

Demonstrating impact



How to use this workbook

This workbook is part of a series designed to encourage teachers to continually reflect on their practice by developing a deliberate inquiry mindset. The focus is on improvement of practice and student outcomes through both informal and formal situations. For example, it may guide self-reflection, self-inquiry and discussion with colleagues, as well as support local performance and development processes and external processes such as certification.

Workbooks in this series are:

- ◆ Working with the Standards
- ◆ Developing a professional mindset
- ◆ Demonstrating impact
- ◆ Recognising exemplary teachers

This workbook, 'Demonstrating impact', provides guidance around evidencing your practice by exploring characteristics of quality evidence and types of evidence you could draw upon.

Collecting evidence provides stimulus for reflecting on your practice, analysing your impact on student outcomes and colleagues' practice and identifying professional learning needs in order to improve your practice. This is relevant to teachers who are working towards full registration, applying for certification, and for performance and development processes. The information may also be useful to you if you are in a role which supports, supervises and/or mentors colleagues.

This series of workbooks can be used individually, or as stimulus for discussion with colleagues. Each PDF is editable and responses can be typed directly into the document when prompted. To use this feature you must save the document to your computer and have Adobe Acrobat Reader installed. A free download is available from: <http://www.adobe.com/products/acrobat.html>. Please note, direct editing may be unavailable on some mobile devices.



Acknowledgment

This workbook series stems from the development of the national Certification Assessor Training Program. The content for this Program was developed in partnership with the National Research Centre of Science, Information and Communication Technology and Mathematics Education for Rural and Regional Australia (SiMERR) based at the University of New England and Certifying Authorities in Australian States and Territories. The content selected for this workbook series has been modified and elaborated in order to provide a set of comprehensive resources that are tailored to the needs of all teachers and school leaders.

Collecting evidence that provides insight into your practice enables ongoing reflection, feedback, growth and development.

Keeping a record of your practice by collecting evidence is one step allowing you to continually reflect and gain feedback on your practice, whilst identifying your strengths and areas for growth and development. This will provide the opportunity for you to improve both yourself as a professional and the outcomes for your students, and can be useful for a number of processes, in particular:

- ◆ working towards achieving full registration, which involves collecting evidence to demonstrate your achievement against the Proficient career stage of the Australian Professional Standards for Teachers (the Standards)
- ◆ your school's performance and development process, which involves setting goals and collecting evidence of your practice in order to demonstrate achievement of these goals, reflect on your practice and identify areas for development
- ◆ applying for certification, which involves submitting evidence that is mapped and annotated to either the Highly Accomplished or Lead career stages.

Broadly speaking, evidence is authentic, reliable and valid information that can be used to support a particular idea or conclusion (AITSL 2011). It can be contained within artefacts, observable actions and products (Sim, Freiberg, White, Allard, Le Cornu & Carter 2012).

Collecting evidence of your practice means you are making a deliberate and active effort to document how your knowledge base about how students learn informs how you work. Evidence must therefore be drawn directly from your own practice and demonstrate how you impact positively on and improve outcomes for your students, and how you collaborate with colleagues. In doing so, it should clearly show:

- ◆ what you want your students to learn
- ◆ how you will facilitate this learning
- ◆ how you will know they have achieved this learning (NBPTS 2005).

Evidence you collect will vary depending on contextual issues including level of schooling, position within a school, type of school, jurisdiction and sector. Understanding your teaching environment and how that context influences your teaching choices and what you do will enable you to utilise evidence that is specific to your context.

What evidence could I draw upon from my practice?

Evidence may vary according to your teaching context. However, regardless of context, evidence you collect should come from multiple sources and include as a minimum: data showing impact on student outcomes; information based on direct observation of teaching; and evidence of collaboration with colleagues (AITSL 2012).

It may be helpful to take note of the following categories of evidence:

- ◆ *Teaching and learning programs* – for example, learning tasks and activities, evaluation of teaching and learning programs, and individual student learning plans.
- ◆ *Classroom observations* – for example, lesson observation notes, video clips of practice, peer observation notes.
- ◆ *Reflection and feedback* – for example, reflections on practice, student conference notes, student, parent/guardian or peer feedback, student survey data, performance review feedback.
- ◆ *Student assessment and learning* – for example, assessment plans, assessment strategies, student self/peer assessment feedback, samples of student work, feedback and outcomes.
- ◆ *Collaboration and communication* – for example, records of professional conversations, resources co-constructed with colleagues, team meeting notes, records of engaging with parents/guardians and the community.
- ◆ *Professional learning* – for example, professional learning plan, professional learning journal, action research project, professional learning provided for colleagues. (AITSL 2013, p. 3)

Further examples of evidence have been outlined for each Descriptor at the [Proficient](#), [Highly Accomplished](#) and [Lead](#) career stages. Exploring these may provide you with additional guidance around the types of evidence you could utilise to demonstrate your practice.

