

Bachelor of Education (Primary)

EDUC3750 – Primary Professional Experience 2

Final Evaluation

Preservice teacher's name						
Dates						
School name and address						
School context	Metropolitan	<input type="checkbox"/>	Provincial	<input type="checkbox"/>	Rural	<input type="checkbox"/>
	Remote	<input type="checkbox"/>	Low socio-economic community	<input type="checkbox"/>	Indigenous community	<input type="checkbox"/>
	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	<input type="checkbox"/>	Indigenous students	<input type="checkbox"/>	Culturally and linguistically diverse students	<input type="checkbox"/>

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

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)

	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise content into an effective learning and teaching sequence.	2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan lesson sequence using knowledge of student learning, content and effective teaching strategies.	3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

- 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)

	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Include a range of teaching strategies.	3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Seek and apply constructive feedback from supervisors and teachers to improve teaching practice	6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Examples of evidence

- 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)

	APST	ND	DT	D	WD
<ul style="list-style-type: none"> • Identify strategies to support inclusive student participating and engagement in classroom activities. 	4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Demonstrate the capacity to organise classroom activities and provide clear directions. 	4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Demonstrate knowledge of practical approaches to manage challenging behaviour. 	4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Section 4: Assessing and recording learning

Examples of evidence

- 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)

	APST	ND	DT	D	WD
<ul style="list-style-type: none"> • Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 	5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. 	5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice 	5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Section 5: Professional conduct

Examples of evidence

- 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 requirements.

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

	APST	ND	DT	D	WD
<ul style="list-style-type: none"> • Develop strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. 	4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 	7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. 	7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Please leave blank if unable to assess in the school context</p> <ul style="list-style-type: none"> • Understand strategies for working effectively, sensitively and confidentially with parents/carers. 	7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Section 6: Overall assessment of performance

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

Not Developed	Developing Towards	Developed	Well Developed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Preservice teachers who receive an overall assessment of 'Not Developed' or 'Developing Towards' will be unable to pass the professional experience component.

Section 7: Overall comments

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

Section 8: Moderation

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

Name		Signature	
Position		Date	
Name		Signature	
Position		Date	

Section 9: Signatures

Preservice teacher's name		Signature	
		Date	
Supervising teacher's name		Signature	
		Date	
Supervising teacher's name		Signature	
		Date	
Site coordinator's name		Signature	
		Date	