

3999EDN

Evidencing

Impact

Bachelor of Education

Professional Experience Handbook

School of Education and Professional Studies

Professional Experience enquiries should be directed to:

Course Convenor

<https://www.griffith.edu.au/study/courses/evidencing-impact-3999EDN>

Professional Experience Office

Contacts for Preservice Teachers

Email: PST@griffith.edu.au
Email: educationconnect@griffith.edu.au
Email: studentconnect@griffith.edu.au

Contacts for School Coordinators
and Supervising Teachers

Email: PEO@griffith.edu.au
Payment Email: PEO-payments@griffith.edu.au
Primary Schools: (07) 5552 7323 / (07) 55529782
Secondary Schools: (07) 373 55665 / (07) 55529784

General Information: <https://www.griffith.edu.au/arts-education-law/school-education-professional-studies/professional-experience-placements>

IMPORTANT

Absences

Preservice Teachers are to attend 80 percent of the tutorials pre-and post-PEX in order to be permitted to commence the PEX and have the PEX result carry over. Students who do not meet the threshold attendance will be withdrawn from the PEX or will not have the result carried over.

Preservice Teachers are to attend 100 percent of allocated days in order to successfully complete each professional experience. All missed days **must** be made up.

All missed days must be approved for make up through Sonia and completed as agreed.

If there is a serious reason requiring absence from professional experience, that morning before school the Preservice Teacher is to contact:

- the School Coordinator
- the Griffith University Liaison

Then, **as soon as possible:**

- obtain a medical certificate or other documentary evidence if absent for more than one day (even if not consecutive)
- negotiate with the Supervising Teacher appropriate days to make up the absence
- complete and submit a '**Record of Absence/Make-Up Day**' form on Sonia for approval **prior** to the commencement of the make up day(s). If absent for a second or subsequent day, attach a medical certificate or other documentary evidence which substantiates the absence. Remember to provide a copy to the school.

More than one missed day will require a medical certificate or other documentary evidence whether or not these days occur consecutively during the professional experience.

CONTENTS

Professional Experience enquiries should be directed to:.....	2
Professional experience details and dates	1
Overview of course	2
Duty of care.....	2
Overview of professional experiences	2
Professional Experience Summary – 3999EDN Middle Stage Placement.....	2
Professional experience folder	6
Professional experience folder checklist	6
Classroom observations	6
Self-reflection	7
Assessment	7
Interim report.....	7
At risk	7
Final report information	7
Report submission	8
Professional levels of literacy/numeracy	8
Rubric.....	8
Appendix	9
Longer Term Goals	10
Checklist for professional experience folders	11
Moderation	12
Interim report guidelines for determining the level of achievement for each criterion	14
Interim report.....	15
Professional learning plan.....	17
Final report guidelines.....	18
Final report.....	20

Essential information and forms relating to all professional experiences can be found in the *Professional Experience Guidelines*.

This document has been sent to all School Coordinators.

Preservice Teachers will find this document on SONIA and the PEO Learning@Griffith site.

Queensland Professional Experience Reporting Framework Resources (DET)

Professional Experience Checklist – Roles and responsibilities for professional experience

<https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-checklist.pdf>

Professional Experience Glossary – Key terms and acronyms <https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-glossary.pdf>

Professional Experience Reflections – For completion at conclusion of each placement

<https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-reflection.pdf>

Professional experience details and dates

Bachelor of Education

Placement	25 days
Placement arrangement	One preservice teacher per classroom
Duration	Monday – Friday over a 5 week block
Interim Report	Wednesday of the third week or on the 13 th day of the placement
Final Report	Friday of the last week or on the 25 th day of the placement

PEX Attendance

The 3999EDN PEX requires the completion of 25 days supervised teaching in classrooms. Days missed due to illness or local holidays must be made-up and added onto the placement completion dates, with adjustments to reporting due dates made accordingly. Preservice teachers are required to notify their School Coordinator and Griffith Liaison of absences days as soon as they occur and make-up must be approved by the Griffith Liaison. **Attendance is fulltime with start/finish times to mirror those expected of all teaching staff in the placement school.**

Preservice teachers should not plan holidays immediately after the PEX block so that any missed days (due to illness or personal circumstances) can be completed after the timetabled placement period. This is to fulfil the requirements of the program, teacher registration and accreditation on completion of the program.

Course Work Component

The course work component is conducted via blended learning mode across the trimester prior to, and after the block placement period. Activities comprise weekly lectures and weekly tutorials and associated learning activities.

To pass this course students must meet the thresholds of (i) 80% Attendance of tutorials and (ii) 100% Engagement with all course materials, across the course pre- and post-Professional Experience (practicum), plus achieve a (iii) Satisfactory Final Report for the practicum and a (iv) Satisfactory for all course assignments. Students not meeting the Attendance and Engagement thresholds before Professional Experience will not be eligible to commence placement.

Further Information

The PEO starts to arrange PEX placements months ahead of the scheduled date. Ensure your details are up to date on SONIA, including your living and travel situation.

If you have a personal situation or a health situation that may impact your attendance at PEX, please contact your Course Convenor asap.

Students cannot be enrolled in courses which have lectures, tutorials or assessment over the PEX placement period. Contact a program support officer on educationconnect@griffith.edu.au for program advice.

Please note that course work assignments cannot be due during PEX block placements. Assignment extensions for written tasks cannot be provided for due dates which fall during your PEX, you must complete any written assignments prior to going on PEX. Any assignment extensions (for any course) that would fall on a date during PEX may mean a delay to the commencement of your PEX. Please contact the respective Course Convenor for further details.

Overview of course

Course Name: Evidencing Impact

Course code: 3999EDN

Evidencing Impact in the Bachelor of Education program entails both course work on campus and a professional experience placement in schools. The course will develop professional knowledge and practices for supporting student participation in learning, including strategies that are responsive to the learning strengths and needs of students from diverse backgrounds, and students with disabilities; and the reinforcement of understandings about teaching and assessment practices that respond to, and are informed by, evidence of impact on student learning. Preservice Teachers will be placed in schools for a total of 25 days. This professional experience placement (appropriate to the specific Preservice Teachers' major pathway) will provide Preservice Teachers with the opportunity for further developing their knowledge and practices with a focus on using evidence of student learning to inform the impact their planning, teaching and assessment practices. This 10 credit point course is assessed as a non-graded course.

