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Australian Institute
for Teaching and
School Leadership
Limited

Documentary evidence examples

Proficient teachers

Contents

Overview

The documentary evidence examples provide detailed information regarding ways of evidencing the Standards at the Proficient career stage. It is important to note that examples provided are not prescriptive or exhaustive. They are provided as a guide and illustration only. Note that these examples are not the only means of evidencing for the Proficient career stage.

It is important to note this is not a guide to fulfilling the requirements of full registration as a teacher. For information regarding this, teachers should contact their state or territory teacher regulatory authority.

Detailed examples of evidence

These examples are not an exhaustive list and serve only as an illustration. They should not be viewed as a checklist. Please note: one quality item can provide evidence for a range of descriptors if it has been appropriately annotated to explain, justify or reflect on practice.

STANDARD 1
Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

Descriptor

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

Examples of evidence

- Explanation of differentiated teaching strategies based on the teacher's knowledge of students' physical, social or intellectual development to target the different areas of student learning requiring improvement

- Individual learning plans incorporating teaching strategies that have been selected specifically to address the students' physical, social or intellectual development and characteristics

- Annotated conversation and collaboration log, notes or meeting agenda from working with specialist teachers, aides or colleagues that have assisted the teacher to select teaching strategies appropriate to their students' physical, social or intellectual development and characteristics

- Analysis of the success of teaching strategies selected on the progress of the student, and how their learning has improved

- Lesson observation notes recording the teacher modifying manner to suit the developmental stages of students and/or using an appropriate level of language level for the students

- Unit/lesson plans demonstrating use of a variety of teaching strategies applicable to a range of students

STANDARD 1
Know students and how they learn

1.2 Understand how students learn

Descriptor

Structure teaching programs using research and collegial advice about how students learn.

Examples of evidence

- Meeting logs or documented reflections in relation to meetings with mentor/supervisor or other appropriate colleague who have provided advice about how to construct effective teaching programs that is based on colleague's own research

- Meeting logs of mentor/supervisor or other appropriate colleague who have provided feedback, based on research, on a teacher's program and the new version of the program

- Teaching and learning programs and/or unit/lesson plans which are annotated to demonstrate how they reflect research and/or collegial advice about how students learn

- Professional reading/viewing log and reflections that demonstrate research into how students learn

STANDARD 1
Know students and how they learn

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Descriptor

Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Examples of evidence

- Teaching and learning programs and/or unit/lesson plans that include teaching strategies that have been designed and implemented by the teacher based on the identified learning strengths and needs of students from diverse linguistic and/or cultural and/or religious and/or socioeconomic backgrounds.

- Lesson observation notes or documented reflections that record how the teaching strategies designed and implemented by the teacher have assisted students to meet the learning goals of the lesson.

- Post – observation meeting notes that include information as to how the teacher has used her or his knowledge of the learning strengths and needs of his or her students to inform the design of their teaching strategies so as to promote student learning.

- Individual learning programs for students from diverse linguistic and/or cultural and/or, religious and/or socioeconomic backgrounds that include teaching strategies that have been designed based on information gathered about students' learning strengths and needs.

- Information presented to colleagues regarding teaching and learning strategies he or she has designed and implemented in his or her classroom together that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

STANDARD 1
Know students and how they learn

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Descriptor

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

Examples of evidence

- Teaching and learning programs and/or unit/lesson plans that include teaching strategies that have been designed and implemented by the teacher based on the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

- Individual learning programs for students from the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students that include teaching strategies that have been designed based on information gathered about students' learning strengths and needs.

- Evidence of having sought advice, assistance and guidance from persons such as supervisors, colleagues, Aboriginal Education Assistants, itinerant teachers, elders of Aboriginal communities, counsellors and other relevant professionals, such as emails, conversation records, file notes, participation in blogs, about teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students

- Lesson plans, notes and/or communications documenting team teaching and collaborative planning with Aboriginal Education Assistant or local community representative/s that include effective teaching strategies for Aboriginal and Torres Strait Islander students.

