# Worked sample - Template 4:  Plan for Demonstrating Impact

## Purpose of this worked sample

This worked sample is provided to support initial teacher education providers to complete Template 4: Plan for demonstrating impact. Template 4 is designed to assist initial teacher education providers to fulfil the requirements of Program Standard 6.2. The worked sample provides one possible approach to completing Template 4.

The worked sample shows a completed Template 4 as it would be included within a full application, as such it makes reference to other elements of an application where it is relevant to do so. The evidence from other referenced elements has not been included as part of this worked sample.

Consistent with the Template 4 document, this worked sample comprises four components as identified below. The instructions included with the template have been removed for the purposes of this worked sample.

| Component | Purpose |
|---|---|
| 1.  **Introduction to context** | A description of the provider and program context and the specific targeted outcomes of interest to be addressed through the plan for demonstrating impact. |
| 2.  **Impact statements** | Provider developed, measurable statements which are drawn from the targeted outcome(s) of interest, minimum reporting requirements, and mandatory evidence requirements. |
| 3.  **Data framework (Table 1 & 2)** | Table 1 captures the range of data sources that will be collected and reported against each of the impact statements. It also identifies how each data source will be aggregated to allow measurement of each impact statement.<br><br>Table 2 shows each identified data source and provides a summary outlining how each source will be reported, aggregated and whether or not it relates to annual reporting. |
| 4.  **Operational plan (Table 3)** | Provides information on the nature of each data source and outlines the methods that will be used to collect, analyse, and incorporate the data into quality assurance and program improvement processes. |

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## Program Standard 6.2

At the beginning of each accreditation period, providers develop and then implement a plan for demonstrating program outcomes in relation to pre-service teacher performance and graduate outcomes, including program impact. The plan will identify how providers will select, use and analyse evidence that is relevant to assessing the delivery of the program including the mandatory evidence required by Program Standard 6.3.

## Program Standard 6.3

Evidence of outcomes, including impact, is provided, evaluated and interpreted for the program at the end of each accreditation period. The interpretation of evidence encompasses identified strengths, program changes and planned improvements. The evidence requirements include at a minimum:

a) aggregated assessment data from the teaching performance assessment for all pre-service teachers (Program Standards 1.2 and 1.3)

b) aggregated assessment data from any other assessments identified in a plan for impact as contributing to evidence in relation to pre-service teacher performance and impact (Program Standards 1.1 and 1.3)

c) aggregated assessment and outcomes data linked to individuals and/or cohorts of interest, including selection cohorts (Program Standard 3.3)

d) data and evidence from participation in national and jurisdictional data collections (Program Standard 6.1)

e) evidence of the outcomes of graduates and/or graduate cohorts (Program Standard 1.4).

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# 1. Introduction to context

The School of Education at the University will introduce the Master of Teaching (Primary) [MTeach (Pri)] to enable graduates from various disciplines to gain qualifications required for teaching in primary school settings. As described in the rationale (see rationale, p.4 of program documentation), the program is designed as an AQF level 9 award for graduates with prior degrees.

The University is a regional university with campuses in two regional centres in the state. Feedback from stakeholders has identified the need to focus this program on developing primary teachers who are well prepared and capable of having an impact in their classrooms across a range of rural and regional settings (see stakeholder feedback summary, p.15 of *program documentation*). In response to this, key partnerships have been established with schools and regional offices across the University's catchment area (see Program Standards 5.1 and 5.2, p.23 of Template 2: Program Standards Matrix).

In relation to this area of focus, the data collected, analysed, reported and used to assess and improve this program will interrogate:

- outcomes and destinations for graduates, with an emphasis on identifying preparedness, student impact and employment patterns in rural and regional settings
- professional experience expectations, requirements and satisfaction for rural and regional schools and districts
- employer satisfaction, with an emphasis on rural and regional school leaders

As the program is delivered across two campuses data on the above areas of focus will also be compared between both campuses.