Duty of care

The Preservice Teacher and the Supervising Teacher have a legal 'Duty of Care' during the professional experience, which means they both have a professional and a moral obligation to look after those placed in their care. While a Preservice Teacher in this middle stage professional experience is given some responsibility for students in the class, it must be recognised that a Preservice Teacher is learning under the direction and supervision of the teacher with whom they are placed.

To this end, the Supervising Teacher is ultimately responsible for the safety of their school students.

Preservice Teachers are not yet 'registered teachers' nor employees of the school or department. Therefore, they cannot be required to supervise school students on their own and should not be required to oversee a classroom or group of students without supervision or the oversight of a registered teacher and/or school employee. In the event that a Supervising Teacher is required to leave a classroom, it is recommended that arrangements be made with a neighbouring teacher to oversee the Preservice Teacher during that absence.

Overview of professional experiences

Griffith University is committed to developing highly capable graduates for the teaching profession. In the Bachelor Program, three stages of Learning to Become a Teacher have been identified in the planned program. Griffith refers to these as:

- Early Stage
- Middle Stage
- Final Stage

We ask that Supervising Teachers acknowledge the stage of learning of the Preservice Teachers they supervise. The guidance and reports provided here have been carefully designed to reflect the expectation of Preservice Teacher achievement at that stage.

Across the Bachelor program all Preservice Teachers must complete a total of 80 supervised days. These days are distributed across three supervised teaching placements. Each professional experience placement represents a milestone in Preservice Teacher learning and progress through the program.

Professional Experience Summary – 3999EDN Middle Stage Placement

25 days supervised placement in schools. Griffith provides University Liaisons to support School Coordinators, Supervising Teachers and Preservice Teachers during the placement.

All days are compulsory. Missed days including public holidays must be made up. Allocated professional experience days may not be varied. In the event of extenuating circumstances, please refer to Absences in Professional Experience Guidelines.

As this is a middle stage professional experience for Preservice Teachers in the undergraduate program, Preservice Teachers are to be assessed (in the final report) for middle stage learning. Successful completion at a 'satisfactory' or 'above satisfactory' level is required for Preservice Teachers to continue onto the next professional experience placement (Final Stage of Learning).

Professional experience recommended sequence and reporting milestones

	Teaching, Reflections and Observations	Other Requirements ¹
Week 1	<ul style="list-style-type: none"> • Familiarisation with context, collecting unit plan(s) for your context, preparation of sequence of lesson plans (using relevant and appropriate student data), organisation of teaching activities, collection/review and discussion of student data with Supervising Teacher in preparing lessons and teaching activities. • Preparation, teaching small groups, observations and reflections with specific focus on using data to inform teaching and evidence of impact of teaching on student learning. • Focussed observations of students' understanding and learning (data to be used to inform planning and teaching); teachers' adaptations of their teaching to students' needs; and practices used by teacher to monitor student learning, collection/review and discussion of data with Supervising Teacher in preparing lessons and teaching activities. 	<ul style="list-style-type: none"> • Familiarisation with class and student data • Familiarisation with school and school details • Discuss teaching requirements with Supervising Teacher – including catering for children with specific learning needs • Confirm lessons to be observed • Discuss outline of lesson plans including how you are applying data to respond to student learning needs • Work in small groups or individually with children • Begin development of lesson plans using appropriate data to inform your planning • One focussed lesson observation per day • Observations could include some/all of the following: Questioning techniques, transitions, introductions or closures to lessons, use of resources, classroom organisation, monitoring techniques, responding to student learning and adjusting teaching in response to data (e.g., feedback from students/feedback given to students) etc. • An emphasis in the above on <i>using data to inform</i> practices that support and enhance student learning using evidence of impact of teaching.

¹ Please note that the list of requirements is not exhaustive and should be adjusted to suit the context of the Professional Experience.

² Lessons may be considered to be 30-40 minutes in length. Please adjust requirements accordingly.

<p style="text-align: center;">Week 2</p>	<ul style="list-style-type: none"> • By the end of Week 2: Getting to know the learners, observing and first teaching practice • Observe the classes being taught by your Supervising Teacher, prior to your teaching them. Teach a minimum of two lessons by the end of week two • Continue to engage with data sources and discuss these with Supervising Teacher • Complete reflections for lessons taught – adjust teaching in response to students’ data and need – annotate lesson plans that have been taught with changes and why these have been made • Complete observations for four other lessons, make notes of how the teacher uses data sources to adjust teaching – apply this data/observation to your own planning. 	<ul style="list-style-type: none"> • Work with the teacher in the daily operation of the school, e.g. assembly, form class, playground duty, bus duty, staff meetings • Plan and implement individual lessons based on data and feedback • Discuss and reflect on lesson observations with your Supervising Teacher, and how you can use data to adjust your lessons to the needs of your students.
<p style="text-align: center;">Week 3</p>	<ul style="list-style-type: none"> • By the end of Week 3: Knowing content, observing, and demonstrating appropriate planning and teaching strategies for effective classroom learning and management using highly appropriate student data • Teach 1-2 lessons per day using data from your students to adjust your teaching in response to their needs and learning • Complete reflections for lessons taught including how you will adjust your teaching for the next lesson(s) • Annotate sequenced lesson plans for lessons taught on impact of your teaching (using data e.g., exit slips etc.) on student learning, identify what needs adjusting, why and how • Complete observations for four other lessons, making particular note of how your Supervising Teacher is applying data to adjust and differentiate teaching for his/her students • From Wednesday of week three and no later than Friday of Week three, discuss and finalise your interim report and action plan with your Supervising Teacher. 	<ul style="list-style-type: none"> • Work with the teacher in the daily operation of the school • Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher, with a particular focus on how data is being used to adjust teaching practices in response to student learning (e.g., applying feedback) • <i>N.B. By this stage you will have adopted one class from your Supervising Teacher’s timetable.</i>