- Lesson observation notes and discussion about effective teaching strategies that has been modified to reflect the learning needs and histories of Aboriginal and Torres Strait Islander students

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Descriptor

Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Examples of evidence

- Student led conference outcomes informing development of teaching activities and/or strategies to meet the specific learning strengths and needs of students across a full range of abilities

- Individual learning plans developed using specific teaching activities and/or strategies to meet individual needs and strengths of students across the full range of abilities

- Annotated student work samples/learning tasks demonstrating different teaching strategies used to meet the specific learning needs of students across the full range of abilities

- Teaching activities that have been developed as a result of collaborative planning or consultation with the ESL teacher/Counsellor/Aboriginal Education Assistant, Gifted and Talented Coordinator, Learning Support Coordinator

1.6 Strategies to support full participation of students with disability

Descriptor

Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

Examples of evidence

- Notes of meeting with parents, carers, specialists, support teams and services that assist the design and implementation of teaching and learning programs or units of work or lesson plans

- Lesson observation notes that record how the teaching strategies designed and implemented by the teacher have been adjusted to support the learning needs of individual students with disability in accordance with policy and Disability Standards for Education

- Individual learning plans developed for students with disability which may include modification of classroom layout or student task board

- Teaching and learning programs and/or unit/lesson plans including activities that support participation of individual students with disability, in accordance with policy and legislative requirements.

- Demonstrated use of adaptive and assistive technologies to support participation and learning of individual students with disability

- Provides lesson plans, analysis and reflection which show a rationale for lesson content and structure based on specific learning needs of a student or students with disability

STANDARD 2
Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area

Descriptor

Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

Examples of evidence

- Teaching and learning programs and/or units of work and/or lesson plans including learning activities designed to engage the students in learning
- Teaching and learning programs annotated to show modifications to activities designed to engage the students in learning
- Lesson observation notes or documented reflections about content, strategies and activities used specific to the learning context
- Student work samples that are annotated to show engagement in learning of content
- Relevant resources that have been customised to suit learning needs of students

STANDARD 2
Know the content and how to teach it

2.2 Content selection and organisation

Descriptor

Organise content into coherent, well-sequenced learning and teaching programs.

Examples of evidence

- Teaching and learning program and/or unit/lesson plans are sequenced to develop understanding of content
- Teaching and learning program and/or unit/lesson plans reflect curriculum requirements and are appropriately balanced
- Discussion and/or lesson observation notes of the teacher presenting content in a coherent, well-sequenced learning and teaching program
- Self analysis and reflection of the teaching and learning program and/or unit/lesson plans and their coherence and demonstrated student learning through assessment
- Unit/lesson plans that illustrate connections between content of teaching areas and development of subject-specific literacy and numeracy skills

2.3 Curriculum, assessment and reporting

STANDARD 2 — Know the content and how to teach it

Descriptor

Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

Examples of evidence

- Teacher records of feedback given to students demonstrating knowledge of curriculum, assessment and reporting requirements
- Lesson observation notes and discussion which shows that the teacher conforms to curriculum, assessment and reporting requirements
- Teaching and learning programs and/or lesson plans using appropriate knowledge of curriculum, assessment and reporting requirements
- Evidence of the teacher's record keeping system, such as a copy of their markbook
- Written reports to parents demonstrating compliance with curriculum, assessment and reporting requirements
- Assessment plan which shows clear links to the learning and teaching program and reporting cycle
- Self reflection or documented evidence of value adding to student results
- Assessment activities, criteria and marking guides that illustrate how assessment relates to curriculum and learning outcomes

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

STANDARD 2 — Know the content and how to teach it

Descriptor

Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Examples of evidence

- Teaching and learning programs and/or lesson plans with a variety of teaching and learning activities that link to syllabus outcomes/objectives and/or school or system policies to support student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- Lesson observation notes and discussion about lesson content and structure to develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- Lesson plans, notes and/or communications documenting team teaching and collaborative planning with Aboriginal Education Assistant or local community representative/s to develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- Student work samples which show student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- Observations/records of participation in assemblies, fieldwork or community involvement to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- Records of pastoral work with students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

2.5 Literacy and numeracy strategies

STANDARD 2 — Know the content and how to teach it

Descriptor

Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

Examples of evidence

- Teaching and learning programs and/or lesson plans with a variety of teaching and learning activities (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives

- Teaching and learning programs and/or lesson plans which show the application of explicit and structured literacy and numeracy strategies