All program entrants will have completed a bachelor degree (AQF level 7) of at least three years. The Master of Teaching at the University aims to provide access to the teaching profession for two key groups of pre-service teachers: recent graduates and career changers (see program entry requirements, p.11 of program documentation). To understand the performance and outcomes for both these cohorts of entrants relevant data sources will be aggregated across:

- recent graduates (<5 years) of undergraduate programs at the University/other providers
- career changers.

All entrants to the program will undertake the national literacy and numeracy test in their first semester. Data on pre-service teachers who do not meet the benchmark on the literacy and numeracy test in the first instance will be analysed separately. This data will inform the ongoing analysis of the program's selection processes and in-program support for literacy and numeracy.

A range of data in relation to pre-service teacher satisfaction and performance will also be collected reported and used to assess and improve the program including

- program retention and attrition
- pre-service teacher/graduate satisfaction with teaching and learning
- performance against the Graduate Teacher Standards and the teaching performance assessment, including impact on student learning.

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## 2. Impact statements

### Performance of pre-service teacher

**The impact of this program will be evidenced by pre-service teachers that:**

1. Demonstrate the Graduate Teacher Standards through the successful completion of on-campus assessments and professional experience placements, and assessment of a portfolio.
2. Successfully complete the Australian Teacher Performance Assessment during the final professional experience block.
3. Demonstrate impact on student learning as evidenced through the Evidentiary Portfolio and the Australian Teacher Performance Assessment.

### Performance of the program – graduate outcomes

**The program and its processes are designed to ensure that:**

4. Professional experiences maximise pre-service teachers' opportunities to prepare to teach successfully in rural and regional contexts
5. Graduates gain employment in primary school settings and successfully transition to full registration within four years of provisional registration.
6. Employers, particularly in rural and regional contexts, are satisfied with the work readiness of graduates and their capacity to positively impact student learning.

### Performance of the program – other program improvements

**The program and its processes are designed to ensure that:**

7. Professional experience partnerships facilitate effective professional experience opportunities for pre-service teachers.
8. Learning needs of both recent graduates and career changers, including those that require support to meet the literacy and numeracy benchmark are provided for in the teaching, learning, and assessment of the program.
9. Pre-service teachers have equally positive experiences across the two campuses.
10. Student, professional partnership, school and employer feedback is used in the ongoing and continuous development of units, courses, and processes.

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# 3. Data Framework (Table 1 & 2)

## Table 1 – Impact statement mapping

| Performance of pre-service teacher | | |
|---|---|---|
| **Impact statement** | **Data sources** | **Data aggregation** |
| 1. Demonstrate the Graduate Teacher Standards through the successful completion of on-campus assessments and professional experience contexts, and the collation of a portfolio. | Teaching performance assessment | • Whole cohort<br><br>And by:<br>• recent graduates<br>• career changers<br>• literacy and numeracy support cohort |
| | Evidentiary portfolio: Graduate Teacher Standards | |
| | Assessment data: Critical tasks | |
| 2. Successfully complete the Australian Teaching Performance Assessment during the final professional experience block. | Teaching performance assessment | |
| 3. Demonstrate impact on student learning as evidenced through the Evidentiary Portfolio and the Australian Teaching Performance Assessment. | Teaching performance assessment<br>(*Pre-service teacher performance against criteria related to impact on student learning.*) | Selection of items or criteria identified as relevant for demonstrating impact on student learning (as listed in Template 2: PS 1.3, p.4) |
| | Evidentiary portfolio: Graduate Teacher Standards<br>(*Pre-service teacher demonstration against graduate teacher standards that exemplify impact on student learning.*) | |
| | Assessment data: Critical tasks<br>(*Pre-service teacher demonstration against graduate teacher standards that exemplify impact on student learning.*) | |

