

Master of Teaching

Professional Praxis 4

EDFE20037

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 day	Supervising Teacher and Pre-service Teacher to sign
Interim Report and Personal Competence in Literacy and Numeracy Checklist	Supervising Teacher	End of Week 2 of block	Supervising Teacher and Pre-service Teacher to sign
Personal Competence in Literacy and Numeracy Checklist Completion of Assessable Days	Supervising Teacher	End of the placement	Supervising Teacher to complete confirmation of completion and rate the pre-service teacher's personal competence in literacy and numeracy in the space provided on the electronic Final Summative Report (Final Professional Experience Recommendations).
Final Professional Experience Recommendation Report	Supervising Teacher, Pre-service Teacher and University Supervisor	End of the placement	Supervising teacher records pre-service teacher's achievement of the graduate standards and details of school-based moderation processes in the space provided on the report. Supervising Teacher, Pre-service Teacher and University Supervisor complete / sign the electronic Final Summative Report (Final Professional Experience Recommendations).

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

COPYRIGHT NOTICE

The material contained in this publication is for the explicit purpose of supporting CQUniversity students and learning site personnel in the delivery of this unit. The information included in this document may not be copied or reproduced for any other purpose.

CONTENTS

Section 1 – Information about Professional Praxis 4	2
Introduction to Professional Praxis 4	2
Aims of Professional Praxis 4.....	2
Expected outcomes of pre-service teachers during Professional Praxis 4.....	3
Duration and Structure of Professional Praxis 4.....	4
Table 1: Duration and structure of Professional Praxis 4	4
Section 2 – Supervision and Assessment of pre-service teachers	5
The role of the Supervising Teacher.....	5
The role of the University Supervisor	6
Specific Requirements of Professional Praxis 4 – Pre-service teacher tasks and activities	6
Table 2: Pre-service teacher tasks and activities for Professional Praxis 4	7
Assessment of preservice teacher’s classroom practice – A guide to using the assessment tools	10
1. Observation, Feedback and Working Portfolio Checks	10
2. The Interim Report	10
Personal Competence in Literacy and Numeracy Checklist	11
3. The Final Summative Report.....	11
Identifying “At-risk” preservice teachers	11
Section 3: Assessment and Reporting Forms	12
Process for the Final Summative Report	12
Appendix 1: Copies of the Reporting Forms	13
Attendance Record and Working Portfolio Check (Sample/Excerpt only).....	13
Professional Praxis 4 - Interim Report/Self Evaluation	14
Professional Praxis 4 Final Summative Report	18
Professional Praxis 4 – Completion of Professional Experience	19
Appendix 2: Guide to Making Judgements	20
Appendix 3: Guidelines for the Working Portfolio.....	26
Master of Teaching Professional Praxis 4 Evaluation	27

**PLEASE USE THIS DOCUMENT IN CONJUNCTION WITH
THE PROFESSIONAL PRAXIS HANDBOOK**

Information on the Master of Teaching course is found in the Professional Praxis Handbook. In particular, use this handbook for information on attendance, ethics, dress code, days absent, mobile phone use and procedures for students at risk.

Section 1 – Information about Professional Praxis 4

Introduction to Professional Praxis 4

Professional Praxis 4 is the final assessable placement in a series of practical experience placements completed by pre-service teachers at CQUniversity. Pre-service teachers undertaking this placement are in the final term of study in the Master of Teaching course. In this 25 day placement, pre-service teachers **demonstrate** the Australian Professional Standards for Teachers at Graduate Career Stage in an authentic classroom setting. Assessment of final term pre-service teachers' performance during Professional Praxis 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 Praxis 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 Praxis 4, which provides confirmation of their readiness for classroom practice and entry into the teaching profession.

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 Praxis 4.

Aims of Professional Praxis 4

Professional Praxis 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 Praxis 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 preservice 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 pre-service teachers during Professional Praxis 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 Praxis 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 planned and enacted teaching practice on student learning and participate in collegial discussions (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 Praxis 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

https://cdn.qct.edu.au/pdf/Evidence_Guide_for_Supervising_Teachers_QCT_2015.pdf?_ga=2.189580904.2100645080.1625573157-1657927100.1600211529

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 Praxis 4

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

Table 1: Duration and structure of Professional Praxis 4		
5 single days	One day per fortnight during School Term 1 and 2 (or as negotiated with the site coordinator or supervising teacher)	Single day visits – preparation for the block placement
20 day block placement	4 week continuous block at the end of School Term 2	Assessable placement days

The single day visits (Days 1-5) are completed as negotiated with the supervising teacher, but include a minimum of five days throughout School Term 1 and 2 for collaborative planning in preparation for the assessable block (including the embedded Graduate Teacher Performance Assessment) and maintenance of teaching and learning relationships with students.

