**Interim Report on Pre-service Teacher Progress**

**Professional Experience 2**

**EDUC4715/6615**

**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 has more than one tick in ‘not developing adequately’ and/or a school has concerns, an* ***at-risk form*** *must be completed instead.*

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

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

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

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

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

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| **Criterion 5**  **Reflecting, Evaluating and Planning for Outcome Improvement** | | **Not developing adequately** | **Developing adequately** | **Well developed** | **Comments by supervising teacher/s:** |
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| **Performance Indicators** | The pre-service teacher: | | | |
| 1. Evaluates teaching and learning programs to improve quality of teaching and learning. |  |  |  |
| 1. Critically reflects on his/her own practice to improve the quality of teaching and learning. |  |  |  |
| **Overall assessment of Criterion 5** | |  |  |  |

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| **General comments from supervising teacher/s:** |
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|  | **Print name** | **Signature** | **Date** |
| **Site Coordinator** |  |  |  |
| **Supervising Teacher** |  |  |  |
| **Supervising Teacher** |  |  |  |
| **UQ Pre-service Teacher**  **(has sighted this form)** |  |  |  |

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| **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. |