

BACHELOR OF EDUCATION (Primary and Early Childhood)

Professional Practice 3 The differentiated classroom EDFE13032 and EDFE12044

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

Forms	Completed by	When	Sighted/Signed
Interim Report	Supervising Teacher	End of Week 2 of block placement	Supervising Teacher and Pre-service Teacher to discuss progress and sign. Pre-service Teacher to email a copy of the Interim Report to the allocated University Supervisor for the placement.
Final Summative Report	Supervising Teacher	End of the block placement	Supervising Teacher, Pre-service Teacher and University Supervisor to sign and submit the electronic final summative report.

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

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Section 1 – Information about Professional Practice 3 (EDFE13032 and EDFE12044)

Introduction to Professional Practice 3

Professional Practice 3 (EDFE13032 and EDFE12044) is the third of four units that include practical teaching placements completed by pre-service teachers at CQUniversity. Pre-service teachers undertaking this placement have completed three full years of study (or equivalent) of an undergraduate Bachelor of Education course in Primary Education or Early Childhood Education. Pre-service teachers who are enrolled in EDFE13032 are completing the core structure. Pre-service teachers enrolled in EDFE12044 have been accepted in to the Catholic Education strand of the Bachelor of Education courses and are concurrently studying content required for accreditation to teach Religion in Catholic schools in the Rockhampton Diocese. The practical requirements and assessment criteria for the placement in these two units are identical. Professional Practice 3 is completed in a P-6 classroom that uses the Australian Curriculum.

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 Practice 3.

Aims of Professional Practice 3

Professional Practice 3 extends on pre-service teachers' previous classroom experience to include a focus on the full planning-teaching-assessment cycle. The tasks and activities that pre-service teachers complete during the placement are designed to provide focused opportunities for evaluating the impact of their practice on student learning through the collection and analysis of assessment data.

The Course Map below shows the placement and focus of Professional Practice 3 in relation to the pre-service teachers' overall course of study. The map provides supervising teachers with information about the prior knowledge that pre-service teachers bring to professional experience contexts at this stage of their development and the relationship between the PP3 placement and current university coursework.

Bachelor of Education (Primary, Early Childhood and Catholic Education)								
Term 1				Term 2				Term 3
Development & Learning through Life	Multi-literacies	Health & Physical Education	Education as a Profession	Communication in Educational Settings	Diversity & Inclusion	Curriculum Foundations	Professional Practice 1 (Introduction to Teaching)	Indigenous Studies & Learning Early years Pedagogies (EC only)
Literacy & Numeracy for Teachers	Biological & Earth/ Space Science	Sustainability & Citizenship Education OR Arts & Learning in Early Years	Design & Digital Technologies	English - Teaching Language Use in Context	Teaching for Mathematical Proficiency	History Curriculum & Pedagogy	Professional Practice 2 – (Classroom Management) (Primary) OR Kindergarten placement (EC)	Service Learning (Primary only)
English – Teaching Reading	Assessment & Reporting	The Arts		Learning & Wellbeing (Primary) OR Sustainability in Early Years (EC) OR Religious texts (Cath Ed)	Students with Special Needs (Primary) OR Policy and Research in Early Childhood (EC)	Mathematics Curriculum	Chemical & Physical Sciences	Professional Practice 3 - Differentiation PLUS Liturgy & Prayer (Cath Ed only)
Geography	STEM Education & Engagement (Primary) OR Leadership in Early Childhood (EC)	Teaching English Language Learners		The Ethical Professional OR Religious Education (Cath Ed)	Professional Practice 4 (Engaged Teaching & Learning)	Professional Practice Specialisation PLUS Teaching in Catholic School Communities (Cath Ed only)		

Curriculum, content & pedagogy units
 Professional Practice units

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

- Enhance pre-service teachers' understanding of the characteristics of individuals and groups that affect learning.
- Support third year 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 curriculum.
- Enhance pre-service teachers' ability to interpret formative assessment data and modify teaching practice in response to evaluation of student 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.

Expected Outcomes of Third Year Pre-service Teachers during Professional Practice 3
Pre-service teachers are assessed against the Australian Professional Standards for Teachers **at a level appropriate for a third placement**. At this stage, pre-service teachers are expected to **demonstrate significant progress towards demonstrating** selected focus areas of the standards matched to the tasks and activities they complete in the classroom.

Specifically, by the end of the Professional Practice 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 Australian curriculum.
- 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 show 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 Practice 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 Practice 3 are outlined in the Supervision and Assessment Section of this booklet. These details provide a guide for the pre-service teachers' collection of evidence of their practice in a working portfolio maintained throughout the placement. The expectations also support the selection of evidence from this portfolio for a university-based assessment task that evaluates the impact of the pre-service teacher's planning, teaching and assessment on student learning.

The details provided in the Supervision and Assessment Section of this booklet 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) providing opportunities for pre-service teachers to collect valid evidence of their practice at the level expected for a third year placement;
- (c) giving feedback on the pre-service teacher's practice and progress against the expectations set for Professional Practice 3; and,
- (d) making judgements on the pre-service teacher's overall achievement against the Standards on the Final Summative Report.

Pre-service Teachers' Prior Knowledge and Preparation for Professional Practice 3

Pre-service teachers are prepared for the placement through 12 weeks of university tutorials. These university-based learning activities develop pre-service teachers' knowledge of a range of strategies for differentiating teaching and learning to support students across the full range of abilities. They will have applied this knowledge to the design of differentiation strategies based on information about student characteristics that affect learning and formative assessment data.

