EVIDENCE GUIDE

- This Evidence Guide is linked to the **Professional Experience Report: Non-Graduate Preservice Teacher** and Professional Experience Report: **Graduate Preservice Teacher** and has been structured in line with the National Professional Teaching Standards for the Graduate Teacher.

- For each Focus Area relevant to Standards 1 to 5 in the Report, indicator statements have been developed to assist Cooperating Teachers in guiding Preservice Teachers' learning and in the reporting process.

- AS EVIDENCE STATEMENTS, EACH IS TO BE USED AS A GUIDE ONLY AND NOT ASSUMED TO BE DEFINITIVE, PRESCRIPTIVE OR NECESSARY IN ALL CIRCUMSTANCES.

- For Preservice Teachers undertaking an early stage Professional Experience placement, some criteria will only be present FIRST and MIDDLE STAGES. For Preservice Teachers assessed at Graduating Stage, evidence at GRADUATE STAGE should be commonly demonstrated.

NOTE: The following Evidence Guide was produced within the following project:

Sim,C., Freiberg,J.,White, S., Allard, A., Le Cornu, R. & Carter, B. (2012). Using Professional Standards: Assessing work integrated learning in initial teacher education [online resource]. Melbourne, Australian Teaching and Learning Council.
Available for download from: http://www.teacherevidence.net

POSSIBLE EVIDENCE FOR JUDGING ACHIEVEMENT OF GRADUATE STANDARD 1

KNOWS STUDENTS AND HOW THEY LEARN

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
1.1 PHYSICAL, SOCIAL AND INTELLECTUAL DEVELOPMENT AND CHARACTERISTICS OF STUDENTS Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning		
– Written observations, guided by supervisors, demonstrate understanding of the physical, social and intellectual development & characteristics of students – Identify that all students learn in different ways. This is shown through their planning of a range of activities – Follow the modeling of the supervisor in catering to difference	– Observations and discussions identify and record the differences exhibited by students in the classroom – Use strategies to learn some of the differences within the group of students e.g. observation, discussion with supervisor, establishment of prior learning, assessment data – Lessons are written and delivered with attention to catering for the range of learning styles of students by using a range of activities – Individual student support is given	– Written observations demonstrate understanding – Identify that all students learn in different ways. This is shown through the planning of a range and variety of activities – Recognise students' individual needs – Anticipate where adjustments are necessary for individual student's needs and plans and implement these adjustments e.g. extension activities, extra support – Make effective links between their previous and current lessons and students' understandings
1.2 UNDERSTAND HOW STUDENTS LEARN Demonstrate knowledge and understanding of research into how students learn and the implications for teaching		
– Identify that all students learn in different ways. This is shown through the planning of a range of activities and consciousness of attention spans – With supervisor guidance, observe individual students' needs in a targeted learning area. Evidence would be in written observations – With the guidance of the supervisor, plan and deliver lessons that demonstrate an understanding of the variety of ways students learn – Set expectations for what the students will learn during the lesson – Reflect on how students are learning	– With the guidance of the supervisor, plan and implement a series of lessons indicating an understanding of the variety of ways the observed students learn – By the end of this stage, plan and deliver lessons that demonstrate an understanding of the variety of ways students learn – Observations are written with attention to the different theory based learning styles of students – Lessons are written and delivered with attention to catering for the range of learning styles of students by using a range of activities – Reflections address the effectiveness of teaching strategies in relation to learning achieved by students	– Identify that all students learn in different ways. This is shown through their planning and reflection – Identify individual students' needs in a targeted learning area. – Evidence would be in written targeted observations – Set expectations for what the students will learn during the lesson – Demonstrate a good understanding of different learning styles in planning – Scaffolding and signposting evident in teaching and learning – Respond to learner needs and attempts to involve all students – Adjust teaching – Identify the teaching strategies used to cater for ESL students and students with special needs in written observations and transfer these to lessons
1.3 STUDENTS WITH DIVERSE LINGUISTIC, CULTURAL, RELIGIOUS AND SOCIOECONOMIC BACKGROUNDS Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds		
– Identify the teaching strategies used to cater to diversity in written observations and, with the guidance of the supervisor, transfer these to lesson planning – Show awareness of the use of inclusive language and strategies and with guidance, implement strategies – Record and reflect on own teaching practice	– Show awareness of the use of inclusive language and strategies and implement these – Show understanding of and responds to sensitivities of students from diverse backgrounds – Use reflection to adjust teaching strategies to respond better to diverse needs	– Identify the teaching strategies used to cater for diverse students in written observations and transfer these to lesson planning – Use varied topics, text examples, and situations to give a 'voice' to all students – Record and reflect on the inclusiveness of own teaching practice

