Master of Teaching

Professional Praxis 3

EDFE20036

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	Mid-way point of placement - End of Week 2	Supervising Teacher to discuss progress with Pre-Service Teacher Pre-service Teacher to email a copy of the Interim Report to the allocated University Supervisor for the placement.
Final Summative Report & Personal Competence in Literacy and Numeracy Checklist	Supervising Teacher	End of the placement	Supervising Teacher, Pre-service Teacher and University Supervisor to sign the electronic final summative report.

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

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**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 3

Introduction to Professional Praxis 3

Professional Praxis 3 is the second of three placements of four weeks duration where pre-service teachers enrolled in CQUniversity's Master of Teaching course gain experience in an authentic school setting.

During this 20-day continuous block placement, pre-service teachers gain valuable professional knowledge by engaging actively in aspects of teachers' professional work. The emphasis on professional learning in this placement is the development and further consolidation of skills for planning, instruction, classroom management and reflective practice that characterise quality teaching.

During this placement, pre-service teachers should have opportunities to:

- apply content knowledge as expert knowledge to enable them to engage with and implement pedagogical content knowledge **within their curriculum area specialisation.** For pre-service teachers in the Master of Teaching (Primary) and the Master of Teaching (Early Childhood) the area of specialisation is English; and for pre-service teachers in the Master of Teaching (Secondary), the area of specialisation is their Major Teaching Area;
- implement strategies to differentiate teaching and learning through the collection and interpretation of student data;
- design and implement strategies that promote active participation and learning for students across the full range of abilities in the class group/s;
- apply professional skills that build capacity and engagement beyond the classroom through demonstrating impact on student learning.

This booklet provides information for pre-service teachers, supervising teachers, site coordinators and university supervisors about the expected outcomes, structure, activities and assessment against the Australian Professional Standards for Teachers for Professional Praxis 3.

Aims of Professional Praxis 3

Professional Praxis 3 extends on pre-service teachers' previous classroom experience from Professional Praxis 2 and their knowledge of the content and teaching strategies of curriculum learning areas gained through university coursework.

Course maps are reproduced below to show the placement of Professional Praxis 3 in relation to university coursework and provide supervising teachers with information about the prior knowledge that the pre-service teacher brings to classroom contexts at this stage of their development.

Master of Teaching (Early Childhood)

Year 1	CQUniversity Term 1	Literacy: Learning to read	Numeracy Learning	Teaching Science	Professional Praxis 1: Wider Field Experience
	CQUniversity Term 2	Teaching English	Teaching Mathematics	Responding to difference: Children, Families and Communities	Professional Praxis 2: Kindergarten Placement
	CQUniversity Term 3	Pedagogy in early childhood education and care settings	Leadership in the Contemporary Early Childhood Policy Landscape	Connecting Children to the world through HASS curriculum	Professional Praxis 3: 20 day placement
Year 2	CQUniversity Term 1	Teacher as Researcher	Meaning Making through Arts and Technologies	Teaching Health, Wellbeing and Physical Activity	Professional Praxis 4: Transition to Teaching

Master of Teaching (Primary)

Year 1	CQUniversity Term 1	Literacy: Learning to read	Numeracy Learning	Teaching Science	Professional Praxis 1: Wider Field Experience
	CQUniversity Term 2	Teaching English	Teaching Mathematics	Diversity and Inclusion	Professional Praxis 2: Supportive Learning Environments
	CQUniversity Term 3	Indigenous Learners and Learning	Special Needs	Teaching Humanities and Social Sciences	Professional Praxis 3: 20 day placement
Year 2	CQUniversity Term 1	Teacher as Researcher	Teaching Technologies and The Arts	Teaching Health, Wellbeing and Physical Activity	Professional Praxis 4: Transition to Teaching

Master of Teaching (Secondary)

Year 1	CQUniversity Term 1	Learning and Teaching in Junior Secondary	Junior Secondary Curriculum, Pedagogy and Assessment (12cp unit)		Professional Praxis 1: Wider Field Experience
	CQUniversity Term 2	Literacy and Numeracy Learning and Teaching	Senior Secondary Curriculum, Pedagogy and Assessment	Diversity and Inclusion	Professional Praxis 2: Supportive Learning Environments
	CQUniversity Term 3	Indigenous Learners and Learning	Special Needs	Assessing Student Achievement in Secondary Schools	Professional Praxis 3: 20 day placement
Year 2	CQUniversity Term 1	Teacher as Researcher	Digital Learning and Teaching	Demonstrating Impact: Curriculum and Pedagogy in Practice	Professional Praxis 4: Transition to Teaching

The focus for this placement for Master of Teaching (Secondary) students (where possible) is experience within both their Major Teaching Area (Year 7-12) and Minor Teaching Area (Year 7-10) for planning and teaching purposes. Observation can also occur in the pre-service teacher's Major or Minor Teaching Area.

Consistent with the course structure illustrated above, the main aims of Professional Praxis 3 are to:

- Enhance pre-service teachers' understanding of the stages of development and characteristics of individuals and groups that affect learning.
- Support pre-service teachers in planning for differentiation that is responsive to the learning needs of all students in the class.
- Provide opportunities for pre-service teachers to plan learning sequences that develop students' knowledge, understanding or skills in a core concept or element of the relevant curriculum.
- Enhance pre-service teachers' ability to interpret formative assessment data and modify teaching practice in response to the evaluation of student learning outcomes.
- Support pre-service teachers in the application and use of a range of teaching strategies that promote student learning and enhance the thinking processes and skills of specific curriculum learning areas.
- Enhance pre-service teachers' capacity for evaluating their classroom practice through a focus on student learning and targeted feedback on their progress and achievement against selected focus areas of the Australian Professional Standards for Teachers.

Expected outcomes of Pre-service Teachers during Professional Praxis 3

Pre-service teachers are assessed against the Australian Professional Standards for Teachers **at a level appropriate for a third in-school placement.** At this stage, pre-service teachers are expected to **engage with** selected focus areas of the standards matched to the tasks and activities they complete in the classroom.

