

POSSIBLE EVIDENCE FOR JUDGING ACHIEVEMENT OF GRADUATE STANDARD 1

The following lists are not intended to be exhaustive. They have been developed to stimulate supervisors and preservice teachers' consideration of the types of evidence that could be used as a basis for judging the achievement level of a preservice teacher on their first, second or final practicum. School-based teacher educators will be able to expand these lists so that they become a valuable curriculum planning and assessment resource for all preservice teachers , their school-based supervisors/mentors, and university-based teacher educators.

Each list describes knowledge, actions, products, and/or behaviours that could count as evidence of achievement of Standard 1 of the National Professional Standards for Graduate Teachers. Although the Standards specify knowledge and practices at Graduate level, these lists differentiate knowledge and practices expected of preservice teachers at the three different stages of their learning: first stage, middle stage and graduate stage.

A key application of these lists of possible evidence is that they will facilitate reliable assessment and valid judgements about the development of each preservice teacher as they progress towards graduate stage across their teacher education program.

It is acknowledged that the standards and their foci are interconnected, therefore, certain types of evidence may support judgements of levels of achievement on more than one focus and standard.

Possible Evidence for Judging Achievement of Graduate Standard 1: KNOWS STUDENTS AND HOW THEY LEARN

First Stage	Middle Stage	Graduate Stage
<p>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.</p>		
<ul style="list-style-type: none"> ✚ 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. 	<ul style="list-style-type: none"> ✚ 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. 	<ul style="list-style-type: none"> ✚ 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
<p>1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</p>		
<ul style="list-style-type: none"> ✚ 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 	<ul style="list-style-type: none"> ✚ 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 	<ul style="list-style-type: none"> ✚ 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

First Stage	Middle Stage	Graduate Stage
<p>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.</p>		
<ul style="list-style-type: none"> ✚ 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. 	<ul style="list-style-type: none"> ✚ 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 	<ul style="list-style-type: none"> ✚ 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.
<p>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.</p>		
<ul style="list-style-type: none"> ✚ 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 	<ul style="list-style-type: none"> ✚ 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. ✚ Record and reflect on own teaching practice. 	<ul style="list-style-type: none"> ✚ 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

First Stage	Middle Stage	Graduate Stage
<p>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.</p>		
<ul style="list-style-type: none"> ✚ 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. 	<ul style="list-style-type: none"> ✚ 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. 	<ul style="list-style-type: none"> ✚ 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.
<p>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. Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</p>		
<ul style="list-style-type: none"> ✚ 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 	<ul style="list-style-type: none"> ✚ 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. 	<ul style="list-style-type: none"> ✚ 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.