

3232EDN

Professional Practice in Special Education

Bachelor of Education

Professional Experience Handbook

School of Education and Professional Studies

Professional Experience enquiries should be directed to:

Course Convenor [3232EDN Course Website](#)

Professional Experience Office

Contacts for Preservice Teachers
Email: PST@griffith.edu.au
Email: EducationConnect@griffith.edu.au
Email: StudentConnect@griffith.edu.au
Email: PEX-crisis@griffith.edu.au

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Email: PEO@griffith.edu.au
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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 Students who do not meet the threshold attendance will be withdrawn from the PEX or will not have the result carried over.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 Griffith Liaison

Then, as soon as possible:

- for all absences obtain a medical certificate, or other documentary evidence, or for one day due to unavoidable and extenuating circumstances submit a Declaration of Absence Statement
- negotiate with the Supervising Teacher appropriate days to make up the absence usually immediately following the scheduled period
- 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). 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.

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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 – 3232EDN Professional Practice in Special Education

Placement	25 days
Placement arrangement	One preservice teacher per classroom
Duration	5 Lead in Day Tuesdays plus Monday – Friday over a 4 week block
Interim Report	Friday of the second week or on the 15 th day of the placement
Final Report	Friday of the last week or on the 25 th day of the placement

PEx Attendance

The 3232EDN 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.

Overview of course

Course Name: Professional Practice in Special Education

Course code: 3232EDN

3232EDN Professional Practice in Special Education (PPSE) is the specialised professional experience course within the Special Needs Award Major of the Bachelor of Primary Education program. Values, knowledge, and skills acquired during the course will provide a foundation for subsequent professional experiences in special education settings. This course draws on material covered in previous professional experiences courses, curriculum and assessment courses, and other education courses in the program. Prerequisite: Students must have successfully completed 2999EDN Managing Learning.

This professional experience placement involves 25 days in a special school context consisting of: five single school professional experience lead-in days, followed by a 20-day continuous block. In this course, both course work and school-based experiences are aimed at building key knowledge and core skills for working with students in special school settings. Emphasis is placed on teaching individual students in small group situations and one on one, and in providing evidence of achievements in relation to the Australian Professional Standards for Teachers (Graduate Level).

In this course, essential knowledge and skills associated with personalising the curriculum for students with special needs are targeted for development through active engagement in classroom practice and substantial observation of, and reflection on, practice. Knowledge and skills acquired during this placement will provide a foundation for subsequent Professional Experience courses.

The placement is both a learning and assessment context; it provides Preservice Teachers with a range of learning opportunities, including structured observations of their experienced Supervising Teachers, supported teaching experiences, and guided development of reflective practice evidenced in written accounts. The placement also provides extended time for Supervising Teachers to model good classroom practice, share critical knowledge about students and the class curriculum, offer feedback on how to improve teaching episodes, and finally assess the learning achieved by the Preservice Teachers.

The preservice teacher will be supervised by a qualified teacher at the school with the support of a Griffith Liaison. Preservice Teachers should participate in all professional experience activities as deemed appropriate by the School Coordinator and Supervising Teacher. It is expected that the preservice teacher's day will mirror that of the Supervising Teacher (e.g., in class, playground duty, school meetings). In addition, the Preservice Teacher has particular observation, planning, and interaction activities that must be completed during this professional experience. While there is room for negotiation and adjustment to suit contextual needs, this guide represents the minimum requirements for this professional experience.

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 – 3232EDN Middle Stage Placement

25 days supervised placement in schools, including 5 lead-in days across five weeks prior to the 20-day block placement. Griffith provides Griffith Liaisons to support School Coordinators, Supervising Teachers and Preservice Teachers during the placement.

All days are compulsory. Missed days including State 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.

The Bachelor of Primary Education (Major in Special Education) prepares specialists to teach students with disabilities in regular and special school settings. The program is structured in the same manner as the Bachelor of Education (Primary), but Preservice Teachers are able to specialise in courses focused on special education pedagogy, personalised support, and professional collaboration. Professional experience and learning in the third year is undertaken in special education contexts.

The final placement will NOT occur in a special school but may be a placement with a school with a special education program (SEP) or with a SEP teacher in a mainstream school.

This Handbook should be read in conjunction with the latest up-to-date Griffith University Professional Experience Guidelines booklet.

