| Pre-service Teacher: | Student ID Number: |
|---|---|
| Site: | Year level taught: |
| For satisfactory completion of this Professional Experience, the pre-service teachers should demonstrate they have met the given Australian Professional Standards for Teachers standards at a **developing** level for pre-service teachers. Please complete all sections of the report –including an assessment grade and written feedback in each section, an overall result, a signature and the acknowledgement that the number of days has been completed. | This report must be completed on day 20. |
|  | Supervising Teacher Comments |

**Not developing adequately (ND), Developing adequately (D), Well developed (WD)**

| Section 1: Planning Effectively – Preparation for Teaching | Result | | | Written Feedback |
|---|---|---|---|---|
|  | ND | D | WD |  |
| **1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.**<br>• Eg. Demonstrates an understanding of the relevance of responding to students' individual characteristics and developmental stage through the use of modifications in lessons and assessments for individuals and groups of students. |  |  |  |  |
| **1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.**<br>• Eg. Plans for and respects the diversity of all students in the classroom and makes connections between aspects of a lesson and students' own contexts. |  |  |  |  |
| **1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.**<br>• Eg. Demonstrates, through lesson plans, an appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. |  |  |  |  |
| **2.2 Organise content into an effective learning and teaching sequence.**<br>• Eg. Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons/learning experiences that demonstrates an understanding of the need for scaffolding learning. |  |  |  |  |
| **2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.**<br>• Eg. Uses relevant curriculum documents to develop a sequence of lessons/learning experiences. These should demonstrate an understanding of the related assessment tasks and the monitoring of student learning in relation to these. |  |  |  |  |
| **2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.**<br>• Eg. Uses explicit teaching and/or modeling of literacy or numeracy skills. |  |  |  |  |
| **3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.**<br>• Eg. Develops a sequence of lessons with explicit, challenging and achievable learning goals. |  |  |  |  |

| | Result | | | Written Feedback |
|---|---|---|---|---|
| **3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.**<br>• Eg. Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing. | | | | |
| **Overall assessment of this section** | ◯ | ◯ | ◯ | |

| **Section 2: Teaching Effectively – Enactment of Teaching** | **Result** | | | **Written Feedback** |
|---|---|---|---|---|
| | ND | D | WD | |
| **2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.**<br>• Eg. Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents.<br>**2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.**<br>• Eg. Uses digital resources and tools to support and enhance student learning.<br>**3.3 Include a range of teaching strategies.**<br>• Eg. Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.<br>**3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.**<br>• Eg. Utilises knowledge of students' strengths, needs and interests in the appropriate selection of resources, including ICT tools, which will promote student learning.<br>**3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.**<br>• Eg. Moves beyond vocal and facial expression and gestures to demonstrating effective questioning skills to support student learning and engagement.<br>**3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.**<br>• Eg. Uses student assessment data and reflection on lessons taught to inform future planning.<br>**6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.**<br>• Eg. Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress. | | | | |
| **Overall assessment of this section** | ◯ | ◯ | ◯ | |

| **Section 3: Managing Effectively – Create safe and supportive learning environments** | **Result** | | | **Written Feedback** |
|---|---|---|---|---|
| | ND | D | WD | |
| **4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.**<br>• Eg. Uses a range of strategies to promote the participation of all students in an activity.<br>**4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.**<br>• Eg. Uses clear instructions, established rules and expectations and organised routines to support transitions and activities, including effective time scheduling. | | | | |

| | Result | | | Written Feedback |
|---|---|---|---|---|
| **4.3 Demonstrate knowledge of practical approaches to manage challenging behavior.**<br>• Eg. Use of essential skills and other strategies to support on-task behaviour and prevent and correct off-task behaviour. | | | | |
| **Overall assessment of this section** | ◯ | ◯ | ◯ | |

| **Section 4: Assessing and recording learning** | **Result** | | | **Written Feedback** |
|---|---|---|---|---|
| | ND | D | WD | |
| **5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.**<br>• Eg. Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.<br>**5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.**<br>• Eg. Uses oral and written communication to provide feedback to students about their learning.<br>**5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.**<br>• Eg. Shows an understanding, through observation notes and reflections, of how assessment is moderated to ensure consistent and comparable judgements are made.<br>**5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.**<br>• Eg. Use of planned questions/activities that allow for a check of student understanding in order to respond to their learning needs.<br>**5.5 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.**<br>• Eg. Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies. | | | | |
| **Overall assessment of this section** | ◯ | ◯ | ◯ | |

| **Section 5: Professional conduct** | | | | |
|---|---|---|---|---|
| | ND | D | WD | |
| **4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.**<br>• Eg. Records student attendance, absence and safety concerns as required.<br>**4.5 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.**<br>• Eg. Understands strategies which promote safe, responsible and ethical use of ICT.<br>**7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.**<br>• Eg. Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students. | | | | |

| | ND | D | WD | |
|---|---|---|---|---|
| **7.2 Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.**<br>• Eg. Applies school/system organisational processes and polices to own conduct and practice and understands mandatory reporting requirements.<br>**7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.**<br>• Eg. Demonstrates a willingness to participate with school staff in a range of activities. | | | | |
| **Overall assessment of this section** | ◯ | ◯ | ◯ | |

| **Professional Experience Result** | | **Supervising Teacher:** | **Name:** | **Signature:** |
|---|---|---|---|---|
| | | | | **Date:** |
| **Unsatisfactory** | **Satisfactory** | **QUT Pre-Service Teacher:** | **Name:** | **Signature:** |
| ☐ | ☐ | | | **Date:** |
| **A pre-service teacher must receive only developing adequately (D) or well developed (WD) in each section to be deemed as satisfactory overall for the Professional Experience.** | | **Site Coordinator:** | **Name:** | **Signature:** |
| | | | | **Date:** |
| | | **Name of University Partner:** | | |

| **Primary Specialisation Progress** | Result | | | **Written Feedback** |
|---|---|---|---|---|
| | ND | D | WD | |
| **This formative assessment is only for pre-service teachers who are undertaking a Primary Specialisation. Please note a mark of ND in this section does not constitute a fail for the placement or the unit.**<br><br>**The pre-service teacher is making satisfactory progress by developing and demonstrating additional depth of understanding in the chosen area of specialisation:** | | | | |
| ◯ **Literacy**    ◯ **Numeracy**    ◯ **Science** | | | | |
| • Demonstrate expert content knowledge in their area of specialisation.<br>• Demonstrate pedagogical content knowledge in their area of specialisation.<br>• Demonstrate effective classroom teaching in their area of specialisation. | | | | |
| **Overall assessment of this section** | ◯ | ◯ | ◯ | |
| **Distribution once signed: Original to Pre-service Teacher; Copy uploaded by Pre-service Teacher to Blackboard; Copy retained by School.** | | | | |