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FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE

1.4   STRATEGIES FOR TEACHING ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Proactive in asking the supervisor about cultural backgrounds and the impact on students' learning – Identify the teaching strategies used to cater for ESL students in written observations and transfers these to lesson planning – Record and reflect on own teaching practice – Seek guidance from supervisor on effective strategies for inclusion	– Proactive in asking about cultural backgrounds and the impact on students' learning and shows awareness of this information – Seek guidance from supervisor on effective strategies for inclusion – * Use teaching strategies that cater to the needs of Aboriginal and Torres Strait Islander students (if the placement provides the opportunity) – Record and reflect on own teaching practice	– Proactive in asking about cultural backgrounds and the impact on students' learning and uses this information in planning and teaching – Identify the teaching strategies used to cater for ESL students in written observations and transfers these to lesson planning – Shows understanding of and responds to the different circumstances of some students – Actively liaises with supervisors and support staff in the school and community – Records and reflects on own teaching practice – Research available programs

1.5   DIFFERENTIATE TEACHING TO MEET THE SPECIFIC LEARNING NEEDS OF STUDENTS ACROSS THE FULL RANGE OF ABILITIES
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Observe, under supervisor guidance, the different learning needs within the classroom – Identify the teaching strategies used to cater for students' individual learning needs in written observations and with the help of the supervisor, transfers these to lesson planning – Written observations that record and reflect on own teaching practice	– Identify the teaching strategies used to cater for students' individual learning needs in written observations and transfer these to lesson planning – Establish prior learning – Plan teaching strategies & student activities for a range of abilities – Evaluate student learning and reflects on the effectiveness of the strategies	– Recognise students' specific learning needs and how they are catered for within the classroom – Extension activities and higher order thinking tasks evident in lesson planning – Scaffolding and other support strategies evident – Questions are designed to establish what students have learnt from the lesson – Differentiate between the learning understood and missed – Reflect and subsequently vary teaching strategies for individuals

1.6 STRATEGIES TO SUPPORT FULL PARTICIPATION OF STUDENTS WITH DISABILITY
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Identify, with supervisor guidance, the teaching strategies used to cater for students' individual needs in written observations and transfer these to lesson planning – Follow modeled support programs – Liaise closely with the supervisor	– Consistent with the modeled support programs – * Use the opportunity to learn as much as possible about disabilities and the teaching strategies used to support students in the classroom (if the placement provides the opportunity)	– Proactive in asking about students with a disability and the impact on students' learning – Consistent with the modeled support programs – Actively liaise with supervisors and support staff in the school and community to develop learning activities

POSSIBLE EVIDENCE FOR JUDGING ACHIEVEMENT OF GRADUATE STANDARD 2

KNOW THE CONTENT AND HOW TO TEACH IT

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
2.1 CONTENT AND TEACHING STRATEGIES OF THE TEACHING AREA Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area		
– Identify different strategies for teaching – Implement strategies developed and/or modeled by supervising teacher – Understand the importance of establishing the association between content and strategy – Accurate use of language/terms/definitions and written resources – Evidence of content knowledge in planning – Use resources provided by the mentor teacher and shows initiative in sourcing additional resources – Ability to respond to supervisor feedback and adjust planning	– Have a good knowledge of content appropriate teaching strategies & uses a variety of them to engage students and deliver the content effectively – Develops resources independently – Accurate use of language/terms/definitions and written resources – Ability to reflect on the link between teaching strategies and student understanding of concepts and adjust lesson plans	– Use and unpack content specific language, metalanguage – Accuracy of content/concepts – Respond to content specific questions from students – Use a range of observable pedagogies to promote understanding of concepts/content e.g. recognition of prior learning, structuring of key points, use of examples/real world applications to apply to content/concepts, demonstrate knowledge of the concept of procedure – Have a good knowledge of teaching strategies & use a variety of them to engage students and deliver the content effectively – Ability to reflect on the link between teaching strategies and student understanding of conceptsand make adjustments throughout the teaching process
2.2 CONTENT SELECTION AND ORGANISATION : Organise content into an effective learning and teaching sequence		
– Implement a plan as modeled/developed by the teacher – Beginning to develop well structured lesson plans by the end of the practicum – Identify the importance of sequencing in planning and delivery by outlining the lesson purpose and structure, and uses a clear introduction and conclusion – Developing strategies/approaches to test student understanding during lessons – Identify context of content within a unit/subject/continuum – Identify and focuses on the key content – With the guidance of the supervisor, reflect upon and adjusts lesson plans	– Develop well structured lesson plans within the unit – Use strategies/approaches to check student understanding during lessons – Use of appropriate resources for students at the learning stage – Scaffold instructional explanations	– Develop well structured lesson plans within the wider curriculum context – Use strategies to structure and sequence the learning e.g. starting with intention, linking to prior learning, using steps, using examples, questioning and giving feedback – Relate the learning to students' lives – Use strategies to engage students in the content and reflects upon the effectiveness of these