Professional experience recommended sequence and reporting milestones

	Teaching, Reflections and Observations	Requirements
Week 1 – Lead-in Days 1-5	<ul style="list-style-type: none"> Familiarisation with context: students and teaching staff; school and class curriculum; class activities and routines Clarify requirements for this professional experience General observations of classroom activities and routines Focused observations of students' understanding and learning; teacher's adaptations when teaching; teacher's data collection, assessment practices, and applications of evidence of student learning to planning Lead-in days 1-3 undertake small teaching episodes, plan for teaching whole lessons/teaching episodes on lead-in days 4 and 5 From lead-in day 4 - one lesson per day to be planned, implemented, and evaluated (see Task 1 for details) Use Task 1 checklist to stay on track for assessment 1 requirements^a 	<ul style="list-style-type: none"> Familiarisation with class and students Familiarisation with school Discuss teaching requirements with Supervising Teacher, including action plan Classroom observations (3 in total for Week 1) Confirm lessons to be observed and record these on proforma Discuss and generate format for lesson plans/teaching episodes Provide assistance across class activities and routines Work in small groups or individually with students and discuss individual abilities, learning requirements, targeted educational goals, and adjustments across the curriculum with Supervising Teacher Observe and document 3-4 lessons across lead-in days 1-3 taught by Supervising Teacher. Observations could include: Questioning techniques; transitions; introductions or closures to lessons; teaching strategies for individuals; prompting, reinforcement, and correction procedures. Complete 3-4 focused observations of students: understanding and learning; teacher's adaptations when teaching; teacher's data collection, assessment practices, classroom management practices, and applications of evidence of student learning to planning Teach one lesson each on days 4 and 5 of lead-in days (with written plan and reflection) - refer to Task 1 Identify lessons for Week 1 Block placement.
Week 2	<ul style="list-style-type: none"> Focused observations of teacher's adaptations when teaching One lesson/teaching episode per day to be planned, implemented, and reflected upon Reflections^b in relation to APSTs. 	<ul style="list-style-type: none"> Observe and document 3-4 lessons/teaching episodes this week taught by Supervising Teacher Present completed lesson plans to Supervising Teacher (approx. 24 hours prior to teaching), adjust as needed prior to teaching Teach one lesson (or teaching episode)^c each day (with written plan and reflection) Consult with Supervising Teacher and implement suggestions Document daily reflections in relation to APSTs. Three to four formal classroom observations of students: understanding and learning; teacher's adaptations when teaching; teacher's data collection, assessment practices, classroom management practices, and applications of evidence of student learning to planning across this week.
Week 3	<ul style="list-style-type: none"> Two lessons/teaching episodes per day to be planned, implemented and reflected upon Reflections in relation to APSTs Interim Report. 	<ul style="list-style-type: none"> Observe and document 2-3 lessons/teaching episodes this week taught by Supervising Teacher Present completed lesson plans to Supervising Teacher (approx. 24 hours prior to teaching), adjust as needed prior to teaching Teach two lessons/teaching episodes each day (with written plans and reflection)

		<ul style="list-style-type: none"> • Consult with Supervising Teacher and implement suggestions • Continue to document reflections in relation to APSTs. • Two to three formal classroom observations of students: understanding and learning; teacher's adaptations when teaching; teacher's data collection, assessment practices, classroom management practices, and applications of evidence of student learning to planning • Supervising Teacher completes and discusses Interim Report with Preservice Teacher.
Week 4	<ul style="list-style-type: none"> • Two lessons/teaching episodes per day to be planned, implemented and reflected upon • Reflections in relation to APSTs. 	<ul style="list-style-type: none"> • Observe and document 2-3 lessons/teaching episodes this week taught by Supervising Teacher • Present completed lesson plans to Supervising Teacher (approx. 24 hours prior to teaching), adjust as needed prior to teaching • Teach two lessons/teaching episodes each day (with written plans and reflection) • Consult with Supervising Teacher and implement suggestions. • Two to three formal classroom observations of students: understanding and learning; teacher's adaptations when teaching; teacher's data collection, assessment practices, classroom management practices, and applications of evidence of student learning to planning • Continue to document reflections in relation to APSTs.
Week 5	<ul style="list-style-type: none"> • Lesson series for either morning, middle, or afternoon sessions to be continuously taught (planned, implemented, and reflected upon). • Reflections in relation to APSTs • Final Report. 	<ul style="list-style-type: none"> • Observe and document 2-3 lessons/teaching episodes this week taught by Supervising Teacher • Present completed lesson plans to Supervising Teacher (approx. 24 hours prior to teaching), adjust as needed prior to teaching • Consult with Supervising Teacher and implement suggestions • Continue to document reflections in relation to APSTs • Two to three formal classroom observations of students: understanding and learning; teacher's adaptations when teaching; teacher's data collection, assessment practices, classroom management practices, and applications of evidence of student learning to planning • Supervising Teacher completes and discusses Final Report^d with Preservice Teacher and the report is signed.

