

Final Professional Experience Placement: Assessment Report Form

Pre-service teacher:	Course:
Total number of days:	School:
Specialisation/Grade:	Principal:
Supervising Teacher:	

KEY FOR ASSESSMENT

- A** - *Achieved* and exceeded expected standard
C - *Competently* demonstrated expected standard
F - *Failed* to demonstrate expected standard

Australian Professional Standards for Teachers: Domains of Teaching

Professional Knowledge

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

F **C** **A**

Professional Practice

Demonstrates a developing capacity to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment

F **C** **A**

Professional Engagement

Demonstrates a developing capacity to develop effective relationships with the school community to enhance learning opportunities

F **C** **A**

Please note

- *In order to successfully pass this placement, pre-service teachers (PSTs) must not receive **F** for any Focus or Standard*
- *When completing the above summary of achievement, please make a judgement based upon the PST's overall achievement across the standards specifically relating to each of the above Domains of Teaching, and as indicated by your reporting on the following pages.*

On the basis of these assessments and in the context of the overall expectations of PSTs undertaking this Professional Experience placement, the following overall assessment is recommended:

SATISFACTORY

OR

UNSATISFACTORY

Signatures

Supervising Teacher:

Principal:

Pre-service teacher:

Date: / /

Professional Knowledge

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN

Focus & Evidence	F	C	A
1.1 Physical, social and intellectual development and characteristics of students <i>Developmental indicator:</i> Develops learning experiences that take into account children's/students' physical, social and intellectual development and characteristics			
1.2 Understands how children/students learn <i>Developmental indicator:</i> <ul style="list-style-type: none"> • Demonstrates knowledge of the research that informs teaching practice • Demonstrates an understanding of this research through planning for individuals, small groups and the whole class (e.g. understanding human development, school policy, Australian Curriculum documents) 			
1.3 Students/children with diverse linguistic, cultural, religious, and socio-economic backgrounds <i>Developmental indicator:</i> In collaboration with the Supervising Teacher, provides learning experiences that are responsive to the strengths and needs of children/students from diverse backgrounds			
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students <i>Developmental indicator:</i> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of children/students from Aboriginal and Torres Strait Islander backgrounds.			
1.5 Differentiate teaching to meet specific learning needs of students across the full range of abilities <i>Developmental indicator:</i> Provide learning experiences that are responsive to a range of children's/students' abilities			
1.6 Strategies to support full participation of students with disabilities <i>Developmental indicators:</i> <ul style="list-style-type: none"> • Demonstrates an understanding of learning theories and legislation that inform planning for children/students with disabilities • Plans appropriate learning experiences for individual children/students with disabilities • Works effectively with relevant support staff in providing appropriate experiences for children/students with disabilities 			

Supervising Teacher comments:

(This box will expand as you type if using an electronic form. If required, please attach additional pages)

Professional Knowledge

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

Focus & Evidence	F	C	A
2.1 Content and teaching strategies of the teaching area <i>Developmental indicator:</i> <ul style="list-style-type: none"> • Demonstrates appropriate knowledge and understanding of content • Able to use this content knowledge and understanding to inform pedagogy 			
2.2 Content selection and organisation <i>Developmental indicator:</i> Selects and organises content into effective teaching and learning sequences			
2.3 Curriculum, assessment and reporting <i>Developmental indicator:</i> Develops learning sequences and lesson plans which demonstrate knowledge and understanding of relevant <ul style="list-style-type: none"> • Curriculum documents • Assessment procedures • Reporting requirements 			
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians <i>Developmental indicator:</i> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages			
2.5 Literacy and numeracy strategies <i>Developmental indicator:</i> As appropriate to the context <ul style="list-style-type: none"> • Develops learning sequences and lesson plans that demonstrate an understanding of literacy and numeracy curricula • Develops learning sequences and lesson plans that demonstrate an understanding of teaching strategies designed to develop children's/students' literacy and numeracy capabilities 			
2.6 Information and Communication Technology (ICT) <i>Developmental indicators:</i> <ul style="list-style-type: none"> • Develops learning sequences and lesson plans that incorporate ICT to expand learning opportunities for children/students • Incorporates ICT in teaching/ planning across a range of contexts 			

Supervising Teacher comments:

(These comment boxes will expand as you type if using an electronic form. If required, please attach additional pages)

Professional Practice

Demonstrates a developing capacity to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Focus & Evidence	F	C	A
3.1 Establish challenging teaching and learning goals <i>Developmental indicator:</i> <ul style="list-style-type: none"> Establishes learning goals that are achievable for individuals, groups and the whole class Ensures learning goals reflect relevant curriculum documents 			
3.2 Plan, structure and sequence learning programs <i>Developmental indicators:</i> <ul style="list-style-type: none"> having written or typed lessons planned (on an agreed proforma planning discussed with and approved by the Supervising Teacher prior to delivery planning demonstrates a sound knowledge of content, student learning and effective teaching strategies consistently reflects on teaching sessions and, where relevant, implements necessary changes for subsequent learning experiences 			
3.3 Use teaching strategies <i>Developmental indicators:</i> <ul style="list-style-type: none"> Demonstrates the ability to explore, trial and reflect on the use of open and closed questioning techniques Effectively engages a range of teaching strategies 			
3.4 Select and use resources <i>Developmental indicator:</i> Selects and uses resources, including ICT, that promote children's/students' learning			
3.5 Use effective communication in the classroom <i>Developmental indicators:</i> <ul style="list-style-type: none"> Communicates using grammatically correct oral and written language Uses respectful and age appropriate language Uses appropriate pitch, pace, volume and projection of voice Shows an awareness of non-verbal communication strategies and body-language to promote engagement and learning Gives clear instructions, directions, and explanations Employs effective, age-appropriate questioning techniques to promote learning 			
3.6 Evaluate and improve teaching programs <i>Developmental indicator:</i> In collaboration with the Supervising Teacher, begins developing evaluative tools and strategies aimed at improving teaching practice and student learning			

