

# What is Evidence ?

## Partner Worksheet

TIME	OUTCOME	SETTING	MATERIALS
20 min.	<ul style="list-style-type: none"> <li>To differentiate between evidence and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Partners</li> <li>Whole Group</li> </ul>	<u>Transparencies</u> * Definition of Evidence * Evidence or Opinion Worksheet * Key for worksheet  <u>Participants Manual</u> * Definition of Evidence * Evidence or Opinion Worksheet

*This activity is an opportunity to raise the participants' level of consciousness about the quality of the evidence we collect. Individuals often make judgements without realizing it; comments that may sound objective may contain tacit or implied judgements or opinions. Before having participants practice collecting informal observation data, it is important to discuss the importance of refraining from making judgements about the quality of a teacher's practice. In addition, it is helpful to explain that BTSA is about assessing a teacher's practice, NOT the teacher as an individual.*

### RATIONALE

Point out that the first step is to help the beginning teacher identify ONE element for their classroom environment inquiry. The support provider has a key role in this process by helping the new teacher gather evidence of their practice in relationship to this standard area. The process of gathering evidence is important in BTSA. It guides the decisions that support providers make about how to best support their new colleagues during the first years of teaching.

### INTRODUCTION

As we engage in the process of collecting evidence of a new teacher's practice, it is important that we refrain from making judgments without evidence about a teacher's practice. Our role is to gather evidence for the new teacher about his/her practice and then, in collaboration with the new teacher, come to an assessment of their practice.