BOSTES | BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

Evidence Guide for the Proficient Teacher Standards

Evidence Guide for the
Proficient Teacher Standards

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Section One:
Teaching Standards

Australian Professional Standards for Teachers

The *Australian Professional Standards for Teachers* is a public statement of what constitutes quality teaching. The Standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that result in improved educational outcomes for students. The Standards are a framework that describes the knowledge, practice and professional engagement required at stages in teachers' careers. They present a common understanding and language for discourse between teachers, employers, teacher educators, teacher organisations, professional associations and the public.

Accreditation in NSW

In NSW, accreditation is the structured process through which teachers are recognised as meeting teaching standards. Accreditation ensures the integrity and accountability of the profession. It also recognises the significance of teaching as a profession, and the position of trust and responsibility that teachers have within society.

There are two mandatory levels of accreditation: Graduate Teacher and Proficient Teacher. There are also two voluntary levels of accreditation: Highly Accomplished and Lead Teacher. Highly Accomplished and Lead Teacher levels of accreditation are undertaken by experienced teachers.

Being fully qualified to teach by graduating from an approved teacher education program recognises that the teacher has met the standards at Graduate Teacher, the first career stage. Teachers who are fully qualified graduates will be provisionally accredited before they begin teaching for the first time in NSW. Conditional accreditation can be given to prospective teachers who have not fully completed their teaching qualification, with completion required within a defined period of time.[1]

The second stage of a teacher's career is recognised when they demonstrate their achievement of the Standards at Proficient Teacher.

The process of becoming accredited at PT[2]

Provisional or conditional accreditation is a period of time provided to enable teachers to establish themselves in their teaching career by developing their practice sufficiently to demonstrate the standards at Proficient Teacher. It requires a process of structured learning or induction, with mentor or supervisor guidance and feedback. The emphasis on professional growth and learning provides an opportunity to build expertise and confidence and encourage the profession (those undertaking accreditation and those who mentor or supervise) to think constructively about teaching and learning.

For teachers to achieve accreditation they will need to demonstrate that they meet all Standard Descriptors for Proficient Teacher across the seven Standards of the Australian Professional Standards for Teachers. They will need to demonstrate they can apply and integrate the knowledge and skills that underpin each standard descriptor.

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[1] Conditional accreditation is granted when a teacher seeks employment in NSW prior to completing their qualification.

2 More detailed advice is available in Information for Teachers Progressing to Proficient Teacher, available on the BOSTES website.

The purpose of the Evidence Guide

This Evidence Guide for Proficient Teacher provides information about the kinds of evidence that can demonstrate Proficient Teacher Standards. It is intended to assist all teachers to feel confident in using and interpreting the standards by building a more consistent understanding and application of the standards. The Guide also provides information about the ways in which teachers may compile and annotate the evidence that will support a decision about their accreditation.

Evidence for accreditation

For accreditation, teachers will need to demonstrate achievement of all Proficient Teacher standard descriptors so that the teacher accreditation authority for their school can make the accreditation decision. Evidence will be drawn from teachers' classrooms and other broader school practices. The evidence should cover the broad scope of the teacher's knowledge, practice and engagement.

To finalise accreditation, teachers must then select a sample of the evidence from all Proficient Teacher standards.

Selecting evidence for the sample

Evidence should verify a teacher's achievement across the seven Standards.

Evidence will:
- be drawn directly from the teacher's work
- be derived from a range of sources and must include:
  - evidence of student learning
  - observation of the teacher's teaching
- show the impact of the teacher's practice on student learning

A single piece of evidence can be used to address more than one descriptor, within or across the Standards. One quality item of sufficient depth and complexity could provide evidence for a range of descriptors.

For example, excerpts from a teaching and learning program may demonstrate how the teacher:
- promotes language, literacy and numeracy skills (Descriptor 2.5.2)
- includes evidence of collaborative teaching (Descriptor 6.3.2)
- ensures consistency with curriculum content (Descriptor 2.3.2)
- utilises ICTs to enhance learning (Descriptor 2.6.2)

Likewise, a teacher reflection may show:
- evaluation of effectiveness of resources (Descriptor 3.4.2)
- approaches to classroom management (Descriptor 4.2.2)
- feedback from mentors/supervisors (Descriptor 6.3.2)
- engagement with parents/carers (Descriptor 3.7.2)

When selecting evidence teachers should:

1. work from their usual teaching context and draw on documents, observational notes, reflections and resources that have been used in their practice
2. reference at least one descriptor against each piece of evidence but avoid using large numbers of descriptors for each piece of evidence
3. avoid duplication or repetition of evidence
4. use evidence that comes from a variety of sources, for example:

- data on student learning
- student work samples
- curriculum, planning and assessment documents
- observations of practice and professional conversations or collaborations with colleagues
- student/parent feedback
- teacher reflections on and analysis of practice

5. consider how their teaching practice has made an impact on student learning.