Specifically, by the end of the Professional Praxis 3 placement, the pre-service teacher will be able to:

- Prepare for teaching by writing **detailed** **lesson plans** that outline the teaching strategies, learning activities, differentiation strategies and formative assessment techniques for supporting and monitoring student learning.
- Interpret **formative assessment data** to modify teaching practice and learning activities in a coherent lesson sequence that teaches an element of the curriculum in the area of specialisation.
- Select and **use a range of teaching strategies and resources**, including ICTs, to explicitly teach curriculum content and actively engage all students in learning.
- **Manage student behaviour** appropriately using a range of consistent classroom practices that shows consideration of preventive, supportive and corrective strategies.
- Use **effective interpersonal skills and communication strategies** to engage students and provide feedback on their learning.
- Devise formats for **recording** accurate information on students' progress.
- **Respond to feedback** about planning and teaching to evaluate practice and identify ways to improve teaching and impact positively on student learning.
- **Reflect** on the impact of teaching practice on student learning and engagement by making explicit links to the selected focus areas of the Australian Professional Standards for Teachers for Professional Praxis 3.
- Apply personal **literacy and numeracy competence** in classroom and professional contexts.

Elaboration of the achievement standards and detailed expectations of pre-service teachers during Professional Praxis 3 are outlined in the Supervision and Assessment Section of this booklet. The details provided should be used by supervising teachers as a guide for:

(a) providing the pre-service teacher with appropriate opportunities for learning how to teach during the placement;
(b) giving feedback on the pre-service teacher's practice and progress against the expectations set for Professional Praxis 3; and,
(c) making judgements on the pre-service teacher's overall achievement against the Standards on the Final Summative Report.

Pre-service Teachers' Prior Knowledge Preparation for Professional Praxis 3

Pre-service teachers will be prepared for the block placement through six (6) weeks of intensive university tutorials and learning activities. These university-based learning activities develop pre-service teachers' understanding of:

- the application of content knowledge as expert knowledge to enable them to engage with and implement pedagogical content knowledge within their curriculum area specialisation of English (Primary and Early Childhood pre-service teachers) and consolidate their expertise within their Major Teaching Area (Secondary pre-service teachers);
- Data literacy and strategies to differentiate teaching and learning for students across the full range of abilities;
- strategies that promote active participation;
- the application of skills that build capacity and engagement beyond the classroom through demonstrating impact on student learning.

This unit also builds on the skills already learnt and demonstrated in Professional Praxis 2 in classroom and behaviour management.

Pre-service teachers will have engaged with course materials and activities on using aspects of the Australian Professional Standards for Teachers (Graduate Career Stage) as the basis for collection of evidence of practice, reflection and professional goal-setting.

In addition to demonstrating effective classroom practice in their area of specialisation, pre-service teachers should apply knowledge gained from curriculum units they have studied to plan, implement and evaluate lesson sequences that incorporate literacy and numeracy strategies, a range and variety of teaching strategies and resources as well as the use of ICTs to improve student outcomes.

To be eligible to complete the block placement for Professional Praxis 3, pre-service teachers must meet the following requirements:

- Attend at least 80% of the tutorials and actively engage in the planned professional learning activities
- Receive a Passing Grade on Assessment Task 1 for this unit which is a university-based assessment task focussing on the application of content knowledge as expert knowledge to enable them to engage with and implement pedagogical content knowledge within their curriculum area specialisation (Primary/Early Childhood) or major teaching area (Secondary).

Duration and Structure of Professional Praxis 3

Professional Praxis 3 consists of one day visit as an induction/orientation to the school site prior to completing a 20-day block placement which is structured as a continuous 4 week block. The induction/orientation is organised at a time suitable for the site coordinator at the relevant learning site but should ensure the pre-service teacher is conversant with all the particular expectations of that site.

The placement 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 - GUIDELINES FOR THE SUPERVISION AND ASSESSMENT OF PRE-SERVICE TEACHERS

The support, supervision and assessment of pre-service teachers during Professional Praxis placements 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 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.

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 learning to teach. Valued features of this role include modelling effective teaching practice and creating opportunities for discussion and reflection on practices that improve student learning to guide the pre-service teacher's 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 specific requirements of the placement.
- Observing the pre-service teacher's practice and providing feedback on his/her progress to promote reflection, self-assessment against the Standards and evaluation of the impact of practice on student learning.
- Making assessment judgements based on evidence relevant to achievement criteria and the specified focus areas of the Australian Professional Standards for Teachers for this placement.

The role of the University Supervisor

The university supervisor plays an important role in providing support to all stakeholders during Professional Praxis placements, particularly where a pre-service teacher may be considered to be "at risk" of not meeting expectations.

A designated university staff member will perform the role of university supervisor to support all participants in the placement. The university supervisor will make contact with supervising teachers to clarify any expectations for the supervision and assessment of pre-service teachers.

The university supervisor will conduct a site visit to the school during the block placement to meet with pre-service teachers and supervising teachers; provide moderation of assessment; and assist with formative and general feedback on the pre-service teacher's progress.   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 teleconference, videoconference or email, the pre-service teacher will be required to provide the university supervisor with examples of their practice for evaluation prior to the arranged moderation process. Suitable artefacts may include samples of planning, differentiation activities, reflections, records of assessment and samples of students' work along with copies of observation or feedback notes 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 for Professional Praxis 3 – Pre-service Teacher tasks and activities

The tasks completed by pre-service teachers during Professional Praxis 3 include observation, performance and reflection activities which are organised around the five aspects of teaching practice identified previously.

Pre-service teachers in the Master of Teaching (Primary) and the Master of Teaching (Early Childhood) courses will complete some of these activities in English which is their learning area 'specialisation'. In addition, pre-service teachers in the Master of Teaching (Secondary) should have an opportunity to implement at least one teaching and learning sequence leading to a summative task in their major teaching area.

The table provides a general guide for the pre-service teacher's learning progression and presents a *minimum requirement* for this placement.

