

Master of Teaching (Secondary)

EDUC7615 – Developing Professional Practice (Professional Experience 2)

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 | 30 days (six-week block) | | | | |
| Learning phase | Junior secondary | | | Senior secondary | |
| 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 six-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 | | | | |
| 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 | | | | |
| 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.

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 | | | | |
| • 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.

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

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 |
|---|------|----|----|---|----|
| • 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.

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 | | | | |
| <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 | | | | |
| <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 | | | | |
| <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 | | | | |
| Please leave blank if unable to assess in the school context | 7.3 | | | | |
| <ul style="list-style-type: none"> • Understand strategies for working effectively, sensitively and confidentially with parents/carers. | | | | | |

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 |
|---------------|--------------------|-----------|----------------|
| | | | |

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.

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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 | |