<p style="text-align: center;">Week 4</p>	<ul style="list-style-type: none"> • By the end of Week 4: Observing, and increased demonstration of appropriate planning and teaching strategies for effective classroom learning and management using highly appropriate student data • Teach 3-4 sequenced lessons per day, including 1-2 x ½ days of teaching • Complete reflections for lessons taught including annotations on your lesson plans about how you have made adjustments to your teaching based on data from student learning • Complete observations for four other lessons, particular focus on how your Supervising Teacher is adjusting teaching and learning in response to student data and needs. 	<ul style="list-style-type: none"> • Work with the teacher in the daily operation of the school • Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher, focusing on how he/she uses data in planning and teaching • <i>N.B. By this stage you will have adopted two classes from your Supervising Teacher's timetable.</i>
<p style="text-align: center;">Week 5</p>	<ul style="list-style-type: none"> • By the end of week 5: Observing, and increased demonstration of appropriate planning and teaching strategies, including the use of data, for effective classroom learning and management with some personal initiative and independence • Students where possible should be teaching 3-4 x ½ days of teaching • Complete reflections for lessons taught including annotating lesson plans about adjustments to teaching and what will be adjusted in future lessons • Complete observations for four other lessons making particular note of how your Supervising Teacher is applying data to adjust and differentiate teaching for his/her students • On final day, the Supervising Teacher discusses Final Report with Preservice Teacher. Longer Term Goals Form (located in Professional Experience Guidelines) is to be completed by Supervising Teacher and Preservice Teacher (see appendix 1 in this handbook.) 	<ul style="list-style-type: none"> • Work with the teacher in the daily operation of the school • Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher, focusing on how he/she uses data in planning and teaching • <i>N.B. By this stage you will have adopted three classes from your Supervising Teacher's timetable.</i>

Professional experience folder

Preservice Teachers are required to develop and maintain a series of working folders (a hard copy ring binder or digital file). This documentation should be with you at all times during the placement. Your school supervisor/s and University Liaison may request to see the working folder and resource collection at any time. This preparation material is essential evidence for a successful interim report and final report.

Sections:

- personal profile
- school information / policies
- class information
- unit plans (as provided by the Supervising Teacher)
- lesson plans, teacher feedback, self-reflections (a minimum of six self-reflections)
- observations.

PLEASE NOTE: The observation section must include classroom layouts and a minimum of six (6) lesson observations, with a focus on practices that influence effective behaviour management.

The **resource collection** should contain documentation collected for this professional experience. This collection should include:

- planning in various curriculum areas
- approaches to behaviour management
- notes from talks given by the school administration team etcetera.
- resources: samples of resources developed for this placement
- work samples: samples of work from students during this placement.

Professional experience folder checklist

The professional experience folders checklist (see appendix) is provided for Preservice Teachers and Supervising Teachers:

- as a tool to aid a quick check of what is required in the folders, and
- as a way to rate Preservice Teacher achievement in addressing the folder requirements.

Classroom observations

Whenever teachers make pedagogical decisions, they use skills and knowledge in the areas of:

- curriculum
- planning and assessment (including use of evidence of student learning)
- selection of resources
- teaching strategies/approaches
- developing interpersonal relationships
- managing student behaviour and the classroom environment.

When you are observing a teacher some of these will be very evident. Aspects that are less likely to be obvious to the Preservice Teacher are the planning and assessment components (including the kinds of data on student learning used to inform these) and you may need to ask the Supervising Teacher to explain these. Where necessary, discuss with the Supervising Teacher. Select from the Supervising Teacher observation proformas from Learning@Griffith. However, you should also be guided by your school.

Self-reflection

Self-reflection is essential to ongoing development as a teacher. Preservice Teachers will learn from what works well and from what does not work, if time is taken to critically reflect. Preservice Teachers should use focussed and general observation and feedback templates in the Professional Experience Guidelines (or as advised by the course convenor) for written reflections. Preservice Teachers and Supervising Teachers should regularly engage in conversations for verbal reflections.

Assessment

Both Interim and Final Reports will be completed via online SONIA forms. Information and timely reminders will be sent to School Coordinators and Supervising Teachers. It is vital that the Supervising Teacher/s name and email address/s have been provided to the PEO by the School Coordinator.

IMPORTANT: The Final Report may be completed throughout the week as a draft, however, please **DO NOT submit before** the Preservice Teacher's last day.

Interim report

The interim report is an online report compiled by mid-point of the professional experience block. It focuses on the Preservice Teacher's progress to that point. It is suggested that the Supervising Teacher indicate the Preservice Teacher's strengths and weaknesses. This report is crucial – particularly for below standard ratings to allow genuine time for improvement. Please provide comments as well as completing tick box criteria.

Discussion should then highlight the ways in which the perceived strengths can be further developed, and the weaknesses addressed in future teaching situations. Please refer to the Interim Report Professional Learning Plan. An online version of the interim report will be available to Supervising Teacher to complete. After completion, the Preservice Teacher should retain a copy of the interim report, discuss it with the Supervising Teacher and University Liaison, keep it in their portfolio and upload to Sonia.

In the case of 'at risk' students, please refer to 'At Risk' section of Professional Experience Guidelines.

The *Professional Learning Plan* that follows the interim report is particularly important as this informs the ongoing professional learning and development of the Preservice Teacher and should provide guidance for demonstrating achievement of EACH elaboration in the final report required to pass the professional experience.

At risk

Note that any criterion marked "Concerns with Development" on the interim report should be taken as an indication for "At Risk" status and that the Interim Report is must be rated as not satisfactory overall.

Refer to 'At Risk' and 'Code of Conduct' section of the *Professional Experience Guidelines*.