- Lesson observation notes and discussion about lesson content and structure which show the teacher's knowledge, understanding, and/or teaching strategies to support students' literacy and /or numeracy achievement

- Student work samples linked to excerpts from program or lesson plans demonstrating literacy and/or numeracy strategies and student learning

- Lesson observation notes, emails, records of discussion, file notes, participation in blogs which show the teacher having worked collaboratively with external support, such as ESL teachers and support teachers to meet student literacy and/or numeracy needs

2.6 Information and Communication Technology (ICT)

STANDARD 2 — Know the content and how to teach it

Descriptor

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Examples of evidence

- Teaching and learning programs and/or lesson plans with a variety of ICT teaching and learning activities (for example, Web-based research, Web 2.0 tools such as Podcasting, Blogs, Social Bookmarking, Social Networking, RSS, use of ICT applications such as Word, PowerPoint, Excel and subject/KLA/stage appropriate software) that link to syllabus outcomes/objectives and take into account available ICT resources

- Lesson observation notes, reflection and discussion about the integration of ICT into lesson content and structure

- Teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful

- Lesson observation notes, emails, records of discussion, file notes, participation in blogs which show the teacher having worked collaboratively with ICT integrator or support staff

- Student reflections which show that ICT resources are relevant and meaningful to students' learning needs and interests

3.1 Establish challenging learning goals

Descriptor

Set explicit, challenging and achievable learning goals for all students.

Examples of evidence

- Teaching and learning programs and/or lesson plans, analysis or reflections which
  - show reference to the explicit, challenging and achievable learning goals for all students during the teaching and learning cycle
  - relate teaching and learning goals to the curriculum
- Student work samples that are linked to teaching and learning programs and/or lesson plans to demonstrate the link between goals set, assessment and student learning
- Lesson observation notes and/or discussion where the teacher
  - articulates high yet realistic and measurable goals so students understand the direction of the lesson and expectations
  - explains to students what the goals are and what steps are to be taken in order to achieve them
- Lesson evaluation notes where the teacher evaluates the lesson based on the level of achievement of goals
- Development of Individual Learning Plans for students

STANDARD 3
Plan for and implement effective teaching and learning

3.2 Plan, structure and sequence learning programs

Descriptor

Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

Examples of evidence

- Teaching and learning programs and/or lesson plans, analysis or reflections which show reference to the teaching and learning cycle and different models of learning
- Lesson observations notes and discussion records of lesson content and structure which show
  - planning and implementation of well-structured learning and teaching programs or lesson sequences
  - students are engaged in interesting lessons
- Student work samples that are linked to teaching and learning programs and/or lesson plans to demonstrate student engagement and learning
- Lesson plans that display flexibility, logic, sequencing and variety in activities and resources
- Sample homework tasks that are relevant to the lesson assessment items that measure student achievement of stated outcomes

STANDARD 3
Plan for and implement effective teaching and learning

3.3 Use teaching strategies

Descriptor

Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Examples of evidence

- Teaching and learning programs and/or lesson plans which show a variety of teaching and learning activities including:
    - problem solving, critical thinking and creative thinking that link syllabus outcomes/objectives
    - debate, hands-on activities, role playing, practical activities, frequent opportunities for skills practice, relevant projects, site studies and excursions
- Lesson observations notes and discussion records
    - of lesson content and structure which show that the teacher has selected a range of appropriate teaching strategies
    - that show how the teacher has used a variety of group structures to develop knowledge, skills, problem solving ,creative and critical thinking and collaboration
- Student work samples which show how the teacher has promoted self-directed work
- Lesson plans which show the selection and use of appropriate ICT based strategies and applications to develop knowledge, skills, problem solving and critical and creative thinking

3.4 Select and use resources

Descriptor

Select and/or create and use a range of resources, including ICT, to engage students in their learning.