These categories and examples were developed as support resources for teachers applying for full registration or certification; however, they may be helpful for any teacher wishing to reflect on their practice and identify areas for growth and development.

As you work towards the Highly Accomplished and Lead career stages of the Standards, you will also undertake roles that guide, support, advise and lead others. At these levels your influence reaches beyond the classroom and you not only work to improve your own practice but also to build the capacity of others. Evidence you collect should therefore also demonstrate the positive impact on and improvement in the practice of your colleagues.

Over to you

Now that you have an understanding of what evidence is and how it can assist with your growth and development, it is time to begin exploring your own practice. Think about your current practice and your collaboration with colleagues in relation to the categories above.

What evidence could you draw upon to reflect on your practice?

Consider the following questions to assess the *validity*, *reliability* and *authenticity* of this evidence:

- ◆ Why have you selected this evidence?
- ◆ How does this evidence demonstrate what you know about effective student learning?
- ◆ How does this evidence align with the Standards?
- ◆ How does this evidence demonstrate impact on student outcomes?
- ◆ How does this evidence demonstrate your growth as a professional?
- ◆ What additional evidence could you use to demonstrate your practice?
- ◆ How does this evidence demonstrate leadership of and collaboration with colleagues and/or impact on colleagues' practice (if applicable).



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Evidencing your practice through classroom observation

You may consider asking a colleague to observe your classroom practice and use this as a source of evidence for your professional growth and development. Ho and Kane (2013) identify this as a form of evidence which provides an opportunity for you to receive direct feedback on your practice. Gates (2013) also recognises it as a useful diagnostic tool, allowing teachers to focus on specific things on which they can improve. Observing classroom practice is therefore a powerful vehicle for you to reflect on and improve your practice. This form of feedback, along with feedback from students, 'can allow teachers to take control of their own development' (Phillips, as cited in Bill and Melinda Gates Foundation 2013, para 2).

Over to you

- ◆ What do you believe are the benefits of establishing a culture of classroom observation within a school? What are the challenges?
- ◆ To what extent is this already occurring within your school?
- ◆ What questions might you ask your students if you were seeking feedback from them about your teaching practice?



The [Classroom Practice Continuum](#) is a great instrument, aligned to the Standards, that will assist you and your colleague to have a conversation about where your current practice is situated.

The prospect of having a colleague come into your classroom may seem daunting, and this may or may not be part of the culture at your school. Yet, inviting someone into your classroom is an opportunity for you to gain valuable insights into your own practice by drawing on the expertise of colleagues. Conversely, observing your colleagues teaching will allow you to reciprocate this opportunity for them. It will enable you to critically reflect on the practice of others and may prompt thoughts for your own teaching such as what you might continue doing and what you might do differently.

Trust is an important component of an effective relationship. A good way to build trust with your critical friend is to scaffold the classroom observations with a conversation prior to the lesson to establish what the specific focus might be. Following the lesson, you might like to structure a conversation with your critical friend based around some or all of the key questions which are used as a basis for self-reflection in the 'Developing a professional mindset' workbook.

You might also find it helpful to utilise these [coaching resources](#) which have been developed to assist in building a coaching relationship with a colleague and guiding discussions with your critical friend.

An important thing to remember for observing classroom practice is that evidence must be directly observable. Human beings can provide four types of directly observable evidence of abstract learning. We can do, say, make or write things. It is from the things people do, say, make or write that we infer learning, emotions, knowledge, understanding and learning in general (Griffin 2013, pers. comm.). When you visit a colleague's classroom or are observed yourself it is useful to remember the focus is:

- ◆ What is the teacher doing, saying, making and writing?
- ◆ What are the students doing, saying, making and writing?
- ◆ What is the nature of the task?

