

Preservice teacher:		Subject Areas or Year levels:	
School Attended:		Practicum Dates:	

This report is to be completed by the supervising teacher (see Professional Experience Handbook for completion dates). It is intended to indicate the preservice teacher's performance and highlight any shortfalls in professional application, which require improvement in the remaining weeks of the placement.

By the end of this final professional experience placement, preservice teachers must be assessed as 'Graduate level' for all APST in order to pass the placement.

If at this point in the placement a preservice teacher is considered 'Developing Towards Graduate level' overall in one or more sections and/or a school has concerns, an **at-risk report** must be completed instead. Please also make contact with the UQ Professional Experience Facilitator to initiate the at-risk of failure process.

*Please note that the at-risk process can be initiated at any point during the placement if there are concerns.

Developing Towards Graduate level (D), Graduate level (G)

Section 1: Planning effectively – preparation for teaching	APST	D	G
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 a lesson sequence using knowledge of student learning, content and effective teaching strategies.	3.2		
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1.6		
Overall interim assessment for this section		D	G
Brief comments:			

Developing Towards Graduate level (D), Graduate level (G)

Section 2: Teaching effectively – enactment of teaching	APST	D	G
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		
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	3.6		
Seek and apply constructive feedback from supervisors and teachers to improve teaching practice.	6.3		
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Island backgrounds.	1.4		
Please leave blank if unable to assess in the school context Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	2.4		
Please leave blank if unable to assess in the school context Describe a broad range of strategies for involving parents/carers in the educative process.	3.7		
Overall interim assessment for this section		D	G
Brief comments:			

Section 3: Managing effectively – create safe and supportive learning environments	APST	D	G
Identify strategies to support inclusive student participating and engagement in classroom activities.	4.1		
Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2		
Demonstrate knowledge of practical approaches to manage challenging behaviour.	4.3		
Overall interim assessment for this section		D	G
Brief comments:			

Developing Towards Graduate level (D), Graduate level (G)

Section 4: Assessing and recording learning	APST	D	G
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 understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	5.3		
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	5.4		
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	5.5		
Overall interim assessment for this section		D	G
Brief comments:			

Section 5: Professional Conduct	APST	D	G
Develop strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	4.4		
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		
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 organisational policies and processes required for teachers according to school stage.	7.2		
Understand the role of external professionals and community representative in broadening teachers' professional knowledge and practice.	7.4		
Please leave blank if unable to assess in the school context Understand strategies for working effectively, sensitively and confidentially with parents/carers.	7.3		
Overall interim assessment for this section		D	G
Brief comments:			

**All APST listed must be assessed unless it states, 'Please leave blank if unable to assess in the school context'*

	Print name	Signature	Date
Preservice teacher:			
Supervising teacher(s):			
Site coordinator:			

This document should be used by the preservice teacher and supervising teacher(s) as an ongoing tool for mapping & monitoring progress.