Examples of evidence

- Teaching and learning programs and/or lesson plans which show a variety of teaching and learning resources, including ICT, which link syllabus outcomes/objectives
- Lesson observation notes and discussion records that show that the teacher has selected, created and used a range of resources, including ICT, to engage students in their learning
- Student work samples which show that students are engaged in their learning and that a variety of resources, including ICT, has been used
- Lesson plans, analysis and reflections that show how the teacher has mapped resources, including ICT, to students learning needs
- Examples of resources used in the classroom that have been customised by the teacher for students to access
- Teaching programs and/or lesson plans which show that the teacher has used curriculum support materials effectively, developed reusable resources, incorporated resources into the classroom environment, changed resources according to the activity, trialled resources, supported students' critical thinking in use of resources and ensured that students use resources appropriately

3.5 Use effective classroom communication

Descriptor

Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

Examples of evidence

- Lesson observation notes and discussion records about the teacher's interaction with students that show that the teacher has used effective verbal and non-verbal communication strategies in the classroom to support student understanding, participation, engagement and achievement, including responding positively and inclusively to all students

- Student work samples that demonstrate the teacher's effective communication strategies

- Lesson observation notes which show that the teacher models use of grammatically acceptable and precise language, explains and uses appropriate terms for the level and stage, speaks loudly enough for all students to hear, uses voice effectively with respect to pitch, strength speed and confidence, uses a mixture of oral and visual communication strategies

- Lesson plans which show the use of advanced organisers, such as concept maps, and use of visual learning aids

- Lesson observations of the teacher using effective questioning and/or discussion techniques, including a variety of questions at appropriate levels and encourages risk-taking and prepares students for discussion

- Teaching and learning programs and lesson plans that demonstrate personal literacy and attention to the development of literacy skills of students to enable understanding, participation, engagement and achievement

3.6 Evaluate and improve teaching programs

Descriptor

Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

Examples of evidence

- Teaching and learning programs and/or lesson plans, analysis or reflections which show reference to the teaching and learning cycle and scope and sequence

- Evaluation of teaching and learning programs and/or lesson plans, based on evidence, including evidence of use of student feedback to evaluate and improve teaching and learning programs

- Modified teaching and learning programs or lesson plans based on evaluation of evidence, including feedback from student assessment data, of how the students performed, what went well, what did not work and why

- Record of meetings with supervisor regarding teaching observed, lesson planning and student learning, including feedback from student assessment data

STANDARD 3
Plan for and implement effective teaching and learning

STANDARD 3
Plan for and implement effective teaching and learning

3.7 Engage parents/carers in the educative process

Descriptor

Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Examples of evidence

- Plans for parent/carer and teacher interviews

- Emails, letters and other records of communications between the teacher and parents/carers to encourage parents/carers to be involved in school and/or classroom activities

- Lesson plans or lesson observations which show how parents/carers' skills, knowledge and expertise have been used in accordance with school protocols to enhance teaching and learning programs

- Samples of two-way communication between the teacher and parents/carers, including opportunities for parents/carers to give feedback on homework, class newsletters

- Records of participation in and preparation for parent/carer and teacher meetings

STANDARD 4
Create and maintain supportive and safe learning environments

4.1 Support student participation

Descriptor

Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

Examples of evidence

- Lesson observation notes and discussion about
  - interactions with students (using students' names, shows respect for significant events in students' lives, listening positively to students, acknowledging students' contributions, allowing students to respond appropriately, being accessible to students, displaying equitable amounts of time/engagement with individuals, dealing with issues/problems fairly, exhibiting a caring attitude and showing interest in all students acknowledgement and value for student responses and inclusive distribution of questions around the class so that all can participate, including use of further questions to draw out answers from reluctant students)
  - the classroom/learning environment, lesson content and structure, communication strategies and the effectiveness of classroom discussion and group work
  - celebration of student work, including publicly acknowledging or praising student effort, offering constructive feedback, encouraging individual talents and gifts and offering students extra help, time or explanation if required
  - the teacher's modelling of respect, rapport, work ethic, politeness and positive language and tone when dealing with students, colleagues and parents/carers
- Lesson observation notes and/or annotated class roll to display awareness of students' needs and backgrounds
- Documented or observed management of student behaviour including implementation of clear expectations, protocols and/or rules and consequences
- Video/photo of classroom environment incorporating an audit of how it will promote inclusive and positive interaction to engage and support all students

STANDARD 4
Create and maintain supportive and safe learning environments

4.2 Manage classroom activities

Descriptor

Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

Examples of evidence

- Lesson observations, notes and discussion of
    - student time spent on learning tasks
    - established explicit routines which are implemented and enforced consistently
    - systems implemented that encourage student learning