Final report information

The **final report** is completed by the end of the final week of the professional experience and signed on the last and final day of placement (including any make-up days). The Supervising Teacher completes and discusses the final report with the Preservice Teacher at the end of the school experience. It is recommended that during the final two weeks of the professional experience, the Supervising Teacher invite the School Coordinator and/or other colleagues to observe the Preservice Teacher to provide feedback to assist in the final decisions. While the University Liaison is continuously available for advice it is not expected, except in the case of serious concern, that a liaison would observe the Preservice Teacher. The Supervising Teacher, School Coordinator, University Liaison and Preservice Teacher sign the report.

It is recommended that to gain an overall satisfactory level report, the Preservice Teachers would receive a 'Satisfactory' result in EACH elaboration in the final report to pass the professional experience.

If an 'Unsatisfactory' level has been given in any criteria, it is essential that a comment is provided to give the context. Any concerns regarding the reporting decisions should be communicated in the first instance with the school's assigned University Liaison.

Any concerns over a final assessment, the University Liaison will contact the Professional Experience Office.

Report submission

The professional experience placement is a major component of the assessment requirements for this course.

As with all assessment tasks, it is the Preservice Teacher's responsibility to ensure that professional experience reports are submitted as directed by the course convenor and Professional Experience Office by required dates, as follows:

- interim reports in which Preservice Teachers are identified 'at risk', and related processes (once completed and signed) submitted at the point of interim reporting,
- the Final Report once completed and signed (via SONIA online) within three working days of the final day of placement. Further details will be advised by the Professional Experience Office and on the L@G course site.

Professional levels of literacy/numeracy

There is an expectation that the Preservice Teacher demonstrates personal competence of literacy and numeracy.
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Rubric

A professional experience placement rubric is included in this handbook and designed to assist School Coordinators and supervising teaching with both the interim and final reports and any *at risk* status.

The School of Education and Professional Studies, Griffith University, values our school partnerships and emphasises that learning to become a teacher is a joint responsibility. Griffith University provides the Supervising Teachers, School Coordinators and the Preservice Teacher with a visiting Griffith University Liaison to assist with the learning and assessment requirements of the placement.

Appendix

- Longer Term Goals form
- Checklist for professional experience folder
- Moderation
- Interim report guidelines for determining the level of achievement for each criterion
- Interim report
- Professional Learning Plan
- Final report guidelines for determining the level of achievement for each criterion
- Final report

PROFESSIONAL EXPERIENCE

Longer Term Goals

A plan to prepare for the next placement

Criteria	Preservice Teacher to complete	Timeframe/ Supervising Teacher suggestions
Planning and preparation of lessons		
Teaching skills – (as delivered in the classroom)		
Communicating with students – (managing for learning)		
Demonstrating professional behaviour		
Demonstrating commitment to professional learning		

Checklist for professional experience folders

This professional experience folder checklist is provided for Preservice Teachers and Supervising Teachers:

- as a quick check of what is required in the folder, and
- as a way to rate Preservice Teacher achievement in addressing the professional learning requirements.

Preservice Teacher: _____ School: _____

Supervising Teacher/University representative: _____ Year level: _____

Working folder			Comments or action required
Yes	No	Preservice Teacher's profile	
Yes	No	Professional experience requirements – to include handbook	
Yes	No	School information	
Yes	No	Classroom information and layout	
Yes	No	Unit plans; lesson plans - including lesson plan index. This should include any written Supervising Teacher feedback	
Yes	No	School student work samples collected	
Yes	No	Self-reflections	
Yes	No	Observations - including observation index (minimum of six)	
Resource collection			Comments or action required
Yes	No	Examples of school policies	
Yes	No	Behaviour management policy and resources	
Yes	No	Resources developed for this professional experience	
Yes	No	N/A Notes from PD/talks given by the school administration	

Preservice Teacher: _____ Date: _____

Supervising Teacher or University representative: _____ Date: _____

Comments:

Moderation

The Griffith Professional Experience Moderation (PEM) process consists of a number of strategies and milestones for every supervised professional experience, including the final one. Our process aims to be effective, fair and transparent, while not demanding excessive time from the school or the university personnel. To achieve this, it does require all participants in the process – school Supervising Teacher and University Liaison staff as well as the Preservice Teacher to prepare for the professional experience by becoming familiar with the Griffith documents sent. These include important requirements that must be met, as well as giving advice and supporting tools.

The PEM Process includes a number of documents and personnel. It begins with Griffith Professional Experience Guidelines and the relevant Professional Experience handbook. The process includes a number of steps, personnel and resources.

Step	Action	Resources	Personnel
1. Guideline Documents	<ul style="list-style-type: none"> Guidelines and handbooks relevant to the students' course in which the professional placement sits provided to the school Separate report forms will be sent electronically 	<ul style="list-style-type: none"> Professional Experience Guidelines (Guidelines) Relevant course handbook Reports. 	<ul style="list-style-type: none"> Griffith University Professional Experience Course Convenor Professional Experience Office (PEO).
	<ul style="list-style-type: none"> School Coordinator is sent documents and disseminates same to supervising staff receives and becomes familiar with the requirements, reporting, and guidelines for determining the level of achievement for each criterion, found in the relevant course handbook 	<ul style="list-style-type: none"> Guidelines Relevant course handbook. 	<ul style="list-style-type: none"> School Coordinator Supervising Teacher.
2. University support during the professional experience	<ul style="list-style-type: none"> Each Supervising Teacher should be provided with a Griffith University Liaison This person is an experienced and registered teacher Each Supervising Teacher should be provided liaison's name and contact details by the School Coordinator 	<ul style="list-style-type: none"> The University Liaison will contact the school as soon as possible during week one. 	<ul style="list-style-type: none"> University Liaison PEO.
3. MILESTONE MID POINT (a) School Visit by Liaison** (b) Complete Interim Report	<p>It is essential the liaison visits the school to meet and speak with the School Coordinator, the Supervising Teacher and the Preservice Teacher. **</p> <ul style="list-style-type: none"> Frank and open feedback with the Preservice Teacher regarding the completion of the criteria on the specific university course report should occur at least once a week and must occur at this point. 	<ul style="list-style-type: none"> Guidelines Relevant course handbook. 	<ul style="list-style-type: none"> University Liaison School Coordinator Supervising Teacher Preservice Teacher.
	<p>An interim report must be completed by the Supervising Teacher with the support of the School Coordinator and the liaison.</p> <ul style="list-style-type: none"> Judgement is to be made about the progress in relation to stage. If concerned, then a specific process is to be followed for that Preservice Teacher With all Preservice Teachers, a Professional Learning Plan or Action Plan for the remainder of the professional experience should be written following discussions 	<ul style="list-style-type: none"> Guidelines Relevant course handbook The interim report for the specific course. An electronic form is emailed to the School Coordinator 	<ul style="list-style-type: none"> University Liaison School Coordinator Supervising Teacher.

