

BACHELOR OF EDUCATION (Primary, Early Childhood and Secondary)

Professional Practice 4 Engaged Teaching & Learning EDFE14021

Information and Guidelines for the Supervision and Assessment of Pre-service Teachers

Forms	Completed by	When	Sighted/Signed
Attendance Record and Working Portfolio Check	Supervising Teacher	End of each placement day	Supervising Teacher and Pre-service Teacher to sign
Interim Report	Supervising Teacher	End of Week 3 of the block placement	Supervising Teacher to discuss progress with Pre-service teacher. Pre-service teacher to email a copy to the University Supervisor.
Final Summative Report	Supervising Teacher	End of the block placement	Supervising Teacher, Pre-service Teacher and University Supervisor to sign and submit the electronic final summative report. Supervising teacher records details of moderation and confirms the completion of 30 assessable days in the space provided on the report.

Pre-service Teacher	
Learning Site	
Supervising Teacher/s	
Site Coordinator	

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Section 1 – Information about Professional Practice 4 (EDFE14021)

Introduction to Professional Practice 4

Professional Practice 4 (EDFE14021) is the fourth and final assessable unit in a suite of practical experience placements completed by pre-service teachers at CQUniversity. Pre-service teachers undertaking this placement are in the final term of their final year of study in the Bachelor of Education (Primary), Bachelor of Education (Early Childhood) or the Bachelor of Education (Secondary). In this placement, pre-service teachers **demonstrate** the Australian Professional Standards for Teachers at Graduate Career Stage in an authentic classroom setting. Assessment of final year pre-service teachers' performance during Professional Practice 4 occurs through an electronic report modelled on the **"Final Professional Experience Recommendations"** document, which forms the core of the Queensland Professional Experience Reporting Framework used in all schooling sectors by all universities. The use of this common report for pre-service teachers during Professional Practice 4 ensures that assessment of their classroom practice is consistent, equitable and supported by all stakeholders at this critical stage of their preparation as teachers (State of Queensland, Department of Education and Training, 2015). Along with assessment consistent with the Queensland Professional Experience Reporting Framework, pre-service teachers will also undertake the Graduate Teacher Performance Assessment (GTPA) during Professional Practice 4, which provides confirmation of graduate teachers' readiness for classroom practice.

This booklet provides information for pre-service teachers, supervising teachers, site coordinators and university supervisors about the expected outcomes, structure, activities and assessment of pre-service teachers' performance against the Australian Professional Standards for Teachers (Graduate Career Stage) for Professional Practice 4.

Aims of Professional Practice 4

Professional Practice 4 is designed to provide graduating students with the opportunity to demonstrate the professional knowledge, skills and engagement embedded in the focus areas of the Australian Professional Standards for Teachers at Graduate Career Stage. As such, the aims of the Professional Practice 4 placement are to:

- Provide opportunities for pre-service teachers to demonstrate and refine their teaching capabilities under the direct supervision and guidance of an experienced professional.
- Actively engage final year pre-service teachers in planning for and teaching the required curriculum to improve learning outcomes for students with diverse characteristics, abilities and backgrounds.
- Enhance pre-service teachers' assessment and data literacy by facilitating opportunities for the design, delivery, assessment and moderation of student learning in complete learning sequences or units of work in a range of curriculum learning areas.
- Facilitate the pre-service teacher's participation in a variety of processes for reflection and professional learning to improve teaching practice including observation, coaching, feedback, professional discussions and school-based learning communities.
- Support pre-service teachers' transition to employment through authentic experiences in managing classroom learning environments and participating in the life of the school / learning site.

Expected outcomes of final year pre-service teachers during Professional Practice 4

Pre-service teachers demonstrate and are assessed by supervising teachers against the Australian Professional Standards for Teachers (Graduate Career Stage) in this placement.

Specifically, by the end of the Professional Practice 4 placement, the pre-service teacher will be able to:

- **Plan effectively** by designing and modifying lessons and learning sequences that are differentiated in response to the diverse range of abilities, learning needs, interests and backgrounds of students and the interpretation of assessment data about their learning.
- **Teach effectively** by applying pedagogical knowledge and a range of effective resources and communication strategies to enhance students' conceptual understanding and skill development in curriculum learning areas.
- **Manage the learning environment effectively** by establishing organised routines and using a range of strategies to promote the engagement, motivation, welfare, safety and on-task behaviour of all students.
- **Assess and record student learning** using a range of assessment strategies that monitor progress, identify learning needs and evaluate learning outcomes for feedback and reporting purposes and to modify teaching practice.
- **Reflect** on the impact of his/her teaching practice on student learning and participate in collegial discussion (including moderation processes), professional learning and personal evaluation to improve practice.

Elaboration of the achievement standards and detailed expectations of pre-service teachers during Professional Practice 4 are outlined in the Supervision and Assessment Section of this booklet.

Further support for assessing pre-service teachers against the Australian Professional Standards for Teachers is available in an evidence guide called "Assessing the Australian Professional Standards for Teachers: Graduate Career Stage". This guide, created by the Queensland College of Teachers, provides detailed examples of each Graduate descriptor and can be accessed online at the following link:

https://cdn.qct.edu.au/pdf/Evidence_Guide_for_Supervising_Teachers_QCT_2015.pdf?_ga=2.216199061.2005767202.1606037477-1657927100.1600211529

The details provided in this Information and Guidelines booklet along with the Queensland College of Teacher's evidence guide should be used by the supervising teacher to:

- (a) provide the pre-service teacher with appropriate opportunities for demonstrating the Standards at Graduate Career Stage during the placement;
- (b) give feedback on the pre-service teacher's practice and progress against the Standards as outlined in the Interim and summative reports; and
- (c) make judgements on the pre-service teacher's overall achievement against the Standards outlined on the Final Professional Experience Recommendations which provides the basis for CQUniversity's electronic summative report for this placement.