- Classroom management documentation, including annotated copy of school behaviour management forms

- Documented and/or observed implementation of classroom management strategies, including entering/exiting the room, interactions and moving in the classroom during lessons

- Lesson plans and structure that show effective time management, set realistic time frames, are well paced and move through a variety of tasks, allow time for varying time on tasks for different levels, ensure timetable is related to curriculum with appropriate amount of time allocated to each KLA in primary schools

- Lesson plans showing that classroom routines are clearly articulated and negotiated, lesson outline, opening and closure is planned

4.3 Manage challenging behaviour

Descriptor

Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.

Examples of evidence

- Lesson observations, notes, videos, photos and discussion notes which show clear evidence of student interactions and understanding of expectations and consequences

- Emails or other correspondence or records that shows implementation and maintenance of school discipline and welfare policies, implementation of the school's referral process

- Documents, such as emails, letters or notes from conversations and meetings to show how the teacher follows up and ensures students complete tasks

- Lesson plans, observations, notes, correspondence or reflections that show implementation of school discipline and welfare policies and positive welfare/classroom practices which reflect school policies including a range of strategies to manage classroom behaviour

4.4 Maintain student safety

Descriptor

Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.

Examples of evidence

- Lesson plans, observation notes, reflections on correspondence or reflections that show implementation of school discipline and welfare policies and positive welfare/classroom practices which reflect school policies

- Lesson and/or fieldwork plans which show that the teacher knows and understands the concept and implications of risk management and can clearly identify risks

- Lesson plans and/or observation notes which show awareness of school and/or system requirements in terms of bullying

- Correspondence, meeting records or risk assessment documentation to show recognition of individual risk assessments for individual students and referrals where relevant

- Lesson observations showing that the teacher implements safety procedures such as being first into the room and last out, ensuring eye contact with students, avoiding turning back to write on the board or assisting individual students for extended periods, maintaining a physically clear classroom

- Correspondence showing that the teacher reports issues or incidents to appropriate personnel

- Documentation, such as marked rolls and annotated rolls, recording student attendance, absence and student safety concerns

4.5 Use ICT safely, responsibly and ethically

Descriptor

Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Examples of evidence

- Teaching and learning programs that demonstrate explicit inclusion of outcomes to promote the safe, responsible and ethical use of ICT

- Lesson plans and/or classroom observation notes which show explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching (for example, awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and academic honesty)

- Assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and academic honesty

- Samples of email and online communications (such as blogs) between teacher and students that model responsible and ethical use of ICT

- Printed excerpts of student online communications with each other that demonstrate their responsible and ethical use of ICT as a consequence of identified learning and teaching strategies

5.1 Assess student learning

STANDARD 5
Assess, provide feedback and report on student learning

Descriptor

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

Examples of evidence

- Examples of student work resulting from various assessment strategies developed by the teacher
- Notes from observation of teacher relating to use of assessment strategies
- Examples of lesson plans or excerpts from T/L program showing planned assessments and strategies to be used
- Teacher's analysis of a sample of student work that recognises diagnostic information to be used
- Teacher's notes from evaluation of lesson/s showing informal assessment information gathered
- Teacher's class assessment schedule showing range of assessment strategies with analysis of expected use
- Assessment rubrics developed as part of a teaching program to assess students achievement of learning goals
- Assessment plans, tasks, marking criteria or rubrics, student work samples and examples of provided feedback that reference curriculum/unit outcomes or objectives

5.2 Provide feedback to students on their learning

STANDARD 5
Assess, provide feedback and report on student learning

Descriptor

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

Examples of evidence

- Logs of student conferences outlining feedback given to students on progress and achievement against their learning goals
- Question matrix developed to allow students to receive consistently structured feedback on their learning including positive achievement and areas for improvement, why and how to achieve goals and how to move forward
- Examples of student work showing teacher feedback
- Teaching and learning programs or units of work or lesson plans individualised for students to address specific issues identified by assessment data
- Record of report moderation between teaching colleagues to demonstrate students are receiving timely, consistent and efficient feedback aligned with their learning goals

5.3 Make consistent and comparable judgments

Descriptor

Understand and participate in assessment moderation activities to support consistent and comparable judgments of student learning.