Step	Action	Resources	Personnel
4. University support post interim stage.	University Liaison will continue to communicate through email to both the Supervising Teacher and the Preservice Teacher to monitor progress for remainder of the professional experience. <ul style="list-style-type: none"> For at risk students, closer contact between the liaison, Supervising Teacher and School Coordinator will occur Frank and open feedback with the Preservice Teacher regarding the completion of the criteria on the specific university course report should occur at least once a week. 	<ul style="list-style-type: none"> Relevant course handbook. 	<ul style="list-style-type: none"> University Liaison School Coordinator Supervising Teacher Preservice Teacher.
5. MILESTONE Final week: Making judgements with colleagues	<ul style="list-style-type: none"> It is essential for the Supervising Teacher to include the School Coordinator and/or a colleague to observe the Preservice Teacher This can occur throughout the professional experience and is encouraged but is not essential The liaison will make contact to assist making judgements. If the Supervising Teacher wishes and where reasonable, the liaison will visit again to observe and/or to meet in this week. 	<ul style="list-style-type: none"> The final report for the specific course. An online form is available to the Supervising Teacher and School Coordinator Relevant handbook guide to making judgements. 	<ul style="list-style-type: none"> University Liaison School Coordinator Supervising Teacher Preservice Teacher.
6. MILESTONE Final Report Final day	<ul style="list-style-type: none"> Honest and open feedback with the Preservice Teacher regarding the completion of the criteria on the report should occur based on the final week process of internal collaborative decision-making Assessment of preservice teachers will influence their progression to the next professional experience Liaison should be informed of the recommended result Signing by all required school personnel and Preservice Teacher should occur on the last day Due to time, in most cases, the University Liaison will sign when student brings report for submission on campus. 	<ul style="list-style-type: none"> The final report for the specific course. An electronic form has been emailed to the School Coordinator. 	<ul style="list-style-type: none"> University Liaison School Coordinator Supervising Teacher Preservice Teacher.
7. Report Submitted	The professional experience is an assessment item in a university course and program. Following the moderation process the recommended level of achievement is clearly marked and all required signatures are provided. The report is submitted by the students as directed in their course profile	<ul style="list-style-type: none"> Relevant course profile. 	<ul style="list-style-type: none"> Preservice Teacher Course Convenor PEO.

** Step 4 for rural placements: this will be by phone, Skype or similar video communication. It may be that Griffith will have a visiting liaison in the district who will visit, but this is not always possible.

Interim report guidelines for determining the level of achievement for each criterion

To be completed at the mid-point of the placement

Using the criteria for making judgements of Preservice Teachers at interim report stage, to be completed at the mid-point of the placement

Criteria	Concern with development	Progressing satisfactorily
Planning effectively	<ul style="list-style-type: none"> Limited knowledge of the curriculum relevant to the year levels for this placement Difficulty in the written planning of a single lesson Despite guidance, a low standard of written planning of a sequence of lessons Many language, literacy and numeracy errors in planning documents. 	<ul style="list-style-type: none"> Satisfactory knowledge of the curriculum relevant to the year levels for this placement Demonstrates growth in the ability in written planning of single lessons With guidance, demonstrates a satisfactory standard of written planning of a sequence of lessons Minimal language, literacy and numeracy errors in planning documents.
Teaching effectively	<ul style="list-style-type: none"> Lack of ability to deliver a single lesson, even with considerable support provided Limited understanding of how to select and use basic strategies for engaging most students Frequently exhibits errors in language, literacy and numeracy throughout classroom teaching. 	<ul style="list-style-type: none"> Demonstrates a growth in confidence and ability to deliver a single lesson with minimal support Selects and uses basic strategies for engaging most students in the learning Minimal language, literacy and numeracy errors evident throughout classroom teaching.
Managing effectively	<ul style="list-style-type: none"> An inability to respond to Supervising Teacher's guidance on giving clear and assertive instructions An inability to respond to guidance on stating behavioural expectations and correcting misbehaviour Poor questioning techniques and lack of checks for understanding Limited attention given to providing feedback to students on their learning. 	<ul style="list-style-type: none"> Positive response to Supervising Teacher's guidance on giving clear and assertive instructions Positive response to guidance on stating behavioural expectations and correcting misbehaviour Improved questioning techniques and checks for understanding Positive efforts to provide feedback to students on their learning.
Assessing and Recording Learning	<ul style="list-style-type: none"> Not demonstrating some effective feedback to students Not aware of data Not aware of how data informs planning to teach 	<ul style="list-style-type: none"> At this middle stage of the professional experience the students are generally including effective feedback to students about their learning The student is under guidance, is showing a capacity to interpret available student data Planning of teaching is starting to show awareness of catering for student diversity based on data.
Professional conduct	<ul style="list-style-type: none"> Failure to communicate appropriately and in a timely manner with Supervising Teachers and other staff members A lack of essential ethical practices in relationships with students and colleagues. 	<ul style="list-style-type: none"> Development of appropriate and timely communication with Supervising Teachers and other staff members. Application of essential ethical practices in relationships with students and colleagues.