Duration and Structure of Professional Practice 4

Pre-service teachers will complete the Professional Practice 4 placement according to the schedule shown in Table 1 below.

Table 1: Duration and structure of Professional Practice 4		
5 single assessable days	Completed on a one day per week basis from the beginning of the term of placement	Assessable placement days
25 day block placement	5 week block in School Term 3 (or as negotiated)	Assessable placement days

The single assessable days provide opportunities for final year pre-service teachers to prepare for the final assessable block component of the placement. Specifically, pre-service teachers will:

- observe and participate in classroom routines;
- participate in diagnostic assessment and processes for recording and interpreting data about students' characteristics, backgrounds and abilities that affect their learning;
- build rapport and working relationships with students, the supervising teacher and colleagues in the school community;
- collaborate on planning in preparation for the assessable block.

The single day visits along with the days completed as part of the 5 week block placement involve supervised assessment, coaching and mentoring by a teacher with current registration with the Queensland College of Teachers; or, in the case of placements outside Queensland, a teacher who by way of holding an approved qualification or experience, would be eligible for registration as a teacher in Queensland under the Queensland College of Teachers' arrangements for mutual recognition. Payment is received for all of these days and procedures for returning pay claims to the CQUniversity Professional Experience Office can be found on the separate Payment Information Sheet supplied to supervising teachers and site coordinators.

Section 2 – Supervision and Assessment of pre-service teachers

The support, supervision and assessment of pre-service teachers during Professional Practice 4 centres on five key aspects of teaching practice identified in the Queensland Professional Experience Reporting Framework (the Framework). The Framework is an integral part of Queensland Partnership Agreements for the conduct of high quality professional experience and provides a common assessment and reporting mechanism for making judgments on pre-service teachers' achievement of the Australian Professional Standards for Teachers (Graduate Career Stage).

Regardless of the Australian state or territory in which the placement is completed, the five aspects of teaching practice underpinning the performance and assessment of pre-service teachers during Professional Practice 4 are:

1. Planning effectively – Preparing for teaching
2. Teaching effectively – Enactment of teaching
3. Managing effectively – Creating safe and supportive classroom environments
4. Assessing and recording learning
5. Professional conduct

Pre-service teachers in Professional Practice 4 are assessed through the Queensland Professional Experience Reporting Framework and the Graduate Teacher Performance Assessment (GTPA). The GTPA has been designed to complement the Queensland Professional Experience Reporting Framework in that it specifically assesses the ability of pre-service teachers to plan, teach, assess, reflect on and appraise the impact of their practice on student learning. The GTPA requires pre-service teachers to plan and teach a sequence of lessons from a wider unit of work that they have planned or have had input into, interpret student data and evidence of learning, adapt teaching practices according to students' learning needs, participate in assessment moderation and reflect on their impact on student learning. The GTPA is assessed by university academic staff working in Professional Practice 4. Supervising teachers will be provided with a Factsheet which explains the assessment further.

The role of the Supervising Teacher

The supervising teacher performs a vital role in the support and assessment of pre-service teachers and in the processes they undertake while enhancing and refining their classroom practice. Valued features of this role include modelling effective teaching practice and creating opportunities for discussion and reflection on practices that improve student learning to foster the pre-service teacher's confidence, competence and ongoing professional development.

The following sections of this booklet provide information and guidelines for three key responsibilities of the supervising teacher's role in this placement in relation to mentoring, supervision and assessment. These responsibilities include:

- Providing opportunities that allow the pre-service teacher to demonstrate the full range of Graduate descriptors of the Australian Professional Standards for Teachers
- Providing the pre-service teacher with the opportunity to plan for and undertake the Graduate Teacher Performance Assessment.
- Observing the pre-service teacher's practice and providing feedback on his / her development to promote critical evaluation of his / her teaching, self-assessment against the Standards and active inquiry into strategies and practices that improve student learning
- Making assessment judgements based on evidence of the pre-service teacher's professional knowledge, practice and engagement in relation to the Australian Professional Standards for Teachers (Graduate Career Stage).

The role of the University Supervisor

The university supervisor plays an important role in providing support to all stakeholders during the final professional experience placement.

A designated university academic will perform the role of university supervisor on each CQUniversity campus and will contact supervising teachers to ensure expectations for pre-service teachers' performance during the placement are clarified prior to the commencement of the assessable block. The university supervisor will support teachers in their supervision and assessment roles and collaborate with site coordinators, pre-service teachers and supervising teachers to build a shared understanding of the features of teaching practice that meet the Graduate descriptors of the Australian Professional Standards for Teachers.

The university supervisor will conduct a site visit to the school during the assessable block (and as required by school / learning site personnel) to meet with and support pre-service teachers and supervising teachers; provide guidance for and moderation of assessment judgements; and assist with formative and general feedback on the pre-service teacher's knowledge, skills and professional engagement. Where distance from a regional university campus makes physical attendance difficult, this support will occur through telephone, email or other suitable modes of contact (Skype, Zoom, etc). In the case of a moderation process conducted by teleconference or videoconference, the pre-service teacher will be required to provide the university coordinator with examples of his/her practice for evaluation prior to the arranged teleconference / videoconference. Suitable artefacts may include samples of planning, differentiation activities, reflections, records of assessment and samples of students' work along with copies of classroom observations completed by the supervising teacher.

Please note that CQUniversity's Professional Practice Handbook outlines the roles and responsibilities of **all** key stakeholders involved in placements; and supervising teachers, site coordinators and pre-service teachers are encouraged to refer to this handbook for further details about all aspects of the placement.