2.3 CURRICULUM, ASSESSMENT AND REPORTING

Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Demonstrate knowledge of the relevant curriculum documents – Observe assessment and moderation – Beginning to provide feedback to students – Participate in discussions with the supervisor of various methods of parents/carers liaison and rapport building – Willing to reflect on teaching practice and respond to feedback to influence future planning and teaching – Use evaluation techniques/assessment items to gain relevant feedback on student learning (informal or formal) – Provide feedback in some form, as modeled by the teacher	– Willing to attend parent teacher meetings to observe where possible – Use of a range of effective questioning techniques – Participate in marking and moderating assessment tasks – Conferencing – Show understanding of and willingness to follow current assessment – Reflect on last lesson and make an assessment about collective understanding and use this for the new lesson	– Input into designing assessment task sheets and criteria/rubrics for assessment – Contribute to marking and moderating assessment tasks – Feedback to students is provided – Willing to attend parent teacher meetings – Willing to reflect on teaching practice and respond to feedback to influence future teaching – Collection of evidence from students of their understanding of concepts in informal or formal ways and feedback is provided – Effective record keeping – Design of formative assessment items in lesson planning – Observable changes in approaches to instruction, level of content, or pedagogy in response to collected data over the course of a practicum to meet the needs of students – Reflection on the appropriateness/level of challenge of materials and approaches – Design tasks in order to lead to assessment (linking to assessment tasks)

2.4 UNDERSTAND AND RESPECT ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE TO PROMOTE RECONCILIATION BETWEEN INDIGENOUS AND NON-INDIGENOUS AUSTRALIANS

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Awareness of the policies within the curriculum – Modeling of respectful/empathetic language and discourse in dealing with indigenous issues – Consult with supervising teacher re pertinent issues	– Awareness of the policies within the curriculum – Modeling of respectful/empathetic language and discourse in dealing with indigenous issues – Consult with supervising teacher re pertinent issues – Appropriate selection of resources and texts – Consult with supervising teacher and develop a strategy for incorporating Aboriginal and Torres Strait curriculum links in planning & teaching	– Awareness of the policies within the curriculum – Modeling of respectful/empathetic language and discourse in dealing with indigenous issues – Consult with supervising teacher re pertinent issues – Appropriate selection of resources and texts – Plan and incorporate discussion/material that promotes understanding/recognition of indigenous issues at every opportunity

2.5 LITERACY AND NUMERACY STRATEGIES
Know and understand literacy and numeracy teaching strategies and their application in teaching areas

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Awareness of the curriculum documents and policies within the school – Awareness of importance of and ability in teaching/modeling of grammatical and English language conventions – Awareness of importance of and ability in teaching/modeling of appropriate numerical conventions – Explicit teaching of the language of a content discipline	– Awareness of the curriculum documents and policies within the school – Teaching and modeling of grammatical and English language conventions – Teaching/modeling of appropriate numerical conventions – Explicit teaching of the language of a content discipline – Planning and teaching of activities that improve the language, literacy and numeracy of students	– Awareness of the curriculum documents and policies within the school – Teaching and modeling of grammatical and English language conventions – Teaching/modeling of appropriate numerical conventions – Explicit teaching of the language of a content discipline – Planning and teaching of activities that improve the language, literacy and numeracy of students – Use of teaching moments to extend the language, literacy and numeracy skills of class and individuals