The 4 week continuous block placement (Days 6 – 25) involves 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 advice about procedures for claiming payment will be distributed to supervising teachers and site coordinators by staff from the CQUniversity Professional Experience Office at the commencement of the placement

Section 2 – Supervision and Assessment of pre-service teachers

The support, supervision and assessment of preservice teachers during Professional Praxis 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 preservice 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 preservice teachers during Professional Praxis 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 Praxis 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 a pre-service teacher's ability to plan, teach, assess and reflect on their practice. The GTPA requires the pre-service teacher 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 academics working in Professional Praxis 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 the 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 preservice teacher's practice and providing feedback on their development to promote critical evaluation of their 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 mode of contact (Skype, Zoom, etc). In the case of a moderation process conducted by email, teleconference or videoconference, the pre-service teacher will be required to provide the university supervisor with examples of their 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 Praxis 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 Praxis 4 – Pre-service teacher tasks and activities

The tasks completed by pre-service teachers during Professional Praxis 4 are organised around the five aspects of teaching practice identified above.

Table 2 below provides a general guide for the pre-service teacher's learning progression.

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 is 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.

The details in this table support pre-service teachers' completion of the GTPA through structured activities that scaffold the requirements of the components of the task.

Table 2: Pre-service teacher tasks and activities for Professional Praxis 4

N NOTE: In usual circumstances, Professional Praxis 4 is completed in the same learning site as Professional Praxis 3. Therefore, processes for establishing relationships, data collection and analysis of student learning (profiling) and classroom management plans have already been completed as a foundation for ongoing data gathering and planning during this placement.

Professional Practice Day/s	Activities	Evidence (records to be maintained by the pre-service teacher)
Single Day visits Days 1- 5 (Completed during Term 1 and 2 or as arranged with the supervising teacher)	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 learning within the unit/s of work. Collect and interpret data for 3 focus students in relation to the learning focus selected for the Graduate Teacher Performance Assessment (GTPA). Ensure that the 3 students chosen represent the full range of abilities of learners in a chosen class. The data collected will be used for Practice 1 component of the GTPA and 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. Discuss new observations about students' participation in class activities, social interaction and behaviour with the supervising teacher and adjust/create a draft classroom management plan in preparation for the assessable block. Discuss the focus of units of work to be taught during the assessable block with the supervising teacher. Obtain copies 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 teaching team. Observe teaching practice and student learning as above ensuring that observations cover a range of learning areas (primary) or both teaching areas (secondary) and include literacy and numeracy development across the curriculum. Plan teaching responsibilities for the first week of the block placement. During week 1 and 2 of the block, pre-service teachers begin the assessable placement by managing and teaching single sessions building to half days (primary) or half teaching load (secondary) by the end of Week 2. The focus for teaching responsibilities during this time should include opportunities to teach literacy and / or numeracy and a teaching program as negotiated with the supervising teacher.	Checklists or anecdotal records of students' strengths, needs, interests, literacy and numeracy abilities and social skills Observation notes Copy of class timetable, seating plan, planning formats and notes from planning meetings and discussions Draft classroom management plan 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. One reflection for each placement day with explicit links to the Standards