Interim report



Professional Experience
3999EDN Evidencing Impact
 School of Education and Professional Studies

Interim Report

Preservice Teacher Name:	<input type="text"/>
Student Number:	<input type="text"/>

School Name:	<input type="text"/>
Supervising Teacher:	<input type="text"/>
Year Level:	<input type="text"/>
Professional Experience Dates:	<input type="text"/>

This report indicates a recommended assessment of the Preservice Teacher's achievement at one of the following standards:

- Concerns with development
- Progressing satisfactorily

This is the interim report for the preservice teacher provided by supervising/mentor teachers in consultation with the school coordinator, and university liaison where needed. This report is to provide feedback to the preservice teacher at the mid-way point of this placement. As this placement informs the preservice teacher's learning during and after the placement, it is essential that supervising teacher provides specific feedback to assist the preservice teacher in their progress towards demonstration of evidence on all criteria required for the final report.

Where there are concerns, the Preservice Teacher must be given clear directions and actions to be followed that are required for improvement. See *Professional Learning Plan* and *At Risk Action Plan* in the *Professional Experience Guidelines*.

Section 1 Planning effectively - preparation for teaching	Level
Developing knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Developing knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Developing knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Organising content into an effective learning and teaching sequence.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Using knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development

Section 2 Teaching effectively – enactment of teaching	Level
Demonstrating knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Implementing teaching strategies for using ICT to expand curriculum learning opportunities for students.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Includes a range of teaching strategies.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrating knowledge of a range of resources, including ICT, that engage students in their learning.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrating a range of verbal and non-verbal communication strategies to support student engagement.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Seeking and applies constructive feedback from supervisors and teachers to improve teaching practices.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Please leave blank if unable to assess in the school context Demonstrating broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Please leave blank if unable to assess in the school context Demonstrating broad knowledge of, and understanding of, and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development

Section 3 Managing effectively – create safe and supportive learning	Level
Identifying strategies to support inclusive student participation and engagement in classroom activities.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrating the capacity to organise classroom activities and provide clear directions.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrating knowledge of practical approaches to manage challenging behaviour.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
NB: Becoming familiar with issues and protocols around communicating with parents (standard 7) will be a criterion on the final report in the final year and so it would be valuable for the supervisor to provide advice and information on this in these early stages. No assessment required.	N/A

Section 4 Assessing and recording learning	Level
Demonstrating an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Developing the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development

Section 5 Professional conduct	Level
Developing awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Developing an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Applying the key principles described in codes of ethics and conduct for the teaching profession.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Understanding is evident of the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development

Comments

Interim Result		
If any criteria is deemed "Concerns with development" the Preservice Teacher must be marked as "Concerns with development - At Risk Action Plan required"		
Student Number	Name	Result for Interim Report - Formative
<input type="text"/>	<input type="text"/>	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development - At Risk Action Plan required

Is an Action Plan required for this student?

Please enter your name and date in the appropriate section below to complete this report.

Supervising Teacher Name	Date
<input type="text"/>	<input type="text"/>

Supervising Teacher Name (complete only if shared supervision of Preservice Teacher)	Date
<input type="text"/>	<input type="text"/>

By submitting this form you confirm all criteria have been assessed above where required.

School Coordinator Name	Date
<input type="text"/>	<input type="text"/>

By submitting this form you confirm all criteria have been assessed above where required.

Preservice Teacher Name	Date
<input type="text"/>	<input type="text"/>

Preservice Teacher Acknowledgement
 I have discussed the results of this report with my Supervising Teacher Y/N
 Yes No

University Liaison Name	Date
<input type="text"/>	<input type="text"/>

By submitting this form you confirm the report is completed and ready for submission by the Preservice Teacher.

Professional learning plan

All Preservice Teachers are to complete a professional learning plan at the mid-point of the professional experience. If a Preservice Teacher is deemed at risk, complete this plan in addition to the more detailed 'At Risk Action Plan' found in the Professional Experience Guidelines and email or fax to the relevant Professional Experience Office.

Date _____
 Preservice Teacher _____
 Supervising Teacher/class _____

Purpose: Immediate strategies to assist improvement – by the end of the second last week of placement

Criteria	Preservice Teacher to complete	Timeframe and evidence of the completion of the action plan
Planning and preparation of lessons		
Teaching skills – (as delivered in the classroom)		
Communicating with students – (managing for learning)		
Demonstrating professional behaviour		
Demonstrating commitment to professional learning		
Supervising Teacher optional comments:		

