

Activity – Defining the evidence

Resources you will need for this Activity

Australian Professional Teacher Standards _Graduate Standard 3

<http://www.teacherstandards.aitsl.edu.au/DomainOfTeaching/ProfessionalPractice/Standards/3>

Possible Evidence for Judging Achievement on Graduate Teacher Standard 3 (see below)

Introduction to the Activity

Australian professional Teacher Standards descriptors are very broad and will need to be broken down to identify the specific, skills, knowledge, processes and products that need to be achieved.

This activity explores **Standard 3 Focus 3.2 : Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.**

Standard 3 Focus 3.2 covers the following areas of knowledge and applications:

1. knowledge of the learning program that forms the context for the lesson
2. knowledge of theories of student learning
3. knowledge of teaching strategies associated with a chosen theory
4. knowledge of and ability to plan using a 3 phase lesson sequencing format – able to plan and identify orientation – enhancing – synthesising phases
5. knowledge of content to be taught
6. ability to produce an explicit written lesson plan *program* using a given template
7. ability to identify and plan for aspects of the learning *program* that will be consolidated and which will be new to students in this *lesson*

Note that Standard descriptor 3.2 does not include reference to implementation of a plan.

Your Task:

Select from the list provided in **Possible Evidence for Judging Achievement on Graduate Teacher Standard 3.2** to develop a list of the evidence that **you** would use as a basis for assessing a pre-service teacher on these criteria during a first and a final placement. Is there anything else you know you would be looking for that is not on the list of **Possible Evidence for Judging achievement on Graduate Teacher Standard 3.2** at the two stages?

Criteria	First Placement	Final Placement
knowledge of the learning program that forms the context for the lesson		
knowledge of theories of student learning		
knowledge of teaching strategies associated with a chosen theory		
knowledge of and ability to plan using a 3 phase lesson sequencing format – able to plan and identify orientation – enhancing – synthesising phases		
knowledge of content to be taught		
ability to produce an explicit written lesson plan <i>program</i> using a given template		
ability to identify and plan for aspects of the learning <i>program</i> that will be consolidated and which will be new to students in this <i>lesson</i>		

Reflective Questions:

1. What **evidence** will you use to decide whether the chosen learning theory, planned sequence and teaching strategies will be effective?
2. What will ensure that the unquantified element “effectiveness” doesn’t invalidate the assessment?

3. Graduate Standard **3.4 Select and Use resources**: *Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning*, includes an unquantified term “a range” when referring to the resources used by the pre-service teacher. What constitutes “a range”? Would you specify a specific number or number of types of resources? Would you be able to judge this on the evidence provided in a single lesson?
4. Imagine **you** were to be assessed on Professional Standard 3.2 (<http://www.teacherstandards.aitsl.edu.au/DomainOfTeaching/ProfessionalPractice>] either as a Proficient Teacher or as a Highly Accomplished Teacher, what evidence would you hope that an assessor would take into consideration when judging your performance as a teacher? Show how performance at these standards would be different from the evidence looked for in the performance of a pre-service teacher on their final placement.

Final Placement	Proficient Teacher	Highly Accomplished Teacher