Evidence Annotation Scaffold

Evidence Reflection Question Prompts

Evidence context

- Is this evidence drawn directly from your work?
- What are the key features of this evidence?
- What came before or after?
- What was the purpose of this evidence as a part of a learning sequence?
- What is the background to this piece?
- Why did you choose this piece?
- Do you have any clarifying questions?
- What was your role in developing this artefact/evidence? (be explicit)

Achieving the Standards

- What Standards/Focus Area Descriptors does this piece of evidence address?
- How could you use this piece of evidence to demonstrate your achievement against the Proficient level Standards/descriptors?
- How does it demonstrate engagement with colleagues? With parents? With wider community?
- How have you used feedback from colleagues/students/parents/the community/professional networks?
- How have you used this evidence to address problems of practice?
- What has been your contribution if this evidence is collaborative work?
- How has your contribution been sustained over time?
- How does this evidence demonstrate impact of your practice on others?
- How does it demonstrate improved/next teaching practice?
- What do you see as your major strengths as a teacher against the Standards (i.e. professional knowledge, professional practice, professional engagement)?

Impact on your own learning, student learning and the learning of others

- How does this piece show the impact of your work on student outcomes
  (i.e. their learning and how they learn, their engagement in learning, their wellbeing, their progress and achievement)? AND How do you know?
- How does this piece show the impact of your work on the practice of your colleagues?
- How have you analysed student data?
- How did your analysis of student data inform your planning?
- How have assessment strategies that you have used informed the future learning of your students?
- How do you know?
- How did this impact on your own learning /change in beliefs and attitudes/ next practice?
- What might you do differently next time?
- How has evidencing your practice informed your future learning (i.e. areas for development)?

Annotation of Evidence

- Evidence type: Describe the evidence …

- Context: Describe context, reasons, duration, audience etc (this is the **what, why, how, . .**) it is also the section where you can explain why you cannot directly evidence some aspect of the descriptor and how you can therefore indirectly evidence that/those aspect/s …

Achieving the Standards – Annotation

- Identify the Standards and descriptors demonstrated: e.g: 1.2, 2.1, 2.3, 2.5, 3.2, 6..3 …

- Reflect on how your piece of evidence addresses the Standard Descriptors …

Impact on your own learning, student learning and the learning of others – Annotation

- Impact on learners and your own practice: What happened? What did you learn? What has been the impact on your colleagues' learning? *What has been the impact on student learning, engagement in learning, well-being? How do you know?* What would you change?

Check that your annotation, in conjunction with your artefact/s or evidence set, has explicitly met/demonstrated **every aspect** *of each descriptor you have claimed for the annotation and evidence!*