

Using this professional site - Making Judgements - transcript

In this short tutorial we're going to look at how the site can be used to guide supervising teachers and preservice teachers in making judgements about their performance.

Making judgements about a preservice teacher's performance during the practicum, is one of the most important and often stressful – responsibilities of a supervising teacher; and of course it is of critical importance to and also stressful for the preservice teacher.

In this Help tutorial we briefly introduce you to this focus.

Looking at the top bar, you will see two headings to help:
Making Judgements and *Evidence*.

Supervising teachers need good evidence that demonstrates the achievement of learning expected of preservice teachers as they learn to teach. It should be based on what the supervising teacher knows as he or she has guided, modelled, advised and observed the preservice teacher throughout the practicum.

When we click on *Evidence*.

Each of these accordion headings are related to the assessment practices that we use. On this page we gain insight into evidence and use a particular Australian Standard as an example.

Within *What will count as evidence and where do I find it*

The activity *Defining the evidence* looks at the evidence for planning and structuring a sequence of learning. We suggest that this activity could be a good one to use with your colleagues. You will come up with your own set of criteria to select evidence of this Australian Standard for your preservice teachers.

Just a word of caution – always keep in mind the level of development of your preservice teachers – not all of them will be at the final stage before they graduate – some may be in their very first practicum. So your criteria descriptors would vary on a Australian Standard depending on how far into their teacher preparation program they are.

Using your set of criteria, you can click on the video and test them out, perhaps asking: Which criteria can be met by the evidence of observations?

There's a variety of information in the heading, '*What Evidence Should School Based Assessors Look For*'.

Remember the most important thing is valid evidence so that judgements made can be explained to a preservice teacher.

Go to the top bar again now and click on '*Making Judgements*'.

The accordion headings do not have to be completed in sequence.

If we go to *Contexts Matter*:

We focus on how the different placement contexts affect the learning and therefore the evidence that becomes available to judge the achievement of a preservice teacher.

In the first Activity, there are videos from for both primary and secondary contexts.

Remember:

1. the actual learning stage of the preservice teacher is relevant in making judgements; and
2. context is really important to your expectations of the preservice teacher.

There are many opportunities here to use this site as individuals or as a school-based community of learners: supervisors or preservice teachers. As a supervising teacher, it may also be valuable to have the teacher education institution's prac assessment reports with you when you do these activities.

This tutorial has provided three key points to guide your use of the *Project Evidence* website:

1. Evidence is at the core of the assessment decisions you make.
2. Making judgements comes from the opportunities provided by you in the specific context.
3. The practicum is the site of learning as well as the site of assessment.