In addition, third year pre-service teachers undertaking the professional experience four-week block will have completed coursework related to all curriculum learning areas; the principles and practices of authentic assessment; and, preventive, supportive and corrective classroom management strategies as illustrated in the Course Map on Page 1 of this booklet. Knowledge of the relationship between formative assessment and differentiation practices will be the focus of professional learning throughout the university term and will be demonstrated in university assessment immediately prior to the 4 week block component of Professional Practice 3. As a result of this knowledge, third year pre-service teachers will be able to link lesson goals to curriculum content and design and modify learning sequences based on interpretation of assessment data **with some support from the supervising teacher.**

Pre-service teachers will have a developing understanding of teaching strategies that support the thinking processes and skills of specific curriculum learning areas. All pre-service teachers undertake a "primary specialisation" which is determined by the volume of coursework they complete in one or more learning areas of the Australian Curriculum. For pre-service teachers in the Primary course, specialisations include English, Maths and Science; and for Early Childhood pre-service teachers, the specialisation is undertaken in English. In university coursework, pre-service teachers have created lesson plans and learning sequences that require the application of content knowledge and pedagogical content knowledge in these curriculum learning areas.

In addition, pre-service teachers who are completing the Catholic Education strand of their course will have acquired knowledge about the Three Worlds of the Text interpretive framework and the purposes and forms of prayer that are defining features of Catholic schools. During the placement, they will actively inquire into and reflect on classroom prayer practices.

Duration and Structure of Professional Practice 3

Pre-service teachers complete a total of 20 days of professional experience in a school according to the schedule shown in Table 1 below.

Induction and orientation to the site	Completed prior to the commencement of the placement or on Day 1	Meeting with Site Coordinator and Supervising Teacher WHS procedures and regulations for site
20 day block placement	4 week continuous block	Days 1-20: Assessable placement days (See Table 2)

The induction day is intended to orientate the pre-service teacher to the site prior to the commencement of the assessable component of this placement. It is expected that site coordinators will clarify expectations for professional conduct and WHS regulations and procedures at the school site on this day.

The **assessable block 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 procedures for returning pay claims can be found on the separate Payment Information Sheet supplied with these materials.

Section 2 – Supervision and Assessment of Pre-service Teachers

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

Regardless of the Australian state or territory in which the placement is completed, the five aspects of teaching practice underpinning the performance and assessment of pre-service teachers during Professional Practice 3 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 foster the pre-service teacher's confidence and growing competence in school and classroom environments.

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 planning, teaching and assessment strategies on student learning outcomes
- Making assessment judgements based on evidence relevant to achievement criteria and the specified focus areas of the Australian Professional Standards for Teachers as compiled by the pre-service teacher in an up-to-date and organised Working Portfolio.

The Role of the University Supervisor

The University Supervisor plays an important role in providing support to all stakeholders during Professional Practice 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 on each CQUniversity campus. Pre-service teachers who are not physically located near a campus will also be allocated a university supervisor. He/She will make contact with supervising teachers to clarify any expectations for the supervision and assessment of pre-service teachers at the commencement of the assessable block.

The university supervisor will conduct a site visit to the school during the 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 and email contact.

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

Specific Requirements of Professional Practice 3 – Pre-service Teacher Tasks, Activities and Evidence of Practice

The tasks completed by pre-service teachers during Professional Practice 3 include observation, teaching and reflection activities which are organised around the five aspects of teaching practice identified above. Table 2 below provides a guide to the pre-service teacher's expected learning progression throughout the placement. Activities are dependent on context and the pre-service teacher's readiness for teaching whole class lessons and undertaking periods of continuous teaching; and may be adjusted by the supervising teacher as required.

The "Working Portfolio" as evidence of the completion of tasks

The "Working Portfolio" is a record of the pre-service teacher's performance of the required tasks outlined in Table 2. As such, the **Working Portfolio** constitutes **evidence that a pre-service teacher can demonstrate the planning-teaching-assessment cycle at a level consistent with the expectations for a third year placement.** The portfolio also provides **evidence for assessing a pre-service teacher's professional conduct and commitment to reflective practice and continuous evaluation focused on the improvement of student learning.** In addition to maintaining an up-to-date record of all aspects of the Professional Practice 3 placement, pre-service teachers select evidence from the Working Portfolio to meet the requirements of a teaching performance assessment which is a university-based task attached to the EDFE13032 or EDFE12044 units.

The Working Portfolio forms the basis of the university supervisor's support for and moderation of the pre-service teacher's progress and development at the interim report stage of the placement and provides supervising teachers with direct evidence related to the Guide to Making Judgements for the formal assessment of pre-service teachers through the summative report.