Specific Requirements of Professional Practice 4 – Pre-service teacher tasks and activities

The tasks completed by pre-service teachers during Professional Practice 4 are organised around the five aspects of teaching practice previously identified. Table 2 provides a guide for the pre-service teacher's learning progression throughout the five week block. The guidelines in the table support the pre-service teacher's completion of the GTPA through structured activities that scaffold the requirements and collection of evidence for each component of the task. Activities are dependent on context and may be adjusted by the supervising teacher but should build to the pre-service teacher engaging in continuous teaching practice from Week 3 onwards.

Suggested guidelines for the maintenance and organisation of a **"Working Portfolio"** for recording evidence of the tasks and activities outlined in Table 2 are included as Appendix 3 to this booklet. **Pre-service teachers should follow these guidelines to create an up-to-date ongoing record of engagement in the tasks and activities for the placement and make this portfolio available for viewing by the supervising teacher each day.**

Table 2: Pre-service teacher tasks and activities for Professional Practice 4		
Professional Practice Day/s	Activities	Evidence of practice (records to be maintained by the pre-service teacher in the working portfolio)
5 single assessable days Days 1-5 (completed one day per week for 5 consecutive weeks prior to the scheduled placement block – placement day negotiated with supervising teacher)	Induction: Obtain copies of school curriculum plans, pedagogical frameworks and behaviour management policies and discuss the principles underpinning these approaches with the supervising teacher. Discuss and clarify expectations for professional conduct and WHS regulations and procedures at the school site with the site coordinator or supervising teacher Observe teaching and learning strategies for a range of curriculum learning areas (primary/EC) or your specific discipline areas (secondary). Focus observations on the use of ICTs to support student learning, the teaching strategies of the learning area and the development of students' literacy and numeracy capabilities and discuss your observations with the supervising teacher. Participate in planning meetings (where possible) and discuss the connection between whole school curriculum plans, yearly overviews and mid-term planning with the supervising teacher and colleagues. Participate in assessment activities including pre-moderation meetings and/or the conduct and interpretation of diagnostic or standardised test data and record information on ability groupings and enhancement and support strategies for individual student needs. Support teaching and learning activities as directed by the supervising teacher and interact with students to build rapport and effective teaching/ learning relationships. Observe and record notes on classroom management processes, student behaviour and classroom rules and routines. At the end of the 5 single assessable days, create a draft classroom management plan listing strategies for managing and organising the learning environment during the continuous teaching period of the assessable block. Record, maintain and add to records of student learning, strengths, needs, interests and assessment data with a focus on growth, emerging or new needs associated with the focus of current units in all learning areas (primary/EC) or your specific discipline areas (secondary). Collect and interpret data and evidence for 3 focus students in the class. Ensure that the 3 students chosen represent the full range of learners in the class. The data and evidence collected will be used for component 1 of the Graduate Teacher Performance Assessment. The data and evidence collected might include: records and observations of classroom talk and patterns of interactions, records of prior learning (both general and topic specific) informed by consultations with individual students, teachers and/or paraprofessionals, your own detailed analysis of student work samples, and earlier teacher assessments (both formative and summative) and standardised test data. Plan and teach whole class and small group lesson/ activities and participate in team teaching with the supervising teacher as directed. Discuss the focus of units of work that you will teach during the 5 week assessable block with the supervising teacher. Obtain copies	Copies of relevant school policies Observation notes including one formal observation per placement day Copy of class timetable, seating plan, planning formats and/or notes from planning discussions Draft classroom management plan Records of student profiling data – whole class and individual students Copies of existing unit overviews/planning including summative assessment task and rubric (where relevant)

	of the summative assessment tasks for these units (where relevant) or design summative assessment with the supervising teacher and plan draft outlines for the sequence of learning leading to the summative task. Discuss/ share planning with the supervising teacher and year level/s teaching team. Plan teaching responsibilities for the first week of the block placement. During week 1 and 2 of the block, pre-service teachers begin this component of the placement by managing and teaching single sessions building to half days by the end of Week 2. The focus for teaching responsibilities during this time should include opportunities to teach literacy and / or numeracy and other learning areas as negotiated with the supervising teacher.	
Day 6 - 15 Week 1 & Week 2 of the assessable block	Continue to collect and interpret data and evidence for 3 focus students in the class for the purposes of the Graduate Teacher Performance Assessment. Ensure that the specific evidence that is collected provides insight into the unit topic that is planned and will be taught. Finalise planning for all units of work/extended learning sequences that will be implemented throughout the placement. These units and the unit/lesson sequence selected for the Graduate Teacher Performance Assessment may be developed in conjunction with the supervising teacher or draw on existing units that are modified for the class. Within the units that you plan, ensure that there is alignment between the curriculum, pedagogy and assessment. Secondary pre-service teachers should focus on one class for the purposes of completing the Graduate Teacher Performance Assessment. Plan and teach whole sessions that include a focus on content drawn from the units of work for the term that were organised during the day visits. Teaching should build to completing half days mid-way through week 2 of the placement. Teaching may include team teaching in conjunction with the supervising teacher. Teach the first lessons in the unit/lesson sequence that will be used for the Graduate Teacher Performance Assessment and compile assessment data related to completion of the summative assessment for each learner adjusting class groupings or modifying teaching practice as necessary. Design or modify the assessment tools used to make summative judgments on student learning in each unit of work and discuss and refine these tools with the supervising teaching and / or year level teaching team. Design or modify, and embed formative assessment strategies in all key lessons in planned learning sequences taught by the pre-service teacher at this stage of the placement. Collect work samples or other assessment data and interpret the information to differentiate future teaching and learning activities to address identified student learning needs. Discuss observations and feedback on teaching from the supervising teacher and reflect on strategies to improve practice to improve student learning and engagement. Write a brief but focused critical reflection each day on selected focus areas of the Australian Professional Standards for Teachers (Graduate Career Stage). Reflections should be evaluative and include evidence of professional goal setting with a focus on improving practice to improve student learning.	Copies of all planning, assessment strategies and records of student progress and achievement. Planning should show evidence of differentiation in response to the interpretations of student data. Planning may take a variety of forms including detailed lesson plans for key lessons in learning sequences and daily and weekly planning formats for whole sessions as well as unit plans. Student work samples and responses to formative / diagnostic assessment One reflection for each Professional Practice day with explicit links to the Standards.

