



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Bachelor of Education (Primary)

EDUC1740

Introduction to Primary Professional Experience

Final Evaluation

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	10 days - 5 single days + 1 Week block)					
Learning phase	Primary Year Level/s:					
Curriculum specialisation						
Class size						
Classroom context	Students with disability		Indigenous students		Culturally and linguistically diverse students	

Description of placement: "Hands-on" observation and classroom assistance

Domain One – Professional Knowledge

Examples of evidence

- Professional conversations between the supervising teacher and preservice teacher.
- A supervising teacher's observation notes.
- The preservice teacher's written reflections and observation notes.

Not Developed (ND), Developing Towards (DT)

	APST	ND	DT	Comments
<ul style="list-style-type: none"> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 	1.1			
<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teacher area. 	2.1			
<ul style="list-style-type: none"> Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 	2.5			

Domain Two – Professional Practice

Examples of evidence

- Professional conversations between the supervising teacher and preservice teacher.
- The preservice teacher's written reflections and observation notes.
- A supervising teacher's observation notes of the preservice teacher's ability to assist in classroom activities and to provide clear directions.

Not Developed (ND), Developing Towards (DT)

	APST	ND	DT	Comments
<ul style="list-style-type: none"> Demonstrate the capacity to organise classroom activities and provide clear directions. 	4.2			

Domain Three – Professional Engagement

Examples of evidence

- Professional conversations between the supervising teacher and preservice teacher
- A supervising teacher’s observations notes including comments on understanding and adherence to legislative requirements.
- The preservice teacher’s reflections and application of supervising teacher feedback
- Documentation of 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)

	APST	ND	DT	Comments
• Seek and apply constructive feedback from supervisors and teachers to improve teaching practice	6.3			
• 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 organizational policies and processes required for teachers according to school stage.	7.2			

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

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

Overall comments

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

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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	