Professional Practice Day/s	Activities	Evidence (records to be maintained by the pre-service teacher)
Day 6 - 15 (Weeks 1 & 2 of the assessable block) Interim report to be completed by the end of week 2	Continue to collect and interpret data and evidence for 3 focus students. Ensure that the specific evidence collected provides insight into the unit topic that is planned and will be taught for the GTPA. Finalise planning for a unit of work/extended learning sequence and culminating assessment task that will be used for the Graduate Teacher Performance Assessment. The unit of work may be one that is developed in conjunction with the supervising teacher or an existing one that is modified by the pre-service teacher for the class. Within the unit of work ensure that there is alignment between the curriculum, pedagogy and assessment. Plan and teach whole lessons / sessions that include a focus on content drawn from the unit/s of work for the term that were organised during the day visits. Teaching should build to completing half days / half teaching loads mid-way through week 2 of the placement. Teaching may include team teaching in conjunction with the supervising teacher. Design the assessment tools used to make summative judgments on student learning in each curriculum area unit of work and discuss and refine these tools with the supervising teaching and / or year level teaching team. Where possible, create a diagnostic assessment strategy to collect data on students' current performance in relation to expected future performance on the summative task. Design 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. Compile and add to assessment data related to reporting and completion of the summative assessment for each learner adjusting class groupings or modifying teaching practice as necessary. Discuss observations and feedback on teaching and the interim report from the supervising teacher completed at the end of this week 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 and appraisal of planning and teaching decisions with a focus on improving practice to improve student learning. Refine and finalise planning for units / learning sequences in all curriculum learning areas for the remainder of the block. Share and discuss the planning with the supervising teacher and adjust in response to feedback as necessary.	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. Student work samples and responses to formative / diagnostic assessment Copies of classroom observations, the Interim Report and reflective response including identification of goals and strategies for meeting each Standard descriptor/ improving practice One reflection for each placement day with explicit links to the Standards.

Professional Practice Day/s	Activities	Evidence (records to be maintained by the pre-service teacher)
Day 16 – 20 (Week 3 of the assessable block)	Plan and teach lessons, routine activities and learning sequences in all curriculum areas (primary) / allocated classes (secondary). 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 will contribute to the evidence required for 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 unit/s 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. 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. 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 Practice 3 component of the Graduate Teacher Performance Assessment. Engage in moderation and with the supervising teacher using work samples/exemplars from your 3 focus students. Record the moderation discussions. This contributes to the mandatory evidence required for the Graduate Teacher Performance Assessment. Revise the classroom management plan and adjust as necessary based on reflections from the week of continuous teaching. Discuss classroom observations and feedback from the supervising teacher 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.	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 planning meetings, collegial discussions, moderation, etc One reflection for each placement day
Days 20 – 25 (Week 4 of the assessable block) Final Professional Experience Recommendations completed on day 25	Finalise all summative assessment for planned units of work / learning 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

Assessment of preservice teacher's classroom practice – A guide to using the assessment tools

Assessment of pre-service teachers during Professional Praxis 4 involves four 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 throughout the block including working portfolio checks
2. Completion of an **Interim Report** at the end of Week 2 of the block placement
3. Completion of the 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, Feedback and Working Portfolio Checks

The attendance record makes provision for checking planning, observation and reflection tasks in the pre-service teacher's working portfolio and acknowledging that the records of these tasks are up-to-date and performed effectively and professionally to create sources of evidence for the five practices assessed throughout this placement. Supervising teachers should sight the records produced on a daily basis and mark the pre-service teacher's documentation of practice as satisfactory or unsatisfactory. A working portfolio that is not maintained and up-to-date may be used to place the pre-service teacher at risk of failing the placement.

Please note: In the event that a working portfolio is rated as unsatisfactory on any placement day, the supervising teacher should inform the site coordinator and the university supervisor **immediately**. Any additional ratings of 'unsatisfactory' for record-keeping during the placement should instigate the "at-risk" process outlined in the Professional Praxis Handbook.

In addition to these working portfolio checks, supervising teachers should provide regular feedback on the pre-service teacher's progress throughout the placement. Supervising teachers may elect to provide oral feedback or record feedback on lesson planning documentation or observation templates. Copies of these templates will be provided in the suite of materials sent to supervising teachers by the Professional Experience Office at the commencement of the placement. Feedback should be constructive and ensure that ***pre-service teachers are aware of their progress or need for improvement so that those who may not be developing the expected attitudes and capabilities are identified as being 'at-risk' in a timely manner and informed of the expectations for improvement.***

2. The Interim Report

The Interim Report replicates the Standards outlined on the Final Professional Experience Recommendations. 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 preservice 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=2.189580904.2100645080.1625573157-1657927100.1600211529

Supervising teachers should complete the interim report at the end of Week 2 of the block.

Comments are not necessary at this point unless the pre-service teacher receives a rating of Below expected level for any standard or is not demonstrating adequate progress towards achievement at Graduate Level for a cluster of Professional Standards in one or more of the assessable practices.