Final report guidelines

- for determining level of achievement for each criterion

Criteria	Level 1 (U) Unsatisfactory	Level 2 (S) Satisfactory	Level 3 (A) Above Satisfactory
Planning and preparation of lessons Sources of evidence: Lesson plans Observation notes Reflection on planning Preparation of resources	A need for continuous direction and correction of knowledge and application of curriculum to lesson planning relevant to this stage.	Developing a sound knowledge and application of curriculum to lesson planning relevant to this placement.	Substantial knowledge and application of curriculum to lesson planning relevant to this placement for the relevant to this stage.
	Reliance on substantive direction for single lesson planning.	Ability to plan single lessons independently with only minor changes required.	Consistently plans single lessons independently.
	Reliance on substantive direction to plan a sequence of lessons.	Developing proficiency in planning a sequence of lessons in a coherent sequence.	Consistently plans a sequence of lessons in a coherent sequence.
	Minimal use of structure and detail in lesson plans, despite guidance.	Satisfactory structure and detail in lesson plans.	Comprehensive and coherent structure and detail in lesson plans.
	Many language, literacy and numeracy errors in planning documents throughout the placement time.	Sound use of language, literacy and numeracy with few errors in planning documents.	Consistent use of accurate language, literacy and numeracy.
Teaching skills – (as delivered in the classroom) Sources of evidence: Reflections on delivery Student work Supervising Teacher written observation notes of lesson Resources Video of lesson Independent observer invited in last week	Limited ability to follow the structure of the planned lesson.	Sound ability to deliver well-structured planned lessons.	Consistently delivers well-structured planned lessons.
	Limited ability to identify and apply appropriate transition strategies to enhance teaching.	Ability to identify and apply a range of appropriate transition strategies to enhance teaching.	Consistently identifies and applies a wide range of appropriate transition strategies to enhance teaching.
	Lacks awareness of student needs in a lesson.	Uses a range of strategies to cater for student needs in a lesson.	Uses a wide range of strategies to cater for student needs in a lesson.
	Does not use different strategies to engage students.	Sound ability to incorporate a range of strategies to engage students.	Strong ability to incorporate a wide range of strategies to engage students.
	Many language, literacy and numeracy errors frequently evident in classroom delivery.	Few language, literacy and numeracy errors evident in classroom delivery.	Excellent language, literacy and numeracy in classroom delivery.
Communicating with students – (managing for learning) Sources of evidence: Written reflections on delivery Student work Sup Teacher written observation notes of lesson; Resources Video of lesson Maintenance of school policy documents Discussion with /evaluation by learners	Inability to provide clear instructions to students.	Sound ability to provide clear instructions to students.	Consistently provides clear instructions to students.
	Inability to use effective behavioural strategies.	Sound ability to use effective behavioural strategies.	Consistently uses a wide range of effective behavioural strategies.
	Lacks strategies to develop appropriate relationships with students.	Uses a range of strategies to build appropriate relationships with students.	Consistently demonstrates a variety of effective strategies to check for understanding.
	Lacks strategies to check for understanding.	Demonstrates effective strategies to check for understanding.	Uses a wide range of strategies to build appropriate relationships with students.
	Does not provide appropriate feedback to students on their learning.	Provides appropriate feedback to students on their learning.	Provides quality feedback to students on their learning.
Communicating with parents	Has not demonstrated a commitment to seeking	When the opportunity was provided, the Preservice Teacher has responded	Actively seeks out opportunities to observe or work alongside the

Criteria	Level 1 (U) Unsatisfactory	Level 2 (S) Satisfactory	Level 3 (A) Above Satisfactory
Written reflections from discussion on this topic with school administrator and/or Supervising Teacher School policy documents	advice and information on this area.	positively to observing or working alongside the administrator and/or Supervising Teacher with parents or carers.	administrator and/or Supervising Teacher with parents or carers.
Demonstrates professional behaviour Sources of evidence: Organisation and maintenance of working folder Professionalism in interactions with colleagues Notes and information about participation in formalised opportunities for professional learning Maintenance of school policy documents Written evaluations of teaching and interactions by other staff members	Fails to communicate appropriately and in a timely manner with Supervising Teachers and other staff members.	Generally communicates appropriately and in a timely manner with Supervising Teachers and other staff members.	Consistently initiates professional communication in a timely manner with Supervising Teachers and other staff members.
	Fails to demonstrate appropriate professional conduct (e.g. appropriate standard of dress, punctuality).	Usually demonstrates appropriate professional conduct, (e.g. standard of dress, punctuality).	Consistently demonstrates appropriate professional conduct, (e.g. standard of dress, punctuality).
	Fails to demonstrate an understanding of essential ethical practices in relationships with students and colleagues.	Understands and applies essential ethical practices in relationships with students and colleagues.	Understands and consistently applies ethical practices in relationships with students and colleagues.
	Lacks willingness to engage with opportunities provided to work with members of the school community.	Involved in opportunities to work with members of the school community.	Actively involved in opportunities and shows initiative working with members of the school community.
Demonstrating commitment to professional learning Sources of evidence Organisation and maintenance of working folder Professionalism in interactions with colleagues Notes and information about participation in formalised opportunities for professional learning Maintenance of school policy documents Written evaluations of teaching and interactions by other staff members	Limited ability to implement changes suggested by the Supervising Teacher from one lesson delivery to the next.	Ability to implement most of the Supervising Teacher's suggestions.	Consistently demonstrates ability to implement and enhance Supervising Teacher's suggestions.
	Lack of involvement in out-of-class school activities (e.g. professional development opportunities provided by the school, committees).	Involved in some out-of-class school activities, (e.g. professional development opportunities provided by the school, committees).	Consistently involved in out-of-class school activities, (e.g. professional development opportunities provided by the school, committees).
	Fails to maintain satisfactory documentation of materials related to this placement.	Creates and maintains satisfactory documentation and organisation of materials related to this placement.	Creates and maintains high quality documentation and organisation of materials related to this placement.
	Insufficient discussion and evidence of reflective practice to improve planning and delivery.	Satisfactory discussion and evidence of reflective practice to improve planning and delivery.	Comprehensive and extensive discussion and evidence of reflective practice to improve planning and delivery.

Final report



Professional Experience

3999EDN Evidencing Impact

School of Education and Professional Studies

Final Report

Preservice Teacher Name:	<input type="text"/>
Student Number:	<input type="text"/>
School Name:	<input type="text"/>
Supervising Teacher:	<input type="text"/>
Teaching area & year levels taught:	<input type="text"/>
Professional Experience Dates:	<input type="text"/>
Number of Days completed: (This is a 25 day placement - please enter whole numbers only)	<input type="text"/>

This Report is informed by the Australian Professional Standards for Teachers: Graduate level
This Final Assessment Report is informed by the interim report and development in the final week. This assessment judges the Preservice Teacher as ready to move to the next (final) assessed professional experience in the final year of the program.

Please indicate below the overall recommendation for the Preservice Teacher in this middle stage professional experience placement. An overall assessment at Level 2 or Level 3 will indicate the Preservice Teacher is ready to continue in the program to the next, final professional experience.

- Level 1 Unsatisfactory
- Level 2 Satisfactory – student is ready to continue to the fourth placement
- Level 3 Above satisfactory– student is ready to continue to the fourth placement.

The interim report was completed at the mid-point of this placement; comments provided in that formative report have formed the basis for planning observations, reflections and classroom teaching in each of the criterion. A result at Level 2 (Satisfactory) and Level 3 (Above Satisfactory) establish that successful completion of the first professional experience.

