

Cover Sheet – Direct Submission of Evidence

Meeting the Professional Standards at the Proficient Level

How to present evidence through the direct submission process

When preparing a collection of evidence for presentation as a direct submission to the Teacher Registration Board of Western Australia (TRBWA), applicants must ensure that the submission is provided in an easily navigable format with evidence organised for easy access. The submission must be made electronically on a portable digital device, such as a USB drive. The portable device will not be returned.

The submission should include this form, *Cover Sheet – Direct Submission of Evidence* followed by pieces of evidence which clearly indicate, through the use of annotations, the Standard(s) and descriptor(s) to which these relate. Ensure each piece of evidence is titled and includes a document reference number.

For further information about the collection of evidence and the direct submission process, refer to the *Information for Applicants – Direct submission of evidence* information sheet.

A complete submission should include:

- the *Cover Sheet – Direct Submission of Evidence* form including:
 - applicant and referee contact details
 - Evidence Matrix – Template 1 (an overview of which standards/descriptors each piece of evidence relates to)
 - Evidence Summary Table – Template 2 (a detailed mapping in support of the evidence provided to demonstrate the standards have been met)
- Pieces or sets of evidence which clearly indicate, through the use of annotations, the Standard(s) and descriptor(s) to which these relate. Ensure each piece of evidence is titled and includes a document reference.

Ensure that the privacy of individual students, parents and colleagues is maintained. Any work samples must be de-identified to ensure names and photographs are removed.

Please note, your submission will be retained by the TRBWA and it is suggested that the applicant retains a copy.

Applicant Details

Application number:																	
Registration number:																	
Title: <input type="checkbox"/> Dr <input type="checkbox"/> Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Ms <input type="checkbox"/> Miss Other _____																	
Given name:																	
Middle name(s):																	
Family name/surname:																	
Contact Details																	
Preferred contact number: <input type="checkbox"/> Mobile or <input type="checkbox"/> Landline																	
Mobile				Landline						Fax							
Preferred email (please print one character per box)																	
Please note: The TRBWA will use this email address as your registered email address for contact purposes. During the application process it is your responsibility to inform the TRBWA of any changes to your contact details.																	

Referees

The TRBWA may contact referees to seek further information relevant to your submission. Please provide the names and contacts details for two referees (preferably a current and previous supervisor) who have knowledge of your teaching practice.

<p>Referee's name:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <p>Referee's role/position:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <p>Referee's contact telephone:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <p>Referee's contact email:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <p>Referee's relationship to applicant:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <p>(e.g. Former Principal, Head of Learning, Mentor)</p>	<p>Referee's name:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <p>Referee's role/position:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <p>Referee's contact telephone:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <p>Referee's contact email:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <p>Referee's relationship to applicant:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <p>(e.g. Former Principal, Head of Learning, Mentor)</p>
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Evidence summary table – template 2

Professional Standards for Teachers in Western Australia – Proficient Level					
Standard 1 – Know students and how they learn			List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor
Professional Knowledge	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.			

Evidence summary table – template 2

Professional Standards for Teachers in Western Australia – Proficient Level					
Standard 2 – Know the content and how to teach it		List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor	
Professional Knowledge	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.			

Evidence summary table – template 2

Professional Standards for Teachers in Western Australia – Proficient Level					
Standard 3 – Plan for and implement effective teaching and learning		List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor	
Professional Practice	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 and attributes required by the applicable curriculum or educational programme.			
	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.			

Evidence summary table – template 2

Professional Standards for Teachers in Western Australia – Proficient Level					
Standard 4 – Create and maintain supportive and safe learning environments		List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor	
Professional Practice	4.1	Establish and implement inclusive and positive interactions to engage and support all students in learning 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' wellbeing and safety taking into account service, school and/ or system requirements and curriculum and legal requirements.			
	4.5	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.			

Evidence summary table – template 2

Professional Standards for Teachers in Western Australia – Proficient Level					
Standard 5 – Assess, provide feedback and report on student learning		List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor	
Professional Practice	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.			

Evidence summary table – template 2

Professional Standards for Teachers in Western Australia – Proficient Level					
Standard 6 – Engage in professional learning			List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (eg. document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor
Professional Engagement	6.1	Use these professional standards 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 service, 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.			

Evidence summary table – template 2

Professional Standards for Teachers in Western Australia – Proficient Level					
Standard 7 – Engage professionally with colleagues, parents/carers and the community		List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (eg. document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor	
Professional Engagement	7.1	Meet codes of ethics and conduct established by regulatory authorities, systems, services 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.			

I declare that the evidence included in this submission is my own.

Signature:.....

Dated:.....