2.6 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE

– Awareness of school policy
– Employ ICT strategies developed and/or modeled by supervising teacher
– Source resources within the school that would be appropriate for learning experiences
– Proficiency with selected ICTs
– Use of ICT in resource development and planning
– Assisting the supervisor with the monitoring of the ethical use of ICT in the classroom
	– Awareness of school policy
	– Source resources within the school that would be appropriate for learning experiences
	– Be willing to communicate digitally
	– Identify/recognise alternative ICT that could be used in classes
	– Proficiency with selected ICTs
	– Use of ICT as relevant within the teaching and learning program
	  - use of ICT to promote engagement and understanding
	  - use of ICT in resource development and planning
	– Explicit teaching of the use of ICT with students as relevant
	– Monitoring of the ethical use of ICT
		– Awareness of school policy
		– Source resources within the school that would be appropriate for learning experiences
		– Be willing to communicate digitally
		– Using the interactive whiteboard to show the students' learning not just to deliver the content
		– Use of a variety of ICT which may include communicating digitally, use of interactive whiteboards, cameras, computers
		– Identify/recognise alternative ICT that could be used in classes
		– Use of ICT as relevant within the teaching and learning program
		  - use of ICT to promote engagement and understanding
		  - use of ICT in resource development and planning
		– Explicit teaching of the use of ICT with students as relevant
		– Explicit modeling and teaching of the ethical use of ICT

POSSIBLE EVIDENCE FOR JUDGING ACHIEVEMENT OF GRADUATE STANDARD 3

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

3.1 ESTABLISH CHALLENGING LEARNING GOALS
Set learning goals that provide achievable challenges for students of varying abilities and characteristics

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE

– Follow objectives/goals for students as established by the school/faculty/unit
– Under guidance, set learning objectives and develop a lesson plan that attempts to enable acquisition of this learning objective
– Articulate goals for strategies used in class
– Identify different types of goals/objectives;
  - content based/driven
  - classroom management
  - skills
  - values
– Lesson plan includes strategies/activities for different learners e.g. visual/aural/tactile etc.
– Developing strategies to check that learning goals have been met
	– Identification of objectives/goals for students as established by the school/faculty/unit
	– Set learning objectives and develop lesson plans that attempt to enable acquisition of this learning objective
	– Awareness of the need to differentiate learning goals
	– Articulate goals for strategies used in class
	– Identify goals for
	  - content learning
	  - classroom management
	  - skills
	  - values
	– Clear, stated learning objectives that match the needs of students
	– Expect that goals are met and checks this
	– Recognition of short and long term goals in lesson plan materials
	– Lesson plan includes strategies to challenge students
		– Awareness of the need to differentiate learning goals and plan strategies to assist students to meet these goals
		– Identification of objectives/goals for students as established by the school/faculty/unit
		– Articulate goals for strategies used in class
		– Identify different types of goals/objectives;
		  - content based/driven
		  - classroom management
		  - skills
		  - values
		– Clear, stated, achievable learning objectives that match the needs of students
		– Expect that goals are met and checks this
		– Articulate goals unambiguously, in different contexts:
		  - lesson plans
		  - learning objectives
		  - classroom management
		  - communicated to students
		  - discussions with supervisor
		  - consistent with unit
		– Recognition of short and long term planning in lesson plan materials
		– Set learning objective and develop lesson plan that enables acquisition of this learning objective
		– Lesson plan includes strategies/activities for different learners
		– Learning goals are adjusted for individuals

3.2 PLAN, STRUCTURE AND SEQUENCE LEARNING PROGRAMS
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Capacity to follow a unit plan and teach a lesson within that unit plan – Identify context of content within a unit/subject/continuum – Capacity to complete research/preparation to understand content specific to a learning unit – Range of strategies -> not just whole class e.g. group, pair, individual – Incorporation of data/observations from previous lessons/assessments into planning – Linking to previous lesson (recapping) – Use of agreed/accepted lesson structure – Lesson sequencing (within lesson) Prior knowledge, explicit teaching, practice, reflection – Achievement of appropriate internal timing of lessons is developing	– Reflection on the success of strategies in promoting student learning in a lesson in the context of the previous and subsequent lesson – Scaffolding and progression of difficulty, complexity and application over a lesson/course of a sequence of lessons – Ability to contribute to the planning and implementation of engaging and worthwhile student learning – * Reflection on the success of strategies in promoting student learning over the course of a sequence of lessons in the context of goals/objectives (if the placement provides this opportunity)	– Ability to develop, teach and assess (with guidance) a unit based on curriculum guidelines – Ability to reflect on the achievement of learning goals and subsequently adjust the teaching/learning activities where necessary