Evidence of student learning should be supplied where applicable to a descriptor. Such evidence may include, for example, student conference outcomes, student work samples demonstrating progress, assessment records demonstrating progress over time, records of feedback, teacher reflection on student learning and needs, and student reflections.

Annotating evidence

The selected evidence must be annotated by the teacher to reflect achievement of the standard descriptor/s nominated for that evidence.

The purpose of each annotation is to explain how and why the selected evidence shows the teacher's practice meets the standard descriptor. It will also demonstrate that the teacher has the necessary understanding of practice that is described by the Standard descriptor. The annotation should provide sufficient detail so that the evidence can be understood by others outside the teacher's context. At a minimum, annotations should identify the descriptors being accounted for, demonstrate how the evidence shows achievement of the Standard Descriptors and identify impact on student learning.

Annotations should help teachers:
- identify and explain how the evidence meets a specific standard descriptor/s
- provide context for the evidence in order to situate the work such as, what, why or when
- articulate the learning achievements of students relevant to specific standard descriptors

Examples of annotations

A. The structure of the lesson sequence on sentence structure and writing show that I understand the curriculum and can design and implement appropriate and well sequenced classroom lessons. The lesson sequence also utilises a range of learning activities such as group sessions, individual tasks and practical (hands-on) activities all of which cater for different learning needs within the classroom (1.5.2).

I have included with this sequence, assessment data collected during a previous literacy unit as this was used to inform my planning. The assessment data indicated the class needed further work on sentence writing. I developed the lesson sequence to build on students' prior knowledge of sentence structure and used this knowledge to help students improve their written work. The lesson sequence includes a student assessment and reflection session which shows that most students in the class increased their sentence writing capacity (5.4.2).

The lesson sequence included a number of sessions using the interactive white board demonstrating how I integrate ICT into my general classroom practice. After observing one of my colleagues using the white board to capture student comments, I included this strategy in my lesson sequence. I used the white board to capture the sentences written by students during the session which we then used to construct a story, giving students an opportunity to participate more broadly (2.6.2).

B. Communication, in the form of both explicit teacher explanation and also classroom discussion, was vital to the success of the lesson. As each new exemplar was projected, I identified the cinematic technique being demonstrated and explained its general purpose, providing a link back to the online resource. I then facilitated a classroom discussion, allowing the class to expand upon how the technique was being used specifically within the highlighted scene. The use of this discussion, as students reflected upon and developed each other's ideas, enabled the class to develop a more thorough understanding of the concepts and to connect the abstract notion of cinematic techniques with specific examples (3.3.2, 2.1.2).[3]

C. Being a withdrawal class for students who have minimal or no exposure to the English language, ESL theories such as scaffolding underpinned this lesson in the form of controlled, guided and independent support to provide the students with the assistance needed to set them up for success. In order to pitch the lesson at a level achievable for the group, I had to consult the ESL Scales document to select appropriate outcomes and pointers (1.2.2) that would allow me to design learning sequences of high support and simultaneously challenge each student. The ESL Scales also ensure that I delivered the lesson through the three modes of Oral Interaction, Reading and Responding and Writing, ultimately providing opportunities for students to talk, listen, read and write (2.5.2).[4]

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[3] Quality annotation from the accreditation submission of NSW teacher Michael Garbutt, who achieved Proficient Teacher status in September 2013.
[4] Quality annotation from the accreditation submission of NSW teacher Cecilia Tran, who achieved Proficient Teacher status in December 2012.

Section Two:
Evidence for Accreditation

This section provides examples of evidence that commonly occur in teachers' practice. The examples have been placed in broad categories of common evidence types. The examples of evidence highlight the range and type of evidence that could be used. These examples serve only as an illustration and are neither an exhaustive list nor an essential list of required evidence. They should not be viewed as a checklist or an attempt to summarise the complexity of teaching.

It is recognised that the evidence teachers can provide will vary depending on a number of contextual issues including level of schooling, role within a school and type and location of school.

These examples have not been related to particular standard descriptors, as this is likely to depend on the content within the example and the annotation.

An evidence mapping table is provided on page 48 which teachers could use to record and track which Standard/descriptors apply to specific evidence provided.