Suggested guidelines for the maintenance and organisation of the Working Portfolio are included as Appendix 3 to this booklet. Pre-service teachers should follow these guidelines and refer to the sources of evidence in the Guide to Making Judgements to create an up-to-date ongoing record of their engagement in the tasks and activities for the placement. **The portfolio must be made available for viewing by the supervising teacher each day.**

Table 2: Pre-service teacher tasks and activities for Professional Practice 3		
Professional Practice Day/s	Activities	Evidence (Records to be maintained by the pre-service teacher)
<p>Week 1</p> <p>Days 1 – 5 of scheduled assessable block placement</p>	<p>Induction: Clarification of expectations for professional conduct and WHS regulations and procedures at the school site. Obtain copies of classroom rules and school policies in relation to behaviour management.</p> <p>Observe strategies used by the supervising teacher to support student engagement, manage classroom activities and maintain on-task behaviour using established rules and routines.</p> <p>Record observations of student learning, participation and attendance data in a class profile. The profile should focus on students’ strengths and needs in literacy, numeracy, class participation and on-task behaviour.</p> <p>Discuss observations about students’ learning, participation in classroom activities, social interaction and behaviour with the supervising teacher and develop a draft classroom management plan that records preventive, supportive and corrective strategies for managing the learning environment throughout the next three weeks of the placement.</p> <p>Teaching: Plan and implement small group or whole class activities in collaboration with the supervising teacher. Evaluate the outcomes for students and add relevant information to the class profile.</p> <p>Identify the focus for a learning sequence of at least 3-5 lessons for implementation over the remaining three weeks of the placement. The sequence of lessons should lead towards a culminating task where student learning outcomes can be assessed and the impact of planning and teaching decisions evaluated. The planned sequence can be in any curriculum learning area but must show consideration of strategies that cater for the needs of all learners in the class group and embed opportunities for formative assessment/checks for understanding and the collection of samples of student work.</p> <p>Write a minimum of three brief reflections for the first week with a focus on your observations of learners, the teaching strategies you have seen enacted to support learner engagement and the development of a supportive learning environment, and your own interactions with learners that influence your selection of strategies for the classroom management plan.</p>	<p>Copies of relevant school policies</p> <p>Dated additions to class profile and samples of students’ work, where relevant to the proposed learning sequence.</p> <p>Planning for any teaching activities</p> <p>Draft Classroom Management Plan shared with the supervising teacher by the end of the week.</p> <p>Three reflections for the week (minimum) with a focus on strategies that support learner engagement and the creation of a supportive learning environment.</p>
<p>Week 2</p> <p>Days 6 – 10 of scheduled assessable block placement</p> <p>Interim Report due at the end of this week</p>	<p>Observe teaching practice and student learning ensuring that observations cover a range of curriculum areas and assessment strategies for monitoring student progress.</p> <p>Supervise and manage activities to support the learning of small groups under the direction of the supervising teacher.</p> <p>Plan a strategy for assessing students’ current level of understanding and skills in relation to the focus of your learning sequence. Implement the strategy, if possible, and make relevant adjustments to your planned learning sequence.</p> <p>Teach the first lesson / lessons of your planned learning sequence.</p> <p>Collect assessment information, including student work samples, to</p>	<p>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.</p>

	<p>identify the learning that has occurred and interpret the data to modify and adapt teaching strategies and learning activities where necessary across the rest of the lesson sequence. Record your modifications on your original lesson plans.</p> <p>Plan, teach and evaluate at least one whole class lesson per day in addition to any teaching that you have been able to do in your planned learning sequence. Where possible, multiple opportunities to plan and teach lessons in your area of “primary specialisation” should be included (i.e. lessons in English, Maths or Science for pre-service teachers in the Primary course and lessons in English for pre-service teachers in the Early Childhood course). Lesson plans should be written up in detail to include teaching strategies, learning activities, formative assessment strategies and differentiation. Where relevant, data from formative assessment, lesson review or checks for understanding should be collected and interpreted to inform modifications or adaptations to teaching practices and planned learning activities in follow-up lessons.</p> <p>Trial the preventive and supportive management strategies outlined in your draft classroom management plan during whole class lessons and adjust where necessary, using personal reflection and the supervising teacher’s feedback.</p> <p>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 for PP3. (See Appendix 2.) Reflections should be evaluative and respond to feedback from the supervising teacher to improve teaching practice to improve student learning.</p>	<p>Completed evaluation section on each lesson plan includes interpretation of student data to inform future planning.</p> <p>Completed classroom management plan which records strategies to manage challenging behaviours and promote a positive and supportive learning environment.</p> <p>One reflection per day</p>
<p>Week 3 and 4</p> <p>Days 11 – 20 of scheduled assessable block placement</p>	<p>Continue observations and discussions about teaching practice as outlined above. <i>(Note: Observations will reduce as teaching responsibilities increase during weeks 3 and 4 and should focus on teaching and learning in specialist areas or curriculum learning areas not previously observed.)</i></p> <p>Teach 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 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.</p> <p>Evaluate all lessons in the learning sequence after implementation and include analysis of the impact of your teaching on student learning and implications for future teaching. <i>(Note: Ensure that you retain de-identified copies of student work samples across a range of abilities as evidence for your university-based assessment task.)</i></p> <p>Plan and teach lessons across a range of curriculum learning areas, including the learning area that is your “primary specialisation” where possible. Planning for whole class lessons must include detail of all teaching strategies, learning activities, formative assessment (checks for learning) and any differentiation strategies that support individuals or small groups. Evaluation of the lesson outcomes</p>	<p>Recorded observations (where relevant)</p> <p>Copies of all planning (including daily planning for half/whole days) with reflection and evaluation recorded on lesson plans after teaching.</p> <p>Annotated learning sequence showing modifications (where relevant) based on interpretation of formative assessment information.</p> <p>Copies of student work samples and anecdotal observations used for formative assessment purposes</p>