The Interim Report should be used as the basis for a discussion with preservice teachers about their 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, pre-service teachers should reflect on their practice and work with the supervising teacher to improve and enhance teaching practice and professional learning for the remainder of the placement.

Discussions should also focus on personal literacy and numeracy competence based on the checklist that forms part of both of these forms.

Personal Competence in Literacy and Numeracy Checklist

The interim report for this placement requires assessment of the pre-service teacher's personal competency in literacy and numeracy. The following indicators should be used when completing the Personal Competence in Literacy and Numeracy Checklist:

Satisfactory - Generally meeting the expected level of progress for achieving this criterion. Practice provides evidence of the achievement of the required level of proficiency at an acceptable level.

Unsatisfactory - Insufficient progress towards meeting the descriptor within this criterion with a definite requirement for remediation. Practice fails to provide evidence of the achievement of the required level of proficiency at an acceptable level.

3. The Final Summative Report

The Final Summative Report for this placement uses 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 an electronic format which is adjusted to include provision for assessment of the Pre-service Teacher's Personal Competence in Literacy and Numeracy.

All sections of the electronic report should be completed at the end of Week 4 of the block placement, including:

1. Rating the Pre-service Teacher as Satisfactory or Unsatisfactory on the Literacy and Numeracy Checklist
2. Indicating whether 25 assessable days have been completed at a satisfactory standard
3. 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 Praxis 4 can be made by the University Supervisor.

NOTE: The pre-service teacher must receive a rating of satisfactory on all criteria of the Personal Competence in Literacy and Numeracy Checklist to receive a satisfactory grade overall for the placement.

Identifying "At-risk" preservice teachers

A preservice 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 reporting forms.

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 preservice teachers who are "at-risk".

In the event that a preservice teacher is judged to be performing "Below Graduate Level" in a range of Standard descriptors, the supervising teacher should contact the relevant university supervisor to initiate a formal "at-risk" process and develop a support plan for the preservice teacher. Please see the CQUniversity Professional Praxis 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 should be completed throughout the professional experience placement and sighted and signed by the pre-service teacher.

A copy of the Interim Report should be provided to the pre-service teacher to support reflection on practice related to the Standards at the level of development described in the Guide to Making Judgements for Professional Praxis 4.

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

Process for the Final Summative Report

The summative report for Professional Praxis 4 is completed electronically. The following steps outline the process for completing this report:

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 complete sections related to prior experience and the placement context before clicking the button called "Pre-service teacher sign and submit". This button digitally signs and dates the report and sends 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.

Any queries regarding assessment and reporting should be directed to the university supervisor who will contact the supervising teacher and/or site coordinator at the commencement of the placement to provide relevant contact details.

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

Appendix 1: Copies of the Reporting Forms

NB: This appendix includes example only copies of the assessment forms required for this placement. Writable PDF versions of the Interim Report and Attendance Record are emailed to schools upon confirmation of the placement. Additional copies are able to be downloaded by the pre-service teacher from the Moodle site for this unit.

Attendance Record and Working Portfolio Check (Sample/Excerpt only)

A copy of this attendance record should be included in the pre-service teacher's Working Portfolio.

Student ID:	Pre-service Teacher:
Learning Site:	
Supervising Teacher:	Year Level/Teaching Area:

Placement Day	Placement Day	Date	Working Portfolio Evidence Satisfactory/Unsatisfactory*	Supervising Teacher (Initials)
Single Day Visits	Day Visit 1		☐ Satisfactory ☐ Unsatisfactory	
	Day Visit 2		☐ Satisfactory ☐ Unsatisfactory	
	Day Visit 3		☐ Satisfactory ☐ Unsatisfactory	
	Day Visit 4		☐ Satisfactory ☐ Unsatisfactory	
	Day Visit 5		☐ Satisfactory ☐ Unsatisfactory	
Week 1 of Continuous Block	Day 1		☐ Satisfactory ☐ Unsatisfactory	
	Day 2		☐ Satisfactory ☐ Unsatisfactory	
	Day 3		☐ Satisfactory ☐ Unsatisfactory	
	Day 4		☐ Satisfactory ☐ Unsatisfactory	
	Day 5		☐ Satisfactory ☐ Unsatisfactory	
Week 2 of Continuous Block	Day 6		☐ Satisfactory ☐ Unsatisfactory	
	Day 7		☐ Satisfactory ☐ Unsatisfactory	
	Day 8		☐ Satisfactory ☐ Unsatisfactory	
	Day 9		☐ Satisfactory ☐ Unsatisfactory	
	Day 10		☐ Satisfactory ☐ Unsatisfactory	

*NB If the working portfolio is rated 'as Unsatisfactory' for any placement day, please notify the Site Coordinator and contact the relevant University Supervisor allocated to the pre-service teacher.