3.3 USE TEACHING STRATEGIES
Include a range of teaching strategies

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE

– Beginning to plan and use a range of strategies where appropriate - whole group, small group, individual
– Ability to reflect upon a lesson and change/adapt strategies in the next lesson in response to student performance/understanding/engagement and supervisor feedback
– Show awareness of different learning styles and attempts to incorporates aural, visual and kinesthetic activities
	– Use a range of strategies to engage students. These might include: whole group, small groups, whiteboard, smartboard, ICT, peer teaching, multiple intelligences
	– Relate strategies appropriately to coherent pedagogies
	– Demonstrate diversity of approaches across a sequence of lessons
	– Ability to change/adapt some strategies within a lesson in response to student performance/understanding/engagement
	– Use effective questioning techniques that maximize involvement
	– Encourage critical and creative thinking through oral and written questions
		– Plan and implement lesson activities that encourage critical thinking, creativity and problem solving
		– Use a range of strategies including: whole group, small groups, whiteboard, smartboard, ICT, peer teaching, multiple intelligences
		– Demonstrate ability in:
		  - explanation of concepts
		  - IBL
		  - inductive learning
		  - group work/collaborative
		  - discussion management
		  - questioning skills
		  - ICT + Web 20
		  - graphic organizers
		  - kinesthetic approaches
		– Relate strategies appropriately to coherent pedagogies
		– Demonstratediversity of approaches across a sequence of lessons
		– Ability to change/adapt strategies within a lesson in response to student performance/understanding/engagement
		– Use effective questioning techniques that maximize participation and encourage higher level thinking

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE

3.4 SELECT AND USE RESOURCES
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Seek advice on the use of most appropriate resources – Location and collection of resources developed by the school for specific learning programs/units – Use ready-made resources (e.g. text books) – Beginning to source and develop own resources (where appropriate) – Internet use for resources – Use of appropriate conventions re academic honesty/referencing, acknowledging of sources – Use ICT to engage students	– Location and collection of resources developed by the school for specific learning programs/units – Ready-made resources (e.g. text books) – Use own additional resources (where appropriate) – Internet use for resources – ICT use to engage students – Use of a diversity of resources specific to content/concepts – Use of a range of sources – Use of appropriate conventions re academic honesty/referencing, acknowledging of sources – Balance of bias/recognition of bias in the use of resources – Provide props, visual aids, cues to support understanding for students with a wide range of levels of prior knowledge and understanding	– Location and collection of resources developed by the school for specific learning programs/units – Use ready-made resources (e.g. text books) – Create resources to enhance learning – Internet use for resources – ICT use – Use of a diversity of resources specific to content/concepts – Use of a range of sources – Use of appropriate conventions re academic honesty/referencing, acknowledging of sources – Balance of bias/recognition of bias in the use of resources – Provide props, visual aids, cues to support understanding for a student with a wide range of levels of prior knowledge and understanding

3.5 USE EFFECTIVE CLASSROOM COMMUNICATION
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE

– Show an ability to relate to and work with students e.g. attempts to learn names, converses with individuals, listens, smiles
– Effective movement within a learning space
– Body language is open, encouraging and 'safe'
– Use of appropriate:
  - volume
  - pitch
  - tone
  - language
  - forms of address
  - grammatical conventions
  - body language, eye contact, gestures (hands-up)
– Ability to assert themselves in a classroom environment as relevant. Gives clear commands. Corrects student behaviour
– Provide feedback to students
– Clear instructions so students know what to do
– Verbal communication clear, concise, positive, whole class can hear
	– Show an ability to relate to and work with children Encourage wide participation (even those without hands-up)
	– Effective movement within a learning space
	– Show effective questioning to check for understanding (open and closed questions)
	– Body language should be open, encouraging and 'safe'
	– Use of appropriate:
	  - volume
	  - pitch
	  - tone
	  - projection of voice
	  - language
	  - forms of address
	  - grammatical conventions
	  - body language, gesture (hands-up sign)
	– Appropriateness of responses to student behaviours/contributions
	– Ability to assert themselves in a classroom environment as relevant. Clear instructions
	– Informal feedback (inclusive, elaborative) skills to build student engagement
	– Active and engaging presence not seated, narrow, restrictive delivery of teaching
	– Use gestures to communicate
	– Clear instruction of task
	– Use eye contact effectively
		– Shows an ability to relate to and work with children
		– Effective movement within a learning space
		– Show effective questioning to check for understanding (open and closed questions)
		– Body language should be open, encouraging and 'safe'
		– Proximity
		– Use of appropriate:
		  - volume
		  - pitch
		  - tone
		  - language
		  - forms of address
		  - grammatical conventions
		  - body language
		– Appropriateness of responses to student behaviours/contributions
		– Ability to assert themselves in a classroom environment as relevant
		– Informal feedback (inclusive, elaborative) skills to build student engagement
		– Warm-up activity to engage student participation
		– Provides feedback to each student
		– Active and engaging presence not seated, narrow, restrictive delivery of teaching
		– Use gestures to communicate
		– Clear instruction of task and clear behaviour commands
		– Seek out unresponsive students