Examples of evidence

- Team moderation report produced following moderation of student assessment where assessment judgments are adjusted to improve consistency and comparability

- Work samples produced that have been annotated to reflect assessment rubric formation

- Assessment rubrics developed as part of a teaching program to assess students achievement of learning goals

- Assessment plans, tasks, marking criteria or rubrics, student work samples and examples of provided feedback that implement the school or system policy regarding the moderation of assessment activities

5.4 Interpret student data

Descriptor

Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

Examples of evidence

- Analysis of student assessment data indentifying strengths and weaknesses in students understanding of core concepts in learning areas

- Evaluation of teaching program and/or lesson plans with specific reference to student assessment data to analyse and evaluate student understanding of the content/lesson with identification of interventions and modifications to teaching practice to reflect analysis of assessment data

- Teaching and learning programs and or lesson plans annotated to show modification as a result of student assessment data

- Description of intervention techniques for students as a result of the data compiled following assessment of learning

- Analysis of a sample of student work that recognises diagnostic information to be used

- Comparison between assessment of prior learning and assessments after content has been taught

- Assessment of individual learning plans in relation to achievement of learning outcomes

5.5 Report on student achievement

Descriptor

Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Examples of evidence

- De-identified record of three way conferences conducted to discuss student achievement involving students and parents/carers in accordance with school policy and practice

- Accurate, reliable and comprehensive assessment records that have been maintained for each student and used to assist reporting

- De-identified record of engagement with parents/carers through mediums such as phone, email, meetings, etc demonstrating constant liaison regarding student achievement

- Preparation for parent teacher interviews demonstrating accurate and respectful reporting of students strengths and weaknesses and identifying future opportunities for improvement of each student

- De-identified student assessment reports to parents

STANDARD 5
Assess, provide feedback and report on student learning

6.1 Identify and plan professional learning needs

Descriptor

Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

Examples of evidence

- Meeting records with supervisor and/or colleagues regarding observed teaching, lesson planning and student achievement that are linked to identified Standards, Focus Areas and/or Descriptors from the Australian Professional Standards for Teachers

- Professional learning plan that is linked to identified Standards, Focus Areas and/or Descriptors from the Australian Professional Standards for Teachers

- Record of engagement in professional development courses and professional learning activities (for example, listening to and learning from colleagues, professional reading, working with or as a mentor or coach, undertaking post-graduate study, participating in school or system based professional learning projects such as lesson study and other forms of action research), including their relevance to identified Standards, Focus Areas and/or Descriptors from the Australian Professional Standards for Teachers

- Performance appraisal documents identifying goals for learning that link to the Australian Professional Standards for Teachers

6.2 Engage in professional learning and improve practice

Descriptor

Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

Examples of evidence

- Evidence of participation in professional learning activities to update knowledge and practice (including online professional learning opportunities, such as online courses, blogs and webinars), targeted to school and/or system priorities

- Professional learning plan that contains self analysis and reflection in relating professional learning to knowledge and practice, targeted professional learning needs and school and/or system priorities

STANDARD 6
Engage in professional learning

6.3 Engage with colleagues and improve practice

Descriptor

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

Examples of evidence

- Minutes of professional committee meetings of which the teacher is an active participant, detailing the involvement of the teacher in collaborative discussion, evaluation and reflection

- Evidence of participation in online discussions, online courses, blogs and other virtual professional learning communities, such as a printout of an excerpt of the online discussion which shows the teacher's participation with colleagues

- Evidence of engagement in regular constructive discussion with colleagues including feedback aimed at supporting improvement in professional practice and annotation of teaching and learning programs and/or unit/lesson plans accordingly

- Documented reflection on practice arising from a professional discussion with a colleague

STANDARD 6
Engage in professional learning

6.4 Apply professional learning and improve student learning

Descriptor

Undertake professional learning programs designed to address identified student learning needs.