	<p>should be completed after teaching and recorded on the lesson plan template.</p> <p>Plan and teach individual, small group or routine whole class activities as directed by the supervising teacher.</p> <p>Manage transitions between lessons in at least one whole session from the beginning of Week 3, leading to half days by the end of the week and at least three full days in Week 4. Planning for whole sessions/ half or full days should include the use of a daily planning template that includes classroom management considerations from the Classroom Management Plan.</p> <p>Reflect on your own practice and the supervising teacher’s feedback, formal observations of your teaching and 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.</p>	<p>One reflection for each professional experience day – requirements as detailed in “Activities” column.</p>
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Assessment of Pre-service Teachers’ Classroom Practice – A guide to using the assessment tools in this booklet

Assessment of pre-service teachers during Professional Practice 3 involves three key processes that are part of the supervising teacher’s responsibilities throughout the placement. These processes are:

1. Observation and feedback on the pre-service teacher’s progress throughout the assessable days.
2. Completion of an Interim Report at the end of Week 2 (**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: Observation of teaching practice

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

The Classroom Observation template provides supervising teachers with an opportunity to record observations in an objective way by focusing on what was **seen and heard** throughout the lesson in relation to a specific aspect of classroom practice. These observations provide the pre-service teacher with data about their actions; responses to student learning and communication strategies; and, the engagement and participation of students as the focus for reflection, improvement or extension.

As well as forming the basis for reflection and discussion, the supervising teacher’s formal observations can be used to identify pre-service teachers who are not making adequate progress against the Standards for Professional Practice 3 and to trigger the “at-risk process”.

The supervising teacher should complete observations on an **agreed focus** of an aspect of practice that should be evident when the pre-service teacher is demonstrating progress towards the Australian Professional Standards for Teachers **at the expected level for a third year placement**. Table 3 below provides some suggestions for focused observation and feedback related to the **Guide to Making Judgements** for the placement. The focus chosen for observations will depend on context and the pre-service teacher’s strengths or needs but should cover a range of classroom teaching practices over the duration of the placement. A template for recording observations is provided as Appendix 1 to this booklet.

Table 3: Observation focus for feedback and monitoring of progress during Professional Practice 3	
Suggested Focus for Classroom Observation and Feedback	Aspect of Teaching Practice/Link to the Australian Professional Standards for Teachers
<p>1.1 Use of resources that cater for different learning styles and student needs.</p> <p>2.1 Subject-specific vocabulary and explanation of concepts.</p> <p>2.2 Links between students' prior knowledge and skills and the lesson content.</p> <p>2.2 Timing and pacing of lesson delivery to support learning.</p> <p>2.5 Differentiated teaching strategies to cater for a range of literacy or numeracy abilities.</p> <p>2.6 Use of ICTs to develop students' understanding of curriculum content.</p> <p>3.3 Explicit scaffolding of thinking processing of the curriculum learning area using "gradual release of responsibility" phases within a lesson.</p> <p>3.5 Questioning to support the learning of all students.</p>	<p>Planning and Teaching</p> <p>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</p> <p>2.2 Organise content into an effective learning and teaching sequence.</p> <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.3 Include a range of teaching strategies.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>
<p>4.1 Communication strategies to encourage engagement and participation of all students</p> <p>4.2 Management of transitions between scheduled lessons and activities</p> <p>4.3. Use of essential skills for preventing and supporting students' off-task classroom behaviour.</p>	<p>Managing the learning environment</p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <p>4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.</p>
<p>5.1 Strategies for collecting evidence of learning in lessons.</p> <p>5.2 Oral feedback provided to students during lessons.</p> <p>5.4 Questioning and responses to student contributions.</p>	<p>Assessing and recording learning</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>

Supervising teachers should complete **at least 2 formal observations for each week of the assessable block placement** (Days 1 – 5, Days 6 – 10, Days 11 – 15, and, Days 16 - 20).

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

1. The supervising teacher selects an observation focus from Table 3 and advises the pre-service teacher of a specific lesson and / or time for observing the **agreed focus**.
2. The pre-service teacher prepares for the observation and demonstrates the aspect of practice in the classroom setting while the supervising teacher observes and records data related to the

agreed focus on the observation template. (See Appendix 1 for a copy of the observation template.)

3. The supervising teacher shares observations and feedback on the observed aspect of practice with the pre-service teacher and encourages discussion about strategies to improve or consolidate practice in that specific focus area with a particular emphasis on the impact of that practice on student learning.
4. The supervising teacher should provide the pre-service teacher with a copy of the completed observation template for the purpose of compiling and reflecting on evidence of his / her practice against the Australian Professional Standards for Teachers and the criteria for the “expected level” for a third year placement outlined in the Guide to Making Judgements.

2: The interim report

The Interim Report identifies the focus areas of the Australian Professional Standards for Teachers that pre-service teachers will **engage with** during Professional Practice 3. 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 criteria for assessment of these standards **at a third year pre-service teacher’s expected level** are outlined in Appendix 2. The criteria act as a **Guide to Making Judgements** on the pre-service teacher’s progress at the Interim Report stage and again at the end of the placement for the purposes of completing the Final Summative Report.

Supervising teachers should complete the Interim Report at the end of Week 2 of the block.