^aList of requirements is not exhaustive and should be adjusted to suit the school context

^bReflection of lesson to be completed during 15 minute period following lesson closure.

^cLessons need not exceed 20 minutes in Week 1, but should increase in length as block placement progresses.

^dPreservice Teacher to upload fully signed Final Report as instructed by PEO

Professional experience folder

Preservice teachers are required to develop and maintain a working folder (ring binder) and a resource collection. A member of the Griffith Liaison team will review the working folder and resource collection as either satisfactory or unsatisfactory during your placement. Resources and a checklist for this folder can be found under Assessment on the course site.

The working folder will include all teaching, planning, observation notes, resources, and reflections relevant to the current professional experience. This Handbook must be printed and included at the front of the folder from the first lead-in day. The working folder should be with you daily and available if requested.

Sections:

- personal profile
- school information / policies
- class information
- unit plans (as provided by the Supervising Teacher)
- lesson plans, teacher feedback, lesson plan post-teaching reflections (one for each lesson/teaching episode taught)
- observations – formal classroom observations are required on lead-in days and across the block placement

PLEASE NOTE: The observation section must include classroom layouts and lesson observations, with a focus on practices that show how the Supervising Teacher is using data and evidence of student learning in their planning, assessment, and classroom management.

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

- Planning in various curriculum areas
- Approaches to classroom management
- Notes from talks given by the school administration team
- Resources and any samples of resources developed for this placement
- Work samples: anonymised samples of work from students during this placement
- Anonymised data and evidence of student learning (see Task 1 for further details).

Professional experience folder checklist

The professional experience folder checklist (see Sonia) is provided for Preservice Teachers and Supervising Teachers:

- as a tool to aid a quick check of what is required in the folder, 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 information

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 Personal Action Plan. An online version of the interim report will be available to Supervising Teacher to complete. After completion, the Preservice Teacher should, discuss it with the Supervising Teacher and Griffith Liaison, keep it in their portfolio.

The *Personal Action Plan* completed by the Preservice Teacher before the Interim Report is finalised, 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 Griffith 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, Griffith Liaison and Preservice Teacher sign the report.

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 Griffith Liaison.

Any concerns over a final assessment, the Griffith 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 Professional Experience Office by required dates, as follows:

Interim Report submission

- interim reports submitted at the point of interim reporting,
- interim reports in which Preservice Teachers are identified 'at risk', and related processes (once completed and signed) submitted at the point of interim reporting,

Final Report submission

- 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.

Professional levels of literacy/numeracy

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

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 Griffith Liaison to assist with the learning and assessment requirements of the placement.

Appendix

- Moderation
- Interim report guidelines for determining the level of achievement for each criterion
- Final report guidelines for determining the level of achievement for each criterion

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 Griffith 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 available online 	<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 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 Griffith Liaison will contact the school as soon as possible during week one. 	<ul style="list-style-type: none"> Griffith 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"> Griffith 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 Personal Action Plan or At Risk 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"> Griffith Liaison School Coordinator Supervising Teacher.

Step	Action	Resources	Personnel
4. University support post interim stage.	<p>Griffith 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.</p> <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"> Griffith 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. The liaison may 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"> Griffith 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 	<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"> Griffith Liaison School Coordinator Supervising Teacher Preservice Teacher.
7. Report Submitted	<p>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</p>	<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.

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.

Criteria	Level 1 (U) Unsatisfactory	Level 2 (S) Satisfactory	Level 3 (A) Above Satisfactory
Communicating with parents Written reflections from discussion on this topic with school administrator and/or Supervising Teacher School policy documents	Has not demonstrated a commitment to seeking advice and information on this area.	When the opportunity was provided, the Preservice Teacher has responded positively to observing or working alongside the administrator and/or Supervising Teacher with parents or carers.	Actively seeks out opportunities to observe or work alongside the 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.