In the event of more than one rating of 'Unsatisfactory' for the Working Portfolio, the 'at risk' process as outlined in the Professional Praxis Handbook should be initiated.

Professional Praxis 4 - Interim Report

Student ID:	Pre-service Teacher:
Learning Site:	
Supervising Teacher:	Year Level/Teaching Area:

This report is based on the pre-service teacher's achievement of the Australian Professional Standards for Teachers at Graduate Career Stage.

Please refer to daily feedback and the overall descriptors and sources of evidence for each Section as outlined in the Guide to Making Judgements in Appendix 2 to complete this report.

Key to ratings on this report

- (B) Below expected level
- (D) Developing towards expected level
- (A) At expected level
- (E) Exceeding expected level

Please note that ratings of **Below expected level (B)** for any descriptor on this report will initiate a formal "at-risk" process. If a pre-service teacher is "at risk", **please notify the Site Coordinator and contact the University Supervisor at the relevant CQUniversity Campus.**

Professional Experience Reporting

Section 1: Planning Effectively	B	D	A	E
APST 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. Writes anecdotal observations and collects information for an on-going whole class profile that shows an understanding of relevant factors of students' development, backgrounds and characteristics that affect learning	☐	☐	☐	☐
APST 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. Selects content and teaching strategies that are responsive to the learning strengths and needs of diverse student groups	☐	☐	☐	☐
APST 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. Designs lessons and teaching sequences using strategies that meet the specific learning needs of students across the range of ability levels in the class group	☐	☐	☐	☐
APST 2.2 Organise content into an effective learning and teaching sequence. Organises content in small group and whole class lessons where appropriate into a structure that assists student learning	☐	☐	☐	☐
APST 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. Designs learning sequences and lesson plans adhering to the relevant curriculum framework/s that are inclusive of appropriate assessment strategies that can be used for reporting on student learning	☐	☐	☐	☐
APST 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. Selects resources, strategies and activities that support the development of students' capabilities in literacy and/or numeracy relative to their teaching areas	☐	☐	☐	☐
APST 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. Writes lesson plans that set clear learning goals based on the curriculum documents and that are responsive to the information recorded on individuals and ability groups in the whole class profile	☐	☐	☐	☐
APST 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. Plans lesson sequences that show knowledge of student learning, content and effective teaching strategies by incorporating lesson goals and outcomes, activities to demonstrate understanding and effective summaries of student learning	☐	☐	☐	☐
APST 1.6* Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. Where possible, and if applicable, plans differentiated classroom activities to cater for students with different ability levels, special needs and/or learning difficulties	☐	☐	☐	☐
*Denotes Standards that are not included or required to be demonstrated in the Final Professional Experience Recommendations document but are included here to ensure Pre-service Teachers are assessed against each indicator of the Professional Standards. If opportunities have not been provided to rate these Standards, please leave blank.				

