

# Evidence

## Evidence and Artifacts - What's the difference?

To answer this question, let's first talk about artifacts. Artifacts mean anything in physical or virtual form that provides data. Well then, what is evidence? Evidence means any artifact used as part of the evaluation.

## What are some good examples of evidence?

The Marzano Teacher Evaluation Model is an excellent resource for identifying good examples of evidence. In each criterion, you will find two sections titled, "Teacher Evidence" and "Student Evidence." These examples have been vetted by Dr. Marzano and are directly linked to each criterion's specific components. Remember, these examples are NOT an exhaustive list to be used exclusively with the evaluation model.

## The Tipping Point

It is very important that evidence can enable you to discriminate between different levels of teacher expertise. The teacher evaluation model is also very helpful here.

When you examine the rubrics for each component, you will notice that teacher expertise is described in a four point scale; "Unsatisfactory", "Basic", "Proficient", and "Distinguished."

## Criteria 1, 2, and 5 (Domain 1)

In these three criteria, the tipping point between "Basic" and "Proficient" is **monitoring**. Keep this in mind when you are reflecting upon your instructional strategies. Proficient isn't just about using the right instructional strategies at the appropriate time. To be proficient, the teacher is monitoring whether or not the students understand what they expected to know and be able to do and make any necessary adjustments to instruction.

## Criteria 3, 4, 6, 7, and 8 (Domains 2, 3, and 4)

In these five criteria the tipping point between "Basic" and "Proficient" is a bit different. You will find various descriptions that discriminate between "Basic" and "Proficient." In some criteria, you will find words like "adapting", "adjusting," "monitoring" and other phrases that distinguish the two levels of proficiency. Therefore, it is important that you understand these differences as described in the rubrics and scales in each criterion.

## Nesting

It is possible that the same evidence can be used to demonstrate different levels of proficiency for different components in different criteria. For example, student data for SG 6.2 (which addresses the academic progress of an entire class) could also be used for SG 3.2 (which addresses the academic progress of a sub group within that same class).

## **Quality Over Quantity - How much is enough? It's A Shared Responsibility**

Remember that the purpose of evidence is to demonstrate the level of proficiency related to specific criterion and components. So, how do you decide what you should consider as evidence?

Some considerations to get us started:

- Does the evidence match the component? (refer to the teacher evidence and student evidence section in the Marzano Evaluation Model)
- Does the evidence provide information to determine the level of proficiency related to a specific component?
- Does the evidence provide information for teachers to examine their own practices against specific criteria?
- Does the evidence provide information to discuss results?
- Is the evidence valid? It is consistent with other evidence and does it describe and or measure what it is supposed to describe and or measure?
- Is the evidence reliable? Does it produce consistent results?

### Implications

- Does the evidence describe the teacher's overall level of proficiency related to a specific criterion? If not, you need to gather more evidence.
- Evaluators and teachers need to be continually sharing evidence and communicating the level of proficiency that it is describing.
- Collecting evidence is no longer the sole responsibility of the evaluator. The teacher and evaluator work together to collect, share and discuss evidence during the school year in order to gain a better understanding of the teacher's level of proficiency related to the criteria.
- Pay close attention to the timeline.
- Evidence should describe the teacher's practice. In other words, what IS really happening in the classroom. This has implications in the use of assessments as evidence of teacher expertise. (Refer to Common Formative Assessments)

## **A Word On Common Formative Assessments**

Although there are a variety of assessments that can be used to measure student academic growth, common formative assessments are the most effective means to monitor student growth over the course of the school year.

These assessments can be used to discuss student results, reflect on individual teacher instructional practices, make adjustments to instruction, and focus upon identified areas for professional development and make modifications to the assessment if necessary.

Refer to Appendix 1.7 and 1.8 for more information on PLC's and the use of formative assessments.

### **Implications**

- Common formative assessments must align to what students need to know and “be able to do” as identified by the district, school and learning teams.
- Common formative assessments are a way to evaluate how accurate and effective classroom assessment practices are in checking for student understanding.