Examples of evidence typically occurring in teachers' practice, shown in broad evidence categories

- **Curriculum planning documents**
    - individual learning plans
    - term, semester or year curriculum programs
    - lesson plans/lesson sequences
    - across year level subject planning documents
    - resources, tasks and activities developed and used
    - homework tasks set
    - use of models of learning to develop teaching and learning programs and activities
    - annotated adjustments of plan for differentiated learning

- **Assessment and evidence of student learning:**
    - student conference outcomes
    - teacher records of student data
    - assessment plan demonstrating linkages to curriculum
    - assessment schedule
    - assessment tools/tests/strategies
    - student work samples demonstrating learning over time
    - student work samples related to lesson
    - documentation of observed student learning
    - data demonstrating value adding to student(s) learning
    - student directed learning goals
    - mapping of student learning

- **Observations and discussions:**
    - supervisor's notes of lesson observation, with teacher reflection
    - post-observation meeting and discussion record
    - documented observations of specific teacher practice/requirements
    - documentation of observed student classroom behaviours/expectations
    - observation notes on range of strategies to manage classroom behaviour
    - teacher's notes from observation of a modelled lesson

- **Feedback received and given**:
  - student conference outcomes
  - annotated record of feedback given to students
  - teacher records of feedback for specific students over time
  - parent/teacher interview plans and records
  - meeting logs
  - notes of formal and informal communication with parents/carers
  - documentation of parent/carer feedback
  - student survey data
  - student reflections and feedback

- **Teacher reflections:**
  - analysis and evaluation of teaching and learning plans and/or unit/lesson plans
  - analysis of effectiveness of assessment tools/strategies
  - audit of the physical classroom environment/classroom layout modification
  - professional reading log and reflection
  - reflection of student learning and needs

- **Collaboration and professional learning:**
  - team teaching planning
  - resource sharing and collaboration records
  - collaborative planning and preparation
  - participation in assessment moderation activities
  - professional learning plan
  - professional learning journal
  - review and reflection of professional learning undertaken
  - action research project plans or outcomes
  - contribution to professional association activities
  - presentations prepared and delivered for colleagues
  - under graduate and post graduate studies
  - involvement in school policy development
  - evidence of community contact and involvement

Section Three:
Evidence Examples for the Standards

STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	**Focus:** Physical, social and intellectual development and characteristics of students

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

Evidence of teacher practice that satisfies this Standard Descriptor:

- Differentiated teaching strategies observed to support students' physical, social or intellectual development to target different areas of student learning
- Individual learning plan incorporating teaching strategies selected specifically to address the student's physical, social or intellectual needs
- Unit/lesson plans demonstrating use of a variety of teaching strategies applicable to the range of students in a class
- 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) for specific syllabus outcomes/objectives
- Analysis of the success of teaching strategies selected on the progress of the student, and how their learning has improved
- Teacher records of student data tracking achievement from pre and post assessments to improve knowledge of student's physical, social and 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
- Lesson observation notes recording the teacher modifying manner and/or appropriate level of language to suit the developmental stages of students
- Lesson observation notes and discussion about lesson content and structure that demonstrate their link to identified students' physical, social and intellectual development and characteristics

Additional evidence relating to my school context:

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STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	**Focus:** Understand how students learn

1.2.2 Standard Descriptor:
Structure teaching programs using research and collegial advice about how students learn

Evidence of teacher practice that satisfies this Standard Descriptor:

- 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
- Annotated planning documents that reference professional reading/viewing log and reflections that demonstrate research into how students learn
- Teaching and learning programs and/or unit/lesson plans that demonstrate a wide range of pedagogy, such as connected lesson delivery, higher order thinking skills, appropriate practical activities
- 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

Additional evidence relating to my school context:

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STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	**Focus:** Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

1.3.2 Standard 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

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs and/or unit/lesson plans with teaching strategies designed for the identified learning strengths and needs of students from diverse linguistic and/or cultural and/or religious and/or socioeconomic backgrounds.
- 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.
- Demonstrated use of teaching resources that are sensitive and inclusive of identified student linguistic, cultural, religious and 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.
- Lesson observation notes and discussion about lesson content and structure that demonstrate strategies appropriate for the linguistic, cultural and religious socioeconomic backgrounds of the students
- Post – observation meeting notes that include discussions 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.