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## Performance of the program – graduate outcomes

| Impact statement | Data sources | Data aggregation |
|---|---|---|
| 4. Professional experiences maximise pre-service teachers' opportunities to prepare to teach successfully in rural and regional contexts. | Quality Indicators for Learning and Teaching – Graduate Outcomes, Employer Satisfaction | By rural and regional contexts, where possible |
| | Provider survey of graduates: employment and registration | |
| | Professional Experience Advisory Committee | |
| | Professional partnerships survey | |
| 5. Graduates gain employment in primary school settings and successfully transition to full registration within four years of provisional registration. | Quality Indicators for Learning and Teaching – Pre-service teacher Satisfaction, Graduate Outcomes | By rural and regional contexts, where possible |
| | Provider survey of graduates: Employment and registration | By selection cohorts and campus |
| 6. Employers, particularly in rural and regional contexts, are satisfied with the work readiness of graduates and their capacity to positively impact student learning. | Quality Indicators for Learning and Teaching – Employer Satisfaction | NB: Graduate case studies will identify impact on student learning |
| | State-based moderation and comparison activities | |
| | School Advisory Committee; Program Review Committee | |
| | Professional partnerships survey | |
| | Graduate case studies: Experience data | |

## Performance of the program – other program improvements

| Impact statement | Data sources | Data aggregation |
|---|---|---|
| 7. Professional experience partnerships facilitate effective professional experience opportunities for pre-service teachers. | Pre-service teacher evaluation of teaching data | By rural and regional contexts, where possible |
| | Program experience focus groups | |

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|---|---|---|---|
| | Professional Experience Advisory Committee | | |
| | Professional partnerships survey | | |
| 8. Learning needs of both recent graduates and career changers, including those requiring support to achieve the literacy and numeracy benchmark, are provided for in the teaching, learning, and assessment of the program. | Retention and attrition data | By selection: |
| | Teaching performance assessment | • recent graduates |
| | | • careers changers |
| | Evidentiary portfolio: Graduate Teacher Standards | • literacy and numeracy support cohort |
| | Assessment data: Critical tasks | |
| 9. Pre-service teachers have equally positive experiences across the two campuses. | Retention and attrition data | By campus: |
| | Teaching performance assessment | • campus 1 |
| | | • campus 2 |
| | Evidentiary portfolio: Graduate Teacher Standards | |
| | Assessment data: Critical tasks | |
| 10. Student, professional partnership, school and employer feedback is used in the ongoing and continuous development of units, program, and processes. | Quality Indicators for Learning and Teaching – Satisfaction with program, Graduate Outcomes, Employer Satisfaction | N/A |
| | State-based moderation and comparison activities | |
| | School Advisory Committee; Program Review Committee | |
| | Pre-service teacher evaluation of teaching data | |
| | School Advisory Committee; Program Review Committee | |
| | Pre-service teacher evaluation of teaching data | |
| | Program experience focus groups | |
| | Professional partnerships survey | |

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## Table 2 – Framework of data sources

| Data source | Reportable data | Minimum and/or mandatory requirement | Target | Data will be reported by: | | | | Reporting timeline | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Impact on student learning | Selection cohorts (recent grads / career changers) | Area of interest (two campuses) | Area of interest (literacy and numeracy) | Annually (Program Standard 6.4) | Stage 2 |
| **A. Teaching performance assessment**<br><br>*(Impact statements 1, 2, 3, 8, 9)* | Frequency distribution; overall results | Yes – PS 6.3a; 6.3c and Guidelines 6.2. | 80% of PSTs at credit or better | √ | √ | √ | √ | √ | √ |
| | Analysis of feedback comments: strengths, improvement | | | √ | | | | | √ |
| | Benchmarking with other institutions using the Australian Teacher Performance Assessment | | Percentage achieving distinction or above higher than average of all institutions | √ | | | | √ | √ |
| **B. Evidentiary portfolio** *(Impact statements 1, 3, 8, 9)* | Descriptive statistics; items, GTS | Yes – PS 6.3b; 6.3c and Guidelines 6.2. | | √ | √ | √ | √ | √ | √ |
| **C. Assessment data: Critical tasks** *(Impact statements 1, 3, 8, 9)* | Frequency distributions; results | Yes – PS 6.3b; 6.3c and Guidelines 6.2. | increasing PST success across semesters | √ | √ | √ | √ | √ | √ |
| | Analysis of feedback comments: strengths, improvement | | | | | √ | | | √ |