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE

3.6 EVALUATE AND IMPROVE TEACHING PROGRAMS
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE

– Reflection at the end of the lesson to inform future work (what worked well, what didn't, what to change)
– Attempt to adapt lessons as a result of supervisor suggestions
– Use supervisor guided assessment for evaluation
– Use of student response/feedback to inform planning
– Questioning used to check understanding of students
– Research of school assessment policy and sample curriculum items
	– Reflection at the end of the lesson to inform future work (what worked well, what didn't, what/how to change)
	– Using assessment for evaluation
	– Collaboration and discussion with other teachers
	– Collection of and use of feedback from students (questioning, discussion, survey of student perception of the unit)
	– Analysis of assessment data
	– Contribution to faculty/dept discussions re learning experiences
	– Knowledge of assessment of curriculum units
	– Following school assessment policies
		– Collaboration and discussion with other teachers
		– Reflection at the end of the lesson to inform future work
		– Guided design of and implementation of assessment items
		– Involvement in moderation
		  - collaboration and discussion with other teachers
		  - analysis of assessment data
		– Collection of feedback from students to inform future planning and teaching
		  - checking understanding
		  - evaluation of learning
		  - survey of student perception of unit
		– Contribution to faculty/dept discussions re learning experiences and assessment

3.7 ENGAGE PARENTS/CARERS IN THE EDUCATIVE PROCESS
Describe a broad range of strategies for involving parents/carers in the educative process

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE

– Observes supervising teacher in engagement with parents
– Awareness of school policies/protocols for parent-teacher contact
  - use of diaries (homework, feedback)
  - observe PT interviews (if available)
– Collecting school newsletters
– Record keeping (where appropriate) for supervising teacher of student performance for future reporting
– Observation of and reflection on the way the supervisor and school build rapport with parents
	– Guided use of diaries (homework, feedback)
	– Observes supervising teacher in engagement with parents
	– Awareness of school policies/protocols for parent- teacher contact
	  - use of diaries (homework, feedback)
	  - observe PT interviews (if available)
	  - permission procedures
	– Collecting school newsletters
	– Guided written positive communication to parents if appropriate
	– Record keeping for supervising teacher of student performance for future reporting
		– Written introduction to parents
		– Show an openness/willingness to have parent involvement in classrooms/special events. Involvement in PT interviews if relevant
		– Record keeping for supervising teacher of student performance for future reporting
		– Use of diaries (homework, feedback)
		– Observe supervising teacher in engagement with parents and participates in pre interview preparation
		– Use school policies/protocols for parent-teacher contact
		  - use of diaries (homework, feedback)
		  - observe and contribute to PT interviews (if appropriate)
		– Collecting school newsletters
		– Observation of and discussion about future beginning teacher strategies for positive involvement with parents

POSSIBLE EVIDENCE FOR JUDGING ACHIEVEMENT OF GRADUATE STANDARD 4

CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

4.1 SUPPORT STUDENT PARTICIPATION
Identify strategies to support inclusive student participation and engagement in classroom activities

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE

– Observe the methods used by the supervisor
– Identify that there are different types of learning
– Distinguish between various student behaviors, needs and understanding
– Identify a range of learning styles and can "connect with" at least a few
– Plan activities for a range of learners (e.g. fast finishers & those with difficulties)
– Encourage wide participation
	– Observe the methods used by the supervisor
	– Identify that there are different types of learning and incorporate this into the lesson plan
	– Distinguish between various student behaviors, needs and understanding
	– Plan for a range of learning styles
	  - visual back up materials
	  - interaction e.g. questions rather than didactic
	  - models tasks
	  - uses hands-on activities
	– Plan activities for a range of learners (e.g. fast finishers & those with difficulties)
	– Reflect upon non participation and has strategies for inclusion
	– Provide individual support by walking around and attending to students
		– Support participation with effective questioning i.e. accept wide range of responses, uses praise/encouragement probes, redirects, ask why, acknowledge student effort & responses
		– Provide a range of learning experiences and plans for a range of learning styles e.g. visual materials, question rather than didactic, model tasks, uses hands-on activities, relate task to personal experiences
		– Know the students as individuals
		  - physical classroom environment, inc. seating plans, to increase participation
		  - aware of barriers to participation e.g. ASD, culture
		  - knowledge of personalities in the room (esp. when grouping)
		  - provide for students to take responsibility for own learning
		  - walk around the class providing individual support
		– Teach for success
		  - initial focus on engagement rather than content
		  - communicate expectations of behaviour and learning
		  - repeat key phrases to assist student understanding
		  - use social scaffolding (pairs to present) in high risk situations
		– Enthusiastic and happy tone of voice Show liking of students