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

3: The Final Summative Report

The Final Summative Report assesses the pre-service teacher’s achievement during Professional Practice 3 using the same focus areas of the Standards and criteria as the Interim Report. Supervising teachers should complete the Final Summative Report at the end of Week 4 of the block placement by recording the pre-service teacher’s overall achievement of the Standards for each of the five key areas of practice. The supervising teacher should refer to the criteria for a third year pre-service teacher outlined in Appendix 2 as a Guide to Making Assessment Judgements. In usual circumstances, a recommendation for Satisfactory on the summative report would mean that the pre-service teacher has achieved a rating of **A (At expected level for a third year placement)** in each area of practice consistent with the Guide to Making Judgements.

Identifying “At-risk” Pre-service Teachers

A pre-service teacher is identified as being “at-risk” of failing the placement when he / she is not demonstrating adequate progress towards meeting the expected outcomes or criteria for Professional Practice 3 **OR** when he / she fails to maintain an up-to-date working portfolio as evidence of his / her practice.

Supervising teachers use classroom observations; the descriptors and sources of evidence outlined in the Guide for Making Judgements (Appendix 2); and the Interim Report as mechanisms for identifying pre-service teachers who are “at-risk” of performing below the expected level of performance for the placement. The attendance record can also provide evidence of the maintenance of the Working Portfolio and be a mechanism for initiating the “at-risk” process.

In the event that a pre-service teacher is judged to be performing **“Below expected level for PP3”** on or before completion of 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.

The progress of pre-service teachers, who are rated as **“Developing towards expected level for PP3”** on significant areas of practice including planning, teaching and assessing student learning at Interim Report stage, should be monitored through formal observations. Where supervising teachers have concerns about the pre-service teacher’s response to feedback or ability to meet the expectations for a third year placement, the university supervisor should be contacted and advised of the concerns so that moderation and further support for the pre-service teacher and supervising teacher can be provided. Please see the CQUniversity Professional Practice 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. In the event that a pre-service teacher does not meet the expected standard on the final summative report for more than one standard, the university supervisor should be advised to discuss the overall recommendation of Satisfactory or Unsatisfactory for the placement.

A pre-service teacher who fails to maintain an up-to-date working portfolio or record and present planning to the supervising teacher prior to teaching a scheduled lesson may be placed “at-risk” regardless of his/ her teaching performance or interaction with students in the classroom. If concerns are raised about the pre-service teacher’s preparedness for teaching, commitment to the placement, or professional conduct, the university supervisor should be contacted to initiate the “at-risk” process.

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.

Copies of the Classroom Observation template and the Interim Report should be provided to the pre-service teacher to support reflection on practice during the placement; and, for the purpose of compiling a portfolio of evidence demonstrating engagement with the Standards at the level of a third year pre-service teacher. 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.”**

Supervising teachers should refer to the Guide to Making Judgements provided in Appendix 2 of this booklet while completing the Assessment and Reporting Forms.

Process for the Final Summative Report

The summative report for Professional Practice 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 their signature and final checking.
3. The university supervisor will receive an email that contains a link to the completed report for the pre-service teacher he / she supervised during Professional Practice 3. The 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 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. University support staff can also be contacted by email to the CQUniversity Professional Experience Office at WIL-EduArts@cgu.edu.au.

EDFE13032 / EDFE12044 Professional Practice 3 Attendance Record/Working Portfolio Check

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

Pre-service Teacher: _____ Learning Site: _____

Supervising Teacher: _____ Year Level: _____

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

EDFE13032 / EDFE12044 Professional Practice 3 (Primary) Interim Report

Pre-service Teacher: _____ School/Learning Site: _____

Supervising Teacher: _____ Class/Year Level: _____

This report is based on the pre-service teacher's **engagement** with the Australian Professional Standards for Teachers. In their **third year**, pre-service teachers are working **TOWARDS** meeting the Standards listed on this report at **Graduate Level**.

Please refer to Classroom Observations to date and the Guide to Making Judgements included as Appendix 2 for descriptions of the expected standard of performance of pre-service teachers as well as possible sources of evidence to inform assessment judgements.

Key to ratings: Below Expected Level for PP3 (B); Developing towards Expected Level for PP3 (D); At Expected Level for PP3 (A); Exceeding Expected Level for PP3 (E)

Focus for Assessment	B	D	A	E
Section 1: Planning Effectively				
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. <ul style="list-style-type: none"> Writes anecdotal observations and collects information for a whole class profile that shows an understanding of factors of students' development, backgrounds and characteristics that affect learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. <ul style="list-style-type: none"> Selects teaching strategies that are responsive to the learning strengths and needs of diverse groups of students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. <ul style="list-style-type: none"> Designs lessons and teaching sequences using strategies that meet the specific learning needs of students across the range of ability levels in the class group. Uses data collected on students' development and characteristics in the class profile to differentiate learning activities for individuals and groups, and records these modifications in planning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Organise content into an effective learning and teaching sequence. <ul style="list-style-type: none"> Organises content in small group and whole class lessons into a structure that assists student learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. <ul style="list-style-type: none"> Develops classroom assessment activities to monitor student learning and achievement of an element of the curriculum and records data gathered for planning and reporting purposes. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. <ul style="list-style-type: none"> Uses teaching strategies that draw on observation of teaching practice and pedagogical knowledge to support the development of students' literacy and numeracy. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. <ul style="list-style-type: none"> Writes lesson plans that set clear learning goals based on the curriculum documents, and that are responsive to the information recorded on individuals and ability groups in the whole class profile. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. <ul style="list-style-type: none"> Plans lessons that incorporate direct instruction and a range of teaching strategies to develop learners' understanding of concepts and skills in a learning area. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising teacher comment: Planning				

