

Examples of Evidence



Performance
and
Development

Performance and development toolkit overview

Reflection and goal setting

Resources

- > Getting started survey – How do I perceive performance and development at my school?
- > What is my role in the performance and development cycle?
- > How can I ensure I get the most out of my goal setting?
- > Goal setting guide

Professional practice and learning

Resources

- > How does professional learning support my performance and development?
- > How do I evidence progress against my goals?
- > Examples of evidence
- > How do I engage in classroom observation?
- > Tips for collecting and documenting feedback

Ongoing feedback, reflection and review

Resources

- > How can I initiate ongoing formal and informal feedback?
- > How can I support effective peer-feedback in my school?
- > How do I reflect on my own goal achievement?
- > How can I make the most of my performance and development review?
- > Performance and development review guide

Evidence categories

This document provides examples of evidence that may be used to provide insight into the effectiveness of teacher practice and inform growth. The examples are grouped into common evidence types. This list is not exhaustive and other categories and evidence types may be used to demonstrate the achievement of the Standards.

Teaching and learning programs:

- **term, semester or full year teaching and learning programs** - demonstrating alignment between individual and school/sector priorities, referencing explicit inclusion of focus areas, annotated to demonstrate responsiveness
- **lesson plans** - demonstrating alignment between individual and school/sector priorities, referencing explicit inclusion of focus areas, annotated to demonstrate responsiveness
- **learning resources** - that engage students, and reflect rigorous and clear expectations that are age and grade level appropriate
- **learning tasks and activities** - that engage students, allow for student input and reflect rigorous and clear expectations that are age and grade level appropriate
- **evaluation of teaching and learning programs** - using a broad range of evidence, highlighting changes to further support student learning
- **individual student learning plans** - that identify student learning objectives based upon starting points of individual students

Classroom observations:

- **lesson observation notes** - by and of colleagues referencing a specific, agreed-upon, area of focus (skills/strategies/techniques)
- **post-observation meeting notes** - for self and others referencing a specific, agreed-upon, area of focus (skills/strategies/techniques)
- **video clips of practice** - demonstrating a specific area of focus (skills/strategies/techniques)
- **video/photos of classroom environment** - that reference the design of the environment as a resource to accommodate students' needs and involvement in learning; or to demonstrate a specific area of focus
- **student survey data** - to identify trends and intervention strategies and used to inform teaching and learning programs and practices
- **peer observation notes** - by and of colleagues referencing a specific, agreed-upon, area of focus (skills/strategies/techniques); used to inform teaching and learning programs and practices

Reflection and feedback:

Importantly, feedback requires the support of direct evidence to which it relates

- **student conference notes** - outlining feedback given on progress and achievement against their personal learning goals and used to inform future learning
- **teacher student records** - that show selection and reflection upon evidence to diagnose student learning needs and support student learning
- **student feedback and survey data** - to identify trends and intervention strategies and used to inform teaching and learning programs and practices
- **parent-teacher interview notes** - focus on accurate and respectful reporting of students strengths and weaknesses and identifying future learning pathways



- **parent feedback** - regarding policies, procedures, protocols, dissemination of information, homework and classroom interactions; used to inform teaching and learning programs and practices
- **360 degree feedback** - combines sources of information from students, parents, more and less experienced staff, leadership, community members
- **peer feedback** - by and of colleagues referencing a specific, agreed-upon, area of focus (skills/strategies/techniques); used to inform teaching and learning programs and practices
- **professional reading log and reflection** - showing reading undertaken with colleagues that addresses identified student learning needs, linked with individual/school/sector needs/priorities and impacts on practice
- **diary of practice and reflection** - undertaken to address identified student learning needs with a focus on improved teacher practice
- **performance review feedback** - documentation that demonstrates compliance with all policies and requirements

Student assessment and learning:

- **student conference outcomes** - outlining feedback given to students on progress and achievement against their personal learning goals; used to inform future learning
- **teacher records of student performance** - that show selection and reflection upon evidence to diagnose student learning needs and support student learning
- **assessment plan** - differentiated for learners' specific needs
- **assessment schedule** - showing range and purpose of assessment strategies
- **assessment tools/tests/strategies** - that illustrate how assessment aligns with curriculum and learning outcomes
- **student self/peer assessment feedback** - to identify trends and intervention strategies and used to inform teaching and learning programs and practices
- **diagnostic assessments** - to determine students' prior knowledge and readiness to learn to inform instruction
- **exhibitions/display of student work, feedback and outcomes** - to demonstrate a specific area of focus and/or that reflect learner progress toward explicitly stated goals and standards referenced during lessons

Collaboration and communication:

- **video clip of team teaching** - demonstrating a specific area of focus (skills/strategies/techniques)
- **resources co-constructed/ shared with colleagues** - that are aligned to learning goals and unit objectives
- **common assessment tasks** - developed, used and moderated by grade/subject based teams
- **team meeting notes** – that highlight a specific area of focus, demonstrate support of colleagues, align with school goals and curriculum standards, provide a record of evidence
- **online blogs, wikis, discussion forums** - with educators to further develop and enhance knowledge in order to improve practice
- **meeting logs** - that show regular engagement with colleagues
- **emails/ letters/correspondence** - with parents/carers/colleagues/community through mediums such as phone, email, meetings, etc demonstrating constant liaison regarding student achievement
- **parent teacher interview notes** – that provide accurate and respectful reporting of students strengths and weaknesses and identifying future learning pathways
- **community partnerships and engagement notes and meeting logs** - showing a record of engagement with other groups with a focus on enhancing student learning outcomes
- **policy review and development notes and meeting logs** - demonstrating participation in groups within and across the school to influence and inform policy and practice



Professional learning:

- **professional learning plan** - that aligns professional learning opportunities to identified professional learning needs and school and/or system priorities; references reflection on professional learning needs; and is linked to identified Standards and Focus Areas from the Australian Professional Standards for Teachers,
- **professional learning journal** - referencing attendance at professional networking meetings with reflections that show how knowledge has been enhanced and/or practice has been improved
- **action research project** - designed and implemented with colleagues to address identified gaps in student learning
- **participation in professional associations** - demonstrating engagement with the profession
- **professional learning workshops/forums delivered** - demonstrating alignment between individual and school/sector priorities, referencing explicit inclusion of focus areas
- **graduate and post graduate studies** - that accesses and critiques relevant research and builds knowledge and enhances practice