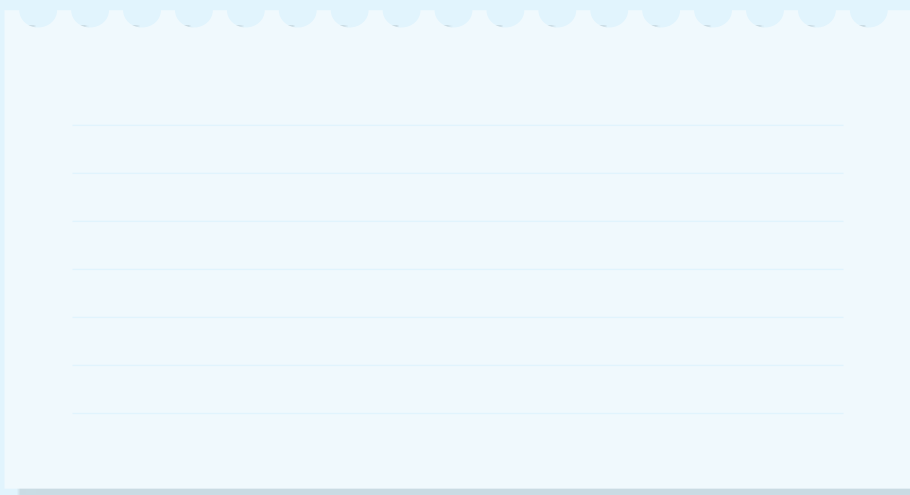


Over to you

A focus for the classroom observation which you have agreed with your critical friend may align with a number of the Standards. Look at the Standards and identify the Focus Areas you believe are directly observable in the classroom.

- ◆ Is this Focus Area (capability) learnable?
- ◆ Is it possible to identify behaviours that would constitute evidence of a teacher having this capability?

Choose one of the Focus Areas you have identified and try to specify some of the things you might see a teacher doing, saying, making or writing that relate to this Focus Area.



Before someone else observes your class, you might like to watch yourself in action – for one idea on how to do this, watch this video - <http://on.ted.com/auMa>.



How to receive effective feedback during classroom observations?

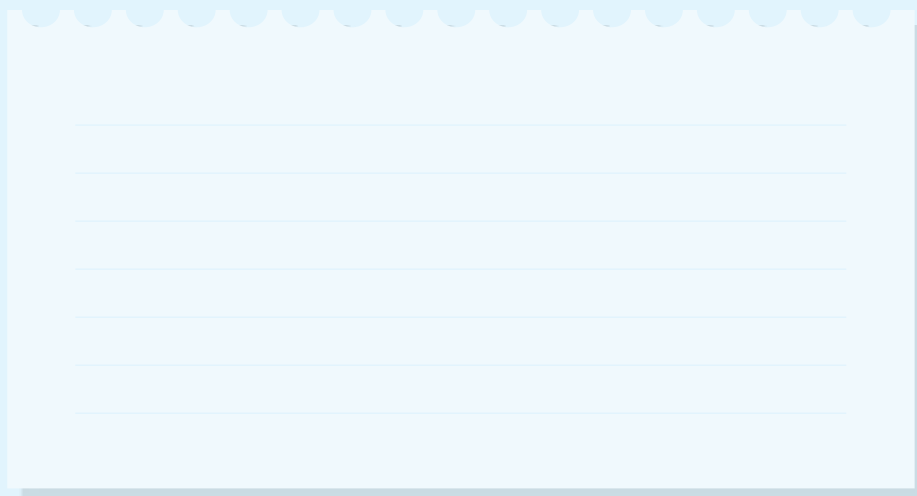
There are a range of pedagogical frameworks within Australia and internationally that describe teacher practice and provide shared understandings of quality teaching. At an individual level, these also provide guidance for teachers to assist with reflection on their practice in order to improve the learning experience and outcomes for students. The following are examples of pedagogical frameworks:

- ◆ [Productive Pedagogies Queensland](#)
- ◆ [Quality Teaching, NSW](#)
- ◆ [e5 Instructional Model, Victoria](#)
- ◆ [The Teaching for Effective Learning Framework, South Australia](#)
- ◆ PLATO (Stanford University), CLASS (University of Virginia), and Danielson's Framework for Teaching (New Jersey), which, among others, were used within [The Measures of Effective Teaching project](#)
- ◆ [Marzano's Art and Science of Teaching.](#)

The [Classroom Practice Continuum](#) is not a pedagogical framework but supports teachers and school leaders to understand what teacher development looks like on a continuum of increasing proficiency.

Over to you

Do you use a pedagogical model in your school? If so, what is it?
What is the common language used in your school for talking about teaching and learning?



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