

**Bachelor of Education (Primary)**

**EDUC3750**

**Primary Professional Experience 2**

**Final Evaluation**

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| **Preservice teacher’s name** |  | | | | | | | | | | |
| **Dates** |  | | | | | | | | | | |
| **School name and address** |  | | | | | | | | | | |
| **School context** | **Metropolitan** | |  | | **Provincial** | | | |  | **Rural** |  |
| **Remote** | |  | | **Low socio-economic community** | | | |  | **Indigenous community** |  |
| **Other (please indicate):** | | | | | | | | | | |
| **Number of days** | 20 days (four-week block) | | | | | | | | | | |
| **Learning phase** | **Primary year level:** | | | | |  | | | | | |
| **Curriculum specialisation** |  | | | | | | | | | | |
| **Class size** |  | | | | | |  | | | | |
| **Classroom context** | **Students with disability** |  | | **Indigenous students** | | | |  | **Culturally and linguistically diverse students** | |  |

**Description of placement:** Appropriate teaching practice building to full lessons and to sequences of lessons through the four-week block in specific teaching area(s). Structured observation continues.

**Section 1: Planning effectively – preparation for teaching**

**Examples of evidence**

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| Artefacts that have been modified by the preservice teacher to suit the needs of the class such as:   * Unit/lesson plans and resources * School and system documents | Documented feedback and evaluation of planning that reflects:   * Curriculum content, sequencing, scaffolding, learning intention/goals, learning activities, differentiation and teaching strategies * The preservice teacher’s written reflections |

**Not Developed (ND), Developing Towards (DT), Developed (D), Well Developed (WD)**

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|  | **APST** | **ND** | **DT** | **D** | **WD** |
| Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | 1.1 |  |  |  |  |
| Demonstrate knowledge of teaching strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. | 1.3 |  |  |  |  |
| Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. | 1.5 |  |  |  |  |
| Organise content into an effective learning and teaching sequence. | 2.2 |  |  |  |  |
| Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | 2.3 |  |  |  |  |
| Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | 2.5 |  |  |  |  |
| Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | 3.1 |  |  |  |  |
| Plan lesson sequence using knowledge of student learning, content and effective teaching strategies. | 3.2 |  |  |  |  |

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section.

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**Section 2: Teaching effectively – enactment of teaching**

**Examples of evidence**

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| * Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests and annotated samples of student work. * A supervising teacher’s observations notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills and use of resources including ICTs. | * Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies. * The preservice teacher’s reflections and application of supervising teacher feedback. |

**Not Developed (ND), Developing Towards (DT), Developed (D), Well Developed (WD)**

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|  | **APST** | **ND** | **DT** | **D** | **WD** |
| * Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teacher area. | 2.1 |  |  |  |  |
| * Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | 2.6 |  |  |  |  |
| * Include a range of teaching strategies. | 3.3 |  |  |  |  |
| * Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | 3.4 |  |  |  |  |
| * Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | 3.5 |  |  |  |  |
| * Seek and apply constructive feedback from supervisors and teachers to improve teaching practice | 6.3 |  |  |  |  |

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section.

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**Section 3: Managing effectively – create safe and supportive learning environments**

**Examples of evidence**

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| * Artefacts such as annotated school policies, classroom organisation notes, classroom rules and classroom management plans and individual student behaviour plans. * A supervising teacher’s observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement. | * Documented reflections and records of professional conversations. * The preservice teacher’s written reflections and application of supervising teacher feedback. |

**Not Developed (ND), Developing Towards (DT), Developed (D), Well Developed (WD)**

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|  | **APST** | **ND** | **DT** | **D** | **WD** |
| * Identify strategies to support inclusive student participation and engagement in classroom activities. | 4.1 |  |  |  |  |
| * Demonstrate the capacity to organise classroom activities and provide clear directions. | 4.2 |  |  |  |  |
| * Demonstrate knowledge of practical approaches to manage challenging behaviour. | 4.3 |  |  |  |  |

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section.

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**Section 4: Assessing and recording learning**

**Examples of evidence**

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| * Artefacts such as assessment tasks and instructions, tests, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans. | * A supervising teacher’s observation notes including comments on formal and informal feedback and questioning techniques. * The preservice teacher’s written reflections and application of supervising teacher feedback. |

**Not Developed (ND), Developing Towards (DT), Developed (D), Well Developed (WD)**

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|  | **APST** | **ND** | **DT** | **D** | **WD** |
| * Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. | 5.1 |  |  |  |  |
| * Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. | 5.2 |  |  |  |  |
| * Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice | 5.4 |  |  |  |  |

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section.

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**Section 5: Professional conduct**

**Examples of evidence**

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| * Artefacts such as annotated school and system policies and procedures, and communication with parents/carers. * A supervising teacher’s observations including comments on understanding and adherence to legislative requirements. | * Documented participation in school activities including duties, staff meetings and professional development. * Professionalism including punctuality, dress and interpersonal communication. * Demonstration of engagement with school staff |

**Not Developed (ND), Developing Towards (DT), Developed (D), Well Developed (WD)**

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|  | **APST** | **ND** | **DT** | **D** | **WD** |
| * Develop strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements. | 4.4 |  |  |  |  |
| * Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. | 4.5 |  |  |  |  |
| * Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. | 7.1 |  |  |  |  |
| * Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. | 7.2 |  |  |  |  |
| **Please leave blank if unable to assess in the school context**   * Understand strategies for working effectively, sensitively and confidentially with parents/carers. | 7.3 |  |  |  |  |

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section.

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**Section 6: Overall assessment of performance**

Based on the preservice teacher’s performance across this final evaluation, please indicate their overall level of performance.

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| **Not Developed** | **Developing Towards** | **Developed** | **Well Developed** |
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**Section 7: Overall comments**

Please use this space to describe the preservice teacher’s overall strengths and areas for development.

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**Section 8: Moderation**

Please identify who has moderated the assessment of the preservice teacher.

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| --- | --- | --- | --- |
| **Name**  **Position** |  | **Signature** |  |
| **Date** |  |
| **Name**  **Position** |  | **Signature** |  |
| **Date** |  |

**Section 9: Signatures**

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| **Preservice teacher’s name** |  | **Signature** |  |
| **Date** |  |
| **Supervising teacher’s name** |  | **Signature** |  |
| **Date** |  |
| **Supervising teacher’s name** |  | **Signature** |  |
| **Date** |  |
| **Site coordinator’s name** |  | **Signature** |  |
| **Date** |  |