Additional evidence relating to my school context:

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STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	**Focus:** Strategies for teaching Aboriginal and Torres Strait Islander students

1.4.2 Standard 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.

Evidence of teacher practice that satisfies this Standard Descriptor:

- 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 that include teaching strategies that have been designed based on information gathered about students' learning strengths and needs.
- 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.
- Teaching programs, lesson plans or lesson observation notes that demonstrate the application of specific and appropriate literacy strategies for Aboriginal and Torres Strait Islander students
- Teaching and learning programs and/or lesson plans with a variety of teaching and learning resources that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students
- Lesson observation notes and discussion about effective teaching strategies that have been modified to reflect the learning needs and histories of Aboriginal and Torres Strait Islander students
- Lesson observation notes and discussions about management of student behaviour that is sensitive to Aboriginal and Torres Strait Islander students and communities
- Evidence of having sought advice, assistance and guidance from persons such as supervisors, colleagues, Aboriginal Education Assistants, itinerant teachers, elders of Aboriginal communities, Counselors 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

Additional evidence relating to my school context:

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STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	**Focus:** Differentiate teaching to meet the specific learning needs of students across the full range of abilities

1.5.2 Standard Descriptor:
Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes/objectives and which meet the specific learning needs of students across the full range of abilities
- Teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students
- Teaching and learning planning documents that have been developed to include the outcomes of student-led conferences that focus on meeting specific learning needs
- Individual learning plans developed using specific teaching activities, strategies and resources to meet the individual needs and strengths of students across the full range of abilities
- Annotated learning tasks that demonstrate that differentiated content was 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 specialist staff such as the ESL teacher/Counsellor/Aboriginal Education Assistant/Gifted and Talented coordinator/Learning Support teacher
- Teaching and learning programs and/or lesson plans which outline a rationale for lesson content and structure based on specific learning needs of students
- Work samples and/or assessment tasks that show how students across the full range of abilities were able to demonstrate their learning
- Lesson observation notes and discussions about the use of a variety of appropriate resources that address and support different learning needs
- Lesson observation notes and discussions about management of student behaviour that is cognisant of the specific learning needs across the full range of abilities
- Evidence of team teaching that supports specific learning needs with specialist staff such as ESL teacher/ Aboriginal Education Assistant/ Gifted and Talented coordinator/ Learning Support teacher

Additional evidence relating to my school context:

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STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	**Focus:** Strategies to support full participation of students with disability

1.6.2 Standard Descriptor:
Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs and/or lesson plans with a variety of teaching and learning activities that link to syllabus outcomes/objectives and incorporate specific strategies to support the participation of a student or students with disability in accordance with policy and legislative requirements.
- Teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of a student or students with disability
- Individual learning plans developed for students with disability
- Teaching and learning programs/lesson plans annotated to evaluate the effectiveness of the rationale applied to lesson content and structure in order to support the specific learning needs of a student or students with disability
- 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
- Demonstrated use of appropriate resources and adaptive and assistive technologies to support participation and learning of individual students with disability
- 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
- Teacher's notes or annotations indicating strategies that address disability policy or legislation in programs and lessons.

Additional evidence relating to my school context:

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	**Focus:** Content and teaching strategies of the teaching area

2.1.2 Standard Descriptor:
Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs and/or lesson plans including learning activities designed to engage the students in learning
- Teaching and learning programs and/or lesson plans annotated to show modifications to activities designed to engage the students in learning
- Teaching and learning programs and/or lesson plans that relate to current and relevant curriculum documents
- Teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives
- Relevant resources that have been customised to suit learning needs of students
- Student work samples that are annotated to show engagement in learning of content
- Lesson observation notes about lesson content, structure and teaching strategies that demonstrate teacher knowledge and student engagement
- Lesson observation notes or documented reflections about content, strategies and activities used specific to the learning context
- Teacher reflections on the quality of student engagement and learning
- Meeting notes demonstrating the teacher's contribution to collegial planning and preparation of teaching and learning programs and/or lesson plans

Additional evidence relating to my school context:

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	**Focus:** Content selection and organisation

2.2.2 Standard Descriptor:
Organise content into coherent, well-sequenced learning and teaching programs

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs or lesson plans that reflect curriculum requirements and are sequenced to develop understanding of content
- Programs and/or lesson plans that illustrate connections between content of teaching areas and development of subject-specific literacy and numeracy skills
- Teacher notes demonstrating the selection and organisation of content
- Discussion and/or lesson observation notes of the teacher presenting content in a coherent, well-sequenced learning and teaching program
- Lesson observation and/or discussion notes which show that the teacher adheres to timelines and the sequence of the program
- Analysis and reflection of the teaching and learning program and/or lesson plans and their coherence and demonstrated student learning through assessment
- Meeting notes demonstrating the teacher's contribution to collegial planning and preparation of coherent and well-sequenced teaching and learning programs and/or lesson plans

Additional evidence relating to my school context:

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	**Focus:** Curriculum, assessment and reporting

2.3.2 Standard Descriptor:
Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements

Evidence of teacher practice that satisfies this Standard Descriptor:

- 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
- Assessment plan which shows clear links to the learning and teaching program and reporting cycle
- Assessment activities, criteria and marking guides that illustrate how assessment relates to curriculum and learning outcomes
- Teacher records of feedback given to students demonstrating knowledge of curriculum, assessment and reporting requirements
- Examples of student learning outcomes with feedback to students
- Lesson observation notes and discussion which shows that the teacher conforms to curriculum, assessment and reporting requirements
- Written reports to parents demonstrating compliance with curriculum, assessment and reporting requirements
- Written reflection on and analysis of programs and lessons which show that the teacher has read, knows and understands all relevant curriculum, assessment and reporting policies and support documents
- Teacher's written reflection on programs and lesson plans for the purpose of refining curriculum delivery and improving student outcomes
- Evidence of the teacher's professional learning in one or more: curriculum, assessment, reporting.

Additional evidence relating to my school context:

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		Focus:
STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT		Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

2.4.2 Standard Descriptor:
Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs and/or lesson plans with a range of teaching and learning activities to support student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages
- Lesson plans, notes and/or communications documenting team teaching and collaborative planning with Aboriginal Education Assistant or local community representative/s
- Student work samples and displays of student work which show student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages
- Lesson observation notes and discussion about lesson content and structure where the aim of the lesson was to develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages
- Records of participation in fieldwork or community involvement to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages
- Discussion and planning notes for excursions which develop respect and understanding for Aboriginal and Torres Strait Islander histories, cultures or languages.

Additional evidence relating to my school context:

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	**Focus:** Literacy and numeracy strategies

2.5.2 Standard Descriptor:
Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement

Evidence of teacher practice that satisfies this Standard Descriptor:

- 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 informed by student data
- Student work samples linked to excerpts from program or lesson plans demonstrating literacy and/or numeracy strategies and student learning
- 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
- 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
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Additional evidence relating to my school context:

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	**Focus:** Information and Communication Technology (ICT)

2.6.2 Standard Descriptor:
Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful

Evidence of teacher practice that satisfies this Standard Descriptor:

- 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
- Teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful
- Evidence of student reflections which show that ICT resources are relevant and meaningful to students' learning needs and interests
- Lesson observation notes, reflection and discussion about the integration of ICT into lesson content and structure
- Evidence of having worked collaboratively with ICT integrator or support staff, such as lesson observation notes, emails, records of discussion, file notes, participation in blogs

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	Focus: Establish challenging learning goals

3.1.2 Standard Descriptor:
Set explicit, challenging and achievable learning goals for all students

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs and/or lesson plans, analysis or reflections which articulate explicit, challenging and achievable learning goals for all students during the teaching and learning cycle
- Teaching and learning programs and/or lesson plans, analysis or reflections which 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 and what steps are to be taken in order to achieve them, so students understand the direction and expectations of the lesson
- Lesson evaluation notes where the teacher evaluates the lesson based on the level of achievement of goals
- Records of discussions or meetings that outline the development of Individual Learning Plans for students through collaboration with support staff colleagues and parents
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Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	**Focus:** Plan, structure and sequence learning programs

3.2.2 Standard Descriptor:
Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning

Evidence of teacher practice that satisfies this Standard Descriptor:

- 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
- Teaching and learning programs and/or lesson plans, analysis or reflections which show reference to the teaching and learning cycle and scope and sequence
- 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
- Student work samples that are linked to teaching and learning programs and/or lesson plans to demonstrate student engagement and learning
- Student work samples that are linked to teaching and learning programs and/or lesson plans to demonstrate student engagement and 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
- Lesson observation notes and discussion records of lesson content and structure which show students are engaged in interesting lessons

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	**Focus:** Use teaching strategies

3.3.2 Standard Descriptor:
Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking

Evidence of teacher practice that satisfies this Standard Descriptor:

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

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	**Focus:** Select and use resources

3.4.2 Standard Descriptor:
Select and/or create and use a range of resources, including ICT, to engage students in their learning

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs and/or lesson plans which show a variety of teaching and learning resources, including ICT, which link syllabus objectives and outcomes
- Teaching programs and/or lesson plans which show that the teacher has used curriculum support materials and designed resources effectively to enable students to access the curriculum
- Lesson plans, analysis and reflections that show how the teacher has mapped resources, including ICT, to students learning needs
- Student work samples which show that students are engaged in their learning and that a variety of resources, including ICT, have been used
- 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
- Teacher written reflection on the choice and effectiveness of chosen resources

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	Focus: Use effective classroom communication