	Refine and finalise planning for units/lesson sequences in each curriculum learning area or discipline for the remainder of the placement. Share and discuss the planning with the supervising teacher and adjust in response to feedback as necessary.	
Day 16 – 25 Week 3 & Week 4 of the assessable block <i>Interim report to be completed by the end of week 3</i>	Plan and teach lessons, routine activities and learning sequences in each curriculum area or discipline. Continuous teaching should commence at this stage of the placement but may include team teaching with the supervising teacher depending on the context and established practices. Implement lessons from the planned unit/s of work. Ensure that the lesson plans take into account and illustrate: how the students' prior learning and diversity are catered for; how the plans are inclusive of knowledge and skills to be learnt; how literacy and numeracy demands are being met, and formative and summative assessment is included; and, what evidence of learning is being gathered. This evidence will contribute to the Practice 2 component of the Graduate Teacher Performance Assessment. Collect, collate and record assessment information as the basis for differentiating teaching and classroom activities and for evaluating the impact of practice on student learning. Adjust and modify planned units of work or learning sequences in response to interpretations of the assessment data collected and record these changes on planning to illustrate how teaching is responsive to the specific identified learning needs of individual students and small groups in the class. This evidence will contribute to the Practice 3 component of the Graduate Teacher Performance Assessment. Annotate student work samples with written feedback related to lesson goals and curriculum knowledge and skills and retain copies of these samples for demonstrating impact of teaching practice at the conclusion of the placement. These samples will contribute to the Practice 3 and Practice 4 components of the Graduate Teacher Performance Assessment. Mark assessment from the implemented lessons. Ensure that the work samples are analysed and annotated, and provide feedback and apply assessment criteria as appropriate. Apply relevant standards and criteria to inform judgement of the quality of work and award a grade for the 3 focus learners. This will contribute to the Practice 3 component of the Graduate Teacher Performance Assessment. Engage in moderation with the supervising teacher using work samples/exemplars from your 3 focus students. Record the moderation discussions. This practice contributes to component 4 of the Graduate Teacher Performance Assessment. Discuss classroom observations and the Interim Report completed by the supervising teacher at the end of week 3 and reflect on strategies to enhance and extend professional learning. Participate in professional learning and responsibilities e.g. playground duty, staff meetings, year level planning meetings, etc Continue daily reflection as outlined for Weeks 1 and 2 above.	All planning as for days 6 – 15 Checklists or other record keeping formats for recording / collating assessment information Copies of student work samples with records of feedback Records of moderation practice Copies of classroom observations, the Interim Report and reflective response including identification of goals and strategies for meeting each Standard descriptor and/or improving practice Records of planning meetings, collegial discussions, etc One reflection for each Professional Practice day

Day 25 – 30 Week 5 of the assessable block <i>Electronic Report incorporating the Final Professional Experience Recommendations completed Day 30</i>	Implement and finalise all summative assessment for planned units of work/lesson sequences and participate in moderation of student achievement with the supervising teacher. Provide feedback to students in oral or written form where appropriate and record summative assessment information in formats that contribute to reporting and future planning Continue all other teaching, planning, management, assessment and reflection activities as outlined above.	Records as above including copies of marking rubrics and samples of student work for summative assessment of learning
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Assessment of the pre-service teacher's classroom practice – A guide to using the assessment tools in this booklet

Assessment of pre-service teachers during Professional Practice 4 involves three key processes that are part of the supervising teacher's responsibilities throughout the placement. These processes are:

1. Observation and feedback on pre-service teacher's practice and demonstration of specific aspects of the Graduate Standards throughout the assessable days
2. Completion of an Interim Report at the end of Week 3 of the assessable block
3. Completion of CQUniversity's electronic Final Summative Report modelled on the **Final Professional Experience Recommendations** at the end of the placement.

The following section provides a guide to these assessment processes for supervising teachers.

1: Observation of teaching practice

Formal observation of pre-service teachers' practice is an important strategy for monitoring their progress, providing focused feedback to improve pedagogy and promote reflection on the impact of their practice on student learning.

As well as forming the basis for reflection and discussion, the supervising teacher's observations can be used to identify pre-service teachers who are not making adequate progress against the Graduate Standards and to trigger the "at-risk process".

The supervising teacher should complete observations on an **agreed focus** on an aspect of teaching practice that should be evident when the Standards are demonstrated at Graduate Level. Table 3 below provides some suggestions for focused observation and feedback. The selected focus for observations will depend on context but should cover a range of classroom teaching practices over the duration of the placement. A template for recording observations is provided with the materials for supervising teachers that accompany this booklet (See Appendix 1 for an example of the observation template).

