



TeachersPRO®

Empowering Effective Learning

ADEQUATE INTEGRATION OF EVIDENCE ON TEACHING PRACTICE

VERSION: 2020

VERSION 1



Index of Contents

1.1 What is an item of evidence?	3
1.2. How to present good evidence	3
1.2.1 Theoretical justification	3
1.2.2 Description and planning of the teaching practice	3
1.2.3 Graphic and/or audiovisual evidence	4
1.2.4 Critical evaluation of the execution	4
1.3. Who evaluates the evidence?	5
1.4 How to obtain the TeachersPro Diploma	6
1.5 What does the Finland University certification consist in?	7

1.1 What is an item of evidence?

The Royal Academy of the Spanish Language defines “evidence” as “clear and manifest certainty of what cannot be doubted: determining proof of a process.”

Accordingly, for TeachersPRO an item of evidence is a proof of a graphic or audiovisual type regarding an experience lived in a training situation with the students.

The approach is to plan and carry out an activity or series of activities, taking note and capturing those moments considered of greatest teaching interest, with the aim of demonstrating the real possibilities of the theory studied and put into practice.

1.2 How to present good evidence

In order for the practice you share to be useful for TeachersPRO’s community of innovative teachers, make sure that the following sections are present. This is only a good practices guide: **be creative and adapt it to your ideas and context**. You can provide the information in text, video, image format, etc., and add anything you consider interesting, of course!



1.2.1 Theoretical justification

Describe in a few lines what aspects dealt with in the skill you have worked on (concepts, explanations, references) are represented in the activity you have planned and to which of the indicators presented in the skill the practice you share refers to.

1.2.2 Description and planning of the teaching practice

Before starting to gather evidence of your practice, make a brief plan that will allow you to gain time and raise the quality of the evidence you will publish later.

Basically it is a matter of defining the following components:

- Title** of the activity (which you can then place in the title of the item of evidence).
- Educational level** it is adapted to (as a reference for any other teachers who may evaluate it. You can add it in the description of the item of evidence or in the title itself).
- Didactic aim** of the activity (what you seek to achieve with your students).
- Materials** required (any teaching resource used: digital, paper, manipulative, etc.).
- Estimated time** for implementation (as a reference for understanding the shared practice).
- Type of grouping**: individual activity, small or large group (this helps to form an image of the work done during the practice).
- Description** of the activity (it is particularly interesting to describe the flow or dynamic of the practice).
- Methodology** (theories of learning referred to in the skill you have worked on).
- Adaptations** for special educational needs (if appropriate).

- j) **Evaluation** of the activity (a brief description of the evaluation to be carried out with your students in relation with the practice carried out), making a summary of the following aspects:
- a. Evaluation of the students' **learning process**, describing:
 - i. Evaluation criteria
 - ii. Evaluation tools
 - b. Evaluation of the **proposed activity**, highlighting:
 - i. Evaluation criteria (aspects to be valued)
 - ii. Evaluation tools used
 - iii. Possible proposals for improvement

1.2.3 Graphic and/or audiovisual evidence

Demonstrate in graphic and/or audiovisual form the execution of the proposed activities. You can make a video or voice recording, provide photographs or scanned images of tasks performed or artefacts constructed by the students, a fragment of the teacher's classroom logbook, etc. You can combine several formats to help other teachers understand your proposal as clearly as possible. One effective way of making the video or voice recording is to ask a colleague to film or record you as you perform the practice. In addition to your colleague's assistance in this task, you can also obtain their feedback to help you describe the practice performed when you post the evidence.