Activities are dependent on context and the pre-service teacher's readiness for teaching whole class lessons and periods of continuous teaching and may be adjusted by the supervising teacher as required. **Periods of continuous teaching referred to throughout the table are relevant to the Primary school context only** and indicate that the pre-service teacher should be provided with the opportunity to teach whole sessions or half-days leading to whole days as the placement progresses.

Suggested guidelines for the maintenance and organisation of a **"Working Portfolio"** for recording evidence of the tasks and activities outlined in the table 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. Failure to do so may place the pre-service teacher "at risk" of failing the Professional Praxis 3 placement.

Table 2: Pre-service teacher tasks and activities for Professional Praxis 3		
Placement Day	**Activities** **(Minimum requirements)**	**Evidence (Records to be maintained by the pre-service teacher)**
Contextual Day (Orientation)	**Induction: Discuss** expectations for professional conduct and WHS regulations and procedures at the school site during professional experience and ensure understanding of and compliance with these expectations for the duration of the placement. Obtain copies of relevant school and classroom policies. **Discuss** the focus for planning and teaching during the placement with the supervising teacher. **Discuss** with the supervising teacher the requirements and possible focus for a designed and implemented planned **learning sequence of at least 3-5 lessons** leading towards students' demonstration of learning in a final assessment task in the pre-service teacher's curriculum learning area 'specialisation' or English (Primary and Early Childhood) or 'major' (Secondary). **Observe** processes for establishing classroom rules, routines, using assessment data to identify students' learning needs and the physical arrangement of the classroom learning environment. **Observe** teaching and learning strategies and discuss observations with the supervising teacher. **Observe** and **discuss** school and year level curriculum plans and processes for establishing classroom timetables and routines. **Record** information about the needs, interests and abilities of individuals and small groups that impact on planning decisions to support their learning, engagement and on-task behaviour during whole class lessons. **Reflect** on your understanding of the ways in which discipline-specific teaching strategies and/or strategies for engaging and motivating learners support student learning and on-task behaviour in the lessons you have observed by writing a short reflection on what you have observed and experienced during this day visit.	Copies of relevant school policies, classroom rules. Observation and reflection notes as relevant. Records of **observations** and information that affect learning for individuals/small groups. One **reflection** with a focus on initial observations of the teaching context.
Week 1 (Days 1-5)	**Observe** the use of formative assessment strategies for monitoring student learning and responding to student needs; and the use of discipline-specific teaching and learning strategies across a range of curriculum learning areas (Primary) or year levels (Secondary); and **discuss** your observations with the supervising teacher. **Plan, teach and evaluate** small group differentiation activities in collaboration with the supervising teacher. Evaluate the outcomes for students and add relevant information to the class profile. Copies of any independent planning should be recorded in the working portfolio. **Maintain** and **add** to records of student learning, strengths, needs, interests and assessment data with a focus on characteristics, learning behaviour or abilities that affect student learning. **Discuss** observations about student learning, participation in classroom activities, social interaction and behaviour with the supervising teacher and **develop** a draft classroom management plan that records planned preventive, supportive and corrective strategies for managing the learning environment throughout the placement. **Reflect** on your understanding of the ways in which discipline-specific teaching strategies support student learning and on-task behaviour in the lessons you have observed by writing a short reflection on your observations and experiences for each day.	Two detailed **observations** per day with a focus on engagement, teaching and assessment strategies for promoting and monitoring student learning and discipline-specific approaches to teaching and learning. Dated additions to **class profile** and samples of students' work. Draft **classroom management plan**. One **reflection** for each day (dated and labelled to indicate the specific focus of reflection).

Week 2 (Day 6-10) **Interim Report due at the end of this week**	**Observe** teaching practice and student learning as above ensuring that observations cover a range of curriculum learning areas (Primary) or year levels (Secondary); and assessment strategies for monitoring student progress. **Plan, teach and evaluate** lessons or activities to support the learning of small groups under the direction of the supervising teacher. **Plan, teach and evaluate** at least one whole class lesson per day with plans written up **in detail** to include teaching strategies, learning activities, formative assessment strategies and differentiation. **Collect** samples of student work and assessment information in whole class lessons to interpret student progress; and modify and adapt teaching practices in follow-up lessons. **Trial** the preventive and supportive management strategies outlined in the draft classroom management plan during whole class lessons and adjust where necessary, using personal reflection and the supervising teacher's feedback for improvement. **Finalise** the focus for planning and teaching for the remainder of the block with the supervising teacher including the requirements for the planned learning sequence and summative or culminating assessment task. Planning **must** include **at least one lesson sequence of at least 3 to 5 lessons** that teaches a concept or curriculum descriptor leading towards assessment of student learning in a final summative task in the pre-service teacher's curriculum learning area 'specialisation' of English (Primary and Early Childhood) or 'major' (Secondary). The planned sequence **must** cater for the needs of all learners through **differentiation** and embed opportunities for **formative assessment** and the collection of **samples of student work** across the range of ability levels. Copies of your planning should be presented to the supervising teacher and adjusted as necessary prior to the conclusion of this week. **Plan** a strategy for assessing students' current level of understanding and skills in relation to the focus of your learning sequence and students' expected demonstration of learning in the summative task (diagnostic assessment) and share your proposed strategy with your supervising teacher. Implement the strategy, if possible, and make relevant adjustments to your planned learning sequence based on interpretation of the data collected. **Discuss** observations and feedback on teaching from the supervising teacher and **write a short reflection** for each day that focuses on improving practice to improve student learning. Reflections should be linked to the Australian Professional Standards for Teaching and the specific criteria outlined in the Guide to Making Judgements (in Appendix 2).	One lesson **observation** per day (dependent on the amount of teaching undertaken by the pre-service teacher). One detailed **lesson plan** per day including differentiation and formative assessment strategies. Completed evaluation section on each lesson plan includes interpretation of student data to inform future planning. Completed **classroom management plan** which records strategies to manage challenging behaviours and promote a positive and supportive learning environment. One **reflection** for each day (as before).
Week 3 (Day 11 – 15)	**Continue observation** as above. **Implement** the plan for assessing students' prior knowledge and skills in relation to your planned learning sequence (if not yet completed) and **analyse** the information to adjust your planning. Share your findings with the supervising teacher and discuss modifications for differentiation. **Teach** the first lesson or lessons of your planned learning sequence. **Collect assessment information**, including student work samples, to identify the learning that has occurred and **interpret the data** to **modify and adapt** teaching strategies and learning activities where necessary. **Record** your modifications on your original lesson plans. **Plan and teach** at least one complete lesson per day in addition to your planned leaning sequence. Lesson plans should include links to the curriculum, explicit learning goals, a clear instructional plan and formative assessment strategies for monitoring student learning. Differentiation that links explicitly to information recorded in the class profile should be included in all whole class lessons. **Plan and teach** small group lessons and activities as directed by, and in collaboration with, the supervising teacher. Teaching should build to the implementation of whole sessions by the end of this week for pre-service teachers completing placements in primary school settings. **Write a brief focused critical reflection each day** on selected focus areas of the Australian Professional Standards for Teachers and your progress towards demonstrating the expectations for the placement as outlined in the Guide to Making Judgements. Reflections should be evaluative and respond to feedback from the supervising teacher to improve teaching practice to improve student learning outcomes.	**Observation** as above Samples of **student work** across a range of ability levels for the planned learning sequence. At least one detailed **lesson plan** per day in addition to the planned sequence. Lesson plans should record evaluation and identify adjustments for follow up lessons to support student learning. One **reflection** for each day (as before).