Table 3: Observation focus for feedback and monitoring of progress during Professional Practice 4

Suggested Focus for Classroom Observation and Feedback Aspect of Teaching Practice	Link to the Australian Professional Standards for Teachers
1.1 Use of resources that cater for different learning styles and needs of students 2.2 Links made between prior knowledge and skills and the content of a lesson 2.5 Differentiation of teaching to cater for a range of literacy or numeracy abilities 2.6 Use of ICTs to build conceptual understanding of a topic 3.3 Effectiveness of teaching strategies for the content and learning goal 3.5 Use of verbal and non-verbal strategies to support student engagement 4.5 Modelling/ Explicit teaching of safe, responsible and ethical use of ICTs	Planning and Teaching 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning 2.2 Organise content into an effective learning and teaching sequence. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students 3.3 Include a range of teaching strategies.. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 4.5 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.
4.1 Engagement and motivation strategies 4.1 Organisation of the physical space to support student participation 4.2 Pacing and effective use of time to consolidate learning 4.3 Positive strategies for preventing or managing off-task behaviour	Managing the learning environment 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.
5.1 Strategies for determining evidence of learning 5.2 Alignment between feedback to students and learning goals 5.4 Questioning and responses to student contributions	Assessing and recording learning 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

Supervising teachers should complete **at least 2 formal observations for each week of the assessable block placement**

To complete the observation, the following process should be used:

1. The supervising teacher selects an observation focus from Table 3 and advises the pre-service teacher of a specific lesson and / or time for observing the **agreed focus**.
2. The pre-service teacher prepares for the observation and demonstrates the aspect of practice in the classroom setting while the supervising teacher observes and records data related to the agreed focus on the observation template. (See Appendix 1 for a copy of the observation template.)
3. The supervising teacher shares observations and feedback on the observed aspect of practice with the pre-service teacher and encourages discussion and reflection about the impact of that practice on student learning and engagement.
4. The supervising teacher should provide the pre-service teacher with a copy of the completed observation template for the purpose of compiling and reflecting on evidence of his / her practice against the Australian Professional Standards for Teachers (Graduate Career Stage).

2: The Interim Report

The Interim Report replicates the Standards outlined on the Final Professional Experience Recommendation. Criteria and sources of evidence for assessment of these standards are outlined in Appendix 2. The criteria act as a guide for making judgements on the pre-service teacher's performance against the Australian Professional Standards (Graduate Career Stage) at the mid-way point of the placement. Further support for making assessment judgements and providing focused feedback to support the pre-service teacher's ongoing professional development can be found in the Queensland College of Teachers' Evidence Guide for the Graduate descriptors available at

https://cdn.qct.edu.au/pdf/Evidence_Guide_for_Supervising_Teachers_QCT_2015.pdf?_ga=2.216199061.2005767202.1606037477-1657927100.1600211529

Supervising teachers should complete the interim report at the end of Week 3 of the block.

The Interim Report should be used as the basis for a discussion with the pre-service teacher about his / her progress at this stage of the placement and to identify strategies to improve or enhance teaching practice with respect to the Guide to Making Judgements and demonstration of the Standards.

In response to the supervising teacher's feedback on the Interim Report, the pre-service teacher should reflect on his / her practice and work with the supervising teacher to improve and enhance teaching practice and professional learning for the remainder of the placement.

3: The Final Summative Report.

The Final Summative Report for this placement incorporates the Final Professional Experience Recommendations, the common report used by all Queensland universities to assess pre-service teachers against the Australian Professional Standards for Teachers (Graduate Career Stage) during the final placement. The report will be distributed to supervising teachers in CQUniversity's electronic format.

All sections of the electronic report should be completed at the end of Week 5 of the block placement, including:

1. Indicating whether 30 assessable days have been completed at a satisfactory standard
2. Rating the Pre-service Teacher's performance as Below Graduate level (B); Developing towards Graduate level (D); Graduate Level (G); or Exceeding Graduate level € for each Graduate Standard descriptor.

Please note that a rating of B or D for a particular Graduate descriptor indicates that the Pre-service Teacher did not successfully demonstrate the Australian Professional Standards for Teachers (Graduate Career Stage) for that descriptor. The supervising teacher should include comments to support the rating in these

circumstances so that effective moderation and determination of the final grade for Professional Practice 4 can be made by the University Supervisor.

In the event that ratings for a range of Standard descriptors are assessed as being Below (B) or Developing (D), the university supervisor must be contacted immediately so that a decision can be made about the pre-service teacher's achievement of the Standards and the recommended result for the placement.

Identifying "At-risk" pre-service teachers

A pre-service teacher is identified as being "at-risk" of failing the placement when he or she is not demonstrating adequate progress towards meeting the Australian Professional Standards for Teachers (Graduate Career Stage) as described in the Guide to Making Judgements, the Queensland College of Teachers' Evidence Guide or the Standards outlined on the Interim and Summative reports.

Supervising teachers use classroom observations; assessment of the pre-service teacher's planning and written reflections; evaluation of the pre-service teacher's contributions to discussions and professional conduct; the descriptors and sources of evidence outlined in the Guide for Making Judgements (Appendix 2); and the Interim Report as mechanisms for identifying pre-service teachers who are "at-risk".

In the event that a pre-service teacher is judged to be performing "Below Graduate Level" in a range of Standard descriptors at any stage throughout the placement, the supervising teacher should contact the relevant University Supervisor to initiate a formal "at-risk" process and develop a support plan for the pre-service teacher. Please see the CQUniversity Professional Experience Handbook for a detailed outline of the "at-risk" process and strategies for developing support plans.

Section 3: Assessment and Reporting Forms

The Assessment and Reporting Forms in this booklet should be completed throughout the professional experience placement and sighted and signed by the pre-service teacher.

Copies of the Classroom Observation template and the Interim Report should be provided to the pre-service teacher to support reflection on practice and for the purposes of compiling a portfolio of evidence demonstrating the Australian Professional Standards for Teachers (Graduate Career Stage) on conclusion of the placement. See Guidelines for organising and maintaining an ongoing record of engagement with the tasks and activities for the placement in **Appendix 3: "Guidelines for the Working Portfolio."**

Process for the Final Summative Report

The following steps outline the process for completing the electronic version of the Final Summative Report for Professional Practice 4:

1. Supervising teachers will receive an email from the Professional Experience Office at the beginning of the final week of the assessable block with the link to the electronic report embedded in the email. Provision is made on the report for supervising teachers to record the name of site coordinators or other relevant staff members involved in moderation of the pre-service teacher's achievement. After completing the report and clicking the button called "Supervising teacher sign and submit", the report will automatically be digitally signed and dated and sent via email to the pre-service teacher.
2. The pre-service teacher will check the report and click the button called "Pre-service teacher sign and submit" to digitally sign and date the report and send it via email to the allocated university supervisor for review and recording of the grade for the placement.
3. The university supervisor will confirm the outcome for the placement and click the button called "University supervisor sign and submit" to digitally sign and date the report and send it to the Professional Experience Office.
4. Pre-service teachers will be able to access their completed and signed Final Summative Report (incorporating the common Queensland Final Professional Experience Recommendations report) through the university's placement system, Sonia Online.