Section 2: Teaching effectively	B	D	A	E
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area <ul style="list-style-type: none"> • Writes detailed observations of teaching practice that identify discipline specific teaching strategies across a range of learning areas and reflects on how these strategies support development of students' knowledge and skills. • Implements lessons and teaching sequences that show knowledge and understanding of curriculum content and focus on core concepts to be taught. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. <ul style="list-style-type: none"> • Uses digital tools and resources in the classroom where appropriate to engage students and explain curriculum concepts. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Include a range of teaching strategies. <ul style="list-style-type: none"> • Selects and uses a range of teaching strategies that actively involve students in using thinking processes and acquiring the skills of specific curriculum learning areas. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. <ul style="list-style-type: none"> • Applies knowledge of students' strengths, needs and interests to select ICTs and other resources that engage students in their learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. <ul style="list-style-type: none"> • Uses effective verbal and non-verbal communication strategies to question and engage students and explain concepts. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. <ul style="list-style-type: none"> • Evaluates planned lessons after implementation and records modifications or adaptations for re-teaching or extension to improve the learning of all students in the class. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. <ul style="list-style-type: none"> • Uses feedback from the supervising teacher/s to set goals for improving professional knowledge and practice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising teacher comment: Teaching 				

Section 3: Managing effectively	B	D	A	E
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. <ul style="list-style-type: none"> Reflects on observations of teaching practice across the range of learning areas to identify the strategies that teachers use to foster inclusive learning environments. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. <ul style="list-style-type: none"> Uses daily planning formats for periods of continuous teaching and lesson plans that assist in the organisation of classroom activities and the implementation of orderly classroom routines. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. <ul style="list-style-type: none"> Designs and uses a classroom management plan that proposes strategies to be used for conflict resolution and correction of challenging behaviours that may arise in the classroom. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising teacher comment: Managing the learning environment				
Section 4: Assessing and recording learning	B	D	A	E
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. <ul style="list-style-type: none"> Designs and uses an assessment tool to make comparable judgements on student learning of an aspect of the curriculum. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. <ul style="list-style-type: none"> Provides descriptive feedback that focuses on actions or strategies that students can use to progress and meet their learning goals. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. <ul style="list-style-type: none"> Interprets data from a range of assessment strategies including questions and work samples to check for understanding and plan adaptations for follow up lessons. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. <ul style="list-style-type: none"> Creates checklists and other suitable formats to record accurate and reliable information on student progress. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising teacher comment: Assessing and recording learning				
Section 5: Professional conduct	B	D	A	E
4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. <ul style="list-style-type: none"> Designs and uses a classroom management plan that includes preventative and supportive strategies to support students' safety and wellbeing in line with school processes and policies. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. <ul style="list-style-type: none"> Applies practices for safe, responsible and ethical use of digital tools and information consistent with school policy. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. <ul style="list-style-type: none"> Demonstrates attitudes and behaviour consistent with a commitment to the profession and codes of conduct and ethics for teachers throughout the placement. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. <ul style="list-style-type: none"> Applies school organisation processes and policies to own conduct and practice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising teacher comment: Professional conduct				

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 practice (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 which identifies competencies that are 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.			
Interim Report Rating			
Below expected level (B)	Developing towards expected level (D)	Meets expected level (A)	Consistently beyond expected level (E)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsatisfactory (At Risk - Further support required to progress)		Satisfactory (Making good progress)	

Pre-service Teacher Name:		Pre-service Teacher Signature:	
Supervising Teacher Name:		Supervising Teacher Signature:	

EDFE13032 / EDFE12044 Professional Practice 3 Final Summative Report

The formatting of the electronic version of the report may have slight variances

An email will be forwarded to the Supervising Teacher by the CQUniversity 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

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 third of four placements for the Pre-service Teacher.

To complete this report:

- Refer to the [Professional Practice 3: Guide to Making Judgements](#) on Pre-service Teachers' performance and sources of evidence
- Select the relevant rating for each standard description 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.

Student Details:

Student ID:	Student Name:	Student Email:
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Placement Details:

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

Section 1: Planning Effectively

<p>APST 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. Writes anecdotal observations and collects information for a whole class profile that shows an understanding of factors of students' development, backgrounds and characteristics that affect learning.</p>	(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
<p>APST 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. Selects teaching strategies that are responsive to the learning strengths and needs of diverse groups of students.</p>	(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
<p>APST 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. Designs lessons and teaching sequences using strategies that meet the specific learning needs of students across the range of ability levels in the class group. Uses data collected on students' development and characteristics in the class profile to differentiate learning activities for individuals and groups and records modifications in planning.</p>	(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
<p>APST 2.2 Organise content into an effective learning and teaching sequence. Organises content in small group and whole class lessons into a structure that assists student learning.</p>	(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
<p>APST 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. Develops classroom assessment activities to monitor student learning and achievement of an element of the curriculum and records data gathered for planning and reporting purposes.</p>	(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