| Week 4

(Day 16 – 20) | **Continue observations and discussions** about teaching practice as outlined above. *(Note: Observations will reduce as teaching responsibilities increase and should focus on teaching and learning in curriculum learning areas (Primary) or year levels (Secondary) not previously observed.)*

Teach remaining lessons from the planned learning sequence. **Collect** assessment data using the planned formative assessment strategies and discuss student learning evident in work samples or other techniques with the supervising teacher. **Plan and record** modifications to the planned learning sequence to support students who need extension and support in relation to the intended outcomes. In the last lesson of the sequence, implement an **assessment strategy** to determine the learning that has taken place.

Use your assessment strategy to assess student work samples and record the feedback you would provide to students on their learning in the lesson sequence you have implemented. **Conduct a moderation conversation** with your supervising teacher to discuss and compare your grading decisions. **Record your reflections** on any differences in the assessment judgements you have made.

Evaluate all lessons in the learning sequence after implementation and include analysis of the impact of your teaching has had on student learning and the implications for future teaching.

Plan and teach individual, small group or routine whole class activities as directed by the supervising teacher. Planning for whole class lessons must include detail of all teaching strategies, learning activities, formative assessment and any differentiation strategies that support individuals or small groups. Evaluation of the lesson outcomes should be completed after teaching and recorded on the lesson plan template.

Reflect on your own practice and the supervising teacher's feedback, formal observations of your teaching and your progress on aspects of practice identified as 'developing' on the interim report and **write a short reflection each day** that focuses on improving your practice to improve student learning. Reflection should be explicitly linked to one or more focus areas of the Australian Professional Standards for Teachers included in the summative report. | Recorded **observations**.

Copies of all **planning** (including daily planning for half/whole days) with reflection and evaluation recorded on lesson plans after teaching.

Annotated learning sequence showing modifications (where relevant) based on interpretation of formative assessment information.

Copies of student work samples and anecdotal observations used for formative assessment purposes.

Records of moderation

One reflection for each day – requirements as detailed in "Activities" column. |

Assessment of Preservice Teachers' Classroom Practice – A Guide to using the Assessment Tools

Assessment of pre-service teachers during Professional Praxis 3 involves three key processes that are part of the Supervising teacher's responsibilities throughout the placement.

These processes are:

1. Completion of the Attendance Record including working portfolio checks
2. Completion of an Interim Report mid-way throughout the placement (approximately Day 10)
3. Completion of the Final Summative Report at the end of the placement (Day 20).

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

1. Attendance Record and Working Portfolio Checks

The supervising teacher and pre-service teacher should date and sign the attendance record each placement day. This 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 completed professionally. Supervising teachers should sight the records produced on a daily basis and mark the record-keeping 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. Interim Report

The Interim Report identifies the focus areas of the Australian Professional Standards for Teachers that pre-service teachers will **engage with** during the Professional Praxis 3 placement. The Standards are grouped according to the five key aspects of planning, teaching, managing, assessing and recording learning and professional conduct that are the focus of professional learning and assessment in this placement. The Interim Report uses the same indicators as the Final Summative Report and is used as a feedback mechanism to provide the pre-service teacher with a clear indication of their progress and areas in need of improvement throughout the remainder of the placement.

The criteria for assessment of the standards **at the level expected for this placement** are outlined in Appendix 2. The criteria act as a Guide to Making Judgements on the pre-service teacher's progress at the mid-way point and again at the end of the block placement for the purposes of completing the Final Summative Report.

Supervising teachers should complete the Interim Report at the end of the second week (approximately Day 10 of the placement).

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 expectations for Professional Praxis 3.

In response to the supervising teacher's feedback on the Interim Report, the pre-service teacher should reflect on his/her progress 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 the Interim Report. Any aspect of the pre-service teacher's personal literacy or numeracy judged to be at an unacceptable level by the supervising teacher should be clearly identified and strategies for achieving the expected standard by the end of the placement should be recorded on the Interim Report

3. Final Summative Report

The Final Summative Report (See Appendix 1) is completed at the end of the placement and records the pre-service teacher's achievement for each descriptor of the Standards at the level for a Praxis 3 placement as well as personal literacy and numeracy competence based on the checklist that forms part of this Summative Report. The summative report uses exactly the same descriptors and criteria as the interim report completed at the end of week 2 of this placement.

If a pre-service teacher receives a rating of **Below Expected Level (B)** for any Standard descriptor on the Final Summative Report, the overall result for the placement will be **Unsatisfactory**.