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| Data source | Reportable data | Minimum and/or mandatory requirement | Target | Data will be reported by: | | | | Reporting timeline | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Impact on student learning | Selection cohorts (recent grads / career changers) | Area of interest (two campuses) | Area of interest (literacy and numeracy) | Annually (Program Standard 6.4) | Stage 2 |
| **D. Quality Indicators for Learning and Teaching – satisfaction, destination, employer** *(Impact statements 4, 5, 6, 10)* | Analysis of outcomes of QILT data, including Student Experience Survey, Graduate Outcomes Survey (including employment rates), and Employer Satisfaction Survey. | Yes – PS 6.3d; 6.3e | | | √ | √ | | √ | √ |
| | Analysis of QILT data for the program compared against whole of institution data. | | | | | | | √ | √ |
| | Analysis of QILT data compared against initial teacher education providers offering ITE program(s) at the Masters level. | | | | | | | √ | √ |
| **E. Program experience focus group** *(Impact statements 7, 10)* | Analysis of focus group interview data | | | | | | | | √ |
| **F. Provider survey of graduates** *(Impact statements 4, 5)* | Descriptive and statistical analysis of employment and registration data | Yes – PS 6.3c; 6.3e | | | √ | √ | | √ | √ |

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| Data source | Reportable data | Minimum and/or mandatory requirement | Target | Data will be reported by: | | | | Reporting timeline | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Impact on student learning | Selection cohorts (recent grads / career changers) | Area of interest (two campuses) | Area of interest (literacy and numeracy) | Annually (Program Standard 6.4) | Stage 2 |
| **G. Graduate case studies** *(Impact statements 6)* | Analysis of graduate and employer interviews | Yes – PS 6.3e | | √ | | √ | | | √ |
| **H. Pre-service teacher (student) evaluation of teaching** *(Impact statements 7, 10)* | Frequency distributions: survey responses; analysis of comments. | | 85% agreement in relation to quality | | √ | √ | | √ | √ |
| | Analysis of evaluations of teaching data compared against other programs within the institution. | | | | | | | √ | √ |
| **I. Retention and attrition data** *(Impact statements 8, 9)* | Tabulated data; descriptive statistics | | 80% retention | | √ | √ | √ | √ | √ |
| | Comparative analysis of the Master's program with all institution retention and attrition data. | | | | | | | √ | √ |
| | Comparative analysis of the Master's program against retention data provided in the AITSL data report | | | | | | | √ | √ |
| **J. Professional Experience Advisory Committee** | Consideration of strengths, recommended improvements | | | | √ | √ | | | √ |

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| Data source | Reportable data | Minimum and/or mandatory requirement | Target | Data will be reported by: | | | | Reporting timeline | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Impact on student learning | Selection cohorts (recent grads / career changers) | Area of interest (two campuses) | Area of interest (literacy and numeracy) | Annually (Program Standard 6.4) | Stage 2 |
| *(Impact statements 4, 7)* | | | | | | | | | |
| **K. Professional partnerships survey** *(Impact statements 4, 6, 7,10)* | Statistical analysis: survey responses Analysis of open-ended responses | | | √ | √ | √ | | √ | √ |
| **L. School Advisory Committee** *(Impact statements 6, 10)* | Consideration of strengths, recommended improvements | | | | √ | √ | | √ | √ |
| **M. Program Review Committee** *(Impact statements 6, 10)* | Consideration of strengths, recommended improvements | | | √ | √ | √ | | | √ |
| **N. State-based moderation and comparison activities** *(Impact statements 6, 10)* | Consideration of strengths, recommended improvements | Yes – PS 6.1 | Meet or better State minimum requirements | | | | | √ | √ |