1.2.4 Critical evaluation of the execution

To go into greater depth in the personal evaluation of your teaching practice, we propose to you some questions that can help you reflect on the activity and your execution of it (and that you have to add in the description of the evidence when you post it):

- *What elements of theory was I able or unable to apply, and for what reasons?*
- *How was the experience for my students? How did I feel during the execution of the activity?*
- *Were there any unforeseen developments? Did I have to make any change to my initial planning?*
- *Which aspects worked best? What aspects would I modify for a second execution?*
- *Tips for other teachers who want to perform the activity.*
- *What adaptations do I think could be useful for teachers of other educational stages?*



1.3 Who evaluates the evidence?

Any teacher is qualified to evaluate the evidence of other colleagues of their same educational stage. Once a teacher obtains a certain number of evaluations with a minimal average qualification, the Platform grants them an achievement insignia which will be displayed on the user's panel, acknowledging the transfer to practice.

The screenshot displays the TeachersPRO user interface. At the top, the navigation bar includes links for PANEL, SELF-TEST, DEVELOPMENT, COMMUNITY, and CERTIFICATION, along with a language selector set to 'DEMO ENGLISH'. The main profile area for 'Demo English Demo' (High school, Barcelona) shows statistics for EVIDENCES (0), BADGES (0), ACTIVITY (5), REPUTATION (0/5), and CERTIFICATIONS (0). A section titled 'TEACHING SKILLS IN DEVELOPMENT' highlights a 'CHALLENGE: PHENOMENON BASED LEARNING: LEVEL 1' with a message: 'You don't have any skill ongoing, continue now with your challenge' and a 'GO TO DEVELOPMENT' button. Below this is a 'PORTFOLIO SUMMARY' with four progress indicators (0/4, 0/3, 0/6, 0/3). On the right, a 'Notifications' sidebar lists updates from 'Finland University' and 'Marcos SANZ LAHOZ'.

To complete their training, TeachersPRO recommends that each teacher evaluate at least five items of evidence of other colleagues. In this way we will be participating in the generation of a community in a continuous process of learning and collective professional growth. The purpose of this community is to increase the quality of teaching practice by sharing the good practices carried out by each one of the teachers who form part of this community of expert trainers.

In addition, TeachersPRO has expert teachers who have in-depth knowledge of each one of the skills worked on in the challenges. They will also be responsible for offering their evaluation of the items of evidence posted.

All the evaluations will be carried out adopting a critical but constructive attitude for the benefit of collective learning.



1.4 How to obtain the TeachersPro Diploma



All teachers who have successfully completed their challenge (the three skills) and have presented at least one item of evidence of each skill obtain a Diploma which acknowledges 45 hours of teacher training, with academic validation by the Escalae Chair of Educational Innovation of the University of Málaga. This Diploma is sent directly in PDF format to the user's e-mail address once they have answered a questionnaire on the Challenge performed.

1.5 What does the Finland University certification consist in?

In a complementary manner, TeachersPRO offers the possibility of obtaining a certificate from [Finland University](#) (Finland's most important public university consortium) which accredits the skills acquired. The certificate is endorsed by the international prestige of this consortium of Finnish universities and is based on both the expert experience and knowledge of the TeachersPRO community and the rigorous evaluation of the experts designated as auditors by the Finland University. In this evaluation, each item of evidence is reviewed along with the reflections and the results obtained in the various activities carried out. In addition, the teacher is asked for an explanatory video of the practices performed, in order to both provide the auditor with a clearer image of the acquisition of the skill and verify the identity of the person applying for certification. If necessary, the auditor may request complementary information on the evidence submitted. In order to pass the audit process, the evidence submitted must follow the indications of the guide "How to present good evidence" and be coherent with the theoretical knowledge that forms part of the skill to be certified.

In the event of definitive approval by the auditor, the corresponding certificate will be issued, which the user will receive in PDF format via the Platform (receiving the corresponding alert). This certificate is valid from the day of issue, and it states the teacher's name, the certified competence, the level of certification obtained and the skills evaluated. It also contains a validation code and a QR link which will permit anyone to verify the authenticity of the certificate on the Finland University website.

For further information, please consult the document "How to obtain a teaching competences certificate from Finland University."





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