It is possible for a pre-service teacher to receive an Overall Result of Satisfactory for Professional Praxis 3 if a **limited number** of standard descriptors are rated as Developing towards expected level (D) on the Final Summative Report as the overall result for the placement should be an on-balance judgement of the pre-service teacher's progress across all of the descriptors for an aspect of practice (i.e. Planning effectively, etc). Overall assessment is decided on the basis of the pre-service teacher demonstrating knowledge, skills or values and attitudes that capture the meaning and application of the Standards for each aspect of practice as described in the Guide to Making Judgements (See Appendix 2).

Personal Competence in Literacy and Numeracy Checklist

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

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.

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 expected outcomes or criteria for Professional Praxis 3.

Supervising teachers use observations of practice; working portfolio checks, the descriptors and sources of evidence outlined in the Guide to Making Judgements (Appendix 2); and the Interim Report as mechanisms for identifying pre-service teachers who are "at-risk".

A rating of **Unsatisfactory** for the working portfolio on any placement day should be reported to the site coordinator and the university supervisor. An incomplete working portfolio (planning, evaluations, reflection or observations incomplete or not up-to-date) indicates a lack of professional commitment by the pre-service teacher and may be used to initiate the "at-risk" process. 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.**

In the event that a pre-service teacher is judged to be performing "Below the expected standard" for any descriptor on the Interim Report, 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 Praxis Handbook for a detailed outline of the "at-risk" process and a copy of the "at-risk" form which includes a section for documenting the proposed support plan.

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.

The Attendance Record and Working Portfolio Check will be presented to the supervising teacher each day for signing and stored in the pre-service teacher's working portfolio.

A copy of the Interim Report should be provided to the pre-service teacher to initiate a discussion on his/her progress and to support reflection on practice related to the Standards at the level of development described in the Guide to Making Judgements for Professional Praxis 3. In addition, the pre-service teacher should email a copy of the Interim Report to his/her allocated university supervisor as part of a progress check at the mid-way point in the placement.

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 3 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. After completing the report and clicking the button called "Supervising teacher sign & 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 an acknowledgement that she/he has read the report. By clicking the button on the report labelled "Pre-service teacher sign & submit", the report will be digitally signed with the pre-service teacher's name and dated and sent to the University Supervisor via email for final checking, confirmation of a final grade for the placement and signing.

3. The University Supervisor will receive emails that contain links to the completed reports for pre-service teachers they have supervised during Professional Praxis 3. Each email will have the name **"Action Required: Placement Final Report"** in the subject line and will ask the university supervisor to identify if the pre-service teacher has completed the placement to a satisfactory standard by clicking **"Yes" or "No"** in the allocated section at the end of the report to confirm the overall result. After reviewing the report and acknowledging the overall result, the university supervisor will click on the **"CQUniversity Supervisor sign & submit"** button which will add a digital signature and date to the form and send the final report directly to the university record keeping system in the SONIA database.

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: Sample Reporting Forms

NB: This appendix includes example only copies of the assessment forms required for this placement. Writeable PDF forms are available and 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.

Professional Praxis 3 Attendance Record and Working Portfolio Check

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

Placement Day	Placement Day	Date	Working Portfolio Evidence **Satisfactory/Unsatisfactory**	Supervising Teacher (Initials)
Orientation/ Induction	Day Visit		N/A	
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	
Week 3 of Continuous Block	Day 11		☐ Satisfactory ☐ Unsatisfactory	
	Day 12		☐ Satisfactory ☐ Unsatisfactory	
	Day 13		☐ Satisfactory ☐ Unsatisfactory	
	Day 14		☐ Satisfactory ☐ Unsatisfactory	
	Day 15		☐ Satisfactory ☐ Unsatisfactory	

Week 4 of Continuous Block	Day 16		☐ Satisfactory ☐ Unsatisfactory	
	Day 17		☐ Satisfactory ☐ Unsatisfactory	
	Day 18		☐ Satisfactory ☐ Unsatisfactory	
	Day 19		☐ Satisfactory ☐ Unsatisfactory	
	Day 20		☐ 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.
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Professional Praxis 3 - Interim Report

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

This report is based on the pre-service teacher's **engagemen**t with the Australian Professional Standards for Teachers. In this placement, pre-service teachers are developing their practice **TOWARDS** meeting the Standards at Graduate Level**.**

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. • Shows understanding of the relevance of responding to students' characteristics and developmental stages to improving learning through profiling, descriptive anecdotal observations and planned lesson modifications for group or individual learning needs.	☐	☐	☐	☐
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. • Records detailed observations of teaching practice and daily reflections that incorporate professional and theoretical knowledge about how students learn.	☐	☐	☐	☐
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.	☐	☐	☐	☐
APST 2.2 Organise content into an effective learning and teaching sequence. • Organises lesson content and teaching sequences into a logical structure that scaffolds learning and promotes the development of core concepts in a learning area.	☐	☐	☐	☐
APST 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. • Uses content drawn from relevant curriculum documents to develop a teaching sequence and related assessment tasks to monitor student learning of an element of the curriculum.	☐	☐	☐	☐
APST 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. • Uses teaching strategies that draw on observations of teaching practice and pedagogical knowledge to support the development of learners' literacy and numeracy.	☐	☐	☐	☐
APST 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. • Sets learning goals for individuals and groups based on curriculum documents and student profiling information.	☐	☐	☐	☐
APST 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. • Plans lessons that incorporate a range of teaching strategies to develop learners' understanding of concepts and skills in a learning area.	☐	☐	☐	☐
Comment: Planning				
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 an awareness of 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. • Plans for the use of digital resources and tools to explain concepts and engage students in the targeted learning.	☐	☐	☐	☐
APST 3.3 Include a range of teaching strategies. • Uses a range of teaching strategies including direct instruction, modelling, demonstration or joint construction to promote student understanding, engagement and higher order thinking.	☐	☐	☐	☐
APST 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. • Applies knowledge of students' strengths, needs and interests to select ICTs and other resources that engage students in the learning process.	☐	☐	☐	☐
APST 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. • Uses questioning and feedback techniques to promote understanding and learning to engage students in the learning process.	☐	☐	☐	☐
APST 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. • Evaluates planned lessons and teaching sequences to identify effective strategies and propose changes that will improve learning.	☐	☐	☐	☐
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 and applies this feedback to improve teaching practice.	☐	☐	☐	☐

