Changes to 2019 ETSB Evidence Guide – August 2018 version

Please note the following changes

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| Descriptor | Column | New text with change highlighted in red |
| 1.1 | 2. Suggested evidence | 1. An individualised teaching and learning program informed by an IEP or ILP that has been **designed and implemented by the teacher**, and includes: |
| 1.5 | Suggested evidence | 1. Notes about all the students in a class and selected group’s specific learning needs gained as the result of formal or informal assessment or from support teachers or school records.   **AND**  A range of teaching and learning strategies, **designed and implemented by the teacher**, that cater for all students, including those with specific learning needs as recorded in the notes **and** the students not requiring adjustments, or modifications.  **OR**   1. Notes about all the students in a class gathered as the result of formal or informal assessment or from support teachers or school records.   **AND**  Student work samples that demonstrate that differentiated strategies that were used to cater for the full range of students in the class, including students with specific learning needs as recorded in the notes. |
| 2.6 | Actions | Selects and implements at least two different teaching strategies that involve student use of ICT to engage them in the content and promote learning.  Suggestion B removed |
| 3.1 | Actions | 1. Explicitly articulates challenging yet realistic and achievable goals in teaching and learning activities. 2. Describes both concepts and/or skills that the teacher expects the students will attain by engaging in the activity. 3. Implements learning activities that are based on the goals that are shared with the students. |
| 3.2 | Suggested evidence | A program, course, unit of work or sequence of lessons, implemented by the teacher that includes:   * a clear sequence of activities that have been selected to engage and support the learning of all students within a class or cohort * an evaluation of the extent to which the sequence of activities is well structured, engaged students and assisted them to achieve the learning outcomes. |
| 3.4 | Actions and evidence | 1. Action a. Selects and/or creates a range of resources including ICT and non-ICT resources designed to engage students by being age-appropriate, suited to the context of the lesson and to the interests and skills of the students.   Suggested types of evidence   1. A program, course, unit of work or sequence of teaching and learning activities, that include:  * a range of resources including ICT and non ICT resources that have been selected or created by the teacher * an evaluation by the teacher about the effectiveness of all the resources in engaging students, based on information gathered in the classroom.   **OR**   1. A video of students showing them using a range of resources including ICT and non-ICT resources that have been selected or created by the teacher.   **AND**  An evaluation by the teacher about the effectiveness of all the resources in engaging students, based on information gathered in the classroom. |
| 3.6 | Suggested evidence | Record of analysis of students’ achievements based on formal or informal student assessment data and student feedback.  **AND**  A detailed evaluation of a teaching and learning program, course or unit of work that includes suggested modifications or adjustments and reference to the analysis of the assessment data and student feedback that informed the changes.  **OR**  Notes from a meeting with colleagues where they collaboratively evaluated the effectiveness of teaching and learning programs and referred to the analysis of the assessment data and student feedback that informed the changes. |
| 4.1 | Actions | 1. building and supporting rapport between students by developing an appreciation of a positive work ethic, good behaviour, politeness and positive language and tone 2. promoting respect and appreciation of others by using strategies such as: 3. listening positively to students 4. acknowledging students’ contributions 5. supporting students to respond in an appropriate manner 6. being accessible to all students 7. displaying equitable amounts of time/engagement with individuals |
| 5.4 | Descriptor | ET 5.4 Use internal and/or external student assessment data to analyse and evaluate student understanding of subject/content, modifying teaching practice and/or identifying interventions. |