Section 1 Planning effectively - preparation for teaching

Examples of evidence

Artefacts that have been modified by the preservice teacher to suit the needs of the class such as:

- Unit/lesson plans and resources.
- School and system documents.

Documented feedback and evaluation of planning that reflects:

- Curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies.
- The preservice teacher's written reflections.

The preservice teacher at this mid stage of learning to teach in this school context is

Planning effectively - preparation for teaching	APST	Level
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.1	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory * <input type="radio"/> Unsatisfactory
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse cultural and socioeconomic backgrounds.	1.3	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory * <input type="radio"/> Unsatisfactory
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1.5	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory * <input type="radio"/> Unsatisfactory
Organising content into an effective learning and teaching sequence.	2.2	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory * <input type="radio"/> Unsatisfactory
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2.3	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory * <input type="radio"/> Unsatisfactory
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2.5	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory * <input type="radio"/> Unsatisfactory
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	3.1	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory * <input type="radio"/> Unsatisfactory
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	3.2	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory * <input type="radio"/> Unsatisfactory
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1.6	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory










Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. **Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.**

Section 2 Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A supervising teacher's observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The preservice teacher's reflections and application of supervising teacher feedback.

The preservice teacher at this mid stage of learning to teach in this school context is

Teaching effectively – enactment of teaching	APST	Level
Demonstrating knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	2.1	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory
Implement teaching strategies using ICT to expand curriculum learning opportunities for students.	2.6	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory
Include a range of teaching strategies.	3.3	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory
Demonstrating knowledge of a range of resources, including ICT, that engage students in their learning.	3.4	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	3.5	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory
In collaboration with supervising teacher, able to evaluate teaching to improve student learning.	3.6	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	6.3	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1.4	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory
Please leave blank if unable to assess in the school context Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	2.4	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory




Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. **Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.**

Section 3 Managing effectively – create safe and supportive learning

Examples of evidence

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plan, and individual student behaviour plans.
- A supervising teacher's observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections and record of professional conversations.
- The preservice teacher's written reflections and application of supervising teacher feedback.

The preservice teacher at this mid stage of learning to teach in this school context is

Managing effectively – create safe and supportive learning	APST	Level
Identify strategies to support inclusive student participation and engagement in classroom activities.	4.1	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory
Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory
Demonstrate knowledge of practical approaches to manage challenging behaviour.	4.3	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  * <input type="radio"/> Unsatisfactory




Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. **Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.**

Section 4 Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, guides to making judgements, written feedback to students, evidence of student learning including pre- and post- tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plan.
- A supervising teacher's observation notes including comments on formal and informal feedback, questioning techniques and assessment.
- Data gathering tools such as checklists developed or adapted by preservice teacher.
- The preservice teacher's written reflections and application of supervising teacher feedback.

The preservice teacher at this mid stage of learning to teach in this school context is

Assessing and recording learning	APST	Level
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	5.2	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	5.4	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory
Please leave blank is unable to assess in the school context Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	5.5	<input type="radio"/> Above Satisfactory  <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory








Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. **Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.**

Section 5 Professional conduct

Examples of evidence

- Artefacts such as annotated school and system policies and procedures, and communication with parents/care
- A supervising teacher's observations including comments on understanding and adherence to legislative requirements.
- Documentation of participation in school activities including duties, staff meetings, professional development.
- Professionalism including punctuality, dress, and interpersonal communication.
- Demonstration of engagement with school staff and external professionals.

The preservice teacher at this mid stage of learning to teach in this school context is

Professional conduct	APST	Level
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	4.4	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	4.5	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	6.1	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	6.3	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	7.1	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	7.2	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory
Please leave blank if unable to assess in the school context Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	7.3	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. **Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.**

Section 6 Overall comments

Please use this space to describe the preservice teacher's overall strengths and areas for development.

Overall comments

Professional Experience Result

Indicate overall achievement recommended for this Mid Stage professional experience

BEFORE SUBMITTING: The recommendation of assessment for the overall teaching performance for the final report should be discussed by the Supervising Teacher with the School Coordinator, the Preservice Teacher, and University Liaison (in person or by phone). In most cases this should result in an agreement and submitting by all parties. If a student is deemed unsatisfactory in any criteria, the Professional Experience Office (PEO) must be contacted immediately.

The final report is to be completed and submitted by the Preservice Teacher, the Supervising Teacher, the School Coordinator, and the University Liaison and is a recommendation for a result for the professional experience component of the course. The Preservice Teacher's submission indicates they have sighted this completed report.

Please refer to *Professional Experience Handbook* for more information.

Student Number	Name	Overall Professional Experience Result If any criteria is deemed to be at Unsatisfactory the Preservice Teacher must be deemed Unsatisfactory overall for their final result.
<input type="text"/>	<input type="text"/>	<input type="text"/>

Please enter your name and date in the appropriate section below to complete this report.

Supervising Teacher Name	Date
<input type="text"/>	<input type="text"/>

Supervising Teacher Name (complete only if shared supervision of Preservice Teacher)	Date
<input type="text"/>	<input type="text"/>

By submitting this form you confirm all criteria have been assessed above where required.

Press **SAVE** to Save a Draft Copy or Press **SUBMIT** to Submit Report.

School Coordinator Name	Date
<input type="text"/>	<input type="text"/>

By submitting this form you confirm all criteria have been assessed above where required.

Press **SUBMIT** to Submit the Report. (this will save and submit the document)

Preservice Teacher Name	Date
<input type="text"/>	<input type="text"/>

Preservice Teacher Acknowledgement

I have discussed the results of this report with my Supervising Teacher Y/N

Yes No

Press **SUBMIT** to Submit the Report. (this will save and submit the document)

University Liaison Name	Date
<input type="text"/>	<input type="text"/>

Please **DO NOT** submit until ALL submissions above are completed

By submitting this form you confirm the report and all submissions are completed

Press **SUBMIT** to Submit the Report. (this will save and submit the document)