Comment: Teaching

Artefacts that may be used to support this judgement include (please indicate):
☐ Lesson plans inclusive of appropriate content knowledge, teaching strategies and resources
☐ 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. • Records observations of strategies that teachers use to engage students and foster productive and inclusive learning environments.	☐	☐	☐	☐
APST 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. • Reinforces established classroom rules and routines to create an organised learning environment and manage transitions.	☐	☐	☐	☐
APST 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. • Designs and uses a classroom management plan to support classroom behaviour through the use of preventative, supportive and corrective strategies, and provides suitable approaches for managing challenging behaviour.	☐	☐	☐	☐

Comment: Managing the learning environment

Artefacts that may be used to support this judgement include (please indicate):
☐ 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. • Plans for the use of formative assessment strategies in teaching sequences to monitor student learning and assessment prior knowledge.	☐	☐	☐	☐
APST 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. • Uses assessment information to provide feedback to students and make judgements on their progress towards demonstrating outcomes for a planned learning sequence.	☐	☐	☐	☐
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. • Uses and interprets student assessment data to evaluate student learning and uses this to modify and adapt teaching practice where appropriate.	☐	☐	☐	☐
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.	☐	☐	☐	☐

Comment: Assessing and recording learning

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. • Designs a classroom management plan that incorporates the school behaviour management policy and supports students' safety and wellbeing.	☐	☐	☐	☐
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. • Selects and uses digital information, resources and tools that show consideration of cyber safety.	☐	☐	☐	☐
APST 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. • Applies the key principals of professional conduct for teachers in preparation, record-keeping and interactions with students.	☐	☐	☐	☐
APST 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. • Applies school organisational processes and policies to own conduct and practice.	☐	☐	☐	☐
APST 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. • Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development and self-improvement.	☐	☐	☐	☐

Comment: Professional conduct

Artefacts that may be used to support this judgement include (please indicate):
- ☐ Annotated school and system policy documents
- ☐ Documentation of participation in school activities (Playground duty, staff meetings)
- ☐ Pre-service teacher daily reflections
- ☐ Other (please specify)

Personal Competence in Literacy and Numeracy Checklist		
Use this checklist to rate the pre-service teacher's 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.		
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 (Making good progress)

Pre-service Teacher Signature:		Date:
Supervising Teacher Signature:		Date:

Professional Praxis 3 - Final Summative Report

The formatting of the electronic version of the report will have slight variances from the sample provided below.

Instructions:

This report is based on the Pre-service Teacher's **engagement** with the Australian Professional Standards for Teachers. In this placement, Pre-service Teachers are developing their practice **towards** meeting the Standards at Graduate Level.

Not all focus areas of the Standards are assessed in this placement as this is only the second of four placements for the Pre-service Teacher.

To complete this report:

- Refer to the **Professional Praxis 3: Guide to Making Judgements** on Pre-service Teachers' performance and sources of evidence
- Select the relevant rating for each standard descriptor from the drop down boxes
- Assessment should be consistent with the ratings and feedback for all Assessable Days (including feedback observations) to complete this report
- Submit one collaborative report per Pre-service Teacher only. If the Pre-service Teacher has had more than one Supervising Teacher, space to record the relevant names is provided in the 'Sign & Submit' section of the report.

This report should be submitted no later than **one week** after the conclusion of the 'Assessable Days' of the placement.

Student Details:

Student ID:	Student Name:	Student Email:

Placement Details:

Learning Site:	
Supervising Teacher:	Year Level/Teaching Area:

Section 1: Planning Effectively

APST 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. Shows understanding of the relevance of responding to students' characteristics and developmental stages to improving learning through profiling, descriptive anecdotal observations and planned lesson modifications for group or individual learning needs.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
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. Records detailed observations of teaching practice and daily reflections that incorporate professional and theoretical knowledge about how students learn.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
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.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 2.2 Organise content into an effective learning and teaching sequence. Organises lesson content and teaching sequences into a logical structure that scaffolds learning and promotes the development of core concepts in a learning area.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. Uses content drawn from relevant curriculum documents to develop a teaching sequence and related assessment tasks to monitor student learning of an element of the curriculum.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	(E) Exceeding expected level (A) At expected level

Uses teaching strategies that draw on observations of teaching practice and pedagogical knowledge to support the development of learners' literacy and numeracy.	(D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. Sets learning goals for individuals and groups based on curriculum documents and student profiling information.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. Plans lessons that incorporate a range of teaching strategies to develop learners' understanding of concepts and skills in a learning area.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context

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 an awareness of 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 Artefacts (please specify)

Section 2: Teaching Effectively

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.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. Plans for the use of digital resources and tools to explain concepts and engage students in the targeted learning.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 3.3 Include a range of teaching strategies. Uses a range of teaching strategies including direct instruction, modelling, demonstration or joint construction to promote student understanding, engagement and higher order thinking.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. Applies knowledge of students' strengths, needs and interests to select ICTs and other resources that engage students in the learning process.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. Uses questioning and feedback techniques to promote understanding and learning to engage students in the learning process.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. Evaluates planned lessons and teaching sequences to identify effective strategies and propose changes that will improve learning.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
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 and applies this feedback to improve teaching practice.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context

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
☐ 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 artefacts (please specify)

Section 3: Managing Effectively

APST 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. Records observations of strategies that teachers use to engage students and foster productive and inclusive learning environments.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. Reinforces established classroom rules and routines to create an organised learning environment and manage transitions.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. Designs and uses a classroom management plan to support classroom behaviour through the use of preventative, supportive and corrective strategies, and provides suitable approaches for managing challenging behaviour.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context

Managing the Learning Environment - Comments

Artefacts that may be used to support this judgement include (please indicate):
☐ 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 artefacts (please specify)

Section 4: Assessing and Recording Learning

APST 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. Plans for the use of formative assessment strategies in teaching sequences to monitor student learning and assessment prior knowledge.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. Uses assessment information to provide feedback to students and make judgements on their progress towards demonstrating outcomes for a planned learning sequence.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
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.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. Uses and interprets student assessment data to evaluate student learning and uses this to modify and adapt teaching practice where appropriate.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context