Supervising teachers should refer to **Appendix 2: Guide to Making Judgements** while completing the Assessment and Reporting Forms.

Any queries regarding assessment and reporting should be directed to the university supervisor.

Contact details for the academic staff member who will perform this role for individual pre-service teachers and schools will be provided by the CQUniversity Professional Experience Office.

University support staff can also be contacted by email to the CQUniversity Professional Experience Office at WIL-EduArts@cqu.edu.au.

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Attendance Record and Working Portfolio Check

A copy of this Attendance Record should be kept in the pre-service teacher's Working Portfolio.

Pre-service Teacher: _____ Learning Site: _____

Supervising Teacher: _____ Year Level: _____

Placement Structure	Placement Day	Date	Working Portfolio Evidence Satisfactory (S)/ Unsatisfactory (U)	Daily Progress Satisfactory (S)/ Unsatisfactory (U)	Supervising Teacher (Initials)
Single Day Visits (Days 1-5)	Day 1				
	Day 2				
	Day 3				
	Day 4				
	Day 5				
Week 1 of Continuous Block	Day 6				
	Day 7				
	Day 8				
	Day 9				
	Day 10				
Week 2 of Continuous Block	Day 11				
	Day 12				
	Day 13				
	Day 14				
	Day 15				
Week 3 of Continuous Block	Day 16				
	Day 17				
	Day 18				
	Day 19				
	Day 20				
Week 4 of Continuous Block	Day 21				
	Day 22				
	Day 23				
	Day 24				
	Day 25				

Week 5 of Continuous Block	Day 26				
	Day 27				
	Day 28				
	Day 29				
	Day 30				

EDFE14021 Professional Practice 4 Interim Report

Pre-service Teacher: _____ Learning Site: _____

Supervising Teacher: _____ Year Level: _____

This Interim Report should be completed **at the end of Week 3** of the five-week assessable block. The report replicates the organisation of the Graduate Standards on the “Final Professional Experience Recommendations” which is the common report used to record assessment judgements on the performance of all pre-service teachers undertaking final year placements in Queensland schools regardless of their university of enrolment. CQUniversity’s electronic Final Summative Report is modelled on this document.

To complete this Interim Report, supervising teachers should refer to Guide to Making Judgements and Sources of Evidence (See Appendix 2). Additional support for assessment of pre-service teachers at this stage of the placement can be found in the Queensland College of Teachers’ Evidence Guide at

https://cdn.qct.edu.au/pdf/Evidence_Guide_for_Supervising_Teachers_QCT_2015.pdf?_ga=2.216199061.2005767202.1606037477-1657927100.1600211529

Key to ratings:

Below Graduate Level (B); Developing towards Graduate Level (D); At Graduate Level (A); Exceeding Graduate Level (E)

Focus for Assessment	B	D	A	E
Section 1: Planning Effectively 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. 2.2 Organise content into an effective learning and teaching sequence. 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.				
Supervising teacher’s comment: Planning				
Section 2: Teaching effectively 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students 3.3 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.				
Supervising teacher’s comment: Teaching				

Section 3: Managing effectively 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.					
Supervising teacher's comment: Managing the Learning Environment					
Section 4: Assessing and recording learning 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. 5.5 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.					
Supervising teacher's comment: Assessing and recording learning					
Section 5: Professional conduct 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. 4.5 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. 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.					
Supervising teacher's comment: Professional Conduct					
Overall feedback					
Aspects of practice for improvement and attention in Weeks 4 & 5		Aspects of practice for commendation and extension			

Professional Practice 4 Final Summative Report

The Final Summative report for the Professional Practice 4 placement is modelled on the Final Professional Experience Recommendations reporting framework used through Queensland. This report is completed electronically using the process outlined on Page 13 of this booklet.

The Final Summative Report replicates the Standards used in the Interim report and includes all additional sections outlined on the generic state-wide reporting framework.

Supervising teachers should use the **Guide to Making Judgements, classroom observations, the Queensland College of Teachers' Evidence Guide and moderation discussions with the university supervisor** to inform assessment judgements on pre-service teachers' demonstration of the Australian Professional Standards for Teachers (Graduate Career Stage) during this placement.

The supervising teacher should use the template below to record observations on specific aspects of the pre-service teacher's classroom practice. A copy of the observation should be provided to the pre-service teacher for reflection purposes. (See page 10 of this booklet for specific aspects of practice for observation and feedback during Professional Practice 4).

Classroom Observation Template	
Supervising Teacher:	Date:
Pre-service Teacher:	Class / Year Level:
Focus for observation: <i>(See Table 3 on Page 10 of this Information and Reporting booklet)</i>	APST descriptor/s: <i>(See Table 3 on Page 10 of this Information and Reporting booklet)</i>
I saw....	I heard....
Comments / questions for follow-up discussion and reflection (I thought...)	

Appendix 2: Guide to Making Judgements

This Guide to Making Judgements should be used to inform classroom observations and feedback and the completion of the Interim Report and the electronic Final Summative Report.