4.2 MANAGE CLASSROOM ACTIVITIES
Demonstrate the capacity to organise classroom activities and provide clear directions

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Seek advice in relation to time frames for activities – Micro skills/teaching activity planning and executing – Stand before a class and gives directions/instructions for brief periods – Write up the lesson agenda – Have simple routines for entering the room, distributing and using equipment, and transitions	– Micro skills/teaching activity planning and executing. Communicate to the class the outcomes and time frames – Stand before a class and gives directions/instructions for brief periods – Check understanding of instructions – Write up the lesson agenda – Have simple routines for entering the room, distributing and using equipment, and transitions and teach these to the students	– Routines and Procedures are explicitly taught, modeled and reinforced – Redirect students not following procedures – Lessons have a clear structure that students are aware of and able to follow – Timeframes are mainly accurate and appropriate to the task & concentration spans – Expectations are clearly stated for each activity – Provide clear directions – Resources organised – Teacher and students mainly stay on-task

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE

4.3 MANAGE CHALLENGING BEHAVIOUR

Demonstrate knowledge of practical approaches to manage challenging behaviour

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Follow supervising teacher's expectations for behavior management – Identify behavior problems in the classroom and seek advice – Discuss range of possible strategies to manage various types of classroom behavior – Observe and identify various class room behaviors – Experiment with a range of strategies in simple environments – Understand the difference between proactive and reactive strategies – Learn school policy and attempt to reinforce these policies	– Reinforce supervising teacher's expectations for behavior management – Establish behaviour expectations – Identify behavior problems in the classroom and seek advice and acts upon that advice – Discuss range of possible strategies to manage various types of classroom behavior – Observe and identify various class room behaviors – Experiment with a range of strategies in simple environments – Implement proactive strategies and change lesson plans to manage behaviours – Correct inappropriate behaviour – Implement school behaviour management policy	– Establish expectations, model and reinforce these (Don't call out. Hands up) – Know the students – Seating plan is used to prevent/deal with misbehaviour – Understand the difference between proactive management and reactive management and give priority to proactive strategies – Analyse the causes of misbehaviour. Reflect on lesson plan as a starting point. Reflect and develop a plan of action – Implement the school behavior management policy and follow through with consequences – Consistency – Visual reminders (signs/posters) – Demonstrate knowledge of behaviour management theories and use a range of strategies – Research and seek help

4.4 MAINTAIN STUDENT SAFETY

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Gain knowledge of school policies – Discuss potential risks with supervising teacher before hand – Respond to potentially unsafe situations – Document what strategies/policies and legislation are relevant to school/student/teachers – Demonstrate independent reflective practices/capacity which they can translate to future actions	– Conduct own audit and discuss potential risks with supervising teacher beforehand – Respond to potentially unsafe situations – Become familiar with and follow school policies – Document what strategies/policies and legislation are relevant to school/student/teachers – Demonstrate independent reflective practices/capacity which can translate to future actions	– Knowing what safety is – Knowing the govt. protection strategies – Know the schools protection policies – Passing on information – Knowing the resources of the school i.e. GO, school nurse – OHS standards/procedures – Anti-bullying policy - implements and supports the school's policy ls aware of latest programs – School emergency procedures – Model sun safety practices and enforces them with students – Identify potentially unsafe situations and be proactive in solving – risk assessment – Collaborate and ask for help