3.7 Engage parents / carers in the educative process

Developmental indicators:

- Develops strategies for involving parents / carers
- Demonstrates an ability to communicate with parents / carers in ways that support student learning

Supervising Teacher comments:

Professional Practice

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Focus & Evidence	F	C	A
<p>4.1 Support learner participation</p> <p><i>Development indicator:</i> Identifies and implements strategies to safely and inclusively support learners' participation, engagement, and motivation.</p>			
<p>4.2 Manage classroom activities</p> <p><i>Development indicators:</i> Demonstrates the capacity to maintain a well-organised, well-functioning classroom</p>			
<p>4.3 Manage challenging behaviour</p> <p><i>Development indicator:</i> Demonstrates the ability to:</p> <ul style="list-style-type: none"> • implement practical approaches to manage challenging behaviour • implement the class and/or school policy relevant to the management of challenging child/student behaviour 			
<p>4.4 Maintain learner safety</p> <p><i>Development indicator:</i> Demonstrates an ability to identify and implement strategies that:</p> <ul style="list-style-type: none"> • promote child/student emotional, social and physical wellbeing • ensure and maintain student safety 			
<p>4.5 Uses ICT safely, responsibly and ethically</p> <p><i>Development indicator:</i> Identifies and implements effective strategies to promote the responsible and ethical use of ICT</p>			
<p>Supervising Teacher comments:</p>			

Professional Practice

Demonstrates a developing capacity to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment

STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

Focus & Evidence	F	C	A
5.1 Assess student learning <i>Development indicator:</i> Identifies and implements strategies to assess student learning including: <ul style="list-style-type: none"> • informal • formal • diagnostic • formative • summative 			
5.2 Provide feedback to students on their learning <i>Developmental indicators:</i> <ul style="list-style-type: none"> • Identifies and communicates children's/students' strengths and capabilities • Provides timely, objective feedback to children/students • Provides feedback which clearly describes ways in which children/students can improve 			
5.3 Make consistent and comparable judgements <i>Developmental indicators:</i> As appropriate to the placement context: <ul style="list-style-type: none"> • Participate in moderation of student work • Reflect upon moderation processes with Supervising Teacher 			
5.4 Interpret student data <i>Developmental indicators:</i> Uses assessment data to: <ul style="list-style-type: none"> • Evaluate student learning • Evaluate teaching practices • Modify teaching practices where appropriate 			
5.5 Report on student achievement <i>Developmental indicator:</i> Keeps accurate, professional, and reliable records of student achievement and use these to report to students, parents/carers and other stakeholders			
Supervising Teacher comments:			

Professional Engagement

Demonstrates a developing capacity to develop effective relationships with the school community to enhance learning

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

Focus & Evidence	F	C	A
6.1 Identify and plan professional learning needs <i>Developmental indicators:</i> In collaboration with the Supervising Teacher: <ul style="list-style-type: none"> critically reflect on teaching performance throughout this PE placement and recognise areas needing improvement takes positive action to improve student learning (e.g. adjusting teaching practices or attending professional learning opportunities) 			
6.2 Engage in professional learning and improve practice <i>Developmental indicator:</i> Identifies and actively participates in appropriate professional learning opportunities for educators. Note: Professional learning opportunities include, but are not limited to, participation in regular staff meetings at the placement site.			
6.3 Engage with colleagues and improve practice <i>Developmental indicator:</i> Actively seeks and critically reflects upon collegial feedback on own practice, and acts on identified areas for improvement			
6.4 Apply professional learning and improve student learning <i>Developmental indicator:</i> Critically reflects upon the rationale for continued professional learning and the implications for student learning			
Supervising Teacher comments:			

Professional Engagement

Demonstrates a developing capacity to develop effective relationships with the school community to enhance learning

STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND THE COMMUNITY

Focus & Evidence	F	C	A
7.1 Meet professional ethics and responsibilities <i>Developmental indicator:</i> Holds conversations with supervising teachers and/or senior staff and conducts him/herself in a manner that demonstrates an understanding of: <ul style="list-style-type: none"> the code of conduct for the teaching profession and for the specific site the importance of maintaining a dress code consistent with placement site expectations the importance of confidentiality ethical considerations 			
7.2 Comply with legislative, administrative and organisational requirements <i>Developmental indicator:</i> Holds conversations with Supervising teachers and/or senior staff conducts him/herself in a manner that demonstrates an understanding of: <ul style="list-style-type: none"> duty of care mandatory reporting legislative requirements and organisational policies 			
7.3 Engage with parents / carers and school community <i>Developmental indicator:</i> Understands and uses strategies for working effectively, sensitively and confidentially with parents/carers and the school community			
7.4 Engage with professional teaching networks and broader communities <i>Developmental indicator:</i> Demonstrates an understanding of the roles of external professionals and community representatives in broadening teachers' in professional knowledge and practice			
Supervising Teacher comments:			

Overall comments regarding Pre-service Teacher Impact

Supervising Teacher/Educator comments on the Pre-service Teacher's impact on student learning (please provide examples where possible):

Pre-service Teacher comments regarding impact on student learning (please provide examples where possible):