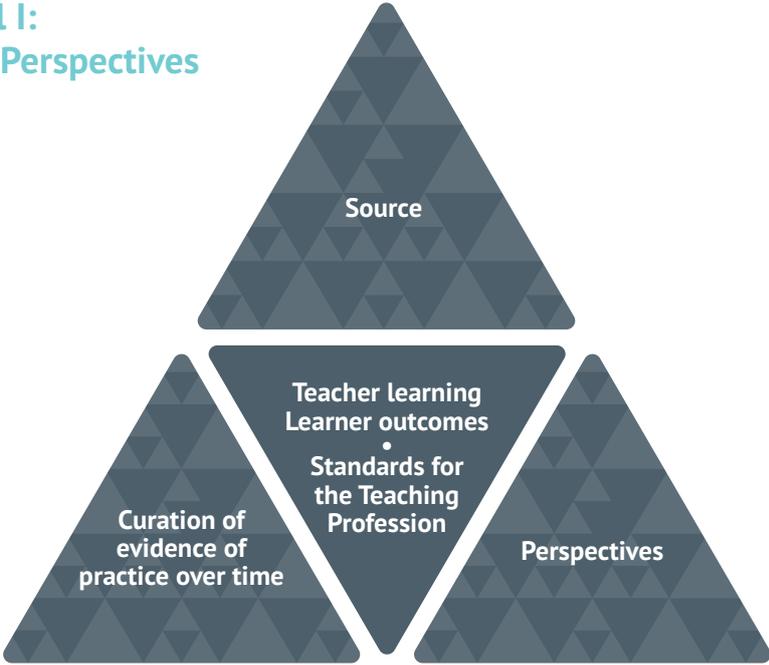
When looking at your goal/inquiry and the evidence you are generating, using and analysing it's important to consider the following diagrams which are a reminder to look at and analyse evidence from a wider perspective than you might first have done.

Valuable insights are gained when you consider a range of perspectives, this could be student voice, teacher voice, whānau voice for example. This strengthens your inquiry and also as you look at different sources of evidence it pushes you to examine information and data from a range of places; surveys, planning, research and also evidence in your practice over time as you progress the goal/inquiry, rather than perhaps either just at the beginning or at the end.

* The minimum numbers we have identified here may be appropriate for experienced fully certificated teachers who have been engaging in appraisal for several cycles in their setting and have a record of effective teaching. Three appraisal observations and conversations annually would be typical. Provisionally certificated teachers are expected to have more frequent meetings and observations. Schools, kura or ECE services may have additional expectations specific to effective, valuable appraisal in their context.



Analysis Tool I: Sources and Perspectives



The second diagram encourages you to look at evidence in across all aspects of your practice and to consider its impact on learners too. It assists you to ensure we are thinking about evidence at the four levels of relationships, planning, teaching and outcomes.

Analysis Tool II: Necessary and Sufficient

I use my evidence to show	Focus	Sources of evidence
Outcomes	Impact on child/student learning, engagement and well being	<ul style="list-style-type: none"> • Assessment information • Child/student voice • Teacher voice • Parent/whānau voice
Teaching	Actual teaching Practice	<ul style="list-style-type: none"> • Teaching/observation of practice • Child/student voice • Teacher voice • Parent/whānau voice
Planning	Teacher conception – espoused theory of teaching	<ul style="list-style-type: none"> • Planning • Resources • Centre/classroom environment
Relationships	How I interact with others	<ul style="list-style-type: none"> • Child/student voice • Teacher voice • Parent/whānau voice • Colleague voice

