

POSSIBLE EVIDENCE FOR JUDGING ACHIEVEMENT OF GRADUATE STANDARD 3

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 3 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 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

First Stage	Middle Stage	Graduate Stage
<p>3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p>		
<ul style="list-style-type: none"> ✚ 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; <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ✚ Identification of objectives/goals for students as established by the school/faculty/unit. <ul style="list-style-type: none"> * 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 <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> * 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; <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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

First Stage	Middle Stage	Graduate Stage
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.		
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ✚ 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 	<ul style="list-style-type: none"> ✚ 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

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3.3 Use teaching strategies Include a range of teaching strategies.		
<ul style="list-style-type: none"> ✚ 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 incorporate aural, visual and kinesthetic activities 	<ul style="list-style-type: none"> ✚ 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 	<ul style="list-style-type: none"> ✚ 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: <ul style="list-style-type: none"> - Explanation of concepts - IBL - Inductive learning - Group work/collaborative - discussion management - Questioning skills - ICT + Web 2.0 - Graphic organizers - kinesthetic approaches ✚ Relate strategies appropriately to coherent pedagogies ✚ Demonstrated diversity 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

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3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.		
<ul style="list-style-type: none"> ✚ 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 (eg. 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 	<ul style="list-style-type: none"> ✚ Location and collection of resources developed by the school for specific learning programs/units ✚ Ready-made resources (eg. 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. 	<ul style="list-style-type: none"> ✚ Location and collection of resources developed by the school for specific learning programs/units ✚ Use ready-made resources (eg. 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.

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3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement..		
<ul style="list-style-type: none"> ✚ 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: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> ✚ 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: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> ✚ 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: <ul style="list-style-type: none"> - 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
<p>3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p>		
<ul style="list-style-type: none"> ✚ 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. 	<ul style="list-style-type: none"> ✚ 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 	<ul style="list-style-type: none"> ✚ 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 <ul style="list-style-type: none"> - Collaboration and discussion with other teachers - Analysis of assessment data ✚ Collection of feedback from students to inform future planning and teaching <ul style="list-style-type: none"> - checking understanding - evaluation of learning - survey of student perception of unit ✚ Contribution to faculty/dept discussions re learning experiences and assessment

First Stage	Middle Stage	Graduate Stage
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.		
<ul style="list-style-type: none"> ✚ Observes supervising teacher in engagement with parents ✚ Awareness of school policies/protocols for parent-teacher contact <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ✚ Guided use of diaries (homework, feedback)- ✚ Observes supervising teacher in engagement with parents ✚ Awareness of school policies/protocols for parent-teacher contact <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ✚ 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 <ul style="list-style-type: none"> • 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