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.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context

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 artefacts (please specify)

Section 5: Professional Conduct

APST 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. Designs a classroom management plan that incorporates the school behaviour management policy and supports students' safety and wellbeing.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
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. Selects and uses digital information, resources and tools that show consideration of cyber-safety.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. Applies the key principals of professional conduct for teachers in preparation, record-keeping and interactions with students.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. Applies school organisational processes and policies to own conduct and practice.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development and self-improvement.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context

Professional Conduct - Comments

Artefacts that may be used to support this judgement include (please indicate):
☐ Annotated school and system policy documents
☐ Documentation of participation in school activities (Playground duty, staff meetings)
☐ Pre-service teacher daily reflections
☐ Other artefacts (please specify)

Personal Competence in Literacy and Numeracy Checklist

Use this checklist to rate the Pre-service Teacher's 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 Personal Competence in Literacy and Numeracy criteria to receive a satisfactory grade overall.

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

OVERALL RESULT: Professional Praxis 3 – Enacting Learning and Teaching

- The overall result of the report must be consistent with the ratings for each standard descriptor in Sections 1-5 of this report
- An overall result of 'Unsatisfactory' on this report should be preceded by an 'At Risk' process which was carried out in conjunction with the CQUniversity Supervisor.

21 Day Professional Praxis 3 Placement Completed on: (Enter completion date)	

OVERALL RESULT Professional Praxis 3 - Enacting Learning and Teaching	o SATISFACTORY - (E) Exceeding expected level o SATISFACTORY - (A) At expected level o (D) Developing towards expected level o (B) Below expected level

Supervising Teacher Sign and Submit

- Record the names of all Supervising Teachers in the boxes below (where applicable)
- Click on **'Save Draft'** to save information entered on the form and return to edit/submit at a later time
- Click on **'Supervising Teacher Sign & Submit'** to digitally sign and submit the form.

Only one Supervising Teacher is required to click on the 'Supervising Teacher Sign & Submit' button

You will not be able to edit any the form after submitting. To make any changes please email WIL-EduArts@cqu.edu.au and request the form to be unlocked.

Supervising Teacher #1 Name:	

Supervising Teacher #2 Name (if applicable):	

Supervising Teacher #3 Name (if applicable):	

Supervising Teacher Sign & Submit

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 and the Final Summative Report.

The Guide consists of two parts:

- Concise descriptions of the expected standard of performance of pre-service teachers in five key areas of classroom practice i.e. **"At expected level (A)"** on the Interim and Final Summative Report form.
- Identification of possible sources of evidence to inform assessment judgements in each of the five areas. This list is not intended as a checklist and serves only to provide examples of possible sources of evidence of the pre-service teacher's practice. Supervising teachers may use other artefacts or sources of evidence to support assessment decisions.

Assessment ratings on the Interim Report and the Final Summative Report are outlined below.

Assessment Ratings	
(E) Exceeding expected level for PP3	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 pre-service teacher's third placement.
(A) At Expected level for PP3	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 pre-service teacher's third placement.
(D) Developing towards expected level for PP3	Awareness of knowledge, practice and engagement outlined on the **Guide to Making Judgements** for "**At expected level**" for a pre-service teacher's third placement but inconsistent demonstration of evidence from **Classroom observations** and **Sources of Evidence** that **meets** the criteria on the **Guide to Making Judgements.**
(B) Below expected level for PP3	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 pre-service teacher's third placement.

The Queensland College of Teachers has produced a companion document to further support supervising teachers in making evidence-based, consistent decisions and providing constructive feedback about the preservice teachers' demonstration of the *Australian Professional Standards for Teachers* (Graduate Career Stage).

To support making professional judgements against the professional standards, supervising teachers are encouraged to access the guide created by Queensland College of Teachers: "**Assessing the Australian Professional Standards for Teachers: Graduate career stage: Evidence guide for teachers supervising professional experience placements in Queensland schools.** This document can be downloaded from the following link:

https://cdn.qct.edu.au/pdf/Evidence_Guide_for_Supervising_Teachers_QCT_2015.pdf?_ga=2.261998286.2100645080.1625573157-1657927100.1600211529

Professional Praxis 3 Guide to Making Judgements		
Section 1: Planning effectively – preparing for teaching		

Standard Descriptor: At expected level (A) –

The pre-service teacher develops detailed lesson plans that are organised into coherent, sequenced learning and teaching programs leading towards the assessment of an element of the curriculum for reporting purposes.

Lesson plans and learning sequences show developing understanding of strategies for differentiating teaching and learning based on interpretation of student assessment data and knowledge of the characteristics of individuals or groups that affect their learning.

Planning includes discipline-specific teaching strategies, including literacy and numeracy strategies where required, that support student learning in curriculum subject areas.

The pre-service teacher prepares for teaching by writing explicit learning goals that align with curriculum content descriptions; and by selecting teaching and assessment strategies that consider both curriculum content and the different learning needs of students in the class group.

With some advice and support, the pre-service teacher demonstrates a developing capacity to assign appropriate time and emphasis to the teaching of core concepts and skills that are essential for students' demonstration of their learning in a culminating assessment task.

Possible Sources of evidence

Artefacts	Observation	Discussion and reflection
Lesson plans or learning sequences designed and/or modified by the pre-service teacher to include differentiation.	Not applicable.	Pre-service teacher contributions to planning checks by the supervising teacher and/or discussions about planning decisions and the use of strategies to support the learning of all students in the class can show knowledge of curriculum content and factors that affect student learning.
Formative assessment techniques in planning for supporting and monitoring student learning across a range of ability levels.		
Records of formative assessment with modifications for future planning.		
Written evaluations of lessons by the pre-service teacher that show evidence of responding to feedback and student assessment data.		
Meeting notes showing evidence of collaborative planning, interpretation of assessment or evaluation.		

Section 2: Teaching effectively – enactment of teaching

Standard Descriptor: At expected level (A) –

The pre-service teacher demonstrates knowledge of the content being taught and a developing capacity for selecting and using a range of teaching strategies that align with relevant curriculum and scaffold student learning through a gradual release of responsibility model.