<p>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/or numeracy.</p>	<p>(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</p>
<p>APST 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. Writes lesson plans that set clear learning goals based on the curriculum documents, and that are responsive to the information recorded on individuals and ability groups in the whole class profile.</p>	<p>(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</p>
<p>APST 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. Plans lessons that incorporate direct instruction and a range of teaching strategies to develop learners' understanding of concepts and skills.</p>	<p>(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</p>

Planning Effectively – Comments:

Section 2: Teaching Effectively

<p>APST 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. Writes detailed observations of teaching practice that identify discipline specific teaching strategies and reflects on how these strategies support development of students' knowledge and skills Implements lessons and teaching sequences that show knowledge and understanding of curriculum content and focus on core concepts to be taught.</p>	<p>(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</p>
<p>APST 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. Uses digital tools and resources in the classroom where appropriate to engage students and explain curriculum concepts.</p>	<p>(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</p>
<p>APST 3.3 Include a range of teaching strategies. Selects and uses a range of teaching strategies that actively involve students in using thinking processes and acquiring the skills of specific curriculum learning areas.</p>	<p>(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</p>
<p>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 learning.</p>	<p>(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</p>
<p>APST 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. Uses effective verbal and non-verbal communication strategies to question and engage students and explain concepts.</p>	<p>(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</p>
<p>APST 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. Evaluates planned lessons after implementation and records modifications or adaptations for re-reaching or extension to improve the learning of all students in the class.</p>	<p>(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</p>
<p>APST 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. Uses feedback from the supervising teacher/s to set goals for improving professional knowledge and practice.</p>	<p>(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</p>

Teaching Effectively – Comments:

Section 3: Managing Effectively

<p>APST 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. Reflects on observations of teaching practice across the range of learning areas to identify the strategies that teachers use to foster inclusive learning environments.</p>	<p>(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</p>
<p>APST 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. Uses daily planning formats for periods of continuous teaching and lesson plans that assist in the organisation of classroom activities and the implementation of orderly classroom routines.</p>	<p>(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</p>
<p>APST 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. Designs and uses a classroom management plan that proposes strategies to be used for conflict resolution and correction of challenging behaviours that may arise in the classroom.</p>	<p>(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</p>

Managing Effectively – Comments:

Section 4: Assessing and Recording Learning

<p>APST 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. Designs and uses an assessment tool to make comparable judgements on student learning of an aspect of the curriculum.</p>	<p>(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</p>
<p>APST 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. Provides descriptive feedback that focuses on actions or strategies that students can use to progress and meet their learning goals.</p>	<p>(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</p>
<p>APST 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. Interprets data from a range of assessment strategies including questions and work samples to check for understanding and plan adaptations for follow up lessons.</p>	<p>(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</p>
<p>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.</p>	<p>(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</p>

Assessing and Recording Learning – Comments:

Section 5: Professional Conduct

<p>APST 4.4 Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements. Designs and uses a classroom management plan that includes preventative and supportive strategies to support students’ safety and wellbeing in line with school processes and policies.</p>	<p>(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</p>
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<p>APST 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. Applies practices for safe, responsible and ethical use of digital tools and information consistent with school policy.</p>	<p>(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</p>
<p>APST 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. Demonstrates attitudes and behavior consistent with a commitment to the profession and codes of conduct and ethics for teachers throughout the placement.</p>	<p>(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</p>
<p>APST 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. Applies school organisation processes and policies to own conduct and practice.</p>	<p>(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</p>

Professional Conduct – Comments:

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 practice (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 which identifies competencies that are important for the contemporary workplace.

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.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Uses appropriate sentence structure, spelling, grammar and punctuation to model effective written communication for the class.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Demonstrates professional writing skills by conveying meaning in daily reflections and lesson planning.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Uses spoken language effectively to give clear instructions and explain lesson content.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Selects and uses appropriate spoken communication skills to interact with staff, students and members of the school community.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Identifies and understands information presented in mathematical form in activities and texts.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Selects and uses mathematical problem solving strategies as appropriate for the discipline teaching area.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory

OVERALL RESULT: Professional Practice 3

- 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.

20 Day Professional Practice 3 Placement Completed on:
(Enter completion date)

<p>OVERALL RESULT Professional Practice 3</p>	<p> <input type="radio"/> SATISFACTORY - (E) Exceeding expected level <input type="radio"/> SATISFACTORY - (A) At expected level <input type="radio"/> UNSATISFACTORY - (D) Developing towards expected <input type="radio"/> UNSATISFACTORY - (B) Below expected level </p>
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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 date
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):	

Save Draft

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 Report and the Final Summative Report.

The Guide consists of two parts:

- Concise descriptions of the expected standard of performance of third year pre-service teachers in five key areas of classroom practice i.e. **“At expected level (A)”** on the Interim and Final 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 based on the Standard Descriptor for **“At expected level” (A)** on the Guide to Making Judgements and are outlined below.

Assessment Ratings	
Exceeding expected level for PP3 (E)	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that exceeds the criteria and descriptor on the Guide to Making Judgements for “At Expected level” for a third year pre-service teacher
At Expected level for PP3 (A)	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 third year pre-service teacher.
Developing Towards expected level for PP3 (D)	Awareness of knowledge, practice and engagement outlined on the Guide to Making Judgements for “At expected level” for a third year pre-service teacher but inconsistent demonstration of evidence from Classroom observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements.
Below expected level for PP3 (B)	Little or no evidence of knowledge, practice and engagement or awareness from Classroom Observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements for “At expected level” for a third year pre-service teacher.