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# 4. Operational plan

## Table 3 – Operational plan

| Data source | Methods | Quality assurance mechanisms |
|---|---|---|
| **A. Teaching performance assessment** | • See Template 2 Program Standard 1.2 for explanation of the teaching performance assessment processes, including the key assessment criteria related to measuring a pre-service teacher's demonstration of student impact.<br>• Teaching performance assessment tools are included as Appendix 4 (p.235)<br>• Using the Australian Teacher Performance Assessment allows comparisons with the six other institutions currently using this assessment, and others who adopt it in the future. | Program Implementation Committee – annual;<br>Program Review Committee |
| **B. Evidentiary portfolio** | • See Template 2 Program Standard 1.1 for explanation of the evidentiary portfolio processes<br>• Data collated on:<br>- coverage of the Graduate Teacher Standards<br>- on-balance judgement of demonstration of the Professional Standards 1–7 | Program Implementation Committee – annual;<br>Program Review Committee |
| **C. Assessment data: Critical tasks** | • See Template 3 for explanation of each critical task<br>• See Template 2 Program Standard 1.1 for list of critical tasks<br>• Data collated on:<br>- frequency distributions of results<br>- common issues with student performance<br>- actions in relation to unsuccessful PST performance<br>- modifications to task description, criteria | Program Implementation Committee – annual;<br>Program Review Committee |
| **D. Quality Indicators for Learning and Teaching** | • Institutional analysis of national data collection<br>• Analysis covers student satisfaction, graduate destination (including employment rates), employer satisfaction<br>• QILT data specific to this program will be compared with the whole of institution data and available national QILT data for ITE programs. | Faculty Leadership Group – annual;<br>Program Review Committee |
| **E. Program experience focus group** | • On-campus focus group interviews conducted at each campus in final semester of the program<br>• Semi-structured focus group protocols covering strengths and weaknesses of the program, including professional experience<br>• Qualitative analysis of data for themes, commendations and recommendations | Program Implementation Committee – annual;<br>Program Review Committee |
| **F. Provider survey of graduates** | • Online survey instrument: employment, registration status, satisfaction<br>• Statistical analyses of data: distributions, descriptive statistics, comparisons of cohorts and campuses<br>• Graduates accessed through alumni database | Program Review Committee |

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| Data source | Methods | Quality assurance mechanisms |
|---|---|---|
| **G. Graduate case studies** | • Yearly interviews with a selection of graduates and employers<br>• Semi-structured interview protocols – covering strengths and weaknesses of the program, preparedness, impact on student learning<br>• Graduates – 2 per cohort for each campus – total of 6 per year | Program Review Committee |
| **H. Pre-service teacher (student) evaluation of teaching** | • Institution collection of student evaluations of teaching: including survey data, open-ended questions<br>• Statistics analyses: including distribution, central tendency, classification of comments, institutional comparison<br>• Qualitative analysis of open-ended responses: strengths and improvements<br>• Analysis of evaluation of teaching data compared against other programs within the institution. | Teaching and Learning Committee – each semester; Program Review Committee |
| **I. Retention and attrition data** | • Institutional analysis of retention and attrition from Year 1 to Year 2<br>• Comparative analysis of retention and attrition data across the institution<br>• Comparative analysis of all initial teacher education provider program retention and attrition data. This data will be sourced from the AITSL ITE data report. | Faculty Leadership Group – annual; Program Review Committee |
| **J. Professional Experience Advisory Committee** | • Bi-annual meeting – minutes recorded<br>• Collation of stakeholder feedback: review annually<br>• Identification of strengths, improvements and analysis of commendations and recommendations | Program Implementation Committee – annual; Program Review Committee |
| **K. Professional partnerships survey** | • Yearly online survey instrument: quality of professional experience processes and outcomes<br>• Statistical analyses of data: distributions, descriptive statistics, comparisons of cohorts and campuses<br>• Rotate survey annually between principals, school-based coordinators, supervising teachers | Professional Experience Advisory Committee – annual: School Advisory Committee – annual; Program Review Committee |
| **L. School Advisory Committee** | • Bi-annual meeting – minutes recorded<br>• Identification of strengths, improvements<br>• Analysis of commendations and recommendations | Faculty Leadership Group – annual; Program Review Committee |
| **M. Program Review Committee** | • Three meeting/review cycle – minutes recorded<br>• Collation of stakeholder feedback: review annually<br>• Identification of strengths, improvements<br>• Analysis of commendations and recommendations | Academic Board |
| **N. State-based moderation and comparison activities** | • Participation in state-based moderation and comparison activities of units, graduate teacher standards and assessments within the program and across other institutions offering ITE programs.<br>• Analysis of feedback and outcomes: commendations and recommendations. | Faculty Leadership Group – annual; Program Review Committee |

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