

POSSIBLE EVIDENCE FOR JUDGING ACHIEVEMENT OF GRADUATE STANDARD 4

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 4 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 4
CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

First Stage	Middle Stage	Graduate Stage
<p>4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.</p>		
<ul style="list-style-type: none"> ✚ 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 (eg. fast finishers & those with difficulties) ✚ Encourage wide participation 	<ul style="list-style-type: none"> ✚ 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 <ul style="list-style-type: none"> - visual back up materials - interaction e.g. questions rather than didactic - models tasks - uses hands-on activities ✚ Plan activities for a range of learners (eg. fast finishers & those with difficulties) ✚ Reflect upon non participation and has strategies for inclusion ✚ Provide individual support by walking around and attending to students 	<ul style="list-style-type: none"> ✚ 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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

First Stage	Middle Stage	Graduate Stage
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.		
<ul style="list-style-type: none"> ✦ 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 	<ul style="list-style-type: none"> ✦ 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 	<ul style="list-style-type: none"> ✦ 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
<p>4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.</p>		
<ul style="list-style-type: none"> ✦ 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 	<ul style="list-style-type: none"> ✦ 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 	<ul style="list-style-type: none"> ✦ 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

First Stage	Middle Stage	Graduate Stage
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.		
<ul style="list-style-type: none"> ✦ 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 	<ul style="list-style-type: none"> ✦ 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 	<ul style="list-style-type: none"> ✦ Knowing what safety is ✦ Knowing the govt protection strategies ✦ Know the schools protection policies ✦ Passing on information ✦ Knowing the resources of the school ie G.O., school nurse ✦ OHS standards/procedures ✦ Anti-bullying policy- implements and supports the school's policy. Is 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.

First Stage	Middle Stage	Graduate Stage
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		
<ul style="list-style-type: none"> ✚ 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 (eg 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 	<ul style="list-style-type: none"> ✚ 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 	<ul style="list-style-type: none"> ✚ 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.