Planning Effectively – Comments:					
Artefacts that may be used to support this judgement include (please indicate):					
	Profiling of learners based on observations of practice and data from a range of sources				
	Planning that is inclusive of a range of learner needs, abilities and strengths				
	Planning that shows the use of curriculum frameworks and appropriate content selection				
	Planning that uses a range of teaching strategies, engagement approaches and scaffolding				
	Pre-service teacher devised resources				
	Pre-service teacher daily reflections				
	Other (please specify)				
Section 2: Teaching Effectively		B	D	A	E
APST 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.		☐	☐	☐	☐
Implements lessons and teaching sequences that show knowledge and understanding of curriculum content and focus on the core concepts to be taught					
APST 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.		☐	☐	☐	☐
Uses digital tools and resources in the classroom where appropriate to engage students and explain curriculum concepts					
APST 3.3 Include a range of teaching strategies.		☐	☐	☐	☐
Selects and uses a range of teaching strategies that actively involve students in using thinking processes and acquiring the skills of specific curriculum areas					
APST 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.		☐	☐	☐	☐
Identifies and uses a range of resources that target the needs and interests of students in the class					
APST 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.		☐	☐	☐	☐
Uses effective classroom verbal and non-verbal communication strategies to question and engage students and explain concepts					
APST 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.		☐	☐	☐	☐
Evaluates and reflects upon planned lessons after implementation and records modifications or adaptations for re-teaching or extension to improve the learning of all students in the class					
APST 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.		☐	☐	☐	☐
Responds to daily feedback and the interim report to identify areas of improvement during the placement					
APST 1.4* Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.		☐	☐	☐	☐
Where possible, and if applicable, demonstrates an understanding of strategies to teach students from Aboriginal and Torres Strait Islander backgrounds					
APST 2.4* Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.		☐	☐	☐	☐
Where possible, and if applicable, demonstrates understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages					
APST 3.7* Describe a broad range of strategies for involving parents/carers in the educative process.		☐	☐	☐	☐
Where possible, and if applicable, uses strategies for involving parents/carers in the educative process.					
*Denotes Standards that are not included or required to be demonstrated in the Final Professional Experience Recommendations document but are included here to ensure Pre-service Teachers are assessed against each indicator of the Professional Standards. If opportunities have not been provided to rate these Standards, please leave blank.					
Teaching Effectively – Comments:					
Artefacts that may be used to support this judgement include (please indicate):					
	Lesson plans inclusive of appropriate content knowledge, teaching strategies and resources				
	Planning that demonstrates appropriate and engaging ICTs				
	Learner feedback on lesson delivery				
	Supervising teacher observation notes post-lesson delivery				
	Pre-service teacher annotated lesson plans showing adaptations and modifications				
	Pre-service teacher lesson reflections				
	Pre-service teacher daily reflections				
	Other (please specify)				

Section 3: Managing Effectively		B	D	A	E
APST 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. Reflects on and applies strategies that promote participation and inclusive learning environments		☐	☐	☐	☐
APST 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. Uses planning formats for periods of continuous teaching that assist in the organisation of classroom activities and the implementation of orderly classroom routines		☐	☐	☐	☐
APST 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. Uses a range of strategies adhering to the school/system policy for managing challenging behaviour		☐	☐	☐	☐
Managing Effectively – Comments:					
Artefacts that may be used to support this judgement include (please indicate):					
☐	Pre-service teacher developed whole class behaviour plan				
☐	Pre-service teacher observations of teaching practice				
☐	Supervising teacher observation notes post-lesson delivery				
☐	Pre-service teacher annotated lesson plans showing behaviour management strategies				
☐	Pre-service teacher lesson reflections				
☐	Pre-service teacher daily reflections				
☐	Other (please specify)				
Section 4: Assessing and Recording Learning		B	D	A	E
APST 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. Uses a range of formal and/or informal assessment strategies to make comparable judgments on student learning		☐	☐	☐	☐
APST 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. Provides descriptive feedback to students that focuses on actions or strategies that can be used to progress and meet their learning goals		☐	☐	☐	☐
APST 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. Engages in the moderation of students' work to support consistent and comparable judgements of student learning		☐	☐	☐	☐
APST 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. Interprets data from a range of sources including assessment results, questions and work samples to check for understanding and plan adaptations for follow-up lessons		☐	☐	☐	☐
APST 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. Creates checklists and other suitable formats to record accurate and reliable information on student progress and uses this to inform parents/carers of student achievement		☐	☐	☐	☐
Assessing and Recording Learning – Comments:					
Artefacts that may be used to support this judgement include (please indicate):					
☐	Pre-service teacher devised assessment strategies (formative, summative and diagnostic)				
☐	Feedback to learners on their progress (verbal or written)				
☐	Supervising teacher observation notes post-lesson delivery				
☐	Pre-service teacher annotated lesson plans showing assessment strategies				
☐	Pre-service teacher lesson reflections				
☐	Pre-service teacher daily reflections				
☐	Other (please specify)				