The pre-service teacher uses communication skills to explicitly teach and explain curriculum content; model the thinking processes and skills specific to the curriculum discipline area/s; and to actively engage students in their learning through a variety of questioning techniques.

The pre-service teacher shows knowledge of appropriate and engaging materials and resources (including ICTs) for developing students' knowledge and understanding and has the ability to incorporate these resources into teaching practice to enhance students' learning.

The pre-service teacher evaluates and reflects on teaching practice and feedback and consults with the supervising teacher to discuss ways to modify practices and set goals for improving pedagogy that has a positive impact on student learning.

Possible sources of evidence

Artefacts	Observation	Discussion and reflection
Detailed lesson plans (especially those in planned learning sequences) that include a coherent structure and a range of teaching strategies and resources to support student learning. Planning for differentiated instruction that is responsive to the learning needs of individuals and groups. Interpretations of student work samples and formative assessment data cross-referenced to planning modifications. Written reflections and evaluations of the impact of selected strategies and resources on student learning outcomes across a range of needs, backgrounds and ability levels.	Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers: Links made between students' prior knowledge and skills and the lesson content or sequence. Timing and pacing of delivery to support learning. Content-specific vocabulary and explanations. Differentiated teaching strategies to cater for a range of literacy or numeracy abilities. Explicit scaffolding of learning tasks and thinking processes relevant to and specific to the curriculum discipline area/s. Use of resources or ICTs to develop students' understanding of curriculum content. Questioning and feedback to support the learning of all students.	Discussion following feedback on the agreed observation focus can show the pre-service teacher's ability to reflect on practice and the impact of their teaching or planning decisions on student learning.

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

Standard Descriptor: At expected level (A) –

The pre-service teacher shows an understanding of the need to establish safe and supportive learning environments and work within a consistent set of classroom practices that include preventive, supportive and corrective strategies for managing student behaviour.

The pre-service teacher is prepared for teaching and is able to plan for and implement classroom activities and routines in an orderly and organised manner.

The pre-service teacher observes, uses and reflects on strategies for supporting student engagement and behaviour.

The pre-service teacher shows respect for students as individuals and as learners and uses established classroom rules to set expectations and apply consequences in a fair and calm manner.

Possible sources of evidence

Artefacts	Observation	Discussion and reflection
Notes or observations recording established classroom rules and routines. Classroom management plan and written reflections that outline strategies for managing behaviours using preventive, supportive and corrective strategies. Relevant planning formats that record management considerations.	Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers: Use of communication strategies to encourage engagement and participation of all students. Consistent use of established classroom rules and essential skills for preventing or supporting off-task behaviour. Organisation and management of transitions between scheduled activities and/or lessons.	Discussions with the supervising teacher can show evidence of the pre-service teacher's knowledge and understanding of practical strategies for managing student behaviour, motivation and engagement in learning activities and issues that affect the safety and supportive nature of the classroom environment.

Section 4: Assessing and recording learning		

Standard Descriptor: At expected level (A) –

The pre-service teacher demonstrates a developing capacity for planning assessment strategies that produce the types of evidence required to effectively evaluate student learning.

In consultation with the supervising teacher, the pre-service teacher is able to devise processes or formats for recording accurate and reliable information on student progress and can suggest and apply appropriate ways of modifying teaching practice based on interpretation of the assessment data.

The pre-service teacher provides feedback to students that describes actions or strategies that they can use to progress and meet their learning goals and participates in moderation conversations to reflect on the design and grading of assessment.

Possible sources of evidence

Artefacts	Observation	Discussion and reflection
Lesson plans and learning sequences with clearly planned formative assessment strategies for monitoring student learning.	Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:	Discussions with the supervising teacher and teaching colleagues can be used as evidence of understanding the purpose of planned assessment strategies and interpretation of student assessment data.
Annotated student work samples.	Strategies for collecting evidence of learning in lessons.	
Recording formats including checklists and anecdotal observations in a class profile created and maintained by the pre-service teacher.	Oral feedback provided to students in lessons.	
Meeting notes or written interpretations of assessment evidence.	Questioning and responses to student contributions.	
Lesson plans adjusted in response to student assessment information.		
Written feedback to students on their progress towards meeting set learning goals.		
Written lesson evaluations or reflections on student achievement of intended learning outcomes and the impact of teaching and assessment strategies on student learning.		

Section 5: Professional conduct

Standard Descriptor: At expected level (A) –

The pre-service teacher demonstrates professionalism and commitment to the placement through the maintenance of an up-to-date Working Portfolio that records planning, evaluation and reflection tasks and activities for the placement.

The pre-service teacher accesses and shows understanding of school and system policies in discussions about behaviour management and specific requirements for ensuring student safety and welfare including the safe, responsible and ethical use of ICT in teaching and learning.

The pre-service teacher interacts professionally with colleagues and respects the confidentiality of student and school information and reflects critically on personal and professional ethical practice.

Possible sources of evidence

Artefacts	Observation	Discussion and reflection
Risk assessments for curriculum activities where relevant. Lesson plans that outline the safe, responsible and ethical use of ICTs. Observation notes and written reflections that show awareness of ethical practice and policies and practical strategies for managing student behaviour, safety and welfare. Maintenance of up-to-date planning and assessment records of student learning.	Supervising teacher observation of: Pre-service teacher's punctuality, personal presentation and preparedness for teaching. Use of safe classroom practices for managing transitions, movement in and outside of the classroom and handling of learning resources. Interactions with all members of the school community.	Discussions with the supervising teacher can show evidence of the pre-service teacher's understanding of the ethical, systemic, legislative and professional responsibilities of teachers.

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 placement 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. 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 Practice notes/School or Learning Site Policy Documents
- A copy of the relevant Information and Guidelines for the Supervision and Assessment of Pre-service Teachers 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 Guidelines for the Supervision and Assessment of Pre-service Teachers 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 Guidelines for the Supervision and Assessment of Pre-service Teachers 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.