Examples of evidence

- Professional learning plan which shows a selection of professional development courses and other professional learning activities that are based on identified student learning needs

- Student assessment that informs the choice of professional learning to be sourced and undertaken

- Professional reading log showing reading undertaken which addresses identified student learning needs

- Action research undertaken to address identified student learning needs with a focus on improved teacher practice

7.1 Meet professional ethics and responsibilities

Descriptor

Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

Examples of evidence

- Appropriately de-identified meeting records, emails and other communications which show an understanding of mandatory reporting requirements

- Annotated teaching and learning programs, lesson plans, teaching materials and/or assessments which show appropriate credit given to sources, including colleagues, websites, books, journal articles

- Notes or other communications which show permission being sought from students and/or colleagues for the use of their intellectual property where required

- Reference or endorsement from principal/employer

7.2 Comply with legislative, administrative and organisational requirements

Descriptor

Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.

Examples of evidence

- Meeting records, emails and other communications which show an understanding of mandatory reporting requirements

- Teaching and learning programs and/or lesson plans which show evidence of implementation of mandatory policy documents

- Classroom behaviour policy which shows the implementation of school and system policies and procedures

- Professional leaning undertaken regarding relevant legislative, administration, organisational and professional requirements and teacher accountability

- De-identified communication demonstrating compliance with relevant legislative, administrative, organisational and professional requirements

- Reference or endorsement from principal/employer

7.3 Engage with the parents/carers

Descriptor

Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.

Examples of evidence

- Written reports and records of student progress, letters home and other written communications with parents/carers that demonstrate respect and collaboration regarding the child's learning and well-being and that follow school protocols

- Planning documents for meetings with parents/carers

- Notes from observations by supervisor/mentor (for example, in meetings, during assemblies and community meetings, on excursions, in parent/teacher meetings) show the teacher establishes/maintains respectful collaborative relationships through the use of appropriate language, tone and body language

- Examples of opportunities for parent/carer contributions to homework sheets, class newsletters and at parent-teacher meetings

7.4 Engage with professional teaching networks and broader communities

Descriptor

Participate in professional and community networks and forums to broaden knowledge and improve practice.

Examples of evidence

- Certificates to validate attendance at beginning teacher and professional networking meetings, including online educational forums, with reflections that show how knowledge has been broadened and/or practice has been improved

- Printout of excerpt from online professional or community networks (for example, beginning teachers) which shows participation to broaden knowledge and improve practice

- Communication which shows participation in professional and community networks and forums to broaden knowledge and improve practice

- Record of activities undertaken in a professional network

Tools and templates

Evidence mapping to descriptors: Proficient career stage

STANDARD 1: Know students and how they learn	Evidence Sample 1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
1.1 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.										
1.2 Structure teaching programs using research and collegial advice about how students learn.										
1.3 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.										
1.4 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.										
1.5 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.										
1.6 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.										

STANDARD 2: Know the content and how to teach it	Evidence Sample 1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
2.1 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.										
2.2 Organise content into coherent, well-sequenced learning and teaching programs.										
2.3 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.										
2.4 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.										
2.5 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.										
2.6 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.										

STANDARD 3: Plan for and implement effective teaching and learning	Evidence Sample 1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
3.1 Set explicit, challenging and achievable learning goals for all students.										
3.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.										
3.3 Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.										
3.4 Select and/or create and use a range of resources, including ICT, to engage students in their learning.										
3.5 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.										
3.6 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.										
3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.										

STANDARD 4: Create and maintain supportive and safe learning environments	Evidence Sample 1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
4.1 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.										
4.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.										
4.3 Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.										
4.4 Ensure students' well-being and safety within school by implementing school and/ or system, curriculum and legislative requirements.										
4.5 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.										

STANDARD 5: Assess, provide feedback and report on student learning	Evidence Sample 1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
5.1 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.										
5.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.										
5.3 Understand and participate in assessment moderation activities to support consistent and comparable judgments of student learning.										
5.4 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.										
5.5 Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.										

STANDARD 6: Engage in professional learning	Evidence Sample 1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
6.1 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.										
6.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.										
6.3 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.										
6.4 Undertake professional learning programs designed to address identified student learning needs.										

STANDARD 7: Engage professionally with colleagues, parents/carers and the community	Evidence Sample 1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
7.1 Meet codes of ethics and conduct established by regulatory authorities, systems and schools.										
7.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.										
7.3 Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.										
7.4 Participate in professional and community networks and forums to broaden knowledge and improve practice.										

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