Section 5: Professional Conduct	B	D	A	E
APST 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. Applies curriculum and legislative requirements for student wellbeing and safety in planning where relevant	☐	☐	☐	☐
APST 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. Applies practices for the safe, responsible and ethical use of digital tools and information consistent with school/system policy documents	☐	☐	☐	☐
APST 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. Demonstrates attitudes and behaviour consistent with a commitment to the profession and relevant codes of conduct and ethics for teachers	☐	☐	☐	☐
APST 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. Applies key principles described in relevant school policies and procedures in all aspects of the placement	☐	☐	☐	☐
APST 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. Understands the role of external professionals and community representatives in broadening teachers' professional knowledge and practice	☐	☐	☐	☐
APST 7.3* Understand strategies for working effectively, sensitively and confidentially with parents/carers. Uses effective and sensitive communication strategies when making contact with parents/carers	☐	☐	☐	☐
*Denotes Standards that are not included or required to be demonstrated in the Final Professional Experience Recommendations document but are included here to ensure Pre-service Teachers are assessed against each indicator of the Professional Standards. If opportunities have not been provided to rate these Standards, please leave blank.				
Professional Conduct – Comments:				
Artefacts that may be used to support this judgement include (please indicate):				
☐	Annotated school and system policy documents			
☐	Communication with parents/carers			
☐	Documentation of participation in school activities (Playground duty, staff meetings)			
☐	Evidence of participation in professional development opportunities			
☐	Pre-service teacher daily reflections			
☐	Other (please specify)			

Personal Competence in Literacy and Numeracy Checklist		
Use this checklist to rate Pre-service Teachers' personal literacy and numeracy competence in all aspects of their professional role including maintenance of records in the working portfolio as either Satisfactory or Unsatisfactory. The indicators used in this checklist correspond with the Australian Core Skills Framework as important for the contemporary workplace.		
The Pre-service Teacher must receive a satisfactory on all criteria to receive a satisfactory grade overall.		
Personal Competence in Literacy and Numeracy	Unsatisfactory	Satisfactory
Demonstrates reading competence by interpreting and applying information in school policy documents, professional practice materials and lesson resources	☐	☐
Uses appropriate sentence structure, spelling, grammar and punctuation to model effective written communication for the class	☐	☐
Demonstrates professional writing skills by conveying meaning in daily reflections and lesson planning	☐	☐
Uses spoken language effectively to give clear instructions and explain lesson content	☐	☐
Selects and uses appropriate spoken communication skills to interact with staff, students and members of the school community	☐	☐
Identifies and understands information presented in mathematical form in activities and texts	☐	☐
Selects and uses mathematical problem solving strategies as appropriate for the discipline teaching area	☐	☐
Overall	☐	☐
Personal Literacy and Numeracy Competence as evidenced in all aspects of practice		
Interim Report/Self Evaluation Rating		
☐ Unsatisfactory ("At Risk" - further support required to progress)	☐ Satisfactory (Pass recommended)	
Pre-service Teacher's signature:	Date:	
Supervising Teacher's signature:	Date:	

If "At risk", please notify the Site Coordinator and contact the University Supervisor at the relevant CQUniversity campus

Professional Praxis 4 Final Summative Report

The Final Summative report for the Professional Praxis 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 and Personal Competence in Literacy and Numeracy checklist used in the Interim report and includes all additional sections outlined on the generic state-wide reporting framework. A copy of this generic report is available for viewing at the Teach Queensland website at <https://teach.qld.gov.au/become-a-teacher/steps-to-become-a-teacher/professional-experience-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.

Professional Praxis 4 – Completion of Professional Experience

There are three aspects supervising teachers are requested to do at the conclusion of this placement:

1. Complete the Personal Competence in Literacy and Numeracy Checklist below and rate the Pre-service Teacher as Satisfactory or Unsatisfactory
2. Indicate whether 25 Assessable Days have been completed at a satisfactory standard
3. Complete the electronic **Final Professional Experience Recommendations** report as per the requirements of the Queensland Professional Experience Reporting Framework

Pre-service Teacher's Name		Student No.	
Learning Site			
Year Level			
Supervising Teacher's Name/s			
Site Coordinator's Name			

1. Personal Competence in Literacy and Numeracy Checklist

Use this checklist to rate Pre-service Teachers' personal literacy and numeracy competence in all aspects of their professional role including maintenance of records in the working portfolio as either Satisfactory or Unsatisfactory. The indicators used in this checklist correspond with the Australian Core Skills Framework as important for the contemporary workplace.

The Pre-service Teacher must receive a satisfactory on all criteria to receive a satisfactory grade overall.