3.5.2 Standard Descriptor:
Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement

Evidence of teacher practice that satisfies this Standard Descriptor:

- 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
- Lesson plans which show the use of advanced organisers, such as concept maps, and use of visual learning aids
- Student work samples that demonstrate the teacher's effective communication strategies
- 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
- 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, uses voice effectively and uses a mixture of oral and visual communication strategies
- 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
- Lesson observations which show that the teacher models respect and praises contributions

Additional evidence relating to my school context:

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STANDARD 3:	Focus:
PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	Evaluate and improve teaching programs

3.6.2 Standard Descriptor:
Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning

Evidence of teacher practice that satisfies this Standard Descriptor:

- Modified teaching and learning programs or lesson plans based on evaluation of evidence, including feedback from student assessment data, of how the students performed
- Program registration forms, which are completed promptly at the conclusion of the unit
- Record of meetings with supervisor regarding teaching observed, lesson planning and student learning, including feedback from student assessment data
- Ongoing evaluation of teaching and learning programs and/or lesson plans, based on evidence, including feedback from student assessment data, to evaluate and improve teaching and learning scope and sequences and programs

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	Focus: Engage parents/carers in the educative process

3.7.2 Standard Descriptor:
Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning

Evidence of teacher practice that satisfies this Standard Descriptor:

- 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
- Interview plan and discussion points for parent/carer and teacher interviews
- Emails, letters and other records of individualised communications between the teacher and parents/carers to encourage parents/carers to be involved in school and/or classroom activities
- 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

Additional evidence relating to my school context:

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	Focus: Support student participation

4.1.2 Standard Descriptor:
Establish and implement inclusive and positive interactions to engage and support all students in classroom activities

Evidence of teacher practice that satisfies this Standard Descriptor:

- Learning programs and/or lesson plans that demonstrate planning for classroom discussion and group work to promote student engagement and facilitate understanding of content
- Documented management of student behaviour including implementation of clear expectations, protocols and/or rules and consequences
- Documented or observed implementation of clear expectations, protocols and/or rules and consequences
- Lesson observation notes and discussion about interactions with students, the classroom/learning environment, lesson content and structure and communication strategies
- Lesson observation notes and discussion about the teacher's modeling 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
- Lesson observation notes that show 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

Additional evidence relating to my school context:

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STANDARD 4:	Focus:
CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	Manage classroom activities

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

Evidence of teacher practice that satisfies this Standard Descriptor:

- Curriculum planning documents, lesson plans and structures that show effective time management, interactions and classroom movement
- Lesson plans that show classroom routines are clearly articulated and negotiated, implemented and enforced consistently
- Lesson plans and/or observation of teacher promoting student responsibility for learning
- Classroom management documentation, including annotated copy of school behaviour management forms
- Lesson observations, notes and discussion of observed routines
- Lesson observations, notes and discussion of student time spent on learning tasks
- Observed implementation of classroom management strategies

Additional evidence relating to my school context:

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	**Focus:** Manage challenging behaviour

4.3.2 Standard Descriptor:
Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

Evidence of teacher practice that satisfies this Standard Descriptor:

- Lesson plans, observations, notes, correspondence or reflections that show implementation of school welfare policies
- Observation notes of positive classroom practices which reflect school policies on strategies to manage classroom behaviour
- Documents, such as emails, letters or notes from conversations and meetings that show how the teacher follows up on agreed actions with individual students
- Lesson observations, notes and discussion which show clear evidence of student understanding of expectations and consequences
- Lesson observations and discussion notes recording interactions with students
- Lesson observation of content and structure demonstrating proactive classroom management that addresses issues quickly, fairly and respectfully
- Lesson observation of strategies for managing student behaviour
- Documents that show the teacher's use of school policies and guidelines to develop behavioral expectations for their classroom.

Additional evidence relating to my school context:

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	**Focus:** Maintain student safety

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

Evidence of teacher practice that satisfies this Standard Descriptor:

- Lesson plans, observations, notes correspondence or reflections that show implementation of school discipline and welfare policies and positive welfare and 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 and reporting
- Lesson notes and discussions about management of student behaviour in accordance with mandatory policies such as Child Protection and Work Health and Safety, implementation of appropriate safety procedures which demonstrate an understanding of mandatory policies, consistently reminds students of safe behaviour
- Correspondence, meeting records or risk assessment documentation to show recognition of individual risk assessments for individual students and referrals where relevant
- Documentation recording student safety concerns
- Lesson observations showing that the teacher implements safety procedures in the classroom

Additional evidence relating to my school context:

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	Focus: Use ICT safely, responsibly and ethically