Professional Practice 3 Guide to Making Judgements

Section 1: Planning effectively – preparing for teaching

Standard Descriptor: At expected level (A) –

The pre-service teacher plans for and 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, as well as effective teaching strategies such as direct instruction and inquiry. 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
<ul style="list-style-type: none"> • Lesson plans or learning sequences designed and/ or modified by the pre-service teacher to include differentiation. • 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 	<p>Not applicable</p>	<p>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.</p>

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 curriculum and scaffold student learning through a gradual release of responsibility model. The pre-service teacher uses effective communication skills to explicitly teach and explain curriculum content; model the thinking processes and skills of specific curriculum discipline areas; 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 (Agreed focus)	Discussion and reflection
<ul style="list-style-type: none"> 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. Written observations of the pre-service teacher's practice completed by the supervising teacher or other appropriate staff. 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. 	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <ul style="list-style-type: none"> 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 specific curriculum learning areas Use of resources or ICTs to develop students' understanding of curriculum content Questioning and feedback to support the learning of all students 	<p>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. The setting of professional goals and the implementation of strategies for improving practice may be a specific outcome of discussion and reflection practices.</p>

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 (On agreed focus)	Discussion and reflection
<ul style="list-style-type: none"> 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. Daily planning formats for half / full days that record management considerations. Modifications to the classroom management plan following discussion and reflection. 	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <ul style="list-style-type: none"> 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 lessons and activities 	<p>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.</p>

Section 4: Assessing and recording learning		
<p>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 this respect, the pre-service teacher designs or modifies an assessment task to gather specific data on 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 explicit feedback to students that describes actions or strategies that they can use to progress and meet their learning goals.</p>		
Possible sources of evidence		
Artefacts	Observation (On agreed focus)	Discussion and reflection
<ul style="list-style-type: none"> Lesson plans and learning sequences with clearly planned formative assessment strategies for monitoring student learning Specifically designed or modified formative or summative assessment task/s Annotated student work samples Recording formats including checklists and anecdotal observations in a class profile created and maintained by the pre-service teacher. Meeting notes or written interpretations of assessment evidence. Lesson plans adjusted or modified 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 and the impact of teaching and assessment strategies on student learning. 	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <ul style="list-style-type: none"> Strategies for collecting evidence of learning in lessons Oral feedback provided to students in lessons Questioning and responses to student contributions 	<p>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.</p>
Section 5: Professional conduct		
<p>Standard Descriptor: At expected level (A) – The pre-service teacher demonstrates professionalism and commitment through the maintenance of an up-to-date Working Portfolio that records observation, planning, evaluation and reflection tasks, and activities for the placement. The pre-service teacher accesses school and system policies related to behaviour management and specific requirements for ensuring student safety and welfare (including the safe, responsible and ethical use of ICT in teaching and learning) and shows understanding of their responsibilities in relation to these policies in written reflections and discussions with the supervising teacher. The pre-service teacher follows the Code of Ethics; interacts professionally with colleagues, students and members of the school community; respects the confidentiality of student and school information; and, reflects critically on personal and professional ethical practice.</p>		
Possible sources of evidence		
Artefacts	Observation	Discussion and reflection
<ul style="list-style-type: none"> Risk assessments for curriculum activities where relevant. 	<p>Supervising teacher observation of:</p>	<p>Discussions with the supervising teacher can show evidence of the</p>

<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	pre-service teacher's understanding of the ethical, systemic, legislative and professional responsibilities of teachers.
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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 for Professional Practice 3 as outlined in Table 2 of this booklet. 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 placement 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 Information and Guidelines booklet.

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

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

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

- A printed copy of the Information and Guidelines booklet for Professional Practice 3.
- 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 learning sequences with evaluation recorded following implementation.
- 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
- Copies of 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 Information and Guidelines 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 Information and Guidelines Booklet.

Section 6: Observations of learners: Student/Class Profiles

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

Bachelor of Education Professional Practice 3 Evaluation

Supervising Teacher	
Learning Site	
Pre-service Teacher	

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

Please indicate the extent to which you agree or disagree with the following:

	Strongly Agree	Agree	Disagree
<ul style="list-style-type: none"> • Expectations for the pre-service teacher’s engagement in the placement are explicit and allow for growth and development. 			
<ul style="list-style-type: none"> • The knowledge, skills and experience that the pre-service teacher had acquired prior to the placement was clearly communicated and allowed for professional goal-setting. 			
<ul style="list-style-type: none"> • Pre-service teachers are well-prepared for the placement and present with the skills required to complete planning tasks. 			
<ul style="list-style-type: none"> • The tasks and activities designed for this placement supported pre-service teachers to collect evidence of planning and teaching that differentiated learning for students in the class and aligned with curriculum and assessment. 			
<ul style="list-style-type: none"> • Assessment materials for this placement explicitly outline the Graduate Teacher Standards to be assessed and included tools for providing feedback and making judgements on the pre-service teacher’s performance. 			
<ul style="list-style-type: none"> • The University Supervisor clarified expectations and provided support for the supervising teacher, and pre-service teacher for the successful conduct of the placement. 			

Comments: _____

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

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