

## Interim Report on Pre-service Teacher Progress Professional Experience 5 EDUC4714/4724

**This report is to be completed by the supervising teacher (see Practicum Handbook for completion dates).**

It is intended to indicate the pre-service teacher's performance and highlight any shortfalls in professional application, which require improvement in the remaining weeks of the practicum.

*If a pre-service teacher is generally 'not developing adequately' and/or a school has concerns, an **at-risk form** must be completed instead.*

|                             |  |                                      |  |
|-----------------------------|--|--------------------------------------|--|
| <b>Pre-service teacher:</b> |  | <b>Supervising teacher/s:</b>        |  |
| <b>School Attended:</b>     |  | <b>Subject Areas or Year Levels:</b> |  |
| <b>Practicum Dates:</b>     |  |                                      |  |

| <b>Criterion 1<br/>Using and Developing Professional and Disciplinary Knowledge</b> |   | Not developing adequately | Developing adequately | Well developed | <b>Comments by supervising teacher/s:</b> |
|---|---|---------------------------|-----------------------|----------------|---|
| <b>Performance Indicators</b>   | The pre-service teacher:  |                           |                       |                |   |
|   | 1. Knows the content and its relationship to educational goals.                       |                           |                       |                |   |
|   | 2. Uses educational processes appropriate to the curriculum and the field of inquiry. |                           |                       |                |   |
|   | 3. Is active in developing and applying professional and disciplinary knowledge.      |                           |                       |                |   |
|   | 4. Values diversity and believes that all students can and have the right to learn.   |                           |                       |                |   |
| <b>Overall assessment of Criterion 1</b>  |   |                           |                       |                |   |

| <b>Criterion 2</b><br><b>Communicating, Interacting and Working with Students and Others</b> |  | Not developing adequately | Developing adequately | Well developed | <b>Comments by supervising teacher/s:</b> |
|--|--|---------------------------|-----------------------|----------------|---|
| <b>Performance Indicators</b>  | The pre-service teacher:   |                           |                       |                |   |
|  | 1. Communicates effectively with students using language appropriate to the age, abilities and learning styles of the students.    |                           |                       |                |   |
|  | 2. Develops positive relationships with students and encourages positive student behaviour.  |                           |                       |                |   |
|  | 3. Uses a classroom approach, including assertiveness techniques, appropriate to the particular learning context.                  |                           |                       |                |   |
|  | 4. Uses behaviour management strategies that are appropriate to the context and are in accordance with the accepted school policy. |                           |                       |                |   |
|  | 5. Works effectively with teachers and others in groups and teams.   |                           |                       |                |   |
| <b>Overall assessment of Criterion 2</b>   |  |                           |                       |                |   |

| <b>Criterion 3</b><br><b>Planning and Managing the Teaching and Learning Process</b> |  | Not developing adequately | Developing adequately | Well developed | <b>Comments by supervising teacher/s:</b> |
|--|--|---------------------------|-----------------------|----------------|---|
| <b>Performance Indicators</b>  | The pre-service teacher:   |                           |                       |                |   |
|  | 1. Plans purposeful programs to achieve specific learning outcomes.  |                           |                       |                |   |
|  | 2. Matches content, teaching approaches and student development and leaning in planning teaching programs to motivate and engage students. |                           |                       |                |   |
|  | 3. Designs teaching programs that allow for a wide range of students.  |                           |                       |                |   |
|  | 4. Structures learning tasks effectively.  |                           |                       |                |   |
|  | 5. Demonstrates flexibility and responsiveness.  |                           |                       |                |   |
|  | 6. Engages the students actively in developing knowledge.  |                           |                       |                |   |
| <b>Overall assessment of Criterion 3</b>   |  |                           |                       |                |   |

| <b>Criterion 4</b><br><b>Monitoring and Assessing Student Progress and Learning Outcomes</b> |  | Not developing adequately | Developing adequately | Well developed | <b>Comments by supervising teacher/s:</b> |
|--|--|---------------------------|-----------------------|----------------|---|
|  |  |                           |                       |                |   |
| <b>Performance Indicators</b>  | The pre-service teacher:   |                           |                       |                |   |
|  | 1. Demonstrates a sound understanding of the role of assessment in teaching.   |                           |                       |                |   |
|  | 2. Uses a range of strategies, including appropriate questioning techniques to monitor the progress of the group and of individual students. |                           |                       |                |   |
|  | 3. Provides timely feedback on progress to individuals and to the group.   |                           |                       |                |   |
|  | 4. Incorporates the information gained on student progress in planning for later remedial or extension activities.                           |                           |                       |                |   |
| <b>Overall assessment of Criterion 4</b>   |  |                           |                       |                |   |

| <b>Criterion 5</b><br><b>Monitoring and Assessing Student Progress and Learning Outcomes</b> |   | Not developing adequately | Developing adequately | Well developed | <b>Comments by supervising teacher/s:</b> |
|--|---|---------------------------|-----------------------|----------------|---|
|  |   |                           |                       |                |   |
| <b>Performance Indicators</b>  | The pre-service teacher:  |                           |                       |                |   |
|  | 1. Evaluates teaching and learning programs to improve quality of teaching and learning.        |                           |                       |                |   |
|  | 2. Critically reflects on his/her own practice to improve the quality of teaching and learning. |                           |                       |                |   |
| <b>Overall assessment of Criterion 5</b>   |   |                           |                       |                |   |

**General comments from supervising teacher/s:**

|   | <b>Print name</b> | <b>Signature</b> | <b>Date</b> |
|---|-------------------|------------------|-------------|
| <b>Site Coordinator</b>                                   |                   |                  |             |
| <b>Supervising Teacher</b>                                |                   |                  |             |
| <b>Supervising Teacher</b>                                |                   |                  |             |
| <b>UQ Pre-service Teacher<br/>(has sighted this form)</b> |                   |                  |             |

**Distribution of Interim report:**

1. Schools must give signed original to the pre-service teacher
2. School to send a copy to School of Education by email [prac@uq.edu.au](mailto:prac@uq.edu.au) or fax to (07) 3365 7199 from an official School email address or fax number
3. School to retain a copy.