4.5.2 Standard Descriptor:
Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs, 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 (eg, comments on a student's public blog post or class wiki)

Additional evidence relating to my school context:

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	**Focus:** Assess student learning

5.1.2 Standard Descriptor:
Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning

Evidence of teacher practice that satisfies this Standard Descriptor:

- Examples of lesson plans or excerpts from teaching and learning program showing a range of planned assessments and strategies to be used to assess student learning
- Teacher's class assessment plan/ schedule showing range of assessment strategies with analysis of expected use and intended outcomes
- 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 formal and informal feedback that reference learning outcomes and objectives
- Notes from observation of teacher relating to use of assessment strategies
- Teacher's analysis of student work samples that recognises diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks.
- Teacher's notes from analysis and evaluation of lesson/s showing informal assessment information gathered to inform and refine future lesson/s

Additional evidence relating to my school context:

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	Focus: Provide feedback to students on their learning

5.2.2 Standard Descriptor:
Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs and/or lesson plans individualised for students to address specific issues identified by assessment data
- 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 about their achievement relative to their learning goals
- Logs of student conferences outlining feedback given to students on progress and achievement against their learning goals
- Record of moderation of common assessment tasks between teaching colleagues to demonstrate students are receiving timely, consistent and efficient feedback aligned with their learning goals

Additional evidence relating to my school context:

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	Focus: Make consistent and comparable judgements

5.3.2 Standard Descriptor:
Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning

Evidence of teacher practice that satisfies this Standard Descriptor:

- Student work samples that have been annotated to reflect the common assessment criteria or rubric
- 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 showing feedback provided that demonstrate the school or system policy regarding the moderation of assessment activities.
- Team moderation report produced following moderation of student assessment where assessment judgments are adjusted to improve consistency and comparability

Additional evidence relating to my school context:

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	**Focus:** Interpret student data

5.4.2 Standard Descriptor:
Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs and/or lesson plans annotated to show modifications to differentiate for individuals and/or groups as a result of student assessment data
- Analysis of student assessment data identifying strengths and weaknesses in students' understanding of core concepts and essential skills in learning areas
- Description of intervention techniques for individuals or groups of students informed by assessment data
- Analysis of a sample of student work that recognises diagnostic information to be used
- Comparison and evaluation between assessment of prior learning and summative assessment
- Assessment of individual learning plans in relation to achievement of learning outcomes
- Records of meetings with supervisor and colleagues regarding student achievement based on the analysis of assessment data, including evidence that the teacher has responded to advice from supervisor and/or colleagues
- Evaluation of teaching and learning program and/or lesson plans- with specific reference to student assessment data to analyse and evaluate student understanding of the essential skills and knowledge of content- to identify appropriate interventions and modifications to teaching practice to reflect analysis of assessment data

Additional evidence relating to my school context:

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	Focus: Report on student achievement

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

Evidence of teacher practice that satisfies this Standard Descriptor:

- Clear, accurate and respectful de-identified student progress or summative assessment reports.
- Accurate, reliable and comprehensive assessment records that have been maintained for each student and used to assist reporting
- De-identified record of three way conferences conducted to discuss student achievement involving students and parents/carers in accordance with school policy and practice
- De-identified record of engagement with parents/carers through mediums such as phone, email, meetings, etc. demonstrating regular liaison regarding student achievement
- Preparation for parent teacher interviews demonstrating accurate and respectful reporting of students strengths and weaknesses to identify future learning goals and areas for improvement

Additional evidence relating to my school context:

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STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	**Focus:** Identify and plan professional learning needs

6.1.2 Standard Descriptor:
Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs

Evidence of teacher practice that satisfies this Standard Descriptor:

- 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

Additional evidence relating to my school context:

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STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	**Focus:** Engage in professional learning and improve practice

6.2.2 Standard Descriptor:
Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities

Evidence of teacher practice that satisfies this Standard Descriptor:

- 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
- Notes from group discussion of professional reading
- Annotated articles or professional reading logs with implementation notes for classroom practice

Additional evidence relating to my school context:

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STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	**Focus:** Engage with colleagues and improve practice

6.3.2 Standard Descriptor:
Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice

Evidence of teacher practice that satisfies this Standard Descriptor:

- Documented reflection on practice arising from a professional discussion with a colleague
- Minutes of professional team and/or 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

Additional evidence relating to my school context:

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STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	**Focus:** Apply professional learning and improve student learning

6.4.2 Standard Descriptor:
Undertake professional learning programs designed to address identified student learning needs

Evidence of teacher practice that satisfies this Standard Descriptor:

- Modified teaching and learning programs and/or lesson plans in response to specific professional learning programs that address identified student learning needs
- Student learning and assessment data that informs the choice of professional learning to be sourced and undertaken
- Professional learning plan which shows a selection of professional development courses and other professional learning activities that are based on identified student learning needs
- 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

Additional evidence relating to my school context:

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STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	**Focus:** Meet professional ethics and responsibilities

7.1.2 Standard Descriptor:
Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

Evidence of teacher practice that satisfies this Standard Descriptor:

- Annotated teaching and learning programs, lesson plans, teaching materials, resources and/or assessments that abide by copyright laws and 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
- Appropriately de-identified meeting records, emails and other communications which show an understanding of mandatory reporting requirements

Additional evidence relating to my school context:

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STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	**Focus:** Comply with legislative, administrative and organisational requirements

7.2.2 Standard Descriptor:
Understand the implications of and comply with relevant legislative, administrative and organisational and professional requirements, policies and processes

Evidence of teacher practice that satisfies this Standard Descriptor:

- Teaching and learning programs and/or lesson plans which show evidence of implementation of mandatory policy documents
- Classroom/Student management plan which shows the implementation of school and system policies and procedures
- Communication demonstrating compliance with relevant legislative, administrative, organisational and professional requirements.
- Meeting records, emails and other communications which show an understanding of mandatory reporting requirements
- Professional learning undertaken regarding relevant legislative, administrative, organisational and professional requirements and teacher accountability

Additional evidence relating to my school context:

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STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	**Focus:** Engage with the parents/carers

7.3.2 Standard Descriptor:
Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being

Evidence of teacher practice that satisfies this Standard Descriptor:

- Notes from observations by supervisor/mentor (for example, in meetings, during assemblies and community meetings, on excursions, in parent/teacher meetings) showing that the teacher establishes/maintains respectful collaborative relationships through the use of appropriate language, tone and body language
- Written reports and records of student progress, letters home and other written communications with parents/carers that follow school protocols and demonstrate respect and collaboration regarding the child's learning and well-being
- Planning documents for meetings with parents/carers regarding the child's learning and well-being
- Examples of opportunities for parent/carer contributions to homework activities, newsletters and other school community activities.

Additional evidence relating to my school context:

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STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	**Focus:** Engage with professional teaching networks and broader communities

7.4.2 Standard Descriptor:
Participate in professional and community networks and forums to broaden knowledge and improve practice

Evidence of teacher practice that satisfies this Standard Descriptor:

- Validated 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

Additional evidence relating to my school context:

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Section Four:
Evidence Mapping Table

Evidence Mapping Table

Number	Standards and Descriptors	Evidence Sample 1[5]	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	Know students and how they learn										
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.										
1.2.2	Structure teaching programs using research and collegial advice about how students learn.										
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.										
1.4.2	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.										
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.										
1.6.2	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.										

There is no prescribed number of pieces that must be provided as evidence in support of an application. A teacher may use more or less than the 10 pieces listed in this template. Additional copies of the template could be used for evidence numbers in excess of 10.

Number	Standards and Descriptors	Evidence Sample 1[5]	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	Know the content and how to teach it										
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.										
2.2.2	Organise content into coherent, well-sequenced learning and teaching programs.										
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.										
2.4.2	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.										
2.5.2	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.										
2.6.2	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.										
3	Plan for and implement effective teaching and learning										
3.1.2	Set explicit, challenging and achievable learning goals for all students.										
3.2.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.										
3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.										
3.4.2	Select and/or create and use a range of resources, including										

Number	Standards and Descriptors	Evidence Sample1[5]	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
	ICT, to engage students in their learning.										
3.5.2	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.										
3.6.2	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.										
3.7.2	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.										
4	Create and maintain supporting and safe learning environments										
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities										
4.2.2	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.										
4.3.2	Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.										
4.4.2	Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.										
4.5.2	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.										

Number	Standards and Descriptors	Evidence Sample1[2]	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	Assess, provide feedback and report on student learning										
5.1.2	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.										
5.2.2	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.										
5.3.2	Understand and participate in assessment moderation activities to support consistent and comparable judgments of student learning.										
5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.										
5.5.2	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.										
6	Engage in professional learning										
6.1.2	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.										
6.2.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.										
6.3.2	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.										

Number	Standards and Descriptors	Evidence Sample1[2]	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
6.4.2	Undertake professional learning programs designed to address identified student learning needs.										
7	Engage professionally with colleagues, parents/carers and the community										
7.1.2	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.										
7.2.2	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.										
7.3.2	Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and well- being.										
7.4.2	Participate in professional and community networks and forums to broaden knowledge and improve practice.										