



## **Teaching Practising Certificate based on APL/APE in Teaching**

### **Guidance on evidence of current practical application of skills in specialist teaching**

Please see Step 2 of the Application Form for details of the practical teaching evidence to be submitted in support of the application.

The learner selected should reflect the age range/educational environment normal to the applicant's work.

### **Marking Criteria**

Applicants will be expected to demonstrate underpinning theoretical and practical knowledge base and the following skills/abilities:

- i. Application of knowledge of the learner's strengths and difficulties obtained from assessment in planning the individual learning programme and individual sessions
- ii. Demonstration of knowledge and understanding of key concepts in the teaching and supporting of learners with dyslexia including multi-sensory approaches to teaching and learning and the ability to show critical awareness of issues arising from the teaching/ support
- iii. Inclusion of evidence of task analysis in the structure of resources to support the session including selection and/ or design of materials to meet individual needs and interests, and ability to promote multi-sensory active and independent learning, metacognition and thinking skills
- iv. Justification and evaluation of teaching and support methods: critical reflection on learner progress and own professional experience including implications for future practice

**Detailed Marking Grids in support of the above criteria are provided overleaf**

## Marking Grids

	<b>Satisfactory</b>	<b>Very good</b>	<b>Excellent</b>
Section i	<p>Evidence of ability to take information from assessment to plan ILP to meet individual needs.</p> <p>Evidence of ability to link theory into practice in planning an ILP, planning &amp; designing sessions</p> <p>Well laid out session plan</p>	<p>Sound ability to take information from assessment to plan ILP to meet individual needs</p> <p>Strong evidence of ability to link theory into practice in planning an ILP, planning &amp; designing sessions</p> <p>Very good detail in session plan and use of resources</p> <p>Creative planning of teaching/ learning approaches</p>	<p>Strong ability to take information from assessment to plan ILP to meet individual needs</p> <p>Evidence of excellent ability to link theory into practice in planning an ILP, planning &amp; designing sessions</p> <p>Very strong ability to plan sessions and resources to take account of learner's interests</p> <p>Very creative teaching/ learning approaches planned</p>
Section ii	<p>Demonstration of sound knowledge and application of a structured approach to multi-sensory teaching and learning</p> <p>Beginning to develop learner management strategies and encourage active, independent learning</p>	<p>Thorough understanding of key concepts of Multisensory teaching and learning.</p> <p>Identification of issues/ problems arising during teaching/ support</p> <p>Good metacognitive strategies employed</p> <p>Sound learner management strategies evident to encourage active, independent learning &amp; organisation skills</p>	<p>Deep knowledge and understanding of principles of delivering structured multi-sensory teaching / learning to meet learner's needs</p> <p>Use of this knowledge to develop learner autonomy</p> <p>Teaching inspires willingness to learn in student</p>
Section iii	<p>Good level of task analysis. Resources and strategies appropriate for learner.</p> <p>Materials of good quality and clarity, and show evidence of use to promote metacognitive awareness, thinking skills and independent learning</p>	<p>Comprehensive application of task analysis.</p> <p>Selects or designs good range of resources to support needs and interests of learner.</p> <p>Materials of good quality and engaging to student.</p> <p>Materials clearly designed to develop metacognitive awareness, thinking skills and independent learning</p>	<p>Extensive application of task analysis. Imaginative design and use of wide range of resources</p> <p>Excellent ability to select or design materials/ resources to meet learner needs and interests.</p> <p>Strong evidence that materials are designed to be used to develop metacognitive awareness, thinking skills and independent learning</p>
Section iv	<p>Can justify activities, programme planned.</p> <p>Evidence of reflection in the evaluation but not always in any depth.</p> <p>Links between sessions evidence response to issues identified.</p> <p>Understanding shown of implications for future teaching.</p> <p>Evidence of ability to evaluate teaching programme/ learner progress in terms of critical reflection on own performance</p>	<p>Very good justification.</p> <p>Detailed evaluation of sessions.</p> <p>Evidence of mature reflection.</p> <p>Strong critical analysis in relation to teaching/ support skills.</p> <p>Sound ability to analyse implication of issues arising in sessions/ programme for future teaching/ management of learner.</p> <p>Ability to evaluate programme/ learner progress as part of critical analysis of personal professional development</p>	<p>Excellent justification of methods, activities, and programme planned.</p> <p>In depth evaluation of sessions/ programme and learner progress drawn together in final critical analysis of personal professional development</p>

## Tutor Marking Grid

Criteria	Evidence
<b>Section i. Planning</b>	
<b>For the Teaching Log</b>	
ILP targets based on recommendations	
ILP aims clearly linked to learner profile & individual needs	
Aims of individual sessions reflect targets in ILP	
Session aims include specific action from evaluation of previous ones	
Session aims show structured approach to programme	
Pace of programme meets learner's needs & current level of skill	
Aims take account of need for consolidation & reinforcement	
<b>For the recorded session</b>	
Session plan linked to learner's ILP	
Aims clear, plan detailed & set out in coherent, structured way	
Aims & content reflect previous session's evaluation including need for consolidation & reinforcement	
Design of session reflects learner's individual strengths & weaknesses in learning	
Adequate changes of activity to maintain concentration & motivation	
Activities sequential & cumulative	
Evidence that active, multi-sensory opportunities for learning taken onto account	
Opportunities planned to encourage independent learning, organisational skills	
Learning environment considered in planning e.g. seating, positions, size of room, noise levels	
<b>Section ii. Teaching</b>	
Clear multi-sensory teaching approaches	
Opportunity for multi-sensory learning evident	
Opportunity for active/ discovery learning maximised	
New teaching consolidated in activities	
Strategies included to encourage over learning e.g. revision aids, mnemonics	
Metacognitive awareness fostered throughout session	
Independent learning encouraged	
Evidence of learner's organisation skills being addressed	
Pace of session meets learner's needs	
Fluent & effective delivery of session	
Teacher responds appropriately when learner uncertain, hesitant, or making error	
Teacher ensures learner appraised of reason for activities, strategies	
Method of ongoing recording of learner performance	
<b>Section iii. Resources/ Materials</b>	
Support session aims & link directly to teaching points	
Evidence of task analysis to support learner management & positive success	
Designed to meet learner's individual needs & interests	
Designed to foster active, independent learning & thinking skills	
Good quality & clarity	

Commercial resources appropriately selected to meet learner's needs	
IT resources selected to support session outcomes	
<b>Section iv. Evaluation</b>	
Evidence of justification of plan, methods, activities	
Session evaluation sufficiently detailed to inform future session planning and management of learner	
Critical reflection of learner's progress in session & programme so far	
Evidence of self-appraisal of planning of programme/ session & teaching	
Clear distinction between learner/ teacher evaluations	