4.5 USE ICT SAFELY, RESPONSIBLY AND ETHICALLY

Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Follow school protocol in relation to ICT use – Display 'common sense' in relation to appropriate resources – Demonstrate within planning a broad range of issues/strategies for safe/ethical/responsible – ICT use (e.g. inappropriate site/content/language etc.) – Where and how to access/copy – Know and relate school rules and policies with regards ICT use – Follow the modeling and program of the supervisor	– Follow school protocol in relation to ICT use – Display 'common sense' in relation to appropriate resources – Demonstrate within planning a broad range of issues/strategies for safe/ethical/responsible use (e.g. inappropriate site/content/language) – Where and how to access/copy – Know and relate school rules and policies with regards ICT use – Know the schools strategies and procedures for computer room – Method of monitoring – plan for entering and leaving – Consult with supervisor re the suitability of resources and activities	– Know the National and State ICT policies and expectations – Know the schools strategies and procedures of computer and computer room – Method of monitoring – plan for entering and leaving – Keep kids on task – Be proactive – Know the technology and how it works – Imparting the rules to the students – Preview electronic resources to check for suitability – Adhere to processes for use of images/videos of students

PROJECT EVIDENCE 2012

POSSIBLE EVIDENCE FOR JUDGING ACHIEVEMENT OF GRADUATE STANDARD 5

ASSESS, PROVIDE FEEDACK AND REPORT ON STUDENT LEARNING

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
5.1 ASSESS STUDENT LEARNING Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning		
– They ask to see assessment items/strategies and processes of mentor/school (seek out these things) – Acknowledge that assessment is driven by work programs/syllabus etc. – Through discussion with mentor demo differentiation between informal/formal/summative/formative assessment etc. – Use formal and informal strategies in the single lesson – Observation of marking	– A working knowledge of informal and formal, diagnostic, formative and summative assessment and why we do it – Design assessment for single lesson and use to inform future practice – Use of existing assessment of a unit – Observe and assist with marking and recording	– A working knowledge of informal and formal, diagnostic, formative and summative assessment and why we do it – How we choose our assessment strategies to fit our clientele – Know timelines of the syllabus and the school timelines and requirements – Understanding the literacy requirements – Write an appropriate piece of assessment – Practise using a marking criteria, recording data, and analysis of data to inform remediation
5.2 PROVIDE FEEDBACK TO STUDENTS ON THEIR LEARNING Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning		
– Demonstrate an understanding of the place of feedback within the teaching process – Observe the supervisor and records a range of feedback strategies – Use opportunities to give feedback to students on their learning e.g. response to answers, response to class work, response to homework	– Assist with marking and giving feedback under the guidance of the supervisor – Create and use opportunities to give feedback to students on their learning e.g. response to answers, response to class work, response to homework	– Regularly give feedback to students on their learning e.g. response to answers, response to class work, response to homework, response to individuals on progress during tasks and assignment work – Give formative and summative feedback – Use a range of strategies to give feedback oral, written, conferencing, test results
5.3 MAKE CONSISTENT AND COMPARABLE JUDGEMENTS Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning		
– Have an awareness that moderation processes exists within schools and how and when it occurs within the particular school – Observe aspects of the process if the opportunity arises	– Discuss with the supervisor the moderation process that exists within schools and how and when it occurs within the particular school – Observe aspects of the process if the opportunity arises	– Plan, discuss and review assessment activities with supervisor – Justify judgements using the criteria – Practice on homework tasks, in class tests and give to supervisor teacher to moderate – Know the moderation process for the school and, if possible, participate in the process

5.4 INTERPRET STUDENT DATA
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Acknowledge that previous student work/responses/outcomes can be used to reflect and plan future curriculum/assessment development – Observe and understand the process used by a school/dept etc.	– Use knowledge of student understanding and supervisor feedback from a lesson to inform subsequent lessons – Collaborate with supervisor to evaluate student learning and modify units – Know the school processes for supporting learning	– Know how to access this data/which they are looking at – Know how to keep this data – Use/describe how students data translates to teaching practices – Interpreting table/graphs – Use data to remediate – Collaborate with supervisor and others to implement support – Use knowledge of student understanding from a lesson to inform subsequent lessons – Collaborate with supervisor to evaluate student learning and modify units

5.5 REPORT ON STUDENT ACHIEVEMENT
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement

FIRST STAGE	MIDDLE STAGE	GRADUATE STAGE
– Awareness of the process that takes place within a school/dept – Discuss with supervisor and observe the processes – Identify a range of strategies used by mentor/school etc.	– Know a range of strategies such as formal and informal – Know how to interpret and use strategies – Keep accurate records – Methods of gathering evidence – Know the procedures for recording results – Know the legal recommendations	– Know a range of strategies such as formal and informal – Know how to interpret and use strategies – Keep accurate records – Methods of gathering evidence – Know the legal recommendations – Know how "one school" works – Records of contacts – Know methods of contacts for parents – Know how to locate/access student information – Know who to talk to re the issue referral process – Know the procedures for recording results – Reflect on issues