Personal Competence in Literacy and Numeracy	Unsatisfactory	Satisfactory
Demonstrates reading competence by interpreting and applying information in school policy documents, professional practice materials and lesson resources	☐	☐
Uses appropriate sentence structure, spelling, grammar and punctuation to model effective written communication for the class	☐	☐
Demonstrates professional writing skills by conveying meaning in daily reflections and lesson planning	☐	☐
Uses spoken language effectively to give clear instructions and explain lesson content	☐	☐
Selects and uses appropriate spoken communication skills to interact with staff, students and members of the school community	☐	☐
Identifies and understands information presented in mathematical form in activities and texts	☐	☐
Selects and uses mathematical problem solving strategies as appropriate for the discipline teaching area	☐	☐
Overall Personal Literacy and Numeracy Competence as evidenced in all aspects of practice (Must be Satisfactory to be eligible to pass this placement)	☐	☐

***This checklist is incorporated into the electronic summative report for Professional Praxis 4 and will be digitally signed by all parties on completion of the report**

Appendix 2: Guide to Making Judgements

This Guide to Making Judgements should be used to inform observations and feedback and the completion of the Interim Report and the Final Professional Experience Recommendations.

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 (G)”** on the Interim and the Final Professional Experience Recommendations form.
- 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.)

Assessment ratings used when completing the Interim Report are outlined below. These are consistent with those that will then be used when completing the Final Professional Experience Recommendations form.

Assessment Ratings	
Exceeding expected level for PP4 (E)	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that exceeds the criteria and descriptor on the Guide to Making Judgements for “At expected level” for a final term pre-service teacher
At expected level for PP4 (G)	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that demonstrates the criteria on the Guide to Making Judgements for “At expected level” for a final term pre-service teacher.
Developing towards expected level for PP4 (D)	Awareness of knowledge, practice and engagement outlined on the Guide to Making Judgements for “At expected level” for a final term pre-service teacher but inconsistent demonstration of evidence from Classroom Observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements.
Below expected level for PP4 (B)	Little or no evidence of knowledge, practice and engagement or awareness from Classroom Observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements for “At expected level” for a final term pre-service teacher.

NB: On the Final Professional Experience Recommendations form, the ‘expected level’ is the expectation of demonstration of the Australian Professional Standards for Teachers at **Graduate Career Stage**.

Professional Praxis 4 Guide to Making Judgements

Section 1: Planning effectively – preparing for teaching

Standard Descriptor: At Graduate level (G) –

The pre-service teacher plans or modifies lesson plans and learning sequences that demonstrate clear understanding of the characteristics and abilities of students, the curriculum, content of the learning area/s 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 styles and needs, and prior knowledge or diverse backgrounds of students.

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
Unit/s of work and/or learning sequences and lesson plans created by or modified by the pre-service teacher to respond to learning characteristics and backgrounds of students 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 (G) –

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 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, 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	Supervising teacher observation of a specific aspect of practice related to 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	Discussions in response to observations can show evidence of the pre-service teacher's evaluation of teaching practice and planning decisions

Section 3: Managing effectively – creating safe and supportive classroom environments

Standard Descriptor: At Graduate level (G) –

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.

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 Planning formats with management and organisation 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 (G) –

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.

The pre-service teacher 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.

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	Discussion and reflection
Assessment rubrics and marking guides created or modified by the pre-service teacher that link 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 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 (G) –

The pre-service teacher demonstrates professional commitment to teaching through thorough and up-to-date planning for all aspects of practice.

The pre-service teacher 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 ethical, 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

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 Praxis unit. 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 supervisor, site coordinator or supervising teacher at any time throughout the placement or on its conclusion. If a pre-service teacher chooses to compile the working portfolio in electronic format, it must be able to be produced at all times throughout the placement. **Claims that planning, reflections or any working documents are stored on a computer "at home" will not be acceptable evidence of the maintenance of an up-to-date working portfolio and may result in an Unsatisfactory rating for that day.**

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; however, the organisation method should ensure that all materials can be located and produced easily and efficiently.

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

- A copy of this 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.
- Any 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 "Pre-service Teacher Tasks and Activities" section of this 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 "Pre-service Teacher Tasks and Activities" section of this booklet.

Section 6: Observations of learners: Student/Class Profiles

- 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.

Master of Teaching Professional Praxis 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 placements in schools/learning sites.

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 at 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 supervisor 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
College of Education
WIL-EduArts@cqu.edu.au