The Guide consists of two parts:

- Concise descriptions of expected performance of final year pre-service teachers in five key areas of classroom practice i.e. **“At Graduate Level (A)”** on the Interim and Final Report.
- Identification of possible sources of evidence to inform assessment judgements in each of the five areas. (This list is not exhaustive and further examples of the Graduate descriptors and possible sources of evidence are outlined in detail in the Queensland College of Teachers’ Evidence Guide.)

Professional Practice 4 Guide to Making Judgements		
Section 1: Planning effectively – preparing for teaching		
Standard Descriptor: At Graduate level (A) – The pre-service teacher plans or modifies lesson plans and learning sequences that demonstrate clear understanding of the characteristics and abilities of students in the class group and the curriculum, content of the learning area, and the teaching, assessment and reporting cycle. Planning includes differentiated tasks or modifications to teaching and learning strategies or the learning environment to make explicit connections between aspects of lessons and the ability levels; learning preferences and needs, and prior knowledge or diverse backgrounds of students in the class. The pre-service teacher prepares for teaching by identifying explicit, challenging and achievable learning goals for all students and designs the structure and teaching strategies in lessons or learning sequences to develop students’ understanding of the content and facilitate learning. Possible Sources of evidence		
Artefacts	Observation	Discussion and reflection
Units of work / learning sequences and lessons plan created by or modified by the pre-service teacher to respond to learning characteristics and backgrounds of students in the class Planning that shows evidence of responding to feedback or student assessment data Evidence of differentiation for diverse student abilities in planning	Not applicable	Contributions to discussions with the supervising teacher or year level teaching team can show evidence of pre-service teachers’ knowledge of factors that affect student learning and curriculum content and teaching strategies
Section 2: Teaching effectively – enactment of teaching		
Standard Descriptor: At Graduate level (A) – The pre-service teacher demonstrates knowledge of the content and the learning progression of core curriculum concepts and selects resources including ICTs to engage learners in the lesson content and to target their learning needs and interests. The pre-service teacher uses pedagogical knowledge to select teaching strategies that are appropriate for the content and set learning goals; and communicates with learners using a range of oral, written and non-verbal strategies that encourage participation, understanding of the content and higher order thinking. The pre-service teacher uses a range of strategies to check learners’ understanding and achievement of lesson goals and uses formative assessment information about lesson outcomes to modify planning and improve future teaching practice. Possible Sources of evidence		
Artefacts	Observation (Agreed focus)	Discussion and reflection
Examples of planning that include a range of teaching strategies	Supervising teacher observation of a specific aspect of practice related to	Discussions in response to observations can show evidence of the pre-service teacher’s evaluation

including use of ICTs to engage and motivate student learning Planning for differentiated instruction including worksheets, activities or documented strategies that are responsive to groupings or individual student needs Evidence of student learning from planned lessons including work samples, etc with cross-referencing to reflections, evaluations or modifications in planning in response to assessment data Written reflections about effectiveness of teaching strategies, resources, lesson sequencing and activities in meeting student needs, learning styles or backgrounds	the Australian Professional Standards for Teachers: Links made between prior knowledge and skills and the content of a lesson; Differentiation of teaching strategies; Use of ICTs to build conceptual understanding of a topic Effectiveness of teaching strategies for the content and learning goal Use of verbal and non-verbal strategies to support student engagement	of teaching practice and planning decisions
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Section 3: Managing effectively – creating safe and supportive classroom environments

Standard Descriptor: At Graduate level (A) –

The pre-service teacher manages the classroom environment by establishing clear expectations for learning tasks and using fair and consistent behaviour management strategies that align with school policy and established classroom rules. Classroom routines are organised to maximise the time spent on learning activities that engage and motivate students in the class. The pre-service teacher demonstrates respect for all student contributions to classroom activities and models positive attitudes towards teaching and learning that are encouraging, affirming and engaging for students.

Possible Sources of evidence

Artefacts	Observation (On agreed focus)	Discussion and reflection
Classroom management plan and reflections on chosen strategies for managing behaviour and promoting engagement Daily planning formats with management and organisations considerations recorded Written reflections that show analysis and reflection on the appropriateness of actions and selected strategies for engagement and managing challenging behaviours	Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers: Engagement and motivation strategies Questioning and responses to student contributions to encourage participation Organisation of the physical space to support student participation Pacing and effective use of time to consolidate learning Positive strategies for preventing or managing off-task behaviour	Discussions with supervising teacher can show evidence of the pre-service teacher's knowledge of practical strategies for managing student behaviour, the relevance of teaching social skills for participations and cooperation and welfare and safety issues that affect the classroom environment

Section 4: Assessing and recording learning

Standard Descriptor: At Graduate level (A) –

The pre-service teacher designs and uses a range of assessment strategies to monitor student learning throughout the delivery of individual lessons and learning sequences. He / She records assessment information gained through the use of these strategies and interprets the data to modify and differentiate learning activities and teaching practice to improve the learning outcomes of all students in the class. The pre-service teacher designs or modifies and uses marking criteria or rubrics for summative assessment tasks to plan for targeted formative assessment and for the purposes of making consistent judgements on student learning for reporting purposes.

The pre-service teacher responds to student responses to questions, work samples or other assessment tools during and after lessons with oral or written feedback that is directly related to student learning and the goals of lessons or learning sequences.

