*Evidence Map*

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TRB#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This evidence map (Version B), or the TRB Version A, must be provided with the application form and also used by the applicant in their portfolio to demonstrate how their evidence artefacts/sets link to the descriptors and as a 'road map' for their panel in assessing their portfolio.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Domain* | *Professional Knowledge* | | | | | | | | | | | | *Professional Practice* | | | | | | | | | | | | | | | | | *Professional Engagement* | | | | | | | |
| *Australian Professional Standards for teachers Descriptors:* | **1**. Know the students and how they learn | | | | | | **2**. Know the content and how to teach it | | | | | | **3**. Plan for and implement effective teaching and learning | | | | | | | **4**. Create and maintain supportive and  safe learning environments | | | | | **5**. Assess, provide feedback and report on student learning | | | | | **6**. Engage in professional learning | | | | **7**. Engage professionally with colleagues, parents/carers and community | | | |
| Evidence | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 6.1 | 6.2 | 6.3 | 6.4 | 7.1 | 7.2 | 7.3 | 7.4 |
| Lesson Obs 1: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson Obs 2: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson Obs 3: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Prof. Learn. Journ. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evidence 5: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evidence 6: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evidence 7: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evidence 8: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evidence 9: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evidence 10: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

*Evidence Map*

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TRB#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This evidence map (Version B), or the TRB Version A, must be provided with the application form and also used by the applicant in their portfolio to demonstrate how their evidence artefacts/sets link to the descriptors and as a 'road map' for their panel in assessing their portfolio. No more than 14 evidence artefacts/Evidence sets should be provided.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Domain* | *Professional Knowledge* | | | | | | | | | | | | *Professional Practice* | | | | | | | | | | | | | | | | | *Professional Engagement* | | | | | | | |
| *Australian Professional Standards for teachers Descriptors:* | **1**. Know the students and how they learn | | | | | | **2**. Know the content and how to teach it | | | | | | **3**. Plan for and implement effective teaching and learning | | | | | | | **4**. Create and maintain supportive and  safe learning environments | | | | | **5**. Assess, provide feedback and report on student learning | | | | | **6**. Engage in professional learning | | | | **7**. Engage professionally with colleagues, parents/carers and community | | | |
| Evidence | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 6.1 | 6.2 | 6.3 | 6.4 | 7.1 | 7.2 | 7.3 | 7.4 |
| Evidence 11: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evidence 12: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evidence 13: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evidence 14. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

NOTE:

* This Evidence Map (Version B) is fully editable so you can change the name of the Evidence sample/set to match your portfolio;
* It is best to only enter a page number, a tick or a cross into the small boxes under the Standard Descriptors as the formatting is likely to be messed up if too much text is placed in these tiny fields;
* However, it is important to put as much information as possible in the evidence/ evidence set field (e.g. set 2 – student work samples, exit tickets, water unit plan, student reflections)