Possible Sources of evidence

Artefacts	Observation (On agreed focus)	Discussion and reflection
Assessment rubrics and marking guides created or modified by the pre-service teacher related to curriculum learning outcomes Student task sheets and instructions for completing summative assessment Recording formats including checklists and anecdotal observations created or maintained by the pre-service teacher Annotated student work samples including examples of written feedback on performance Meeting notes or written reflections on assessment planning and moderation processes Lesson plans with clearly identified formative assessment tools including questioning that checks for understanding Written reflections on student learning outcomes and the impact of teaching and assessment strategies on learning	Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers: Strategies for collecting evidence of learning in lessons Alignment between feedback to students and learning goals Questioning and responses to student contributions	Discussions with the supervising teacher and teaching colleagues can be used as evidence of understanding of the purposes of assessment strategies and the relationship between assessment and reporting. Moderations discussions and meetings show evidence of understanding of practices for making comparable judgements on student learning

Section 5: Professional conduct

Standard Descriptor: At Graduate level (A) –

The pre-service teacher demonstrates professional commitment to teaching through thorough and up-to-date planning for all aspects of practice. He / She plans and implements lessons and learning sequences that include consideration of school policies in relation to student welfare, safety and ethical, safe and responsible use of ICTs. The pre-service teacher engages in oral or written reflection on teaching practice and participates in discussions and professional learning opportunities with colleagues, members of the school community and external professionals in ways that are professional and ethical at all times.

Possible Sources of evidence

Artefacts	Observation	Discussion and reflection
Risk assessments for curriculum activities Lesson plans that address the safe and responsible use of ICTs Annotated school policies Written reflections that show understanding of ethical practices and system requirements for student welfare and safety Written correspondence regarding conduct and safety considerations for activities inside and outside of school and classroom contexts	Supervising teacher observation of: Pre-service teacher interactions with staff, colleagues, students and parents / carers Professional commitment and preparedness for all teaching activities Engagement in school activities	Discussions with the supervising teacher can show evidence of the pre-service teacher's understanding of legislative and system requirements for practice and collegiality

Appendix 3: Guidelines for the Working Portfolio

Working Portfolio

The purpose of a Working Portfolio is to validate, with evidence, the pre-service teacher's performance and demonstration of the tasks relevant to the particular Professional Practice course or year level of the course. It is a working document that includes sources of evidence of the pre-service teacher's practice throughout the placement and includes preparation, planning, observations, assessment data, classroom observations and teaching evaluations, reflections and evidence of the impact of the pre-service teacher's practice on student learning.

All preparation and planning for a day must be shown to the supervising teacher at a regular and agreed time (usually at the beginning of the teaching day). All observations, reflections, evaluations and follow up tasks must be written up and made available to the supervising teacher for perusal on the following placement day. An incomplete Working Portfolio (planning, evaluations, reflections or observations not complete) indicates a lack of professional commitment on the part of the pre-service teacher and may initiate the **"at-risk"** process outlined earlier in this handbook.

Pre-service teachers must be able to produce their working portfolio for the university coordinator, site coordinator or supervising teacher at any time throughout the placement or on its conclusion.

Guidelines for organising the Working Portfolio are outlined below. These are suggested guidelines only and pre-service teachers may prefer alternative methods for creating an organised portfolio (such as the Australian Professional Standards for Teachers); however, the organisation method should ensure that all materials can be located and produced easily and efficiently.

Section 1: Professional Practice notes/School or Learning Site Policy Documents

- A copy of the relevant Information and Reporting booklet.
- School policy documents (e.g. Responsible Behaviour Plan).
- Class timetables, term overviews or classroom management plans as appropriate.

Section 2: Teaching Preparation/Planning

- All lesson plans and subsequent evaluation.
- All daily planning formats used to guide effective practice during periods of continuous teaching
- All mid-term or long-term planning (e.g. unit plans, term overviews) where appropriate.
- Formative assessment tools and record-keeping formats.
- Annotated work samples or other assessment information showing the impact of teaching practice on student learning as input for adjustments to lessons or modifications to teaching practice
- Summative assessment tools/strategies and associated record-keeping formats where appropriate.

Section 3: Observations of teaching practice

- All observations of teaching strategies, classroom management and classroom procedures as outlined in the "Details of tasks/activities" section of the relevant Information and Reporting Booklet.

Section 4: Resources

- Letters to parents, staff memos/notices as appropriate.
- Samples of teacher planning.
- Examples of useful curriculum support resources.
- Ideas for teaching particular aspects of the curriculum.
- Samples of assessment or record keeping formats used by the supervising teacher.

Section 5: Daily Reflections

- Evaluation of the pre-service teacher's daily teaching and planning.
- Reflection on aspects of teachers' professional work as outlined in the "Details of tasks/activities" section of the relevant Information and Reporting Booklet.

Section 6: Observations of learners: Student/Class Profiles or relevant Documentation for Early Years learners

- A class matrix identifying appropriate grouping arrangements or differentiation strategies for particular learning areas as required for specific placements.
- Anecdotal observations and checklists or other data-gathering tools and information as appropriate.
- Work samples.

Bachelor of Education
EDFE14021 Professional Practice 4
Evaluation

Supervising Teacher	
Learning Site	
Pre-service Teacher	

Supervising Teacher: Please complete this evaluation form. Your feedback is important to us, and we draw on it to revise and modify the requirements and expectations for professional practice placements in school and educational settings.

Please indicate the extent to which you agree or disagree with the following:	Strongly Agree	Agree	Disagree
• Expectations for the pre-service teacher's engagement in the placement are explicit and allow for growth and development.			
• The knowledge, skills and experience that the pre-service teacher had acquired prior to the placement was clearly communicated and allowed for professional goal setting.			
• Pre-service teachers are well prepared for the placement and present with the skills required to complete the placement tasks.			
• The tasks and activities designed for this placement supported pre-service teachers to demonstrate and collect evidence of planning, teaching, assessing and reflecting at a level commensurate with the graduate level of the Australian Professional Standards for Teachers.			
• Assessment materials for this placement explicitly outline the Graduate Teacher Standards to be assessed and included tools for providing feedback and making judgements on the pre-service teacher's performance.			
• The University Coordinator clarified expectations and provided support for the supervising teacher, and pre-service teacher for the successful conduct of the placement.			

Comments:

Thank you for completing this form. Please return it to:

CQUniversity Professional Experience Office at WIL-EduArts@cqu.edu.au